

Introduction

2001 represents a successful year for IUPUI as student enrollment peaked at 28,339 and students took a record number of credit hours (284,406). This change in headcount enrollment reverses a two-year downward trend, and represents the largest one-year increase in the last decade. Credit hours increased by over 7,000 hours, far greater than the modest gains of the last two years. Like Indianapolis, most of the regional campuses saw increases in both headcount and credit hour enrollment, and overall student enrollment at Indiana University increased by 2.6% to 96,219. These trends are encouraging as the Community College of Indiana continues to gain momentum, and as IUPUI strengthens its admission policies.

At the undergraduate level, numeric increases in both new transfers and returning students helped offset the declines in new beginning students. Since 1998, the number of first-time freshmen has declined by an average annualized rate of 5.6%. The greatest source of this loss has been in University College, and in particular, from the number of conditional admits. Since 1998 the number of conditional admits to IUPUI has decreased by one-third (30.6%), largely as a result of our revised admission policies and affiliation with the Community College of Indiana. During 2001, IUPUI enrolled 535 more undergraduate students however, an increase of 2.7% from Fall 2000.

At the graduate level, campus-wide increases are entirely attributable to master's degree and non-degree program enrollments. Master's degree program enrollments increased for the fourth consecutive year, and by a margin unmatched in the last ten years (10.7%, 272 students). The number of students enrolled as graduate, nondegree students increased by 4.9%, reversing a two-year downward trend. Doctoral program enrollments declined by almost 10% (28 students) after a slight increase in 2000, and first professional program enrollments (MD, DDS, JD) fell slightly for the third consecutive year.

This year's enrollment report looks at some of these trends in greater detail. It monitors developments along several fronts, including where new and returning students come from, in what programs they enroll, and their retention and progression toward graduation. We also examine trends in the academic and demographic characteristics of students who pursue their studies at IUPUI. Finally, we review the overall composite profile of IUPUI undergraduate, graduate, and first professional students.

Highlights

- Credit hour enrollment increased by over 7,000 hours (2.8%), a much greater margin than last year's increase.
- Headcount enrollment reversed a two-year downward trend and increased by 3.1%, with the most substantial percentage increases occurring at the graduate/professional level.
- Graduate and first professional enrollments increased by 4.5%, led entirely by above-average changes in master's degree (10.7%) and graduate, non-degree (4.9%) program enrollments.
- This year's loss of over 200 first-time freshmen (-6.9%) was somewhat offset by increases in the number of new undergraduate transfers and non-degree students (6.0% collectively). Overall, however, there was a 2.3% decline in new undergraduate students.
- The largest net increase in transfer students returned Ivy Tech-Indianapolis to first place among transfer feeders. Despite the second largest net decrease in transfer students, Purdue's West Lafayette Campus claimed the second place standing.
- The academic profile of IUPUI entering students improved modestly, led by a notable decline in the number of students coming to IUPUI from the bottom third of their high school class.
- The overall increase in IUPUI enrollment masks notable changes in enrollment among IUPUI's diverse array of academic programs.
- Retention rates for new and continuing undergraduate students have increased this year, with consistently higher persistence seen among junior and senior level students. Among academic programs, schools that retain a higher percentage of students do so at all class levels, while schools with comparatively low rates are often so for all class levels.

IUPUI Growth Compared to Other IU Campuses

Overall student enrollment at Indiana University increased for seven of the eight IU campuses. Each of these seven campuses experienced increases in both headcount and credit hours, with the largest numerical increases at the Bloomington campus and the highest percentage increases at the Richmond (East) campus. IU Northwest saw a slight decline in headcount, and for the second consecutive year a greater decline in credit hours. Display 1 summarizes these changes, showing that

Display 1. Fall 2001 Enrollment by Campus

	Headcount		Credit Hours		Pct. Change in Headcount & Credit Hours				
	Number	% Chg ³	Number	% Chg ³	-10.0%	-5.0%	0.0%	5.0%	10.0%
Bloomington	37,963	2.4%	503,460.5	2.7%					
IUPUI ¹	28,339	3.1%	284,406.0	2.8%					
East	2,469	5.7%	22,378.0	9.0%					
Fort Wayne ²	6,094	4.5%	59,115.0	6.3%					
Kokomo	2,741	2.2%	24,600.0	2.8%					
Northwest	4,639	-0.2%	41,764.0	-2.5%					
South Bend	7,417	2.3%	65,894.0	4.7%					
Southeast	6,557	2.0%	59,112.0	2.7%					
IU Total	96,219	2.6%	1,060,729.5	3.0%					

¹ Includes IUPU Columbus; ² Includes enrollment in IU programs only; ³ From Fall 2000 enrollment levels

non-degree students that are larger than the noted decreases in the number of new undergraduates. After several years of actual decline, this upward trend in the number of continuing students bodes well for campus efforts in student retention. Moreover, despite their decline from a relatively stable rate in 2000, the number of new undergraduates remains only slightly off from their peak during Fall 1998, and still much greater than levels from earlier in the ten-year time period.

New Students

Ten-Year Trends

The relatively small percentage decline in new undergraduates shown in Display 2 masks an even larger percentage decline in new freshmen, a trend that is somewhat offset by increases in both new transfers and non-degree students. These opposing trends are illustrated in Display 3. The numeric decline in first-time freshmen between Fall 2000 and Fall 2001 (222) was almost twice as great at the combined increase in new transfers (102) and non-degree students (12). Because of a slight drop in the number of inter-campus transfers (30), the net impact for Fall 2001 enrollment was a 2.3% decline in the number of new undergraduate students. In the next

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

Fall Semester	Undergraduate Students				Graduate/Professional Students					Grand Total
	Total	New ¹	Continuing	Non-Degree	Total	Masters ²	Doctorate	Professional	Non-Degree	
1992	21,387	4,037	16,663	687	6,895	2,195	320	2,227	2,153	28,282
1993	20,342	3,633	16,212	497	7,156	2,229	354	2,241	2,332	27,498
1994	19,435	3,369	15,453	613	7,279	2,314	368	2,277	2,320	26,714
1995	19,616	4,100	15,056	460	7,270	2,281	386	2,296	2,307	26,886
1996	19,910	4,483	15,051	376	7,058	2,212	358	2,312	2,176	26,968
1997	20,078	4,464	15,209	405	6,905	2,074	346	2,365	2,120	26,983
1998	20,628	4,934	15,302	392	7,150	2,232	309	2,381	2,228	27,778
1999	20,357	4,824	15,181	352	7,170	2,376	280	2,379	2,135	27,527
2000	20,160	4,823	14,969	368	7,314	2,543	284	2,374	2,113	27,474
2001	20,695	4,703	15,597	395	7,644	2,815	256	2,356	2,217	28,339

Percent Change										
Past year	2.7%	-2.5%	4.2%	7.3%	4.5%	10.7%	-9.9%	-0.8%	4.9%	3.1%
Ten year	-3.2%	16.5%	-6.4%	-42.5%	10.9%	28.2%	-20.0%	5.8%	3.0%	0.2%
Peak Year	1992	1998	1992	1992	2001	2001	1995	1998	1993	2001
Rank of 2001	2	4	3	6	1	1	10	5	5	1

¹ Includes students who first matriculated during the preceding summer sessions.
² Includes students in specialist and post-baccalaureate certificate programs.

IUPUI was in the middle with respect to headcount and credit hour enrollment increases between Fall 2000 and 2001.

Ten-Year IUPUI Enrollment Trends

Display 2 summarizes the overall ten-year trend in headcount enrollment at IUPUI and shows the changes for new, continuing, and non-degree students at both the undergraduate and graduate/professional level.

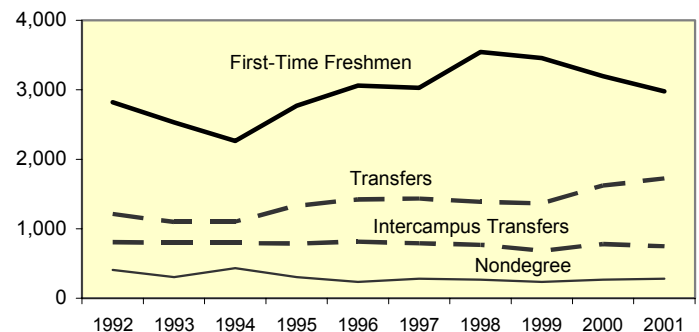
Graduate/professional enrollments reached an unprecedented level this semester, led by aggressive enrollment in master's degree programs. The 'first professional' programs in Medicine (MD), Dentistry (DDS), and Law (JD) continue their strong and steady presence. Despite a brief stabilization in 2000, doctoral enrollment again saw a slight decline in 2001. This downward trend remains a significant concern for a campus interested in attaining the new 'doctoral extensive' classification within the Carnegie system, which requires the university to confer 50 doctoral degrees annually.

