

Enrollment by Student Population

Although the number of undergraduate students has decreased since 2007, the number of graduate students has increased significantly.

	Fall 2007		Fall 2016	
Official Enrollment*	9,939		9,024	
Undergraduate	9,225	92.8%	7,956	88.2%
New	2,806	28.2%	2,230	24.7%
New First Time Freshmen	2,136	21.5%	1,685	18.7%
New First Time Transfers	599	6.0%	483	5.4%
Non-Degree Seeking	71	<1%	62	<1%
Returning	6,419	64.6%	5,726	63.5%
Continuing	5,898	59.3%	5,476	60.7%
Readmit	521	5.2%	250	2.8%
Graduate	714	7.2%	1,068	11.8%
New	239	2.4%	460	5.1%
New First Time Grad Students	212	2.1%	443	4.9%
Non-Degree Seeking	27	<1%	17	<1%
Returning	475	4.8%	608	6.7%
Continuing	425	4.3%	567	6.3%
Readmit	50	<1%	41	<1%

*Enrollment numbers do not include dual credit students.

Student Demographics

Student diversity has increased over the past 10 years. Compared to fall 2007, USI has enrolled a higher ratio of racial/ethnic minorities, international students and students from out-of-state.

	Fall 2007		Fall 2016	
Enrollment Status				
Full-Time	7,686	77.3%	7,259	80.4%
Part-Time	2,253	22.7%	1,765	19.6%
Gender				
Men	3,968	39.9%	3,323	36.8%
Women	5,971	60.1%	5,701	63.2%
Age				
24 or Younger	7,696	77.4%	7,014	77.7%
25 or Older	2,243	22.6%	2,010	22.3%
Race / Ethnicity				
White	9,101	91.6%	7,822	86.7%
Black, Non-Hispanic	486	4.9%	405	4.5%
Hispanic	101	1.0%	250	2.8%
Other*	165	1.7%	543	6.0%
Not Reported	86	<1%	4	<1%
Residency Status				
In-State	8,798	88.5%	7,586	84.1%
<i>SW Indiana**</i>	6,146	61.8%	5,139	57.0%
Out-of-State	1,026	10.3%	1,228	13.6%
International	115	1.2%	210	2.3%

*Includes Alaskan Native/Native American, Asian, Pacific Islander, multiple race, and international 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 2016 entered USI with stronger academic characteristics compared to fall 2007.

	2007	2016	Difference
Cohort Count	2,136	1,685	-451
High School GPA			
Average GPA	2.89	3.37	+0.48
Top 10% of HS Class	9.6%	13.6%	+4.0%
Top Half of HS Class	59.2%	76.5%	+17.3%
Standardized Test Scores			
ACT	20	22	+2
SAT Math + Verbal	949	993	+44
SAT Math	479	497	+18
SAT Verbal	470	496	+26
SAT Writing	461	474	+13
Diploma Type			
Core 40	48%	30%	-18%
Academic &/or Technical Honors	31%	54%	+23%
Rigorous Curriculum	1%	13%	+12%
Other*	20%	3%	-17%

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

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

Both retention and graduation rates for first time/full-time freshmen have increased.

Retention Rates	2007	2015	Difference
Cohort Count	2,038	1,658	-380
Retained to 2 nd Semester	83.2%	87.3%	+4.1%
Retained to 2 nd Year	65.8%	70.3%	+4.5%

Graduation Rate	2007	2012	Difference
Cohort Count	2,038	1,852	-186
Graduated in 4 Years or Less	14.9%	26.3%	+11.4%

Developmental Courses: First Time/Full-Time Freshmen

Since 2007, the number of incoming students requiring developmental coursework has decreased significantly.

Percentage of Students Taking Developmental Courses

Course	Course Name	2007	2016	Difference
GENS097	Algebra Review	25%	14%	-11%
GENS098	Strategies for Writers	6%	<1%	-5%
GENS099	Skills for College Reading	12%	2%	-10%
GENS151	Academic Reading Strats.	7%	10%	+3%
MATH100	Intermediate Algebra	31%	22%	-9%
ENG100	Intro - Rhetoric & Comp	17%	14%	-3%

