

Enrollment by Student Population

Since 2009, the overall number of undergraduate students has decreased, but the overall number of graduate students has increased 7.9%.

	Fall 2009		Fall 2018	
Official Enrollment*	10,516		8,962	
Undergraduate	9,648	91.7%	7,513	83.8%
New	2,854	27.1%	2,212	24.7%
New First-Time Freshmen	2,093	19.9%	1,656	18.5%
New First-Time Transfers	703	6.7%	519	5.8%
Non-Degree Seeking	58	<1%	37	<1%
Returning	6,794	64.6%	5,301	59.1%
Continuing	6,303	59.9%	5,131	57.2%
Readmit	491	4.7%	170	1.9%
Graduate	868	8.3%	1,449	16.2%
New	230	2.2%	532	6.0%
New First-Time Grad Students	200	1.9%	527	5.9%
Non-Degree Seeking	30	<1%	5	<1%
Returning	638	6.1%	917	10.2%
Continuing	582	5.5%	885	9.9%
Readmit	56	<1%	32	<1%

*Enrollment numbers do not include dual credit students.

Student Demographics

Student diversity has increased. Compared to fall 2009, USI has enrolled a slightly higher ratio of racial/ethnic minorities, international students, and students from out-of-state.

	Fall 2009		Fall 2018	
Enrollment Status	10,516		8,962	
Full-Time	8,149	77.5%	7,216	80.5%
Part-Time	2,367	22.5%	1,746	19.5%
Gender				
Men	4,185	39.8%	3,324	37.1%
Women	6,331	60.2%	5,638	62.9%
Age				
24 or Younger	7,941	75.5%	6,736	75.2%
25 or Older	2,575	24.5%	2,226	24.8%
Race / Ethnicity				
White, Non-Hispanic	9,370	89.1%	7,636	85.2%
Black, Non-Hispanic	507	4.8%	419	4.7%
Hispanic	191	1.8%	318	3.5%
Other*	267	2.5%	386	4.3%
International	157	1.5%	193	2.2%
Not Reported	24	<1%	10	<1%
Residency Status				
In-State	9,171	87.2%	7,304	81.5%
<i>SW Indiana**</i>	6,534	62.1%	4,853	54.2%
Out-of-State	1,186	11.3%	1,468	16.4%
International	159	1.5%	190	2.1%

*Includes Alaskan Native/Native American, Asian, Pacific Islander, and Multiple Race students.

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

Academic Characteristics of Entering Freshmen

New first-time freshmen in fall 2018 entered USI with stronger academic characteristics compared to fall 2009.

	2009	2018	Difference
Cohort Count	2,093	1,656	-437
High School GPA			
Average GPA	3.02	3.39	+0.37
Top 10% of HS Class	12.0%	14.4%	+2.4%
Top Half of HS Class	63.0%	68.6%	+5.6%
Standardized Test Scores			
ACT Composite	21	22	+1
SAT Composite*	1040	1081	+41
SAT Math	518	537	+19
SAT ERW	522	545	+23
Diploma Type			
Core 40	50%	32%	-18%
Academic &/or Technical Honors	34%	50%	+16%
Core 40 - Rigorous Curriculum	6%	15%	+9%
Other**	10%	3%	-7%

*As of 2017, scores are from the redesigned SAT (RSAT). 2009 scores are converted to new scale. ERW = Evidence-Based Reading and Writing.

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

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

Retention for first-time, full-time, baccalaureate degree-seeking freshmen continued to increase, and graduation from 2009 to 2014 increased over 15%.

	2009	2017	Difference
Retention Rates			
Cohort Count	2,025	1,675	-350
Retained to 2 nd Semester	88.1%	87.9%	-0.2%
Retained to 2 nd Year	69.1%	71.9%	+2.8%

	2009	2014	Difference
Graduation Rate			
Cohort Count	2,025	1,555	-470
Graduated in 4 Years or Less	20.7%	35.9%	+15.2%

Developmental Courses: First-Time/Full-Time Freshmen

Since 2009, the number of incoming students requiring developmental coursework has decreased significantly.