To a much greater extent, undergraduate enrollment trends in 2001 are defined by increasing numbers of continuing and

Display 3. Ten Year Trends in New Undergraduate Student Enrollments

Fall Semester	First-Time Freshman	External Transfers	Inter-Campus Transfers ¹	Non-Degree Students ¹	Grand Total
1992	2,822	1,215	810	412	5,259
1993	2,532	1,101	801	311	4,745
1994	2,267	1,102	796	431	4,596
1995	2,768	1,332	790	306	5,196
1996	3,059	1,424	818	239	5,540
1997	3,026	1,438	793	287	5,544
1998	3,544	1,390	768	269	5,971
1999	3,458	1,366	686	240	5,750
2000	3,200	1,623	780	271	5,874
2001	2,978	1,725	750	283	5,736

¹ Includes students from other IU Campuses who never previously attended IUPUI or IUPU Columbus for a fall or spring semester.



section of this report, however, we will look at the academic preparedness of the undergraduate students we are attracting, and discuss the impact for the campus.

The first two columns in Display 3 represent the students included in the 'new undergraduate' column of Display 2. However, there are two other groups of students who can be considered as new to IUPUI, even though not reflected as such in Display 2. Students who continue their studies at IUPUI after beginning at another IU campus ('intercampus transfers') are not considered to be 'new' according to official university definitions. This group of students declined notably during the early 1990s, held steady during the mid 1990s, and then underwent a sharp decline before rebounding over the past two years. For 2001, the number of intercampus transfers to IUPUI fell by 30 students (3.8%). New non-degree undergraduate enrollments have vacillated somewhat over the past few years after declining notably between Fall 1994 and Fall 1995. For 2001, this group of students increased by 4.4% (12 students).

Academic Background of First-Time Freshmen

For this year's report, we continue to monitor the academic background of IUPUI's first-time freshmen. Prior success in high school and college entrance examinations remain the best available indicators of likely success in college. As part of our mission, IUPUI admits students with a broad range of academic credentials. Moreover, because of our long-standing effort to coordinate educational services with the Ivy Tech campus in Indianapolis and the continued growth of the Community College of Indiana, IUPUI continues to strengthen its admission policies. Alongside the number of students we are attracting, it is imperative to consider the quality of students. For this report, we will review the one-year changes among beginning freshmen, and the possible implications of the new admission standards.

For 2001 we again see a collective increase in the academic background indicators such as percent admitted conditionally, SAT scores, high school rank, and the number of college preparatory units (high school units) completed by entering freshmen. Display 4 provides a profile of these students and shows that with minimal exception, all groups continued an upward trend that began in 1999. A macro measure of the level of preparedness of first-time freshmen is the percentage admitted conditionally based on their entry qualifications. This fall just 55.7% of new freshmen were conditional admits. Although that is a significant portion, it's down 9 percentage

points from last fall. Together, new freshmen this year had SAT scores that were 14 points higher than Fall 2000, and a growing number of them placed in the middle third or higher of their graduating class. Also this year, fewer first-time freshmen required remedial courses in math, as this percentage declined by nearly five points from Fall 2000 (59.5% from 64.0%).

A related impact of the new admissions criteria involved deferring the least qualified applicants to Ivy Tech Indianapolis. More than 700 students were referred to Ivy Tech Indianapolis in 2001, a slight increase from Fall 2000.

Display 4. Profile and Qualifications of Beginning Freshmen

	Fall Semesters					Net Chg. '00 to '01
	1997	1998	1999	2000	2001	
<i>Number of Beginning Freshmen</i>						
IUPUI Total	3,026	3,544	3,458	3,200	2,978	-222
Direct/Dual Admits	467	483	513	506	563	57
University College Overall	2,559	3,061	2,945	2,694	2,415	-279
Regular Admits	728	669	773	636	756	120
Conditional Admits	1,831	2,392	2,172	2,058	1,659	-399
<i>Percent Conditional</i>						
Overall	60.5%	67.5%	62.8%	64.3%	55.7%	-8.6%
Minority	75.1%	79.7%	74.0%	76.8%	61.4%	-15.4%
African American	80.4%	82.7%	80.6%	80.9%	68.8%	-12.1%
<i>Percent Full- vs. Part-time</i>						
Full-Time	71.2%	72.7%	74.1%	77.5%	76.5%	-1.0%
Part-Time	28.8%	27.3%	25.9%	22.5%	23.5%	1.0%
<i>Distribution by Gender</i>						
Women	56.8%	54.2%	55.3%	56.3%	58.2%	1.9%
Men	43.2%	45.8%	44.7%	43.8%	41.8%	-2.0%
<i>Distribution by Ethnicity</i>						
African American	11.5%	11.4%	10.9%	10.3%	9.7%	-0.6%
Asian American	2.2%	1.9%	2.2%	2.3%	2.2%	-0.1%
Hispanic American	1.0%	1.0%	1.5%	1.7%	1.7%	0.0%
Native American	0.3%	0.2%	0.3%	0.3%	0.4%	0.1%
Percent Minority	15.0%	14.4%	14.9%	14.7%	14.0%	-0.7%
All Others	85.1%	85.6%	85.1%	85.3%	86.1%	0.8%
<i>Average SAT Score</i>						
IUPUI Total	945	940	950	957	971	14
Direct/Dual Admits	1059	1086	1091	1097	1099	2
University College Overall	919	912	921	927	937	10
Regular Admits	1007	1024	1015	1017	1001	-16
Conditional Admits	874	874	881	895	900	5
<i>Average Percentile Rank in High School</i>						
IUPUI Total	51	49	52	54	58	4
Direct/Dual Admits	72	72	75	76	77	1
University College Overall	46	46	48	50	53	3
Regular Admits	67	68	69	72	69	-3
Conditional Admits	38	40	40	43	46	3
<i>Average Total High School Units</i>						
IUPUI Total	15.0	15.3	15.9	16.2	16.5	0.3
Direct/Dual Admits	17.4	17.7	17.8	18.2	18.4	0.2
University College Overall	14.5	14.9	15.6	15.9	16.1	0.2
Regular Admits	17.2	17.5	17.6	17.8	17.7	-0.1
Conditional Admits	13.4	14.2	14.9	15.3	15.4	0.1
<i>Percent Requiring a Remedial Course</i>						
Reading	24%	28%	20%	na	na	na
Math	81%	81%	77%	64%	59%	-5%
Writing	21%	29%	16%	15%	na	na
<i>Distribution by Percentile Rank of Recent H.S. Graduates¹</i>						
Top 10%	6.3%	5.9%	7.0%	6.8%	8.7%	1.9%
Top Third	33.6%	32.3%	33.1%	37.4%	41.8%	4.4%
Middle Third	40.4%	39.4%	42.5%	43.4%	46.1%	2.7%
Bottom Third	26.0%	28.3%	24.5%	19.2%	12.1%	-7.1%

¹Includes only those beginners with rank data on file

Geographic Origin of New Students

For 2001, IUPUI maintained a steady presence in the geographic areas that have comprised the university's market share during the past several years. About two-thirds (60.5%) of new freshmen again came from Marion County and the seven contiguous counties that make up the Indianapolis metropolitan area. Within Marion County, however, there were substantial one-year declines in the number of students matriculating from the Indianapolis Public School System (IPS), and the township districts. Display 5 summarizes the county of origin of new freshmen, showing that students from the closest school district, IPS, continue to represent only a small percentage of new students. As a whole, Marion County provides nearly one-third (32.7%) of new freshmen students at IUPUI. A new development this year lies in the number of students matriculating from the surrounding counties. In 2001, the total number of students from the surrounding counties was slightly higher than the number of students from Marion County Township and private schools.

The overall decline in first-time freshmen was indiscriminately spread across many geographic areas. The largest percentage declines occurred for Boone County (26.9%) followed by the Indianapolis Public School System (24.5%) and Hamilton County (18.6%). The number of students from Johnson and Shelby Counties also fell by more than 15% (17.9% and 15.1% respectively), but collectively the surrounding areas declined by 10.7%. Hancock and Hendricks Counties saw slight increases in the percentage of new freshmen attending IUPUI (3.9% and 1.8% respectively), but the most substantial increase was among students from out-of-state and foreign high schools. This group sent an additional 54 students, an increase of 30.2% since Fall 2000.

Display 6 shows the individual high school origins of recent high school graduates who started college at IUPUI during the Fall 2001 semester. Despite a continuing decline in new freshmen from Ben Davis, that school remained the top high school feeder. The number of students from Warren Central held steady, and this school maintained its number two place.

