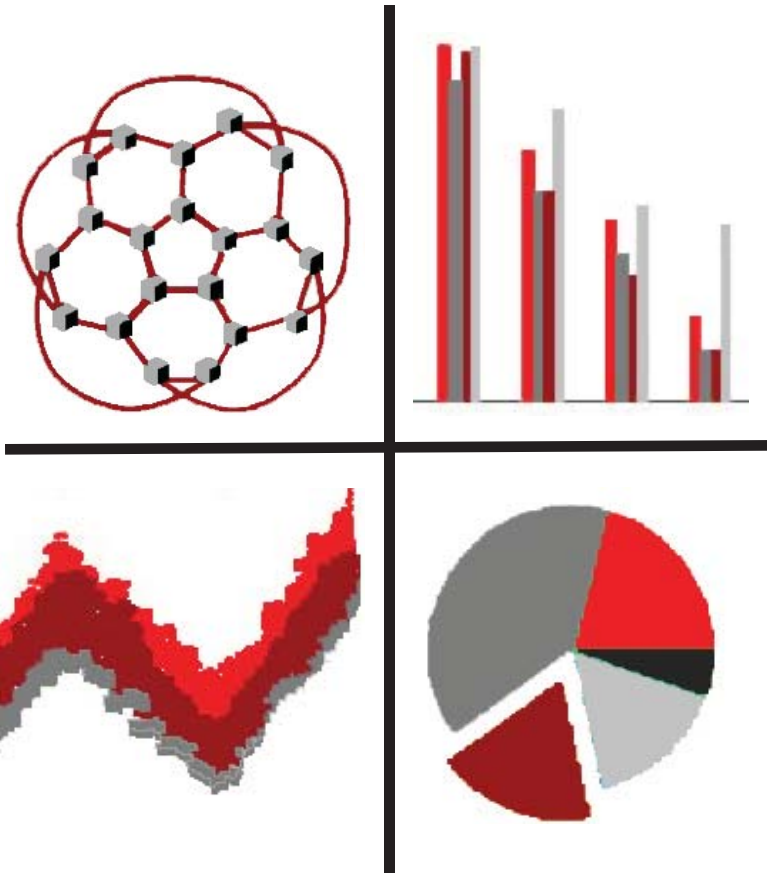


OFFICE OF THE REGISTRAR ENROLLMENT REPORT

A SUMMARY OF FALL 2009



This report is also available with color graphics at: <http://registrar.indiana.edu/dma/enrollreports.shtml>

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 2009 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 7, 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, while data in this report should only be released to the internal University community.

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, the methodology used to produce the results, and the 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 improvements of this publication are welcome.

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HIGHLIGHTS

IU-Bloomington enrollment for Fall 2009 shows a record-high enrollment of 42,347 students, up from last year's record by 4.9% (+1,993 students). This is the second year in a row (and ever) that enrollment has surpassed 40,000 students. Several student populations were bolstered by the campus record enrollment and also show record-high figures:

- 8,134 sophomores (+1.4%)
- 7,353 juniors (+2.6%)
- 8,596 seniors (+10.7%)
- 32,000 undergraduates (+2.9%)
- 8,460 graduate students (+15.0%)
- 11,706 nonresident undergraduate (+2.4%)
- 6,370 nonresident graduate (+16.1%)
- 530 nonresident professional (+3.1%)
- 19,027 nonresident total enrollment (+6.6%)
- 30,983 full-time undergraduate enrollment (+3.3%)
- 5,083 full-time graduate enrollment (+2.5%)
- 37,123 full-time total enrollment (+3.2%)
- 3,377 part-time graduate enrollment (+40.7%)
- 20,967 female total enrollment (+2.5%)
- 21,380 male total enrollment (+7.4%)
- 4,906 total U.S. minority enrollment (+9.4%)
- 1,883 African American enrollment (+7.7%)
- 1,803 Asian American enrollment (+14.7%)
- 1,099 Hispanic American enrollment (+5.0%)
- 121 Native American enrollment (+4.3%)
- 4,382 International student enrollment (+8.5%)

Many of these record-high figures are influenced by the inclusion of the Kelley Direct MBA program. Prior to Fall 2009, all Kelley Direct enrollments were included in the Indianapolis headcounts. This year, there are 928 students new to Bloomington in the Kelley Direct program.

IU-Bloomington enrolled 7,327 undergraduate beginner students this year, and these students represent the most academically prepared class in recent history. While both nationally and for the state of Indiana the average SAT score decreased by one point this year, the scores of students new to IU-Bloomington increased 23 points to 1,175. When ACT scores converted to SAT scores are included, the average for students new to IU-Bloomington is 1,203 this year, up 29 points from 1,174 last year. Additionally, the percentage of new students ranking in the upper 10 % of their high school class is now over 35%, and the percentage of students ranking in the upper 25% of their high school class is over 75%.

The number of credit hours taken at the campus level, is a new record-high figure due to record figures at the undergraduate and graduate course levels. This year, the average credit hour load for undergraduates is reporting a new record-high figure (14.82 credit hours).

TERMINOLOGY

Data contained in these reports are for operational planning purposes. For university-wide data and information, information for research, and data for reports being distributed externally from the university, please visit 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 the implementation of both 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 is a department/major in our academic world). These general definitions are provided here as a central point of reference.

REPORTING DEFINITIONS

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 (one eight week, one 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. This year, a new term has been added to accommodate the quarter system used by the new Kelley Direct MBA program. This new winter term is only available to students in the Kelley Direct program.

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.

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).

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.

School Abbreviations:

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

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. Class standing, as defined by the number of hours accumulated on a student’s record, is not a factor.

Student Level:

For reporting purposes, 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 the SIS definition of a career.

Undergraduate Class Standing:

Undergraduate class standing is determined by the number of credit hours completed in the student's current program.

Freshman 0-25 hours

Sophomore 26-55 hours

Junior 56-84 hours

Senior 86 and higher

Enrollment Totals:

All reports, unless otherwise noted, use the official reporting period, which since 1984 is 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 2005, 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 have been excluded from Bloomington headcount figures, and their enrollments have been excluded from course enrollment figures.

IEP (Intensive English Program):

Intensive English Program was formerly CELT, Center for English Language Training. This is a nondegree program that enrolls international students to improve their English comprehension.

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. The new Kelley Direct program, which utilizes a quarter system, counts students with six credit hours or more as full time. These students are still considered part time by the campus definition.

Traditional Registration Periods:

CSR: Continuing Student Registration takes place in October for spring registration and in 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 for new students (including both undergraduate and graduate students) the week before classes begin.

LR: Late registration begins the day before the term begins; a late fee is assessed

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.

Credit Hours and Course Enrollments:

Only course 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. Audit hours, waitlisted hours, and dropped hours are not included in the totals.

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. For reporting majors, only plan-types of major are included.

GPA: (Grade Point Average):

GPA 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.

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 the three major degree periods (December, May, and August).

Useful Websites:

Course and Section Enrollments	http://registrar.indiana.edu/coursesectn/
Grade Distribution Report	http://registrar.indiana.edu/gradedist.shtml
Special Course Listings	http://registrar.indiana.edu/specialcourse.shtml
<i>CAS Required</i>	
Comparative Enrollment	http://registrar.indiana.edu/dma/comp.shtml
Comprehensive Enrollment Reports	http://registrar.indiana.edu/enrollreports/

HISTORICAL ENROLLMENT AND CREDIT HOUR SUMMARY
END OF THE FIRST WEEK OF CLASSES

Fall Terms	Record Highs		1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Change from Last Year	
	Year	Num/Pct												Number	Percent
ENROLLMENT:															
Freshman			7,308	7,997	7,802	8,047	7,626	7,102	7,761	8,126	8,051	8,132	7,917	- 215	- 2.6%
Sophomore			7,257	6,842	7,453	7,312	7,463	7,159	6,823	7,260	7,869	8,021	8,134	+ 113	+ 1.4%
Junior			5,770	6,357	6,171	6,604	6,556	6,726	6,664	6,129	6,572	7,169	7,353	+ 184	+ 2.6%
Senior			7,126	7,096	7,699	7,805	8,123	8,075	7,872	7,743	7,242	7,765	8,596	+ 831	+ 10.7%
UNDERGRADUATE			27,461	28,292	29,125	29,768	29,768	29,062	29,120	29,258	29,734	31,087	32,000	+ 913	+ 2.9%
GRADUATE			6,365	6,279	6,446	6,704	6,876	6,826	6,950	7,010	7,238	7,358	8,460	+ 1,102	+ 15.0%
PROFESSIONAL			904	907	898	934	932	937	953	937	924	914	915	+ 1	+ 0.1%
NONDEGREE/UNCLASSIFIED	1994	1,800	1,471	1,598	1,494	1,497	1,013	996	935	1,042	1,094	995	972	- 23	- 2.3%
TOTAL			36,201	37,076	37,963	38,903	38,589	37,821	37,958	38,247	38,990	40,354	42,347	+ 1,993	+ 4.9%
% NONRESIDENT															
Undergraduate			28.1%	29.3%	30.5%	31.5%	32.6%	32.8%	32.8%	33.9%	35.5%	36.8%	36.6%		
Graduate			72.3%	72.8%	73.2%	72.3%	73.2%	72.4%	71.9%	72.6%	74.3%	74.6%	75.3%		
Professional			46.9%	45.4%	46.3%	48.3%	48.7%	51.0%	53.7%	56.6%	57.3%	56.2%	57.9%		
Campus			36.5%	37.4%	38.3%	38.8%	40.3%	40.4%	40.5%	41.5%	43.2%	44.2%	44.9%		
% FULL-TIME			86.2%	86.2%	86.8%	86.6%	88.2%	88.0%	88.8%	88.7%	88.9%	89.2%	87.7%		
% FEMALE	1996	53.4%	53.0%	52.8%	52.5%	52.3%	52.1%	51.6%	51.8%	51.8%	51.2%	50.7%	49.5%		
% < 25 YEARS OF AGE	1987	81.7%	81.4%	79.6%	79.9%	79.7%	79.9%	n/a	n/a	81.1%	81.0%	81.6%	80.3%		
% US MINORITY			9.2%	9.4%	9.3%	9.2%	9.3%	9.8%	10.3%	10.5%	10.6%	11.1%	11.6%		
% NEW STUDENTS			30.4%	31.0%	30.1%	30.5%	29.3%	28.0%	28.4%	29.6%	29.5%	27.8%	27.2%		
YR-TO-YR PERSISTENCE															
Undergraduate			83.0%	83.3%	84.2%	84.4%	84.9%	85.2%	85.3%	84.7%	85.8%	86.9%	86.7%		
Campus			80.9%	81.2%	81.9%	82.5%	82.7%	83.9%	84.1%	83.5%	84.3%	85.3%	85.2%		
DEGREES AWARDED (annual)			7,867	7,830	8,384	8,811	8,974	8,956	9,200	9,165	8,698	9,049	n/a		
CREDIT HOURS			476,429.5	489,987.0	503,460.5	517,153.5	518,991.5	505,115.0	509,954.5	514,181.5	523,891.5	544,236.5	566,783.0	22,546.5	+ 4.1%
AVERAGE CREDIT HOURS															
Undergraduate			14.55	14.58	14.58	14.63	14.68	14.55	14.66	14.73	14.76	14.75	14.82		
Campus			13.16	13.22	13.26	13.29	13.45	13.36	13.43	13.44	13.44	13.49	13.38		
COURSE ENROLLMENTS			168,363	173,643	178,984	182,633	183,229	n/a	179,001	179,978	184,069	191,187	198,095	+ 6,908	+ 3.6%

Notes:

1. Prior to Fall 1984, the official cut-off date was the end of the third week of classes.
2. Highlighted areas indicate record highs. Record-high figures are based on data available (generally beginning in 1972).
3. Starting Fall 2003, ACP students (counted as high school students) are excluded from the headcount.
4. Full-time represents the traditional Bloomington campus definition and will not match figures from University Planning, Institutional Research, and Accountability
5. Beginning Spring 2005, students can be enrolled in multiple careers (e.g., MBA/ID). See Headcount by Student School subsection.
6. Starting Fall 2009, Kelley Direct students are counted in the Graduate career.

HEADCOUNT BY STUDENT LEVEL

Indiana University-Bloomington enrollment shows a record-high figure of 42,347, up 4.9% (+1,993 students) from last year. The previous record enrollment figure (40,354) was reported in 2008. The increase this year is due to enrollment gains at all levels except for the nondegree level.

Table 1.1 shows enrollment by student level and class for this year and last year.

TABLE 1.1*: ENROLLMENT BY STUDENT LEVEL AND CLASS

Class/Level	Fall 2008	Fall 2009	Change	Percent Change
Freshman	8,132	7,917	- 215	- 2.6%
Sophomore	8,021	8,134	113	+ 1.4%
Junior	7,169	7,353	184	+ 2.6%
Senior	7,765	8,596	831	+ 10.7%
Undergraduate Total	31,087	32,000	913	+ 2.9%
Masters	3,694	4,762	1,068	+ 28.9%
Doctoral	3,664	3,698	34	+ 0.9%
Graduate Total	7,358	8,460	1,102	+ 15.0%
Professional Total	914	915	1	+ 0.1%
High School	43	36	- 7	- 16.3%
Special Undergraduate	496	454	- 42	- 8.5%
Special Grad/Prof	456	482	26	+ 5.7%
Nondegree Total	995	972	- 23	- 2.3%
TOTAL	40,354	42,347	1,993	+ 4.9%

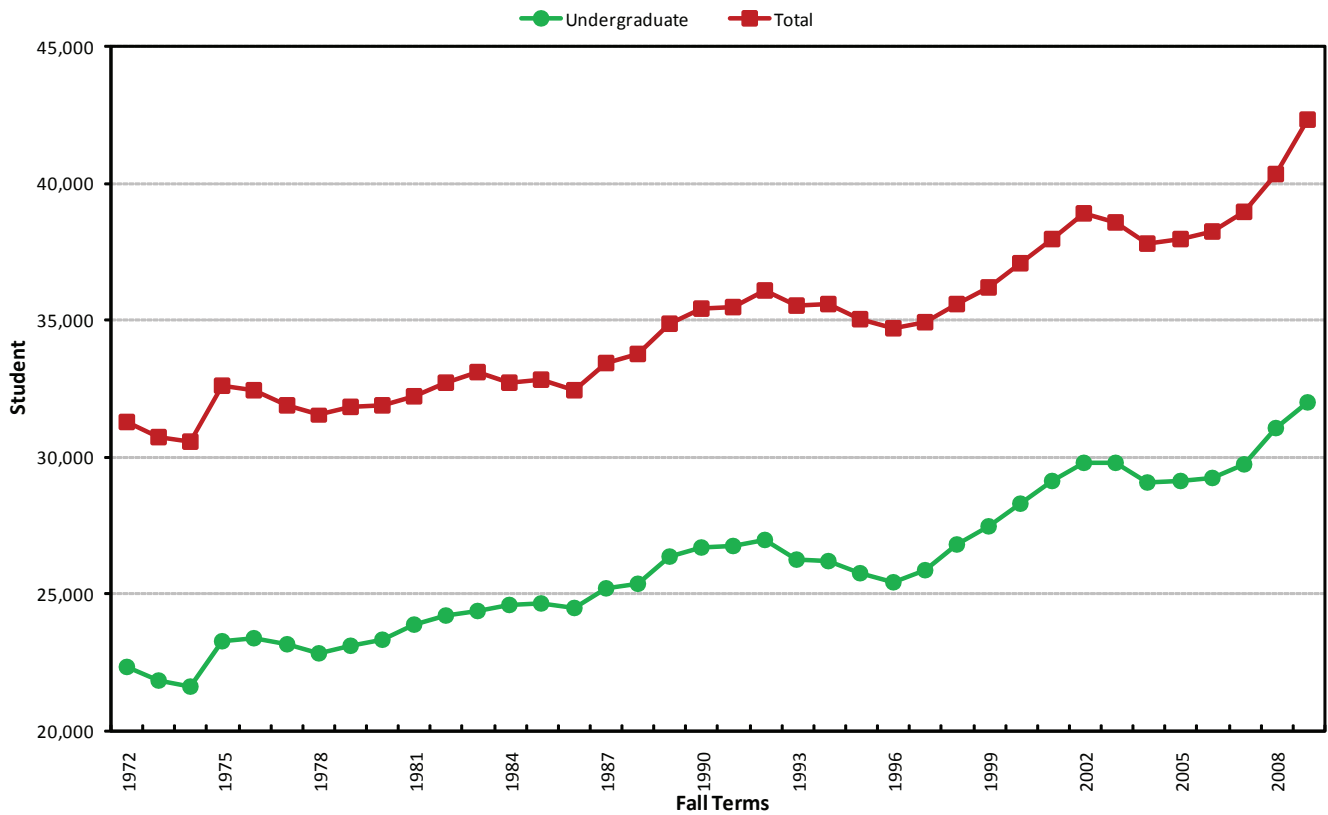
Notes:

1. Effective Fall 1988, auditors (students enrolled in audit hours only) are excluded from headcount figures and all audit enrollments are excluded from course enrollment figures.
2. The data in this section were obtained from the Office of the Registrar, Fall 2009, First Week of Classes Enrollment and Credit Hour Report, unless otherwise noted.

IU-Bloomington undergraduate enrollment is the highest figure on record, breaking 32,000 for the first time. There is a record number of graduate students this year. Figure 1.1 shows the enrollment trends for undergraduate and campus enrollments since Fall 1972.

* Tables are now labeled according to sections of the report, and not consecutively throughout the document.

FIGURE 1.1: TOTAL AND UNDERGRADUATE ENROLLMENT



At the undergraduate level, the sophomore, junior, and senior class enrollments show increases from last year. Freshman enrollment shows a slight decrease. Last year's record freshman enrollment contributes to the record number of sophomores this year. Junior and senior class enrollments also show record-high figures this year.

This year, both masters and doctoral enrollments show increases from last year. Record enrollment for doctoral students was reported in 1974, however masters enrollment shows a record-high figure this year. Masters student enrollment gains are due in large part to Kelley Direct students. The Kelley Direct Program transferred students from the IUPUI campus to the IU-Bloomington campus; there are 928 Kelley Direct students this Fall. Professional enrollment shows little change, up one student from last year. Over the past thirty years, the range for professional enrollment is less than 100 students (863 to 953).

The loss from last year in nondegree enrollment is largely due to decreases of high school and special undergraduate students. As of Fall 2003, high school students enrolled as Advanced College Project (ACP) students are no longer counted in the official reporting period enrollment figures. In the fall of 2002, there were 302 students enrolled in this program. Now, these figures are not available until October.

Students enrolled in the Intensive English Program (IEP, formerly referred to as the Center for English Language Training [CELT]) are counted with special undergraduates. Last year, there were 212 IEP students enrolled, compared to 231 this year. While enrollments in IEP are currently on the rise, the enrollments are down compared to ten years ago, when there were 372 CELT students enrolled.

Table 1.2 shows historical enrollments by class and level beginning with 1944.

TABLE 1.2: HISTORICAL ENROLLMENT BY CLASS AND LEVEL

Fall Terms	Freshman	Sophomore	Junior	Senior	Undergraduate Total	Graduate	Professional	Nondegree/ Unclassified	Total
1944	1371	681	466	329	2847	405			3252
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		182	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

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. Highlighted areas indicate record highs.
6. Starting Fall 2009, Kelley Direct students are counted in the Graduate career.
7. Starting Fall 2003, ACP students (counted as high school students) are excluded from the headcount.

Table continued on next page

TABLE 1.2: HISTORICAL ENROLLMENT BY CLASS AND LEVEL (CONTINUED)

Fall Terms	Freshman	Sophomore	Junior	Senior	Undergraduate Total	Graduate	Professional	Nondegree/ Unclassified	Total
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
2007	8,051	7,869	6,572	7,242	29,734	7,238	924	1,094	38,990
2008	8,132	8,021	7,169	7,765	31,087	7,358	914	995	40,354
2009	7,917	8,134	7,353	8,596	32,000	8,460	915	972	42,347

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. Highlighted areas indicate record highs.
6. Starting Fall 2009, Kelley Direct students are counted in the Graduate career.
7. Starting Fall 2003, ACP students (counted as high school students) are excluded from the headcount.

Table 1.3 shows the enrollment share by level since Fall 1972. The graduate share of enrollment shows an increase from last year, mainly from the Kelley Direct population while undergraduate, professional, and nondegree shares show decreases from last year.

TABLE 1.3: ENROLLMENT SHARE BY LEVEL

Fall Terms	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%
2007	76.3%	18.6%	2.4%	2.8%
2008	77.0%	18.2%	2.3%	2.5%
2009	75.6%	20.0%	2.1%	2.3%

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. Highlighted areas indicate record highs.

AUDIT ENROLLMENTS

Auditors are students registered for audit enrollments only (i.e., not taking any courses for credit). **Auditing students** are students who are auditing one or more courses, regardless of whether they are also enrolled in other 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, Bloomington campus headcount figures exclude auditors and course enrollment figures exclude audit enrollments.

The number of auditors remains the same while the number of auditing students shows an increase for Fall 2009. The enrollments by auditing students show a 33.8% increase. Audit hours (145.0) by auditors remain the same this Fall term, while hours by auditing students (297.5) show an increase of 37.4%.

TABLE 1.4: AUDIT SUMMARY

	Fall 2008	Fall 2009	Change	Percent Change
Students				
Auditors	46	46	0	0.0%
Auditing Students	64	87	+ 23	+ 35.9%
Audit Enrollments				
by Auditors	51	50	- 1	- 2.0%
by Auditing Students	77	103	+ 26	+ 33.8%
Audit Hours				
by Auditors	145.0	145.0	0	0.0%
by Auditing Students	216.5	297.5	+ 81.0	+ 37.4%

The total audit enrollments (153) this term show an increase (+25) from Fall 2008. This increase is due to increases in audit enrollments in Business, the College, Education, Law, SLIS, Music, and SPEA.

The increase in the College audit enrollments (+12) is due to increases in the following COLL departments: African Studies, Communication and Culture, Economics, French and Italian, Geography, Germanic Studies, Gender Studies, Global Village Living-Learning Center, History, India Studies, Latin American and Caribbean Studies, Near Eastern Languages and Cultures, Philosophy, Slavic Languages and Literatures, Speech and Hearing Sciences, Statistics, and Telecommunications.

TABLE 1.5: AUDIT ENROLLMENTS BY COURSE SCHOOL

School/Department	Audit Enrollments		School/Department	Audit Enrollments	
	Fall 2008	Fall 2009		Fall 2008	Fall 2009
Arts and Sciences			Arts and Sciences		
African Studies	0	1	Neural Sciences	1	0
Anthropology	5	0	Philosophy	0	1
Astronomy	1	1	Physics	3	1
Biology	3	3	Political Science	2	1
Central Eurasian Studies	7	3	Religious Studies	3	1
Chemistry	1	0	Second Language Studies	3	2
Classical Studies	1	0	Slavic Languages and Literatures	2	3
Communication and Culture	0	1	Spanish and Portuguese	9	9
East Asian Lang and Cult.	3	1	Speech and Hearing Sciences	0	6
Economics	3	10	Statistics	1	4
English	1	1	Telecommunications	0	2
Fine Arts	7	6	Theatre and Drama	2	2
Folklore	1	1	West European Studies	1	0
French and Italian	4	6	Arts and Sciences Total	75	87
Geography	0	2	Business	2	3
Geological Sciences	1	0	Education	6	12
Germanic Studies	0	5	Graduate School	2	1
Gender Studies	0	2	HPER	5	4
Global Village Living-Learning Center	0	1	Informatics	5	5
History	1	2	Journalism	1	0
India Studies	0	1	Law	23	24
Latin American and Caribbean Studies	0	2	Library and Information Science	1	3
Latino Studies	1	0	Music	5	7
Linguistics	6	3	SPEA	3	7
Mathematics	2	1	TOTAL AUDIT ENROLLMENTS	128	153
Near Eastern Language and Cultures	0	2			

REGISTRATION PERIODS

This summary provides an overview of trends in enrollment registrations at various periods for the campus, as well as undergraduate and graduate students since 1996. The following registration periods were selected and compared to the end of the First Week of Classes (or the official census cut-off):

End of Continuing Student Registration (CSR), which ends in late April or early May

End of Freshman Registration (FR), which ends in mid-July

New Student Registration (NSR), which occurs the week before classes start

First Day of Classes (FD)

Table 1.6 shows shares of first week enrollment by registration period. By the end of CSR, 54.9% of the students had registered. This is the second increase in a row following four years of decreases in the share at CSR. These trends are graphically represented in Figure 1.2. By end of Freshman Registration, the registration activity becomes more comparable to previous years even though it is still lower than it was a decade ago. Registration by NSR and FD show increases in their shares, with a gain of just 2 and 1 percentage points compared to 1996. 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 1.6: TOTAL CAMPUS SHARE OF FIRST WEEK ENROLLMENT

Year	End of CSR	End of FR	NSR	First Day	First Wk
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%
2007	52.7%	83.3%	98.2%	98.5%	100.0%
2008	53.9%	83.7%	98.2%	98.5%	100.0%
2009	54.9%	82.2%	98.4%	98.6%	100.0%

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

FIGURE 1.2: TOTAL CAMPUS SHARE OF FIRST WEEK ENROLLMENT

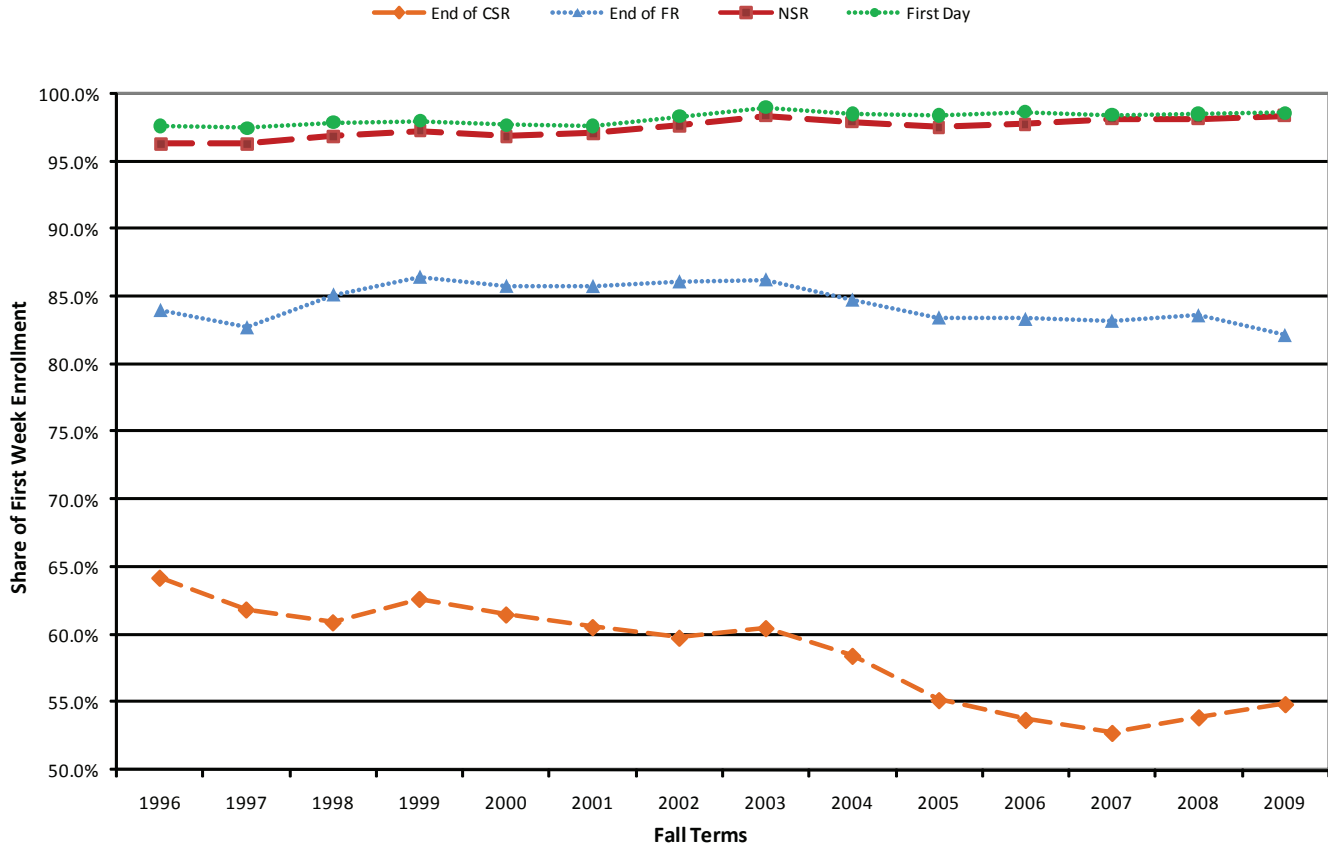


Table 1.7 and Figure 1.3 show **undergraduate** shares of enrollment since 1996. This year, there is an increase in the share of students enrolled at the end of CSR. This year is the second increase in a row, which reverses the decreases seen since 1996. By the end of FR most of the first week population is registered, hovering around 94%, and by NSR more than 99% are registered. In general, over the time period considered, End of CSR is the only registration period affected by a decline in registration share; the other periods have shares that remain fairly stable.

TABLE 1.7: SHARE OF FIRST WEEK ENROLLMENT - UNDERGRADUATES

Year	End of CSR	End of FR	NSR	First Day	First Wk
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%
2007	61.3%	94.2%	99.4%	99.6%	100.0%
2008	61.3%	94.6%	99.4%	99.6%	100.0%
2009	63.5%	94.6%	99.5%	99.7%	100.0%

FIGURE 1.3: SHARE OF FIRST WEEK ENROLLMENT - UNDERGRUATES

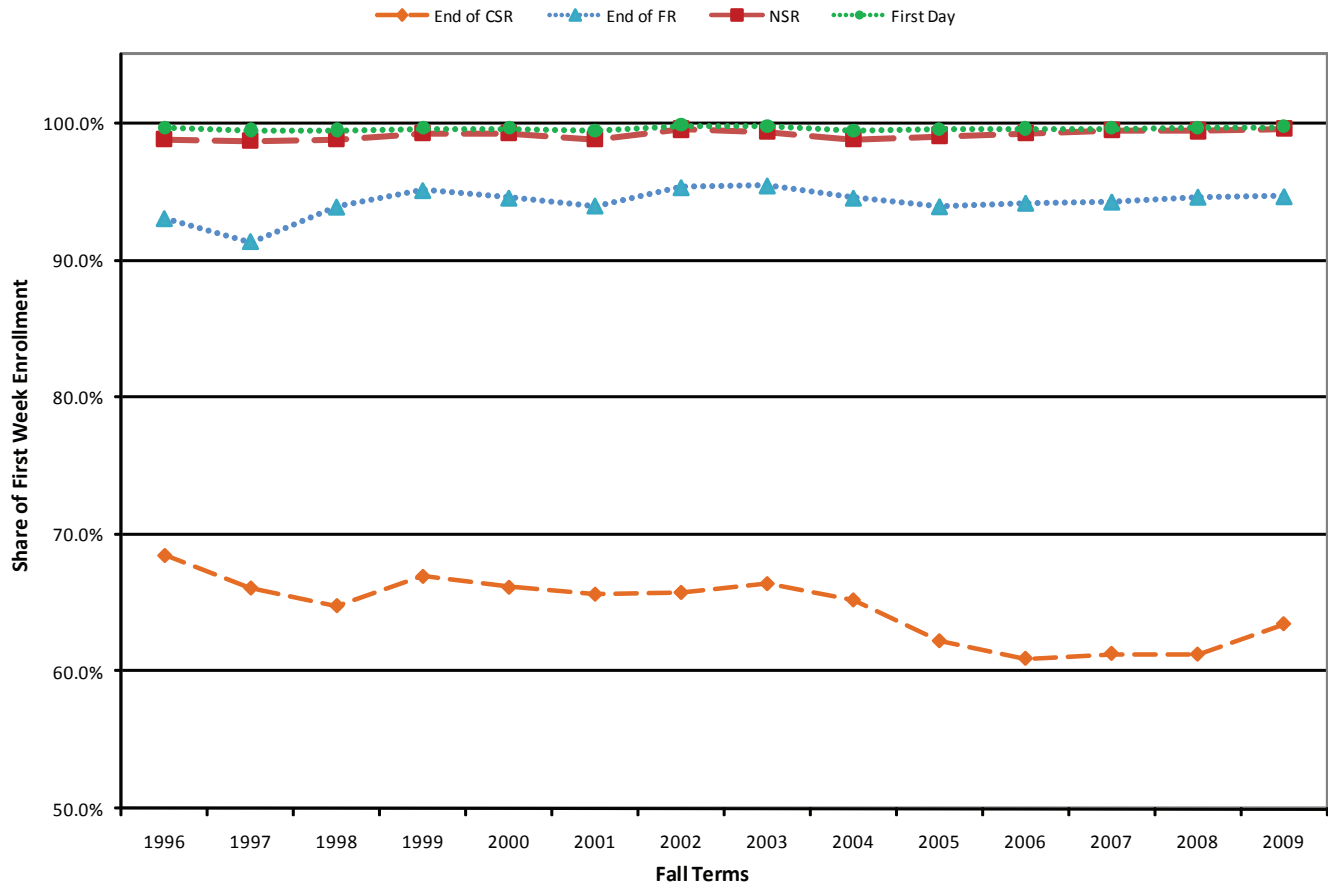
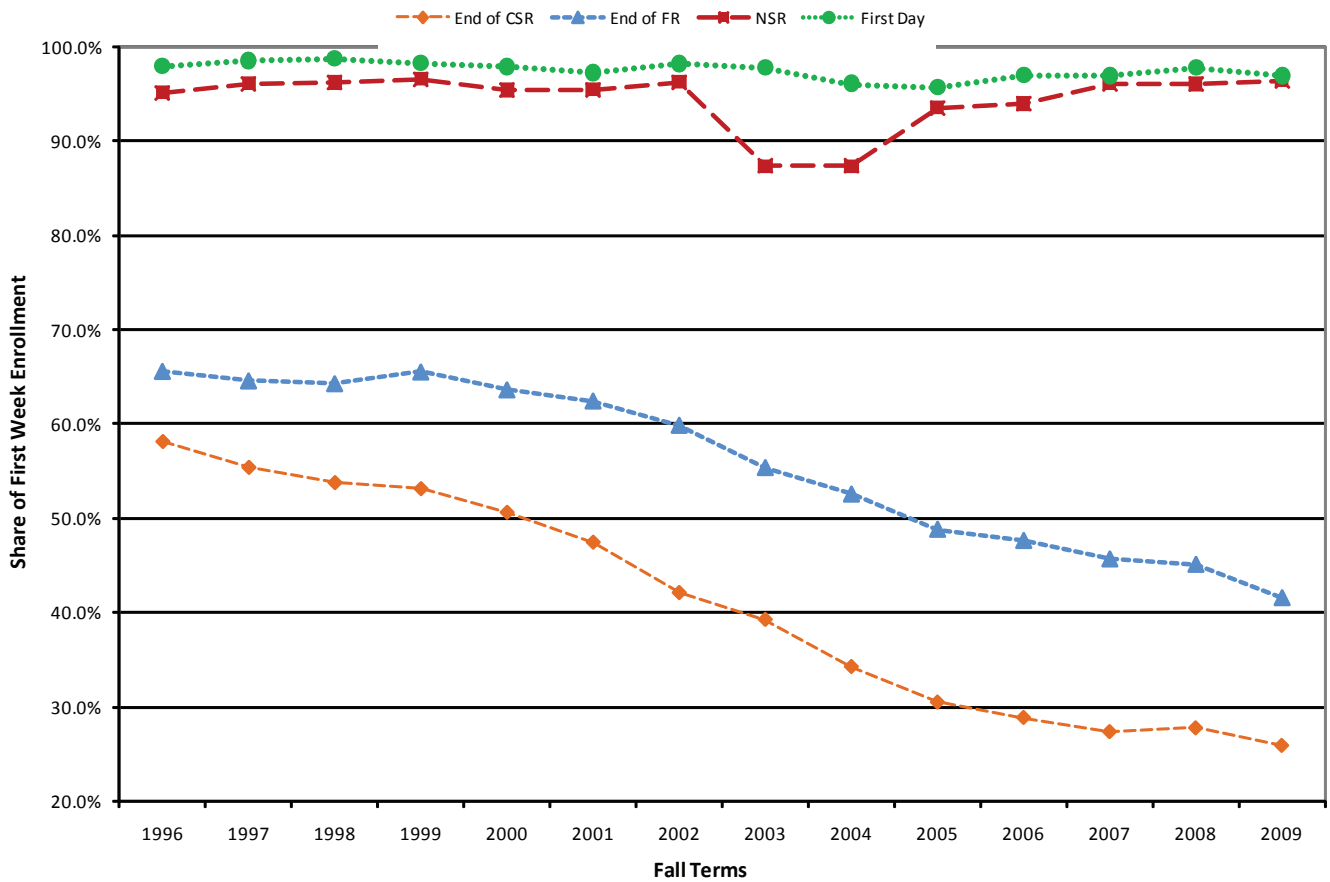


Table 1.8 and Figure 1.4 show the trends for **graduate** students, excluding professional students and non-degree populations. During the last thirteen years, graduate students show a drastic decrease in registration rates at end of CSR and FR periods. The End of CSR share dropped from 58.1% in 1996 to 25.9% this semester. End of FR share fell from 65.5% in 1996 to today's 41.6%. By the end of NSR in August, 96.4% are registered, up slightly from 95.2% in 1996.

TABLE 1.8: SHARE OF FIRST WEEK ENROLLMENT - GRADUATE

Year	End of CSR	End of FR	NSR	First Day	First Wk
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%
2007	27.3%	45.7%	96.1%	96.9%	100.0%
2008	27.7%	45.1%	96.1%	97.8%	100.0%
2009	25.9%	41.6%	96.4%	96.9%	100.0%

FIGURE 1.4: SHARE OF FIRST WEEK ENROLLMENT - GRADUATE



Comparing the enrollment patterns of undergraduate and graduate students, the share of graduate enrollment at the end of CSR is lower than undergraduate share for each year, with graduate students showing a steeper decrease in share of enrollment at this stage. By FR, undergraduate enrollment is more stable, while the graduate share of enrollment follows the decline observed for end of CSR. Comparison of the periods at the end of NSR and first day show undergraduate share of registration higher than graduate, with percentages above 99% for the former and below 97% for the latter.

HOME COUNTRY, STATE & INDIANA COUNTY

Student enrollment at IU-Bloomington represents every state within the United States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, Armed Forces and 138 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 the classification of a student as a resident or nonresident for fee-paying purposes at Indiana University. Residency status is discussed in the [Residence Classification](#) subsection of this report.

Enrollment and share of enrollment by International and U.S. students is shown in Table 1.9. The table compares international student enrollment with enrollments from the U.S. and its territories. This fall, 87.7% of the campus population who have known countries of origin (42,092 students) is from one of the 50 United States and six territories. The total enrollments from the U.S. increases by 1,485, while the number of international students increases by 484. For U.S. students, this results in a decrease in total share of 0.6 percentage points, while international students increase their share of enrollment by the same amount. International students' higher shares are for graduate (29.6%) and nondegree (36.0%) levels, while U.S. students have higher shares at the undergraduate (92.7%) and professional (97.5%) levels.

TABLE 1.9: INTERNATIONAL AND U.S. STUDENT ENROLLMENT AND SHARE OF ENROLLMENT BY LEVEL

Fall Terms	International Students				U.S. Students				ALL	
	2008	2009	Change	Percent Change	2008	2009	Change	Percent Change	Total 2008	Total 2009
Undergraduate	2,013 6.5%	2,338 7.3%	325	16.1%	28,909 93.5%	29,481 92.7%	572	2.0%	30,922	31,819
Graduate	2,334 31.9%	2,488 29.6%	154	6.6%	4,981 68.1%	5,923 70.4%	942	18.9%	7,315	8,411
Professional	20 2.2%	23 2.5%	3	15.0%	884 97.8%	883 97.5%	-1	-0.1%	904	906
Nondegree	342 34.8%	344 36.0%	2	0.6%	640 65.2%	612 64.0%	-28	-4.4%	982	956
Uncoded									231	255
Total	4,709	5,193	484	10.3%	35,414	36,899	1,485	4.2%	40,354	42,347

Notes: U.S. students include students from U.S. territories.

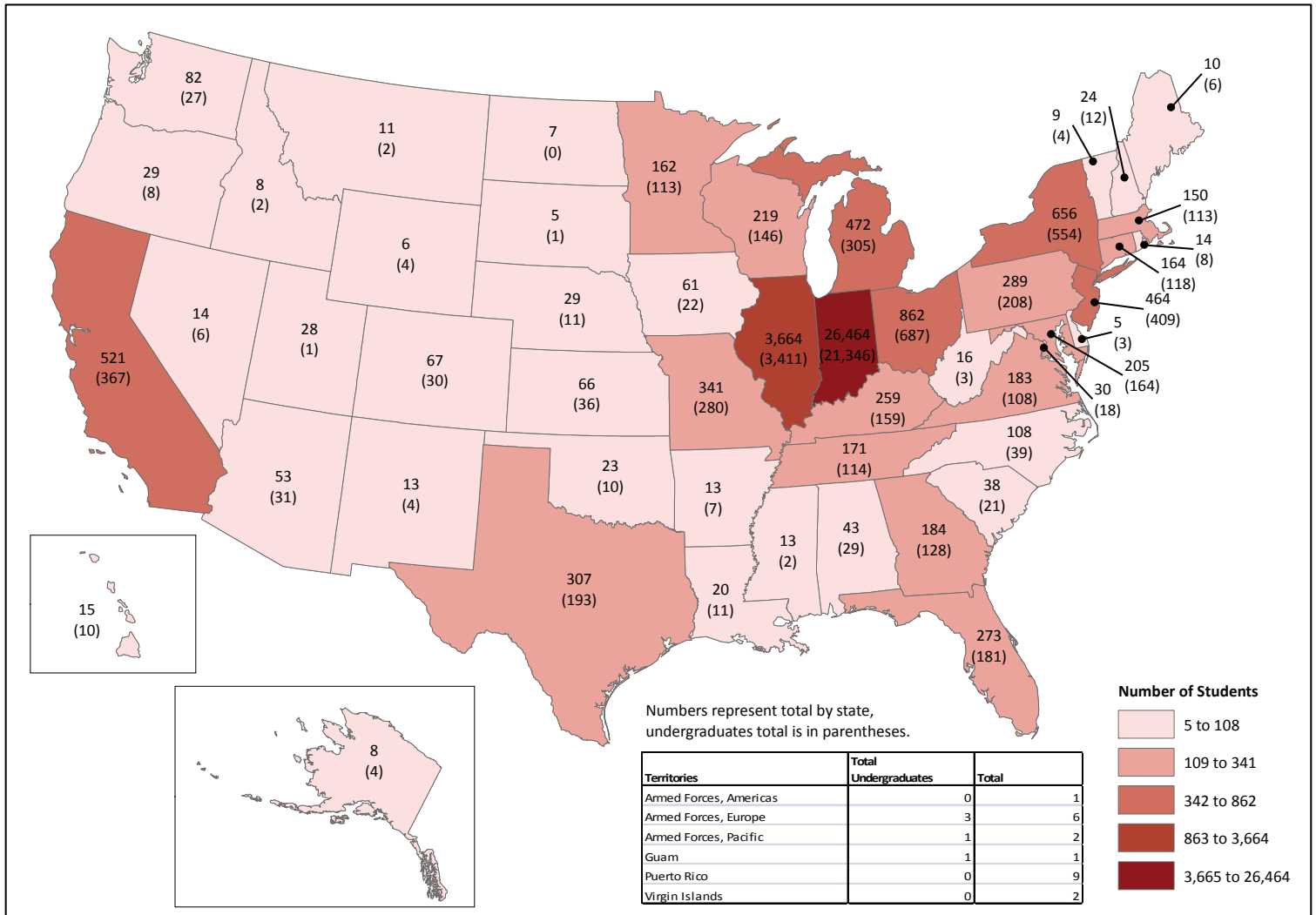
Table 1.10, Map 1.1 and Map 1.2 show the total and undergraduate enrollment by state and territories (see inset in Map 1.1 for territories). The number of students from Indiana (26,464) is up 857 students (+3.3%) from last year. There are 10,414 students from other states, which is 24.7% of the total student population. This semester 21 students are from U.S. territories, up 11 students from Fall 2008. Of the students who are enrolled from out-of-state, 50.4% (5,257 students) are from states contiguous to Indiana (Illinois, Kentucky, Michigan, and Ohio).

TABLE 1.10: ENROLLMENT BY STATE - UNDERGRADUATE AND TOTAL

Undergraduate Enrollment by State	Fall 2008	Fall 2009	Change	Percent Change	Total Enrollment by State	Fall 2008	Fall 2009	Change	Percent Change
Alabama	30	29	- 1	- 3.3%	Alabama	37	43	+ 6	+ 16.2%
Alaska	3	4	+ 1	+ 33.3%	Alaska	5	8	+ 3	+ 60.0%
Arizona	28	31	+ 3	+ 10.7%	Arizona	38	53	+ 15	+ 39.5%
Arkansas	9	7	- 2	- 22.2%	Arkansas	16	13	- 3	- 18.8%
California	355	367	+ 12	+ 3.4%	California	458	521	+ 63	+ 13.8%
Colorado	37	30	- 7	- 18.9%	Colorado	57	67	+ 10	+ 17.5%
Connecticut	118	118	0	0.0%	Connecticut	131	164	+ 33	+ 25.2%
Delaware	5	3	- 2	- 40.0%	Delaware	9	5	- 4	- 44.4%
D. C.	24	18	- 6	- 25.0%	D. C.	30	30	0	0.0%
Florida	202	181	- 21	- 10.4%	Florida	244	273	+ 29	+ 11.9%
Georgia	154	128	- 26	- 16.9%	Georgia	189	184	- 5	- 2.6%
Hawaii	12	10	- 2	- 16.7%	Hawaii	14	15	+ 1	+ 7.1%
Idaho	2	2	0	0.0%	Idaho	10	8	- 2	- 20.0%
Illinois	3,273	3,411	+ 138	+ 4.2%	Illinois	3,458	3,664	+ 206	+ 6.0%
Indiana	20,676	21,346	+ 670	+ 3.2%	Indiana	25,607	26,464	+ 857	+ 3.3%
Iowa	20	22	+ 2	+ 10.0%	Iowa	45	61	+ 16	+ 35.6%
Kansas	31	36	+ 5	+ 16.1%	Kansas	62	66	+ 4	+ 6.5%
Kentucky	166	159	- 7	- 4.2%	Kentucky	253	259	+ 6	+ 2.4%
Louisiana	14	11	- 3	- 21.4%	Louisiana	27	20	- 7	- 25.9%
Maine	5	6	+ 1	+ 20.0%	Maine	7	10	+ 3	+ 42.9%
Maryland	164	164	0	0.0%	Maryland	197	205	+ 8	+ 4.1%
Massachusetts	103	113	+ 10	+ 9.7%	Massachusetts	123	150	+ 27	+ 22.0%
Michigan	335	305	- 30	- 9.0%	Michigan	456	472	+ 16	+ 3.5%
Minnesota	122	113	- 9	- 7.4%	Minnesota	154	162	+ 8	+ 5.2%
Mississippi	2	2	0	0.0%	Mississippi	10	13	+ 3	+ 30.0%
Missouri	305	280	- 25	- 8.2%	Missouri	342	341	- 1	- 0.3%
Montana	2	2	0	0.0%	Montana	10	11	+ 1	+ 10.0%
Nebraska	10	11	+ 1	+ 10.0%	Nebraska	29	29	0	0.0%
Nevada	3	6	+ 3	+ 100.0%	Nevada	8	14	+ 6	+ 75.0%
New Hampshire	12	12	0	0.0%	New Hampshire	23	24	+ 1	+ 4.3%
New Jersey	419	409	- 10	- 2.4%	New Jersey	448	464	+ 16	+ 3.6%
New Mexico	5	4	- 1	- 20.0%	New Mexico	15	13	- 2	- 13.3%
New York	595	554	- 41	- 6.9%	New York	680	656	- 24	- 3.5%
North Carolina	39	39	0	0.0%	North Carolina	76	108	+ 32	+ 42.1%
North Dakota	0	0	0	---	North Dakota	7	7	0	0.0%
Ohio	761	687	- 74	- 9.7%	Ohio	891	862	- 29	- 3.3%
Oklahoma	11	10	- 1	- 9.1%	Oklahoma	20	23	+ 3	+ 15.0%
Oregon	10	8	- 2	- 20.0%	Oregon	22	29	+ 7	+ 31.8%
Pennsylvania	198	208	+ 10	+ 5.1%	Pennsylvania	254	289	+ 35	+ 13.8%
Rhode Island	8	8	0	0.0%	Rhode Island	16	14	- 2	- 12.5%
South Carolina	22	21	- 1	- 4.5%	South Carolina	33	38	+ 5	+ 15.2%
South Dakota	0	1	+ 1	---	South Dakota	7	5	- 2	- 28.6%
Tennessee	116	114	- 2	- 1.7%	Tennessee	148	171	+ 23	+ 15.5%
Texas	187	193	+ 6	+ 3.2%	Texas	257	307	+ 50	+ 19.5%
Utah	2	1	- 1	- 50.0%	Utah	24	28	+ 4	+ 16.7%
Vermont	3	4	+ 1	+ 33.3%	Vermont	7	9	+ 2	+ 28.6%
Virginia	107	108	+ 1	+ 0.9%	Virginia	160	183	+ 23	+ 14.4%
Washington	28	27	- 1	- 3.6%	Washington	55	82	+ 27	+ 49.1%
West Virginia	4	3	- 1	- 25.0%	West Virginia	14	16	+ 2	+ 14.3%
Wisconsin	161	146	- 15	- 9.3%	Wisconsin	216	219	+ 3	+ 1.4%
Wyoming	4	4	0	0.0%	Wyoming	5	6	+ 1	+ 20.0%
Total	28,902	29,476	+ 574	+ 2.0%	Total	35,404	36,878	+ 1474	+ 4.2%

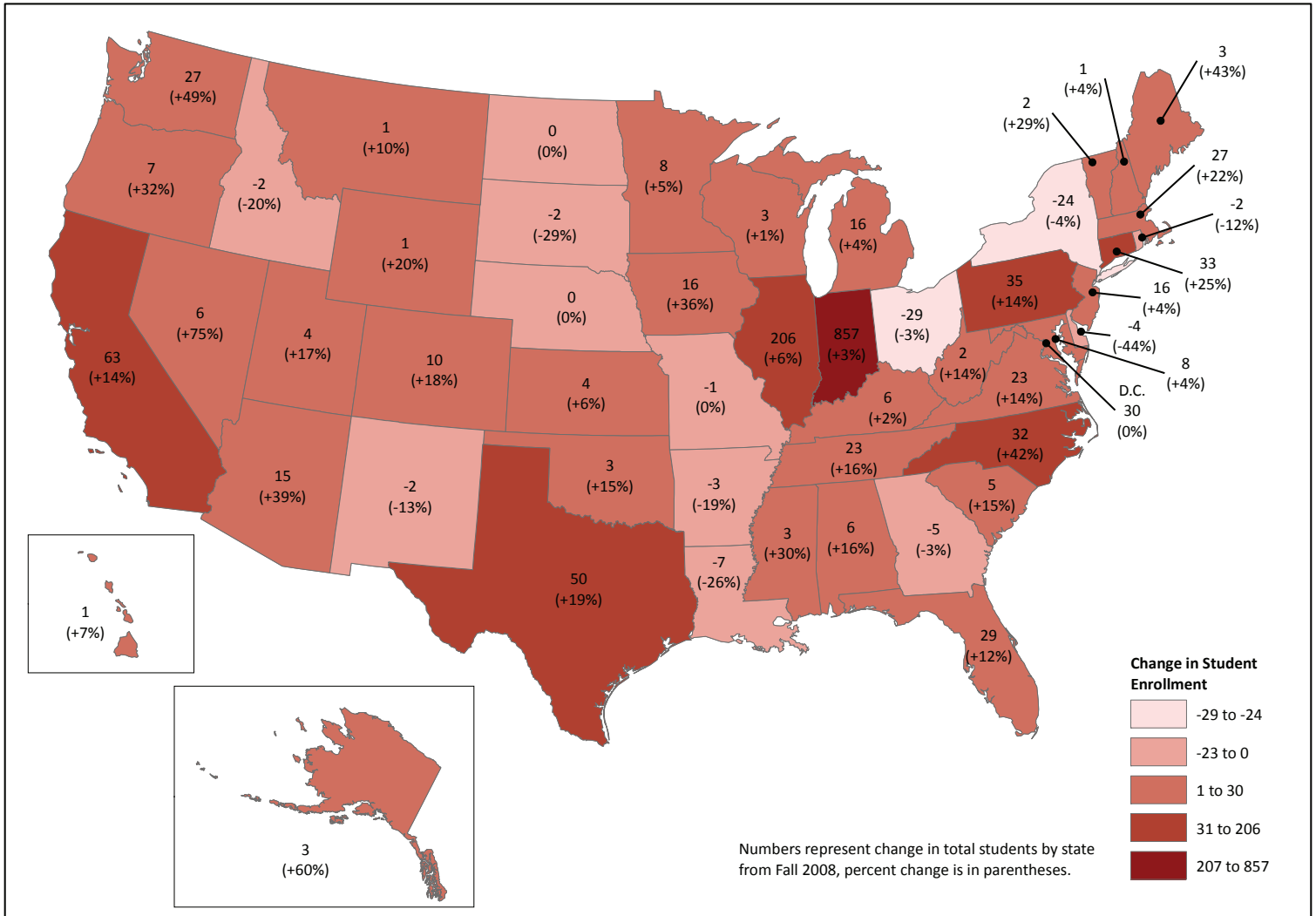
Map 1.1 visually represents the geographic distribution of the home state of the enrolled population. Illinois is the greatest exporter of students to Indiana. This year there are 3,664 students from this state, 206 students more than last year. The next largest exporter is Ohio, with 862 students enrolled at IU-Bloomington from that state. Ohio is followed by two non-contiguous states: New York with 656 students and California with 521 students. Excluding Indiana, the states with the highest number of undergraduates are Illinois (3,411), followed by Ohio (687), New York (554) and New Jersey (409).

