

Student Enrollment, Retention and Graduation

October 2003

Institutional Research Brief

IOWA STATE UNIVERSITY

EXECUTIVE SUMMARY

Student enrollment at Iowa State University in fall 2003 is 27,380 (or 25,346 full-time equivalent (FTE)).

- The enrollment is the third highest level in the history of the university.
- Undergraduate enrollment decreased while both the first professional and graduate enrollments increased.
- The biggest decrease is in the number of international students, 17%.
- Total freshman enrollment is down by about 10%.

Declining high school enrollments in Iowa means competition in the recruitment of a smaller number of prospective students.

- After peaking at 39,482 in fall 1999, 12th grade enrollment is expected to continue its downward trend for 2004, 2005 and 2006.
- ISU currently enrolls 41% of all undergraduate students attending Iowa's Regent universities.
- Enrollment in the colleges of Engineering and Business has been robust at ISU; enrollment in the other colleges has been either stable or decreasing.

Results are mixed in the diversity of student enrollments at Iowa State University.

- The proportion of women at the undergraduate level is slightly down from 44.3% in fall 2002 to 43.9% in 2003.
- Seven out of ten veterinary medicine students are women compared to four out of ten graduate students.
- Undergraduate minority enrollment is up from 7.0% in fall 2002 to 8.1% in 2003, primarily due to increases in Asian/Pacific Islander and Hispanic students.

Retention and graduation rates, common performance indicators nationally, have been increasing at ISU.

- One-year retention rate stands at 84.2% for the cohort of fall 2002. The goal set by the strategic plan is 85.0%.
- Nearly one-third of entering freshmen graduate in 4 years.
- Six-year graduation rate stands at 65.7% for the cohort of fall 1997. The goal set by the strategic plan is 70%.
- ISU retention and graduation rates are lower than the averages of its ten peer land-grant universities.

Retention and graduation rates at ISU vary by gender, race/ethnicity and residence

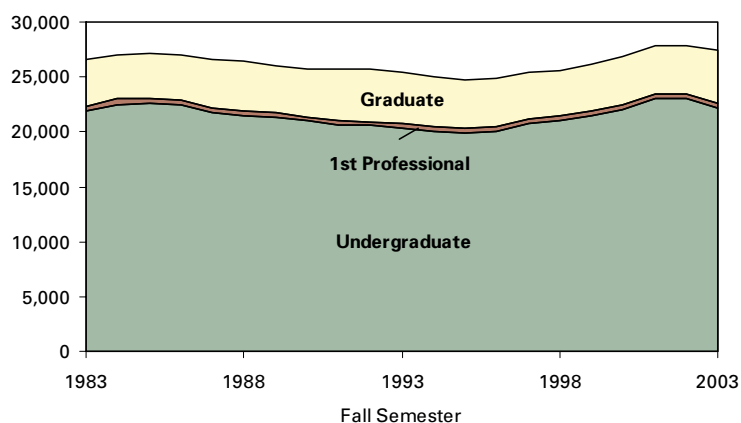
- Generally, retention and graduation rates of women are higher than men's, while the rates of racial/ethnic minorities are lower than the majority's.
- Both retention and graduation rates of Iowa residents are higher than those of U.S. non-Iowa residents.
- Retention and graduation rates of students who participate in Learning Communities are higher than those of non-participants.

ENROLLMENT

Fall 2003 Enrollment

Student enrollment at Iowa State University is 27,380 in fall 2003, following two record enrollments of 27,823 in fall 2001 and 27,898 in fall 2002. The fall 2003 total enrollment in full-time equivalency (FTE) is 25,346. (See [Figure 1](#) and [Appendix Table 1A](#)).

Figure 1. Fall Headcount Enrollment by Level



Comparing fall 2003 with fall 2002, undergraduate enrollment decreased by 769 students (3.3%). Graduate enrollment increased by 242 to reach a total of 4,741, the third highest graduate enrollment on record. First professional (veterinary medicine) student enrollment increased by 9 students (2.3%).

[Table 1](#) shows changes in undergraduate enrollment between fall 2002 and 2003 by class, gender, race/ethnicity and residence. Undergraduate enrollment decreased at the freshmen and sophomore levels while slightly increasing at the junior and senior levels. Minority undergraduate enrollment is up from 1,780 to 1,804, an increase of 1.4%. However, this increase masks differences in the rates for specific racial/ethnic minority groups.

