

Enrollment by Class

Since fall 2006, the number of sophomores, juniors and seniors enrolled has increased. The number of graduate students, both new and continuing, has also increased.

	Fall 2006		Fall 2015	
Official Enrollment	10,021		9,029	
Freshman	3,590	35.8%	2,336	25.9%
<i>New</i>	2,105		1,690	
<i>Continuing</i>	1,485		646*	
Sophomore	1,779	17.8%	1,618	17.9%
Junior	1,680	16.8%	1,810	20.1%
Senior	1,996	19.9%	2,222	24.6%
Graduate	723	7.2%	899	9.9%
<i>New</i>	190		316	
<i>Continuing</i>	533		583	
Non-Degree	253	2.5%	144	1.6%

*There is a smaller proportion of continuing freshmen in fall 2015 compared to fall 2006. This change is largely attributed to the increase of first-time freshmen entering USI with incoming credit and achieving sophomore standing.

Student Demographics

Student diversity has increased over the past 10 years. Since fall 2006, USI has enrolled a higher ratio of racial/ethnic minorities, international students, and students who reside outside Vanderburgh County and the State of Indiana.

	Fall 2006		Fall 2015	
Official Enrollment	10,021		9,029	
Enrollment Status				
Full-Time	7,715	77.0%	7,025	77.8%
Part-Time	2,306	23.0%	2,004	22.2%
Gender				
Men	3,911	39.0%	3,375	37.4%
Women	6,110	61.0%	5,654	62.6%
Age				
24 or Younger	7,823	78.1%	7,086	78.5%
25 or Older	2,198	21.9%	1,943	21.5%
Race / Ethnicity				
White	9,258	92.4%	7,847	86.9%
African Am.	473	4.7%	389	4.3%
Other*	237	2.4%	792	8.8%
Not Reported	53	.5%	1	0.0%
Residency Status				
In-State	8,894	88.8%	7,661	84.9%
<i>Vanderburgh Co.</i>	3,078	30.7%	2,442	27.1%
<i>SW Indiana**</i>	6,171	61.6%	5,217	57.8%
Out-of-State	1046	10.4%	1,148	12.7%
International	81	.8%	220	2.4%

*Includes international students.

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

Characteristics of Entering Freshmen

New degree-seeking freshmen in fall 2015 entered USI with higher average high school GPA, composite ACT, and SAT Math and Verbal scores compared with fall 2006.

	2006	2015	Difference
Cohort Count	2,105	1,690	-415
High School GPA			
Average GPA	2.97	3.27	+0.30
Top 10% of HS Class	9%	12%	+3%
Top Half of HS Class	61%	71%	+10%
Standardized Test Scores			
ACT	20	22	+2
SAT Math + Verbal	961	1,002	+41
SAT Math	483	501	+18
SAT Verbal	478	501	+23
SAT Writing	469	478	+9

High School Diploma Types of Entering Freshmen

The number of new degree-seeking freshmen entering USI with a high school diploma with academic or technical honors has increased 12% from fall 2011 to fall 2015.

Diploma Type	2011	2015	Difference
Core 40	52%	41%	-11%
Academic & Technical Honors	37%	49%	+12%
Rigorous Curriculum	6%	6%	0%
Other*	6%	4%	-2%

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

Developmental Courses: 1st Time/Full-Time Freshmen

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

Course	Course Name	2006	2015	Difference
GENS097	Algebra Review	26%	14%	-12%
GENS098	Strategies for Writers	7%	<1%	-6%
GENS099	Skills for College Reading	13%	2%	-11%
GENS151	Academic Reading Strats.	6%	12%	+6%
MATH100	Intermediate Algebra	30%	23%	-7%
ENG100	Intro - Rhetoric & Comp	14%	17%	+3%

Retention/Grad Rates: 1st Time/Full-Time Freshmen

Both retention and graduation rates for first-time full-time freshmen have increased from 2006 to 2011.