MAP 1.1: ENROLLMENT BY STATE - TOTAL AND UNDERGRADUATE



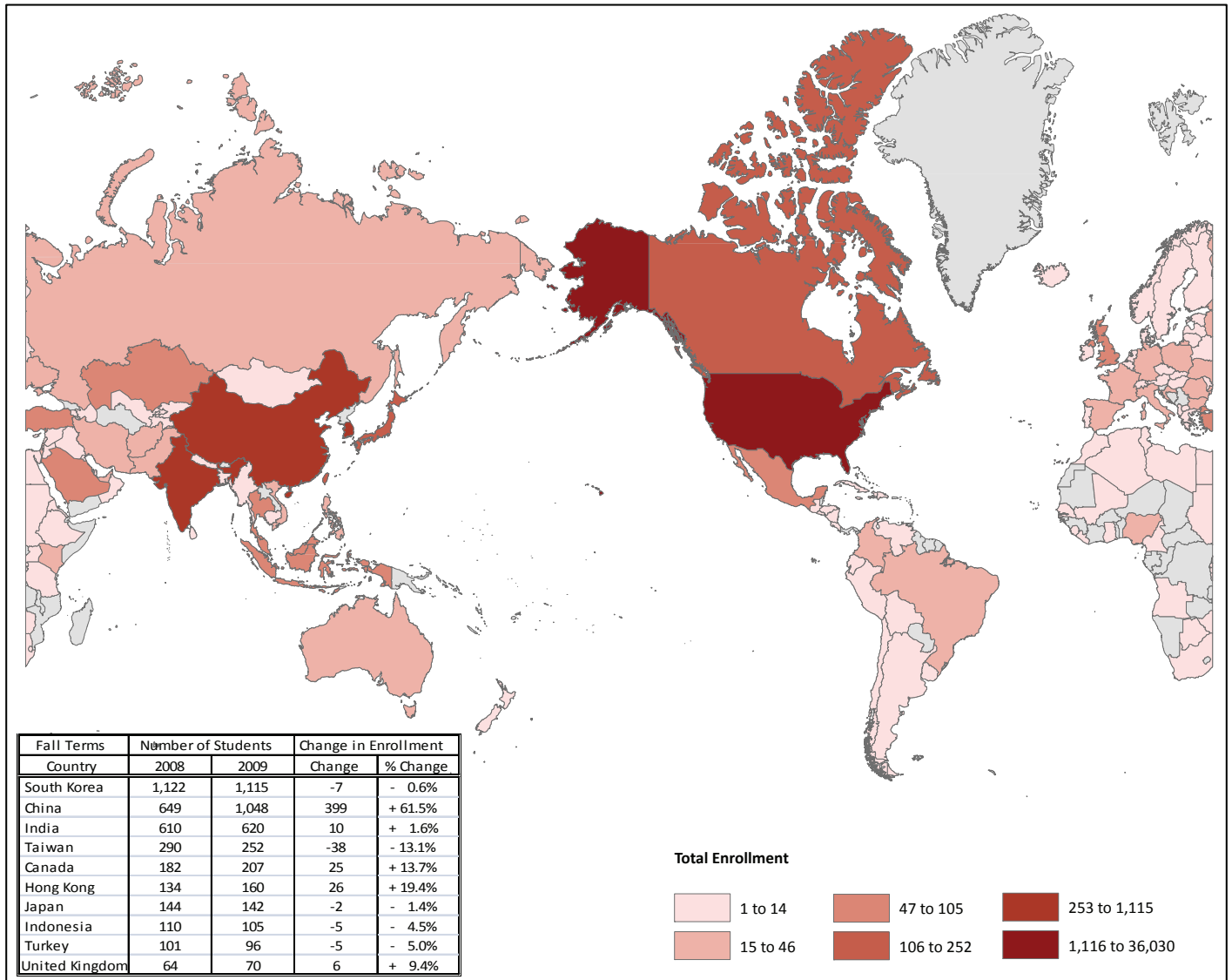
Map 1.2 shows the geographic distribution of the change in enrollment. Indiana (+857) and Illinois (+206) register the highest increases from last year. These two states are followed by non-contiguous states; in particular California, which exported 63 more students this year and Texas, which exported 50 more students. The highest decreases in student export are from Ohio (-29) and New York (-24).

MAP 1.2: CHANGE IN ENROLLMENT BY STATE



Map 1.3 represents the distribution of the origin of international students. This year, the 5,193 international students from 138 countries account for a 12.3% share of enrollment (excluding students with uncoded or unknown state or country). International enrollments continue to climb, possibly due to recruiting efforts in Asia. Indeed, seven of the 10 highest and the four highest foreign exporters of students are Asian countries (see inset table in Map 1.3).

MAP 1.3: ENROLLMENT OF INTERNATIONAL STUDENTS BY COUNTRY



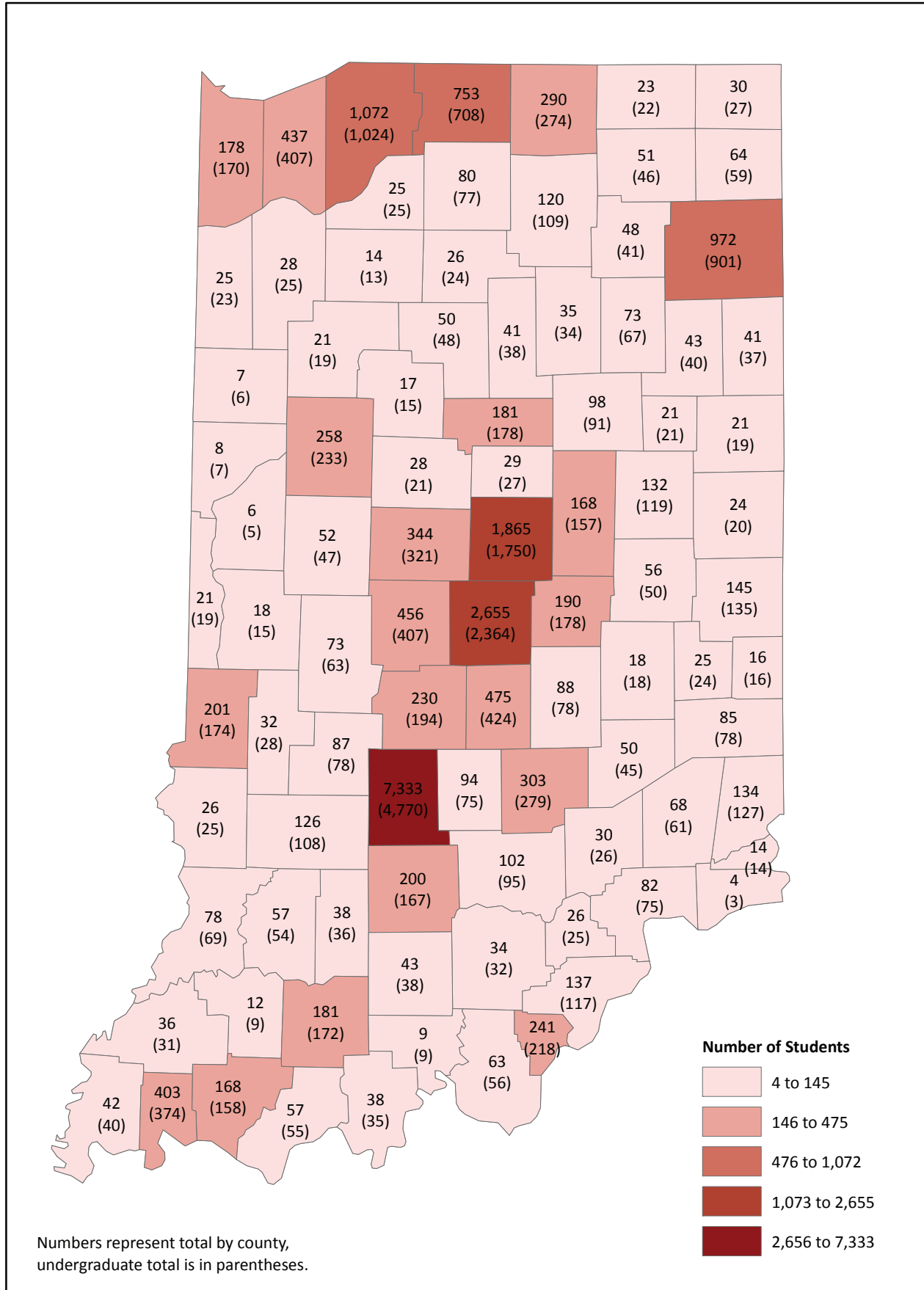
Students enrolled from Indiana comprise 62.5% of the total student body this year, down from 63.5% last year. This year, 66.7% of all undergraduates are from Indiana, slightly up from 66.5% last year. Furthermore, the percentage of freshmen from Indiana this year is 63.5%, up from 61.6% last year.

Table 1.11 and Map 1.4 show the number of students from each Indiana county. The counties contributing the highest number of students to in-state enrollment are those with a high rate of urban residents: Monroe (7,333), Marion (2,655), Hamilton (1,865), Lake (1,072), and Allen (972).

TABLE 1.11: ENROLLMENT BY INDIANA COUNTY

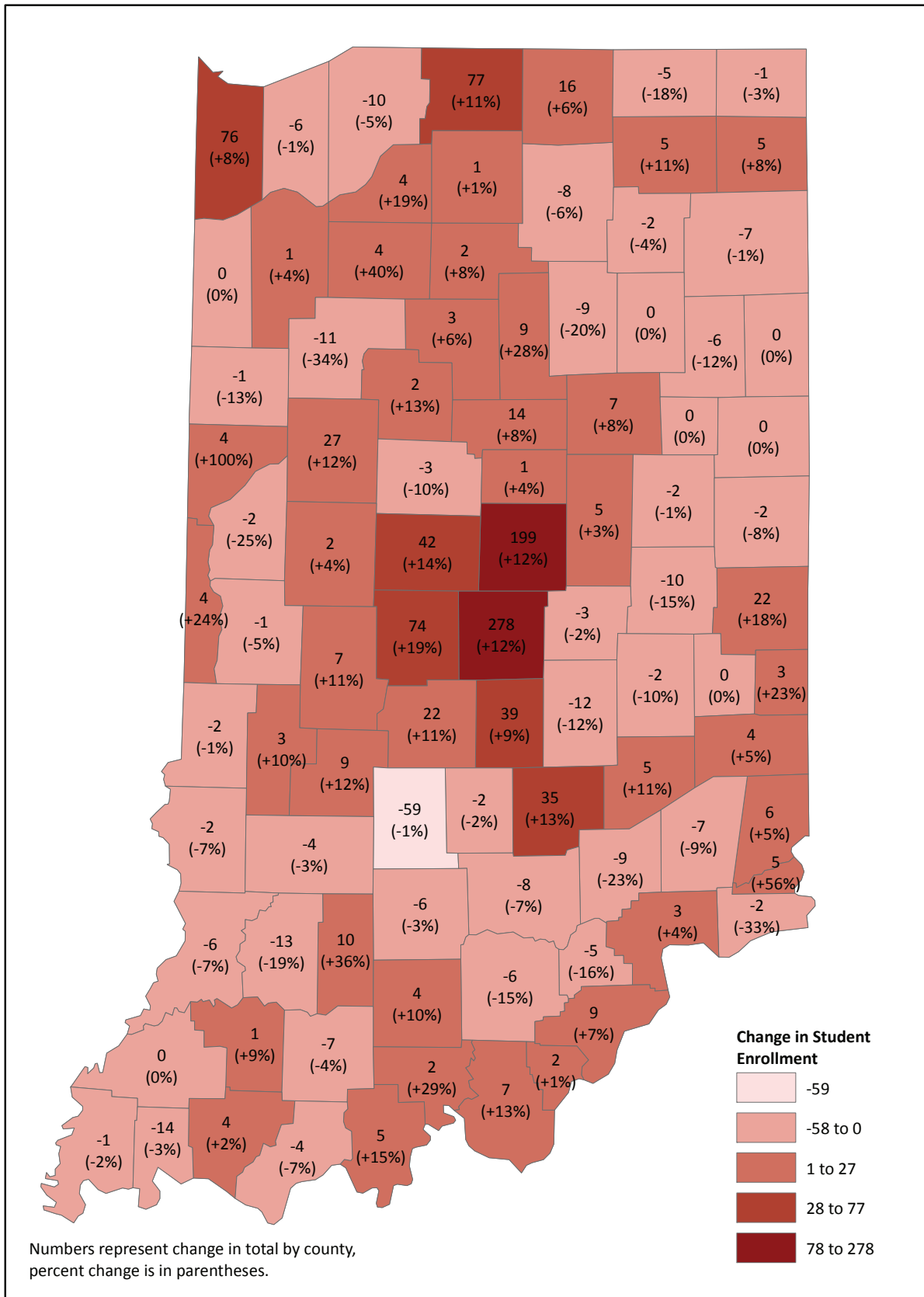
Fall 2009					
County	Undergraduate	Total	County	Undergraduate	Total
Adams	37	41	Madison	157	168
Allen	901	972	Marion	2,364	2,655
Bartholomew	279	303	Marshall	77	80
Benton	6	7	Martin	36	38
Blackford	21	21	Miami	38	41
Boone	321	344	Monroe	4,770	7,333
Brown	75	94	Montgomery	47	52
Carroll	15	17	Morgan	194	230
Cass	48	50	Newton	23	25
Clark	117	137	Noble	46	51
Clay	28	32	Ohio	14	14
Clinton	21	28	Orange	38	43
Crawford	9	9	Owen	78	87
Daviess	54	57	Parke	15	18
Dearborn	127	134	Perry	35	38
Decatur	45	50	Pike	9	12
Dekalb	59	64	Porter	407	437
Delaware	119	132	Posey	40	42
Dubois	172	181	Pulaski	13	14
Elkhart	274	290	Putnam	63	73
Fayette	24	25	Randolph	20	24
Floyd	218	241	Ripley	61	68
Fountain	5	6	Rush	18	18
Franklin	78	85	Scott	25	26
Fulton	24	26	Shelby	78	88
Gibson	31	36	Spencer	55	57
Grant	91	98	St Joseph	708	753
Greene	108	126	Starke	25	25
Hamilton	1,750	1,865	Steuben	27	30
Hancock	178	190	Sullivan	25	26
Harrison	56	63	Switzerland	3	4
Hendricks	407	456	Tippecanoe	233	258
Henry	50	56	Tipton	27	29
Howard	178	181	Union	16	16
Huntington	67	73	Vanderburgh	374	403
Jackson	95	102	Vermillion	19	21
Jasper	25	28	Vigo	174	201
Jay	19	21	Wabash	34	35
Jefferson	75	82	Warren	7	8
Jennings	26	30	Warrick	158	168
Johnson	424	475	Washington	32	34
Knox	69	78	Wayne	135	145
Kosciusko	109	120	Wells	40	43
La Porte	170	178	White	19	21
Lagrange	22	23	Whitley	41	48
Lake	1,024	1,072	Unknown County	2,310	3,565
Lawrence	167	200	Total	21,346	26,464

MAP 1.4: TOTAL AND UNDERGRADUATE ENROLLMENT BY INDIANA COUNTY



Map 1.5 shows changes in student enrollment from last year. The two counties with the greatest increases are Marion (+278) and Hamilton (+199) counties. Monroe County, which showed the highest increase last year, shows the highest decrease this year of 59 students (-1%).

MAP 1.5: CHANGE IN ENROLLMENT BY INDIANA COUNTY



FULL-TIME/PART-TIME

Full-time students are undergraduate, professional, and nondegree students enrolled in twelve or more credit hours and graduate students enrolled in eight hours or more. Prior to 1988, graduate students had to be enrolled in at least nine hours or more to be considered full-time. Because the definitions of full-time and part-time students are based on credit hours, graduate students enrolled in the six-credit G901 advanced research course and the Kelley Direct program, where full-time is classified as six hours, 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 subsection of this report shows the credit hour load by class standing.

The number of full-time students (37,123) shows an increase of 3.2% (+1,135 students) from last year for a record high. The number of full-time students has risen for the past five years. There is an increase in full-time enrollments at all student levels with record-high enrollments at the undergraduate (30,983) and graduate (5,083) levels.

The number of part-time students (5,224) shows an increase this year solely due to the graduate level (+977) which reaches a record high at 3,377, a 40.7% increase. The majority of the increase is from Kelley Direct students. All other part-time student levels show decreases.

TABLE 1.12: FULL-TIME AND PART-TIME ENROLLMENT BY LEVEL

Fall Terms	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	33,707	4,251
2006	28,138	1,120	4,713	2,297	896	41	192	850	33,939	4,308
2007	28,694	1,040	4,895	2,343	886	38	178	916	34,653	4,337
2008	30,006	1,081	4,958	2,400	875	39	149	846	35,988	4,366
2009	30,983	1,017	5,083	3,377	886	29	171	801	37,123	5,224
Change from Last Year	+ 977	- 64	+ 125	+ 977	+ 11	- 10	+ 22	- 45	+ 1,135	+ 858
Year	+ 3.3%	- 5.9%	+ 2.5%	+ 40.7%	+ 1.3%	- 25.6%	+ 14.8%	- 5.3%	+ 3.2%	+ 19.7%

Note: Highlighted areas indicate record highs.

The full-time share of total enrollment shows a decrease from Fall 2008 (-1.5 percentage points) due to a decrease in the graduate level share. Full-time undergraduate, professional, and nondegree shares show increases, and the undergraduate and professional shares are new record-high figures.

The total part-time share shows an increase due to increases at the graduate level, while all other levels show decreases.

TABLE 1.13: FULL-TIME AND PART-TIME STUDENT SHARES BY LEVEL

Fall Terms	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%
2007	96.5%	3.5%	67.6%	32.4%	95.9%	4.1%	16.3%	83.7%	88.9%	11.1%
2008	96.5%	3.5%	67.4%	32.6%	95.7%	4.3%	15.0%	85.0%	89.2%	10.8%
2009	96.8%	3.2%	60.1%	39.9%	96.8%	3.2%	17.6%	82.4%	87.7%	12.3%

Note: Highlighted areas indicate record highs.

The number of full-time students shows an increase in the sophomore, junior, and senior class levels, with the greatest increase in the senior class (+856). Part-time enrollments show declines in all levels except freshman (+9). Overall there is a 3.3% increase in full-time undergraduate enrollments and a 5.9% decrease in part-time undergraduate enrollments.

TABLE 1.14: UNDERGRADUATE FULL-TIME AND PART-TIME ENROLLMENT BY CLASS

Fall Terms	Full-Time			Percent Change	Part-Time			Percent Change
Class Standing	2008	2009	Change		2008	2009	Change	
Freshman	8,067	7,843	- 224	- 2.8%	65	74	+ 9	+ 13.8%
Sophomore	7,838	7,970	+ 132	+ 1.7%	183	164	- 19	- 10.4%
Junior	6,942	7,155	+ 213	+ 3.1%	227	198	- 29	- 12.8%
Senior	7,159	8,015	+ 856	+ 12.0%	606	581	- 25	- 4.1%
Total Undergraduate	30,006	30,983	+ 977	+ 3.3%	1,081	1,017	- 64	- 5.9%

CREDIT HOUR LOAD

At the campus level, the average credit hour load (13.38) is down (-0.11 credit hours) from last year's record-high of 13.49.

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 average credit hour load for undergraduates since the flat-fee structure was reinstated is 14.54, while the average was 13.89 while the per-credit-hour fee was in place.

The credit hour load for undergraduates (14.82) is a new record-high figure. The average credit hour loads for sophomores and seniors are new record-high figures this year, as well.

The average credit hour loads for professional (15.37) and non-degree (4.52) students show increases this year, while the average for graduate students (8.74) shows a decrease of -0.42 credit hours due to Kelley Direct and the smaller full-time credit hour loads these students carry. The following table shows historical credit hour load since Fall 1974, and the change in credit hour load from Fall 2008 to Fall 2009. For historical trends, see Figure 1.5.

TABLE 1.15: HISTORICAL AVERAGE CREDIT HOUR LOAD

Fall Terms	Freshman	Sophomore	Junior	Senior	Undergraduate Total	Graduate	Professional	Non-Degree/ Unclassified	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
2007	14.99	14.86	14.85	14.30	14.76	9.13	15.21	4.50	13.44
2008	15.04	14.86	14.78	14.31	14.75	9.16	15.34	4.33	13.49
2009	15.03	14.97	14.84	14.48	14.82	8.74	15.37	4.52	13.38
Change from Last Year	- 0.01	+ 0.11	+ 0.06	+ 0.17	+ 0.07	- 0.42	+ 0.03	+ 0.19	- 0.11

Notes:

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

FIGURE 1.5: AVERAGE CREDIT HOUR LOAD

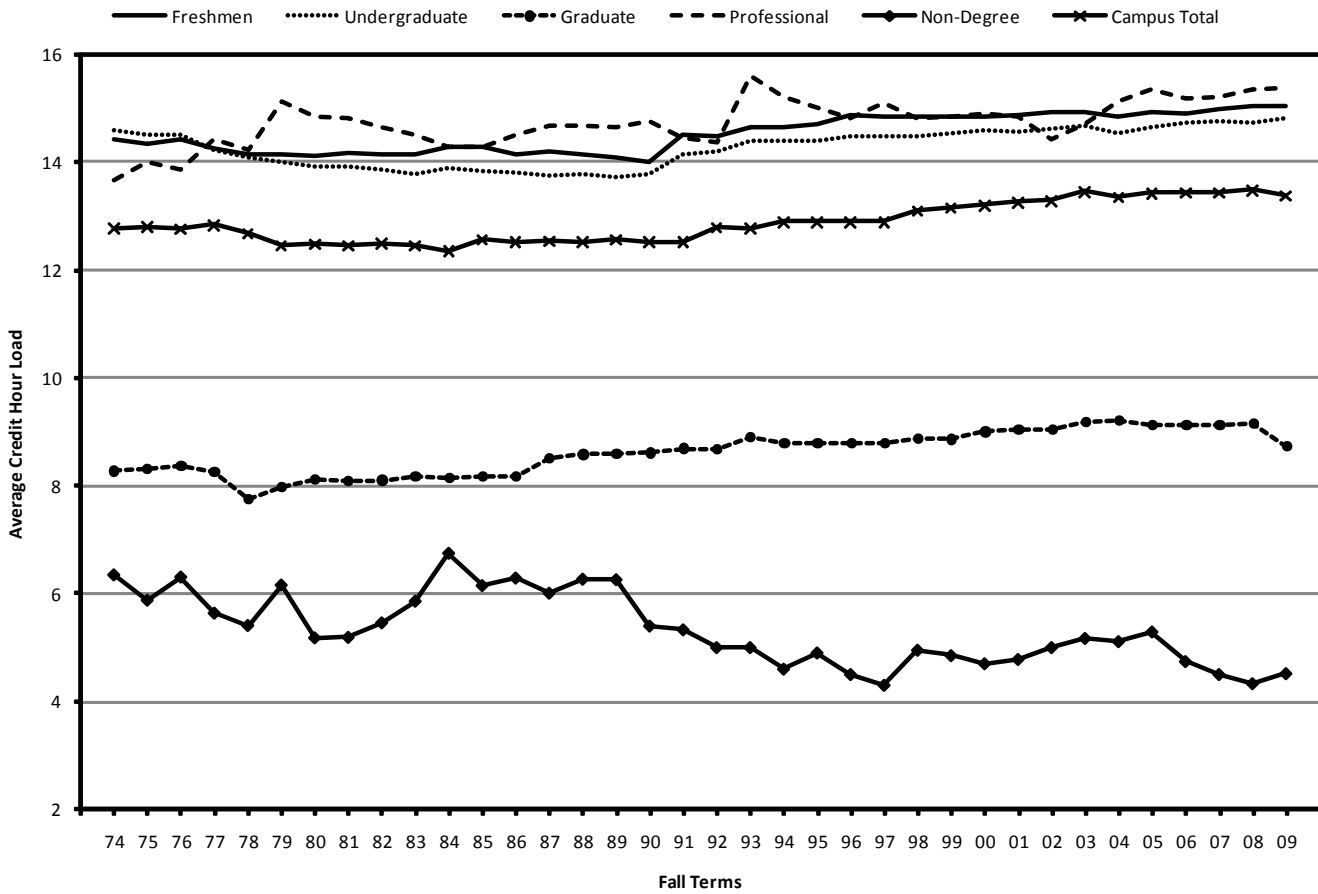


Table 1.16 shows average credit hour loads by residence classification. At the undergraduate, graduate, and professional levels, nonresident students take a higher number of credit hours than resident students. However, the campus credit hour load for residents is higher than nonresidents. The larger number of resident undergraduates weighs heavily when calculating the campus average credit hour load; thus, making the credit hour load for residents higher than non-residents.

TABLE 1.16: AVERAGE CREDIT HOUR LOAD BY RESIDENCY
FALL TERMS

Fall Terms	Resident		Nonresident	
Level	2008	2009	2008	2009
Undergraduate	14.56	14.64	15.07	15.15
Graduate	8.86	8.67	9.26	8.76
Professional	15.33	15.18	15.34	15.51
Nondegree	4.70	4.95	3.80	3.94
TOTAL	13.85	13.88	13.03	12.77

GENDER

For the fifth consecutive year both female and male enrollments show increases due to high overall enrollment. The female share of enrollment is 49.5% (20,967). Conversely, the male share of enrollment is 50.5% (21,380). Male share has not been above 50% since 1982. See Table 1.20 and Figure 1.6 for detailed historical enrollment.

Table 1.18 shows enrollment and shares of enrollment by gender and student level for Fall 2008 and Fall 2009. Overall, the total number of females shows an increase of 2.5%, while the number of male students shows an increase of 7.4%, both at record-high figures. Graduate males have the highest increase in enrollment (+794 students), a 22.3% gain compared to Fall 2008. Male undergraduates also show an increase (+678 students), which corresponds to a 4.4% change from last year. Female students register an increase in both undergraduate and graduate enrollments of 235 and 308 students, respectively, corresponding to gains of 1.5% and 8.1%. The highest loss of enrollment in any one category is just 22 students in the female nondegree level.

TABLE 1.18: ENROLLMENT AND SHARE BY GENDER AND STUDENT LEVEL

Fall Terms	Female				Male			
Level	2008	2009	Change	Percent Change	2008	2009	Change	Percent Change
Undergraduate	15,638 50.3%	15,873 49.6%	235	1.5%	15,449 49.7%	16,127 50.4%	678	4.4%
Graduate	3,803 51.7%	4,111 48.6%	308	8.1%	3,555 48.3%	4,349 51.4%	794	22.3%
Professional	446 48.8%	437 47.8%	-9	-2.0%	468 51.2%	478 52.2%	10	2.1%
Nondegree	568 57.1%	546 56.2%	-22	-3.9%	427 42.9%	426 43.8%	-1	-0.2%
TOTAL	20,455 50.7%	20,967 49.5%	512	2.5%	19,899 49.3%	21,380 50.5%	1,481	7.4%

Table 1.19 shows the share of men and women enrolled by full-time/part-time status for fall terms since 1991. The full-time share of female students (88.1%) for Fall 2009 is slightly higher than the campus full-time share (87.7%), while the full-time share of male students (87.3%) is less than the campus full-time share. Compared to Fall 2008, the full-time share of female students shows a slight decrease (-0.6 percentage points), while the decrease is greater (-2.4 percentage points) in the share of full-time male students.

TABLE 1.19: FULL-TIME AND PART-TIME SHARE OF ENROLLMENT BY GENDER

FALL TERMS	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	N/A	N/A
2005	88.5%	11.5%	89.1%	10.9%
2006	88.3%	11.7%	89.2%	10.8%
2007	88.4%	11.6%	89.3%	10.7%
2008	88.7%	11.3%	89.7%	10.3%
2009	88.1%	11.9%	87.3%	12.7%

Table 1.20 shows enrollment by gender since Fall 1973. After twenty-seven years, Fall 2009 enrollment shows a higher share of males at IU-Bloomington.

TABLE 1.20: ENROLLMENT AND SHARE BY GENDER

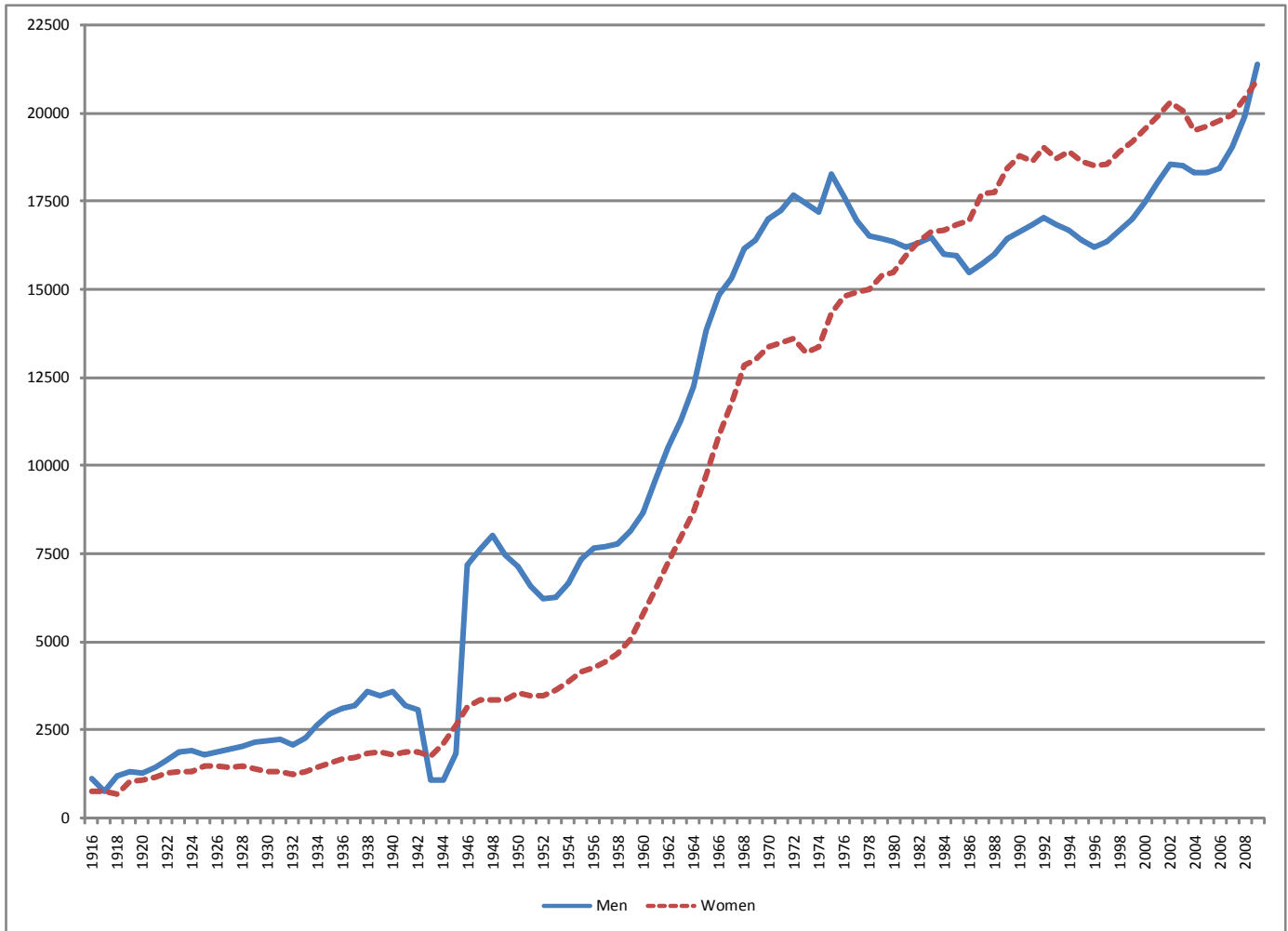
Fall Terms	Female Enrollment	Male Enrollment	Female Share	Male Share	Total*
1973	13,241	17,442	43.1%	56.7%	30,752
1974	13,365	17,195	43.7%	56.3%	30,560
1975	14,344	18,258	44.0%	56.0%	32,602
1976	14,811	17,626	45.7%	54.3%	32,437
1977	14,938	16,935	46.9%	53.1%	31,876
1978	15,003	16,524	47.6%	52.4%	31,529
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
2007	19,953	19,037	51.2%	48.8%	38,990
2008	20,455	19,899	50.7%	49.3%	40,354
2009	20,967	21,380	49.5%	50.5%	42,347
Change from Last Year	+ 512 + 2.5%	+ 1,481 + 7.4%	-1.2%	1.2%	+ 1,993 + 4.9%

Notes:

1. Total includes students with uncoded gender.
2. Highlighted areas indicate record highs.

Figure 1.6 shows enrollment by gender since 1916. This long term representation shows that before 1982, male share of enrollment was generally higher; exceptions coincide with the two world wars. During the Great War, in 1917, female share was 50.7%. During World War II, the female share jumped from 38.1% to 68.1% in 1943, then went to 66.1% in 1944 and 58.7% in 1945. In 1946 it was down again to 30.5%. Considering all students who have enrolled at IU-Bloomington from 1916 to 2009, the male share of students has been 52.4% compared to 47.6% of female students, a difference of 4.8 percentage points.

FIGURE 1.6: ENROLLMENT BY GENDER
FALL 1916 TO PRESENT



AGE

Beginning Fall 2004, age was calculated based on the student's birth date on the official census cutoff, (e.g., for Fall 2009, September 7, 2009 and for Fall 2008, September 9, 2008).

Table 1.21 shows a series of descriptive statistics for the age of all students broken down by career, gender and full-time/part-time status. This year, the mean age is 22.4, 0.2 years higher than Fall 2008. This year, there is also an increase in the median age from 20 to 21 years (the median the the middle point of the distribution). Mode (19) and inter-quartile range (4) are the same as last year. The mode is the most frequent observation, while the inter-quartile range is obtained by subtracting the third and first quartiles. The youngest student on campus is 13 years old, and the oldest is 72.

Undergraduates have the lowest mean age (20.3), median (20), mode (19) and inter-quartile range (2), followed by professional, graduate and nondegree students. Male and female students have similar age distributions. Higher differences in ages are observed for full-time and part-time students. Full-time students have a mean age of 21.1 compared to a mean age of 31.6 for part-time students. Ages of full-time students are also less disperse, with 50% of the observations being within a three-year range, while the inter-quartile range for part-time students is 11 years. The ages of part-time students show an increase compared to last year, but changes in age among this group is expected due to the smaller size of the part-time population.

TABLE 1.21: AGE DESCRIPTIVE STATISTICS BY LEVEL, GENDER, AND FULL-TIME/PART-TIME

Fall 2009	Mean	Median	Mode	Interquartile Range	Min	Max
All	22.4	21	19	4	13	72
Undergraduate	20.3	20	19	2	14	67
Graduate	29.3	28	24	8	19	72
Professional	25.0	24	24	3	20	58
Nondegree	31.5	28	23	15	13	72
Male	22.6	21	19	4	13	72
Female	22.3	20	19	4	16	72
Full-Time	21.1	20	19	3	13	64
Part-Time	31.6	30	27	11	16	72

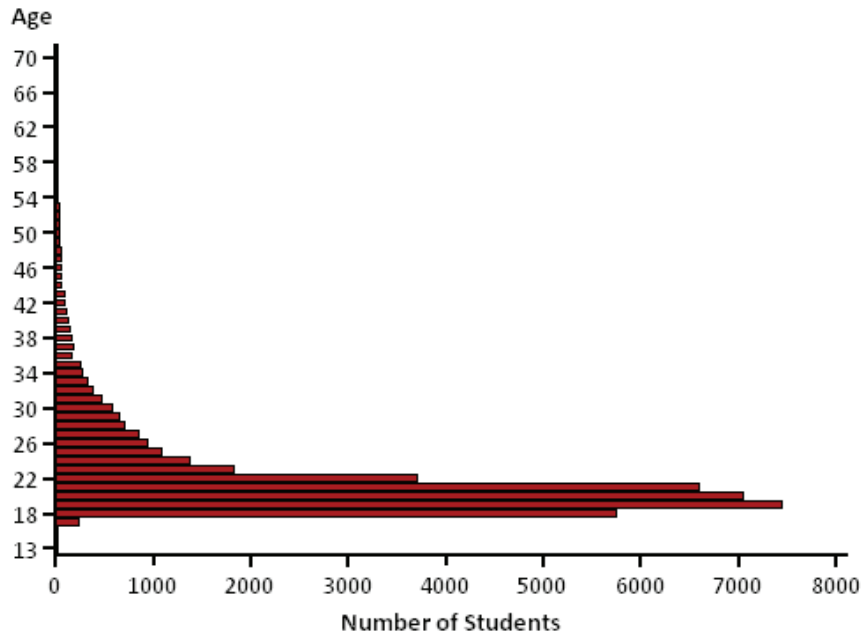
Fall 2008	Mean	Median	Mode	Interquartile Range	Min	Max
All	22.2	20	19	4	12	73
Undergraduate	20.2	20	19	2	15	71
Graduate	29.0	27	23	8	18	71
Professional	25.3	24	24	3	20	73
Nondegree	30.4	26	24	15	12	69
Male	22.2	21	19	4	12	73
Female	22.2	20	19	3	15	69
Full-Time	21.1	20	19	3	15	73
Part-Time	31.0	29	22	12	12	71

Change	Mean	Median	Mode	Interquartile Range	Min	Max
All	0.2	1	0	0	1	-1
Undergraduate	0.0	0	0	0	-1	-4
Graduate	0.3	1	1	0	1	1
Professional	-0.3	0	0	0	0	-15
Nondegree	1.1	2	-1	0	1	3
Male	0.3	0	0	0	1	-1
Female	0.1	0	0	1	1	3
Full-Time	0.0	0	0	0	-2	-9
Part-Time	0.6	1	5	-1	4	1

Figure 1.7 compares frequencies of students by age for Fall 2009 and Fall 2008. The two bar charts show a very similar shape with the most common ages around 19 and a sharp decrease starting with age 22.

FIGURE 1.7: AGE FREQUENCIES

Fall 2009



Fall 2008

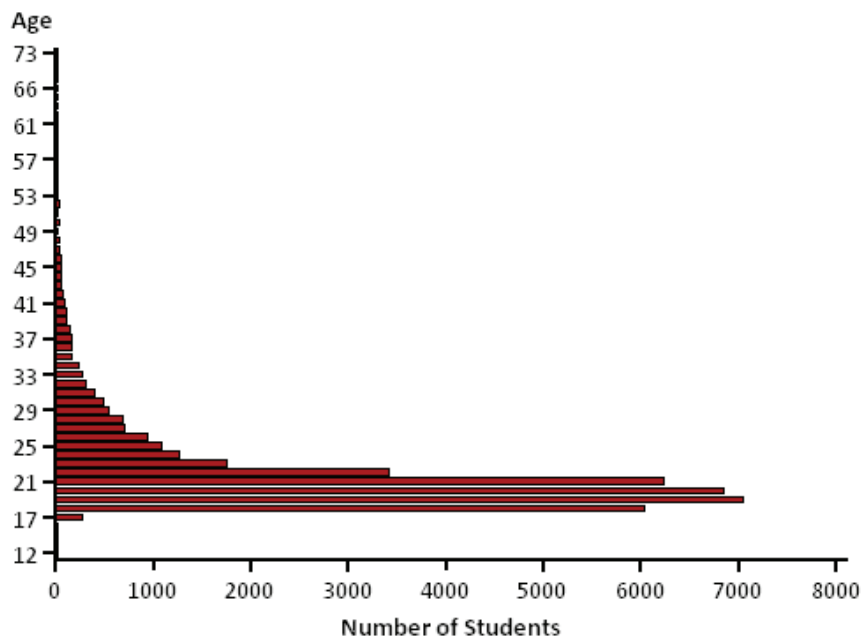
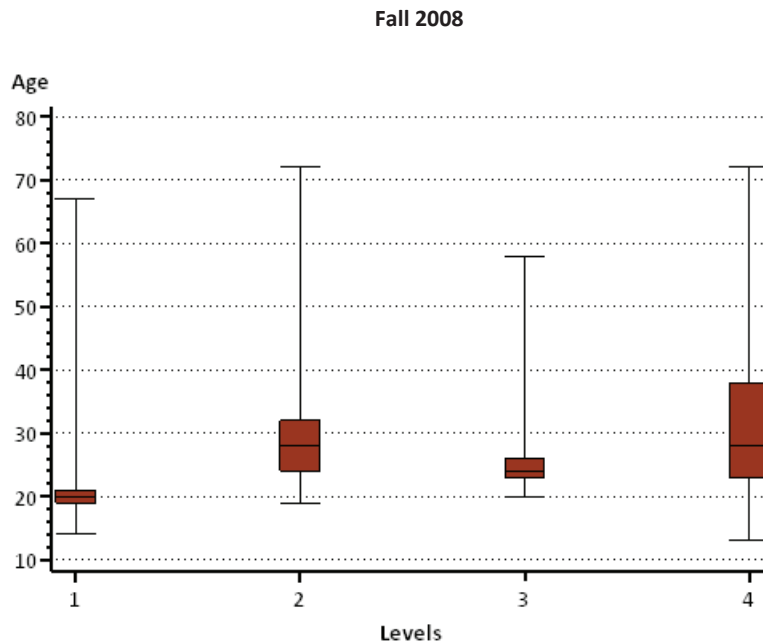
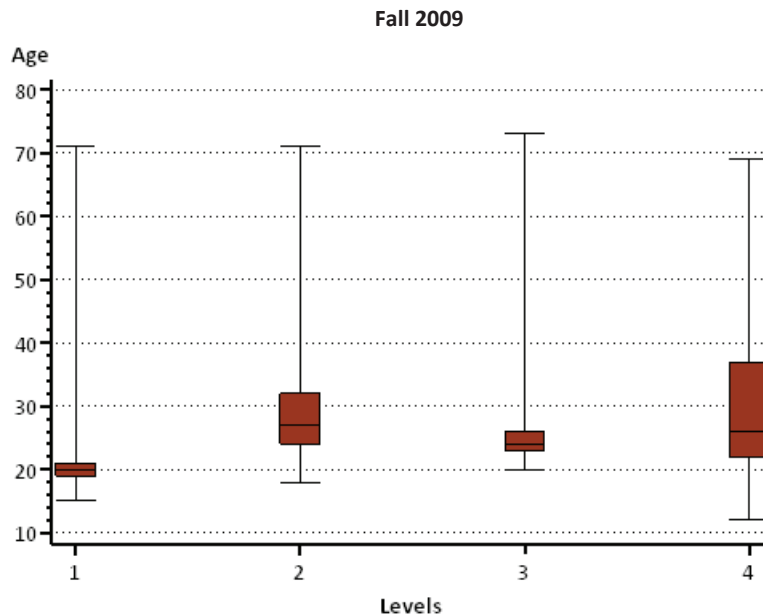


Figure 1.8 compares the age distributions by level in Fall 2009 and Fall 2008. The box plot representation shows the extreme values (whiskers), as well as the values between the first and third quartiles (boxes) and the median (middle line). Note how undergraduates have ages mainly concentrated around 20, graduates are older, professionals are in between, and nondegree students have the wider spread of ages.