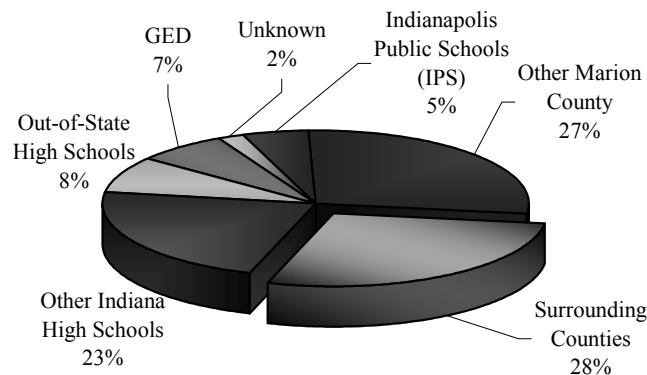
Display 5. Trends in Beginning Freshmen by County of High School Attended

	Fall Semesters					Pct. Chg. '00 to '01
	1997	1998	1999	2000	2001	
Marion IPS	200	212	203	200	151	-24.5%
Other Marion Co.	916	1,198	1,128	928	823	-11.3%
Total from Marion County	1,116	1,410	1,331	1,128	974	-13.7%
Surrounding Counties						
Boone	61	73	61	52	38	-26.9%
Hamilton	187	222	208	210	171	-18.6%
Hancock	113	111	119	77	80	3.9%
Hendricks	219	221	225	224	228	1.8%
Johnson	196	214	220	212	174	-17.9%
Morgan	99	94	103	99	92	-7.1%
Shelby	52	62	56	53	45	-15.1%
Total from Surrounding Counties	927	997	992	927	828	-10.7%
Other Indiana High Schools	600	707	710	678	675	-0.4%
Out-of-State High School ¹	157	188	186	179	233	30.2%
GED	193	193	190	240	212	-11.7%
Unknown	33	49	49	48	56	16.7%
Grand Total	3,026	3,544	3,458	3,200	2,978	-6.9%

Note: This table includes all beginning freshmen - recent high school graduates and others.

¹Includes high schools in foreign countries.

BEGINNING FRESHMEN BY ORIGIN - FALL 2001



Display 6. Top High School Feeders - Beginners who are Recent High School Graduates

	Fall Semesters					Pct. Chg. '00 to '01
	1997	1998	1999	2000	2001	
Ben Davis	93	150	130	100	94	-6.0%
Warren Central	77	83	106	87	88	1.1%
Carmel	75	99	81	66	61	-7.6%
Franklin Central Pike	56	72	69	44	61	38.6%
Brownsburg	62	78	79	80	57	-28.8%
Columbus North	51	53	53	61	55	-9.8%
Decatur Central	34	57	58	38	51	34.2%
North Central	49	60	53	40	51	27.5%
Plainfield	75	94	95	73	47	-35.6%
Center Grove	38	40	33	44	46	4.5%
Southport	77	79	84	85	44	-48.2%
Lawrence Central	52	71	61	53	43	-18.9%
Avon	45	51	41	45	42	-6.7%
Perry Meridian	50	59	53	63	39	-38.1%
Hamilton Southeastern	72	70	71	58	39	-32.8%
Lawrence North	28	38	50	52	38	-26.9%
Arsenal Technical	32	62	75	69	36	-47.8%
	49	42	51	41	25	-39.0%

Note: Schools included are those with 40 or more graduates enrolled at IUPUI for Fall 2001, or an average of 40 or more students enrolled over the five-year period.

Display 7. Profile of New Undergraduate Transfer Students

	Fall Semesters					Net Chg. '00 to '01
	1997	1998	1999	2000	2001	
Total Number of New Transfers	1,438	1,390	1,366	1,623	1,725	102
<i>Top Feeder Institutions</i>						
IVY Tech - Indianapolis	88	108	145	170	204	34
Purdue Univ. West Lafayette	113	149	137	186	165	-21
Ball State University	135	171	113	155	138	-17
Vincennes University	110	109	73	110	122	12
Indiana State University	92	78	48	81	83	2
Univ. of Southern Indiana	36	33	44	53	54	1
IVY Tech - Columbus	24	23	30	40	53	13
University of Indianapolis	49	57	60	77	52	-25
Butler University	27	28	23	26	41	15
Franklin College	14	17	10	15	28	13
Marian College	18	14	19	20	19	-1
<i>Percent Distribution by Class Standing</i>						
Freshman	43.9%	42.7%	42.2%	43.1%	42.6%	-0.5%
Sophomore	29.3%	30.1%	31.4%	35.3%	33.7%	-1.6%
Junior	15.4%	16.9%	17.2%	14.5%	16.9%	2.4%
Senior	11.4%	10.4%	9.2%	7.1%	6.8%	-0.3%

Despite a decline of 7.6%, Carmel High School moved up several spots and tied with Franklin Central as the number three high school feeder.

Franklin Central, moreover, reversed a two-year downward trend and returned to the top ten after showing the largest percentage increase in the number of students (38.6%). Pike High School remained the fourth largest high school feeder despite a decline of nearly one-third (28.8%), and Brownsburg High School moved up several spots to round out the top five high school feeders. Other schools among the top ten that experienced notable increases include Columbus North and Decatur Central High School (34.2% and 27.5% respectively), while some of the top feeders from Fall 2000 saw substantial declines this year. Lawrence North, Avon, Perry Meridian, and Southport High Schools had decreases ranging from 18.9-47.8%, but the most notable decline (48.2%) came from Center Grove High School, the number three school in 2000. Because of this change, Center Grove ranked ninth in 2001 with 44 students.

External Transfer Students

Fall 2001 transfer student origins are noted in Display 7, which shows the top 'feeder' institutions. Building on the success of the Community College of Indiana, the Indianapolis campus of Ivy Tech State College continued its upward trend and returned to first place, switching places with Purdue University West Lafayette for the second consecutive year. Among the top feeder institutions, Ivy Tech Indianapolis had the largest numeric increase with 34 additional transfer students. Despite the third largest net decline (21 students), Purdue University took second place by sending 165 students. Ball State University and Vincennes University maintained their third and fourth place rankings once again, and Indiana State University held on to fifth place with only a slight increase from 2000. Despite substantial declines among some of the top feeder institutions, these schools sent more transfers in Fall 2001 than in the prior years noted in this five-year trend. External

transfers, moreover, rose to a new high, surpassing any level of the last ten years, as shown in Display 3.

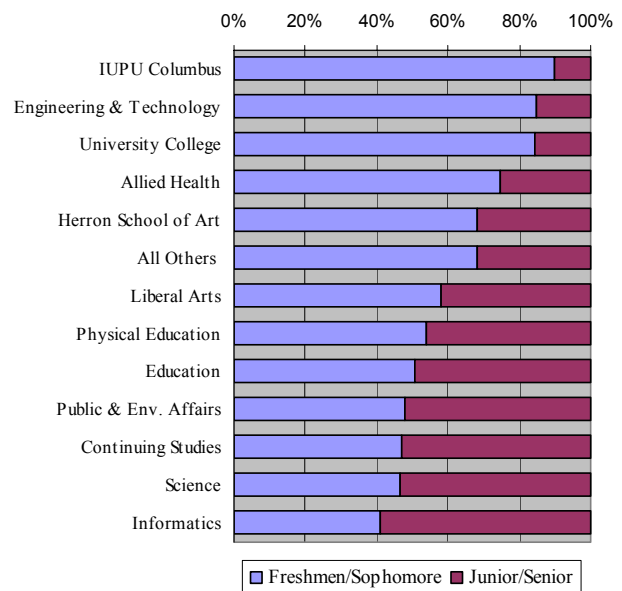
Collectively over three-fourths of new transfer students were of freshmen or sophomore class standing, with schools such as Engineering & Technology and University College admitting substantial portions of students at these levels. As shown in Display 8, nine of ten transfer students to the Columbus Campus were of freshmen or sophomore standing, and in three schools (Dentistry, Journalism, and Nursing) undergraduate transfer students were exclusively in the lower class levels. In other schools like Continuing Studies, Informatics, Public and Environmental Affairs, and Science, the portion of junior and senior transfer students

Display 8. Fall 2001 Undergraduate Transfer Students by School and Class Standing

Student School	% Freshmen, Sophomore	% Junior, Senior	Total Transfers	
			N	%
Allied Health	75%	25%	51	3.0%
Columbus	90%	10%	131	7.6%
Continuing Studies	47%	53%	87	5.0%
Education	51%	49%	57	3.3%
Engineering & Technology	85%	15%	156	9.0%
Herron School of Art	68%	32%	44	2.6%
Informatics	41%	59%	17	1.0%
Liberal Arts	58%	42%	88	5.1%
Physical Education	54%	46%	37	2.1%
Public & Environmental Affairs	48%	52%	23	1.3%
Science	47%	53%	75	4.3%
University College	84%	16%	940	54.5%
All Others ¹	68%	32%	19	1.1%
Grand Total	76%	24%	1,725	100.0%

¹ Includes Business (8), Dentistry (5), Journalism (1), Nursing (4), and Social Work (1).

