



## Chapter 2 Undergraduate Students: Admissions & Enrollment

### Goals

Establishing optimal admissions and enrollment levels is a complex process influenced by many factors. A central priority for the University is access; its goal is to enable qualified students to attend regardless of socioeconomic background. For many years, the U-M has provided financial aid packages that meet full cost of attendance to admitted students from Michigan with need. Recently it added a new program – the Go Blue Guarantee – that pledges to provide the full cost of tuition to students admitted whose family income is less than \$65,000 (see Chapter 3). The University also seeks to enhance the student learning experience by decreasing the student-faculty ratio through faculty growth, encouraging participation in international programs, supporting academic multicultural initiatives, keeping pace with instructional technology and facilities, and intensifying undergraduate action-based learning opportunities (see Chapter 9).

### Overview

This chapter details the application, admission and enrollment trends for new freshman and undergraduate transfer students, and describes U-M students according to a few indicators of academic preparation and to geographic origins. (See diversity data in Chapter 7.)

Student interest in the University continues to grow. Freshman application numbers have more than doubled since 2007, with recent growth due in part to adoption of the Common Application. As a highly selective institution, U-M offers admission to fewer than half of those who apply. The number of newly enrolling freshman has increased by just under 1,000 over the past ten years, which has met or somewhat exceeded annual targets.

Undergraduate students who enroll in the U-M have excellent grade point averages and standardized test scores. The Office of Undergraduate Admissions has described U-M students as “bright and inquisitive, coming from a diverse range of backgrounds, and driven to succeed.” These students are attracted to the University of Michigan for numerous reasons, including the institution’s reputation, the quality of the faculty and academic programs, and the campus atmosphere.

The U-M offers more than 250 academic programs for undergraduates plus opportunities for international study, more than 1,200 student clubs, and 27 NCAA Division I teams. No other public university spends more on research, making it possible even for undergraduate students to have hands-on research experiences. The cosmopolitan campus community and college town atmosphere make it one of the most interesting places in the country.

The University actively pursues students from the state of Michigan, the nation and around the globe. In fall 2017, undergraduate students on campus came from 82 of 83 Michigan counties, all 50 states, and 92 countries. Fifty-four percent of currently enrolled domestic undergraduates are from the state of Michigan. The diverse origins, backgrounds and experiences found in every entering class contribute to the varied interests and characteristics of the student body.
















### For More Information

Office of Undergraduate Admissions  
([admissions.umich.edu/](http://admissions.umich.edu/))

Enrollment and Degree Reports, Office of the Registrar  
([ro.umich.edu/enrollment/](http://ro.umich.edu/enrollment/))

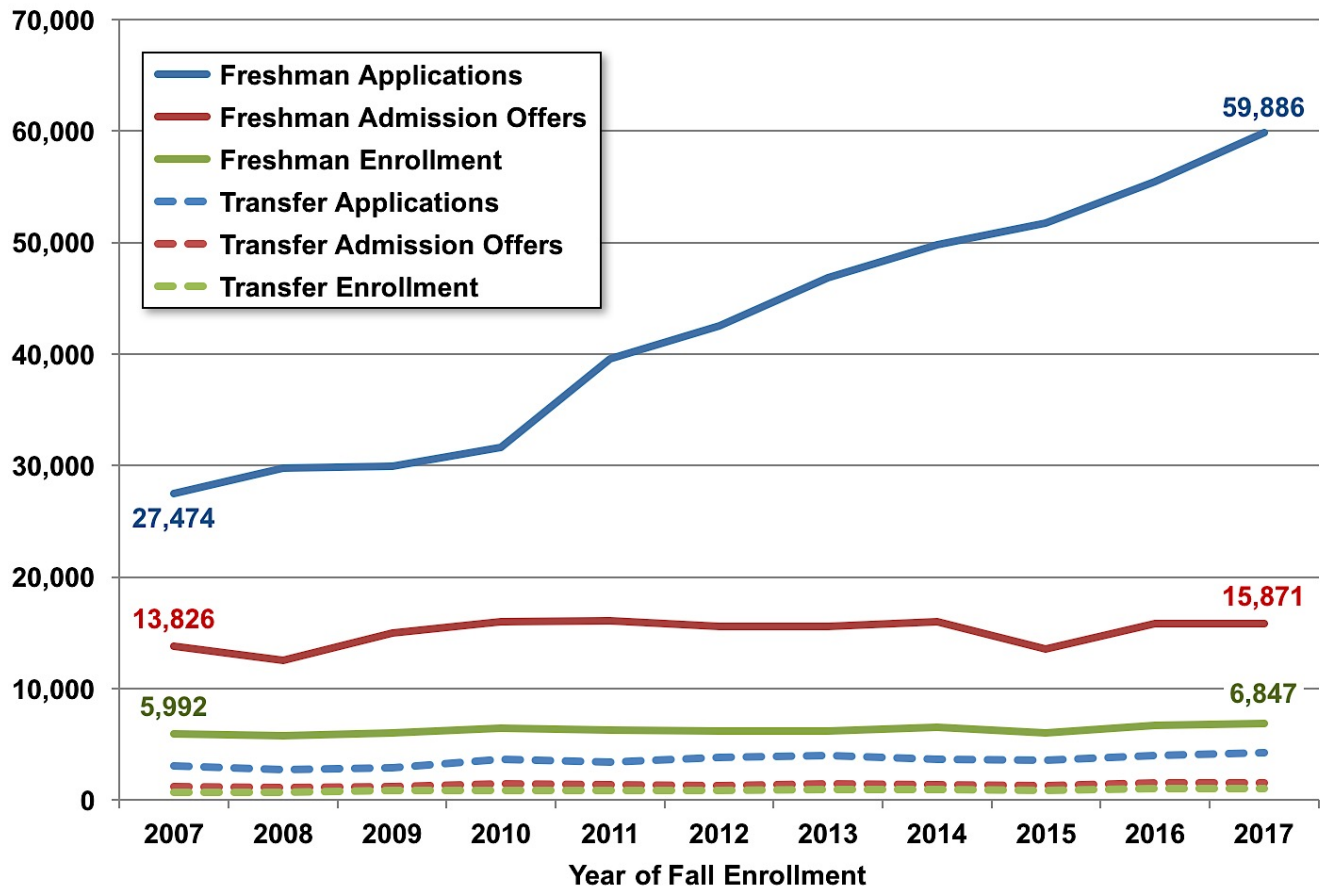
 *Chart updated since the September 2017 edition.*

### Charts in Chapter 2

-  **2.1 Applications, Admission offers, and Enrollment for New Freshman and Undergraduate Transfer Students, Fall 2007-17.**
-  **2.2.1 Selectivity Rates for New Freshman and Undergraduate Transfer Students, Fall 2007-17.**
-  **2.2.2 Yield Rates for New Freshman and Undergraduate Transfer Students, Fall 2007-17.**
-  **2.3.1 GPA and Standardized Test Scores of New Freshman Students, Fall 2007 and Fall 2017.**
-  **2.3.2 SAT Math and Critical Reading Scores for New Freshmen at U-M and Peer Institutions, Fall 2015.**
-  **2.3.3 SAT Math and Critical Reading Scores for New Freshmen at U-M and Public Big Ten Universities, Fall 2015.**
-  **2.3.4 Average College GPA of New Undergraduate Transfer Students, Fall 2007 and Fall 2017.**
-  **2.3.5 New Undergraduate Transfer Students by Class Level at Entry, Fall 2007 and Fall 2017.**
-  **2.4 First-Generation Undergraduate Freshman Students at U-M and Selected Universities.**
-  **2.5.1 Total Undergraduate and New Freshman Student Enrollment, Fall 2007-17.**
-  **2.5.2 Undergraduate Student Fall Enrollment by School and College, 2017-17.**
-  **2.5.3 Undergraduate Student Fall Enrollment 10-Year Trend by School and College, 2007-17.**
-  **2.6.1 Geographic Origin of Undergraduate Students by Headcount and Percent, Fall 2007-17.**
-  **2.6.2 Geographic Origin of New Freshmen, U-M, Public Big Ten and Peer Institutions, by Percent, Fall 2015.**
-  **2.6.3 U-M Ann Arbor Campus Undergraduate Student Enrollment from the State of Michigan by County, Fall 2017.**
-  **2.6.4 U-M Ann Arbor Campus Undergraduate Student Enrollment by State, Fall 2017.**

U-M freshman applications have been increasing steadily since 2007, while enrollment has remained relatively constant.

2.1 Applications, Admission Offers, and Enrollment for New Freshman and Undergraduate Transfer Students, Fall 2007-17.



SOURCE: U-M Student Data Sets.