**Table 1.
One-Year Change in Undergraduate Enrollment
at Iowa State University**

Class	Fall	Fall	Change	
	2002	2003	Number	Percent
Class				
New Freshmen	4,219	3,897	- 322	- 7.63%
Other Freshmen	1,543	1,309	- 234	-15.17%
Total Freshmen	5,762	5,206	- 556	- 9.65%
Sophomore	4,993	4,603	- 390	- 7.81%
Junior	5,087	5,233	146	2.87%
Senior	6,710	6,771	61	0.91%
Specials	447	417	- 30	- 6.71%
Total	22,999	22,230	- 769	- 3.34%
Gender				
Men	12,820	12,477	- 343	- 2.68%
Women	10,179	9,753	- 426	- 4.19%
Race/Ethnicity				
All Minority	1,780	1,804	24	1.35%
White	20,166	19,555	- 611	- 3.03%
International	1,053	871	- 182	-17.28%
Residence				
Iowa Resident	17,586	17,104	- 482	- 2.74%
U.S., Non-Iowa Resident	4,360	4,255	- 105	- 2.41%

The biggest decrease in enrollment is in the international student group, 17.3%, down from 1,053 in fall 2002 to 871 in fall 2003. This is primarily due to visa and other restrictions caused by the event of September 11, 2001.

Total freshman enrollment decreased by nearly 10% (from 5,762 to 5,206). As will be described below, this may be due to the decrease in the number of high school graduates.

The number of women undergraduate students decreased by 4.2% compared to a 2.7% decrease for men. As a result, the proportion of undergraduate students who are women decreased from 44.3% in fall 2002 to 43.9% in fall 2003. For more details on enrollment changes by gender and specific racial/ethnic minority at the undergraduate, professional, and graduate levels, see [Appendix Table 2A](#).

Iowa resident and non resident (i.e., U.S. non-Iowa resident) enrollments decreased by comparable rates, 2.7% and 2.4%, respectively.

Actual and Projected 12th Grade Enrollments in Iowa

The number of high school students in the state, particularly 12th grade students, will have direct impact on future enrollments at Iowa State and other institutions of higher education in Iowa. [Figure 2](#) shows actual 12th grade enrollments of the past 10 years and projected enrollment for the next four years.

DEFINITIONS

Headcount Enrollment is the number of individuals enrolled regardless of the number of coursework credit hours taken during a semester. Enrollment data presented in this report are presumed to be headcount unless indicated otherwise.

Full-Time Student – for an undergraduate it is a student enrolled for 12 or more semester credit hours; for a graduate, it is a student enrolled for 9 or more semester credit hours.

Part-Time Student - for an undergraduate it is a student enrolled for 11 or less semester credit hours; for a graduate, it is a student enrolled for 8 or less semester credit hours.

Full-Time Equivalent (FTE) Enrollment is a derived count and is normally calculated by dividing total student credit hours produced by the normal full-time credit load. At Iowa State, FTE is based on 15.5 credit hours for undergraduates and 9.0 credit hours for graduates. FTE for Veterinary Medicine is equal to headcount. The federal government, for its data collection and national comparison purposes, defines FTE enrollment as full-time students plus one-third of part-time students.

Retention Rate – The rate at which full-time, first-time, degree-seeking students return to the institution in successive years until the completion of a degree. The focus here is on first-year retention rate, the proportion of freshmen entering in a given fall semester who returned the following fall.

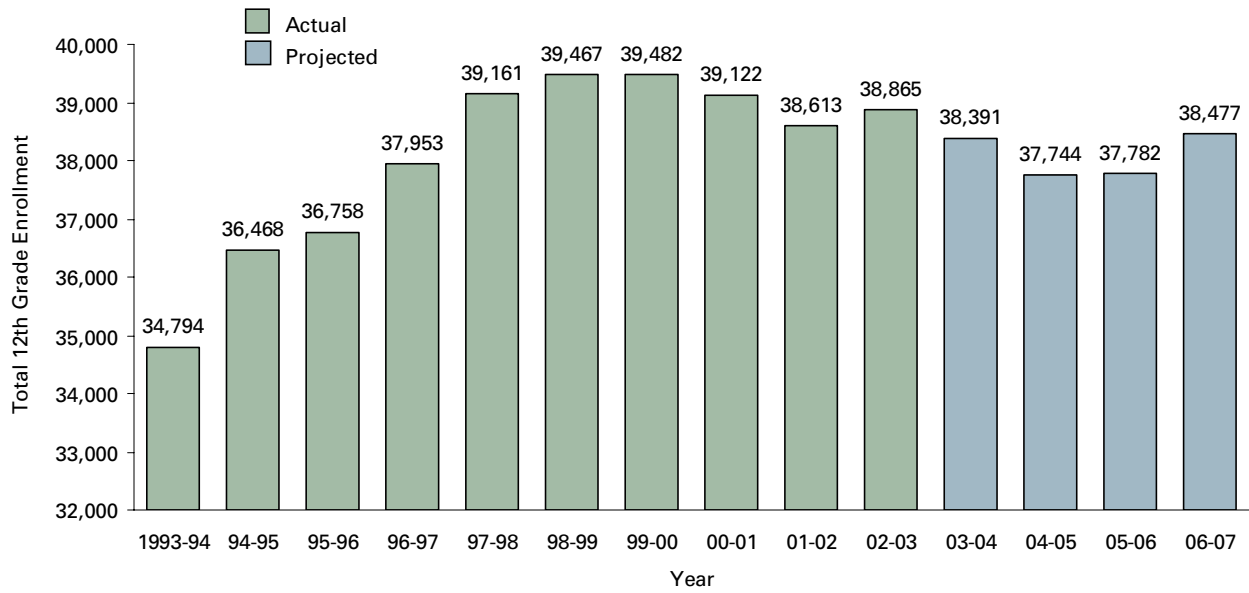
Six-Year Graduation Rate – The rate at which entering full-time, first-time, degree-seeking students complete a bachelor's degree within 150% of normal time to program completion, the normal time being four years.

