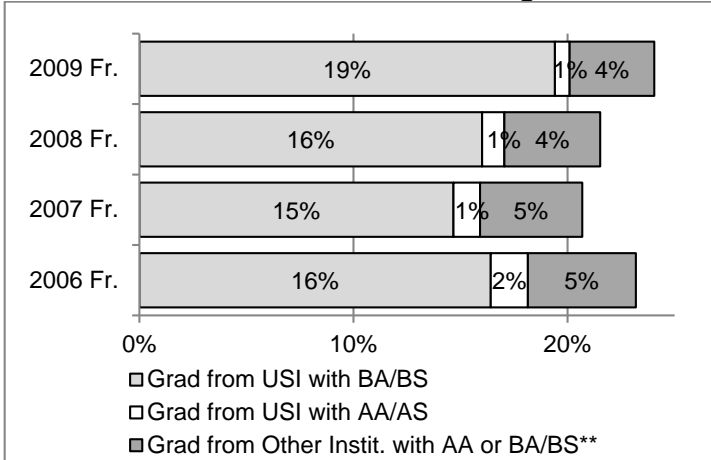


**Goal: Increase the graduation rate**

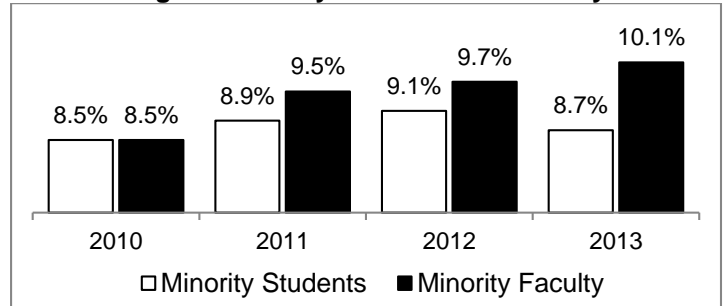
**4-Year Graduation Rate of USI Entering Freshmen\***



\* First-time/full-time baccalaureate-seeking freshmen  
 \*\* Graduates include both Associate's and BS/BA degree awardees

**Goal: Increase the diversity of faculty, staff, and student body**

**Percentage of Minority Students and Faculty at USI**



Excludes international students and students who have not specified an ethnicity; Faculty counts includes full- and part-time faculty

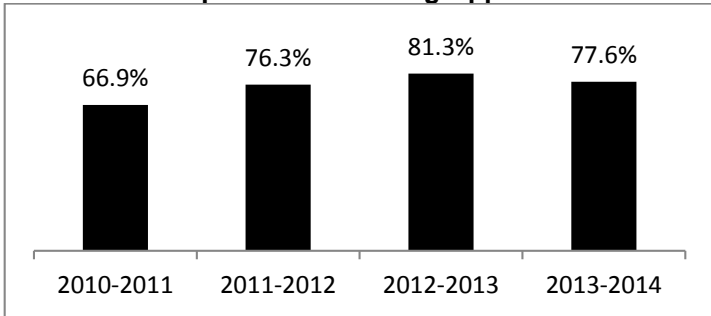
**Goal: Preserve and nurture our campus community**

**Volunteer USI Involvement**

Volunteer USI	2010-11	2012-13	2013-14
Active Volunteers	849	1,729	1,618
Total Volunteers	2,294	4,381	4,818
Volunteers with more than 20 hours	377	715	598

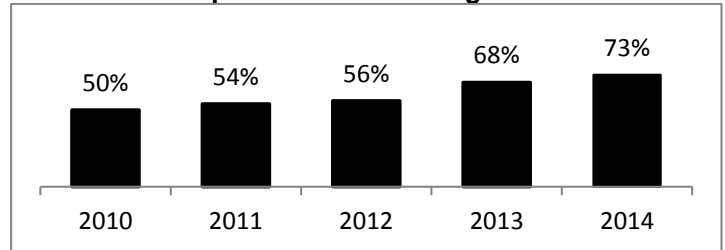
**Goal: Enhance experiential learning opportunities**

