



**New Student Applicant Funnel**

New student applications have risen steadily since fall 2002, with first-time freshmen applications increasing over 50% (up from 4,258 applicants in fall 2002). The number of transfer applications has risen by 21% since 2002. In addition, USI's admission selectivity has increased, with only 72% of fall 2011 undergraduate applicants being admitted, compared to 94% in 2002.

Fall 2011	New Freshman		Transfer Students		Graduate Students	
Applicants	6,469	----	1,473	----	626	----
Admitted	4,632	72%	1,081	73%	515	82%
Enrolled	2,025	44%	782	72%	250	49%

**Characteristics of Entering Freshman**

New freshmen in fall 2011 entered USI with higher average high school GPA, composite ACT, and SAT Math and Verbal scores compared with fall 2002.

	2002	2011	Change
Cohort Count	2,032	2,025	-7
<b>High School GPA</b>			
Average GPA	2.88	3.09	0.21
Percent in Top 10th	8%	10%	2
Percent in Top Half	56%	67%	11
<b>Standardized Test Scores</b>			
ACT	20	21	1
SAT Math Plus Verbal	939	988	49
SAT Math	471	496	25
SAT Verbal	468	492	24
*SAT Writing	---	465	---

\*SAT Writing was not available until fall 2005.

**High School Diploma Types:**

- 51.7% -- Core 40
- 36.5% -- Academic Honors
- 5.8% -- Rigorous Curriculum
- 5.8% -- Other (GED, Home School, Out-of-State, or International students)

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

Significantly fewer incoming students require developmental coursework. Those who do are now more likely to require higher level developmental courses, including Math 100 and Eng 100.

	2002	2011	Change
GENS097: Algebra Review	32.8%	19.3%	-13.5
GENS098: Strategies for Writers	14.0%	7.6%	-6.4
GENS099: Skill for College Reading	23.0%	6.5%	-16.5
GENS151: Academic Reading Strats.	19.4%	11.3%	-8.1
MATH100: Intermediate Algebra	29.2%	28.3%	-0.9
ENG100: Intro - Rhetoric & Comp	24.9%	23.3%	-1.6

**Enrollment by Class**

As a reflection of increased retention of continuing students, all classes except the freshman class have increased enrollment and percentage share of enrollment since fall 2002.

	Fall 2002		Fall 2011		Change
<b>Official Enrollment</b>	9,675		10,820		1,145
Freshman	3,379	38.6%	3,397	31.4%	-7.2
<i>New</i>	2,032		2,025		-0.3
<i>Continuing</i>	1,707		1,372		-19.6
Sophomore	1,613	16.7%	1,937	17.9%	1.2
Junior	1,606	16.6%	1,978	18.3%	1.7
Senior	1,704	17.6%	2,385	22.0%	4.4
Graduate	677	7.0%	949	8.8%	1.8
<i>New</i>	285		272		-4.6
<i>Continuing</i>	392		677		72.7
Non-Degree	336	3.5%	174	1.6%	-1.9

**Student Demographics**

Student diversity has increased over the past 12 years. Since fall 2002, USI has recruited and retained a higher ratio of non-traditionally aged students, racial/ethnic minorities, students who reside outside Vanderburgh County and the State of Indiana, and international students.

	Fall 2002		Fall 2011		Change
<b>Official Enrollment:</b>	9,675		10,820		1,145
<b>Enrollment Status</b>					
Full-Time	7,146	73.9%	8,297	76.7%	2.8
Part-Time	2,529	26.1%	2,523	23.3%	-2.8
<b>Gender</b>					
Men	3,777	39.0%	4,245	39.2%	0.2
Women	5,898	61.0%	6,575	60.8%	-0.2
<b>Age</b>					
24 or Younger	7,432	76.8%	8,165	75.5%	-1.3
25 or Older	2,243	23.2%	2,655	24.5%	1.3
<b>Race / Ethnicity</b>					
White	9,102	94.1%	9,392	86.8%	-7.3
African Am.	371	3.8%	637	5.9%	2.1
Other	202	2.1%	478	4.4%	2.3
Not Specified	---	---	313	2.9%	---
<b>Residency Status</b>					
In-State	8,536	88.2%	9,273	85.7%	-2.5
<i>Vand Co.</i>	3,184	32.9%	3,115	28.8%	-4.1
<i>SW Indiana</i>	5,335	55.1%	6,448	59.6%	4.5
Out-of-State	1,072	11.1%	1,358	12.6%	1.5
International	67	0.7%	189	1.7%	1.0

