

IMIR

# Enrollment Reports and Analysis

Volume 43 Number 2, November 1998

## Fall 1998 Enrollment

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## Highlights

Credit hour enrollment reached an all-time high at IUPUI, increasing by 3.3% over last year's previous high. Headcount enrollment also increased, but at a slightly lower rate (2.9%) as the proportion of full-time students continues to rise.

Graduate and graduate/professional enrollments increased by 3.6%, reversing a three-year decline.

First-time freshmen admissions increased by over 17% but new transfer student admissions and intercampus transfers (from other IU campuses) were down slightly. The largest source of new students continues to be the township school districts within Marion County. However, the larger entering class contained larger percentages of under-prepared students.

The larger numbers of under-prepared students also resulted in lower average SAT scores and H.S. percentile rank.

IUPUI's overall retention rate among first-time freshmen also declined as the positive impact of learning communities and other support programs could not compensate for the larger proportions of under-prepared students admitted last year.

Many of the students entering IUPUI's strong first professional programs in Medicine, Dentistry and Law, originate from the undergraduate and especially the graduate programs of IUPUI.

IUPUI has one of the largest graduate non-degree programs in the country. The majority of these students take undergraduate courses however, as they pursue personal interests, explore possible graduate program paths, or fulfill graduate program entry requirements.

## Overview

Fall 1998 student enrollment at IUPUI continued several trends that have developed over the past four years. Course credit hour enrollment continued its rise to record levels fostered by growing numbers of full-time students. The total number of students also increased modestly this year due, in part, to a significant increase in the number of new first-time freshmen.

Graduate and professional enrollments also increased this year. Master's level and graduate non-degree enrollments experienced a healthy rebound after several years of decline. Enrollments in IUPUI's large first professional programs (Medicine, Dentistry, and Law) continued their steady growth trend.

But behind these numbers of growth and prosperity lurk two troubling trends. At the undergraduate level, IUPUI continues to enroll increasing numbers of under-prepared students. At the graduate level, enrollment in doctoral programs continues to decline.

This year's enrollment report and analysis looks at some of these trends in greater depth. It monitors developments along several fronts, including where students come from, in what programs they enroll, and how they progress toward graduation. The companion report on degree and certificate conferrals examines trends in program completers through last year's graduating students.

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## Compared to Other IU Campuses

Overall student enrollment at Indiana University increased by 1.4 percent to 92,479. As at IUPUI, overall credit hour enrollments increased at a faster rate (2.4%). For the first time in the university's history, credit hour enrollments topped one million. Display 1 shows that enrollment changes varied significantly by campus. IUPUI is one of four campuses that experienced increases in both headcount and credit hour enrollments. Percentage increases were led by the Southeast and South Bend campuses. Numerical increases were greatest at the

largest campuses, Bloomington and Indianapolis/Columbus. IUPUI now accounts for 30 percent of all students and 27.5 percent of all credit hours within Indiana University. In comparison, Bloomington enrolls 38.5 of all students and 46.5 percent of all credit hours. Regional campuses account for the remaining 31.5 percent of students and 26 percent of total credit hours.

**Display 1. Fall 1998 IU Enrollment by Campus**

	Headcount		Credit Hours		Pct. Change in Headcount & Credit Hours				
	No.	% Chg***	No.	% Chg***	-10%	-5%	0%	5%	10%
Bloomington	35,600	1.9	466,219.5	2.8					
Indianapolis*	27,821	2.9	275,071.0	3.3					
East	2,280	-2.8	20,392.0	-1.8					
Fort Wayne**	5,990	-0.6	55,644.0	1.8					
Kokomo	2,796	-4.5	24,192.0	-1.4					
Northwest	4,792	-8.8	43,904.0	-6.9					
South Bend	7,387	3.0	63,465.0	3.6					
Southeast	5,813	5.3	52,474.5	6.9					
<b>IU TOTAL</b>	<b>92,479</b>	<b>1.4</b>	<b>1,001,362.0</b>	<b>2.4</b>					

\*Includes IUPU Columbus; \*\*Includes only enrollment in IU programs; \*\*\*From fall 1997 enrollment levels

## Ten Year Enrollment Trends at IUPUI

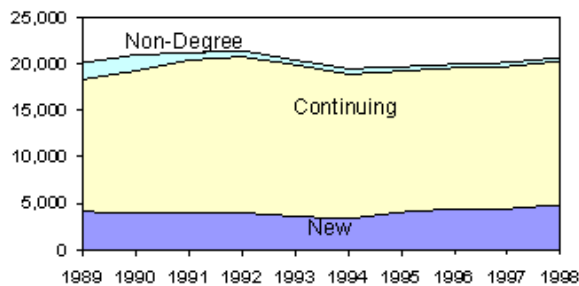
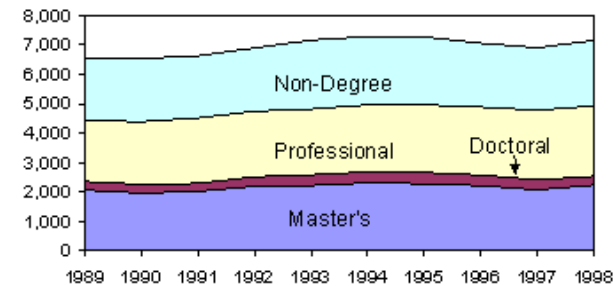
Display 2 portrays trends in overall enrollments at IUPUI among students enrolled in undergraduate and graduate/professional programs. These trends are summarized in the bottom four rows of the table. The first two of these summary rows depict the trends in terms of percentage changes over the past year (1997-1998) and the entire ten-year period (1989-1998). The last two rows indicate which year had the peak enrollment for that specific (column) category and how the fall 1998 numbers rank within the ten-year period.

Increases in new students highlight undergraduate enrollment trends. At the same time, non-degree undergraduate enrollments continue to decline as few students choose this path that makes them ineligible for such financial supports as scholarships and loans. Display 2 also shows in detail the trends in graduate and professional enrollments noted above. The decline in doctoral enrollments is particularly troubling in that this relates to the only measure that keeps IUPUI from achieving status as a "Research I" university according to the Carnegie classification system, which requires 50 or more doctoral degrees per year. This past year we conferred 36 degrees but future numbers are not likely to increase with the trend toward fewer students enrolling in doctoral programs. It should be noted, however, that these declines follow a national trend in declining doctoral level enrollments.

