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Enrollment Management Steering Group
May 24th 2006
1:30-3:00
CA 136

Minutes of the Meeting

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Minutes

- Minutes from the April meeting of the Steering Group were distributed and are available by visiting http://registrar.iupui.edu/emc/emsc-meetings.shtml. Minutes from the April meeting of the full EMC Council are available by visiting http://registrar.iupui.edu/emc/emc-meetings.shtml

Announcements from the Chair

- **Undergraduate Admissions** *May 15*
- **Summer 2006**
  - Beginner admits are down 71 (-27%) *note: relatively few beginners enter in summer*
  - Transfer admits are up 97 (+16%)

- **Fall 2006**
  - Beginner admits are up 169 (+6%)
  - Transfer admits are down 52 (-3%)
  - At this point in 2005, IUPUI had received 96.3% of all the applicants for beginners and admitted 81.8% of the total number of beginners who would be admitted for Fall 2005. Transfers, who traditionally apply later, stood at 71% of the eventual applicant total as of this date and 62.8% of the eventual number of transfer admits for Fall 2005.
  - The overall quality of beginners continues to be stronger than in the past.
  - For more information see reports on quality of beginner applicants and admits and on the number of international applicants and admits see below or visit http://www.imir.iupui.edu/point_in_cycle/
- Resources for recruiting students
  - According to the annual report, "State of College Admission 2006", from the National Association for College Admission Counseling
    - Colleges received 53 percent of all applications online, up from 47 percent in 2004 and 35 percent in 2003.
    - For all colleges, the ratio of applications to admissions officers was 395 to 1. At public institutions, the ratio was 683 to 1, and at private institutions, it was 279 to 1.
    - Colleges and universities spent an average of $442 to recruit each applicant.
  - At IUPUI
    - In 2005, 25.3% of the applications were submitted online; to date in 2006, 33.7% of the applications have been online.
    - Ratio of applicants to admission advisors is 2500 to 1.
    - A gross estimate is that IUPUI spends less that $100 to recruit each applicant.

Registration Update *May 18*
- **Summer I Census**
  - Heads are up 179 (+1.5%)
  - Credits are up 2,006 (+4.0%)
  - IUPUC is up 79 heads (+18.0%) and 406 credits (+23.2%) *note: IUPUC created Summer I only a few years ago and continues to expand its offerings*
  - IUPUI combined up approximately 258 heads (+2.1%) and 2,392 credits (+4.6%). Official totals will be adjusted for students enrolled concurrently at Indianapolis and Columbus
  - For details visit http://registrar.iupui.edu/enrollment/4068/4068-update.htm

- **Summer II** *May 15*
  - Heads are up 126 (+1.9%)
  - Credits are up 794 (+3.2%)

- **Fall** *May 15*
  - Heads are down 577 (-4.6%)
  - Credits are down 5,096 (-3.8%)
  - Undergraduate degree-seekers are down 673 (-6.8%) with the largest drop occurring in sophomores (-453). EGTC and UCOL combine for most of the shortfall in sophomores (combined -404). For more on enrollment by class standing visit http://www.imir.iupui.edu/point_in_cycle/NumReg3_ps.asp
  - For a summary of enrollment by school (heads and credits taught), see below

  - Totals are updated weekly on http://www.imir.iupui.edu/point_in_cycle/ and additional detail provided regularly on http://registrar.iupui.edu/enrollment.html
  - Beginning Monday, May 22nd, the Office of the Registrar will send lists of students who have not yet enrolled for the Fall. These lists will be provided several times over the course of the summer and are intended for schools' use in contacting their students and encouraging them to enroll.

