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MEMORANDUM

To: Julio Frenk
University President

From: Tomás A. Salerno
Chair, Faculty Senate

A handwritten signature in blue ink, appearing to read 'TAS'.

Date: October 31, 2017

Subject: Faculty Senate Legislation #2017-08 (D) – Faculty Senate Academic Standards
Committee Annual Undergraduate Admissions Report, Fall 2016

The Faculty Senate, at its October 25, 2017 meeting, voted unanimously to accept the Annual Report on Undergraduate Admissions Report for Fall 2016, an annual report on admissions and undergraduate student quality, prepared by the Faculty Senate Committee on Academic Standards.

This legislation is sent to you for your information.

TAS/rh

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Enclosure

cc: Jeffrey Duerk, Executive Vice President and Provost
William Green, Vice Provost and Dean, Undergraduate Education
Kysha Harriell, Previous Chair, Academic Standards Committee

MAY 2017
UNDERGRADUATE ADMISSIONS REPORT, FALL 2016

*Annual Report on Admissions and Undergraduate Student Quality
Prepared by the Faculty Senate Committee on Academic Standard¹*

Purpose: The purpose of this report is to provide a Faculty Senate sponsored assessment of the quality of new students enrolled in the Fall 2016 semester. The *U.S. News & World Report* ranking information in this report is based on admissions data for the Fall 2015 incoming class.

Summary: The number of new student applications submitted to the University of Miami was 32,518. of which 12,280 students were accepted (38% admit rate), and 2,042 enrolled as full-time degree-seeking students (17% yield). The number of degree-seeking transfer applications submitted to the University of Miami was 2,686 of which 1,292 students were admitted (48% admit rate), and 472 enrolled (37% yield). This report is based on these 2,042 full-time enrolled students (Table 1) and 472 full-time enrolled transfer students (Table 2).

Historically, the University of Miami measured the quality of the incoming class by the average SAT score of enrolled students. However, a national trend, experienced fully by UM, is an increase in the number of students reporting an ACT score (51%) versus a SAT score (40%). The average SAT scores for the Fall 2016 class is 1300, and the average ACT score is 30. However, the most accurate way to measure the profile of the class using standardized test scores is to use a concordance that displays the ACT regarding the SAT. The concordance shows that the average standardized test score of this year's incoming class is 1316, down 3 points compared to the 1319 last year. Only 26% of incoming students' high schools reported a class rank, of which 60% were in the top 10% of their class, 20% were in the next decile, less than 9% of those reporting were below the 4th decile of class ranking, and the class rank percentile mean was 86.50.

¹Members of the 2016-2017 Academic Standards Committee are Kysha Harriell (Chair), Rosina Cianelli, Dorothy Hindman, Charlotte Rogers, Teresa Scandura, Dennis Smith, Joseph Treaster, Jamie Walls, Jorge Willemssen, R. Stephen Cantrell (Ex officio), and William Scott Green (Ex officio). Data for this report was provided by the Division of Enrollment Management and the Office of Planning, Institutional Research, and Assessment.

- 2012 data represents historical data from the legacy student information system (PIDMS). Converted to CaneLink in Fall 2013.
- Fall 2014 and later reflects applicant pool defined by Undergraduate Admission upon conversion to CaneLink and Excludes Continuing Studies.
- Full-time enrollment data Includes summer admits enrolled at fall benchmark, as defined by Integrated Postsecondary Education Data System (IPEDS).
- Fall 2014 and later transfer data reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies and Accelerated Nursing.

The University re-entered the top 50, jumping seven spots in rank from 51 to 44 in the Fall 2016 rankings. The rankings for Undergraduate Academic Reputation Index, Graduation and retention rank, and graduation rate performance all improved and the Student Selectivity rank remained the same.

Special Note: University summary data from previous years' reports were revised to eliminate students that were not full-time degree seeking students. Enrollment Management discovered that previous data provided to the Academic Standards Committee included part-time and special program students. For purposes of accuracy in comparing data year to year, previous year's data was updated to include only full-time enrolled students. This change may explain differences when comparing this report to past reports.

