























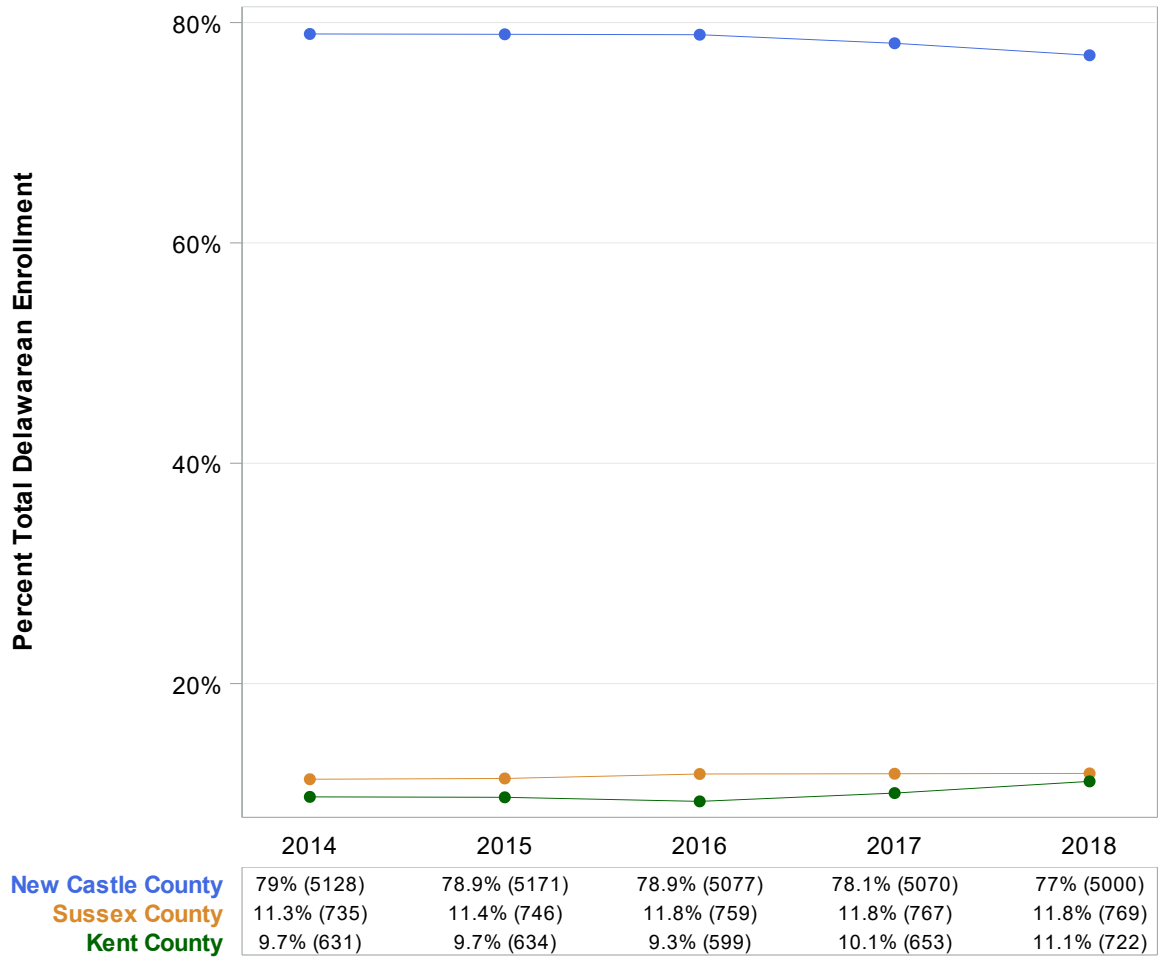




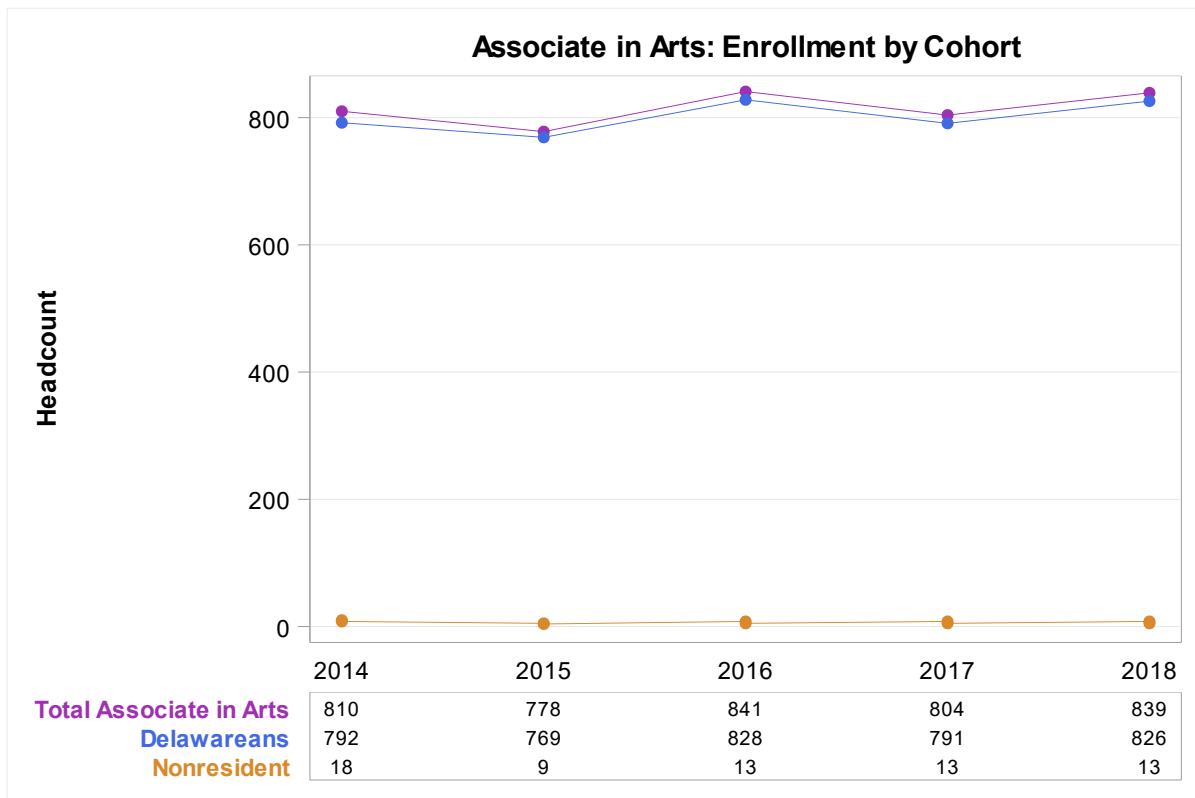




### Newark Campus: Distribution of Delawarean Undergraduate Students by County Percent of Total Delawarean Enrollment



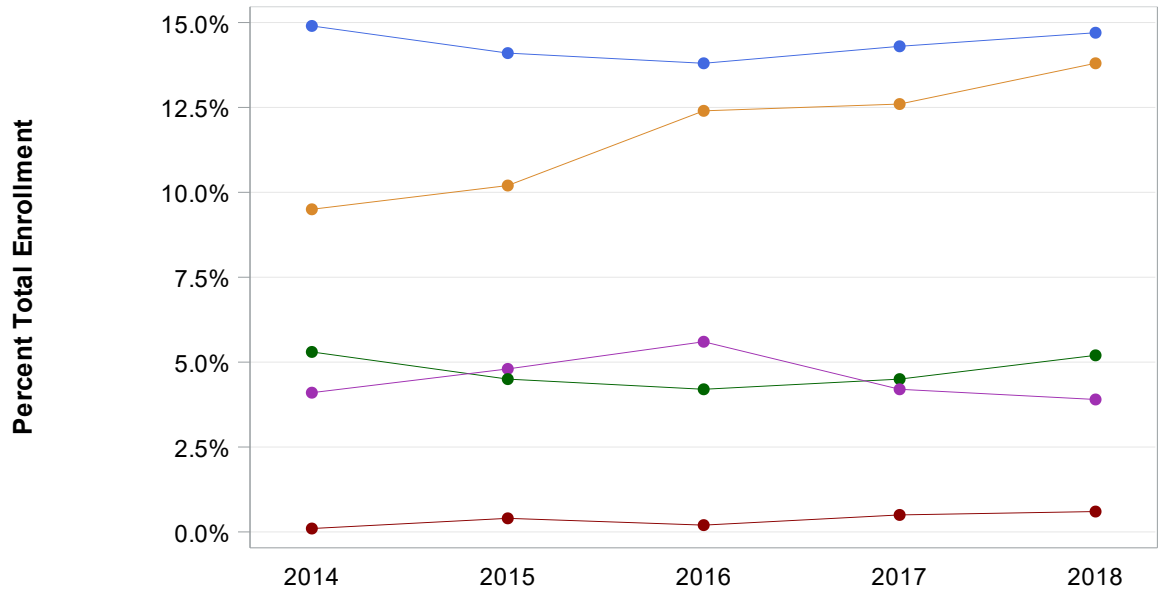
Since 2014, we've seen the largest enrollment increase from Kent County, from 9.7% to 11.1%.



839 enrolled, second only to the 841 in 2016.



**Associate in Arts: Enrollment by Selected IPEDS Race/Ethnicity  
Percent of Total AA Enrollment**

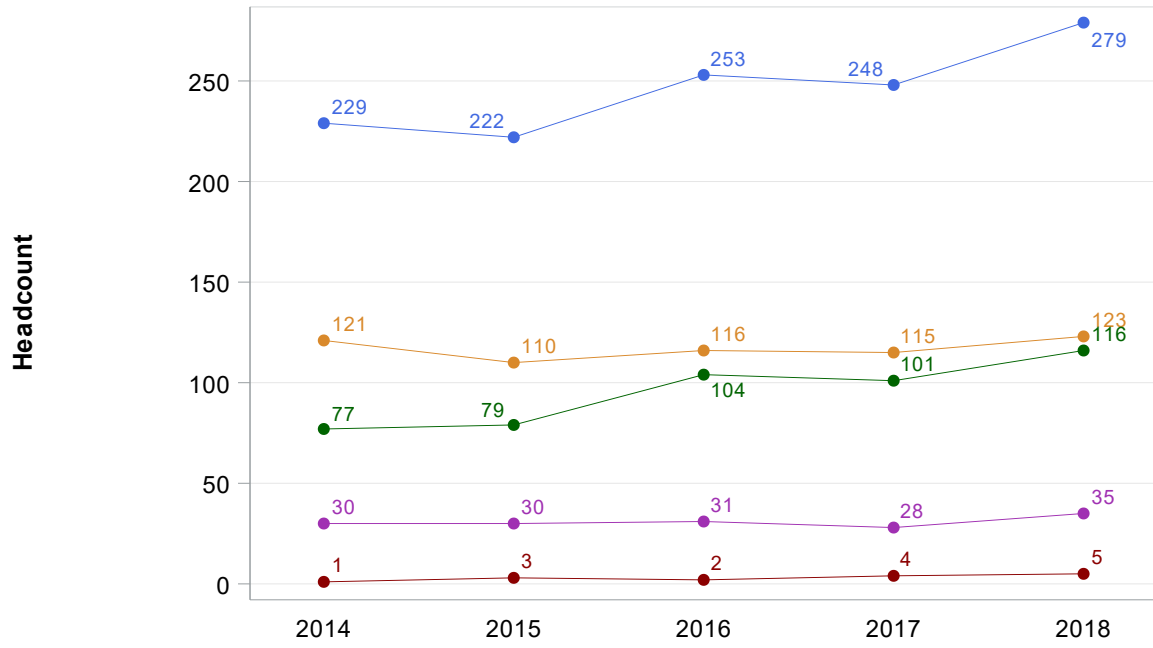


	2014	2015	2016	2017	2018
<b>Black/African American</b>	14.9% (121)	14.1% (110)	13.8% (116)	14.3% (115)	14.7% (123)
<b>Hispanic</b>	9.5% (77)	10.2% (79)	12.4% (104)	12.6% (101)	13.8% (116)
<b>Two or More Races</b>	5.3% (43)	4.5% (35)	4.2% (35)	4.5% (36)	5.2% (44)
<b>Asian</b>	4.1% (33)	4.8% (37)	5.6% (47)	4.2% (34)	3.9% (33)
<b>Other</b>	0.1% (1)	0.4% (3)	0.2% (2)	0.5% (4)	0.6% (5)

Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

There are 321 students of color enrolled, 38.3%, compared to 290 last year, 36.1% of AA enrollment. We have managed a significant increase from fall '14 when we enrolled 275, 34% of total AA enrollment.

