

# A Snapshot of the Student Body at the iSchool

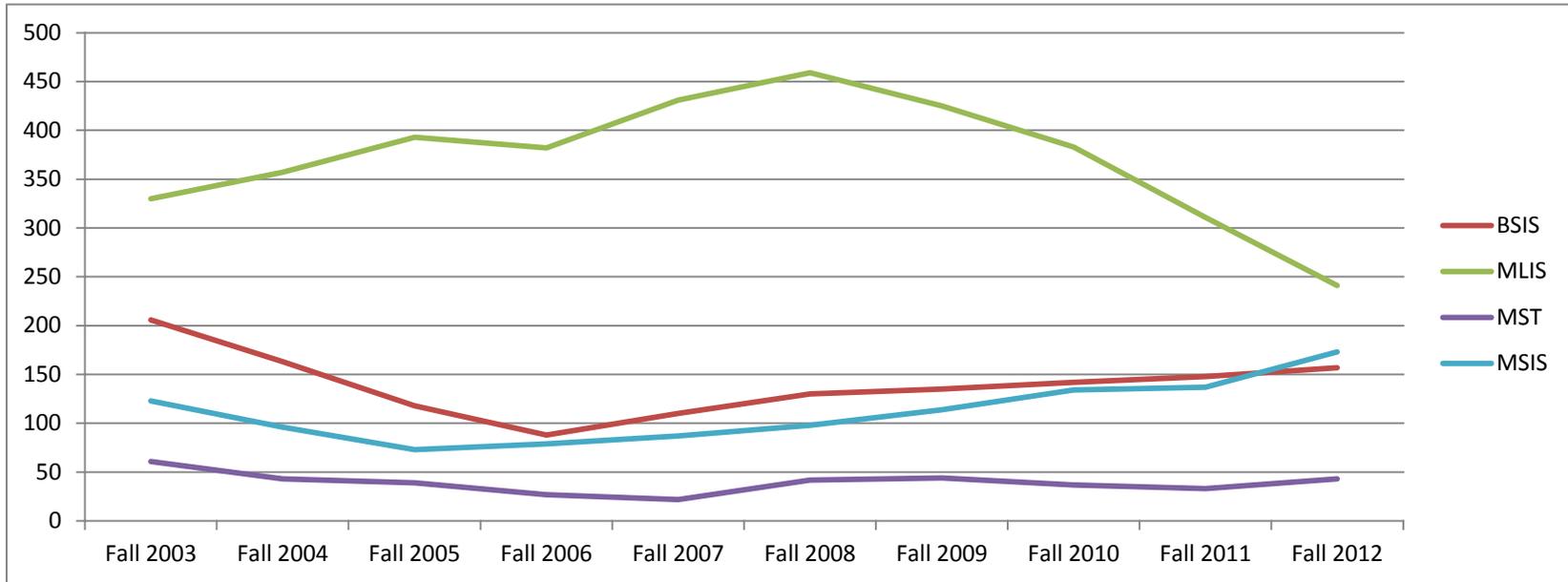
## A report to the Board of Visitors, 2013

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### Total Enrollment over time

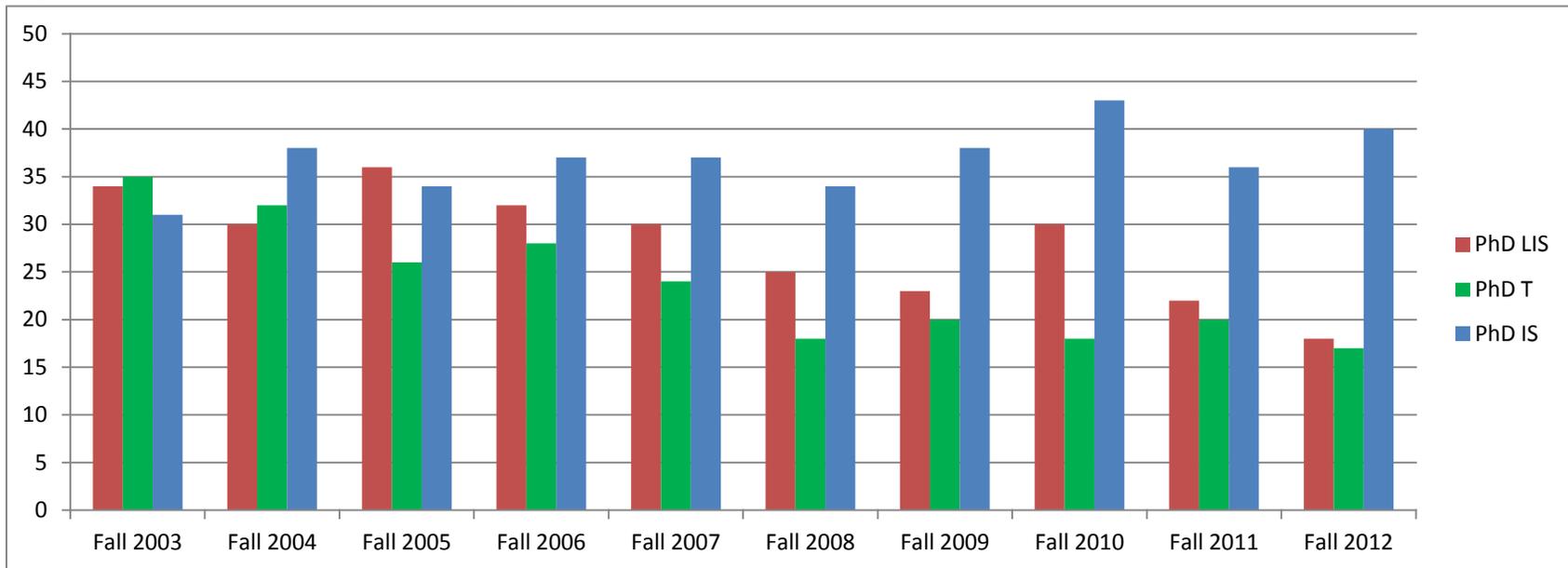
Program Headcount	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
BSIS	206	163	118	88	110	130	135	142	148	157
MLIS	330	357	393	382	431	459	425	383	311	241
MST	61	43	39	27	22	42	44	37	33	43
MSIS	123	96	73	79	87	98	114	134	137	173
PhD LIS	34	30	36	32	30	25	23	30	22	18
PhD T	35	32	26	28	24	18	20	18	20	17
PhD IS	31	38	34	37	37	34	38	43	36	40
CAS	12	6	5	12	8	6	6	15	12	8
Total	832	765	724	685	749	812	805	802	720	699

