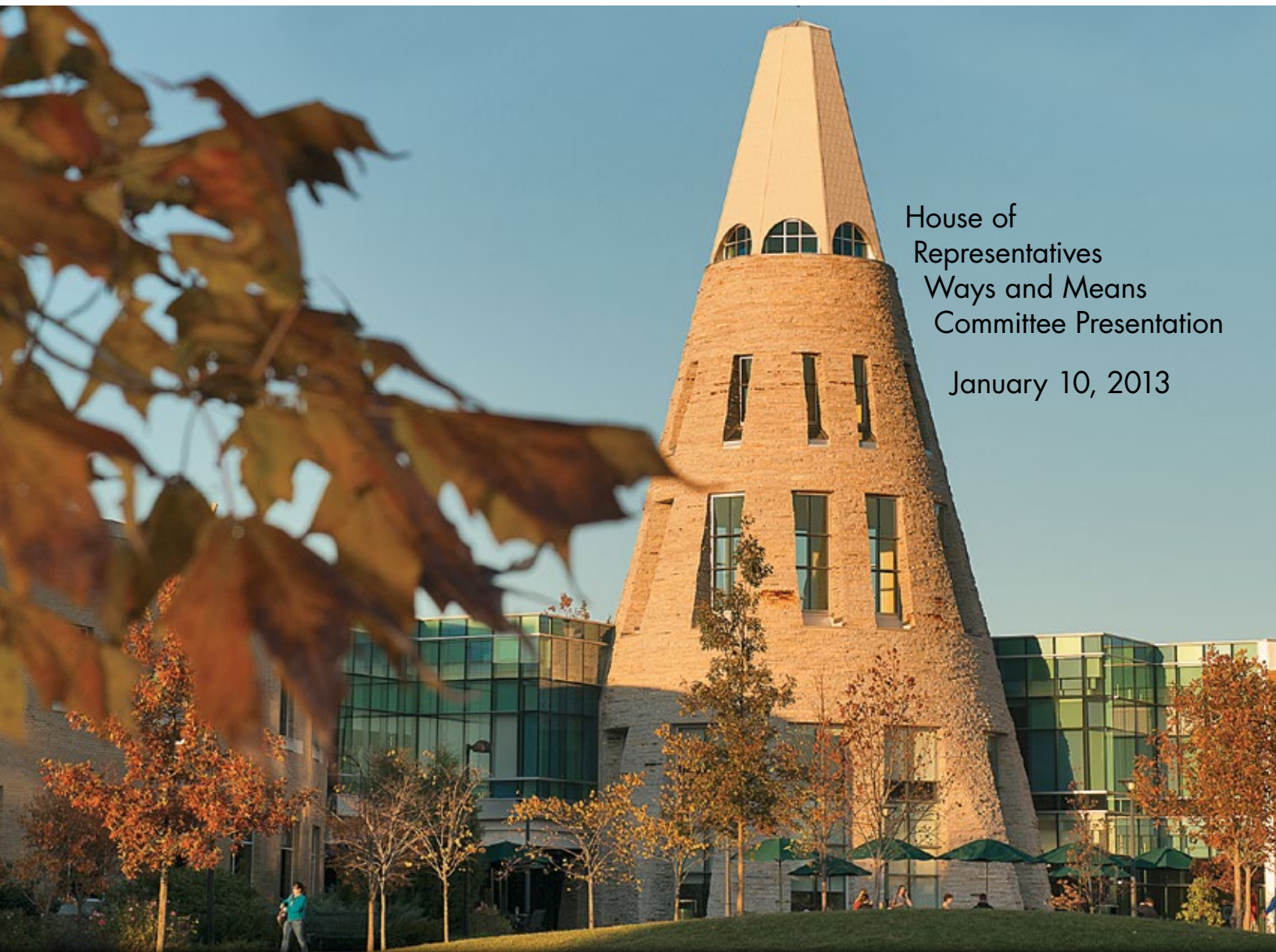




University of
Southern Indiana

2013–2015

Summary of Operating and Capital Improvement Budget Request



House of
Representatives
Ways and Means
Committee Presentation

January 10, 2013



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

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OPERATING BUDGET REQUEST 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, the University 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.