**Display 2. Ten Year Trends in IUPUI Enrollment by Student Level**

Fall Semester	Undergraduate Students				Graduate/Professional Students					Total IUPUI
	Total	New*	Continuing	Non-Degree	Total	Masters	Doctorate	Professional	Non-Degree	
1989	20,087	4,098	14,213	1,776	6,562	2,067	294	2,080	2,121	26,649
1990	20,971	3,952	15,277	1,742	6,547	1,969	297	2,120	2,161	27,518
1991	21,157	3,988	16,396	773	6,631	2,025	270	2,224	2,112	27,788
1992	21,446	3,997	16,758	691	6,899	2,196	320	2,227	2,156	28,345
1993	20,392	3,587	16,307	498	7,160	2,230	354	2,241	2,335	27,552
1994	19,483	3,340	15,527	616	7,283	2,316	368	2,277	2,322	26,766
1995	19,667	4,055	15,151	461	7,272	2,282	386	2,296	2,308	26,939
1996	19,950	4,408	15,164	378	7,061	2,214	358	2,312	2,177	27,011
1997	20,130	4,395	15,328	407	6,906	2,074	346	2,365	2,121	27,036
1998	20,667	4,854	15,421	392	7,154	2,233	309	2,381	2,231	27,821
<b>Percent Change</b>										
past year	2.7%	10.4%	0.6%	-3.7%	3.6%	7.7%	-10.7%	0.7%	5.2%	2.9%
ten year	2.9%	18.4%	8.5%	-77.9%	9.0%	8.0%	5.1%	14.5%	5.2%	4.4%
Peak Year	1992	1998	1992	1989	1994	1994	1995	1998	1993	1992
Rank of 98	4	1	5	9	4	3	7	1	4	2

\*Includes students who first matriculated during the preceding summer sessions

**Undergraduate Enrollments, 1989-98****Graduate/Professional Enrollments, 1989-98**(Back to [Table of Contents](#), [List of Displays](#))

Display 3 provides further details on trends in enrollment among IUPUI's undergraduate degree-seeking students. The left side of the table highlights the trends among new students. The phenomenal 17.3 percent increase this past year in first-time freshmen compensated for declines in transfer student enrollment.

Inter-campus transfer student enrollments, shown in the middle set of columns of Display 3, show a mixed trend. Although we still enroll a larger number of upper division compared to lower division students coming from one of the other IU campuses the trends have been going in opposite directions. Furthermore, the decline in upper division intercampus transfers has outpaced the increase in lower division enrollees and so the overall number has declined this year to the second lowest level within the last ten years.

Among continuing students, IUPUI enrollments are at the mid-point of the past ten years. Recent increases in numbers of continuing students is entirely due to changes at the lower division. Upper division student numbers have remained relatively stable, especially over the last three years, after declines from 1993 through 1996. The lack of connection between lower division and upper division student enrollments at IUPUI has several causes. First, the significant numbers of students enrolled in associate degree programs don't always progress to upper division status (unless they subsequently enroll in a bachelor's level program). Second, despite declines, we continue to enroll large numbers of transfers and intercampus transfers directly into the upper division. Third, a relatively small percentage (less than 45%) of students who enter IUPUI as first-time freshmen make it to upper division levels. A later section of this report focuses on trends in IUPUI's retention rates.

**Display 3. Ten Year Trends in Undergraduate by Entry Status and Class Level**

Fall Semester	Degree-Seeking Students										Non-Degree	Grand Total
	New to Indiana University				Inter-Campus Transfers			Continuing Students				
	First-Time Freshman <sup>1</sup>	Oth. Lower Division	Upper Division	Total	Lower Division	Upper Division	Total	Lower Division	Upper Division	Total		
1989	3,204	674	220	4,098	398	556	954	7,651	5,608	13,259	1,776	20,087
1990	2,839	870	243	3,952	416	572	988	8,473	5,816	14,289	1,742	20,971
1991	2,808	895	285	3,988	422	651	1,073	8,787	6,536	15,323	773	21,157
1992	2,671	1,039	287	3,997	392	590	982	8,698	7,078	15,776	691	21,446
1993	2,377	910	300	3,587	358	601	959	8,064	7,284	15,348	498	20,392
1994	2,131	864	345	3,340	366	566	932	7,448	7,147	14,595	616	19,483
1995	2,595	1,095	365	4,055	387	564	951	7,270	6,930	14,200	461	19,667
1996	2,888	1,179	341	4,408	404	584	988	7,395	6,781	14,176	378	19,950
1997	2,852	1,158	385	4,395	400	556	956	7,630	6,742	14,372	407	20,130
1998	3,346	1,129	379	4,854	447	486	933	7,694	6,794	14,488	392	20,667
<b>Percent Change</b>												
past year	17.3%	-2.5%	-1.6%	10.4%	11.8%	-12.6%	-2.4%	0.8%	0.8%	0.8%	-3.7%	2.7%
ten year	4.4%	67.5%	72.3%	18.4%	12.3%	-12.6%	-2.2%	0.6%	21.1%	9.3%	-77.9%	2.9%
Peak Year	1998	1996	1997	1998	1998	1991	1991	1991	1993	1992	1989	1992
98 Rank	1	3	2	1	1	10	9	5	5	5	9	4

<sup>1</sup>Includes students who matriculated during the preceding summer sessions and enrolled at IUPUI for the fall semester.

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## Origins of New Students

### First-Time Freshmen

Approximately seven out of ten first-time freshman in fall 1998 come to IUPUI from Marion and the seven surrounding counties. Graduates of Marion County high schools represent 60 percent of this group and 40 percent of the total. Within Marion County, the vast majority of new freshmen attended the township high schools. Only 15 percent of Marion County high school graduates who came to IUPUI in fall 1998 attended one of the Indianapolis Public School (IPS) high schools. Display 4 summarizes the trends in first-time freshman origins according to the county of high school attended.

The trends in Display 4 show that a large portion of the increase in new freshmen at IUPUI (over 60%) comes from those who graduated from the township schools within Marion County. Among the surrounding counties, large increases are noted for some counties (Shelby, Boone, and Hamilton) but small increases (Hendricks and Johnson) or declines (Hancock and Morgan) for others. New students originating from other Indiana high schools and from other locations (including mostly GED completers, international and out-of-state students) also increased notably.

**Display 4. Trends in Degree-Seeking Beginners by County of High School Attended**

H.S. County	<i>Fall Semester Entering Cohorts</i>					<i>% Chng.</i>
	1994	1995	1996	1997	1998	97 to 98
Marion						
IPS	154	222	211	180	195	8.3%
Other	626	795	875	847	1117	31.9%
Total from Marion County	780	1017	1086	1027	1312	27.8%
Surrounding Counties						
Boone	37	27	38	55	67	21.8%
Hamilton	131	140	179	174	199	14.4%
Hancock	59	64	68	107	97	-9.3%
Hendricks	138	171	184	194	203	4.6%
Johnson	156	150	184	187	200	7.0%
Morgan	48	86	105	93	87	-6.5%
Shelby	37	33	55	45	59	31.1%
Total from Surrounding Counties	606	671	813	855	912	6.7%
Other Indiana High School	397	490	560	534	629	17.8%
All Others <sup>1</sup>	212	270	314	305	336	10.2%
Grand Total	1995	2448	2773	2721	3189	

<sup>1</sup>Out-of-state, GED, unknown, etc.