Distribution of Transfers by Class Standing



slightly surpassed freshmen and sophomores. Among schools that admitted more than 50 transfer students (N=8 schools), three-fourths received more freshmen and sophomore level students than students in the upper class levels.

Graduate and Professional Programs

Graduate/professional enrollments have risen to an unprecedented level this year, led by aggressive enrollment in master's degree programs. Display 9 shows in more detail how master's degree and doctoral programs have changed, and how the overall percentage increase disguises the trends of the respective program areas. Master's degree programs saw their greatest net increase in the last five years, and had a one-year percentage increase greater than any period in the last decade. The variation among schools, however, illustrates that all did not share this prosperity. The largest percentage increases occurred in two units with small but growing programs (Physical Education and Columbus). Among schools that enrolled at least 50 students, the School of Informatics and the Kelley School of Business both grew by impressive margins (34.4% and 26.4% respectively). Other schools that saw among the highest levels of percentage growth include the School of Science, the Graduate School¹, and the School of Engineering and Technology. The only unit to experience a decrease this year was the School of Public and Environmental Affairs, but SPEA stayed close to its five-year record master's enrollment in Fall 2000. Over the last five years, master's degree student enrollment in SPEA has risen by 18.7%².

Following a brief stabilization in 2000, doctoral program enrollment again saw a decline in 2001 (9.9%). This decline resumes a trend that began in 1996, and represents a significant concern for the university. Overall there were 28 fewer doctoral candidates in 2001, but the relatively small number of students in particular programs makes their losses seem more substantial. Among schools that enrolled at least 50 candidates, the Graduate School saw the least change with only a 3.3% decline (6 students). The loss of ten students in the School of Science resulted in a 15.6% decline. Over the last 5 years, each of the doctoral program areas have seen enrollment decline between 2.9 and 37.5%.

Display 9. Five-Year Trend in Graduate and Professional Program Enrollment

	Fall Semester					Pct. Chg '00 to '01	Annualized 5-Year Chg.
	1997	1998	1999	2000	2001		
<i>Master's Degree Programs</i>							
Allied Health	7	6	3	8	11	37.5%	12.0%
Business	307	311	355	432	546	26.4%	15.5%
Columbus	2	2	2	2	12	500.0%	56.5%
Continuing Studies	16	19	30	34	46	35.3%	30.2%
Dentistry	116	116	115	111	116	4.5%	0.0%
Education	243	231	212	205	220	7.3%	-2.5%
Engineering & Technology	58	58	79	92	102	10.9%	15.2%
Graduate School	156	182	161	151	171	13.2%	2.3%
Herron School of Art	6	8	6	4	4	0.0%	-9.6%
Informatics	0	18	50	64	86	34.4%	nc
Law	0	4	4	3	4	33.3%	nc
Library & Information Science	171	154	150	167	179	7.2%	1.1%
Medicine	16	47	76	87	90	3.4%	54.0%
Music	12	9	9	12	19	58.3%	12.2%
Nursing	229	198	186	186	186	0.0%	-5.1%
Physical Education	7	6	3	3	11	266.7%	12.0%
Public & Environmental Affairs	212	305	355	432	421	-2.5%	18.7%
Science	157	182	189	159	188	18.2%	4.6%
Social Work	359	376	391	391	403	3.1%	2.9%
Total Master's	2,074	2,232	2,376	2,543	2,815	10.7%	7.9%
<i>Doctoral Degree Programs</i>							
Education	33	18	22	27	19	-29.6%	-12.9%
Engineering & Technology	0	1	2	1	1	0.0%	nc
Graduate School	197	183	179	181	175	-3.3%	-2.9%
Nursing	46	31	17	11	7	-36.4%	-37.5%
Science	70	76	60	64	54	-15.6%	-6.3%
Total Doctoral	346	309	280	284	256	-9.9%	-7.3%
<i>Professional Programs</i>							
Dentistry	400	390	387	395	401	1.5%	0.1%
Law	862	883	880	860	850	-1.2%	-0.3%
Medicine	1,103	1,108	1,112	1,119	1,105	-1.3%	0.0%
Total Professional	2,365	2,381	2,379	2,374	2,356	-0.8%	-0.1%
Grand Total	4,785	4,922	5,035	5,201	5,427	4.3%	3.2%

nc = Not Calculable

Graduate/Professional Student Demographics

While substantial changes have occurred regarding the level of student enrollment in graduate/professional programs, the ethnic diversity of these students has been fairly stable throughout the five-year period. Display 10 illustrates that among master's degree and doctoral program candidates, minority students account for about one-tenth of all students (10.4% and 8.9% respectively). At the professional level, a slightly higher percent are African American or other minority (12.9%). Slight increases in minority representation were noted at most program levels in 2001, and the number of African American students in master's degree programs saw the greatest net increase (22 students, 13.9%). The number of African American students at the first professional level also rose substantially (18 students, 18.4%), and this represents only one of two increases among ethnic cohorts at the first professional level. Over the last five years, the number of International students has risen by more than 50%, with the most notable increases occurring at the master's degree level. This year, International students represented one of ten master's degree candidates, and a much higher percentage of doctoral program candidates (30.5%). At the first professional level, however,

¹ In 2001, and over the five-year period, students admitted to the Graduate School have pursued degrees in the Schools of Allied Health, Dentistry, Liberal Arts, Medicine, Nursing, Science, and Social Work.

² This statistic is based on an annualized five-year percentage change.

Display 10. Trends in Graduate and Professional Program Enrollment by Ethnicity

	Fall Semester					Net Chg '00 to '01	Annualized 5- Year Chg.
	1997	1998	1999	2000	2001		
<i>Percent of Total</i>							
<i>Master's Degree Programs</i>							
African American	6.5%	6.0%	6.1%	6.2%	6.4%	0.2%	-0.4%
Asian American	3.0%	2.3%	1.9%	2.1%	2.4%	0.3%	-5.4%
Hispanic American	1.4%	1.6%	1.5%	1.3%	1.5%	0.2%	1.7%
Native American	0.2%	0.2%	0.0%	0.1%	0.1%	0.0%	-15.9%
Total Minority ¹	11.1%	10.1%	9.5%	9.7%	10.4%	0.7%	-1.6%
International	6.5%	7.3%	8.2%	9.0%	10.5%	1.5%	12.7%
All Others ²	82.4%	82.6%	82.3%	81.3%	79.1%	-2.2%	-1.0%
<i>Doctoral Degree Programs</i>							
African American	4.3%	3.9%	3.9%	3.5%	3.1%	-0.4%	-7.9%
Asian American	4.3%	4.2%	3.2%	2.8%	2.7%	-0.1%	-11.0%
Hispanic American	2.3%	1.9%	2.1%	1.8%	2.3%	0.5%	0.0%
Native American	0.0%	0.0%	0.4%	0.4%	0.8%	0.4%	nc
Total Minority ¹	10.9%	10.0%	9.6%	8.5%	8.9%	0.4%	-4.9%
International	24.9%	27.8%	27.9%	29.6%	30.5%	0.9%	5.2%
All Others ²	64.2%	62.2%	62.5%	61.9%	60.6%	-1.3%	-1.4%
<i>Professional Programs</i>							
African American	4.8%	3.8%	4.1%	4.1%	4.9%	0.8%	0.5%
Asian American	6.2%	6.6%	6.6%	6.7%	6.2%	-0.5%	0.0%
Hispanic American	1.6%	1.4%	1.3%	1.6%	1.5%	-0.1%	-1.6%
Native American	0.5%	0.4%	0.3%	0.3%	0.3%	0.0%	-12.0%
Total Minority ¹	13.1%	12.2%	12.3%	12.7%	12.9%	0.2%	-0.4%
International	1.8%	1.8%	2.2%	2.1%	1.4%	-0.7%	-6.1%
All Others ²	85.1%	86.0%	85.5%	85.2%	85.7%	0.5%	0.2%
<i>Number of Students in Cohort (n)</i>							
Master's	2,074	2,232	2,376	2,543	2,815	10.7%	7.9%
Doctoral	346	309	280	284	256	-9.9%	-7.3%
Professional	2,365	2,381	2,379	2,374	2,356	-0.8%	-0.1%
Grand Total	4,785	4,922	5,035	5,201	5,427	4.3%	3.2%

¹African American, Asian American, Hispanic American, Native American

²White American and unknown ethnicity

nc = Not Calculable

International students were only a small percent of the population (less than 2%) and were trailed only by Native American students.