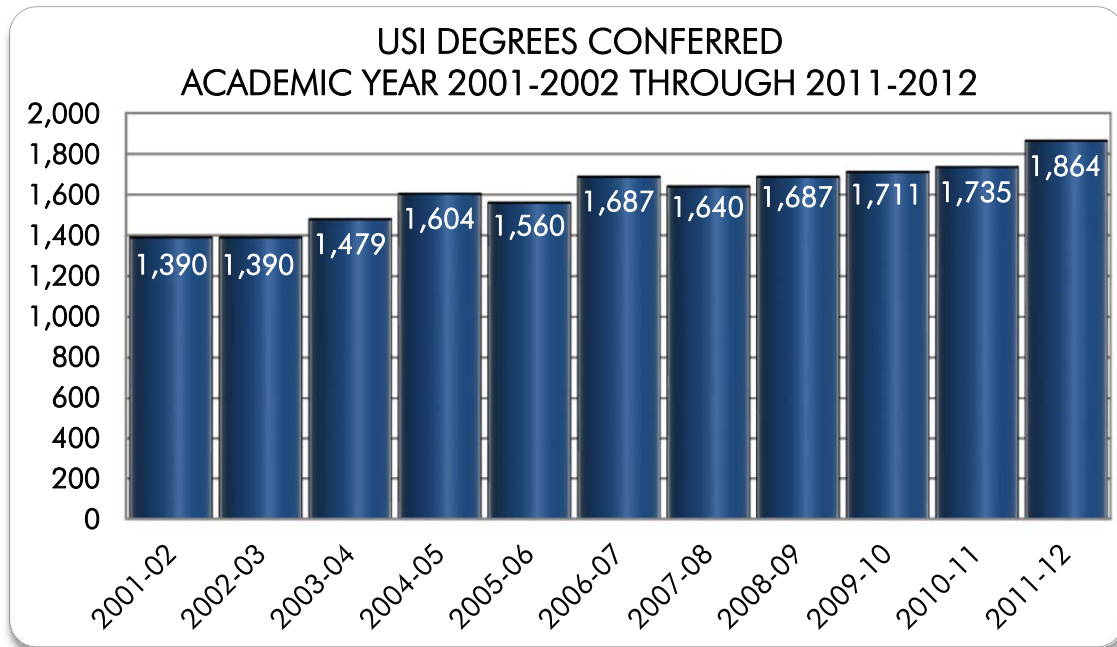
STUDENT SUCCESS

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 PRIORITIES OF 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 *2013-2015 Operating and Capital Improvement Budget Request* with the supporting narrative and budget schedules are available at the University website at www.usi.edu/govrelations/index.asp.

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

USI 2.2% PFF Set Aside to fund 6%* Pool: \$882,409
 USI Total PFF Allocation 2013-2014: \$2,919,770
 Net Impact of PFF: \$2,037,361

| 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 | |

* Assumes 3.8% New State Funding for PFF

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

USI 3.2% PFF Set Aside to fund 7%* Pool: \$1,283,504
 USI Total PFF Allocation 2014-2015: \$3,406,398
 Less 2013-2014 Net Impact of PFF: \$2,037,361
 Net Impact of PFF: \$85,533

| 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 | |

* Assumes 3.8% New State Funding for PFF

**2013-2015 OPERATING APPROPRIATION BASE
RECOMMENDATION BY THE INDIANA COMMISSION FOR HIGHER EDUCATION**

| | | |
|------------------|-------------------------------------|---------------------|
| 2012-2013 | Operating Appropriation Base | \$40,109,493 |
| 2013-2014 | PFF Appropriation | \$2,919,770 |
| | Base Reduction | \$882,409 |
| | Net Impact of PFF | \$2,037,361 |
| | Operating Appropriation Base | \$42,146,854 |
| | Base Increase | 5.1% |
| 2014-2015 | PFF Appropriation | \$486,628 |
| | Base Reduction | \$401,095 |
| | Net Impact of PFF | \$85,533 |
| | Operating Appropriation Base | \$42,232,387 |
| | Base Increase | 0.2% |

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

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.

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.

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.

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 <u>Request</u> | 2014-2015 <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 2013-2015
COMPARISON OF BUDGET SUBMISSION
WITH INDIANA COMMISSION FOR HIGHER EDUCATION**

| | 2013-14 | | 2014-15 | |
|--|------------------------------------|--|------------------------------------|--|
| | Budget Submission per Instructions | Commission for Higher Education Recommendation | Budget Submission per Instructions | Commission for Higher Education Recommendation |
| OPERATING BUDGET | | | | |
| State Operating Appropriation Base Reduction | (2,406,570) a | (882,409) c | (401,095) b | (401,095) d |
| Performance Funding Formulas | | | | |
| Overall Degree Completion | 1,078,959 | 1,078,959 | 179,824 | 179,824 |
| At Risk Degree Completion | 469,612 | 469,612 | 78,269 | 78,269 |
| Student Persistence Incentive | 157,335 | 157,335 | 26,223 | 26,223 |
| On-Time Graduation Rate | 1,153,700 | 1,153,700 | 192,284 | 192,284 |
| Institution-Defined Productivity Metric | 60,164 | 60,164 | 10,028 | 10,028 |
| Appropriation Adjustment | 5,000,000 | 0 | 5,000,000 | 0 |
| Total | 5,513,200 | 2,037,361 | 5,085,533 | 85,533 |

| | Submission | Commission for Higher Education Recommendation | | |
|---|------------|--|---------|-------------|
| | 2013-15 | 2013-14 | 2014-15 | Total |
| CAPITAL BUDGET REPAIR AND REHABILITATION | | | | |
| General R&R | 2,299,932 | 574,983 | 574,983 | 1,149,966 |
| Infrastructure | 435,920 | 108,980 | 108,980 | 217,960 |
| Total | 2,735,852 | 683,963 | 683,963 | 1,367,926 * |