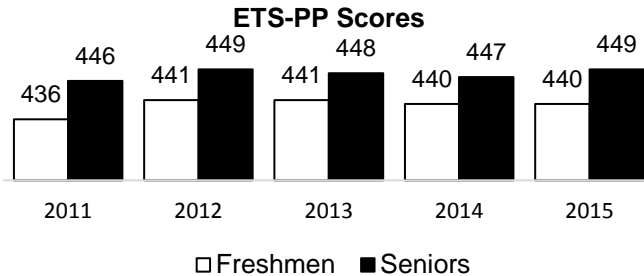
	2006	2011	Difference
Entering Cohort	1,962	1,983	+21
Retained to 2 nd Semester	83.0%	86.5%	+3.5%
Retained to 2 nd Year	62.9%	66.5%	+3.6%
Graduated in 4 Years or Less	16.4%	20.5%	+4.1%

Fall 2015 ETS- Proficiency Profile Scores

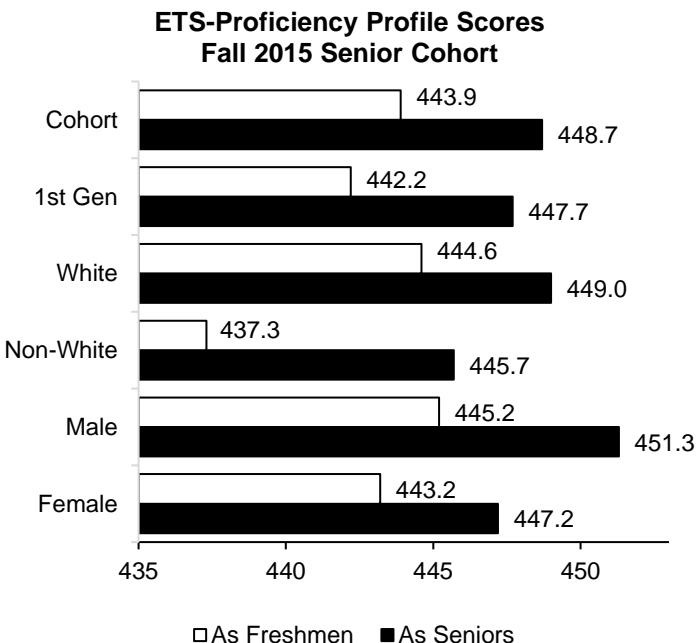
USI administers the ETS-Proficiency Profile (ETS-PP) to freshmen and seniors each fall on Assessment Day. The ETS-PP measures student aptitude in seven skill and content areas including critical thinking, reading, writing, math, humanities, social sciences and natural sciences.

	USI Avg	National Avg
ETS-PP (Score Range 400-500)		
Freshmen	440	437
Seniors	449	447

Compared to the national results, USI's freshman and senior average scores were at the 56th and 54th percentiles, respectively. USI's overall freshman scores on the ETS-PP increased in 2012, the first year USI no longer conditionally accepted applicants not meeting the minimum standards for admission.



Seniors show significant improvement in test scores when compared to their scores as freshmen. As shown below, score improvements vary by demographic groups. In particular, non-white students experience the most significant improvement in scores between their freshman and senior years.



Fall 2015 ETS- Proficiency Profile – Content Scores

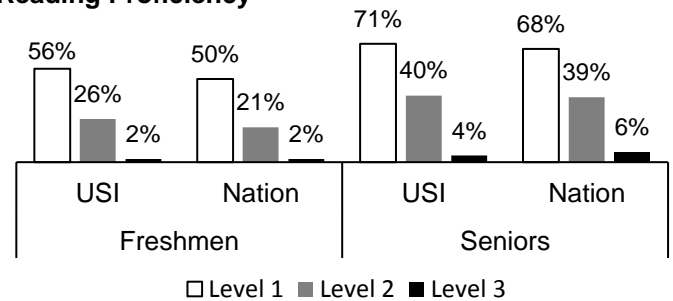
Scores and percentiles across the content areas are expressed as averages and percentiles calculated using national results for freshmen and seniors. Scores above the 50th percentile indicate that the USI average score is above the national average.

