Vincennes University

AQIP
Systems Portfolio

June 2008

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Vincennes University
Organizational Overview

Vincennes University is deeply committed to academic quality improvement and embraces the challenges of demonstrating that commitment in its initial submission of this AQIP Systems Portfolio. It presents a candid view of the strengths and opportunities for improvement as perceived by the University. In general, strengths typically lie in having clearly defined processes and in determining results. While some areas demonstrate strengths in analyzing results and translating them into improvement, other areas must still improve in closing the loop, taking the next step toward planning and executing specific improvement strategies.

O1: Distinctive Features of Vincennes University

Indiana's oldest college, Vincennes University is a non-profit institution offering more than 250 programs of study. Literally born on America's frontier in 1801 as the Jefferson Academy, Vincennes University was chartered in 1806 and has served Indiana for more than 200 years. William Henry Harrison, first governor of the Indiana Territory and ninth President of the United States, was the founder of the college and the first chairman of the Board of Trustees. The motto, "S'instruire pour servir," on the University's official seal, defines the foundational value of the University's educational philosophy, "Learn in Order to Serve." This motto is the guiding philosophy for the University's vision and mission.

Vincennes University Vision Statement

> Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality. VU is a diverse community whose members all share responsibility for supporting the University mission and are respected for their contributions.

Vincennes University Mission Statement

> Vincennes University, Indiana's first college, is the State's premier transfer institution and leader in innovative career programming. The VU community ensures educational access, delivers proven associate and baccalaureate programs, and offers cultural opportunities and community services in a diverse, student-centered, collegiate environment.

Vincennes University is a state-supported, "open door" institution with the philosophy that all properly motivated and dedicated high school graduates should have the opportunity to pursue a college education. The University has long had a statewide mission, is a model comprehensive two-year college, has (in contrast to most two-year colleges) a significant residential student body, and offers associate degrees in the arts, mathematics and sciences, social sciences, education, engineering, and various traditional and innovative fields in technology. In addition, the University awards baccalaureate degrees in Secondary Education (Math, Science, and Special Education), Health Care Management, Homeland Security, Technology, and Nursing.

Vincennes University has campuses in Vincennes and Jasper and three instructional sites in Indianapolis. These include the Aviation Technology Center (ATC), the Indiana School for the Deaf, and Ben Davis University High School (BDUHS). Additional on-site instruction occurs through business and industry, the Indiana military, and at multiple Indiana high schools.

Vincennes University also provides an extensive distance education program to individuals in Indiana as well as individuals across the world. The University is distinctive in its significant out-of-state offerings to the military at 13 staffed sites in 7 states, serving approximately 3000 military personnel, their dependents, and civilian employees. The University serves the US military through its worldwide distance education program to personnel in Iraq, Afghanistan, Japan, and ships at sea, among other places. Vincennes University recently took a distinctive step forward in achieving its overall mission to serve by assigning a full-time English professor to a Coast Guard cutter on sea duty to provide a traditional English Composition I course to students on that cutter.

O2: Scope of Educational Offerings at Vincennes University

Vincennes University offers a broad range of educational programming. The Vincennes and Japer campuses offer baccalaureate degrees, associate degrees, and certificates of completion through the Business and Public Service, Health Sciences and Human Performance, Humanities, Social Science and Performing Arts, Science and Mathematics, and Technology Divisions. Additionally, Associate degrees and Certificates of Completion are offered at other sites across the state and nation. Detailed information on the educational offerings of Vincennes University is given in Category 1: Helping Students Learn, *Figure 1C3.1*.

O3: Student Base at Vincennes University

Vincennes University serves students from all ninety-two counties in Indiana, thirty-seven other states, and thirty-three foreign countries. Indiana residents comprised 79% of first-time students for Fall 2007.

For Fall 2007, full-time students (5081) comprised 47% of the student population while part-time students (5669) comprised 53% of the total student population. Compared to the prior year, full-time students increased by 311 students while part-time students increased by 434. Approximately 5% of VU's total enrollment consists of fully distance students. In addition, 10% of all VU students enroll in distance education courses.

For Fall 2007, students 21 years old and younger (6554) comprised 61% of the total student population while students over 21 years old (3993) comprised 37% of the total student population. The ages of 2% of the total student population are unknown.

The vast majority (83%) of VU students receive some kind of financial aid. For 2006-07, full-time, first-time degree/certificate-seeking students received federal grants (38%), state/local grants (27%), institutional grants (19%), and/or loans (63%).

The Vincennes campus served 4826 students for Fall 2007 while the Jasper campus served 762, and the ATC, ASL, and BDUHS facilities in Indianapolis served 110, 113, and 109 students respectively. All other sites, including Distance Education, military programs, B&I, and Project EXCEL served an additional 7044 students.

O4: Collaborations between Vincennes University and Other Organizations

Vincennes University collaborates with K-12 schools, two- and four-year higher education institutions, business and industry partners, economic development organizations, community groups, and state agencies. These collaborations play a significant role in fulfilling VU's mission and vision and in providing key opportunities for students and other stakeholders. See *Figure 3C1.3 Stakeholders*, 3P3 Stakeholder Needs, and Category Nine: Building Collaborative Relationships, *Figure 9C1.1 Key Collaborative Relationships* for a fuller description of VU's collaborations.

O5: Vincennes University Faculty and Staff Base
While no bargaining units represent any work group, Vincennes University utilizes both full- and part-time faculty and staff members from all educational levels.

Figure O5.1 illustrates the breakdown of full- and part-time faculty and staff.

Figure O5.1 Full- and Part-Time Faculty and Staff (Fall 2007)

	Faculty	Admin.	Other Professionals	Other Staff	TOTAL
Full-Time	278*	17	221	305	821
Part-Time	599	0	27	324	950
Total	877	17	248	629	**1771**

* 81% of the faculty members on the Vincennes campus are full-time. The high number of part-time faculty and staff reflects the expansion of programming in distance education, off-site military education, and business and industry training.

Figure O5.2 illustrates the breakdown of full-time faculty by rank.

Figure O5.2 Full-Time Faculty by Rank (from IPEDS, Fall 2007)

	Professor	Associate Professor	Assistant Professor	Instructor	No Rank	TOTAL
Full-Time Faculty	131	51	47	24	25	278

Figure O5.3 illustrates the breakdown of faculty by education level.

Figure O5.3 Faculty Educational Levels (Spring 2008)

	Doctoral	Master's	Bachelor's	Associate's	Certifications
Full-Time Faculty	16	183	29	26	4

Educational levels for staff are currently unavailable. The University has recently implemented the SCT Banner system for data storage, which has been a multiphase project that required prioritization as the roll over began. Mission critical information and data were the initial focus, and because information on staff educational levels is not required for reporting or the day-to-day operations of the University, this area has received a lower priority.

O6: Critical & Distinctive Facilities, Equipment, & Technologies and the Regulatory Environment at Vincennes University
Vincennes University's Vincennes campus provides the full range of student services. The 120-acre campus includes fourteen buildings dedicated primarily to instruction, six residence halls, the Shake Learning Resource Center, the Beckes Student Union, the Tecumseh Dining Center, the Student Recreation Center, the Red Skelton Performing Arts Center, the Green Activity Center, and Beless Gym, as well as buildings dedicated to the effective and efficient running of the University: Welsh Administration, Governor's Hall (Admissions), Young Hall (Workforce

Development and Community Services), Dayson Foundation and Alumni Center, and Security Information (Campus Police).

The 130-acre Jasper Campus in Jasper, Indiana, is approximately 50 miles from the Vincennes campus. It serves commuter students and includes the Administration Building, the Ruxer Student Center, the Habig Center (housing the library, business labs and science labs) and the newly-constructed Academic Classroom Building.

Vincennes University has facilities at three sites in Indianapolis, Indiana, each approximately 115 miles from Vincennes. The Aviation Technology Center (ATC) leases 120,000 square feet at the Indianapolis International Airport and includes two hangars, twelve classrooms, ten laboratories, a fully functioning 747, four engine test cells, and over $1 million in aircraft, equipment, and tooling. Students attending ATC can earn associate degress in various fields of aviation technology.

Ben Davis University High School (BDUHS), a second site, is a small, focused high school on the west side of Indianapolis where students can earn a Core 40 high school diploma while also earning college credits toward an associate degree from Vincennes University. In January of 2009, the high school will occupy a 125,000 square foot facility that will include over thirty classrooms, a library, and a student commons area.

The third Indianapolis site is located at the Indiana School for the Deaf. This facility includes classrooms and office space and operates for the purpose of preparing students to pursue a baccalaureate degree in American Sign Language interpreting.

Newly established and developing facilities at Vincennes University center around three key areas. One key area is technology. The Technology Division is currently the largest division on campus and houses state-of-the-art equipment for programs in Computer Integrated Manufacturing, robotics, machine trades, and Computer Numeric Control. Adding to the emphasis on technology is the State Center for Applied Technology (SCAT) currently under construction on the Vincennes campus. This Center will be a delivery mechanism for Business and Industry. Additionally, technology centers will be built on the Jasper Campus and in Gibson County. These centers will house technology programs with an emphasis on advanced manufacturing and will provide opportunities to reach adults and traditional commuters.

Another key feature of the University's Vincennes campus is the recently constructed Red Skelton Performing Arts Center (RSPAC). Not only has it renewed interest in the performing arts programs, but it also signals that VU is more than a community college and offers and encourages the full college experience. Additionally, the RSPAC also provides superior technology and greater seating for University and University-sponsored events and performances than was previously available.

One final distinctive facility is currently in the early planning stage. A new Multicultural Center has been given approval, and the University is currently raising funds for this latest endeavor. This new facility will provide support to and promote recruitment and retention of VU's international students and students of diversity.

Vincennes University looks and feels much like any other university offering baccalaureate degrees and is regulated, like all public universities in the State of Indiana, by the Indiana Commission for Higher Education (ICHE). The Governor of Indiana appoints nine Trustees and a student Trustee to serve on the Vincennes University Board, which also includes the

University president and superintendents of the three Knox County school corporations. The Board has the legislative responsibility and authority for the operation of the University and approves all University policies, degree programs, promotions, tenure appointments, budget, and requests to the legislature.

Vincennes University complies with all applicable federal, state, and local laws relating to Equal Employment Opportunity, Affirmative Action, and non-discrimination in public services. The University has established sexual harassment, grievance, academic freedom, hiring, benefits, financial, affirmative action, anti-nepotism, student conduct, attendance, standards of progress, academic probation, disabilities discrimination, drug abuse, and racial, ethnic and religious harassment policies described in detail in the University Manual.

Vincennes University employees are represented through three governing bodies: the University Faculty Senate, the University Professional Staff Congress, and the University Support Staff Council. University students are represented through the Student Government Association.

O7: Competition for Students and Services

Because Vincennes University has a statewide mission, it competes with all institutions of higher education in Indiana, including the baccalaureate degree granting institutions and the twenty-three community college sites located throughout the state. The competition with baccalaureate degree granting institutions has been enhanced by VU's recent implementation of select baccalaureate degrees. VU offers distinct advantages over the baccalaureate competition, however, by offering the full college experience in a smaller setting than the four-year institutions, by having the second-lowest tuition rate in the state, and by having an open-door admissions policy.

Because approximately half of VU's educational offerings are intended to prepare students to enter the workplace upon completion, Vincennes University competes specifically with twenty-three sites of Ivy Tech Community College of Indiana and the branch campuses of Indiana University and Purdue University for students pursuing certificates and two-year terminal degrees and for business and industry training. To that end, VU is currently building three technology centers discussed earlier. These facilities will provide opportunities to expand educational opportunities to adults and traditional commuters in Indiana.

O8: Vincennes University's Opportunities and Vulnerabilities

Changing demographics and economic trends provide both opportunities and vulnerabilities. VU embraces both opportunities and vulnerabilities with a can-do philosophy.

By understanding the current and future trends in the State of Indiana, Vincennes University can take advantage of the opportunities these trends provide. Such is the case with the recent addition of the seven baccalaureate degree programs. Aware of the pending retirements of teachers and the projection of a teacher shortage, VU created three baccalaureate programs in education: Mathematics, Science, and Special Education. Likewise, the two baccalaureate programs in the area of health care, Nursing and Health Care Management, came to fruition by understanding future demands in the field as the population both ages and lives longer. The Homeland Security and Public Safety baccalaureate program speaks for itself as the nation focuses on greater security in nearly every area. Finally, the Technology baccalaureate program looks to fulfill the future demands of advanced and applied technology as Indiana moves forward in the competitive, global market.

The Chronicle for Higher Education recently indicated that the greatest opportunity for enrollment for the next seven years is distance-delivered education, and Vincennes University is responding to the opportunity. Although distance learning is a 200-year-old concept, new technology solutions are vastly changing and improving teaching and learning. The Vincennes University Distance Education Program is continually in the process of developing additional opportunities using new and creative approaches to teaching and learning. This year, through Distance Education, VU has added an additional 200 FTE.

Technology also provides VU with another opportunity for increasing enrollment. VU understands that its greatest growth in enrollment will come from the adult population and commuters. To help address this opportunity VU is building the three technology centers (mentioned earlier), and has identified enrollment as one of its Action Projects. (See Category Seven: Measuring Effectiveness.)

One final opportunity for responding to the competition and increasing enrollment lies in making VU's presence better known in high schools throughout Indiana by means of dual enrollment. While VU is already the leader in the state for dual enrollment, these younger students present a not-yet fully realized recruitment opportunity. Besides providing dual enrollment in ninety-one high schools throughout Indiana, VU has recently moved forward in developing early college high school partnerships with school corporations around the state. In Fall 2007, through a partnership between Wayne Township School Corporation and Vincennes University, the Ben Davis University High School (BDUHS) was established in Indianapolis. In addition, VU is currently discussing potential partnerships with seven other school corporations exploring the possibility of early-college entities in their communities.

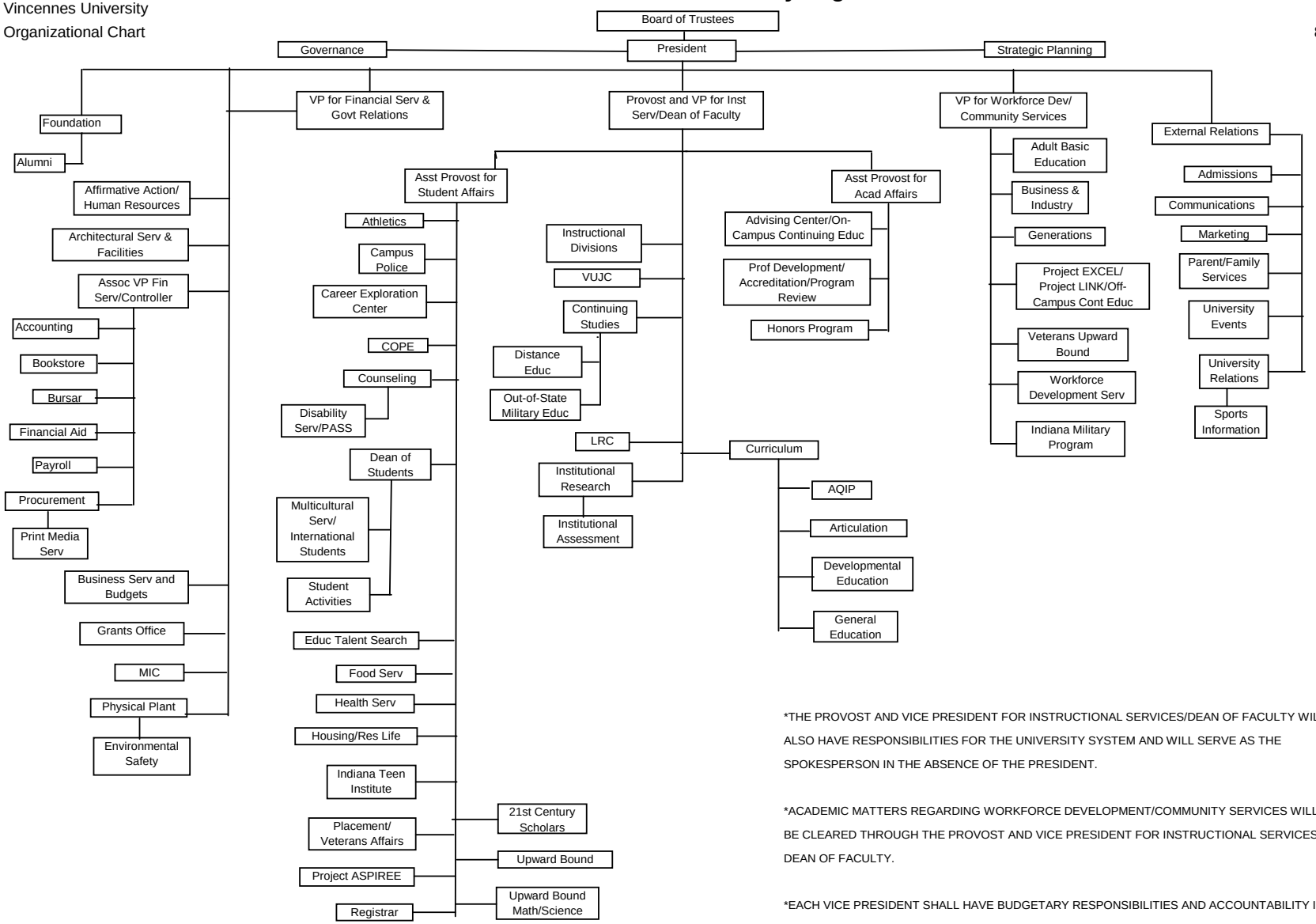
While Vincennes University embraces opportunities, it also faces vulnerabilities. One potential vulnerability is the recently passed House Bill 1001, property tax reform legislation that shifts full funding of K-12 to the state. Prior to this legislative action, K-12 was funded primarily through local property taxes. While this piece of legislation was intended to provide relief to property owners by shifting to an increased sales tax, the full effect cannot yet be known. It is known, however, that K-12 and entitlement programs will now consume 80% of the state's budget. VU is now in competition with not only all other public universities, but also all publicly funded K-12 schools for a limited number of state dollars. In addition, in economic downturns, state sales tax collection decreases, thus reducing the pool of available dollars to fund education. Because VU relies on the state for 62% of its funding, any looming economic recession could be problematic. Sound financial planning as well as increased enrollment is essential to VU's future stability.

Another vulnerability is demographically based. Over the next few years, Vincennes University will face a large segment of its faculty retiring. Finding qualified faculty members to fill the void will be a challenge as the immediate area does not have a large field of properly credentialed individuals. Offering competitive compensation will be vital in attracting dedicated, qualified faculty to replace those who have served the University so well for so long. Conversely, this challenge also provides the opportunity to reinvigorate the faculty with enthusiastic visionaries with a more diverse background.

Vincennes University Organizational Chart

Vincennes University
Organizational Chart

8/4/2006



*THE PROVOST AND VICE PRESIDENT FOR INSTRUCTIONAL SERVICES/DEAN OF FACULTY WILL ALSO HAVE RESPONSIBILITIES FOR THE UNIVERSITY SYSTEM AND WILL SERVE AS THE SPOKESPERSON IN THE ABSENCE OF THE PRESIDENT.

*ACADEMIC MATTERS REGARDING WORKFORCE DEVELOPMENT/COMMUNITY SERVICES WILL BE CLEARED THROUGH THE PROVOST AND VICE PRESIDENT FOR INSTRUCTIONAL SERVICES/ DEAN OF FACULTY.

*EACH VICE PRESIDENT SHALL HAVE BUDGETARY RESPONSIBILITIES AND ACCOUNTABILITY IN HIS/HER RESPECTIVE AREA.

AQIP Systems Portfolio

Category One: Helping Students Learn

Vincennes University is continually seeking to improve the quality of education for its students. To improve the quality, questions for this category were selected that would influence both the current and future direction for helping students learn. Each question is one that causes the institution to reflect on current practices and improve for the future. The processes reviewed will impact the new direction and focus all educational processes at the institution, including both general education and liberal education.

1C1: Common Learning Objectives, Knowledge, and Skills

Vincennes University believes in liberal education for all its degree-seeking students as demonstrated by the Fall 2007 creation of the Educational Futures Task Force (EFTF). This task force was assembled to develop an understanding of the definition of liberal education, interpret the concept of liberal education as it applies to VU and its mission, and envision a culture of student-centered learning at VU that embraces liberal education.

Liberal education at Vincennes University fosters a culture of learning that nurtures a collaborative effort among students, faculty, staff, and administrators to develop engaged and contributing members of society. VU believes that liberally educated students graduate with knowledge, skills, and values necessary to be successful in daily life, in the workplace, and as lifelong learners. Liberal education expands students' perspectives by integrating the breadth of general education with the depth of the major. Liberally educated students learn to think critically, using multiple methods to solve problems through the synthesis of skills and knowledge gathered from a variety of disciplines. They gain a global perspective with the capacity to consider diverse ideas in an ever-evolving world, enhancing their ability to make responsible, ethical, and aesthetically-informed decisions. Liberal education at VU creates intentional, collaborative learners who are empowered and motivated to seek, communicate, and apply knowledge.

General Education at Vincennes University focuses on two distinctive but interrelated educational components. Each component is essential to ensure development of measurable basic skills, critical and creative thinking skills, and a breadth of knowledge needed both to strengthen students' work in their major and to achieve the levels of understanding expected of college graduates. The first component of general education is basic skills. The purpose of this study is to ensure that students read, write, speak, and compute at a college level. These skills are necessary not only for the communication and computation crucial to life after completion of a degree but also for the active and successful participation in the pursuit of a degree. Basic skills are enhanced as students progress through the remainder of their course work and as they complete general education's second component, liberal education. The purpose of this study is to actualize the students' potential to live fuller lives as individuals and as members of different social institutions. This course work provides the opportunity for students to develop an appreciation of humanity's various responses to life lived in the natural world, both as an individual and as a part of society. As a consequence of this study, students achieve a better understanding of the world and people around them and thus are able to live a fuller and more participatory life.

1C2: Aligning Learning with VU's Mission, Vision, and Philosophy
Student learning expectations, practices, and development objectives align with Vincennes University's mission, vision, and philosophy as evidenced in a variety of processes throughout the University.

To achieve the mission and vision, and to ensure that student learning expectations, practices, and development objectives align with the mission and vision, the University has outlined eight institutional functions:

- To provide a comprehensive range of transfer curricula for those who want to complete a baccalaureate degree at another institution by offering the first two years of many baccalaureate programs;
- To provide a comprehensive range of occupational programs for those who want to begin employment with job entry skills upon the completion of their occupational programs at Vincennes University;
- To provide baccalaureate degrees in specialized areas for those who want to complete a baccalaureate program at Vincennes University;
- To provide general education for all students for the purpose of broadening their understanding of life and their ability to function as citizens in today's society;
- To provide developmental education for those who need it in order to succeed in the occupational or transfer programs of their choice;
- To provide a comprehensive range of student support services aimed at enhancing students' academic, personal, and social development;
- To provide adult continuing and adult basic education for whose who want to complete requirements for the certificate or associate degree program of their choice, up-grade their job competencies, improve basic educational skills, and/or gain knowledge of subjects of their own personal interest; and
- To provide a comprehensive program of community services and resources for the community by developing specialized opportunities for preparation when occupational needs can be served, by initiating programs of benefit to the community, and by making the resources of the University available for community betterment.

Vincennes University's mission and vision are supported through ongoing processes as outlined in the strategic plan, from placement testing through General Education requirements through graduation. And, as exemplified by the eight institutional functions listed above, student success is at the heart of VU's commitment to serve and to educate. To that end, many programs are in place to promote success for all students. Those include the STEP, COPE, and the Summer Bridge Program, all important programs designed to help ensure student success.

