

A. General Information

A0 Respondent Information (Not for Publication)

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Are your responses to the CDS posted for reference on your institution's Web site? ☒ Yes ☐ No

If yes, please provide the URL of the corresponding Web page:

irim.emich.edu/data_cds.php

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

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A1 Address Information

Name of College/University:	Eastern Michigan University
Mailing Address:	900 Oakwood
City/State/Zip/Country:	Ypsilanti, MI 48197 USA
Street Address (if different):	
City/State/Zip/Country:	
Main Phone Number:	734-487-1849
WWW Home Page Address:	www.emich.edu
Admissions Phone Number:	734-487-3060
Admissions Toll-Free Phone Number:	800-GO-TO-EMU (800-468-6368)
Admissions Office Mailing Address:	PO Box 921
City/State/Zip/Country:	Ypsilanti, MI 48197 USA
Admissions Fax Number:	734-487-6559
Admissions E-mail Address:	undergraduate_admissions@emich.edu

If there is a separate URL for your school's online application, please specify:

www.emich.edu/admissions/apply

If you have a mailing address other than the above to which applications should be sent, please provide:

A2 Source of institutional control (Check only one):

<input checked="" type="checkbox"/>	Public
<input type="checkbox"/>	Private (nonprofit)
<input type="checkbox"/>	Proprietary

A3 Classify your undergraduate institution:

<input checked="" type="checkbox"/>	Coeducational college
<input type="checkbox"/>	Men's college
<input type="checkbox"/>	Women's college

A4 Academic year calendar:

<input checked="" type="checkbox"/>	Semester
<input type="checkbox"/>	Quarter
<input type="checkbox"/>	Trimester
<input type="checkbox"/>	4-1-4
<input type="checkbox"/>	Continuous
<input type="checkbox"/>	Differs by program (describe):

If your academic year has changed because of the COVID-19 pandemic, please indicate as other below.

<input type="checkbox"/>	Other (describe):
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A5 Degrees offered by your institution:

<input type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Associate
<input type="checkbox"/>	Transfer Associate
<input type="checkbox"/>	Terminal Associate
<input checked="" type="checkbox"/>	Bachelor's
<input checked="" type="checkbox"/>	Postbachelor's certificate
<input checked="" type="checkbox"/>	Master's
<input checked="" type="checkbox"/>	Post-master's certificate
<input checked="" type="checkbox"/>	Doctoral degree research/scholarship
<input type="checkbox"/>	Doctoral degree – professional practice
<input type="checkbox"/>	Doctoral degree -- other

A6 Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page:

www.emich.edu/diversity/index.php

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 19, 2022**.

- Note: Report students formerly designated as "first professional" in the graduate cells.
- For information on reporting study abroad students please see: This Document at NCES.GOV
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- In cases where gender information is not provided, please distribute across the two-binary categories.

	FULL-TIME			PART-TIME		
	Men	Women	Another Gender	Men	Women	Another Gender
Undergraduates						
Degree-seeking, first-time, first-year	739	1,239		152	47	
Other first-year, degree-seeking	291	322		153	298	
All other degree-seeking	2,172	3,392		958	1,431	
Total degree-seeking	3,202	4,953	0	1,263	1,776	0
All other undergraduates enrolled	61	66		121	175	
Total undergraduates	3,263	5,019	0	1,384	1,951	0
Graduate						
Degree-seeking, first-time	88	180		100	243	
All other degree-seeking	153	365		415	874	
All other graduates enrolled in		1		4	8	
Total graduate	241	546	0	519	1,125	0
Total all students	3,504	5,565	0	1,903	3,076	0

Total all undergraduates 11,617
 Total all graduate 2431
GRAND TOTAL ALL STUDENTS 14,048

B2 Enrollment by Racial/Ethnic Category.

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of **October 19, 2022**.

- Include international students only in the category "Nonresidents."
- Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.
- Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- New guidance from IPEDS for reporting aggregate data:

Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.

More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens>.

Nonresident - A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category.

