

## Enrollment by Student Population

Although the number of undergraduate students has decreased since 2008, the overall number of graduate students has increased 14.5%.

	Fall 2008		Fall 2017	
<b>Official Enrollment*</b>	10,126		9,014	
<b>Undergraduate</b>	9,320	92.0%	7,706	85.5%
<b>New</b>	2,723	26.9%	2,265	25.1%
New First Time Freshmen	2,104	20.8%	1,722	19.1%
New First Time Transfers	570	5.6%	499	5.5%
Non-Degree Seeking	49	<1%	44	<1%
<b>Returning</b>	6,597	65.2%	5,441	60.4%
Continuing	6,116	60.4%	5,224	58.0%
Readmit	481	4.8%	217	2.4%
<b>Graduate</b>	806	8.0%	1,308	14.5%
<b>New</b>	283	2.6%	492	5.5%
New First Time Grad Students	242	2.4%	485	5.4%
Non-Degree Seeking	21	<1%	7	<1%
<b>Returning</b>	543	5.4%	816	9.0%
Continuing	488	4.8%	785	8.7%
Readmit	55	<1%	31	<1%

\*Enrollment numbers do not include dual credit students.

## Student Demographics

Student diversity has increased. Compared to fall 2008, USI has enrolled a slightly higher ratio of racial/ethnic minorities, international students and students from out-of-state.

	Fall 2008		Fall 2017	
<b>Enrollment Status</b>	10,126		9,014	
Full-Time	7,830	77.3%	7,252	80.5%
Part-Time	2,296	22.7%	1,762	19.5%
<b>Gender</b>				
Men	4,014	39.6%	3,337	37.0%
Women	6,112	60.4%	5,677	63.0%
<b>Age</b>				
24 or Younger	7,780	76.8%	6,907	76.6%
25 or Older	2,346	23.2%	2,107	23.4%
<b>Race / Ethnicity</b>				
White	8,759	86.5%	7,730	85.8%
Black, Non-Hispanic	464	4.6%	420	4.7%
Hispanic	503	5.0%	286	3.2%
Other*	219	2.2%	364	4.0%
Nonresident Alien (Int'l)	154	1.5%	204	2.3%
Not Reported	27	<1%	10	<1%
<b>Residency Status</b>				
In-State	8,897	87.9%	7,497	83.1%
SW Indiana**	6,326	62.5%	5,041	55.9%
Out-of-State	1,075	10.6%	1,313	14.6%
Out-of-Country	154	1.5%	204	2.3%

\*Includes Alaskan Native/Native American, Asian, Pacific Islander, and multiple race students.

\*\*Includes Daviess, Dubois, Gibson, Knox, Martin, Perry, Pike, Posey, Spencer, Vanderburgh and Warrick counties.

## Academic Characteristics of Entering Freshmen

New degree-seeking freshmen in fall 2017 entered USI with stronger academic characteristics compared to fall 2008.

	2008	2017	Difference
<b>Cohort Count</b>	2,104	1,722	-382
<b>High School GPA</b>			
Average GPA	2.99	3.36	+0.37
Top 10% of HS Class	9.4%	12.7%	+3.3%
Top Half of HS Class	60.3%	70.3%	+10.0%
<b>Standardized Test Scores</b>			
ACT Composite	20	22	+2
SAT Composite*	1040	1073	+33
SAT Math	518	533	+15
SAT ERW	522	540	+18
<b>Diploma Type</b>			
Core 40	48%	32%	-16%
Academic &/or Technical Honors	33%	52%	+19%
Core 40 - Rigorous Curriculum	5%	13%	+8%
Other**	14%	3%	-11%

\*In 2017, scores are from the redesigned SAT (RSAT). 2008 scores are converted to new scale. ERW = Evidence-Based Reading and Writing.

\*\*Includes GED, home school, out-of-state, or international students.