**Percentage of Graduating Class Engaging in One or More Experiential Learning Opportunities**



Experiential Learning Opportunities include Co-Ops/Internships, Service Learning, or Study Abroad. 2013-2014 numbers include bachelor's degrees posted as of 8/11/2014

**Spring Commencement Participation of Graduating Students**



**Goal: Become a 24/7 campus**

**Student Activity Opportunities and Participation**

Activity	2010-11	2013-14	Increase
RFWC visits	197,370	234,038	+36,668
Climbing Center visits	2,990	6,352	+3,362
Bicycle check-outs	N/A	3,240	+3,240
Cinema USI Movie Showings	18	83	+65
Student Organizations	124	133	+9
Student Org meetings & events*	2,845	4,915	+2,070
Student Org Table Reservations* (outside UC)	336	582	+246
Sorority/Fraternity members	394	597	+203

\*based on Special Events space reservation data

**Goal: Provide leadership to Indiana and the region**

**Center for Applied Research & Economic Development**

CARED	2010-11	2011-12	2012-13	2013-14
Projects completed	36	55	25	49
Projects in progress	19	19	35	20
Counties impacted	14	14	21	27*
Organizations served	42	54	56	66
Faculty/Staff involved	43	36	22	83
Students involved	128+	62	25	24

\*27 counties + 5 states and 4 countries in 2013-14

## New Student Applicant Funnel

New student applications have risen steadily since fall 2004, with first-time freshman applications increasing over 36% (up from 4,553 applicants in fall 2004). The number of transfer applications has risen by 10% since 2004. In addition, USI's admission selectivity has increased with only 69% of fall 2013 undergraduate applicants being admitted, compared to 92% in 2004.

Fall 2013	New Freshmen		New Transfer Students		New Graduate Students	
	Applicants	Admitted	Applicants	Admitted	Applicants	Admitted
Applicants	6,204	---	1,321	---	968	---
Admitted	4,302	69%	959	73%	433	45%
Enrolled	1,709	40%	570	59%	306	71%

## Characteristics of Entering Freshmen

New freshmen in fall 2013 entered USI with higher average high school GPAs and standardized test scores on the ACT and SAT compared to new freshmen in fall 2004.

	2004	2013	Change
Cohort Count	2,104	1,709	-18.8%
<b>High School GPA</b>			
Average GPA	2.96	3.23	0.27
Top 10% of HS Class	9%	13%	4%
Top Half of HS Class	59%	73%	14%
<b>Standardized Test Scores</b>			
ACT	20	22	2
SAT Math + Verbal	960	1013	53
SAT Math	482	511	29
SAT Verbal	478	502	24
SAT Writing*	---	483	---

\*SAT Writing was not available until fall 2005

## High School Diploma Types of Entering Freshmen

Diploma Type	Fall 2009*	Fall 2013	Change
Core 40	50%	42%	-8%
Academic Honors	34%	47%	13%
Rigorous Curriculum	6%	7%	1%
Other**	10%	4%	-6%

\*Diploma type was not available until fall 2009

\*\*Other (GED, Home School, Out-of-State, or International students)

## Developmental Courses: New Freshmen

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

Course	Course Name	2004	2013	Change
GENS097	Algebra Review	31%	11%	-20%
GENS098	Strategies for Writers	11%	2%	-9%
GENS099	Skills for College Reading	12%	2%	-10%
GENS151	Academic Reading Strats.	25%	12%	-13%
ENG100	Intro - Rhetoric & Comp	22%	17%	-5%
MATH100	Intermediate Algebra	30%	28%	-2%

## Enrollment by Class

As a result of the increased focus on student retention, all classes with the exception of freshman and non-degree seeking students have increased enrollment and proportion of the student population since fall 2004.

