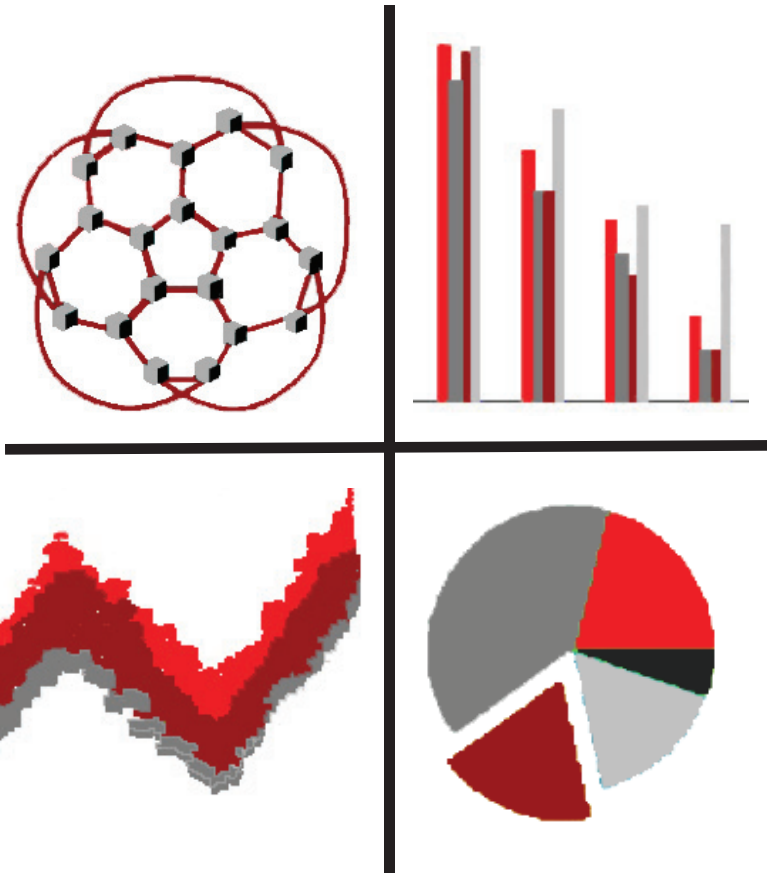


OFFICE OF THE REGISTRAR ENROLLMENT REPORT

A SUMMARY OF FALL 2006



This report is also available with color graphics at: <http://www.indiana.edu/~registra/enrollreports/>

INDIANA UNIVERSITY - BLOOMINGTON
DATA MANAGEMENT & ADMINISTRATION 812-855-6235

PREFACE

The Fall Enrollment Report presents commonly used and requested information on enrollment, such as past enrollment and credit hour figures, student profiles, grades, persistence and attrition rates, and degrees conferred. The primary emphasis is on Fall 2006 enrollment; however, additional comparative data for selected years are presented with commentary to highlight current enrollment trends. When available, national, Big Ten, and state trends are also presented.

Most of the information contained in this publication results from the analysis of data collected from detailed enrollment statistical reports, which are cited throughout the report. Most Fall data reflect the end of the first week of classes, September 4, which is the official reporting cut-off date. Data in this report focus on campus enrollment management and operations to support campus planning activities, and therefore, may not agree with official enrollment data that focus on prescribed formulas. Official enrollment data are released by the University Reporting and Research office in compliance with national and state standards set by external agencies.

Data definitions and methods of calculations are explained throughout this report. Our selections of analytical approaches are not the only ones possible. The collective use of simple formulas to meet all the data needs at a complex institution is not attainable. If you encounter data other than what appears in this publication, you should probe for the data source, methodology used to produce the results and intended use of the data.

We wish to thank others in the Office of the Registrar who contributed to this publication and analysis with programming and editorial time and effort.

Suggestions or comments for improvement of this publication are welcome.

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HIGHLIGHTS

Campus enrollment is 38,247 this year, a 0.8% (+289 students) increase from last year.

Undergraduate, graduate and nondegree enrollments have all increased from last year. Professional enrollment is down from the record high figure reported last year.

The gain in undergraduate enrollment is due to a record number of freshmen and an increase for the sophomore class. Junior and senior classes show losses from last year.

Total net credit hours, at 514,181.5, have increased 4,227.0 credit hours (+0.8%) this year, the third highest total on record. Additionally, credit hours at the graduate course level have increased to a new record-high figure.

Students enrolled at IU-Bloomington represent all 50 states and 132 foreign countries. Of the total campus population, 64.9% has a home address in the state of Indiana.

The full-time share of enrollment, at 88.7% shows a 0.1 percentage point decrease from last year's record-high share. Undergraduate full-time enrollment is at a new record high figure this year of 96.2%.

The average credit hour load of all students this year is 13.44, just 0.01 credit hours away from the record-high figure. For full-time undergraduates, the average credit hour load is 15.05 this year, up incrementally from 15.01 last year.

Females comprise 51.8% of the student body this semester, remaining unchanged from last year.

The average age of all students is 22. For undergraduate students, 92.2% are age 17-22.

The share of U.S. minority enrollment, at 10.5%, is a record high figure year. The number of international students, at 3,373, is the second highest figure since data were first available in 1975.

The proportion of the student body classified as nonresident for fee-paying purposes is 41.5%, the highest share on record. The proportion of undergraduates (33.9%) and the proportion of freshmen (38.1%) classified as nonresidents are also at record highs.

The percentages of this year's freshman class who ranked in the upper 10%, 30%, and 50% of their high school class are up from last year.

The average combined SAT score of IU-Bloomington freshmen is 1,109, up nine points from last year. At the national level, the average SAT score (1,021) decreased seven points from last year, and the average SAT score at the state level decreased five points to 1,007.

The total number of new students is 11,306, up from 10,793 last year. The increase is largely due to increases in undergraduate beginners and transfer students.

The fall to fall net persistence rate for all Bloomington students (returning to Bloomington), at 83.5%, is down from last year's record rate of 84.1%. The rate for undergraduates, at 84.7%, is down from the record high set last year.

There were 9,200 degrees awarded during 2005-2006, compared to 8,956 the previous year.

TERMINOLOGY

Data contained in these reports are for operational planning purposes. If official enrollment figures are needed for Indiana University-Bloomington, please consult the University Reporting and Research office (<http://www.indiana.edu/~urr>).

In the fall of 2004, IU implemented a new Student Information System (SIS) consisting of both the implementation of operational (SIS) and reporting and retrieval (IUIE) environments. This conversion has had a profound impact on business processes, terminology and data structures. For analysis and reporting, comparability is often not attainable and has been noted throughout the report. In some cases, the terminology used in SIS is not directly comparable to terms used in our academic businesses (e.g, a program/plan in SIS can be equated to a department/major in our academic world). These general definitions are provided here as a central point of reference.

REPORTING DEFINITIONS

Enrollment Totals:

All reports, unless otherwise noted, use the official reporting period, which since 1984 has been the end of the first week of classes. Prior to 1984, the official reporting time was the end of the third week of classes. Beginning in 1988, auditors (students enrolled in audit hours only) are excluded from the headcount figures. The enrollment total provides a unique headcount of students on campus.

School Enrollment Totals:

Beginning Spring Term 2004, students can be enrolled in dual careers (e.g., MBA/LAW students are in Graduate and Law careers). Students enrolled in multiple careers are counted under each school, so MBA/LAW students will be counted in both Business and Law. Since these students are counted under each school/career, the totals by school will not match the campus total (which is a unique student headcount). This report has been divided into two sections to help distinguish campus level from school level enrollments.

Auditors:

Students registered for audit enrollments, not taking any course for credit, are considered auditors. Since Fall 1988, these students are excluded from Bloomington headcount figures and their enrollments are excluded from course enrollment figures.

Credit Hours and Course Enrollments:

Courses carrying credit-bearing sections are included in credit hour and course enrollment totals. While the credit-bearing section is typically the lecture section of a course, there are instances where the credit is assigned to the discussion or lab section, for example. Audit hours, waitlisted hours, and dropped hours are not included in the totals.

Course School:

The school in which a course is taught is considered the course school. For example, BUS-A100 is taught in the course school of Business and Math-M118 is taught in the course school of Arts and Sciences. University Division does not offer any courses and therefore is not a course school.

Student School:

The school that houses the student's major is considered a student school. In this case, University Division is considered a student school. However, Military Sciences offers courses and is considered a course school but it does not offer majors, so it is not considered a student school.

Student Level:

Students are classified into the following levels of study: Undergraduate, Graduate, Professional, and Nondegree. This is similar to the SIS terminology of student career; however, the professional student level contains the careers of Law and Optometry. Also, nondegree students are not discernable when using a career.

Full-time/Part-time Status:

Full-time students are defined as undergraduate, professional and nondegree students enrolled in 12 or more hours and graduate students enrolled in eight or more hours. Note that graduate students who are taking the 6-credit G901 advanced research course are classified as part-time students by this definition.

Credit Hour Load:

Currently, Indiana University uses a flat-fee structure for undergraduates, which means that students can take between 12 and 17 hours and be assessed a flat fee. Undergraduates taking more than 17 hours or less than 12 hours, and graduate, professional, and nondegree students are assessed a per-credit-hour fee. Between Fall 1976 and Fall 1991, the campus followed a per credit hour fee structure for all students.

New Students:

New students include those who entered during the preceding summer term and returned to campus in the fall as well as those who first entered this fall. Undergraduate students are assigned an entry status and semester by the Office of Admissions when evaluating each application.

Degrees:

Annual degree counts are based on the fiscal year, and therefore include all degrees from July 1st to June 30th. Degrees can be granted at the end of every month, and at the three major degree periods (December, May and August).

Term:

A term refers to the specific length of time a student is enrolled in a particular course. Previously, Indiana University had two semesters, and two summer sessions (1 eight week, 1 six week) per academic year. The nomenclature for semester within the SIS system is “term”. Currently, Indiana University has three terms, Fall, Spring, and Summer.

Major:

A major refers to the student’s academic course of study. Students can enroll in multiple majors at once, as long as they finish all the requirements for each before graduation. In SIS, majors are called Academic Plans; however Academic Plans can also refer to minors and certificates. Majors are differentiated from minors in this report.

Course Department:

A course department refers to the department which offers the course. In SIS, course departments are stored as part of the subject area. The course department is represented as the first three or four letters of a course number (e.g., FRIT-F100 is housed in the department of FRIT or French and Italian).

School Abbreviations:

Listed below are some common abbreviations that are included in this report.

COLL: The College of Arts and Sciences
GRAD: The Graduate School
HPER: School of Health, Physical Education, and Recreation
SCS: School of Continuing Studies
SLIS: School of Library and Information Science
SPEA: School of Public and Environmental Affairs

Traditional registration periods:

CSR: Continuing Student Registration takes place in October for spring registration and April for fall registration

FR: Freshman Registration takes place during the summer as part of the Freshman Orientation program

NSR: New Student Registration takes place the week before classes begin for new students

LR: Late Registration occurs the day before the term has begun; a late fee is assessed

IEP:

Intensive English Program (formerly known as CELT, Center for English Language Training). This is a program that enrolls international students in zero-credit courses to improve their English comprehension.

GPA: (Grade Point Average):

This can refer to either the student's cumulative grade point average over all terms or it can refer to the grade point average for a single term. It can also refer to the grade point average of students in a course or school.

Useful Websites:

Course and Section Enrollments

<http://www.indiana.edu/~registra/coursesectn/>

Grade Distribution Report

<http://www.indiana.edu/~registra/gradedist/>

Special Course Listings

<http://registrar.indiana.edu/~registra/specialcourse.shtml>

Life Sciences

<http://lifesciences.iu.edu/students/>

HISTORICAL ENROLLMENT AND CREDIT HOUR SUMMARY
END OF THE FIRST WEEK OF CLASSES - FALL TERMS*

	Record Highs**		2002	2003	2004	2005	2006	Change from Last Year	
	Term	Num/Pct						Number	Percent
ENROLLMENT:									
Freshman			8,047	7,626	7,102	7,761	8,126	+ 365	+ 4.7%
Sophomore			7,312	7,463	7,159	6,823	7,260	+ 437	+ 6.4%
Junior			6,604	6,556	6,726	6,664	6,129	- 535	- 8.0%
Senior			7,805	8,123	8,075	7,872	7,743	- 129	- 1.6%
UNDERGRADUATE			29,768	29,768	29,062	29,120	29,258	+ 138	0.5%
GRADUATE	1970	8,171	6,704	6,876	6,826	6,950	7,010	+ 60	0.9%
PROFESSIONAL			934	932	937	953	937	- 16	-1.7%
NONDEGREE/UNCLAS***	1993	1,830	1,497	1,013	996	935	1,042	+ 107	11.4%
TOTAL			38,903	38,589	37,821	37,958	38,247	+ 289	0.8%
% NONRESIDENT									
Undergraduate			31.5%	32.6%	32.8%	32.8%	33.9%		
Graduate	1996	73.9%	72.3%	73.2%	72.4%	71.9%	72.6%		
Professional			48.3%	48.7%	51.0%	53.7%	56.6%		
Campus			38.8%	40.3%	40.4%	40.5%	41.5%		
% FULL-TIME****			86.6%	88.2%	88.0%	88.8%	88.7%		
% FEMALE	1996	53.4%	52.3%	52.1%	51.6%	51.8%	51.8%		
% NEW STUDENTS			30.5%	29.3%	28.0%	28.4%	29.6%		
NEW STUDENTS									
New Undergraduates			8,580	8,258	7,712	8,077	8,439	+ 362	+ 4.5%
New Campus			11,876	11,316	10,599	10,793	11,306	+ 513	+ 4.8%
% U.S. MINORITY			9.2%	9.3%	9.8%	10.3%	10.5%		
ETHNIC ORIGIN									
African American			1,482	1,474	1,524	1,671	1,669	- 2	- 0.1%
Asian American			1,212	1,227	1,223	1,294	1,339	+ 45	+ 3.5%
Hispanic			804	816	856	849	889	+ 40	+ 4.7%
Native American	1998	107	75	88	91	92	105	+ 13	+ 14.1%
NonUS			3,320	3,492	3,244	3,188	3,373	+ 185	+ 5.8%
White			31,225	30,686	30,288	30,124	30,185	+ 61	+ 0.2%
Unknown			785	806	595	740	687	- 53	- 7.2%
SCHOOL*****									
Arts & Sciences	1991	9,213	8,400	8,445	8,717	8,390	8,216	- 174	- 2.1%
Business	1979	5,298	4,361	4,266	4,268	4,344	4,531	+ 187	+ 4.3%
Continuing Studies			1,189	1,131	1,020	915	876	- 39	- 4.3%
Education	1972	4,196	2,924	2,863	2,669	2,090	1,843	- 247	- 11.8%
Graduate School	1972	4,568	3,856	3,954	3,924	4,063	4,081	+ 18	+ 0.4%
HPER			1,466	1,622	1,885	1,947	2,043	+ 96	+ 4.9%
Informatics			297	385	388	416	399	- 17	- 4.1%
Journalism			581	647	665	636	668	+ 32	+ 5.0%
Labor Studies			6	4	11	12	7	- 5	- 41.7%
Law			741	745	717	749	732	- 17	- 2.3%
Library & Info. Science			340	325	327	329	312	- 17	- 5.2%
Music	1997	1,762	1,592	1,640	1,540	1,567	1,568	+ 1	+ 0.1%
Nursing	1992	384	108	105	154	149	149	,0	0.0%
Optometry			310	298	317	328	326	- 2	- 0.6%
SPEA			1,147	1,257	1,316	1,232	1,199	- 33	- 2.7%
Social Work	1979	76	41	57	50	54	59	+ 5	+ 9.3%
University Division	1987	13,245	11,544	10,845	9,853	10,754	11,254	+ 500	+ 4.6%

Notes:

*Prior to Fall 1984, the official cut-off date had been the end of the third week of classes.

**Shaded areas indicate record highs. Record high figures are based on data available (generally beginning in 1972).

***Starting Fall 2003, ACP students (counted as high school students) are excluded from the headcount.

****Full-time represents the traditional Bloomington campus definition and will not match figures from the University Budget Office.

*****Beginning Spring 2005, students can be enrolled in multiple careers. This year, there are 15 MBA/LAW students and 1 Music Undergraduate/Graduate student, counted once under each school. The campus total by school is influenced by 16 students to reflect multiple careers and consequently does not match the campus total for a unique student headcount.

CAMPUS LEVEL ENROLLMENT

HEADCOUNT BY STUDENT LEVEL

Indiana University-Bloomington enrollment, at 38,247, is up 0.8% (+289 students) from last year. This is the third highest enrollment on record. All levels (except for the professional level) show increases from last year. At the undergraduate level, the freshman class reports a record high figure.

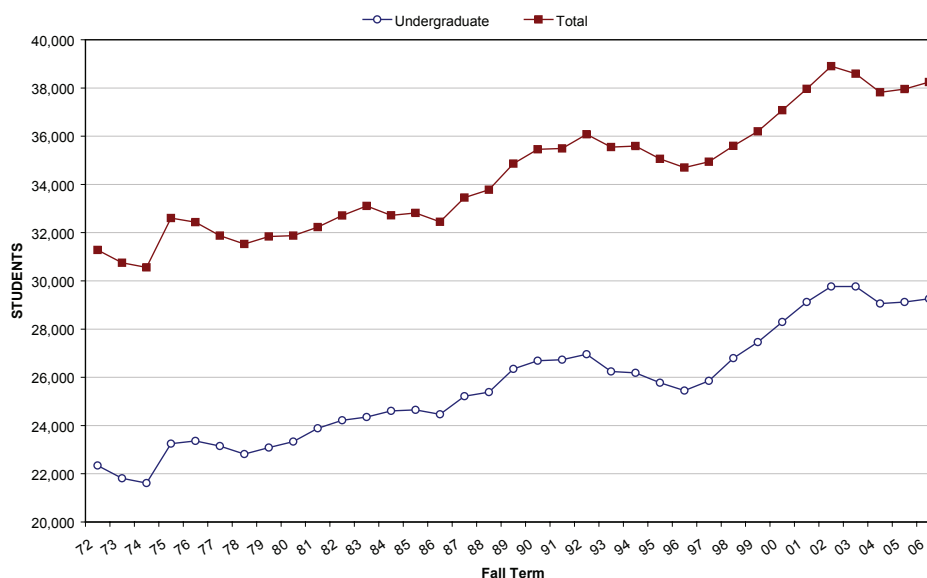
Table 1 shows enrollment by student level and class for this year and last year. Figure 1 shows the enrollment trends for undergraduate and campus enrollment since Fall 1972. See Table 3 for historical enrollments since Fall 1945.

TABLE 1: ENROLLMENT BY STUDENT LEVEL AND CLASS
FALL TERMS

Class/Level	Fall 2005	Fall 2006	Change	Percent Change
Freshman	7,761	8,126	+ 365	+ 4.7%
Sophomore	6,823	7,260	+ 437	+ 6.4%
Junior	6,664	6,129	- 535	- 8.0%
Senior	7,872	7,743	- 129	- 1.6%
Undergraduate Total	29,120	29,258	+ 138	+ 0.5%
Masters	3,541	3,556	+ 15	+ 0.4%
Doctoral	3,409	3,454	+ 45	+ 1.3%
Graduate Total	6,950	7,010	+ 60	+ 0.9%
Professional Total	953	937	- 16	- 1.7%
High School	46	38	- 8	- 17.4%
Special Undergraduate	396	532	+ 136	+ 34.3%
Special Grad/Prof	493	472	- 21	- 4.3%
Nondegree Total	935	1,042	+ 107	+ 11.4%
TOTAL	37,958	38,247	+ 289	+ 0.8%

Colleges across the nation (including many Big Ten schools) are experiencing record enrollments due to increases in the college age population and in the postsecondary education participation rates. See *Big Ten and State Schools* section of this report. The IU-Bloomington **undergraduate** enrollments show the third highest figure for a fall term on record. This year, IU brought in the largest first-year class ever (see *New Student* section of this report). Undergraduate student persistence from fall to fall shows a loss from last year (see *Student Persistence* section of this report).

FIGURE 1: TOTAL AND UNDERGRADUATE ENROLLMENT



This year **freshman** and **sophomore** enrollments are up from last year. On the other hand, **junior** and **senior** enrollments are showing losses. Since the record enrollments in 2004 and 2003, respectively, junior and senior enrollments have been on the decline.

Graduate enrollment shows an enrollment gain. Both masters and doctoral enrollments show increases from last year. **Professional** level enrollment has decreased slightly from last year's record high figure.

The gain from last year in **nondegree** enrollment is due to special undergraduate students. The numbers of high school and special graduate students show losses. Beginning Fall 2003, high school students enrolled as Advanced College Project (ACP) students were no longer counted in end of the first week of classes enrollment figures. In the fall of 2002, there were 302 students enrolled in this program. Now, these enrollment requests are not received until around October.

Students enrolled in the Intensive English Program (IEP, formerly Center for English Language Training, CELT) are counted with special undergraduates. Last year, there were 90 IEP students enrolled, compared to 124 this year. Overall, enrollments in this program have decreased considerably over the past ten years. In 1997, there were 372 CELT students enrolled. Economic problems in Asia had influenced the enrollment decline in this program and more recently some students are being denied a visa because this is not an academic degree program.

Table 2 shows the enrollment share by level since Fall Term 1972.

TABLE 2: ENROLLMENT SHARE BY LEVEL
FALL TERMS

Fall Term	Undergraduate	Graduate	Professional	Nondegree/ Unclassified
1972	71.4%	24.2%	2.2%	2.3%
1973	70.9%	25.4%	2.0%	1.8%
1974	70.7%	24.9%	2.0%	2.4%
1975	71.3%	23.9%	1.9%	2.9%
1976	72.0%	22.8%	2.0%	3.2%
1977	72.6%	21.3%	2.8%	3.3%
1978	72.4%	21.5%	2.9%	3.3%
1979	72.5%	20.6%	2.8%	4.1%
1980	73.2%	20.3%	2.8%	3.7%
1981	74.1%	19.3%	2.9%	3.7%
1982	74.0%	18.9%	2.9%	4.2%
1983	73.5%	18.5%	2.7%	5.2%
1984	75.2%	17.7%	2.7%	4.4%
1985	75.1%	17.9%	2.7%	4.2%
1986	75.4%	18.0%	2.9%	3.8%
1987	75.4%	17.8%	2.7%	4.1%
1988	75.2%	18.0%	2.8%	4.1%
1989	75.6%	17.5%	2.6%	4.3%
1990	75.3%	17.7%	2.6%	4.5%
1991	75.3%	17.7%	2.4%	4.6%
1992	74.7%	18.1%	2.4%	4.8%
1993	73.8%	18.5%	2.5%	5.1%
1994	73.6%	18.8%	2.5%	5.1%
1995	73.5%	18.8%	2.6%	5.1%
1996	73.3%	19.0%	2.7%	5.0%
1997	74.0%	18.6%	2.6%	4.8%
1998	75.3%	18.1%	2.6%	4.1%
1999	75.9%	17.6%	2.5%	4.1%
2000	76.3%	16.9%	2.4%	4.3%
2001	76.7%	17.0%	2.4%	3.9%
2002	76.5%	17.2%	2.4%	3.8%
2003	77.1%	17.8%	2.4%	2.6%
2004	76.8%	18.1%	2.5%	2.6%
2005	76.7%	18.3%	2.5%	2.5%
2006	76.5%	18.3%	2.4%	2.7%

TABLE 3: HISTORICAL ENROLLMENT BY CLASS AND LEVEL
FALL TERMS

Fall	Freshman	Sophomore	Junior	Senior	Undergraduate Total	Graduate	Professional	Nondegree/ Unclassified	Total
1945	2,001	934	626	493	4,054	444			4,498
1946	4,240	2,297	1,601	1,041	9,179	1,166			10,345
1947	2,571	2,932	2,403	1,669	9,575	1,428			11,003
1948	2,415	2,046	2,752	2,341	9,554	1,860			11,414
1949	2,285	1,856	2,003	2,562	8,706	2,142			10,848
1950	2,095	1,979	1,874	1,983	7,931	2,784			10,715
1951	2,145	1,533	1,655	1,676	7,009	2,584		115	9,708
1952	2,339	1,561	1,502	1,528	6,930	2,286		175	9,391
1953	2,495	1,765	1,420	1,464	7,144	2,289		160	9,593
1954	2,645	1,871	1,619	1,469	7,604	2,463		170	10,237
1955	2,846	2,124	1,714	1,595	8,279	2,729		154	11,162
1956	2,806	2,108	1,929	1,699	8,542	2,936			11,660
1957	2,678	2,106	1,840	1,839	8,463	3,130		207	11,800
1958	2,833	2,016	1,842	1,866	8,557	3,151		355	12,063
1959	3,361	2,161	1,810	1,810	9,142	3,790		285	13,217
1960	4,175	2,396	1,946	1,757	10,274	3,971		242	14,487
1961	4,434	2,953	2,200	1,865	11,452	4,400		257	16,109
1962	4,568	3,364	2,617	2,013	12,562	4,758		509	17,829
1963	4,793	3,244	2,994	2,456	13,487	5,402		407	19,296
1964	4,857	3,480	3,187	2,903	14,427	6,135		391	20,953
1965	5,695	4,016	3,334	3,432	16,477	6,790		345	23,612
1966	5,735	4,591	3,765	3,693	17,784	7,378		555	25,717
1967	5,902	4,557	4,240	4,059	18,758	7,851		489	27,098
1968	6,240	4,770	4,563	4,918	20,491	8,086		429	29,006
1969	6,683	4,861	4,580	5,306	21,430	7,676		322	29,428
1970	6,667	5,140	4,825	5,215	21,847	8,171		350	30,368
1971	6,649	5,389	4,929	5,515	22,482	7,922		314	30,718
1972	6,555	5,247	5,042	5,496	22,340	7,556	678	706	31,280
1973	6,542	5,213	4,679	5,375	21,809	7,799	602	542	30,752
1974	6,658	5,177	4,771	5,007	21,613	7,606	604	737	30,560
1975	7,380	5,579	4,986	5,304	23,249	7,807	614	932	32,602
1976	7,178	5,874	5,069	5,238	23,359	7,384	640	1,054	32,437
1977	7,020	5,534	5,371	5,221	23,146	6,789	903	1,038	31,876
1978	6,635	5,581	5,234	5,366	22,816	6,764	908	1,041	31,529
1979	6,902	5,435	5,173	5,574	23,084	6,566	876	1,317	31,843
1980	6,749	5,768	5,182	5,635	23,334	6,461	889	1,193	31,877
1981	7,150	5,538	5,520	5,680	23,888	6,235	923	1,183	32,229
1982	7,026	5,911	5,351	5,933	24,221	6,176	943	1,372	32,712
1983	6,536	6,728	5,521	5,564	24,349	6,134	903	1,723	33,109
1984	6,847	6,322	5,600	5,839	24,608	5,799	879	1,429	32,715
1985	6,878	6,457	5,397	5,921	24,653	5,875	896	1,392	32,816
1986	6,797	6,568	5,374	5,725	24,464	5,826	934	1,226	32,450
1987	7,194	6,559	5,604	5,862	25,219	5,953	908	1,377	33,457
1988	6,632	7,040	5,729	5,985	25,386	6,075	936	1,379	33,776
1989	7,180	6,841	6,194	6,132	26,347	6,112	906	1,498	34,863
1990	6,762	7,147	6,099	6,678	26,686	6,260	919	1,588	35,453
1991	6,723	6,890	6,338	6,777	26,728	6,276	868	1,617	35,489
1992	7,067	6,594	6,085	7,209	26,955	6,533	863	1,725	36,076
1993	6,839	6,744	5,749	6,911	26,243	6,586	892	1,830	35,551
1994	6,964	6,537	5,869	6,812	26,182	6,709	903	1,800	35,594
1995	6,526	6,526	5,791	6,930	25,773	6,604	895	1,787	35,059
1996	6,617	6,203	5,635	6,996	25,451	6,600	930	1,719	34,700
1997	6,986	6,368	5,551	6,947	25,852	6,506	919	1,660	34,937
1998	7,706	6,442	5,631	7,013	26,792	6,432	913	1,463	35,600
1999	7,308	7,257	5,770	7,126	27,461	6,365	904	1,471	36,201
2000	7,997	6,842	6,357	7,096	28,292	6,279	907	1,598	37,076
2001	7,802	7,453	6,171	7,699	29,125	6,446	898	1,494	37,963
2002	8,047	7,312	6,604	7,805	29,768	6,704	934	1,497	38,903
2003	7,626	7,463	6,556	8,123	29,768	6,876	932	1,013	38,589
2004	7,102	7,159	6,726	8,075	29,062	6,826	937	996	37,821
2005	7,761	6,823	6,664	7,872	29,120	6,950	953	935	37,958
2006	8,126	7,260	6,129	7,743	29,258	7,010	937	1,042	38,247

Notes:

1. Effective Fall 1984, the enrollment reporting cut-off date is the end of the first week of classes rather than the end of the third week.
2. Effective Fall 1988, auditors (students enrolled in audit hours only) are excluded from the headcount.
3. Effective Summer 1989, associate level Optometry students are reported in the undergraduate headcount. Previously, all Optometry students were reported in the professional headcount.
4. Effective Fall 1991, the Medical Sciences program moved most of its professional registrations to IUPUI.
5. Shaded areas indicate record highs.

AUDIT ENROLLMENTS

Auditors are defined as students registered for audit enrollments only (i.e., not taking any course for credit). Auditing students are students who are auditing one or more courses, regardless of whether they are also enrolled in courses for credit. Audit enrollments and audit hours are the total number of course spaces and enrollment hours accounted for by students who are auditing courses. Effective Fall 1988, auditors are excluded from Bloomington campus headcount figures and all audit enrollments are excluded from course enrollment figures.

Table 4 is an audit summary for this year and last year.

TABLE 4: AUDIT SUMMARY
FALL TERMS

	Fall 2005	Fall 2006	Change	Percent Change
Auditors	36	40	+ 4	+ 11.1%
Auditing Students (includes auditors)	100	140	+ 40	+ 40.0%
Audit Enrollments				
by Auditors	39	45	+ 6	+ 15.4%
by Auditing Students	111	119	+ 8	+ 7.2%
Audit Hours				
by Auditors	113.0	130.0	+ 17.0	+ 15.0%
by Auditing Students	275.5	315.5	+ 40.0	+ 14.5%

REGISTRATION PERIODS

The registration patterns for fall terms have changed greatly over the past ten years and have made it increasingly difficult to estimate enrollment at the end of the first week of classes (official census cut-off). This summary provides an overview of campus, undergraduate and graduate enrollment patterns over the past ten years. The following registration periods were selected and compared to the end of the First Week of Classes:

- End of CSR, Continuing Student Registration which ends in late April and early May
- End of FR, Freshman Registration which ends in mid-July
- NSR, New Student Registration, which occurs the week before classes begin
- First Day, First Day of Classes

Table 5 shows **campus total** shares of enrollment at various points in time compared to the end of the first week of classes from 1996 to 2006. At the end of CSR in 1996, the share of students enrolled (as a percentage of first week enrollment) was 64.2% compared to the 2006 share of 53.7%. Figure 2 illustrates these trends. By mid-July, the registration activity has become more comparable to previous years. It should be noted that Web Registration was available beginning in 2001. Prior to 2001, students had to register by phone (for a fee) or come to the Registration Center at designated times.

TABLE 5: TOTAL CAMPUS SHARE OF FIRST WEEK ENROLLMENT

Year	End of CSR	End of FR	NSR	First Day	First Week
1996	64.2%	84.1%	96.3%	97.6%	100.0%
1997	61.9%	82.8%	96.3%	97.5%	100.0%
1998	60.9%	85.2%	96.9%	97.9%	100.0%
1999	62.6%	86.5%	97.3%	98.0%	100.0%
2000	61.5%	85.8%	96.9%	97.7%	100.0%
2001	60.6%	85.8%	97.1%	97.7%	100.0%
2002	59.8%	86.2%	97.7%	98.3%	100.0%
2003	60.5%	86.3%	98.4%	99.0%	100.0%
2004	58.4%	84.8%	97.9%	98.5%	100.0%
2005	55.2%	83.5%	97.6%	98.4%	100.0%
2006	53.7%	83.4%	97.8%	98.7%	100.0%

Note: Beginning Fall 2003, high school students (ACP) were no longer counted in the first week totals.

FIGURE 2: TOTAL CAMPUS SHARE OF FIRST WEEK ENROLLMENT

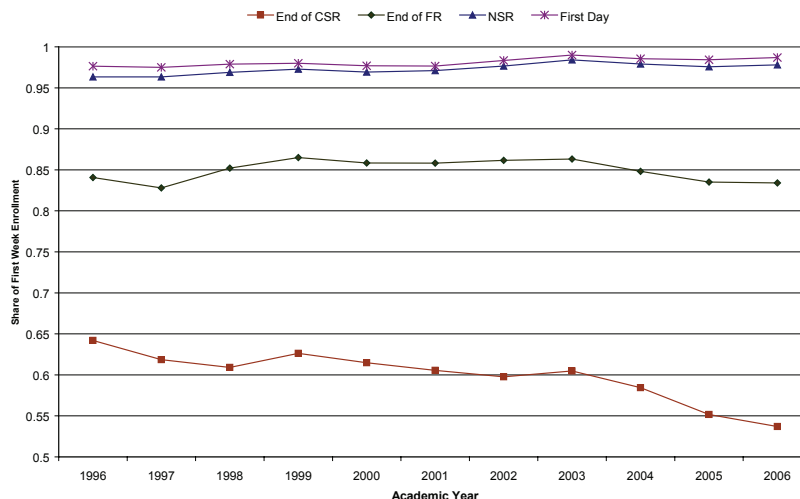


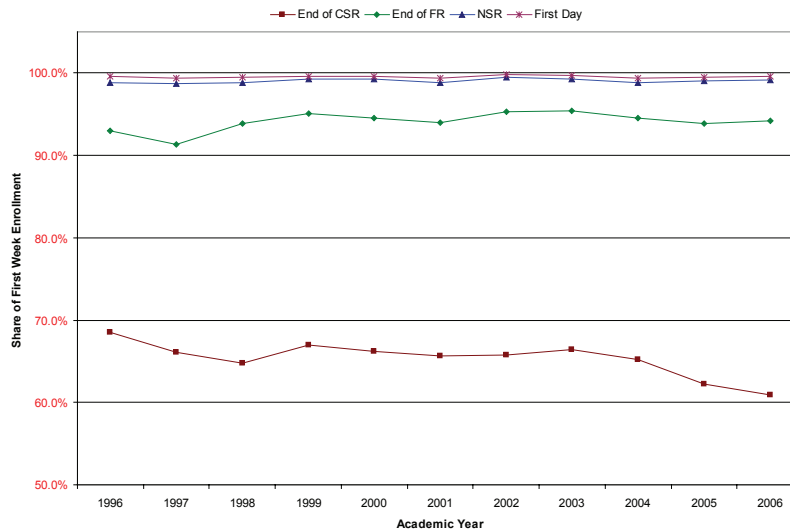
Table 6 shows **undergraduate** shares of enrollment over the course of 1996-2006. At the end of CSR in 1996, the share of students enrolled was 68.5% compared to the 2006 share of 61.0%. This is a gradual decline (albeit significant) in share over this ten-year period. Note that by the end of FR most of the first week population is registered, hovering around 94%, and by NSR in August around 99% are registered.

TABLE 6: SHARE OF FIRST WEEK ENROLLMENT - UNDERGRADUATES

Year	End of CSR	End of FR	NSR	First Day	First Week
1996	68.5%	93.0%	98.8%	99.6%	100.0%
1997	66.1%	91.3%	98.7%	99.4%	100.0%
1998	64.8%	93.9%	98.9%	99.5%	100.0%
1999	67.0%	95.1%	99.2%	99.6%	100.0%
2000	66.2%	94.5%	99.3%	99.6%	100.0%
2001	65.7%	94.0%	98.8%	99.4%	100.0%
2002	65.8%	95.3%	99.5%	99.8%	100.0%
2003	66.4%	95.4%	99.3%	99.8%	100.0%
2004	65.2%	94.5%	98.8%	99.4%	100.0%
2005	62.3%	93.9%	99.1%	99.5%	100.0%
2006	61.0%	94.2%	99.2%	99.5%	100.0%

Figure 3 illustrates the trends prior to the first week of classes. While end of CSR shows a drop in enrollment share for the last three years, from 2004 to 2006, and in general over the ten-year period, the share at FR remains fairly stable.

FIGURE 3: SHARE OF FIRST WEEK ENROLLMENT - UNDERGRADUATES



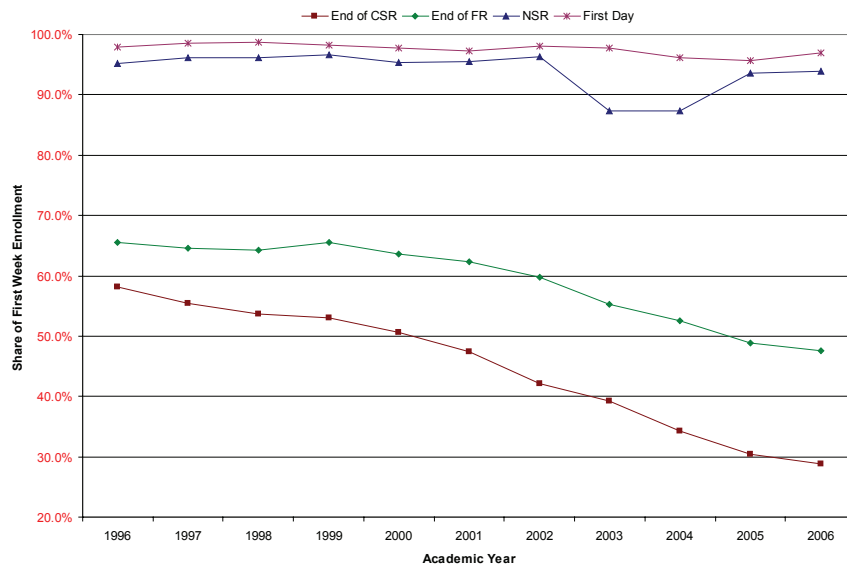
The following section shows the trends for **graduate** students, excluding professional students and nondegree populations. At the end of CSR in 1996, 58.1% of the graduate population was enrolled, compared to 28.8% in 2006. This is a significant decrease in enrollment shares over this ten year period. At the end of FR, still only 47.6% are registered in 2006 compared to 65.5% in 1996. By the end of NSR in August, 94% are registered, down slightly from 95.2% in 1996.

TABLE 7: SHARE OF FIRST WEEK ENROLLMENT - GRADUATE

Year	End of CSR	End of FR	NSR	First Day	First Week
1996	58.1%	65.5%	95.2%	97.9%	100.0%
1997	55.4%	64.5%	96.1%	98.5%	100.0%
1998	53.7%	64.2%	96.2%	98.7%	100.0%
1999	53.1%	65.5%	96.6%	98.2%	100.0%
2000	50.6%	63.6%	95.4%	97.8%	100.0%
2001	47.4%	62.4%	95.5%	97.2%	100.0%
2002	42.1%	59.8%	96.2%	98.1%	100.0%
2003	39.2%	55.3%	87.4%	97.7%	100.0%
2004	34.2%	52.5%	87.4%	96.1%	100.0%
2005	30.5%	48.8%	93.5%	95.7%	100.0%
2006	28.8%	47.6%	94.0%	96.9%	100.0%

The following figure illustrates the graduate enrollment trends prior to the first week of classes. Note the steady decline in enrollment share at end of CSR and end of FR.

FIGURE 4: SHARE OF FIRST WEEK ENROLLMENT - GRADUATE



When comparing the enrollment patterns of undergraduate and graduate students, the shares of graduate enrollment at the end of CSR are lower than undergraduate shares for each year. For example, in 2006, the undergraduate share is 61.0% versus 28.8% for the graduate share. By FR, undergraduate enrollment has become more stable. It should be noted that new graduate students do not have an opportunity to register before August, compared to new undergraduates who traditionally register during summer orientation in June and July; thus, the comparison in 2006 between the shares of enrollment at the end of FR for undergraduate students, at 94.2%, and graduate students, at 47.6%, would be more meaningful if an adjustment were made for new graduate students. The next reasonable comparison period is at the end of NSR where 2006 undergraduates show a share of 99.2% and graduates a share of 94.0%.

HOME COUNTRY, STATE & INDIANA COUNTY

Students enrolled at IU-Bloomington represent every state within the United States, its territories, and 132 foreign countries. A student's home country, if not the United States, is determined by the student's country of citizenship. State and county are determined for the remaining population based on their 'home' address information. This is distinct from his or her classification as a resident or nonresident for fee-paying purposes at Indiana University. Residency status is discussed in the *Residence Classification* section of this report.

Enrollment by student home state is shown in the following table. Not shown in the table are 13 enrollments from U.S. territories in 2006 and 14 in 2005. This fall, 88.6% of the campus population (33,905 students) is from the United States and its territories. The numbers of students from the U.S. and its territories have increased by 240 students from last year (+0.7%), but the campus population has increased (+0.8%). Thus, the share of students from the U.S. and its territories has decreased 0.4 percentage points from last year. The number of students from Indiana (24,811) has increased 1.3% (324 students) from last year. There are 9,094 students from other U.S. states or territories, which is 23.8% of the total student population. Of the out-of-state students, 49% (4,453 students) are from states contiguous to Indiana (Illinois, Kentucky, Michigan, and Ohio), which is an increase of 2.1 percentage points from last year.

TABLE 8: ENROLLMENT BY STATE - TOTAL AND UNDERGRADUATE
FALL TERMS

Total Enrollment by State	Fall 2005	Fall 2006	Change	% Change	Undergraduate Enrollment by State	Fall 2005	Fall 2006	Change	% Change
Alabama	48	43	- 5	- 10.4%	Alabama	38	36	- 2	- 5.3%
Alaska	6	6	0	0.0%	Alaska	3	4	+ 1	+ 33.3%
Arizona	48	35	- 13	- 27.1%	Arizona	29	24	- 5	- 17.2%
Arkansas	12	14	+ 2	+ 16.7%	Arkansas	4	6	+ 2	+ 50.0%
California	423	424	+ 1	+ 0.2%	California	284	326	+ 42	+ 14.8%
Colorado	82	65	- 17	- 20.7%	Colorado	50	42	- 8	- 16.0%
Connecticut	118	111	- 7	- 5.9%	Connecticut	98	100	+ 2	+ 2.0%
Delaware	13	9	- 4	- 30.8%	Delaware	7	5	- 2	- 28.6%
D. C.	38	27	- 11	- 28.9%	D. C.	18	21	+ 3	+ 16.7%
Florida	248	229	- 19	- 7.7%	Florida	182	174	- 8	- 4.4%
Georgia	172	156	- 16	- 9.3%	Georgia	129	127	- 2	- 1.6%
Hawaii	13	13	0	0.0%	Hawaii	10	11	+ 1	+ 10.0%
Idaho	9	9	0	0.0%	Idaho	2	2	0	0.0%
Illinois	2,671	2,911	+ 240	+ 9.0%	Illinois	2,470	2,725	+ 255	+ 10.3%
Indiana	24,487	24,811	+ 324	+ 1.3%	Indiana	19,834	19,812	- 22	- 0.1%
Iowa	50	47	- 3	- 6.0%	Iowa	29	24	- 5	- 17.2%
Kansas	55	55	0	0.0%	Kansas	40	42	+ 2	+ 5.0%
Kentucky	258	234	- 24	- 9.3%	Kentucky	184	167	- 17	- 9.2%
Louisiana	34	30	- 4	- 11.8%	Louisiana	27	22	- 5	- 18.5%
Maine	13	7	- 6	- 46.2%	Maine	7	4	- 3	- 42.9%
Maryland	216	229	+ 13	+ 6.0%	Maryland	181	207	+ 26	+ 14.4%
Massachusetts	122	125	+ 3	+ 2.5%	Massachusetts	91	104	+ 13	+ 14.3%
Michigan	474	423	- 51	- 10.8%	Michigan	353	330	- 23	- 6.5%
Minnesota	166	150	- 16	- 9.6%	Minnesota	118	114	- 4	- 3.4%
Mississippi	10	13	+ 3	+ 30.0%	Mississippi	4	6	+ 2	+ 50.0%
Missouri	380	355	- 25	- 6.6%	Missouri	337	313	- 24	- 7.1%
Montana	18	15	- 3	- 16.7%	Montana	9	7	- 2	- 22.2%
Nebraska	44	38	- 6	- 13.6%	Nebraska	22	22	0	0.0%
Nevada	14	9	- 5	- 35.7%	Nevada	8	2	- 6	- 75.0%
New Hampshire	30	22	- 8	- 26.7%	New Hampshire	10	11	+ 1	+ 10.0%
New Jersey	400	438	+ 38	+ 9.5%	New Jersey	369	403	+ 34	+ 9.2%
New Mexico	14	15	+ 1	+ 7.1%	New Mexico	6	6	0	0.0%
New York	630	625	- 5	- 0.8%	New York	527	549	+ 22	+ 4.2%
North Carolina	107	80	- 27	- 25.2%	North Carolina	54	40	- 14	- 25.9%
North Dakota	7	6	- 1	- 14.3%	North Dakota	1	1	0	0.0%
Ohio	898	885	- 13	- 1.4%	Ohio	765	766	+ 1	+ 0.1%
Oklahoma	28	24	- 4	- 14.3%	Oklahoma	15	12	- 3	- 20.0%
Oregon	37	25	- 12	- 32.4%	Oregon	16	14	- 2	- 12.5%
Pennsylvania	258	244	- 14	- 5.4%	Pennsylvania	184	179	- 5	- 2.7%
Rhode Island	16	15	- 1	- 6.3%	Rhode Island	8	9	+ 1	+ 12.5%
South Carolina	36	28	- 8	- 22.2%	South Carolina	17	12	- 5	- 29.4%
South Dakota	11	7	- 4	- 36.4%	South Dakota	1	0	- 1	- 100.0%
Tennessee	159	157	- 2	- 1.3%	Tennessee	118	118	0	0.0%
Texas	268	257	- 11	- 4.1%	Texas	190	184	- 6	- 3.2%
Utah	22	24	+ 2	+ 9.1%	Utah	8	9	+ 1	+ 12.5%
Vermont	9	11	+ 2	+ 22.2%	Vermont	4	6	+ 2	+ 50.0%
Virginia	197	179	- 18	- 9.1%	Virginia	131	120	- 11	- 8.4%
Washington	69	52	- 17	- 24.6%	Washington	37	28	- 9	- 24.3%
West Virginia	18	17	- 1	- 5.6%	West Virginia	10	8	- 2	- 20.0%
Wisconsin	186	182	- 4	- 2.2%	Wisconsin	137	126	- 11	- 8.0%
Wyoming	9	6	- 3	- 33.3%	Wyoming	3	2	- 1	- 33.3%
Total	33,651	33,892	+ 241	+ 0.7%	Total	27,179	27,382	+ 203	+ 0.7%

Illinois is the greatest exporter of students to Indiana. This year, there are 240 more students from Illinois than last year. The next largest increase of out-of-state students comes from New Jersey, where 38 more students have come to the Hoosier state over the last year. The majority of states (40) shows either no increase or a decrease in exports to IU-Bloomington.