VU's STEP program offers educational support to college-aged students who have been diagnosed with a learning disability. In one sense the program is "selective" because it will accept only students who have provided psychometric testing demonstrating their disability. The program offers a broad-based nurturing environment, extensive one-on-one tutoring, specific courses that teach education-related coping mechanisms – all intended to drive the student to self-advocacy and as much personal independence as possible.

The COPE program provides support services to first-generation college students, many of whom are educationally and possibly socially under-prepared and challenged students. The COPE program, which also provides significant tutoring and a nurturing environment, is supported by a TRIO grant.

The Vincennes University Summer Bridge Program is designed to provide incoming and freshman level students with a summer college orientation experience and the opportunity to get a head start on their academic goals. Additional faculty, staff, and tutors are hired especially for the Summer Bridge Program to assure that students experience a positive transition to college life. The Bridge Program helps students get a head start on locating facilities, using the library and learning centers, scheduling study time, learning money skills, acclimating to college dormitory life, accessing public services in Vincennes, and learning self-advocacy skills.

Without a doubt, students are successful if they are supported by professional, knowledgeable faculty. Vincennes University has dedicated faculty whose professional growth and development are supported by the University. For example, The Center for Teaching and Learning (CTL) works to assist faculty in the application of good pedagogy, effective instructional design, and the use of educational technology to enhance teaching and learning. One hundred forty-seven full- and part-time VU faculty members are graduates of the CTL's Teaching Transformation Academy (TTA), an intensive, semester-long, professional development program. Faculty members are provided with 20 percent released time or a stipend to support their TTA participation. The CTL's mission is to help faculty improve teaching and enhance student learning and retention. The program also provides an opportunity for leadership development through the Faculty Fellows program when TTA graduates are willing to become mentors to other faculty in their disciplines.

Student learning and success are the cornerstone of VU's philosophy. Key to this success is the connection between students and their faculty advisors. Every student is assigned to an academic advisor, a full-time faculty member in the student's chosen program of study. Advisors help students select course schedules and mentor them through their program of study. To train new faculty, as well as update current faculty on advising issues, VU's Center for Academic Advising offers a systematic faculty advising training program. The Center also assists students who will be transferring to a baccalaureate institution in interpreting articulation agreements between VU and four-year universities.

Also important to student success is assessment of student learning. Annual and ongoing reassessment of courses and programs conducted by departments, with the support of the Office of Institutional Assessment, ensures that course and program offerings meet the needs of students as well as the expectations of transfer institutions and the business and service communities.

Enhanced student learning and success is also aided by connections beyond the University's walls. Strong business and industry ties ensure that the program offerings produce graduates who are prepared for the world of work. In many career and vocational-technical programs, Program Advisory Committees are in place to assist faculty with developing curricula that are responsive to the changing needs of business and industry. Furthermore, students who participate in internship programs are evaluated by their employer. Student interns also evaluate the effectiveness of their education and training in preparing them for "real world" experience.

1C3: VU's Key Instructional Programs, Delivery Methods, & Technology Used for Instruction

Key instructional programs are delivered through methods developed in response to changing student needs, incorporating technology in the classroom across all campuses. Instructional programs are driven by three key influences: (1) students' needs, (2) the expectations of the

institutions to which students will transfer, and (3) the demands of the employers that will hire students.

Key Programs
Vincennes University offers baccalaureate, transfer and occupational two-year associate degree programs, certificate programs, business and occupational training programs.

Figure 1C3.1 below illustrates the number of programs offered in the various areas of the University.

Figure 1C3.1 Vincennes University Educational Offerings

Campus/Site	B.A./B.S.	A.A.	A.S.	A.A.S.	Certificates
Vincennes Campus					
Business/Public Service	1	0	18	24	25
Health Sciences/ Human Performance	2	0	23	4	11
Humanities/Social Science and Performing Arts	1	21	47	12	8
Science /Mathematics	2	3	43	2	5
Technology	1	0	27	40	18
Jasper Campus	2	5	15	9	24
Other Sites*	0	3	11	17	23

* ATC, BDUHS, Indiana School for the Deaf, Military In-State, Military Out-of-State, B and I

In addition to these formal programs of study, Vincennes University offers Adult Basic Education (ABE), the Business and Workforce Assistance Program, Continuing Education (offering non-credit courses), Continuing Studies, Workforce Development Services, Project EXCEL (high school dual enrollment program), Veterans' Upward Bound, and TRIO programs.

Key job-entry focused programs offered at VU include those in the health sciences; machine trades; industrial drafting and design; construction; surveying; aviation technologies, including both maintenance and flight; conservation and law enforcement; and the business occupations, among others. Similarly, key programs include those intended from the outset for transfer, including, but not limited to, education, the fine arts, the various liberal arts and social sciences, and business-administration related fields. Each program uniquely furthers the University's career programming and transfer missions.

Delivery Systems Used within the Key Programs
Delivery systems have been developed in response to changing student needs. Vincennes University offers traditional classroom-based instruction on two campuses in Indiana – Vincennes and Jasper – and three instructional sites in Indianapolis (ATC, BDUHS, and the Indiana School for the Deaf). Classes are offered year round at various times throughout the day and evening to accommodate differing schedules. The University further extends its educational offerings through aggressive Continuing Education programs at five off-campus sites. VU also reaches ninety-one high schools with Project EXCEL and Project LINK, programs designed to provide dual-enrollment courses to students prior to high school

graduation. In addition, classroom-based and hybrid courses are provided at over thirteen military sites across the country through the University's Military Education Program, including its VU-Plus program for the Army and the NC-PACE program for the Navy.

To more specifically serve the needs of adults, Vincennes University also provides students access to over 180 Distance Education courses offered over the internet, on CD, and/or by paper-based correspondence. Delivery systems are even more diversified as the University's Business and Industry program designs and delivers specialized education and training services through partnerships with small and large companies in Indiana.

Technology Used in the Classroom

Vincennes University has committed substantial resources to incorporating technology into the classroom. Every instructional building on the Vincennes and Jasper campuses is equipped with smart classrooms that provide instructors a broad range of technology options to enhance learning. The University utilizes the BlackBoard course management system to further support classroom instruction. BlackBoard is also used to deliver the University's distance education offerings. In addition, faculty members across campus make use of the newest technologies by incorporating Tablet PCs and podcasting into their classroom instruction.

The University committed additional resources to technology expansion when it established the Center for Teaching and Learning (CTL) to specifically provide instruction and support to faculty members as they incorporate technology into their course designs. The University also employs a staff of course designers and technicians to assist faculty in the ongoing development of technology solutions to the challenges of effective and dynamic course delivery.

Learning is further supported through the use of technology in Vincennes University's Shake Library and library support available at the Jasper campus. Students at all campuses and sites have electronic access to thousands of online magazines, journals, newspapers, and reference materials through the Shake Library, significantly expanding their opportunities to explore. In addition, the Library houses the University's largest resource center with over 120 computers available for student use.

Academic skills centers are available in every University instructional building on the Vincennes campus as well as at the Jasper campus. These computer centers support the individual learning and tutorial needs of students in all disciplines. In addition, network access is available in all dormitories on the Vincennes campus so that students can communicate electronically with instructors and can access other resources on a 24-hour basis.

Vincennes University's commitment to technology continues with the scheduled adoption of Adobe Connect to enhance web communications, instruction, and conferencing capabilities. Development of new solutions is funded in part by student technology fees.

Vincennes University continues to explore innovative ways to deliver education services to students.

1C4: Ensuring Design and Delivery of Student Learning for Diversity

The University has many practices in place to ensure that design and delivery of student learning options take place on a system-wide basis. These practices entail curricular options, such as VU's committee structures, non-curricular-based features, such as University offices that provide support services, and extra-curricular options, such as a variety of cultural programming and opportunities. Funded generously by Student Government, each instructional

division provides a series of learning opportunities for its students including lectures by "outside experts" like Professor Kenneth Miller in the Life Sciences or performance programs by nationally known touring groups like the National Players, based in Washington, D.C.

One of the most important entities for the design and delivery of student learning is the CAAC, a subcommittee of VU's Faculty Senate. The CAAC focuses on University curriculum issues including the challenge of diversity within the formal classroom experience. For instance, both the Humanities and Social Science/Performing Arts Divisions offer Cultural Diversity courses (HUMN 245 and SOCL 245) that provide students with an opportunity to explore their own ethnic roots while increasing their understanding of US ethnic groups and their social and religious impact. Other courses that require students to look at the world from a different cultural perspective include World Literature, Introduction to World Fiction, Introduction to World Poetry, Introduction to World Drama, Cultural Anthropology, World Geography, Introduction to Multicultural Studies, Major Religions of the East, and Major Religions of the West.

The study of modern foreign languages offers another avenue for students to appreciate the diversity of cultures, and VU offers courses in French, German, and Spanish. Besides the traditional study of foreign languages, VU offers short "survival courses" for adults who work with non-native speakers of English. For example, the course Conversational Spanish for Public Safety is designed to help law enforcement personnel communicate with the growing numbers of Hispanic populations they will encounter. Advanced courses, such as Contemporary French Civilization, Survey of German Civilization, and Survey of Spanish Civilization, provide the student with in-depth study of other cultures. The English as a Second Language Program provides international students with English skills they need to be successful college students.

Beyond the classroom, the Office of International and Multicultural Student Affairs is dedicated to developing healthy perspectives of cultural differences through educational, cultural, and social programming activities. Clubs and organizations affiliated with this office include Black Males Initiative, Black Student Association, Today's Black Women, International Student Club, Out-N-About, Hispanic Student Club, and Women of Essence. To further promote diversity, the University is currently raising funds to build a new Multicultural Center.

To help ensure that students are successful even though the might enter with diverse learning styles and educational backgrounds, VU's Assessment Center administers tests to determine appropriate placement of students in courses according to their levels of academic preparedness and learning style needs. In addition, the Center for Teaching and Learning maintains BlackBoard as a viable course enhancement option that has been shown to engage students, improve learning, and promote retention.

Numerous non-curricular support services are available to Vincennes University students to assist with different issues such as varied learning styles and different kinds of disabilities. Those include STEP, COPE, and the Summer Bridge Program. (See 1C2.)

Additional support offices that help ensure student success in their lives include the Career Exploration Center, Counseling Center, Part-time Employment Service, Student Health Service, and the Student Placement Bureau. A Program for Adult Student Success (PASS) provides a transitional and supportive service to the non-traditional, adult student population at VU.

Finally, The University's Honors Program is available for those students interested in and capable of handling a more challenging academic environment. During student orientation and registration days the program's faculty director seeks out qualified students to participate in the

program. As part of their program, the Honors students receive honors program advising, honors only courses, pre-professional activities, honors designation on transcripts, special housing options, book stipends, and tuition support. All members of the program are required to give a public lecture as the Spring Semester closes. This past year, Honors Program students ended their year with a trip to Germany.

1C5: Creating & Maintaining Intellectual and Respectful Climate at VU
Vincennes University is committed to creating and maintaining a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions.

The foundation for Academic Freedom is grounded in the 1940 AAUP Statement of Principles on Academic Freedom and Tenure, which has withstood the test of time. Because Vincennes University embraces these principles, the curriculum is developed and owned by faculty, as influenced by departmental, advisory committee, and industry input. The University's Curriculum and Academic Affairs Committee, a sub-committee of the Faculty Senate, serves as a vetting and review process before the submission is forwarded to Vincennes University's Provost, President, and Board of Trustees.

To help ensure a respectful climate, the grievance process for students has two levels of appeal, the first being the Department Chair, followed by the Division Dean. The process for faculty follows the same line of command, but includes a final line of appeal that rests with the Provost/Dean of Faculty. A single Grievance Policy for faculty and staff is currently in the approval process.

1P1: Determining Both Common and Specific Learning Objectives
Common learning objectives are determined by the General Education Committee that is made up of representatives from various University divisions. These objectives are sent initially to the Curriculum and Academic Affairs Committee for discussion and approval. Finally, the common learning objectives are sent to the University Faculty Senate for approval before being sent to the Provost, President, and Board of Trustees for final approval.

Specific learning objectives are also determined by faculty members. These objectives, identified as Common Course Outcomes, are presented to students in the Common Course Outline. The Common Course Outcomes are statements of expected student learning that have been agreed upon by the department as a whole and define the required depth and breadth of the course. Common Course Outcomes are expectations of all students taking a particular class, regardless of where or how the class is delivered.

1P3: Determining How Well Students Are Prepared
Vincennes University determines the preparation required of students for specific curricula, programs, courses, and learning through a variety of means.

VU has an open admissions policy, which presents an opportunity as well as a challenge in providing education to a wide range of students with varying abilities. Beginning in 1992, Vincennes University adopted Accuplacer, a computerized, adaptive testing technology authored by College Board, Inc. This type of testing is far superior to previous test forms and has proven invaluable in properly placing students in their initial classes. New students who are identified by Accuplacer scores as needing remedial study in one or more of the basic skills areas are placed into developmental courses. The curricula of these courses are designed to bring student's skills up to college level so that they may be successful in core classes required

in their respective major area of study. The Accuplacer computerized placement test is now the primary means of assessing new students, though SAT and ACT verbal scores are also considered for Reading and English placement. Accuplacer is the sole criteria, however, for determining Mathematics course placement.

At the core of every student's curriculum is a solid foundation in General Education. In order for students to succeed in General Education courses, it is imperative that an initial assessment determine the level of college readiness. Vincennes University places strong emphasis on the initial assessment of basic skills: Reading, English, and Mathematics. General Education requirements also call for courses beyond the 100 level that qualify as Reading, Writing, and Speaking intensive.

Consequently, placement testing (or SAT scores) ensures that students enroll in courses that are appropriate for their skill levels, preparing them for subsequent courses. A developmental semester that includes Arithmetic (MATH 009), Fundamentals of Writing (ENGL 009), Fundamentals of Reading I (READ 009), and Study Skills (SSKL 103) helps the significantly under-prepared student become ready for college courses, especially those students who were not on a college track in high school. Pre- and co-requisites ensure that students are prepared for the college level work expected.

Student preparedness is also determined as students progress through their program of study through the administering of various professional certification tests. These tests are needed to equip students with the credentials that they require in order to be qualified to enter the workforce upon graduation. VU offers certifications in Aviation Flight, Aviation Maintenance (FAA), Computer Networking (Microsoft, Cisco, Novell, Linux), Electronics Technology (CompTia A+), and Business Computing (Microsoft Office Specialist). These certification tests reveal whether students have learned the necessary skills and earned the appropriate credential or whether further study may be required.

At the curricular level, to ensure that course content matches requirements of transferring institutions, new course approval requires review and evaluation by the Curriculum and Academic Affairs Committee (CAAC). Also, the CAAC reviews program offerings, adjusting them according to business, industry, and economic demands.

1P4: Communicating Learning Expectations to Prospective and Current Students
Vincennes University communicates expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students through admissions, student support, and registration services.

Beginning with high school visits, the Admissions Office prepares potential students for college by reinforcing academic expectations. Prospective VU students are guided through a program of readiness assessments, including an overview of expectations and course requirements and a review of the course catalogue. Special “open house” days at VU offer tours and pre-orientation activities, further expounding on the differences between high school and college. Orientation activities include Student Success Workshops that prepare students for an academic environment. These Student Success Workshops are repeated several times early in the semester so that students may take advantage of them.

VU publications are created to provide students with all the information they need in order to succeed. From the VU website that is constantly updated to a VU CD with a campus and

program overview, along with the college catalog, information is consistent in its message to students. Furthermore, academic advisors, who are full-time faculty members in the students' chosen programs, receive updated training in new programs, policies, and best practices through the Center for Academic Advising.

All courses use Common Course Outlines and enhanced syllabi that list learning objectives and detailed expectations of course requirements. The University has in place standardized course syllabi which require faculty to include learning objectives and define course expectations. The Center for Teaching and Learning (CTL) has provided workshops on the design and use of effective course syllabi.

1P7: How VU Builds an Effective and Efficient Course Delivery System
Faculty and staff build an effective and efficient course delivery system that balances student and institutional needs. Both to attract prospective students and to serve current students, faculty and staff attempt to assess student population needs and desires with regard to course delivery. Multiple programs remain workforce effective by close communication with program advisory committees.

VU has responded to student needs by offering night classes on campus, night classes at remote sites, and opening new sites in Jasper, Elkhart, and Indianapolis. New methods of delivery have also been introduced including correspondence classes and internet classes based on BlackBoard as well as incorporating technology in smart classrooms. The awareness of the needs of the VU students comes from advisors and classroom teachers listening to students, marketing personnel, and faculty thinking through innovative ideas.

1P11: How VU Determines the Processes for Student Assessment
The Office of Institutional Assessment, the Assessment Center, the Office of Institutional Research, and external accrediting agencies determine student assessment processes.

During the past few years, a major, campus-wide initiative has focused on both qualitative and quantitative means of assessment for many aspects of Vincennes University, including student populations. The Office of Institutional Assessment, the Assessment Center, and the Office of Institutional Research provide assessment activities that test and track student success. In addition, faculty in courses continually assess students as part of the traditional educational process.

Vincennes University determines the processes for improving student learning and support services through the Vincennes University Institutional Assessment Committee. The mission statement for the Institutional Assessment Committee is to encourage, promote, and facilitate assessment activities for the purpose of improving both student learning and support services at Vincennes University. The Institutional Assessment Committee consists of the Assistant Provost for Academic Affairs, Director of Institutional Assessment, Chair of the General Education Committee, Chair of the Developmental Education Committee, Director of Continuing Studies, Director of the Center for Teaching and Learning, Director of the Assessment Center, Director of Institutional Research, Higher Learning Commission-North Central Accreditation Coordinator, a faculty member from each academic area including the Jasper campus and ATC, freshman and senior student representatives, an administrator from Jasper, a member from presidential services, financial services, student services, and statewide services.

Members of the committee serve no more than a three-year term. This process helps to create a climate of assessment understanding throughout VU. Meetings are held each month to discuss agenda items related to assessment.

The Assessment Committee plays a crucial role in driving institutional assessment and making it meaningful by ensuring its quality and effectiveness. Committee members have the following responsibilities:

- Understand the purpose of assessment and be able to identify quality assessment activities;
- Revise the institutional assessment plan and recommend a time-line for its implementation;
- Act as an advocate for assessment.;
- Assist the Assessment Coordinator in the development and implementation of the assessment plan;
- Evaluate assessment activities and reports in order to make recommendations for budget and planning to CAAC, Provost, and Assistant Provost of Academic Affairs;
- Assist in the preparation of assessment reports;
- Review assessment plans, assessment methods, data, and the analysis of data generated by the individual assessment plans;
- Advise and help administration, faculty, and staff in assessment activities;
- Assist the Assessment Coordinator in generating a college-wide report system on Assessment;
- Annually reevaluate the function, tasks, and timetable of the assessment processes;
- Encourage, recommend, and sponsor recognition of excellence in academic assessment;
- Recommend and implement assessment training activities on campus;
- Provide a positive atmosphere for assessment and foster the development of a "culture of evidence" within each support service area; and,
- Ensure feedback of assessment activities as it applies to budget and other University resources.

The Assessment Center also plays a key role in student assessment. Vincennes University considers the placement of incoming students into their initial General Education classes a high priority. It is of utmost importance that every effort be made by the University to ensure student success by properly matching students' skills and abilities to their basic skills classes (i.e., Reading, English, and Mathematics). These college preparatory skills are necessary pre-requisites for most, if not all, college level courses.

This entire assessment process is an invaluable tool that allows the University, the student, and parents to learn about the skills of the student and the level of preparedness for college level work. Data collected from the assessment of student's skills are available and used by various departments throughout the University for ongoing evaluation and research purposes. If areas of weakness are identified, appropriate steps to correct or remediate these skills can be taken to ensure the student's success, build confidence and self-esteem, and maximize the value of the tuition dollar. The end result is a Vincennes University graduate who is highly qualified and ready to begin a career as a quality employee in the chosen field or to continue further educational pursuits.

In addition to the Assessment Center, the Office of Institutional Research (OIR) provides invaluable research and data for student assessment. Institutional Research, with collaborative input from leadership, collegial peers, faculty, students, and community members, provides research at all levels. This office supports faculty involvement to assist in determining the effectiveness of new strategies, methodologies, or technological applications.

The central focus for the Office of Institutional Research revolves around the theme of improving student learning through a culture of research and assessment. To elaborate, its niche is the continuous study of two core processes for student success:

- Student stability (retention of students at VU and the strategic migration of students among the majors within VU), and
- Student progression (transfer of students into and out of VU, transition from high school, and career placement).

By comprehensive development of these processes, the OIR captures all necessary data required for federal, state, and institutional reporting.

Vincennes University, through the OIR, is required as a public university to report to the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the core postsecondary education data collection program for the National Center for Education Statistics (NCES). It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. IPEDS is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. IPEDS also monitors the institutional treatment of protected classes (e.g., race and gender equity issues).

Vincennes University IPEDS activities include reports on student achievement. These reports monitor success in courses and are communicated to deans. IPEDS also provides statistical analysis for the following components: Institutional Characteristics, Degree Completions, Enrollment, Graduation Rates, Student Financial Aid, Staffing, Salaries, and Finance.

The OIR also provides analyses and reports for the Indiana Commission for Higher Education (ICHE), the Statewide Transfer and Articulation Committee (STAC), and North Central Association's Higher Learning Commission (NCA-HLC), utilizing the Academic Quality Improvement Program (AQIP). The OIR is affiliated with the Association for Institutional Research, American Education Research Association, the Indiana Association of Institutional Research, and the Indiana Public Data Advisory Group.

Other endeavors conducted by OIR include

- Analysis of GPAs to determine student awards;
- Success in courses;
- Study of student affairs to look at effectiveness of activities to engage students, such as residence hall learning communities; and
- Construction of both form-based and web-based surveys to provide a means for campus leadership to evaluate or assess programs and processes.

In addition to the Office of Institutional Assessment, the Assessment Center, and the Office of Institutional Research, many individual external accrediting agencies play a role in the

assessment processes. Each agency specifies assessment processes that are critical to a successful program. Vincennes University is accredited by the following agencies and, therefore, meets assessment requirements of each: Accreditation Review Committee on Education in Surgical Technology, American Bar Association, American Board of Funeral Service Education, American Health Information Management Association, Association of Collegiate Business Schools and Programs, Commission on Accreditation of Allied Health Educational Programs, Commission on Accreditation in Physical Therapy Education, Federal Aviation Administration, Indiana State Board of Nursing, Florida Commission for Independent Education, Joint Review Committee on Education in Radiologic Technology, National Automotive Technicians Education Foundation, National Association of Schools of Theatre, National League for Nursing Accrediting Commission, Printing Industries of America, Inc., Higher Education Coordinating Board of the State of Washington, National Alliance of Concurrent Enrollment Partnerships, and National Association of Schools of Art and Design. VU is currently seeking accreditation with the National Council for the Accreditation of Teacher Education.

1P12: How VU Discovers the Preparedness of Graduates

The Office of Institutional Research and the Office of Institutional Assessment, as well as the Placement/Veterans/Disability Office/Career Center, conduct surveys to determine how well prepared students completing programs, degrees, and certificates are for further education or employment.

The Office of Institutional Research tracks students after graduation to see how well the education and training they received at VU has affected their careers and continuing education. An example is the document follows in *Figure 1P12.1*. However, privacy issues, such as use of Social Security numbers, and a lack of student response and participation are impacting this process and preventing information about students being collected from transferring institutions.

The Assessment Office at VU has been working with the Assessment Advisory Committee to develop a generic employer survey. Whereas some programs may need this generic piece, some areas, such as Health Sciences, have developed their own versions of specific, refined, sophisticated employer surveys that are evolving over time. Some departments' work in this area depends in part on complying with external accrediting agencies at the national level.