Over the last decade, freshman application totals for the University of Michigan have trended upward, influenced by several events.

Foremost was the resolution in 2003 of two lawsuits<sup>1</sup> filed in 1997 contesting the University’s admissions practices that took race and ethnicity into account when evaluating applicants. After several years of litigation in federal court, the U.S. Supreme Court ruled on the suits in June 2003, finding that although “diversity is a compelling state interest that can justify the consideration of race as a plus factor in university admissions, the automatic distribution of... points to students from underrepresented minority groups is not narrowly tailored to achieve this purpose.”<sup>2</sup>

Following the Supreme Court decision, the University developed a new undergraduate application and revised its review procedures, beginning with applicants seeking admission for Fall 2004.

The new application required three separate essays from all applicants where previously students needed to submit one essay on a topic of their choosing. The number of applicants rose fairly slowly for a few years. Starting in Fall 2011, applicants jumped and have continued to grow, largely attributed to the adoption of the Common Application, which makes it simpler for students to include Michigan on the list of institutions they want to consider.

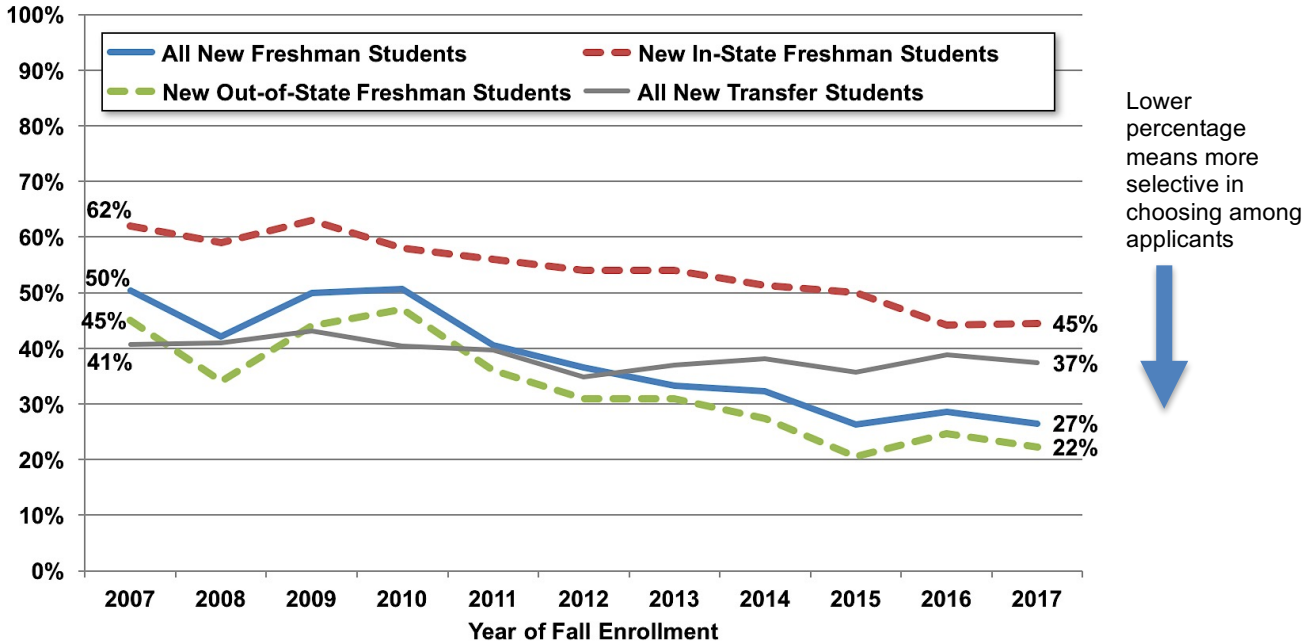
<sup>1</sup> Gratz et al. v. Bollinger, et al. filed on October 14, 1997, and Grutter v. Bollinger, et al. filed on December 3, 1997.

<sup>2</sup> Summary of Supreme Court Decisions in Admissions Cases, Jonathan Alger, U-M Assistant General Counsel, June 23, 2003, ([diversity.umich.edu/admissions/overview/cases-summary.html](http://diversity.umich.edu/admissions/overview/cases-summary.html))

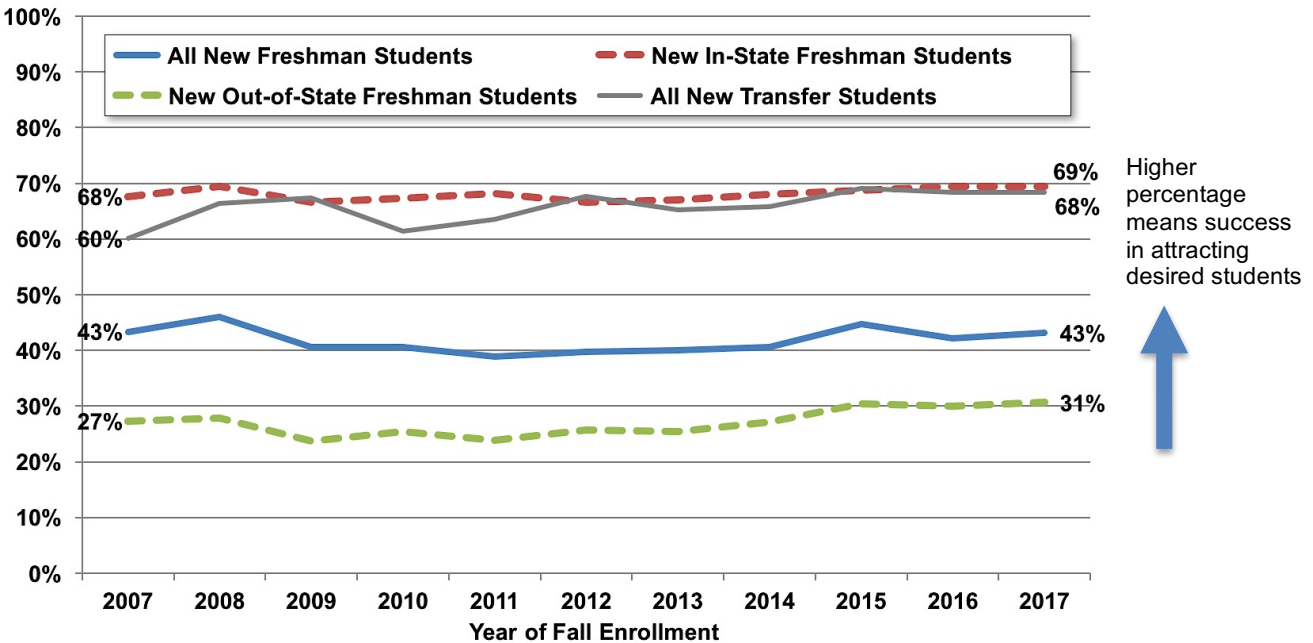


The trend in selectivity rates is mainly influenced by changes in application numbers.

2.2.1 Selectivity Rates for New Freshman and Undergraduate Transfer Students, Fall 2007-17.



2.2.2 Yield Rates for New Freshman and Undergraduate Transfer Students, Fall 2007-17.



SOURCE: U-M Student Data Sets.

