



University of
Southern Indiana

2013–2015

Operating and Capital Improvement Budget Request

Submitted to the
Commission for
Higher Education
and the
State Budget Agency

September 7, 2012

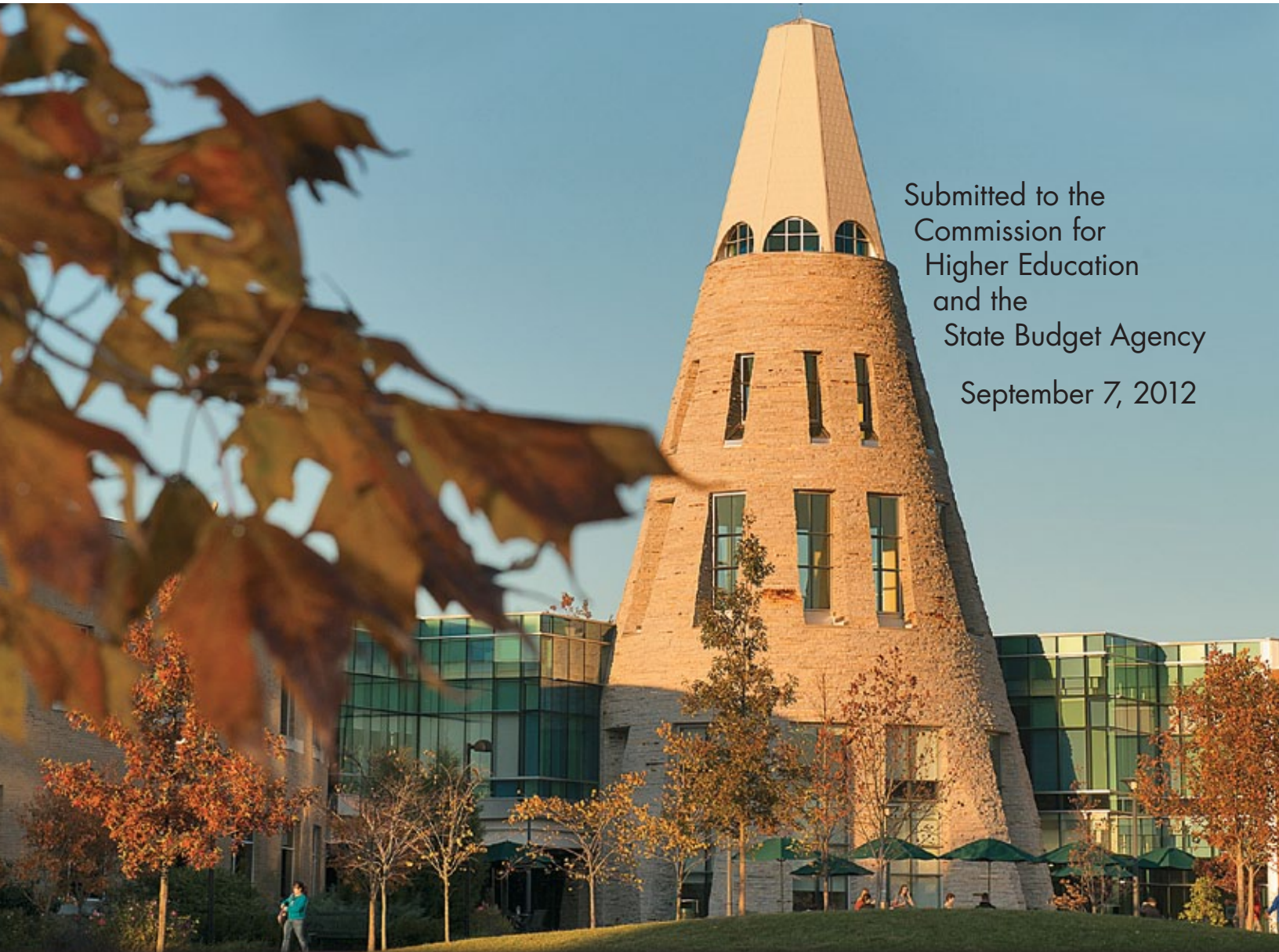


TABLE OF CONTENTS

EXECUTIVE SUMMARY

- 1 Priorities of 2013-2015 Operating and Capital Improvement Budget Requests
- 13 Institutional Request

OPERATING REQUEST

Summary of Operating Narrative

- 21 Primary Roles and Missions
- 39 Students at USI
- 77 Affordability, Productivity, and Efficiency
- 99 Measures of Educational Quality: Assessment and Accountability
- 119 Contributing to the Indiana Economy: The Role of the University in Economic and Workforce Development

Operating Budget Schedules

- 143 Summary of Budget Request Schedule I – SBRS I
- 144 Student Enrollment Data – BRS VIII
- 145 Summary of Debt Service for All Capital Projects 2007-2015 – BRS X-A
- 147 Summary of Debt Service for All Capital Projects Through Retirement of Debt – BRS X-B
- 148 Summary of Outstanding Debt for All Capital Projects Through Retirement of Debt – BRS X-C
- 149 Performance Funding Formula Metrics and Weighting Outcomes - USI
- 150 Overall Degree Completion – PMS I
- 151 At-Risk Student Degree Completion – PMS II
- 152 High Impact Degree Completion – PMS III
- 153 Student Persistence Incentive – PMS IV
- 154 On-Time Graduation Rate – PMS VI
- 155 Institution-Defined Productivity Metric – PMS VII

LINE ITEM REQUEST

- 157 Summary of Line Item Request
- 163 Line Item Appropriation Request – Historic New Harmony – BRS XI – A

CAPITAL REQUEST

165 Capital Improvement Budget Request Summary

167 2013-2015 Capital Improvement Plan

Capital Budget Schedules

171 2013-2015 Capital Project Request – CRS I

172 Ten-Year Capital Project Plan – CRS IV

173 Repair and Rehabilitation Building/Infrastructure – CRS V

Individual Capital Projects

177 Classroom Renovation/Expansion – Project Number: G-0-11-2-01

191 Conference Center – Project Number: G-0-13-1-01

APPENDIX

Student Profile

201 Home Counties of USI Students – Fall 2011

203 Geographical Area Enrollment – Fall 2011

205 Registration Types – Fall 2011

207 Student Majors by Colleges – Fall 2011

Fast Facts

211 USI Fast Facts – Fall 2011

New Program Development Plan

215 USI New Program Development – Spring 2012



EXECUTIVE SUMMARY

The University of Southern Indiana's 2013-2015 Operating and Capital Improvement Budget Request addresses many of the strategic goals outlined in the Indiana Commission for Higher Education's *2012 Reaching Higher, Achieving More* policy paper. The University seeks full funding of the state's performance incentive formulae to support success, current programs and services, and to respond to regional workforce and educational needs.

The University's funding request focuses on the strategic directions endorsed by the Indiana Commission for Higher Education included in the *Reaching Higher, Achieving More* document:

Completion • Productivity • Quality

UNIVERSITY OF SOUTHERN INDIANA - 2010-2015 STRATEGIC PLAN

In the summer of 2009, the University undertook developing its first strategic plan which resulted in the University's Board of Trustees approving new mission and vision statements in summer 2010 and setting goals for the 2010-2015 Strategic Plan. The University's vision statement is:

"Shaping the future through learning and innovation"

The mission of USI continues to be one of access and quality education for the region and beyond. The University's mission statement is:

The University of Southern Indiana is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

Now in year three of the strategic planning process, the campus community is working on initiatives, detailed planning, and proposals to meet the six major goals included in the plan. In 2011-2012 there was significant activity in project implementation and additional planning to help achieve those goals.

The strategic plan focuses on:

- *Enhance Experiential Learning Opportunities*
- *Increase the Graduation Rate*
- *Preserve and Nurture Our Campus Community*
- *Provide Leadership to Indiana and the Region*
- *Increase the Diversity of Faculty, Staff, and Student Body*
- *Become a 24/7 campus*

As the University's Board of Trustees has sought to fully develop the University and opportunities for education, it has implemented policies that have created important changes in the curriculum, composition of the student body, and physical facilities needed to meet the mission of the University of Southern Indiana. As a result, USI stands as a model for student-centered postsecondary education, delivering high-quality teaching at the most affordable cost among baccalaureate institutions in the state, providing community engagement to assist with economic and workforce development, and performing applied research needed in the region.

UNIVERSITY OF SOUTHERN INDIANA – A LEADER IN THE REGION

Throughout its history, the University of Southern Indiana has been committed to meeting the needs of the State of Indiana and the southwestern Indiana region. It is not a coincidence that USI's dramatic development parallels the economic expansion of Southwestern Indiana. USI has been boldly redefining the higher education landscape for

nearly 50 years, providing affordability, accessibility, and compatibility with employer needs. Today, 85 percent of high school graduates in the region pursue higher education—a figure that compares to just 33 percent in 1985, and which is 20 percent higher than today’s national average.

This educational transformation is a result of USI’s commitment to expanding access to high-quality, affordable academic programs and to forging partnerships that benefit students, faculty, employers, and the community and state. As the University looks to the future, it seeks ways to build on its success by extending access beyond the tri-state region and to the world. Indeed, USI’s reputation for strong teaching continues to attract exceptionally qualified students from Indiana and beyond—drawing students from 43 states and more than 60 nations. A comprehensive university, USI enjoys a growing national reputation.

ACCESS TO HIGHER EDUCATION

The University was founded to bring higher education to an underserved population and remains true to that mission. Students who choose the University of Southern Indiana find high-quality academic programs, affordable costs, an environment that promotes academic success, and opportunities for personal and career growth.

Over the past decade, enrollment increased by 15 percent from 9,362 in fall 2001 to 10,820 in fall 2011. During the same ten-year period, full-time-equivalent (FTE) enrollment increased by 22 percent, from 7,418 in fall 2001 to 9,031 in fall 2011. Students age 25 or older represent 24.5 percent of the student population.

With 47.6 percent of the fall 2011 entering freshman class coming from its primary service area, the University is clearly committed to serving students in the region. In fall 2011, 59.6 percent of USI’s students came from the 11-county regional service area and 26.1 percent came from other Indiana counties. USI provides wide access to students throughout the state, enrolling students from 89 of Indiana’s counties in fall 2011. The University of Southern Indiana is committed to improving the postsecondary attainment level of the citizens of the southern Indiana region and throughout the state.

STUDENT PREPAREDNESS

The Indiana Commission for Higher Education’s *2012 Reaching Higher, Achieving More* document states “at least a quarter of all first-time Indiana public college students are

not college-ready when they arrive on campus.” Readiness for college is usually measured in terms of standardized test scores, placement tests, and grade point averages, but it includes other indicators as well.

Indiana’s Core 40 requirements for high school graduates are intended as a statewide effort to strengthen student preparation for college. USI accepts unconditionally any student who has met the Core 40 requirements and has a high school grade point average of at least 2.5 and the appropriate ACT/SAT scores. Among USI’s 1,824 first-time, full-time freshmen from Indiana in fall 2011, nearly 56 percent completed the Core 40 diploma and 41 percent completed the Academic Honors Diploma. Nearly 31 percent of the new full-time freshmen were in the top 25 percent of their high school classes.

USI’s **Center for Education Services and Partnerships** is charged with coordinating a wide variety of educational services and promoting partnerships between the University and P-12 organizations in the region. The focus is to pull together University resources to support greater involvement in P-12 education; the goals are improved teaching and learning throughout the region, expanded professional development opportunities for teachers, and increased learning opportunities for pre-college students.

USI offers a range of dual credit opportunities. USI’s concurrent enrollment program, the College Achievement Program (CAP), has been in existence since 1985. CAP has evolved in a deliberate manner to insure sound partnerships with participating high schools and quality control of instruction and curricula at the department level. University resources to support the program have increased to support growing interest. CAP offers mostly introductory survey courses that are part of the University’s general education curriculum to high school juniors and seniors. Forty-six courses, a total of 193 sections, were offered at 22 high schools taught by 111 approved high school instructors during the 2011-2012 academic year, with approximately 1,718 students enrolled in one or more courses, generating 9,786 credit hours. In comparing 2009-2010 data to 2011-2012 data, student enrollments and credit hours are 46 percent higher and 52 percent higher respectively in 2011-2012. USI’s CAP program received accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP) in 2006. This recognition indicates the high quality of the CAP program delivered by the University. USI is one of only four institutions in Indiana and one of 53 institutions nationwide to have attained this accreditation.

AFFORDABILITY

Maintaining affordability for postsecondary education is a primary goal of the University of Southern Indiana. According to the College Board's *Trends in College Pricing 2011*, the national average for undergraduate tuition and fees charged by public four-year colleges and universities in 2011-2012 was \$8,244. At USI, tuition and fees for full-time, in-state undergraduate students were \$5,852 in 2011-2012, while the average charge for four-year public institutions in Indiana was \$7,888. In-state undergraduate students attending USI full-time in 2012-2013 will pay \$6,145, compared to the \$8,223 average for other Indiana public baccalaureate institutions.

In a 2011-2012 survey of over 80 four-year public and private peer institutions in a ten-state region, USI's tuition and fees ranked fifth from the bottom. In addition, USI has one of the lowest operating appropriations in the State of Indiana. Believing that cost can be a hindrance to access, USI's Board of Trustees and administration are firmly committed to keeping costs low while meeting the needs of students and honoring the state's mission for improved economic vitality through institutional service and applied research. However, maintaining affordability is a shared responsibility that includes students and their families, state and federal policymakers, and institutions of higher education. State appropriations remain an important part of the University's ability to maintain affordability.

In the 2011-2013 biennium, total operating appropriations for universities decreased by 6.1 percent from 2010-2011 levels. Of the reduction, 1.1 percent was a permanent base reduction and five percent was used to fund the seven Performance Funding Formulae (PFF) in 2011-2012 and 2012-2013. No new state dollars were allocated to higher education operating budgets for the biennium.

USI OPERATING APPROPRIATION – 2011-2013

2010-2011	Operating Appropriation	\$39,172,365
	6.1 Percent Across-the-Board Reduction	(\$2,376,843)
	Adjusted Base	\$36,795,522
2011-2012	Performance Funding Formula Appropriation	\$ 3,313,970
	Operating Appropriation	\$40,109,493
2012-2013	Operating Appropriation	\$40,109,493

The University earned \$3,313,970 through the performance-based funding formulae. The University realized a 2.4 percent funding increase in 2011-2012. Funding remained flat in 2012-2013. If the performance-based funding formulae had been funded with new state dollars, the University would have realized an 8.5 percent increase in its operating appropriation.

2013-2015 PERFORMANCE FUNDING FORMULA

The University of Southern Indiana is eligible to receive funding through five of the seven Performance Funding Metrics in 2013-2015. The five metrics are:

- Overall Degree Completion
- At-Risk Degree Completion
- Student Persistence Incentive
- On-Time Graduation Rates
- Institution-Defined Productivity Metric

In the 2013-2015 biennia, the Indiana Commission for Higher Education budget recommendation reduces institutional operating appropriations by 6 percent in 2013-2014 and 7 percent in 2014-2015 to fund the Performance Funding Formula pool. The metrics were weighted and institutional performance in each of the metrics determined the recommended funding level for each year of the biennium. Based on data provided to the Indiana Commission for Higher Education, the University of Southern Indiana showed improvement in each of the metrics in every category.

In past budget request documents, the University of Southern Indiana has drawn attention to the large disparity in state funding per-FTE-Hoosier student received by each of the public baccalaureate-degree-granting institutions. The state recognized this funding discrepancy by appropriating special appropriation adjustments to USI and other developing institutions in 1993-1995; 1997-1999; 2005-2007; and 2007-2009. Recognition of the significant differential in funding and the appropriation adjustments were greatly appreciated; however, the special appropriations were not significant enough to offset the funding that would have been received through fully funding the enrollment funding formula in previous years and if subsequent funding formulae had been fully funded.

The difference in appropriation per-FTE-Hoosier student is significant. USI receives 61.2 percent of the statewide average per-FTE-Hoosier student as compared to the other four-

year residential institutions and 73.8 percent of the next lowest institution. Even with the special appropriations the University has received in past budgets, the magnitude of difference in funding has not changed significantly over the past decade.

Due to growth in enrollment, cuts in operating appropriations, and the current method used to fund the performance-based funding formula, USI is operating at a funding level below its appropriation in 2008-2009. The gap in appropriations between students continues to widen. The current funding formulae will not correct the differentials in funding. There continues to be a need to address this problem to correct the differentials in funding. In the University's 2013-2015 Operating Budget Request, the University requests that the Indiana General Assembly address the funding differential through an appropriation adjustment of an additional \$5 million in each year of the biennium. This would increase the University's appropriation per-Hoosier-FTE student to approximately 75 percent of the statewide average.

MAINTENANCE OF CURRENT PROGRAMS

The University of Southern Indiana operates very efficiently, stretching every dollar to maximize the student's and the state's return on investment. More than 80 percent of the University's expenditures are for personnel and benefits. The University has implemented many cost-saving measures. However, in order to maintain and improve quality, it is critical to make the important investments needed in human capital. Because of the budget situation, the University was unable to give salary increases to faculty, administrators, and support staff in 2012-2013. This is the second time in a four-year period the University was unable to give salary increases.

In the University's 2013-2015 Operating Budget Request, it seeks funding through the performance incentive formulae and special appropriation adjustment to invest in additional full-time faculty, maintain current programs, and implement new initiatives during the biennium.

ASSESSMENT AND ACCOUNTABILITY

Assessment and accountability are fundamental principles of operation at the University of Southern Indiana. Over time the University has layered a variety of assessment activities to measure the quality of education at the institution. Each layer contributes to a coherent assessment strategy with components including:

- Periodic and systematic scans of the regional environment to assess new programs needed and satisfaction with the quality of education offered at the institution. The most recent of these environmental scans was the *2007 President's Task Force on Workforce and Economic Development*, a replication of the successful 2000 Task Force that led to a dozen new academic programs being developed in response to community feedback. Most notable among these new programs was the engineering program, approved by the Indiana Commission for Higher Education in 2002. In 2012-2013, USI will launch the third comprehensive study of regional needs to ensure USI offers the academic and training programs required to meet the future workforce and economic development needs of the region.
- Assessment of broad-based educational skills among students including critical thinking, reading, and mathematics skills by a standardized test offered through the Educational Testing Service (ETS) called the Proficiency Profile. Scores are compared to previous years as well as a national average.
- Assessment of content knowledge within a range of academic majors through ETS's Major Field Tests (MFT). Scores are compared to performance by earlier classes of majors and to the averages generated by hundreds of other participating universities.
- Each fall and spring semester, USI dedicates a day to assessment. Classes are canceled and USI students are required to participate in various assessment testing activities. In the fall, the ETS Proficiency Profile test is given to all freshmen and seniors. The test is designed to measure "value added" over time. Participation rates for the Proficiency Profile test exceeds 90 percent each year. In the spring, a number of academic departments require seniors to take a Major Field Test in their areas of study. These exams are designed to measure competency in specific majors. Other assessment related activities and testing are conducted on assessment day in the spring. Beginning in spring 2011, a second assessment day was added to focus on program-specific evaluation.
- A campus-based Academic Program Review process is required of all academic programs. Once every five years, a department conducts a small-scale self-study, followed by reviews from colleagues within the institution. The provost then reviews the findings and meets with the department chair and dean to discuss recommendations. These reviews, used as accountability tools, have helped

multiple programs to develop clearer learning objectives and enhanced objective measurements of student learning. This program-level assessment was identified as a significant strength by the site visit team of the Higher Learning Commission during the University's 2006 re-accreditation process.

- The **Voluntary System of Accountability (VSA)** is a voluntary initiative developed by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (NASULGC). It is designed to facilitate the dissemination of information about member colleges and universities in a transparent, comparable, and understandable format: The College Portrait. Furthermore, the VSA allows colleges and universities the opportunity to demonstrate accountability and stewardship to the public as well as measurement of educational outcomes. The University of Southern Indiana strongly supports the intent of the Voluntary System of Accountability (VSA) and was an early adopter of the College Portrait. USI's College Portrait can be found at www.collegeportraits.org/IN/USI.

The University of Southern Indiana was established in response to community and regional needs. USI calculates its institutional effectiveness through a variety of performance indicators designed to meet its internal expectations, as well as those of external constituencies. Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.

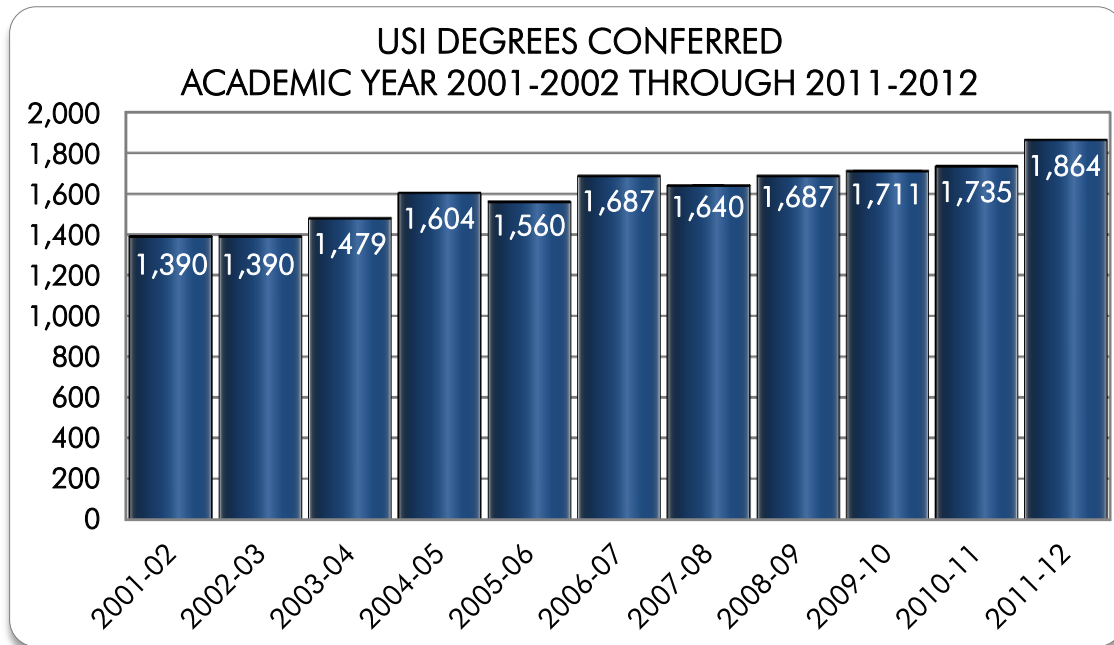
STUDENT SUCCESS

Over 1,864 students graduated from USI in 2012. Since the establishment of the University of Southern Indiana in 1985, the college attendance rate of high school graduates in the 11 counties of southwestern Indiana has more than doubled from 1,645 to 3,965 in 2011. The next challenge is to improve the rate of success for these students in completing their college degrees.

Many students, due to family and work responsibilities, often must "stop out" or interrupt college attendance for extended periods of time. With each interruption the chances increase that the student will not return to complete a college degree. In fall 2011, re-admitted students or individuals who re-enrolled at USI after previously discontinuing their studies for various reasons for one or more academic terms represented over four percent of the student population. Older, part-time, employed, and/or married students tend to progress

at slower rates than traditional-aged students. To meet the needs of adult students with responsibilities for family and work, the Bachelor of General Studies provides a more flexible degree program.

During the ten-year period 2002 to 2012, the number of degrees conferred by the University of Southern Indiana has risen over 34.1 percent, from 1,390 in 2002 to 1,864 in 2012.



Important to the region and the state are the students who graduate from USI and remain in the State of Indiana. Of the University's more than 32,000 alumni, 74.6 percent live in Indiana and, of that number, 79.6 percent reside in southwest Indiana. The University of Southern Indiana works closely with regional employers in designing and teaching courses to assure that highly skilled graduates meet their needs. The close relationship with area employers and employers' confidence in USI graduates are helping meet another goal of the state – retaining college graduates in the state. Several factors contribute to USI's success in graduate retention. The University has a strong internship and cooperative education program that places students in employer settings, allowing the students to gain experience and the employer to assess the students' skills and work ethic. Many of these experiences lead to full-time employment after graduation.

CONTRIBUTION TO INDIANA'S ECONOMY

Reaching Higher, Achieving More, the Indiana Commission for Higher Education's 2012 report, asserts that a workforce-aligned state higher education system is critical to ensuring Indiana's economic competitiveness. USI is a proven contributor to Indiana's economy and embraces this challenge, as demonstrated by the institution's focus on:

- Increasing access to higher education for traditional and nontraditional students;
- Developing and expanding educational programs and services to address concerns about workforce preparation, including increased emphasis on improving teaching and learning options in science, mathematics, and technical (STEM) skills areas;
- Expanding opportunities for faculty with specialized content expertise to support applied research and problem-solving initiatives critical to development needs in the region;
- Implementing academic and outreach programs focusing on innovation, entrepreneurship, applied research, and improved competitiveness; and
- Retaining Hoosier students.

Accelerating Growth, Indiana's Strategic Economic Development Plan, states that "Indiana must strive to create an economic environment that fosters innovation and knowledge creation, while fully leveraging existing resources." It cites three imperatives critical to revamping the state's economy for the 21st Century: innovation, talent, and investment. Among key factors named as vital to success are:

- Developing a skilled workforce with constantly improving educational aspirations and attainment;
- Instilling a culture of innovation and entrepreneurship;
- Leveraging key growth opportunities based on existing assets;
- Developing strategic leadership; and
- Promoting and investing in quality of life, community amenities, and civic tolerance.

A major theme of *Accelerating Growth* is that the state's economic revitalization depends heavily on the successful implementation of regional growth strategies.

As a public comprehensive institution, the University of Southern Indiana continues to assist with the economic development strategies of the state and the southwest Indiana region. Increasingly, as the public comprehensive institution in southwest Indiana, the University of

Southern Indiana is called to “regional stewardship.” The University is expected to take leadership roles in key regional development initiatives. While remaining focused on the University’s central mission of providing quality teaching and learning, USI has become broadly engaged in providing resources and services to support economic and workforce development.

Despite limited resources, the University of Southern Indiana is an active force in engaging the interests of the region and state in economic and workforce development. Regional outreach is central to the institutional mission and a distinguishing characteristic of the University. As implied by its name, USI is embedded in southern Indiana and responds, as resources permit, to regional expectations. The institution has a consistent record of developing and expanding programs and services in anticipation of or response to the needs of a changing economy.

The University of Southern Indiana requests support of its 2013-2015 Operating and Capital Improvement Budget Request to carry out its mission of providing high-quality education services to help achieve the goals of the state and region.

UNIVERSITY OF SOUTHERN INDIANA 2013-2015 OPERATING AND CAPITAL IMPROVEMENT INSTITUTIONAL REQUEST

The University of Southern Indiana's 2013-2015 Operating and Capital Improvement Budget Request was developed using the Performance Funding metrics created by the Indiana Commission for Higher Education.

Based on the budget instructions, the University of Southern Indiana is eligible to receive funding through five of the seven Performance Funding Metrics in 2013-2015. The five metrics are:

- Overall Degree Completion
- At-Risk Degree Completion
- Student Persistence Incentive
- On-Time Graduation Rates
- Institution-Defined Productivity Metric

The University is not eligible to receive funding through the High Impact Degree Completion Metric. This metric only applies to degrees awarded by the research institutions. The Remediation Success Metric only applies to the two-year institutions.

In the 2013-2015 biennia, the Indiana Commission for Higher Education budget recommendation reduces institutional operating appropriations by 6 percent in 2013-2014 and 7 percent in 2014-2015 to fund the Performance Funding Formula pool. The metrics were weighted and institutional performance in each of the metrics determined the recommended funding level for each year of the biennium. Based on data provided to the Indiana Commission for Higher Education, the University of Southern Indiana showed improvement in each of the metrics in every category.

Details of the operating budget request are included in the *2013-2015 Operating Capital Improvement Budget Request* and the supporting narrative and budget schedules.

2013-2014 METRIC ALLOCATION AND ALLOTMENT RECOMMENDATION BY THE INDIANA COMMISSION FOR HIGHER EDUCATION

USI 6% PFF Set Aside for Pool: \$2,406,570

USI Total PFF Allocation 2013-2014: \$2,919,770

Fiscal Year 2014	Overall Degree Completion Metric – 3 Year Average Change		
CHE Value	\$7,795	\$3,898	\$1,949
	Bachelor	Master	Doctoral
PFF Impact	131	14	4
	\$1,018,548	\$53,266	\$7,145
Total Annual Allocation	\$1,078,959		

Fiscal Year 2014	At-Risk Degree Completion Metric – 3 Year Average Change	
CHE Value	\$5,503	
	Bachelor	
PFF Impact	85	
	\$469,612	
Total Annual Allocation	\$469,612	

Fiscal Year 2014	Student Persistence Metric – 3 Year Change	
CHE Value	\$765	\$1,530
	30 Credit Hours	60 Credit Hours
PFF Impact	72	67
	\$55,335	\$102,000
Total Annual Allocation	\$157,335	

Fiscal Year 2014	On-Time Graduation in Four Years – 3 Year Change	
CHE Value	\$22,921	
	4 Year	
PFF Impact	50	
	\$1,153,700	
Total Annual Allocation	\$1,153,700	

Fiscal Year 2014	USI Institution-Defined Metric – Distance Education	
CHE Value	Low/Moderate	
Total Annual Allocation	\$60,164	

2014-2015 METRIC ALLOCATION AND ALLOTMENT RECOMMENDATION BY THE INDIANA COMMISSION FOR HIGHER EDUCATION

USI 7% PFF Set Aside for Pool: \$2,807,665

USI Total PFF Allocation 2014-2015: \$3,406,398

Fiscal Year 2015	Overall Degree Completion Metric – 3 Year Average Change		
CHE Value	\$9,094	\$4,547	\$2,274
	Bachelor	Master	Doctoral
PFF Impact	131	14	4
	\$1,188,303	\$62,143	\$8,336
Total Annual Allocation	\$1,258,783		

Fiscal Year 2015	At-Risk Degree Completion Metric – 3 Year Average Change	
CHE Value	\$6,420	
	Bachelor	
PFF Impact	85	
	\$547,881	
Total Annual Allocation	\$547,881	

Fiscal Year 2015	Student Persistence Metric – 3 Year Change	
CHE Value	\$893	\$1,785
	30 Credit Hours	60 Credit Hours
PFF Impact	72	67
	\$64,557	\$119,000
Total Annual Allocation	\$183,558	

Fiscal Year 2015	On-Time Graduation in Four Years – 3 Year Change	
CHE Value	\$26,741	
	4 Year	
PFF Impact	50	
	\$1,345,984	
Total Annual Allocation	\$1,345,984	

Fiscal Year 2015	USI Institution-Defined Metric – Distance Education	
CHE Value	Low/Moderate	
Total Annual Allocation	\$70,192	

DEFINITIONS OF METRICS

- **Overall Degree Completion:**
 - Calculates the change in degrees conferred over a three-year period rolling average (2006 through 2011; average of 2006-2008 versus 2009-2011)
 - For resident students only (no reciprocity)
 - Applies to bachelor, masters, and doctoral degrees conferred at four-year institutions

- **At-Risk Student Degree Completion:**
 - Calculates the change in degrees conferred over a three-year period rolling average (2006 through 2011; average of 2006-2008 versus 2009-2011)
 - For resident students only (no reciprocity)
 - Only those students who were eligible for Pell when they graduated from the institution
 - Applies to bachelor degrees conferred at four-year institutions

- **Student Persistence Incentive:**
 - Calculates the change in headcount over a three-year period rolling average (2006 through 2011; average of 2006-2008 versus 2009-2011)
 - Applies to all resident undergraduate students (no reciprocity)
 - Progress point accumulation requires the student to complete all credits at the same institution
 - Dual credit courses and transfer credits are not eligible for the incentive
 - For four-year non-research campuses, number of students who successfully complete 30 and 60 credit hours

- **On-Time Graduation Rates:**
 - Calculates the change over a three-year period rolling average (2006 through 2011; average of 2006-2008 versus 2009-2011)
 - Applies only to resident, undergraduate, first time, full-time students (no reciprocity)
 - Measures the graduation rate for institutions based on type of campus
 - For four-year institutions, the graduation rate achieved in four years

- **Institution-Defined Productivity Metric:**
 - Each institution develops one productivity metric linked to its strategic plan

- CHE reviewed the productivity metrics and individually weighted the metric based on perceived value of metric and institutional progress on metric
- Productivity metric is to focus on reducing cost of attendance for students

APPROPRIATION ADJUSTMENT

In the University’s 2013-2015 Operating Budget Request, the University requests that the Indiana General Assembly address the funding differential through an appropriation adjustment of an additional \$5 million in each year of the biennium. This would increase the University’s appropriation per-Hoosier-FTE student to approximately 75 percent of the statewide average.

LINE ITEM APPROPRIATION REQUEST – HISTORIC NEW HARMONY

The University’s 2013-2015 Operating Budget Request includes one line item appropriation for Historic New Harmony.

	2013-2014	2014-2015
	<u>Request</u>	<u>Request</u>
Base Appropriation	\$519,807	\$574,387

The University requests continued funding of the line item appropriation for Historic New Harmony in the 2013-2015 biennium to support the preservation, education, and interpretive programs of this state and national treasure.

CAPITAL BUDGET REQUEST

The University of Southern Indiana requests bonding authorization for one capital project and funding of the General Repair and Rehabilitation and Infrastructure formula during the 2013-2015 biennium.

Special Repair and Rehabilitation	
Project – Classroom Renovation/Expansion	\$18,000,000

The University requests \$18,000,000 in Special Repair and Rehabilitation for the renovation and/or expansion of three academic facilities. As campus buildings continue to

age, there is increased need to renovate and rehabilitate the facilities. The three projects include: renovation and expansion of the Physical Activities Center to provide additional classroom and laboratory space for the Kinesiology Department and renovation of classrooms and laboratories in the Science Center and the Technology Center. The Physical Activities Center, Science Center, and Technology Center serve thousands of students each year. Core academic programming is offered in each of these facilities. The planned renovation and/or expansion will insure the facilities remain in good physical condition.

General Repair and Rehabilitation and Infrastructure

\$2,735,852

The University requests funding of the General Repair and Rehabilitation and Infrastructure formulas to maintain existing facilities, including the infrastructure which supports these facilities, in both years of the biennium. Several general repair and rehabilitation projects totaling \$2,735,852 are planned for completion in the 2013-2015 biennium.

CONCLUSION

The University of Southern Indiana requests support from the State of Indiana for its 2013-2015 Operating and Capital Improvement Budget Requests. The funding requested to support Overall Degree Completion, At-Risk Student Degree Completion, Student Persistence Incentive, On-Time Graduation Rates, Institution-Defined Productivity Metric, an appropriation adjustment, one capital project, and funding of the general repair and rehabilitation and infrastructure formula is essential for the University of Southern Indiana to serve the southern Indiana region and to help achieve the goals of the state.

UNIVERSITY OF SOUTHERN INDIANA
BIENNIAL BUDGET REQUEST 2013-2015
CONSOLIDATED BUDGET SUMMARY

2012-13 STATE APPROPRIATION-OPERATING BASE: 40,109,493

	2013-14	2014-15
<u>OPERATING APPROPRIATION</u>		
A. State Appropriation Operating Base Reduction	(2,406,570) *	(2,807,665) **
State Appropriation Operating Base Reduction to Fund Performance Funding Formulas 6% * 7% ** of 2012-13 Appropriation Base		
B. Performance Funding Formulas		
1. Overall Degree Completion	1,078,959	1,258,783
2. At-Risk Student Degree Completion	469,612	547,881
3. Student Persistence Incentive	157,335	183,558
4. On-Time Graduation Rates	1,153,700	1,345,984
5. Institution-Defined Productivity Metric	60,164	70,192
Total Performance Funding	2,919,770	3,406,398
C. Appropriation Adjustment	5,000,000	5,000,000
TOTAL OPERATING APPROPRIATION REQUEST	5,513,200	5,598,733
 <u>FEE REPLACEMENT APPROPRIATION</u>		
Fee Replacement Appropriation Base	12,134,116	11,064,580
Fee Replacement Appropriation Change	(1,069,536)	1,214,725
TOTAL FEE REPLACEMENT APPROPRIATION REQUEST	11,064,580	12,279,305
 <u>CAPITAL REQUEST</u>		
Special Repair and Rehabilitation Project – Classroom Renovation/ Expansion		
State Funding Bonding Authorization	18,000,000	0
General Repair & Rehabilitation and Infrastructure Funding 50% of the full funding formula	1,367,926	1,367,926
TOTAL CAPITAL REQUEST	19,367,926	1,367,926
 <u>LINE ITEM APPROPRIATION - HISTORIC NEW HARMONY</u>		
Line Item Appropriation Base	470,414	519,807
Line Item Appropriation Change	49,393	54,580
TOTAL LINE ITEM APPROPRIATION REQUEST	519,807	574,387

UNIVERSITY OF SOUTHERN INDIANA

PRIMARY ROLES AND MISSION

OVERVIEW OF NEED FOR FUNDING

From its founding in 1965, the University of Southern Indiana has been an institution “of the people, by the people” as expressed on its University seal. Born of need, fueled by community investment, and sustained by alumni success, the University has been a model for student-centered postsecondary education, delivering, as its founders promised, high-quality teaching at the most affordable cost among baccalaureate granting institutions in Indiana. Simultaneously, USI has been deeply engaged in the community, ensuring economic and workforce development and performing vital applied research, which has transformed the region. Its work in community engagement and commitment to progress earned it the prestigious Carnegie Foundation “Engaged University” distinction in 2008.

It is not a coincidence that USI’s dramatic development parallels the economic expansion of southwestern Indiana. USI has been boldly redefining the higher education landscape for nearly 50 years, providing affordability, accessibility, and compatibility with employer needs. After existing for 20 years as a regional campus, USI became the state’s fifth free-standing baccalaureate-granting public university in 1985. Innovative programs initiated by the founding Board of Trustees set a course to expand educational opportunity and to overcome financial and geographic barriers to higher education. USI was the first Indiana institution to accept transfer credits from Ivy Tech, opening a fresh path for Ivy Tech graduates who aspired to baccalaureate degrees. The USI and Ivy Tech partnership transformed higher education and set the pace for new educational attainment records.

The results are well documented. Today, 85 percent of high school graduates in the region pursue higher education—a figure that compares to just 33 percent in 1985, and which is 20 percent higher than today’s national average. This educational transformation is a result of USI’s commitment to expanding access to high-quality, affordable academic programs and to forging partnerships that benefit students, faculty, employers, and the community and state. As the University looks to the future, it seeks ways to build on its success by extending access beyond the tri-state region and to the world. Indeed, USI’s reputation for strong teaching continues to attract exceptionally qualified students from Indiana and beyond—drawing

students from 43 states and more than 60 nations. A comprehensive university, USI enjoys a growing national reputation.

USI has become a key asset in the effort to grow and sustain Indiana's workforce. Today, more than three fourths of USI's 32,000 graduates remain in Indiana, evidence of the University's commitment to meeting needs of employers for a well-trained workforce and of the state for a well-educated citizenry. More than mere numbers, however, is how USI transforms human capital—those talented people required for the innovation, entrepreneurial activity, and strong sense of community the region and state need. Clearly, a highly educated workforce and citizenry ensures Indiana's and the region's ability to attract external investment. USI's contributions to the future—to exploration, innovation, development, and outreach—depend on how it transforms the human capital entrusted to it.

A RESPONSIVE INSTITUTION MARKED BY GROWTH AND EXCELLENCE

USI has experienced extraordinary growth in several areas:

- Nearly 11,000 students are enrolled in courses for credit annually, along with 15,000 individuals served in noncredit continuing education programs.
- Included in its comprehensive range of academic majors are undergraduate and master's programs in engineering, business, science, and the arts, as well as a doctorate in nursing.
- Since 2000, USI has cut the ribbon on \$75 million in new facilities, including University Center East in 2011, the Business and Engineering Center in 2010, the David L. Rice Library in 2006, residence halls, classroom buildings, and student-life spaces. The University broke ground for a Teaching Theatre in summer 2012 and plans to open the new facility in fall 2014.

INDICATORS OF CONTINUING EXCELLENCE

Along with the Carnegie Foundation "Engaged University" honor, recent indicators of excellence include:

- USI nursing graduates score as high as or higher than any graduates in the state on the professional exams. In the 2011-2012 academic year, the graduating class of

- every program in the College scored above the national average on licensure pass rates. One hundred percent of nurse practitioners graduates have passed their certification exams.
- In 2011, USI was one of 10 universities in the nation selected for an innovative exchange program in China.
 - In 2011, the Corporation for National and Community Service named USI to its President's Higher Education Community Service Honor Roll for exemplary commitment to service and volunteering.
 - USI's Accounting and Professional Services (APS) Club, a student affiliate chapter of the Institute of Management Accountants (IMA), received the Gold Certificate of Excellence, the highest rating awarded to a student chapter by IMA, in spring 2012.
 - Two USI students ranked in the top 25 in a 2011 national sales competition.
 - In 2010, the Master of Science in Health Administration program received a Top Five ranking from GetEducated.com, a consumer group that reviews and ranks online degrees for quality, cost, and credibility.
 - The innovative Connect with Southern Indiana won a national Program of Excellence Award for Innovations in Outreach and Engagement in 2010. Connect brings together 20 residents of southwest Indiana each spring to spend several months learning about each other's communities, forging connections, and providing innovative thinking about community issues.
 - USI's pre-medical and pre-professional programs in the sciences are respected as Indiana's finest, and the distinctive B/MD (Baccalaureate/Doctor of Medicine) Scholarship program with Indiana University Medical Center's Evansville campus attracts highly motivated and talented science students from across Indiana.
 - USI's Outreach and Engagement Division won the Federal Laboratories Consortium Midwest Regional Partnership Award and a national award from the University Professional and Continuing Education Association for developing a process that helps Naval Surface Warfare Center (NSWC) Crane convert technology developments into commercial uses.

- USI theatre students have the rare opportunity to work with professional Actors' Equity Association members and include Equity productions on their resumes, a distinction that puts the USI Department of Performing Arts in a league with the country's elite theatre programs.
- USI's vital outreach program, Historic New Harmony, has thrust the University onto the national and international stage. USI staff, with Indiana State Museum and Historic Sites personnel, provide conservation of New Harmony buildings for their historical and architectural value and help ensure that the town's venerable history is retained through special events and learning opportunities for students, faculty, and visitors from all over the world.
- USI is well known for the quality of its academics, which it continuously strengthens through enhancements to existing programs and the addition of new ones to meet the current and future needs of Indiana's workforce. Both students and faculty benefit from experiences in the workplace and in other cultures. They learn to imagine the scope of the world, the enormous impact of new ideas, and the possibilities afforded by their interaction.

Beyond mere comprehension lies experience. Excellent universities like USI recognize that students and faculty benefit greatly by experiencing workplaces in their field of specialty. Laboratory work, internships, and study-abroad opportunities enrich the educational experience by enabling students to apply theories and have their perspectives of reality sharpened. At USI, students receive a combination of academic instruction and real-world experiences that builds their confidence and enhances their effectiveness for employers.

A university must immerse and enrich students in the true diversity of the world. Success in today's global society requires understanding and acceptance of other ethnicities, races, cultures, religions, and economic forces. USI makes deliberate strides to diversify faculty, staff, and students and promotes opportunities for students to gain real-world experience. Students learn there is power in sharing with, learning from, and understanding others. Faculty also benefit from similar opportunities.

Amidst global interdependence and economic enterprise, a well-educated, skilled workforce is more important than ever in attracting and retaining business and industry. In a competitive environment, those who are highly trained have the advantage. USI is providing that opportunity to its graduates, but it seeks to multiply future opportunities in its quest for excellence.

PERSEVERING IN A CHALLENGING PRESENT

Although the University of Southern Indiana is a state assisted institution, USI does not receive all of its funding from the state. There are many projects the state will not consider for funding; and in recent years, Indiana has expected that a substantial portion of all new capital projects come from institutionally developed gifts. Moreover, state budget cuts for higher education funding have forced increases in the student share of attending college. Students now provide 42 percent of University revenues, compared to 34 percent ten years ago. USI's 2012-2013 operating appropriation from the state is less than in 2008-2009, but with 700 more students.

2010-2015 STRATEGIC PLAN

In the summer of 2009, the University undertook developing its first strategic plan which resulted in the University's Board of Trustees approving new mission and vision statements in summer 2010 and setting goals for the 2010-2015 Strategic Plan. The University's vision statement is:

"Shaping the future through learning and innovation"

The mission of USI continues to be one of access and quality education for the region and beyond. The University's mission statement is:

The University of Southern Indiana is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

Now in year three of the strategic planning process, the campus community is working on initiatives, detailed planning, and proposals to meet the six major goals included in the plan. In 2011-2012 there was significant activity in project implementation and additional planning to help achieve those goals.

The strategic plan focuses on *Experiential Learning, Student Success and Graduation Rate, Campus Community, Leadership, Diversity, and Creating a 24/7 Campus*. Outlined is an update on the key strategies of the 2010-2015 Strategic Plan.

Enhance Experiential Learning Opportunities

- Promote and more fully integrate community and global experience in the academic curriculum
- Increase internships, co-op, study abroad, and community engagement
- Accurately track and measure the experiences of students

Develop Experiential Learning Council

Develop and fund enhanced international experiences for the USI community

Maximize the University's connections to New Harmony

Increase the Graduation Rate

- Provide consistent, effective advising across campus to increase accountability and ensure students are on track to graduate
- Provide more flexible ways to gain a degree
- Develop an effective framework for student recruitment and retention
- Increase on-campus job opportunities for students who need financial assistance

Colleges are developing new types of advising programs to enhance student success

Expanded use of EBI MAP –Works to enhance the “freshman experience”

Expanded career counseling services

Preserve and Nurture Our Campus Community

- Support the health, well-being, and quality of life of our campus community
- Build connections across campus, the buildings, and disciplines
- Provide ongoing development for faculty, staff, and students

Planning of USI's 50th Anniversary Celebration in 2015

Regular feature in USI Magazine highlighting history of USI

Enhance the opening convocation for new students

Redesign the celebration of Founder's Day

Provide Leadership to Indiana and the Region

- Supply collaborative expertise and applied research for issues impacting the region

- Make it easier for people to engage with our resources and/or capabilities
- Elevate our visibility to a level more appropriate to the University's accomplishments and impact in higher education and on the economy

Division of Outreach and Engagement expanding outreach and involvement efforts

Enhance the University's role as the "go-to" resource in the region

Encourage faculty and staff to expand regional leadership and community connections

Support student leaders in work and engagement off campus

Continue to raise USI's visibility with key audiences

Increase the Diversity of Faculty, Staff, and Student Body

- Develop activities and experiences that promote diversity as a value
- Enhance support networks for faculty, staff, and students of diverse backgrounds, including first-generation status
- Provide international programming for faculty and students

Development of a diversity web site highlighting existing resources and programs related to diversity

Evaluating services and programs relating to both the increase and support of diversity on campus

Become a 24/7 campus

- Engage students in the process of developing a "full-time" campus
- Identify and facilitate activities, spaces, programs, and services to offer during nontraditional hours
- Encourage students to be deliberate in their co-curricular activities

Implementation of extended hours for the Recreation, Fitness, and Wellness Center

Expansion of hours for the Student Health Center

Implementation of improved online calendar and other web-based applications to enhance communication tools that support campus events and programs

As the trustees have sought fully to develop the University and opportunities for education, they have implemented policies that have created important changes in the curriculum, composition of the student body, and physical facilities needed to meet the mission

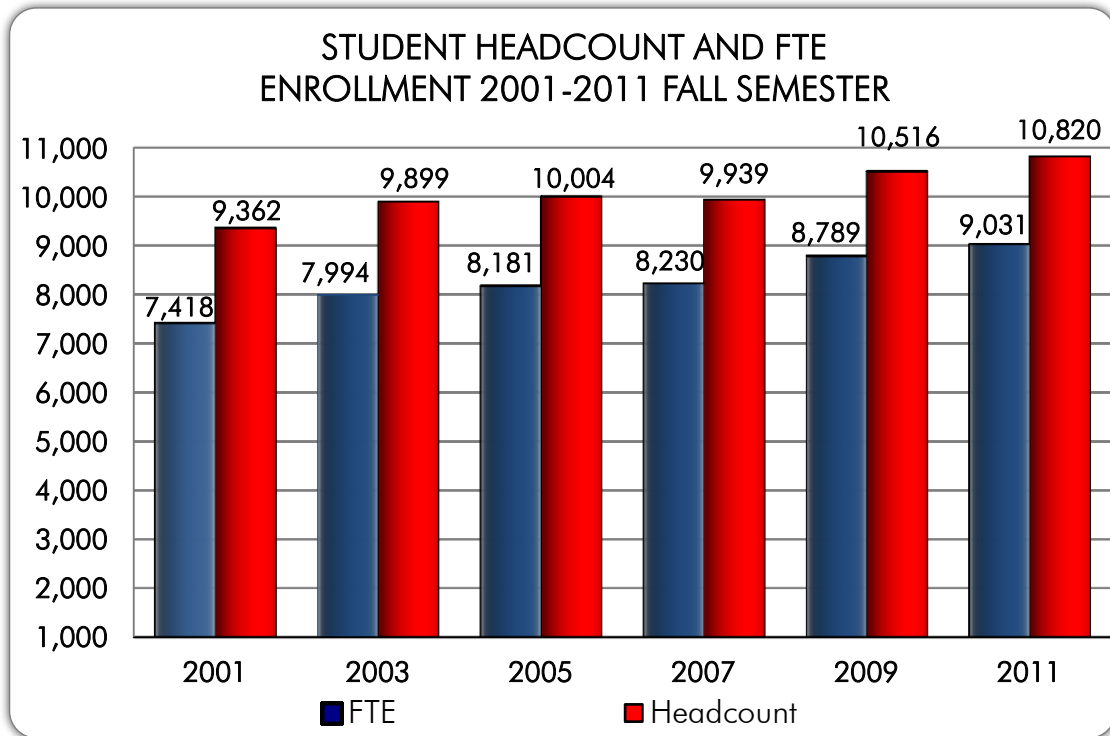
of the University of Southern Indiana. As a result, USI stands as a model for student-centered postsecondary education, delivering high-quality teaching at the most affordable cost among baccalaureate institutions in the state, providing community engagement to assist with economic and workforce development, and performing applied research needed in the region.

ACCESS TO HIGHER EDUCATION

The University was founded to bring higher education to an underserved population and remains true to that mission. Students who choose the University of Southern Indiana find high-quality academic programs, affordable costs, an environment that promotes academic success, and opportunities for personal and career growth.