The Placement/Veterans/Disability Office/Career Center tracks graduating seniors from the Vincennes campus occupational programs starting the year after they are graduated. After the office receives names and contact information from The Office of Institutional Research, a letter with a card and self-addressed, stamped envelope is sent to the graduate. This survey results in the collection of data concerning the graduate's employment status, starting salary, and job title. When compiling the data, only the salaries that are directly or indirectly related to the major course of study are counted in the salary range and salary average. If the graduate is continuing his or her education, this information, including the name of the college attended, is also compiled. If graduates fail to respond to the mailing, then a second mailing is sent, and if still no response, the graduate is contacted via telephone interview. If a graduate cannot be located, VU faculty members are asked to provide contact information.

Figure 1P12.1 provides the results of the latest Follow-Up study of Occupational graduates. The survey was based on graduates of Aug. 2004, Dec. 2004, and May 2005.

Figure 1P12.1 Follow-Up Study of Occupational Graduates Aug. 2004-May 2005

MAJOR	TOTAL GRADS	EMP.	RELATED DIR.	RELATED IND.	RELATED NOT	UNEMP	N/A	CONT EDUC	NO INFO	SALARY RANGE	AVERAGE
Accounting & Business Management	26	12	5	6	1	0	0	5	9	$20,000-$36,000	$26,293
Administrative Office / Clerk	22	16	11	3	2	3	0	1	2	$15,600-$23,546	$19,900
Agribusiness	13	9	5	1	3	0	0	3	1	$17,680-$40,000	$25,284
Auto / Collision	31	17	14	1	2	0	1	9	4	$24,960-$35,360	$30,128
Aviation Flight & Maintenance	20	10	4	3	3	1	0	7	2	$18,720-$31,200	$24,980
Bowling Management & Technology	15	6	3	0	3	0	0	6	3	$25,000-$26,936	$25,968
Broadcasting & Sales	20	8	6	0	2	1	0	4	7	$13,000-$24,000	$18,500
Business Management	18	7	2	4	1	0	0	5	6	$22,880-$36,000	$29,440
Commercial Art (All Options)	15	6	1	2	3	1	0	6	2	$20,800-$31,200	$26,000
Computer Integrated Mfg.	30	20	7	9	4	0	0	5	5	$23,504-$47,000	$37,229

Computer Network/Web Design	22	6	3	1	2	3	0	7	6	$27,040-$35,000	$31,020
Construction Technology & Marketing	30	15	13	0	2	0	0	7	8	$20,800-$41,600	$28,943
Diesel / Ag. Diesel	20	12	7	4	1	0	0	4	4	$18,720-$31,200	$23,573
Drafting, Architectural	8	4	3	0	1	1	0	3	0	$31,000-$37,440	$34,220
Drafting, Industrial	6	6	5	1	0	0	0	0	0	$31,200-$37,440	$34,391
Electronics (All Options)	32	19	12	3	4	4	0	2	7	$25,000-$47,000	$37,333
E M S / Fire Science	11	4	4	0	0	2	0	2	3	$28,000-$34,000	$31,000
Funeral Education	14	8	7	0	1	0	0	0	6	$19,240-$28,800	$24,680
Health Information Mgmt.	13	9	7	0	2	1	1	1	1	$16,640-$28,288	$20,994
Horticulture Technology	9	6	4	2	0	0	0	2	1	$22,360-$25,000	$23,680
Hospitality	16	13	7	3	3	0	0	2	1	$15,600-$26,000	$20,280
Laser Technology	4	4	2	2	0	0	0	0	0	$30,500-$45,000	$36,260

Law Enforcement /Corrections /Loss	85	29	13	5	11	4	0	34	18	$18,720-$36,000	$26,754
Law Enforcement, Conservation	42	15	2	4	9	1	0	16	10	$20,000-$43,000	$29,000
Machine Trades (Tool & Die)	20	13	10	2	1	0	0	3	4	$26,000-$35,360	$30,680
Machine Trades (Injection Molding)	14	11	7	3	1	0	0	1	2	$20,800-$32,115	$25,709
Nursing (Associate Degree)	62	49	47	1	1	0	1	0	12	$33,280-$45,136	$37,229
Nursing (Practical)	25	22	22	0	0	0	0	2	1	$20,800-$37,440	$29,311
Paralegal	8	5	4	0	1	0	0	2	1	$20,800-$23,200	$22,400
Physical Therapy Assistant	23	19	15	2	2	0	0	1	3	$31,200-$52,000	$38,777
Printing Technology	8	3	3	0	0	0	0	2	3	$24,960-$32,406	$29,522
Radiography	9	7	7	0	0	0	0	0	2	$30,000-$33,000	$31,500
Surgical Technology	17	16	14	0	2	0	1	0	0	$32,240-$33,696	$32,968
Surveying Technology	9	9	9	0	0	0	0	0	0	$30,000-$36,000	$32,360

Welding & Metalworking	14	11	8	3	0	1	0	1	1	$33,280-$47,840	$37,960
TOTALS	731	427	293	65	68	23	4	144	133		$28,979
PERCENT		71%	69%	15%	16%	4%	1%	24%			
TOTAL RETURNS	598/731=82%										

1P13: How VU Measures Student Performance

Vincennes University regularly collects and analyzes measures of student performance in a variety of ways.

In addition to the assessment conducted by the Assessment Office for placement purposes discussed under 1P11, some divisions use other assessments of various kinds. For example, the English Department provides each student with assessments at the beginning of class. These assessments take the form of writing prompts or multiple choice tests which measure student readiness for coursework. Final assessments are also taken, and these results are compared with the initial assessments to measure student improvement and attainment of desired outcomes.

The Technology Division assesses student knowledge and retention within the coursework of the student's field of study. In addition, communication occurs between the faculty and employers to measure employer satisfaction with students who have completed the degree program and are now an active part of the workforce.

Occupational programs offered at Vincennes University assess student performance through course outcomes and state licensure examinations. Programs accredited by outside agencies also adhere to the mandated assessments required to maintain accreditation.

Finally, the Common Course Outline delineates Course Assessment Strategies to determine how well the class as a whole has mastered the common course outcomes. These assessment strategies offer comparative analysis for classes with multiple sections. In addition, they supply valuable information to the program assessment process.

Category Two: Accomplishing Other Distinctive Objectives

Vincennes University's other distinctive objectives support and complement the traditional processes and systems for helping students learn. Through the activities and the agencies that oversee and guide them, the University serves clients from a wide range of age groups and economic situations while preparing its students for leadership positions and world citizenship. Processes involving the determination of other distinctive objectives and communication of expectations of those other objectives are clearly defined. While some results are evident, areas of improvement are beginning to grow and mature.

2C1: Institutional Objectives in Addition to Helping Students Learn

In addition to helping students learn, Vincennes University has five distinctive objectives that extend into other areas distinct from the classroom setting. They include cultivating community relationships, building business and economic partnerships, enhancing the cultural environment, fostering a diverse learning environment, and encouraging the development of leadership skills and roles.

2C2: How VU Aligns Institutional Objectives with Its Mission, Vision, and Philosophy

Vincennes University's five other distinctive objectives align with its mission, vision, and philosophy.

The objective of cultivating community relationships is clearly tied to the Mission Statement, which reads, in part, "The VU community ensures educational access … and offers cultural opportunities and community services in a diverse, student-centered, collegiate environment." This objective is also connected to the Vision Statement: "… a commitment to superior service ensure[s] the University's role as an important link in Indiana's economic and cultural vitality."

The second objective, building business and economic partnerships, is linked to the Mission Statement, "Vincennes University is the … leader in innovative career programming" and to the Vision Statement, "A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality."

The objective of enhancing the cultural environment is embodied by the Mission Statement: "The VU community … offers cultural opportunities …" and the Vision Statement: "A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality."

The fourth objective, fostering a diverse learning environment, is aligned with the Mission Statement: "The VU community … offers cultural opportunities and community services in a diverse, student-centered, collegiate environment" and with the Vision Statement: "VU is a diverse community whose members all share responsibility … for supporting the University mission and are respected for their contributions."

The objective of encouraging the development of leadership skills and roles is connected to the Vision Statement: "Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences." This objective is also embodied in the prevailing philosophy of the institution, "Learn in Order to Serve," as translated from the University Seal.

2C3: How the Five Distinctive Objectives Support & Complement Student Learning
Vincennes University's five distinctive objectives support and complement its processes and systems for helping students learn.

Cultivating Community Relationships
Vincennes University has a long tradition of strong, broad-based outreach programs in its communities (e.g., Area 13 Agency on Aging/Generations, 21st Century Scholars, Summer Bridge Program, Educational Talent Search, and Reality Store).

Through partnerships with Indiana high schools and area learning centers, Vincennes University provides educational access to college courses for concurrent enrollment credit. Currently, VU has finalized partnerships with ninety-one Indiana high schools serving approximately 4,813 students annually in the Project EXCEL program.

Non-Credit classes provide students of all ages opportunities to explore content outside traditional programs. For example, 1969 students participated in non-credit courses during the 2004-05 academic year.

Generations, the area's designated Area Agency on Aging, serves six counties and over 3000 clients, providing services to allow them to stay in their homes and contribute to their communities with dignity and independence.

In addition, Vincennes University is actively involved in numerous outreach initiatives while the Learning Resource Center and Lewis Historical Library provide the community with access to resources.

Building Business and Economic Partnerships
Vincennes University's Statewide Business and Industry (B&I) program provides technical, managerial, and economic development assistance to communities and emerging or existing businesses with the additional responsibility of assisting with their expansion and training needs. An integral part of the B&I program, the Pathways Center offers vocational assessments, profiling, and instructional support to individuals, businesses, and agencies.

The TOpS Center is innovative in career planning and developing internships, mentoring opportunities, and cultivating alumni relationships throughout VU's state-wide community. The Center promotes program advisory committees and partners with business and industry to develop customized training programs.

To meet the needs of students and businesses, VU serves as a testing center for numerous certification and accreditation programs, such as ASE, AWS, CDL, CTAs, MCSE, CCNA, MCP, Cisco Security and Wireless, MCSA-Security, FAA, MOS, EMT, and others.

Additionally, Vincennes University plays a critical role in regional and state-wide economic development initiatives, contributing leadership, expertise, and resources. VU faculty and staff are active in many community economic development agencies and initiatives, such as Project Lead the Way, Indiana Department of Education, Indiana Department of Commerce, Indiana's Strategic Skills Initiative, state and county Chambers of Commerce, and community foundations.

Enhancing the Cultural Environment
Vincennes University recognizes its responsibility to serve as a major regional cultural hub. To that end, the University offers extensive programming in the visual and performing arts (e.g., National Players and other musical and theatrical performances) and serves as a major resource center for historical research.

The recent opening of the Red Skelton Performing Arts Center highlights the cultural link between the community and the campus. The Skelton Center provides a venue for attracting nationally renowned performances to rural Southwest Indiana.

In addition, the University has significantly shaped the development of the region since the founding of the Indiana Territory. This rich historic setting presents many opportunities for the University community to participate in a variety of educational and cultural endeavors.

Fostering a Diverse Learning Environment
As geographic and cultural boundaries continue to shift in an increasingly global economy, Vincennes University offers students a diverse learning environment to assist them in preparing for world citizenship. Students learn from a faculty with diverse interests, perspectives, and experiences. Perhaps more importantly, students interact in a rich environment of peer diversity, learning to value differing cultural norms, traditions, and lifestyles. Student Services and Disability Services provide invaluable programming and resources in this area.

Encouraging the Development of Leadership Skills and Roles
Leadership opportunities at Vincennes University allow students to explore the practical applications of lessons learned in the classroom. Leadership in student organizations reinforces the soft skills needed in the workplace. Since the majority of the programs of study at Vincennes are two-year programs, students have leadership opportunities that are not available to most students in their first or second year of college.
Leadership opportunities provide students real world experiences that will affect them upon leaving the University. For example, VU offers several internships.

Student involvement in leadership roles influences all aspects of the University's operations. Students gain leadership skill by serving on the Board of Trustees, Strategic Planning, AQIP, Student Government, student clubs, and sororities and fraternities. The early development of practical leadership skills positions Vincennes University graduates to seek out and excel in roles of responsibility as they further their education, careers, and community involvement.

2P1: How VU Determines Other Distinctive Objectives
Vincennes University's five other distinctive objectives evolved from the Strategic Plan.
The University built its current Strategic Plan following the *Crafting Goals for Scenario Achievements* protocol developed by Ed Penson. Dr. Penson facilitated a Strategic Visioning Conference in 2004. This Conference, involving over sixty University faculty, staff, and administrators, examined internal and external forces impacting the University and developed six Strategic Initiatives, which are in various stages of implementation. The Conference was based on findings from three committees: the External, Internal, and Values Scan committees. These committees, involving thirty VU personnel, conducted interviews and reviewed research to identify those forces impacting the University. (See *Figure 8C2.1.*) One of the Strategic Initiatives identified was the revision of the University's Vision and Mission statements. The Mission and Vision anchor and focus the University's other distinctive objectives.

2P2: How VU Communicates Expectations of Other Distinctive Objectives
Expectations and results of VU's other distinctive objectives are communicated through a number of face-to-face presentations, as well as electronic and print media, including

- University catalog,
- University manual,
- VU Website,
- *VU Vision*,
- Press releases,
- University meetings,
- Curriculum and Academic Affairs Committee,
- Governance group meetings (representation of faculty and staff on the groups),
- Division and Department meetings,
- Publications from individual programs,
- Presentations to constituencies within and outside the University,
- Annual reports to the Board of Trustees,
- Periodic reports to accrediting agencies,
- Publication of Strategic Plan, and
- Publication of Vision and Mission Statements.

2R1: Results of Accomplishing Other Distinctive Objectives
Figure 2R1.1 illustrates Vincennes University's results in accomplishing its other distinctive objectives.

Figure 2R1.1 Results of Other Distinctive Objectives

Distinct Objectives	Who	Measures	Results	Conclusions and Recommendations
I. Cultivating Community Relationships	• VP for Workforce Development/ Community Services • Project EXCEL Coordinator • Generations • Dean of LRC • Project Lead the Way Director • Upward Bound Director • Project Aspiree Director	• Number and diversity of community services • Numbers of schools and courses involved in dual credit programs • Credit hours and FTE generated from dual credit programs • LRC/Lewis Library number of contacts, hours open per week, etc. • Number of non-credit courses and participants • Accreditation of EXCEL and Generations programs • Project Lead the Way	Project EXCEL • 91 schools • 4813 students • 497 FTE • 151 courses Non-Credit Courses • 41 courses • 256 students Project LINK • 6 schools • 46 students • 4.4 FTE • 6 courses Generations • Over 3,000 adults served in six counties	• The University participates in numerous activities directed at cultivating community relationships. • These activities appear to be successful in generating credit hours. • Quantifiable goals and objective measures for the non-credit generating aspects of this objective are needed.
II. Building Business and Economic Partnerships	• B&I Director • TOpS Center Director	• Increased awareness of the University's resources • Number and locations of business partners	• 10 training sessions for outside businesses and agencies • 14 testing sessions for pre-employment assessments or	• The University participates in numerous activities directed at cultivating business and economic partnerships.

		• Number of contacts • Number of internship and cooperative opportunities developed • Number of regional, state, and national meetings held on campus • Number of organizations joined • Advisory committees • Number of campus visits by business leaders • VU personnel serving on advisory boards and development corporations • Number of specialized training programs for business and industry • Number of participants in VU's permanent testing site programs (ex. ASE, MOS, CDL, etc) • Consulting services by VU faculty	certifications • 25 meetings for boards and professional organizations • B&I partnerships with 40 businesses and organizations in all parts of Indiana • 37 internships with 24 businesses arranged through the TOpS Center representing a total contribution to Indiana's economy of $218,685	• These activities appear to be successful in building relationships and in generating credit hours. • Quantifiable goals and objective measures for this category are needed.

		• Credit hours and FTE generated from B&I		
III. Enhancing the Cultural Environment	• Art Department • Theater Department • Music Department • Student Activities • Community Series • Directors of Historic Sites • Multicultural Services	• Number and diversity of offerings • Number of attendees • Populations served • New capacity and resources	• Construction of Red Skelton Performing Arts Center • Music Dept. events involved over 5800 faculty, staff, students, community participants and audience members • 689 Community Series season tickets sold for 2007-08 season (86% of available seats); 3 sold out performances	• Reports on the Cultural and Recreational environment may be found on the various links in the previous section. • Vincennes University provides variety and access to the University community and the surrounding community. • Opening of the Performing Arts Center has challenged VU to examine expanded uses and offerings.
IV. Fostering a Diverse Learning Environment	• Board of Trustees • Administration • Academic Divisions • Faculty and Staff	• Diversity of faculty/staff • Diversity student body • Diversity of offerings (Multi-cultural events and courses) • Academic backgrounds of faculty/staff	• Inclusion of a global perspective component as curricula are developed. Student body (Fall '07): • 10,751 total • 5081 Full time 75% ≤ Age 21 25% ≥ Age 22 56% Male 44% Female 84% Caucasian	• The University recognizes the importance of a diverse learning environment. • A review of faculty, staff, and student populations reveals an institutional challenge and unmet opportunity. • Projected retirements of

			9% Black 1% Hispanic 5% Other or race unknown • 5670 Part time 51% ≤ Age 21 49% ≥ Age 22 55% Male 45% Female 71% Caucasian 5% Black 2% Hispanic 21 % Other or race unknown Faculty & Staff • 1771 Total 54% Female 46% Male 46% Full time 54% Part time 96% Caucasian 2% Black 1% Hispanic 1% Other or race unknown • Faculty Only 278 Total 97% Caucasian 1% Black 2% Other or race unknown	faculty and staff over the next 5-10 years represent opportunities to achieve and nurture a more diverse learning environment. • The University should develop additional academic, cultural, social, and administrative initiatives to attract and retain a diverse campus community.
V. Encouraging the Development of Leadership Skills and Roles	• Student Activities • Dean of Students • Student Government Association	• Total number of students involved in student clubs, offices, etc.	• VU recognizes 60 clubs involving 817 student members. • In 2007-08, 17	• The University provides numerous activities directed at encouraging the

	• Student Ambassadors • Student Law Enforcement Cadet Program • Resident Assistants Program • Student Trustee • Leadership Certificate Program • Faculty Senate • Professional Staff Congress • Support Staff Council • Presidential Fellow • Leadership components of Professional Development Plans	• Number of Ambassadors • Number of Blue and Gold Cords awarded • Number of student clubs and organizations • Number of students attending NACA • Total number of faculty and staff participating in governance groups • Number of Departments with Professional Development Plans	students served as Student Ambassadors. This program has been expanded to 21 Ambassadors for 2008-09. • 7 students and 2 staff participated in the fall NACA regional conference; 4 students and 3 staff attended the NACA national conference. • 13,000+ hours of student volunteer hours for 2007-08. • 70 faculty members serve on the Faculty Senate and its standing committees. • National Phi Theta Kappa winners • Miss VU Scholarship Pageant • National Skills USA and Innovator of the Future winners	development of leadership skills and roles. • These activities appear to be successful, but specific goals are not apparent. • With large numbers of faculty and staff nearing retirement, systematic mentoring and development of future University leaders is needed. • Quantifiable, objective measures for this category are needed, as are goals against which results can be compared.

2I1: How VU Improves Systems and Processes of Other Distinctive Objectives
Vincennes University improves its systems and processes for accomplishing its distinctive objectives through the strategic planning process, external agencies, and the work of the Director of Institutional Assessment. However, further improvement processes are growing and maturing.

The University's strategic planning process inherently examines and reevaluates institutional values and goals. The strategic planning process, as described elsewhere in Category Two, involves all members of the University community in formulating direction and emphasis for the institution. Section 2R1 describes the manner in which Other Distinct Objectives are being accomplished. Many of the components of *Figure 2R1.1* are assessed or certified through external agencies, such as NACEP for dual enrollment programs or COA for Generations. Their processes for improvement are included in meeting accreditation guidelines. Other components have only modest processes for reviewing the effectiveness of their programs. Indeed, as noted in Section 2R1, goals are lacking for several components against which success and improvement could be measured. Most programs fall somewhere between.

Showing its commitment to improvement, the University employs a full-time Director of Institutional Assessment and is moving aggressively toward a formal quality program review process for academic and service-centered areas. A long-term implementation schedule has been established for all functional units of the University for assessment, review, and planning. As this process matures, goal setting, results measures, and attention to quality improvement will increasingly shape the institutional climate.

Category Three: Understanding Students' and Stakeholders' Needs

Vincennes University believes that the opinions of students and stakeholders are essential for improvement and that understanding their needs is a critical element of any higher education institution. The University understands the importance of identifying these needs and working with all community members to provide for them. Category Three identifies and analyzes subgroups and their needs. Processes reveal strengths in identifying needs of students, building and maintaining student relationships, identifying stakeholders' needs, building and maintaining stakeholder relationships, and determining student and stakeholder satisfaction.

3C1 & 2: Student/Stakeholder Groups, Expectations and Requirements

Identifying and analyzing student and stakeholder subgroups allows the University to design initiatives and systems that better meet these group's expectations and needs.

Students' and other major stakeholders' needs and expectations are determined through regularly administered surveys, focus groups, individual interviews, academic and administrative program reviews, and input from external advisory committees. Expectations of students and stakeholders are identified in *Figure 3C1.1, Figure 3C1.2,* and *Figure 3C1.3*.

Figure 3C1.1 Students, Degree and/or Certificate Seeking

Potential students	All Students	First Year Students
• Clear, accurate and timely information • User-friendly applications • One-stop process • Warm/welcoming atmosphere	• Quality programs at affordable prices • Quality instruction and services • Safe and secure campus environment • Learning support services • Academic advising • Financial assistance • Socialization opportunities • Accessible office hours • Access to scholarships and Financial Aid • Access to professional and departmental performances	• Academic advising • Effective orientation • Timely access to transfer opportunities • Retention support
Business and Industry	**Military**	**Graduating Students**
• Quality Programs • Access to faculty • On and offsite educational opportunities • Responsive training of current employees • Qualified new employees • Quality workers	• Available and accessible coursework with the ability to customize programs • Offsite/internet accessible coursework • Contact person to coordinate information/application process • Variety of delivery methods	• Transferability of courses • Employment opportunities • Access to quality career services • Clear graduation requirements and deadlines
Residential Students	**Commuter**	**Distance Education**
• Comfortable residence halls that are secure with a	• Adequate, well-lit, and convenient parking	• Available and accessible coursework with the ability

pleasant environment • Available technology • Fair and enforced Hall regulations • Dining Center with quality food and acceptable hours • Visitation opportunities • Range of living options	• Convenient places for study • Opportunities to become a part of the campus culture • Snack Bar/ Food Court accessibility • Availability of technology resources • Variety of class schedule opportunities • Accessible office hours	to customize programs • Offsite/internet accessible coursework • Access to faculty • Contact person to coordinate information/application process • Community education opportunities in a variety of locations • Variety of delivery methods
International Students	**Minority Students**	**Adult learners**
• Assistance in acclimating to a new environment • Assistance with language skills • Assistance with student visas and other legalities • Contact person to assist with new culture and challenges • Support services	• Valued diversity and respected differences • Cultural opportunities • Support services	• Flexibility of programs • Access to faculty • Variety of delivery methods • Transition and support services
Unprepared Students		**Special Needs Students**
• Developmental/transition courses to college-level work • Variety of support services • Disability services		• Accessible tutors • Special learning tools and materials available • Support services • Assistance in acclimating to a new environment

Figure 3C1.2 Students, Non-Degree Seeking

High School Students	Non-Credit Classes
• Quality delivery of college level courses in various high school settings to earn credit • Reduced tuition • Transferability	• Quality programs • Faculty with expertise • One-stop process • Warm/welcoming atmosphere

Figure 3C1.3 Stakeholders

Continuing Education	Military	Business & Industry
• One-stop and timely service • Access to degree completion	• Range and availability of instructional offerings • Experiential credit for military experience • Flexibility of delivery system • Transferability of courses • Affordability	• Timely and helpful interaction • Customized training and education • Technical expertise

Board of Trustees	Parents	Alumni & Contributors
• Student success • Employee success • Success in attracting new students • Fiscal responsibility	• Safe and clean campus • Student success • Affordability • Wide range of support services • Knowledgeable and caring faculty • Clear and concise information	• Positive institutional image • Knowledge of student success • Recognition of their contributions • Knowledge of institutional growth and development
Local Community	**High Schools**	**Internal Groups – Faculty/Staff**
• Safe and clean campus community • Sharing of the University's unique collective expertise • Range and availability of Continuing Education opportunities • Contribution to community leadership • Fostering a service learning environment	Informational Needs • Admissions requirements • Costs • Degrees • Special programs • Employment trends • Transferability • Financial Aid • Campus environment • Access to University information	• Student success • Supportive administrative environment • Academic freedom • Safe work environment • Professional development opportunities • Competitive compensation and benefits • Tenure track contracts
Suppliers	**Transferring Institutions**	**Employers (Hire Students)**
• Fiscal health • Ethical business practices • Established & reliable processes & procedures • Effective communication & systematic feedback	• Well-articulated curricula • Well-prepared students • Consistency • Good communication • Qualified and effective faculty	Graduate employees with: • technical skills • problem solving skills • communication skills • a strong work ethic
	Oversight Entities *Indiana Commission for Higher Education, Accrediting Agencies, Federal & State Government*	
	• Strong documentation • Complete & timely submissions • Committed & supportive leadership • Proven programming – graduation rates, faculty development, innovation	

3P1: Identifying, Analyzing, & Addressing Changing Student Needs
Vincennes University is committed to understanding and responding to the changing needs of students and student groups and uses a variety of instruments to identify student needs. Primary instruments are outlined in *Figure 3P1.1*. Academic divisions and Student Affairs offices use the data collected from these instruments to develop action plans.