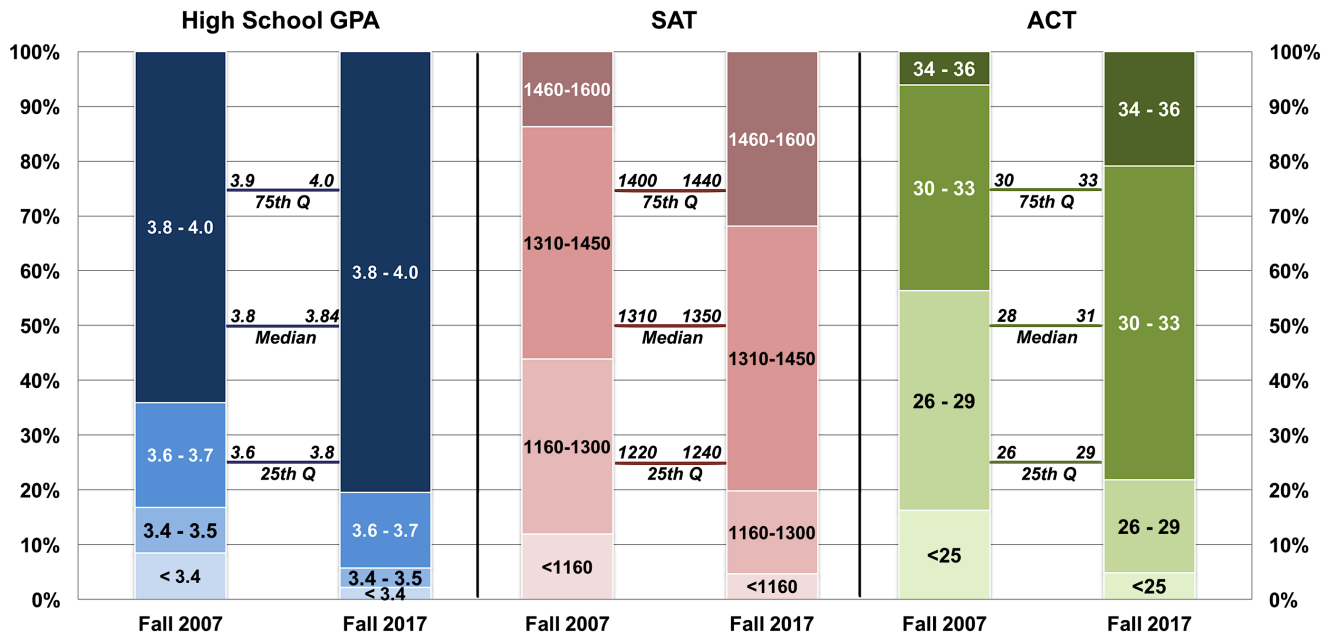
Selectivity is the ratio of admission offers to total applications (and one important indicator of the quality of students who ultimately attend the institution). Yield is the ratio of enrollment numbers to admission offers.

The U-M sets annual targets for entering freshman students. The class-size target and a prediction of how many offers will be accepted influence the number of admission offers made. Tuning the admissions selectivity to produce the desired enrollment levels is something of an art, informed by data and experience.

In chart 2.2.1, a lower percentage indicates greater selectivity, which is generally an indicator of student quality. In chart 2.2.2, a high percentage indicates the school is successful in convincing the sought-after students to enroll (instead of going to other schools). Yield is lower for out-of-state students (dotted green curve) compared to in-state students (dotted red curve) due to the relatively greater competition the University faces for out-of-state students and the significantly higher cost of tuition.

The academic preparation of freshman students entering the U-M, already high, is improving, as indicated by the grade point averages and standardized test scores of the Fall 2017 freshman class compared to their 2007 counterparts.

✦ 2.3.1 GPA<sup>3</sup> and Standardized Test Scores of New Freshman Students, Fall 2007 and Fall 2017.



SOURCE: Freshman Profile Reports, U-M Office of Admissions; Student Admissions dataset.

The data on new U-M freshman students confirms that students enrolling in the U-M have experienced a high level of academic success in high school. Furthermore, the level of academic achievement of new freshman students has increased, as indicated by comparing percentile rankings of high school grade point averages (GPA) and standardized test scores of the Fall 2007 and 2017 freshman classes.

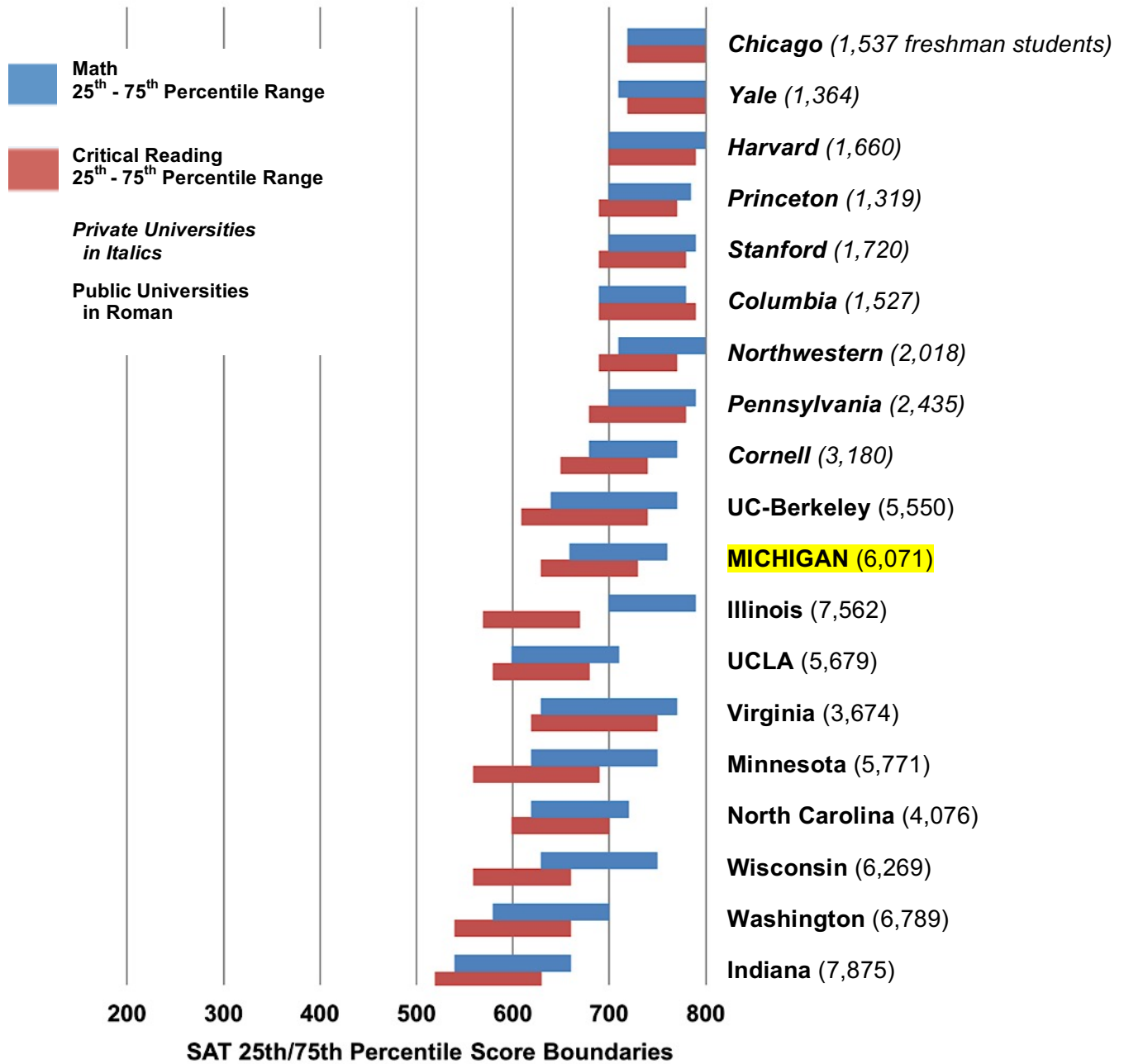
The University of Michigan calculates a GPA on a 4.0 scale from the official high school transcript after eliminating any weighting from the applicant’s high school. In 2007, the GPA was calculated based on academic subjects only in grades 9 to 11. In 2017, the GPA was calculated for all subjects taken in grades 9 to 11.

U-M applicants must submit a score for the SAT or the ACT (and some submit scores for both tests). SAT results reported for Fall 2007 freshmen combine the Verbal and Math scores. For the Fall 2017 freshman students, the reported scores come from a new version of the SAT that combines those from the Read/Write and Math sections of the SAT, and which then converts the scores to be comparable to the 2007 scores.

<sup>3</sup> A grade point average was not recorded in admissions data for every newly enrolled freshman.

**U-M freshman scores on the Math and Reading sections of the SAT fall near the middle of range of SAT scores for freshman students at peer universities.**

**2.3.2 SAT Math and Critical Reading Scores (25<sup>th</sup> to 75<sup>th</sup> Percentiles) for New Freshman Students at U-M and Peer Institutions<sup>4</sup>, Fall 2015.**



SOURCE: Integrated Postsecondary Education Data System (IPEDS).

