A photograph of a modern university building with large windows and a paved walkway. Many people are walking on the path, and there are trees and landscaping in the foreground. The text is overlaid on the bottom half of the image.

University of Southern Indiana

# Operating Budget Request

2003

2005

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

August 1, 2002



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# EXECUTIVE SUMMARY

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The University of Southern Indiana continues to be carefully focused on its mission of teaching, applied research, and service. Entering its 37<sup>th</sup> year, the University has established a strong record of partnership with the region and the State to improve postsecondary educational attainment levels. Increasing access and expanding programs of study have characterized the history of the institution. At the same time, the University has been a vital partner to business, industry, and educational institutions in meeting workforce needs and in creating an environment conducive to economic expansion. More than 18,000 students have graduated from the University of Southern Indiana. In fall 2001, University enrollment reached an all-time high of 9,362 students. In addition, more than 9,000 adults and youth enroll in noncredit, continuing education, workforce training, and professional development programs at the University each year.

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. Two-thirds of USI's students come from an 11-county area in southwestern Indiana, where the University has made significant progress in advancing the college-going rate of residents. Since 1985, the percent of public high school graduates from this region who have pursued postsecondary education has risen from 33 percent to 74 percent, according to the Indiana Department of Education. Surveys of the graduating classes of 1991 through 2001 reveal that 78.9 percent of USI's graduates remain in Indiana, and of those, 83.5 percent remain in southwestern Indiana.

The University is fully committed to working with Indiana policymakers, the business community, industry, and other educational institutions to advance economic development and meet the needs of the modern workforce. A high percentage of good jobs in the "new economy" require college-level skills and degrees. The State's desired future as a center for new economy opportunities depends on partnerships between the State, the business community, and higher education, together with substantial investments to promote those partnerships. As demonstrated in other "high skills/high wage" states, real economic development is driven by investments in education – particularly higher education. Investment in the state's universities can help achieve the goals of lifelong learning and developing a well-trained, well-prepared workforce.

During this period of declining state revenues and a general slowdown in the economy, student enrollment at the University of Southern Indiana continues to increase. Budget reductions in operating appropriations, technology funding, and repair and rehabilitation funding have forced universities to shift more of the cost for higher education to the student. Knowing that access to higher education can be adversely affected by cost, maintaining affordability remains a primary goal of the University of Southern Indiana. Universities are faced with imposing double-digit increases in tuition and fees in order to continue to provide the programs, facilities, and support services necessary to fund increasing enrollments and the educational requirements necessary for a high quality educational experience. It is critically important for the State to continue to make investments in higher education for the future development of the State of Indiana.

The 2003-2005 Operating Budget Request for the University of Southern Indiana was developed in response to the State's primary concerns and objectives of increasing access to higher education, maintaining affordability, expanding the use of technology, improving educational quality, and developing a strong, highly skilled workforce. Mindful of the State's current fiscal situation, the University seeks support from the State to fund current programs and services, growth in enrollment, plant expansion for approved projects, and quality improvement initiatives to respond to regional workforce needs. The request for operating appropriations for the 2003-2005 biennium is necessary for the University of Southern Indiana to carry out its mission to better serve the southern Indiana region and to help achieve the goals of the State.

*“For Indiana to be competitive and successful in the 21<sup>st</sup> Century, we need high quality well funded institutions of higher education producing top-notch graduates. The University of Southern Indiana is an essential partner in Indiana’s overall success and particularly in southern Indiana. Vectren’s long term success is dependent upon institutions like USI investing in the technology and educators required to produce candidates qualified to assume the complex duties and responsibilities which are so much a part of modern business.”*

Niel Ellerbrook  
President and CEO, Vectren

## **INSTITUTIONAL REQUEST**

Full funding of the University's 2003-2005 Operating Budget Request is important to the ongoing growth and development of the campus. The University has prioritized the needs it believes are required to maintain current programs, sustain the current pattern of enrollment and support increases in enrollment, and address critical state and regional needs. Details of the operating budget request are included in the *Biennial Budget 2003-2005 Request Summary* in the Executive Summary and the supporting narrative and budget schedules.

<u><b>BASIC NEEDS</b></u>	<b>2003-2004</b>	<b>2004-2005</b>
	<u><b>Request</b></u>	<u><b>Change</b></u>
<b>Maintenance for Current Programs</b>	\$1,023,408	\$ 1,042,593
<b>Funding for Increases in Enrollment</b>	1,564,500	
<b>Plant Expansion</b>	969,607	

To maintain current operations, the University requests a two percent increase in the expenditure base each year of the biennium for personal services and student assistance. A one percent increase is requested for supplies and expenses. Student enrollment at the University of Southern Indiana continues to increase. Funding for enrollment change is a major component of the University's operating budget request. Requested funding based on the four-year rolling average is for an additional 447 full-time equivalent (FTE) students. These funds are essential to provide the instruction and support needed for the additional students. Plant expansion is requested for the new Science and Education Classroom Building scheduled for completion in July 2003.

<u><b>QUALITY IMPROVEMENT INITIATIVES</b></u>	<b>2003-2004</b>	<b>2004-2005</b>
	<u><b>Request</b></u>	<u><b>Change</b></u>
<b>Engineering Equipment and Program Needs</b>	\$ 253,100	\$ 326,800

The University of Southern Indiana has positioned itself to respond with appropriate and needed educational programs and services to further growth and progress throughout southern Indiana and the region. The Bachelor of Science in Engineering program was developed to meet the needs of students and employers in the region. The quality improvement initiative,

**Engineering Equipment and Program Needs**, focuses on the need for funds to restructure and expand engineering laboratory space, acquire modern laboratory equipment, add laboratories to implement expanded offerings, and meet recurring programmatic needs.

### **LINE ITEM APPROPRIATION REQUEST**

The University's 2003-2005 Operating Budget Request includes line item appropriations for Historic New Harmony and Lincoln Amphitheatre.

	<b>2003-2004 <u>Request</u></b>	<b>2004-2005 <u>Request</u></b>
<b>Historic New Harmony</b>	\$ 370,625	\$ 385,275

The line item appropriation request for Historic New Harmony is a continuation of the funding appropriated by the Indiana General Assembly beginning in 2000-2001. Funding facility maintenance and programming expenditures is essential to the operation and preservation of one of Indiana's most significant historic sites.

<b>Lincoln Amphitheatre</b>	\$ 250,911	\$ 261,380
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Through a contractual agreement since 1988 with the Indiana Department of Natural Resources, the University of Southern Indiana has been involved with the management of the Lincoln Amphitheatre and the production of *Young Abe Lincoln*. The line item appropriation request for Lincoln Amphitheatre is a continuation of the funding appropriated by the Indiana General Assembly beginning in 1989-1990. Funding is requested to support the productions at Lincoln Amphitheatre.

### **CAPITAL BUDGET REQUEST**

The University of Southern Indiana requests funding for one capital project and bonding authorization (no state funds) for a second project during the 2003-2005 biennium.

<b>Library/Classroom Expansion/Renovation</b>	\$29,084,000
<b>University Center Expansion – (Authorization Only – no state funds)</b>	9,750,000

Restoration of full funding of the General Repair and Rehabilitation and Infrastructure formulas to maintain existing facilities, including the infrastructure which supports these facilities, is requested in both years of the biennium. Several general repair and rehabilitation projects totaling \$1,601,656 are planned for completion in the 2003-2005 biennium.

## **CONCLUSION**

The University of Southern Indiana requests support from the State of Indiana for its 2003-2005 Operating Budget Request. The funding requested for current programs and services, growth in enrollment, quality improvement initiatives, plant expansion for approved projects, capital projects, and repair and rehabilitation projects 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 2003-2005**  
**REQUEST SUMMARY**

<b><u>EXPENDITURES</u></b>	<u>2003-04</u>	<u>2004-05</u>
Expenditure Base	<b>57,576,184</b>	<b>61,486,799</b>
Base Adjustments		
A. Enrollment Change	1,564,500	0
B. Plant Expansion	969,607	0
C. Other	100,000	0
Subtotal Before Debt Service	2,634,107	0
D. Debt Service	1,868,973	(2,751)
Reallocation of Student Fees	(1,868,973)	2,751
Subtotal Debt Service	0	0
Total Expenditure Base	<b>60,210,291</b>	<b>61,486,799</b>
Maintenance for Current Programs		
A. Personal Services 2%	854,690	871,784
B. Supplies & Expense 1%	128,117	129,396
C. Student Aid 2%	40,601	41,413
Subtotal Maintenance for Current Programs	1,023,408	1,042,593
Quality Improvement		
A. Engineering Equipment & Program Needs	253,100	326,800
Subtotal Quality Improvement	253,100	326,800
Total Budget Increases	<b>3,910,615</b>	<b>1,369,393</b>
Total Expenditure Request	<b>61,486,799</b>	<b>62,856,192</b>
 <b><u>REVENUE</u></b>		
Student Fee Base	<b>22,353,226</b>	<b>21,077,688</b>
Fee Increase 2%	593,435	605,304
Transfer to Debt Service	(1,868,973)	2,751
Total Student Fees	<b>21,077,688</b>	<b>21,685,743</b>
Operating Appropriation Base	<b>30,415,433</b>	<b>33,732,613</b>
Technology Funds per HEA 1196	<b>814,332</b>	<b>814,332</b>
Appropriation Increase	3,317,180	764,089
Total Operating Appropriation	<b>34,546,945</b>	<b>35,311,034</b>
Fee Replacement Appropriation Base	<b>3,993,193</b>	<b>5,862,166</b>
Fee Replacement Change	1,868,973	(2,751)
Total Fee Replacement Appropriation	<b>5,862,166</b>	<b>5,859,415</b>
Total State Appropriation	<b>40,409,111</b>	<b>41,170,449</b>
Total Revenue Request	<b>61,486,799</b>	<b>62,856,192</b>

SUMMARY I  
SUMMARY OF 2003-05 OPERATING REQUEST  
UNIVERSITY OF SOUTHERN INDIANA

<u>EXPENDITURE BUDGET CHANGES</u>	2002-03	2003-04 REQUEST			2004-05 REQUEST			TOTAL BIENNIIUM
	BUDGET TOTAL (\$)	CHANGE (\$)	(%)	TOTAL (\$)	CHANGE (\$)	(%)	TOTAL (\$)	
<b>I. BASE ADJUSTMENTS</b>								
A. Enrollment Change		1,564,500		1,564,500	0		1,564,500	3,129,000
B. Plant Expansion		969,607		969,607	0		969,607	1,939,214
C. Other		100,000		100,000	0		100,000	200,000
<b>SUBTOTAL</b>		2,634,107		2,634,107	0		2,634,107	5,268,214
<b>II. PRICE INFLATION</b>								
A. Personal Services	42,734,520	854,690	2.0%	43,589,210	871,784	2.0%	44,460,994	88,050,204
B. Supplies and Expense	12,811,627	128,117	1.0%	12,939,744	129,396	1.0%	13,069,140	26,008,884
C. Student Assistance	2,030,037	40,601	2.0%	2,070,638	41,413	2.0%	2,112,051	4,182,689
<b>SUBTOTAL</b>	57,576,184	1,023,408		58,599,592	1,042,593		59,642,185	118,241,777
<b>III. QUALITY IMPROVEMENTS</b>								
A. Engineering Equipment & Program Needs		253,100		253,100	326,800		579,900	833,000
<b>SUBTOTAL</b>		253,100	0.4%	253,100	326,800	0.5%	579,900	833,000
<b>TOTAL EXPENDITURE BUDGET</b>	57,576,184	3,910,615	6.8%	61,486,799	1,369,393	2.2%	62,856,192	124,342,991
<u>INCOME BUDGET</u>								
<b>I. STUDENT FEES</b>								
A. Rate Change								
1. Gross Fee Base	29,671,762	593,435	2.0%	30,265,197	605,304	2.0%	30,870,501	61,135,698
2. Academic Facility Fees	(3,993,193)	(1,868,973)	46.8%	(5,862,166)	2,751	0.0%	(5,859,415)	(11,721,581)
3. Other Dedicated/Restricted Fees	(3,325,343)	0	0.0%	(3,325,343)	0	0.0%	(3,325,343)	(6,650,686)
<b>SUBTOTAL (= Net Unrestricted Fees)</b>	22,353,226	(1,275,538)	-5.7%	21,077,688	608,055	2.9%	21,685,743	42,763,431
<b>II. FEDERAL FUNDS</b>								
<b>III. STATE APPROPRIATIONS</b>								
A. Operating Expense	30,415,433	3,317,180	10.9%	33,732,613	764,089	2.3%	34,496,702	68,229,315
B. Fee Replacement Base	3,993,193	1,868,973	46.8%	5,862,166	(2,751)	0.0%	5,859,415	11,721,581
C. Technology Funds per HEA 1196	814,332	0	0.0%	814,332	0	0.0%	814,332	1,628,664
<b>SUBTOTAL</b>	35,222,958	5,186,153	14.7%	40,409,111	761,338	1.9%	41,170,449	81,579,560
<b>TOTAL INCOME BUDGET</b>	57,576,184	3,910,615	6.8%	61,486,799	1,369,393	2.2%	62,856,192	124,342,991

# **SUMMARY OF THE UNIVERSITY OF SOUTHERN INDIANA'S 2003-2005 OPERATING BUDGET REQUEST**

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The key elements of the University of Southern Indiana's 2003-2005 Operating Budget Request are outlined below.

- ***Funding for Maintenance of Current Programs in both years in the 2003-2005 biennium.***
- ***Base adjustments for Prior Increases in Enrollment and Plant Expansion.***
- ***Funding for Quality Improvement Initiatives:***
  - *Engineering Equipment and Program Needs*
- ***Line Item Appropriation Request:***
  - *Historic New Harmony*
  - *Lincoln Amphitheatre*
- ***Authorization and Funding for two Capital Projects:***
  - *Library/Classroom Expansion/Renovation*
  - *University Center Expansion – (Authorization Only – no state funds)*
- ***Full Funding of the Repair and Rehabilitation and Infrastructure formulas in both years of the 2003-2005 biennium.***

The University of Southern Indiana requests support from the State of Indiana for its 2003-2005 Operating Budget Request. The funding requested for growth in enrollment, maintenance of current programs, support for quality improvement initiatives, capital projects, and repair and rehabilitation projects is needed for the University to be able to serve the southern Indiana region and to help achieve the goals of the State.

# UNIVERSITY OF SOUTHERN INDIANA

## PRIMARY ROLES AND MISSIONS

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The University of Southern Indiana continues to be carefully focused on its mission of teaching, applied research, and service. Entering its 37<sup>th</sup> year, it has established a strong record of partnership with the region and the state to improve postsecondary educational attainment levels. Expanding programs of study and increasing access have characterized the history of the institution. At the same time, the University has been a vital partner to business, industry, and educational institutions in meeting workforce needs and in creating an environment conducive to economic expansion.

The University was established in 1965 as a branch campus of Indiana State University with a regional mission, in response to a need for public higher education in southwestern Indiana. In 1985, the legislature created the University of Southern Indiana as a separate statewide public university. This change in structure and mission was best delineated by then-Governor Robert D. Orr in his charge to the first Board of Trustees.

*“You have a statutory mission that is laid out in the bill passed by the legislature, and it is going to take a lot of effort on the part of everyone to live up to those requirements as they have been spelled out by the Indiana General Assembly. This is now a statewide institution, and it is important that this point be emphasized. Heretofore, this has been a branch campus of Indiana State University, and it has been understood to be regional in nature. It was created to accomplish a regional mission...just as other branch campuses around the state. Now this is a state institution in the fullest sense of the word.”*

Since the University became a separate state university, the Board of Trustees has carefully examined its mission statement on a regular basis. The mission statement has changed only with minor language requirements and is summarized in this statement:

*“The University of Southern Indiana is a broad-based institution offering programs of instruction, research, and service.*

*A liberal arts and science curriculum serves as 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 already in existence, and in development, serve persons in professional and technical studies. As a public institution, the University of Southern Indiana counsels and assists both business and industry and social, educational, governmental, and health agencies to higher levels of efficiency and improved services.*

Committed to the full development of the University, the trustees have implemented policies which have created important changes in the curricular offerings, composition of the student body, and the physical facilities needed to serve the multiple purposes of the University of Southern Indiana. As a result, USI stands as a model for student-centered postsecondary education, delivering high quality teaching at an affordable cost to create the educated workforce needed to make the state and region economically competitive. Faculty members conduct applied research, responding to needs of the state and region. The University is regarded as a facilitator for community and regional progress, using the expertise of its faculty and staff to solve problems of infrastructure development, economic vitality, educational and cultural advancement, and leadership development.

Maintaining affordability to postsecondary education is a primary goal of the University of Southern Indiana. A recent survey of entering freshmen revealed that the cost of attending USI was the highest-ranked indicator of importance in choosing USI. According to the College Board's *Annual Survey of Colleges (ASC)*, the average undergraduate tuition and fees charged by public four-year colleges and universities in 2001-2002 was \$3,754. The average charge for four-year public institutions in Indiana was \$4,065 as reported by the Indiana Commission for Higher Education. At USI undergraduate tuition and fees were \$3,143 for the 2001-02 academic year, substantially below the average for four-year public institutions in Indiana and across the nation. Knowing that access to higher education can be adversely affected by cost, the University remains committed to keeping costs low while striving to meet the needs of students and the statewide mission for service and applied research.

Also key to the affordability issue is the availability of low-cost student housing. The demand for housing has outpaced availability at USI, despite construction of three new suite-

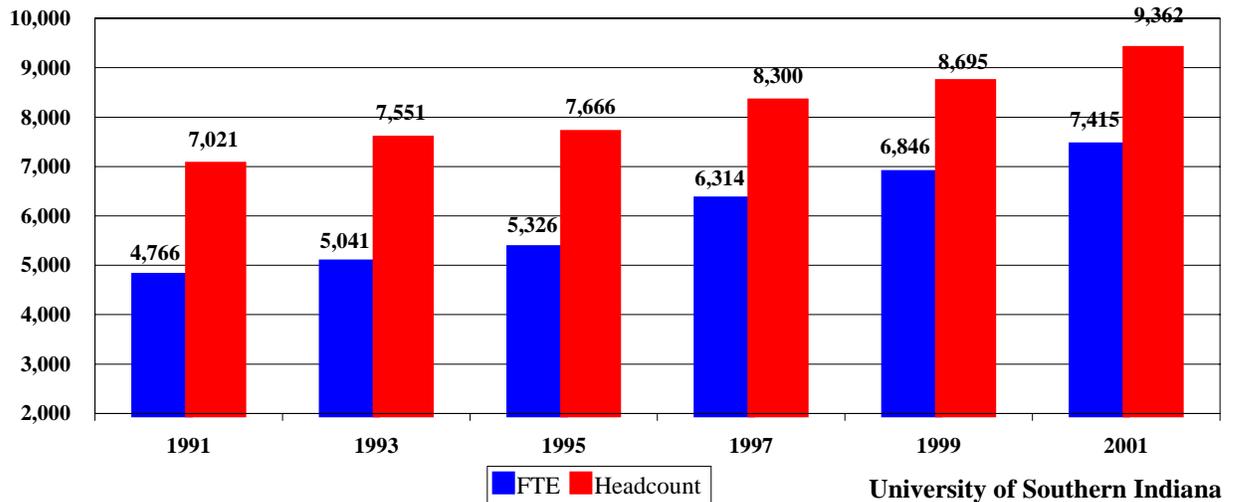
style residence halls since 1999. Nearly 3,000 students can be accommodated in USI's apartment complexes and residence halls. The demand for on-campus housing underscores the University's changing demographics. More students are opting for the broader educational experience that comes with full residence-life programs. Studies indicate that there is a statistically significant positive influence on persistence and degree completion for students living on campus. Consistent with the goals established by the Commission for Higher Education, student retention and student success are important goals of the University of Southern Indiana. The new residence halls incorporate support services which are key to a student's academic and social needs.

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 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 the University of Southern Indiana. In fall 2001, 16.8 percent of the entering freshmen accepted University academic scholarships, which recognize students who graduated in the top ten percent of their high school class and/or hold an academic honors diploma. USI was the first public university in Indiana to recognize the academic honors diploma with a formal scholarship program.

Two-thirds of USI's students come from an 11-county area in southwestern Indiana, where the University has made significant progress in advancing the college-going rate of residents. Since 1985 when USI was established as a separate state university, the percent of public high school graduates from this region who have pursued postsecondary education has risen from 33 percent to 74 percent, according to the Indiana Department of Education. Of the 3,418 college-bound high school graduates in this region in 2001, over 33 percent chose the University of Southern Indiana.

At USI gains have been made in increasing Indiana's college-educated residents. Enrollment at the University has grown from 7,021 students in fall 1991 to 9,362 students in fall 2001 (Figure 1 – *USI Student Headcount and FTE Enrollment 1991-2001 Fall Semester*). Over the same period of time, the number of students graduating annually from the University has almost doubled, from 671 in 1991 to 1,251 in 2001.

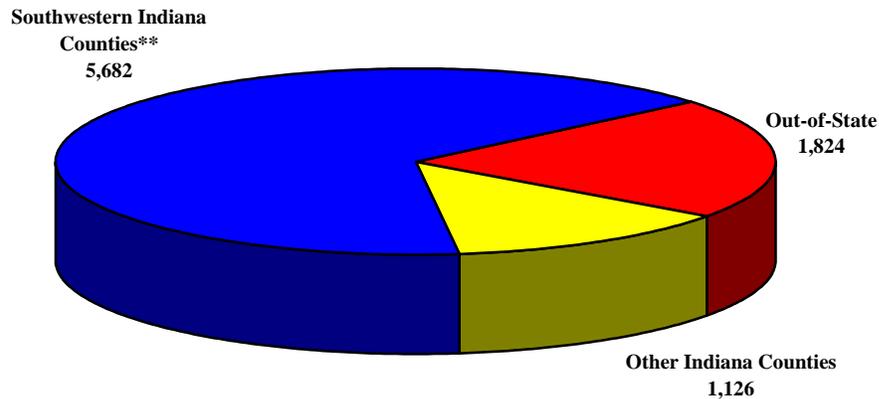
**FIGURE 1**  
**USI STUDENT HEADCOUNT AND FTE ENROLLMENT**  
**1991-2001 FALL SEMESTER**



Surveys of the graduating classes of 1991 through 2001 reveal that 78.9 percent of USI's graduates remain in Indiana, and of those, 83.5 percent remain in southwestern Indiana (Figure 2 – *Geographic Location of Graduates, USI Classes of 1991-2001*). This strong trend of baccalaureate-educated graduates staying in the state and the region is having a tremendous impact on the ability of business, industry, and educational institutions to respond to economic development attendant to the unprecedented industrial and business growth in the southern Indiana area.

**FIGURE 2**

**GEOGRAPHIC LOCATION OF GRADUATES  
USI CLASSES OF 1991-2001\***



\* Alumni through August 2001 as of 2/26/02

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

**University of Southern Indiana**

Businesses, educational institutions, and community leaders continue to regard USI as a vital partner in workforce and economic development in southern Indiana. Significant economic growth is occurring in the region. Toyota Motor Manufacturing Indiana's (TMMI) plant in Gibson County and the AK Steel plant in Spencer County, both within the Evansville metropolitan statistical area (MSA) market and employment area, have added more than \$70 million annually to the market's buying power. These and other recent openings and announcements include:

- Toyota is constructing a new East Plant at its Gibson County manufacturing complex to accommodate manufacture of the Sienna minivan. The minivan production will begin in 2003 and will be housed in a new \$800 million addition. A total of 2,000 jobs will be added to the TMMI workforce, bringing the total employment to 4,300 and annual production to 300,000 vehicles. The Tundra pickup truck and the Sequoia Sport Utility Vehicle will continue to be produced at TMMI. The East Plant expansion will bring Toyota's total investment to over \$2 billion in Gibson County.
- Graham Packaging Company of York, Pennsylvania, constructed a 147,000-square-foot plant in spring 2002 to manufacture blow-molded plastic containers. The new plant cost \$25 million and employs 61 production workers.

- Total Interior Systems-America (TISA) is constructing a \$24 million plant to manufacture seating for the Sienna minivans that will be produced at Toyota's East Assembly Plant. The TISA plant will employ 260 people on a 79-acre site south of Princeton, Indiana, near US 41. TISA is a joint venture between the Lear Corporation of Dearborn, Michigan and Takashimaya Nippon Kogyo Co., Ltd. of Toyota, Japan.
- Virginia T's, headquartered in Petersburg, Virginia, will locate its new 88,000-square-foot Midwest Distribution Center in Evansville. The company supplies t-shirts and sportswear to the imprinted sportswear and advertising specialty industries throughout the country.
- ALCOA's Newburgh plant represents longtime industrial strength with a workforce of 2,450 making sheet metal for aluminum cans.
- Whirlpool Corporation continues to be one of Evansville's largest employers with 2,500 people on the payroll at its design center and refrigerator plant.
- Mead Johnson Nutritionals is Evansville's next largest industrial employer, employing about 2,200 and making baby formula and other nutritional products.
- GE Plastics in Mt. Vernon has a workforce of 1,300 and is making a \$100 million investment in facilities, equipment upgrades, process improvements, new product developments, and environmental, health and safety improvements at its four thermoplastics businesses.
- Both regional medical centers -- Deaconess Hospital with a workforce of 2,450 and St. Mary's Medical Center with a workforce of 2,400 -- have expanded services, including a new women's hospital and an oncology center.

Many new businesses, suppliers for large manufacturing plants, are springing up throughout the area which is now experiencing a shortage of qualified workers at all levels. As an example, employers who have moved to the area as suppliers for Toyota include Dana Corporation, Autoliv, Vuteq Corporation, AISIN, Toyotetsu, Trim Masters, Toyota Tsusho, Automotive Technology Systems, and Total Interior Systems-America (TISA). To meet Toyota manufacturing standards, each requires a skilled workforce. Moreover, the demand for well-educated employees continues to grow as new industries affect wage rates in the broader region

and cause movement in the employee pool. Clearly, the participation in education, both credit and noncredit, can be expected to increase. There is increased demand for higher education to actively engage in addressing workforce issues of education and training.

Mindful of its obligation to serve the region and the state, the University has accepted many invitations for partnership in community, regional, and state progress. The University of Southern Indiana was the first baccalaureate-level institution in Indiana to provide articulation programs for graduates of Ivy Tech State College. These initial agreements in 1985 paved the way for other institutions in the state to work cooperatively to assure that graduates of Ivy Tech could transfer their associate degree work toward a baccalaureate degree. Similar articulation agreements are in place with Vincennes University and with the community colleges in nearby Kentucky and Illinois counties. These relationships are beneficial as the Community College of Indiana develops.

State and local officials often cite the important role that accessibility to public higher education has played in attracting new industry to the region. The University of Southern Indiana continues its strong tradition of service, particularly in the form of continuing education and employee development training, to meet the ever-changing needs of area business and industrial firms, as well as of K-12 schools and the public sector.

Even in periods of economic slowdown, the University of Southern Indiana has positioned itself to respond with appropriate and needed educational programs and services to further growth and progress. A comprehensive study of workforce and economic development needs in the region was completed in 1999-2000. The study included auditing curriculum; studying emerging economic and social trends to identify changing needs of area employers; assessing USI's economic impact on the regional economy; and conducting focus groups in the region to obtain feedback on the role of the University in workforce and economic development. The study identified shortages of baccalaureate- and master's-educated people needed by regional employers, and, as a result, university curricula have been revised and new degree programs put in place, including engineering, applied computer science, e-commerce, special education, and health service management. The University will continue to be a strong partner with employers in education, government, manufacturing, and health care, staying attuned to needs and responding accordingly.

The 2003-2005 Operating Budget Request and Capital Improvement Budget Request for the University of Southern Indiana will allow the University to continue to respond to regional

workforce and economic development needs. The University seeks support from the state to fund:

- *Current programs and services;*
- *Growth in enrollment;*
- *Plant expansion for approved projects;*
- *Quality improvement for the renovation and modernization of engineering laboratory space and the acquisition and upgrade of equipment; and*
- *Construction and expansion of the David L. Rice Library.*

To help achieve the goals of the state and of the region, the University of Southern Indiana requests support of its 2003-2005 Operating Budget Request.

# PROFILE OF USI STUDENTS

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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. Enrollment continues to increase as does the number of students who graduate from the University of Southern Indiana and stay in Indiana. The University's 2003-2005 operating budget priorities support the University's commitment to increase access to higher education and to ensure student success.

## ACCESS AND PARTICIPATION IN HIGHER EDUCATION

The University of Southern Indiana has had a dramatic 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 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 has grown from 1,645 students (33 percent) in 1985 to 3,418 students (over 74 percent) in 2001. Of the 3,418 college-bound graduates in this region in 2001, approximately 33 percent chose the University of Southern Indiana.

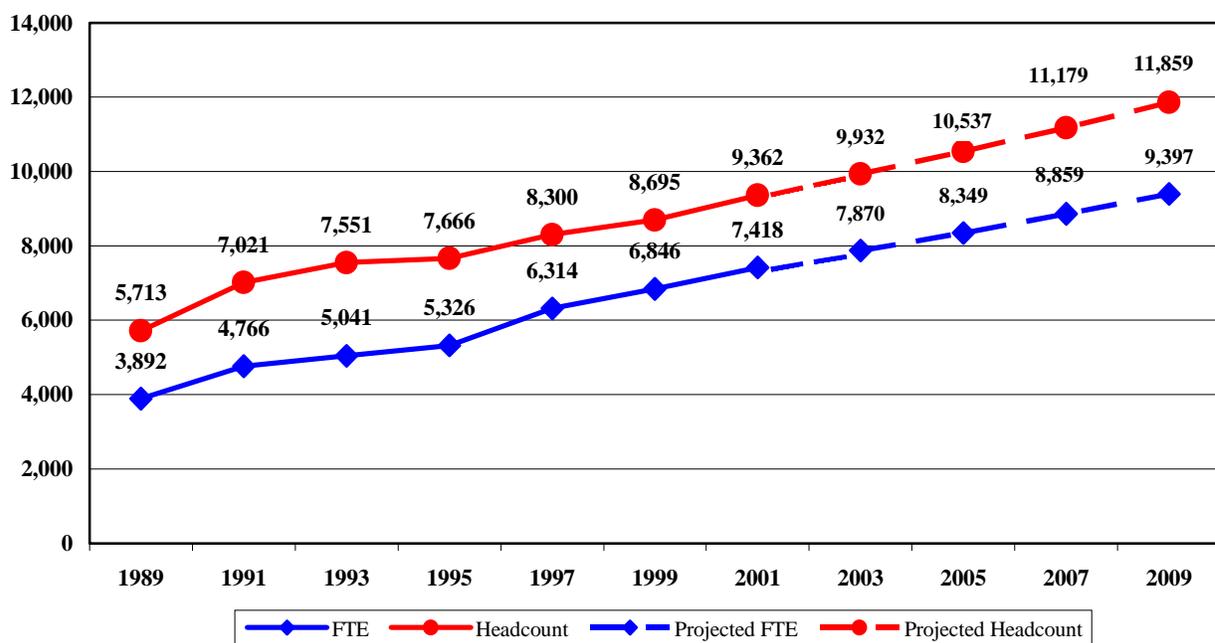
### *COLLEGE PARTICIPATION IN SOUTHWEST INDIANA*

	1985	2001
<b>H.S. Graduates</b>	<b>4,852</b>	<b>4,650</b>
<b>College-Bound</b>	<b>1,645 (33%)</b>	<b>3,418 (74%)</b>
<b>USI Freshmen</b>	<b>642</b>	<b>1,144</b>

The total enrollment at the University of Southern Indiana also continues to increase. Undergraduate enrollment increased 3.9 percent from fall 2000 to fall 2001. The number of freshmen enrolling in fall 2000 was 1,885 compared to 2,039 in fall 2001, an eight percent

increase. The increase in the number of USI undergraduate students enrolling on a full-time basis has created a definite change in the profile of the student body compared to past years. Full-time equivalent (FTE) undergraduate students for fall 2000 numbered 6,883, compared to 7,155 in fall 2001, an increase of four percent. Also, the number of credit hours generated by full-time undergraduate students in fall 2001 increased by 5.2 percent over fall 2000. In fact, full-time undergraduates accounted for 89.2 percent of all credit hours generated by undergraduate students. Enrollment growth is expected to increase. The University plans for a three-to-five percent growth rate each year in the foreseeable future (Figure 3 – *Actual and Projected: Student Headcount and FTE Enrollment 1989-2009 Fall Semester*).