Over the past decade, enrollment increased by 15 percent from 9,362 in fall 2001 to 10,820 in fall 2011. During the same ten-year period, full-time-equivalent (FTE) enrollment increased by 22 percent, from 7,418 in fall 2001 to 9,031 in fall 2011. Students age 25 or older represent 24.5 percent of the student population.

With 47.6 percent of the fall 2011 entering freshman class coming from its primary service area, the University is clearly committed to serving students in the region. In fall 2011, 59.6 percent of USI's students came from the 11-county regional service area and 26.1 percent came from other Indiana counties. USI provides wide access to students throughout the state, enrolling students from 89 of Indiana's counties in fall 2011.



The University is regarded as a facilitator for community and regional progress, and encourages faculty and staff to give freely their time and expertise to solve problems related to infrastructure development, economic vitality, educational and cultural advancement, and leadership development.

The University of Southern Indiana has created an environment in which teaching and learning are its foremost mission and where the energy and dedication to purpose of faculty and staff have become a model for other universities. Among the state's baccalaureate institutions, the most productive faculty members may be found at USI, where they not only teach, but guide students' academic work as advisors and engage in service and scholarly work. The faculty's commitment to continual improvement in teaching has produced increasing quality of instruction and graduate preparedness. The University truly is a creator of opportunity for thousands of students, many the first in their families to attend college.

AFFORDABILITY

Maintaining affordability for postsecondary education is a primary goal of the University of Southern Indiana. According to the College Board's *Trends in College Pricing 2011*, the national average for undergraduate tuition and fees charged by public four-year colleges and

universities in 2011-2012 was \$8,244. At USI, tuition and fees for full-time, in-state undergraduate students were \$5,852 in 2011-2012, while the average charge for four-year public institutions in Indiana was \$7,888. In-state undergraduate students attending USI full-time in 2012-2013 will pay \$6,145, compared to the \$8,223 average for other Indiana public baccalaureate institutions.

In a 2011-2012 survey of over 80 four-year public and private peer institutions in a ten-state region, USI's tuition and fees ranked fifth from the bottom. In addition, USI has one of the lowest operating appropriations in the State of Indiana. Believing that cost can be a hindrance to access, USI'S Board of Trustees and administration are firmly committed to keeping costs low while meeting the needs of students and honoring the state's mission for improved economic vitality through institutional service and applied research.

A major goal of the USI Foundation is the creation of scholarships to attract and retain talented Hoosier students. The privately funded Presidential Scholarship program attracts ten new Hoosier valedictorians and/or salutatorians each year, supporting a total of 40 students annually. The Foundation continues fund raising for the Presidential Scholarships, full-tuition Dean's Scholarships, and the highly competitive Bachelor/Medical Doctor (B/MD) Scholarships, a joint endeavor with the Indiana University School of Medicine. The B/MD program accepts up to six new freshmen a year who reside in Indiana, guaranteeing them admission to medical school on completion of their undergraduate work if they meet the academic standards of the program. To fully fund the endowment for these three prestigious scholarship programs requires \$10 million in private gifts. The USI Foundation has raised \$7.5 million in outright or deferred gifts toward this goal and plans to complete this effort by December 2015. All of these programs keep many of Indiana's brightest and best students in the state for their college study and an overwhelming percentage of them remain in Indiana after graduation. Scholarship gifts to the USI Foundation in the fiscal year ending June 30, 2012, accounted for \$1,645,917 in direct financial assistance to students.

STUDENTS AT USI

Among USI's 1,824 first-time, full-time freshmen from Indiana in fall 2011, nearly 56 percent completed the Core 40 diploma and 41 percent completed the Academic Honors Diploma. Nearly 31 percent of the new full-time freshmen were in the top 25 percent of their high school classes. The academic profile of USI's entering students has improved over the past decade. In fall 2012, the entering first-time, full-time freshmen have an average high

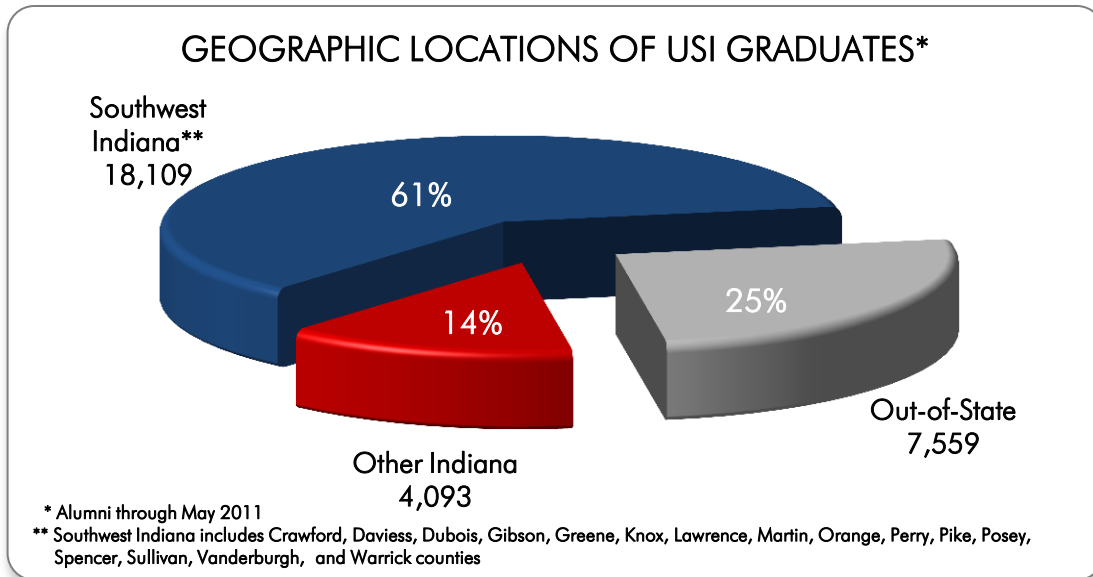
school GPA of 3.20, an average ACT score of 22, and an average SAT composite score of 1005 for Critical Reading and Math.

The University of Southern Indiana's reputation for high-quality instruction continues to attract professors whose primary focus is teaching and students who desire a vibrant, interactive learning academic experience. Faculty members are recruited to USI for their commitment to a career of teaching and guiding the academic pursuits of their students. This dedication to quality teaching, combined with a strong academic recruitment program, attracts some of Indiana's best students to USI.

More students are opting for the broader educational experience that comes with full residence-life programs. Studies indicate there is a statistically significant positive influence on persistence and degree completion for students living on campus. Consistent with the goals established by the Indiana Commission for Higher Education, student retention and completion are important goals of the University of Southern Indiana. Today, 2,591 students, or 24 percent of the student body, live on campus in student housing. Support services which meet students' academic and social needs, and are targeted to increase retention, are provided to students who live in on-campus housing.

GRADUATES OF USI

Important to the region and the state are the students who graduate from USI and remain in the State of Indiana. Over 1,864 students graduated from USI in 2012. Approximately 75 percent of all USI graduates remain in the state after graduation and, of that number, 82.5 percent remain in southwest Indiana, contrary to the statewide trend of out-migration of college students.



The top ten employers of graduates from the University of Southern Indiana include:

- Berry Plastics
- Evansville Vanderburgh School Corporation
- Deaconess Health System
- St. Mary's Medical Center of Evansville, Inc.
- Bristol-Myers Squibb/Mead Johnson Nutrition
- State of Indiana
- Owensboro Medical Health System
- Vectren
- Henderson County Schools
- University of Southern Indiana

EDUCATION AS A DRIVER FOR ECONOMIC DEVELOPMENT

Education is the key component in productivity, economic competitiveness, and workforce development. The University has historically been engaged in addressing the state's interest in economic and workforce development and is a proven resource for helping achieve the state's goals. The institution has a consistent record of developing and expanding programs and services in anticipation of, or in response to, the needs of a changing economy. Producing well-prepared graduates who live and lead in the region drives the regional and state economy. State and local officials often cite the important role accessibility to higher education has played in attracting new industry to the southwestern Indiana region. The

programs and services of the University are valuable resources as the state strives to diversify its economy and ensure the skills of the workforce continue to improve.

Reaching Higher, Achieving More, the Indiana Commission for Higher Education's 2012 report, asserts that a workforce-aligned state higher education system is critical to ensuring Indiana's economic competitiveness. USI is a proven contributor to Indiana's economy and embraces this challenge, as demonstrated by the institution's focus on:

- Increasing access to higher education for traditional and nontraditional students;
- Developing and expanding educational programs and services to address concerns about workforce preparation, including increased emphasis on improving teaching and learning options in science, mathematics, and technical (STEM) skills areas;
- Expanding opportunities for faculty with specialized content expertise to support applied research and problem-solving initiatives critical to development needs in the region;
- Implementing academic and outreach programs focusing on innovation, entrepreneurship, applied research, and improved competitiveness; and
- Retaining Hoosier students.

Since its inception, USI has been committed to being a leader in regional economic development. In 2000, USI began studying existing and newly emerging economic and social trends in the regional economy to identify gaps between the existing program offerings and the changing needs of area employers on a five-year cycle. USI recently launched the third iteration of the President's Task Force on Workforce and Economic Development. As in 2000 and 2007, the 2012-2013 task force team is completing a comprehensive study to understand the needs of regional employers to ensure that USI has the academic and training programs required to meet the future workforce and economic development needs of the region.

New academic programs implemented as a result of the 2007 task force findings include the Doctor of Nursing Practice (DNP), Master of Arts in Communication, and undergraduate degrees in advanced manufacturing, criminal justice, biochemistry, and sport management. In addition, the College of Science, Engineering, and Education plans to expand its engineering program options to include mechanical, industrial, civil, electrical, and computer engineering over the next few years.

Significant to regional workforce and economic development, the University has a Partnership Intermediary Agreement (PIA) with the Naval Surface Warfare Center (NSWC)

Crane to enhance STEM education in a 17-county area of southwestern Indiana, including the new Radius | Indiana economic development region. USI also closely collaborates with Crane and the Growth Alliance for Greater Evansville (GAGE) to enhance regional technology transfer efforts as well as innovation research initiatives. As a next-stage evolution of the USI-Crane partnership, USI is spearheading a regional initiative focused on purposeful, transformational development of the new I-69 Corridor.

The departments within USI's Division of Outreach and Engagement are charged with addressing specific regional needs. These include the Centers for Applied Research and Economic Development, Continuing and Professional Education, Education Services and Partnerships, Human Resource Development, the USI-Crane Partnership, Service Learning, Historic Southern Indiana, and Historic New Harmony. In addition, all of USI's colleges have designated outreach activities that promote faculty and student engagement in the region, nationally, and internationally.

The University of Southern Indiana has positioned itself to respond with appropriate and needed educational programs and services to further growth and progress. The University remains committed to educating students for the regional workforce and works in partnership with employers and regional leaders to facilitate economic development. The University will continue to be a strong partner to education, business, government, manufacturing, and health care, responding to needs of all sectors of the community.

THE UNIVERSITY AND REGIONAL DEVELOPMENT

Today in southwest Indiana, several coalitions of community, business, education, and economic development leaders are engaged in a variety of planning initiatives and projects focusing on revitalizing and expanding the regional economy. These include the Economic Development Coalition of Southwest Indiana, Growth Alliance for Greater Evansville (GAGE) and Innovation Pointe Certified Technology Park (division of GAGE), the Mayor's Evansville Education Roundtable, Evansville Regional Business Council, the Indiana-STEM Network (I-STEM), the Tri-State Manufacturers Alliance, and the Grow Southwest Indiana Workforce Board. Other significant coalitions, including the USI-led I-69 Innovation Corridor Executive Committee, are initiating dialogues among key stakeholders to consider how a broad-based regional partnership can proactively address strategic issues that impact the future economic viability of the region going forward.

USI is an active partner or leader in most of these initiatives, sharing the common goal of improving general economic well-being through diversification of the economic base. Achieving and sustaining a highly skilled workforce is a primary objective. It is important to understand that quality preparation in science, mathematics, and technical skills is key to raising the preparedness level of high school graduates and incumbent workers. Furthermore, USI is a major contributor to the health care professional workforce for the tri-state. With health care serving as a major economic contributor to the region, USI's focus on training future health care workers is critically important.

The University of Southern Indiana is regarded as a vital partner in workforce and economic development in southern Indiana. USI plays a central role in providing the postsecondary workforce for the region. The University offers a variety of support activities for area business development, including student internships and co-ops, faculty research and consulting, applied research and technical assistance, contract training, and strong academic programs. Significant economic activity is occurring in the southwestern Indiana region and in downtown Evansville. USI plays an important role in a number of economic development activities throughout the region:

Center for Applied Research – The University received initial funding for the Center for Applied Research (CAR) through a grant from the U.S. Small Business Administration in 2005. The 2007 Indiana General Assembly appropriated funds for the Center through the University's request for quality improvement funding. The Center, now fully funded and recently renamed the Center for Applied Research and Economic Development (CARED), is helping further develop USI's capacity to assist in regional economic and workforce development. CARED has been a successful outreach initiative enabling faculty, students, and staff to engage in applied research, problem-solving, consulting, and facilitation for regional and statewide organizations and businesses. Between January 2006 and June 2012, CARED activities included:

- 486 projects identified; 306 projects completed;
- 15 projects in process or approved;
- 316 faculty and staff engaged;
- Almost 420 students engaged; and
- Over \$1,000,000 generated from CARED services.

STEM-Related Education – USI is committed to developing and implementing long-term success strategies for science, technology, engineering, and mathematics (STEM)

education in southwest Indiana. The University has moved aggressively to develop capacity as the STEM education resource for the region. USI has extensive STEM-related projects underway or in the planning stages.

Connect with Southern Indiana (CSI) – Through funding from Lilly Endowment, Inc., USI created a unique nine-county regional leadership/citizenship development program in 2006. Over 145 residents from southwest Indiana have participated in the program, strengthening their network contacts across the tri-state and collaborating on the development of 39 projects designed to improve quality of life for residents of Indiana.

Cultural and Heritage Tourism Development Outreach – Since 1986, USI has been home to *Historic Southern Indiana (HSI)*, a 26-county coalition dedicated to Heritage Tourism that seeks to preserve, enhance, and promote historical, natural, and recreational resources in southern Indiana. *Historic New Harmony (HNH)*, another USI-based tourism and education-focused project, is a partnership with the State of Indiana to preserve the utopian legacy of Historic New Harmony through its programs and collections.

The completion of I-69 is expected to have a major impact on economic development and further expansion of business and industry in southwestern Indiana. The USI/I-69 Innovation Corridor Executive Committee was formed in early 2012 with the overarching goal to **“Develop a transformational economic development initiative capitalizing on the new I-69 corridor between EW and NSA Crane.”** The committee is comprised of key leaders representing higher education, business, and economic development and government entities throughout southwestern Indiana. This committee was formed based on a convergence of factors including the growing relationship and partnership between the University of Southern Indiana and Naval Surface Warfare Center (NSWC) Crane. USI is the lead convener of this initiative and is the catalyst for this regional effort.

The continuing demand for higher education to address workforce development issues bolsters increased enrollments in credit and noncredit offerings. Growth in the engineering program at the University of Southern Indiana is an example of how the University is meeting the needs of existing and new businesses. The engineering program graduated its first class in spring 2006. To date, 114 students have graduated from the program. The engineering program has experienced steady growth since its inception. Enrollments for the 2012-2013 freshman class are up nearly 20 percent over 2011-2012. There are currently over 340 students majoring in the three programs offered through the engineering department. The

advanced manufacturing degree program started in fall 2008. The first two students graduated from the program in spring 2011. The University also expects steady growth in the advanced manufacturing degree program once construction is complete on the new Applied Engineering Center.

The University of Southern Indiana is mindful of its obligation to serve the region and the state and is actively engaged in a variety of partnerships locally, regionally, and statewide. The University of Southern Indiana continues its strong tradition of service, particularly in the form of continuing education, applied research, and employee development training to meet the ever-changing needs of area businesses and industrial firms, as well as of K-12 schools and the public sector.

STATEMENT OF NEED

The University earned \$3,313,970 through the performance-based funding formulae in 2011-2013. The University realized a 2.4 percent funding increase in 2011-2012. Funding remained flat in 2012-2013. If the performance-based funding formulae had been funded with new state dollars, the University would have realized an 8.5 percent increase in its operating appropriation.

The University received 5.4 percent of the total dollars allocated for the performance funding formula and receives approximately 3.3 percent of the total dollars appropriated to higher education. Even though the University has performed well under the performance funding formulae, its operating appropriation for 2012-2013 is less than it was in 2008-2009 although the University serves an additional 700 students.

Because of the current fiscal situation over the past several years and the change in the approach to funding higher education, funding from the state has not kept pace with the increased demands placed on the higher education system. While maintaining affordability for postsecondary education is a core value of the University of Southern Indiana, there continues to be a need for additional support from the state.

The University of Southern Indiana reaffirms its commitment to continue to provide affordable high-quality higher education to the citizens of Indiana. In this budget document, the University requests that funding is provided by the state through the funding formulae and that efforts are made to address growing disparities in funding per-FTE-Hoosier student throughout the state.

STUDENTS AT USI

The University of Southern Indiana is committed to improving the postsecondary attainment level of the citizens of the southern Indiana region and throughout the state. The University was founded to bring higher education to an underserved population and remains true to that mission. Students who choose the University of Southern Indiana find high-quality academic programs, affordable costs, an environment that promotes academic success, and opportunities for personal and career growth. In the past ten years, enrollment increased by 15 percent from 9,362 in fall 2001 to 10,820 in fall 2011. Over the past decade, full-time student enrollment increased by 20.5 percent from 6,884 in fall 2001 to 8,297 in fall 2011. Students age 25 or older represent 24.5 percent of the student population. Today, 2,591 students, or 24 percent of the student body, live on campus in student housing. Important to the state and to the region is the number of students who graduate from the University of Southern Indiana and choose to stay in Indiana. Of the University's more than 32,000 alumni, 74.6 percent live in Indiana and, of that number, 79.6 percent reside in southwest Indiana. The University's 2013-2015 operating budget priorities support the University's commitment to increase access to and completion of higher education and to ensure student success.

FULL-TIME VS. PART-TIME STUDENTS

	2001		2006		2011	
Full-Time	6,884	73.5%	7,715	77.0%	8,297	76.7%
Part-Time	2,478	26.5%	2,306	23.0%	2,523	23.3%
All Students	9,362		10,021		10,820	

EDUCATIONAL IMPACT

The University of Southern Indiana has had a dramatic and positive impact on the college participation rates in the 11 southwestern Indiana counties which comprise its principal service area. Since 1985, when USI was established as a separate state university, the number of public high school graduates from the region pursuing postsecondary education has steadily increased.

Information from the Indiana Department of Education shows the number of college-bound public high school graduates in the 11 southwestern Indiana counties has grown from

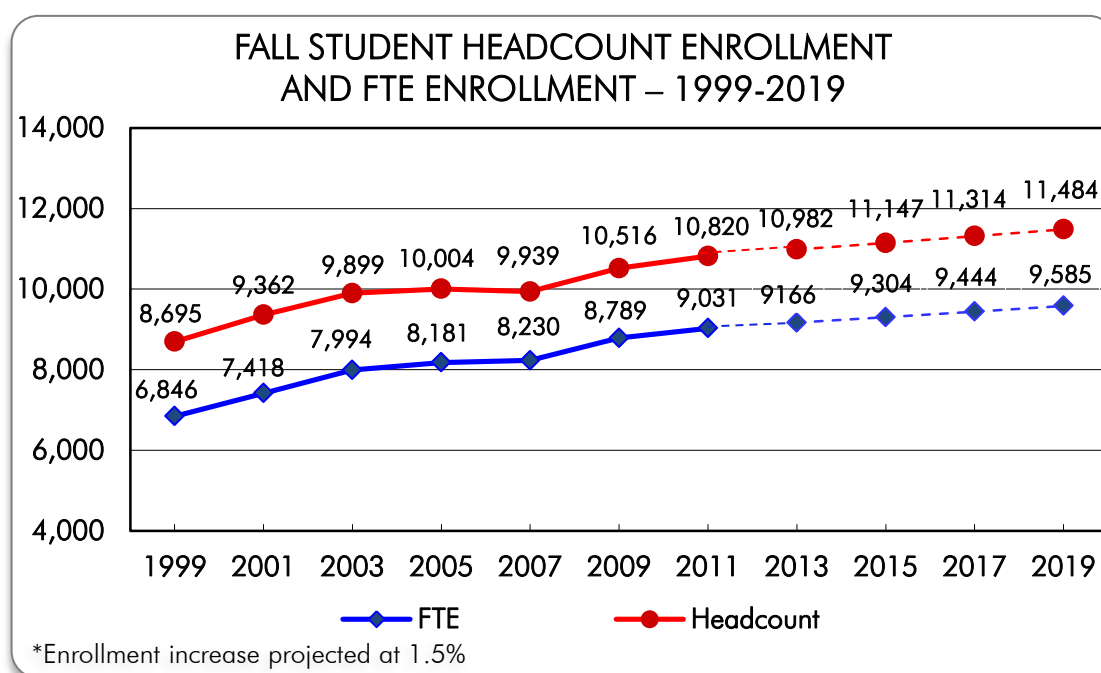
1,645 students, or 33 percent, in 1985 to 3,965 students, or 85 percent, in 2011. Of the 3,965 college-bound graduates in this region in 2011, approximately 1,103, or 28 percent, chose the University of Southern Indiana.

COLLEGE PARTICIPATION IN SOUTHWEST INDIANA

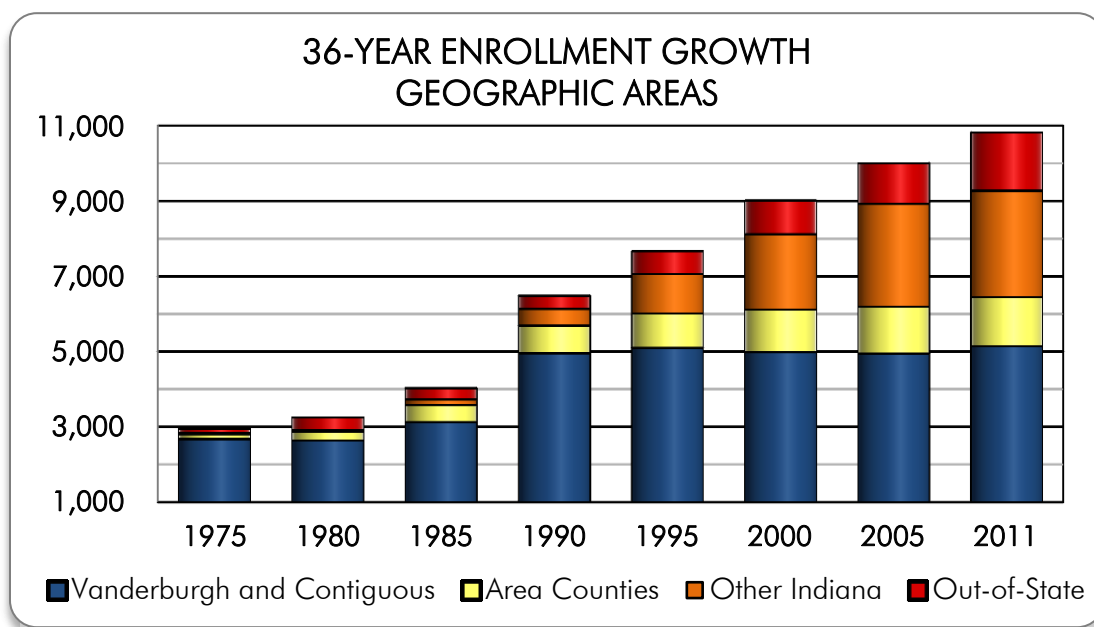
	1985	2011
H.S. Graduates	4,852	4,645
College-Bound	1,645 (33%)	3,965 (85%)
USI Freshmen	642	1,103

ENROLLMENT PROFILE

The University anticipates modest growth in enrollment over the next several years. Enrollment in fall 2011 was 10,820 as compared to 10,516 in fall 2009 for an increase of 2.9 percent. Full-time-equivalent (FTE) graduate and undergraduate students in fall 2011 numbered 9,031 as compared to 8,789 in fall 2009 for an increase of 2.8 percent. Full-time undergraduates accounted for 88.1 percent of all credit hours generated by undergraduate students in fall 2011. Enrollment growth is expected to increase at a rate of one to two percent each year in the foreseeable future.



With 47.6 percent of the fall 2011 entering freshman class coming from its primary service area, the University is clearly committed to serving students in the region. In fall 2011, 59.6 percent of USI's students came from the 11-county regional service area and 26.1 percent came from other Indiana counties. USI provides wide access to students throughout the state, enrolling students from 89 of Indiana's counties in fall 2011.



In fall 2011, 1,547 students from 43 states and 60 countries were represented in the University's enrollment. Other noteworthy features of student demographics at USI include the following:

- Full-time student enrollment increased by 20.5 percent from 6,884 in fall 2001 to 8,297 in 2011.
- 782 transfer students enrolled in fall 2011, primarily from Ivy Tech Community College, Vincennes University, Indiana University system, and Illinois Eastern Community College systems.
- Students age 25 years or older represent 24.5 percent of the student population.
- Married students represent 14.6 percent of student enrollment.
- 2,591 students, 24 percent of the student body, live in student housing.
- Minority students represent 10.3 percent of the student population with African Americans comprising 5.9 percent, the largest segment of that group.
- Annually, there are more than 15,000 enrollments in noncredit, continuing education, and workforce training programs.

RECIPROCITY

The University of Southern Indiana has a commitment to serve regional students in Illinois and Kentucky. A reciprocal agreement between Kentucky and Indiana, developed between the Indiana Commission for Higher Education and the Kentucky Council on Higher Education, provides an opportunity for the residents of Daviess, Hancock, Henderson, and Union counties in Kentucky to attend USI while paying "in-state" tuition and fees. Since the first agreement was signed in 1993, reciprocity has enhanced the University's ability to serve students in the four bordering Kentucky counties.

Negotiations to renew Indiana's reciprocity agreement with Kentucky took place in 2007. The current agreement is in effect through June 30, 2013. This agreement assures reciprocal tuition rates for residents of designated counties in both states and provides students with expanded opportunities for postsecondary education. It allows USI to play an expanded role in the economic development of a region in which many people cross state lines for employment as well as education. A total of 548 students from the "reciprocity" counties in Kentucky enrolled at USI in the 2011-2012 academic year, an increase of four percent from 2009-2010.

In an effort to provide greater access to non-resident students, the University of Southern Indiana also has established a fee waiver for eligible students in Kentucky and Illinois pursuing an undergraduate degree or certificate. This program is open to both new freshmen and new transfer students who are permanent residents of Kentucky or Illinois. In fall 2011, 238 students participated in this program. New freshman nationwide also are eligible for the University's "Non-Resident Top Scholar Award." In fall 2011, 83 students received the award, up from 23 in fall 2009.

STUDENT PREPAREDNESS

Indiana Commission for Higher Education's *2012 Reaching Higher, Achieving More* document states "at least a quarter of all first-time Indiana public college students are not college-ready when they arrive on campus." Readiness for college is usually measured in terms of standardized test scores, placement tests, and grade point averages, but it includes other indicators as well. This snapshot of USI students' preparation for college includes some of those additional indicators to give a more complete picture of the challenges in helping today's student succeed in college.

Impact of Indiana's Core 40 Requirements

Indiana's Core 40 requirements for high school graduates are intended as a statewide effort to strengthen student preparation for college. USI accepts unconditionally any student who has met the Core 40 requirements and has a high school grade point average of at least 2.5 and the appropriate ACT/SAT scores. Among USI's 1,824 first-time, full-time freshmen from Indiana in fall 2011, nearly 56 percent completed the Core 40 diploma and 41 percent completed the Academic Honors Diploma. Nearly 31 percent of the new full-time freshmen were in the top 25 percent of their high school classes.

The academic profile of USI's entering students has improved over the past decade. In fall 2012, the entering first-time, full-time freshmen have an average high school GPA of 3.20, an average ACT score of 22, and an average SAT composite score of 1005 for Critical Reading and Math.

Efforts to Support Success

The University seeks to support academically under-prepared students through a series of initiatives including increased use of first-year seminar courses and required placements for developmental coursework.

- ***Academic Skills*** – The mission of Academic Skills is to enhance student success and the educational process at USI. Academic Skills offers academic support for all USI students through a variety of services including study skills and subject-based tutoring academic coaching, Supplemental Instruction, developmental coursework, Success Series workshops, and the Writers' Room. During the 2010-2011 academic year, 2,209 students utilized Academic Skills' services for a total of 12,664 visits. In spring 2011, Academic Skills embarked on the most comprehensive evaluation survey of its services in program history. The assessment was sent to all students who utilized services within Academic Skills during the 2010-2011 academic year. Over 70 percent of student responders (in almost all areas of service) agreed or strongly agreed that Academic Skills provided them the help they needed to succeed academically.
- ***University Division Advising*** – The mission of University Division Advising (UDA) is to provide academic services to enhance the connection between students and the University. As academic advisors and classroom instructors, UDA supports the

University's mission to help students live wisely and to develop and achieve their personal, educational, and life goals. Creating a diverse and welcoming environment also is paramount to its work. Finally, UDA serves as a resource to others in the University community and promotes the importance of academic advising as a vital component of a student's university experience. UDA advises students who choose not to declare a major when they enroll at the University, students classified as non-degree seeking, or conditionally admitted students. During the 2010-2011 academic year, 1,932 students utilized University Division Advising's services for a total of 7,509 visits.

- ***First Year Seminar*** – Beginning in fall 2008, First Year Seminar was offered to all undecided students in an attempt to improve the overall retention of students assigned to University Division. In fall 2011, 161 students enrolled in one of ten sections of First Year Seminar. Since 2008, all new student athletes have been encouraged to take the First Year Seminar. Elements of the NCAA Champs/Lifeskills program have been included, as well as the traditional seminar topics. One-year retention rates for students participating in the First Year Seminar average about 68 percent. University Division plans to continue to promote this experience to new students.
- ***Required Reading Placement*** – A considerable amount of attention has been placed on the need for improved skills in mathematics, but another area of concern is the decline in reading skills among entering new students. To address this issue, a reading placement rubric was developed and all students are placed in appropriate reading courses. A reading instructor position was added in 2008-2009 and additional developmental reading sections have been added to the schedule. Since fall 2009, students with reading deficiencies are required to enroll in reading courses.
- ***Course Redesign*** – The Department of Mathematics, in conjunction with Academic Skills, piloted 12 sections of Course Redesign for Intermediate Algebra (MATH 100) during the 2011-2012 academic year. The preliminary data indicated the program was successful. Prior to full implementation of the program, a second pilot program is scheduled for the 2012-2013 academic year to ascertain the success rates of Course Redesign students in subsequent higher-level math courses. The Mathematics Department is following an Emporium Model using technology to enhance the teaching and learning of mathematics. Instruction is individualized;

every module begins with a pretest; homework assignments are individualized depending on this pretest; and mastery of the work is required before moving to the next level of coursework. The key components of Course Redesign are individualized assignments and mastery of mathematical concepts. Technology is utilized to enhance the teaching and learning of mathematics and to deliver course content in a more cost-effective manner.

EBI MAP-WORKS

EBI (Educational Benchmarking, Inc.) MAP-Works® Making Achievement Possible is a comprehensive student retention and success program designed for first-year students. It has been used on USI's campus since fall 2008. MAP-Works® provides administrators with a risk assessment of individual students dropping out. It provides a comprehensive solution of intervening with at-risk students and managing the intervention by multiple departments and entities across campus. The MAP-Works® Transition survey and student report are instrumental in the following:

- helping students' transition to the college environment;
- focusing on academic success, retention, student development, and student involvement; and
- utilizing survey results as a catalyst for early intervention.

EBI 2010 Cohort	Fall 2010	Fall 2011	One-Year Retention*
	N	N	Retention
EBI Freshman cohort	2,098	1,351	64%
EBI cohort: Survey Completers	1,295	887	68%
EBI cohort: Survey Non-Completers	803	464	58%
Overall USI First-time Freshmen retention	2,098	1,359	65%

EBI 2011 Cohort	Fall 2011	Fall 2012	One-Year Retention
	N	N	Retention
EBI Freshman cohort	2,025	1,338	66%
EBI cohort: Survey Completers	1,860	1,263	68%
EBI cohort: Survey Non-Completers	165	75	45%
Overall USI First-time Freshmen retention	2,025	1,338	66%

* The one-year retention rate for the 2010 cohort Survey Completers remains statistically higher than the Non-Completer rate.

Beginning in fall 2011, all incoming freshmen were invited to complete the MAP-Works® Transition survey as part of USI's annual Fall Assessment Day activities. MAP-Works® survey results were used by University Division staff, faculty advisors, Residence Life staff, and various Student Affairs offices to address specific needs cited in the student report or to reach out to students categorized as at-risk for leaving the University. Students who participate in the MAP-Works® Transition survey are almost 2.5 times more likely to be retained after one semester than those students who do not participate.

Dual Credit Opportunities and College Achievement Program

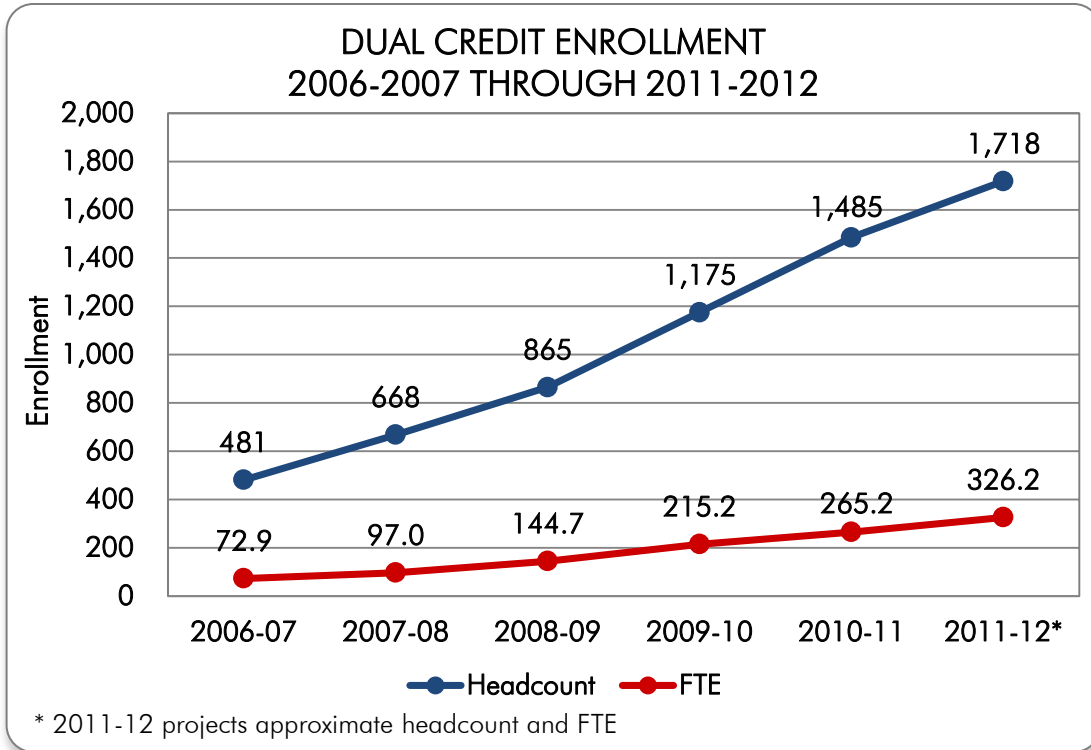
Interest in opportunities for students to earn college credit while still in high school has grown significantly in recent years. Student interest has grown as the benefits of dual credit programming are better known. More school corporations want to partner with higher education institutions to offer dual credit. State legislation has mandated the availability of dual credit coursework in high schools throughout Indiana. In 2010, the Indiana Department of Education revised the Academic Honors Diploma to reward students who pursue rigorous, advanced courses. It is available to all students who accumulate 47 credits, maintain a "B" average, and meet one of the following criteria:

- Complete Advanced Placement (AP) courses (four credits) and corresponding AP exams;
- Complete International Baccalaureate (IB) higher level courses (four credits) and corresponding IB exams;
- Earn a combined SAT score of 1200 or higher in critical reading and mathematics;
- Score a 26 or higher composite on the ACT;
- Complete dual high school/college credit courses from an accredited postsecondary institution (six transferable college credits); and
- Complete a combination of AP courses (two credits) and corresponding AP exams and dual high school/college credit course(s) from an accredited postsecondary institution (three transferable college credits).

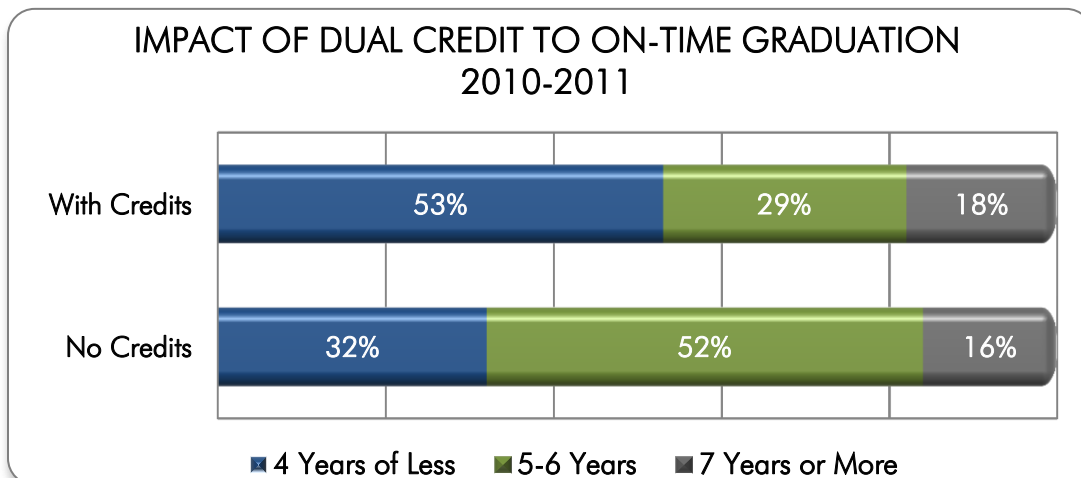
These Academic Honors Diploma requirements have been revised, with new criteria effective for students who enter high school in 2012-2013 (class of 2016). The new criteria are available at www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements. Students entering high school during or after 2012-2013 will be required to accumulate 47 credits, maintain a "B" average, and meet one of the following criteria:

-
- Earn four credits in two or more AP courses and take corresponding AP exams;
 - Earn six verifiable transcribed college credits in dual credit courses from priority course list;
 - Earn two of the following:
 - A minimum of three verifiable transcribed college credits from the priority course list;
 - Two credits in AP courses and corresponding AP exams;
 - Two credits in IB standard level courses and corresponding International Baccalaureate (IB) exams;
 - Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each;
 - Earn an ACT composite score of 26 or higher and complete written section; or
 - Earn four credits in IB courses and take corresponding IB exams.

USI offers a range of dual credit opportunities. USI's concurrent enrollment program, the College Achievement Program (CAP), has been in existence since 1985. CAP has evolved in a deliberate manner to insure sound partnerships with participating high schools and quality control of instruction and curricula at the department level. University resources to support the program have increased to support growing interest. CAP offers mostly introductory survey courses that are part of the University's general education curriculum to high school juniors and seniors. Available survey courses include biology, mathematics, physical education, English composition, history, chemistry, physics, economics, journalism, sociology, political science, broadcasting, psychology, literature, public speaking, world languages, computer applications, and health professions. Forty-six courses, a total of 193 sections, were offered at 22 high schools taught by 111 approved high school instructors during the 2011-2012 academic year, with approximately 1,718 students enrolled in one or more courses, generating 9,786 credit hours. In comparing 2009-2010 data to 2011-2012 data, student enrollments and credit hours are 46 percent higher and 52 percent higher respectively in 2011-2012.



Credit earned in high school, such as AP credit or by testing out of certain subjects through departmental exams, can decrease the time to degree. Among new freshmen of the academic year 2010-2011 graduating class, 53 percent with prior credits graduated within four years.



USI's CAP program received accreditation from the *National Alliance of Concurrent Enrollment Partnerships (NACEP)* in 2006. This recognition indicates the high quality of the

CAP program delivered by the University. USI is one of only four institutions in Indiana and one of 53 institutions nationwide to have attained this accreditation.

The University also offers joint enrollment options for high school students interested in taking dual credit distance education courses and students are excused from high school during the school day to attend college courses on campus.

International Baccalaureate Program

The University has implemented a transfer articulation with the International Baccalaureate Program (IBP). This program continues to draw increasing numbers of students. Approximately 20 high schools in Indiana including Bosse High School and The Signature School in Evansville offer this rigorous curriculum. In addition, Apollo High School in nearby Owensboro, Kentucky, offers the IBP curriculum. Since the agreement was implemented in 2006, 36 IBP graduates have been admitted to USI.

ADULT STUDENT

In fall 2011, students 25 years of age or over represented 24.5 percent of the student population at USI. The University has worked to develop educational opportunities for adult learners. For part-time, commuting, and older students, the University offers extensive evening, off-campus, and distance education programming to provide degree-completion opportunities. Currently many undergraduate majors and graduate degrees can be completed through part-time evening and off-campus coursework. The University now offers six of its programs via distance education.

To promote adult enrollment at USI, a full-time professional staff person is assigned to market and recruit adult students. Direct contacts are made with area businesses such as ALCOA, Springleaf Financial Services, Naval Surface Warfare Center (NSWC) Crane, Old National Bank, SABIC, Total Interior Systems – America (TISA), and Toyota Motor Manufacturing, Indiana to recruit adult students. Also, the University participates in employee college programs and in workforce development job fairs.

The Division of Outreach and Engagement hosts a reception for non-traditional students each fall and spring semester to help adult learners connect with each other. Additionally, USI has a Facebook page designated for non-traditional students.

The Bachelor of General Studies (BGS) degree continues to meet the educational needs of many adults, age 25 or over, who have delayed or interrupted their educational goals. The BGS differs from the traditional postsecondary route by recognizing prior learning and career experience adult learners bring to their college pursuits. Adult students work closely with the program advisor to optimize prior college coursework, military, and professional training to create an individualized plan for degree completion. Options include day and evening courses offered by all USI colleges, USI Nearby (off-campus classes), distance education courses, CLEP testing, and program credit awarded for professional training. Two upper-level courses, a capstone course and career development course, are tailored for working adults. There are currently 55 students actively pursuing this degree option and approximately ten to 15 students complete the BGS degree each academic year.

In partnership with the Evansville Joint Apprenticeship Training Council and Ivy Tech Community College, two new concentrations were added in 2010 to respond to regional needs for more opportunities for adult degree completion programs. Graduates of selected apprenticeship programs in the skilled trades can choose one of two concentrations: Technical Supervision and Leadership or Business Development. Graduates of these programs will be technically skilled, broadly educated, innovative, and well-prepared to lead tomorrow's workforce.

Scholarship Opportunities

In 2009, the Division of Outreach and Engagement established application guidelines and selection criteria for the USI Adult Learner Scholarship. This program recognizes the academic and personal achievements of adult learners in any USI major and is available to part-time or full-time students. With annual funding of \$10,000, 17 students received awards for the 2011-2012 academic year and 12 were chosen for 2012-2013.

ALFI Toolkit Information

In 2010, USI investigated ways to better serve adult learners with resources developed by the Council on Adult and Experiential Learning (CAEL). Based on CAEL's "ALFI Toolkit" (Adult Learner Focused Institutions) and its principles of effectiveness for serving adult learners, an institutional self-assessment survey was completed by faculty and administrators with a follow-up survey completed by adult learners (undergraduates) currently enrolled at USI. The completed survey information provided tools and information for institutional improvement on behalf of adult learners. The results showed USI strengths in:

-
- Providing access to academic information and other campus services via phone, fax, email, and internet;
 - Offering coursework that will enhance career opportunities; and
 - Frequency and quality of interactions with faculty.

The survey identified challenges in:

- Course scheduling for working adults;
- Advising issues; and
- Lack of options in course delivery methods.

DIVERSITY COMMITTEE

The University's Diversity Committee was created in 2008 in response to House Enrolled Act 1256, authorized by the 2007 Indiana General Assembly (IC-21-27-8-7). Initial work of the Committee focused on defining the University's vision for diversity, recommending methods to integrate the vision with existing policies and procedures, and communicating the vision of diversity throughout the University community. The vision of diversity statement is:

At the University of Southern Indiana, diversity means embracing and celebrating the many differences that exist among the members of a dynamic, intellectual, and inclusive community that welcomes the full spectrum of human characteristics, ideas, and world views. We strive to create an exciting, energetic living and learning community in which people with different experiences can learn through intellectual engagement, both within and beyond the classroom. Diversity stimulates learning, encourages imagination, and benefits everyone – students, employees, and the community. We believe that intellectual and personal developments are best supported in a climate that respects differences and provides a sense of belonging and inclusion.

As members of the University community, we are committed to cultural competency and meaningful intercultural relationships within the University and with our community partners. We seek to develop these capacities in the classroom and through recruitment, orientation, open forums, programming, and partnerships. We encourage every member of our University community to embrace this vision and exhibit a strong

commitment to attracting, recruiting, developing, and retaining students, faculty, administrators, and support staff who mirror the diversity of our global society.

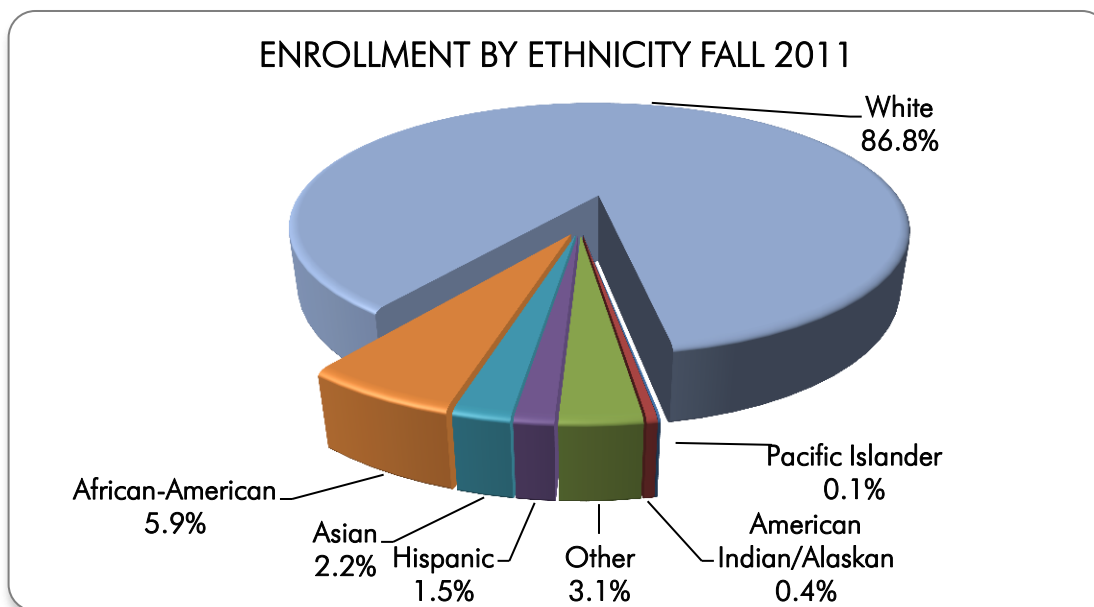
The first annual report of the Diversity Committee was presented to the USI Board of Trustees in March 2010 and is now presented annually.

MINORITY PARTICIPATION

Increasing the diversity of faculty, staff, and students is one of six goals of USI's Strategic Plan. The University places high value on inclusion of all members of the University community. The University is committed to continuing to increase student diversity and is focused on recruitment strategies aimed at increasing the number of minority students. The Office of Admissions and the Multicultural Center continue to collaborate on these efforts and include minority student groups to promote USI to all minority groups. Personal recruitment efforts are effective and will continue. Of the 10,820 students enrolled in fall 2011, 1,115 or 10.3 percent, were classified as minority. The percentage of African-American students enrolled at USI is somewhat higher than the percentage living in the southwestern Indiana region.

The EXCEL Mentoring Program was developed to empower students to take charge of their own learning experiences with staff assisting and advocating for them as they learn to become independent. Through the EXCEL Mentoring Program, first-year and transfer students of color are assigned peer mentors to help with the transition from high school to college. The mentors share their own experiences at USI, encourage the students to develop the skills needed to succeed personally and academically, and teach the students to use the variety of services and programs available to USI students.

The THREADS (Teaching Human Respect and Encouraging Action Diversity Series) Program is an initiative to encourage the University community to explore and celebrate the cultures of diverse populations on campus. Programs and events sponsored by campus departments and student organizations focusing on diversity are promoted through a coordinated University calendar. The THREADS program promotes understanding and mutual respect of all members of the University community and helps build a more welcoming and inclusive campus community. The average number of events promoted through THREADS each month is 32.



21ST CENTURY SCHOLARS

The 21st Century Scholars Program is designed to support and encourage youth from lower-income families to enter college through early intervention strategies and grants. The state-sponsored 21st Century Scholars program provides qualifying low-income students with pre-college support services and the promise of full in-state tuition. The University of Southern Indiana has been fully committed to the 21st Century Scholars program since its inception in 1995-1996. The University corresponds directly with each 21st Century Scholar identified by the state. The University also offers financial incentives to 21st Century Scholars. The admission application fee is waived and, to encourage retention, eligible 21st Century Scholars also receive a \$200 textbook grant for their second through fourth years of attendance. A staff member in the Office of Admissions is responsible for working with 21st Century Scholars and for providing high school counselors with up-to-date information on the special programs at USI. The number of 21st Century Scholars at USI has grown from the first class of 87 students in fall 1995 to 707 scholars in fall 2011, a 16 percent increase from fall 2009. Since the program began in 1995, 3,179 scholars have enrolled at USI and 578 have graduated.

STUDENT SUPPORT

The Student Support Services (SSS) program at USI is funded by a federal TRiO grant from the U.S. Department of Education and is required to provide support services to 140 active participants who qualify as first-generation, low-income, or disabled. The SSS program,

which began serving students in spring 2011, utilizes an intrusive advising model to provide intensive academic, social, and financial support ranging from individual student tutoring, academic monitoring, financial literacy, peer mentoring, and academic advising to undergraduates who qualify. The SSS program has had a positive impact with 92 percent of the original 140 participants in the 2010-2011 cohort persisting to the fall 2011 semester and 96 percent of those students finishing the academic year in good academic standing. Of the 2010-2011 cohort, 50 were new freshmen and 45 of these freshmen returned in fall 2011 for a 90 percent one-year retention rate, compared to the 59 percent one-year retention rate among all first-time full-time USI freshmen. While not a requirement of the grant, the SSS program is committed to the academic success of minority students with 34 percent of the freshmen cohort consisting of minority students.