Figure 3P1.1 Primary Instruments Used to Identify Student Needs

Instrument	Measurement/Purpose	Frequency
Accuplacer	Math, Reading, and English proficiency	Once
Project EXCEL, one year out survey	Evaluation of Project EXCEL courses for appropriate offerings and transferability	Once every 2-3 years
Housing Survey	Student satisfaction	2 times a year
START VU survey	Student interest and registration process review	Once
CORE Alcohol and Drug Survey	Comparison of Vincennes University trends with alcohol and other drug use with other institutions	Once every 2-3 years
National Community College Benchmark Project (NCCBP)	Comparison of like institutions	Each year
Community College Faculty Survey of Student Engagement (CCFSSE)	Satisfaction survey that compares faculty expectations and perceptions to those of students.	Every other year
Community College Student Satisfaction Engagement (CCSSE)	Identifies student satisfaction through engagement and comparisons to like institutions	Every other year

Vincennes University administers a college placement test, Accuplacer, for all incoming students to assess their reading, writing, and mathematics skills. The results identify gaps in students' competency in basic skills and indicate placements in remediation courses. The Accuplacer instrument assists the providers of remedial courses in determining the areas in most need of remediation. The Accuplacer itself does not enter directly into curriculum development, but it may alert a specific department to changes in the entry-level skills of its students. To that extent, the Accuplacer becomes a "closing of the loop" tool in curriculum development.

On an institutional level, the Community College Student Satisfaction Engagement (CCSSE) is conducted to determine student satisfaction with existing services and programs. The CCSSE survey, via a detailed analysis completed by the Office of Institutional Research and Assessment, has the potential to identify trends continuing from past years. These trends demonstrate the seriousness of an issue to students or, more positively, demonstrate their on-going satisfaction with a University operation/process. The survey addresses academic programs and areas that provide services to students. The 2005 CCSSE was expanded to include questions focusing on the physical University environment from a student perspective. The corresponding areas of the University reviewed all survey data to determine how well

students' needs and expectations were being met. The University took the data from the survey, identified areas of concern, and responded regarding the needs. For example, the data indicated a need for a campus emergency light system – the system was put in place. In addition, this information provided essential data toward one of the University's Action Projects to increase student retention by two percent over the next three years.

To research issues not routinely covered in the CCSSE, the Offices of Institutional Research (OIR) and Assessment provide numerous special questionnaires. For example, in the just concluded 2007-08 academic year, OIR conducted approximately five special surveys and questionnaires to deal with non-routine issues like campus diversity, employee assessment of operations (VUJC), early college initiatives (Ben Davis High School - two surveys), and program improvement in online learning (in conjunction with coursework by baccalaureate students enrolled in the Technology program). University departments and divisions sometimes initiate these special questionnaires to assess needs and expectations, to determine student interest in and/or knowledge of a new field. These data are often then used to determine what marketing factors and strategies should be brought into play when the new program has been fully developed, approved at all levels, and is about to be implemented.

3P2: Building and Maintaining Student Relationships

Vincennes University begins building relationships with students in high schools through dual-enrollment programs such as Project EXCEL and early-college partnerships as well as during the recruitment and admission process.

VU is currently offering dual enrollment in ninety-one high schools across the state of Indiana. In addition, VU has partnered with the Wayne Township School Corporation in the running of Ben Davis University High School, an early-college institution on the west side of Indianapolis. VU is also currently building early-college partnerships with seven other school corporations across the state. These dual enrollment activities set the stage for VU to build relationships with students while they are still in high school.

Vincennes University builds relationships with all students during the recruitment and admission process. Through recruitment activities throughout Indiana and in the four adjacent Illinois high schools, High School Junior Days, PREVU Days, and College Fairs hosted on campus, students learn about VU and other institutions of higher education. Once students have been accepted into the University, they receive materials from their major field of study along with additional materials from Financial Aid, Housing, and the Health Office.

All incoming students receive an invitation to attend START VU New Student Registration program. During the START VU program, new students attend interest sessions and success groups that acquaint them with the University and provide important information. They complete a questionnaire that provides VU faculty and staff with a list of names and phone numbers of students interested in activities, programming, and/or clubs and organizations, and they meet with an academic advisor to enroll in classes.

From Friday through Sunday prior to classes starting, all incoming students can participate in a themed New Student Orientation. In addition, Student Affairs and the academic areas collaborate to sponsor campus activities during the first week of the fall semester.

Relationships with students at Vincennes University are maintained through a variety of means:

- Contact with faculty in and outside of the classroom;
- Counseling and advising support;
- Student Activities' programs;
- Student clubs and organizations;
- Athletic programs;
- Student government;
- Student Leadership opportunities that include
    - Student Ambassadors,
    - Student Admissions Corp,
    - Campus Security Officers,
    - Campus Activities Board;
- Specialized academic programs, such as the Honors Program and Phi Theta Kappa;
- Learning communities in the residence halls;
- College, Career, and Job Fairs that are coordinated by the Career Exploration Center;
- College-owned radio station (WVUB);
- The VU student newspaper, *Trailblazer*;
- Student performances at the Shircliff and Red Skelton Performing Arts Theatres; and
- Student participation on institution-wide committees, such as the AQIP Assessment Committee and the Faculty Senate Student Affairs Committee.

3P3: Identifying the Changing Needs of Stakeholder

Vincennes University is acutely aware of the various stakeholders in the institution's overall success and uses a variety of methods to nurture healthy relationships with each. Many of the University's "stakeholders" are those persons who have a direct interest in the success of the University. *Figure 3C1.3,* above, identifies a broad range of groups with a vested interest in the University and their respective needs.

In order to determine the extent and depth of these interests, the University utilizes a variety of instruments, committees, and information sources to identify the existing and possibly changing stakeholder expectations.

- The Alumni Association and Parents and Family Services regularly employ standardized survey instruments to gather perception and satisfaction information from University alumni and parents;
- More formalized needs assessments are conducted on a targeted basis for community and military populations, often formatted to prescribed guidelines. For example, the Alumni Association and Parents and Family Services regularly employ standardized survey instruments to gather perception and satisfaction information from University alumni and parents. In addition, formalized surveys are used to facilitate an ongoing relationship with VU alumni employed at Crane Naval base;
- Academic disciplines heavily utilize advisory committees to gain direct input regarding curricular relevance and emerging trends, recently demonstrated by the development of the Mining Technology associate degree;
- The University's External Affairs office systematically monitors demographic, economic, and industry data to distinguish changes in Indiana's education and training needs, highlighted most pointedly by the University's new baccalaureate degree offerings;
- The University has an established three-tiered governance structure that provides frequent and systematic opportunities for faculty and staff input. In addition, as part of the

University's strategic planning process, the University conducted an employee environmental scan to specifically identify immediate and future concerns of faculty and staff;
- The ongoing participation of Vincennes University faculty, staff, and administration in professional, civic, and governmental concerns provides direct access to information relevant to the changing needs of various stakeholders; and
- The University maintains active working relationships with governmental and state education officials and agencies through the direct efforts of the Office of the President and the Office of the Vice President of Financial Services and Government Relations to garner information pertinent to the state's emerging trends.

3P4: Building and Maintaining Stakeholder Relationships

In the broad sense, all employees of the University are responsible for maintaining stakeholder relationships as every interaction with key stakeholders can serve to strengthen connections. More specifically, however, the University conducts a variety of programs and activities within an established structure to intentionally build relationships with stakeholders. Many programs and activities are targeted to specific stakeholder audiences and are tied to the efforts listed in 3P3. For instance, the growing use of academic advisory groups not only helps the University glean important information about what students need to know in the workplace today, but they also enable VU faculty and staff to tell the University story, grow University support, and identify evolving opportunities for students.

Key initiatives for building and maintaining stakeholder relationships include the following:

- Hosting an annual "legislative reception" in Indianapolis while the legislature is in session. Many of our other stakeholders – business and industry ties – also attend this reception and speak in behalf of VU to the gathered legislators;
- Sending a delegation to the annual TechPoint dinner at which students and educators (from both secondary and higher education) are honored for their educational achievements, and industry persons are recognized for innovative achievement;
- A well-designed student admissions program that delivers pertinent information in a timely manner to high school and career counselors in Indiana and surrounding states and that includes visitation opportunities for counselors to develop a keen understanding of the University's purpose and strengths;
- Hosting an annual community college fair for students to explore education opportunities at all Indiana colleges and universities and participating in college fairs at a variety of other sites to provide easy access to admissions and academic program information;
- A new student orientation program that orients parents to the college environment;
- The creation of a full-time Parent and Family Services function that serves as a dedicated resource for parents to access information and assistance;
- Participation in discipline-specific, cross-institutional working committees to ensure clean articulation of Vincennes University programs and courses with other baccalaureate programs;
- The development of flexible educational opportunities, such as Distance Education, Project EXCEL, and early college initiatives, that provide for the unique needs of Indiana's non-traditional students;
- A Military Education Program that delivers education opportunities to military populations across the globe;

- The TOpS Center, an outreach program specifically designed to establish and grow associations with business and industry by placing Vincennes University students in corporate internships;
- A comprehensive alumni relations program with regular correspondence and activities in various locations across the state to keep alumni advised of the academic, student service, and cultural programs available at the University;
- Long-term support and participation in federal and state grant programs housed at the University, such Generations, Upward Bound, and 21st Century Scholars, that provide direct services to enhance opportunities and the quality of life for special populations in Indiana;
- Active and substantive participation by a broad spectrum of faculty and staff in the communities in which they live and a performance evaluation system that expects and supports involvement by including a standard for community service;
- Maintenance of the three-tier governance structure to ensure continued dialogue to address employees' needs as they work to enhance teaching and learning;
- Providing stakeholders a comprehensive webpage for easy access to current University information;
- Participation on state and national committees; and
- Maintaining over 426 articulation agreements with institutions of higher education, mainly institutions in Indiana.

3P7: Determining Student and Stakeholder Satisfaction

Vincennes University's efforts to monitor student and stakeholder satisfaction continue to evolve as a fundamental part of its commitment to institutional improvement. The University utilizes a number of survey instruments to measure student and stakeholder satisfaction. (See bulleted list in 3P3.)

Students participate in instructor, housing, and activity surveys on a semester basis. In addition, Student Services offices administer their own surveys on a planned basis. In conjunction with these efforts, parents are surveyed for satisfaction measures through the Parents and Family Services Office.

Other stakeholders are surveyed on a less formal basis. Feedback from stakeholders, such as employers and high school counselors, is accomplished through direct contact, informal networking, and the limited use of focus groups. For example, a program of University-wide "conversations" to identify areas of concern and opportunity gathered faculty and staff input as part of the University's recent strategic planning process. Furthermore, the Office of External Affairs conducts case specific research to measure image and market perception of the University.

Category Four: Valuing People

Vincennes University has a long history and a clear organizational structure. The administrative organization and general interpretation of Institutional philosophy are described in detail for employees in the University Manual. Context questions in this category describe the basics of the University's structure and discuss processes by which Vincennes University is responding to its unique rural setting, factors associated with the work environment, and recruitment and hiring practices.

4C1: Organization of the VU Work Environment, Work Activities, & Job Classifications
The University is divided into five organizational units: Presidential Services, Instructional Services, Student Affairs, Workforce Development/Community Services, and Financial Services/Government Relations. The Board of Trustees oversees the entire University.

University Relations and the Vincennes University Foundation, which oversees the Alumni Office, comprise Presidential Services and report to the President. As Chief Executive officer, the President has the responsibility for the overall operation of the University, which includes the basic responsibility of developing broad policies and basic planning for the operation of the institution. The President works directly with the vice presidents and the Director of External relations to help coordinate the administration of all programs and services of the University. The President represents the University to educational, governmental, and business and community leaders across the state.

Instructional Services oversees educational programs and curricula both on and off campus. The Provost/Vice President for Instructional Services/Dean of Faculty is responsible for the instructional programs and student affairs of the University and sees that the instructional programs and student services are carried out in harmony with the philosophy and purpose of the institution. The Provost has responsibilities for the University system and serves as the spokesperson in the absence of the President. The Assistant Provost for Academic Affairs, Assistant Provost for Student Affairs, OIR, deans, department chairs, and faculty all report to the Provost/Dean of Faculty.

The Student Affairs area is organized to provide programs for the personal, social, cultural, financial, health, and safety needs of every student. The Assistant Provost for Student Affairs supervises and coordinates this area, which includes, but is not limited to, directing the development of philosophies and policies in the Student Services area.

The Vice President for Workforce Development and Community Services leads the University in promoting educational opportunities and client services throughout the state. This vice president oversees the University's external programs, such as Project EXCEL, workforce development, and the Indiana Military Program. However, all academic matters related to off-campus instruction must be approved by the Provost.

Financial Services and Government Relations oversees the operation of the business, financial, and government affairs of the University. The Vice President of this unit is responsible for the operation of the unit and serves as the Treasurer for the Board of Trustees.

The University divides its instruction into six divisions: Business and Public Service, Health Sciences and Human Performance, Humanities, Social Science and Performing Arts, Science and Mathematics, and Technology. A dean, who reports to the Provost, leads each division. department chairs supervise faculty within the division. Faculty members have the responsibility

of developing curriculum, establishing requirements for degrees and certificates, and advising on other academic affairs issues. All new courses and changes to curricula must be approved by the Curriculum and Academic Affairs Committee that passes on its recommendations to the Faculty Senate, Provost, and President for approval. Program-level curriculum changes must be approved by the Board of Trustees.

The work environment encourages interaction between students and faculty and between students and administrators. Students in each area have easy access to both department chairs and division deans. Part of each faculty person's responsibilities includes academic advising. All full-time faculty members maintain a minimum of seven office hours a week, and faculty offices are usually located close to their classrooms. Learning labs are set up across campus to supplement classroom instruction, and the University employs both professional tutors and student tutors to help students learn.

4C2: Key Institutional and Geographical Factors

Vincennes University is located in Vincennes, Indiana, a community with a population of approximately 20,000. The area is mostly rural with agriculture being the major employer in the region. In addition, Vincennes has a very small industrial base. These factors make it difficult to attract new employees and students. The location also factors into the high unemployment and the low salaries which predominate in the area.

The University's job classifications are as follows: faculty, professional staff, and support staff. Part-time employees augment full-time faculty. The University relies on adjunct faculty, but geographic factors contribute to increasing shortages in available personnel. Part-time employees are paid at a much lower rate than full-time employees, and the lack of degreed professionals in the area has caused several departments to reach outside the area to fill the gap. Part-time employees are used for both teaching and support of teaching. Part-time faculty members are usually regional teachers who have either retired or are supplementing their incomes by teaching night classes and/or weekend classes. Increasingly, these part-time employees are being called on to teach in the degree completion program.

With limited job opportunities in this area, part-time employees are utilized in the classrooms, in various offices, in the library, in the bookstore, and in the tutoring labs. Work-study students are also employed by academic divisions, administrative offices, and facilities such as the physical education and recreation complexes. These students are hired based on state and federal financial aid program guidelines. The students assist with various employment needs. Part-time employment numbers fluctuate; Vincennes University reported 656 part-time employees in 2005 and 950 in 2007.

4C3: Demographic Trends Analyzed to Determine Future Workforce Needs

The major demographic trend of concern is the impending retirement of the many baby boomers that make up the faculty and staff of Vincennes University. Approximately twelve faculty and senior staff will retire at the end of the 2007-08 academic year. With those retirements, the University will have to find ways to replace the skill and expertise that retires with those people. With a competitive marketplace, rising costs, and a rural location, locating and obtaining the services of quality administrators, professional staff, and instructors in the many fields offered at Vincennes University will be very demanding.

Another area of concern is the need to provide healthcare benefits to workers of the future. Workers will be called upon to self-manage their health and the care they receive.

4C4: Training Initiatives
Several key training initiatives are currently taking place and are ongoing while others are being developed.

Current and ongoing training is essential to providing quality services. For example, VU is now implementing the Banner computer system, which requires training for staff, administrators, and faculty. That training began with a steering committee in 2004 and continues with both staff and faculty. In addition, Human Resources provides sessions to help employees prepare for retirement (special sessions for TIAA-CREF, ISTRF, and PERF), and monthly orientation sessions for new employees continue throughout the year. A new faculty orientation and training program has been developed and is in use. Additionally, at the end of each spring semester, the University offers a week of workshops and training sessions for administrators, faculty, and staff.

Furthermore, the Center for Teaching and Learning (CTL) offers the Teaching Transformation Academy (TTA), which has been attended by 147 faculty members to date, and more sessions are planned for the future. The CTL continues to offer workshops on using Lotus Notes, BlackBoard, and other computer/electronic areas. The CTL has monthly virtual brownbag on-line video presentations offered by Indiana state-supported institutions concerning common interests.

This past calendar year, thirteen professional development webinars were held on the Vincennes campus. Most of the webinars had teleconference connections to Jasper and ATC. Forty-eight university faculty and staff took advantage of these professional development opportunities.

Other training is currently being developed. Two examples are a supervisory training program to assist new supervisors in being successful in their roles and training to implement the new faculty evaluation.

4P1: Identifying Specific Credentials, Skills, and Values
Qualifications for faculty, professional staff, and support staff vary from department to department, and department chairs and supervisors have the responsibility of establishing specific criteria that must be met for all new full-time and part-time employees.

For all academic positions, the following documentation must be submitted to establish qualifications:

- A current resume with employment record,
- Transcripts from all colleges and universities attended,
- At least three current references with contact information, and
- Appropriate documentation to support additional technical or professional expertise used in the application.

The University has Faculty Credentialing Guidelines that are used to determine if an individual is qualified to teach a Vincennes University course. All faculty members (full- and part-time) who teach general education courses designed for transfer must have a doctoral or master's degree or their equivalent in the teaching discipline or a master's degree with at least eighteen graduate hours in the teaching area. Faculty members who teach upper division courses in a

baccalaureate degree program must have a doctoral or master's degree in the teaching discipline or a master's degree with eighteen graduate-level hours in the teaching discipline. Faculty members who teach associate degree or certificate courses not designed for transfer must have a baccalaureate degree in the teaching discipline or an associate degree with "demonstrated competencies" in the teaching discipline. In order to teach developmental courses, faculty members must have a baccalaureate degree in the discipline and either teaching experience in the field or graduate training in developmental education.

Normally, for faculty positions, the department chair forms a search committee to review applications and to narrow the field to those applicants who seem to best match the skills and values required for that position. Search committee members look for evidence of teaching skills and the ability to thrive in a student-centered environment. The committee checks references and often calls previous educational institutions where the applicant taught in order to review teaching strengths. The search committee brings the finalists to campus for an interview where the candidates must explain their teaching philosophy and often present a lecture. The candidates are also given a thorough explanation of the duties and responsibilities of the position as well as the benefits associated with it. After the interview, the committee reviews the applicants with the dean and sends recommendations to the Provost for final approval.

For staff positions, needed skills are established when the position is first advertised, and prospective employees may be asked to demonstrate proficiency in those skills through testing or through submission of credentials. As jobs change over time, the skills needed to complete those jobs also change, and supervisors work with Human Resources to re-evaluate the requirements of the position.

4P2: Recruiting, Hiring, and Training Employees

The Human Resources Department has a clear procedure for recruiting, hiring, and orienting personnel while supervisors plan varying strategies for changes in personnel.

The Human Resources Department, in collaboration with the Provost, guides the recruitment and hiring of faculty and staff. The methods of recruitment differ according to the position, skills needed, and the most effective means of reaching potential applicants. Generally, faculty positions are advertised in the *Chronicle for Higher Education* and HigherEdJobs.com. Professional staff positions are listed on appropriate websites and professional organization sites. Support staff positions are filled by advertising locally in newspapers and posted on Indiana Work One sites. All positions are posted on the VU website under Faculty and Staff, Employment Opportunities. All job announcements indicate that VU is committed to diversity in the college community.

New employees must attend orientation sessions from the Human Resources Office. The sessions include a brief orientation to VU and a review of all personnel policies such as the Drug-Free Workplace and Sexual Harassment Policies. New faculty and professional staff participate in a two-day session from the Academic Affairs Office.

Planning for personnel changes is dependent upon the supervisor through the chain of command to the executive level. Different individuals have different management styles; thus, different planning strategies range from long-term and extensive to short-term and informal.

4P4: Training and Developing Faculty, Staff, & Administrators

Vincennes University reinforces professional development of faculty and professional staff by budgeting funds for this purpose and by making it a key component of evaluations; however, professional development of support staff is less formalized, though encouraged.

For faculty and professional staff, specific dollar amounts are set aside annually to support professional development. The University's strategic plan calls for stepped up efforts to support faculty development especially related to the baccalaureate degree programs. Annual evaluations, which are tied to merit raises, emphasize professional development. For staff, financial support is not always available. However, discussions regarding this concern are beginning.

4P6: Designing and Using Personnel Evaluation Systems
Faculty evaluations emphasize three key areas: Teaching Effectiveness, Professional Development, and Service to the University and/or Community, all of which are connected to Category One: Helping Students Learn and Category Two: Accomplishing Other Distinctive Objectives. Professional staff evaluations are based on professional responsibilities, professional qualities, professional skills, job knowledge, and evidence of commitment to the program and institution. Support staff evaluations are based on knowledge of the position, quality of the work, quantity of work, initiative and judgment, attitude and cooperation, attendance and reliability, and office conduct.

4P8: Determining Key Issues Related to Faculty, Staff, & Administrator Motivation
Currently, Vincennes University has no concrete mechanism for monitoring issues related to the motivation of faculty, staff, and administration. However, the University governance groups and the President's Advisory Committee identify and monitor issues of motivation on campus. Officers of the Faculty Senate meet on a regular basis with the President, and each year, the President's Advisory Committee recognizes, through Exemplary Service Awards, those on campus who have performed above and beyond their job description. Also, each year the University provides various workshops of interest and staff development training seminars on campus. All appropriate personnel are encouraged to attend.