**FIGURE 3**  
**ACTUAL AND PROJECTED: STUDENT**  
**HEADCOUNT AND FTE ENROLLMENT**  
**1989-2009 FALL SEMESTER**

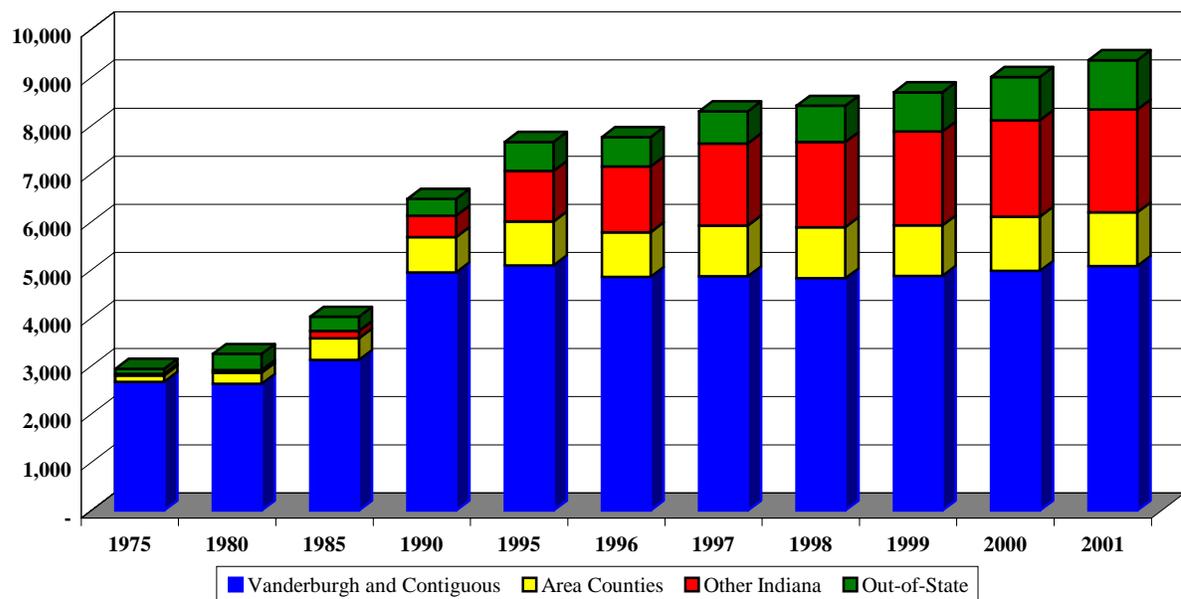


University of Southern Indiana

With over 56.1 percent of the fall 2001 entering freshman class coming from its primary service area, the University is clearly committed to serving students in the region. In fall 2001,

66.2 percent of USI’s students came from the 11-county service area and 22.8 percent came from other Indiana counties. USI provides wide access to students throughout the state, enrolling students from 91 of Indiana’s 92 counties in fall 2001 (Figure 4 – *USI 26-Year Enrollment Growth by Geographic Areas*).

**FIGURE 4**  
**USI 26-YEAR ENROLLMENT GROWTH**  
**GEOGRAPHIC AREAS**



University of Southern Indiana

The University also has a commitment to serve regional students in Illinois and Kentucky. Significantly impacting the University’s ability to attract students from Kentucky, the State of Indiana signed an agreement extending tuition reciprocity. The agreement, covering the years 1997-2005, enhances the University’s ability to serve the students in four bordering Kentucky counties. A total of 404 students from the “reciprocity” counties in Kentucky enrolled in fall 2001. The eight-year agreement assures students of the reciprocal tuition rates and 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.

In fall 2001, 1,027 students from 32 states and 33 different 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 68 percent from 4,108 in fall 1991 to 6,884 in 2001. Last year alone, the number of full-time students increased 5.8 percent over the preceding year.
- Transfer students increased by 1.3 percent from 629 in fall 1999 to 637 in fall 2001.
- Students age 25 years or older represent 23.5 percent of the student population.
- Over 60 percent of the students are employed during periods of enrollment.
- Married students represent 11.4 percent of student enrollment.
- Nearly 3,000 students, 28 percent of the student body, live in student housing.
- Minority and international students represent 5.6 percent of the student population with African Americans comprising the largest, 3.5 percent, segment of that group.
- More than 9,000 additional students are served annually in noncredit, continuing education, and workforce training programs.

## **STUDENT PREPAREDNESS**

The academic preparedness of incoming students continued to show improvement in fall 2001. While average SAT and ACT scores and high school grade-point averages remained relatively unchanged, freshman placement test scores indicated that students were better prepared academically than in the past. Results of placement test scores for freshmen entering in fall 2000 show that the percentage of students fully prepared in basic academic areas increased. Improved academic preparedness is reflected in the reduced number of students admitted on a conditional basis. During fall 1993, over 26 percent of entering freshmen students were admitted conditionally; and by fall 2001 that number was reduced to ten percent despite the continued increase in freshman enrollment. The trend likely will continue since USI's fall 2002 freshman

applicants who rank in the top 25 percent of their high school class increased by 12.8 percent over the preceding year. The University expects to continue to attract increased numbers of students ranked in the top 25 percent of their class because of academic scholarship programs that reward top students with higher scholarship dollars.

The University believes that the inflow of students meeting the Core 40 requirements that began in fall 1998 also is serving to improve the overall academic preparation of entering students. The University accepts, unconditionally, all students who meet the Core 40 requirements and who have a high school grade-point average of at least 2.0. As the percentage of high school graduates satisfying Core 40 increases, USI is committed to establishing a more rigorous admission policy, requiring the completion of Core 40 for any student admitted unconditionally to the University.

The University continues to refine its approach to academically underprepared applicants through the OPTIONS program. Approximately one-third of conditionally admitted freshmen enter this program, run jointly with Ivy Tech State College - Evansville. The program seeks to support academic success in a group of high-risk students through the following program elements:

- developmental classes at the level of each student's need;
- regular and frequent meetings with mentors who work exclusively with OPTIONS students; and
- an OPTIONS-specific section of a college success skills course.

Students selected for this program take, as needed, developmental classes offered by ITSC on USI's campus. These classes provide appropriate levels of remediation, while the mentoring program assists with the transition from high school to university and the adjustment to increased academic demands. This realistic approach improves students' retention and persistence, while simultaneously permitting advisors to give more attention and support to the better-prepared students among the conditional admits. USI refers to Vincennes University those applicants with needs determined to be greater than either OPTIONS or University resources can meet. These students must improve their preparedness before they are allowed to enroll on the USI campus.

## **MINORITY PARTICIPATION**

The University is committed to increasing student diversity and is focused on recruitment strategies aimed at increasing the number of minority students. The Office of Admission 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 be used more frequently. Of the 9,362 students enrolled in fall 2001, 464 (5 percent) were classified as minority. The percentage of African-American students enrolled remains consistent with the percentage living in the southwestern Indiana region. The University is pleased with the increased retention rates of African-American students. Retention of first-time degree-seeking African-American freshmen to their sophomore year has steadily improved since fall 1994.

## **ADULT STUDENTS**

In fall 2001, students over the age of 25 represented 23.5 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-completing opportunities. Currently 20 undergraduate majors can be completed through part-time evening and off-campus coursework. The University now offers four 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 Whirlpool, Alcoa, American General, and Dana Corporation to recruit adult students. Also, the University participates in workforce development job fairs.

The Non-Traditional Student Organization (NTSO) was organized to help integrate older students into the life of the University. During 2001-2002, NTSO raised funds from private sources to create scholarships specifically for non-traditional age students. The first scholarships will be awarded for the 2002-2003 academic year. Pinnacle, the national adult honors organization, recognizes outstanding leadership and academic performance among upper-class non-traditional students.

In 2000, the University's Bachelor of General Studies (BGS) degree was revised into a more flexible adult degree-completion program to enable graduates of associate and technical

programs to complete a bachelor's program which targets individual workforce education needs. Even with minimal marketing, this program targeted at students age 25 or over, has proven popular among adult students. In spring 2002, twenty-seven students enrolled in the BGS program.

Increased industrial development in the southwestern Indiana region has, and will continue to, impact the need for workers with higher level skills and education. Currently, all of the University's graduate programs can be completed through part-time evening coursework, and the University provides extensive noncredit programming in the areas of professional and workforce development. The University anticipates that the needs of adult learners will be best met with expanded degree programs at the master's level, increased opportunities for articulation from associate and technical programs, and increased noncredit programming for employee development and skills training. Where possible, programs are offered at regional employers' locations to accommodate the needs of both employees and employers, such as existing programs with Bristol Myers-Squibb, Toyota Motor Manufacturing Indiana, Kimball International, and ALCOA Warrick Operations.

## **21<sup>ST</sup> CENTURY SCHOLARS**

The University has been fully committed to the 21<sup>st</sup> Century Scholars program since its inception. The University corresponds directly with each 21<sup>st</sup> Century Scholar who is identified by the state. The University also offers a number of financial incentives, including a waiver of both the admission application fee and the \$200 security deposit for on-campus housing. To encourage retention, eligible 21<sup>st</sup> Century Scholars also receive a \$200 textbook grant for their second through fourth years. A professional staff member in the Office of Admission is responsible for working with 21<sup>st</sup> Century Scholars and for providing high school counselors with up-to-date information on the special programs at USI. The number of 21<sup>st</sup> Century Scholars has grown steadily at USI, from the first class of 87 students in fall 1995 to 348 scholars in fall 2001.

The University continues to lead efforts to ensure the success of the 21<sup>st</sup> Century Scholars program, making it possible for economically disadvantaged students to pursue higher education. As more and more students and their families are aware of this opportunity, it is likely that increasing numbers of students will take advantage of the program. Many of the students who participate in the 21<sup>st</sup> Century Scholars program are first-generation college students. According to the *1995-96 National Postsecondary Student Aid Study* only 21.3 percent of the USI students

who participated in the study reported parents with a bachelor's or higher degree. The same national study showed that public, four-year, non-doctorate-granting institutions across America had an average of 38.6 percent of their students in this category. It seems clear that USI serves a considerably higher percentage of first-generation students compared to most other four-year institutions.

## **COOPERATIVE AND ARTICULATION AGREEMENTS/CREDIT TRANSFER OPPORTUNITIES**

Several years ago, USI was the first Indiana baccalaureate-level institution to provide articulated programs for Ivy Tech State College graduates. These agreements paved the way for other Indiana institutions to implement transfer programs. In keeping with its past leadership role, USI is expanding and refining existing agreements with Community College of Indiana partners, Ivy Tech State College and Vincennes University. This cooperation will expand access to higher education and enhance the ability of Indiana students to succeed, whether through referral for preparedness training, articulated programming, shared instructional sites, or workforce development partnerships.

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 and Ivy Tech State College, the University 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. Delivery of degree-completion and upper-level programs via distance education technology to community college campuses and learning centers is being expanded.

The University has successfully implemented agreements for underprepared students to enroll first in Ivy Tech State College to take appropriate developmental courses prior to enrolling in USI programs. Now in its seventh year, the *Options Program* with Ivy Tech State College will enroll more than 90 under-prepared students in fall 2002. By using the developmental education expertise of Ivy Tech State College, these students can be better prepared to achieve their goals within the Indiana higher education system and to successfully enter the workforce.

Articulation agreements are in place with Community College of Indiana institutions -- Ivy Tech State College and Vincennes University -- in southwestern Indiana and throughout the state. There are more than 12 articulation agreements with Ivy Tech State College and 40 two-plus-two articulation agreements with Vincennes University.

## **OPPORTUNITIES FOR STUDENT DEVELOPMENT**

The O'Daniel Leadership Academy was established in 1997 through a \$100,000 endowment gift from USI trustee Joe O'Daniel to further concentrate and focus efforts of the University of Southern Indiana to educate the "whole" student through development of interpersonal and leadership skills. It is the goal of the Academy to provide training, experiences, and instruction that will facilitate development of critical-thinking skills, interpersonal competence, increased clarity of purpose, and increased enrichment of the quality of life in each community of their affiliation. Because the programs are designed to meet the various levels of student leadership, the Academy has been successful in preparing many USI graduates for the challenges they face in the civic, business, and professional worlds.

Programs of the O'Daniel Leadership Academy include:

- ***Blazing Trails*** - A foundation of the Academy's programs, it is a comprehensive beginning leadership program. The program consists of an eight-week series of workshops lead by faculty, staff, and community members to address all aspects of leadership. Students also complete a community-service project, participate in two social activities, and are recognized at a graduation ceremony.
- ***Executive Board Retreats*** - A one-day workshop is held during the fall semester for executive officers of the student organizations on campus. The program focuses on both personal and organizational leadership.
- ***Leadership USI*** - A new program in the spring of 2002, this one-day leadership conference focuses on the growth and development of the individual student. It is designed to allow all students an opportunity to learn about themselves.
- ***Corporate Leadership Weekends*** - A collaborative effort between the Academy and a southern Indiana business or corporation, this one-and-one-half day program exposes

nominated students to corporate leadership development initiatives. Past participants include American General Finance, *Evansville Courier and Press*, Mead Johnson Nutritionals, St. Mary's Medical Center, Toyota Motor Manufacturing Indiana, and Fifth Third Bank.

There are numerous other opportunities for students to participate in organizations and put into practice what they are learning in the classroom. They can do this through a variety of activities, including:

- ***Student Organizations*** - USI has over 80 student organizations that address a variety of student needs and interests. There are academic and professional organizations, honorary and recognition societies, multicultural organizations, political organizations, religious organizations, service organizations, special interest, and sports clubs.
- ***Activities Programming Board*** - USI's premier programming organization. From educational programs to comedians, this student-led organization provides out-of-classroom interaction for thousands of students each year.
- ***Greek Community*** - Fraternities and sororities provide a unique opportunity for students to develop. These organizations provide avenues for students to hold leadership positions, develop interpersonal skills, participate in community service and philanthropic projects, and develop relationships with alumni and community members. In some instances, these organizations are responsible for the day-to-day operation of a housing facility.
- ***Eagle Leaders*** - A program designed to encourage involvement in campus activities for incoming students. Upperclassmen are mentors to help new students become involved in a variety of campus activities, including lectures and leadership programs.

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 Services and Programs***
  - ***Study Abroad*** - The Office of International Programs and Services develops and coordinates overseas study opportunities at over 100 institutions in 50 countries. Students earn USI course credits; fees for many study abroad programs are similar to USI tuition, room and board.
  - ***Global Community Theme Floor*** - Located in Governors Hall, the floor is open to American freshmen and international students interested in learning more about the world through the exploration of cultures and global issues and by interacting with one another on a daily basis. The program also hosts day trips to areas of interest within the region.
  - ***Campus-Wide International Programming*** - A forum for communication and learning which contributes to increased international awareness, acceptance, and understanding of peoples and cultures from all corners of the globe. For example, over 600 people from USI's campus and the Evansville community participated in the annual International Food Expo in 2002.
  
- ***Multicultural Center***
  - ***Excel Mentoring*** - Empowers students to take charge of their own learning experiences with staff assisting and advocating for them as they learn to become independent.
  - ***Diversity Workshops*** - Strengthens and enhances awareness of diversity with the campus community as it relates to race, gender, religion, nationality, age, sexual orientation, beliefs, and lifestyles.
  - ***College Mentors for Kids, Inc.*** - This program facilitates mentoring relationships between primary school children and college students through shared activities on USI's campus. Activities focus on education, arts, culture, and social responsibility to help children develop a vision for the future that includes attending college, serving the community, and appreciating the diverse peoples and cultures.

- ***Designed by Grace*** - USI's Gospel choir is open to all students and is a cooperative initiative by the USI Multicultural Center and the School of Liberal Arts. The choir performs a variety of music, including spirituals and hymns, on campus and in the community.
- ***Theatre and Musical Productions*** - Numerous theatre and musical productions are offered on and off campus.
- ***Volunteer USI*** - Students share their time and talent to support one of the University's outreach activities such as tourism, theatre, or business and community development programs.
- ***New Harmony Gallery of Contemporary Art*** - A unique, regional, contemporary gallery located in New Harmony, Indiana. Established in 1975, the Gallery is a not-for-profit exhibition space, dedicated to the promotion of contemporary art created by artists of the midwest.

## **RETENTION**

Student retention and timely graduation are issues that receive special attention at the University of Southern Indiana. The development, implementation, and management of new and enhanced student support programs, including those made possible through the University's *Lilly Retention Grant*, are yielding meaningful results. These new programs are based on initiatives begun several years ago through a University-wide retention committee and focus on the development and integration of a series of programs and services that create a unified undergraduate experience.

The campus-wide retention committee meets regularly to develop initiatives and encourage cooperation on the issue of student retention. The more focused attention given through a set of initiatives funded by the Lilly Endowment complements the work of the committee. There is evidence that good progress is being made and that an increasing number of students are finding success in meeting their educational objectives.

Data generated internally, as well as those provided by the Commission for Higher Education, indicate relatively stable USI freshman fall-to-fall retention rates for the period fall

1998 to fall 2001. Moreover, since 1993 the retention rates of full-time freshmen enrolled at the University of Southern Indiana have risen modestly from 53.5 percent to 59.2 percent in 2001, an increase of 5.7 percentage points. Increases also are evident in the retention of juniors and seniors.

Analysis of these rates indicates improvement in the retention of students entering the University with high school grade-point-averages in the range of 2.0 to 2.5. Historically, students in this grade range have been in the greatest risk of dropping out of the University. Many of USI's Lilly Retention Initiatives have been directed at this cohort.

Among the most recently developed programs is the *First Year Initiatives* (FYI) program. FYI is a result of the *Lilly Retention Grant* and was designed to help freshmen achieve the following:

- become successfully integrated into the USI culture;
- develop a sense of purpose and spirit of adventure about their education;
- know that they are valued members of the campus community;
- recognize their responsibility and potential to give something of value to their community; and
- achieve a greater sense of their potential and happiness.

In order to achieve these goals, the following services are offered:

- ***PALS (Peers Assisting w/Life Skills)*** - An upperclass mentor is assigned to each student in the program and assists in helping students make the transition from high school to college.
- ***L.I.F.E. (Learning Is Forever) Lessons*** - Bi-monthly workshops on enhancing college experiences are offered to the student body.
- ***Sister Circle*** - A support group for women to increase self-esteem and recognize aspirations.
- ***Residential FIG (Freshman Interest Group)*** - Participants live together on a common floor in one of the residence halls. Students take three courses together and

have weekly interaction with faculty and staff. In addition, special programs are offered on their floor.

- **Monthly Newsletter** - Monthly information on study tips, campus resources, important dates, and upcoming programs.
- **Weekly Contact** - Contact is made with participants on a weekly basis to find out how classes are going or if a student needs any assistance.

Other initiatives include the establishment of learning communities for the University Honors and Nursing programs; a center for academic and study skills development in University housing; structured study and tutorial services; *Connections*, a summer student orientation program; and student support programs for commuter students. The *Improve@USI* task force continually assesses and evaluates student satisfaction with University programs and services and is empowered to “find and fix” point of contact issues with student services.

Examination of enrollment characteristics indicates that incoming, continuing, and transfer students continue to enroll for heavier academic loads. Fall 2002 pre-registration and early incoming freshman registration data indicate that this trend will continue for the foreseeable future. Historically, increased academic load has been indicative of extended institutional commitment. Matched with the dramatic increase in the percentage of the incoming freshman class admitted unconditionally (76.2 percent in fall 1993 to 90.1 percent in fall 2001), student retention rates are expected to continue to improve.

## **GRADUATES AND GRADUATE EDUCATION**

Perhaps the greatest realized impact of the University’s involvement with the statewide Lilly Endowment support for institutional retention programs is seen in the increase in students earning a bachelor’s degree. In the institution’s initial proposal to the Endowment in spring 1997, it was predicted that an additional 375 students would earn bachelor’s degrees by the end of the 2001 academic year. An analysis of graduation data indicates that 412 students actually received degrees, exceeding the University’s initial prediction by nearly ten percent.

The presence of the University of Southern Indiana has significantly impacted the college attendance rate of high school graduates in the 11 counties of southwestern Indiana.

Since 1985 the number of students pursuing postsecondary education has more than doubled from 1,645 to 3,418 in 2001. Although the traditional 18 to 22-year-old age college student comprises the majority of students at USI, non-traditional students, aged 25 years and older, account for 23.5 percent of the student body. Over 60 percent of USI's students are employed during periods of enrollment, nearly one in six is married, and more than 25 percent (26.5 percent) attend the University part-time.

Many students, due to familial and work responsibilities, often must “stop out” for extended periods of time. Research on students enrolled during the 1998-1999 academic year indicates that eight to ten percent of the students enrolled discontinued their studies for various reasons for one or more academic terms. The older, part-time, employed, and/or married students do not progress and 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 was revised into a more flexible degree program.

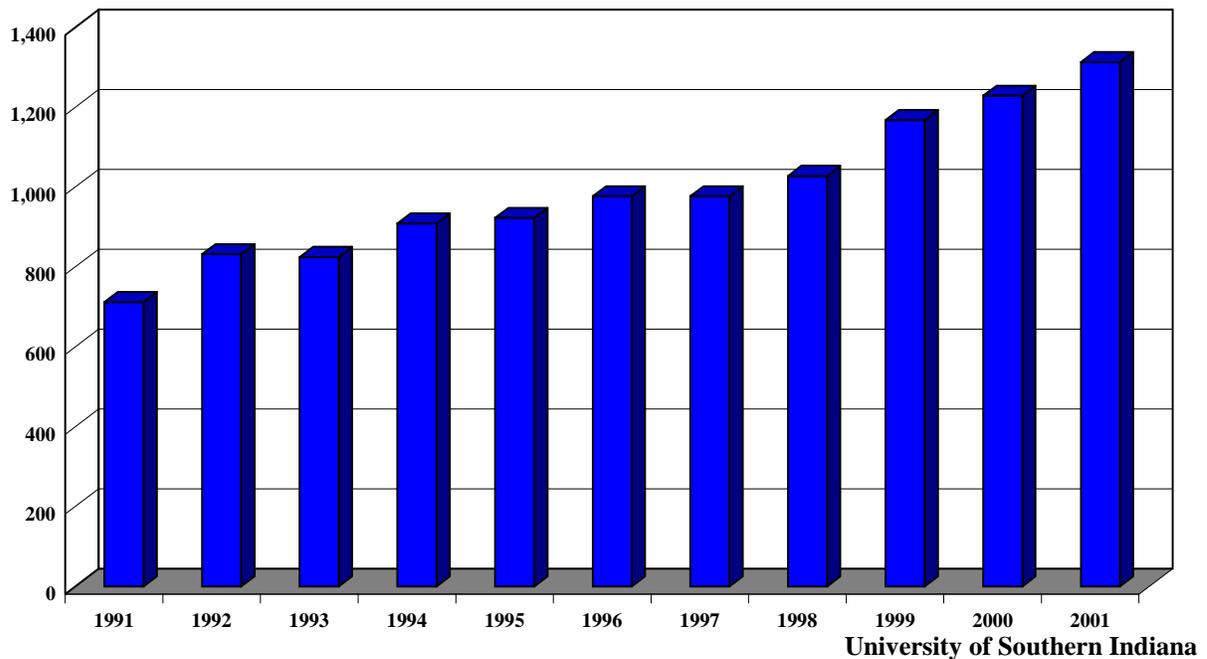
The University awarded 1,251 degrees and certificates to 1,228 individuals for the 2000-2001 academic year. This represents a 6.8 percent increase over the previous year (1,171). The following types of degrees were conferred for 2000-2001:

***2000 – 2001 TYPES OF DEGREES CONFERRED***

<b>1.4% Certificate</b>
<b>11.9% Associate</b>
<b>76.8% Baccalaureate</b>
<b>9.9% Master's</b>

During the ten-year period 1991 to 2001, the number of degrees conferred by the University of Southern Indiana has risen nearly 100 percent from 671 in 1991 to 1,251 in 2001 (Figure 5 – *USI Degrees Conferred 1991-2001*).

**FIGURE 5**  
**USI DEGREES CONFERRED**  
**1991-2001**



Demographic data on the graduating class of 2001 indicate that nearly 88.5 percent of the degrees conferred by the University were awarded to Hoosier students. Nearly two-thirds (65.9 percent) of the degrees awarded were to students from the 11 counties comprising the southwestern Indiana region. As the University continues to realize increased student retention rates, corresponding increases in graduation rates are anticipated.

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 education enrollment. A formal report is prepared and presented annually to the University's Board of Trustees.

In 2001, graduation follow-up surveys were received from 63.2 percent of the graduates. Survey results included the following:

- 92.7 percent of the respondents were employed or actively seeking employment;

- approximately 77.1 percent of the graduates secured new positions as a result of their degree; 22.9 percent were employed in the same position held prior to graduation;
- more than 90.7 percent of the bachelor's degree recipients were employed in their field study;
- of all graduates 92.7 percent were employed in their field of study;
- 15.4 percent of the bachelor's degree recipients were attending graduate school;
- more than 46 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 \$28,564.

Many students receive their undergraduate degree from USI and continue their studies at the graduate level. Within the various academic schools 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:

- Eighty percent of the students who graduate from the Pott School of Science and Engineering in pre-professional programs such as pre-medicine, pre-veterinary, pre-dentistry, and pre-optometry are accepted into professional schools.
- Since 1990-1991, all candidates sitting for the National Board Dental Hygiene Examination have successfully completed the examination.
- First-year teachers must complete the Beginning Teacher Internship Program and records are maintained on these teachers. Reports from school districts show that USI graduates perform well as beginning teachers. Since the inception of the Beginning Teacher Internship Program in 1987, over 99 percent of beginning teachers who graduated from USI have passed the program during their first year of teaching.

- Moreover, USI graduates are now recruited regularly by school districts throughout the midwest, midsouth, and southwest.

A major, publicly-traded national retailer with its corporate headquarters in Evansville, employer hires many USI graduates and is extremely satisfied with their performance. He states:

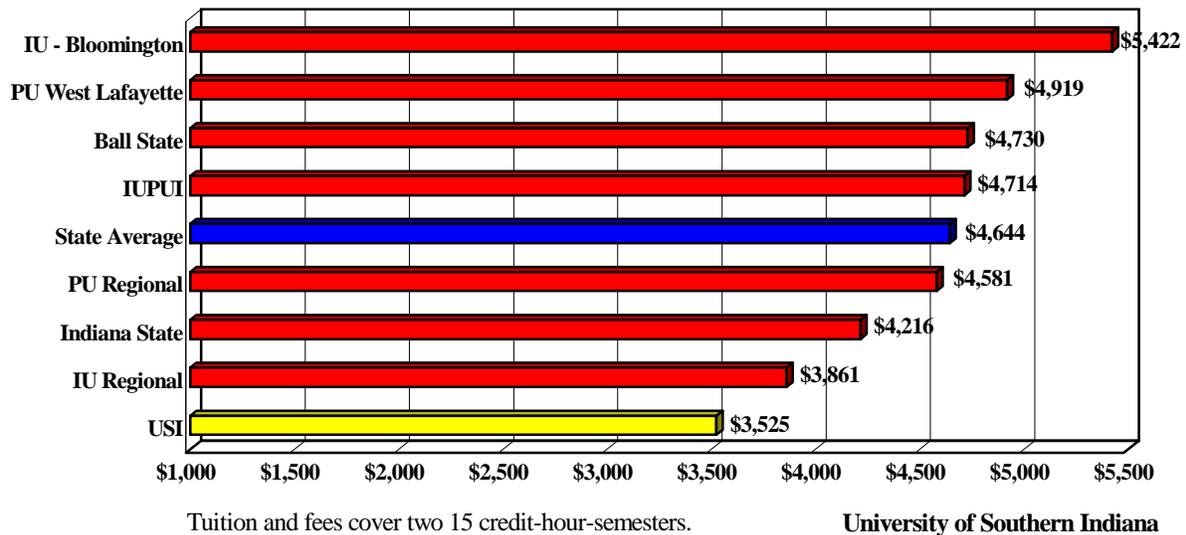
*“The Human Resources responsibility for this 4,000 employee, 200 store, multi-state, publicly-traded national retailer rests in the extremely capable, well-organized, skillful and ready hands of eight Human Resources Generalists. No less than five of those eight professionals are graduates of the University of Southern Indiana, and they are the heart and soul of a very highly functioning support team. Shoe Carnival’s success depends on the quality of its people and our people depend on this core group of USI graduates for support and guidance. On a daily basis, they face new and varied challenges which require sharp minds, solid character, and excellent judgment. They handle the pressures and challenges with grace. What more could anyone ask for from an institution of higher education?”*

Sean M. Georges, J.D. , LL.M.  
Vice President of Human Resources  
Shoe Carnival, Inc.

# AFFORDABILITY

Affordability of higher education remains high on the list of statewide concerns in the State of Indiana. Students are facing double-digit increases in tuition and fees at a time when the economy is weakened and federal and state need-based aid programs are not keeping pace with costs. With this budget document the University of Southern Indiana reaffirms its commitment to continue to provide affordable high quality higher education to the citizens of Indiana. For the foreseeable future, the University intends to maintain its position as the most affordable baccalaureate-degree-granting public higher education institution in the state. As reported by the Indiana Commission for Higher Education, the University of Southern Indiana's fees for the 2002-2003 academic year are \$3,525. USI's tuition and fee rate is 25 percent lower than the statewide average for all the other baccalaureate-degree-granting public institutions in the state (Figure 6 – 2002-2003 Tuition and Fees at 4-Year Public Institutions in Indiana). For 2002-2003 tuition and fees at the University of Southern Indiana are nearly \$1,300 less than the average of the other four-year residential campuses in Indiana.