VETERANS SUPPORT SERVICES

Veterans Support Services (VSS) received two grants from the Military Family Research Institute, \$50,000 in 2010-2011 and \$95,000 in 2011-2012, to significantly expand services to the University's growing veteran population. Through "Project Eagle," the University hired a full-time Veterans Support Services (VSS) Associate with responsibilities for consolidating existing programs, developing new initiatives, creating and fostering outreach and networking opportunities for veterans, and providing additional services to student veterans. The VSS Associate developed a veteran-specific orientation program and conducted veterans' orientation sessions as part of the existing USI new student orientation program. The VSS Office, which historically has been located within the Office of the Registrar, will move to its new location (lower level of the Education Center next to the ROTC Office) in fall 2012 and will include a new lounge where veterans can gather.

HOUSING AND RESIDENCE LIFE

On-campus living provides students with outstanding living options for their "home away from home." The mission of Residence Life promotes and enhances the educational mission of the University of Southern Indiana by providing programs, services, staffing, and facilities that support academic success as well as the development of community. Today, Residence Life serves the needs of nearly 2,591 students. The maximum capacity during the 2011-2012 academic year was 2,809.

Students may choose to live in suite-style residence halls or apartment-type living units. The facilities are fully furnished and offer on-campus students the convenient living location they want with the services and amenities they need.

Residence Life supports the development of the whole student. Through its facilities, staffing, programs, and services, Residence Life continues to be key to the academic and developmental success of USI students.

OPPORTUNITIES FOR STUDENT DEVELOPMENT

The University of Southern Indiana offers a wide array of opportunities for students to learn, develop, and grow. The University is committed to providing a holistic education and preparing students to live wisely. The University's mission statement addresses the importance of student development:

The University of Southern Indiana is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

Students have the opportunity to participate in a broad range of organizations and activities to practice what they learn in the classroom. These organizations and activities provide students with avenues to develop skills and to explore new interests and ideas. Using statistical analysis of EBI MAP-Works®, it was found that students who indicated interest in co-curricular activities involvement were significantly more likely to persist from fall 2011 to spring 2012. These out of class involvement opportunities are an integral part of the college experience and the education of the "whole" student. From orientation through graduation, students are challenged to step outside the classroom to develop and become contributing members of society. They do this through a variety of activities, including, but not limited to:

- ***Student Government Association (SGA)*** – Students elected to serve in leadership positions in SGA represent and serve the entire student body. SGA provides a forum for expression of student views and interests and promotes the continuous improvement of higher education within the University. SGA serves as the voice of the student body to the Board of Trustees, faculty, administration, and the larger USI

community. Students have an opportunity through involvement with SGA to impact the campus community while learning important life and leadership skills.

- ***Student Organizations*** – USI has over 120 student organizations that address a variety of student needs and interests. There are academic organizations, cultural organizations, faith-based organizations, fraternities and sororities, honorary societies, performance organizations, political organizations, professional organizations, programming organizations, service/volunteer organizations, special interest, sports clubs, and student governance. Academic student organizations provide students an opportunity to gather around a common interest in a profession or specific discipline.
- ***Activities Programming Board (APB)*** – USI’s student-led programming organization provides out-of-classroom interaction, from educational programs to entertainment. During the 2011-2012 academic year, the Activities Programming Board offered 85 programs. Film showings drew approximately 4,500 students and various educational and entertainment programs drew an additional 5,500 students. Through the programs sponsored by APB, the University community is challenged to experience new ideas and new cultures.
- ***Fraternities and Sororities*** – These organizations provide a special opportunity for students to become part of a close knit community and develop life skills. They provide avenues for students to hold leadership positions, enhance interpersonal skills, participate in community service and philanthropic projects, and establish relationships with alumni and community members. USI recently expanded to add one additional sorority beginning fall 2012 and an additional sorority in fall 2014. From fall 2009 to fall 2011, the number of students affiliated with an organization has increased significantly from three percent to five percent of the student population, and resulted in the increased number of organizations. In spring 2012, the fraternity/sorority life community GPA was 3.0.
- ***Intramural and Recreational Sports (IRS)*** – Through the Intramural and Recreational Sports program, students have the opportunity to participate in a variety of programs including intramurals, club sports, special events, outdoor adventure activities, and open recreation. During the 2011-2012 academic year, there were over 180,000 visits to the Recreation, Fitness, and Wellness Center.

A unique opportunity for students to develop leadership skills are the O’Daniel Leadership Programs, established in 1997. With a \$100,000 endowment gift from former USI Trustee Joseph O’Daniel, this program was created to further concentrate and focus efforts of the University to educate the “whole” student through development of interpersonal and leadership skills. It is the goal of the O’Daniel Leadership Programs to provide training, experiences, and instruction to facilitate development of critical-thinking skills, interpersonal competence, increased clarity of purpose, and increased enrichment of the quality of life. The programs are designed to develop various levels of student leadership, and have been successful in preparing many USI graduates for challenges they face in their civic, business, and professional worlds.

- ***Excel Leadership Conference*** – This is a day-long conference held on campus. Students self-select into a “leadership level” track, either introductory, intermediate, or experienced, each specifically designed to address the needs appropriate to the level of leadership. Breakout sessions are led by faculty/administrators of the University and a professional speaker serves the role of a welcome and closing keynote speaker.
- ***Emerging Leaders*** – This program offers a group of up to 50 USI freshmen the opportunity to develop new leadership skills, make new friends, and contribute to their university community. This program focuses on preparing individuals to succeed and contribute to USI as student leaders in subsequent years. This program begins spring 2013.
- ***Who’s Who Among Students in American Colleges and Universities*** – This national program honors student leaders on campuses throughout the country. The USI selection committee, comprised of faculty, staff, and students, evaluates each applicant on scholarship ability, participation, leadership in academic and extracurricular activities, citizenship, service to USI, and potential for future achievements.
- ***Student Leadership Awards*** – Each spring, the achievements of outstanding student leaders, advisors, and student organizations are recognized in a formal ceremony. This is an important University event because it honors those who have contributed to make USI a better university.

The University of Southern Indiana has created numerous additional opportunities for students to be active participants or spectators in artistic, cultural, philanthropic, and community-based activities. Some of these activities and programs include:

- ***International Programs and Services (IPS)*** – The primary mission of the Office of International Programs and Services is to enhance the international dimensions of the University and to facilitate opportunities for all students to acquire skills necessary to succeed in a global society. The IPS Office provides leadership for the development of a broad range of international activities and events.
 - ***International Recruitment*** – The IPS Office also is responsible for the coordination of international recruitment activities, and is in close collaboration with Admissions, the Intensive English Program, Graduate Studies, and other offices. A strategic international enrollment plan is under development as the University develops an in-house Intensive English Program. Recruitment activities include print and web-based marketing materials, collaboration with EducationUSA advising centers around the world, and participation in recruitment fairs.
 - ***International Student Services*** – IPS sponsors programs and services designed to meet the unique needs of international students and scholars, from the time the students arrive on campus and attend international student orientation through graduation activities honoring students and their families. IPS staff members advise international students on immigration, financial, academic, cultural, and other pertinent matters. Ongoing initiatives include the Host Family Program, Small World (conversation partners), International Outreach program, and the Global Engagement program designed to enhance leadership skills through service learning projects in the Evansville community.
 - ***Study Abroad*** – The IPS Office develops and coordinates overseas study opportunities in more than 50 countries. Students earn USI course credits. Fees for many study-abroad programs are comparable to USI tuition, room, and board. Since 2007-2008, the number of study abroad participants has almost tripled; a record number of USI students (223) participated in study abroad programs in 2011-2012. New initiatives include:

- The Global Engagement (GE) program is designed to provide opportunities for USI students to gain a better understanding of global issues and challenges that impact the world. These areas include: 1) Public Health; 2) Education; 3) Poverty Reduction; 4) Environment, Sustainability, and Climate Change; 5) Peace and Human Rights. The GE program supports study, research, and internship placements in non-traditional study abroad locations such as India and Ghana.
- The IPS Office coordinates the development of new international partnerships which are consistent with the University's strategic goals. The office works in close collaboration with the international advisory committee and specific colleges and departments to determine the viability of a potential exchange program. The University is currently researching potential partnerships with institutions in Turkey, the Netherlands, and China.
- ***Collaboration with Sponsoring Agencies*** – Through partnerships with a variety of sponsoring agencies, USI has increased the diversity and quality of the student body. Programs such as the Global Undergraduate Exchange program funded by the U.S. Department of State support international educational and cultural exchange as an investment in global understanding and peace. Over the past eight years, USI has sponsored students from over 30 countries around the globe, including such diverse locations as Cambodia, Indonesia, Mongolia, El Salvador, Uruguay, and Uzbekistan.
- ***Global Community Living Learning Community (LLC)*** – The Global Community floor in Ruston Hall is open to freshmen from the United States and international students interested in living in a unique living/learning environment. Residents learn more about the world through the exploration of cultures and global issues through a required one hour University 101 course and by interacting with one another on a daily basis. The Global Community Program is sponsored by the Office of International Program and Services in cooperation with the Office of Residence Life. A program assistant lives on the floor and several USI faculty members work closely with the program. Programs include country, culture and activity nights, along with international fun nights. Residents are given the chance to plan and organize a program of their choosing for everyone to enjoy. The majority of these programs are open to the entire USI community, although special community-building programs are offered exclusively to members of the

floor. The Global Community allows friendships to develop across all cultures along with respect and appreciation for the world at large, while celebrating our colorful diversity.

- ***Campus-Wide International Programming*** – This forum for communication and learning contributes to increased international awareness, acceptance, and understanding of peoples and cultures from around the world. The IPS Office works in close collaboration with the International Club and other organizations and offices. One of the most popular events is the annual International Food Expo, which annually draws 600 people from the campus and community. The IPS Office also sponsors trips which allow international and American students to bond, participate in fun and educational events, and see more of the region.

- ***English as a Second Language*** – The University is currently developing a new Intensive English Program (IEP), which is scheduled to begin offering courses in June 2013. [The current ESL provider, English as a Second Language International (ESLI), will remain on campus through spring 2013.] The Intensive English Program director will develop the curriculum and hire faculty during the current academic year. Through classroom instruction and cultural programming, the IEP will help non-native speakers of English develop the skills necessary to succeed in University academic programs. Students will be integrated into the academic, social, and cultural life of the University with opportunities to interact with other USI students in residence halls, dining facilities, student organizations, and campus events. IEP staff will work closely with International Programs and Services to provide a full range of activities and services designed to meet the students' unique needs.

- ***Multicultural Center*** – The Multicultural Center encourages, promotes, and enhances the personal and academic success of students by preparing them to be responsible citizens in a multicultural society. The Center offers programs and services to assist in the academic and social integration of underrepresented students into the University. USI offers a variety of multicultural organizations for students to join. Other activities include:
 - ***Diversity Workshops and Programs*** – The Center offers a variety of workshops and programs to strengthen and enhance awareness, appreciation, and acceptance of diversity within the University community as it relates to race,

gender, religion, nationality, age, sexual orientation, disabilities, and lifestyles. For example, during Welcome Week, first-year and transfer students and their families participate in the Cultural Diversity Welcome Reception. This experience provides students and their families an opportunity to interact and build relationships with faculty, staff, and returning students at an informal reception.

- ***Cultural Connections Week*** – This week of events traditionally follows Welcome Week activities. This week of social and educational activities helps to break down the barriers that prohibit some students from experiencing a sense of belonging.

- ***College Mentors for Kids, Inc.*** – Started in 2000, this program cultivates ongoing mentoring relationships between college students and primary school children through shared experiences on campus. This interaction is used as a tool to motivate and educate elementary students on the importance of preparing academically for college and to learn about areas of higher education, culture and diversity, and community service. At the close of the year, literature is issued to the families of the elementary student explaining the accessibility and affordability of attending college. In 2008, the University of Southern Indiana College Mentors for Kids program received *Leadership Evansville's* Project Leadership Award for its partnership with Culver Elementary School for providing leadership and guidance to first through fourth graders in three specific areas: higher education, community service, and culture and diversity. Since its inception, 378 college students and 351 elementary students have participated in the program for a combined total of 720 participants. Some of these children are in high school now and will begin the college search process.

- ***Campus-Wide Programming*** – The Center hosts a variety of cultural programs to provide opportunities for all students, faculty, staff, and the community to experience the practice, celebrations, and demonstration of culture. Through a variety of performance and presentations, cultural engagement programs allow the community to experience the visual and performing arts as well as social and entertainment events. These programs serve to enhance the campus climate and social environment by providing opportunities for cultural interaction.

- ***Designed by Grace*** – USI’s Gospel choir is open to all students and is a cooperative initiative by the USI Multicultural Center and the College of Liberal Arts. The choir performs a variety of music, including spirituals and hymns, on campus and in the community.

- ***Martin L. King, Jr. Observance Program*** – For 18 years the University of Southern Indiana has observed and recognized Dr. Martin L. King, Jr. and others for their contributions to equality and the advancement of civil rights. Initially a small community gathering, this important program has now evolved into a luncheon embraced by the USI community and the tri-state area. Due to the steady increase in the number of students who attend the event each year, there is often a need for an overflow room. In addition to the luncheon in 2012, two new initiatives occurred: a service learning component with Caldwell Center Youth hosted on campus and an outreach initiative with Joshua Academy Charter School (K-6), with approximately 100 youth, parents/guardians in attendance. The ability to connect with the youth at an early age is two-fold; it plants the seed for the importance of an education and helps to create a pipeline of future college students.

- ***Multicultural Connections*** – This online newsletter is published six times a year highlighting the programs offered through the Multicultural Center as well as the entire campus. Each edition recognizes students and clubs/organizations for their contributions to USI and the community. It serves as a vehicle to advertise and promote opportunities and reaches over 1,200 students, alumni, and community members each month.

- ***Executive Diversity Scholars*** – This program started as a pilot program by the Multicultural Center during the 2007-2008 academic year. The Center recognized a need to advocate for increased opportunities in the workforce for multicultural students. It was designed to assist those students who typically would not have the opportunity to experience an internship or co-op opportunity, but had the potential to be successful citizens in a global society. Additionally, it is a career-focused initiative designed for talented students from diverse backgrounds. It is a year-long program during the academic year designed to connect them with CEOs and top executives of tri-state companies. This helps to put them on the fast track with their career aspirations. Benefits include, but are not limited to: support from the Office of Career Services and Placement,

networking opportunities with CEOs and top executives, career development, career coaching, professional development, and job shadowing opportunities.

- ***Tutoring*** – A partnership was created with Academic Skills in effort to reach out to those students who typically do not take advantage of the free services offered on campus. It is provided in an environment that serves as a catalyst for learning and serves to break down the stigma associated with seeking out help.

- ***Theatre and Musical Productions*** – Numerous theatre and musical productions are offered on and off campus. Since fall 2007, the University of Southern Indiana Theatre Program and The New Harmony Theatre, USI’s professional summer company, has offered The Fall Repertory Project. Each fall semester the theatres co-produce two plays in rotating repertory that blend professional actors with junior and senior performance students. Students who participate in the Project are able to work with accomplished professionals in their chosen field of study and gain valuable points toward qualifying to join the Actors Equity Association. Many students will be able to include professional Equity productions on their resumes even before graduating from USI.

- ***Volunteer USI*** – The Volunteer USI program was established in 1996 as a university-wide volunteer management program to recruit, place, and recognize volunteers who donate their time and talents to benefit the needs of USI, its outreach programs, and the community. Current membership is at 3,332 volunteers and continues to grow. Since its founding, Volunteer USI participants have donated 1,199,508 hours, which if calculated at the average national volunteer wage, would result in over \$26 million in service.

- ***New Harmony Gallery of Contemporary Art*** – Established in 1975, this gallery in nearby New Harmony is a not-for-profit exhibition space, dedicated to the promotion of contemporary art created by artists of the midwest. The Gallery also exhibits the work of USI faculty and provides internships for students throughout the academic year.

- ***The Kenneth P. McCutchan Art Center/Palmina F. and Stephen S. Pace Galleries*** – Dedicated in fall 2008, the Art Center/Galleries provide opportunities for students to learn professional gallery practices, including handling and hanging artwork and registering and creating identification for artwork. Through the James Sanders

Fellowships, four students are selected to receive one-year awards. They work one semester with the USI art collections registrar on collection projects and also assist in the McCutchan Art Center. In the alternate semester, Sanders Fellows are assigned to the New Harmony Gallery of Contemporary Art where they work under the director.

- ***Student Alumni Association (SAA)*** – Formed in 1989, the Student Alumni Association is a student-run organization committed to promoting and supporting the establishment of new traditions at USI. Traditions help create a sense of unity between past, present, and future students while creating lasting memories. One of SAA's goals is to foster better relationships and provide a link between USI's students, alumni, faculty, and staff. Through various student-alumni activities and programs, SAA encourages students to become involved with USI and to stay involved after graduating. SAA is about building traditions, creating memories, and establishing relationships to last a lifetime.

STUDENT SUCCESS

Most higher education research confirms that the first year of college is critical to building a foundation for success and degree attainment. USI has developed a number of programs to help new students negotiate what can appear, particularly to first generation students, to be very unfamiliar terrain. A priority for many of these programs is to enhance skill development and career focus for students as they begin their college education. Among programs offered to entering students are:

- ***Orientation*** – Every student who attends USI has an opportunity to participate in an orientation session. In January 2011, online orientation was added to the established new student and transfer student orientations offered to help students in their transition into the University community.
- ***Success Series Workshops*** – During the course of the academic year, University Division in Academic Affairs offers workshops with topics such as effective note-taking, test-taking strategies, understanding plagiarism, and other academic and social skills that help students to “plug in” to the campus community and build a pattern of success. These workshops take an interactive approach to skills and strategies important to both college-level coursework and life-long learning. In fall 2011, 148 students participated in ten workshops.

- ***Student Success Week*** – The first Student Success Week was sponsored by University Division in winter 2012. More than 500 students attended over 70 sessions and events during the week conducted by University Division personnel, student tutors, and other members of the campus community. Session topics included information about time management, motivation, communication skills, stress management, recycling, and diversity.
- ***Exploring Majors and Minors Fair*** – Since fall 2008, University Division Advising has hosted the Exploring Majors and Minors Fair. The intent of the Fair is to provide an opportunity for students to investigate various curricular and career options in one centralized location prior to priority advising. Additionally, the Exploring Majors and Minors Fair benefits departments by providing them an opportunity to showcase their academic programs and services to a wide variety of USI students. Over 500 students attended the fall 2011 fair.
- ***Calling New Eagles*** – Personal contact is an important component in helping students feel connected and capable of managing what can be a stressful first year. Coordinated by Student Development Programs, each new student is contacted via telephone by a staff member or student leader to discuss how the new student is adjusting to campus life and classes. New students also can use this telephone call as a resource to ask questions about getting involved in student organizations, meeting with their advisor, registering for classes, and dealing with any challenges the student may be facing.
- ***Camp Eagle*** – This three-day leadership program, based on the Social Change Model of Leadership, encourages students to reflect on leadership through the lens of the individual, group, and community. Held each June, the camp is designed to teach approximately 45-60 incoming first-year students about the expectations of student leaders on campus and in the community. During the camp, students participate in an outdoor challenge course, team-building activities, educational sessions, community service, and self-reflection. They also have opportunities to learn the history and traditions of USI.
- ***Living-Learning Communities*** – First-year students with similar interests, goals, or academic programs can become part of a collaborative experience called Living-Learning Communities (LLC). Established in 1999, Living-Learning Communities are intentional partnerships with academic and student affairs programs to help

students create a strong link between their everyday lives and their learning experiences in the classroom. Floor participants take a cluster of courses together each semester and participate in special educational and social programs designed to assist in the transition from high school to college. Students who participate in the program develop stronger relationships with fellow students and receive additional encouragement from faculty and University staff. The heightened faculty and staff involvement, special programs and activities, community service projects, freshmen seminars, and block course scheduling help students adjust to college life and promote student success. In fall 2009, the Living Learning Communities were permanently funded and expanded to serve additional students. Currently there are ten living-learning communities: Global Community, Honors, Teacher Education, Business, Nursing and Health Professions, STEM, Social Work, Exploring Majors, Liberal Arts, and sophomore.

Ample assistance for first-year students is essential, but ongoing support is needed to ensure students receive the information and encouragement they need to complete their education. To meet this goal, other initiatives build on the first year experience:

- ***University Advising Council*** – The Council, established in 2004, issued a report with recommendations to improve various components of University advising. Changes have been implemented to improve advising during the summer months, particularly in the largest college, Liberal Arts. Intense advisor training programs are offered and campus-wide advising awards have been implemented. A stronger role for academic advising has been developed within promotion and tenure guidelines for faculty members.
- ***College Advising Centers*** – As part of the goal of USI’s strategic plan to increase graduation rates, the University is moving to a college-based intake advising model. These centers will provide consistent, effective advising across campus to increase accountability and ensure students are on track to graduate. This model creates a centralized area within each college for all first-year students to receive advising assistance and allows for flexibility within each of the colleges to manage the complexities of their respective student population. In fall 2012, the Pott College of Science, Engineering, and Education and the College of Nursing and Health Professions will open advising centers. In fall 2013, the College of Liberal Arts and the College of Business will open advising centers.

- ***University Core Curriculum*** – In spring 2011, the University created a University Core Curriculum Task Force to review the current “core” curriculum to determine if the curriculum is aligned with the University’s mission and strategic plan. In fall 2014, USI will implement a revised core curriculum with a significant reduction in required credit hours (from 50 to 39) allowing for more flexibility in class scheduling. The new curriculum will include:
 - a “common experience” for all USI students;
 - greater verticality throughout the curriculum;
 - a commitment to experiential learning and engagement;
 - a more significant commitment to “living wisely in a diverse and global community”;
 - a clearer differentiation between requirements for the BA and BS degrees; and
 - a closer relationship between the core and the major.

- ***120 Hour Rule*** – The Indiana General Assembly passed legislation in 2012 that limits the number of credit hours required to graduate from a public university to 120 credit hours with some exceptions. Currently, a majority of the programs at USI require 124 credit hours to graduate. With implementation of the new 39 hour University Core Curriculum, most academic programs will meet the 120 hour limit.

- ***Continuing Student Surveys*** – Beginning in early summer, academic deans, department chairs, and faculty call continuing students who have delayed registering for the next semester to see if they have questions or concerns about continuing their education at USI. These calls have elicited positive responses from students and their parents, who appreciate the personal attention and sincere effort to help students stay focused on their educational goals.

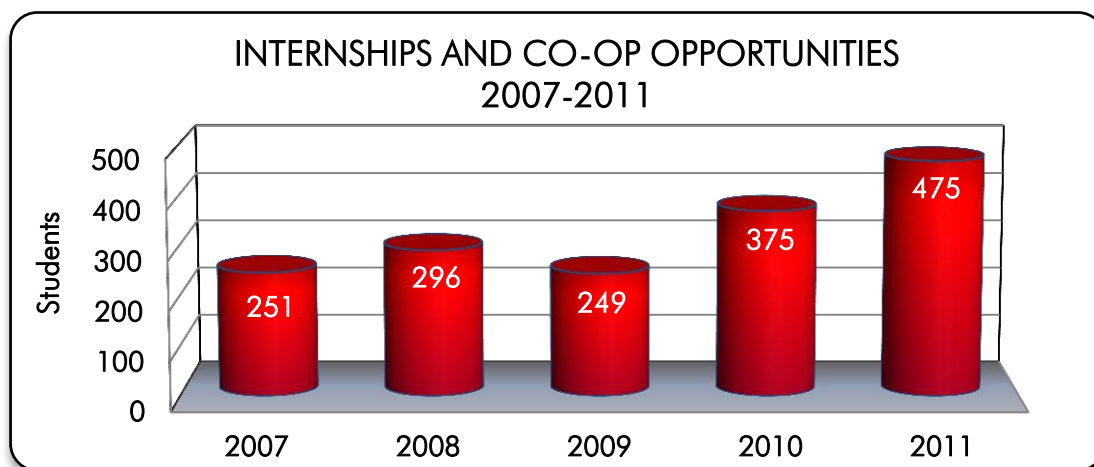
- ***University Web Site and Social Media*** – The University maintains an updated and informative electronic portal through its website. In addition, through various social networking sites, students, parents, faculty, and community residents can find out quickly what is taking place on campus throughout the academic year.

INTERNSHIPS AND CO-OPS

The USI Internship Program, facilitated through the Office of Career Services and Placement, offers a unique opportunity for students to integrate classroom learning with career-

related work experience in both the public and private sector. Although most internship and co-op placements are paid positions, the primary value of a co-op or internship is the opportunity to clarify career goals, gain practical experience, and establish contacts with professional colleagues.

Students who participate in the USI Internship Program can alternate semesters of full-time work with semesters of full-time study (co-op) or work part-time over an extended period of time while maintaining a minimum academic load. Internships are of shorter duration than co-op assignments and normally are completed during a student's junior or senior year. Because each program option offers benefits to different students, programs are individually tailored to meet student and employer needs. Since the implementation of the USI Internship Program 18 years ago, nearly 1,000 businesses, nonprofit organizations, governmental agencies, health care providers, and educational institutions have provided co-op and internship opportunities to approximately 400 students on an annual basis. Since 2007, the number of internships coordinated through USI Career Services has almost doubled.

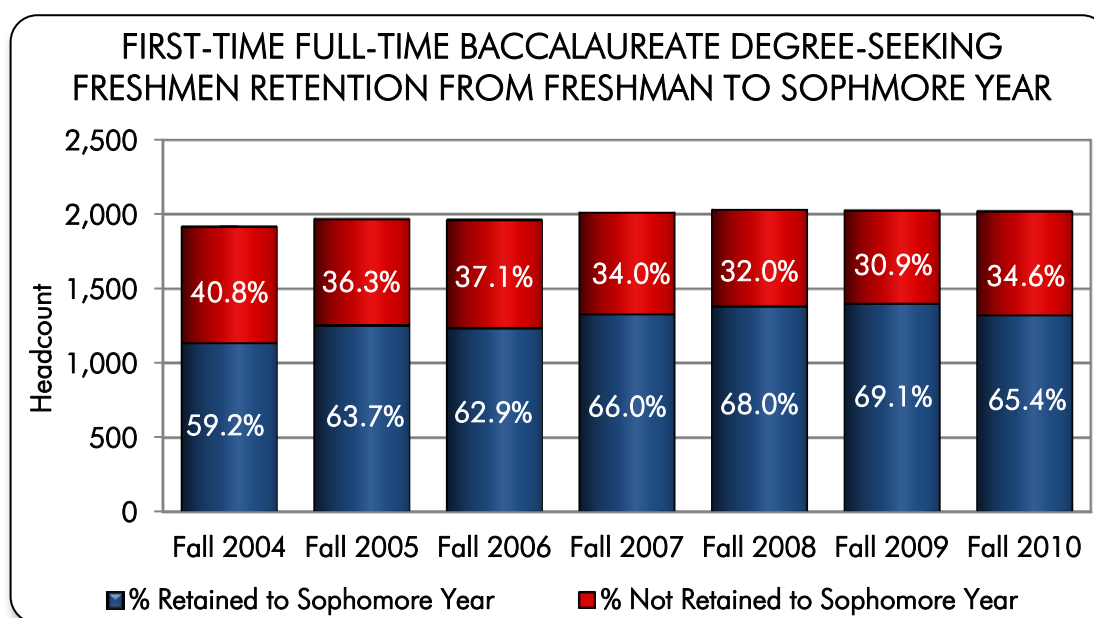


USI Career Services and Placement provides employment preparation and career development services to students and alumni. Several different methods are used to prepare students for internship and co-op placement. These include job search strategy programming that provides opportunities for students to network with employers and Eagle Career Launch, an online job listing and recruitment system that allows USI students access to over 3,000 internship, co-op, part-time, and full-time job listings annually. In addition, four career fairs and other employer events are held each year which bring over 200 employers to campus to recruit students for various positions.

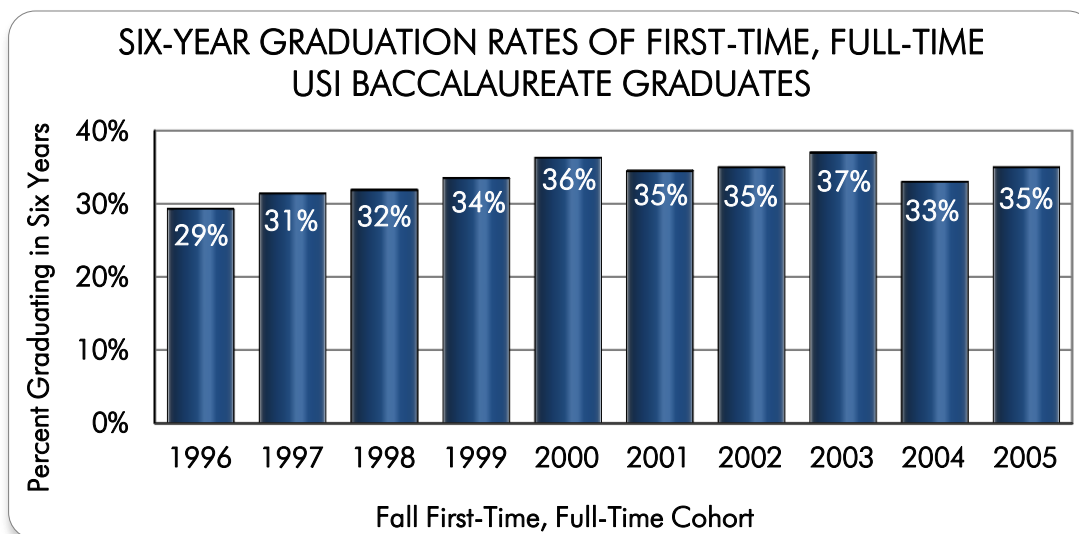
A generous grant of \$1 million in 2003 from Lilly Endowment, Inc. permitted an expansion of the co-op and internship program through the engineering program. In November 2008, the University received a \$500,000 sustaining grant from Lilly Endowment, Inc. to expand the model to include business intern and co-op placement on USI's campus and to expand the engineering program. As of spring 2012, nearly 80 regional employers are participating in this program. Feedback from employers is uniformly positive about the quality of education evident in the work of intern and co-op students.

RETENTION AND GRADUATION RATES

USI's freshmen to sophomore retention rates for first-time, full-time students have increased in recent years. The University continues to retain 65 percent of freshmen to the following fall semester.



A significant number of USI's students are first-generation college students. Some need additional academic preparation to begin college coursework and many have financial obligations that require them to work off campus, often for more hours than is desired for academic success. These students confront many challenges to successfully complete a college degree. Despite many success stories of USI students, the University seeks to increase the number of students completing degrees in a timely manner.



Six-year graduation rates have improved significantly over the past ten years. Improved enrollment and retention remain a high priority for the University.

Nationally Competitive Scholarships

In 2007, USI began an initiative to aid eligible students to prepare for prestigious scholarship competitions. The Nationally Competitive Scholarship initiative consists of 13 faculty mentors who help identify candidates and support them through the selection process. The University website www.usi.edu/acaffrs/scholarships provides information, advice, and links to undergraduate, graduate, and study abroad opportunities for students. There already has been success with this effort, including USI's first Goldwater Scholar, two Fulbright Scholars, a Gilman award winner, a DAAD scholarship winner, and a Freeman-Asia Award winner.

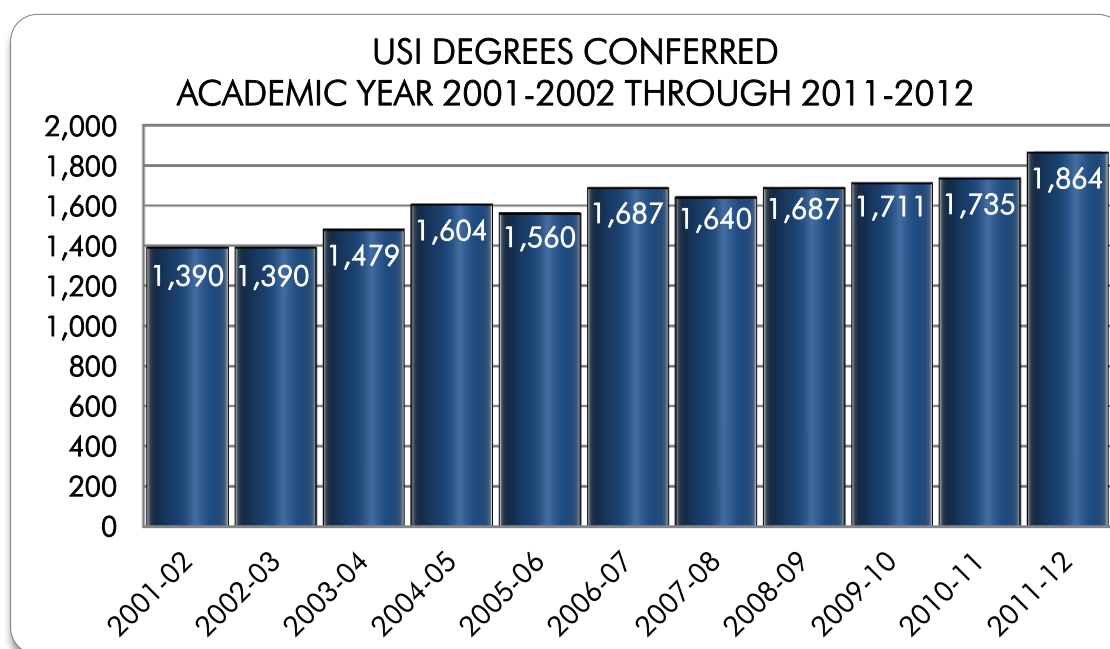
GRADUATES FROM USI

Over 1,864 students graduated from USI in 2012. Since the establishment of the University of Southern Indiana in 1985, the college attendance rate of high school graduates in the 11 counties of southwestern Indiana has more than doubled from 1,645 to 3,965 in 2011. The next challenge is to improve the rate of success for these students in completing their college degrees.

Many students, due to family and work responsibilities, often must "stop out" or interrupt college attendance for extended periods of time. With each interruption the chances

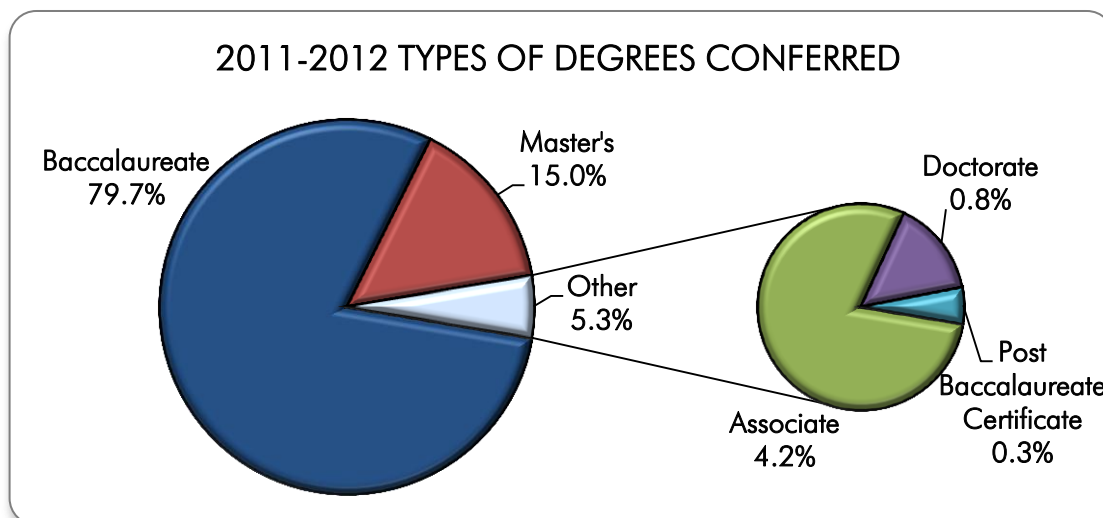
increase that the student will not return to complete a college degree. In fall 2011, re-admitted students or individuals who re-enrolled at USI after previously discontinuing their studies for various reasons for one or more academic terms were over four percent of the student population. Older, part-time, employed, and/or married students tend to not progress or graduate at rates comparable to traditional-aged students. To meet the needs of adult students with responsibilities for family and work, the Bachelor of General Studies provides a more flexible degree program.

During the ten-year period 2002 to 2012, the number of degrees conferred by the University of Southern Indiana has risen over 34.1 percent, from 1,390 in 2002 to 1,864 in 2012.



In 2012, of the 1,864 degrees conferred, 80 percent were at the baccalaureate level, 15 percent at the master's level, and five percent included associate and doctorate degrees and post baccalaureate certificates.

Since 1994, the Office of Career Services and Placement has conducted a six-month follow-up survey of the most recent graduating class. Information gathered in the survey includes employment information and salary statistics by discipline, the geographic location of graduates, and postgraduate secondary enrollment. A formal report is prepared and presented annually to the University's Board of Trustees.

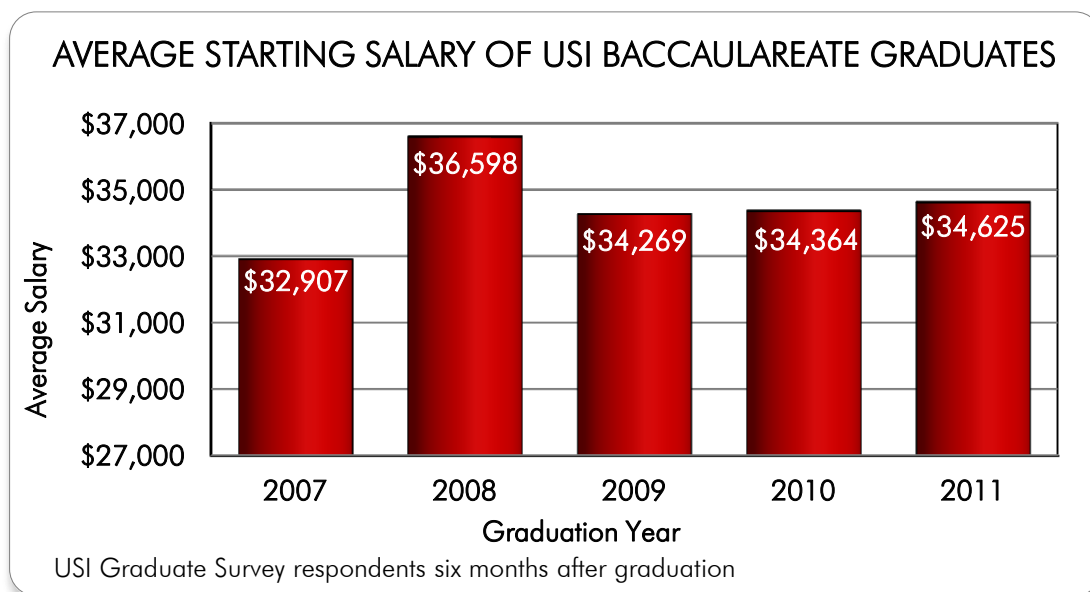


For the Class of 2011, nearly 82 percent live, work, and use services in Indiana and 72.1 percent accepted employment within a 60-mile radius of the University. For the graduating class of 2011, 81.9 percent of the degrees conferred by the University were awarded to Hoosier students. Nearly two-thirds (61 percent) of the degrees awarded were to students from the 11 counties comprising the southwestern Indiana region.

In 2011, graduation follow-up surveys were received from 47 percent of the graduates. Survey results included the following:

- 85.6 percent of the respondents were employed or actively seeking employment;
- approximately 74.9 percent of the employed graduates secured new positions as a result of their degree; 25.1 percent were employed in the same position held prior to graduation;
- 86.7 percent of the employed bachelor's degree recipients were employed in their field of study;
- of all employed graduates, 87.5 percent were employed in their field of study;
- 21 percent of the bachelor's degree recipients were attending graduate school or pursuing a professional degree;

- 27 percent of associate degree recipients were completing requirements for a baccalaureate degree; and
- average starting salary for baccalaureate degree graduates securing new, full-time positions was \$34,625.



Many students receive their undergraduate degree from USI and continue their studies at the graduate level. Within the various academic colleges, follow-up surveys are conducted to maintain contact with graduates and to assess the effect of their education on their career choices and professional school performance. The following examples highlight the success of USI graduates:

- Since 2007, more than 96 percent of Pott College of Science, Engineering, and Education students who applied to graduate and/or medical schools have been accepted.
- The College of Nursing and Health Professions' graduates score as high as or higher than any graduates in the state on the professional exams. In the 2011-2012 academic year, the graduating class of every program in the College scored above the national average on licensure pass rates. One hundred percent of nurse practitioners graduates have passed their certification exam.

- Teachers holding an initial practitioner license are required to complete the Indiana Mentoring and Assessment Program (IMAP) in collaboration with their Building Level Administrator (BLA). This two-year induction program is aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) principles for beginning teachers licensing and development. In order for an initial practitioner to be granted the Proficient Practitioner License, the practitioner must be at the “proficient” level for at least eight of the ten principles indicating completion of the IMAP requirements. The BLA must provide the initial practitioner with an IMAP completion letter to be submitted to the state.

Between July 1, 2011, and June 30, 2012, the Indiana Department of Education (IDOE) indicates that 220 USI graduates applied for and received initial practitioner licenses. These new teachers will participate in the revised IMAP with their BLA. Due to recent updates and revisions to the IDOE teacher licensure database, information on USI graduate licensure professionalization will not be available until summer 2013.

GRADUATE EDUCATION AT USI

Approximately nine percent of the students at USI - 949 students in fall 2011 - enrolled in graduate programs developed primarily in response to regional workforce needs. Since the last biennium, graduate student enrollment at USI has increased by almost ten percent. Approximately 78 percent of USI’s graduate students are pursuing advanced degrees in nursing, teaching, social work, and business administration. Graduate students also are pursuing advanced degrees in occupational therapy, health administration, public administration, industrial management, accounting, communications, and liberal studies. USI offers a significant number of graduate courses to students interested in enhancing their professional preparation with post-master’s credit courses.

Over the last several years, the University of Southern Indiana has worked diligently to develop graduate programs that reflect the needs of southwest Indiana and the tri-state region. In fall 2008, USI offered its first doctoral-level academic program, the Doctor of Nursing Practice (DNP). The DNP degree at USI was developed in response to needs expressed by regional health care providers, graduates, and current students. The program graduated its first class in 2011, and currently maintains an enrollment of approximately 50 doctoral students. Implementation of the DNP program has increased the visibility and profile of the University and supported the continued expectations of excellence in USI graduate programs.

Several DNP students have achieved recognition in their advanced subject matter over the first several years.

In fall 2010, responding to needs expressed by area employers, USI offered a new Master of Arts in Communication degree to train and foster communication leaders. The need for the new degree program was identified in the *2007 President's Task Force on Workforce and Economic Development*. The Master of Arts in Communication program graduated its first student in December 2011. The Master of Arts in Communication program enrolls approximately 25 students. Several students in the Master of Arts in Communication program have presented solo-authored and student-faculty collaborative scholarship at state, regional, and national academic conferences.

Graduate programs at USI emphasize both basic and applied research that lead to the production of academic scholarship, applied professional projects, and community outreach and engagement projects. Students from a number of USI graduate programs present scholarship to state-level, regional, and national audiences, receive awards from professional organizations, and participate in community-based projects that greatly benefit the USI service region. To follow are a few selected examples of recent accomplishments by USI graduate students:

- Master of Science in Occupational Therapy program students presented papers at the Occupational Therapy Association Annual National Conference;
- Master of Health Administration program students recently received awards from professional organizations for their work in improving health care in the community;
- A recent Master of Public Administration program graduate was named the new Evansville mayor's Chief of Staff, and this same individual was named one of *Evansville Business Journal's* "20 under 40 Emerging Leaders" in 2010; and
- Master of Public Administration program students recently have published articles in the *Indiana Journal of Political Science*.

RETAINING GRADUATES

The University of Southern Indiana works closely with regional employers in designing and teaching courses to assure that highly skilled graduates meet their needs. The close relationship with area employers and employers' confidence in USI graduates are helping meet another goal of the state – retaining college graduates in the state. Several factors contribute to USI's success in graduate retention. The University has a strong internship and cooperative

education program that places students in employer settings, allowing the students to gain experience and the employer to assess the students' skills and work ethic. Many of these experiences lead to full-time employment after graduation.

AFFORDABILITY, PRODUCTIVITY, AND EFFICIENCY

Maintaining affordability for postsecondary education is a primary goal of the University of Southern Indiana. USI remains the most affordable of the four-year institutions in the State of Indiana. Students continue to pay a greater share of the cost of higher education. Increased costs are a direct result of decreased state appropriations, increased cost of personnel and benefits, compliance with federal, state, and local regulations, increased operational costs, the demand and need for up-to-date technology, and student and family expectations for increased services and amenities. To maintain affordability is a shared responsibility that includes students and their families, state and federal policymakers, and institutions of higher education. State appropriations remain an important part of the University’s ability to maintain affordability.

In the 2011-2013 biennium, total operating appropriations for universities decreased by 6.1 percent from 2010-2011 levels. Of the reduction, 1.1 percent was a permanent base reduction and five percent was used to fund the seven Performance Funding Formulae (PFF) in 2011-2012 and 2012-2013. No new state dollars were allocated to higher education operating budgets for the biennium.

USI OPERATING APPROPRIATION – 2011-2013

2010-2011	Operating Appropriation	\$39,172,365
	6.1 Percent Across-the-Board Reduction	(\$2,376,843)
	Adjusted Base	\$36,795,522
2011-2012	Performance Funding Formula Appropriation	\$ 3,313,970
	Operating Appropriation	\$40,109,493
2012-2013	Operating Appropriation	\$40,109,493

The University of Southern Indiana was eligible to receive funding through five of the seven funding categories and successfully showed improvements in all of the categories:

- Successful Completion of Credit Hours
- Dual Credit Successful Completion
- Change in Degree Completion
- On-Time Degree Completion
- Low Income Degree Completion

The University earned \$3,313,970 through the performance-based funding formulae. The University realized a 2.4 percent funding increase in 2011-2012. Funding remained flat in 2012-2013. If the performance-based funding formulae had been funded with new state dollars, the University would have realized an 8.5 percent increase in its operating appropriation.

The University received 5.4 percent of the total dollars allocated for the performance funding formula and receives approximately 3.3 percent of the total dollars appropriated to higher education. Even through the University has performed well under the performance funding formulae, the University's operating appropriation for 2012-2013 is less than it was in 2008-2009 although the University serves an additional 700 students.

Because of the current fiscal situation over the past several years and the change in the approach to funding higher education, funding from the state has not kept pace with the increased demands placed on the higher education system. While maintaining affordability for postsecondary education is a core value of the University of Southern Indiana, there continues to be a need for additional support from the state.

The University of Southern Indiana reaffirms its commitment to continue to provide affordable high-quality higher education to the citizens of Indiana. In this budget document, the University requests that funding is provided by the state through the funding formulae and that efforts are made to address growing disparities in funding per-FTE-Hoosier student throughout the state. The University intends to maintain, for the foreseeable future, its position as the most affordable baccalaureate-degree granting public higher education institution in Indiana.

TUITION AND FEES

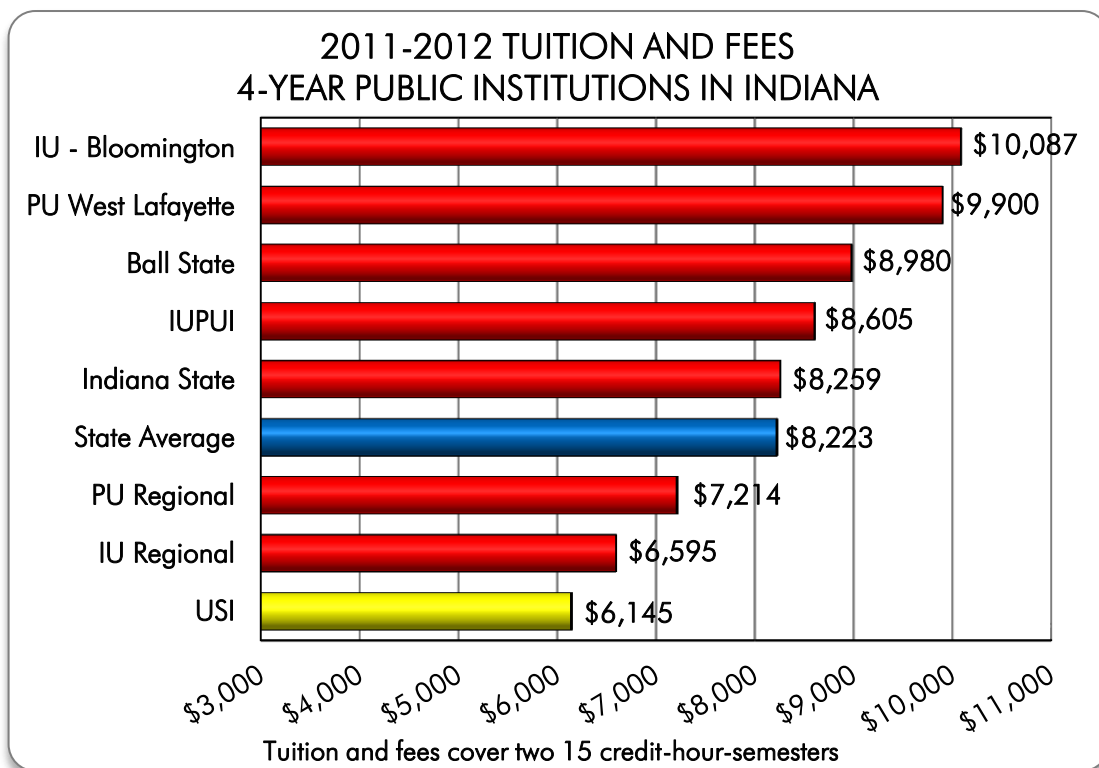
According to the College Board's *Trends in College Pricing 2011*, the national average for undergraduate tuition and fees charged by public four-year colleges and universities in 2011-2012 was \$8,244. At the University of Southern Indiana, tuition and fees for full-time, in-state undergraduate students were \$5,852 in 2011-2012 while the average charge for four-year public institutions in Indiana was \$7,888. For the 2012-2013 academic year, tuition and fees at USI for full-time, in-state undergraduate students are \$6,145. These fees are:

- \$3,162 (34 percent) less per student than the average of the other four-year residential public institutions in Indiana; and

- \$2,375 (28 percent) less per student than the average of the other four-year public institutions in Indiana.