**Additional freshman student demographics for fall 2011:**

- 32.7% -- First Generation Students
- 12.8% -- 21<sup>st</sup> Century Scholars

**Fall 2011 - EBI MAP Works**

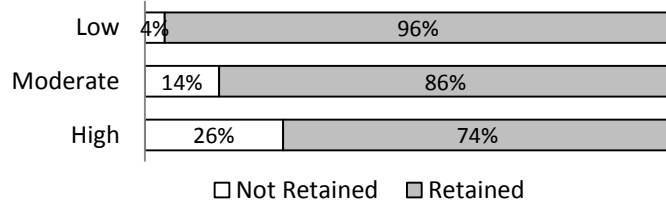
EBI MAP-Works, an on-line transition survey taken by freshmen in the fall semester, serves as a catalyst for early intervention. In 2011, USI expanded the use of this program to all first-year students by including it as part of the fall assessment day testing.

EBI Impact	Fall 2011	Spring 2012	1 Semester Retention
1 <sup>st</sup> time Freshmen Cohort	2,025	1,746	86%
EBI Participants	1,860	1,641	88%
Non-EBI Participants	137	96	70%

**EBI MAP-Works and One-Semester Retention**

EBI MAP-Works uses a student's survey responses to assess his or her level of risk for leaving the University. In 2011, freshmen designated as 'low risk' by EBI MAP-Works were 9.2 times more likely to be retained to the spring semester compared to those identified as 'high risk' for leaving.

**One-Semester Retention by Retention Risk**



**EBI MAP-Works and Retention by Demographics**

The EBI MAP-Works survey identified several demographic characteristics (among USI freshmen) associated with risk of not being retained to the spring semester. Males, minorities, and 21<sup>st</sup> Century Scholars are at significantly higher risk of leaving USI after one semester.

**Retention Risk Across Demographics**

Demographic	Low Risk	Moderate Risk	High Risk	
Gender	Male*	32%	51%	17%
	Female	45%	42%	13%
Ethnicity	White	43%	44%	13%
	Non-White*	30%	49%	21%
21st Century Scholar	21st Cent*	32%	52%	16%
	Non-21st Cent	41%	45%	14%
Student Residence	On-Campus	44%	42%	14%
	Off-Campus*	33%	52%	15%
Living-Learning Community	LLC	59%	29%	12%
	Non-LLC*	37%	48%	15%

□ Low Risk   □ Moderate Risk   □ High Risk

\*Greater likelihood of being at 'high risk'

**Student USI Experience and Retention Risk**

New freshmen were asked a series of specific questions about their transition to USI on the EBI MAP-Works survey. Disagreement with or neutrality towards an item is associated with increased risk of leaving USI after one semester. For example, of the freshmen who disagreed with or were neutral to the statement "My experiences at USI match my expectations for college" were 3.69 times more likely to be at high risk (opposed to low risk) of not returning for the spring semester compared to the freshmen who agreed with the statement.

College Experience Item	Agree	Neutral	Disagree	Increased Risk
My experiences at USI match my expectations of college	47%	47%	6%	3.69
My high school experience prepared me for college	34%	45%	21%	0.50
I feel comfortable going to my advisor or other faculty about academic issues	41%	51%	8%	2.20
I feel comfortable going to housing staff with any issues I may have	56%	36%	8%	2.70
I possess a strong academic support system that will help me be successful	46%	49%	5%	3.04
I possess a strong personal support system that will help me be successful	71%	26%	3%	3.25
I often take advantage of on-campus programming and activities	36%	49%	15%	2.71

**Spring 2012 - Major Field Test Overall Score Results**

In spring 2012, seniors in certain majors took Major Field Tests (MFT). The majority of USI students consistently score at or above the national average in most fields of study. Scores above the 50<sup>th</sup> percentile indicate that the USI average score is above the national average.