Students enrolled from Indiana comprise 64.9% of the total student body this year, up from 64.5% last year. This year, 67.7% of all undergraduates are from Indiana, compared to 68.1% last year. Furthermore, the percentage of all freshmen (new and continuing) this year from Indiana is 61.8%, down from 69.2% last year.

For identifying (geographic) home country, an international student is defined by his/her country of citizenship. International students come from 132 countries this year and account for a 10.5% share of enrollment (excluding students with uncoded state/country). International student enrollment has increased 4.5% (+173 students) from last year and represents a 0.3 percentage point increase in the share of international student enrollment. Even with tighter visa restrictions, since September 11, 2001 international enrollments continue to climb, possibly due to recruiting efforts in Asia. Indeed, five of the ten highest and four of the five highest foreign exporters of students are from east Asia. The following table shows the countries with the top ten enrollments for both this year and last year.

TABLE 9: ENROLLMENT BY TOP TEN FOREIGN COUNTRIES
FALL TERMS

Country	Number of Students		Change in Enrollment	
	Fall 2005	Fall 2006	Change	% Change
South Korea	907	977	+ 70	+ 7.2%
India	425	467	+ 42	+ 9.0%
China	381	425	+ 44	+ 10.4%
Taiwan	247	269	+ 22	+ 8.2%
Japan	172	178	+ 6	+ 3.4%
Canada	157	150	- 7	- 4.7%
Hong Kong	95	108	+ 13	+ 12.0%
Turkey	89	82	- 7	- 8.5%
England	73	78	+ 5	+ 6.4%
Indonesia	86	66	- 20	- 30.3%

Table 10 shows the numbers and shares of enrollments of international and U.S. students by student level and the change from last year to this year. The table excludes 358 students whose state/country are uncoded. The 'Share of Level' represents the share of enrollment *within the specific level*. For example, this year the share of enrollment of all international students combined is 10.5%; 30.3% of graduate students and 5.4% of undergraduate students are from other countries. Over half of all international students are graduate students (2,110 out of 3,984), and graduate students account for over half of the increase in the total number of international students this year (+96 graduate international students out of +173 total international students). The increase of international graduate students more than offsets a decrease of 20 U.S. graduate students. The shares of international student enrollment have increased at all levels this year, and the shares of U.S. students have decreased at all levels, with the exception of the share of enrollment at the undergraduate level, which shows no change for either international or U.S. students.

TABLE 10: INTERNATIONAL AND U.S. STUDENT ENROLLMENT BY LEVEL
FALL TERMS

Fall 2006	International Students		U.S. Students*		Total**
Level	Number	Share of Level	Number	Share of Level	Number
Undergraduate	1,577	5.4%	27,388	94.6%	28,965
Graduate	2,110	30.3%	4,858	69.7%	6,968
Professional	25	2.7%	902	97.3%	927
Nondegree	272	26.4%	757	73.6%	1,029
Total	3,984	10.5%	33,905	89.5%	37,889

Fall 2005	International Students		U.S. Students*		Total**
Level	Number	Share of Level	Number	Share of Level	Number
Undergraduate	1,544	5.4%	27,186	94.6%	28,730
Graduate	2,014	29.2%	4,878	70.8%	6,892
Professional	24	2.5%	919	97.5%	943
Nondegree	229	25.1%	682	74.9%	911
Total	3,811	10.2%	33,665	89.8%	37,476

Change From Last Year	International Students		U.S. Students*		Total**
Level	Number	Percentage Point Change	Number	Percentage Point Change	Number
Undergraduate	33	0.0	202	0.0	235
Graduate	96	1.1	-20	-1.1	76
Professional	1	0.2	-17	-0.2	-16
Nondegree	43	1.3	75	-1.3	118
Total	173	0.3	240	-0.3	413

* U.S. students include students from U.S. territories.

** This table excludes 358 students whose state/country is uncoded.

The following table shows the number of students from each Indiana county. This year, the counties contributing the highest number of students to IU-Bloomington in-state enrollment are: Monroe (6,806), Marion (2,451), Hamilton (1,478), La Porte (1,053), and Allen (927). The two counties with the greatest increases are Hamilton (+110 students) and Allen (+59 students) counties. The counties with the greatest decreases are Monroe (-166 students), Marion (-80 students) and Johnson (-55 students) counties. Although Monroe county saw a decrease of 318 undergraduates, the campus total only decreased by 166 students due mainly to a large increase in graduate students (+160) from Monroe county.

TABLE 11: ENROLLMENT BY COUNTY
FALL 2006

County	Undergrad	Total	County	Undergrad	Total
Adams	34	36	Madison	175	187
Allen	871	927	Marion	2,193	2,451
Bartholomew	259	301	Marshall	81	91
Benton	11	12	Martin	28	32
Blackford	20	20	Miami	24	28
Boone	254	267	Monroe	4,149	6,806
Brown	96	122	Montgomery	44	46
Carroll	16	22	Morgan	177	218
Cass	44	49	Newton	20	20
Clark	138	147	Noble	56	60
Clay	12	13	Ohio	11	15
Clinton	44	49	Orange	33	40
Crawford	12	13	Owen	77	83
Daviess	74	81	Parke	17	18
Dearborn	136	142	Perry	33	36
Decatur	43	46	Pike	9	10
De Kalb	45	46	Porter	463	488
Delaware	133	149	Posey	53	55
Dubois	177	191	Pulaski	18	19
Elkhart	280	299	Putnam	53	64
Fayette	27	32	Randolph	31	33
Floyd	209	225	Ripley	83	87
Fountain	17	21	Rush	31	31
Franklin	74	75	Scott	29	30
Fulton	26	27	Shelby	87	97
Gibson	50	54	Spencer	47	50
Grant	83	88	St Joseph	640	677
Greene	102	120	Starke	10	12
Hamilton	1,372	1,478	Steuben	42	47
Hancock	171	184	Sullivan	19	20
Harrison	67	71	Switzerland	8	10
Hendricks	317	349	Tippecanoe	156	177
Henry	61	67	Tipton	24	25
Howard	139	153	Union	19	19
Huntington	76	79	Vanderburgh	372	403
Jackson	100	106	Vermillion	8	8
Jasper	30	31	Vigo	168	195
Jay	19	20	Wabash	39	46
Jefferson	76	80	Warren	4	5
Jennings	50	55	Warrick	174	189
Johnson	341	408	Washington	48	56
Knox	81	88	Wayne	121	135
Kosciusko	103	106	Wells	34	39
La Grange	22	24	White	39	40
La Porte	210	219	Whitley	41	42
Lake	1,002	1,053	Unknown County	2,111	3,212
Lawrence	189	214	Total	19,812	24,811

FULL-TIME / PART-TIME

Full-time students are defined as undergraduate, professional, and nondegree students enrolled in 12 or more credit hours and graduate students enrolled in 8 hours or more. Prior to 1988, graduate students had to be enrolled in at least 9 hours to be considered full-time. Because the definitions of full-time and part-time students are based on credit hours, 809 graduate students enrolled in the 6-credit G901 advanced research course are classified as part-time students in this section. The definition of a full-time undergraduate student is different from the definition of a full-time load for undergraduates. A full-time load for undergraduate students is 15.5 credit hours based on completing a bachelor's degree in eight semesters. The *Credit Hour Load* section of this report shows the number of undergraduate students by credit hour load.

Historical full-time and part-time enrollments and shares are shown in tables on the following page.

The number of full-time students (33,939) has increased 0.7% (+240 students) from last year, nearing the record number from Fall 2003. The number of full-time students has risen for the past three years. There has been an increase in full-time enrollment at the undergraduate level (+265 students). There are losses at the graduate (-6 students), professional (-10 students) and nondegree (-9 students) levels. The graduate and professional levels are down slightly from record full-time enrollments and are still at higher levels than all other years aside from Fall 2005. The full-time share (88.7%) of the student body this year is down slightly from the record-setting full-time share (88.8%) for last year. The full-time share of undergraduates is at an all time high of 96.2%, and the full-time share of the professional level has increased this year to 95.6%. The full-time shares for both graduate (67.2%) and nondegree (18.4%) levels have decreased this year.

Overall, **part-time** enrollment has increased by 1.2% (+49 students). The increase in part-time enrollment at the graduate (+66) and nondegree (+116) levels outweighed the decreases at the undergraduate (-127) and professional (-6) levels. The part-time share of enrollment hovers around 11% for this year and last year. Fall 2005 part-time enrollment share (11.2%) is the lowest since data were first available. The undergraduate share (3.8%) is at a record low this year and the professional share (4.4%) has decreased.

The following table shows full-time and part-time enrollment of undergraduate students for this year and last year. The numbers of full-time students show increases for freshmen and sophomores, while juniors and seniors show decreases. Part-time enrollment shows only an increase for sophomores and all other classes have decreased.

TABLE 12: UNDERGRADUATE FULL-TIME AND PART-TIME
ENROLLMENT BY CLASS
FALL TERMS

Class Standing	Full-Time			Percent Change	Part-Time			Percent Change
	Fall 2005	Fall 2006	Change		Fall 2005	Fall 2006	Change	
Freshman	7,637	8,012	+375	4.9%	124	114	- 10	-8.1%
Sophomore	6,617	7,039	+422	6.4%	206	221	+15	7.3%
Junior	6,409	5,914	- 495	-7.7%	255	215	- 40	-15.7%
Senior	7,210	7,173	- 37	-0.5%	662	570	- 92	-13.9%
Total Undergraduate	27,873	28,138	+265	1.0%	1,247	1,120	-127	-10.2%

TABLE 13: FULL-TIME AND PART-TIME ENROLLMENT BY LEVEL
FALL TERMS

Term	Undergraduate		Graduate		Professional		Nondegree		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
1976	21,947	1,413	4,520	2,862	603	38	185	868	27,255	5,181
1977	21,604	1,542	4,224	2,565	856	47	150	888	26,834	5,042
1978	21,133	1,683	3,978	2,785	853	56	132	909	26,096	5,433
1979	21,428	1,657	3,955	2,610	844	32	186	1,130	26,413	5,429
1980	21,586	1,748	3,876	2,585	843	46	148	1,043	26,453	5,422
1981	22,295	1,593	3,681	2,554	883	40	139	1,042	26,998	5,229
1982	22,582	1,639	3,649	2,530	877	66	167	1,191	27,275	5,426
1983	22,532	1,817	3,705	2,429	830	73	282	1,441	27,349	5,760
1984	22,875	1,733	3,499	2,300	806	73	302	1,126	27,482	5,232
1985	22,829	1,824	3,570	2,305	831	65	229	1,163	27,459	5,357
1986	22,694	1,770	3,511	2,315	877	57	211	1,015	27,293	5,157
1987	23,450	1,769	3,574	2,379	864	44	219	1,158	28,107	5,350
1988	23,620	1,766	3,845	2,230	884	52	242	1,137	28,591	5,185
1989	24,458	1,889	3,876	2,236	858	48	240	1,258	29,432	5,431
1990	24,842	1,844	4,005	2,255	864	55	182	1,406	29,893	5,560
1991	24,803	1,925	4,100	2,176	813	55	205	1,412	29,921	5,568
1992	25,037	1,918	4,216	2,317	811	52	192	1,533	30,256	5,820
1993	24,614	1,629	4,288	2,298	823	69	235	1,595	29,960	5,591
1994	24,525	1,657	4,288	2,421	816	87	189	1,611	29,818	5,776
1995	24,216	1,557	4,223	2,381	811	84	233	1,554	29,483	5,576
1996	24,034	1,417	4,205	2,395	839	91	199	1,520	29,277	5,423
1997	24,428	1,424	4,126	2,380	839	80	182	1,478	29,575	5,362
1998	25,313	1,479	4,086	2,346	817	96	168	1,295	30,384	5,216
1999	26,139	1,322	4,047	2,318	836	68	195	1,276	31,217	4,984
2000	26,919	1,373	4,025	2,254	829	78	199	1,399	31,972	5,104
2001	27,744	1,381	4,206	2,240	805	93	179	1,315	32,934	5,029
2002	28,322	1,446	4,389	2,315	821	113	175	1,322	33,707	5,196
2003	28,473	1,295	4,620	2,256	817	115	128	885	34,038	4,551
2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,282	4,539
2005	27,873	1,247	4,719	2,231	906	47	201	734	33,699	4,259
2006	28,138	1,120	4,713	2,297	896	41	192	850	33,939	4,308
Change from Last Year	+ 265 + 1.0%	- 127 - 10.2%	- 6 - 0.1%	+ 66 + 3.0%	- 10 - 1.1%	- 6 - 12.8%	- 9 - 4.5%	+ 116 + 15.8%	+ 240 + 0.7%	+ 49 + 1.2%

Note: Shaded areas indicate record highs.

TABLE 14: FULL-TIME AND PART-TIME STUDENT SHARES BY LEVEL
FALL TERMS

Term	Undergraduate		Graduate		Professional		Nondegree		Total	
	Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part- Time
1976	94.0%	6.0%	61.2%	38.8%	94.1%	5.9%	17.6%	82.4%	84.0%	16.0%
1977	93.3%	6.7%	62.2%	37.8%	94.8%	5.2%	14.5%	85.5%	84.2%	15.8%
1978	92.6%	7.4%	58.8%	41.2%	93.8%	6.2%	12.7%	87.3%	82.8%	17.2%
1979	92.8%	7.2%	60.2%	39.8%	96.3%	3.7%	14.1%	85.9%	83.0%	17.0%
1980	92.5%	7.5%	60.0%	40.0%	94.8%	5.2%	12.4%	87.6%	83.0%	17.0%
1981	93.3%	6.7%	59.0%	41.0%	95.7%	4.3%	11.8%	88.2%	83.8%	16.2%
1982	93.2%	6.8%	59.1%	40.9%	93.0%	7.0%	12.3%	87.7%	83.4%	16.6%
1983	92.5%	7.5%	60.4%	39.6%	91.9%	8.1%	16.4%	83.6%	82.6%	17.4%
1984	93.0%	7.0%	60.3%	39.7%	91.7%	8.3%	21.1%	78.9%	84.0%	16.0%
1985	92.6%	7.4%	60.8%	39.2%	92.7%	7.3%	16.5%	83.5%	83.7%	16.3%
1986	92.8%	7.2%	60.3%	39.7%	93.9%	6.1%	17.2%	82.8%	84.1%	15.9%
1987	93.0%	7.0%	60.0%	40.0%	95.2%	4.8%	15.9%	84.1%	84.0%	16.0%
1988	93.0%	7.0%	63.3%	36.7%	94.4%	5.6%	17.5%	82.5%	84.6%	15.4%
1989	92.8%	7.2%	63.4%	36.6%	94.7%	5.3%	16.0%	84.0%	84.4%	15.6%
1990	93.1%	6.9%	64.0%	36.0%	94.0%	6.0%	11.5%	88.5%	84.3%	15.7%
1991	92.8%	7.2%	65.3%	34.7%	93.7%	6.3%	12.7%	87.3%	84.3%	15.7%
1992	92.9%	7.1%	64.5%	35.5%	94.0%	6.0%	11.1%	88.9%	83.9%	16.1%
1993	93.8%	6.2%	65.1%	34.9%	92.3%	7.7%	12.8%	87.2%	84.3%	15.7%
1994	93.7%	6.3%	63.9%	36.1%	90.4%	9.6%	10.5%	89.5%	83.8%	16.2%
1995	94.0%	6.0%	63.9%	36.1%	90.6%	9.4%	13.0%	87.0%	84.1%	15.9%
1996	94.4%	5.6%	63.7%	36.3%	90.2%	9.8%	11.6%	88.4%	84.4%	15.6%
1997	94.5%	5.5%	63.4%	36.6%	91.3%	8.7%	11.0%	89.0%	84.7%	15.3%
1998	94.5%	5.5%	63.5%	36.5%	89.5%	10.5%	11.5%	88.5%	85.3%	14.7%
1999	95.2%	4.8%	63.6%	36.4%	92.5%	7.5%	13.3%	86.7%	86.2%	13.8%
2000	95.1%	4.9%	64.1%	35.9%	91.4%	8.6%	12.5%	87.5%	86.2%	13.8%
2001	95.3%	4.7%	65.2%	34.8%	89.6%	10.4%	12.0%	88.0%	86.8%	13.2%
2002	95.1%	4.9%	65.5%	34.5%	87.9%	12.1%	11.7%	88.3%	86.6%	13.4%
2003	95.6%	4.4%	67.2%	32.8%	87.7%	12.3%	12.6%	87.4%	88.2%	11.8%
2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.0%	12.0%
2005	95.7%	4.3%	67.9%	32.1%	95.1%	4.9%	21.5%	78.5%	88.8%	11.2%
2006	96.2%	3.8%	67.2%	32.8%	95.6%	4.4%	18.4%	81.6%	88.7%	11.3%

Note: Shaded areas indicate record highs.

CREDIT HOUR LOAD

At the campus level, the average credit hour load (13.44) has increased 0.01 credit hours this year and is only 0.01 credit hours shy of the record set in Fall 2003 (since data were first available in 1974). Credit hours have been steadily increasing over the past ten years, only decreasing once in 2004. The average credit hour load surpassed 13 credit hours in the fall of 1998.

Between Fall 1977 and Spring 1991, the campus followed a per-credit-hour fee structure. Beginning Fall 1991, the Bloomington campus returned to a flat-fee structure. The flat-fee structure is based on undergraduate students taking 12-17 credit hours, with the actual fee based on the student taking close to 16 hours. The credit hour load for undergraduates has averaged 14.50 since the flat-fee structure was reinstated, while it averaged 13.89 while the per-credit-hour fee was in place.

The credit hour load for undergraduates (14.73) is a new record-high figure, due to increases in the average credit hour loads of juniors (14.83) and seniors (14.43); the average credit hour load for seniors this year is a new record high. The average credit hour loads for graduates (9.12), professionals (15.19) and nondegree students (4.74) have decreased this year. However, it should be noted that the credit hour load for doctoral students (7.66) is the highest on record. The following table shows historical credit hour load data since Fall 1974 and the change in credit hour load from last year to this year. For a graphical display of historical trends, see Figure 5 at the end of this section.

TABLE 15: HISTORICAL AVERAGE CREDIT HOUR LOAD
FALL TERMS

Fall Term	Freshman	Sophomore	Junior	Senior	Undergraduate Total	Graduate	Professional	Non-Degree/Unclass.	Total
1974	14.41	14.72	14.92	14.41	14.60	8.27	13.66	6.35	12.80
1975	14.35	14.60	14.80	14.38	14.51	8.31	13.99	5.88	12.77
1976	14.41	14.61	14.80	14.27	14.52	8.37	13.86	6.31	12.84
1977	14.24	14.35	14.41	13.89	14.23	8.25	14.43	5.64	12.68
1978	14.13	14.22	14.25	13.75	14.09	7.75	14.22	5.41	12.45
1979	14.14	14.15	14.11	13.68	14.02	7.97	15.11	6.16	12.48
1980	14.11	14.11	13.96	13.50	13.93	8.11	14.83	5.18	12.45
1981	14.18	14.03	13.97	13.50	13.94	8.08	14.81	5.19	12.50
1982	14.14	14.03	13.82	13.47	13.88	8.10	14.63	5.46	12.45
1983	14.13	13.99	13.78	13.17	13.79	8.17	14.36	5.89	12.35
1984	14.27	14.09	13.86	13.27	13.89	8.15	14.28	6.75	12.57
1985	14.28	14.02	13.76	13.23	13.85	8.17	14.29	6.15	12.52
1986	14.15	14.00	13.82	13.22	13.82	8.17	14.52	6.28	12.54
1987	14.19	13.89	13.69	13.15	13.76	8.50	14.68	6.01	12.53
1988	14.14	13.99	13.74	13.18	13.78	8.58	14.67	6.27	12.57
1989	14.09	13.87	13.70	13.18	13.73	8.60	14.64	6.26	12.53
1990	14.00	14.04	13.74	13.39	13.80	8.61	14.77	5.40	12.53
1991	14.50	14.36	14.18	13.53	14.14	8.69	14.44	5.34	12.79
1992	14.47	14.41	14.25	13.78	14.22	8.67	14.36	5.00	12.78
1993	14.65	14.54	14.37	13.85	14.35	8.87	15.58	5.01	12.88
1994	14.66	14.61	14.43	13.84	14.38	8.79	15.15	4.59	12.85
1995	14.70	14.71	14.45	13.83	14.41	8.84	15.01	4.86	12.89
1996	14.88	14.76	14.47	13.92	14.49	8.85	14.84	4.50	12.71
1997	14.84	14.76	14.57	13.92	14.52	8.82	15.08	4.34	12.99
1998	14.84	14.71	14.53	13.89	14.50	8.87	14.82	4.95	13.10
1999	14.84	14.75	14.56	14.03	14.55	8.86	14.84	4.85	13.16
2000	14.83	14.79	14.60	14.09	14.58	8.99	14.87	4.68	13.22
2001	14.88	14.76	14.65	14.06	14.58	9.04	14.84	4.78	13.26
2002	14.92	14.79	14.68	14.14	14.63	9.05	14.42	5.00	13.29
2003	14.93	14.85	14.73	14.24	14.68	9.18	14.71	5.17	13.45
2004	14.84	14.75	14.56	14.13	14.55	9.21	15.13	5.11	13.36
2005	14.93	14.83	14.66	14.25	14.66	9.13	15.35	5.29	13.43
2006	14.91	14.78	14.83	14.43	14.73	9.12	15.19	4.74	13.44
	-0.02	-0.05	0.17	0.18	0.07	-0.01	-0.16	-0.55	0.01

Notes:

1. Shaded areas indicate record highs.
2. Between Fall 1977 and Fall 1990, the campus followed a per-credit hour fee structure.

The following table shows average credit hour loads by student residence classification. At all student levels, non-resident students take a higher number of credit hours than resident students. Despite the higher credit hour loads for non-resident students at each student level, the campus credit hour load for residents (13.74) is higher than nonresidents (13.03). The larger number of resident undergraduates weighs heavily when calculating the campus average credit hour load, thus, making the credit hour load for residents higher than nonresidents.

TABLE 16: AVERAGE CREDIT HOUR LOAD BY RESIDENCY
FALL 2005 AND FALL 2006

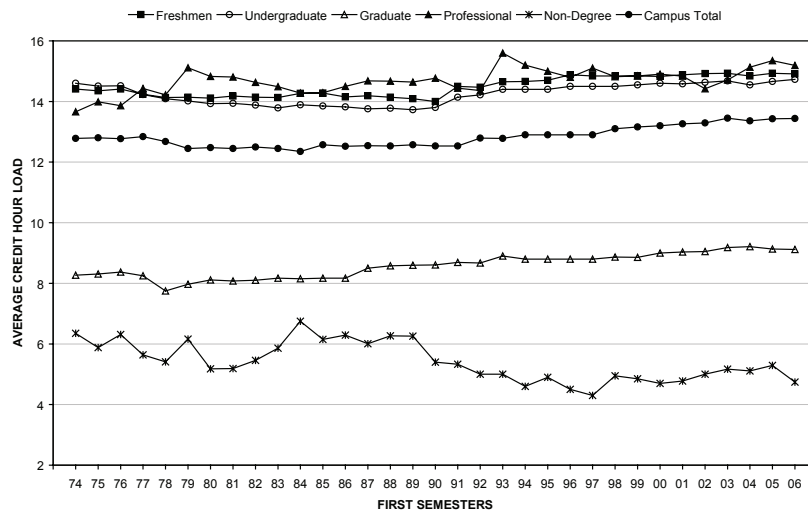
Level	Resident		Nonresident	
	Last Year	This Year	Last Year	This Year
Undergraduate	14.47	14.55	15.05	15.09
Graduate	8.65	8.68	9.31	9.28
Professional	15.21	15.13	15.47	15.23
Nondegree	4.91	4.31	6.00	5.62
TOTAL	13.73	13.74	13.01	13.03

The following table shows average credit hour loads by student full-time/part-time status. The average credit hour load for full-time students (14.52) has increased this year (due to increases in the credit hour loads for full-time undergraduates and nondegree students), while the average credit hour load for part-time students (4.94) has decreased (despite the increase in credit hour load for part-time undergraduates and graduates).

TABLE 17: AVERAGE CREDIT HOUR LOAD BY FULL-TIME/PART-TIME STATUS
FALL 2005 AND FALL 2006

Level	Full-Time		Part-Time	
	Last Year	This Year	Last Year	This Year
Undergraduate	15.01	15.05	6.77	6.87
Graduate	11.30	11.30	4.49	4.65
Professional	15.77	15.49	11.37	8.45
Nondegree	12.19	12.34	3.40	3.02
TOTAL	14.50	14.52	5.03	4.94

FIGURE 5: AVERAGE CREDIT HOUR LOAD



GENDER

With total enrollment increases in the past two years, the numbers of male (+114) and female (+175) students have increased slightly. The female share of enrollment is 51.8% and the male share of enrollment is 48.2%. Total campus enrollment has increased 0.8%. The number of female students shows a slightly larger increase of 0.9%. See Table AA for detailed historical enrollment by gender.

The following table shows enrollments and shares of enrollments by gender and student level for this year and last year. Overall, enrollment has increased for both female (0.9%) and male (0.6%) students. Enrollment for female professional students has increased (2.9%) while the male professional enrollment has declined (-5.7%). The numbers of male and female nondegree students have increased over last year. Both female and male enrollments at the undergraduate level have increased from last year (+0.5%). At the graduate level, female enrollment (+1.6%) has increased more than male enrollment (+0.1%).

TABLE 18: ENROLLMENT AND SHARE BY GENDER AND STUDENT LEVEL
FALL TERMS

Level	Female				Male			
	Fall 2005	Fall 2006	Change	Percent Change	Fall 2005	Fall 2006	Change	Percent Change
Undergraduate	15,070	15,141	71	0.5%	14,050	14,117	67	0.5%
	51.8%	51.7%			48.2%	48.3%		
Graduate	3,548	3,606	58	1.6%	3,402	3,404	2	0.1%
	51.1%	51.4%			48.9%	48.6%		
Professional	441	454	13	2.9%	512	483	-29	-5.7%
	46.3%	48.5%			53.7%	51.5%		
Nondegree	587	620	33	5.6%	348	422	74	21.3%
	62.8%	59.5%			37.2%	40.5%		
TOTAL	19,646	19,821	175	0.9%	18,312	18,426	114	0.6%
	51.8%	51.8%			48.2%	48.2%		

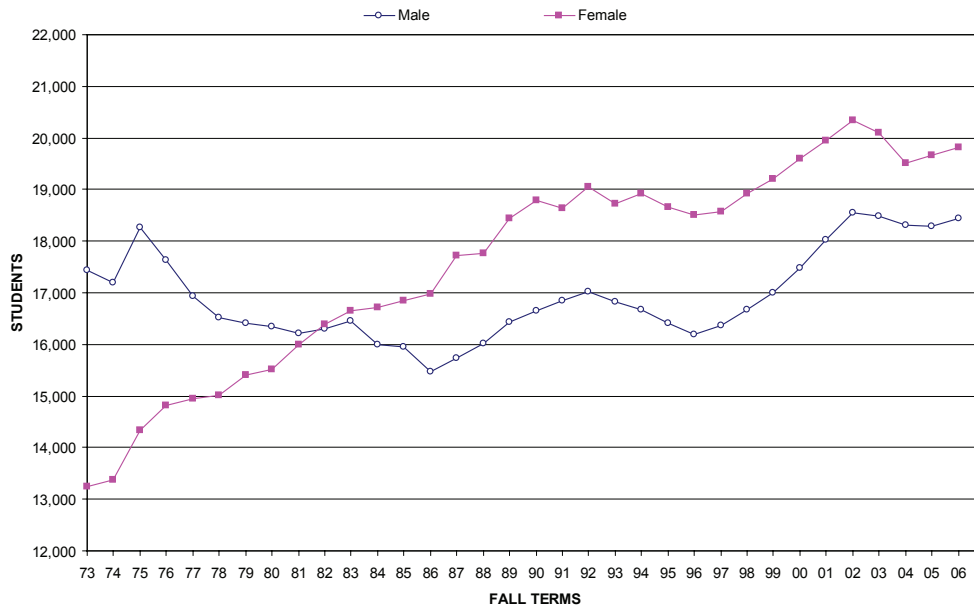
The next table shows the shares of males and females enrolled by full-time/part-time status for the past fifteen years. The full-time share of female students for this year (88.3%) is less than the campus full-time share (88.7%), while the full-time share of male students (89.2%) is higher. Compared to last year, the full-time share of female students has decreased slightly while the share of males has increased slightly.

TABLE 19: FULL-TIME AND PART-TIME SHARE OF ENROLLMENT BY GENDER
FALL TERMS

Fall	Female		Male	
	Full-time	Part-time	Full-time	Part-time
1991	84.3%	15.7%	84.3%	15.7%
1992	84.1%	15.9%	83.6%	16.4%
1993	84.0%	16.0%	84.6%	15.4%
1994	83.8%	16.2%	83.8%	16.2%
1995	84.3%	15.7%	83.8%	16.2%
1996	84.5%	15.5%	84.2%	15.8%
1997	84.8%	15.2%	84.7%	15.3%
1998	85.4%	14.6%	85.3%	14.7%
1999	86.3%	13.7%	86.1%	13.9%
2000	86.2%	13.8%	86.2%	13.8%
2001	86.3%	13.7%	87.3%	12.7%
2002	86.2%	13.8%	87.1%	12.9%
2003	88.0%	12.0%	88.4%	11.6%
2004	n/a		n/a	
2005	88.5%	11.5%	89.1%	10.9%
2006	88.3%	11.7%	89.2%	10.8%

Figure 6 and Table 20 show enrollment by gender since Fall 1973. Since 1982, there has been a higher share of women than men at IU-Bloomington. Nationally, women are making gains in higher education attainment but not at the expense of men. Specifically, the gender gap is widening for white and Hispanic students nationally. The gender gap has widened for these populations due to a decline in share of low-income white and Hispanic students who are male. In the case of undergraduates, ethnicity, age and income are important variables in college enrollment (ACE: Gender Equity in Higher Education: 2006).

FIGURE 6: ENROLLMENT BY GENDER
FALL 1973 THROUGH PRESENT



IU-Bloomington is following the national trend in that women have the majority share of enrollment, yet the share of men is recovering from the record-low shares in the mid-1990s.

TABLE 20: ENROLLMENT AND SHARE BY GENDER
FALL TERMS

Fall	Female Enrollment	Male Enrollment	Female Share	Male Share	Total*
1973	13,241	17,442	43.1%	56.7%	30,752
1974	13,365	17,195	43.7%	56.3%	30,560
1975	14,344	18,258	44.0%	56.0%	32,602
1976	14,811	17,626	45.7%	54.3%	32,437
1977	14,938	16,935	46.9%	53.1%	31,876
1978	15,003	16,524	47.6%	52.4%	31,529
1979	15,413	16,421	48.4%	51.6%	31,843
1980	15,508	16,348	48.7%	51.3%	31,877
1981	15,996	16,214	49.7%	50.3%	32,229
1982	16,390	16,304	50.1%	49.8%	32,712
1983	16,652	16,457	50.3%	49.7%	33,109
1984	16,707	16,000	51.1%	48.9%	32,715
1985	16,852	15,960	51.4%	48.6%	32,816
1986	16,984	15,466	52.3%	47.7%	32,450
1987	17,724	15,733	53.0%	47.0%	33,457
1988	17,767	16,009	52.6%	47.4%	33,776
1989	18,436	16,426	52.9%	47.1%	34,863
1990	18,801	16,652	53.0%	47.0%	35,453
1991	18,641	16,848	52.5%	47.5%	35,489
1992	19,056	17,020	52.8%	47.2%	36,076
1993	18,729	16,822	52.7%	47.3%	35,551
1994	18,917	16,677	53.1%	46.9%	35,594
1995	18,652	16,407	53.2%	46.8%	35,059
1996	18,516	16,184	53.4%	46.6%	34,700
1997	18,576	16,361	53.2%	46.8%	34,937
1998	18,917	16,683	53.1%	46.9%	35,600
1999	19,199	17,002	53.0%	47.0%	36,201
2000	19,588	17,488	52.8%	47.2%	37,076
2001	19,937	18,026	52.5%	47.5%	37,963
2002	20,347	18,556	52.3%	47.7%	38,903
2003	20,095	18,494	52.1%	47.9%	38,589
2004	19,516	18,305	51.6%	48.4%	37,821
2005	19,646	18,312	51.8%	48.2%	37,958
2006	19,821	18,426	51.8%	48.2%	38,247
Change from Last Year	+ 175 + 0.9%	+ 114 + 0.6%	+0.2 pts -	-0.2 pts -	+ 289 + 0.7%

*Includes students with uncoded gender.

** Shaded areas indicate record high figures.

AGE

Beginning Fall 2004, age was calculated based on the student's birth date on the official census cutoff, (e.g., for Fall 2006, the date was September 4, 2006). Prior to 2004, a student's age was based on the student's birth year rather than the entire date. For example, a student born on December 31, 1985 would have been counted with the 21 year old students with 2006 as the current year. Because of this calculation change, students who have birthdays between September 4 and December 31 will no longer be advanced to the next age.

This year, the mean age of all students across all levels is 22.4 for both Fall 2005 and Fall 2006. The mean age of IU-Bloomington has remained at an average of 22 years since 1981. The mean age for this year across all student levels remain relatively unchanged as compared to last year. Part-time students are older than full-time students at each student level.

When looking at average ages by gender, undergraduate women and men are slightly younger this year (20.2 years and 20.4 years respectively). On average, graduate and professional women are younger than their male counterparts, while non-degree women are older than the men.

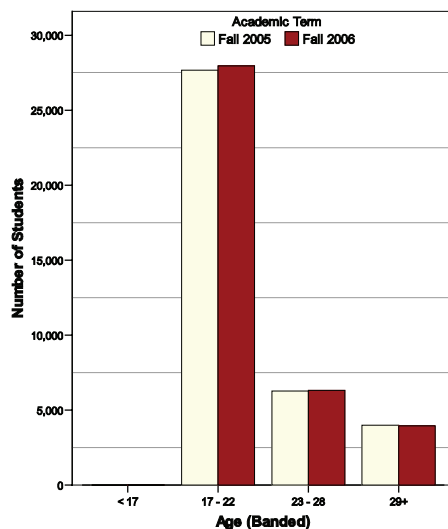
TABLE 21: MEAN AGE
FALL TERMS

Level	Fall 2005					Fall 2006				
	Undergraduate	Graduate	Professional	Non-Degree	Total	Undergraduate	Graduate	Professional	Non-Degree	Total
Men	20.5	29.5	25.7	29.9	22.5	20.4	29.5	25.8	29.0	22.4
Women	20.3	29.0	24.8	32.7	22.3	20.2	29.0	24.8	32.4	22.3
Full-time	20.1	27.2	25.1	25.5	21.3	20.1	27.1	25.2	24.6	21.2
Part-Time	26.4	33.6	28.2	33.4	31.4	26.0	33.4	27.4	32.5	31.3
Total	20.4	29.2	25.3	31.7	22.4	20.3	29.2	25.3	31.0	22.4

Note: Full-time students are defined as undergraduate, professional, and nondegree students enrolled in 12 or more credit hours and graduate students enrolled in 8 hours or more.

Figure 7 and Table 22 show the banded distribution of the total student enrollment by age. The age bands are determined by finding the mean then setting cutoffs at intervals of +/- 1.0 standard deviations in the distribution of the 2005 and 2006 data. For instance, selecting bands in one standard deviation intervals results in four bands: two bands at one standard deviation intervals and two for cases with more the one standard deviation above and below the mean. This method captures four age groups that reflect the student populations: <17, 17-22, 23-28, 29+. The total known age range extends from 16 to 75 years for Fall 2006 and 15 to 81 for Fall 2005. The largest portion of all students enrolled for Fall 2006 and Fall 2005 is in the 17-22 age range (Fall 2006: 73.1% of the total enrollment; Fall 2005: 72.9% of the total enrollment). The increase in the number of students in this age range for 2006 (+278) is likely due to the large incoming freshman class; the number of 18 year olds has increased 298.

FIGURE 7: CAMPUS AGE DISTRIBUTION (BANDED)



At the undergraduate level, the percentage of undergraduates under 17 (<17) is close to 0.0% for both this year and last year. The percentage of undergraduates aged 17-22 is 92.2% for 2006, an increase from last year (91.9%). The percentage of undergraduates aged 23-28 is 6.3% for this year and 6.4% for last year. The percentage of undergraduates who are 29 and older (1.5%) has decreased slightly from last year (1.7%). See Table 22 below for all student levels.

TABLE 22: CAMPUS DISTRIBUTION BY AGE GROUP AND STUDENT LEVEL
FALL TERMS

Academic Term		Student Level				Total
		Undergraduate	Graduate	Professional	Nondegree	
Fall 2005	< 17	4	0	0	13	17
		0.0%	0.0%	0.0%	1.4%	0.0%
	17 - 22	26,751	607	142	173	27,673
		91.9%	8.7%	14.9%	18.5%	72.9%
	23 - 28	1,865	3,419	700	289	6,273
		6.4%	49.2%	73.5%	30.9%	16.5%
Fall 2006	29+	500	2,924	111	460	3,995
		1.7%	42.1%	11.6%	49.2%	10.5%
	Total	29,120	6,950	953	935	37,958
		100.0%	100.0%	100.0%	100.0%	100.0%
	< 17	3	0	0	9	12
		0.0%	0.0%	0.0%	0.9%	0.0%
Fall 2006	17 - 22	26,973	567	131	280	27,951
		92.2%	8.1%	14.0%	26.9%	73.1%
	23 - 28	1,837	3,519	700	264	6,320
		6.3%	50.2%	74.7%	25.3%	16.5%
	29+	445	2,924	106	489	3,964
		1.5%	41.7%	11.3%	46.9%	10.4%
Total	29,258	7,010	937	1,042	38,247	
	100.0%	100.0%	100.0%	100.0%	100.0%	

TABLE 23: CAMPUS AGE DISTRIBUTION BY STUDENT LEVEL
FALL TERMS

Age	Fall 2005					Fall 2006				
	Undergraduate	Graduate	Professional	Non-Degree	Total	Undergraduate	Graduate	Professional	Non-Degree	Total
15	1	0	0	1	2					
	0.0%	0.0%	0.0%	0.1%	0.0%					
16	3	0	0	12	15	3	0	0	9	12
	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%
17	212	0	0	30	242	213	0	0	24	237
	0.7%	0.0%	0.0%	3.2%	0.6%	0.7%	0.0%	0.0%	2.3%	0.6%
18	5,250	1	0	14	5,265	5,477	2	0	84	5,563
	18.0%	0.0%	0.0%	1.5%	13.9%	18.7%	0.0%	0.0%	8.1%	14.5%
19	6,208	2	0	10	6,220	6,604	4	1	53	6,662
	21.3%	0.0%	0.0%	1.1%	16.4%	22.6%	0.1%	0.1%	5.1%	17.4%
20	6,364	10	1	47	6,422	6,003	2	0	32	6,037
	21.9%	0.1%	0.1%	5.0%	16.9%	20.5%	0.0%	0.0%	3.1%	15.8%
21	6,058	111	16	25	6,210	6,021	102	11	30	6,164
	20.8%	1.6%	1.7%	2.7%	16.4%	20.6%	1.5%	1.2%	2.9%	16.1%
22	2,659	483	125	47	3,314	2,655	457	119	57	3,288
	9.1%	6.9%	13.1%	5.0%	8.7%	9.1%	6.5%	12.7%	5.5%	8.6%
23	874	642	167	63	1,746	859	683	176	43	1,761
	3.0%	9.2%	17.5%	6.7%	4.6%	2.9%	9.7%	18.8%	4.1%	4.6%
24	341	618	198	48	1,205	370	644	186	56	1,256
	1.2%	8.9%	20.8%	5.1%	3.2%	1.3%	9.2%	19.9%	5.4%	3.3%
25	263	594	150	51	1,058	238	597	143	42	1,020
	0.9%	8.5%	15.7%	5.5%	2.8%	0.8%	8.5%	15.3%	4.0%	2.7%
26	171	569	84	39	863	175	580	99	55	909
	0.6%	8.2%	8.8%	4.2%	2.3%	0.6%	8.3%	10.6%	5.3%	2.4%
27	124	511	56	40	731	118	559	50	34	761
	0.4%	7.4%	5.9%	4.3%	1.9%	0.4%	8.0%	5.3%	3.3%	2.0%
28	92	485	45	48	670	77	456	46	34	613
	0.3%	7.0%	4.7%	5.1%	1.8%	0.3%	6.5%	4.9%	3.3%	1.6%
29	51	380	23	31	485	56	398	24	34	512
	0.2%	5.5%	2.4%	3.3%	1.3%	0.2%	5.7%	2.6%	3.3%	1.3%
30	36	365	21	21	443	43	330	18	25	416
	0.1%	5.3%	2.2%	2.2%	1.2%	0.1%	4.7%	1.9%	2.4%	1.1%

TABLE 23: CAMPUS AGE DISTRIBUTION BY STUDENT LEVEL(CONTINUED)
FALL TERMS

Age	Fall 2005					Fall 2006				
	Undergraduate	Graduate	Professional	Non-Degree	Total	Undergraduate	Graduate	Professional	Non-Degree	Total
31	46 0.2%	323 4.6%	11 1.2%	28 3.0%	408 1.1%	22 0.1%	305 4.4%	14 1.5%	27 2.6%	368 1.0%
32	33 0.1%	249 3.6%	11 1.2%	19 2.0%	312 0.8%	31 0.1%	273 3.9%	9 1.0%	23 2.2%	336 0.9%
33	30 0.1%	218 3.1%	10 1.0%	26 2.8%	284 0.7%	27 0.1%	225 3.2%	7 0.7%	17 1.6%	276 0.7%
34	16 0.1%	220 3.2%	9 0.9%	23 2.5%	268 0.7%	25 0.1%	203 2.9%	6 0.6%	21 2.0%	255 0.7%
35	27 0.1%	161 2.3%	6 0.6%	25 2.7%	219 0.6%	15 0.1%	176 2.5%	6 0.6%	11 1.1%	208 0.5%
36	17 0.1%	138 2.0%	3 0.3%	30 3.2%	188 0.5%	28 0.1%	138 2.0%	4 0.4%	29 2.8%	199 0.5%
37	19 0.1%	110 1.6%	2 0.2%	16 1.7%	147 0.4%	15 0.1%	107 1.5%	1 0.1%	24 2.3%	147 0.4%
38	17 0.1%	87 1.3%	2 0.2%	24 2.6%	130 0.3%	16 0.1%	102 1.5%	0 0.0%	21 2.0%	139 0.4%
39	14 0.0%	82 1.2%	3 0.3%	12 1.3%	111 0.3%	14 0.0%	80 1.1%	3 0.3%	19 1.8%	116 0.3%
40	24 0.1%	55 0.8%	0 0.0%	11 1.2%	90 0.2%	10 0.0%	82 1.2%	1 0.1%	20 1.9%	113 0.3%
41	12 0.0%	61 0.9%	2 0.2%	11 1.2%	86 0.2%	18 0.1%	57 0.8%	2 0.2%	20 1.9%	97 0.3%
42	14 0.0%	56 0.8%	1 0.1%	17 1.8%	88 0.2%	9 0.0%	53 0.8%	2 0.2%	11 1.1%	75 0.2%
43	18 0.1%	48 0.7%	1 0.1%	13 1.4%	80 0.2%	11 0.0%	43 0.6%	1 0.1%	16 1.5%	71 0.2%
44	11 0.0%	47 0.7%	0 0.0%	14 1.5%	72 0.2%	10 0.0%	41 0.6%	3 0.3%	14 1.3%	68 0.2%
45	22 0.1%	34 0.5%	1 0.1%	6 0.6%	63 0.2%	3 0.0%	33 0.5%	0 0.0%	15 1.4%	51 0.1%
46	8 0.0%	28 0.4%	0 0.0%	14 1.5%	50 0.1%	14 0.0%	34 0.5%	0 0.0%	10 1.0%	58 0.2%
47	9 0.0%	36 0.5%	0 0.0%	7 0.7%	52 0.1%	10 0.0%	19 0.3%	0 0.0%	6 0.6%	35 0.1%
48	17 0.1%	27 0.4%	1 0.1%	14 1.5%	59 0.2%	7 0.0%	25 0.4%	0 0.0%	14 1.3%	46 0.1%
49	8 0.0%	27 0.4%	1 0.1%	6 0.6%	42 0.1%	11 0.0%	29 0.4%	1 0.1%	11 1.1%	52 0.1%
50+	51 0.2%	172 2.5%	3 0.3%	92 9.8%	318 0.8%	50 0.2%	171 2.4%	4 0.4%	101 9.7%	326 0.9%
Total	29,120 100.0%	6,950 100.0%	953 100.0%	935 100.0%	37,958 100.0%	29,258 100.0%	7,010 100.0%	937 100.0%	1,042 100.0%	38,247 100.0%

Table 24 below shows the number of IU-Bloomington degree-seeking undergraduates by age group and full-time part-time status. For both Fall 2005 and 2006, undergraduates aged 17-22 make up 93.9% of the full-time undergraduate population. Undergraduates aged 23 and above make up slightly more than half of the part-time populations for both this year and last year. For this year, the full-time undergraduates aged 17-22 and 23-28 are up one percent from last year.