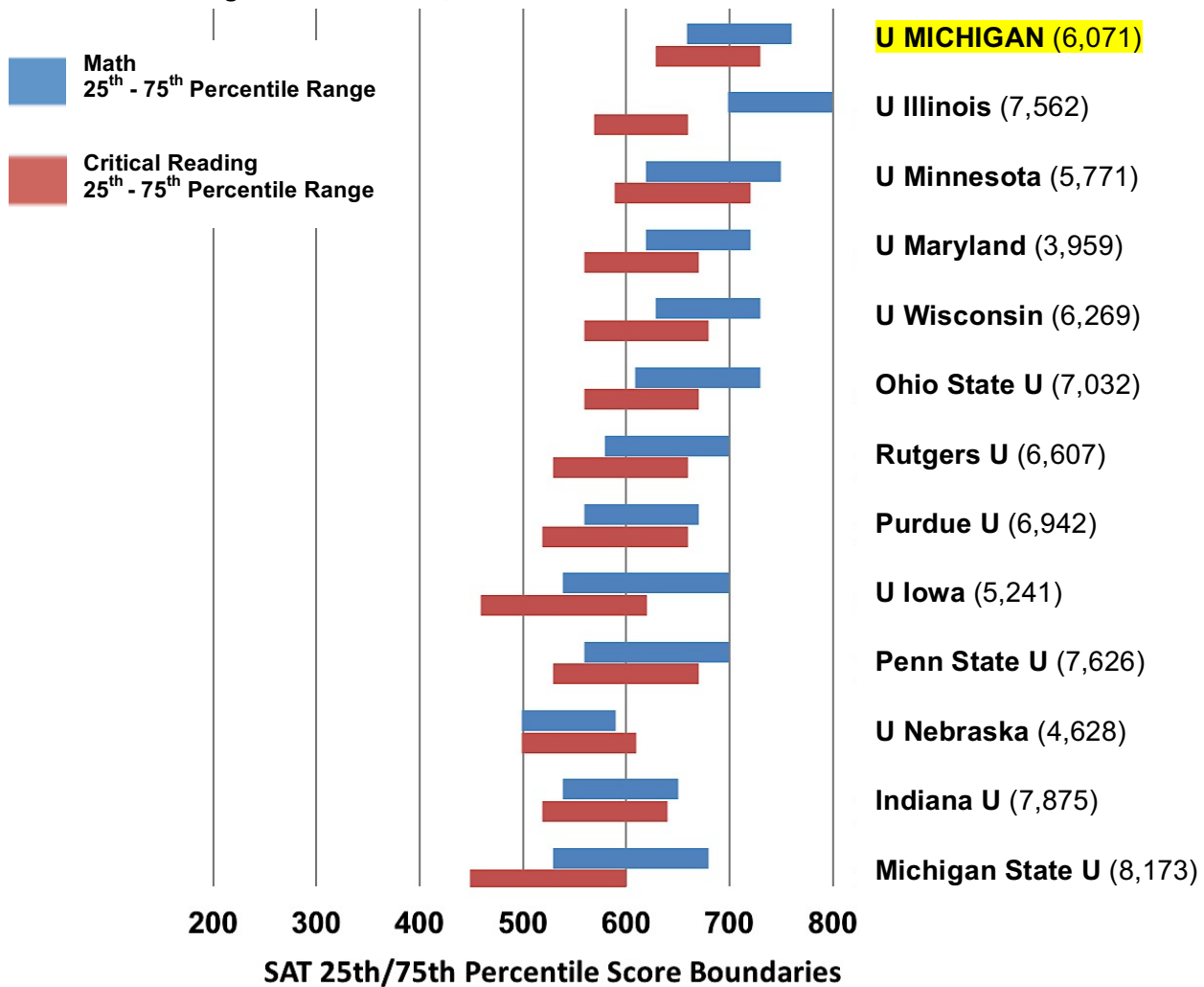
The universities chosen for comparison are those that the U-M considers as academic peer institutions<sup>5</sup>. The schools have been ordered by the sum of the 75<sup>th</sup> percentile SAT Critical Reading and Math scores for the institution’s fall 2015 new freshman students (the most recent year for which data is available for U-M peer institutions). Each institution’s

full-time freshman enrollment for fall 2015 is in parentheses after the school name. Although only about one-third of current U-M freshman students submit SAT scores (while 75% submit ACT scores), the SAT score is the only measure available for many of these peer institutions.

<sup>4</sup> A list of the “official” peers used for comparison on this page is found in Appendix A.

New U-M freshman scores on the Reading section of the SAT are higher than those of freshman students at other Big Ten public institutions; scores in the Math section are second behind the University of Illinois.

2.3.3 SAT Math and Critical Reading Scores (25<sup>th</sup> to 75<sup>th</sup> Percentiles) for New Freshman Students at Public Big Ten Universities, Fall 2015.

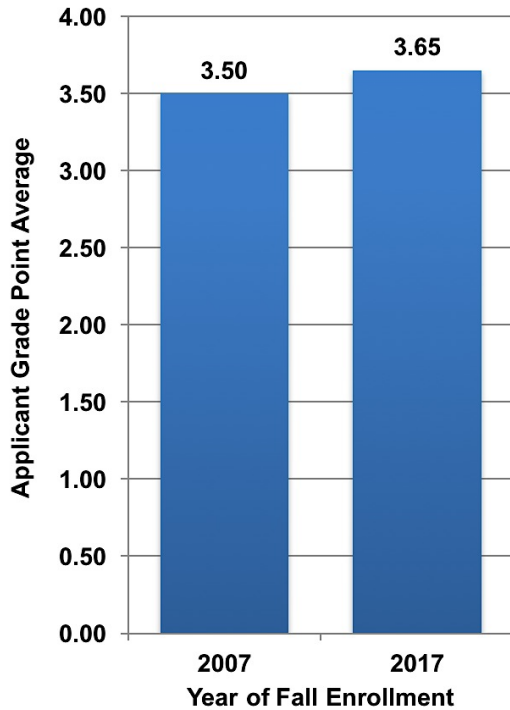


SOURCE: Integrated Postsecondary Education Data System (IPEDS).

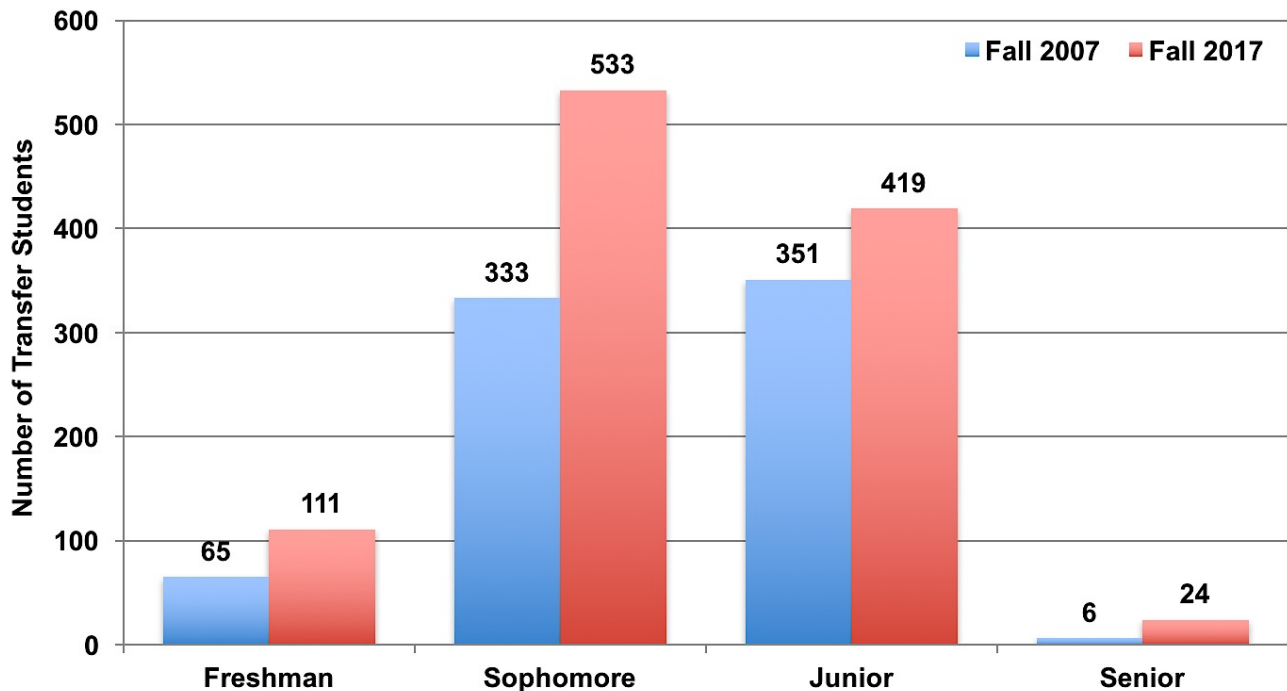
The school list is ordered by the sum of the 75<sup>th</sup> percentile SAT Math and Critical Reading scores for the institution's fall 2015 new full-time freshman students. Each institution's full-time new freshman enrollment for fall 2015 is in parentheses after the school name.