Percentage of Students Taking Developmental Courses

Course	Course Name	2009	2018	Difference
GENS097	Algebra Review	19%	14%	-5%
GENS098	Strategies for Writers	4%	<1%	-4%
GENS099	Skills for College Reading	8%	<1%	-8%
GENS151	Academic Reading Strats.	11%	19%	+8%
MATH100	Intermediate Algebra	32%	22%	-10%
ENG100	Intro - Rhetoric & Comp.	16%	10%	-6%

Total Developmental Course Placements by Student

	2009	2018	Difference
No Developmental Course Placements	42%	56%	+14%
One	33%	28%	-5%
Two	15%	11%	-4%
Three	10%	5%	-5%

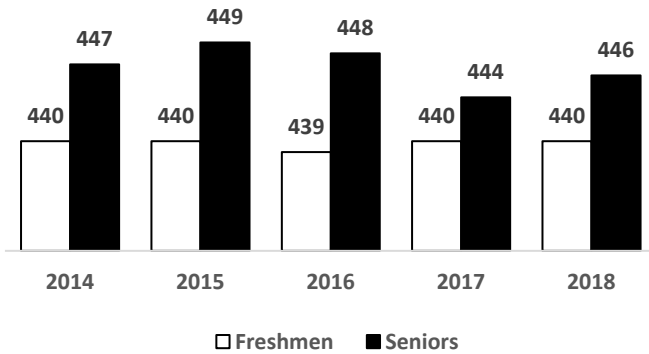
Fall 2018 ETS-Proiciency Profile – Overall Scores

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: critical thinking, reading, writing, math, humanities, social sciences, and natural sciences. In fall 2018, the ETS-PP was administered to 1,611 first-time freshmen and 685 seniors who took the assessment as freshmen.

	USI Avg	National Avg
ETS-PP (Score Range 400-500)		
Freshmen	440	437
Seniors	446	447

Compared to the national results, USI’s freshman and senior average scores were at the 56th and 52nd percentiles, respectively. Freshmen average scores have remained consistent and above the national average for the last five years.

ETS-PP Scores



Fall 2018 ETS-Proiciency Profile – Senior Scores

In comparison to their average scores as freshmen, seniors increased their average overall test score from 442.1 to 445.6. While there was an increase in overall average score, only 55.7% of seniors saw increases in their individual scores.

Change in Overall ETS-PP Score from Freshman to Senior Year	N	%
<i>Increased ETS-PP Score</i>	381	55.7%
Increased 1 to 9 points	135	19.7%
Increased 10 to 19 points	135	19.7%
Increased 20 to 29 points	86	12.6%
Increased 30+ points	25	3.7%
<i>Decreased ETS-PP Score</i>	271	39.6%
Decreased 1 to 9 points	125	18.3%
Decreased 10 to 19 points	99	14.5%
Decreased 20 to 29 points	39	5.7%
Decreased 30+ points	8	1.2%
<i>No Change in ETS-PP Score</i>	32	4.7%
Total	684	100.0%

Fall 2018 ETS-Proiciency Profile – Content Scores

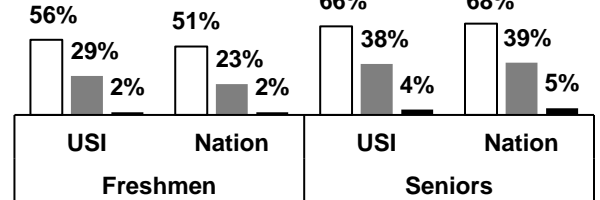
Scores and percentiles across the content areas are expressed as averages and percentiles calculated using national results for freshmen and seniors. USI’s freshmen and seniors scored above the 50th percentile in all content areas.

Content Area	Freshmen		Seniors	
	Score	%tile	Score	%tile
Critical Thinking	110.5	57 th	111.7	52 nd
Reading	116.4	54 th	117.9	54 th
Writing	113.7	57 th	114.9	51 st
Mathematics	112.7	54 th	113.9	52 nd
Humanities	113.4	55 th	114.0	55 th
Social Sciences	112.0	57 th	112.8	56 th
Natural Sciences	114.5	56 th	115.8	51 st

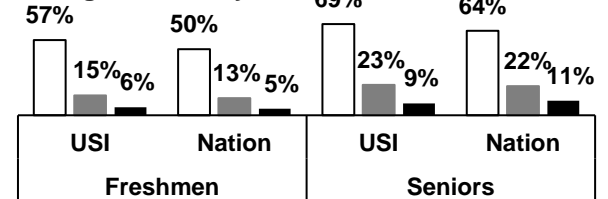
Fall 2018 ETS-Proiciency Profile – Classifications

The ETS-PP also measures proficiency in reading, writing, and mathematics at three levels of increasing ability. The charts below display the percentage of students that scored as ‘proficient’ at each skill level compared to national data. It is notable that USI freshmen demonstrated proficiency rates at or above the national rate in all areas. Seniors demonstrated above average rates in Writing Proficiency Levels 1 and 2.

