VINCENNES UNIVERSITY

Indiana's First College

AQIP SYSTEMS PORTFOLIO

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Institutional Overview

Vital Characteristics:

Vincennes University is a public, not-for-profit institution located in the southwestern Indiana community of Vincennes, Indiana. One of the first two-year colleges in America, Vincennes University is also Indiana's oldest college. In 1801, Jefferson Academy, the direct forerunner of Vincennes University, was founded at Vincennes, Indiana. The Indiana territorial legislature, at its first session in 1806, passed an act to incorporate the first university in the Indiana Territory, "to be called and known by the name and style of Vincennes University." William Henry Harrison, first governor of the Indiana Territory, and later (1841) President of the United States, was the founder of the college and the first chairman of the Board of Trustees of the University.

Vincennes University has had a distinguished history, rich with the traditions of many firsts. In the Vincennes University catalog of 1899, the statement appeared that, "Vincennes University is in fact a junior college offering the first two years of the regular college programs." By that statement, Vincennes University claims to be one of the first colleges to develop and recognize the junior college concept in higher education.

Today, the University is a model comprehensive two-year "university" offering more than 150 associate degree programs and options, and seven baccalaureate degrees in specialized areas. Vincennes University has a statewide mission and is a fully state-supported college, recognized as being unique in Indiana. In addition to the Vincennes campus, the University has a second campus at Jasper, Indiana, and major extension sites at the Indianapolis International Airport and the Indiana School for the Deaf, also in Indianapolis. Through its dual enrollment program and its unique early college program, the university assists high school students in transitioning into higher education when the student is ready. The university also serves a growing distance education population with more than 30 programs and provides higher education experiences for our military at more than 37 bases. As of the October 15, 2011, reporting date, VU had an enrollment of 6,701 full-time undergraduate students and 10,439 part-time students. The part-time students include 1,720 at military sites, 6,239 dual-credit Project EXCEL students, 112 Project Link students, and 1,287 early college enrollees.

Vincennes University's Mission is as follows: **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.** VU's commitment to being a "premier learning institution" is best expressed in its values statement, the "Premier Learning Institution" document.

VU's Vision for the future is as follows: **Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A breadth of program offerings and a commitment to quality 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.**

Both the mission and the vision commit VU to offering quality educational experience, community service, and collaborative partnerships, which are reflected in its strategic planning and reflective of the Vincennes University motto: "Learn in Order to Serve."

The institution's current strategic plan is heavily focused on serving students, with goals for recruitment, retention, and success. VU is also committed to using assessment for continuous quality improvement, improving services by increasing technology, and finding new markets for its service. VU's Strategic Vision includes the following goals:

- Strategic Planning Goal I: Improve Through Assessment
- Strategic Planning Goal II: Promote Student Recruitment
- Strategic Planning Goal III: Retain Students

- Strategic Planning Goal IV: Enhance Student Success
- Strategic Planning Goal V: Explore Strategic Partnerships/Additional Sites
- Strategic Planning Goal VI: Increase Technology

VU's action projects both derive from and determine projects in the strategic plan. Current AQIP action projects are the following: "Implementation of Assessment Plans," "Implementing VU's Vision of a 21st Century Education," and "Learn in Order to Serve."

O1: Helping Students Learn

Vincennes University focuses many efforts toward helping students learn. As stated in Goal 1 of the University's Strategic Plan, "Vincennes University will develop a University-wide culture of assessment for continuous improvement. 'University-wide' includes all Vincennes University programs and courses." To fulfill this plan, this past year has centered on naming an Interim Director of Institutional Effectiveness, who in turn selected faculty liaisons for each division, as well as three staff members who represent the non-instructional perspective to assist in making the transition from instructional assessment to university-wide improvements.

VU's previous assessment reports focused more on collecting data and less on delivering on improvement to assist student learning. With the help of the Interim Director of Institutional Effectiveness and the Assessment Committee, VU placed a concentrated effort on assessment intended to engage the campus in the expectation that "assessment is part of the way VU does business," by developing a systematic and sustainable assessment process for student learning outcomes. VU is also developing a web-based reporting system that will make assessment reports available for sharing on campus and will be transparent for all stakeholders on the new Institutional Effectiveness website.

Internally, VU continues to highlight Action Projects dealing with the development of liberal education outcomes for the entire curriculum. A new Action Project was added in 2011 to address the approval and implementation of these outcomes, as well as the University curriculum mapping process and the course vetting process. Externally, the state of Indiana has recently produced legislation requiring academic programs hours to be reduced: 60 hours for associate degrees and 120 for baccalaureate degrees. In addition, the state is now developing a state-wide core of 30 hours of transfer general education. These new state initiatives have caused VU to pause and reconsider its general education requirements and outcomes, as it needs both to meet state requirements and align its general education with other state institutions.

The Directors of General Education and Institutional Effectiveness worked together, with the support of their respective committees, to request that general education basic skills programs assess math, composition, and speaking skills, and they worked with select programs in the distribution categories (what VU calls in its current general education scheme "Liberal Education") to assess general education learning, using outcomes that have been proposed for the general and liberal education program. VU's plan is to establish a system of general and liberal education assessment that will operate on a rotation basis; that is, like many other institutions, certain outcomes will be assessed each year on a schedule so that in four or five years, a full cycle of general education assessment will have been completed. VU will most likely use this rotation approach because it wants to keep a focused, annual effort on the assessment of academic programs for the reasons stated above–this is the best way to establish a culture of assessment–and because with the focus on workforce development and developing competencies that employers want, it is important that faculty continue to produce evidence of their students' success and employability.

The Continuous Quality Improvement (CQI) Committee was formed by VU's President to develop and implement the University's Strategic Plan and various action projects, as recommended by University employees in an application process. The Educational Futures Task Force, an ad hoc group formed to complete the Action Project, "Education for the 21st Century Graduate," in an effort to explore and define integrated learning for VU students, invited Dr. Terrell Rhodes, (Vice President of Quality, Curriculum and Assessment at AAC&U and also the director of the AAC&U General

Education Institute), to address the campus and various focus groups about the importance of general and liberal education. As an open-enrollment university, Vincennes has several programs in place to address the issue of unprepared students. For example, as part of a second Action Project, "Learn in Order to Serve," Kathleen Gabriel offered a workshop on campus, focusing on her book, *Teaching Unprepared Students*. Additionally, a special committee was formed this past year through the same action project to rework and refine the TAPS early warning system. This system will be intensified this next year so that faculty and advisors can reach out to struggling students much earlier to offer guidance and assistance.

The University's instructional programs are organized into the following divisions: Business/Public Service, Health Science & Human Performance, Humanities, Math & Science, Social Science & Performing Arts, and Technology. The (credit) instructional programs that attract the greatest number of students include General Studies, Law Enforcement and Conservation Law, Nursing, Education-Special Ed (BS), and Business Administration. The noncredit instructional programs include the Teaching Transformation Academy (TTA) offerings of professional development for faculty and staff, as cited in the "Premier Learning Institution" document. Several programs are offered by VU'S Business & Industry Department, which develops and delivers education and training programs for incumbent workers that meets the specific needs of each organization served.

One of VU's strengths is the commitment of University personnel toward student learning, beginning with the President and the Board of Trustees. Many faculty members have commented to the Director of Institutional Effectiveness and to the liaisons how the assessment activities and tools have improved conversation among department members at all sites and have improved the development and quality of instruction. Many instructors have discovered how rubrics can lend objectivity to their assessment of student performances and can be very useful in helping students understand assignment expectations. In addition, Kathleen Gabriel's workshop demonstrated a variety of techniques to engage students and assess their classroom participation. Several faculty members have asked for a professional development time to share tools and techniques that will help them connect with students and improve their learning.

In addition to the workshops that are offered to faculty, students have an opportunity to participate in COPE and/or STEP programs, Honors Programs, and sundry opportunities through the Student Activities Office, like Student Government, national honor societies, international organizations, and intramural sports, among others. The University has a newly developed website that is much easier to navigate and lists all the student support services and student programs available. The Vincennes University Police Department provides comprehensive law enforcement and security services to all components of the University, including the Vincennes campus and the area adjacent to the campus. The Office of Parent and Family Services at VU is committed to serving students by providing assistance and support of the family unit through quality parent programs and communication tools as a means to facilitate student success.

The University supports student learning through the most up-to-date technology in classrooms across campus. Most classrooms are equipped with SMART Technology, meaning that there is a computer, projector, and internet access, along with DVD capabilities. Blackboard is the platform that is used for online courses and is available for all on-campus courses. Wireless connectivity is available in all classroom buildings, and various programs throughout campus have provided students with notebook computers or with iPads for use in specific classroom settings.

As Vincennes University moves forward with renewed focus on student learning and continuous quality improvement, the faculty and staff will continue to incorporate more effort into projects to determine those of the greatest potential for improving essential learning or support processes. With representatives from the campus community, the CQI Committee will continue to select and identify resources needed for project implementation as the University has a recently strong record of identifying strategic plans and Action Projects that focus on student learning and helping students be successful.

O2: Accomplishing Other Distinctive Objectives

Vincennes University is a comprehensive two-year university (also offering selected bachelor's degrees) that reaches out beyond the physical boundaries of the college campuses to provide services to prospective and current students and alumni each year. The University offers many opportunities for outreach through instructional and student service functions (See Strategic Plan Goal II-2-A). Various outreach opportunities from the offices of Student Activities, Generations, Foundations, and the Alumni Office are highlighted here.

Student Activities: In partnership with the academic community, VUJC Student Services and Student Activities on the Vincennes campus seek to further the personal and professional growth of students outside of the classroom by promoting student involvement and leadership development opportunities that enhance academic, cultural, societal, and educational awareness. Vincennes University supports a wide range of student clubs and organizations that make substantial contributions to the social and academic life on campus. The University grants official recognition to those groups whose purpose, goals, and programs are consistent with the educational mission of Vincennes University. The Student Activities Office encourages student participation and development in all aspects of involvement at Vincennes University. (See Strategic Plan Goal IV-2-C.)

Generations: The designated Area Agency on Aging, Generations serves older adults and individuals with disabilities of all ages in the counties of Daviess, Dubois, Greene, Knox, Martin and Pike by providing resources that foster personal independence while assuring individual dignity and an enhanced quality of life. Generations' mission is to offer people choices as they age to live a better life with dignity.

Foundations (VU and VUJC): The University is served by two affiliated foundations that support student scholarships, programming, and facilities improvements. The VU Foundation serves the entire institution, while the VUJC Foundation is devoted to raising funds to support the VU Jasper Campus. Both of these organizations are independent corporations, designated by the IRS as 501(c)(3) for income tax purposes.

Alumni: The Vincennes University Alumni Association is a network of more than 90,000 alumni. The organization shares news about the University, encourages donations for scholarships, coordinates trips and social events, and conducts an annual series of touring theatrical and musical performances. (See Strategic Plan, Goal II-2-A.)

O3: Understanding Students' and Other Stakeholders' Needs

Vincennes University believes that the opinions of students and stakeholders are essential for improvement, and 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 them. Our Vision statement reads, "VU is a diverse community whose members all share responsibility for supporting the University mission and are respected for their contributions." Identification and analysis of these subgroups allows the University to design initiatives and systems that better meet the expectations and needs of our students and other stakeholder groups.

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.

The University has identified the requirements and expectations of all students as access to a safe and secure campus environment, learning support services, academic advising, financial assistance, socialization opportunities, accessible office hours, quality programs at affordable prices, quality instruction and services, and to scholarships and financial aid. The University has further identified the requirements and needs of specific student subgroups: potential, first-year, residential, commuter, international and multicultural, distance education and military, graduating, and unprepared students.

Likewise, the University has identified the requirements and expectation of key stakeholder groups, including the Board of Trustees, parents, alumni and contributors, faculty and staff, high schools, oversight entities, and business and industry. These are far-ranging, from quality programming and fiscal responsibility, to clear and concise information, to positive institutional image, to a safe campus and work environment, to community leadership, among many others.

The majority of students who attend Vincennes University come from Knox County and the surrounding areas. The major competitors for students in these same areas are IVY Tech, the University of Southern Indiana (USI), Indiana State University (ISU), the University of Evansville (UE), and Oakland City College (OCC). IVY Tech, USI, and ISU are state supported schools offering similar programs while UE and OCC are private institutions. VU differentiates itself from USI, ISU, UE, and UCC by offering the lowest tuition rates of any residential college in the state. That said, VU differs from IVY Tech by offering a residential component and a full college experience, as well as articulation agreements with all four-year institutions in the State of Indiana.

O4: Valuing People

The University takes great care in the selection of its employees and provides a number of services to ensure that they are treated fairly and that they take pride in their work and are well satisfied with their work environment.

The University's relationship with its employees begins with the establishment of credentials and skills required for the position. Hiring processes are designed to ensure that applicants are familiar with the requirements of the position and the values of the university. As a teaching institution, the University takes care to ensure that new faculty members are student centered and are dedicated to helping students learn.

To keep its valued employees, the University provides many services. Extensive health benefits and a sick leave policy both attract new employees and help retain faculty and staff who are hired. The University encourages employees to engage in preventative medicine, and recreational facilities like the new Aqua Center are provided free of charge and contribute to the health of employees. Life insurance and retirement benefits are another way that the University shows its commitment to its employees. Employees are eligible to take one class tuition free, and children of employees are eligible for reduced tuition.

The professional VU career of an employee begins with training and orientation. To help ensure ethical behavior, employees are versed on the University's policies on conflict of interest, sexual harassment, FERPA, and confidentiality. Numerous workshops are held throughout the year to provide additional training and professional development. The Center for Teaching and Learning provides instruction for faculty interested in making the most effective use of new technology and developing new pedagogical approaches. Professional Development monies are made available to faculty and professional staff so that they may travel and participate in professional conferences and workshops. Each year all employees are required to be evaluated in a face-to-face meeting with the appropriate supervisor, where deficiencies are noted and plans are made for improvement.

The three governance groups give all employees a chance to express their views on issues of importance to them and to interact with appropriate members of the administration. To measure employee satisfaction with their work environment, the University began use of the *Campus Quality Survey*. Results from that survey allow VU to compare its results with other two-year colleges nationwide. Much needed information on VU processes and services are provided through the *Community College Survey of Student Engagement*, Shake Library Survey, Student Evaluation of Faculty, Career Center Occupational Graduates Follow-Up Survey, and Teaching Transformation Academy survey. The results of these surveys help VU identify problems and take steps to make improvements.

O5: Leading and Communicating

Vincennes University fulfills its commitment to leadership and communication systems through a number institutional planning processes, those that develop the strategic plan, AQIP action projects, and other projects and processes designed to enable the institution to fulfill its mission. Institutional outcomes are defined by these various projects and planning processes, which demand leadership, shared governance, and University communication for their completion. The Board of Trustees sets the Strategic Plan for the University with input from all constituents and has ultimate authority to check VU's legal, ethical, and social responsibilities. The President serves as the Chief Executive Officer and is responsible for leading the University in accordance with the Strategic Plan. Policies and decisions set forth by the Board of Trustees are implemented by the President. The Provost serves as the Chief Academic Officer with oversight of academics and student affairs at all VU campuses and sites. The Vice President for Financial Services and Government Relations serves as the Chief Financial Officer with oversight of finance, operations, technology, and institutional planning. The President's administrative team includes the Provost, Vice President for Finance and Government Relations, and Vice President for Workforce Development and Community Services. In addition, the governance groups have advisory authority and provide guidance to the President on various issues. Governance groups include Faculty Senate, Professional Staff Congress, Support Staff Council, and Student Government Association. Each of these individuals and groups plan processes and activities in conformity with the "Premier Learning Document," which best expresses the VU's values as an institution of higher learning. VU also considers external requirements such as accreditation, the Indiana Higher Education Commission directives, and state and federal laws.

The University identifies the objectives to meet the Strategic Plan, Action Projects, and Quality Improvement Projects through the Continuous Quality Improvement (CQI) Committee, which also sets the timeline for review of the Mission and Vision Statements. CQI, through the new CQI Proposal application process (see 5P4), accepts recommendations for Action Projects from any University employee or University group or program.

The University further ensures that VU initiatives align with the Board of Trustees by submitting reports from the CQI related to Action Projects and the implementation of the Strategic Plan. Regular reports are received from the President, Provost, Vice President for Financial Services and Government Relations, and Vice President of Workforce Development and Community Services. The University has identified assessment as its number one strategic goal; therefore, the Director of Institutional Effectiveness reports regularly to the Board of Trustees.

Vincennes University recognizes the need for ongoing assessment due to the prior inconsistent use of data institutionally. Some areas of the institution utilized effective assessment processes to assist in decision making. However, assessment was not a systematic or systemic process at VU. Communication has been identified as an area needing further study and improvement. The *Campus Quality Survey* indicated significant gaps in this area across the University system.

The appointment of the Director of Institutional Effectiveness has given the University a clear approach to systematically using data to create continuous quality improvement. During the 2011-2012 academic year, all academic areas reviewed and revised current assessment practices to meet the new University Assessment Standards. The University now employs a new assessment process that shifts the focus of assessment from program effectiveness data collection to student learning measurements. VU is confident that this "improvement" focus is essential for student success and fits well with VU's historic commitment to students.

The results of the Campus Quality Survey are initially being shared with leaders across the University. Following the meetings with the leadership, all results will be shared with the University Community. Already, however, preliminary discussions have promoted the idea of using focus groups and internally developed surveys to address areas of weakness.

O6: Supporting Institutional Operations

Vincennes University's key administrative support goals are aligned with its Mission and values in "PREMIER LEARNING INSTITUTION: Indicators of Success," which serves as guidance for strategic planning. This guiding document states:

> Vincennes University strives to be a premier learning institution. In accordance with the Vision, the Premier Learning Institution document highlights the points of excellence to which the University aspires. This document represents a comprehensive perspective as to what indicators of success exemplify premier status. These indicators of success will be used to drive the development of VU's strategic plans, initiate Academic Quality Improvement Program (AQIP) Action Projects, guide the development of policies and procedures, and enable an environment of continuous quality improvement.

The Premier Learning Institution document specifically addresses support services as well as facilities and infrastructure. Furthermore, the values and "indicators of success" provide guidance in strategic planning, as indicated by the strategic planning objectives, and guide all University operations.

Vincennes University's Vincennes campus provides a full range of Student Services as well as Business and Industry Services and Workforce Services, including many specifically geared toward technology and business partnerships. In addition, Community Services provides a range of essential services (e.g., Generations, the designated Area Agency on Aging), as well as cultural opportunities, such as the Alumni Community Series, student and professional performances, non-credit courses on an array of topics of interest, and community forums.

See O6 of the 2008 Portfolio for a description of the 120-acre Vincennes campus and the 130-acre Jasper Campus as well as descriptions of three sites located in Indianapolis, Indiana: the Aviation Technology Center (STC), Ben Davis University High School (BDUHS), and the Indiana School for the Deaf.

New facilities and renovations since 2008 include the following:

- The Gibson County Center for Advanced Manufacturing and Logistics, a $12 million training facility located in the heart of an important industrial corridor;
- Indiana Center for Applied Technology, a delivery mechanism for Business and Industry and that leases space to WorkOne, Indiana's employment agency;
- The Diesel Technology/John Deere Ag facility; completed in August 2010;
- The Tecumseh Dining Center renovation, completed for the 2010-11 academic year;
- The Physical Education Complex-Aquatic Center project, completed for the 2011-12 academic year;
- The Extended Studies Offices, relocated to a renovated facility during the 2009-10 academic year;
- The Welding Technology Center, one of the finest in the country and supported by the world's largest welding manufacturer, Lincoln Electric;
- Cark Hall, complete renovation, completed in 2009;
- Davis Hall and Harrison Hall, entrances renovated during the summer of 2011;
- New home for Law Enforcement and Homeland Security programs in a completely renovated facility, completed Fall 2011; and
- The Health Occupations Building, additional renovation work completed during the summer of 2011.

Current projects under construction include the Advanced Manufacturing and Technology Center on the Jasper campus, a baseball diamond just off the Vincennes campus, and renovations of the Technology Center that will establish learning communities within the academic building. Future plans include new construction of an Art Center and a Multicultural Center and renovations of Morris

and Vanderburgh (residence) Halls as well as Welsh Administration/Governor' Hall front entry connector.

Other additions to VU since 2008 include the Logistics Center in Plainfield, Indiana; expansion of Military Education from 11 to 39 sites; Early College sites at Arsenal Tech, Center Grove, and Washington, with future sites to include Lawrenceburg and Evansville schools; and expansion of Dual Credit instruction from 61 to 150 high schools. Distance Education continues to grow as well.

Instructional technology and the process of replacing and upgrading it are discussed in Category 1. Recent upgrades in support technology include new software programs DegreeWorks, ARGOS, and Acalog. To ensure that VU and its students and other stakeholders are successful, Strategic Planning Goal VI: Increase Technology states, "Vincennes University will develop and implement a carefully constructed set of procedures to increase the use of Technology at VU for supporting faculty and staff and improved student learning."

O7: Measuring Effectiveness

The institution uses both departmental and institutional processes to identify necessary data. Retention, student completion, and increased enrollment goals found in the Strategic Plan require data analysis as part of the process of meeting the objectives for the goals. Also, action projects drive the need for data and, in the case of the "Learn in Order to Serve" Action Project, determine both what data is collected and how it is distributed. The project will develop both a student profile and a data warehouse that will centralize key student data for easy access. The warehouse should also make available more data that is developed in various offices and store them for common use.

Individual offices collect, analyze and use data internally to improve their services as data providers. A study of the Registrar's Office has led to the purchase of DegreeWorks degree audit software. Also, the Management Information Center worked through an evaluation process to select Argos as a tool that will help reduce the burden on IR and MIC by allowing programs to generate more standardized reports using information in the Banner system. These reports should be a perfect fit for the proposed warehouse. The Assessment Committee collected information about the effectiveness of the new assessment process. That survey data is housed on the Institutional Effectiveness (IE) website, and it is, like all information on the website including assessment data, publicly available.

Vincennes University maintains multiple systems for collecting data and the data is mainly housed in the Management Information Center (MIC). The office of Institutional Research also manages a significant amount of data needed for federal and state mandated reporting. VU is also making great strides in collecting, housing, and making transparent assessment data through the newly established and growing IE website. Several departments maintain decentralized information for tracking data related to their area. On an organizational level, the members of the President's Cabinet and other administrators who report to the President are responsible for analyzing and presenting data to various stakeholders.

VU selects and participates in comparative data studies to address its various needs to stay competitive, to be a "good citizen" of higher education, to complete the expectations of various accreditation organizations, and, of course, to improve student learning. Two national surveys that allow VU to compare itself to other institutions of higher education are the *Community College Survey of Student Engagement (CCSSE)* and the *Campus Quality Survey (CQS)*. The Nursing Department uses the ATI standardized exam which helps the department collect benchmark data. This data is used internally to improve instruction.

O8: Planning Continuous Improvement

Many of Vincennes University's key short and long-term commitments for which planning must be aligned derive from the Strategic Plan and the "Premier Learning Institution" document, which describes VU core values. The Strategic Plan is a five-year plan, and many of the objectives require

planning and commitment to accomplish them. On the other hand, many of the objectives must be completed in the next year. The assessment strategic plan requires commitment to developing co-curricular and non-instructional assessment. Action projects will also determine short-term planning, as the TAPS early-warning report, the student profile, and data warehouse need to be completed so the project can be finalized. The "21st Century Education" project is also going to require the collaboration of CAAC and subcommittees to move forward so VU can approve and implement its common learning outcomes. The CQI Proposal process commits VU to an announcement about new improvement projects during the opening University meetings.

Key constraints derive from financial factors that must be taken into consideration. The state funding formula has changed from inputs to outputs: degree completion. As VU's campus enrollment has been declining, the numbers of students available to complete degrees is reduced now and in the future. Financial and enrollment planning will be crucial to dealing with declining enrollments and evolving funding formulas. Reduced funding might also complicate the completion of the Strategic Plan; for instance, technology improvements and professional development might be threatened. Also, the state mandates for a 60-hour associate's degree, and a 30-hour state-wide general education core might challenge VU's control of curriculum and design.

Threats to implementation of some parts of the assessment plan are among the key challenges facing the institution. The implementation of academic assessment was very successful, but the quality work was also time-consuming. While the process is still relatively new, the program has to be expanded to address co-curricular and non-instructional assessment. Academic assessment must also be expanded to take in the growing number of distance education offerings.   The Strategic Plan and the "Learn in Order to Serve" Action Project address the challenge of retention. The development of supplemental instruction pilots, special classes for General Education majors, and methodologies for unprepared students will challenge traditional forms of instruction and require faculty to develop even more student-centric teaching skills. For the TAPS early warning project to be successful, full-University support and a change in cultural attitudes about at-risk students are required. Also, the data warehouse project is going to require a greater comfort level with transparency and sharing data. Another challenge will be identifying and addressing key, specific internal climate issues revealed by the *Campus Quality Survey*.

One key opportunity, driven by the Strategic Plan and requiring planning strategies, is the expansion of distance education offerings. The early college, Project EXCEL, military education, and distance education are the principle sources of increasing enrollments, especially as the traditional campus enrollments are declining. The new focus on assessment and continuous improvement offer the opportunity to strengthen student learning and institutional operations. The new CQI Proposal process will also offer all VU personnel the chance to identify and take ownership in institutionally-recognized improvement projects. The action project addressing TAPS system, the student profile, and the data warehouse help establish the growing culture of data-driven improvements.

O9: Building Collaborative Relationships

Vincennes University has had a long history of supporting collaborative relationships in all areas of operation. Category 9 explores in greater detail selected partnerships and their processes, results, and improvements. Examples include the Project EXCEL office, a dual credit partnership with Indiana high schools offering college credits to juniors and seniors, early college sites, such as the Ben Davis University High School, partnerships with business and industry, including Haas, Toyota, ABC, Lincoln Electric, and John Deere Corporation, and organizations, such as the Associated Builders and Contractors of Indiana, as well as partnerships formed through the university alumni and foundation offices.

Many Indiana employers seek VU students for summer Internship positions, including Good Samaritan Hospital, and each year employers contact VU's Center for Career and Employer relations seeking VU graduates for full-time employment. Other partnerships profiled include Sodexo, the food service contractor for the University; Staples Corporation, supplying the products needed to run

the University on a day-to-day basis; and the Campus Activities Board, a group that selects the entertainment to bring to the University.

Faculty members build partnerships through continuous professional development, membership in professional organizations/associations, and service on state and national boards. VU's academic programs utilize advisory committees comprised of persons in industry, former graduates, and other interested parties.

The assessment of VU partnerships has been a stronger focus because assessment is part of the Strategic Plan. Data for various partnerships' progress is included in this report. Results are also noted, including the Strategic Plan, which has three areas that have been designated as being accomplished. Of special note is the success of the Ben Davis University High School partnership that has achieved an 85% graduation rate over the past three years. Project EXCEL's NACEP accreditation status was reaffirmed in May 2012, indicating that the dual credit courses offered at the high school level are of a satisfactory quality and rigor, even though their number of credit hours tripled over the past three years. Many of the partnerships mentioned in the report have indicated methods of improving their processes. Data from the *Campus Quality Survey* rating perceptions of VU's partnerships are also included in the report.