* 25% of R&R funding formula

| | Submission | Commission for Higher Education Recommendation | |
|--|------------|--|----------|
| | 2013-15 | 2013-15 | Comments |
| CAPITAL BUDGET FACILITIES | | | |
| Special R&R Classroom Renovation/Expansion | | | |
| State Funding Bonding Authorization | 18,000,000 | 18,000,000 | |

| | Line Item Appropriation | Submission | Commission for Higher Education Recommendation | |
|------------------------------|-------------------------|------------|--|--------------------|
| | 2012-13 | 2013-15 | 2013-15 | Comments |
| LINE ITEM INITIATIVES | | | | |
| Historic New Harmony | 470,414 | | | |
| 2013-14 | | 519,807 | 486,878 | 3.5% increase of |
| 2014-15 | | 574,387 | 486,878 | FY13 appropriation |
| Total | | 1,094,194 | 973,756 | |
| Dual Credit Enrollment | 0 | | | |
| 2013-14 | | 0 | 274,100 | based on 2011 |
| 2014-15 | | 0 | 274,100 | dual credit |
| Total | | 0 | 548,200 | |

a 6% of FY13 Operating Appropriation Base (\$40,109,493) to fund Performance Funding Formula in 2013-14

b additional 1% of FY13 Operating Appropriation Base (\$40,109,493) to fund Performance Funding Formulas in 2014-15 for a total of 7% over the biennium

c 2.2% of FY13 Operating Appropriation Base (\$40,109,493) plus 3.8% from new funding to fund Performance Funding Formulas in

d additional 1% of FY13 Operating Appropriation Base (\$40,109,493) to fund Performance Funding Formulas in 2014-15 for a total of 3.2% over the biennium

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 | | | | | | | | | | | | | | | | | |
| 3 Yr Avg Change | | | 131 | 14 | 4 | | | 85 | | | 72 | | 67 | | 50 | LOW/MOD | 4.39% |
| 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 | | |
| 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 | \$19,971,440 | | | | | \$9,992,709 | | | \$9,984,836 | | | | | \$16,644,610 | | \$3,322,952 | \$66,572,139 |
| Percent of 2014 PFF Allocation | 30% | | | | | 15% | | | 15% | | | | | 25% | | 5% | 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 | | | | | | | | | | | | | | | | | |
| 3 Yr Avg Change | | | 131 | 14 | 4 | | | 85 | | | 72 | | 67 | | 50 | LOW/MOD | 4.39% |
| 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 | | |
| 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 | \$23,300,013 | | | | | \$11,658,161 | | | \$11,648,975 | | | | | \$19,418,711 | | \$3,876,777 | \$77,667,495 |
| Percent of 2014 PFF Allocation | 30% | | | | | 15% | | | 15% | | | | | 25% | | 5% | 100% |

* 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

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 Center, 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 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 | G-0-13-2-02 | 2 | \$ 2,299,932 | | | | \$ 2,299,932 | | |
| b. Infrastructure Rebuild Bluff Lane Replace Damaged Walkways on Campus Upgrade Fire Alarm Systems in TC, SC, WA, and OC | | | \$ 435,920 | | | | \$ 435,920 | | |
| 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
Revised October 26, 2012

| | 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 ⁽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 |
| 5. Welcome Center ⁽³⁾ (Sept 2015) | | | | | \$ 2,000,000 c | 6,000 | | | |
| <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 | | \$ 18,000,000 | 8,000 | \$ 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.

(3) Construction start date may change if funding is received early.

- 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.)

CLASSROOM RENOVATION/EXPANSION PROJECT

Project 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;
- renovation of classrooms and laboratories in the Science Center; and
- renovation of classrooms and laboratories in 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.

Estimated Request: \$18,000,000 – State Authorization – Special Repair and Rehabilitation Bonding Authority