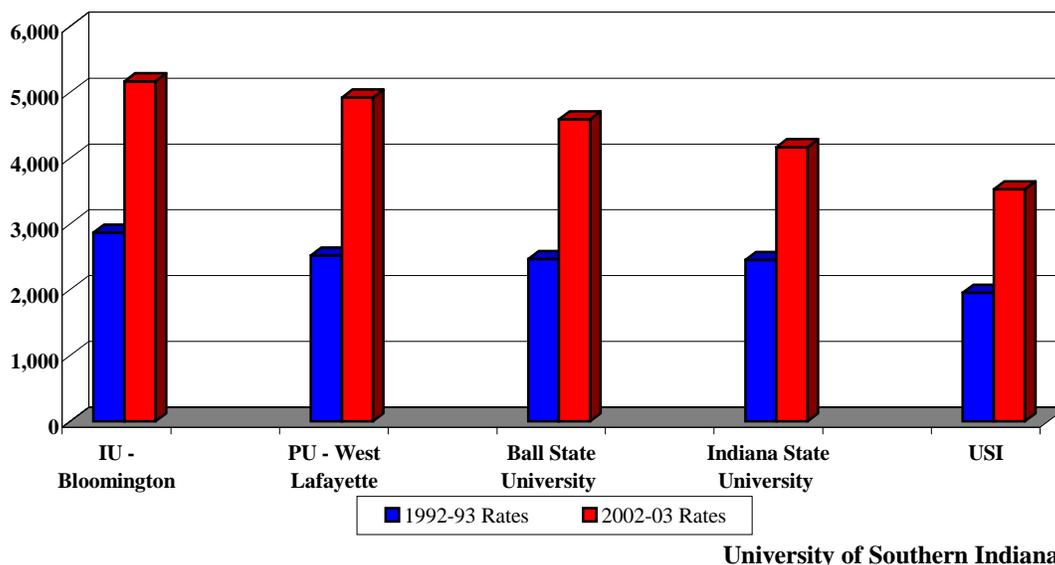
**FIGURE 6**  
**2002-2003 TUITION AND FEES**  
**4-YEAR PUBLIC INSTITUTIONS IN INDIANA**



Cost is a very real barrier to access. Increasing the number of Hoosiers pursuing postsecondary education is a major state goal. A national report entitled “*Empty Promises: The Myth of College Access in America*” reveals that 48 percent of college-qualified, low-income high school graduates are unable to attend a four-year college within two years of graduation. Additionally, 43 percent of those that come from moderate-income families are unable to do the same. In total, this year more than 400,000 college-qualified students will be unable to attend a four-year college and almost 170,000 will not be able to attend college at all.

To assist the State in reaching its goal of increased participation, the University of Southern Indiana has a long history of maintaining an affordable fee structure. During the last ten years the University has remained the most affordable baccalaureate-degree-granting institution in the state (Figure 7 – *Public Institutions in Indiana Ten-Year Tuition/Fee History*). Unfortunately, to compensate for dollars lost to state budget cuts, the University was forced to raise fees by 9.8 percent for the 2002-2003 academic year and to add a technology fee of \$5 per credit hour beginning in spring semester 2003.

**FIGURE 7**  
**PUBLIC INSTITUTIONS IN INDIANA**  
**TEN-YEAR TUITION/FEE HISTORY**



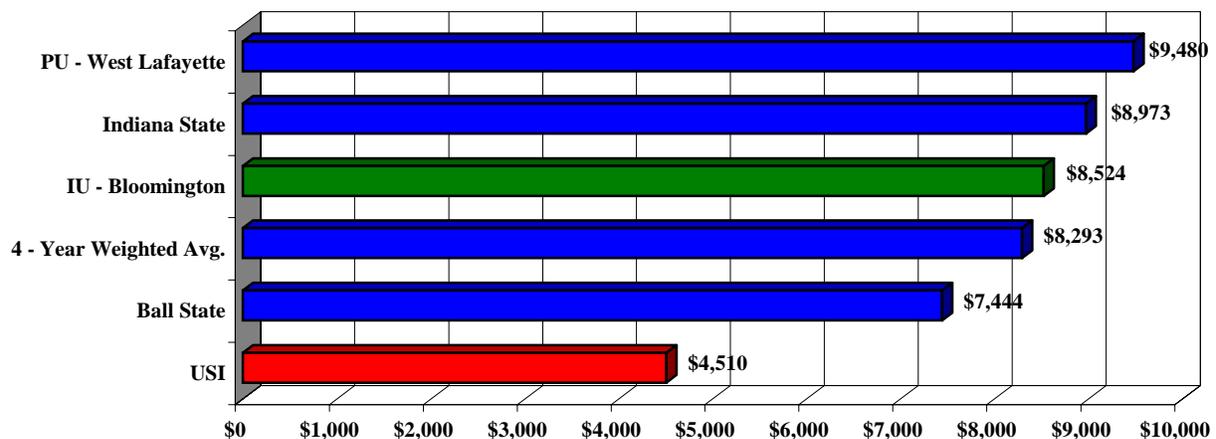
While the University of Southern Indiana is committed to maintaining affordability, the University recognizes that the responsibility for accomplishing this goal is shared with other stakeholders who include students, their families, and state and federal policymakers. Financial support is required from each of these constituencies in order to provide the programs, facilities, and support services necessary to fund the increasing enrollments and educational requirements necessary for a high quality educational experience.

## STATE APPROPRIATIONS

In each budget request document for the past decade, 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. In 1997 and 1999, USI received special equity adjustments in addition to the regular enrollment adjustment. While attempts at reducing the disparity in funding among the four-year campuses have been greatly appreciated, the progress has been minimal, as can be seen in the chart (Figure 8 - *Indiana 4-Year Public Institutions of Higher Education Appropriation per Hoosier FTE Student 2002-2003*).

**FIGURE 8**

### INDIANA 4-YEAR PUBLIC INSTITUTIONS OF HIGHER EDUCATION APPROPRIATION PER HOOSIER FTE STUDENT 2002-2003



Based on 2000-2001 Hoosier FTE Enrollments

University of Southern Indiana

In 1997-1998 the appropriation per-FTE-Hoosier-student received by USI was only 50 percent of the average of the other four-year institutions. Over the past five years, the percentage has increased to only 54 percent. Figure 8 demonstrates that funding per-FTE-Hoosier-student is slightly more than one-half of the average of what the other four-year residential campuses receive. To bring USI's funding per-FTE-Hoosier-student in line with the next lowest institution would require about \$3,000 per student or a total of \$19 million. The magnitude of this amount has not changed since the submission of the 2001-2003 operating budget request and helps explain why USI finds it so difficult to implement new programs, expand existing programs, or provide even basic services for students without additional funding.

It is clear that for any significant progress to take place additional special appropriation adjustments will need to continue. The enrollment funding formula is very important to a growing campus, but for the 2001-2003 biennium the funding per-FTE-Hoosier-student was reduced from \$3,500 to \$3,300 for a loss of over \$100,000 in base appropriation. Relying on the enrollment formula alone will not be enough. The University recognizes there are significant differences in mission between the five four-year residential campuses. Some differences in appropriations per student are justified and appropriate. However, the existence of large disparate differences creates a disadvantaged group of students. Addressing this problem requires changes in state funding policies and a review of the differentials in funding. As requested in the past, the University asks that the state provide appropriation adjustments during the next several biennia that would bring USI to 75 percent of the average appropriation of the other four-year residential campuses.

## **STUDENT FINANCIAL ASSISTANCE**

Overall funding for student financial assistance at the University of Southern Indiana was nearly \$30 million in 2000-2001. Federal programs for the last few years have been growing at an average of 14 percent a year while the State of Indiana's assistance has increased only about 2 percent a year. Institutional programs have been growing at about 11 percent. In the most recently completed academic year 6,316 students received some form of federal, state, institutional, or private financial assistance.

It is noteworthy that the growth in federal financial aid is due largely to increased reliance on student loan programs. At USI, for the 2000-2001 academic year, Stafford Loan dollar volume increased 8.3 percent; the next year, 2001-2002, the volume increased 16 percent. Reliance on student loans represents 55.8 percent of total student assistance, with over 3,600

students borrowing some \$14 million dollars. Among the 2001 baccalaureate graduates who borrowed, the average Stafford Loan debt was \$13,222.

The American Association of State Colleges and Universities (AASCU) reports that over the more than three decades since the inception of the student loan program, both the number of borrowers and amounts borrowed have increased in an “alarming” manner. Because federal loan programs are entitlements, no annual appropriations are necessary and there are no appropriation limits on increases in federal borrowing. The creation of the federal unsubsidized Stafford Loan program in the early 90s paved the way for a significant increase in debt levels for all students. That program is less costly to the federal government than the subsidized Stafford Loan program, but more expensive for students because it does not pay students’ loan interest while they are in school. Worse, loans are increasingly being taken out by students for whom they never were intended—the neediest and the most at-risk. The gradual shift from grant aid to loan aid that policymakers pledged to reverse in 1992 has instead accelerated in the direction of more borrowing. In 2000-2001, 77 students applied for \$505,012 in private or alternative loan programs. While some of these students applied due to loss of federal student aid eligibility, many simply needed to supplement available federal and state sources in order to meet basic living expenses.

According to USI’s 2000-2001 Financial Aid Report, growth of Indiana Higher Education Award funding has not kept pace with federal grants. There were actually 91 fewer awards made and \$13,441 less funding available when compared to the previous year. USI is expecting further declines in student financial aid support due to new SSACI rules that are less favorable to students at institutions charging instructional fees based on a credit-hour rate. If the current SSACI practices are followed, the maximum increases possible would be only about three percent, and with average fee increases at the state’s colleges and universities in double digits, the gap between aid and costs widens farther.

## **PRESIDENTIAL SCHOLARS AND PRIVATE FINANCIAL ASSISTANCE**

Acting on faculty concern that Indiana was losing its brightest and best students to colleges in other states, the University of Southern Indiana established the Presidential Scholarship program in 1988. Since its inception, more than 130 Hoosier valedictorians and salutatorians have graduated from USI, and more than two-thirds of them have remained in Indiana to work or attend graduate and professional schools. The Presidential Scholar program is valued at \$25,000 over four years and provides a full scholarship for fees, room, board, and

books for students selected from among eligible applicants. Although the competitive program accepts only ten new freshmen each year, a residual benefit of the program can be found in the increasing number of other academically talented Hoosier students who are choosing USI as a result of the experiences of the Presidential Scholars. Clearly, this program is achieving its objective of keeping the brightest and best Hoosier students in Indiana, not only for their education, but also for their careers. Donors also recognize the impact of this privately-funded program and have given more than \$6.1 million since its beginning.

This year the USI Foundation implemented another scholarship program which seeks to recruit academically gifted Hoosier scholars to USI. The Dean's Scholarships provided full tuition to eight entering students in fall 2001. By meeting established academic standards, the students can retain the scholarships for four years. These scholarships are valued at \$12,000 over four years.

The USI Foundation also provides a wide range of scholarship programs. In the 2000-2001 academic year, over 550 awards from the USI Foundation totaled nearly \$660,000 and accounted for 2.2 percent of all aid distributed to USI students.

USI also is working with community foundations in southern Indiana to build scholarship endowments in those foundations which can help to overcome cost barriers for students. One important program is the Lilly Community Scholars program, which supports Hoosier students with full-tuition scholarships from community foundations with funding from the Lilly Endowment. The Lilly program is aimed at helping more than 200 Hoosier students annually to overcome financial barriers so they can remain in Indiana for their education and eventually for employment.

The advent of community foundations combined with more students receiving scholarships from their parents' employers or employee organizations has caused the number of private scholarships to rise dramatically. In 2000-2001, the USI Student Financial Assistance office reported that corporate and private student aid totaled \$1.7 million, accounting for 5.7 percent of all aid.

*Campaign USI*, the University of Southern Indiana's first capital campaign, which closed in 1998, raised \$18 million in gifts and pledges and an additional \$6 million in deferred or estate gifts. The campaign focused on gifts for annual giving programs as well as for featured objectives – Presidential Scholarships, Instructional Technology and Equipment, Faculty

Enhancement, and Student Life Enrichment. Funds raised in this campaign are now being distributed across the University, assisting in meeting the budget at a very critical time.



# **EDUCATIONAL QUALITY: ASSESSMENT AND ACCOUNTABILITY**

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The University of Southern Indiana was established in direct and focused response to community and regional need. Consistent with its mission, the University has developed programs responsive to the realities of the region's economy. Each year the University reviews academic programs in various stages of development and projects the implementation of new programs of study over a ten-year planning horizon. Current academic program offerings have grown and been strengthened in response to regional workforce needs and now include a broad range of undergraduate offerings plus master's degree programs in accountancy, business administration, social work, teacher education, industrial management, liberal arts, nursing, health professions, and public administration.

A strong record of institutional program accreditation has been the hallmark of academic quality at the University. Regional accreditation, conferred upon the University by the Higher Learning Commission of North Central Association of Colleges and Schools, combined with professional program accreditation across several disciplines, means that all professional programs offered at the University are fully accredited. The most recent of those have been accreditation of all programs in Teacher Education by the National Council for the Accreditation of Teacher Education; degree programs in the School of Business from the American Association of Collegiate Schools of Business; The International Association for Management Education; Engineering Technology programs by the Technology Accreditation Commission of the Accreditation Board of Engineering and Technology; Social Work by the Council on Social Work Education; Chemistry by the American Chemical Society; and Nursing by the Commission on Collegiate Nursing Education.

## **PROGRAM DEVELOPMENT: COMMUNITY AND REGIONAL NEEDS**

The 2003-2005 Operating Budget Request for the University of Southern Indiana responds to the primary concerns of the state and of the region. The University seeks support from the state to fund current programs and services, growth in enrollment, plant expansion for approved projects, and quality improvement initiatives to respond to regional workforce needs. To help achieve the goals of the state and of the region, the University of Southern Indiana requests support of its 2003-2005 Operating Budget Request.

The University of Southern Indiana requests additional support to carry out its mission of providing high quality education services which respond to the needs of the citizens of the state. Enrollment funding has been essential to the institution's growth and remains our highest priority; it has been this approach to funding that has enabled us to respond to workforce needs and to continue to serve an ever-increasing number of students.

Expanding opportunity requires additional resources to help strengthen the numbers of full-time faculty resources to provide competitive salaries, and to strengthen existing programs. In the past several years, new programs were approved by the Indiana Commission for Higher Education with the understanding that new state funds would be requested. Even without state funding, programs such as the baccalaureate degree in Applied Computer Science, the baccalaureate degree in Special Education, and the Master of Science in Health Administration have been implemented by the University. Each program together with a new baccalaureate degree program in E-Business recently approved by the CHE and a new master's program in Public Administration relate to a study of workforce needs commissioned by President Hoops in 1999. These programs will make a significant contribution to furthering educational opportunities in fields identified as important to the future of the region and the state. However, future success will require additional resources.

Strengthening of engineering-related programs was another component of the workforce study. Approval of a new baccalaureate degree in Engineering by the Commission was a major new development and expands the University's ability to help meet the need for engineering professionals in southern Indiana. To successfully implement the Bachelor of Science in Engineering degree program, funds are requested in the 2003-2005 Operating Budget Request to restructure and expand engineering laboratory space, acquire modern laboratory equipment, and to meet recurring programmatic needs.

The University will offer classes in Engineering in the fall of 2002 and will develop its new program in accord with the criteria of the Engineering Commission of the Accreditation Board of Engineering and Technology (ABET). It is expected that the first graduates from this class will enter the job market in 2006.

No start-up funding for new programs has been received since 1994, when the master's-level nursing program was initiated. Since then, 22 new programs have been approved. Six of those programs included a notation that new state funds would be considered at a future budget cycle. However, to date, no additional program start-up funds have been received. The

following is a list of programs approved since 1994 and the notation indicating recommendation for new state funds. All of the programs, unless noted otherwise, have been implemented without additional state funds because of the demand in this region for the degree program.

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 \*  
Master of Public Administration

\* Degree programs recommended for consideration for funding by the CHE

## INSTRUCTIONAL EFFECTIVENESS

The University of Southern Indiana employed 514 faculty members in fall 2001. Of these, 275 (53.5 percent) were full-time. A profile of the faculty members by rank follows:

### *FACULTY PROFILE BY RANK, FALL 2001*

	Fall 2001	
	<i>n</i>	%
<b>Professor</b>	<b>36</b>	<b>13.1</b>
<b>Associate Professor</b>	<b>75</b>	<b>27.3</b>
<b>Assistant Professor</b>	<b>69</b>	<b>25.1</b>
<b>Instructor</b>	<b>95</b>	<b>34.5</b>
<b>Total</b>	<b>275</b>	<b>100.0</b>

Further analysis of the full-time faculty indicates that 48 percent were female and nine percent were minority. Forty-two percent were tenured and an additional 23 percent held tenure-track appointments. All full-time faculty members carry a 12-credit-hour instructional responsibility and produce more credit hours per faculty member than other baccalaureate-level public institutions in the state.

All members of the faculty are reviewed annually. Each faculty member is expected to generate an annual report of instruction, research, and service activity. This report is the primary vehicle for evaluation for promotion and salary recommendations. Probationary faculty members are reviewed according to an established schedule, which includes two performance reviews during the second year. While the University has not adopted a formal post-tenure review system, annual reviews for salary are based on exceptional performance, market considerations, and equity studies. Salary recommendations emanate at the department and school level and are reviewed by the vice president for Academic Affairs and the President.

Surveys of the student body indicate enthusiastic support for the courses and related aspects of academic life at USI. Responses to the ACT *Student Opinion Survey* administered in 2001 report high levels of satisfaction in such characteristics as instruction in the major field, course content in the major field, out-of-class availability of instructors, and attitudes of faculty

toward students. These findings confirm the emphasis on high quality undergraduate instruction which is central to the mission of USI.

### ***STUDENT SATISFACTION LEVELS WITH SELECTED ASPECTS OF THE UNIVERSITY ENVIRONMENT***

<b>Academic Component</b>	<b>USI Average *</b>	<b>National Average *</b>
<b>Class size relative to the type of course</b>	4.19	4.04
<b>Attitude of faculty toward students</b>	3.98	3.91
<b>Course content in your major field</b>	3.98	3.88
<b>Instruction in your major field</b>	3.91	3.84
<b>Classroom Facilities</b>	4.02	3.71
<b>Laboratory Facilities</b>	3.74	3.60

\*Satisfaction scores based on 5 point Likert-type scale were 5 = very satisfied; 1 = very dissatisfied - (2001 ACT Student Opinion Survey)

A number of notable accomplishments were achieved by University faculty and academic support staff during the 2001 academic year, including:

- Dr. Scott Gordon, Associate Professor of Biology, awarded for Innovative Excellence in Teaching, Learning, and Technology at the 13th International Conference on College Teaching and Learning and the award for Excellence in Teaching with Technology by the Indiana Partnership for Statewide Education
- Dr. Brian McGuire, Associate Professor of Accounting, elected President of the Association of International Management Accountants
- Dr. Jane Meyer, Associate Professor of Education, elected President of the Indiana Association for the Education of Young Children
- Dr. Craig Ehlen, Professor of Accounting, received the outstanding educator award from the Indiana CPA Society

- Dana Willet, Instructional Technology Services, awarded for excellence in Instructional Support for Distance Education Teaching by the Indiana Partnership for Statewide Education
- Bob Jeffers, Instructor in Advertising; and Julie Floyd, Instructor in English, awarded for Outstanding Student Advising by the National Academic Advising Association

The University of Southern Indiana has maintained a healthy mix of full-time and part-time faculty. The University uses part-time faculty in most academic disciplines for a variety of reasons including institutional flexibility. As enrollments grow, in order to cover additional course sections, part-time faculty are hired to accommodate the short-term need for instructional personnel. Part-time faculty are hired to teach for full-time faculty who are on sabbatical or require release time for research or service. Additionally, part-time faculty provide the University with teaching expertise in very specialized academic areas, particularly in the professional disciplines, that may not be easily covered by the full-time faculty. The University has made a conscious effort to provide part-time faculty with the resources necessary to assure that the quality of the curriculum and instruction is of the highest level possible.

In a survey of part-time faculty conducted in the summer of 1999, overall satisfaction of part-time faculty with teaching at the University of Southern Indiana was rated high (4.23 on a scale of 1-5). Part-timers also were satisfied with the level of access to full-time faculty in their department, the level of administrative and clerical support for teaching, the selection of courses they are offered to teach, and the clarity of departmental and school expectations for their performance in the classroom.

USI carries out its instructional responsibilities with the lowest appropriation per-FTE-Hoosier-student of any of the residential baccalaureate-level public institutions in Indiana. This helps to explain the heavy reliance on part-time and overload assignments by full-time faculty (40 percent of instructional assignments in fall 2001). Historically, the University employed part-time faculty for the express purpose of meeting the needs of part-time non-traditional students attending in the evening. As enrollments have increased and more traditional students have contributed to the mix, it has become increasingly difficult, if not impossible, to find properly credentialed part-time faculty to teach basic introductory courses in English, speech, and mathematics in the daytime.

Saturation of the part-time market is only one dimension of the problem. Because part-time faculty are employed only to teach classes, opportunities for students, especially those in the introductory courses, to receive help outside of class are limited. Mentoring, academic advising, university service, and outreach to the community are institutional priorities which are constrained by having fewer full-time faculty members than needed for an institution of 9,300 students. The University continues to seek support to convert part-time to full-time positions. These funds will be used to strengthen the institution's mission of high quality teaching and service to the community, the region, and the state.

A number of institutional initiatives have furthered the instructional effectiveness of University faculty, among them:

- ***Center for Teaching and Learning Effectiveness (CTLE)*** - Established in 1998 with a grant from the Lilly Endowment, Inc., the Center was created to address faculty development. New faculty orientation, grant programs for pedagogical development, undergraduate research, service learning, and regularly scheduled workshops and seminars are the focus of the Center's offerings.
- ***Part-time Faculty Handbook*** - To help part-time and adjunct faculty become acclimated to the academic and institutional culture, the University has developed a comprehensive institutional handbook and initiated an orientation program. This is an attempt to give recognition and provide ongoing professional development opportunities to part-time instructional faculty.
- ***Instructional Technology Services/Distance Education*** - The University has invested significant resources in an effort to provide faculty with the instructional technology and distance education support necessary to provide quality on-line, video, and distributed learning academic courses and programs. Faculty development workshops and instructional design assistance further aid faculty and teaching effectiveness.
- ***Summer Institute for Online Teaching and Learning*** - During the summer of 2001 and 2002, the University offered intensive two-week workshops for faculty developing academic courses for distance delivery. During 2001 and 2002, twenty-one faculty participated in the Institute.

- ***CASTL (Scholarship of Teaching and Learning)*** - USI's CASTL Program, modeled after the Carnegie Foundation's major national initiative, seeks to encourage faculty to engage in scholarship directly related to classroom teaching and learning. It is believed that scholarship of this form will enhance the practice of teaching, foster significant student learning, and elevate teaching to the level afforded other types of scholarly activity. By making their results public, faculty share the work with colleagues; thus, broadly improving overall educational quality.

Additional institutional attention given to:

- ***Service Learning*** - Given the University's mission as an institution characterized by excellence in teaching and regional outreach, faculty embrace service learning as an important vehicle for instructional effectiveness and curricular currency. During the past academic year, USI has given attention to faculty development in the area of service learning.
- ***Intellectual Property and Copyright Issues*** - With increased engagement in distributed learning, faculty have identified as an important priority intellectual property and copyright. During the 2002-2003 academic year, a committee comprised of University faculty and academic affairs administrators, has been charged with the development and implementation of a University-wide policy to protect the intellectual property of faculty and staff.
- ***Student Evaluations of Teaching*** - Student Evaluations of Teaching (SETs) are a major component of faculty evaluation at USI. SETs provide faculty with valuable feedback from the primary participants in the educational system and provide faculty with the information necessary to make significant changes to their classroom procedures. In fall 2001, USI formed a task force to study the utilization of SETs on campus. This task force engaged in a comprehensive study of the use and interpretation of SETs on the campus and developed a series of recommendations to improve the information obtained from student evaluations. The main recommendation of this group is to internally develop a student evaluation system that allows for timely and comprehensive formative feedback to faculty concerning their classroom performance. Timely feedback will provide the faculty with an opportunity, working in conjunction with the Center for Teaching and Learning

Excellence, to take immediate corrective measures to improve student learning in their courses.

- **Diversity** - The University continues to devote considerable attention to the ethnic and racial diversity of the faculty. During the past five years (1997-2001), female and non-white males have accounted for 58 percent of all new faculty hires.

## STUDENT SUCCESS

While faculty at the University of Southern Indiana carry the heaviest teaching loads of the four-year public institutions in the state, they also serve as mentors and advisors to students in their academic disciplines. Students benefit significantly from this close teaching/learning environment and their success is evident in their scores on licensure examinations, field exams, senior year achievement tests, and success in advanced graduate study. Specific examples include:

- During 2001-2002, USI Junior Walter Jermakowicz was awarded a Goldwater Fellowship for study in medicine. He completed a summer research project at the Mayo Clinic in Minnesota.
- During 2000, USI sophomore Christian Blome of Vincennes, Indiana, was appointed student commissioner to the Indiana Commission for Higher Education.
- 49 students recognized in the 2002 *Who's Who Among Students in American Universities and Colleges*.
- Six geology students published their research with the Geological Society of America.
- A team of seven Advertising majors finished 3<sup>rd</sup> in the 2001 American Advertising Federation's National Competition in Windsor, Canada.
- USI Sophomore Amy Clem was appointed by Governor O'Bannon to two terms on the State Student Assistance Commission of Indiana (SSACI).

- Amanda Miller, senior Education major, was named Student Representative to the Membership Services and Affiliate Relations Committee of the National Education Association.
- Manda Clevenger received a 2001-2002 Fulbright Scholarship and French Government Teaching Assistantship.

The University's exceptionally high job placement rate for graduates also provides an indication of teaching quality and the educational environment of the University with 90.7 percent employed in the field of their academic major.

## **STUDENT RESEARCH**

In direct response to student and faculty requests, the University's Center for Teaching and Learning Excellence developed and implemented two new programs specifically to increase opportunities for undergraduate students to engage in research with University faculty during 2001. The new grant program, entitled RISC (Research, Innovation, Scholarship, and Creativity), awarded nearly \$14,000 to 37 students. In spring 2002, a second program, entitled the RISC Showcase, was held to provide students an opportunity to present their scholarship to the University community. Seventy-four students presented their work. The Showcase was highlighted by a keynote address and presentation by Hispanic muralist Judith Baca.

University faculty routinely collaborate with students on a variety of research projects during the academic year, particularly in the natural sciences and allied health fields. Oftentimes, these research projects are conducted over the academic year or across a number of academic years.

### ***High Contact: Students/Faculty***

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 and in the greater Evansville community, including faculty research, service learning, and educational enrichment.

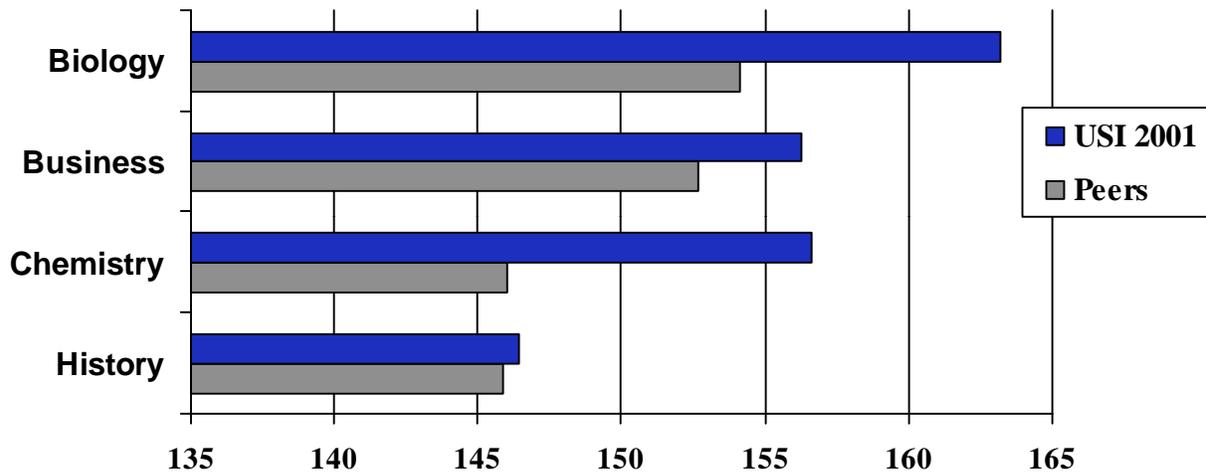
## STUDENT LEARNING AND OUTCOMES ASSESSMENT

The assessment of student learning outcomes at the University of Southern Indiana has four major components. These are:

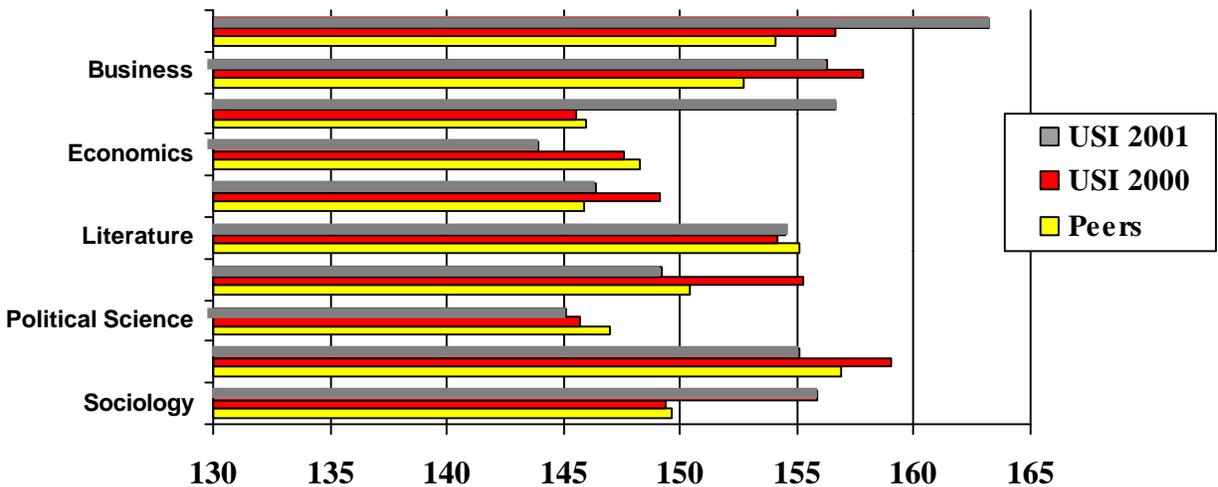
- academic characteristics presented by students at the point of college entry;
- the degree to which student learning is affected by exposure to a common core of general educational courses;
- the degree to which student learning is affected by exposure to focused, discipline-specific instruction in the student's academic major; and
- long-term educational outcomes relative to the degree to which a student's undergraduate educational experiences helped in preparation for civic, social, professional life, and continued life-long learning.

All undergraduate students are tested on general educational knowledge using the Educational Testing Service *Academic Profile*. During *Assessment Day*, the University devotes one academic day each year to the assessment of student learning. Every incoming freshman and junior at the University sits for the ETS *Academic Profile*. Senior-level students in thirteen academic majors are tested each fall semester using the Educational Testing Service *Major Field Test*. These data facilitate the assessment of curricular content as well as student learning. The program and degree curricula for students preparing for vocations in professional fields including nursing, teacher education, engineering, and social work are measured in part by licensure passing rates. Measures of student satisfaction with the collegiate environment, student support services, academic support, and extra- and co-curricular activities and programs are supportive of assessment of learning in general education and the academic major.