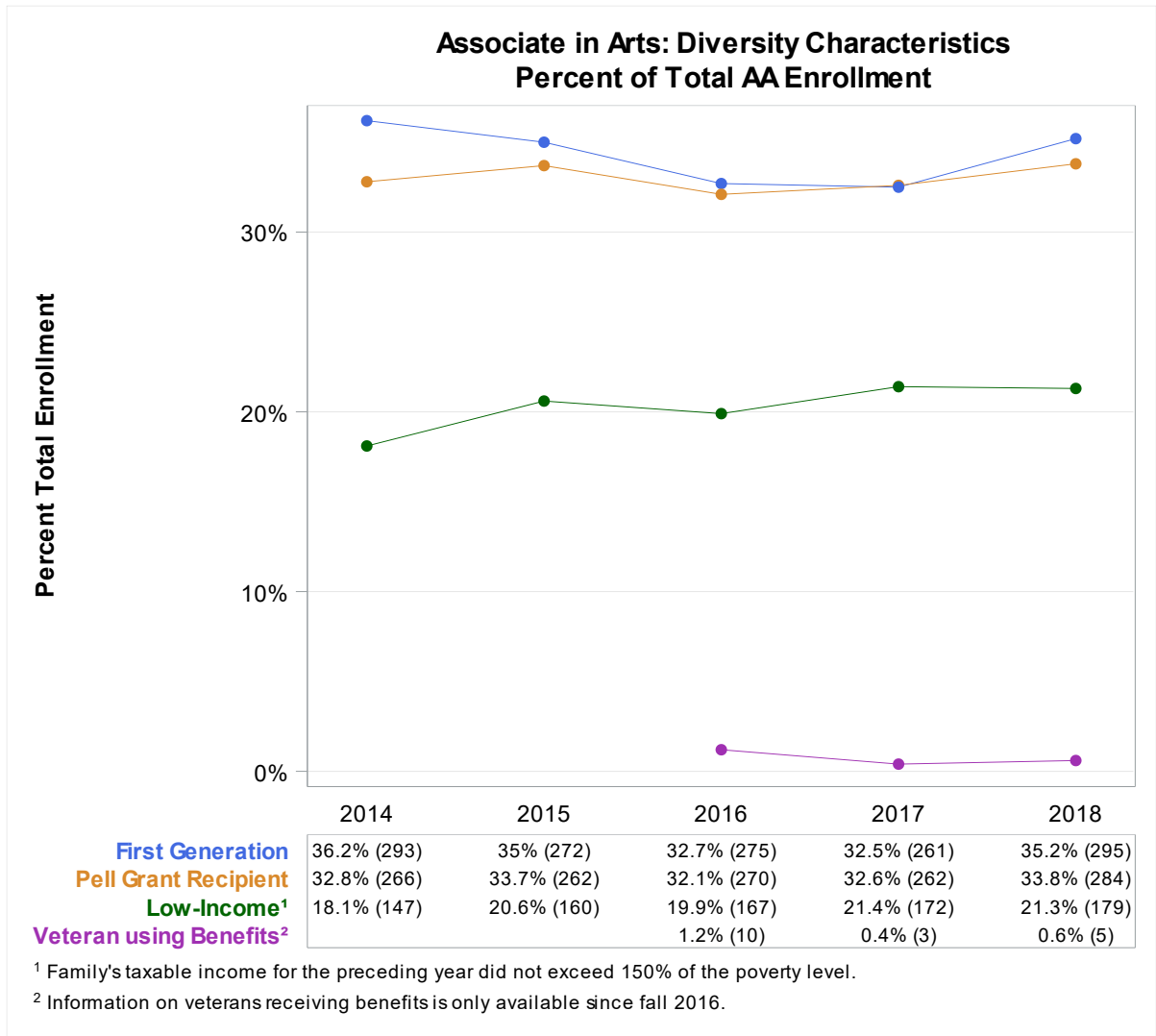
### Associate in Arts: Domestic Underrepresented Minority Enrollment by Ethnicity



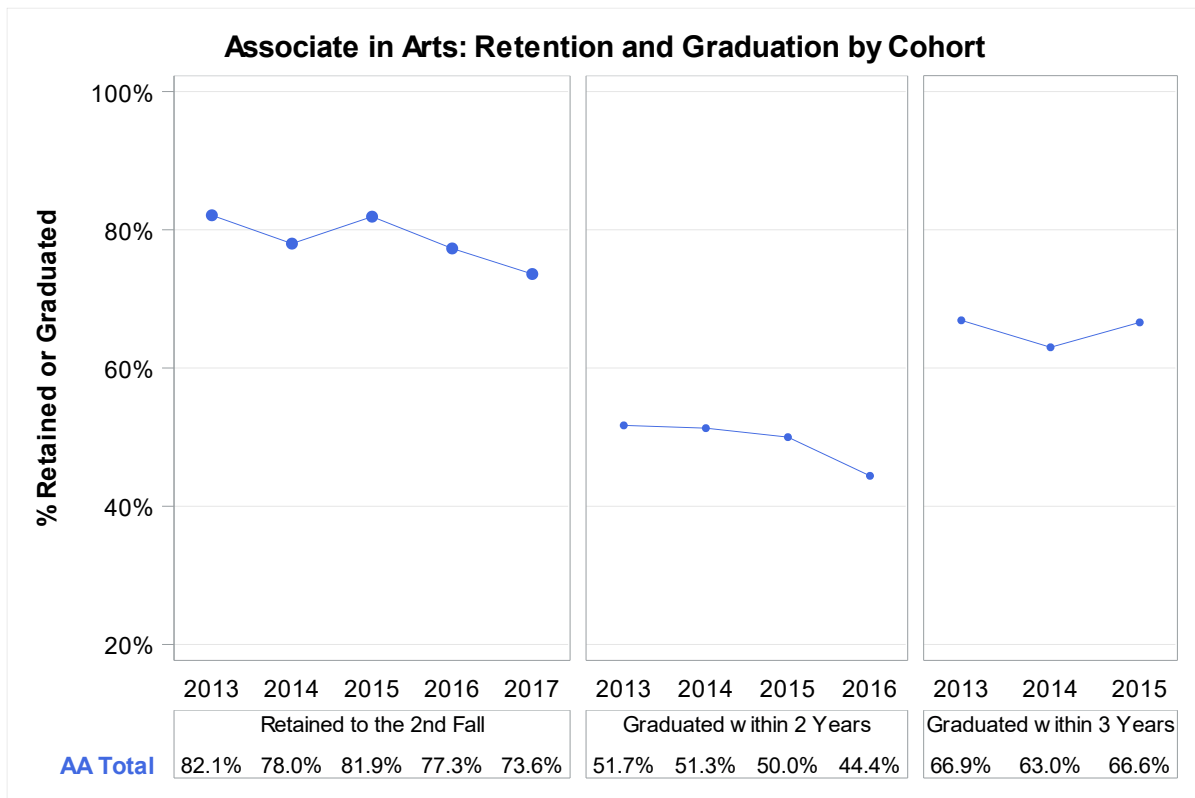
	2014	2015	2016	2017	2018
<b>Total</b>	229	222 (-3.1%)	253 (+14%)	248 (-2%)	279 (+12.5%)
<b>Black/African American</b>	121	110 (-9.1%)	116 (+5.5%)	115 (-0.9%)	123 (+7%)
<b>Hispanic</b>	77	79 (+2.6%)	104 (+31.6%)	101 (-2.9%)	116 (+14.9%)
<b>Two or More Races</b>	30	30 (+0%)	31 (+3.3%)	28 (-9.7%)	35 (+25%)
<b>Other</b>	1	3 (+200%)	2 (-33.3%)	4 (+100%)	5 (+25%)

Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

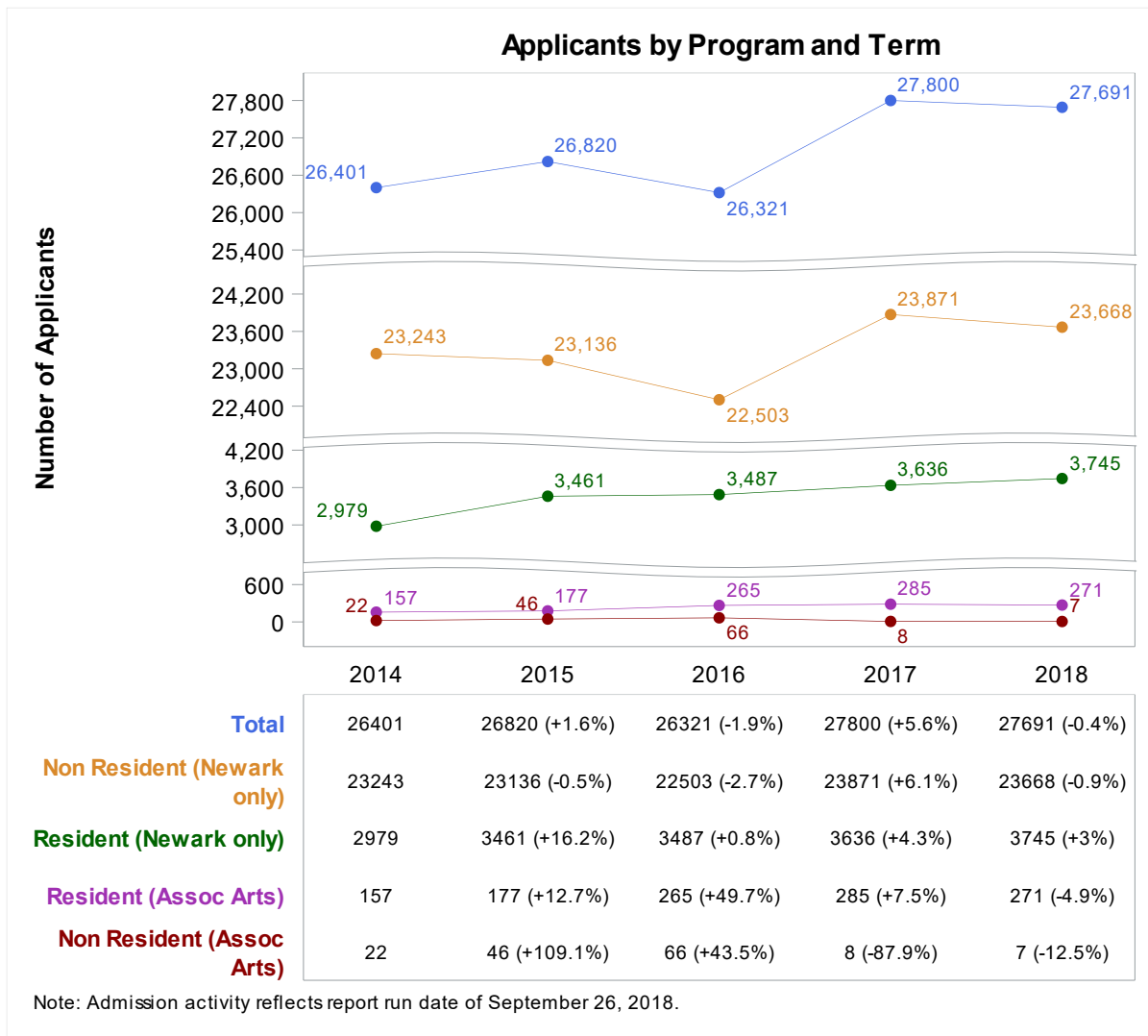
Likewise, we had managed a significant increase in the enrollment of underrepresented minority students enrolled in the AA program, going from 229 in fall '14 to 279 this year.



The Associate of Arts program also provides access, opportunity, and affordability to Delaware students from underserved populations. Almost 34% of the AA program enrollment are student who receive Pell grants.