Total Developmental Course Placements by Student

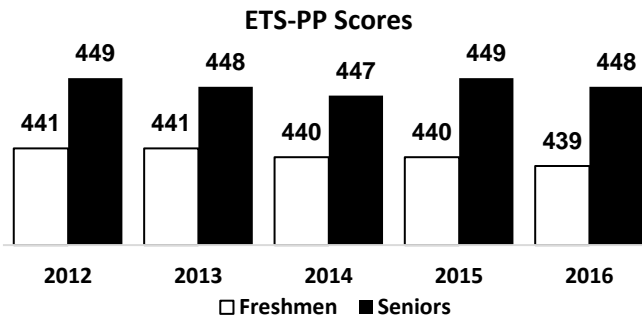
	2007	2016	Difference
No Developmental Course Placements	40%	56%	+16%
One	37%	30%	-7%
Two	7%	10%	+3%
Three	16%	4%	-12%

Fall 2016 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 including critical thinking, reading, writing, math, humanities, social sciences and natural sciences.

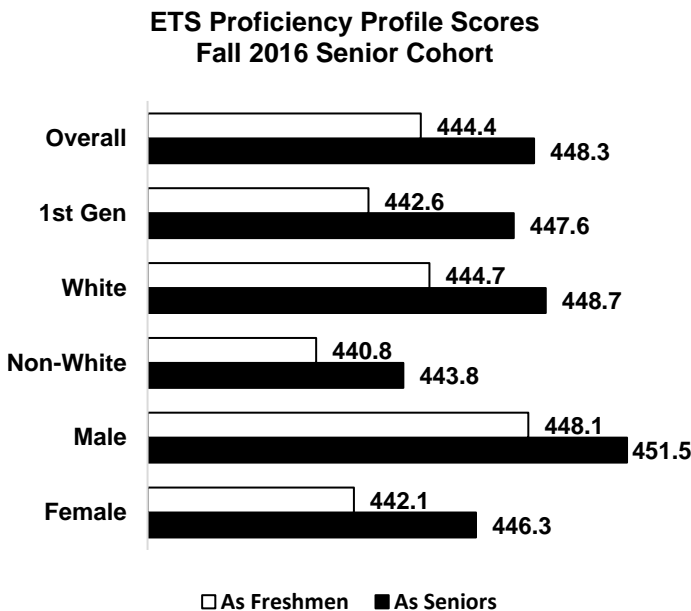
	USI Avg	National Avg
ETS-PP (Score Range 400-500)		
Freshmen	439	437
Seniors	448	447

Compared to the national results, USI's freshman and senior average scores were at the 56th and 54th percentiles, respectively. Both freshmen and senior average scores have remained consistent and above the national average over the last five years.



Fall 2016 ETS-Proficiency Profile – Senior Scores

Seniors demonstrate significant improvement in overall test scores when compared to their scores as freshmen. Score improvements vary by demographic groups. In particular, first generation students experience the most improvement in scores between their freshman and senior years.



Fall 2016 ETS-Proficiency Profile – Content Scores

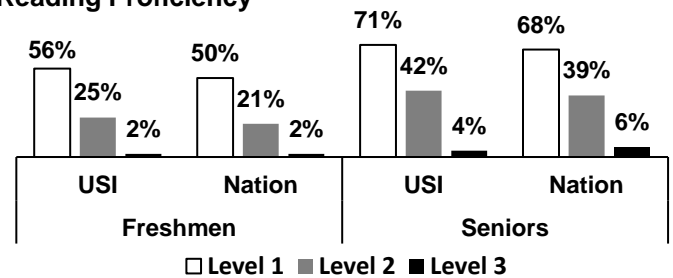
Scores and percentiles across the content areas are expressed as averages and percentiles calculated using national results for freshmen and seniors. USI's freshmen scored above the 50th percentile in all content areas indicating they were above the national average.

Content Area	Freshmen		Seniors	
	Score	%tile	Score	%tile
Critical Thinking	109.8	52nd	112.0	49th
Reading	116.2	55th	118.9	51st
Writing	113.7	56th	115.6	57th
Mathematics	112.5	54th	114.5	52nd
Humanities	113.1	53rd	114.9	49th
Social Sciences	111.6	52nd	113.5	48th
Natural Sciences	114.0	55th	116.5	55th