Academic Competitiveness Grants and SMART Grants (Higher Education Reconciliation Act of 2005)
  - ACG
    - $750 first year/$1300 second year
    - Federal Pell Grant Recipient
    - Enrolled full time
    - Completed rigorous secondary school program of study
    - Student will need to apply
    - We need to
      - Identify eligible students—Pell recipient and rigorous high school program
      - Confirm GPA
      - Confirm full time status
    - Some of the problems
      - The regulations are still being constructed. Indiana is seeking recognition of Core 40 completion as qualifying as a rigorous high school program. UG Admission will have to work with the high schools to collect the final high school transcript which may not have the Academic Honors or Core 40 designation displayed.
      - Since the information on how to administer the funds is developing so late, much of the processing is likely to require manual processing. We anticipate that the awards will not be available until after the start of the fall semester.
  - Smart Grants
    - $4000 for 3rd and 4th year of study if majoring in physical, life, or computer science; engineering, math, technology or critical foreign language
    - 3.0 GPA (including GPA for transfer courses)
    - We need to
      - Confirm Pell eligible
      - Confirm major
      - Confirm GPA
    - Some of the problems
      - The current calculations of GPA do not consider the grades of courses that transfer.
      - It is not clear how we will monitor if the student is taking courses that are consistent with the major to avoid students from claiming one major and taking courses toward a major in another area.
  - Graduate PLUS Loans
    - These will provide graduate students with an additional source of loans.

- **Legislative and ICHE Initiatives Regarding Transfer and Articulation Agreements**
  - We are making progress on the IUPUI Articulation Website http://registrar.iupui.edu/articulation-agreement/ The userid and password are both *passport.*
  - Work is continuing of determining the 70 course areas that will compose the legislatively mandated Core Transfer Library. These courses must transfer to among all 2 and 4 year public institutions.
  - Work is continuing on the development of articulation agreements in 12 areas that must transfer from Ivy Tech and VU to all 4 year institutions. The agreements for Nursing and Criminal Justice are being completed for presentation to the ICHE in June. At the October ICHE meeting, articulations for 6 AS/AA liberal arts/sciences degrees will be presented. Becky is working with SLA and Science on the development of the articulation agreements.

Council on Retention and Graduation *Scott Evenbeck*
- No report

Status Report on Enrollment Forecasting and Capacity Analysis *Kathy Burton*
- Responses were provided at the department or program level and then totaled for a school response. *See attached documents*

  - Some of the responses appear to be overly optimistic and when totaled, the projected 2010 enrollment of 35,641 (an increase of 5,616 or 19% over five years) appears unrealistic. In the five year period of 2000-2005, for example, we increased only 2,500 heads (+9.1%) with nearly a third of that growth due to the expansion of Kelley Direct's distance MBA, a program that has slowed its growth in recent years.

  - Projections are somewhat overstated due to issues with double majors. Some programs enroll significant numbers of double majors where its program is recorded as the second major. Historical enrollment figures do not include headcount for the second major but some programs included those students in their projections. At this point in 2005, approximately **51%** of our undergraduate degree-seeking census total had enrolled. The campus is down 577 students (-4.6%). With IUPUC included, IUPUI is down 531 heads (-4.0%).

    - The Fall 2006 summary projection for Indianapolis has us finishing up 799 heads (+2.7%). We will do well just to hold constant with Fall 2005 totals.

  - University College has responded that its Fall 2005 total is 98% of its capacity for majors. We assume the capacity for UCOL is limited by the number of available advisors. If the 98% is firm, then UCOL could absorb only 271 more students. Its aspirational goal is to serve 431 *fewer* students than it did in Fall 2005.

    - This means that either we cannot admit as many students as the rest of the campus would desire to grow or must admit more students directly into the schools, presumably requiring higher admissions standards and the resultant   impact on goals of access and, perhaps, diversity.

    - We also note that the UCOL headcount for Fall 2005 was inflated by nearly 400 students previously housed in the Graduate non-degree program. As most are making up specific pre-requisites for admission to another program, we need to learn more about their advising needs and the impact on the unit's advising staff. If this group is factored out, UCOL's degree-seeking enrollment in the Fall of 2005 is 91.2% of the specified capacity.