Project A.S.F.: 115,038

Anticipated Date of Completion: January 2015

Projected Annual Debt Service: \$1,541,163 – Fee Replacement

Estimated Change in Annual Operating Budget: \$379,215

NEED FOR CLASSROOM RENOVATION/EXPANSION PROJECT

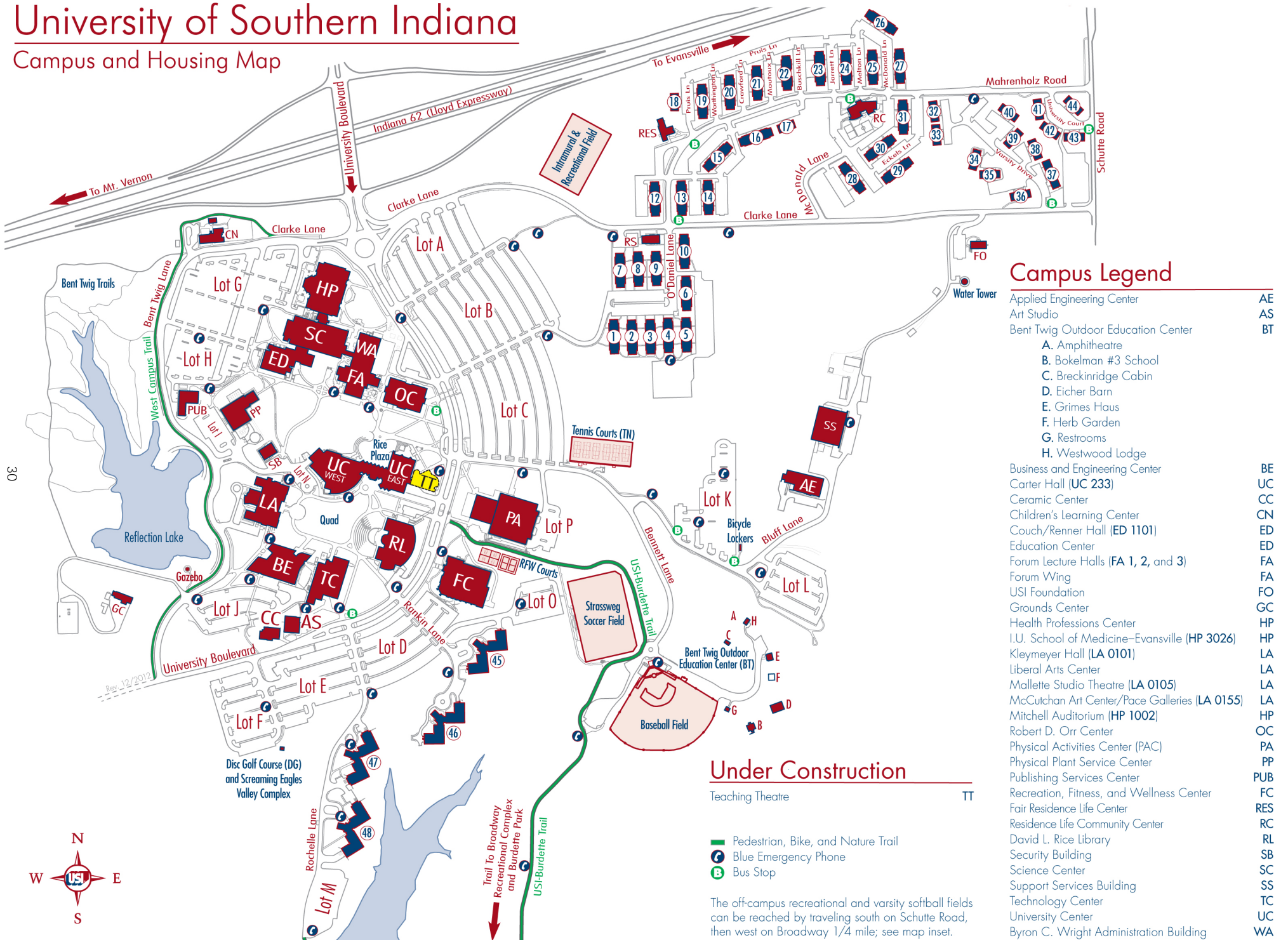
The University has experienced tremendous growth during its 47-year history. Funding for repair and renovation of three of the oldest facilities on campus is requested. The Physical Activities Center, Science Center, and Technology Center serve thousands of students each year. Core academic programming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