**Figure 1 Undergraduate and Master's Enrollment (headcount) over time**



As can be seen in the chart and table above, the composition of the student body are shifting. In 2008, MLIS students were the predominant group. Today, we see dramatic declines in the MLIS enrollment, but steady growth in the MSIS and MST programs. If you go back to Fall 2005, MSIS enrollment has grown from 73 students to 173 in Fall 2012.

Figure 2 PhD Enrollments (headcount) over time

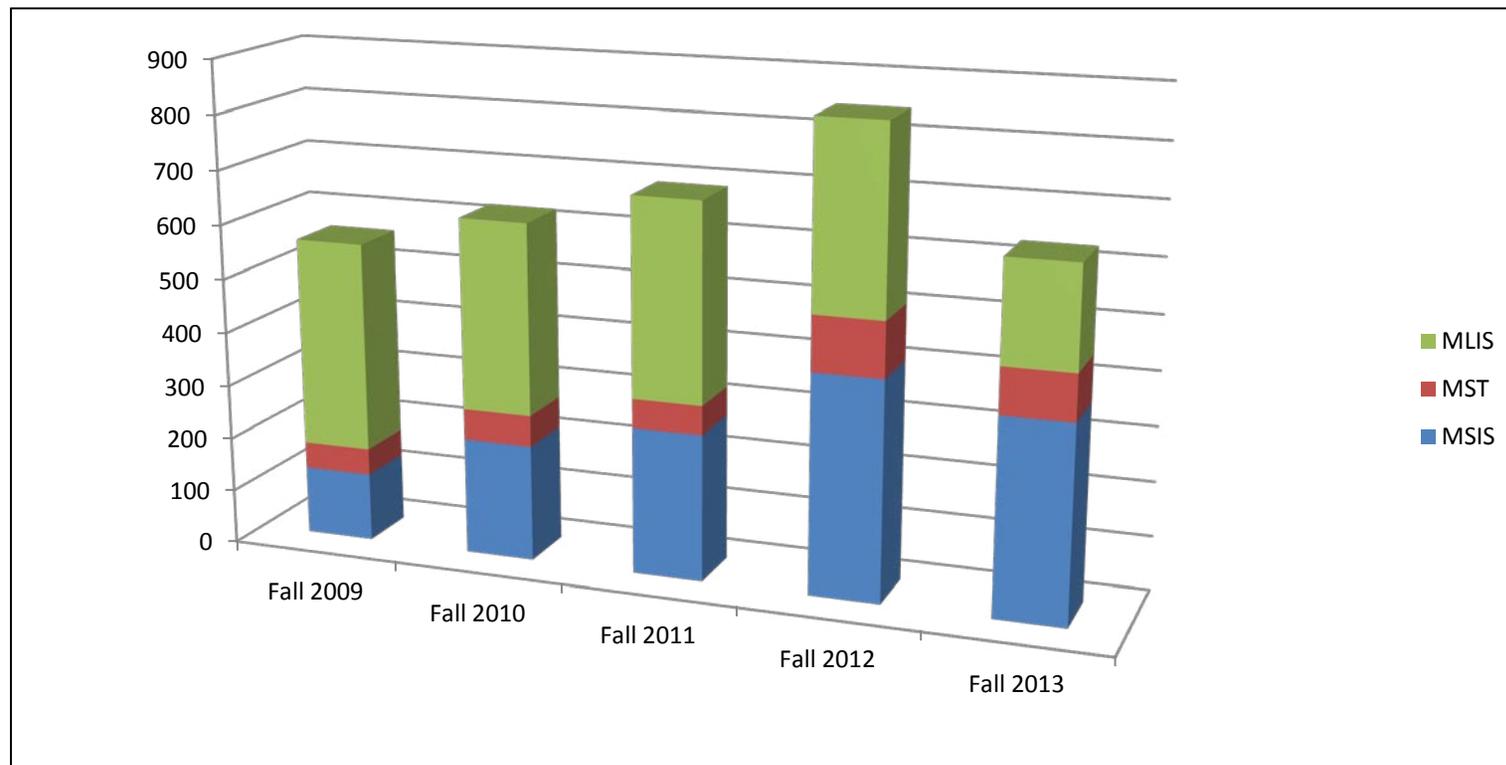


The PhD cohorts have shifted as well. There has been a decline in LIS PhD students and noticeable fluctuations in the IS PhD student body. The Tele PhD student enrollment has been relatively stable since 2008.

