

University of Southern Indiana
Office of Institutional Research & Assessment

Institutional Snapshot – 2007 Year in Review

USI STUDENT PROFILE

Overall, new freshmen applications have risen steadily over the past 10 years, from 3,166 in 1998 to 4,934 in 2007. Applications and enrollment by transfer students has remained steady with an average of 1,000 applicants each fall.

Fall 2007	New Freshmen	Transfer Students
Applicants	4,934	1,086
Admitted	4,457	90% 870
Enrolled	2,136	48%* 598

*% enrolled of those admitted

Since 1998, the academic quality of our incoming freshmen has improved significantly. The current average high school GPA of an incoming freshman is 2.99, compared to 2.71 in 1988. SAT scores have also steadily risen from 936 ten years ago to 952 in 2007.

First-time/Full-time Freshmen - Fall 2007

High School Rank	Percent in Top Tenth	10%
	Percent in Top Half	59%
High School GPA	Average High School GPA	2.99
ACT	Average ACT Score	20
SAT	Average Math Plus Verbal SAT	952
	Average Math SAT score	481
	Average Verbal SAT score	471
	Average Writing SAT score	463

USI enrollment has been relatively steady over the past five years, averaging 9,900 students, with a peak enrollment of 10,050 in 2004.

Enrollment – Fall 2007

9,939

Freshmen	3,679	37%
<i>New</i>	2,136	
<i>Continuing</i>	1,543	
Sophomores	1,681	17%
Juniors	1,639	17%
Seniors	2,009	20%
Non-Degree Seeking	217	2%
Graduate	714	7%
<i>New</i>	235	
<i>Continuing</i>	479	

Student Demographics - Fall 2007

Enrollment Status		
Full-time	7,686	77%
Part-time	2,253	23%
Gender		
Females	5,971	60%
Males	3,968	40%
Age		
Under 25	7,696	77%
25 and over	2,243	23%
Race / Ethnicity		
Caucasian	9,101	92%
African American	486	5%
Other	226	3%
Not reported	86	0%
Residency Status		
In-state	8,798	89%
<i>Vanderburgh Co.</i>	2,858	
<i>Region 13*</i>	6,146	
Out of state	1,021	10%
International	115	1%
Not reported	4	0%

*Region 13 includes the following Indiana counties: Daviess, Dubois, Gibson, Knox, Martin, Perry, Pike, Posey, Spencer, Vanderburgh and Warrick.

To help ensure that freshmen students are successful, USI tests most incoming students in the areas of math, reading, and writing, and provides developmental courses for those who need additional assistance and time to succeed in college. In 2007, 59% of our first-time, full-time freshmen tested into one or more developmental courses.

Percent of first-time/full-time freshmen enrolled in developmental courses - Fall 2007

GENS097: Algebra Review	21%
GENS098: Strategies for Writers	6%
GENS099: Strategies for College Reading	8%
GENS151: Applied Content Reading	5%
MATH100: Intermediate Algebra	29%
ENG100: Intro - Rhetoric and Composition	14%

CIRP FRESHMEN SURVEY – 2007 RESULTS

The CIRP Freshmen survey is designed to capture the characteristics and expectations of incoming students before classes begin. During the fall 2007 Welcome Week, 776 freshmen completed the survey. For many, USI was their first choice with cost and academic reputation being very important factors in that choice.

USI as college choice

Accepted by first choice	89%
USI was first choice	69%
Applied only to USI	26%

How important was... in your decision to come to USI?	Very Important	Somewhat Important
Cost to attend	67%	28%
Very good academic reputation	56%	37%
Size of school	53%	36%
Graduates get good jobs	51%	37%
Visit to campus	50%	39%

Most of our freshmen expect to use family resources to help pay for college, supplemented by their own resources, along with some type of financial aid.

How USI freshmen expect to pay for college

Family Resources	81%
Student Resources	64%
Aid: Not to be repaid	66%
Aid: To be repaid	63%
Other	5%

USI freshmen enter college with the expectation that they will likely have to work (but not full-time) and also keep a 'B' average. Relatively few realize they will likely require additional time to complete their degree, as typically only 15% graduate within 4 years.

Expectations regarding activities while in college	Very good chance student will...
Socialize with someone from another racial group	57%
Get a job to pay expenses	52%
Have at least a 'B' average	52%
Be satisfied with college	49%
Participate in student clubs or groups	37%
Communicate regularly with professors	28%
Change majors	12%
Change career choices	11%
Need extra time for degree	8%
Transfer	8%
Work full-time	4%

NSSE / FSSE SURVEY – 2007 RESULTS

The National Survey of Student Engagement (NSSE) measures student participation in programs and activities provided for their learning and personal development. Its companion survey, the Faculty Survey of Student Engagement (FSSE), measures faculty perceptions of student participation in these activities.