PRIORITY FOR CLASSROOM RENOVATION/EXPANSION PROJECT

- Number one capital request for 2013-2015 biennium

University of Southern Indiana

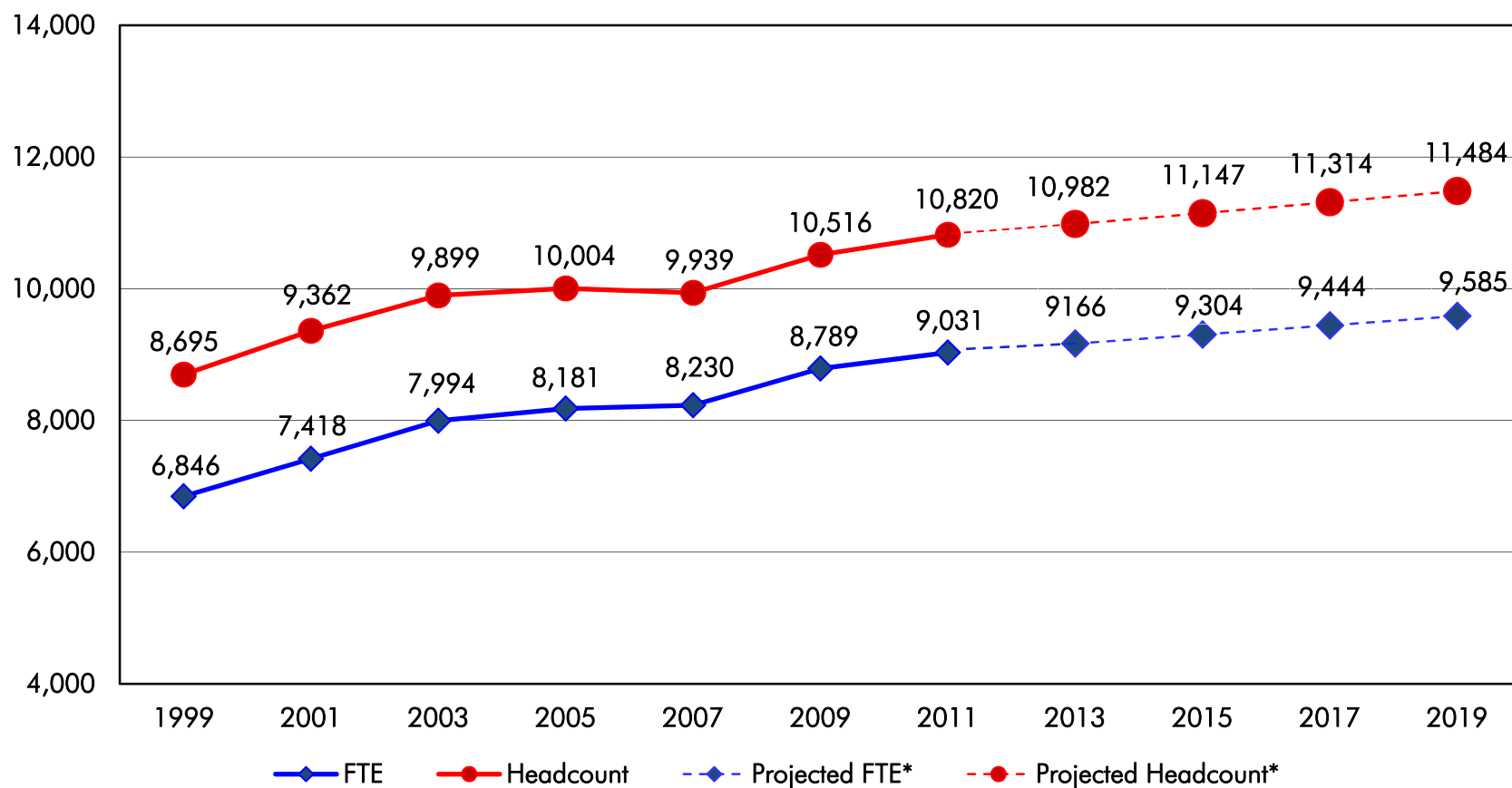
Campus and Housing Map



UNIVERSITY OF SOUTHERN INDIANA

FALL STUDENT HEADCOUNT ENROLLMENT AND FTE ENROLLMENT

1999-2019

