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FROM: David Zaret,⁰² Executive Associate Dean, College of Arts &
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SUBJ: Indiana University Bloomington Capacity Report

DATE: September 15, 2001

Almost everyone who works at Indiana University Bloomington knows that our campus enrollment is now at record levels. And it is widely understood that both good and bad consequences flow from increased enrollments. We have more revenue and a more diverse student body. But we also have more crowded classrooms and additional strains on the physical plant of the campus.

What follows is the final report of a task force that reviewed the issue of the capacity of the IUB campus. The task force was convened last fall by President Myles Brand, in consultation with Chancellor Kenneth Gros Louis. Its open-ended charge was to collect and review all pertinent data and assess whether the current student population was at, below, or above our capacity to provide each student with a quality education. The goal of this assessment was not to reduce the capacity issue to a precise number or set of numbers, but to specify key indicators for the capacity issues and to provide an assessment of data for those indicators.

The task force focused its efforts on undergraduate enrollment and produced a data-driven assessment. Relatively little attention was given to *perceptions* about different aspects of the capacity issue. Capacity itself is a complex concept that can be assessed only in terms of the interplay among many variables. These include physical facilities, the size and composition of the instructional staff, student demand for courses, scheduling practices, our ability to recruit students, academic and residential support services, and so on.

The task force's principal finding is that we are at or nearly at capacity to offer a quality education to all undergraduate students, and we should not continue to increase the size of the entering class. Beginning in 1998-99, the size of the entering class moved up to a range of 6,500 to nearly 6,900 students. While there may be opportunities for modest additions of non-resident students, the current priority should be stability in the size of our undergraduate student population, coupled with efforts to enhance both the quality and diversity of recruited students. This is an especially timely finding in view of Time magazine's recent choice of IUB as its College of the Year among research institutions, based on quality programs that assist freshmen adjust to the expectations of college-level work.

We need a plan that will build on this, other current initiatives, and promote new initiatives, that will extend our ability to recruit academically superior students and to increase diversity. But such efforts can succeed only if there is wide agreement that this is the right direction for our campus. It thus seems important that the report be widely distributed, and discussed. Accordingly, we have shared this report with the Trustees of Indiana University, local legislators, the Bloomington Faculty Council, the Professional Staff council, student leaders, and academic administrators. We request that the academic deans discuss it with their policy committees and/or other appropriate groups.

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Report of the *ad hoc* Task Force on Capacity of the IUB Campus

July 2001

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2006/134.1 "Report of the Ad Hoc Task Force on Capacity
of the IUB Campus"

Executive Summary
Report of the ad hoc Task Force on the Capacity of the IUB Campus
April 2001

President Myles Brand appointed an *ad hoc* Task Force to review the issue of the capacity of the IUB campus. The Committee was constituted in consultation with the IUB Chancellor and given the charge to ascertain the capacity of the campus, not by specifying a precise number, but, instead, by using relevant indicators of capacity to provide a broad assessment of capacity issues. The charge was open-ended: the Committee was asked to assess whether the IUB campus is facing the limits of enrollment growth, or perhaps has grown too large, or not large enough. The Committee's deliberations were driven by data and relatively little attention was given to perceptions about different aspects of capacity.

The principal findings of our review of the capacity issue are:

- (a) In assessing capacity, undergraduate enrollment is the critical issue. Over the last twenty years, there is little variation in professional enrollments. Graduate enrollments have changed, with divergent trends in different schools. We examined trends in graduate enrollments to the extent these have implications for the supply of Associate Instructors. But unlike undergraduate enrollments, graduate enrollments should be driven by programmatic considerations at the school level.
- (b) At the lower level (100-200) of the undergraduate curriculum, we are at capacity in terms of our ability to provide quality instruction. At the upper level (300-400), we are near or at capacity. This varies across schools, and in the report we disaggregate this assessment and note school-level differences. Principal indicators for these assessments are data on course-availability and course enrollment levels.
- (c) The current supply of instruction at IUB requires efficient use of physical facilities and instructional staff. Relative to other public CIC institutions, IUB's supply of classroom space is low. But the intensity (i.e., efficiency) with which we use classroom space is high relative to those institutions.
- (d) Relative to other public CIC institutions (and other leading public research universities), IUB's supply of tenure-line faculty is low. We do not have comparative data from other institutions on faculty instructional effort (i.e., teaching load). Data compiled by the University Budget Office show a trend toward higher levels over the last few years, which correlates with higher enrollment levels since 1997-98 at IUB.
- (e) The efficiencies reported in (c) and (d) explain how IUB has met instructional demand from more students in the latter part of the 1990s. Since 1996, our supply of classrooms and seats in classrooms has been essentially unchanged, the number of tenure-line and non-tenure-track faculty declined by 4.4%, and the proportion of undergraduate classes taught by graduate students has not changed. For the campus as a whole, we offered 1,422 more spaces in undergraduate courses and 277 fewer spaces in graduate courses for Fall 2000 compared to Fall 1999.

- (f) More intensive use of physical facilities and instructional staff to teach more undergraduates has not negatively affected some indicators of the quality of instruction. Average section size has held steady since 1996-97, in spite of record enrollment levels recorded in subsequent years. Freshmen-to-sophomore retention rates continued to improve modestly over already excellent levels.
- (g) The composition of the IUB faculty has undergone mild changes over the last ten years. Overall, there has been a slight decrease in the number of tenure-line faculty and modest growth (c. 80) in overall faculty size due to more non-tenure-track appointments. Most of the increase in the number of non-tenure-track faculty has been concentrated in full-time and not part-time appointments. Modest additions of non-tenure-track faculty will not substantially change the overall proportion of faculty with tenure-line appointments.
- (h) Over the last ten years, most of the increase in the IUB undergraduate population occurred since 1997-98. Since 1997-98, the proportion of non-residents among first-year students has increased from 30.5% to 34.2%. ACT scores for new students have been stable; SAT scores show slight improvement. This is offset by worrisome declines in the high school class ranking of new students, some of which may be the result of the growing proportion of non-residents from highly competitive high schools. Other quality indicators (e.g., diversity, amount of substantial high school coursework) continue to improve.
- (i) We may be nearing our fiscal and competitive capacity to recruit more undergraduates with qualifications at least equal to current matriculants. Several developments may provide room to grow by modest additions over current levels or to make gradual improvements in quality indicators of new students: e.g., continued success in refining financial aid modes to recruit academically superior non-resident students. In the report we note demographic and programmatic issues that will determine our recruitment options.
- (j) An economic model for enrollment growth must assume that we have no slack instructional resources. Based on this assumption, a budgetary rationale for additional growth is plausible only for non-residents. Even modest growth will require expansion in the current supply of instructional facilities.
- (k) Resources for academic and residential support do not pose critical bottlenecks on IUB's capacity. Responses from academic and residential support units do not generally indicate that these units are unable to meet current student demand for support services.
- (l) Deans of IUB's academic units have somewhat divergent views of the capacity issue, but the divergence is over a relatively narrow range of options. Some think that current enrollment levels are about where they should be (for their unit); some see opportunities for modest growth and revenue enhancement by recruitment of more non-residents; a minority view prefers modest retrenchment for selectivity gains over modest growth as a source of incremental resources.

Report of the ad hoc Task Force on the Capacity of the IUB Campus April 2001

Last fall, President Myles Brand appointed an *ad hoc* Committee to review the issue of the capacity of the IUB campus. In order to ascertain the capacity of the campus, he asked the Committee to examine all aspects of the issue and develop broad recommendations on whether the current student population is below, at, or above the capacity of the campus to provide each student with a quality education. The President's charge to the Committee requested that it not attempt to specify a precise number. Rather, the object of this planning exercise is to specify the relevant indicators that supply objective data on capacity and to provide an assessment of those indicators.

The Committee was constituted in consultation with the IUB Chancellor. Pursuant to its charge, the Committee focused its discussions on indicators for the many aspects of the capacity issue as opposed to perceptions of the capacity issue. Perceptions are important for formulating policy. But though the Committee's work is closely related to policy issues, its principal tasks are to think conceptually and broadly about the interrelated dimensions of the capacity issue, collect and analyze objective indicators for these issues, and provide an assessment of whether we are facing the limits of enrollment growth, have grown too large, or, perhaps not large enough.

Work by the Committee followed this open-ended charge. The Committee widely explored the capacity issue, solicited suggestions from faculty, staff, administrators and students on data that shed light on the capacity issue, and consulted with school deans. Without data supplied by many academic and support units, the Committee could not have conducted its work.

Four assumptions guided the Committee in its deliberations on the capacity issue.

1. The concept of capacity. Capacity involves predictions about near future, i.e., five to ten years from now. In the long-term, anything is possible. But in the near-term, we can specify a set of parameters (e.g., IUB teaching mission; the character of the campus) and then ascertain an optimal level or range for student enrollments that minimizes average costs. Below that range, fixed costs are relatively high, and we do not efficiently deploy public resources entrusted to us. Above that range, quality deteriorates; marginal instructional costs are inflated by scarcity costs and these offset the net revenue generated by increasing student enrollments. Capacity thus refers to an intermediate or optimal level at which we provide quality education and have the largest financial margins to invest in our future. This last point shows there is no necessary contradiction between qualitative and economic issues.

2. The teaching mission of IUB. This requires a balance between access and excellence. We provide an outstanding undergraduate education, with excellent instruction and high standards. The commitment to excellence by a public institution like IUB should not be coupled with needlessly exclusionary practices. Economic means must not be a barrier to qualified students. We must provide educational opportunities to urban and rural minorities, as well as to students who are the first generation in their family to go on to post-secondary education. On the other hand, we must maintain the overall quality of our undergraduate students; and we should seek opportunities for modest improvements in qualifications (e.g., class rank, standardized scores) that will raise the average level of performance by our students. In assessing capacity, the following is a critical question: for how many students can we provide quality instruction?

3. The character and culture of the campus. Our assessment of capacity should be constrained by our assessment of the character and culture of the campus. IUB is an aesthetically-attractive campus; it is a faculty-centered institution; and it offers a friendly and supportive environment for students (which, in part, is reflected in our outstanding retention statistics).

4. The need for indicators. Capacity is determined by the interplay of many variables. We must obtain data that provide reliable indicators of these variables. In assessing the capacity issue, we should rely more on these indicators and less on anecdotal accounts of capacity.

The capacity to provide instruction is determined by the supply of instructors and classrooms, and constrained by scheduling practices. Assessments of capacity must be made relative to student demand for courses, which is jointly determined by overall enrollment levels and student preferences. Given the assumptions, outlined above, about the teaching mission of the IUB campus, the Committee carefully explored our ability to recruit additional resident and non-resident students with academic qualifications at or above current levels. Recruitment is a critical component of any assessment of the capacity of our campus.

The report begins with determinants of the demand for undergraduate courses. After a summary and assessment of current trends for enrollments, student preferences and our capacity to recruit more students, the report assesses the issue of current course availability and the different supply factors (e.g., utilization of instructional staff and physical facilities; scheduling) that jointly determine our capacity to meet demand for courses. The report then reviews the issue of academic and residential support, and concludes with a discussion of budgetary issues, based on an economic model whose assumptions are consistent with the foregoing assessment of capacity issues.

Undergraduate Recruitment and Enrollments: Trends, and Future Options

Long-term enrollment trends can be summarized as follows: the number of graduate and professional students at IUB has been relatively stable while the number and proportion of undergraduate students have increased. These trends appear on the following table. Note that for freshmen, these data refer to current class-standing and not to new students. Thus, the number of

IUB Enrollment by Class and Level

	1980	1985	1990	1992	1994	1996	1997	1998	1999	2000
Freshman	6,749	6,878	6,762	7,067	6,964	6,617	6,986	7,706	7,308	7,997
All Under-Graduate	23,334	24,653	26,686	26,995	26,182	25,451	25,852	26,792	27,461	28,292
Graduate	6,461	5,875	6,260	6,533	6,709	6,600	6,506	6,432	6,365	6,279
Professional	889	896	919	863	903	930	919	913	904	907

Office of the Registrar, 2000-01 Fall Enrollment Report

freshmen in this table, like the overall number of undergraduates, reflects retention rates as well as the number of new students recruited each year. Record undergraduate enrollments are the result of recruitment efforts (discussed below) that have brought relatively large numbers of new students to IUB for the last three successive years. If recruitment of new students for Fall 2001

occurs at these levels, our undergraduate student population should experience roughly the same year-to-year increase as last year, and reach record levels for the third year in a row (1998-99 was just below the prior record year, 1992-93). The apparent stability in graduate enrollments masks divergent trends: in the College, declining enrollments; in other schools, stable to growing graduate programs. In the subsequent section on course availability, we discuss changes in enrollment trends across different schools.

Of course, enrollment trends are principally determined by recruitment. Over the last ten years, an increasing number of students apply for admission and matriculate into IUB undergraduate programs. For Fall 1990, IUB received 16,831 applications and 5,821 new beginning students; for Fall 2000, 20,306 applications and 6,890 new beginning students—a record for new students on this campus. 187 of the new beginning students in 2000 were non-domestic (i.e., international) students. In recent years between 700-800 new external transfer students (i.e., from outside the IU system) come to IUB each year. This year is the third consecutive year in which applications and matriculations have been at generally higher levels than those in previous year (see Appendix 1).