### Master's applicants by program over time

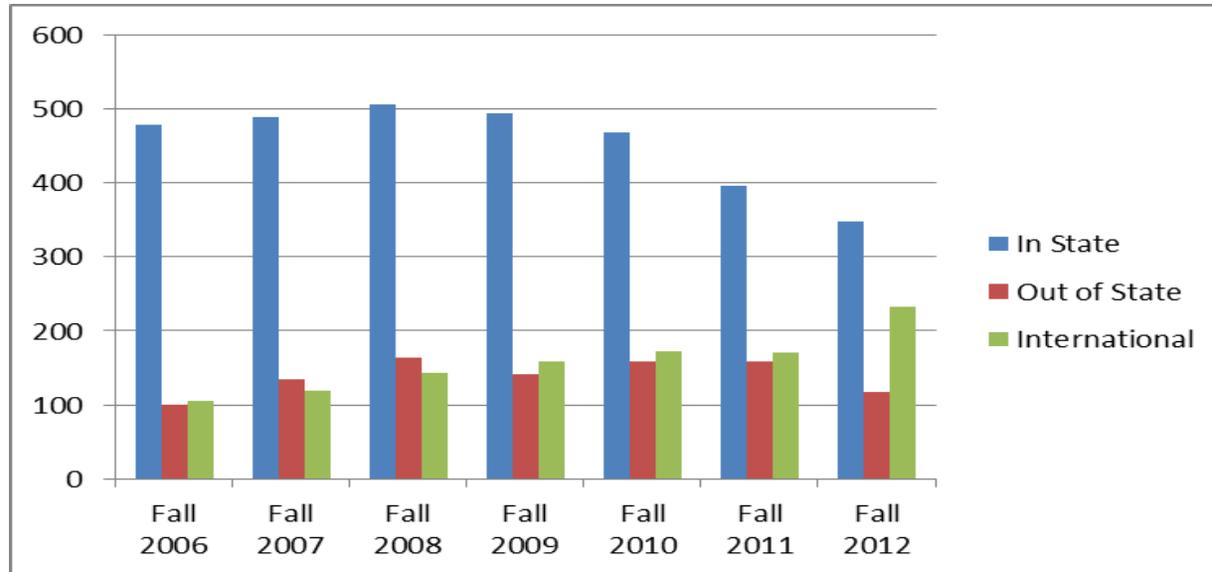
	Fall 2009	Fall 2010	Fall 2011	Fall 2012
MSIS	126	215	271	404
MST	49	57	53	102
MLIS	386	353	365	340

Figure 3 Applications to the Master's Programs over time



Applications to the MLIS Program have declined over the last two years, reflecting challenges in the job market. This decrease may also be due to the newly-required GRE scores, although this measure was taken to enhance the quality of the MLIS applicant pool. There has been significant growth in applications to the MSIS and MST programs, primarily from international students.

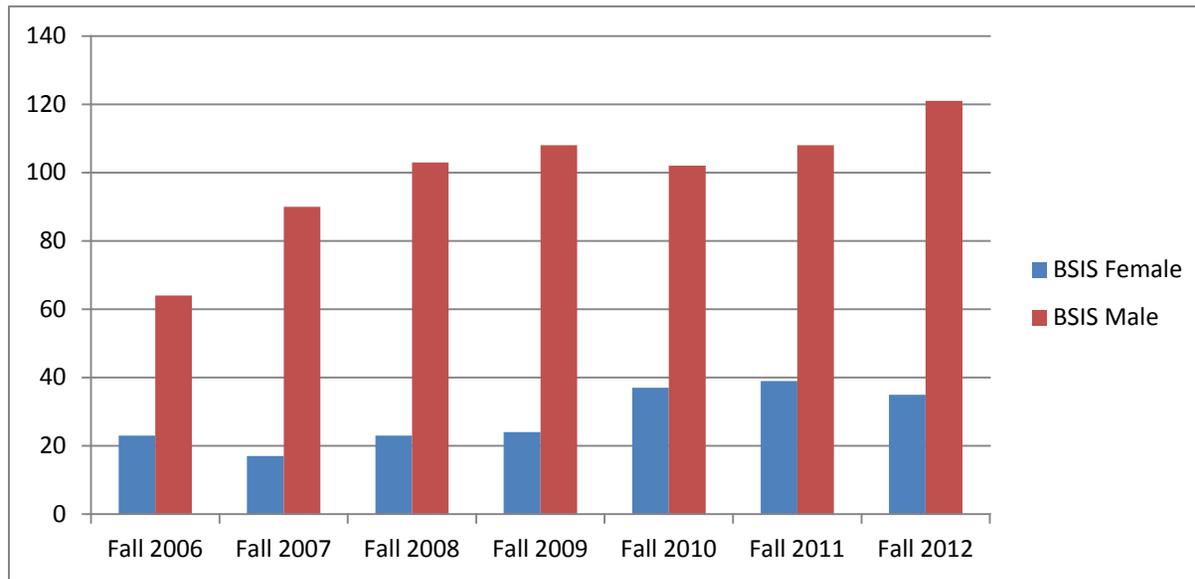
**Figure 4 Residency status of students over time**



The decline in the number of in-state students reflects the decrease in MLIS enrollment and the increase of international students in the MSIS and MST programs.