First Professional Student – At Iowa State University, it refers to a student enrolled in the veterinary medicine program to earn a D.V.M. degree.

Race/Ethnicity – Categories of U.S. citizens and resident aliens to which individuals belong, identify with, or belong in the eyes of the community. Students are counted in one of the following groups: (1) African American; (2) American Indian or Alaskan Native; (3) Asian or Pacific Islander, (4) Hispanic; (5) White, non-Hispanic.

International (or Nonresident Alien) Student – A student who is not a citizen or national of the United States and who is in this country on a visa or temporary basis.

Figure 2. Actual and Projected 12th Grade Enrollments in Iowa



Source: Iowa Department of Education, *The Annual Condition of Education*, 2002, Tables 6 and 7.

The state's 12th grade enrollment increased in the 1990s, peaked at 39,482 in 1999-2000 and has generally been decreasing since then. Projected figures indicate that the decline will continue at least for the next three years. That means institutions of higher education in Iowa, including the Regent universities, will compete for smaller numbers of prospective students.

Student Demand by Discipline

Student demand by discipline is another factor that will impact future enrollments at Iowa State University. [Figure 4](#) and [Appendix Table 4A](#) display trends in ISU undergraduate enrollment by college, which can be a proxy for student demand by discipline.

[Figure 3](#) and [Appendix Table 3A](#) show trends in undergraduate enrollments at Iowa's three Regent universities. Of the total undergraduate enrollment, around 55,000 in the last three years, the share of each university has been more or less constant. Iowa State currently enrolls 41% of all undergraduate students attending Iowa's Regent universities. The University of Iowa enrolls 37% and University of Northern Iowa, 22%.

Figure 4. Undergraduate Enrollment by College

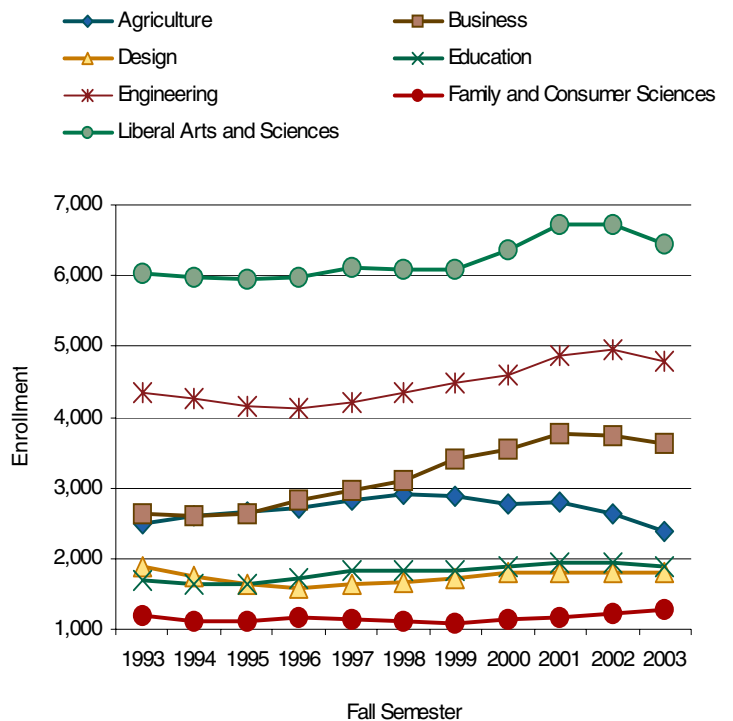
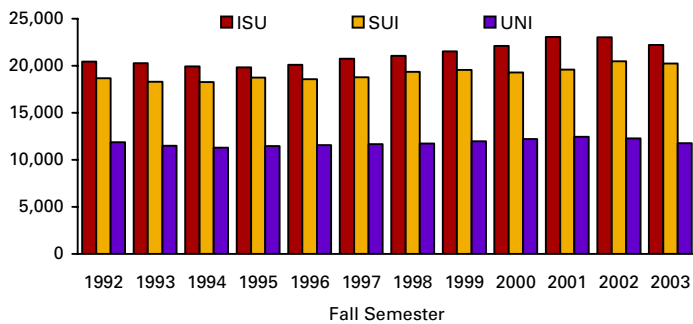


Figure 3. Undergraduate Headcount Enrollment at Iowa Regent Universities



Source: Board of Regents, State of Iowa, *General Docket*, October 16-17, 2002, *Fall Enrollment Report Part I*, Table 5.