Recruitment trends have brought more resident and non-resident students to IUB. From Fall 1990 to Fall 1997, IUB had between 3,966 to 4,318 resident first-year students, and 1,556 to 1,817 non-resident first-year students. Over the last three years, we have had 4,442 to 4,630 resident first-year students and 2,067 to 2,180 non-resident first-year students. A decline in the number of non-resident first-year students, from 1,817 in 1992 to 1,667 in 1995, was reversed by implementation of tuition-fee discounting as a strategy for recruiting non-resident students. This development has modestly altered the composition of our undergraduate population in terms of residency. Currently, just about one-third of new first-year students and new transfer students are non-residents, whereas in 1995 (the first year for which comparable figures are available) the comparable figures, respectively, are 29% and 24% (see Appendix 1). Tuition-fee discounting relies on a complex financial-aid model to target different ability groups among non-resident applicants with different aid packages. Refinements in the model by IUB Enrollment Services use simulations, based on prior recruitment experiences, to develop multiple scenarios or policy options, each of which represents different trade-offs between yield, ability, and cost.

Preparedness to undertake college-level work and diversity are important components of any assessment of the quality of students recruited to IUB. Appendix 2 displays data for the following assessment of these issues. Success is a key indicator of preparation. Our freshman-to-sophomore retention rates are steadily improving over recent levels that are already excellent (relative to predictions based on background characteristics). For Fall 1999 (the latest available), the rate is 82.1%, which is up a few percentage points higher than five to six years ago. A similar pattern exists for graduate rates. The composition of new undergraduate classes has become ethnically and racially more diverse. Over the last five years, the proportion of new undergraduates who are white dropped from 92.5% to 86.1%. Longer term, the number of new African-American, Hispanic, and Asian-American undergraduates since 1990 has increased, respectively, 133%, 63%, and 78%. Over the last ten years, composite ACT scores for new undergraduate students have been steady. Over this

same period, SAT scores for residents have increased modestly, and are stable at higher levels for non-residents. And new undergraduate students have completed more substantial coursework

	<u>Fall 1990</u>	<u>Fall 1996</u>	<u>Fall 2000</u>
Resident	989	1096 (1005)	1088
Non-Resident	1056	1131 (1050)	1150
Composite	1007	1105 (1012)	1106

1996 data indicate recentered SAT scores
Data supplied by Office of Enrollment Services

(e.g., English, mathematics, foreign languages, sciences) in high school compared to ten years ago. At the same time, there has been a decline in the high school class rank of new undergraduates:

	<u>Fall 1990</u>	<u>Fall 2000</u>	
Top Decile	29%	20.9%	
2 nd Decile	27.4%	22.1%	
Lower Half	1.8%	6.8%	Data supplied by Office of Enrollment Services

This decline is worrisome, even though it may, in part, be the result of the increasing proportion of non-resident students. We target non-residents in high schools with high academic standards (which is reflected in higher retention and graduation rates for non-residents compared to resident students). Nonetheless, compared to other public CIC institutions, IUB falls among the lower tier in terms of selectivity indicators (see Appendix 3). Yet we are among the top tier in terms of tuition for non-resident students. Relative to other CIC institutions, IUB's rank in terms of the diversity of its undergraduate population seems to correlate with the demographic base of these institutions.

IUB now spends roughly \$13 million on tuition-fee discounting in order to attract academically-superior non-resident students. Other public institutions are also moving in this direction, and we anticipate that tuition-discounting to recruit non-residents will occur under increasingly competitive conditions. For high quality residents, IUB does not match up as well as would be expected against other regional institutions (e.g., Miami of Ohio). Demographic projections indicate that the number of Indiana high school graduates will experience 0.5-1.0% year-to-year declines until 2005-06, and then move in the opposite direction (see Appendix 4). Like Indiana, Ohio and Kentucky also will see little growth in high school graduates through 2010, but, as Appendix 5 indicates, this will be offset by trends in Illinois, Michigan, New Jersey, and New York.

Under these current and likely future circumstances, IUB will be challenged to continue recruitment at current levels and maintain or enhance quality. It may be possible to recruit modestly more undergraduate students and make modest enhancements in the overall quality of the entering students. Opportunities to do so will arise from the success of several developments: the new School of Informatics; a market positioning study (now underway) that should help us project our strengths to potential students and their parents; initiatives with direct admissions of superior students to the schools; continued success in refining financial aid models used for recruiting non-resident students; and increased admission of transfer students from other state institutions. But these opportunities may be offset by other developments—most notably, initiatives by our competitors, e.g., state-sponsored scholarships for residents.

Course Availability

Course availability refers to our ability to meet current student demand for undergraduate courses. How successful are we in meeting current demand for undergraduate courses? After we answer this question, we can then assess the efficiency with which we use resources (e.g., instructional staff, physical facilities) to provide instruction to our undergraduates.

Demand for courses is shaped both by overall enrollment trends, which we have just examined, and student preferences. Because the latter are volatile, change in the distribution of undergraduates across different schools is inevitable and somewhat unpredictable. The direction and magnitude of shifts in the distribution of undergraduate majors across schools are shown on the following table. In analyzing implications of these shifts for student demand for courses, it is

Proportion of IUB degree-seeking undergraduates in degree-granting schools

	1988	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
COAS	55.1%	58.1%	58.2%	54.3%	51.8%	46.3%	40.4%	36.9%	38.8%	38.5%	38.0%	38.5%
JOUR	0.0%	0.0%	0.8%	2.1%	3.2%	3.2%	3.8%	3.9%	3.4%	3.3%	3.5%	3.4%
BUS	16.9%	14.5%	14.1%	14.1%	13.4%	16.5%	19.8%	21.8%	22.5%	23.8%	24.7%	23.0%
EDUC	9.9%	10.5%	10.3%	10.4%	11.5%	11.7%	12.0%	12.7%	11.9%	11.4%	11.4%	11.3%
HPER	4.9%	4.6%	4.1%	4.6%	4.7%	5.8%	7.1%	7.8%	7.3%	6.8%	6.4%	6.9%
SPEA	5.2%	3.5%	3.7%	4.0%	4.3%	4.6%	4.6%	3.8%	3.6%	3.6%	4.1%	5.1%
MUSIC	4.4%	4.0%	4.0%	4.7%	5.2%	5.5%	5.9%	6.4%	6.6%	6.4%	5.8%	5.7%
NURSING	1.0%	1.6%	1.8%	2.5%	2.5%	2.0%	1.7%	1.4%	0.6%	0.7%	0.8%	0.9%
SCS	2.2%	2.8%	2.7%	2.9%	3.2%	3.8%	4.2%	4.9%	4.8%	5.2%	4.8%	4.9%
OTHER	0.4%	0.3%	0.4%	0.5%	0.3%	0.7%	0.6%	0.5%	0.4%	0.4%	0.4%	0.3%

Note: data exclude students without a declared major, i.e., those in University Division

important to bear in mind the overall growth in the number of IUB undergraduates since 1997. The Kelley School of Business has confronted the largest task in teaching more students. Over the last five years SPEA has had the largest percentage increase in undergraduate majors, but the absolute increase over this time in Business is roughly equal to the total number of SPEA majors. Education, HPER and Music have experienced growth of roughly 10%. Growth at a slightly lower level has occurred in the College since the exodus of majors from 1991-96. Journalism has been stable. The exodus of majors in the College lowered demand for upper-level courses, but this is offset by increased demand for lower-level courses in the College that provide fundamental skills and distribution requirements for students in all schools.(1)

An aggregate indicator of IUB's capacity to offer instruction is the number of seats in undergraduate courses (i.e., the maximum enrollment limit). In response to the enrollment growth, we provide more seats in undergraduate courses, and, as the following tables indicates, somewhat fewer seats in graduate courses. Actual Fall 2000 enrollments for 100- and 200-level

1 Roughly 70% of undergraduate credit hours in the College are taken by students in other schools; for other schools, the corresponding percentage is 40% (Business), 34% (Education), 69% (HPER), 34% (Journalism), 45% (Music), 42% (SPEA). *Fall Enrollment Report: 2000-2001*, p. 35.

courses were, respectively, 64,379 and 36,039. Increases in the number of undergraduate seats have not occurred by increasing the average size of sections. Data in Appendix 6 show that the

Number of Classroom seats (Fall Semesters)

Excludes non-credit, independent study, readings and research courses

Course Level 1992 1999 2000 Change 1999-2000

100	65,540	70,471	70,901	430
200	35,190	38,061	38,651	590
300-400	51,763	56,895	57,297	402
All Undergraduate	152,493	165,427	166,849	1,422
Graduate	28,965	32,387	32,110	-277

Office of the Registrar, 2000-01 Fall Enrollment Report

average section size by course level has held steady in spite of recent high enrollment levels since 1996-97. That appendix also provides comparative data that show IUB ranks in the middle of other public CIC institutions in terms of the distribution of undergraduate courses by size. However, data for enrollments by course level and for class size do not really address the crucial issue. How good is the match between available seats and student preferences for our courses?

To assess this crucial issue, we use other indicators: wait-list statistics and course enrollment levels. These are good indicators of our ability to meet current student demand. Courses appear in wait-list statistics when a student encounters a closed section and requests to be

Waitlist Statistics		
End of First Week		
Fall 2000	Waiting to Add	Rainchecks
College	2,138	1,450
Business	230	81
Education	98	30
HPER	195	102
Journalism	137	92
SLIS	37	3
Music	132	78
SPEA	92	24

placed on a waitlist from which students are added to the section when other students drop the course or new sections are added. Waitlisted students who do not get their desired course can ask for a "raincheck," i.e., to be placed in the class in the following semester. While in some instances a wait list may not be a meaningful indicator of unmet demand (2), the overall the number of unsatisfied waitlist requests at the end of the first week of classes is a good indicator of unmet demand. Moreover, nearly all waitlist courses are undergraduate courses, and most undergraduate enrollments are in courses that appear on the waitlist. (For the six largest IUB schools,

between 65% to 98% of undergraduate enrollments are in waitlisted courses. See table, next page, "Enrollment Levels in Waitlisted Courses, column one). Since 1996, increases in the number of rainchecks and unmet waitlist requests to add a course have outpaced enrollment increases. Over the last five years, the undergraduate headcount has increased roughly 10%, but, according to the 2000-2001 Fall Enrollment Report (pp. 58, 61), over that time waitlist and raincheck requests increased 54.4% and 281.6%, respectively. Most closed courses that did not accommodate students waiting to add are in the College. Telecommunications, Fine Arts Studio, Apparel Merchandising and Interior Design, and Spanish & Portuguese have at least ten or more such courses. Business, HPER, Music and SPEA also have ten or more closed courses with students waiting to add. Education and HPER use emeriti faculty to meet undergraduate course demand.

2 E.g., a course with open seats but restrictions on waitlist requests preclude use of the available places.

Management of waitlist requests in the Kelley School involves faculty who teach overloads. Data supplied by the Kelley School show 100% enrollment levels in 298 of the 572 undergraduate lecture and discussion sections offered this fall. Of the 68 sections that were below 81% enrollment, nearly all are small courses in small rooms, mostly discussion sections. A few business courses have been "chronic" waitlist courses because they must be taught in special technology classrooms or because student demand has always exceeded what can be met. The same situation exists on a larger scale in the College. Classes with substantially less-than-full enrollments are concentrated in upper division science courses and some less commonly taught classes. Some courses with large waitlists have constraining facility requirements (e.g., Fine Arts Studio, Telecommunications) and high student demand.

Waitlist statistics provide evidence that increases in undergraduate enrollments are bumping up against capacity to supply instruction. The trend over time for the College, where the waitlist problem is most acute, appears in the following table. Waitlist statistics are the outcome

Historical Waitlist Statistics-- College of Arts & Sciences
Students waiting to add, end first week, fall semesters

1995	1996	1997	1998	1999	2000
749	877	972	1,205	1,311	2,138

of a dynamic process in which students encounter closed courses during registration, move onto a waitlist, and then off the list as space becomes available. As noted above, waitlist requests are reasonably seen as non-problematic when they involve courses with open seats and special restrictions imposed on requests (e.g., preferred times). But as the following data indicate, courses on the waitlist tend to have very high enrollment levels; these courses constitute the bulk of undergraduate enrollments. The first column shows that actual enrollments in waitlisted courses comprise between 65.3% (Music) to 97.9% (SPEA) of total undergraduate school enrollments. The second column shows that the enrollment level in waitlist courses for fall 2000 is 92.1% in Education, and roughly 94% for Business, the College, and SPEA. Finally, the third column displays the trend over time for enrollment levels in waitlisted courses in the College.

Enrollment Levels in Waitlist Courses,

	2000 Enrollments in Waitlist Course as % of All School Enrollments	2000 Enrollments in Waitlist Courses as % Capacity in those Courses	Actual Enrollments in College Waitlist Courses as % Capacity in those Courses	
College	86.8%	94.3%	94.3%	2000
Business	92.2%	94.4%	91.5%	1999
Education	67.3%	92.1%	91.1%	1998
HPER	77.7%	72.2%	85.5%	1997
Music	65.3%	74.3%	84.5%	1996
SPEA	97.9%	94.0%	87.2%	1995

These numbers, though instructive, should be treated with caution as they include a small number of graduate classes and, as noted above, courses with open seats due to student requests that do not involve course availability issues. Nonetheless, these data highlight course availability issues in the College, the Kelley School, and SPEA.