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Display 5 shows the top feeder high schools for new freshmen. Ben Davis High School leads the list, having rebounded from relatively low enrollments in 1997 to record high numbers in 1998. The large area high schools of North Central, Carmel and Warren Central come next in the list. Southport and Pike high schools had significant increases this past year to bring them within this top group. Only one IPS high school—Arsenal Technical—is among those from which 50 or more students came to IUPUI in 1998.

For several of the high schools included within Display 5, large increases in fall 1998 represent returns to earlier levels after a one year drop in fall 1997. Aside from Ben Davis, this group includes Carmel, Columbus North, Brownsburg and Lawrence Central. Other schools have seen more steady increases, such as Franklin Central and Decatur Central. The significant increase in students from Beech Grove is related in part to a special program, the Beech Grove Pact, that was designed to aggressively intervene and advise students from junior high through high school about the benefits of going to college. These students were further encouraged to attend IUPUI specifically because of both mentoring opportunities and financial incentives.

**Display 5. Top Feeder High Schools - Beginners**

	<i>Fall Semester Entering Cohorts</i>					<i>% Chng.</i>
	1994	1995	1996	1997	1998	97 to 98
Ben Davis	96	131	152	111	171	54%
North Central	62	81	81	82	104	27%
Carmel	66	64	95	78	98	26%
Warren Central	71	92	73	89	96	8%
Southport	42	53	58	56	83	48%
Pike	36	59	59	60	80	33%
Center Grove	68	69	80	81	77	-5%
Franklin Central	45	33	58	64	75	17%
Perry Meridian	36	44	52	75	74	-1%
Columbus North	44	60	65	43	69	60%
Lawrence North	24	37	40	32	66	106%
Decatur Central	49	45	53	54	61	13%
Brownsburg	43	61	61	49	60	22%
Avon	28	37	37	52	57	10%
Lawrence Central	28	40	68	46	56	22%
Beech Grove	12	32	24	18	55	206%
Arsenal Technical	37	45	58	45	50	11%

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**New Transfers**

Display 6 shows the trends in feeder institutions for new transfers to IUPUI. This list does not reflect the large numbers of students who come to IUPUI from other Indiana University campuses. Such "intercampus" transfers are not considered to be new students. Ball State University continues to be the top feeder of transfer students to IUPUI. However, in 1998 there was a large increase in the number of transfers from Purdue, West Lafayette. Transfers from Ivy Tech Indianapolis also continue to grow in number, fostered by our collaborative and articulation arrangements with the Indianapolis campus of Ivy Tech State College. Vincennes University remains a slightly larger feeder than Ivy Tech but the gap has closed substantially. The list of top transfer feeders is rounded out by two public Indiana universities—Indiana State University and University of Southern Indiana—and two private Indianapolis area institutions—the University of Indianapolis and Butler University.

**Display 6. Top Feeder Institutions - Transfer Students**

	<i>Fall Semester Entering Cohorts</i>					<i>% Chng.</i>
	1994	1995	1996	1997	1998	97 to 98
Ball State University	100	102	131	117	154	32%
Purdue Univ. West Lafayette	66	88	99	98	133	36%
Vincennes University	97	106	102	103	103	0%
IVY Tech - Indpls	52	73	94	88	100	14%
Indiana State University	55	82	70	86	70	-19%
Univ. of Indianapolis	23	44	35	41	51	24%
Univ. of Southern Indiana	22	14	21	34	28	-18%
Butler University	17	21	23	26	24	-8%

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**New First Professional Students**

Students enter IUPUI's first professional programs in Medicine, Law and Dentistry at varying points in their academic and professional careers. Some come straight from attaining a baccalaureate degree. Others first complete a graduate degree, most typically a master's, before entering these programs. Still others take time off between their undergraduate and professional degree pursuits to work and to fulfill course requirements while attending a college or university as a non-degree graduate student. For this reason, it is difficult to characterize the "feeder" colleges and universities in a consistent manner.

Display 7 shows the prior institution of attendance, among Indiana colleges and universities, for those entering IUPUI's first professional programs in fall 1998. The IU Bloomington campus stands as the top feeder overall and for each of the first professional programs. IUPUI ranks second overall and for two of the three programs (Law and Medicine). It should be noted, however, that this includes students who matriculate directly from certain graduate programs. For example, just over one half of the Medical School entrants from IUPUI (19 of 37) matriculate directly from a master's program within the School of Medicine. IUPUI serves as its own professional school feeder primarily through graduate programs (including non-degree). For example, another group of such students, not shown in Display 7, are those who enter postgraduate studies within the School of Dentistry. Of the 30 new postgraduates in Dentistry this year, just under one-quarter (7) received their professional degrees from the IU School of Dentistry.

**Display 7. Prior University or College of Attendance of New Professional Program Students**

<b>Institution</b>	<b>Dentistry</b>	<b>Law</b>	<b>Medicine</b>	<b>Total</b>
Indiana University Bloomington	22	59	54	135
IUPUI	4	33	37	74
Purdue University, West Lafayette	10	19	33	62
Ball State	4	16	10	30
Wabash College	0	9	15	24
DePauw University	4	4	9	17
Indiana State University	1	11	1	13
IUPUI Fort Wayne	2	3	5	10
Butler University	0	3	6	9
Hanover College	0	5	4	9
University of Evansville	0	6	3	9
University of Notre Dame	0	3	5	8
University of Southern Indiana	3	5	0	8
Indiana University Southeast	2	2	3	7
University of Indianapolis	0	4	3	7
Goshen College	0	1	5	6
Indiana University Northwest	2	1	3	6
Franklin College	0	3	2	5
Other Public Indiana Institutions	2	3	0	5
Other Private Indiana Institutions	0	13	11	24
<b>Total from Indiana Institutions</b>	<b>56</b>	<b>190</b>	<b>198</b>	<b>444</b>
<b>Out of State Schools</b>	<b>43</b>	<b>98</b>	<b>82</b>	<b>223</b>
<b>Total</b>	<b>99</b>	<b>288</b>	<b>280</b>	<b>667</b>

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## The Quality of New Freshmen

While there are no consistent and reliable measures that predict student performance in college, there are several measures of past performance that indicate the levels of preparation for academic studies among new students. One gross distinction made upon application for admission is whether the prospective student meets the Indiana University Board of Trustees requirements for unconditional admission. These requirements are that the student graduate within the top half of their high school class, attain an SAT score (or its ACT equivalent) above the average for test takers from Indiana, and complete a minimum number of college preparatory classes in high school. Up until fall 1997, students who did not meet these criteria were admitted into the preparatory program of IUPUI's Undergraduate Education Center.