Table 1. Fall 2016 New Degree Seeking Students						
Applicant Pool	2012	2013	2014	2015	2016	1-yr Change
Applied	27,757	28,907	31,584	33,411	32,518	-3%
Admitted	11,020	11,691	11,964	12,585	12,280	-2%
Enrolled (Full-Time)	1,987	2,114	2,052	2,056	2,042	-1%
Admit Rate	40%	40%	38%	38%	38%	0%
Yield	18%	18%	17%	16%	17%	1%

Table 2. Fall 2016 Degree Seeking Transfer Students						
Applicant Pool	2012	2013	2014	2015	2016	1-yr Change
Applied	2,645	2,727	2,547	2,537	2,686	6%
Admitted	1,558	1,591	1,506	1,455	1,292	-11%
Enrolled (Full-Time)	538	551	557	515	472	-8%
Admit Rate	59%	58%	59%	57%	48%	-9%
Yield	35%	35%	37%	35%	37%	2%

Academic Quality of Newly Enrolled Students

A. The Fall 2016 First-Year Class

Overview

The Fall 2016 first-year class consisted of 2,042 students (a 1% change since last fall). New transfer students decrease from 515 to 472 (-8%). Reversing the trend of the past few years, the number of first-year applications submitted decreased (-3%) from 33,411 in 2015 to 32,518 for 2016.

The admissions rate for submitted applications was 38%, and the yield rate (the number of students who enrolled vs. accepted) increased to 17% from the previous year's 16% (Table 1). This admissions rate is different from last year's report, as last year's data was based on completed applications (a lower number, making the admit rate higher at 43%). Admissions rates based on the number of applications submitted versus the number completed is the rate used by our peers and reported to the *US News and World Report* for admissions rate rankings. Going forward the committee will use the total number of submitted applications versus completed applications. Using only completed application data would eliminate many high-quality students that choose to apply to the institution but may not fully complete the admissions application if they were an early admit elsewhere.

Official SAT, ACT, and Concordance Scores

The average ACT score for incoming Fall 2016 students is 30, and the average SAT score is 1300. This ACT average has remained constant since 2012, and the average SAT score is up from 1295 last year but lower than the average 1320-1325 range from 2012-2014. However, the number of students taking the SAT has decreased 12% since 2012, with only 40% of students reporting a SAT score. The percentage of students taking the ACT has increased by 13% since 2012, with 51% of students reporting ACT scores. Since the ACT is the predominant standardize exam taken by admitted students, ACT scores have been converted and combined with SAT scores to produce a SAT concordance score. Table 3 supplies an ACT-SAT Concordance by the school/college for the last four years. The current average concordance score is 1316, down three points from last year and down 9 and 15 points from 2014 and 2013, respectively.

Table 3. SAT Concordance Mean (Full-Time Enrolled) by School/College							
School/College	2012	2013	2014	2015	2016	5-yr Change	1-yr Change
Architecture	1293	1271	1280	1238	1234	-5%	0%
Arts & Sciences	1343	1349	1346	1329	1323	-2%	0%
Business	1293	1311	1296	1304	1307	1%	0%
Communication	1278	1291	1269	1289	1273	-1%	-1%
Education & Human Dev.	1225	1235	1189	1257	1214	-2%	-3%
Engineering	1349	1356	1381	1360	1366	1%	0%
Music	1330	1298	1269	1307	1301	-1%	0%
Nursing and Health Studies	1265	1301	1291	1289	1301	-2%	0%
Rosenstiel School	1361	1356	1380	1356	1352	2%	1%
Total (Entire UM)	1323	1331	1325	1319	1316	-1%	0%

High School Class Rank

For the Fall 2016 incoming class, only 26% of students reported a class rank. The small percentage of schools reporting class rank diminishes the analytical value of the data to assess the quality of the incoming class. However, since *US News & World Report* continues to use class rank to determine selectivity scores, it is included that in this report. Specifically, the percentage of students in the top 10% of their high school class is part of the student selectivity score for *US News & World Report*. As seen in Table 4, of students that reported a class rank, 60% were in the top 10% of their class (down 4% from last year).

Table 4. High School Percentile Mean and Percentage of Students in Top 10%							
	2012	2013	2014	2015	2016	5-yr Change	1-yr Change
Percent of Students in Top 10%	69%	72%	65%	64%	60%	-9%	-4%
Class Rank Percentile Mean	89.4	90.7	87.6	87.8	86.5	-3%	-1%
Percent of Students Reporting	32%	28%	26%	27%	26%	-6%	-1%

Effective Fall 2016, the Office of Admissions implemented a new process to standardize high school class rank and percentile. The high school percentile data (Table 4) displays high school

percentile for first-year students from 2012-2016. The percentile mean of reporting students is 86.5 (down 1% from last year).