Similar trends appear in course-specific enrollment levels. According to the IU Registrar, 95% is an optimal enrollment level. At this level, students have a reasonable degree of choice in scheduling classes, consistent with efficient use of instructional resources. Over the last six years, courses that are 100% or more enrolled have increased from 10.6% to 16.5% of undergraduate offerings (*Fall Enrollment Report*, p. 64). Turning to enrollment levels for specific courses, Appendix 7 shows that since 1995 our large 100- and 200-level courses are nearing 100% enrollment levels. This holds for large lower-level courses that are gateways to Business, Education, HPER, and SPEA, as well as for College courses that are widely used to meet fundamental skills requirements for all IUB undergraduates (e.g., English composition, mathematics, public speaking). In these courses enrollment levels have moved from around 95% to close to or at 100% levels. This trend also appears in large College courses used by students from all schools to meet distribution requirements in the humanities, social sciences, and computing and natural sciences. Courses in Appendix 7 include the twelve largest IUB courses at the 100- and 200-level (except for TOPICS courses).

In the area of fundamental skills and general education, IUB now barely meets undergraduate demand for 100- and 200-level courses. Nearly all freshmen are required to take several of these College courses in their first year. In terms of providing students with a reasonable degree of choice and flexibility when they register for these courses, we may be just above capacity (i.e., at a near-100% as opposed to 95% enrollment levels for key courses). On this issue, then, the data are consistent with anecdotal complaints from faculty, parents, students and our own academic advisers. Enrollment levels for lower-level courses with large enrollments in other schools (e.g., in Business, A100, A201, K201, L201, X100, X201) are at capacity, but waitlist statistics indicate that (with a few exceptions) we now meet nearly all current demand for these courses.

Course availability problems may be a bit less severe in upper-level undergraduate instruction (i.e., 300- and 400-level classes). Yet a somewhat higher percentage of upper-level courses are enrolled to 100% capacity compared to 100-level courses, although the latter are generally much larger (*Fall Enrollment Report*, p. 64). As noted above, upper-level courses required for majors are enrolled to capacity in many departments, both in Business and the College. Upper-level courses with less than full enrollments are concentrated in areas where we do not anticipate growing student demand.

Based on course-availability data, IUB appears now to be at capacity in terms of the ability to deliver quality instruction to undergraduates.

Instructional Staff

Course-availability does not address the question of whether the supply of instruction exhausts our current instructional resources. In this and the next section, we assess the efficiency with which we use current resources (instructional staff, physical facilities).

Faculty (tenure-line and non-tenure track) and graduate students appointed as A.I.s deliver nearly all undergraduate instruction at IUB. Since 1995, instruction by other types of instructors (mainly staff and hourly employees) accounts for only 3%-8% of lower-level undergraduate (100- and 200-level) courses, and 2%-3% of upper-level undergraduate (300- and 400-level) courses (see Appendix 8). Instructional loads for faculty and graduate students vary across units, in response to disciplinary norms and competitive pressures. Hence, the capacity to

offer instruction is largely determined by the number of tenure-line and non-tenure-line faculty and associate instructors.

Over the last ten years, the number of tenure-line faculty at IUB has been fairly stable, moving higher in the first half of the 1990s, and lower to a level just below that at the beginning of this period. Currently there are 1,326 tenure-line faculty at IUB, compared to 1,355 in 1991 (see Appendix 9). This closely tracks trends in the College. Relative to the number of student majors, the current size of the College faculty—after growth in the early 1990s and then declines—is where it was in the mid-1980s (see Appendix 10). At current levels of faculty staffing, IUB's student/faculty ratio is near the bottom compared to public CIC institutions and top public universities nation-wide.

Public CIC Institutions in USNWR Top 50, 2000	Student to Faculty Ratio	Other Public CIC Institutions, 2000	Student to Faculty Ratio
Wisconsin	13/1	Iowa	14/1
Michigan	16/1	Ohio State University	14/1
Illinois	16/1	Minnesota	15/1
Penn State University	18/1	Purdue	16/1
		Michigan State	18/1
Current Trends for IUB Student-Faculty Ratio (3)	Student to Faculty Ratio	Other Public Institutions in USNWR Top 50, 2000	Student to Faculty Ratio
		UNC-Chapel Hill	14/1
1997	18.4	University of Virginia	16/1
1998	18.9	UC-Berkeley	17/1
1999	19.3	UC-Los Angeles	18/1
2000	19.9	UC-Davis, Irvine, San Diego	18/1 - 19/1
		UT-Austin	19/1

The Committee obtained data on instructional load, but it was unable to obtain comparable data for other CIC institutions. (A current CIC initiative is exploring options to develop such data.) For IUB, data compiled by the University Budget office for its instructional effort report show that the average number of credit hours per faculty FTE has been increasing since 1997-98, following a period of modest year-to-year declines earlier in the decade (see Appendix 11). This pattern closely tracks trends in the College—not surprisingly, given the

	1996	1997	1998	1999
Undergraduate Majors/ Faculty Effective FTE	7.9	9.0	9.3	9.6
Graduate Majors/ Faculty Effective FTE	4.5	4.4	4.4	4.3
Undergraduate Credit Hours/ Faculty Eff. FTE	339	337	354	367
Graduate Credit Hours/ Faculty Eff. FTE	32	30	31	30

relative size of the College. Data collected by the College, which measures instructional effort in terms of "Faculty Effective FTE" (4), also show a recent trend toward more credit-hour generation per faculty FTE, more undergraduate majors per FTE, and fewer graduate majors and graduate credit hours per FTE.

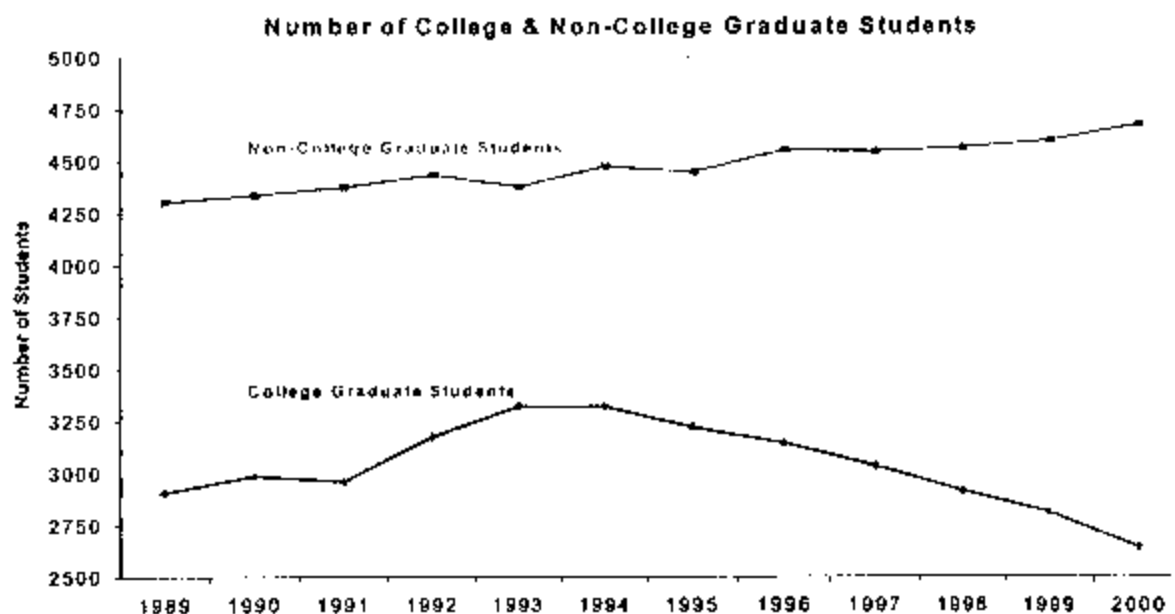
3 University Budget Office, using USNWR methodology and rebasing IUB prior years to current methodology.

4 College data for "effective FTE" exclude any portion of FTE assigned to administrative jobs outside departments. It measures faculty FTE devoted to teaching and research.

Over the last decade the number of non-tenure-track faculty on the IUB campus has increased moderately. Increases in these faculty ranks are mainly in full-time as opposed to part-time appointments (see Appendix 12), which from a pedagogical point of view is reassuring. Among full-time non-tenure-track faculty, the proportion of visiting appointments (IRV-) has declined from 60% to 43%, and the proportion of clinical-rank appointments (IRM-) has increased from 6% to 17%. The latter is a relatively new type of appointment, with substantial provisions for job security, promotion, and academic freedom. A proposal to extend these provisions for lecturer appointments has just received UFC approval. If implemented, IUB will have greater flexibility in meeting instructional needs with appointments that facilitate delivery of quality instruction to our undergraduates.

Moderate changes have occurred in the composition of the IUB faculty, with a very small decrease in the number of tenure-eligible faculty and modest increase (c. 80) in the overall size of the faculty due to more non-tenure-track appointments. Data collected by the Dean of the Faculties (see Appendix 8) show that tenure-line faculty are the principal means by which we deliver undergraduate instruction, but there has been an overall decline in the proportion of undergraduate courses taught by tenure-line faculty.

The supply of associate instructors depends on trends in graduate enrollments, which should be closely tied to considerations such as program quality and prospects for employment. Recent trends in graduate enrollments vary across IUB schools. In the College, the number of graduate students is now in its sixth consecutive year of decline of roughly 100 students per year. The graduate headcount in the College is now lower than it was in the late 1980s, largely as a result of planning in response to perceptions about declining opportunities for academic employments in fields such as English and History. However, the decline is pervasive; three-quarters of graduate programs in the College are smaller than they were three or four years ago.



But as the next graph shows, the trend in the College diverges from trends in other IUB schools, where the number of graduate students continues to grow. Schools with growing PhD programs will have opportunities to add more associate instructors to the supply of instructors; the opposite

situation holds for schools with declining graduate enrollments. The following table shows these trends over the last five years.

Percentage of Classes by School and Level taught by Graduate Students

	Course Level	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Course Level	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
BUS	100 & 200	14%	10%	8%	12%	6%	300 & 400	9%	9%	6%	5%	4%
College	100 & 200	30%	30%	30%	29%	28%	300 & 400	6%	7%	7%	7%	6%
EDUC	100 & 200	26%	34%	36%	40%	48%	300 & 400	20%	18%	20%	28%	22%
HPER	100 & 200	23%	23%	27%	17%	21%	300 & 400	6%	3%	5%	6%	7%
MUS	100 & 200	34%	44%	42%	39%	40%	300 & 400	2%	6%	10%	7%	3%
SPEA	100 & 200	17%	8%	13%	25%	29%	300 & 400	6%	14%	14%	9%	6%

Looking to the future, the College may have opportunities for growth in some PhD programs, e.g., Computer Science, Cognitive Science and Telecommunications. Growth may also occur in the number of fee-paying students in terminal MA programs, but this will not add to the supply of associate instructors. These trends in graduate enrollments are unlikely to provide additional opportunities to redeploy faculty in the College to undergraduate classes. The College has been offering fewer graduate courses in response to enrollment trends, 27 fewer in 1999-00 than the previous year, and a similar decline is likely to be reported when data for 2000-01 are compiled. Some graduate seminars formerly offered annually are now offered every other year; many are taught jointly with an undergraduate class—an arrangement some departments use with mixed results for a third to nearly half of their graduate classes. Department chairs indicate that further reductions in the number of graduate classes would necessitate programmatic change in degree requirements.

Classrooms: Space and Schedules

The supply of classrooms is a function of physical space and scheduling practices. IUB has roughly the same number of classrooms today as ten years ago. Due to changes in the inventory of classrooms, we now have modestly more seating capacity in general classrooms (15,155 compared to 14,479 in 1988), but there has been, proportionately, a much larger increase in the number of students, credit hours, and course enrollments. (See Appendix 13.) Central to any discussion of space is whether we have the right kind of space, e.g., classrooms with multimedia facilities or arrangements that facilitate active learning exercises. Beyond noting the need for continued renovation and new construction of classrooms, discussion of this issue is beyond the scope of the Committee's charge.

In addition to classrooms and seating capacity, the ratio of classroom square feet per student FTE is an important measure of spatial capacity to offer instruction. This is a standard measure that can be used to compare physical facilities across public CIC institutions. Relative to these institutions, IUB is near the bottom for average square feet in classrooms per student FTE (see Appendix 14). The measure of classroom space is for general classrooms and excludes instructional laboratories and study spaces. Relative to measures of other types of space (e.g., class labs), which are strongly affected by programmatic differences across institutions, classroom space is a meaningful indicator of differences in instructional capacity. (Below, we discuss space resources for academic and residential support issues.)

IUB's stable supply of classroom space, its low level compared to most other public CIC institutions, and our growth in the number of students and enrollments are reflected in indicators of space utilization. A useful indicator is the time at which an ideal hypothetical instructional day ends. The hypothetical instructional day assumes an ideal sequencing of courses across five instructional days and 100% enrollment levels, and uses the current distribution of students into courses and classroom inventory. For Fall 1988, the hypothetical instructional day (which begins at 8:00 a.m.) ended at 3:40 p.m. For Fall 1996 it ended at 5:40 p.m., and for Fall 2000 it ends at 6:50 p.m. (See Appendix 13.) Of course, actual schedules are less than ideal; and many courses are taught after 6:50 p.m. What this suggests is that in spite of inefficiencies in scheduling, e.g., growth in MW 75 minute classes (see below), opportunities to utilize classrooms more intensively are limited.

A standard indicator of space utilization is used by many institutions, including state agencies, for calculating room use: classroom square feet per student contact hour. The formula for this measure yields a ratio, for which lower means more intensive use of rooms. This ratio can be used to compare room utilization across institutions. An optimal level is .84 (higher means less efficient utilization; lower signals potential problems in terms of servicing space). Data in Appendix 15 show that IUB has a very high overall utilization rate (which may be biased mildly upward by small seat size in unrenovated classrooms): .51 overall; .36 in lecture halls; .58 in regular classrooms; 1.17 in seminar rooms. These figures reflect very intense use of large lecture rooms and regular classrooms. These data indicate that, relative to other public CIC institutions that use this measure, IUB makes very efficient use of existing classroom facilities.