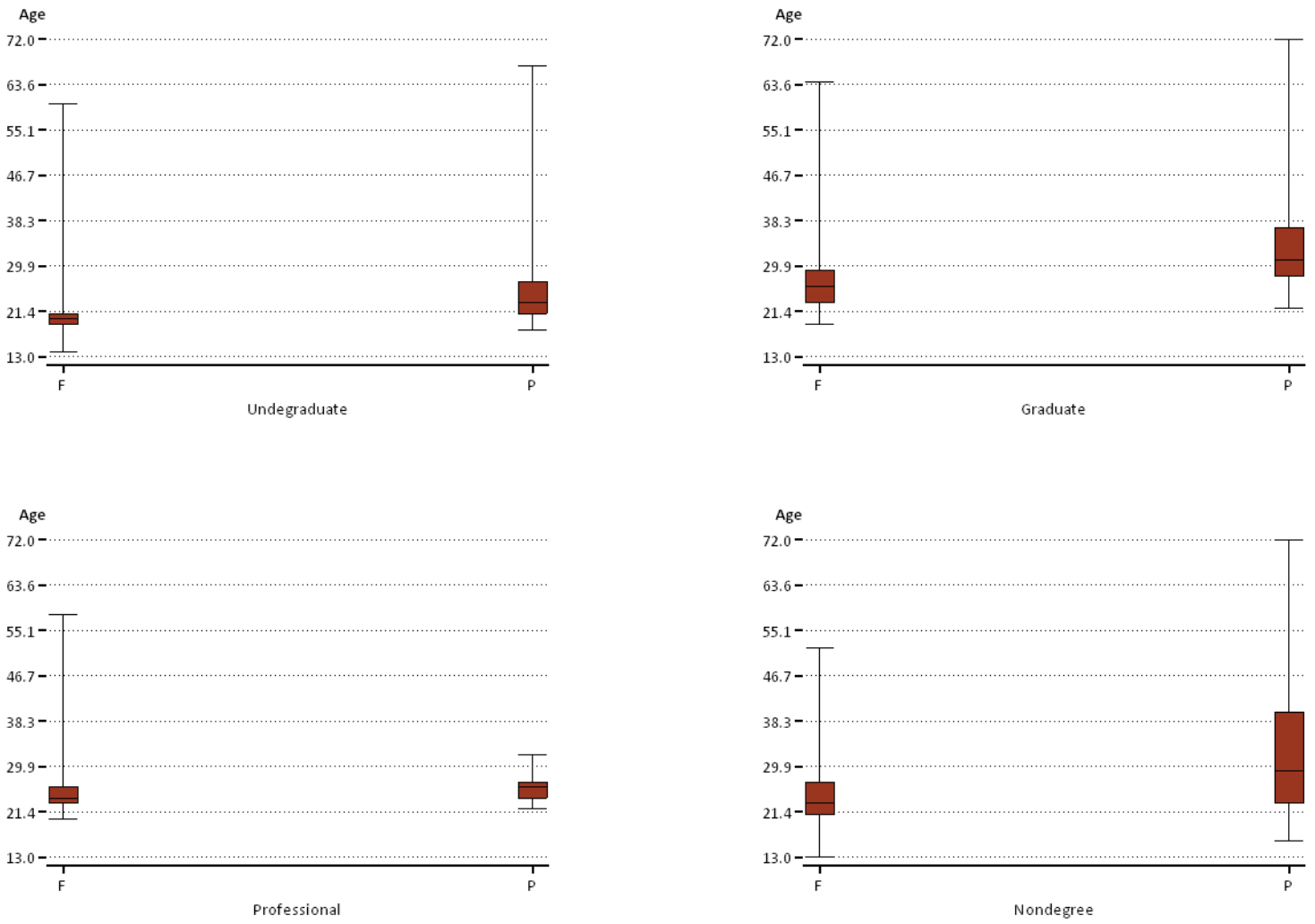
FIGURE 1.8: AGE BY LEVEL



1 – Undergraduate 2 – Graduate
 3 – Professional 4 – Non-degree

Figure 1.9 shows that part-time students tend to be older and with different age distributions compared to full-time students.

FIGURE 1.9: AGE BY LEVEL AND FULL-TIME/PART-TIME



Full Time (F) – Part Time (P)

Table 1.22 and Table 1.23 are included for reference.

TABLE 1.22: AGE RANGE BY LEVEL, GENDER AND FULL-TIME/PART-TIME

Fall 2009	Enrollment	Age < 20	Ages 20 - 24	Age 25+
All	42,347	31.8%	48.6%	19.7%
Undergraduate	32,000	41.8%	55.1%	3.2%
Graduate	8,460	0.0%	25.3%	74.7%
Professional	915	0.0%	56.6%	43.4%
Nondegree	972	7.6%	29.2%	63.2%
Male	21,380	30.1%	48.8%	21.1%
Female	20,967	33.5%	48.3%	18.2%
Full-Time	37,123	35.9%	52.7%	11.4%
Part-Time	5,224	2.5%	18.8%	78.7%

Fall 2008	Enrollment	Age < 20	Ages 20 - 24	Age 25+
All	40,354	33.2%	48.5%	18.4%
Undergraduate	31,087	42.7%	53.9%	3.4%
Graduate	7,358	0.0%	27.4%	72.6%
Professional	914	0.0%	52.4%	47.6%
Nondegree	995	9.1%	30.6%	60.4%
Male	19,899	31.6%	49.1%	19.3%
Female	20,455	34.7%	47.8%	17.6%
Full-Time	35,988	36.8%	51.5%	11.8%
Part-Time	4,366	3.3%	23.5%	73.2%

Change	Enrollment	Age < 20	Ages 20 - 24	Age 25+
All	1,993	-1.4	0.1	1.3
Undergraduate	913	-0.9	1.2	-0.2
Graduate	1,102	0.0	-2.1	2.1
Professional	1	0.0	4.2	-4.2
Nondegree	-23	-1.4	-1.3	2.8
Male	1,481	-1.5	-0.3	1.9
Female	512	-1.2	0.5	0.7
Full-Time	1,135	-0.9	1.3	-0.4
Part-Time	858	-0.8	-4.7	5.5

TABLE 1.23: CAMPUS AGE BY STUDENT LEVEL

FALL 2009	UNDERGRADUATE		GRADUATE		PROFESSIONAL		NON-DEGREE		GRAND TOTAL	
AGE	COUNT	PERCENT OF LEVEL	COUNT	PERCENT OF LEVEL	COUNT	PERCENT OF LEVEL	COUNT	PERCENT OF LEVEL	COUNT	COLUMN PERCENT
13		0.0%		0.0%		0.0%	1	100%	1	0.0%
14	1	100.0%		0.0%		0.0%		0%	1	0.0%
16	5	35.7%		0.0%		0.0%	9	64%	14	0.0%
17	221	90.6%		0.0%		0.0%	23	9%	244	0.6%
18	5,734	99.8%		0.0%		0.0%	14	0%	5,748	13.6%
19	7,415	99.6%	3	0.0%		0.0%	27	0%	7,445	17.6%
20	6,975	99.0%	11	0.2%	2	0.0%	55	1%	7,043	16.6%
21	6,418	97.2%	123	1.9%	21	0.3%	40	1%	6,602	15.6%
22	2,959	79.9%	566	15.3%	122	3.3%	56	2%	3,703	8.7%
23	885	48.2%	701	38.1%	173	9.4%	79	4%	1,838	4.3%
24	380	27.7%	739	53.8%	200	14.6%	54	4%	1,373	3.2%
25	204	18.7%	710	65.0%	134	12.3%	44	4%	1,092	2.6%
26	152	16.2%	671	71.5%	75	8.0%	41	4%	939	2.2%
27	115	13.4%	661	76.8%	48	5.6%	37	4%	861	2.0%
28	94	13.1%	547	76.1%	39	5.4%	39	5%	719	1.7%
29	70	10.8%	527	81.2%	28	4.3%	24	4%	649	1.5%
30	58	10.0%	471	80.9%	17	2.9%	36	6%	582	1.4%
31	37	7.8%	398	83.6%	20	4.2%	21	4%	476	1.1%
32	28	7.1%	335	85.2%	11	2.8%	19	5%	393	0.9%
33	16	4.9%	281	86.5%	5	1.5%	23	7%	325	0.8%
34	14	5.1%	233	84.7%	5	1.8%	23	8%	275	0.6%
35	19	7.5%	209	82.3%	2	0.8%	24	9%	254	0.6%
36	18	10.3%	145	82.9%	2	1.1%	10	6%	175	0.4%
37	20	11.1%	148	82.2%		0.0%	12	7%	180	0.4%
38	8	4.6%	145	82.9%	2	1.1%	20	11%	175	0.4%
39	11	7.1%	127	81.4%	2	1.3%	16	10%	156	0.4%

TABLE 1.23: CAMPUS AGE BY STUDENT LEVEL (CONTINUED)

FALL 2009	UNDERGRADUATE		GRADUATE		PROFESSIONAL		NON-DEGREE		GRAND TOTAL	
	AGE	COUNT	PERCENT OF LEVEL	COUNT	PERCENT OF LEVEL	COUNT	PERCENT OF LEVEL	COUNT	PERCENT OF LEVEL	COUNT
40	10	7.6%	102	77.3%	3	2.3%	17	13%	132	0.3%
41	10	9.0%	79	71.2%		0.0%	22	20%	111	0.3%
42	8	7.8%	83	81.4%		0.0%	11	11%	102	0.2%
43	10	10.4%	80	83.3%		0.0%	6	6%	96	0.2%
44	5	7.9%	46	73.0%		0.0%	12	19%	63	0.1%
45	7	12.3%	40	70.2%		0.0%	10	18%	57	0.1%
46	6	11.1%	38	70.4%		0.0%	10	19%	54	0.1%
47	12	21.8%	33	60.0%	1	1.8%	9	16%	55	0.1%
48	11	20.0%	31	56.4%		0.0%	13	24%	55	0.1%
49	4	11.4%	22	62.9%		0.0%	9	26%	35	0.1%
50	8	21.1%	21	55.3%		0.0%	9	24%	38	0.1%
51	8	21.1%	18	47.4%		0.0%	12	32%	38	0.1%
52	6	15.4%	20	51.3%		0.0%	13	33%	39	0.1%
53	11	27.5%	17	42.5%		0.0%	12	30%	40	0.1%
54	4	15.4%	14	53.8%	1	3.8%	7	27%	26	0.1%
55	5	18.5%	13	48.1%		0.0%	9	33%	27	0.1%
56	5	22.7%	9	40.9%	1	4.5%	7	32%	22	0.1%
57	2	9.1%	11	50.0%		0.0%	9	41%	22	0.1%
58	4	22.2%	9	50.0%	1	5.6%	4	22%	18	0.0%
59		0.0%	6	54.5%		0.0%	5	45%	11	0.0%
60	3	30.0%	3	30.0%		0.0%	4	40%	10	0.0%
61	1	16.7%	4	66.7%		0.0%	1	17%	6	0.0%
62		0.0%	5	50.0%		0.0%	5	50%	10	0.0%
63	1	50.0%	1	50.0%		0.0%		0%	2	0.0%
64		0.0%	2	66.7%		0.0%	1	33%	3	0.0%
65		0.0%		0.0%		0.0%	1	100%	1	0.0%
66	1	25.0%	1	25.0%		0.0%	2	50%	4	0.0%
67	1	50.0%		0.0%		0.0%	1	50%	2	0.0%
68		0.0%		0.0%		0.0%	1	100%	1	0.0%
69		0.0%		0.0%		0.0%	1	100%	1	0.0%
70		0.0%		0.0%		0.0%	1	100%	1	0.0%
72		0.0%	1	50.0%		0.0%	1	50%	2	0.0%
TOTAL	32,000	75.6%	8,460	20.0%	915	2.2%	972	2%	42,347	100.0%

ETHNIC GROUPS

Ethnic group is self-reported by students who attend Indiana University-Bloomington. In addition, students have the option to exclude ethnic information and may request its removal from all records. 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 have been collected at Indiana University-Bloomington since 1975.

The number and share of U.S. minorities at IU-Bloomington are record highs this year.

Figures 1.10 and 1.11 show enrollment share by ethnic group. African and Asian Americans show increases in shares of enrollment while the share for Hispanic and Native Americans remains the same; all groups show record-high shares except African Americans. The share of enrollment for White Americans is down this year. The share of enrollment for Non U.S. students is a record-high figure.

FIGURE 1.10: SHARE OF ENROLLMENT BY ETHNIC GROUP

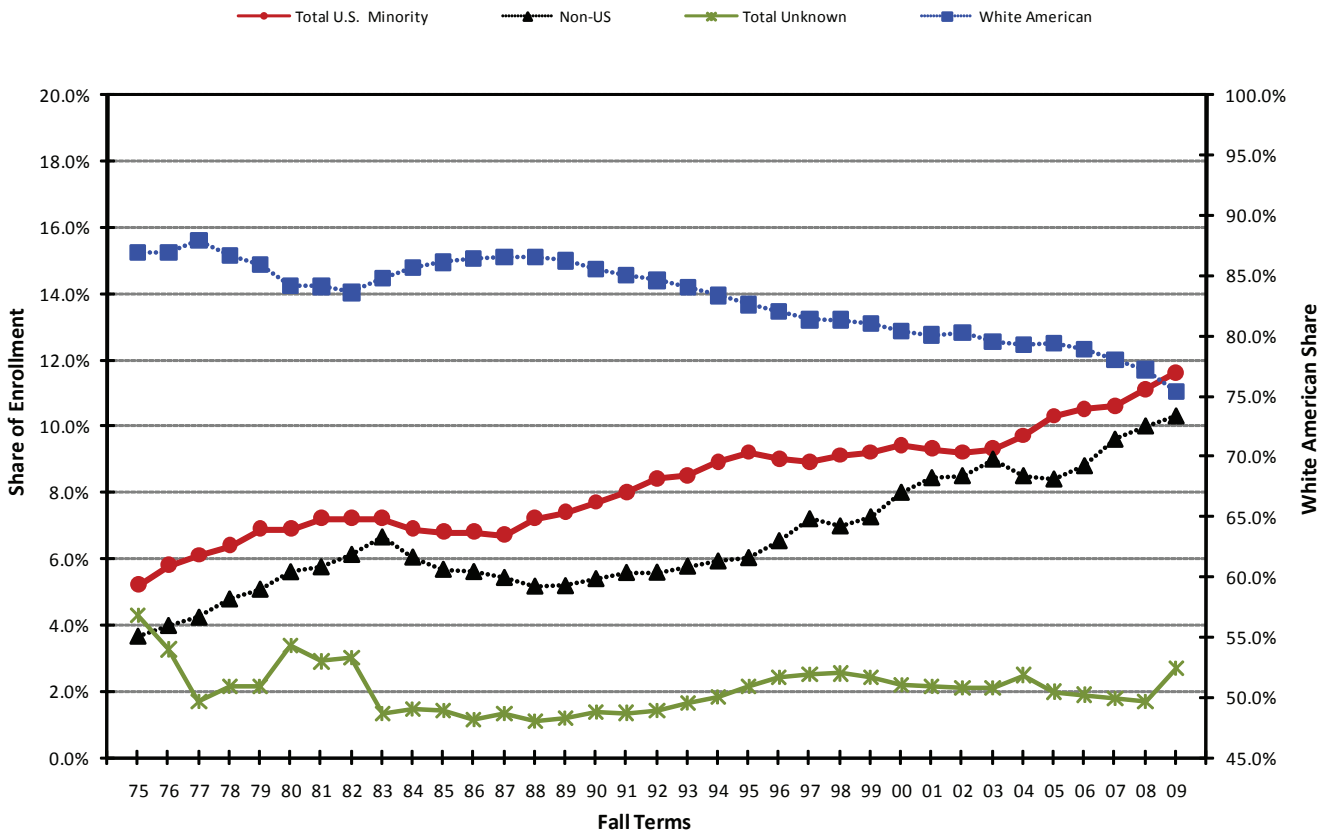
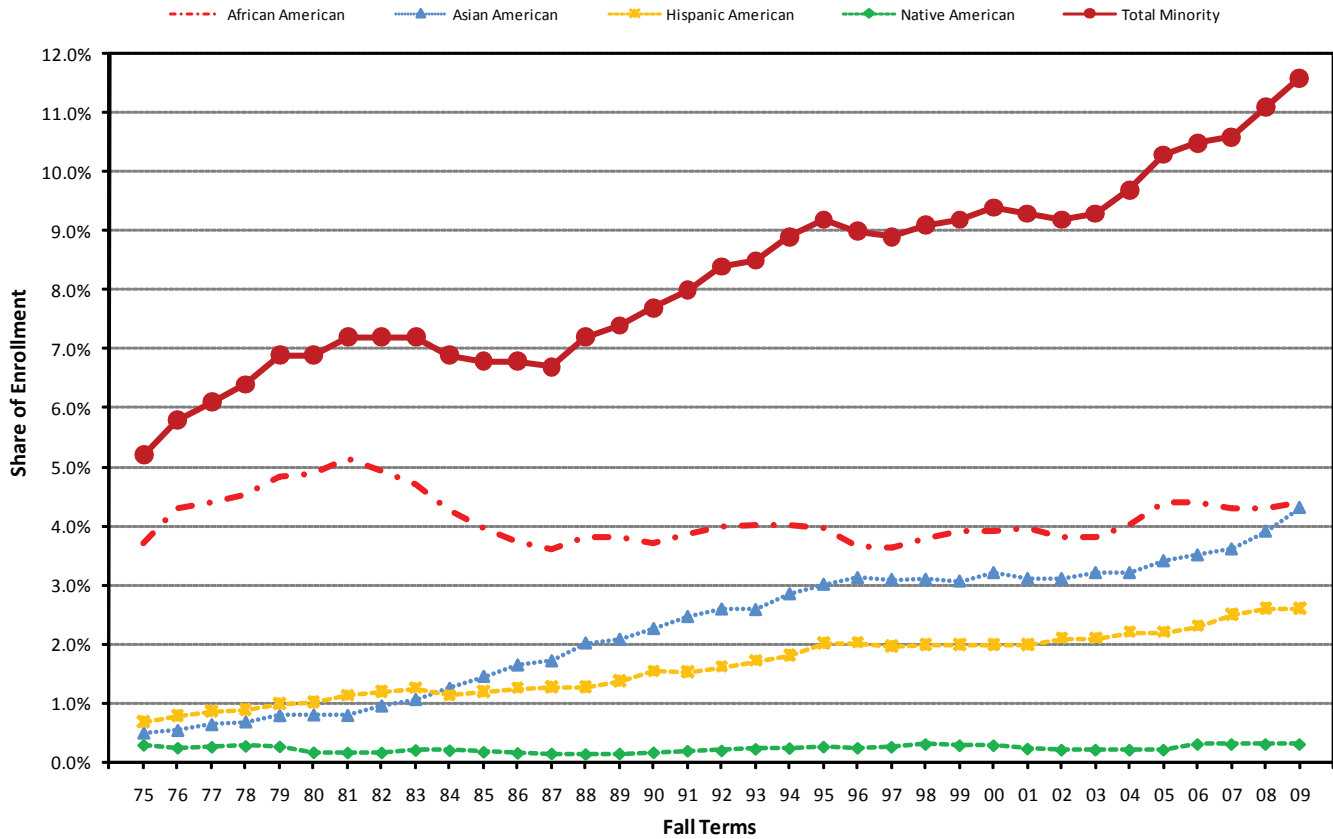


FIGURE 1.11: U.S. MINORITY SHARE OF ENROLLMENT



The enrollments for African, Asian, Hispanic, and Native Americans are up this year and show record-high figures. The enrollment for White Americans shows an increase and is a record-high number. The number of Non-U.S. students is a record-high figure this year. There is a decline in enrollment for Other Americans but an increase for Total Unknown.

Tables 1.24 and 1.25 show the history of enrollment and share of enrollment by ethnic group.

TABLE 1.24: ENROLLMENT BY ETHNIC GROUP

Fall Terms	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	32,602
1976	1,408	176	255	77	1,916	28,471	1,305	n/a	n/a	1,075	32,767
1977	1,401	203	276	80	1,960	28,024	1,349	n/a	n/a	543	31,876
1978	1,428	215	277	84	2,004	27,340	1,508	n/a	n/a	677	31,529
1979	1,539	251	314	82	2,186	27,352	1,617	n/a	n/a	688	31,843
1980	1,559	255	323	49	2,186	26,820	1,786	n/a	n/a	1,085	31,877
1981	1,659	255	364	48	2,326	27,111	1,854	n/a	n/a	938	32,229
1982	1,618	311	390	49	2,368	27,350	2,004	n/a	n/a	990	32,712
1983	1,559	351	415	64	2,389	28,078	2,203	n/a	n/a	439	33,109
1984	1,401	409	369	62	2,241	28,016	1,978	n/a	n/a	480	32,715
1985	1,297	476	392	53	2,218	28,265	1,863	n/a	n/a	470	32,816
1986	1,213	533	407	46	2,199	28,054	1,820	n/a	n/a	377	32,450
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
2007	1,665	1,409	962	112	4,148	30,426	3,749	154	513	667	38,990
2008	1,749	1,572	1,047	116	4,484	31,158	4,040	111	561	672	40,354
2009	1,883	1,803	1,099	121	4,906	31,922	4,382	90	1,047	1,137	42,347

Notes:

1. Data for Other Americans are not available until 1987.
2. The "Total Unknown" category includes Other American and Refused and Uncoded students.
3. Highlighted areas indicate record highs.

TABLE 1.25: SHARE OF ENROLLMENT BY ETHNIC GROUP

Fall Terms	African American	Asian American	Hispanic American	Native American	Total Minority	White American	Non U. S.	Other American	Refused & Uncoded	Total Unknown	TOTAL
1975	3.7%	0.5%	0.7%	0.3%	5.2%	86.9%	3.7%	n/a	n/a	4.3%	100.0%
1976	4.3%	0.5%	0.8%	0.2%	5.8%	86.9%	4.0%	n/a	n/a	3.3%	100.0%
1977	4.4%	0.6%	0.9%	0.3%	6.1%	87.9%	4.2%	n/a	n/a	1.7%	100.0%
1978	4.5%	0.7%	0.9%	0.3%	6.4%	86.7%	4.8%	n/a	n/a	2.1%	100.0%
1979	4.8%	0.8%	1.0%	0.3%	6.9%	85.9%	5.1%	n/a	n/a	2.2%	100.0%
1980	4.9%	0.8%	1.0%	0.2%	6.9%	84.1%	5.6%	n/a	n/a	3.4%	100.0%
1981	5.1%	0.8%	1.1%	0.1%	7.2%	84.1%	5.8%	n/a	n/a	2.9%	100.0%
1982	4.9%	1.0%	1.2%	0.1%	7.2%	83.6%	6.1%	n/a	n/a	3.0%	100.0%
1983	4.7%	1.1%	1.3%	0.2%	7.2%	84.8%	6.7%	n/a	n/a	1.3%	100.0%
1984	4.3%	1.3%	1.1%	0.2%	6.9%	85.6%	6.0%	n/a	n/a	1.5%	100.0%
1985	4.0%	1.5%	1.2%	0.2%	6.8%	86.1%	5.7%	n/a	n/a	1.4%	100.0%
1986	3.7%	1.6%	1.3%	0.1%	6.8%	86.5%	5.6%	n/a	n/a	1.2%	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%	2.3%	0.2%	9.8%	80.1%	8.6%	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%
2007	4.3%	3.6%	2.5%	0.3%	10.6%	78.0%	9.6%	0.4%	1.3%	1.7%	100.0%
2008	4.3%	3.9%	2.6%	0.3%	11.1%	77.2%	10.0%	0.3%	1.4%	1.7%	100.0%
2009	4.4%	4.3%	2.6%	0.3%	11.6%	75.4%	10.3%	0.2%	2.5%	2.7%	100.0%

Note: Highlighted areas indicate record highs.

Table 1.26 shows ethnic distribution for the United States, Indiana, Monroe County, and IU-Bloomington. Consistent with the population trends for the nation, state, and county, the shares of enrollment at IU-Bloomington for African, Asian, and Hispanic Americans are up since 1990, while the share of White Americans is down.

TABLE 1.26: ETHNIC DISTRIBUTION

Ethnic Group	United States			State of Indiana			Monroe County			IU-Bloomington		
	1990 Census	2000 Census	2009 Demographic Distribution	1990 Census	2000 Census	2009 Demographic Distribution	1990 Census	2000 Census	2009 Demographic Distribution	1990 Share of Enrollment	2000 Share of Enrollment	2009 Share of Enrollment
African American	12.1%	12.3%	12.8%	7.8%	8.4%	9.1%	2.6%	3.0%	n/a	3.7%	3.9%	4.4%
Asian American	2.9%	3.6%	4.5%	0.7%	1.0%	1.4%	2.5%	3.4%	n/a	2.3%	3.2%	4.3%
Hispanic American	9.0%	12.5%	15.4%	1.8%	2.6%	5.2%	1.3%	1.9%	n/a	1.5%	2.0%	2.6%
Native American	0.8%	1.0%	1.0%	0.2%	0.3%	0.3%	0.2%	0.3%	n/a	0.2%	0.3%	0.3%
White American	80.3%	75.1%	79.8%	90.6%	87.5%	88.0%	94.3%	90.8%	n/a	85.6%	80.4%	75.4%
Other American	3.9%	7.9%	1.2%	0.7%	2.8%	1.7%	0.4%	2.5%	n/a	0.5%	1.2%	2.7%

Notes:

1. In census data, Hispanic American (may be any race) and Other American may include more than one ethnic group choice.
2. Percentages for the nation, state, and county represent all age groups.
3. The source for 2007 demographic distribution is the Chronicle of Higher Education Almanac.

Table 1.27 shows a comparative breakdown of enrollment and share by class and level for each ethnic group. There are enrollment increases for African Americans at all levels, except for the professional level which shows a decrease. For Hispanic Americans, most of the increase in enrollment is at the undergraduate level. Overall, enrollments are up for undergraduate, graduate and professional students and down for nondegree students for both Asian and Native American groups.

TABLE 1.27: COMPARISON OF ENROLLMENT AND SHARE BY ETHNIC GROUPS, CLASS AND LEVEL

Class and Level	AFRICAN AMERICAN					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	408	422	+ 14	+ 3.4%	5.0%	5.3%
Sophomore	392	406	+ 14	+ 3.6%	4.9%	5.0%
Junior	284	308	+ 24	+ 8.5%	4.0%	4.2%
Senior	329	344	+ 15	+ 4.6%	4.2%	4.0%
Undergraduate Total	1,413	1,480	+ 67	+ 4.7%	4.5%	4.6%
Masters	135	182	+ 47	+ 34.8%	3.8%	3.8%
Doctoral	118	143	+ 25	+ 21.2%	3.2%	3.9%
Graduate Total	253	325	+ 72	+ 28.5%	3.5%	3.8%
Professional Total	61	56	- 5	- 8.2%	6.7%	6.1%
Nondegree Total	22	22	0	0.0%	2.2%	2.3%
CAMPUS TOTAL	1,749	1,883	+ 134	+ 7.7%	4.3%	4.4%

Class and Level	ASIAN AMERICAN					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	341	346	+ 5	+ 1.5%	4.2%	4.4%
Sophomore	315	348	+ 33	+ 10.5%	3.9%	4.3%
Junior	290	315	+ 25	+ 8.6%	4.0%	4.3%
Senior	310	367	+ 57	+ 18.4%	4.0%	4.3%
Undergraduate Total	1,256	1,376	+ 120	+ 9.6%	4.0%	4.3%
Masters	124	231	+ 107	+ 86.3%	3.5%	4.9%
Doctoral	121	123	+ 2	+ 1.7%	3.3%	3.3%
Graduate Total	245	354	+ 109	+ 44.5%	3.4%	4.2%
Professional Total	42	49	+ 7	+ 16.7%	4.6%	5.4%
Nondegree Total	29	24	- 5	- 17.2%	2.9%	2.5%
CAMPUS TOTAL	1,572	1,803	+ 231	+ 14.7%	3.9%	4.3%

Class and Level	HISPANIC AMERICAN					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	233	248	+ 15	+ 6.4%	2.9%	3.1%
Sophomore	178	230	+ 52	+ 29.2%	2.2%	2.8%
Junior	187	154	- 33	- 17.6%	2.6%	2.1%
Senior	178	205	+ 27	+ 15.2%	2.3%	2.4%
Undergraduate Total	776	837	+ 61	+ 7.9%	2.5%	2.6%
Masters	95	95	0	0.0%	2.6%	2.0%
Doctoral	128	126	- 2	- 1.6%	3.5%	3.4%
Graduate Total	223	221	- 2	- 0.9%	3.1%	2.6%
Professional Total	31	27	- 4	- 12.9%	3.4%	3.0%
Nondegree Total	17	14	- 3	- 17.6%	1.7%	1.4%
CAMPUS TOTAL	1,047	1,099	+ 52	+ 5.0%	2.6%	2.6%

Class and Level	NATIVE AMERICAN					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	17	18	+ 1	+ 5.9%	0.2%	0.2%
Sophomore	22	19	- 3	- 13.6%	0.3%	0.2%
Junior	23	20	- 3	- 13.0%	0.3%	0.3%
Senior	20	26	+ 6	+ 30.0%	0.3%	0.3%
Undergraduate Total	82	83	+ 1	+ 1.2%	0.3%	0.3%
Masters	10	15	+ 5	+ 50.0%	0.3%	0.3%
Doctoral	21	21	0	0.0%	0.6%	0.6%
Graduate Total	31	36	+ 5	+ 16.1%	0.4%	0.4%
Professional Total	2	2	0	0.0%	0.2%	0.2%
Nondegree Total	1	0	- 1	- 100.0%	0.1%	0.0%
CAMPUS TOTAL	116	121	+ 5	+ 4.3%	0.3%	0.3%

Class and Level	U.S. MINORITY					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	999	1,034	+ 35	+ 3.5%	12.3%	13.1%
Sophomore	907	1,003	+ 96	+ 10.6%	11.3%	12.3%
Junior	784	797	+ 13	+ 1.7%	10.9%	10.8%
Senior	837	942	+ 105	+ 12.5%	10.8%	11.0%
Undergraduate Total	3,527	3,776	+ 249	+ 7.1%	11.3%	11.8%
Masters	364	523	+ 159	+ 43.7%	10.1%	11.0%
Doctoral	388	413	+ 25	+ 6.4%	10.6%	11.2%
Graduate Total	752	936	+ 184	+ 24.5%	10.4%	11.1%
Professional Total	136	134	- 2	- 1.5%	14.9%	14.6%
Nondegree Total	69	60	- 9	- 13.0%	6.9%	6.2%
CAMPUS TOTAL	4,484	4,906	+ 422	+ 9.4%	11.1%	11.6%

The number and share of Non U.S. students are record-high figures, in large part due to the increases for undergraduate, graduate, and nondegree students.

TABLE 1.27: COMPARISON OF ENROLLMENT AND SHARE BY ETHNIC GROUPS, CLASS AND LEVEL (CONTINUED)

Class and Level	WHITE AMERICAN					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	6,717	6,237	- 480	- 7.1%	82.6%	78.8%
Sophomore	6,606	6,640	+ 34	+ 0.5%	82.4%	81.6%
Junior	5,884	6,035	+ 151	+ 2.6%	82.1%	82.1%
Senior	6,306	6,901	+ 595	+ 9.4%	81.2%	80.3%
Undergraduate Total	25,513	25,813	+ 300	+ 1.2%	82.1%	80.7%
Masters	2,269	2,749	+ 480	+ 21.2%	63.1%	57.7%
Doctoral	2,092	2,078	- 14	- 0.7%	57.1%	56.2%
Graduate Total	4,361	4,827	+ 466	+ 10.7%	60.1%	57.1%
Professional Total	718	724	+ 6	+ 0.8%	78.6%	79.1%
Nondegree Total	566	558	- 8	- 1.4%	56.9%	57.4%
CAMPUS TOTAL	31,158	31,922	+ 764	+ 2.5%	77.4%	75.4%

Class and Level	OTHER AMERICAN					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	12	14	+ 2	+ 16.7%	0.1%	0.2%
Sophomore	30	12	- 18	- 60.0%	0.4%	0.1%
Junior	22	20	- 2	- 9.1%	0.3%	0.3%
Senior	33	27	- 6	- 18.2%	0.4%	0.3%
Undergraduate Total	97	73	- 24	- 24.7%	0.3%	0.2%
Masters	4	7	+ 3	+ 75.0%	0.1%	0.1%
Doctoral	0	0	0	#DIV/0!	0.0%	0.0%
Graduate Total	4	7	+ 3	+ 75.0%	0.1%	0.1%
Professional Total	6	8	+ 2	+ 33.3%	0.7%	0.9%
Nondegree Total	4	2	- 2	- 50.0%	0.4%	0.2%
CAMPUS TOTAL	111	90	- 21	- 18.9%	0.3%	0.2%

Class and Level	NON. U.S.					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	297	472	+ 175	+ 58.9%	3.7%	6.0%
Sophomore	356	381	+ 25	+ 7.0%	4.4%	4.7%
Junior	407	385	- 22	- 5.4%	5.7%	5.2%
Senior	522	647	+ 125	+ 23.9%	6.7%	7.5%
Undergraduate Total	1,582	1,885	+ 303	+ 19.2%	5.1%	5.9%
Masters	969	1,024	+ 55	+ 5.7%	27.0%	21.5%
Doctoral	1,161	1,137	- 24	- 2.1%	31.7%	30.7%
Graduate Total	2,130	2,161	+ 31	+ 1.5%	29.3%	25.5%
Professional Total	15	23	+ 8	+ 53.3%	1.6%	2.5%
Nondegree Total	313	313	0	0.0%	31.5%	32.2%
CAMPUS TOTAL	4,040	4,382	+ 342	+ 8.5%	10.0%	10.3%

Class and Level	REFUSED and UNCODED					
	ENROLLMENT				SHARE OF CLASS	
	Fall 2008	Fall 2009	Change Number	Change Percent	Fall 2008	Fall 2009
Freshman	107	160	+ 53	+ 49.5%	1.3%	2.0%
Sophomore	122	98	- 24	- 19.7%	1.5%	1.2%
Junior	72	116	+ 44	+ 61.1%	1.0%	1.6%
Senior	67	79	+ 12	+ 17.9%	0.9%	0.9%
Undergraduate Total	368	453	+ 85	+ 23.1%	1.2%	1.4%
Masters	88	459	+ 371	+ 421.6%	2.4%	9.6%
Doctoral	23	70	+ 47	+ 204.3%	0.6%	1.9%
Graduate Total	111	529	+ 418	+ 376.6%	1.5%	6.3%
Professional Total	39	26	- 13	- 33.3%	4.3%	2.8%
Nondegree Total	43	39	- 4	- 9.3%	4.3%	4.0%
CAMPUS TOTAL	561	1,047	+ 486	+ 86.6%	1.4%	2.5%

RESIDENCE CLASSIFICATION

Total nonresident enrollment (19,027) is at a new record-high, and is the fifth consecutive increase. The 1,181 nonresident student increase at the campus level is the greatest absolute change on record. The increase this year is due to new record-high numbers of nonresidents at the undergraduate (11,706), graduate (6,370) and professional (530 students, matching the record set in 2006) levels, as well as an increase in the number of nonresident nondegree students (421). Most of the increase is from the new Kelley Direct MBA program, as there is a 16.1% increase in nonresident graduate students, compared to the other levels which show increases between 2% and 4%.

At the undergraduate level, there are increases in nonresident enrollments in the junior and senior classes. Nonresident enrollments for juniors (2,834) and seniors (3,181) are new record-high figures, following record numbers of sophomores and juniors last year. While the trend for the campus has been toward higher nonresident enrollments, nonresident enrollments at the freshman (2,819) and sophomore (2,872) class levels are lower this year. Indeed, the nonresident share of freshman is now 35.6%, down from the 40.0% record share set in 2007.

The nonresident share of enrollment at the campus level is at 44.9%, which is a new record-high share this year. This is the eleventh consecutive record-breaking year for the nonresident share of enrollment and the seventh consecutive year that the share is above 40%. There are record-high nonresident shares at the graduate (75.3%), professional (57.9%) and nondegree (43.3%) levels, while the undergraduate share (36.6%) shows a decrease from last year.

Total resident enrollment is higher this year compared to last year, due to increases at the undergraduate (20,294) and graduate (2,090) levels. The number of resident undergraduates is the second highest figure on record.

Tables 1.28 and 1.29 show historical enrollment and share of enrollment by residence classification and level.

TABLE 1.28: ENROLLMENT BY RESIDENCE CLASSIFICATION AND LEVEL

Fall Terms	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
2007	19,174	10,560	1,862	5,376	395	529	697	397	22,128	16,862
2008	19,651	11,436	1,872	5,486	400	514	585	410	22,508	17,846
2009	20,294	11,706	2,090	6,370	385	530	551	421	23,320	19,027
Change from Last Year	+ 643 + 3.3%	+ 270 + 2.4%	+ 218 + 11.6%	+ 884 + 16.1%	- 15 - 3.8%	+ 16 + 3.1%	- 34 - 5.8%	+ 11 + 2.7%	+ 812 + 3.6%	+ 1,181 + 6.6%

Note: Highlighted areas indicate record highs.

TABLE 1.29: SHARE BY RESIDENCE CLASSIFICATION AND LEVEL

Fall Terms	Undergraduate		Graduate		Professional		Nondegree		Total	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
1981	74.4%	25.6%	37.3%	62.7%	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%	65.7%	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%	23.7%	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%	24.7%	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%	35.5%
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%
2007	64.5%	35.5%	25.7%	74.3%	42.7%	57.3%	63.7%	36.3%	56.8%	43.2%
2008	63.2%	36.8%	25.4%	74.6%	43.8%	56.2%	58.8%	41.2%	55.8%	44.2%
2009	63.4%	36.6%	24.7%	75.3%	42.1%	57.9%	56.7%	43.3%	55.1%	44.9%

Note: Highlighted areas indicate record highs.

Table 1.30 shows enrollment by residence classification and full-time/part-time status. The number of full-time nonresident students is up this year, due to increases at the undergraduate, graduate, and professional levels. The number of part-time nonresident students is also up, due to increases at the graduate and nondegree levels.

The number of resident full-time students shows an increase due to increases at the undergraduate, graduate, and nondegree levels, while professional students show a decrease. Resident part-time students show an overall increase in numbers due to the increase at the graduate level, which outweighs the decreases shown at the undergraduate, professional and nondegree levels.

TABLE 1.30: ENROLLMENT BY RESIDENCE CLASSIFICATION AND BY FULL-TIME/PART-TIME STATUS

Fall Terms	2008				2009			
	Nonresident		Resident		Nonresident		Resident	
Student Class & Level	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Freshman	3,062	11	5,005	54	2,800	19	5,043	55
Sophomore	2,992	46	4,846	137	2,829	43	5,141	121
Junior	2,678	62	4,264	165	2,785	49	4,370	149
Senior	2,432	153	4,727	453	3,057	124	4,958	457
Undergraduate Total	11,164	272	18,842	809	11,471	235	19,512	782
Graduate Total	3,814	1,672	1,144	728	3,850	2,520	1,233	857
Professional Total	495	19	380	20	515	15	371	14
Nondegree Total	85	325	64	521	85	336	86	465
TOTAL	15,558	2,288	20,430	2,078	15,921	3,106	21,202	2,118

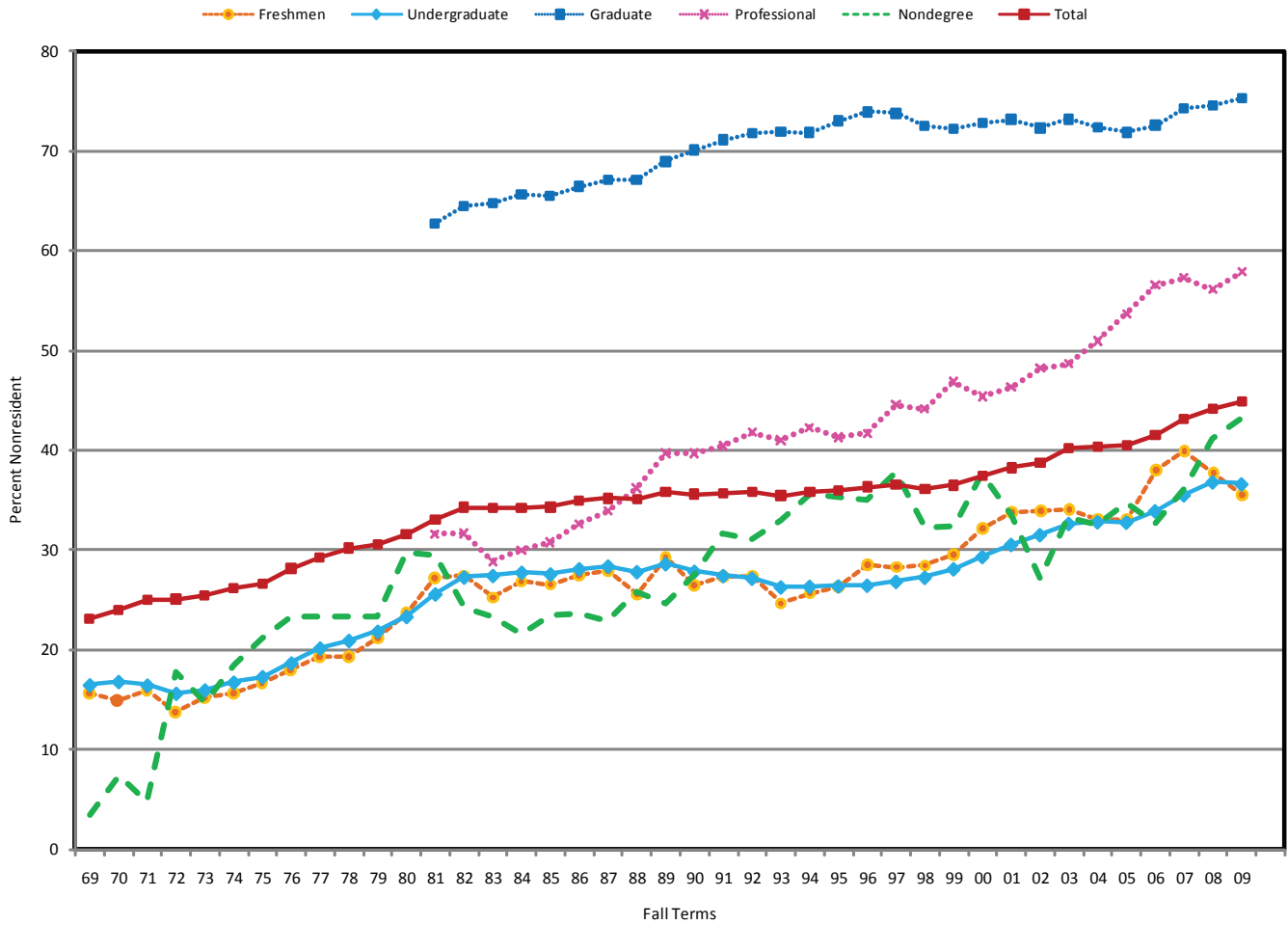
The following table shows enrollment by residence classification and gender. The number of nonresident males is up this year, due to a nearly 5.0% increase at the undergraduate level and a 25.0% increase at the graduate level. The number of resident males is also up this year, due to a 4.0% increase at the undergraduate level and a 13.5% increase at the graduate level. The number of nonresident females shows a decrease at the undergraduate level; all other levels show increases.

TABLE 1.31: ENROLLMENT BY RESIDENCE CLASSIFICATION AND GENDER

Fall Terms	2008				2009			
	Nonresident		Resident		Nonresident		Resident	
Student Class & Level	Female	Male	Female	Male	Female	Male	Female	Male
Freshman	1,455	1,618	2,758	2,301	1,220	1,599	2,671	2,427
Sophomore	1,374	1,664	2,500	2,483	1,359	1,513	2,729	2,533
Junior	1,376	1,364	2,221	2,208	1,309	1,525	2,219	2,300
Senior	1,278	1,307	2,676	2,504	1,571	1,610	2,795	2,620
Undergraduate Total	5,483	5,953	10,155	9,496	5,459	6,247	10,414	9,880
Graduate Total	2,752	2,734	1,051	821	2,953	3,417	1,158	932
Professional Total	201	209	367	218	212	209	334	217
Nondegree Total	238	276	208	192	239	291	198	187
TOTAL	8,674	9,172	11,781	10,727	8,863	10,164	12,104	11,216

Figure 1.12 shows the nonresident share of enrollment by student level for fall terms since 1969. Note that while nonresident shares are trending upward, the share of nonresident freshman is trending downward.

FIGURE 1.12: NONRESIDENT ENROLLMENT SHARE BY STUDENT LEVEL
1969 TO PRESENT



HEADCOUNT BY STUDENT SCHOOL

Headcounts by student school and level for four years along with the change in enrollment from last year are shown in Table 2.1. Six schools show record enrollments this year: Business, the College, HPER, Informatics, Journalism, and SPEA. Other schools showing enrollment gains this year are Education, Graduate School, Nursing, and Social Work. Seven schools show decreases from last year: Continuing Studies, Labor Studies, Law, Library and Information Science, Music, Optometry, and University Division. For more information about enrollments in the College and the Graduate School, see the [Majors](#) subsection of this report.

Beginning Spring 2005, students can be enrolled in multiple careers (e.g., MBA/JD students are in graduate and law careers). This year, there are 8 dual career students. Specifically, there are 8 MBA/JD students. 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 8 dual career students. This means that a campus total by school will be larger than the unique student headcount reported in the previous section [Campus Level Enrollment](#). Last year, there were 12 MBA/JD students .

The Kelley School of Business reports a 131.2% increase in students at the Masters level, due mainly to the Kelley Direct program moving to Bloomington.

TABLE 2.1: ENROLLMENT BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL

Student School	Fall Terms				Change from 2008 to 2009	
	2006	2007	2008	2009	Number	Percent
ARTS AND SCIENCES						
Freshman	151	156	168	202	+ 34	+ 20.2%
Sophomore	2,224	2,343	2,352	2,501	+ 149	+ 6.3%
Junior	2,473	2,633	2,867	2,882	+ 15	+ 0.5%
Senior	3,186	2,932	3,066	3,436	+ 370	+ 12.1%
Undergraduate	8,034	8,064	8,453	9,021	+ 568	+ 6.7%
Masters	0	0	0	0	0	-----
Doctorate	3	32	34	29	- 5	- 14.7%
Graduate	3	32	34	29	- 5	- 14.7%
Nondegree	179	241	250	233	- 17	- 6.8%
Total	8,216	8,337	8,737	9,283	+ 546	+ 6.2%
BUSINESS						
Freshman	467	688	777	800	+ 23	+ 3.0%
Sophomore	875	982	1,146	1,058	- 88	- 7.7%
Junior	1,043	1,114	1,214	1,325	+ 111	+ 9.1%
Senior	1,457	1,400	1,548	1,719	+ 171	+ 11.0%
Undergraduate	3,842	4,184	4,685	4,902	+ 217	+ 4.6%
Masters	664	685	746	1,725	+ 979	+ 131.2%
Doctorate	0	0	0	0	0	-----
Graduate	664	685	746	1,725	+ 979	+ 131.2%
Nondegree	25	29	38	47	+ 9	+ 23.7%
Total	4,531	4,898	5,469	6,674	+ 1205	+ 22.0%
CONTINUING STUDIES						
Freshman	71	63	46	53	+ 7	+ 15.2%
Sophomore	127	118	102	83	- 19	- 18.6%
Junior	172	157	160	140	- 20	- 12.5%
Senior	272	291	323	282	- 41	- 12.7%
Undergraduate	642	629	631	558	- 73	- 11.6%
Nondegree	234	228	204	201	- 3	- 1.5%
Total	876	857	835	759	- 76	- 9.1%

Table continued on next page

TABLE 2.1: ENROLLMENT BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)

Student School	Fall Terms				Change from 2008 to 2009	
	2006	2007	2008	2009	Number	Percent
EDUCATION						
Freshman	0	1	0	0	0	-----
Sophomore	10	7	4	2	- 2	- 50.0%
Junior	293	229	208	205	- 3	- 1.4%
Senior	706	637	568	560	- 8	- 1.4%
Undergraduate	1,009	874	780	767	- 13	- 1.7%
Masters	451	451	395	440	+ 45	+ 11.4%
Doctorate	104	112	117	104	- 13	- 11.1%
Graduate	555	563	512	544	+ 32	+ 6.3%
Nondegree	279	231	252	267	+ 15	+ 6.0%
Total	1,843	1,668	1,544	1,578	+ 34	+ 2.2%
GRADUATE SCHOOL						
Masters	970	933	949	924	- 25	- 2.6%
Doctorate	2,980	3,105	3,148	3,219	+ 71	+ 2.3%
Graduate	3,950	4,038	4,097	4,143	+ 46	+ 1.1%
Nondegree	131	143	131	134	+ 3	+ 2.3%
Total	4,081	4,181	4,228	4,277	+ 49	+ 1.2%
HPER						
Freshman	11	16	17	19	+ 2	+ 11.8%
Sophomore	396	437	417	479	+ 62	+ 14.9%
Junior	584	640	733	658	- 75	- 10.2%
Senior	811	779	855	951	+ 96	+ 11.2%
Undergraduate	1,802	1,872	2,022	2,107	+ 85	+ 4.2%
Masters	218	241	248	245	- 3	- 1.2%
Doctorate	0	1	0	0	0	-----
Graduate	218	242	248	245	- 3	- 1.2%
Nondegree	23	20	28	20	- 8	- 28.6%
Total	2,043	2,134	2,298	2,372	+ 74	+ 3.2%
INFORMATICS						
Freshman	13	7	11	16	+ 5	+ 45.5%
Sophomore	58	76	89	96	+ 7	+ 7.9%
Junior	94	97	140	163	+ 23	+ 16.4%
Senior	144	146	134	200	+ 66	+ 49.3%
Undergraduate	309	326	374	475	+ 101	+ 27.0%
Graduate	87	105	120	169	+ 49	+ 40.8%
Nondegree	3	3	0	2	+ 2	-----
Total	399	434	494	646	+ 152	+ 30.8%
JOURNALISM						
Freshman	38	33	63	68	+ 5	+ 7.9%
Sophomore	184	167	192	190	- 2	- 1.0%
Junior	194	257	269	290	+ 21	+ 7.8%
Senior	252	210	274	321	+ 47	+ 17.2%
Undergraduate	668	667	798	869	+ 71	+ 8.9%
Total	668	667	798	869	+ 71	+ 8.9%
LABOR STUDIES						
Freshman	0	0	0	1	+ 1	-----
Sophomore	1	0	0	0	0	-----
Junior	3	0	0	0	0	-----
Senior	3	1	2	0	- 2	- 100.0%
Undergraduate	7	1	2	1	- 1	- 50.0%
Total	7	1	2	1	- 1	- 50.0%
LAW						
Masters	77	84	86	70	- 16	- 18.6%
Doctorate	25	31	31	25	- 6	- 19.4%
Graduate	102	115	117	95	- 22	- 18.8%
First Year	212	213	208	224	+ 16	+ 7.7%
Second Year*	215	194	205	194	- 11	- 5.4%
Third Year*	195	208	187	194	+ 7	+ 3.7%
Professional	622	615	600	612	+ 12	+ 2.0%
Nondegree	8	5	4	6	+ 2	+ 50.0%
Total	732	735	721	713	- 8	- 1.1%

Note: Beginning in 2006, academic level for LAW students is based on hours, rather than semesters completed.