Student Selectivity

The Selectivity Index (SI) and the Dynamic Score (new for Fall 2017 admits) are used by the Office of Admissions for selection and to help determine merit awards for the entering class. The Computed Selectivity Index (CSI) is independent of the Office of Admissions and was requested and developed by members of the Faculty Senate in 1998 as a tool to compare the academic quality of students from year to year.

The Selectivity Index

The Selectivity Index combines standardized test scores and academic performance in high school. Since this index is based on limited criteria and only considers GPA, testing, and rank where available, Admissions has developed a new scoring system that it feels represents a more holistic review of applicants. Undergraduate Admissions is currently using this new dynamic score for the newly admitted Fall 2017 class.

Dynamic Score (Replaces the Selectivity Index)

Currently, the Office of Undergraduate Admission uses an 8-point matrix (depending on the availability of class rank) to evaluate admissions applications. A calculated *Dynamic Score* tracks many elements not captured by the SI such as strength of high school, strength of curriculum, extra-curricular activities and allows the admission staff to get a better picture of the students for any segment of the applicant pool. The Dynamic Score (100-point scale, carried out three decimal points) replaces the Selectivity Index previously used (A-Z).

Currently, the admission staff created a crosswalk between the Dynamic Score and the Academic Ranks, ACRK (1-8) used for financial aid and non-need-based aid awarding to compare the 2017 applicant pool to the 2016 applicant pool (Table 5). Dynamic Score ranges by academic ranks will shift each year to allow Admissions to maintain the correct distribution of need- and non-need-based dollars.

The Computed Selectivity Index (CSI)

The Computed Selectivity Index combines standardized test scores and academic performance in high school. In 1998, Dr. Peter Bellis developed the CSI upon request of the Faculty Senate. As the Faculty Senate asked for a data-driven selectivity index that could consistently measure the quality of students across time. This index was developed with the help of faculty from the Math Department and named the Computed Selectivity Index to differentiate it from the Admission Selectivity Index used by Office of Admission. The Office of Admission does not use the CSI in the admissions process.

This Admissions Selectivity Index and the new Dynamic Score may be good for comparing the quality of students and determining merit awards in the same year. However, using the

admissions-driven selectivity index and the dynamic scores to compare students across years may be misleading because the criteria may change and shift every year.

Table 5. Fall 2016 Student Selectivity Data

ACRK*	1	2	3	4	5	6	7	8	No ACRK	Total
Selectivity Index	STUVYZ	LMNOP	J	I	H	G	D	ABC	All others	
Dynamic Score**	0 - 77.899	77.900 - 88.199	88.200- 89.349	89.350- 90.059	90.060 - 90.799	90.800- 91.549	91.550- 92.899	92.900- -100	---	
CSI***	4, 5, & 6	3	2	2	2	2	1	1	---	
Applied	8,717	6,767	1,707	1,022	931	1,115	1,212	1,561	9,486	32,518
Admitted	539	3,245	1,511	961	862	1,050	1,167	1,485	1,460	12,280
Enrolled (Full- Time)	229	676	196	120	130	141	154	156	240	2,042
% of Enrolled	11%	33%	10%	6%	6%	7%	8%	8%	12%	100%
Admit Rate	6%	48%	89%	94%	93%	94%	96%	95%	15%	38%
Yield	42%	21%	13%	12%	15%	13%	13%	11%	16%	17%

Prior to Spring 2017, *ACRK values were determined based on the Admission Selectivity Index. Effective Fall 2017, ACRK values will be determined based on Dynamic Score. Mapping is provided from ACRK to Admission Selectivity Index and Dynamic Score.

**The Dynamic Score was not used for Fall 2016 but is shown above to map the new scoring to the old selectivity index. Each year the range of scores for each academic range will change to keep constant the percentage of aid awards at each academic rank level.

***The CSI is not used by the Office of Admissions.

Academic Quality of Transfer Students

Fall Transfer Students

Transfer students are not required to submit standardized test scores, thus SAT and ATC scores for transfer students are not reported. Incoming transfer GPA is the primary determinate of academic quality for transfer students. The average incoming GPA for Fall 2016 transfer students is 3.40, a one-tenth point (3%) increase from last year (Table 6). As listed in Table 7, 87% percent of the incoming transfer class had a GPA of 3.0 or greater, 12% had a GPA between 2.50-2.99, and 1% of students had a GPA between 2.00-2.40. Transfer GPA by schools/colleges is listed in Table 8.