TABLE 24: CAMPUS AGE DISTRIBUTION BY FULL-TIME/PART-TIME STATUS
UNDERGRADUATES
 FALL TERMS

Age (Banded)		Fall 2005			Fall 2006			Percent Change	
		Full/Part-Time		Total	Full/Part-Time		Total	Full-Time	Part-Time
		Full-Time	Part-Time		Full-Time	Part-Time			
< 17		3	1	4	3	0	3	0.0%	-100.0%
		0.0%	0.1%	0.0%	0.0%	0.0%	0.0%		
	17 - 22	26,159	592	26,751	26,424	549	26,973	1.0%	-7.0%
		93.9%	47.5%	91.9%	93.9%	49.0%	92.2%		
	23 - 28	1,488	377	1,865	1,507	330	1,837	1.0%	-12.0%
29+		223	277	500	204	241	445	-9.0%	-13.0%
		0.8%	22.2%	1.7%	0.7%	21.5%	1.5%		
Total		27,873	1,247	29,120	28,138	1,120	29,258	1.0%	-10.0%
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

ETHNIC GROUPS

The selection of an Ethnic group is self-chosen by students who attend Indiana University-Bloomington. In addition, they have the option to not report ethnic information and may request its removal from all records. Students who are U.S. citizens remain in the self-reported category while non-U.S. citizens who have self-reported a category other than non-U.S. are moved into the International (non-U.S.) category. Indiana University reports ethnic information to the U.S. Department of Education and complies with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972. Ethnic data has been collected at IU-Bloomington since 1973.

In recent years, the campus has made minority enrollment a priority. For IU-Bloomington there are record figures in both the number (4,002) and share (10.5%) of U.S. minorities this year. This year, there are record shares of Native, Asian and Hispanic Americans. Below are two graphs that show enrollment share by ethnic group. All ethnic groups show an increase in share of enrollment except for White Americans, which shows a share decrease, and African Americans, whose share has remained the same.

FIGURE 8: SHARE OF ENROLLMENT BY ETHNIC GROUP

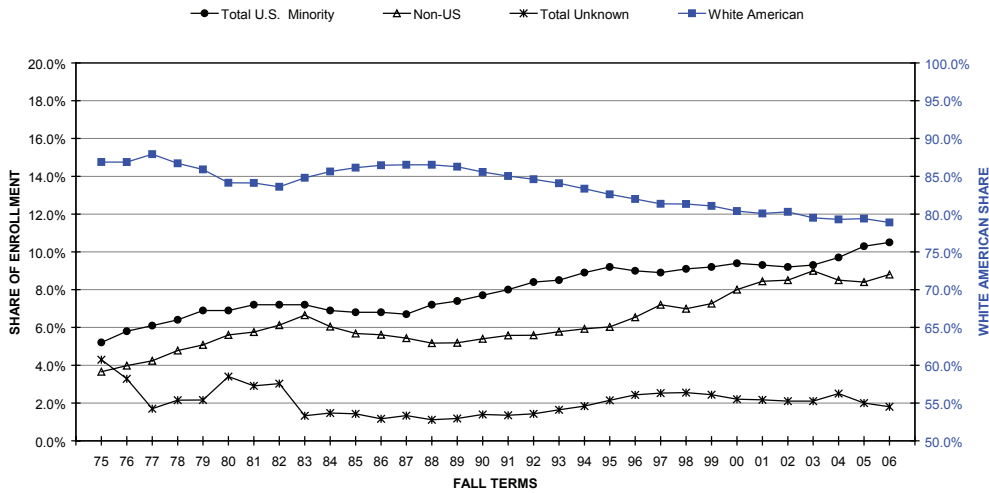


FIGURE 9: U.S. MINORITY SHARE OF ENROLLMENT

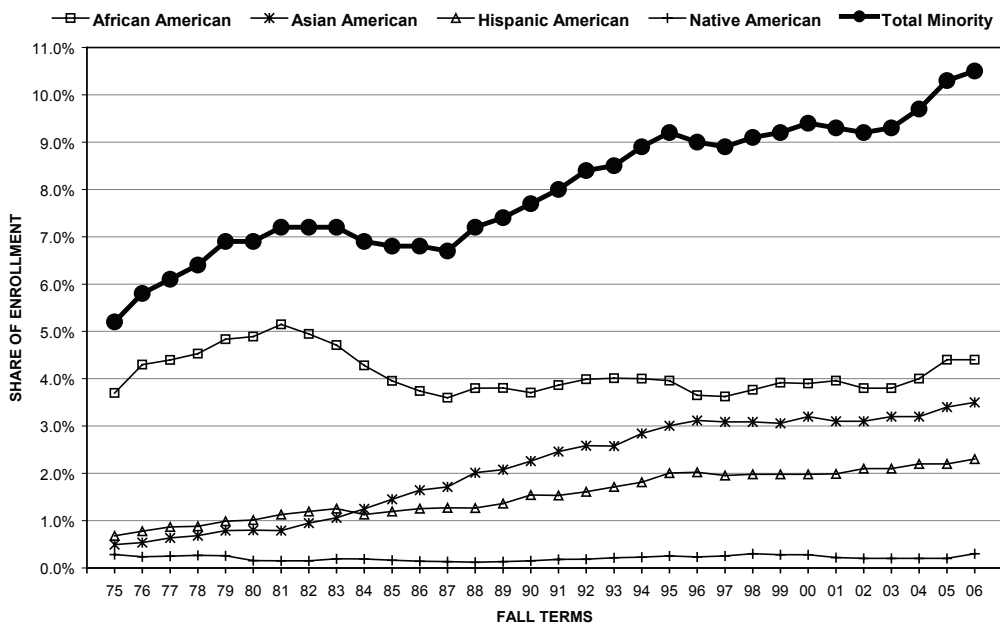


Table 25 shows the history of enrollment by ethnic group. There are record high enrollment figures for Asian and Hispanic Americans. There are enrollment increases in almost all the ethnic categories this year; however, for African Americans there is a decrease (-2 students) from the record-high figure last year. There are also decreases for Other Americans and those who refused to report an ethnicity or were left uncoded.

TABLE 25: ENROLLMENT BY ETHNIC GROUP
FALL TERMS

Fall	African American	Asian American	Hispanic American	Native American	Total Minority	White American	Non-U.S.	Other American	Refused & Uncoded	Total Unknown	TOTAL
1975	1,205	161	221	93	1,680	28,328	1,193	n/a	n/a	1,401	34,282
1976	1,408	176	255	77	1,916	28,471	1,305	n/a	n/a	1,075	34,683
1977	1,401	203	276	80	1,960	28,024	1,349	n/a	n/a	543	33,836
1978	1,428	215	277	84	2,004	27,340	1,508	n/a	n/a	677	33,533
1979	1,539	251	314	82	2,186	27,352	1,617	n/a	n/a	688	34,029
1980	1,559	255	323	49	2,186	26,820	1,786	n/a	n/a	1,085	34,063
1981	1,659	255	364	48	2,326	27,111	1,854	n/a	n/a	938	34,555
1982	1,618	311	390	49	2,368	27,350	2,004	n/a	n/a	990	35,080
1983	1,559	351	415	64	2,389	28,078	2,203	n/a	n/a	439	35,498
1984	1,401	409	369	62	2,241	28,016	1,978	n/a	n/a	480	34,956
1985	1,297	476	392	53	2,218	28,265	1,863	n/a	n/a	470	35,034
1986	1,213	533	407	46	2,199	28,054	1,820	n/a	n/a	377	34,649
1987	1,204	573	425	44	2,246	28,946	1,817	160	288	448	33,457
1988	1,283	680	428	41	2,432	29,222	1,746	179	197	376	33,776
1989	1,326	724	475	46	2,571	30,072	1,807	192	221	413	34,863
1990	1,313	800	546	54	2,713	30,334	1,913	191	302	493	35,453
1991	1,371	873	544	64	2,852	30,176	1,981	211	269	480	35,489
1992	1,439	933	581	67	3,020	30,523	2,017	260	256	516	36,076
1993	1,426	916	609	76	3,027	29,888	2,052	273	311	584	35,551
1994	1,424	1,012	645	81	3,162	29,669	2,110	303	350	653	35,594
1995	1,388	1,053	703	89	3,233	28,960	2,114	314	438	752	35,059
1996	1,267	1,081	702	81	3,131	28,455	2,269	346	499	845	34,700
1997	1,266	1,078	683	88	3,115	28,423	2,516	352	531	883	34,937
1998	1,341	1,099	704	107	3,251	28,954	2,487	414	494	908	35,600
1999	1,418	1,107	716	101	3,342	29,348	2,628	440	443	883	36,201
2000	1,433	1,195	746	95	3,469	29,805	2,977	452	373	825	37,076
2001	1,505	1,178	759	86	3,528	30,402	3,206	499	328	827	37,963
2002	1,482	1,212	804	75	3,573	31,225	3,320	415	370	785	38,903
2003	1,474	1,227	816	88	3,605	30,686	3,492	360	446	806	38,589
2004	1,524	1,223	856	91	3,694	30,288	3,244	n/a	595	595	37,821
2005	1,671	1,294	849	92	3,906	30,124	3,188	213	527	740	37,958
2006	1,669	1,339	889	105	4,002	30,185	3,373	174	513	687	38,247

Note: Data for “Other American’s” are not available until 1987 and students in the “Total Unknown” category include Other American and Refused and Uncoded data.

Table 26 shows the historical shares of enrollment by ethnic category. For three consecutive years, the share of U.S. minorities has shown record high shares. There are also record-high shares for Asian and Hispanic Americans. The Native American share of enrollment has tied the previous record.

TABLE 26: SHARE OF ENROLLMENT BY ETHNIC GROUP
FALL TERMS

Fall	African American	Asian American	Hispanic American	Native American	Total Minority	White American	Non U. S.	Other American	Refused & Uncoded	Total Unknown	TOTAL
1975	3.5%	0.5%	0.6%	0.3%	4.9%	82.6%	3.5%	n/a	n/a	4.1%	100.0%
1976	4.1%	0.5%	0.7%	0.2%	5.5%	82.1%	3.8%	n/a	n/a	3.1%	100.0%
1977	4.1%	0.6%	0.8%	0.2%	5.8%	82.8%	4.0%	n/a	n/a	1.6%	100.0%
1978	4.3%	0.6%	0.8%	0.3%	6.0%	81.5%	4.5%	n/a	n/a	2.0%	100.0%
1979	4.5%	0.7%	0.9%	0.2%	6.4%	80.4%	4.8%	n/a	n/a	2.0%	100.0%
1980	4.6%	0.7%	0.9%	0.1%	6.4%	78.7%	5.2%	n/a	n/a	3.2%	100.0%
1981	4.8%	0.7%	1.1%	0.1%	6.7%	78.5%	5.4%	n/a	n/a	2.7%	100.0%
1982	4.6%	0.9%	1.1%	0.1%	6.8%	78.0%	5.7%	n/a	n/a	2.8%	100.0%
1983	4.4%	1.0%	1.2%	0.2%	6.7%	79.1%	6.2%	n/a	n/a	1.2%	100.0%
1984	4.0%	1.2%	1.1%	0.2%	6.4%	80.1%	5.7%	n/a	n/a	1.4%	100.0%
1985	3.7%	1.4%	1.1%	0.2%	6.3%	80.7%	5.3%	n/a	n/a	1.3%	100.0%
1986	3.5%	1.5%	1.2%	0.1%	6.3%	81.0%	5.3%	n/a	n/a	1.1%	100.0%
1987	3.6%	1.7%	1.3%	0.1%	6.7%	86.5%	5.4%	0.5%	0.9%	1.3%	100.0%
1988	3.8%	2.0%	1.3%	0.1%	7.2%	86.5%	5.2%	0.5%	0.6%	1.1%	100.0%
1989	3.8%	2.1%	1.4%	0.1%	7.4%	86.3%	5.2%	0.6%	0.6%	1.2%	100.0%
1990	3.7%	2.3%	1.5%	0.2%	7.7%	85.6%	5.4%	0.5%	0.9%	1.4%	100.0%
1991	3.9%	2.5%	1.5%	0.2%	8.0%	85.0%	5.6%	0.6%	0.8%	1.4%	100.0%
1992	4.0%	2.6%	1.6%	0.2%	8.4%	84.6%	5.6%	0.7%	0.7%	1.4%	100.0%
1993	4.0%	2.6%	1.7%	0.2%	8.5%	84.1%	5.8%	0.8%	0.9%	1.6%	100.0%
1994	4.0%	2.8%	1.8%	0.2%	8.9%	83.4%	5.9%	0.9%	1.0%	1.8%	100.0%
1995	4.0%	3.0%	2.0%	0.3%	9.2%	82.6%	6.0%	0.9%	1.2%	2.1%	100.0%
1996	3.7%	3.1%	2.0%	0.2%	9.0%	82.0%	6.5%	1.0%	1.4%	2.4%	100.0%
1997	3.6%	3.1%	2.0%	0.3%	8.9%	81.4%	7.2%	1.0%	1.5%	2.5%	100.0%
1998	3.8%	3.1%	2.0%	0.3%	9.1%	81.3%	7.0%	1.2%	1.4%	2.6%	100.0%
1999	3.9%	3.1%	2.0%	0.3%	9.2%	81.1%	7.3%	1.2%	1.2%	2.4%	100.0%
2000	3.9%	3.2%	2.0%	0.3%	9.4%	80.4%	8.0%	1.2%	1.0%	2.2%	100.0%
2001	4.0%	3.1%	2.0%	0.2%	9.3%	80.1%	8.4%	1.3%	0.9%	2.2%	100.0%
2002	3.8%	3.1%	2.1%	0.2%	9.2%	80.3%	8.5%	1.1%	1.0%	2.0%	100.0%
2003	3.8%	3.2%	2.1%	0.2%	9.3%	79.5%	9.0%	0.9%	1.2%	2.1%	100.0%
2004	4.0%	3.2%	2.2%	0.2%	9.7%	79.3%	8.5%	n/a	1.6%	1.6%	100.0%
2005	4.4%	3.4%	2.2%	0.2%	10.3%	79.4%	8.4%	0.6%	1.4%	1.9%	100.0%
2006	4.4%	3.5%	2.3%	0.3%	10.5%	78.9%	8.8%	0.5%	1.3%	1.8%	100.0%

The table below shows ethnic distribution for the United States, Indiana, Monroe County and IU-Bloomington. Hispanic Americans have quickly become the fastest growing U.S. minority group. From the 1990 to 2006 U.S. Census data, the share of Hispanic Americans grew 5.1 percentage points. In comparison, the state of Indiana grew 2.5 percentage points and IU-Bloomington grew 0.8 percentage points.

TABLE 27: ETHNIC DISTRIBUTION

Ethnic Group	United States			State of Indiana			Monroe County		IU-Bloomington		
	1990 Census	2000 Census	2006 Demographic Distribution	1990 Census	2000 Census	2006 Demographic Distribution	1990 Census	2000 Census	1990 Share of Enrollment	2000 Share of Enrollment	2006 Share of Enrollment
African American	12.1%	12.3%	12.8%	7.8%	8.4%	8.8%	2.6%	3.0%	3.7%	3.9%	4.4%
Asian American	2.9%	3.6%	4.4%	0.7%	1.0%	1.3%	2.5%	3.4%	2.3%	3.2%	3.5%
Hispanic American	9.0%	12.5%	14.1%	1.8%	2.6%	4.3%	1.3%	1.9%	1.5%	2.0%	2.3%
Native American	0.8%	1.0%	1.0%	0.2%	0.3%	0.3%	0.2%	0.3%	0.2%	0.3%	0.3%
White American	80.3%	75.1%	80.4%	90.6%	87.5%	88.7%	94.3%	90.8%	85.6%	80.4%	78.9%
Other American	3.9%	7.9%	1.5%	0.7%	2.8%	1.1%	0.4%	2.5%	0.5%	1.2%	1.3%

Notes:

With census data, Hispanic American (may be any race) and Other American may include more than one ethnic group choice.

Percentages for the nation, state, and county represent all age groups.

The source for 2006 demographic distribution is the Chronicle of Higher Education Almanac.

The following table shows a comparative breakdown in enrollment and share by student class and level for each ethnic group. At the undergraduate level, all U.S. minority groups have shown gains in undergraduate enrollment except for African Americans. There are graduate enrollment increases for each of the U.S. minority groups this year. International students show increases at all levels. There are enrollment increases at each level for White Americans except at the professional level which shows a loss.

TABLE 28: COMPARISON OF ENROLLMENT AND SHARE BY ETHNIC GROUPS, CLASS AND LEVEL
FALL TERMS 2005 AND 2006

	AFRICAN AMERICAN						ASIAN AMERICAN					
	ENROLLMENT				SHARE OF CLASS		ENROLLMENT				SHARE OF CLASS	
	Last Year	This Year	Change Number	Change Percent	Last Year	This Year	Last Year	This Year	Change Number	Change Percent	Last Year	This Year
Freshman	468	406	- 62	- 13.2%	6.0%	5.0%	255	292	+ 37	+ 14.5%	3.3%	3.6%
Sophomore	337	385	+ 48	+ 14.2%	4.9%	5.3%	203	246	+ 43	+ 21.2%	3.0%	3.4%
Junior	239	264	+ 25	+ 10.5%	3.6%	4.3%	230	188	- 42	- 18.3%	3.5%	3.1%
Senior	291	267	- 24	- 8.2%	3.7%	3.4%	300	302	+ 2	+ 0.7%	3.8%	3.9%
Undergraduate Total	1,335	1,322	- 13	- 1.0%	4.6%	4.5%	988	1,028	+ 40	+ 4.0%	3.4%	3.5%
Masters	158	154	- 4	- 2.5%	4.5%	4.3%	117	126	+ 9	+ 7.7%	3.3%	3.5%
Doctoral	102	114	+ 12	+ 11.8%	3.0%	3.3%	108	110	+ 2	+ 1.9%	3.2%	3.2%
Graduate Total	260	268	+ 8	+ 3.1%	3.7%	3.8%	225	236	+ 11	+ 4.9%	3.2%	3.4%
Professional Total	49	51	+ 2	+ 4.1%	5.1%	5.4%	55	47	- 8	- 14.5%	5.8%	5.0%
Nondegree Total	27	28	+ 1	+ 3.7%	2.9%	2.7%	26	28	+ 2	+ 7.7%	2.8%	2.7%
CAMPUS TOTAL	1,671	1,669	- 2	- 0.1%	4.4%	4.4%	1,294	1,339	+ 45	+ 3.5%	3.4%	3.5%
	HISPANIC AMERICAN						NATIVE AMERICAN					
	ENROLLMENT				SHARE OF CLASS		ENROLLMENT				SHARE OF CLASS	
	Last Year	This Year	Change Number	Change Percent	Last Year	This Year	Last Year	This Year	Change Number	Change Percent	Last Year	This Year
Freshman	164	186	+ 22	+ 13.4%	2.1%	2.3%	23	27	+ 4	+ 17.4%	0.3%	0.3%
Sophomore	154	157	+ 3	+ 1.9%	2.3%	2.2%	15	19	+ 4	+ 26.7%	0.2%	0.3%
Junior	141	137	- 4	- 2.8%	2.1%	2.2%	13	8	- 5	- 38.5%	0.2%	0.1%
Senior	170	174	+ 4	+ 2.4%	2.2%	2.2%	15	18	+ 3	+ 20.0%	0.2%	0.2%
Undergraduate Total	629	654	+ 25	+ 4.0%	2.2%	2.2%	66	72	+ 6	+ 9.1%	0.2%	0.2%
Masters	80	85	+ 5	+ 6.3%	2.3%	2.4%	13	12	- 1	- 7.7%	0.4%	0.3%
Doctoral	96	103	+ 7	+ 7.3%	2.8%	3.0%	11	17	+ 6	+ 54.5%	0.3%	0.5%
Graduate Total	176	188	+ 12	+ 6.8%	2.5%	2.7%	24	29	+ 5	+ 20.8%	0.3%	0.4%
Professional Total	25	28	+ 3	+ 12.0%	2.6%	3.0%	0	0	0	...	0.0%	0.0%
Nondegree Total	19	19	0	0.0%	2.0%	1.8%	2	4	+ 2	+ 100.0%	0.2%	0.4%
CAMPUS TOTAL	849	889	+ 40	+ 4.7%	2.2%	2.3%	92	105	+ 13	+ 14.1%	0.2%	0.3%
	WHITE AMERICAN						OTHER AMERICAN					
	ENROLLMENT				SHARE OF CLASS		ENROLLMENT				SHARE OF CLASS	
	Last Year	This Year	Change Number	Change Percent	Last Year	This Year	Last Year	This Year	Change Number	Change Percent	Last Year	This Year
Freshman	6,381	6,709	+ 328	+ 5.1%	82.2%	82.6%	48	39	- 9	- 18.8%	0.6%	0.5%
Sophomore	5,787	6,092	+ 305	+ 5.3%	84.8%	83.9%	31	34	+ 3	+ 9.7%	0.5%	0.5%
Junior	5,714	5,210	- 504	- 8.8%	85.7%	85.0%	43	32	- 11	- 25.6%	0.6%	0.5%
Senior	6,600	6,495	- 105	- 1.6%	83.8%	83.9%	59	47	- 12	- 20.3%	0.7%	0.6%
Undergraduate Total	24,482	24,506	+ 24	+ 0.1%	84.1%	83.8%	181	152	- 29	- 16.0%	0.6%	0.5%
Masters	2,292	2,266	- 26	- 1.1%	64.7%	63.7%	12	8	- 4	- 33.3%	0.3%	0.2%
Doctoral	1,954	1,997	+ 43	+ 2.2%	57.3%	57.8%	8	3	- 5	- 62.5%	0.2%	0.1%
Graduate Total	4,246	4,263	+ 17	+ 0.4%	61.1%	60.8%	20	11	- 9	- 45.0%	0.3%	0.2%
Professional Total	774	744	- 30	- 3.9%	81.2%	79.4%	7	6	- 1	- 14.3%	0.7%	0.6%
Nondegree Total	622	672	+ 50	+ 8.0%	66.5%	64.5%	5	5	0	0.0%	0.5%	0.5%
CAMPUS TOTAL	30,124	30,185	+ 61	+ 0.2%	79.4%	78.9%	213	174	- 39	- 18.3%	0.6%	0.5%
	NON. U.S.						Refused and Uncoded					
	ENROLLMENT				SHARE OF CLASS		ENROLLMENT				SHARE OF CLASS	
	Last Year	This Year	Change Number	Change Percent	Last Year	This Year	Last Year	This Year	Change Number	Change Percent	Last Year	This Year
Freshman	282	306	+ 24	+ 8.5%	3.6%	3.8%	140	161	+ 21	+ 15.0%	1.8%	2.0%
Sophomore	237	248	+ 11	+ 4.6%	3.5%	3.4%	59	79	+ 20	+ 33.9%	0.9%	1.1%
Junior	252	253	+ 1	+ 0.4%	3.8%	4.1%	32	37	+ 5	+ 15.6%	0.5%	0.6%
Senior	412	409	- 3	- 0.7%	5.2%	5.3%	25	31	+ 6	+ 24.0%	0.3%	0.4%
Undergraduate Total	1,183	1,216	+ 33	+ 2.8%	4.1%	4.2%	256	308	+ 52	+ 20.3%	0.9%	1.1%
Masters	764	833	+ 69	+ 9.0%	21.6%	23.4%	105	72	- 33	- 31.4%	3.0%	2.0%
Doctoral	1,078	1,081	+ 3	+ 0.3%	31.6%	31.3%	52	29	- 23	- 44.2%	1.5%	0.8%
Graduate Total	1,842	1,914	+ 72	+ 3.9%	26.5%	27.3%	157	101	- 56	- 35.7%	2.3%	1.4%
Professional Total	18	19	+ 1	+ 5.6%	1.9%	2.0%	25	42	+ 17	+ 68.0%	2.6%	4.5%
Nondegree Total	145	224	+ 79	+ 54.5%	15.5%	21.5%	89	62	- 27	- 30.3%	9.5%	6.0%
CAMPUS TOTAL	3,188	3,373	+ 185	+ 5.8%	8.4%	8.8%	527	513	- 14	- 2.7%	1.4%	1.3%
	U.S. MINORITY						TOTAL ENROLLMENT					
	ENROLLMENT				SHARE OF CLASS		ENROLLMENT				SHARE OF CLASS	
	Last Year	This Year	Change Number	Change Percent	Last Year	This Year	Last Year	This Year	Change Number	Change Percent	Last Year	This Year
Freshman	910	911	+ 1	+ 0.1%	11.7%	11.2%	7,761	8,126	+ 365	+ 4.7%	100.0%	100.0%
Sophomore	709	807	+ 98	+ 13.8%	10.4%	11.1%	6,823	7,260	+ 437	+ 6.4%	100.0%	100.0%
Junior	623	597	- 26	- 4.2%	9.3%	9.7%	6,664	6,129	- 535	- 8.0%	100.0%	100.0%
Senior	776	761	- 15	- 1.9%	9.9%	9.8%	7,872	7,743	- 129	- 1.6%	100.0%	100.0%
Undergraduate Total	3,018	3,076	+ 58	+ 1.9%	10.4%	10.5%	29,120	29,258	+ 138	+ 0.5%	100.0%	100.0%
Masters	368	377	+ 9	+ 2.4%	10.4%	10.6%	3,541	3,556	+ 15	+ 0.4%	100.0%	100.0%
Doctoral	317	344	+ 27	+ 8.5%	9.3%	10.0%	3,409	3,454	+ 45	+ 1.3%	100.0%	100.0%
Graduate Total	685	721	+ 36	+ 5.3%	9.9%	10.3%	6,950	7,010	+ 60	+ 0.9%	100.0%	100.0%
Professional Total	129	126	- 3	- 2.3%	13.5%	13.4%	953	937	- 16	- 1.7%	100.0%	100.0%
Nondegree Total	74	79	+ 5	+ 6.8%	7.9%	7.6%	935	1,042	+ 107	+ 11.4%	100.0%	100.0%
CAMPUS TOTAL	3,906	4,002	+ 96	+ 2.5%	10.3%	10.5%	37,958	38,247	+ 289	+ 0.8%	100.0%	100.0%

RESIDENCE CLASSIFICATION

Total nonresident enrollment (15,887) has increased for the second year in a row, setting a new record-high total for nonresident students. This is the ninth increase in ten years, with six of the last eight years being record-setting years. This increase is due to record-high numbers of nonresidents at the undergraduate (9,926), graduate (5,089) and professional (530) levels, as well as an increase in the number of nonresident nondegree students (342). In the past ten years, nonresident undergraduate enrollment has only decreased once (in 2004), while nonresident graduate enrollment has increased for the past two years. Nonresident professional enrollment has increased the past six years, while nonresident nondegree enrollment is posting a gain for the first time in six years. Within the undergraduate level, nonresident freshmen and sophomores have increased, with nonresident freshmen attaining a new record-high figure (3,093).

In recent years, there has been increased discussion about the migration of college students across states. Many state colleges and universities around the country have populations that are mostly comprised of nonresident students. Indeed, many public schools in 36 states each have seen increases in nonresident enrollments (for the period 1994-2002). For example, the University of Vermont (72.7%), the University of Delaware (66.2%) and the University of North Dakota (54.2%) all have nonresident populations that far exceed their resident populations (USA Today, 8/30/06).

This is not overly surprising, as the percentage of freshmen who left their home state to attend a public college in another state has steadily increased, from 31.8% in 1996 to 38.5% in 2004 (Postsecondary Education Opportunity, 2006, No. 167). Data for the state shows that Indiana is fifth in the nation for the net migration of students (i.e., the number of students entering Indiana for college exceeds the number of students leaving). When looking at Indiana University-Bloomington in particular, the increase in nonresident students mirrors the national trend. In 1996, 28.6% of freshmen were nonresidents. In 2004, 33.2% of the freshmen were nonresidents. This year, the share of nonresident freshman students has increased to 38.1%, breaking the record-high share previously set in 2003 by nearly four percentage points.

The share of nonresident enrollment, at 41.5%, has increased to a new record-high share this year. This is the seventh record-breaking year in a row for the share of nonresident enrollment and the fourth year the share has topped 40%. The nonresident share of undergraduates has increased 1.1 percentage points to a new record high (33.9%), while the share of nonresident professionals has increased to 56.6%, the third year that over half of the professional student population is nonresident. The share of nonresident graduate students has increased, while the share of nonresident nondegree students has decreased.

Total resident enrollment has decreased this year, due to decreases at the undergraduate, graduate and professional levels. The number of residents at the nondegree level has increased this year. While nonresident professionals have increased this year, the resident professional population has decreased to a new record low figure (since data first available in 1981).

The tables on the following page show historical enrollment by residence and level, and detail the share of enrollment by residence classification.

TABLE 29: ENROLLMENT BY RESIDENCE CLASSIFICATION AND LEVEL
FALL TERMS

Fall	Undergraduate		Graduate		Professional		Nondegree		Total	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
1981	17,778	6,107	2,319	3,906	631	292	825	348	21,553	10,653
1982	17,617	6,602	2,192	3,978	644	299	1,018	330	21,471	11,209
1983	17,678	6,678	2,160	3,974	641	260	1,315	401	21,794	11,313
1984	17,781	6,826	1,992	3,806	615	264	1,119	309	21,507	11,205
1985	17,855	6,798	2,026	3,849	620	276	1,064	328	21,565	11,251
1986	17,592	6,872	1,954	3,872	629	305	936	290	21,111	11,339
1987	18,065	7,154	1,958	3,995	600	308	1,062	315	21,685	11,772
1988	18,319	7,067	2,000	4,075	597	339	1,023	356	21,939	11,837
1989	18,811	7,536	1,897	4,214	546	360	1,128	369	22,382	12,479
1990	19,256	7,430	1,871	4,389	554	365	1,149	438	22,830	12,622
1991	19,402	7,326	1,811	4,465	517	351	1,105	512	22,835	12,654
1992	19,636	7,319	1,844	4,689	502	361	1,187	538	23,169	12,907
1993	19,350	6,893	1,848	4,738	526	366	1,225	605	22,949	12,602
1994	19,287	6,895	1,887	4,822	521	382	1,157	643	22,852	12,742
1995	18,977	6,796	1,781	4,823	525	370	1,155	632	22,438	12,621
1996	18,721	6,730	1,720	4,880	542	388	1,115	604	22,098	12,602
1997	18,915	6,937	1,706	4,800	509	410	1,031	629	22,161	12,776
1998	19,494	7,298	1,763	4,669	510	403	990	473	22,757	12,843
1999	19,748	7,713	1,766	4,599	480	424	994	477	22,988	13,213
2000	19,998	8,294	1,708	4,571	495	412	996	602	23,197	13,879
2001	20,232	8,893	1,729	4,717	482	416	991	503	23,434	14,529
2002	20,388	9,380	1,856	4,848	483	451	1,090	407	23,817	15,086
2003	20,055	9,713	1,842	5,034	478	454	675	338	23,050	15,539
2004	19,530	9,532	1,884	4,942	459	478	671	325	22,544	15,277
2005	19,579	9,541	1,953	4,997	441	512	610	325	22,583	15,375
2006	19,332	9,926	1,921	5,089	407	530	700	342	22,360	15,887
Change from Last Year	- 247 - 1.3%	+ 385 + 4.0%	- 32 - 1.6%	+ 92 + 1.8%	- 34 - 7.7%	+ 18 + 3.5%	+ 90 + 14.8%	+ 17 + 5.2%	- 223 - 1.0%	+ 512 + 3.3%

Note: Shaded areas indicate record highs.

TABLE 30: SHARE BY RESIDENCE CLASSIFICATION AND LEVEL
FALL TERMS

Fall	Undergraduate		Graduate		Professional		Nondegree		Total	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
1981	74.4%	25.6%	37.3%	62.8%	68.4%	31.6%	69.9%	29.5%	66.9%	33.1%
1982	72.7%	27.3%	35.5%	64.5%	68.3%	31.7%	75.0%	24.3%	65.6%	34.3%
1983	72.6%	27.4%	35.2%	64.8%	71.1%	28.9%	76.6%	23.4%	65.8%	34.2%
1984	72.3%	27.7%	34.4%	65.6%	70.0%	30.0%	78.4%	21.6%	65.8%	34.3%
1985	72.4%	27.6%	34.5%	65.5%	69.2%	30.8%	76.4%	23.6%	65.7%	34.3%
1986	71.9%	28.1%	33.5%	66.5%	67.3%	32.7%	76.3%	23.6%	65.1%	34.9%
1987	71.6%	28.4%	32.9%	67.1%	66.1%	33.9%	77.1%	22.9%	64.8%	35.2%
1988	72.2%	27.8%	32.9%	67.1%	63.8%	36.2%	74.2%	25.8%	65.0%	35.0%
1989	71.4%	28.6%	31.0%	69.0%	60.3%	39.7%	75.3%	24.6%	64.2%	35.8%
1990	72.2%	27.8%	29.9%	70.1%	60.3%	39.7%	72.4%	27.6%	64.4%	35.6%
1991	72.6%	27.4%	28.9%	71.1%	59.6%	40.4%	68.3%	31.7%	64.3%	35.7%
1992	72.9%	27.2%	28.2%	71.8%	58.2%	41.8%	68.8%	31.2%	64.2%	35.8%
1993	73.7%	26.3%	28.1%	71.9%	59.0%	41.0%	66.9%	33.1%	64.5%	35.4%
1994	73.7%	26.3%	28.1%	71.9%	57.7%	42.3%	64.3%	35.7%	64.2%	35.8%
1995	73.6%	26.4%	27.0%	73.0%	58.7%	41.3%	64.6%	35.4%	64.0%	36.0%
1996	73.6%	26.4%	26.1%	73.9%	58.3%	41.7%	64.9%	35.1%	63.7%	36.3%
1997	73.2%	26.8%	26.2%	73.8%	55.4%	44.6%	62.1%	37.9%	63.4%	36.6%
1998	72.8%	27.2%	27.4%	72.6%	55.9%	44.1%	67.7%	32.3%	63.9%	36.1%
1999	71.9%	28.1%	27.8%	72.3%	53.1%	46.9%	67.6%	32.4%	63.5%	36.5%
2000	70.7%	29.3%	27.2%	72.8%	54.6%	45.4%	62.3%	37.7%	62.6%	37.4%
2001	69.5%	30.5%	26.8%	73.2%	53.7%	46.3%	66.3%	33.7%	61.7%	38.3%
2002	68.5%	31.5%	27.7%	72.3%	51.7%	48.3%	72.8%	27.2%	61.2%	38.8%
2003	67.4%	32.6%	29.8%	73.2%	51.3%	48.7%	66.6%	33.4%	59.7%	40.3%
2004	67.2%	32.8%	27.6%	72.4%	49.0%	51.0%	67.4%	32.6%	59.6%	40.4%
2005	67.2%	32.8%	28.1%	71.9%	46.3%	53.7%	65.2%	34.8%	59.5%	40.5%
2006	66.1%	33.9%	27.4%	72.6%	43.4%	56.6%	67.2%	32.8%	58.5%	41.5%

Note: Shaded areas indicate record highs.

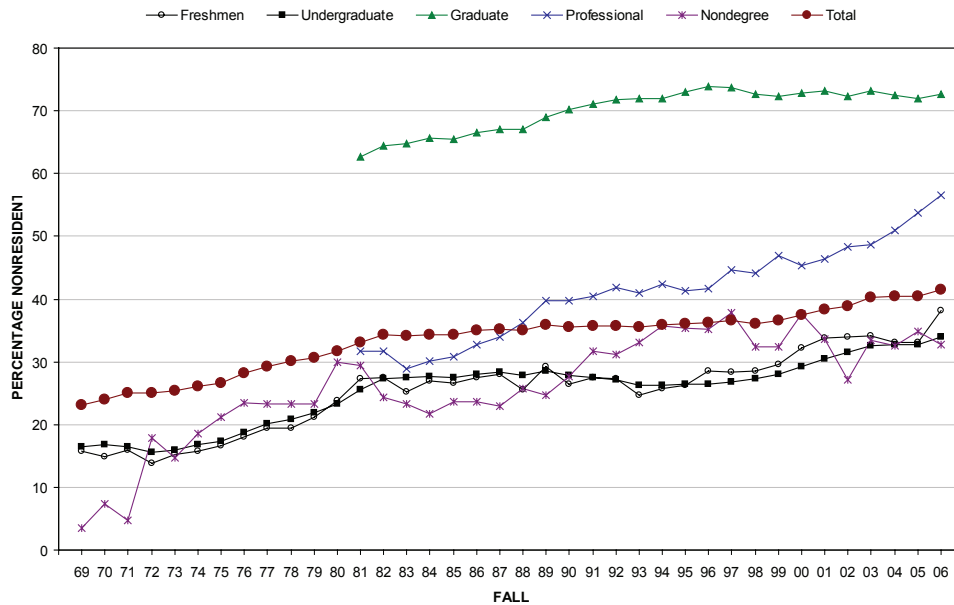
The following table shows enrollment by residence classification and by student full-time/part-time status. The number of full-time nonresident students is up this year (+475) due to increases at all student levels. The number of part-time nonresident students is also up (+37) due to increases at the graduate and nondegree levels.

TABLE 31: ENROLLMENT BY RESIDENCE CLASSIFICATION AND BY FULL-TIME/PART-TIME STATUS FALL TERMS

	Fall 2005				Fall 2006			
	Nonresident		Resident		Nonresident		Resident	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Freshman	2,545	28	5,092	96	3,058	35	4,954	79
Sophomore	2,105	32	4,512	174	2,272	36	4,767	185
Junior	2,172	64	4,237	191	1,982	46	3,932	169
Senior	2,453	142	4,757	520	2,373	124	4,800	446
Undergraduate Total	9,275	266	18,598	981	9,685	241	18,453	879
Graduate Total	3,526	1,471	1,193	760	3,561	1,528	1,152	769
Professional Total	488	24	418	23	508	22	388	56
Nondegree Total	112	213	89	521	122	220	70	593
TOTAL	13,401	1,974	20,298	2,285	13,876	2,011	20,063	2,297

The following figure shows the nonresident enrollment by student level for fall terms since 1969. The number and share of nonresident undergraduates have gradually increased over time, culminating in the record high number and share reported this year.

FIGURE 10: NONRESIDENT ENROLLMENT SHARE BY STUDENT LEVEL



STUDENT SCHOOL ENROLLMENT

HEADCOUNT BY STUDENT SCHOOL

Headcounts and enrollment change by student school and level for three years are shown in Table 32. Two schools show record enrollments this year: Health, Physical Education and Recreation (HPER) and Journalism. Other schools showing enrollment gains this year are Business, Graduate School, Music, Social Work, and University Division.

Beginning with Spring 2005 term, students can be enrolled in multiple careers (e.g., MBA/JD students are in graduate and law careers). This year, there are 15 MBA/JD students and 1 Undergraduate/Graduate student in Music. For all school reports, students are counted one time under each school and career, so that both Business and Law will get credit for these 15 dual career students and the Music student is counted two times, as both a senior and a graduate student. This means that that campus total by school will not match the unique student headcount reported in the previous section ‘Campus Level Enrollment’. Last year, there were 15 MBA/JD students counted in both Law and Business. Also last year, there were two Undergraduate/Graduate students: one was counted in the College as a nondegree undergraduate and also in Education as a nondegree graduate student; the other student was counted in SCS as a nondegree undergraduate and also in Education as a nondegree graduate.

Four schools show decreases from their record figures reported last year: Informatics, Labor Studies, Law, and Optometry. Continuing Studies has shown decreases each year since the record year of 2002 and Public and Environmental Affairs (SPEA) has shown decreases each year since the record in 2004. Other schools showing enrollment losses this year are Arts & Sciences, Education, and Library and Information Sciences (SLIS). Nursing shows no change from last year. For more information about enrollments in the College and the Graduate School, see the *Majors* section of this report.