  - Continuing Studies is at its stated capacity but has reached 56% of its aspirational goal. Like University College, capacity is primarily based on the size of its advising staff.

  - In other cases capacity may be connected to available instructional space, especially laboratories, and qualified faculty for courses in the major. Assumptions provided by the respondents will be included within their individual reports.

  - Schools with the largest projected growth (percentage increase from 2005 enrollment) over the next five years include Journalism (97%), Physical Education and Tourism Management (53%),

Continuing Studies (53%), Columbus (45%), Public and Environmental Affairs (42%), Informatics (42%), and Library and Information Science (41%).

- o Schools with the largest net growth (2005 enrollment vs. 2010 projected) over the next five years include Continuing Studies (656), Science (646), Columbus (924), Business (550), Liberal Arts (490), Engineering and Technology (477), Education (441), and Public and Environmental Affairs (425). In the case of Business, most of the growth has been in Kelley Direct. While growth in Kelley Direct is good for KSB, it has no impact on the rest of the schools as these students take no non-business courses.

- Growth and capacity are often linked to available instructional space, especially in specialized classrooms or teaching laboratories. A related issue is the days and times of course scheduling and making use of our limited inventory. A review of the initial evening time slot finds that with the exception of a few small seminar rooms, our instructional space essentially is fully scheduled and cannot accommodate any additional course offerings.

  - o This may result in the university in having to require a broader distribution of courses into less popular times.

  - o This also may serve as an inducement for moving more courses or parts of courses to the Web, such as Psychology has done with an introductory course, cutting the number of in-person meeting times in half and freeing up classrooms.

  - o Another issue is the number of students in classrooms. There is a strong push for more collaborative classroom settings, typically using tables rather than tablet arm chairs. This comes at the cost of reducing the seating in a room by as much as 30%, a significant cut in potential enrollment and income from some larger classes.

- Another relevant issue concerns the relationship between enrollment forecasting and budgeting. These enrollment projections need to be compared with credit hour estimates used for budget forecasting. Our assumption is that these projections, which tend to be high, are not used by schools for budgeting purposes, which tend to be conservative to minimize adverse impacts if credit hour objectives are not achieved. To the extent that schools make different assumptions in budgeting than in enrollment forecasting, integrated, effective planning is more difficult to achieve.

- **Next Steps**

  - We will share the reports with the deans and ask that over the summer the data be reviewed and modified, as appropriate, from a school-level and with a more realistic perspective. This includes assumptions regarding capacity, especially in units with enrollments close to or above the schools' summarized capacity.

    - o Where assumptions such as changes in program offerings were not provided, the schools will be asked to add them to the school and department-level reports.

    - o Greg suggested trying to get time in the August deans' retreat to go over what we have learned from this process and to encourage their involvement in going forward and in making these part of their normal planning process.

    - o Projected credit hour reports should be used cautiously. Credit hours were induced based on projected student headcount at the program or student department level. As indicated above, some of those projections appear optimistic. Projected credit hours may subsequently be inflated.

  - Capacity figures for majors, especially in UCOL and Continuing Studies, must be reviewed to determine implications for other units. If the capacity is so limited for UCOL, the campus must make a decision about whether to push for a larger number of dual/direct admits and how this affects admissions standards, recruiting, and diversity. It also has implications for advising at the lower levels for units that now take the majority of their students after the first or second year. Continuing Studies would like to double the number of students in the General Studies program but doesn't currently have the advising staff to do so. Although growth in General Studies has a positive impact in credit hours for other schools, the campus needs to address other issues

related to significant increases in graduates with a GS degree. General Studies currently confers the largest number of bachelor's degrees at IUPUI (390 of 2654 for 2004-05).

- As noted above, it would be very useful to compare these reports with the credit hour projections provided as part of the budgeting process. These data have been requested from ADFI. Given their sensitive nature, credit hour projections will only be shared with the Steering Group.