Table continued on next page

TABLE 2.1: ENROLLMENT BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)

Student School	Fall Terms				Change from 2008 to 2009	
	2006	2007	2008	2009	Number	Percent
LIBRARY & INFO. SCI.						
Masters	285	275	311	309	- 2	- 0.6%
Doctorate	14	7	8	2	- 6	- 75.0%
Graduate	299	282	319	311	- 8	- 2.5%
Nondegree	13	15	19	18	- 1	- 5.3%
Total	312	297	338	329	- 9	- 2.7%
MUSIC						
Freshman	179	202	171	187	+ 16	+ 9.4%
Sophomore	161	169	184	147	- 37	- 20.1%
Junior	139	129	157	160	+ 3	+ 1.9%
Senior	267	257	276	314	+ 38	+ 13.8%
Undergraduate	746	757	788	808	+ 20	+ 2.5%
Masters	484	517	474	452	- 22	- 4.6%
Doctorate	328	327	326	319	- 7	- 2.1%
Graduate	812	844	800	771	- 29	- 3.6%
Nondegree	10	9	8	8	0	0.0%
Total	1,568	1,610	1,596	1,587	- 9	- 0.6%
NURSING						
Freshman	0	0	0	0	0	-----
Sophomore	30	28	42	51	+ 9	+ 21.4%
Junior	39	50	41	59	+ 18	+ 43.9%
Senior	79	74	82	79	- 3	- 3.7%
Undergraduate	148	152	165	189	+ 24	+ 14.5%
Graduate	0	0	0	0	0	-----
Nondegree	1	0	0	0	0	-----
Total	149	152	165	189	+ 24	+ 14.5%
OPTOMETRY						
Freshman	0	0	1	0	- 1	- 100.0%
Sophomore	10	4	3	6	+ 3	+ 100.0%
Senior	0	0	0	0	0	-----
Undergraduate	10	4	4	6	+ 2	+ 50.0%
First Year	75	80	78	79	+ 1	+ 1.3%
Second Year	87	73	84	81	- 3	- 3.6%
Third Year	70	84	68	75	+ 7	+ 10.3%
Fourth Year	83	72	84	68	- 16	- 19.0%
Professional	315	309	314	303	- 11	- 3.5%
Nondegree	1	1	0	0	0	-----
Total	326	314	318	309	- 9	- 2.8%
SPEA						
Freshman	3	0	17	25	+ 8	+ 47.1%
Sophomore	123	108	150	196	+ 46	+ 30.7%
Junior	306	352	397	506	+ 109	+ 27.5%
Senior	432	366	479	557	+ 78	+ 16.3%
Undergraduate	864	826	1,043	1,284	+ 241	+ 23.1%
Graduate	335	347	377	436	+ 59	+ 15.6%
Nondegree	0	1	3	3	0	0.0%
Total	1,199	1,174	1,423	1,723	+ 300	+ 21.1%
SOCIAL WORK						
Sophomore	6	8	11	12	+ 1	+ 9.1%
Junior	25	22	27	25	- 2	- 7.4%
Senior	28	32	30	33	+ 3	+ 10.0%
Undergraduate	59	62	68	70	+ 2	+ 2.9%
Nondegree	0	0	0	0	0	-----
Total	59	62	68	70	+ 2	+ 2.9%
UNIVERSITY DIVISION						
Freshman	7,193	6,885	6,861	6,546	- 315	- 4.6%
Sophomore	3,055	3,422	3,329	3,313	- 16	- 0.5%
Junior	764	892	956	940	- 16	- 1.7%
Senior	107	117	128	144	+ 16	+ 12.5%
Undergraduate	11,119	11,316	11,274	10,943	- 331	- 2.9%
Nondegree	135	169	58	33	- 25	- 43.1%
Total	11,254	11,485	11,332	10,976	- 356	- 3.1%

Table 2.2 shows a comparison of students enrolled as a graduate student in the Graduate School for last year and this year. This population includes all Masters and Ph.D. students in Arts and Sciences as well as Ph.D. students from other schools (e.g. Business). There are five schools with increases; Business (+3), the College (+61), Education (+15), HPER (+17), and Medicine (+2). Overall, the Graduate School shows an increase of 1.2% in enrollment.

TABLE 2.2: TOTAL GRADUATE SCHOOL ENROLLMENT BY SCHOOL

Fall Terms	2008	2009	Change	Percent Change
University Graduate School	1	1	0	0.0%
Business	63	66	3	4.8%
Arts and Sciences	2,828	2,889	61	2.2%
Education	514	529	15	2.9%
Health Physical Education & Recreation	115	132	17	14.8%
Informatics	231	214	-17	-7.4%
Journalism	77	75	-2	-2.6%
Law	3	2	-1	-33.3%
Medicine	4	6	2	50.0%
Music	83	76	-7	-8.4%
Optometry	24	21	-3	-12.5%
Other	112	111	-1	-0.9%
Library and Information Science	34	31	-3	-8.8%
Public and Environmental Affairs	139	124	-15	-10.8%
Campus Total	4,228	4,277	49	1.2%

In general, students new to the university enter University Division and are later certified into a degree-granting school. Alternatively, several schools have a direct admit program. The following table shows the number of new undergraduate students by school affiliation. This includes all beginners, transfers and intercampus transfer students.

TABLE 2.3: NEW UNDERGRADUATE STUDENTS BY SCHOOL

School	Number of Students
Arts and Sciences	410
Business	828
Continuing Studies	35
Education	1
HPER	52
Informatics	17
Journalism	70
Music	211
Nursing	6
SPEA	22
University Division	7006
Grand Total	8658

Table 2.4 shows historical enrollment by school beginning with Fall 1972.

TABLE 2.4: TOTAL ENROLLMENT BY STUDENT SCHOOL

Fall Terms	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
1972	7,155	3,064	295	4,196	4,568	788				611	211	67	1,188	91		64		8,579
1973	7,045	3,315	270	3,680	4,544	833				530	236	72	1,215	75		222		8,655
1974	6,542	3,690	301	3,279	4,141	926				530	209	75	1,292	71		326	18	9,115
1975	6,437	4,262	354	3,345	3,893	955				540	222	74	1,381	102	265	460	7	10,291
1976	6,223	4,384	450	3,204	3,814	1,029				572	194	68	1,441	104	257	544	64	10,047
1977	6,170	4,441	385	3,018	3,688	1,047				577	194	65	1,353	109	265	560	64	9,932
1978	5,739	4,899	507	2,835	3,704	1,037				588	158	67	1,379	115	263	555	61	9,616
1979	5,680	5,298	749	2,592	3,488	980				565	180	63	1,476	111	264	558	76	9,761
1980	5,583	4,668	592	2,483	3,375	871				563	179	69	1,416	115	269	596	76	11,012
1981	6,441	3,502	580	2,192	3,415	889				558	176	72	1,380	63	299	692	69	11,895
1982	6,749	3,104	595	1,959	3,470	747				588	210	67	1,344	54	291	842	54	12,614
1983	6,669	3,183	723	1,796	3,382	653				510	210	60	1,301	112	285	1,054	68	12,766
1984	6,851	3,182	603	1,932	3,479	652				541	228	63	1,300	269	275	1,080	75	12,185
1985	6,538	3,016	614	1,995	3,448	687				542	254	60	1,241	217	298	1,004	55	12,847
1986	6,604	3,077	542	1,963	3,419	780				593	258	55	1,286	201	294	917	63	12,398
1987	6,860	2,405	632	2,063	3,582	879				577	267	51	1,331	180	288	1,046	51	13,245
1988	7,588	3,001	714	2,235	3,739	921				590	322	50	1,301	133	302	886	56	11,938
1989	8,031	2,910	846	2,314	3,841	917				606	334	54	1,299	182	275	699	42	12,513
1990	8,917	2,847	939	2,373	3,931	907				625	314	52	1,331	238	267	790	33	11,889
1991	9,213	2,858	932	2,344	3,895	856	118			610	295	4	1,334	287	278	860	41	11,564
1992	8,464	2,729	980	2,344	4,156	928	310			597	310	3	1,461	384	285	892	51	12,182
1993	7,733	2,457	964	2,488	4,261	931	451			621	265	2	1,478	353	291	928	22	12,306
1994	7,111	2,993	1,058	2,532	4,236	1,118	470			636	257	2	1,564	291	320	992	55	11,959
1995	6,121	3,432	1,114	2,487	4,171	1,303	537			616	233	2	1,587	243	311	971	57	11,874
1996	5,496	3,664	1,157	2,497	4,111	1,352	534			669	222	2	1,645	191	305	844	43	11,968
1997	6,198	3,960	1,166	2,482	3,967	1,324	510			670	263	1	1,762	95	300	872	47	11,320
1998	6,151	4,326	1,146	2,515	3,837	1,257	503			665	304		1,740	108	315	889	35	11,809
1999	6,184	4,533	1,110	2,566	3,779	1,205	544			659	291		1,641	125	314	962	49	12,239
2000	6,424	4,407	1,123	2,657	3,613	1,314	544		7	704	281		1,647	148	302	1,101	36	12,768
2001	7,889	4,474	1,039	2,799	3,678	1,422	104		8	697	301		1,560	132	308	1,116	35	11,867
2002	8,400	4,361	1,189	2,924	3,856	1,466	297		6	741	340		1,592	108	310	1,147	41	11,544
2003	8,445	4,266	1,131	2,863	3,954	1,622	385		4	745	325		1,640	105	298	1,257	57	10,845
2004	8,717	4,268	1,020	2,669	3,924	1,885	388		11	717	327		1,540	154	317	1,316	50	9,853
2005	8,390	4,344	915	2,090	3,937	1,947	416		12	749	329		1,567	149	328	1,232	54	10,754
2006	8,216	4,531	876	1,843	4,081	2,043	399		7	732	312		1,568	149	326	1,199	59	11,254
2007	8,337	4,898	857	1,668	4,181	2,134	434		1	735	297		1,610	152	314	1,174	62	11,485
2008	8,737	5,469	835	1,544	4,228	2,298	494		2	721	338		1,596	165	318	1,423	68	11,332
2009	9,283	6,674	759	1,578	4,277	2,372	646		1	713	329		1,587	189	309	1,723	70	10,976

Notes:

1. Campus totals based on the school enrollments will not match the actual campus total.
2. Divisions no longer available at IU (e.g., Allied Health or Liberal Arts) are not included in this table.
3. Beginning Spring 2005, students enrolled in dual careers are included in the totals of all schools.
4. Highlighted areas indicate record highs.

Tables 2.5 shows undergraduate historical enrollment by school beginning with Fall 1972.

TABLE 2.5: UNDERGRADUATE ENROLLMENT BY STUDENT SCHOOL

Fall Terms	Arts and Sciences	Business	Continuing Studies	Education	HPER	Informatics	Journalism	Labor Studies	Music	Nursing	Optometry	SPEA	Social Work	UDIV
1972	7,136	2,324	295	2,761	562				742	90		27		8,579
1973	7,044	2,509	269	2,170	645				738	75		131		8,655
1974	6,458	2,647	19	1,679	665				731	68		213	18	9,071
1975	6,327	3,049	5	1,595	684				816	100	108	309	7	10,238
1976	6,064	3,478	22	1,477	750				825	100	200	367	63	9,993
1977	6,060	3,631	41	1,444	762				763	106		386	64	9,885
1978	5,655	4,093	73	1,301	781				755	108		405	61	9,580
1979	5,568	4,494	102	1,180	701				778	106		368	75	9,705
1980	5,486	3,815	105	1,041	601				780	103		397	75	10,928
1981	6,237	2,725	114	1,047	565				756	57		504	66	11,815
1982	6,546	2,297	127	924	501				694	48		658	52	12,363
1983	6,596	2,416	163	809	423				626	106		862	66	12,370
1984	6,751	2,481	148	933	423				653	260		910	75	11,973
1985	6,453	2,313	181	976	460				600	214		825	55	12,576
1986	6,530	2,355	169	1,009	548				616	197		750	63	12,227
1987	6,806	1,696	193	1,165	612				614	176		895	51	13,011
1988	7,513	2,307	302	1,347	675				606	131		706	56	11,743
1989	7,963	2,231	353	1,509	696				565	167	19	492	42	12,310
1990	8,753	2,188	418	1,581	695				608	236	9	532	31	11,635
1991	8,935	2,172	412	1,574	624		118		620	280	13	562	41	11,377
1992	8,171	2,121	433	1,570	694		310		714	379	19	599	51	11,894
1993	7,379	1,904	458	1,636	664		450		745	351	21	617	22	11,996
1994	6,723	2,399	545	1,694	839		469		793	291	41	664	55	11,669
1995	5,746	2,818	605	1,714	1,005		537		839	240	31	648	57	11,533
1996	5,103	3,022	675	1,764	1,079		534		882	191	21	531	43	11,606
1997	5,760	3,333	719	1,768	1,079		508		978	94	10	540	46	11,017
1998	5,901	3,639	795	1,746	1,041		503		976	107	19	549	35	11,481
1999	5,925	3,853	751	1,781	990		544		908	124	11	638	49	11,887
2000	6,120	3,657	773	1,803	1,092		544	7	902	147	4	805	35	12,403
2001	7,630	3,686	737	1,939	1,168	89	534	8	831	132	10	844	34	11,483
2002	8,205	3,645	840	2,007	1,221	246	581	6	829	107	14	846	40	11,181
2003	8,290	3,554	854	2,018	1,381	322	647	4	833	105	4	913	57	10,786
2004	8,554	3,596	777	1,830	1,600	317	665	11	740	154	7	978	50	9,783
2005	8,228	3,671	694	1,246	1,677	335	635	12	785	149	13	914	54	10,707
2006	8,034	3,842	642	1,009	1,802	309	668	7	746	148	10	864	59	11,119
2007	8,064	4,184	629	874	1,872	326	667	1	757	152	4	826	62	11,316
2008	8,453	4,685	631	780	2,022	374	798	2	788	165	4	1,043	68	11,274
2009	9,021	4,902	558	767	2,107	475	869	1	808	189	6	1,284	70	10,943

Notes:

1. Campus totals based on the school enrollments will not match the actual campus total.
2. Divisions no longer available at IU-Bloomington (e.g., Allied Health or Liberal Arts) are not included in this table.
3. Beginning Spring 2005, students enrolled in dual careers are included in the totals of all schools.
4. Highlighted areas indicate record highs.

CREDIT HOUR LOAD (SCHOOL)

The following table shows the average credit hour load by student school for Fall 2008 and 2009. As the campus average credit hour load reports a decrease this year, so have the following schools: Business, Education, the Graduate School, Informatics, Law, Nursing, and Social Work. Music has the highest loads for both freshmen (17.58) and undergraduates (17.41), whereas Optometry has the highest average credit hour load by school (17.21).

TABLE 2.6: AVERAGE CREDIT HOUR LOAD BY STUDENT SCHOOL

Fall Terms	Freshmen		Undergraduates		All Students	
Student School	2008	2009	2008	2009	2008	2009
Arts and Sciences	15.54	15.45	14.46	14.57	14.09	14.26
Business	15.32	15.19	15.05	15.13	14.86	13.56
Continuing Studies	8.96	9.76	11.34	11.51	9.79	9.80
Education	n/a	n/a	15.29	15.34	11.13	11.00
Graduate School	n/a	n/a	n/a	n/a	8.27	8.26
HPER	15.88	15.32	14.88	14.86	14.10	14.13
Informatics	14.82	15.06	14.37	14.47	12.87	12.86
Journalism	15.65	15.34	15.02	15.15	15.02	15.15
Labor Studies	n/a	12.00	7.50	12.00	7.50	12.00
Law	n/a	n/a	n/a	n/a	13.72	13.67
Library & Info. Science	n/a	n/a	n/a	n/a	7.93	8.22
Music	17.85	17.58	17.40	17.41	13.09	13.27
Nursing	n/a	n/a	14.31	13.90	14.31	13.90
Optometry	16.00	n/a	15.75	14.33	17.06	17.21
SPEA	15.35	15.28	14.72	14.78	13.72	13.77
Social Work	n/a	n/a	15.12	14.99	15.12	14.99
University Division	14.95	14.96	14.79	14.84	14.73	14.81

Note: The category "All Students" includes undergraduate, graduate, professional, and nondegree students.

Figure 2.1 shows the average credit hour load by school, compared to the campus average (13.38).

FIGURE 2.1: AVERAGE CREDIT HOUR LOAD BY STUDENT SCHOOL

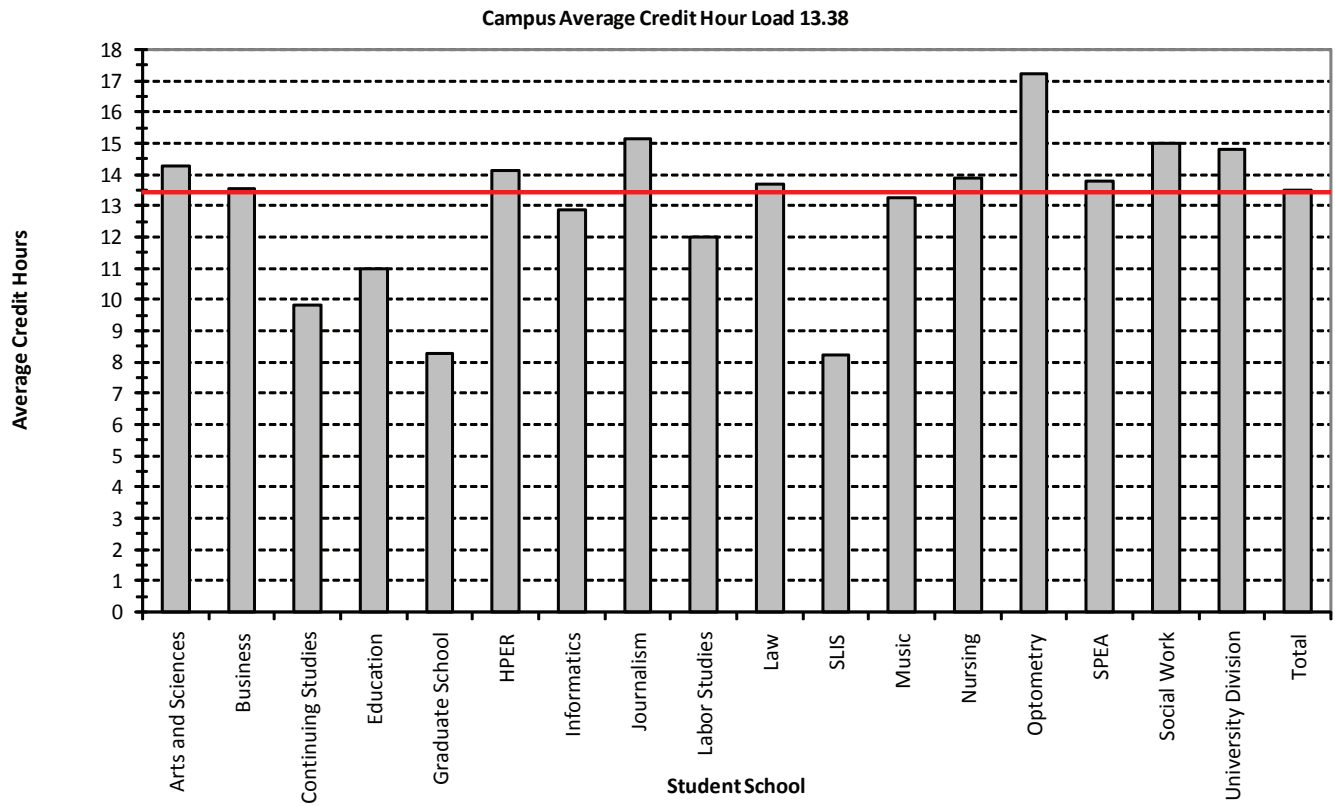


Table 2.7 illustrates the change in average credit hour load compared to five years ago. When compared to Fall 2004, undergraduate credit hour loads show decreases in Nursing and Optometry. For all students, Business, Continuing Studies, Education, Informatics, Law, and Nursing show decreases in the average credit hour loads over this five-year period.

TABLE 2.7: AVERAGE CREDIT HOUR LOAD BY STUDENT SCHOOL
5-YEAR COMPARISON

Fall Terms	Undergraduates			All Students		
Student School	2004	2009	Change	2004	2009	Change
Arts and Sciences	14.37	14.57	+ 0.20	14.19	14.26	+ 0.07
Business	14.61	15.13	+ 0.52	14.73	13.56	- 1.17
Continuing Studies	11.42	11.51	+ 0.09	9.91	9.80	- 0.11
Education	14.95	15.34	+ 0.39	12.40	11.00	- 1.40
Graduate School	n/a	n/a	---	8.19	8.26	+ 0.07
HPER	14.74	14.86	+ 0.12	13.82	14.13	+ 0.31
Informatics	14.14	14.47	+ 0.33	13.07	12.86	- 0.21
Journalism	14.91	15.15	+ 0.24	14.91	15.15	+ 0.24
Labor Studies	8.27	12.00	+ 3.73	8.27	12.00	+ 3.73
Law	n/a	n/a	---	13.94	13.67	- 0.27
Library & Info. Science	n/a	n/a	---	8.22	8.22	0.0
Music	16.64	17.41	+ 0.77	12.51	13.27	+ 0.76
Nursing	14.27	13.90	- 0.37	14.27	13.90	- 0.37
Optometry	16.00	14.33	- 1.67	16.52	17.21	+ 0.69
SPEA	14.55	14.78	+ 0.23	13.63	13.77	+ 0.14
Social Work	14.12	14.99	+ 0.87	14.12	14.99	+ 0.87
University Division	14.68	14.84	+ 0.16	14.62	14.81	+ 0.19

Note: The category "All Students" includes undergraduate, graduate, professional, and nondegree students.

MAJORS

The following tables show enrollments by major for the College of Arts and Sciences and the Graduate School in rank order. Students with multiple majors can be counted under more than one major, so school enrollment totals will be lower than a count of majors. The total number of majors in the College has increased 6.6% from last year. The Graduate School shows an increase of 1.1% in majors this year.

TABLE 2.8: DECLARED MAJORS: COLLEGE DEPARTMENTS

College of Arts & Sciences Departments					
Fall 2008	Student Majors	Percent of School Majors	Fall 2009	Student Majors	Percent of School Majors
Biology	1,148	10.3%	Biology	1,247	11.2%
Psychological & Brain Sciences	1,148	10.3%	Psychological & Brain Sciences	1,228	11.0%
Telecommunications	727	6.5%	Telecommunications	768	6.9%
Political Science	536	4.8%	Apparel Merch/Int Design	558	5.0%
Apparel Merch/Int Design	483	4.3%	Political Science	526	4.7%
English	446	4.0%	Communication & Culture	469	4.2%
Criminal Justice	443	4.0%	Fine Arts	465	4.2%
Chemistry	438	3.9%	English	463	4.2%
Communication & Culture	436	3.9%	Chemistry	463	4.2%
Fine Arts	433	3.9%	Criminal Justice	406	3.6%
History	370	3.3%	History	398	3.6%
Economics	306	2.7%	Economics	371	3.3%
International Studies	285	2.6%	International Studies	337	3.0%
Second Language Studies (TESOL)	274	2.5%	Spanish & Portuguese	287	2.6%
Spanish & Portuguese	262	2.4%	Liberal Arts & Management Program	260	2.3%
Liberal Arts & Management Program	252	2.3%	Second Language Studies (TESOL)	241	2.2%
Speech & Hearing Sciences	241	2.2%	Speech & Hearing Sciences	239	2.1%
Theater & Drama	221	2.0%	Theater & Drama	227	2.0%
Sociology	211	1.9%	Sociology	204	1.8%
Anthropology	157	1.4%	Anthropology	191	1.7%
Mathematics	131	1.2%	Mathematics	168	1.5%
East Asian Language & Culture	121	1.1%	East Asian Language & Culture	146	1.3%
French & Italian	117	1.1%	Exploratory	138	1.2%
Individualized Major Program	106	1.0%	Human Biology	134	1.2%
Human Biology	94	0.8%	French & Italian	108	1.0%
Philosophy	92	0.8%	Individualized Major Program	91	0.8%
Religious Studies	82	0.7%	Philosophy	84	0.8%
College of Arts & Sciences	68	0.6%	Religious Studies	84	0.8%
Physics	61	0.5%	Physics	76	0.7%
Jewish Studies	60	0.5%	Geology	70	0.6%
Gender Studies	60	0.5%	Linguistics	67	0.6%
Geography	56	0.5%	College of Arts & Sciences	66	0.6%
Germanic Studies	56	0.5%	Germanic Studies	60	0.5%
Linguistics	55	0.5%	Classical Studies	60	0.5%
Near Eastern Language & Culture	54	0.5%	Jewish Studies	56	0.5%
Geology	46	0.4%	Gender Studies	54	0.5%
Classical Studies	45	0.4%	Near Eastern Language & Culture	46	0.4%
COAS Computer Science	33	0.3%	Geography	44	0.4%
Cognitive Science	29	0.3%	COAS Computer Science	35	0.3%
Afro-American Studies	28	0.3%	Afro-American Studies	35	0.3%
Folklore	27	0.2%	Folklore	35	0.3%
Slavic Languages & Literatures	24	0.2%	Cognitive Science	30	0.3%
Astronomy	21	0.2%	Slavic Languages & Literatures	26	0.2%
Comparative Literature	20	0.2%	Astronomy	26	0.2%
Statistics	10	0.1%	Comparative Literature	26	0.2%
India Studies	3	0.0%	American Studies	15	0.1%
American Studies	3	0.0%	Statistics	7	0.1%
Computer Science	1	0.0%	India Studies	3	0.0%
Exploratory	124	1.1%	Computer Science	0	0.0%
Total	10,444	93.8%	Total	11,138	100.0%
Total School Enrollments	8,737		Total School Enrollments	9,283	

Note: Dual majors are included, so that if a student has two majors, each major is counted individually.

TABLE 2.9: DECLARED MAJORS: GRADUATE SCHOOL DEPARTMENTS

Graduate School Departments					
Fall 2008	Student Majors	Percent of School Majors	Fall 2009	Student Majors	Percent of School Majors
Education	536	11.6%	Education	550	11.9%
English	208	4.5%	English	237	5.1%
Computer Science	195	4.2%	Chemistry	192	4.2%
Chemistry	184	4.0%	Biology	176	3.8%
Biology	177	3.8%	Computer Science	167	3.6%
Fine Arts	142	3.1%	Fine Arts	150	3.3%
History	141	3.1%	History	136	3.0%
Graduate Cont Nondegree - Masters	140	3.0%	Health, Phys Ed, & Recreation	135	2.9%
Mathematics	137	3.0%	Anthropology	134	2.9%
Anthropology	133	2.9%	Mathematics	133	2.9%
Folklore & Ethnomusicology	126	2.7%	Graduate Cont Nondegree - Masters	125	2.7%
Health, Phys Ed, & Recreation	120	2.6%	Folklore & Ethnomusicology	121	2.6%
Psychological & Brain Sciences	104	2.3%	Psychological & Brain Sciences	96	2.1%
Economics	98	2.1%	Sociology	96	2.1%
Public & Environmental Affairs	95	2.1%	Economics	95	2.1%
Sociology	92	2.0%	Public & Environmental Affairs	92	2.0%
Political Science	91	2.0%	Linguistics	92	2.0%
Physics	88	1.9%	Communication & Culture	92	2.0%
Music	87	1.9%	Political Science	90	2.0%
Linguistics	86	1.9%	Spanish	88	1.9%
Spanish	85	1.8%	French & Italian	83	1.8%
French & Italian	84	1.8%	Speech & Hearing Sciences	83	1.8%
Journalism	84	1.8%	Journalism	82	1.8%
Speech & Hearing Sciences	84	1.8%	Music	81	1.8%
Communication & Culture	82	1.8%	Physics	78	1.7%
Telecommunications	72	1.6%	Biochemistry	69	1.5%
Business	63	1.4%	Telecommunications	68	1.5%
Cognitive Science	59	1.3%	Business	66	1.4%
Biochemistry	57	1.2%	Cognitive Science	57	1.2%
Geology	55	1.2%	Geology	57	1.2%
Near Eastern Language & Culture	51	1.1%	Near Eastern Language & Culture	56	1.2%
Comparative Literature	50	1.1%	Informatics	56	1.2%
Informatics	49	1.1%	Central Eurasian Studies	51	1.1%
Arts Administration	47	1.0%	Theater & Drama	47	1.0%
Central Eurasian Studies	45	1.0%	Comparative Literature	43	0.9%
Theater & Drama	44	1.0%	Criminal Justice	43	0.9%
Criminal Justice	43	0.9%	Arts Administration	40	0.9%
Philosophy	41	0.9%	Philosophy	39	0.8%
History & Phil of Science	39	0.8%	History & Phil of Science	39	0.8%
East Asian Language & Culture	36	0.8%	Germanic Studies	39	0.8%
Germanic Studies	35	0.8%	Religious Studies	37	0.8%
Library & Information Science	35	0.8%	East Asian Language & Culture	36	0.8%
Center for Neural Sciences	33	0.7%	Library & Information Science	34	0.7%
Classical Studies	32	0.7%	Center for Neural Sciences	30	0.7%
Russian & Eastern European Institute	29	0.6%	Classical Studies	30	0.7%
Second Language Studies	28	0.6%	Astronomy	29	0.6%
Geography	27	0.6%	Russian & Eastern European Institute	26	0.6%
Optometry	26	0.6%	Second Language Studies	25	0.5%
Religious Studies	26	0.6%	Geography	25	0.5%
Astronomy	25	0.5%	Afro-American Studies	25	0.5%
Afro-American Studies	21	0.5%	Optometry	23	0.5%
American Studies	21	0.5%	American Studies	23	0.5%
Gender Studies	18	0.4%	Gender Studies	23	0.5%
Latin American Studies	13	0.3%	Latin American Studies	16	0.3%
Slavic Languages & Literatures	12	0.3%	Slavic Languages & Literatures	16	0.3%
West Eruopean Studies	9	0.2%	West Eruopean Studies	12	0.3%
Medicine	6	0.1%	African Studies	9	0.2%
Arts & Sciences	3	0.1%	Medicine	7	0.2%
Law	3	0.1%	Law	4	0.1%
African Studies	2	0.0%	Arts & Sciences	2	0.0%
Total	4,554	98.9%	Total	4,606	100.0%
Total School Enrollments		4,228	Total School Enrollments		4,277

Note: Dual enrollments are included.

Table 2.10 shows the number of majors by school. Again, students with multiple majors are counted under each major or school. The large increase in Business is a result of the Kelley Direct population.

TABLE 2.10: DECLARED MAJORS: ALL SCHOOLS

Fall 2008	Student Majors	Fall 2009	Student Majors
University Division	11,877	University Division	11,068
Arts and Sciences	10,444	Arts and Sciences	11,138
Business	6,871	Business	8,231
Graduate School	4,554	Graduate School	4,606
HPER	2,330	HPER	2,420
Education	1,686	Education	1,808
Music	1,738	Music	1,710
SPEA	1,627	SPEA	1,952
Continuing Studies	907	Continuing Studies	844
Law	737	Law	735
Journalism	872	Journalism	955
Informatics	508	Informatics	664
Library & Information Science	389	Library & Information Science	383
Optometry	319	Optometry	312
Nursing	165	Nursing	190
Social Work	68	Social Work	70
Labor Studies	4	Labor Studies	4
Total Majors	45,096	Total Majors	47,090
Total Enrollments	40,366	Total Enrollments	42,355

Note: Dual enrollments are included.

ETHNIC GROUPS (SCHOOL)

Ethnic group is self-reported by students who attend Indiana University-Bloomington. In addition, they have the option to exclude ethnic information and may request its removal from all records. 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 the Title IX of the Education Amendment of 1972. Ethnic data have been collected at Indiana University since 1975.

The following table shows U.S. minority enrollment (African American, Asian American, Hispanic American, and Native American) at IU-Bloomington by school and level from 1997 to the present. Total IU-Bloomington campus enrollments by ethnic group are provided in the [Ethnic Group](#) subsection of this report.

TABLE 2.11: U.S. MINORITY ENROLLMENT BY STUDENT SCHOOL AND LEVEL
(AFRICAN AMERICAN, ASIAN AMERICAN, HISPANIC AMERICAN, AND NATIVE AMERICAN)

Fall Terms		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Arts and Sciences	Undergraduate	510	532	540	565	671	721	755	825	822	867	922	1051	1119
	Graduate	0	0	0	0	0	0	0	0	1	0	2	3	2
	Nondegree	8	11	7	12	16	8	5	7	2	1	3	5	1
	Total	518	543	547	577	687	729	760	832	825	868	927	1,059	1,122
Business	Undergraduate	233	270	275	281	316	301	320	316	361	343	355	436	494
	Graduate	79	122	129	105	99	86	91	101	87	89	74	69	207
	Nondegree	0	0	2	1	0	1	1	1	0	0	1	1	5
	Total	312	392	406	387	415	388	412	418	448	432	430	506	706
Continuing Studies	Undergraduate	101	122	110	107	107	120	136	127	116	96	92	121	106
	Nondegree	47	37	31	39	31	38	26	23	23	26	25	19	17
	Total	148	159	141	146	138	158	162	150	139	122	117	140	123
Education	Undergraduate	110	114	101	96	114	111	107	95	68	50	44	47	50
	Graduate	59	55	52	56	61	71	58	51	61	46	56	66	81
	Nondegree	7	16	14	20	15	13	22	15	18	26	19	17	21
	Total	176	185	167	172	190	195	187	161	147	122	119	130	152
Graduate School	Graduate	303	310	321	297	311	329	321	331	377	401	421	433	451
	Nondegree	8	12	11	9	21	12	13	19	21	10	14	17	9
	Total	311	322	332	306	332	341	334	350	398	411	435	450	460
HPER	Undergraduate	65	55	60	68	82	103	123	132	133	140	159	175	201
	Graduate	22	15	15	25	22	22	24	28	30	32	40	42	42
	Nondegree	0	1	2	3	1	2	2	5	3	1	5	3	2
	Total	87	71	77	96	105	127	149	165	166	173	204	220	245
Informatics	Undergraduate	0	0	0	0	9	24	26	20	27	29	29	41	52
	Graduate	0	0	0	0	2	3	4	4	3	6	10	5	10
	Nondegree	0	0	0	0	0	0	0	0	0	0	0	0	2
	Total	0	0	0	0	11	27	30	24	30	35	39	46	64
Journalism	Undergraduate	28	33	44	47	30	35	34	41	39	48	52	57	69
	Total	28	33	44	47	30	35	34	41	39	48	52	57	69

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

TABLE 2.11: U.S. MINORITY ENROLLMENT BY STUDENT SCHOOL AND LEVEL (CONTINUED)
(AFRICAN AMERICAN, ASIAN AMERICAN, HISPANIC AMERICAN, AND NATIVE AMERICAN)

Fall Terms		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Labor Studies	Undergraduate	0	0	0	1	2	1	1	1	2	1	0	2	0
	Total	0	0	0	1	2	1	1	1	2	1	0	2	0
Law	Graduate	0	1	0	3	1	2	0	0	2	2	1	2	1
	Professional	112	95	83	93	99	100	103	100	97	92	106	102	98
	Total	112	96	83	96	100	102	103	100	99	94	107	104	99
Library & Info. Science	Graduate	7	11	12	20	30	26	22	26	20	25	26	26	20
	Nondegree	2	4	2	2	1	3	2	1	1	2	1	2	0
	Total	9	15	14	22	31	29	24	27	21	27	27	28	20
Music	Undergraduate	107	101	104	103	86	75	70	75	82	89	98	105	115
	Graduate	63	61	64	75	66	75	69	68	72	83	80	79	95
	Nondegree	10	6	1	3	0	5	3	2	2	0	0	1	1
	Total	180	168	169	181	152	155	142	145	156	172	178	185	211
Nursing	Undergraduate	9	10	8	11	6	3	3	6	9	9	8	7	8
	Total	9	10	8	11	6	3	3	6	9	9	8	7	8
Optometry	Undergraduate	2	2	1	2	3	3	1	2	2	0	0	0	0
	Professional	20	24	35	38	40	43	35	33	32	34	33	34	36
	Total	22	26	36	40	43	46	36	35	34	34	33	34	36
SPEA	Undergraduate	37	45	57	62	63	59	68	80	79	85	68	77	109
	Graduate	28	36	40	31	24	20	31	32	34	38	35	28	27
	Nondegree	0	0	0	1	0	0	0	0	0	0	0	0	0
	Total	65	81	97	94	87	79	99	112	113	123	103	105	136
Social Work	Undergraduate	1	5	6	4	3	6	8	8	11	10	7	10	9
	Total	1	5	6	4	3	6	8	8	11	10	7	10	9
University Division	Undergraduate	1,124	1,136	1,208	1,283	1,191	1,151	1,115	1,115	1,267	1,309	1,355	1,398	1,444
	Nondegree	13	9	7	6	5	1	7	3	4	13	11	4	2
	Total	1,137	1,145	1,215	1,289	1,196	1,152	1,122	1,118	1,271	1,322	1,366	1,402	1,446
TOTAL MINORITY		3,115	3,251	3,342	3,469	3,528	3,573	3,606	3,693	3,908	4,003	4,152	4,485	4,906

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

GENDER (SCHOOL)

Table 2.12 shows the number and share of female and male students in each student school for Fall 2008 and Fall 2009, as well as change and percent of change. Compared to last year, eleven schools show an increase in male students, and the same number of schools show an increase in female students. Female students show a decrease in six schools, while males decrease only in five schools, with Optometry registering no change in male enrollment. The School of Business shows the highest increase in both number of males and females (843 and 362 respectively). Ten schools have a higher share of female students, while seven schools show a higher share of male students. Females comprise two thirds of the enrollment in six schools; these are Education, Journalism, Labor Studies, Library & Information Science, Nursing, and Social Work. Males comprise two thirds of the enrollment in two schools, Business and Informatics.

TABLE 2.12: SHARE OF STUDENT SCHOOL ENROLLMENT BY GENDER

SCHOOL	FALL 2008		TOTAL	FALL 2009		TOTAL	FEMALE NUMBER/ PERCENT CHANGE	MALE NUMBER/ PERCENT CHANGE
	FEMALE	MALE		FEMALE	MALE			
ARTS AND SCIENCES	4,948 56.6%	3,789 43.4%	8,737	5,202 56.0%	4,081 44.0%	9,283	254 5.1%	292 7.7%
BUSINESS	1,679 30.7%	3,790 69.3%	5,469	2,041 30.6%	4,633 69.4%	6,674	362 21.6%	843 22.2%
CONTINUING STUDIES	390 46.7%	445 53.3%	835	367 48.4%	392 51.6%	759	-23 -5.9%	-53 -11.9%
EDUCATION	1,198 77.6%	346 22.4%	1,544	1,209 76.6%	369 23.4%	1,578	11 0.9%	23 6.6%
GRADUATE SCHOOL	2,182 51.6%	2,046 48.4%	4,228	2,257 52.8%	2,020 47.2%	4,277	75 3.4%	-26 -1.3%
HPER	1,326 57.7%	972 42.3%	2,298	1,373 57.9%	999 42.1%	2,372	47 3.5%	27 2.8%
INFORMATICS	103 20.9%	391 79.1%	494	130 20.1%	516 79.9%	646	27 26.2%	125 32.0%
JOURNALISM	613 76.8%	185 23.2%	798	648 74.6%	221 25.4%	869	35 5.7%	36 19.5%
LABOR STUDIES	0 0.0%	2 100.0%	2	1 100.0%	0 0.0%	1	1 ---	-2 -100%
LAW	301 41.7%	420 58.3%	721	291 40.8%	422 59.2%	713	-10 -3.3%	2 0.5%
LIBRARY & INFO. SCIENCE	233 68.9%	105 31.1%	338	231 70.2%	98 29.8%	329	-2 -0.9%	-7 -6.7%
MUSIC	780 48.9%	816 51.1%	1,596	737 46.4%	850 53.6%	1,587	-43 -5.5%	34 4.2%
NURSING	159 96.4%	6 3.6%	165	178 94.2%	11 5.8%	189	19 11.9%	5 83.3%
OPTOMETRY	195 61.3%	123 38.7%	318	186 60.2%	123 39.8%	309	-9 -4.6%	0 0.0%
SPEA	596 41.9%	827 58.1%	1,423	732 42.5%	991 57.5%	1,723	136 22.8%	164 19.8%
SOCIAL WORK	60 88.2%	8 11.8%	68	66 94.3%	4 5.7%	70	6 10.0%	-4 -50.0%
UNIVERSITY DIVISION	5,694 50.2%	5,638 49.8%	11,332	5,320 48.5%	5,656 51.5%	10,976	-374 -6.6%	18 0.3%

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).

Table 2.13 outlines the percentages of female and male students in selected College and Graduate School departments with 50 or more student majors. In the College, eight majors have female shares above two thirds, with shares above 90% in Apparel Merchandising and Interior Design and Speech and Hearing Sciences. Four majors have male shares above two thirds with Economics, Philosophy and Physics reaching levels above 80%. In the Graduate School five majors have male shares above two thirds, with the highest percentages in Computer Science and Mathematics (both at 79.4%). Four majors have female shares above two thirds with the highest share of females in Speech and Hearing Sciences at 97.6%.

TABLE 2.13: FEMALE AND MALE SHARE OF DECLARED MAJORS:
ARTS & SCIENCES AND GRADUATE SCHOOL

College Departments	Female Share	Male Share	Graduate School Departments	Female Share	Male Share
Apparel Merch/Int Design	94.6%	5.4%	Anthropology	67.7%	32.3%
Anthropology	64.2%	35.8%	Biology	59.1%	40.9%
Biology	51.9%	48.1%	Biochemistry	42.4%	57.6%
Chemistry	43.1%	56.9%	Business	36.4%	63.6%
Communication & Culture	66.0%	34.0%	Chemistry	36.5%	63.5%
Criminal Justice	40.4%	59.6%	Communication & Culture	51.2%	48.8%
East Asian Lang & Culture	50.9%	49.1%	Computer Science	20.6%	79.4%
Economics	15.5%	84.5%	Economics	32.2%	67.8%
English	62.1%	37.9%	Education	67.7%	32.3%
Fine Arts	70.0%	30.0%	English	62.7%	37.3%
Geology	38.8%	61.2%	Fine Arts	70.3%	29.7%
History	30.9%	69.1%	Folklore & Ethnomusicology	66.1%	33.9%
Human Biology	75.4%	24.6%	French & Italian	62.3%	37.7%
Individualized Major Program	51.9%	48.1%	Geology	43.6%	56.4%
International Studies	72.8%	27.2%	Graduate School	46.8%	53.2%
Mathematics	38.0%	62.0%	History	53.8%	46.2%
Philosophy	17.7%	82.3%	Health, Phys. Ed, & Recreation	53.0%	47.0%
Physics	12.9%	87.1%	Informatcis	29.6%	70.4%
Political Science	38.1%	61.9%	Journalism	53.9%	46.1%
Psychology	67.4%	32.6%	Linguistics	55.6%	44.4%
Second Language Studies	45.5%	53.6%	Mathematics	20.6%	79.4%
Sociology	64.2%	35.8%	Music	59.2%	40.8%
Spanish	73.5%	26.5%	Near Eastern Lang & Culture	39.6%	60.4%
Speech & Hearing Sciences	96.1%	3.9%	Physics	21.8%	78.2%
Telecommunication	39.6%	60.4%	Political Science	36.4%	63.6%
Theater & Drama	60.1%	35.1%	Psychology	58.2%	41.8%
			School of Public & Envir Affairs	41.9%	58.1%
			Sociology	60.0%	40.0%
			Spanish	55.3%	44.7%
			Speech and Hearing Sciences	97.6%	2.4%
			Telecommunications	50.0%	50.0%

CREDIT HOURS AND COURSE ENROLLMENTS

COURSE LEVEL

Credit hours show a 4.1% increase this year (+22,546.5 credit hours), another record-breaking year. Credit hours at both the undergraduate and graduate levels are new record-high figures. The percentage increase in credit hours (+4.1%) is lower than the percentage increase in headcount (+4.9%). This is due to a larger increase in students at the graduate level, who take fewer credit hours than undergraduate students.

Within the undergraduate level, the 200, 300 and 400 levels all report new record numbers of credit hours. The 300-level reports the largest percentage increase (+11.5%). The 100-level reports a 1.7% decrease this year.

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

TABLE 3.1: CREDIT HOURS BY COURSE LEVEL

Fall Terms	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
2007	172,673.0	117,465.0	105,901.5	48,408.0	444,447.5	79,444.0	523,891.5
2008	174,723.0	125,137.0	113,158.0	50,152.0	463,170.0	81,066.5	544,236.5
2009	171,720.0	128,791.0	126,126.0	51,698.5	478,335.5	88,447.5	566,783.0
Change from last year	- 3,003.0	+ 3,654.0	+ 12,968.0	+ 1,546.5	+ 15,165.5	+ 7,381.0	+ 22,546.5
	- 1.7%	+ 2.9%	+ 11.5%	+ 3.1%	+ 3.3%	+ 9.1%	+ 4.1%

Notes:

1. Highlighted areas indicate record highs.
2. 100-level courses include courses numbered 0-199.

The increase in graduate students is also impacting the share of credit hours by course level. This year, 15.6% of the credit hours taken on campus are from graduate courses, a 0.7 percentage point increase from last year, leaving 84.4% of credit hours from undergraduate courses.

The following table shows historical course enrollments by course level as well as the change from last year. Typically, course enrollments mirror credit hours. However, this year there are fluctuations between credit hours and course enrollments. Only 100-level credit hours show a decrease, however, course enrollments at both the 100- and 400-levels report decreases. Credit hours at the 400-level show a 3.6% increase, while course enrollments at the 400-level show a 1.1% decrease. Total undergraduate course enrollments and graduate course enrollments do indeed mirror credit hour activity.

TABLE 3.2: COURSE ENROLLMENTS BY COURSE LEVEL

Fall Terms	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
2007	62,902	40,958	36,554	16,586	157,000	27,069	184,069
2008	63,710	43,183	39,132	17,160	163,185	28,002	191,187
2009	63,428	43,746	43,377	16,974	167,525	30,570	198,095
Change from last year	- 282 - 0.4%	+ 563 + 1.3%	+ 4,245 + 10.8%	- 186 - 1.1%	+ 4,340 + 2.7%	+ 2,568 + 9.2%	+ 6,908 + 3.6%

Note: Highlighted areas indicate record highs.

COURSE SCHOOL

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

The Kelley School of Business, HPER, Informatics, Journalism, Nursing, SPEA, and Social Work all show record numbers of credit hours. Other schools reporting increases are: Arts and Sciences, Education, Library and Information Science, Medical Sciences, Military Science, and Music. The following schools report record numbers of undergraduate credit hours: Business, HPER, Informatics, Journalism, Medical Sciences, Nursing, SPEA, and Social Work. The following schools show record numbers of graduate credit hours: Business, Arts and Sciences, HPER, Informatics, and SPEA. The 48.3% increase in graduate credit hours in the Kelley School of Business is due, in part, to the Kelley Direct program's migration to the Bloomington campus.