Content Area	Freshmen		Seniors	
	Score	%tile	Score	%tile
Critical Thinking	109.5	55th	112.3	51st
Reading	115.4	55th	118.6	52nd
Writing	112.9	56th	114.7	56th
Mathematics	111.9	55th	114.2	53rd
Humanities	112.7	53rd	115.1	48th
Social Sciences	111.3	53rd	113.8	50th
Natural Sciences	113.3	58th	115.8	57th

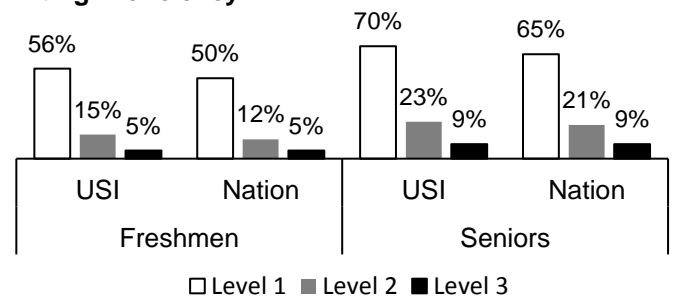
Fall 2015 ETS-PP Proficiency – Classifications

The ETS-Proficiency 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 charts below display the percentage of USI freshmen and seniors who scored 'proficient' at each skill proficiency level.

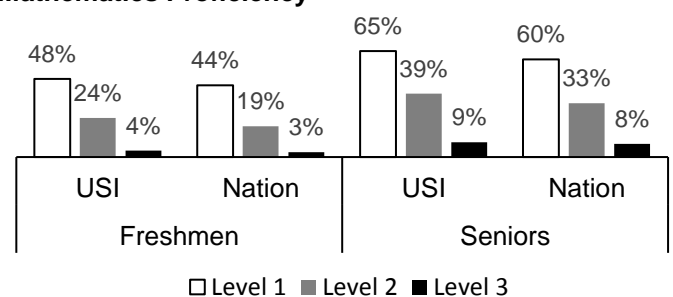
Reading Proficiency



Writing Proficiency



Mathematics Proficiency



2015-16 Core 39 Assessment Overview

Beginning in the fall of 2015, a new assessment plan was implemented with the purpose of assessing and improving student learning outcomes at the categorical level of Core 39. A key feature of the new plan was that courses would develop key assignments designed to demonstrate student learning measured through the application of rubrics developed by the Core Curriculum Assessment Task Force.

2015-16 Core 39 – Outcomes Assessed

During the academic year, the learning outcomes for the Ways of Knowing (WOK), Foundational Composition and Foundational Mathematics were assessed.

- Foundations: Composition:** Students will show evidence of academic literacy by employing critical thinking and research skills needed to communicate within a variety of academic contexts by utilizing appropriate discourse conventions with reasoned arguments; organized ideas, appropriate documentation and format, and language that is correct and appropriate for the context; and apply cultural understanding in their work to show awareness that all discourse is culturally determined.
- Foundations: Mathematics:** Students will be able to apply quantitative reasoning and their understanding of mathematical concepts to real world problem solving through constructing and analyzing arguments using mathematical logic, mathematical modeling, the correct application of mathematical procedures, and the ability to interpret, communicate, and represent mathematical thinking in a precise and accurate manner using the language, tools and symbolism of mathematics.
- WOK Outcome 1:** Students will be able to utilize problem solving: the process of designing, evaluating, and implementing a strategy or strategies to answer an open-ended question or achieve a desired goal.
- WOK 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 complex topics or issues in order to gain a better understanding of them, resulting in informed conclusions/judgments.
- WOK 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.
- WOK Outcome 4:** Students will design and execute a dynamic and sustained act that brings together knowing and doing (e.g., creating a painting, solving an experimental design problem, developing a public relations strategy, etc.) in a performance that makes learning observable.