- The capacity of credit hours taught has different limitations, including instructional space and qualified faculty available at the days and times the departments could add courses.
  - o Instructional space will need to be reviewed to determine whether we can add courses in certain disciplines due to the need for specialized classrooms and teaching labs.
    - ▪ This will require review at the departmental levels, especially in the computing and lab sciences.
  - o Teaching patterns will need to be reviewed as the new course times are implemented to see where space is available for scheduling.

Strategic Enrollment Management *Becky Porter*
- Possible joint meeting with chairs of all enrollment management-related groups
- Articulate the questions and focused topics for discussions with other groups, including the deans, which may, in turn, help direct the work of the EMC in the future. Trudy offered to help with this effort.

Priorities and Action Plan for 2006-07
- We will put a call out to the full membership shortly asking them to review *the 2005-06 Priorities and Action Plan* and make suggestions for additions or changes for 2006-07 prior to the June EMC meeting. Visit http://registrar.iupui.edu/emc/action-plan.pdf

Upcoming EMC Meetings and Tentative Topics

May
  - o No Meeting

June 23rd   BS 3009
  - o Review of year's activities and planning for 2006-07

- The next meeting of the EMC Steering Group is June 9th   1:00-2:30   CA 136

Quality Indicators and Profile of Beginner Applicants and Admitted Students
Report for: 5/14/2006,
IUPUI (Not Including Columbus)

Beginners	Applicants						Admitted Students				
	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006		2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
Total	5091	100.0	5745	100.0	12.8		3525	100.0	3694	100.0	4.8
High School Percentile Rank											
Top 10%*	439	10.3	546	11.4	24.4		422	13.7	531	16.1	25.8
Top Third*	1852	43.5	2122	44.5	14.6		1724	55.9	1964	59.5	13.9
Middle Third*	1712	40.2	1914	40.1	11.8		1182	38.3	1162	35.2	-1.7
Bottom Third*	690	16.2	734	15.4	6.4		179	5.8	173	5.2	-3.4
*Note: Percentage Distribution based on total with rank data on file.											
		2005		2006				2005			2006
Average HS Percentile Rank		58		59				65			67
Average SAT		979		978				1004			1006
Average ACT		20		20				21			21
Ethnicity	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006		2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
African American	753	14.8	781	13.6	3.7		405	11.5	357	9.7	-11.9
Asian American	133	2.6	177	3.1	33.1		91	2.6	124	3.4	36.3
Hispanic American	166	3.3	219	3.8	31.9		99	2.8	132	3.6	33.3
Native American	17	0.3	19	0.3	11.8		9	0.2	11	0.2	22.2
Minority Total	1069	21	1196	20.8	11.9		604	11.9	624	10.9	3.3
International	155	3.0	298	5.2	92.3		72	1.4	87	1.5	20.8
All Others	3867	76	4251	74	9.9		2849	56	2983	51.9	4.7
Age											
19 and Younger	4669	91.7	5279	91.9	13.1		3279	64.4	3484	60.6	6.3
25 and Older	161	3.2	142	2.5	-11.8		100	2	62	1.1	-38.0

Number of International Applicants and Admitted Students

Report for: 5/14/2006, Fall
IUPUI (Not Including Columbus)

Undergraduate				2005 - 2006 Comparisons		
Entry Type	**2004**	**2005**	**2006**	**Net Diff**	**Pct Chg**	**2005 PiC**
Beginners						
Applicants	160	155	298	143	92.3%	96.3%
Admits	51	72	87	15	20.8%	81.8%
Transfers						
Applicants	55	66	81	15	22.7%	71.0%
Admits	33	49	42	-7	-14.3%	62.8%

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	**2004**	**2005**	**2006**	**Net Diff**	**Pct Chg**	**2005 PiC**
Master's						
Applicants	398	406	486	80	19.7%	81.7%
Admits	150	155	174	19	12.3%	56.0%
Doctorate						
Applicants	105	136	184	48	35.3%	96.5%
Admits	15	22	23	1	4.5%	61.1%
1st Prof.						
Applicants	96	91	78	-13	-14.3%	92.9%
Admits	15	15	10	-5	-33.3%	71.4%