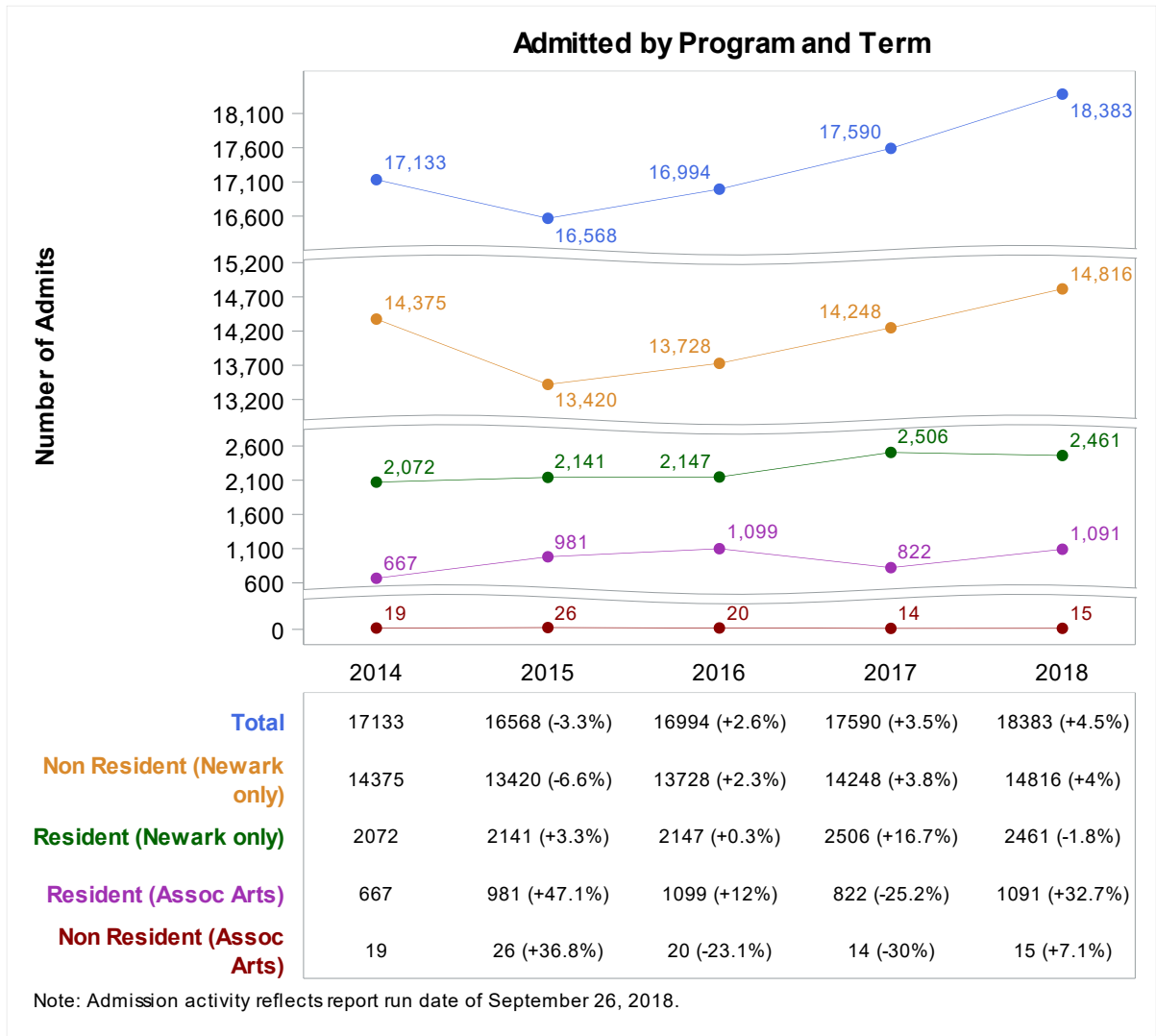


Our Associate of Arts Program continues to be a success story. Not only does it provide access, opportunity, and affordability to Delaware students from underrepresented and underserved populations, but it provides outcomes that far exceed national averages. Nationally, the three-year graduation rate for students in associate of arts programs, e.g. community colleges, ranges from 25-30% depending on the source of data. The AAP three-year graduation rate consistently exceeds 60% and the AAP staff and faculty are some of the most active early users of the Blue Hen Success Collaborative in order to improve retention and graduation rates.



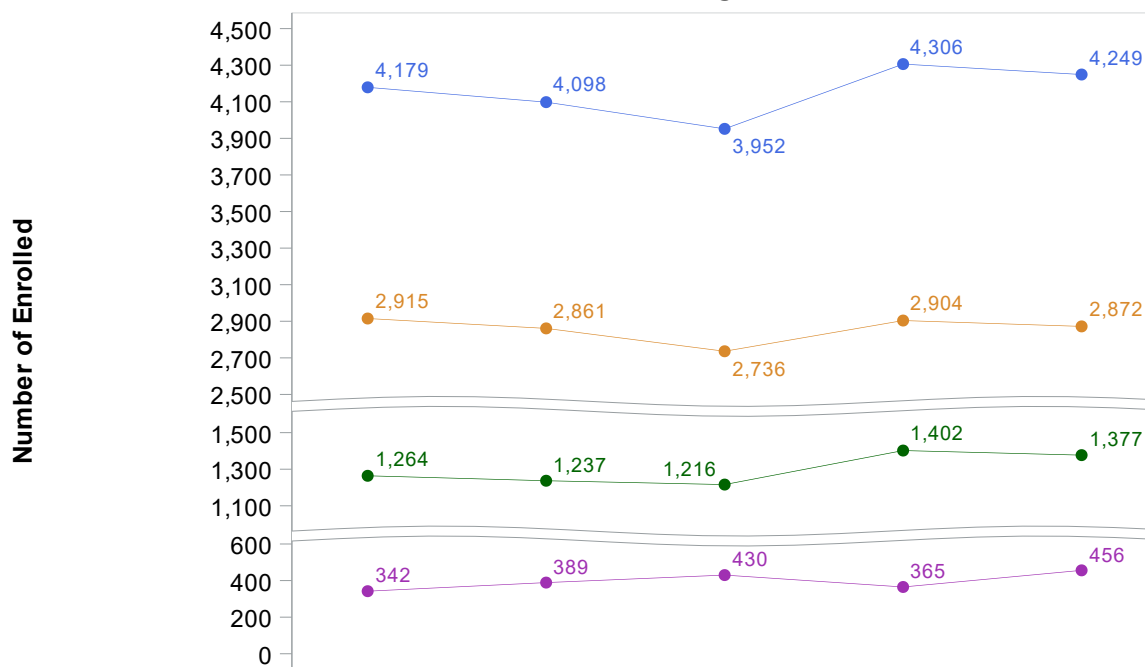
### Admission – First Year Students

Application volume: total and by residency – Volume was strong this year with overall numbers just slightly behind last year which was a record. Application volume from Delaware residents did set another record. These successes fly in the face of negative demographic trends and strong competition in our region.



Offers of Admission: total and by residency – The total number of offers increased over previous years, reflecting, in part, greater challenges in competing for students and a greater number of residents who were admitted to the Associate in Arts program.

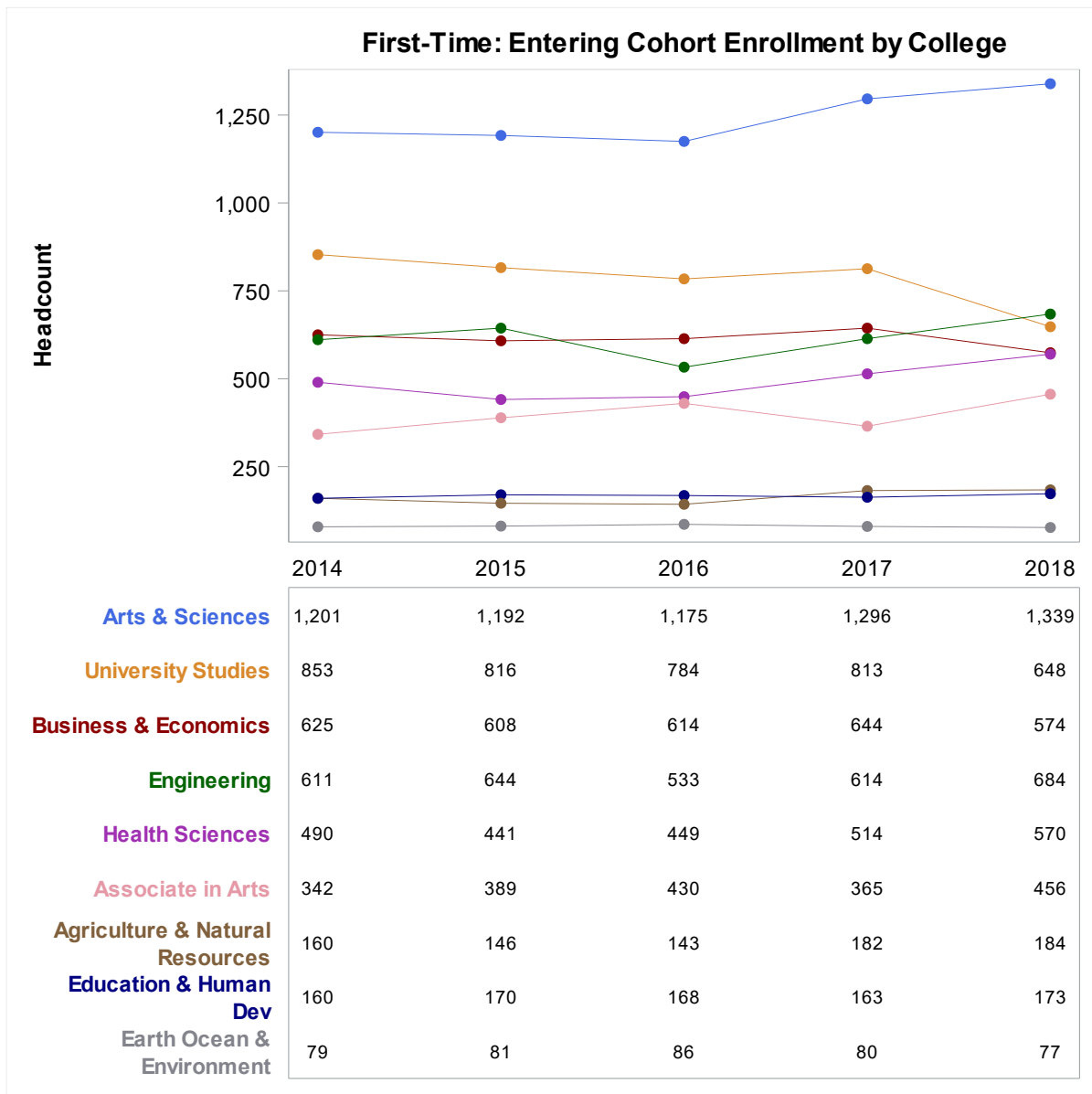
### First-Time: Entering Cohort Enrollment



	2014	2015	2016	2017	2018
<b>Newark Total</b>	4179	4098 (-1.9%)	3952 (-3.6%)	4306 (+9%)	4249 (-1.3%)
<b>Non Resident (Newark only)</b>	2915	2861 (-1.9%)	2736 (-4.4%)	2904 (+6.1%)	2872 (-1.1%)
<b>Resident (Newark only)</b>	1264	1237 (-2.1%)	1216 (-1.7%)	1402 (+15.3%)	1377 (-1.8%)
<b>Associate in Arts</b>	342	389 (+13.7%)	430 (+10.5%)	365 (-15.1%)	456 (+24.9%)

Note: Admission activity reflects report run date of September 26, 2018.