For the near-term future, we anticipate that modest growth will occur in IUB classroom capacity. Some new large lecture halls will come online as a result of renovation or construction of new facilities (e.g., the renovation of Myers Hall; construction of the new theatre and drama center; the classroom pod in the expansion of Kelley School). These additions will be offset by rooms taken temporarily out of service for renovation (e.g., Kelley School, Psychology Building). Overall, we can anticipate modest additions to an inventory of classrooms that is now used intensively to meet undergraduate demand for courses.

Scheduling is also influenced by the supply of rooms. Room assignment and scheduling at IUB are governed by policies developed by the Campus Calendar and Schedule Committee. These provide guidelines for the schedule copy submitted by instructional units to the Office of the Registrar. The guidelines are designed to facilitate an optimal match between existing facilities and the specific needs of courses being offered, relying on two principles: 1) academic classroom space is not owned by academic units; 2) scheduling is driven by both faculty and student preferences regarding dates and times for classes. The second principle distinguishes IUB from other institutions (e.g., OSU and Purdue) where dates and times for classes are set by the scheduling office, which then assigns faculty and students to classes based on course preferences.

In response to increases in undergraduate enrollments, noted above, more classes are taught outside the "primetime" period that faculty and students tend to prefer (9:05 a.m. to 2:29 p.m.). As Appendix 16 shows, the percentage of instruction time in large (>90 students) classrooms during "primetime" has declined from 70% in 1988 to 51% in 2000, and similar declines have occurred for medium-size and seminar rooms. The trend for this indicator corresponds to the lengthening of the "hypothetical instructional day," discussed above. Appendix 16 also displays data on one of the many factors that make for a less-than-ideal schedule: 75-minute classes offered on Mondays and Wednesdays. The proportion of 75-minute classes offered on this schedule (as opposed to Tuesday-Thursday, which does not overlap with

50-minute classes offered Monday-Wednesday-Friday) varies across schools but the overall level has been stable since 1996. The principal reason for offering 75-minute classes on Mondays and Wednesdays is responsiveness to faculty desires for the best pedagogical practice for specific courses. This, like other demands on class rooms—e.g., for departmental colloquia and meetings, extra break-out rooms for large classes, scheduled review sessions—will make actual utilization of rooms for instruction inevitably less than the hypothetical maximum. This is pedagogically sound; moreover, the comparative data discussed above indicate that the discrepancy at IUB is lower than at other institutions.

Residential and Academic Support

The ability to deliver quality instruction to undergraduates requires good residential and academic support. IUB's outstanding retention rates are indicative of the excellence of support services offered to our undergraduates. However, we do not see residential issues as a critical variable for the issue of capacity. In view of current student preferences and the robust private housing market in Bloomington, IUB has ample capacity in the residence centers to accommodate all freshmen and many sophomores who are likely to elect to live on campus.

For other residential and academic support services, responses to a questionnaire sent to 25 IUB units or operations (see Appendix 17-18) indicate that requests for services (aside from childcare) are being met. These responses indicate that these units compile traffic statistics, counts of students who use a facility (e.g., gate counts at the main library) or request a service (e.g., from Academic Support Centers or the Office of Student Ethics and Anti-Harassment Programs). But these and other academic and residential support units generally do not know if there is unmet demand, and they do not have data for comparable activities at other public CIC institutions. Organizational differences across institutions complicate efforts to collect comparable data. Advisers are a critical component of academic support, but it is unclear how advising loads in our University Division match up with other institutions where individual schools and departments provide much of the advising for undeclared students. Information from Iowa, Purdue and Pennsylvania State University suggests that loads for their advisers are similar to those for departmental advisers in the College.

Comparative data on space in different types of physical facilities suggests that, unlike space for classrooms, IUB has ample facilities for many residential and support activities. We compare favorably to other public CIC institutions in terms of space available for study (which refers mostly to library space), for "general use" (which refers to performing arts facilities and museums), and for physical education and service (which refers to recreational and athletic facilities). For these three types of space, respectively, we now rank 4th, 1st and 3rd among public CIC institutions (see Appendix 14).

Budgetary Issues

In developing economic models to estimate budgetary implications of different enrollment scenarios, greater uncertainty surrounds projections of incremental income than projections of incremental costs. For income, we can use historical retention rates, estimate changes in fee rates, and assume stability in financial aid formulas and the distribution of students across schools. For costs, estimates vary widely, depending on assumptions about unused capacity and the type of staff used to deliver instruction.

As a planning exercise, we examined estimates for costs and income if 500 additional undergraduate students per year were recruited to the IUB campus for the next four years, two thirds resident, one third non-resident. This exercise assumes (1) we are now at full capacity and must add new instructional resources to teach these students, (2) that 6,700 students is the base size of new freshmen class before the enrollment increase, and (3) that the distribution of these additional students across schools and classes is the same as the current freshman class. Cost estimates for the added instruction are based on different combinations of faculty and associate instructors, determined by section size and course level. For example, sections with fewer than 30 students at the freshman level are taught by A.I.s, whereas these sections at the upper level are taught by faculty. (See Appendix 19, p. 3.) Salary levels for instructional staff vary across schools, as does overhead, which includes all costs for the additional instructional staff and students other than salaries and financial aid (e.g., advising, staff support, space, S&E). Lastly, we assume 3.5% annual inflation and tuition rates increase.

The result of this exercise (see Appendix 19, p. 1) indicates that by the fourth year, 1,640 additional students (based on current retention rates) would generate approximately \$12.6 million in additional fee income. Approximately \$10.9 million would be needed for the full cost of these four cohorts of additional students. Cost estimates would be lower if non-tenure-track faculty are used in place of tenure-line faculty and graduate students. A key point to be noted is that the average cost for the 1,640 additional students is nearly \$6,700/student, an amount substantially higher than tuition for resident students.

Although there is a positive overall budgetary implication for adding 500 additional students per year for years, the magnitude of net incremental income is not commensurate with its tangible and intangible costs. Our assessment of recruiting issues leads us to question whether it is possible to recruit this many additional students with qualifications at least equal to current matriculants. Our assessment of space suggests that we are reaching an upper limit in our intensive use of physical facilities. Our assessment of course availability suggests that we have no slack instructional resources that can be used to meet increased demand for undergraduate courses. Yet if we add new instructional staff, where would we find space for them? Thus, we lack capacity for a substantial (500/year) increase in undergraduate enrollments, and the budgetary benefits of adding this capacity are small.

However, this planning exercise does suggest that there may be substantial benefits from smaller additions of non-resident students to our undergraduate population. In addition to substantial incremental revenue, relative to incremental costs, that can be invested in new programs, these benefits include a modest increase in the diversity of our student population. Recruitment issues are crucial. As noted above, enhancements in advertising the strengths of our professional schools, experiments by the College with direct admissions, and the success of Informatics will augment IUB's ability to recruit superior non-resident undergraduates.

Appendix 1

	Fall 1990	Fall 1992	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Applications	16,831	16,151	16,854	17,372	16,725	16,935	18,599	20,399	20,306

Matriculated Students

Total Beginning Students	5,821	6,086	6,054	5,838	5,960	6,039	6,735	6,509	6,890
Domestic First-year Students	n/a	n/a	5,997	5,751	5,837	5,924	6,616	6,375	6,703
New International First-year Students	n/a	n/a	57	87	123	115	119	134	187
New External Domestic Transfer Students	n/a	n/a	n/a	690	680	750	624	671	691
New International Transfer Students	n/a	n/a	n/a	42	54	98	73	89	109
New Exchange Students	n/a	n/a	n/a	69	71	64	51	60	n/a
Intercampus Transfer Students	n/a	n/a	n/a	562	546	596	522	592	447

Residency

Resident First-year Students	4,114	4,269	4,318	4,084	4,032	3,966	4,630	4,442	4,526
Nonresident First-year Students	1,707	1,817	1,736	1,667	1,805	1,739	2,105	2,067	2,180
Resident External Transfer Students	n/a	n/a	n/a	524	502	549	502	512	532
Nonresident External Transfer Students	n/a	n/a	n/a	166	178	221	195	248	268

Residency -- % Distribution

Resident First-year Students	71%	69%	70%	69%	68%	66%
Nonresident First-year Students	29%	31%	31%	32%	34%	
Resident External Transfer Students	76%	74%	73%	72%	63%	67%
Nonresident External Transfer Students	24%	26%	27%	28%	37%	34%

Source: Office of Enrollment Services

Appendix 2

Fall 1990 Fall 1992 Fall 1994 Fall 1995 Fall 1996 Fall 1997 Fall 1998 Fall 1999 Fall 2000

Average SAT Scores for Entering Class

Resident	989	971	986	999	1096(1005)	1091	1090	1094	1088
Nonresident	1056	1044	1044	1063	1131(1050)	1161	1159	1145	1150

(SAT test scales recentered 4/95 conversion)

Average ACT Scores for Entering Class

Composite	24	24	24	24	24	24	24	24	24
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Ethnicity -- First Year Students

White	5477	5,738	5,666	4,828	4,946	5,181	5,799	5,605	5,932
African American	127	117	118	136	140	252	274	319	296
Hispanic	80	74	87	81	90	124	132	116	131
Asian American	131	146	175	165	169	179	194	182	233
Native American	6	11	8	12	14	16	21	10	11
No response									

Average High School Units

Total	18.1	18.7	18.9	18.9	19.1	19.1	19.1	19.2	19.8
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(Year-long courses in English, Math, Lab Sciences, Social Studies, and Foreign Languages)

High School Class Rank

Top Decile	29%	24%	24%	25%	24%	24%	22%	22%	21%
2nd Decile	27%	25%	23%	24%	24%	23%	22%	22%	22%
3rd Decile	23%	22%	22%	21%	20%	20%	20%	21%	21%
4th Decile	14%	16%	17%	17%	17%	16%	16%	17%	17%
5th Decile	5%	9%	10%	9%	11%	11%	12%	11%	12%
Lower Half	2%	3%	4%	3%	5%	6%	8%	7%	7%

Retention -- Freshman-to-Sophomore

	n/a	n/a	80.3%	82.9%	83.0%	84.1%	84.0%	84.6%	n/a
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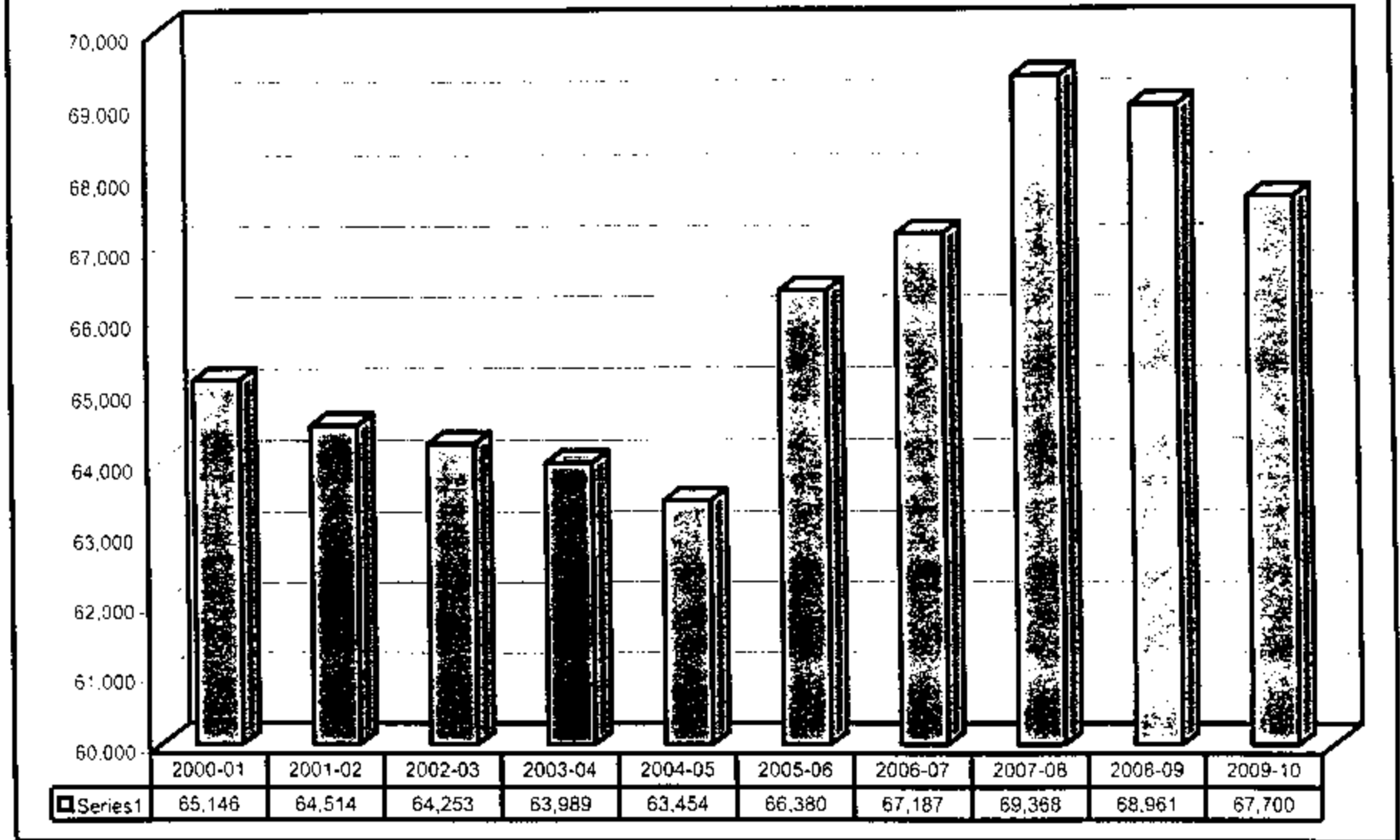
Appendix 3