FALL Enrollment Update
Fall 2006 - 5/15/2006
INDIANAPOLIS
Enrollment

Credit Hours Taught					Headcount by Student School				
	5/16/2005	**5/15/2006**	**Change**	**%**		**5/16/2005**	**5/15/2006**	**Change**	**%**
School	**2005**	**2006**			**School**	**2005**	**2006**		
BUS	10,650.5	9,853.0	-797.5	-7.5%	BUS	814	708	-106	-13.0%
DENT	543.0	622.0	79.0	14.5%	DENT	60	56	-4	-6.7%
EDUC	7,909.0	7,825.0	-84.0	-1.1%	EDUC	1,028	955	-73	-7.1%
EGTC	12,646.0	11,178.0	-1,468.0	-11.6%	EGTC	1,259	1,137	-122	-9.7%
GRAD	73.0	89.0	16.0	21.9%	GCND	138	95	-43	-31.2%
HERR	5,431.0	5,251.0	-180.0	-3.3%	GRAD	148	205	57	38.5%
INFO	2,236.0	1,963.0	-273.0	-12.2%	HERR	533	522	-11	-2.1%
JOUR	576.0	519.0	-57.0	-9.9%	INFO	314	281	-33	-10.5%
LAW	8,216.0	8,560.0	344.0	4.2%	JOUR	54	50	-4	-7.4%
LIBA	29,375.0	27,877.0	-1,498.0	-5.1%	LAW	629	662	33	5.2%
LSTU	235.0	199.0	-36.0	-15.3%	LIBA	858	822	-36	-4.2%
MED	2,235.0	2,297.0	62.0	2.8%	LSTU	8	14	6	75.0%
MUS	1,458.0	1,417.0	-41.0	-2.8%	MED	108	131	23	21.3%
NURS	8,734.0	8,902.0	168.0	1.9%	MUS	10	10	0	0.0%
PED	6,905.0	6,650.0	-255.0	-3.7%	NURS	985	958	-27	-2.7%
SCI	26,732.0	25,352.0	-1,380.0	-5.2%	PED	464	510	46	9.9%
SCS	100.0	167.0	67.0	67.0%	SCI	892	926	34	3.8%
SHRS	1,409.0	1,590.0	181.0	12.8%	SCS	550	486	-64	-11.6%
SLIS	986.0	1,044.0	58.0	5.9%	SHRS	116	131	15	12.9%
SPEA	4,620.0	4,640.0	20.0	0.4%	SLIS	163	178	15	9.2%
SWK	3,633.0	3,663.0	30.0	0.8%	SPEA	493	486	-7	-1.4%
SWT	17.0	0.0	-17.0	-100.0%	SWK	304	329	25	8.2%
UCOL	199.0	164.0	-35.0	-17.6%	UCOL	2,603	2,306	-297	-11.4%
TOTAL	**134,918.5**	**129,822.0**	**-5,096.5**	**-3.78%**	**IN**	**12,531**	**11,958**	**-573**	**-4.57%**
					Unduplicated	12,516	11,939	**-577**	**-4.61%**

IUPUC
Enrollment

TOTAL	**6,689.0**	**7,329.0**	**640.0**	**9.6%**	**CO**	**621**	**663**	**42**	**6.8%**

Grand Total	**141,607.5**	**137,151.0**	**-4,456.5**	**-3.15%**		**13,152**	**12,621**	**-531**	**-4.04%**

Office of the Registrar
5/15/2006

In the spring of 2006, academic units were provided a ten-year history of their enrolled majors and asked to project the following:

- Number of fall student majors through 2010
- Their optimal number of student majors (aspirational goal)
- Their capacity for student majors

In general, responses were provided at the department or program level. Departments used their own assumptions to determine aspiration and capacity for the number of majors they can serve. Examples include changes in programs offered, limits on availability of specialized classroom space, availability of faculty, and advising capacities. Where assumptions were provided they are included within the second set of reports which display data at the school and departmental levels

Responses provided were summarized in the accompanying tables. Excerpts from and a brief description of each table are provided below.   Enrollments in the Graduate School, with the exception of graduate non-degree, are distributed to the appropriate degree granting school.