Test (Score Range)	# USI	USI	Nation	Percentile
<b>MFT by ETS (120-200)</b>				
Biology	30	159.9	153.2	69th
Business	100	156.9	151.3	66th
Chemistry	6	153.2	148.0	64th
Criminal Justice	39	158.0	152.7	64th
Economics	3	154.6	157.0	44th
Literature in English	39	151.0	154.4	43rd
Mathematics	22	148.8	156.3	34th
Political Science	20	152.7	151.6	53rd
Psychology	40	153.3	155.5	44th
Sociology	23	150.7	147.6	60th
<b>MFT by ETS (220-300)</b>				
MBA	10	265.2	248.2	86th
<b>ACAT by PACAT (200-800)</b>				
Geology	9	567.6	500	75th
History	40	483.4	500	43rd

**ETS-PP Overall and Key Skills Sub-Score Comparisons**

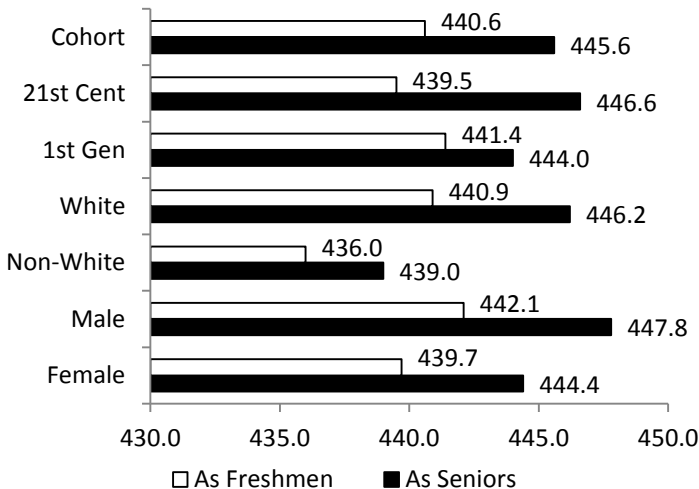
USI administers the ETS-Proiciency Profile (ETS-PP) to freshmen and seniors each fall on Assessment Day. The ETS-PP measures student aptitude in seven skill areas including critical thinking, reading, writing, math, humanities, social sciences, and natural sciences. Below is a comparison across colleges for the overall and sub-scores. Scores are expressed as percentiles calculated using national results for each cohort. Scores above the 50<sup>th</sup> percentile indicate that the USI average score is above the national average.

	Overall	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
<b>Freshmen</b>								
USI	57th	56th	58th	54th	56th	56th	57th	55th
BE	59th	56th	58th	52nd	64th	56th	59th	55th
LA	61st	62nd	64th	58th	54th	64th	63rd	60th
NH	54th	53rd	57th	56th	51st	56th	55th	54th
SEE	59th	57th	58th	54th	63rd	55th	57th	58th
UD	52nd	53rd	54th	51st	52nd	53rd	55th	51st
<b>Seniors</b>								
USI	49th	50th	50th	47th	53rd	51st	48th	49th
BE	50th	46th	52nd	47th	62nd	48th	51st	47th
LA	47th	52nd	50th	46th	43rd	52nd	51st	50th
NH	41st	48th	43rd	44th	43rd	48st	41st	46th
SEE	58th	55th	54th	52nd	67th	54th	56th	50th

**Matched-Pairs Score Analysis by Demographics**

The seniors' ETS-PP scores were compared to their ETS-PP scores as freshmen to evaluate student improvement. The table below displays a matched-pairs analysis of the fall 2011 senior cohort's test scores. The differences between 'As Seniors' scores and 'As Freshmen' scores were all statistically significant.