TABLE 3.3: CREDIT HOURS AND COURSE ENROLLMENTS BY COURSE SCHOOL AND COURSE LEVEL

Fall Terms	Credit Hours				Course Enrollments			
	2008	2009	Change	Percent Change	2008	2009	Change	Percent Change
ARTS and SCIENCES								
Undergraduate	271,903.0	275,593.5	+ 3,690.5	+ 1.4%	88,812	90,752	+ 1,940	+ 2.2%
Graduate	24,597.5	25,458.5	+ 861.0	+ 3.5%	7,041	7,171	+ 130	+ 1.8%
Total	296,500.5	301,052.0	+ 4,551.5	+ 1.5%	95,853	97,923	+ 2,070	+ 2.2%
BUSINESS								
Undergraduate	71,360.0	74,456.5	+ 3,096.5	+ 4.3%	28,423	27,927	- 496	- 1.7%
Graduate	11,251.5	16,691.5	+ 5,440.0	+ 48.3%	4,658	6,725	+ 2,067	+ 44.4%
Total	82,611.5	91,148.0	+ 8,536.5	+ 10.3%	33,081	34,652	+ 1,571	+ 4.7%
CONTINUING STUDIES								
Undergraduate	0.0	0.0	0.0	-----	0.0	0.0	0.0	-----
Total	0.0	0.0	0.0	-----	0.0	0.0	0.0	-----
EDUCATION								
Undergraduate	19,602.0	20,526.0	+ 924.0	+ 4.7%	7,130	7,392	+ 262	+ 3.7%
Graduate	9,180.0	9,488.0	+ 308.0	+ 3.4%	3,050	3,183	+ 133	+ 4.4%
Total	28,782.0	30,014.0	+ 1,232.0	+ 4.3%	10,180	10,575	+ 395	+ 3.9%
GRADUATE SCHOOL								
Undergraduate	0.0	0.0	0.0	-----	0.0	0.0	0.0	-----
Graduate	130.0	126.0	- 4.0	- 3.1%	62	55	- 7	- 11.3%
Total	130.0	126.0	- 4.0	- 3.1%	62	55	- 7	- 11.3%
HPER								
Undergraduate	36,267.0	37,797.0	+ 1,530.0	+ 4.2%	15,763	16,474	+ 711	+ 4.5%
Graduate	2,937.0	3,108.0	+ 171.0	+ 5.8%	926	991	+ 65	+ 7.0%
Total	39,204.0	40,905.0	+ 1,701.0	+ 4.3%	16,689	17,465	+ 776	+ 4.6%
INFORMATICS								
Undergraduate	7,278.0	8,395.5	+ 1,117.5	+ 15.4%	2,307	2,626	+ 319	+ 13.8%
Graduate	2,924.5	3,202.5	+ 278.0	+ 9.5%	918	988	+ 70	+ 7.6%
Total	10,202.5	11,598.0	+ 1,395.5	+ 13.7%	3,225	3,614	+ 389	+ 12.1%
JOURNALISM								
Undergraduate	7,367.0	8,376.0	+ 1,009.0	+ 13.7%	2,733	3,020	+ 287	+ 10.5%
Graduate	588.0	563.0	- 25.0	- 4.3%	190	179	- 11	- 5.8%
Total	7,955.0	8,939.0	+ 984.0	+ 12.4%	2,923	3,199	+ 276	+ 9.4%

TABLE 3.3: CREDIT HOURS AND COURSE ENROLLMENTS BY COURSE SCHOOL AND COURSE LEVEL (CONTINUED)

Fall Terms	Credit Hours				Course Enrollments			
	2008	2009	Change	Percent Change	2008	2009	Change	Percent Change
LABOR STUDIES								
Undergraduate	459.0	339.0	- 120.0	- 26.1%	160	125	- 35	- 21.9%
Total	459.0	339.0	- 120.0	- 26.1%	160	125	- 35	- 21.9%
LAW								
Graduate	9,852.0	9,812.0	- 40.0	- 0.4%	3,450	3,358	- 92	- 2.7%
Total	9,852.0	9,812.0	- 40.0	- 0.4%	3,450	3,358	- 92	- 2.7%
LIBRARY & INFO SCIENCE								
Undergraduate	349.0	350.0	+ 1.0	+ 0.3%	125	132	+ 7	+ 5.6%
Graduate	2,505.5	2,563.5	+ 58.0	+ 2.3%	838	862	+ 24	+ 2.9%
Total	2,854.5	2,913.5	+ 59.0	+ 2.1%	963	994	+ 31	+ 3.2%
MEDICAL SCIENCES								
Undergraduate	4,236.0	4,303.0	+ 67.0	+ 1.6%	965	981	+ 16	+ 1.7%
Graduate	102.0	84.0	- 18.0	- 17.6%	32	29	- 3	- 9.4%
Total	4,338.0	4,387.0	+ 49.0	+ 1.1%	997	1,010	+ 13	+ 1.3%
MILITARY SCIENCE								
Undergraduate	380.0	472.0	+ 92.0	+ 24.2%	161	201	+ 40	+ 24.8%
Total	380.0	472.0	+ 92.0	+ 24.2%	161	201	+ 40	+ 24.8%
MUSIC								
Undergraduate	21,476.0	22,009.0	+ 533.0	+ 2.5%	8,771	8,970	+ 199	+ 2.3%
Graduate	6,333.0	6,123.0	- 210.0	- 3.3%	3,543	3,418	- 125	- 3.5%
Total	27,809.0	28,132.0	+ 323.0	+ 1.2%	12,314	12,388	+ 74	+ 0.6%
NURSING								
Undergraduate	2,105.0	2,274.0	+ 169.0	+ 8.0%	773	837	+ 64	+ 8.3%
Total	2,105.0	2,274.0	+ 169.0	+ 8.0%	773	837	+ 64	+ 8.3%
OPTOMETRY								
Undergraduate	349.0	343.0	- 6.0	- 1.7%	91	91	0	0.0%
Graduate	5,524.5	5,401.5	- 123.0	- 2.2%	1,549	1,654	+ 105	+ 6.8%
Total	5,873.5	5,744.5	- 129.0	- 2.2%	1,640	1,745	+ 105	+ 6.4%
SPEA								
Undergraduate	18,503.0	21,528.0	+ 3,025.0	+ 16.3%	6,468	7,483	+ 1,015	+ 15.7%
Graduate	5,141.0	5,826.0	+ 685.0	+ 13.3%	1,745	1,957	+ 212	+ 12.1%
Total	23,644.0	27,354.0	+ 3,710.0	+ 15.7%	8,213	9,440	+ 1,227	+ 14.9%
SOCIAL WORK								
Undergraduate	1,536.0	1,573.0	+ 37.0	+ 2.4%	503	514	+ 11	+ 2.2%
Total	1,536.0	1,573.0	+ 37.0	+ 2.4%	503	514	+ 11	+ 2.2%
TOTAL								
Undergraduate	463,170.0	478,335.5	+ 15,165.5	+ 3.3%	163,185	167,525	+ 4,340	+ 2.7%
Graduate	81,066.5	88,447.5	+ 7,381.0	+ 9.1%	28,002	30,570	+ 2,568	+ 9.2%
TOTAL	544,236.5	566,783.0	+ 22,546.5	+ 4.1%	191,187	198,095	+ 6,908	+ 3.6%

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

The following tables show the distribution of credit hours taught by course school according to the home school of the students enrolled. For instance, 73.0% of the credit hours taught by Business are actually taken by Business students, while 5.4% of Business hours are taken by Arts and Sciences students.

TABLE 3.4: DEMAND FOR COURSE SCHOOL CREDIT HOURS BY STUDENT SCHOOL
ALL STUDENTS

Fall 2009	Course School																Total		
	Student School	COLL	BUS	EDUC	GRAD	HPER	INFO	JOUR	LSTU	LAW	SLIS	MED	MIL	MUS	NURS	OPT		SPEA	SWK
Arts and Sciences	37.7%	5.4%	2.8%	0.0%	0.0%	12.4%	12.0%	6.4%	30.1%	0.0%	0.2%	20.6%	42.2%	11.1%	0.0%	0.3%	6.0%	9.2%	132,397.5
Business	6.9%	73.0%	0.2%	0.0%	0.0%	2.8%	2.5%	1.8%	9.1%	0.0%	0.0%	0.8%	5.1%	4.4%	0.0%	0.0%	1.2%	0.8%	90,514.0
Continuing Studies	1.6%	0.3%	0.6%	0.0%	0.0%	2.4%	1.8%	0.7%	26.5%	0.0%	0.6%	1.2%	4.2%	0.9%	0.0%	2.1%	1.4%	4.8%	7,439.5
Education	0.6%	0.0%	50.2%	3.2%	0.0%	0.8%	0.3%	0.2%	2.1%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.0%	17,354.0
Graduate School	8.4%	0.7%	12.2%	93.7%	0.0%	2.4%	16.0%	6.0%	0.0%	0.4%	12.2%	1.8%	0.0%	1.8%	0.0%	2.9%	4.3%	0.0%	35,332.5
HPER	3.3%	1.2%	2.0%	0.8%	0.0%	46.7%	1.7%	5.2%	1.8%	0.1%	0.0%	33.3%	3.2%	0.5%	0.1%	0.1%	2.0%	2.1%	33,522.0
Informatics	0.8%	0.7%	0.0%	0.0%	0.0%	0.3%	39.7%	0.3%	0.0%	0.0%	1.0%	0.7%	2.3%	0.5%	0.0%	0.0%	0.7%	0.0%	8,305.5
Journalism	2.2%	0.8%	0.2%	0.0%	0.0%	0.8%	0.4%	55.7%	2.7%	0.0%	0.0%	0.3%	0.0%	0.9%	0.0%	0.0%	0.9%	0.2%	13,167.5
Labor Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.0
Law	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	99.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9,748.0
Library & Info. Science	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	84.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2,705.0
Music	0.9%	0.1%	1.3%	0.0%	0.0%	0.3%	0.3%	0.4%	0.0%	0.0%	0.0%	0.3%	0.4%	62.3%	0.0%	0.0%	0.4%	0.0%	21,054.0
Nursing	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%	0.6%	0.0%	100.0%	0.0%	0.0%	0.4%	2,627.0
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%	92.3%	0.0%	0.0%	5,317.5
SPEA	1.4%	1.0%	0.1%	2.4%	0.0%	1.4%	0.5%	0.6%	4.4%	0.6%	0.3%	1.2%	3.8%	1.2%	0.0%	0.0%	63.7%	0.2%	23,729.5
Social Work	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.0%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1,049.0
University Division	36.2%	16.7%	30.2%	0.0%	0.0%	29.3%	24.5%	22.7%	16.2%	0.0%	0.6%	35.4%	38.1%	15.9%	0.0%	2.3%	19.3%	34.9%	162,508.5
Total	301,052.0	91,148.0	30,014.0	126.0	40,905.0	11,598.0	8,939.0	339.0	9,812.0	2,913.5	4,387.0	28,132.0	472.0	2,774.0	5,744.5	27,354.0	1,573.0	566,783.0	

Fall 2008	Course School																Total		
	Student School	COLL	BUS	EDUC	GRAD	HPER	INFO	JOUR	LSTU	LAW	SLIS	MED	MIL	MUS	NURS	OPT		SPEA	SWK
Arts and Sciences	35.5%	5.8%	2.6%	0.0%	0.0%	11.7%	11.0%	8.3%	24.6%	0.0%	0.5%	16.4%	36.6%	11.7%	0.3%	0.2%	6.1%	9.2%	123,113.0
Business	7.0%	69.8%	0.2%	0.0%	0.0%	2.7%	2.1%	1.5%	12.9%	0.0%	0.0%	0.9%	7.9%	4.2%	0.0%	0.0%	0.8%	0.6%	81,296.5
Continuing Studies	1.8%	0.3%	0.5%	0.0%	0.0%	2.6%	2.6%	0.7%	30.7%	0.0%	0.7%	1.2%	3.9%	1.3%	0.1%	3.3%	1.2%	7.0%	8,176.0
Education	0.7%	0.0%	50.9%	0.0%	0.0%	0.9%	0.3%	0.5%	2.0%	0.0%	0.2%	0.1%	0.0%	0.2%	0.0%	0.0%	0.1%	0.2%	17,184.0
Graduate School	8.3%	0.8%	13.1%	92.3%	0.0%	2.0%	19.2%	7.1%	0.0%	0.4%	10.9%	1.9%	0.0%	2.0%	0.0%	2.8%	5.3%	0.0%	34,971.0
HPER	3.3%	1.2%	2.2%	3.1%	0.0%	46.7%	2.0%	4.2%	0.7%	0.0%	0.0%	33.6%	3.9%	0.6%	0.0%	0.0%	2.2%	0.6%	32,409.0
Informatics	0.6%	0.6%	0.1%	2.3%	0.0%	0.4%	34.7%	0.1%	0.0%	0.0%	0.6%	0.1%	1.3%	0.4%	0.0%	0.0%	0.6%	0.0%	6,356.0
Journalism	2.1%	0.7%	0.1%	0.0%	0.0%	1.0%	0.3%	52.3%	3.3%	0.0%	0.0%	0.4%	0.5%	1.0%	0.0%	0.0%	0.7%	0.4%	11,988.5
Labor Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.0
Law	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	99.4%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.1%	0.0%	9,893.5
Library & Info. Science	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.0%	86.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2,680.0
Music	0.9%	0.1%	1.6%	0.0%	0.0%	0.4%	0.3%	0.1%	0.0%	0.0%	0.3%	0.3%	0.0%	62.0%	0.0%	0.1%	0.4%	0.4%	20,890.5
Nursing	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.7%	0.0%	0.0%	4.7%	2.4%	0.0%	93.3%	0.0%	0.0%	1.0%	2,361.0
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%	0.0%	0.0%	0.0%	5,424.5
SPEA	1.1%	0.9%	0.1%	2.3%	0.0%	0.8%	0.5%	0.7%	2.6%	0.2%	0.5%	0.6%	2.9%	0.8%	0.0%	0.0%	61.8%	0.6%	19,522.5
Social Work	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	4.6%	0.0%	0.0%	0.0%	0.8%	0.1%	0.0%	0.0%	0.0%	0.0%	1,028.0
University Division	38.4%	19.8%	28.4%	0.0%	0.0%	30.5%	26.7%	24.4%	14.8%	0.0%	0.4%	39.8%	38.9%	15.6%	6.2%	1.8%	20.5%	47.3%	166,927.5
Total	296,500.5	82,611.5	28,782.0	130.0	39,204.0	10,202.5	7,955.0	459.0	9,852.0	2,854.5	4,338.0	27,809.0	380.0	2,105.0	5,873.5	23,644.0	1,536.0	544,236.5	

The following table shows credit hours by course school and residence classification of the student. When looking at credit hours taken by all students, Business, the Graduate School, Journalism, Law, Library & Information Science, Music and Optometry all have over 50% of their credit hours taken by nonresident students. For most of these schools, this is not surprising, as these schools are mostly graduate/professional schools and there is a higher share of nonresidents in the graduate/professional populations. Over half of the graduate/professional students on campus are nonresidents. Journalism, however, has no graduate students (all Journalism graduate students go through the Graduate School), and over half of their credit hours are taken by nonresident students.

TABLE 3.5: CREDIT HOURS BY COURSE SCHOOL AND RESIDENCY

Fall 2009	Resident	Nonresident	Total	Percent Resident	Percent Nonresident
Arts and Sciences	189,117.5	111,934.5	301,052.0	62.8%	37.2%
Business	34,463.5	56,684.5	91,148.0	37.8%	62.2%
Education	20,391.0	9,623.0	30,014.0	67.9%	32.1%
Graduate School	27.0	99.0	126.0	21.4%	78.6%
HPER	28,577.0	12,328.0	40,905.0	69.9%	30.1%
Informatics	6,802.0	4,796.0	11,598.0	58.6%	41.4%
Journalism	4,431.0	4,508.0	8,939.0	49.6%	50.4%
Labor Studies	264.0	75.0	339.0	77.9%	22.1%
Law	3,582.0	6,230.0	9,812.0	36.5%	63.5%
Library & Information Science	1,163.5	1,750.0	2,913.5	39.9%	60.1%
Medical Sciences	3,470.0	917.0	4,387.0	79.1%	20.9%
Military Science	319.0	153.0	472.0	67.6%	32.4%
Music	9,644.0	18,488.0	28,132.0	34.3%	65.7%
Nursing	2,082.0	192.0	2,274.0	91.6%	8.4%
Optometry	2,648.5	3,096.0	5,744.5	46.1%	53.9%
SPEA	15,631.0	11,723.0	27,354.0	57.1%	42.9%
Social Work	1,153.0	420.0	1,573.0	73.3%	26.7%
TOTAL	323,766.0	243,017.0	566,783.0	57.1%	42.9%

The following table provides the same information as the previous table, except that it is for undergraduate students. For undergraduates, the shares of nonresidents by school shift. Only Business and Music have more than 50% of their credit hours taken by nonresident students. The School of Nursing has over 90% of their credit hours taken by resident students.

TABLE 3.6: **UNDERGRADUATE** STUDENT CREDIT HOURS BY COURSE SCHOOL AND RESIDENCY

Fall 2009	Resident	Nonresident	Total	Percent Resident	Percent Nonresident
Arts and Sciences	184,547.5	89,863.0	274,410.5	67.3%	32.7%
Business	30,903.0	43,559.0	74,462.0	41.5%	58.5%
Education	15,574.0	5,501.0	21,075.0	73.9%	26.1%
Graduate School	-	-	-	-----	-----
HPER	26,951.0	10,818.0	37,769.0	71.4%	28.6%
Informatics	6,204.0	2,218.5	8,422.5	73.7%	26.3%
Journalism	4,238.0	4,138.0	8,376.0	50.6%	49.4%
Labor Studies	257.0	75.0	332.0	77.4%	22.6%
Law	-	-	-	-----	-----
Library & Information Science	37.0	6.0	43.0	86.0%	14.0%
Medical Sciences	3,449.0	857.0	4,306.0	80.1%	19.9%
Military Science	319.0	151.0	470.0	67.9%	32.1%
Music	8,721.0	12,299.0	21,020.0	41.5%	58.5%
Nursing	2,082.0	192.0	2,274.0	91.6%	8.4%
Optometry	310.0	36.0	346.0	89.6%	10.4%
SPEA	13,557.0	7,962.0	21,519.0	63.0%	37.0%
Social Work	1,153.0	420.0	1,573.0	73.3%	26.7%
TOTAL	298,302.5	178,095.5	476,398.0	62.6%	37.4%

Note: Includes nondegree undergraduate students.

G901 ENROLLMENTS

If all course requirements have been completed, 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 for 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 researching elsewhere and not on the IU campus. Beginning in 2007, in-absentia registration was no longer offered; students now need to register themselves via the Onestart portal on the web.

Overall, enrollment in G901 shows a 2.6% increase from last year. The following schools/departments report increases of 50% or more: Cognitive Science, Fine Arts, Geography, Linguistics, Near Eastern Languages & Cultures, Neural Sciences, Slavic Languages & Literatures, Spanish & Portuguese, Theater & Drama, and Journalism. Thirty-one schools/departments show increases this year, while fourteen show decreases, and four report no change from last year.

TABLE 3.7: G901 ENROLLMENTS BY COURSE SCHOOL AND DEPARTMENT

School/Department	G901 Enrollments		School/Department	G901 Enrollments	
	Fall 2008	Fall 2009		Fall 2008	Fall 2009
Arts and Sciences			Arts and Sciences		
American Studies	1	0	Physics	27	22
Anthropology	26	33	Political Science	17	19
Astronomy	8	8	Psychology	20	21
Biochemistry	11	16	Religious Studies	6	7
Biology	42	52	Slavic Languages & Lit.	2	3
Cen. Eurasian Studies	8	6	Sociology	19	22
Chemistry	65	59	Spanish & Portuguese	6	10
Classical Studies	6	6	Speech & Hearing Sci.	3	4
Communication & Cult.	27	25	Telecommunications	11	2
Comparative Literature	11	9	Theater & Drama	2	3
Cognitive Science	1	3			
Criminal Justice	9	8	Arts and Sciences Total	560	606
East Asian Lang & Cult.	3	3			
Economics	23	22	Business	14	15
English	38	52	Education	143	123
Fine Arts	12	18	HPER	28	25
Folklore	29	20	Informatics	30	30
French & Italian	17	15	Journalism	7	11
Gender Studies	0	2	Library & Info. Sci.	4	5
Geography	3	5	Medical Sciences	0	1
Geological Sciences	11	13	Music	100	102
Germanic Studies	4	5	Optometry	9	12
History	33	35	SPEA	33	22
History & Phil. of Sci.	6	7			
Linguistics	10	17			
Mathematics	23	25	TOTAL	928	952
Near East Lang & Cult.	3	5			
Neural Sciences	5	8	TOTAL CREDIT HOURS	5,568	5,712
Philosophy	12	16			

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

COURSE ACTIVITY THROUGHOUT THE FALL TERM

ACTIVITY FROM THE FIRST DAY OF CLASSES THROUGH FIRST WEEK

The following tables all reflect the course enrollment and credit hour activity during the first week of classes. During the first week of classes, nearly one third of all students (30.3%) change their schedule by either dropping a course, adding a course, or both dropping and adding a course. This is a decrease in the number of students who change their schedule compared to last year where 32.4% of all students made a schedule adjustment.

The following table shows the number of sections that changed during the first week of the term. These represent changes from the first day of classes through the end of the first week of classes reporting date. The level of section activity during the first week of classes has increased this year (+2.9%) but is not quite at pace with the increase in course enrollments (+3.6%). (See [Credit Hours and Course Enrollments](#) subsection of this report.) The bulk of the section activity can be seen at the undergraduate level (32,129, which is 86% of the total), however, all levels are reporting an increase in section activity for this period.

TABLE 3.8: HISTORICAL DROP/ADD ACTIVITY FOR FIRST WEEK OF CLASSES

Student Class/Level	Fall Terms					Change	% Change
	2005	2006	2007	2008	2009		
Freshman	6,327	6,232	5,699	6,100	5,888	-212	-3.5%
Sophomore	5,784	5,848	6,666	6,690	6,337	-353	-5.3%
Junior	9,378	8,766	9,707	10,413	11,098	685	6.6%
Senior	9,217	8,200	7,831	8,400	8,806	406	4.8%
Undergraduate	30,706	29,046	29,903	31,603	32,129	526	1.7%
Graduate	4,371	3,418	4,207	3,903	4,011	108	2.8%
Professional	429	246	292	245	309	64	26.1%
Nondegree	386	291	595	529	893	364	68.8%
Campus Total	35,892	33,001	34,997	36,280	37,342	1,062	2.9%
Section Changes as a % of Total First Week Course Enrollments	20.1%	18.3%	19.0%	19.0%	18.9%		

Note: A section change is any added or dropped course, including both section changes and new registrations during the first week of classes.

The following table shows the credit hours added or dropped during the first week of classes by student class and level. For each class/level, the number of credit hours added or dropped is shown as a percentage of the credit hours at the end of the first week of classes. It is interesting to note that juniors and seniors have a higher percentage of credit hours added and dropped compared to freshmen and sophomores.

TABLE 3.9: HISTORICAL CREDIT HOURS ADDED OR DROPPED DURING FIRST WEEK BY STUDENT CLASS AND LEVEL

Student Class/Level	Fall Terms					Change	% Change
	2005	2006	2007	2008	2009		
Freshman	16,836.0	16,446.5	15,421.5	16,381.0	15,644.0	-737.0	-4.5%
% of Freshman Cr Hrs	14.5%	13.6%	12.8%	13.4%	13.1%		
Sophomore	17,007.0	16,815.0	18,854.5	19,253.0	18,064.0	-1,189.0	-6.2%
% of Sophomore Cr Hrs	16.8%	15.7%	16.1%	16.2%	14.8%		
Junior	32,182.5	31,635.0	35,380.5	38,382.0	41,800.0	3,418.0	8.9%
% of Junior Cr Hrs	32.9%	34.8%	36.2%	36.2%	38.3%		
Senior	29,266.5	26,156.5	25,234.5	27,146.5	28,656.0	1,509.5	5.6%
% of Senior Cr Hrs	26.1%	23.4%	24.4%	24.4%	23.0%		
Undergraduate	95,292.0	91,053.0	94,891.0	101,162.5	104,164.0	3,001.5	3.0%
% of UG Cr Hrs	22.3%	21.1%	21.6%	22.1%	22.0%		
Graduate	16,923.5	14,061.5	17,159.5	16,368.5	17,290.5	922.0	5.6%
% of Grad Cr Hrs	26.7%	22.0%	26.0%	24.3%	23.4%		
Professional	1,225.5	612.0	757.0	648.5	789.0	140.5	21.7%
% of Prof Cr Hrs	8.4%	4.3%	5.4%	4.6%	5.6%		
Nondegree	847.0	800.5	1,120.0	850.5	1,065.0	214.5	25.2%
% of Nondegree Cr Hrs	17.1%	16.2%	22.7%	19.8%	24.3%		
Campus Total	114,288.0	106,527.0	113,927.5	119,030.0	123,308.5	4,278.5	3.6%
Campus Credit Hours	509,954.5	514,181.5	523,891.5	544,236.5	566,783.0	22,546.5	4.1%
Campus Total as % of Credit Hours	22.4%	20.7%	21.7%	21.9%	21.8%		

The following two tables show the credit hours dropped or added during the first week of classes as a percentage of the total credit hours for each department/school at the end of the first week of classes. For example, Business had 45,486.0 credit hours that were either dropped or added during the first week of the term. At the end of the first week of classes, Business reported 91,148.0 credit hours. Thus, section activity is 49.9% of the Business credit hours, as shown below in the table. Some schools have a good deal of section activity during the first week of classes, resulting in higher percentages, while other schools have relatively stable sections during the first week. For example, Optometry courses are typically registered by the school recorder prior to the beginning of the term, therefore, they have very little drop/add activity (0.5% this year). ***It should be noted that during the first week of classes, courses that were 'blocked' under one class number were dropped administratively and students were then subsequently added to the appropriate sections. These 'block enrollments' would inflate the drop/add activity reported during the first week of classes. Business (I-Core classes) and Education both have heavy drop/add activity as a result.***

TABLE 3.10: HISTORICAL PERCENTAGE OF CREDIT HOURS ADDED OR DROPPED DURING THE FIRST WEEK BY SCHOOL

Course School	Fall Terms				
	2005	2006	2007	2008	2009
Arts & Sciences	13.6%	12.8%	13.4%	13.4%	12.8%
Business	46.3%	43.8%	48.2%	48.6%	49.9%
Education	70.1%	67.3%	67.1%	64.2%	59.3%
Graduate School	23.8%	17.8%	29.3%	23.1%	1.6%
HPER	14.0%	11.9%	13.0%	14.0%	12.3%
Informatics	15.2%	10.5%	17.1%	17.1%	17.0%
Journalism	28.3%	7.3%	7.8%	9.7%	7.3%
Labor Studies	32.6%	21.5%	22.1%	33.1%	18.3%
Law	15.4%	9.6%	8.4%	7.8%	18.9%
SLIS	14.1%	10.2%	10.8%	9.7%	12.5%
Medical Sciences	6.4%	8.3%	9.2%	7.7%	10.4%
Military Science	16.1%	9.6%	8.2%	10.0%	11.2%
Music	23.7%	20.4%	19.9%	20.5%	19.7%
Nursing	43.9%	41.4%	42.6%	40.0%	40.5%
Optometry	1.1%	0.2%	1.0%	1.5%	0.5%
SPEA	10.7%	15.7%	16.8%	17.5%	16.2%
Social Work	10.7%	9.3%	11.1%	9.4%	9.1%
Campus Total	22.4%	20.7%	21.7%	21.9%	21.8%

The following table shows dropped or added credit hours as a percentage of the end of first week credit hours for departments within the College. The volume of the section activity and the size of the department impact the percentages seen in the table below.

It should be noted that 'block enrollments' can also impact the drop/add activity within departments. For example, Comparative Literature has block enrollments that are processed during the first week of classes.

TABLE 3.11: HISTORICAL PERCENTAGE OF CREDIT HOURS ADDED OR DROPPED DURING THE FIRST WEEK FOR THE COLLEGE OF ARTS AND SCIENCES

College Department	Fall Terms				
	2005	2006	2007	2008	2009
African American & African Diaspora	15.2%	12.7%	19.5%	16.5%	14.5%
Apparel Merchandising & Int Design	39.6%	35.4%	27.7%	6.9%	8.7%
American Studies	19.7%	19.5%	31.0%	21.5%	14.1%
Anthropology	14.4%	14.1%	16.1%	17.3%	13.6%
Arts & Sciences Career Services	---	16.8%	18.5%	14.9%	11.1%
Astronomy	14.1%	16.1%	11.5%	12.0%	12.5%
Biology	9.9%	8.3%	10.1%	11.0%	8.5%
Chemistry	7.8%	7.8%	7.0%	5.0%	4.8%
Criminal Justice	8.8%	8.7%	9.9%	9.2%	10.9%
Classical Studies	16.5%	14.0%	12.1%	10.7%	9.8%
Communication & Culture	16.0%	16.4%	13.7%	15.6%	14.6%
Comparative Literature	78.0%	71.6%	89.0%	87.1%	71.4%
COAS	15.3%	12.3%	13.4%	18.3%	16.4%
East Asian Languages & Cultures	21.4%	20.1%	17.4%	17.2%	22.9%
Economics	12.9%	13.3%	12.6%	12.4%	12.9%
English	10.4%	10.6%	10.7%	11.4%	11.5%
Fine Arts	15.6%	14.6%	13.7%	15.3%	16.2%
Folklore	17.3%	16.6%	22.5%	17.8%	12.7%
French & Italian	14.4%	13.0%	15.6%	14.6%	15.1%
Gender Studies	14.7%	24.0%	20.8%	21.9%	16.3%
Geography	16.4%	14.8%	15.6%	12.6%	15.5%
Geological Sciences	16.2%	14.0%	14.1%	11.9%	13.5%
Germanic Studies	9.5%	15.1%	14.5%	14.1%	15.1%
History	14.1%	9.5%	12.2%	12.0%	11.5%
Honors	47.5%	29.1%	18.9%	25.1%	0.3%
International Studies	18.6%	12.2%	10.6%	12.3%	11.8%
Linguistics	11.0%	7.7%	10.9%	10.4%	13.9%
Mathematics	13.3%	11.8%	10.3%	15.2%	12.4%
Near Eastern Languages & Cultures	23.4%	20.1%	25.9%	21.0%	21.5%
Overseas Studies	0.4%	0.5%	1.5%	0.0%	0.0%
Philosophy	14.4%	16.3%	19.6%	16.5%	17.2%
Physics	10.0%	9.3%	9.4%	10.9%	12.6%
Political Science	10.2%	9.7%	12.5%	11.1%	11.9%
Psychology	8.6%	8.8%	10.1%	10.4%	8.2%
Religious Studies	15.5%	17.1%	17.7%	19.5%	15.9%
Second Language Studies	---	45.2%	34.1%	51.3%	37.8%
Slavic Languages & Literatures	29.3%	23.3%	22.1%	23.2%	15.8%
Sociology	14.6%	11.5%	15.5%	11.8%	13.5%
Spanish & Portuguese	13.8%	11.8%	12.7%	13.1%	13.7%
Speech & Hearing Sciences	10.3%	6.9%	6.9%	6.6%	8.8%
Telecommunications	11.8%	9.4%	12.1%	10.9%	10.2%
Theater & Drama	12.2%	10.1%	12.3%	13.1%	10.2%
College Total	13.6%	12.8%	13.4%	13.4%	12.8%
Campus Total	22.4%	20.7%	21.7%	21.9%	21.8%

CREDIT HOURS AT END OF FIRST WEEK AND AUTO W

Students can now either drop and/or add courses in person or electronically through the new Electronic Drop/Add system. From the end of the first week of classes through Auto W, students were able to initiate drops/adds to their schedule electronically, through a workflow application, as well as through the traditional channels. While we do not yet have data for Fall 2009 to represent the change in credit hours between the End of First Week and Auto W, we can report that from September 7th, 2009 (the first day eDrop/eAdd was available) to October 11th, 2009, there have been 13,127 total drops and adds through this new system. More detailed reporting on drops and adds occurring between the end of the first week of classes and Auto W will be available at a later date.

The data in this section all pertain to the previous fall term, Fall 2008, as the data span the entire semester.

While the official enrollment and credit hour counts were tallied at the end of the first week of classes (September 10th, 2008), students continued to enroll and withdraw from courses throughout the term and beyond. Students could withdraw from courses and receive an automatic grade of 'W' through October 30th, 2008 (Auto W). Students could add full-semester courses (which began in September), non-traditional courses (which occurred at any time during the term), or second eight week courses (which began on October 27th) throughout the term. The following tables show credit hours by course school and course department at the end of the Automatic W period (October 30th), compared to the end of the first week of classes for Fall 2008. Courses that are either dropped or added are factored into these totals.

Education, HPER, Journalism, Labor Studies, Law, Military Science, Nursing, Optometry, and SPEA all reported higher credit hours at the Auto W reporting period than at first week.

TABLE 3.12: COURSE SCHOOL CREDIT HOURS AT END OF FIRST WEEK AND AUTO W

Course School	Fall 2008		Change	% Change
	1st Week	Auto W		
Arts & Sciences	296,500.5	282,056.0	-14,444.5	-4.9%
Business	82,611.5	80,105.0	-2,506.5	-3.0%
Education	28,782.0	30,403.0	1,621.0	5.6%
Graduate School	130.0	129.0	-1.0	-0.8%
HPER	39,204.0	41,617.0	2,413.0	6.2%
Informatics	10,202.5	9,502.0	-700.5	-6.9%
Journalism	7,955.0	8,410.0	455.0	5.7%
Labor Studies	459.0	1,443.0	984.0	214.4%
Law	9,852.0	9,908.0	56.0	0.6%
SLIS	2,854.5	2,786.5	-68.0	-2.4%
Medical Sciences	4,338.0	4,160.0	-178.0	-4.1%
Military Science	380.0	382.0	2.0	0.5%
Music	27,809.0	27,323.0	-486.0	-1.7%
Nursing	2,105.0	2,107.0	2.0	0.1%
Optometry	5,873.5	5,874.5	1.0	0.0%
SPEA	23,644.0	23,763.5	119.5	0.5%
Social Work	1,536.0	1,488.0	-48.0	-3.1%
CAMPUS TOTAL	544,236.5	531,457.5	-12,779.0	-2.3%

The credit hour activity is very dynamic within the College of Arts and Sciences. 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 dropped 16.8%, where a large number of W grades were awarded (e.g., introductory math courses such as M118 and M119), and credit hours in Economics dropped 10.8%, where a large number of W grades were awarded.

However, there were several departments that have increased credit hours at Auto W, most likely due to enrollments in non-traditional and second eight week courses.

TABLE 3.13: NET CREDIT HOURS BY COLLEGE DEPARTMENT
AT END OF FIRST WEEK AND AUTO W

College Department	Fall 2008		Change	% Change
	1st Week	Auto W		
Animal Behavior	24.0	21.0	-3.0	-12.5%
African Studies	182.0	167.0	-15.0	-8.2%
African American and African Diaspora	2,987.0	3,323.0	336.0	11.2%
Apparel Merchandising & Int Design	4,827.0	4,709.0	-118.0	-2.4%
American Studies	1,098.0	1,040.0	-58.0	-5.3%
Anthropology	5,003.0	5,198.0	195.0	3.9%
Arts & Sciences Career Services	1,176.0	1,462.0	286.0	24.3%
Astronomy	3,786.0	3,641.0	-145.0	-3.8%
Biochemistry	647.5	650.5	3.0	0.5%
Biology	13,265.0	12,531.0	-734.0	-5.5%
Central Eurasian Studies	892.0	1,049.0	157.0	17.6%
Chemistry	13,543.0	13,006.0	-537.0	-4.0%
Criminal Justice	6,273.0	6,186.0	-87.0	-1.4%
Classical Studies	3,445.0	3,217.0	-228.0	-6.6%
Communication & Culture	11,826.0	11,357.0	-469.0	-4.0%
Comparative Literature	2,020.0	2,009.0	-11.0	-0.5%
COLL	7,454.0	7,695.0	241.0	3.2%
Cognitive Science Program	533.0	499.0	-34.0	-6.4%
Collins Living Learning Center	715.0	699.0	-16.0	-2.2%
Cultural Studies	22.0	22.0	0.0	0.0%
East Asian Languages & Cultures	3,635.0	3,411.0	-224.0	-6.2%
Economics	12,631.0	11,269.0	-1,362.0	-10.8%
English	19,311.0	18,483.0	-828.0	-4.3%

Table continued on next page

TABLE 3.13: NET CREDIT HOURS BY ARTS AND SCIENCES DEPARTMENT
AT FIRST WEEK AND AUTO W (CONTINUED)

College Department	Fall 2008		Change	% Change
	1st Week	Auto W		
Fine Arts	9,790.0	9,449.0	-341.0	-3.5%
Foster Living Learning Center	140.0	141.0	1.0	0.7%
Folklore	3,314.0	3,233.0	-81.0	-2.4%
French & Italian	7,719.0	7,239.0	-480.0	-6.2%
Gender Studies	3,401.0	3,137.0	-264.0	-7.8%
Geography	3,212.0	3,138.0	-74.0	-2.3%
Geological Sciences	3,473.5	3,335.5	-138.0	-4.0%
Germanic Studies	3,069.0	3,102.0	33.0	1.1%
Global Village Learning Center	308.0	286.0	-22.0	-7.1%
History	12,171.0	11,166.0	-1,005.0	-8.3%
History & Philosophy of Science	984.0	1,257.0	273.0	27.7%
Honors	1,178.0	1,124.0	-54.0	-4.6%
Human Biology	294.0	278.0	-16.0	-5.4%
Individualized Major Program	105.0	122.0	17.0	16.2%
India Studies	341.0	310.0	-31.0	-9.1%
International Studies	1,522.0	1,474.0	-48.0	-3.2%
Jewish Studies	569.0	526.0	-43.0	-7.6%
Latino Studies	300.0	384.0	84.0	28.0%
Latin American Studies	154.0	157.0	3.0	1.9%
Leadership Ethics and Social Action	243.0	243.0	0.0	0.0%
Liberal Arts and Management	426.0	420.0	-6.0	-1.4%
Linguistics	1,968.0	2,128.0	160.0	8.1%
Mathematics	31,012.0	25,808.0	-5,204.0	-16.8%
Medieval Studies	134.0	92.0	-42.0	-31.3%
Near Eastern Languages and Cultures	1,213.0	1,098.0	-115.0	-9.5%
Neural Science	266.0	266.0	0.0	0.0%
Overseas Studies	3,585.0	3,585.0	0.0	0.0%
Philosophy	4,646.0	4,102.0	-544.0	-11.7%
Physics	5,958.0	5,544.0	-414.0	-6.9%
Political Science	8,585.0	8,148.0	-437.0	-5.1%
Psychology	21,913.0	21,316.0	-597.0	-2.7%
Religious Studies	3,331.0	3,206.0	-125.0	-3.8%
Renaissance Studies	4.0	4.0	0.0	0.0%
Russian & East European Institute	58.0	61.0	3.0	5.2%
Second Language Studies	1,059.0	1,081.0	22.0	2.1%
Slavic Languages & Literatures	1,159.0	1,192.0	33.0	2.8%
Sociology	11,133.0	10,719.0	-414.0	-3.7%
Spanish & Portuguese	14,542.0	13,806.0	-736.0	-5.1%
Speech & Hearing Sciences	4,294.0	4,271.0	-23.0	-0.5%
Statistics	342.0	326.0	-16.0	-4.7%
Telecommunications	9,649.0	9,526.0	-123.0	-1.3%
Theater & Drama	3,369.5	3,307.0	-62.5	-1.9%
Victorian Studies	4.0	4.0	0.0	0.0%
West European Studies	267.0	300.0	33.0	12.4%
COLLEGE TOTAL	296,500.5	282,056.0	-14,444.5	-4.9%

CREDIT HOURS AT AUTO W AND FINAL GRADES

The data in this section all pertain to the previous fall term, Fall 2008, as the data span the entire semester.

The following tables show credit hour activity from the Auto W period to the end of the semester (Final Grades). During the second half of the semester, for Fall 2008, credit hours increased by 0.5%. This is due to increases in Arts & Sciences, the Graduate School, and Journalism. All other schools reported decreases.

TABLE 3.14: COURSE SCHOOL CREDIT HOURS AT AUTO W AND FINAL GRADES

Course School	Fall 2008		Change	% Change
	Auto W	Final Grades		
Arts & Sciences	282,056.0	286,570.5	4,514.5	1.6%
Business	80,105.0	79,371.0	-734.0	-0.9%
Education	30,403.0	30,354.0	-49.0	-0.2%
Graduate School	129.0	131.0	2.0	1.6%
HPER	41,617.0	41,376.0	-241.0	-0.6%
Informatics	9,502.0	9,440.0	-62.0	-0.7%
Journalism	8,410.0	8,451.0	41.0	0.5%
Labor Studies	1,443.0	1,275.0	-168.0	-11.6%
Law	9,908.0	9,865.0	-43.0	-0.4%
Library & Information Sci	2,786.5	2,776.5	-10.0	-0.4%
Medical Sciences	4,160.0	4,125.0	-35.0	-0.8%
Military Science	382.0	378.0	-4.0	-1.0%
Music	27,323.0	27,189.0	-134.0	-0.5%
Nursing	2,107.0	2,103.0	-4.0	-0.2%
Optometry	5,874.5	5,864.5	-10.0	-0.2%
SPEA	23,763.5	23,603.0	-160.5	-0.7%
Social Work	1,488.0	1,482.0	-6.0	-0.4%
CAMPUS TOTAL	531,457.5	534,354.5	2,897.0	0.5%

In the College, in 2008, there was a 1.6% increase in credit hours at the end of the term. Biology, Chemistry, Comparative Literature, English, History, Individualized Major Program, Latin American Studies, Mathematics, Political Science, Psychology, and Spanish & Portuguese all reported increases between Auto W and Final Grades. English reported the most substantial increase, 3,207.0 credit hours (+17.4%).

TABLE 3.15: NET CREDIT HOURS BY COLLEGE DEPARTMENT
AT AUTO W AND FINAL GRADES

College Department	Fall 2008		Change	% Change
	Auto W	Final Grades		
Animal Behavior	21.0	21.0	0.0	0.0%
African Studies	167.0	167.0	0.0	0.0%
African American and African Diaspora	3,323.0	3,277.0	-46.0	-1.4%
Apparel Merchandising & Int Design	4,709.0	4,706.0	-3.0	-0.1%
American Studies	1,040.0	1,019.0	-21.0	-2.0%
Anthropology	5,198.0	5,122.0	-76.0	-1.5%
Arts & Sciences Career Services	1,462.0	1,398.0	-64.0	-4.4%
Astronomy	3,641.0	3,619.0	-22.0	-0.6%
Biochemistry	650.5	643.0	-7.5	-1.2%
Biology	12,531.0	12,816.0	285.0	2.3%
Central Eurasian Studies	1,049.0	1,033.0	-16.0	-1.5%
Chemistry	13,006.0	13,456.0	450.0	3.5%
Criminal Justice	6,186.0	6,116.0	-70.0	-1.1%
Classical Studies	3,217.0	3,188.0	-29.0	-0.9%
Communication & Culture	11,357.0	11,357.0	0.0	0.0%
Comparative Literature	2,009.0	2,016.0	7.0	0.3%
COLL	7,695.0	7,572.0	-123.0	-1.6%
Cognitive Science Program	499.0	489.0	-10.0	-2.0%
Collins Living Learning Center	699.0	683.0	-16.0	-2.3%
Cultural Studies	22.0	22.0	0.0	0.0%
East Asian Languages & Cultures	3,411.0	3,391.0	-20.0	-0.6%
Economics	11,269.0	11,216.0	-53.0	-0.5%
English	18,483.0	21,690.0	3,207.0	17.4%
Fine Arts	9,449.0	9,346.0	-103.0	-1.1%
Foster Living Learning Center	141.0	138.0	-3.0	-2.1%
Folklore	3,233.0	3,224.0	-9.0	-0.3%
French & Italian	7,239.0	7,216.0	-23.0	-0.3%
Gender Studies	3,137.0	3,119.0	-18.0	-0.6%
Geography	3,138.0	3,099.0	-39.0	-1.2%
Geological Sciences	3,335.5	3,304.5	-31.0	-0.9%
Germanic Studies	3,102.0	3,075.0	-27.0	-0.9%
Global Village Learning Center	286.0	278.0	-8.0	-2.8%

Table continued on next page

TABLE 3.15: NET CREDIT HOURS BY COLLEGE DEPARTMENT
AT AUTO W AND FINAL GRADES (CONTINUED)

College Department	Fall 2008		Change	% Change
	Auto W	Final Grades		
History	11,166.0	11,519.0	353.0	3.2%
History & Philosophy of Science	1,257.0	1,194.0	-63.0	-5.0%
Honors	1,124.0	1,118.0	-6.0	-0.5%
Human Biology	278.0	274.0	-4.0	-1.4%
Individualized Major Program	122.0	128.0	6.0	4.9%
India Studies	310.0	310.0	0.0	0.0%
International Studies	1,474.0	1,471.0	-3.0	-0.2%
Jewish Studies	526.0	522.0	-4.0	-0.8%
Latino Studies	384.0	369.0	-15.0	-3.9%
Latin American Studies	157.0	160.0	3.0	1.9%
Leadership Ethics and Social Action	243.0	243.0	0.0	0.0%
Liberal Arts and Management	420.0	420.0	0.0	0.0%
Linguistics	2,128.0	2,125.0	-3.0	-0.1%
Mathematics	25,808.0	26,834.0	1,026.0	4.0%
Medieval Studies	92.0	89.0	-3.0	-3.3%
Near Eastern Languages and Cultures	1,098.0	1,097.0	-1.0	-0.1%
Neural Science	266.0	263.0	-3.0	-1.1%
Overseas Studies	3,585.0	3,569.0	-16.0	-0.4%
Philosophy	4,102.0	4,055.0	-47.0	-1.1%
Physics	5,544.0	5,507.0	-37.0	-0.7%
Political Science	8,148.0	8,226.0	78.0	1.0%
Psychology	21,316.0	21,600.0	284.0	1.3%
Religious Studies	3,206.0	3,140.0	-66.0	-2.1%
Renaissance Studies	4.0	4.0	0.0	0.0%
Russian & East European Institute	61.0	61.0	0.0	0.0%
Second Language Studies	1,081.0	1,048.0	-33.0	-3.1%
Slavic Languages & Literatures	1,192.0	1,174.0	-18.0	-1.5%
Sociology	10,719.0	10,682.0	-37.0	-0.3%
Spanish & Portuguese	13,806.0	13,906.0	100.0	0.7%
Speech & Hearing Sciences	4,271.0	4,260.0	-11.0	-0.3%
Statistics	326.0	326.0	0.0	0.0%
Telecommunications	9,526.0	9,466.0	-60.0	-0.6%
Theater & Drama	3,307.0	3,294.0	-13.0	-0.4%
Victorian Studies	4.0	4.0	0.0	0.0%
West European Studies	300.0	296.0	-4.0	-1.3%
COLLEGE TOTAL	282,056.0	286,570.5	4,514.5	1.6%

COLLEGE DEPARTMENTS

The following table shows net credit hours by College departments. Credit hours enrolled in cross-listed courses are counted under the home department of the course. There is one new department offering courses this term: Asian-American Studies. Of the 68 departments reporting credit hours in the past two years, 38 departments show increases and 30 departments show decreases.