## Retention/Grad Rates: First-Time/Full-Time Freshmen

Retention for first time/full-time freshmen continued to increase and graduation rates have almost doubled.

Retention Rates	2008	2016	Difference
<b>Cohort Count</b>	2,059	1,661	-398
Retained to 2 <sup>nd</sup> Semester	86.4%	88.7%	+2.3%
Retained to 2 <sup>nd</sup> Year	67.8%	70.4%	+2.6%

Graduation Rate	2008	2013	Difference
<b>Cohort Count</b>	2,059	1,688	-371
Graduated in 4 Years or Less	16.8%	30.9%	+14.1%

## Developmental Courses: First-Time/Full-Time Freshmen

Since 2008, the number of incoming students requiring developmental coursework has decreased significantly.

### Percentage of Students Taking Developmental Courses

Course	Course Name	2008	2017	Difference
GENS097	Algebra Review	22%	15%	-7%
GENS098	Strategies for Writers	6%	<1%	-6%
GENS099	Skills for College Reading	10%	<1%	-10%
GENS151	Academic Reading Strats.	11%	14%	+3%
MATH100	Intermediate Algebra	28%	20%	-8%
ENG100	Intro - Rhetoric & Comp	15%	13%	-2%

### Total Developmental Course Placements by Student

	2008	2017	Difference
<b>No Developmental Course Placements</b>	42%	58%	+16%
One	32%	27%	-5%
Two	17%	10%	-7%
Three	8%	5%	-3%

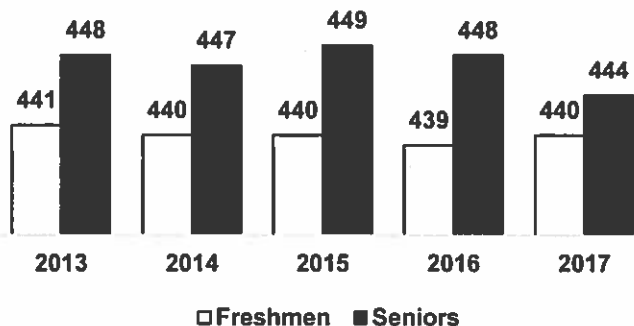
**Fall 2017 ETS-Proficiency Profile – Overall Scores**

USI administers the ETS-Proficiency Profile (ETS-PP) to freshmen and seniors each fall on Assessment Day. The ETS-PP measures student aptitude in seven skill and content areas: critical thinking, reading, writing, math, humanities, social sciences and natural sciences. In fall 2017, the ETS-PP was administered to 1,676 first-time freshmen and 804 seniors.

	USI Avg	National Avg
<b>ETS-PP (Score Range 400-500)</b>		
Freshmen	440	437
Seniors	444	446

Compared to the national results, USI's freshman and senior average scores were at the 58th and 46th percentiles, respectively. Freshmen average scores have remained consistent and above the national average over the last five years.

ETS-PP Scores



**Fall 2017 ETS-Proficiency Profile – Senior Scores**

In comparison to their scores as freshmen, the average senior overall test score increased from 442.5 to 443.6. While scores generally increased, there was a considerable degree of change in scores from students' freshmen to senior year, where only 53.3% of seniors actually had improved scores.

Change in Overall ETS-PP Score from Freshman to Senior Year	N	%
<b>Increased ETS-PP Score</b>	<b>426</b>	<b>53.3%</b>
Increased 1 to 9 points	203	25.4%
Increased 10 to 19 points	129	16.1%
Increased 20 to 29 points	61	7.6%
Increased 30+ points	33	4.1%
<b>Decreased ETS-PP Score</b>	<b>342</b>	<b>42.8%</b>
Decreased 1 to 9 points	140	17.5%
Decreased 10 to 19 points	123	15.4%
Decreased 20 to 29 points	55	6.9%
Decreased 30+ points	24	3.0%
<b>No Change in ETS-PP Score</b>	<b>31</b>	<b>3.9%</b>
<b>Total</b>	<b>799</b>	<b>100.0%</b>