**Undergraduate degree-seeking transfer students enter with slightly higher grade point averages today than 10 years ago.**

**2.3.4 Average College GPA of New Undergraduate Transfer Students<sup>5</sup>, Fall 2007 and Fall 2017.**



**2.3.5 New Undergraduate Degree-Seeking Transfer Students by Class Level at Entry, Fall 2007 and Fall 2017.**



SOURCE: U-M Student Data Sets.

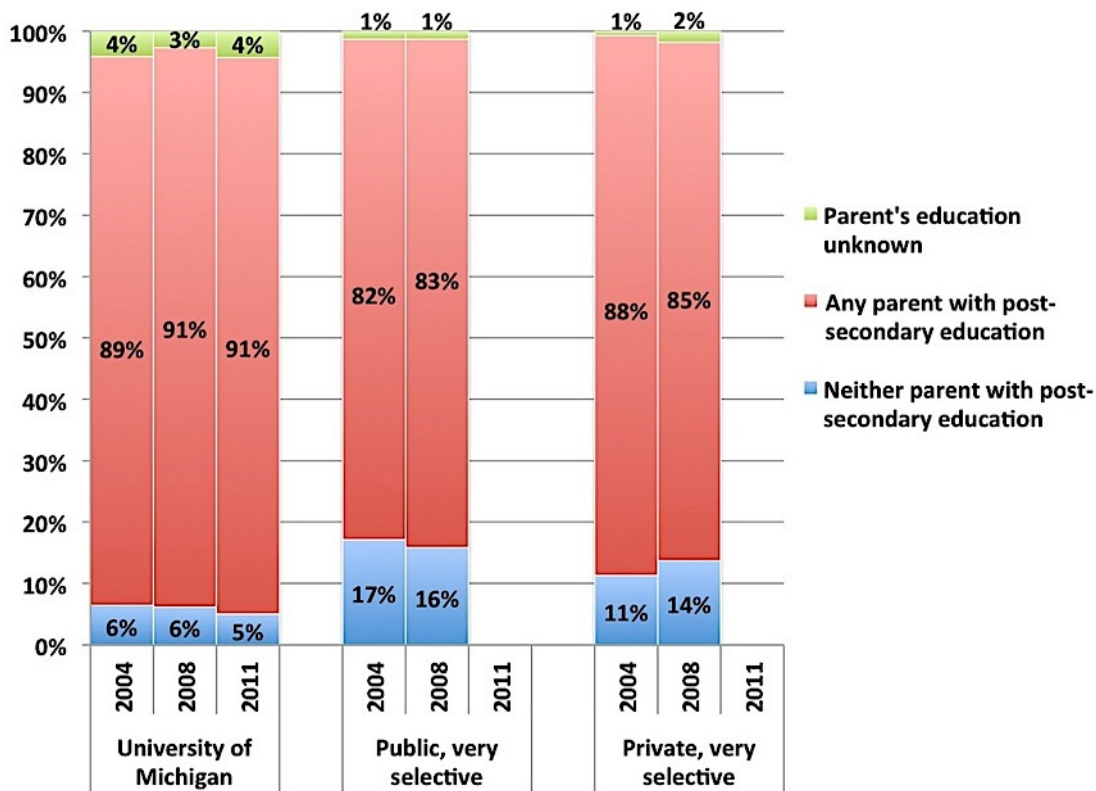
About 88 percent of new transfer students for Fall 2017 entered with sophomore or junior academic standing.

<sup>5</sup> A grade point average is not recorded in admissions data for every undergraduate transfer student.



## About five percent of new U-M freshman students are first-generation enrollees in college.

### 2.4 First-Generation Undergraduate Freshman Students at U-M and Very Selective Public and Private Research Universities for Selected Years.



SOURCE: U-M Student Data Sets, National Postsecondary Student Aid Study<sup>6</sup> (institution categories based on Carnegie classification).

A first-generation undergraduate student is someone whose parents have previously not attended college at any level. Therefore, first-generation students approach higher education without the benefit of directly informed parental guidance. This presents unique challenges to both the student and to the institution.

First-generation students frequently are at a disadvantage with respect to knowledge about college: how to apply, how to pay for it, what the college experience is like, what to expect from it, and the long-term benefits that college provides.

Prospective first-generation students who aspire to college frequently have substantial financial need; however, they lack information about available resources and are unfamiliar with the complexities of the financial aid application process. First-generation students also tend to be loan-averse and resistant to perceived financial risk for many reasons, such as family history around debt and borrowing, cultural practices

that stigmatize indebtedness, lack of access to financial institutions, and impact of immigration status and language on the borrowing process.

Academic preparation can constitute another challenge, because K-12 school systems typically available to first-generation college students less frequently offer a full array of college-preparatory programs.

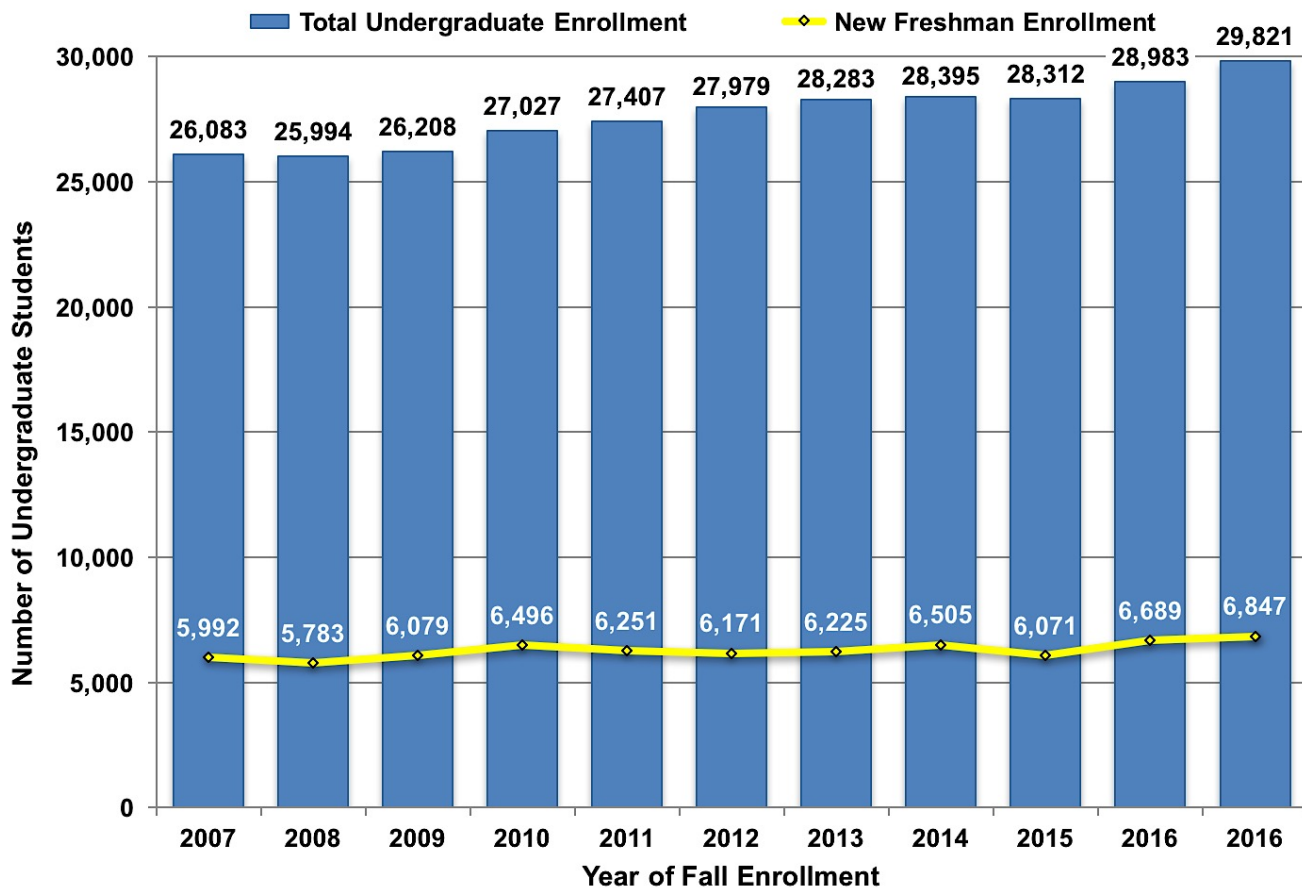
The University of Michigan has a relatively low proportion of first-generation undergraduate students compared to similar public and private universities.