TABLE 3.16: NET CREDIT HOURS BY COLLEGE DEPARTMENT

College Department	Undergraduate				Graduate				Total			
	2008	2009	Change from Last Year	Percent Change	2008	2009	Change from Last Year	Percent Change	2008	2009	Change from Last Year	Percent Change
Animal Behavior	6.0	1.0	-5.0	-83.3%	18.0	32.0	14.0	77.8%	24.0	33.0	9.0	37.5%
African Studies	147.0	285.0	138.0	93.9%	35.0	50.0	15.0	42.9%	182.0	335.0	153.0	84.1%
Afro-American & African Diaspora Studies	2,849.0	2,515.0	-334.0	-11.7%	138.0	172.0	34.0	24.6%	2,987.0	2,687.0	-300.0	-10.0%
Apparel Merchandising & Interior Design	4,827.0	4,472.5	-354.5	-7.3%	0.0	0.0	0.0	-----	4,827.0	4,472.5	-354.5	-7.3%
American Studies	990.0	984.0	-6.0	-0.6%	108.0	125.0	17.0	15.7%	1,098.0	1,109.0	11.0	1.0%
Anthropology	4,132.0	4,712.0	580.0	14.0%	871.0	1,003.0	132.0	15.2%	5,003.0	5,715.0	712.0	14.2%
Arts and Sciences Career Services	1,176.0	1,337.0	161.0	13.7%	0.0	0.0	0.0	-----	1,176.0	1,337.0	161.0	13.7%
Asian-American Studies	-----	33.0	33.0	-----	-----	0.0	0.0	-----	-----	33.0	33.0	-----
Astronomy	3,615.0	4,151.0	536.0	14.8%	171.0	154.0	-17.0	-9.9%	3,786.0	4,305.0	519.0	13.7%
Biochemistry	0.0	0.0	0.0	-----	647.5	680.0	32.5	5.0%	647.5	680.0	32.5	5.0%
Biology	11,691.0	12,896.0	1,205.0	10.3%	1,574.0	1,466.5	-107.5	-6.8%	13,265.0	14,362.5	1,097.5	8.3%
Central Eurasian Studies	390.0	497.0	107.0	27.4%	502.0	504.0	2.0	0.4%	892.0	1,001.0	109.0	12.2%
Chemistry	11,854.0	12,486.0	632.0	5.3%	1,689.0	1,844.5	155.5	9.2%	13,543.0	14,330.5	787.5	5.8%
Criminal Justice	6,009.0	6,369.0	360.0	6.0%	264.0	254.0	-10.0	-3.8%	6,273.0	6,623.0	350.0	5.6%
Classical Studies	3,182.0	3,710.0	528.0	16.6%	263.0	187.0	-76.0	-28.9%	3,445.0	3,897.0	452.0	13.1%
Collins Living Learning Center	715.0	757.0	42.0	5.9%	0.0	0.0	0.0	-----	715.0	757.0	42.0	5.9%
Communication & Culture	11,219.0	10,074.0	-1,145.0	-10.2%	607.0	683.0	76.0	12.5%	11,826.0	10,757.0	-1,069.0	-9.0%
Comparative Literature	1,752.0	1,582.0	-170.0	-9.7%	268.0	285.0	17.0	6.3%	2,020.0	1,867.0	-153.0	-7.6%
College of Arts & Sciences	7,454.0	7,131.0	-323.0	-4.3%	0.0	0.0	0.0	-----	7,454.0	7,131.0	-323.0	-4.3%
Cognitive Science Program	278.0	274.0	-4.0	-1.4%	255.0	228.0	-27.0	-10.6%	533.0	502.0	-31.0	-5.8%
Cultural Studies	0.0	0.0	0.0	-----	22.0	62.0	40.0	181.8%	22.0	62.0	40.0	181.8%
East Asian Languages & Culture	3,440.0	3,873.0	433.0	12.6%	195.0	268.0	73.0	37.4%	3,635.0	4,141.0	506.0	13.9%
Economics	11,763.0	11,094.0	-669.0	-5.7%	868.0	819.0	-49.0	-5.6%	12,631.0	11,913.0	-718.0	-5.7%
English	17,632.0	17,172.0	-460.0	-2.6%	1,679.0	1,871.0	192.0	11.4%	19,311.0	19,043.0	-268.0	-1.4%
Fine Arts	8,588.0	8,198.0	-390.0	-4.5%	1,202.0	1,214.0	12.0	1.0%	9,790.0	9,412.0	-378.0	-3.9%
Foster Living Learning Center	140.0	147.0	7.0	5.0%	0.0	0.0	0.0	-----	140.0	147.0	7.0	5.0%
Folklore	2,601.0	2,649.0	48.0	1.8%	713.0	708.0	-5.0	-0.7%	3,314.0	3,357.0	43.0	1.3%
French & Italian	7,225.0	7,120.0	-105.0	-1.5%	494.0	566.0	72.0	14.6%	7,719.0	7,686.0	-33.0	-0.4%
Gender Studies	3,222.0	3,372.0	150.0	4.7%	179.0	288.0	109.0	60.9%	3,401.0	3,660.0	259.0	7.6%
Geography	2,977.0	2,934.0	-43.0	-1.4%	235.0	276.0	41.0	17.4%	3,212.0	3,210.0	-2.0	-0.1%
Geological Sciences	3,041.0	3,100.0	59.0	1.9%	432.5	350.0	-82.5	-19.1%	3,473.5	3,450.0	-23.5	-0.7%
Germanic Studies	2,822.0	2,899.0	77.0	2.7%	247.0	264.0	17.0	6.9%	3,069.0	3,163.0	94.0	3.1%
Global Village Learning Center	308.0	230.0	-78.0	-25.3%	0.0	0.0	0.0	-----	308.0	230.0	-78.0	-25.3%
History	11,055.0	11,238.0	183.0	1.7%	1,116.0	1,016.0	-100.0	-9.0%	12,171.0	12,254.0	83.0	0.7%
History & Philosophy of Science	670.0	691.0	21.0	3.1%	314.0	252.0	-62.0	-19.7%	984.0	943.0	-41.0	-4.2%
Honors	1,178.0	1,441.0	263.0	22.3%	0.0	0.0	0.0	-----	1,178.0	1,441.0	263.0	22.3%
Human Biology	294.0	288.0	-6.0	-2.0%	0.0	0.0	0.0	-----	294.0	288.0	-6.0	-2.0%
India Studies	308.0	312.0	4.0	1.3%	33.0	19.0	-14.0	-42.4%	341.0	331.0	-10.0	-2.9%
Individualized Major Program	105.0	129.0	24.0	22.9%	0.0	0.0	0.0	-----	105.0	129.0	24.0	22.9%
International Studies	1,522.0	1,836.0	314.0	20.6%	0.0	0.0	0.0	-----	1,522.0	1,836.0	314.0	20.6%
Jewish Studies	569.0	741.0	172.0	30.2%	0.0	12.0	12.0	-----	569.0	753.0	184.0	32.3%
Latino Studies	300.0	279.0	-21.0	-7.0%	0.0	14.0	14.0	-----	300.0	293.0	-7.0	-2.3%
Latin American Studies	98.0	186.0	88.0	89.8%	56.0	68.0	12.0	21.4%	154.0	254.0	100.0	64.9%
Leadership Ethics and Social Action	243.0	130.0	-113.0	-46.5%	0.0	0.0	0.0	-----	243.0	130.0	-113.0	-46.5%
Liberal Arts & Management	426.0	367.0	-59.0	-13.8%	0.0	0.0	0.0	-----	426.0	367.0	-59.0	-13.8%
Linguistics	1,363.0	1,615.0	252.0	18.5%	605.0	618.0	13.0	2.1%	1,968.0	2,233.0	265.0	13.5%

Table continued on next page

TABLE 3.16: NET CREDIT HOURS BY COLLEGE DEPARTMENT (CONTINUED)

Fall Terms College Department	Undergraduate				Graduate				Total			
	2008	2009	Change from Last Year	Percent Change	2008	2009	Change from Last Year	Percent Change	2008	2009	Change from Last Year	Percent Change
Mathematics	29,964.0	29,229.0	-735.0	-2.5%	1,048.0	1,094.0	46.0	4.4%	31,012.0	30,323.0	-689.0	-2.2%
Medieval Studies	132.0	0.0	-132.0	-100.0%	2.0	0.0	-2.0	-100.0%	134.0	-	-134.0	-100.0%
Near Eastern Languages & Culture	996.0	1,144.0	148.0	14.9%	217.0	353.0	136.0	62.7%	1,213.0	1,497.0	284.0	23.4%
Neural Science	0.0	0.0	0.0	-----	266.0	258.0	-8.0	-3.0%	266.0	258.0	-8.0	-3.0%
Overseas Studies	3,577.0	3,193.0	-384.0	-10.7%	8.0	8.0	0.0	0.0%	3,585.0	3,201.0	-384.0	-10.7%
Philosophy	4,335.0	3,994.0	-341.0	-7.9%	311.0	310.0	-1.0	-0.3%	4,646.0	4,304.0	-342.0	-7.4%
Physics	5,119.0	5,533.0	414.0	8.1%	839.0	789.0	-50.0	-6.0%	5,958.0	6,322.0	364.0	6.1%
Political Science	7,887.0	7,383.0	-504.0	-6.4%	698.0	693.0	-5.0	-0.7%	8,585.0	8,076.0	-509.0	-5.9%
Psychology	20,943.0	22,232.0	1,289.0	6.2%	970.0	965.0	-5.0	-0.5%	21,913.0	23,197.0	1,284.0	5.9%
Religious Studies	3,127.0	2,616.0	-511.0	-16.3%	204.0	277.0	73.0	35.8%	3,331.0	2,893.0	-438.0	-13.1%
Renaissance Studies	0.0	0.0	0.0	-----	4.0	0.0	-4.0	-100.0%	4.0	0.0	-4.0	-100.0%
Russian & East European Institute	1.0	0.0	-1.0	-100.0%	57.0	31.0	-26.0	-45.6%	58.0	31.0	-27.0	-46.6%
Second Language Studies	648.0	1,492.0	844.0	130.2%	411.0	452.0	41.0	10.0%	1,059.0	1,944.0	885.0	83.6%
Slavic Languages & Literature	969.0	1,037.0	68.0	7.0%	190.0	243.0	53.0	27.9%	1,159.0	1,280.0	121.0	10.4%
Sociology	10,242.0	10,516.0	274.0	2.7%	891.0	707.0	-184.0	-20.7%	11,133.0	11,223.0	90.0	0.8%
Spanish & Portuguese	13,972.0	14,597.0	625.0	4.5%	570.0	604.0	34.0	6.0%	14,542.0	15,201.0	659.0	4.5%
Speech & Hearing Sciences	3,256.0	3,209.0	-47.0	-1.4%	1,038.0	1,113.0	75.0	7.2%	4,294.0	4,322.0	28.0	0.7%
Statistics	135.0	520.0	385.0	285.2%	207.0	366.0	159.0	76.8%	342.0	886.0	544.0	159.1%
Telecommunications	9,214.0	9,490.0	276.0	3.0%	435.0	360.0	-75.0	-17.2%	9,649.0	9,850.0	201.0	2.1%
Theater & Drama	2,998.0	2,849.0	-149.0	-5.0%	371.5	433.5	62.0	16.7%	3,369.5	3,282.5	-87.0	-2.6%
Victorian Studies	0.0	0.0	0.0	-----	4.0	0.0	-4.0	-100.0%	4.0	0.0	-4.0	-100.0%
West European Studies	212.0	252.0	40.0	18.9%	55.0	49.0	-6.0	-10.9%	267.0	301.0	34.0	12.7%
College of Arts and Sciences Total	271,903.0	275,593.5	3,690.5	1.4%	24,597.5	25,458.5	861.0	3.5%	296,500.5	301,052.0	4,551.5	1.5%

The following two tables show the top ten departments in numbers of credit hours for undergraduate courses and graduate courses. Both of these tables reflect the top ten departments for Fall 2009. These two tables share seven departments, i.e, note that Spanish and Portuguese, Sociology, and Communication and Culture are amongst the top ten undergraduate departments, due to high numbers of popular courses.

TABLE 3.17: TOP 10 COLLEGE DEPARTMENTS BY CREDIT HOURS
UNDERGRADUATE COURSES

Fall Terms	Undergraduate			
College Department	2008	2009	Share of College Total	Share of Campus Total
Mathematics	29,964.0	29,229.0	10.6%	5.2%
Psychology	20,943.0	22,232.0	8.1%	3.9%
English	17,632.0	17,172.0	6.2%	3.0%
Spanish & Portuguese	13,972.0	14,597.0	5.3%	2.6%
Biology	11,691.0	12,896.0	4.7%	2.3%
Chemistry	11,854.0	12,486.0	4.5%	2.2%
History	11,055.0	11,238.0	4.1%	2.0%
Economics	11,763.0	11,094.0	4.0%	2.0%
Sociology	10,242.0	10,516.0	3.8%	1.9%
Communication & Culture	11,219.0	10,074.0	3.7%	1.8%
College of Arts and Sciences Total	271,903.0	275,593.5	100.0%	48.6%

For graduate courses, Fine Arts, Speech & Hearing Sciences and Anthropology are in the top ten course departments but not for undergraduate courses.

TABLE 3.18: TOP 10 DEPARTMENTS BY CREDIT HOURS
GRADUATE COURSES

Fall Terms	Graduate			
College Department	2008	2009	Share of Arts & Sciences Total	Share of Campus Total
English	1,679.0	1,871.0	7.3%	0.3%
Chemistry	1,689.0	1,844.5	7.2%	0.3%
Biology	1,574.0	1,466.5	5.8%	0.3%
Fine Arts	1,202.0	1,214.0	4.8%	0.2%
Speech & Hearing Sciences	1,038.0	1,113.0	4.4%	0.2%
Mathematics	1,048.0	1,094.0	4.3%	0.2%
History	1,116.0	1,016.0	4.0%	0.2%
Anthropology	871.0	1,003.0	3.9%	0.2%
Psychology	970.0	965.0	3.8%	0.2%
Economics	868.0	819.0	3.2%	0.1%
College of Arts and Sciences Total	24,597.5	25,458.5	100.0%	4.5%

The University's current life sciences initiative, while geared towards research, may have an impact on credit hours in College departments. New course departments have been created over the past few years as a result of this initiative. The following table reviews credit hours in those departments deemed part of the life sciences initiative and compares this year to ten years ago (Fall 2009 with Fall 1999). Two departments are new, and were not available in 1999, and all but two of the departments show an increase in credit hours. The Astronomy department shows an increase of over 100% in credit hours over the ten-year period. The change in credit hours in the College of Arts and Sciences (+9.0%) over the ten year period is substantially lower than the change in the sum of all the Life Sciences departments (+26.4%).

TABLE 3.19: CREDIT HOURS BY LIFE SCIENCES DEPARTMENT

Fall Terms	Total Credit Hours			
Life Sciences Departments	1999	2009	Change from 1999	Percent Change
Animal Behavior	35.0	33.0	-2.0	-5.7%
Anthropology	4,658.0	5,715.0	1,057.0	22.7%
Astronomy	1,803.0	4,305.0	2,502.0	138.8%
Biochemistry	-----	680.0	680.0	-----
Biology	12,880.5	14,362.5	1,482.0	11.5%
Chemistry	10,740.0	14,330.5	3,590.5	33.4%
Cognitive Science Program	448.0	502.0	54.0	12.1%
Geography	3,995.0	3,210.0	-785.0	-19.6%
Geological Sciences	3,072.0	3,450.0	378.0	12.3%
Human Biology	-----	288.0	288.0	-----
Neural Science	172.0	258.0	86.0	50.0%
Physics	5,320.0	6,322.0	1,002.0	18.8%
Psychology	17,531.0	23,197.0	5,666.0	32.3%
Life Sciences Total	60,654.5	76,653.0	15,998.5	26.4%
College of Arts and Sciences Total	276,257.0	301,052.0	24,795.0	9.0%

Another focus of the current IU administration is globalization, the internationalization of our world. The following table shows selected departments with an international focus, and compares their credit hours to credit hours ten years ago. There are five departments with an international focus that were not yet in existence in 1999. Those five departments account for over 2,700 new credit hours. Nine of the departments which reported credit hours in 1999 as well as this year show increases of 25% or more. As with the Life Sciences initiative, the change in credit hours for the entire College of Arts and Sciences (9.0%) is substantially lower than the increase in credit hours for all departments with an international focus (32.1%).

TABLE 3.20: CREDIT HOURS BY SELECTED DEPARTMENTS WITH INTERNATIONAL FOCUS

Department	Total Credit Hours			
	1999	2009	Change from 1999	Percent Change
African Studies	0.0	335.0	335.0	-----
Afro-American and African Diaspora Studies	2,454.0	2,687.0	233.0	9.5%
Asian American Studies	0.0	33.0	33.0	-----
Central Eurasian Studies	466.0	1,001.0	535.0	114.8%
Cultural Studies	25.0	62.0	37.0	148.0%
East Asian Languages & Culture	2,506.0	4,141.0	1,635.0	65.2%
French & Italian	7,847.0	7,686.0	-161.0	-2.1%
Germanic Studies	3,518.0	3,163.0	-355.0	-10.1%
Global Village Learning Center	0.0	230.0	230.0	-----
India Studies	263.0	331.0	68.0	25.9%
International Studies	0.0	1,836.0	1,836.0	-----
Jewish Studies	11.0	753.0	742.0	6745.5%
Latino Studies	0.0	293.0	293.0	-----
Latin American Studies	216.0	254.0	38.0	17.6%
Linguistics	2,098.0	2,233.0	135.0	6.4%
Near Eastern Languages & Culture	936.0	1,497.0	561.0	59.9%
Overseas Studies	2,574.0	3,201.0	627.0	24.4%
Russian & East European Institute	53.0	31.0	-22.0	-41.5%
Slavic Languages & Literature	922.0	1,280.0	358.0	38.8%
Spanish & Portuguese	11,150.0	15,201.0	4,051.0	36.3%
West European Studies	201.0	301.0	100.0	49.8%
International Focus Total	35,240.0	46,549.0	11,309.0	32.1%
College of Arts and Sciences Total	276,257.0	301,052.0	24,795.0	9.0%

TOP 25 COURSES

This semester, 42,347 students signed up for 566,783.0 credit hours resulting in 198,095 course enrollments. The following table shows courses with the top twenty five number of course enrollments. Finite Mathematics (a three-hour course) generates the most course enrollments and credit hours for a single course. This year, there are twenty-six courses shown because the twenty-fifth course has tied enrollment. Business has thirteen courses, the College has twelve courses in the list, while Music has one course.

TABLE 3.21: NET COURSE ENROLLMENTS GENERATED BY TOP 25 COURSES

Course Department	Catalog Number	Course Title	Total Enrollment	% of Campus Total	CUM % of Campus Total
MATH	M118	Finite Mathematics	3,224	1.6%	1.6%
PSY	P101	Introductory Psychology I	2,685	1.4%	3.0%
ENG	W131	Elementary Composition I	2,608	1.3%	4.3%
BUS	A100	Basic Accounting Skills	1,852	0.9%	5.2%
BUS	K201	The Computer in Business	1,844	0.9%	6.2%
MATH	M119	Brief Survey of Calculus	1,728	0.9%	7.0%
ECON	E201	Intro to Microeconomics	1,675	0.8%	7.9%
BUS	L201	Legal Environment in Business	1,614	0.8%	8.7%
SOC	S100	Intro to Sociology	1,600	0.8%	9.5%
CMCL	C121	Public Speaking	1,092	0.6%	10.0%
COLL	E103	Arts & Humanities Topics Course	1,065	0.5%	10.6%
BUS	X100	Business Administration: Intro	979	0.5%	11.1%
MUS	I500	Performance & Composition Masterclass	977	0.5%	11.6%
BUS	X220	Career Perspectives	957	0.5%	12.1%
BUS	F370	I-Core: Finance Component	922	0.5%	12.5%
BUS	P370	I-Core: Operations Component	921	0.5%	13.0%
BUS	I370	I-Core: Discussion	919	0.5%	13.4%
BUS	J370	I-Core: Strat Management Component	919	0.5%	13.9%
BUS	M370	I-Core: Marketing Component	919	0.5%	14.4%
HISP	S200	Second-year Spanish I	903	0.5%	14.8%
BUS	X204	Business Communications	869	0.4%	15.3%
HISP	S250	Second-year Spanish II	855	0.4%	15.7%
HISP	S280	Spanish Grammar in Context	812	0.4%	16.1%
BUS	X420	Business Career Planning/Placement	802	0.4%	16.5%
BIOL	L111	Evolution & Diversity	774	0.4%	16.9%
BUS	X201	Technology	774	0.4%	17.3%

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

CREDIT HOURS BY STUDENT CLASSIFICATION

The numbers of credit hours at the undergraduate and graduate levels are new record-high figures this year, while both the professional and nondegree levels also report increases in the numbers of credit hours. Within the undergraduate level, all classes report record-high numbers, with the exception of the freshman class, which reports a decrease. Within the graduate level, the numbers of credit hours taken by both masters and doctoral students are also at record-high figures.

The shares of credit hours taken by undergraduate and professional students are lower than the shares reported last year, while the share taken by graduate students shows an increase. The share for nondegree students is the same as last year. Within the undergraduate level, the share taken by seniors is higher than last year.

The following table shows the number and share of credit hours taken at each student level.

TABLE 3.22: CREDIT HOURS AND SHARE BY STUDENT CLASS AND LEVEL

Student Class & Level	Fall 2008	Fall 2009	Change	Percent Change
Freshman	122,267.5 26.7%	119,000.0 25.1%	-3,267.5	- 2.7%
Sophomore	119,177.0 26.0%	121,799.0 25.7%	+2,622.0	+ 2.2%
Junior	105,929.0 23.1%	109,154.0 23.0%	+ 3,225.0	+ 3.0%
Senior	111,133.5 24.2%	124,433.0 26.2%	+ 13,299.5	+ 12.0%
Undergraduate Total	458,507.0 84.2%	474,386.0 83.7%	+15,879.0	+ 3.5%
Masters	38,879.5 57.7%	45,026.5 60.9%	+ 6,147.0	+ 15.8%
Doctoral	28,526.0 42.3%	28,918.0 39.1%	+ 392.0	+ 1.4%
Graduate Total	67,405.5 12.4%	73,944.5 13.0%	+ 6,539.0	+ 9.7%
Professional Total	14,019.0 2.6%	14,063.5 2.5%	+ 44.5	+ 0.3%
High School	171.0 4.0%	135.0 3.1%	- 36.0	- 21.1%
Special Undergraduate	1,902.0 44.2%	1,877.0 42.8%	- 25.0	- 1.3%
Special Graduate	2,232.0 51.8%	2,377.0 54.2%	+ 145.0	+ 6.5%
Nondegree Total	4,305.0 0.8%	4,389.0 0.8%	+ 84.0	+ 2.0%
TOTAL	544,236.5	566,783.0	+22,546.5	+ 4.1%

RESIDENCE CLASSIFICATION

The following table shows credit hours by student level and residence classification. Credit hours taken by non-resident students (243,017.0) are a new record-high figure this year, due to new record-high figures at the undergraduate, graduate and professional levels.

Credit hours taken by nonresident juniors and seniors are new record high-figures this year, following record-high figures reported last year for nonresident sophomores and juniors. Credit hours taken by nonresident masters and doctoral students are both new record-high figures this year, with credit hours taken by nonresident masters students showing a 17.3% increase, due in part to the Kelley Direct MBA program.

The number of credit hours taken by resident students also shows an increase this year, due to increases at the undergraduate and graduate levels. Record-high figures are reported for sophomore, junior, total undergraduate, masters, doctoral and total credit hour levels.

TABLE 3.23: CREDIT HOURS BY STUDENT LEVEL AND RESIDENCE CLASSIFICATION

Fall Terms	Nonresidents 2008	Nonresidents 2009	Change	Residents 2008	Residents 2009	Change
Undergraduate	172,319.5	177,311.5	+ 4,992.0	286,187.5	297,074.5	+ 10,887.0
Percent of Level	37.6%	37.4%	+ 2.9%	62.4%	62.6%	+ 3.8%
Graduate	50,812.5	55,826.5	+ 5,014.0	16,593.0	18,118.0	+ 1,525.0
Percent of Level	75.4%	75.5%	+ 9.9%	24.6%	24.5%	+ 9.2%
Professional	7,885.5	8,219.0	+ 333.5	6,133.5	5,844.5	- 289.0
Percent of Level	56.2%	58.4%	+ 4.2%	43.8%	41.6%	- 4.7%
Nondegree	1,557.0	1,660.0	+ 103.0	2,748.0	2,729.0	- 19.0
Percent of Level	36.2%	37.8%	+ 6.6%	63.8%	62.2%	- 0.7%
TOTAL	232,574.5	243,017.0	+ 10,442.5	311,662.0	323,766.0	+ 12,104.0
Percent of Level	42.7%	42.9%	+ 4.5%	57.3%	57.1%	+ 3.9%

FULL-TIME/PART-TIME

The following table shows credit hours by student level and full-time/part-time status. The numbers of credit hours taken by full-time students show increases at all student levels. While the number of credit hours taken by part-time students shows an overall increase, only credit hours taken by part-time graduate students show an increase due to the Kelley Direct MBA program.

TABLE 3.24: CREDIT HOURS AND SHARE BY FULL-TIME/PART-TIME STATUS

Fall Terms	Full-Time 2008	Full-Time 2009	Change	Part-Time 2008	Part-Time 2009	Change
Undergraduate	451,150.5	467,230.0	+ 16,079.5	7,356.5	7,156.0	- 200.5
Percent of Level	98.4%	98.5%	+ 3.6%	1.6%	1.5%	- 2.7%
Graduate	56,033.0	57,360.0	+ 1,327.0	11,372.5	16,584.5	+ 5,212.0
Percent of Level	83.1%	77.6%	+ 2.4%	16.9%	22.4%	+ 45.8%
Professional	13,691.5	13,810.5	+ 119.0	327.5	253.0	- 74.5
Percent of Level	97.7%	98.2%	+ 0.9%	2.3%	1.8%	- 22.7%
Nondegree	1,847.0	2,085.5	+ 238.5	2,458.0	2,303.5	- 154.5
Percent of Level	42.9%	47.5%	+ 12.9%	57.1%	52.5%	- 6.3%
TOTAL	522,722.0	540,486.0	+ 17,764.0	21,514.5	26,297.0	+ 4,782.5
Percent of Level	96.0%	95.4%	+ 3.4%	4.0%	4.6%	+ 22.2%

GENDER

The following table shows credit hours by student level and gender. This year, the numbers of credit hours taken by both male and female students show increases from last year at every level with one exception; the number of credit hours taken by female students at the professional level shows a decrease this year.

TABLE 3.25: CREDIT HOURS BY STUDENT LEVEL AND GENDER

Fall Terms	Male 2008	Male 2009	Change	Female 2008	Female 2009	Change
Undergraduate	226,460.5	238,065.5	+ 11,605.0	232,046.5	236,320.5	+ 4,274.0
Percent of Level	49.4%	50.2%	+ 5.1%	50.6%	49.8%	+ 1.8%
Graduate	33,578.5	38,283.0	+ 4,704.5	33,827.0	35,661.5	+ 1,834.5
Percent of Level	49.8%	51.8%	+ 14.0%	50.2%	48.2%	+ 5.4%
Professional	7,060.5	7,305.5	+ 245.0	6,958.5	6,758.0	- 200.5
Percent of Level	50.4%	51.9%	+ 3.5%	49.6%	48.1%	- 2.9%
Nondegree	1,849.5	1,932.5	+ 83.0	2,455.5	2,456.5	+ 1.0
Percent of Level	43.0%	44.0%	+ 4.5%	57.0%	56.0%	+ 0.0%
TOTAL	268,949.0	285,586.5	+ 16,637.5	275,287.5	281,196.5	+ 5,909.0
Percent of Level	49.4%	50.4%	+ 6.2%	50.6%	49.6%	+ 2.1%

STUDENT SCHOOL

The following table shows credit hours by student school, class, and level. Students in most schools are taking more credit hours this year. Only Continuing Studies, Labor Studies, Law, Optometry, and University Division are reporting fewer credit hours.

TABLE 3.26: CREDIT HOURS BY STUDENT CLASS AND LEVEL WITHIN **STUDENT SCHOOL**

Student School	Fall Terms		Change from Last Year to This Year	
	2008	2009	Number	Percent
ARTS AND SCIENCES				
Freshman	2,610.0	3,120.0	+ 510.0	+ 19.5%
Sophomore	35,170.0	37,623.0	+ 2,453.0	+ 7.0%
Junior	41,909.0	42,386.5	+ 477.5	+ 1.1%
Senior	42,521.0	48,343.0	+ 5,822.0	+ 13.7%
Undergraduate	122,210.0	131,472.5	+ 9,262.5	+ 7.6%
Masters	0.0	0.0	0.0	-----
Doctorate	353.0	293.0	- 60.0	- 17.0%
Graduate	353.0	293.0	- 60.0	- 17.0%
Nondegree	550.0	632.0	+ 82.0	+ 14.9%
Total	123,113.0	132,397.5	+ 9,284.5	+ 7.5%
BUSINESS				
Freshman	11,906.0	12,154.5	+ 248.5	+ 2.1%
Sophomore	17,302.0	16,024.0	- 1,278.0	- 7.4%
Junior	18,170.5	19,890.5	+ 1,720.0	+ 9.5%
Senior	23,147.0	26,118.0	+ 2,971.0	+ 12.8%
Undergraduate	70,525.5	74,187.0	+ 3,661.5	+ 5.2%
Masters	10,398.0	15,960.5	+ 5,562.5	+ 53.5%
Doctorate	0.0	0.0	0.0	-----
Graduate	10,398.0	15,960.5	+ 5,562.5	+ 53.5%
Nondegree	373.0	366.5	- 6.5	- 1.7%
Total	81,296.5	90,514.0	+ 9,217.5	+ 11.3%
CONTINUING STUDIES				
Freshman	412.0	517.5	+ 105.5	+ 25.6%
Sophomore	980.0	851.5	- 128.5	- 13.1%
Junior	2,047.0	1,802.0	- 245.0	- 12.0%
Senior	3,716.0	3,249.5	- 466.5	- 12.6%
Undergraduate	7,155.0	6,420.5	- 734.5	- 10.3%
Nondegree	1,021.0	1,019.0	- 2.0	- 0.2%
Total	8,176.0	7,439.5	- 736.5	- 9.0%

Table continued on next page

TABLE 3.26: CREDIT HOURS BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)

Student School	Fall Terms		Change from Last Year to This Year	
	2008	2009	Number	Percent
EDUCATION				
Freshman	0.0	0.0	0.0	---
Sophomore	64.0	32.0	- 32.0	- 50.0%
Junior	3,307.0	3,228.0	- 79.0	- 2.4%
Senior	8,557.0	8,503.0	- 54.0	- 0.6%
Undergraduate	11,928.0	11,763.0	- 165.0	- 1.4%
Masters	3,260.0	3,596.0	+ 336.0	+ 10.3%
Doctorate	794.0	673.0	- 121.0	- 15.2%
Graduate	4,054.0	4,269.0	+ 215.0	+ 5.3%
Nondegree	1,202.0	1,322.0	+ 120.0	+ 10.0%
Total	17,184.0	17,354.0	+ 170.0	+ 1.0%
GRADUATE SCHOOL				
Masters	9,461.0	9,195.5	- 265.5	- 2.8%
Doctorate	24,923.0	25,521.5	+ 598.5	+ 2.4%
Graduate	34,384.0	34,717.0	+ 333.0	+ 1.0%
Nondegree	587.0	615.5	+ 28.5	+ 4.9%
Total	34,971.0	35,332.5	+ 361.5	+ 1.0%
HPER				
Freshman	270.0	291.0	+ 21.0	+ 7.8%
Sophomore	6,299.0	7,191.0	+ 892.0	+ 14.2%
Junior	11,062.0	10,009.0	- 1,053.0	- 9.5%
Senior	12,458.5	13,810.0	+ 1,351.5	+ 10.8%
Undergraduate	30,089.5	31,301.0	+ 1,211.5	+ 4.0%
Masters	2,154.5	2,118.0	- 36.5	- 1.7%
Doctorate	0.0	0.0	0.0	---
Graduate	2,154.5	2,118.0	- 36.5	- 1.7%
Nondegree	165.0	103.0	- 62.0	- 37.6%
Total	32,409.0	33,522.0	+ 1,113.0	+ 3.4%
INFORMATICS				
Freshman	163.0	241.0	+ 78.0	+ 47.9%
Sophomore	1,330.0	1,454.5	+ 124.5	+ 9.4%
Junior	2,048.0	2,386.0	+ 338.0	+ 16.5%
Senior	1,832.0	2,790.5	+ 958.5	+ 52.3%
Undergraduate	5,373.0	6,872.0	+ 1,499.0	+ 27.9%
Graduate	983.0	1,424.5	+ 441.5	+ 44.9%
Nondegree	0.0	9.0	+ 9.0	---
Total	6,356.0	8,305.5	+ 1,949.5	+ 30.7%
JOURNALISM				
Freshman	986.0	1,043.0	+ 57.0	+ 5.8%
Sophomore	2,968.0	2,949.0	- 19.0	- 0.6%
Junior	3,989.0	4,455.0	+ 466.0	+ 11.7%
Senior	4,045.5	4,720.5	+ 675.0	+ 16.7%
Undergraduate	11,988.5	13,167.5	+ 1,179.0	+ 9.8%
Nondegree	0.0	0.0	0.0	-----
Total	11,988.5	13,167.5	+ 1,179.0	+ 9.8%
LABOR STUDIES				
Freshman	0.0	12.0	12.0	-----
Sophomore	0.0	0.0	0.0	-----
Junior	0.0	0.0	0.0	-----
Senior	15.0	0.0	- 15.0	- 100.0%
Undergraduate	15.0	12.0	- 3.0	- 20.0%
Total	15.0	12.0	- 3.0	- 20.0%
LAW				
Masters	961.0	660.0	- 301.0	- 31.3%
Doctorate	224.0	183.0	- 41.0	- 18.3%
Graduate	1,185.0	843.0	- 342.0	- 28.9%
Professional	8,657.5	8,832.0	+ 174.5	+ 2.0%
Nondegree	51.0	73.0	+ 22.0	+ 43.1%
Total	9,893.5	9,748.0	- 145.5	- 1.5%

Table continued on next page

TABLE 3.26: CREDIT HOURS BY STUDENT CLASS AND LEVEL WITHIN STUDENT SCHOOL (CONTINUED)

Student School	Fall Terms		Change from Last Year to This Year	
	2008	2009	Number	Percent
LIBRARY & INFO SCIENCE				
Masters	2,555.0	2,628.5	+ 73.5	+ 2.9%
Doctorate	60.0	13.5	- 46.5	- 77.5%
Graduate	2,615.0	2,642.0	+ 27.0	+ 1.0%
Nondegree	65.0	63.0	- 2.0	- 3.1%
Total	2,680.0	2,705.0	+ 25.0	+ 0.9%
MUSIC				
Freshman	3,053.0	3,287.0	+ 234.0	+ 7.7%
Sophomore	3,255.0	2,594.0	- 661.0	- 20.3%
Junior	2,738.0	2,781.0	+ 43.0	+ 1.6%
Senior	4,664.0	5,404.0	+ 740.0	+ 15.9%
Undergraduate	13,710.0	14,066.0	+ 356.0	+ 2.6%
Masters	4,949.5	4,703.0	- 246.5	- 5.0%
Doctorate	2,172.0	2,234.0	+ 62.0	+ 2.9%
Graduate	7,121.5	6,937.0	- 184.5	- 2.6%
Nondegree	59.0	51.0	- 8.0	- 13.6%
Total	20,890.5	21,054.0	+ 163.5	+ 0.8%
NURSING				
Freshman	0.0	0.0	0.0	-----
Sophomore	636.0	741.0	+ 105.0	+ 16.5%
Junior	615.0	833.0	+ 218.0	+ 35.4%
Senior	1,110.0	1,053.0	- 57.0	- 5.1%
Undergraduate	2,361.0	2,627.0	+ 266.0	+ 11.3%
Graduate	0.0	0.0	0.0	-----
Nondegree	0.0	0.0	0.0	-----
Total	2,361.0	2,627.0	+ 266.0	+ 11.3%
OPTOMETRY				
Freshman	16.0	0.0	- 16.0	- 100.0%
Sophomore	47.0	86.0	+ 39.0	+ 83.0%
Undergraduate	63.0	86.0	+ 23.0	+ 36.5%
Professional	5,361.5	5,231.5	- 130.0	- 2.4%
Nondegree	0.0	0.0	0.0	---
Total	5,424.5	5,317.5	- 107.0	- 2.0%
SPEA				
Freshman	261.0	382.0	+ 121.0	+ 46.4%
Sophomore	2,324.0	3,060.0	+ 736.0	+ 31.7%
Junior	5,949.5	7,595.0	+ 1,645.5	+ 27.7%
Senior	6,818.5	7,940.0	+ 1,121.5	+ 16.4%
Undergraduate	15,353.0	18,977.0	+ 3,624.0	+ 23.6%
Graduate	4,157.5	4,740.5	+ 583.0	+ 14.0%
Nondegree	12.0	12.0	0.0	0.0%
Total	19,522.5	23,729.5	+ 4,207.0	+ 21.5%
SOCIAL WORK				
Sophomore	167.0	184.0	+ 17.0	+ 10.2%
Junior	411.0	358.0	- 53.0	- 12.9%
Senior	450.0	507.0	+ 57.0	+ 12.7%
Undergraduate	1,028.0	1,049.0	+ 21.0	+ 2.0%
Nondegree	0.0	0.0	0.0	-----
Total	1,028.0	1,049.0	+ 21.0	+ 2.0%
UNIVERSITY DIVISION				
Freshman	102,590.5	97,952.0	- 4,638.5	- 4.5%
Sophomore	48,635.0	49,009.0	+ 374.0	+ 0.8%
Junior	13,683.0	13,430.0	- 253.0	- 1.8%
Senior	1,799.0	1,994.5	+ 195.5	+ 10.9%
Undergraduate	166,707.5	162,385.5	- 4,322.0	- 2.6%
Nondegree	220.0	123.0	- 97.0	- 44.1%
Total	166,927.5	162,508.5	- 4,419.0	- 2.6%
TOTAL	544,236.5	566,783.0	+ 22,546.5	+ 4.1%

GRADE DISTRIBUTION (HISTORICAL)

In the spring of 1994, the IU-Bloomington Faculty Council approved a recommendation to create an indexed grade context record for student grade reports and internal records. The goal was to provide students with a more meaningful measure of their performance in a course. The expanded grade context record and subsequent reports 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 are available. These include: the Expanded Grade Context Notification to students at the end of each semester (available on-line to each student with CAS authentication); Grade Distribution Reports (available on the web <http://www.registrar.indiana.edu/gradedist/>); and a Grade Distribution Web Query (<http://www.registrar.indiana.edu/gradedist.shtml>).

To aid in the interpretation of grades data, Table 3.27 shows course grades and their GPA point equivalents.

TABLE 3.27: 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

Tables 3.29 and 3.30 show historical data beginning with 1979. Beginning Fall 1994 (when the grade context record data first became available), 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 are 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).

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 are not comparable to other years. For example, a grade of R (Deferred) had not been recorded on the student's record that term; now it is included in the report. Table 3.28 shows the distribution of all grades issued to all students in all courses from Fall 1979 through last fall. For Fall 2008, there were 213,166 grades awarded, a new record high.

TABLE 3.28: DISTRIBUTION OF ALL COURSE GRADES

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%	27.3%	9.9%	2.4%	2.1%	3.5%	2.8%	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
2006	36.4%	26.9%	10.3%	2.5%	2.3%	3.5%	2.7%	6.9%	7.4%	1.0%	203,920
2007	38.0%	27.3%	9.9%	2.3%	1.8%	3.3%	2.5%	6.6%	7.3%	1.1%	205,808
2008	39.2%	27.9%	9.6%	2.1%	1.7%	3.0%	2.4%	6.0%	7.2%	0.8%	213,166

Notes:

1. Beginning in 1994, a slightly different methodology was used. Percentage differences are negligible.
2. Fall 2004 was the first term of the SIS implementation. Business processes and data structures were not stable.
3. Highlighted areas equal record-high figures.

Table 3.29 shows the distribution of GPA grades issued to all students in all courses from 1979 through last fall. For Fall 2008, there were 171,587 GPA grades awarded, a new record high. After three consecutive years of record highs for students who took courses in their major area, a new record-high is set at 42% last year. Fall 2008 is also showing record-high figures for percentage of A GPA grades (48.7%) and average course grade (3.23).

In 2002, the IU Student Association expressed an interest in the grade of A+, suggesting a GPA equivalent of 4.3 instead of 4.0 (Sandburn, 2002). For Fall 2008, 8,396 A+ grades were awarded. Of all A grades, 10.0% were A+ grades, 56.0% were A grades, and 34.0% were A- grades.

TABLE 3.29: DISTRIBUTION OF GPA COURSE GRADES

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	47.0%	34.7%	12.6%	3.0%	2.7%	3.18	n/a	154,390
2005	45.5%	34.7%	13.5%	3.3%	3.0%	3.14	41%	158,690
2006	46.4%	34.3%	13.1%	3.2%	2.9%	3.16	41%	159,993
2007	47.9%	34.4%	12.5%	2.9%	2.3%	3.20	41%	163,261
2008	48.7%	34.7%	11.9%	2.6%	2.1%	3.23	42%	171,587

Notes:

1. Beginning in 1994, a slightly different methodology was used. Percentage differences are negligible.
2. Fall 2004 was the first term of the SIS implementation. Business processes and data structures were not stable.
3. Highlighted areas equal record-high figures.

Figure 3.1 illustrates the trend of GPA grades awarded beginning in 1979. 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. Fall 2008 continues this trend with an increase in the A share, a stable B share and a decrease in the share of the other GPA grades.

FIGURE 3.1: GPA COURSE GRADES

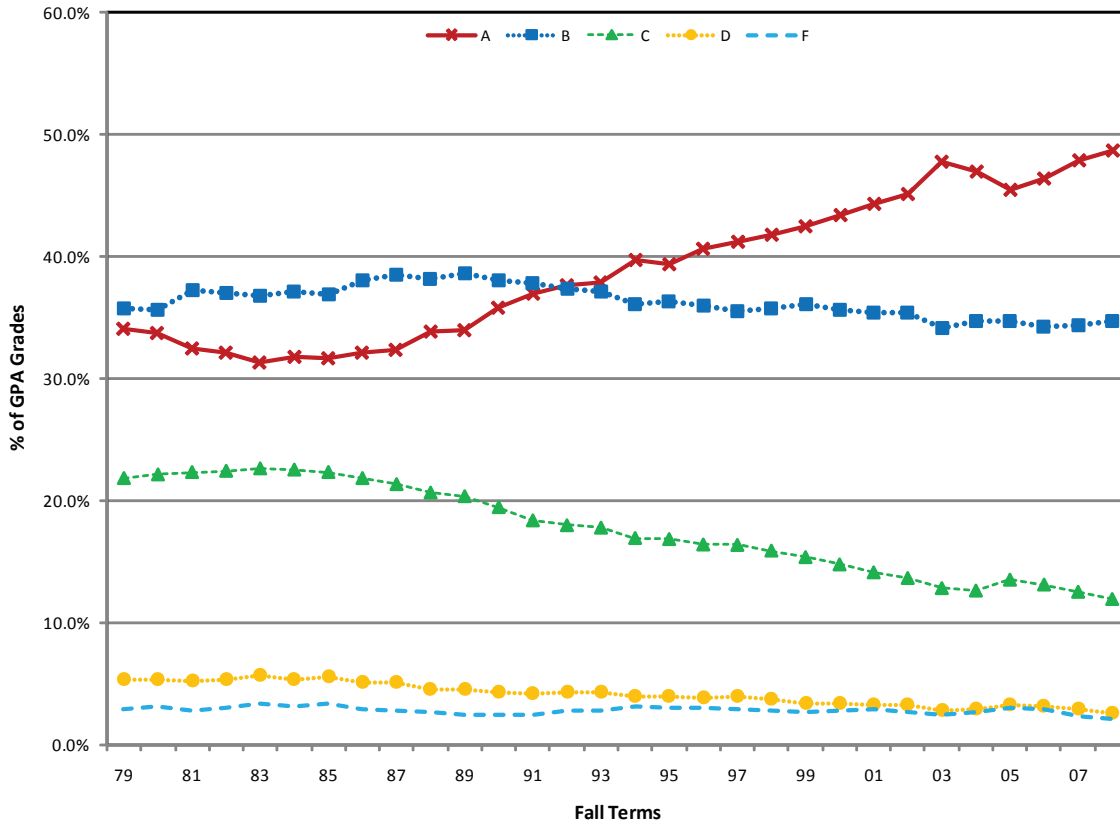


Table 3.30 shows the distribution of GPA grades by course school. Arts & Sciences shows the highest number of grades (85,193), followed by the School of Business (29,619) and HPER (16,190). The highest percentage of A's is found in the Graduate School (93.3%), Library and Information Science (86.6%) and Music (80.2%).

TABLE 3.30: DISTRIBUTION OF **GPA** COURSE GRADES AND TOTAL GRADES BY COURSE SCHOOL

FALL 2008	PERCENTAGE OF GPA GRADES					AVERAGE COURSE GRADE	NUMBER OF GRADES
COURSE SCHOOL	A	B	C	D	F		
ARTS & SCIENCES	40.4%	37.4%	15.6%	3.7%	2.8%	3.06	85,193
BUSINESS	43.6%	42.5%	11.0%	1.7%	1.2%	3.24	29,619
EDUCATION	78.7%	16.5%	2.9%	0.5%	1.4%	3.67	8,521
GRADUATE SCHOOL	93.3%	3.3%	0.0%	0.0%	3.3%	3.81	30
HPER	62.2%	28.0%	7.1%	1.2%	1.5%	3.46	16,190
INFORMATICS	57.5%	27.4%	9.8%	2.2%	3.1%	3.31	2,752
JOURNALISM	48.3%	36.6%	10.9%	2.4%	1.9%	3.23	2,998
LABOR STUDIES	32.4%	27.1%	17.7%	7.8%	15.1%	2.52	451
LAW	41.1%	56.5%	2.4%	0.0%	0.0%	3.38	2,723
LIB. & INFO. SCI.	86.6%	12.6%	0.5%	0.1%	0.1%	3.79	770
MED SCIENCES	33.2%	33.7%	21.7%	8.4%	3.1%	2.85	942
MIL SCIENCE	71.9%	19.4%	8.1%	0.0%	0.6%	3.59	160
MUSIC	80.2%	13.6%	4.4%	1.1%	0.8%	3.69	11,227
NURSING	59.7%	37.1%	2.9%	0.2%	0.2%	3.54	518
OPTOMETRY	45.2%	47.7%	6.7%	0.2%	0.1%	3.37	1,398
SPEA	49.5%	35.7%	10.8%	2.3%	1.7%	3.26	7,626
SOCIAL WORK	70.8%	20.0%	6.6%	1.1%	1.5%	3.54	469

PEER INSTITUTIONS

BIG TEN SCHOOLS

Most Big Ten institutions are reporting increases and record enrollment figures this year. Over the next ten years, The National Center for Education Statistics anticipates increases in enrollments for degree-granting institutions up to the year 2018. There will likely be decreases in 18-to 24-year olds and increases in 25-to 29-year olds. Enrollments for, Hispanic American (+38%), Native American (+32%) and African American (+26%) students are expected to show the largest increases. Women are expected to show a 12.1% increase in enrollments and men, an 8.5% increase (NCES, 'Projections of Education Statistics to 2018', 2009).

Enrollments for the Big Ten universities are shown in Table 4.1. Historical data and trends are also shown in Table 4.2. This year, IU's enrollment is greater than enrollments at Illinois, Michigan, Purdue, and Wisconsin. Iowa and Northwestern are generally smaller institutions with lower enrollments. Illinois, Michigan and Wisconsin have traditionally had higher enrollments than IU. Purdue and IU have similar enrollment patterns, although some years Purdue is higher while in other years IU is higher.

TABLE 4.1: ENROLLMENT AT BIG TEN INSTITUTIONS (MAIN CAMPUSES)

Fall Terms	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Change from 2008	
															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	38,990	40,354	42,347	+ 1,993	+ 4.9%
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	41,135	41,495	41,918	+ 423	+ 1.0%
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	30,409	30,561	30,328	- 233	- 0.8%
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	41,042	41,028	41,674	+ 646	+ 1.6%
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	46,045	46,648	47,278	+ 630	+ 1.4%
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	50,883	51,140	51,659	+ 519	+ 1.0%
Northwestern University *	17,702	17,551	17,496	17,101	16,400	17,089	17,370	17,363	17,762	18,086	18,486	19,036	18,590	n/a	---	---
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	52,568	53,715	55,014	+ 1,299	+ 2.4%
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	43,252	44,112	45,185	+ 1,073	+ 2.4%
Purdue University	35,156	35,715	36,878	37,762	37,871	38,208	38,564	38,847	38,653	38,712	39,228	39,102	40,090	39,697	- 393	- 1.0%
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	42,043	42,030	42,099	+ 69	+ 0.2%

Notes:

1. Highlighted areas indicate record highs.
2. n/a means data not yet available
3. Total figures for Northwestern include auditors.

**TABLE 4.2: 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	50,442	18,486	51,818	42,914	39,228	41,466
2007	38,990	41,135	30,409	41,042	46,045	50,883	19,036	52,568	43,252	39,102	42,043
2008	40,354	41,495	30,561	41,028	46,648	51,140	18,590	53,715	44,112	40,090	42,030
2009	42,347	41,918	30,328	41,674	47,278	51,659	n/a	55,014	45,185	39,697	42,099

Notes:

1. Highlighted areas indicate record highs.
2. Beginning in 1995, data for Northwestern University include both the undergraduate and professional schools.

Table 4.3 shows Big Ten enrollment and share comparisons for all ethnic groups. Most Big Ten institutions exclude international students when calculating the total minority share of enrollment in order to report a ‘domestic’ share of minority enrollment. In the table below, ethnic share of enrollment is calculated using total enrollment (including international and unknown student populations). Excluding international students from the total student population, the IU-Bloomington domestic share of minority students would be 12.9% this year. Purdue University reports in their domestic share of minority enrollment at 13.8%, the same as last year.

TABLE 4.3: ENROLLMENT COMPARISONS AT BIG TEN UNIVERSITIES BY ETHNIC GROUP

Fall 2009	African American	Hispanic American	Asian American	Native American	Total U. S. Minority	White American	Non-U.S.	Other and Unknown	Total Enrollment
Indiana University	1,883	1,099	1,803	121	4,906	31,922	4,382	1,137	42,347
% of campus	4.4%	2.6%	4.3%	0.3%	11.6%	75.4%	10.3%	2.7%	100.0%
University of Illinois	2,472	2,470	4,834	114	9,890	24,248	6,491	1,289	41,918
% of campus	5.9%	5.9%	11.5%	0.3%	23.6%	57.8%	15.5%	3.1%	100.0%
University of Iowa	732	981	1,139	132	2,984	24,778	2,423	143	30,328
% of campus	2.4%	3.2%	3.8%	0.4%	9.8%	81.7%	8.0%	0.5%	100.0%
University of Michigan	2,158	1,576	4,661	252	8,647	24,242	4,879	3,906	41,674
% of campus	5.2%	3.8%	11.2%	0.6%	20.7%	58.2%	11.7%	9.4%	100.0%
Michigan State University	3,435	1,357	2,407	324	7,523	33,647	5,056	1,052	47,278
% of campus	7.3%	2.9%	5.1%	0.7%	15.9%	71.2%	10.7%	2.2%	100.0%
University of Minnesota	2,158	1,146	4,211	508	8,023	36,413	4,676	2,547	51,659
% of campus	4.2%	2.2%	8.2%	1.0%	15.5%	70.5%	9.1%	4.9%	100.0%
Northwestern University	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% of campus	----	----	-----	-----	-----	-----	-----	-----	-----
Ohio State University	3,383	1,449	2,897	187	7,916	40,983	4,231	1,884	55,014
% of campus	6.1%	2.6%	5.3%	0.3%	14.4%	74.5%	7.7%	3.4%	100.0%
Penn State University	1,583	1,836	2,106	50	5,575	32,987	3,979	637	43,178
% of campus	3.7%	4.3%	4.9%	0.1%	12.9%	76.4%	9.2%	1.5%	100.0%
Purdue University	1,360	1,107	2,010	183	4,660	29,047	5,990	0	39,697
% of campus	3.4%	2.8%	5.1%	0.5%	11.7%	73.2%	15.1%	0.0%	100.0%
University of Wisconsin	1,264	1,522	2,424	360	5,570	30,895	3,979	1,655	42,099
% of campus	3.0%	3.6%	5.8%	0.9%	13.2%	73.4%	9.5%	3.9%	100.0%

Notes:

1. Iowa includes other, unknown, and no response in the ‘White American’ category.
2. Northwestern data includes undergraduate and professional schools.

Nonresident share of enrollment for the Big Ten universities are shown in Table 4.4.