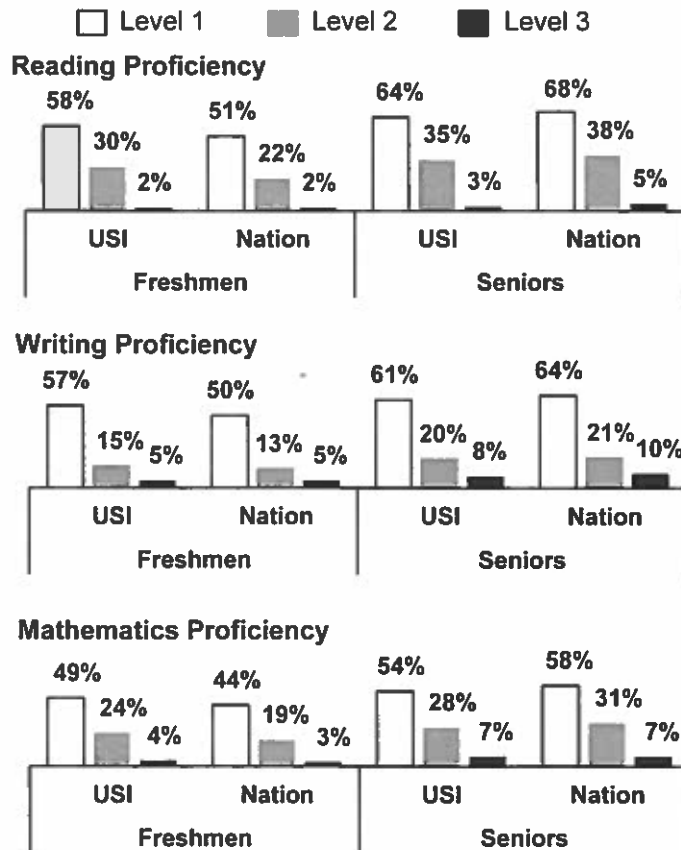
**Fall 2017 ETS-Proficiency Profile – Content Scores**

Scores and percentiles across the content areas are expressed as averages and percentiles calculated using national results for freshmen and seniors. USI's freshmen scored above the 50th percentile in all content areas, while seniors scored at or above the national average only in mathematics and critical thinking.

Content Area	Freshmen		Seniors	
	Score	%tile	Score	%tile
Critical Thinking	110.3	53rd	111.2	50th
Reading	116.6	57th	117.4	40th
Writing	113.7	58th	114.4	43th
Mathematics	112.6	55th	113.6	55th
Humanities	113.6	60th	113.9	46th
Social Sciences	111.8	58th	112.6	45th
Natural Sciences	114.4	52th	115.6	42th

**Fall 2017 ETS-Proficiency Profile – Classifications**

The ETS-PP also measures proficiency in reading, writing and mathematics at three levels of increasing ability. The charts below display the percentage of students that scored 'proficient' at each skill level against the national comparison data. It is notable that USI freshmen demonstrated proficiency rates at or above the national rate in all areas, while seniors' proficiency rates were below the national rates in all but Mathematics Proficiency – Level 3.



### Core 39 Assessment Overview

In the fall of 2017, assessment of Core 39 began the second year of its three-year cycle. Throughout the cycle, courses are assessed on the outcomes approved when the course was accepted as part of the core curriculum.

### Core 39 – Collection and Results

During the 2017-2018 academic year, student learning outcomes were assessed in all areas except Foundations: Mathematics.