TABLE 32: ENROLLMENT BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL
FALL TERMS

Student School	Fall Term			Change from 2005 to 2006	
	2004	2005	2006	Number	Percent
ARTS AND SCIENCES					
Freshman	225	235	151	- 84	- 55.6%
Sophomore	2,250	2,028	2,224	+ 196	+ 8.8%
Junior	2,790	2,752	2,473	- 279	- 11.3%
Senior	3,289	3,213	3,186	- 27	- 0.8%
Undergraduate	8,554	8,228	8,034	- 194	- 2.4%
Masters	1	0	0	0	---
Doctorate	11	11	3	- 8	- 266.7%
Graduate	12	11	3	- 8	- 266.7%
Nondegree	151	151	179	+ 28	+ 15.6%
Total	8,717	8,390	8,216	- 174	- 2.1%
BUSINESS					
Freshman	255	309	467	+ 158	+ 33.8%
Sophomore	815	832	875	+ 43	+ 4.9%
Junior	1,037	1,109	1,043	- 66	- 6.3%
Senior	1,489	1,421	1,457	+ 36	+ 2.5%
Undergraduate	3,596	3,671	3,842	+ 171	+ 4.5%
Masters	644	641	664	+ 23	+ 3.5%
Doctorate	2	0	0	0	---
Graduate	646	641	664	+ 23	+ 3.5%
Nondegree	26	32	25	- 7	- 28.0%
Total	4,268	4,344	4,531	+ 187	+ 4.1%
CONTINUING STUDIES					
Freshman	91	86	71	- 15	- 21.1%
Sophomore	192	136	127	- 9	- 7.1%
Junior	186	179	172	- 7	- 4.1%
Senior	308	293	272	- 21	- 7.7%
Undergraduate	777	694	642	- 52	- 8.1%
Nondegree	243	221	234	+ 13	+ 5.6%
Total	1,020	915	876	- 39	- 4.5%
EDUCATION					
Freshman	2	0	0	0	---
Sophomore	409	19	10	- 9	- 90.0%
Junior	586	415	293	- 122	- 41.6%
Senior	833	812	706	- 106	- 15.0%
Undergraduate	1,830	1,246	1,009	- 237	- 23.5%
Masters	447	458	451	- 7	- 1.6%
Doctorate	114	121	104	- 17	- 16.3%
Graduate	561	579	555	- 24	- 4.3%
Nondegree	278	265	279	+ 14	+ 5.0%
Total	2,669	2,090	1,843	- 247	- 13.4%

TABLE 32: ENROLLMENT BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)
FALL TERMS

Student School	Fall Term			Change from 2005 to 2006	
	2004-05	2005-06	2006-07	Number	Percent
GRADUATE SCHOOL					
Masters	973	977	970	- 7	- 0.7%
Doctorate	2,792	2,930	2,980	+ 50	+ 1.7%
Graduate	3,765	3,907	3,950	+ 43	+ 1.1%
Nondegree	159	156	131	- 25	- 19.1%
Total	3,924	4,063	4,081	+ 18	+ 0.4%
HPER					
Freshman	12	7	11	+ 4	+ 36.4%
Sophomore	375	334	396	+ 62	+ 15.7%
Junior	521	605	584	- 21	- 3.6%
Senior	692	731	811	+ 80	+ 9.9%
Undergraduate	1,600	1,677	1,802	+ 125	+ 6.9%
Masters	249	236	218	- 18	- 8.3%
Doctorate	3	0	0	0	---
Graduate	252	236	218	- 18	- 8.3%
Nondegree	33	34	23	- 11	- 47.8%
Total	1,885	1,947	2,043	+ 96	+ 4.7%
INFORMATICS					
Freshman	0	0	13	+ 13	+ 100.0%
Sophomore	60	56	58	+ 2	+ 3.4%
Junior	96	102	94	- 8	- 8.5%
Senior	161	177	144	- 33	- 22.9%
Undergraduate	317	335	309	- 26	- 8.4%
Graduate	70	81	87	+ 6	+ 6.9%
Nondegree	1	0	3	+ 3	+ 100.0%
Total	388	416	399	- 17	- 4.3%
JOURNALISM					
Freshman	0	0	38	+ 38	+ 100.0%
Sophomore	142	128	184	+ 56	+ 30.4%
Junior	256	234	194	- 40	- 20.6%
Senior	267	273	252	- 21	- 8.3%
Undergraduate	665	635	668	+ 33	+ 4.9%
Total	665	636	668	+ 32	+ 4.8%
LABOR STUDIES					
Freshman	2	0	0	0	---
Sophomore	2	2	1	- 1	- 100.0%
Junior	3	4	3	- 1	- 33.3%
Senior	4	6	3	- 3	- 100.0%
Undergraduate	11	12	7	- 5	- 71.4%
Total	11	12	7	- 5	- 71.4%
LAW					
Masters	75	87	77	- 10	- 13.0%
Doctorate	9	21	25	+ 4	+ 16.0%
Graduate	84	108	102	- 6	- 5.9%
First Year	205	229	212	- 17	---
Second Year*	214	120	215	+ 95	---
Third Year*	210	289	195	- 94	---
Professional	629	638	622	- 16	- 2.6%
Nondegree	4	3	8	+ 5	+ 62.5%
Total	717	749	732	- 17	- 2.3%
LIBRARY & INFO. SCI.					
Masters	307	303	285	- 18	- 6.3%
Doctorate	7	8	14	+ 6	+ 42.9%
Graduate	314	311	299	- 12	- 4.0%
Nondegree	13	18	13	- 5	- 38.5%
Total	327	329	312	- 17	- 5.4%
MUSIC					
Freshman	154	184	179	- 5	- 2.8%
Sophomore	171	195	161	- 34	- 21.1%
Junior	141	138	139	+ 1	+ 0.7%
Senior	274	268	267	- 1	- 0.4%
Undergraduate	740	785	746	- 39	- 5.2%
Masters	474	458	484	+ 26	+ 5.4%
Doctorate	312	318	328	+ 10	+ 3.0%
Graduate	786	776	812	+ 36	+ 4.4%
Nondegree	14	6	10	+ 4	+ 40.0%
Total	1,540	1,567	1,568	+ 1	+ 0.1%

TABLE 32: ENROLLMENT BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)
FALL TERMS

Student School	Fall Term			Change from 2005 to 2006	
	2004-05	2005-06	2006-07	Number	Percent
NURSING					
Freshman	1	1	0	- 1	---
Sophomore	32	22	30	+ 8	+ 26.7%
Junior	43	59	39	- 20	- 51.3%
Senior	78	67	79	+ 12	+ 15.2%
Undergraduate	154	149	148	- 1	- 0.7%
Graduate	0	0	0	0	---
Nondegree	0	0	1	+ 1	+ 100.0%
Total	154	149	149	0	0.0%
OPTOMETRY					
Sophomore	7	13	10	- 3	- 30.0%
Senior	0	0	0	0	---
Undergraduate	7	13	10	- 3	- 30.0%
First Year	80	81	75	- 6	---
Second Year	79	77	83	+ 6	---
Third Year	78	77	87	+ 10	---
Fourth Year	71	80	70	- 10	---
Professional	308	315	315	0	0.0%
Nondegree	2	0	1	+ 1	+ 100.0%
Total	317	328	326	- 2	- 0.6%
SPEA					
Freshman	0	1	3	+ 2	+ 66.7%
Sophomore	123	122	123	+ 1	+ 0.8%
Junior	348	329	306	- 23	- 7.5%
Senior	507	462	432	- 30	- 6.9%
Undergraduate	978	914	864	- 50	- 5.8%
Graduate	336	315	335	+ 20	+ 6.0%
Nondegree	2	3	0	- 3	---
Total	1,316	1,232	1,199	- 33	- 2.8%
SOCIAL WORK					
Sophomore	6	6	6	0	0.0%
Junior	18	21	25	+ 4	+ 16.0%
Senior	26	27	28	+ 1	+ 3.6%
Undergraduate	50	54	59	+ 5	+ 8.5%
Nondegree	0	0	0	0	---
Total	50	54	59	+ 5	+ 8.5%
UNIVERSITY DIVISION					
Freshman	6,351	6,938	7,193	+ 255	+ 3.5%
Sophomore	2,584	2,930	3,055	+ 125	+ 4.1%
Junior	701	717	764	+ 47	+ 6.2%
Senior	147	122	107	- 15	- 14.0%
Undergraduate	9,783	10,707	11,119	+ 412	+ 3.7%
Nondegree	70	47	135	+ 88	+ 65.2%
Total	9,853	10,754	11,254	+ 500	+ 4.4%

*In 2004 and 2005 academic level for LAW students was based on semesters completed rather than hours.

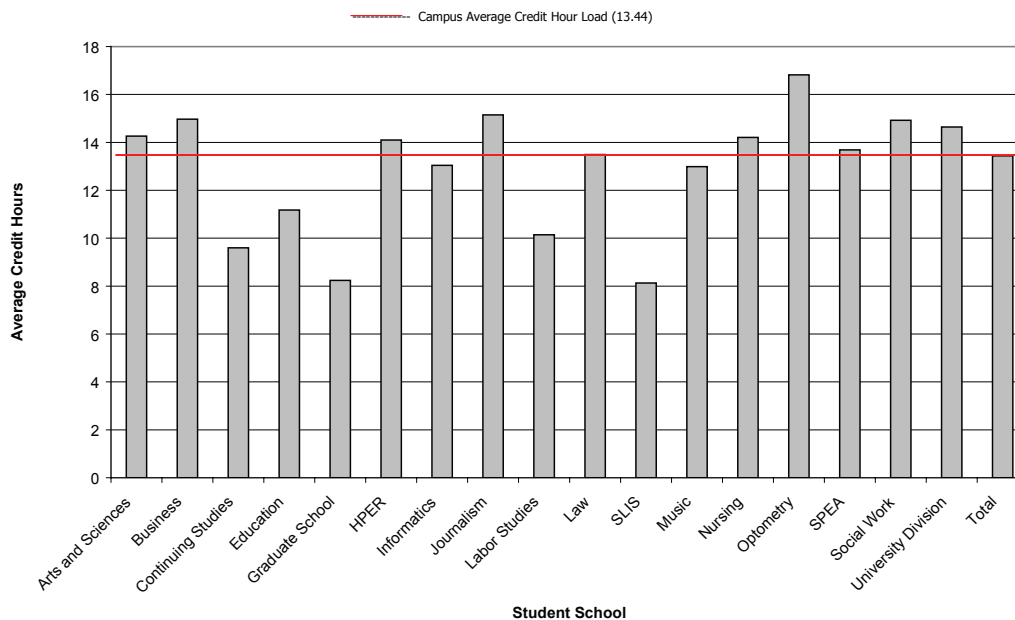
CREDIT HOUR LOAD (SCHOOL)

The following table shows the average credit hour load by student school for this year and last year. The following figure shows the average credit hour by school, compared to the campus average. Although the campus credit hour load has increased, only six schools show an increase in credit hour load (Business, HPER, Informatics, Labor Studies, SPEA, and Social Work). Music has the highest credit hour loads for both freshmen (17.80) and undergraduates (17.20).

TABLE 33: AVERAGE CREDIT HOUR LOAD BY STUDENT SCHOOL
FALL 2005 AND FALL 2006

Student School	Freshmen		Undergraduates		All Students	
	Last Year	This Year	Last Year	This Year	Last Year	This Year
Arts and Sciences	15.59	15.49	14.45	14.47	14.29	14.26
Business	15.50	15.4	14.74	15.09	14.66	14.97
Continuing Studies	9.65	8.68	11.33	11.43	9.85	9.6
Education	n/a	n/a	15.01	15.16	11.68	11.18
Graduate School	n/a	n/a	n/a	n/a	8.25	8.24
HPER	13.57	12.82	14.78	14.84	13.91	14.1
Informatics	n/a	15.35	14.03	14.28	12.92	13.04
Journalism	n/a	15.71	15.19	15.15	15.17	15.15
Labor Studies	n/a	n/a	8.75	10.14	8.75	10.14
Law	n/a	n/a	n/a	n/a	13.77	13.49
SLIS	n/a	n/a	n/a	n/a	8.53	8.13
Music	17.41	17.8	17.27	17.2	13.09	12.99
Nursing	4.00	n/a	14.43	14.28	14.43	14.21
Optometry	n/a	n/a	14.46	15.30	17.09	16.82
SPEA	15.00	14.67	14.46	14.69	13.50	13.69
Social Work	n/a	n/a	13.70	14.92	13.70	14.92
University Division	14.89	14.85	14.78	14.77	14.74	14.64
TOTAL	14.93	14.91	14.66	14.73	13.43	13.44

FIGURE 11: AVERAGE CREDIT HOUR LOAD BY STUDENT SCHOOL
FALL 2006



The following table shows the change in average credit hour load compared to ten years ago. When compared to Fall 1997, all schools show increases or no change in their average credit hour load except for Education, Law and Optometry.

TABLE 34: AVERAGE CREDIT HOUR LOAD BY STUDENT SCHOOL
TEN YEAR COMPARISON
FALL TERMS

Student School	Undergraduates			All Students		
	1997	2006	Change	1997	2006	Change
Arts and Sciences	14.30	14.47	+ 0.17	13.42	14.26	+ 0.84
Business	14.42	15.09	+ 0.67	14.47	14.97	+ 0.50
Continuing Studies	10.73	11.43	+ 0.70	8.47	9.60	+ 1.13
Education	14.68	15.16	+ 0.48	12.74	11.18	- 1.56
Graduate School	n/a	n/a	---	7.70	8.24	+ 0.54
HPER	14.57	14.84	+ 0.27	13.53	14.10	+ 0.57
Informatics	n/a	14.28	---	n/a	13.04	---
Journalism	14.99	15.15	+ 0.16	14.94	15.15	+ 0.21
Labor Studies	n/a	10.14	---	n/a	10.14	---
Law	n/a	n/a	---	13.81	13.49	- 0.32
SLIS	n/a	n/a	---	7.45	8.13	+ 0.68
Music	15.96	17.20	+ 1.24	12.67	12.99	+ 0.32
Nursing	13.68	14.28	+ 0.60	13.57	14.21	+ 0.64
Optometry	13.60	15.30	+ 1.70	17.23	16.82	- 0.41
SPEA	14.29	14.69	+ 0.40	13.10	13.69	+ 0.59
Social Work	11.85	14.92	+ 3.07	11.66	14.92	+ 3.26
University Division	14.75	14.77	+ 0.02	14.46	14.64	+ 0.18
TOTAL	14.52	14.73	+ 0.21	12.99	13.44	+ 0.45

MAJORS

The following tables show enrollments by major for the College of Arts and Sciences and the Graduate School. Students with multiple majors are counted under each major so enrollments in the schools will be lower than a count of majors. The total number of majors in Arts and Sciences has decreased 2.2% from last year. The Graduate School shows a decrease of 2.6% majors this year. Prior to the implementation of the new Student Information System (SIS), students were limited in the number of majors they could declare; now however, there is no limit on the number of majors.

TABLE 35: DECLARED MAJORS: ARTS AND SCIENCES DEPARTMENTS
FALL TERMS

College of Arts & Sciences Departments					
Fall 2005	Student Majors	Percent of School Majors	Fall 2006	Student Majors	Percent of School Majors
Biology	1,211	12.2%	Biology	1,199	12.4%
Psychological & Brain Sciences	1,046	10.6%	Psychological & Brain Sciences	1,004	10.4%
Telecommunications	802	8.1%	Telecommunications	740	7.6%
Political Science	605	6.1%	Political Science	607	6.3%
Criminal Justice	531	5.4%	Fine Arts	521	5.4%
Fine Arts	527	5.3%	Criminal Justice	499	5.2%
English	494	5.0%	Apparel Merch/Int Design	452	4.7%
Apparel Merch/Int Design	439	4.4%	English	444	4.6%
Communication & Culture	421	4.3%	Communication & Culture	391	4.0%
Chemistry	385	3.9%	Chemistry	387	4.0%
History	345	3.5%	History	296	3.1%
Economics	215	2.2%	Liberal Arts & Management Program	234	2.4%
Sociology	213	2.2%	Economics	213	2.2%
Theatre & Drama	213	2.2%	Sociology	195	2.0%
Spanish & Portuguese	182	1.8%	International Studies	190	2.0%
Speech & Hearing Sciences	178	1.8%	Theatre & Drama	189	2.0%
International Studies	172	1.7%	Speech & Hearing Sciences	189	2.0%
Anthropology	152	1.5%	Spanish & Portuguese	186	1.9%
Second Language Studies (TESOL)	140	1.4%	Second Language Studies (TESOL)	182	1.9%
Mathematics	118	1.2%	Anthropology	136	1.4%
Philosophy	116	1.2%	Mathematics	112	1.2%
Religious Studies	111	1.1%	Religious Studies	107	1.1%
College of Arts & Sciences	97	1.0%	Philosophy	95	1.0%
French & Italian	94	1.0%	East Asian Language & Culture	90	0.9%
East Asian Language & Culture	87	0.9%	College of Arts & Sciences	86	0.9%
Individualized Major Program	83	0.8%	Individualized Major Program	86	0.9%
Jewish Studies	92	0.9%	French & Italian	86	0.9%
Computer Science	61	0.6%	Classical Studies	60	0.6%
Liberal Arts & Management Program	60	0.6%	Jewish Studies	56	0.6%
Classical Studies	58	0.6%	Gender Studies	53	0.5%
Germanic Studies	52	0.5%	Computer Science	46	0.5%
Gender Studies	50	0.5%	Germanic Studies	45	0.5%
Geography	46	0.5%	Geography	45	0.5%
Geology	45	0.5%	Near Eastern Language & Culture	41	0.4%
Physics	38	0.4%	Linguistics	40	0.4%
Cognitive Science	34	0.3%	Geology	35	0.4%
Linguistics	32	0.3%	Folklore	32	0.3%
Comparative Literature	31	0.3%	Physics	31	0.3%
Folklore	30	0.3%	Cognitive Science	31	0.3%
Slavic Languages & Literatures	28	0.3%	Comparative Literature	29	0.3%
Near Eastern Language & Culture	25	0.3%	Slavic Languages & Literatures	24	0.2%
Computer Science	18	0.2%	Afro-American Studies	19	0.2%
Afro-American Studies	18	0.2%	Astronomy	12	0.1%
Astronomy	14	0.1%	Computer Science	7	0.1%
India Studies	5	0.1%	India Studies	5	0.1%
Exploratory	178	1.8%	Journalism	1	0.0%
			Exploratory	150	1.5%
Total Majors	9,892	100.0%	Total Majors	9,678	100.0%
Total School Enrollments		8,390	Total School Enrollments		8,216

Notes:

Dual enrollments are included.

Beginning Fall 2004, Speech and Hearing Sciences began a graduate program and are included in the total enrollments for Arts and Sciences.

TABLE 36: DECLARED MAJORS: GRADUATE SCHOOL DEPARTMENTS
FALL TERMS

Graduate School Departments					
Fall 2005	Student Majors	Percent of School Majors	Fall 2006	Student Majors	Percent of School Majors
Education	534	12.0%	Education	535	12.4%
English	204	4.6%	English	211	4.9%
Computer Science	186	4.2%	Computer Science	193	4.5%
Chemistry	167	3.8%	Biology	165	3.8%
Biology	164	3.7%	Chemistry	158	3.7%
Graduate Cont Nondegree - Masters	159	3.6%	History	134	3.1%
History	154	3.5%	Fine Arts	133	3.1%
Mathematics	151	3.4%	Mathematics	128	3.0%
Fine Arts	146	3.3%	Anthropology	125	2.9%
Linguistics	121	2.7%	Graduate Cont Nondegree - Masters	117	2.7%
Anthropology	120	2.7%	Folklore	115	2.7%
Health, Phys Ed, & Recreation	112	2.5%	Health, Phys Ed, & Recreation	115	2.7%
Speech & Hearing Sciences	103	2.3%	Linguistics	113	2.6%
Folklore	100	2.3%	Speech & Hearing Sciences	110	2.5%
Public & Environmental Affairs	100	2.3%	Psychological & Brain Sciences	97	2.2%
Sociology	99	2.2%	French & Italian	95	2.2%
Psychological & Brain Sciences	93	2.1%	Public & Environmental Affairs	94	2.2%
Political Science	92	2.1%	Political Science	92	2.1%
Telecommunications	89	2.0%	Sociology	89	2.1%
Economics	87	2.0%	Economics	88	2.0%
Spanish	87	2.0%	Music	85	2.0%
Business	85	1.9%	Physics	83	1.9%
French & Italian	84	1.9%	Telecommunications	77	1.8%
Physics	84	1.9%	Business	73	1.7%
Communication & Culture	80	1.8%	Spanish	73	1.7%
Music	75	1.7%	Communication & Culture	72	1.7%
Journalism	64	1.4%	Journalism	61	1.4%
Cognitive Science	59	1.3%	Central Eurasian Studies	59	1.4%
Central Eurasian Studies	58	1.3%	Comparative Literature	56	1.3%
Comparative Literature	53	1.2%	Geology	51	1.2%
Geology	48	1.1%	Near Eastern Language & Culture	50	1.2%
Philosophy	48	1.1%	Philosophy	44	1.0%
Theatre & Drama	44	1.0%	Theatre & Drama	43	1.0%
Library & Information Science	39	0.9%	Germanic Studies	41	0.9%
Near Eastern Language & Culture	38	0.9%	Cognitive Science	39	0.9%
Criminal Justice	37	0.8%	Biochemistry	33	0.8%
Germanic Studies	37	0.8%	Religious Studies	33	0.8%
Religious Studies	34	0.8%	Arts Administration	32	0.7%
Arts Administration	32	0.7%	East Asian Language & Culture	32	0.7%
East Asian Language & Culture	31	0.7%	Criminal Justice	31	0.7%
Center for Neural Sciences	31	0.7%	Russian & Eastern European Institute	31	0.7%
Geography	30	0.7%	Library & Information Science	31	0.7%
Russian & Eastern European Institute	30	0.7%	Geography	29	0.7%
His & Phil of Science	29	0.7%	His & Phil of Science	29	0.7%
Afro-American Studies	27	0.6%	Center for Neural Sciences	28	0.6%
Biochemistry	26	0.6%	Classical Studies	27	0.6%
Optometry	25	0.6%	Informatics	25	0.6%
Classical Studies	24	0.5%	Optometry	25	0.6%
Astronomy	17	0.4%	Afro-American Studies	23	0.5%
Slavic Languages & Literatures	16	0.4%	Astronomy	21	0.5%
Latin American Studies	14	0.3%	Latin American Studies	15	0.3%
Medicine	14	0.3%	Medicine	15	0.3%
American Studies	12	0.3%	Slavic Languages & Literatures	13	0.3%
Informatics	11	0.2%	Gender Studies	10	0.2%
Unspecified	11	0.2%	West European Studies	9	0.2%
West European Studies	10	0.2%	American Studies	8	0.2%
Social Studies	6	0.1%	Graduate Auditor Nondegree	5	0.1%
Graduate Auditor Nondegree	6	0.1%	Social Studies	3	0.1%
Law	3	0.1%	Law	3	0.1%
Apparel Merch/Int Design	1	0.0%	Apparel Merch/Int Design	0	0.0%
Uralic and Altaic	1	0.0%	Uralic and Altaic	0	0.0%
Gender Studies	0	0.0%	Unspecified	0	0.0%
Total Majors	4,442	100.0%	Total Majors	4,325	100.0%
Total School Enrollments		4,063	Total School Enrollments		4,081

Note: Dual enrollments are included.

Table 37 shows the number of majors by school. Again, students with multiple majors are counted within each major or school.

TABLE 37: DECLARED MAJORS: ALL SCHOOLS
FALL TERMS

Fall 2005	Student Majors	Fall 2006	Student Majors
University Divison	10,858	University Divison	11,297
Arts and Sciences	9,892	Arts and Sciences	9,678
Business	5,709	Business	5,844
Graduate School	4,442	Graduate School	4,325
HPER	1,999	HPER	2,081
Education	2,240	Education	2,006
Music	1,751	Music	1,721
SPEA	1,383	SPEA	1,337
Continuing Studies	1,011	Continuing Studies	948
Law	778	Law	760
Journalism	708	Journalism	740
Informatics	424	Informatics	422
Library & Information Science	363	Library & Information Science	347
Optometry	335	Optometry	330
Nursing	149	Nursing	149
Social Work	54	Social Work	59
Labor Studies	12	Labor Studies	7
Medicine	1	Medicine	1
Total Majors	42,109	Total Majors	42,052
Total School Enrollments	37,975	Total School Enrollments	38,263

Note: Dual enrollments are included.

ETHNIC GROUPS (SCHOOL)

The following table shows U.S. minority enrollment (African American, Asian American, Hispanic American, and Native American) at IU-Bloomington by school and student level from 1996 to the present.

TABLE 38: U.S. MINORITY ENROLLMENT BY STUDENT SCHOOL AND LEVEL
(AFRICAN AMERICAN, ASIAN AMERICAN, HISPANIC AMERICAN, AND NATIVE AMERICAN)
FALL TERMS

		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Arts and Sciences	Undergrad	422	510	532	540	565	671	721	755	825	822	867
	Graduate	94	0	0	0	0	0	0	0	0	1	0
	Nondegree	9	8	11	7	12	16	8	5	7	2	1
	Total	525	518	543	547	577	687	729	760	832	825	868
Business	Undergrad	202	233	270	275	281	316	301	320	316	361	343
	Graduate	94	79	122	129	105	99	86	91	101	87	88
	Nondegree	1	0	0	2	1	0	1	1	1	0	0
	Total	297	312	392	406	387	415	388	412	418	448	431
Continuing Studies	Undergrad	72	101	122	110	107	107	120	136	127	116	96
	Nondegree	50	47	37	31	39	31	38	26	23	23	26
	Total	122	148	159	141	146	138	158	162	150	139	122
Education	Undergrad	119	110	114	101	96	114	111	107	95	68	50
	Graduate	58	59	55	52	56	61	71	58	51	61	46
	Nondegree	13	7	16	14	20	15	13	22	15	18	26
	Total	190	176	185	167	172	190	195	187	161	147	122
Graduate School	Graduate	310	303	310	321	297	311	329	321	331	377	401
	Nondegree	12	8	12	11	9	21	12	13	19	21	10
	Total	322	311	322	332	306	332	341	334	350	398	411
HPER	Undergrad	65	65	55	60	68	82	103	123	132	133	140
	Graduate	27	22	15	15	25	22	22	24	28	30	32
	Nondegree	2	0	1	2	3	1	2	2	5	3	1
	Total	94	87	71	77	96	105	127	149	165	166	173
Informatics	Undergrad	0	0	0	0	0	9	24	26	20	27	29
	Graduate	0	0	0	0	0	2	3	4	4	3	6
	Total	0	0	0	0	0	11	27	30	24	30	35
Journalism	Undergrad	36	28	33	44	47	30	35	34	41	39	48
	Total	36	28	33	44	47	30	35	34	41	39	48
Labor Studies	Undergrad	0	0	0	0	1	2	1	1	1	2	1
	Graduate	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	1	2	1	1	1	2	1
Law	Graduate	0	0	1	0	3	1	2	0	0	2	2
	Professional	118	112	95	83	93	99	100	103	100	97	92
	Total	118	112	96	83	96	100	102	103	100	99	94
SLIS	Graduate	8	7	11	12	20	30	26	22	26	20	25
	Nondegree	2	2	4	2	2	1	3	2	1	1	2
	Total	10	9	15	14	22	31	29	24	27	21	27
Music	Undergrad	99	107	101	104	103	86	75	70	75	82	89
	Graduate	75	63	61	64	75	66	75	69	68	72	83
	Nondegree	0	10	6	1	3	0	5	3	2	2	0
	Total	174	180	168	169	181	152	155	142	145	156	172
Nursing	Undergrad	22	9	10	8	11	6	3	3	6	9	9
	Nondegree	0	0	0	0	0	0	0	0	0	0	0
	Total	22	9	10	8	11	6	3	3	6	9	9
Optometry	Undergrad	3	2	2	1	2	3	3	1	2	2	0
	Professional	15	20	24	35	38	40	43	35	33	32	34
	Total	18	22	26	36	40	43	46	36	35	34	34
SPEA	Undergrad	23	37	45	57	62	63	59	68	80	79	85
	Graduate	21	28	36	40	31	24	20	31	32	34	38
	Nondegree	1	0	0	0	1	0	0	0	0	0	0
	Total	45	65	81	97	94	87	79	99	112	113	123
Social Work	Undergrad	2	1	5	6	4	3	6	8	8	11	10
	Graduate	0	0	0	0	0	0	0	0	0	0	0
	Total	2	1	5	6	4	3	6	8	8	11	10
University Division	Undergrad	1,230	1,124	1,136	1,208	1,283	1,191	1,151	1,115	1,115	1,267	1,309
	Nondegree	20	13	9	7	6	5	1	7	3	4	13
	Total	1,250	1,137	1,145	1,215	1,289	1,196	1,152	1,122	1,118	1,271	1,322
TOTAL MINORITY		3,225	3,115	3,251	3,342	3,469	3,528	3,573	3,606	3,693	3,908	4,002
Total Campus	Undergrad	25,451	25,852	26,792	27,461	28,292	29,125	29,768	29,768	29,062	29,122	29,259
	Graduate	6,600	6,506	6,432	6,365	6,279	6,446	6,704	6,876	6,826	6,965	7,025
	Professional	930	919	913	904	907	898	934	932	937	953	937
	Nondegree	1,719	1,660	1,463	1,471	1,598	1,494	1,497	1,013	996	935	1,042
TOTAL CAMPUS		34,700	34,937	35,600	36,201	37,076	37,963	38,903	38,589	37,821	37,975	38,263

Note: Students enrolled in multiple careers are counted under each school.

GENDER (SCHOOL)

The following table shows the percentage of female and male students in each student school for this year and last year. Compared to last year, the shares of female students have increased in Arts and Sciences, Business, Continuing Studies, Graduate School, Informatics, Journalism, Law, Optometry, SPEA, and Social Work. Again, this year, the female share of students in Informatics is less than 20%, while the share of female students in Nursing is the highest at almost 97%.

TABLE 39: SHARE OF STUDENT SCHOOL ENROLLMENT BY GENDER
FALL TERMS

School	Fall 2005		Total	Fall 2006		Total	Change in Female	Change in Male
	Female	Male		Female	Male			
Arts and Sciences	4,787 57.1%	3,603 42.9%	8,390 100.0%	4,697 57.2%	3,519 42.8%	8,216 100.0%	-90 -1.9%	-84 -2.3%
Business	1,289 29.7%	3,055 70.3%	4,344 100.0%	1,401 30.9%	3,130 69.1%	4,531 100.0%	112 8.7%	75 2.5%
Continuing Studies	497 54.3%	418 45.7%	915 100.0%	480 54.8%	396 45.2%	876 100.0%	-17 -3.4%	-22 -5.3%
Education	1,574 75.3%	516 24.7%	2,090 100.0%	1,377 74.7%	466 25.3%	1,843 100.0%	-197 -12.5%	-50 -9.7%
Graduate School	2,062 50.8%	2,001 49.2%	4,063 100.0%	2,096 51.4%	1,985 48.6%	4,081 100.0%	34 1.6%	-16 -0.8%
HPER	1,175 60.3%	772 39.7%	1,947 100.0%	1,216 59.5%	827 40.5%	2,043 100.0%	41 3.5%	55 7.1%
Informatics	69 16.6%	347 83.4%	416 100.0%	72 18.0%	327 82.0%	399 100.0%	3 4.3%	-20 -5.8%
Journalism	455 71.5%	181 28.5%	636 100.0%	480 71.9%	188 28.1%	668 100.0%	25 5.5%	7 3.9%
Labor Studies	6 50.0%	6 50.0%	12 100.0%	2 28.6%	5 71.4%	7 100.0%	-4 -66.7%	-1 -16.7%
Law	297 39.7%	452 60.3%	749 100.0%	305 41.7%	427 58.3%	732 100.0%	8 2.7%	-25 -5.5%
SLIS	241 73.3%	88 26.7%	329 100.0%	226 72.4%	86 27.6%	312 100.0%	-15 -6.2%	-2 -2.3%
Music	792 50.5%	775 49.5%	1,567 100.0%	791 50.4%	777 49.6%	1,568 100.0%	-1 -0.1%	2 0.3%
Nursing	145 97.3%	4 2.7%	149 100.0%	144 96.6%	5 3.4%	149 100.0%	-1 -0.7%	1 25.0%
Optometry	198 60.4%	130 39.6%	328 100.0%	204 62.6%	122 37.4%	326 100.0%	6 3.0%	-8 -6.2%
SPEA	464 37.7%	768 62.3%	1,232 100.0%	477 39.8%	722 60.2%	1,199 100.0%	13 2.8%	-46 -6.0%
Social Work	50 92.6%	4 7.4%	54 100.0%	55 93.2%	4 6.8%	59 100.0%	5 10.0%	0 0.0%
University Division	5,549 51.6%	5,205 48.4%	10,754 100.0%	5,800 51.5%	5,454 48.5%	11,254 100.0%	251 4.5%	249 4.8%
Total	19,650 51.7%	18,325 48.3%	37,975 100.0%	19,823 51.8%	18,440 48.2%	38,263 100.0%	173 0.9%	115 0.6%

Note: For School level reports, students enrolled in dual careers are counted under each school (e.g., MBA/JD students are counted under Business and Law).

The next table summarizes the percentages of female and male students in the top twenty Arts and Sciences and Graduate School departments for Fall 2006. In the College, Apparel Merchandising & Interior Design and Speech & Hearing Sciences have female shares of over 90%, while the share of women in Economics is less than 20%. In the Graduate School, the percentage of women in Speech & Hearing Sciences is over 90%, while the female shares of Computer Science, Mathematics, Chemistry and Economics majors are under 30%.

TABLE 40: FEMALE AND MALE SHARE OF DECLARED MAJORS:
ARTS & SCIENCES AND GRADUATE SCHOOL
FALL 2006

Arts and Sciences Departments	Female Share	Male Share	Graduate School Departments	Female Share	Male Share
Biology	51.9%	48.1%	Education	68.0%	32.0%
Psychology & Brain Sciences	71.1%	28.9%	English	64.1%	35.9%
Telecommunications	48.8%	51.2%	Computer Science	21.5%	78.5%
Political Science	38.6%	61.4%	Biology	62.6%	37.4%
Fine Arts	60.1%	39.9%	Chemistry	28.8%	71.2%
Criminal Justice	43.6%	56.4%	History	51.6%	48.4%
Apparel Merch/Int Design	96.2%	3.8%	Fine Arts	60.8%	39.2%
English	60.1%	39.9%	Mathematics	24.8%	75.2%
Communication & Culture	71.4%	28.6%	Anthropology	61.9%	38.1%
Chemistry	45.0%	55.0%	Graduate Cont Nondegree - Masters	53.8%	46.2%
History	34.0%	66.0%	Folklore	65.5%	34.5%
Liberal Arts & Management Program	61.1%	38.9%	Health, Phys Ed. & Recreation	47.0%	53.0%
Economics	19.8%	80.2%	Linguistics	61.0%	39.0%
Sociology	67.9%	32.1%	Speech & Hearing Sciences	92.9%	7.1%
International Studies	74.5%	25.5%	Psychology & Brain Sciences	48.9%	51.1%
Theatre & Drama	62.4%	37.6%	French & Italian	57.6%	42.4%
Speech & Hearing Sciences	98.4%	1.6%	Public & Environmental Affairs	50.0%	50.0%
Spanish & Portuguese	68.6%	31.4%	Political Science	38.8%	61.2%
Second Language Studies (TESOL)	42.3%	57.7%	Sociology	58.4%	41.6%
Anthropology	65.5%	34.5%	Economics	28.4%	71.6%

CREDIT HOURS AND COURSE ENROLLMENTS

COURSE LEVEL

This year, credit hours have increased (+0.8%) to 514,181.5 credit hours, the third highest credit hour figure on record, due to increases at both the undergraduate and graduate course levels. Credit hours at the graduate level have increased to a new record-high figure (77,640.0 credit hours). Within the undergraduate level, credit hours have increased at the 100- and 200-levels, and have decreased at the 300- and 400-levels. The increase in the lower level undergraduate courses could coincide with the record number of freshmen on campus, as they are likely to be the largest consumer of the introductory courses typically seen at the 100-level.

The following table details historical credit hour information beginning with Fall 1973, as well as the change in credit hours from last year.

TABLE 41: CREDIT HOURS BY COURSE LEVEL
FALL TERMS

Fall	100-level	200-level	300-level	400-level	Total Undergraduate	Graduate	Total
1973	144,392.0	72,250.0	71,149.0	43,307.0	331,098.0	61,842.0	392,940.0
1974	146,392.0	71,449.0	69,157.5	41,198.6	328,197.1	63,067.2	391,264.3
1975	156,124.0	77,660.0	75,333.0	40,596.7	349,713.7	66,597.6	416,311.3
1976	158,873.0	76,909.5	74,287.5	41,727.5	351,797.5	64,601.2	416,398.7
1977	152,205.3	77,787.0	72,763.5	40,767.2	343,523.0	60,687.5	404,210.5
1978	146,751.0	75,314.0	72,932.5	39,978.1	334,975.6	57,450.5	392,426.1
1979	148,472.0	75,078.5	73,383.5	42,094.0	339,028.0	58,321.2	397,349.2
1980	146,191.0	80,344.5	71,904.0	40,813.0	339,252.5	57,492.5	396,745.0
1981	151,383.0	84,125.0	70,220.3	41,572.0	347,300.3	55,702.9	403,003.2
1982	153,273.0	87,752.5	71,379.8	38,928.5	351,333.8	55,952.5	407,286.3
1983	147,844.0	87,222.0	78,435.0	39,088.0	352,589.0	56,443.5	409,032.5
1984	148,553.0	88,984.0	78,034.0	41,654.0	357,225.0	54,018.5	411,243.5
1985	150,072.0	85,014.0	80,593.0	39,874.0	355,553.0	55,212.0	410,765.0
1986	152,817.0	83,447.0	76,347.5	39,091.0	351,702.5	55,173.7	406,876.2
1987	157,772.0	83,627.0	81,013.5	38,499.0	360,911.5	58,222.5	419,134.0
1988	155,699.0	88,260.0	80,152.0	39,866.0	363,977.0	60,451.5	424,428.5
1989	162,274.0	89,706.0	82,173.0	40,832.0	374,985.0	61,904.2	436,889.2
1990	154,453.0	97,643.0	85,550.5	43,420.0	381,066.5	63,229.0	444,295.5
1991	155,469.0	100,223.0	90,316.5	45,035.5	391,044.0	62,714.5	453,758.5
1992	164,008.0	94,951.0	91,825.0	45,602.5	396,386.5	64,581.7	460,968.2
1993	160,962.0	94,358.0	88,717.0	44,378.5	388,415.5	69,654.0	458,069.5
1994	161,434.0	92,488.0	90,125.0	42,562.0	386,609.0	70,831.0	457,440.0
1995	157,078.0	95,375.0	87,609.0	42,599.0	382,661.0	69,318.5	451,979.5
1996	154,031.0	95,605.0	87,127.5	42,187.0	378,950.5	69,884.0	448,834.5
1997	154,420.5	100,840.0	85,523.5	43,348.0	384,132.0	69,566.0	453,698.0
1998	163,412.5	99,002.0	90,582.0	43,858.0	396,854.5	69,368.0	466,222.5
1999	168,544.0	102,885.0	92,557.0	43,654.0	407,640.0	68,789.5	476,429.5
2000	173,229.5	106,579.0	95,748.0	44,455.5	420,012.0	69,975.0	489,987.0
2001	172,797.5	111,272.0	102,206.0	45,862.0	432,137.5	71,323.0	503,460.5
2002	174,972.5	115,197.5	105,662.5	47,755.0	443,587.5	73,566.0	517,153.5
2003	172,522.0	110,524.5	108,973.0	51,310.0	443,329.5	75,662.0	518,991.5
2004	n/a	n/a	n/a	n/a	n/a	n/a	505,115.0
2005	165,071.0	110,019.5	106,813.5	50,457.5	432,361.5	77,593.0	509,954.5
2006	169,217.5	112,649.5	105,298.0	49,376.5	436,541.5	77,640.0	514,181.5
Change from last year	+ 4,146.5 + 2.5%	+ 2,630.0 + 2.4%	- 1,515.5 - 1.4%	- 1,081.0 - 2.1%	+ 4,180.0 + 1.0%	+ 47.0 + 0.1%	+ 4,227.0 + 0.8%

Note: Shaded areas indicate record highs.

This year, 84.9% of the total campus credit hours are generated by undergraduate courses, a 0.1 percentage point decrease from last year. This increase in the undergraduate share of credit hours is the first increase since Fall 2001.

The following table shows historical course enrollments by course level as well as the change from last year. As expected, the course enrollment increases and decreases mirror the credit hour activity within the undergraduate level. However, at the graduate level, while graduate level credit hours are at an all-time high, graduate course enrollments have decreased from the record set last year.

TABLE 42: COURSE ENROLLMENTS BY COURSE LEVEL
FALL TERMS

Fall	100-level	200-level	300-level	400-level	Total Undergraduate	Graduate	Total
1973	49,084	23,440	24,288	13,798	110,610	21,589	132,199
1974	51,535	23,004	23,955	13,754	112,248	21,611	133,859
1975	55,358	24,848	25,930	13,817	119,953	22,987	142,940
1976	56,651	24,702	25,727	14,016	121,096	22,385	143,481
1977	54,233	25,871	25,719	14,064	119,887	21,594	141,481
1978	51,781	24,832	25,456	14,071	116,140	20,509	136,649
1979	52,400	24,758	25,638	14,918	117,714	20,268	137,982
1980	52,427	26,829	25,200	14,574	119,030	19,626	138,656
1981	54,692	27,543	24,612	15,073	121,920	18,815	140,735
1982	54,875	28,266	24,916	14,373	122,430	19,068	141,498
1983	52,247	28,029	27,274	13,979	121,529	18,842	140,371
1984	52,333	28,688	26,977	15,045	123,043	18,198	141,241
1985	52,603	27,610	27,839	14,399	122,451	18,605	141,056
1986	53,827	27,391	26,432	13,946	121,596	18,481	140,077
1987	55,370	27,588	27,894	13,782	124,634	18,852	143,486
1988	54,533	29,251	27,369	14,126	125,279	19,168	144,447
1989	56,848	30,047	28,138	14,516	129,549	19,544	149,093
1990	54,555	32,241	29,164	14,520	130,480	20,182	150,662
1991	56,132	33,034	30,830	14,825	134,821	19,993	154,814
1992	60,188	31,186	31,369	14,963	137,706	20,800	158,506
1993	59,438	31,224	30,321	14,512	135,495	22,769	158,264
1994	59,001	30,789	30,661	13,991	134,442	23,317	157,759
1995	57,534	31,829	29,802	14,177	133,342	22,475	155,817
1996	56,644	32,260	31,627	14,204	134,735	23,314	158,049
1997	57,137	34,178	31,383	14,391	137,089	23,397	160,486
1998	60,423	33,750	33,302	14,333	141,808	23,197	165,005
1999	62,518	34,679	33,809	14,154	145,160	23,203	168,363
2000	64,379	36,039	35,065	14,658	150,141	23,502	173,643
2001	64,591	37,670	37,239	14,983	154,483	24,501	178,984
2002	64,560	39,041	38,248	15,498	157,347	25,286	182,633
2003	63,160	37,618	39,432	16,815	157,025	26,204	183,229
2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005	60,670	37,659	37,355	16,347	152,031	26,970	179,001
2006	62,275	38,469	36,442	16,150	153,336	26,642	179,978
Change from last year	+ 1,605 + 2.6%	+ 810 + 2.2%	- 913 - 2.4%	- 197 - 1.2%	+ 1,305 + 0.9%	- 328 - 1.2%	+ 977 + 0.5%

Note: Shaded areas indicate record highs.

COURSE SCHOOL

Net credit hours and course enrollments by course school and course level are displayed in the following table. Course enrollments for all courses are available on the Web at <http://www.indiana.edu/~registra/coursesectn/>.

Informatics, Journalism, Labor Studies, Nursing, and Social Work are all reporting record-high numbers of credit hours this year. Other schools reporting credit hour increases are: Arts and Sciences, Business, Continuing Studies, Medical Sciences, Music, and SPEA.

Usually, course enrollments mirror credit hour activity within the schools. For most schools this year, this is indeed true. However, course enrollments in Medical Sciences have decreased this year while their credit hours have increased. It should be noted that course enrollments include zero credit hour courses.

TABLE 43: CREDIT HOURS AND COURSE ENROLLMENTS BY COURSE SCHOOL AND COURSE LEVEL
FALL TERMS

	Credit Hours				Course Enrollments			
	2005	2006	Change	Percent Change	2005	2006	Change	Percent Change
Arts and Sciences								
Undergraduate	258,040.5	260,958.0	+ 2,917.5	+ 1.1%	84,675	85,812	+ 1,137	+ 1.3%
Graduate	23,133.0	23,083.0	- 50.0	- 0.2%	6,662	6,628	- 34	- 0.5%
Total	281,173.5	284,041.0	+ 2,867.5	+ 1.0%	91,337	92,440	+ 1,103	+ 1.2%
Business								
Undergraduate	60,528.0	63,415.0	+ 2,887.0	+ 4.8%	23,464	24,015	+ 551	+ 2.3%
Graduate	10,275.0	10,460.0	+ 185.0	+ 1.8%	4,282	4,258	- 24	- 0.6%
Total	70,803.0	73,875.0	+ 3,072.0	+ 4.3%	27,746	28,273	+ 527	+ 1.9%
Continuing Studies								
Undergraduate	0.0	3.0	+ 3.0	---	0	1	+ 1	---
Total	0.0	3.0	+ 3.0	---	0	1	+ 1	---
Education								
Undergraduate	23,579.0	21,893.0	- 1,686.0	- 7.2%	8,690	8,316	- 374	- 4.3%
Graduate	9,395.0	9,151.0	- 244.0	- 2.6%	3,191	3,061	- 130	- 4.1%
Total	32,974.0	31,044.0	- 1,930.0	- 5.9%	11,881	11,377	- 504	- 4.2%
Graduate School								
Undergraduate	0.0	0.0	0.0	---	2	4	+ 2	+ 100.0%
Graduate	160.0	152.0	- 8.0	- 5.0%	54	48	- 6	- 11.1%
Total	160.0	152.0	- 8.0	- 5.0%	56	52	- 4	- 7.1%
HPER								
Undergraduate	34,728.0	34,537.0	- 191.0	- 0.5%	15,379	15,086	- 293	- 1.9%
Graduate	2,848.0	2,717.0	- 131.0	- 4.6%	915	867	- 48	- 5.2%
Total	37,576.0	37,254.0	- 322.0	- 0.9%	16,294	15,953	- 341	- 2.1%
Informatics								
Undergraduate	6,576.5	6,584.0	+ 7.5	+0.1%	2,035	2,024	- 11	- 0.5%
Graduate	2,212.0	2,513.0	+ 301.0	+13.6%	680	765	+ 85	+12.5%
Total	8,788.5	9,097.0	+ 308.5	+3.5%	2,715	2,789	+ 74	+2.7%
Journalism								
Undergraduate	5,069.0	5,406.0	+ 337.0	+ 6.6%	1,848	2,000	+ 152	+ 8.2%
Graduate	335.0	443.0	+ 108.0	+ 32.2%	92	146	+ 54	+ 58.7%
Total	5,404.0	5,849.0	+ 445.0	+ 8.2%	1,940	2,146	+ 206	+ 10.6%

TABLE 43: CREDIT HOURS AND COURSE ENROLLMENTS BY COURSE SCHOOL AND COURSE LEVEL (CONTINUED)
FALL TERMS

	Credit Hours				Course Enrollments			
	2005	2006	Change	Percent Change	2005	2006	Change	Percent Change
Labor Studies								
Undergraduate	476.0	506.0	+ 30.0	+ 6.3%	179	180	+ 1	+ 0.6%
Total	476.0	506.0	+ 30.0	+ 6.3%	179	180	+ 1	+ 0.6%
Law								
Graduate	10,288.0	9,901.0	- 387.0	- 3.8%	3,438	3,310	- 128	- 3.7%
Total	10,288.0	9,901.0	- 387.0	- 3.8%	3,438	3,310	- 128	- 3.7%
Library & Info. Sci.								
Undergraduate	360.0	340.5	- 19.5	- 5.4%	144	141	- 3	- 2.1%
Graduate	2,615.0	2,325.0	- 290.0	- 11.1%	881	775	- 106	- 12.0%
Total	2,975.0	2,665.5	- 309.5	- 10.4%	1,025	916	- 109	- 10.6%
Medical Science								
Undergraduate	3,999.0	3,982.0	- 17.0	- 0.4%	935	918	- 17	- 1.8%
Graduate	172.0	212.0	+ 40.0	+ 23.3%	54	60	+ 6	+11.1%
Total	4,171.0	4,194.0	+ 23.0	+ 0.6%	989	978	- 11	- 1.1%
Military Science								
Undergraduate	373.0	332.0	- 41.0	- 11.0%	150	137	- 13	- 8.7%
Total	373.0	332.0	- 41.0	- 11.0%	150	137	- 13	- 8.7%
Music								
Undergraduate	20,551.5	20,024.0	- 527.5	- 2.6%	8,464	8,308	- 156	- 1.8%
Graduate	6,155.0	6,697.0	+ 542.0	+ 8.8%	3,419	3,636	+ 217	+ 6.3%
Total	26,706.5	26,721.0	+ 14.5	+ 0.1%	11,883	11,944	+ 61	+ 0.5%
Nursing								
Undergraduate	1,856.0	1,947.0	+ 91.0	+ 4.9%	704	717	+ 13	+ 1.8%
Total	1,856.0	1,947.0	+ 91.0	+ 4.9%	704	717	+ 13	+ 1.8%
Optometry								
Undergraduate	490.0	481.0	- 9.0	- 1.8%	131	129	- 2	- 1.5%
Graduate	5,606.0	5,530.0	- 76.0	- 1.4%	1,839	1,608	- 231	- 12.6%
Total	6,096.0	6,011.0	- 85.0	- 1.4%	1,970	1,737	- 233	- 11.8%
SPEA								
Undergraduate	14,293.0	14,588.0	+ 295.0	+ 2.1%	4,750	5,040	+ 290	+ 6.1%
Graduate	4,399.0	4,456.0	+ 57.0	+ 1.3%	1,463	1,480	+ 17	+ 1.2%
Total	18,692.0	19,044.0	+ 352.0	+ 1.9%	6,213	6,520	+ 307	+ 4.9%
Social Work								
Undergraduate	1,442.0	1,545.0	+ 103.0	+ 7.1%	481	508	+ 27	+ 5.6%
Total	1,442.0	1,545.0	+ 103.0	+ 7.1%	481	508	+ 27	+ 5.6%
TOTAL								
Undergraduate	432,361.5	436,541.5	+ 4,180.0	+ 1.0%	152,031	153,336	+ 1,305	+ 0.9%
Graduate	77,593.0	77,640.0	+ 47.0	+ 0.1%	26,970	26,642	- 328	- 1.2%
Total	509,954.5	514,181.5	+ 4,227.0	+ 0.8%	179,001	179,978	+ 977	+ 0.5%

Note: Undergraduate course level is defined as 0-499 level courses while Graduate is defined as 500+.