***2001 Major Field Test Results for Selected Academic Disciplines***



***ETS Major Field Test Score Comparisons  
Academic Discipline: USI 2000, USI 2001, Peers***



The University of Southern Indiana utilizes a variety of measures to evaluate effectiveness and efficiency in achieving educational goals. Teaching quality is assessed on a continuous basis using student-centered instructional evaluation. This evaluation provides feedback relative to student perception on issues including, but not limited to, curricular currency, clarity of course educational goals and objectives, effectiveness of lecture content and

delivery, and usefulness of assignments and projects. University promotion and tenure policies and practices also ensure pedagogical soundness and educational cogency.

Routine academic program evaluation provides detailed discussion of academic quality, instructional effectiveness, faculty productivity, student learning outcomes assessment, and an evaluation of short- and long-term needs. Special focus is given to knowledge and skills development, currency of content and pedagogy, and incorporation of technology.

The University of Southern Indiana is dedicated to undergraduate instruction. As such, the principal focus of academic research conducted by faculty is for the direct benefit of instruction and student learning. Internal research funding mechanisms ensure that students and student learning are the primary beneficiaries of research and research-related activities. Many upper-level undergraduate students work directly on faculty research projects and share in the presentation of research findings in scholarly conferences and publications.

## **INSTITUTIONAL EFFECTIVENESS**

Measures of institutional effectiveness are necessary in making informed program, policy, and resource allocation decisions. These measures are focused on five areas: internal program and process assessments; benchmarking with comparative institutions; accreditation processes; responsiveness to constituency needs; and outreach and service activities.

Internal program and process assessments are typically longitudinal analyses of institutionally specific and defined measures of institutional vitality, such as applications for admission, headcount enrollment, FTE, certain financial ratios, retention and graduation statistics, transfer rates, and faculty and staff turnover. These measures can assist the institution in identifying and monitoring important trends useful in strategic and operational planning activities. Benchmarking activities allow the institution to engage in comparative assessments with other comparative and aspirational peer groups. These data typically address key strategic performance on financial, physical capital, human resources, and information management matters.

Institutional and professional accreditation criteria expressly address the issue of measurement and monitoring of institutional effectiveness. Ongoing evaluation of the University's programs, policies, procedures, and practices assure that the institution is operating consistently with its stated mission and purposes.

The University of Southern Indiana serves a number of diverse constituents and is accountable and responsive to the various needs of its constituents. This accountability can be appraised in the depth and breadth of service provided by faculty and staff, cooperative partnerships with business and industry, University participation and leadership on issues of economic and workforce development, aiding social service agencies, strengthening K-12 educational systems, and providing an array of programs in the arts and humanities.

## **SUPPLEMENTAL RESOURCES**

The University of Southern Indiana participates in numerous local, state, and national studies. As an institution, internal assessments and surveys are conducted on a regular basis. The following list of Supplemental Resources is a sampling of reports and studies available upon request from the University of Southern Indiana.

*Academic Profile Score Analysis and Report*

*Faculty Load and Productivity Reports*

*Career Services and Placement Survey of Graduates*

*College Student Needs Assessment*

*Credit Hour Distribution Report*

*Critical Thinking Questionnaire – UCC Assessment Committee*

*Delaware Study of Instructional Costs and Productivity*

*Department Fact Sheets*

*Economic and Workforce Development Study*

*Entering Student Survey*

*Faculty Senate Summer Schools Survey*

*Financial Aid Satisfaction Survey*

*Freshman Year Experience Survey*

*Higher Education Research Institute (HERI Faculty Survey)*

*Major Field Test Score Analysis and Report*

*Monitoring Report on Student Learning Outcomes Assessment*

*MPA Needs Assessment and Feasibility Study*

*National Cooperative Data Share Initiative for 1995-96, 1996-97, 1997-98*

*Freshman Enrollment Trends*

*National Study of Student Engagement*

*Part-Time Faculty Survey*

*Physical Education Learning Outcomes Survey and Assessment Plan*

*Strategic Performance Indicators Project*  
*Student Opinion Survey*



# TECHNOLOGY

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Investment in technology has been an important theme of the University's budget request for the last two biennia. With the technology funding provided by the state in the past four years and carefully managed use of limited internal resources, the University made progress in many areas, particularly in further implementation of a solid campus infrastructure and expansion of Internet-based instruction.

- In 2002, the number of campus computer laboratories increased to 32.
- In 2001-2002, the number of courses offered in a distance education format was 122 compared to 54 courses the previous academic year. Increasingly a wide variety of courses throughout all disciplines are using Web-based components or other instructional technology for a significant portion of the learning experience.
- To date, over 750 USI courses have been converted to web-enhanced courses with the use of the Blackboard online course management system. There were over 4,000 student users of the Blackboard system last year.
- To encourage faculty use of technology in instruction, the University developed a Summer Institute on Online Teaching and Learning. The Institute provides intensive technology training to develop online courses and incorporate online teaching and learning strategies in web-enhanced courses. Twenty-two faculty members have completed the Institute program. Short courses on instructional design and uses of instructional technology are offered throughout the year to increase faculty development opportunities.
- Installation of an internal network connected to the state's digital backbone was completed, with plans to provide additional data, audio, and video access through new IP network delivery.
- Two automated registration systems using Internet technology are operational and being expanded to provide increased student services from remote sites.

- Student access to personal academic records, financial aid information, campus events, and information about numerous other student services is available via the Web.
- Remote access to the University's networks for students and faculty was increased, but remains somewhat limited because of the capabilities of the current system.
- The library catalog data system and such processes as acquisitions, cataloging, and circulation were moved to a new client server system called Voyager.
- A fixed equipment program was initiated to phase in additional multimedia and distance education classrooms that use state-of-the-art instructional technology. Equipment will be installed in most classrooms on campus as funds become available.
- Additional technical support personnel were added to assist faculty and staff through work on video, audio, and data convergence. With this expertise, the University added capabilities in streaming video, CD-ROM production, DVD production, and web hosting for the course management software.

Despite this recent progress, the challenges of technology and the shifting emphasis on how technology is used in an information- and knowledge-based society remain critical to the institution's effectiveness. The growing impact of technology on educating students, enhancing faculty teaching, research, and service, and managing the University requires continued support from the State. In order to continue to provide needed technology-related resources to students, faculty, and staff, it is necessary for the University to implement a technology fee in spring 2003 in response to the State's cuts in technology funding. Restoration of the State's technology funding is critical, if the University is to continue to provide access to high quality technology and provide a level of technical support and services comparable to other state institutions. Serious among challenges for USI are how to:

- upgrade and expand on a continuing basis the campus-based technology infrastructure to meet the growing number of users and applications;

- continue to provide an already highly productive faculty with the expertise to use instructional technology in the classroom;
- provide professional and technical expertise in instructional design and development, and the necessary equipment and systems to support faculty initiatives;
- address the critical shortage of information technology (IT) professionals needed to manage and maintain internal systems; and
- fund the increased demand for instructional programs to meet workforce IT needs.

Increased demands are placed on University resources as technology is integrated into all phases of campus instruction, administration, and operations. The impact of change resulting from evolving instructional technology, in teaching and learning processes and in instructional delivery methods, is far-reaching and profound. Ready access to information and the skills to use information effectively is critical to the success of the University's teaching, applied research, and service missions. The increasing demands placed on the campus infrastructure by students, faculty, and staff require additional fiber optic networks, expanded access to the statewide backbone, enhanced cabling, and expanded server capacity. As technology advances with anticipated future applications like enhanced multimedia capabilities and Internet2, the need to expand and upgrade equipment and systems will continue.

The present administrative systems, purchased in 1986, are based on a flat file technology. The systems need to be replaced with a more efficient and user-friendly environment. Upgrading from a mainframe to a client-server environment will provide the capacity for improved information access to maintain data and generate reports. The new environment will improve the ability to provide faculty, staff, and student access to biographical data, academic records, financial information, admissions, and registration in a Web-based format. It will improve faculty and staff access to institutional files and enhance administrative operations.

## **STUDENT AND FACULTY DEVELOPMENT ISSUES**

The ability to use technology in communication, problem-solving, and research applications is now an expected outcome of higher education. The development of skills to

exploit the opportunities afforded by a knowledge-based, telecommunications-driven environment is an essential part of student development. Increasingly, more students come to campus with a broad range of computing skills and view computing as a basic tool of education. On-campus and remote access to resources such as the Internet, popular software packages, library resources and databases, and email are viewed by students as essential services provided by the University. New and upgraded computer laboratories, strategically placed throughout campus to provide greater access with expanded hours of availability, remain a strong request.

Developing faculty expertise in the use of instructional technology to improve teaching and learning is important to bring about desired changes, among them cost containment. Continued expansion of these services is a critical faculty development issue for the University. Additional instructional design and technical support staff, appropriate state-of-the-art technology, user services, and resources to adapt existing curricula for technology-based delivery are essential to this effort. For example, many faculty want to develop expertise in Web authoring and in multimedia applications for instruction, but cannot do so because of their own limited technical background. Additional resources for training and development will provide:

- incentives for faculty to integrate technology into their courses;
- training for faculty in potential uses of different technology;
- training in the use of operating systems, telecommunications, and the Internet; and
- consultation and support for faculty and academic departments in the selection of hardware, software, and media for the most effective delivery of instruction.

## **INSTRUCTIONAL AND PROGRAM DELIVERY ISSUES**

In the current biennium the University continued to aggressively develop distance education programs. The use of distance education to deliver quality instruction helps address the state's goal of increasing access and affordability to higher education. The University is an active member of the Indiana Higher Education Telecommunications System and provides programming through the IHETS Learning Centers throughout the state. USI credit enrollments in distance education courses increased from 257 students in 1995-1996 to 2,907 students in

2001-2002. Continued growth for distributed learning courses is expected as the University increases the number of programs and services available for distance learners.

USI has approval for four degree programs for statewide delivery by distance education. These degree programs, other credit courses, and noncredit workforce education programs utilize a variety of distance education technologies including IHETS live television, videotape, Internet-based instruction, two-way interactive television, CD-ROM, and computer diskette. Distance education technologies are used to support both on- and off-campus instruction.

Videoconferencing technology on campus has expanded through participation in Project Vision Athena, a statewide system linking educational content providers with K-12 schools. With development of the state's digital backbone, expansion of this technology will better position the University to form partnerships with other institutions and K-12 schools. For example, graduate students in the USI/IU Elementary Education master's program use teleconferencing equipment to attend courses at a distance. High school seniors in North Spencer, South Spencer, and Tell City high schools participate in dual credit courses in which they may earn up to 12 hours of college credit. The instructor and USI students meet on campus, with the high school students attending via interactive media. Future plans for distance education include:

- expanding faculty development programs to use the new technologies both on- and off-campus;
- increasing the number of credit courses available to distance learners;
- forging new partnerships with K-12 schools;
- developing courses and programs to enhance job training and skills advancement for business and industry; and
- providing continuing education for professionals and practitioners, including teachers.

## **CONTINUED SUPPORT FOR TECHNOLOGY**

As the University of Southern Indiana responds to the challenges of regional and state economic growth, it is essential that State support for technology be restored and expanded. Student fees provide some funds for upgrading hardware and software in teaching laboratories and classrooms. However, restoration of a base appropriation to support instruction and equipment related to technology, including distance education initiatives and the establishment of additional learning centers in rural areas, is essential. Also critical is the need for funding to upgrade and expand the campus technology infrastructure to meet instructional, administrative, and operational needs and to permit the University to remain abreast of technology developments.

# ECONOMIC AND WORKFORCE DEVELOPMENT

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Indiana policymakers, the business community, and the public expect higher education to advance economic development and meet the needs of the modern workforce. Increasingly, access to college is seen as the key to success in the workplace. A high percentage of good jobs in the “new economy” require college-level skills and degrees, and middle class status is increasingly dependent upon at least some college education. More than a guarantee of specific skills or qualifications, employers use attainment of a college degree as an assurance of a baseline level of social and communication skills and the ability to continue to learn on the job. Information-age workers need skills and credentials, not just to better perform their jobs or to make desired career changes, but to maintain employment. There is evidence that employers have started to recognize that money spent on training employees is better seen as an investment than as a cost. Organizational spending on workforce education and training was on an upward path until the current economic downturn. The following quote reflects the need for support for higher education and the strong demand from the business community for quality employees.

*“For Indiana to be competitive and successful in the 21<sup>st</sup> Century, we need high quality well funded institutions of higher education producing top-notch graduates. The University of Southern Indiana is an essential partner in Indiana’s overall success and particularly in southern Indiana. Vectren’s long term success is dependent upon institutions like USI investing in the technology and educators required to produce candidates qualified to assume the complex duties and responsibilities which are so much a part of modern business.”*

Niel Ellerbrook  
President and CEO, Vectren

The State’s desired future as a center for new economy opportunities depends on partnerships between the State, the business community, and higher education, together with substantial investments to promote those partnerships. As demonstrated in other “high skills/high wage” states, real economic development is driven by investments in education –

particularly higher education. Investment in the state's universities can help achieve the goals of lifelong learning and developing a well-trained, well-prepared workforce. For Indiana to realize its economic and workforce development goals, base funding for higher education must be restored and new funding must be expanded.

While Indiana has moved in the right direction, the state's successes are limited. The goal of the Indiana Department of Workforce Development is lifelong learning for all Hoosiers. State workforce policy and funding have been refocused on developing education and higher skills for all levels of the workforce. A well-trained and well-prepared workforce for current and prospective businesses also is a goal of state agencies such as the Indiana Department of Commerce, which completed an Economic and Demographic Profile of Indiana in fall 2001.

The profile revealed that Indiana had one of the lowest percentages of adults age 25 and older with college degrees compared to surrounding states and the nation as a whole. While gains were made in the percentage of adults with a college degree during the 1990s, these increases did not close the gap between Indiana and the national average. In fact, the State actually slipped farther behind. Indiana clearly lags behind all of the surrounding states except Kentucky in the percentage of adults age 25 and older with either a high school diploma or a college degree. The report suggests the following.

*“The availability of a well-trained and highly-educated workforce has become a priority and the number one concern for businesses operating in today’s global economy. Unfortunately it appears that Indiana does not fare very well in terms of either a well-educated workforce or good labor force availability.*

*The combination of a lack of workforce flexibility and lower educational attainment levels may become a liability for Indiana in the future as the State competes for new businesses and expansions with other locations where the labor force is more flexible and better educated.”* (Indiana Department of Commerce, Economic and Demographic Profile, fall 2001, page 64)

Counter to these educational attainment statistics, the University of Southern Indiana continues to attract a growing number of high school graduates from the region.

Since 1985 the percentage of public high school graduates from the region going on to college has increased from 33 percent to 74 percent.

## **INSTITUTIONAL RESPONSE TO ECONOMIC AND WORKFORCE DEVELOPMENT ISSUES**

Throughout its history, USI has been actively engaged in addressing the State's interest in economic and workforce development. There is a consistent record of development and expansion of programs and services in response to or anticipation of needs of the changing economy. The programs and services of the University are a valuable resource as the State strives to diversify its economy and ensure that the skills of the workforce continue to improve. This is demonstrated by the institutional focus on increasing access to higher education for traditional and nontraditional students, development and expansion of educational programs and services to address traditional workforce concerns and new economy requirements, and retention of Hoosier students.

In 1999, USI's president appointed a task force to study economic and workforce trends in the service region and recommend new or revised curricular offerings to address identified needs. The recommendations resulted in several new programs and initiatives that targeted education for the new economy: high skill/high wage employment, technical and specialty programs, and initiatives that promoted better communication, problem-solving, and team-building skills in all curricular areas. Significant changes in programming include:

- New programs focusing on high skills or technology-related professions including bachelor's degrees in Engineering, Applied Computer Science, and E-Commerce and post-baccalaureate certificates in Accounting and Information Technology.
- A revised adult degree completion program that facilitates articulation with two-year colleges and provides opportunities for adults who "stopped out" to pursue employment or family responsibilities. Twenty-seven students were enrolled in the revised Bachelor of General Studies Program in spring 2002, up from six in 2000.
- Additional degree programs designed to meet specific state and regional needs are a bachelor's degree in Special Education and master's degrees in Public Administration, Health Services Administration, and Occupational Therapy.

- Distance education capabilities were expanded to support increased access for adults, incumbent workers, and others with limited access to degree programs or training opportunities. The University has developed or is in the process of implementing the following programs in at least a partially distributed delivery format: the Bachelor of Science in Nursing completion degree, the Bachelor of General Studies, and master's programs in Nursing, Health Services Administration, Occupational Therapy, Business Administration, and Industrial Management. Support for instructional design and delivery via telecommunications was significantly expanded to assist faculty in use of instructional technology.

Another initiative of the University resulting from the needs/trends identified through the task force and other studies was renewed emphasis on outreach to regional employers and state workforce development agencies. More emphasis was placed on consulting and assessment activities that resulted in long-term relationships and more consistent workforce improvement programs. Examples of recent projects include:

- A partnership with ALCOA Warrick Operations to build on existing in-house training and encourage more employees and their families to participate in education. An ALCOA internal committee, composed of representatives of all levels of the workforce, surveyed employees to determine types of programs in which there was interest. The initial product of this partnership is a five-course leadership certificate program with a focus on communications and business skills. Credits earned in the program can be applied to two- or four-year degree programs. The program is offered on site and at times to accommodate shift work. ALCOA provides full tuition support and 28 employees made up the first cohort.
- Working with the School of Business and the Engineering Department, the Master of Science in Industrial Management was customized as an on-site program for REXAM Closures with courses meeting at times and in formats to accommodate the schedules of employees. Of the original cohort of 26, 17 students completed graduation requirements in 2002. This program also produced five REXAM-specified projects on improving operations in areas from supplier quality improvement to human resources. The MSIM degree program has been customized for Bristol Myers-Squibb and Mead Johnson Nutritionals and is being offered on-site for 30 managerial employees beginning in 2002.

- Inland Paperboard and Packaging responded to a corporate strategy to transform the company to a high performance organization. Inland requested USI's assistance in providing employee training in essential communication and team skills to move the operation to a self-directed workforce. Working with internal focus groups representing a cross section of hourly and salaried personnel, USI customized a 52-hour training program for 130 hourly and salaried employees at the Indiana Division of Inland. An additional 130 are in training at the Ohio Divisions. The Indiana project was funded in part through incumbent worker funds provided by the Indiana Departments of Commerce and Workforce Development.
- A Certificate in Quality Management program was customized for Rockport Roll Shop to support and maintain the company's ISO 9000 designation. This training directly affects AK Steel and the steel shipped to its major customer, Toyota Motor Manufacturing Indiana.
- Extended Services entered into a partnership with a regional CPA firm to jointly promote programs and services for small- to medium-sized businesses. These clients often have limited human resource management capabilities. Through this agreement, USI provides assessment and leadership training while the CPA firm provides consulting, process improvement, and human resource management services.
- University representatives worked closely with a variety of area manufacturers to secure funding from the Indiana Departments of Commerce and Workforce Development to support training opportunities for both new and incumbent workers. Through Extended Services, DWD funds enabled Robur Corporation in Evansville to upgrade skills of engineering and technical staff to ensure that the company remains competitive in the global marketplace. Programs funded by Training 2000 grants provided communication, work team development, and other "soft skills" training at Red Spot Paints and Infinity Plastics. Carl Perkins Grant funds have supported training in leadership topics for more than 300 Toyota team members.
- Companies for which other educational and training programs and services were supplied include Bristol Myers-Squibb, Guardian Automotive, West Pharmaceuticals,

Azteca Milling, Berry Plastics, Gibbs Die Casting, George Koch Sons, and Kimball International.

## **PARTNERSHIPS**

Partnerships with businesses, industries, and other southwest Indiana employers are an important part of USI's contribution to Indiana's economic and workforce development initiatives. These partnerships take the form of customized credit programs, instruction delivered on-site and by distance education, contract training programs, continuing education programs related to employee development, faculty consulting, and applied research projects.

The University is actively involved in economic and workforce development initiatives of area chambers of commerce, Vision 2000, Southwest Indiana Workforce Investment Board (WIB), and the Southwest Indiana Economic Development Council. In 1999, in partnership with the Indiana Economic Development Council, USI convened representatives from Vanderburgh, Warrick, Gibson, and Posey Counties to develop an Economic Development District (EDD) for southwestern Indiana. From this plan and with funding from the four counties and the Indiana Department of Commerce, the Southwestern Indiana Regional Development Commission (SWIRDC) became operational in 2002 and is in the process of seeking EDD status. SWIRDC staff is housed at USI which provides management support for and facilitates the economic and workforce development initiatives of the Commission.

*“The University of Southern Indiana is a very valuable economic development resource in southwest Indiana and the entire tri-state region. Because of USI, the citizens of the region have easy access to affordable college education. Courses in many different subjects have enabled many residents of the area to enhance their skills, qualify for better jobs, and obtain college degrees. With a growing pool of university graduates, the Evansville region is becoming more attractive to companies that are engaged in high technology processes and advanced manufacturing. Toyota Motor Manufacturing Indiana is the area's leading example of such a company.*”

*Not only does the University of Southern Indiana provide educational opportunities that enhance the regional workforce, it also serves as a catalyst for economic development by its sponsorship and support of programs such as the Tri-State World Trade Council, the Southwestern Indiana Regional Development Commission, and the Southern Indiana Rural Development Partnership. The University leaders are involved in the region and have encouraged others to become involved in addressing regional problems and opportunities.”*

Ken Robinson  
President, Vision 2000

University partnerships with state and regional agencies and other organizations in providing selected outreach initiatives also promote the State’s interest in international trade, tourism development, and regional leadership development.

- USI provides management support for and facilitates the activities of the Tri-State World Trade Council, an alliance of businesses, industries, government agencies, and educational institutions that assists regional companies in expanding their international business presence.
- Historic New Harmony, an extended services project of the University, operates a unified program with the Indiana Department of Natural Resources, State Museum and Historic Sites, to preserve, interpret, and manage the heritage, culture, and historic properties of this important site of two historic utopian cultures. Other partners in promoting New Harmony as a destination for heritage tourism and educational and cultural programs include private business interests and foundations, regional agencies, and local government.
- The University’s Historic Southern Indiana Project is a 26-county alliance of educational institutions, local governments, historic sites, state agencies, and individuals focusing on the development of heritage tourism throughout southern Indiana. HSI provided leadership to the Ohio River Scenic Route project.

- Regional theatre is provided by the USI School of Liberal Arts with the New Harmony Theatre during the summer months. In partnership with the Department of Natural Resources, the School also produces *Young Abe Lincoln* and to other summer musicals at Lincoln Amphitheatre in Lincoln State Park.
- USI partners with the Indiana Small Business Development Center (ISBDC) and the Southern Indiana Rural Development Project (SIRDP) to provide a series of entrepreneurship training programs at rural locations in southwest Indiana.
- With funding from a private foundation, USI, the Guadalupe Center in Dubois County, and the Metropolitan Evansville Chamber's English as a Second Language (ESL) Task Force are conducting a survey of area employers to determine the educational and training needs of the region's expanding Hispanic population and to develop appropriate training programs.
- The School of Business Center for Business and Economic Research produces the Evansville Fact Book, a report of economic indicators for the region, and produces cost-of-living indices for rural counties in southwest Indiana. Other projects include expansion impact studies for Toyota Motor Manufacturing Indiana, a regional hospital, and Evansville Association of Retarded Citizens (ARC). The Center conducted a workforce education and training needs study for the Perry County Development Corporation. Currently, the Center is working with the Southwest Indiana Regional Development Commission (SWIRDC) on a benchmarking study of the regional economy and an economic impact study of the New Harmony bridge. The School of Business partnered with four area employers to secure DWD funding to enable workers to upgrade information technology skills and to seek proficiency in computer systems maintenance and management through a new 30-hour post-baccalaureate program.
- Several partnerships with local health providers including the region's two largest hospitals (Deaconess and St. Mary's) make possible clinical placements in the nursing and health professions. The School of Nursing and Health Professions engages in a variety of projects with pharmaceutical companies to educate health care professionals. The most significant is with DuPont which funded the development of an Anticoagulation Therapy Management Certificate program to provide continuing

education for practitioners. To date, program participants have come from 47 states and four countries. USI, in cooperation with the Evansville Center for Medical Education of the Indiana University School of Medicine, established a Baccalaureate/Doctor of Medicine (B/MD) program. This program, available only to a limited number of academically talented students, offers joint admission to USI's pre-medical program and, provisionally, to the Indiana University School of Medicine Evansville Center. In the first two years, the program has enrolled the maximum students, six each year.

- The Department of Geology partners with geologists at Washington University and the University of Memphis in a seismic monitoring project. This collaboration generates data useful for land-use planning, emergency management, and building code development.
- Partnerships with North High School, Culver and Marris Elementary Schools, and Helfrich Middle School engage faculty from the Bower-Suhrheinrich School of Education and Human Services in collaborative projects to improve the teaching and learning process and provide in-depth field experiences for teacher education students. The School also developed a grant-funded project which involved USI faculty and 40 teachers from surrounding school districts in revising curricula to address Indiana Standards for K-12 students. The School developed a second grant-funded project in partnership with school districts in Posey, Vanderburgh, and Warrick counties to recruit non-teaching professionals to a transition-to-teaching program. Fifteen students completed the program in 2002.

## **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 student's skills and work ethic. Many of these experiences lead to full-time employment after graduation. The University estimates that three-

fourths of its students are employed while attending college and about half of that number work in excess of 20 hours a week. These work experiences also can lead to permanent employment. USI strives to keep its graduates employed in the thriving southern Indiana economy.

Each year, the USI Office of Career Services and Placement surveys the graduating class to determine the placement rate in field of study, beginning salaries, and geographic location. For the Class of 2001, nearly 90 percent live, work, and use services in Indiana. Seventy-three percent accepted employment within a 60-mile radius of USI.

Further, a national and state shortage of teachers is predicted. The high demand is prompting responses from government and higher education institutions, creating alternative teacher certification methods to quickly place teachers into the classroom. Many people are turning to teaching as a second career or later in life. The University of Southern Indiana has responded to this need and has implemented a fast-track certification program for people with academic preparation in high-need disciplines.

In addition, the institution continues to provide a wide range of non-degree programming in the form of workshops, training programs, on-site delivery, and seminars designed to respond to business and industrial needs. Of the more than 9,000 people who enroll annually in noncredit courses, more than 7,000 participate in education and training programs provided by USI's Organizational and Professional Development Group.

# QUALITY IMPROVEMENT INITIATIVES 2003-2005

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The University of Southern Indiana received authorization from the Indiana Commission for Higher Education to offer a Bachelor of Science in Engineering degree beginning in fall 2002. The Engineering program is designed to meet the needs of students who seek careers in engineering and area employers who seek engineering graduates. The availability of this new program will help promote continued economic development in southern Indiana and throughout the region. It will provide the kind of training that will produce graduates with high-tech skills who can meet the workforce needs of a changing world economy.

The Engineering program at USI is interdisciplinary in nature and emphasizes engineering practice. Coursework in the Engineering program is laboratory intensive and requires students to obtain hands-on experience using modern engineering equipment. Designed to meet the needs of students and employers in southern Indiana, the program builds on USI's solid history of providing courses and degrees in Engineering Technology.

Since the inception of associate degree Engineering Technology programs at the University of Southern Indiana in 1976, the laboratory space has remained essentially unchanged. Although computer workstations, computer-aided design and mapping equipment, and automated surveying equipment have been acquired in the past decade, most major laboratory equipment is nearing the end of its useful life and needs to be replaced. Instructional spaces designed for typical laboratory benches of the 1970s need to be reconfigured to accommodate computer-based simulation equipment for laboratory exercises. For more than five years, there has been a pressing need to add automated manufacturing and robotics equipment.

In the proposal for establishment of an Engineering degree program, the University indicated that conversion of the existing three Engineering Technology programs into a single Engineering program could be done at no incremental cost to the University. It also was noted that existing Engineering Technology facilities and equipment were in serious need of upgrade and that additional funds would be needed to either maintain programs in Engineering Technology or to move to Engineering.

The Bachelor of Science in Engineering program was developed in accordance with the report entitled "*Framework for Addressing the Needs for Engineering Programs in Southwestern*

*Indiana*” distributed at the March 2002 meeting of the Commission for Higher Education. In addition to specifying articulation between the Engineering programs at Purdue University, University of Evansville, and USI, the report indicates that the existing USI Engineering Technology programs will be consolidated into a program in Manufacturing Technology, with a request of approval of that baccalaureate degree program by spring 2004.

To successfully implement the new Bachelor of Science in Engineering degree program, funds are requested as outlined in the program request approved by the Commission for Higher Education in May 2002. In the 2003-2005 biennium, the University of Southern Indiana requests quality improvement funds to support the new Engineering program in two primary ways.

- Initially, funds will be invested in the infrastructure, primarily facilities and equipment, to support the Engineering program. Most of the expenditures will be one-time, non-recurring outlays. Examples of these improvements include: renovation, reconfiguration, and re-equipment of existing laboratory and classroom space, incorporation of modern instructional technology in all lecture rooms, construction of and equipment for an Automated Manufacturing Laboratory, and replacement of the existing Geographic Information Systems equipment, software, computers, and peripherals.
- Funds also will be used to meet recurring programmatic needs, primarily in the areas of faculty salaries, equipment, technology, software, supplies, and other operating needs. Additional Engineering faculty also will be needed as the program grows and expands. Computer software used in Engineering changes rapidly and requires replacement and upgrade on a continuing basis. Engineering instrumentation requires replacement to ensure currency of course content.

## **FUNDING REQUEST**

To carry out the understandings of the *Framework* and consistent with the recommendations of the Indiana Commission for Higher Education, the University requests quality improvement funds to restructure and expand engineering laboratory space, acquire modern laboratory equipment to replace equipment nearing the end of its useful life, and to add laboratories needed to implement expanded offerings in automated manufacturing.

The University of Southern Indiana's quality improvement funding request for *Engineering Equipment and Program Needs* is: \$253,100 in FY 2003-2004 and \$326,800 in FY 2004-2005 for a total of \$579,900 in the second year of the biennium.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

April 26, 2002

**I. Prepared by Institution**

Institution/Location: University of Southern Indiana to be offered in Evansville

Program: B.S. in Engineering

	Year 1 FY2003	Year 2 FY2004	Year 3 FY2005	Year 4 FY2006	Year 5 FY2007
Enrollment Projections (Headcount)					
Full-Time	<u>84</u>	<u>139</u>	<u>185</u>	<u>236</u>	<u>276</u>
Part-Time	<u>0</u>	<u>0</u>	<u>3</u>	<u>9</u>	<u>17</u>
Total	<u>84</u>	<u>139</u>	<u>188</u>	<u>245</u>	<u>293</u>
Enrollment Projections (FTE)					
Full-Time	<u>83</u>	<u>141</u>	<u>189</u>	<u>243</u>	<u>285</u>
Part-Time	<u>0</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>9</u>
Total	<u>83</u>	<u>141</u>	<u>191</u>	<u>248</u>	<u>294</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>21</u>	<u>43</u>
New State Funds Requested (Actual) *	<u>14,400</u>	<u>253,100</u>	<u>579,900</u>	<u>620,825</u>	<u>816,925</u>
New State Funds Requested (Increases) *	<u>14,400</u>	<u>238,700</u>	<u>326,800</u>	<u>40,925</u>	<u>196,100</u>

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	<u>14,400</u>	<u>253,100</u>	<u>579,900</u>	<u>620,825</u>	<u>816,925</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>14,400</u>	<u>238,700</u>	<u>326,800</u>	<u>40,925</u>	<u>196,100</u>

CHE Code: 00-64  
 Campus Code: 1808  
 County Code: 82  
 Degree Level: 3  
 CIP Code: 140101

Comment: Budget calculations are based on the assumption that Year 1 = FY2003.