Comparisons of results to other institutions will be found regarding the VU/Ben Davis University High School—ranked as a Bronze Performer, #33 in the state of Indiana and #2 in Indianapolis—where the graduation rate (85%) surpasses graduation rates at other early colleges nationwide (10%).   In future portfolios, comparative data will be a strong focus for the University. Specific improvements are listed in the final section of Category 9, including additional new early college sites, additional training, new programs, improvements for the Summer X-Mester project, and improved methods for reaching alumni members.

AQIP Systems Portfolio

Category 1 – Helping Students Learn

AQIP Category 1—Helping Students Learn

Category 1 Overview:

As a Premier Learning Institution, Vincennes University's primary focus is teaching. Helping students learn is accomplished in a variety of ways and is guided by key processes and tools to ensure learning progresses. Prominent among those processes are Strategic Planning, Action Projects, and assessment.

1P1: Determining Common Learning Objectives

Vincennes University's principle means for establishing common learning outcomes is through the Curriculum and Academic Affairs Committee (CAAC) process. The CAAC is a subcommittee of the Faculty Senate, and the General Education and the Assessment Committees are subcommittees of the CAAC. Generally, common learning objectives originate in the General Education Committee, and on occasion, the Assessment Committee, and are sent to CAAC for full consideration and recommendation to the Senate, the President, and then the Board. CAAC is chaired by the Provost, who has oversight of Academic Affairs. Both the General Education and Assessment Committees have representation from all the academic divisions; CAAC has proportional representation from the divisions. Generally, recommendations come to the CAAC for an initial reading, discussion, and approval to distribute to the full faculty for consideration. Votes on motions are taken after a second reading and discussion, including feedback received from the full faculty.

On some occasions, the issues of general and liberal education are addressed by ad hoc groups. The institution developed an Action Project in 2007, "Education for the 21st Century Graduate," which produced a draft set of liberal education curricular and co-curricular outcomes in the Spring of 2011; a new Action Project followed, "Implementing VU's Vision of a 21st Century Education." The 2010 Strategic Plan, Goal I: Improve Through Learning added objectives to address this issue, one to ensure the development of the outcomes, another to address the vetting of course outlines to make sure the outcomes were clearly identified for all stakeholders. Progress on this project has been delayed due to the states' request that state colleges and universities develop a 30-hour transferrable core, with competencies and outcomes, as well as a Core Transfer Library of courses that will transfer seamlessly between all state institutions. In addition, the state has mandated all 2-year programs across the state are to be limited to 60 credit hours, while baccalaureate programs are to be limited to 120 credit hours. The University's General Education Committee has developed a core of 24 and 30 general education credit hours for career-track and AS transfer programs, respectively. Despite the work that has to be completed on the state level, VU has drafts of both liberal education outcomes and general education outcomes ready for discussion at the state and institution levels.

VU anticipates that its assessment strategic plan will also increase faculty and staff participation in the improvement and development of the common curriculum via the new assessment process that is being developed. The new assessment approach is focused on learning improvement using embedded, authentic assessments as the primary vehicle for data; VU assumes the improvement plans will drive conversations about common learning outcomes, as well as program outcomes.

1P2: Determining Specific Program Learning Outcomes

Curricular and co-curricular program learning outcomes are developed in collaboration with program instructors at all Vincennes University sites. VU has increasingly recognized the benefit of collaboration between campuses in the process of developing program learning outcomes and discussing program improvements. Annual face-to-face meetings of Business faculty, Nursing faculty, and English department faculty, for example, have become a regular part of the discussions of learning outcomes and various assessment methodologies. The current Strategic Plan Goal I and

the Action Project "Implementing Assessment Plans" calls for a new assessment process that has led to more detailed discussion of program mission statements and outcomes. These mission statements and learning outcomes are based on input from program faculty and input from advisory committees, composed of professionals in their respective fields, who share valuable insight and experience with program instructors. An assessment Audit (see 1P18) determined that 70% of the programs on campus have actively-involved advisory committees. Many of the programs also have specialized external accreditation that provides supplemental learning outcome guidelines to incorporate. In addition, the Interim Director of Institutional Effectiveness (IE) has offered several workshops throughout the academic year (see 1P18).

1P3: Designing New, Competitive Programs and Courses

Program instructors design new curricula and courses to respond to industry (through advisory committee interaction), educational (through professional development activities and interaction with other colleges and universities), articulation (through agreements with other state universities to provide seamless transfer opportunities), and accreditation (through specialized accreditation) needs.

The work of the Educational Futures Task Force (EFTF), the ad hoc group formed to complete the Action Project, "Education for the 21st Century Graduate," will be the foundation of a VU education for the next decade. Its efforts at exploring and defining integrated learning for VU students will continue to position the university as the leader in quality student learning and as the source of quality workers and learners of the future. Dr. Terrell Rhodes, (Vice President of Quality, Curriculum and Assessment at the Association of American Colleges and Universities, and also the director of the AAC&U General Education Institute), visited the Vincennes campus and addressed the university at-large, in addition to talking with small focus groups about the importance of general and liberal education. After his review of the English Department's development of program outcomes and assessment rubric mapped to the LEAP Outcomes and the Degree Qualifications Profile outcomes, Dr. Rhodes encouraged VU to find more programs to develop similar combined outcomes and assessment tools. Much of this work should fit with the new Indiana state expectations for the transferrable general education core and the possibility of Indiana becoming a LEAP state.

VU expects its new qualitative program review process will lead to the designing of new, competitive programs and courses. Strategic Plan, Goal I, Objective I-8 states that VU will create and implement an assessment-driven program review. The hope is that the current fiscally-focused review combined with a qualitative review, including assessment results over a period of 3-5 years and programmatic strategic planning, will lead to stronger and more vital programming. Likewise, VU believes Strategic Plan, Goal I, Objective I-9 will strengthen programs by developing an appropriate system of internal and external benchmarks for improvement.

1P4: Designing Responsive Academic Programs

Using information gathered from external benchmarking (such as Community College Survey of Student Engagement and the Nursing NCLEX exam), academic advisory boards, and Indiana's Commission for Higher Education, programs are revised and developed in response to changes in the employment market and local demographics (see 1P3). VU will be developing an assessment-driven qualitative program review process to complement its current quantitative process and a benchmarking process, which the institution hopes will strengthen the evaluation process. Many programs have internships or clinical experiences built into their curriculum, such as nursing, horticulture, and homeland security.

In addition, the Center for Career and Employer Relations (CCER) surveys employers both formally and informally. Formally, CCER personnel ask each employer who has a booth at each division's Career Fair what worked and what could be improved for next year's Career Fair. The CCER works closely with business and industry to gather employment information. The Center also asks graduates for employment status and whether they are continuing their education and if so,

where and what path they are pursuing. Divisions use the results of the "Occupational Graduates Follow Up" as both a recruiting tool and an evaluation tool.

Furthermore, transfer institutions work closely with VU faculty to form articulation agreements and to discuss strengths and opportunities of these programs. Indiana has developed and is refining a Core Transfer Library (CTL) of courses that will transfer seamlessly from one institution to another.

1P5: Determining Preparation Needed for Success

Vincennes University uses a variety of means to determine the preparation needed for student success.

As noted in 1P4, VU uses advisory committees and articulation coordinators to determine program outcomes for students. In addition, VU considers state issues, such as the new 30-hour General Education Core and the Core Transfer Library, as well as national issues, such as the need to address retention and student success through reconsidered developmental education and through developing active learning techniques as part of its Action Project, "Learn in Order to Serve"; Kathleen Gabriel did a workshop on her book, *Teaching Unprepared Students* (see 1P8). The institution is planning a mapping process (Strategic Plan, Goal I, Objective 3-D) that will ask faculty to identify the essential competencies for success, validate those with advisory committee members or articulation partners, and then ensure that course and program outcomes are mapped to increase the full development of the competencies from introductory levels, through intermediate stages, and into mastery levels.

To ensure that course content matches requirements of transferring institutions, industry needs and economic demands, new course approval requires review and evaluation by CAAC (see 1P1).

1P6: Communicating Expectations to Students

VU uses a variety of means to communicate expectations with students. According to results from the last five years of the START VU Survey, 66.3% of VU's students reported that neither of their parents graduated with a four-year degree. VU's Strategic Plan Goal II, Objective 1-B calls for creating a recruitment plan and devising specific communications for high school counselors, organizations, and students with strong academic profiles. On the other hand, Objective 4 calls for the implementation of ability-to-benefit standards for students unable to cope with college, and again, a process for educating high school counselors, students, and parents regarding minimum expectations for admission. VU also has an early-warning system (TAPS) that communicates expectations to current students (see 1P8).

The box below identifies VU's most commonly used methods for communicating expectations to new and continuing students, as well as parents.

Source of Communication	Tools and Methods
High school visits by External Relations and Faculty	• Program Brochures • Fact Sheets • Visuals and Presentations
Pre-VU and Start-VU Activities Delivered by Staff, Students, Faculty, and Administrators	• Division Tours • Orientation by Various Staff and Students • Meetings with Faculty and Current Students
Academic Advisors	• Tours of Facilities and Program Description • Schedule Development
Faculty	• Course Syllabi • Course and Program Expectations • Attendance and Performance Expectations Delivered During Class Meetings

Catalog	• Program and Course Descriptions • Admissions Requirements • Prerequisites
Various Media Delivered by External Relations, Parent Services, Student Services, Financial Aid, Bursar's Office, Records, Faculty	• Personal Letters, Newsletters, Brochures • Phone Calls • Website • MyVU • Facebook • YouTube • Twitter

Furthermore, Strategic Plan Goal V, Objective 1 calls for the implementation of degree-audit software. DegreeWorks is being implemented and will help both faculty advisors and students determine academic progress and requirements for graduation or the requirements for new degrees if students consider changing majors.

1P7: Helping Students Select Programs and Courses

VU uses a variety of means to help students select programs that fit their needs and desires. Strategic Plan Goal III, Objective 1 states that VU will improve academic advisement by enhancing the student-advisor relationship, promoting advisor professional development, and involving advisors and the University community in programs to increase student success and responsibility. Faculty advisors and classroom faculty play key roles in the effort to help students connect to academic programs.

The connection process begins with efforts to build strong ties with first-year students. The PreVU program provides prospective students and their family a day-long informational overview of financial aid, residential life, student services, and meetings with faculty. The START VU program provides an opportunity for early class registration for those students who have applied and have been accepted as new students. General Studies advising requires extra attention to help students find a major, and the advising process requires General Studies advisors be especially conscious of at-risk behaviors associated with unfocused students. The Action Project "Learn in Order to Serve" identifies a TAPS (early warning) evaluation and improvement project (see 1P8).

Two pilot projects have been developed to address the needs of VU's largest major, General Studies, to assist those students in finding a major. A pilot retention and career selection project was initiated during Fall 2011. General Studies majors participated in a pilot First-Year Experience course developed in response to VU's "Foundations of Excellence" (FoE) Action Project and Strategic Goal II, Objective 2-B. A survey given to the students at the end of the semester focused on the student reactions to "career cruising" projects, guided division tours, and career-focused presentations given by faculty, and a community service project. The participants overwhelmingly felt the course was instrumental in positive peer interaction and retention. A variation on this pilot was repeated in the Spring 2012 semester, using funding from a Perkins Grant.

Strategic Plan Goal II, Objective 4-B will review the effectiveness of placement examination cut scores in predicting student readiness. Vincennes offers the Accuplacer computerized placement test (CPTS), which is the primary means of assessing new students, though SAT and ACT verbal scores are also considered. The CCER offers career appraisals to both incoming and currently enrolled students to assist in assessing their skills and abilities and to find their chosen career. The CCER offers the following self-assessment tools: Do What You Are, PEPS Learning Styles Inventory, and Career Cruising. The CCER staff works with students to determine their interests as well as to identify areas of concern, such as lack of study, coursework overload, lack of motivation, and a host of other issues (see 1P4).

1P8: Dealing with Underprepared Students

As noted in 1P6 and 1P7, VU must be prepared to address underprepared students; its population includes a considerable number of at-risk students due to VU being, in essence, an open-door institution with many first-generation students and many General Studies majors. Strategic Plan Goal II, Objective 1-A will create benchmarks and metrics to determine recruitment and marketing results based on such data as class rank, grade point average (GPA), and placement examinations of accepted applicants and enrolled students. Currently, all students are placed in courses based on Accuplacer (CPTS), SAT and ACT results (see 1P7). After students have been placed in appropriate college-readiness courses, they proceed through that coursework and on to college-level courses. Strategic Plan Goal II, Objective 4-A calls for VU to re-evaluate the criteria for admission, retaining an open enrollment policy for any student that is defined as "college ready." The need for ability-to-benefit standards reflects awareness that some prospective students just cannot successfully complete a college degree. Changes to the institutional admissions policy also reflect changes in the roles of Graduate Qualifying Examinations (GQE) from state to state, which necessitates review of the institutional admissions policy.

In addition, lab and peer tutors are available at no cost for every program on campus. Some divisions hire their own tutors to work one-on-one with students on particularly challenging courses, while several tutors are available in the Kirkwood Academic Skills Center to assist students in a variety of disciplines, and still other tutors are available in the Math lab or other labs around the campus.

Furthermore, VU uses the TAPS early-warning system to monitor student progress, class attendance, and related performance issues. Faculty members use this system to alert both advisors and students of inadequate progress or lack of class attendance. As part of VU's retention Action Project, "Learn in Order to Serve," the TAPS Committee is evaluating the early-warning systems to create a more holistic system of students, faculty, advisors, staff, and administration connected through systems of electronic notification and clearly identified action steps and best practices in order to effectively deal with at-risk behaviors. Another part of the Action Project was to bring Kathleen Gabriel, professor of education at California State University and author of *Teaching Unprepared Students*, to campus this past January to address the University at large, offering a variety of suggestions about positively interacting with unprepared students. This project includes the development of a blog by the Kathleen Gabriel Committee; the blog offers a variety of tips for dealing with underprepared students. The final part of the Project is to develop a student profile and a data warehouse for greater access to student data.

Additionally, this past year multiple pilot programs were initiated to address general studies students (see 1P7), and Strategic Plan Goal III, Objective 2-C calls for follow-up on the Supplemental Instruction AQIP Action Project. Variations on the Supplemental Instruction model are being piloted, and more of these are being considered for the Fall 2012 semester.

1P9: Identifying and Addressing Student Learning Styles

For students with learning or physical disabilities, Disability Services offers assistance and coordination of various classroom and other accommodations. VU also offers COPE Student Services Support Program. COPE students are assigned a COPE counselor who assists the student from orientation day through graduation. The STEP program provides academic support and comprehensive services for students with learning disabilities in the university mainstream. STEP is designed to give these students the opportunity to develop their own unique abilities and to achieve their highest academic potential. In May of 2012, 88 students remained in the program that began the 2011-12 year with approximately 100 students.

To address the needs of high achieving students, Strategic Plan Goal II, Objectives 1-B and 1-C, calls for expansion of the Honors Program. The program is open to outstanding students of all majors who wish to develop their talents to the fullest. Through a combination of honors courses, leadership opportunities, cultural events, and creative activity, the Honors Program is designed to

enhance the intellectual lives of the students by offering an interdisciplinary/interdivisional program intended to create a learning community for high academic profile students at VU (see 1P8).

Furthermore, after having read Kathleen Gabriel's book, *Teaching Unprepared Students,* and participating in her on-campus presentation, many faculty incorporated the use of learning styles inventories (e.g., VARK analysis) in their classes and presented material in a variety of formats to better cater to their students' preferred learning styles.

1P10: Addressing Special Needs of Student Subgroups

1P8 and 1P9 cover a wide range of methods VU faculty and staff use to address special needs. In addition, Strategic Plan Goal IV, Objective 2-B calls for more faculty to participate in the Teaching Transformation Academy (TTA) offered by the Center for Teaching and Learning where various means of addressing students' learning needs are covered. Furthermore, residence halls are available for students who need accessible or unique accommodations due to a disability or chronic health problem.

For students working in the online environment, the Extended Studies Division offers many courses and entire programs. The Director recently surveyed online students and found students felt a lack of instructor communication. To reduce the dissatisfaction, a formal online training program is being developed, and all existing online instructors, as well as newly hired instructors, will participate in this training to earn Blackboard Online Certification.

The Multicultural and International Student Services Office supports African American students and students of color, underrepresented students, and all international students in achieving their goals at Vincennes University by encouraging their academic, cultural, and professional development. The office helps students transition into Vincennes University and continues to provide support throughout their academic careers.

1P11: Identifying Expectations for Effective Teaching and Learning

As described above, VU is extremely focused on effective teaching and learning and defines the expectation in a number of ways. Professional development funds are distributed to each division for faculty to use for travel to conferences or other activities with the Foundation contributing funds for faculty use as well. VU offers on-campus faculty professional development opportunities twice each year. Furthermore, VU's President supported and participated in the January Gabriel Workshop, which developed active learning strategies, and 150 faculty and staff participated in the workshop. For the May 2012 Professional Development Week, session attendance was over 400 faculty and staff. The TTA and the Center for Teaching and Learning offer professional development intended to help engage students. TTA Workshop information for the 2011-2012 academic year indicates that 15 workshops were offered as of January 31, 2012, with 149 participants. The newly developed faculty performance evaluation probably best defines the expectation for enhancing teaching and learning effectiveness and planning for professional growth and development (see 4P10).

A major focus of the past year has been the Action Project, "Implementing Assessment Plans" (see 1P18); the plans were first identified in Strategic Plan Goal I. Objective 1 is to "Create a vision for assessment that embraces and embodies improvement." VU's plan also calls for the development of a Peer Review system that will deepen the dialogue about assessments and continuous improvements. As described in 1P3, VU's Strategic Plan calls for a qualitative review component to be included with the quantitative study.

Furthermore, VU participated in the Community College Survey of Student Engagement (CCSSE) for the fifth time in 2011. It provides valuable feedback regarding instruction and student engagement. In addition to its core question, the 2011 CCSSE focused attention on Benchmarks of Effective Educational Practice*.*

The primary methods to assess teaching effectiveness include student feedback through individual instructor surveys, the Survey Dig instrument, and the CCSSE assessment and through the Spring 2012 pilot project, the Individual Development and Educational Assessment (IDEA)

survey for course assessment. Twenty-five classroom instructors participated in this survey, but results are not yet available.

1P12: Building an Effective and Efficient Course Delivery System

The institution works through a regular scheduling process that meets the needs of both students and the institution. Prior to each semester, department chairs and directors, such as those in charge of Project EXCEL, Distance Education, Military Education, and Early College programs, receive a copy of the previous year's schedule for the upcoming semester. All courses are then reviewed and added to the official schedule and the Banner system, and the schedule is prepared for distribution in hard copy and online.

VU offers courses in a variety of ways, including the traditional setting, enhanced with SMART technology. VU has an inventory list that enables the institution to very intentionally expand and improve the number and quality of SMART classrooms. Strategic Plan Goal VI, Objective 6 calls for expanded availability and use of these classrooms. Besides traditional delivery, courses are offered via Blackboard as hybrid courses or totally online for distance education opportunities. Strategic Plan Goal VI, Objective 7 calls for maintaining mission-critical embedded software such as Blackboard. The growth in users and course sites is reflective of current trends in the growth of distance education. VU also has an extensive offering of dual-credit offerings coming out of the Project EXCEL office. Vincennes University's Project EXCEL program is one of only 22 programs to receive national accreditation, as announced by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP accreditation validates the quality of college courses offered in high schools and ensures that the course content and student expectations match the standards of the sponsoring postsecondary institution. VU also currently offers classes in four early college environments, with more sites under development, and via VU's Military Education program VU is offering classes on land and sea operations around the world. In addition, VU offers courses and degrees through the newly established logistics center, as well as the Aviation Technology Center (ATC), the Indiana School for the Deaf, and Workforce Development.

1P13: Ensuring Current, Effective Education Experiences

Information in 1P11 and 1P12 suggests that a commitment to professional development is one means by which VU ensures current and effective education experiences for students. Also noted in 1P18 is the campus commitment to developing a system of embedded assessment. The reporting plan calls for analysis of the assessment data and identification of improvement plans to address curricular and assessment weaknesses. The plans are fully transparent.

Articulation agreements with baccalaureate-degree granting institutions, which are essential for VU's transfer programs, ensure that students will have a variety of seamless transfer opportunities. Advisory committees and specialty program accreditations assist faculty in maintaining curricular currency. Faculty members collaborate to update course outlines and syllabi annually, especially with the new assessment improvement plans, and CAAC reviews and approves curriculum changes (see 1P2).

1P14: Changing or Discontinuing Courses and Programs

Changes or discontinuance of courses or programs may be initiated by faculty and department chairs, after evaluation by advisory committees, business and industry input, economic pressures, articulation agreements, or specialty accreditation agreements. This process follows the process as stated in 1P3.

Furthermore, since 1995, the Program Review document has been completed on an annual basis. This report has been instrumental in measuring the financial condition of each instructional program using a number of different metrics over time. These include the program revenues,

expenses, net margin contribution (or deficit), and expenditure per credit hour. In addition to the financial data, student headcount, credit hours, student applications, number of majors, and degrees awarded are reported. Each report presents this data covering a five-year time frame. This report provides senior administration a major tool in evaluating programs on a systematic and consistent basis. Trending analysis is also available in this document comparing programs from year-to-year and program-to-program. See Category 8P5 for more detail.

1P15: Discovering Learning and Support Needs of Students and Faculty

Initially, student needs are assessed through the (CPTS) Accuplacer entrance test that is taken by every incoming student (see 1P7 & 1P8). Faculty advisors begin encouraging students and tracking their success in and progress through the developmental sequence in order to ensure preparation for general education courses and program courses with prerequisites. At-risk students are often enrolled in study skills and success strategies courses. For those first generation students and for those who have learning disabilities who are involved in STEP or COPE programs, the directors of those programs monitor student progress and intervene when necessary (see 1P9).

The TAPS system is used by faculty to notify students and advisors of difficulties the student is experiencing in the classroom (see 1P6 &1P8). VU also offers tutoring and study sessions that can pinpoint a study plan for those particular areas of difficulty. Students can be referred to individualized tutoring sessions, especially if the student is a part of the COPE program (see1P10).

The IDEA survey, along with other student evaluation assessments (Survey Dig and CCSSE), can identify specific areas that need attention. These needs are then addressed by faculty and program chairs in a particular department/division, by the VU Assessment Committee, and by the CQI committee (see 1P11).

Library liaisons are assigned to every division and make presentations to classes as requested by faculty. These liaisons tailor their presentations to the parameters of the project being assigned. Furthermore, all library services are accessible online from remote locations.

Scholarships and housing grants are available through the University Foundation Office for those students who meet the designated requirements. Divisions and Department Chairs are notified of scholarships available for majors in those particular areas, and these monies are awarded within the guidelines of the scholarship qualifications.

The Management Information Center (MIC) maintains computers and telephone service for faculty and staff, as well as for the several computer labs that serve student needs. The computers in the labs are upgraded on a rotating basis, ensuring that those courses which require new software are appropriately equipped. Additionally, faculty office computer systems and software are also upgraded on a rotating basis. Every classroom building on campus has several SMART classrooms, which gives instructors the most up-to-date delivery modes and alternatives available. See 1P12 for the continuous improvement plan for this technology. Strategic Plan, Goal VI is focused on improving the technology needs of both students and faculty. (See 1P14 for Program Review information.)

Requests for program equipment are made through the formal budgeting process that begins with program chairs making their case to a committee of all program chairs within a division. Once program equipment has been prioritized within the committee, the request is carried forward by the division dean as the budgeting process moves up the chain.

1P16: Aligning Co-Curricular and Curricular Learning Goals

 VU has a number of curricular and co-curricular alignments but is aware that it wants to expand those. The Student Center staff provides services for students and their families that support and contribute to the educational goals of the institution. These specifically include the following:

- Supporting student independence through consistent and fair policy enforcement;
- Advocating for the development of the whole person intellectually, physically, and socially;

- Promoting and sponsoring programs and activities, which instill a sense of personal responsibility toward other students, the institution, and the community in which they live;
- Communicating and establishing a rapport with students to increase the student's awareness of issues, services, student rights, and responsibilities; and
- Encouraging social and personal accountability and responsible decision-making.

Within the student community, the Student Center staff is committed to maximizing the learning value of a culturally diverse population. Many student organizations on campus are connected to major programs. For example, Alpha Beta Gamma is a student organization for second-year business majors who have a 3.0 or higher GPA. This organization encourages students to become a part of a select group of students who have like interests. Some divisions on campus include their students in a "Learning Community," which means that there are reserved rooms, wings, and areas of residence halls just for students in a particular major. These fellow students will be in the same classes and have many of the same hobbies and interests.

Student Activities offers Leadership Series presentations and speakers to all students attending classes on campus. Money from student fees is allocated to each division for bringing in speakers/performers such as the National Players, who bring Shakespeare and various contemporary novels to life on stage. This money can be used by departments for taking students on field trips, or it can be used for other activities coordinated within the major or program areas. Strategic Plan Goal IV, Objectives 2-C and 2-D call for infusing co-curricular activities into course curricula and strengthening student identification with clubs, organizations and other co-curricular activities. VU's assessment strategic plan supports this work, and the Assessment Committee will be developing means of sharing and supporting learning outcomes during the 2012-13 academic year.

1P17: Evaluating Student Progress on Learning and Development Expectations

Faculty advisors monitor student progress on a semester basis and determine whether or not students maintain the appropriate grade point average to meet graduation requirements. With the implementation of DegreeWorks, a degree audit application for the Student Information System, the process of auditing for degrees should become more efficient, and use of this software will aid in increasing the numbers of degrees and certificates awarded. With added emphasis placed on graduation rates by the state, this new system is ideal for students, advisors, and the institution.

In addition, Vincennes University offers various professional certification tests that equip the student with the credentials required to be qualified to enter the workforce upon graduation. For example, certifications are offered in Aviation Flight, Aviation Maintenance (FAA), Computer Networking, (Microsoft, Cisco, Novell, Linux), Electronics Technology (CompTia A+), Business Computing (Microsoft Office Specialist), and QuickBooks certification among others.