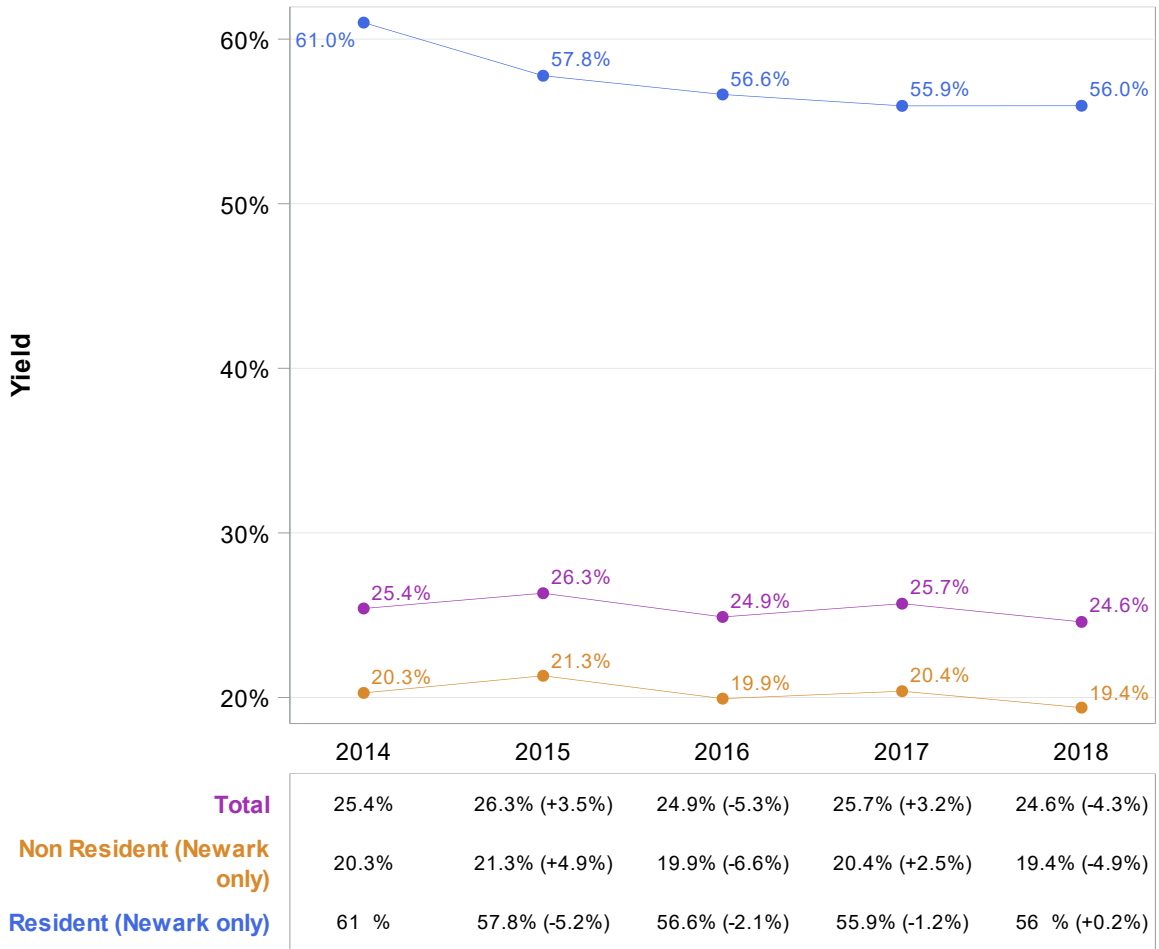
Enrollment: totals by residency – The enrollment goal, 4239, was achieved. Just slightly fewer Delawareans enrolled in Newark compared to last year’s record-setting enrollment of Delawareans. Including residents served through the Associate in Arts program, Delawarean enrollment did set a record. Note, also, that enrollments of students entering through the English Language Institute (ELI) were included in first-year counts prior to Fall 2018. ELI students now enroll with credits earned in their foundation year with us (Academic Transitions), so they are included in the transfer counts starting with the fall 2018 cohort.



Enrollments increased in five of the seven colleges. The exceptions were the College of Earth, Ocean and Environment, and the Lerner College of Business and Economics. The dip in Lerner first year enrollment could be related to the implementation of differential charges.



### First-Time: Entering Cohort Yield, Overall and by Residency



Note: Admission activity reflects report run date of September 26, 2018.

Yield: total and by residency – Total yield, the percentage of students accepting our offer of admission, dropped by a percentage point for non-residents and increased very slightly for residents of the state. Demographic shifts will continue to provide challenges in the coming years as institutions in the region compete for a declining population of prospective students.

### Newark Campus: Applicants by Selected IPEDS Race/Ethnicity and Term



	2014	2015	2016	2017	2018
<b>Total (excl. Domestic White)</b>	7,448	8,181	8,060	8,797	9,067
<b>International</b>	2,010	2,409	2,148	2,167	2,345
<b>Hispanic</b>	1,873	2,029	1,958	2,332	2,397
<b>Black/African American</b>	1,713	1,878	1,990	2,136	2,112
<b>Asian</b>	1,121	1,158	1,191	1,302	1,259
<b>Two or More Races</b>	698	669	729	814	908
<b>Native American</b>	17	26	30	31	30
<b>Pacific Islander</b>	16	12	14	15	16

Note: Admission activity reflects report run date of September 26, 2018.

Diversity: Applicants – We continue to attract an increasingly diverse pool of applicants. Of note this year are major increases in international applicants and among those identifying as multiracial. Attracting a diverse pool continues to be a major strategic focus for the admissions office.

### Newark Campus: Admits by Selected IPEDS Race/Ethnicity and Term

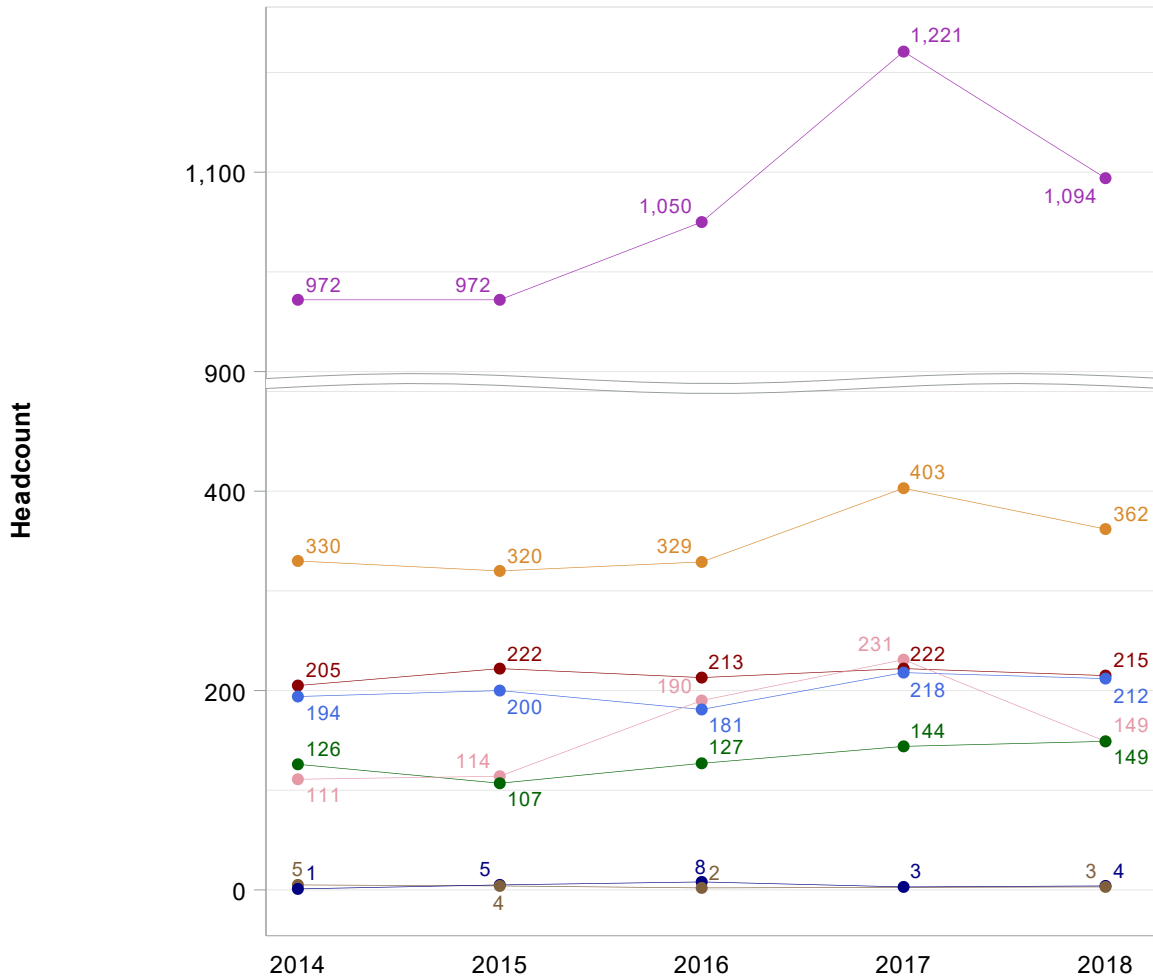


<b>Total (excl. Domestic White)</b>	3,748	3,686	3,975	4,432	4,518
<b>Hispanic</b>	1,306	1,311	1,296	1,336	1,372
<b>Asian</b>	812	894	828	865	886
<b>Black/African American</b>	685	696	723	740	718
<b>Two or More Races</b>	466	450	483	492	570
<b>International</b>	458	312	618	976	946
<b>Pacific Islander</b>	12	8	6	6	8
<b>Native American</b>	9	15	21	17	18

Note: Admission activity reflects report run date of September 26, 2018.

Diversity: Offer of Admission – A record number of offers were made to diverse populations for the incoming class, with notable increases in offers to many historically underrepresented domestic students. Counting methodology for students entering through the English Language Institute shifted to the transfer population for the first time this year, masking what was actually an increase of nearly 200 offers to first-year international students.

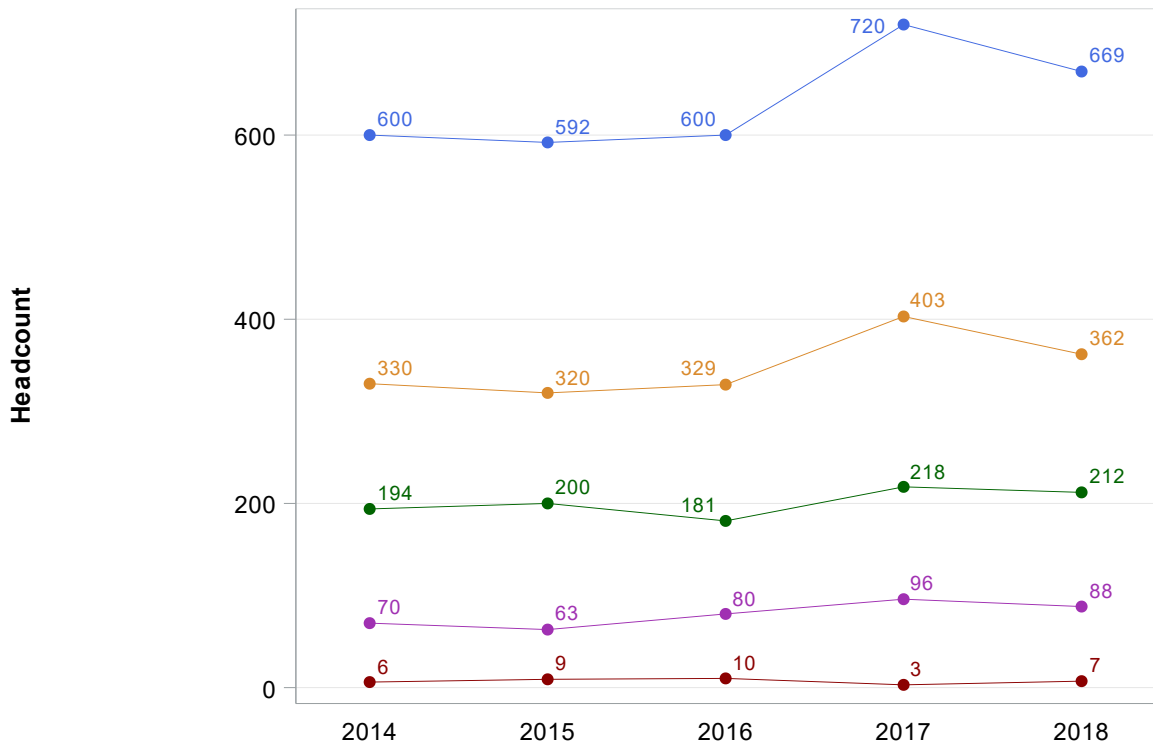
### Newark Campus: Entering Cohorts by Selected IPEDS Race/Ethnicity and Term



<b>Total (excl. Domestic White)</b>	972	972	1,050	1,221	1,094
<b>Hispanic</b>	330	320	329	403	362
<b>Asian</b>	205	222	213	222	215
<b>Black/African American</b>	194	200	181	218	212
<b>Two or More Races</b>	126	107	127	144	149
<b>International</b>	111	114	190	231	149
<b>Pacific Islander</b>	5	4	2	3	3
<b>Native American</b>	1	5	8	3	4

Diversity: Enrollment – The incoming class was the second most diverse in UD history, with last year being the most diverse. Again, the comparison is masked by the new counting methodology for ELI students who appear this year as transfer students but, in previous year, were counted among first-year students. We are actually 35 ahead of last year in 1<sup>st</sup>-year international students when ELI is excluded.