NOTE - Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree & non-degree-seeking)
Nonresidents	74	292	
Hispanic/Latino	246	1,074	
Black or African American, non-Hispanic	526	1,918	
White, non-Hispanic	946	6,421	
American Indian or Alaska Native, non-Hispanic	4	27	
Asian, non-Hispanic	71	368	
Native Hawaiian or other Pacific Islander, non-Hispanic	5	13	
Two or more races, non-Hispanic	125	501	
Race and/or ethnicity unknown	180	580	
TOTAL	2,177	11,194	0

Persistence

B3 Number of degrees awarded by your institution from **July 1, 2021, to June 30, 2022**.

Certificate/diploma _____
 Associate degrees _____

Bachelor's degrees	2971
Postbachelor's certificates	70
Master's degrees	944
Post-Master's certificates	21
Doctoral degrees –	24
Doctoral degrees – professional practice	4
Doctoral degrees – other	

B4-B21: Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

- For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the **2022-2023** Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2015 and Fall 2016 cohorts

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2016** cohort if available. If Fall 2016 cohort data are not available, provide data for the **Fall 2015** cohort.

Fall 2016 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A				
Initial 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	1298	368	1119	2785
B				
Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
C				
Final 2016 cohort, after adjusting for allowable exclusions	1298	368	1119	2785
D				
Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	222	73	306	601
E				
Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	195	66	218	479
F				
Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	85	26	73	184
G				
Total graduating within six years (sum of lines D, E, and F)	502	165	597	1264
H				
Six-year graduation rate for 2016 cohort (G divided by C)	39%	45%	53%	45%

Fall 2015 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	1349	340	1148	2837
B	Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
C	Final 2015 cohort, after adjusting for allowable exclusions	1349	340	1148	2837
D	Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)	233	84	341	658
E	Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	212	59	250	521
F	Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	94	18	81	193
G	Total graduating within six years (sum of lines D, E, and F)	539	161	672	1372
H	Six-year graduation rate for 2015 cohort (G divided by C)	40%	47%	59%	48%

For Two-Year Institutions

Please provide data for the **2019** cohort if available. If **2019** cohort data are not available, provide data for the **2018** cohort.

		2019 Cohort	2018 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
B14	Final cohort, after adjusting for allowable exclusions:	0	0
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	Total transfers to four-year institutions:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2021 (or the preceding summer term).

- The initial cohort may be adjusted for students who departed for the following reasons:

- * Death
- * Permanent Disability
- * Service in the armed forces
- * Foreign aid service of the federal government
- * Official church missions
- * No other adjustments to the initial cohort should be made.

B22 For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in Fall 2021 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2022.

66%

C. FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

- C1 First-time, first-year students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2022**.
- Include early decision, early action, and students who began studies during summer in this cohort.
 - Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
 - Since the total may include students who did not provide gender data, the detail need not sum to the total.
 - If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
 - Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.

Total first-time, first-year men who applied	7636
Total first-time, first-year women who applied	12283

Total first-time, first-year men who were admitted	6131
Total first-time, first-year women who were admitted	10447

Total full-time, first-time, first-year men who enrolled	739
Total part-time, first-time, first-year men who enrolled	152

Total full-time, first-time, first-year women who enrolled	1239
Total part-time, first-time, first-year women who enrolled	47

C2 First-time, first-year wait-listed students

Students who met admission requirements but whose final admission was contingent on space availability

	Yes	No
Do you have a policy of placing students on a waiting list?		X

If yes, please answer the questions below for **Fall 2022** admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	
Number accepting a place on the waiting list:	
Number of wait-listed students admitted:	

	Yes	No
Is your waiting list ranked?		
If yes, do you release that information to students?		
Do you release that information to school counselors?		

C3-C5: Admission Requirements

C3 High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

- ☒ High school diploma is required and GED is accepted
☐ High school diploma is required and GED is not accepted
☐ High school diploma or equivalent is not required

C4 Does your institution require or recommend a general college-preparatory program for degree-seeking students?

- ☐ Require
☒ Recommend
☐ Neither require nor recommend

C5 Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Required	Recommended
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Total academic units		21
English		4
Mathematics		4
Science		4
Of these, units that must be		1
Foreign language		2
Social studies		2
History		1
Academic electives		4
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

C6-C7: Basis for Selection

- C6** Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

☐ Open admission policy as described above for all students

Open admission policy as described above for most students, but--

☐ selective admission for out-of-state students

☐ selective admission to some programs

☐ other (explain):

- C7** Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admissions decisions.