In a 2011-2012 survey of over 80 four-year public and private peer institutions in a ten-state region, USI’s tuition and fees ranked fifth from the bottom. In addition, USI has one of the lowest operating appropriations in the State of Indiana. Maintaining affordability for our students is a primary goal of the University of Southern Indiana.

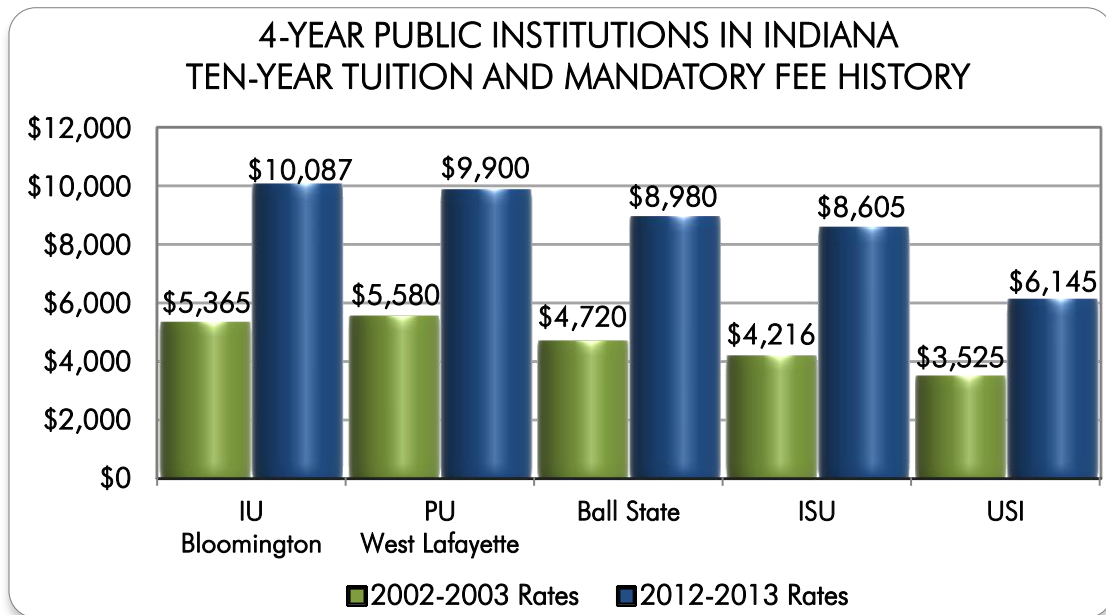
The following graph shows the 2012-2013 tuition and fees for a full-time, in-state undergraduate student attending one of the four-year public institutions in Indiana.



The Indiana General Assembly passed legislation in 2005 which requires public institutions of higher education to set tuition and fee rates for a two-year period following the budget session. In May 2011, the University of Southern Indiana held a public hearing on tuition and fees. In each year of the 2011-2013 biennium, the University’s Board of Trustees approved tuition and fees increases of 4.5 percent in 2011-2012 and 5 percent in 2012-2013. The University does not differentiate fees based on entry date into the University or type of academic program and there are no surcharges on the base rate.

The Indiana Commission for Higher Education set nonbinding tuition targets for 2011-2013 for in-state undergraduate students based on percentages for each of the institutions of higher education. The University expressed its concern that the practice of setting percentage targets does not take into consideration the actual dollars paid by a student. Because of the low tuition and fee base at the University of Southern Indiana, the dollars generated based on the same percentages used at institutions with higher tuition is significantly less. Also, the targets did not take into consideration the revenue generated by non-resident undergraduate students and graduate students. The targets only impacted in-state undergraduate tuition rates. At USI, over 90 percent of the students are resident undergraduate students.

The University of Southern Indiana recognizes that cost is a real barrier to access and to completion. Increasing the number of Hoosiers pursuing postsecondary education and obtaining a four-year degree is a major goal of the state. To assist the state in reaching its goal of increased participation and completion, the University of Southern Indiana has a long history of maintaining an affordable fee structure. Maintaining low tuition is the University of Southern Indiana’s answer to need-based aid. As shown in the following graph, during the past ten years, the University has remained the most affordable baccalaureate-degree-granting institution in the state.



While the University of Southern Indiana is committed to maintaining affordability, the University recognizes that the responsibility for accomplishing this goal is shared with other stakeholders including students, their families, and state and federal policymakers. Financial support is required from each of these constituencies in order to provide the programs,

facilities, and support services necessary to fund increases in enrollments and the educational requirements necessary for a high-quality educational experience.

MAINTENANCE OF CURRENT PROGRAMS

The University of Southern Indiana operates very efficiently, stretching every dollar to maximize the student's and the state's return on investment. More than 80 percent of the University's expenditures are for personnel and benefits. The University has implemented many cost-saving measures. However, in order to maintain and improve quality, it is critical to make the important investments needed in human capital. Because of the budget situation, the University was unable to give salary increases to faculty, administrators, and support staff in 2012-2013. This is the second time in a four-year period that the University was unable to give salary increases.

In the University's 2013-2015 Operating Budget Request, the University seeks funding through the performance incentive formulae to invest in additional full-time faculty and to maintain current programs and implement new initiatives during the biennium.

FINANCIAL RATING

The University of Southern Indiana received an A1 rating on student fee bonds and an A2 rating on auxiliary system revenue bonds from Moody's Investors Service in summer 2012. Several factors were cited by Moody's in determining the rating:

- Good cash flow from operations;
- Growing net tuition per student;
- Relatively stable state appropriations;
- Strong history of debt service reimbursement by state fee replacement; appropriations; and,
- Sufficient coverage of auxiliary bond debt service by operations.

Moody's noted that the University's credit strengths were offset by modest resource levels and the recent implementation of performance metrics tied to state appropriations leading to potential volatility in otherwise stable appropriations. Another challenge raised by Moody's was the University's lower-than-peer net tuition per student. With nearly 95 percent of full-time equivalent students at the undergraduate level, the University has limited ability to garner higher tuition with graduate students. In the report, Moody's noted that the University's

2011-2012 net tuition per student of \$4,976 is well below the 2010 level for public A1-rated universities of \$6,167.

COST-SAVING MEASURES

The University always has been a careful steward of the funds received from the state and other sources. In the University's current operating budget, the expenditure categories for supplies and expenses and repairs and maintenance have not increased since 2000-2001. In addition, there was a three percent decrease in the supplies and expense budget in 2002-2003. The last increase in the capital outlay budget was in 1999-2000. For over a decade, departmental units have been challenged to manage flat budgets for these expenditure categories at a time when there has been a significant increase in enrollment and expanded programs. As a result, the University continually looks for ways to save money and to operate more efficiently especially during challenging economic times.

The University of Southern Indiana has implemented many ongoing cost-saving measures. Departments and colleges were asked to provide information about cost saving measures that have been in place over the past two years and to outline anticipated cost savings measures that may be implemented in future years. The responses fell into several broad categories.

Personnel

- No salary increases were given to faculty, administrators, or support staff in two of the past four years, 2009-2010 and 2012-2013
- Implementation of a new online recruitment program which streamlines the recruitment process and provides access to applicant material online
- Freeze on addition of new positions unless authorized by the President
- Internal review and evaluation when filling open or vacant full-time positions
- Reduction and increased monitoring of overtime worked by support staff
- Student workers:
 - Shift eligible students to Federal Work Study program, leveraging use of federal dollars to pay student workers
 - Reduce regular student worker hours
 - Delay replacement of student workers

Increased Use of Technology

- Utilize web-based construction management software to reduce paper usage and clerical time spent on construction projects
- Implementation of BDMS (Banner Document Management System) for document imaging resulting in reduced cost of office supplies and need for storage space
- Increased use of email and technology to distribute course syllabi, handouts, promotional materials, correspondence, and newsletters; decreased use of printed materials and postage
- Increased emphasis placed on the web and information included on the University web site
- Increased utilization of computer-based simulations and laboratory exercises
- Increased use of online exams to save paper

Supplies and Equipment Replacement and Purchase

- Standardization and bulk purchasing of computer equipment
- Review of recurring annual software contracts to remove unused products and services
- Delay purchase of large equipment, furniture, and replacement computers
- Lease of computer graphics equipment to be able to continue to use updated equipment rather than purchase
- Increased sharing of equipment such as printers
- Ongoing review of subscriptions and memberships

Change in Business Procedures and Operational Changes

- Outsourced in-house rental car fleet to decrease replacement costs for vehicles
- Partner with other organizations to deliver programs – result is increased visibility of programs and decreased cost; increased collaboration and sharing of costs
- Eliminate use of Visa cards and debit cards and charge a fee for use of MasterCard or AMEX card when used to pay tuition
- Increase minimum enrollment for summer classes; utilize adjuncts, instructors, and assistant professors to teach courses

Energy

- Contracted for the purchase of natural gas for multiple years while cost is lower
- Use more LED light fixtures to reduce cost of electricity
- Installation of more variable speed drives on several constant volume pumps for the heating and cooling system
- Utilize chiller optimization software on energy management system to reduce electrical cost to cool buildings
- Improving the differential pressure of the chilled water system to more efficiently move the chilled water and better cool the buildings

Travel

- Reduce travel costs by using more webinars for training sessions and regular meetings that required out-of-town travel
- Use conference calls rather than travel to meetings - saves mileage, per diem, cost of hotels, and other travel costs

Employee Benefits

- Increased emphasis on employee wellness programs - anticipate a 3:1 ROI by 2013
- Consumer-driven health insurance plan introduced in 2011; with the 2012 renewal, almost 16 percent of active employees are enrolled in plan
- 2013 renewal will include additional plan design changes to decrease cost
- Annual review of employee benefit plans and review of cost structure; implementation of multi-year contracts as a cost saving mechanism

Continuous Improvement Initiatives

- Continue to review and evaluate current business practices
- Review purchasing procedures
- Increase use of recycling
- Increase use of students as interns in on-campus positions

Other Revenue Sources

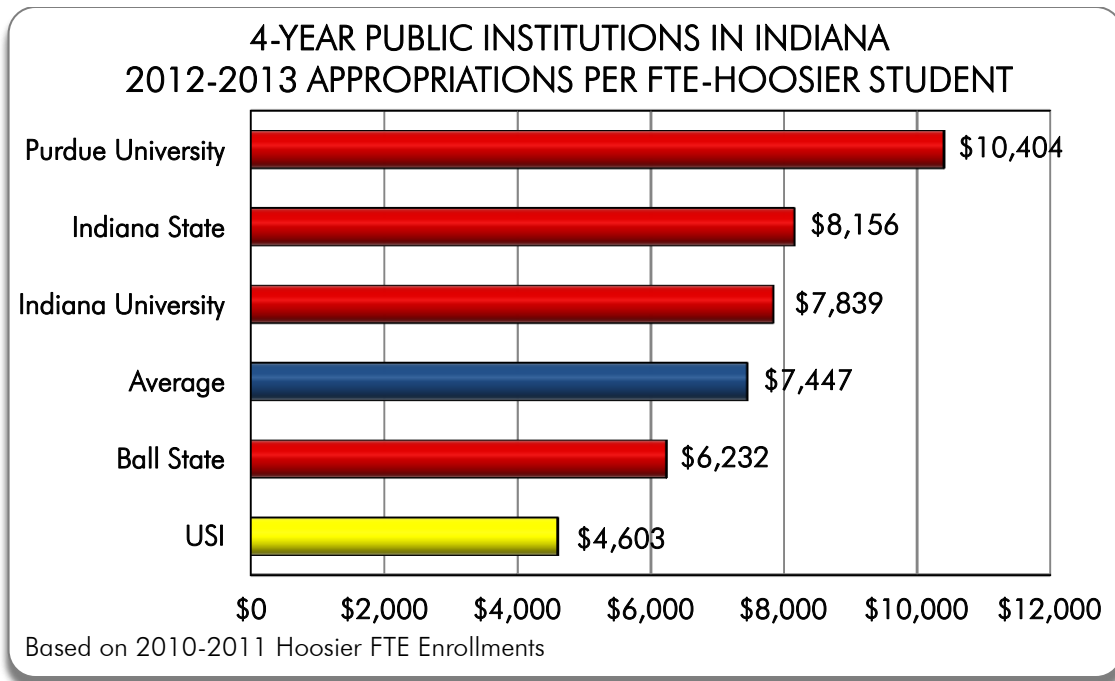
- Continue to seek funding from other sources such as grants, foundations, and federal funds

Because of budget reductions and the level of funding received by the University, any cost savings are redirected or used to support campus initiatives with the highest priority to maintain academic quality.

STATE APPROPRIATIONS

In past budget request documents, the University of Southern Indiana has drawn attention to the large disparity in state funding per-FTE-Hoosier student received by each of the public baccalaureate-degree-granting institutions. The state recognized this funding discrepancy by appropriating special appropriation adjustments to USI and other developing institutions in 1993-1995; 1997-1999; 2005-2007; and 2007-2009. Recognition of the significant differential in funding and the appropriation adjustments were greatly appreciated; however, the special appropriations were not significant enough to offset the funding that would have been received through fully funding the enrollment funding formula in previous years and if subsequent funding formulae had been fully funded. Due to growth in enrollment, cuts in operating appropriations, and the current method used to fund the performance-based funding formula, USI is operating at a funding level below its appropriation in 2008-2009.

The difference in appropriation per-FTE-Hoosier student is significant. USI receives 61.2 percent of the statewide average per-FTE-Hoosier student as compared to the other four-year residential institutions and 73.8 percent of the next lowest institution. As can be seen in the chart, funding per-FTE-Hoosier student ranges from a high of \$10,404 per-FTE-Hoosier student at Purdue to a low of \$4,603 at the University of Southern Indiana.



Even with the special appropriations the University has received in past budgets, the magnitude of difference in funding has not changed significantly over the past decade. Coupled with the University's low tuition level, this helps explain why the University of Southern Indiana finds it very difficult to implement new programs, expand existing programs, hire additional full-time faculty, or provide needed services for students. The difference in state appropriations between institutions is significant and can be demonstrated by the following examples:

- *To bring USI's funding per-FTE-Hoosier student in line with the next lowest four-year residential campus would require about \$1,630 per-FTE-Hoosier student or about \$14.2 million.*
- *To bring USI's funding per-FTE-Hoosier student to the statewide average for the four-year residential campuses would require \$2,844 per-FTE-Hoosier student or about \$24.8 million.*

Recognition of the funding differentials and a significant appropriation adjustment is needed for any real progress to take place. Relying on the performance incentive formulae is not adequate. The University recognizes there are differences in mission between the five four-year residential campuses. Some differences in appropriation per student are justified and appropriate. However, the existence of large disparate differences creates a disadvantaged group of students. The following chart demonstrates the difference in appropriation levels.

DIFFERENCE IN APPROPRIATION PER-FTE-HOOSIER STUDENT

	2010-2011 Hoosier FTE Enrollment	2012-2013 Operating Appropriation	2012-2013 Appropriation Per-FTE- Hoosier Student	2012-2013 Difference in Appropriation Per-FTE- Hoosier Student from USI	2012-2013 Total Difference in Appropriation Per-FTE- Hoosier Student
USI	8,714	\$40,109,493	\$4,603		
ISU	8,295	\$67,650,483	\$8,156	\$3,553	\$30,960,842
BSU	19,050	\$118,723,016	\$6,232	\$1,629	\$14,195,106
IU - Bloomington	22,997	\$180,268,458	\$7,839	\$3,236	\$28,198,504
Purdue - West Lafayette	22,475	\$233,843,356	\$10,404	\$5,802	\$50,549,914
4 Year Average			\$7,447	\$2,844	\$24,782,616

The gap in appropriations between students continues to widen. The current funding formulae will not correct the differentials in funding. There continues to be a need to address this problem to correct the differentials in funding. In the University's 2013-2015 Operating Budget Request, the University requests that the Indiana General Assembly address the funding differential through an appropriation adjustment of an additional \$5 million in each year of the biennium. This would increase the University's appropriation per-Hoosier-FTE student to approximately 75 percent of the statewide average.

2013-2015 PERFORMANCE FUNDING FORMULA

The University of Southern Indiana is eligible to receive funding through five of the seven Performance Funding Metrics in 2013-2015. The five metrics are:

- Overall Degree Completion
- At-Risk Degree Completion
- Student Persistence Incentive
- On-Time Graduation Rates
- Institution-Defined Productivity Metric

In the 2013-2015 biennia, the Indiana Commission for Higher Education budget recommendation reduces institutional operating appropriations by 6 percent in 2013-2014 and 7 percent in 2014-2015 to fund the Performance Funding Formula pool. The metrics were weighted and institutional performance in each of the metrics determined the

recommended funding level for each year of the biennium. Based on data provided to the Indiana Commission for Higher Education, the University of Southern Indiana showed improvement in each of the metrics in every category.

Institution-Defined Performance Metric

A new metric introduced for the 2013-2015 biennium is the Institution-Defined Performance Metric. The University of Southern Indiana focused on the increased delivery of courses and degree programs by distance education.

There has been a growing interest in distance education programming on USI's campus over the past decade and especially over the past six years. From 2005-2006 to 2010-2011, annualized FTE enrollments in distance education courses increased by 41.7 percent for resident undergraduate and graduate students. The increased availability of distance education programming at USI helps address the state's goal of increasing access to and affordability of higher education. The goal of the metric is to increase the number of students enrolled in distance education courses and degree programs and increase the number of courses and degree programs offered at the University of Southern Indiana by distance education.

This metric calculates the change in the number of full-time equivalent students enrolled in courses offered at a distance and provides the basis for evaluating the development of future distance education programming.

The University of Southern Indiana is committed to providing Hoosier students with accessible and affordable degree completion paths by offering various alternative course delivery options. The data demonstrates a steady 40 percent average growth trend for students enrolled in distance education courses between 2005 and 2011. Since 2009, USI has encouraged various alternative study options for completion of the Core Curriculum. The data shows USI's diligence for developing a clear efficient pathway that facilitates resident students in completing their core requirements for degree completion. The three-year change for traditional age students under age 25 enrolled in Core Curriculum distance education courses increased by 94.9 percent.

USI Facts about Indiana Resident FTE Students Enrolled in Distance Education (DE) Courses *Change in Three-Year Average – 2005 to 2008 compared to 2009 to 2011*

- 41.2 percent increase in undergraduate students enrolled in DE courses
- 39.2 percent increase in traditional students under age 25 enrolled in DE courses
- 77.6 percent increase in at-risk traditional students under age 25 enrolled in DE courses
- 45.7 percent increase in undergraduate DE non-traditional students over age 25
- 57.8 percent increase in at-risk non-traditional students over age 25 enrolled in DE courses
- 94.9 percent increase in traditional age students under 25 enrolled in Core Curriculum DE courses
- 28.5 percent increase in graduate students enrolled in DE courses
- 41.9 percent increase in graduate non-traditional students over age 25 enrolled in DE courses

Benefits to Students

The University used an Online Learning Cost Savings Calculator to determine the annual savings in cost of attendance for students enrolled in DE courses. The calculation assumptions included:

- Miles traveled to and from campus
- Cost of gas per gallon
- Average gas mileage
- Travel time
- Average hourly wage – used minimum wage
- Other factors such as child care, parking fees, and cost of public transportation could be included in the calculation, but were excluded from the calculation

The calculation took into consideration miscellaneous expenses for computer equipment, software, internet connections, and other distance education expenses.

Clearly, there are savings for students who choose to enroll in distance education courses. For a full-time student taking all classes at a distance, the annualized savings is approximately \$1,700 on the cost of attendance. Currently undergraduate students

enrolled in distance education courses at USI take about six credit hours per academic year and graduate students average about nine credit hours per academic year. Increased participation in distance education courses has significant benefits for students and their progress toward degree completion and is aligned with the University's Strategic Plan to increase the graduation rate by providing more flexible ways to earn a degree and making USI a 24/7 campus. It also provides additional opportunities to decrease the cost of attendance.

There are many opportunities with this metric for developing additional DE courses and programs at the University of Southern Indiana. Future considerations for this metric include:

- Expanded emphasis on course and program development for undergraduate students
- Expanded curriculum for graduate courses
- Expanded markets to reach students at a distance, both resident and non-resident students
- Development for the delivery of all Core Curriculum courses online
- Expanded use of adjunct faculty to deliver distance education courses
- Impact of education programming on degree completion and time to degree

As the most affordable four-year public institution of higher education in a seven-state region and with USI's tuition fifth from the bottom in a ten-state region, the further expansion and development of quality distance education programming provides many unique opportunities for serving traditional and non-traditional students and underserved or underrepresented populations.

The benefits of this metric include:

- Flexible delivery of courses
- Increased access to learning with expanded course offerings
- Decreased cost of attendance based on total cost of attendance
 - Decreased travel time
 - Decreased cost of transportation
 - Other decreased costs
- Meets the needs of students who may not be able to attend classes on campus – especially students working full or part-time
- Online courses are transferable to other institutions

It is anticipated that the availability of expanded online courses and degree programs will decrease time to degree for many students, both traditional and non-traditional age students.

High Impact Degree Completion Metric

The High Impact-Degree Completion Metric was developed to measure the change in number of specific degree types that are granted in for science, technology, engineering, and mathematics (STEM) fields as defined by national standards. This metric only applies to the four-year research institutions.

Given the importance of the STEM disciplines in the State of Indiana, it should be noted that the University of Southern is committed to developing and implementing long-term success strategies for STEM education in southwest Indiana. The University has moved aggressively to develop capacity as the STEM education resource for the region. USI has extensive STEM-related projects underway or in the planning stages.

In 2002, the Indiana Commission for Higher Education approved USI's degree program in engineering, making USI only the second public institution in Indiana to offer the degree. Growth in the engineering program at the University of Southern Indiana is an example of how the University is meeting the needs of existing and new businesses. The engineering program graduated its first class in spring 2006. To date, 114 students have graduated from the program. The engineering program has experienced steady growth since inception. Enrollments for the 2012-2013 freshman class are up nearly 20 percent over 2011-2012. There are currently over 340 students majoring in the three programs offered through the engineering department. The advanced manufacturing degree program started in fall 2008. The first two students graduated from the program in spring 2011. The University also expects steady growth in the advanced manufacturing degree program when construction is complete on the new Applied Engineering Center. There is continuing demand for higher education to address workforce issues of education and training.

It is important for the state to recognize the contributions of all four-year institutions granting additional degrees in the STEM disciplines that benefit the State of Indiana.

STUDENT FINANCIAL ASSISTANCE

Overall funding for student financial assistance at the University of Southern Indiana was just over \$81 million in 2010-2011, an increase of 6.6 percent or approximately \$5 million over the prior year. Federal student aid programs increased at a rate of 6.2 percent while the State of Indiana's assistance increased by 7.6 percent. Institutional financial aid increased by 16.5 percent while funding from corporate and private sources decreased by 7 percent.

The growth in financial assistance is directly related to the University's growth in enrollment. While there have been significant increases in the amount of financial aid awarded, federal programs, such as the Pell Grant, have not kept pace with inflation. Distribution of student aid programs increased mainly due to institutional and federal programs. Due to the U.S. Department of Education not funding two supplemental grant programs in the 2011-2012 award year, there was a reduction of federal aid totaling just over \$1 million. The discontinuation of the two federal grant programs will have a significant impact on federal aid for the 2011-2012 award year totaling over \$1 million. The Academic Competitiveness Grant (ACG) rewarded needy students for completion of a rigorous high school program and the National Smart Grant (SMART) supported students in their third or fourth year who were majoring in physical, life, or computer sciences; mathematics, technology, or engineering; or in a foreign language determined critical to national security. The University does not anticipate the U.S. Department of Education to fund either program in future years.

2010-2011 STUDENT FINANCIAL ASSISTANCE BY TYPE

Type of Assistance	Number	Total Amount Awarded	Percent of Amount Awarded
Grants / Scholarships	14,081	\$33,169,022	40.9%
Loans	7,930	45,790,640	56.4%
Employment	1,197	\$2,153,745	2.7%
Total	23,208	\$81,113,407	100.0%

Aggregate borrowing for Stafford Student Loan recipients for the class of 2011 baccalaureate graduates averaged \$19,429. This figure is up 7.7 percent from the 2010 class average of \$18,046. Among 2011 graduate degree recipients, aggregate borrowing averaged \$30,854, including both graduate and undergraduate borrowing which represents

an increase of 13 percent over the prior year. These figures are based on total borrowing while enrolled at USI. The distribution of student financial assistance by type indicates a continuing reliance on student loans as the primary source of assistance. The following chart is a summary of USI's Stafford Loan default rates from 2007-2009.

STAFFORD STUDENT LOAN DEFAULT RATES

Fiscal Year	Stafford Loan Default Rate
2007	5.7%
2008	5.2%
2009	6.0%

For fiscal year 2009, the University of Southern Indiana's cohort default rate was 6.0 percent which represents a nominal increase of .8 percent over the prior year. The national average default rate was 8.8 percent with the Indiana rate at 8.4 percent.

The Office of Student Financial Assistance helps students and their families seek, obtain, and make the best use of all resources available to help finance the costs of attending the University of Southern Indiana. Staff members provide efficient and effective access to programs and services through personalized attention and the use of state-of-the-art technology. In partnership with internal, federal, state, and other organizations, student financial assistance is awarded to ensure equity and consistency in the delivery of funds to students. The professional staff works to minimize the procedural barriers that sometimes frustrate financial aid applicants and ensure that students at USI learn to handle their financial affairs in a responsible manner. The Student Financial Assistance team provides student advocacy on issues relevant to student success.

Financial Literacy Program: Eaglenomics

Eaglenomics is a financial literacy program that provides information and resources that empower students to make financially responsible decisions to promote financial wellness. The program was created by the USI Office of Student Financial Assistance to address the growing concern of increased borrowing trends in higher education. The University recognizes the importance of educating college students on personal money matters in order to minimize future debt and to support retention and completion. The Eaglenomics Financial Literacy program has three main goals:

- Provide students with accurate and practical personal financial management information;
- Help students develop comprehensive daily and monthly spending plans; and
- Provide students with practical recommendations on how to reduce expenses.

Eaglenomics covers a variety of subjects that are applicable to the average college student. The workshops include Budgeting, Credit Cards and College Students, Managing Your Student Loans, Consequences of Default, and Managing Debt.

Eaglenomics is available to students and the community through a variety of delivery methods including: in-class presentations and discussions, workshops, visual media (i.e. posters, bulletin boards), email notifications, and the Eaglenomics website www.usi.edu/finaid/literacy.asp. The Eaglenomics website provides students access to a variety of resources to assist them with strategies to make budget-conscious choices.

Through feedback from surveys, students have overwhelmingly expressed their gratitude to USI for the development of this program. Of the students responding, 95 percent indicated the program covers topics of interest and is beneficial to their financial well-being; 96 percent indicated the program should be offered on a continuous basis starting during the freshman year.

Scholarship Programs

Competitive scholarship programs at the University of Southern Indiana continue to attract many outstanding students. The primary institutional scholarship offered by the University of Southern Indiana is the Departmental Scholarship. This scholarship recognizes and promotes academic excellence. Students must be eligible to receive an Indiana Academic Honors Diploma, be ranked in the top 25 percent of their class, or have a cumulative grade point average of 3.5 on a 4.0 scale at the time of application to qualify. Award amounts vary from \$500 per year to full tuition, based upon academic standing, high school grade point average, high school curriculum, and scores on either the SAT or ACT. Departmental Scholarships are awarded upon application to the University and are renewable for four years, provided all academic and financial aid criteria requirements are satisfied.

The three most prestigious scholarship programs at USI are the Presidential Scholarship program, the Baccalaureate/Doctor of Medicine (B/MD) program, and the Deans Scholarship program. The Presidential Scholarship program began in 1988 to attract outstanding Indiana

students to the University. Ten students are selected for the competitive scholarships each year. Students ranked first or second in their senior class at the end of the fall semester from an Indiana high school are eligible to compete for the full four-year scholarships. The Presidential Scholar program is valued at approximately \$60,000 over four years and provides a full scholarship for instructional fees, room, board, and books. Between 1991 and 2010, 245 Presidential Scholars earned USI degrees.

The B/MD program offers a full tuition waiver for the undergraduate program at USI and a provisional seat in the Indiana University School of Medicine. It also offers special opportunities to learn more about medicine as a career, including opportunities to conduct undergraduate research. The purposes of the B/MD program are:

- To increase opportunities for Indiana residents, especially those who reside in the southwestern and southern portions of the state, to obtain education and training in Indiana University School of Medicine.
- To enhance the state's efforts in medical education, research, and services focusing on medical issues in Indiana; and
- To increase the number of physicians providing medical services to Indiana residents in southwestern and southern Indiana.

This program has attracted a number of exceptionally talented students who have successfully challenged fellow USI students through their leadership in academic pursuits and extracurricular activities. In 2012-2013, 20 students will participate in the B/MD program.

The Deans Scholarship is a merit scholarship patterned after the Presidential Scholarships, but without the Indiana residency or valedictorian/salutatorian requirement. A Deans Scholarship provides an award of \$2,000 per year and ten are awarded annually to exceptional students who graduated at the top or near the top of their high school classes.

PRIVATE SUPPORT

The USI Foundation is a not-for-profit corporation established in 1968 exclusively to serve the University of Southern Indiana. The USI Foundation's mission is to attract, acquire, and manage donors' charitable gifts to support and sustain the goals of the University of Southern Indiana. Goals of USI's 2010-2015 Strategic Plan have a direct impact on the work of the USI Foundation.

To implement the goals of the University's strategic plan, the USI Foundation must be innovative and engaged with all its constituencies. Guided by expectations developed throughout the University's past and by goals set in the strategic plan, the University is poised to seize new opportunities for excellence and to expand its role as an economic and cultural catalyst in southern Indiana. To continue moving forward, USI must have the resources to grow its programs, facilities, and financial resources for the benefit of students, the tri-state region, the state, and beyond. To provide the financial resources necessary to achieve these goals, the University of Southern Indiana Foundation will fund specific projects in five main areas aligned with the strategic plan of the University:

- Enriching the Student Experience
- Enhancing the Academic Environment
- Elevating Athletics
- Strengthening Community Partnerships
- Providing Ongoing Annual Support

To enrich the student experience, USI seeks innovative ways to increase student success and graduation rates. Assisting the state in raising its educational attainment level will lead to improved economic well-being. The USI Foundation plans to achieve this through building scholarship endowments, broadening student experiential learning, and expanding support for students who live off campus.

The University seeks to enhance the academic environment to fund new experiences for faculty through creating faculty engaged fellowships. Endowing faculty professorships will serve three main functions to enhance the academic environment by retaining talented faculty, attracting distinguished faculty, and attracting students who are eager to study with those professors. Additionally, USI will establish an endowment to fund an innovative Thinker's Speaker's series to feature globally prominent entrepreneurs and innovators to share expertise, provoke thought, and promote conversation.

More than \$1.3 million annually is awarded in student scholarships through the USI Foundation. Another \$195,000 is contributed in athletic grants-in-aid to student athletes through the USI Varsity Club. Athletics will be elevated by providing additional scholarship support for student athletes, soccer stadium enhancements, and softball complex enhancements.

USI plans to expand its impact by strengthening its community partnerships. One of USI's most innovative new programs – Advanced Manufacturing – provides students the opportunity to work with cutting-edge manufacturing equipment in a teaching and learning facility. Endowing operations for the Applied Engineering Center with private gifts, developing a center to welcome campus visitors, building a much needed conference center, and sustaining Historic New Harmony's Living Classroom, will strengthen USI community partnerships.

Providing ongoing annual support through unrestricted gifts is an important resource for the University's most pressing needs. In light of the economic environment over the past five years, growth in private giving has not been dramatic, yet the Foundation has seen modest improvements during these challenging economic times. During the past five fiscal years, the University of Southern Indiana has raised an average of \$6,294,612 per year in public and private support. When government grants are excluded from this total, the average total private support is \$4,667,788. A goal of the USI Foundation is to increase private giving by \$1 million or more annually.

These figures illustrate the motivation individuals and businesses have to financially support talented USI students and assist them in reaching their academic goals.

PRIVATE GIVING AND GOVERNMENT GRANTS

	FY2008	FY2009	FY2010	FY2011	FY2012
Gifts through Development Office	\$6,819,452	\$3,547,416	\$3,157,843	\$4,046,263	\$5,288,199
Lilly Endowment Grants	\$479,768	0	0	0	0
Total Private Support	\$7,299,220	\$3,547,416	\$3,157,843	\$4,046,263	\$5,288,199
Government Grants	\$929,925	\$1,573,132	\$1,963,986	\$1,928,370	\$1,738,707
Total Private and Public Support	\$8,229,145	\$5,120,548	\$5,121,829	\$5,974,633	\$7,026,906

MEASURES OF EDUCATIONAL QUALITY

ASSESSMENT AND ACCOUNTABILITY

Assessment and accountability are fundamental principles of operation at the University of Southern Indiana. Over time the University has layered a variety of assessment activities to measure the quality of education at the institution. Each layer contributes to a coherent assessment strategy with components including:

- Periodic and systematic scans of the regional environment to assess new programs needed and satisfaction with the quality of education offered at the institution. The most recent of these environmental scans was the *2007 President's Task Force on Workforce and Economic Development*, a replication of the successful 2000 Task Force that led to a dozen new academic programs being developed in response to community feedback. Most notable among these new programs was the engineering program, approved by the Indiana Commission for Higher Education in 2002. In 2012-2013, USI will launch the third comprehensive study of regional needs to ensure USI offers the academic and training programs required to meet the future workforce and economic development needs of the region.
- Assessment of broad-based educational skills among students including critical thinking, reading, and mathematics skills by a standardized test offered through the Educational Testing Service (ETS) called the Measure of Academic Proficiency and Progress (MAPP). Scores are compared to previous years as well as a national average.
- Assessment of content knowledge within a range of academic majors through ETS's Major Field Tests (MFT). Scores are compared to performance by earlier classes of majors, and to the averages generated by hundreds of other participating universities.
- Each fall and spring semester, USI dedicates a day to assessment. Classes are canceled and USI students are required to participate in various assessment testing activities. In the fall, the ETS Proficiency Profile test is given to all freshmen and seniors. The test is designed to measure "value added" over time. Participation rates for the Proficiency Profile test exceeds 90 percent each year. In the spring, a number of academic departments require seniors to take a Major Field Test in their

areas of study. These exams are designed to measure competency in specific majors. Other assessment related activities and testing are conducted on assessment day in the spring. Beginning in spring 2011, a second assessment day was added to focus on program-specific evaluation.

- A campus-based Academic Program Review process is required of all academic programs. Once every five years, a department conducts a small-scale self-study, followed by reviews from colleagues within the institution. The provost then reviews the findings and meets with the department chair and dean to discuss recommendations. These reviews used as accountability tools have helped multiple programs to develop clearer learning objectives and enhanced objective measurements of student learning. This program-level assessment was identified as a significant strength by the site visit team of the Higher Learning Commission during the University's 2006 re-accreditation process.
- The University on a regular basis disseminates the results of assessment activities to members of the campus and regional communities, the Board of Trustees, the Indiana Commission for Higher Education, and other interested campuses that have requested more information about the University's assessment processes.

Regional and Program Accreditation

One of the most important measures for educational quality is regional accreditation. In fall 2006, a visit team for the Higher Learning Commission of the North Central Association concluded that USI had established strong evidence for success across the five fundamental criteria – mission, future planning, student learning and effective teaching, knowledge generation and dissemination, and engagement and service. The University was renewed for accreditation for a ten-year period with no monitoring reports required.

Other recent successes in accreditation include:

- Reaccreditation of Department of Communications programs: journalism; public relations and advertising; radio and television by ACEJMC (Accrediting Council on Education in Journalism and Mass Communications) in 2009
- Full certification of health services program by AUPHA (Association of University Programs in Health Administration) in 2009

- Radiologic imaging sciences accredited by JRCERT (Joint Review Committee on Education in Radiologic Technology) in 2009
- Initial accreditation for diagnostic medical sonography by CAAHEP (Commission on Accreditation of Allied Health Education Programs) in 2009
- Candidacy of accreditation for dietetics education by CADE (Commission on Accreditation for Dietetic Education) in 2010
- Reaccreditation of teacher education programs by NCATE (National Council for Accreditation of Teacher Education) in 2008
- Reaccreditation of dental hygiene and dental assisting programs by the ADA (Commission on Dental Accreditation of the American Dental Association), a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education in 2011
- Reaccreditation of art by NASAD (the National Association of College Art and Design) in 2011
- Reaccreditation of social work programs (BSW and MSW) by CSWE (the Council on Social Work Education) in 2011.

Virtually all programs for which there is an accrediting body have successfully achieved accreditation. The one exception is the Master in Public Administration program, and the University is working toward that goal in coming years.

CREATION OF NEW ACADEMIC PROGRAMS

USI Degree Programs and Needs of Regional Employers

USI plans to continue the expansion of its undergraduate and graduate degree program offerings to meet local and regional employer needs. There is a careful planning process for new academic programs including an all-university Academic Planning Council, chaired by the provost, which maintains a six-to-eight-year planning calendar for programs being considered across the four colleges. New programs must pass through college review and then be submitted to the Faculty Senate's Curriculum Committee, the full Faculty Senate, the Academic Planning Council, and the Board of Trustees before they are sent for final approval to the Indiana Commission for Higher Education. During the past two years, the Commission approved two new degree programs.

Consistent with recommendations by the Indiana Commission for Higher Education, USI now focuses on the development of new academic programs at the baccalaureate and

graduate levels. The newest baccalaureate degree program approved by the Commission is in Sport Management. The newest graduate program approved by the Commission is a Master of Arts in Communication. Included in the University's New Program Development Plan for 2013-2015 are three baccalaureate degree programs, seven master degree programs, and two doctoral programs.

NEW DEGREE PROGRAMS APPROVED SINCE 1994

1994 M.S. in Nursing - received start-up funding

1995 M.S. in Accountancy *

1996 A.S. in Occupational Therapy Assisting *

1998 B.S. in Exercise Science
B.S. in Nursing via Distance Education
B.S. in Health Services via Distance Education
A.S. in Communications

1999 B.A./B.S. in Communication Studies
B.A./B.S. in Public Relations and Advertising
B.A./B.S. in Journalism and Computer Publishing
B.A./B.S. in Radio and Television
B.A./B.S. in Theatre Arts
B.S. in Radiologic and Imaging Sciences
Post-Baccalaureate Certification in Computer Information Systems

2000 B.S. in Applied Computer Science *

2001 Master of Health Administration via Distance Education *
M.S. in Occupational Therapy *
M.S. in Nursing via Distance Education
B.A./B.S. in Special Education
B.S. in Radiologic and Imaging Sciences via Distance Education

2002 B.S. in Electronic Business
B.S. in Engineering *
M.S. in Public Administration

2003 B.A. in International Studies
B.A./B.S. in Early Childhood Education

2005 B.A./B.S. in Food and Nutrition

2007 D.N.P. - Doctor of Nursing Practice

2008 B.S. in Advanced Manufacturing
B.A./B.S. in Criminal Justice Studies

2009 B.A./B.S. in Biochemistry

2010 B.A./B.S. in Sport Management
M.A. in Communication

*Degree programs recommended for consideration for funding by the Indiana Commission for Higher Education

Academic Program Review

Academic Affairs coordinates an Academic Program Review Process wherein programs are placed on a five-year schedule for internal review by a committee of faculty and administrators from across the campus. For those programs that do not have an external accreditation, an external reviewer in the field can be invited to assist in the review process. Programs that have thorough professional accreditation processes experience an abbreviated version of the internal academic program review because the external accreditation review generates most of the documentation needed. The primary purpose of the Academic Program Review is to assess and strengthen programs. The five areas targeted for review are:

- Quality of education, including assessment of student learning outcomes;
- Quality of research, creative activity, or scholarly work;
- Quality of outreach activities and service to the University, the academic profession, and the community;
- Contribution or importance of the program to other campus programs, particularly the Core Curriculum; and
- Potential and future expectations for the program.

The review is intended to enhance the quality of a program and to assist in determining a program's future challenges and opportunities. The information gathered in the review process assists in the University's planning efforts and guides the evaluation of new academic program proposals, budget requests, and capital project requests. The five-year cycle of program review ensures the University has a regular process of internal review and evaluation of its academic programs.

VOLUNTARY SYSTEM OF ACCOUNTABILITY AND THE COLLEGE PORTRAIT

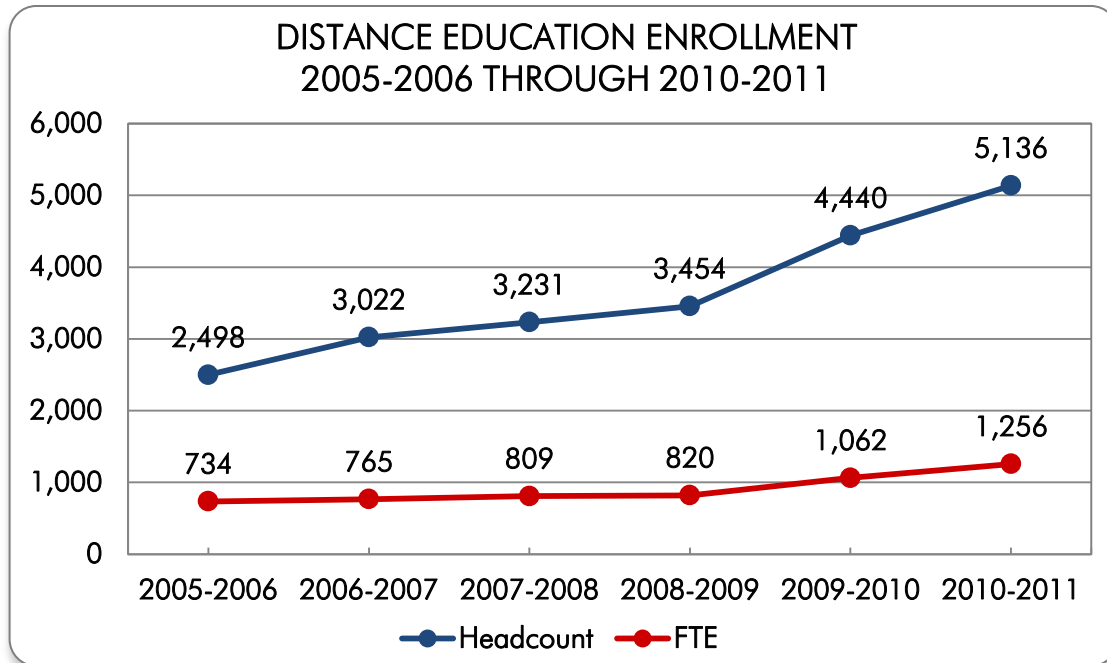
The Voluntary System of Accountability (VSA) is a voluntary initiative developed by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (NASULGC). It is designed to facilitate the dissemination of information about member colleges and universities in a transparent, comparable, and understandable format: The College Portrait. Furthermore, the VSA allows colleges and universities the opportunity to demonstrate accountability and stewardship to the public as well as measurement of educational outcomes.

The College Portrait supplies basic comparable information through a common web report. Information includes student and campus characteristics, cost of attendance, success and progress rates, campus safety, class size, student experiences on campus, and student learning outcomes. In addition, adopters of the VSA commit to use one of three standardized student outcomes assessments and agree to report the scores for first-year and senior students, allowing the public to gauge the learning that occurs on campus.

The University of Southern Indiana strongly supports the intent of the Voluntary System of Accountability (VSA) and was an early adopter of the College Portrait. USI's College Portrait can be found at www.collegeportraits.org/IN/USI.

INSTRUCTIONAL AND PROGRAM DELIVERY

Growing interest in distance education programming is evident from the data below indicating that distance education strategies must be part of USI's future program planning. The number of students taking distance education courses between 2005-2006 and 2010-2011 has increased by more than 75 percent from 2,948 to 5,136.



Since 2005-2006, more than 18,000 Indiana residents have successfully completed courses via USI's distance education offerings, and the number continues to grow each year. USI is the most affordable four-year university in the State of Indiana and the surrounding region, making college education possible for students who are unable to access college via traditional methods due to time, financial, work-related, and/or distance limitations. USI continues to look for opportunities to expand its distance education offerings, particularly focusing on core curriculum completion via distance education, combined and/or dual degree programs offered via distance education, and new career-focused tracks for existing degree programs.

- ***Core Curriculum Completion via Distance Education*** – In response to the Indiana Commission for Higher Education's (CHE) goal of Completion for "*Establishing clear, efficient pathways for on-time college completion,*" USI is developing a plan to offer a pathway for students to complete the University's Core Curriculum via distance education.
- ***Combined/Dual Degree Programs Offered via Distance Education*** – To support the CHE's goal of Productivity to "*Increase cost efficiency and resource reinvestment through business and academic efficiencies while ensuring quality,*" USI is researching creative distance education programming that will enable students to

complete existing degree programs in affordable and efficient ways to enhance retention and degree completion rates.

- ***Career-focused Tracks for Online Degree Programs*** – The 21st century career market demands more flexibility and diversity in skills than any other time in history, mostly due to globalization, health care awareness, and the advancement of technology. Preparing students with new career-aligned programs is critical to help students thrive and succeed in the workplace after graduation. USI is focusing on new concentrations for its existing degree programs. By offering these career-concentration options via distance education, students will be able to effectively use and devote their time to career-related practicum and internship opportunities.

While USI continues to focus on the development of distance education programming, the University also recognizes the importance of “readiness,” “quality,” and “learning technologies” to help students succeed. USI currently is planning a series of initiatives to ensure that the quality of distance education courses is aligned with traditional programs and that USI faculty and students are prepared for distance education delivery formats.

Student Readiness for Distance Education

Time management and organization skills are critical elements for student success in distance education courses. USI plans to offer a comprehensive student readiness assessment that emphasizes the major components contributing to student success in distance education courses. The assessment results will be distributed to students and their academic advisers in order to evaluate strengths and identify areas for improvement. This allows students to understand what to expect from distance learning while preparing them to succeed. In addition, academic advisors specializing in distance education will be identified within each college to support students in choosing appropriate distance education courses to facilitate degree completion.

Faculty Readiness for Distance Education

USI has a successful track record for providing a comprehensive online teaching workshop via *The USI Summer Institute for Online Teaching and Learning* program, particularly for faculty teaching courses in the Core Curriculum or courses that support an ongoing distance education program. In order to accommodate the high demand of distance education offerings, USI plans to expand and transform the summer institute into an ongoing

online training and certification program, allowing faculty to access distance education support and online workshops year round.

This hybrid training program will allow faculty to access self-paced online learning modules and in-person teaching consultations via a “Faculty Innovation Studio for Distance Learning.” The studio will provide a walk-in support station, a faculty technology loaner program, a teaching innovation speaker series, and a set of web-based online teaching workshops for faculty. Adopting the internationally known “Quality Matters (QM)” standards, USI faculty will be introduced to the QM rubrics for online teaching and form a peer support network for quality distance education course development.

Innovative Learning Technologies for Distance Learning

Extending the existing success in distance education delivery, USI is focused on balancing synchronous and asynchronous communication for distance education course delivery by introducing new web conferencing and lecture recording tools for online and hybrid courses. These new innovative technologies are designed to increase online class interactions and improve the quality of student engagement. Faculty will be able to deliver online curriculum much more effectively and efficiently.

USI NEARBY

Keeping in mind that time is valuable for students, USI Nearby was designed for busy commuter students. Courses are offered in the evening at three off-campus locations: Castle High School in Newburgh, the National Guard Armory on the east side of Evansville, and Innovation Pointe in downtown Evansville. USI Nearby courses are taught by USI faculty. Most courses meet University Core Curriculum requirements and can help a student make significant progress toward educational requirements and a degree.

CONCURRENT ENROLLMENT

USI is a leader in offering concurrent enrollment courses in area high schools through the College Achievement Program (CAP) and invests considerable resources in ensuring the quality of those dual enrollment offerings. USI proudly confirmed the quality of its concurrent enrollment educational programming through accreditation by the National Alliance of Concurrent Enrollment Partnerships in 2006. Accreditation was awarded for the maximum seven-year period. An application for reaccreditation has been submitted, with the expectation

of being awarded reaccreditation in April 2013. Furthermore, the University granted recognition to the International Baccalaureate Program in 2006 and offers college credit for completion of that program.

ARTICULATION

The University believes that collaborative use of all higher education resources is necessary if the state's goals of expanding access to higher education and preparing a skilled and educated workforce are to be met. Also, it has become increasingly evident that a regional approach to addressing workforce education and skills deficiencies is required if the southwestern Indiana economy is to remain lively and competitive. Although the University's most active two-year college partnerships have been with Vincennes University (VU) and Ivy Tech Community College, USI is expanding agreements with all community colleges within the University's service area, including western Kentucky and southern Illinois, from which a sizeable percentage of the southern Indiana workforce is drawn.

USI partners with Vincennes University to offer "One Admission. Two Universities," a concurrent admission program begun in 2007, wherein students admitted to VU are automatically admitted to USI and can pursue a seamless articulation into a bachelor's degree program. Nearly 40 VU associate degree programs have been articulated with USI bachelor's programs for the concurrent admissions program and to facilitate transfer for other VU students. A USI advisor holds weekly office hours on the VU campus to advise these students and to coordinate interaction between USI and VU faculty and staff.

Since 2006, a USI admissions representative has been housed on the Ivy Tech Community College - Southwest campus to connect Ivy Tech students with USI personnel and programs. Currently there are more than 20 2+2 articulation agreements in place with Ivy Tech Community College. Most are with Ivy Tech - Southwest, while several are statewide. Additional program agreements with Ivy Tech are being negotiated and will be expanded to other campuses as it is determined that faculty preparation and program content levels meet University quality standards. In fall 2010, USI and Ivy Tech established USIvy, a concurrent admission program between the two institutions. Similar to the concurrent admission program with Vincennes University, if a new Ivy Tech student meets program entrance criteria and successfully achieves the program's renewal terms, the student is guaranteed admission to USI. The intent of the program is to encourage students to leverage educational resources at both institutions in order to achieve undergraduate educational goals.

The University is a member of the Statewide Transfer Articulation Committee (STAC), which seeks to continually expand articulation programs between colleges and universities throughout the state. USI supports the Core Transfer Library of courses developed by the Statewide Articulation Committee and has worked with other institutions in the state to expand the number of courses that are part of the Core Transfer Library. A record number of students transferred to USI in 2011-2012 and many of these students received credit for courses completed as part of the Core Transfer Library.