### Newark Campus: Entering Domestic Undergraduate Underrepresented Minority Enrollment by Ethnicity and Term

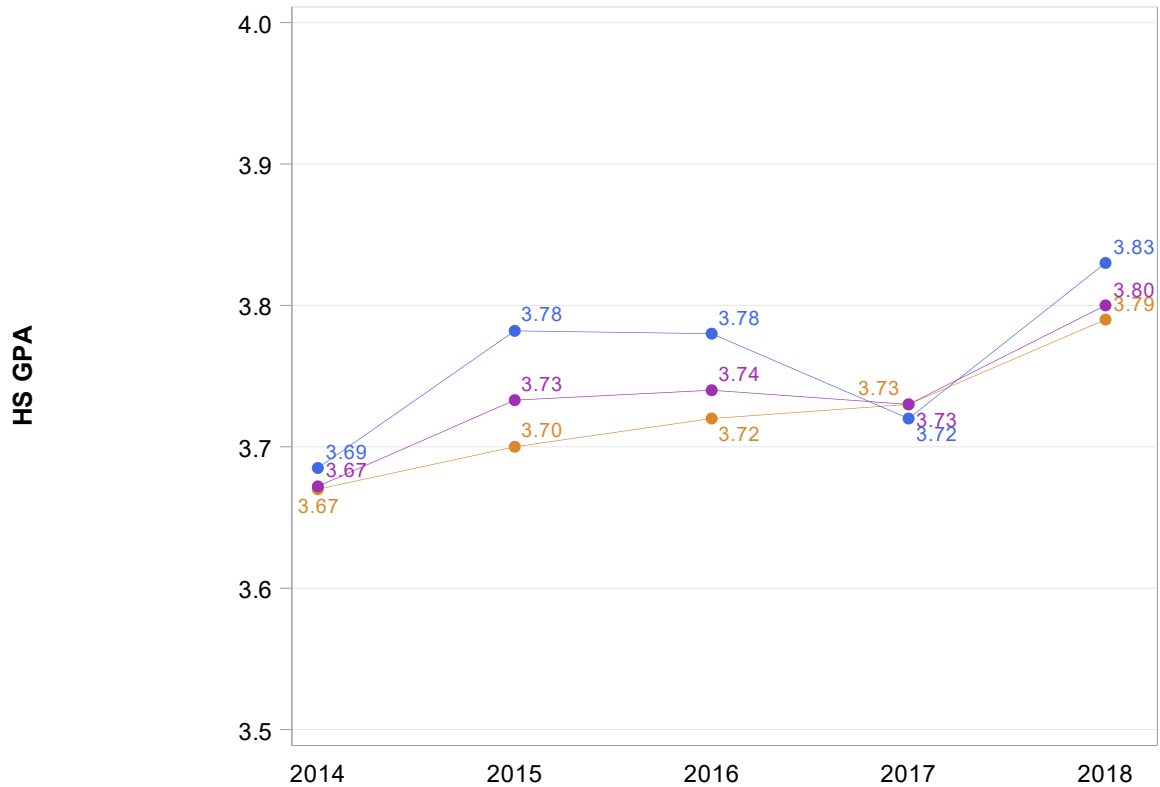


<b>Total</b>	600	592 (-1.3%)	600 (+1.4%)	720 (+20%)	669 (-7.1%)
<b>Hispanic</b>	330	320 (-3%)	329 (+2.8%)	403 (+22.5%)	362 (-10.2%)
<b>Black/African American</b>	194	200 (+3.1%)	181 (-9.5%)	218 (+20.4%)	212 (-2.8%)
<b>Two or More Races</b>	70	63 (-10%)	80 (+27%)	96 (+20%)	88 (-8.3%)
<b>Other</b>	6	9 (+50%)	10 (+11.1%)	3 (-70%)	7 (+133.3%)

Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

Diversity: Enrollment of URM Students – While we lost some ground this year, we are second only to last year in the enrollment of URM students, and we are significantly ahead of other years. Strategically, we provided more merit aid to URM populations this year but yields still declined. We continue to focus on improving success in attracting diverse students.

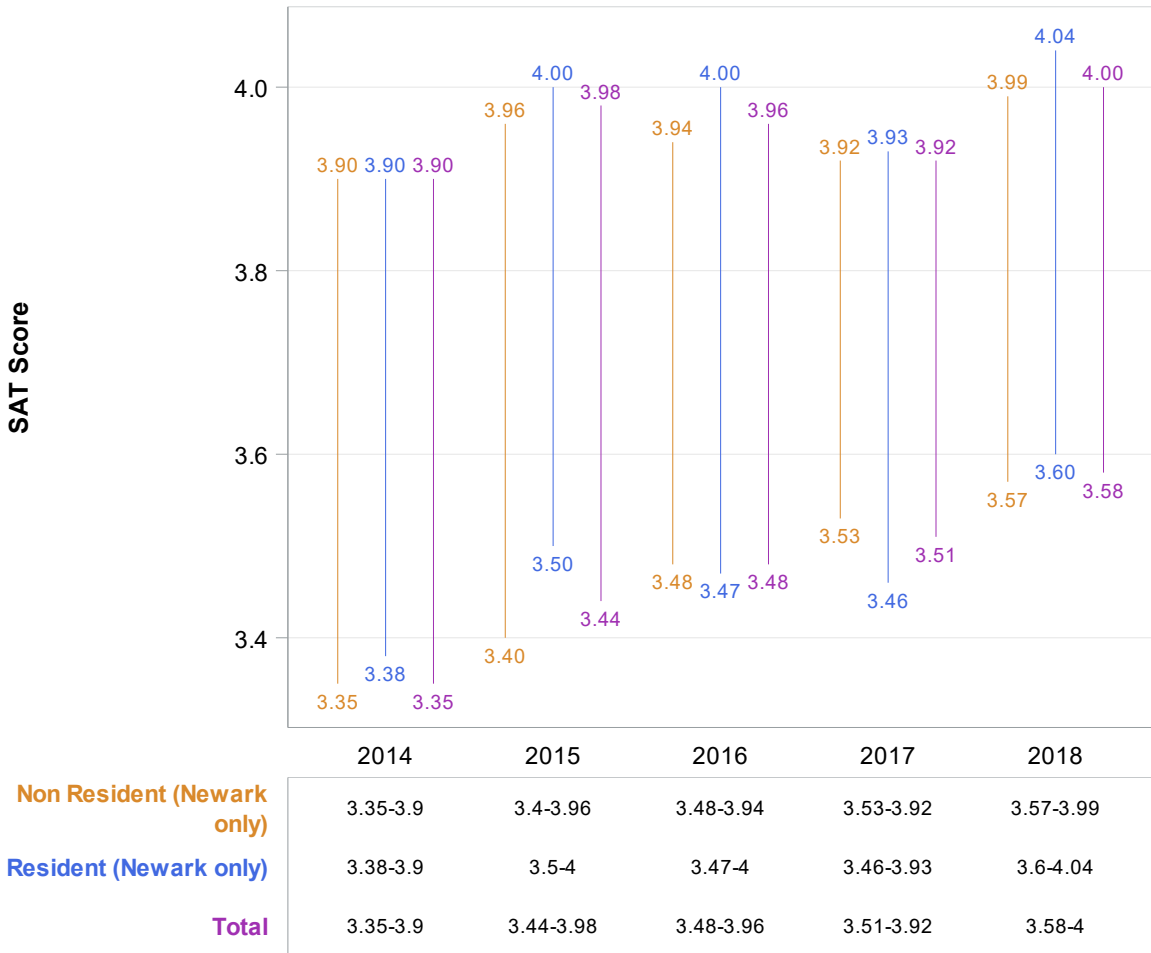
### Newark Campus: Median High School GPA of Entering First-Time Cohorts



<b>Non Resident (Newark only)</b>	3.67	3.70	3.72	3.73	3.79
<b>Resident (Newark only)</b>	3.69	3.78	3.78	3.72	3.83
<b>Total</b>	3.67	3.73	3.74	3.73	3.80

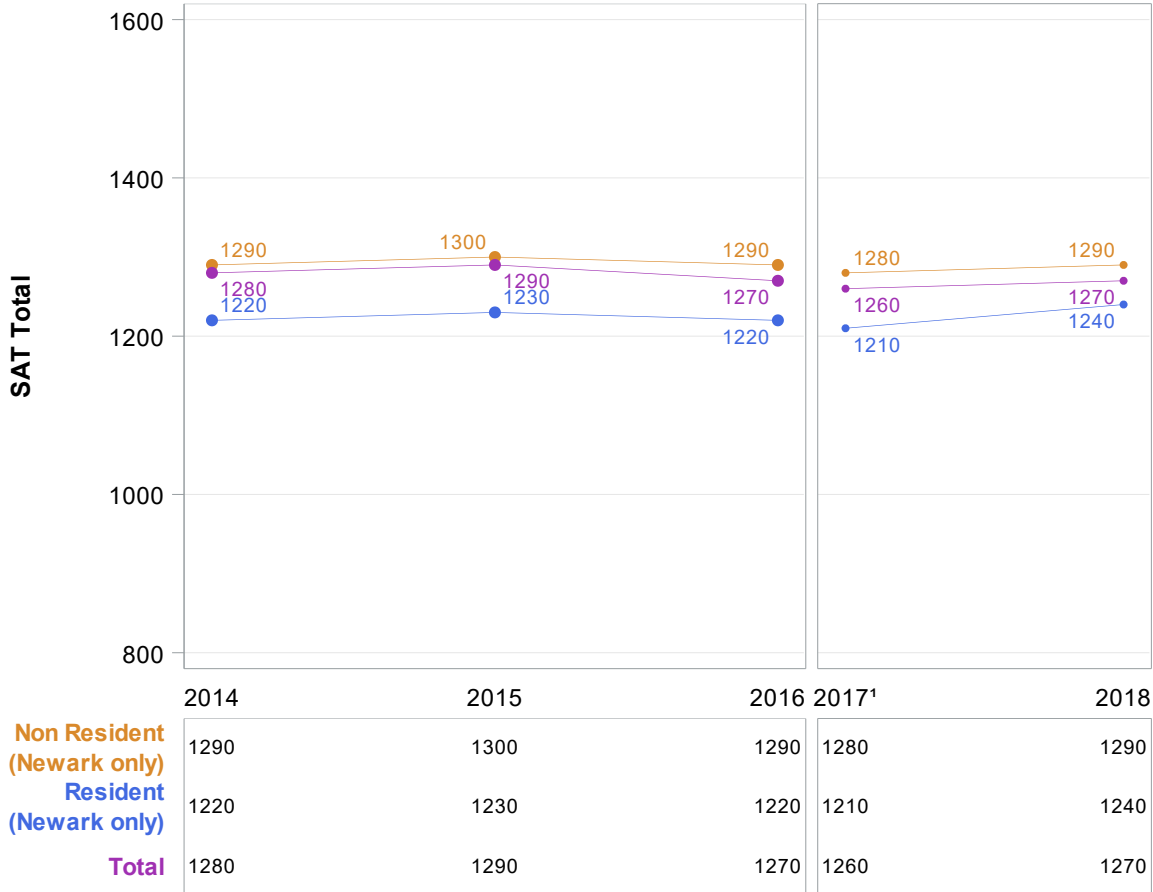
Quality Measures: GPA – The high school GPA of our enrolled class continues to reflect the high- performing students that are attracted to UD. This is true for residents as well as non-residents of the state. The graph above shows the median, while the graph that follows shows the range of GPAs that are shared by the middle band of students. By these measures, this is the most academically strong class UD has enrolled.

### Newark Campus: The 25th and 75th Percentiles of HS GPA of Entering First-Time Cohorts



For residents, non-residents, and overall, the current class is stronger than previous classes by this measure. This portends well for the future of this class since high school performance is one of the strongest indicators of likely post-secondary success.