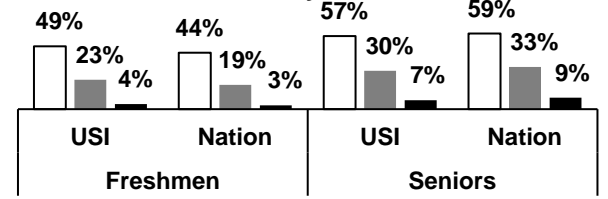
Reading Proficiency



Writing Proficiency



Mathematics Proficiency



□ Level 1 ■ Level 2 ■ Level 3

Core 39 – Assessment Overview

In the fall of 2018, assessment of Core 39 began the third year of its three-year cycle. Throughout the cycle, each course is assessed on the outcomes approved when it was accepted as part of the core curriculum.

Core 39 – Collection and Results

During the 2018-2019 academic year, all student learning outcomes were assessed.

Foundations

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Composition	1	31	545
PAW	1	10	229
Mathematics	5	48	775

PAW = Physical Activity and Wellness

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Composition	51.7%	41.5%	6.8%
PAW	74.3%	21.8%	3.9%
Mathematics	27.9%	35.6%	36.5%

PAW = Physical Activity and Wellness

Ways of Knowing

- **Outcome 1** - Students will be able to utilize problem solving through design, evaluation, and implementation of strategies to answer an open-ended question or achieve a desired goal.
- **Outcome 2** - Students will be able to explore topics by applying methods of inquiry and analysis, namely the collection and deconstruction of information, to gain deeper understanding and draw informed conclusions/judgments.
- **Outcome 3** - Students will be able to understand the need for information and demonstrate proficiency at identifying, locating, evaluating, and using that information for the problem at hand effectively and responsibly.
- **Outcome 4** - Students will be able to design and execute a performance that makes learning observable, bringing together knowing and doing.

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Outcome 1	10	29	688
Outcome 2	13	59	1,677
Outcome 3	1	2	47
Outcome 4	2	4	77

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Outcome 1	30.7%	62.0%	7.3%
Outcome 2	40.1%	49.0%	10.9%
Outcome 3	53.2%	36.2%	10.6%
Outcome 4	32.5%	61.0%	6.5%

Ways of Knowing – Subcategories

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Creative & Aesthetic Expression	3	5	263
Historical Inquiry	2	5	105
Moral & Ethical Reasoning	3	20	516
Scientific & Math Inquiry-Deductive	2	2	13
Scientific & Math Inquiry-Experimental	8	22	448
Scientific & Math Inquiry-Inferential	2	3	65
Social Inquiry	2	9	508
World Languages & Culture (LC)	8	23	331
World Languages & Culture (NLC)	5	11	326

LC = Language Courses; NLC = Nonlanguage Courses

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Creative & Aesthetic Expression	48.3%	42.2%	9.5%
Historical Inquiry	49.5%	41.0%	9.5%
Moral & Ethical Reasoning	43.6%	43.6%	12.8%
Scientific & Math Inquiry-Deductive	46.1%	38.5%	15.4%
Scientific & Math Inquiry-Experimental	31.9%	44.2%	23.9%
Scientific & Math Inquiry-Inferential	27.7%	49.2%	23.1%
Social Inquiry	25.0%	49.0%	26.0%
World Languages & Culture (LC)	68.0%	25.1%	6.9%
World Languages & Culture (NLC)	7.7%	74.2%	18.1%

LC = Language Courses; NLC = Nonlanguage Courses

Embedded Experiences

Learning Outcome	Courses Assessed	Sections Assessed	Assignments Assessed
Diversity	17	56	1,201
Global	9	14	396
Writing Intensive	14	21	319

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations
Diversity	60.5%	30.1%	9.4%
Global	38.2%	34.8%	27.0%
Writing Intensive	48.3%	47.3%	4.4%

Core 39 – Looking Ahead

In the 2019-20 academic year, the Core 39 Committee will begin compiling academic departments' responses to assessment data collected for each course to design strategies to improve student learning outcomes. The information collected will be used by the committee to identify effective instruction practices for Core 39 and the findings shared with faculty in its annual report to Faculty Senate and in collaboration with the Center for Excellence in Teaching and Learning.

USI Faculty Type

The overall count of faculty has declined since 2014 as result of increased FT Faculty hires and a reduced count of PT Adjuncts.