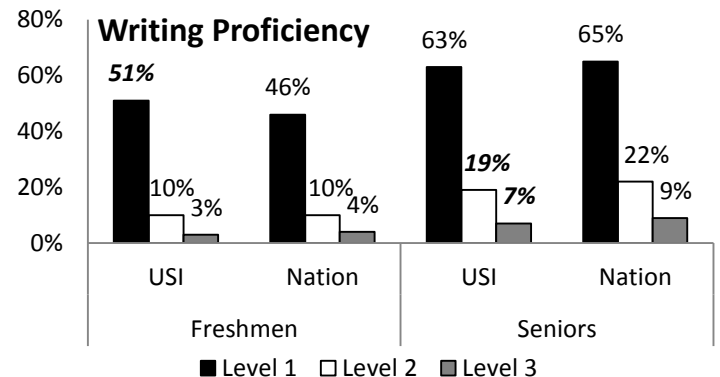
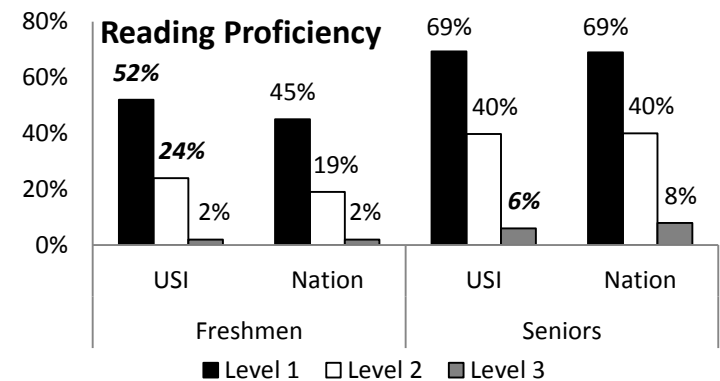
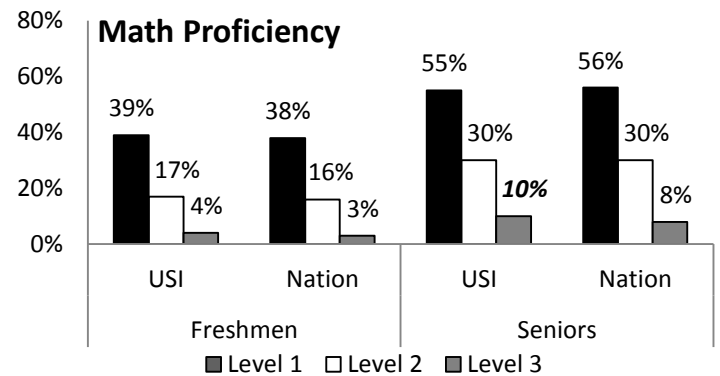
**ETS-Proiciency Profile Scores  
Fall 2011 Senior Cohort**



**ETS-PP Proficiency Classifications**

The ETS-Proiciency Profile also measures proficiency in reading, writing, and mathematics at three levels. At each skill proficiency level, students are evaluated to be either 'proficient', 'marginally proficient', or 'not proficient'. The graphs below display percentages of USI freshmen and seniors who scored 'proficient' at each skill proficiency level.

At Math Level 1, for example, 39% of USI freshmen and 55% of USI seniors are 'proficient'. At Math Level 2, 17% of freshmen and 30% of seniors are rated as proficient, while only 4% of freshmen and 10% of seniors are proficient at Math Level 3. USI scores compare favorably with the national ratings in nearly every category.



Note: Bolded and italicized percentages indicate a statistically significant difference between USI and the national proficiency rate.



**USI Faculty Demographics**

Since fall 2002, the percentage of Assistant Professors has increased by 2.9 points, rising from 13.2% to 16.1%. The number of faculty who are tenured or on the tenure track has also risen, with 36.8% (243) of faculty either tenured or on the tenure track compared to 31.2% (184) in fall 2002.