In addition, to encourage and maintain motivation, VU encourages faculty and staff to maintain professional skills and budgets a predetermined amount of dollars for attending conferences, seminars, workshops, and courses and for joining professional organizations. Financial compensation is also available for faculty members seeking sabbatical leave to pursue professional goals, and released time is provided for the Presidential Fellow program. Besides these opportunities for growth, all full-time employees are eligible to enroll tuition-free in a three-credit hour course each semester. Ultimately, however, it is up to the individual members of faculty, staff, and administration to maintain professional skills.

4P10: Measures of Valuing People
Faculty and staff are evaluated on an annual basis at VU.

The process of faculty evaluations recently changed dramatically. After research and review, a subcommittee of the Faculty Senate designed a new evaluation form. The process of change began in Spring 2005, and the new faculty evaluation form was finished in Fall 2007. Following adoption by the Faculty Senate and the Board of Trustees in Spring 2008, it will be fully implemented for the 2008-09 academic year.

This new evaluation process will allow faculty members to focus on areas where they see a need for improvement: Teaching Effectiveness, Professional Development, and Service to the

University and/or Community. The new form also includes a section requiring faculty members to provide goals for improving instruction in the coming year.
The improved process should help administrators and faculty members to focus on improving instruction, service, and the growth of the individual.

Currently, faculty members undergo annual evaluations, the results of which are used in determining promotions and merit pay. Both the faculty member and the immediate supervisor complete the same evaluation form. Afterwards, a face-to-face meeting is held to discuss the outcomes of the evaluation and consider any discrepancies between the evaluations.

Faculty members are also evaluated by students on a regular, rotating basis. In addition to University supplied items that are on all evaluations, each department adds questions for evaluations, and faculty members can add individualized questions for their courses. Students are also free to write in comments.

The support and professional staff undergo yearly evaluations in a process similar to faculty. Both the support staff and professional staff evaluations consist of two parts: an employee self-evaluation and a supervisor's evaluation. In each case, an evaluation conference is scheduled between the employee and the supervisor "to identify and discuss problem areas, set goals, and develop and maintain open communication."

Concerns regarding the evaluation process exist. Questions regarding fairness, objectivity, and consistency across campus have never been fully determined. The impetus behind the restructuring of the faculty evaluation was an attempt to resolve these questions. Another concern is the lack of bottom-up evaluations, and discussions regarding this matter are beginning to occur.

4I1: Improving Processes and Systems for Valuing People
Vincennes University has several processes and systems in place for valuing people, but improvement is needed, particularly regarding support staff.

In recent years Vincennes University has reinstituted the sabbatical leave for faculty. The process is "competitive" in the sense that the number of leaves is limited and all requests are evaluated for their long-term value to both the person and the University. This leave allows faculty to have time off to improve skills, work on advanced degrees, or pursue projects that are beyond the scope of normal released time. This program validates faculty and provides resources to improve teaching.

Four years ago, the University established the Presidential Fellow program to provide released time for one faculty member a year to address University-wide problems. After reviewing proposals, a screening committee chooses the individual best qualified to oversee a year-long effort of improvement.

In addition, the restructure of the Faculty Evaluation Form by a subcommittee of the Senate will provide a mechanism by which faculty can set goals for improvement. This change will support a means by which VU can provide a fair distribution of merit pay that is equitable and applied consistently university wide.

Finally, the Peer Recognition Awards were established to honor individuals at Vincennes University who have gone above and beyond the call of duty. These annual awards, chosen by a committee of faculty and staff, recognize and validate service to the University.

However, room for improvement exists in allowing support staff to attend conferences that will aid them in their duties. Efforts to increase funding for staff professional development are ongoing and continue to evolve.

Category Five: Leading and Communicating

Vincennes University has clearly defined leadership and communication systems that align with the practices and views of the board, administration, and oversight entities and that disseminate the institutional values and expectations to the University community. Process strengths lie in leadership using information and results in decision making, communicating between and among institutional levels, and collecting measures of leading and communicating.

5C1: Leadership and Communication Systems at VU

Accomplishing the VU Mission requires strong leadership and clear communication throughout the University and with key constituencies. In that key leadership groups participate in determining direction and practices of the University, clear communication is critical. *Figure 5C1.1* below presents leadership groups, their roles, and the frequency with which they meet.

Figure 5C1.1 Leadership Groups

Internal Leadership Groups	Role	Frequency
1. President's Cabinet (The Cabinet): President and Vice-Presidents -- executive leadership[1;a,b]	Implements policies and procedures according to statute, rules, and regulations	Weekly
2. Provost's Council (PC): Deans of Instruction, Assistant Provost for Student Affairs, Director of Curriculum, Senior Director of External Relations, and Director of Institutional Research[1,2;a, b]	Renders advice for program development, monitoring, and accountability and implements policies and procedures	Weekly
3. University Senate for the Faculty of VU (FS): members are full-time faculty and represent all instructional divisions and functional units and includes liaisons from PSC, SSC and SG[2,a]	Renders advice on all faculty-related issues, including curriculum changes and new academic programs	Monthly
4. Professional Staff Congress (PSC): members represent all areas identified on the organizational chart and includes liaisons from FS and SSC [2;b]	Renders advice to maintain active and participatory communication with University community; provides forum to make recommendations concerning University issues, activities, and policies	Monthly
5. Support Staff Council (SSC): members represent secretarial/clerical, service/maintenance, technical/paraprofessional, skilled craft, Jasper campus, and Indianapolis area and includes liaisons from PSC and FS[2;b]	Renders advice, makes recommendations, and provides assistance to the University concerning matters that affect the general welfare, working conditions, and productivity of the represented staff	Monthly
6. Student Government (SG): university-wide election of students in good standing and the Student Trustee[2;na]	Renders advice and makes recommendations pertaining to the general welfare of students.	Monthly
7. Curriculum and Academic Affairs Committee (CAAC): A subcommittee	Renders advice and makes recommendations pertaining to policies	Bi-Monthly

of the FS comprised of Senate and non-Senate Faculty members, The Cabinet, Assistant Provosts, and Deans[2;a,b]	such as curriculum; academic standards for admission/continuous enrollment; curriculum changes, requirements for degrees and certificates, and other academic affairs issues; and instructional standards and professional responsibility	
8. Planning and Resource Council: (developed into the Strategic Planning Committee and subcommittees) [1,2;a,b]	Develops the VU Strategic Plan and synchronizes the plan with AQIP to put forth a single, comprehensive planning initiative	Monthly and as needed
9. Administrators: All University administrtors[1,2;a,b]	Maintains communication across all divisions and departments of the University, both instructional and non-instructional	As needed
10. AQIP Leadership Team: [2;a,b] Appointed representation, purposively selected from all divisions, departments, and levels of the University	Structures and guides campus-wide AQIP participation	As needed
11.Culteral Diversity, and Retention Advisory Group[2;a,b]	Implements a framework to promote civility, diversity, and retention including the following objectives: (a) develop and promote a shared and inclusive understanding of diversity; (b) create a welcoming campus climate for all individuals; (c) recruit, retain, and promote greater numbers of minorities and women into faculty, staff, and administrative positions; (d) retain a greater number of ethnic minority students and promote understanding; (e) provide incentives to academic and academic support units for developing models of excellence for increasing diversity; and (f) collect and organize data in order to systematically and effectively assess progress and to align/realign programs intended to enhance diversity.	As needed
12. Educational Futures Task Force[2;a,b]	Develops an understanding of what the American Association of Colleges and Universities (AAC&U) defines as a liberal education, interprets the concept of liberal education as it applies to VU and its mission, and envisions a culture of student-centered learning at VU that embraces liberal education.	Monthly as needed
13. Office of Institutional (1) Research and (2) Assessment[1,2;b]	(1) Provides information for decision making across all levels, divisions, and departments of the University as well as external governance bodies and (2)	All meetings for groups 2-12

	directs efforts to improve instructional practices and service delivery to increase the quality and extent of student learning	above.
External Leadership Groups	**Role**	**Frequency**
14. Indiana Commission for Higher Education (ICHE)	Defines mission, plans/coordinates programs, reviews budgets, and approves/disapproves new programs for Indiana public colleges and universities	Monthly except July
15. Statewide Transfer Articulation Committee (STAC)	Develops statewide transfer-of-credit agreements, whereby AA, AS, and AAS programs articulate fully with related baccalaureate programs, and publicizes list of course transfer-of-credit and program articulation agreements	Monthly
16. North Central Association of Colleges and Schools: Higher Learning Commission	Accredits and thereby grants membership to educational institutions in the North Central region	Annually and site visits
17. Indiana General Assembly (IGA)	State governance	For 2007, 61-day session
18. Program specific accreditation agencies such as Association of Collegiate Business Schools and Programs and National League for Nursing Accrediting Commission	Ensures the delivery of instruction that meets high standards, that addresses appropriate content, and that will lead to licensure/certification of graduates	As required for each group

Note: Internal groups designated [1] have the responsibility to formally communicate vertically, reporting to leadership (upward two-way) and to those who report to them (downward two-way), while groups designated [2] communicate vertically (two-way) to leadership and laterally (two-way) to other members they represent. Cross representation occurs for the three governance groups (e.g., a member of the Professional Staff Congress represents the PSC on the Support Staff Council). Internal groups designated [a] primarily perform "line" responsibilities, that is, they carry out or supervise individuals who carry out the primary role of the organization (i.e., to instruct students); groups designated [b] primarily perform responsibilities to support the line.

To support these groups, leadership has created a number of committees and subcommittees charged with specific tasks for focused study or for the implementation of initiatives. Examples of these committees are the following: (a) the Assessment Committee, a subcommittee of the Curriculum and Academic Affairs Committee, that has established procedures for and guides program-directed self-study and improvement; (b) the Walkway Committee, a committee formed through the Office of Student Affairs to study and make recommendations regarding campus safety and the communication of safety practices across campus; and (c) the Human Subjects Research Committee, a committee formed to study and make recommendations regarding required federal compliance to assure research oversight and human-subject protection for research conducted at VU. These committees and others are further described in the *Vincennes University Manual*.

5C2: How VU Ensures Leadership Practices Align

Achieving key elements of the vision, such as leadership in innovation, delivery of successful educational experiences, breadth of program offerings, commitment to quality service, and becoming an "important link in Indiana's economic and cultural vitality," requires leading with a laser-like focus. This focus results in a sophisticated communication network.

The systematic networking of information to ensure that what is conveyed throughout the leadership team is aligned with the practices and views of the Board and executive-level leadership is not specifically described in policy but is, in fact, clearly observable in practice. Information flows through regular cycles of meetings and other communication methods so that individuals involved feel that they are well informed and included in the processes of change as the institution enacts or revises policies, refocuses, and/or reorganizes.

Opportunities for input at all levels result in facilitating these changes. This occurs by using the structure identified at 5C1 above. All executive leadership (the President's Cabinet, Provost's Council, and other designated key leaders) attend VU Board of Trustees meetings regularly and ICHE, STAC, and IGA meetings as required when governance and policy decisions are made or impacted. Board minutes and meeting agendas reflect how information flows to the various divisions, departments, and offices from these meetings. Reports from key leadership members are dedicated agenda items and are presented at each governance group's monthly meeting. Leadership expects feedback, and the members of the governance groups provide it in both verbal and written forms. Minutes of these meetings are available to those whom the governing body represents.

The Cabinet, PC, CAAC, AQIP, and governance groups solicit, conceptualize, develop, and refine the process for implementing change. Additionally, leadership may form ad hoc committees if needed to focus specifically on an issue or a phase of an issue. Formally structured meetings and informal encounters provide feedback about system-wide impact to those leading the change process. The minutes maintained by the counsels, committees, and groups document all efforts and comprise the official record.

The Office of External Relations provides support to communicate the alignment of leadership practices, as outlined in the "External Relations Plan, (current year)." External Relations conceptualizes, designs, and delivers strategic communications to employees en masse and through the media to reach internal and external constituencies. Two regular communications documents are the *VU Vision* and the *Campus Communiqué*. In addition, External Relations is responsible for projecting the "brand" created for the University through a variety of media sources consistent with policies and standards that reflect marketing best practices. External relations invites all leaders to learn about how the brand, sub-brands, and image as well as the fundamentals of marketing can be employed to improve on the message communicated throughout Vincennes, the state, nation, and global communities.

5C3: Institutional Values and Expectations

The *VU Vision* is the gateway that introduces the values and expectations that guide the institution. Its focuses, such as commitment to quality services, shared responsibility, and respect for contributions, weave the fabric of the VU reputation.

Within the early implementation of AQIP processes, leadership established the Values Working Group to review University documents (e.g., *VU Catalog*, *University Manual*, and *VU Annual Report*) to determine the presence and strength of communication regarding values. Sixty-one values statements were identified and subsequently classified resulting in the following

categories: student success, quality instruction and academic excellence, working/learning environment, community service, and flexibility/looking toward the future. From these categories, the group developed eight value statements:

- VU is dedicated to personal growth and academic excellence.
- Student success is VU's primary concern.
- VU values its collaborative relationships with outside entities.
- The potential of every VU student is respected.
- VU embraces an environment that encourages open dialogue and cooperation.
- Continual evaluation and planning ensures VU's effectiveness.
- VU values the community good and cultural enrichment.
- VU respects diversity and individual freedom.

The *University Manual* "Philosophy of Administration and Operation" describes leadership style, which implies values and expectations to be set forth by leaders and obligates all employees.

> The administrative approach is intended to be cooperative[1] in spirit and democratic[2] in operation, allowing all[3] University employees participation[4] at various levels[5] in the decision-making processes of the institution. Such an approach requires individual responsibility[6]. Employees are obligated to consider the total welfare of the institution[7], while at the same time representing their teaching and service needs[8] (*University Manua*l A2).

The values and expectations extrapolated and keyed in the quoted text are cooperation[1], democracy[2], tolerance and acceptance[3], participatory[4], collegial[5], self-discipline and commitment[6], global perspective/consideration[7], and division and departmental perspective/consideration[8].

Noteworthy, too, is that the overall values and expectations of the University are closely associated with its history of hiring leadership, at all levels, who reflect these values and expectations and are active, contributing members of the community. VU staff and faculty provide thousands of hours of service each year to the community through elective office, leadership of community groups and efforts, and participation in unheralded ways at events like the city-wide "clean-up day" and Relay for Life. Vincennes is a small community where one's performance, behavior, attitudes, and other attributes of character are readily visible -- the walk-the-talk association is continuously on display and is open to scrutiny.

These values and expectations impact VU students, as well. While students are to be academically focused on a program of study that will lead to gainful employment in the workforce, this does not achieve the consummate goal for all students. The signature of a VU student is successful work that demonstrates the values and expectations listed above along with a commitment to community and society that requires increasing global awareness and savvy. Standards of Student Behavior, introduced to students as part of their orientation program, embraces the values and expectations of the institution. These standards, adopted in the 2006-07 academic year, emerged from a process that included input, review, and endorsement by leadership, faculty, and staff at all levels.

5P4: Leadership Use of Information and Results in Decision Making
Information and results inform decision making at all levels of the institution to accomplish its mission and to strive for its vision. The typical format is to provide the information after it has been aggregated and analyzed at a base level for presentation purposes.

Key leadership groups require specific information. The following descriptions show how the information is "targeted." For group numbers and titles, see *Figure 5C1.1*.

When the Board of Trustees or external leadership groups call for action, study and planning for implementation begin at the level of the President's Cabinet and Provost's Council. As needed, other groups collaborate in carrying out the needed action. By this means, VU launched the AQIP Vital Focus concurrently with the development of the University's Strategic Plan. As part of AQIP Conversation Day, all members of the University participated in positing "provocative propositions" and determining direction from the Constellation Survey results. In the following year, the strategic planning process used AQIP data and developed six goals, each represented by a subcommittee for the identification of needed data/information to achieve outcomes. (For detailed information, see Category Eight: Planning Continuous improvement.) For the goal focusing on student retention, retention-migration discussions ensued, resulting in a model for reporting student migration (immigration and emigration) within a major or division. Rather than being an end in itself, department deans and faculty studied the model to create strategies for student retention. Groups involved: 1-10.

Another initiative that began at the executive leadership level resulted in casting a broad net for participation. VU launched three baccalaureate degree programs in the 2005-06 academic year and launched four more in the 2006-07 academic year. Preparation called for study and input from all leadership groups resulting in the identification of critical needs in the workforce[1] (see Resource Key); application for state approval/accreditation[2] ; lobbying for needed financial support[3]; faculty recruitment and professional development[4]; design of curriculum content, scope, and sequence[5]; facilities preparation[6], technology infrastructure design and support[6]; marketing[1-6]; and student recruitment[1-6]. These actions required review and analysis of various information/data resources in order for decisions to be made. Groups involved: 1-10.

Resource Key
[1]State/national labor statistics, enrollment history, and student interest data
[2]Field of study content information, state accreditation requirements
[3]Cost of program delivery information
[4]Faculty certification and external accreditation requirements
[5]Best practices and course content required for professional accreditation
[6]Facilities/technology requirements for professional accreditation

The Office of External Relations holds the responsibility for enrollment management. The "External Relations Plan, (current year)" is the blue print to achieve specific enrollment targets as suggested in the following table-of-contents excerpt:

Objective 1: Increase Vincennes Campus enrollment by 175 FTE over fall 2005 enrollment
- Strategy A: Optimize travel through more efficient, better Territory Management
- Strategy B: Capture Student Names to be Input into EMAS
- Strategy C: Convert Inquiries to Applicants
- Strategy D: Improve Yield Rate
- Strategy E: Focus on Target Markets
- Strategy F: Enhance Student Success by Increasing Services to Parents
- Strategy G: Enhance on-campus visit experience

Strategy H: IMPROVE Marketing Activities and EXPAND Public Relations activities
Strategy I: Conduct assessment through tracking and research
Objective 2: Support other VU "locations" in increasing enrollment by 75 FTE overall.
Strategy A: Offer consulting services on as needed basis
Strategy B: Build synergy between locations
Strategy C: Provide additional financial support for approved efforts

Until the Spring of 2007, the Office of External Relations, along with assistance from the Management Information Center, reported weekly as it monitored enrollment progress. Currently, the Office of Institutional Research reports this information. Enrollment reporting, along with the Program Review, provides student headcount, credit hours, and FTE data for growth and financial projections, including the operating budget of the institution. Consequently, division deans plan, hire, and purchase necessary materials and supplies based on these projections. Groups involved: 1, 2.

The Office of Institutional Research provides information to fulfill federal, state, and external accreditation obligations and provides needed reports, such as retention, grades, and awards granted on a cycle, as determined by executive leadership. These data, profiles, and trend plots are used to make decisions, and measurable outcomes are posited. This office is also available to all divisions, departments, and work units to answer questions required for program improvement and/or advancement. An example is providing historical information (i.e., headcount and FTE) on specific academic programs in order to be accredited after converting programs for distance education delivery. Groups involved: 1, 2.

Along with the Office of Business Services and Budget, Institutional Research annually prepares data integral to the Program Review. This document reports the following data, from the previous year (fall, spring, and summer) and fall projection, by division and department: volume by headcount and credit hours to determine FTE, demand defined by show rate, productivity as a function of faculty FTE, revenue sources including tuition and fees, expenses such as salaries/wages and benefits, and net resources from instruction and operations -- leading to determination of revenue/expenditure and expenditure/credit hour ratios. This information is used to determine program vitality, that is, relative growth or attrition of programs and need for programs. Groups involved: 1, 2.

The Offices of Institutional Research (OIR) and Assessment work to assist program-level leadership and individual faculty members to reflect on practice and implement strategies and methodologies for program improvement. Assessment processes are consistent with and support efforts for accreditation from the North Central Association (NCA) of Colleges and Schools: Higher Learning Commission (HLC). OIR presented a round-table of faculty-driven research efforts drawing standing-room-only attention at the 2006 NCA: HLC national conference. At the 2007 NCA: HLC national conference, OIR presented another forum on research best practices. Groups involved: 2, 3, 7, 8, and 10.

5P5: Communication between and among Institutional Levels

The note following *Figure 5C1.1* describes the paths for communication regarding horizontal and vertical communication responsibilities of leadership groups and line-staff relationships of the organization. Executive leadership receives priority status on the agendas of the three governance groups, and cross-representation on governance groups is standard practice. Formal communication is through presentations, email, and hardcopy reporting. The Management Information Center and Office of Institutional Research maintain data archives.

Many of the committees and work groups at the University include membership from various areas of the University. The Educational Futures Task Force and the AQIP Steering Committee are two good examples. They include faculty members from various disciplines as well as members from each of the governance groups and administration.

Enrollment Reporting is another example of how communication flows between and among institutional levels. An enrollment report is provided to executive leadership by the Office of Institutional Research on a weekly basis; it is provided on a daily basis at times of rapid growth, such as the beginning of each term. These reports are forwarded to all governance groups and follow-up presentations are made to governance groups each month.

In the 2006-07 academic year, redirection of the Perkins federal funding resulted in focusing with an entrepreneurial perspective: innovation requiring creative vision. Like many grants written at VU, a cross-discipline team comprised of faculty, administration, and professional staff commenced work to develop entrepreneurial ideas. The collaborative team was successful, resulting in $600,000 award.

With an emphasis on communication among deans and faculty leaders to coordinate curriculum functions, hiring the Director of Curriculum and AQIP Coordinator has led to consistency in process development for course approval, course development, and, most recently, writing course outcomes. Evidence of the Director's coordinating efforts between and among institutional levels reflects in the work of the Curriculum and Academic Affairs Committee, the Provost's Council, and the Educational Futures Task Force.

5P9: Measures of Leading and Communicating

Two key measures reflect the accomplishment of leadership and communication to achieve the mission and strive for the vision. These are the Strategic Plan and AQIP. Monitoring the implementation and achievement of the strategic plan outcomes and Action Projects is reported both (a) formatively at monthly meetings by task designees at the Provost Council and Administrative Team meetings and forwarded through representatives to all leadership groups, and (b) summatively to all employees at the opening meeting of the University. A tri-fold brochure containing a progress matrix was developed to document University achievements during the 2005-2006 academic year. The brochure, updated annually, is available for viewing on the University's webpage and further discussed in Category Six.

AQIP has proposed a twelve-item instrument that addresses leadership as a team and asks about (a) delivery of a clear, focused direction for the organization; (b) motivation; (c) leading by example; (d) communication qualities; (e) effective listening; (f) creating relationships across teams, functions, and layers; (g) quality of decisions; (h) movement from information analysis to action; (i) satisfaction with leadership; and (j) satisfaction with communication. This survey instrument has an optional web-based format and will require only five-to-ten minutes for completion.

Another means of measuring VU's communication – how well VU listens – and the consistency of that communication exchange is through the work of a contracted research and marketing firm. In December 2007, VU interviewed three marketing groups, assessed the presentations, and questioned each group thoroughly to determine which seemed best positioned to assist the University in defining image, determining clarity and consistency of message, and refining the brands and sub-brands for the University. VU hired Lipman Hearne. Their work should result in feedback to monitor the consistency of the University message and the message of its leadership throughout the University and community.

Category Six: Supporting Institutional Operations

Vincennes University promotes continuous quality improvement efforts at all levels of operations and actively pursues processes designed to enhance student learning in keeping with the University's Mission Statement. This category presents key student and administrative processes utilized, identifies some of the internal and external measures collected to assess these processes, highlights a few results of the findings, and provides information regarding areas targeted for improvement. Information included in Category Six reflects the University's continued participation in evaluating the needs of students and other stakeholders as well as its commitment to the Strategic Plan Goals and AQIP Action Projects.

6C1: Student and Administrative Support Service Processes

Figure 6C1.1 illustrates the many processes serving students and administration at Vincennes University, identifies the relationship of these processes to student and stakeholder needs, and denotes some of the measures in place to ensure a student-centered learning environment as described in the University's Mission statement.