Freshman Class, Public CIC Institutions

	Class Rank (%)						ACT(SAT)	
	Top 10th		Top 25th		Top Half		25th/75th percentile	
	2000	1998	2000	1998	2000	1998	2000	1998
Michigan	63	61	90	90	99	99	25/30	(1150/1360)
Illinois	49	51	85	86	99	99	25/30	22/29
Penn State	48	54	90	90	93	97	(1101/1310)	(1110/1210)
Wisconsin	46	43	93	91	99	99	23/28	24/29
Minnesota	28	26	60	60	88	89	22/27	22/27
Ohio State	26	23	56	49	87	80	21/27	20/27
Purdue	25	25	57	57	90	89	(980/1220)	(960/1220)
Michigan State	21	21	54	55	90	90	21/26	21/26
Indiana	21	22	53	52	93	92	(1010/1250)	(1000/1210)
Iowa	20	22	50	51	89	90	22/27	22/27

Appendix 4

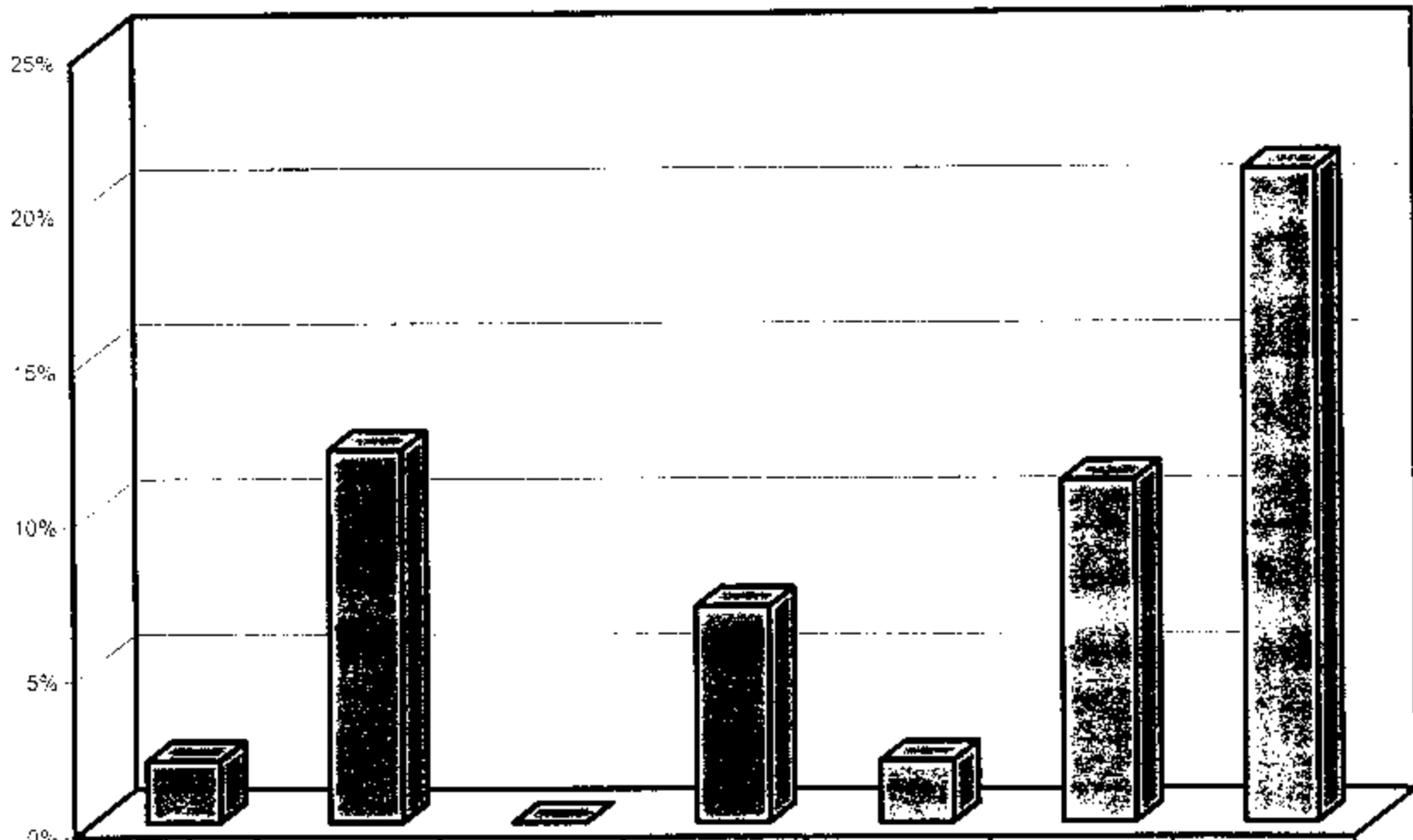
Projected Growth - Indiana High School Graduates
(based on WICHE data)



Appendix 5

Projected High School Graduates - Growth Through 2010

(based on WICHE and EPS data)



Series1

Indiana	Illinois	Ohio	Michigan	Kentucky	New York	New Jersey
2%	12%	0%	7%	2%	11%	21%

Appendix 6

IUB

Average Section Size by Course Level, Fall Semesters

	1996	1997	1998	1999	2000
100	43.4	43.5	41.7	42.9	43.0
200	36.3	37.7	36.9	35.6	35.7
300	32.0	30.7	31.6	31.5	31.4
400	16.7	16.4	16.7	16.6	16.6
All Undergraduate	33.4	33.3	33.2	31.5	33.4

Office of the Registrar, 2000-01 Fall Enrollment Report

Percentage of Undergraduate Classes, by Section Size

Public CIC Institutions, *U.S. News & World Report*

	%<20	%>50
Michigan	51	16
Minnesota	51	17
Iowa	48	10
Ohio State	43	17
IU-Bloomington	39	18
Wisconsin	37	20
Pennsylvania State	32	20
Illinois	29	18
Michigan State	22	25

Appendix 7 Course Enrollment Levels, Fall Semester, end first week

Fundamental Skills						
	Enrollment		% Full			
	2000	2000	1996	1995		
C121	1,282	98%	98%	97%		Public Speaking
W131	2,446	99%	99%	95%		Elementary Composition
M118	2,236	97%	98%	98%		Finite Mathematics
M119	1,885	99%	95%	96%		Brief Survey of Calculus
SI05	460	100%	---	---		First-Year Spanish

Kelley School of Business						
	Enrollment		% Full			
	2000	2000	1996	1995		
A100	2,022	99%	97%	80%		Basic Accounting Skills
A201	1,139	95%	90%	91%		Introduction to Financial Accounting
K201	1,678	99%	98%	98%		The Computer in Business
L201	1,333	99%	99%	97%		Legal Environment of Business
X100	1,050	100%	99%	99%		Business Administration: Introduction

Humanities						
	Enrollment		% Full			
	2000	2000	1996	1995		
F101	323	98%	93%	84%		Introduction to Folklore
H105	764	98%	69%	75%		American History - I
H106	543	97%	81%	86%		American History - II
P101	311	96%	96%	98%		Introduction to Philosophy
P105	304	94%	97%	94%		Thinking and Reasoning
T120	336	103%	92%	101%		Acting

Education					
	Enrollment	% Full			
W200	523	102%	98%	99%	Using Computers in Education

HIPER						
	Enrollment		% Full			
	2000	2000	1996	1995		
E109	268	95%	96%	92%		Ballroom and Social Dance
E190	389	98%	97%	100%		Yoga I
P212	215	107%	100%	98%		Introduction to Exercise Science

Social Sciences						
	Enrollment		% Full			
	2000	2000	1996	1995		
A105	337	93%	73%	70%		Human Origins & Prehistory
P100	865	99%	100%	99%		Introduction to Criminal Justice
P200	322	99%	98%	92%		Theories of Crime and Deviance
E201	1,913	99%	96%	96%		Introduction to Microeconomics
E202	750	97%	98%	85%		Introduction to Macroeconomics
Y100	328	99%	99%	---		American Political Controversies
Y103	480	97%	81%	87%		Introduction to American Politics
SI00	1,410	99%	99%	96%		Introduction to Sociology
SI01	460	100%	97%	95%		Social Problems & Policies

Journalism						
	Enrollment		% Full			
	2000	2000	1996	1995		
J110	320	100%	99%	98%		Foundations of Journ. & Mass Comm.
J200	174	107%	106%	86%		Reporting, Writing & Editing I

Music						
	Enrollment		% Full			
	2000	2000	1996	1995		
A101	134	93%	90%	89%		Introduction to Audio Technology
E241	200	100%	98%	N/A		Introduction to Music Fundamentals
P100	166	100%	71%	77%		Piano Performance
T251	189	102%	83%	86%		Music Theory & Literature III

Natural Sciences						
	Enrollment		% Full			
	2000	2000	1996	1995		
A100	455	99%	93%	95%		The Solar System
LI11	770	98%	99%	98%		Introduction to Biology
CI01	349	96%	66%	71%		Elementary Chemistry
GI03	207	98%	96%	98%		Earth Science
P101	2,674	98%	96%	88%		Introductory Psychology - I
P102	500	98%	93%	83%		Introductory Psychology - II

SLIS						
	Enrollment		% Full			
	2000	2000	1996	1995		
L155	190	100%	50%	N/A		Information Resources in Journalism

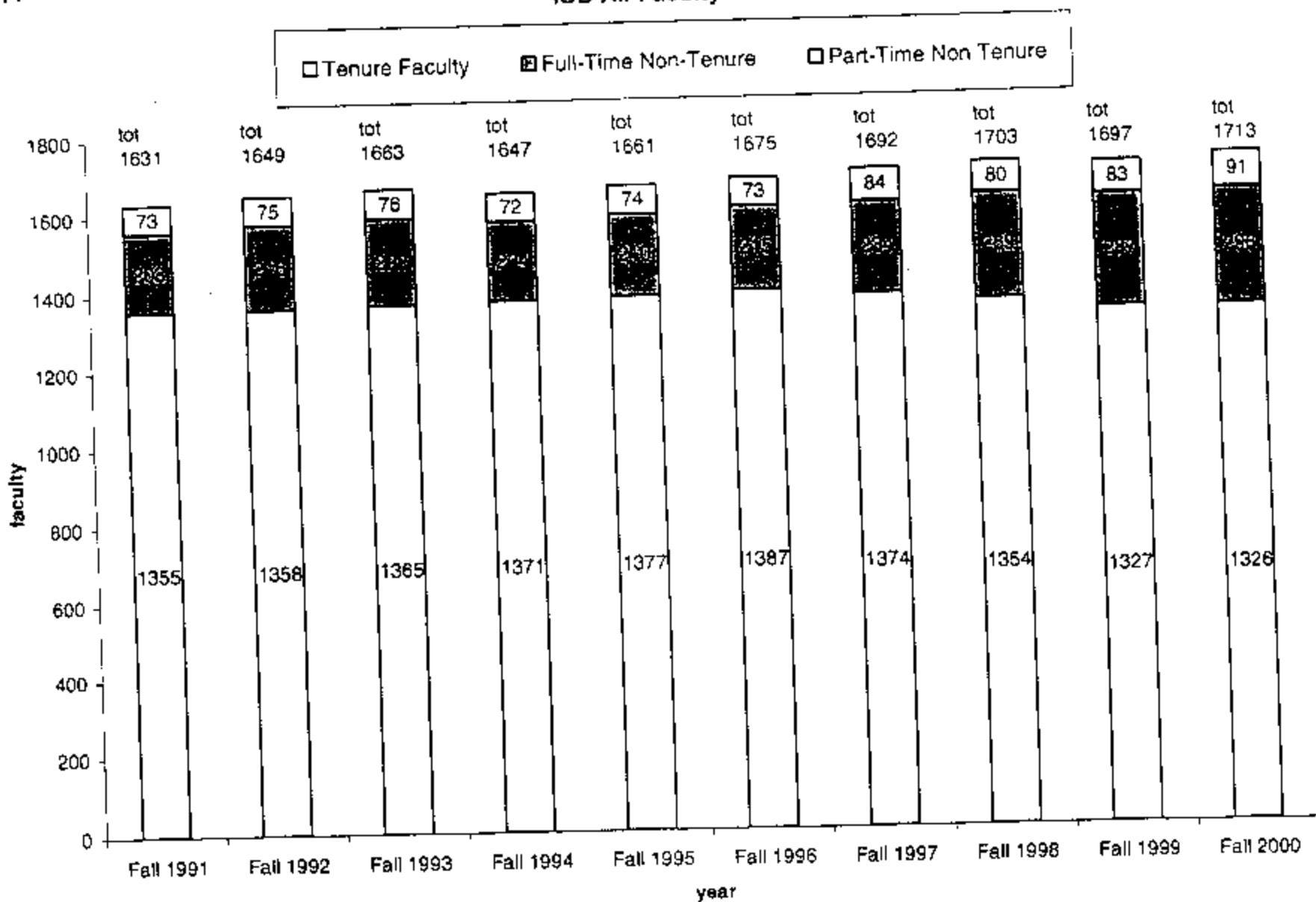
SPEA						
	Enrollment		% Full			
	2000	2000	1996	1995		
E162	323	90%	N/A	N/A		Environment and People
V160	336	99%	N/A	N/A		National and International Policy
V161	297	100%	N/A	N/A		Urban Problems and Solutions