The survey items represent empirically confirmed "good practices" in undergraduate education, reflecting behaviors associated with desired outcomes of college for 5 benchmarks:

- ❖ Active and Collaborative Learning
- ❖ Enriching Educational Experiences
- ❖ Level of Academic Challenge
- ❖ Supportive Campus Environment
- ❖ Student Faculty Interaction

NSSE 2007 – USI students versus other institutions

- USI freshmen are significantly more engaged than our seniors on all 5 benchmarks relative to students at other universities.

Changes in level of engagement 2003 to 2007

- USI freshmen tend to be more engaged in 2007 than 2003, and are increasingly more engaged.
- 2007 seniors, as a whole, tend to be less engaged than the 2003 senior class.

Efforts to improve the level of engagement among our juniors and seniors are a priority at USI. A new initiative, 'The Major as Home', is being developed by the Provost. This initiative is designed to increase our upper division students' connection with the academic department and faculty of their major. In addition, USI is making significant strides in providing more co-op, internship and study-abroad opportunities.

NSSE vs. FSSE: The student–faculty disconnect

USI freshmen and seniors say they...

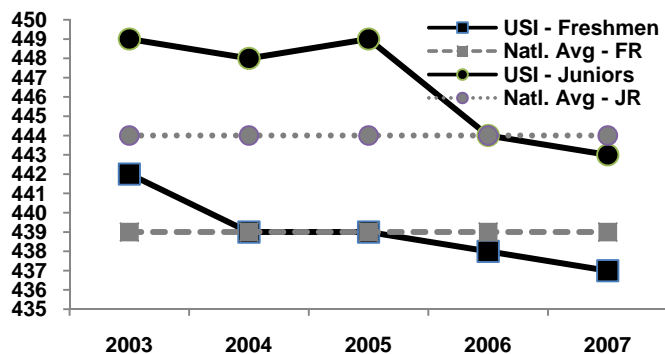
- Ask questions and participate in class regularly.
- Integrate ideas and concepts from various sources for assignments and in class discussions.
- Regularly prepare multiple drafts of assignments prior to turning them in.
- Rarely come to class unprepared and spend a significant amount of time preparing for class.
- Give themselves high marks regarding gains in knowledge and skills including writing, speaking, and critical thinking, among others.
- Typically spend less than 16 hours a week socializing and relaxing, but at least that many hours preparing for class.

Faculty generally believe the opposite is true for each of these items.

ASSESSMENT DAY 2007

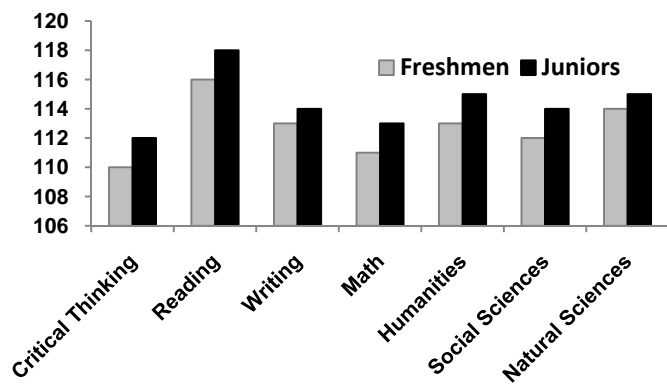
USI Assessment Day occurs each year on the 2nd Tuesday of November. On this day, new freshmen and continuing juniors are tested using an integrated academic skills assessment exam, designed by Educational Testing Service (ETS). USI uses the results to measure 'value added' over time. In 2006, ETS changed the exam from the Academic Profile to the Measure of Academic Progress and Proficiency. It is unknown at this time if the dip in USI scores is due to the change in the test, or an actual decrease in USI students' knowledge/skills base.

**Academic Profile/MAPP
USI versus National Average**



USI students consistently show improvement between the freshmen and junior years in all of the MAPP sub-areas. In addition, USI student scores mirror the national average in each of these sub-areas.

**MAPP 2007 – Sub-Scores
USI Students**



THE UNIVERSITY EXPERIENCE STUDENT SURVEY

Also during Assessment Day, freshmen and juniors are asked to complete a 'University Experience Student Survey' that includes questions on a variety of topics. Confidence in various skill sets and experience with advisors at USI are two sets of questions asked annually. The results for those questions from the 2007 surveys are provided below.