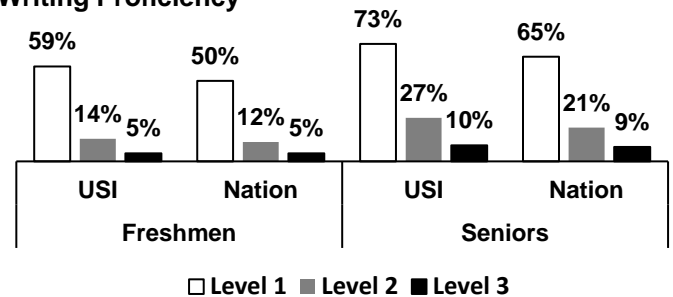
Fall 2016 ETS-Proficiency Profile – Classifications

The ETS-Proficiency Profile also measures proficiency in reading, writing and mathematics at three levels. The charts below display the percentage of students that scored 'proficient' at each skill level. It is notable that USI students demonstrated proficiency rates at or above the national rate in all areas, with the exception of seniors in Level 3 Reading.

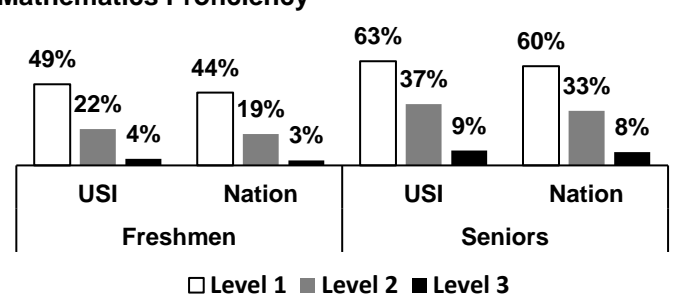
Reading Proficiency



Writing Proficiency



Mathematics Proficiency



Core 39 Assessment Overview

Beginning in the fall of 2016, assessment of Core 39 transitioned from its pilot year and formally began the first year of its three-year cycle. Throughout the cycle, courses are assessed on all outcomes approved upon course acceptance as part of the core curriculum.

Core 39 – Collection and Results

During the 2016-17 academic year, student learning outcomes were assessed in the following areas of Core 39: Foundational Composition, Embedded Experiences, Ways of Knowing (Outcomes 2 and 3), and four of the Ways of Knowing subcategories.

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.

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Composition	1	32	548

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Composition	38.8%	51.5%	9.7%

Embedded Experiences

- **Diversity:** Students will be able to address critical differences among individuals and groups, representing the full spectrum of human characteristics, ideas, and worldviews.
- **Global:** Students will be able to critically analyze and engage with complex, interdependent global systems and legacies while understanding their implications for people's lives and the earth's sustainability.
- **Writing Intensive:** Students will be able to complete a sustained long-term writing project within an academic discipline that includes instructor feedback and the opportunity for revision of the writing project.

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Diversity	2	2	18
Global	6	19	427
Writing Intensive	19	28	440

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Diversity	77.8%	22.2%	0.0%
Global	28.3%	44.5%	27.2%
Writing Intensive	48.2%	36.8%	15.0%

Ways of Knowing

- **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.
- **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.

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Outcome 2	6	18	596
Outcome 3	2	2	43

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Outcome 2	17.6%	46.5%	35.9%
Outcome 3	55.8%	37.2%	7.0%

Ways of Knowing: Subcategories

- All Ways of Knowing courses include the recurring theme of connecting discipline content to a Way of Knowing: Historical Inquiry; Scientific and Mathematical Inquiry; Experimental; Social Inquiry, World Languages & Cultures.

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Historical Inquiry	2	10	196
Scientific & Math. Inquiry*	8	20	270
Social Inquiry	1	2	49
World Lang. & Culture	5	8	382

Scientific Inquiry: Experimental Only

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Historical Inquiry	29.6%	47.4%	23.0%
Scientific & Math. Inquiry*	28.1%	53.7%	18.2%
Social Inquiry	32.7%	59.1%	8.2%
World Lang. & Culture	21.7%	53.2%	25.1%

**Scientific Inquiry: Experimental Only*

Core 39 – Looking Ahead

The Core 39 Committee was designated as a subcommittee of the Faculty Senate in the spring of 2017. The committee and the Core 39 Director will provide an annual report to the Faculty Senate regarding the committee's work to fulfill Core 39's objectives. The Core 39 Committee will begin reviewing the assessment results and collecting information from academic departments regarding strategies to improve student learning outcomes.

USI Faculty Type

In fall 2016, the total number of USI faculty was slightly lower compared to fall 2012.