1P18: Designing the Processes for Assessing Learning

Strategic Plan Goal I and the Action Project "Implementation of Assessment Plans" have been a major focus of presentations and faculty work throughout the last year. Due to this institutional focus on assessment, improvement, and effectiveness, the institution has refocused its efforts to develop and embed systematic processes across all aspects of the instructional units. The Interim Director of Institutional Effectiveness and the Assessment Committee have worked to implement the Strategic Plan by developing a systematic and sustainable assessment process for student learning outcomes. This year's work has focused primarily on developing program mission and outcomes, assessing those outcomes, and identifying improvement plans. The Assessment Committee has worked very deliberately to review and assist department chairs with building quality assessments and improvement plans. The assessment process was broken into steps, with deadlines for submissions in stages. In between the deadlines, the Interim Director offered workshops to help

prepare faculty for the upcoming step. The Assessment Committee reviewed each of the plans and provided feedback for improvement. The approach, while time-consuming, was designed to overcome expectations left by previous failed assessment efforts. The assistance came with insistence by the Interim Director and the Committee that ultimate responsibility for the assessment processes rests with the program faculty. Those programs with external accreditations are working with fully implemented assessment plans, while other programs may not have completed a full cycle.

Beginning in April 2011 and working through early September, the Interim Director met with each program chair and staff department leader to complete a program audit. The purpose of the audit was to determine where the program was in its use of assessment. Each of eighty-nine academic major programs, as well as the University Programs, General Education and Honors, were audited to determine whether or not programs had a mission statement and program outcomes, whether or not the program had participated in previous assessment efforts, what type of assessment the program might have used, and how the results had been used. The audits (organized in both institution and division summary form) will be used as a baseline to mark improvements

The Office of Institutional Effectiveness is developing a new website along with assistance from campus programming staff. The site currently makes available all the assessment reports completed this past year. The site will be a resource for faculty and staff, the place faculty will go to input their upcoming assessment results and improvements, and a storehouse for annual assessment reports. The site will be accessible by anyone interested and will make VU's assessment activities transparent via the assessment reports.

Reviewers should look at the Assessment Progress Report on the site, submitted to the HLC on April 30, 2012, to understand the commitment to assessment processes during the last year. Included in the report is a full set of data taken from all the assessments identifying outcomes assessed, success standards, and results. Again, the full details of improvement plans can be found under the "Assessment Plans" tab.

All of this work has paid off in a special way. In early May 2012, VU was officially accepted into the *New Leadership Alliance for Student Learning and Accountability* and the *Presidents' Alliance.* VU had to submit an action plan and access to its website for approval. The action plan submitted was based on the strategic plan that VU is currently using to guide its work.

1R1: Regularly Collected and Analyzed Measures of Student Learning and Development

VU has regularly assessed students' entrance skills and abilities with placement exams, and some general education data, such as the math intensive data, has been and continues to be collected. Every other year since 2003, the institution has participated in the Community College Survey of Student Engagement (CCSSE). That data has traditionally been sent in a report, and the institution has completed its own summary report. In the 2011 CCSSE report, students were asked whether they felt they were acquiring a broad general education. They scored 2.92, close to 3, which indicates "quite a bit." This was a bit lower than the 2011 cohort of 2.98. More specifically, VU students scored just below 3 when asked if VU provided them with skills to think critically, work effectively with others, and solve numeric problems, for example. This is an area which VU is striving to strengthen through the EFTF initiative. The most recent data (2011) has been shared in various meetings: Assessment Committee, Continuous Quality Improvement Committee, and the Provost's Council.

Career and employer data is collected by the Career and Employer Relations Office and by some departments. The Instructional Assessment Audit revealed that roughly 50% of academic programs assessed using alumni data or collected information from past students regarding employment. 70% of programs are using some form of advisory committee feedback to evaluate their programs and courses. Many programs collect certification results, and as a direct measure, about 28% of programs collect and use some form of national exam information (such as the National Occupational Competency Testing Institute [NOCTI] Exam) to inform their thinking about courses and programs.

Three new forms of assessment have been initiated this past academic year. As described in 1P18, VU has used an Action Project and the Strategic Plan to drive assessment this past year. Previous efforts to engage programs in the assessment process resulted in spotty, at best, participation. Historically, the most regular assessment of programs came from programs such as Nursing and Business, due to specialized accreditation. Only 56% of the programs had mission statements and 52% had written program outcomes statements. Currently, all academic programs have mission statements and outcomes, and they are available for students and other interested parties on-line on the Institutional Effectiveness website (also see 1P18).

VU also did initial data gathering using two indirect assessment tools. Twenty-five faculty piloted the IDEA survey for the first time, and VU is looking forward to seeing the results because of the course evaluation's strong focus on learning objectives and its use of comparative data. The institution also used the *Campus Quality Survey (CQS)* supplied by Performance Horizons. The *CQS* assesses faculty and staff perceptions of student learning and commitment to student improvement.

1R2: Results for Common Student Learning and Development

As described in 1P1, VU has Action Project and Strategic initiatives aimed at developing and implementing common learning outcomes. Changes in personnel and newly developing state expectations intended to limit time to degree and to develop a state-wide 30-hour common general education core have slowed progress.   The first Action Project goal, to identify a set of liberal education outcomes for curricular and co-curricular outcomes, has been achieved, and the Project closed because a draft of outcomes has been completed. A reshaping of the general education distribution skills into measureable outcome statements is complete, and drafts are also ready for CAAC discussion as well.

Despite the issues with formal approval of the outcomes, common learning assessment has taken place. First, the *Campus Quality Survey (CQS)* offers an indirect measure of what VU personnel think about the quality of its academic offerings. A little better than 50% of all personnel participated in fairly representative numbers for each employee group. Given the question about "Basic skills/developmental/alternative programs," the average score was 3.554 out of 5 possible, where a "4" means "Very good and is continually improving" and a "3" means "Good, still needs improvement." The question about "Curriculum planning, design, and coordination" resulted in an average score of 3.289. VU will be following up on the survey with focus groups and additional surveys to determine what concerns there are with specific issues. It will be important to find out why the curriculum design was rated closer to "good" than "very good."

Various general education assessments can be found on the Institutional Effectiveness website. Included below is one example of a College Algebra assessment; College Algebra is a course that meets the math requirement, but its value as a general education course is being questioned. Included also is one example of general education assessment.

Academic Year: 2011-2012 Division: University Programs
Program: General Education - Math
Liberal Education Outcome: Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
Math Department General Education Outcome: Students will demonstrate basic calculation and problem solving proficiencies.
Embedded Assessment: At the end of the semester, do MATH 102 students demonstrate the basic calculation and problem solving proficiencies necessary to work with functions?
Who: MATH 102 instructors are collaborating on this project.
Why: This project was chosen because the concept of function is essential throughout mathematics.
Project 1a: The first assessment tool is the final exam. Success standard: 60% of students score 70% or higher on the final exam.

Tool: Fall 2011 final exam scores and 5-question scores were collected for 252 MATH 102 (College Algebra) students who finished the semester and took the final exam. Results were collected by MATH 102 instructors and compiled by Danny Ralston and Sarah Carpenter.

Assessment A, Results: Only 29.4% of the students taking the final scored 70% or higher – well short of our success standard of 60% scoring 70% or higher. We think that one reason may be that more students are using MATH 102 to meet general education requirements and, consequently, our population of students is changing. We will explore options.

Assessment B, Results: The correlation coefficient for the final exam scores correlated with the five-question scores was 0.64, which met our standard of success (.60 or greater) and supports a consistency of performance across the two tests.

Assessment C, Results: Sixty-six (66) percent of the students who scored 70% or higher on the final scored 80% or higher on the 5-question test and 89% of the students who scored 70% or higher on the final scored 60% or higher on the 5-question test. This is short of our goal (80% of students who score 70% or higher on the final will score 80% or higher on the 5-question test), but we still think these are fairly good results.

Program: General Education--Humanities

English Department General Education Outcome: Apply critical and creative thinking skills to solve problems.

Embedded Assessment: At the end of the semester, can students apply critical and creative thinking skills to solve problems in a synthesis assignment (AGLS/ACTC English Majors study)? The AGLS/ACTC project has a degree profile focus and connects assessment of the English major at VU to sophomore level expectations for English majors at four-year schools and capstone skills for graduating English majors.

Assessment A: The synthesis essay that will be assessed in the 200-level literature courses addresses all literature outcomes and will be evaluated with a rubric devised by the English faculty, based on research of the AAC&U VALUE rubrics for Integrative Learning, Critical Thinking, Creative Thinking, Inquiry and Analysis. Our rubric identifies all five outcomes and the following skill levels: Level 4-proficient, Level 3-sufficient, Level 2-developing, Level 1-deficient.
Success Standard: 75% of the students will be at Level 3 or higher.

Assessment B: An indirect measurement, a reflection, will be used to help interpret the results.

Who: English Literature faculty

Why: During 2010-11, the VU English Department was selected to be part of a national general education assessment project, sponsored by AGLS and ACTC and supported by the Lumina Foundation (see Appendix: English-AGLS/ACTC Study). The department's attention to problem-solving (Outcome 1) and to critical reading reflects VU's Essential University Outcome, developed by EFTF, that our students can "apply critical and creative thinking skills to solve problems." This essential outcome has further informed the English Department's literature course assessment strategy to have students–particularly VU English majors–write a synthesis essay in all 200-level literature courses. The synthesis essay, assigned in the last quarter of the course, requires reading of primary and secondary sources and requires students to connect course reading to some work beyond the literature course. Grades for the essay and a reflective writing will be part of the student's final grade in the course.

Assessment A, Results: In the sample reviewed, the success rate for literature students' ability to solve problems at level 3–Sufficient–is 50%. It is at present below the 75% success standard (75% of the students will be at or above level 3) and it reflects the writing of both English majors and non-majors enrolled in three different literature courses.

Strengths and Weaknesses: Two-thirds of students in the sample scored at least "sufficient" level for category #5 of the rubric: "evaluate literary work in its own time and in contemporary era." Nearly two-thirds of the writing reflected students at "sufficient" level for employing critical standard to analyze literary works. A consistent concern, even among the better essays reviewed, is inadequate competency for "demonstrating interpretive and research skills with correct documentation."

Assessment B, Results: Reflective writings were included for half the sample only. When writings were included, students were generally positive about the challenge of the assignment and the creative thinking element required.

Strengths and Weaknesses: One goal of the department is to establish more consistent inclusion of the reflective writing that is not graded as part of the synthesis essay: it may be counted as a quiz grade or a participation activity for credit in respective courses.

The CCSSE survey of students reflects self-reported data on the development of common learning outcomes. VU assumes that because of its writing and speaking intensive expectations, students report higher rates of writing and making oral presentations than national averages. One concern for VU is the history of results on analysis and synthesis skills, which have been lower than national averages for several rounds of the survey. The need to improve results on these skills makes the English Department focus on synthesis an important activity. The numbers reported for 4b represent the percentage of students responding "often" or "very often" to the items; for 6c, response "5-10," "11-20," and "More than 20" are combined; for item 10a, "11 to 20," "21-30" and "More than 30" are combined; for item 5a and b, "Quite a bit" and "Very Much" responses are combined.

Item—Common Outcomes Activities	VU	National
4b. Made a class presentation	31.4%	29.3%
6c. Number of written papers or reports of any length	63.1%	59.8%
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	36.1%	28.7%
5b. Analyzing the basic elements of an idea, experience, or theory	59.6%	68.6%
5c. Synthesizing and organizing ideas, information, or experiences in new ways	51.9%	61.0%

Students' overall perception that they were "Acquiring a broad general education" resulted in a score of 2.92, slightly below the 2011 cohort score of 2.98. A score of "2" means "Some" and a "3" translates as "Quite a bit." VU would like that score to be higher and hopes its Action Project, "Implementing VU's Vision of a 21st Century Education" will lead to higher scores.

1R3: Results for Specific Program Learning

The process for assessing programs is described in 1R1. Because VU was expected to complete a significant Assessment Progress Report in April, this report will include only a small piece of the full summary of programmatic assessment. The full report and details on all program results can be found on line.

Program: Agriculture
Outcome 1: Identify the interaction among food production systems, agricultural sustainability, and environmental quality.
Project A: test questions
Standards: 80% will achieve 75% or greater
Results: 77% received a score of 75% or higher
Project B: essay assignment
Standards: 80% will achieve 75% or greater
Results: 82% scored 75% or higher
Outcome 2: Employ written, visual, and oral presentation skills regarding agricultural production systems.
Project A: group – collaborative essay
Standards: 80% will get 80% or greater
Results: 46% scored at least 80%
Project B: exam
Standards: 80% will get 80% or more
Results: 50% scored 80% or higher

Program: Biology

Outcome 1: Demonstrate an understanding of biological concepts and structures.
Project A: 12 fill-in-the-blank picture questions
Standards: 80% will get 80% correct
Results: BIOL 211 - 100% got 80%; BIOL 111 - 42% got 80%; BIOL 107L - 17% got 80%
Project B: bone test (fill-in-the blank)
Standards: 80% will get 80% correct
Results: BIOL 211L - 100% got 80%; BIOL 111L - 31% got 80%; BIOL 107L - 19% got 80%
Project C: muscle test (fill-in-the blank)
Standards: 80% will get 80% correct
Results: BIOL 211L - 100% got 80%; BIOL 111L - 21% of 80%
Outcome 2: Appreciate the connections between biology and their lives, the world, and current events.
Project A: pre- and post-survey (attitude towards alcohol/marijuana)
Results: results to be summarized; results varied - see assessment plan for details
Project B: research paper
Standards: 90% will be 90% accurate in their explanation of the role of alcohol and marijuana on the body
Results: 90% scored 70% or higher
Project C: reflective essay
Results: results to be summarized; results varied - see assessment plan for details

1R4: Evidence that Graduates Have Skills Required of Stakeholders

One very powerful piece of evidence that VU graduates are receiving the skills required of stakeholders is the START VU survey of students, a survey taken when students come to campus to do their initial registration. Over the last five years of the survey, 75.12% of students, based on an annual average of approximately 1,600 students surveyed, said they chose VU for its program quality in the major. These sorts of numbers are confirmed by employer comments offered through program review during advisory committee meetings. 9R2 gives more detail on the feedback by advisory committees and how they impact program offerings and curriculum. Category 9 defends the argument that, in many cases, employer feedback and offers of support give VU good reason to believe it is offering programming that employers want. 8R2 also offers some evidence that VU students are meeting employer expectations and finding jobs. That section includes a portion of an annual survey of graduates regarding their current employment or continuing education status and salaries if employed.

The primary evidence that VU graduates have skills that receiving institutions want is the large number of articulation agreements that VU has, including articulation agreements and partnering agreements that are unusual. VU has two partnerships with Purdue, both leading to Purdue faculty operating Purdue programs on VU's campus. The Agriculture program prepares students for transfer to Purdue after completing the first two years of the program at VU; the Industrial Technology program is the reverse. After completing one of VU's technology AS degrees, students can continue on to earn a Purdue bachelor's degree here at VU. VU has a long history of articulation agreements with institutions throughout the state.

VU does have some evidence of transfer success from the Ben Davis University (BDU) Early College. Many of the BDU students transfer to IUPUI from BDU. IUPUI has been very involved in sharing student success data with VU for the purpose of improving the early college program at BDU. The retention rate of the BDU students was compared to the retention rate of the IUPUI student as an indicator of how the students were performing.

- 19 students started Fall 2010.
- 11 of these started Spring 2011.
- 8 of these remain eligible to register (5 have done so for summer or fall).
- 2 were academically dismissed.
- 1 is on academic probation.

The one-year retention rate of the BDU students was 42%. The IUPUI one year retention rate was 75% which makes the performance of this first BDU cohort concerning. However, during the 2010-11 academic year, IUPUI sent advisors and counselors to BDU. As a result, thirty-eight students were admitted to IUPUI. In order to support the success of these students, IUPUI required eight of these students to participate in the Summer Success Academy, a program for the academically at-risk students. In addition, all of the incoming students were required to sign up for the IUPUI freshman orientation class.   As a result, the retention rate of BDU students increased to 62%. IUPUI will continue to reach out to BDU students during their senior year and require all incoming students to participate in the Summer Success Academy and/or the freshman orientation.

1R5: Results for Learning Support Processes

The institution continues to review and refine learning support processes to respond to the changing demographics of students, their academic preparation, and changes in academic programs and non-academic programs. CCSSE results from 2011 revealed that 29.4% of respondents (1,083) talked about career paths with an instructor or advisor, compared with 26.4% nationally. 66.2% reported meeting with an academic advisor or planner, compared to 57.8% nationally.

The *Campus Quality Survey (CQS)*, administered during the Spring Semester 2012, found that the five highest rated programs and services on campus are support services: library and learning resources (3.925), payroll services (3.863), bookstore services (3.805), cafeteria and food services (3.730), and health and nursing services (3.719). These services ratings are perceived to be closer to "very good" on the survey scale (see 1R2 for explanation). One service that did not fare as well in the survey was financial aid, which received a 3.003. This is an issue that VU plans to research using focus groups and follow-up surveys that will dig more deeply into the issues.

VU's Parent Services is another service that parents appreciate. Parent Services surveyed parents to find out how easy it is to register. Of 204 parents surveyed, 94% thought the START VU webpage was easy to understand and helpful. The same number thought the information distributed in folders to parents was useful.

VU's Action Project, "Learn in Order to Serve," includes the development of a student profile and data warehouse. As part of the profile, VU will be developing a student survey that will improve VU's ability to collect data directly from the students regarding their perception of the services.

1R6: Comparing Results for Helping Students

The CCSSE offers some indirect evidence of how VU's results compare to other institutions. See 1R2 for information about students' perception about their general education. The 2011 CCSSE identified Benchmarks of Effective Educational Practices. Survey question were grouped into the benchmark categories to determine the following information. The benchmark scores are standardized to have a mean score of 50 for all categories. The following table gives VU's scores, the mean, and the results of the top performing colleges, those colleges that had student evaluations that put the college in the top 10% for a benchmark category. While VU's scores are near the mean, the results suggest that VU might try to interpret these results to determine specific areas of concern. Again, as part of VU's retention Action Project, VU will survey students more often as part of building the student profile. That information might be helpful here.

Benchmark Category	VU	Mean	Top
Active and Collaborative Learning	47.9%	50%	59.6%
Student Effort	49.0%	50%	57.4%
Academic Challenge	48.7%	50%	57.0%
Student-Faculty Interaction	49.4%	50%	58.1%
Support for Learners	47.2%	50%	58.6%

A cohort of 25 classes is participating in the IDEA rating of instruction. This will provide new insight into the linkage between teaching and student learning. This will also help us to benchmark our university against others.

VU is hoping that working with the *New Leadership Alliance* (see 1P18) will provide the institution with more direct measures for comparison. A project for VU to work on would be to select one of the national standardized exams, such as the CLA, as a direct measure of student learning to use for benchmarking.

VU participated in the 2010 National Center for Higher Education Management Systems study. See 8R4 for comparative data on VU's retention and credentialing rates.

1I1: Improving Current Processes and Results

At present, the greatest and most significant improvement has been the development of an institutional perspective for assessment, or, more specifically, improvement and effectiveness. From large scale University workshops, to targeted workshops, to one-on-one consultations, faculty have been adopting and adapting their perspectives and practices on classroom assessment. Assessment is becoming part of the institutional vocabulary and culture, and decisions are being made on the basis of data, not merely perceptions (see 1P18). Many faculty members are planning to add activities, practice, pre-tests, and extra study tools and assistance that will potentially make measurable differences in student learning. Many are also recognizing that stronger collaboration within the departments and between the Vincennes and Jasper campuses will be key to determining what constitutes program learning or a VU degree.   The fact that twenty-five faculty agreed to participate in the IDEA survey pilot says something about their engagement in the learning process.

On a larger level, the institution is also beginning to be conscious of the value of assessment. The *Campus Quality Survey* allowed all personnel to voice their opinion about VU's support services and other campus issues. In addition, while the past year's intensive focus has been on academic assessment, the Strategic Plan calls for moving into the co-curricular and non-instructional assessment. Student Services personnel have made it clear they are ready to start the process of integrating curricular and co-curricular outcomes and assessment.

The new Continuous Quality Improvement Proposal process is going to help faculty and staff generate "large" assessment-driven projects that will connect the budgeting process to the improvement process. It is a creative process that will also enable projects to be recognized and "blessed" when help is needed to coordinate partners across typical department, division, or campus borders.

VU's Action Project, "Learn in Order to Serve," is going to lead to a number of benefits. First, the Gabriel Workshop has a number of faculty developing active learning pedagogies. A number of faculty are completing YouTube videos describing their favorite techniques; these videos will be available for all faculty online and should be a great benefit to new faculty. The TAPS project will likely lead to improvements in the support services for at-risk students, and the new data warehouse and student profile will enhance VU's understanding of its students and their needs.

Finally, VU's strategic plan has set a course for a number of improvements for assessment, instruction, technology, student retention, and student success. As this category report has shown, it is a plan that aims at helping students learn.

1I2: Selecting Processes for Improved Performance

Key to how VU's evolving culture is going to lend itself to improvement is the new assessment process. As has been described in 1I1, faculty and staff are increasingly connecting improvement to data collection and analysis processes, and while it would be premature to assume an established culture, it is safe to say that VU has made considerable progress. Applying to the *New Leadership Alliance* says that VU believes it is making significant progress, and acceptance suggests VU is moving beyond its spotty assessment history in the eyes of external parties.

Through the Continuous Quality Improvement Proposal process, projects are presented to determine those of the greatest potential for improving essential learning or support processes. With representatives from the campus community, the CQI Committee selects and identifies resources needed for project implementation. VU has developed what it hopes will be an important assessment-driven improvement process that will help connect the assessment process to budgeting.

The University has a recently strong record of identifying strategic plans (see Category 8) and Action Projects that focus on student learning and helping students be successful. Faculty development is another strong point in VU's culture that will lead it to improvement. VU's extensive use of advisory committees helps VU to remain connected to the people who evaluate VU's graduates and know first-hand how a profession is developing.

Some projects that will be addressed during the 2012 year include the following:

- Final approval of common learning outcomes and completion of a course vetting process;
- Finalize a plan for regular assessment of general and liberal education learning outcomes;
- Continued development of the program assessment learning plans and improvements;
- Development and implementation of a curricular mapping process;
- Development of a student profile and related surveys, and the development of a proposal for a data warehouse;
- Professional development to guide the development and completion of an assessment peer review process;
- Professional development to guide a co-curricular assessment process;
- Discussion and decision on the TAPS Committee recommendations for the early warning system for at-risk students; and
- Complete the analysis and discussion of the 2011 CCSSE data and participate in the 2013 round.

AQIP Systems Portfolio

Category 2 – Accomplishing Other Distinctive Objectives

AQIP Category 2–Accomplishing Other Distinctive Objectives

Category 2 Overview:

VU's service to external stakeholders and "other distinctive objectives" begins with its mission and vision statements, both of which make VU's commitment to community, service, and cultural experiences central to VU's operations. VU promotes service in a variety of ways, and the expectation of service exists for faculty, staff, and students. The Foundation and Alumni Offices generate good will and contributions to scholarships by being good, responsive community partners. Furthermore, special VU partnerships with government-funded operations like Generations and Upward Bound help VU contribute to the overall well-being of the surrounding populations. With VU's recent focus on developing continuous improvement processes, the institution believes it will only strengthen its bonds with external stakeholders.

2P1: Designing and Operating Key Non-Instructional Programs and Processes

The design and operation of services to other stakeholders depends upon the service offered by the office or unit offering the service. VU sees it as part of its mission to be a good community partner that offers the community personal service, organized programs and activities, facilities, and even promotion for these offerings. VU's Strategic Plan Goal II, Objective 2-A is to "Continue support of programming to engage current student, prospective students, employees, and surrounding communities to promote cultural sharing and educational growth." The institution offers numerous cultural events and community services on both the Vincennes and Jasper campuses. The new 850-seat Red Skelton Center is the Vincennes campus home to the Theater and Music Departments, and it is the venue for many of the Student Activities concerts and performances. All music and theater performances and student activities are open to the public, many of them free. A calendar of events can be found online. On the Jasper campus, student activities are also open to the public. In April 2012, for instance, the VUJC hosted Senator Gaylord Nelson for Earth Day, an AIDS Walk, and a "One-Man Circus" act. The Vincennes campus Student Activities Office sponsors a number of University/Community activities, such as the Chili Cook-Off, Martin Luther King activities, and International Dinners.

Sporting events provide entertainment for various stakeholders, a forum to feature stakeholder contributions to the community, and a recruiting tool for prospective students. During the basketball season, various promotions are held that bring the students from local schools, as well as the community, to campus. This past year during half-time, VU hosted local school dance teams, choirs, bands, and cheer teams. VU recognized various outstanding teams and individuals from local schools for outstanding play and performance, celebrated the local players who played on the National Championship Men's Basketball Team, and recognized several local Boy Scout groups.

VU hosts a variety of summer camps. VU offers numerous athletic camps for young students who may either commute or stay in the residence halls. It has been the host for the National Cheerleader Association camps for over 45 years. Indiana Teen Institute provides leadership opportunities for both middle school and high school students who attend a week-long camp designed to provide leadership education for students involved in student government programs across the state of Indiana. These camps are designed as part of a team effort between the organizations hosting the camp and the VU staff who coordinate the facilities and planning issues. A full list of Summer 2012 camps can be found online.

As noted in 9P5, VU faculty and staff commit a considerable amount of time to community events such as hosting the high school band music festival at Holiday World in conjunction with Lincoln High School. A couple of other examples of these activities are the Festival of Bands and the Indiana Bandmasters Honor Band concerts. Both of these are held at the Skelton Center and are open to parents, family, and the general public. Another example of volunteer activity is the role the Jasper Campus and Dean play in helping facilitate dialogue on current local and community issues. The Dean conducted several community forums, placing VU in the role of neutral facilitator of important conversations. The activity strengthens the bonds with both the community and potential

students by demonstrating VUJC's community engagement. Election forums are planned with a committee representing local news media, and other forums were planned at the request of City of Jasper officials. The proposed Jasper power plant conversion from coal to bio-mass and gas combustion, for instance, resulted in two forums with attendance of approximately 90 and 200. Other topics for these community events are the public library building plans, mayoral elections, and a health care forum. VUJC has also developed partnerships with the Soil & Water Conservation District, Jasper Arts Center, Memorial Hospital, and Volunteer Dubois County. These relationships make VUJC a vital partner in the community.

The VU Student Volunteer Services programs also reach out to provide support to external stakeholders. Some of the activities and organizations that students help with include four annual Red Cross Blood Drives, the Rake and Run Canned Food Drive, the annual March of Dimes "March for Babies" event, and Fall and Spring Break mission trips. Some local agencies that benefited from the SVS Program are Vincennes Pet Port, Tecumseh-Harrison Elementary School, PACE Head Start Program, Vincennes YMCA, Thursday Church, Goodwill Industries, and Generations.

Generations is a not-for-profit agency affiliated with VU and housed on VU's campus; employees are considered VU employees. The operation serves older adults and individuals with disabilities of all ages in the counties of Daviess, Dubois, Greene, Knox, Martin, and Pike by providing resources that foster personal independence while assuring individual dignity and an enhanced quality of life. Generations develops an operational plan every four years which includes both long-term and short-term goals and objectives. Generations is required to submit an Area Plan with written service goals and objectives, as well as a fiscal budget, to the Division of Aging for approval every year. This plan is integrated into the operational plan for a seamless planning document.