The University of Michigan is committed to actively recruit and encourage prospective first-generation students; to inform them of available financial aid resources and provide financial aid based on demonstrated financial need; and, once enrolled, to provide appropriate academic and cultural support that will help ensure first-generation student success at U-M.

<sup>6</sup> The National Postsecondary Student Aid Study (NPSAS) data sets do not disclose the identities of the public and private research universities in comparison groups. The “very selective” parameter is the terminology used by NPSAS.

Total undergraduate enrollment in 2017 is 14 percent higher than in 2007. The size of the 2017 freshman class is 14 percent higher than its 2007 counterpart.

★ 2.5.1 Total Undergraduate and New Freshman Student Enrollment, Fall 2007-17.



SOURCE: U-M Office of the Registrar.

Total undergraduate enrollment has increased over the last decade due to growth in most freshman classes and an increase in transfer student admissions. Counts include full-time and part-time students.

Starting in Fall 2017, all students enrolled in the Pharm.D. program are listed as graduate-professional students. Prior to that students who newly enroll in the College of Pharmacy Pharm.D. program who did not hold a bachelor's degree upon enrollment were counted as undergraduate students; new Pharm. D. students with a bachelor's degree are counted as graduate-professional students. Number of Pharm.D. students included in fall undergraduate enrollment counts, by year: 2007: 59 | 2008: 49 | 2009: 42 | 2010: 40 | 2011: 39 | 2012: 23 | 2013: 13 | 2014: 9 | 2015: 0 | 2016: 19.

**Fifteen U-M Schools and Colleges administer undergraduate programs, which enrolled 29,821 students for Fall 2017.**

**2.5.2 Undergraduate Student Fall Enrollment Headcount by School and College, 2013-17.**

School/College	2013	2014	2015	2016	2017
Taubman College of Architecture & Urban Planning	176	178	152	145	162
Penny W. Stamps School of Art & Design	588	538	540	535	540
Stephen M. Ross School of Business	1,427	1,510	1,595	1,733	2,330
School of Dentistry (Dental Hygiene)	91	86	102	111	110
School of Education	177	156	133	113	118
College of Engineering	5,950	6,024	6,097	6,231	6,442
School of Information	-	84	151	206	252
School of Kinesiology	883	925	924	947	973
College of Literature, Science & the Arts	17,372	17,307	16,969	17,216	17,075
Medical School	-	-	3	30	25
School of Music, Theatre & Dance	797	788	821	820	825
School of Nursing	662	649	670	706	672
College of Pharmacy *	24	14	9	33	41
School of Public Health	-	-	-	-	95
Gerald R. Ford School of Public Policy	125	126	139	114	150
School of Art and Design / School of Music, Theatre and Dance Joint Program	11	10	7	15	11
<b>Grand Total, Undergraduate Students</b>	<b>28,283</b>	<b>28,395</b>	<b>28,312</b>	<b>28,983</b>	<b>29,821</b>

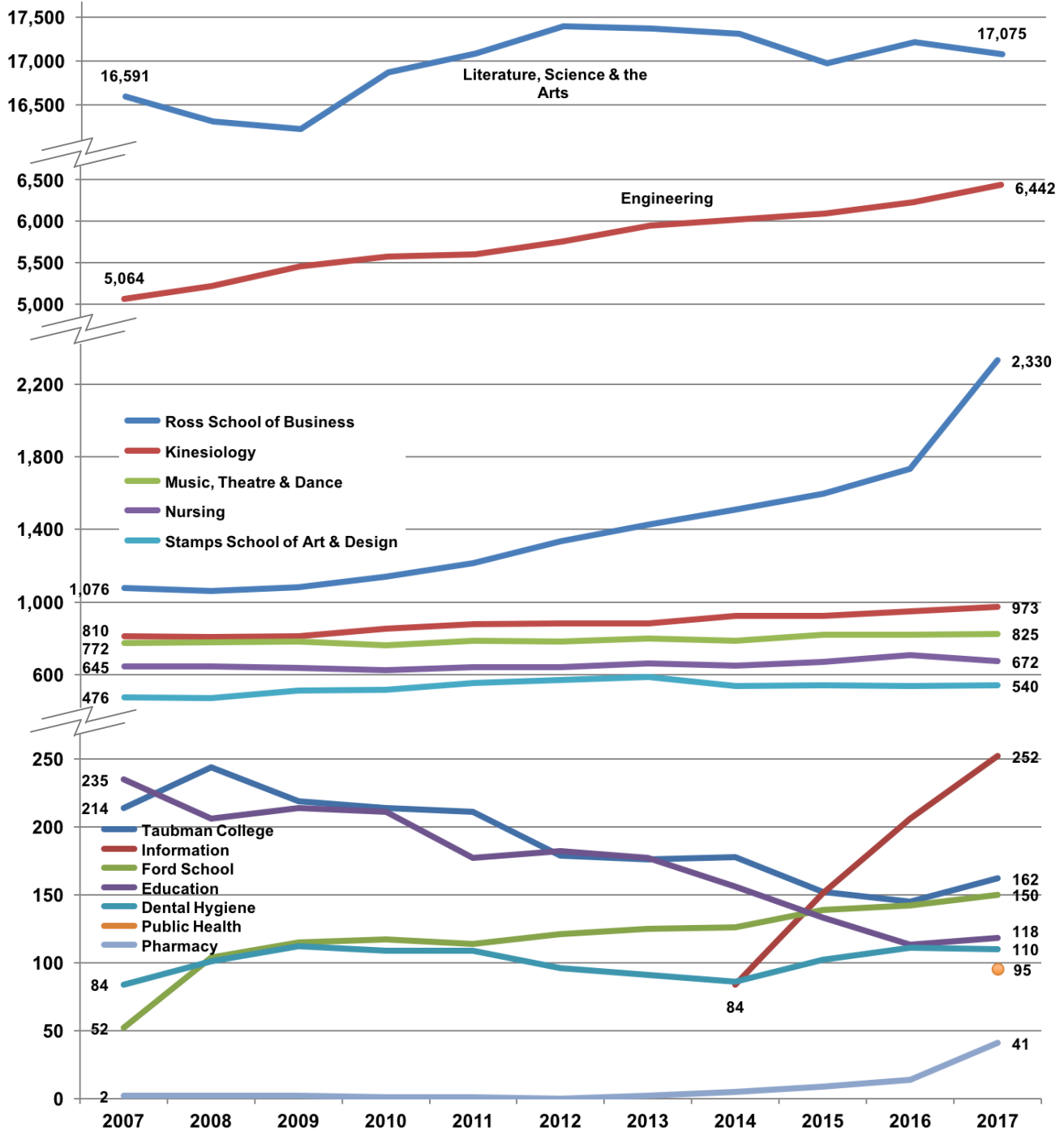
SOURCE: U-M Student Data Sets.

The School of Public Health started enrolling students in an undergraduate degree program in Fall 2017. The School of Information first enrolled students in a new undergraduate degree program in Fall 2014. The Medical School first enrolled students in a new undergraduate non-degree program in Fall 2015. The Stamps School of Art & Design and the School of Music, Theatre & Dance first enrolled students in a joint undergraduate degree program in Fall 2012.

\* Prior to Fall Term 2017, students who newly enroll in the College of Pharmacy Pharm.D. program who did not hold a bachelor's degree upon enrollment were counted as undergraduate students, while new Pharm.D. students with a bachelor's degree are counted as graduate-professional students. Starting with Fall Term 2017, all students enrolled in the Pharm.D. program are counted as graduate-professional students. Number of Pharm.D. students included in undergraduate counts, by year:  
2013: 13 | 2014: 9 | 2015: 0 | 2016: 19.