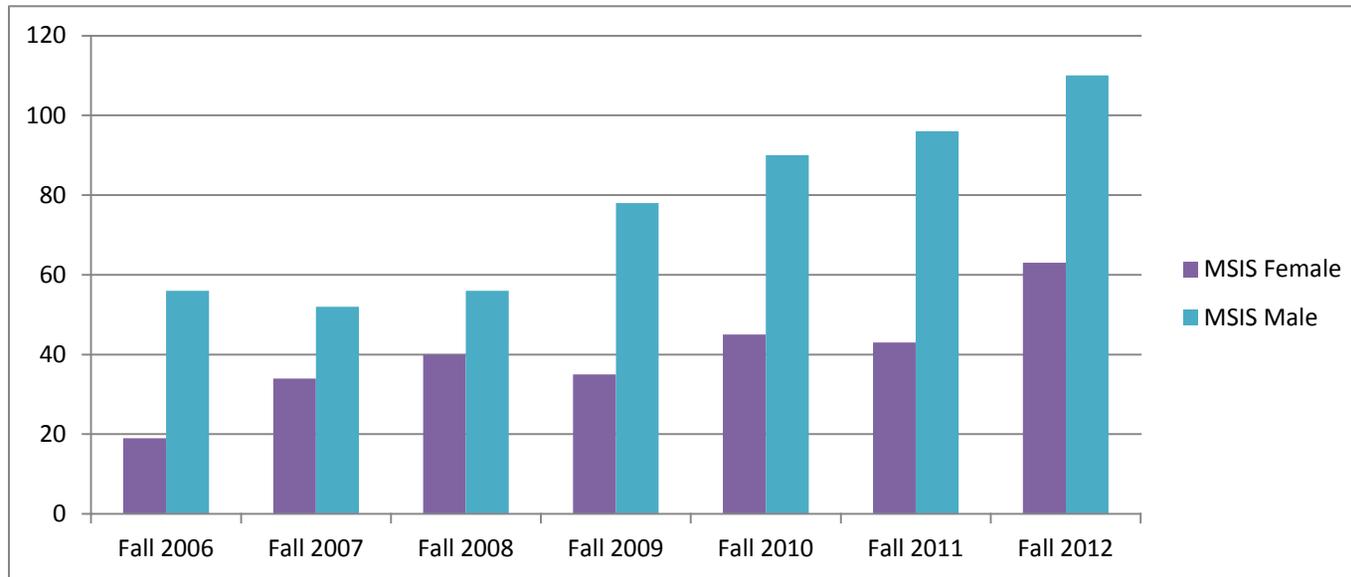
**Figure 5 Gender composition over time**

*Undergraduate Program*



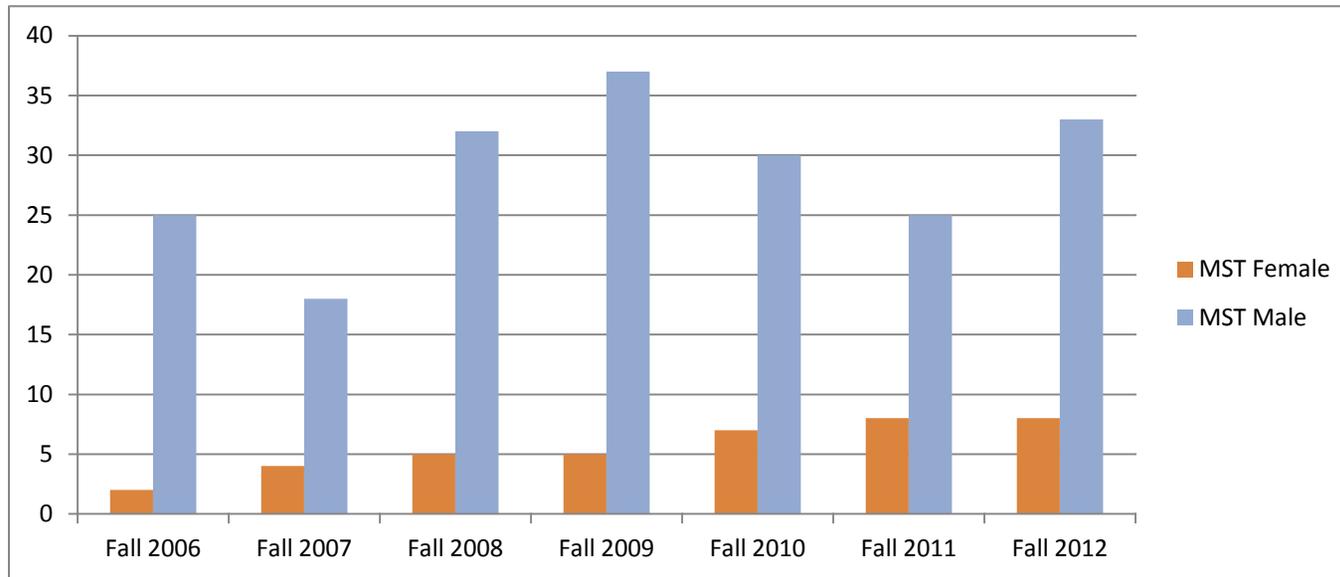
In the undergraduate program, we hoped to increase the number of female students. There has been an increase since 2009.