	Fall 2002		Fall 2011		Change
<b>Total Faculty:</b>	589		660		71
<b>Faculty Rank</b>					
Full Professor	42	7.1%	40	6.1%	-1.0
Associate Prof	70	11.9%	88	13.3%	1.4
Assistant Prof	78	13.2%	106	16.1%	2.9
Instructor	399	67.7%	426	64.5%	-3.2
<b>Gender</b>					
Men	283	48.0%	301	45.6%	-2.4
Women	306	52.0%	359	54.4%	2.4
<b>Race/Ethnicity</b>					
White	586	89.9%	578	87.5%	-2.4
African American	13	2.0%	15	2.3%	0.3
Other	45	6.9%	64	9.7%	2.8
Not Specified	8	1.2%	3	0.5%	-0.7
<b>Tenure</b>					
Tenured	116	19.7%	144	21.8%	2.1
Tenure Track	68	11.5%	99	15.0%	3.5
Non-Tenured	405	68.8%	417	63.2%	-5.6

*NOTE: Faculty Race/Ethnicity has only been tracked since Fall 2007. Therefore the Race/Ethnicity numbers and percentages under the Fall 2002 columns are actually from Fall 2007, with a total faculty count of 652.*

**USI Faculty Growth**

In fall 2011, there were 339 full-time and 321 part-time faculty, the full-time equivalent (FTE) of 496.1 faculty. This represents a 12% increase in all faculty, 22% growth in FT faculty, and 17% FTE growth since fall 2002.

% of Faculty	Full-Time		Part-Time		Faculty FTE	
	2002	2011	2002	2011	2002	2011
BE	16.1%	14.7%	5.8%	3.1%	11.8%	11.1%
EH*	13.3%	***	22.3%	***	14.5%	***
LA	34.8%	36.9%	36.8%	41.1%	37.6%	40.1%
NH	14.3%	15.6%	10.6%	8.4%	12.5%	12.8%
SE	21.5%	32.2%	11.6%	36.4%	18.9%	32.7%
UD	0.0%	0.6%	12.6%	10.6%	4.7%	3.3%
OE	0.0%	0.0%	0.3%	0.3%	0.0%	0.1%
USI	100%	100%	100%	100%	100%	100%
<b>N</b>	<b>279</b>	<b>339</b>	<b>310</b>	<b>321</b>		

*\*The College of Education and Human Services was dissolved in 2011. The academic departments of Teacher Education and Physical Education merged into the College of Science and Engineering, and Social Work joined the college of Liberal Arts.*

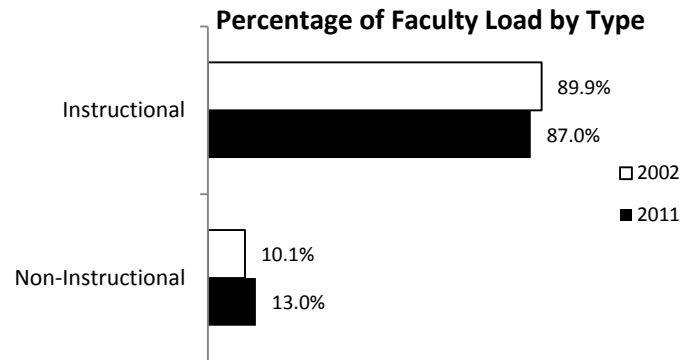
**Tenure Status**

In the past 10 years, USI has added 71 faculty positions, two-thirds of which are tenure / tenure-track. The number of tenured faculty in fall 2011 increased by 21 and there are 30 more faculty members on track for tenure status compared to fall 2002.

	Fall 2002		Fall 2011		Change
<b>Total Faculty</b>	589		660		71
<b>Full-Time</b>					
Tenured	115	19.5%	136	20.0%	0.5
On Track	68	11.5%	98	14.8%	3.3
Non-Tenured	96	16.3%	105	15.9%	-0.4
<b>Part-Time</b>					
Tenured	1	0.2%	8	1.2%	1.0
On Track	0	0.0%	1	0.2%	0.2
Non-Tenured	309	52.5%	312	47.2%	-5.3

**Instructional vs. Non-Instructional Loads**

In fall 2011, 87% of faculty load was dedicated to in-class instruction. Although there was a 2.1 percentage point increase in non-instructional load since fall 2002, faculty load has retained its heavy focus on academic instruction.



*\*Non-instructional load includes release time given for department chair, curriculum development, and research, among other assigned duties.*

**Faculty Degree Type**

As of fall 2011, over 70% of full-time faculty members have terminal degrees in their fields. This represents an increase of 7% of USI faculty members who have terminal degrees in their fields since 2002.