The Upward Bound Project is another federally funded program operating as a part of VU. This TRIO program is funded through the U.S. Department of Education. This grant currently works with twelve target high schools in six counties in southwestern Indiana. Upward Bound works directly with the local target high schools and students to provide college-access programming to low-income and under-represented first generation students. This activity is also reflected in the Strategic Plan, Goal II-2.

The Vincennes University Alumni Association is a network of more than 90,000 alumni that shares news about the University, encourages donations for scholarships, coordinates trips and social events, and conducts an annual series of touring theatrical and musical performances (usually held in the Skelton Center).   The Alumni Association sees its primary mission as re-connecting alumni to University events, as well as with other alumni, students and friends. The Association broadcasts information in a variety of forms regarding upcoming events to keep these stakeholders engaged and involved with the institution.

Both the VU and VUJC Foundations support the higher education and community service missions of Vincennes University by seeking and receiving contributions from alumni and friends of the University and by administering these funds for the benefit of Vincennes University and its students. Strategic Plan Goal II, Objective 1-D identifies the Foundations as part of the team working to increase scholarship opportunities. The Foundations' main operating objective is to create a systematic process to manage information and data on donors, alumni, friends, and businesses that will allow these offices to effectively and efficiently communicate VU's story and programs to these key stakeholders. The offices use a systematic review to ensure effective processes and implementation procedures.

2P2: Setting Non-Instructional Objectives for Serving External Stakeholders

One way that VU determines its non-instructional objectives for external stakeholders is through the Strategic Plan; as noted in 2P1, the Plan identifies objectives for community cultural offerings and increased connections with the community built through the Alumni and Foundation Offices. Via individual and regular group meetings, the Foundation staff and Board analyze goals and objectives and then set priorities. For 2012, a strategic plan was designed to help the Foundation meet goals for improving the Foundation's service delivery effectiveness. The VU Alumni Association Board of

Directors, made up of 12 alumni serving as representatives for the Association, acts as a sounding board for plans and gives suggestions for improving processes.

Generations develops an operational plan every four years that includes both long-term and short-term goals and objectives. The office is required to submit an Area Plan with written service goals and objectives, as well as a fiscal budget, to the Division of Aging for approval every year. This plan is integrated into the operational plan for a seamless planning document. Generations seeks stakeholder input for this planning process through focus groups, community input meetings, interviews, and committee participation. Needs assessments are conducted throughout the service area, and the agency's strengths, weaknesses, opportunities, and threats are evaluated. This information, along with human and financial resources, is reviewed and analyzed for planning purposes. Goals and objectives are then formulated with action steps, dates for implementation, responsible persons, and key indicators for success.

An example of the cooperation between service program and the institution is the Upward Bound Project coordinated with the Office of Institutional Effectiveness and the Testing Center. The goal is to implement a college entrance test series for active students each summer during the summer component at the campus. The students come from twelve area high schools with different levels of English and Math proficiency. The students will take the VU Placement Test, Accuplacer, to gauge their college preparation skills. The students will retake the test each summer through graduation from high school. The results of this experiment will be used by various VU offices to enhance the discussion about and delivery of services to students needing developmental English and math placement.

Many of the volunteer activities are planned on the basis of need, and some are regular activities. Four regular blood drives are planned and counted on; on the other hand, the Law Enforcement students volunteered to help search for a missing person, and the Christian Campus Fellowship organized seven trips to help with natural disasters. The Student Development Coordinator works to increase Student Volunteer Services participation and numbers of organizations served. One way VU encourages student participation is to offer the Outstanding Individual Volunteer Services Award.

2P3: Communicating Expectations

A primary means for communicating expectations regarding VU's external stakeholders is found in the Mission and Vision. 5P1 describes the development and the extensive placement of the Mission and Vision around the institution and presentation during meetings and in publications. The mission is as follows: "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." The Vision also includes the following 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." An essential form of communication about the importance of this expectation is the evaluation process; all personnel evaluations address the issue of community service. Websites are a good example of how various groups proclaim their commitment to external stakeholders. The Student Services website, for instance, says the office provides programs that "encourage active citizenship and service, develop student leaders and create community." Generations communicates expectations through verbal and written directives during advisory council and staff meetings/trainings, and the office communicates with its service population and partners through the Generations magazine, website, newsletters, annual reports and Facebook. The Foundation communicates expectations through verbal and written directives at board, committee, and staff meetings, and both the Foundation and Alumni Office communicate their commitment to stakeholders through email and various electronic and other publications. University Relations sends out hundreds of news releases about camps, sporting events, and educational and cultural events; all of these make very public VU's commitment to its Mission and Vision.

2P4: Assessing and Reviewing Objectives

VU's commitment to external stakeholders is assessed in various ways. As noted above, faculty and staff evaluations ask personnel to narrate their contributions to the community. The Alumni and Foundation Offices both have boards that give them feedback on their services; they also use surveys (see 9R1). Feedback on camps comes from surveys of campers, but those are handled by the external organizers who in turn share the information concerning needed improvements with the Director of University Events. The participation of community groups during half-time of basketball games is a form of assessment. Local and area schools contact the Athletic Department to ask about participating in events. Leadership Knox County now has a board that helps assess the impact of the program and review its objectives. Generations requires each department to implement a set of goals and objectives to follow for program execution, and program directors are required to submit a monthly management report to the Executive Director on the status of their activities. All programs also participate in output measurement where goals are set and results are tracked. Participants are also asked to complete satisfaction surveys rating the programs they attended or the services they received. Formal and informal feedback on cultural events is used to review these activities. The Alumni Office surveys participants, and informal comments from band directors suggest the campus band activities are appreciated and heading in the right direction. 7P2 describes how University Relations and Sports Information check their progress on informing external stakeholders about community events.   On a more formal level, VU believes its new approach to assessment will help to identify success and satisfaction with these efforts. VU's Strategic Plan, Goal I calls for increased focus on co-curricular and non-academic program assessment in the upcoming year (see 5P6). Also, Strategic Plan progress on initiatives is recorded using a checkbox system; that system can be found on the VU website. Also, the new *Campus Quality Survey* provides internal assessment of VU's services to external stakeholders.

2P5: Determining Faculty and Staff Needs Relative to External Outreach Objectives

As noted in 2P3, the Mission and Vision and the Strategic Plan both communicate VU's commitment to external stakeholders and address faculty and staff "need to know." To the degree that these activities are linked to the Strategic Plan, issues of needs are identified in the process of completing the tasks. The faculty and staff evaluation processes enable faculty and staff to discuss their service with their supervisors.   The Student Activities Office welcomes and entertains verbal and e-mail suggestions from faculty and staff, and the Alumni take survey data from all activities participants (see 9R1).   Before reunions, Alumni staff contact faculty and staff of respective areas to ask for assistance in gathering background information, updating alumni information, asking for ideas and for assistance during the reunion. The Foundation has an open-communications process on a daily basis, and any needs relative to achieving objectives are discussed and addressed as they arise. Being a "small shop" organization, the approval or denial of requests does not involve a complicated and time-consuming process of approval levels. Generations also has an open-door policy and encourages input from all staff members. They also have an opportunity to give input during all staff and department meetings, through committee or focus group participation, and during program and personnel evaluations. The Upward Bound Project staff coordinates with the summer instructional staff to provide enhanced learning objectives for the students during the summer component. Their needs in providing for the students can be identified during staff meetings. Upward Bound also works directly with the Shake Learning Resource Center to develop other instructional methods as needed, including needs arising from the new assessment project. Finally, as noted in 2P4, the institution believes its new assessment process will help to address faculty and staff needs pertaining to external stakeholders.

2P6: Readjusting Processes in Response to Employee Needs

5P1 and 5P2 describe how the institution developed its Mission and Vision. A review timetable is not established, but reconsideration of these essential statements of purpose and values will enable the institution to strengthen or adjust its processes regarding employee needs.   The institution would

also respond to employee needs as it completes internal and external scans of its current conditions. Both the new assessment results analysis process and the employee evaluation give employees and supervisors the opportunity to identify issues, adjust expectations, and make improvements. Several offices addressing external stakeholder needs, such as the Alumni, Foundation, Generations, and Upward Bound offices, have detailed plans of operation and review and reconsideration of those would also enable them to adjust to employee needs. Generations also reviews program objectives monthly when program directors meet to evaluate outputs and outcomes. The process allows that office to determine what is working and what is not. The Foundation has regular interaction with faculty regarding student and scholarship needs, and the Alumni Foundation includes faculty in its planning and activities, giving the faculty an opportunity to discuss their needs with staff. The Upward Bound project staff completes an annual performance report as required by the U.S. Department of Education to show the progress of students each year throughout high school and six academic years beyond graduation from high school to review success at the college level for students. These reviews help to adjust the program and address employee needs.

2R1: Measuring the Success of Non-Instructional Objectives

Many of the plans and opportunities to measure the success of non-instructional objectives are described in 2P4. The new assessment initiative and the *Campus Quality Survey* will help measure internal and external views about the success of these programs and offerings. Progress on the Strategic Plan is checked and reported semi-annually (see 2P4). The Skelton Center can track tickets sold to measure external participation since students and faculty receive free tickets for these events, although ticket sales alone will not reveal the full impact of VU's cultural offerings. Many of those activities are provided to the community for free. The Student Volunteer Services Program tracks student service hours and numbers of agencies or activities supported. The Generations program directors collect and share data monthly when they meet as a group with the Executive Director. Each program director is asked to identify a minimum of two outcomes and the indicators they will use to support the impact. The Foundation staff and select Board members continually review operations and strategic plans. Staff regularly review financial and donor reports to gauge its effectiveness. The office also gathers communications from key donors and alumni stakeholders to determine what services are working or what needs to be changed. The Alumni staff regularly reviews the number of attendees at events compared to the number of those invited. The office staff also converse with peers at other institutions to gauge the success of their programs and how to improve offerings and services. The Upward Bound Project collects data throughout the academic year and summer component to measure the funded objectives and complete the annual performance report for the U.S. Department of Education.

2R2: Results for Other Distinctive Objectives

Results for Strategic Plan Goal II, Objective 2-A, which aims at continuing to provide programming for all stakeholders, including the community, can be found on the Strategic Plan checkbox progress report (see 2P4). Also, Strategic Plan Goal I, "Improve Through Assessment," is progressing, with assessment of co-curricular and non-instructional assessment being a priority for 2012-13. The assessment and improvement focus should lead to improved results.

One indication of the number of cultural and other efforts to address external stakeholders' needs is the number of press releases from University Relations. From April 1, 2011, to March 31, 2012, University Relations authored and distributed 259 news releases resulting in 18,437 messages distributed to statewide and area media. These numbers do not include information such as Dean's List publications; these are releases about special events or recognitions.

Student Volunteer Services received reports of numerous clubs, organizations, and individual students donating their time and energy throughout the 2011-2012 academic year, as well as the summer months. The office received 18,788 documented student volunteer hours. These numbers do not represent all student hours donated, just those reported. Many classes or academic program clubs organize activities that go unreported. Through a Fall 2011project sponsored by the VU

Housing and Residential Life staff, the VU community donated $902 and 2,100 pounds of pet food and cat litter to help the Pet Port. This is the fourth consecutive year for the charitable project.

   9R2 presents funding dollar results produced by the Foundation and Alumni Offices. In recent years, the Foundation has doubled the number of scholarships and the dollar amount of scholarships it offers to students. Generations serves over 3,000 clients a year in Knox, Daviess, Greene, Martin, Pike and Dubois counties. The Upward Bound project currently serves 94 students from six counties in southwestern Indiana. The counties served include Daviess, Gibson, Greene, Knox, Sullivan, and Vanderburgh. The grant is funded at $390,655 annually and currently spends around $4,200 per student. As noted in 2P1, large crowds turn out for the various local forums offered on the Jasper campus. During Summer 2010, VU hosted 3082 campers during the summer; during Summer 2011, VU hosted 2778.

   The *Campus Quality Survey* provides an assessment of internal perceptions of VU's concern with external stakeholders' needs. Using a scale of 1-5, with a "4" meaning "Very good and is continually improving," and a "3" translated as "Good, still needs improvement," VU personnel responded to the following services, programs, and activities; the scores represent the mean score for all personnel. See 5R2 for how VU plans to do further study of and deal with the *CQS* results:

Campus Quality Survey Services, Programs, and Activities	VU Rating
Continuing education and community programs and services	3.659
Student activities	3.659
Relationships with the private sector and business community	3.514
Marketing, advertizing, and public relations	3.288

2R3: Comparing Performance Results

   The VU Foundation provides some evidence of comparative results. Due to the down-turn in the investment climate in 2008-2009, many Foundations had to reduce their annual scholarship awards, reduce their spending policy payouts, and at the same time, increase their fees charged to the funds they manage. A great number of Foundations experienced reductions in their asset values from 26–42%. As a result, many organizations reduced the size of their staff as well as cut expenses in other ways. At the bottom of the market, VU's assets were down around 16-17%. By contrast, the VU Foundation's conservative investment strategies enabled the office to maintain its 5% spending policy without raising management fees. Although no jobs were lost, the office did review and reduce operating expenses in some areas in order to provide more cost-efficient service deliver.

   The *Campus Quality Survey* provides some information about how VU compares to other institutions regarding processes related to serving external stakeholders needs. The data table in 5R3 addresses the issues of familiarity of mission, commitment to continuous improvement, and leaderships' commitment to service. The following table provides results on service, planning, and complaint issues. Some of the units described above clearly function to serve external stakeholders; others serve stakeholders as a part of their "other" duties. Often those units that have a service function have a strong planning process and are more likely to regularly and systematically collect data for improvement of these services. Given that service to external stakeholders is part of the VU mission, it is worth considering the question of appropriate levels of planning and organization for various external stakeholder programs and services, especially for programs for which this service is additional to duties to serve internal stakeholders. The following table identifies the item performance gap between "How It Is" and "How It Should Be." Performance Horizons notes that gaps above 1.0 are deserving of consideration and evaluation; all institutions have these gaps and no particular issue with a gap of 1.0 or greater is necessarily a significant issue. However, VU has made plans to use focus groups and follow-up surveys to identify more specific issues and then develop an improvement plan.

Campus Quality Survey Statements	VU	2-YR	4-YR
Each department or work unit has written, up-to-date service expectations	1.444	1.262	1.321
Written procedures clearly define who is responsible for each operation and	1.545	1.359	1.353

service			
This institution involves its employees in planning for the future	1.492	1.214	1.260
This institution regularly conducts surveys to evaluate the quality of its programs and services	1.137	0.752	0.787
This institution analyzes complaints to determine appropriate remedial action	1.487	1.303	1.342
Employees receive special training in improving customer service	1.778	1.388	1.402

Performance Horizons noted the issue of customer service training as one area the institution should address in follow-up discussions. The other issue above that might impact service to external stakeholders is using surveys to evaluate the quality of programs and services. VU's gap is over 1.0, while two- and four-year institutions average is in the 0.7 range.

2R4: Enhancing Relations and Strengthening the Institution

Increases in University engagement have strengthened VU's reputation in the local communities. For example, increased relationships with local media outlets (see 2R2), businesses, and civic organizations (see 9R2) result in more exposure and coverage of extracurricular events, which in turn, generates more participation in events. If the identified 18,788 student service hours were calculated at a base pay of $7.25 per hour, the savings to the community would be over $136,000.00. Most of the summer camp programs at VU are promoted by the person or organization that sponsors the camp. An example is the Indiana State Police, which holds three youth camps on VU's campus; the Indiana State Police website has all the information about the dates for each age group, which camp, the schedule, and all the information about registration. VU receives recognition via the site. Generations has adopted a continuous quality improvement philosophy throughout the agency in order to meet its mission of offering people choices as they age to live a better life with independence and dignity. Quality improvement and measurement are core components of Generations' planning process. Trust and transparency are crucial to the success of Foundations and other not-for-profits. Donors must be confident in the Foundation's performance results. The dollar amounts raised by the Foundation described in 9R2 indicate it has both the community's trust and its commitment to strengthening the educational experience offered by VU. The Alumni Office continually expands its relationships with Knox County constituents, as well as relationships with alums from around the state and across the nation. The office's events and reunions help connect the local communities and regions to VU.   The Upward Bound Project is a part of the Student Affairs division on the Vincennes University campus and serves as a connection among the federal government, other colleges and universities, and the high schools it serves. Upward Bound completes an annual assessment record of the funded objectives from the U.S. Department of Education and works in cooperation with other Upward Bound projects around the state of Indiana to strengthen collaboration efforts for programs in the state. All of these relationships are mutually beneficial.

2I1: Making Systematic Improvements

Two examples of systematic improvement for "other distinctive objectives" that will also strengthen the institution are the Strategic Plan and the new assessment processes, also part of the Strategic Plan. 2R2 briefly describes the expectations for non-instructional assessment. One key improvement for VU's relationships with external stakeholders is its improving ability to promote its activities. 7P2 and 2R2 describe the efforts of University Relations and Sports Information to systematically distribute information about events.   As noted in 2P1, the local Jasper media help to organize the promotion of the political forums held on the Jasper Campus.   The Skelton Center activities are also promoted on Facebook. VU finds many ways to reach out to the community and promote its events.

The Student Activities Coordinator staff position at the Jasper Campus has been upgraded from part-time support staff to a full-time professional staff position. This change speaks to the

commitment of the campus to Student Activities and civic engagement. With this change, the campus has seen a more systematic process as the Coordinator has more time and motivation to devote to the design and implementation of programming.

The Student Volunteer Services office continues to promote service, finding and creating new opportunities and giving recognition to students participants. The student who was the recipient of the Outstanding Individual Volunteer Services Award was a student from Kappa Delta Gamma Sorority who logged 364 hours of service this year. The March for Babies team set a new record for student participation with its 45 member team.

As one of sixteen Area Agencies on Aging in the state, Generations will be replacing its outdated case management software program with a new Integrated Case Management System (ICMS) with real-time processing that reflects the reality of the work being done on behalf of the client. The new system will be used by all agencies within Family and Social Services Administration (FSSA). Once operational, the system should reduce error rates, increase consistency, and enhance operational efficiency. Two Generations staff members are serving on the transition team.

The Foundation office works to make sure its employees build upon the office's plans and systems every day to ensure they become automatic. The staff and board have been implementing a 2012 strategic plan with positive performance results so far.

The Upward Bound Project is implementing a new pilot program using the college placement exam, Accuplacer, to gauge college readiness of students from various high schools in the region. The exam will be taken by the active students each summer to see how they improve in their knowledge and proficiency in subject areas relevant to the exam. The Upward Bound staff also uses various testing methods and examples (sample PSAT) for students each year to gauge academic progress. Triangulating these results with student performance in high school and success with their final entrance exam prior to starting their college career should help Upward Bound and high school counseling staff better prepare students for transition to college work.

The Alumni Association will be launching its iModules social networking system in May 2012. This will improve alumni and friends' ability to contact each other, learn about the University, and sign up for events online.

2I2: Improving Current Processes and Systems

Central to the culture of VU are strategic planning and the new assessment process. These systematic approaches will continue to strengthen the institution's ability to serve external stakeholders. The *Campus Quality Survey* is a new tool, selected as part of the institution's efforts to increase its commitment to continuous quality improvement processes. Already, the survey has provided faculty and staff responses that will lead to more dialogue about VU's service mission and improving services. The VU Jasper Campus is developing a reputation for being a community servant, offering opportunities to host vital forums and managing other partnerships. These relations will only increase the visibility of VU and the expectation that faculty, staff, and students be good community servants. The sheer quantity of cultural offerings makes VU a vital part of the local community, and its Foundation and Alumni offices help promote VU while they collaborate with the general public and state and local businesses and organizations. The various VU camps for young students lay the groundwork for a later connection to VU, and the media operations is helping to make serving other stakeholders a very public part of what VU does. Finally, both Generations and Upward Bound are two examples of partnerships between externally funded organizations and VU; one is working to assist older stakeholders while the other is addressing the needs of future stakeholders. The VU mission and vision of service is a strong part of the VU culture. VU is increasingly building the infrastructure with campus and individual program strategic planning, promotion, and its new commitment to assessment.

AQIP Systems Portfolio

Category 3 – Understanding Students' and Other Stakeholders' Needs

AQIP Category 3—Understanding Students' and Other Stakeholders' Needs

Category 3 Overview:

Vincennes University is committed to understanding and responding to the changing needs of our students and other stakeholders. VU uses a variety of instruments to identify these needs; many of them were described in VU's 2008 AQIP Portfolio, but additional sources are described. The data is used to develop programs, improve services, and assist students and stakeholders. The institution has developed a strategic plan intended to build a culture of assessment, and many programs are actively collecting, reviewing, and analyzing data to make needs-based decisions concerning students and stakeholders. The strategic plan also includes a number of goals addressing stakeholder needs.

3P1: Identifying, Analyzing, and Responding to Changing Student Needs

Vincennes University has identified and made the development of a University-wide culture of assessment and improvement a priority, as indicated by Strategic Plan Goal I, "Improve Through Assessment."   As part of completing this Goal, especially Objectives 3 and 4, and Objectives 2-B and C of Goal IV, "Enhance Student Success," the University will develop assessments for the curriculum, co-curriculum, student engagement, and Student Services programs. (See the complete Strategic Plan on line.) The new curricular assessment plan is explained in 1P1, 1P2, and 1P18. Faculty and staff believe the institution needs to build co-curricular outcomes that can be integrated with the curriculum to enhance the VU experience. The research and development of these goals, as well as their later assessments, will help the institution discover student needs.

As described in the 2008 Portfolio, VU continues to use the following tools to identify student needs and satisfaction with services and program: Newer surveys are also described below.

Instrument	Measurement/Purpose	Frequency
Placement test	Determines Math, Reading, and English proficiency	Once
Project Excel, one year out survey	Evaluates Project Excel courses for appropriate offerings and transferability	Once every 2-3 years
Housing Survey	Evaluates student satisfaction with residential life	2x per year
START VU Survey	Evaluates student interest and experience with registration process	Once
CORE Alcohol and Drug Survey	Compares Vincennes University trends with alcohol and other drug use with other Institutions	Once every 2-3 years
Community College Student Satisfaction Engagement (CCSSE)	Identifies student satisfaction through engagement and comparisons to like Institutions.	Every other year

Community College Faculty Survey of Student Engagement (CCFSSE)	*Identifies faculty attitudes, expectations, and perceptions of students and their abilities*	Every other year

In addition, VU is working on an Action Project, "Learn in Order to Serve," that will help VU further identify student needs. For instance, the needs of at-risk students will be, at least partly addressed, by the TAPS project. TAPS is VU's electronic early warning system. Data shows its effectiveness has been limited, and the goal of the project is to improve its use and, thereby, the success of at-risk students. The project brought Kathleen Gabriel to do a workshop on her book *Teaching Unprepared Students,* and the third part of the project is to develop a student profile, using a variety of sources, including student surveys, and then develop a data warehouse to store accessible data for use in planning.

VU's current strategic plan has multiple goals addressing the issues of changing student needs of students. These efforts are described throughout the portfolio; a brief description of these includes Goal II, Promoting Student Recruitment, which identifies a number of initiatives to attract new student populations, including a more diverse population and more honors students. Goal III addresses retention issues, including improved advising and offering first-year experiences. Goal IV addresses enhanced student success, including improving the success of General Studies majors, which is now VU's largest major, a major that consists of a high number of the at-risk students being addressed in the TAPS project. Finally, Goal VI addresses technology needs, including a project to add DegreeWorks, a degree audit software that will help advisors and students with the analysis of degree progress.

3P2: Building and Maintaining Student Relationships

Vincennes University's commitment to building and maintaining student relationships is best captured in the "Premier Learning Institution" document, specifically the "Academic and Student Support Services" section:

> The institution provides a comprehensive array of academic and student support services to meet the instructional and personal development needs of students. Special efforts are made to ensure that these services are of the highest quality possible, are made well known across the institutional community, are made available at times and in locations convenient to students, and are provided using a variety of delivery methods to meet the various learning styles and needs of students. Program faculty provide individualized academic advising to students to assist them in making informed educational and career choices and to ensure students are able to complete institutional and program requirements in the most effective and efficient ways possible.

Vincennes University begins building relationships with students during the recruitment and admission process. Admissions Counselors and faculty visitors to high schools begin the process of building a relationship with students, including tracking the visits and evaluating their impact. The Admissions Office works hard to keep students on track, helping them through the admissions process, including giving them feedback on incomplete applications, an increasingly problematic issue. The institution maintains these relationships through campus visits, known as PreVU and the new student orientation and registration program, known as START VU (which includes academic advising with faculty advisors). VU collects data throughout these early stages in order to understand what students want. For instance, the START VU survey asks students to identify campus groups and clubs they would be interested in and the types of campus activities they would like. This data is used to help connect students; the names of students are sent to the Student

Government Advisors for the clubs and organizations so they can contact the students, and the results on the activities are used when the Student Activities Board to select preferred activities. Likewise, other programming is planned so that students have plenty of activities once they are regularly on campus. Student Activities hosts a website for clubs and organizations which is tied to the information provided through OrgSync. Student Ambassadors train new students to use OrgSync, which enables new students to create requests to join clubs and organizations before they arrive on campus and interact with student ambassadors over the summer months.

Relationships with students at Vincennes University are maintained through faculty relationships, student activities and organizations, and co-curricular offerings, such as clubs in a student's area of study or interest. Students can take part in student leadership opportunities on campus and have a voice in the University itself through participation in the Student Government Association (SGA). In addition, Marketing Communications and Student Activities communicate with new and current students through multiple Facebook sites, multiple YouTube videos, OrgSync, BlazerTV (VideoNet) and the VU website. Ambassadors also train new students on how to utilize their MyVU accounts to access information about their financial aid, classes, Blackboard, and other information. Vincennes University students play a key role in campus life through leadership positions in groups such as the Student Government Association, Student Ambassadors, Campus Security officers, and Campus Activities Board.

As mentioned in 3P1, the TAPS Committee is evaluating VU's electronic early warning system and has completed a draft plan to strengthen its use and value as a communication tool when it is combined with a more comprehensive approach to dealing with at-risk students. Communication about the system and at-risk behaviors will begin when students and their parents arrive on campus, through their first semester and year, and on to graduation. The plan involves increased communication among administration, faculty, and staff in a coordinated effort to work with students. The DegreeWorks program should also help with maintaining students' connection with the institution. 1P11 and 3P1 describe the Kathleen Gabriel workshop that reflects VU's effort to help faculty engage underprepared students, and VU's assessment plans include improvements to makes students more successful.