Figure 6C1.1 Key Student and Administrative Processes

Key Student and Administrative Processes					
Support Area		**Support Type**	**Key Processes**	**Student and Stakeholder Needs**	**Measures**
Student Support	⇨	**Learning Support**	Academic Skills Center, Assessment Center, Learning Resource Center, COPE, STEP/Study Skills, Tutoring Services/Division Labs, Writing Center, Residential Life, Red Skelton Performing Arts Center	Academic advising, Tutoring, Placement testing, Orientation, Developmental skills, Cultural experiences	
	⇨	**Student Activities**	Athletics, Campus Ministries, Clubs/Organizations, Convocations/Extracurricular Activities, Intramural-Recreational Sports, Recreation Center[1], Student Government, Student Newspaper	Social & spiritual development, Leadership opportunities, Extracurricular activities	[1]Monitoring utilization
	⇨	**Student Services**	Admissions, Advising Center, Bookstore, Bursar's Office, Career Exploration Center, Continuing Studies (Distance Education, NCPACE, Out-of-State Military Education), COPE Student Support Services, Counseling Services, Developmental Education, Disability Services, Educational Talent Search, Financial Aid, SODEXHO Food Services[2]♦, Freshman Seminar, Honors Program, Housing/Residential Life, Indiana Teen Institute, Multicultural & International Student Affairs, Placement Office, Program for Adult Student Success, Project ASPIREE, Registrar's Office, Student Center, Student Health Center, Statewide Services (Adult Basic Education, Business & Industry Workforce Assistance, Continuing Education Off-Campus, Employment & Training Center, Generations, Indiana Military Program, Pathways, Project EXCEL[2], Project LINK, Statewide Business & Industry, Truck Driver Training, Veterans Upward Bound), Recruitment, Retention, Summer Bridge, Educational Talent Search, Trio Programs & Grants, Twenty-First Century Scholars, Upward Bound	Pre-admission & admission processes, Registration, Financial Aid assistance, Records & transcripts, Career counseling, Housing services, *Food services*♦, Tuition processing, Disability services, Cultural support and services, Adult education services, Veteran's assistance, Safety & security, Transfer assistance, Transition support (from high school to college/adults returning to the classroom)	[2]Surveys, Assessment
Administrative Support	⇨	**Admin Services**	Accounting, Accounts Payable, Accreditation, Alumni Development, Budgeting[3,4,5], Business Services, Campus Police, Center for Teaching & Learning, Communications, Curriculum, Facilities & Planning Management, Foundation Office, Grant Applications, Human Resources & Affirmative Action, Institutional Assessment, Institutional Research, Data & Systems Management/Support, Marketing, Media Services, Parent Services, Physical Plant Maintenance & Repair, Print Media/Mailroom Services, Procurement & Risk Management, Special Events, University Relations	Budget & finance, Fundraising, Building maintenance, Technology support, Professional development, Capital improvement	[3]FTE Enrollment, [4]Tuition & fees, [5]Overall revenue, Assessment

♦ *Denotes outsourced services*

NOTE: Numeric reference under Measures represents a corresponding reference to a Key Process identified. Measures without numerical reference are applicable to all processes. *For example, [1] Monitoring utilization (Measures) corresponds with Recreation Center [1] (Key Processes).*

6C2: Reinforcing Processes & Systems
All of the processes described in *Figure 6C1.1* serve to reinforce the processes and systems described in Category One: Helping Students Learn, and, in some capacity, Category Two: Accomplishing Other Distinctive Objectives. For example, the Academic Skills Center, Learning Resource Center, and the various tutoring services aid efforts to support student success. Sound general education requirements and a commitment to meeting developmental education needs also serve to provide a solid foundation for student success. Through many of the processes listed in *Figure 6C1.1*, Vincennes University reaches beyond the classroom and fosters far-reaching relationships in keeping with the other distinctive objectives previously defined in Category Two.

6P3: Managing Student and Administrative Support Service Processes
At Vincennes University, executive leadership (i.e., the Provost/VP for Instructional Services, the Vice-President for Financial Services and Government Relations, the Vice-President for Workforce Development/Community Services, the Senior Director of Enrollment Management/University Relations, the Assistant Provost for Student Affairs, and the Assistant Provost for Academic Affairs) oversees key student and administrative support services for their respective areas via a network of faculty and professional staff personnel. (See the University's Organizational Chart in the Organizational Overview, O.7.)

Other organizational resources include the University's governance groups, which provide a voice for formal communication for the various constituencies. These groups include the University Faculty Senate for the Faculty, Professional Staff Congress, Support Staff Council, and Student Government Association. Individually, the processes for student and administrative support outlined in *Figure 6C1.1* employ full-time and part-time support personnel to assist in managing day-to-day operations.

In keeping with VU's Strategic Plan's Enrollment Goal and AQIP Action Project directed toward increasing retention, collaborative efforts by several student and administrative support service areas focus on enhancing the first-year and continuing student experience. Continual evaluation of programs assures quality education and training to prepare students for employment in the twenty-first century while encouraging increased enrollment and retention. New baccalaureate program offerings further augment the more that 250 certificate and associate degree programs available at Vincennes University. Key to ensuring achievement of VU's goals, Admissions and Enrollment Management, Continuing Studies, Business and Industry, and other Workforce Development and Community Service areas, among others, continually assess current practices.

Assessment of all academic and administrative support areas also plays an important role in day-to-day operations. Staffed by a full-time director and half-time secretary, the Office of Institutional Assessment works closely with key personnel in the development of annual assessment records designed to assist in gauging the effectiveness of current practices. As with any improvement process, efforts are ongoing and continue to evolve.

6P5: Measures of Student and Administrative Support Service Processes
Vincennes University regularly collects and analyzes several measures of student and administrative support services processes using both external and internal measures.

Beginning in 2003, and continuing in 2005 and 2007, VU participated in the Community College Survey of Student Engagement (CCSSE). Data from this survey focuses on five benchmarks

(Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners) and enables VU to hear the "student voice" as well as compare responses to those of peer institutions.

In 2005, to broaden the perspective gained by this survey, VU invited faculty members to add their voice by completing the Community College Faculty Survey of Student Engagement (CCFSSE). Continued participation in 2007 establishes a feedback mechanism for continuous improvement between students and faculty and provides a benchmark to assist in achieving success with Strategic Plan Goals and AQIP Action Projects.

In addition to participating in CCSSE and CCFSSE, VU became a member in the National Community College Benchmark Project (NCCBP) in 2005. Developed by Johnson County Community College (Kansas), the benchmark project enables peer comparisons among community colleges. These benchmarks include data reporting on key student learning outcomes and institutional support processes, such as retention and success rates, student/faculty ratios, and tuition costs, among others.

Internally, Vincennes University employs a number of measures to evaluate student and administrative support service processes. These include surveys, focus groups, and various accreditation processes (by program and institutionally). For example, the ADN and PN Nursing programs conduct internal surveys each semester to evaluate their students' college lab and clinical experiences. External surveys conducted and included in the program's re-accreditation process also include one-year out graduate surveys. Additionally, Vincennes University complies with all state and federal reporting requirements, including requirements by the Indiana Commission for Higher Education (ICHE), the Indiana Association of Collegiate Registrars and Admissions Officers (IACRAO), and the Integrated Postsecondary Education Data System (IPEDS).

6R3: Comparing Results to Other Higher Education Institutions

Results of the CCSSE survey and the NCCBP compare favorably with other institutions while the results of the University's retention model provide a baseline for further comparisons.

Based on the results of the CCSSE survey, Vincennes University had higher benchmark scores for 2005 in all indicators surveyed when compared to 2003 results, to large colleges as a group, and to the 2005 colleges participating in the CCSSE survey, with Support for Learners reflecting the largest score difference between VU's 2005 results and the other comparison groups. These results offer encouraging evidence that student support at Vincennes University continues to evolve and improve. With 2007 results now available, development of a three-year summary is underway. While the 2003 and 2005 surveys showed a basic consistency in student interests and demands for services and academic challenge, the 2007 survey has, at least on a preliminary basis, provided a surprise in that students have suddenly found less challenge in VU coursework and curricula. The significance of this finding is under review. As indicated earlier in this document, results from continuing CCSSE surveys strengthens efforts to increase retention as outlined in AQIP Action Project I, Increasing Retention of First Year, Full-Time Students, and supports VU's Mission and Vision Statements.

Information obtained from the Office of Institutional Research regarding data collected for NCCBP reporting in 2005 and 2006 suggests consistency in college-level course retention and success rates for students enrolled in courses for college credit. Persistence averages for these students for next term and fall-to-fall enrollment are down somewhat (about two percentage points) in 2006 when compared to 2005 reporting. The ability to track persistence success (i.e.,

students re-enrolling for next term and fall-to-fall at Vincennes University) based on these data increases with continued participation in NCCBP and ongoing institutional research and reporting methodologies focusing on improving student retention.

Development of a retention model by the Office of Institutional Research brings retention and persistence tracking to the forefront at Vincennes University and links directly to Goal II, Enrollment, in VU's Strategic Plan. The importance of retaining students and ensuring student success in college-level courses multiplies with the addition of select baccalaureate programs at Vincennes University. VU offered three programs beginning with the fall semester 2005. Preliminary research by OIR indicates fifty-nine individuals enrolled in one of the following programs: Health Information Management, Homeland Security and Public Safety, or the Technology program. Of these fifty-nine students, forty-one remained enrolled in the fall 2006 semester. An additional thirteen students began one of the above programs during the spring 2006 semester. Vincennes University awarded its first baccalaureate degrees since 1917 at the May 2007 Commencement. The Technology program graduated seventeen students, and the Homeland Security and Public Safety program graduated twenty-three students.

6I2: Setting Targets for Improvement

Vincennes University uses the Strategic Plan and the Mission Statement to initiate improvement priorities.

Using a comprehensive Strategic Plan, which aligns closely with current AQIP Action Projects, Vincennes University has initiated a number of priority targets for improvement of student and administrative support processes. All of the six planning goals continue to show progress, with Planning Goal I, Academic Standards, and Goal V, Image/Perception, fully deployed with 100% success on results. The implementation and development of select baccalaureate programs (Planning Goal III) is complete, with four of the seven programs implemented Fall 2006 and the remaining three implemented Fall 2007. Other goals (II, Enrollment; IV, Curriculum and Faculty Development; VI, Revise the Mission) are deeply deployed with substantial elements of the goal nearly or fully completed.

Administration distributes a semi-annual Strategic Plan Progress Report university-wide to communicate advancements in all Strategic Planning Goals. This, coupled with an update of progress on AQIP Action Projects presented during Opening Day 2007, serves to convey the University's commitment to students in keeping with its Mission and Vision Statements.

The University's Mission Statement avows to "ensure educational access" and "offers cultural opportunities and community services in a diverse, student-centered, collegiate environment." To this end, the Office of Student Affairs, in collaboration with a Diversity Consultant from Indiana State University and constituents from among key University stakeholders, instituted a campus-wide project to evaluate and promote civility, diversity, and retention. Funded for five years beginning in Fall 2006, first steps included the formation of an oversight committee comprised of representatives from Student Affairs, Counseling Services, Human Resources, and Institutional Research and the surveying of diversity and multicultural experts from around the country. In Spring 2007, the consultant conducted a pilot study representative of students, faculty, and staff at Vincennes University. This questionnaire will undergo modification following aggregation and analysis of the results of the pilot study before distribution campus-wide. Other plans include the formation of campus focus groups and the continued evaluation of feedback, with a goal of ensuring students and staff an environment respectful of a diverse culture. During the Fall 2007, members of the advisory committee began conversation regarding the

modification of the initial pilot survey with plans to conduct the survey university-wide Spring 2008.

Category Seven: Measuring Effectiveness

Vincennes University's Management Information Center (MIC) and the Office of Institutional Research (OIR) are the main institutional offices formally responsible for measuring the effectiveness of University programs, processes, procedures, and initiatives. These offices represent a strength in selecting, managing, and using information and data, particularly in regard to required state and federal reporting. Opportunities are present in the areas of Results and Improvement.

7C1: Collecting and Storing Information and Data

The main organizational entities for the collection, storage, and dissemination of information and data are the Management Information Center (MIC) and the Office of Institutional Research (OIR).

MIC provides comprehensive, detailed data related to the operations and administration of Vincennes University to assist its officials in making policies and decisions. In addition, the MIC provides telecommunications support.

The OIR designs, conducts, and reports research studies that guide the continued growth and development of the University and consults with Human Resources on matters regarding research design, survey development, and statistical analysis. Also, the OIR utilizes input from a variety of stakeholders, including leadership, collegial peers, faculty, students, and the community, to focus on improving student learning.

Backup information containing detailed student records for each semester through the 2005-06 academic year is stored on tapes maintained by the MIC staff and is available for use by the OIR and by others (by special arrangement) interested in data searches and studies. However, this backup service has been suspended since the switch over to the SCT Banner system.

Various official reports (which include enrollment reports, retention reports, and assessment reports) may be accessed from Vincennes University's official website with faculty/staff IDs. In addition, information and data related to the status of AQIP Action Projects and strategic planning initiatives are maintained on the University's official website.

The main source of information relating to the day-to-day operations of the institution is the SCT Banner system which operates in a Windows environment. Banner contains student, advisor, registration, and course information as well as finance and budget, financial aid, and human resources/payroll data. Information is accessible to and may be viewed, and in some cases input, by all faculty and staff with appropriate IDs. Maintenance rests with the MIC and registrar. Banner may be accessed online through MyVU (the student/faculty/administrative staff intranet, internet, and email service that is password protected).

Information regarding news of general interest to the campus community, including special events, seminars, and issues, is made available both online and as hard copy through the Office of Presidential Services.

7C2: Measures for Tracking Effectiveness

Key internal and external measures track Vincennes University's effectiveness.

The driving force behind measuring and tracking institutional effectiveness is the goals, objectives, and measures outlined in the University's Strategic Plan. This comprehensive

document addresses academic standards, enrollment, baccalaureate degrees, curriculum and faculty development, image perception, and revision of the mission. Information collected and reported in external, internal, and values scans (available from the University website) provides background for the Strategic Plan.

The main responsibility for developing, maintaining, and reporting appropriate measures for tracking effectiveness resides with the OIR. The OIR works closely with administrative directives and is available for consultations at all academic levels of inquiry.

Key internal measures include retention and graduation rates, student satisfaction surveys, and performance on external certification examinations. Academic programs and administrative departments maintain assessment plans that include a mission statement, intended objectives or outcomes, and detailed means of assessment with criteria for success for each outcome. The Office of Institutional Assessment (OIA) provides direction, assistance, and an appropriate and consistent format for reporting and collecting data (accessible via the official website). To ensure that faculty are able to format and input their data, the Director has adopted a process of "house calls" through which he visits faculty chairs and committee chairs in their offices and guides them through the process. Consequently, faculty not interested in assessment and see it as a burden are slowly being won-over to the process.

External measures include employer and graduate satisfaction and needs surveys, employment rates, beginning salaries, and transfer success. In addition, annual participation in the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) provides individual and comparative feedback for tracking effectiveness from an external, nationwide survey. Results are available online through the OIA. The OIA also serves as consultant for the interpretation and implications of the survey results to areas of the institution requesting such assistance in utilizing the data for quality improvement purposes.

Progress in achieving the intended outcomes stated in the AQIP Action Projects must also serve as a key measure for tracking effectiveness. Feedback loops among Action Projects, the Strategic Plan, and the various aspects of program assessment must keep the various components consistent, on track, and improvement-oriented.

7P1: Selecting, Managing, and Using Information & Data

Much of the selection and management of information and data is determined for compliance with both federal and state reporting guidelines and mandates (e.g., rules for reporting enrollments and graduation rates). In addition, the goals outlined in the Strategic Plan incorporate appropriate measures of effectiveness for their accomplishment. Committees responsible for monitoring AQIP Action Projects and progress on the Strategic Plan also determine selection, management, and use of information and data related to those Action Projects.

With regard to student learning, each academic department follows an assessment model managed through the Office of Institutional Assessment. These models determine selection and use of information necessary for tracking student success with regard to both transfer institutions and the job market. Furthermore, results of Certification Exams provide useful feedback for program evaluation and improvement.

The OIR establishes and maintains models to measure transfer success of students to other institutions and retention of students within this institution. Also, the OIR administers

satisfaction surveys to both students and businesses providing employment opportunities. Results of such surveys are made available to the appropriate offices of the institution to drive improvement efforts.

7P2: Determining Information and Data Needs of Departments and Units
At present, information with respect to the physical needs is most often reported and addressed in each department/unit's budget requests. Ultimately, Financial Services, in consultation with the President and other vice presidents, must prioritize and allocate funds. However, the process by which the non-physical needs of departments/units are determined is not formalized across the institution, and neither is the collection, storage, or accessibility of information related to those needs. This would seem to be one area that merits an in-depth examination.

Other needs, those less directly financial, may be determined by the ongoing efforts of the institution and affected academic departments to initiate and maintain relationships with potential employers, articulation agreements with transfer institutions, and good standing with accrediting agencies. These needs may be met or directed through the Office of Instructional Services/Academic Affairs or left to individual departments.

Requests for information not directly addressed or generated in formal, established reports or surveys are handled through the MIC, OIR, registrar, or some combination thereof. No established procedure exists for either making or fulfilling such requests. These reports, in general, are provided to the requestor and not communicated by title or content description to other potential users.

During the 2007-08 academic year, the Office of Institutional Research created a docket that lists information requests and requestors. The docket is intended to create an awareness of the types of requests being made and has resulted in generating interests from leadership represented on the Provost's Council.

7I1: Improving Processes & Systems for Measuring Effectiveness
Maintaining well-defined lines of communication and appropriate feedback loops is an ongoing concern for all groups involved in the decision and implementation process.

The continuous quality improvement goals of AQIP Action Projects and the goals and timelines set by the Strategic Plan will help drive the improvement process and provide continuity and consistency of effort across all groups involved in the process.

The Office of Institutional Assessment has structured a systematic plan for improvement. It is designed to be an ongoing, evolving evaluation process. The following documents are available in their initial stages for use in measuring effectiveness and guiding the improvement process:

- *Academic Assessment Handbook for Quality Improvement*
- *Administrative and Educational Support Departments Handbook for Quality Improvement, and*
- *Assessment Responsibilities at Vincennes University*.

7I2: Setting Targets for Improvements
As mentioned in 7I1, a systematic plan for setting targets for improvement has been developed through the OIA, and an ongoing evaluation process is in place. Part of the assessment process will include setting priorities for improving academic programs, administrative

processes and programs, and academic support departments. (See documents referenced in 7I1.)

The goal is for all processes to be consistent with and responsive to targets set by strategic planning, performance reviews, and AQIP Action Projects. Along those lines, two assessment documents for self-evaluation and continuous improvement have been created for academic programs as well as administrative and educational support programs. The evaluation would occur every five years. The documents are *Vincennes University Program Review Handbook for Administrative and Educational Support Programs* and *Vincennes University Program Review Handbook for Academic Programs*.

Specific institution-wide improvement priorities have been identified and continue to be evaluated and updated. These include academic standards, enrollment, baccalaureate degrees, curriculum and faculty development, image/perception, and revision of the mission. A detailed discussion of these targeted improvements is available through the Vincennes University website. In addition, assessment results and identified improvement priorities are communicated to students, faculty, staff, administrators, and stakeholders via this same website.

On a national level, valuable comparative data for targeting areas for improvement are obtained from the CCSSE and the CCFSSE. The following reports are available on VU's website:

CCSSE 2007 Report
CCFSSE 2007 Report.

Category Eight: Planning Continuous Improvement

Effective strategic planning and budgeting, identification of AQIP projects, dedicated follow through and reporting on the plans, identification of new projects to replace completed projects, and plans to renew the strategic plan every five years suggest the Vincennes University administration and faculty value continuous, effective envisioning for the future. The institution should evaluate its recent improvement efforts in light of other institutions' planning processes, but evidence of success exists, exhibited in answers to all Category Eight questions.

8C1: Institution's Vision

In order to plan well, both the mission and vision must be considered during the planning process. One clearly needed strategic planning project (explained below) was the development of new mission and vision statements.

8C2: Short-Term and Long-Term Strategies

Central to Vincennes University's short-term and long-term strategies is the institution's recent strategic planning and identification of AQIP Action Projects. Strategic planning and the AQIP process have been closely linked since the 2003-04 academic year. The need to improve through strategic planning, planning that paralleled AQIP thinking, made the connection between the activities seem natural, and VU was encouraged to link the two activities and make them central to its planning. *Figure 8C2.1* below illustrates the relatedness of the Strategic Plan to AQIP and indicates how this relationship led to the development of AQIP Action Projects that directly support the Plan.

Figure 8C2.1 Relationships between Strategic Planning and AQIP

Strategic Planning		***AQIP 16 Potential Action Projects (PAP)***
Committee structure includes the Planning and Resource Group, External Scan Group, Internal Scan Group, and Values Group	→	All 28-members of the AQIP Steering Committee are represented on one of the four Strategic Planning Committees
Committee developed a Strategic Planning Scenario	→	Much of the data for Scenario development came from the 71 Provocative Propositions generated during Conversation Day.
Committee developed 6 Strategic Planning Goals	←	AQIP Committee reduced the 71 Provocative Propositions into 16 potential Action Projects. All 16 (as indicated by numbers 1-16 below) are represented in at least one of the 6 Strategic Planning Goals. AQIP "Town Meetings" established the top 3 ranking Action Projects.
Goal I: Academic Standards--By January, 2006, VU will have developed and implemented a carefully articulated and shared set of standards for admission and academic progress.	←	PAP 5. Review and revise the standards of academic progress as appropriate to the BS degrees PAP 6. Recruit and retain faculty with advanced degrees PAP 7. Review and revise the admission policy as appropriate with the addition of

		the BS degrees PAP 9. Allocate financial resources to encourage faculty to increase their formal education PAP10. Revise the mission and address the implications of the revision
Goal II: Enrollment--Using each previous year's October 15th census data as a baseline, Vincennes University will increase its FTE enrollment by 250 each year until it measures 8,000 FTE system-wide and 6,000 FTE for the Vincennes Campus.	←	PAP 2. Increase FTE enrollment by 2% each year in each area/division PAP 4. Implement a perception study to drive strategic marketing plans PAP 11. Increase residence hall occupancy to 2000 by enhancing facilities, services, and overall living and learning environments **<u>Associated Action Project</u>** **Action Project I-Increasing Retention of First Year, Full-time Students**
Goal III: Baccalaureate Degrees--By the fall of 2006, VU will implement select baccalaureate degrees, and the University will allocate financial resources to encourage faculty to increase their formal education level and/or recruitment and retention of faculty with advanced degrees.	←	PAP 1. Implement selected BS degrees PAP 5. Review and revise the standards of academic progress as appropriate to the BS degrees PAP 6. Recruit and retain faculty with advanced degrees PAP 7. Review and revise the admission policy as appropriate with the addition of the BS degrees PAP 9. Allocate financial resources to encourage faculty to increase their formal education PAP 10. Revise the mission and address the implications of the revision PAP 12. Establish department-level curriculum development plan PAP 15. Establish individual professional development plans **<u>Associated Action Project</u>** **Action Project II-Implement Selected Baccalaureate Degrees**
Goal IV: Curriculum and Faculty Development--By the beginning of the 2006-07 school year, Vincennes University will establish a continuing fund equal to 1.5% of the total full-time faculty compensation base to support curriculum development,	←	PAP 8. Develop programs to meet the needs of the 21st century business and industry PAP 12. Establish department-level curriculum development plan PAP 13. Develop a campus-based Center for Partnerships and Corporate

faculty development, increasing faculty formal educational level, and/or recruiting/retaining faculty with advanced degrees.		Professional Development PAP 14. Establish department-level professional development plans PAP 15. Establish individual professional development plans **<u>Associated Action Project</u>** **Action Project III-Curriculum and Faculty Development**
Goal V: Image/Perception--By the year 2009, Vincennes University will be perceived by the constituents listed below as a quality provider of higher education, technological training, and business resources: • Potential Students/Parents, • Business and Industry, • High Schools (counselors, administrators, teachers, etc.) • Organizations (PTA, AMA, etc.). This goal will be accomplished by utilizing appropriate research and developing a well-defined and comprehensive strategic image campaign.	←	PAP 2. Increase FTE enrollment by 2% each year in each area/division PAP 4. Implement a perception study to drive strategic marketing plans PAP 16. Plan and implement programs to become a more effective community member
Goal VI: Revise the Mission--By Fall 2005, Vincennes University will revise its mission statement to reflect its statewide role as a provider of baccalaureate and associate degree programs and will establish the standards and goals necessary to be a "premier learning institution."	←	PAP 3. Establish the goals necessary to become a "premier learning institution"

At the same time VU was beginning its planning, the school's statewide mission was changing. VU went from being a partner in the recently formed Community College of Indiana (1999) to a college with the combined mission of serving as a comprehensive community college while also offering seven of its own baccalaureate degrees. Thus, a strong connection currently exists between the planned strategies and the newly developed mission and vision due to the need to adjust to this new role in Indiana higher education.