Student confidence in critical skills sets

Rate your ability to...*	Freshmen	Juniors
Adopt a healthy lifestyle	5.22	5.07
Use electronic databases to locate info	5.21	5.14
Make ethical judgments	5.10	5.28
Write well	4.96	5.15
Use college-level algebra to solve problems	4.74	4.46
Critically evaluate information	4.72	5.09
Analyze survey data	4.54	4.73
Speak in front of a group of people	4.41	4.57
Interpret literature	4.17	4.33
Conduct field research	4.11	4.42
Conduct scientific experiments	4.02	4.24
Analyze problems from the 3 perspectives of social science, physical science and humanities	3.93	4.42
Interpret works of art	3.61	3.82

* Scale (1 = not confident at all; 7 = very confident)

Academic Advising

My advisor...*	Freshmen	Juniors
Helps monitor my academic progress.	4.46	3.99
Provides me with accurate information about requirements, pre-requisites, etc.	5.03	4.21
Keeps me informed of changes in academic requirements.	4.56	3.96
Refers me to resources on campus from which I can obtain assistance.	4.68	4.12
Helps me identify challenges that I need to overcome to reach my educational and vocational goals.	4.54	4.10
Encourages me to assume responsibility in planning my academic program.	4.91	4.42
Allows enough time to talk about issues or problems.	4.87	4.16
Provides recommendations on how I can improve my study skills and habits.	4.39	3.72

*Scale (1 = strongly disagree; 7 = strongly agree)

OTHER IMPORTANT INFORMATION & RESOURCES

The USI Fact Book

The USI Fact Book is your online resource for official student, faculty, and University data. The Fact Book includes statistical information for USI over the past 10 years at the university, college and academic department level, as well as information on various other areas on campus.

Just a sampling of what you can find in the USI Fact Book. How many...?

- Dental Hygiene Education bachelor degrees were awarded in the spring of 2004? *Answer: 6*
- Full-time female faculty members were in the Chemistry department in 2001? *Answer: 5*
- Undergraduate History courses were taught in the fall of 1999? *Answer: 35*
- Students with majors in the College of Education and Human Service were from Vanderburgh County in 2003: *Answer: 446*
- Full Professors were in the College of Business in 2000? *Answer 10*
- Credit hours were generated by the University in 2004: *Answer 120,729*

All of this information and much more is available at www.usi.edu/ir/fact_book.asp

Student Evaluation of Teaching

Course evaluations are surveys of student opinions regarding the instructor and the course and are intended to help faculty members improve their teaching. At USI, course evaluations are processed by the Office of Institutional Research and Assessment.

Course evaluations are created for every course except student teaching, internship programs, and independent study courses. Instructors have the choice of paper (in-class) or online evaluations. Courses are evaluated during the two weeks prior to finals week. After grades have been submitted, each faculty member receives a statistical summary of their course evaluations for a particular class.

During the fall 2007 semester, 1,450 courses were evaluated. Of those, 53% were traditional paper and 47% were conducted online.

For more information and a calendar of important dates regarding course evaluations, see: http://www.usi.edu/ir/course_evaluations.asp

Assessment Day 2008 – Tuesday, November 11th

All first-time/full-time freshmen and juniors who started their academic career at USI are required to participate in USI's assessment day testing. These students are contacted by regular mail as well as email with information about the test and the time of their test. In addition, this year students will be able to find their testing time and place online.

There are no make-up exams allowed. If a student fails to take the test on November 11th, and is unable to provide documentation of a medical or legal emergency, he or she will be denied priority registration privileges for the following spring, summer, and fall semesters. These students will be able to register for classes only during open registration.

All classes are cancelled on Assessment Day, and it is requested that no faculty meetings or other events be scheduled on this day as faculty and staff are needed to assist with proctoring the exams.

For more information on Assessment Day, see www.usi.edu/ir/assessment.asp

Other Services Available

The Office of Institutional Research and Assessment offers a variety of services to faculty and staff at no cost, and on a fee-for-service basis to community organizations and for-profit businesses.

Services include:

- Research design consulting
- Cognos reporting assistance
- Survey development and design
- Web survey design and hosting
- Data analysis
- SPSS programming assistance
- Report writing / graphs
- Assessment design / consultation

For more about the information in this report or the services of the Office of Institutional Research and Assessment, please contact:

Dr. Katherine Draughon, Director

812-465-7000

kdraughon@usi.edu

www.usi.edu/ir