The colleges of Engineering, Business, and to some extent Liberal Arts and Sciences, have experienced varying degrees of increase over the last ten years. Education and Design have had stable enrollments throughout the decade. Agriculture has experienced decreases in the more recent years, while Family and Consumer Sciences, after experiencing decreases in the late 1990s, has increased enrollments in the last two years.

Diversity in Enrollment

Iowa State University enrolls students representing diverse socio-economic levels, racial and ethnic heritages, international cultures and gender balance. Preserving and enhancing human and intellectual diversity is one of the many stated objectives in its Strategic Plan. The Board of Regents, State of Iowa, has as one of its stated goals, “continuous improvement of the climate for diversity and equal educational and employment opportunities.”¹

Figure 5 displays trends in enrollment by gender at the undergraduate, first professional and graduate levels. The ratio of women at the undergraduate level has increased from 42.3% in fall 1993 to 43.9% in fall 2003. Nationally, women outnumber men, comprising 56% of total undergraduate enrollment in degree-granting four-year institutions. Women in veterinary medicine at ISU have outnumbered men throughout the decade accounting for well over 55 percent. The proportion of women has increased from 56.9% in fall 1993 to 72.1% in fall 2003. The proportion of women at the graduate level has been stable at about 40% over the decade.

Appendix Table 5A displays trends in gender composition at the undergraduate level by college. The proportion of undergraduate students that are women has remained stable over the past five years. The proportion of women varies by college. Women comprise the majority in the colleges of Family and Consumer Sciences, Education, Design, and Liberal Arts and Sciences. They comprise the minority in the colleges of Engineering, Business and Agriculture. Nine out of ten undergraduate students in Family and Consumer Sciences are women compared to two in ten in Engineering.