	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record		X		
Class rank				X
Academic GPA	X			
Standardized test scores	X			
Application Essay			X	
Recommendation(s)			X	
Nonacademic				
Interview				X
Extracurricular activities				X
Talent/ability				X
Character/personal qualities				X
First generation				X
Alumni/ae relation				X
Geographical residence				X
State residency				X
Religious affiliation/commitment				X
Racial/ethnic status				X
Volunteer work				X
Work experience				X
Level of applicant's interest				X

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic prog

C8: SAT and ACT Policies**Entrance exams**

Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants?

Yes	No
X	

- C8A** If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2023**.

	ADMISSION				
	Require	Recommend	Require for Some	Consider if Submitted	Not Considered
SAT or ACT	X				
ACT Only					
SAT Only					

C8B Has been removed from the CDS.

C8C Has been removed from the CDS.

C8D In addition, does your institution use applicants' test scores for academic advising?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

C8E Latest date by which SAT or ACT scores must be received for fall-term admission _____
 Latest date by which SAT Subject Test scores must be received for fall-term admission _____

C8F If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT):

www.emich.edu/admissions/first-year/requirements.php

C8G Please indicate which tests your institution uses for **placement** (e.g., state tests):

<input checked="" type="checkbox"/>	SAT
<input checked="" type="checkbox"/>	ACT
<input type="checkbox"/>	SAT Subject Tests
<input checked="" type="checkbox"/>	AP
<input checked="" type="checkbox"/>	CLEP
<input type="checkbox"/>	Institutional Exam
<input type="checkbox"/>	State Exam (specify): _____

C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2022**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

C9 **Percent and number of first-time, first-year students enrolled in Fall 2022 who submitted national standardized (SAT/ACT) test scores.**

- Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.**
- Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- Do not convert SAT scores to ACT scores and vice versa.
- If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
- If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	68%	1340

Submitting ACT Scores

6%	121
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For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the first-time, first-year population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile	50th Percentile	75th Percentile
SAT Composite	930	1050	1170
SAT Evidence-Based Reading and SAT Math	480	530	600
ACT Composite	450	520	580
ACT Math	18	22	25
ACT English	17	20	24
ACT Writing	17	21	25
ACT Science	19	20	21
ACT Reading	18	22	24
	20	23	27

Percent of first-time, first-year students with scores in each range:

Score Range	SAT Evidence-	SAT Math
700-800	4%	2.9%
600-699	22%	17.2%
500-599	39%	38.3%
400-499	31%	33.3%
300-399	3%	8.2%
200-299	0%	0.1%
Totals should = 100%	100%	100.0%

Score Range	SAT Composite
1400-1600	1.88%
1200-1399	18.91%
1000-1199	39.41%
800-999	34.85%
600-799	4.85%
400-599	0.10%
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	7.40%	10.66%	6.0%	14.75%	8.20%
24-29	28.90%	18.85%	25.0%	28.69%	22.95%
18-23	43.00%	42.62%	36.0%	39.34%	49.18%
12-17	20.70%	23.77%	33.0%	14.75%	19.67%
6-11	0.00%	4.10%	0.0%	2.46%	0.00%
Below 6	0.00%	0.00%	0.0%	0.00%	0.00%
Totals should = 100%	100.00%	100.00%	100.00%	100.00%	100.00%

C10 Percent of all degree-seeking, first-time, first-year students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information)

Assessment	Percent
Percent in top tenth of high school graduating class	16%
Percent in top quarter of high school graduating class	39%
Percent in top half of high school graduating class	73%
Percent in bottom half of high school graduating class	27%
Percent in bottom quarter of high school graduating class	8%
Percent of total first-time, first-year students who submitted high school class rank:	57%

Top half +
bottom half = 100%

C11 Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had GPA above 4.0 10%

Score Range	Percent
Percent who had GPA of 4.0	2%
Percent who had GPA between 3.75 and 3.99	16%
Percent who had GPA between 3.50 and 3.74	17%
Percent who had GPA between 3.25 and 3.49	15%
Percent who had GPA between 3.00 and 3.24	15%
Percent who had GPA between 2.50 and 2.99	19%
Percent who had GPA between 2.0 and 2.49	6%
Percent who had GPA between 1.0 and 1.99	1%
Percent who had GPA below 1.0	0%
Totals should = 100%	100%

C12 Average high school GPA of all degree-seeking, first-time, first-year students who submitted GPA:

3.36%

Percent of total first-time, first-year students who submitted high school GPA:

95.34%

C13-C20: Admission Policies

C13 Application Fee

If your institution has waived its application fee for the Fall 2022 admission cycle please select no.