3P3: Identifying, Analyzing, and Responding to Key Stakeholder Needs

Vincennes University, like all higher education institutions, has a long list of other stakeholders with important needs for VU to address. Besides the campus students described in 3P2, VU has students with special sets of needs that are the result of the diverse locations in which they operate: Project EXCEL students in dual-credit arrangements; early college students in high schools around the state, and distance and military education students. Parents of students are a special set of stakeholders. VU considers its Board members and the Indiana Commission for Higher Education significant stakeholders. All of these and others are identified below, along with the various means used to assess or respond to their evolving needs.

- The Alumni Foundation regularly uses standardized survey instruments to gather perception and satisfaction information from university alumni and parents. See 9R2 and 9I1 for details.
- With the help of the Office of Institutional Research, Project EXCEL (PE) students are surveyed each year concerning the course they completed and Project EXCEL teachers, counselors, and principals every three years to determine their perspectives and to guide program improvement. See 3I1 for details.
- More formalized needs assessments are conducted on a targeted basis for community and military populations by Continuing Studies and Military Education programs. Some of these reviews involve third-party evaluators, such as the Military Installation Voluntary Education Review, now known as the Third Party Assessment Program. See 3R4 for more details.
- Parent and Family services uses several tools to evaluate and improve services. These include the Parent Survey; the tracking of communications including subject matter, actions, and resolutions; personal feedback; and participation in the Association of Higher Education Parent/Family Program Professionals (AHEPPP), the national association. The data also assists other departments in improving services as issues arise. Also, for the first time

parents and families were surveyed after the START VU program to determine satisfaction with the program and material content.

- Advisory committees are heavily utilized by academic disciplines (70% of programs report using them) and as a part of Business and Industry partnerships to provide direct input regarding curricular relevance and emerging trends. See 9R2 for some sample details.
- The Admissions office regularly surveys stakeholders regarding VU's individual visit program and PreVU. See 3I1 for details.
- Recently, the Foundations of Excellence's (FoE) Transition Committee reviewed how the Vincennes campus communicates with the families at Vincennes University and how it begins building relationships with them during the recruitment and admissions process. See 3R5 for results.
- The Center for Career and Employee Relations surveys employers both formally and informally to evaluate their offerings. See 8R2 for results.
- The University has an established 4-tiered governance structure (Faculty Senate, Professional Staff Congress, Support Staff Council and the Student Government Association) that provides frequent and systematic opportunities for faculty, staff, and student input.   VU also used the *Campus Quality Survey* for the first time this past January to determine the campus climate on many issues. See 4R2, 4R3, and 4R4 for results.
- 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 for Governmental Relations to garner information pertinent to the state's emerging trends. The *Campus Quality Survey* asked VU personnel to evaluate the success of these relationships. See 3R4 for results.
- The President and other key administrators work very closely with the Board to make sure its questions and concerns are addressed. Monthly Board meetings and an annual retreat give the Board plenty of opportunity to raise questions. The President develops the agenda in conjunction with the Board President, and key individuals are invited to meetings to make presentations and answer questions about issues, such as finance, enrollment, curriculum, assessment, and various campus activities. This is less structured than a survey, but very regular and effective.

3P4: Building Stakeholder Relationships

In the broad sense, all employees of the University are responsible for maintaining stakeholder relationships as every interaction with stakeholders can serve to strengthen connections. When a University staff member or office receives information or input from a stakeholder and utilizes that information to follow up or improve a service, VU is building relationships and trust.

That said, well-designed programs and initiatives deliver pertinent information in a timely manner to key stakeholder and constituents to help develop a clear understanding of the University's purpose and strengths. The University hosts annual community college fairs and participates in others to provide easy access to admissions and academic program information. Additionally, VU provides a new student orientation for new students to help acclimate to campus life, as well as offers a dedicated office to provide parents with access to information and assistance.

Furthermore, working committees assure clean articulation of Vincennes University programs and courses with other baccalaureate programs. A comprehensive alumni relations program, with regular correspondence and activities across the state, keep alumni advised of the academic, student service, and cultural programs available at the University, and a long-term support and participation in federal and state grant programs housed at the University, such as Generations (which assists senior citizens), Upward Bound (see 2P1), and 21st Century Scholars (the last two assisting secondary students), provide direct services that enhance opportunities and the quality of life for special populations in Indiana.

As a community member, Vincennes University offers a PBS channel through cable television and multiple radio stations through its Broadcasting Program. It offers cultural opportunities through

art gallery showings, theater productions, including an annual visit by the National Players, and the Alumni Concert Series. See 2P1 and 9P5 for more information. The institution also annually collects for the United Way, serves as a sponsor for the March of Dimes, and again hosted the annual "Relay for Life" walk for cancer research in May.

3P5: Determining New Student and Stakeholder Groups

As indicated in our 2008 Portfolio and 3P2 and 3P4 of this Portfolio, Vincennes University dedicates great time and care in developing relationships with students and stakeholders. By maintaining these relationships, as well as being aware of information pertinent to the state's emerging trends, the institution positions itself to make decisive and insightful decisions regarding its stakeholders.

The University's External Affairs office systematically monitors demographic, economic, and industry data to distinguish changes in Indiana's education and training needs, academic programs are reviewed and evaluated, and state employment needs are anticipated, while prospective student inquiries and changes in program accreditations are considered to determine new targets of students and stakeholders.

Another current example of how VU determines new stakeholder groups is the 2010 Strategic Plan, Goal V: Explore Strategic Partnerships/Additional Sites. The goal statement follows: "Vincennes University will create synergies through its strategic partnerships/additional sites with business, industries, and other educational institutions including K-12 and higher education." The objectives of this project include attracting additional early college and dual-credit partnerships, creating additional partnerships to allow students to complete 4-year degrees on VU's campus, creating 2+2 partnerships that feed into VU's new baccalaureate degrees, creating additional business and industry partnerships, exploring additional campus sites, and creating academic partnerships with the Muscatatuck Urban Training Center (a military site in Indiana where students, such as those in Homeland Security, can workshop their skills). The Strategic Plan was informed by a variety of sources, including VU being contacted by its stakeholders to develop new opportunities across the state. In many cases, these requests come to VU based on the quality of its previous efforts with similar partnerships.

3P6: Handling Complaints

Vincennes University handles student and other stakeholder complaints in a variety of ways, many of them "local" to the office connected to the complaint. For instance, the Coordinator of Parent and Family Services address issues, concerns, and complaints voiced by parents and family members concerning their students. The institution understands and actively works with students, either formally or informally, who have concerns and/or complaints. When concerns or complaints arise, it is recommended that the student first address the concern or complaint informally by discussing it thoroughly with the professor or staff member. If the grievance is not resolved, the student may file a formal complaint through the Dean of Students office. The Dean of Students office will follow the process through to completion, assuring that the student has had an opportunity to file the complaint, ensure the complaint was reviewed, and a decision or finding was communicated back to the complainant. All formal complaints are tracked, and outcomes are documented. The Dean of Students also tracks complaints from students who are withdrawing from the University using the Withdrawal Survey; it tracks complaints related to withdrawal such as impersonal faculty, dissatisfaction with the dorms, and problems with advising. Information from this survey has been used for the Foundations of Excellence Action Project and is being used in the TAPS Committee report for the "Learn in Order to Serve" Action Project. Also, the *Campus Quality Survey* provides an internal assessment of the institution's effort to deal with complaints. One opportunity that VU has is to complete its work on establishing an internal grievance policy for faculty and staff. Work has stalled, despite a long commitment by a University-wide committee and some Senate discussion to regenerate the discussions.

3R1: Determining Student and Stakeholder Satisfaction

Student satisfaction is measured using surveys that are implemented at the institutional and programmatic level. Institutional student surveys that are routinely implemented and analyzed include the Community College Survey of Student Engagements (CCSSE), Residential Life survey, and START VU survey. Measures of student satisfaction include student involvement in clubs and organizations, attendance at campus events, retention, and graduation rates.

Stakeholder satisfaction is also determined in both a formal and informal manner. The Alumni and Foundation Offices utilize survey instruments to gather perception and satisfaction information, as described in 9R2. Parent and Family Services maintains a parent list-serv and uses nationally-distributed and internally-constructed surveys.   The University has an established four-tiered governance structure that provides frequent and systematic opportunities for faculty and staff input. It also 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.

Faculty and staff are considered a major stakeholder at Vincennes University and for the first time in January of 2012, VU used the *Campus Quality Survey (CQS)*, provided by Performance Horizons, to assess the campus climate. The survey provides baseline data that can be used for future trend analysis and will be used to address issues that were previously identified in the AQIP Portfolio review. A little over 50% of all VU full-time personnel and adjunct faculty participated in this initial assessment. Additionally, monthly Board of Trustee meetings are held on the Vincennes campus, or other University sites, to disseminate information and answer Board questions. Employer surveys are also administered by several academic programs as well as the Center for Career and Employer Relations to determine the level of satisfaction the employer has with our career fairs and our students' preparation to enter the workforce.

3R2: Student Satisfaction Results

Some samples of satisfaction results VU collects include those from Residential Life, START VU, and CCSSE.

The Residential Life survey from Spring 2011 indicated issues in one residence hall concerning safety, in two others concerning cleanliness, and in three more concerning more opportunities for study areas in their hall. The same survey was administered in Fall 2011, and all areas improved with the largest area of satisfaction being with study areas as it improved from a score of 1.90 to 2.75 on a 4 point scale.

Students who completed the START VU program survey indicated that 79% felt that overall their experience was good to excellent.   In their review of all segments of program, the question, "Did you need more help to find your way around campus?" received the lowest rating/score: only 29% of respondents answered "Yes," which lead to a more structured tour process.

The CCSSE survey indicates a drop in student satisfaction in three key areas shown below as well as overall satisfaction with their overall educational experience at VU. (See 3I1) VU does generally have better scores for advising, but poorer evaluations for child care, an issue that is generating conversations on campus as VU's student population and their needs change.

CCSSE Scale: 1 = not at all, 2 = somewhat, 3 = very

How satisfied are you with the services?	VU - 2009	VU - 2011	Cohort '11
Academic advising/planning	2.36	2.29	2.23
Financial advising	2.10	2.05	2.23
Child care	1.76	1.56	1.78

CCSSE Scale: 1 = poor, 2 = fair, 3 = good, 4 = excellent

How would you evaluate …	VU - 2009	VU - 2011
…your entire educational experience at VU?	3.09	2.98

3R3: Student Relationship Results

The student profile that will be developed as part of the "Learn in Order to Serve" project will help VU better understand how well VU is building relationships with students. Numerous questions from the CCSSE address the quality of relationships between VU faculty, staff, and students. The results suggest VU's students feel the quality of their relationships is similar to that of cohort students.

CCSSE Scale: 1 = unfriendly, unsupportive, sense of alienation…7 = friendly, supportive, sense of belonging

Quality of relationships with people at this college	VU - 2009	VU - 2011	Cohort '11
Other students	5.51	5.52	5.49
Instructors	5.64	5.61	5.67
Administrators	4.98	4.78	4.97

Student perception about how VU emphasizes their need to succeed, the help offered for non-academic responsibilities, and social support also showed a slight decline. The significance of a consistent one-year drop is hard to determine. An interesting note regarding the issues here is the contrast with the START VU survey in 3R6. There, students seem positive about VU's commitment to helping them thrive socially and manage their social life. It is not clear exactly how long students had been at VU when they completed the CCSSE, but VU should use other studies, including the Action Plan student profile, to better determine the significance of the results.

CCSSE Scale: 1 = never, 2 = some, 3 = quite a bit, 4 = very much

How much does the college emphasize:	VU - 2009	VU - 2011	Cohort '11
providing the support to succeed	2.93	2.86	2.99
helping to cope with non-academic responsibilities	1.95	1.87	1.95
providing support to thrive socially	2.20	2.07	2.17

3R4: Stakeholder Satisfaction Results

VU has many sources of satisfaction results for its various stakeholders.   The *CQS* data regarding personnel satisfaction is distributed throughout the portfolio. See 4R3 and 4R4 for samples.

Ninety-three percent of the parents or family members who completed the START VU survey said the program was good to excellent and, as shown by the students taking the survey, 31% said they "needed more help getting around campus." See 1R5 for other results.

VU's Military Education program gathers results from a variety of sources. The program has purchased Survey Monkey for use at all sites; faculty and staff use the tool regularly to gather satisfaction information about classes and faculty/staff interactions. In addition, the program uses the Military Installation Voluntary Education Review, now known as the Third Party Assessment Program, to assess its programs. That review produced the recommendation that communication between the military sites and the Vincennes campus be improved. The concern was that military

faculty and staff were not as tightly connected with the courses and expectations as they should be. The Director of Military Education has since worked to create stronger ties and to consistently share syllabi, expectations, and standards of achievement.

The *Campus Quality Survey* gives VU results on its collaborations with state agencies and organizations such as the Commission for Higher Education and with other academic institutions. On a scale of 1-5, with "4" meaning "Very good and is continually improving" and "3" meaning "Good, still needs improvement," the activity "Communicating with legislators and other politicians" received a score of 3.409. "Relations with other academic institutions" were rated as 3.253. The full meaning of these scores will be evaluated using focus groups and follow-up surveys.

3R5: Stakeholder Relationship Results

The Foundations of Excellence's (FoE) committee cited numerous and frequent contacts the University made to include parents and families in the college experience; however, the FoE survey indicated only 33% of students felt that Vincennes University had "slightly" or "not at all" helped their family feel a part, while another 32.6% felt that VU had only "moderately" helped.

9R2, 9R3, and 9I1 identify VU's progress on Strategic Plan Goal V addressing possible new relationships, including growing early college, Project EXCEL, business and industry, and Alumni/Foundation relations. 4R2 and 4R3 describe how the *CQS* results give VU data on internal stakeholder relations.

3R6: Comparison Results

The Community College Survey of Student Engagements (CCSSE) provides an assessment of student engagement at Vincennes University comparing VU's results nationally and through a cohort.   See the table in 3R2 for some comparison issues. For instance, VU's students seem to perceive the quality of their relationships with students, faculty, and administrators as similar to the cohort. An example of the use of this data is the information regarding advising used in the TAPS report. The survey also indicates that scores dropped from 2009 to 2011 when students were asked, "How much does VU emphasize support or assistance?" Again, see the comparisons and comments in 3R2.

In comparison to the table in 3R2, the survey given to incoming students during the new student registration program, START VU, suggests students assume VU will be supportive academically and socially. See the note above.

Question	Strongly agree	Agree	Disagree	Strongly Disagree	No opinion
VU strives to help students stay focused on academic studies	440	616	4	0	92
VU strives to help students engage with the school community through extracurricular activities such as clubs, intramurals, etc	475	557	7	1	109
VU strives to help students maintain a balance, a focus on academic studies and engagement with the school community through extracurricular activities	441	592	8	1	99

For the *Campus Quality Survey*, again, see 4R2 and 4R3 for comparative data.

3I1: Improvements

Since VU's last Systems Portfolio Analysis, the University has continued to improve and create new ways to communicate with our students and other stakeholders. VU has been more diligent in closing the loop in assessing programs, reviewing the information, and making changes.

The data from the CCSSE survey and the *CQS* indicate issues with academic and financial aid advising. Strategic Plan Goal IV, Objective I-B is to address common obstacles to student success. VU is evaluating the issue of late registration and the retention of these students. Financial Services has taken on a more visible role in VU's new student registration program, START VU, by staffing tables during check-in, presenting information to parents and families, and scheduling individual meetings with students who have questions or incomplete FAFSA applications.

With the information of the Residential Life survey, residence hall programming was increased, utilizing information that students provided concerning what programs they would like. A more concerted effort was made to notify housekeeping of concerns in a timely manner regarding cleanliness, additional staff were added on the weekends, and the halls worked more closely with their assigned VUPD officer to provide more bulletin board safety tips. In addition, a concentrated effort was made to advertize the study lab areas and promote quiet study times from the beginning of the semester.

After admissions staff received the responses from family members about the parent session at START VU, the session time was increased to one hour, and staff now provide times for parents and families to meet individually with representatives from housing, financial services, and food services.

The most significant change the Admissions office made during VU's PreVU program came when it received negative feedback about the format. Families were frustrated by the a la carte approach that allowed them to select locations to visit as they wanted. Families wanted a specific schedule that would lead them through the day. Admissions changed the schedule to a concise and prescribed format and since then have received positive feedback about the organization of the day.

Improvements for the Project EXCEL program are described in 9I1. Based on information, the Military Education office received from its surveys, a science lab is being constructed at Naval Base Kitsap. The faculty in science classes will drop the lab kits that were used for ERTH 100. The kits frustrated students and faculty because they were incomplete or included mediocre samples.

Plans for improving internal satisfaction using the *CQS* are described in 4I1 and 4I2. Based on the results, VU can take some pride in the fact that most employees believe in the high quality of our institution and that the majority of faculty, staff, and administrators say they receive job satisfaction in their work.   However, training and recognition, as well as communication between departments, are areas that VU must strive to improve.

3I2: Culture and Infrastructure for Improving Student and Stakeholder Needs

The culture and infrastructure for improving relations with stakeholders is itself improving at VU. As noted above, communication between academic divisions and Student Affairs offices has increased as departments begin to work together to better serve students and stakeholders at Vincennes University. Also, the University has filled two important positions concerning assessment and continued improvement, Interim Director of Institutional Effectiveness and Interim Director for Institutional Research. VU's President announced during the opening meeting prior to the Fall 2011 semester that assessment and data-driven decisions were essential in moving the University forward. Academic divisions across campus began work on essential learning outcomes and assessments, and Student Affairs offices created surveys and initiatives to evaluate services and improve offerings. The culture of VU is not "changed" after one year, but it is changing. The Strategic Plan is focused on stakeholder needs, as described in so many sections above. As the state funding formula changes to outcomes funding, VU is moving to strengthen student relations and success, and the information above should suggest that VU is committed to improved performance using assessment and improvement strategies to strengthen stakeholder relations with VU.

AQIP Systems Portfolio

Category 4 – Valuing People

AQIP Category 4—Valuing People

Category 4 Overview:

"Valuing People" reports on Vincennes University's attempts to strengthen support for its most important asset: the faculty and staff who support VU students in all academic and nonacademic realms. VU is attempting to refine and improve several areas affecting human resources. New evaluation processes, including the *Campus Quality Survey (CQS),* provide improved opportunities for faculty and staff feedback about the VU working environment. Of course, challenges exist, such as how to demonstrate value to employees in an era of limited salary increases and how to resolve problems indicated by the *CQS* concerning cross-departmental communication, among others.

4P1: Identifying Specific Credentials, Skills, and Values

The Premier Learning Institution document provides a good sense of VU's values regarding credentials and skills for faculty: "The institution employs faculty who are fully qualified, both in terms of academic preparation and professional experience, in their respective disciplines." According to the University's Faculty Credentialing Guidelines, all applicants must submit 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. All full and part-time faculty who teach general education courses or upper division courses must have a doctoral or master's degree or their equivalent in the teaching discipline or a master's degree with at least 18 graduate hours in the teaching area.

Because of the difficulty in finding high school teachers with master's degrees in the discipline to teach for Project EXCEL, new criteria were established for nontraditional credentials. These require a minimum of three years teaching experience in the content area, with additional consideration given for having taught advance placement (AP) courses or college level courses; successful completion of undergraduate and graduate level coursework to reflect knowledge and depth in the content area at a competence level that indicates the ability to teach the college level course, including a minimum of nine (9) graduate hours of related course work in the content area; and a Master's in Education or current enrollment in a master's program or ongoing continuing education/professional development equivalent to six (6) credit hours every five years. All new part-time faculty must go through an approval process and have their credentials approved first by the department chair, then the Dean of that area, and finally by the Provost.

The University Manual is another source identifying credentials, skills, and values required of all employees. Definitions of each employee group and conditions for employment are described.

4P2: Hiring People with the Right Credentials, Skills, and Values

For each position, credentials are clearly defined in the job description that is reviewed by the Director of Human Resources. A search committee reviews credentials and evaluates the relative strengths of the applicants. All applicants must submit at least three letters of recommendation, and the committee calls references to check on an applicant's merits. Finalists for a position are brought to campus and interviewed first by the search committee and then by the area Dean and Provost. Applicants are given a tour of the campus and of the town, and the university's mission is explained. As a teaching institution, VU focuses on the teaching abilities of prospective students. Faculty applicants are often asked to teach a sample class before the search committee. VU wants excellent, student-centered instructors. All applicants must also submit to a background check. The University follows EEO, and all candidates not selected are identified and reasons given for their non-selection.

4P3: Recruiting, Hiring, and Retaining Employees

The Director of Human Resources establishes procedures for the hiring of new employees. Department chairs or supervisors submit forms that provide evidence that the position is essential.

For teaching positions, the number of credit and contact hours offered by a department, current faculty loads, and the number of current full-time faculty must be identified. Projections must be given for the following fall and spring, and detailed justification must be provided, before the hiring can be approved by the area Dean, the Provost, the Vice President for Financial Services, and the President.

After the position is approved, ads are placed in appropriate media such as HigherEdJobs, VU's web site, and *The Chronicle of Higher Education*. The search committee reviews applicants, checks references, and narrows the applicant pool to those given campus interviews. The search committee develops a rubric to evaluate candidates and interview questions to be asked of each applicant, and the rubric and questions are reviewed by the HR Director, who provides guidance to ensure that all applicants are treated uniformly. Applicants receive tours and information about VU's mission. Responsibilities and benefits are explained to the candidate.

The University works to retain valued employees through recognition of meritorious service that is given at opening faculty/staff meetings and through merit awards given throughout the year. The extensive health benefits and sick leave policy the university provides is a significant factor in recruiting of new employees. Recreational facilities, including the new aquatic center, contribute to the health of employees and are provided to faculty and staff free of charge. VU's many professional development opportunities for faculty and staff are an incentive for those interested in accepting a position. All employees are eligible to take one class per semester, tuition free, and children of employees are eligible for reduced tuition. Life insurance and retirement benefits are also valuable recruiting tools. Exit interviews with the HR Director help identify problems that affect personnel retention and solutions.

4P4: Orienting Employees to the Organization

Orientation begins during the interview process as all applicants are given a tour of the campus and its history. The university's mission and core values are explained during the interview. Once hired, all new employees must go through a full orientation program. Academic procedures and teaching strategies are discussed, as are opportunities for professional development. Orientation is given in important computer services such as Lotus Notes, MyVU, and Blackboard. Classroom management pointers are discussed. Support centers such as the Counseling Center, Academic Skills Lab, and Writing Center are reviewed. Second-year faculty members describe the challenges of the first year of teaching and answer questions from the new faculty, and mentors are assigned to new faculty. The HR Director has a separate orientation that explains university procedures and benefits. Policies related to conflict of interest, sexual harassment, FERPA, discrimination, and other issues are explained. The *University Manual* is always available on-line. A new *Faculty Resource Guide* was created for new faculty and is available through Lotus Notes. The Guide covers student support services, grading directions on Banner, attendance and withdrawal policy, TAPS (tracking attendance and performance of students) system, FERPA, Lotus Notes, and Banner.

4P5: Planning for Personnel Changes

The need for changes in personnel is outlined by the department chair or supervisor. Each year the university requires a program review that analyzes headcount enrollment and student credit hours generated by each academic unit. The revenues generated by that unit are compared to the expenditures associated with salaries for teaching and staff, fringe benefits, instructional supplies, and division office expenses. As supervisors see a need for hiring, they must request permission to hire and provide detailed evidence that supports their case. For academic areas, see the process described in 4P3. The University recognizes the need for diversity. Part of VU's Strategic Plan (II-2-D) calls for continued "efforts to attract diverse applicants for instructional and other positions with VU." The Premier Learning Institution document emphasizes the university's commitment to diversity: "The institution's diversity is viewed by all constituencies as a strength which contributes to each person's cultural awareness and understanding."

4P6: Designing Productive and Satisfying Work Processes and Activities

The University governance system provides a means by which employees seek ways to increase productivity and satisfaction by contributing to the direction of the institution. Each employee group has identified in its bylaws their specific role in contributing to the institutional environment through advisory roles and collaboration with different individuals, groups, and the President (see 4P12). In addition, the President's Advisory Council includes members of support staff, professional staff, and faculty who meet with the President on a regular basis to discuss issues of concern on campus. At the beginning of the year, an all-university meeting is held for staff, professional staff, and faculty as the President establishes goals for the upcoming year. The President communicates with all groups on a regular basis through his monthly column in the *VU Vision* and through his participation in governance groups. Last year the President gave a "State of the University" address for the first time.

VU's Strategic Plan, Goal VI, describes a series of initiatives designed to increase the use of technology for supporting faculty and staff and improving student learning. A number of university projects bring together diverse members of the university community to work together to improve the university and help students. The "Learn in Order to Serve" Action Project, for example, has been collecting data on the use of the TAPS system, the university's student warning system, in order to get feedback on its strengths and weaknesses. The results will lead towards recommendations of the best use of the system (see 1P8). Other Action Projects that allow for ownership, collaboration, and improved service to students include the "Foundations of Excellence" Action Project, which is "an initiative designed to study all aspects of the new student experience and to produce a plan of institutional improvement leading to higher levels of student learning and persistence in college."

Faculty, staff, and students worked together to design programs to increase student success and retention. The Educational Futures Task Force worked on the "Education for the 21st Century Graduate" Action Project described in 1P1. The "Implementing Assessment Plans" project has affected everyone on campus, as VU builds an assessment culture. A "Supplemental Instruction" (SI) project led to a committee that researched SI to see how it might be used to help students (see 1P8). All of these projects help to create a collaborative environment.

The *Campus Quality Survey* allowed VU to survey all employees regarding issues of concern and possible solutions. When asked to rate "overall satisfaction with employment," 62.5% of staff said they were "satisfied" or "very satisfied"; 74.17% of faculty stated they were "satisfied" or "very satisfied," and 77.57% of professional staff said they were "satisfied" or "very satisfied."

4P7: Ensuring Ethical Practices

The University identifies some of its core values in its vision statement: "Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful education experiences." Applicants for teaching positions are given a background of the University's history and its educational goals. As a teaching institution, the University places emphasis on hiring effective, learner-centric faculty. All applicants interviewed must submit to a background check, and references are interviewed by members of the search committee. All new employees must attend orientation sessions that explain the University's values in dealing both with students and with colleagues and the University's policies regarding conflict of interests, FERPA, discrimination, and privacy issues. New employees must undertake training in how to avoid sexual harassment, and all employees must sign a confidentiality agreement stating they must respect student privacy rights. Ethical policies are stated in the *University Manual* and *Faculty Resource Guide*. When ethical questions arise, it is the responsibility of the supervisor or department chair to meet with the individual and seek resolutions to the problem. Employee evaluations may reflect any departures from University policy.