TABLE 4.4: NONRESIDENT SHARE OF ENROLLMENT AT BIG TEN INSTITUTIONS
FALL TERMS

Nonresident Share of Undergraduates	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Indiana University	26.4%	26.8%	27.2%	28.1%	29.3%	30.5%	31.5%	32.6%	32.8%	32.8%	33.9%	35.5%	36.8%	36.6%
University of Illinois	8.8%				9.3%	10.2%	10.5%	11.4%	11.5%	11.0%	10.8%	10.8%	12.7%	14.6%
University of Iowa	30.7%	30.3%	29.5%	30.0%	31.2%	32.2%	32.8%	32.4%	31.5%	31.4%	32.4%	34.0%	36.6%	38.2%
University of Michigan							34.9%	34.9%	34.7%	35.6%	35.4%	35.8%	35.3%	33.9%
Michigan State University	16.1%	15.8%	15.0%	14.9%	14.7%	14.9%	15.2%	15.1%	14.5%	14.6%	17.4%	14.8%	14.1%	15.1%
University of Minnesota					27.0%	27.0%	27.2%	27.1%	27.7%	27.8%	28.3%	39.1%	40.1%	28.9%
Northwestern University *									2.5%	5.6%	5.0%	n/a	n/a	n/a
Ohio State University							12.8%	12.6%	12.1%	11.7%	11.2%	11.5%	11.6%	13.3%
Penn State University				20.1%	21.3%	23.0%	23.9%	25.1%	25.7%	25.1%	25.5%	25.9%	27.0%	27.6%
Purdue University	26.0%	26.0%	26.5%	27.4%	29.0%	30.8%	32.6%	33.4%	33.3%	33.4%	33.3%	33.1%	34.5%	35.5%
University of Wisconsin	30.6%	30.6%	30.7%	30.6%	30.7%	30.9%	31.0%	31.1%	31.4%	32.4%	33.3%	34.4%	35.3%	35.2%

Nonresident Share of Campus	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Indiana University	36.3%	36.6%	36.1%	36.5%	37.4%	38.3%	38.8%	40.3%	40.4%	40.5%	41.5%	43.2%	44.2%	44.9%
University of Illinois	21.4%				22.0%	23.1%	23.7%	24.7%	24.4%	23.7%	24.0%	23.9%	25.2%	27.1%
University of Iowa	33.8%	33.3%	32.4%	33.0%	34.7%	35.8%	36.8%	36.5%	36.1%	36.3%	36.9%	37.8%	39.7%	41.2%
University of Michigan							40.7%	40.6%	40.1%	40.4%	40.2%	40.7%	40.7%	43.9%
Michigan State University						15.3%	16.0%	16.8%	16.9%	17.1%	18.1%	19.4%	20.7%	21.9%
University of Minnesota					28.8%	29.3%	29.5%	29.8%	30.1%	30.5%	30.9%	44.6%	45.2%	31.7%
Northwestern University *									12.6%	13.0%	12.4%	n/a	n/a	n/a
Ohio State University							18.8%	18.8%	18.6%	17.9%	17.4%	17.6%	17.8%	21.2%
Penn State University				26.3%	27.6%	29.4%	30.3%	31.6%	32.3%	31.6%	31.9%	32.3%	33.0%	34.0%
Purdue University	34.0%	34.0%	34.3%	35.2%	36.8%	38.3%	40.1%	41.2%	41.0%	41.1%	41.1%	41.1%	42.5%	43.5%
University of Wisconsin	36.8%	36.7%	36.5%	36.4%	36.7%	36.8%	37.3%	37.5%	36.8%	38.8%	39.0%	39.6%	40.5%	40.7%

Note: Northwestern University is private, and does not report on resident vs. nonresident students.

Ivy Tech State College shows a 24.7% increase at the system level, while the Bloomington campus shows a 10.1% increase in enrollment from last year. The data for Ivy Tech State College system includes data from Vincennes under the community college initiative; however, the Bloomington campus does not include any Vincennes data.

STATE SCHOOLS

TABLE 4.5: ENROLLMENT AT STATE SCHOOLS

Fall Terms	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Change from 2008	
															Numeric	Percent
Ball State University	18,594	18,528	17,930	17,459	17,490	17,662	20,124	20,490	20,506	20,351	20,030	19,849	20,243	21,401	+ 1,158	+ 5.7%
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	10,543	10,457	10,534	+ 77	+ 0.7%
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	9,939	10,126	10,516	+ 390	+ 3.9%
Vincennes University	5,807	5,774	5,340	5,084	4,755	4,883	6,152	6,082	6,369	6,755	6,595	9,337	11,590	14,891	+ 3,301	+ 28.5%
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	74,022	87,669	109,358	+ 21,689	+ 24.7%
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	4,720	5,659	6,232	+ 573	+ 10.1%

Note: Official reporting date for Vincennes was changed from the end of August to October 1, 2007. The end of August figure for 2007 was 6,531.

HIGH SCHOOL RANK

High school rank data are increasingly absent from student applications. Table 5.1 shows the percentage of freshmen with no high school rank information from 1996 to the present by residency. Highlighted areas represent record-high figures. It shows that since 1996, the percentage of freshmen with no high school rank information on the application has increased steadily from 10.4% to 45.5%. With nearly 50% of the data missing, the trends may not accurately reflect the true population trends. Therefore, starting next fall, this section may be removed from the report until there is an increase in the percentage of freshman with reported high school rank information.

TABLE 5.1: PERCENTAGE OF FRESHMAN WITH MISSING HIGH SCHOOL RANK INFORMATION BY RESIDENCY

Fall Terms	All Freshmen	Resident	Nonresident
1996	10.4%	5.4%	22.8%
1997	11.3%	5.8%	25.1%
1998	11.3%	6.6%	23.1%
1999	12.5%	6.8%	26.3%
2000	13.5%	6.2%	28.8%
2001	18.6%	9.6%	36.2%
2002	22.9%	12.4%	43.2%
2003	30.1%	21.8%	46.1%
2004	n/a	n/a	n/a
2005	36.3%	26.2%	56.7%
2006	41.0%	30.8%	57.7%
2007	42.8%	33.0%	57.4%
2008	44.7%	35.9%	59.1%
2009	45.5%	35.7%	63.4%

Note: Highlighted areas indicate record highs.

SAT SCORES

The Scholastic Assessment Test (SAT) is a two-part standardized test that attempts 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. Up until 2006, the Reasoning Test was comprised of 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. Beginning in March of 2005, a new writing section was added to the SAT I: Reasoning Test, and it is also scored on a scale of 200-800. Scores for this new section were first reported in 2006. The writing score does not figure into the combined score reported in this section because it is not a major factor in the admissions process; however it is being considered for future use. 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 include only the Verbal and Math components 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, the following provides a brief overview of some changes to the SAT. One change to the SAT involved a new testing format which was first administered in March of 1994 and is first reflected in the scores reported for Fall 1995. 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 a total of 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 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 at 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 to 60 points.

The number of IU-Bloomington freshmen (new and continuing) enrolled Fall 2009 with a re-centered SAT score is 6,114 or 77.2% of all freshmen enrolled at IU-Bloomington. With the exception of Tables 5.2 and 5.3, 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.

Table 5.2 shows the SAT scores of IU-Bloomington freshmen, national high school, and Indiana high school populations. National and state average combined SAT scores are both down this year compared to last year (1,016 and 1,003, respectively), while the average combined score for all IU-Bloomington freshmen (1,162) is 21 points higher than the record set last year (since 1996). Compared to last year, the Math score for IU – Bloomington freshmen (592) is up 12 points to a new record-high figure, topping the record set last year, and the Verbal score (570) is up 9 points to a new record-high figure, also topping the record set last year. This makes 2009 the 5th consecutive record-setting year for IU – Bloomington freshman average Math, Verbal and combined SAT scores.

Nationwide for 2009, 1,530,128 high school graduates took the SAT (College Board, 2009a). The average Math score of high school graduates nationwide is the same as last year (515), while the Verbal score (501) is one point less than last year, and accounts for the one-point drop in the average composite score this year. The Verbal score represents the lowest Verbal score since the new re-centered scale took effect in 1996. (College Board, 2009b).

The average combined SAT of all high school students in Indiana who took the test this year (1,003) is one point less than last year due to a one point decrease in the Math score. The Verbal score is 496, and the Math score is 507 this year (College Board, 2008c).

TABLE 5.2: AVERAGE SAT SCORES

Fall Terms	IU-Bloomington Freshmen			National			Indiana		
	Year	Math	Verbal	Total	Math	Verbal	Total	Math	Verbal
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
2007	576	558	1,134	515	502	1,017	507	497	1,004
2008	580	561	1,141	515	502	1,017	508	496	1,004
2009	592	570	1,162	515	501	1,016	507	496	1,003
Change from Last Year	12	9	21	0	- 1	- 1	- 1	0	- 1

Note:

1. Beginning in 1996, SAT scores were calculated on a new, recentered scale.
2. Highlighted areas indicate record highs.

Table 5.3 shows the SAT scores of IU-Bloomington freshmen by residency, national high school, and Indiana high school populations. Nonresident students tend to have higher scores as they must meet tougher admission standards.

The average combined score for resident freshman (1,147) tops the record set last year by 21 points (since 1996). The nonresident freshman score (1,216) is up 27 points from last year, topping last year's record-high figure (since 1996). Both scores represent the 5th consecutive record-setting year.

TABLE 5.3: AVERAGE SAT COMBINED SCORES BY RESIDENCE CLASSIFICATION
IU-BLOOMINGTON FRESHMEN, INDIANA, AND NATIONAL POPULATIONS

Fall Terms	IU-Bloomington Freshmen			National		Indiana	
Year	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	
2007	1,115	1,180	1,134	1,017		1,004	
2008	1,126	1,189	1,141	1,017		1,004	
2009	1,147	1,216	1,162	1,016		1,003	
Change from last year	21	27	21	-1	0	-1	0

Note:

1. Beginning in 1996, SAT scores were calculated on a new, recentered scale. Prior to 1996, this table includes the original scores for IU-Bloomington freshmen, the nation and Indiana, as well as the national and Indiana scores that were converted to the re-centered scale.
2. Highlighted areas indicate record highs.

Figure 5.1 shows the distribution of IU-Bloomington freshmen SAT scores by defined ranges for fall terms for the past five years, and Table 5.4 shows the same data in tabular form for the last 14 years. This year, this table and this figure have combined the upper and lower ranges into 'less than 1,000' and '1,300 or higher' categories, respectively. This results in fewer groups, and there is less disparity among groups in terms of the percentages of students in each group. These categories are also used by the Office of Admissions and Enrollment Planning and Research. The percentage of freshmen this year (who have an SAT score on record) with a combined SAT score of 1,000 or higher (90.6%) is 4.7 percentage points higher than the record-high percentage set last year (85.9%), and is the 4th consecutive record-setting year. This year, the percentage of students in the upper three range categories (scores of 1,100 and above) are at record-high figures (since 1996), and the percentage of students in the two lowest categories (scores less than 1,100) are at record-low figures (since 1996).

FIGURE 5.1: DISTRIBUTION OF SAT COMBINED SCORES
IU-BLOOMINGTON FRESHMEN - FALL TERMS

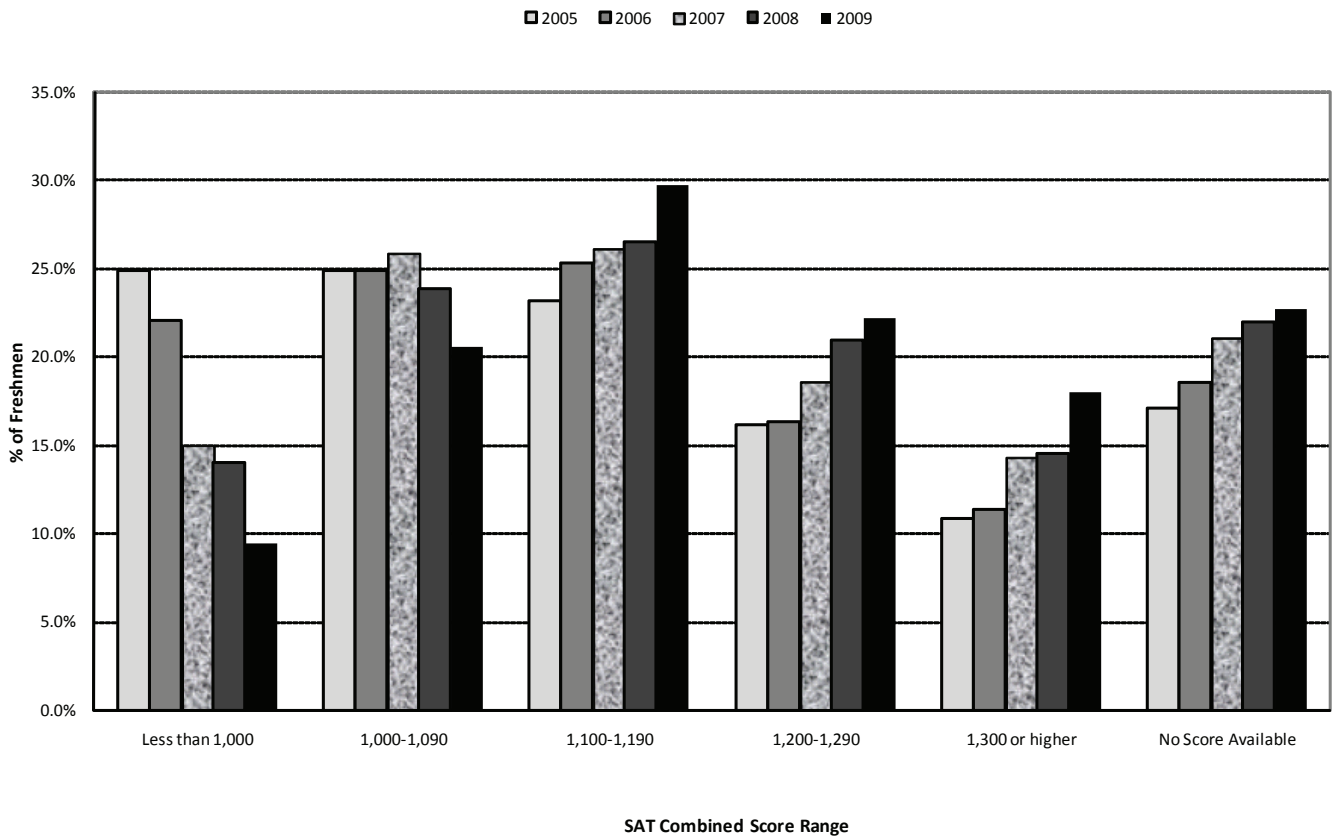


TABLE 5.4: DISTRIBUTION OF SAT COMBINED SCORES BY SCORE RANGE
IU-BLOOMINGTON FRESHMEN

Fall Terms	Less than 1,000	1,000-1,090	1,100-1,190	1,200-1,290	1,300 or higher	No Score Available
1996	26.1%	25.4%	23.7%	14.7%	10.1%	25.1%
1997	25.9%	25.1%	24.0%	15.3%	9.8%	15.2%
1998	27.2%	23.8%	23.2%	15.5%	10.3%	14.5%
1999	26.9%	25.2%	22.7%	15.6%	9.7%	14.9%
2000	27.1%	25.9%	22.8%	14.7%	9.5%	14.8%
2001	27.0%	25.0%	23.7%	15.2%	9.2%	14.6%
2002	26.5%	24.9%	23.0%	16.0%	9.6%	17.7%
2003	23.9%	25.1%	24.4%	16.3%	10.4%	19.6%
2004	25.6%	25.8%	23.3%	15.3%	10.1%	17.2%
2005	24.9%	24.9%	23.2%	16.2%	10.9%	17.1%
2006	22.0%	24.9%	25.3%	16.3%	11.4%	18.6%
2007	15.0%	25.9%	26.1%	18.6%	14.4%	21.1%
2008	14.1%	23.9%	26.5%	20.9%	14.6%	22.0%
2009	9.4%	20.6%	29.8%	22.2%	18.0%	22.8%
Percentage Point Change from Last Year	-4.7	-3.3	3.3	1.3	3.4	0.8

Tables 5.5 and 5.6 show average SAT scores by gender for IU-Bloomington freshmen and nationwide, respectively. For IU-Bloomington freshman males this year, the average combined SAT is 1,183 compared to 1,140 for females. The difference in male and female scores (43) is three points, lower than 46 points last year. The differences are largely due to Math scores.

TABLE 5.5: AVERAGE SAT SCORES BY GENDER
IU-BLOOMINGTON FRESHMEN

Fall Terms	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
2007	560	556	4	596	557	39	1,156	1,112	44
2008	564	558	6	601	562	39	1,165	1,119	46
2009	572	568	4	611	573	38	1,183	1,140	43

Nationally, the average Verbal and Math scores for males (503 and 534, respectively) result in the same combined score as last year (1,037). The average Verbal and Math scores of females (498 and 499, respectively) result in a combined score of 997, which is 3 points lower than last year. This year, the difference between the male and female composite scores is 40 points, which is up three points from last year. Table 5.6 also shows the average high school grade point average by gender of all students who took the SAT. In general, the table shows that females tend to have a higher high school grade point average, but lower SAT scores. The College Board (2009a) reports a 3.39 GPA for females and a 3.24 high school GPA for males this year.

TABLE 5.6: NATIONAL AVERAGE SAT SCORES BY GENDER

Fall Terms	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
2007	3.24	3.40	504	502	2	533	499	34	1,037	1,001	36
2008	3.23	3.38	504	500	4	533	500	33	1,037	1,000	37
2009	3.24	3.39	503	498	5	534	499	35	1,037	997	40

NEW STUDENTS

Table 6.1 summarizes the total student population (42,347) as either new (11,515) or continuing (30,832). New students, broadly defined, 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 are here for the first time this fall. New students can fall under the following general categories: beginner, transfer and intercampus transfer. Starting Fall 2008, School of Continuing Studies (SCS) students will no longer be counted as a separate category as in previous years. 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 (traditional). Summer Groups represents students who enrolled in the GROUPS program, which is specifically designed to assist first-generation college students. These categories are assigned by the Office of Admissions while evaluating the applications.

Students are classified as new if they were previously enrolled at IU-Bloomington for a different career path. For example, students who were formerly enrolled at IU-Bloomington as high school students are classified as new undergraduates. Similarly, graduate students may also be considered new even though they were formerly enrolled at IU-Bloomington as undergraduate students. **The focus of this section is on the undergraduate beginner population (7,327).**

TABLE 6.1: NEW STUDENTS: ENROLLMENT BY STUDENT CLASSIFICATION

Fall 2009	BEGINNER					TRANSFER			INTER-CAMPUS	TOTAL NEW	CONTINUING	CAMPUS TOTAL
Class/Level	Traditional	Summer	Summer Groups	Int'l	TOTAL	Int'l	Not Int'l	TOTAL				
Freshman	6,384	65	315	386	7,150	36	129	165	79	7,394	523	7,917
Sophomore	162	4	-	2	168	130	486	616	184	968	7,166	8,134
Junior	7	-	-	1	8	65	147	212	36	256	7,097	7,353
Senior	1	-	-	-	1	7	22	29	10	40	8,556	8,596
Undergraduate	6,554	69	315	389	7,327	238	784	1,022	309	8,658	23,342	32,000
Graduate					2,414					2,414	6,046	8,460
Professional					300					300	615	915
Nondegree					134			6	3	143	829	972
TOTAL					10,175			1,028	312	11,515	30,832	42,347

RESIDENCE CLASSIFICATION

Table 6.2 shows undergraduate beginners by residence classification for the past six years. The number of resident students this year (4,666) is down by 13 students (-0.3%) compared to last year, while the number of nonresident students (2,661) is down 224 students (-7.8%) compared to last year. The share of nonresident students is 36.3%, down 1.8 percentage points from last year.

TABLE 6.2: UNDERGRADUATE BEGINNER ENROLLMENT AND SHARE OF ENROLLMENT BY RESIDENCE CLASSIFICATION

Fall Terms							Change from Last Year	
Enrollment	2004	2005	2006	2007	2008	2009	Number	Percent
Resident	4,145	4,567	4,393	4,233	4,679	4,666	-13	-0.3%
Nonresident	2,207	2,382	2,860	2,965	2,885	2,661	-224	-7.8%
Total	6,352	6,949	7,253	7,198	7,564	7,327	-237	-3.1%
Share	2004	2005	2006	2007	2008	2009	Percentage Point Change from Last Year	
Resident	65.3%	65.7%	60.6%	58.8%	61.9%	63.7%	1.8	
Nonresident	34.7%	34.3%	39.4%	41.2%	38.1%	36.3%	-1.8	

GENDER

Table 6.3 shows that the number of male undergraduate beginners (3,679) is up 111 students (+3.1%) from last year, while the number of female undergraduate beginners (3,648) is down 348 students (-8.7%), making the male and female share of enrollment 50.2% and 49.8%, respectively. These changes reflect a 3.0 percentage point change in the share of enrollment by gender (up for men, down for women) from last year to this year.

TABLE 6.3: UNDERGRADUATE BEGINNER ENROLLMENT AND SHARE OF ENROLLMENT BY GENDER

Fall Terms							Change from Last Year	
Enrollment	2004	2005	2006	2007	2008	2009	Number	Percent
Male	2,916	3,147	3,354	3,478	3,568	3,679	111	3.1%
Female	3,436	3,802	3,899	3,720	3,996	3,648	-348	-8.7%
Total	6,352	6,949	7,253	7,198	7,564	7,327	-237	-3.1%
Share	2004	2005	2006	2007	2008	2009	Percentage Point Change from Last Year	
Male	45.9%	45.3%	46.2%	48.3%	47.2%	50.2%	3.0	
Female	54.1%	54.7%	53.8%	51.7%	52.8%	49.8%	-3.0	

ETHNICITY

Table 6.4 shows undergraduate beginner enrollment and share of enrollment by ethnicity for the last six years. African American, Asian American, Hispanic and Native American enrollments are all up from last year to this year (+18 students, +9 students, +20 students and +1 student, respectively). Collectively, these increases represent 5.2% increase in US minority enrollment from last year to this year. U.S. minority enrollment (971 students) and share of enrollment (13.3%) are both record figures.

TABLE 6.4: UNDERGRADUATE BEGINNER ENROLLMENT AND SHARE OF ENROLLMENT BY ETHNICITY

Enrollment	Fall Terms						Change from Last Year	
	2004	2005	2006	2007	2008	2009	Number	Percent
African American	354	412	343	334	362	380	18	5.0%
Asian American	182	237	276	283	339	348	9	2.7%
Hispanic	156	146	166	181	206	226	20	9.7%
Native American	12	19	23	20	16	17	1	6.3%
White	5,378	5,729	6,038	5,924	6,313	5,807	-506	-8.0%
Non U.S.	179	232	217	249	220	389	169	76.8%
Other	91	174	190	207	108	160	52	48.1%
Total	6,352	6,949	7,253	7,198	7,564	7,327	-237	-3.1%
Share	2004	2005	2006	2007	2008	2009	Percentage point change from last year	
African American	5.6%	5.9%	4.7%	4.6%	4.8%	5.2%	0.4	
Asian American	2.9%	3.4%	3.8%	3.9%	4.5%	4.7%	0.3	
Hispanic	2.5%	2.1%	2.3%	2.5%	2.7%	3.1%	0.4	
Native American	0.2%	0.3%	0.3%	0.3%	0.2%	0.2%	0.0	
White	84.7%	82.4%	83.2%	82.3%	83.5%	79.3%	-4.2	
Non U.S.	2.8%	3.3%	3.0%	3.5%	2.9%	5.3%	2.4	
Other	1.4%	2.5%	2.6%	2.9%	1.4%	2.2%	0.8	

FULL/PART-TIME STATUS

Table 6.5 shows undergraduate enrollment and share of enrollment by full-time and part-time status for the last six years. During that time period, the percentage of full-time students has remained consistently above 99%.

TABLE 6.5: UNDERGRADUATE BEGINNER ENROLLMENT AND SHARE OF ENROLLMENT BY FULL-TIME/PART-TIME STATUS

Enrollment	Fall Terms						Change from Last Year	
	2004	2005	2006	2007	2008	2009	Number	Percent
Full-Time	6,309	6,912	7,213	7,182	7,553	7,306	-247	-3.3%
Part-Time	43	37	40	16	11	21	10	90.9%
Total	6,352	6,949	7,253	7,198	7,564	7,327	-237	-3.1%
Share	2004	2005	2006	2007	2008	2009	Percentage Point Change from Last Year	
Full-Time	99.3%	99.5%	99.4%	99.8%	99.9%	99.7%	-0.1	
Part-Time	0.7%	0.5%	0.6%	0.2%	0.1%	0.3%	0.1	

ACADEMIC PREPARATION

The campus is giving increased attention to the quality of the incoming class of students. In 2006, specific campus goals were set in order to achieve an improvement in the area of academic preparation of incoming undergraduate students, specifically related to SAT scores and high school class rank. One of those goals is to raise the 25th and 75th percentiles of the combined SAT score to 1060 and 1270, respectively, by the year 2010 (Gros-Louis, 2006). According to Table 6.6, both of those goals were either met or surpassed this year. Figures 6.1 and 6.2 show the trend for the 25th and 75th percentile scores, respectively. Composite SAT quartile scores are obtained by separately calculating quartile scores for the math and verbal sections, and then adding these quartile scores together, which is the method used by *US News and World Report*.

TABLE 6.6 UNDERGRADUATE BEGINNER SAT QUARTILE SCORES

Fall Terms	25th percentile	75th percentile
2001	980	1,210
2002	990	1,210
2003	990	1,220
2004	990	1,220
2005	990	1,230
2006	1,000	1,240
2007	1,030	1,260
2008	1,040	1,260
2009	1,060	1,290
GOAL (2010)	1,060	1,270

FIGURE 6.1: UNDERGRADUATE BEGINNER SAT 25TH PERCENTILE

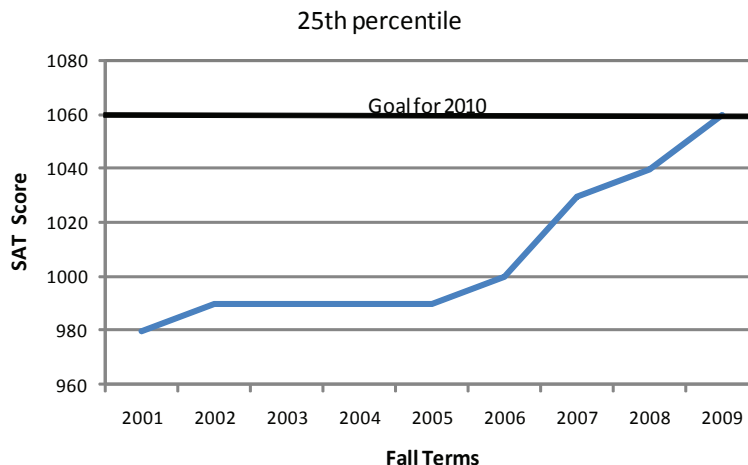


FIGURE 6.2: UNDERGRADUATE BEGINNER SAT 75TH PERCENTILE

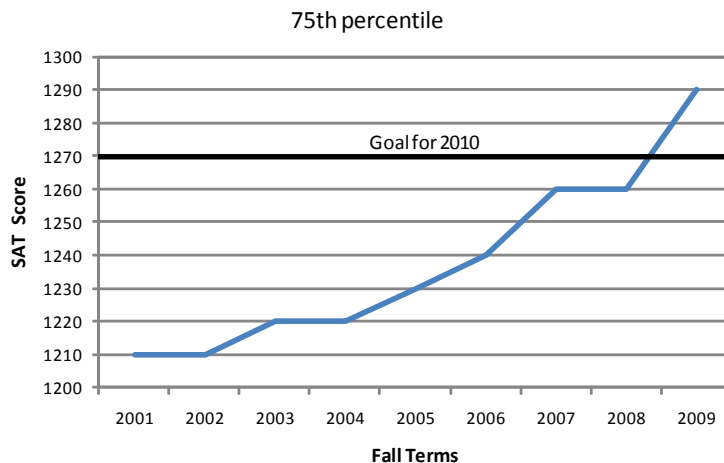


Table 6.7 shows the average verbal score at 576 this year (up 10 points from last year) and the average math score at 599, (up 13 points from last year), resulting in a 23 point increase in the average combined SAT score, from 1152 last year to 1175 this year. The Indiana and national combined SAT averages both decreased by one point from last year 1003 and 1016, respectively.

Table 6.7 shows a new category this year, an average SAT score that includes ACT composite scores that have been converted to an SAT equivalent score using a concordance table developed by ACT (<http://www.act.org/aap/concordance/>). Table 6.8 shows that a majority of beginner students this year (54%) submitted ACT scores with their application. This includes 34% of students who submitted both SAT and ACT scores, as well as 20% of students who only submitted ACT scores. The Office of Admissions converts the ACT composite score to an equivalent SAT score, and in cases where both test types exist, uses the higher of the two scores (the SAT or the converted ACT) in the evaluation process. Thirty-nine percent of beginner students were admitted to IU-Bloomington based on an application where the test score being considered was a converted ACT score. Therefore, reporting an average SAT score that does not take converted ACT scores into account is not an accurate reflection of the academic potential of entire beginner class. Furthermore, *US News and World Report's* college ranking methodology was changed this year to also include converted ACT scores in its calculation of average SAT scores, so reporting an average SAT score that includes converted ACT scores more closely aligns with this methodology.

TABLE 6.7: NATIONAL, STATE, AND IU-BLOOMINGTON BEGINNER UNDERGRADUATE AVERAGE SAT SCORES

Fall Terms	2004	2005	2006	2007	2008	2009	Change from Last Year
IU-Bloomington							
Undergraduate Beginners							
Average Verbal	544	548	551	564	566	576	10
Average Math	560	563	570	583	586	599	13
Average Composite	1103	1111	1121	1147	1152	1175	23
Average Composite (including converted ACT)	1112	1118	1133	1164	1174	1203	29
Indiana							
Average Verbal	501	504	498	497	496	496	0
Average Math	506	508	509	507	508	507	-1
Average Composite	1107	1012	1007	1004	1004	1003	-1
National							
Average Verbal	508	508	503	502	502	501	-1
Average Math	518	520	518	515	515	515	0
Average Composite	1026	1028	1021	1017	1017	1016	-1

TABLE 6.8 SAT AND ACT TEST TAKING DISTRIBUTION AMONG UNDERGRADUATE BEGINNERS

Fall 2009 Undergraduate Beginners	Number	Percent*
Took SAT	5,720	79.6%
Took ACT	3,887	54.1%
Took both SAT and ACT	2,421	33.7%
Took only SAT	3,299	45.9%
Took only ACT	1,466	20.4%
Admissions decision based on SAT	4,390	61.1%
Admissions decision based on Converted ACT	2,796	38.9%
Beginner Undergraduates with any test score	7,186	100.0%
Beginner Undergraduates with neither SAT nor ACT	141	--
Total Beginner Undergraduate Population	7,327	--

Note: Percents are calculated based on the total number of students with **any** test score (7,186)

The second campus goal is to increase the share of students whose high school rank is in the top 25% of their graduating class. The target shares are between 65% and 70% (Gros-Louis, 2006). As shown in Table 6.9, this goal was met in 2007, and surpassed this year, as 71.8% of undergraduate beginners were in the top 25% of their graduating class. The percentage of students in the top 10% is up this year to 35.6% (an increase of 4.3 percentage points), while the percentage of students in the top 50% of their graduating class is down slightly from last year to 96.4% this year. As noted in the previous section, a large number of students do not have high school rank information on their applications. However, because high school rank is still in the admission's process, it is included in this section on New Students. Readers should be aware that the percentages shown in Table 6.9 are calculated based only on students who have high school rank available, which for 2009 is 4,047 (55.2%) of the total beginner undergraduate population.

TABLE 6.9: UNDERGRADUATE BEGINNER HIGH SCHOOL RANK

Fall Terms	Top 10%	Top 25%	Top 50%
2004	22.7%	56.0%	94.9%
2005	25.1%	56.8%	93.9%
2006	27.1%	61.3%	95.4%
2007	30.6%	67.6%	97.6%
2008	31.3%	68.8%	97.1%
2009	35.6%	71.8%	96.4%
Percentage Point Change from Last Year to This Year	4.3	3.0	-0.7

GEOGRAPHIC DISTRIBUTION

Undergraduate beginners come this year from 48 different countries, 44 states, and all of Indiana's 92 counties. A student's home country, if not the United States, is determined by the student's country of citizenship. This is distinct from the classification of a student as an international student, which takes visa status into account. State and county are determined for the remaining population based on their 'home' address information. This is distinct from the classification of a student as a resident or nonresident for fee-paying purposes at Indiana University. Residency status is discussed in the [Residence Classification](#) section of this report.

Table 6.10 shows the five most well-represented countries, Table 6.11 shows the five most well-represented states (besides Indiana) and Table 6.12 shows the five most well-represented Indiana counties. By far, the majority of international students at IU-Bloomington are Asian. Of the five most well-represented countries, three are Asian, and the combined population of those three countries alone totals 371 students. Of the five most well-represented states, two are in the Midwest (Illinois and Ohio), two are in the Northeast (New York and New Jersey), and one is from the West Coast (California). The top two feeder counties are Marion (835 students) and Hamilton (493 students) counties, both located in central Indiana. Lake County (329 students) in the northwest corner of Indiana is third, Monroe County (274 students) is fourth, and Allen County (221 students) in the northeast area of Indiana (Fort Wayne) is fifth.

TABLE 6.10: UNDERGRADUATE BEGINNER ENROLLMENT BY COUNTRY

2005	2006	2007	2008	2009
113 - Korea	102 - Korea	124 - Korea	101 - Korea	205 - China
48 - India	49 - India	73 - India	60 - China	132 - Korea
17 - Canada	22 - China	31 - China	42 - India	34 - India
10 - United Kingdom, Japan, Taiwan	19 - Canada	29 - Canada	22 - Canada	22 - Canada
9 - Pakistan, Thailand	12 - Taiwan	10 - Taiwan	6 - Australia	11 - United Kingdom

TABLE 6.11: UNDERGRADUATE BEGINNER ENROLLMENT BY STATE

2005	2006	2007	2008	2009
4,495 - Indiana	4,389 - Indiana	4,249 - Indiana	4,693 - Indiana	4,667 - Indiana
728 - Illinois	994 - Illinois	1,097 - Illinois	1,104 - Illinois	982 - Illinois
235 - Ohio	255 - Ohio	248 - Ohio	233 - Ohio	178 - Ohio
191 - New York	203 - New York	172 - New York	185 - New York	129 - New Jersey
115 - New Jersey	128 - New Jersey	123 - Michigan	141 - New Jersey	126 - New York
91 - California	119 - California	116 - New Jersey	116 - California	117 - California

TABLE 6.12: UNDERGRADUATE BEGINNER ENROLLMENT BY COUNTY

2005	2006	2007	2008	2009
715 - Marion	649 - Marion	627 - Marion	687 - Marion	835 - Marion
363 - Hamilton	434 - Hamilton	448 - Hamilton	533 - Hamilton	493 - Hamilton
321 - Lake	285 - Monroe	305 - Monroe	299 - Lake	329 - Lake
315 - Monroe	259 - Lake	236 - Lake	293 - Monroe	274 - Monroe
245 - Allen	251 - Allen	225 - Allen	277 - Allen	221 - Allen

PROGRAMS OF STUDY

Table 6.13 shows the top six majors for the past five years. Not counting the students who are coded with Exploratory majors (1,038 students), four of the remaining top five majors among undergraduate beginners this year are Business majors (Biology being the third most popular major).

TABLE 6.13: UNDERGRADUATE BEGINNER ENROLLMENT BY MAJOR

2005	2006	2007	2008	2009
1,551 - Exploratory Bac	1,749 - Exploratory Bac	993 - Exploratory Bac	1,215 - Exploratory Bac	1,038 - Exploratory Bac
297 - Marketing BSB	343 - Marketing BSB	450 - Marketing BSB	481 - Finance BSB	456 - Finance BSB
252 - Management BSB	296 - Business BSB	433 - Finance BSB	447 - Marketing BSB	406 - Marketing BSB
239 - Biology BS	286 - Biology BS	380 - Accounting BSB	343 - Business BSB	353 - Biology BS
219 - Journalism BAJ	275 - Management BSB	376 - Management BSB	334 - Management BSB	349 - Management BSB
210 - Psychology BA	263 - Accounting BSB	300 - Biology BS	330 - Accounting BSB	332 - Accounting BSB

STUDENT PERSISTENCE

As is the case when 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 (this aspect of the program ended in 2002). To accompany the operational aspect of this summer program, the Office of the Registrar also began preparing campus persistence statistics in 1982. Data from these reports regularly appear in the [Fall Enrollment Reports](#) and are the focus of this section. 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. Term-to-term comparison reports are also prepared. Any student who is enrolled as of the official census date is included in the comparison; term 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.

FRESHMAN COHORT TRACKING

The University Budget Office developed a student tracking system and in 1991 began reporting retention and graduation rates for entering freshmen on all Indiana University campuses. The impetus for reporting the rates was to provide data for all campuses and to respond to externally driven requests from the ICHE, the NCAA, and the Department of Education. 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.

Persistence data were first made available with the 1982 Fall base population. The IU-Bloomington fall persistence rate (students returning to the Bloomington campus) is 85.2% this year and is down slightly from record high figure last year. The persistence rate at the undergraduate (86.7%) level is also down from the record-high rate last year. The graduate-level rate (86.7%) shows a decrease from the record set last year. The rate at the professional level (97.2%) is the second highest rate on record. The nondegree (29.6%) level shows a decrease. Auditors are excluded from both the base and the comparative populations.

Figures 7.1 and 7.2 display campus persistence data.

FIGURE 7.1: IU-BLOOMINGTON PERSISTENCE AND ATTRITION

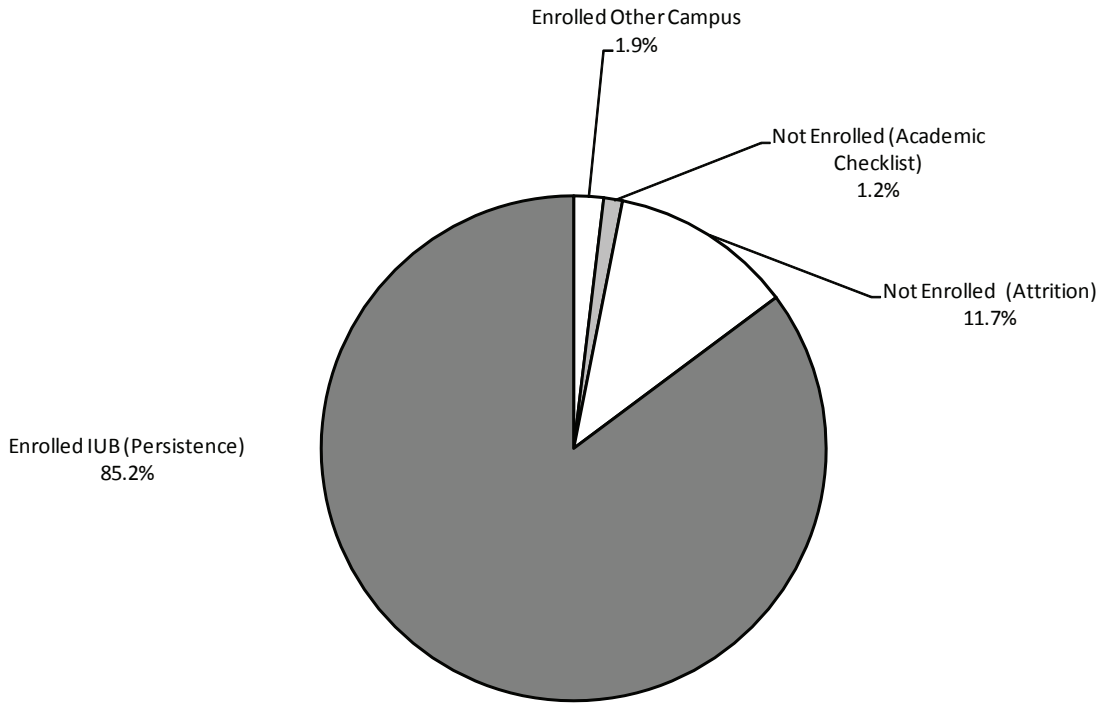


FIGURE 7.2: IU-BLOOMINGTON STUDENT PERSISTENCE

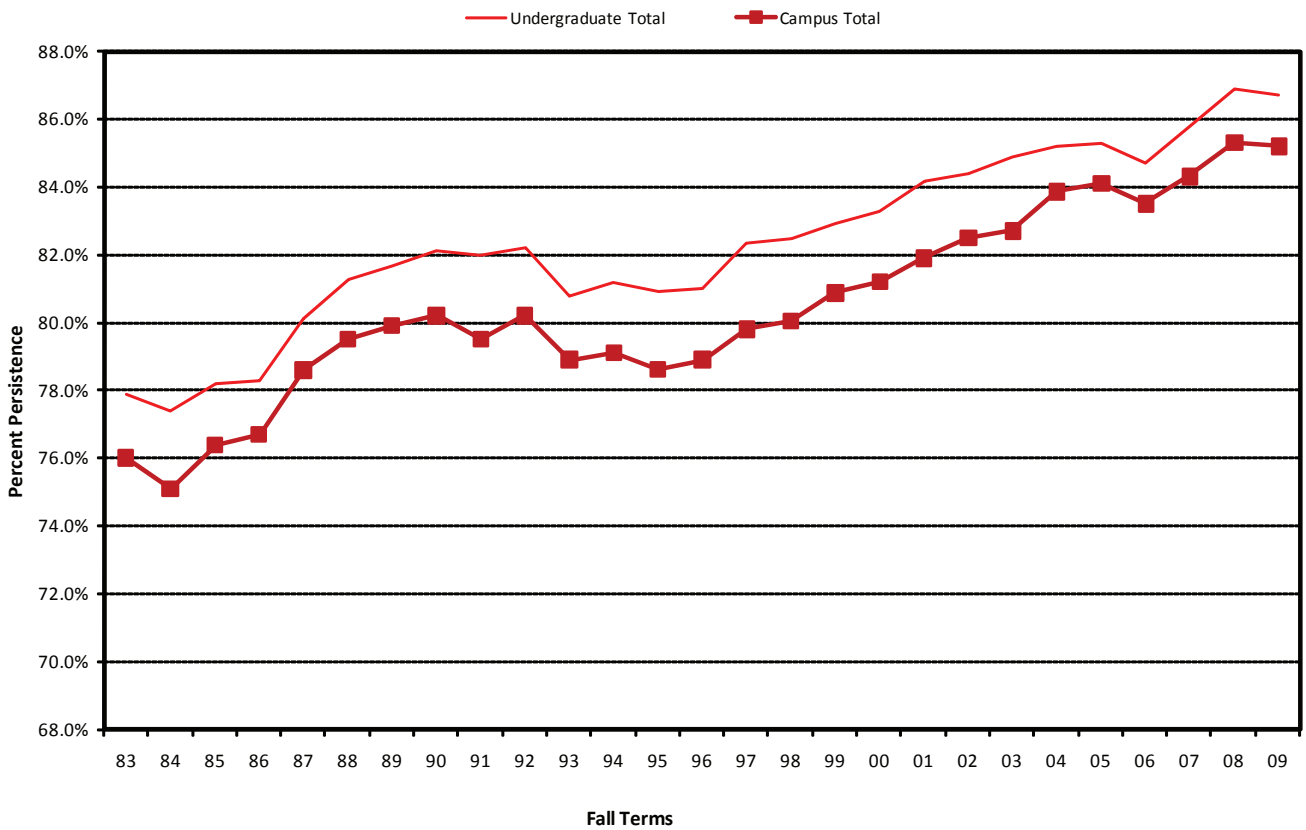


Table 7.1 is a summary of persistence/attrition data by student class and level for this fall and last fall. This year, the base population at the end of the first week of classes for Fall 2008 was 40,354. Of that population, 7,817 students received degrees (degrees awarded September 2008 through August 2009), leaving an adjusted base population of 32,537. Of these 32,537 students, 27,719 (85.2%) are enrolled at IU-Bloomington this fall (Fall 2009). Of the remaining 4,818 students, 618 (1.9%) are enrolled at other IU campuses, 387 (1.2%) are on academic checklist, and 3,813 (11.7%) are unaccounted for.

TABLE 7.1: STUDENT PERSISTENCE AND ATTRITION BY CLASS AND LEVEL

Class and Level	Fall Terms	1	2	3	4	5	6	7	8
		Base Population	Degrees Conferred	Adjusted Base	Re-Enrolled IU - Bloomington	Non Returning Students	Enrolled at Other IU Campus	Service Indicators	Unaccounted For (Col 5 minus Cols 6 & 7)
Freshman	2008	8,051	2	8,049	6,914 85.9%	1,135 14.1%	208 2.6%	132 1.6%	795 9.9%
	2009	8,132	0	8,132	6,905 84.9%	1,227 15.1%	221 2.7%	119 1.5%	887 10.9%
Sophomore	2008	7,869	16	7,853	6,907 88.0%	946 12.0%	209 2.7%	110 1.4%	627 8.0%
	2009	8,021	14	8,007	7,092 88.6%	915 11.4%	179 2.2%	116 1.4%	620 7.7%
Junior	2008	6,572	292	6,280	5,776 92.0%	504 8.0%	100 1.6%	60 1.0%	344 5.5%
	2009	7,169	264	6,905	6,324 91.6%	581 8.4%	113 1.6%	72 1.0%	396 5.7%
Senior	2008	7,242	4,912	2,330	1,696 72.8%	634 27.2%	68 2.9%	36 1.5%	530 22.7%
	2009	7,765	5,213	2,552	1,869 73.2%	683 26.8%	58 2.3%	55 2.2%	570 22.3%
Undergraduate Total	2008	29,734	5,222	24,512	21,293 86.9%	3,219 13.1%	585 2.4%	338 1.4%	2,296 9.4%
	2009	31,087	5,491	25,596	22,190 86.7%	3,406 13.3%	571 2.2%	362 1.4%	2,473 9.7%
Masters	2008	3,623	1,392	2,231	1,821 81.6%	410 18.4%	10 0.4%	11 0.5%	389 17.4%
	2009	3,694	1,469	2,225	1,843 82.8%	382 17.2%	10 0.4%	9 0.4%	363 16.3%
Doctorate	2009	3,615	550	3,065	2,780 90.7%	285 9.3%	7 0.2%	10 0.3%	268 8.7%
	2009	3,664	561	3,103	2,777 89.5%	326 10.5%	9 0.3%	9 0.3%	308 9.9%
Graduate Total	2008	7,238	1,942	5,296	4,601 86.9%	695 13.1%	17 0.3%	21 0.4%	657 12.4%
	2009	7,358	2,030	5,328	4,620 86.7%	708 13.3%	19 0.4%	18 0.3%	671 12.6%
Professional Total	2008	924	280	644	616 95.7%	28 4.3%	2 0.3%	0 0.0%	26 4.0%
	2009	914	275	639	621 97.2%	18 2.8%	1 0.2%	2 0.3%	15 2.3%
Nondegree Total	2008	1,094	9	1,085	379 34.9%	706 65.1%	51 4.7%	14 1.3%	641 59.1%
	2009	995	21	974	288 29.6%	686 70.4%	27 2.8%	5 0.5%	654 67.1%
TOTAL	2008	38,990	7,453	31,537	26,889 85.3%	4,648 14.7%	655 2.1%	373 1.2%	3,620 11.5%
	2009	40,354	7,817	32,537	27,719 85.2%	4,818 14.8%	618 1.9%	387 1.2%	3,813 11.7%

Note:

1. Columns 6, 7, and 8 provide further detail on the Non-Returning students (Column 5).
2. The fall term referenced is the current term, where the base population is set by the prior fall term.

Table 7.2 shows a summary of persistence rates from 1983 to 2009 by student class and level. For students returning to the Bloomington campus, the persistence rates show decreases at most levels. The exception is at the professional level, which shows an increase and is the second highest rate on record.

For IU-Bloomington students returning to **any of the IU campuses**, the undergraduate rate (88.9%) decreased from the record high rate set last year. Persistence rates are down for each undergraduate class except sophomores, which is the highest rate on record.