The following tables show the distribution of credit hours taught by course school according to the home school of students enrolled. For instance, this fall 66.9% of the credit hours taught by Business are actually taken by Business students, while 6.5% of Business hours are taken by Arts and Sciences students.

TABLE 44: DEMAND FOR COURSE SCHOOL CREDIT HOURS BY STUDENT SCHOOL
ALL STUDENTS
 FALL TERMS

Student School	Fall 2005: Course School																Total	
	COAS	BUS	EDUC	GRAD	HPER	INFO	JOUR	LSTU	LAW	SLIS	MSCI	MIL	MUS	NURS	OPT	SPEA		SWK
Arts and Sciences	36.0%	6.8%	2.7%	0.0%	13.3%	14.9%	5.9%	26.9%	0.0%	0.4%	27.9%	40.5%	12.9%	0.0%	0.8%	5.7%	14.1%	119,880.5
Business	5.0%	66.6%	0.3%	0.0%	2.6%	2.0%	0.6%	1.9%	0.0%	0.0%	0.1%	4.8%	3.4%	0.0%	0.0%	0.9%	0.0%	63,696.5
Continuing Studies	2.1%	0.5%	0.6%	0.0%	2.7%	2.9%	0.9%	31.7%	0.0%	0.5%	3.1%	7.0%	1.5%	0.0%	3.0%	1.6%	6.0%	9,008.5
Education	1.8%	0.0%	56.4%	0.0%	1.3%	0.2%	0.5%	0.0%	1.2%	0.0%	0.0%	4.0%	0.6%	0.0%	0.0%	0.4%	0.4%	24,406.0
Graduate School	8.5%	1.2%	11.2%	100.0%	2.0%	18.5%	6.4%	0.0%	0.5%	9.8%	4.1%	0.0%	1.9%	0.0%	3.1%	6.1%	0.0%	33,528.0
HPER	2.9%	1.4%	2.5%	0.0%	39.9%	1.5%	2.1%	0.8%	0.0%	0.0%	31.4%	7.2%	0.6%	0.0%	0.1%	2.0%	1.9%	27,087.0
Informatics	0.5%	0.9%	0.3%	0.0%	0.3%	31.3%	0.1%	1.3%	0.0%	0.7%	0.1%	2.1%	0.4%	0.0%	0.0%	0.6%	0.0%	5,374.0
Journalism	1.8%	0.7%	0.0%	0.0%	0.6%	0.7%	62.1%	0.0%	0.0%	0.0%	0.1%	2.1%	0.9%	0.0%	0.0%	0.6%	0.2%	9,646.0
Labor Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	18.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	105.0
Law	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	99.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	10,310.0
SLIS	0.0%	0.0%	0.1%	0.0%	0.0%	0.4%	0.0%	0.0%	0.1%	86.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2,805.5
Music	1.1%	0.3%	1.4%	0.0%	0.6%	0.4%	0.6%	0.0%	0.1%	0.0%	0.6%	2.1%	61.2%	0.0%	0.0%	0.2%	0.0%	20,506.0
Nursing	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.2%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	2,150.0
Optometry	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	91.4%	0.0%	0.0%	5,607.0
SPEA	0.9%	0.9%	0.1%	0.0%	1.5%	0.3%	0.2%	3.2%	0.2%	0.2%	0.2%	4.3%	0.7%	0.0%	0.0%	67.4%	0.2%	16,631.0
Social Work	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	740.0
University Division	39.1%	20.7%	24.3%	0.0%	35.2%	26.9%	20.5%	14.5%	10.2880	2.9750	32.3%	25.7%	15.9%	1.85560	1.7%	14.3%	41.6%	158,473.5
Total	281,173.5	70,803.0	32,974.0	160.0	37,576.0	8,788.5	5,404.0	476.0	10,288.0	2,975.0	4,171.0	373.0	26,706.5	1,856.0	6,096.0	18,692.0	1,442.0	509,954.5

Student School	Fall 2006: Course School																Total		
	COAS	BUS	SCS	EDUC	GRAD	HPER	INFO	JOUR	LSTU	LAW	SLIS	MSCI	MIL	MUS	NURS	OPT		SPEA	SWK
Arts and Sciences	34.9%	6.5%	0.0%	2.7%	0.0%	13.0%	14.3%	7.6%	39.1%	0.0%	0.2%	24.8%	34.6%	11.4%	0.2%	0.3%	6.3%	9.7%	117,147.0
Business	5.6%	66.9%	0.0%	0.2%	0.0%	2.4%	1.6%	1.4%	6.7%	0.1%	0.0%	0.3%	6.6%	4.1%	0.0%	0.0%	0.9%	0.4%	67,811.0
Continuing Studies	2.0%	0.4%	100.0%	0.5%	0.0%	2.9%	2.6%	0.5%	20.6%	0.0%	0.2%	2.8%	4.2%	1.1%	0.2%	1.8%	1.6%	5.6%	8,407.0
Education	1.1%	0.0%	0.0%	54.1%	2.0%	1.0%	0.0%	0.2%	0.0%	0.0%	1.3%	0.3%	0.0%	0.4%	0.0%	0.0%	0.3%	0.4%	20,601.0
Graduate School	8.3%	1.0%	0.0%	12.1%	90.8%	2.0%	19.7%	7.7%	0.0%	0.7%	10.1%	4.6%	0.0%	2.3%	0.0%	3.2%	5.1%	0.2%	33,617.5
HPER	3.2%	1.3%	0.0%	2.5%	0.0%	42.3%	2.4%	2.4%	1.2%	0.0%	0.1%	30.4%	5.1%	0.6%	0.2%	0.3%	1.9%	2.7%	28,802.5
Informatics	0.6%	0.8%	0.0%	0.0%	5.9%	0.2%	29.6%	0.1%	1.2%	0.0%	0.3%	0.0%	3.6%	0.3%	0.0%	0.0%	0.4%	0.0%	5,204.0
Journalism	1.9%	0.6%	0.0%	0.1%	0.0%	0.6%	0.4%	61.2%	0.6%	0.0%	0.3%	1.5%	0.7%	0.0%	0.0%	0.7%	0.0%	10,120.5	
Labor Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.0
Law	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	98.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	9,878.0
SLIS	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.4%	0.0%	0.0%	0.1%	86.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	2,537.5
Music	1.0%	0.2%	0.0%	1.2%	0.0%	0.4%	0.8%	0.3%	0.6%	0.0%	0.1%	0.1%	0.0%	62.7%	0.0%	0.1%	0.3%	20,365.0	
Nursing	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.9%	0.0%	94.3%	0.0%	0.0%	2,117.0	
Optometry	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	91.0%	0.0%	0.0%	5,484.5
SPEA	0.9%	0.6%	0.0%	0.1%	1.3%	1.6%	0.2%	0.4%	1.2%	0.5%	0.2%	0.5%	4.2%	0.6%	0.0%	65.7%	1.4%	16,412.0	
Social Work	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	880.0	
University Division	40.4%	21.6%	0.0%	26.3%	0.0%	33.3%	27.8%	18.3%	21.3%	0.0%	1.2%	35.8%	39.2%	15.8%	5.2%	3.3%	16.4%	164,726.0	
Total	284,041.0	73,875.0	3.0	31,044.0	152.0	37,254.0	9,097.0	5,849.0	506.0	9,901.0	2,665.5	4,194.0	332.0	26,721.0	1,947.0	6,011.0	19,044.0	1,545.0	514,181.5

The following table shows credit hours by course school and the residence classification of the student. When looking at credit hours taken by **all students**, Business, the Graduate School, Law, SLIS, Music, and Optometry all have over 50% of their credit hours taken by nonresident students.

TABLE 45: CREDIT HOURS BY COURSE SCHOOL AND RESIDENCY
FALL 2006

Course School	Resident	Nonresident	Total	Percent Resident	Percent Nonresident
Arts and Sciences	180,431.5	103,609.5	284,041.0	63.5%	36.5%
Business	34,958.0	38,917.0	73,875.0	47.3%	52.7%
Continuing Studies	3.0	-	3.0	100.0%	0.0%
Education	21,086.0	9,958.0	31,044.0	67.9%	32.1%
Graduate School	29.0	123.0	152.0	19.1%	80.9%
HPER	25,945.0	11,309.0	37,254.0	69.6%	30.4%
Informatics	5,279.0	3,818.0	9,097.0	58.0%	42.0%
Journalism	3,203.0	2,646.0	5,849.0	54.8%	45.2%
Labor Studies	383.0	123.0	506.0	75.7%	24.3%
Law	3,724.0	6,177.0	9,901.0	37.6%	62.4%
SLIS	1,038.0	1,627.5	2,665.5	38.9%	61.1%
Medical Sciences	3,498.0	696.0	4,194.0	83.4%	16.6%
Military Science	241.0	91.0	332.0	72.6%	27.4%
Music	9,287.0	17,434.0	26,721.0	34.8%	65.2%
Nursing	1,765.0	182.0	1,947.0	90.7%	9.3%
Optometry	2,973.0	3,038.0	6,011.0	49.5%	50.5%
SPEA	12,075.0	6,969.0	19,044.0	63.4%	36.6%
Social Work	1,208.0	337.0	1,545.0	78.2%	21.8%
TOTAL	307,126.5	207,055.0	514,181.5	59.7%	40.3%

The following table provides the same information as the previous table, except that it is for **undergraduate** students only. When looking at credit hours taken by undergraduates, the shares taken by nonresident students shift. Only Music has more than 50% of their credit hours taken by nonresident students.

TABLE 46: UNDERGRADUATE CREDIT HOURS BY COURSE SCHOOL AND RESIDENCY
FALL 2006

Course School	Resident	Nonresident	Total	Percent Resident	Percent Nonresident
Arts and Sciences	175,735.0	83,643.0	259,378.0	67.8%	32.2%
Business	31,954.5	31,419.5	63,374.0	50.4%	49.6%
Continuing Studies	3.0	-	3.0	100.0%	0.0%
Education	16,593.0	5,690.0	22,283.0	74.5%	25.5%
Graduate School	-	-	-	---	---
HPER	24,611.0	9,907.0	34,518.0	71.3%	28.7%
Informatics	4,785.0	1,808.0	6,593.0	72.6%	27.4%
Journalism	2,977.0	2,416.0	5,393.0	55.2%	44.8%
Labor Studies	383.0	123.0	506.0	75.7%	24.3%
Law	-	-	-	---	---
SLIS	30.0	19.0	49.0	61.2%	38.8%
Medical Sciences	3,391.0	586.0	3,977.0	85.3%	14.7%
Military Science	241.0	91.0	332.0	72.6%	27.4%
Music	8,343.0	10,595.0	18,938.0	44.1%	55.9%
Nursing	1,765.0	182.0	1,947.0	90.7%	9.3%
Optometry	479.0	8.0	487.0	98.4%	1.6%
SPEA	10,458.0	4,022.0	14,480.0	72.2%	27.8%
Social Work	1,208.0	334.0	1,542.0	78.3%	21.7%
TOTAL	282,956.5	150,843.5	433,800.0	65.2%	34.8%

Note: Includes nondegree undergraduate students.

G901 ENROLLMENTS

If all course requirements have been completed, doctoral candidates may enroll each semester for up to six terms in G901, Dissertation Research, which carries a value of six credit hours. G901 was first introduced in 1987. A flat fee of \$150 is assessed for this special course. The following table shows G901 enrollments by course school and department this year and last year.

Previously, departments could register students for G901 *in absentia*, meaning the department would handle all the registration details for the student if they were not on campus. Beginning this year, *in-absentia* registration is no longer offered; students need to register themselves via the OneStart portal on the Web by the end of the first week of classes.

TABLE 47: G901 ENROLLMENTS BY COURSE SCHOOL AND DEPARTMENT
FALL TERMS

School/Department	G901 Enrollments		School/Department	G901 Enrollments	
	Fall 2005	Fall 2006		Fall 2005	Fall 2006
Arts and Sciences			Arts and Sciences		
American Studies	0	1	Physics	14	19
Anthropology	22	17	Political Science	17	18
Astronomy	4	4	Psychology	9	16
Biochemistry	0	6	Religious Studies	7	7
Biology	53	52	Slavic Languages & Lit	1	0
Cen. Eurasian Studies	1	7	Sociology	20	21
Chemistry	41	51	Spanish & Portuguese	8	5
Classical Studies	3	3	Speech & Hearing Sci.	4	3
Communication & Cult.	19	13	Telecommunications	10	19
Comparative Literature	4	9	Theater & Drama	2	1
Criminal Justice	5	6	Arts and Sciences Total	455	490
East Asian Lang & Cult.	4	3			
Economics	19	18	Business	19	18
English	36	42	Education	96	107
Fine Arts	8	5	HPER	8	19
Folklore	20	17	Informatics	31	37
French & Italian	17	25	Journalism	3	4
Geography	7	4	SLIS	3	7
Geological Sciences	10	10	Medical Sciences	1	4
Germanic Studies	4	3	Music	66	80
History	33	30	Optometry	5	4
History & Phil of Sci.	4	7	SPEA	32	39
Linguistics	10	9			
Mathematics	20	20			
Near East Lang & Cult	2	3	TOTAL	719	809
Neural Sciences	3	5			
Philosophy	14	11	TOTAL CREDIT HOURS	4,314	4,854

Note: G901 enrollments in Computer Science are now listed under the school of Informatics, and not under the College of Arts and Sciences.

CREDIT HOURS AT MID-TERM (AUTO W)

While the official enrollment and credit hour counts are tallied at the end of the first week of classes (September 4th, 2006), students continue to enroll in and withdraw from courses throughout the term and beyond. Students can withdraw from courses and receive an automatic grade of ‘W’ through October 25th (end of automatic withdrawal period). Students can also add full-semester courses (which begin in September), non-traditional courses (which can occur at any time during the term) or second eight week courses (which begin on October 23rd) throughout the term. The following tables show credit hours by course school and course department at the end of the Auto W period, compared to the end of the first week of classes for Fall 2006. Courses that are either dropped or added are factored into these totals.

When looking at course schools, Education, Graduate School, HPER, Journalism, Labor Studies, Law, Military Science, Optometry, and SPEA all report higher credit hours at the Auto W reporting period than at first week.

TABLE 48: COURSE SCHOOL CREDIT HOURS AT FIRST WEEK AND AUTO W
FALL 2006

Course School	Fall 2006		Change	% Change
	1st Week	Auto W		
Arts & Sciences	284,041.0	270,647.5	-13,393.5	-4.7%
Business	73,875.0	71,182.0	-2,693.0	-3.6%
Continuing Studies	3.0	3.0	0.0	0.0%
Education	31,044.0	33,082.5	2,038.5	6.6%
Graduate School	152.0	168.0	16.0	10.5%
HPER	37,254.0	38,946.0	1,692.0	4.5%
Informatics	9,097.0	8,516.5	-580.5	-6.4%
Journalism	5,849.0	6,886.0	1,037.0	17.7%
Labor Studies	506.0	2,229.0	1,723.0	340.5%
Law	9,901.0	9,958.0	57.0	0.6%
SLIS	2,665.5	2,593.0	-72.5	-2.7%
Medical Sciences	4,194.0	3,780.0	-414.0	-9.9%
Military Science	332.0	458.0	126.0	38.0%
Music	26,721.0	26,090.0	-631.0	-2.4%
Nursing	1,947.0	1,944.0	-3.0	-0.2%
Optometry	6,011.0	6,022.5	11.5	0.2%
SPEA	19,044.0	19,095.0	51.0	0.3%
Social Work	1,545.0	1,491.0	-54.0	-3.5%
CAMPUS TOTAL	514,181.5	503,092.0	-11,089.5	-2.2%

When looking at course departments within the College, the credit hour activity is very dynamic (see next page). Departments that have courses with typically high withdrawal rates have considerably lower credit hour counts at the end of the Auto W period. For example, credit hours in Mathematics have dropped 13.6%, where a large number of W grades are awarded (e.g., introductory math courses such as M118 and M119).

However, there are several departments that have increased credit hours at Auto W, most likely due to enrollments in non-traditional and second eight week courses. See <http://registrar.indiana.edu/~registra/specialcourse.shtml> for Special Course Listings. For example, Arts and Sciences Career Services has many sections that are offered during the second eight weeks of classes, and their credit hours have increased 22.2% from the first week of classes to Auto W.

TABLE 49: NET CREDIT HOURS BY ARTS AND SCIENCES DEPARTMENT
 AT FIRST WEEK AND AUTO W
 FALL 2006

Arts & Sciences Department	Fall 2006		Change	% Change
	1st Week	Auto W		
Animal Behavior	51.0	51.0	0.0	0
African Studies	87.0	84.0	-3.0	-3.4%
Afro-American Studies	2,380.0	2,552.0	172.0	7.2%
Apparel Merchandising & Int Design	3,387.0	3,276.0	-111.0	-3.3%
American Studies	671.0	623.0	-48.0	-7.2%
Anthropology	4,279.0	4,403.0	124.0	2.9%
Arts & Sciences Career Services	1,278.0	1,562.0	284.0	22.2%
Astronomy	3,190.0	2,970.0	-220.0	-6.9%
Biochemistry	376.5	375.0	-1.5	-0.4%
Biology	14,380.5	13,591.5	-789.0	-5.5%
Central Eurasian Studies	923.0	983.0	60.0	6.5%
Chemistry	11,151.0	10,835.0	-316.0	-2.8%
Criminal Justice	7,078.0	6,853.0	-225.0	-3.2%
Classical Studies	3,424.0	3,114.0	-310.0	-9.1%
Communication & Culture	11,294.0	10,701.0	-593.0	-5.3%
Comparative Literature	2,224.0	2,317.0	93.0	4.2%
COAS	7,848.0	8,192.0	344.0	4.4%
Cognitive Science Program	505.0	469.0	-36.0	-7.1%
Cultural Studies	23.0	23.0	0.0	0.0%
East Asian Languages & Cultures	2,949.0	2,791.0	-158.0	-5.4%
Economics	11,108.0	9,874.0	-1,234.0	-11.1%
English	19,294.0	20,441.0	1,147.0	5.9%
Fine Arts	9,563.0	8,959.0	-604.0	-6.3%
Foster Living Learning Center	118.0	116.0	-2.0	-1.7%
Folklore	3,446.0	3,253.0	-193.0	-5.6%
French & Italian	7,588.0	6,992.0	-596.0	-7.9%
Gender Studies	4,117.0	3,762.0	-355.0	-8.6%
Geography	3,372.0	3,068.0	-304.0	-9.0%
Geological Sciences	2,857.0	2,723.0	-134.0	-4.7%
Germanic Studies	2,881.0	2,776.0	-105.0	-3.6%
Global Village Learning Center	213.0	223.0	10.0	4.7%

TABLE 49: NET CREDIT HOURS BY ARTS AND SCIENCES DEPARTMENT
 AT FIRST WEEK AND AUTO W (CONTINUED)
 FALL 2006

Arts & Sciences Department	Fall 2006		Change	% Change
	1st Week	Auto W		
History	11,838.0	10,981.0	-857.0	-7.2%
History & Philosophy of Science	725.0	884.0	159.0	21.9%
Honors	1,113.0	1,041.0	-72.0	-6.5%
Human Behavior	69.0	61.0	-8.0	-11.6%
Individualized Major Program	62.0	92.0	30.0	48.4%
India Studies	228.0	215.0	-13.0	-5.7%
International Studies	1,005.0	952.0	-53.0	-5.3%
Jewish Studies	576.0	517.0	-59.0	-10.2%
Latino Studies	252.0	258.0	6.0	2.4%
Latin American Studies	207.0	265.0	58.0	28.0%
Leadership Ethics and Social Action	169.0	155.0	-14.0	-8.3%
Liberal Arts and Management	390.0	390.0	0.0	0.0%
Linguistics	1,755.0	1,699.0	-56.0	-3.2%
Collins Living Learning Center	703.0	699.0	-4.0	-0.6%
Mathematics	31,065.0	26,847.0	-4,218.0	-13.6%
Medieval Studies	22.0	16.0	-6.0	-27.3%
Near Eastern Languages and Cultures	1,320.0	1,250.0	-70.0	-5.3%
Neural Science	207.0	216.0	9.0	4.3%
Overseas Studies	3,290.0	3,258.0	-32.0	-1.0%
Philosophy	4,666.0	4,051.0	-615.0	-13.2%
Physics	6,078.0	5,709.0	-369.0	-6.1%
Political Science	8,966.0	8,468.0	-498.0	-5.6%
Psychology	20,955.0	20,340.0	-615.0	-2.9%
Religious Studies	3,330.0	3,125.0	-205.0	-6.2%
Russian & East European Institute	65.0	65.0	0.0	0.0%
Second Language Studies	1,366.0	1,363.0	-3.0	-0.2%
Slavic Languages & Literatures	969.0	1,051.0	82.0	8.5%
Sociology	11,643.0	10,995.0	-648.0	-5.6%
Spanish & Portuguese	12,336.0	11,609.0	-727.0	-5.9%
Speech & Hearing Sciences	4,050.0	3,941.0	-109.0	-2.7%
Telecommunications	9,145.0	8,826.0	-319.0	-3.5%
Theater & Drama	3,214.0	3,141.0	-73.0	-2.3%
Victorian Studies	28.0	28.0	0.0	0.0%
West European Studies	178.0	187.0	9.0	5.1%
Arts & Sciences Total	284,041.0	270,647.5	-13,393.5	-4.7%

COLLEGE DEPARTMENTS

The following table shows net credit hours by Arts and Sciences departments. Credit hours enrolled in cross-listed courses are counted under the home department of the course. Of the 65 departments reporting credit hours in the past two years, 34 departments show credit hour increases from last year and 31 departments show credit hour decreases.

There have been some shifts between course departments over the past several years. Computer Science is no longer housed within the College; all courses are now listed under the School of Informatics. The Graduate School is no longer a course department under the College, rather it is a course school proper. The Department of Second Language Studies was inaugurated this fall, and courses which would have previously been listed under 'Linguistics' are now housed under Second Language Studies.

The University's current life sciences initiative, (<http://www.lifesciences.iu.edu>) while geared towards research, may filter down to impact credit hours in certain College departments. For example, Anthropology, Animal Behavior, Biology, Chemistry, Cognitive Sciences, Geology, Neural Sciences, and Physics are all reporting credit hour increases this year.

Other notable credit hour increases can be seen in American Studies, Astronomy, Foster Living Learning Center, Folklore, Global Village Learning Center, History, International Studies, Latino Studies, Liberal Arts and Management, Latin American Studies, Medieval Studies, Near Eastern Languages and Cultures, and Victorian Studies.

TABLE 50: NET CREDIT HOURS BY ARTS AND SCIENCES DEPARTMENT
FALL 2006

Arts and Sciences Department	Undergraduate		Graduate		Total		Rank (1-65) by Total Cr. Hrs.
	Credit Hours	Change from Last Year	Credit Hours	Change from Last Year	Credit Hours	Change from Last Year	
Animal Behavior	3.0	+ 1.0 ---	48.0	+ 21.0 + 77.8%	51.0	+ 22.0 + 75.9%	62
African Studies	87.0	+ 3.0 + 3.6%	0.0	,0.0 ---	87.0	+ 3.0 + 3.6%	58
Afro-American and African Diaspora St	2,203.0	- 179.0 - 7.5%	177.0	- 40.0 - 18.4%	2,380.0	- 219.0 - 8.4%	33
Apparel Merch. & Interior Design	3,384.0	- 48.0 - 1.4%	3.0	- 9.0 - 75.0%	3,387.0	- 57.0 - 1.7%	24
American Studies	573.0	+ 174.0 + 43.6%	98.0	+ 5.0 + 5.4%	671.0	+ 179.0 + 36.4%	45
Anthropology	3,497.0	- 66.0 - 1.9%	782.0	+ 135.0 + 20.9%	4,279.0	+ 69.0 + 1.6%	19
Arts & Sciences Career Services	1,278.0	+ 1,278.0 ---	0.0	,0.0 ---	1,278.0	+ 1,278.0 ---	38
Astronomy	3,060.0	+ 373.0 + 13.9%	130.0	- 11.0 - 7.8%	3,190.0	+ 362.0 + 12.8%	29
Biochemistry	0.0	,0.0 ---	376.5	- 28.5 - 7.0%	376.5	- 28.5 - 7.0%	49
Biology	13,011.0	+ 1,121.0 + 9.4%	1,369.5	- 66.5 - 4.6%	14,380.5	+ 1,054.5 + 7.9%	4
Central Eurasian Studies	425.0	+ 31.0 + 7.9%	498.0	+ 19.0 + 4.0%	923.0	+ 50.0 + 5.7%	42
Chemistry	9,693.0	+ 174.0 + 1.8%	1,458.0	- 85.5 - 5.5%	11,151.0	+ 88.5 + 0.8%	9
Criminal Justice	6,844.0	- 426.0 - 5.9%	234.0	- 37.0 - 13.7%	7,078.0	- 463.0 - 6.1%	16
Classical Studies	3,264.0	- 13.0 - 0.4%	160.0	- 3.0 - 1.8%	3,424.0	- 16.0 - 0.5%	23
Communication & Culture	10,768.0	- 243.0 - 2.2%	526.0	+ 4.0 + 0.8%	11,294.0	- 239.0 - 2.1%	8
Comparative Literature	1,788.0	- 190.0 - 9.6%	436.0	+ 142.0 + 48.3%	2,224.0	- 48.0 - 2.1%	34
COAS	7,848.0	- 949.0 - 10.8%	0.0	0.0 ---	7,848.0	- 949.0 - 10.8%	14

TABLE 50: NET CREDIT HOURS BY ARTS AND SCIENCES DEPARTMENT (CONTINUED)
FALL 2006

Arts and Sciences Department	Undergraduate		Graduate		Total		Rank (1-61) by Total Cr. Hrs.
	Credit Hours	Change from Last Year	Credit Hours	Change from Last Year	Credit Hours	Change from Last Year	
Cognitive Science Program	244.0	+ 33.0 + 15.6%	261.0	+ 62.0 + 31.2%	505.0	+ 95.0 + 23.2%	47
Cultural Studies	0.0	0.0 ---	23.0	- 23.0 - 50.0%	23.0	- 23.0 - 50.0%	64
East Asian Languages & Culture	2,757.0	- 30.0 - 1.1%	192.0	- 7.0 - 3.5%	2,949.0	- 37.0 - 1.2%	30
Economics	10,324.0	+ 493.0 + 5.0%	784.0	- 13.0 - 1.6%	11,108.0	+ 480.0 + 4.5%	10
English	17,813.0	- 264.0 - 1.5%	1,481.0	- 140.0 - 8.6%	19,294.0	- 404.0 - 2.1%	3
Fine Arts	8,448.0	- 214.5 - 2.5%	1,115.0	- 28.0 - 2.4%	9,563.0	- 242.5 - 2.5%	11
Foster Living Learning Center	118.0	+ 28.0 + 31.1%	0.0	0.0 ---	118.0	+ 28.0 + 31.1%	57
Folklore	2,649.0	+ 703.0 + 36.1%	797.0	+ 141.0 + 21.5%	3,446.0	+ 844.0 + 32.4%	22
French & Italian	7,036.0	- 9.0 - 0.1%	552.0	- 27.0 - 4.7%	7,588.0	- 36.0 - 0.5%	15
Gender Studies	3,989.0	+ 50.0 + 1.3%	128.0	+ 29.0 + 29.3%	4,117.0	+ 79.0 + 2.0%	20
Geography	3,111.0	- 227.0 - 6.8%	261.0	+ 5.0 + 2.0%	3,372.0	- 222.0 - 6.2%	25
Geological Sciences	2,439.0	+ 100.0 + 4.3%	418.0	+ 75.5 + 22.0%	2,857.0	+ 175.5 + 6.5%	32
Germanic Studies	2,638.0	- 64.5 - 2.4%	243.0	+ 1.0 + 0.4%	2,881.0	- 63.5 - 2.2%	31
Global Village Learning Center	213.0	+ 97.0 ---	0.0	,0.0 ---	213.0	+ 97.0 + 83.6%	52
History	10,905.0	+ 1,506.0 + 16.0%	933.0	- 160.0 - 14.6%	11,838.0	+ 1,346.0 + 12.8%	6
History & Philosophy of Science	523.0	- 115.0 - 18.0%	202.0	- 2.0 - 1.0%	725.0	- 117.0 - 13.9%	43
Honors	1,113.0	- 49.0 - 4.2%	0.0	0.0 ---	1,113.0	- 49.0 - 4.2%	39
Human Behavior	69.0	+ 69.0 ---	0.0	,0.0 ---	69.0	+ 69.0 ---	59
Individualized Major Program	62.0	- 9.0 - 12.7%	0.0	0.0 ---	62.0	- 9.0 - 12.7%	61
India Studies	178.0	- 43.0 - 19.5%	50.0	+ 8.0 ---	228.0	- 35.0 - 13.3%	51
International Studies	1,005.0	+ 150.0 + 17.5%	0.0	+ 1.0 ---	1,005.0	+ 150.0 + 17.5%	40
Jewish Studies	552.0	- 146.0 - 20.9%	24.0	+ 1.0 ---	576.0	- 125.0 - 17.8%	46
Latino Studies	252.0	+ 60.0 + 31.3%	0.0	0.0 ---	252.0	+ 60.0 + 31.3%	50
Latin American Studies	172.0	+ 40.0 + 30.3%	35.0	+ 13.0 + 59.1%	207.0	+ 53.0 + 34.4%	53
Leadership Ethics and Social Action	169.0	- 61.0 ---	0.0	,0.0 ---	169.0	- 61.0 ---	56
Liberal Arts & Management	390.0	+ 49.0 + 14.4%	0.0	,0.0 ---	390.0	+ 49.0 + 14.4%	48
Linguistics	1,228.0	- 563.0 - 31.4%	527.0	- 355.0 - 40.2%	1,755.0	- 918.0 - 34.3%	35
Collins Living Learning Center	703.0	+ 48.0 + 7.3%	0.0	0.0 ---	703.0	+ 48.0 + 7.3%	44
Mathematics	30,035.0	+ 1,003.0 + 3.5%	1,030.0	- 214.0 - 17.2%	31,065.0	+ 789.0 + 2.6%	1

TABLE 50: NET CREDIT HOURS BY ARTS AND SCIENCES DEPARTMENT (CONTINUED)
FALL 2006

Arts and Sciences Department	Undergraduate		Graduate		Total		Rank (1-61) by Total Cr. Hrs.
	Credit Hours	Change from Last Year	Credit Hours	Change from Last Year	Credit Hours	Change from Last Year	
Medieval Studies	18.0	+ 18.0 ---	4.0	0.0 ---	22.0	+ 18.0 + 450.0%	65
Near Eastern Languages & Culture	957.0	+ 95.0 + 11.0%	363.0	+ 116.0 + 47.0%	1,320.0	+ 211.0 + 19.0%	37
Neural Science	0.0	0.0 ---	207.0	+ 24.0 + 13.1%	207.0	+ 24.0 + 13.1%	54
Overseas Studies	3,274.0	- 489.0 - 13.0%	16.0	+ 16.0 ---	3,290.0	- 473.0 - 12.6%	27
Philosophy	4,306.0	+ 76.0 + 1.8%	360.0	- 25.0 - 6.5%	4,666.0	+ 51.0 + 1.1%	18
Physics	5,211.0	+ 287.0 + 5.8%	867.0	- 11.0 - 1.3%	6,078.0	+ 276.0 + 4.8%	17
Political Science	8,188.0	+ 396.0 + 5.1%	778.0	+ 30.0 + 4.0%	8,966.0	+ 426.0 + 5.0%	13
Psychology	20,121.0	- 474.0 - 2.3%	834.0	+ 79.0 + 10.5%	20,955.0	- 395.0 - 1.9%	2
Religious Studies	3,051.0	- 354.0 - 10.4%	279.0	- 35.0 - 11.1%	3,330.0	- 389.0 - 10.5%	26
Russian & East European Institute	1.0	+ 1.0 ---	64.0	+ 3.0 + 4.9%	65.0	+ 4.0 + 6.6%	60
Second Language Studies	933.0	+ 933.0 ---	433.0	+ 433.0 ---	1,366.0	+ 1,366.0 ---	36
Slavic Languages & Literature	822.0	- 148.0 - 15.3%	147.0	- 85.0 - 36.6%	969.0	- 233.0 - 19.4%	41
Sociology	10,747.0	- 575.0 - 5.1%	896.0	+ 31.0 + 3.6%	11,643.0	- 544.0 - 4.5%	7
Spanish & Portuguese	11,819.0	+ 74.0 + 0.6%	517.0	+ 12.0 + 2.4%	12,336.0	+ 86.0 + 0.7%	5
Speech & Hearing Sciences	2,952.0	- 39.0 - 1.3%	1,098.0	- 27.0 - 2.4%	4,050.0	- 66.0 - 1.6%	21
Telecommunications	8,671.0	- 516.5 - 5.6%	474.0	- 35.0 - 6.9%	9,145.0	- 551.5 - 5.7%	12
Theater & Drama	2,893.0	- 42.0 - 1.4%	321.0	- 27.5 - 7.9%	3,214.0	- 69.5 - 2.1%	28
Victorian Studies	0.0	0.0 ---	28.0	+ 24.0 + 600.0%	28.0	+ 24.0 + 600.0%	63
West European Studies	133.0	0.0 0.0%	45.0	- 4.5 - 9.1%	178.0	- 4.5 - 2.5%	55
TOTAL	260,958.0	+ 2,917.5 + 1.1%	23,083.0	- 50.0 - 0.2%	284,041.0	+ 2,867.5 + 1.0%	

TOP 25 COURSES

This semester, 38,247 students are generating 514,181.5 credit hours and 179,978 course enrollments. The following table shows the top 25 courses according to the number of course enrollments. Nearly 20% of the total course enrollments are accounted for by these 25 courses. Psychology P101 (a three-credit hour course) generates the most course enrollments and credit hours for a single course. Thirteen of the 25 courses are in Arts and Sciences, while ten of the courses belong to Business. The remaining courses are within Music.

TABLE 51: NET COURSE ENROLLMENTS GENERATED BY TOP 25 COURSES
FALL 2006

Course	Course Title	Total Enrollment	% of Campus Total	CUM % of Campus Total
PSY P101	Introductory Psychology I	2,951	1.6%	1.6%
MATH M118	Finite Mathematics	2,604	1.4%	3.1%
ENG W131	Elementary Composition I	2,358	1.3%	4.4%
BUS A100	Basic Accounting Skills	2,192	1.2%	5.6%
MATH M119	Brief Survey of Calculus	1,878	1.0%	6.7%
ECON E201	Intro to Microeconomics	1,832	1.0%	7.7%
SOC S100	Intro to Sociology	1,614	0.9%	8.6%
BUS K201	The Computer in Business	1,451	0.8%	9.4%
CMCL C121	Public Speaking	1,318	0.7%	10.1%
BUS L201	Legal Environment in Business	1,215	0.7%	10.8%
BUS X100	Business Administration: Intro	1,194	0.7%	11.4%
MUS I500	Performance and Composition	960	0.5%	12.0%
COLL E103	Arts & Humanities Topics Course	869	0.5%	12.5%
HISP S200	Second-year Spanish I	837	0.5%	12.9%
BUS X204	Business Communications	833	0.5%	13.4%
MATH M025	Pre-Calculus Mathematics	829	0.5%	13.8%
COLL E104	Arts & Humanities Topics Course	813	0.5%	14.3%
BUS X420	Business Career Planning & Placement	788	0.4%	15.6%
BUS X220	Career Perspectives	778	0.4%	14.7%
BUS G202	Bus & Econ Strategy in Public Arena	734	0.4%	15.1%
BUS X201	Technology	726	0.4%	16.0%
BIOL L111	Evolution and Diversity	711	0.4%	16.4%
BUS Z302	Managing & Behavior in Organizations	709	0.4%	16.8%
HISP S250	Second-year Spanish II	706	0.4%	17.2%
MUS X040	Ensemble	692	0.4%	17.5%

Note: Counts exclude canceled, noncredit, zero enrollment sections and audit enrollments.

More information about enrollment in specific courses is available on the Web at <http://www.indiana.edu/~registrar/coursesectn/>. Data from the Web are available beginning with Fall 1996.

CREDIT HOURS BY STUDENT CLASSIFICATION

Credit hours taken by undergraduate students (431,098.0) have increased this year and mark the third highest figure on record. The record high (436,902.5) was set in Fall 2003. Within the undergraduate level, the numbers of credit hours taken by freshmen and sophomores have increased this year, while the numbers of credit hours taken by juniors and seniors have decreased this year. The number of credit hours taken by freshmen is a new record high this year, which is to be expected as a record-high number of freshmen are enrolled this year.

Credit hours taken by students at the graduate level (63,919.0) have increased this year, the second consecutive increase. Credit hours at the graduate level have increased in six out of the past seven years. This coincides with credit hours by course level (discussed in the previous section); credit hours at the graduate level (500+ level courses) have increased to a new record-high figure (77,640.0). The record number of credit hours taken by graduate students (64,848.0) was set in the Fall of 1975. Within the nondegree level, high school students are taking a record-low number of credit hours (since data were first available in 1974).

When looking at **shares** of credit hours, the share of credit hours taken by undergraduate students (83.8%) has increased, while the shares of credit hours taken by graduate students (12.4%) and nondegree students (1.0%) have remained the same. Only the share of credit hours taken by professional students has decreased. Within the undergraduate level, freshmen and sophomores have increased their shares of credit hours. The following table shows the number and share of total credit hours taken at each student level.

TABLE 52: CREDIT HOURS AND SHARE BY STUDENT CLASS AND LEVEL
FALL TERMS

	2005	2006	Change	Percent Change
Freshman	115,904.5 27.1%	121,144.0 28.1%	+5,239.5	+ 4.5%
Sophomore	101,155.0 23.7%	107,329.0 24.9%	+6,174.0	+ 6.1%
Junior	97,697.5 22.9%	90,913.5 21.1%	- 6,784.0	- 6.9%
Senior	112,178.5 26.3%	111,711.5 25.9%	- 467.0	- 0.4%
Undergraduate Total	426,935.5 83.7%	431,098.0 83.8%	+4,162.5	+ 1.0%
Masters	37,397.0 58.9%	37,458.0 58.6%	+ 61.0	+ 0.2%
Doctoral	26,047.5 41.1%	26,461.0 41.4%	+ 413.5	+ 1.6%
Graduate Total	63,444.5 12.4%	63,919.0 12.4%	+ 474.5	+ 0.7%
Professional Total	14,626.0 2.9%	14,229.5 2.8%	- 396.5	- 2.7%
High School	177.0 3.6%	127.0 2.6%	- 50.0	- 28.2%
Special Undergraduate	2,295.0 46.4%	2,575.0 52.2%	+ 280.0	+ 12.2%
Special Graduate	2,461.5 49.7%	2,233.0 45.2%	- 228.5	- 9.3%
Special Professional	15.0 0.3%	0.0 0.0%	- 15.0	- 100.0%
Nondegree Total	4,948.5 1.0%	4,935.0 1.0%	- 13.5	- 0.3%
TOTAL	509,954.5	514,181.5	+4,227.0	+ 0.8%

RESIDENCE CLASSIFICATION

The following table shows credit hours by student level and residence classification. Total credit hours generated by nonresident students have increased this year to yet another record-high figure, due to increases at all levels with the exception of the nondegree level. Credit hours taken by nonresident undergraduate and professional students are new record-high figures this year. Within the undergraduate level, credit hours generated by nonresident freshmen are at a new record-high figure. Within the graduate level, credit hours generated by nonresident doctoral students are the highest on record (since data were first available in 1981).

The number of credit hours generated by resident students has decreased this year, due to decreases at the undergraduate, graduate and professional levels.

TABLE 53: CREDIT HOURS BY STUDENT LEVEL AND RESIDENCE CLASSIFICATION
FALL 2005 AND 2006

	Nonresidents Last Year	Nonresidents This Year	Change	Residents Last Year	Residents This Year	Change
Undergraduate	143,559.0	149,821.0	+ 6,262.0	283,376.5	281,277.0	- 2,099.5
Percent of Level	33.6%	34.8%	+ 4.4%	66.4%	65.2%	- 0.7%
Graduate	46,541.5	47,241.0	+ 699.5	16,903.0	16,678.0	- 225.0
Percent of Level	73.4%	73.9%	+ 1.5%	26.6%	26.1%	- 1.3%
Professional	7,920.0	8,072.5	+ 152.5	6,706.0	6,157.0	- 549.0
Percent of Level	54.2%	56.7%	+ 1.9%	45.8%	43.3%	- 8.2%
Nondegree	1,950.5	1,920.5	- 30.0	2,998.0	3,014.5	+ 16.5
Percent of Level	39.4%	38.9%	- 1.5%	60.6%	61.1%	+ 0.6%
TOTAL	199,971.0	207,055.0	+ 7,084.0	309,983.5	307,126.5	- 2,857.0
Percent of Level	39.2%	40.3%	+ 3.5%	60.8%	59.7%	- 0.9%

FULL-TIME/PART-TIME

The following table shows the numbers and proportions of campus credit hours taken by full-time and part-time students, as defined by credit hour load. Full-time students are defined as undergraduate, professional, and nondegree students enrolled in 12 or more hours and graduate students enrolled in 8 or more hours. Credit hours taken by full-time students have increased this year; the increase in credit hours taken by full-time undergraduates outweighs the decreases in credit hours taken by full-time graduates, professionals, and nondegree students.

TABLE 54: CREDIT HOURS AND SHARE BY FULL-TIME/PART-TIME STATUS
FALL 2005 AND 2006

	Full-Time Last Year	Full-Time This Year	Change	Part-Time Last Year	Part-Time This Year	Change
Undergraduate	418,488.0	423,408.5	+ 4,920.5	8,447.5	7,689.5	- 758.0
Percent of Level	98.0%	98.2%	+ 1.2%	2.0%	1.8%	- 9.0%
Graduate	53,369.5	53,237.5	- 132.0	10,075.0	10,681.5	+ 606.5
Percent of Level	84.1%	83.3%	- 0.2%	15.9%	16.7%	+ 6.0%
Professional	14,205.5	13,883.0	- 322.5	420.5	346.5	- 74.0
Percent of Level	97.1%	97.6%	- 2.3%	2.9%	2.4%	- 17.6%
Nondegree	2,449.5	2,370.0	- 79.5	2,499.0	2,565.0	+ 66.0
Percent of Level	49.5%	48.0%	- 3.2%	50.5%	52.0%	+ 2.6%
TOTAL	488,512.5	492,899.0	+ 4,386.5	21,442.0	21,282.5	- 159.5
Percent of Level	95.8%	95.9%	+ 0.9%	4.2%	4.1%	- 0.7%

GENDER

The following table shows the number of credit hours taken by student level and gender. The numbers of credit hours taken by women have increased at all levels but the nondegree level; the numbers of credit hours taken by female graduate and professional students have increased to new record-high figures. When looking at credit hours taken by men, the numbers of credit hours taken by undergraduate, graduate and nondegree males have all increased from last year.