\* Excludes new state dollars that may be provided through enrollment change funding.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY (Cont'd.)**

April 26, 2002

**I. Prepared by Institution**

Institution/Location: University of Southern Indiana

Program: B.S. in Engineering

	Year 6 FY2008	Year 7 FY2009	Year 8 FY2010
Enrollment Projections (Headcount)			
Full-Time	<u>293</u>	<u>309</u>	<u>312</u>
Part-Time	<u>23</u>	<u>27</u>	<u>37</u>
Total	<u>316</u>	<u>336</u>	<u>349</u>
Enrollment Projections (FTE)			
Full-Time	<u>304</u>	<u>322</u>	<u>326</u>
Part-Time	<u>12</u>	<u>14</u>	<u>19</u>
Total	<u>316</u>	<u>336</u>	<u>345</u>
Degree Completions Projection	<u>46</u>	<u>53</u>	<u>56</u>
New State Funds Requested (Actual) *	<u>816,925</u>	<u>816,925</u>	<u>816,925</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	<u>816,925</u>	<u>816,925</u>	<u>816,925</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

# **SUMMARY OF THE UNIVERSITY OF SOUTHERN INDIANA'S 2003-2005 OPERATING BUDGET REQUEST**

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The key elements of the University of Southern Indiana's 2003-2005 Operating Budget Request are outlined below.

- ***Funding for Maintenance of Current Programs in both years in the 2003-2005 biennium.***
- ***Base adjustments for Prior Increases in Enrollment and Plant Expansion.***
- ***Funding for Quality Improvement Initiatives:***
  - *Engineering Equipment and Program Needs*
- ***Line Item Appropriation Request:***
  - *Historic New Harmony*
  - *Lincoln Amphitheatre*
- ***Authorization and Funding for two Capital Projects:***
  - *Library/Classroom Expansion/Renovation*
  - *University Center Expansion – (Authorization Only – no state funds)*
- ***Full Funding of the Repair and Rehabilitation and Infrastructure formulas in both years of the 2003-2005 biennium.***

The University of Southern Indiana requests support from the State of Indiana for its 2003-2005 Operating Budget Request. The funding requested for growth in enrollment, maintenance of current programs, support for quality improvement initiatives, capital projects, and repair and rehabilitation projects is needed for the University to be able to serve the southern Indiana region and to help achieve the goals of the State.

SUMMARY I  
SUMMARY OF 2003-05 OPERATING REQUEST  
UNIVERSITY OF SOUTHERN INDIANA

<u>EXPENDITURE BUDGET CHANGES</u>	2002-03	2003-04 REQUEST			2004-05 REQUEST			TOTAL BIENNIUM
	BUDGET TOTAL (\$)	CHANGE (\$)	(%)	TOTAL (\$)	CHANGE (\$)	(%)	TOTAL (\$)	
<b>I. BASE ADJUSTMENTS</b>								
A. Enrollment Change		1,564,500		1,564,500	0		1,564,500	3,129,000
B. Plant Expansion		969,607		969,607	0		969,607	1,939,214
C. Other		100,000		100,000	0		100,000	200,000
<b>SUBTOTAL</b>		2,634,107		2,634,107	0		2,634,107	5,268,214
<b>II. PRICE INFLATION</b>								
A. Personal Services	42,734,520	854,690	2.0%	43,589,210	871,784	2.0%	44,460,994	88,050,204
B. Supplies and Expense	12,811,627	128,117	1.0%	12,939,744	129,396	1.0%	13,069,140	26,008,884
C. Student Assistance	2,030,037	40,601	2.0%	2,070,638	41,413	2.0%	2,112,051	4,182,689
<b>SUBTOTAL</b>	57,576,184	1,023,408		58,599,592	1,042,593		59,642,185	118,241,777
<b>III. QUALITY IMPROVEMENTS</b>								
A. Engineering Equipment & Program Needs		253,100		253,100	326,800		579,900	833,000
<b>SUBTOTAL</b>		253,100	0.4%	253,100	326,800	0.5%	579,900	833,000
<b>TOTAL EXPENDITURE BUDGET</b>	57,576,184	3,910,615	6.8%	61,486,799	1,369,393	2.2%	62,856,192	124,342,991
<u>INCOME BUDGET</u>								
<b>I. STUDENT FEES</b>								
A. Rate Change								
1. Gross Fee Base	29,671,762	593,435	2.0%	30,265,197	605,304	2.0%	30,870,501	61,135,698
2. Academic Facility Fees	(3,993,193)	(1,868,973)	46.8%	(5,862,166)	2,751	0.0%	(5,859,415)	(11,721,581)
3. Other Dedicated/Restricted Fees	(3,325,343)	0	0.0%	(3,325,343)	0	0.0%	(3,325,343)	(6,650,686)
<b>SUBTOTAL (= Net Unrestricted Fees)</b>	22,353,226	(1,275,538)	-5.7%	21,077,688	608,055	2.9%	21,685,743	42,763,431
<b>II. FEDERAL FUNDS</b>								
<b>III. STATE APPROPRIATIONS</b>								
A. Operating Expense	30,415,433	3,317,180	10.9%	33,732,613	764,089	2.3%	34,496,702	68,229,315
B. Fee Replacement Base	3,993,193	1,868,973	46.8%	5,862,166	(2,751)	0.0%	5,859,415	11,721,581
C. Technology Funds per HEA 1196	814,332	0	0.0%	814,332	0	0.0%	814,332	1,628,664
<b>SUBTOTAL</b>	35,222,958	5,186,153	14.7%	40,409,111	761,338	1.9%	41,170,449	81,579,560
<b>TOTAL INCOME BUDGET</b>	57,576,184	3,910,615	6.8%	61,486,799	1,369,393	2.2%	62,856,192	124,342,991

SERVICES I

SUMMARY OF EDUCATIONAL SERVICES FOR 2003-05 BIENNIUM

UNIVERSITY OF SOUTHERN INDIANA

EDUCATIONAL SERVICES	2002-03	2003-04 REQUEST			2004-05 REQUEST		
	BUDGET TOTAL \$	Unit (\$/FTE)	Activity Level (FTE)	Total \$	Unit (\$/FTE)	Activity Level (FTE)	Total \$
INSTRUCTION							
A. On-Campus for Credit Instruction							
1. Vocational/Technical	0	#DIV/0!	0	0	#DIV/0!	0	0
2. Baccalaureate	1	#DIV/0!	0	0	#DIV/0!	0	0
3. Graduate	0	0	406	0	0	418	0
<b>SUBTOTAL CREDIT INSTRUCTION</b>	<u>55,546,147</u>		<u>8,199</u>	<u>59,416,161</u>		<u>8,444</u>	<u>60,744,141</u>
C. On/Off Campus Non-Credit	<u>0</u>			<u>0</u>			<u>0</u>
<b>SUBTOTAL ALL INSTRUCTION</b>	55,546,147		8,199	59,416,161		8,444	60,744,141
RESEARCH							
PUBLIC SERVICE							
STUDENT ASSISTANCE							
A. Fee Remissions	<u>2,030,037</u>			<u>2,070,638</u>			<u>2,112,051</u>
<b>TOTAL EDUCATIONAL SERVICE BUDGET</b>	<u><u>57,576,184</u></u>			<u><u>61,486,799</u></u>			<u><u>62,856,192</u></u>

EXPENDITURES I

EXPLANATION OF MAINTENANCE/PRICE INFLATION BUDGET CHANGES

UNIVERSITY OF SOUTHERN INDIANA

	2002-03 Base Budget Expenditures	2003-04		2004-05	
		Projected Change \$	Total Budget	Projected Change \$	Total Budget
<b>A. <u>PERSONAL SERVICES</u></b>					
1. Salaries & Wages	32,105,170	642,103	32,747,273	654,945	33,402,218
2. Staff Benefits					
a. Retirement Programs					
(1) PERF	492,212	9,844	502,056	10,041	512,097
(2) TRF	25,448	509	25,957	519	26,476
(3) TIAA/CREF	3,178,000	63,560	3,241,560	64,831	3,306,391
b. Social Security	2,408,279	48,166	2,456,445	49,129	2,505,574
c. Life Insurance	128,915	2,578	131,493	2,630	134,123
d. Health Insurance	4,166,941	83,339	4,250,280	85,006	4,335,286
e. Employee Remitted Fees	229,555	4,591	234,146	4,683	238,829
SUBTOTAL STAFF BENEFITS	10,629,350	212,587	10,841,937	216,839	11,058,776
<b>TOTAL PERSONAL SERVICES</b>	<b>42,734,520</b>	<b>854,690</b>	<b>43,589,210</b>	<b>871,784</b>	<b>44,460,994</b>
<b>B. <u>SUPPLIES &amp; EXPENSES</u></b>					
1. General S & E	9,668,035	96,680	9,764,715	97,647	9,862,362
2. Energy					
a. Electricity	1,578,432	15,784	1,594,216	15,942	1,610,158
b. Natural Gas	437,369	4,374	441,743	4,417	446,160
c. Energy Management Debt Service	170,250	1,703	171,953	1,720	173,673
SUBTOTAL ENERGY	2,186,051	21,861	2,207,912	22,079	2,229,991
3. Utilities					
a. Water	135,690	1,357	137,047	1,370	138,417
b. Sewer	233,395	2,334	235,729	2,357	238,086
SUBTOTAL UTILITIES	369,085	3,691	372,776	3,727	376,503
4. Property & Liability Insurance	588,456	5,885	594,341	5,943	600,284
<b>TOTAL SUPPLIES &amp; EXPENSES</b>	<b>12,811,627</b>	<b>128,117</b>	<b>12,939,744</b>	<b>129,396</b>	<b>13,069,140</b>
<b>SUBTOTAL</b>	<b>55,546,147</b>	<b>982,807</b>	<b>56,528,954</b>	<b>1,001,180</b>	<b>57,530,134</b>
<b>C. <u>STUDENT ASSISTANCE</u></b>	<b>2,030,037</b>	<b>40,601</b>	<b>2,070,638</b>	<b>41,413</b>	<b>2,112,051</b>
<b>GRAND TOTAL BASE BUDGET</b>	<b>57,576,184</b>	<b>1,023,408</b>	<b>58,599,592</b>	<b>1,042,593</b>	<b>59,642,185</b>

EXPENDITURES II-A  
 FACULTY INSTRUCTIONAL WORKLOAD AND COMPENSATION TABLE - FALL 2001  
 UNIVERSITY OF SOUTHERN INDIANA

	Head Count	Percent Tenured	Unrestricted FTE	Instruction Only		
				Sections	Course Credit Hours	Student Credit Hours
1. Tenure-Track, Full-Time Faculty	179	63.13%	152.251	604.875	1,769.375	49,428.00
2. Non-Tenure-Track, Full-Time Faculty	106	n.a.	93.060	347.750	967.250	26,382.00
3. Part-Time Faculty						
a. Adjunct Faculty	293	n.a.	127.537	484.500	1,359.500	34,323.00
b. Graduate Assistants	0	n.a.	0.000	0.000	0.000	0.00
SUBTOTAL -- Part-Time Faculty	293	n.a.	127.537	484.500	1,359.500	34,323.00
SUBTOTAL -- Faculty	578	n.a.	372.848	1,437.125	4,096.125	110,133.00
4. Other Instructors	12	n.a.	n.a.	58.125	172.125	916.00
TOTAL -- Faculty and Other Instructors	590	n.a.	372.848	1,495.250	4,268.250	111,049.00

EXPENDITURES II-B  
 BREAKDOWN OF SECTIONS BY INSTRUCTIONAL FORMAT - FALL 2001

Sections taught by Means of Group Instruction	1,442.000
Equivalent Sections Generated through Individualized Instruction	53.250
Equivalent Sections Generated by Theses and Dissertations	0.000
<b>Total Number of Sections and Equivalent Sections</b>	<b>1,495.250</b>

EXPENDITURES III-A

SALARY COMPENSATION STATISTICS FOR THE 2000-01 FISCAL YEAR  
UNIVERSITY OF SOUTHERN INDIANA

NOTE: Will be completed for submission by November 15, 2002

	Faculty	Executive Administration & Management	Other Administrative	Other Professional	Technical & Para- Professional	Clerical & Secretarial	Skilled Crafts	Service/ Maintenance/ Food Service	Graduate Assistants	Total Employees
A. For Employees as of November 1, 2000										
Headcount										
Full-Time *	271	67		143	20	153	34	70		758
Full-Time FTE *	267.90	66.9		141.95	19.83	150.83	33.75	70		751.16
Part-Time	271	0		70	7	80	1	27	11	467
Part-Time FTE	130.10								5.83	135.93
Total Salaries										
Full-Time	12,536,540	4,320,160		4,730,844	567,213	2,850,078	884,298	1,276,119		27,165,253
Part-Time **	1,007,743								70,720	1,078,463
Average Salary/FTE										
Full-Time	46,796	64,576		33,328	28,604	18,896	26,201	18,230		36,164
Part-Time	7,746								12,130	7,934
Total Compensation										
Full-Time	16,077,744	5,564,204		6,091,921	737,149	3,732,320	1,147,829	1,710,273		35,061,439
Part-Time **	1,084,835								70,720	1,155,555
Average Comp										
Full-Time	60,014	83,172		42,916	37,173	24,745	34,010	24,432		46,676
Part-Time	8,338								12,130	8,501
B. For continuing full-time employees FY 1999 to FY 2000										

\* Includes part-time who receive benefits

\*\* Information not available

EXPENDITURES III-B

SALARY COMPENSATION STATISTICS FOR THE 2001-02 FISCAL YEAR  
UNIVERSITY OF SOUTHERN INDIANA

NOTE: Will be completed for submission by November 15, 2002

	Faculty	Executive Administration & Management	Other Administrative	Other Professional	Technical & Para- Professional	Clerical & Secretarial	Skilled Crafts	Service/ Maintenance/ Food Service	Graduate Assistants	Total Employees
A. For Employees as of November 1, 2001										
Headcount										
Full-Time *	275	66		154	34	161	34	77	0	801
Full-Time FTE *	273.65	65.9		153	33.83	159.38	34	76.5		796.26
Part-Time	254			57	8	86	2	24	10	441
Part-Time FTE	139.02								5.3	144.32
Total Salaries										
Full-Time	13,045,066	4,375,784		5,222,966	904,418	3,053,314	917,358	1,431,788		28,950,693
Part-Time	1,107,402			129,520	50,354	213,845	15,334	62,806	64,345	1,643,605
Average Salary/FTE										
Full-Time	47,671	66,400		34,137	26,734	19,157	26,981	18,716		36,358
Part-Time **	7,966			2,272	6,294	2,487	7,667	2,617	12,141	
Total Compensation										
Full-Time	16,903,060	5,667,950		6,782,073	1,184,732	4,047,315	1,202,450	1,918,980		37,706,560
Part-Time	1,192,118			139,428	54,207	230,204	16,507	67,610	64,345	1,764,419
Average Comp										
Full-Time	61,769	86,008		44,327	35,020	25,394	35,366	25,085		47,355
Part-Time **	8,575			2,446	6,776	2,677	8,254	2,817	12,141	
B. For continuing full-time employees FY 2000 to FY 2001										
Average Salary Percent Change										
	2.60%	2.87%		3.21%	3.23%	3.86%	3.21%	5.64%	-	3.24%
Average Total Compensation Percent Change										
	4.27%	3.44%		5.40%	5.00%	5.09%	4.67%	7.27%	-	4.64%

\* Includes part-time who receive benefits

\*\* Average based on headcount and does not reflect FTE assignment levels.

EXPENDITURES IV

PLANT EXPANSION CHANGE SUMMARY

UNIVERSITY OF SOUTHERN INDIANA

	Estimated 2002-03	Requested 2003-04		Requested 2004-05	
		Increase	Total	Increase	Total
1. Science/Education Classroom Building	0	969,607	969,607	0	969,607
<b>TOTAL</b>	<u>0</u>	<u>969,607</u>	<u>969,607</u>	<u>0</u>	<u>969,607</u>

EXPENDITURES IV (A)  
 PLANT EXPANSION BUDGET ANALYSIS  
 UNIVERSITY OF SOUTHERN INDIANA

I. BUDGET INFORMATION

	<u>2003-04 Expenditure Amount</u>	<u>2004-05 Expenditure Amount</u>
Science/Education Classroom Building		
1. a. Occupancy Date: May 2003		
b. Plant Expansion Begins Date: May 2003		
2. Square Feet		
a. Assignable: 74,780		
b. Gross: 115,000		
c. Assignable SF Classified as Research/Nonclass Lab: 0		
3. Operating Cost		
a. Personal Services	\$275,908	\$275,908
b. Fuel (Natural Gas)	\$51,520	\$51,520
c. Utilities (Electricity, Water, and Sewer)	\$228,045	\$228,045
d. Supplies and Expense	\$413,862	\$413,862
e. Other (Insurance)	\$62,215	\$62,215
f. Total Expenditure	\$1,031,550	\$1,031,550
4. Existing Resources Available for Reallocation	\$0	\$0
5. Net Additional Expenditures	\$1,031,550	\$1,031,550
6. Operating Cost Per Assignable Square Foot	\$13.794	\$13.794

In 2002-03, \$61,943 was appropriated for plant expansion reflecting a portion of the annual expenditures amount. In 2003-04, the remaining plant expansion funding is requested (\$1,031,550 total - \$61,943 funded = \$969,607 remaining funding).

EXPENDITURES V

PRIORITIZED QUALITY IMPROVEMENT INITIATIVES

UNIVERSITY OF SOUTHERN INDIANA

Priority	Initiative	2003-04 Projected Change	2004-05	
			Projected Change	Total
1. Engineering Equipment & Program Needs	Renovation & Modernization of Laboratory Space and Acquisition & Upgrade of Equipment	253,100	326,800	579,900
	Total	253,100	326,800	579,900

EXPENDITURES V (A)

QUALITY IMPROVEMENT INITIATIVE PERFORMANCE MEASUREMENT

UNIVERSITY OF SOUTHERN INDIANA

1. **Engineering Equipment and Program Needs**

The University of Southern Indiana has positioned itself to respond with appropriate and needed educational programs and services to further growth and progress throughout southern Indiana and the region. The Bachelor of Science in Engineering program was developed in response to the needs of students and employers in the region. The degree program was developed in accordance with the report entitled "Framework for Addressing the Needs of Engineering Programs in Southwestern Indiana" and was approved by the Indiana Commission for Higher Education in May 2002. To carry out the understanding of the *Framework* and the Commission's recommendations to provide increased engineering in southwest Indiana, quality improvement funds are requested to restructure and expand engineering laboratory space, acquire modern laboratory equipment, add laboratories to implement expanded offerings, and meet recurring programmatic needs. The following funds are requested:

	<u>2003-2004</u> <u>Projected Change</u>	<u>2004-2005</u> <u>Projected Change</u>	<u>Total</u>
<i>Renovation and Modernization of Laboratory Space; Acquisition and Upgrade of Equipment</i>	\$ 253,100	\$ 326,800	\$ 579,900
<i>Funding Request for 2003-2005:</i>	<u>\$ 253,100</u>	<u>\$ 326,800</u>	<u>\$ 579,900</u>

EXPENDITURES VIII  
STUDENT ASSISTANCE BUDGET ANALYSIS  
UNIVERSITY OF SOUTHERN INDIANA

	2000-01 Actual		2001-02 Actual		2002-03 Budgeted		2003-04 Projected		2004-05 Projected	
	Awards	\$	Awards	\$	Awards	\$	Awards	\$	Awards	\$
A. <u>Fee Remissions</u>										
1. <u>Statutory (Resident)</u>										
a. County Scholarships IC 20-12-60-1										
b. Other Statutory Remissions (Identify)										
<b>SUBTOTAL</b>	0	0	0	0	0	0	0	0	0	0
2. <u>Other Undergraduate</u>										
a. Resident										
(1) Need based	126	22,800	93	16,600	93	83,390	93	85,058	93	86,759
(2) Other criteria	1,287	1,141,053	1,276	1,126,601	1,276	1,144,140	1,276	1,167,023	1,276	1,190,363
<b>SUBTOTAL</b>	1,413	1,163,853	1,369	1,143,201	1,369	1,227,530	1,369	1,252,081	1,369	1,277,122
b. Non-Resident										
(1) Need based										
(2) Other criteria	315	713,424	363	805,947	363	802,507	363	818,557	363	834,929
<b>SUBTOTAL</b>	315	713,424	363	805,947	363	802,507	363	818,557	363	834,929
3. <u>Other Graduate</u>										
a. Resident	1	441	1	252						
b. Non-Resident			1	4,977						
<b>SUBTOTAL</b>	1	441	2	5,229	0	0	0	0	0	0
<b>**TOTAL REMITTED FEES**</b>	1,729	1,877,718	1,734	1,954,377	1,732	2,030,037	1,732	2,070,638	1,732	2,112,051
B. <u>Undergraduate Scholarships, Awards and Other Grants</u>										
a. Resident										
(1) Need based										
(2) Other criteria	1	584	5	3,917						
b. Non-Resident										
(1) Need based										
(2) Other criteria										
<b>SUBTOTAL</b>	1	584	5	3,917	0	0	0	0	0	0
C. <u>Graduate Fellowships, Awards, and Other Grants</u>										
a. Resident	21	27,767								
b. Non-Resident										
<b>SUBTOTAL</b>	21	27,767	0	0	0	0	0	0	0	0
D. <u>Loan Programs (Matching Funds Only)</u>										
a. Resident										
b. Non-Resident										
<b>SUBTOTAL</b>	0	0	0	0	0	0	0	0	0	0
<b>**TOTAL STUDENT AID**</b>	1,751	1,906,069	1,739	1,958,294	1,732	2,030,037	1,732	2,070,638	1,732	2,112,051
<u>RECAP</u>										
Resident Student Aid	1,436	1,192,645	1,375	1,147,370	1,369	1,227,530	1,369	1,252,081	1,369	1,277,122
Non-Resident Student Aid	315	713,424	364	810,924	363	802,507	363	818,557	363	834,929
<b>**TOTAL STUDENT AID**</b>	1,751	1,906,069	1,739	1,958,294	1,732	2,030,037	1,732	2,070,638	1,732	2,112,051

EXPENDITURES X

CHANGING CAMPUS EXPENDITURE ADJUSTMENT  
FOR ENROLLMENT CHANGE  
2003-05 BIENNIUM

UNIVERSITY OF SOUTHERN INDIANA

	4 Year Average 1998-02	Actual 2000-01	Estimated 2001-02 (1)	Projected 2002-03 (2)	Projected 2003-04 (2)	4 Year Average 2000-04
A. Indiana Resident FTE Enrollment						
1. Undergraduate		6,392	6,569	6,766	6,969	
2. Graduate/Professional		251	313	322	332	
B. Reciprocity Non-Resident FTE Enrollment						
1. Undergraduate		306	292	301	310	
2. Graduate/Professional		24	24	25	26	
C. Total Eligible FTE Enrollment (A+B)	6,859	6,973	7,198	7,414	7,637	7,306
D. FTE Enrollment Change						
1. Line C: 2000-04 4-Year Average FTE	7,306					
2. Line C: 1998-02 4-Year Average FTE	6,859					
3. Enrollment Change	447					
4. Adjustment Amount Per FTE	\$3,500					
5. Adjustment	\$1,564,500					

Note (1): The data for 2001-02 is preliminary. The data submitted on the SIS tape may vary slightly from the data presented on this schedule.

Note (2): The projected FTE enrollment for 2002-03 and 2003-04 is based on a 3% enrollment increase assumption.

EXPENDITURES XI

GENERAL FUND EXPENDITURES FOR COMPUTING TECHNOLOGY

UNIVERSITY OF SOUTHERN INDIANA

	<u>Actual 2000-01</u>	<u>Actual 2001-02</u>	<u>Budgeted 2002-03</u>
<b>A. COMPUTER EQUIPMENT &amp; SOFTWARE</b>			
1. Computer Equipment Purchase	1,789,612	1,118,565	1,539,578
2. Computer Equipment Maintenance	492,870	606,235	540,632
3. Computer Software Purchase	285,377	74,573	41,057
4. Computer Software Rental	265,557	146,088	286,155
5. Computer Software Maintenance	<u>207,276</u>	<u>399,669</u>	<u>238,202</u>
<b>SUBTOTAL</b>	3,040,692	2,345,130	2,645,624
<b>B. PERSONAL SERVICES</b>			
1. Computer Center	1,243,733	1,363,992	1,521,879
2. Academic Computer Labs	242,027	241,908	244,112
3. Library Technology	87,549	90,081	94,646
4. Distance Education	183,898	191,846	212,264
5. University Departments	481,934	507,575	571,587
6. Computer Maintenance Fund	284,639	284,425	280,283
7. Web Services	<u>        </u>	<u>67,698</u>	<u>136,225</u>
<b>SUBTOTAL</b>	2,523,780	2,747,525	3,060,996
<b>TOTAL</b>	5,564,472	5,092,655	5,706,620

The total expenditures for 2000-01 include expenditures from the one-time state appropriation for technology.

INCOME I

GROSS STUDENT FEE REVENUE ANALYSIS

UNIVERSITY OF SOUTHERN INDIANA

	2000-01 (Actual)		2001-02 (Actual)		Base Year 2002-03 (Budgeted)		2003-04 (Projected)		2004-05 (Projected)	
	Unrestricted	Restricted/ Auxiliary	Unrestricted	Restricted/ Auxiliary	Unrestricted	Restricted/ Auxiliary	Unrestricted	Restricted/ Auxiliary	Unrestricted	Restricted/ Auxiliary
<b>I. BUDGET INFORMATION</b>										
<b>A. Instructional and Academic Facilities Fee Revenue</b>										
1. Resident										
a. Undergraduate	16,611,197		18,121,782		19,844,062		20,305,542		20,776,252	
b. Graduate	956,489		1,218,911		1,334,755		1,365,796		1,397,457	
2. Non-Resident										
a. Undergraduate	3,158,005		3,783,061		4,142,601		4,238,938		4,337,203	
b. Graduate	166,222		179,712		196,791		201,368		206,036	
<b>SUBTOTAL</b>	<u>20,891,913</u>		<u>23,303,466</u>		<u>25,518,209</u>		<u>26,111,644</u>		<u>26,716,948</u>	
<b>B. Other Fees</b>										
1. Continuing Education	119,722		127,470		175,120		175,120		175,120	
2. Special Course Fees (Lab)	399,123		546,881		443,640		443,640		443,640	
3. Incidental Student Fees	225,230		217,453		165,450		165,450		165,450	
4. Medical Education Students	62,281		63,602		44,000		44,000		44,000	
<b>SUBTOTAL</b>	<u>806,356</u>		<u>955,406</u>		<u>828,210</u>		<u>828,210</u>		<u>828,210</u>	
<b>C. Gross Unrestricted Fees</b>	21,698,269		24,258,872		26,346,419		26,939,854		27,545,158	
<b>D. Academic Facilities Fees Contained in (A)</b>										
1. Debt Service	3,798,647		3,883,595		3,993,193		5,862,166		5,859,415	
2. Coverage or Reserve Requirements										
<b>SUBTOTAL</b>	<u>3,798,647</u>		<u>3,883,595</u>		<u>3,993,193</u>		<u>5,862,166</u>		<u>5,859,415</u>	
<b>E. Net Unrestricted Fees</b>	17,899,622		20,375,277		22,353,226		21,077,688		21,685,743	
<b>F. Other Dedicated Fee Revenue</b>										
1. Student Activities										
a. Student Programs		503,909		1,233,021		1,154,593		1,154,593		1,154,593
b. Student Publications		18,985		18,893		14,365		14,365		14,365
c. Intercollegiate Athletics		644,444		697,875		758,191		758,191		758,191
d. Student Service Fee		34,327		32,667		38,207		38,207		38,207
2. Performance Facilities										
a. University Center		681,855		675,512		749,354		749,354		749,354
b. Fitness Center Financing Reserve		591,111		0		0		0		0
3. Parking Facilities		38,072		37,445		48,133		48,133		48,133
4. Technology Fee						562,500		562,500		562,500
<b>SUBTOTAL</b>		<u>2,512,703</u>		<u>2,695,413</u>		<u>3,325,343</u>		<u>3,325,343</u>		<u>3,325,343</u>
<b>G. GROSS FEE BASE</b>		<u>24,210,972</u>		<u>26,954,285</u>		<u>29,671,762</u>		<u>30,265,197</u>		<u>30,870,501</u>

INCOME I (A)

GROSS STUDENT FEE REVENUE ANALYSIS RECONCILIATION SCHEDULE

UNIVERSITY OF SOUTHERN INDIANA

	<u>2000-01</u> <u>Actual</u>
Income I, line G: Gross Fee Base	24,210,972
Less: Academic Facilities Fee, Designated Funds	3,867,320
Student Services Fee, Designated Funds	2,214,990
Student Remitted Fee, Designated Funds	34,327
University Services Fee, Designated Funds	<u>263,386</u>
	6,380,023
Annual Financial Report: Statement of Current Funds Revenues and Expenses	<u><u>17,830,949</u></u>

INCOME II  
DEBT SERVICE ON CAPITAL PROJECTS, 2003-05 BIENNIUM  
FOR UNIVERSITY OF SOUTHERN INDIANA

	<u>2000-01 Actual</u>	<u>2001-02 Actual</u>	<u>2002-03 Budget</u>	<u>2003-04 Requested</u>	<u>2004-05 Requested</u>
<u>Projects Eligible for Fee Replacement</u>					
Acts of 1953 or 1965					
Existing Debt Service: Permanently Scheduled (1)	3,710,208	3,793,774	3,797,693	5,862,166	5,859,415
Existing Debt Service: Interim & Variable Rate (2)	88,439	89,821	195,500		
New Debt Service:					
A. Library/Classroom Expansion (3)					
<b>SUBTOTAL</b>	<b>3,798,647</b>	<b>3,883,595</b>	<b>3,993,193</b>	<b>5,862,166</b>	<b>5,859,415</b>
Acts of 1927 or 1929					
Existing Debt Service: Permanently Scheduled					
Existing Debt Service: Interim & Variable Rate					
New Debt Service:					
<b>SUBTOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL DEBT SERVICE</b>	<b>3,798,647</b>	<b>3,883,595</b>	<b>3,993,193</b>	<b>5,862,166</b>	<b>5,859,415</b>

(1) The permanently scheduled projects eligible for fee replacement represent Student Fee Refunding Bonds, Series C of 1993, which was paid in full during 2000-01; Professions Center Student Fee Revenue Bonds, Series D of 1993; Liberal Arts Center Student Fee Bonds, Series F of 1998; and Science/Education Classroom Student Fee Bonds, Series H of 2001. Not included in the amounts for 2001-02 and 2002-03 is the interest due on Series H bonds that is being paid by the capital interest fund held by the bond trustee. See Attachment B (3) for the amount of capitalized interest on Series H bonds.