	Fall 2014	Fall 2018	+ / -
Total USI Faculty	668	651	-17
FT Faculty	344	361	+17
Full Professor	36	35	-1
Associate Professor	94	98	+4
Assistant Professor	119	127	+8
Instructor	95	101	+6
FT Employee Teaching PT	62	62	0
Administrator	60	60	0
Support Staff	2	2	0
PT Adjunct	262	228	-34
Part-Time	252	216	-36
Retiree Teaching PT	10	12	+2

USI Faculty Racial / Ethnic Composition

Compared to 2014, the racial/ethnic composition of faculty has not changed significantly.

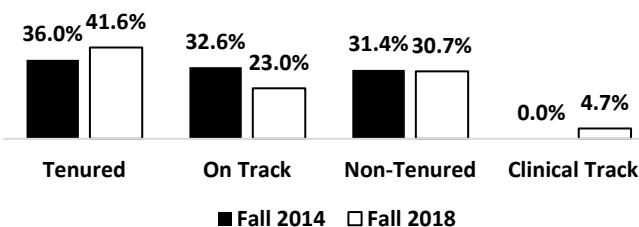
Ethnicity	Fall 2014	Fall 2018	+ / -
White, Non-Hispanic	88.9%	87.1%	-1.8%
Asian	3.4%	4.0%	+0.6%
Black, Non-Hispanic	2.8%	2.9%	+0.1%
Hispanic	1.5%	1.8%	+0.3%
Other*	1.7%	2.2%	+0.6%
International	1.7%	2.0%	+0.4%

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

USI Faculty Tenure Status

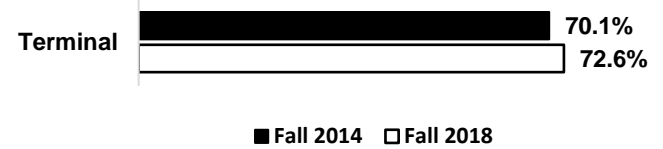
	Fall 2014	Fall 2018	+ / -
Full-Time Faculty	344	361	+17
Female	184	196	+12
Tenured	48	63	+15
On Track	65	46	-19
Non-Tenured	71	71	0
Clinical Track	---	16	---
Male	160	165	+5
Tenured	76	87	+11
On Track	47	37	-11
Non-Tenured	37	40	+3
Clinical Track	---	1	---

The increase in tenured faculty and decrease in on-track faculty is due to (1) faculty reassignment to the clinical track, which was introduced in 2018 and (2) faculty successfully earning tenure.



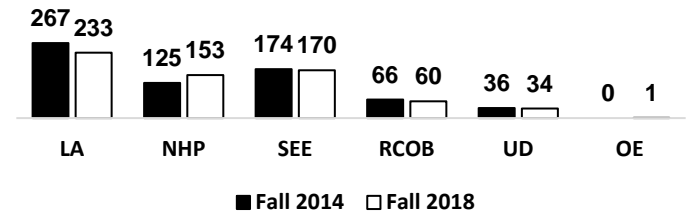
USI Faculty Degree Type

The percentage of full-time faculty with a terminal degree has increased compared to 2014.



USI Faculty by College

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



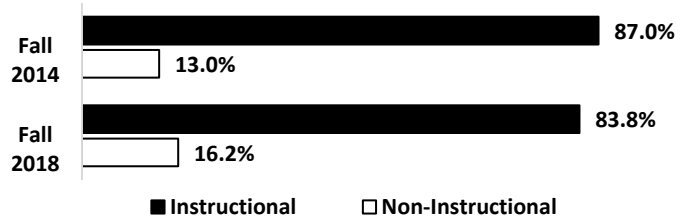
Fall 2018 USI Faculty by College and Faculty Type

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 UNIV 101 courses for new freshmen.

	Full-Time Faculty		FT Employee Teaching PT		Part-Time Adjunct		Total
LA	129	55.4%	8	3.4%	96	41.2%	233
NHP	63	41.2%	12	7.8%	78	51.0%	153
SEE	112	65.9%	19	11.2%	39	22.9%	170
RCOB	53	88.3%	2	3.4%	5	8.3%	60
UD	4	11.8%	21	61.7%	9	26.5%	34
OE	0	0.0%	0	0.0%	1	100.0%	1

Instructional vs. Non-Instructional Loads

Most faculty time is spent teaching, with approximately 84% of faculty load dedicated to academic instruction.



Administrative duties continue to make up most non-instructional assignments, followed by research.

Assignment Type	Fall 2014	Fall 2018	+ / -
Administrative	57.3%	50.7%	-6.6%
Research/Scholarship	27.2%	25.4%	-1.8%
Other*	10.9%	18.6%	+7.7%
General	4.6%	5.3%	+0.7%

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