**Fifteen U-M Schools and Colleges administer undergraduate programs, which enrolled 29,821 students for Fall 2017.**

**2.5.3 Undergraduate Student Fall Enrollment 10-Year Trend by School and College, 2007-17.**



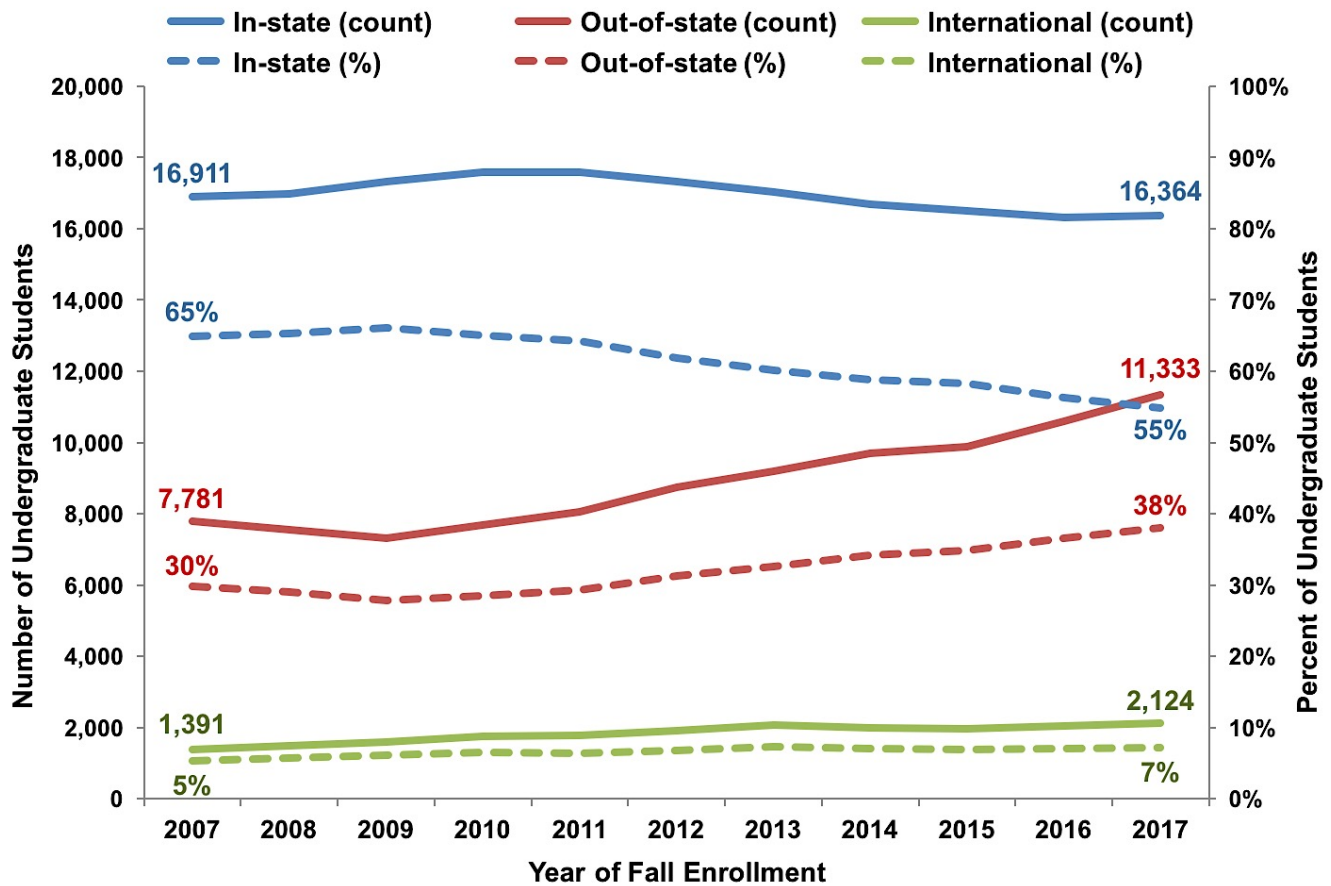
SOURCE: U-M Student Data Sets.

Enrollment counts of students in a few programs *are excluded* from this chart: students in the Medical School MedPrep non-degree program that started Fall 2015; students in the Stamps School of Art & Design/School of Music, Theatre & Dance joint undergraduate program that

started Fall 2012; and students who started the Pharm.D. program without holding a bachelor's degree and were counted as undergraduate students prior to Fall 2017 instead of graduate-professional students.

Less than three-fifths of U-M undergraduate students are from the state of Michigan.

2.6.1 Geographic Origin of Undergraduate Students by Headcount and Percent, Fall 2007-17.



SOURCE: U-M Office of the Registrar.

A student’s geographic origin is defined according to the address used in the application for admission. The geographic origin of a student is similar, but not identical, to residency status, which is used to determine tuition to be paid.

The distribution of in-state and out-of-state students among undergraduates is partially dependent on the size of each high school graduating class in Michigan, which is on the decline. In 2008, the number of Michigan public high school graduates peaked at 109,542<sup>7</sup>. By 2020, the total number of public high school graduates has been projected to drop to 94,000<sup>8</sup>, about 14 percent below the 2008 peak.

The counts in this chart include students enrolled in the Pharm.D. program who were classified as undergraduate students, a practice that ended with Fall 2017.

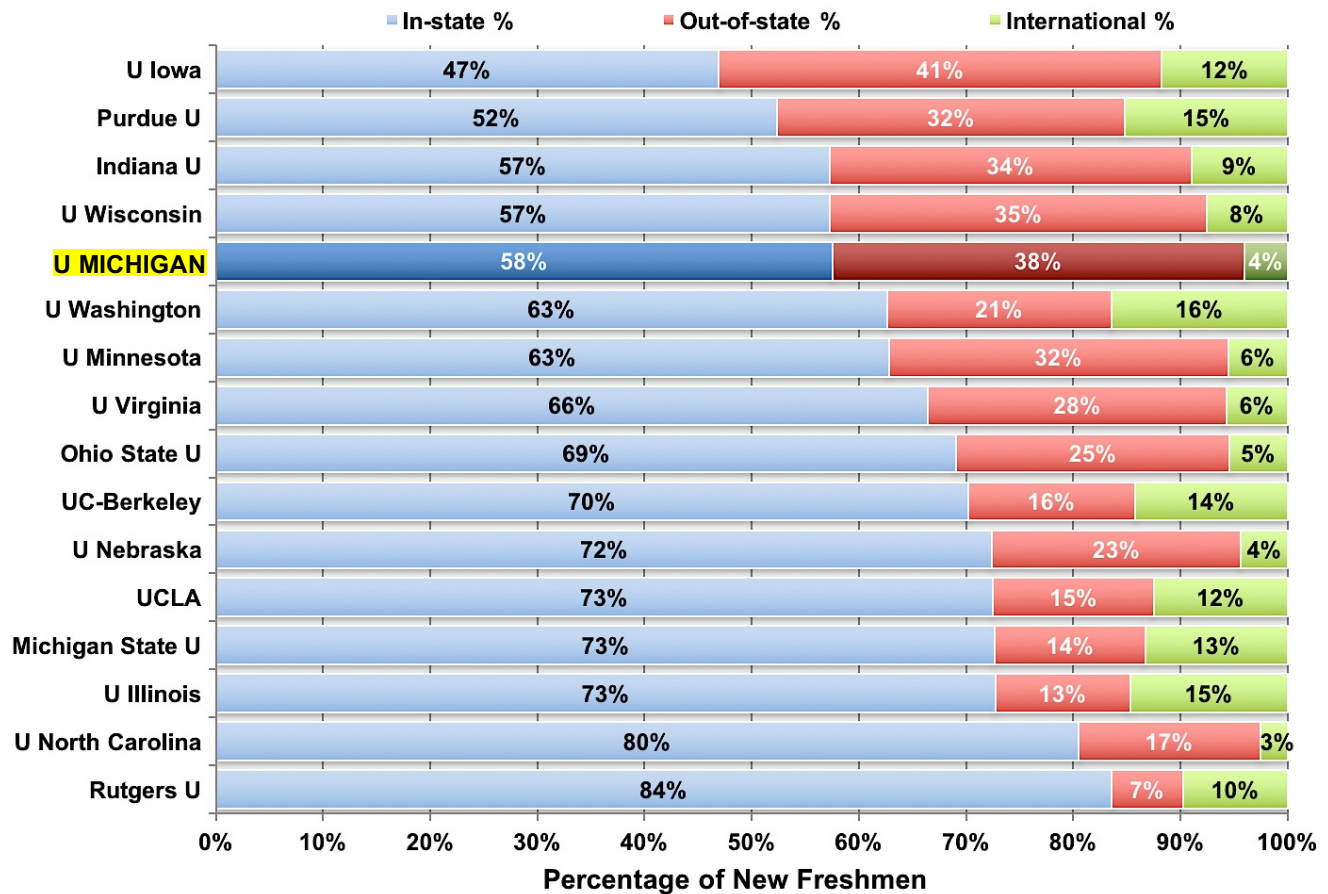
<sup>7</sup> Cohort Graduation and Dropout Reports, Center for Educational Performance and Information, Michigan.gov.

<sup>8</sup> Knocking at the College Door, Western Interstate Commission for Higher Education, March 2008, Michigan Projection.