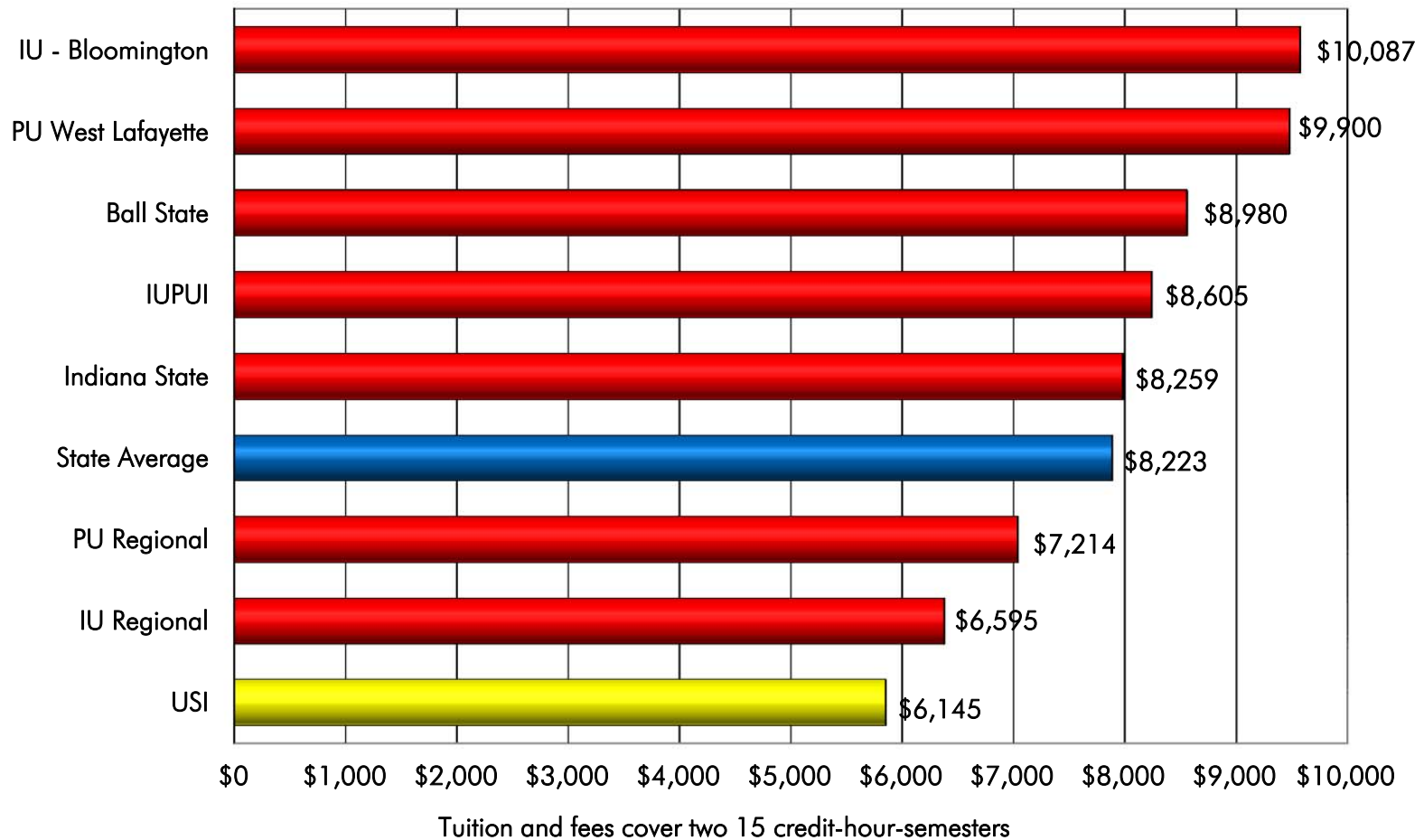


*Enrollment increase projected at 1.5%

UNIVERSITY OF SOUTHERN INDIANA

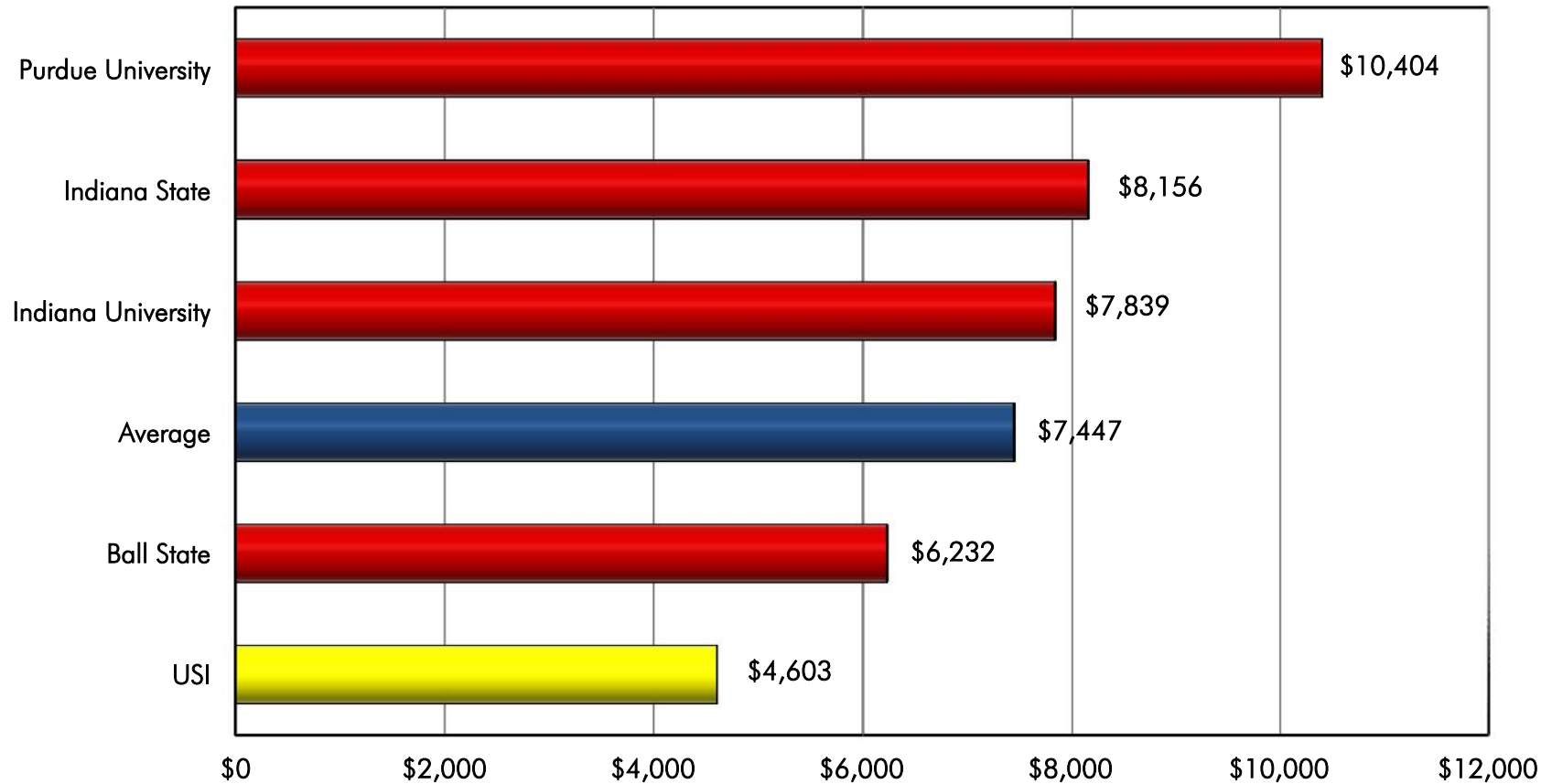
2012-2013 TUITION AND FEES

4-YEAR PUBLIC INSTITUTIONS IN INDIANA



UNIVERSITY OF SOUTHERN INDIANA

2012-2013 INDIANA APPROPRIATION PER-FTE-HOOSIER STUDENT 4-YEAR PUBLIC INSTITUTIONS IN INDIANA