2015-16 Core 39 Assessment – Collection

The collection of student work was facilitated through the use of Tk20 Assessment software that allowed student and faculty users uploaded and scored key assignments for:

- 66 courses
- 273 sections
- 5,755 key assignments

	Foundations: Composition	Foundations: Mathematics	WOK Outcome 1	WOK Outcome 2	WOK Outcome 3	WOK Outcome 4
Courses Assessed	1	5	15	31	10	4
Sections Assessed	42	59	42	100	23	7
Assignments Assessed	701	949	961	2,603	424	117

2015-16 Core 39 Assessment – Results

For the 2015-2016 academic year, the results for each assessed outcome are reported in the table below.

	Foundations: Composition	Foundations: Mathematics*	WOK Outcome 1	WOK Outcome 2	WOK Outcome 3	WOK Outcome 4
Exceeds Expectations	28%	12%	31%	31%	26%	43%
Meets Expectations	61%	46%	45%	45%	49%	43%
Does Not Meet Expectations	11 %	42%	24%	24%	25%	14%

*MATH 111 was only assessed on three of the rubric's five criteria.

Core 39 – Looking Ahead

The next steps of the Core 39 Assessment Plan will be for the University Core Curriculum Committee to review the results from the collected data and begin to coordinate the development of action plans for improvement in conjunction with college leadership and faculty. Additionally, an in-depth analysis of the first year data will be conducted to ensure that rubric scoring is consistent and reliable.

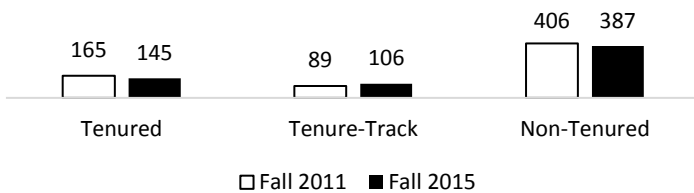
Key Assignments will continue to be collected and scored for all Core 39 categories including: Foundation Skills, Bachelor of Art or Science, Ways of Knowing sub-categories, and Embedded Experiences.

USI Faculty Demographics

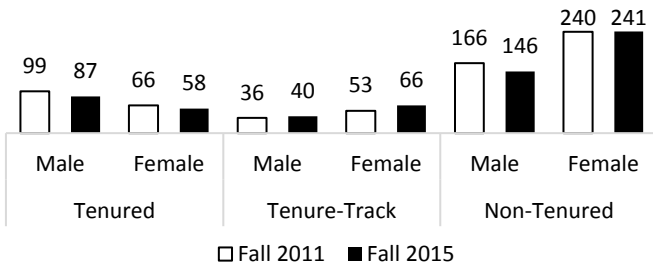
Since fall 2011, the number of full-time USI faculty has increased by 10 and the number of full-time employees who teach part-time has increased by 5.

	Fall 2011	Fall 2015	Difference
Total Faculty	660	677	+17
FT USI Faculty	337	347	+10
Full Professor	41	40	-1
Associate Professor	109	101	-8
Assistant Professor	96	111	+15
Instructor	91	95	+4
FT USI Employee Teaching PT	61	66	+5
Administrator w/ Faculty Rank	11	5	-6
Admin. w/ Teaching Responsibilities	26	22	-4
Staff Member Teaching PT	24	39	+15
PT Adjunct	262	264	+2
Retiree Teaching	11	10	-1
Adjunct	251	254	+3

The number of full-time faculty who are either tenured or on tenure-track has decreased slightly from 254 in fall 2011 to 251 in fall 2015.