Figure 5. Trends in Enrollment by Gender

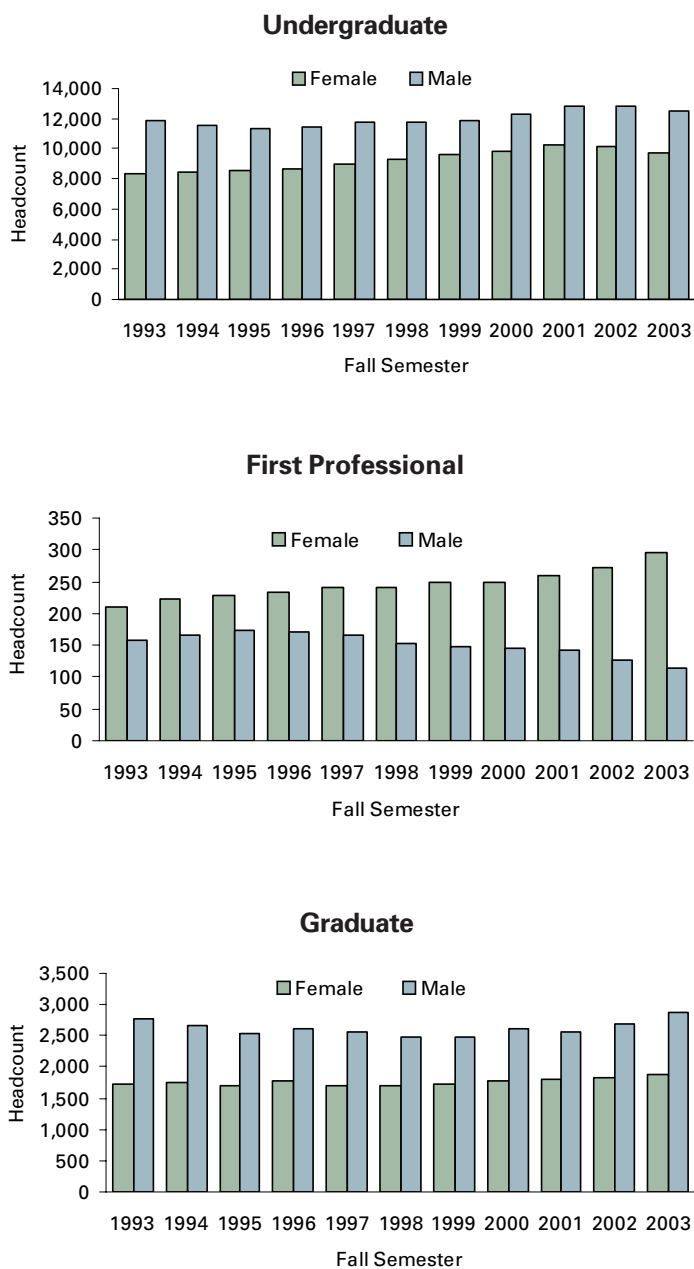


Table 2 displays five-year enrollment trends of undergraduate students by race/ethnicity. Total racial/ethnic minority enrollment is up from 7.0% in fall 1999 to 8.1% in fall 2003. The goal set by the Board of Regents, State of Iowa, and ISU strategic plan for total minority students is 8.5%. Again, the increase in total minority masks differences in the enrollment trend of specific racial/ethnic minority groups. The share of Asian or Pacific Islander and Hispanic has been increasing, while that of African American and American Indian or Alaskan Native has been up and down over the past five years.

¹ Board of Regents, State of Iowa, *Investing in the Future*, Strategic Plan, 1998, p. 33.

Table 2.
Undergraduate Enrollment by Race/Ethnicity

Level and Race/Ethnicity	1999		2000		2001		2002		2003	
	Number	%	Number	%	Number	%	Number	%	Number	%
Undergraduate	21,503		22,087		23,060		22,999		22,230	
African American	579	2.7%	547	2.5%	604	2.6%	640	2.8%	601	2.7%
American Indian/Alaskan Native	80	0.4%	79	0.4%	69	0.3%	72	0.3%	66	0.3%
Asian/Pacific Islander	544	2.5%	551	2.5%	598	2.6%	628	2.7%	661	3.0%
Hispanic	303	1.4%	363	1.6%	423	1.8%	440	1.9%	476	2.1%
Total Minority	1,506	7.0%	1,540	7.0%	1,694	7.3%	1,780	7.7%	1,804	8.1%
White	18,946	88.1%	19,497	88.3%	20,235	87.7%	20,166	87.7%	19,555	88.0%
International	1,051	4.9%	1,050	4.8%	1,131	4.9%	1,053	4.6%	871	3.9%

RETENTION AND GRADUATION RATES

Trends in Retention and Graduation Rates

Retention and graduation rates are among the key performance indicators established to measure progress on Iowa State University's strategic plan goals. The Board of Regents, State of Iowa, also mandates annual reporting on retention and graduation as measures of student success and diversity.

Table 3 shows trends in retention and graduation rates at Iowa State University by year of entry. The one-year retention rate steadily increased with the cohorts of the late 1990s, slightly decreased with the cohorts of 2000 and 2001, and is recovering with the cohort of 2002. The retention rate for students who entered ISU in fall 2002 stands at 84.2%. The goal set by the Regent plan and ISU strategic plan is 85.0%.

The four-year graduation rate has been steadily increasing over the last eight years. The rate for the cohort of fall 1999 stands at 31.4%, over ten percentage points higher than the cohort of fall 1991.

The six-year graduation rate overall has also been increasing over the last six years. The rate for the cohort of fall 1997 stands at 65.7%. The goal set by the Regent plan and ISU strategic plan is 70.0%.

Figure 6 illustrates what happens to a cohort of full-time freshmen over a period of seven years. Of the total 4,007 full-time freshman entering in 1997, 16.4% left the university the first year, 8.5% left the second year, and 6.6% left the third year or after. Of the same cohort, 27.0% graduated in four years or less, 32.2% graduated in their fifth year, and 6.5% graduated in their sixth year. After the sixth year, 2.8% of the cohort was still enrolled.

Figure 6. Retention and Graduation Rates of Full-time Freshmen Entering Fall 1997 (total entering = 4,007)

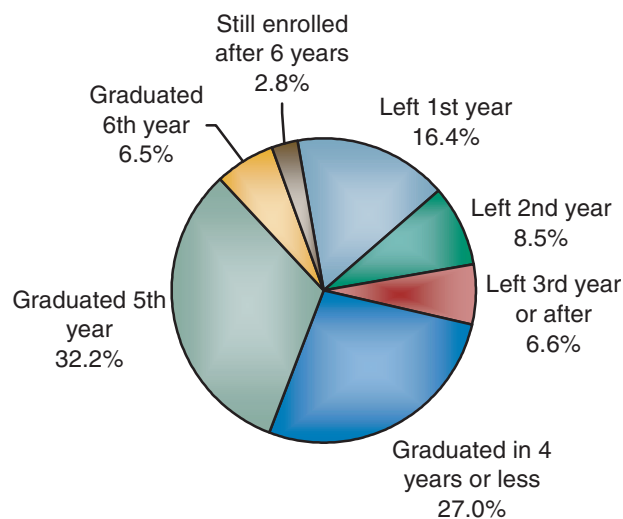


Table 3.