FACULTY PROFILE

USI has experienced rapid growth in the past decade, increasing student headcount by 15 percent and full-time enrollment increased by 20.5 percent in fall 2011. Meeting the needs of more full-time students requires attention to an increase in the number of full-time faculty. The University is fortunate to have a talented cadre of part-time faculty and will continue to find ways to recruit and retain these outstanding faculty. Still, meeting the educational needs of students requires dedicated professors, advisors, scholars, and enthusiastic boosters who are available when students need guidance.

The University of Southern Indiana employed 660 faculty members in fall 2011. Of these, 335 (50.8 percent) were full-time and 325 (49.2 percent) were part-time. A profile of those faculty members by rank follows:

FULL-TIME FACULTY PROFILE BY RANK: FALL 2011

Faculty by Rank	Fall 2011	
	#	%
Professor	40	11.9%
Associate Professor	88	26.3%
Assistant Professor	106	31.6%
Instructor	101	30.2%
<i>Total</i>	335	100.0%

What is evident from this distribution of full-time faculty across the ranks is that the largest grouping of faculty is either contract at the instructor level or tenure-track assistant professor. On many campuses, a concentration of faculty in the senior ranks can signal

significant challenges should several retirements occur within a short span of time. The concentration of full-time faculty in the more junior and instructor ranks bodes well for the retention of more faculty over a longer period of time.

The highest number of part-time faculty is found in two colleges: Liberal Arts (41.2 percent of college faculty) and Science, Engineering, and Education (36.3 percent of college faculty). Teacher Education and Physical Education rely upon many K-12 teachers and physical education specialists, trainers, and coaches to enrich their programs. The involvement of these faculty in the education of future teachers and teaching of physical activity courses strengthens these programs. The College of Liberal Arts absorbs most of the new student demand for Core Curriculum courses along with the College of Science, Engineering, and Education and thus their utilization of part-time faculty is the highest among the colleges.

FULL- AND PART-TIME FACULTY BY COLLEGE: FALL 2011

College	Full-Time		Part-Time		Total
	#	%	#	%	#
Business	49	14.63%	11	3.38%	60
Outreach and Engagement	0	0.00%	1	0.31%	1
Liberal Arts	123	36.72%	134	41.23%	257
Nursing and Health Professions	53	15.82%	27	8.31%	80
Science, Engineering, and Education	108	32.24%	118	36.31%	226
University Division	2	0.60%	34	10.46%	36
<i>Total</i>	335	50.76%	325	49.24%	660

FULL-TIME VERSUS PART-TIME FACULTY

An important piece of affordability is time to degree completion. There has been a significant amount of research conducted on the effects of full-time versus part-time faculty. The University has analyzed the relationship between student retention and degree completion and the use of part-time faculty. The University's own assessment and research in the field shows that:

- Learning outcomes and retention are negatively affected by a high dependence on part-time faculty;
- Part-time faculty spend fewer hours outside of classes working with students, are less likely to hold office hours, and are more likely to teach lower-level classes;
- High levels of exposure to part-time faculty in the first year of college are consistently found to negatively affect student retention to the second year; and,
- As proportions of part-time and full-time non-tenured faculty increase, graduation rates decrease.

Additional research shows that better student-faculty ratios are associated with higher graduation rates. In the information provided by NCHEMS to the Indiana Commission for Higher Education in 2007, the average number of FTE students per full-time faculty member was 22:1 for USI's peer group. This same report showed that USI had the highest student-faculty ratio at 28:1.

One of the six goals in the University's 2010-2015 Strategic Plan is to Increase the Graduation Rate. A key strategy is to strengthen the advising process, especially for first-year students, and to increase their connection with mentors among the faculty. Keeping students on track with the guidance they need to succeed will make a difference in retention and on-time degree completion. Without additional full-time faculty, this goal will be difficult to achieve.

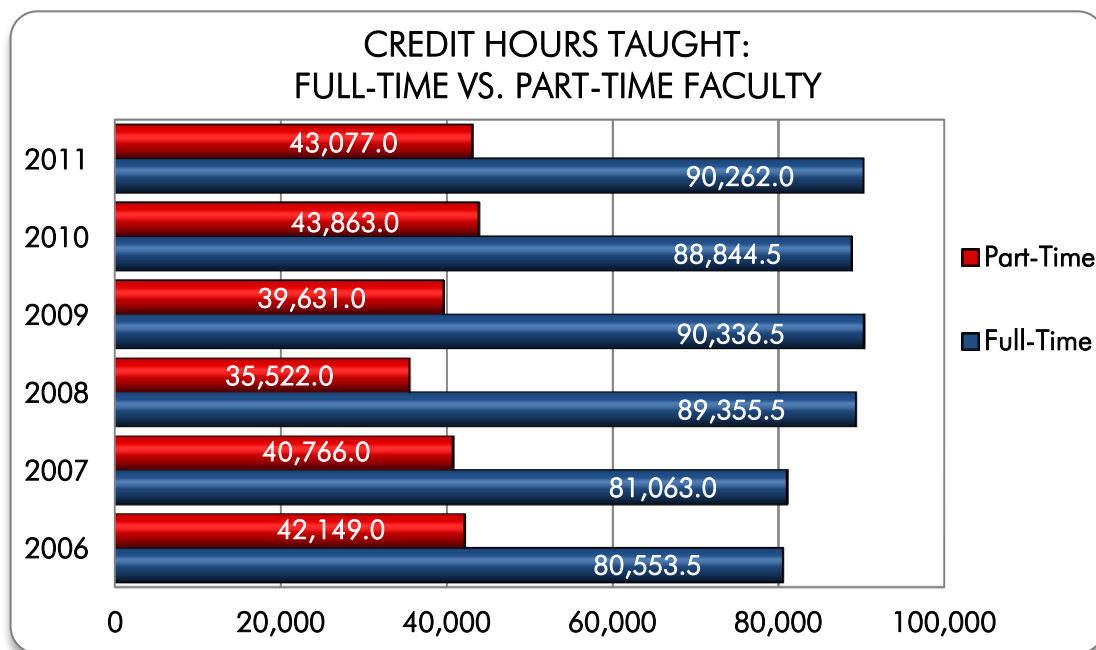
The University's goal is to reduce the number of credit hours taught by part-time faculty to no more than 25 percent of total credit hours. Increasing the number of credit hours taught by full-time faculty will result in favorable student success outcomes. The University expects that:

- On-time degree completion rates will increase, which has a direct impact on affordability;
- A better balance of full-time to part-time faculty will enhance course availability for students, provide broader opportunities for mentoring and student involvement in projects on and off campus, and result in greater success in degree completion, which also has a direct impact on affordability; and,
- Student retention will increase, which has an impact on cost of attendance.

For over a decade the University has focused its resources on increasing the number of full-time faculty. Although investments have been made to increase the number of full-time

faculty, continuous growth in enrollment has made it difficult to make significant progress toward this goal. There has been little change in the percent of credit hours taught by part-time faculty over the past decade. In 2002, 34 percent of the credit hours were generated by part-time faculty. In 2011, 32 percent of the credit hours were generated by part-time faculty. Even with additional investments in full-time faculty, the University continues to rely heavily on part-time faculty.

In fall 2011, 68 percent of the credit hours taught were delivered by full-time faculty and 32 percent of the credit hours were taught by part-time faculty, as shown in the following graph.



In addition, nearly 25 percent of the University's full-time faculty is on overload status, which means they teach a full-load of 12 hours per semester plus additional hours, certainly among the highest teaching loads in the state. The heavy teaching load for full-time faculty limits their ability to provide students with the support they need to be successful.

The University has emphasized its concern about its heavy reliance on part-time faculty in prior biennial budget requests and indicated that additional funding would be invested in full-time faculty. USI is focused on increasing student retention and on-time degree completion rates and requests support from the state to invest in full-time faculty.

Additional demographic analysis of the fall 2011 full-time faculty indicates that 52.8 percent were female and 5.9 percent minority. All full-time faculty members carry at least 12 credit hours per semester instructional responsibility.

All members of the full-time faculty are reviewed annually. Each faculty member is expected to generate an annual report of instruction, research, and service productivity. This report is the primary instrument in promotion and salary recommendations. Probationary faculty members are reviewed according to an established schedule. While the University has not adopted a formal post-tenure review system, annual reviews for salary increases are based on meritorious performance, market considerations, and equity studies. Salary recommendations begin at the department and college levels and are reviewed by the provost and the president.

The University operates in highly competitive national and international markets. In recent years, markets in higher education have presented challenges in the recruitment and retention of new faculty. Every effort is made to offer competitive salaries to new faculty, and the University is building a stronger faculty development structure to support those faculty members as soon as they arrive on campus. Successful students are mentored by successful faculty and the needs of both groups must be the primary focus of the University.

STUDENT AND FACULTY RECOGNITIONS

Undergraduate education at the University of Southern Indiana is characterized by significant contact between students and faculty within and outside of the classroom. Faculty and students are frequently engaged in co- and extra-curricular activities on the USI campus, in the region, and even in international ventures.

Although USI faculty carry heavy teaching loads, they also serve as mentors and advisors to students in their academic disciplines. Students benefit significantly from this close teaching/learning environment and their successes are evident in their scores on licensure examinations, field exams, senior year achievement tests, and advanced graduate study. Specific examples include:

Student and Alumni Recognition

- Stephanie Deig, a student majoring in German and political science, received the prestigious DAAD Scholarship to study at the University of Osnabruch in Germany

during the 2012-2013 academic year. Two-hundred and fifty students applied for the nationally competitive scholarship. Offered through the German Academic Exchange Service, Deig was one of 50 chosen to receive the scholarship.

- *The Shield*, the University of Southern Indiana's student newspaper, received 16 awards, including third place for Division II Newspaper of the Year, at the Indiana Collegiate Press Association (ICPA) conference held in April 2012. The students earned four first place awards, three second place awards, and nine third place awards.
- The University of Southern Indiana Accounting and Professional Services (APS) Club, a student affiliate chapter of the Institute of Management Accountants (IMA), received the Gold Certificate of Excellence, the highest rating awarded to a student chapter by IMA, in spring 2012.
- Ben Boesing, a member of men's tennis, is the third Screaming Eagles to be named Academic All-American during the 2011-2012 academic year, following women's soccer junior Susan Ellsperman '13, and softball senior Kristen O'Haver. Three Academic All-America selections in one year is a record for USI.
- Chad Hartmann '95, a mathematics teacher at the Helfrich Park Stem Academy, received the Peabody Outstanding Leader in Education Award spring 2012. Hartmann was one of only 36 educators in Indiana and southern Illinois to receive this award.
- Rhonda Moretto Brown '92 received the Albert Einstein Distinguished Educational Fellowship funded by the U.S. Department of Energy. She began an 11-month program in fall 2011 to work on education policy at the federal level. Her assignment was with the National Science Foundation Division of Molecular and Cellular Biosciences in Arlington, Virginia. Brown was one of 28 K-12 STEM (Science, Technology, Engineering, and Mathematics) teachers from 15 states and the District of Columbia chosen to receive a fellowship.

Faculty Recognition

- Jennifer Bartek, instructor in dental assisting and dental hygiene, was appointed by Governor Mitch Daniels to a three-year term on the State Board of Dentistry. The board licenses and regulates dentistry and its related professions in Indiana. Dr.

Maria Shirey, associate professor of nursing, is the 2012 recipient of the Ildaura Murillo-Rohde Award for Education Excellence, presented by the National Association of Hispanic Nurses (NAHN). The award honors NAHN members who have distinguished themselves in any scholarship area and/or nursing education. Shirey, a nurse executive with more than 30 years of experience in the health care field and teaches in the graduate program focusing on leadership and management in both the Master of Science (MSN) and Doctor of Nursing Practice (DNP) programs. Her work on the relationship between leadership and the practice environment of nurses is considered a seminal contribution to the nursing literature.

- Dr. Nadine Coudret, dean emeritus of the College of Nursing and Health Professions, received the Administrative Leadership Award from the Association for Gerontology in Higher Education (AGHE) in 2012 for her exceptional efforts in support of gerontology and geriatrics education.
- Dr. Paul A. Kuban, associate professor of engineering, was awarded the first patent issued to a faculty member working with USI's Center for Applied Research on August 2, 2011. Dr. Kuban is the inventor of an interface that makes the fixed networks found in automotive networks, medical instrumentation consoles, and factory automation systems accessible to the latest standard in wireless networks, incorporating access control, encryption, mesh networking, and other features. U.S. Patent No. 7,991,351 relates to improved technology for access between wired and wireless networks.
- Daniel Craig, associate professor of music, is the recipient of the Arts Council of Southwest Indiana's 2012 Vanderburgh County Arts Award. Craig has led USI's music program for more than 20 years. He conducts the USI Chamber Choir and the USI Women's Choir, and produces the annual Madrigal Feaste, which he calls "USI's oldest living tradition." Under his direction, the University choirs have performed nationally and internationally, including a Chamber Choir Tour of Ireland in spring 2012.
- The Indiana Historical Society (IHS) presented its 2011 Dorothy Riker Hoosier Historian Award to Dr. Donald E. Pitzer, professor emeritus of history and director emeritus of the Center for Communal Studies. The Dorothy Riker Hoosier Historian Award is given annually to a historian who has made significant contributions to either the field of historical scholarship or the affairs and activities of the IHS.

- The Corporation for National and Community Service (CNCS) named the University of Southern Indiana to the 2010 President's Higher Education Community Service Honor Roll, an annual program that recognizes institutions of higher education for exemplary commitment to service and volunteering. USI was named to the list for engaging students, faculty, and staff in meaningful services that achieve measurable results in the community.
- University Professional and Continuing Education Association (UPCEA) awarded the 2011 Recognition of Excellence Award for Innovations in Outreach and Engagement to Naval Surface Warfare Center (NSWC) Crane and the University of Southern Indiana for the development of an Innovation Discovery Process. NSWC Crane and USI formed an educational partnership in 2007 to enhance USI faculty research and student learning opportunities while enhancing research and commercialization of technology residing at NSWC Crane.

ONGOING INITIATIVES

Ongoing assessment processes lead to efforts for continuous improvement in the learning environment and teaching effectiveness. Among recent initiatives are:

- ***Summer at USI*** – Academic Affairs has focused on summer sessions in recent years, working to increase the number of high demand courses and thus increase student opportunities to make progress on their degrees during the summer months. Current USI students, new freshmen, and visiting transfer students are encouraged to take classes during the summer. Students who take summer courses are more likely to graduate in four years and can complete many core requirements during the summer months.
- ***Center for Academic Creativity*** – Support from Lilly Endowment, Inc. helped to establish in 1998 the first faculty development program on USI's campus, the Center for Teaching and Learning Excellence (CTLE). With additional support from Lilly Endowment in 2004 through its "Recruitment and Retention of Intellectual Capital" initiative, there was sufficient funding to hire a full-time director of faculty development in 2008 and to establish a broader structure for faculty development programming on campus. Under the leadership of the full-time director, USI's renamed Center for Academic Creativity supports all faculty and staff contributing directly to the academic mission of the institution and offers faculty and staff more

opportunities to learn and grow in their roles as teachers, mentors, advisors, leaders, and scholars. Workshops, seminars, and presentations for and by faculty are offered through the Center. The Center seeks to offer innovation in support of student learning and works closely with Information Technology to promote the use of technology as well as distance education delivery.

- ***Service Learning*** – Service Learning is an internationally recognized and increasingly popular method of integrating community projects with classroom and co-curricular experiences to promote both learning and community engagement. From the beginning, USI has had a mission of excellence in teaching along with regional outreach. Many faculty and staff have embraced the concept of involving their students in community projects as a way to advance instructional effectiveness. In 2007, the Office of Service Learning (OSL) was established to provide professional assistance promoting best practices to faculty, staff, students, and community partners with consistent, structured support for intentional service learning projects. A faculty/staff Advisory Committee works with the OSL director to identify goals and objectives. Three types of Service Learning were identified as appropriate for USI:
 - Academic Service Learning in credit courses;
 - Curricular Service Learning involving faculty and students but not for credit; and
 - Co-Curricular Service Learning outside academic programs, but including learning objectives and reflection

The academic Service Learning program is well established with 80 to 100 courses across the four colleges each semester. An introductory course, The Ethics of Global Engagement, is offered through the Division of Outreach and Engagement.

The OSL offers assistance to faculty and staff teaching or coordinating Service Learning courses and activities. These include periodic contacts with each course instructor by OSL staff each semester, private consulting with faculty/staff who request help in developing new projects, presentations and workshops during the academic year, and working with interdisciplinary groups interested in specific issues. From 2008-2011 a Service Learning Summer Institute, coordinated with the Center for Academic Creativity, trained 39 faculty and staff in Service Learning methodology. In summer 2012, the OSL offered small grants to teams of faculty and staff working on community projects with partners who identified specific needs, in an effort to promote Service Learning methodology across campus. Office staff

and Advisory Committee members serve as mentors to these teams. The OSL also maintains a database of all projects and courses completed.

The OSL's interdisciplinary work resulted in the creation of a minor in Web Development, combining courses from Computer Information Systems (CIS), Journalism, Public Relations and Advertising, and Graphic Design. The OSL is working to develop interdisciplinary studies in grant writing and program evaluation, areas where community need is high. Goals are to help improve USI's ability to meet these needs and to improve students' learning experiences. The OSL also organizes a recognition reception each spring, displaying project information and outcomes for Service Learning courses along with select co-curricular projects.

The OSL developed a co-curricular Service Learning program with activities including learning components, reflective activities, and other elements of service learning practice to help students develop excellent civic practices. Activities are focused on Make a Difference Day, Veterans Day, Martin Luther King Jr. Day, and Global Youth Service Days, among others. Many of these activities have received funding from Youth Service America (YSA) and Indiana Campus Compact. YSA grants funded activities for more than 1,200 individuals and 20 community organizations in 2010 and 2011. The OSL has applied to YSA to be a Lead Agency for a third year, hoping to organize a city-wide annual recognition for youth in service beginning in April 2013. For the third year, the OSL is working with the Office of Student Development to offer a Day of Service for new students during Welcome Week. The intent is to orient new students to USI as an engaged campus, helping them benefit more fully from engagement while attending USI. The OSL is forming a student leadership board of representatives from campus groups interested in community service to help plan events that best meet the needs of USI students and organizations. The OSL is working with the Office of Student Development to document student involvement in these activities through a newly-licensed OrgSync software application.

The OSL is developing a process for Curricular Service Learning activities that will allow faculty and staff to easily register relevant activities, which can also be tracked using OrgSync. Examples of such activities include presentations science faculty and their students make in K-12 classrooms and the annual K-12 Science and Engineering Fair, where students work with faculty in conducting activities.

CONTRIBUTING TO THE INDIANA ECONOMY

THE ROLE OF THE UNIVERSITY

ECONOMIC AND WORKFORCE DEVELOPMENT

Reaching Higher, Achieving More, the Indiana Commission for Higher Education's 2012 report, asserts that a workforce-aligned state higher education system is critical to ensuring Indiana's economic competitiveness. USI is a proven contributor to Indiana's economy and embraces this challenge, as demonstrated by the institution's focus on:

- Increasing access to higher education for traditional and nontraditional students;
- Developing and expanding educational programs and services to address concerns about workforce preparation, including increased emphasis on improving teaching and learning options in science, mathematics, and technical (STEM) skills areas;
- Expanding opportunities for faculty with specialized content expertise to support applied research and problem-solving initiatives critical to development needs in the region;
- Implementing academic and outreach programs focusing on innovation, entrepreneurship, applied research, and improved competitiveness; and
- Retaining Hoosier students.

Accelerating Growth, Indiana's Strategic Economic Development Plan, states that "Indiana must strive to create an economic environment that fosters innovation and knowledge creation, while fully leveraging existing resources." It cites three imperatives critical to revamping the state's economy for the 21st Century: innovation, talent, and investment. Among key factors named as vital to success are:

- Developing a skilled workforce with constantly improving educational aspirations and attainment;
- Instilling a culture of innovation and entrepreneurship;
- Leveraging key growth opportunities based on existing assets;
- Developing strategic leadership; and
- Promoting and investing in quality of life, community amenities, and civic tolerance.

A major theme of *Accelerating Growth* is that the state's economic revitalization depends heavily on the successful implementation of regional growth strategies.

As a public comprehensive institution, the University of Southern Indiana continues to assist with the economic development strategies of the state and the southwest Indiana region. The University's consistent record of program development and service expansion in response to, or in anticipation of, needs of the changing economy is clear.

THE UNIVERSITY AND REGIONAL DEVELOPMENT

Today in southwest Indiana, several coalitions of community, business, education, and economic development leaders are engaged in a variety of planning initiatives and projects focusing on revitalizing and expanding the regional economy. These include the Economic Development Coalition of Southwest Indiana, Growth Alliance for Greater Evansville (GAGE) and Innovation Pointe Certified Technology Park (division of GAGE), the Mayor's Evansville Education Roundtable, Evansville Regional Business Council, the Indiana-STEM Network (I-STEM), the Tri-State Manufacturers Alliance and the Grow Southwest Indiana Workforce Board. Other significant coalitions, including the USI-led I-69 Innovation Corridor Executive Committee, are initiating dialogues among key stakeholders to consider how a broad-based regional partnership can proactively address strategic issues that impact the future economic viability of the region going forward.

USI is an active partner or leader in most of these initiatives, sharing the common goal of improving general economic well-being through diversification of the economic base. Achieving and sustaining a highly skilled workforce is a primary objective. It is important to understand that quality preparation in science, mathematics, and technical skills is key to raising the preparedness level of high school graduates and incumbent workers. Furthermore, USI is a major contributor to the health care professional workforce for the tri-state. With health care serving as a major economic contributor to the region, USI's focus on training future health care workers is critically important.

The regional development approach rests on the premise that overall economic well-being requires an increase in the standard of living driven by growth in productivity and innovation. It embraces a "new economy" model built on opportunity-finding, idea generation, knowledge creation and application, a highly skilled workforce, clean energy, and increased entrepreneurial activity. Current initiatives are in place to transform the economy centered on developing an entrepreneurial culture, targeting innovation and technology transfer, and boosting science, mathematics, and technical skills. Important economic sectors for which initiatives are planned or in the implementation stage include applied engineering,

information technology, biosciences, clean energy, and logistics, transportation, and distribution.

A Blueprint for Success: A Master Plan for Economic Redevelopment, a Garner Economics LLC report released in July 2011 and commissioned by the Economic Development Coalition of Southwest Indiana, identified several assets and challenges for Evansville and southwest Indiana. The report indicates that while the Evansville area has a lower relative proportion of residents who have attained a bachelor's degree or above, a relatively high proportion (eight percent or 3,952) of all bachelor's degree earners hold engineering degrees. The report also identified the Biomedical/Biotechnical (Life Sciences) and Energy industry clusters as ones that display local specialization and positive employment growth, and that the two most highly specialized industry clusters in Evansville are Primary Metal Manufacturing and Plastics Manufacturing (Garner Report, 2011, pages 15-17). With regional growth in the areas of engineering and advanced manufacturing, USI, with specializations in these areas, is well-positioned to be able to educate and train the current and future workforce, as well as partner with companies in these clusters to enhance the regional economy. The University's Business and Engineering Center which opened in fall 2010, provides a venue to stimulate collaboration between business and engineering that will positively impact the region and the state in the number of degrees completed and number of graduates who remain in the state and contribute to the Indiana economy.

As described in The Nelson A. Rockefeller Institute of Government March 2010 publication, *A New Paradigm for Economic Development: How Higher Education Institutions Are Working to Revitalize Their Regional and State Economies*, higher education institutions are increasingly focused on advancing innovation in their local and regional economies; assisting employers prosper and grow through worker training and other initiatives; facilitating and leading community revitalization efforts; and most fundamentally, and in line with its traditional purpose, creating an educated population. As the following pages will clearly illustrate, USI is playing a leading role in each of these important economic development functions (Shaffer and Wright, 2010, 2-3, see www.rockinst.org/pdf/education/2010-03-18-A_New_Paradigm.pdf).

UNIVERSITY OF SOUTHERN INDIANA RESPONDS TO REGIONAL NEEDS

Increasingly, as the public comprehensive institution in southwest Indiana, the University of Southern Indiana is called to "regional stewardship." The University is expected to take leadership roles in key regional development initiatives. While remaining focused on the

University's central mission of providing quality teaching and learning, USI has become a broadly engaged university providing resources and services to support economic and workforce development.

Despite limited resources, the University of Southern Indiana is an active force in engaging the interests of the region and state in economic and workforce development. Regional outreach is central to the institutional mission and a distinguishing characteristic of the University. As implied by its name, USI is embedded in southern Indiana and responds, as resources permit, to regional expectations. The institution has a consistent record of developing and expanding programs and services in anticipation of or response to the needs of a changing economy.

In recognition of the important and successful role USI plays in economic and workforce development, the 2007 General Assembly appropriated more than \$1 million to help increase the University's capacity to respond to regional need. The University has used these funds wisely to support regional economic and workforce development. The following describes the important work being conducted by USI in enhancing the regional economy.

SIGNIFICANT UNIVERSITY INITIATIVES RELATED TO ECONOMIC AND WORKFORCE DEVELOPMENT

President's Task Force on Workforce and Economic Development

Since its inception, USI has been committed to being a leader in regional economic development. In 2000, USI began studying existing and newly emerging economic and social trends in the regional economy to identify gaps between the existing program offerings and the changing needs of area employers on a five-year cycle. USI recently launched the third iteration of the President's Task Force on Workforce and Economic Development. As in 2000 and 2007, the 2012-2013 task force team is completing a comprehensive study to understand the needs of regional employers to ensure that USI has the academic and training programs needed to meet the future workforce and economic development needs of the region.

New academic programs implemented as a result of the 2007 task force findings include the Doctor of Nursing Practice (DNP), Master of Arts in Communication, and undergraduate degrees in advanced manufacturing, criminal justice, biochemistry, and sport management. In addition, the College of Science, Engineering, and Education plans to

expand its engineering program options to include mechanical, industrial, civil, electrical, and computer engineering over the next few years.

In 2011, USI made the strategic decision to move the academic departments of Teacher Education and Physical Education under the College of Science and Engineering (now the College of Science, Engineering, and Education) and Social Work under the College of Liberal Arts. This realignment of academic departments has created the opportunity for USI to provide improved teaching and learning through strong professional development programs for teachers and social workers, and better alignment of middle, high school, and college curricula felt to be essential to workforce skill development.

In fall 2012, USI will open its new 15,000 square foot Applied Engineering Center. This state-of-the-art facility will include an open high-bay area equipped with modern manufacturing technologies in the areas of: materials processing, machining, plastics technology, wood technology, automation and precision measuring. Federal funds were used to purchase equipment for the building including the newly developed iFactory Flexible Manufacturing Systems manufactured by Festo, a German company. This customized equipment for the automation laboratory will be the first of its kind in the United States and will allow the Pott College of Science, Engineering, and Education to teach a number of high-level manufacturing concepts and processes. This capability will provide students with the opportunity for hands on manufacturing experience as well as research opportunities for faculty and economic development support for regional industry.

Significant to regional workforce and economic development, the University has a Partnership Intermediary Agreement (PIA) with the Naval Surface Warfare Center (NSWC) Crane to enhance STEM education in a 17- county area of southwestern Indiana, including the new Radius | Indiana economic development region. USI also closely collaborates with Crane and GAGE to enhance regional technology transfer efforts as well as innovation research initiatives. As a next-stage evolution of the USI-Crane partnership, USI is spearheading a regional initiative focused on purposeful, transformational development of the new I-69 Corridor.

The departments within USI's Division of Outreach and Engagement are charged with addressing specific regional needs. These include the Centers for Applied Research and Economic Development, Continuing and Professional Education, Education Services and Partnerships, and Human Resource Development, the USI-Crane Partnership, Service Learning, Historic Southern Indiana, and Historic New Harmony. In addition, all of USI's colleges have

designated outreach activities that promote faculty and student engagement in the region, nationally, and internationally.

USI/I-69 Innovation Corridor Executive Committee

The USI/I-69 Innovation Corridor Executive Committee was formed in early 2012 with the overarching goal to **“Develop a transformational economic development initiative capitalizing on the new I-69 corridor between EW and NSA Crane.”** The committee is comprised of key leaders representing higher education, business, and economic development and government entities throughout southwestern Indiana.

This committee was formed based on a convergence of factors including the growing relationship and partnership between the University of Southern Indiana and Naval Surface Warfare Center (NSWC) Crane. It also has come together based on the fact that a new terrain interstate highway is coming into our region, and as leaders, we can stay away and let it happen or we can converge and work on determining how we can lead meaningful, purposeful, transformational regional change. USI is the lead convener of this initiative and is the catalyst for this regional effort. USI’s responsibilities include:

- Garnering support for key stakeholders;
- Facilitating the planning and mobilization process;
- Facilitating data collection; and
- Working with partners to locate and assess funding sources

USI-Crane Partnership

NSWC Crane is a major employer, technological innovator, and resource in south-central Indiana. The many growing aspects of the partnership between USI and NSWC Crane include leveraging the resources of both institutions to the benefit of each other and the regional community. NSWC Crane has a substantial intellectual property portfolio including more than 100 patents. The primary purpose of the partnership is to leverage the intellectual property and related work being done at NSWC Crane to provide new and existing businesses with commercialization opportunities. USI students also benefit by participating in joint research projects that either help NSWC Crane solve problems through engineering student projects or identify and develop commercialization plans through business student projects. As a service to regional schools, USI and NSWC Crane collaborate on science, technology,

engineering, and mathematics (STEM) outreach efforts. These projects include Sea Perch competitions, teacher workshops, and the production of STEM educational videos.

Technology Commercialization Academy

USI instituted the Technology Commercialization Academy in summer 2012. The academy was an inaugural collaboration between the College of Business and the Department of Engineering. Six business and six engineering students spent five weeks working on the commercialization of several NSWC Crane technologies. The program was supported by a Lilly grant, providing fellowships to the students. Participants were separated into three groups of four, each including two business and two engineering students. The goals of the program were to increase the capacity of technology transfer in the region, expose the students to a meaningful entrepreneurial experience, and refine a process that can be used in support of future commercialization efforts. The program drew attention from several local and state media outlets.

During the last week of the program, participants gave presentations at NSWC Crane to an audience including the inventors, Crane leadership, and visitors from other Indiana institutions. The final day of the program featured student presentations on campus. Regional business leaders were invited to attend. Each of the three groups presented a fleshed-out business model with prototypes.

- Group One used Navy-developed software to create a scheduling and advising management package that could be used by universities to improve graduation rates.
- Group Two used Smart Skin electrical devices to create pressure-sensing pads to prevent bedsores in hospitals and nursing facilities.
- Also using Smart Skin, Group Three created a target that can detect where it has been shot.

All three groups have expressed an interest in continuing to pursue commercialization opportunities. USI plans to continue offering the Technology Commercialization Academy each year.

Innovation Pointe

USI is the higher education partner for the Evansville certified technology park, Innovation Pointe. Innovation Pointe (IP) is a knowledge-based business incubator located in

downtown Evansville and is a division of Growth Alliance for Greater Evansville (GAGE), the Evansville-Vanderburgh County economic development agency. The University has an active presence in Innovation Pointe to provide credit and noncredit courses, operation of the incubator services, faculty and student consulting and mentoring, supporting innovation and entrepreneurship for IP-located and other clients, providing internships, and developing an Innovation/Idea Center within the complex. A USI manager of education and entrepreneurship support is housed on site to coordinate University activities. USI and GAGE are partnering with NSWC Crane to promote entrepreneurship in southwest Indiana and to support commercialization and technology transfer of selected Crane research.

Academic Assets and Outputs

Development of both undergraduate and graduate degree programs at USI has strongly reflected the workforce and economic development needs of southwest Indiana and the state. The Department of Workforce Development and the regional workforce board identified specific skills that are strategic to the state's interest. Many of the programs identified by regional stakeholders in the *2007 President's Task Force on Workforce and Economic Development* show common agreement that these strategic skills and related academic programs are critical to the development of the regional workforce. USI has numerous academic assets that address these strategic skills categories. The 2012-2013 President's Task Force will assess what new areas need to be addressed. Among USI programs that respond to specific regional and state needs are:

- **College of Business**
 - AACSB – accredited MBA and BS/BA programs (undergraduate degrees offered in accounting, business administration, business education, computer information systems, economics, finance, management, and marketing); and Computer Science (BS).

- **College of Nursing and Health Professions**
 - Nursing (BS and MS);
 - Health Services (BS);
 - Doctor of Nursing Practice (DNP);
 - Health Services Administration (MS);
 - Occupational Therapy (BS and MSOT);
 - Dental programs – USI is the only provider of dental hygienists and dental assistants in the southern Indiana area;

- Radiologic Technology and Imaging Science – USI offers one of only nine accredited sonography programs in the nation and provides qualified sonographers in this area;
 - Extensive use of distance education in degree program delivery;
 - Partnerships with a broad range of hospitals, health care facilities, businesses, and social organizations to provide internships and clinical experiences;
 - Host for a 10-county Area Health Education Center, which focuses on health care workforce recruitment and education, funded with state and federal grants;
 - USI Glenwood Community Health Center – this nurse managed clinic housed in the Glenwood Leadership Academy offers health care to the Glenwood community residents that have limited, if any, access to health care. The clinic offers all students within and outside of the College of Nursing and Health Professions (CNHP) experiences with providing health care, wellness education, screening, and treatment. The Glenwood Center responds to a strategic goal to improve the health care of the tri-state area. With eventual expansion to Cedar Hall and the Juan Diego Center, diverse populations of tri-state residents will have access to health care, wellness initiatives, and illness prevention. This project is currently funded by a \$1.3 million HRSA grant. Upon completion of the five-year grant period, the University anticipates the clinics will become self-sufficient to allow the continuation of services; and
 - Center for Healthy Aging and Wellness – The Center is housed in the CNHP, but includes several disciplines within the University. The goals of the Center are to support community wide healthy aging initiatives and prepare health care professionals to serve in health- related organizations such as nursing homes, assisted living, and community-aging organizations.
- **Pott College of Science, Engineering, and Education**
 - Engineering (BSE), Industrial Supervision (BS), Industrial Management (MS);
 - Science and mathematics (BS/BA), disciplines include biochemistry, biology, biophysics, chemistry, and geology;
 - Advanced Manufacturing (BS);
 - Provides leadership to regional STEM education initiatives and houses the Southwest Indiana I-STEM (SwISTEM) Resource Center;
 - Pre-service and in-service training for teachers; and
 - Expanded STEM programming to better prepare mathematics and science teachers.

- **College of Liberal Arts**
 - The College of Liberal Arts offers career-focused degree programs in communications, graphic design, criminal justice, international studies, and public administration as well as a variety of general education and service courses to support all USI programs. The College also offers bachelors and masters degrees in social work.
 - USI partnered with the City of Evansville, the Arts Council of Southwestern Indiana, and the Evansville Bicentennial Committee to sponsor SculptEVV, a juried outdoor sculpture exhibition in downtown Evansville. USI students and neighborhood youth from the SculptEVV Leadership Academy participated in the project.

STEM-Related Education

USI is committed to developing and implementing long-term success strategies for science, technology, engineering, and mathematics (STEM) education in southwest Indiana. The University has moved aggressively to develop capacity as the STEM education resource for the region. USI has extensive STEM-related projects underway or in the planning stages. While improving STEM education in the region requires a long-term approach, most USI projects rely on short-term grants for planning, development, and implementation. Long-term funding for sustainability is needed.

Southwestern Indiana STEM Initiative

The goals of the STEM initiative are to:

- Develop new STEM advancement alliances and partnerships (public and private);
- Focus on regional STEM education and workforce development;
- Identify and support existing STEM programs;
- Develop a web-based clearinghouse of information for all constituents (parents, teachers, students, community, industry, etc.);
- Increase recruitment of middle, high school, and college students into STEM courses and programs;
- Communicate with constituents about the importance of STEM education and career path options;
- Expand Project Lead the Way (PLTW) opportunities into every school in the region;
- Develop closer PLTW ties between school districts and universities;

- Develop STEM summer camps, weekend workshops, and other alternative programming to encourage and recruit students into STEM disciplines;
- Expand the STEM equipment lending service with state-of-the-art equipment and high-tech instrumentation;
- Develop teams of university and school faculty to redesign K-16 STEM curricula by developing new and innovative lessons and hands-on, inquiry-based laboratories; and
- Identify and remedy gaps in K-16 STEM education.

The Pott College of Science, Engineering, and Education provides leadership to the USI projects that carry out the goals of the STEM Initiative, with support from USI Outreach and Engagement. Projects include:

- ***Southwest Indiana STEM (SwI STEM) Resource Center*** – In 2007, with funding through the Indiana STEM Resource Network (I-STEM), the Pott College of Science, Engineering, and Education established the Southwest Indiana STEM Resource Center (SwI STEM). In the years following, SwI STEM has continued to operate through continued funding from I-STEM as well as funding through USI, private giving, and regional, state, and federal grants. SwI STEM currently operates with one full-time employee (the SwI STEM Resource Center Director) and three part-time employees (Coordinator of Engineering Outreach/Project Lead the Way Liaison, the Coordinator of Mathematics Outreach, and the Circulation Assistant).
- ***Partnership with the Naval Surface Warfare Center (NSWC) Crane*** – The University of Southern Indiana and the Naval Surface Warfare Center (NSWC) Crane announced a Partnership Intermediary Agreement (PIA) on February 6, 2010. The formal agreement will accelerate the USI STEM initiative and help Crane continue to improve their innovative path by creating new businesses and jobs with Crane patents. In addition, summer programs bringing together educators from the region to work side-by-side with Crane engineers and scientists are being offered, strengthening a core curriculum of science, technology, engineering, and mathematics.
- ***National Science Foundation (NSF) STEP Grant*** – USI received a five-year \$1.2 million NSF grant for four projects that complement and enhance other STEM initiatives; these are:
 - The *Early Undergraduate Research Program*;

- the *Pathways Leading to Undergraduate Success in the Sciences (PLUSS) Program*;
- Increased community and K-12 involvement through a formal *Outreach Program*; and
- Improved pedagogical approaches through a formal *Professional Development Program* for K-16 teachers.

These components support other STEM initiatives and address additional STEM goals including: increasing the number and quality of students selecting STEM majors; providing opportunities for high school and college students to engage in hands-on research and project-based learning environments; providing enhanced academic and career advising for students majoring or intending to major in any of the STEM areas; improving the retention and graduation rates for STEM students; improving success rates in mathematics and science courses; providing professional development for regional K-16 STEM teachers, developing community, business, and industry partnerships to generate additional interest in STEM careers; and, increasing community awareness of STEM-focused education.

- **GO STEM! (Girls Only STEM)** – The summer camp targets high school female students who have demonstrated an interest in continuing their education in one or more STEM areas. The program was designed and launched in summer 2010 by a team of female faculty from biology, chemistry, engineering, and mathematics. STEM topics, activities, and research projects of interest to young women are explored during the five-day residential camp. Since 2010, 88 girls have participated in the program.
- **NSWC-Crane Teacher Workshop** – Each year beginning in 2010, K-12 teachers attend workshops conducted on-site at NSWC Crane in order to expose area educators to the application of technology and the translation of that technology back to their classroom STEM curriculum. USI engineering, physics, and STEM education faculty facilitate these events. Over 100 teachers have participated in this workshop since its inception.
- **Engineers in Training (EIT) STEM Curriculum** – USI STEM and education faculty members created a STEM curriculum to be used by scientists, engineers, and technologists at NSWC-Crane to engage fifth and sixth graders visiting NSWC-Crane on classroom field trips. The curriculum focuses on experiential learning regarding Navy technology and is linked to current science and math standards.

Plans are in place for the development of similar fourth and fifth grade curriculum during the 2012-2013 academic year.

- **SwSTEM Equipment Lending Trucks** – These trucks deliver over \$300,000 worth of laboratory grade equipment/instrumentation and mathematics manipulatives. All equipment contained within the trucks is bar-coded, labeled, and inventoried in Resource Mate, a cataloging, searching, and circulating software program. The trucks began delivering to public, private, and parochial schools throughout southwest Indiana in September 2009. Approximately 73 teachers from 80 elementary, middle, and high schools are active patrons of this free lending service. During the 2011-2012 academic year, 2,724 pieces of equipment were circulated.
- **Teacher Professional Development** – Numerous professional development workshops have been held during the year for K-12 teachers in southwest Indiana. In 2011-2012, 12 workshops sponsored by the Pott College of Science, Engineering, and Education and the SwSTEM Resource Center were offered at USI and NSWC Crane. Workshop topics included all STEM disciplines.
- **Ohio Valley STEM Educators Conference** – Planning is underway for the third annual Ohio Valley STEM Educators Conference which is designed to bring together STEM educators from southwestern Indiana, southern Illinois, and western Kentucky for workshops, presentations, and best-practice discussions. Conference tracks include:
 - The New Common Core Standards: Strategies, Resources, and Assessments;
 - Promoting a Sustainable Planet Through STEM Education;
 - Using Inquiry and Creativity in the Classroom to Advance Innovation in STEM Education; and
 - Cultivating Student Engagement Through the Use of Technology.
- **Tri-State Science and Engineering Fair** – In 2012, over 600 students in grades K-12 participated in the annual fair while over 1,200 students, parents, and teachers viewed the student projects during field trips coordinated by the SwSTEM Resource Center. Approximately 90 STEM professionals from regional higher education institutions, businesses, and organizations volunteered as judges for the 2012 fair. The Tri-State Science and Engineering Fair is a feeder event for the Hoosier Science

and Engineering (HSEF) and ultimately the International Science and Engineering Fair (ISEF).

- ***STEM Competitions*** – Numerous STEM competitions are held annually throughout the academic year for students at varying grade levels. These events include the USI FIRST Lego League (FLL) Qualifying Tournament, State Mathematics competitions, the Chemistry Olympiad, the West Point Bridge Design Contest, the Regional SeaPerch Challenge, the USI ASME Robotics Competition, and chemistry quiz bowls. Regional students participate in these events at USI and other local sites.
- ***USI Project Lead the Way (PLTW) Certified Counselor, Teacher, and Student Conference*** – The 2012 PLTW Conference was hosted at USI and 24 teachers/counselors and 74 students attended the event. The conference included hands-on student workshops, student project presentations, a panel discussion, and STEM employer/organizations exhibits. Plans are in place for the 2013 USI PLTW Conference to be hosted at the Toyota Motor Manufacturing, Inc. (TMMI) assembly plant in Princeton, Indiana.

An essential part of the University's STEM efforts is developing partnerships with all school corporations in the region, other postsecondary education providers, and business and community leaders in an effort to provide a uniform, collaborative approach for the improvement of STEM-related education in southwest Indiana.

Center for Applied Research and Economic Development (CARED)

The University received initial funding for the Center for Applied Research (CAR) through a grant from the U.S. Small Business Administration in 2005. The 2007 Indiana General Assembly appropriated funds for the Center through the University's request for quality improvement funding. The Center, now fully funded and recently renamed the Center for Applied Research and Economic Development (CARED), is helping further develop USI's capacity to assist in regional economic and workforce development. CARED has been a successful outreach initiative enabling faculty, students, and staff to engage in applied research, problem-solving, consulting, and facilitation for regional and statewide organizations and businesses. Between January 2006 and June 2012, CARED activities included:

- 486 projects identified; 306 projects completed;
- 15 projects in process or approved;

- 316 faculty and staff engaged;
- Almost 420 students engaged; and
- Over \$1,000,000 generated from CARED services.

The CARED staff has noticed two trends over the past two years. First, there has been an increase in requests for assistance addressing complex societal questions such as: community revitalization, causes of multi-generational poverty, impact of homeownership on women and their families (see Habitat For Humanity project below), and changing perceptions of diversity in the Evansville region. These applied research projects are complex and multi-dimensional. In order to thoroughly address the issues, CARED convenes multi-disciplinary teams. While the outcomes of interdisciplinary projects are more comprehensive and enlightening, they do require significant project oversight and an extended timeframe to be completed successfully.

The second trend to note is an increase in requests for chemical and materials testing and technical consulting. These requests have mainly been in the disciplines of chemistry and physics, but there has been a growing interest in engineering laboratory capabilities as well as efficiency studies. A significant number of requests have been for Gas Chromatography, Mass Spectrophotometry, FTIR, and radiation testing. During the 2010-2012 time frame, CARED oversaw 11 laboratory-based research projects, and is currently scoping an additional three. Many requests come from start-up and small-to-medium-size organizations, which do not have access to the necessary laboratory capabilities. Often this equipment is expensive and requires highly specialized expertise – resources these organizations cannot fund. Access to USI laboratory equipment and faculty expertise allows these organizations to grow and thrive through supporting new product development and existing products, as well as troubleshooting issues. In several cases, the University has become a research arm for the organizations, which include Shamrock Technologies, Abengoa, Parson Adhesives, and D&L Innovative Plastics.

In addition to these new trends, CARED has continued to grow its facilitation services, specifically expanding upon the success of the Intellectual Property (IP) Mining process developed with NSWC Crane. Over the last two years, this process has been showcased among the joint Department of Defense forces and translated to several other military research facilities.

Examples of applied research projects conducted in 2010-2012 that were developed by USI faculty and staff and coordinated by the Center are:

- **Downtown Market Research for Natural Food Business – City of Evansville**

The mission of the Evansville Department of Metropolitan Development (DMD) is “To encourage, stimulate and participate in community development, economic development, neighborhood stabilization and neighborhood revitalization in the City of Evansville.” The DMD wanted to stimulate activity in the downtown area through the development of a natural foods type store. They sought assistance from the Center for Applied Research to provide the data needed to present to potential investors. A community survey was designed to measure interest in the natural foods store model. Under the direction of the faculty researcher, over 30 students conducted the intercept surveys in the downtown area.

- **Consolidation Listening Sessions – City of Evansville**

The Evansville City-County Government Reorganization Committee was tasked with crafting a proposal for the consolidation of the City of Evansville and Vanderburgh County into one entity and developing a comprehensive plan for this reorganization. The Reorganization Committee sought to capture constructive community feedback on the plan. Due to the controversial nature of the consolidation, the Committee wanted a neutral party to conduct several listening sessions, to give constituents sufficient opportunities to provide feedback. The Center for Applied Research developed and implemented a facilitation plan. The feedback from these sessions was used by the Committee to refine and resubmit the proposal.

- **Habitat for Humanity International – Women Build Division, Atlanta**

Approximately 70 percent of all homes built by Habitat for Humanity are built for families with a single woman as head of household. The HFHI Women Build program requested research on a national scale to assess the impact home ownership has had on the lives of these women and their families. The research also included a study to gain insight into the experiences and perceptions affiliates have with the Women Build program. The impact of housing on women and their families is complex and multi-dimensional. In order to gain a comprehensive perspective of the impact of housing on women and their families, the Center for Applied Research convened an interdisciplinary team consisting of six faculty in five disciplines. The data and corresponding recommendations from this research was well received. The Habitat organization has used the data to justify new and existing

programs, and determine innovative ways to continue to meet their mission of providing decent, affordable housing.

- **Engage Henderson and Jacobsville Community Revitalization**

CARED continues to expand on the collaborative community revitalization work that was initiated with the Glenwood Community Development project in 2008. While continuing to support the Glenwood project as needed, CARED also has played an instrumental role in defining and expanding the community revitalization model for use with similar initiatives in the Henderson and Jacobsville communities. The goal of these collaborations is to bring comprehensive change to underrepresented and underserved pockets of our community. USI researchers have conducted extensive surveys and focus groups to understand the needs of residents in these areas. Further, USI facilitated neighborhood forums in the Henderson area to develop the framework, team, and projects to be pursued. Currently, CARED is working closely with the project teams to provide training for team leaders, facilitate further development of the team goals, and ensure forward movement of the initiative.

- **Evansville Regional Airport Board**

The Evansville Regional Airport Board is currently developing a three-to-five year strategic map. One of the goals is to create a “Wow” experience for travelers using the facilities. In order to be able to design the “Wow” experience, the Board needed to understand the flow of passengers from the time they arrive on the property to the time they leave. The Board requested assistance to develop the flow map which delineates the passengers’ experiences. A computer simulation of the process also was developed, which can be used to determine the impact of proposed changes on the overall passenger flow. In addition, the Board was interested in conducting intercept surveys at the airport to learn more about the demographics and first-hand experiences of their passengers. This information will be used along with the flow map to develop a plan to improve the overall experience of travelers. The applied research plan was developed by faculty in engineering and political science and students in both disciplines conducted the observations and interviews.

The Center facilitated the formation of the Tri-State Industrial Safety Council (TSISC), a consortium of area employers seeking to improve the level of safety for contractors working at area facilities. Twenty-four member companies now comprise the Council: ALCOA Warrick Operations, Aleris International, American Electric Power, Berry Plastics, Bristol-Myers Squibb, Century Aluminum, DSM Engineering Plastics, Dana Corporation, Domtar Hawesville Operation, Ferro Corporation, Indiana Furniture, Indianapolis Power and Light, Jasper Engine Exchange, Jasper Seating Company, Kimball International, MasterBrand Cabinets, Mead Johnson Nutrition, Pittsburgh Glass Works, OFS Industries, Rio Tinto Alcan Sebree Operations, SABIC-IP, Toyota Motor Manufacturing, Indiana, University of Southern Indiana, and Vectren. Thirty-seven contractor organizations and local unions are associate or subscriber members, forming a partnership to improve the safety practices of contract employees. Each organization requires contractors to pass the Basic Orientation Plus™ safety orientation examination to earn a badge that is reciprocal for all TSISC members. The TSISC is housed at USI, with USI providing safety orientation for over 8,000 contractor employees annually, saving participants and organizations time and money by reducing redundant on-site safety orientation. A spin-off contract to address the time-consuming task of providing site-specific safety orientations is being addressed by the Center for HRD. Online accessible modules are developed and hosted by USI, allowing easier access for contractor employees and online look-up capability for company representatives. ALCOA and Mead Johnson Nutrition have implemented the program, with Bristol-Myers Squibb and Vectren in the module development phase of the project. The goal is to add two organizations a year.

Farbest Foods, Inc., a turkey processing operation located in Dubois County, utilized the services of the Center for Human Resource Development to regain control of its processes. To meet the demand of its largest customer, Farbest Foods tripled in size, resulting in a drop in quality. With the company goal of achieving operational excellence, USI assembled a team of experts to complete an assessment of quality, maintenance, safety, and leadership practices. In addition to delivering a report on the current state of the company and recommendations to address gaps, USI provided extensive leadership training for supervisors and managers. The one-year report showed marked improvement in process control across all areas covered. With the improvements in quality, the company is ready to plan further expansion. A new mill and processing plant, totaling an investment of \$100 million, is under construction in Knox County and will employ approximately 400 people at the start of operations, scheduled for 2014.