4P8: Determining Training Needs

Training needs are often identified in employee evaluations as employees and supervisors note where a need exists. All employees are asked to submit requests for workshops and training. These

are reviewed by the Professional Development Committee chaired by the Dean of the Learning Resources Center. Last year workshops were held on campus on a wide variety of issues. Professional Development Weeks are organized to provide faculty and staff a chance to improve skills and review innovations in education. Last year a Professional Development Week was held at the beginning of the spring semester and included sessions on sexual harassment, iPads, Blackboard, Lotus Notes, students behaving badly, Excel, assessment practices, dealing with people who are difficult, clickers in the classroom, smart classrooms, OrgSync Software, and developmental math sequence. Topics for the end of spring semester week included the following: Microsoft Access, VU Writer's Handbook, You Tube, Assessment Practices, EXCEL, Library Resources, Google Docs, How to Avoid Burnout, Digital Teaching, Student Use of Alcohol and Drugs, How to Deal with Conflicts, Cloud Computing, Ebooks, Sabbatical Leave, Lotus Notes, Clickers, Honors Students, College Choice, Sexual Harassment Training for Supervisors, and Social Security Overview. In addition, a three- hour workshop on the new assessment process was held with 180 faculty and staff attending.

An evolving source of training needs is the assessment process. An Assessment Audit revealed deficiencies in program assessment that needed to be addressed, and now that program outcomes assessments are occurring, the work is revealing need for training in assessment and instruction methodologies. It is assumed the IDEA Survey (see 1P11) will also generate training needs.

4P9: Training and Developing Personal Abilities for Maximum Effectiveness

As pointed out in the Premier Learning Institution document, "The institution is actively engaged in implementing a comprehensive program of professional development for faculty and staff." Training and professional development are an ongoing process. At the heart of faculty professional development is finding ways to improve teaching. Even veteran teachers need to find ways to help students learn, especially those students who are not well prepared for college. At the start of the spring semester 2012, Kathleen Gabriel, author of *Teaching Unprepared Students*, gave a day long workshop on how to engage students in the classroom. Dr. Gabriel's book was made available to faculty, and a committee is presently working to create videos of effective classroom teaching techniques practiced by VU faculty.

Employees are encouraged to maintain and develop affiliations with pertinent professional organizations. These provide opportunities for professional development and access to current research and development in their respective professions. Faculty may request funds to travel to professional conferences and workshops, and faculty are encouraged to make presentations at professional meetings. Some samples of campus professional development are described in 4P8. Another source of training is the Center for Teaching and Learning, which promotes innovative uses of technology. The Teaching Transformation Academy (TTA) offers instruction to faculty to revamp their teaching methods using new technology, and faculty who are selected for the Academy receive three hours release time. All faculty are expected to participate in professional development, and that activity is included as part of their evaluation. Faculty are also asked to develop a "Professional Growth Plan" that describes their annual projects, resource needs, and project assessment (see 4P10). Of those employees who took the *Campus Quality Survey*, 65% said they "attended class or workshop on quality."

4P10: Designing and Using Personnel Evaluation to Achieve Institutional Objectives

The University uses the evaluation system to help achieve its objectives. The institution adopted a new faculty evaluation system in the 2008-2009; it places greater emphasis on teaching effectiveness, which accounts for 60% of the total evaluation and demonstrates the University's commitment to helping students learn. The evaluation instructions point out that "the faculty is expected to provide an effective teaching environment that is conducive to student learning. The classroom and course work should contain elements that recognize and enhance components of the learning process, employ effective delivery of instructional materials, and are responsive to the personal and professional needs of students." Faculty members are responsible to provide evidence to their department chairs that they are effective teachers. They complete a "self report" of their

activity and review that document with their chair. Examples of indicators of strength include such activities as incorporating student retention activities into the course structure, developing enthusiastic, stimulating, thought-provoking and engaging presentations, and developing and implementing program assessment activities. Faculty are also evaluated on Professional Development activities that count 20% of the overall evaluation. Examples of strengths in this area include participating in upgrading technical skills, completing academic courses, making presentations at professional conferences and serving as an officer in a professional organization. The final 20% of the evaluation considers University or Community Service. Examples of University Service include serving on committees, participating in governance groups, recruiting students, and participating in student activities. Examples of Community Service include serving on community boards, working with local schools, and working with charitable organizations.

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, quantify of work, initiative and judgment, attitude and cooperation, attendance and reliability, and office conduct. In each case employees first complete a self evaluation and then meet with their supervisor to review their evaluation. Staff are asked to set goals for the coming year and remark if they have accomplished goals set the previous year. Often training workshops are designed based on these goals.

In order to make up for past evaluation lapses, an effort has been made to ensure that all employees are evaluated, and evaluation records are kept updated. The President took steps to ensure evaluations were completed, and all employee evaluations are now tracked through Human Resources.

4P11: Recognizing, Rewarding, and Compensating Employees

The University recognizes its employees through several ways. Peer Recognition Awards are presented to employees at the beginning of the school year, and recipients are honored in a special reception hosted by the President. Years of service are also recognized during the opening meeting and through gifts from the University. The Blue and Gold Cord Awards are designed to recognize long-term achievements by employees, and the "Bust your Buns" award is given to recognize staff who have gone well beyond what is expected of them during the year.

The University has long provided extensive health care benefits for its employees. However, because of rising costs in health care, deductibles and out of pocket expenses rose from 2011 to 2012. For example, the in network deductible on the employee plan rose from $750 in 2011 to $1,000 in 2012. To help offset these costs and to encourage the health of its employees, the University will place greater emphasis on preventative care. A preventative procedure in 2011 had a copay of $25, but there will be no copay in 2012. Future wellness incentives are being considered such as a tobacco cessation incentive and an on-site clinic.

Faculty and staff compensation is first based on funding ranges that are established for each position. Each year raises are based on the merit points the employee receives as a result of the evaluation. The Provost establishes a range for the increases that are a percent of the base salary. For example, in 2011 evaluations marked exemplary received 2.07%, excellent 2.05%, good 1.82%, and needs improvement was 0.88%. The very limited pay increases in the last several years have meant that these differences are slight, but if pay increases become more substantial in the future, the significance of the merit awards will increase. Thus, providing more training for those doing the scoring to increase the scoring consistency will also be needed.

4P12: Recognizing and Addressing Motivation Issues

The Premier Learning Institution document stresses the university's commitment to "points of excellence." The document defines "premier" status: "These indicators of success will be used to drive the development of VU's strategic plans, initiate Academic Quality Improvement Program (AQIP) Action Projects, guide the development of policies and procedures, and enable an environment of continuous quality improvement." Areas of focus include faculty, professional

development, professional affiliations, diversity, governance, and strategic planning. The document points out that "the institution has adopted a shared governance structure that both expects and regularly accepts input from all constituent groups within the institution, including students, on matters relative to the operation of the institution."

The bylaws and structure of the governance groups enable personnel to help identify key issues related to motivation and recommend means for addressing these. The Support Staff Council bylaws include the key functions of working with the University Administration or their appointed representatives to upgrade the recognition, status, and image of employees represented by the Council and working with the University Administration or their appointed representatives to improve the quality of the work environment at the University. Similarly, the Professional Staff Congress advises the President on matters of central interest: "The chief advisory responsibility of the University Congress shall be to propose and review institutional policies, and forward advice and recommendations on policies to the Board of Trustees through the University President." In addition to supervision of academic matters, the Faculty University Senate advises the President on central issues such as general budgetary policy and the allocation of financial resources, general development of campus physical facilities, standards for student conduct and discipline, changes of policy in the *University Manual,* and sabbatical awards.

The *Campus Quality Survey*, which VU first used in January 2012, will help the institution identify key issues related to motivation and design courses of action to meet those challenges.

4P13: Providing for and Evaluating Employee Satisfaction, Health and Safety, and Well Being

The University takes care to increase employee satisfaction, health, and safety in several ways. The new assessment plan will cover both instructional and non-instructional units. Review and feedback of assessment information by the assessment committee will be shared with all university stakeholders. This comprehensive assessment program will further demonstrate how the university values all its employees. The *Campus Quality Survey* will help identify issues affecting motivation.

The role of governance groups in giving employees a chance to contribute to the decision-making process and to offer advice to the President is described above in 4P12. Setting goals is an important part of the evaluation process, and employees can take a good deal of pride in their achievement of those goals. The numerous workshops offered on campus related to work-place issues, such as how to deal with difficult people, can contribute to employee satisfaction. Receptions and lunches hosted by the President contribute to a sense of camaraderie. Going to special events, like the Indianapolis Colts game hosted by the VU Foundation, brings employees together in a fun way. The Foundation also sponsors various trips, like the "Shop till you Drop" trip to Chicago. Numerous concerts, plays, and sporting events are also open to all employees for free or at greatly reduced costs. The Culinary Arts program provides gourmet meals on Friday nights. University teams contribute to community fund-raising activities like the Quiz Bowl sponsored by the Knox County Public Library Adult Literacy Program.

The University's life insurance and extensive health benefits, including its sick leave policy, are an important part of its commitment to its employees. Employees may also pay into supplemental plans for vision and dental needs. A new aqua center and recreation center are available for employees to use, and these have health benefits. Flu shots are provided free of charge, and a nurse is available through the health office. A health news letter is distributed free to all employees with tips on maintaining good health. Controlling weight, dealing with stress, exercises, and massages are often the focus of workshops provided free on campus. Emergency defibrillators have been placed in campus buildings, and instruction was provided on how to use the equipment. Employees may also join the YMCA at a discounted price. According to the *Campus Quality Survey*, "health and nursing services" were among the five highest rated service areas for the University.

The University has its own well-trained Campus Police force that is charged with keeping the campus safe. Police can respond quickly to emergencies as individuals only have to dial 5555. Emergency phone boxes are set up around campus to make help available quickly. Students with mobility problems can receive help with transportation, and police cadets are available to escort students at night from classrooms to dormitories. Police send text messages to alert the campus

community of crimes committed on campus or nearby. When severe weather threatens, announcements are sent to all local radio and television media. Campus information lines and the VU web page provide updated information on closings and weather-related delays. Students and employees may sign up for E-text alerts to receive emergency notifications. Safety training is provided to employees who deal with hazardous materials and potentially dangerous situations.

4R1: Measuring Effectiveness of Valuing People

The comments from reviewers regarding VU's previous portfolio saw an opportunity in conducting some type of climate survey. The institution elected to use the *Campus Quality Survey* to assess the climate and address this category. The data collected in *CQS* will allow VU to compare itself with other colleges nationwide. Specific results are provided in 4R2. VU recognizes that the results need further clarification and plans to use focus groups, follow-up surveys, and more internal evaluation based on needs as they arise. VU plans to use the *CQS* as an objective measure to check progress.

4R2: Results in Valuing People

In January 2012, 447 employees participated in the *Campus Quality Survey* (distributed by Performance Horizons). They answered questions that are grouped into eight Presidential Award categories: 1) Top Management Leadership and Support; 2) Employee Training and Recognition; 3) Employee Empowerment and Teamwork; 4) Strategic Quality Planning; 5) Quality and Productivity Improvement Results; 6) Measurement and Analysis; 7) Customer Focus, and 8) Quality Assurance. Among the most positive results of the survey include job satisfaction and perception of quality. When asked to rate their overall satisfaction with employment at VU, 72% of those surveyed said they were either "satisfied" (48%) or "very satisfied" (24%) with their employment. Similarly the survey indicated that the majority of the respondents (67%) rate their overall impression of quality at Vincennes University campuses as either good (51%) or excellent (16%). Impression of quality was also present in the categories with the lowest performance gap. The category with the lowest gap (and therefore the highest evaluation) was "customer focus" with 1.083 followed by "quality assurance" with a gap of 1.160.

The five highest rated programs and services (presented here, highest first) are the library and learning resources, payroll services, bookstore, cafeteria and food services, and health and nursing services. The lowest rated programs (presented here, lowest first) are communication with other departments, parking for faculty and staff, research and planning services (tie), recruitment and orientation of new employees (tie), and financial aid assistance and services.

In their analysis, the *CQS* notes that this is the first time that VU has used this survey and that the report should be considered as establishing a "baseline" (55). However, it is also useful to see how we compare to other two year colleges in the eight categories. Performance gaps in all eight categories are higher than in the national norms for two-year colleges nationwide (61).

Employee Training and Recognition has the highest gap and is therefore identified as the "quality improvement category needing the greatest attention." It should be noted that is a common problem, and *CQS* points out "nationally Employee Training and Recognition represents the largest performance gap category at Two Year Colleges (1.306), Four Year Institutions (1.354), Private Two Year Career Schools (1.306), and All Institutions (1.250)." Within this general category, the individual item that received the highest performance gap was "employees are rewarded for outstanding job performance" (2.203). And again this is common nationwide, as this item is the second largest performance gap at two year colleges (62). It is also worth noting that within this category, staff perceptions are markedly different than faculty, and staff ratings give a higher performance gap than faculty in almost all cases.

The lack of communication between departments is often mentioned in the comment sections, and *CQS* recommends that a "cross functional team be appointed to study the processes related to communication between departments" (68). Similarly, *CQS* recommends "professional development and employee recognition be examined to determine where improvement is needed" (66). Not

surprisingly, *CQS* also recommends that a follow up survey be conducted in the future so that VU can monitor progress in closing the performance gaps.

4R3: Measures of Goal Productivity and Employee Effectiveness

A variety of professional development opportunities discussed above are offered to faculty and staff to help improve productivity and effectiveness. See 4P9 and 1P11 for descriptions of Professional Development Week offerings and those offered by the Center for Teaching and Learning. In addition, the CTL conducts the Teaching Transformation Academy, which consists of a series of workshops designed to expose faculty to the latest in pedagogical strategies, sound instructional design processes, and the effective use of technology in the teaching process. The TTA is a voluntary effort, and approximately 40% of VU's faculty (198 faculty) have attended since the program began in 2000.

VU's first use of the *Campus Quality Survey* produced the following results on VU supplied questions developed out of comments and concerns expressed by reviewers of the 2008 Portfolio. The table presents "How It Should Be", "How It Is Now" and the Performance Gap. The numbers for the first two categories are Likert scale values: 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree.

VU Supplied Questions Measuring "Valuing People"	Should	Is	Gap
This institution clearly establishes needed qualifications and expectations for a position and hires accordingly	4.519	3.313	1.206
New employees are given adequate training so they can perform their tasks effectively	4.483	2.776	1.707
The institution motivates employees to improve their job performance	4.448	2.847	1.601
Efforts are made to improve employee morale and job satisfaction	4.485	2.427	2.059
Procedures are in place to identify workplace issues and resolve those issues	4.423	2.809	1.614
This institution demonstrates concern for the health and safely of employees	4.467	3.453	1.013
Evaluations systems in place are fair and consistently applied	4.391	2.655	1.736

VU is not ready to declare exactly what these results mean. The report is relatively new, and as suggested by Performance Horizons, VU should use focus-groups and follow-up surveys to determine exactly what the issues are. All of these responses have standard deviations above one and suggest divergent attitudes. The Performance Horizons summary suggests that issues of professional development needs to be studied, but a review of the attitudes of different employee groups reveals a very high performance gap for Support Staff, much higher than other groups.

4R4: Comparing Measures of Goal Productivity and Employee Effectiveness

The results of the 2012 *CQS* show somewhat of an anomaly in that respondents rank Vincennes University Combined Campus high as an institution producing a quality educational product, yet the University ranks somewhat lower among the norm for national two-year institutions. The data below shows that VU's gaps are mostly higher than national averages, as was noted in the Performance Horizons summary; however, a consistency exists in that VU's higher scores on most questions mirror the higher scores of other institutions for the same questions. Nonetheless, as noted in the report, VU should consider these issues, especially the communication issue. The key here is follow-up study of the issues. The data will be a viable benchmark for evaluating how VU compares with other institutions during upcoming years and will provide a starting point to address the issues.

The following is a summary of the performance gap results for VU, 2-year, and 4-year institutions, using questions relevant to Category 4 issues:

Campus Quality Survey Questions Addressing Category 4 Issues	VU	2YR	4YR
Faculty and staff take pride in their work	0.788	0.641	0.804
I know what is expected of me	0.496	0.606	0.630
This institution promotes excellent employee-student relations	0.876	0.876	0.909
My supervisor helps me improve my job performance	1.073	0.875	0.927
This institution involves its employees in planning for the future	1.492	1.214	1.260
There are effective lines of communications between departments	2.019	1.829	1.813
Employees are rewarded for outstanding job performance	2.203	1.774	1.839

4I1: Making Improvements and Considering Systematic Performance for Valuing

The *CQS* was instituted in 2011-2012 as an innovative method to obtain data from VU employees about how they perceive the institution as well as how it ranks with similar national institutions of higher learning. The data provided in this assessment instrument will serve as a starting point in decision-making for improving the educational processes, services, and results.

Another addition that will help improve work performance and improve satisfaction is the new DegreeWorks degree audit system that replaces a previous paper-heavy assessment method. DegreeWorks is a comprehensive academic advising, transfer articulation, and degree audit solution that helps faculty advisors and Registrar staff successfully negotiate VU's curriculum requirements. DegreeWorks provides powerful academic planning tools and real-time counseling capabilities that create new efficiencies and foster more personal interactions between advisor and students. As a result, this more streamlined approach is more "respectful of people," according the Assistant Provost.

4I2: Selecting Specific Processes and Targets to Improve Results in Valuing People

From initial orientation to exit interview, Vincennes University is committed to helping its employees be both productive and satisfied in their work. The *CQS* will allow VU to assess employee perceptions of the work environment, understand what the problems are, and work for solutions. A culture of assessment is being created to monitor how well the institution is running and to develop action plans to address concerns. Data is collected to provide the needed evidence for institutional change. For example, when the Records Office complained of being overloaded with paperwork and students complained of delays in the evaluation of their transcripts, an audit was performed that demonstrated the need for improvements in record keeping. Due to the heavy load in the office, a new process was created where the graduation audit must be first reviewed by the dean of the subject area and come attached with all necessary forms, such as course substitutions to verify each student's petition. Degree Works software will help staff and faculty work more efficiently and effectively.

The development of the Strategic Plan has helped us to set priorities and to establish clear goals for the future. The Continuous Quality Improvement (CQI) Committee promotes improvement through oversight of the strategic planning process and through development of Action Projects and innovative projects. All employees are encouraged to submit ideas for improvement, especially those that are data driven. These ideas are reviewed by the CQI committee for possible implementation.

Another example of how the culture and infrastructure acts to improve performance at VU is the existence of the Emergency Management Committee. The goal of the committee is to provide a safe environment for the University community. An integrated communication model was created to help University Police and External Relations relay important information on critical issues such as severe weather.

AQIP Systems Portfolio

Category 5 – Leading and Communicating

AQIP Category 5—Leading and Communicating

Category 5 Overview:

Vincennes University's commitment to leadership and communication might be best understood in terms of the strategic planning process. According to the "Premier Learning Institution" document, which states VU's core values, "The institution has in place an effective ongoing strategic planning process to guide the current operation and future development of the institution. The Strategic Plan represents a commitment to a management process which seeks and evaluates input from all relevant constituent groups." The 2010 Strategic Plan, various Action Projects, and those individuals responsible for these activities are essential to VU's functioning as a high performance institution. In the last year, VU has introduced the *Campus Quality Survey*, which will enable the institution to better assess its own leading and communicating performances.

5P1: Defining and Reviewing Mission and Values

The Vincennes University mission statement was reviewed and revised in 2005 as a part of completing the 2005 Strategic Plan, Goal VI, "Revise the Mission." A cross section of the University community, including faculty and staff, was assembled to undertake the revision of the University Vision and Mission statements. At that time, drafts of the Vision and Mission statements were distributed, and stakeholders were afforded an opportunity to provide comments and recommendations for revision. The final drafts were submitted to the four governance groups for approval: Student Government Association; Professional Staff Congress; Support Staff Council; and Faculty Senate. Following final approval by the governance groups, the Vision and Mission Statements were presented to the University Community at the opening University meeting. These statements are currently available on the VU web site and are posted in buildings across campuses and sites. In addition, the University web site provides an expanded version of the University Mission Statement to enhance understanding.

The Continuous Quality Improvement (CQI) Committee sets the timeline for review of the Mission and Vision Statements. The CQI (formerly known as the Values Working Group) further developed the Values Statements that now drive the Strategic Plan; the "Premier Learning Institution" document complements the Mission and Vision, defining what VU aspires to when it claims to be a "premier learning institution." The document can be found on the Institutional Effectiveness website. This document represents a comprehensive perspective as to what indicators of success exemplify premier status. These indicators of success will be used to drive the development of VU's strategic plans, initiate Academic Quality Improvement Program (AQIP) Action Projects, guide the development of policies and procedures, and enable an environment of continuous quality improvement.

5P2: Setting Directions in Alignment with Mission, Vision, Values

Key administrators and stakeholders comprise the Continuous Quality Improvement (CQI) Committee. These leaders from various portions of the University community ensure that the Strategic Plan is linked to the University mission, vision, and values. The draft goals of the current Strategic Plan were developed by the University Board of Trustees. The Strategic Plan goals were set by the Educational Future Task Force (EFTF), Foundations of Excellence (FoE), and CQI Committees comprised of representatives from across the academic, professional staff, and support staff areas. Following development of the goals, discussion and debate among the CQI and individual committees resulted in changes to the planning goals that were aligned to better meet the values, Vision, and Mission of the University. This revised Strategic Plan was then sent to the University community for discussion and feedback. Based on feedback from the University community and the Quality Checkup Team exit interview, an assessment goal was added to the Strategic Plan, and some other goals were combined. Final revisions were made to the Strategic Plan based on the feedback from the community, and this last draft was presented to the Board of

Trustees for approval. The University communicates progress on the goals and projects through a variety of methods including the institutional website, email, and meetings. Having an effective communication plan not only Values People (AQIP Category 4), but it also encourages Collaborative Relationships (AQIP Category 9) and demonstrates Leading and Communicating (AQIP Category 5). According to the "Premier Learning Institution" document, "The President leads the strategic planning process and ensures that all units within the institution contribute to the successful achievement of the various elements of the plan." The Strategic Plan is now fully underway. The current status of the six goals can be found on the Vincennes University web site.

In addition, the President has shown a commitment to high performance by supporting a number of new initiatives and action projects that support the Strategic Plan. For instance, the "Learn in Order to Serve" project supports the retention goal of the Strategic Plan. This project called for bringing Kathleen Gabriel to campus in January 2012 to offer a workshop on her book *Teaching Unprepared Students.* He also funded the purchase and distribution of over 275 copies of her book so that full-time and adjunct faculty and staff could use the book as a resource before and after the workshop.

5P3: Accounting for Needs and Expectations of Students and Stakeholders

The Strategic Planning Committees, one committee per strategic goal, are charged with the implementation of each assigned goal. The University provides pertinent data to the various committees, and this data is used to drive initiatives to meet the needs and expectations of students and other University groups. CQI reviews data and information from the Strategic Planning Committees and their projects, from action projects, and from various institutional, state, and national reports (see 7P4 and 7P5) to form future initiatives. For example, FoE and the nine dimensions include a Transitions Action Plan that focuses on providing relevant information to ease the transition to higher education. Additionally, based on this process, General Studies students were identified as a target group to meet the Strategic Goal on Student Success. General Studies has become VU's largest major. General Studies majors were identified as having a low probability for completion of a degree or certificate; therefore, the University pursued a Perkins Grant to assist these majors. The Strategic Plan Goal IV Committee, Enhanced Student Success, has now incorporated this Perkins Project into the Strategic Plan (see 1P7 for both these projects). A new process for accounting for student and stakeholder needs, as well as gaining input from the internal community, is the new CQI Proposal process. (See Appendix 21 of the Assessment Progress Report.) The President sent an email to all faculty and staff announcing the process in March; the announcement included guidelines and a proposal form with directions (see 5P4). The institution has adopted a shared governance structure that both expects and regularly accepts input from all constituent groups within the institution, including students, on matters relative to the operation of the institution. The various governance groups contribute to the development and implementation of policies and procedures aimed at improving the effectiveness and efficiency of the institution (see 4P12 and 9P7). Additionally, the introduction of the *Campus Quality Survey* will help identify needs of internal stakeholders, and Strategic Plan, Goal V is VU's current plan for addressing the needs of external stakeholders (see 9P1). The Board of Trustees has final authority for ensuring adherence to the mission of the institution and for reviewing procedures and adopting policies that will lead to the fulfillment of that mission.

5P4: Guiding the Organization's Future Opportunities While Enhancing Students and Learning

While the University's leaders must always be prepared to address unplanned issues that arise, they are guided by the University's Strategic Plan when determining new initiatives, making decisions on funding, and maintaining University programs and support areas. The University motto, "Learn in Order to Serve," and the VU Mission Statement guide the development and revisions to the Strategic Plan. This system ensures that student learning continues to be the major focus of all decisions. A review of the current Strategic Plan reveals that the goals address student learning and success, as well as addressing future opportunities that focus on the needs of other stakeholders and VU's state-wide presence. Goals I through VI all address student learning issues, Goal V

addresses VU's expansion, and Goal VI addresses Technology issues that affect a number of VU's future opportunities (see the Strategic Plan or 8P2). Action Projects and Quality Improvement Projects (essential projects that will not be identified to the HLC as "Action Projects") stem from the Strategic Plan goals and the CQI Committee and its new CQI Proposal process. The new process to initiate Action Projects or Quality Improvement Projects was implemented in the Spring 2012. The goal of the CQI Proposal Process is to give all VU personnel the opportunity to identify short-term improvement projects of two types: those that address needs recognized through assessment activities or those that will increase VU's ability to make data-driven decisions. These projects help VU maintain its AQIP accreditation, meet its own mission-driven standard as a Premier Learning Institution, and accomplish the outcomes of the CQI Committee. Any University employee may submit an application for consideration using a standardized application form. (See Appendix 21 of the Assessment Progress Report) The President distributed the information in March, inviting all VU personnel to participate. Progress on the Strategic Plan is reported via email and available on the University's web site, allowing all constituents to review progress of the goals. Progress on Action Projects is distributed via email and available on the Institutional Effectiveness website.

5P5: Making Decisions and Involving Teams in the Process

Decisions at the University often originate with an individual, such as the chair of a single-member department, or with a committee, but almost all of them go through a process of review and approval by additional institutional members or groups. Very seldom is a decision made without input from multiple members of the institution. Leadership committees, such as the Senate, CAAC, or the Provost's Council, can establish ad hoc committees to recommend action, which will be evaluated by other groups before implementation. The institution uses its shared governance structure that both expects and regularly accepts input from all constituent groups within the institution, including students, on matters relative to the operation of the institution. The various governance groups contribute to the development and implementation of policies and procedures aimed at improving the effectiveness and efficiency of the institution. The Board of Trustees has final authority for ensuring adherence to the mission of the institution and for reviewing procedures and adopting policies that will lead to the fulfillment of that mission.

Category 4P3 describes the faculty hiring process that involves a number of individuals, including a hiring committee. 8P5 and 8P6 describe how program financial decisions are made involving department chairs, division deans, and key administrators. 1P1 and 1P2 describe how curriculum decisions work up from departments, through Curriculum and Academic Affairs, and then the Senate. 7P4 describes how External Relations works with the President's Cabinet and the Board to make decisions about advertising and promotions, which are then developed by internal or external marketing personnel. All information about enrollment and campaigns is shared with the governance groups.