Retention and Graduation Rates, Full-Time Freshmen

Entry Year	Number Entered	Average ACT Composite	Retention Rate		Cumulative Graduation Rate	
			1-Year	3-Year	4-Year	6-Year
1991	3,228	24.0	81.4%	66.4%	20.6%	60.1%
1992	3,333	23.9	81.8%	68.2%	21.7%	61.1%
1993	3,416	24.1	81.1%	67.4%	22.3%	60.4%
1994	3,325	24.1	81.5%	68.9%	24.0%	62.4%
1995	3,274	24.1	81.5%	69.9%	25.1%	63.7%
1996	3,599	24.5	82.8%	71.5%	28.4%	65.3%
1997	4,007	24.6	83.6%	71.4%	27.0%	65.7%
1998	3,800	24.5	84.4%	72.4%	29.2%	
1999	4,020	24.5	85.1%	73.3%	31.4%	
2000	4,289	24.5	83.7%	71.6%		
2001	4,598	24.5	83.4%			
2002	4,167	24.4	84.2%			

Retention and Graduation Rates by Gender, Race/Ethnicity and Residence

Table 4 displays full-time freshman retention and graduation rates by gender, race/ethnicity and residence, based on the latest cohort for which data are available.

Table 4.
Retention and Graduation Rates, Full-Time Freshmen

Entry Year, Fall	1-Year	4-Year	6-Year
	Retention	Graduation	Graduation
Gender	2002	1999	1997
Male	85%	24%	64%
Female	84%	41%	68%
Race/Ethnicity			
African American	78%	17%	44%
Am. Indian/Alaskan	83%	19%	55%
Asian/Pacific Islander	80%	21%	68%
Hispanic	87%	24%	59%
Total Minority	81%	20%	55%
White	85%	32%	67%
Citizenship/Residence			
Iowa Resident	85%	31%	67%
U.S. Non-Iowa Citizen	82%	30%	64%
International	84%	47%	61%
Total	84%	31%	66%

The one-year retention rate of men (85%) is slightly higher than that of women (84%) for the cohort of fall 2002. In both the four-year and six-year graduation rates, women graduated at higher rates than men. For the cohort of fall 1999, the four-year graduation rate of women is 41% compared to 24% for men. For the cohort of fall 1997, the six-year graduation rate of women is 68% compared to 64% for men.

The retention rate of total minority students (81%) is lower than the rate of the majority (85%). The four-year and six-year graduation rates for minority students are also lower compared to those of the majority. For the cohort of fall 1999, the four-year graduation rate of minority students is 20% compared to 32% for the majority. For the cohort of fall 1997, the six-year graduation rate of minority students is 55% compared to 67% for the majority. The retention rates for the specific minority groups are also displayed in Table 4. However, care should be exercised in making conclusions based on a single year, as the percentages swing from year to year due to the fact that the numbers are small.

The retention rate of Iowa residents (85%) is higher than U.S. non-Iowa citizens (82%) and international students (84%). The four-year graduation rate for international students (47%) is higher than for Iowa residents (31%) and U.S. non-Iowa citizens (30%). The six-year graduation rates for Iowa residents (67%) is higher than for U.S. non-Iowa citizens (64%) and international students (61%).

Retention and Graduation Rates of Participants in Learning Communities

Iowa State University places emphasis on student-centered learning environments. The program of Learning Communities, which started in 1998, is one of the success stories in student-centered learning. Table 5 shows retention and graduation rates comparing participants in learning communities with those who do not participate.

The one-year retention rate of full-time freshmen who participate in learning communities is on average more than eight percentage points higher than the rate of those who do not participate. The difference becomes greater in the three-year retention rate, about 12 percentage points.

Similarly, the four-year graduation rate of learning community participants is higher than that of non-participants. For the cohort of 1999, the rate for participants is 38.0% compared to 27.0% for non-participants.

Table 5.
Retention and Graduation Rates, Full-time Freshmen in Learning Communities

Entry Year		Number	Number	Retention		Graduation
		of Freshmen	of Freshmen	1-Year	3-Year	4-Year
1998	In Comm.	23	1,080	90.9%	81.1%	40.8%
	Not in Comm.		2,720	81.8%	68.9%	24.6%
1999	In Comm.	36	1,603	90.1%	79.9%	38.0%
	Not in Comm.		2,417	81.8%	68.9%	27.0%
2000	In Comm.	38	1,491	89.8%	80.2%	
	Not in Comm.		2,798	80.5%	67.0%	
2001	In Comm.	43	1,692	88.1%		
	Not in Comm.		2,911	80.7%		
2002	In Comm.	43	1,654	88.1%		
	Not in Comm.		2,517	80.7%		

National Comparisons in Retention and Graduation Rates

Retention and graduation rates are common indicators of student success and are used for comparisons at the national level. The federal government annually collects information on one-year retention and six-year graduation rates as part of the IPEDS (Integrated Postsecondary Education Data System) data collection system.