Vincennes University's Strategic Planning Goals were established in 2004. They are repeated from *Figure 8C2.1* for clarity.

Goal I: Academic Standards—By January 2006, VU will have developed and implemented a carefully articulated and shared set of standards for admission and academic progress.
Goal II: Enrollment Goal—Using each previous year's October 15th census data as a baseline, Vincennes University will increase its FTE enrollment by 2% each year in each college code category, and the Vincennes Campus will reach a residence hall occupancy of 2000 students by Fall 2007.
Goal III: Baccalaureate Degrees—By the fall of 2006, VU will implement select baccalaureate degrees, and the University will allocate financial resources to encourage faculty members to increase their formal educational level and/or to recruit and retain faculty with advanced degrees.
Goal IV: Curriculum and Faculty Development—By the beginning of the 2006-07 school year, Vincennes University will establish a continuing fund equal to 1.5% of the total full-time faculty compensation base to support curriculum development, faculty development, increasing faculty formal educational level, and/or recruiting/retaining faculty with advanced degrees.
Goal V: Image/Perception—By the year 2009, Vincennes University will be perceived by its constituents as a quality provider of higher education, technological training, and business resources. With appropriate research, a well-defined and comprehensive strategic marketing plan(s) to improve perceptions will be developed for the following areas as needed: potential students/parents pertaining to AS and BS degrees; business and industry; high school counselors, administrators, teachers, etc.; and organizations, such as PTA, AMA, etc.
Goal VI: Revise the Mission—By Fall 2005, VU will revise its mission to reflect its statewide role as a provider of baccalaureate and associate degrees and establish the standards and goals necessary to be a "premier learning institution."

Vincennes University's Action Projects were also established in 2004. They are repeated from *Figure 8C2.1* for clarity.

Action Project I: Increasing Retention of First-year, Full-time Students
The goal of this Action Project is to increase retention of first-year students on the Vincennes University main campus by 2% annually for each of the next three years.
Action Project II: Implement Selected Baccalaureate Degrees
The goal of this Action Project is to expand services for all VU constituents. It will enable VU to respond to a changing market and remain competitive with other institutions of higher education in Indiana. In addition, it will support state and local needs, increase enrollment, and strengthen the image of the University. The intent of baccalaureate programs at VU is to enable the University to continue to "meet the students where they are and to take them as far as they and their abilities will let them go."
Action Project III: Curriculum and Faculty Development
The goal of this Action Project is to assess its current faculty development process and develop a comprehensive development plan that encompasses the following areas of faculty development:

- Assess current faculty professional development plans;
- Develop a comprehensive professional development plan;
- Develop a new faculty recruitment plan and a comprehensive orientation program for new faculty members;
- Establish a process for requests to be submitted, evaluated, and funded for faculty development endeavors facilitating curriculum development, professional memberships, certifications, and accreditations; and

- Analyze the current status of faculty degrees/certifications and develop a process for requests to be submitted, evaluated, and funded for faculty pursuing further education.

For each of the Goals and Action Projects identified above, a subset of specific objectives (short-term goals) was also established. Each objective includes a timeframe for implementation, identified measures of success, resource needs, and responsible parties. Currently, VU is making progress on the goals and Action Projects as exemplified by the semi-annual Strategic Plan Progress Report.

Without question, a large portion of the strategic plan goals and Action Projects, as well as the related objectives, are linked to VU's new mission and vision, as can be seen in *Figure 8C2.2* below. All seven baccalaureate degrees have been implemented, new faculty have been hired to head those programs, and current faculty have been encouraged through sabbaticals and other avenues to pursue advanced degrees in order to teach in these areas. Additionally, both perception goals (V and VI) focus on VU's effort to be recognized as a quality source of both transfer and occupational students.

Figure 8C2.2 Linkage of Mission & Vision to Strategic Plan Goals & Action Projects

VISION	RELATED STRATEGIC PLANNING GOALS	RELATED ACTION PROJECTS
Vincennes University is a premier learning institution,	I: Academic Standards III: Baccalaureate Degrees IV: Curriculum and Faculty Development V: Image/Perception VI: Revise the Mission	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development
widely recognized for leadership in innovation	III: Baccalaureate Degrees IV: Curriculum and Faculty Development V: Image/Perception VI: Revise the Mission	II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development
and delivery of successful educational experiences.	I: Academic Standards III: Baccalaureate Degrees IV: Curriculum and Faculty Development	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development
A broad range of program offerings	III: Baccalaureate Degrees	II: Implement Selected Baccalaureate Degrees
and a commitment to superior service	I: Academic Standards II: Enrollment III: Baccalaureate Degrees IV: Curriculum and Faculty Development	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development
ensure the University's role as an important link in Indiana's economic and cultural vitality.	III: Baccalaureate Degrees IV: Curriculum and Faculty Development V: Image/Perception	II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development

	VI: Revise the Mission	
VU is a diverse community	II: Enrollment IV: Curriculum and Faculty Development	I: Increasing Retention of First Year, Full-time Students III: Curriculum and Faculty Development
whose members all share responsibility for supporting the University mission	IV: Curriculum and Faculty Development	III: Curriculum and Faculty Development
and are respected for their contributions.	IV: Curriculum and Faculty Development	III: Curriculum and Faculty Development
MISSION	**RELATED STRATEGIC PLANNING GOALS**	**RELATED ACTION PROJECTS**
Vincennes University, Indiana's first college, is the State's premier transfer institution	I: Academic Standards III: Baccalaureate Degrees V: Image/Perception	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees
and leader in innovative career programming.	I: Academic Standards III: Baccalaureate Degrees IV: Curriculum and Faculty Development V: Image/Perception	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development
The VU community ensures educational access,	I: Academic Standards II: Enrollment III: Baccalaureate Degrees	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees
delivers proven associate and baccalaureate programs,	I: Academic Standards III: Baccalaureate Degrees IV: Curriculum and Faculty Development	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees III: Curriculum and Faculty Development
and offers cultural opportunities and community services	IV: Curriculum and Faculty Development	III: Curriculum and Faculty Development
in a diverse, student-centered, collegiate environment.	II: Enrollment III: Baccalaureate Degrees	I: Increasing Retention of First Year, Full-time Students II: Implement Selected Baccalaureate Degrees

8P1: Planning Process

Vincennes University's most recent planning process began with the hiring of Dr. Ed Penson, a consultant brought in to help VU reconsider the process and to ensure a successful approach was used. A Strategic Planning Committee was established to meet with Dr. Penson in order to begin the research phase of the process. Three subcommittees were developed, each consisting of faculty representatives from each division in addition to representation from key administrative, professional staff, and support staff offices. Approximately sixty people were involved in the three sub-committees and an additional 10+ senior administrators, faculty, staff and students on the Strategic Planning Committee.

The subcommittees were the following: the Internal Scan Committee, the External Scan Committee, and the Values Committee. Members of the Strategic Planning Committee were selected to chair and lead the research activities of each subcommittee. Research was organized to include, for instance, discussion and survey of VU employees by the Internal Scan group, discussion and survey of an assembled advisory group by the External Scan, and a detailed review of VU documents and discussion sessions with both internal and external groups in order to determine the values that drive VU activities, its mission, and its vision of itself.

Each subcommittee was responsible for a report to be shared with the consultant and the Strategic Planning Committee, and all this information fed into a strategic planning retreat involving all the members of the subcommittees, plus additional faculty, staff, and administrators. Over seventy people participated in the two-day event that culminated in one overriding goal: reestablishing VU as an institution separate from the Community College of Indiana partnership, recognized as a high-quality, unique institution in the Indiana higher education system. This one vision led to the goals stated above. The VU community was given numerous avenues to comment on the strategic plan goals that grew out of this large group activity. Between e-mail, Internet, surveys, and "town-meeting" options, all VU employees had an opportunity to comment on the plan. One example of the response opportunities is found in the "Solicitation of Feedback Report"; the report, compiled with the help of the Office of Institutional Research, is a summary of feedback provided by the University Congress of the Professional Staff. After the strategic plan received approval by all the governance groups (Faculty Senate, Professional Staff Congress, Support Staff Council, and Student Government), the plan and goals were finally approved by the Board of Trustees. (For additional detail, see Category Two: Accomplishing Other Distinctive Objectives.)

This planning directly affected the development of a new mission and vision, so their connection with the process is obvious. As for oversight of the Strategic Plan and its future renewal, the Planning and Resource Committee was developed to drive the implementation of the plan. Strategic planning will occur in five-year cycles with the next round of planning occurring in the 2009-10 year.

8P2: Selecting Short-Term and Long-Term Strategies

The selection of short-term and long-term strategies is covered in 8P1, at least as it applies to the larger questions of strategic plans and AQIP Action Projects. In all these cases, smaller groups do research and formulate suggestions, which are then worked through the governance groups and all employees via open forums and Internet surveys or calls for comments. Some short-term strategies are selected by relevant division or area committees. For instance, curricular issues are determined by Curriculum and Academic Affairs and its subcommittees; student activities or student services issues are determined by relevant groups whose membership often includes students. In most of these instances, there will be a presentation of subcommittee draft plans to a larger, second group for consideration and a vote. Curriculum matters, for instance, are presented to the Faculty Senate and the Board of Trustees for final approval.

Other methods for selecting short-term strategies include the work of such groups as the Provost's Council. Made up of Academic Deans and other administrators, including the VP's, this group often considers strategies related to issues such as enrollment, expenses, technology, program review, and articulation. Additionally, the Board of Trustees holds retreats in order to focus on University issues and rank priorities. These retreats enable the Board, the

President, and the VP's to tackle issues such as enrollment management and, in the recent past, the withdrawal from the Community College of Indiana.

Finally, as a result of the current strategic plan, Goal VI, a document entitled "Premier Learning Institution: Measures of Success" has been developed to assist future planning. This document defines VU's vision and sets the standards of a premier learning institution and will be used to generate annual projects designed to elevate areas of the institution to "premier." Through the Office of Institutional Research, this document was sent to over 120 colleagues at other institutions. Their responses to VU's definitions/standards were collected in a report, "Premier Learning Institution: A Critique by Colleagues."

8P3: Selecting Key Action Plans
Development of key action plans for the Strategic Plan occurred, again, through the use of subcommittees. Each strategic plan goal has been assigned to a subcommittee to develop the action plans, timelines, responsible individuals, and measurable outcomes to check progress. These plans are submitted to the Planning and Resource Committee for coordination of appropriate feedback, oversight, and progress reporting, as described above.

8P4: Aligning Planning Processes
Deans and administrators are largely responsible for the alignment of plans and people. For instance, the Planning and Resource Committee includes the President, Provost, VP's, governance group leaders, and members of the Office of Institutional Research.
The Provost's Council is also responsible for alignment; this group includes the Academic Deans, including the Dean of the Jasper campus, so planning connects with the faculty and other staff as a result of discussions occurring during the Council's regular Tuesday morning meetings.

8P5: Selecting Measures and Setting Performance Objectives
The selection of measures and setting performance objectives occurs, again, with input from a variety of people. The committees that take the lead on the development of a project typically draft measures of success and performance objectives. The Office of Institutional Research also provides measurement expertise in collaboration with the lead committees. The collaboration occurred during the development of the measures and objectives for many of the Strategic Plan Goals and Action Projects. Again, the goals, performance objectives, and measures of success are drafted and then reviewed by various people and groups as part of the goal or action project approval process.

8P6: Accounting for Appropriate Resource Needs
The budgeting process begins each spring with the distribution of budget folders and a schedule for the process. The Business Services and Budget Office distributes folders that include Budget Worksheet Request forms and Position Control reports. Area supervisors and academic deans complete the forms, and the completed forms are then forwarded to the appropriate VP, who in turn forwards copies to the Budget Office. After the reports are reviewed, meetings occur with the appropriate VP, the supervisor/dean who submitted the report, and the Budget Office Director. Included for consideration in these discussions is the Program Review document, which is used to analyze relevant trends and financial viability of programs. This document reports the following data, from the previous year (fall, spring, and summer) and fall projection, by division and department: volume by headcount and credit hours to determine FTE, demand defined by show rate, productivity as a function of faculty FTE, revenue sources including tuition and fees, expenses such as salaries/wages and benefits, and net resources from instruction and operations.

Once all the reports are received and reviewed, various budget scenarios are developed, projecting both revenue streams and anticipated expenses. Then, multiple meetings are scheduled with administrators and the Board of Trustees members from the Finance and Revenue Committee. After evaluation and consideration of the different scenarios, a final budget is recommended and approved by the full Board.

8P7: Ensuring Employee Capabilities for Emerging Strategies and Action Plans
Clearly, planning to meet "capability" needs is important to VU. Strategic Plan Goal IV and AQIP Action Project III are examples of VU's commitment to developing capabilities to meet emerging needs. Goal IV calls for the establishment of a continuing fund equal to 1.5% of the total full-time faculty compensation base to fund curriculum development, faculty development, increasing faculty education levels, and the hiring and retaining of faculty with advanced degrees. Action Project III calls for a well-planned faculty development process.

Another example of planning for emerging needs is the approval of the sabbatical policy during the 2004 school year. Award criteria include a clear commitment by the winners to work on projects intended to improve instruction, programs, or the University in general.

A final example is the professional development fund that currently exists. The professional development fund is annually renewed, providing each faculty member with a set amount for his or her professional development use. While this fund is appropriated on a full-time faculty basis ($/FT Faculty person), the actual expenditures depend on priorities established within departments and each division as a whole. Further, the Provost administers a fund of approximately $30,000.00 which he uses to supplement funds available for faculty and staff. The University Foundation, via internal appropriations and funds earmarked by the Lilly Foundation, makes an additional fund of approximately $90,000.00 available to faculty via faculty proposals: Curriculum Development Mini-grants ($20,000.00); Presidential Discretionary Grants for curriculum and faculty development ($20,000.00), and Presidential Faculty and Curriculum Development Grants ($50,000.00: used mainly for improving faculty credentials).

8P8: Measuring the Effectiveness of the Continuous Planning Process
One way to measure the effectiveness of the continuous planning process is reflected in the energy and commitment of those involved in the process. While it is an expectation of those involved to meet regularly and to report on progress and while the "enthusiasm" is not formally measured, the attribute is sustained and positive, even if difficult to measure.

8R1: Results for Planning Strategies and Action Plans
Because AQIP Action Projects were linked directly to various objectives of the Strategic Plan, many of the objectives have been met, and some of the strategic planning goals are 100% complete. For instance, Vincennes University now offers all seven of the new baccalaureate degrees (Goal III). VU has also developed a new mission and vision statement (Part 2 of Goal VI), and has developed new academic standards to reflect the newest component of the mission, offering baccalaureate degrees (Goal I). In order to keep track of the progress on the goals, the Planning and Resource Committee has developed a tri-fold brochure listing all the goals and all the related Action Projects. The brochure is designed with check boxes to chart progress and stages of completion. This chart, updated semi-annually, is printed and made available to the University community during the new-school-year opening meetings to apprise all of progress.

8R2: Projections of Performance Regarding Planning Strategies and Action Plans
Projection of performance is easier for some of the Strategic Plan Goals than it is for others. As stated above, many of the relevant Strategic Plan Goals are completed; others are not. In order to ensure progress on all the goals, the President calls together the strategic planning subcommittees to share ideas and discuss progress. At the same time, the subcommittee chairs are reminded of timelines. In the case of some goals, such as the enrollment goal, the Office of Institutional Research is conducting a retention migration study to determine retention and movement of students within the major, from major to major, and within the University. Such studies should help the institution better understand the full or limited success of the enrollment goal. Other studies are being used in similar fashion to obtain some view of goal performance.

8R3: Comparison of Projections of Performance with Other Higher Education Institutions
Currently, Vincennes University does not have data to indicate how its performance on goals compares to other institutions of higher education. However, VU has joined the NCCBP (The National Community College Benchmark Project) to compare itself with other institutions of similar size and purpose. The Integrated Postsecondary Education Data System (IPEDS) also provides a means for comparison benchmarking through the "Peer Analysis Tool." Finally, participation in the Community College Faculty Survey of Student Engagement (CCFSSE) and the Community College Survey of Student Engagement (CCSSE) projects will give VU an opportunity to consider its progress on the strategies concerned with enrollment and perception (Goals II and V; Action Project I).

8R4: Evidence of the Effectiveness of Continuous Planning Process
The tri-fold brochure mentioned in 8R1 above is one way to check effectiveness of the current plan, as it shows progress as it is being made toward the completion of goals. Furthermore, the regular meetings discussed in 8R2 give additional evidence that VU's planning process is working.

8I1: Improving Processes and Systems for Planning Continuous Improvement
Considering that VU has only begun to work with the AQIP system of continuous quality improvement, it is not surprising that the University has not reached the stage of readiness to work on evaluating or improving our processes. Until VU can establish the effectiveness of its planning processes, planning the improvement of these processes is difficult. This is not to say that VU does not recognize the need to address the issue. It is merely to say that the commitment to the continuous planning process, as a characteristic of VU's thinking and planning, is developing and to say that there is too little evidence of planning results, at this time, to clearly develop methods (based in clear needs) to address planning deficiencies. Nevertheless, vigilance and constant focus are critical to ensure progress both on the current projects and the planning process itself. One thing, however, is already evident -- AQIP participation plays a significant role in moving the institution forward in its planning process and is the impetus to building and maintaining a culture of continuous quality improvement.

8I2: Targets for Improvement of Planning Process
As Vincennes University moves forward through the AQIP process, it has identified that there must be a means by which to continue to identify projects for quality improvement. To that end, Strategic Plan Goal VI (Part 2) represents a strategy by which the University can establish the goals and standards of a premier learning institution and implement a process for continuous quality improvement. Central to that process has been the establishment of the Continuous Quality Improvement (CQI) Committee composed of AQIP Committee members, governance

group representatives, and at-large members. The charge of this group is to identify stakeholders' needs, prioritize those needs according to the goals and standards of the Premier Learning Institution document, and select AQIP Action Projects or continuous quality improvement projects to be implemented. The hope is that this strategy will help VU to better address goals for the next round of strategic planning and enable the University to reflect both formatively and summatively upon the progress made toward the current Strategic Plan Goals and Action Projects.

Category Nine: Building Collaborative Relationships

Since its inception in 1801, Vincennes University has prided itself on providing the best education not only to the State of Indiana and the continental United States but also to overseas countries. To provide this premier education, VU has and continues to build relationships with its community, secondary and post-secondary education institutions, business and industries, and economic development corporations. This category thoroughly covers the types of relationships that have been built over the years and explains the processes in which the University obtains and keeps these relationships. It details the University's commitment to its Vision and Mission statements, Strategic Plan goals, and AQIP Action Projects.

9C1: Key Collaborative Relationships

Vincennes University has formed collaborative relationships that reinforce its vision and mission statements.

"Community" is a central element in both the Vision and Mission of Vincennes University as it continues to serve Indiana. In this context, "community" extends far beyond Knox County to include most of Indiana and its vast network of schools, colleges, businesses, state agencies, and even individual legislators. Within this network, the University has established the array of collaborative relationships that play a part in VU's daily life. While these relationships are too numerous to catalog here, *Figure 9C1.1*, below, does list some of the most notable.

Figure 9C1.1 Key Collaborative Relationships

Collaborative Relationships	Examples	Purpose and Nature of Relationship
Educational Relationships	Indiana State University, Indiana University, Purdue University, University of Southern Indiana, University of Evansville, Ivy Tech State College, Oakland City College, etc.	Articulation agreements for students to complete Bachelor's degrees. Working relationships and committee contributions for the state.
	49 Indiana Career Centers	Feeder schools to Vincennes University.
	Twin Rivers	Seventh grade tours throughout the year of several middle schools.
	Project EXCEL, Project LINK, CLUSTER, Early College partnerships	Dual credit courses to high school students for college credit.
	College Connection	34 credit hours of transfer of General Education courses taken as high school juniors and seniors
	Career Majors Institute	Collaboration with Orleans High School for 2-day conference and their agriculture program.
	Project Lead The Way	Dual credit to high school students interested in

		Engineering.
	McDowell Adult Education	Adult education in Columbus, IN.
	Seymour Community Schools	Participation in Mock Senior Interviews.
	Crothersville Community Schools	Career Awareness Fair.
Statewide Services/Community Development Relationships	Chambers of Commerce throughout the State	Involvement in local communities.
	Technical Opportunities Service Center (TOpS)	Enhancement of Business and Industry partnerships through internships, program advisory committees, mentorships and alumni relations.
	Indiana Manufacturers Association	Representation of manufacturing concerns before legislative bodies and regulatory agencies at state and federal levels.
	Jennings County Economic Development Corporation and Employment Training Center	Employment seeking workshops. Cross referral of clients.
	FSSA Division of Family Resources – Jackson, Jennings, Bartholomew, Monroe and Brown counties.	Assistance in training and employment of Impact clients.
	Business and Industry	Onsite training throughout Indiana to businesses and corporations.
	Bloomington Housing Authority	Employment and training services to low income youth.
	Owen Valley Learning Network	Cross referral of clients and staff.
	Habitat for Humanity	Cross referral of clients and staff and Board member.
	Brown County Learning Center	WorkOne Access Site Navigator. Workshops.
	Monroe County Jail	WorkOne Access Site, Navigator staff meets with inmates accessing WorkOne Services; includes WorkKeys Testing.
	The Rise Center – Bloomington Domestic Violence Center	Employment and training services to low income youth.

Vincennes University provides certificate, associate, and baccalaureate career programs that lead directly to successful employment. However, many programs are both transfer and career in nature, allowing a choice of entering the workplace or continuing toward an associate or baccalaureate degree. Employers recognize Vincennes University's reputation for quality and innovation as evidenced by high placement rates and positive responses to employer surveys. For example, the Machine Trades program is currently experiencing 95% placement. Three years ago, Toyota interviewed nation-wide for machinists for its Georgetown, KY, plant and filled seventeen of the twenty open positions with VU graduates. VU's early collaboration with the Toyota plant in Princeton, IN, opened the door for extensive employment relationships nationwide for VU graduates with Toyota of America.

Since the addition of the Computer Numeric Control (CNC) third year option in 2006, almost every student completing that program has been placed immediately upon graduation. Among those companies, beyond Toyota, hiring VU students on a continuing basis are Haas Automation, Zimmer Corporation, Britt Tool, Bedford Machine and Tool, and Rochester Medical Implants. VU continues to work with employers in program development and revision to ensure that graduates possess the necessary skills to make them valuable contributors to the workforce. The Technical Opportunities Service Center (TOpS) is instrumental in developing these relationships with employers in creating partnerships, internships, placement of employers on program advisory committees, and scholarships. VU would not be able to do this without key collaborative relationships.