Center for Education Services and Partnerships

The Center for Education Services and Partnerships is charged with coordinating a wide variety of educational services and promoting partnerships between the University and P-12 organizations in the region. The focus is to pull together University resources to support greater involvement in P-12 education; the goals are improved teaching and learning throughout the region, expanded professional development opportunities for teachers, and increased learning opportunities for pre-college students.

The Center directs the College Achievement Program (CAP), a rapidly growing, accredited concurrent credit program involving partnerships with 22 high schools and enrolling more than 2,135 students, a 53 percent increase in enrollment since the 2010 biennial report. The director worked with the Indiana Commission for Higher Education to help shape the Indiana Concurrent Enrollment Review process and serves on the governing board of the National Alliance for Concurrent Credit Partnerships (NACEP), the organization responsible for accrediting university concurrent credit programs. In addition, the Manager of School Partnerships is a member of the NACEP board and serves as the chair of the organization's Governmental Relations committee. Both the director and the manager serve as reviewers for the NACEP accreditation process.

Other initiatives include facilitating customized professional development programs for schools, focusing on integrating technology into the classroom, and coordinating with the College of Science, Engineering, and Education to provide a variety of STEM education projects for area schools and teachers. Examples include a variety of professional development workshops for teachers to incorporate the inductive approach to teaching into elementary, middle, and high school STEM curricula. Other projects include hosting the annual GO STEM! program for high school girls and planning the annual Ohio Valley STEM conference for area educators to be held on USI's campus in November 2012.

In September 2011, the Center was awarded a Posey County Women's Foundation grant for a Girls Only Robotics program. Grant funding covered the purchase of LEGO Robotic kits for four Posey County schools and training workshops for eight female teachers and sixteen 5th and 6th grade girls, teaching them to construct and program robots. The four girls' teams competed in USI's Robotics competition held on campus in April 2012. These four schools will continue to use their kits and teacher expertise to form teams to compete in future robotics competitions.

- **Abengoa Chemical Process Issue**

Abengoa Bioenergy of Indiana is a producer of Ethanol products. They experienced an issue with high levels of sulfates that were interfering with production. They requested a PhD chemist to consult on process chemistry in order to identify potential root causes producing the high levels of sulfates. A USI faculty member was able to analyze the process and provide a solution that allowed Abengoa to successfully continue production.

Center for Human Resource Development (HRD)

Environmental scanning and other analyses of the economic and workforce environment in southwest Indiana led to renewed emphasis on outreach to employers, nonprofit and governmental agencies, and entrepreneurs/business start-ups. USI is focusing more sharply on developing human capital, consulting, technical assistance, applied research support, and assessment activities. These initiatives take the form of instruction delivered on site and online, contract training programs, continuing education programs related to employee development, leadership development, and faculty and staff consulting. The planned results of this outreach are partnerships and collaboration that promote an entrepreneurial culture, increased productivity and competitiveness, and more consistent workforce improvement programs.

The Center for Human Resource Development, a unit of Outreach and Engagement, works with area organizations and professional associations to enhance workforce development by creating and analyzing surveys, leading strategic planning sessions, creating organizational development plans, conducting workshops and training programs, and consulting on human resource, leadership, maintenance reliability, continuous improvement, and safety issues. In addition to working with companies to meet unique challenges, this unit fosters collaboration between area industries to address similar needs.

Custom designed Contract Education and Training Programs include noncredit and degree programs for regional businesses and industries such as ALCOA, Azteca, Babcock & Wilcox, Best Home Furnishings, Farbest Foods, Inc., Skanska, Graham Packaging, Industrial Contractors, Inc., Irving Materials, Kimball International, Mead Johnson Nutrition, Toyota Motor Manufacturing, Indiana, and Vectren.

The Center initiates many of the on-campus and community programs for children and adolescents and offers summer enrichment classes covering a wide variety of topics and often involving USI faculty. Summer 2012 enrichment programs generated 165 enrollments of children ages 4-14. The Center also assists in the enrollment process for the Summer Enrichment Camp, USI's summer school-age child care program that serves 75 children ages 6-12.

Connect with Southern Indiana (CSI)

Among findings of the President's Task Force on Workforce and Economic development was strong interest in USI's providing community leadership training. With Lilly Endowment funding, USI collaborated with a diverse community advisory committee to create a unique nine-county regional leadership/citizenship development program. *Connect with Southern Indiana (CSI)* uses critical-thinking development as the basis for community engagement. Launched in 2006, 148 southwest Indiana residents have participated in the program, strengthening their network contacts across the tri-state and collaborating on the development of 39 projects designed to improve quality of life for residents of Indiana. Projects range from tourism to economic development and from childhood health and safety to environmental and social issues. In addition to critical thinking, participants hone their networking, problem-solving, and project management skills, while learning about the strengths and opportunities in individual counties and communities in an effort to enhance long-term, region-wide collaboration. USI faculty members are allotted approximately 20 percent of the seats in each CSI class to acculturate them to the region and to highlight opportunities for faculty engagement.

Cultural and Heritage Outreach

The University continues its significant leadership role in cultural and heritage tourism development, another important form of economic development in the historic region of Indiana. Since 1986, USI has been home to *Historic Southern Indiana (HSI)*, a 26-county coalition dedicated to Heritage Enrichment that seeks to preserve, enhance, and promote historical, natural, and recreational resources in southern Indiana. Significant projects include collaboration with other multi-state agencies in developing and gaining federal "America's Byways" designation for the Ohio River Scenic Byway and Indiana's Historic Pathways. HSI hosts several programs in the areas of history education, heritage tourism, historic preservation, and community pride. *Historic New Harmony (HNH)*, another USI-based tourism and education-focused project, is a partnership with the State of Indiana to preserve the

utopian legacy of Historic New Harmony through its programs and collections. HNH partnered with the New Harmony Town Council to complete a ten-year comprehensive plan and will help facilitate implementation of the plan. Regional professional theatre is produced in New Harmony by the College of Liberal Arts during the summer months. *Southern Indiana Japanese School*, a Saturday program for children of Japanese employees of several Japanese-owned corporations, is managed by USI.

INCREASING THE CAPACITY OF THE UNIVERSITY OF SOUTHERN INDIANA FOR ECONOMIC AND WORKFORCE DEVELOPMENT ASSISTANCE

As the record of initiatives and activities shown above demonstrate, the University of Southern Indiana is a major contributing partner to the economy of the state, especially in southwest Indiana. While the record is impressive, the ability of the University to respond to all worthy requests and to fully meet expectations is limited. As the public comprehensive university in southwest Indiana, the University of Southern Indiana is increasingly viewed as a key enabler of regional economic and workforce transformation. The University is targeted as a major provider of applied research, economic development research, marketing research, and other data gathering and analysis for the Economic Development Coalition of Southwest Indiana, GAGE, and the USI/I-69 Innovation Corridor Executive Committee. USI's Center for Applied Research and Economic Development continues to receive numerous requests for faculty/student support for technical services, applied research, and problem-solving projects from area business and industry. Requests for university-originated training and leadership programs to support business practice transformation continue to grow. USI's leadership in STEM education continues to be a major outreach effort that will improve science, mathematics, and technical education, a key to developing the desired highly skilled workforce. Of increasing concern regionally, as well as nationally, is the growing shortage of quality high school teachers in these disciplines. Leadership in training and upgrading skills of in-service teachers, recruiting and adequately preparing pre-service science and mathematics teachers, and redesigning and aligning curricula is expected from the University.

USI's state funding, when compared to Indiana's other comprehensive institutions, falls significantly short of the level needed to fully engage in economic and workforce development outreach. USI has a long history of excellence in teaching and is carefully transitioning to a more broadly based institution providing quality applied research, partnerships with schools to improve both teaching and learning, and community engagement in response to regional expectations. That transition is made difficult because of the constraints imposed by the University's inadequate funding base. The most critical impact of this funding shortfall is the

shortage of full-time faculty with training in targeted disciplines. Not only does this inhibit academic development, it severely limits the institution's ability to respond to worthy requests for assistance from schools, individual businesses, and other organizations, and to support community economic development initiatives. While economic development will continue to be a strong outreach focus, it is important that USI sharpen its focus on expanding capacity to address critical workforce-preparation deficiencies resulting from inadequate preparation of students and the growing shortage of quality teachers, especially in STEM education areas.

As noted in previous requests, USI is eager to expand its capacity to assist with economic development priorities of the region and state in keeping with the Commission's *Reaching Higher, Achieving More* agenda. An increased investment by the state is critically important if the University is to continue to respond effectively to regional and state need.

SUMMARY BUDGET REQUEST SCHEDULE I (SBRS I)
GENERAL AND DEDICATED FUNDS STATE SUPPORT REQUEST SUMMARY
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF OPERATING, DEBT SERVICE, LINE ITEMS AND REPAIR AND REHABILITATION FUNDING FOR 2013-15
UNIVERSITY OF SOUTHERN INDIANA

	Actual 2010-11	Actual 2011-12	Approp 2012-13 (a)	Estimated 2012-13 (b)	2014 Budget Adjustment (c)	2014 Base Budget (d)	Request 2013-14	2015 Budget Adjustment (e)	2015 Base Budget (f)	Request 2014-15	% Change 2013 v 2014	% Change 2014 v 2015
A. Operating Budget Request												
Operating Budget Base (1)	\$ 38,100,474	\$ 40,109,493	\$ 40,109,493	\$ 40,109,493	\$ (2,406,570)	\$ 37,702,923	\$ 37,702,923	\$ (2,807,665)	\$ 37,301,828	\$ 37,301,828		
Performance Formula Funding (2)												
- Overall Degree Completion							\$ 1,078,959			\$ 1,258,784		
- At-Risk Student Degree Completion							\$ 469,612			\$ 547,881		
- High Impact Degree Completion							\$ -			\$ -		
- Student Persistence Incentive							\$ 157,335			\$ 183,558		
- Remediation Success Incentive							\$ -			\$ -		
- On-time Graduation Rate Metric							\$ 1,153,700			\$ 1,345,984		
- Institution Defined Productivity Metric							\$ 60,164			\$ 70,192		
Appropriation Adjustment							\$ 5,000,000			\$ 10,000,000		
TOTAL OPERATING BUDGET REQUEST	\$ 38,100,474	\$ 40,109,493	\$ 40,109,493	\$ 40,109,493	\$ (2,406,570)	\$ 37,702,923	\$ 45,622,693	\$ (2,807,665)	\$ 37,301,828	\$ 50,708,227	13.75%	11.15%
B. Debt Service (3)	\$ 11,003,967	\$ 10,998,767	\$ 12,134,116	\$ 12,134,116			\$ 11,064,580			\$ 12,279,305	-8.81%	10.98%
C. Line Items (4)												
- General Fund	\$ 553,428	\$ 470,414	\$ 470,414	\$ 470,414			\$ 519,807			\$ 574,387	10.50%	10.50%
- Dedicated Funds							\$ -			\$ -		
- Other Funds	\$ 691,375	\$ 936,583	\$ 904,750	\$ 904,750			\$ 869,450			\$ 829,244	-3.90%	-4.62%
D. Repair and Rehabilitation (General Fund) (5)												
- Building	\$ 677,334						\$ 1,149,966			\$ 1,149,966		0.00%
- Infrastructure							\$ 217,960			\$ 217,960		0.00%
TOTAL BUDGET REQUEST (ALL FUNDS)	\$ 12,926,104	\$ 12,405,764	\$ 13,509,280	\$ 13,509,280	\$ -	\$ -	\$ 13,821,763	\$ -	\$ -	\$ 15,050,862	2.31%	8.89%
TOTAL BUDGET REQUEST (STATE GENERAL FUND ONLY)	\$ 50,335,203	\$ 51,578,674	\$ 52,714,023	\$ 52,714,023	\$ (2,406,570)	\$ 37,702,923	\$ 58,575,006	\$ (2,807,665)	\$ 37,301,828	\$ 64,929,845	11.12%	10.85%

The as-passed state appropriation for 2010-11 was \$39,172,365. This amount was reduced by the ARRA reversion of \$1,071,891. \$38,100,474 is the actual amount received.

Notes:

- (1) For FY 2011 through 2013 include actual operating distribution to institution/campus
 - (2) For Budget Request FY 2014 and 2015 include amounts from weighting allocation (provided by CHE)
 - (3) Include amount of state funded debt service from schedule CRS I
 - (4) Includes amounts from BRS XI schedules. Separate by funding source. If more than one line item, include total for all line items in this section, do not list out each line
 - (5) Include figures from CRS V split by building and infrastructure amounts
-
- (a) Figures should reflect appropriation amount for FY13
 - (b) Figures should reflect estimated expenditures for FY13
 - (c) Multiply FY 13 Operating Appropriation by 6% (do not calculate for Debt Service, Line Items or R&R)
 - (d) Subtract 2014 Base Adjustment Amount from FY 13 Operating Appropriation (Operating Only)
 - (e) Multiply FY 13 Operating Appropriation by 7% (do not calculate for Debt Service, Line Items or R&R)
 - (f) Subtract 2015 Base Adjustment Amount FY 13 Operating Appropriation (Operating Only)

**BUDGET REPORT SCHEDULE VIII (BRS VIII)
STUDENT ENROLLMENT DATA
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF STUDENT ENROLLMENT BY DEGREE TYPE AND RESIDENCY (FTE AND HEADCOUNT)
UNIVERSITY OF SOUTHERN INDIANA**

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	PROJ 2012-13	PROP 2013-14	PROP 2014-15	2007-13 CAGR	% Change 2013 v 2014	% Change 2014 v 2015
A. ANNUAL STUDENT HEADCOUNT												
1. Undergraduate	10,989	11,026	11,445	12,140	12,414	12,828	12,956	13,086	13,086	2.78%	1.00%	0.00%
a. Indiana Resident	9,889	9,949	10,289	10,857	11,092	11,419	11,533	11,648	11,648	2.60%	1.00%	0.00%
b. Non-Resident	668	651	724	795	856	947	956	966	966	6.16%	1.00%	0.00%
d. Reciprocity Non-Resident	432	426	432	488	466	462	467	472	472	1.31%	1.00%	0.00%
2. Graduate	1,090	1,091	1,090	1,107	1,078	1,139	1,151	1,163	1,163	0.91%	1.00%	0.00%
a. Indiana Resident	816	815	818	806	752	787	795	803	803	-0.43%	1.00%	0.00%
b. Non-Resident	201	198	176	215	235	265	268	271	271	4.91%	1.00%	0.00%
d. Reciprocity Non-Resident	73	78	96	86	91	87	88	89	89	3.16%	1.00%	0.00%
3. Professional	0	0	19	33	50	50	50	50	50	1.00%	1.00%	0.00%
a. Indiana Resident	0	0	11	16	24	24	24	24	24	1.00%	1.00%	0.00%
b. Non-Resident	0	0	8	16	26	25	25	25	25	1.00%	1.00%	0.00%
d. Reciprocity Non-Resident	0	0	0	1	0	1	1	1	1	1.00%	1.00%	0.00%
TOTAL STUDENT HEADCOUNT	12,079	12,117	12,554	13,280	13,542	14,017	14,157	14,299	14,299	2.68%	1.00%	0.00%
B. ANNUAL FULL-TIME EQUIVALENT (FTE) STUDENTS												
1. Undergraduate	8,154.5	8,124.2	8,439.5	8,891.3	8,889.3	9,111.0	9,202.0	9,294.0	9,294.0	2.03%	1.00%	0.00%
a. Indiana Resident	7,403.7	7,388.8	7,609.2	7,955.6	7,949.6	8,116.2	8,197.0	8,279.0	8,279.0	1.71%	1.00%	0.00%
b. Non-Resident	465.0	454.9	539.9	598.1	617.0	675.9	683.0	690.0	690.0	6.62%	1.00%	0.00%
d. Reciprocity Non-Resident	285.8	280.5	290.4	337.6	322.7	318.9	322.0	325.0	325.0	2.01%	1.00%	0.00%
2. Graduate	522.1	507.8	520.5	553.8	539.6	577.4	583.0	588.0	588.0	1.86%	1.00%	0.00%
a. Indiana Resident	376.3	371.5	384.5	397.3	388.2	404.8	409.0	413.0	413.0	1.40%	1.00%	0.00%
b. Non-Resident	105.3	99.4	92.8	110.5	110.0	128.6	130.0	131.0	131.0	3.57%	1.00%	0.00%
d. Reciprocity Non-Resident	40.5	36.9	43.2	46.0	41.4	44.0	44.0	44.0	44.0	1.39%	1.00%	0.00%
3. Professional	0.0	0.0	7.8	17.3	25.5	28.3	28.0	28.0	28.0	1.00%	1.00%	0.00%
a. Indiana Resident	0.0	0.0	4.7	9.0	12.5	13.9	14.0	14.0	14.0	1.00%	1.00%	0.00%
b. Non-Resident	0.0	0.0	3.1	7.5	13.0	14.3	14.0	14.0	14.0	1.00%	1.00%	0.00%
d. Reciprocity Non-Resident	0.0	0.0	0.0	0.8	0.0	0.1	0.0	0.0	0.0	1.00%	1.00%	0.00%
TOTAL STUDENT FTE	8,676.6	8,632.0	8,967.8	9,462.4	9,454.4	9,716.7	9,813.0	9,910.0	9,910.0	2.07%	1.00%	0.00%
C. BREAKOUT OF HIGH SCHOOL ENROLLMENT												
1. High School Headcount	481	668	865	1,175	1,485	1,718	1,761	1,805	1,850	24.15%	2.50%	2.50%
2. High School FTE	72.9	97.0	144.7	215.2	265.2	326.2	334.0	342.0	351.0	28.88%	2.50%	2.50%

Notes:

- Data to be provided by CHE through SIS as of 2011.
- Enrollment represents annual, unduplicated enrollment. If a student was reported more than once by the same campus, the student is counted only once.
- Statewide Technology students are excluded from counts for Purdue West Lafayette
- Counts include both degree-seeking and non degree-seeking students
- Resident = students reported with residency status = 1 (assumed resident for tuition/fee purposes). Non-resident = students reported with residency status = 2 (assumed non-resident for tuition/fee purposes); 3 (MHEC - students enrolled through the Midwest Student Exchange Program); 5 (non-resident paying resident fees for reason other than reciprocity); and 0 (unknown/undeclared). Reciprocity = students reported with residency status = 4 (assumed resident via reciprocity)
- Section C is subset of Section A.1 and B.1
- FTE is calculated by taking sum of total census credit hours divided by 30 for undergraduates and 24 for graduates. For FTE calculations, high school students are considered undergraduates
- High school = students reported with class level of 01 (high school) or entry type = 4 (dual credit)
- **Undergraduate** = students reported with class level of 01 (high school); 02 (certificate 1 year); 03 (certificate 2 year); 04-05 (Associate); 06-09 (Baccalaureate); 16 (unclassified undergraduate); 18 (unclassified certificate); 19 (unclassified associate); 20 (unclassified certificate/associate); and 21 (certificate-less than 1 year)
- **Graduate** = students reported with class level of 10 (post-baccalaureate certificate); 11 (Master's); 12 (post-master's certificate) 13 (other graduate); 15 (doctoral); 17 (unclassified graduate); and 25 (doctor's degree-research/scholarship)
- **Professional** = students reported with class level of 14 (first professional) or 24 (doctor's degree-professional practice)

- USI Growth Assumption from 2011-12 to 2012-13:
Headcount and FTE = 1.00%
High School Headcount and FTE = 2.50%

BUDGET REPORT SCHEDULE X - A (BRS X - A)
DEBT SERVICE ON ALL CAPITAL PROJECTS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF DEBT SERVICE FOR ALL CAPITAL PROJECTS - 2007-2015
UNIVERSITY OF SOUTHERN INDIANA

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15
A. Projects Eligible for Fee Replacement									
1. Existing Debt Service (Please list Series)									
Series D	\$ 835,000	\$ 835,000	\$ 835,000	\$ 835,000	\$ 835,000	\$ 835,000	\$ 835,000	\$ 835,000	\$ 835,000
Series F	\$ 1,318,970	\$ 1,315,493	\$ 1,318,970	\$ 1,315,575	\$ 1,319,938	\$ 1,315,863	\$ 1,318,213	\$ 344,213	\$ -
Series H	\$ 2,061,738	\$ 2,062,638	\$ 2,060,431	\$ 2,060,063	\$ 2,063,275	\$ 2,062,650	\$ 2,061,000	\$ 2,059,775	\$ 2,059,563
Series I	\$ 1,636,393	\$ 4,692,431	\$ 4,694,519	\$ 4,688,081	\$ 3,878,956	\$ 3,879,206	\$ 3,878,831	\$ 3,872,922	\$ 3,870,725
Series J	\$ -	\$ -	\$ 244,538	\$ 2,906,173	\$ 2,906,798	\$ 2,906,048	\$ 2,907,673	\$ 2,910,922	\$ 2,910,673
Total Existing Debt Service for Fee Replacement Projects	\$ 5,852,101	\$ 8,905,562	\$ 9,153,458	\$ 11,804,892	\$ 11,003,967	\$ 10,998,767	\$ 11,000,717	\$ 10,022,832	\$ 9,675,961
2. New Debt Service Awaiting Issuance for Approved Fee Replacement Projects (1)									
a. Project (List each project)									
G-0-09-1-01 USI Theaching Theatre	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,133,399	\$ 1,041,748	\$ 1,062,181
Total Debt Service for Approved Fee Replacement Projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,133,399	\$ 1,041,748	\$ 1,062,181
3. New Debt Service for Unapproved Fee Replacement Projcets (4)									
a. Project (List each project)									
Total New Debt Service for Unapproved Fee Replacement Projects									
4. New Debt Service for Requested Fee Replacement Projects (2)									
a. Project (List each project)									
Physical Activites Center Repair and Rehabilitation									\$ 1,541,163
Total New Debt Service for Requested Fee Replacement Projects									\$ 1,541,163
TOTAL DEBT SERVICE FOR FEE REPLACEMENT PROJECTS	\$ 5,852,101	\$ 8,905,562	\$ 9,153,458	\$ 11,804,892	\$ 11,003,967	\$ 10,998,767	\$ 12,134,116	\$ 11,064,580	\$ 12,279,305
B. Projects without Fee Replacement (3)									
1. Existing Debt Service (Please list Series)									
Series 2001A	\$ 1,970,750	\$ 1,966,500	\$ 1,964,625	\$ 1,964,875	\$ 1,962,125	\$ 1,791,208	\$ -	\$ -	\$ -
Series 2001B	\$ 565,711	\$ 692,500							
Series 2003	\$ 586,225	\$ 587,375	\$ 588,225	\$ 583,850	\$ 583,438	\$ 586,800	\$ 584,725	\$ 586,939	\$ 588,153
Series 2006	\$ -	\$ -	\$ 561,389	\$ 561,225	\$ 561,056	\$ 560,876	\$ 560,691	\$ 560,495	\$ 560,290
Series 2008A	\$ -	\$ -	\$ 485,621	\$ 580,128	\$ 572,188	\$ 564,248	\$ 556,308	\$ 548,368	\$ 540,428
Series 2011A	\$ -					\$ 55,957	\$ 2,479,439	\$ 2,441,786	\$ 2,404,133
Series G	\$ 346,893	\$ 360,380	\$ 351,311	\$ 440,262	\$ 427,512	\$ 414,964	\$ 401,821	\$ 389,262	\$ 376,512
Series I	\$ 376,531	\$ 373,031	\$ 378,256	\$ 376,631	\$ 372,881	\$ 373,506	\$ 373,381	\$ 376,763	\$ 368,756
Series J			\$ 92,424	\$ 1,099,953	\$ 1,098,828	\$ 1,096,578	\$ 1,097,703	\$ 1,097,578	\$ 1,101,078
Total Existing Debt Service for Other Projects	\$ 3,846,110	\$ 3,979,786	\$ 4,421,852	\$ 5,606,923	\$ 5,578,027	\$ 5,444,137	\$ 6,054,067	\$ 6,001,189	\$ 5,939,348
2. New Debt Service Awaiting Issuance for Approved Projects (1)									
a. Project (List each project)									

Total Debt Service for Approved Other Funded Projects										
3. New Debt Service for Unapproved Other Funded Projects (4) a. Project (List each project)										
Total New Debt Service for Unapproved Other Funded Projects										
4. New Debt Service for Other Funded Requested Projects a. Project (List each project)										
Total New Debt Service for Requested Other Funded Projects										
TOTAL DEBT SERVICE FOR OTHER FUNDED PROJECTS	\$ 3,846,110	\$ 3,979,786	\$ 4,421,852	\$ 5,606,923	\$ 5,578,027	\$ 5,444,137	\$ 6,054,067	\$ 6,001,189	\$ 5,939,348	
TOTAL DEBT SERVICE FOR ALL CAPITAL PROJECTS	\$ 9,698,211	\$ 12,885,348	\$ 13,575,310	\$ 17,411,815	\$ 16,581,994	\$ 16,442,904	\$ 18,188,183	\$ 17,065,769	\$ 18,218,653	

Notes:

- (1) For those projects previous by CHE, SBC and SBA that do not have funding in 2011-13, and debt service is not included in existing debt service figures (A-1).
- (2) Figures must match 2013-15 Capital Project Request Schedule for requested capital projects
- (3) Figure should include all other debt service not related to fee replacement (auxiliary, revenue, short term notes, etc)
- (4) Include only projects pending approval by CHE, SBC or SBA that are not funded in 2011-13 and have been previously authorized by the General Assembly

- For projects awaiting issuance, those not approved but authorized, and new capital projects, use a 20 year term at a 5.75% interest rate
- For projects awaiting issuance and those not approved but authorized, debt service should be included for 2014 and 2015
- For new capital project requests, debt service should start in FY 2015
- Figures should include both principle and interest

**BUDGET REPORT SCHEDULE X - B (BRS X - B)
DEBT SERVICE ON ALL CAPITAL PROJECTS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF DEBT SERVICE FOR ALL CAPITAL PROJECTS THROUGH RETIREMENT OF DEBT
UNIVERSITY OF SOUTHERN INDIANA**

	Fee Replacement Debt Service			Other Debt Service			Total Debt Service
	Existing	Planned	New	Existing	Planned	New	
2011	\$ 11,003,967			\$ 5,578,027			\$ 16,581,994
2012	\$ 10,998,767			\$ 5,444,137			\$ 16,442,903
2013	\$ 11,000,717	\$ 1,133,399		\$ 6,054,067			\$ 18,188,183
2014	\$ 10,022,832	\$ 1,041,748		\$ 6,001,189			\$ 17,065,769
2015	\$ 9,675,961	\$ 1,062,181	\$ 1,541,163	\$ 5,939,348			\$ 18,218,653
2016	\$ 9,675,939	\$ 1,061,568	\$ 1,520,863	\$ 5,956,845			\$ 18,215,215
2017	\$ 8,030,182	\$ 1,060,920	\$ 1,519,985	\$ 5,544,629			\$ 16,155,716
2018	\$ 8,027,450	\$ 1,060,234	\$ 1,519,056	\$ 3,190,602			\$ 13,797,343
2019	\$ 8,025,219	\$ 1,059,509	\$ 1,518,075	\$ 3,263,119			\$ 13,865,922
2020	\$ 8,026,560	\$ 1,058,743	\$ 1,517,036	\$ 4,719,088			\$ 15,321,428
2021	\$ 8,030,580	\$ 1,057,932	\$ 1,515,938	\$ 4,801,099			\$ 15,405,549
2022	\$ 8,029,388	\$ 1,057,074	\$ 1,514,777	\$ 5,400,076			\$ 16,001,315
2023	\$ 5,969,175	\$ 1,056,168	\$ 1,513,549	\$ 2,244,926			\$ 10,783,819
2024	\$ 5,969,675	\$ 1,055,209	\$ 1,512,251	\$ 2,246,179			\$ 10,783,314
2025	\$ 2,907,256	\$ 1,054,195	\$ 1,510,878	\$ 2,245,982			\$ 7,718,311
2026	\$ 2,909,288	\$ 1,053,122	\$ 1,509,425	\$ 1,657,391			\$ 7,129,226
2027	\$ 2,908,413	\$ 1,051,988	\$ 1,507,890	\$ 1,653,849			\$ 7,122,140
2028	\$ 2,909,200	\$ 1,050,789	\$ 1,506,266	\$ 1,515,609			\$ 6,981,864
2029	\$ 2,906,219	\$ 1,049,521	\$ 1,504,549	\$ 1,100,763			\$ 6,561,051
2030		\$ 1,048,180	\$ 1,502,733				\$ 2,550,913
2031		\$ 1,046,762	\$ 1,500,812				\$ 2,547,574
2032		\$ 1,045,262	\$ 1,498,781				\$ 2,544,043
2033		\$ 1,043,676	\$ 1,496,634				\$ 2,540,310
2034			\$ 1,491,000				\$ 1,491,000

Notes:

- For projects previously authorized by the General Assembly, but funding is being requested for the first time, debt service should begin in FY 2014
- For new capital project requests, debt service should start in FY 2015
- If debt service extends beyond 2033, please add lines
- Institutions may include each series as an addendum to this schedule (recommended)
- Figures should include both principle and interest
- Figures should assume for new debt issuance a 5.75% interest rate for a term of 20 years

BUDGET REPORT SCHEDULE X - C (BRS X - C)
OUTSTANDING DEBT ON ALL CAPITAL PROJECTS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF OUTSTANDING DEBT FOR ALL CAPITAL PROJECTS THROUGH RETIREMENT OF DEBT
UNIVERSITY OF SOUTHERN INDIANA

	Fee Replacement Outstanding Debt			Other Outstanding Debt			Total Outstanding Debt
	Existing	Planned	New	Existing	Planned	New	
2011	\$ 137,026,786			\$ 74,556,925			\$ 211,583,711
2012	\$ 126,022,819			\$ 68,978,898			\$ 195,001,717
2013	\$ 115,024,052	\$ 21,074,783		\$ 63,534,761			\$ 199,633,597
2014	\$ 104,023,335	\$ 20,033,035		\$ 57,480,695			\$ 181,537,065
2015	\$ 94,000,503	\$ 18,970,853	\$ 28,680,497	\$ 51,479,506			\$ 193,131,359
2016	\$ 84,324,542	\$ 17,909,285	\$ 27,159,635	\$ 45,540,158			\$ 174,933,620
2017	\$ 74,648,604	\$ 16,848,365	\$ 25,639,650	\$ 39,583,313			\$ 156,719,931
2018	\$ 66,618,422	\$ 15,788,131	\$ 24,120,593	\$ 34,038,683			\$ 140,565,829
2019	\$ 58,590,972	\$ 14,728,622	\$ 22,602,519	\$ 30,848,081			\$ 126,770,194
2020	\$ 50,565,753	\$ 13,669,879	\$ 21,085,482	\$ 27,584,962			\$ 112,906,076
2021	\$ 42,539,193	\$ 12,611,947	\$ 19,569,544	\$ 22,865,874			\$ 97,586,557
2022	\$ 34,508,613	\$ 11,554,873	\$ 18,054,767	\$ 18,064,775			\$ 82,183,027
2023	\$ 26,479,225	\$ 10,498,706	\$ 16,541,218	\$ 12,664,699			\$ 66,183,848
2024	\$ 20,510,050	\$ 9,443,497	\$ 15,028,967	\$ 10,419,772			\$ 55,402,286
2025	\$ 14,540,375	\$ 8,389,302	\$ 13,518,089	\$ 8,173,593			\$ 44,621,359
2026	\$ 11,633,119	\$ 7,336,180	\$ 12,008,664	\$ 5,927,611			\$ 36,905,574
2027	\$ 8,723,831	\$ 6,284,191	\$ 10,500,774	\$ 4,270,220			\$ 29,779,017
2028	\$ 5,815,419	\$ 5,233,402	\$ 8,994,508	\$ 2,616,371			\$ 22,659,700
2029	\$ 2,906,219	\$ 4,183,881	\$ 7,489,960	\$ 1,100,763			\$ 15,680,822
2030		\$ 3,135,701	\$ 5,987,227				\$ 9,122,928
2031		\$ 2,088,939	\$ 4,486,415				\$ 6,575,354
2032		\$ 1,043,677	\$ 2,987,634				\$ 4,031,311
2033		\$ -	\$ 1,491,000				\$ 1,491,000
2034		\$ -	\$ -				\$ -

Notes:

- For projects previously authorized by the General Assembly, but funding is being requested for the first time, debt service should begin in FY 2014
- For new capital project requests, debt service should start in FY 2015
- If debt service extends beyond 2033, please add lines
- Institutions may include each series as an addendum to this schedule (recommended)
- Figures should include both principle and interest
- Figures should assume for new debt issuance a 5.75% interest rate for a term of 20 years

**PERFORMANCE FUNDING FORMULA METRICS AND WEIGHTING OUTCOMES
UNIVERSITY OF SOUTHERN INDIANA**

Fiscal Year 2014	Overall Degree Completion Metric					At-Risk Degree Completion Metric			Student Persistence Metric					On-Time Graduation Rate		Institution Defined	Total PFF
	\$1,949	\$3,898	\$7,795	\$3,898	\$1,949	\$1,376	\$2,752	\$5,503	\$305	\$600	\$765	\$1,210	\$1,530	\$11,461	\$22,921		
	1 Yr Cert	Associate	Bachelor	Master	Doctoral	1 Yr Cert	Associate	Bachelor	15 CH	30 CH (2YR)	30 CH (4 YR)	45 CH	60 CH	2 Year	4 Year	Productivity Metric	Allocation
TOTAL USI			131	14	4			85			72		67		50	LOW/MOD	4.39%
3 Yr Avg Change PFF Impact			\$1,018,547	\$53,266	\$7,145			\$469,612			\$55,335		\$102,000		\$1,153,700	\$60,164	\$2,919,770
TOTAL METRIC CHANGE	103	1,654	1,500	414	9	221	902	1,309	8,117	4,496	868	2,635	627	125	664	\$3,322,952	\$66,572,139
TOTAL PFF IMPACT	\$200,072	\$6,446,465	\$11,692,500	\$1,614,864	\$17,539	\$304,056	\$2,483,039	\$7,205,615	\$2,475,805	\$2,697,635	\$664,020	\$3,188,575	\$958,800	\$1,432,575	\$15,212,035	\$3,322,952	\$66,572,139
Total Amount Per Metric Percent of 2014 PFF Allocation	\$19,971,440 30%					\$9,992,709 15%			\$9,984,836 15%					\$16,644,610 25%		\$3,322,952 5%	\$66,572,139 100%

Fiscal Year 2015	Overall Degree Completion Metric					At-Risk Degree Completion Metric			Student Persistence Metric					On-Time Graduation Rate		Institution Defined	Total PFF
	\$2,274	\$4,547	\$9,094	\$4,547	\$2,274	\$1,605	\$3,210	\$6,420	\$356	\$700	\$893	\$1,412	\$1,785	\$13,371	\$26,741		
	1 Yr Cert	Associate	Bachelor	Master	Doctoral	1 Yr Cert	Associate	Bachelor	15 CH	30 CH (2YR)	30 CH (4 YR)	45 CH	60 CH	2 Year	4 Year	Productivity Metric	Allocation
TOTAL USI			131	14	4			85			72		67		50	LOW/MOD	4.39%
3 Yr Avg Change PFF Impact			\$1,188,304	\$62,143	\$8,336			\$547,881			\$64,557		\$119,000		\$1,345,984	\$70,192	\$3,406,398
TOTAL METRIC CHANGE	103	1,654	1,500	414	9	221	902	1,309	8,117	4,496	868	2,635	627	125	664	\$3,876,777	\$77,667,495
TOTAL PFF IMPACT	\$233,417	\$7,520,876	\$13,641,250	\$1,884,008	\$20,462	\$354,732	\$2,896,879	\$8,406,551	\$2,888,439	\$3,147,241	\$774,690	\$3,720,005	\$1,118,600	\$1,671,337	\$17,747,374	\$3,876,777	\$77,667,495
Total Amount Per Metric Percent of 2014 PFF Allocation	\$23,300,013 30%					\$11,658,161 15%			\$11,648,975 15%					\$19,418,711 25%		\$3,876,777 5%	\$77,667,495 100%

110

* Assumes a negative result defaults to 0
 * USI is not eligible for High Impact Degree Completion Metric, 10% of PFF allocation:
 - FY 2014 - \$6,655,593
 - FY 2015 - \$7,764,859

**PERFORMANCE METRIC SCHEDULE I (PMS I)
OVERALL DEGREE COMPLETION PFF METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION
OVERALL DEGREE COMPLETION PFF METRIC FOR AY 2006-2011
FISCAL YEAR DATA (July 1 - June 30)
UNIVERSITY OF SOUTHERN INDIANA**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
1 Year Certificates									-
Associate Degrees									-
Bachelor Degrees	953	1,053	1,102	1,137	1,205	1,158	1,036	1,167	131
Masters Degrees	169	150	191	166	174	211	170	184	14
Doctoral Degrees	0	0	0	0	0	11	-	4	4
TOTAL OVERALL DEGREES CONFERRED	1,122	1,203	1,293	1,303	1,379	1,380	1,206	1,354	148

Notes:

- CHE will provide data for this metric. Institutions should verify the data before submission to CHE
- VU may include 1 Year Certificates, Associate and Bachelor Degrees
- For all other four year institutions, only Bachelor, Master's, and Doctoral degrees conferred are counted
- Assumes resident students only, no reciprocity. Residency status is based on residency at the time of degree conferment
- Includes all degrees conferred as reported on SIS file for a given reporting year (B, M, D for 4-year institutions other than VU; Cert, Associate, and Bachelor for VU; and Cert and Associate for ITTCI)
- Statewide Technology degrees conferred are excluded from Purdue West Lafayette counts

PERFORMANCE FUNDING FORMULA METRIC SCHEDULE II (PMS II)
AT-RISK STUDENT DEGREE COMPLETION PFF METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION
AT-RISK STUDENT DEGREE COMPLETION PFF METRIC FOR AY 2006-2011
FISCAL YEAR DATA (July 1 - June 30)
UNIVERSITY OF SOUTHERN INDIANA

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
1 Year Certificates									-
Associate Degrees									-
Bachelor Degrees	193	236	249	245	321	368	226	311	85
TOTAL OVERALL DEGREES CONFERRED	193	236	249	245	321	368	226	311	85

Notes:

- CHE will provide data for this metric. Institutions should verify the data before submission to CHE
- VU may include 1 Year Certificates, Associate and Bachelor Degrees
- For all other four year institutions, only Bachelor degrees conferred are counted
- Assumes resident students only, no reciprocity. Residency status is based on residency at the time of degree conferment
- "At-risk" is defined as Pell recipient at time of degree conferral
- Includes all degrees conferred to Pell recipients as reported on SIS file for a given reporting year (Bachelor for 4-year institutions other than VU; Cert, Associate, and Bachelor for VU; and Cert and Associate for ITTCI)
- Statewide Technology degrees conferred are excluded from Purdue West Lafayette counts

**PERFORMANCE METRIC SCHEDULE III (PMS III)
HIGH IMPACT DEGREE COMPLETION PFF METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION
HIGH IMPACT DEGREE COMPLETION PFF METRIC FOR AY 2006-2011
UNIVERSITY OF SOUTHERN INDIANA**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
Bachelor Degrees	64	87	79	76	98	107	77	94	17
Masters Degrees	-	-	-	-	-	-	-	-	-
Doctoral Degrees	-	-	-	-	-	-	-	-	-
TOTAL OVERALL DEGREES CONFERRED	64	87	79	76	98	107	77	94	17

Notes:

- CHE will provide data for this metric. Institutions should verify the data before submission to CHE
- CHE will provide a list of eligible degree programs to include
- Assumes resident students only, no reciprocity. Residency status is based on residency at the time of degree conferment.
- Only applies to IUB, PUWL, BSU and IUPUI General Academic
- Includes all degrees conferred in identified STEM areas as reported on SIS file for a given reporting year (Bachelor, Master's, Doctoral)
- Statewide Technology degrees conferred are excluded from Purdue West Lafayette counts

**PERFORMANCE METRIC SCHEDULE IV (PMS IV)
STUDENT PERSISTENCE INCENTIVE PFF METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION
STUDENT PERSISTENCE INCENTIVE PFF METRIC FOR FY 2006-2011
UNIVERSITY OF SOUTHERN INDIANA**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
2 Year Campuses									
Successfully Completed 15 Credit Hours									-
Successfully Completed 30 Credit Hours									-
Successfully Completed 45 Credit Hours									-
4 year Institutions									
Successfully Completed 30 Credit Hours	1,363	1,363	1,294	1,388	1,431	1,418	1,340	1,412	72
Successfully Completed 60 Credit Hours	1,169	1,174	1,206	1,169	1,288	1,292	1,183	1,250	67
OVERALL STUDENTS PERSISTING	2,532	2,537	2,500	2,557	2,719	2,710	2,523	2,662	139

Notes:

- Assumes undergraduate , degree-seeking, resident students only, no reciprocity
- Resident status is based on FY being reported (e.g., for reporting FY06, the student must have been an Indiana resident during 05-06)
- Credit hour counts may include credits transferred in. However, a student must hit the credit hour threshold while enrolled at the institution (e.g., a student cannot transfer in 15 credits and be counted in the "successfully completed 15 credit hours" category. A student COULD transfer in 12 credit hours and earn three at the reporting institution and be counted in the "successfully completed 15 credit hours" category.
- Does not apply to IUB, PUWL, BSU or IUPUI General Academic
- Use headcount of students meeting the persistence marks for each year
- Based on fiscal year (summer A, fall, spring, summer B)

Instructions for calculating headcount

4 Year Institutions

STEP 1) Identify headcount of all resident, degree-seeking undergraduate students who reached 30 earned credit hours during the FY being reported. The 30th credit hour must have been earned at the reporting institution.

STEP 2) Identify headcount of all resident, degree-seeking undergraduate students who reached 60 earned credit hours during the FY being reported. The 60th credit hour must have been earned at the reporting institution.

**PERFORMANCE METRIC SCHEDULE VI (PMS VI)
ON-TIME GRADUATION PFF METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION
ON-TIME GRADUATION PFF METRIC FOR AY 2006-2011
UNIVERSITY OF SOUTHERN INDIANA**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
2 Year Institutions (Associates Only)									
Number of Students Entering First Time, Full Time (1)									
Number of Students Receiving a Degree in 2 years									
On-Time Graduation Rate									
4 year Institutions (Bachelor Only)									
Number of Students Entering First Time, Full Time (1)	1,752	1,831	1,851	1,906	1,835	1,902			
Number of Students Receiving a Degree in 4 years	207	252	254	290	301	273			
On-Time Graduation Rate	11.8%	13.8%	13.7%	15.2%	16.4%	14.4%	13.1%	15.3%	2.2%

Notes:

(1) Should be the cohort entering in the fall 2 or 4 years prior to graduation. Example, 2005-06 should be the cohort of 2004-05 for 2 year and 2002-2003 for 4 year.

- VU may include both Associate and Bachelor Degrees; therefore, VU must fill out lines 8-9 and lines 13-14
- Assumes undergraduate resident students only, no reciprocity
- Residency status is based on residency at time of cohort entry
- Applies to Associate and Bachelor degrees only
- Degree seeking students, no exclusions, fall enrollment for cohorts only

2 Year Institutions

STEP 1) Identify students who enrolled as resident, first-time, full-time, Associate's degree seeking students in the fall one year prior to the reporting year (e.g., for reporting year 2005-2006, identify students who enrolled as first-time, full-time, Associate's degree seeking students in the fall of the 2004-2005 academic year). Enter the number determined in STEP 1 in line 8.

STEP 2) For the students identified in STEP 1, determine the number of students who earned an Associate's degree by the end of the academic year (August) for which data are being reported. In order to be included in STEP 2, the student must have earned the Associate's degree from the same institution at which the student was counted in STEP 1.

Enter the number determined in STEP 2 in line 9.

4 Year Institutions

STEP 1) Identify students who enrolled as resident, first-time, full-time, Bachelor's degree seeking students in the fall three years prior to the reporting year (e.g., for reporting year 2005-2006, identify students who enrolled as first-time, full-time, Bachelor's degree seeking students in fall of the 2002-2003 academic year). Enter the number determined in STEP 1 in line 13.

STEP 2) For the students identified in STEP 1, determine the number of students who earned a Bachelor's degree by the end of the academic year (August) for which data are being reported. In order to be included in STEP 2, the student must have earned the Bachelor's degree from the same institution at which the student was counted in STEP 1.

Enter the number determined in STEP 2 in line 14.

**PERFORMANCE METRIC SCHEDULE VII (PMS VII)
INSTITUTION DEFINED METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION
DISTANCE EDUCATION PROGRAMMING
UNIVERSITY OF SOUTHERN INDIANA**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg	% Change in 3 Year Avg
Annual Distance Education Enrollments at USI										
Undergraduate Headcount for IN Residents	2,098	2,128	2,321	2,493	3,214	3,733	2,182	3,147	964	44.19%
Graduate Headcount for IN Residents	360	392	387	418	505	531	380	485	105	27.66%
Total Headcount for IN Residents	2,458	2,520	2,708	2,911	3,719	4,264	2,562	3,631	1,069	41.74%
Annual Distance Education Enrollments at USI										
Undergraduate FTE for IN Residents	436.45	449.07	492.28	488.49	653.48	801.07	459.27	647.68	188.41	41.02%
Graduate FTE for IN Residents	126.46	146.17	148.84	158.92	185.80	196.96	140.49	180.56	40.07	28.52%
Total FTE for IN Residents	562.91	595.24	641.12	647.41	839.28	998.03	599.76	828.24	228.48	38.10%
Savings on Cost of Undergraduate Attendance Per FTE										
Savings for Undergraduate FTE for IN Resident	\$1,673	\$1,817	\$1,757	\$1,772	\$1,717	\$1,748				
Savings Per Credit Hour on Cost of Attendance	\$56	\$61	\$59	\$59	\$57	\$58				
Total Savings on Cost of Attendance - Undergraduate	\$730,028	\$815,792	\$864,992	\$865,726	\$1,122,010	\$1,400,135	\$803,604	\$1,129,290	\$325,686	40.53%
Savings on Cost of Graduate Attendance Per FTE										
Savings for Graduate FTE for IN Residents	\$1,633	\$1,693	\$1,826	\$1,809	\$1,638	\$1,648				
Savings Per Credit Hour on Cost of Attendance	\$68	\$71	\$76	\$75	\$68	\$69				
Total Savings on Cost of Attendance - Graduate	\$206,547	\$247,466	\$271,825	\$287,469	\$304,292	\$324,630	\$241,946	\$305,464	\$63,518	26.25%

The average savings on Cost of Attendance per FTE is approximately \$58.33 per credit hour for undergraduate resident students and \$71.16 for graduate resident students

Please reference attached information concerning USI's Distance Education Institution Defined Performance Metric

Notes:

- This schedule will be updated, currently it is in draft form
- The Commission will format PMS VII based on the agreed upon performance metric

LINE ITEM REQUEST: HISTORIC NEW HARMONY

Located on the banks of the Wabash River, New Harmony was founded before Indiana became a state. Indeed, those who shaped New Harmony later shaped the complexion of Indiana, drafting its Constitution, establishing its first schools, leading its first public universities, and promoting community development and scientific advancement in what was then America's frontier. The first communal group, the Harmonists, started building the town in 1814 and established a thriving community in ten years. In 1824, industrialist and social reformer Robert Owen of Scotland bought the entire town and set out to develop a community based on education and equality for all. As a result of the work of Owen and his partner William Maclure, the ideas and people of New Harmony had a profound impact on the nation.

Designated a National Historic Landmark District in 1965, New Harmony brings further distinction to the State of Indiana through the national awards and honors it receives. In 2007, New Harmony was declared a "Preserve America Community" by the National Park Service and the town's visitor center, Richard Meier's Atheneum, which is owned and operated by the University of Southern Indiana, won the prestigious 25 Year Award from the American Institute of Architects in 2008.

STATE, CORPORATE, AND UNIVERSITY INVOLVEMENT

In 1937, the Indiana General Assembly passed the New Harmony Memorial Commission Act and a statewide one-mill tax for the Memorial Commission to fund the legislatively defined educational programs in New Harmony. The first New Harmony Memorial Commission was appointed by Governor M. Clifford Townsend in 1939. After a respite of several decades, the New Harmony Commission was reconstituted in 1965 by Governor Roger D. Branigin to ensure continued protection of the New Harmony area for the citizens of Indiana. The statutory mandates of the Commission include recommending legislation to protect all of New Harmony, conducting a survey and establishing a plan for the New Harmony area, and promoting and enhancing New Harmony as a tourist destination.

The State of Indiana has taken an active role in acquiring and preserving historic and natural sites in and around New Harmony. In 1943, the Indiana Department of Conservation

(the forerunner of the Department of Natural Resources) approved a preliminary plan for the development of the New Harmony State Memorial. Then, in 1955, several historic properties were placed in the custody of the Department of Conservation. During the administration of Governor Edgar D. Whitcomb, the importance of New Harmony was recognized and planning moved forward to develop the Harmonie State Recreation area to further augment the preservation of New Harmony and natural areas surrounding it. In a public/private partnership, the Department of Natural Resources division of Outdoor Recreation provided a matching grant to the town to create the Kenneth and Jane B. Owen River Trail. Following along the river from the Atheneum, the trail is enjoyed by citizens and visitors alike. Phase Two of the trail project will connect the eastern borders of the town with the Wabash River over the next two years.

Several corporate, foundation, and education entities have been involved with preservation and education activities over the years, the most notable being Historic New Harmony, Inc., a nonprofit foundation founded in 1974 to develop an organizational and financial base. With the support of Lilly Endowment, Inc., Historic New Harmony, Inc. purchased and restored a wide variety of historic sites, leading to establishing the community as a primary Indiana tourist attraction.