Table 6 displays one-retention and six-year graduation rates of Iowa State University and its ten peer land-grant universities, based on the latest available comparable data. For the cohort of fall 2001, ISU's retention rate is 83.4% compared to the peer average of 87.6%. ISU ranks 10th among the eleven peers. For the cohort of fall 1996, the ISU six-year graduation rate is 65.3% compared to the peer average of 67.7%. ISU ranks 7th among the eleven peers in graduation rate.

Table 6.
Retention and Graduation Rates,
Peer Land Grant Universities

Institution	1-Year Retention Entry Fall 2001	6-Year Graduation Entry Fall 1996
Illinois	91.2%	79.5%
Cal-Davis	91.1%	78.3%
Wisconsin	92.0%	76.8%
Texas A&M	89.6%	74.9%
Michigan State	90.1%	70.5%
Purdue	86.8%	65.7%
Iowa State	83.4%	65.3%
NC State	88.9%	64.0%
Ohio State	86.5%	58.8%
Arizona	75.8%	54.6%
Minnesota	84.3%	53.7%
Peer Mean (excluding ISU)	87.6%	67.7%

Source: Institutional Common Data Set (CDS), 2002-2003.

APPENDICES

Table 1A.
Trends in Enrollment at Iowa State by Level, Fall 1983 to 2003

Headcount	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	Undergraduate	21,844	22,497	22,591	22,446	21,708	21,449	21,349	21,042	20,673	20,584	20,391	20,039	19,941	20,100	20,717	21,035	21,503	22,087	23,060	22,999
1st Professional	470	470	465	463	428	376	342	313	315	338	367	388	402	403	407	392	398	394	400	400	409
Graduate	4,222	4,027	4,126	4,164	4,464	4,650	4,347	4,383	4,789	4,778	4,655	4,563	4,330	4,396	4,260	4,158	4,209	4,364	4,363	4,499	4,741
Total Headcount	26,536	26,994	27,182	27,073	26,600	26,475	26,038	25,738	25,777	25,700	25,413	24,990	24,673	24,899	25,384	25,585	26,110	26,845	27,823	27,898	27,380

Full-Time Equivalent (FTE)	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	Undergraduate	20,960	21,169	21,085	20,806	20,114	19,743	19,637	19,292	19,046	18,866	18,796	18,382	18,318	18,549	19,015	19,276	19,620	20,195	21,127	21,368
1st Professional	470	470	465	463	428	376	342	313	315	338	367	388	402	403	407	392	398	394	400	400	409
Graduate	3,377	3,285	3,274	3,369	3,591	3,627	3,703	3,669	3,820	3,965	4,048	3,962	3,756	3,792	3,703	3,580	3,662	3,779	3,744	3,907	4,215
Total FTE	24,807	24,924	24,824	24,638	24,133	23,746	23,682	23,274	23,181	23,169	23,211	22,732	22,476	22,744	23,125	23,248	23,680	24,368	25,271	25,675	25,346

Table 2A.
Change in Enrollment by Level, Gender, and Race/Ethnicity

	Undergraduate				Professional				Graduate				Total			
	2002		2003		2002		2003		2002		2003		2002		2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total University	22,999	22,230	-769	-3.3%	400	409	9	2.3%	4,499	4,741	242	5.4%	27,898	27,380	-518	-1.9%
Gender																
Female	10,179	9,753	-426	-4.2%	272	295	23	8.5%	1,816	1,878	62	3.4%	12,267	11,926	-341	-2.8%
Male	12,820	12,477	-343	-2.7%	128	114	-14	-10.9%	2,683	2,863	180	6.7%	15,631	15,454	-177	-1.1%
Race/Ethnicity																
Am. Indian/Alaskan	72	66	-6	-8.3%	1	1	0	0.0%	9	11	2	22.2%	82	78	-4	-4.9%
African American	640	601	-39	-6.1%	1	1	0	0.0%	106	120	14	13.2%	747	722	-25	-3.3%
Asian/Pacific Islander	628	661	33	5.3%	5	4	-1	-20.0%	74	69	-5	-6.8%	707	734	27	3.8%
Hispanic	440	476	36	8.2%	1	0	-1	-100.0%	62	72	10	16.1%	503	548	45	8.9%
Total Minority	1,780	1,804	24	1.3%	8	6	-2	-25.0%	251	272	21	8.4%	2,039	2,082	43	2.1%
White and Other	20,166	19,555	-611	-3.0%	389	399	10	2.6%	2,724	2,872	148	5.4%	23,279	22,826	-453	-1.9%
International	1,053	871	-182	-17.3%	3	4	1	33.3%	1,524	1,597	73	4.8%	2,580	2,472	-108	-4.2%