The Strategic Plan and the CQI Committee and Proposal process guide development of the Strategic Plan, Action Projects, and other Quality Improvement Projects. Committees, with representation from all affected constituencies, are charged with moving the University forward to meet the stated goals. The new Action Project "Learn in Order to Serve" provides an example how groups move forward with action projects. The "Foundations of Excellence" Action Project developed or pulled together a significant amount of data that would be useful for different data projects. Then, audits of faculty and the SWOT analysis revealed that faculty members are concerned about assessment results, considering the quality of students attending VU. They are also concerned about new state funding formulas that look at persistence and graduation. All of this information drove the recommendation that was made to the Continuous Quality Improvement Committee, which approved the project. Work is progressing on the three-part project. Kathleen Gabriel's book, *Teaching Unprepared Students,* was first distributed to Deans, VP's, and the President in order to gain support for her ideas and her appearance. Then, her book was purchased for large scale distribution, and she presented a three-hour workshop. While she was here, she volunteered to review VU's early warning system and make recommendations for its best use, a second component of the project being developed by the TAPS Committee. The TAPS Committee

surveyed faculty on their use of the early-warning system. It reveals greater use of the student absence warnings than performance warnings. Also, the institution has no current, consistent use practice for the system by either faculty or advisors, an issue the draft TAPS report addresses. Another step forward on the action project is VU's purchase of the Argos reporting tool, which will enable VU to create data reports using the Banner system (see 7P3 for Argos selection process). A first meeting of Argos users occurred Sept. 29, 2011, and the tool appears to fit nicely with the goals of building student profiles and a data warehouse. Finally, Committee members are assigned through the CQI Committee for the purpose of moving the Action Project components forward. The committees report progress to the CQI Committee, which will prioritize recommendations and determine appropriate bodies to finalize decisions about processes. For instance, any final decisions about TAPS policies will have to be approved by CAAC. The final decision on the number of additional Action Projects also takes into consideration budgetary constraints and processes.

5P6: Using Data, Information, and Performance Results in Decision-Making Processes

7P2, 7P3, and 7P4 present considerable information about how various programs at different levels of the institution use data, information, and performance results to drive decisions. The *Campus Quality Survey* has been completed and the results are currently being shared with individual areas. Results will be shared with the University Community in the coming months. The results from this survey will drive future decisions across the University System. The institution also uses external review data to drive decisions. A review of Registrar's Office procedures led to the following observations made by the American Association of Collegiate Registrars and Admissions Officers (AACRO) team: "Too much paper, handled too many times with too many process inefficiencies and too little utilization of technology solutions." The team further recommended the purchase of an automated degree audit program. As a result of this finding and feedback from various stakeholders, the University has purchased "DegreeWorks" for degree auditing purposes.

The institution has in place an effective ongoing strategic planning process to guide the current operation and future development of the institution. The Strategic Plan represents a commitment to a management process which seeks and evaluates input from all relevant constituent groups. The Strategic Plan, which is built using a variety of data, information, and performance results (see 8P3), provides the basic framework for decision-making within the institution, including establishing operational priorities and budgeting. Strategic Plan Goal 1 Committee, Assessment, identified the need for an administrative position to guide institutional effectiveness. Through that process, the University restructured and hired a Director of Institutional Effectiveness. Furthermore, a University Assessment Committee was formed to move the University forward and create a systemic approach to assessment with the use of data in VU's decision-making process. Assessment committee members represent all academic and student services areas. The membership of this committee serves as liaisons for their respective areas. Academic areas have made substantial progress in the gathering and use of data to support decisions. Student Services areas have gathered and used data within defined areas. The next step is to coordinate the work between the academic areas and student services using the systemic University model.

5P7: Communication Between and Among Organizational Levels and Units

Numerous communication vehicles provide methods to facilitate information among and within University levels and units. Governance groups, advisory bodies, administrative councils, and division, department, and area meetings, as well as student organizations, provide the structure for communication at various levels. Faculty Senate Minutes are available to all faculty through Blackboard. Professional Staff Congress Minutes are provided to all professional staff via e-mail. Support Staff Council Minutes are also provided to all support staff by e-mail. The President makes regular updates during governance group meetings, and the Provost, Assistant Provost for Curriculum and Academic Affairs, VP for Finance and Government Relations, and various other directors routinely present information and updates about campus activities and projects. The VU Vision provides general information to all sites on a monthly basis. The Office of External Relations is the central distribution mechanism for all University communication. Examples of communication

vehicles used by this office include the following: VU Website; mass e-mail; press releases; and weather notification and crime alerts via text. The Management Information Center is responsible for notices by utilizing MyVU. Through Student Activities and the OrgSync program, students are notified of numerous activities on campus. The Secretary of the Board of Trustees keeps minutes of all public Board Meetings. The Board of Trustees receives reports regularly from the President, Provost, External Relations, Housing and Residential Life, and Institutional Effectiveness, among other offices.

5P8: Communicating Shared Expectations

The mission, vision and values are widely distributed through the Opening Meeting, Strategic Plan, Governance Groups, Board of Trustees Meetings, and the University web site. The "Premier Learning Institution" document spells out VU's standards for being a high performance institution, and it is available online, as noted in 5P1. The Strategic Plan checkbox report form communicates both the plan and the progress on it (see 8R2). The University Opening Meeting provides a venue for the President to share common goals for the academic year (see 4P6). For example, assessment activities were a primary focus in the opening address for 2011-2012. The President has also communicated vision and standards during the State of the University address and by introducing speakers such as Dr. Terrell Rhodes during the November 2011 convocation and Kathleen Gabriel during the January 2012 workshop. Communication sources such as MyVU, OrgSync, newsletters and the "VU Vision," among others, are used to communicate VU's projects and expectations for employees and students. These communication venues reinforce initiatives system-wide. 1P6 describes additional ways the University communicates expectations to students, 4P3 describes how VU communicates its hiring expectations, 4P7 identifies how VU communicates its ethical standards, 6P3 describes how VU communicates safety and security issues, and 8P7 describes how VU communicates risk issues. Vincennes University utilizes WVUB programming to share the common mission with the public. This public programming has featured athletic events, new University facilities, academic programs, and other high-profile activities. VU further believes it has taken great strides in communicating the importance of and commitment to data-driven improvement across the institution through University-wide presentations, professional development, convocations and workshops with external speakers, release time and a new budgeted Office of Institutional Effectiveness, various and multiple University-wide communications, and clearly expressed Board interest in and expectations for improvement. The Assessment Progress Report spells out VU's expectations for learning, and it was sent to the HLC and distributed system-wide. The assessment reports are available for any internal or external stakeholders on the Institutional Effectiveness website.

5P9: Developing Leadership Abilities

Professional development applications and funds are provided through the Provost Office. In addition, each academic division provides professional development funds to support faculty continuing education opportunities. Also, best practices are shared during Professional Development Weeks in January and May. During these professional development sessions, faculty and staff present successful initiatives that support student success (see 1P11, 4P8, and 4P9). Professional development empowers faculty, staff, and administrators to create plans to meet identified needs. Numerous departmental, division, and University committees allow individuals to participate in and lead initiatives. Several departments, such as the English and Business departments, have developed their own professional development day; faculty present and lead various sessions. Committee participation provides faculty and staff an opportunity to develop and strengthen their leadership skills. Examples include Commencement Committee, Emergency Management Plan, departmental curriculum committees, Senate and Senate subcommittees, and Curriculum and Academic Affairs Committee (CAAC). All of these committees make decisions and recommendations to various groups on campus; these, in turn, elect to support the recommendations as appropriate to VU's mission (see 5P5). Finally, leadership is encouraged and recognized through the evaluation process; the evaluation forms expect individuals to narrate their experience supporting

the institution or the community. The Faculty Evaluation Plan is located in the University Manual (see Section H, pages 27 and 69+).

5P10: Preserving Values Through Leadership Succession

4P2 and 4P4 describe VU's hiring and orientation processes, both of which include discussion of VU's mission, vision, and values. All staff and faculty are responsible for ensuring that the mission, vision, and values of the institution are at the center of all activities. The Strategic Plan guides activities regardless of leadership. Performance reviews encourage leadership, commitment to the institution, and ethical behavior. The University community acknowledges the need to address a plan of succession due to the significant number of retirements in the next five years. The University is in the early stages of discussion concerning this plan.

5R1: Measuring Leading and Communicating

The University has participated in the Community College Survey of Student Engagement (CCSSE) to obtain data concerning the University environment. While this survey focuses on student needs, it addresses communication. The University has recognized a lack of assessment data in measuring leadership and communication. As a result, the University has gathered data using the *Campus Quality Survey*. In January 2012, the first time the survey was administered, 440 University employees participated in the survey. The results from this survey have been presented during Professional Development Week and will be disseminated to the University via MyVU. Discussion with focus groups and follow-up surveys will be used to determine how best to guide University action. The Strategic Plan checkbox progress report suggests leadership of the President, the goal committees charged with implementing the plans, and the various administrators and processes that support the completion of the projects. An example of the progress is the work on Goal I, Improve Through Assessment. The new embedded, authentic assessment processes and reporting systems will improve the faculty and staff abilities to communicate their purpose, values, and successes. VU's previous approach used Blackboard to report results (usually program effectiveness results more than program learning results). The new system will also do a better job of follow-up on improvement efforts and communicating those results. VU is confident that this "improvement" focus is essential for student success and fits well with VU's historic commitment to students, and results from the survey of assessment participants are positive for the leadership of the Assessment Committee and faculty liaisons.

5R2: Results for Leading and Communication Processes and Systems

Strategic Plan progress on Goal V can be found in 8R2. The complete Strategic Plan progress report can be found online. This report is also presented in a narrative form that explains the completion levels chosen; the narrative for Goal I, as of January 2012, is also on the web. 7R2 presents results of the "Survey of Assessment Participants" regarding their thoughts about the ability of the new assessment system to evaluate and improve their programs. The survey suggests the participants were very pleased with the leadership of the Assessment Committee and the Division Liaisons. 88% of the faculty "agreed" or "strongly agreed" to the statement, "I received helpful feedback from the Assessment Committee." 99% of the same faculty "agreed" or "strongly agreed" to the statement, "My division liaison has been helpful."

CCSSE data on the quality of communication with students and overall educational experience at VU is reported in 3R2, 3R3, 3R6 and 6R5.

VU has only recently received the results from the *Campus Quality Survey*; a pdf copy of the report has been requested for full release on MyVU. On a positive note, 67% of respondents rated the overall quality of VU as either "excellent" (16%) or "good" (51%), while another 26% rated VU as average; Performance Horizons noted that these averages were overall higher than responses to this statement at other institutions. Also, asked if they had attended professional development training or activities focused on some quality improvement initiative, 65% of all respondents reported "Yes." By contrast, the summary report from Performance Horizons identified "communication" as an

area that warrants further study. The following table lists the responses by campus areas for communication. These rankings are below the national norms for two year colleges.

Item 59: Communication with other departments	1 = Poor and Inadequate 2 = Fair, Much Improvement Needed 3 = Good, Still needs Improvement 4 = Very Good and is Continually Improving 5 = Excellent as it is Now
Vincennes University (Vincennes Campus)	2.537
Vincennes University Combined Campus	2.539
Vincennes University Jasper Campus	2.558

Communication impacts all operating systems of an organization. It also plays an important role in the overall atmosphere and staff morale, which seems to be an issue that also needs further exploration. 4R3 presents additional results on morale, professional development, and motivation statements surveyed. Communication must be considered among the highest priority areas of a campus quality improvement process. One other issue of concern, already mentioned above in 5P10, is the issue of a succession plan. Response to the statement, "This institution plans effectively for changes in personnel," produced a performance gap of 1.877, the fifth greatest gap between "How It Should Be" and "How It Is."

A plan has been developed and approved by the President to follow up on the survey results. It is assumed that a cross-functional team will study the processes related to communication between departments and other issues of concern. The plan calls for the following:

- Review all the charts, tables, and data in this report, with special emphasis on items related to communication and other issues of concern, such as the issue of professional development.
- Conduct interviews and focus group sessions among personnel levels.
- Survey employees at all levels on specific aspects of communication.
- Analyze the data obtained, and design an action plan that details goals and strategies for improvement, measurement criteria, responsibilities, and timelines. The action plan should include the development of written procedures for all cross-functional operating processes. The written processes should help support more systematic approaches to the issues of concern.

5R3: Comparing Results for Leading and Communicating

The *CQS* is the best source of data that VU has to make comparisons. The information has not been fully disseminated, but as noted in 5R2, plans are in place to address important issues. The following table identifies VU responses to key leadership and communication statements and VU's performance gaps, with comparisons to both two- and four-year institutions. According to *Performance Horizons*, gaps above 1.0 are viewed as issues of potential concern. The results seem to suggest that faculty and staff understand the mission and value of the institution and support CQI concepts; the final two items are troubling, although all institutions have gaps over 1.0 for these. The follow-up work should look into these issues, as they might be related to the communication issues noted above.

Campus Quality Survey Statements	VU	2-YR	4-YR

The mission, purpose, and values of this institution are familiar to employees	0.667	0.695	0.812
This institution believes in continuous quality improvement	0.784	0.739	0.736
Faculty and staff take pride in their work	0.788	0.641	0.804
Administrators set examples of quality services in their day-to-day performance	1.262	1.185	1.198
Administrators are committed to providing quality service	0.932	0.933	0.937
Administrators share information regularly with faculty and staff	1.457	1.198	1.261
There is a spirit of teamwork and cooperation in this organization	1.536	1.323	1.346

5I1: Improving Leading and Communicating Processes

The Director of Institutional Effectiveness has met with academic divisions and all governance groups to explain and promote participation in the *CQS*; he has also met with a number of area administrators to discuss and review the results. In the meeting with the President and a co-chair of Category 4, a draft plan for addressing the issues was presented, and strategy discussions took place to address opportunities for quality improvement. Once results are made public, further discussion and planning will occur across the University allowing all employees to have input in the evaluation and improvement process.

As was previously mentioned, progress is being made on the Strategic Plan, which represents in large measure VU's focus on quality improvement and the leadership that accomplishes the goals. A new process to initiate Action Projects was implemented in Spring 2012 (see 5P4). During the opening University meeting discussion, another Action Project was announced. Entitled with VU's motto "Learn in Order to Serve," the project is an assessment and learning project. The project's goals are to (1) build a data-driven profile of various student populations and a data warehouse for sharing data, (2) complete a study of VU's early-warning system (TAPS–Tracking Attendance and Performance System) and recommend practices for its effective use to improve retention and gather student performance data, and (3) bring Kathleen Gabriel to campus to do a workshop on teaching unprepared students, including using formative assessments to improve student learning.

It is not surprising that VU has made its greatest progress on assessment through strong commitment to the process. The President has taken the lead in this institutional commitment, expressed in a number of forms. He has expressed the importance of VU's commitment to data-driven improvements repeatedly in meetings, workshops, emails (see Assessment Progress Report, Appendix 15), radio broadcasts, and two presentations he asked the Interim Director to make to the Board (as noted above, once in October 2011 and again in February 2012). The President opened a three- hour workshop May 2011 with a half-hour presentation about AQIP, the role of assessment in a continuous quality improvement system, and the reporting expectations that came with the Reaffirmation Recommendation letter. During the opening University meetings for the 2011-12 academic year, the President dedicated an hour of the meeting to assessment, including his role and support for it and his support for VU joining the New Leadership Alliance for Student Learning and Accountability. In mid-May 2012, VU received notification that its application to the Alliance (including its action plan) was approved. The President also took the lead in the institution's commitment to hiring a Director of Institutional Effectiveness and offering release time for faculty liaisons for each of the divisions. The liaisons have given the academic assessment process the manpower it needed to move academic programs rapidly into and through the assessment process. The VU Board also has taken an active interest in assessment. After VU heard the HLC site visit team's comments and concerns about assessment and after the Board learned that VU was required to complete a special report focusing on assessment, the Board established an ad hoc committee to discuss the issue and strategize with the President to address them. Members took an active

interest in the search for the Director of Institutional Effectiveness, with one member participating in the search. The President communicated to the institution the Board's concern about and interest in assessment, and he has made sure the Board is apprised of the progress on the assessment. In addition, faculty members on the Assessment Committee were, with the exception of one individual, the same individuals who researched and developed the Assessment Strategic Plan.

5I2: Selecting Processes for Improved Leading and Communicating Performances

Vincennes University's Strategic Plan is closely tied to initiatives that are sensitive to student success, institutional effectiveness, and developing state projects driven by the Higher Education Commission. The sensitivity to these issues says something about the insight and timeliness of institutional leadership, from the Board, through the administration, and down to the faculty and staff that are leading goal committees and developing action and qualitative improvement projects. VU has undergone a transformation in creating a culture of assessment. Following the appointment of the Director of Institutional Effectiveness, assessment initiatives have been organized in a more systematic way. A common process has been built to guide the institution in continuous improvement (see Institutional Effectiveness website for full assessment plan and status of Strategic Plan, Goal 1). Faculty members across the University system have been active in making the necessary changes to meet University assessment goals. While not yet fully involved in the new University assessment process, non-academic areas have been included in the assessment discussion and planning. The University plan for implementation of the new assessment process called for a focus on the academic areas 2011-12 academic year. Non-academic areas will become the focus for the 2012-13 academic year. In addition, the *CQS* is a step forward in creating a culture that uses self-evaluation to drive improved leading and communicating performances.

AQIP Systems Portfolio

Category 6 – Supporting Institutional Operations

AQIP Category 6 – Supporting Institutional Operations

Category 6 Overview:

Vincennes University is well on its way in using data to drive improvements in supporting institutional operations. Many support areas are well-versed in assessing their services while other areas are coming on board with the recent emphasis on assessment, promoted by the President and formally overseen by the recently created Office of Institutional Effectiveness (OIE). While the focus of the past year has been on instructional areas, formal, campus-wide assessment of non-instructional areas is underway. New processes (e.g., CQI Proposal Process) and surveys (e.g., *Campus Quality Survey*), as well as Strategic Planning, signal a positive movement toward data-driven continuous quality improvement.

6P1: Identifying Support Service Needs of Students and Other Key Stakeholder Groups

Vincennes University identifies the support service needs of students and other key stakeholders by employing a variety of processes designed to facilitate understanding and cultivate communication about these needs. These formal processes include, but are not limited to, surveys, meetings, committees, reporting and analysis, planning, and policies and procedures. In addition, informal observation aids in identifying student support service needs. The table in 6P2 below provides an overview of some of the current methods VU utilizes to encourage successful support services or for promoting or implementing improvement where warranted.

6P2: Identifying Administrative Support Service Needs of Faculty, Staff, and Administration

Vincennes University identifies the administrative support service needs of faculty, support staff, and professional staff in the same manner as it identifies the support service needs of students and other key stake holders. In addition, informal observation aids in identifying administrative support service needs for faculty, staff, and administration. The table below provides an overview of some of the current methods VU utilizes to encourage successful support services or for promoting or implementing improvement where warranted.

Student, Faculty, Staff, Administration, & Stakeholder Needs Identification Tools	
Surveys	◆ *Campus Quality Survey* ◆ IDEA Student Rating of Instruction (Piloted in 25 courses Spring 2012) ◆ *CCSSE/CCFSSE* ◆ Beginning College Survey of Student Engagement (BCSSE) ◆ Student Evaluation of Instructors ◆ Residential Life Surveys ◆ Drug and Alcohol Task Force Surveys (E-Chug and E-Toke) ◆ SODEXO Food Services Survey ◆ STARTVU Student Survey ◆ STARTVU Parent Survey ◆ PREVU Survey ◆ Program-specific Surveys (e.g. Nursing, Physical Therapist Assistant Program) ◆ Tracking of Attendance and Performance of Students (TAPS)
Meetings	◆ Division/Departmental Meetings ◆ Governance Group Meetings ◆ Opening Day Meeting ◆ Conversation Day/Mini-Conversation Days ◆ Board of Trustees Meetings/Retreat
Committees	◆ Curriculum and Academic Affairs (CAAC) ◆ President's Cabinet

	♦ Provost's Council ♦ AQIP Steering Committee ♦ Assessment Committee ♦ Continuous Quality Improvement Committee (CQI) ♦ Student Behavior Committee (SBC) ♦ Drug and Alcohol Task Force ♦ Program Advisory Committees
Reporting & Analysis	♦ Daily/Weekly Enrollment Reporting ♦ Program-specific Accreditation Reporting (e.g. Art Transfer majors) ♦ Annual Departmental Reports ♦ Longitudinal Reporting (e.g. Degrees Awarded, Student Demographic and Enrollment Reports) ♦ Tracking of Attendance and Performance of Students (TAPS)
Planning	♦ CQI Proposal Process ♦ Strategic Plan ♦ AQIP Action Projects ♦ Program Review ♦ Annual Budget Process ♦ Facilities Planning ♦ Capital Improvements Planning
Policies & Procedures	♦ Board of Trustees ♦ President/Administration ♦ VU Policy and Procedures Manual

6P3: Designing, Maintaining, and Communicating Key Support Safety and Security Processes

Vincennes University designs, maintains, and communicates the key support processes that contribute to everyone's physical safety and security through daily and weekly meetings.

University Police meet daily with Residential Life and the Dean of Students as a subcommittee of the Student Behavior Committee (SBC). These meetings provide an overview of the previous day's and evening's activities that concern negative student behavior. The discussion is meant to minimize risk to the University community. Meetings are also used to create opportunities for students having transitional issues.

In addition to the daily subcommittee meetings, each Wednesday the SBC meets. Made up of University Police, Sodexo, Intramural, Counseling, Residential Life, Dean of Students, and the Assistant Provost for Student Affairs, the SBC reviews the previous week's student issues that include both in-class issues and out-of-class behavior. The purpose of all these meetings is to prevent negative student behavior and to provide an opportunity for students who may be at risk to address their behavior appropriately.

Two other safety and security processes are in place to notify students, faculty, and staff of emergency situations on or near campus and of adverse weather conditions. VU adheres to federal guidelines (Jeanne Clery Act) in issuing crime alerts. When the need for a crime alert arises, an official statement is sent to the Director of Public Information and the Senior Director of External Relations. The full message is then distributed through all-campus email and posted on MyVU, detailing the specific event that warrants the message. "Crime Alert for Vincennes Campus" is also posted on the VU web page under the large VU logo with a link to the crime alert page. Those who have signed up for wireless alerts also receive the information through E-text. Finally, social media may be utilized, including the Parent and Family Services page as well as VU's Facebook page. It should be noted, however, that this current process will be replaced in Fall 2012 with a new software program, RAVE.

VU's Emergency Weather Notification process begins with VUPD monitoring weather conditions for affected sites. When conditions warrant, VUPD notifies the designated contact person at the affected sites who, with consultation with the Provost, formulates a recommendation. This

recommendation is then discussed with the President, who determines a plan of action and notifies the Senior Director of External Relations and the Director of Public Information. These individuals then notify the University community through email, E-Text, media outlets, campus information phone lines, digital signage, VU website, MyVU, and social media.

6P4: Managing Key Student, Administrative, and Organizational Support Service Processes Daily

At Vincennes University, executive leadership (i.e., the Provost, the VP for Financial Services and Government Relations, the VP for Workforce Development and Community Services, the Assistant Provost for Student Affairs, the Assistant Provost of Curriculum and Instruction, and the Senior Director of Enrollment Management and University Relations) oversees key student and administrative support services for their respective areas. Deans, Directors, and Coordinators, in conjunction with their respective faculty and staff, are given the responsibility to perform the duties necessary to fulfill the mission and goals of each service area on a day-to-day basis. (See the University's Organizational Chart.) In addition, the governance groups (Faculty Senate, Professional Staff Congress, Support Staff Council, and Student Government Association) carry out the duties and responsibilities as outlined in their respective bylaws and provide a voice for formal communication and recommendations for their various constituencies.

Key to managing processes and addressing needs, the University's Strategic Plan, developed through input by students, faculty, staff, administration, and the Board of Trustees, identifies six goals with each goal delineating more specific objectives. The Strategic Plan is very focused on student support projects. 8P2 identifies the six core goals. 1P6, 1P8, 1P9, 1P12, 1P16, 1P18, 2P1, and 3P2 provide some of the discussion, found throughout this Portfolio, pertaining to the various objectives relevant to supporting institutional operations. These sections address issues such as assessment, special instruction and advising support, technological support for students and advisors, and the plan to enhance the early warning system. The Strategic Plan is a work in progress and is updated twice a year, with the update being printed as a trifold that is available to all full-time employees and posted on VU's webpage. The most recent update was distributed March 2012.

Of particular note, the University currently has two pilot projects based on AQIP Action Projects linked directly to the Strategic Plan. To achieve Objective III-2, AQIP Action Project Foundations of Excellence (FoE) was created, and the FoE self-study was completed June 2011. To achieve Objective III-2-C, Action Project Development of Strategies to Implement Supplemental Instruction (SI) for Gateway Courses was completed in May 2009. As a result of these Action Projects, two pilot courses were implemented in 2011-12. Data is currently being collected and analyzed for this recently implemented pilot. Also, two Strategic Plan objectives, building a system of academic assessment and improving the TAPS early warning system, are being actualized as Action Projects, the "Implementation of Assessment Plans" and "Learn in Order to Serve" projects.

6P5: Document Support Processes to Encourage Knowledge Sharing, Innovation, and Empowerment

Each support service area is charged with documenting its processes in order to encourage knowledge sharing, innovation, and empowerment. Documentation takes many forms, including meeting minutes, reports, emails, the VU webpage (open access), MyVU webpage (password protected), Blackboard, Lotus Notes, and hardcopy publications.

Furthermore, the Institutional Effectiveness website is currently being built and is growing almost daily as the University's assessment processes become more formalized. This website is intended not simply as a central warehouse for assessment but also, perhaps more importantly, as a way for faculty and staff to initiate conversation, to share ideas, and to create and collaborate on projects for improvement.

Additionally, the recently completed *Campus Quality Survey* promises to provide valuable feedback from the University community that will assist VU as it plans and implements future projects

to improve the quality of the education and services it provides. In January 2012, employees responded to a total of 91 statements (see 4R2 for details on the focus of the statements).

6R1: Measures of Student, Administrative, and Organizational Support Service Processes

Vincennes University regularly collects and analyzes several measures of student and administrative support services processes using both internal and external measures.

Internally, measures of student and administrative support service processes are collected and analyzed annually in required assessment reports through the Office of Institutional Effectiveness (OIE). While assessment reports were required to be submitted to the Office of Assessment in the past, the process and reports were less than ideal. When the Director of Institutional Assessment retired, the position was left vacant for two years, and, unfortunately, the process was not monitored closely. However, a recently appointed (Spring 2011) Interim Director of Institutional Effectiveness (DIE) has redesigned the reporting process (see 1P18 for details on the development of the new process).