With the formation of University College, there is no longer such a distinction among students after admission. Admitted students who do not meet the IU Board of Trustees criteria are now referred to as conditional admits, but they enter the same developmental program as formerly required of preparatory program students. Another change in language with the advent of University College is the label applied to students who are admitted into a specific school-based degree program. Up until this year, such students were referred to as direct admits. Since those students are now concurrently enrolled in University College and the School of their degree program, such students are now referred to as dual admits.

Using conditional admissions status as an overall indicator of incoming students' level of preparation, Display 8

shows the recent trends in this measure according to the county of high school attended (i.e., following the format of Display 4). Between 1995 and 1996, the overall proportion of new students falling into this conditional category increased notably from 57% to 64%. The rate remained stable for a year but increased to over 70 percent for fall 1998. Furthermore, these increases in less well-prepared students occurred almost uniformly across the regions from which IUPUI obtains students. The only notable exceptions were those areas from which IUPUI already obtained relatively large proportions of under-prepared students: IPS and the "All Others " category.

**Display 8. Trends in Degree-Seeking Beginners by County of High School Attended: Percent Admitted in Conditional Status**

H.S. County	<i>Fall Semester Entering Cohorts</i>				
	1994	1995	1996	1997	1998
Marion					
IPS	64%	65%	76%	75%	76%
Other	50%	53%	62%	63%	72%
Total from Marion County	53%	56%	65%	65%	73%
Surrounding Counties					
Boone	62%	81%	68%	73%	84%
Hamilton	66%	69%	74%	66%	83%
Hancock	42%	67%	62%	53%	71%
Hendricks	41%	47%	66%	60%	66%
Johnson	59%	61%	64%	61%	69%
Morgan	44%	57%	55%	63%	70%
Shelby	59%	48%	45%	58%	78%
Total from Surrounding Counties	54%	59%	64%	62%	73%
Other Indiana High School	55%	52%	56%	54%	63%
All Others <sup>1</sup>	68%	66%	69%	72%	73%
<b>Grand Total</b>	<b>55%</b>	<b>57%</b>	<b>64%</b>	<b>63%</b>	<b>71%</b>

<sup>1</sup>Out-of-state, GED, unknown, etc.

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Display 9 shows trends in some of the traditional entering student quality indicators. Overall, the quality of students as measured by SAT scores and percentile rank in high school, decreased slightly in fall 1998. On a positive note, students are completing a higher number of college preparatory classes during high school. When the numbers are disaggregated by students' entry status, the trend appears to be mixed. New IUPUI students who exceed the Board of Trustees requirements are showing higher average scores and students below this threshold have similar scores to their peers who entered last year. The overall decline is thus a result of the increased number of students who enter conditionally. The bottom panel of Display 9 shows that the entire increase in new freshmen is attributable to increases in conditional admits.

<b>Display 9. Trends in Qualifications of Beginning Freshmen</b>					
	<b>Fall Semesters</b>				
	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>Average SAT</b>					
IUPUI Total	939	930	926	941	935
Direct/Dual Admits	1046	1042	1041	1055	1084
University College Overall	910	902	901	916	909
Regular Admits	987	984	1004	1005	1029
Conditional Admits	857	852	855	874	874
<b>Average Percentile Rank in High School</b>					
IUPUI Total	52	51	50	50	49
Direct/Dual Admits	70	72	71	72	72
University College Overall	48	46	46	46	45
Regular Admits	65	64	68	68	70
Conditional Admits	38	38	38	38	39
<b>Average Total High School Units</b>					
IUPUI Total	14.5	14.4	14.6	15.0	15.3
Direct/Dual Admits	16.7	16.7	16.7	17.4	17.7
University College Overall	14.0	13.9	14.2	14.6	14.9
Regular Admits	16.6	16.5	16.9	17.3	17.7
Conditional Admits	12.7	12.8	13.3	13.5	14.2
<b>Number of Beginning Freshmen</b>					
IUPUI Total	1990	2442	2766	2712	3186
Direct/Dual Admits	362	437	416	403	400
University College Overall	1628	2005	2350	2309	2786
Regular Admits	527	610	590	607	522
Conditional Admits	1101	1395	1760	1702	2264

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Display 10 provides another way to look at the trend in new first-time students' academic backgrounds. It shows that the percentage of new students who graduated in the bottom third of their high school classes has risen steadily since 1995. However, the substantial increase in numbers of first-time students this fall did not occur among only the least prepared students. The number of new freshmen coming to IUPUI after graduating in the top third of their high school class increased 13 percent this past year (from 693 to 785) and is up 55 percent from 1994. In comparison the numbers of students from the bottom third of their high school class is up 30 percent this past year, and 106 percent since 1994.

### Display 10. Trends in the Academic Quality of New Students who Recently Graduated From High School

H.S. Rank		1994	1995	1996	1997	1998
Top Third	<i>N</i>	506	585	695	693	785
	%	33%	31%	31%	31%	30%
Middle Third	<i>N</i>	599	774	834	845	972
	%	39%	41%	38%	38%	37%
Bottom Third	<i>N</i>	335	397	505	530	690
	%	22%	21%	23%	24%	26%
GED/Others		98	129	183	158	169
		6%	7%	8%	7%	6%
Grand Total		1538	1885	2217	2226	2616

**Note.** Includes only those students who graduated from high school or earned a GED in the same year or year prior to their IUPUI matriculation date.

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The placement of new students into remedial or developmental classes represents another indicator of their level of preparedness. Display 11 shows the increase in such placements in the areas of reading and writing. However, the already high remedial math placement rates did not increase this year.

### Display 11. Remedial Course Placement Rates among Beginning

	Fall 1996	Fall 1997	Fall 1998
Reading Course Required	27.0%	23.9%	28.8%
Remedial Math (M010, 001)	79.8%	81.4%	81.5%
Remedial Writing	29.7%	21.5%	29.3%

Note: Percentage based on the number tested. Writing figures exclude the ESL test.

Includes summer matriculants who enrolled for Fall.

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## Undergraduate Student Retention Rates

The last two years of new first-time student admissions to IUPUI have been characterized by larger proportions of traditional-aged, full-time students with weak academic backgrounds. Display 12 shows the toll that this trend has taken on the campus' one-year retention rate among beginning freshmen. The overall retention rate declined by 1.7 percent to its lowest point in recent history. This overall decline masks even larger declines among full-time (down 1.8%) and part-time (down 3.3%) students. The lower overall drop reflects the increasing proportion of full-time students in the general population. The only group shown in Display 12 that did not experience a decline in retention rate was the full-time students admitted directly into a specific (school-based) degree program. The largest declines in retention occurred among new students enrolled in the UEC, who met the Board of Trustees admissions criteria.