(2) Interest paid on the interim financing for the Science/Education Classroom Building. Interim financing for Phase I of the Science/Education Classroom Building was approved by the 1999 General Assembly. Funding of \$195,500 for interim financing was approved by the 2001 General Assembly and appropriated in the 2002-base budget. In 2000-01 and 2001-02, the interest was paid as incurred and the principal amount of the interim financing was repaid with the issuance of Series H bonds in 2001-02.

(3) Bonding authority for planning funds for the Library/Classroom Expansion was authorized by the 2001 General Assembly; the remaining funds needed for construction included in the 2003-05 Capital Budget Request. The new debt service request for the Library/Classroom Expansion assumes capitalized interest during the construction phase and no principal or interest payments due until the project is complete in August 2005.

ATTACHMENT B (1)

ACADEMIC FACILITIES BONDING DEBT SERVICE ANALYSIS  
FOR UNIVERSITY OF SOUTHERN INDIANA

I. TOTAL AMOUNT OF SERIES D BONDS ISSUED AS OF 6/30/2002: \$ 18,631,277

II. SCHEDULE OF PAYMENTS:

FY Ending 6/30	Principal	Payment Date	Interest	Total Debt Service	Outstanding Principal	Academic Facilities Debt Retirement Reserve Bond Balance		
						Held By Institution	Held By Bond Trustee	Total Reserve
1994	0	10-01-93	580,003	580,003	24,678,101	0	4,669,652	4,669,652
1995	0	10-01-94	923,899	923,899	24,678,101	0	894,805	894,805
1996	210,000	10-01-95	920,224	1,130,224	24,468,101	0	1,507	1,507
1997	775,000	10-01-96	902,018	1,677,018	23,693,101	0	1,003	1,003
1998	800,000	10-01-97	871,486	1,671,486	22,893,101	0	874	874
1999	840,000	10-01-98	838,161	1,678,161	22,053,101	0	864	864
2000	860,000	10-01-99	802,131	1,662,131	21,193,101	0	1,115	1,115
2001	1,070,000	10-01-00	759,084	1,829,084	20,123,101	0	899	899
2002	1,491,824	10-01-01	986,527	2,478,351	18,631,277	0	5,736	5,736
2003	1,505,030	10-01-02	973,893	2,478,923	17,126,247			
2004	1,524,042	10-01-03	956,981	2,481,023	15,602,205			
2005	1,543,920	10-01-04	936,025	2,479,945	14,058,285			
2006	1,564,738	10-01-05	910,992	2,475,730	12,493,547			
2007	1,594,060	10-01-06	878,433	2,472,493	10,899,487			
2008	1,627,056	10-01-07	842,959	2,470,015	9,272,431			
2009	1,673,768	10-01-08	799,620	2,473,388	7,598,663			
2010	1,716,540	10-01-09	751,366	2,467,906	5,882,123			
2011	940,364	10-01-10	720,173	1,660,537	4,941,759			
2012	950,216	10-01-11	706,984	1,657,200	3,991,543			
2013	968,666	10-01-12	688,490	1,657,156	3,022,877			
2014	985,438	10-01-13	669,837	1,655,275	2,037,439			
2015	1,005,683	10-01-14	645,873	1,651,556	1,031,756			
2016	1,031,756	10-01-15	619,113	1,650,869	0			

Series D bonds were issued in 1993 to advance refund Student Fee Bonds, Series B of 1988; to provide funds for the construction of the Health Professions Center classroom building; and to pay all related costs of issuance.

ATTACHMENT B (2)

ACADEMIC FACILITIES BONDING DEBT SERVICE ANALYSIS  
FOR UNIVERSITY OF SOUTHERN INDIANA

I. TOTAL AMOUNT OF SERIES F BONDS ISSUED AS OF 6/30/2002: \$ 11,255,000

II. SCHEDULE OF PAYMENTS:

FY Ending 6/30	Principal	Payment Date	Interest	Adjustment	Total Debt Service	Outstanding Principal	Academic Facilities Debt Retirement Reserve Bond Balance		
							Held By Institution	Held By Bond Trustee	Total Reserve
1998	1,240,000	06-01-98	6,358	78,848	1,325,206	14,040,000	0	1,334,261	1,334,261
1999	635,000	10-01-98	682,868	7,338	1,325,206	13,405,000	0	618	618
2000	690,000	10-01-99	628,108	0	1,318,108	12,715,000	0	815	815
2001	715,000	10-01-00	600,174	0	1,315,174	12,000,000	0	656	656
2002	745,000	10-01-01	570,423	0	1,315,423	11,255,000	0	2,031	2,031
2003	780,000	10-01-02	538,770	0	1,318,770	10,475,000			
2004	815,000	10-01-03	504,868	0	1,319,868	9,660,000			
2005	850,000	10-01-04	468,645	0	1,318,645	8,810,000			
2006	890,000	10-01-05	429,920	0	1,319,920	7,920,000			
2007	930,000	10-01-06	388,970	0	1,318,970	6,990,000			
2008	970,000	10-01-07	345,493	0	1,315,493	6,020,000			
2009	1,020,000	10-01-08	298,970	0	1,318,970	5,000,000			
2010	1,070,000	10-01-09	245,575	0	1,315,575	3,930,000			
2011	1,135,000	10-01-10	184,938	0	1,319,938	2,795,000			
2012	1,195,000	10-01-11	120,863	0	1,315,863	1,600,000			
2013	1,265,000	10-01-12	53,213	0	1,318,213	335,000			
2014	335,000	10-01-13	9,213	0	344,213	0			

Series F bonds were issued in 1998 to finance and refinance a portion of the cost of the Liberal Arts Center and to pay all or a portion of related costs of issuance.

ATTACHMENT B (3)

ACADEMIC FACILITIES BONDING DEBT SERVICE ANALYSIS

FOR UNIVERSITY OF SOUTHERN INDIANA

I. TOTAL AMOUNT OF SERIES H BONDS ISSUED AS OF 6/30/2002: \$ 25,260,000

II. SCHEDULE OF PAYMENTS:

FY Ending 6/30	Principal	Payment Date	Interest	Total Debt Service	Outstanding Principal	Academic Facilities Debt Retirement Reserve Bond Balance		
						Held By Institution	Held By Bond Trustee	Total Reserve
2002	0	04-01-02	461,356	461,356	25,260,000	0	1,533,705	1,533,705
2003	0	10-01-02	1,221,238	1,221,238	25,260,000			
2004	855,000	10-01-03	1,206,275	2,061,275	24,405,000			
2005	885,000	10-01-04	1,175,825	2,060,825	23,520,000			
2006	920,000	10-01-05	1,143,088	2,063,088	22,600,000			
2007	955,000	10-01-06	1,106,738	2,061,738	21,645,000			
2008	1,000,000	10-01-07	1,062,638	2,062,638	20,645,000			
2009	1,045,000	10-01-08	1,015,431	2,060,431	19,600,000			
2010	1,090,000	10-01-09	970,063	2,060,063	18,510,000			
2011	1,145,000	10-01-10	918,275	2,063,275	17,365,000			
2012	1,200,000	10-01-11	862,650	2,062,650	16,165,000			
2013	1,260,000	10-01-12	801,000	2,061,000	14,905,000			
2014	1,330,000	10-01-13	729,775	2,059,775	13,575,000			
2015	1,405,000	10-01-14	654,563	2,059,563	12,170,000			
2016	1,485,000	10-01-15	575,088	2,060,088	10,685,000			
2017	1,565,000	10-01-16	495,125	2,060,125	9,120,000			
2018	1,645,000	10-01-17	414,875	2,059,875	7,475,000			
2019	1,730,000	10-01-18	330,500	2,060,500	5,745,000			
2020	1,820,000	10-01-19	241,750	2,061,750	3,925,000			
2021	1,915,000	10-01-20	148,375	2,063,375	2,010,000			
2022	2,010,000	10-01-21	50,250	2,060,250	0			

Series H bonds were issued in 2001 to provide funds for the construction of the Science/Education Classroom Building, to refinance interim indebtedness to pay all related costs of issuance. The interest due on Series H bonds in FY2002 and FY2003 was and will be paid from capitalized interest held by the bond trustee.

BACKGROUND I-A

OVERVIEW OF SOURCES OF REVENUE & EXPENDITURES BY CATEGORY

2001-02 BUDGETED DATA

UNIVERSITY OF SOUTHERN INDIANA

	Legislative Budget (1)	Reconciliation (2)	General Fund Budget (3)=(1)+(2)	Designated & Restricted Funds (4)	Auxiliary Enterprises (5)	TOTAL ALL FUNDS (6)=(3)+(4)+(5)
<b>REVENUE</b>						
Student Tuition/Fees: Gross Fee Base	19,111,667		19,111,667	6,612,659		25,724,326
State Appropriation - Operating	30,896,722		30,896,722			30,896,722
State Appropriation - Debt Service	3,989,274		3,989,274			3,989,274
State Appropriation - Line Item Appropriation					651,476	651,476
Administrative and Indirect Cost Recovery		391,490	391,490			391,490
Sales and Service		922,187	922,187	2,840,022	14,669,652	18,431,861
Investment, Endowment, and Other Income		450,000	450,000	25,000		475,000
Other Revenue		39,452	39,452	1,445,981	4,649,703	6,135,136
<b>TOTAL REVENUE</b>	<b>53,997,663</b>	<b>1,803,129</b>	<b>55,800,792</b>	<b>10,923,662</b>	<b>19,970,831</b>	<b>86,695,285</b>
<b>EXPENDITURES</b>						
<b>PERSONAL SERVICES</b>						
Salaries & Wages	30,661,746	1,356,451	32,018,197			
Retirement - PERF Program	455,383		455,383			
Retirement - TRF Program	24,793		24,793			
Retirement - TIAA Program	3,002,017		3,002,017			
Social Security	2,278,752		2,278,752			
Life Insurance	134,191		134,191			
Health/Medical Insurance	3,870,133		3,870,133			
Employee Remitted Fees	194,136		194,136			
Total Personal Services	40,621,151	1,356,451	41,977,602	1,208,596	3,752,082	46,938,280
<b>SUPPLIES &amp; EXPENSES</b>						
General S & E	8,737,835	446,678	9,184,513			
Energy	2,129,251		2,129,251			
Utilities	207,243		207,243			
Property & Liability Insurance	342,832		342,832			
Total Supplies & Expenses	11,417,161	446,678	11,863,839	9,394,988	15,514,559	36,773,386
STUDENT ASSISTANCE	1,959,351		1,959,351	37,204		1,996,555
<b>TOTAL EXPENDITURES</b>	<b>53,997,663</b>	<b>1,803,129</b>	<b>55,800,792</b>	<b>10,640,788</b>	<b>19,266,641</b>	<b>85,708,221</b>

BACKGROUND I-B

OVERVIEW OF SOURCES OF REVENUE & EXPENDITURES BY CATEGORY

2002-03 BUDGETED DATA

UNIVERSITY OF SOUTHERN INDIANA

	Legislative Budget (1)	Reconciliation (2)	General Fund Budget (3)=(1)+(2)	Designated & Restricted Funds (4)	Auxiliary Enterprises (5)	TOTAL ALL FUNDS (6)=(3)+(4)+(5)
<b>REVENUE</b>						
Student Tuition/Fees: Gross Fee Base	22,353,226		22,353,226	7,318,536		29,671,762
State Appropriation - Operating	30,415,433		30,415,433			30,415,433
State Appropriation - Technology HEA 1196	814,332		814,332			814,332
State Appropriation - Debt Service	3,993,193		3,993,193			3,993,193
State Appropriation - Line Item Appropriation					594,778	594,778
Administrative and Indirect Cost Recovery		436,705	436,705			436,705
Sales and Service		960,758	960,758	2,761,667	15,911,520	19,633,945
Investment, Endowment, and Other Income		300,000	300,000	25,000		325,000
Other Revenue		31,252	31,252	1,539,253	4,964,117	6,534,622
<b>TOTAL REVENUE</b>	<b>57,576,184</b>	<b>1,728,715</b>	<b>59,304,899</b>	<b>11,644,456</b>	<b>21,470,415</b>	<b>92,419,770</b>
<b>EXPENDITURES</b>						
<b>PERSONAL SERVICES</b>						
Salaries & Wages	32,105,170	1,283,097	33,388,267			
Retirement - PERF Program	492,212		492,212			
Retirement - TRF Program	25,448		25,448			
Retirement - TIAA Program	3,178,000		3,178,000			
Social Security	2,408,279		2,408,279			
Life Insurance	128,915		128,915			
Health/Medical Insurance	4,166,941		4,166,941			
Employee Remitted Fees	229,555		229,555			
Total Personal Services	42,734,520	1,283,097	44,017,617	1,243,234	3,911,110	49,171,961
<b>SUPPLIES &amp; EXPENSES</b>						
General S & E	9,668,035	445,618	10,113,653			
Energy	2,186,051		2,186,051			
Utilities	369,085		369,085			
Property & Liability Insurance	588,456		588,456			
Total Supplies & Expenses	12,811,627	445,618	13,257,245	10,030,291	16,560,362	39,847,898
STUDENT ASSISTANCE	2,030,037		2,030,037	40,273		2,070,310
<b>TOTAL EXPENDITURES</b>	<b>57,576,184</b>	<b>1,728,715</b>	<b>59,304,899</b>	<b>11,313,798</b>	<b>20,471,472</b>	<b>91,090,169</b>

BACKGROUND II-A

RETIREMENT OF PRINCIPAL FOR OUTSTANDING CAPITAL DEBT

(Projects Eligible for Fee Replacement)

UNIVERSITY OF SOUTHERN INDIANA

	Outstanding Principal June 30, 2001	Outstanding Principal June 30, 2002	Outstanding Principal June 30, 2003	Estimated Outstanding Principal June 30, 2004	Estimated Outstanding Principal June 30, 2005
<b>I. <u>Projects Eligible for Fee Replacement</u></b>					
ACTS OF 1953 OR 1965					
Existing Debt: Permanently Scheduled (1)	32,123,101	55,146,277	52,861,247	49,667,205	46,388,285
Existing Debt: Interim & Variable Rate (2)	3,405,000				
<b>SUBTOTAL</b>	35,528,101	55,146,277	52,861,247	49,667,205	46,388,285
New Debt: Permanent					
A. Library/Classroom Expansion (3)				29,084,830	29,084,830
B. Architectural & Engineering Services (4)				1,624,000	1,624,000
<b>SUBTOTAL</b>	0	0	0	30,708,830	30,708,830
ACTS OF 1927 OR 1929					
Existing Debt: Permanently Scheduled					
Existing Debt: Interim & Variable Rate					
<b>SUBTOTAL</b>	0	0	0	0	0
<b>TOTAL</b>	35,528,101	55,146,277	52,861,247	80,376,035	77,097,115

- (1) Permanently scheduled existing debt includes Student Fee bonds Series C (FY2001 only), Series D, Series F, and Series H (beginning FY2002).
- (2) Existing interim financing debt for the Science/Education Classroom Building. The principal amount of the interim financing was repaid with the issuance of Series H bonds in FY2002.
- (3) Budget Agency Number G-0-01-1-01-P. Bonding authority is requested in the 2003-05 Capital Budget for construction of the Library/Classroom Expansion. Assumes 20 year debt at 5.75% interest rate, capitalized interest during the construction phase, and no principal payments due until project is complete.
- (4) Bonding authorization for architectural and engineering services for the Library/Classroom expansion project was granted by the 2001 General Assembly and included in the 2001-03 biennial budget. Funds have not been released by the State Budget Committee.

BACKGROUND II-B

RETIREMENT OF PRINCIPAL FOR OUTSTANDING CAPITAL DEBT

(Projects Not Eligible for Fee Replacement)

UNIVERSITY OF SOUTHERN INDIANA

	Outstanding Principal <u>June 30, 2001</u>	Outstanding Principal <u>June 30, 2002</u>	Outstanding Principal <u>June 30, 2003</u>	Estimated Outstanding Principal <u>June 30, 2004</u>	Estimated Outstanding Principal <u>June 30, 2005</u>
<b>II. <u>Projects Not Eligible for Fee Replacement</u></b>					
ACTS OF 1953 OR 1965					
Existing Debt: Permanently Scheduled					
Existing Debt: Interim & Variable Rate					
<b>SUBTOTAL</b>	0	0	0	0	0
New Debt					
<b>SUBTOTAL</b>	0	0	0	0	0
ACTS OF 1927 OR 1929					
Existing Debt: Permanently Scheduled					
A. Student Union Refunding Bonds	275,000	185,000	85,000	0	0
B. University Center Expansion Bonds (Series E)	3,800,000	3,625,000	3,445,000	3,255,000	3,055,000
C. Auxiliary System Revenue Bonds (Series 2001A) (1)	23,775,000	22,550,000	21,655,000	20,725,000	19,755,000
Existing Debt: Variable Rate					
A. Recreation & Fitness Center Bonds (Series G)	4,700,000	4,700,000	4,700,000	4,500,000	4,300,000
B. Auxiliary System Revenue Bonds (Series 2001B) (1)	10,800,000	10,800,000	10,700,000	10,600,000	10,400,000
<b>SUBTOTAL</b>	43,350,000	41,860,000	40,585,000	39,080,000	37,510,000
New Debt:					
A. University Center Expansion (2)					9,750,000
B. Student Residence and Dining Buildings (3)				7,500,000	7,500,000
C. Parking Facilities (4)				2,000,000	2,000,000
<b>SUBTOTAL</b>	0	0	0	9,500,000	19,250,000
<b>TOTAL</b>	43,350,000	41,860,000	40,585,000	48,580,000	56,760,000

(1) Auxiliary System Revenue Bonds, Series 2001A and 2001B, were issued to refund existing variable rate student housing bonds, Series 1996, 1997 and 1998, and to finance the construction of additional student residence facilities approved in the previous biennium (Budget Agency Number G-0-00-1-02).

(2) Budget Agency Number G-0-03-2-01. Assumes 20 year debt at 5.75% interest rate, capitalized interest during construction, and no principal payments due until the project is complete.

(3) Budget Agency Number G-0-01-1-04. Assumes 20 year debt at 5.75% interest rate, capitalized interest during construction, and no principal payments due until the project is complete.

(4) Budget Agency Number G-0-01-1-03. Assumes 20 year debt at 5.75% interest rate, capitalized interest during construction, and no principal payments due until the project is complete.

BACKGROUND III

SPECIAL FEE REMISSIONS AND/OR WAIVERS INCLUDED AS EMPLOYEE COMPENSATION

FOR UNIVERSITY OF SOUTHERN INDIANA

I. BUDGET INFORMATION

	2000-01 Actual		2001-02 Actual		2002-03 Base Budget		2003-04 Projected		2004-05 Projected	
	Awards	\$	Awards	\$	Awards	\$	Awards	\$	Awards	\$
A. <u>Undergraduate Fee Remissions</u>										
a. Resident										
b. Non-Resident										
**Total Undergraduate Fee Remissions**	0	0	0	0	0	0	0	0	0	0
B. <u>Graduate Fee Remissions</u>										
a. Resident	17	42,433	16	29,504	16	42,113	16	42,955	16	43,814
b. Non-Resident										
**Total Graduate Fee Remissions**	17	42,433	16	29,504	16	42,113	16	42,955	16	43,814
C. <u>Faculty and Staff Courtesy Fee Remissions</u>										
1. Employed Faculty or Staff	107	73,415	108	89,407	108	96,812	108	98,748	108	100,723
2. Spouses	20	13,228	21	11,175	21	14,280	21	14,566	21	14,857
3. Dependents of Faculty and Staff	84	72,169	69	65,800	69	76,350	69	77,877	69	79,435
**Total Courtesy Fee Remissions**	211	158,812	198	166,382	198	187,442	198	191,191	198	195,015
D. <u>Other Special Fee Remissions</u>										
****TOTAL SPECIAL FEE REMISSIONS****	228	201,245	214	195,886	214	229,555	214	234,146	214	238,829

BACKGROUND IV

STUDENT ENROLLMENT BY (CREDIT INSTRUCTION) BY RESIDENCY STATUS

UNIVERSITY OF SOUTHERN INDIANA

	<u>1999-00</u> Actual	<u>2000-01</u> Actual	<u>2001-02</u> Estimated	<u>2002-03</u> Projected	<u>2003-04</u> Projected	<u>2004-05</u> Projected
<b>I. ANNUAL HEADCOUNT</b>						
A. Undergraduate						
1. Indiana Resident	9,115	9,260	9,347	9,627	9,916	10,213
2. Non-Resident	452	545	623	642	661	681
3. Reciprocity Non-Resident	442	451	429	442	455	469
B. Graduate/Professional						
1. Indiana Resident	597	602	757	780	803	827
2. Non-Resident	42	52	88	91	94	97
3. Reciprocity Non-Resident	54	41	52	54	56	58
<b>TOTAL</b>	10,702	10,951	11,296	11,636	11,985	12,345
<b>II. ANNUAL FULL-TIME EQUIVALENT (FTE) STUDENTS</b>						
A. Undergraduate						
1. Indiana Resident	6,268	6,392	6,569	6,766	6,969	7,178
2. Non-Resident	343	409	484	499	514	529
3. Reciprocity Non-Resident	292	306	292	301	310	319
B. Graduate/Professional						
1. Indiana Resident	230	251	313	322	332	342
2. Non-Resident	28	33	46	47	48	49
3. Reciprocity Non-Resident	28	24	24	25	26	27
<b>TOTAL</b>	7,189	7,415	7,728	7,960	8,199	8,444

Note: The data for 2001-02 is preliminary. The data submitted on the SIS tape may vary from the data presented on this schedule.  
The projected data for 2002-03, 2003-04, and 2004-05 is based on a 3% enrollment increase assumption.

BACKGROUND V-A  
 CAMPUS TECHNOLOGY CHECKLIST  
 FOR THE SPRING 2002 TERM  
 UNIVERSITY OF SOUTHERN INDIANA

	YES	NO	Comments/Explanation (Note the extra cost of using this service, if any)
1. Can students apply for admission on-line?	x		
2. Can students register on-line?	x		
3. Can students drop/add on line?	x		
4. Can students see their statements of account (charges, payments) on line?	x		
5. Can students/parents make on-line (charge card) payments?	x		
6. Can students apply for financial aid on-line?	x		
7. Can students see their grades on-line?	x		
8. Can students request a transcript on-line?	x		
9. Can students electronically check the status of library books?	x		
10. Is off-campus dial-up access to the campus network provided?	x		(for faculty/staff only)
11. Is each student assigned an account?	x		
12. Is each faculty member assigned an account?	x		
13. May students keep their accounts after they graduate or leave the institution?	x		
14. May alumni obtain an account?	x		
15. Is server space provided for each student to have a personal web page, if desired?	x		
16. Is server space provided for each faculty member to have a personal web page, if desired?	x		
17. Is server space provided for each faculty member to have a work-related web page, if desired?	x		
18. Is telephone technical support provided to all accounts?	x		
19. Is one-on-one (person-to-person) technical support offered for student-owned computers?	x		(for initial configuration only)
20. Do all student residence halls have computer labs?	x		

21. How many computers are available on campus for students to use ...

in unrestricted general-use computer labs?	297
in computer labs reserved for specific courses?	481
in shared or multi-purpose computer labs?	_0
Total Computers	778

22. What percent of student rooms in on-campus student housing have a direct network connection? 100%

23. For residence hall rooms shared by more than one student, does each student have his/her own connection? (Please answer: always, usually, sometimes, rarely, or never) Usually

24. During peak hours, what is the typical number of off-campus dial-up attempts prior to connection? Most users go through the web, not dial-up.

25. During peak hours, how long is the typical wait to use a computer in an unrestricted lab? 10 minutes

## BACKGROUND V-B

### REPORT ON 2001-2002 TECHNOLOGY FUNDING INITIATIVE

#### UNIVERSITY OF SOUTHERN INDIANA

In the Deficit Management Plan released by the State Budget Agency in March 2002, the \$29 million appropriated to higher education for technology funds for 2001-2002 was redirected outside higher education. In HEA 1196, the \$29 million in Build Indiana Funds for Education Technology appropriated by the Indiana General Assembly in 2001 was reallocated to defray operating costs for 2002-2003.

Background Schedule V-B, *Report on 2001-2002 Technology Funding Initiative*, has not been completed because technology funds for 2001-2003 were not received.

BACKGROUND VI

2002-03 BUDGETED EXPENDITURES FOR PLANT OPERATIONS AND MAINTENANCE

UNIVERSITY OF SOUTHERN INDIANA

	Research and Nonclass Laboratory Facilities	Other Facilities	All Facilities
A. PERSONAL SERVICES	\$0	\$2,327,326	\$2,327,326
B. SUPPLIES & EXPENSES			
1. General S & E	\$0	\$1,515,241	\$1,515,241
2. Energy	\$0	\$1,530,236	\$1,530,236
3. Utilities	\$0	\$258,360	\$258,360
4. Fire & Casualty Insurance	\$0	\$411,919	\$411,919
TOTAL SUPPLIES & EXPENSE	\$0	\$3,715,756	\$3,715,756
C. TOTAL PLANT OPERATIONS & MAINTENANCE EXPENDITURES (A + B)	\$0	\$6,043,082	\$6,043,082
D. TOTAL GROSS SQUARE FEET	0	998,011	998,011
E. TOTAL ASSIGNABLE SQUARE FEET	0	696,047	696,047
F. PLANT O&M EXPENDITURES PER GSF (C ÷ D)	\$0.000	\$6.055	\$6.055
G. PLANT O&M EXPENDITURES PER ASF (C ÷ E)	\$0.000	\$8.682	\$8.682
Total campus academic/administrative assignable square feet	696,047		
Total assignable square feet classified as research/nonclass laboratory	16,786		

BACKGROUND VII

SPONSORED RESEARCH AND UNIVERSITY GENERAL FUND SUPPORT FOR RESEARCH

UNIVERSITY OF SOUTHERN INDIANA

NOT APPLICABLE TO USI

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
Actual	Actual	Actual	Actual	Budgeted	Estimated	Estimated

**A. Total Research Costs**

**Dollar Increase in Research Funding**

**Contributions to Facilities and Administrative Costs**

B. Calculated Facilities and Administrative Costs

C. Facilities and Administrative Costs Recovered

D. Total Unrecovered Facilities and Administrative Costs (B-C)

**Direct Cost Support from University General Funds**

E Voluntary Cost Sharing

F. Mandatory Cost Sharing

G. Total Direct Cost Support (E+F)

**H. Total University Support of Research from General Funds (D+G)**

**I. % University Support to Total Research Costs**

BACKGROUND VIII

REPORT ON SELECTED INSTITUTIONAL CHARACTERISTICS

UNIVERSITY OF SOUTHERN INDIANA

	1997-98	1998-99	1999-00	2000-01	2001-02
<b>All Institutions:</b>					
Average SAT scores of entering class (if applicable) <sup>1</sup>	947	940	938	956	946
Number of entering students in top 10% of high school class <sup>1</sup>	215	153	154	153	183
Number of entering students in top 20% of high school class <sup>1</sup>	441	348	347	366	389
Number of entering students in top 30% of high school class <sup>1</sup>	676	554	559	575	622
Number of entering students in top 40% of high school class <sup>1</sup>	904	748	794	781	851
Number of entering students in top 50% of high school class <sup>1</sup>	1,143	927	1,024	1,018	1,114
Number of applicants for admission as first-time degree-seeking undergraduates <sup>1</sup>	4,599	3,166	3,410	3,520	4,105
Percentage of applicants for admission as first-time undergraduates admitted <sup>1</sup>	93.0	94.0	96.8	94.1	93.4
Number of students age 25 and older enrolled for credit	2,349	2,239	2,083	2,113	2,225
Percentage of students age 25 and older enrolled for credit	28.3	26.6	24.0	23.4	23.8
Number of entering Hoosier students who completed Core 40 or an Academic Honors Diploma	*	*	*	1,154	1,370
Percentage of entering Hoosier students who completed Core 40 or AHD	*	*	*	65.2	70.8
Percentage of graduates residing in Indiana <sup>2**</sup>	76.1	75.9	72.4	75.8	N/A
Associate/Certificate	82.2	83.4	73.5	76.9	N/A
Baccalaureate (if applicable)	75.3	74.5	73.7	76.5	N/A
Graduate/Professional (if applicable)	72.2	74.4	63.3	68.8	N/A
Ratio of fee-replaced debt service to operating appropriations	14.5	13.7	11.6	11.4	11.4
Percentage of E&G expenditures for direct instruction	41.9	40.5	42.1	32.4	34.7
Average unmet financial need of resident undergraduates before loans <sup>3</sup>	3,915	3,913	3,836	4,365	4,280
Average student loan debt of resident baccalaureate graduates who borrowed <sup>4</sup>	12,836	14,087	14,171	13,687	15,062
<b>Graduates by field and level - Please submit Part A of the five most recent IPEDS completions Surveys or their successors completed by your campus</b>					
Total sponsored grants and contracts	1,144,473	1,545,669	1,969,951	1,696,029	***
Total sponsored research grants and contracts (if applicable) <sup>5</sup>	115,046	79,958	95,102	153,756	280,741
Number of remedial sections <sup>6</sup>	60	58	56	53	67
Total enrollment in remedial sections <sup>7</sup>	1,536	1,314	1,314	1,304	1,706

\*Data not available before 2000-01.

\*\*Where graduates resided one year after graduation is not available, but where they reside at this time is. Also, recipients of multiple degrees are counted once for each degree.

\*\*\*Not available as of 11/11/02.