*MSIS Program*



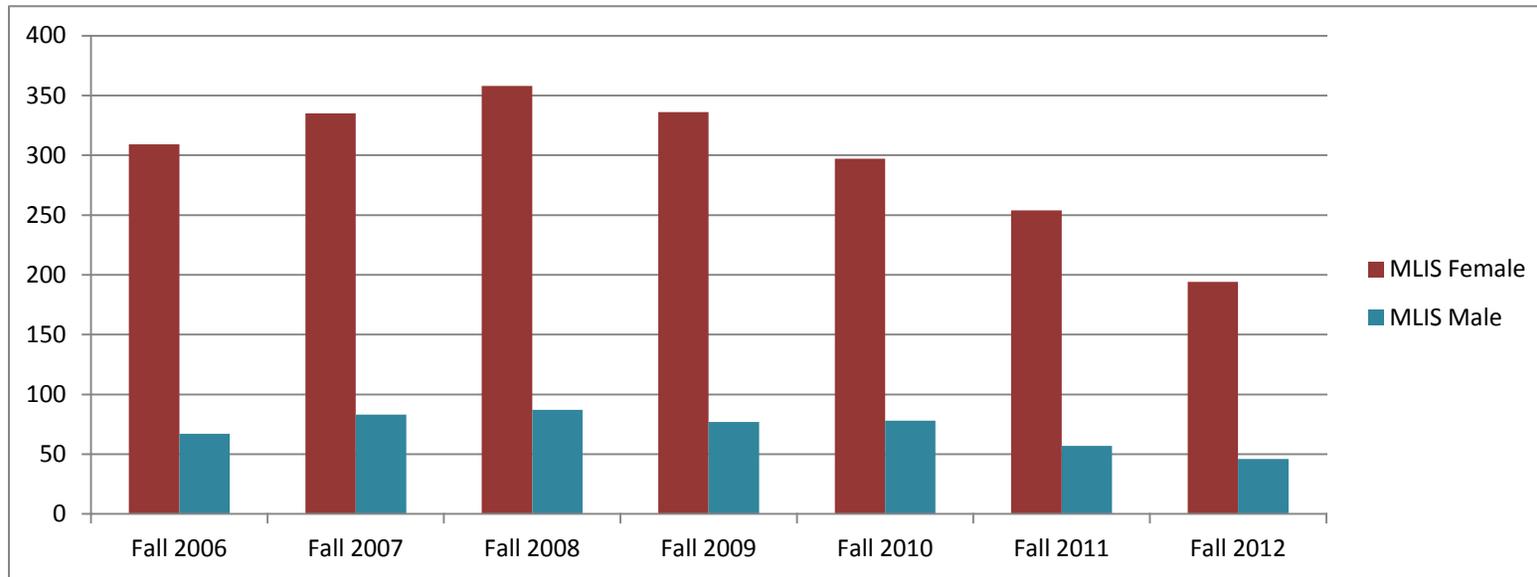
Again, this program had attracted mostly male students. It's heartening to see the increase in the number of female students

## MST Program



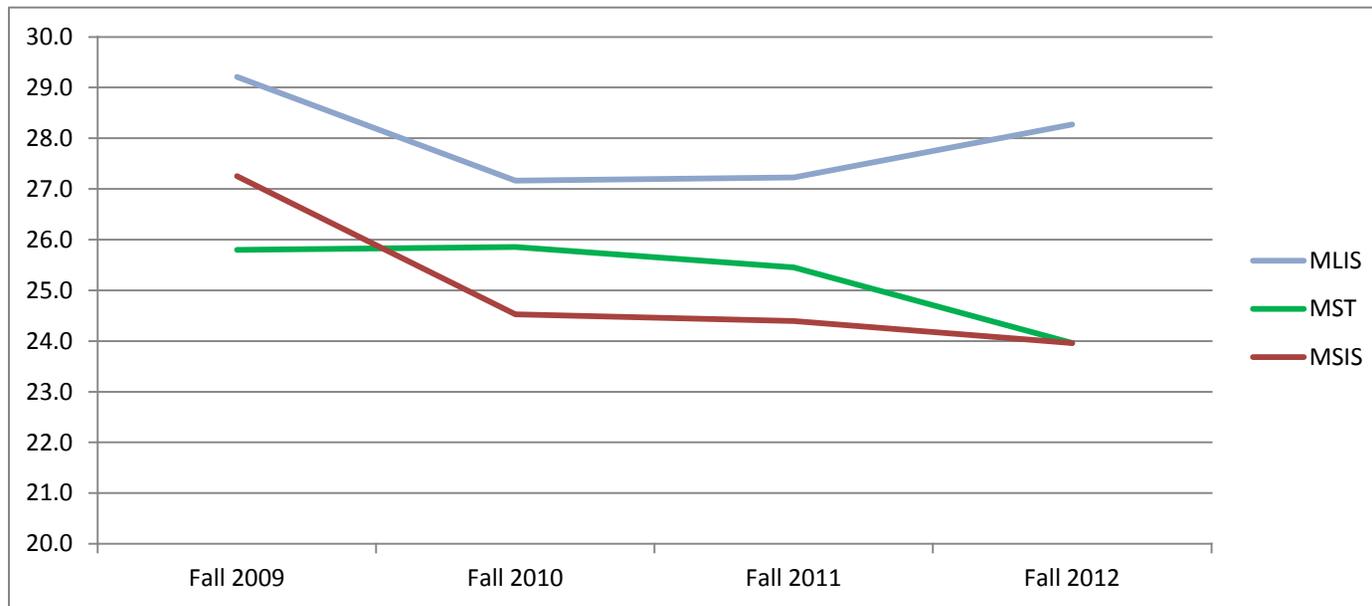
This program has seen a slight increase in the number of female students, although the population remains primarily male.

## MLIS Program



In the MLIS Program, we would seek gender balance by attracting more male students. However, the decline in enrollment has affected both groups equally.