### Newark Campus: Median SAT of Entering First-Time Cohorts

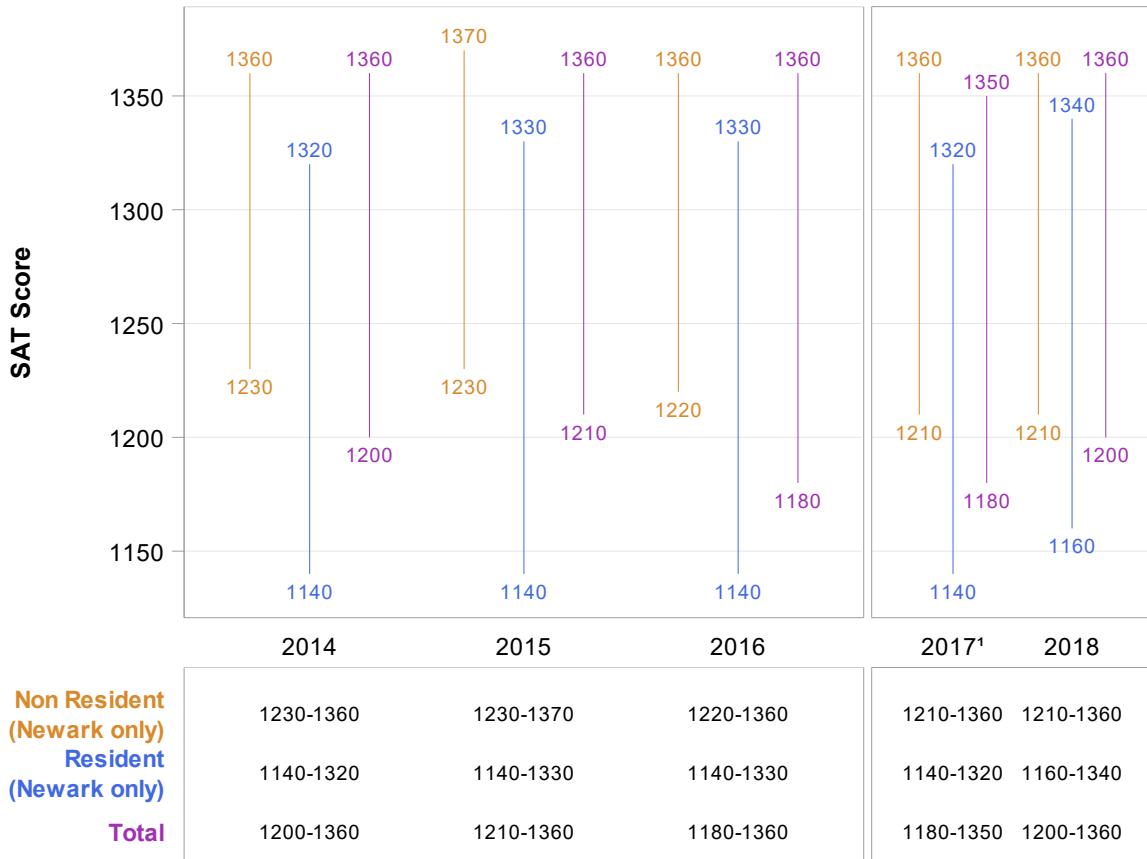


<sup>1</sup> Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.

Quality Measure: SAT Scores – Scores increased nicely comparing last year to this year, for which the test followed the same format. Note the 30-point jump for resident students as well as a 10-point increase overall. The largest grouping of resident students ever joined our Honors program this year, reflecting our increasing strength among the most academically talented Delawareans.

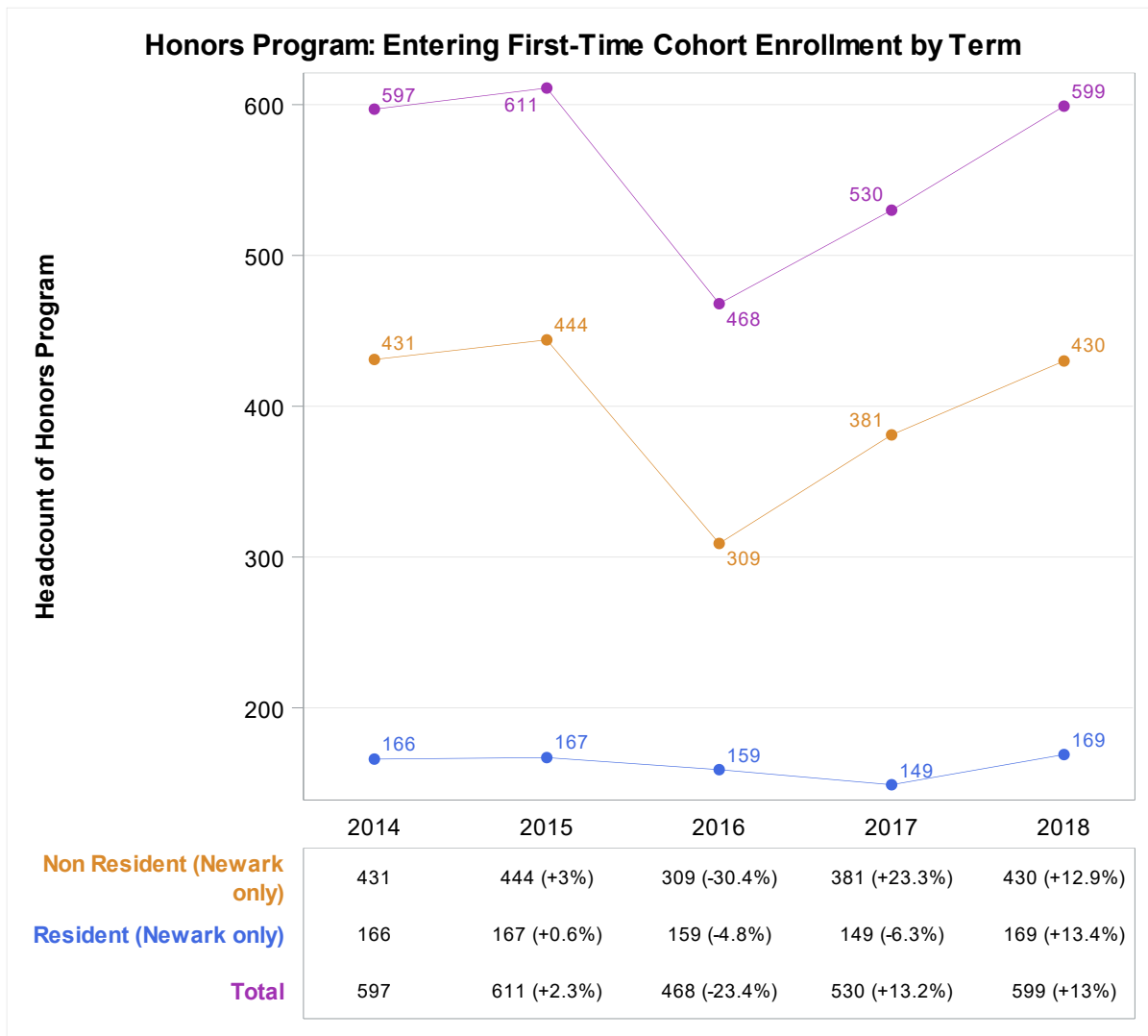


### Newark Campus: The 25th and 75th Percentiles of SAT of Entering First-Time Cohorts



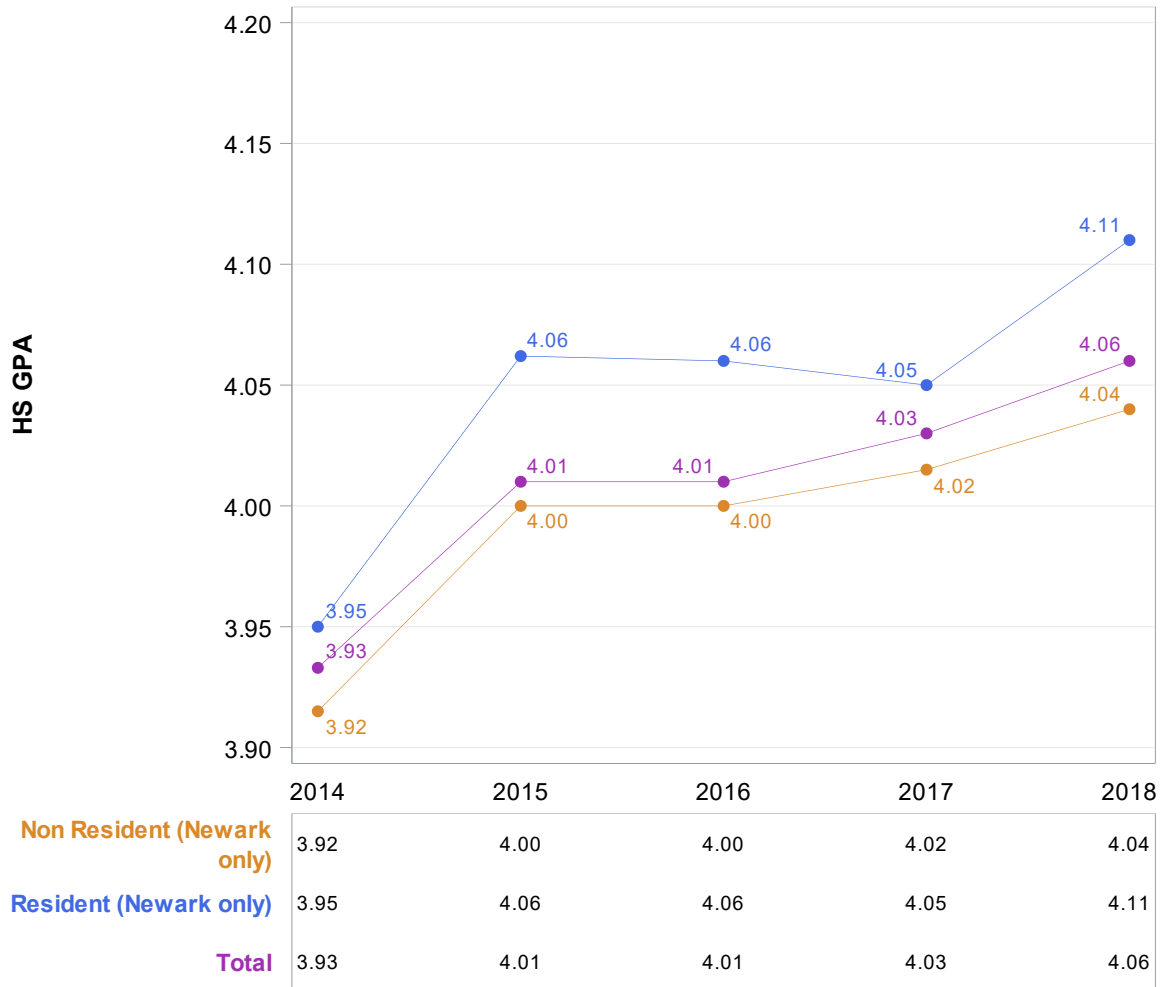
<sup>1</sup> Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.

As with median SAT, the middle range of scores shows higher numbers than last year, the only year in which the test had the same format.



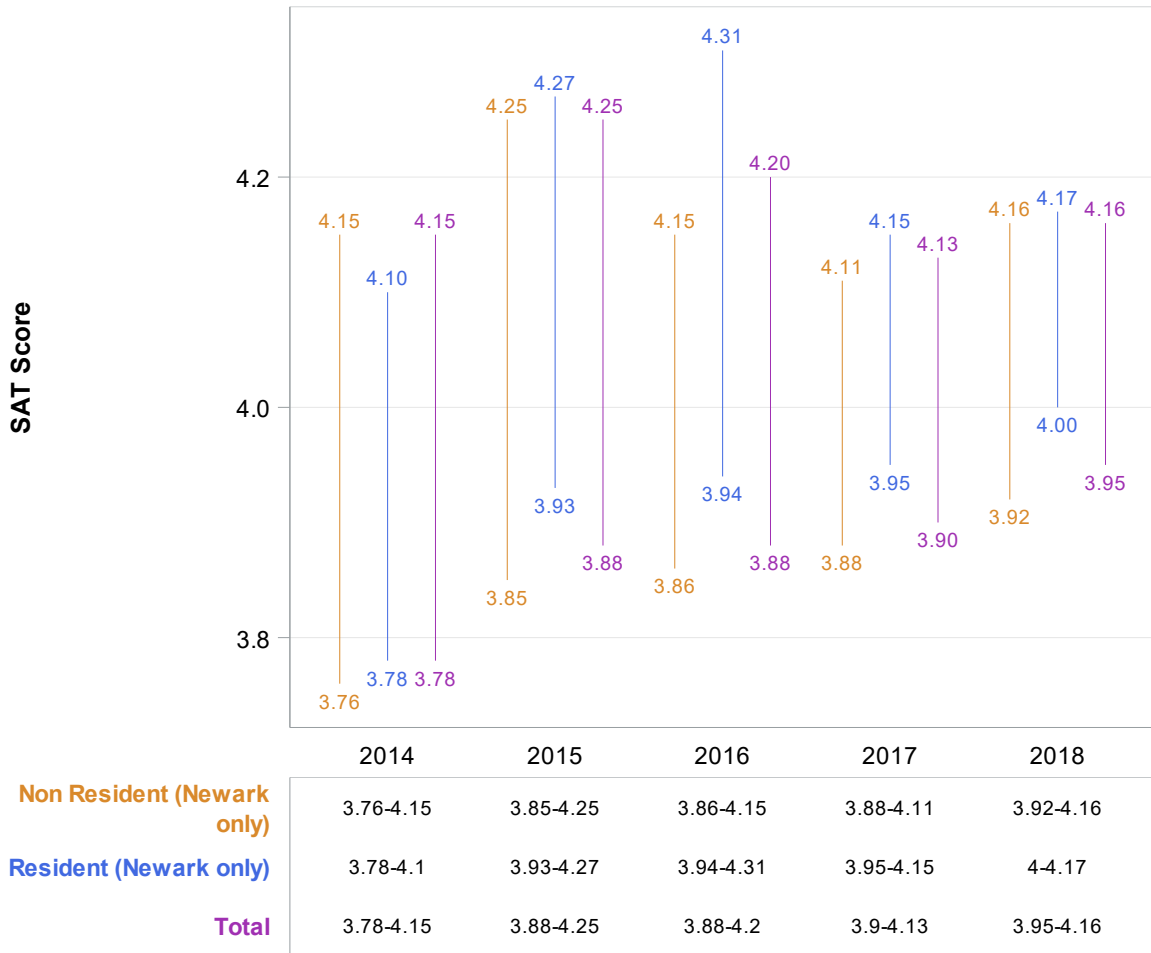
Honors Program Enrollment – This is the second-largest class ever, and it includes the largest representation Delaware residents ever. The Honors Program provides an excellent means for attracting high-achieving students to the University, and we are especially pleased with our ability to attract more in-state talent.