BACKGROUND VIII (Continued)

REPORT ON SELECTED INSTITUTIONAL CHARACTERISTICS

UNIVERSITY OF SOUTHERN INDIANA

<b>Graduation Rate<sup>8</sup></b>								
	1992-93 Cohort	1993-94 Cohort	1994-95 Cohort	1995-96 Cohort	1996-97 Cohort	1997-98 Cohort	1998-99 Cohort	1999-00 Cohort
<b>Four-year Institutions</b>								
Four-year	8.8	7.1	9.5	10.1	11.3	13.4	12.7	N/A
Five-year	25.0	19.1	23.0	25.3	25.1	26.8	N/A	N/A
Six-year	28.8	25.3	28.2	30.1	29.2	N/A	N/A	N/A
Two-year persistence <sup>9</sup>	61.8	56.9	58.5	63.9	63.6	62.8	63.7	63.8
<b>Two-year Institutions</b>								
Two-year graduation rate								
Transfer rate <sup>10</sup>								

N/A: Not Applicable

LINE ITEM I

SUMMARY OF PROPOSED LINE ITEM PROJECTS

UNIVERSITY OF SOUTHERN INDIANA

	2002-03 Budget Total	2003-04 Request			2004-05 Request		
		Increase	%	Total	Increase	%	Total
<b><u>HISTORIC NEW HARMONY</u></b>							
State General Funds	356,216	14,409	4.00%	370,625	14,650	4.00%	385,275
Other Revenues							
New Harmony Operations	367,900	0	0.00%	367,900	0	0.00%	367,900
University Support	<u>351,997</u>	<u>1,905</u>	<u>0.50%</u>	<u>353,902</u>	<u>1,938</u>	<u>0.50%</u>	<u>355,840</u>
Subtotal Other Revenues	719,897	1,905	0.30%	721,802	1,938	0.30%	723,740
 TOTAL	 1,076,113	 16,314	 1.50%	 1,092,427	 16,588	 1.50%	 1,109,015
 <b><u>LINCOLN AMPHITHEATRE</u></b>							
State General Funds	238,562	12,349	5.20%	250,911	10,469	4.20%	261,380
Other Revenues							
Lincoln Amphitheatre Operations	224,251	0	0.00%	224,251	0	0.00%	224,251
University Support	<u>68,961</u>	<u>622</u>	<u>0.90%</u>	<u>69,583</u>	<u>635</u>	<u>0.90%</u>	<u>70,218</u>
Subtotal Other Revenues	293,212	622	0.20%	293,834	635	0.20%	294,469
 TOTAL	 531,774	 12,971	 2.40%	 544,745	 11,104	 2.00%	 555,849
 <b><u>TOTAL LINE ITEM PROJECTS</u></b>							
State General Funds	594,778	26,758	4.50%	621,536	25,119	4.00%	646,655
Other Revenues							
Operations	592,151	0	0.00%	592,151	0	0.00%	592,151
University Support	<u>420,958</u>	<u>2,527</u>	<u>0.60%</u>	<u>423,485</u>	<u>2,573</u>	<u>0.60%</u>	<u>426,058</u>
Subtotal Other Revenues	1,013,109	2,527	0.20%	1,015,636	2,573	0.30%	1,018,209
 GRAND TOTAL	 1,607,887	 29,285	 1.80%	 1,637,172	 27,692	 1.70%	 1,664,864

# **LINE ITEM REQUEST HISTORIC NEW HARMONY**

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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 intellectualism 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.

New Harmony's importance to the state and nation was underscored in 1965 when it was designated as a National Historic Landmark District by the U.S. Department of Interior. Today, New Harmony's legacy as a national treasure is preserved and interpreted in programs and exhibits that reach approximately 40,000 visitors from Indiana and throughout the world each year.

## **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 which would 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 inactivity during the wartime years, 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.

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 which was founded in 1974 to develop an organizational and financial base. With the support of the Lilly Endowment, Historic New Harmony, Inc. was able to purchase and restore a wide variety of historic sites, leading to establishing the community as a primary southern 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 over 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.

In 1989, the State of Indiana, through the Sunset Commission, recommended that there be a Unified Program for New Harmony's historical museum activities. This recommendation led to the unification of the Department of Natural Resources (DNR) historic sites with the USI properties through a contract of agreement that established USI as the manager of the site with DNR providing curatorial support. Over the years the Unified Program has worked well. The increased number of educational programs attracts many additional tourists and scholars to this important living museum. The approximately 40,000 people who visit New Harmony annually include nearly 8,000 school children from Indiana, Kentucky, and Illinois schools. In addition to the educational programming, the New Harmony Gallery of Contemporary Art, under the supervision of the USI Department of Art, Music, and Theatre offers rotating exhibits of work by artists of national and regional reputation. The New Harmony Theatre, managed by the USI Theatre Department, is Indiana's only Actors Equity theatre outside of Indianapolis, and offers three major productions in the summer months.

## **STATEMENT OF NEED**

The University of Southern Indiana has been responsible for operating and maintaining the New Harmony historical sites since 1985. During this period, the University was responsible for all operational expenses that exceeded revenue. In addition, the University performed at its expense, all ongoing repairs and renovations to the historical sites. Portions of the repair and renovation expenditures came from the appropriations provided by the State to the University for upkeep of its educational facilities. Since the initiation of the Unified Program, the University also has provided routine maintenance of and utilities for DNR properties in New Harmony for a modest reimbursement. The actual cost of this maintenance typically exceeds the reimbursement from DNR and is covered through University funds.

The repair and rehabilitation funds received by the University are needed to maintain the campus facilities. At the same time, the historical properties located in New Harmony continue to require rehabilitation and restoration to maintain their preservation value as tourist 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. To compete for tourist trade in today's market requires continual attention to updating and promoting the programmatic functions in the historic sites. Promotional and marketing materials, educational exhibits, and interpretive programs must continually be updated and refreshed with new ideas intended to encourage both initial and return visits to New Harmony. As with maintenance of the facilities, the University's scarce operating budgets must first be used to meet the needs of the University's educational mission. Since enrollment has continued to grow while appropriations to match the increase have lagged behind, it is becoming more difficult to funnel additional operating dollars to areas that do not directly support the instructional function.

Fundraising through the nonprofit USI/New Harmony Foundation, Inc. and support from volunteers in fundraising activities, enable the University to supplement the New Harmony operating budget by approximately \$35,000 annually. The preservation mission of Historic New Harmony also requires the University to raise private money for capital restoration projects as well. 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 historical heritage of New Harmony while also providing the educational and cultural programs expected of a significant historical site.

Recent budget cuts led to a rethinking of DNR's role in New Harmony as well as DNR's participation in the Unified Program. DNR has proposed shifting curatorial responsibilities to Historic New Harmony as well as responsibility for all but major maintenance of DNR properties. Although DNR proposes to shift some funding to Historic New Harmony, it will be impossible to successfully address this added burden of operating the site at professional standards without additional state funding. Minimum additional funding necessary will be at the level of DNR operating funds for Historic New Harmony prior to recent budget cuts. Without this funding, curatorial and archival services will be severely limited or curtailed, selected sites may be closed, and necessary maintenance will be deferred.

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 a national 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:

- It will ensure the preservation and promotion of New Harmony's heritage.
- It will allow the University to promote greater interest in the community's culture and add substantially to Indiana's tourism efforts. The major metropolitan centers from which New Harmony draws many 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, more valuable.
- It will allow the University to continue, through its New Harmony outreach program, to provide educational opportunities for regional school systems.

- It will sustain a living laboratory for University instructional and applied research programs.
- It will ensure the continuation of a center for historical and educational exhibits, performing arts, and visual arts.

## **BUDGET REQUEST**

In 1990, the New Harmony Memorial Commission appointed by Governor Evan Bayh concluded that in order for the state and national historic treasure of New Harmony to be fully realized, the State of Indiana should fund a budget of \$300,000 annually toward the operation and maintenance of the historic sites. At that time no state appropriation was made available for the project due to the fiscal condition of the State. Since then, the University has maintained its responsibility for operating and maintaining Historic New Harmony.

Included for the first time in the 1999-2001 biennial budget was a \$400,000 line item appropriation in the second year of the biennium for the ongoing operation and maintenance of Historic New Harmony. While this appropriation did not cover all of the operational expenses for Historic New Harmony, it did allow the University to redirect institutional dollars for on-campus instructional needs. In the 2001-2003 biennial budget, the University requested a three-and-one-half percent increase in the line item appropriation for Historic New Harmony. However, in the as-passed budget for 2001-2003, the operating appropriation was reduced to \$391,713 for 2001-2002 and \$383,028 for 2002-2003. Because of a slowdown in the state's economy and declining revenues, further budget cuts by the Governor were announced in March 2002. As a result of the Governor's Budget Deficit Management Plan, the line item appropriation for Historic New Harmony was reduced by an additional seven percent to \$356,216 for the 2002-2003 fiscal year. Budget reductions have resulted in a loss of more than \$50,000 in support for Historic New Harmony.

In spite of these cuts, the University continues to provide support for Historic New Harmony. The University appreciates the operating appropriation approved by the Indiana General Assembly. However, it is critically important that recent cuts in both University and DNR funding for New Harmony be restored and that additional funding be forthcoming if the University is to meet the obligations required by the State.

The University requests continued funding of the line item appropriation for Historic New Harmony in the 2003-2005 biennium. To support the preservation of this state and national treasure, the University requests a four percent increase in the line item appropriation in FY 2003-2004 and FY 2004-2005. In addition, if State revenues improve, the University requests that all funding cuts be restored.

SUMMARY OF BUDGET REQUESTS

State Form 5105(R2) Rev. 6-86

Budget Agency Form B-6

Agency Name	UNIVERSITY OF SOUTHERN INDIANA	Page 1 of 1
Unit Name	Historic New Harmony	
Acct. Number		Historic New Harmony

PURPOSE OF APPROPRIATION		To provide support for facility maintenance and programming expenditures for the Unified Program in Historic New Harmony.						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
EXPENDITURE CATEGORIES FUNDED BY SECTION AND OTHER DATA	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 00-01	FY 01-02	FY 02-03	FY 02-03	FY 03-04	FY 04-05	FY 03-04	FY 04-05
Salaries & Wages	411,141	423,668	418,146		426,509	435,038		
Fringe Benefits	99,136	120,318	137,160		139,903	142,701		
Other Personal Services								
<b>.1 TOTAL PERSONAL SERVICES</b>	<b>510,277</b>	<b>543,986</b>	<b>555,306</b>		<b>566,412</b>	<b>577,739</b>		
.2 Services Other Than Personal								
.3 Service By Contract								
.4 Supplies, Materials, Parts	362,055	374,689	411,807		415,925	420,085		
.5 Equipment	184,263	119,130	100,000		101,000	102,010		
.7 Grants/Subsidies/Awards								
.8 In-State Travel	10,062	6,196	3,159		3,191	3,223		
.9 Out-of-State Travel	11,605	11,465	5,841		5,899	5,958		
<b>TOTAL OTHER OPERATING</b>	<b>567,985</b>	<b>511,480</b>	<b>520,807</b>		<b>526,015</b>	<b>531,276</b>		
<b>GRAND TOTAL</b>	<b>1,078,262</b>	<b>1,055,466</b>	<b>1,076,113</b>		<b>1,092,427</b>	<b>1,109,015</b>		
Funded by General Fund	399,996	391,704	356,216		370,625	385,275		
Other Revenue								
New Harmony Operations	329,578	332,327	367,900		367,900	367,900		
University Support	348,688	331,435	351,997		353,902	355,840		
<b>GRAND TOTAL CHECK</b>	<b>1,078,262</b>	<b>1,055,466</b>	<b>1,076,113</b>		<b>1,092,427</b>	<b>1,109,015</b>		

CONSOLIDATION OF BUDGET REQUEST

State Form 21707(R) Rev. 6-86

Budget Agency Form B-13

Agency Name	UNIVERSITY OF SOUTHERN INDIANA	Page 1 of 1
Unit Name	Historic New Harmony	
Acct. Number		Historic New Harmony

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MAJOR OBJECT CATEGORIES BY BASE BUDGET AND NEW PROGRAMS	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 00-01	FY 01-02	FY 02-03	FY 02-03	FY 03-04	FY 04-05	FY 03-04	FY 04-05
.1 Personal Services								
Base Budget (Forward to B-6)	510,277	543,986	555,306		555,306	566,412		
Increases:								
2003-04					11,106			
2004-05						11,327		
.4 Supplies/Materials/Parts								
Base Budget (Forward to B-6)	362,055	374,689	411,807		411,807	415,925		
Increases:								
2003-04					4,118			
2004-05						4,160		
.5 Equipment								
Base Budget (Forward to B-6)	184,263	119,130	100,000		100,000	101,000		
Increases:								
2003-04					1,000			
2004-05						1,010		
.8 Travel								
Base Budget (Forward to B-6)	21,667	17,661	9,000		9,000	9,090		
Increases:								
2003-04					90			
2004-05						91		
GRAND TOTAL	1,078,262	1,055,466	1,076,113		1,092,427	1,109,015		

# LINE ITEM REQUEST

## LINCOLN AMPHITHEATRE

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In 1987, after ten years of planning and fundraising by The Lincoln Boyhood Drama Association, Lincoln Amphitheatre, located in Lincoln State Park in Lincoln City, Indiana, opened with the first summer season of Billy Edd Wheeler's play, *Young Abe Lincoln*. The \$3.6 million facility with seating for 1,500 people was designed to accommodate the outdoor musical drama about Abraham Lincoln's boyhood in Indiana from age seven to age twenty-one.

### BACKGROUND

The Lincoln Boyhood Drama Association produced the first season of the musical in the outdoor amphitheatre. The season ended with a deficit and with no funds to produce a subsequent season. Holiday World, a locally owned amusement facility, assumed responsibility of the production of the play in 1988, but also incurred a deficit. Concern for the long-term success of the facility and the production prompted the Department of Natural Resources (DNR) and Holiday World to approach the University of Southern Indiana to enter into a contractual agreement to produce the play in partnership with Holiday World. For the continued success of the production, DNR sought and received a \$200,000 legislative appropriation in 1989 to support the production. In 1990, Holiday World relinquished management of the play, and the University of Southern Indiana, through a contractual agreement with DNR, assumed all management and production responsibilities of Lincoln Amphitheatre.

After five seasons of *Young Abe Lincoln* there was a growing need to provide variety in the production to increase attendance. In 1992 a second production, *Big River*, was introduced to run on alternate nights throughout the summer with *Young Abe Lincoln*. The second production provided increased attendance for several seasons, but as attendance began to decline, the need for a new companion production was evident. In 1995, additional funding in the amount of \$50,000 was sought from the legislature to increase the original \$200,000 appropriation to support the operating expenses of the production and to start a new companion production. For the 1996 and 1997 seasons a temporary increase of \$25,000 through DNR's budget was added to the appropriation to help produce the companion performance of *Oklahoma*. During the 1997 legislative session, the appropriation for *Young Abe Lincoln* was

increased to \$250,000. Also, by mutual agreement, a transfer of the appropriation from DNR to a line item appropriation for the University of Southern Indiana was requested.

## **OUTCOMES AND BENEFITS**

During the 1999 legislative session, the \$250,000 appropriation for *Young Abe Lincoln* was transferred as a line item from DNR's State Park Division to the University of Southern Indiana. Transfer of the appropriation has:

- increased the efficiency in the financial operation of the theatre;
- improved the management of capital expenses;
- reduced the costs in administering the finances of the theatre; and
- enhanced the overall management of the theatre resulting in improved planning and operation of the multiple productions.

## **BUDGET REQUEST**

Through a contractual agreement since 1988 with DNR, the University of Southern Indiana has been involved with the production and management of *Young Abe Lincoln*. Over the past 14 years, the University, in partnership with DNR, has been successful in developing Lincoln Amphitheatre. The University has gained the expertise needed for the successful management and production of the theatre and demonstrated its commitment to the production and its long-term success. Through the years, there has been less involvement on the part of DNR in the production and management of the theatre.

In the past two years, the University of Southern Indiana has attempted to diversify its offerings and attract a wider audience to the productions at Lincoln Amphitheatre. In the fall 2000 and again in 2001, Psychopath haunted house was staged on the weekends leading up to Halloween. In the summer of 2001 a dance concert series, Lincoln Kaleidoscope, made its debut, along with a Theatre for Young Adults. These two productions will be offered annually, with the content changing from year to year. In partnership with the Evansville Philharmonic Orchestra, the University produced a concert titled "*Celebrate America*" on Memorial Day weekend in 2002. Attended by over 1,100 people, at least a quarter of whom had not previously visited the Amphitheatre, the event was an outstanding success and initiated what is hoped to be an annual orchestral concert at the Lincoln Amphitheatre.

State appropriations support the operating expenses of the production and start-up costs for a new companion production. During the 1999 summer season, funds appropriated by the State were used to premiere *The Music Man*. This production ran for two summers and was followed by a production of *The Sound of Music* in the summers of 2001 and 2002. Future plans for Lincoln Amphitheatre include a production of *Fiddler on the Roof* for the 2003 and 2004 seasons.

According to a study conducted by Dr. Munir Quudus, former USI Professor of Economics, productions at Lincoln Amphitheatre have a significant economic impact upon the region. Expenditures associated with the productions, by the casts and crews, and by overnight visitors are estimated at approximately \$750,000 annually. This figure is expected to grow, given the increase in attendance at the main productions in the Lincoln Amphitheatre and the new audiences attracted to Lincoln Kaleidoscope, the Theatre for Young Adults, and the Philharmonic concert. With the Lincoln Bicentenary approaching in 2009, the Amphitheatre's economic impact on the region will certainly increase.

However, even as the University attempts to expand the range of its programming at Lincoln Amphitheatre and attract new audiences to a greater diversity of events, the fifteen-year-old facility and the scenery and costumes for *Young Abe Lincoln* are in need of considerable refurbishing. The aging of the amphitheatre, failure to meet changes in ADA requirements, and the cumulative effect of years of wear-and-tear have led to a decline in both audience comfort and in production values. There is concern that such a decline will eventually have a negative effect upon attendance and the economic viability of Lincoln Amphitheatre. To arrest this decline, capital investment is essential.

The most urgent capital needs in 2003-2005 for the production of *Young Abe Lincoln* and Lincoln Amphitheatre include:

- Replacement of 16-year-old costumes for the production;
- Replacement of log cabin used in the production;
- Installation of handicapped accessible restrooms on the lower level of the theatre;
- Improvements to and replacement of HVAC in the concessions area and the cast house;
- Replacement of masking walls; and
- Paving or resurfacing of the parking lot

While the cost of these improvements total more than the operating appropriation for the production, it is imperative that some progress is made in addressing these very important needs for the ongoing viability of *Young Abe Lincoln* and Lincoln Amphitheatre.

In the 2001-2003 biennial budget, the University requested a three-and-one-half percent increase in the existing \$262,841 line item appropriation for Lincoln Amphitheatre. However, in the as-passed budget for 2001-2003, the operating appropriation was reduced to \$259,763 for 2001-2002 and \$256,518 for 2002-2003. Because of a slowdown in the state's economy and declining revenues, further budget cuts by the Governor were announced in March 2002. As a result of the Governor's Budget Deficit Management Plan, the line item appropriation for Lincoln Amphitheatre was reduced by an additional seven percent to \$238,562 for the 2002-2003 fiscal year. Budget reductions have resulted in a loss of more than \$25,000 in support for Lincoln Amphitheatre. While this amount may seem small, the impact on the production is significant and requires additional University resources to cover expenses for the production.

The University appreciates the operating appropriation for Lincoln Amphitheatre. However, it is very important that recent cuts in the line item appropriation be restored and that additional funding be provided if the University is to meet the obligations required by the State.

The University of Southern Indiana requests continued funding of the line item appropriation for Lincoln Amphitheatre in the 2003-2005 biennium. The University also requests support for needed capital expenditures to enhance the production of *Young Abe Lincoln* and to renovate the Amphitheatre. For the successful management and operation of Lincoln Amphitheatre, the University requests a five percent increase in the line item appropriation in FY 2003-2004 and a four percent increase in FY 2004-2005. The University is committed to the long-term successful operation of the theatre provided funding is received from the State. The University requests support of the 2003-2005 line item budget request for Lincoln Amphitheatre.

SUMMARY OF BUDGET REQUESTS

State Form 5105(R2) Rev. 6-86

Budget Agency Form B-6

Agency Name	UNIVERSITY OF SOUTHERN INDIANA	Page 1 of 1
Unit Name	Lincoln Amphitheatre	
Acct. Number		Lincoln Amphitheatre

PURPOSE OF APPROPRIATION		To provide support for the operational expenditures of the productions at Lincoln Amphitheatre.						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
EXPENDITURE CATEGORIES FUNDED BY SECTION AND OTHER DATA	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 00-01 (1)	FY 01-02 (2)	FY 02-03 (3)	FY 02-03	FY 03-04	FY 04-05	FY 03-04	FY 04-05
Salaries & Wages	216,343	233,555	242,590		247,441	252,390		
Fringe Benefits	17,060	18,910	22,798		23,254	23,719		
Other Personal Services								
<b>.1 TOTAL PERSONAL SERVICES</b>	<b>233,403</b>	<b>252,465</b>	<b>265,388</b>		<b>270,695</b>	<b>276,109</b>		
.2 Services Other Than Personal								
.3 Service By Contract								
.4 Supplies, Materials, Parts	236,893	286,678	233,897		236,236	238,598		
.5 Equipment	10,768	2,200			5,000	8,000		
.7 Grants/Subsidies/Awards								
.8 In-State Travel	25,430	26,594	23,392		23,626	23,862		
.9 Out-of-State Travel	8,499	10,455	9,097		9,188	9,280		
<b>TOTAL OTHER OPERATING</b>	<b>281,590</b>	<b>325,927</b>	<b>266,386</b>		<b>274,050</b>	<b>279,740</b>		
<b>GRAND TOTAL</b>	<b>514,993</b>	<b>578,392</b>	<b>531,774</b>		<b>544,745</b>	<b>555,849</b>		
Funded by General Fund	262,845	259,752	238,562		250,911	261,380		
Other Revenue								
Lincoln Amphitheatre Operations	190,249	266,062	224,251		224,251	224,251		
University Support	61,899	52,578	68,961		69,583	70,218		
<b>GRAND TOTAL CHECK</b>	<b>514,993</b>	<b>578,392</b>	<b>531,774</b>		<b>544,745</b>	<b>555,849</b>		

(1) Expenditures and revenue are reflected for the 2000 season which is October 1, 1999 to September 30, 2000

CONSOLIDATION OF BUDGET REQUEST

State Form 21707(R) Rev. 6-86

Budget Agency Form B-13

Agency Name	UNIVERSITY OF SOUTHERN INDIANA	Page 1 of 1
Unit Name	Lincoln Amphitheatre	
Acct. Number		Lincoln Amphitheatre

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MAJOR OBJECT CATEGORIES BY BASE BUDGET AND NEW PROGRAMS	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 00-01 (1)	FY 01-02 (2)	FY 02-03 (3)	FY 02-03	FY 03-04	FY 04-05	FY 03-04	FY 04-05
.1 Personal Services								
Base Budget (Forward to B-6)	233,403	252,465	265,388		265,388	270,695		
Increases:								
2003-04					5,307			
2004-05						5,414		
.4 Supplies/Materials/Parts								
Base Budget (Forward to B-6)	236,893	286,678	233,897		233,897	236,236		
Increases:								
2003-04					2,339			
2004-05						2,362		
.5 Equipment								
Base Budget (Forward to B-6)	10,768	2,200	0		0	5,000		
Increases:								
2003-04					5,000			
2004-05						3,000		
.8 Travel								
Base Budget (Forward to B-6)	33,929	37,049	32,489		32,489	32,814		
Increases:								
2003-04					325			
2004-05						328		
GRAND TOTAL	514,993	578,392	531,774		544,745	555,849		

(1) Expenditures are reflected for the 2000 season which is October 1, 1999 to September 30, 2000

(2) Expenditures are reflected for the 2001 season which is October 1, 2000 to September 30, 2001

# **STUDENT PROFILE**

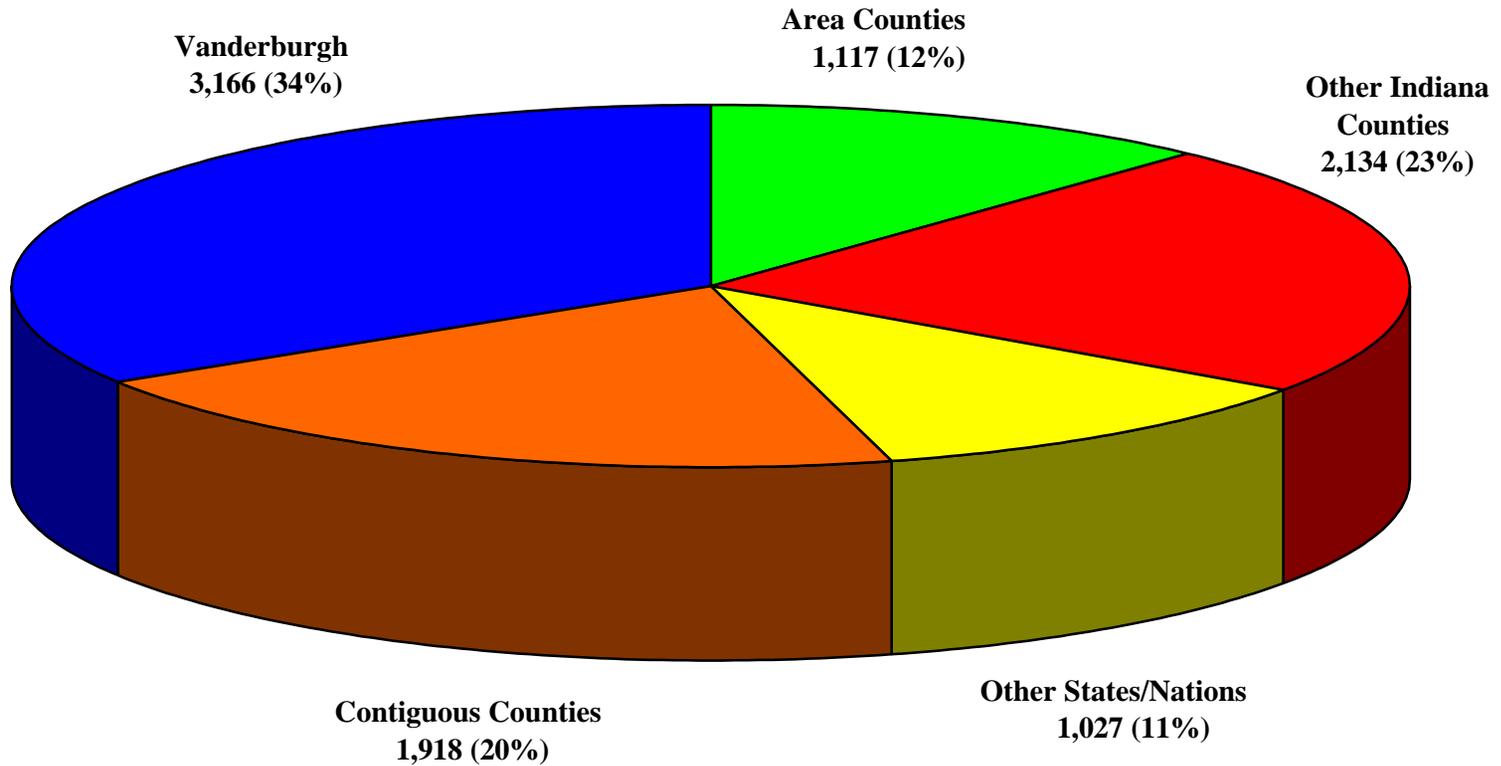
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# UNIVERSITY OF SOUTHERN INDIANA