TABLE 55: CREDIT HOURS BY STUDENT LEVEL AND GENDER
FALL 2005 AND 2006

	Male Last Year	Male This Year	Change	Female Last Year	Female This Year	Change
Undergraduate	204,542.5	207,035.5	+ 2,493.0	222,393.0	224,062.5	+ 1,669.5
Percent of Level	47.9%	48.0%	+ 1.2%	52.1%	52.0%	+ 0.8%
Graduate	31,787.0	31,917.0	+ 130.0	31,657.5	32,002.0	+ 344.5
Percent of Level	50.1%	49.9%	+ 0.4%	49.9%	50.1%	+ 1.1%
Professional	7,733.5	7,246.0	- 487.5	6,892.5	6,983.5	+ 91.0
Percent of Level	52.9%	50.9%	- 6.3%	47.1%	49.1%	+ 1.3%
Nondegree	1,982.0	2,180.0	+ 198.0	2,966.5	2,755.0	- 211.5
Percent of Level	40.1%	44.2%	+ 10.0%	59.9%	55.8%	- 7.1%
TOTAL	246,045.0	248,378.5	+ 2,333.5	263,909.5	265,803.0	+ 1,893.5
Percent of Level	48.2%	48.3%	+ 0.9%	51.8%	51.7%	+ 0.7%

STUDENT SCHOOL

The table below shows credit hours by student school, class and level. Students in Business, Graduate School, HPER, Journalism, Social Work, and University Division are all taking more credit hours than last year.

TABLE 56: CREDIT HOURS BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL
FALL TERMS

	Fall		Change from Last Year to This Year	
	2005	2006	Number	Percent
ARTS AND SCIENCES				
Freshman	3,664.5	2,339.0	- 1,325.5	- 36.2%
Sophomore	30,286.0	33,037.5	+ 2,751.5	+ 9.1%
Junior	40,335.5	36,234.0	- 4,101.5	- 10.2%
Senior	44,629.5	44,605.5	- 24.0	- 0.1%
Undergraduate	118,915.5	116,216.0	- 2,699.5	- 2.3%
Masters	0.0	0.0	0.0	---
Doctorate	80.0	22.0	- 58.0	- 72.5%
Graduate	80.0	22.0	- 58.0	- 72.5%
Nondegree	885.0	909.0	+ 24.0	+ 2.7%
Total	119,880.5	117,147.0	- 2,733.5	- 2.3%
BUSINESS				
Freshman	4,788.5	7,190.5	+ 2,402.0	+ 50.2%
Sophomore	12,532.5	13,194.0	+ 661.5	+ 5.3%
Junior	15,806.0	15,668.5	- 137.5	- 0.9%
Senior	20,980.0	21,938.0	+ 958.0	+ 4.6%
Undergraduate	54,107.0	57,991.0	+ 3,884.0	+ 7.2%
Masters	9,251.0	9,525.5	+ 274.5	+ 3.0%
Doctorate	0.0	0.0	0.0	---
Graduate	9,251.0	9,525.5	+ 274.5	+ 3.0%
Nondegree	338.5	294.5	- 44.0	- 13.0%
Total	63,696.5	67,811.0	+ 4,114.5	+ 6.5%
CONTINUING STUDIES				
Freshman	830.0	616.0	- 214.0	- 25.8%
Sophomore	1,375.0	1,233.0	- 142.0	- 10.3%
Junior	2,237.5	2,154.0	- 83.5	- 3.7%
Senior	3,418.5	3,334.5	- 84.0	- 2.5%
Undergraduate	7,861.0	7,337.5	- 523.5	- 6.7%
Nondegree	1,147.5	1,069.5	- 78.0	- 6.8%
Total	9,008.5	8,407.0	- 601.5	- 6.7%

TABLE 56: CREDIT HOURS BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)
FALL TERMS

	Fall		Change from Last Year to This Year	
	2005	2006	Number	Percent
EDUCATION				
Freshman	0.0	0.0	0.0	---
Sophomore	265.5	156.0	- 109.5	- 41.2%
Junior	6,346.5	4,602.5	- 1,744.0	- 27.5%
Senior	12,086.0	10,537.5	- 1,548.5	- 12.8%
Undergraduate	18,698.0	15,296.0	- 3,402.0	- 18.2%
Masters	3,763.0	3,637.0	- 126.0	- 3.3%
Doctorate	692.0	465.0	- 227.0	- 32.8%
Graduate	4,455.0	4,102.0	- 353.0	- 7.9%
Nondegree	1,253.0	1,203.0	- 50.0	- 4.0%
Total	24,406.0	20,601.0	- 3,805.0	- 15.6%
GRADUATE SCHOOL				
Masters	9,761.5	9,601.5	- 160.0	- 1.6%
Doctorate	23,014.0	23,427.0	+ 413.0	+ 1.8%
Graduate	32,775.5	33,028.5	+ 253.0	+ 0.8%
Nondegree	752.5	589.0	- 163.5	- 21.7%
Total	33,528.0	33,617.5	+ 89.5	+ 0.3%
HPER				
Freshman	95.0	141.0	+ 46.0	+ 48.4%
Sophomore	5,038.0	5,918.0	+ 880.0	+ 17.5%
Junior	9,148.5	8,816.0	- 332.5	- 3.6%
Senior	10,503.5	11,862.5	+ 1,359.0	+ 12.9%
Undergraduate	24,785.0	26,737.5	+ 1,952.5	+ 7.9%
Masters	2,098.0	1,930.0	- 168.0	- 8.0%
Doctorate	0.0	0.0	0.0	---
Graduate	2,098.0	1,930.0	- 168.0	- 8.0%
Nondegree	204.0	135.0	- 69.0	- 33.8%
Total	27,087.0	28,802.5	+ 1,715.5	+ 6.3%
INFORMATICS				
Freshman	0.0	199.5	+ 199.5	---
Sophomore	842.0	844.0	+ 2.0	+ 0.2%
Junior	1,465.5	1,416.5	- 49.0	- 3.3%
Senior	2,393.0	1,951.0	- 442.0	- 18.5%
Undergraduate	4,700.5	4,411.0	- 289.5	- 6.2%
Graduate	673.5	766.0	+ 92.5	+ 13.7%
Nondegree	0.0	27.0	+ 27.0	---
Total	5,374.0	5,204.0	- 170.0	- 3.2%
JOURNALISM				
Freshman	0.0	597.0	+ 597.0	---
Sophomore	2,029.0	2,891.0	+ 862.0	+ 42.5%
Junior	3,575.0	2,933.0	- 642.0	- 18.0%
Senior	4,041.0	3,699.5	- 341.5	- 8.5%
Undergraduate	9,645.0	10,120.5	+ 475.5	+ 4.9%
Nondegree	1.0	0.0	- 1.0	- 100.0%
Total	9,646.0	10,120.5	+ 474.5	+ 4.9%
LABOR STUDIES				
Freshman	0.0	0.0	0.0	---
Sophomore	16.0	3.0	- 13.0	- 81.3%
Junior	34.0	32.0	- 2.0	- 5.9%
Senior	55.0	36.0	- 19.0	- 34.5%
Undergraduate	105.0	71.0	- 34.0	- 32.4%
Total	105.0	71.0	- 34.0	- 32.4%

TABLE 56: CREDIT HOURS BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)
FALL TERMS

	Fall		Change from Last Year to This Year	
	2005	2006	Number	Percent
LAW				
Masters	905.0	710.0	- 195.0	- 21.5%
Doctorate	163.0	184.0	+ 21.0	+ 12.9%
Graduate	1,068.0	894.0	- 174.0	- 16.3%
Professional	9,207.0	8,903.0	- 304.0	- 3.3%
Nondegree	35.0	81.0	+ 46.0	+ 131.4%
Total	10,310.0	9,878.0	- 432.0	- 4.2%
LIBRARY & INFO SCIENCE				
Masters	2,666.0	2,374.5	- 291.5	- 10.9%
Doctorate	61.5	113.0	+ 51.5	+ 83.7%
Graduate	2,727.5	2,487.5	- 240.0	- 8.8%
Nondegree	78.0	50.0	- 28.0	- 35.9%
Total	2,805.5	2,537.5	- 268.0	- 9.6%
MUSIC				
Freshman	3,203.5	3,186.0	- 17.5	- 0.5%
Sophomore	3,308.0	2,744.0	- 564.0	- 17.0%
Junior	2,428.0	2,366.0	- 62.0	- 2.6%
Senior	4,616.0	4,537.0	- 79.0	- 1.7%
Undergraduate	13,555.5	12,833.0	- 722.5	- 5.3%
Masters	4,877.5	5,193.0	+ 315.5	+ 6.5%
Doctorate	2,037.0	2,250.0	+ 213.0	+ 10.5%
Graduate	6,914.5	7,443.0	+ 528.5	+ 7.6%
Nondegree	36.0	89.0	+ 53.0	+ 147.2%
Total	20,506.0	20,365.0	- 141.0	- 0.7%
NURSING				
Freshman	4.0	0.0	- 4.0	- 100.0%
Sophomore	333.0	448.0	+ 115.0	+ 34.5%
Junior	849.0	557.0	- 292.0	- 34.4%
Senior	964.0	1,109.0	+ 145.0	+ 15.0%
Undergraduate	2,150.0	2,114.0	- 36.0	- 1.7%
Graduate	0.0	0.0	0.0	---
Nondegree	0.0	3.0	+ 3.0	---
Total	2,150.0	2,117.0	- 33.0	- 1.5%
OPTOMETRY				
Sophomore	188.0	153.0	- 35.0	- 18.6%
Undergraduate	188.0	153.0	- 35.0	- 18.6%
Professional	5,419.0	5,326.5	- 92.5	- 1.7%
Nondegree	0.0	5.0	+ 5.0	---
Total	5,607.0	5,484.5	- 122.5	- 2.2%
SPEA				
Freshman	15.0	44.0	+ 29.0	+ 193.3%
Sophomore	1,871.0	1,834.0	- 37.0	- 2.0%
Junior	4,905.5	4,615.0	- 290.5	- 5.9%
Senior	6,429.0	6,198.5	- 230.5	- 3.6%
Undergraduate	13,220.5	12,691.5	- 529.0	- 4.0%
Graduate	3,401.5	3,720.5	+ 319.0	+ 9.4%
Nondegree	9.0	0.0	- 9.0	- 100.0%
Total	16,631.0	16,412.0	- 219.0	- 1.3%
SOCIAL WORK				
Sophomore	91.0	94.0	+ 3.0	+ 3.3%
Junior	310.0	370.0	+ 60.0	+ 19.4%
Senior	339.0	416.0	+ 77.0	+ 22.7%
Undergraduate	740.0	880.0	+ 140.0	+ 18.9%
Nondegree	0.0	0.0	0.0	---
Total	740.0	880.0	+ 140.0	+ 18.9%
UNIVERSITY DIVISION				
Freshman	103,304.0	106,831.0	+ 3,527.0	+ 3.4%
Sophomore	42,980.0	44,779.5	+ 1,799.5	+ 4.2%
Junior	10,256.5	11,149.0	+ 892.5	+ 8.7%
Senior	1,724.0	1,486.5	- 237.5	- 13.8%
Undergraduate	158,264.5	164,246.0	+ 5,981.5	+ 3.8%
Nondegree	209.0	480.0	+ 271.0	+ 129.7%
Total	158,473.5	164,726.0	+ 6,252.5	+ 3.9%
TOTAL	509,954.5	514,181.5	+ 4,227.0	+ 0.8%

GRADE DISTRIBUTION (HISTORICAL)

The IU-Bloomington Faculty Council approved a recommendation, in the spring of 1994, to create an indexed grade context record for student grade reports and internal records. The goal was to be able to provide students with a more meaningful measure of their performance in a course. The expanded grade context record and subsequent reports have been designed to include: the number of students in a class section, number of students who received the same grade or higher compared to the total number of students in the section who received GPA grades, the distribution of all grades in the section, the percentage of students in the section whose major school or department (for the College of Arts and Sciences or Graduate School) matches the school or department that is offering the course, average grade in the section, and the average cumulative GPA of all the students in the section.

In an effort to provide meaningful grade data to cover a range of information needs, a variety of products have been developed. These included: the Grade Notification to students at the end of each semester (available to students on-line); Grade Distribution Reports (available on the Web <http://www.indiana.edu/~registra/gradedist/>); and a Grade Distribution Web Query <http://www.indiana.edu/~registra/gradedist.shtml>).

To help in the interpretation of grades data, course grades and their GPA point equivalents are shown below.

TABLE 57: COURSE GRADES AND GPA POINT EQUIVALENTS

Grade	GPA Points	Grade	GPA Points	Grade	GPA Points	Grade	GPA Points
A+	4.0	B+	3.3	C+	2.3	D+	1.3
A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
						F	0.0

Definitions of Non-GPA Course Grades	
P - Passed (Pass-Fail Option)	NR - No report filed by instructor
S - Satisfactory	NC - No Credit
I - Incomplete	NY - Enrollment in special program
R - Deferred	W - Withdrawn - Passing
	WX - Courses dropped the first week of classes

The following tables show historical data from 1979 to 1994 (when the grade context record data first became available). Beginning in the Fall 1994, there are slightly different counting formulas and file storage definitions. One major difference is that the grade context methodology does not include the WZ grade, used to record section changes on internal course records, which had been included in the previous grade reporting methodology. For this report, the historical data information has been adjusted by removing the WZ grades from the total grades in order to make the data more comparable with the newer methodology. All data reported throughout this section reflect grades earned by all students (undergraduate, graduate, professional, and nondegree) in all courses (000-900 levels). Previously, data was presented for undergraduate students in undergraduate courses.

Fall 2004 was the first term of the SIS implementation. Many of the business processes and data structures were in development this term and thus the data presented for grades may not be directly comparable to other years. For example, a grade of R (generally referred to as Research in progress) had not been recorded on the student's record that term; now it is included in the report. The following table shows the distribution of all grades issued to all students in all courses from Fall 1979 to the present. For Fall 2005, there were 201,426 grades awarded.

TABLE 58: DISTRIBUTION OF ALL COURSE GRADES
FALL TERMS

Fall Terms	Percentage of Total Grades										Total Grades
	A	B	C	D	F	S & P Grades	I & R Grades	W Grades	WX Grades	Other Non GPA Grades	
1979	27.9%	29.2%	17.9%	4.4%	2.3%	2.4%	4.0%	4.6%	5.3%	1.1%	147,450
1980	27.1%	28.7%	17.9%	4.3%	2.6%	3.1%	3.9%	4.7%	5.6%	0.8%	149,609
1981	26.6%	30.6%	18.4%	4.3%	2.3%	3.2%	3.9%	4.6%	5.2%	1.0%	151,397
1982	26.4%	30.4%	18.4%	4.4%	2.5%	3.4%	3.9%	4.1%	5.5%	0.4%	152,478
1983	24.4%	28.8%	17.7%	4.5%	2.7%	3.2%	3.6%	4.2%	9.8%	0.8%	159,233
1984	24.0%	28.4%	17.3%	4.1%	2.4%	3.1%	3.4%	4.2%	11.2%	0.9%	162,021
1985	24.5%	28.0%	17.0%	4.3%	2.6%	3.3%	3.6%	3.9%	11.7%	1.2%	163,291
1986	25.0%	29.0%	16.7%	3.9%	2.2%	3.2%	3.5%	3.5%	11.9%	1.5%	161,798
1987	25.8%	29.8%	16.5%	3.9%	2.2%	3.5%	3.2%	3.5%	11.2%	1.3%	164,540
1988	25.6%	29.1%	15.8%	3.5%	2.0%	3.4%	3.2%	3.4%	12.1%	0.9%	168,006
1989	27.3%	29.2%	15.4%	3.5%	1.9%	3.4%	3.0%	4.3%	12.2%	1.4%	174,035
1990	28.1%	28.9%	14.9%	3.3%	1.8%	3.3%	3.2%	4.3%	11.5%	1.1%	175,367
1991	28.3%	28.7%	14.0%	3.2%	1.9%	3.5%	3.1%	5.0%	11.3%	1.1%	179,373
1992	28.7%	28.0%	13.6%	3.3%	2.1%	4.0%	3.1%	5.5%	11.1%	0.8%	182,843
1993	30.2%	28.1%	13.5%	3.3%	2.2%	3.3%	3.1%	5.8%	11.1%	0.7%	183,438
1994	30.2%	27.4%	12.9%	3.0%	2.4%	3.3%	3.1%	6.1%	10.2%	1.4%	180,986
1995	31.4%	29.0%	13.5%	3.2%	2.4%	3.6%	3.2%	6.8%	5.7%	1.3%	171,885
1996	32.1%	28.4%	13.0%	3.1%	2.4%	3.5%	3.3%	6.8%	5.8%	1.6%	173,511
1997	32.5%	27.9%	12.9%	3.1%	2.3%	3.6%	3.3%	7.3%	5.0%	2.2%	175,331
1998	33.2%	28.4%	12.6%	2.9%	2.3%	3.6%	3.0%	7.1%	5.4%	1.4%	181,279
1999	34.0%	28.8%	12.3%	2.7%	2.1%	3.6%	2.8%	7.2%	5.1%	1.3%	184,254
2000	34.6%	28.5%	11.8%	2.7%	2.2%	3.8%	2.7%	6.9%	5.2%	1.6%	189,680
2001	35.5%	28.3%	11.3%	2.6%	2.3%	4.0%	2.6%	6.6%	5.2%	1.4%	195,051
2002	36.4%	28.5%	11.0%	2.6%	2.1%	3.9%	2.6%	6.6%	5.1%	1.2%	199,706
2003	38.3%	27.4%	10.3%	2.3%	1.9%	4.1%	2.7%	6.4%	5.3%	1.4%	202,086
2004	36.9%	27.4%	9.9%	2.4%	2.1%	3.5%	2.6%	6.3%	6.9%	2.0%	196,609
2005	35.8%	27.4%	10.7%	2.6%	2.4%	3.7%	2.9%	6.7%	7.2%	0.7%	201,426

Notes:

Beginning in 1994, a slightly different methodology was used. Percentage differences are negligible.
Fall 2004 was the first term of the SIS implementation. Business processes and data structures were not stable.
Shaded areas indicate record highs.

The following table shows the distribution of GPA grades issued to all students in all courses from 1979 through last fall. For Fall 2005, there were 158,690 GPA grades awarded. Fall 2005 data show a record high share of students taking courses in their major area, when compared to fall terms since 1979. Figure 12 illustrates the trend of GPA grades awarded beginning in 1979 and shows that Fall 1992 marked the point when the percentage of A's earned surpassed any other grade earned. Prior to 1992, the percentage of B's earned held the highest share. Since Fall 1983, the average course GPA has gradually increased culminating in a new record high GPA for Fall 2003 (at 3.19).

For Fall 2005 there were 7,644 A+ grades awarded. Of all A grades, 11% were A+ grades, 58% were A grades and 31% were A- grades.

TABLE 59: DISTRIBUTION OF GPA COURSE GRADES
FALL TERMS

Fall Terms	Percentage of GPA Grades					Average Course Grade	Percent Majors	Total GPA Grades
	A	B	C	D	F			
1979	34.1%	35.7%	21.9%	5.4%	2.9%	2.91		120,541
1980	33.7%	35.6%	22.2%	5.3%	3.2%	2.90		120,492
1981	32.4%	37.2%	22.4%	5.2%	2.8%	2.90		124,238
1982	32.1%	37.0%	22.5%	5.4%	3.1%	2.88		125,186
1983	31.3%	36.8%	22.7%	5.7%	3.4%	2.85		124,322
1984	31.8%	37.1%	22.6%	5.4%	3.2%	2.87		124,217
1985	31.7%	36.9%	22.4%	5.6%	3.4%	2.87		123,813
1986	32.1%	38.0%	21.9%	5.1%	2.9%	2.90		123,609
1987	32.3%	38.5%	21.4%	5.1%	2.8%	2.91		127,343
1988	33.8%	38.2%	20.7%	4.6%	2.7%	2.94		128,123
1989	33.9%	38.6%	20.4%	4.6%	2.5%	2.95		131,607
1990	35.8%	38.0%	19.5%	4.3%	2.4%	2.99		133,555
1991	37.0%	37.8%	18.4%	4.2%	2.5%	3.01		136,101
1992	37.6%	37.3%	18.0%	4.3%	2.8%	3.01		137,675
1993	37.9%	37.1%	17.8%	4.3%	2.8%	3.01		138,768
1994	39.8%	36.1%	16.9%	4.0%	3.1%	3.03	35%	137,312
1995	39.6%	36.5%	16.9%	4.0%	3.0%	3.03	35%	136,581
1996	40.7%	36.0%	16.4%	3.9%	3.0%	3.05	36%	137,066
1997	41.2%	35.5%	16.4%	3.9%	2.9%	3.06	37%	137,939
1998	41.8%	35.8%	15.9%	3.7%	2.8%	3.07	36%	144,078
1999	42.5%	36.1%	15.4%	3.4%	2.7%	3.10	36%	147,329
2000	43.4%	35.6%	14.8%	3.4%	2.8%	3.11	36%	151,499
2001	44.3%	35.4%	14.1%	3.3%	2.9%	3.12	37%	156,276
2002	45.1%	35.4%	13.6%	3.2%	2.6%	3.14	38%	160,948
2003	47.8%	34.2%	12.8%	2.9%	2.4%	3.19	39%	162,117
2004	44.7%	33.1%	12.0%	2.9%	2.5%	3.11	na	154,390
2005	44.5%	34.0%	13.2%	3.2%	2.9%	3.10	41%	158,690

Notes:

Beginning in 1994, a slightly different methodology was used. Percentage differences are negligible. Fall 2004 was the first term of the SIS implementation. Business processes and data structures were not stable. Shaded areas indicate record highs.

FIGURE 12: GPA COURSE GRADES

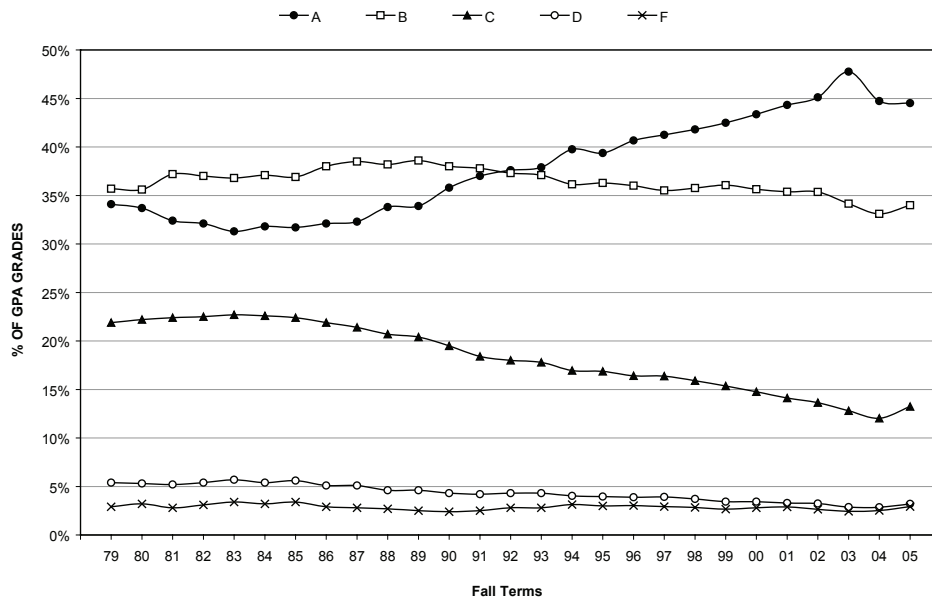


Table 60 shows the distribution of GPA grades by course school.

TABLE 60: DISTRIBUTION OF GPA GRADES BY COURSE SCHOOL
FALL 2005

Course School	Percentage of GPA Grades					Average Course Grade	Number of Grades
	A	B	C	D	F		
Arts & Sciences	38.2%	36.6%	17.0%	4.4%	3.8%	2.99	80,329
Business	37.9%	42.8%	14.2%	3.0%	2.1%	3.11	25,103
Education	74.7%	19.8%	3.5%	0.7%	1.4%	3.62	9,598
Graduate School	85.2%	14.8%	0.0%	0.0%	0.0%	3.81	27
HPER	59.2%	28.3%	8.5%	1.8%	2.1%	3.38	15,077
Informatics	48.5%	30.0%	12.1%	3.3%	6.0%	3.10	2,304
Journalism	36.4%	44.1%	14.7%	2.6%	2.1%	3.08	2,097
Labor Studies	29.9%	29.9%	14.2%	7.3%	18.6%	2.43	738
Law	25.0%	68.2%	6.7%	0.0%	0.0%	3.17	2,436
SLIS	83.0%	13.4%	1.8%	0.0%	1.7%	3.71	867
Med Sciences	34.0%	34.1%	22.2%	6.0%	3.8%	2.88	924
Mil Science	55.6%	29.8%	6.2%	0.9%	7.6%	3.24	225
Music	78.0%	14.4%	4.8%	1.3%	1.5%	3.64	10,776
Nursing	47.1%	48.7%	3.8%	0.0%	0.4%	3.40	446
Optometry	44.1%	44.6%	10.0%	0.9%	0.4%	3.31	1,752
SPEA	42.0%	38.7%	13.7%	3.1%	2.4%	3.12	5,574
Social Work	65.2%	25.9%	6.0%	1.0%	1.9%	3.49	417

PEER INSTITUTIONS

BIG TEN AND STATE SCHOOLS

Most Big Ten institutions are reporting increases and record enrollments this year. Nationally, enrollments in degree granting institutions are expected to increase over the next ten years. Enrollments for Hispanic and Native American and Alaskan Native students are expected to show the largest increases across the nation. (NCES, 'Projections of Education Statistics', 2006). The overall increase in new foreign students rose 12% this fall. Following recent declines nationally, this fall graduate international enrollments are showing a 1% gain (Bollag, 2006).

Enrollments for the Big Ten universities are shown in Table 61. Historical data and trends are also shown at the end of this section.

TABLE 61: ENROLLMENT AT BIG TEN INSTITUTIONS (MAIN CAMPUSES)
FALL TERMS

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change from 2005	
												Numeric	Percent
Indiana University	34,700	34,937	35,600	36,201	37,076	37,963	38,903	38,589	37,821	37,958	38,247	+ 289	+ 0.8%
University of Illinois	36,164	36,019	36,303	36,690	36,936	37,684	38,263	38,872	38,945	40,670	41,342	+ 672	+ 1.7%
University of Iowa	27,921	27,871	28,705	28,846	28,311	28,768	29,697	29,745	29,745	29,642	29,979	+ 337	+ 1.1%
University of Michigan	36,450	36,964	37,151	37,846	38,103	38,248	38,972	39,031	39,533	39,993	40,025	+ 32	+ 0.1%
Michigan State University	41,545	42,603	43,189	43,038	43,366	44,227	44,937	44,542	44,836	45,000	45,035	+ 35	+ 0.1%
University of Minnesota	37,018	37,615	39,595	45,361	45,481	46,597	48,677	49,474	50,954	51,175	50,402	- 773	- 1.5%
Northwestern University *	17,702	17,551	17,496	17,101	16,400	17,089	17,370	17,363	17,762	18,086	18,505	+ 419	+ 2.3%
Ohio State University	48,352	48,278	48,511	48,003	47,952	48,477	49,676	50,731	50,995	50,504	51,818	+ 1,314	+ 2.6%
Penn State University	39,782	40,471	40,969	40,658	40,571	40,828	41,445	41,795	41,289	40,709	42,914	+ 2,205	+ 5.4%
Purdue University	35,156	35,715	36,878	37,762	37,871	38,208	38,564	38,847	38,653	38,712	39,228	+ 516	+ 1.3%
University of Wisconsin	39,826	40,196	40,109	40,740	41,219	41,552	41,507	41,588	41,141	41,517	41,466	- 51	- 0.1%

Shaded areas indicate record highs. Record high figure for Ohio State University was recorded in 1980.

* Total figures include auditors

TABLE 62: BIG TEN HISTORICAL ENROLLMENT DATA
1945 THROUGH PRESENT

Fall Term/ Quarter	Indiana University	University of Illinois	University of Iowa	University of Michigan	Michigan State University	University of Minnesota	Northwestern University	Ohio State University	Penn State University	Purdue University	University of Wisconsin
1945	4,498	9,515	4,744	11,847	5,284	11,396	5,055	12,051	5,420	5,628	9,028
1946	10,345	18,516	9,770	13,838	13,282	26,285	8,168	24,590	7,094	11,462	18,598
1947	11,003	19,391	10,239	20,763	15,208	25,856	8,698	25,103	8,410	14,060	18,693
1948	11,414	19,094	10,886	21,233	16,019	25,343	8,881	23,595	9,792	14,683	18,623
1949	10,848	19,521	10,383	20,881	16,243	23,168	8,834	22,088	11,130	13,227	17,690
1950	10,715	17,162	9,125	19,351	14,993	20,437	8,337	20,258	11,132	11,053	15,766
1951	9,708	15,145	7,362	17,102	13,593	17,472	7,516	18,132	11,553	9,273	14,020
1952	9,391	15,464	7,213	16,834	14,085	14,493	7,116	18,230	11,539	9,285	13,571
1953	9,593	15,797	7,686	17,486	14,609	17,679	7,080	19,417	11,529	9,739	13,346
1954	10,237	16,866	8,414	18,832	16,234	18,742	7,060	20,006	12,003	10,561	13,954
1955	11,162	18,075	9,331	20,676	16,895	20,865	7,419	21,466	12,653	11,813	15,134
1956	11,660	19,223	9,901	22,011	18,879	22,651	7,377	22,074	13,147	13,060	15,918
1957	11,800	18,813	10,254	22,833	19,510	23,154	7,286	21,953	14,131	13,013	15,929
1958	12,063	19,476	10,516	23,500	19,146	23,731	7,355	22,291	14,634	13,542	16,590
1959	13,217	20,219	10,789	23,499	19,217	23,520	7,435	22,311	14,786	14,019	17,433
1960	14,487	21,955	11,113	23,499	21,157	24,772	7,652	23,840	16,091	15,160	18,811
1961	16,109	23,059	11,701	23,851	22,724	26,893	7,954	25,759	17,407	16,543	20,118
1962	17,829	24,169	12,114	24,844	25,040	29,284	8,185	28,197	17,668	17,164	21,733
1963	19,296	25,611	12,923	25,491	27,597	30,552	8,263	30,498	18,621	17,674	24,275
1964	20,953	27,020	14,480	26,200	31,268	33,215	8,548	33,384	19,327	18,710	26,293
1965	23,612	27,941	16,355	27,803	35,451	36,187	8,350	36,260	20,797	20,176	29,299
1966	25,717	29,120	17,755	29,660	38,107	37,615	9,140	37,486	22,493	21,407	31,120
1967	27,098	33,128	18,659	37,283	38,758	39,151	9,361	38,834	24,042	23,370	33,000
1968	29,006	31,179	19,506	35,939	39,949	40,285	9,793	41,392	25,960	24,718	34,670
1969	29,428	34,909	20,236	38,328	40,820	42,424	9,609	45,099	26,823	25,037	35,549
1970	30,368	36,168	20,604	36,967	40,511	42,878	9,305	46,074	26,333	25,582	34,388
1971	30,718	32,296	20,387	32,762	41,649	43,061	9,355	46,628	28,650	26,003	33,943
1972	31,280	33,857	20,052	33,038	41,378	41,220	9,726	45,963	29,147	26,204	34,866
1973	30,752	34,651	20,528	33,550	41,649	41,005	9,850	47,268	30,157	26,582	35,931
1974	30,560	35,045	21,271	33,583	43,459	42,970	10,091	49,275	32,115	27,466	36,915
1975	32,602	35,117	22,512	34,695	44,580	45,289	9,995	49,984	32,463	28,923	38,545
1976	32,437	33,552	22,393	34,754	43,749	45,788	10,000	49,846	32,926	30,194	37,924
1977	31,876	33,946	22,766	34,691	44,211	44,778	10,221	51,002	32,551	30,303	39,022
1978	31,529	33,684	22,990	34,824	43,744	44,794	10,164	51,343	32,598	30,445	39,430
1979	31,843	34,376	23,349	34,180	44,756	45,765	10,126	53,278	32,838	31,554	40,233
1980	31,877	34,792	25,100	34,640	44,940	47,386	10,323	54,462	33,935	32,366	41,349
1981	32,229	35,152	26,464	34,277	42,094	47,427	10,471	52,682	34,693	32,797	41,691
1982	32,712	34,914	28,140	34,859	40,627	47,383	10,514	53,438	34,342	32,455	42,230
1983	33,109	34,632	29,599	34,432	40,122	46,445	10,717	53,757	34,818	31,856	43,075
1984	32,715	34,760	29,712	34,347	40,272	44,659	10,867	52,434	34,304	31,457	44,218
1985	32,816	35,997	29,651	34,340	41,032	44,590	10,932	53,199	34,932	31,987	45,050
1986	32,450	36,330	29,504	34,847	41,897	45,006	11,124	53,880	35,165	32,243	44,584
1987	33,457	36,340	29,133	35,495	42,096	44,293	11,271	53,115	36,175	33,174	43,368
1988	33,776	36,036	29,230	35,845	42,695	42,571	11,337	53,669	37,175	34,969	43,641
1989	34,863	35,032	28,884	36,338	42,866	41,016	11,554	52,895	37,623	35,817	43,695
1990	35,453	35,766	28,045	36,306	42,785	40,972	11,725	54,094	38,779	35,647	43,536
1991	35,489	36,139	27,881	36,228	42,088	39,315	11,924	54,313	38,911	36,163	43,196
1992	36,076	35,815	27,463	36,543	40,047	38,019	12,085	52,183	38,373	35,833	41,948
1993	35,551	36,436	27,051	36,758	39,743	37,548	12,100	50,623	37,588	35,161	40,924
1994	35,594	36,191	26,932	36,468	40,254	36,699	12,212	49,542	38,219	34,484	40,305
1995	35,059	36,465	27,597	36,617	40,647	36,995	17,880	48,676	39,571	34,685	40,005
1996	34,700	36,164	27,921	36,450	41,545	37,018	17,702	48,352	39,782	35,156	39,826
1997	34,937	36,019	27,871	36,964	42,603	37,615	17,551	48,278	40,471	35,715	40,196
1998	35,600	36,303	28,705	37,151	43,189	39,595	17,496	48,511	40,969	36,878	40,109
1999	36,201	36,690	28,846	37,846	43,038	45,361	17,101	48,003	40,658	37,762	40,740
2000	37,076	36,936	28,311	38,103	43,366	45,481	16,400	47,952	40,571	37,871	41,219
2001	37,963	37,684	28,768	38,248	44,227	46,597	17,089	48,477	40,828	38,208	41,552
2002	38,903	38,263	29,697	38,972	44,937	48,667	17,370	49,676	41,445	38,564	41,507
2003	38,589	38,872	29,745	39,031	44,542	49,474	17,363	50,731	41,795	38,847	41,588
2004	37,821	38,945	29,745	39,533	44,836	50,954	17,762	50,995	41,289	38,653	41,141
2005	37,958	40,670	29,642	39,993	45,000	51,175	18,086	50,504	40,709	38,712	41,517
2006	38,247	41,342	29,979	40,025	45,035	50,402	18,505	51,818	42,914	39,228	41,466

Shaded areas indicate record highs.

* Beginning in 1995, data for Northwestern University includes both the undergraduate and professional schools.

There are increases in minority shares of enrollment this year especially for Hispanic Americans. Table 63 shows Big Ten enrollment and share comparisons for all ethnic groups.

TABLE 63: ENROLLMENT COMPARISONS AT BIG TEN UNIVERSITIES BY ETHNIC GROUP

	African American	Hispanic American	Asian American	Native American	Total U. S. Minority	White American	Non-U.S.	Other and Unknown	Total Enrollment
Indiana University	1,669	889	1,339	105	4,002	30,185	3,373	687	38,247
% of campus	4.4%	2.3%	3.5%	0.3%	10.5%	78.9%	8.8%	1.8%	100.0%
University of Illinois	2,527	2,477	4,547	120	9,671	25,624	5,069	978	41,342
% of campus	6.1%	6.0%	11.0%	0.3%	23.4%	62.0%	12.3%	2.4%	100.0%
University of Iowa *	697	804	1,097	143	2,741	25,234	2,004	n/a	29,979
% of campus	2.3%	2.7%	3.7%	0.5%	9.1%	84.2%	6.7%	---	100.0%
University of Michigan	2,498	1,747	4,787	334	9,366	24,194	4,689	1,776	40,025
% of campus	7.1%	4.3%	12.1%	0.7%	24.2%	59.7%	11.7%	4.4%	100.0%
Michigan State University	3,511	1,350	2,377	310	7,548	33,420	3,525	542	45,035
% of campus	7.8%	3.0%	5.3%	0.7%	16.8%	74.2%	7.8%	1.2%	100.0%
University of Minnesota	1,982	1,004	4,091	426	7,503	36,770	3,508	2,621	50,402
% of campus	3.9%	2.0%	8.1%	0.8%	14.9%	73.0%	7.0%	5.2%	100.0%
Northwestern University **	832	760	2,282	33	3,907	9,481	2,342	2,335	18,065
% of campus	4.6%	4.2%	12.6%	0.2%	21.6%	52.5%	13.0%	12.9%	100.0%
Ohio State University	3,495	1,225	2,754	212	7,686	38,975	3,638	1,519	51,818
% of campus	6.7%	2.4%	5.3%	0.4%	14.8%	75.2%	7.0%	2.9%	100.0%
Penn State University ***	1,617	1,244	2,172	56	5,089	32,534	3,086	n/a	40,709
% of campus	4.0%	3.1%	5.3%	0.1%	12.5%	79.9%	7.6%	---	100.0%
Purdue University	1,385	1,052	1,965	179	4,581	29,823	4,824	n/a	39,228
% of campus	3.5%	2.7%	5.0%	0.5%	11.7%	n/a	12.3%	---	100.0%
University of Wisconsin	1,130	1,257	2,148	252	4,787	31,550	3,353	1,776	41,466
% of campus	2.7%	3.0%	5.2%	0.6%	11.5%	76.1%	8.1%	4.3%	100.0%

Notes:

* Iowa includes other, unknown and no response in the 'White American' category.

** Northwestern data includes undergraduate and professional schools. Figures this year represent 2005 data (excludes auditors).

*** Penn State figures represent 2005 data.

Ivy Tech State College shows a 3.4% enrollment increase at the system level with ten of the 23 regional campuses posting decreases. The Bloomington campus shows a 10.7% increase in enrollment from last year.

TABLE 64: ENROLLMENT AT STATE SCHOOLS

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change from 2005	
												Numeric	Percent
Ball State University	18,594	18,528	17,930	17,459	17,490	17,662	18,059	18,310	18,043	17,728	17,285	- 443	- 2.5%
Indiana State University	10,934	10,784	10,970	10,985	11,051	11,321	11,714	11,360	11,200	10,679	10,568	- 111	- 1.0%
Univ. of Southern Indiana	7,763	8,300	8,413	8,695	9,012	9,362	9,675	9,899	10,050	10,004	10,021	+ 17	+ 0.2%
Vincennes University	5,807	5,774	5,340	5,084	4,755	4,883	6,152	6,082	6,369	6,755	6,595	- 160	- 2.4%
Ivy Tech-System	32,327	34,696	36,499	37,799	44,332	51,364	55,866	59,438	64,290	65,217	67,435	+ 2,218	+ 3.4%
Ivy Tech-Bloomington	1,526	1,751	1,686	1,834	2,074	2,519	2,663	2,956	3,363	3,565	3,947	+ 382	+ 10.7%

ACADEMIC PREPARATION

HIGH SCHOOL RANK

Table 65 shows high school rank of IU-Bloomington freshmen for the past twenty-one years. High school rank is available for 59.0% of the current freshman class (new and continuing), down from 63.7% last year. This is the lowest percentage on record. The percentage of freshmen with high school rank available has decreased substantially since data first became available. Twenty years ago, the percentage of freshmen with high school rank available was 96.8% (37.8 percentage points higher than this year). Most of this decrease has occurred within the last five years as a result of fewer high schools providing the information. The implications of this trend will be explored more fully over the next year.

Fall 1989 shows the record high for the percentages of freshmen (new and continuing) ranked in the upper 10%, 30% and 50% of their classes (26.6%, 76.2% and 94.7%, respectively). For a little more than a decade following that record year, the percentages showed a somewhat steady decline, reaching all time lows in 2000 (for upper 10%) and 2001 (for upper 30% and upper 50%). Over the years following those record low years, the percentages of freshmen who ranked in the upper 10%, 30% and 50% of their high school classes have experienced a partial recovery from the decline, with the percentages of students who ranked in the upper 10%, 30% and 50% of their classes reaching 24.1%, 66.7% and 93.3%, respectively, this year.

TABLE 65: HIGH SCHOOL RANK OF FRESHMEN
FALL TERMS

Fall Term	% in Upper 50% of Class	% in Upper 30% of Class	% in Upper 10% of Class
1985	92.9%	67.9%	23.8%
1986	93.1%	68.6%	24.1%
1987	93.9%	71.6%	24.7%
1988	93.6%	76.0%	26.2%
1989	94.7%	76.2%	26.6%
1990	93.8%	73.6%	25.3%
1991	92.7%	68.7%	24.5%
1992	92.5%	66.2%	21.2%
1993	92.5%	66.0%	21.8%
1994	91.6%	63.5%	20.7%
1995	92.2%	65.1%	21.8%
1996	91.8%	63.0%	20.6%
1997	89.8%	62.0%	21.3%
1998	88.8%	60.4%	19.8%
1999	90.0%	60.9%	19.9%
2000	88.5%	58.5%	17.9%
2001	87.4%	57.8%	18.6%
2002	90.4%	59.1%	18.5%
2003	92.6%	63.2%	20.1%
2004	NA	NA	NA
2005	92.4%	63.5%	22.8%
2006	93.3%	66.7%	24.1%
One-Year Change	0.9 pts.	3.2 pts.	1.3 pts.
Fifteen-Year Change	0.6 pts.	- 2.0 pts.	- 0.4 pts.

Note: Shaded areas indicate record highs.

Figure 13 compares the high school decile rank of freshmen enrolled this year to freshmen enrolled five, ten, fifteen and twenty years ago. The percentages are based on freshmen who have a high school class rank available, regardless of high school class size. The graph clearly shows the recovery referred to in the paragraph above in the 10th decile rank from five years ago to this year. This recovery can be seen in the 8th and 9th decile ranks as well. Additionally, the percentages of students in the 1st, 2nd, 3rd and 4th decile ranks are lower this year than all the other years, and the percentages of students in the 5th and 6th decile ranks are lower this year than they were both five and ten years ago.

FIGURE 13: HIGH SCHOOL RANK OF FRESHMEN
FALL TERMS

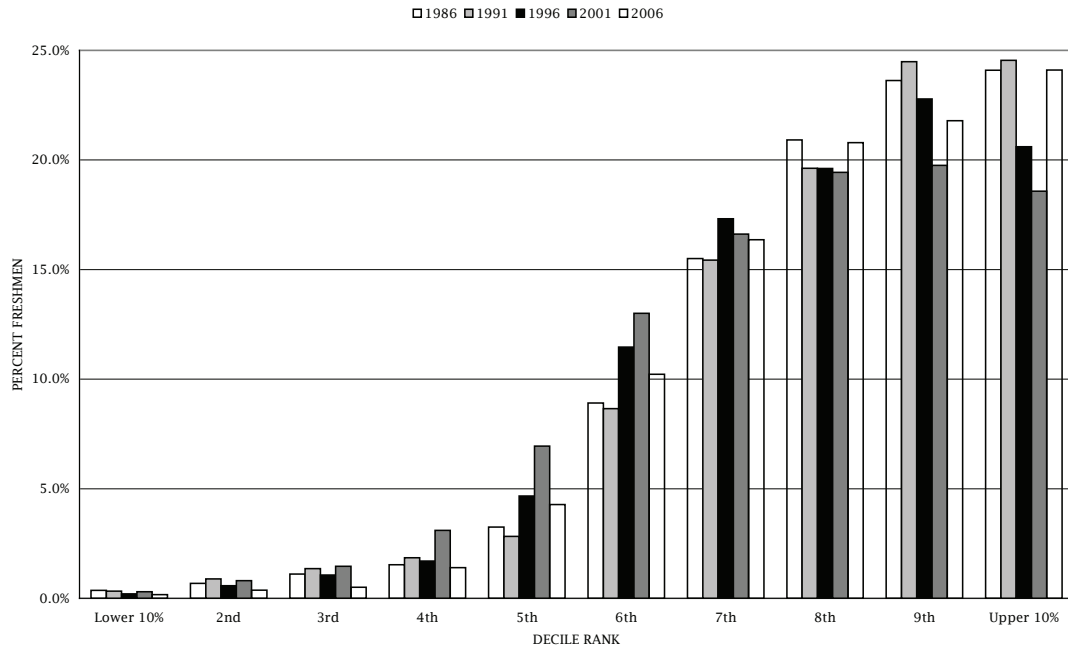


Table 66 shows the high school rank of resident and nonresident freshmen for fall terms since 1992, when data were first available. Higher shares of resident freshmen than nonresident freshmen ranked in the upper 10%, 30% and 50% of their high school class this year. However, high school rank is available for 69.2% of resident freshmen compared to only 42.3% of nonresident freshmen. Percentages of resident students in the upper 10%, 30% and 50% are at all time highs this year. Increases for students in the upper 50% and 30% of their classes are seen for both residents and nonresidents, while a decrease is shown for nonresidents in the upper 10%.