### Honors Program: Median HS GPA of Entering First-Time Cohorts



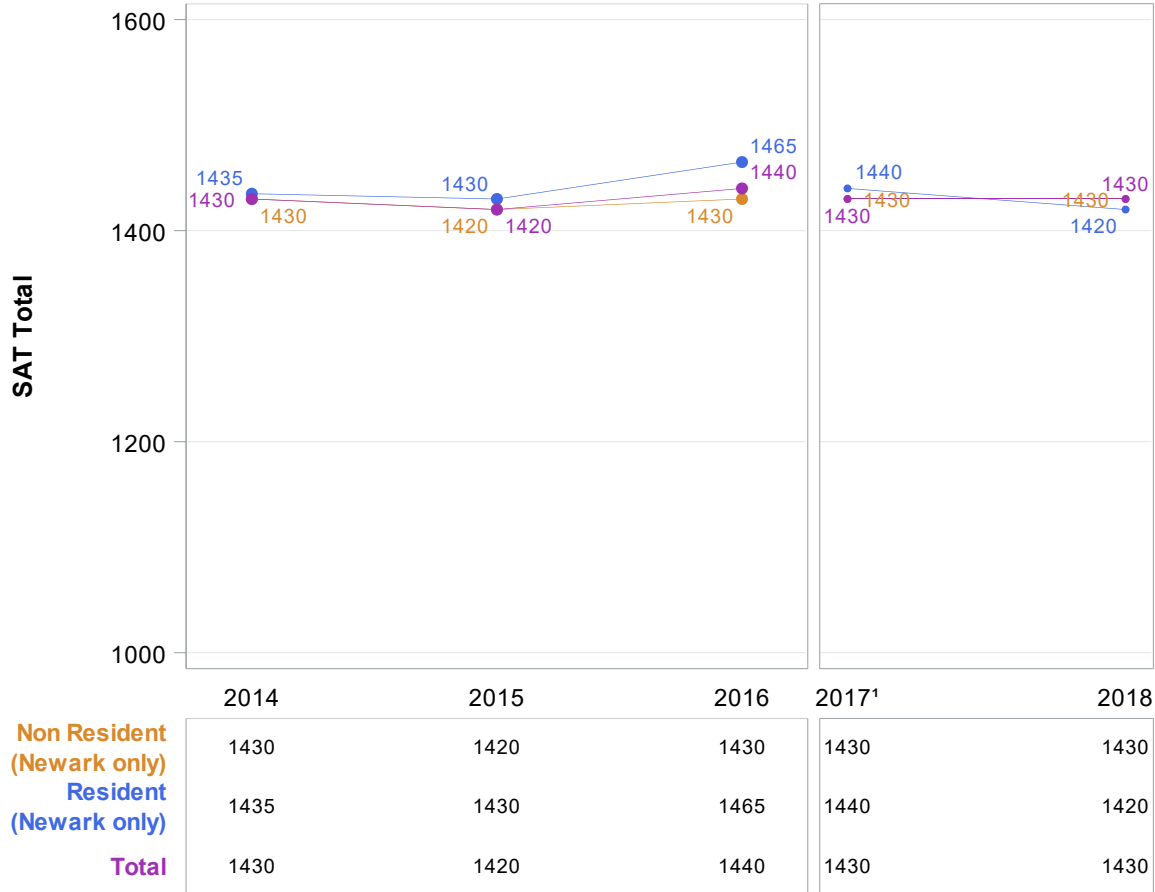
Not only is the among our largest class of honors students, the mean grade point average is also among the highest and is especially strong among Delaware residents.

### Honors Program: The 25th and 75th Percentiles of HS GPA of Entering First-Time Cohorts



Note that the bottom of the range has lifted among all populations when comparing across years.

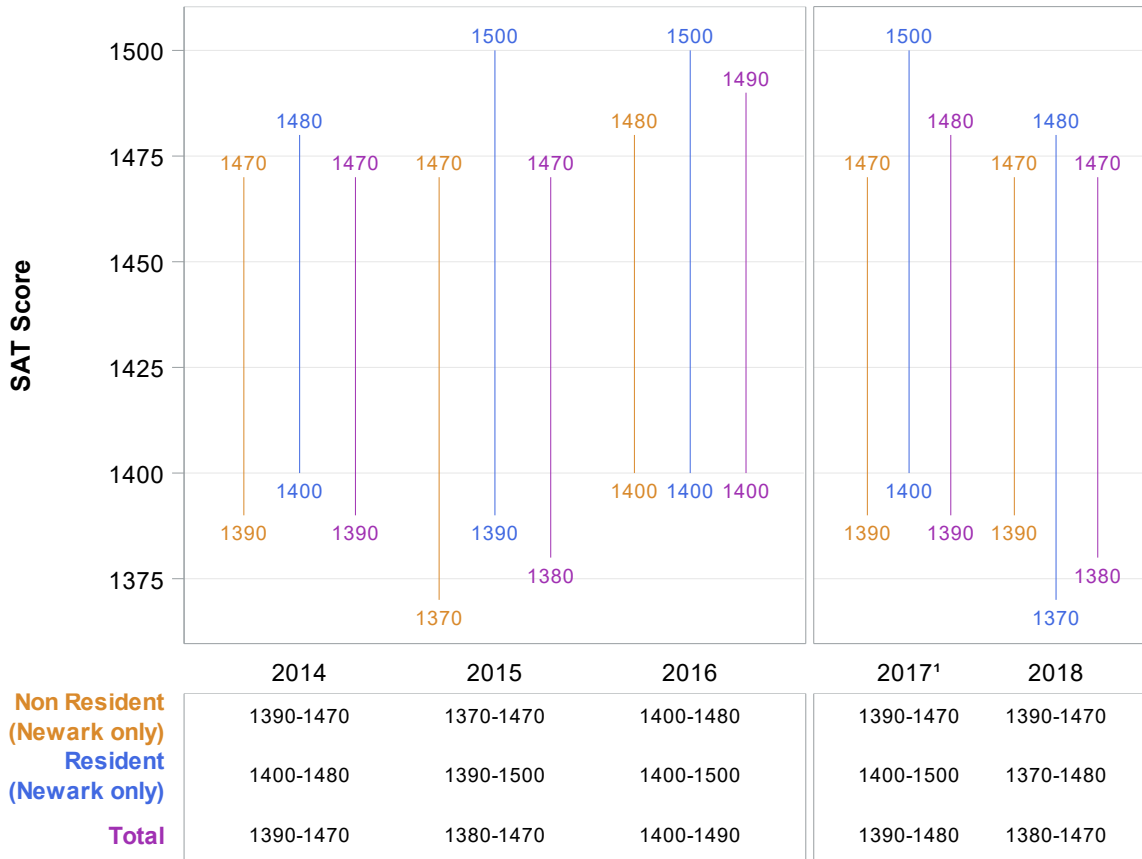
### Honors Program: Median SAT of Entering First-Time Cohorts



<sup>1</sup> Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.

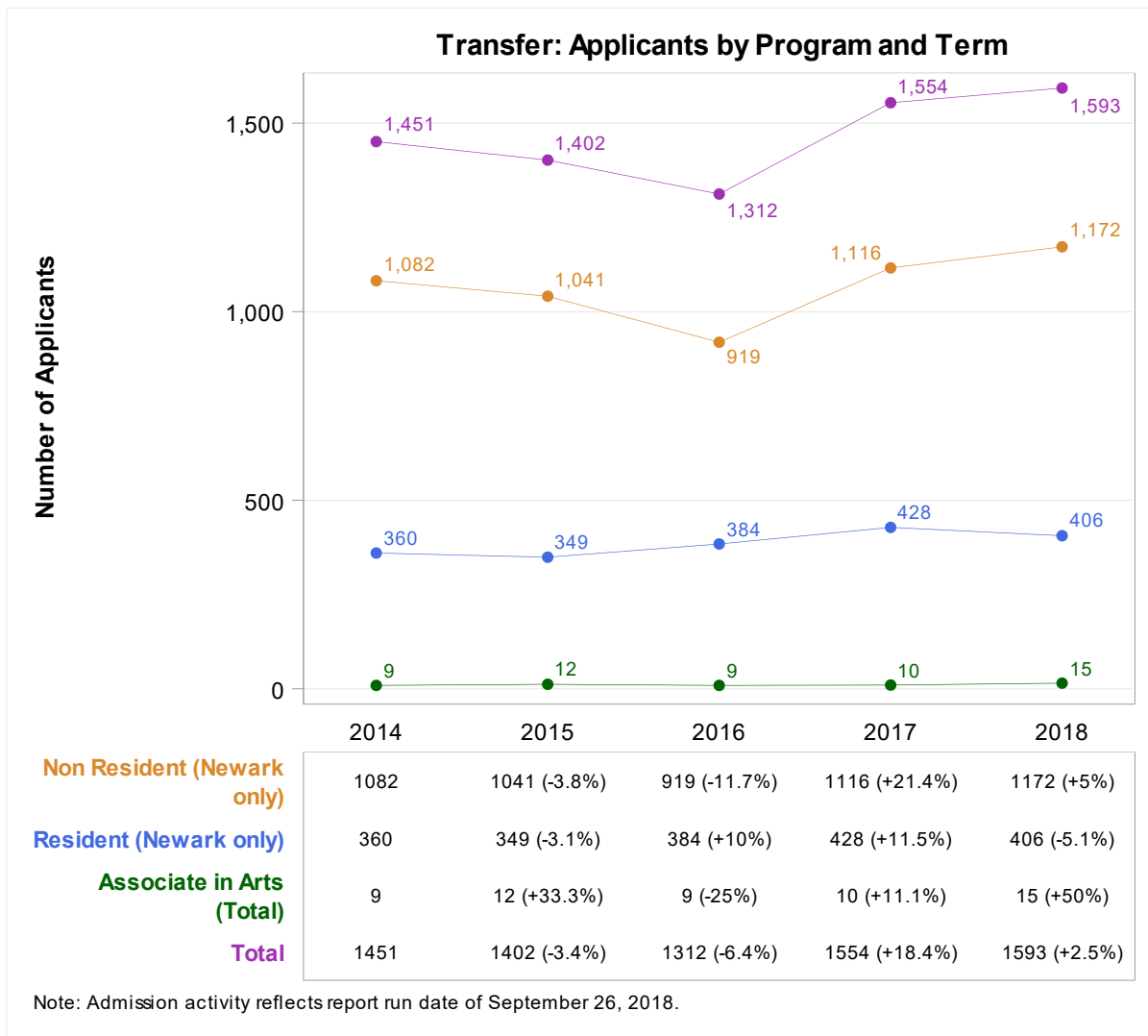
The SAT profile for the overall classes is identical when comparing this year to last year, the only years in which the test followed the same format. While there is a dip in the resident SAT, recall that the resident GPA is actually stronger for residents. High school performance is the best pre-enrollment predictor of long-term success.