#### Foundations

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Composition	1	34	573
PAW	1	4	95

PAW = Physical Activity and Wellness

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Composition	65.1%	30.5%	4.4%
PAW	67.3%	27.4%	5.3%

PAW = Physical Activity and Wellness

#### Ways of Knowing

- **Outcome 1:** Students will be able to utilize problem solving through design, evaluation, and implementation of strategies to answer an open-ended question or achieve a desired goal.
- **Outcome 2:** Students will be able to apply methods of inquiry and analysis: the exploration of issues/ objects/ works through the collection and deconstruction of understanding of them, resulting in informed conclusions/judgements.
- **Outcome 3:** Students will demonstrate the ability to understand the need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Outcome 4:** The student will design and execute a performance to make learning observable, bringing together knowing and doing.

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Outcome 1	6	18	291
Outcome 2	16	51	1,222
Outcome 3	7	24	476
Outcome 4	3	7	122

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Outcome 1	48.8%	44.7%	6.5%
Outcome 2	31.8%	48.0%	20.2%
Outcome 3	33.2%	41.6%	25.2%
Outcome 4	9.8%	48.4%	41.8%

#### Ways of Knowing: Subcategories

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Creative & Aesthetic Expression	9	16	262
Historical Inquiry	4	22	699
Moral & Ethical Reasoning	3	5	94
Scientific & Math Inquiry Deductive	2	4	64
Scientific & Math Inquiry Experimental	10	61	1,052
Scientific & Math Inquiry Inferential	1	1	8
Social Inquiry	7	24	499
World Languages & Culture	11	35	550

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Creative & Aesthetic Expression	22.1%	46.2%	31.7%
Historical Inquiry	31.2%	53.2%	15.6%
Moral & Ethical Reasoning	27.7%	44.6%	27.7%
Scientific & Math Inquiry Deductive	60.9%	21.9%	17.2%
Scientific & Math Inquiry Experimental	35.4%	42.0%	22.6%
Scientific & Math Inquiry Inferential	87.5%	12.5%	0.0%
Social Inquiry	27.9%	37.8%	34.3%
World Languages & Culture	68.0%	27.1%	4.9%

#### Embedded Experiences

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Diversity	11	24	497
Global	9	13	238
Writing Intensive	18	35	760

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Diversity	71.2%	25.0%	3.8%
Global	55.0%	33.2%	11.8%
Writing Intensive	40.1%	44.2%	15.7%

#### Core 39 – Looking Ahead

The Core 39 Committee was designated as a subcommittee of the Faculty Senate in the spring of 2017. In spring 2018, the Core 39 Committee approved a form for collecting information from academic departments regarding strategies to improve student learning outcomes in response to the student learning outcome data collected from each course. Administration of the form will begin in the 2018-19 academic year.

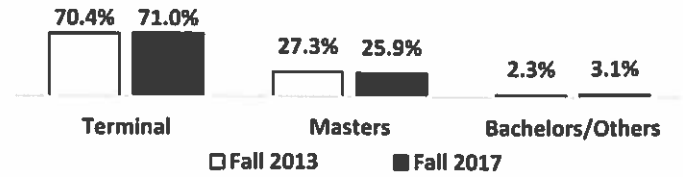
**USI Faculty Type**

The total number of faculty is the same; however, the number of full-time faculty and employees teaching part-time has increased while the count of adjuncts has decreased.

	Fall 2013	Fall 2017	Difference
<b>Total USI Faculty</b>	<b>686</b>	<b>686</b>	<b>0</b>
<b>FT Faculty</b>	<b>348</b>	<b>352</b>	<b>+4</b>
Full Professor	34	39	+5
Associate Professor	101	100	-1
Assistant Professor	118	117	-1
Instructor	95	96	+1
<b>FT Employee Teaching PT</b>	<b>62</b>	<b>67</b>	<b>+5</b>
Administrator	60	64	+4
Support Staff	2	3	+1
<b>PT Adjunct</b>	<b>276</b>	<b>267</b>	<b>-9</b>
Part-Time	267	254	-13
Retiree Teaching PT	9	13	+4

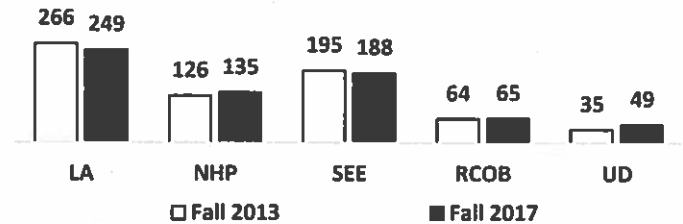
**USI Faculty Degree Type**

The percentage of full-time faculty with a terminal degree has increased only slightly compared to 2013.