Table 1: Projected Fall Enrollment Trend - IUPUI Summary by School

This table shows a ten-year enrollment trend and school-supplied projected enrollments through 2010. The schools also provided figures for their optimal number of majors (aspirational goal) and estimated their current capacity. For example, summarizing the responses for programs within Business resulted in a projection of 2,710 majors by fall 2010 for the school. The summarized aspirational goal is to serve 3,130 majors. The summarized estimated capacity is 3,310.

	Actual Fall Enrollment[1]										Projected Fall Enrollment				
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
BUS	1,165	1,197	1,232	1,300	1,378	1,605	1,595	2,056	2,104	2,160	2,290	2,400	2,510	2,610	2,710

Table 2: Projected Fall Enrollment Trend - IUPUI Summary by Student Level

This table shows a ten-year campus-level enrollment trend and projected enrollments through 2010 at the student level based on school-provided projections. It also summarizes the aspirational goals and estimated capacity.

	Actual Fall Enrollment[1]										Projected Fall Enrollment					Asp. Goal
By Level	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Indianapolis:																
UG	18,514	18,687	19,224	18,917	18,847	19,376	19,740	20,116	19,985	20,183	20,651	21,176	21,871	22,598	23,349	24,673
Grad	4,700	4,491	4,729	4,760	4,897	5,225	5,489	5,946	6,193	5,911	6,192	6,620	7,017	7,402	7,785	8,566
Prof	2,312	2,366	2,383	2,380	2,374	2,356	2,390	2,434	2,515	2,550	2,533	2,533	2,533	2,523	2,503	2,488
Indpls. Total	25,526	25,544	26,336	26,057	26,118	26,957	27,619	28,496	28,693	28,644	29,376	30,329	31,421	32,523	33,636	35,727

Table 3: Progress in Meeting Enrollment Capacity and Goals

This table shows each school's progress toward its aspirational goal and capacity as of fall 2005. The table also shows the projected change in headcount from fall 2005 to 2006 and from 2005 to 2010. For example, Business has a projected enrollment of 2,290 for 2006. This is an increase of 6% from 2005 headcount. With an aspirational goal of 3,130, their fall 2005 enrollment was 69% of that goal. Their fall 2005 enrollment was 65% of their

	Actual	Projected				Change from Fall 2005				Achieved % for 2005	
	Fall 2005[1]	Fall 2006	Fall 2010	Asp. Goals	Est. Cap.	Fall 2006		Fall 2010		Aspirational Goals	Estimated Capacity
						N	%	N	%		
BUS	2,160	2,290	2,710	3,130	3,310	130	6%	550	25%	69%	65%

estimated capacity of 3,310.

Table 4: Progress in Meeting Enrollment Capacity and Goals by Student Level

This table summarizes IUPUI's progress toward its aspirational goal and capacity as of fall 2005 at the student level based on school-provided figures. For example, enrollment projected at the undergraduate level is 20,651 for 2006. This is an increase of 2% from 2005 headcount. With an aspirational goal of 24,673, the fall 2005 undergraduate enrollment was 82% of that goal. The fall 2005 enrollment was 86% of the estimated capacity of 24,344.

	Actual	Projected				Change from Fall 2005				Achieved % for 2005	
By Level	Fall 2005[1]	Fall 2006	Fall 2010	Asp. Goals	Est. Cap.	Fall 2006		Fall 2010		Aspirational Goals	Estimated Capacity
						N	%	N	%		
Indianapolis:											
UG	20,183	20,651	23,349	24,673	24,344	468	2%	3,166	16%	82%	83%
Grad.	5,911	6,192	7,785	8,566	8,705	281	5%	1,874	32%	69%	68%
Prof.	2,550	2,533	2,503	2,488	2,488	(17)	-1%	(47)	-2%	102%	102%
Indpls.	28,644	29,376	33,636	35,727	35,537	732	3%	4,992	17%	80%	81%

A second and more detailed set of reports is provided at the school/department level. Examples of those reports appear below.