TABLE 66: HIGH SCHOOL RANK OF FRESHMEN BY RESIDENCE CLASSIFICATION
FALL TERMS

Fall Term	% in Upper 50% of Class		% in Upper 30% of Class		% in Upper 10% of Class	
	Residents	Nonresidents	Residents	Nonresidents	Residents	Nonresidents
1992	90.9%	96.9%	65.6%	67.0%	22.3%	17.3%
1993	91.2%	96.7%	66.8%	63.2%	22.9%	17.8%
1994	90.7%	94.7%	64.6%	60.0%	22.0%	16.3%
1995	91.4%	95.1%	66.6%	60.2%	22.2%	20.6%
1996	91.7%	92.1%	65.6%	55.1%	21.9%	16.5%
1997	89.5%	90.9%	63.0%	58.7%	21.8%	19.8%
1998	88.8%	88.7%	61.9%	55.9%	20.4%	18.1%
1999	90.0%	89.9%	63.2%	54.2%	21.2%	15.8%
2000	88.9%	87.4%	60.4%	53.3%	19.4%	13.5%
2001	88.2%	85.1%	60.2%	51.1%	19.6%	15.6%
2002	90.7%	89.6%	61.5%	51.9%	19.8%	14.6%
2003	92.8%	92.2%	65.7%	56.2%	21.9%	15.2%
2004	NA	NA	NA	NA	NA	NA
2005	93.3%	89.4%	65.7%	56.0%	24.0%	18.9%
2006	94.5%	90.1%	69.9%	58.2%	27.0%	16.4%

SAT SCORES

The Scholastic Assessment Test (SAT) is a two-part multiple-choice test designed to measure the reasoning abilities of college-bound high school seniors. The two components of the SAT program are the SAT I: Reasoning Test and the SAT II: Subject Tests. The Reasoning Test is divided into two sections, Verbal and Mathematics. The verbal and mathematics sections are each scored on a scale of 200-800, with the combined score being the sum of the two scores. The Subject Tests cover 23 subjects and are designed to measure a student's knowledge in a certain subject area. The scores reported for IU-Bloomington students in this section of the report are only from the SAT I and will be referred to only as SAT for the remainder of the report rather than SAT I.

The scores covered in this section provide current data as well as a historical perspective. To understand the variations in scores reported over time, a brief overview of some changes to the SAT over the past few years is needed. The first change to the SAT involved a new testing format which was first administered in March of 1994 and are first reflected in the scores reported for Fall 1995. The current format of the Reasoning Test is now a three-hour test that is divided into seven sections. The Verbal Reasoning Test has two 30-minute sections and one 15-minute section with 78 questions. Antonyms are no longer included under the new format. The Mathematical Reasoning Test has 60 questions divided into two 30-minute sections and one 15-minute section. Participants are now allowed to use a calculator for the math section of the SAT. The seventh section is a 30-minute test in either verbal or math which is used for equating. The score for this section does not count toward a student's score. Equating is a psychometric procedure that is used for comparison purposes between various forms of the test. It is also used to compare performance of past and current participants on the same material. This process allows scores on new test forms to be comparable to scores on older test forms (The College Board, 1996).

The second change involved the re-centering of the test scores, which began in April of 1995 and is first reflected in the scores reported for 1996. In a move to make the test scores easier to interpret, the College Board decided to re-center the scores so that an average score is more truly centered at a score of 500.

The average was 500 when the test was originally established and scored in 1941. At that time, in order to score the test, the College Board tested a reference group made up of about 10,000 exam takers who were applying to highly selective colleges. The performance of this group was used to establish the mean score of 500 points and also established the scale that was used until April 1995. Equating made it possible to link scores to this original reference group. Since that time, average SAT scores for both the verbal and math sections have decreased significantly so that in 1994, the average national scores were 423 verbal and 479 mathematical. However, current participants in the SAT are a much more diverse group in terms of gender, ethnicity, socio-economic status, and academic preparation (Young, 1995). Re-centering the scores has re-established the mean score to 500. While on the surface this may appear to be an artificial inflation of student test scores, the test retains the psychometric properties of a standardized test. Hence, comparisons between student performances remain unchanged.

This new 're-centered' scale offers some advantages over the previous scales. Foremost, the scores will now be easier to understand since 500 is again established as the 'center' of the scale for both the math and the verbal sections. A student with an average score would fall on the scale at the midpoint; 500 points for each section or 1,000 points for the composite SAT score. The new scale will also make the verbal and mathematical scores easier to compare to each other since they are now both on essentially the same scale. Previously, the gap between the two scores grew to a difference of about 50-60 points.

The number of IU-Bloomington freshmen (new and continuing) enrolled Fall 2006 with a re-centered SAT score is 6,615 or 81.4% of all freshmen enrolled at IU-Bloomington. With the exception of Tables 67 and 68, scores on the old scale will not be presented in this report. The average scores from 1995 and earlier cannot be directly compared to the scores from 1996 to the present. To accurately compare previous scores with current scores, all scores would need to be converted to the new re-centered scale. The scores for IU-Bloomington freshmen for 1995 and prior years have not been converted; however, converted scores for the nation and for the state of Indiana are provided for trend and comparison purposes.

Nationwide for 2006, approximately 48% of the projected high school graduates took the SAT. The average combined SAT score of high school graduates nationwide is 1021, down seven points from the score of 1028 last year, representing the first drop in average combined score since 1999. This year's verbal score represents the lowest verbal score since the new re-centered scale took effect in 1996. The math score saw a two point drop from last year's record high score (since 1996) of 520 to 518 this year (College Board, 2006a).

In Indiana, about 62% of the projected high school graduates took the SAT. The average combined SAT of all high school students in Indiana who took the test this year fell five points to 1,007 from last year's record high (since 1996) score of 1012. While nation wide this year saw decreases in both math and verbal scores, in Indiana, the math score increased to a record high (since 1996) of 509, and the verbal score fell 6 points from last year's record high (since 1996) of 504 to 498 this year (College Board, 2006b).

Table 67 below shows the SAT scores of IU-Bloomington freshmen, Indiana high school and national high school populations. Contrary to the downward national and state trends, the average combined score for all IU-Bloomington freshmen of 1,109 has increased nine points from last year, reaching a record high since 1996. Compared to last year, the math score increased 7 points to 564, and the verbal score increased 2 points to 545, both of which represent record high scores since 1996.

TABLE 67: AVERAGE SAT SCORES
IU-BLOOMINGTON FRESHMEN, INDIANA AND NATIONAL POPULATIONS

Year	IU-Bloomington Freshmen			National			Indiana		
	Math	Verbal	Total	Math	Verbal	Total	Math	Verbal	Total
1990	523	462	985	476	424	900	459	408	867
1991	525	462	987	474	422	896	457	408	865
1992	518	458	976	476	423	899	459	409	868
1993	522	461	983	478	424	902	460	409	869
1994	521	457	978	479	423	902	466	410	876
1995	530	466	996	482	428	910	467	415	882
1996	549	543	1,092	508	505	1,013	494	494	988
1997	549	543	1,092	511	505	1,016	497	494	991
1998	551	541	1,092	512	505	1,017	500	497	997
1999	549	541	1,090	511	505	1,016	498	496	994
2000	549	538	1,087	514	505	1,019	501	498	999
2001	550	538	1,088	514	506	1,020	501	499	1,000
2002	551	540	1,091	516	504	1,020	503	498	1,001
2003	556	543	1,099	519	507	1,026	504	500	1,004
2004	555	539	1,094	518	508	1,026	506	501	1,007
2005	557	543	1,100	520	508	1,028	508	504	1,012
2006	564	545	1,109	518	503	1,021	509	498	1,007
Change from last year	7	2	9	- 2	- 5	- 7	1	- 6	- 5

Note: Beginning in 1996, SAT scores were calculated on a new, recentered scale.

Table 68 on the following page shows the SAT scores of IU-Bloomington freshmen by residency, Indiana high school and national high school populations. Nonresident students tend to have higher scores as they must meet tougher admission standards and there are fewer scores to weigh into the average. Both the average combined scores for resident and nonresident freshmen have increased this year, with the resident freshman score increasing by nine points from last year, reaching a record high (since 1996) of 1095 and shrinking the difference between the resident and nonresident average to an all time low of 50 points since 1990.

TABLE 68: AVERAGE SAT COMBINED SCORES BY RESIDENCE STATUS
IU-BLOOMINGTON FRESHMEN, INDIANA AND NATIONAL POPULATIONS

Year	IU-Bloomington Freshmen			National		Indiana	
	Resident	Nonresident	Total	Re-centered	Original	Re-centered	Original
1990	963	1,055	985	1,001	900	971	867
1991	967	1,047	987	999	896	970	865
1992	955	1,039	976	1,001	899	973	868
1993	968	1,036	983	1,003	902	974	869
1994	963	1,031	978	1,003	902	981	876
1995	978	1,054	996	1,010	910	986	882
1996	1,076	1,137	1,092	1,013		988	
1997	1,074	1,149	1,092	1,016		991	
1998	1,073	1,152	1,092	1,017		997	
1999	1,074	1,136	1,090	1,016		994	
2000	1,070	1,134	1,087	1,019		999	
2001	1,067	1,140	1,088	1,020		1,000	
2002	1,072	1,143	1,091	1,020		1,001	
2003	1,079	1,157	1,099	1,026		1,004	
2004	1,076	1,145	1,094	1,026		1,007	
2005	1,086	1,142	1,100	1,028		1,012	
2006	1,095	1,145	1,109	1,021		1,007	
Change from last year	9	3	9	-7		-5	

Note: Beginning in 1996, SAT scores were calculated on a new, recentered scale. National and Indiana scores prior to 1996 were converted to the recentered scale.

Figure 14 and Table 69 show the distribution of IU-Bloomington freshman SAT scores by score range for fall terms for the past five years. The percentage of freshmen this year (who have an SAT score on record) with a combined SAT score of 1,000 or higher increased 2.9 percentage points from last year to reach a record high of 78.0%.

FIGURE 14: DISTRIBUTION OF SAT COMBINED SCORES
IUB FRESHMEN - FALL TERMS

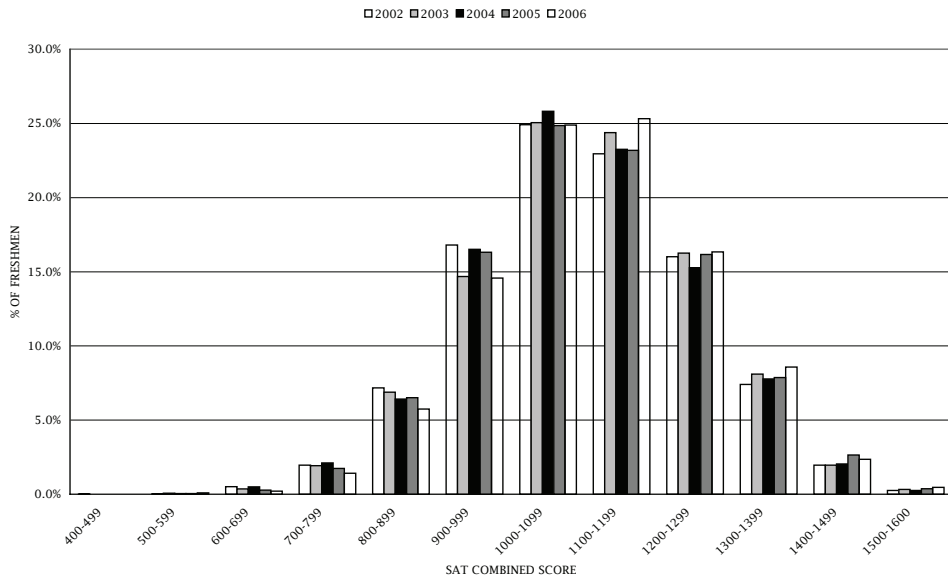


TABLE 69: DISTRIBUTION OF SAT COMBINED SCORES BY SCORE RANGE
IUB FRESHMEN - FALL TERMS

Fall Term	400-499	500-599	600-699	700-799	800-899	900-999	1000-1099	1100-1199	1200-1299	1300-1399	1400-1499	1500-1600
1996	0.0%	0.1%	0.3%	2.0%	7.3%	16.5%	25.4%	23.7%	14.7%	7.5%	2.3%	0.3%
1997	0.0%	0.1%	0.6%	2.0%	6.8%	16.4%	25.1%	24.0%	15.3%	7.2%	2.2%	0.4%
1998	0.0%	0.1%	0.4%	2.1%	7.7%	16.9%	23.8%	23.2%	15.5%	7.6%	2.4%	0.4%
1999	0.0%	0.1%	0.5%	2.0%	7.6%	16.7%	25.2%	22.7%	15.6%	7.3%	2.1%	0.3%
2000	0.1%	0.1%	0.5%	2.1%	7.2%	17.1%	25.9%	22.8%	14.7%	7.3%	1.9%	0.3%
2001	0.0%	0.0%	0.5%	2.3%	7.1%	16.9%	25.0%	23.7%	15.2%	7.1%	1.8%	0.3%
2002	0.0%	0.0%	0.5%	2.0%	7.2%	16.8%	24.9%	23.0%	16.0%	7.4%	2.0%	0.3%
2003	0.0%	0.1%	0.4%	1.9%	6.9%	14.7%	25.1%	24.4%	16.3%	8.1%	2.0%	0.3%
2004	0.0%	0.1%	0.5%	2.1%	6.4%	16.5%	25.8%	23.3%	15.3%	7.8%	2.0%	0.3%
2005	0.0%	0.0%	0.3%	1.7%	6.5%	16.3%	24.9%	23.2%	16.2%	7.9%	2.6%	0.4%
2006	0.0%	0.1%	0.2%	1.4%	5.7%	14.6%	24.9%	25.3%	16.3%	8.6%	2.4%	0.5%
Percentage point change from last year	0.0	0.1	-0.1	-0.3	-0.8	-1.7	0.0	2.1	0.1	0.7	-0.2	0.1

Tables 70 and 71 show IU-Bloomington and national average SAT scores by gender. For IU-Bloomington freshman males this year, the average combined SAT is 1,134 compared to 1,086 for females. The difference in male and female scores dropped 10 points to 48 points this year compared to 58 points last year. This is the smallest difference between the two genders since 1999 when the difference was 43 points. The differences are largely seen in the math scores.

TABLE 70: AVERAGE SAT SCORES BY GENDER
IUB FRESHMEN - FALL TERMS

Fall Term	Verbal			Math			Combined		
	Male	Female	Difference	Male	Female	Difference	Male	Female	Difference
1996	547	540	7	575	532	43	1,122	1,072	50
1997	546	541	5	572	532	40	1,118	1,073	45
1998	549	535	14	573	533	40	1,122	1,068	54
1999	545	537	8	569	534	35	1,114	1,071	43
2000	543	534	9	572	530	42	1,115	1,064	51
2001	544	533	11	573	530	43	1,117	1,063	54
2002	545	535	10	574	533	41	1,119	1,068	51
2003	550	538	12	580	536	44	1,130	1,074	56
2004	545	535	10	576	536	40	1,119	1,070	49
2005	550	537	13	581	536	45	1,131	1,073	58
2006	550	541	9	584	545	39	1,134	1,086	48

Nationally, the average combined SAT score for both males and females has decreased in both the math and the verbal sections. This year, the difference between the male and female composite scores is 37, which is down 5 points from last year. Table 71 also shows the average high school grade point average of all students who took the SAT. The College Board (2006a) reports a 3.40 GPA for females and a 3.24 high school GPA for males this year; both GPAs have increased from last year and are the highest on record since 1996.

TABLE 71: NATIONAL AVERAGE SAT SCORES BY GENDER
FALL TERMS

Fall Term	High School GPA		Verbal			Math			Combined		
	Male	Female	Male	Female	Difference	Male	Female	Difference	Male	Female	Difference
1996	3.11	3.27	507	503	4	527	492	35	1,034	995	39
1997	3.13	3.29	507	503	4	530	494	36	1,037	997	40
1998	3.14	3.30	509	502	7	531	496	35	1,040	998	42
1999	3.16	3.31	509	502	7	531	495	36	1,040	997	43
2000	3.18	3.33	507	504	3	533	498	35	1,040	1,002	38
2001	3.20	3.34	509	502	7	533	498	35	1,042	1,000	42
2002	3.21	3.36	507	502	5	534	500	34	1,041	1,002	39
2003	3.21	3.36	512	503	9	537	503	34	1,049	1,006	43
2004	3.19	3.35	512	504	8	537	501	36	1,049	1,005	44
2005	3.22	3.38	513	505	8	538	504	34	1,051	1,009	42
2006	3.24	3.40	505	502	3	536	502	34	1,041	1,004	37

NEW STUDENTS

The following table summarizes the total student population (38,247) as either new (11,306) or continuing (26,941). New students include those who entered during the preceding summer term (either first or second summer session) and returned to campus this fall as well as those who first entered this fall. New students can fall under the following general categories: beginners, transfer students, intercampus transfer students and new School of Continuing Studies (SCS) students. International students are identified by their citizenship status – note the categories of transfer international and beginner international. Within the beginner category, students who enrolled during the summer and returned in the fall are distinguished from those who started in the fall. The Summer Groups category represents students who were enrolled in the GROUPS program, a program specifically designed to assist first-generation college students. These categories are assigned to students by the Office of Admissions while evaluating applications. New students in SCS are counted separately from beginner, transfer or intercampus transfer populations largely because the admission process and admissions criteria are controlled in SCS rather than the Admissions Office.

Students are classified as new if they were previously enrolled at IU-Bloomington for a different career path. So, for example, students are classified as new undergraduates who were formerly enrolled at IU-Bloomington as a high school student. Similarly, graduate students may also be considered new even though they were formerly enrolled at IU-Bloomington as an undergraduate student.

TABLE 72: ENROLLMENT BY STUDENT CLASSIFICATION
FALL TERMS

NEW STUDENTS - Fall 2006													
Class/Level	BEGINNER					TRANSFER			INTER-CAMPUS	SCS	TOTAL NEW	CONTINUING	CAMPUS TOTAL
	Trad-itional	Summer	Summer Groups	Int'l	TOTAL	Int'l	Not Int'l	TOTAL					
Freshman	6,376	293	253	215	7,137	25	130	155	89	28	7,409	717	8,126
Sophomore	106	2	0	3	111	55	428	483	138	9	741	6,519	7,260
Junior	4	2	0	1	7	51	143	194	25	9	235	5,894	6,129
Senior	1	1	0	0	2	6	30	36	10	6	54	7,689	7,743
Undergraduate	6,487	298	253	219	7,257	137	731	868	262	52	8,439	20,819	29,258
Graduate					2,046						2,046	4,964	7,010
Professional					283						283	654	937
Nondegree					477			8	4	49	538	504	1,042
TOTAL					10,063			876	266	101	11,306	26,941	38,247

Notes: "Traditional" refers to undergraduates who enter in the fall.

"Summer" includes those undergraduates who enter in the summer and return in the fall.

NEW STUDENTS - Fall 2005													
Class/Level	BEGINNER					TRANSFER			INTER-CAMPUS	SCS	TOTAL NEW	CONTINUING	CAMPUS TOTAL
	Trad-itional	Summer	Summer Groups	Int'l	TOTAL	Int'l	Not Int'l	TOTAL					
Freshman	6,024	308	278	230	6,840	10	155	165	86	35	7,126	635	7,761
Sophomore	81	4	0	1	86	55	377	432	156	5	679	6,144	6,823
Junior	5	0	0	1	6	41	136	177	41	5	229	6,435	6,664
Senior	1	0	0	1	2	4	25	29	8	4	43	7,829	7,872
Undergraduate	6,111	312	278	233	6,934	110	693	803	291	49	8,077	21,043	29,120
Graduate					1,986						1,986	4,964	6,950
Professional					309						309	644	953
Nondegree					374					47	421	514	935
TOTAL					9,603			803	291	96	10,793	27,165	37,958

CHANGE FROM LAST YEAR													
Class/Level	BEGINNER					TRANSFER			INTER-CAMPUS	SCS	TOTAL NEW	CONTINUING	CAMPUS TOTAL
	Trad-itional	Summer	Summer Groups	Int'l	TOTAL	Int'l	Not Int'l	TOTAL					
Freshman	352	-15	-25	-15	297	15	-25	-10	3	-7	283	82	365
Sophomore	25	-2	0	2	25	0	51	51	-18	4	62	375	437
Junior	-1	2	0	0	1	10	7	17	-16	4	6	-541	-535
Senior	0	1	0	-1	0	2	5	7	2	2	11	-140	-129
Total Undergrad	376	-14	-25	-14	323	27	38	65	-29	3	362	-224	138
Graduate					60						60	0	60
Professional					-26						-26	10	-16
Nondegree					103			8	4	2	117	-10	107
TOTAL					460			73	-25	5	513	-224	289

RESIDENCE CLASSIFICATION

Table 73 below shows all students by residence classification and new/continuing student category. The number of new resident students has decreased this year by 94 students (-1.5%) compared to last year, while the number of new nonresident students has increased 607 students (+13.5%) compared to last year. The number of new nonresident students (5,113) is at a record high since data became available in 1998. Finally, the table shows that the share of all new nonresident students is 45.2%, a record high since data became available in 1998.

TABLE 73: ALL NEW AND CONTINUING STUDENTS BY RESIDENCE CLASSIFICATION
FALL TERMS

Residence Classification	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change From Last Year	
										Number	Percent
RESIDENT											
Beginner	5,732	5,525	5,601	5,523	5,653	5,249	5,094	5,393	5,331	- 62	-1.1%
Transfer	466	514	533	567	504	550	555	533	525	- 8	-1.5%
Intercampus Transfer	569	638	497	497	520	411	386	281	253	- 28	-10.0%
SCS	236	200	202	182	357	326	214	80	84	+ 4	+5.0%
New Students	7,003	6,877	6,833	6,769	7,034	6,536	6,249	6,287	6,193	- 94	-1.5%
Continuing Students	15,754	16,111	16,364	16,665	16,783	16,514	16,295	16,296	16,167	- 129	-0.8%
Resident Total	22,757	22,988	23,197	23,434	23,817	23,050	22,544	22,583	22,360	- 223	-1.0%
NONRESIDENT											
Beginner	3,855	3,835	4,335	4,306	4,474	4,406	4,013	4,210	4,732	+ 522	+12.4%
Transfer	232	249	271	326	293	304	285	270	351	+ 81	+30.0%
Intercampus Transfer	12	6	15	14	18	15	17	10	13	+ 3	+30.0%
SCS	30	32	45	27	57	55	35	16	17	+ 1	+6.3%
New Students	4,129	4,122	4,666	4,673	4,842	4,780	4,350	4,506	5,113	+ 607	+13.5%
Continuing Students	8,714	9,091	9,213	9,856	10,244	10,759	10,927	10,869	10,774	- 95	-0.9%
Nonresident Total	12,843	13,213	13,879	14,529	15,086	15,539	15,277	15,375	15,887	+ 512	+3.3%
TOTAL	35,600	36,201	37,076	37,963	38,903	38,589	37,821	37,958	38,247	+ 289	+0.8%
Nonresident Share of New Students	37.1%	37.5%	40.6%	40.8%	40.8%	42.2%	41.0%	41.7%	45.2%		

Table 74 below shows undergraduate students by residence classification and new/continuing student category. The number of new undergraduate resident students has decreased this year by 196 students (-3.6%) compared to last year, while the number of new undergraduate nonresident students has increased 558 students (+20.9%) compared to last year. The number of new undergraduate students (3,225) is at a record high since data became available in 1998. Finally, the table shows that the share of all undergraduate new nonresident enrollment is 38.2%, a record high since data became available in 1998.

TABLE 74: NEW AND CONTINUING UNDERGRADUATE STUDENTS BY RESIDENCE CLASSIFICATION
FALL TERMS

	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change From Last Year	
										Number	Percent
RESIDENT											
Beginner	4,669	4,442	4,526	4,348	4,484	4,320	4,137	4,551	4,394	- 157	-3.4%
Transfer	466	512	532	567	502	550	555	533	525	- 8	-1.5%
Intercampus Transfer	515	588	438	451	464	362	349	281	249	- 32	-11.4%
SCS	138	104	112	114	271	266	152	45	46	+ 1	+2.2%
New Students	5,788	5,646	5,608	5,480	5,721	5,498	5,193	5,410	5,214	- 196	-3.6%
Continuing Students	13,706	14,102	14,390	14,752	14,667	14,557	14,337	14,169	14,118	- 51	-0.4%
Resident Total	19,494	19,748	19,998	20,232	20,388	20,055	19,530	19,579	19,332	- 247	-1.3%
NONRESIDENT											
Beginner	2,066	2,067	2,364	2,410	2,522	2,403	2,209	2,383	2,863	+ 480	+20.1%
Transfer	231	248	268	324	292	301	277	270	343	+ 73	+27.0%
Intercampus Transfer	7	4	9	8	15	12	10	10	13	+ 3	+30.0%
SCS	11	5	6	12	30	44	23	4	6	+ 2	+50.0%
New Students	2,315	2,324	2,647	2,754	2,859	2,760	2,519	2,667	3,225	+ 558	+20.9%
Continuing Students	4,983	5,389	5,647	6,139	6,521	6,953	7,013	6,874	6,701	- 173	-2.5%
Nonresident Total	7,298	7,713	8,294	8,893	9,380	9,713	9,532	9,541	9,926	+ 385	+4.0%
TOTAL	26,792	27,461	28,292	29,125	29,768	29,768	29,062	29,120	29,258	+ 138	+0.5%
Nonresident Share of New Students	28.6%	29.2%	32.1%	33.4%	33.3%	33.4%	32.7%	33.0%	38.2%		

The focus of this section of the report is on the new undergraduate population (8,439), which is up 362 students from last year. New undergraduates can be further classified as beginners, transfers, intercampus transfers or new SCS students. The tables below show the number and share of new undergraduates by full/part-time status, gender, and ethnic origin.

FULL/PART-TIME STATUS

Although full-time student enrollments increased this year by 368 students and part-time enrollments decreased by 6 students, the relative share of each showed very little change from last year (only 0.1 percentage points increase in the share of full time students).

TABLE 75: NEW UNDERGRADUATES BY FULL/PART-TIME STATUS

	ENROLLMENT			Change from last year	
	2004	2005	2006	Number	Percent
Full Time	7,580	7,980	8,348	368	4.6%
Part Time	132	97	91	-6	-6.2%
Total	7,712	8,077	8,439	362	4.5%
	SHARE			Percentage point change from last year	
	2004	2005	2006		
Full Time	98.3%	98.8%	98.9%	0.1	
Part Time	1.7%	1.2%	1.1%	-0.1	

GENDER

Table 76 below shows that while female enrollments have increased from last year by 131 students (+3.1%), the female share of enrollment has decreased 0.7 percentage points. This is due to the larger increase in male enrollments (+231 students, +6.0% from last year), thus increasing their share of enrollment 0.7 percentage points.

TABLE 76: NEW UNDERGRADUATES BY GENDER
FALL TERMS

	ENROLLMENT			Change from last year	
	2004	2005	2006	Number	Percent
Male	3,709	3,825	4,056	231	6.0%
Female	4,003	4,252	4,383	131	3.1%
Total	7,712	8,077	8,439	362	4.5%
	SHARE			Percentage point change from last year	
	2004	2005	2006		
Male	48.1%	47.4%	48.1%	0.7	
Female	51.9%	52.6%	51.9%	-0.7	

ETHNICITY

The table below shows new undergraduate enrollment by ethnicity and new student category for 2005 and 2006 and the change from last year. Asian American, Hispanic and Native American enrollments have all increased from last year to this year (+48 students, +38 students, and +5 students, respectively). Asian American and Hispanic share of enrollments both increased 0.4 percentage points to 3.7% and 2.4%, respectively, while the Native American share of enrollments stayed the same at 0.3%. African American enrollments have decreased by 79 students this year, with their share of enrollments decreasing 1.2 percentage points to 4.5%. The fastest growing ethnic minority group in the nation is Hispanics, and their enrollment has increased 23.6% from last year to this year, which was the largest percentage increase of all minority groups this year.

TABLE 77: NEW UNDERGRADUATES BY ETHNICITY AND NEW STUDENT CATEGORY

	Fall 2006				
	Beginner	Transfer	Intercampus Transfer	SCS	TOTAL
Native American	23	5	0	0	28
Asian American	277	29	6	0	312
African American	345	24	9	3	381
Hispanic	167	25	6	1	199
NR Alien	219	137	10	1	367
Other	31	4	1	0	36
Refused to Answer	41	8	1	1	51
Unknown	116	2	0	0	118
White	6,038	634	229	46	6,947
Total	7,257	868	262	52	8,439
	Fall 2005				
	Beginner	Transfer	Intercampus Transfer	SCS	TOTAL
Native American	18	3	1	1	23
Asian American	237	20	7	0	264
African American	410	33	12	5	460
Hispanic	145	10	4	2	161
NR Alien	233	110	7	1	351
Other	41	12	3	1	57
Refused to Answer	76	14	3	0	93
Unknown	57	2	5	0	64
White	5,717	599	249	39	6,604
Total	6,934	803	291	49	8,077
	Change from last year to this year				
	Beginner	Transfer	Intercampus Transfer	SCS	TOTAL
Native American	5	2	-1	-1	5
Asian American	40	9	-1	0	48
African American	-65	-9	-3	-2	-79
Hispanic	22	15	2	-1	38
NR Alien	-14	27	3	0	16
Other	-10	-8	-2	-1	-21
Refused to Answer	-35	-6	-2	1	-42
Unknown	59	0	-5	0	54
White	321	35	-20	7	343
Total	323	65	-29	3	362

STUDENT PERSISTENCE

STUDENT PERSISTENCE

As is the case with preparing graduation rates, there are different ways to identify student populations and calculate student persistence rates. Two methodologies discussed in this report are: 1) year-to-year comparison of a base population and 2) tracking a freshman cohort over time.

YEAR-TO-YEAR BASE POPULATION COMPARISON

In 1981, the Office of the Registrar, Bloomington, began coordinating a three-part persistence program that focused on identifying students who may not be returning to the Bloomington campus. This was an early intervention program, a contemporaneous approach, with the goal of increasing student persistence through contacts between the student and his/her school before the beginning of the semester. The program included sending letters to eligible students who had not registered for the fall and inviting them to participate in a special registration. To accompany the operational aspect of this summer program, the Office of the Registrar also began preparing campus persistence statistics in 1982. The initial objective of these statistical reports was to measure the success of the intervention programs. The persistence reports compare the campus base population (all students) from one year to the next year. Semester-to-semester comparison reports are also prepared. Any student who is enrolled as of the semester official enrollment-reporting deadline is included in the comparison; semester of matriculation is not a factor. For example, a freshman class includes both new and returning students. Data reports are distributed to campus deans and administrators for a historical persistence perspective, enrollment planning, and examination of the non-returning student populations. **These data are not released to the public nor are they to be considered official data. Data from these reports regularly appear in the Fall Enrollment Reports and are the focus of this section.**

FRESHMAN COHORT TRACKING

The University Budget Office developed a student tracking system and in 1991 began reporting retention and graduation rates on entering freshmen for all Indiana University campuses. The impetus for reporting the rates was to respond to externally driven requests from the IHEC, NCAA and the Department of Education: for all IU campuses. The focus of the reporting is to identify newly matriculated freshmen and to follow them over time. The purpose of this type of study is to report what happens to students who matriculate, an ex post facto approach, and to provide a historical perspective. Student retention rates are gathered as the freshmen cohorts progress through their academic career. Methodological standards are set by the external agencies and are released publicly.

The total IU-Bloomington fall term persistence rate has decreased to 83.5% and is down from the record high rate (84.1%) set last year. Persistence data were first made available with the 1982 Fall Term base population. Persistence rates have decreased at each level: undergraduate (to 84.7%, down from the record rate last year), graduate (to 85.0%), professional (to 96.7%), and nondegree (to 32.7%). Auditors are excluded from both the base and the comparative populations.

The following graph displays campus persistence data.

FIGURE 15: IU-BLOOMINGTON PERSISTENCE AND ATTRITION
FALL 2006

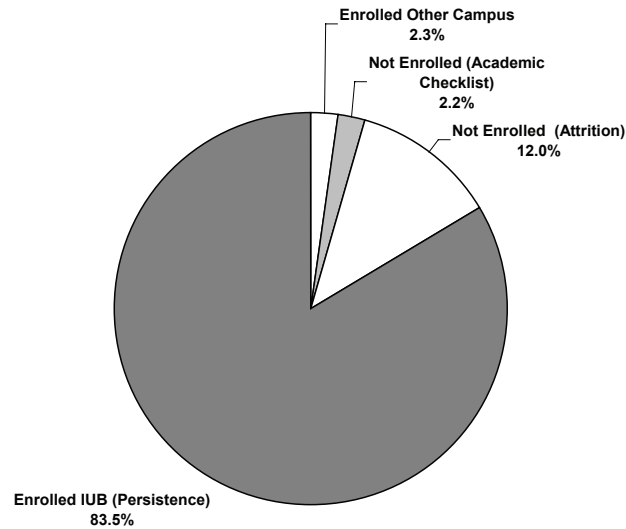


FIGURE 16: STUDENT PERSISTENCE
FALL TERMS

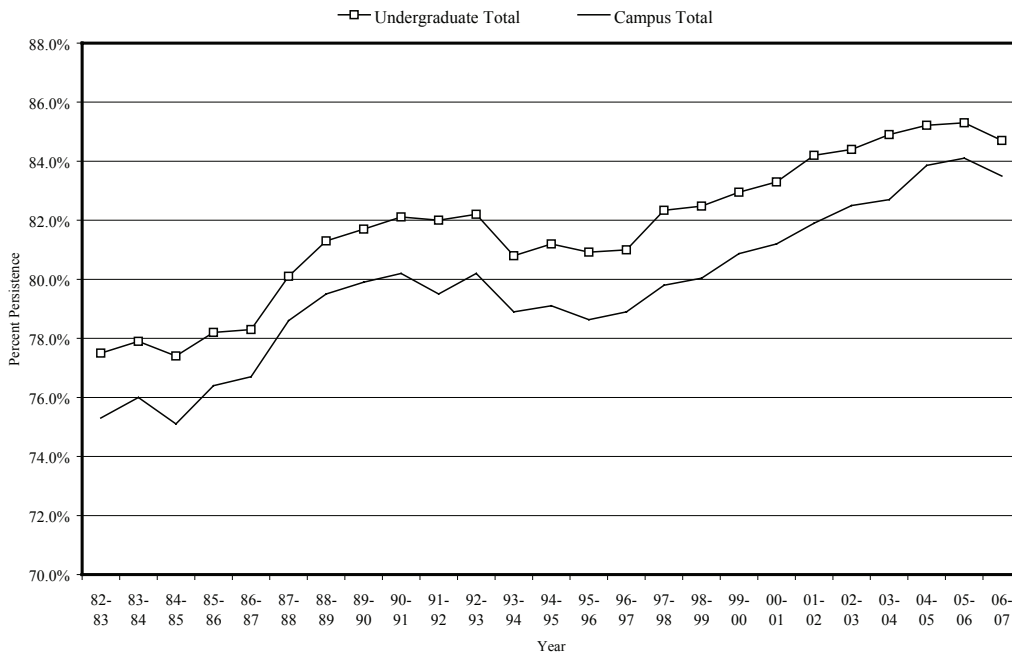


Table 78 shows a detailed summary of persistence/attrition data by student class and level for this fall and last fall. The base population at the end of the first week of classes was 37,958. Out of that population, 7,972 students received degrees (degrees awarded September 2005 through August 2006), leaving an adjusted base population of 29,986. Of these 29,986 students, 25,026 (83.5%) are enrolled at IU-Bloomington this fall. Of the remaining 4,960 students, 690 (2.3%) are enrolled at other IU campuses, 660 (2.2%) are on academic checklist and 3,610 (12.0%) are unaccounted for.

TABLE 78: STUDENT PERSISTENCE AND ATTRITION BY CLASS AND LEVEL
FALL TERM BASE POPULATION
COMPARED WITH THE FOLLOWING FALL TERM ENROLLMENT

Class and Level	Year	1	2	3	4	5	6	7	8
		Base Population	Received Degree	Adjusted Base	Re-Enrolled IU-Bloomington	Non-Returning Students	Enrolled at Other IU Campus	Academic Checklist	Non-Returning (Col 5 minus Cols 6 & 7)
Freshman	Last Year	7,102	9	7,093	5,835 82.3%	1,258 17.7%	228 3.2%	376 5.3%	654 9.2%
	This Year	7,761	1	7,760	6,355 81.9%	1,405 18.1%	243 3.1%	350 4.5%	812 10.5%
Sophomore	Last Year	7,159	21	7,138	6,284 88.0%	854 12.0%	181 2.5%	214 3.0%	459 6.4%
	This Year	6,823	28	6,795	5,889 86.7%	906 13.3%	187 2.8%	161 2.4%	558 8.2%
Junior	Last Year	6,726	201	6,525	5,954 91.2%	571 8.8%	110 1.7%	110 1.7%	351 5.4%
	This Year	6,664	292	6,372	5,811 91.2%	561 8.8%	118 1.9%	84 1.3%	359 5.6%
Senior	Last Year	8,075	5,372	2,703	1,941 71.8%	762 28.2%	76 2.8%	72 2.7%	614 22.7%
	This Year	7,872	5,376	2,496	1,778 71.2%	718 28.8%	76 3.0%	44 1.8%	598 24.0%
Undergraduate Total	Last Year	29,062	5,603	23,459	20,014 85.3%	3,445 14.7%	595 2.5%	772 3.3%	2,078 8.9%
	This Year	29,120	5,697	23,423	19,833 84.7%	3,590 15.3%	624 2.7%	639 2.7%	2,327 9.9%
Masters	Last Year	3,576	1,358	2,218	1,800 81.2%	418 18.8%	14 0.6%	10 0.5%	394 17.8%
	This Year	3,541	1,402	2,139	1,740 81.3%	399 18.7%	20 0.9%	8 0.4%	371 17.3%
Doctorate	Last Year	3,250	520	2,730	2,429 89.0%	301 11.0%	9 0.3%	7 0.3%	285 10.4%
	This Year	3,409	533	2,876	2,522 87.7%	354 12.3%	10 0.3%	6 0.2%	338 11.8%
Graduate Total	Last Year	6,826	1,878	4,948	4,229 85.5%	719 14.5%	23 0.5%	17 0.3%	679 13.7%
	This Year	6,950	1,935	5,015	4,262 85.0%	753 15.0%	30 0.6%	14 0.3%	709 14.1%
Professional Total	Last Year	937	285	652	633 97.1%	19 2.9%	0 0.0%	0 0.0%	19 2.9%
	This Year	953	289	664	642 96.7%	22 3.3%	0 0.0%	3 0.5%	19 2.9%
Nondegree	Last Year	996	49	947	364 38.4%	583 61.6%	38 4.0%	3 0.3%	542 57.2%
	This Year	935	51	884	289 32.7%	595 67.3%	36 4.1%	4 0.5%	555 62.8%
TOTAL	Last Year	37,821	7,815	30,006	25,240 84.1%	4,766 15.9%	656 2.2%	792 2.6%	3,318 11.1%
	This Year	37,958	7,972	29,986	25,026 83.5%	4,960 16.5%	690 2.3%	660 2.2%	3,610 12.0%

Note: Columns 6, 7 and 8 provide further detail of the Non-Returning students (Column 5).

Table 79 shows a summary of persistence rates from 1982 to 2005 by student class and level. For students returning to the Bloomington campus, there are persistence rate decreases at all levels. Within the undergraduate level, there is a rate decrease for freshman to 81.9%, a decrease for sophomores to 86.7%, no change in the rate for juniors at 91.2%, and a rate decrease for seniors to 71.2%.

For IU-Bloomington students returning to any of the IU campuses, the undergraduate rate of 87.4% has also decreased. The persistence rate has decreased for each undergraduate class except for juniors which shows an increase. There are also rate decreases at the graduate, professional and nondegree levels.

TABLE 79: HISTORICAL PERSISTENCE RATES BY STUDENT CLASS AND LEVEL

ENROLLED AT IU-BLOOMINGTON CAMPUS									
Current Fall Term Compared with the Previous Fall Term									
	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1982 to 1983	79.1%	80.3%	83.7%	55.7%	77.9%	77.3%	87.6%	38.4%	76.0%
1983 to 1984	77.9%	79.8%	83.5%	52.4%	77.4%	76.3%	86.6%	40.0%	75.1%
1984 to 1985	78.3%	80.5%	84.9%	54.4%	78.2%	78.4%	87.8%	38.6%	76.4%
1985 to 1986	78.9%	81.4%	84.6%	51.7%	78.3%	78.3%	89.0%	41.2%	76.7%
1986 to 1987	80.8%	82.6%	86.2%	54.8%	80.1%	80.1%	88.2%	39.7%	78.5%
1987 to 1988	82.4%	84.3%	85.7%	55.4%	81.3%	80.4%	89.2%	42.2%	79.5%
1988 to 1989	83.4%	84.6%	86.7%	53.9%	81.7%	80.4%	91.1%	44.4%	79.9%
1989 to 1990	83.2%	84.1%	87.4%	58.1%	82.1%	81.5%	91.1%	42.2%	80.2%
1990 to 1991	82.6%	84.9%	86.4%	60.7%	82.0%	79.9%	87.1%	38.8%	79.5%
1991 to 1992	82.2%	84.7%	87.5%	61.3%	82.2%	84.2%	93.5%	35.3%	80.2%
1992 to 1993	81.6%	84.2%	85.6%	59.6%	80.8%	82.6%	95.6%	36.4%	78.9%
1993 to 1994	80.9%	83.9%	87.3%	62.1%	81.2%	83.1%	93.9%	35.9%	79.1%
1994 to 1995	79.0%	84.4%	87.4%	63.2%	80.9%	83.5%	94.7%	30.4%	78.6%
1995 to 1996	80.2%	82.7%	87.6%	64.8%	81.0%	83.8%	95.7%	33.2%	78.9%
1996 to 1997	81.4%	84.7%	88.4%	66.6%	82.3%	83.5%	93.9%	31.2%	79.8%
1997 to 1998	81.1%	84.1%	88.7%	69.5%	82.5%	83.5%	93.0%	32.6%	80.0%
1998 to 1999	81.0%	85.8%	89.6%	68.2%	83.0%	83.8%	93.9%	33.2%	80.9%
1999 to 2000	82.1%	85.3%	89.5%	67.3%	83.3%	83.5%	95.2%	34.1%	81.2%
2000 to 2001	81.8%	86.5%	90.4%	70.3%	84.2%	85.2%	95.8%	32.5%	81.9%
2001 to 2002	81.9%	87.0%	90.4%	71.9%	84.4%	86.3%	95.4%	33.9%	82.5%
2002 to 2003	82.9%	86.7%	90.6%	72.4%	84.9%	84.8%	96.2%	31.8%	82.7%
2003 to 2004	82.4%	87.7%	91.6%	71.2%	85.2%	85.5%	97.6%	33.5%	83.9%
2004 to 2005	82.3%	88.0%	91.2%	71.8%	85.3%	85.5%	97.1%	38.4%	84.1%
2005 to 2006	81.9%	86.7%	91.2%	71.2%	84.7%	85.0%	96.7%	32.7%	83.5%
ENROLLED AT ANY IU CAMPUS									
	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1982 to 1983	82.9%	85.5%	88.2%	60.4%	82.4%	78.5%	93.6%	41.4%	79.9%
1983 to 1984	81.6%	84.5%	87.8%	57.2%	81.7%	77.5%	91.8%	43.7%	78.9%
1984 to 1985	80.9%	84.4%	88.7%	58.5%	81.7%	79.1%	92.2%	41.5%	79.5%
1985 to 1986	82.3%	85.6%	89.0%	56.9%	82.4%	79.2%	93.8%	43.8%	80.2%
1986 to 1987	83.9%	86.8%	90.2%	60.8%	84.1%	81.0%	92.2%	42.5%	82.0%
1987 to 1988	85.8%	88.4%	90.1%	61.2%	85.4%	81.1%	93.0%	44.5%	82.9%
1988 to 1989	86.8%	88.9%	90.8%	59.4%	85.8%	81.3%	94.5%	47.6%	83.4%
1989 to 1990	87.0%	88.6%	91.5%	63.6%	86.4%	82.3%	94.5%	45.0%	83.8%
1990 to 1991	86.3%	89.2%	91.4%	66.3%	86.4%	80.6%	93.8%	41.2%	83.2%
1991 to 1992	85.5%	89.3%	90.9%	67.3%	86.2%	84.5%	94.2%	38.5%	83.5%
1992 to 1993	84.6%	88.2%	89.6%	65.5%	84.7%	83.5%	95.9%	39.5%	82.2%
1993 to 1994	84.5%	87.9%	91.2%	67.6%	85.2%	83.6%	94.2%	37.6%	82.2%
1994 to 1995	82.8%	87.9%	91.4%	68.7%	84.9%	84.1%	95.3%	33.1%	81.9%
1995 to 1996	83.8%	87.1%	91.9%	70.8%	85.3%	84.1%	96.2%	35.7%	82.3%
1996 to 1997	85.1%	88.2%	92.1%	71.4%	86.1%	84.2%	94.4%	33.5%	82.8%
1997 to 1998	84.7%	87.7%	92.2%	74.3%	86.2%	83.9%	93.4%	35.3%	83.1%
1998 to 1999	84.4%	89.0%	91.7%	72.8%	86.1%	84.1%	94.0%	36.5%	83.5%
1999 to 2000	85.3%	89.0%	92.6%	71.2%	86.7%	83.9%	95.4%	37.2%	84.0%
2000 to 2001	85.0%	89.6%	93.3%	75.1%	87.5%	85.6%	95.8%	35.1%	84.6%
2001 to 2002	85.5%	90.0%	93.3%	76.4%	87.8%	86.7%	95.4%	36.3%	85.3%
2002 to 2003	86.0%	89.6%	93.1%	76.2%	87.9%	85.6%	96.2%	35.1%	85.2%
2003 to 2004	86.1%	90.6%	93.5%	74.1%	88.1%	86.0%	97.7%	36.5%	86.3%
2004 to 2005	85.5%	90.6%	92.9%	74.6%	87.9%	85.9%	97.1%	42.4%	86.3%
2005 to 2006	85.0%	89.5%	93.1%	74.2%	87.4%	85.6%	96.7%	36.8%	85.8%

Notes:

1. Data for 1982 through 1984 reflect end of fall term compared to the end of the third week of classes (official reporting date).
2. Data for 1985 through the present reflect end of the first week of classes (official reporting date) for fall term compared to the end of the first week of classes for the following fall term.
3. Auditor are only included in data prior to 1988.
4. Shaded areas indicate record high rates.

