

University of Michigan-Ann Arbor Performance Report Card

(a) Enrollment	Fall 2014	Fall 2015	Fall 2016
Undergraduate	28,395	28,312	28,983
Graduate	15,230	15,339	15,735
Total	43,625	43,651	44,718

(b) Student retention rate	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort
Full-time, first-time freshman	97%	97%	97%

(c) Six-year graduation rates	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort
Bachelor's degree completers	90%	91%	90%

(d) Pell recipients	FY 2013-14	FY 2014-15	FY 2015-16
Undergraduate recipients	4,392	4,741	4,690

(d) Pell recipients graduation rate by cohort year	2007-08	2008-09	2009-10
6-year graduation rate of Pell recipients	81%	85%	84%

(e) Geographic origination of students	Fall 2014	Fall 2015	Fall 2016	
Undergraduate Students	In-state	16,688	16,488	16,323
	Out of state	9,706	9,869	10,609
	International	2,001	1,955	2,051
	Total	28,395	28,312	28,983
Graduate Students	In-state	4,826	4,800	4,726
	Out of state	6,370	6,291	6,389
	International	4,034	4,248	4,620
	Total	15,230	15,339	15,735
All Students	In-state	21,514	21,288	21,049
	Out of state	16,076	16,160	16,998
	International	6,035	6,203	6,671
	Total	43,625	43,651	44,718

(f)(i) Student to faculty ratio	Fall 2013	Fall 2014	Fall 2015
	12 to 1	12 to 1	12 to 1

(f)(ii) Student to total university employee ratio	Fall 2013	Fall 2014	Fall 2015
Ratio of undergraduates to non-instructional staff (Medical and Non-Medical)	2.0 to 1	2.0 to 1	2.0 to 1
<i>Full and Part-time Medical and Non-Medical employees (includes faculty)</i>	21,463	21,821	22,357

(g) Teaching Load by Faculty Classification

Tenured and tenure-track faculty in most of the U-M Ann Arbor schools and colleges have a nominal 4-course teaching load. This is in addition to their effort for research, public service, student mentoring, curriculum development, administrative responsibilities and other activities.

Lecturers are unionized and their contract contains the following language related to teaching load:

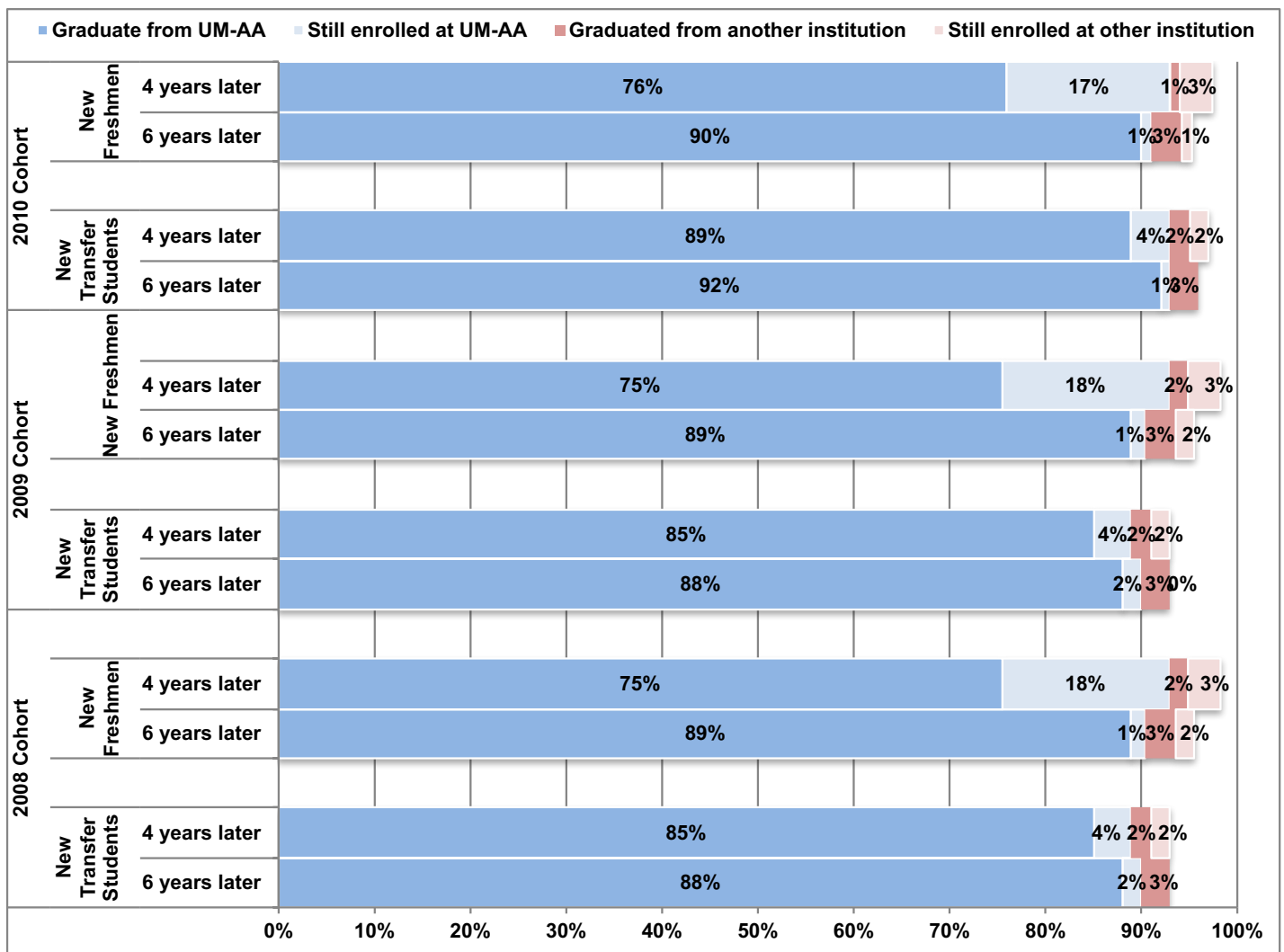
Article XXVIII Workload

Section A. The Employer and the Union agree that at The University of Michigan the establishment of a universal workload standard for all academic units is a complicated matter, affected by the nature of the academic unit and its programs as well as other factors unique to that appointing academic unit and campus.

Section C. The academic unit may continue and/or establish course credit equivalencies as appropriate.

(h)(i) Graduation rates

The bar chart shows the percentages of new freshmen and new transfer cohorts who began their educational careers at the U-M in Fall 2008, 2009 and 2010 and the graduation/continued enrollment status for each cohort. The percentage to the right of each bar is the overall success and progress rate, which is the combined percentage of students in a cohort who either graduated or are still enrolled at a higher education institution four or six years later. (Source: Student Achievement Measure)



(h)(ii) Post-graduation outcomes	Class of		
	2014	2015	2016
Full-time employment	62%	72%	65%
Part-time employment	5%	4%	4%
Further education	25%	20%	23%
Other	8%	5%	8%
<i>Response rate</i>	<i>49%</i>	<i>47%</i>	<i>55%</i>

The career offices within each undergraduate unit across campus survey each graduating class and reports its findings to the Office of Budget and Planning, which compiles the data for this report. Depending on the typical hiring patterns of employers in the field, data collection in some units begins prior to students' graduation, and most units complete their data collection within about nine months after spring commencement exercises.

Percentages represent the fraction of responding graduates who selected the category (not the fraction of the entire graduating class). Full-time employment includes self-employment, entrepreneurial endeavors, military service, and full-time service programs. Part-time employment includes those who are working part-time while seeking full-time jobs as well as those working part-time by choice. "Other" includes graduates who report their primary activity as looking for employment, deciding between offers, traveling, attending to family responsibilities, engaging in volunteer opportunities, and other activities.

Note: As of March 2017, the Taubman College of Architecture and Urban Planning has not completed Class of 2016 data collections, and so its graduates are not included in the table.