	Fall 2004		Fall 2013		Change
<b>Official Enrollment</b>	10,050		9,902		-1.5%
Freshman	3,747	37.3%	2,569	25.9%	-11.4%
New	2,104	20.9%	1,709	17.3%	-3.6%
Continuing*	1,643	16.3%	860	8.7%	-7.6%
Sophomore	1,703	16.9%	1,845	18.6%	1.7%
Junior	1,623	16.1%	1,778	18.0%	1.9%
Senior	1,852	18.4%	2,572	26.0%	7.6%
Graduate	833	8.3%	989	10.0%	1.7%
New	219	2.2%	306	3.1%	0.9%
Continuing	614	6.1%	683	6.9%	0.8%
Non-Degree	292	2.9%	149	1.5%	-1.4%

\*Returning students who haven't earned enough credits to be sophomores

## Student Demographics

Student diversity has increased over the past 10 years. Since fall 2004, USI has recruited a higher ratio of non-traditionally aged students, racial/ethnic minorities, and students who reside outside of Indiana.

	Fall 2004		Fall 2013		Change
<b>Official Enrollment</b>	10,050		9,902		-1.5%
<b>Enrollment Status</b>					
Full-Time	7,542	75.0%	7,513	75.9%	0.9%
Part-Time	2,508	25.0%	2,389	24.1%	-0.9%
<b>Gender</b>					
Men	3,930	39.1%	3,824	38.6%	-0.5%
Women	6,120	60.9%	6,078	61.4%	0.5%
<b>Age</b>					
24 or Younger	7,692	76.5%	7,428	75.0%	-1.5%
25 or Older	2,358	23.5%	2,474	25.0%	1.5%
<b>Race / Ethnicity</b>					
White	9,392	93.5%	8,559	86.4%	-7.1%
African Am.	424	4.2%	433	4.4%	0.2%
Other*	234	2.3%	677	6.8%	4.5%
Not Reported	---	---	233	2.4%	---
<b>Residency Status</b>					
In-State	8,945	89.0%	8,361	84.4%	-4.6%
Vanderburgh Co.	3,111	31.0%	2,800	28.3%	-2.7%
SW Indiana	6,349	63.2%	5,876	59.3%	-3.9%
Out-of-State	1,022	10.2%	1,297	13.1%	2.9%
International	83	0.8%	244	2.5%	1.7%

\*Includes international students

## Additional freshman student demographics for fall 2013:

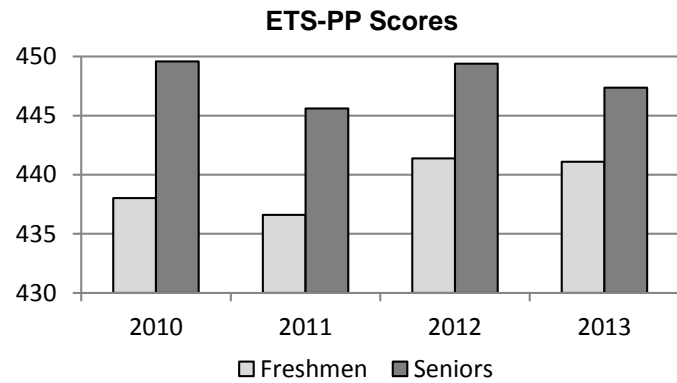
- 28% -- First Generation Students
- 7% -- 21<sup>st</sup> Century Scholars
- 31% -- Legacy Students

**2013 ETS-PP Overall Scores**

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 and content areas including critical thinking, reading, writing, math, humanities, social sciences and natural sciences.

Overall Score	USI Avg Score	National Avg Score
<b>ETS-PP (Score Range 400-500)</b>		
Freshmen	441.2	437.5
Seniors	447.6	447.9

USI's overall scores on the ETS-PP have increased over the last several years indicating incoming freshmen are better prepared academically. Seniors also show significant improvement in test scores when compared to their scores as freshmen.



**Spring 2014 - Major Field Test Overall Scores**

Seniors in certain majors take Major Field Tests (MFT) each spring. The majority of USI students taking these tests consistently score at or above the national average in most fields of study. Majors with scores above the 50<sup>th</sup> percentile indicate the USI average score is above the national average.