	Fall 2012	Fall 2016	Difference
Total Faculty	688	676	-12
FT USI Faculty	354	351	-3
Full Professor	38	39	+1
Associate Professor	103	105	+2
Assistant Professor	109	108	-1
Instructor	104	99	-5
FT Employee Teaching PT	55	66	+11
Administrator	54	65	+11
Support Staff	1	1	0
PT Adjunct	279	259	-20
Part-Time	266	245	-21
Retiree Teaching PT	13	14	+1

USI Faculty Racial / Ethnic Composition

Compared to 2012, the racial/ethnic composition of faculty has not changed significantly.

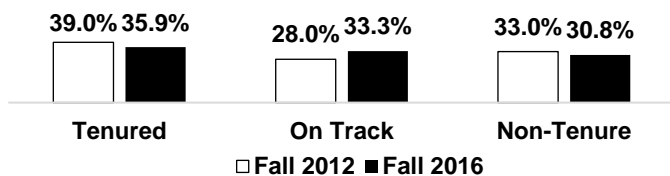
Ethnicity	Fall 2012	Fall 2016	Difference
White, non-Hispanic	89.5%	89.1%	-0.4%
Asian	3.9%	3.7%	-0.2%
Other*	3.9%	3.6%	-0.3%
Black, non-Hispanic	1.9%	2.4%	+0.5%
International	0.7%	1.3%	+0.6%

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

USI Faculty Tenure Status

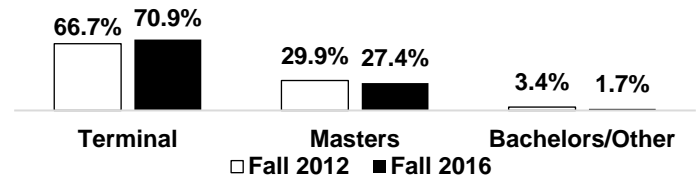
	Fall 2012	Fall 2016	Difference
Full-Time Faculty	354	351	-3
Female	192	191	-1
Tenured	55	49	-6
On Track	54	70	+16
Non-Tenured	83	72	-11
Male	162	160	-2
Tenured	83	77	-6
On Track	45	47	+2
Non-Tenured	34	36	+2

The percentage of full-time faculty who are tenured or who are non-tenure track has decreased while those on-track for tenure increased compared to fall 2012.



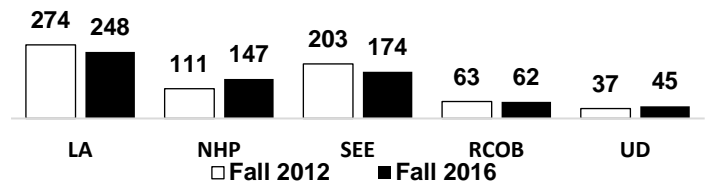
Faculty Degree Type

The percentage of full-time faculty with a terminal degree has increased compared to 2012.



USI Faculty by College

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



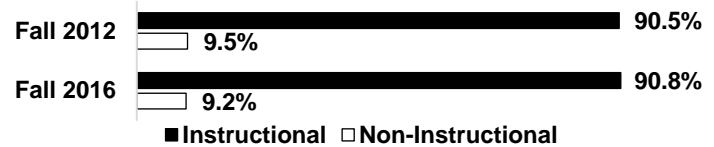
Fall 2016 Faculty by College and Faculty Type

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.

College	FT Faculty	FT Employee Teaching PT	Part-Time Adjunct	Total
LA	126 (50.8%)	9 (3.6%)	113 (45.6%)	248
NHP	63 (42.8%)	7 (4.8%)	77 (52.4%)	147
SEE	110 (63.2%)	16 (9.2%)	48 (27.6%)	174
RCOB	49 (79.0%)	3 (4.9%)	10 (16.1%)	62
UD	3 (6.7%)	31 (68.9%)	11 (24.4%)	45

Instructional vs. Non-Instructional Loads

The vast majority of faculty time is spent teaching, with over 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 2012	Fall 2016	Difference
Administrative	52.9%	47.1%	-5.8%
Research	27.3%	22.0%	-5.3%
Other*	4.8%	12.6%	+7.8%
General	9.3%	10.3%	+1.0%
Scholarship	5.7%	8.0%	+2.3%

*Includes Advising, Grant, Community Engagement, Curriculum Development and Professional Development types.