In order to establish long-term management stability for New Harmony's educational programs and to maintain the historic facilities, the State of Indiana asked the University of Southern Indiana to assume operational control of Historic New Harmony in 1985. In addition to the programmatic responsibilities, the University accepted ownership of more than 40 historically significant properties. At the time of this transfer, there was general agreement that over time, state appropriations would be made available to support the preservation, education, and interpretive programs necessary to realize the mission of the site: *"By preserving its utopian legacy, Historic New Harmony will inspire innovation and progressive thought through its programs and collections."*

In 1989, the State of Indiana, through the Sunset Commission, recommended there be a Unified Program for New Harmony's historical museum activities. This recommendation led to the unification of the Department of Natural Resources historic sites (now the Indiana State Museum and Historic Sites, Inc. [ISMHS]) with the USI properties through a contractual agreement that established USI as the manager of the site with DNR providing curatorial support. A new strategic plan for the unified program was adopted in 2009 and was updated in fall 2011. It focuses activities on creating experiences for niche markets identified as having an affinity for New Harmony's history and resources and places specific emphasis on

connecting USI faculty and students with the community of New Harmony. In 2009, New Harmony's role in the establishment of the Smithsonian Institution was celebrated in Washington, D.C., with a lecture and a behind-the-scenes-tour of the Smithsonian Castle, which was initiated and designed by the Owen brothers of New Harmony.

In fall 2010, the first New Harmony Outreach and Engagement Fellowships were selected. These awards provide seed money for service learning and applied-research projects for USI faculty and students in concert with a New Harmony partner. Examples of funded projects include:

- A professor of social work and a team of graduate students worked on data collection in New Harmony and surrounding areas to formulate "A Model Elder Care Program for a Rural Community," which was presented to the New Harmony town council in fall 2011.
- An entomologist is working with students to "re-collect" the historic Thomas Say insect collection to highlight the pioneering scientific discoveries of the Owen Community which will be part of a new public exhibit in New Harmony.
- A professor of communications is working with an art historian to develop a field school/residency to focus on the relationship between the World Heritage Site of New Lanark, Scotland and New Harmony, with students taking classes in both locations.
- New Harmony Gallery of Contemporary Art, in addition to its educational programming, offers rotating exhibits of work by artists of national and regional reputation.
- The New Harmony Theatre – managed by the USI Department of Performing Arts in the College of Liberal Arts and Indiana's only Actors Equity theatre outside of Indianapolis – offers three major productions in the summer months.

Increasing diversity is one of the six goals of the strategic plan of the University of Southern Indiana. In support of this goal, a partnership has been developed between Student Affairs and Historic New Harmony to expand the definition of diversity to include religious traditions and concepts of spirituality. Beginning in fall 2012, three workshops will be offered each semester to help members of the University community learn about different religious traditions. An intern will work closely with faculty and student organizations to promote interest in and attendance at events. The intent of this effort is to educate students, faculty, and staff about the various traditions and belief systems that they encounter on campus and in society.

STATEMENT OF NEED

The University of Southern Indiana has been responsible for operating and maintaining the New Harmony historic sites since 1985. During this period, the University has been responsible for all operational expenses that exceeded revenue. In addition, the University performs, at its expense, all ongoing repairs and renovations to the historic sites. Portions of the repair and renovation expenditures come from the appropriations provided by the State to the University for maintenance of its educational facilities. Since the initiation of the Unified Program, the University also has provided routine maintenance of and utilities for ISMHS properties in New Harmony. There are several major ISMHS structures in New Harmony including:

- Thrall's Opera House;
- Community House No. 2
- The Fauntleroy House;
- The Scholle House;
- The Harmonist Cemetery; and
- The Harmonist Labyrinth.

The repair and rehabilitation funds received by the University are needed to maintain the campus facilities. At the same time, the historic properties located in New Harmony continue to require rehabilitation and restoration to maintain their preservation value as tourist/educational facilities. Without the continued investment of state funds for New Harmony properties, maintenance of both the campus educational facilities and those in New Harmony will suffer.

The budget for operational expenditures is equally critical. Educational exhibits and programs must continually be updated and refreshed with new ideas intended to encourage both initial and return visits to New Harmony. A concept plan has been developed to redesign the exhibits at the Atheneum/Visitor Center and in other of the historic sites to expand the relevance and appeal of New Harmony's history to a wider audience, as well as to use the town of New Harmony and its development as a model for small towns throughout America.

Fundraising through the Historic New Harmony Advisory Board, part of the USI Foundation, and support from volunteers in fund-raising activities enable the University to supplement the New Harmony operating budget by approximately \$60,000 annually. The preservation mission of Historic New Harmony also requires the University to raise private

money for capital restoration projects. Grants from private foundations provide limited additional sources of funding for selected projects and programs. Important as these efforts are, they are insufficient to cover the costs associated with preserving the heritage of New Harmony while also providing the educational and cultural programs expected of a nationally known historic site.

It is clear from reviewing the history of the state's actions to preserve New Harmony's history and facilities, the state always intended to provide support, either through a tax levy or through the budgets of state agencies.

OUTCOMES AND BENEFITS

New Harmony is an international treasure that must be preserved to showcase Indiana's role in the history of a developing nation. There are many compelling reasons to provide funding for facility maintenance and programming. The funding will:

- Ensure the preservation and promotion of New Harmony's heritage as a model for community building in small rural towns across America.
- Allow the University to promote greater interest in the community's culture and history. The major metropolitan centers from which New Harmony draws visitors are Indianapolis, Louisville, St. Louis, Chicago, and Nashville. Because many of New Harmony's visitors come from other states and nations, the tourism dollars are new to Indiana's economy and, therefore, even more valuable.
- Through its New Harmony outreach program, the University is able to provide educational opportunities for regional school systems.
- Sustain a living laboratory for University instructional and applied research programs.
- Ensure future collaboration and opportunities for the USI community to fully participate in and benefit from New Harmony's 2014 Bicentennial.

STATE APPROPRIATIONS FOR HISTORIC NEW HARMONY

Fiscal Year	USI Budget Request for Historic New Harmony	As-Passed Budget	% Change
2007-2008	\$516,902	\$565,184	
2008-2009	\$532,409	\$576,488	2.0% Increase
2009-2010	\$614,536	\$553,428	-4.0% Decrease
2010-2011	\$653,252	\$553,428	No Change
2011-2012	\$553,428	\$470,414	-15.0% Decrease
2012-2013	\$553,428	\$470,414	No Change

BUDGET REQUEST

The University appreciates the funding appropriated by the Indiana General Assembly in for the operation of Historic New Harmony; however, with funding cuts in the last two biennia operating appropriations for Historic New Harmony are below funding levels in 2007-2008. It is critically important that cuts in funding be restored.

The University requests increased funding of the line item appropriation for Historic New Harmony in the 2013-2015 biennia to support the preservation, education, and interpretive programs of this state and national treasure.

	2013-2014 <u>Request</u>	2014-2015 <u>Request</u>
Base Appropriation	\$519,807	\$574,387

Funding the University’s 2013-2015 Line Item Budget Request will allow the University to continue to provide the programming and ongoing maintenance of Historic New Harmony.

BUDGET REPORT SCHEDULE XI - A (BRS XI - A)
LINE ITEM APPROPRIATION REQUEST (ALL FUNDS)
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF LINE ITEM APPROPRIATION REQUEST - HISTORIC NEW HARMONY
UNIVERSITY OF SOUTHERN INDIANA

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15	2007-13 CAGR	% Change 2013 v 2014	% Change 2014 v 2015
<u>SUMMARY OF BUDGET REQEUST</u>												
Salary and Wages	\$ 420,189	\$ 449,934	\$ 464,584	\$ 462,327	\$ 437,834	\$ 461,739	\$ 502,473	\$ 512,523	\$ 522,774	3.03%	2.00%	2.00%
Fringe Benefits	\$ 136,912	\$ 144,017	\$ 144,965	\$ 155,371	\$ 146,265	\$ 160,318	\$ 202,130	\$ 206,173	\$ 210,296	6.71%	2.00%	2.00%
Other Personnel Services												
1. Total Personnel Services	\$ 557,101	\$ 593,951	\$ 609,549	\$ 617,698	\$ 584,099	\$ 622,057	\$ 704,603	\$ 718,696	\$ 733,070	3.99%	2.00%	2.00%
2. Services Other than Personnel												
3. Services by Contract												
4. Materials and Supplies	\$ 515,521	\$ 576,556	\$ 557,544	\$ 581,861	\$ 559,489	\$ 597,105	\$ 554,061	\$ 554,061	\$ 554,061	1.21%	0.00%	0.00%
5. Equipment	\$ 111,781	\$ 141,385	\$ 34,835	\$ 146,542	\$ 42,974	\$ 124,028	\$ 102,500	\$ 102,500	\$ 102,500	-1.43%	0.00%	0.00%
6. Land and Structures												
7. Grants, Subsidies, Refunds, Awards, Etc.												
8. In-State Travel	\$ 4,638	\$ 4,076	\$ 4,668	\$ 2,569	\$ 1,260	\$ 2,104	\$ 2,147	\$ 2,147	\$ 2,147	-12.05%	0.00%	0.00%
9. Out-of-State Travel	\$ 12,267	\$ 14,972	\$ 17,465	\$ 5,453	\$ 4,821	\$ 11,613	\$ 11,853	\$ 11,853	\$ 11,853	-0.57%	0.00%	0.00%
Total Other Operating	\$ 644,207	\$ 736,989	\$ 614,512	\$ 736,425	\$ 608,544	\$ 734,850	\$ 670,561	\$ 670,561	\$ 670,561	0.67%	0.00%	0.00%
TOTAL OPERATING BUDGET FOR LINE ITEM	\$1,201,308	\$1,330,940	\$1,224,061	\$1,354,123	\$1,192,643	\$1,356,907	\$1,375,164	\$1,389,257	\$1,403,631	2.28%	1.00%	1.00%
<u>LINE ITEM FUNDING</u>												
General Fund (1)	\$ 356,216	\$ 565,184	\$ 570,723	\$ 553,428	\$ 553,428	\$ 470,414	\$ 470,414	\$ 519,807	\$ 574,387	4.74%	10.50%	10.50%
Dedicated Funds												
Other Funds	\$ 845,092	\$ 765,756	\$ 653,338	\$ 800,695	\$ 691,375	\$ 936,583	\$ 904,750	\$ 869,450	\$ 829,244	1.14%	-3.90%	-4.60%
Federal Funds												
TOTAL FUNDING FOR LINE ITEM	\$1,201,308	\$1,330,940	\$1,224,061	\$1,354,123	\$1,244,803	\$1,406,997	\$1,375,164	\$1,389,257	\$1,403,631	2.28%	1.00%	1.00%

Notes:

(1) If funded from state appropriations, include in BRS - I under State Appropriation - Line Item

- Institution may include in budget submission a one-page overview of line item noted in this schedule

- If an institution has more than 1 line item, copy this sheet and add as a new schedule

UNIVERSITY OF SOUTHERN INDIANA 2013-2015 CAPITAL IMPROVEMENT BUDGET REQUEST SUMMARY

The University of Southern Indiana's 2013-2015 Capital Improvement Budget Request proposes bonding for special repair and rehabilitation of three academic facilities. The University of Southern Indiana Board of Trustees and Administration are pleased to present the 2013-2015 Capital Improvement Budget Request for review by the Indiana General Assembly, the Indiana Commission for Higher Education, and the State Budget Agency.

The request for \$18,000,000 for Special Repair and Rehabilitation funding for the Classroom Renovation/Expansion of three academic facilities is the University's first priority in the 2013-2015 Capital Improvement Budget. As campus buildings continue to age, there is increased need to renovate and rehabilitate the facilities. The planned renovation and/or expansion will insure the facilities remain in good physical condition. The three proposed projects include:

- **Physical Activities Center Renovation and Expansion**

The Physical Activities Center (PAC) was constructed in 1979. Several areas of the building need to be renovated and upgraded to better serve students. The areas include two classrooms, the large group exercise classroom, the weight training room, the sports medicine training room, the natatorium, locker rooms, the main lobbies and corridor, and faculty offices. The University plans to add 47,700 gross square feet to the PAC as part of this project. Expansion of the facility is needed for academic and support space for the Kinesiology and Sport Department and associated functions.

- **Science Center Lower Level Renovation**

The Science Center was constructed in 1969. The lower level of the building has not been renovated extensively since the building was constructed. Renovation of the lower level of the Science Center will include upgrading electrical and data systems, installing new laboratory casework and furnishings, and upgrading the interiors in classrooms, laboratories, and faculty offices. Minor reconfiguration of classrooms and laboratories will be performed to provide up-to-date teaching facilities.

- **Technology Center Renovation**

The Technology Center was constructed in 1976. The request for Special Repair and Rehabilitation funding is for the renovation of existing classrooms and laboratories used by the Art Department. Exterior work will include replacing translucent panels and refinishing the metal wall panels.

Included in the 2013-2015 Capital Improvement Budget Request is the University's project summary for construction of a conference center. Private gifts will fund this \$5,000,000 project. The 18,500 gross square feet project will serve as a conference and meeting center used by students, faculty, staff, and the general public for training sessions, classes, meetings, conferences, and other special events. The University is not requesting approval or authorization of this project by the Indiana General Assembly.

The University of Southern Indiana's 2013-2015 Capital Improvement Budget Request is consistent with the long-range plans of the University, the mission of the University, and the needs of the State of Indiana.

Future needs for the physical development of the campus are identified in Capital Request Schedule IV (CRS IV) Ten-Year Capital Project Plan for 2013-2023. Detailed explanations of the projects included in the University of Southern Indiana's 2013-2015 Capital Improvement Budget Request are provided in the accompanying documentation.

UNIVERSITY OF SOUTHERN INDIANA 2013-2015 CAPITAL IMPROVEMENT PLAN

The University of Southern Indiana's 2013-2015 Capital Improvement Budget Request is detailed on Capital Request Schedule I (CRS I) and asks for the approval and funding for the following projects:

SPECIAL REPAIR AND REHABILITATION

Classroom Renovation/Expansion for 2013-2015

NEW CONSTRUCTION

Conference Center for 2013-2015 – to be funded through private gifts

ACQUISITIONS

No requests for Acquisitions for 2013-2015

MAJOR EQUIPMENT

No requests for Major Equipment for 2013-2015

GENERAL REPAIR AND REHABILITATION AND INFRASTRUCTURE

The 2013-2015 Capital Improvement Budget Request asks for funding and approval of several general repair and rehabilitation projects totaling \$2,735,852. The repair and rehabilitation projects planned for completion in the 2013-2015 biennium include the following:

- Replace Metal and Membrane Roof Systems on Orr Center
- Renovate Second Level Classrooms in Orr Center
- Replace Sealant in Masonry Joints on Façade of Education Center and Health Professions Center
- Upgrade Energy Management Systems in Health Professions, Technology Center, Liberal Arts, Physical Plant, Science Center, and Orr Center

- Replace Atheneum Visitor's Center HVAC System
- Rebuild Bluff Lane
- Replace Damaged Walkways on Campus
- Upgrade Fire Alarm Systems in Technology Center, Science Center, Wright Administration, and Orr Center

CAPITAL REQUEST SCHEDULE I (CRS I)
2013-15 CAPITAL PROJECT REQUEST - ALL FUNDS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF CAPITAL PROJECT REQUESTS FOR THE 2013-15 BIENNIUM - ALL PROJECTS
UNIVERSITY OF SOUTHERN INDIANA

	Budget Agency Number	Institution Priority Ranking ⁽¹⁾	STATE FUNDING			Other Funding ⁽³⁾	Total Capital Request	Est. Annual State Debt Service ⁽²⁾	Est. Annual Other Debt Service ⁽²⁾
			Cash	Bonding Authority	Lease-Purchase				
A. PREVIOUSLY AUTHORIZED CAPITAL PROJECTS (4)									
1. None									
B. NEW CAPITAL PROJECTS									
a. Conference Center									
	G-0-13-1-01					\$ 5,000,000			
1. R&R FORMULA									
a. Facilities									
	G-0-13-2-02	2	\$ 2,299,932				\$ 2,299,932		
Replace Metal and Membrane Roof Systems on Orr Center									
Renovate Second Level Classrooms in Orr Center									
Replace Sealant in Masonry Joints on Façade of Education Center and Health Professions Center									
Upgrade Energy Management Systems in HP, TC, LAC, PP, SC, and OC									
Replace Atheneum Visitor's Center HVAC System									
b. Infrastructure									
			\$ 435,920				\$ 435,920		
Rebuild Bluff Lane									
Replace Damaged Walkways on Campus									
Upgrade Fire Alarm Systems in TC, SC, WA, and OC									
TOTAL R&R FORMULA			\$ 2,735,852						
2. SPECIAL R&R PROJECTS									
a. Classroom Renovation/Expansion									
	G-0-11-2-01	1		\$ 18,000,000			\$ 18,000,000	\$ 1,541,163	
3. NEW CONSTRUCTION									
a. None									
4. QUALIFIED ENERGY SAVINGS PROJECTS									
a. None									
5. ACQUISITION (FACILITY, LAND OR LEASE)									
a. None									
6. OTHER PROJECTS									
a. None									
TOTAL CAPITAL PROJECT BUDGET REQUEST			\$ 2,735,852	\$ 18,000,000		\$ 5,000,000	\$ 20,735,852	\$ 1,541,163	

Notes:

(1) Institutions must rank both Previously Authorized Capital Projects, New Capital Project Requests and R&R together (state funded projects only)

(2) Assume a bond term of 20 years at 5.75% interest

(3) Other funding source: Private Gifts

(4) Submit project description for previous projects. If scope of work has changed, please update.

- Projects that would require approval from the General Assembly or CHE/SBA/SBC should be included in this schedule

- Any project that would not need approval from the General Assembly or CHE/SBA/SBC should not be included in the schedule

- For each project listed in this schedule, the institution must provide a project summary document as an attachment

- Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

**CAPITAL REQUEST SCHEDULE IV (CRS IV)
TEN YEAR CAPITAL PROJECT PLAN
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF MAJOR PROJECTS RELATED TO THE TEN YEAR CAPITAL PLAN
UNIVERSITY OF SOUTHERN INDIANA**

	Near Term 2013-15			Medium Term 2015-17			Long-Term 2017-2023		
	Est. State Funding	Est. Other Funding (1)	Est. GSF Impact	Est. State Funding	Est. Other Funding (1)	Est. GSF Impact	Est. State Funding	Est. Other Funding (1)	Est. GSF Impact
<u>A. SPECIAL R&R PROJECTS</u>									
1. Classroom Renovation/Expansion (Nov 2013)	\$ 18,000,000		47,700						
2. Student Residence Building Renovation/ Replacement (July 2016)					\$ 8,000,000 a			\$ 8,000,000 a	
3. University Center Expansion/Renovation - Phase II (July 2020)								\$ 12,000,000 b	
<u>B. NEW CONSTRUCTION</u>									
1. Conference Center (Sept 2013)		\$ 5,000,000 c	18,500						
2. Parking Facilities (Note 2) (July 2016)					\$ 8,000,000 b	2,000		\$ 8,000,000 b	
3. General Classroom Building (July 2017)							\$ 30,000,000	\$ 2,000,000 c	92,850
4. Recreation and Fitness Center Expansion - Phase III (July 2020)								\$ 5,250,000 b	35,700
<u>C. QUALIFIED ENERGY SAVINGS PROJECTS</u>									
(none)									
<u>D. ACQUISITION (FACILITY, LAND OR LEASE)</u>									
(none)									
<u>E. OTHER PROJECTS</u>									
(none)									
TOTAL CAPITAL PROJECT BUDGET REQUEST	\$ 18,000,000	\$ 5,000,000	66,200		\$ 16,000,000	2,000	\$ 30,000,000	\$ 35,250,000	128,550

Notes

(1) Source of non-state (i.e. "other") funding: (a) Rental/Board Income, (b) Fees and Contributions, (c) Contributions

(2) Received bonding authorization in 2003-2005 for \$3,000,000 to construct parking facility; mid-term request is for increase of \$5,000,000 in bonding authorization for construction of parking facility for total of \$8,000,000 for project.

- All projects that would need approval from the General Assembly or CHE/SBA/SBC should be included in this schedule
- Any project that would not need approval from the General Assembly or CHE/SBA/SBC should not be included in the schedule
- For projects listed in Medium and Long-Term, the estimated cost and GSF impact can be shown as a range
- Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

**CAPITAL REQUEST SCHEDULE V (CRS V)
REPAIR AND REHABILITATION BUILDING/INFRASTRUCTURE DATA FOR FORMULA
INDIANA PUBLIC POSTSECONDARY EDUCATION
ACADEMIC AND ADMINISTRATIVE BUILDING AND INFRASTRUCTURE DATA FOR REPAIR AND REHABILITATION FORMULA
UNIVERSITY OF SOUTHERN INDIANA**

A. ACADEMIC AND ADMINISTRATIVE BUILDINGS												
FICE	FICE Name	Building Name	Building Abbr.	Use	AA SqFt	Supp SqFt	Gross SqFt	Condition	Termination	Ownership	Orig Year	Orig Cost
1808	University of Southern Indiana	1830 House	HNH	Exhibition	1,737	0	2,094	Satisfactory	n/a	debt purch	1830	\$ 2,500
1808	University of Southern Indiana	Archives	HNH	Storage	1,188	0	1,769	Satisfactory	n/a	debt purch	1960	\$ 19,153
1808	University of Southern Indiana	Art Studio	ART	Classroom	4,829	0	5,208	Satisfactory	n/a	debt purch	1999	\$ 650,000
1808	University of Southern Indiana	Atheneum	HNH	Exhibition	18,094	0	21,672	Satisfactory	n/a	debt purch	1979	\$ 2,964,200
1808	University of Southern Indiana	Beal Barn	HNH	Exhibition	620	0	620	Satisfactory	n/a	debt purch	1829	\$ 200
1808	University of Southern Indiana	Beal House	HNH	Exhibition	1,344	0	3,127	Satisfactory	n/a	debt purch	1829	\$ 2,200
1808	University of Southern Indiana	Bodmer	HNH	Exhibition	4,645	0	5,290	Satisfactory	n/a	debt purch	1845	\$ 3,000
1808	University of Southern Indiana	Business and Engineering Center	BEC	Classroom and Office	76,771	0	128,980	Satisfactory	n/a	debt purch	2009	\$ 32,000,000
1808	University of Southern Indiana	Ceramics Complex	CC	Classroom	2,131	0	2,204	Satisfactory	n/a	debt purch	2008	\$ 1,000,000
1808	University of Southern Indiana	Childrens Center	CC	Daycare	-	1,766	2,380	Satisfactory	n/a	debt purch	1971	\$ 41,600
1808	University of Southern Indiana	Childrens Center Addition 1	CC	Daycare	-	2,457	3,246	Satisfactory	n/a	debt purch	1974	\$ 46,905
1808	University of Southern Indiana	Childrens Center Addition 2	CC	Daycare	106	443	870	Satisfactory	n/a	debt purch	1997	\$ 251,188
1808	University of Southern Indiana	Childrens Center Storage	CCS	Storage	0	877	960	Satisfactory	n/a	debt purch	2010	\$ 152,844
1808	University of Southern Indiana	Collection Storage	COLL	Storage	2,101	0	2,500	Satisfactory	n/a	debt purch	1840	\$ 1,400
1808	University of Southern Indiana	Community Center	COMC	Housing	715	4,781	7,615	Satisfactory	n/a	debt purch	2007	\$ 1,500,000
1808	University of Southern Indiana	Cooper Shop	HNH	Exhibition	1,096	0	1,096	Satisfactory	n/a	debt purch	1819	\$ 2,200
1808	University of Southern Indiana	Costume Shop	COS	Theater Utility	3,267	0	4,201	Satisfactory	n/a	debt purch	1934	\$ 32,000
1808	University of Southern Indiana	David Lenz House	HNH	Exhibition	1,146	0	1,146	Satisfactory	n/a	debt purch	1820	\$ 500
1808	University of Southern Indiana	Eicher Barn	EICB	Exhibition	324	0	324	Satisfactory	n/a	debt purch	1840	\$ 400
1808	University of Southern Indiana	Eigner House	HNH	Exhibition	714	0	714	Satisfactory	n/a	debt purch	1975	\$ 14,000
1808	University of Southern Indiana	Elliott House	HNH	Exhibition	2,556	0	3,072	Satisfactory	n/a	debt purch	1867	\$ 5,000
1808	University of Southern Indiana	Fair Building	Fair	Student Programs	5,088	0	7,220	Satisfactory	n/a	debt purch	1997	\$ 500,000
1808	University of Southern Indiana	Foundation	Foun	Offices	4,078	0	5,768	Satisfactory	n/a	debt purch	1999	\$ 350,000
1808	University of Southern Indiana	Gallery	HNH	Exhibition	2,122	0	3,602	Satisfactory	n/a	debt purch	1880	\$ 1,800
1808	University of Southern Indiana	Governor's Hall	GOV	Student Housing	1,367	39,317	54,213	Satisfactory	n/a	debt purch	1999	\$ 4,600,000
1808	University of Southern Indiana	Greenhouse	GR	Utility Building	642	0	700	Satisfactory	n/a	debt purch	1969	\$ 15,000
1808	University of Southern Indiana	Grounds Center	GC	Utility Building	3,334	0	3,534	Satisfactory	n/a	debt purch	1994	\$ 75,415
1808	University of Southern Indiana	Health Professions Center	HP	Classroom and Office	94,322	0	149,665	Satisfactory	n/a	debt purch	1993	\$ 13,205,620
1808	University of Southern Indiana	Health Professions Center Addition 1	HP	Classroom and Office	1,157	0	2,365	Satisfactory	n/a	debt purch	1999	\$ 380,000
1808	University of Southern Indiana	HNH Office	HNHO	Exhibition	2,512	0	3,000	Satisfactory	n/a	debt purch	1840	\$ 1,700
1808	University of Southern Indiana	Jaquess Parlour	HNH	Exhibition	487	0	644	Satisfactory	n/a	debt purch	1840	\$ 1,000
1808	University of Southern Indiana	Keppler	HNH	Exhibition	1,159	0	1,739	Satisfactory	n/a	debt purch	1822	\$ 1,000
1808	University of Southern Indiana	Liberal Arts Center	LAC	Classroom and Office	65,197	0	122,309	Satisfactory	n/a	debt purch	1997	\$ 15,200,000
1808	University of Southern Indiana	Maintenance Shop	HNH	Storage	7,069	0	7,420	Satisfactory	n/a	debt purch	1970	\$ 15,000
1808	University of Southern Indiana	McClure Double Log	HNH	Exhibition	1,064	0	1,064	Satisfactory	n/a	debt purch	1775	\$ 300
1808	University of Southern Indiana	McCutchan Art Center	MCC	Exhibition	3,299	0	4,800	Satisfactory	n/a	debt purch	2007	\$ 1,125,000
1808	University of Southern Indiana	McDonald West Apartments	MACW	Student Apartments	728	180,633	219,730	Satisfactory	n/a	debt purch	1976	\$ 4,252,336
1808	University of Southern Indiana	McDonald West Apartments	MACW	Student Apartments	0	96,580	113,084	Satisfactory	n/a	debt purch	1976	\$ 4,252,336
1808	University of Southern Indiana	Mower Shop	HNH	Storage	534	0	599	Satisfactory	n/a	debt purch	1960	\$ 7,400
1808	University of Southern Indiana	Murphy Auditorium	HNH	Auditorium	6,946	0	13,232	Satisfactory	n/a	debt purch	1914	\$ 17,677
1808	University of Southern Indiana	Neef House	NEEF	Exhibition	1,030	0	1,030	Satisfactory	n/a	debt purch	1840	\$ 800
1808	University of Southern Indiana	Newman Hall	NEW	Student Housing	1,367	39,317	54,213	Satisfactory	n/a	debt purch	1999	\$ 4,600,000
1808	University of Southern Indiana	O'Bannon Hall	OB	Student Housing	1,367	49,372	69,507	Satisfactory	n/a	debt purch	2001	\$ 5,584,933
1808	University of Southern Indiana	O'Daniel Apartments	ODAN	Student Apartments	570	108,946	131,960	Satisfactory	n/a	debt purch	1985	\$ 5,600,000
1808	University of Southern Indiana	Orr Center	OC	Classroom and Office	46,660	0	86,900	Satisfactory	n/a	debt purch	1990	\$ 6,654,575

1808	University of Southern Indiana	Orr Center Addition 1	OC	Classroom and Office	13,390	0	0	Satisfactory	n/a	debt purch	1991	\$	572,473
1808	University of Southern Indiana	Owen Block	OWEN	Exhibition	3,075	0	3,150	Satisfactory	n/a	debt purch	1840	\$	1,200
1808	University of Southern Indiana	Physical Activities Center	PAC	Classroom and Office	64,706	0	80,392	Satisfactory	n/a	debt purch	1979	\$	4,170,975
1808	University of Southern Indiana	Physical Activities Center Addition 1	PAC	Classroom and Office	3,387	0	3,630	Satisfactory	n/a	debt purch	1997	\$	543,951
1808	University of Southern Indiana	Physical Services Center	PSC	Utility Building	825	0	6,444	Satisfactory	n/a	debt purch	1969	\$	703,269
1808	University of Southern Indiana	Physical Services Center Addition 1	PSC	Office and Storage	5,300	0	5,400	Satisfactory	n/a	debt purch	1981	\$	182,046
1808	University of Southern Indiana	Physical Services Center Addition 2	PSC	Utility Building	0	0	2,928	Satisfactory	n/a	debt purch	1993	\$	1,329,780
1808	University of Southern Indiana	Physical Services Center Addition 3	PSC	Utility Building	2,185	0	3,100	Satisfactory	n/a	debt purch	1997	\$	307,465
1808	University of Southern Indiana	Pottery Barn	POTB	Exhibition	324	0	324	Satisfactory	n/a	debt purch	1840	\$	400
1808	University of Southern Indiana	Pottery Shop	HNH	Exhibition	648	0	648	Satisfactory	n/a	debt purch	1975	\$	13,744
1808	University of Southern Indiana	Publishing Services	PUB	Offices	5,509	0	7,340	Satisfactory	n/a	debt purch	1971	\$	136,856
1808	University of Southern Indiana	Recreation and Fitness Center	RFC	Physical Education	28,255	0	43,045	Satisfactory	n/a	debt purch	2001	\$	4,200,000
1808	University of Southern Indiana	Recreation and Fitness Center Addition 1	RFC	Physical Education	25,912	0	46,972	Satisfactory	n/a	debt purch	2008	\$	7,400,000
1808	University of Southern Indiana	Rice Library	LIB	Library	102,376	0	158,335	Satisfactory	n/a	debt purch	2004	\$	27,269,830
1808	University of Southern Indiana	Ruston Hall	RH	Student Housing	1,367	49,372	69,507	Satisfactory	n/a	debt purch	2003	\$	7,200,000
1808	University of Southern Indiana	Safety and Security	AS	Classroom and Office	3,627	0	4,182	Satisfactory	n/a	debt purch	1970	\$	46,108
1808	University of Southern Indiana	Science Center and Admin. Building	SCAD	Classroom and Office	71,922	0	121,346	Satisfactory	n/a	debt purch	1969	\$	2,777,660
1808	University of Southern Indiana	Science Center Addition 1	SCAD	Classroom and Office	1,243	0	1,600	Satisfactory	n/a	debt purch	1976	\$	90,097
1808	University of Southern Indiana	Science Center Addition 2	SCAD	Classroom and Office	7,045	0	10,313	Satisfactory	n/a	debt purch	1982	\$	776,000
1808	University of Southern Indiana	Science Center Addition 3	SCAD	Classroom and Office	86,305	0	158,238	Satisfactory	n/a	debt purch	2003	\$	22,500,000
1808	University of Southern Indiana	Solomon Wolf	SOLO	Exhibition	1,026	0	1,026	Satisfactory	n/a	debt purch	1840	\$	700
1808	University of Southern Indiana	Support Services	SS	Utility Building	20,413	0	26,270	Satisfactory	n/a	debt purch	2007	\$	2,830,000
1808	University of Southern Indiana	Technology Center	TC	Classroom and Office	30,340	0	48,861	Satisfactory	n/a	debt purch	1974	\$	2,200,469
1808	University of Southern Indiana	Theater Barn	HNH	Storage	3,319	0	4,500	Satisfactory	n/a	debt purch	1975	\$	75,473
1808	University of Southern Indiana	University Center East	UCE	Student Programs	14,546	31,292	65,385	Satisfactory	n/a	debt purch	1971	\$	2,306,035
1808	University of Southern Indiana	University Center West	UCW	Student Programs	6,358	33,834	52,603	Satisfactory	n/a	debt purch	1974	\$	2,189,585
1808	University of Southern Indiana	University Center West Addition 1	UCW	Student Programs	12,495	10,575	48,880	Satisfactory	n/a	debt purch	1997	\$	4,550,459
1808	University of Southern Indiana	University Home	UH	Presidents Home	7,682	0	9,973	Satisfactory	n/a	debt purch	1983	\$	399,260
1808	University of Southern Indiana	University Theatre	UT	Theater and Classroom	5,110	0	7,179	Satisfactory	n/a	debt purch	1954	\$	37,773
1808	University of Southern Indiana	Warehouse A	WA	Utility Building	5,800	0	6,000	Satisfactory	n/a	debt purch	1930	\$	775
1808	University of Southern Indiana	Warehouse B	WB	Utility Building	3,240	0	3,400	Satisfactory	n/a	debt purch	1975	\$	9,900
1808	University of Southern Indiana	Warehouse C	WC	Utility Building	876	0	896	Satisfactory	n/a	debt purch	1969	\$	9,000
1808	University of Southern Indiana	Warehouse D	WD	Utility Building	837	0	896	Satisfactory	n/a	debt purch	1969	\$	9,000
1808	University of Southern Indiana	Weber Barn	WEBB	Exhibition	324	0	324	Satisfactory	n/a	debt purch	1840	\$	400
					915,250	649,562	2,260,473						\$ 199,971,865

B. INFRASTRUCTURE

FICE	FICE Name	Description	Category	Capacity	Qty		Quantity	Quantity	Cost		Ownership
					Measurement Method	Measurement Method			Valuation Method	Valuation Method	
1808	University of Southern Indiana	Telephone Switch	3TEL	Main Switch	A		EA	2	C	\$ 2,226,000	100
1808	University of Southern Indiana	Telephone Switch	3TEL	Sub Switch	A		EA	29	C	\$ 159,000	100
1808	University of Southern Indiana	Telephone Switch	3TEL	Core Switch	A		EA	2	C	\$ 100,000	100
1808	University of Southern Indiana	Telephone and Communication	3TEL	Telephone Lines	A		LF	154,000	C	\$ 779,100	100
1808	University of Southern Indiana	Telephone and Communication	3TEL	Telephone Lines	A		LF	28,700	C	\$ 1,537,000	100
1808	University of Southern Indiana	Emergency Generator - OC	GEN	80 KW	A		EA	1	C	\$ 106,000	100
1808	University of Southern Indiana	Emergency Generator - Old SC	GEN	80 KW	A		EA	1	C	\$ 106,000	100
1808	University of Southern Indiana	Emergency Generator - New SC	GEN	300 KW	A		EA	1	C	\$ 371,000	100
1808	University of Southern Indiana	Emergency Generator - LAC	GEN	200KW	A		EA	1	C	\$ 132,500	100
1808	University of Southern Indiana	Emergency Generator - - Tech	GEN	12.5 KW	A		EA	1	C	\$ 106,000	100
1808	University of Southern Indiana	Emergency Generator - HP	GEN	300 KW	A		EA	1	C	\$ 371,000	100
1808	University of Southern Indiana	Emergency Generator - Grounds	GEN	80 KW	A		EA	1	C	\$ 25,000	100

1808	University of Southern Indiana	Emergency Generator - Security	GEN	20 KW	A	EA	1	C	\$ 25,000	100
1808	University of Southern Indiana	Emergency Generator - PAC	GEN	12 KW	A	EA	1	C	\$ 79,500	100
1808	University of Southern Indiana	Emergency Generator - UC	GEN	100 KW	A	EA	1	C	\$ 106,000	100
1808	University of Southern Indiana	Emergency Generator - RL	GEN	500 KW	A	EA	1	C	\$ 371,000	100
1808	University of Southern Indiana	Emergency Generator - PP	GEN	400 KW	A	EA	1	C	\$ 424,000	100
1808	University of Southern Indiana	Emergency Generator - Comm Ctr	GEN	150 KW	A	EA	1	C	\$ 265,000	100
1808	University of Southern Indiana	Emergency Generator - SSB	GEN	150 KW	A	EA	1	C	\$ 265,000	100
1808	University of Southern Indiana	Data Cable	1CXC	Data Cable	A	LF	1,510,000	C	\$ 2,800,000	100
1808	University of Southern Indiana	Sidewalks	2SWK		A	SY	33,000	C	\$ 1,590,000	100
1808	University of Southern Indiana	Public Streets	2STR		A	SY	59,500	C	\$ 2,332,000	100
1808	University of Southern Indiana	Restricted Service Road	2RST		A	SY	30,200	C	\$ 3,180,000	100
1808	University of Southern Indiana	Campus Lights	2LIT		A	NO	343	C	\$ 1,590,000	100
1808	University of Southern Indiana	Fire Hydrants	2FHY		A	NO	38	C	\$ 79,500	100
1808	University of Southern Indiana	Curbs and Gutters	2CBG		A	LF	42,450	C	\$ 593,600	100
1808	University of Southern Indiana	Electrical Distribution	1ELD	120 Volt	A	LF	7,100	C	\$ 64,660	100
1808	University of Southern Indiana	Electrical Distribution	1ELD	240 Volt	A	LF	7,200	C	\$ 64,660	100
1808	University of Southern Indiana	Electrical Distribution	1ELD	277 Volt	A	LF	12,650	C	\$ 116,600	100
1808	University of Southern Indiana	Electrical Distribution	1ELD	480 Volt	A	LF	5,500	C	\$ 58,300	100
1808	University of Southern Indiana	Electrical Distribution	1ELD	12,500 Volt	A	LF	14,000	C	\$ 1,060,000	100
1808	University of Southern Indiana	Boiler	BOIL	12.5 MBTU	A	EA	4	C	\$ 1,484,000	100
1808	University of Southern Indiana	Boiler	BOIL	1 MBTU	A	EA	17	C	\$ 810,900	100
1808	University of Southern Indiana	Hi Temperature Water Lines	1HTW	6 Inch	A	LF	4,500	C	\$ 636,000	100
1808	University of Southern Indiana	Hi Temperature Water Lines	1HTW	5 Inch	A	LF	2,300	C	\$ 174,900	100
1808	University of Southern Indiana	Hi Temperature Water Lines	1HTW	4 Inch	A	LF	4,250	C	\$ 180,200	100
1808	University of Southern Indiana	Hi Temperature Water Lines	1HTW	3 Inch	A	LF	100	C	\$ 4,240	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	10 Inch	A	LF	4,100	C	\$ 180,200	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	8 Inch	A	LF	2,000	C	\$ 68,900	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	6 Inch	A	LF	3,500	C	\$ 74,200	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	4 Inch	A	LF	440	C	\$ 10,600	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	3 Inch	A	LF	3,000	C	\$ 68,900	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	2 Inch	A	LF	2,540	C	\$ 42,400	100
1808	University of Southern Indiana	Domestic Water Lines	1WAT	1 Inch	A	LF	7,500	C	\$ 42,400	100
1808	University of Southern Indiana	Storm Sewers	1STS	4 Inch	A	LF	5,600	C	\$ 95,400	100
1808	University of Southern Indiana	Storm Sewers	1STS	6 Inch	A	LF	1,500	C	\$ 31,800	100
1808	University of Southern Indiana	Storm Sewers	1STS	8 Inch	A	LF	2,500	C	\$ 63,600	100
1808	University of Southern Indiana	Storm Sewers	1STS	10 Inch	A	LF	1,250	C	\$ 31,800	100
1808	University of Southern Indiana	Storm Sewers	1STS	12 Inch	A	LF	2,500	C	\$ 63,600	100
1808	University of Southern Indiana	Storm Sewers	1STS	15 Inch	A	LF	275	C	\$ 8,480	100
1808	University of Southern Indiana	Storm Sewers	1STS	18 Inch	A	LF	1,375	C	\$ 53,000	100
1808	University of Southern Indiana	Storm Sewers	1STS	21 Inch	A	LF	300	C	\$ 10,600	100
1808	University of Southern Indiana	Storm Sewers	1STS	24 Inch	A	LF	7,800	C	\$ 371,000	100
1808	University of Southern Indiana	Utility Tunnels	1UTL		A	LF	11,000	C	\$ 5,724,000	100
1808	University of Southern Indiana	Sanitary Sewer Lines	1SEW	4 Inch	A	LF	600	C	\$ 10,600	100
1808	University of Southern Indiana	Sanitary Sewer Lines	1SEW	6 Inch	A	LF	3,400	C	\$ 68,900	100
1808	University of Southern Indiana	Sanitary Sewer Lines	1SEW	8 Inch	A	LF	6,500	C	\$ 164,300	100
1808	University of Southern Indiana	Sanitary Sewer Lines	1SEW	10 Inch	A	LF	6,500	C	\$ 344,500	100
1808	University of Southern Indiana	Sanitary Sewer Lines	1SEW	15 Inch	A	LF	1,000	C	\$ 39,750	100
1808	University of Southern Indiana	Natural Gas Pipeline	1GAS	1 Inch	A	LF	2,075	C	\$ 31,800	100
1808	University of Southern Indiana	Natural Gas Pipeline	1GAS	1.5 Inch	A	LF	1,025	C	\$ 15,900	100
1808	University of Southern Indiana	Natural Gas Pipeline	1GAS	2 Inch	A	LF	3,000	C	\$ 95,400	100
1808	University of Southern Indiana	Coax Cable	1CXC	4 Wire	A	LF	1,500,000	C	\$ 4,240,000	100
1808	University of Southern Indiana	Coax Cable	1CXC	Network	A	LF	40,000	C	\$ 1,060,000	100
1808	University of Southern Indiana	Chillers	CHIL		A	EA	5	C	\$ 3,180,000	100
1808	University of Southern Indiana	Chilled Water Lines	1CHW	24 inch	A	LF	2,000	C	\$ 1,060,000	100

1808	University of Southern Indiana	Chilled Water Lines	1CHW	12 inch	A	LF	3,000	C	\$ 742,000	100
1808	University of Southern Indiana	Chilled Water Lines	1CHW	10 inch	A	LF	3,500	C	\$ 667,800	100
1808	University of Southern Indiana	Chilled Water Lines	1CHW	8 Inch	A	LF	2,800	C	\$ 318,000	100
1808	University of Southern Indiana	Chilled Water Lines	1CHW	6 inch	A	LF	2,360	C	\$ 212,000	100
1808	University of Southern Indiana	Chilled Water Lines	1CHW	5 inch	A	LF	300	C	\$ 26,500	100
									\$ 43,591,990	

Notes:

- For Section A, any facility that has been expanded and increased gross square footage, include the addition if not already included in data provided by CHE
- For Section B, include (to the best ability) those infrastructure items associated with the delivery of academic services and overall administration

**PROJECT SUMMARY AND DESCRIPTION
FOR: CLASSROOM RENOVATION/EXPANSION**

Institution:	University of Southern Indiana	Budget Agency Project No.:	G-0-11-2-01
Campus:		Institutional Priority:	1
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

The University of Southern Indiana requests \$18,000,000 in Special Repair and Rehabilitation funding for the renovation and/or expansion of three academic facilities. As campus buildings continue to age, there is increased need to renovate and rehabilitate the facilities. The three projects include: renovation and expansion of the Physical Activities Center to provide additional classroom and laboratory space for the Kinesiology and Sport Department and renovation of classrooms and laboratories in the Science Center and the Technology Center. The projects are needed to keep the facilities in good physical condition and to provide quality academic space for teaching and learning.

Summary of the impact on the educational attainment of students at the institution:

The University has experienced tremendous growth during its 47-year history. Funding for repair and renovation of three of the oldest facilities is requested. The Physical Activities Center, Science Center, and Technology Center serve thousands of students each year. Core academic programming is offered in each of these facilities. The planned renovation and/or expansion will insure the facilities remain in good physical condition.

Project Size: 147,022 GSF 115,038 ASF 0.78 ASF/GSF

Net change in overall campus space: 47,700 GSF 31,000 ASF

Total cost of the project (1): \$ 18,000,000 **Cost per ASF/GSF:** 122.43 GSF
156.47 ASF

Funding Source(s) for project (2): \$ 18,000,000 - State Appropriation-Special R&R Funding
Bonding Authority (Acts of 1965)

Estimated annual debt payment (4): \$ 1,541,163

Are all funds for the project secured:

Estimated annual change in cost of building operations based on the project: \$ 379,215

Estimated annual repair and rehabilitation investment (3): \$ 195,000

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
- (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
- (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% total construction cost
- (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: CLASSROOM RENOVATION/EXPANSION**

<u>Institution:</u>	University of Southern Indiana	<u>Budget Agency Project No.:</u>	G-0-11-2-01
<u>Campus:</u>		<u>Institutional Priority:</u>	1

Description of Project

The University of Southern Indiana requests \$18,000,000 in Special Repair and Rehabilitation funding for renovation and/or expansion of three academic facilities. As campus buildings continue to age there is increased need to renovate and rehabilitate the facilities. The three proposed projects include:

Physical Activities Center Renovation and Expansion

The Physical Activities Center (PAC) was constructed in 1979. Several areas of the building need to be renovated and upgraded. The areas include two classrooms, the large group exercise classroom, the weight training room, the sports medicine training room, the natatorium, locker rooms, the main lobbies and corridor, and faculty offices. The University plans to add 47,700 gross square feet to the PAC as part of this project. Expansion of the facility is needed for academic and support space for the Kinesiology and Sport Department and associated functions.

Science Center Lower Level Renovation

The Science Center was constructed in 1969. The lower level of the building has not been renovated extensively since the building was constructed. The upper two levels have been renovated in the last few years using General Repair and Rehabilitation appropriations. The renovation of the lower level of the Science Center includes upgrading the electrical and data systems, installing new laboratory casework and furnishings, and upgrading the flooring, ceiling, and wall treatment in classrooms, laboratories, and faculty offices assigned to the Biology Department. Minor reconfiguration of the classrooms and laboratories will be performed to provide up-to-date teaching facilities.

Technology Center Renovation

The Technology Center was constructed in 1976. Most of the renovation to the Technology Center will occur in existing classrooms and laboratories to modify them for efficient use by the Art Department. With the construction of the Business and Engineering Center and the Applied Engineering Center, classes offered through the Engineering Department have moved to these facilities. Other rehabilitation work will replace the exterior translucent panels and refinish the exterior metal wall panels.

BACKGROUND:

The Physical Activities Center opened in 1980 when enrollment at the University was about 2,100 students. Since then enrollment has increased to 10,820 students. The Kinesiology and Sport Department has grown significantly and offers undergraduate majors in teaching, kinesiology, exercise science, and sport management. There are over 200 students enrolled in these majors. The faculty has grown from two to nine full-time faculty members and 25 part-time faculty members. Originally, the building was constructed with four general-purpose classrooms. Due to the growth of academic programs, the need for a computer laboratory in the building, and the increased number of faculty, only one general classroom remains in the building. Two classrooms were added in 1998, but they have limited availability for instructional use because they are multipurpose rooms that are shared with other activities that are scheduled in the Physical Activities Center. Major renovation of the core section of the building that includes the classrooms, large group exercise classroom, weight training room, sports medicine training room, faculty offices, locker rooms, and restrooms has not taken place since the construction of the building. The natatorium, also constructed in 1979, has not been renovated since the building opened. These areas will be renovated as part of this project. The gymnasium was recently renovated with private funding and is not included in this project. As part of the project, the University plans to add 47,700 gross square feet to the PAC. Expansion of the facility will include needed academic and support space for the Kinesiology and Sport Department and associated functions.

During the past four years the University renovated two of the three levels of the original Science Center facility using General Repair and Rehabilitation funding from the state. The lower level, which includes classrooms, laboratories, faculty offices, and academic space for the Biology Department, needs renovation. The requested Special Repair and Rehabilitation funding will be used to renovate the lower level of the Science Center.

Renovation of the Technology Center lower level is planned for fall 2012, once the Engineering Department moves into the Applied Engineering Center. The project is needed to keep the facility in good physical condition and to provide quality academic space for teaching and learning.

PLANNING CHANGES:

There have been no planning changes to this project since its inception.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

The Engineering Department in the Pott College of Science, Engineering, and Education moved from the Technology Center into the Business and Engineering Center in fall 2010. This move provided additional academic space in the Technology Center for the College of Liberal Arts, the largest college on campus. Once construction of the Applied Engineering Center is completed late in 2012, the engineering laboratories remaining in the Technology Center will be moved to the new facility. The University plans to renovate the interior and exterior façade of the Technology Center. This is an opportune time to perform the work when fewer students and faculty are using the facility.

The Human Performance Laboratory used by the Kinesiology Department is located in the Health Professions Center. As a part of the PAC expansion, the laboratory will be moved to the Physical Activities Center. The new laboratory will better serve the needs of the program and make available additional space in the Health Professions Center for the College of Nursing and Health Professions.

Need and Purpose of the Program

The University of Southern Indiana is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum provides the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master's degrees and the University's Doctor of Nursing Practice degree serve persons in professional and technical fields. As a public institution, the University of Southern Indiana counsels and assists business and industry, as well as social, education, governmental, and health agencies, to higher levels of efficiency and improved services. Approximately 10,820 students are enrolled in degree programs; in addition, another 15,000 students enroll annually in noncredit, continuing education, workforce training, and professional development programs at the University.

The renovation and expansion of the Physical Activities Center (PAC) will provide additional classroom and laboratory space for the Kinesiology Department. Teaching was the only major offered by the Kinesiology Department in 1980 when the PAC opened. As the University has grown, so has the Kinesiology Department. There are now four programs or majors offered through the department including kinesiology, exercise science, sport management, and teaching. Two-hundred students currently are enrolled in these majors. Since 1980, the faculty has grown from two to nine full-time faculty members and 25 part-time faculty members.

Renovation of the lower level of the Science Center will include classrooms, laboratories, faculty offices, and other supporting academic space for the Biology Department of the Pott College of Science, Engineering, and Education. The classrooms and laboratories will be updated and equipped to foster the highest quality level of teaching and technology-based learning.

Renovation of the exterior and interior of the Technology Center will keep the facility in good physical condition and provide quality academic space for teaching and learning.

The Physical Activities Center, Science Center, and Technology Center serve thousands of students each year. Core academic programming is offered in each of these facilities. The planned renovations will insure the facilities remain in good physical condition.

Expansion of the Physical Activities Center has been included in the University's Ten-Year Capital Improvement Plan for more than 15 years, since 1995-1997.

Space Utilization

The University of Southern Indiana has experienced tremendous growth during its 47-year history. In the late 1970s, the University served a student population of about 2,100 students. Today, nearly 10,820 students are enrolled in degree programs with an additional 15,000 students enrolled annually in noncredit, continuing education, workforce training, and professional development programs.