The retention rate at IUPUI is very much a function of student academic achievement. And, whereas faculty have less control over students' family and work obligations, performance in the classroom is a factor where intentional effort by IUPUI faculty and staff can have direct impact. The percentage of students who attain a grade of D or F, or who withdraw from a class before completion, is one such indicator of students' classroom performance. The DFW rate is monitored closely at IUPUI, especially among those classes that enroll large numbers of first-year students.

**Display 12. Beginning Freshmen Retention to the Second Year (AS/BS Degree-Seekers)**

	1993	1994	1995	1996	1997
<b>Campus Summary</b>					
TOTAL	55.7% (2216)	55.2% (1979)	57.2% (2421)	55.8% (2753)	54.1% (2701)
Directly Admitted to a School	66.2% (382)	66.9% (353)	66.7% (417)	67.6% (404)	66.2% (394)
UEC - Regular Program	59.8% (574)	59.8% (527)	64.9% (609)	63.7% (590)	59.3% (607)
UEC - Preparatory Program	50.7% (1260)	49.3% (1099)	51.0% (1395)	50.4% (1759)	49.4% (1700)
<b>Full-Time</b>					
TOTAL	61.4% (1332)	61.4% (1300)	62.0% (1651)	61.0% (1923)	59.2% (1966)
Directly Admitted to a School	70.4% (314)	70.3% (296)	70.1% (338)	69.5% (338)	70.2% (332)
UEC - Regular Program	65.7% (379)	65.4% (379)	70.1% (469)	67.4% (454)	65.1% (481)
UEC - Preparatory Program	54.5% (639)	54.7% (625)	54.1% (844)	55.9% (1131)	53.5% (1153)
<b>Part-Time</b>					
TOTAL	47.2% (884)	43.4% (679)	46.9% (770)	43.7% (830)	40.4% (735)
Directly Admitted to a School	47.1% (68)	49.1% (57)	51.9% (79)	57.6% (66)	45.2% (62)
UEC - Regular Program	48.2% (195)	45.3% (148)	47.1% (140)	51.5% (136)	37.3% (126)
UEC - Preparatory Program	46.9% (621)	42.2% (474)	46.1% (551)	40.6% (628)	40.6% (547)

Notes: The numbers in parentheses indicate the size of the entering freshman cohorts.

IUPUI Columbus students are distributed among the entry program categories as appropriate.

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Display 13 shows the change in DFW rate from fall 1996 to fall 1997 among courses with traditionally high rates that are taken by large numbers of first-year students. Overall, the rate among these courses increased slightly, but one half of one percent. However, the DFW rate increased notably in two courses on the list (Math 111 and ECON E201) and decreased notably in three courses (SOC R100, ENG W001, and COMM R110). The decline in DFW rate of 2.1 points is also notable for MATH 001, since this course enrolls the largest number of new students.

Although the declining retention rates may be understood in part by the increasing number of under-prepared students, IUPUI has devoted significant time and effort toward programs intended to improve retention among this group. Learning communities and supplemental instruction (peer mentoring) are two such programs. In fall 1997 the learning communities program was geared almost entirely to students who were admitted conditionally to the university. Given the size of this group, not all could be accommodated last year within learning communities. Just under one-half (45%) of the conditional admits, as well as a small proportion of other new students (12%) enrolled in learning communities in fall 1997.

**Display 13. DFW Rates (in Percent) in Select Freshman Courses, Fall Semesters 1996 and 1997**

	Enrollment		DFW Rate			Withdrawal Rate	
	Fall 1996	Fall 1997	Fall 1996	Fall 1997	Change	Fall 1996	Fall 1997
Math 153	586	641	60.9	61.6	0.7	34.5	35.9
Math 154	319	269	51.7	53.5	1.8	34.8	27.9
Math 111	1512	1490	32.6	41.7	9.1	15.7	21.7
Math 001	2279	2287	40.7	38.6	-2.1	18.1	16.9
Econ E201	559	617	30.8	38.2	7.5	14.9	17.0
Psy B104	1366	1403	35.2	36.6	1.4	9.9	10.6
Soc R100	818	865	38.9	34.0	-4.9	8.6	11.8
Eng W131	1750	1693	30.8	32.0	1.2	12.8	15.3
Math M118	598	667	33.1	31.3	-1.8	18.7	16.5
Eng W001	837	530	35.7	31.1	-4.6	12.3	9.3
Comm R110	1030	1089	31.0	26.2	-4.8	16.4	14.0
<b>Total</b>	<b>11654</b>	<b>11551</b>	<b>36.6</b>	<b>37.1</b>	<b>0.5</b>		

Note: Data are based on grades as of 11/13/98

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Display 14 shows that the first-year retention rate among those within learning communities was significantly higher than among all students, and especially among the conditional admits who were enrolled in the largest numbers. Even when controlling for important differences among those who enrolled in learning communities compared to those who did not (e.g., credit load and course grades), the learning communities still had over a four percent impact on the overall retention rate as shown in Display 15.

**Display 14. One-Year Retention by Participation in Learning Communities, Entry Status and Course Load of Fall 1997 Beginning Freshmen (Indianapolis Only)**

	Learning Community		Non-Participant	
	N	Ret. Rate	N	Ret. Rate
<b>All Students</b>				
UEC Preparatory	680	56.6%	844	43.4%
All Others	103	68.0%	782	62.9%
<b>Total</b>	<b>783</b>	<b>58.1%</b>	<b>1626</b>	<b>52.8%</b>
<b>Full-Time Students</b>				
UEC Preparatory	551	58.4%	490	48.2%
All Others	89	73.0%	639	67.9%
<b>Total</b>	<b>640</b>	<b>60.5%</b>	<b>1129</b>	<b>59.3%</b>
<b>Part-Time Students</b>				
UEC Preparatory	129	48.8%	354	36.7%
All Others	14	35.7%	143	40.6%
<b>Total</b>	<b>143</b>	<b>47.6%</b>	<b>497</b>	<b>37.8%</b>

Note. Participation in a Learning Community is based on section enrollment as of census.

**Display 15. Impact of Learning Communities on Retention Rates when Controlling for Differences in Student Grades and Course Load Status**

	Learning Community	Non-Participant
UEC Preparatory	58.3%	54.7%
All Others	59.6%	54.7%
<b>Overall</b>	<b>59.5%</b>	<b>55.3%</b>

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## The Relationship between Remedial Course Placements and Retention

Display 16 shows the strong relationship between remedial placements in English (writing) and math, and the retention rate. The higher the level of initial placement, the more likely the student will be retained to the second year. This relationship does not hold for reading placements, which are characterized by several mitigating factors. For one, many students with learning disabilities, who have other compensating mechanisms that offset their reading difficulties, achieve low reading scores. In addition, IUPUI has several intensive programs, such as the Student Mentoring/Advising Program (MAP) that have had success serving the needs of students with reading deficiencies.