Graduate Non-Degree Students

In 2001, the number of graduate, nondegree students rose by 4.9%, and alongside master's degree students was the only cohort of graduate/professional students to experience an increase in 2001. This reverses a two-year downward trend for graduate, nondegree students, and the 2001 total is commensurate with the peak of 1998.

To understand the target audience that comprises graduate non-degree students, Display 11 shows the five-year trend in age demographics of this cohort. In each of these years, two of five students have been between the ages of 25-34 years, and another one-fourth has been 35-44 years of age. Together, these groups represent two-thirds of all graduate,

nondegree students, and in the last year these groups collectively increased by 7.8%, or 55 students. The next largest one-year increase was among students 45 years of age or older. This group enrolled 36 more students in 2001, an increase of 8.9%. Students ranging from 18-24 years of age have been steady over 5 years, comprising the remaining one-tenth of graduate non-degree students.

Display 12 illustrates the course-taking pattern for graduate nondegree students by listing the total number of credit hours taught by course school. Courses in the School of Science were the most popular choice followed by courses housed in the Schools of Education and Liberal Arts. Together, they account for almost two-thirds (63%) of all course hours taken by graduate nondegree students in Fall 2001.

The Kelley School of Business was the fourth highest-ranking school in terms of credit hours followed by the School of Engineering and Technology with those schools teaching 7.9 and 5.2%, respectively, of credit taken by graduate nondegree students during Fall 2001.

School Trends in Overall Enrollment

Display 13 illustrates that overall student headcount at IUPUI rose slightly in 2001, increasing by 3.1% (865 students). This increase, while optimistic, masks considerable variation in trends among IUPUI's academic programs. Display 13 also shows the trends in student headcount enrollment by school, with the last two columns indicating the percentage change over the last year, and the five-year annualized percentage change.

Display 11. Age Demographics of Graduate Nondegree Students

Age Categories	Fall Semester					Chg. '00 to '01	Annualized 5- Year Chg.
	1997	1998	1999	2000	2001		
<i>Percent of Total</i>							
Invalid Birthdate	0.0%	0.0%	0.0%	0.1%	0.0%	-0.1%	-1.1%
18 - 24	13.1%	13.8%	13.2%	13.5%	13.5%	0.0%	0.8%
25 - 34	47.8%	41.5%	43.0%	43.2%	42.7%	-0.5%	-2.8%
35 - 44	24.7%	27.0%	26.6%	24.1%	24.0%	-0.1%	-0.8%
45 and Older	14.3%	17.7%	17.2%	19.1%	19.8%	0.7%	8.5%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%		
<i>Number of Students in Cohort (n)</i>							
Invalid Birthdate	1	1	1	3	1	-66.7%	0.0%
18 - 24	278	307	281	285	300	5.3%	1.9%
25 - 34	1,014	925	917	912	946	3.7%	-1.7%
35 - 44	524	601	568	510	531	4.1%	0.3%
45 and Older	303	394	368	403	439	8.9%	9.7%
Grand Total	2,120	2,228	2,135	2,113	2,217	4.9%	1.1%

The largest one-year percentage increase occurred once again in the School of Informatics (64.5%), which houses IUPUI's New Media degree programs. Other large percentage increases occurred for small programs such as the School of Music and School of Journalism (53.3% and 26.8% respectively), and for programs with substantially more students such as Library and Information Science, Nursing, Business, and Physical Education. The largest absolute growth occurred in the Kelley School of Business, followed by the Schools of Nursing, University College, Informatics, and Engineering and Technology.

Display 12. Fall 2001 Course-Taking Pattern for Graduate Non-Degree Students

Course School	Credit Hours		Percent of Total Hours Taken by Grad. Non-Degree Students					
	N	%	0.0%	5.0%	10.0%	15.0%	20.0%	25.0%
Science	2,603	25.5%						
Education	1,959	19.2%						
Liberal Arts	1,886	18.5%						
Business	810	7.9%						
Engineering & Technology	527	5.2%						
Library & Information Science	393	3.8%						
Nursing	350	3.4%						
Medicine	288	2.8%						
Public & Environmental Affairs	261	2.6%						
Columbus	228	2.2%						
Allied Health	210	2.1%						
Physical Education	164	1.6%						
Continuing Studies	119	1.2%						
Graduate School	110	1.1%						
Music	88	0.9%						
Herron School of Art	66	0.6%						
Journalism	57	0.6%						
Informatics	52	0.5%						
Social Work	33	0.3%						
Law School	10	0.1%						
Labor Studies	5	0.0%						
Dental School	2	0.0%						
Grand Total	10,221	100.0%						

Student headcount declines are largest in the School of Allied Health, where the loss of almost 300 students reflects the elimination of several degree programs. Although much lower, the next largest numeric losses occurred in the School of Public and Environmental

Affairs, and the Herron School of Art. Labor Studies experienced the largest percentage decline off its small enrollment base. This program, previously housed in Continuing Studies, is now considered freestanding.

Display 13. Trends in Student Headcount by School

Student School	Fall Semester					Pct. Chg. '00 to '01	Annualized Five-Year Change
	1997	1998	1999	2000	2001		
Allied Health	987	901	789	682	402	-41.1%	-20.1%
Business	1,197	1,232	1,300	1,378	1,603	16.3%	7.6%
Columbus	1,460	1,458	1,496	1,372	1,400	2.0%	-1.0%
Continuing Studies	764	770	930	1,019	1,117	9.6%	10.0%
Dentistry ¹	642	633	633	630	639	1.4%	-0.1%
Education	2,045	2,024	1,882	1,775	1,870	5.4%	-2.2%
Engineering & Technology	1,936	1,952	2,042	2,207	2,332	5.7%	4.8%
Graduate School ²	1,538	1,601	1,660	1,690	1,687	-0.2%	2.3%
Herron School Of Art	676	686	681	738	716	-3.0%	1.4%
Informatics	0	19	153	245	403	64.5%	nc ⁵
Journalism	65	56	43	56	71	26.8%	2.2%
Labor Studies	13	9	11	9	5	-44.4%	-21.2%
Law	862	887	884	863	854	-1.0%	-0.2%
Liberal Arts	1,461	1,362	1,315	1,314	1,298	-1.2%	-2.9%
Majors	1,090	1,152	1,188	1,241	1,251	0.8%	3.5%
Non-Majors	371	210	127	73	47	-35.6%	-40.3%
Library, Information Science	206	188	184	203	257	26.6%	5.7%
Medicine	1,119	1,155	1,190	1,206	1,197	-0.7%	1.7%
Music	12	19	11	15	23	53.3%	17.7%
Nursing	1,081	1,056	1,028	963	1,153	19.7%	1.6%
Physical Education ³	379	347	352	397	457	15.1%	4.8%
Public & Envr. Affairs	962	953	950	1,020	980	-3.9%	0.5%
Science	1,443	1,448	1,549	1,526	1,548	1.4%	1.8%
Social Work	526	542	557	554	549	-0.9%	1.1%
University College ⁴	7,609	8,480	7,887	7,612	7,778	2.2%	0.6%
Grand Total	26,983	27,778	27,527	27,474	28,339	3.1%	1.2%

¹ Includes Dental Aux Education

³ Includes Tourism, Convention, & Event Mgmt

² Includes GCND

⁴ Includes Transient

⁵ nc = Not Calculable

Credit hour enrollment trends do not automatically correspond with headcount enrollment trends, but in many instances the observed change is of the same direction and magnitude as student enrollment. Display 14 shows that the School of Informatics had the largest one-year percentage increase in credit hours, much like substantial gains in the school's level of headcount enrollment.

The Labor Studies program saw the largest percentage decrease in credit hours this year, matching the significant percentage decline off its small enrollment base. Other schools with large percentage increases include Continuing Studies, Nursing, and Library and Information Science, and in each instance the patterns reflect the increases in student enrollment. The School of Music had the largest margin between percentage gains in headcount and credit hour enrollment (53.3% and 7.1% respectively). The School of Liberal Arts had the largest numeric increase

in credit hour enrollment, followed closely by the Schools of Engineering and Technology and Nursing. The Kelley School of Business and the School of Informatics also grew by over 1,000 credit hours.

At the other end of the spectrum, the Schools of Science and Allied Health saw the largest numeric decreases in credit hour enrollment, and only the School of Allied Health had an equally large numeric and percentage decline in headcount enrollment. Despite a net increase of 22 students (1.4%), the School of Science fell by over 1,000 credit hours, a slightly larger percentage change (1.8%). While the largest percentage decline occurred in the Labor Studies program (57.0%), this represents a loss of only 57 credit hours.