Table 3A.
Undergraduate Headcount Enrollment at Iowa Regent Universities, Fall Semesters

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Iowa State	20,262	19,924	19,806	20,100	20,717	21,035	21,503	22,087	23,060	22,999	22,230
U. of Iowa	18,290	18,267	18,740	18,586	18,754	19,337	19,537	19,284	19,603	20,487	20,233
U. of N. Iowa	11,492	11,306	11,470	11,587	11,654	11,764	11,984	12,218	12,474	12,282	11,774
Total	50,044	49,497	50,016	50,273	51,125	52,136	53,024	53,589	55,137	55,768	54,237

Table 4A.
Undergraduate Enrollment by College, Fall Semesters

COLLEGE	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Agriculture	2,487	2,594	2,654	2,722	2,812	2,907	2,888	2,758	2,807	2,624	2,369
Business	2,638	2,593	2,631	2,822	2,968	3,114	3,400	3,556	3,757	3,729	3,635
Design	1,875	1,735	1,634	1,567	1,632	1,650	1,730	1,806	1,794	1,814	1,807
Education	1,686	1,648	1,648	1,726	1,838	1,834	1,819	1,883	1,940	1,948	1,889
Engineering	4,351	4,260	4,164	4,115	4,205	4,337	4,494	4,604	4,876	4,963	4,782
Family and Consumer Sciences	1,191	1,105	1,123	1,177	1,141	1,102	1,092	1,129	1,171	1,209	1,288
Liberal Arts and Sciences	6,034	5,989	5,949	5,971	6,118	6,091	6,080	6,351	6,715	6,712	6,460

Table 5A.
Undergraduate Enrollment by Gender and College, Fall 1993 to 2003

COLLEGE AND GENDER	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Agriculture	2,487	2,594	2,654	2,722	2,812	2,907	2,888	2,758	2,807	2,624	2,369
Female	780	905	963	1,020	1,087	1,164	1,202	1,169	1,184	1,119	1,008
Percent	31.4%	34.9%	36.3%	37.5%	38.7%	40.0%	41.6%	42.4%	42.2%	42.6%	42.5%
Business	2,638	2,593	2,631	2,822	2,968	3,114	3,400	3,556	3,757	3,729	3,635
Female	1,061	1,047	1,072	1,154	1,180	1,270	1,394	1,382	1,449	1,426	1,372
Percent	40.2%	40.4%	40.7%	40.9%	39.8%	40.8%	41.0%	38.9%	38.6%	38.2%	37.7%
Design	1,875	1,735	1,634	1,567	1,632	1,650	1,730	1,806	1,794	1,814	1,807
Female	795	748	730	679	747	778	857	910	927	940	936
Percent	42.4%	43.1%	44.7%	43.3%	45.8%	47.2%	49.5%	50.4%	51.7%	51.8%	51.8%
Education	1,686	1,648	1,648	1,726	1,838	1,834	1,819	1,883	1,940	1,948	1,889
Female	1,032	980	962	1,026	1,098	1,115	1,141	1,177	1,244	1,224	1,166
Percent	61.2%	59.5%	58.4%	59.4%	59.7%	60.8%	62.7%	62.5%	64.1%	62.8%	61.7%
Engineering	4,351	4,260	4,164	4,115	4,205	4,337	4,494	4,604	4,876	4,963	4,782
Female	646	652	686	669	682	683	736	750	761	791	747
Percent	14.8%	15.3%	16.5%	16.3%	16.2%	15.7%	16.4%	16.3%	15.6%	15.9%	15.6%
Family and Consumer Sciences	1,191	1,105	1,123	1,177	1,141	1,102	1,092	1,129	1,171	1,209	1,288
Female	991	935	956	980	965	934	956	1,010	1,049	1,076	1,136
Percent	83.2%	84.6%	85.1%	83.3%	84.6%	84.8%	87.5%	89.5%	89.6%	89.0%	88.2%
Liberal Arts and Sciences	6,034	5,989	5,949	5,971	6,118	6,091	6,080	6,351	6,715	6,712	6,460
Female	3,084	3,162	3,136	3,116	3,237	3,337	3,329	3,442	3,619	3,603	3,388
Percent	51.1%	52.8%	52.7%	52.2%	52.9%	54.8%	54.2%	54.2%	53.9%	53.7%	52.4%
Total Undergraduate	20,262	19,924	19,806	20,100	20,717	21,035	21,503	22,087	23,060	22,999	22,230
Female	8,389	8,429	8,508	8,644	8,999	9,281	9,615	9,840	10,233	10,179	9,753
Percent	41.4%	42.3%	43.0%	43.0%	43.4%	44.1%	44.7%	44.6%	44.4%	44.3%	43.9%

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