## Geographical Area

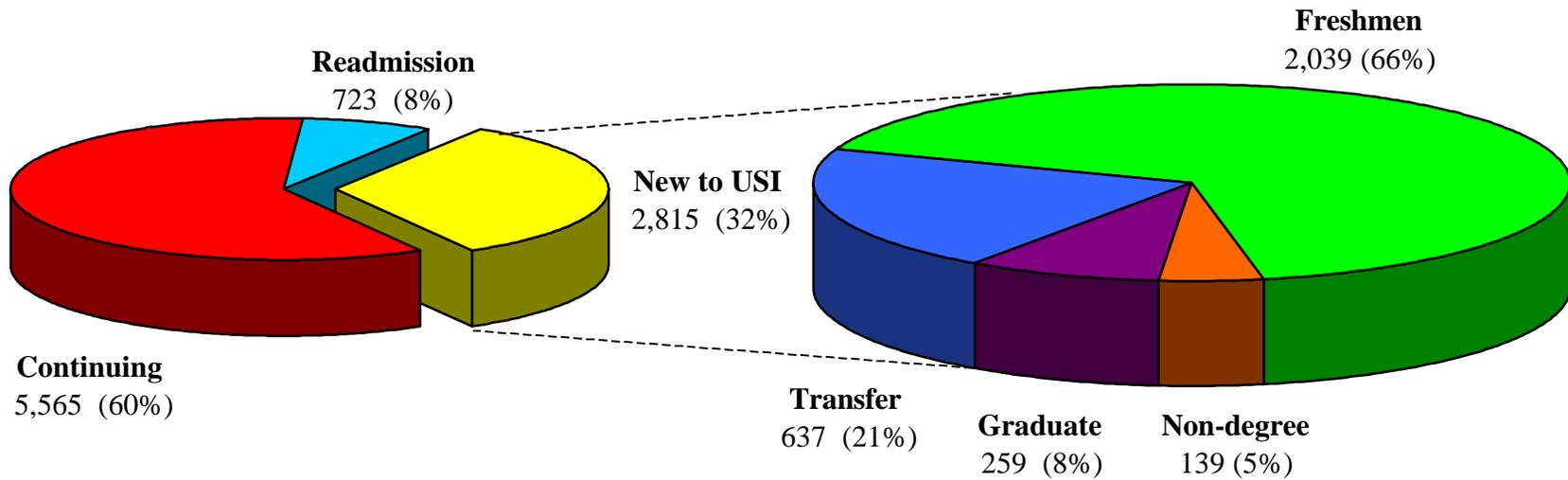
### Enrollment Fall 2001



# UNIVERSITY OF SOUTHERN INDIANA

## Registration Types

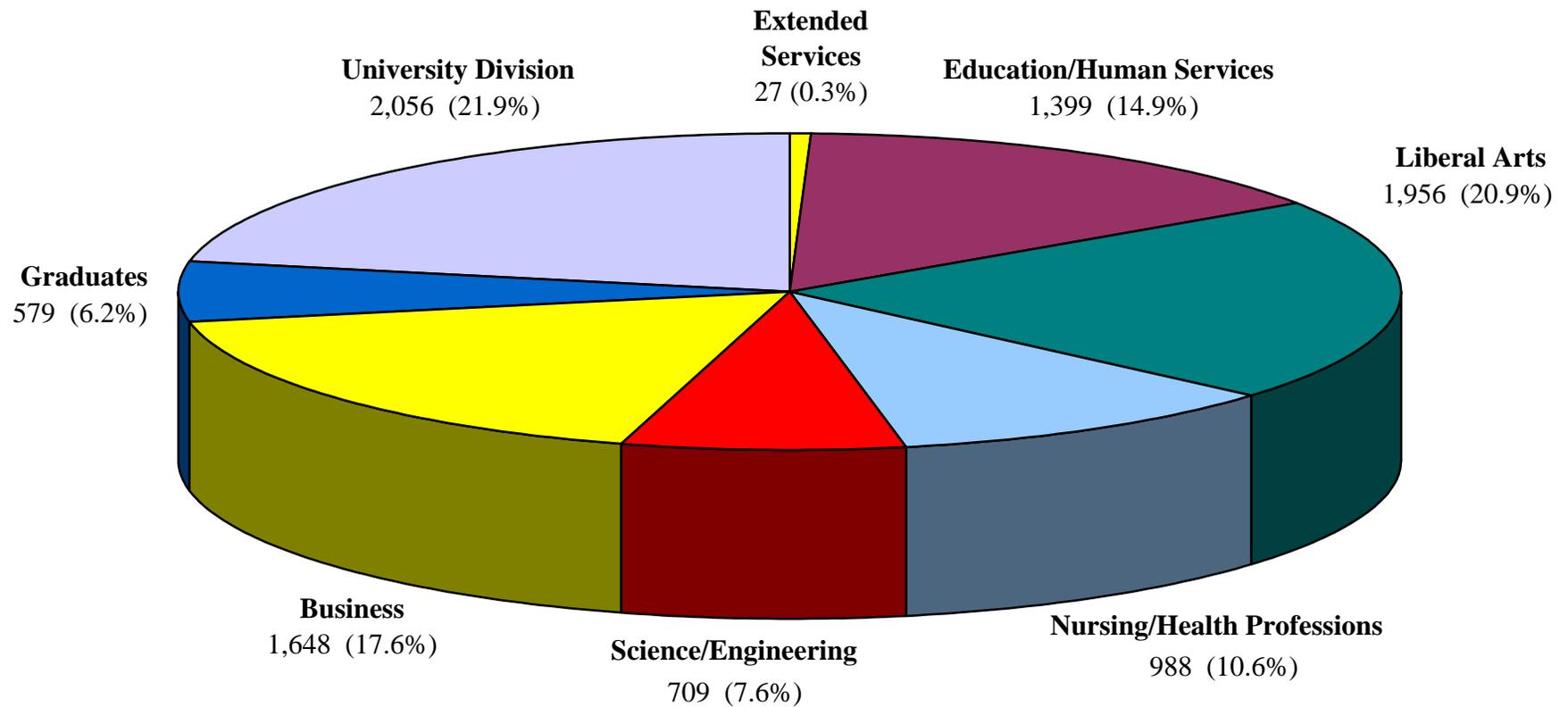
### Fall Enrollment 2001



# UNIVERSITY OF SOUTHERN INDIANA

## Student Majors by Schools

### Fall Semester 2001



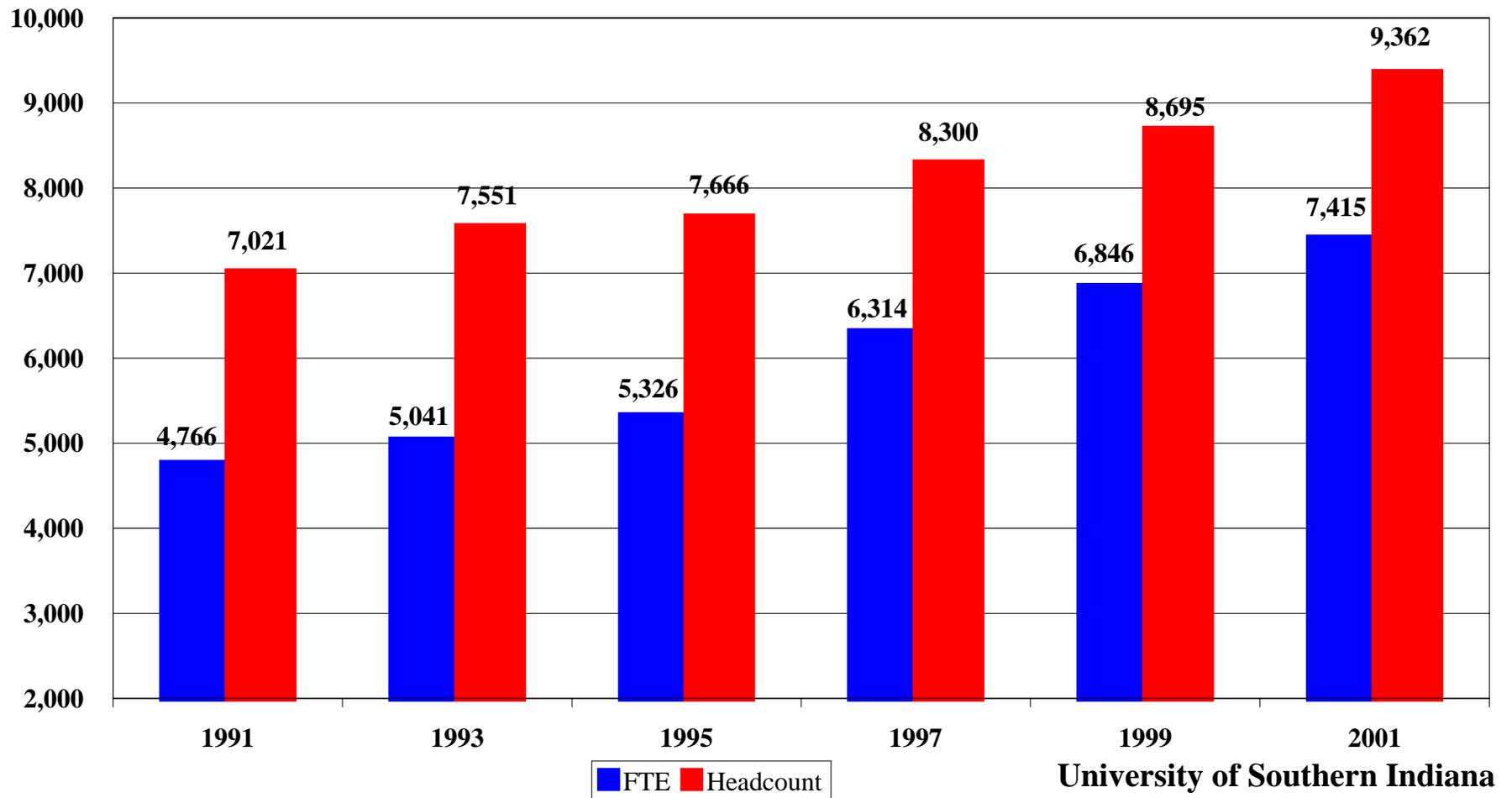
# **NARRATIVE PROFILE**

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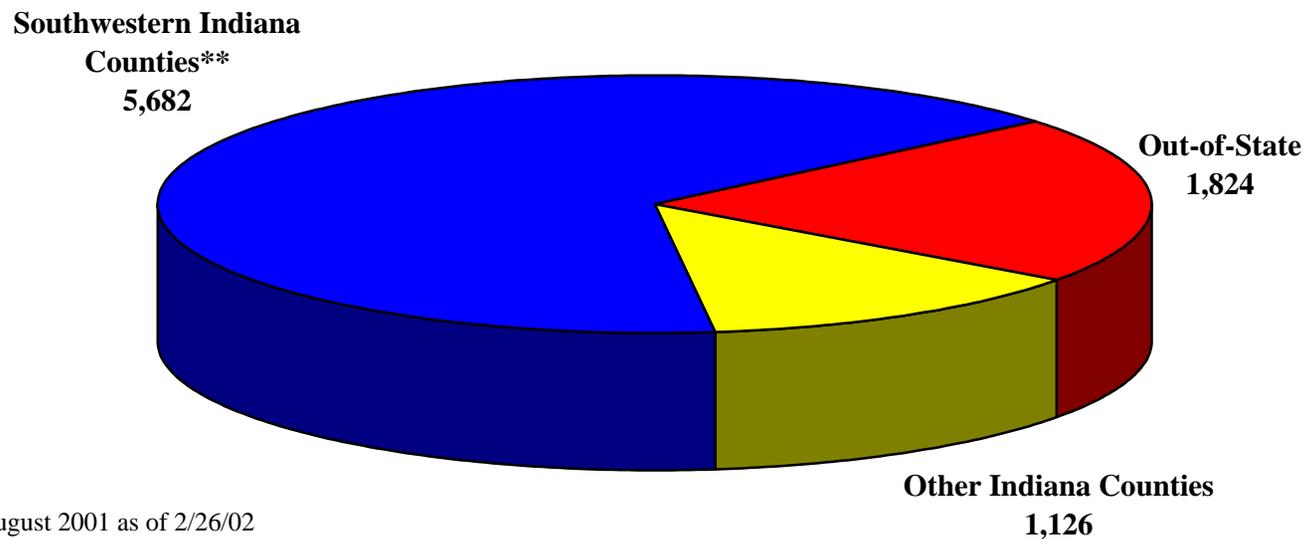
**FIGURE 1**

**USI STUDENT HEADCOUNT AND FTE ENROLLMENT  
1991-2001 FALL SEMESTER**



**FIGURE 2**

**GEOGRAPHIC LOCATION OF GRADUATES  
USI CLASSES OF 1991-2001\***

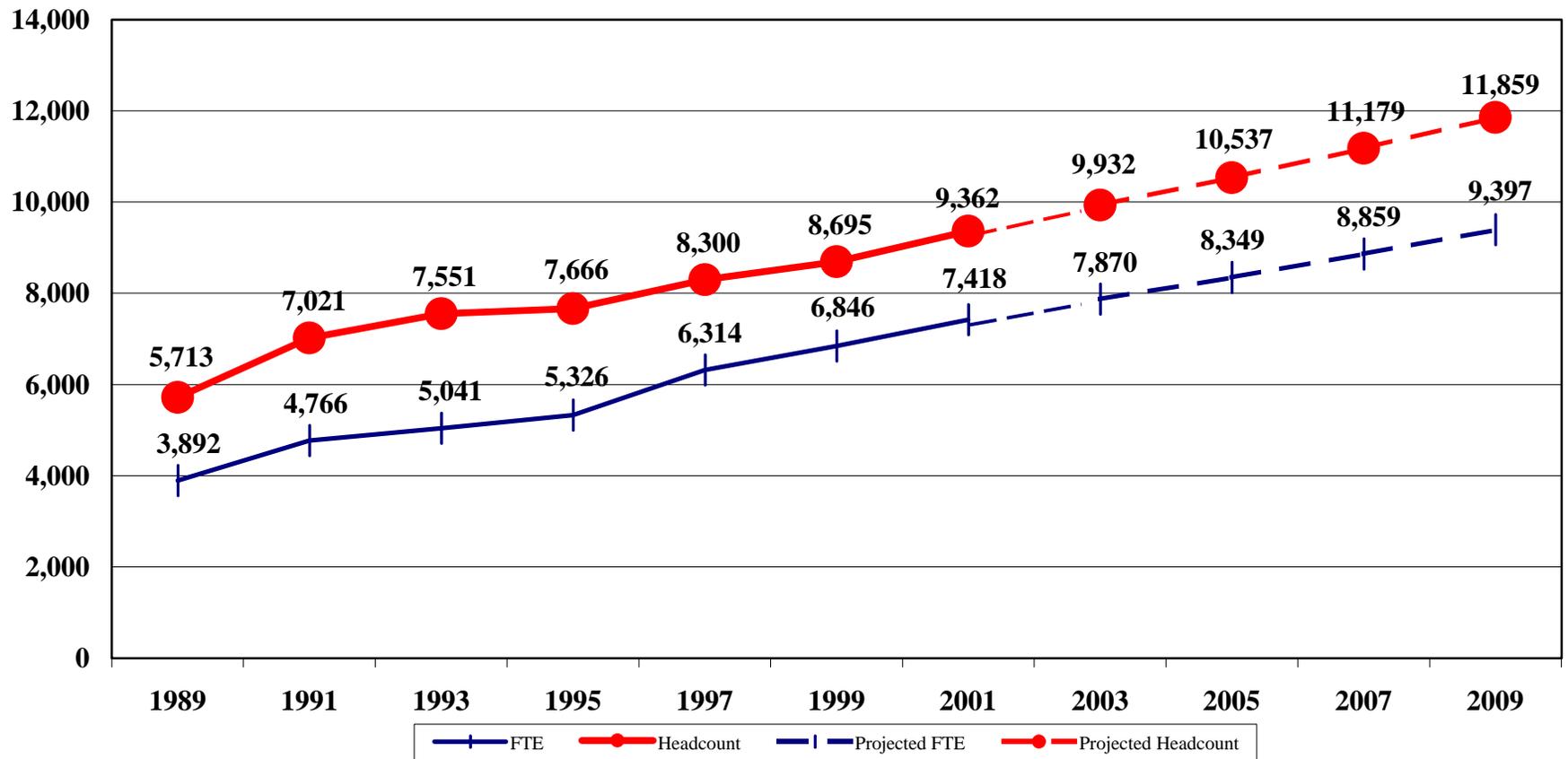


\* Alumni through August 2001 as of 2/26/02

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

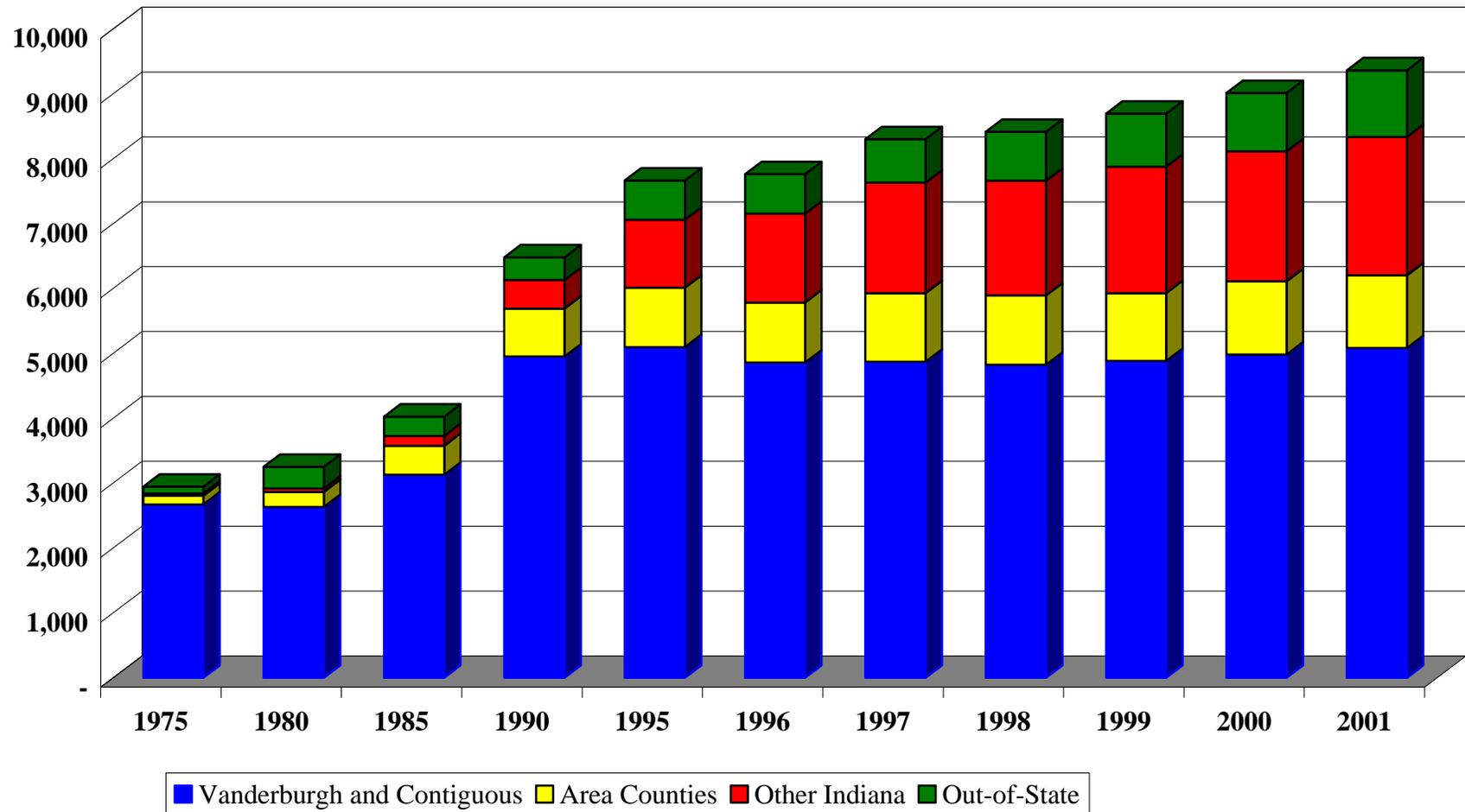
**FIGURE 3**

**ACTUAL AND PROJECTED: STUDENT  
HEADCOUNT AND FTE ENROLLMENT  
1989-2009 FALL SEMESTER**



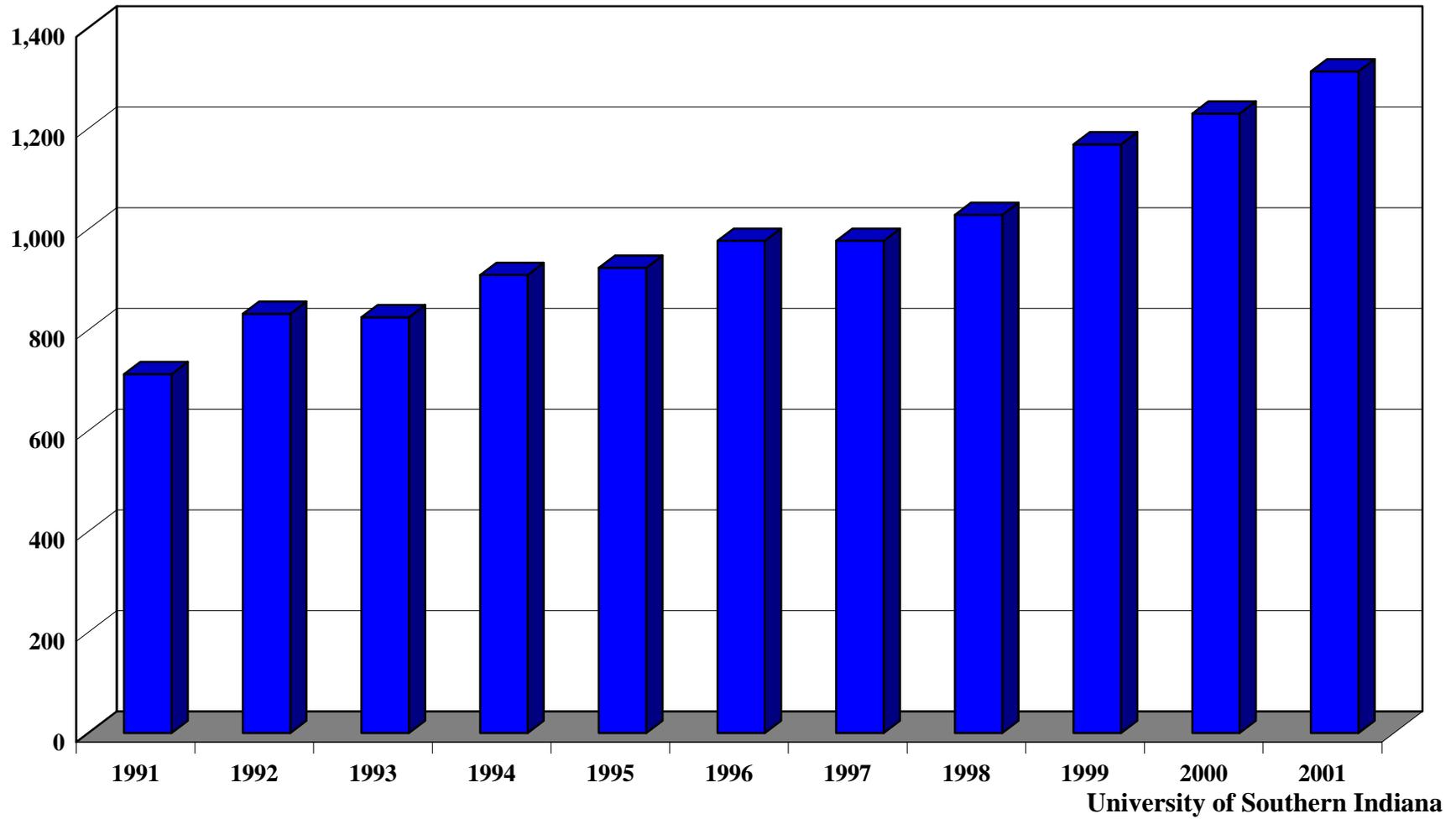
**FIGURE 4**

# **USI 26-YEAR ENROLLMENT GROWTH GEOGRAPHIC AREAS**



**FIGURE 5**

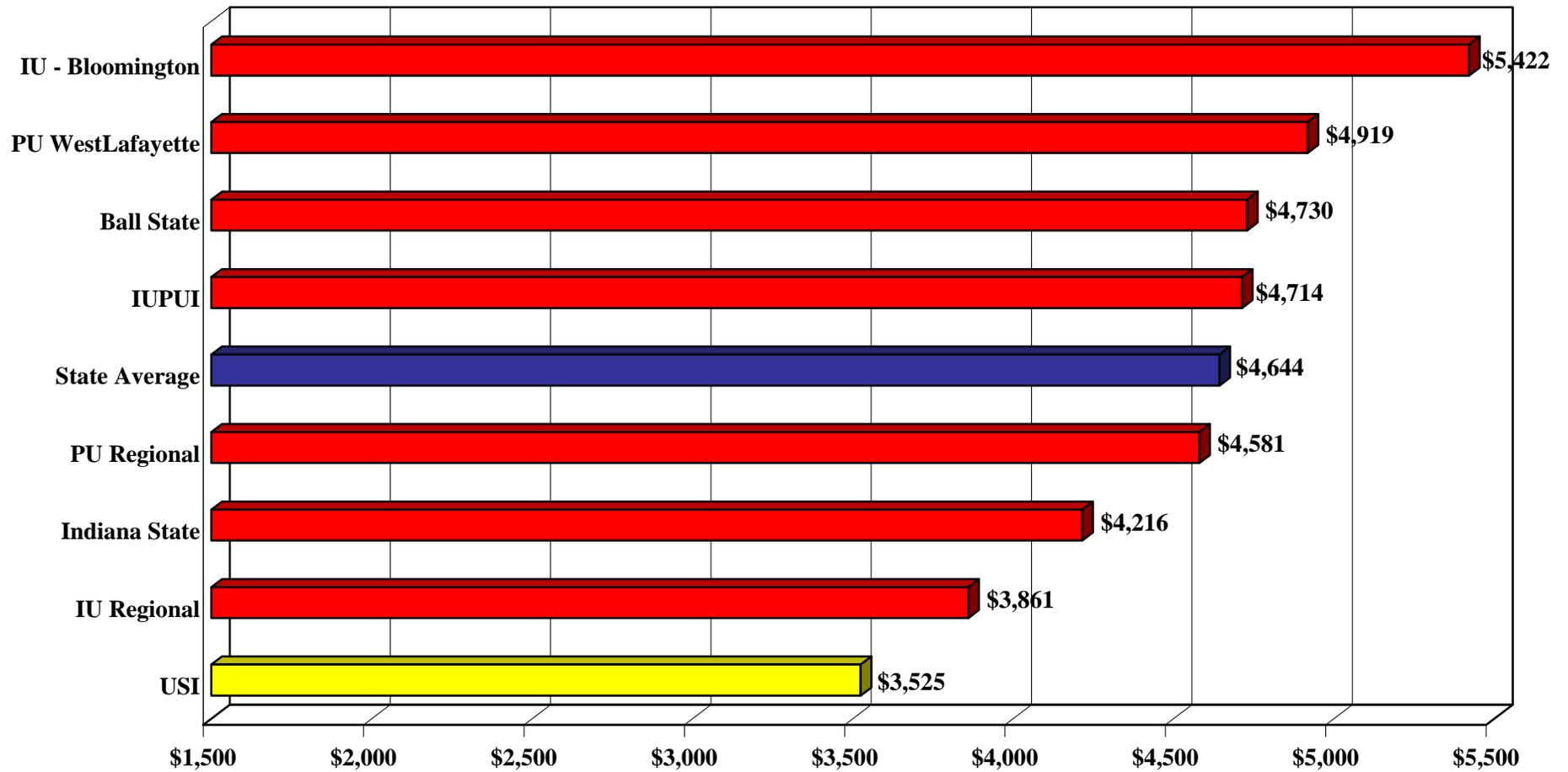
**USI DEGREES CONFERRED  
1991-2001**



University of Southern Indiana

# 2002-2003 TUITION AND FEES 4-YEAR PUBLIC INSTITUTIONS IN INDIANA

**FIGURE 6**

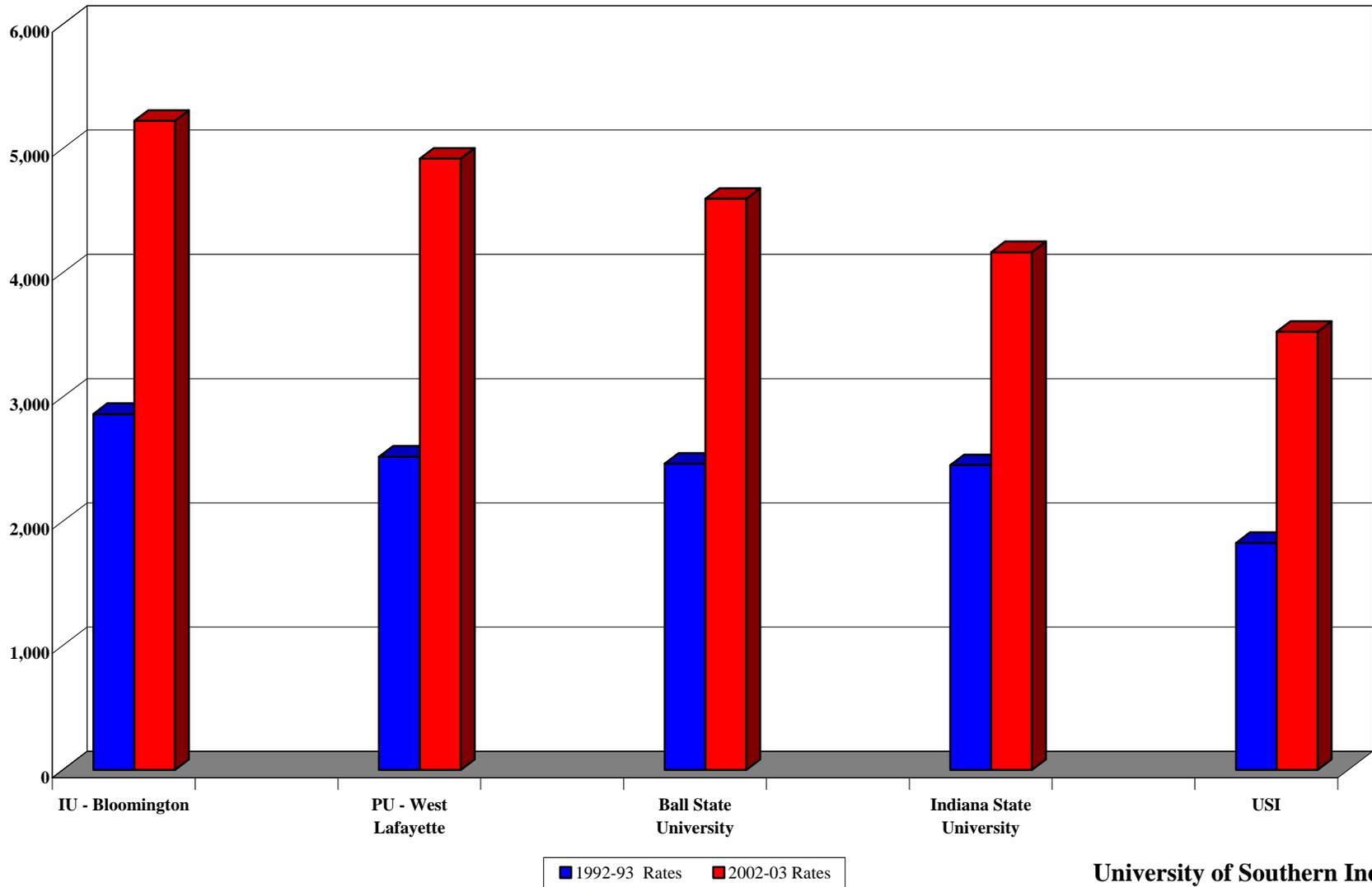


Tuition and fees cover two 15 credit-hour-semesters.

University of Southern Indiana

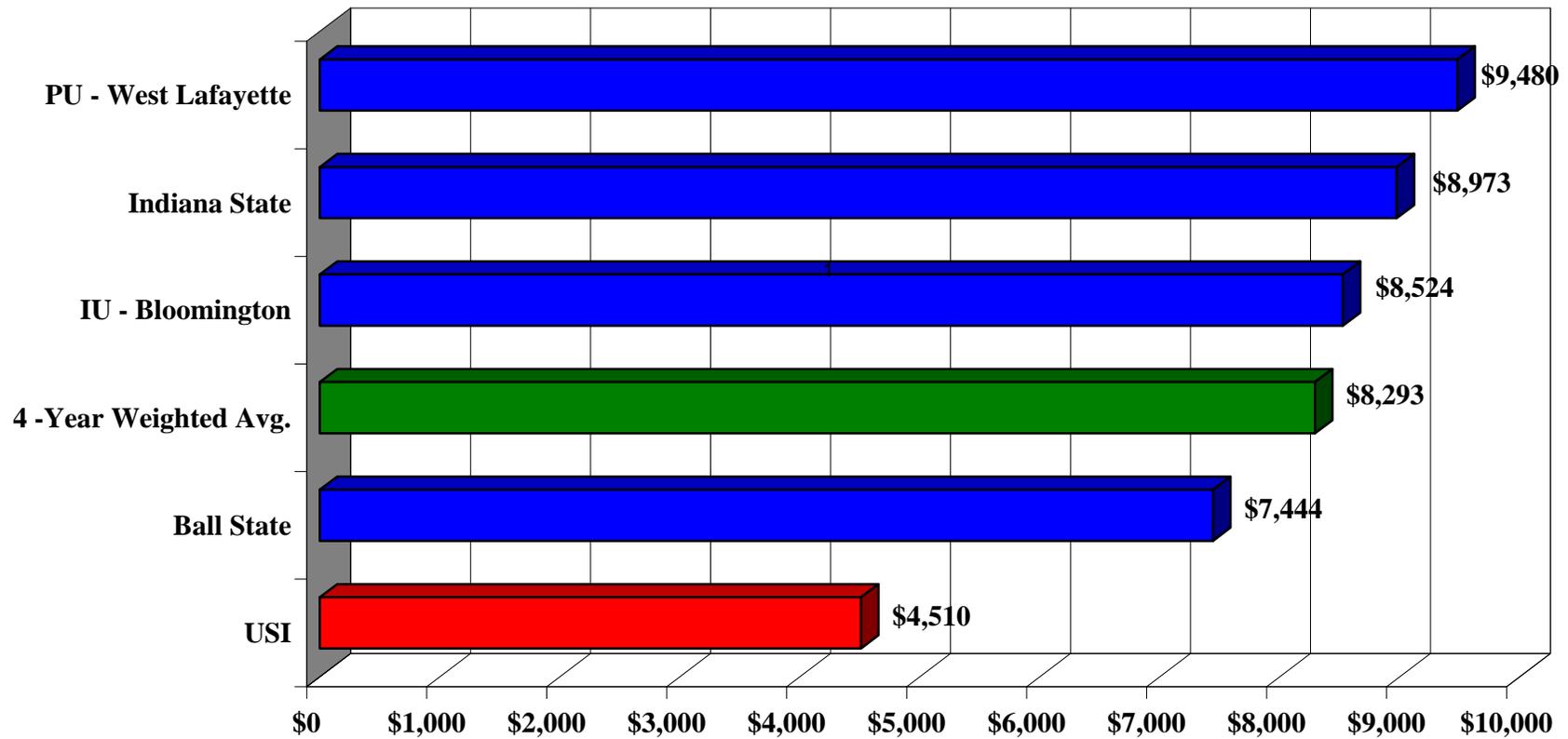
**FIGURE 7**

**PUBLIC INSTITUTIONS IN INDIANA  
TEN-YEAR TUITION/FEE HISTORY**



**FIGURE 8**

**INDIANA 4-YEAR PUBLIC INSTITUTIONS OF HIGHER  
EDUCATION APPROPRIATION PER HOOSIER FTE  
STUDENT 2002-2003**



Based on 2000-2001 Hoosier FTE Enrollments