Table 6. Transfer Students (Full-Time Enrolled) by Transfer GPA Mean

	2012*	2013*	2014	2015	2016**	1-yr Change
Transfer GPA Mean	3.3	3.3	3.4	3.3	3.4	0.10 point (3%)

Tables 7. Distribution of Transfer Students By Incoming GPA

GPA Distribution	2102 % N (N)	2013 % N (N)	2014 % N (N)	2015 % N (N)	2016 % N (N)	5-yr Chg	1-yr Chg
3.50 - 4.00	46% (681)	48% (732)	55% (540)	50% (569)	51% (649)	4%	-1%
3.00 - 3.49	38% (556)	37% (569)	34% (329)	35% (400)	36% (455)	-4%	-6%
2.50 - 2.99	15% (223)	14% (217)	9% (86)	11% (128)	12% (154)	5%	-8%
2.00 - 2.49	1% (20)	1% (19)	2% (15)	3% (29)	1% (16)	25%	16%
< 2.00	0% (0)	0% (4)	1% (10)	1% (9)	--	--	--
Percent Reporting GPA	1,480	1,541	980	1,135	1,274	4%	21%

Table 8. Fall 2016 Transfer GPA Mean (Full-Time Enrolled) by School/College*

Transfer GPA	AR	AS	BU	CO	ED	EN	MS	MU	NU	Total
GPA Mean	3.3	3.3	3.5	3.3	3.4	3.3	3.5	3.6	3.4	3.4
Percent Reporting	100%	99%	100%	100%	100%	97%	100%	100%	100%	99%

UM Rankings by *U.S. News & World Report*

Information from *U.S. News & World Report* is published during the late summer or early fall for the *previous* academic year. Thus, the 2016 edition of *U.S. News & World Report* is based on the characteristics and profile of the freshmen class entering in the Fall of 2015. UM's overall rank increased from 51 to 44 out of the 310 institutions (see Table 9). This rank is earned in seven areas, of which four are of concern to Academic Standards: Undergraduate Academic Reputation, Graduation and Retention, Student Selectivity, and Graduate Rate Performance. The other the other three categories, Faculty Resources (20% of total score), Financial Resources (10% of total score), and Alumni Giving (5% of total score) are not addressed in this report.

Undergraduate Academic Reputation Index (22.5 % of total score)

The University of Miami ranks 71 in Undergraduate Academic Reputation Index, up from 73 last year. The Undergraduate Academic Reputation Index combines a peer assessment score and high school counselor assessment score.

Graduation and Retention (22.5 % of total score)

The University improved in rank in the Graduation and Retention category moving from 59 to 58. The score used for ranking in this category is determined by the 6- year graduation rate and the average 4-year Freshman Retention Rate. The 6-year graduation rate for the incoming classes that started Fall 2006 through Fall 2009 is 82%, and the 4-year average Freshmen Retention rate is 92%.

Student Selectivity (12.5 % of total score)

Student Selectivity rank remained the same as the previous year at 42. This measure has three components, the admissions test scores, the proportion of enrolled first-year students who graduated in the top 10 percent of their high school classes, and the acceptance rate, or the ratio of students admitted to applicants.

Graduation Rate Performance (7.5 percent of total score)

The University's rank for Graduation Rate Performance increased 18 spots to 166 from 184. Graduation Rate Performance is the difference between the actual 6-year graduation rate for the Fall 2009 cohort and a predicted graduation rate based on a regression analysis of high school class standing, standardized test scores, financial expenditures, percent of students receiving Pell Grants, and institutional control.

Table 9. 2016 UM Rankings by U.S. News & World Report*

U.S. News Metric*	2015-2016 Rankings	2016-2017 Rankings	Rank Change
	Fall 2014 Entering Class	Fall 2015 Entering Class	
Overall Rank (N=310)	51	44	+6
Overall score	59	63	+4
Undergraduate Academic Reputation Index Rank	73	71	+2
Graduation and Retention Rank	59	58	+1
Student Selectivity Rank	42	42	0
Graduation Rate Performance Rank	184	166	+18

Table 10: Additional U.S. News & World Report Rankings

Individual Items	Fall 2014 Rank/(Value)	Fall 2015 Rank or Score	Rank Change/Score Change
Peer Assessment Score	(3.2)	(3.3)	(-0.01)
High School Counselor Rating	(3.9)	(3.9)	(0)
6-Year Graduation Rank/Percentage	81%	82%	+1%
Freshman Retention Ranking (4-year average)	57 (92%)	** (92%)	(0%)
% Freshmen in Top 10% of HS Class	52 66%	**63%	(-3%)
Admit Rate (Freshman Acceptance Rate)	40%	38%	(0%)