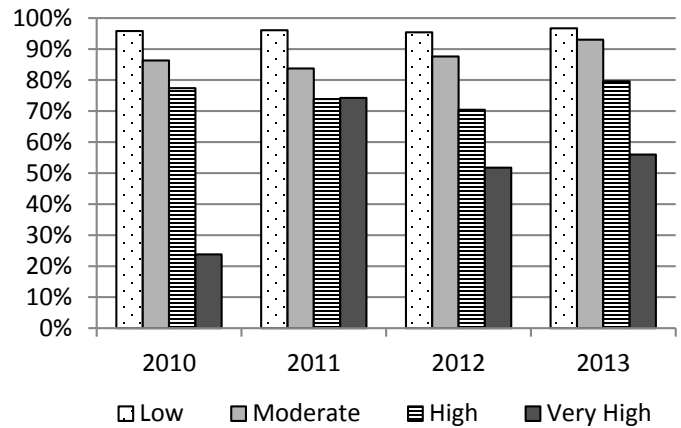
Subject	# Tested	USI Avg Score	National Avg Score	Percentile
<b>MFT by ETS</b>				
Biology	26	161.9	152.1	89th
Business	120	151.7	150.1	59th
Chemistry	13	151.4	148.2	62nd
Criminal Justice	36	152.3	150.9	56th
Literature in				
English	23	145.7	154.1	21st
Mathematics	15	148.6	156.1	23rd
Political Science	17	156.0	151.2	71st
Psychology	74	152.7	154.7	42nd
Sociology	21	147.8	149.0	43rd
<b>MFT by ETS</b>				
MBA	13	263.2	248.2	83rd
<b>ACAT by PACAT</b>				
Geology	3	556.3	500.0	71st
History	31	447.0	500.0	30th

**EBI MAP-Works – Impact on One-Semester Retention**

USI administers the EBI MAP-Works Transition Survey to freshmen in the fall. The MAP-Works process includes combining data from the institution with information from the students. Using that information, MAP-Works uses real-time analytics to provide information directly to the students, as well as to the faculty and staff working with the students.

MAP-Works generates a personalized report and risk indicator for each student. This information is used to assist in developing student intervention plans to aid students' transition to college life and improve student retention. The targeted programming and interventions has helped to improve the one-semester retention of students with moderate to high-risk indicators of leaving the institution.

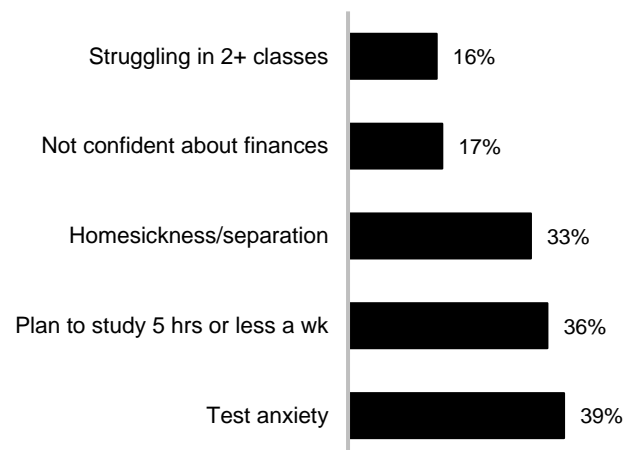
**One-Semester Retention by Risk Level**



**2013 EBI MAP-Works Top Five Risk Factors**

The EBI MAP-Works Transition Survey measures 20 factors that can impact a student's retention and success. For USI students, test anxiety, plans to study 5 or less hours a week and homesickness are the most common risk factors.

**TOP 5 RISK FACTORS AMONG FRESHMEN**



**USI Faculty Demographics**

Since fall 2004, the percentage of assistant professors has increased by 3.4%, rising from 14.1% to 17.5%. The number of faculty who are tenured or on the tenure track has also risen, with 36.4% in fall 2013 compared to 31.2% in fall 2004.

	Fall 2004*		Fall 2013		Change
<b>Total Faculty:</b>	623		682		59
<b>Faculty Rank**</b>					
Full Professor	38	6.1%	45	6.6%	0.5%
Associate Prof	70	11.2%	90	13.2%	2.0%
Assistant Prof	88	14.1%	119	17.5%	3.4%
Instructor	87	14.0%	106	15.5%	1.5%
Adjunct	340	54.6%	322	47.2%	-7.4%
<b>Tenure</b>					
Tenured	112	18.0%	139	20.4%	2.4%
Tenure Track	82	13.2%	110	16.1%	2.9%
Non-Tenured	429	68.8%	433	63.5%	-5.3%

\*Administrators with faculty rank were coded as adjuncts prior to 2008  
\*\* Some part-time faculty hold faculty rank as full professor, etc.