**Michigan enrolls a somewhat higher fraction of out-of-state/international new freshman students compared to many of its public university peers.**

**2.6.2 Geographic Origin of New Freshman Students, U-M and Public Big Ten and Peer Institutions<sup>9</sup>, by Percent, Fall 2015.**



SOURCE: Integrated Postsecondary Education Data System (IPEDS).

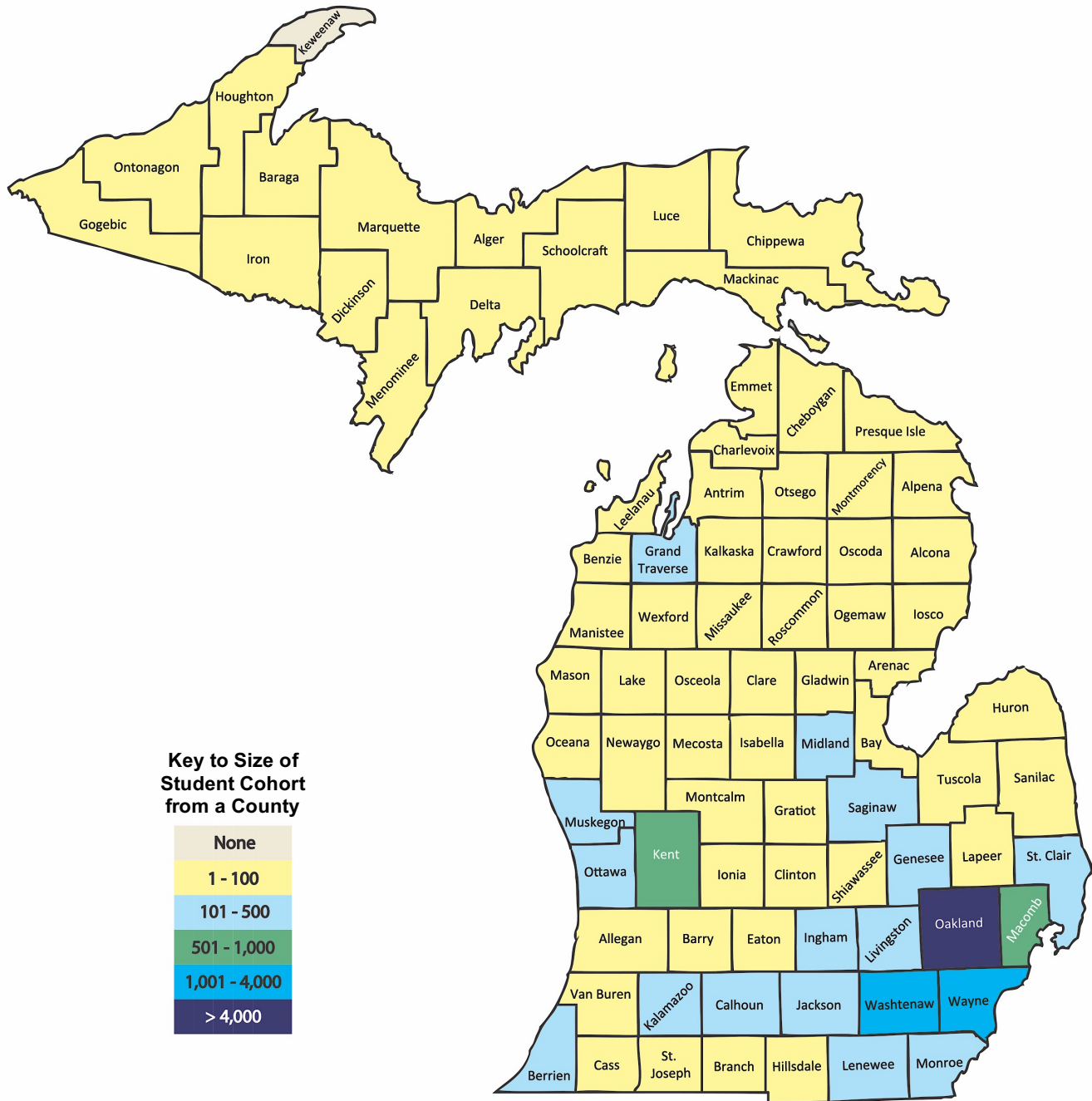
IPEDS collects geographic origin data only for new freshman students.

IPEDS designates this data element as optional for Fall 2015, and two Big Ten schools – University of Maryland and Pennsylvania State University – that would ordinarily be included in this chart – did not report data.

<sup>9</sup> A list of the “official” public peers used for comparison on this page is found in Appendix A.

The majority of in-state undergraduate students are from Southeastern Michigan.

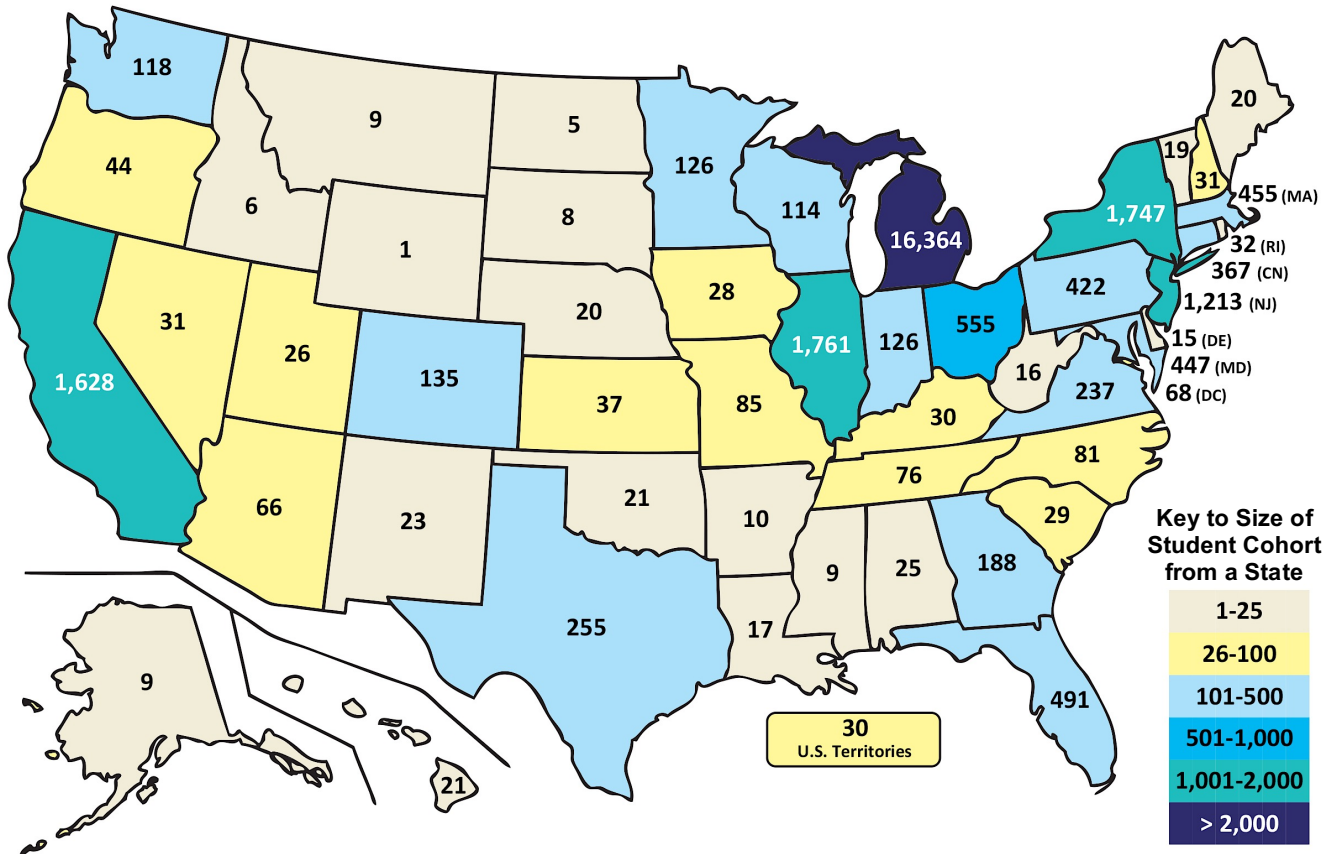
2.6.3 U-M Ann Arbor Campus Undergraduate Student Enrollment from the State of Michigan by County, Fall 2017.



SOURCE: U-M Office of the Registrar.

After Michigan, the states of New York, Illinois and California are home to the largest number of U-M undergraduate students.

★ 2.6.4 U-M Ann Arbor Campus Undergraduate Student Enrollment by State, Fall 2017.



SOURCE: U-M Office of the Registrar