Gateway Courses

Faculty in academic departments that offer some of the top enrolling freshmen courses have been working in recent years to improve student success in these courses. During Summer 2000, a team of IUPUI faculty developed the Gateway Program as a way to facilitate and coordinate further improvements in first-year student success by focusing resources on the top enrolling freshmen courses. As part of this initiative, student success in Gateway courses has been monitored by examining the course DFW rates, or the percentage of students who start but do not successfully complete these courses. In this year's report, we will review the one-year changes in DFW rates and course non-completion by first-time, full-time freshmen enrolled in gateway courses. One consistent finding among faculty studying these courses is that a significant portion of the failure rate is predictable in the early weeks of the course, via observation of student attendance rates. In terms of persistence, students who stop attending their first semester classes are a significant component of IUPUI's retention problem. Retention rates for all undergraduate students appear in the next section.

This year enrollment of first-time, full-time freshmen in gateway courses fell by 10.3% or 781 course enrollments. A review of the grade distributions from gateway courses, however, shows that more students who did enroll completed them with a grade of "C" or higher. Display 15 shows that the DFW rate for gateway courses fell by 6.2% overall, and among 33 courses, only 6 had a higher DFW rate than the previous year. Individually, these six courses had a DFW rate that was above the group average; and in 2000, five of these courses were also above the average. These six courses are housed within four departments: Biology, Business, Chemistry, and English. Display 15 also shows that 14% of the first-time full-time students enrolled in gateway courses were non-

Display 14. Trends in Course Credit Hours by School

Course School	Fall Semester					Pct. Chg. '00 to '01	Annualized Five-Year Change
	1997	1998	1999	2000	2001		
Allied Health	7,198	6,817	7,211	6,751	5,699	-15.6%	-5.7%
Business	15,712	17,871	17,974	19,102	20,226	5.9%	6.5%
Columbus	13,224	13,115	13,802	12,972	13,465	3.8%	0.5%
Continuing Studies	138	149	197	257	323	25.7%	23.7%
Dentistry	9,021	10,662	10,251	10,818	11,324	4.7%	5.8%
Education	10,609	9,630	9,012	9,208	9,514	3.3%	-2.7%
Engineering & Technology	16,802	17,878	19,048	20,431	22,365	9.5%	7.4%
Graduate School	141	356	335	409	464	13.4%	34.7%
Herron Art	7,324	7,502	7,440	7,526	7,381	-1.9%	0.2%
Informatics	0	258	894	1,424	2,425	70.3%	nc ²
Journalism	760	932	952	1,213	1,100	-9.3%	9.7%
Labor Studies	142	96	69	100	43	-57.0%	-25.8%
Law	11,034	11,389	11,232	11,147	10,923	-2.0%	-0.3%
Liberal Arts	55,581	57,810	57,874	59,127	61,677	4.3%	2.6%
Library, Information Science	1,033	1,035	1,034	1,087	1,302	19.8%	6.0%
Medicine	20,417	18,869	19,058	19,265	18,924	-1.8%	-1.9%
Music	2,675	3,057	3,141	3,241	3,470	7.1%	6.7%
Nursing	9,382	8,958	9,013	8,417	10,104	20.0%	1.9%
Physical Education	5,861	6,226	6,097	6,896	7,742	12.3%	7.2%
Public & Envr. Affairs	7,600	7,607	7,240	7,074	7,143	1.0%	-1.5%
Science	62,822	65,350	65,047	62,894	61,774	-1.8%	-0.4%
Social Work	6,372	6,222	6,156	6,329	5,944	-6.1%	-1.7%
University College ¹	2,445	3,198	2,800	1,045	1,038	-0.7%	-19.3%
All Others	46	84	66	58	37	-36.2%	-5.3%
Grand Total	266,338	275,071	275,943	276,790	284,406	2.8%	1.7%

¹ Credit hours in the following EDUC courses have been moved to UCOL for all semesters: 100-200 level X courses, U206, F400, and for Fall 1999 only F203.

² nc = Not Calculable

completers³. Non-completers account for half of the overall DFW rate in gateway courses.

Undergraduate Student Retention Rates

Undergraduate student retention rates continue to be one of the most important measures of institutional effectiveness for colleges and universities in the United States. Federal regulations, NCAA reporting requirements, states' funding initiatives, and commercial college rankings have all contributed to the significance of these measures. Like other higher education standards, however, retention rates were developed to reflect the "traditional" college experience: full-time attendance at a residential college among college prepared high school graduates with few concurrent obligations. Nationwide declines in retention rates may well reflect the inadequacy of the standard more than changes in institutional effectiveness.

The mismatch between retention measures and college realities is more distinct at urban and metropolitan area colleges and universities that enroll large numbers of non-traditional students. The research literature on retention notes the importance of students' first-year experience on persistence through college. Typically, one-half of all students who fail to complete college exit before the second year. For this reason, persistence to the second year has become the focus of measuring retention. At IUPUI, we have monitored closely the impact of initiatives to promote first-year student success. In

³ A course non-completer is a student who received a 'W' or 'FN' grade.

Display 15. DFW Rates and Course Non-Completion by First-Time, Full-Time Freshmen in Gateway Courses

	Number of First-Time, Full-Time Freshmen ¹		Course DFW Rates			Fall 2001 Course Non-Completers ²	
	2000	2001	2000	2001	Change '00 to '01	% of Total	% of DFW
Learning Communities	1,667	1,516	24.0%	19.1%	-4.9%	11.0%	57.6%
ANTH A104	139	93	26.6%	23.7%	-2.9%	11.8%	50.0%
BIOL N100	73	26	31.5%	34.6%	3.1%	30.8%	88.9%
N261	21	20	38.1%	55.0%	16.9%	0.0%	0.0%
BUS A100	79	60	36.7%	45.0%	8.3%	26.7%	59.3%
K201	60	67	38.3%	29.9%	-8.4%	19.4%	65.0%
X100	322	282	31.1%	41.8%	10.7%	6.0%	14.4%
X204	7	5	28.6%	0.0%	-28.6%	0.0%	na
CHEM C101	72	64	27.8%	31.3%	3.5%	23.4%	75.0%
COMM C180	118	104	26.3%	22.1%	-4.2%	12.5%	56.5%
R110	250	253	28.8%	24.1%	-4.7%	11.1%	45.9%
CPT 106	127	111	35.4%	32.4%	-3.0%	11.7%	36.1%
ENG W001	217	15	31.3%	20.0%	-11.3%	20.0%	100.0%
W130	0	122	0.0%	24.6%	NC	14.8%	60.0%
W131	969	1,170	26.2%	19.9%	-6.3%	14.6%	73.4%
W132	8	7	25.0%	28.6%	3.6%	14.3%	50.0%
HIST H105	126	98	46.8%	39.8%	-7.0%	14.3%	35.9%
H106	102	77	26.5%	20.8%	-5.7%	15.6%	75.0%
HPER H160	80	48	17.5%	16.7%	-0.8%	12.5%	75.0%
MATH 001	560	539	44.3%	32.5%	-11.8%	17.3%	53.1%
110	218	233	33.9%	26.6%	-7.3%	13.3%	50.0%
111	326	216	31.0%	25.5%	-5.5%	14.8%	58.2%
153	124	120	52.4%	38.3%	-14.1%	20.0%	52.2%
M010	343	196	42.6%	38.8%	-3.8%	19.4%	50.0%
M118	66	97	31.8%	22.7%	-9.1%	15.5%	68.2%
M119	43	46	51.2%	21.7%	-29.5%	10.9%	50.0%
MUS E241	69	31	23.2%	22.6%	-0.6%	9.7%	42.9%
PHIL P110	52	47	38.5%	27.7%	-10.8%	8.5%	30.8%
P120	72	50	41.7%	28.0%	-13.7%	14.0%	50.0%
POLS Y103	116	59	48.3%	22.0%	-26.3%	18.6%	84.6%
PSY B104	717	630	39.5%	35.4%	-4.1%	13.2%	37.2%
B105	65	65	36.9%	24.6%	-12.3%	20.0%	81.3%
SOC R100	272	236	37.5%	25.8%	-11.7%	9.3%	36.1%
SPEA J101	51	47	60.8%	51.1%	-9.7%	17.0%	33.3%
Grand Total	7,531	6,750	32.6%	26.4%	-6.2%	13.6%	51.3%

¹ Students with grades of I, P, and NR are excluded from these totals.

² Students who withdrew or had a grade of FN.