TABLE 7.2: HISTORICAL PERSISTENCE RATES BY STUDENT CLASS AND LEVEL

ENROLLED AT IU-BLOOMINGTON CAMPUS									
Current Fall Term Compared with the Previous Fall Term									
Fall Terms	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1983	79.1%	80.3%	83.7%	55.7%	77.9%	77.3%	87.6%	38.4%	76.0%
1984	77.9%	79.8%	83.5%	52.4%	77.4%	76.3%	86.6%	40.0%	75.1%
1985	78.3%	80.5%	84.9%	54.4%	78.2%	78.4%	87.8%	38.6%	76.4%
1986	78.9%	81.4%	84.6%	51.7%	78.3%	78.3%	89.0%	41.2%	76.7%
1987	80.8%	82.6%	86.2%	54.8%	80.1%	80.1%	88.2%	39.7%	78.5%
1988	82.4%	84.3%	85.7%	55.4%	81.3%	80.4%	89.2%	42.2%	79.5%
1989	83.4%	84.6%	86.7%	53.9%	81.7%	80.4%	91.1%	44.4%	79.9%
1990	83.2%	84.1%	87.4%	58.1%	82.1%	81.5%	91.1%	42.2%	80.2%
1991	82.6%	84.9%	86.4%	60.7%	82.0%	79.9%	87.1%	38.8%	79.5%
1992	82.2%	84.7%	87.5%	61.3%	82.2%	84.2%	93.5%	35.3%	80.2%
1993	81.6%	84.2%	85.6%	59.6%	80.8%	82.6%	95.6%	36.4%	78.9%
1994	80.9%	83.9%	87.3%	62.1%	81.2%	83.1%	93.9%	35.9%	79.1%
1995	79.0%	84.4%	87.4%	63.2%	80.9%	83.5%	94.7%	30.4%	78.6%
1996	80.2%	82.7%	87.6%	64.8%	81.0%	83.8%	95.7%	33.2%	78.9%
1997	81.4%	84.7%	88.4%	66.6%	82.3%	83.5%	93.9%	31.2%	79.8%
1998	81.1%	84.1%	88.7%	69.5%	82.5%	83.5%	93.0%	32.6%	80.0%
1999	81.0%	85.8%	89.6%	68.2%	83.0%	83.8%	93.9%	32.6%	80.9%
2000	82.1%	85.3%	89.5%	67.3%	83.3%	83.5%	95.2%	34.1%	81.2%
2001	81.8%	86.5%	90.4%	70.3%	84.2%	85.2%	95.8%	32.5%	81.9%
2002	81.9%	87.0%	90.4%	71.9%	84.4%	86.3%	95.4%	33.9%	82.5%
2003	82.9%	86.7%	90.6%	72.4%	84.9%	84.8%	96.2%	31.8%	82.7%
2004	82.4%	87.7%	91.6%	71.2%	85.2%	85.5%	97.6%	33.5%	83.9%
2005	82.3%	88.0%	91.2%	71.8%	85.3%	85.5%	97.1%	38.4%	84.1%
2006	81.9%	86.7%	91.2%	71.2%	84.7%	85.0%	96.7%	32.7%	83.5%
2007	84.3%	88.4%	90.6%	71.6%	85.8%	86.1%	95.1%	32.7%	84.3%
2008	85.9%	88.0%	92.0%	72.8%	86.9%	86.9%	95.7%	34.9%	85.3%
2009	84.9%	88.6%	91.6%	73.2%	86.7%	86.7%	97.2%	29.6%	85.2%

ENROLLED AT ANY IU CAMPUS									
Fall Terms	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1983	82.9%	85.5%	88.2%	60.4%	82.4%	78.5%	93.6%	41.4%	79.9%
1984	81.6%	84.5%	87.8%	57.2%	81.7%	77.5%	91.8%	43.7%	78.9%
1985	80.9%	84.4%	88.7%	58.5%	81.7%	79.1%	92.2%	41.5%	79.5%
1986	82.3%	85.6%	89.0%	56.9%	82.4%	79.2%	93.8%	43.8%	80.2%
1987	83.9%	86.8%	90.2%	60.8%	84.1%	81.0%	92.2%	42.5%	82.0%
1988	85.8%	88.4%	90.1%	61.2%	85.4%	81.1%	93.0%	44.5%	82.9%
1989	86.8%	88.9%	90.8%	59.4%	85.8%	81.3%	94.5%	47.6%	83.4%
1990	87.0%	88.6%	91.5%	63.6%	86.4%	82.3%	94.5%	45.0%	83.8%
1991	86.3%	89.2%	91.4%	66.3%	86.4%	80.6%	93.8%	41.2%	83.2%
1992	85.5%	89.3%	90.9%	67.3%	86.2%	84.5%	94.2%	38.5%	83.5%
1993	84.6%	88.2%	89.6%	65.5%	84.7%	83.5%	95.9%	39.5%	82.2%
1994	84.5%	87.9%	91.2%	67.6%	85.2%	83.6%	94.2%	37.6%	82.2%
1995	82.8%	87.9%	91.4%	68.7%	84.9%	84.1%	95.3%	33.1%	81.9%
1996	83.8%	87.1%	91.9%	70.8%	85.3%	84.1%	96.2%	35.7%	82.3%
1997	85.1%	88.2%	92.1%	71.4%	86.1%	84.2%	94.4%	33.5%	82.8%
1998	84.7%	87.7%	92.2%	74.3%	86.2%	83.9%	93.4%	35.3%	83.1%
1999	84.4%	89.0%	91.7%	72.8%	86.1%	84.1%	94.0%	36.5%	83.5%
2000	85.3%	89.0%	92.6%	71.2%	86.7%	83.9%	95.4%	37.2%	84.0%
2001	85.0%	89.6%	93.3%	75.2%	87.5%	85.6%	95.8%	35.1%	84.6%
2002	85.5%	90.0%	93.3%	76.4%	87.8%	86.7%	95.4%	36.3%	85.3%
2003	86.0%	89.6%	93.1%	76.2%	87.9%	85.6%	96.2%	35.1%	85.2%
2004	86.1%	90.6%	93.5%	74.1%	88.1%	86.0%	97.7%	36.6%	86.3%
2005	85.5%	90.6%	92.9%	74.6%	87.9%	85.9%	97.1%	42.4%	86.3%
2006	85.0%	89.5%	93.1%	74.2%	87.4%	85.6%	96.7%	36.8%	85.8%
2007	87.1%	90.7%	92.4%	74.3%	88.2%	86.5%	95.1%	36.7%	86.4%
2008	88.5%	90.6%	93.6%	75.7%	89.3%	87.2%	96.0%	39.6%	87.3%
2009	87.6%	90.8%	93.2%	75.5%	88.9%	87.1%	97.3%	32.3%	87.1%

Notes:

1. Data for 1983 through 1985 reflect end of fall term compared to the end of the third week of classes (official reporting date).
2. Data from 1986 to 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. Auditors are only included in data prior to 1989.
4. Highlighted areas indicate record-high rates.

RESIDENCE CLASSIFICATION

The resident persistence rate of 84.1% is up and has reached a record-high for students returning to the Bloomington campus. Persistence rates are up at the undergraduate (85.7%), graduate (82.0%) and professional (98.6%) and levels is down at the nondegree (37.1%) level.

The nonresident persistence rate (86.6%), for students returning to the Bloomington campus is down this year from the record high rate set last year. There are persistence rate decreases at the undergraduate (88.4%), graduate (88.2%), and nondegree (18.9%) levels. There is an increase at the professional level (96.1%).

Generally, persistence rates for nonresidents are higher than for residents. However this year, the rate for residents returning to any IU campus (87.3%) is higher than the rate for nonresidents (86.8%). Tables 7.3 and 7.4 show historical persistence rates by residence classification for Bloomington students returning to Bloomington or any IU campus.

TABLE 7.3: STUDENT PERSISTENCE RATES BY RESIDENCE CLASSIFICATION - RESIDENTS

ENROLLED AT IUB CAMPUS									
Current Fall Term Compared with the Previous Fall Term									
Fall Terms	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1983	77.2%	78.1%	82.5%	55.2%	76.1%	70.2%	85.6%	38.6%	73.7%
1984	75.5%	77.8%	81.9%	51.2%	75.4%	68.8%	84.6%	40.1%	72.6%
1985	75.7%	79.0%	82.8%	54.2%	76.2%	71.9%	86.6%	37.1%	73.8%
1986	76.6%	79.5%	82.7%	49.9%	76.2%	70.2%	89.1%	40.9%	74.0%
1987	78.7%	81.1%	84.4%	54.1%	78.2%	74.2%	88.8%	39.6%	76.2%
1988	79.7%	83.0%	83.8%	53.9%	79.2%	75.4%	88.0%	41.8%	77.0%
1989	81.5%	82.4%	84.8%	52.9%	79.7%	74.3%	89.8%	43.8%	77.5%
1990	81.5%	82.4%	85.1%	57.3%	80.2%	75.4%	90.4%	42.4%	77.8%
1991	81.2%	83.1%	84.2%	59.5%	80.1%	73.2%	86.3%	42.3%	77.5%
1992	80.4%	83.0%	85.5%	59.9%	80.2%	78.4%	95.4%	40.0%	78.1%
1993	79.7%	82.5%	83.7%	58.5%	79.0%	77.1%	96.3%	40.3%	76.8%
1994	78.9%	81.8%	85.3%	60.5%	79.0%	78.2%	96.0%	42.3%	77.0%
1995	76.7%	82.5%	85.2%	61.8%	78.7%	77.7%	95.0%	36.3%	76.4%
1996	78.1%	81.1%	85.9%	63.2%	79.1%	78.1%	96.6%	37.7%	76.9%
1997	79.6%	83.5%	86.5%	65.7%	80.6%	77.3%	93.6%	37.5%	78.1%
1998	79.2%	82.6%	87.2%	68.5%	80.8%	79.3%	94.5%	41.3%	78.8%
1999	79.5%	84.0%	88.0%	66.0%	81.1%	79.4%	93.6%	38.7%	79.0%
2000	80.5%	83.7%	87.9%	65.6%	81.5%	78.0%	95.7%	38.9%	79.4%
2001	80.1%	85.4%	89.3%	68.0%	82.7%	77.4%	96.4%	38.3%	80.3%
2002	79.7%	85.6%	89.2%	70.9%	82.8%	80.4%	97.0%	40.7%	80.8%
2003	80.5%	85.2%	89.4%	70.6%	83.1%	75.6%	96.7%	34.5%	80.1%
2004	80.4%	86.1%	90.4%	69.5%	83.5%	78.1%	98.1%	38.7%	81.8%
2005	80.6%	86.1%	89.7%	70.9%	83.5%	79.1%	96.5%	43.0%	82.0%
2006	80.8%	85.1%	89.9%	70.5%	83.3%	77.2%	96.5%	38.2%	81.7%
2007	82.6%	87.3%	89.6%	70.7%	84.5%	77.2%	97.2%	37.6%	82.4%
2008	83.8%	86.2%	90.9%	71.3%	85.1%	79.8%	95.9%	41.2%	83.2%
2009	84.7%	87.6%	90.6%	71.4%	85.7%	82.0%	98.6%	37.1%	84.1%

ENROLLED AT ANY IU CAMPUS									
Fall Terms	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1983	82.3%	85.2%	88.3%	61.1%	82.0%	73.3%	94.3%	42.5%	79.3%
1984	80.5%	84.2%	87.7%	57.4%	81.2%	71.8%	91.5%	44.5%	78.0%
1985	79.3%	84.2%	88.0%	59.4%	80.9%	73.7%	92.4%	40.7%	78.2%
1986	81.1%	85.0%	88.6%	56.3%	81.6%	72.3%	96.1%	44.1%	79.0%
1987	83.0%	86.5%	89.7%	61.6%	83.5%	76.5%	94.6%	43.1%	81.1%
1988	84.4%	88.3%	89.6%	61.3%	84.7%	77.1%	94.0%	44.5%	82.0%
1989	86.0%	88.2%	90.5%	59.7%	85.1%	76.7%	94.6%	47.9%	82.6%
1990	86.8%	88.3%	90.8%	64.2%	85.9%	77.3%	95.7%	45.8%	83.1%
1991	86.1%	88.8%	90.8%	66.5%	86.0%	75.4%	95.5%	45.2%	83.0%
1992	84.9%	89.0%	90.1%	67.2%	85.5%	79.5%	96.3%	44.2%	82.9%
1993	83.8%	87.7%	88.9%	65.9%	84.1%	80.1%	97.0%	44.5%	81.6%
1994	83.6%	87.1%	90.3%	67.3%	84.2%	80.0%	96.6%	44.4%	81.7%
1995	81.7%	87.1%	90.5%	68.6%	83.9%	79.9%	96.1%	39.5%	81.2%
1996	82.9%	86.7%	91.4%	70.3%	84.7%	79.4%	96.9%	41.2%	81.9%
1997	84.7%	88.0%	91.3%	71.4%	85.6%	79.5%	94.2%	40.6%	82.6%
1998	84.2%	87.3%	91.7%	74.4%	85.7%	80.7%	95.1%	45.0%	83.3%
1999	84.2%	88.2%	90.8%	71.5%	85.3%	80.5%	93.9%	43.0%	83.0%
2000	85.0%	88.6%	91.9%	70.6%	86.1%	79.3%	95.9%	43.1%	83.6%
2001	84.7%	89.6%	93.1%	74.2%	87.2%	79.6%	96.4%	41.7%	84.5%
2002	85.1%	89.9%	93.0%	76.3%	87.4%	82.1%	97.0%	44.0%	85.1%
2003	85.2%	89.3%	92.7%	75.4%	87.2%	78.4%	96.7%	38.8%	84.1%
2004	86.0%	90.4%	93.2%	73.4%	87.7%	79.9%	98.4%	42.7%	85.7%
2005	85.3%	89.8%	92.2%	74.6%	87.2%	80.7%	96.5%	48.8%	85.5%
2006	85.5%	89.1%	92.6%	74.4%	87.2%	79.2%	96.5%	43.3%	85.4%
2007	87.1%	90.6%	92.2%	74.2%	88.0%	78.3%	97.2%	43.2%	85.8%
2008	88.0%	90.3%	93.3%	75.1%	88.8%	80.9%	96.7%	46.5%	86.7%
2009	89.0%	91.1%	93.1%	74.6%	89.1%	83.1%	98.9%	40.1%	87.3%

Note: Highlighted cells indicate record-high rates.

TABLE 7.4: STUDENT PERSISTENCE RATES BY RESIDENCE CLASSIFICATION - **NONRESIDENTS**

ENROLLED AT IUB CAMPUS									
Current Fall Term Compared with the Previous Fall Term									
Fall Terms	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1983	84.3%	85.6%	86.8%	57.4%	82.6%	81.3%	91.7%	36.8%	80.8%
1984	84.7%	84.9%	87.2%	55.8%	82.8%	80.4%	92.0%	40.0%	80.4%
1985	85.4%	84.7%	89.9%	55.0%	83.5%	81.8%	90.6%	44.0%	81.8%
1986	85.2%	86.4%	89.5%	56.9%	83.9%	82.5%	88.8%	42.4%	82.1%
1987	86.4%	86.9%	90.6%	57.0%	85.1%	83.0%	87.0%	39.9%	83.2%
1988	89.3%	88.0%	90.6%	60.1%	86.7%	82.9%	91.2%	43.6%	84.2%
1989	89.0%	90.6%	91.3%	56.9%	87.1%	83.3%	93.1%	46.2%	84.5%
1990	87.5%	89.1%	92.7%	60.7%	87.2%	84.2%	92.1%	41.7%	84.8%
1991	86.6%	89.8%	92.2%	64.8%	87.1%	82.6%	88.4%	29.6%	83.2%
1992	86.9%	89.7%	92.3%	66.8%	87.8%	86.4%	91.0%	24.7%	84.3%
1993	86.5%	89.0%	91.0%	63.3%	86.1%	84.8%	94.6%	27.5%	82.9%
1994	87.0%	89.8%	92.9%	68.3%	87.7%	84.9%	91.0%	22.5%	83.1%
1995	85.9%	90.3%	93.1%	68.4%	87.5%	85.7%	94.2%	19.7%	82.8%
1996	86.0%	87.8%	92.5%	71.2%	86.8%	85.9%	94.5%	24.7%	82.8%
1997	86.5%	88.4%	93.9%	70.1%	87.3%	85.7%	94.3%	19.6%	82.8%
1998	85.8%	88.5%	92.9%	73.4%	87.3%	85.0%	91.2%	18.4%	82.4%
1999	84.7%	90.8%	93.8%	76.5%	88.0%	85.4%	94.2%	22.0%	84.3%
2000	85.9%	89.8%	93.7%	72.9%	87.9%	85.6%	94.8%	24.1%	84.4%
2001	85.4%	89.2%	93.1%	77.9%	87.8%	87.9%	95.2%	23.0%	84.6%
2002	86.3%	90.3%	93.4%	75.1%	88.3%	88.4%	93.7%	20.7%	85.5%
2003	87.5%	90.0%	93.3%	77.9%	89.0%	88.3%	95.6%	24.7%	86.8%
2004	86.3%	90.9%	94.0%	76.0%	88.9%	88.1%	97.1%	23.2%	87.1%
2005	85.7%	92.2%	94.3%	74.3%	89.0%	87.8%	97.6%	28.7%	87.3%
2006	84.1%	90.1%	93.8%	73.3%	87.6%	87.7%	96.8%	22.7%	86.2%
2007	87.1%	90.7%	92.6%	74.1%	88.4%	89.1%	93.6%	22.9%	87.0%
2008	89.1%	91.0%	94.1%	76.6%	90.0%	89.2%	95.5%	23.9%	88.0%
2009	85.3%	90.1%	93.2%	77.6%	88.4%	88.2%	96.1%	18.9%	86.6%

ENROLLED AT ANY IU CAMPUS									
Fall Terms	Freshman	Sophomore	Junior	Senior	Undergrad Total	Graduate Total	Professional Total	Nondegree Total	GRAND TOTAL
1983	84.6%	86.3%	87.9%	58.1%	83.3%	81.5%	92.1%	37.5%	81.3%
1984	84.9%	85.4%	88.2%	56.5%	83.3%	80.6%	92.6%	41.1%	80.8%
1985	85.5%	85.1%	90.6%	55.9%	83.9%	81.9%	91.8%	44.3%	82.2%
1986	85.4%	87.2%	90.3%	58.9%	84.6%	82.8%	89.3%	43.0%	82.7%
1987	86.5%	87.5%	91.4%	58.2%	85.7%	83.3%	87.5%	40.3%	83.6%
1988	89.4%	88.6%	91.4%	61.1%	87.2%	83.0%	91.2%	44.6%	84.7%
1989	89.1%	91.0%	91.8%	58.3%	87.6%	83.4%	94.3%	46.8%	84.9%
1990	87.5%	89.4%	93.3%	61.5%	87.5%	84.5%	92.9%	42.5%	85.1%
1991	86.6%	90.2%	93.1%	65.7%	87.6%	82.8%	91.1%	30.7%	83.6%
1992	87.0%	90.2%	92.8%	67.6%	88.1%	86.4%	91.4%	26.0%	84.6%
1993	86.5%	89.5%	91.6%	64.3%	86.5%	84.9%	94.6%	28.1%	83.2%
1994	87.1%	90.1%	93.5%	68.9%	88.1%	84.9%	91.0%	23.2%	83.3%
1995	86.1%	90.5%	93.7%	69.0%	87.9%	85.7%	94.2%	21.5%	83.2%
1996	86.1%	88.1%	93.1%	72.4%	87.2%	85.9%	95.3%	25.5%	83.2%
1997	86.1%	88.7%	94.4%	71.3%	87.6%	85.9%	94.6%	20.6%	83.2%
1998	85.9%	88.8%	93.4%	74.2%	87.6%	85.1%	91.5%	19.5%	82.6%
1999	84.8%	91.2%	94.0%	77.4%	88.3%	85.4%	94.2%	23.1%	84.5%
2000	86.0%	90.2%	94.3%	73.4%	88.2%	85.6%	94.8%	24.9%	84.7%
2001	85.5%	89.5%	93.8%	78.4%	88.2%	87.9%	95.2%	24.4%	84.9%
2002	86.3%	90.3%	94.0%	76.7%	88.6%	88.4%	93.7%	21.5%	85.8%
2003	87.5%	90.2%	93.8%	78.7%	89.2%	88.3%	95.6%	25.4%	87.0%
2004	86.3%	91.0%	94.2%	76.2%	89.0%	88.2%	97.1%	24.4%	87.2%
2005	85.9%	92.2%	94.3%	74.8%	89.2%	87.8%	97.6%	29.0%	87.5%
2006	84.1%	90.2%	93.9%	74.0%	87.7%	87.8%	96.8%	24.9%	86.4%
2007	87.1%	90.9%	92.7%	74.7%	88.5%	89.3%	93.6%	23.8%	87.2%
2008	89.2%	91.2%	94.2%	77.2%	90.1%	89.3%	95.5%	27.7%	88.2%
2009	85.4%	90.4%	93.4%	77.7%	88.6%	88.3%	96.1%	21.3%	86.8%

Note: Highlighted cells indicate record-high rates.

STUDENT SCHOOL

Table 7.5 shows historical undergraduate persistence rates by student school. Seven schools show decreases and five schools show increases from last year. Education and Music show record-high rates.

TABLE 7.5: UNDERGRADUATE STUDENT PERSISTENCE AND ATTRITION RATES BY SCHOOL

Enrolled at IU-Bloomington															
Current Fall Term Compared with the Previous Fall Term															
Fall Terms	Arts and Sciences	Business	Continuing Studies	Education	HPER	Informatics	Journalism	Labor Studies	Music	Nursing	Optometry	SPEA	Social Work	UDIV	Total
1983	79.1%	78.9%	65.3%	78.7%	77.2%	---	---	---	83.2%	36.7%	---	72.4%	37.7%	77.0%	77.5%
1984	77.1%	79.7%	60.8%	77.4%	73.1%	---	---	---	77.0%	32.0%	---	70.2%	27.5%	79.0%	77.9%
1985	76.0%	82.4%	59.7%	75.0%	71.0%	---	---	---	78.5%	34.0%	---	70.3%	46.2%	78.7%	77.4%
1986	76.8%	85.8%	64.0%	82.4%	78.9%	---	---	---	80.2%	36.2%	---	68.9%	45.9%	79.2%	78.2%
1987	76.6%	84.5%	57.9%	78.8%	76.5%	---	---	---	80.7%	35.2%	---	67.7%	29.6%	79.9%	78.3%
1988	78.4%	88.6%	57.0%	83.8%	76.8%	---	---	---	82.0%	30.7%	---	66.6%	38.7%	81.6%	80.1%
1989	80.0%	77.1%	52.6%	82.3%	79.4%	---	---	---	79.8%	33.5%	---	77.4%	26.5%	83.3%	81.3%
1990	78.8%	90.0%	53.4%	86.3%	83.5%	---	---	---	80.1%	31.3%	---	78.1%	25.0%	83.3%	81.7%
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%
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%
1993	81.1%	94.1%	60.2%	84.5%	80.6%	---	96.6%	---	85.1%	45.5%	50.0%	76.8%	33.3%	82.8%	82.2%
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%
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%
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%
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%
1998	81.6%	95.2%	55.8%	89.0%	81.1%	---	85.6%	---	85.7%	41.1%	n/a	83.2%	48.7%	81.2%	82.3%
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%
2000	82.7%	96.1%	51.4%	89.1%	81.4%	---	88.4%	---	83.0%	40.7%	60.0%	83.9%	34.3%	84.6%	83.0%
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%
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%
2003	86.6%	95.4%	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%
2004	86.6%	95.0%	55.6%	91.0%	90.7%	88.6%	90.8%	100.0%	85.2%	97.1%	50.0%	83.0%	92.9%	82.5%	85.2%
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%
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%
2007	86.7%	94.3%	55.5%	93.6%	86.9%	84.1%	91.5%	0.0%	91.6%	94.9%	0.0%	80.3%	97.1%	83.7%	85.8%
2008	87.5%	95.7%	59.0%	93.9%	87.4%	89.4%	93.4%	0.0%	91.9%	92.4%	0.0%	85.4%	92.1%	84.3%	86.9%
2009	87.0%	95.2%	58.5%	95.7%	87.1%	86.0%	92.5%	0.0%	92.9%	93.9%	100.0%	87.0%	92.7%	83.8%	86.7%

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 classes (official reporting date) for fall terms.
3. Effective Fall Term 1984, the official enrollment reporting date changed from end of third week to end of first week of classes.
4. Data prior to the 1987 comparison include auditors. The 1988 data and subsequent comparisons exclude auditors.
5. Effective 1991, Journalism majors could register through Journalism or Arts and Sciences.
6. For Social Work and Nursing, the persistence rates vary because Indianapolis has traditionally been the degree-granting campus.
7. Highlighted areas indicate record-high persistence rates.

Table 7.6 shows historical total student persistence rates by school. Eight schools show increases and eight schools show decreases. The Graduate School and SPEA show record-high rates this year.

TABLE 7.6: STUDENT PERSISTENCE RATES BY SCHOOL

Enrolled at IU-Bloomington
Current Fall Term Compared to the Previous Fall Term

Fall Terms	Arts and Sciences	Business	Continuing Studies	Education	Graduate School	HPER	Informatics	Journalism	Labor Studies	Law	SUS	Medical Sciences	Music	Nursing	Optometry	SPEA	Social Work	UDIV
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%
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%
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%
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%
1986	75.8%	84.9%	38.8%	70.6%	78.0%	75.1%	---	---	---	92.1%	65.5%	49.2%	76.5%	35.2%	93.5%	67.7%	29.6%	79.2%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
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%
2003	84.6%	93.8%	51.3%	79.1%	85.7%	83.1%	89.4%	93.8%	25.0%	93.8%	77.1%	---	84.7%	46.3%	96.8%	82.9%	94.7%	80.4%
2004	85.0%	93.5%	50.4%	80.0%	85.7%	87.6%	85.5%	90.8%	100.0%	94.7%	81.3%	---	83.0%	97.1%	98.2%	84.7%	92.9%	85.3%
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%
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%
2007	84.8%	93.6%	49.6%	72.2%	86.8%	84.5%	84.4%	91.5%	0.0%	91.2%	77.1%	---	85.4%	94.0%	97.0%	81.8%	97.1%	83.4%
2008	85.1%	94.9%	51.6%	70.7%	87.2%	85.8%	87.7%	93.4%	0.0%	93.2%	83.9%	---	85.4%	92.4%	96.6%	87.1%	92.1%	83.9%
2009	84.3%	94.5%	51.7%	71.9%	87.2%	85.0%	85.4%	92.5%	0.0%	95.0%	82.7%	---	84.7%	93.9%	97.8%	88.1%	92.7%	83.6%

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 classes (official reporting date) for fall terms.
3. Effective Fall Term 1984, the official enrollment reporting date changed from end of third week to end of first week of classes.
4. Data prior to the 1987 comparison include auditors. The 1988 data and subsequent comparisons exclude auditors.
5. Effective 1991, Journalism majors could register through Journalism or Arts and Sciences.
6. For Social Work and Nursing, the persistence rates vary because Indianapolis has traditionally been the degree-granting campus.
7. Highlighted areas indicate record-high persistence rates.

Table 7.7 shows a two-year comparison of the undergraduate service indicator and attrition rates by school. All nonreturning students are either enrolled at another IU campus, have a service indicator or are unaccounted for (attrition). Six schools show decreases in the number of students having a service indicator. Those schools are: Business, Education, HPER, Informatics, SPEA, and University Division. There are an equal number of schools that show an increase and a decrease in attrition rates this year.

TABLE 7.7: UNDERGRADUATE ACADEMIC CHECKLIST AND ATTRITION RATES BY SCHOOL

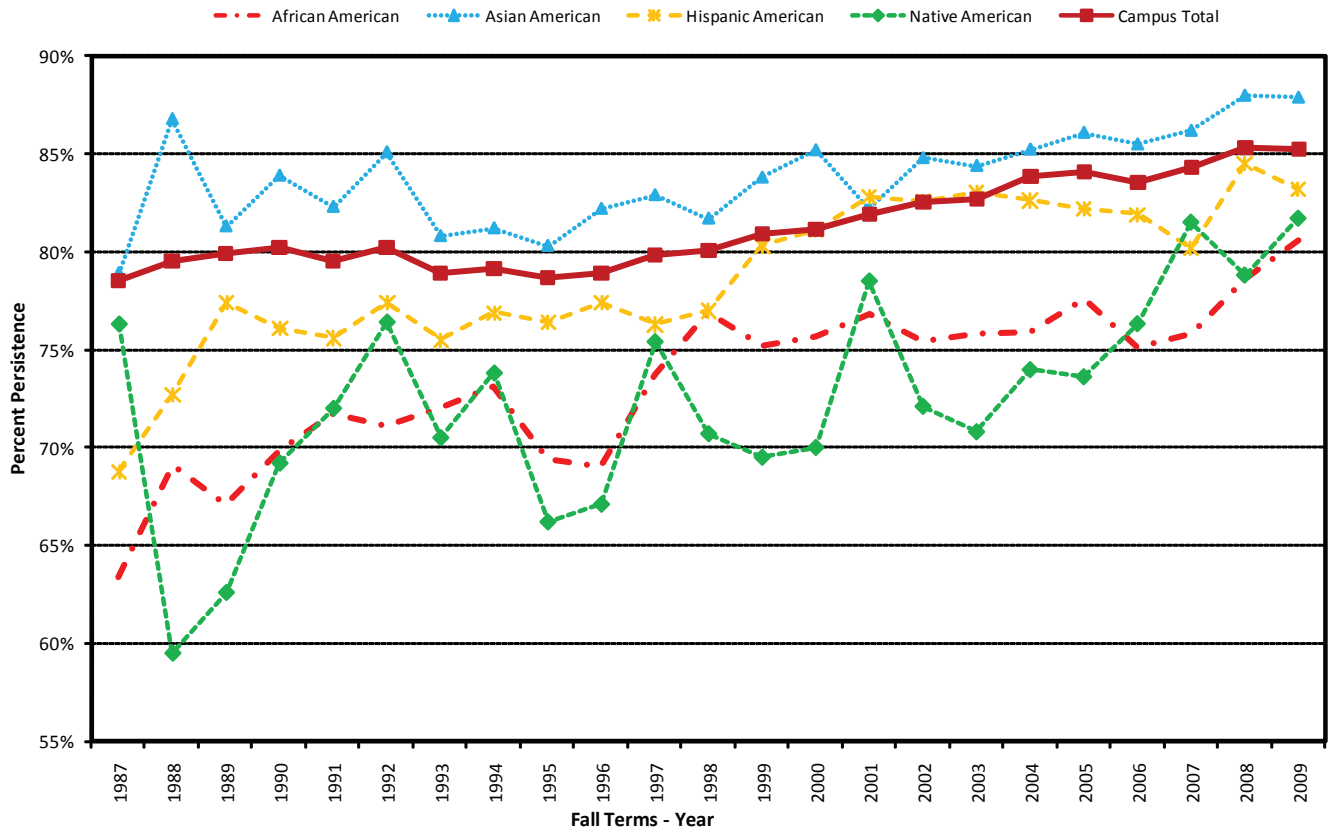
Fall Terms School	Adjusted Base Population		Service Indicator		Attrition (Unaccounted For)	
	2008	2009	2008	2009	2008	2009
Arts and Sciences	5,895	6,231	1.3%	1.8%	9.3%	9.4%
Business	3,150	3,569	0.5%	0.4%	3.5%	4.0%
Continuing Studies	458	436	6.6%	8.9%	31.4%	29.8%
Education	427	398	0.2%	0.0%	4.2%	3.8%
HPER	1,319	1,412	0.8%	0.5%	10.2%	10.6%
Informatics	208	279	1.4%	1.1%	8.7%	9.3%
Journalism	472	571	0.8%	1.2%	4.2%	5.1%
Labor Studies	0	2	0.0%	0.0%	0.0%	100.0%
Music	626	636	0.0%	0.2%	7.8%	6.9%
Nursing	105	115	0.0%	0.0%	4.8%	2.6%
Optometry	0	4	0.0%	0.0%	0.0%	0.0%
SPEA	528	653	0.6%	0.3%	11.9%	11.5%
Social Work	38	41	0.0%	0.0%	7.9%	7.3%
University Division	11,286	11,249	1.7%	1.6%	10.5%	11.3%
TOTAL	24,512	25,596	338 1.4%	362 1.4%	2,296 9.4%	2,473 9.7%

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

For students returning to the Bloomington campus, African Americans show record-high figures at the undergraduate (79.9%) and campus (80.6%) levels this year. The undergraduate Asian American persistence rate (88.7%) and the total rate (87.9%) both show decreases from the record-high figures last year. The persistence rate for Hispanic American students also show decreases at both the undergraduate (83.2%) and campus (82.4%) levels, down from the record-high figures set last year. Native Americans show record-high figures at the undergraduate (81.7%) and campus (81.7%) levels. The undergraduate (81.6%) and total (79.7%) rates for non-U.S. students are down this year.

FIGURE 7.3: U.S. MINORITY GROUP STUDENT PERSISTENCE



The total persistence rate for females is at a record high rate while the rate for male students is down.

Tables 7.8 and 7.9 show persistence data for Bloomington students 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.

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.

TABLE 7.8: HISTORICAL UNDERGRADUATE STUDENT PERSISTENCE RATES BY ETHNIC GROUP AND GENDER

Enrolled at IU-Bloomington - Undergraduate										
Current Fall Term Compared with the Previous Fall Term										
Fall Terms	ETHNIC GROUPS							GENDER		CAMPUS TOTAL
	African American	Asian American	Hispanic American	Native American	White American	Other American	Non -U.S	Female	Male	
1990	68.8%	86.2%	77.1%	62.1%	82.8%	78.2%	84.1%	82.1%	82.2%	82.1%
1991	72.4%	85.6%	78.1%	75.8%	82.4%	78.0%	84.7%	80.9%	83.2%	82.0%
1992	70.9%	85.9%	76.4%	76.2%	82.7%	84.0%	87.2%	81.6%	82.9%	82.2%
1993	70.3%	83.6%	76.1%	72.7%	81.4%	81.0%	84.0%	80.0%	81.8%	80.8%
1994	72.2%	84.1%	77.9%	80.4%	81.6%	81.0%	87.0%	81.2%	81.2%	81.2%
1995	67.4%	85.5%	74.0%	67.3%	81.6%	78.1%	83.7%	81.0%	80.8%	80.9%
1996	66.9%	85.5%	75.8%	64.8%	81.7%	84.9%	87.2%	80.7%	81.4%	81.0%
1997	73.8%	84.7%	74.7%	79.2%	82.8%	79.2%	87.6%	82.3%	82.3%	82.3%
1998	77.0%	82.9%	76.1%	71.0%	82.8%	81.3%	87.0%	82.4%	82.5%	82.5%
1999	75.7%	84.4%	79.7%	70.4%	83.3%	80.0%	87.0%	82.9%	83.0%	83.0%
2000	75.2%	86.6%	80.6%	70.0%	83.6%	82.4%	87.2%	83.4%	83.2%	83.3%
2001	77.1%	84.3%	82.0%	76.3%	84.6%	80.8%	88.4%	84.1%	84.3%	84.2%
2002	73.8%	87.3%	81.4%	71.4%	84.9%	81.3%	87.5%	84.2%	84.7%	84.4%
2003	76.5%	86.0%	83.0%	71.4%	85.3%	82.7%	88.5%	85.4%	84.5%	84.9%
2004	76.6%	87.5%	82.8%	76.5%	85.6%	79.4%	87.5%	85.0%	85.5%	85.2%
2005	77.5%	87.8%	82.3%	74.5%	85.8%	NA	87.5%	85.9%	84.7%	85.3%
2006	74.2%	87.5%	81.9%	77.2%	85.4%	84.2%	82.1%	85.5%	83.8%	84.7%
2007	75.5%	87.9%	80.8%	81.0%	86.6%	78.7%	84.6%	86.4%	85.2%	85.8%
2008	79.6%	89.0%	86.3%	81.4%	87.3%	86.5%	85.6%	86.8%	86.9%	86.9%
2009	79.9%	88.7%	83.2%	81.7%	87.5%	76.8%	81.6%	87.6%	85.8%	86.7%

TABLE 7.9: HISTORICAL TOTAL CAMPUS STUDENT PERSISTENCE RATES BY ETHNIC GROUP AND GENDER

Enrolled at IU-Bloomington - Total										
Current Fall Term Compared with the Previous Fall Term										
Fall Terms	ETHNIC GROUPS							GENDER		CAMPUS TOTAL
	African American	Asian American	Hispanic American	Native American	White American	Other American	Non -U.S	Female	Male	
1990	69.9%	83.9%	76.1%	69.2%	81.0%	77.0%	78.1%	79.8%	80.7%	80.2%
1991	71.7%	82.3%	75.6%	72.0%	80.4%	78.6%	73.3%	78.2%	80.9%	79.5%
1992	71.1%	85.1%	77.4%	76.4%	81.2%	81.7%	72.0%	79.6%	81.0%	80.2%
1993	72.0%	80.8%	75.5%	70.5%	79.8%	75.9%	70.9%	78.0%	79.9%	78.9%
1994	73.1%	81.2%	76.9%	73.8%	80.0%	78.4%	68.6%	78.8%	79.3%	79.1%
1995	69.4%	80.3%	76.4%	66.2%	80.0%	77.4%	66.1%	78.4%	78.9%	78.6%
1996	69.0%	82.2%	77.4%	67.1%	80.1%	81.0%	68.5%	78.7%	79.3%	78.9%
1997	73.7%	82.9%	76.3%	75.4%	80.9%	78.5%	69.1%	79.6%	79.9%	79.8%
1998	76.9%	81.7%	77.0%	70.7%	81.2%	80.8%	68.9%	80.0%	80.1%	80.0%
1999	75.2%	83.8%	80.3%	69.5%	81.7%	78.4%	74.6%	80.8%	80.9%	80.9%
2000	75.7%	85.2%	81.1%	70.0%	81.7%	80.8%	76.4%	81.2%	81.2%	81.2%
2001	76.8%	82.2%	82.8%	78.5%	82.7%	80.9%	76.1%	81.7%	81.9%	81.9%
2002	75.4%	84.8%	82.6%	72.1%	83.2%	79.6%	79.4%	82.1%	83.1%	82.5%
2003	75.8%	84.4%	83.0%	70.8%	83.0%	80.1%	82.2%	82.5%	82.8%	82.7%
2004	75.9%	85.2%	82.6%	74.0%	84.4%	78.2%	83.5%	83.4%	84.3%	83.9%
2005	77.6%	86.1%	82.2%	73.6%	84.6%	NA	84.9%	84.1%	84.1%	84.1%
2006	75.1%	85.5%	81.9%	76.3%	84.1%	82.1%	83.9%	83.7%	83.2%	83.5%
2007	75.8%	86.2%	80.2%	81.5%	85.2%	75.2%	82.9%	84.3%	84.3%	84.3%
2008	78.6%	88.0%	84.5%	78.8%	86.0%	82.0%	82.0%	84.9%	85.6%	85.3%
2009	80.6%	87.9%	82.4%	81.7%	86.3%	73.9%	79.7%	85.7%	84.7%	85.2%

Notes:

1. 2005 data not available for Other American.
2. Highlighted areas indicate record highs.

DEGREES CONFERRED

Table 8.1 shows the number of degrees and certificates awarded at Indiana University-Bloomington from 1979-80 to the present. The number of degrees conferred on the Bloomington campus for the past academic year (July 1 – June 30) is up from last year and is the third highest number on record. Conferred degrees are up at every level except at the associate level. Degrees conferred at the masters level is the second highest on record. There is a new record-high figure at the professional level.

TABLE 8.1: DEGREES AWARDED BY DEGREE LEVEL

	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	1,652	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
2006-07	298	59	6,319	1,805	403	281	9,165
2007-08	298	45	5,915	1,719	440	281	8,698
2008-09	316	23	6,076	1,877	459	298	9,049

Notes:

1. 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.
2. 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.
3. The methodology presented here will differ from that used by University Planning, Institutional Research, and Accountability. Certificate data are included in the figures reported here.

When compared to 25 years ago, the percentage of certificate, baccalaureate, masters, and professional degrees increased by 315.8%, 42.4%, 5.9%, and 10.4% respectively, while the percentage of associate and doctoral degrees decreased by 48.9% and 1.7% percent, respectively.

Of the number of degrees awarded for the 2008-09 degree year, 61.0% were awarded in May, 16.7% in December and 14.3% 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 8.2: DEGREES GRANTED BY DEGREE LEVEL AND MONTH
JULY 2008 THROUGH JUNE 2009

	Certificate	Associate	Baccalaureate	Masters	Doctoral	Professional	Total
July	0	0	0	22	52	6	80
August	33	4	900	277	73	6	1,293
September	0	0	0	11	32	4	47
October	0	0	0	21	23	0	44
November	0	0	0	16	13	0	29
December	42	6	1,046	325	87	2	1,508
January	0	0	0	8	8	1	17
February	1	0	0	17	14	0	32
March	1	0	0	56	16	0	73
April	0	0	0	17	19	0	36
May	226	13	3,927	994	85	277	5,522
June	13	0	203	113	37	2	368
Total	316	23	6,076	1,877	459	298	9,049

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.

Table 8.3 shows for each degree level the number and share of degrees awarded by ethnic group.

TABLE 8.3: DEGREES CONFERRED AND SHARE DISTRIBUTED BY DEGREE LEVEL AND ETHNIC GROUP
JULY 2008 THROUGH JUNE 2009

Degree Level	African American	Asian American	Hispanic American	Native American	White American	Non U.S. Resident	Other American	Unknown	Total
Certificates	3	17	4	3	265	24	0	0	316
Associates	0	0	1	1	20	1	0	0	23
Baccalaureate	207	238	137	13	5,091	333	17	40	6,076
Masters	62	68	66	4	1,170	495	1	11	1,877
Doctoral	15	17	14	1	264	145	0	3	459
Professional	23	9	12	1	237	14	1	1	298
Grand Total	310	349	234	23	7,047	1,012	19	55	9,049

Degree Level	African American	Asian American	Hispanic American	Native American	White American	Non U.S. Resident	Other American	Unknown	Total
Certificates	1.0%	4.9%	1.7%	13.0%	3.8%	2.4%	0.0%	0.0%	3.5%
Associates	0.0%	0.0%	0.4%	4.3%	0.3%	0.1%	0.0%	0.0%	0.3%
Baccalaureate	66.8%	68.2%	58.5%	56.5%	72.2%	32.9%	89.5%	72.7%	67.1%
Masters	20.0%	19.5%	28.2%	17.4%	16.6%	48.9%	5.3%	20.0%	20.7%
Doctoral	4.8%	4.9%	6.0%	4.3%	3.7%	14.3%	0.0%	5.5%	5.1%
Professional	7.4%	2.6%	5.1%	4.3%	3.4%	1.4%	5.3%	1.8%	3.3%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 8.4 shows the number of degrees awarded by ethnic group and school.

TABLE 8.4: DEGREES CONFERRED BY SCHOOL AND ETHNIC GROUP
JULY 2008 THROUGH JUNE 2009

School	African American	Asian American	Hispanic American	Native American	White American	Non U.S. Resident	Other American	Unknown	Grand Total
Arts and Sciences	90	135	67	7	2,224	108	7	26	2,664
Business	28	91	33	4	1,234	349	5	7	1,751
Continuing Studies	27	7	12	2	188	8	2	1	247
Education	23	10	13	2	577	35	1	6	667
Graduate School	28	23	39	3	522	218	0	0	833
HPER	45	18	14	2	682	17	1	4	783
Informatics	5	3	6	0	98	31	1	0	144
Journalism	8	3	2	0	244	5	0	0	262
Labor Studies	0	0	0	0	3	0	0	0	3
Law	17	7	11	1	161	73	0	2	272
Music	7	30	10	2	297	107	1	5	459
Nursing	0	0	1	0	49	0	0	0	50
Optometry	7	2	2	0	85	3	1	0	100
SLIS	4	7	9	0	128	16	0	1	165
Social Work	2	1	0	0	24	0	0	0	27
SPEA	19	12	15	0	531	42	0	3	622
Grand Total	310	349	234	23	7,047	1,012	19	55	9,049

Women completed more degrees than men at the baccalaureate level. At all the other levels, men completed only slightly more degrees than women.

TABLE 8.5: DEGREES CONFERRED BY LEVEL AND GENDER
JULY 2008 THROUGH JUNE 2009

Gender	Certificates	Associates	Baccalaureate	Masters	Doctoral	Professional	Total
Females	151	11	3,168	937	228	148	4,643
Males	165	12	2,908	940	231	150	4,406
Total	316	23	6,076	1,877	459	298	9,049
Gender	Certificates	Associates	Baccalaureate	Masters	Doctoral	Professional	Total
Females	47.8%	47.8%	52.1%	49.9%	49.7%	49.7%	51.3%
Males	52.2%	52.2%	47.9%	50.1%	50.3%	50.3%	48.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Of the degrees awarded on the Bloomington campus, 64.5% of the baccalaureate degrees were for resident students.

TABLE 8.6: DEGREES CONFERRED BY LEVEL AND RESIDENCY
JULY 2008 THROUGH JUNE 2009

Residency	Certificates	Associates	Baccalaureate	Masters	Doctoral	Professional	Total
NonResident	129	4	2,157	1,297	338	168	4,093
Resident	187	19	3,919	580	121	130	4,956
Total	316	23	6,076	1,877	459	298	9,049
NonResident	40.8%	17.4%	35.5%	69.1%	73.6%	56.4%	45.2%
Resident	59.2%	82.6%	64.5%	30.9%	26.4%	43.6%	54.8%
Total	100%	100%	100%	100%	100%	100%	100%

Of the 5,915 baccalaureate degrees awarded during the 2008-09 degree year, 15.0% are degrees awarded with honors. While each school may vary, 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 8.7: 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
2006-07	421 6.7%	307 4.9%	186 2.9%	1,036 16.4%	6,319
2007-08	392 6.6%	273 4.6%	156 2.6%	1,015 17.2%	5,915
2008-09	418 6.9%	285 4.7%	206 3.4%	909 15.0%	6,076

Notes:

- Honors criteria by school (2007 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 % receive 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 averages 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 3.7 for Distinction, 3.8 for High Distinction and 3.87 for Highest Distinction.

Table 8.8 shows the number of degrees awarded by school and level.

TABLE 8.8: DEGREES CONFERRED BY SCHOOL AND DEGREE LEVEL

School	1990-91	1995-96	2000-01	2005-06	2006-07	2007-08	2008-09	Change from Last Year	Percent Change
Arts and Sciences									
Associate/Certificate	67	77	70	91	112	131	115	-16	-12.2%
Baccalaureate	2,717	2,404	2,038	2,744	2,721	2,481	2,540	59	2.4%
Doctoral	0	0	0	4	5	9	9	0	0.0%
Total	2,784	2,481	2,108	2,839	2,838	2,621	2,664	43	1.6%
Business									
Associate/Certificate	136	147	146	150	130	123	136	13	10.6%
Baccalaureate	1,147	888	1,209	1,156	1,174	1,129	1,187	58	5.1%
Masters	418	392	391	350	363	340	428	88	25.9%
Doctoral	0	1	0	0	0	0	0	0	---
Total	1,701	1,428	1,746	1,656	1,667	1,592	1,751	159	10.0%
Continuing Studies									
Associate/Certificate	24	31	30	20	13	10	7	-3	-30.0%
Baccalaureate	131	189	224	242	235	216	240	24	11.1%
Total	155	220	254	262	248	226	247	21	9.3%
Education									
Certificate	0	0	0	5	0	1	2	1	100.0%
Baccalaureate	477	466	497	575	479	470	398	-72	-15.3%
Masters	206	217	245	285	272	267	234	-33	-12.4%
Special	0	0	7	0	0	25	0	-25	-100.0%
Doctoral/Professional	53	28	20	52	40	9	33	24	266.7%
Total	736	711	769	917	791	772	667	-105	-13.6%
Graduate School									
Certificate	5	4	6	0	4	4	3	-1	-25.0%
Masters	501	526	425	432	526	470	466	-4	-0.9%
Doctoral/Professional	277	330	348	326	328	346	364	18	5.2%
Total	783	860	779	758	858	820	833	13	1.6%
HPER									
Associate/Certificate	3	6	13	18	19	12	17	5	41.7%
Baccalaureate	252	346	410	568	666	617	658	41	6.6%
Masters	110	124	100	124	102	120	108	-12	-10.0%
Special	0	0	0	0	0	0	0	0	---
Doctoral/Professional	9	4	1	0	0	1	0	-1	-100.0%
Total	374	480	524	710	787	750	783	33	4.4%
Informatics									
Certificate	---	---	---	1	0	1	1	0	0.0%
Baccalaureate	---	---	---	135	111	132	96	-36	-27.3%
Masters	---	---	---	36	32	30	47	17	56.7%
Total	---	---	---	172	143	163	144	-19	-11.7%
Journalism									
Certificate	0	14	16	16	20	14	22	8	57.1%
Baccalaureate	0	186	202	257	214	200	240	40	20.0%
Total	0	200	218	273	234	214	262	48	22.4%
Labor Studies									
Associate/Certificate	---	---	---	2	1	1	3	2	200.0%
Baccalaureate	---	---	---	4	2	1	0	-1	-100.0%
Total	---	---	---	6	3	2	3	1	50.0%
Law									
Associate/Certificate							2		
Masters	0	0	6	62	52	66	63	-3	-4.5%
Doctoral/Professional	208	196	219	214	203	220	207	-13	-5.9%
Total	208	196	225	276	255	286	272	-14	-4.9%
Library & Info. Science									
Masters	186	206	112	163	155	137	162	25	18.2%
Doctoral/Professional	1	5	3	2	2	1	3	2	200.0%
Total	187	211	115	165	157	138	165	27	19.6%

TABLE 8.8: DEGREES CONFERRED BY SCHOOL AND DEGREE LEVEL (CONTINUED)

School	1990-91	1995-96	2000-01	2005-06	2006-07	2007-08	2008-09	Change from Last Year	Percent Change
Music									
Associate/Certificate	29	46	66	81	30	16	5	-11	-68.8%
Baccalaureate	118	135	214	164	217	223	228	5	2.2%
Masters	136	123	129	168	140	133	176	43	32.3%
Doctoral/Professional	36	27	33	42	23	44	50	6	13.6%
Total	319	331	442	455	410	416	459	43	10.3%
Nursing									
Associate/Certificate	---	---	---	---	0	0	0	0	---
Baccalaureate	---	---	---	---	50	48	50	2	4.2%
Total	---	---	---	---	50	48	50	2	4.2%
Optometry									
Associate/Certificate	10	20	7	14	12	14	6	-8	-57.1%
Baccalaureate	17	23	6	13	4	5	3	-2	-40.0%
Doctoral/Professional	61	66	67	67	83	66	91	25	37.9%
Total	88	109	80	94	99	85	100	15	17.6%
Social Work									
Associate/Certificate	---	---	---	---	0	0	0	0	---
Baccalaureate	---	---	---	---	27	27	27	0	0.0%
Total	---	---	---	---	27	27	27	0	0.0%
SPEA									
Associate/Certificate	66	22	15	15	16	16	20	4	25.0%
Baccalaureate	254	390	391	434	417	366	409	43	11.7%
Masters	104	160	164	168	165	156	193	37	23.7%
Total	424	572	570	617	598	538	622	84	15.6%
TOTAL	7,759	7,799	7,829	9,200	9,165	8,698	9,049	351	4.0%

DEGREE MINORS

The following table shows the top 20 baccalaureate degree minors for 2008-09. Psychology, Business, and Spanish are the three most popular minors. Detailed information about which degree majors are associated with various degree minors is available upon request.

TABLE 8.9: TOP 20 DEGREE MINORS AWARDED
JULY 2008 THROUGH JUNE 2009

Degree Minor	Total Minors
Psychology	391
Business Ugrd	221
Spanish	203
Sociology	139
Chemistry	108
Telecommunications	107
Business for Apparel Merch	96
History	96
Fine Arts-History of Art	88
Music Studies Ugrd Minor	87
Biology	85
Business for Telecom	62
Recreation & Park Admin	57
Criminal Justice	55
Political Science	47
Economics	42
Entr & Sm Bus Mgt Ugrd	42
Communication & Culture	41
Public Human Resources	39
Human Dev/Family Studies	38

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