* U.S. News methodology may vary from methodologies used for official and internal reporting, which may result in different values reported for the same metric. To view the detailed rankings/methodology used for the 2015 - 2017 Editions, please visit: <http://www.usnews.com/education/best-colleges/articles/rankings-methodologies>. Rankings from 2015 data reflect the most recent edition of U.S. News and World Report. Rankings from 2016 data will be reported in the 2017-18 edition, which is expected to be available during the Fall 2017 semester.

**Ranking not Provided

Summary/Conclusions:

- More students now report ACT scores (51%) compared to SAT scores.
- ACT scores have remained constant since 2012.
- SAT concordance scores of this year's incoming class decreased three points from last year.
- Less than 30% of students report a class rank.
- The University re-entered the top 50 in U.S. News and World Report.
- The University increased its rankings in the categories of Undergraduate Academic Reputation Index, Graduation and Retention, and Graduation Rate Performance, while maintaining the same ranking from the previous year in Student Selectivity.

Recommendations:

1. The committee recommends adding additional information to this report and future Admissions Reports. Due to the lack of comparison data from previous years, the committee could not provide an analysis of this information. Therefore, it is included as appendices. However, the committee recommends this information be included and analyzed in future reports. This recommended information includes data related to:
 - a. New transfer applicant pool by School/College (Appendix A)
 - b. Enrollment by race/ethnicity for new incoming and transfer students (Appendix B)
 - c. New student applicant pool by notification plan: Early Decision/ Early Action (Appendix C).
 - d. New students by academic level (credit hours earned upon enrollment) by School/College (Appendix D).
 - e. Admissions data for new international students by citizenship country and admissions standards for international students such as mean high school GPA mean TOEFL scores and Dynamic Scores* for International Students (Appendix E).

*Per UG Admissions, this year and going forward, they will calculate a dynamic score for international applicants. This information should also be added to future reports.
2. The committee recommends the Division of Enrollment Management provide the Academic Standards Committee (ASC) with a complete set of all admissions data to allow the ASC to examine items deemed important to the faculty. The committee recommends that data for the Admissions report be sent to the committee directly from the Office of Planning, Institutional Research, and Assessment.
3. The committee recommends Enrollment Management meet with the Academic Standards Committee in both the Fall and in the Spring semesters to update and report to the committee on all matters related to academic standards.

Appendix A

New Student and Transfer Applicant Pool by School/College

Fall 2016 New Student Applicant Pool by School/College					
School/College	Applied	Admitted	Enrolled	Admit Rate	Yield
School of Architecture	402	189	37	47%	20%
College of Arts and Sciences	14,573	5,930	883	41%	15%
School of Business Administration	7,395	2,598	477	35%	18%
School of Communication	1,946	579	111	30%	19%
School of Education & Human Development	1,007	248	55	25%	22%
College of Engineering	3,434	1,536	196	45%	13%
Rosenstiel School of Marine & Atmospheric Science	882	409	104	46%	25%
Frost School of Music	822	304	99	37%	33%
School of Nursing and Health Studies	2,057	487	80	24%	16%
Total	32,518	12,280	2,042	38%	17%

Fall 2016 Transfer Student Applicant Pool by School/College					
School/College	Applied	Admitted	Enrolled	Admit Rate	Yield
School of Architecture	48	16	7	33%	44%
College of Arts and Sciences	1,341	792	293	59%	37%
School of Business Administration	364	49	13	13%	27%
School of Communication	300	174	66	58%	38%
School of Education & Human Development	106	58	17	55%	38%
College of Engineering	233	104	29	45%	28%
Rosenstiel School of Marine & Atmospheric Science	40	10	3	25%	30%
Frost School of Music	71	18	11	25%	61%
School of Nursing and Health Studies	183	71	33	39%	46%
Total	2,686	1,292	472	48%	37%

Appendix B

Enrollment by Race/ Ethnicity for New Incoming and Transfer Students

New Students (Full-Time Enrolled) by Race/Ethnicity							
Race/Ethnicity	2012	2013	2014	2015	2016	5-yr Change	1-yr Change
African American/Black	10%	9%	9%	8%	11%	1%	3%
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%	0%
Asian/Pacific Islander	14%	14%	15%	11%	13%	-1%	2%
Hispanic/Latino	20%	18%	21%	26%	20%	0%	-6%
Two or More Races	3%	3%	3%	4%	4%	1%	0%
White	53%	55%	51%	50%	53%	0%	3%
Total (excluding unknown)	1,891	1,946	1,969	1,940	1,950	3%	1%