Table 1: Headcount and Projected Enrollment by Student Major Department

This table shows a ten-year enrollment trend and department or program-supplied projected enrollments through 2010. The departments or programs also provided figures for their optimal number of majors (aspirational goal) and estimated their current capacity. For example, Biology projected its fall 2006 number of majors as 576, with an aspirational goal of 685 majors, but due to a number of limiting factors, has set its current capacity at 605 majors.

Group	Actual Fall Enrollment										Projected Fall Enrollment					Aspirational Goals	Estimated Capacity
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
BIOL	425	419	429	455	418	404	472	471	514	548	576	593	610	636	652	685	605

Table 2: Progress in Meeting Enrollment Capacity and Goals

This table shows each department or program's progress toward its aspirational goal and capacity as of fall 2005. The table also shows the projected change in headcount from fall 2005 to 2006 and from 2005 to 2010. For example, Biology has projected enrollment of its majors at 576 for 2006. This is an increase of 5% from 2005 headcount. With an aspirational goal of 685, its fall 2005 enrollment was 80% of that goal. Its fall 2005 enrollment was 91% of the estimated capacity of 605.

Group	Fall 2005	Projected Fall 2006	Projected Fall 2010	Projected Asp. Goals	Projected Est. Cap.	Change from Fall 2005 Fall 2006 N	Change from Fall 2005 Fall 2006 %	Change from Fall 2005 Fall 2010 N	Change from Fall 2005 Fall 2010 %	Achieved % for 2005 Asp. Goal	Achieved % for 2005 Est. Cap.
BIOL	548	576	652	685	605	28	5%	104	19%	80%	91%

The remaining tables display course credit hour enrollments within particular disciplines based on a student's home school and major, i.e. the number of credits taken by students from specific majors. Credit hour projections were induced based on headcount projections supplied at the department or program level.

Table 3: Number of Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Actual Fall 2005

For example, students in the School of Nursing took 829 credit hours in BIOL courses for fall 2005.

Course Discipline	School Affiliation of Student's Major																					Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
BIOL	64	6	272	80	350	58	90	17	0	219	3	165	0	829	318	3932	248	11	0	139	10	5080	11891

Table 4: Percent of Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Actual Fall 2005

Course Discipline	School Affiliation of Student's Major																					Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
BIOL	1%	0%	2%	1%	3%	0%	1%	0%	0%	2%	0%	1%	0%	7%	3%	33%	2%	0%	0%	1%	0%	43%	100%

For example, 7 percent of the credit hours in BIOL were taken by students in the School of Nursing for fall 2005.

Table 5: Number of Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Projected Fall 2006

Course Discipline	School Affiliation of Student's Major																					Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
BIOL	64	6	280	86	360	61	104	20	0	226	3	187	0	881	327	4137	249	11	0	125	11	5076	12213

Based on fall 2006 projections, majors in the School of Nursing will take 881 credit hours in BIOL courses.

Table 6: Change in Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation between Fall 2005 and Projected Fall 2006

Based on fall 2006 projections, majors in the School of Nursing will take 52 more credit hours in BIOL courses than they did in fall 2005.

Course Discipline	School Affiliation of Student's Major																							Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL		
BIOL	0	0	8	6	10	3	14	3	0	7	0	22	0	52	9	205	1	0	0	-14	1	-4		322

Table 7: Number of Undergraduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Actual Fall 2005

Course Discipline	School Affiliation of Student's Major																							Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL		
PSY	169	0	261	159	33	140	70	15	0	548	0	30	0	215	328	2827	799	9	1	182	54	5158		10998

For example, students in the School of Nursing took 215 undergraduate credit hours in PSY courses for fall 2005.