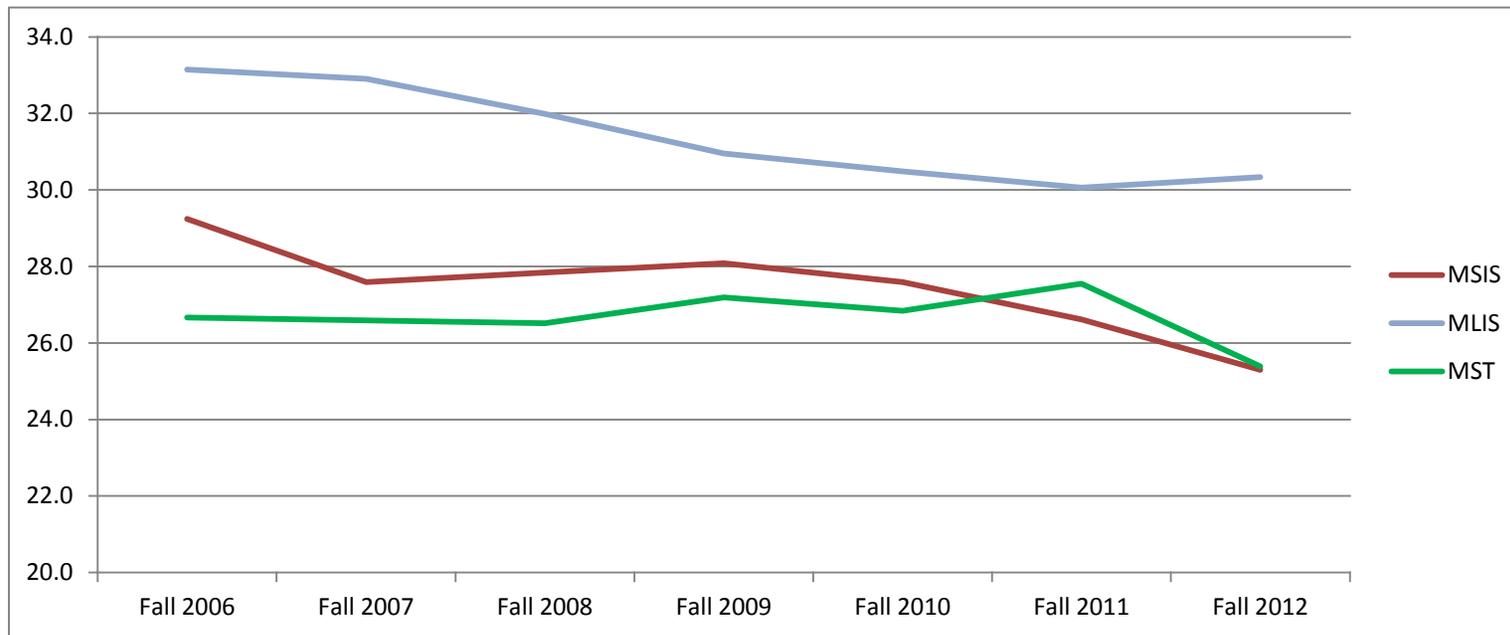
**Figure 6 Age of New Master's Students**



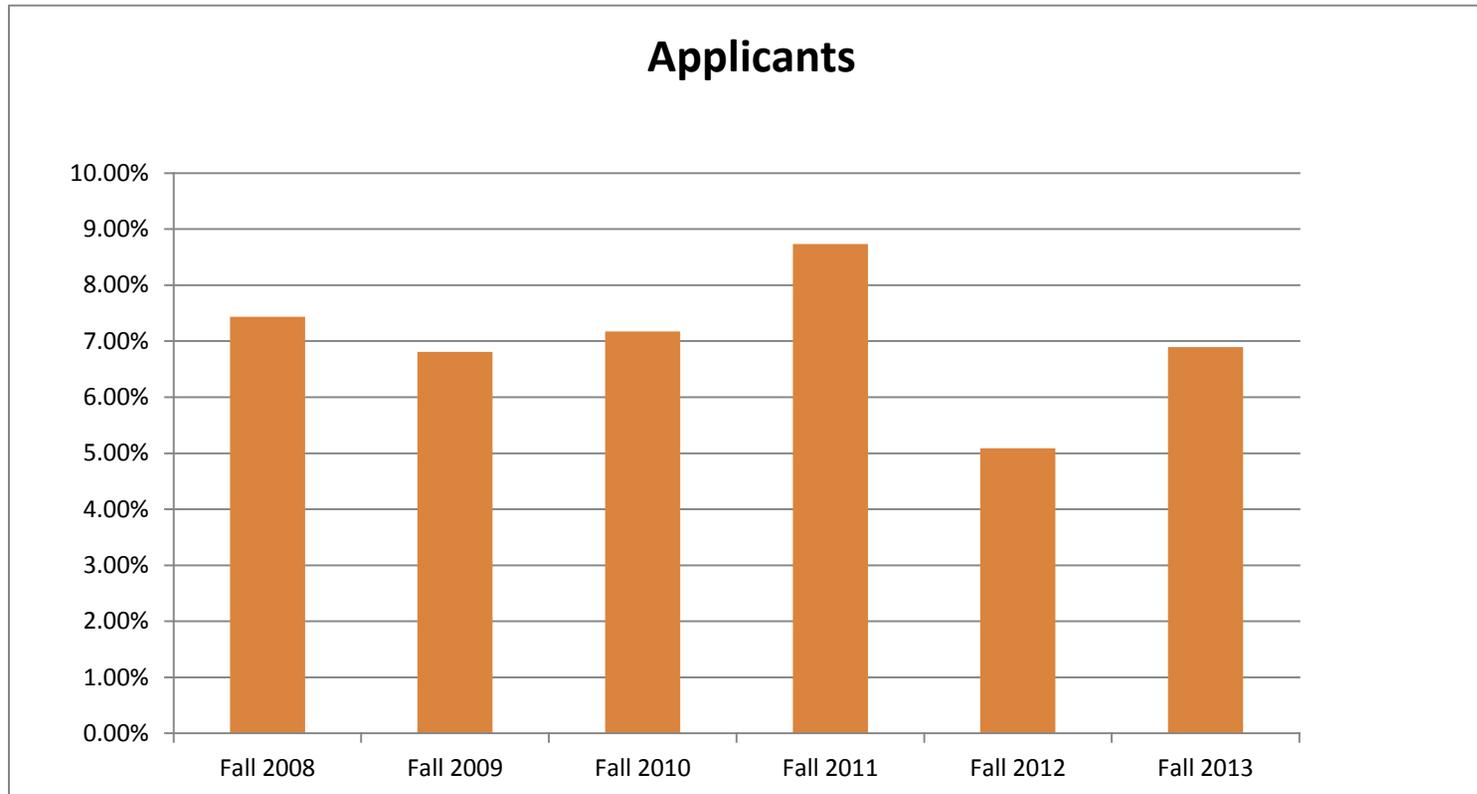
The MLIS program had been populated with a mix of older and younger students. The program has seen a change to more traditional-aged graduate students. This is also mirrored in the MST and MSIS programs, which may be due to the rising middle class in China (sons and daughters of those with money who could not be accommodated by the Chinese educational system).