**USI Faculty by College**

New academic programs and variations in the popularity of certain majors has resulted in changes in faculty counts by college.



**USI Faculty Racial / Ethnic Composition**

Compared to 2013, the racial/ethnic composition of faculty has not changed significantly.

Ethnicity	Fall 2013	Fall 2017	Difference
White, non-Hispanic	88.2%	87.8%	-0.4%
Asian	4.2%	3.3%	-0.9%
Black, non-Hispanic	2.8%	2.2%	-0.6%
Hispanic	2.3%	1.9%	-0.4%
Other*	1.6%	2.6%	+1.0%
International	0.9%	2.2%	+1.3%

\*Includes Alaskan Native/Native American, Multiple Race, and Not Specified categories.

**Fall 2017 USI Faculty by College and Faculty Type**

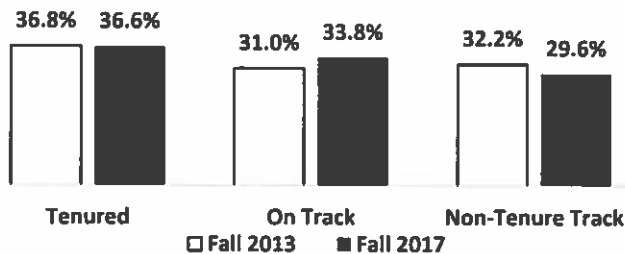
The colleges of Liberal Arts and Nursing & Health Professions employ a significant percentage of part-time faculty. University Division depends heavily on USI employees to teach the UNIV 101 course for new freshmen.

	Full-Time Faculty		FT Employee Teaching PT		Part-Time Adjunct		Total
LA	128	51.4%	11	4.4%	110	44.2%	249
NHP	57	42.2%	6	4.5%	72	53.3%	135
SEE	111	59.0%	15	8.0%	62	33.0%	188
RCOB	52	80.0%	1	1.5%	12	18.5%	65
UD	4	8.2%	34	69.4%	11	22.4%	49

**USI Faculty Tenure Status**

	Fall 2013	Fall 2017	Difference
<b>Full-Time Faculty</b>	<b>348</b>	<b>352</b>	<b>+4</b>
<b>Female</b>	<b>188</b>	<b>188</b>	<b>0</b>
Tenured	50	49	-1
On Track	63	73	+10
Non-Tenure Track	75	66	-9
<b>Male</b>	<b>160</b>	<b>164</b>	<b>+4</b>
Tenured	78	80	+2
On Track	45	46	+1
Non-Tenured Track	37	38	+1

The percentage of full-time faculty who are tenured has remained the same, while the percentage who are on track for tenure has increased and those non-tenured track has decreased, compared to fall 2013.



**Instructional vs. Non-Instructional Loads**

The vast majority of faculty time is spent teaching, with 90% of faculty load dedicated to academic instruction.



Administrative duties continue to make up the majority of non-instructional assignments, followed by research.

Assignment Type	Fall 2013	Fall 2017	Difference
Administrative	52.9%	52.8%	-0.1%
Research	26.7%	22.3%	-4.4%
Other*	8.3%	11.8%	+3.5%
General	5.8%	6.1%	+0.3%
Scholarship	6.3%	7.0%	+0.7%

\*Includes Advising, Grants, Community Engagement, Curriculum Development, Professional Development and Sabbatical types.