Appendix 8

IUB CAMPUS		Percent Courses Taught at this Level				
Course Level	Instructor Type	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
100 & 200	TENURE-LINE FACULTY	47%	43%	42%	41%	39%
100 & 200	F-T LECTURER	2%	2%	3%	2%	3%
100 & 200	F-T CLINICAL FACULTY	0%		1%		2%
100 & 200	F-T VISITING FACULTY	7%	7%	6%	7%	7%
100 & 200	F-T IRP RANK FACULTY	2%	3%	3%	4%	4%
100 & 200	F-T ADJUNCT FACULTY					
100 & 200	F-T ACAD RESEARCH	1%	1%	1%	1%	1%
100 & 200	P-T CLINICAL FACULTY					
100 & 200	P-T VISITING FACULTY	1%	2%	2%	1%	2%
100 & 200	P-T IRP RANK FACULTY	6%	5%	6%	6%	8%
100 & 200	P-T ADJUNCT FACULTY				1%	
100 & 200	P-T ACAD RESEARCH					
100 & 200	GRAD STUDENT	28%	29%	29%	27%	27%
100 & 200	STAFF/HOURLY	3%	5%	6%	8%	6%
100 & 200	UNKNOWN	2%	2%	2%	2%	2%
<i>Number of Courses at this level</i>		573	604	616	620	631
300 & 400	TENURE-LINE FACULTY	71%	71%	67%	66%	66%
300 & 400	F-T LECTURER	1%	1%	2%	2%	2%
300 & 400	F-T CLINICAL FACULTY	0%		1%	1%	1%
300 & 400	F-T VISITING FACULTY	7%	6%	7%	7%	8%
300 & 400	F-T IRP RANK FACULTY	2%	2%	3%	3%	3%
300 & 400	F-T ADJUNCT FACULTY					
300 & 400	F-T ACAD RESEARCH	1%	1%	1%	1%	1%
300 & 400	P-T CLINICAL FACULTY					
300 & 400	P-T VISITING FACULTY	1%	1%	1%	1%	1%
300 & 400	P-T IRP RANK FACULTY	7%	6%	6%	6%	6%
300 & 400	P-T ADJUNCT FACULTY	1%			1%	1%
300 & 400	P-T ACAD RESEARCH					
300 & 400	GRAD STUDENT	7%	8%	8%	8%	7%
300 & 400	STAFF/HOURLY	2%	3%	2%	2%	2%
300 & 400	UNKNOWN	1%	1%	1%	1%	1%
<i>Number of Courses at this level</i>		1016	1049	1038	1059	1075

Office of Institutional Research
Academic Affairs and Dean of the Faculties

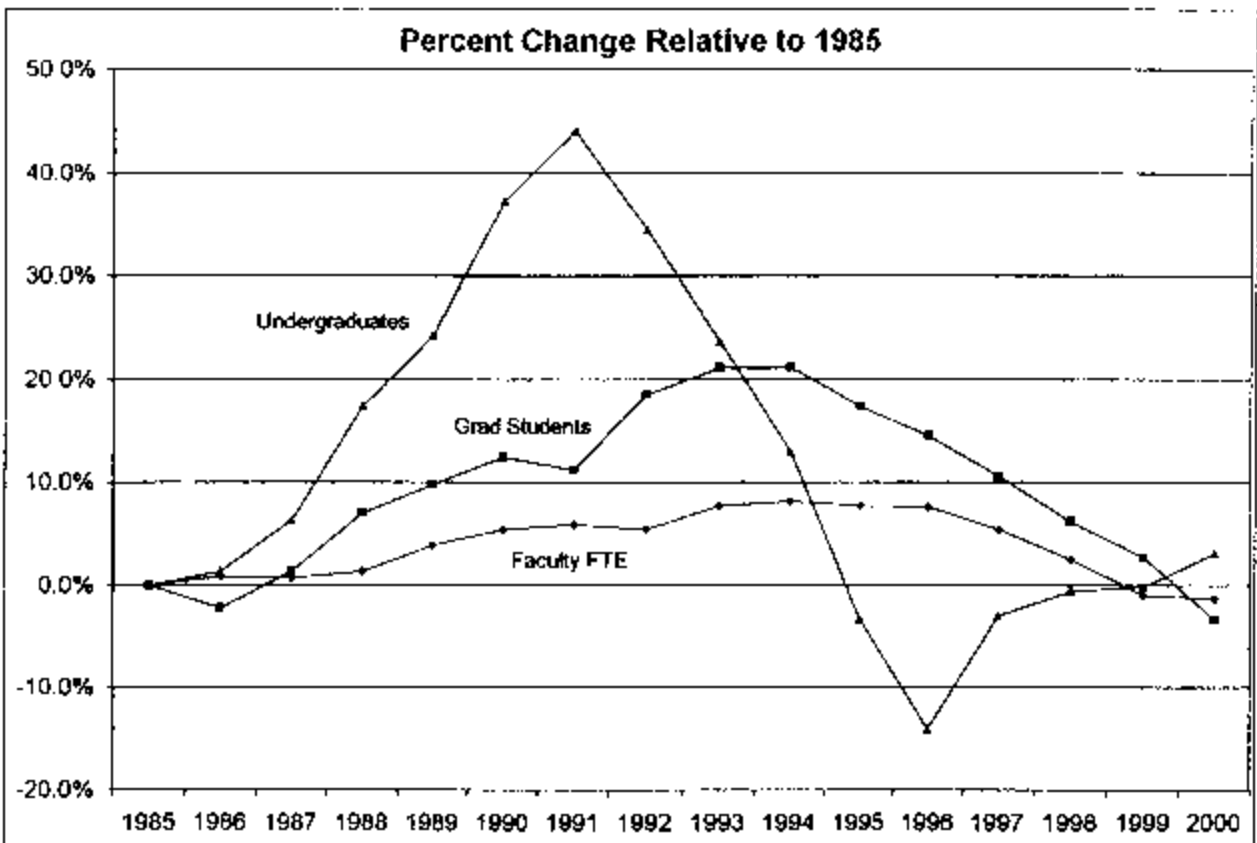
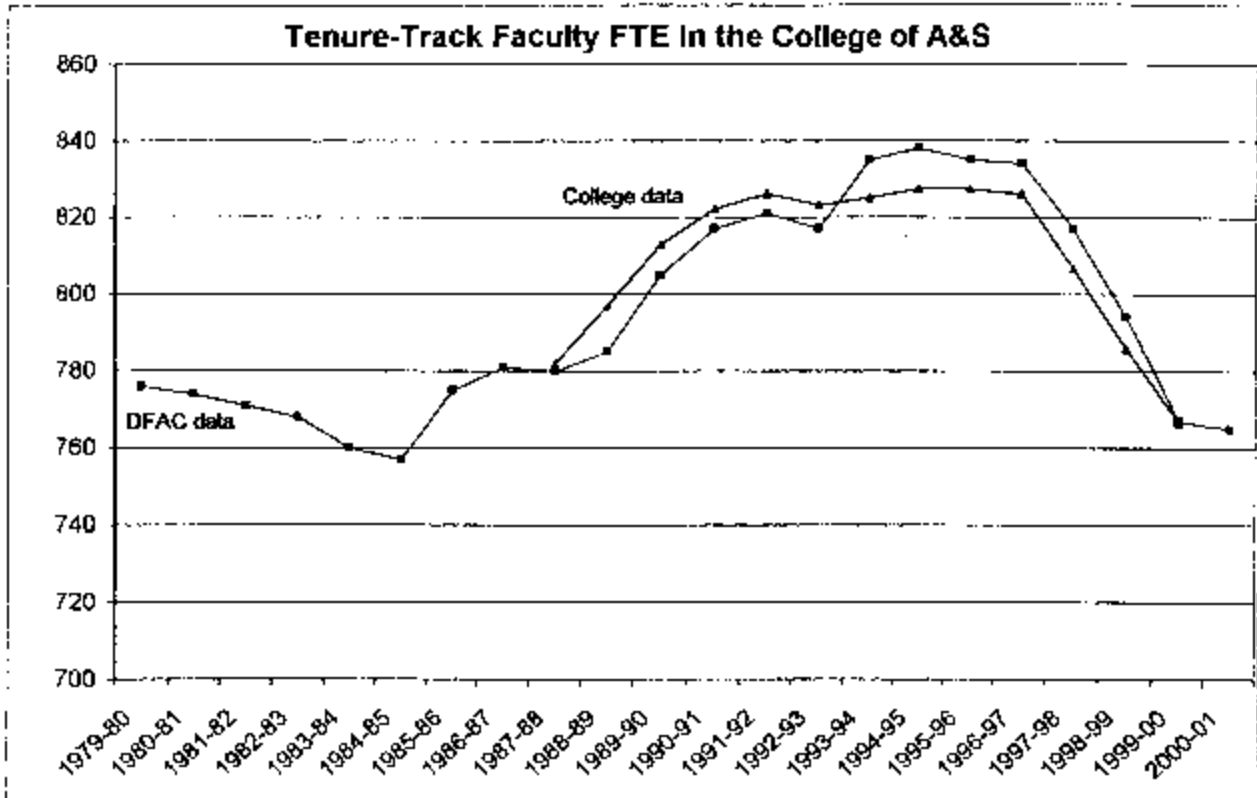
IUB All Faculty



non-tenure part-time faculty number consists of total te

Academic Affairs
Office of Institutional Research
all faculty change 1991-2000.xls

Appendix 10



Appendix 11

Fall Semester

Source: University Budget Office. These data report the average credit hours taught by faculty in IUB schools for the fall semester. Data include only full-time faculty, and they pro-rate hours for faculty of record who share instructional responsibility with graduate students.

RcName	Data	AY							
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
College of Arts and Sciences	CrHr/FTE	232.32	215.91	211.73	207.22	198.76	201.22	204.72	217.14
	Pct Change		-7.1%	-1.9%	-2.1%	-4.1%	1.2%	1.7%	6.1%
School of Medicine/Health Sciences	CrHr/FTE	478.40	489.55	525.07	636.39	326.22	127.19	89.75	65.21
	Pct Change		2.3%	7.3%	21.2%	-48.7%	-61.0%	-29.4%	-27.3%
School of Business	CrHr/FTE	223.07	238.24	247.26	250.20	280.22	265.73	282.16	263.76
	Pct Change		6.8%	3.8%	1.2%	12.0%	-5.2%	6.2%	-6.5%
School of Education	CrHr/FTE	107.03	131.37	119.09	108.95	113.89	114.48	105.61	111.99
	Pct Change		22.7%	-9.3%	-8.5%	4.5%	0.5%	-7.7%	6.0%
School of Physical Education	CrHr/FTE	311.16	311.94	289.93	259.02	219.31	225.46	205.67	223.06
	Pct Change		0.3%	-7.1%	-10.7%	-15.3%	2.8%	-8.8%	8.5%
School of Law	CrHr/FTE	228.53	240.62	272.24	225.97	246.46	242.97	206.84	230.31
	Pct Change		5.3%	13.1%	-17.0%	9.1%	-1.4%	-14.9%	11.3%
School of Public & Environ Affairs	CrHr/FTE	231.69	255.02	250.19	249.60	215.16	173.81	181.09	196.12
	Pct Change		10.1%	-1.9%	-0.2%	-13.8%	-19.2%	4.2%	8.3%
School of Library & Info Science	CrHr/FTE	128.76	113.73	99.00	92.32	101.14	120.21	129.31	123.21
	Pct Change		-11.7%	-12.9%	-6.7%	9.6%	18.9%	7.6%	-4.7%
School of Music	CrHr/FTE	92.47	79.10	88.13	89.84	84.85	89.26	83.55	96.69
	Pct Change		-14.5%	11.4%	1.9%	-5.5%	5.2%	-6.4%	15.7%
School of Optometry	CrHr/FTE	113.84	181.88	162.27	179.09	148.97	167.84	194.50	183.43
	Pct Change		59.8%	-10.8%	10.4%	-16.8%	12.7%	15.9%	-5.7%
School of Journalism	CrHr/FTE	157.10	167.45	163.72	164.44	178.64	137.65	157.02	159.36
	Pct Change		6.6%	-2.2%	0.4%	8.6%	-22.9%	14.1%	1.5%
Other Academic Programs	CrHr/FTE	-	183.46	177.02	179.28	170.67	174.67	147.67	196.00
	Pct Change		*	-3.5%	1.3%	-4.8%	2.3%	-15.5%	32.7%
All IUB Student Credit Hours	CrHr/FTE	208.39	202.54	199.36	194.96	189.66	187.38	188.72	197.31
	Pct Change		-2.8%	-1.6%	-2.2%	-2.7%	-1.2%	0.7%	4.5%