**Display 16. Retention Rates by Placement in Writing, Math and Reading and Course Load**

Writing Course			Math Course			Reading Course		
Placement	N	Retention Rate	Placement	N	Retention Rate	Placement	N	Retention Rate
<b>All Students Combined</b>			<b>All Students Combined</b>			<b>All Students Combined</b>		
ESL	46	73.9%	M010	137	48.2%	Gateway	30	70.0%
E010	2	50.0%	001	2019	52.2%	X150	267	53.2%
W001	559	46.3%	111	455	62.7%	X152	332	54.2%
W131	1981	55.3%	Col Level	49	73.5%	Exempt	1999	53.9%
W140 or Exempt	69	68.1%	No Test	41	43.9%	No Test	73	53.4%
No Test	44	54.6%	<b>Full-Time Students</b>			<b>Full-Time Students</b>		
<b>Full-Time Students</b>			M010	77	54.6%	Gateway	20	70.0%
ESL	36	75.0%	001	1435	57.7%	X150	190	61.1%
E010	2	50.0%	111	393	63.6%	X152	217	59.9%
W001	387	51.7%	Col Level	42	78.6%	Exempt	1492	58.7%
W131	1463	60.3%	No Test	19	52.6%	No Test	47	59.6%
W140 or Exempt	54	68.5%	<b>Part-Time Students</b>			<b>Part-Time Students</b>		
No Test	24	66.7%	M010	60	40.0%	Gateway	10	70.0%
<b>Part-Time Students</b>			001	584	38.7%	X150	77	33.8%
ESL	10	70.0%	111	62	58.1%	X152	115	43.5%
E010	0	0.0%	Col Level	7	42.9%	Exempt	507	40.0%
W001	172	34.3%	No Test	22	36.4%	No Test	26	42.3%
W131	518	41.1%						
W140 or Exempt	15	66.7%						
No Test	20	40.0%						

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## Retention beyond First-Time Freshmen

This past year, the director of IMIR conducted a national study to develop a new retention measure. Funded by the Coalition of Urban and Metropolitan Universities, the new measure has the dual purpose of incorporating all undergraduate students within a college or university, and controlling for differences in student body composition among the participating institutions.

The adjusted retention index starts with all undergraduates enrolled in a particular semester (fall 1996). Students are categorized according to entry status (first-time freshmen, new transfer, continuing), class level (first year, second year, third year, fourth year), semester credit load (1-6, 7-11, 12-14, 15+ credits) and cumulative grade-point average at the end of the initial fall semester (0.00-1.49, 1.50-2.49, and 2.50+). Retention rates were calculated for each combination of these categories at each institution. Furthermore, weights were established for each category according to the proportion of students in that category over all institutions. The weights for the entire population are then applied to the individual category retention rates at each institution and summed across all category combinations to derive an adjusted retention index. This retention index controls for differences in student characteristics across universities much like a cost-of-living index controls for differences in consumer purchasing behaviors over time.

Display 17 shows the retention rate among various subgroups of students before and after this adjustment technique is applied. The rates are shown for the traditional first-time, full-time freshmen cohort, as well as for all first-time freshmen, new transfers, continuing students, and all undergraduates. The first two columns of the display show the rates at IUPUI for the 1997 and 1996 student cohorts, respectively. This is followed by the rate among the fall 1996 cohort for a comparison group drawn from among the 26 institutions that participated in the study nationally, as well as for the entire national sample.

Looking at the 1996 cohort data first, this analysis reveals that the gap between IUPUI's initially low rates and the comparison group and entire sample is lessened significantly by the adjustment. However, IUPUI still remains below the comparison group with regard to new student retention rates. The differences in retention among continuing students and all undergraduates, combined, disappear completely. Therefore, differences in student characteristics according to course load, class level and grade performance explain a significant amount, but not all of the difference between retention at IUPUI and the other institutions included in this study.

Looking now at the fall 1997 cohort numbers for IUPUI, one can see that the adjustment does not do as much to bring the IUPUI rates up to either last year's levels at IUPUI, or to the national norms. This follows from the changes at IUPUI toward more full-time students, who are normally retained at higher rates. In addition, although not shown here, the average grades of the 1997 group of IUPUI freshmen actually increased slightly from the 1996 levels. This too should have brought IUPUI's overall unadjusted rate up. Since retention rates fell despite the increase in full-time students and in grade performance, IUPUI fares less well with the adjustment.

#### Display 17. Comparative Retention Rates Before and After Adjusting for Differences in Student Characteristics

Before Adjusting	IUPUI		Comparison	
	1997-98	1996-97	Group	Entire Sample
1. First-Time, Full-Time Freshmen	59%	61%	71%	75%
2. All First-Time Freshmen	54%	56%	69%	72%
3. New Transfers	60%	56%	71%	70%
4. Continuing Students	72%	71%	76%	79%
5. All Undergraduates	69%	68%	74%	77%
<b>After Adjusting</b>				
	IUPUI		Comparison	
	1997-98	1996-97	Group	Entire Sample
1. First-Time, Full-Time Freshmen	66%	69%	74%	75%
2. All First-Time Freshmen	63%	66%	71%	72%
3. New Transfers	68%	67%	71%	70%
4. Continuing Students	78%	79%	77%	79%
5. All Undergraduates	75%	76%	75%	77%

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#### School Retention Rates

Retention rates among students enrolled in school major programs are typically much higher than the rate among first-year students. In general, retention rates increase as students get closer to attaining a degree. Retention is also higher among students who achieve good grades and among those who take full-time class loads. Programs with high entry standards, those enrolling large numbers of upper-class students, and those with more full-time students will tend to retain students at the highest rates. Having a retention index that controls for differences in student level, credit load and grade performance allows one to examine more directly retention rate differences among IUPUI's academic schools.

Display 18 shows the unadjusted and adjusted retention rates among IUPUI's academic schools for the past five years. One can see from this display that the adjustment process has different effects on the various schools. As one would expect, the adjustment rate has the largest impact on UEC preparatory program students since these students are primarily freshmen who attain lower course grades on average. The adjustment also pulls up the rate of students in the School of Continuing Studies, which includes many who attend on a part-time basis. In general, the adjustment process will tend to pull down the rates of those with the highest initial retention levels, and pull up those with the lowest initial levels. It is most interesting to note those schools at the high end who are not pulled down (e.g., Social Work and Business), those at the lower end who are not pulled up (e.g., Science), and especially those in the middle who are brought down (e.g., Education). For these schools, one can say that factors other than those controlled for in this study—class level, credit load, and grade performance—count more toward the likelihood of students persisting or withdrawing.