	Fall 2007*		Fall 2013		Change
<b>Total Faculty:</b>	611		682		71
<b>Race/Ethnicity*</b>					
White	545	89.2%	593	87.0%	-2.2%
African American	13	2.1%	16	2.3%	0.2%
Other	21	3.4%	28	4.1%	0.7%
International	24	3.9%	42	6.2%	2.3%
Not Specified	8	1.3%	3	0.4%	-0.9%

\*Faculty Race/Ethnicity has only been tracked since fall 2007

**USI Faculty by College**

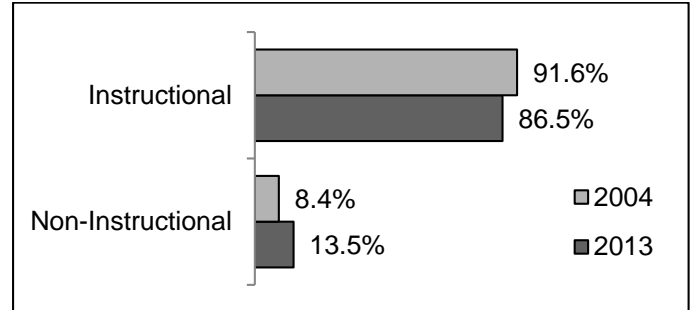
Since 2004, the total number of faculty has grown from 623 to 682 (9.5%). Nursing & Health Professions has seen the largest overall growth (7.3%) in the number of faculty, while University Division faculty has decreased by 4.4%. The Colleges of Liberal Arts and Science, Engineering, & Educations' growth is primarily due to the dissolution of the College of Education & Human Services in 2011.

College	2004			2013		
	Full-time	Part-time	Total	Full-time	Part-time*	Total
BE	6.7%	2.9%	9.6%	7.0%	2.6%	9.6%
EH*	5.9%	11.2%	17.1%	---	---	---
LA	15.6%	20.7%	36.3%	17.4%	21.6%	39.0%
NH	6.4%	4.8%	11.2%	8.1%	10.4%	18.5%
SEE	10.8%	6.4%	17.2%	15.1%	13.8%	28.9%
UD	0.0%	8.3%	8.3%	0.4%	3.5%	3.9%
OE	0.0%	0.3%	0.3%	0.0%	0.1%	0.1%
<b>USI</b>	<b>45.4%</b>	<b>54.6%</b>	<b>100.0%</b>	<b>48.0%</b>	<b>52.0%</b>	<b>100.0%</b>
N	283	340	623	327	355	682

\*Includes 33 part-time faculty who hold faculty ranks as full professor, etc.

**Instructional vs. Non-Instructional Loads\***

In fall 2013, 86.5% of faculty load was dedicated to in-class instruction. Although there was a 5.1% increase in non-instructional load since fall 2004, faculty load has retained its heavy focus on academic instruction.



\*Non-instructional load includes release time given for administrative, curriculum development, research or other assigned duties

**Course Level by Full-time/ Part-time Faculty**

In fall 2013, 66.4% of the instructional load was taught by full-time faculty. Full and part-time faculty instructed a relatively equal share of 100-level courses, while upper level courses were instructed primarily by full-time faculty.

Course Level	Full-time	Part-time
100	51.6%	48.4%
200	66.1%	33.9%
300	78.1%	21.9%
400	73.4%	26.6%
Masters	75.9%	24.1%
Doctorate	84.2%	15.8%
<b>All Course Levels</b>	<b>66.4%</b>	<b>33.6%</b>

**Faculty Degree Type**

As of fall 2013, almost 71% of full-time faculty members have terminal degrees in their fields. This represents an increase of 6.1% in the proportion of full-time USI faculty members who have a terminal degree in their field since 2004.