### Honors Program: The 25th and 75th Percentiles of SAT of Entering First-Time Cohorts



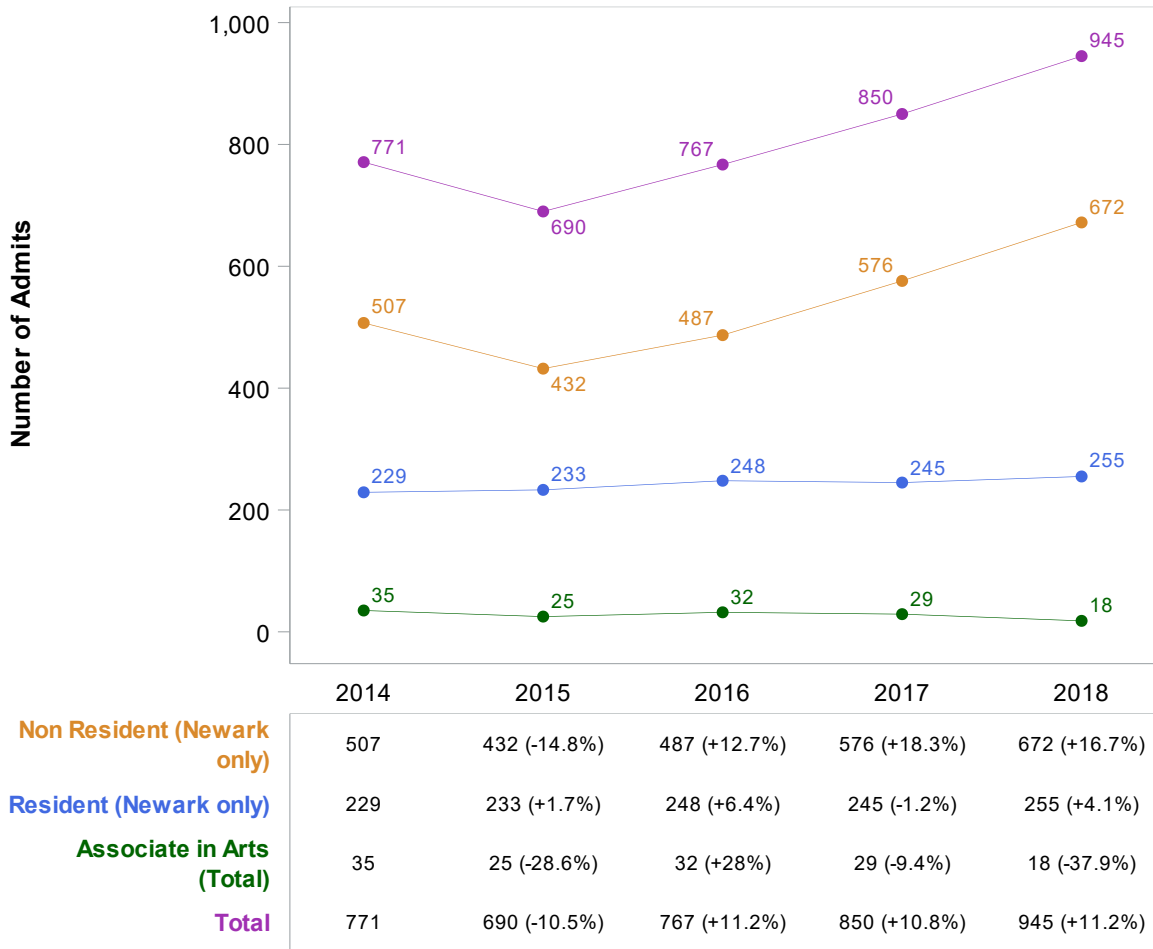
<sup>1</sup> Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.

Note the identical range for non-residents when comparing last year to this year (the only two years in which the test had the same format). While the median is identical overall, the range is lower. Recall, however, that GPAs are stronger.



Transfer Students: Applications – Our increased attention to transfer students has again resulted in an increased interest both in-state and among non-residents. Our use of a scholarship for Phi Theta Kappa members, a national honor society for high-performing community college enrollees, was a useful tool in attracting new interest in UD among potential transfer populations.

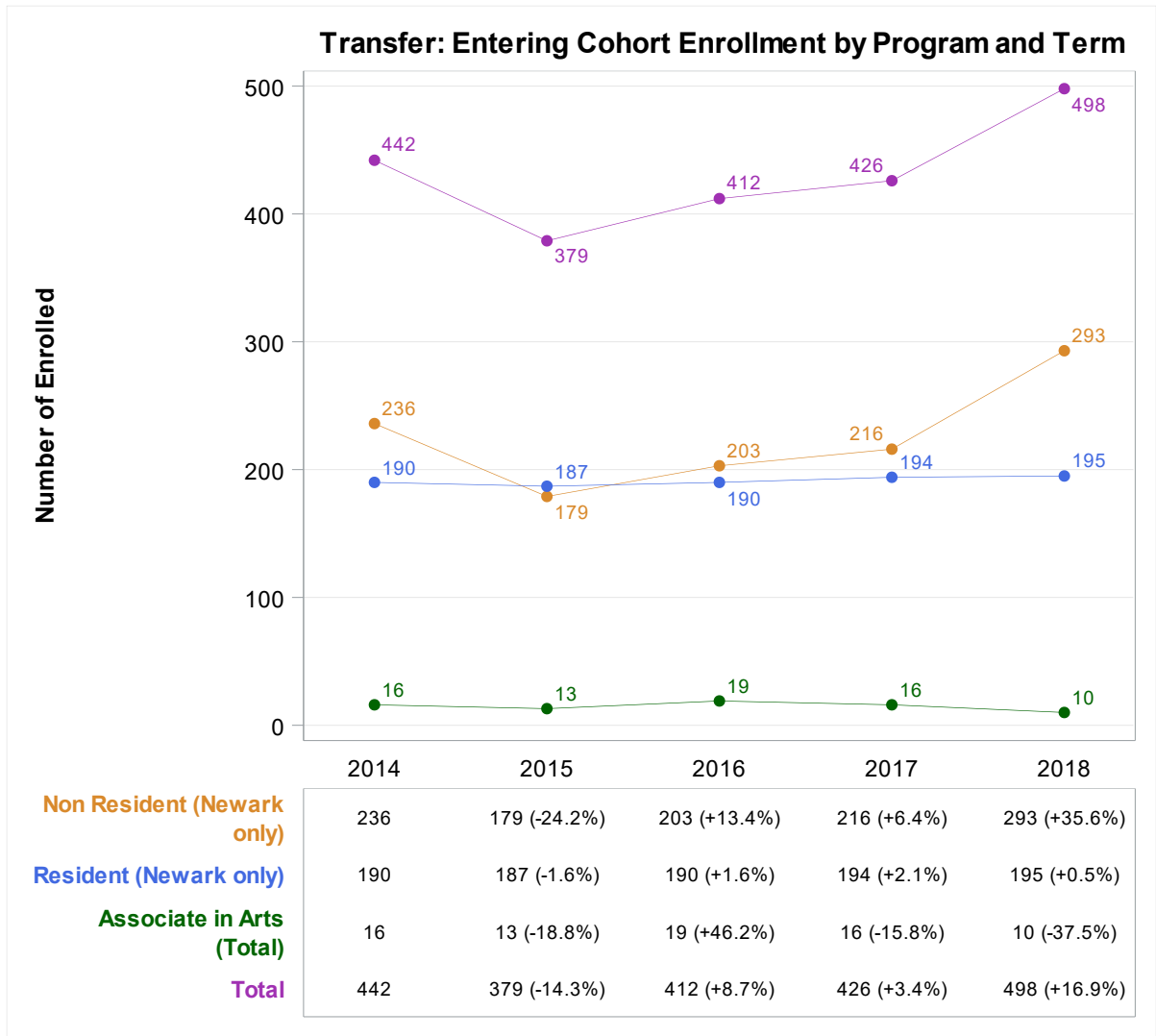
### Transfer: Admits by Program and Term



Note: Admission activity reflects report run date of September 26, 2018.

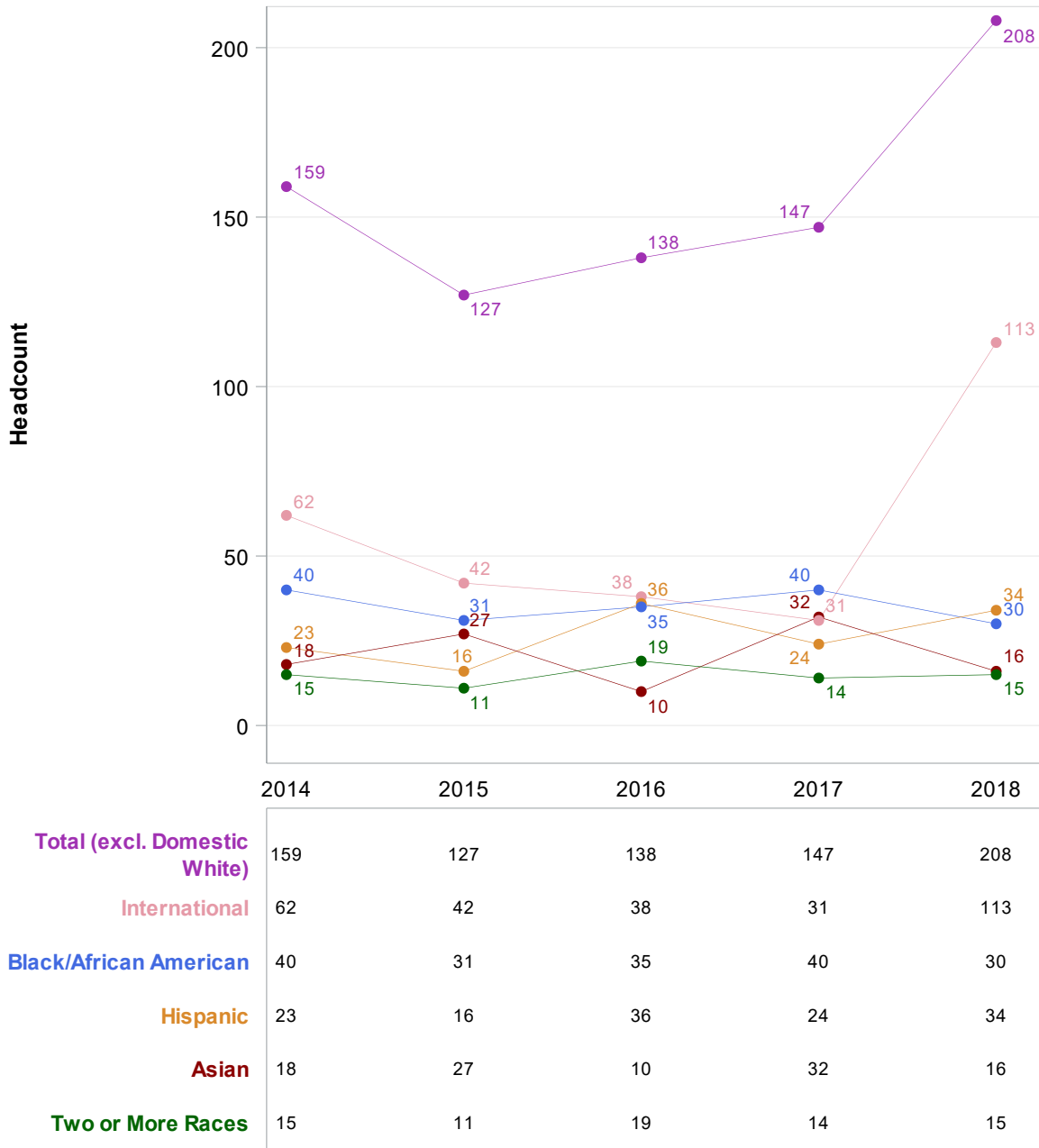
Transfer Students: Offers of Admission – Note that non-resident numbers are inflated when compared to previous years since this is the first year in which the English Language Institute (ELI) pipeline is counted among transfers and not first-year students due to the new format of our Academic Transitions program. If we discount for that phenomenon, the number of offers is nearly identical.





Transfer Students: Enrollment – Actual enrollments, when discounting for the ELI phenomenon, were down this year compared to last year – two fewer in residents and 27 fewer in non-residents. It is the addition of the ELI cohort in the numbers represented in this graphic that drives the overall increase in transfer enrollments.

**Transfer: Entering Cohort Enrollment by Selected IPEDS Race/Ethnicity and Term**



The transfer market holds the potential for gains in overall diversity in addition to general gains in enrollment. Note that the small gain in black/African American transfers is offset by the same-sized loss among Hispanic transfers. Financial issues continue to be a large driver in yielding transfer students, a large share of whom come from community colleges. This is a consideration in strategic planning moving forward.