Transfer Students (Full-Time Enrolled) by Race/Ethnicity							
Race/Ethnicity	2012	2013	2014	2015	2016	5-yr Change	1-yr Change
African American/Black	7%	9%	8%	8%	7%	0%	-1%
American Indian/Alaska Native	0%	0%	1%	0%	0%	0%	0%
Asian/Pacific Islander	7%	5%	6%	5%	8%	1%	3%
Hispanic/Latino	43%	44%	42%	41%	46%	3%	5%
Two or More Races	2%	3%	2%	3%	3%	1%	0%
White	40%	37%	41%	43%	37%	-3%	-6%
Total (excluding "Unknown")	521	546	536	494	445	-15%	-10%

Appendix C

New Student Applicant Pool by Notification Plan

Fall 2016 New Student Applicant Pool by Notification Plan*					
Notification Plan	Applied	Admitted	Enrolled (Full-Time)	Admit Rate	Yield
Early Decision I & II	1,142	336	281	29%	84%
Early Action	13,409	6,854	938	51%	14%
Regular Decision	17,967	5,090	823	28%	16%
Total	32,518	12,280	2,042	38%	17%

Source: CaneLink (Student Information System).

* Fall 2016 data reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies.

Appendix D

New Students by Academic Level (Credit Hours Earned) and School/College

Fall 2016 New Students (Full-Time Enrolled) by Academic Level and School/College*										
Academic Level	AR	AS	BU	CO	ED	EN	MS	MU	NU	Total
Freshman (0-29 earned credit hours)	100%	92%	98%	97%	95%	91%	93%	94%	93%	94%
Sophomore (30-59 earned credit hours)	0%	7%	1%	3%	4%	8%	6%	5%	7%	5%
Junior (60-89 earned credit hours)	0%	1%	1%	1%	2%	1%	1%	1%	0%	1%
Total	37	850	482	117	56	200	116	98	86	2042

Source: CaneLink (Student Information System). School/College determined as of Fall 2016 Benchmark.

* Fall 2016 data reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies.

Appendix E

New International Students Admissions Information

Fall 2016 New International Students** by Citizenship Country***		
Citizenship Country**	Enrolled (Full-Time)	% of Enrolled
China	92	38%
Brazil	11	5%
Kuwait	10	4%
Canada	9	4%
Venezuela	8	3%
India	6	3%
Pakistan	6	3%
Spain	6	3%
Ecuador	5	2%
Italy	5	2%
Trinidad and Tobago	5	2%
Yemen	5	2%
Argentina	4	2%
Mexico	4	2%
Switzerland	4	2%
Total**	239	10% (of total enrollment)

**International students are identified by citizenship, as defined by IPEDS

*** Only Top 15 citizenship countries by headcount are listed, but total includes all INTL students.

- Countries not listed with 3 students: Bulgaria, Greece, Panama, Russia, and United Kingdom.
- Countries not listed with 2 students: Australia, Bahamas, Belgium, Colombia, Denmark, France, Germany, Sweden, and Turkey.
- Countries not listed with 1 student: Bangladesh, Belize, Botswana, Czech Republic, England, Macedonia, Ghana, Haiti, Jamaica, Japan, Jordan, Mauritius, Monaco, Myanmar, Netherlands, Nigeria, Norway, Paraguay, Peru, Poland, Saudi Arabia, South Korea, Taiwan (China), United Arab Emirates, Uzbekistan, and Vietnam

Fall 2016 New International by High School GPA**	
High School GPA	Enrolled (Full-Time)
Mean High School GPA	3.5
Percent of Students Reporting	98%

** GPA values converted from weighted GPA to unweighted GPA, starting Fall 2015. Effective Fall 2017, ACRK will be used to assess the quality of international applicants. ACRK is calculated based on Dynamic Score by the Office of Admission.

Fall 2016 New International Students (Full-Time Enrolled) by TOEFL Score	
TOEFL IBT Score	Enrolled (Full-Time)
Mean TOEFL IBT Score	93
0-60	1%
61-79	6%
80-99	62%
100-120	30%
Percent of Students Reporting	58%