**Display 18. Unadjusted and Adjusted One-Year Retention Rates by School, 1993-1997**

School	Number of Enrolled Students					Unadjusted One-Year Retention Rates					Adjusted One-Year Retention Rates				
	1993	1994	1995	1996	1997	1993	1994	1995	1996	1997	1993	1994	1995	1996	1997
Allied Health	1139	1170	1131	1050	978	73%	76%	77%	77%	78%	69%	71%	72%	75%	76%
Business	869	813	831	862	897	85%	85%	86%	87%	87%	88%	87%	85%	84%	86%
Continuing Studies	800	685	703	799	841	66%	70%	67%	66%	69%	79%	78%	76%	72%	77%
Dentistry	127	132	147	138	127	92%	92%	91%	93%	90%	94%	85%	88%	90%	88%
Education	1216	1261	1267	1364	1340	80%	79%	79%	77%	76%	80%	76%	77%	75%	72%
Engr & Tech	2265	2074	1960	1905	1897	74%	73%	74%	73%	77%	79%	77%	81%	79%	80%
Herron	482	481	525	571	664	74%	79%	76%	78%	72%	76%	80%	78%	80%	73%
Journalism	75	76	65	79	65	81%	72%	85%	72%	83%	87%	82%	89%	80%	86%
Liberal Arts	2018	2062	1864	1613	1481	72%	70%	71%	70%	71%	71%	76%	74%	76%	75%
Nursing	1734	1189	981	843	750	78%	84%	86%	89%	89%	75%	84%	76%	84%	84%
Phys Educ	325	329	372	383	376	71%	71%	70%	74%	70%	77%	78%	77%	76%	76%
Science	1056	1109	1214	1306	1274	76%	76%	75%	75%	73%	76%	77%	76%	76%	73%
Social Work	166	173	186	177	165	94%	86%	88%	91%	93%	88%	90%	89%	87%	92%
SPEA	655	664	656	623	616	76%	78%	80%	77%	77%	79%	82%	83%	82%	79%
UEC	4105	3993	4262	4482	4831	59%	61%	63%	61%	63%	72%	71%	75%	72%	74%
UECp	2860	2655	3040	3377	3421	49%	48%	51%	49%	49%	69%	70%	76%	69%	74%
<b>Grand Total</b>	<b>19894</b>	<b>18867</b>	<b>19206</b>	<b>19572</b>	<b>19723</b>	<b>68%</b>	<b>69%</b>	<b>70%</b>	<b>68%</b>	<b>69%</b>	<b>75%</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>	<b>75%</b>

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## Overall School Enrollment Trends

Enrollment trends in IUPUI's academic schools are affected by a number of factors. Trends in new student enrollments, especially among transfers, play an important role, as do factors such as student demand, program capacity, and organizational changes. Display 19 summarizes the trends in the number of student majors within the various academic units and major programs of IUPUI. One can immediately see in this table the impact of new student trends on the size of University College (compared to its predecessor, the combined programs of the Undergraduate Education Center or UEC). Also related to this increase is a portion of the decline in students who were previously considered to be within the School of Liberal Arts. That is, students who attained 56 credit hours but had not yet been admitted to a degree program were placed within Liberal Arts. The number of Liberal Arts "non-majors" has declined steadily since this practice was discontinued. The number of true Liberal Arts majors declined earlier in the time period shown in this table, but has been relatively stable over the past three years.

Education and Engineering and Technology continue to remain the academic home of the largest number of student majors at IUPUI. Science, Business, Liberal Arts, Medicine, and Nursing all have at least 1000 student majors. Public and Environmental Affairs (SPEA) and Allied Health remain close to the 1,000 major mark, although both are down from their enrollment levels in earlier years. The decline in Nursing enrollments over the past five years is partly a result of organizational changes and partly due to decreasing demand. However, the Nursing enrollments seem to have held steady over the past year.

**Display 19. Trends in Headcount by Student School**

School	Fall Semester					Pct. Chng
	94	95	96	97	98	97 to 98
Allied Health	1173	1136	1056	988	903	-8.6%
Business	1230	1188	1165	1197	1232	2.9%
Columbus	1455	1413	1485	1492	1485	-0.5%
Continuing Studies	648	670	741	778	780	0.3%
Dentistry**	587	612	626	642	633	-1.4%
Education	1995	1952	2064	2052	2027	-1.2%
Engr And Tech	2085	1982	1953	1936	1972	1.9%
Grad Non-Degree	1366	1446	1242	1173	1228	4.7%
Graduate School	313	338	339	364	373	2.5%
Herron School Of Art	496	542	586	676	686	1.5%
Journalism	76	65	79	65	56	-13.8%
Law	841	835	836	862	887	2.9%
Liberal Arts	2059	1868	1643	1518	1365	-10.1%
Majors	1363	1275	1168	1172	1169	-0.3%
Non-Majors	696	593	475	346	196	-43.4%
Library, Info Science	125	149	177	206	188	-8.7%
Medicine	1098	1110	1118	1119	1124	0.4%
Music	1	2	17	12	19	58.3%
Nursing	1716	1477	1265	1081	1056	-2.3%
Physical Education***	336	374	384	380	347	-8.7%
Public & Envir Affairs	1125	1057	1045	964	953	-1.1%
Public Health-Med	0	0	0	0	31	*
Science	1300	1427	1502	1446	1449	0.2%
Social Work	477	544	554	526	542	3.0%
Transient	232	201	150	175	203	16.0%
University College	6032	6551	6984	7384	8282	12.2%
<b>Grand Total</b>	<b>26766</b>	<b>26939</b>	<b>27011</b>	<b>27036</b>	<b>27821</b>	<b>2.9%</b>

\*Unable to calc(inv div by 0); \*\*Includes DAED; \*\*\*Includes RHIT

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Display 20 shows the other side of school-based enrollments: credit hours generated in school-based courses. For those schools that serve primarily their own majors (e.g., Allied Health, Nursing, Dentistry, Law, Medicine), credit hour enrollments follow closely from student major enrollment trends. For schools that offer many service courses (e.g., Liberal Arts and Science), credit hour trends follow more closely with new student trends. Engineering and Technology also appears to be benefiting from the increasing numbers of new students as more students seek technology courses to support their academic and career plans.