Although the time frame of the shift is different. Overall, the School is seeing more traditional-aged students in all of the Master's programs. This has implications for Student Services, for financial aid resources, for advising, and for teaching styles.

## Enrolled Master's students age

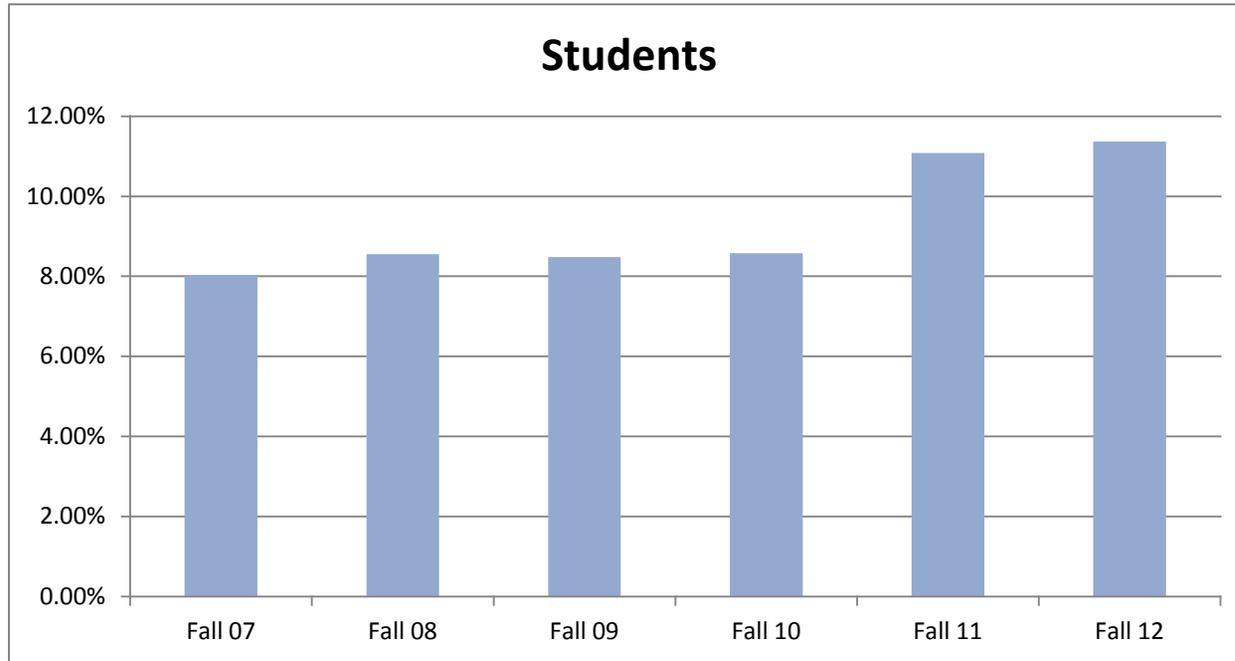


## Diverse Applicants



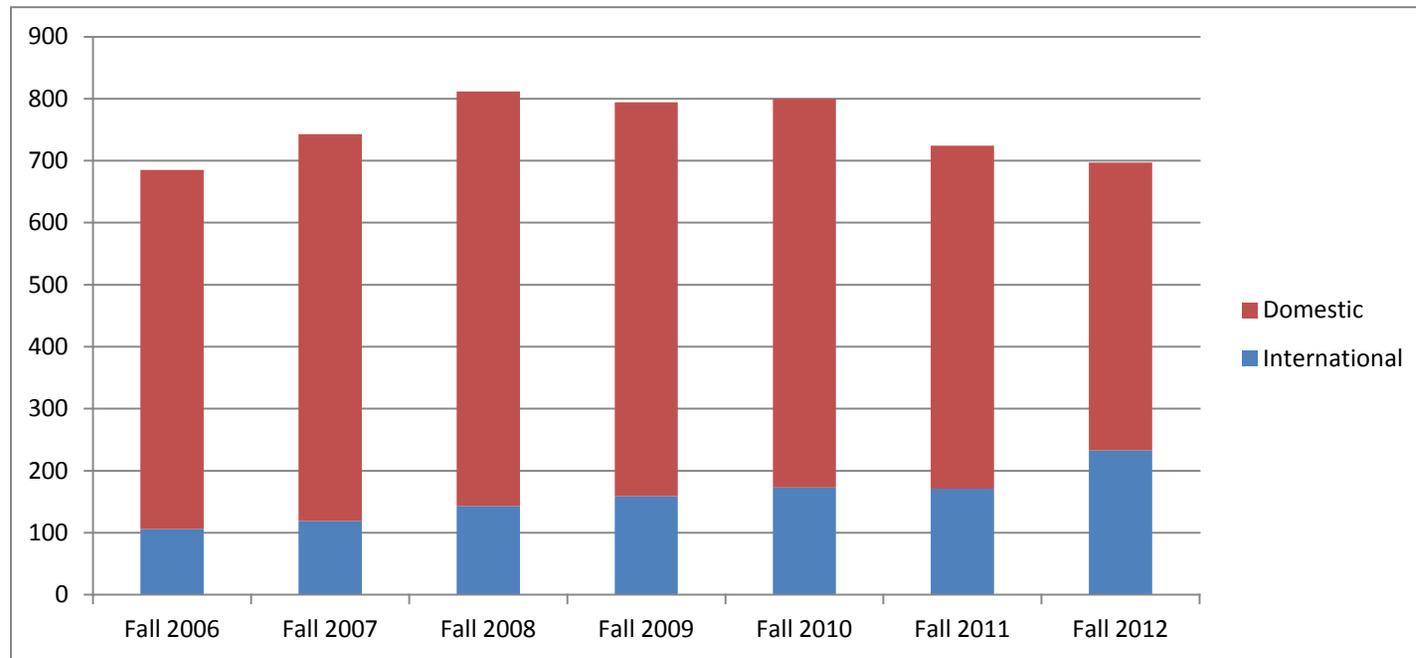
The proportion of the student body who self-identified as diverse has increased, although it has been erratic.

## Diverse Students



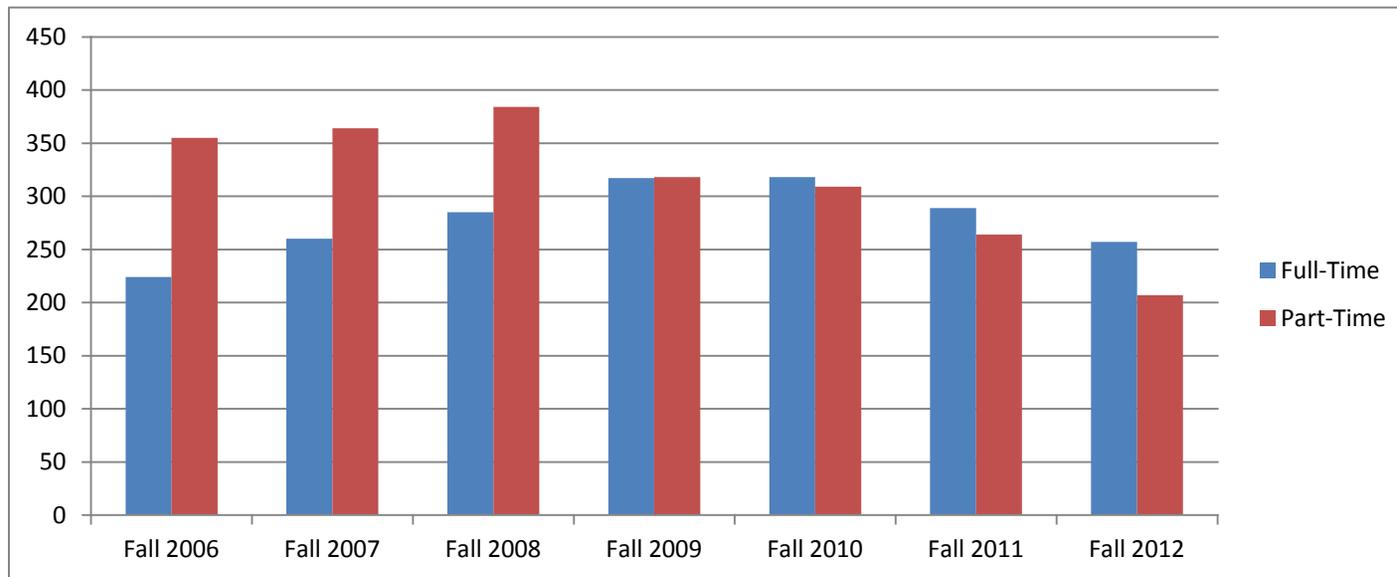
The proportion of diverse students (those who self-identified as being from an underrepresented group) has increased.

## Enrolled students International vs. Domestic



The composition of the iSchool is shifting to reflect an increase in the number of international students. Again, this shift has implications for student services and the faculty.

## Domestic enrolled students Full-time vs. Part-time



At one point (up until Fall 2008), there was a higher proportion of part-time students. This was due to the higher enrollments of non-traditional students in the MLIS Program. As we see increases in the MSIS and MST programs, these can be attributed to the younger international students enrolled in the two programs. International students must maintain full-time status for visa reasons.