Does your institution have an application fee?

Yes	No
X	

Amount of application fee: \$35

Can it be waived for applicants with financial need?

Yes	No
X	

Requires fee waiver

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

☒ Same fee
☐ Free
☐ Reduced

Can on-line application fee be waived for applicants with financial need?

Yes	No
X	

Requires fee waiver

C14 Application closing date

Does your institution have an application closing date?

Yes	No
	X

	Date
Application closing date (fall)	Rolling
Priority Date	7/1

C15 Are first-time, first-year students accepted for terms other than the fall?

Yes	No
X	

C16 Notification to applicants of admission decision sent (fill in one only)

☒ On a rolling basis beginning (date): _____
☐ By (date): _____
☐ Other: _____

D. TRANSFER ADMISSION**D1-D2: Fall Applicants**

- D1** Does your institution enroll transfer students? (If no, please skip to Section E)
If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?
- | | Yes | No |
|--|-----|----|
| | X | |
| | X | |
- D2** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2022**.
If your institution collects and reports non-binary gender data, please use the "Another Gender" category.

	Applicants	Admitted	Enrolled
Men	956	669	373
Women	1,375	1,001	488
Another Gender	0	0	0
Total	2,331	1,670	861

D3-D11: Application for Admission

- D3** Indicate terms for which transfers may enroll:

<input checked="" type="checkbox"/>	Fall
<input checked="" type="checkbox"/>	Winter
<input type="checkbox"/>	Spring
<input checked="" type="checkbox"/>	Summer

- D4** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?
- | | Yes | No |
|--|-----|----|
| | X | |
- If yes, what is the minimum number of credits and the unit of measure?
- 12

- D5** Indicate all items required of transfer students to apply for admission:

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript				X	
College transcript(s)	X				
Essay or personal					X
Interview					X
Standardized test scores				X	
Statement of good standing from prior					X

- D6** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): _____
- D7** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): _____ 2
- D8** List any other application requirements specific to transfer applicants:
-

- D9** List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9 Fall					X
D9 Winter					X
D9 Spring					
D9 Summer					X

	Yes	No
D10 Does an open admission policy, if reported, apply to transfer students?		

D11 Describe additional requirements for transfer admission, if applicable:

D12-D17: Transfer Credit Policies

D12 Report the lowest grade earned for any course that may be transferred for credit: C

	Number	Unit Type
D13 Maximum number of credits or courses that may be transferred from a two-year institution:		

	Number	Unit Type
D14 Maximum number of credits or courses that may be transferred from a four-year institution:		

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:

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D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

30.00

D17 Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

D18 Does your institution accept the following military/veteran transfer credits:

	Yes	No
American Council on Education (ACE)	X	
College Level Examination Program (CLEP)	X	
DANTES Subject Standardized Tests (DSST)	X	

	Number	Unit Type
D19 Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):		

	Number	Unit Type
D20 Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):		

	Yes	No
D21 Are the military/veteran credit transfer policies published on your website?		X

If yes, please provide the URL where the policy can be located:

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D22 Describe other military/veteran transfer credit policies unique to your institution:

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E. ACADEMIC OFFERINGS AND POLICIES