For students entering IUPUI, conditional admission status remains a fairly robust indicator of students' level of academic preparation. Conditional admission status is determined by a set of criteria for judging one's level of preparation for college. Despite recent adjustments to its admission standards, IUPUI continues to receive application from and admits a fair number of students with substandard high school records of achievement. In each of the last five years, more than half of all full-time beginning freshmen were admitted conditionally, and nearly three-fourths of part-time beginning freshmen were admitted conditionally. These students, moreover, consistently show among the lowest one-year persistence rates for full-time and part-time beginning freshmen respectively, and among all first-time freshmen.

The one-year retention rate for full-time conditional admits has vacillated over five years, but rebounded this year following a significant decrease one year ago. The retention rate of that cohort increased by 3.4 percentage points this year – an increase slightly higher than the overall full-time beginning freshmen increase of 3.3 points. Other first-time, full-time freshmen have also seen impressive gains, as regular admits to University College and direct/dual admits both continued a two-year upward trend. With these increases, both groups persisted at the highest level over five years. At the part-time level, however, conditional admits and dual admits continued a two-year downward trend and had the lowest retention rates over five years. Only part-time regular admits to

this report, we'll explore several additional issues beyond the first-time, full-time freshmen experience to provide a more thorough composite of student retention, one that is relevant for the IUPUI community.

Display 16 illustrates the differences in one-year retention rates among IUPUI beginners by full-time or part-time status, and by type of admission. These numbers show significantly lower rates of retention among students who start college on a part-time basis (43% versus 60% for full-time freshmen based on the average rate over the last five years).

Display 16. Five-Year Trend in One-Year Retention Rates for First-Time Freshmen by Type of Admission

Course Load	Type of Admission	Fall Semester				One-Year Change	
		1996	1997	1998	1999		2000
Retention Rates							
Full-Time	Direct/Dual Admits	71.5%	70.9%	70.9%	71.7%	74.9%	3.2%
	Regular Admits	68.0%	65.3%	65.5%	68.0%	71.8%	3.8%
	Conditional Admits	56.4%	53.6%	54.8%	50.8%	54.2%	3.4%
	All Full-Time, 1st Time Freshmen	62.1%	59.7%	59.5%	58.2%	61.5%	3.3%
Part-Time	Direct/Dual Admits	59.0%	50.6%	56.8%	42.1%	36.9%	-5.2%
	Regular Admits	50.0%	43.8%	50.3%	48.1%	52.6%	4.5%
	Conditional Admits	40.8%	42.3%	44.5%	40.9%	38.8%	-2.1%
	All Part-Time, 1st Time Freshmen	44.1%	43.3%	46.3%	42.3%	40.5%	-1.8%
All 1st Time (Full- and Part-Time) Freshmen		56.5%	55.0%	55.9%	54.1%	56.8%	2.7%
Number of Students in Cohort (n)							
Full-Time	Direct/Dual Admits	396	388	409	399	422	23
	Regular Admits	522	550	524	613	539	-74
	Conditional Admits	1,184	1,216	1,644	1,551	1,520	-31
	All Full-Time, 1st Time Freshmen	2,102	2,154	2,577	2,563	2,481	-82
Part-Time	Direct/Dual Admits	83	79	74	114	84	-30
	Regular Admits	182	178	145	160	97	-63
	Conditional Admits	692	615	748	621	538	-83
	All Part-Time, 1st Time Freshmen	957	872	967	895	719	-176
All 1st Time (Full- and Part-Time) Freshmen		3,059	3,026	3,544	3,458	3,200	-258

University College reversed their downward trend, and like full-time regular admits, had the highest retention rate in five years. Collectively, retention rates for beginning freshmen students have held steady over five years, varying by less than 1%. This consistency, however, hides clear differences in the one-year retention rates of full-time and part-time students.

Display 17 looks at first-time full-time freshmen retention rates by ethnicity, with a comparison of the fall-to-spring versus one-year persistence. In general the fall-to-spring retention rates exceed the one-year rates and, recently, both measures have improved. The Fall 2001 student cohort had the highest fall-to-spring retention rate over seven years (84%), and while the fall-to-spring retention rate has not always been predictive of the one-year rate, the increase for this year holds promise. The one-year retention rate for the 2001 cohort will not be known until Fall 2002.

Among ethnic groups, Asian Americans had the highest retention rates after one semester and one year. On average, first-time, full-time Asian American freshmen are retained at a rate 11 points higher than the campus rate for fall-to-spring retention and 15 points higher for the fall-to-fall rate. While the low number of students has not permitted the reporting of retention until recently, International students in the last two years have shown the second highest one-year retention rates behind Asian Americans.

The fall-to-spring retention rates are relatively high for all ethnic groups compared to one-year rates. However, there is a larger discrepancy in rates among first-time, full-time African American freshmen. The one-year retention rates for the African American cohorts are 27 percentage points lower than the fall-to-spring retention rates on average. That compares to a difference of 21 points for all first-time, full-time freshmen and 18 points for the Asian and Hispanic American cohorts.

Display 17. First-Time, Full-Time Freshmen One-Year Retention Rates by Ethnicity

	Entry Year (Fall Semester)						
	1995	1996	1997	1998	1999	2000	2001
<i>Fall to Spring Retention Rate</i>							
African American	79.9%	86.1%	84.4%	78.2%	81.8%	80.8%	86.3%
Asian American	96.9%	98.0%	90.9%	96.4%	87.3%	94.9%	88.0%
Hispanic American		81.6%	88.5%	84.6%	77.8%	76.3%	86.8%
Native American							
White American	83.8%	82.7%	82.5%	80.0%	80.9%	81.9%	83.7%
International					78.6%	84.8%	79.6%
Total	83.7%	83.5%	82.9%	80.2%	81.1%	81.9%	84.0%
<i>One-Year (Fall to Fall) Retention Rate</i>							
African American	52.7%	61.0%	54.4%	54.2%	52.7%	53.3%	na
Asian American	68.8%	82.0%	72.7%	72.7%	81.0%	79.7%	na
Hispanic American		52.6%	69.2%	76.9%	47.2%	57.9%	na
Native American							
White American	64.4%	61.8%	59.8%	59.7%	58.2%	61.9%	na
International					75.0%	78.8%	na
Total	63.2%	62.1%	59.7%	59.5%	58.2%	61.5%	na
<i>Number of First-time, Full-time Freshmen</i>							
African American	184	259	263	308	292	255	226
Asian American	32	50	55	55	63	59	50
Hispanic American	24	38	26	26	36	38	38
Native American	2	7	7	4	8	6	11
White American	1,612	1,734	1,786	2,170	2,133	2,088	1,902
International	7	13	16	14	28	33	49
Unknown	1	1	1	0	3	2	0
Total	1,862	2,102	2,154	2,577	2,563	2,481	2,276

Note: Gray shading indicates that the number of students in the entering cohort is too low to report retention rates (n<25).

Retention of Continuing Students

In 2000, IUPUI enrolled slightly fewer continuing undergraduate students, furthering a downward trend that began in 1999. Despite the net losses in recent years, however, the persistence rate of this group has been steadily increasing. In 2001, continuing student enrollment rose by 4.2% (500+ students), and the fall-to-fall semester retention rate of the 2000 cohort climbed to 73.1%, the highest level of the last five years. As shown in Display 18, the overall retention rate of continuing students has been rather stable over the last five years, ranging from 71% to 73%. Persistence within class levels has also been relatively stable; however rates for all levels have increased for the each of the last two years. There are clear differences in retention between lower-level and upper-level students. Over the past five years, freshmen have failed to keep pace with other students. In each year, the other class levels have been commensurate with or greater than the overall group average while the freshmen rate is about 20 points lower. Not surprisingly the persistence rate increases with class level.