Appendix 12

IUB Faculty

	Fall	1991	1991	1992	1992	1993	1993	1994	1994	1995	1995	1996	1996	1997	1997	1998	1998	1999	1999	2000	2000
		FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N
Tenure-Track Faculty			341		344		340		341		334		352		349		320		304		298
Tenured Faculty			1014		1014		1025		1030		1043		1035		1025		1034		1023		1028
Total Tenure Faculty			1355		1358		1365		1371		1377		1387		1374		1354		1327		1326
Full-time Lecturer IR05	45.00	45	47.00	47	49.00	49	47.00	47	43.00	43	43.00	43	51.00	51	51.00	60	60.00	64	63.00	63	
Full-time Clinical Faculty	13.00	13	15.00	15	14.00	14	12.00	12	14.00	14	17.00	17	15.00	15	25.00	25	32.00	32	49.00	49	
Full-time Visiting Faculty	119.00	119	125.00	125	127.00	127	112.00	112	111.00	111	108.00	108	119.00	119	127.00	127	142.00	142	127.00	127	
Full-time IRP Faculty	21.00	21	24.00	24	28.00	28	28.00	28	37.00	37	42.00	42	44.00	44	53.00	53	45.00	45	50.00	50	
Full-time Adjunct Faculty	5.00	5	5.00	5	4.00	4	5.00	5	5.00	5	5.00	5	5.00	5	4.00	4	4.00	4	7.00	7	
Total Full-Time																					
NonTenure Faculty	203.00	203	216.00	216	222.00	222	204.00	204	210.00	210	215.00	215	234.00	234	260.00	269	283.00	287	296.00	296	
Part-time Clinical Faculty	2.61	8	2.00	7	1.83	8	1.81	7	3.15	7	3.76	8	3.86	8	2.39	8	3.44	7	3.38	7	
Part-time Visiting Faculty	11.56	27	15.32	31	13.67	28	7.86	18	8.23	19	12.09	25	12.57	28	10.44	20	15.19	31	10.57	22	
Part-time IRP Faculty	50.80	129	51.55	146	51.28	156	52.61	145	51.95	155	50.28	154	59.00	179	59.11	178	59.26	193	70.59	200	
Part-time Adjunct Faculty	7.72	30	6.43	23	8.88	29	9.72	36	10.78	33	6.80	22	8.48	34	8.07	27	5.04	23	6.88	30	
Total Part-Time																					
NonTenure Faculty	72.69	194	75.30	206	75.66	221	72.00	206	74.11	214	72.93	209	83.91	249	80.01	233	82.93	254	91.42	259	
Total NonTenure Faculty	275.69	397	291.30	422	297.66	443	276.00	410	284.11	424	287.93	424	317.91	483	340.01	502	365.93	541	387.42	555	
Total Faculty		1752		1780		1808		1781		1801		1811		1857		1856		1868		1881	

1 fte = equivalence of 1 person working 100% time

Academic Affairs
Office of Institutional Research
2/8/01 faculty change 1991-2000 ft and pt.xls

Appendix 13

IUB Fall General Classroom Inventory

	1988	1996	1997	1998	1999	2000
Total Enrollments	33,776	34,700	34,937	35,600	36,201	37,076
Course Enrollments (1)	144,447	158,049	160,486	165,005	168,363	173,643
Number of Sections Requiring Rooms (2)	3,715	4,465	4,584	4,785	4,835	5,031
Number of Classrooms	259	253	251	252	254	258
Seating Capacity in Classrooms	14,479	15,154	15,060	14,956	15,036	15,155
End of Hypothetical Instructional Day	3:40 P.M.	5:40 P.M.	5:50 P.M.	6:44 P.M.	6:30 P.M.	6:50 P.M.

Source: IU Registrar

(1) I.e., total number of courses taken by students

(2) This excludes reading courses, thesis hours, and lab sections that are scheduled by department and not the Registrar

Appendix 14

Average Square Feet/Student FTE
 Fall 1999 data, main campus

	Classrooms	Offices	Study Facilities	Phys. Ed. & Service	General Use
		(1)	(2)	(3)	(4)
Michigan	13.65	73.14	24.69	17.21	27.22
Wisconsin	13.38	63.01	25.74	10.7	22.25
MSU	12.65	43.85	12.17	14.85	34.69
Minnesota	12.34	66.79	29.53	15.31	23.52
Iowa	12.23	64.05	22.5	18.87	27.04
IUPUI	9.99	45.76	14.06	7.63	14
Illinois	8.26	51.62	18.8	12.19	26.94
PSU	8.21	39.6	8.58	14.04	21.84
IUB	8.09	38.09	22.01	16.04	41.82
OSU	7.64	51.47	13.74	4.21	22.35
Purdue	6.23	32.03	10.06	12.59	21.27

1995	Classrooms	1997	Classrooms
Minnesota	17.1	Michigan	13.8
Michigan	13.24	MSU	12.63
Iowa	12.88	Iowa	12.31
Wisconsin	12.58	Minnesota	12.12
IUPUI	10.66	Wisconsin	12.04
Illinois	8.46	IUPUI	10.82
OSU	8.44	IUB	8.72
PSU	8.16	Illinois	8.51
IUB	8.04	PSU	8.16
Purdue	6.91	OSU	7.66
		Purdue	6.12

- (1) Offices exclude conference rooms but include clerical, advising and administrative offices
- (2) Study facilities is mainly space in libraries
- (3) Physical Education & Service refers to athletic and recreational facilities
- (4) General Use is mostly facilities for performing arts, museums, & etc.

Appendix 15
Room Utilization Rates

	Lecture Halls	Classrooms	Seminar Rooms	Combined Rate
IUB Fall 1999	0.36	0.58	1.17	0.51
Purdue Fall 1999				0.52
Purdue Fall 2000				0.51
Wisconsin-Madison Fall 1999	0.70	1.07	0.99	
Illinois-Urbana Champaign Fall 2000	0.57	0.81	0.91	
Iowa Fall 2000	0.75	0.85	1.83	

State agencies typically calculate utilization of classrooms as follows:

# of sq ft per station or seat	=	sq ft per student contact hour
(# of hrs room is used X % of seats filled)		

The formula for this measure yields a ratio, for which lower means more intensive use of rooms. A higher number means presumably less efficient utilization of space for instruction. This ratio can be used to compare room utilization across institutions. An optimal level is .84 (Higher means less efficient utilization; lower signals potential problems in terms of servicing space).

Source: IU Bureau of Facilities Planning and Utilization

Appendix 16
Scheduling Issues

% Of Classes in Prime Time (9:05 a.m. to 2:29 p.m.)
IUB Campus, Fall Classes

	1988	2000
Seminars	57.64%	31.57%
1-57	65.10%	55.79%
Class Size 58-89	71.93%	57.36%
>80	70.11%	51.25%
Combined	68.06%	55.08%

% of Classes taught MW/75
IUB Campus, Fall Classes

	1996	2000
Campus	12.50%	14.30%
Business	43.50%	37.90%
College	7.40%	9.10%
EDU	24.20%	20.10%
HPER	2.70%	6.60%
Informatics	--	20.00%
Journalism	47.50%	22.20%
SLIS	5.30%	0%
SPEA	36.10%	40.20%

INDIANA UNIVERSITY MEMORANDUM



TO: Academic & Residential Support Units

FROM: David Zaret, Executive Associate Dean
College of Arts and Sciences

DATE: February 13, 2001

RE: Bloomington Enrollment Capacity

As you may know, President Brand has established an ad hoc committee whose charge is to ascertain the enrollment capacity of the campus. The focus of the Committee is undergraduate students. Due to the complexity of the capacity issue, the Committee is examining a broad range of indicators that will assist us in ascertaining whether we are at, above or below our enrollment capacity for undergraduate students. As chair of the Committee, I write to request your help so that we can incorporate academic and residential support issues in our assessment of the capacity issue. Can you or someone in your office provide the data requested below? The Committee will be grateful if you can respond with this information by March 2. The Committee would also like to receive whatever comments or suggestions you may have about the capacity issue, but it is most anxious to obtain the data described below. Thank you in advance for your time and assistance with this project. Please send your queries and responses to David Zaret, College of Arts & Sciences, Kirkwood 104 (email "zaret").

1. Does your unit use objective indicators or other data to measure student demand for your unit's services and your ability to meet that demand? If yes, can you please forward the relevant report or data summary to the Committee?
2. Based on these indicators or data, how do you assess your unit's ability to meet student demand for services?
3. Do you have data on resources and/or student demand for units like yours at other CIC institutions or other peer institutions?



Appendix 18

Academic Support, Office of Vice Chancellor for Academic Support and Diversity
Auxiliary Enterprises
Career Development Center
Campus Life Division, Office of Dean of the Students
Campus Health Center, Office of the Dean of the Students
Child Care
Disabled Student Services
Honors College
Indiana Memorial Union
IMU Union Board
Instructional Support Services, Office of Academic Affairs and Dean of the Faculties
International Services
IUPD
IUSA, President
Language & Computer Labs, Ballantine Hall
Libraries
Multicultural Affairs, Office of Vice Chancellor for Academic Support and Diversity
Physical Plant
Recreational Sports Division, HPER
Residence Halls Association, President
Residential Programs and Services
UTS
Office for Women's Affairs

Appendix 19 Variables	Year 1	Year 2			Year 3				Year 4				
	Frosh	Frosh	Soph	Fall1>Fall2 Ret	Frosh	Soph	Juniors	Fall1>Fall3 Ret	Frosh	Soph	Juniors	Seniors	Fall1>Fall4 Ret
Fall Headcount	500	500			500				500				
Percent NonResident	34%	34%			34%				34%				
Incr 2000-01 Tuition	3.5%	3.5%			3.5%				3.5%				
Fall BARS Factor	0.99120	0.99120			0.99120				0.99120				
Spring BARS Factor	0.99370	0.99370			0.99370				0.99370				
Retention Rates													
Sem 1 to Sem 2 Res	93.49%	93.49%			93.49%				93.49%	Estimates reconciling with BU Registrar			
Sem 1 to Sem 2 NR	95.58%	95.58%			95.58%				95.58%				
Sem 2 to Sem 3 Res			88.84%		88.84%				88.84%				
Sem 2 to Sem 3 NR			90.47%		90.47%				90.47%				
Sem 3 to Sem 4 Res			95.72%		95.72%				95.72%				
Sem 3 to Sem 4 NR			98.63%		98.63%				98.63%				
Sem 4 to Sem 5 Res							90.90%			90.90%			
Sem 4 to Sem 5 NR							90.01%			90.01%			
Sem 5 to Sem 6 Res							99.00%			99.00%			
Sem 5 to Sem 6 NR							96.14%			96.14%			
Sem 6 to Sem 7 Res												94.76%	
Sem 6 to Sem 7 NR												100.37%	
Sem 7 to Sem 8 Res												94.75%	
Sem 7 to Sem 8 NR												98.94%	
Fall Headcount													
Fulltime Resident	330	330	274	83.06%	330	274	238	72.27%	330	274	236	224	67.52%
Fulltime Nonresident	170	170	147	86.47%	170	147	131	77.58%	170	147	131	126	74.14%
	500	500	421		500	421	369		500	421	369	350	
All Class Levels	500		921				1290					1640	
AY Credit Hours													
Resident	9,455	9,455	7,885		9,455	7,885	6,915		9,455	7,885	6,915	6,253	
Nonresident	5,032	5,032	4,393		5,032	4,393	3,800		5,032	4,393	3,800	3,623	
	14,487	14,487	12,278		14,487	12,278	10,715		14,487	12,278	10,715	9,876	
All Class Levels	14,487		26,766				37,481					47,357	
AY Fee Income													
Resident w. BARS Adj	\$ 1,279,690		\$ 2,434,605				\$ 3,282,855					\$ 5,463,488	
NonRes w. BARS Adj	\$ 2,212,694		\$ 4,295,816				\$ 6,300,645					\$ 7,968,176	
FINA Tuition Discount	\$ (222,225)		\$ (428,242)				\$ (620,270)					\$ (815,473)	
(includes OVST Adj.)	\$ 3,270,159		\$ 6,304,178				\$ 8,963,231					\$ 12,616,189	
All Class Levels	\$ 3,300,000		\$ 6,300,000				\$ 9,000,000					\$ 12,600,000	

Instructional Cost of Adding 500 Students for 4 Years

Year 1		Freshmen		Total	Overhead	Total	Inflated	Full**
SCHL	Total	Instructional	Cost	40%	Base	Cost	3.5%	Cohort
		Cost	30% Cost					Cost
BUS	\$ 187,737	\$ 187,737	\$ 75,095	\$ 262,832	\$ 272,031	\$ 287,350		
COAS	\$ 1,130,097	\$ 1,130,097	\$ 339,029	\$ 1,469,126	\$ 1,520,546	\$ 1,606,175		
EDUC	\$ 60,197	\$ 60,197	\$ 18,059	\$ 78,256	\$ 80,995	\$ 85,556		
HPER	\$ 164,100	\$ 164,100	\$ 49,230	\$ 213,330	\$ 220,797	\$ 233,231		
INFO	\$ 7,705	\$ 7,705	\$ 2,312	\$ 10,017	\$ 10,367	\$ 10,951		
JOUR	\$ 6,658	\$ 6,658	\$ 1,997	\$ 8,655	\$ 8,958	\$ 9,463		
MED	\$ 5,754	\$ 5,754	\$ 1,726	\$ 7,480	\$ 7,742	\$ 8,178		
MIL	\$ 2,298	\$ 2,298	\$ 689	\$ 2,907	\$ 3,092	\$ 3,266		
MUS	\$ 73,692	\$ 73,692	\$ 22,108	\$ 95,800	\$ 99,153	\$ 104,736		
OPT	\$ 383	\$ 383	\$ 115	\$ 498	\$ 515	\$ 544		
SLIS	\$ 3,205	\$ 3,205	\$ 962	\$ 4,167	\$ 4,312	\$ 4,555		
SPEA	\$ 8,366	\$ 8,366	\$ 2,510	\$ 10,876	\$ 11,256	\$ 11,890		
SWK	\$ 3,769	\$ 3,769	\$ 1,131	\$ 4,900	\$ 5,071	\$ 5,357		
Grand Total	\$ 1,653,961	\$ 1,653,961	\$ 514,962	\$ 2,168,923	\$ 2,244,835	\$ 2,371,253		