E1 Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

<input checked="" type="checkbox"/>	Accelerated program
<input type="checkbox"/>	Comprehensive transition and postsecondary program for students with intellectual disabilities
<input checked="" type="checkbox"/>	Cross-registration
<input checked="" type="checkbox"/>	Distance learning
<input checked="" type="checkbox"/>	Double major
<input checked="" type="checkbox"/>	Dual enrollment
<input checked="" type="checkbox"/>	English as a Second Language (ESL)
<input type="checkbox"/>	Exchange student program (domestic)
<input type="checkbox"/>	External degree program
<input checked="" type="checkbox"/>	Honors Program
<input checked="" type="checkbox"/>	Independent study
<input checked="" type="checkbox"/>	Internships
<input checked="" type="checkbox"/>	Liberal arts/career combination
<input checked="" type="checkbox"/>	Student-designed major
<input checked="" type="checkbox"/>	Study abroad
<input checked="" type="checkbox"/>	Teacher certification program
<input checked="" type="checkbox"/>	Undergraduate Research
<input checked="" type="checkbox"/>	Weekend college
<input type="checkbox"/>	Other (specify):

E2 Has been removed from the CDS.

E3 Areas in which all or most students are required to complete some course work prior to graduation:

<input checked="" type="checkbox"/>	Arts/fine arts
<input type="checkbox"/>	Computer literacy
<input checked="" type="checkbox"/>	English (including composition)
<input type="checkbox"/>	Foreign languages
<input type="checkbox"/>	History
<input type="checkbox"/>	Physical Education
<input checked="" type="checkbox"/>	Humanities
<input type="checkbox"/>	Intensive writing
<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Philosophy
<input checked="" type="checkbox"/>	Sciences (biological or physical)
<input checked="" type="checkbox"/>	Social science
<input type="checkbox"/>	Other (describe):

F. STUDENT LIFE

F1 Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2022 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	12%	12%
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing	58%	21%
Percent who live off campus or commute	42%	79%
Percent of students age 25 and older	0.3%	21%
Average age of full-time students	18	21
Average age of all students (full- and part-time)	18	23

F2 Activities offered. Identify those programs available at your institution.

<input checked="" type="checkbox"/>	Campus Ministries
<input checked="" type="checkbox"/>	Choral groups
<input checked="" type="checkbox"/>	Concert band
<input checked="" type="checkbox"/>	Dance
<input checked="" type="checkbox"/>	Drama/theater
<input checked="" type="checkbox"/>	International Student Organization
<input checked="" type="checkbox"/>	Jazz band
<input checked="" type="checkbox"/>	Literary magazine
<input checked="" type="checkbox"/>	Marching band
<input checked="" type="checkbox"/>	Model UN
<input checked="" type="checkbox"/>	Music ensembles
<input checked="" type="checkbox"/>	Musical theater
<input checked="" type="checkbox"/>	Opera
<input checked="" type="checkbox"/>	Pep band
<input checked="" type="checkbox"/>	Radio station
<input checked="" type="checkbox"/>	Student government
<input checked="" type="checkbox"/>	Student newspaper
<input type="checkbox"/>	Student-run film society
<input checked="" type="checkbox"/>	Symphony orchestra
<input checked="" type="checkbox"/>	Television station
<input type="checkbox"/>	Yearbook

F3 ROTC (program offered in cooperation with Reserve Officers' Training Corps)

	Marine Option (for Naval ROTC)	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:		X	X	U of M-Ann Arbor
Naval ROTC is offered:	X		X	U of M-Ann Arbor
Air Force ROTC is offered:			X	U of M-Ann Arbor

F4 Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

<input checked="" type="checkbox"/>	Coed dorms
<input type="checkbox"/>	Men's dorms
<input type="checkbox"/>	Women's dorms
<input checked="" type="checkbox"/>	Apartments for married students
<input checked="" type="checkbox"/>	Apartments for single students
<input type="checkbox"/>	Special housing for disabled students
<input type="checkbox"/>	Special housing for international students
<input type="checkbox"/>	Fraternity/sorority housing
<input type="checkbox"/>	Cooperative housing
<input type="checkbox"/>	Theme housing
<input type="checkbox"/>	Wellness housing
<input checked="" type="checkbox"/>	Living Learning Communities
<input type="checkbox"/>	Other housing options (specify):

G. ANNUAL EXPENSES

G0 Please provide the URL of your institution's net price calculator:

Provide 2023-2024 academic year costs of attendance for the following categories that are applicable to your institution.

☒ Check here if your institution's 2023-2024 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2023-2024 academic year costs of attendance will be available:
7/1

G1 Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the **FULL 2023-2024** academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

- A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan.
- Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.
- Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.)
- Do **not** include optional fees (e.g., parking, laboratory use).