RESIDENCE CLASSIFICATION

Generally, persistence rates for nonresidents are higher than for residents. Tables 80 and 81 show historical persistence rates by residency for Bloomington students returning to Bloomington or any IU campus. The **resident** persistence rate of 81.7%, for all IU-Bloomington students returning to the Bloomington campus, has decreased from the record-high rate set last year. The **nonresident** persistence rate (86.2%), for all IU-Bloomington students returning to the Bloomington campus, has also decreased from the record figure set last year.

TABLE 80: STUDENT PERSISTENCE RATES BY RESIDENCY - **RESIDENTS**

ENROLLED AT IUB CAMPUS									
Current Fall Term Compared with the Previous Fall Term									
	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1982 to 1983	77.2%	78.1%	82.5%	55.2%	76.1%	70.2%	85.6%	38.6%	73.7%
1983 to 1984	75.5%	77.8%	81.9%	51.2%	75.4%	68.8%	84.6%	40.1%	72.6%
1984 to 1985	75.7%	79.0%	82.8%	54.2%	76.2%	71.9%	86.6%	37.1%	73.8%
1985 to 1986	76.6%	79.5%	82.7%	49.9%	76.2%	70.2%	89.1%	40.9%	74.0%
1986 to 1987	78.7%	81.1%	84.4%	54.1%	78.2%	74.2%	88.8%	39.6%	76.2%
1987 to 1988	79.7%	83.0%	83.8%	53.9%	79.2%	75.4%	88.0%	41.8%	77.0%
1988 to 1989	81.5%	82.4%	84.8%	52.9%	79.7%	74.3%	89.8%	43.8%	77.5%
1989 to 1990	81.5%	82.4%	85.1%	57.3%	80.2%	75.4%	90.4%	42.4%	77.8%
1990 to 1991	81.2%	83.1%	84.2%	59.5%	80.1%	73.2%	86.3%	42.3%	77.5%
1991 to 1992	80.4%	83.0%	85.5%	59.9%	80.2%	78.4%	95.4%	40.0%	78.1%
1992 to 1993	79.7%	82.5%	83.7%	58.5%	79.0%	77.1%	96.3%	40.3%	76.8%
1993 to 1994	78.9%	81.8%	85.3%	60.5%	79.0%	78.2%	96.0%	42.3%	77.0%
1994 to 1995	76.7%	82.5%	85.2%	61.8%	78.7%	77.7%	95.0%	36.3%	76.4%
1995 to 1996	78.1%	81.1%	85.9%	63.2%	79.1%	78.1%	96.6%	37.7%	76.9%
1996 to 1997	79.6%	83.5%	86.5%	65.7%	80.6%	77.3%	93.6%	37.5%	78.1%
1997 to 1998	79.2%	82.6%	87.2%	68.5%	80.8%	79.3%	94.5%	41.3%	78.8%
1998 to 1999	79.5%	84.0%	88.0%	66.0%	81.1%	79.4%	93.5%	38.7%	79.0%
1999 to 2000	80.5%	83.7%	87.9%	65.6%	81.5%	78.0%	95.7%	38.9%	79.4%
2000 to 2001	80.1%	85.4%	89.3%	68.0%	82.7%	77.4%	96.4%	38.3%	80.3%
2001 to 2002	79.7%	85.6%	89.2%	70.9%	82.8%	80.4%	97.0%	40.7%	80.8%
2002 to 2003	80.5%	85.2%	89.4%	70.6%	83.0%	75.6%	96.7%	34.5%	80.1%
2003 to 2004	80.4%	86.1%	90.4%	69.5%	83.5%	78.1%	98.0%	38.7%	81.8%
2004 to 2005	80.6%	86.1%	89.7%	70.9%	83.5%	79.1%	96.5%	43.0%	82.0%
2005 to 2006	80.8%	85.1%	89.9%	70.5%	83.3%	77.2%	96.5%	38.2%	81.7%
ENROLLED AT ANY IU CAMPUS									
	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1982 to 1983	82.3%	85.2%	88.3%	61.1%	82.0%	73.3%	94.3%	42.5%	79.3%
1983 to 1984	80.5%	84.2%	87.7%	57.4%	81.2%	71.8%	91.5%	44.5%	78.0%
1984 to 1985	79.3%	84.2%	88.0%	59.4%	80.9%	73.7%	92.4%	40.7%	78.2%
1985 to 1986	81.1%	85.0%	88.6%	56.3%	81.6%	72.3%	96.1%	44.1%	79.0%
1986 to 1987	83.0%	86.5%	89.7%	61.6%	83.5%	76.5%	94.6%	43.1%	81.1%
1987 to 1988	84.4%	88.3%	89.6%	61.3%	84.7%	77.1%	94.0%	44.5%	82.0%
1988 to 1989	86.0%	88.2%	90.5%	59.7%	85.1%	76.7%	94.6%	47.9%	82.6%
1989 to 1990	86.8%	88.3%	90.8%	64.2%	85.9%	77.3%	95.7%	45.8%	83.1%
1990 to 1991	86.1%	88.8%	90.8%	66.5%	86.0%	75.4%	95.5%	45.2%	83.0%
1991 to 1992	84.9%	89.0%	90.1%	67.2%	85.5%	79.5%	96.3%	44.2%	82.9%
1992 to 1993	83.8%	87.7%	88.9%	65.9%	84.1%	80.1%	97.0%	44.5%	81.6%
1993 to 1994	83.6%	87.1%	90.3%	67.3%	84.2%	80.0%	96.6%	44.4%	81.7%
1994 to 1995	81.7%	87.1%	90.5%	68.6%	83.9%	79.9%	96.1%	39.5%	81.2%
1995 to 1996	82.9%	86.7%	91.4%	70.3%	84.7%	79.4%	96.9%	41.2%	81.9%
1996 to 1997	84.7%	88.0%	91.3%	71.4%	85.6%	79.5%	94.2%	40.6%	82.6%
1997 to 1998	84.2%	87.3%	91.7%	74.4%	85.7%	80.7%	95.1%	45.0%	83.3%
1998 to 1999	84.2%	88.2%	90.8%	71.5%	85.3%	80.5%	93.9%	43.0%	83.0%
1999 to 2000	85.0%	88.6%	91.9%	70.6%	86.1%	79.3%	95.9%	43.1%	83.6%
2000 to 2001	84.7%	89.6%	93.1%	74.2%	87.2%	79.6%	96.4%	41.7%	84.5%
2001 to 2002	85.1%	89.9%	93.0%	76.3%	87.4%	82.1%	97.0%	44.0%	85.1%
2002 to 2003	85.2%	89.3%	92.7%	75.4%	87.2%	78.3%	96.7%	38.8%	84.1%
2003 to 2004	86.0%	90.4%	93.2%	73.4%	87.7%	79.9%	98.4%	42.6%	85.7%
2004 to 2005	85.3%	89.8%	92.2%	74.6%	87.2%	80.7%	96.5%	48.8%	85.5%
2005 to 2006	85.5%	89.1%	92.6%	74.4%	87.2%	79.2%	96.5%	43.3%	85.4%

Note: Shaded cells indicate record high rates.

TABLE 81: STUDENT PERSISTENCE RATES BY RESIDENCY - **NON-RESIDENTS**

ENROLLED AT IUB CAMPUS									
Current Fall Term Compared with the Previous Fall Term									
	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1982 to 1983	84.3%	85.6%	86.8%	57.4%	82.6%	81.3%	91.7%	36.8%	80.8%
1983 to 1984	84.7%	84.9%	87.2%	55.8%	82.8%	80.4%	92.0%	40.0%	80.4%
1984 to 1985	85.4%	84.7%	89.9%	55.0%	83.5%	81.8%	90.6%	44.0%	81.8%
1985 to 1986	85.2%	86.4%	89.5%	56.9%	83.9%	82.5%	88.8%	42.4%	82.1%
1986 to 1987	86.4%	86.9%	90.6%	57.0%	85.1%	83.0%	87.0%	39.9%	83.2%
1987 to 1988	89.3%	88.0%	90.6%	60.1%	86.7%	82.9%	91.2%	43.6%	84.2%
1988 to 1989	89.0%	90.6%	91.3%	56.9%	87.1%	83.3%	93.1%	46.2%	84.5%
1989 to 1990	87.5%	89.1%	92.7%	60.7%	87.2%	84.2%	92.1%	41.7%	84.8%
1990 to 1991	86.6%	89.8%	92.2%	64.8%	87.1%	82.6%	88.4%	29.6%	83.2%
1991 to 1992	86.9%	89.7%	92.3%	66.8%	87.8%	86.4%	91.0%	24.7%	84.3%
1992 to 1993	86.5%	89.0%	91.0%	63.3%	86.1%	84.8%	94.6%	27.5%	82.9%
1993 to 1994	87.0%	89.8%	92.9%	68.3%	87.7%	84.9%	91.0%	22.5%	83.1%
1994 to 1995	85.9%	90.3%	93.1%	68.4%	87.5%	85.7%	94.2%	19.7%	82.8%
1995 to 1996	86.0%	87.8%	92.5%	71.2%	86.8%	85.9%	94.5%	24.7%	82.8%
1996 to 1997	86.1%	88.4%	93.9%	70.1%	87.3%	85.7%	94.3%	19.6%	82.8%
1997 to 1998	85.8%	88.5%	92.9%	73.4%	87.3%	85.0%	91.2%	18.4%	82.4%
1998 to 1999	84.7%	90.8%	93.8%	76.5%	88.0%	85.4%	94.2%	22.0%	84.3%
1999 to 2000	85.9%	89.8%	93.7%	72.9%	87.9%	85.6%	94.8%	24.1%	84.4%
2000 to 2001	85.4%	89.2%	93.1%	77.9%	87.8%	87.9%	95.2%	23.0%	84.5%
2001 to 2002	86.3%	90.3%	93.4%	75.1%	88.3%	88.4%	93.7%	20.7%	85.5%
2002 to 2003	87.5%	90.0%	93.3%	77.9%	89.0%	88.3%	95.5%	24.7%	86.8%
2003 to 2004	86.3%	90.9%	94.0%	75.9%	88.9%	88.1%	97.1%	23.2%	87.1%
2004 to 2005	85.7%	92.2%	94.3%	74.3%	89.0%	87.8%	97.6%	28.7%	87.3%
2005 to 2006	84.1%	90.1%	93.8%	73.3%	87.6%	87.7%	96.8%	22.7%	86.2%
ENROLLED AT ANY IU CAMPUS									
	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1982 to 1983	84.6%	86.3%	87.9%	58.1%	83.3%	81.5%	92.1%	37.5%	81.3%
1983 to 1984	84.9%	85.4%	88.2%	56.5%	83.3%	80.6%	92.6%	41.1%	80.8%
1984 to 1985	85.5%	85.1%	90.6%	55.9%	83.9%	81.9%	91.8%	44.3%	82.2%
1985 to 1986	85.4%	87.2%	90.3%	58.9%	84.6%	82.8%	89.3%	43.0%	82.7%
1986 to 1987	86.5%	87.5%	91.4%	58.2%	85.7%	83.3%	87.5%	40.3%	83.6%
1987 to 1988	89.4%	88.6%	91.4%	61.1%	87.2%	83.0%	91.2%	44.6%	84.7%
1988 to 1989	89.1%	91.0%	91.8%	58.3%	87.6%	83.4%	94.3%	46.8%	84.9%
1989 to 1990	87.5%	89.4%	93.3%	61.5%	87.5%	84.5%	92.9%	42.5%	85.1%
1990 to 1991	86.6%	90.2%	93.1%	65.7%	87.6%	82.8%	91.1%	30.7%	83.6%
1991 to 1992	87.0%	90.2%	92.8%	67.6%	88.1%	86.4%	91.4%	26.0%	84.6%
1992 to 1993	86.5%	89.5%	91.6%	64.3%	86.5%	84.9%	94.6%	28.1%	83.2%
1993 to 1994	87.1%	90.1%	93.5%	68.9%	88.1%	84.9%	91.0%	23.2%	83.3%
1994 to 1995	86.1%	90.5%	93.7%	69.0%	87.9%	85.7%	94.2%	21.5%	83.2%
1995 to 1996	86.1%	88.1%	93.1%	72.4%	87.2%	85.9%	95.3%	25.5%	83.2%
1996 to 1997	86.1%	88.7%	94.4%	71.3%	87.6%	85.9%	94.6%	20.6%	83.2%
1997 to 1998	85.9%	88.8%	93.4%	74.2%	87.6%	85.1%	91.5%	19.5%	82.6%
1998 to 1999	84.8%	91.2%	94.0%	77.4%	88.3%	85.4%	94.2%	23.1%	84.5%
1999 to 2000	86.0%	90.2%	94.3%	73.4%	88.2%	85.6%	94.8%	24.9%	84.7%
2000 to 2001	85.5%	89.5%	93.8%	78.4%	88.2%	87.9%	95.2%	24.4%	84.9%
2001 to 2002	86.3%	90.3%	94.0%	76.7%	88.6%	88.4%	93.7%	21.5%	85.8%
2002 to 2003	87.5%	90.2%	93.8%	78.7%	89.2%	88.3%	95.5%	25.4%	87.0%
2003 to 2004	86.3%	91.0%	94.2%	76.2%	89.0%	88.2%	97.1%	24.4%	87.2%
2004 to 2005	85.9%	92.2%	94.3%	74.8%	89.2%	87.8%	97.6%	29.0%	87.5%
2005 to 2006	84.1%	90.2%	93.9%	74.0%	87.7%	87.8%	96.8%	24.9%	86.4%

Note: Shaded cells indicate record high rates.

STUDENT SCHOOL

Tables 82 and 83 show historical **undergraduate and campus** persistence rates by student school.

TABLE 82: UNDERGRADUATE STUDENT PERSISTENCE AND ATTRITION RATES BY SCHOOL
CURRENT FALL TERM COMPARED WITH THE PREVIOUS FALL TERM

Year	Arts and Sciences	Business	Continuing Studies	Education	HPER	Informatics	Journalism	Labor Studies	Music	Nursing	Optometry	SPEA	Social Work	UDIV	Total
1982 to 1983	79.1%	78.9%	65.3%	78.7%	77.2%	---	---	---	83.2%	36.7%	---	72.4%	37.7%	77.0%	77.5%
1983 to 1984	77.1%	79.7%	60.8%	77.4%	73.1%	---	---	---	77.0%	32.0%	---	70.2%	27.5%	79.0%	77.9%
1984 to 1985	76.0%	82.4%	59.7%	75.0%	71.0%	---	---	---	78.5%	34.0%	---	70.3%	46.2%	78.7%	77.4%
1985 to 1986	76.8%	85.8%	64.0%	82.4%	78.9%	---	---	---	80.2%	36.2%	---	68.9%	45.9%	79.2%	78.2%
1986 to 1987	76.6%	84.5%	57.9%	78.8%	76.5%	---	---	---	80.7%	35.2%	---	67.7%	29.6%	79.9%	78.3%
1987 to 1988	78.4%	88.6%	57.0%	83.8%	76.8%	---	---	---	82.0%	30.7%	---	66.6%	38.7%	81.6%	80.1%
1988 to 1989	80.0%	77.1%	52.6%	82.3%	79.4%	---	---	---	79.8%	33.5%	---	77.4%	26.5%	83.3%	81.3%
1989 to 1990	78.8%	90.0%	53.4%	86.3%	83.5%	---	---	---	80.1%	31.3%	---	78.1%	25.0%	83.3%	81.7%
1990 to 1991	80.7%	91.2%	60.1%	81.8%	79.4%	---	---	---	84.5%	40.8%	66.7%	74.5%	33.3%	83.2%	82.1%
1991 to 1992	81.7%	90.6%	61.6%	82.4%	77.1%	---	---	---	81.3%	43.0%	80.0%	77.3%	33.5%	83.0%	82.0%
1992 to 1993	81.1%	94.1%	60.2%	84.5%	80.6%	---	96.5%	---	85.1%	45.5%	50.0%	76.8%	33.3%	82.8%	82.2%
1993 to 1994	79.9%	92.3%	53.2%	87.6%	78.0%	---	94.5%	---	80.9%	39.7%	37.5%	79.6%	42.0%	82.0%	80.8%
1994 to 1995	79.7%	91.9%	59.2%	89.6%	83.3%	---	88.6%	---	87.6%	44.7%	65.4%	80.7%	35.7%	81.4%	81.2%
1995 to 1996	80.8%	95.5%	54.6%	87.8%	83.4%	---	87.6%	---	85.4%	42.6%	73.7%	83.8%	38.8%	79.6%	80.9%
1996 to 1997	80.3%	94.1%	57.6%	87.7%	80.4%	---	86.2%	---	86.2%	44.2%	80.0%	79.8%	25.0%	79.7%	81.0%
1997 to 1998	81.6%	95.2%	55.8%	89.0%	81.0%	---	85.6%	---	85.7%	41.1%	n/a	83.2%	48.7%	81.2%	82.3%
1998 to 1999	83.1%	94.6%	56.6%	87.5%	80.1%	---	84.3%	---	87.1%	35.1%	87.5%	84.9%	30.6%	80.7%	82.5%
1999 to 2000	82.7%	96.1%	51.4%	89.0%	81.4%	---	88.4%	---	83.0%	40.7%	60.0%	83.9%	34.3%	84.6%	83.0%
2000 to 2001	84.9%	95.8%	56.8%	90.3%	86.7%	---	87.2%	85.7%	85.3%	52.7%	50.0%	87.6%	21.2%	82.4%	84.2%
2001 to 2002	86.1%	96.0%	59.2%	90.7%	87.7%	91.5%	90.1%	71.4%	88.1%	39.2%	50.0%	82.6%	24.2%	81.8%	84.4%
2002 to 2003	86.6%	95.3%	58.5%	91.7%	87.3%	91.9%	93.8%	25.0%	89.7%	46.7%	55.6%	82.4%	94.6%	82.0%	84.9%
2003 to 2004	86.6%	95.0%	55.5%	91.0%	90.6%	88.6%	90.8%	100.0%	85.2%	97.1%	50.0%	83.0%	92.8%	82.5%	85.2%
2004 to 2005	87.2%	96.1%	58.6%	92.5%	88.1%	82.8%	91.4%	77.8%	87.1%	85.0%	100.0%	81.5%	100.0%	81.5%	85.3%
2005 to 2006	86.2%	94.8%	59.1%	91.6%	87.1%	81.1%	92.2%	62.5%	89.3%	91.5%	87.5%	80.6%	85.3%	81.5%	84.7%

TABLE 83: STUDENT PERSISTENCE RATES BY SCHOOL
CURRENT FALL TERM COMPARED WITH THE PREVIOUS FALL TERM

Year	Arts and Sciences	Business	Continuing Studies	Education	Graduate School	HPER	Informatics	Journalism	Labor Studies	Law	SLIS	Medical Sciences	Music	Nursing	Optometry	SPEA	Social Work	UDIV
1981 to 1982	77.6%	79.1%	33.2%	69.1%	75.7%	70.1%	---	---	---	92.2%	68.1%	52.2%	76.0%	6.7%	89.4%	72.4%	38.1%	76.8%
1982 to 1983	80.3%	80.3%	37.9%	69.6%	78.4%	72.0%	---	---	---	90.0%	61.0%	48.4%	73.4%	32.0%	96.5%	70.2%	28.3%	78.4%
1983 to 1984	74.5%	79.3%	40.3%	68.7%	77.8%	70.0%	---	---	---	89.4%	60.7%	54.0%	73.2%	34.0%	92.8%	70.3%	45.5%	77.6%
1984 to 1985	75.9%	84.6%	38.7%	72.8%	79.3%	72.5%	---	---	---	89.0%	56.3%	54.2%	74.0%	36.2%	94.4%	68.9%	45.9%	78.6%
1985 to 1986	75.8%	84.9%	38.8%	70.6%	78.0%	75.1%	---	---	---	92.1%	65.5%	49.2%	76.5%	35.2%	92.5%	67.7%	29.6%	79.2%
1986 to 1987	77.7%	88.3%	40.4%	74.4%	79.5%	76.3%	---	---	---	89.6%	61.7%	52.8%	76.1%	30.7%	92.9%	66.6%	38.7%	81.1%
1987 to 1988	79.4%	81.5%	38.4%	74.3%	79.9%	77.4%	---	---	---	92.7%	71.1%	46.0%	73.7%	33.5%	91.6%	77.4%	26.5%	82.8%
1988 to 1989	78.2%	89.1%	43.4%	75.3%	81.1%	78.5%	---	---	---	92.8%	66.7%	57.4%	76.7%	31.3%	93.0%	78.1%	25.0%	82.7%
1989 to 1990	80.1%	91.6%	45.6%	73.9%	81.6%	77.3%	---	---	---	93.1%	58.4%	52.8%	76.7%	40.8%	97.2%	74.5%	33.3%	82.7%
1990 to 1991	80.1%	91.2%	48.5%	73.6%	79.7%	75.9%	---	---	---	92.0%	62.4%	6.1%	74.7%	43.0%	95.6%	77.3%	3.4%	82.1%
1991 to 1992	78.6%	94.2%	44.7%	76.2%	83.7%	77.1%	---	96.6%	---	91.8%	67.6%	50.0%	79.2%	45.5%	96.6%	76.8%	33.3%	82.3%
1992 to 1993	76.2%	90.2%	42.7%	78.6%	83.6%	76.9%	---	94.5%	---	93.8%	60.6%	100.0%	75.5%	39.7%	96.8%	79.6%	42.0%	81.2%
1993 to 1994	75.8%	90.4%	46.9%	79.0%	82.3%	80.6%	---	88.6%	---	91.9%	72.6%	100.0%	80.4%	44.7%	95.8%	80.7%	35.7%	80.5%
1994 to 1995	75.6%	93.4%	43.1%	76.3%	83.7%	80.6%	---	87.6%	---	93.2%	72.2%	100.0%	80.8%	42.6%	92.3%	83.8%	38.8%	78.7%
1995 to 1996	74.6%	92.4%	45.4%	79.4%	83.5%	77.9%	---	86.2%	---	94.8%	69.2%	100.0%	81.9%	44.2%	95.3%	79.8%	25.0%	78.7%
1996 to 1997	74.5%	93.3%	45.8%	80.4%	83.3%	78.1%	---	85.6%	---	90.9%	73.2%	50.0%	82.5%	41.1%	97.0%	83.2%	48.7%	79.9%
1997 to 1998	76.4%	93.5%	46.7%	80.4%	82.8%	77.5%	---	84.3%	---	90.0%	80.6%	---	82.8%	35.1%	94.7%	84.9%	30.6%	79.8%
1998 to 1999	79.1%	94.5%	47.4%	79.6%	82.9%	79.9%	---	88.4%	---	89.9%	74.1%	---	81.1%	40.7%	95.0%	83.9%	34.3%	80.9%
1999 to 2000	79.2%	93.0%	45.6%	79.0%	83.4%	78.9%	---	90.6%	---	92.4%	69.6%	---	82.7%	59.2%	96.6%	86.5%	17.4%	81.2%
2000 to 2001	80.4%	93.9%	48.3%	79.0%	85.2%	83.3%	---	87.2%	85.7%	92.4%	79.3%	---	82.0%	52.7%	97.3%	87.6%	23.5%	81.9%
2001 to 2002	83.3%	94.1%	52.0%	81.8%	85.8%	82.2%	89.5%	90.1%	71.4%	91.8%	77.6%	---	84.7%	39.2%	96.8%	83.2%	26.5%	80.5%
2002 to 2003	84.5%	93.8%	51.3%	79.1%	85.7%	83.0%	89.4%	93.8%	25.0%	93.8%	77.1%	---	84.7%	46.3%	96.8%	82.9%	94.7%	80.4%
2003 to 2004	85.0%	93.5%	50.4%	80.0%	85.7%	87.5%	85.5%	90.8%	100.0%	94.7%	81.3%	---	83.0%	97.1%	98.2%	84.7%	92.8%	85.3%
2004 to 2005	85.8%	95.2%	52.3%	81.5%	85.3%	85.8%	82.9%	91.4%	77.8%	95.5%	83.5%	---	83.9%	85.0%	97.4%	83.0%	100.0%	81.4%
2005 to 2006	84.4%	93.9%	54.9%	74.3%	84.8%	83.9%	79.9%	92.0%	62.5%	95.4%	87.2%	---	85.2%	91.5%	97.1%	82.2%	85.3%	81.3%

Notes:

1. Persistence is defined as re-enrollment at the original campus (from the fall term base population).
2. Data reflect end of third/first week of class (official reporting date) for fall terms.
3. Effective 1991, Journalism majors could register through Journalism or Arts and Sciences.
4. For Social Work and Nursing, the persistence rates vary because Indianapolis is the degree-granting campus.

Table 84 shows a two-year comparison of the undergraduate academic checklist and attrition rates by school. All non-returning students are either enrolled at another IU campus or on the academic checklist or unaccounted for (attrition). For the percentage of students on the academic checklist, seven schools show decreases: Arts and Sciences, Continuing Studies, Education, HPER, Music, SPEA, and University Division. Three schools are showing checklist increases this year: Business, Informatics, and Journalism. Most schools show an increase in their attrition rates this year. Total attrition increased one percentage point this year. Labor Studies, Social Work, and Optometry show the largest percentage increase while Nursing shows the largest decrease. On the Bloomington campus Nursing now has a four year degree program.

TABLE 84: UNDERGRADUATE ACADEMIC CHECKLIST AND ATTRITION RATES BY SCHOOL
FALL 2005 AND FALL 2006

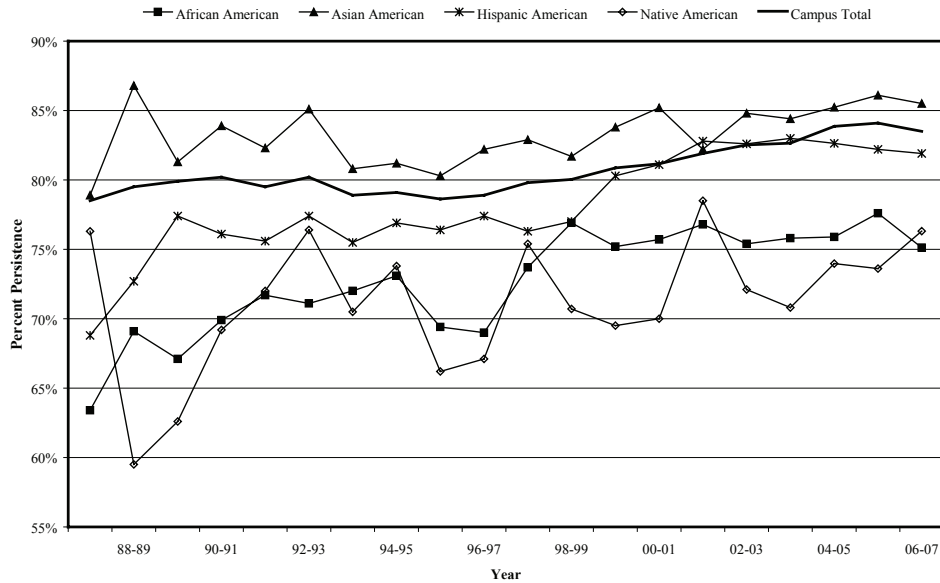
School	Adjusted Base Population		Academic Checklist		Attrition (Unaccounted For)	
	Last Year	This Year	Last Year	This Year	Last Year	This Year
Arts and Sciences	6,023	5,832	1.9%	1.6%	9.1%	10.2%
Business	2,500	2,618	0.8%	1.0%	3.0%	3.8%
Continuing Studies	592	521	12.2%	9.2%	27.4%	29.2%
Education	1,300	693	1.1%	0.7%	5.1%	5.8%
HPER	1,109	1,149	1.0%	0.9%	8.6%	9.1%
Informatics	209	201	0.0%	2.0%	16.3%	15.4%
Journalism	452	398	0.7%	1.3%	6.9%	6.0%
Labor Studies	8	8	0.0%	0.0%	12.5%	37.5%
Music	599	646	1.5%	0.5%	11.0%	10.1%
Nursing	107	106	0.0%	0.0%	7.5%	5.7%
Optometry	3	8	0.0%	0.0%	0.0%	12.5%
SPEA	545	531	1.7%	0.8%	13.9%	15.6%
Social Work	29	34	0.0%	0.0%	0.0%	14.7%
University Division	9,755	10,678	5.3%	4.1%	9.3%	10.5%
TOTAL	23,459	23,423	3.3%	2.7%	8.9%	9.9%

Note: Comparisons should be made with caution. The rates for some schools may vary because of the small size of the base population.

ETHNIC GROUP & GENDER

Persistence rates for **African American** students show decreases at both the undergraduate (74.2%) and campus (75.1%) levels. The **Asian American** and **Hispanic** persistent rates have also decreased at both the undergraduate (87.5% and 81.9%, respectively) and campus (85.5% and 81.9%, respectively) levels. Conversely, **Native Americans** show an increase in their undergraduate (77.2%) and campus (76.3%) rates. The rates for **International** students and **White Americans** are down at both the undergraduate (82.1% and 85.4%, respectively) and campus (83.9% and 84.1%, respectively) levels.

FIGURE 17: U.S. MINORITY GROUP STUDENT PERSISTENCE
FALL TERMS



The persistence rate for **female** students has decreased to 83.7% this year. For **male** students, the persistence rate is 83.2%, also a decrease from last year.

Tables 85 and 86 show persistence data for undergraduate and the campus by ethnic group and gender. Comparisons should be made with caution due to the small size of the ethnic populations, especially the Native American population.

TABLE 85: HISTORICAL UNDERGRADUATE STUDENT PERSISTENCE RATES BY ETHNIC GROUP AND GENDER
CURRENT FALL TERM COMPARED WITH THE PREVIOUS FALL TERM

Year	ETHNIC GROUPS							GENDER		CAMPUS TOTAL
	African American	Asian American	Hispanic American	Native American	White American	Other American	Non -U.S	Female	Male	
1989 to 1990	68.8%	86.2%	77.1%	62.1%	82.8%	78.2%	84.1%	82.1%	82.2%	82.1%
1990 to 1991	72.4%	85.6%	78.1%	75.8%	82.4%	78.0%	84.7%	80.9%	83.2%	82.0%
1991 to 1992	70.9%	85.9%	76.4%	76.2%	82.7%	84.0%	87.2%	81.6%	82.9%	82.2%
1992 to 1993	70.3%	83.6%	76.1%	72.7%	81.4%	81.0%	84.0%	80.0%	81.8%	80.8%
1993 to 1994	72.2%	84.1%	77.9%	80.4%	81.6%	81.0%	87.0%	81.2%	81.2%	81.2%
1994 to 1995	67.4%	85.5%	74.0%	67.3%	81.6%	78.1%	83.7%	81.0%	80.8%	80.9%
1995 to 1996	66.9%	85.5%	75.8%	64.8%	81.7%	84.9%	87.2%	80.7%	81.4%	81.0%
1996 to 1997	73.8%	84.7%	74.7%	79.2%	82.8%	79.2%	87.6%	82.3%	82.3%	82.3%
1997 to 1998	77.0%	82.9%	76.1%	71.0%	82.8%	81.3%	87.0%	82.4%	82.5%	82.5%
1998 to 1999	75.7%	84.4%	79.7%	70.4%	83.3%	80.0%	87.0%	82.9%	83.0%	83.0%
1999 to 2000	75.2%	86.6%	80.6%	70.0%	83.6%	82.4%	87.2%	83.4%	83.2%	83.3%
2000 to 2001	77.1%	84.3%	82.0%	76.3%	84.6%	80.8%	88.4%	84.1%	84.3%	84.2%
2001 to 2002	73.8%	87.3%	81.4%	71.4%	84.9%	81.3%	87.5%	84.2%	84.7%	84.4%
2002 to 2003	76.5%	86.0%	83.0%	71.4%	85.3%	82.7%	88.5%	85.4%	84.5%	84.9%
2003 to 2004	76.6%	87.5%	82.8%	76.5%	85.6%	79.3%	87.5%	85.0%	85.5%	85.2%
2004 to 2005	77.5%	87.8%	82.3%	74.5%	85.8%	NA	87.5%	85.9%	84.7%	85.3%
2005 to 2006	74.2%	87.5%	81.9%	77.2%	85.4%	84.2%	82.1%	85.5%	83.8%	84.7%

TABLE 86: HISTORICAL TOTAL CAMPUS STUDENT PERSISTENCE RATES BY ETHNIC GROUP AND GENDER
CURRENT FALL TERM COMPARED WITH THE PREVIOUS FALL TERM

Year	ETHNIC GROUPS							GENDER		CAMPUS TOTAL
	African American	Asian American	Hispanic American	Native American	White American	Other American	Non -U.S	Female	Male	
1989 to 1990	69.9%	83.9%	76.1%	69.2%	81.0%	77.0%	78.1%	79.8%	80.7%	80.2%
1990 to 1991	71.7%	82.3%	75.6%	72.0%	80.4%	78.6%	73.3%	78.2%	80.9%	79.5%
1991 to 1992	71.1%	85.1%	77.4%	76.4%	81.2%	81.7%	72.0%	79.6%	81.0%	80.2%
1992 to 1993	72.0%	80.8%	75.5%	70.5%	79.8%	75.9%	70.9%	78.0%	79.9%	78.9%
1993 to 1994	73.1%	81.2%	76.9%	73.8%	80.0%	78.4%	68.6%	78.8%	79.3%	79.1%
1994 to 1995	69.4%	80.3%	76.4%	66.2%	80.0%	77.4%	66.1%	78.4%	78.9%	78.6%
1995 to 1996	69.0%	82.2%	77.4%	67.1%	80.1%	81.0%	68.5%	78.7%	79.3%	78.9%
1996 to 1997	73.7%	82.9%	76.3%	75.4%	80.9%	78.5%	69.1%	79.6%	79.9%	79.8%
1997 to 1998	76.9%	81.7%	77.0%	70.7%	81.2%	80.8%	68.9%	80.0%	80.1%	80.0%
1998 to 1999	75.2%	83.8%	80.3%	69.5%	81.7%	78.4%	74.6%	80.8%	80.9%	80.9%
1999 to 2000	75.7%	85.2%	81.1%	70.0%	81.7%	80.8%	76.4%	81.2%	81.2%	81.2%
2000 to 2001	76.8%	82.2%	82.8%	78.5%	82.7%	80.9%	76.1%	81.7%	81.9%	81.9%
2001 to 2002	75.4%	84.8%	82.6%	72.1%	83.2%	79.6%	79.4%	82.1%	83.1%	82.5%
2002 to 2003	75.8%	84.4%	83.0%	70.8%	83.0%	80.1%	82.2%	82.5%	82.8%	82.7%
2003 to 2004	75.9%	85.2%	82.6%	74.0%	84.4%	78.2%	83.5%	83.4%	84.3%	83.9%
2004 to 2005	77.6%	86.1%	82.2%	73.6%	84.6%	NA	84.9%	84.1%	84.1%	84.1%
2005 to 2006	75.1%	85.5%	81.9%	76.3%	84.1%	82.1%	83.9%	83.7%	83.2%	83.5%

Notes:
Data not available for Other American.
Shaded areas indicate record highs.

For a more in-depth analysis of Bloomington campus student persistence rates, refer to the report, *Year-to-Year Student Persistence and Attrition Profile* published by the Office of the Registrar.

DEGREES CONFERRED

The table below shows the number of degrees and certificates awarded at Indiana University-Bloomington from 1979-80 to the present. The total number of degrees awarded has once again increased. The record-high figure this year at 9,200 conferred degrees is a 2.7% increase from last year. There are increases in the number of degrees awarded at the certificate, associate, baccalaureate and masters levels. There is no change in the number of degrees at the doctoral level and the number of professional degrees has decreased.

TABLE 87: DEGREES AWARDED BY DEGREE LEVEL
JUNE 1979 THROUGH JUNE 2006

	Certificate	Associate	Baccalaureate	Masters	Doctoral	Professional	Total
1979-80	103	41	4,369	1,886	542	260	7,201
1980-81	70	36	4,296	1,825	515	237	6,979
1981-82	85	44	4,320	1,858	541	248	7,096
1982-83	70	58	4,487	1,747	504	236	7,102
1983-84	76	45	4,266	1,773	467	270	6,897
1984-85	71	58	4,514	1,664	470	243	7,020
1985-86	98	52	4,629	1,707	399	224	7,109
1986-87	93	70	4,538	1,722	416	236	7,075
1987-88	125	62	4,688	1,664	356	251	7,146
1988-89	199	60	4,611	1,639	345	264	7,118
1989-90	181	59	4,881	1,762	361	254	7,498
1990-91	280	51	5,122	1,661	376	269	7,759
1991-92	246	64	5,431	1,655	435	264	8,095
1992-93	290	58	5,534	1,643	370	270	8,165
1993-94	298	67	5,205	1,578	380	261	7,789
1994-95	277	62	5,073	1,810	398	265	7,885
1995-96	301	66	5,026	1,757	395	253	7,798
1996-97	248	88	5,024	1,825	376	283	7,844
1997-98	273	85	5,212	1,742	378	282	7,972
1998-99	236	76	5,087	1,635	383	288	7,705
1999-00	286	72	5,188	1,641	422	258	7,867
2000-01	308	62	5,190	1,572	414	284	7,830
2001-02	397	62	5,692	1,604	364	265	8,384
2002-03	418	81	5,989	1,636	395	292	8,811
2003-04	397	78	6,178	1,653	397	272	8,974
2004-05	244	55	6,176	1,766	429	286	8,956
2005-06	349	64	6,292	1,788	429	278	9,200

Note: A degree year is defined as July 1 - June 30 beginning in 1982-83. Prior to 1982-83 a degree year was defined as June 1 - May 30. The certificate level includes undergraduate and graduate studies and area certificates; the baccalaureate level includes all artist diploma graduates; and the doctoral level includes specialist/director graduates.

When compared to ten years ago, the number of degrees granted at the Bloomington campus has increased 18.0% showing gains at all levels except the associate.

Of the number of degrees awarded for the 2005-06 degree year, 59.2% were awarded in May, 18.1% in December and 14.7% in August. About 92.0% of the degrees granted are awarded in these three months. The Bloomington campus has commencement ceremonies in December and May.

TABLE 88: DEGREES GRANTED BY DEGREE LEVEL AND MONTH
JULY 2005 THROUGH JUNE 2006

	Associate	Baccalaureate	Certificate	Doctoral	Masters	Professional	Total
July	0	0	0	26	31	0	57
August	16	967	49	64	252	1	1,349
September	0	0	0	21	35	1	57
October	0	0	0	23	31	0	54
November	0	0	0	15	10	0	25
December	24	1,190	81	73	293	4	1,665
January	0	0	0	8	12	0	20
February	0	0	0	8	29	0	37
March	0	0	0	16	19	0	35
April	0	0	0	18	14	0	32
May	24	3,886	211	107	944	272	5,444
June	0	249	8	50	118	0	425
Total	64	6,292	349	429	1,788	278	9,200

Note: The certificate level includes undergraduate and graduate studies and area certificates; the baccalaureate level includes all artist diploma graduates; and the doctoral level includes specialist/director graduates.

The tables below show for each degree level the share of degrees awarded by ethnic group at IU-Bloomington.

TABLE 89: PERCENTAGE OF DEGREES CONFERRED
BY DEGREE LEVEL AND ETHNIC GROUP
JULY 2005 THROUGH JUNE 2006

	African American	Asian American	Hispanic American	Native American	White American	Non U.S. Resident	Other American	Unknown
Certificate	4.0%	4.0%	2.6%	0.6%	74.5%	13.5%	0.9%	0.0%
Associate	1.6%	1.6%	6.3%	0.0%	84.4%	4.7%	1.6%	0.0%
Baccalaureate	3.1%	3.7%	1.8%	0.2%	85.7%	4.4%	0.7%	0.4%
Masters	3.6%	3.5%	2.2%	0.4%	66.5%	23.1%	0.3%	0.4%
Doctoral	3.3%	2.8%	2.6%	0.2%	62.0%	25.6%	0.5%	3.0%
Professional	5.0%	7.2%	2.9%	0.0%	83.8%	0.0%	0.7%	0.4%
Total	3.3%	3.7%	2.0%	0.3%	80.4%	9.2%	0.6%	0.5%

Of the 6,292 baccalaureate degrees awarded during the 2005-06 degree year, 14.9% are degrees awarded with honors. In general, the criteria for honors are students in the upper 10% of their graduating class who have completed at least 60 graded credit hours at IU and whose grade point averages are 3.8 for Highest Distinction, 3.7 for High Distinction and 3.5 for Distinction. The following table shows the number and percentage of baccalaureate degrees awarded by level of distinction from 1992-93 to present.

TABLE 90: BACCALAUREATE DEGREES AWARDED WITH HONORS

Year	With Distinction	High Distinction	Highest Distinction	Total Honors Degrees	Total Baccalaureate Degrees
1992-93	228 4.1%	140 2.5%	71 1.3%	439 7.9%	5,534
1993-94	206 4.0%	152 2.9%	60 1.2%	418 8.0%	5,205
1994-95	233 4.6%	154 3.0%	73 1.4%	460 9.1%	5,073
1995-96	237 4.7%	157 3.0%	83 1.4%	477 9.5%	5,027
1996-97	276 5.5%	157 3.1%	88 1.8%	521 10.4%	5,024
1997-98	262 5.0%	158 3.0%	86 1.7%	506 9.7%	5,210
1998-99	268 5.3%	196 3.9%	109 2.1%	573 11.3%	5,087
1999-00	293 5.6%	228 4.4%	100 1.9%	621 12.0%	5,188
2000-01	330 6.4%	201 3.9%	114 2.2%	644 12.4%	5,190
2001-02	337 5.9%	245 4.3%	132 2.3%	714 12.5%	5,692
2002-03	411 6.9%	290 4.8%	165 2.8%	866 14.5%	5,989
2004-05	372 6.0%	310 5.0%	166 2.7%	848 13.7%	6,176
2005-06	458 7.3%	321 5.1%	156 2.5%	935 14.9%	6,292

Notes:

Honors criteria by school (2006 Indiana University Commencement directory):

Most schools require that students be in the upper 10% of their graduating class.

Arts and Sciences, Informatics, Journalism and Optometry (Optometry students must be in residence with these grade point averages for at least three terms): honors are composed of those with grade point averages at 3.9 for Highest Distinction, 3.8 for High Distinction and 3.7 for Distinction.

Business: the top 1 % receive Highest Distinction, the top 5 % receive High Distinction and the top 10 % receive Distinction.

Continuing Studies, Health, Physical Education and Recreation and Labor Studies: seniors who have completed at least 60 hours of credit and whose grade point averages are 3.9 for Highest Distinction, 3.75 for High Distinction, and 3.5 for Distinction.

Education: seniors who have completed at least 60 hours of credit at IU and whose grade point averages are 3.90 for Highest Distinction, 3.76 for High Distinction, and 3.60 for Distinction.

Law: the top 1 % receive Summa Cum Laude, the top 10 % receive Magna Cum Laude, and the top 30 % Cum Laude.

Music: criteria may vary by degree - seniors whose grade point averages are 4.0 receive Highest Distinction, 3.9 receive High Distinction and 3.85 receive Distinction.

Public and Environmental Affairs: seniors with the following grade point average at the end of the previous term are: 3.9 for Highest Distinction, 3.7 for High Distinction, and 3.5 for Distinction.

Social Work: seniors who have completed at least 60 hours of credit at IU and whose grade point averages are 3.87 for Highest Distinction and 3.8 for High Distinction.

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