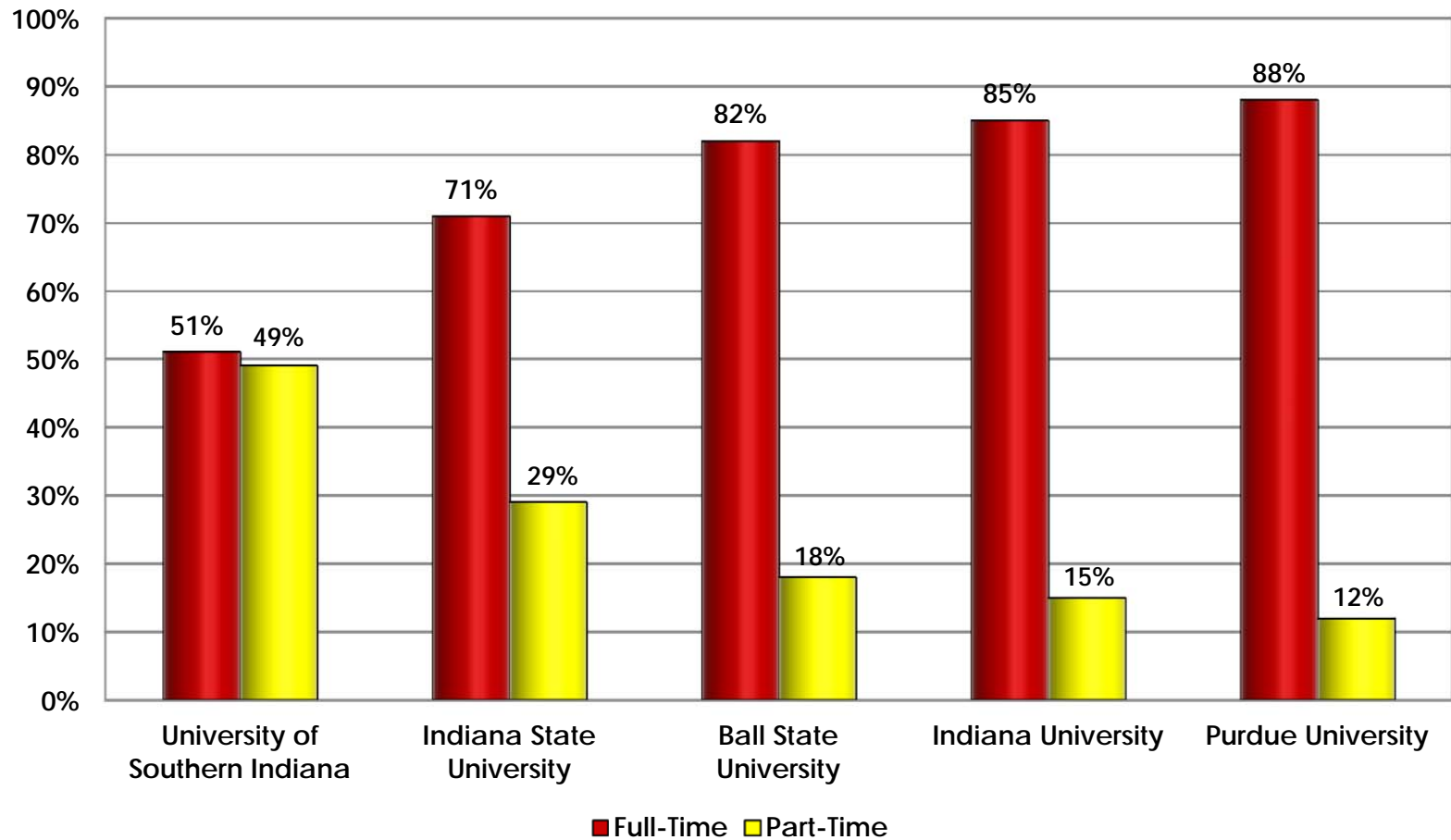


Based on 2010-2011 Hoosier FTE Enrollments

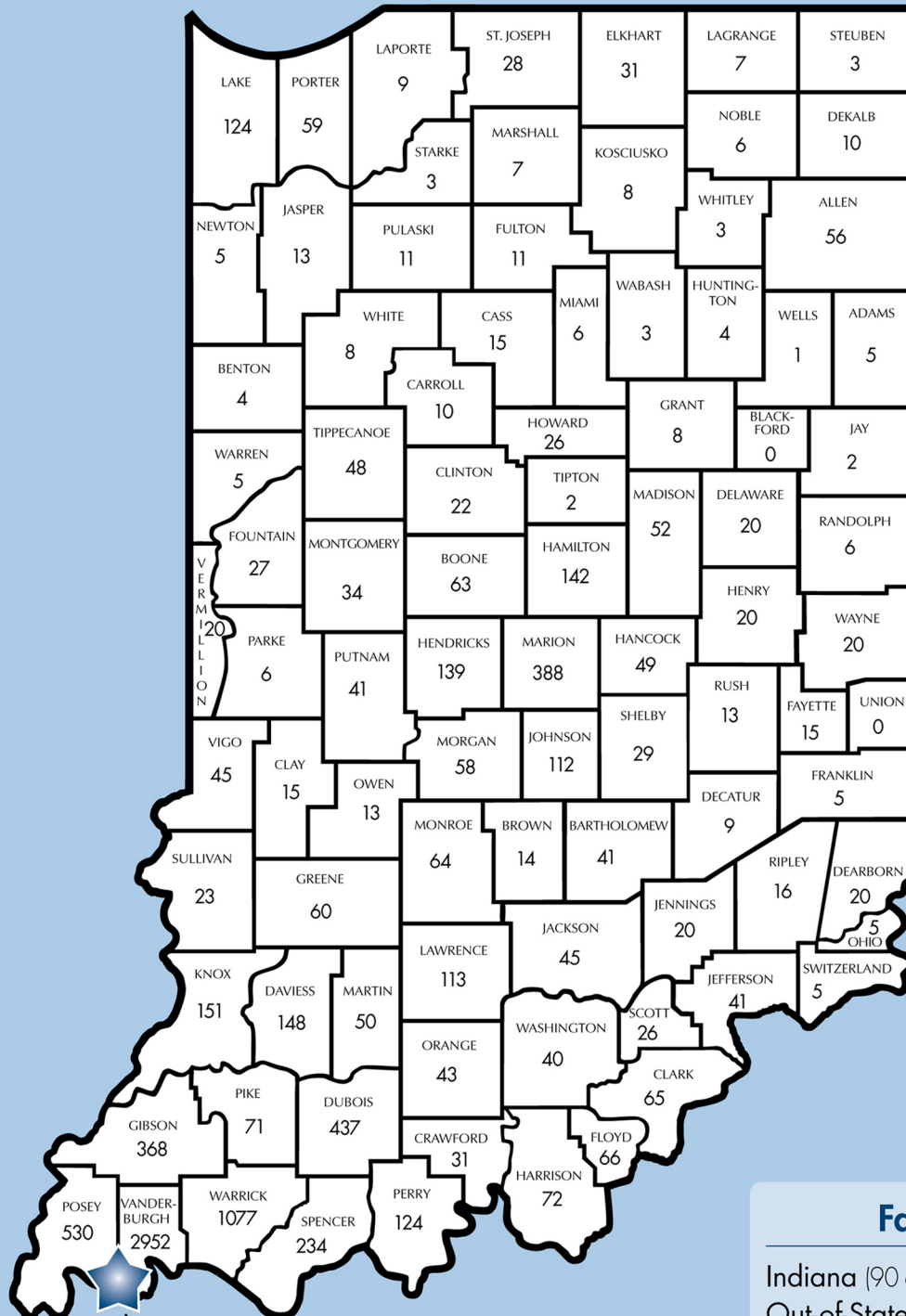
UNIVERSITY OF SOUTHERN INDIANA

2011-2012 FACULTY: FULL-TIME AND PART-TIME STATUS

4-YEAR PUBLIC INSTITUTIONS IN INDIANA



HOME COUNTIES OF USI STUDENTS—FALL 2012



University of Southern Indiana

Fall 2012

| | |
|------------------------------|---------------|
| Indiana (90 counties) | 8,856 |
| Out-of-State (44 states) | 1,392 |
| International (37 countries) | 219 |
| Total Enrollment | 10,467 |



University of
Southern Indiana

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