G1		First-Year	Undergraduates
	PRIVATE INSTITUTIONS		
	Tuition:		
	PUBLIC INSTITUTIONS		
	Tuition: In-district	\$15,200	\$15,200
	Tuition: In-state (out-of-district):	\$15,200	\$15,200
	Tuition: Out-of-state:	\$15,200	\$15,200
	Tuition: Non-resident	\$15,200	\$15,200
	FOR ALL INSTITUTIONS		
	Required Fees	\$310	\$1,060
	Room and Board (on-campus):	\$12,440	\$12,440
	Room Only (on-campus):	\$5,910	\$5,910
	Board Only (on-campus meal plan):	\$6,530	\$6,530

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):

Other:

G2 Number of credits per term a student can take for the stated full-time tuition.

Minimum	Maximum
12	16

G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

Yes	No
X (no new student fee)	

G4 Do tuition and fees vary by undergraduate instructional program?

X (program fees vary)	
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If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?

G5 Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters (LAH)	Commuters
Books and supplies:	\$1,000	\$1,000	\$1,000
Room only:			
Board only:		\$1,600	
Room and board total*			\$11,920
Transportation:	\$1,126	\$3,000	\$1,950
Other expenses:	\$188	\$188	\$188

* If your college cannot provide separate room and board figures for commuters not living at home

G6 Undergraduate per-credit-hour charges (tuition only):

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	
In-district:	\$637.35
In-state (out-of-district):	\$637.35
Out-of-state:	\$637.35
NONRESIDENTS:	\$637.35

*This amount is for 1-11 or 17+ cr hrs/semester; 12-16 is the flat rate (7600/sem)

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for **Fall 2022**. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

		Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master's degree: a master's degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

I-1.		Full-Time	Part-Time	Total
A	Total number of instructional faculty	599	435	1034
B	Total number who are members of minority groups	132	76	208
C	Total number who are women	300	291	591
D	Total number who are men	299	144	443
E	Total number who are nonresidents (international)	11	4	15
F	Total number with doctorate, or other terminal degree	516	91	607
G	Total number whose highest degree is a master's but not a terminal master's	68	236	304
H	Total number whose highest degree is a bachelor's	2	53	55
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	13	55	68
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

I-2. Student to Faculty Ratio

Report the Fall 2022 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level

• Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2022 Student to Faculty ratio	14	to 1	(based on	10729	students
			and	744	faculty).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2022 term.

- **Please include classes that have been moved online in response to the COVID-19 pandemic.**

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section **should** be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2022. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled**Undergraduate Class Size (provide numbers)**

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	299	573	735	327	63	51	3	2051

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	57	85	81	0	0	1	1	225

J. Disciplinary areas of DEGREES CONFERRED

J1 Degrees conferred between July 1, 2021 and June 30, 2022

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture			0.034%	01
Natural resources and conservation			0.808%	03
Architecture			0.070%	04
Area, ethnic, and gender studies			0.135%	05
Communication/journalism			4.948%	09
Communication technologies			0.303%	10
Computer and information sciences			5.352%	11
Personal and culinary services				12
Education			8.785%	13
Engineering			1.178%	14
Engineering technologies			3.164%	15
Foreign languages, literatures, and linguistics			0.438%	16
Family and consumer sciences			0.404%	19
Law/legal studies			0.673%	22
English			1.077%	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			3.803%	26
Mathematics and statistics			0.370%	27
Military science and military technologies				28 & 29
Interdisciplinary studies			5.049%	30
Parks and recreation			2.861%	31
Philosophy and religious studies			0.269%	38
Theology and religious vocations				39
Physical sciences			0.976%	40
Science technologies				41
Psychology			5.789%	42
Homeland Security, law enforcement, firefighting,				43
Public administration and social services			4.981%	44
Social sciences			5.183%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving			1.043%	49
Visual and performing arts			5.217%	50
Health professions and related programs			18.748%	51
Business/marketing			17.704%	52
History			0.640%	54
Other				
TOTAL (should = 100%)	0.00%	0.00%	100.00%	