9C2: Reinforcing Mission and Supporting Institutional Directions

These collaborative relationships reinforce VU's mission in that these relationships serve to ensure that students achieve educational success. These relationships also allow VU to be innovative with its career programming due to the involvement of so many companies, organizations, and consortiums. For example, VU is a member of Techpoint and the Indiana Business Diversity Council. Each of these organizations has memberships of over 100 companies and other educational institutions. This enables VU to collaborate with various companies to receive excellent input that helps students to realize their potential.

Through Project EXCEL, VU partners with secondary educational institutions to provide dual credit for those interested in obtaining college credit while still in high school. Advanced manufacturing companies look upon this very positively as this promotes trained future employees and begins to help in the recruiting of well-trained employees. Thus, these actions strongly support the VU mission and its direction.

9P1: Creating, Prioritizing, & Building Relationships

Vincennes University has been and continues to be a public institution that is deeply involved in creating, prioritizing, and building local and national relationships.

VU builds relationships with educational institutions through its extensive dual-enrollment activities, successful recruitment strategies and by building relationships with faculty from supporting institutions. For example, plans exist to bring together Vincennes University and regional high school faculty together to develop and articulate a curriculum designed to attract and aid the entry of regional high school students into career clusters specifically within science, technology, engineering, mathematics, and STEM education and to promote the retention of these students in their program of study. The activity will include the development of the following: 1) skills matrices in Math, English and Science, 2) career-clustered, dual enrollment courses in STEM-related fields for which Vincennes University offers associate and/or

baccalaureate degree completion options, and 3) a formalized first-year experience as modeled by the Policy Center on the First Year of College. The development of skill matrices and STEM-related career clusters will provide high school graduates with the knowledge and skills necessary to enter post-secondary education without remedial education and increase the number of regional high school graduates who have knowledge and skill sets commensurate with postsecondary STEM education expectations and/or entry-level skills for the 21st Century job market. A formalized first-year experience will promote the retention of students through their first year and enhance student learning and persistence through graduation and into the workforce.

Vincennes University has over 420 articulation agreements with institutions in and around the state. In addition, partnerships with Indiana State University, Purdue University, and the University of Southern Indiana help ensure that students matriculate easily from one institution to the other. For example, the "One Admission-Two University" program in place with USI allows for students to enroll in VU and USI concurrently. Following two years of study at VU, the students need only change their residence as they continue their third and fourth years of study at USI. Both Purdue and ISU offer classes and maintain offices on the Vincennes campus to promote the matriculation of students to programs of study at each transfer institution.

VU employees of all ranks serve on a variety of boards or are members of various organizations. Examples of this include Knox County Development Council, Chamber of Commerce, City Council, Rotary Club, Kiwanis Club, YMCA, the United Way, Techpoint Organization, Indiana Business Diversity Council, World Trade Club of Indiana Member, American Culinary Federation, Project EXCEL, and Project Lead the Way. This involvement serves a two-fold purpose. First, it allows VU to contribute to the community by extending its services, talents, and resources. The community becomes aware of what VU has to offer; consequently, VU contributes to the community's economic growth. Secondly, VU learns what it needs to continuously upgrade its technology and curriculum.

New relationships are being built through the efforts of the recently developed Technical Opportunities Service Center (TOpS). Its main goal is to connect students and incumbent workers with technical opportunities throughout the State of Indiana. This is done through the development of relationships with Business and Industry. Internships are also a key part of the relationship development. Through networking situations, companies make their needs known and then, through a formal matching process, internships fulfill those needs.

The prioritization of partnerships is based on the needs of industry and the benefit to the student. VU also looks at how the partnership will benefit each program through program advisory committees, scholarships, and mentorships.

The University also involves itself in many consortiums, such as the Indiana Energy consortium in which several energy companies as well as educational institutions are involved. This particular consortium meets to develop strategies to strengthen energy workforce for the future. Another such consortium is the Knox County Partnership which consists of members of the Knox County Economic Corporation as well as human resource directors from local businesses and the principals from the Knox County high schools. The Knox County Partnership meets the needs of Knox County industries.

Finally, Vincennes University has memberships with The American Association of Community Colleges, The Council of North Central Two Year Colleges, The Higher Education Transfer

Alliance, The National Academic Advising Association, The North Central Association of Colleges and Schools/Higher Learning Commission, and Servicemembers Opportunity Colleges. Participation in and networking with these groups has helped VU gain program approval for its military programs with the Higher Education Commissions in states like Washington, Georgia, and Florida, among others.

9P2: Ensuring Needs Are Being Met
One way that Vincennes University ensures that the needs of its partners are met is through the TOpS Center Advisory Committee, which consists of members from the Indiana Manufacturers Association, the Indiana Chamber of Commerce, human resource directors of various industries, the President of the Indiana Diversity Council, alumni, and VU administration.

Other methods of ensuring needs are met are through the various program advisory committees for each instructional program, such as machine trades, nursing, information technology, math and sciences, drafting, and graphic arts. The VU Foundation is also involved with those companies and individuals who provide funding for scholarships for students.

9P3: Creating and Building Internal Relationships
Vincennes University recognizes the importance of internal relationships and relies on them. The success of external collaborations depends on strong internal relationships. Cross-functional teams and committees are in constant use in the decision-making process. For example, the Vice President for Workforce One and Community Services recently drew on a broad-based screening committee of faculty, deans, and administrators in filling the Project EXCEL director's position as the former director retired. The trust and confidence he placed in the committee's work demonstrated his concern to find a "good fit" not only in the new employee, but also for that person in working with those on the screening committee. VU consistently draws on such diverse committees to implement new strategies or revitalize old ones.

In addition, other structures help to build and maintain internal relationships. For example, the Faculty Senate, Professional Staff Congress, and Support Staff Council ensure that everyone is represented so that employee needs are met. Newsletters, email, and University publications consistently provide information about events and procedures so that communication is kept moving throughout the campus, thus building deeper relationships.

9P4: Measuring Collaborative Relationships and Analyzing Results
Partnerships and collaboration for the University are so numerous that it would be impossible to list all the measurements used to analyze results. However, listed below are some of those most important measurements to VU:

- The number of students who enroll in Vincennes University upon their graduation date from high school,
- The number of articulation agreements between high schools and other colleges with Vincennes University,
- The results of the program advisory committees input into the curriculum,
- The number of students who participate in internship opportunities,
- The number of students who become employed after graduation, and
- The number of students who continue their education at a four-year institution.

Glossary

IACRAO—Indiana Association of Collegiate Registrars and Admissions Officers
AMA—American Marketing Association
ASE—Automotive Service Examination
ASL—American Sign Language
ATC—Aviation Technology Center
AWS—American Welding Society
BDUHS—Ben Davis University High School
B&I—Business and Industry
CAAC—Curriculum and Academic Affairs Committee
CCNA—Cisco Certified Network Associate
CCFSSE—Community College Faculty Survey of Student Engagement
CCSSE—Community College Satisfaction Engagement
CDL—Commercial Drivers License
CIM—Computer Integrated Manufacturing
CTA—Certificate of Technical Achievement
CTL—Center for Teaching and Learning
COA—Council on Accreditation
COPE—Student Support Service
EMT—Emergency Medical Technician
FAA—Federal Aviation Administration
FS—Faculty Senate
FSSA—Family and Social Services Administration
FTE—Full-Time Equivalency
IACRAO—Indiana Association of Collegiate Registrars and Admissions Officers
ICHE—Indiana Commission for Higher Education
IGC—Indiana General Assembly
IPEDS—Integrated Postsecondary Education Data System
IR—Institutional Research
ISTRF—Indiana State Teachers Retire Fund
LRC—Learning Resources Center
MCSA—Microsoft Certified Systems Administrator
MCSE—Microsoft Certified Systems Engineer
MCP—Microsoft Certified Professional
MIC—Management Information Center
MOS—Microsoft Office Specialist
NACA—National Association of Campus Activities
NACEP—National Alliance of Concurrent Enrollment Partnership
NCCBP—National Community College Benchmark Project
NCES—National Center for Education Statistics
OIA—Office of Institutional Assessment
OIR—Office of Institutional Research
PAP—-Proposed Action Project
PASS—Program for Adult Student Success
PERF—Public Employees Retirement Fund
PSC—Professional Staff Congress
PTA—Parent Teacher Association
RSPAC—Red Skelton Performing Arts Center
SCAT—State Center for Applied Technology
SG—Student Government

SSC—Support Staff Council
STAC—Statewide Transfer Articulation Committee
STEM—Science, Technology, Engineering, and Mathematics
STEP—Student Transition into Education Programs
TIAA-CREF—Teachers Insurance and Annuity Association-College Retirement Equities Fund
TTA—Teaching Transformation Academy
TOpS—Technical Opportunities Service Center
VU—Vincennes University

Index to the location of evidence relating to the Commission's *Criteria for Accreditation* found in Vincennes University's *Systems Portfolio*

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- VU's mission and vision are clearly linked to the strategic plan. [1C2]
- VU's mission reflects a continual renewal process. [1C2, 9C1]
- Mission and Vision documents were approved by Board of Trustees on September 28, 2005, and published in 2005. [1C2, 2C1, 2C2, 2C3]
- Student and stakeholder needs are regularly identified and reviewed to provide direction for new initiatives. [3C1, 3C2]
- Work organization reflects the statewide mission of the university. [4C1]
- VU used an institution-wide method to develop and adopt its mission and vision. The process nurtured ownership, as well as ensured clarity, and publicly articulated the organization's commitments. [5C1]
- VU's collaborative relationships reinforce its Vision and Mission statements. [9C1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- VU's commitment to the range of learners is reflected in the range of educational offerings (including developmental, general, and liberal education). [1C2, 9C1]
- Course offerings are designed to meet the needs of learners, whether distant or local. [1C4, 9C1, 9P2]
- The University's constituents participated in a multi-step planning process that led to the development and adoption of the University's Mission and Vision documents. [2C1, 2C2, and 2C3]
- The University's Mission and Vision Statements specifically mention the diversity of its learners. [1C2, 3C1, 3C2, 5C1, 5C2]
- The University's Mission and Vision Statements include the service of the community as a major component. [1C2, 3C1, 3C2, 5C1, 5C2, 9P2]
- VU is a diverse community whose members all share responsibility for supporting the University mission and are respected for their contributions. [3C1, 3C2]
- Overall administration of its educational programs clearly reflects the diverse constituencies the University serves. [4C1]
- VU values recognize diversity. [5C3]
- "Values Working Group" from inception of AQIP addressed diversity, individual freedom, and collaborative relationships with the greater community. [5C3]

- The number of collaborative relationships are too numerous to mention. However, each one plays a significant role in providing unique opportunities for collaboration partnerships and relationship enhancement. [9C1]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Student learning expectations, practices, and development objectives align with the universities vision, mission, and philosophy. [1C2]
- The University's constituents participated in a multi-step planning process for the development and adoption of the University's Strategic Plan. [2C1, 2C2, 2C3]
- VU maintains a sophisticated communication network for organizational focus. [5C2, 9P1]
- Student Standards of Behavior incorporates the values of the mission. The Office of Student Affairs developed and adopted the standards with multiple inputs in 2006-2007. [5C3]
- VU used the Strategic Plan and the Mission Statement to initiate improvement priorities. [6I2]
- VU has formed collaborative relationships that reinforce the Vision and Mission. [9C1]

Core Component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Interaction between students and faculty and between students and administrators is encouraged in the work environment. [4C1, 9P3]
- VU's structure for leading and communicating commits to the attainment of the mission and vision (see internal and external leadership group chart). [5C1]
- Line-staff relationships govern day-to-day operations providing leadership and oversight of all key student and administrative support services, guided by VU's Mission and Vision Statements and Strategic Plan goals. [6P3, Organizational Chart]
- University governance groups provide additional means for collaboration and communication among constituencies. [6P3, 9P3]
- Administration and day-to-day management are illustrated and published in the University's Organization Chart. [6P3]
- Faculty, professional staff and support staff serve on a variety of boards or are members of various organizations. [9P1]

Core Component 1e. The organization upholds and protects its integrity.

- Curriculum developed by the faculty has been impacted by departmental, advisory committee, and industry input. [1C5, 9P2]
- The University's curricula are developed by the faculty and impacted by departmental, advisory committee, and industry input. [1C5, 9P2]
- Identification of group needs allows the University to design initiatives and systems that best serves its constituents and the State of Indiana. [3P1]
- Clear procedures and standardized academic qualifications have been established for the hiring of faculty, staff, and professional staff personnel. [4P1, 9P3]

- Clear qualifications are established and reviewed for the hiring of faculty, professional staff, and staff. [4P1, 9P3]
- Values and expectations of VU employees are consistent throughout all levels of employment, and these same values are represented in the Student Standards of Behavior document. [5C3]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The expected retirement of many baby boomers will create a need for the University to enter a competitive marketplace to find quality instructors. [4C3]
- Completion of the first year of a five-year University-wide civility, diversity, and retention study provides initial insight into VU's campus climate. [6I2]
- The Office of Institutional Research (OIR) is involved with the on-going development and administration of employer and graduate satisfaction and needs surveys, employment rates, beginning salaries, and transfer success. [7C2, 7P1]
- VU developed a strategic plan involving extensive research, including internal, external, and values scans. [8P1, 8P2]

Core Component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Through the use of a variety of instruments to identify student needs, Vincennes University is committed to understanding and responding to the changing needs of its students and student groups. [3P1]
- The limited availability of qualified part-time faculty in this area has historically led to a high percentage of full-time faculty. [4C2]
- Resource needs most directly related to educational programs are most clearly identified, documented, and prioritized within the departments/units closest to those needs. [7P2]
- Collecting needs reports to develop budget scenarios and funding a strategic initiative for faculty development are examples of resources being used to maintain quality. [8P6, 8P7]

Core Component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Vincennes University utilizes a wide variety of assessment tools to identify student and stake holder needs. [3P1]
- The use of assessment tools routinely provides historical data and helps to identify trends in higher education. [3P1]

- A new evaluation process is being established that should allow administrators and faculty to focus on improving instruction, service, and the growth of the individual. [4P6]
- Institutional Assessment works with academic and administrative support areas in developing and updating annual assessment records. [6P3]
- The University employs the use of surveys, focus groups, and other data collection measures for continuing evaluation of student and administrative support services, external program accreditation, and student satisfaction. [6P5]
- Participation in outside agencies for benchmarking and peer comparisons as well as compliance with State and Federal reporting requirements support the University's efforts for continuous improvement. [6P5, 6R3]
- The main responsibility for developing, maintaining, and reporting appropriate measures for tracking effectiveness resides with the Office of Institutional Research which works closely with all areas of the institution to disseminate information and maintain feedback loops and lines of communication. [7C2]
- Sustained effort, meeting updates, strategic plan reports, and institutional research are examples of how the institution informs the ongoing improvement efforts. [8P8, 8R1, 8R2, 8R4]

Core Component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- VU has created the EFTF to adapt curriculum for the 21st century graduate and interpret the concept of liberal education as it applies to the Vision and Mission. [1C1]
- VU's 5 other distinctive objectives align with the Vision and Mission. [2C2]
- One of the strategic initiatives identified was the revision of the Vision and Mission.
- [2P2]
- Key leadership groups participate in determining mission driven practices. [5C1]
- VU has measures in place to ensure a student-centered learning environment as described by the Mission is maintained. [6C1]
- Feedback loops created among Action Projects, the Strategic Plan, and the various aspects of program assessment and administered through committees keep the various components consistent with the mission and vision. [7C2]
- A new mission and vision have been developed to ensure planning aligns with VU's newly expanded baccalaureate mission. [8C1, 8C2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Common learning objectives are developed in coordination with the University instructional divisions. [1P1]

- Coordinated efforts of many departments ensure students are informed of learning outcomes at StartVU and other initiatives. [1P4]
- Through a standard syllabus and course outline, consistency is pervasive when addressing learning outcomes. [1P4]
- Curriculum development has addressed consistency of content delivery and focus on measurable outcomes. [5P5]
- The Student Standards of Behavior describes high expectations for students as workers in the community and contributors to the community good. [5C3]
- Institutional Assessment works with academic and administrative support areas in developing and updating annual assessment records. [6P3]
- Each academic department follows an assessment model managed through the Office of Institutional Assessment. [7P1]

Core Component 3b. The organization values and supports effective teaching.

- The Teaching Transformation Academy has continued to receive support from all levels of the University. [1C2]
- Through workshops provided by the Center for Teaching and Learning, faculty are encouraged to improve teaching. [1P4]
- The Center for Teaching and Learning offers the Teaching Transformation Academy to foster innovation in teaching and improve teaching skills. [4C4]
- Through providing information for decision making and the assessment process, support is provided to improve instructional practices and delivery of services in order to increase student achievement. [5C1, 5P4]
- VU used the Strategic Plan and the Mission Statement to initiate improvement priorities. [6I2]
- The University approved and funded a faculty development strategic initiative. [8P7]

Core Component 3c. The organization creates effective learning environments.

- Delivery of courses at multiple locations and multiple modalities reinforces student learning styles and diverse learning methods or environments. [1P7]
- Before students begin their first day of classes, Vincennes University provides a community dedicated to learning through START VU and the New Student Orientation. [3P2]
- Vincennes University offers learning communities in the Residence Halls, an Honors program as well as Phi Theta Kappa Honors Society. [3P2]
- The work environment encourages student learning. [4C1]
- Curriculum development has addressed consistency of content delivery and focus on measurable outcomes. [5P5]
- Through providing information for decision making and the assessment process, support is provided to improve instructional practices and delivery of services in order to increase student achievement. [5C1, 5P4]

Core Component 3d. The organization's learning resources support student learning and effective teaching.

- Programs are created and delivered based on student need, transfer expectations, and employer input. [1C3]
- Learning labs are established across campus to help students learn. [4C1]
- VU studies patterns of student migration among majors as well as retention and graduation rates to determine utilization of resources in helping students reach their goals. [5P4]
- Key student and administrative processes identified reflect the scope of services provided to meet student and stakeholder needs at Vincennes University. [6C1 and Figure 6C1.1, 6C2]
- On a national level, valuable comparative data for targeting areas for improvement are obtained from both the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement. [7C2, 7I2]

Criterion Four – Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Through the Vision and Mission statement, the value and importance of learning are reaffirmed. [1C2]
- The University has established community outreach programs for senior citizens, developed partnerships with K-12 schools, and provided library resources through the Shake Learning Resource Center and Lewis Historical Library. [2C2, 2C3, 9C1]
- Through the offering of services through Distance Learning, Business and Industry, and Continuing Education, Vincennes University provides opportunities to students throughout the state. [3C1, 3C2]
- Through review of stakeholder needs, Vincennes University has expanded its offerings to Business and Industry, created the partnership with Ben Davis High School, and expanded services through the University's Applied Technology in the state. [3C1, 3C2]
- Professional development opportunities are made available for faculty and staff. [4P8]
- The University approved and funded a faculty development strategic initiative. [8P7]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- VU created the EFTF to build a culture of liberal education. [1C1]
- Student learning expectations, practices, and development objectives align with the universities vision, mission, and philosophy. [1C2]
- Intellectual inquiry and acquisition of skills and knowledge are supported by the University's Shake Learning Resource Center, Lewis Historic Library, Shircliff Gallery,

and Red Skelton Performing Arts Center and by the proximity of the University to Vincennes' historic sites. [2C2, 2C3]

- A Sabbatical leave has been reinstituted to give faculty a semester off to improve skills, work on advanced degrees, and purse academic interests. [4I1]
- VU has developed new academic standards to reflect the newest component of the Mission – offering baccalaureate degrees. [8R1]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Program review ensures real-world applicability of the curriculum to the job. [1C3, 9C1]
- The University strives to fit its curricula to the real-world environment of business and technology. Its curricula are responsive to feedback from VU's Assessment Center, Pathways job assessment, certification testing, and Internship programs and through involvement with Business & Industry programs and the Knox County Economic Development Corporation. [2C2, 2C3]
- Strategic Plan Goal II and AQIP Action Project on Increased Retention promote continual evaluation of programs to ensure quality education and training to prepare students for employment in the twenty-first century. [6P3]
- Employers recognize Vincennes University's reputation for quality and innovation as evidenced by high placement rates and positive responses to employer surveys. [9C1]

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Instructional technology assets are reviewed and updated to provide the best possible range and variety of services. [1C3]
- Resources have been committed to continue to upgrade classroom technology (SMART Classrooms) at all locations. [1C3]
- The range of academic resources available through the Shake Learning Resource Center provides faculty, students, and staff access to current magazines, journals, newspapers, and reference materials. [1C3]
- The University supports the responsible acquisition and application of knowledge through the Center for Teaching and Learning (faculty development), internship programs, and student leadership programs. [2C2, 2C3]
- The ongoing participation of faculty, staff, and administration in professional, civic, and governmental concerns provides direct access to information relevant to the changing needs of VU's stakeholders. [3P3]
- New relationships are being built through the efforts of the recently developed TOpS Center. Its main goal is to connect students and incumbent workers with technical opportunities throughout Indiana. [9P1]

Criterion Five – Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- In accordance with the outreach component of its mission, the University has established community programs for senior citizens and partnerships with K-12 schools. The Shake Learning Resource Center and Lewis Historic Library are available to all constituencies. [2C2, 2C3]
- The ongoing participation of faculty, staff, and administration in professional, civic, and governmental concerns provides direct access to information relevant to the changing needs of VU's stakeholders. [3P3]
- Baccalaureate degrees launched in 2005-06 and 2006-07 were strategically selected to address the needs of the developing workforce and the communities served. [5P4]
- On a national level, valuable comparative data for targeting areas for improvement are obtained from both the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement. [7C2, 7I2]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The University obtains feedback from its constituencies and modifies programs to be responsive to the University's students, the region's senior citizens, and K-12 schools. [2C1, 2C2, 2C3, 9P2]
- Vincennes University consistently monitors student and stakeholder satisfaction as a fundamental part of the commitment to institutional improvement. [3P7]
- VU contracted with a marketing/communications firm to better determine how it can best serve its constituencies and communities. [5P9]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- In response to the needs of faculty and students for leadership development opportunities, the University has developed the Center for Teaching and Learning (Faculty development), and a variety of Student leadership programs. [2C1, 2C2, 2C3]
- In response to the needs of the area's senior citizens, the University continues to update and expand its programming, including a new 2-1-1 service introduced in February of 2008. A service of VU's Generations program, 2-1-1 benefits Knox County by providing information on social service programs, offering a centralized location for information that is updated on a regular basis, reducing non-emergency calls to 9-1-1, and identifying unmet needs in the county. [2C1, 2C2, 2C3]
- Relationships with students and stakeholders are cultivated through a variety of programs, publications and contacts. [3P3, 3P4, 3P7]
- Recognizing the need to renew vision, VU leadership established the Educational Futures Task Force. [5C1]
- Information collected, reported, and updated in external, internal, and values scans provides background for the Strategic Plan. [7C2]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Vincennes University provides valuable services to its constituents. These programs include the Area 13 Agency on Aging for senior citizens, K-12 programs (Project EXCEL, 21st Century Scholars, Upward Bound and the Summer Bridge program, and the Academic Talent Search), a variety of student leadership programs, Business & Industry services, and Economic Development partnerships. [2C1, 2C2, 2C3, 9C1]
- Satisfaction of services is reviewed and confirmed through the use of different survey instruments, in a variety of settings and subgroups, and through the University's relationship with state-wide constituents. [3P7]
- VU listens and responds to internal and external constituencies with the assistance of marketing/communications expertise. [5C2,5P9, 9P1, 9P2]
- Both internal and external measures are in place for an on-going evaluation of the effectiveness of services provided to constituencies. [7C2]
- The prioritization of partnerships is based on the needs of industry and the benefit to the student. VU also looks at how the partnership will benefit each program through program advisory committees, scholarships and mentorships. [9P2]