The Kinesiology Department supports a two-hour core education requirement for all students enrolled at the University of Southern Indiana. Students must take a one-hour wellness class and a one-hour activity class to satisfy graduation requirements.

Each year, the department offers 70 sections of the wellness class and enrolls more than 1,600 students. The wellness class includes laboratory time which requires students to assess cardiovascular fitness, muscle strength and flexibility, along with other fitness and physical criteria. The department provides two sections of the classes each hour in the PAC using two of the three available classrooms. The third classroom is used for other major academic instruction. Because no space is available for the laboratories, nor is there any designated space, the corridors are used for the wellness laboratories. The department also offers approximately 130 sections of activity classes in the PAC which enrolls approximately 3,100 students per academic year. The one computer laboratory in the building is used by the students enrolled in the wellness class who are required to input assessment data using specialized software for analysis. As a result, there is very little time for other physical education students in other courses to use the computer laboratory.

Renovation of the Biology Department in the lower level of the Science Center will provide improved and updated biology laboratories, classrooms, teaching and laboratory support space, and faculty and department offices. The renovation will provide a better teaching and learning environment with state-of-the-art laboratory and classroom equipment.

Renovation of the Technology Center is planned for fall 2012, once the Engineering Department moves into the Applied Engineering. Interior and exterior renovation of the facility will take place to maintain the physical condition of the building and to provide quality academic space for teaching and learning.

Comparable Projects

The three projects involve buildings constructed in 1969, 1976, and 1979 and are the oldest facilities on campus. The University has maintained the facilities, given the limited resources available through the General Repair and Rehabilitation appropriation. In order to repurpose these facilities for current use, the University requests Special Repair and Rehabilitation funding.

Background Materials

Design information for the projects is included with the project summary.

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR CLASSROOM RENOVATION/EXPANSION**

CLASSROOM RENOVATION/EXPANSION G-0-11-2-01	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
<u>A. OVERALL SPACE IN ASF</u>							
Classroom (110 & 115)	132,981	4,500	-	137,481	-	5,620	143,101
Class Lab (210,215,220,225,230,235)	141,011	4,500	-	145,511	-	10,400	155,911
Non-class Lab (250 & 255)	19,943	-	-	19,943	-	4,200	24,143
Office Facilities (300)	220,608	1,200	529	222,337	-	5,480	227,817
Study Facilities (400)	107,896	-	-	107,896	-	-	107,896
Special Use Facilities (500)	116,561	-	-	116,561	-	-	116,561
General Use Facilities (600)	174,996	-	20,497	195,493	-	-	195,493
Support Facilities (700)	84,585	1,000	903	86,488	-	5,300	91,788
Health Care Facilities (800)	3,019	-	-	3,019	-	-	3,019
Resident Facilities (900)	561,367	-	-	561,367	-	-	561,367
Unclassified (000)	1,845	-	-	1,845	-	-	1,845
<u>B. OTHER FACILITIES</u>							
(Please list major categories)				-			-
TOTAL SPACE	1,564,812	11,200	21,929	1,597,941	-	31,000	1,628,941

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space Under Construction: Applied Engineering Center. Space Planned and Funded: Teaching Theater.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

Space in Capital Request: Physical Activities Center Expansion.

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS
FOR: CLASSROOM RENOVATION/EXPANSION**

Institution:
Campus:

Budget Agency Project No.:
Institutional Priority:

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	October	2013
Start Construction	November	2013
Occupancy (End Date)	January	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 658,472	\$ 16,528	\$ 675,000
b. Architectural	\$ 658,472	\$ 16,528	\$ 675,000
c. Consulting	\$ 146,327	\$ 3,673	\$ 150,000
<u>Construction</u>			
a. Structure	\$ 8,779,631	\$ 220,369	\$ 9,000,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 3,365,525	\$ 84,475	\$ 3,450,000
c. Electrical	\$ 2,487,562	\$ 62,438	\$ 2,550,000
<u>Movable Equipment</u>	\$ 487,757	\$ 12,243	\$ 500,000
<u>Fixed Equipment</u>	\$ 390,206	\$ 9,794	\$ 400,000
<u>Site Development/Land Acquisition</u>	\$ 585,309	\$ 14,691	\$ 600,000
<u>Other (Please list)</u>	\$ -	\$ -	
TOTAL ESTIMATED PROJECT COST	\$ 17,559,263	\$ 440,737	\$ 18,000,000

(1) Cost Basis is based on current cost prevailing as of: July, 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: CLASSROOM RENOVATION/EXPANSION**

Institution: University of Southern Indiana
Campus:

Budget Agency Project No.: G-0-11-2-01
Institutional Priority: 1

<u>ANNUAL OPERATING COST/SAVINGS (1)</u>					<u>GSF OF AREA AFFECTED BY PROJECT</u>	
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses		
1. Operations	\$ 4.14	\$ 197,478	\$ 78,991	\$ 118,487	47,700	
2. Maintenance	\$ 1.44	\$ 68,688	\$ 27,475	\$ 41,213		
3. Fuel	\$ 0.64	\$ 30,528		\$ 30,528		
4. Utilities	\$ 1.20	\$ 57,240		\$ 57,240		
5. Other	\$ 0.53	\$ 25,281		\$ 25,281		
TOTAL ESTIMATED OPERATIONAL COST	\$ 7.95	\$ 379,215	\$ 106,466	\$ 272,749		

Description of any unusual factors affecting operating and maintenance costs/savings.

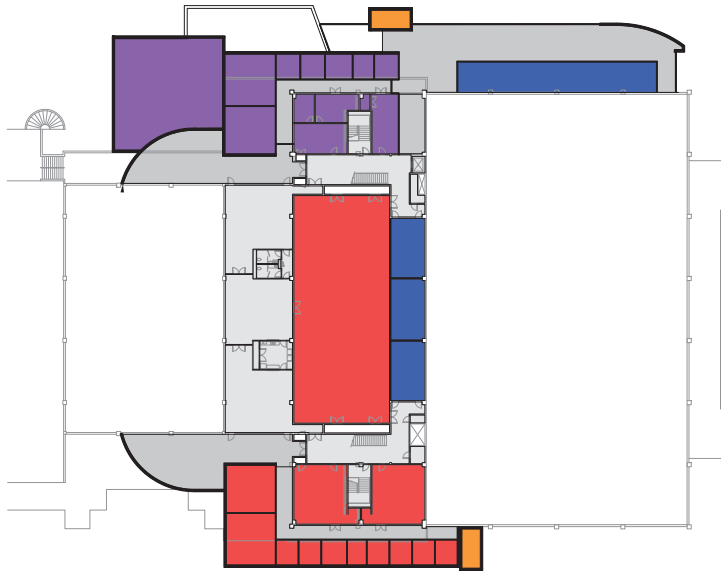
The gross square feet affected by this project (47,700) is the new space added to the Physical Activities Center. Although other existing space will be renovated, the operating cost will not change.

(1) Based on figures from "Individual Cap Proj Desc" schedule



OCCUPANCY LEGEND

- WEIGHT TRAINING
- TRAINING
- HUMAN PERFORMANCE
- RESTROOMS/CONCESSIONS
- VERT CIRCULATION
- MECH/ELEC/STORAGE
- CIRCULATION
- EXISTING



OCCUPANCY LEGEND

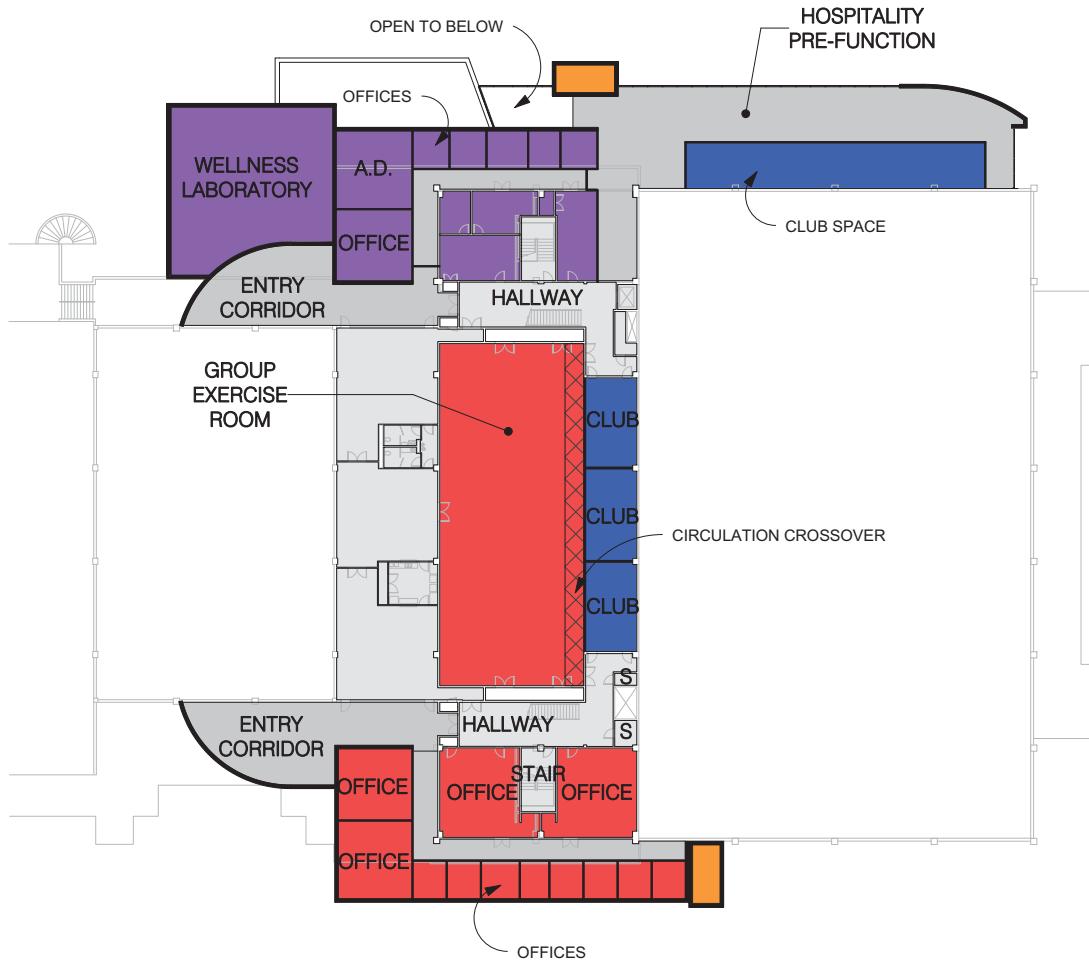
- PHYS. ED.
- ATHLETICS
- HOSPITALITY
- VERT CIRCULATION
- CIRCULATION
- EXISTING



OCCUPANCY LEGEND

- PHYS. ED.
- ATHLETICS
- EXISTING





OCCUPANCY LEGEND

- PHYS. ED.
- ATHLETICS
- HOSPITALITY
- VERT CIRCULATION
- CIRCULATION
- EXISTING



OCCUPANCY LEGEND

- PHYS. ED.
- ATHLETICS
- EXISTING

187

AREA SCHEDULE - 00 LOWER	
ROOM NAME	AREA
00 - LOWER LEVEL PLAN	
CIRCULATION	
CONCOURSE	10843 SF
ENTRY	137 SF
ENTRY	121 SF
	11101 SF
HUMAN PERFORMANCE	
H.P. LAB	592 SF
H.P. LAB	798 SF
OFFICE	149 SF
OFFICE	72 SF
	1611 SF
MECH/ELEC/STORAGE	
MECH	340 SF
MECH	340 SF
POOL MECH	297 SF
	977 SF
RESTROOMS/CONCESSIONS	
CONC.	512 SF
CONC.	713 SF
CONC.	628 SF
CONC.	448 SF
MENS	585 SF
MENS	587 SF
WOMENS	863 SF
WOMENS	865 SF
	5202 SF
TRAINING	
TRAINING	2589 SF
	2589 SF
VERT CIRCULATION	
STAIR	166 SF
STAIR	166 SF
	333 SF
WEIGHT TRAINING	
WEIGHT TRAINING	3994 SF
	3994 SF
	25808 SF

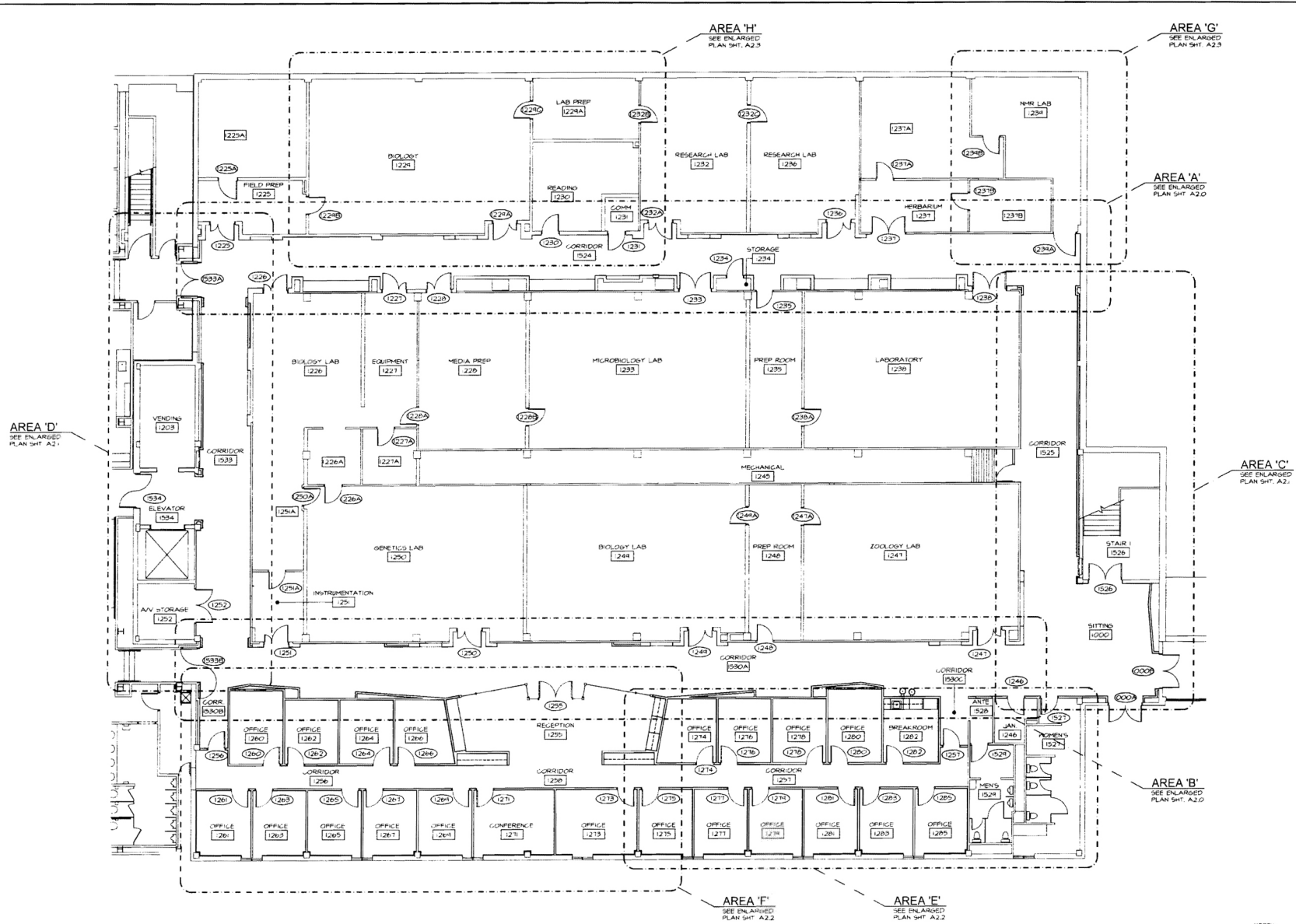
AREA SCHEDULE - 02 SECOND	
Room Name	Area

02 - SECOND FLOOR PLAN	
ATHLETICS	
OFF.	137 SF
OFF.	133 SF
OFF.	168 SF
OFF.	112 SF
OFF.	133 SF
OFF.	167 SF
OFF.	113 SF
OFF.	100 SF
OFF.	138 SF
STUDENT LOUNGE/COMP. LAB	3280 SF
	4480 SF

PHYS. ED.	
OFF.	115 SF
OFF.	102 SF
OFF.	141 SF
OFF.	134 SF
OFF.	131 SF
OFF.	165 SF
OFF.	110 SF
OFF.	131 SF
OFF.	163 SF
STUDENT LOUNGE/COMP. LAB	3280 SF
	4472 SF

AREA SCHEDULE - 01 FIRST	
ROOM NAME	AREA
01 - FIRST FLOOR PLAN	
ATHLETICS	
A.D.	607 SF
LOBBY	374 SF
OFFICE	370 SF
OFFICE	256 SF
OFFICE	133 SF
OFFICE	33 SF
OFFICE	138 SF
OFFICE	138 SF
OFFICE	157 SF
OFFICE	120 SF
OFFICE	138 SF
OFFICE	556 SF
WELLNESS LABORATORY	2477 SF
	5498 SF
CIRCULATION	
CORRIDOR	538 SF
CORRIDOR	793 SF
ENTRY CORRIDOR	1535 SF
ENTRY CORRIDOR	1579 SF
HOSPITALITY PRE-FUNCTION	3294 SF
	7739 SF
HOSPITALITY	
CLUB	1409 SF
CLUB	481 SF
CLUB	471 SF
CLUB	470 SF
	2830 SF
PHYS. ED.	
GROUP EXERCISE ROOM	5090 SF
OFFICE	767 SF
OFFICE	785 SF
OFFICE	591 SF
OFFICE	128 SF
OFFICE	128 SF
OFFICE	146 SF
OFFICE	110 SF
OFFICE	127 SF
OFFICE	128 SF
OFFICE	127 SF
OFFICE	128 SF
OFFICE	541 SF
	8794 SF
VERT CIRCULATION	
STAIR	166 SF
STAIR	166 SF
	333 SF
Grand total	25194 SF

FIRST FLOOR PLAN
SCALE 1/8" = 1'-0"



project:
UNIVERSITY OF SOUTHERN INDIANA
 SCIENCE BUILDING FIRST FLOOR RENOVATION - PHASE 3
 8860 UNIVERSITY BOULEVARD
 EVANSVILLE, IN 47712

architect:

CONNER
architecture
 20 NW 4th, No. 201, Evansville, IN 47708
 812.401.6645
 www.connerarch.com

FOR REVIEW ONLY

issue date:
 revisions
 ▲ _____
 ▲ _____
 ▲ _____
 project no.
 09.11.01
 sheet title
First Floor Plan
 sheet no.

A1.5



**PROJECT SUMMARY AND DESCRIPTION
FOR: CONFERENCE CENTER**

Institution:	<input type="text" value="University of Southern Indiana"/>	Budget Agency Project No.:	<input type="text" value="G-0-13-1-01"/>
Campus:	<input type="text"/>	Institutional Priority:	<input type="text"/>
Previously approved by General Assembly:	<input type="text" value="No"/>	Previously recommended by CHE:	<input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan:	<input type="text"/>		

Project Summary Description:
 The University of Southern Indiana plans to construct a Conference Center with convenient parking to accommodate University groups and meetings. This free-standing structure, built with future expansion in mind, also will be available for use by community groups. Designed to accommodate up to 200 persons at tables, the main meeting room is planned with flexibility to be divided into three smaller rooms.

Summary of the impact on the educational attainment of students at the institution:
 There is a need for additional space on the University of Southern Indiana's campus for conferencing. The Conference Center will be used to host events for alumni groups, community groups, trustee and foundation meetings, and other special events. Plans for the Center include a kitchen, a private dining room, and a conference room.

Project Size:	<input type="text" value="18,500"/> GSF	<input type="text" value="15,000"/> ASF	<input type="text" value="0.81"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="18,500"/> GSF	<input type="text" value="1,500"/> ASF	

Total cost of the project (1):	<input type="text" value="\$ 5,000,000"/>	Cost per ASF/GSF:	<input type="text" value="270.27"/> GSF
			<input type="text" value="333.33"/> ASF
Funding Source(s) for project (2):	<input type="text" value="\$ 5,000,000 - Private Gifts"/>		
	<input type="text"/>		
Estimated annual debt payment (4):	<input type="text" value="Project will be funded with a cash gift."/>		
Are all funds for the project secured:	<input type="text" value="Project is in development stage."/>		
Estimated annual change in cost of building operations based on the project:	<input type="text"/>		
Estimated annual repair and rehabilitation investment (3):	<input type="text"/>		

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
 - If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: CONFERENCE CENTER

Institution:
Campus:

Budget Agency Project No.:
Institutional Priority:

Description of Project

This project is to construct a Conference Center to serve the growing need for additional conferencing and meeting space on campus. The Conference Center will be used by students, faculty, staff, and the general public for training sessions, classes, meetings, conferences, and other special events. The Conference Center will be constructed in an area adjacent to the core academic part of campus. One area under consideration is a wooded tract of land overlooking Reflection Lake and the campus. This proposed site is very attractive and will be an important marketing feature that will insure the facility is well utilized, not only by the events mentioned above, but also for a variety of special events.

Need and Purpose of the Program

The University needs additional space to host conferences, training sessions, and meetings. Currently, the University has six (6) meeting rooms for up to 20 persons and four (4) meeting rooms seating up to 40 persons in University Center East and West. Frequently, all of the meeting rooms are occupied and used for other Extended Services outreach programs, training sessions, and general meetings. During periods of high occupancy, other programs or events that want to use space in the University Center are turned away due to lack of meeting and conferencing space.

Space Utilization

Due to the need for additional conference and meeting space on campus, the design of the facility will accommodate a variety of special events. The design of the facility and proposed location overlooking Reflection Lake and the campus will enhance utilization of the Center.

Comparable Projects

The University has not designed any similar facilities.

Background Materials

Proposed design information for the project is included with the project summary.

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR CONFERENCE CENTER**

CONFERENCE CENTER G-0-13-1-01	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
<u>A. OVERALL SPACE IN ASF</u>							
Classroom (110 & 115)	132,981	4,500	-	137,481	-	-	137,481
Class Lab (210,215,220,225,230,235)	141,011	4,500	-	145,511	-	-	145,511
Non-class Lab (250 & 255)	19,943	-	-	19,943	-	-	19,943
Office Facilities (300)	220,608	1,200	529	222,337	-	11,950	234,287
Study Facilities (400)	107,896	-	-	107,896	-	-	107,896
Special Use Facilities (500)	116,561	-	-	116,561	-	-	116,561
General Use Facilities (600)	174,996	-	20,497	195,493	-	2,100	197,593
Support Facilities (700)	84,585	1,000	903	86,488	-	950	87,438
Health Care Facilities (800)	3,019	-	-	3,019	-	-	3,019
Resident Facilities (900)	561,367	-	-	561,367	-	-	561,367
Unclassified (000)	1,845	-	-	1,845	-	-	1,845
<u>B. OTHER FACILITIES</u>							
(Please list major categories)							
				-			-
TOTAL SPACE	1,564,812	11,200	21,929	1,597,941	-	15,000	1,612,941

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space Under Construction: Applied Engineering Center. Space Planned and Funded: Teaching Theater.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

Space in Capital request: Conference Center

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS
FOR: CONFERENCE CENTER**

Institution: University of Southern Indiana
Campus:

Budget Agency Project No.: G-0-13-1-01
Institutional Priority:

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	August	2013
Start Construction	September	2013
Occupancy (End Date)	March	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 343,140	\$ 6,860	\$ 350,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 2,372,550	\$ 47,450	\$ 2,420,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 730,390	\$ 14,610	\$ 745,000
c. Electrical	\$ 549,020	\$ 10,980	\$ 560,000
<u>Movable Equipment</u>	\$ 367,650	\$ 7,350	\$ 375,000
<u>Fixed Equipment</u>			\$ -
<u>Site Development/Land Acquisition</u>	\$ 294,120	\$ 5,880	\$ 300,000
<u>Other (Please list)</u>	\$ 245,100	\$ 4,900	\$ 250,000
TOTAL ESTIMATED PROJECT COST	\$ 4,901,970	\$ 98,030	\$ 5,000,000

(1) Cost Basis is based on current cost prevailing as of: August 1, 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

The estimated escalation factor is based on 2.0% inflation per year for one (1) year.

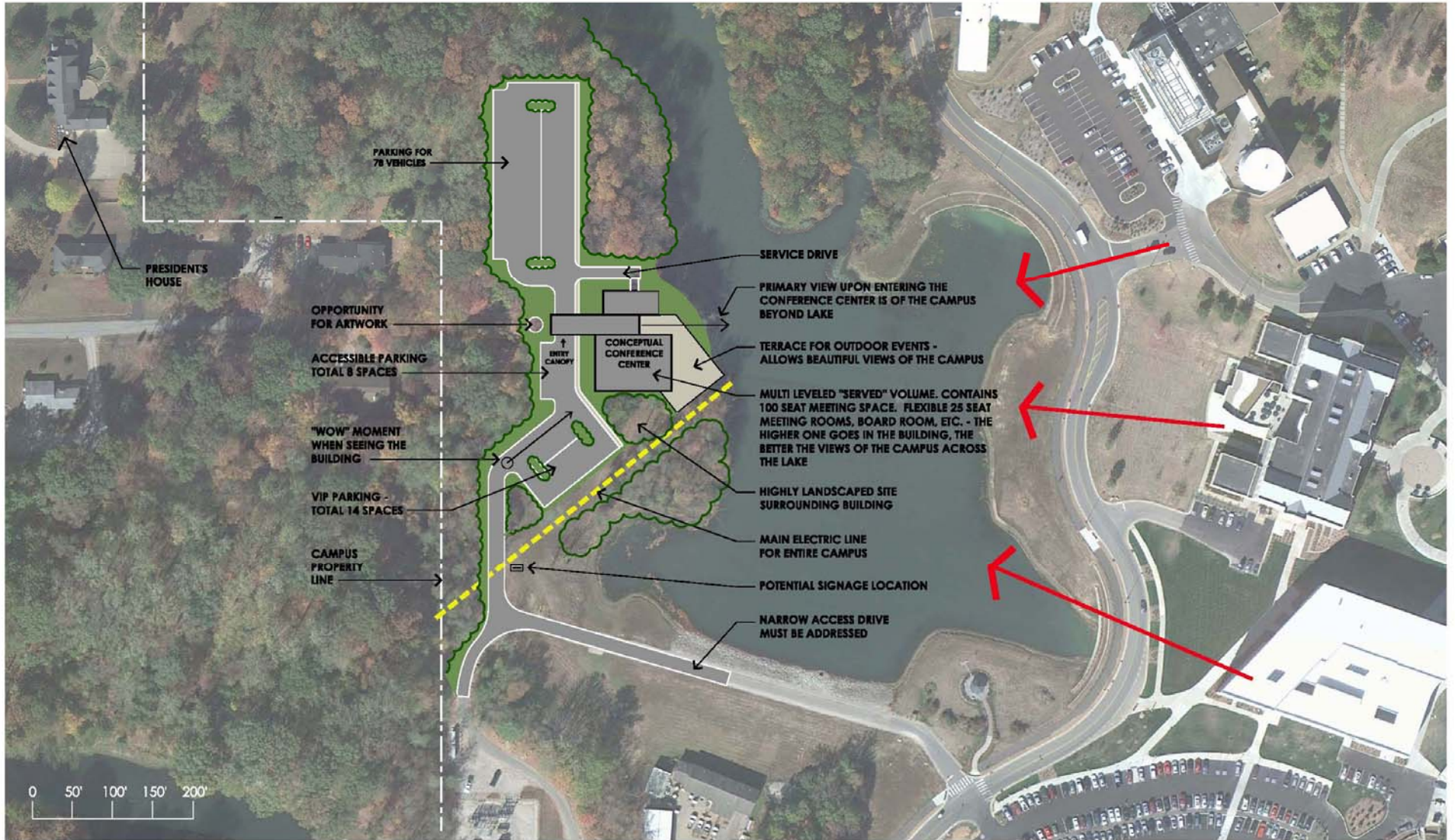
**CAPITAL PROJECT OPERATING COST DETAILS
FOR: CONFERENCE CENTER**

Institution:	University of Southern Indiana	Budget Agency Project No.:	G-0-13-1-01
Campus:		Institutional Priority:	

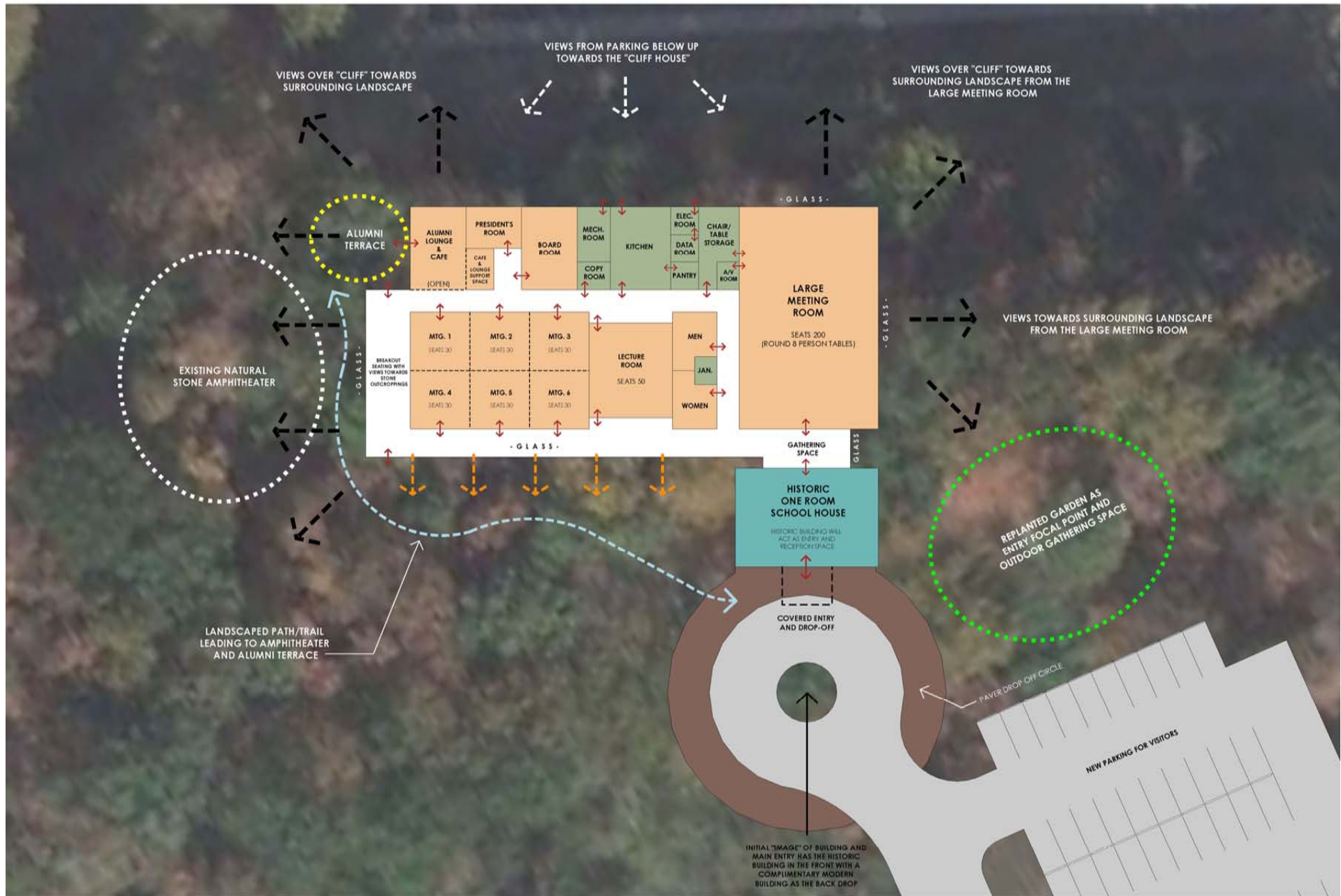
ANNUAL OPERATING COST/SAVINGS (1)					GSF OF AREA AFFECTED BY PROJECT	18,500
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses		
1. Operations	\$ 4.14	\$ 76,590	\$ 45,954	\$ 30,636		
2. Maintenance	\$ 1.44	\$ 26,640	\$ 15,984	\$ 10,656		
3. Fuel	\$ 0.64	\$ 11,840	\$ -	\$ 11,840		
4. Utilities	\$ 1.20	\$ 22,200	\$ -	\$ 22,200		
5. Other	\$ 0.53	\$ 9,805	\$ -	\$ 9,805		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 7.95	\$ 147,075	\$ 61,938	\$ 85,137		

Description of any unusual factors affecting operating and maintenance costs/savings.
None

(1) Based on figures from "Individual Cap Proj Desc" schedule

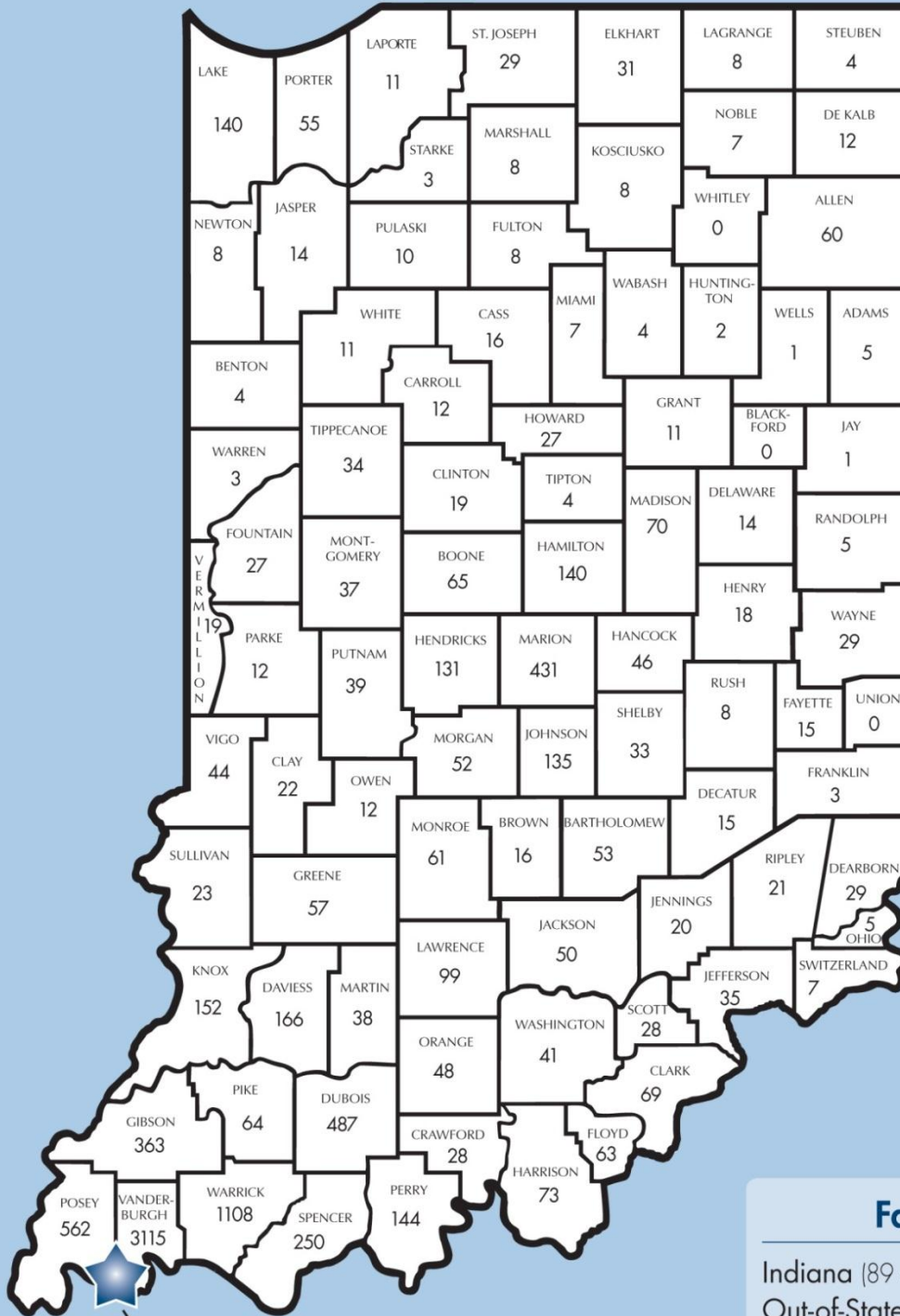


**UNIVERSITY OF SOUTHERN INDIANA
 CONFERENCE CENTER**



STUDENT PROFILE

HOME COUNTIES OF USI STUDENTS—FALL 2011

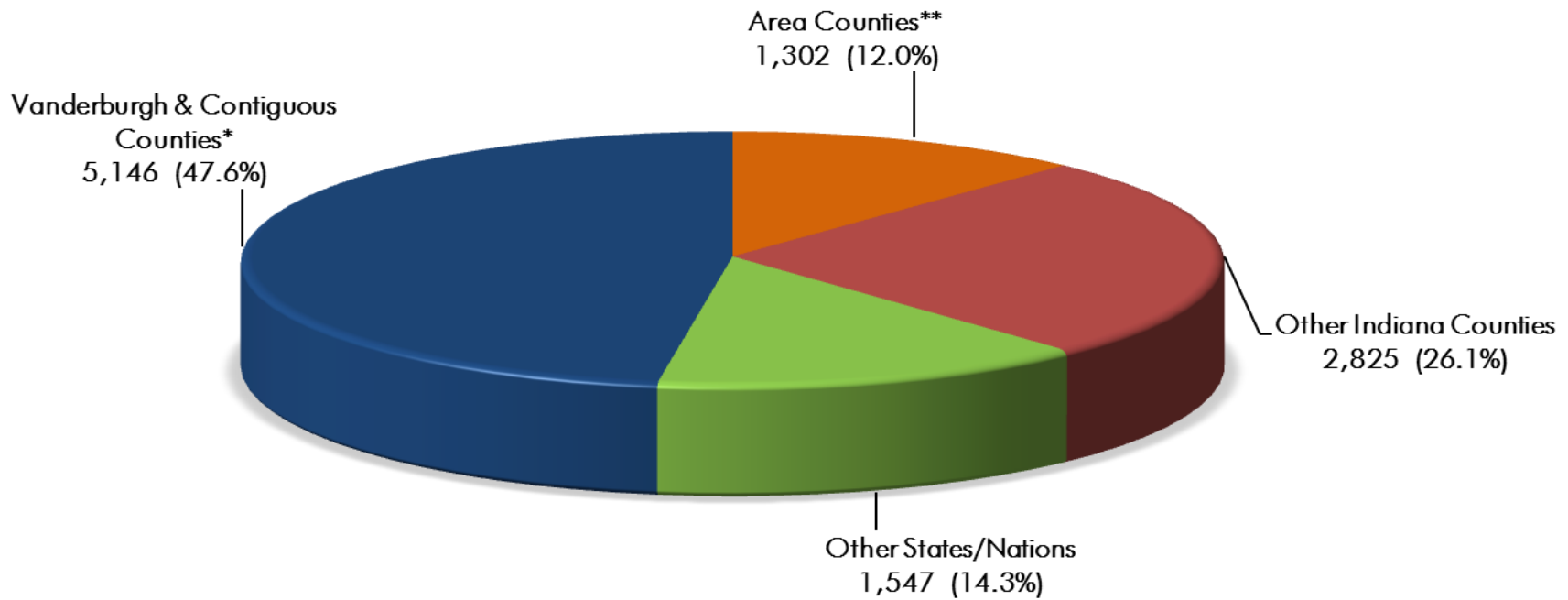


University of Southern Indiana

Fall 2011

Indiana (89 counties)	9,273
Out-of-State (43 states)	1,358
International (60 countries)	189
Total Enrollment	10,820

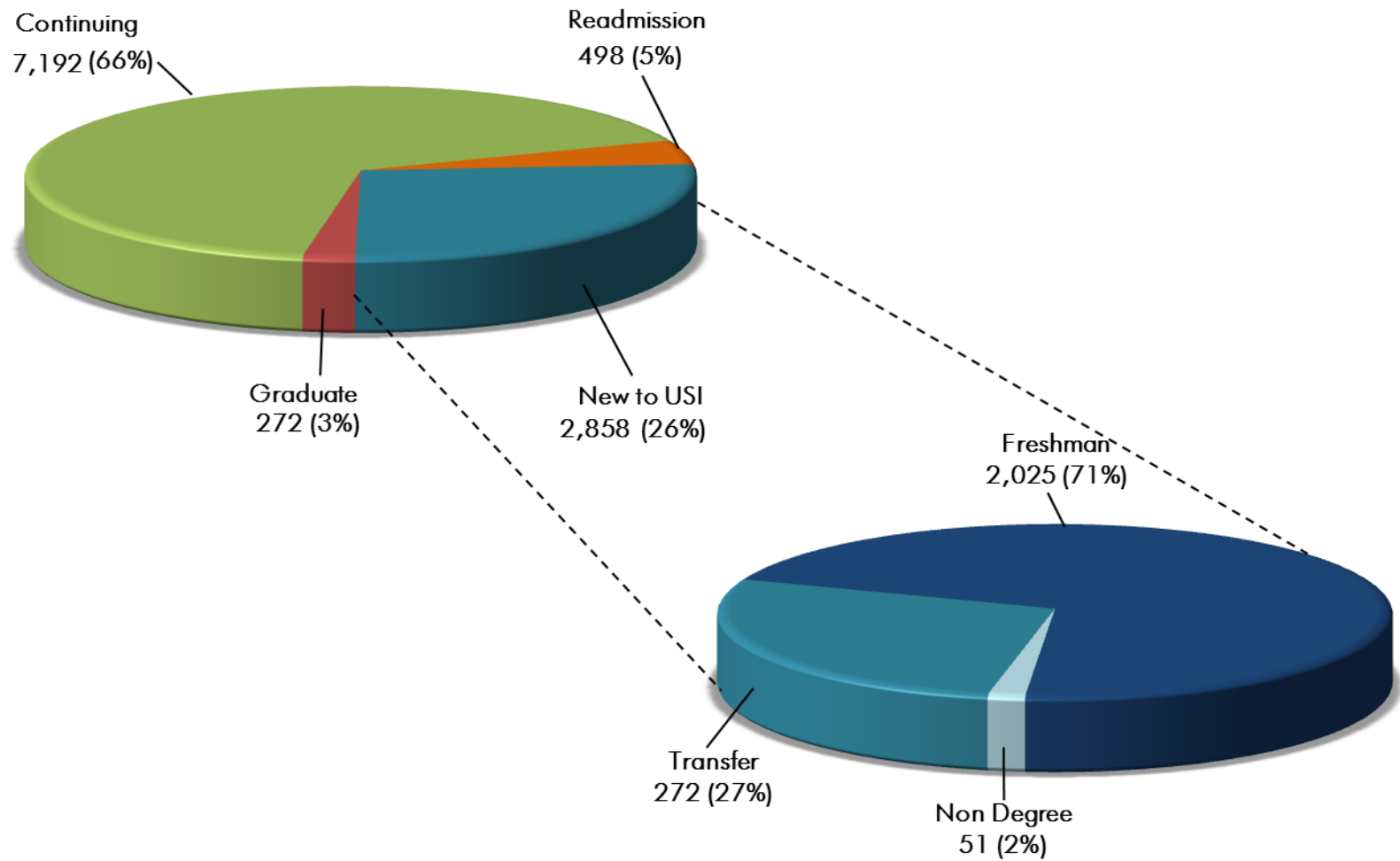
UNIVERSITY OF SOUTHERN INDIANA GEOGRAPHICAL AREA ENROLLMENT FALL 2011



* Vanderburgh, Gibson, Posey, and Warrick Counties

** Daviess, Dubois, Knox, Martin, Perry, Pike, and Spencer Counties

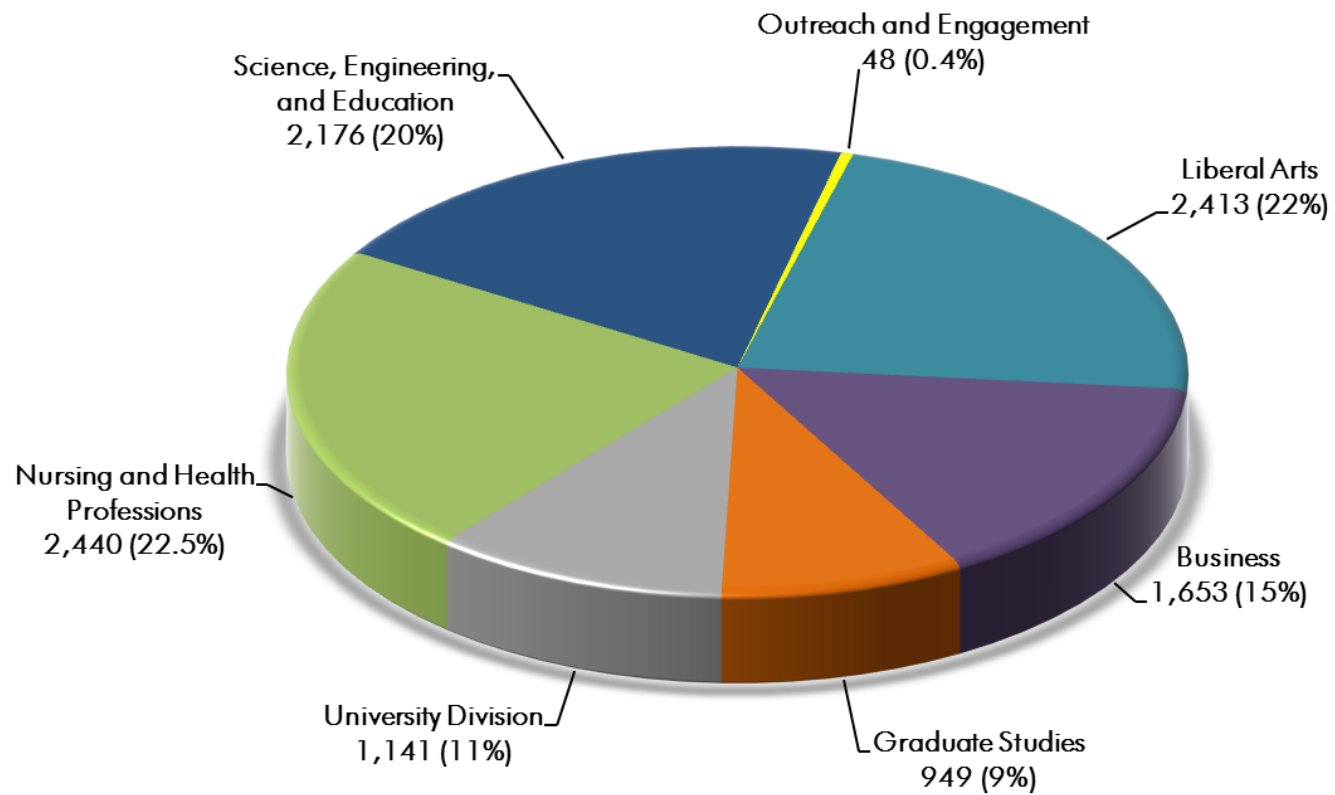
UNIVERSITY OF SOUTHERN INDIANA REGISTRATION TYPES FALL ENROLLMENT 2011



UNIVERSITY OF SOUTHERN INDIANA

STUDENT MAJORS BY COLLEGES

FALL SEMESTER 2011



FAST FACTS – FALL 2011

USI Fast Facts - Fall 2011



UNIVERSITY PROFILE	
Established	1965
Location	Evansville, IN
Number of Colleges	4
Undergraduate Degree Majors	
Associates	5
Bachelors	68
Undergraduate Degrees Awarded Academic Year 10–11	
Associates	78
Bachelors	1303
Graduate Degree Programs	11
<i>Doctoral Degree Programs</i>	1
<i>Masters Degree Programs</i>	10
Graduate Degrees Awarded Academic Year 10–11	256

FACULTY PROFILE	
Fall 2011 Faculty Count	660
Full-Time	339
Part-Time	321
Faculty Rank	
Professors	40
Associate Professors	88
Assistant Professors	106
Instructors	101
Part-Time Adjuncts	263
Administrators with Faculty Rank	7
Administrators with Teaching Responsibility	27
Staff Teaching Part-Time	19
Retirees Teaching Part-Time	9
Faculty Count by College	
College of Business	60
College of Education and Human Sciences	---
College of Liberal Arts	257
College of Nursing and Health Professions	80
College of Science and Engineering	226
University Division	36

STUDENT PROFILE		
Fall 2011 Admissions	<u>New Freshman</u>	<u>Transfer Students</u>
Applicants	6,469	1,473
Admitted	4,632	1,081
Enrolled	2,025	782
Fall 2011 Official Head Count Enrollment		10,820
Freshmen		3,397
<i>New</i>		2,025
<i>Continuing</i>		1,372
Sophomores		1,944
Juniors		1,980
Seniors		2,453
Non-Degree Seeking		175
Graduate (Master and Doctorate)		949
<i>New</i>		272
<i>Continuing</i>		677
Enrollment Status		
Full-Time		8,297
Part-Time		2,523
Gender		
Females		6,575
Males		4,245
Age		
24 or younger		8,165
25 or older		2,655
Residency Status		
In-State Students		9,273
Out-of-State Students		1,358
International Students		189
Total Credit Hours Generated		134,122
Undergraduate Credit Hours		128,727
Graduate Credit Hours		5,395
Full-Time Student Equivalency		9,031.4
Undergraduate FTE		8,581.8
Graduate FTE		449.6

NEW PROGRAM DEVELOPMENT PLAN – SPRING 2012

UNIVERSITY OF SOUTHERN INDIANA
 New Program Development Plan
 Spring 2012

2011-2013 Biennium		
Baccalaureate Degree	Master Degree	Doctorate Degree
Anthropology Arts and Heritage Administration Business Economics Business/Engineering Entrepreneurship Environmental Science Health Informatics Health Sciences Industrial Engineering Global Business Mechanical Engineering Respiratory Therapy	History (MA)	Occupational Therapy

2013-2015 Biennium		
Baccalaureate Degree	Master Degree	Doctorate Degree
Civil Engineering Forensic Science Geography	English (MA) Environmental Science Food and Nutrition (Dietetics) Health Informatics Human Performance Imaging Sciences Special Education/Exceptional Needs	Pharmacy Physical Therapy

2015-2017 Biennium		
Baccalaureate Degree	Master Degree	Doctorate Degree
Electrical and Computer Engineering		



University of
Southern Indiana

usi.edu