Displays 19 and 20 provide a breakdown of student retention by school, with separate charts allowing comparison of upper-and lower-division students. Each of the past five years has seen greater persistence among upper-division students, and the charts reveal similar trends among academic units. Schools with above-average retention rates often keep students in all class levels, while schools with below average retention rates do not discriminate either. Throughout many of the past five years, schools with the highest

Display 18. Five-Year Trend in Undergraduate Continuing Students Fall-to-Fall Semester Retention Rates by Class Standing

Class	Fall Semester					Net Chg. '99 to '00
	1996	1997	1998	1999	2000	
<i>Retention Rates</i>						
Freshmen	52.7%	53.2%	50.0%	50.9%	53.7%	2.8%
Sophomore	71.8%	72.5%	70.9%	71.2%	72.5%	1.3%
Junior	77.5%	77.3%	77.5%	78.0%	78.6%	0.6%
Senior	81.2%	81.1%	81.4%	81.5%	82.5%	1.1%
Grand Total	72.0%	72.1%	71.1%	71.5%	73.1%	1.6%
<i>Number of Students in Cohort (n)</i>						
Freshmen	2,972	3,008	3,010	3,021	2,858	-163
Sophomore	4,740	4,931	5,042	4,851	4,802	-49
Junior	2,578	2,539	2,662	2,717	2,753	36
Senior	4,762	4,732	4,588	4,592	4,556	-36
Grand Total	15,052	15,210	15,302	15,181	14,969	-212

Display 19. Five-Year Trend in Freshmen/Sophomore Fall-to-Fall Retention Rates for Continuing Students by School

School	Fall Semester					Net Chg. '99 to '00
	1996	1997	1998	1999	2000	
Retention Rates						
Allied Health	75.3%	75.9%	80.5%	79.6%	77.8%	-1.8%
Business	79.6%	80.3%	83.3%	75.3%	87.4%	12.0%
Columbus	57.2%	58.8%	62.8%	55.3%	58.9%	3.6%
Continuing Studies	64.8%	64.0%	67.1%	64.6%	61.1%	-3.4%
Dentistry	94.4%	92.0%	98.2%	96.3%	98.2%	1.9%
Education	69.6%	66.7%	68.7%	69.9%	80.4%	10.5%
Engineering & Technology	71.5%	75.7%	72.1%	74.7%	75.6%	0.8%
Herron School of Art	74.2%	71.0%	71.2%	71.4%	68.9%	-2.5%
Informatics				79.6%	84.6%	5.1%
Journalism						
Labor Studies						
Liberal Arts	66.1%	67.6%	62.1%	68.6%	61.8%	-6.8%
Music						
Nursing	90.1%	87.1%	90.3%	88.1%	91.3%	3.2%
Physical Education	75.8%	67.9%	69.7%	66.4%	66.9%	0.5%
Science	70.2%	72.7%	69.2%	74.3%	71.6%	-2.6%
Public & Envir. Affairs	75.1%	71.6%	67.1%	65.6%	66.7%	1.1%
Social Work						
University College	56.6%	58.5%	54.9%	55.9%	58.3%	2.4%
Grand Total	64.4%	65.2%	63.1%	63.4%	65.5%	2.1%
Number of Students in Cohort (n)						
Allied Health	340	286	262	221	185	-36
Business	93	81	90	73	87	14
Columbus	610	623	634	651	586	-65
Continuing Studies	261	294	283	302	319	17
Dentistry	107	100	110	108	108	0
Education	332	333	313	309	280	-29
Engineering & Technology	1,113	1,044	1,014	930	1,007	77
Herron School of Art	163	210	215	227	238	11
Informatics	0	0	0	44	65	21
Journalism	21	13	8	2	3	1
Labor Studies	8	4	3	4	4	0
Liberal Arts	322	315	303	287	343	56
Music	0	0	1	0	0	0
Nursing	242	240	247	235	230	-5
Physical Education	149	137	122	128	124	-4
Science	258	234	227	272	275	3
Public & Envir. Affairs	181	183	152	180	189	9
Social Work	18	21	15	23	16	-7
University College	3,494	3,821	4,053	3,876	3,601	-275
Grand Total	7,712	7,939	8,052	7,872	7,660	-212

Note: Gray shading indicates that the number of students in the entering cohort is too low to report retention rates (n<25). nc = Not Calculable

retention rates (in varying order) of all students include Allied Health, Business, Dentistry, Engineering and Technology, Informatics, Journalism, Education, Nursing, and Social Work. Schools that have been the most deficient in their retention of continuing students include Columbus, Liberal Arts, Continuing Studies, and University College. Even among junior and senior level students, the retention rates in these areas are below the group average.

To answer the question of why some academic units retain students more successfully than others, a few observations can be noted. Like many units, the Schools of Allied Health, Business, Engineering and Technology, Informatics, Journalism, Education Nursing, and Social Work consistently have a greater portion of full-time students in all class levels. This alone, however, does not guarantee persistence from one year to the next. A similar characteristic of most schools with above average retention levels is their selectivity, or the process through which prospective students are admitted. Schools that

Display 20. Five-Year Trend in Junior/Senior Fall-to-Fall Retention Rates for Continuing Students by School

School	Fall Semester					Net Chg. '99 to '00
	1996	1997	1998	1999	2000	
Retention Rates						
Allied Health	79.0%	78.4%	81.6%	80.6%	80.5%	-0.1%
Business	89.3%	88.0%	87.5%	87.5%	90.5%	3.0%
Columbus	71.5%	76.7%	78.4%	77.5%	78.6%	1.1%
Continuing Studies	71.4%	71.9%	71.6%	73.1%	73.7%	0.6%
Dentistry						
Education	84.8%	82.5%	83.9%	84.7%	86.7%	2.0%
Engineering & Technology	79.7%	81.2%	82.7%	83.0%	80.8%	-2.2%
Herron School of Art	86.1%	79.6%	81.4%	81.3%	77.4%	-3.9%
Informatics				87.5%	82.9%	-4.6%
Journalism	72.4%	84.0%	83.0%	75.0%	86.8%	11.8%
Labor Studies						
Liberal Arts	72.5%	72.8%	73.7%	72.2%	74.0%	1.8%
Music						
Nursing	90.9%	91.3%	90.9%	93.0%	92.0%	-1.0%
Physical Education	76.5%	73.0%	70.9%	77.7%	80.2%	2.5%
Science	78.1%	78.2%	80.3%	79.0%	79.6%	0.6%
Public & Envir. Affairs	78.4%	80.1%	80.0%	76.4%	79.1%	2.7%
Social Work	93.6%	94.3%	90.9%	94.0%	92.3%	-1.7%
University College	72.0%	73.9%	68.8%	68.8%	74.0%	5.2%
Grand Total	79.9%	79.8%	80.0%	80.2%	81.0%	0.8%
Number of Students in Cohort (n)						
Allied Health	518	508	473	448	380	-68
Business	730	786	809	848	829	-19
Columbus	260	275	278	316	289	-27
Continuing Studies	385	388	408	527	581	54
Dentistry	13	11	6	9	6	-3
Education	765	736	690	658	594	-64
Engineering & Technology	600	677	692	735	817	82
Herron School of Art	287	319	327	336	359	23
Informatics	0	0	1	40	82	42
Journalism	58	50	47	40	53	13
Labor Studies	6	8	5	4	4	0
Liberal Arts	1,195	1,082	959	925	868	-57
Music	0	0	2	2	1	-1
Nursing	558	459	438	474	447	-27
Physical Education	196	207	182	184	217	33
Science	870	813	783	827	805	-22
Public & Envir. Affairs	425	406	369	373	364	-9
Social Work	156	140	143	133	143	10
University College	318	406	638	430	470	40
Grand Total	7,340	7,271	7,250	7,309	7,309	0

Note: Gray shading indicates that the number of students in the entering cohort is too low to report retention rates (n<25). nc = Not Calculable

employ more discerning criteria and that have more full-time than part-time students enrolled have much higher student retention rates than schools not meeting these criteria.

Conclusions

Several countervailing trends worked together this year to produce the largest one-year headcount increase of the last decade, and to bring student enrollment at IUPUI to a new record level. Decreases in new freshmen were countered by increases in new undergraduate transfers and new graduate/professional students. Declines in enrollment in some schools were balanced by increases in others. Overall, substantial increases in headcount and credit hour enrollment were the defining factors in 2001.

Retention rates for new and continuing undergraduate students have improved this year, with consistently higher persistence rates among junior and senior level students. For first-time

full-time freshmen, retention rates after one semester and one year have both increased, but have not significantly altered the percentage difference between the two periods.

With the increased momentum of the Community College of Indiana and the uncertain economic climate, we expect trends in IUPUI enrollment to continue with their current trajectory. This would include:

- Declines in new freshmen, particularly among those who did not perform well in high school, partially offset by increases in better-prepared students;
- Increases in undergraduate transfers, especially among junior and senior level students seeking to graduate from emerging programs such as New Media; and
- Greater student enrollment in master's degree programs.

Although these changes bode well for IUPUI enrollment, they may not reflect the ramifications for specific schools as new degree programs are created and others are eliminated. Enrollments may favor upper-level undergraduate and graduate level courses, and they may shift away from certain schools and programs toward others, with all the associated resource implications. For this reason, it will be important to monitor the interaction between student majors and course-taking patterns, and to allocate university resources as warranted.

For Further Details

This enrollment report and analysis provides an overview for the IUPUI campus. Staff in the Office of Information Management and Institutional Research (IMIR) prepares this analysis as part of its Fall Enrollment Report series. IMIR also generates five-year trend reports for student demographics and credit hour enrollments. Copies of these reports can be accessed at the office web site:

<http://www.imir.iupui.edu>

under the "Information Resources" section. IMIR also encourages members of the campus community to request more specific views of these and related institutional data by contacting our staff via telephone or by using the "Request Information" form on our web page.

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