While the number of female faculty on-track for tenure has increased by 13 since 2011, males still make up the majority of tenured faculty at USI.

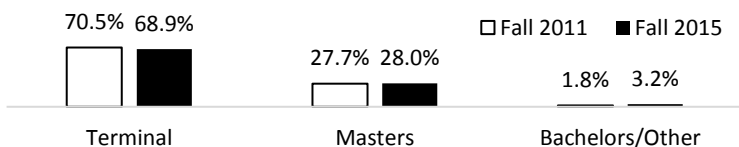


Although the overall diversity among USI faculty has decreased from fall 2011 to fall 2015, the number of international faculty has increased.

Race/Ethnicity	Fall 2011	Fall 2015	Difference
White	571	591	+20
Black, non-Hispanic	15	13	-2
Other	33	24	-9
International	40	47	+7
Not Specified	1	2	+1

Faculty Degree Type

The proportion of full-time faculty with a terminal degree has decreased by 1.6% since 2011.

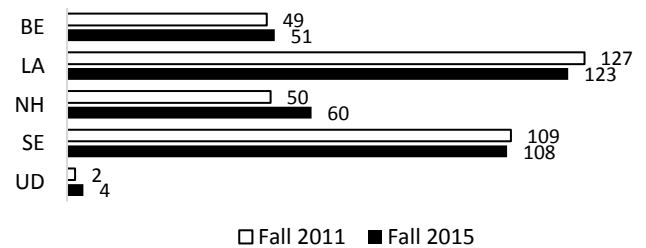


USI Faculty by College and Faculty Designation

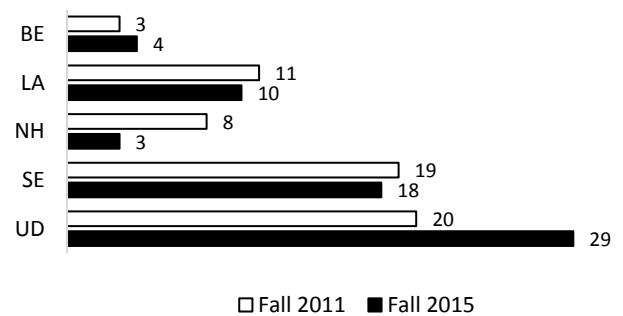
The College of Nursing & Health Professions' total faculty numbers have increased by 41 since fall 2011 while Science, Engineering, & Education has dropped by 46.

College	Fall 2011	Fall 2015	Difference
Business	60	67	+7
Liberal Arts	255	260	+5
Nursing & Health Prof	80	121	+41
Science, Engr, & Educ	225	179	-46
University Division	39	46	+7
Outreach & Engagement	1	4	+3

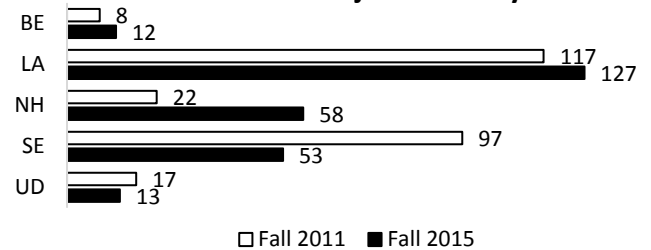
Full-Time Faculty



Full-Time Employees Teaching Part-Time

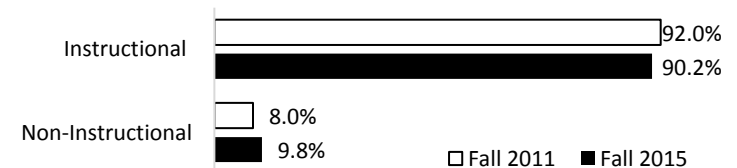


Part-Time Adjunct Faculty



Instructional vs. Non-Instructional Loads*

Although non-instructional load has increased 1.8% since 2011, faculty load has retained its focus on academic instruction.



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