**Display 20. Trends in Course Credit Hours by School**

Course School	Fall Semester					Pct. Chng 97 to 98
	94	95	96	97	98	
Allied Health	7,118.0	7,347.5	7,045.0	7,198.0	6,817.0	-5.3%
Business	14,126.0	14,343.0	15,200.0	15,712.0	17,871.0	13.7%
Columbus*	11,005.0	11,487.0	12,836.0	13,224.0	13,115.0	-0.8%
Continuing Studies	85.0	131.0	134.0	280.0	245.0	-12.5%
Dentistry	7,898.5	8,156.5	9,035.0	9,021.0	10,662.0	18.2%
Education	13,012.0	13,290.0	13,803.0	12,984.5	12,224.0	-5.9%
Engr and Tech	15,882.0	14,810.0	14,222.0	16,802.0	17,878.0	6.4%
Graduate School	183.0	181.0	160.0	141.0	356.0	152.5%
Herron Art	5,898.0	6,076.0	6,388.0	7,324.0	7,502.0	2.4%
Journalism	831.0	844.0	892.0	760.0	932.0	22.6%
Law	10,533.0	10,839.0	10,646.0	11,034.0	11,389.0	3.2%
Liberal Arts	49,699.0	51,419.0	53,092.0	55,581.0	57,810.0	4.0%
Library, Info Sci	715.0	898.0	981.0	1,033.0	1,035.0	0.2%
Medicine	20,621.0	20,791.0	20,905.5	20,416.5	18,869.0	-7.6%
Music	2,010.0	2,194.0	2,446.0	2,675.0	3,057.0	14.3%
New Media	-	-	-	-	258.0	***
Nursing	12,464.0	12,286.0	10,810.0	9,382.0	8,958.0	-4.5%
Physical Education	5,192.0	5,923.0	6,233.0	5,857.0	6,213.0	6.1%
Public & Envir Affairs	8,161.0	7,570.0	7,868.0	7,600.0	7,607.0	0.1%
Science	55,793.0	59,278.0	61,473.0	62,822.0	65,350.0	4.0%
Social Work	5,344.0	6,280.0	6,665.0	6,372.0	6,222.0	-2.4%
All Others	62.0	75.0	73.0	119.0	701.0	489.1%
<b>Grand Total</b>	<b>246,632.5</b>	<b>254,219.0</b>	<b>260,907.5</b>	<b>266,338.0</b>	<b>275,071.0</b>	<b>3.3%</b>

\*Includes all courses offered at Columbus

(Back to [Table of Contents](#), [List of Displays](#))**Credit Hours Generated by Graduate Non-Degree Students**

Graduate non-degree students represent another significant group of students who take courses in schools without being enrolled as degree-seeking students. There are two different subgroups of graduate non-degree students. One group includes students already enrolled in particular schools, who are guaranteed matriculation into a degree program upon successfully completing certain entry requirements. The other, larger group comprises those who have not yet sought admission to a specific program. They may be exploring graduate program options or may be taking courses for professional or personal interests. Any student who already has a bachelor's degree must be admitted as a graduate non-degree student to take courses at IUPUI.

Display 21 shows recent trends in the types of classes taken by graduate non-degree students. There are clear differences in the course-taking behaviors between the two groups of graduate non-degree students with little or no change in these behaviors over time. About seven out of ten credits taken by those not yet enrolled in a specific school are in undergraduate level courses. Conversely, school-affiliated graduate non-degree students enroll in mostly graduate level courses. Since the non-school-affiliated group is larger, it works out that graduate non-degree students take a majority of their courses at the undergraduate level. Given the size of this group, they are an important source of students for upper division courses throughout IUPUI. They also represent a large pool of potential students for our graduate and professional programs.

**Display 21. Number and Percent of Credit Hours Taken by Graduate, Non-Degree Students by Course Level**

Course Level		1994	1995	1996	1997	1998
<b>Students not affiliated with any specific academic school</b>						
Undergraduate	N	4020	4613	3892	3679	3767
	%	66%	71%	69%	69%	69%
Graduate	N	2038	1904	1725	1648	1722
	%	34%	29%	31%	31%	31%
<b>Students affiliated with a specific academic school</b>						
Undergraduate	N	2224	1867	1597	1987	1698
	%	48%	44%	34%	43%	37%
Graduate	N	2396	2355	3076	2606	2833
	%	52%	56%	66%	57%	63%
<b>All Graduate Non-Degree Students</b>						
Undergraduate	N	6244	6480	5489	5666	5465
	%	58%	60%	53%	57%	55%
Graduate	N	4434	4259	4801	4253	4555
	%	42%	40%	47%	43%	45%

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## Summary and Conclusions

Fall 1998 enrollments at IUPUI appear strong from a quantitative perspective. Credit hour enrollments reached an all-time high and student headcount is the second highest in the institution's history. However, behind these overall strong numbers lie some troubling trends.

This report documents, for the most part, a pattern of decline in retention rates. The decline can be attributed directly to the larger number of under-prepared students enrolling at IUPUI. The campus has in fact moved from a majority of returning adult students to a majority of traditional-aged students. The mean age of beginning full-time students for fall 1998 is 19; and, for part-time students, it is an average of 22. The campus has launched new programs to help these students make a successful transition to university study. Both the learning communities initiative and the supplemental instruction programs are making a positive impact on the academic achievement and persistence of entering IUPUI students. The adoption of the Principles of Undergraduate Learning, coupled with faculty attention to the implementation of those principles and the assessment of student learning outcomes are expected to complement these efforts. The continuing assessment of interventions is an essential priority for IUPUI.

IUPUI has the highest percentage of graduate and graduate/professional enrollments in the state (26% compared to 22% at Bloomington and 18% at West Lafayette). It ranks in the top ten in the country with regard to number of first professional students (Medicine, Dentistry and Law) and among the top five in graduate non-degree enrollments. However, master's and doctoral program enrollments do not match these levels comparatively. Particularly troubling, but not surprising given national trends, is the decline in doctoral enrollments. IUPUI still has a way to go with doctoral degree production to reach Research I classification.

There are several notable gaps between certain IUPUI enrollment goals (improve undergraduate retention rates, attract higher quality students, attain Research I status) and others (maintain access and optimize tuition revenues). IUPUI's mission commits us to both access and excellence. In many ways, the campus has demonstrated that these two principles can be pursued simultaneously. However, we also know from such indicators as our retention rate that, despite many promising efforts, we have to transform access to success for more of our students than we do at present. Certainly, this will only be possible through well coordinated, carefully implemented, and thoroughly evaluated efforts.

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## For Further Details

This enrollment report and analysis provides an overview for the IUPUI campus. The Office of Information Management and Institutional Research provides this analysis as part of its Fall Enrollment Report series. This series also includes a set of tables regarding fall 1997 enrollments and enrollment trends over the past five years. IMIR also generates profile and trends reports for each academic school as well as for UEC and IUPUI Columbus. Copies of these reports are circulated to the campuses executive administrators, school deans, and faculty and staff who serve on campus committees concerned with academic and student affairs.

IMIR also encourages members of the campus community to request more specific views of these and other relevant institutional data by contacting our office by phone (278-2282), or by using the "Information Request" form on our web page.

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