Year 2		Freshmen		Sophomores		Total	Overhead	Total	Inflated	Full**
SCHL	Instruc Cost	Instruc Cost	Instruc Cost	Instruc Cost	Cost	40%	Base	Cost	7.12%	Cohort
					Cost	30% Cost				Cost
BUS	\$ 187,737	\$ 383,171	\$ 550,908	\$ 220,383	\$ 771,271	\$ 826,186	\$ 900,888			
COAS	\$ 1,130,097	\$ 910,154	\$ 2,040,251	\$ 612,075	\$ 2,652,326	\$ 2,841,172	\$ 3,098,066			
EDUC	\$ 60,197	\$ 109,489	\$ 169,686	\$ 50,906	\$ 220,592	\$ 236,298	\$ 257,684			
HPER	\$ 164,100	\$ 115,487	\$ 279,587	\$ 83,876	\$ 363,463	\$ 389,342	\$ 424,545			
INFO	\$ 7,705	\$ 3,900	\$ 11,605	\$ 3,482	\$ 15,087	\$ 16,161	\$ 17,622			
JOUR	\$ 6,658	\$ 18,864	\$ 26,522	\$ 7,957	\$ 34,479	\$ 36,933	\$ 40,273			
MED	\$ 5,754	\$ 6,399	\$ 12,153	\$ 3,646	\$ 15,799	\$ 16,924	\$ 18,454			
MIL	\$ 2,298	\$ -	\$ 2,298	\$ 689	\$ 2,987	\$ 3,200	\$ 3,489			
MUS	\$ 73,692	\$ 73,498	\$ 147,190	\$ 44,157	\$ 191,347	\$ 204,971	\$ 223,504			
NURS	\$ -	\$ 6,290	\$ 6,290	\$ 1,887	\$ 8,177	\$ 8,759	\$ 9,551			
OPT	\$ 383	\$ -	\$ 383	\$ 115	\$ 498	\$ 533	\$ 582			
SLIS	\$ 3,205	\$ 5,240	\$ 8,445	\$ 2,534	\$ 10,979	\$ 11,760	\$ 12,824			
SPEA	\$ 8,366	\$ 30,219	\$ 38,585	\$ 11,576	\$ 50,161	\$ 53,732	\$ 58,590			
SWK	\$ 3,769	\$ 3,933	\$ 7,702	\$ 2,311	\$ 10,013	\$ 10,725	\$ 11,695			
Grand Total	\$ 1,653,961	\$ 1,647,644	\$ 3,301,605	\$ 1,045,572	\$ 4,347,177	\$ 4,656,696	\$ 5,077,746			

Year 3		Freshmen		Sophomores		Juniors		Total	Overhead	Total	Inflated	Full**
SCHL	Instruc Cost	Instruc Cost	Instruc Cost	Instruc Cost	Cost	40%	Base	Cost	30% Cost	Cost	10.87%	Cohort
					Cost							Cost
BUS	\$ 187,737	\$ 363,171	\$ 421,431	\$ 972,339	\$ 388,936	\$ 1,361,275	\$ 1,509,245	\$ 1,691,756				
COAS	\$ 1,130,097	\$ 910,154	\$ 715,138	\$ 2,755,389	\$ 826,617	\$ 3,582,006	\$ 3,971,370	\$ 4,425,307				
EDUC	\$ 60,197	\$ 109,489	\$ 128,145	\$ 297,831	\$ 89,349	\$ 387,180	\$ 429,267	\$ 478,333				
HPER	\$ 164,100	\$ 115,487	\$ 99,749	\$ 379,336	\$ 113,801	\$ 493,137	\$ 546,741	\$ 609,235				
INFO	\$ 7,705	\$ 3,900	\$ 4,523	\$ 16,128	\$ 4,838	\$ 20,966	\$ 23,245	\$ 25,902				
JOUR	\$ 6,658	\$ 18,864	\$ 23,325	\$ 49,847	\$ 14,954	\$ 64,801	\$ 71,845	\$ 80,057				
MED	\$ 5,754	\$ 6,399	\$ 4,087	\$ 16,240	\$ 4,872	\$ 21,112	\$ 23,407	\$ 26,082				
MIL	\$ 2,298	\$ -	\$ -	\$ 2,298	\$ 689	\$ 2,987	\$ 3,312	\$ 3,691				
MUS	\$ 73,692	\$ 73,498	\$ 34,335	\$ 181,525	\$ 54,459	\$ 235,983	\$ 261,634	\$ 291,539				
NURS	\$ -	\$ 6,290	\$ 15,728	\$ 22,018	\$ 6,605	\$ 28,623	\$ 31,735	\$ 35,362				
OPT	\$ 383	\$ -	\$ -	\$ 383	\$ 115	\$ 498	\$ 552	\$ 616				
SLIS	\$ 3,205	\$ 5,240	\$ 1,572	\$ 10,017	\$ 3,005	\$ 13,022	\$ 14,438	\$ 16,088				
SPEA	\$ 8,366	\$ 30,219	\$ 72,732	\$ 111,317	\$ 33,395	\$ 144,712	\$ 160,442	\$ 178,781				
SWK	\$ 3,769	\$ 3,933	\$ 8,131	\$ 15,833	\$ 4,750	\$ 20,583	\$ 22,820	\$ 25,429				
Grand Total	\$ 1,653,961	\$ 1,647,644	\$ 1,528,896	\$ 4,830,501	\$ 1,546,384	\$ 6,376,885	\$ 7,070,053	\$ 7,878,178				

Year 4		Freshmen		Sophomores		Juniors		Seniors		Total	Overhead	Total	Inflated	Full**
SCHL	Instruc Cost	Instruc Cost	Instruc Cost	Instruc Cost	Instruc Cost	Instruc Cost	Instruc Cost	Cost	40%	Base	Cost	14.75%	Cohort	
								Cost	30% Cost				Cost	
BUS	\$ 187,737	\$ 363,171	\$ 421,431	\$ 483,544	\$ 1,455,883	\$ 582,353	\$ 2,038,236	\$ 2,338,876	\$ 2,667,530					
COAS	\$ 1,130,097	\$ 910,154	\$ 715,138	\$ 571,307	\$ 3,326,696	\$ 998,009	\$ 4,324,705	\$ 4,962,599	\$ 5,559,933					
EDUC	\$ 60,197	\$ 109,489	\$ 128,145	\$ 137,608	\$ 435,339	\$ 130,602	\$ 565,941	\$ 649,417	\$ 740,672					
HPER	\$ 164,100	\$ 115,487	\$ 99,749	\$ 122,973	\$ 502,309	\$ 150,693	\$ 653,002	\$ 749,319	\$ 854,612					
INFO	\$ 7,705	\$ 3,900	\$ 4,523	\$ -	\$ 16,128	\$ 4,838	\$ 20,966	\$ 24,059	\$ 27,440					
JOUR	\$ 6,658	\$ 18,864	\$ 23,325	\$ 22,801	\$ 72,648	\$ 21,794	\$ 94,442	\$ 108,373	\$ 123,601					
LSTU	\$ -	\$ -	\$ -	\$ 787	\$ 787	\$ 236	\$ 1,023	\$ 1,174	\$ 1,339					
MED	\$ 5,754	\$ 6,399	\$ 4,087	\$ 7,288	\$ 23,526	\$ 7,058	\$ 30,584	\$ 35,095	\$ 40,026					
MIL	\$ 2,298	\$ -	\$ -	\$ -	\$ 2,298	\$ 689	\$ 2,987	\$ 3,428	\$ 3,910					
MUS	\$ 73,692	\$ 73,498	\$ 34,335	\$ 48,712	\$ 230,237	\$ 69,071	\$ 299,308	\$ 343,456	\$ 391,716					
NURS	\$ -	\$ 6,290	\$ 15,728	\$ 5,505	\$ 27,523	\$ 8,257	\$ 35,780	\$ 41,057	\$ 46,827					
OPT	\$ 383	\$ -	\$ -	\$ -	\$ 383	\$ 115	\$ 498	\$ 571	\$ 652					
SLIS	\$ 3,205	\$ 5,240	\$ 1,572	\$ -	\$ 10,017	\$ 3,005	\$ 13,022	\$ 14,943	\$ 17,043					
SPEA	\$ 8,366	\$ 30,219	\$ 72,732	\$ 82,016	\$ 193,333	\$ 58,000	\$ 251,333	\$ 289,405	\$ 328,931					
SWK	\$ 3,769	\$ 3,933	\$ 8,131	\$ 787	\$ 16,820	\$ 4,908	\$ 21,606	\$ 24,793	\$ 28,277					
Grand Total	\$ 1,653,961	\$ 1,647,644	\$ 1,528,896	\$ 1,483,226	\$ 6,313,727	\$ 2,039,708	\$ 8,353,433	\$ 9,585,565	\$ 10,932,509					

**Note: Because of rounding, not all new enrollments were included in the calculations. For example, when distributing 5177 new freshmen enrollments in courses, based on the current actual distribution of 76,173 freshmen enrollments, many courses will have less than a .5 new enrollment. These enrollments, when rounded, will effectively become zero. In total, then, there are fewer enrollments used in the calculations compared to the number of enrollments estimated by the model. This column attempts to add back the lost enrollments and reflects an estimation of the full cost. See "AY 2000-01 Enrollment Base & Assumptions" page for details.

Indiana University Bloomington

AY 2000-01 Enrollment Base & Assumptions

Sem	Sum of FR	Sum of SO	Sum of JR	Sum of SR	
Fall 2000-01	42,956	35,967	32,573	36,155	147,651
Spring 00-01	33,217	32,751	28,207	40,480	134,655
Grand Total	76,173	68,718	60,780	76,635	282,306

Fall Heads	7,997	6,842	6,357	7,096	28,292
Sprg Heads	6,277	6,331	5,504	8,213	26,325

Ratio of Enrollments to Heads (conversion factor)					
Fall	5.37	5.26	5.12	5.10	
Spring	5.29	5.17	5.12	4.93	

Retention Rates (Fall 1997 cohort--DOF data)					
Fall					
Spring	94.1%	89.4%	90.6%	96.5%	
		96.6%	98.1%	95.5%	

Retention of Headcount					
Fall	500	421	368	349	
Spring	471	406	361	333	
Total	971	827	729	682	

Estimated Enrollments					
Fall	2,686	2,211	1,887	1,777	
Spring	2,491	2,103	1,851	1,641	
Total	5,177	4,314	3,738	3,418	

Actual Enrollments in Calculations (loss due to rounding where, <.5 = 0-)					
AY Enrollments	4,901	3,803	3,168	2,724	
% of est. Enrollments	94.7%	88.2%	84.8%	79.7%	

*2 years
5 years
see version*

Freshmen Instructional Cost Sec Size	Divisor	COAS	Cost per Seat	BUS	Cost per Seat
<30 AI	30	\$ 11,500	\$ 383	\$ 11,500	\$ 383
30-60 Faculty	45	\$ 23,600	\$ 524	\$ 33,750	\$ 750
61-100 Faculty	80	\$ 23,600	\$ 295	\$ 33,750	\$ 422
101-180 Fac + AL	140	\$ 35,100	\$ 251	\$ 45,250	\$ 323
>180 Fac + 2 AIs	200	\$ 46,600	\$ 233	\$ 56,750	\$ 284

UpperClass Instructional Cost Sec Size	Divisor	COAS	Cost per Seat	BUS	Cost per Seat
<30 Faculty	30	\$ 23,600	\$ 787	\$ 33,750	\$ 1,125
30-60 Faculty	45	\$ 23,600	\$ 524	\$ 33,750	\$ 750
61-100 Faculty	80	\$ 23,600	\$ 295	\$ 33,750	\$ 422
101-180 Fac + AI	140	\$ 35,100	\$ 251	\$ 45,250	\$ 323
>180 Fac + 2 AIs	200	\$ 46,600	\$ 233	\$ 56,750	\$ 284

Overhead	
Business	40%
Others	30%

Inflation at 3.5% a year			
Year 1	3.50%	Year 3	10.87%
Year 2	7.12%	Year 4	14.75%

Zaret, David

From: Zaret, David
Sent: Thursday, April 05, 2001 3:06 PM
To: Mobley, Tony A.; Dalton, Dan R.; CRONIN, BLAISE; Gonzalez, Gerardo M.; Merget, Astrid Elizabeth; Aman, Alfred C.; Richards, Gwyn; LOWTHER, GERALD EUGENE; Brown, Trevor R.; Zaret, David
Cc: Zaret, David
Subject: Capacity Task Force

As you know the ad hoc Task Force on the capacity issue is nearing the completion of its work. On behalf of the Committee I want to thank those of you who sent comments in response to my presentation last month at the Chancellor's deans meeting. At this point the Committee thinks it would be helpful if I send all school deans a few, broad questions and invite whatever response you care to offer.

1. Does the current size of your undergraduate student population prevent you from undertaking new programs or activities that your school would like to offer? In other words, if you had somewhat fewer undergraduates, would you implement initiatives that would enhance the quality of undergraduate education?
2. Conversely, if the size of the freshmen class increased modestly with the addition of 200 out-of-state students, would the incremental resources enable you to undertake new initiatives that might not otherwise be possible?

The Committee will greatly appreciate receiving your thoughts on these (or any related) questions. Please do not feel obligated to choose between these questions; use them instead to share any final thoughts on the capacity issue with the Committee. Informal responses by email are fine. (Your comments will not be reproduced verbatim in an appendix!) Thank you in advance for attending to this. It will be helpful if I can have responses within two weeks, and please reply directly to me and not the group.
dz

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