Table 8: Percent of Undergraduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Actual Fall 2005

For example, 2 percent of the credit hours in PSY undergraduate courses were taken by students in the School of Nursing for fall 2005.

Course Discipline	School Affiliation of Student's Major																							Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL		
PSY	2%	0%	2%	1%	0%	1%	1%	0%	0%	5%	0%	0%	0%	2%	3%	26%	7%	0%	0%	2%	0%	47%		100%

Table 9: Number of Undergraduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Projected Fall 2006

Course Discipline	School Affiliation of Student's Major																							Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL		
PSY	169	0	254	169	34	149	75	17	0	552	0	36	0	222	358	2845	807	6	1	190	57	5148		11090

Based on fall 2006 projections, majors in the School of Nursing will take 222 credit hours in undergraduate PSY courses.

Table 10: Change in Undergraduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation between Fall 2005 and Projected Fall 2006

Based on fall 2006 projections, majors in the School of Nursing will take 7 more credit hours in undergraduate PSY courses than they did in fall 2005.

Course Discipline	School Affiliation of Student's Major																						Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
PSY	0	0	-7	10	1	9	5	2	0	4	0	6	0	7	30	18	8	-3	0	8	3	-10	92

Table 11: Number of Graduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Actual Fall 2005

For example, students in the School of Engineering and Technology took 108 graduate credit hours in MATH courses for fall

Course Discipline	School Affiliation of Student's Major																						Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
MATH	0	0	3	108	54	0	0	0	0	3	0	0	0	0	0	194	0	0	0	0	0	3	365

2005.

Table 12: Percent of Graduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Actual Fall 2005

For example, 30 percent of the credit hours in MATH graduate courses were taken by students in the School of Engineering and Technology for fall 2005.

Course Discipline	School Affiliation of Student's Major																						Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
MATH	0%	0%	1%	30%	15%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	53%	0%	0%	0%	0%	0%	1%	100%

Table 13: Number of Graduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation - Projected Fall 2006

Based on fall 2006 projections, majors in the School of Engineering and Technology will take 104 graduate credit hours in MATH courses.

Course Discipline	School Affiliation of Student's Major																						Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
MATH	0	0	3	104	56	0	0	0	0	4	0	0	0	0	0	246	0	0	0	0	0	3	415

Table 14: Change in Graduate Credits Generated Within Disciplinary Areas by Enrolled Student's Major School Affiliation between Fall 2005 and Projected Fall 2006

Based on fall 2006 projections, majors in the School of Engineering and Technology will take 4 fewer credit hours in graduate MATH courses than they did in fall 2005.

Course Discipline	School Affiliation of Student's Major																						Grand Total
	BUS	DENT	EDUC	EGTC	GRAD	HERR	INFO	JOUR	LAW	LIBA	LSTU	MED	MUS	NURS	PED	SCI	SCS	SHRS	SLIS	SPEA	SWK	UCOL	
MATH	0	0	0	-4	2	0	0	0	0	1	0	0	0	0	0	52	0	0	0	0	0	0	50

Table 15: Credits Generated by Course Level and Student School and Program

This table shows the projected credit hours by course level and student major for fall 2006 and 2010 and the change from fall 2005. For example, students in the BAJ program in Journalism took 144 undergraduate credits in Science courses for fall 2005. Based on fall 2006 projections, BAJ majors will take 166 hours, a 15% increase.

School of Science

Course Level	Major School	Grouping	Actual Fall 2005	Projected 2006	Projected 2010	Change from Fall 2005 Fall 2006 Hours	Change from Fall 2005 Fall 2006 %	Change from Fall 2005 Fall 2010 Hours	Change from Fall 2005 Fall 2010 %
Undergraduate	Journalism	Journalism BAJ	144	166	277	22	15%	133	92%
		Public Relations CRT	3	4	10	1	33%	7	233%
		Total	147	170	287	23	16%	140	95%

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