The DIE has been working toward the 2012-2013 focus on co-curricular and non-instructional assessment by conducting audits in forty-seven non-instructional areas. In addition to audits, the OIE asked non-instructional staff to complete a SWOT analysis, focusing on the issue of assessment at VU, its history at VU, the assessment strategic plan, and its purpose in an AQIP institution. A summary of these results is located in 6R2. One other newly implemented survey conducted by the OIE is the recently completed *Campus Quality Survey* (CQS). A summary of the results relevant to support services is located in 4R2.

One other new measure conducted was the Foundations of Excellence (FoE) self-study (AQIP Action Project Foundations of Excellence). The Office of Institutional Research collected data for the FoE Task Force subcommittees to aid in the audit and evaluation of current practices regarding the first-year experience. These data guided the work as the FoE Task Force worked to develop a strategic action plan for improving the experience of first-year and transfer students.

While the OIE and the FoE Task Force have implemented new processes for data collection, other measures have been and continue to be collected regularly. Program Review is conducted annually by Financial Services in collaboration with the Office of Institutional Research and provides a comprehensive overview of program costs and revenues. This information is shared and reviewed by the Board of Trustees, upper administration, division deans, and department chairs. It should be noted that Strategic Plan Goals I-8-A (Define the purpose of assessment-driven program review) and I-8-B (Implement a systematic process of program review and improvement, including a public reporting system) are currently in process, as the Assessment Committee has completed initial research during the strategic planning process and plans to begin development of the process during the Fall 2012. Additionally, the Curriculum and Academic Affairs Committee (CAAC), comprised of faculty from all divisions and under the oversight of the Provost and Dean of Instructional Services and the Assistant Provost of Curriculum and Instruction, meets biweekly to review and revise existing programs and to offer curriculum recommendations for new programs. These and other processes are part of the measures used to assess and evaluate University programs.

Internally, Vincennes University employs a number of other measures to evaluate student and administrative support service processes. These include surveys, focus groups, and advisory groups. For example, the LRC conducts annual surveys of both students and faculty to assess the services it provides; similarly, the CTL seeks feedback following each Teaching Transformation Academy (TTA) as well as other professional development workshops and its technical support services. The Center for Career and Employer Relations (CCER) conducts surveys both formally and informally to improve its services while the Office of the Dean of Students conducts surveys of both students and parents following START VU (testing, advising and registration for new students). Housing and Residential Life also surveys residents regularly to improve its services as well. Other areas (approximately 70 percent of instructional programs) collaborate with focus and advisory groups, soliciting feedback to improve programs and services. These sorts of measures are collected and analyzed across campus in dozens of offices.

In addition to internal measures, VU regularly collects and analyzes external measures. Beginning in 2003 and continuing in odd numbered years, VU participated in the *Community College Survey of Student Engagement (CCSSE)*. Data from this survey focus 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. A summary of results is in 6R2. To gain an additional voice from the faculty, beginning in 2005 and continuing in odd numbered years, VU has participated in the *Community College Faculty Survey of Student Engagement (CCFSSE)*. This survey 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. As referenced above in 6P5, VU conducted the *Campus Quality Survey* for the first time in January 2012.

Of particular note is AQIP Action Project "Learn in Order to Serve," which creates assessments and learning intended to serve and retain students. Part 1 of the project has two objectives: use assessment and data currently on campus to build a profile of VU's various student populations and build a data warehouse for common use. The profile and warehouse should serve future assessment needs. Part 3 studies the use and impact of VU's early warning system, TAPS (Tracking Attendance and Performance of Students), and identifies best practices to improve its impact on retention.

6R2: Results for Student Support Service Processes

While it is impossible to address all performance results for student support service processes, the following information highlights some of those results.

Regarding the SBC and its subcommittee (see 6P3 above), last year's results revealed that a clearer focus was needed on individual students, their specific problems, and "creative" ways to address their problems. Analysis of this new emphasis will be evaluated at the end of Spring 2012 with any changes being instituted in Fall 2012.

As a result of the FoE self-study, during Fall 2012, a pilot course designed to achieve Strategic Plan Objective III-2-B was taught to one class of General Studies students. This pilot was developed following the completion of AQIP Action Project Foundations of Excellence (FoE). Some survey results can be found in 1P7. Similarly, following completion of AQIP Action Project Supplemental Instruction, a pilot version of a supplemental instruction program was instituted Spring 2012 in the Management and Accounting Department, designed to meet Objective III-2-C. Accounting faculty report that student feedback indicates that the participating students are appreciative of the initiative and that class participation and discussion as well as test scores have improved.

The Center for Teaching and Learning (CTL) tracks attendance of workshops and posts results on the VU webpage. The CTL also tracks Blackboard use and currently hosts 1,868 active courses and 8,966 active users (statistics from 1/1/12-2/6/12). The Blackboard server is available to faculty and students 24/7. This year's newest Blackboard project is providing software and training for Blackboard Collaborate. Blackboard Collaborate offers real time audio, video, desktop sharing, and recording for faculty to teach or communicate via the Internet. Initial statistics on Blackboard Collaborate include 233 rooms, 475 unique users, and 30 recordings. Faculty feedback has been positive so far. The Blackboard Support Satisfaction Survey revealed that 88% of faculty members were either "Very Satisfied" or "Satisfied" with the service. The table below presents TTA survey results.

Cumulative TTA Survey Results					
	S. Agr.	Agr.	Dis.	S. Dis.	N/A
The topics were interesting	36.51%	57.14%	1.59%	0.00%	1.59%
The topics were useful to me	39.68%	50.79%	1.59%	1.59%	1.59%

The topics will help me teach better	41.27%	38.10%	0.00%	1.59%	12.70%
The topics will help my students learn better	36.51%	38.10%	1.59%	1.59%	11.11%
The instructor answered my questions	61.90%	26.98%	1.59%	0.00%	7.94%
The instructor was prepared	73.02%	23.81%	0.00%	0.00%	1.59%
I would recommend this workshop to others	50.79%	38.10%	3.17%	1.59%	4.76%
I feel good about participating in this workshop	47.62%	44.44%	3.17%	1.59%	3.17%
TOTALS	48.41%	39.68%	1.59%	0.99	5.56%

The CCER uses its formal and informal surveys of employers following Career Fairs to make improvements for future Career Fairs. For instance, the CCER experimented with holding career fairs in the fall and learned from the employers' feedback that they preferred a spring schedule.

As stated above in 6R1, the Office of the Dean of Students surveys students following START VU. Data collected from April-August 2011 from 2204 responses (98.3% of 2242 student attendants) provide a general portrayal of potential 2011-12 VU students. See 1P6, 1R4, 3P2, 3R2, and 3R6 for some examples of types of information collected and how the results are used. Just as the Office of the Dean of Students surveys students attending START VU, it has also begun to survey their parents, with the first survey being conducted in Fall 2011. The survey asks parents to rate each area of the START VU processes regarding helpfulness. Generally speaking, the responses to ten of the fifteen areas were positive, with the percentage of helpfulness ranging above 80%, while two of the remaining five areas rated 78% and 79%. The three lowest rated areas were financial aid (72%), housing (69%), and navigating campus (67%). Overall impressions of START VU are positive: 93% rated their impression as either "excellent" or "good."

Housing and Residential Life conducts surveys in each residence hall every semester. Recent survey results indicated a need for more weekend maintenance staff as well as a need for more security and programming for residence halls.

CCSSE results are discussed in 1R6, 3R2, 3R3, and 6R5 below.

The Campus Quality Survey (CQS) results have just arrived on campus and are currently being analyzed. See 1R2, 1R5, and 4R2 for a summary of some student support results, including the five highest and five lowest rated services.

6R3: Results for Administrative Support Service Processes

Performance results for administrative support service processes include those for the non-instructional staff SWOT analysis, Program Review, and the Campus Quality Survey.

In September, 2011, the Vincennes University non-instructional staff was asked to complete a SWOT analysis, focusing on the issue of assessment at VU, its history at VU, the assessment strategic plan, and its purpose in an AQIP institution. Results of the SWOT can be found on the OIE website.

Results of Program Review are comprehensive, with costs and revenues of 109 academic programs evaluated in 10 instructional areas, including all Extended Instructional Services and the Jasper campus. All ten instructional areas report positive net resources. However, a small number of programs have been placed on the "watch list." Generally, these programs have low enrollment numbers. When a program is placed on the "watch list," a small ad hoc committee within the program's division is formed to brainstorm ideas and make recommendations for improvement with the chair of the troubled program. The chair is expected to take steps to reverse the trend. These steps often include a renewed emphasis on recruitment and retention as well as revamping the curriculum.

The CQS results pertaining to support processes are discussed in 4R2, 5R2, and 5R3.

6R4: Use of Information and Results to Improve Services

Use of information and results to drive improvement depends upon the division/area and the type of service involved. Generally, however, information and results are presented to the appropriate stakeholders and analyzed. Often, standing committees and ad hoc committees or task forces collaborate and recommend appropriate actions (e.g., modifying policies or procedures, creating action projects, adding or eliminating services). If approved by stakeholders, the appropriate individuals or groups are charged with implementing the recommended actions. Of particular note, the new assessment process being developed through Strategic Plan, Goal I: Improve Through Assessment should strengthen the process of using data for improvements; the focus of the goal is improvement. In addition, the newly implemented CQI Proposal process provides all VU personnel the opportunity to identify short-term improvement projects of two types: those that address needs recognized through assessment activities or those that will increase VU's ability to make data-driven decisions. The CQI Proposal process can be found in Appendix 21 of the Assessment Progress Report.

6R5: Results Comparisons for Supporting Organizational Operations

Generally speaking, both the *CCSSE* and the *CQS* results indicate that VU compares less than favorably with other institutions of higher education.

CCSSE results indicate that for the benchmark Support for Learners, VU (47.2) falls below both the 2011 *CCSSE* Cohort (50.0) and the 2011 Top-Performing Colleges (58.6), defined as "those that scored in the top 10 percent by benchmark." However, for item 13a1, "Frequency: Academic advising/planning," VU (66.2% responded "sometimes" or "often") compares favorably with the 2011 *CCSSE* Cohort (57.8%). Still, for item 13b1, "Frequency: Career counseling," VU (24.8% responded "sometimes" or "often") compares less favorably to the 2011 *CCSSE* Cohort (28.6%).

Comparison results for CCSSE Special-Focus Items follow:

	VU	Cohort
Yes, I was registered for ALL of my courses before the first class session(s). 88.7%		91.9%
During my first semester/quarter at this college, I participated in a structured experience for new students (sometimes called 'freshman seminar' or 'first-year experience). 28.9%	26.4%	
During my first semester/quarter at this college, I enrolled in an organized 'learning community' (two or more courses that a group of student take together)	10.8%	13.6%
During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, or college success course).	17.3%	24.1%

These *CCSSE* results are similar to previous *CCSSE* results for VU, and this is an issue the Assessment Committee identified as an area of concern and has recommended that this be an area of focus and discussion. The Continuous Quality Improvement Committee also reviewed the new *CCSSE* student rating of instruction/evaluation that matches the questions in the survey. It is considering using the survey of students as a way to help address weaknesses identified by the *CCSSE* survey. VU could then work to improve scores by developing strategies to deal with student learning and retention issues identified as problems in both the survey and the rating of instruction instrument.

The *Campus Quality Survey* also provides comparisons to other higher education organizations. In comparing VU to other two-year institutions, the *CQS* notes two interesting findings:

- The Vincennes University Combined Campus overall average "How it Should Be" ratings are lower in all eight quality categories than the average ratings of All Institutions in the data bank.

- The Vincennes University Combine Campus overall average "How It is Now" ratings are lower in all eight quality categories than the average ratings of All Institutions in the data bank.

5R3 presents *CQS* comparative results specifically addressing administrative service support. Student support comparisons are covered below in the table below. VU personnel perception of student support is revealed in the performance gaps compared to the national averages for all two- and four-year institutions participating in the survey. Gaps above 1.0 generally deserve review and follow-up consideration. Generally speaking, VU's results are close to the national averages for the issues related to student support services. The one issue of concern is posting of survey results, but VU believes its "Learn in Order to Serve" Action Project, which includes plans for a student profile and data warehouse, should improve these scores in future results.

Campus Quality Survey Statements	VU	2-YR	4-YR
Administrators treat students as their top priority	1.038	1.042	1.023
This institution promotes excellent employee-student relationships	0.876	0.876	0.909
Our services to students are "user-friendly"	0.941	0.933	0.869
This institution listens to students	0.829	0.838	0.794
Students have a way to provide feedback on their level of satisfaction with school programs and services	0.913	0.871	0.805
Student input is systematically monitored and measured as a basis for improvement	1.103	1.079	1.017
Student survey results are published and posted regularly	1.399	1.186	1.159

Performance gaps in all eight general categories are higher than in the national norms for two-year colleges nationwide, although in some cases the differences are marginal. As the *CQS* notes, "Caution should be exercised when comparing data and results with other institutions. The size and types of institutions influence national data norms. Other factors include the number of overall responses, number of survey participants in each employee group, and variables unique to individual institutions." The fact that this was VU's first time using the survey probably also influenced the scoring. A plan to review these results using focus groups and follow-up surveys has already been drafted.

6I1: Recent Improvements

Recent improvement have been made in several support service areas, including FoE, Supplemental Instruction, CTL, safety and security, CCER, and START VU. However, it is worth repeating that a new, formal campus-wide assessment process is in place, but the emphasis for the past year has been on instructional areas, though forty-seven non-instructional areas have been audited, the first step in the process.

Regarding the SBC and last year's analysis, this year the Committee is focusing more on individual student behavior. Additionally, new software (RAVE) will be implemented to improve the process of issuing crime alerts. As mentioned in 6R2, the CCER experimented with holding career fairs in the fall and learned from the employers' feedback that they preferred a spring schedule. Housing and Residential, as a result of its semesterly surveys, has hired more weekend custodial

staff to improve residence hall maintenance and has instituted practices to enhance both safety and programming in the residence halls. Spring 2012 surveys will indicate whether these changes have led to improved services.

See 6R2 above for a discussion of the improvements related to the FoE self-study and Supplemental Instruction.

The CTL continually updates its workshops and training of faculty based on the feedback it receives from faculty and on advancements in teaching-related technology. As mentioned earlier in 6R2, CTL's latest project is providing software and training for Blackboard Collaborate.

Results of START VU surveys indicate that many VU students are first-generation and first-time borrowers. Consequently, VU has increased the amount of personal contact with financial services during the START VU check-in, added a financial services presentation for parents, and then offered one-on-one sessions in the afternoon for students and families. Responding to student responses regarding weekend activities, VU has also added more programming for weekends, such as movie nights, bowling, and residence hall programming. Likewise, improvements have been instituted because of the results of the START VU parent surveys. More directional signage has been added to aid parents and students in navigating campus, and Student Ambassadors now walk students and parents to the appropriate divisional buildings for advising.

On a less positive note, VU recognizes that it has done little with the data made available through the *CCSSE*, as was pointed out in the last response to VU's Portfolio. Thus, one priority of the OIE is developing an appreciation and use of the *CCSSE* data. The DIE has met with key individuals to strategize the use of the *CCSSE* and connect it to future assessment projects.

Similarly, data from the *CQS* have also not yet been put to use since this information just arrived on campus in April. However, key individuals are currently analyzing the results, and the OIE will direct and assist areas in using the data to target areas of improvement.

The "Learn in Order to Serve" Action Project should also lead to some improvements, as noted in 6R5. The student profile and data warehouse should create ready-access to useful student information. Also, the TAPS early warning system report is in the final stages of preparation, and its recommendations for dealing with at-risk students (a large VU student population) should be a positive for student support processes.

6I2: Selection of Processes for Improvement and Setting Targets for Improved Results

VU's organizational structure and lateral collegiality positively contribute to selecting specific processes to improve and to setting targets for improved performance results to support organizational operations. Additionally, key documents, the Strategic Plan, the OIE, a new emphasis on formalized assessment, and the CQI Process are key to improving Vincennes University.

As the Organizational Chart indicates, a clear structure is in place to ensure clear responsibilities and duties for each area. And, as every survey that asks indicates (e.g., SWOT analyses), faculty and staff are identified as VU's greatest strength. When employees reference "the VU family," it is not merely a cliché.

Because VU has taken great care to align its Strategic Plan with its Mission and Vision statements as well as its PREMIER LEARNING INSTITUTION: Indicator of Success document, a clear emphasis has been put on continuous quality improvement. Additionally, the new CQI Proposal Process, promoted by the President, ensures the use of data-driven projects for improvement while the *CQS*, with clear support of the President, will be used to generate quality improvement projects.

Finally, the recently created OIE (Spring 2011) in conjunction with the Assessment Committee has already proved valuable in promoting, teaching, and moving forward with assessment. The dedication and hard work of these individuals are surpassed by none, provide motivation and inspiration to the University community, and ensure that continuous quality improvement is data driven.

AQIP Systems Portfolio

Category 7 – Measuring Effectiveness

AQIP Category 7—Measuring Effectiveness

Overview of Category 7:

The collection, analysis, and use of data are an essential part of regular activity at Vincennes University. The institution uses both departmental and institutional processes to identify necessary data, but due to some recent changes, collection and use of data is becoming increasingly centralized. The institution has both long-standing and new processes for managing data in its effort to improve learning and institutional effectiveness and to meet various external expectations for sharing data.

7P1: Selecting, Managing, and Distributing Data to Support Faculty and Staff

Selecting, managing, and distributing data and performance information at Vincennes University is in large measure decentralized. Faculty and staff select the data they need, depending on the situation. For instance, as part of the Strategic Plan, Goal I: Improve Through Assessment, faculty select student data that is reported on a new online assessment data website. The website was custom built internally and stores data supplied by faculty in regards to program assessments. This site will also track the progress on how the data is used to implement improvements. Results for general education and improvement plans are also provided at the site. The Office of Institutional Effectiveness maintains the information, but the website is fully transparent. In the past, assessment data was collected and stored on Blackboard, which made the data password-protected.

The institution selects national and state surveys to participate in based on need and willingness to help groups asking for VU's participation. Decisions on participation are made by the various administrators, faculty, the President, and/or the Director of Institutional Effectiveness. Performance data from national surveys, such as the CCSSE or *Campus Quality Survey*, is made available on the in-house server, MyVU, and it is often distributed in multiple forms, including summary reports made available in electronic or hard copy formats.

Likewise, staff offices select the data they need to collect. Residential Life, for instance, collects data on student satisfaction with housing via surveys distributed by the housing office. Currently, they store their own data. As Strategic Goal I is fully implemented, much of the data will be associated with the assessment and improvement process and will be reported on the new "Improve" website and/or the data warehouse that VU will develop as part of its "Learn in Order to Serve" Action Project. VU assumes this data warehouse will be accessible internally, thereby serving as a distribution center.

A little more centralized is the data collected by the Office of Institutional Research (IR). IR maintains a schedule for regular collection of certain instructional and non-instructional data, such as recruitment, enrollment, retention, and graduates; much of the selection and management of this data and information is determined by federal and state reporting guidelines and mandates. IR has an internal calendar it uses to maintain a schedule for cyclical projects. This calendar has been updated recently and is reviewed periodically. IR is also exploring ways in which the office can begin collecting other data on a regular basis to help inform the University community. IR maintains a data request log for ad hoc requests. The Office also conducts satisfaction surveys with students for accredited programs, such as Distance Education, Physical Therapy, and Nursing programs. These survey results are then shared with the corresponding departments.

The IR Office also creates reports such as Program Review, which are used for financial analysis by the administration, the Finance Department, Division Deans, and Department Chairs in the academic divisions for enrollment and graduate data. Program Review is published annually and distributed campus-wide. Budget compliance is measured and available for each department via the Banner on-line financial module.

VU's early warning system, TAPS (Track Attendance and Performance of Students), generates information for students and advisors via MyVU. The system records student absence and performance data that faculty advisors can access online.

7P2: Selecting, Managing, and Distributing Data to Support Planning and Improvement Efforts

As mentioned in 7P1, much of the selection and management of data and information is determined for compliance with both federal and state reporting guidelines and mandates. The new assessment process and specialized accreditation drive academic information selection and management decisions. That data is distributed on the Institutional Effectiveness website. Committees responsible for planning and improvement efforts also determine the selection, management and use of information related to these committees. Distribution of data and information is shared in a variety of means, using printed reports and e-mail as some of the methods. The Strategic Plan, Goal VI: Increase Technology, calls for the purchase and implementation of degree audit software and a document imaging system that is Banner compatible. Both of these devises will improve advising and the efficiency of the Registrar by making degree completion data available to students, advisors, and Registrar staff.   8R2 describes how progress on the Strategic Plan is recorded, and it is distributed semi-annually via email. 7P1 describes the plan to develop a data warehouse to make much more data accessible for planning and improvement.

A good example of how data is selected, managed, and distributed is how several departments in External Relations (ER), including Marketing and Enrollment, work with data. ER staff members monitor inquiry, application, accepted applications, and registrations broken down first into marketing demographic areas. This includes system-wide enrollment and the individual campus codes with a strong emphasis on driving Vincennes Campus enrollment. The office examines enrollment county by county with historical data and discusses fluctuations with the Admissions director and counselors. It also tracks weekly intake of applications and where those applications are from, compares applications at the program level, and evaluates the effectiveness of each marketing campaign and selected communication medium. Another example of data selected and managed is the evaluation of the investments of each activity and the return on those investments. The office uses the admissions data, marketing data, and research of regional, state, and national trends in higher education to identify target audiences and to create strategic plans for the next year in an attempt to improve the efficient use of both financial and human resources due to increasing demand and new technological options.

External Relations uses Google Web Analytics to track peak times, to identify the top content expectations, audit keyword usage, and other aspects. Google Analytics was selected based on cost and is considered an industry standard. With the addition of paid search and web online display advertising, online marketing helps the audience find VU. External Relations has an additional tracking system to reveal how many phone calls, inquiries, and emails were generated by those ads. The additional tracking system is provided by a third party source and was selected based on previous company performance, cost, and ease of use. Information is distributed based on request. Professional development and maintaining an active understanding of online communications is a continuous process.

University Relations and Sports Information examines story production, media coverage, and media carriage to gauge effectiveness. Throughout the year, this office updates and adds to the media directory and designs release patterns based on the subject of each story. Parent and Family Services uses several tools to evaluate and improve services. These include the Parent Survey, the tracking of communications including subject matter, actions, and resolutions, personal feedback, and participation in AHEPPP, the national association. The data also assists other departments in improving services as issues arise.

Committees working on Action Projects, such as the TAPS Committee, select data as needed. The Committee's survey regarding faculty TAPS use is included in the Committee's report and recommendations for improving the early warning process of at-risk students.

VU selected Survey Dig to use for student rating of instruction after research was done by VU's Management Information Center and the Provost Office. Response has been limited, and the institution sees the low response rate as a problem for assessment, faculty evaluation, and improvement. Both the increased focus on assessment and the poor response rates have led the institution to experiment with the IDEA survey in Spring 2012.

7P3: Determining Needs of Departments for Collection, Storage, and Accessibility of Information

Departmental needs for collecting, storing, and the accessing data has traditionally been the responsibility of the departments, such as department chairs or department committees, but at times, University initiatives determine data that is collected or stored. For instance, the Office of Curriculum and Instruction asks departments to collect data that might be required for various state reports or initiatives. In the case of assessment, the collection of learning data was driven by the University's Strategic Plan, Goal I and the Action Project, "Implementation of Assessment Plans."

Requests for information not directly addressed or generated in formal, established reports or surveys are handled through the Management Information Center (MIC), Office of Institutional Research, Registrar's Office, or some combination thereof. The institution has recently purchased Argos, which will generate reports out of Banner. Reporting, once fully implemented, will assist departments with their needs by enabling ready access to data and performance information. Argos is a more user friendly reporting system that MIC expects to improve data access and reporting for everyone. The process used for selecting the system included identification of prioritized needs, identification of best fit solutions for VU's environment, and identification of major stake holders, who were also asked to be part of an evaluation committee. The group then previewed system demonstrations, compared system capabilities against previously established needs, and completed a review of these findings. After discussion, Argos was identified as the optimal system. The decision hinged upon issues like what functionality best satisfied VU's needs, including considerations of capability, industry acceptance, interoperability, sustainability, and costs. Argos should be a good tool to generate reports that can be housed in the data warehouse that the "Learn in Order to Serve" Action Project will develop.

The Office of Institutional Research has developed a data request log that lists information requests and the requestors. The docket is intended to create an awareness of the types of requests being made and has generated interest among members of the Provost's Council. This docket system assists departments in selecting and identifying their data and performance information.

7P4: Analyzing Organizational Information and Data Regarding Institutional Performance

On an organizational level, the members of the President's Cabinet and other administrators who report to the President are responsible for analyzing and presenting data to various stakeholders. The President is responsible for reporting progress on the current strategic plan, which he represents using a checkbox scoring sheet distributed semiannually and through reports to the Board (see 8P3 and 8R2). The President uses public Board meetings for regular reporting of progress on enrollment and updates on financial issues, curricular changes and improvements, and other progress. The Board receives reports on more sensitive issues, such as personnel issues, during subcommittee meetings, and an annual Board Retreat is used to develop improvement plans as well as receive more detailed progress reports. For instance, the Spring 2012 reports included enrollment, finances, and assessment and institutional effectiveness progress. After the annual budget is developed, the Board participates in a special presentation, which includes discussion of performance of programs as part of the budget considerations. The President also chairs the Continuous Quality Improvement Committee, which reviews various performance reports such as CCSSE data as the Committee works to identify new action and quality improvement projects.

Institutional Research and MIC analyze broader institutional performance through several reports that are completed each semester or annually. Some of the reports include the graduation report distributed annually for analysis of degrees awarded by program and department. The "Degrees Awarded Ten-Year Summary" is completed at the end of the academic year and distributed to Division Deans and the Provost via e-mail. The Student Demographic Enrollment analysis is completed for the fall and spring semesters and is distributed via e-mail to Division Deans and the Provost. Several other reports identify enrollment totals at key times during the semester for use in reports such as IPEDS. Many of these reports would seem appropriate for access via the proposed data warehouse.

Enrollment data and information is shared through a variety of communications. Analysis of data is often a shared responsibility. Enrollment data and information may be analyzed by the office

requesting the information. Enrollment information is widely distributed to various groups including the President's office and his Cabinet, the Provost's Council, and all the governance groups. The Opening Meeting chaired by the President is another communication channel for enrollment data and other institution information.

The new Institutional Effectiveness website now allows assessment plans, including academic results analysis and improvement plans, to be available online. Progress on assessment is also reported via campus-wide email. The information is unrestricted. VU has recently used the *Campus Quality Survey* to assess campus climate. This survey is analyzed by a third party and will be distributed online via the institution's website, MyVU, and through various campus presentations and the Office of Institutional Effectiveness.

As noted in 7P3, the Argos reporting system will generate performance date in a variety of forms; the plan is many of those reports will be presented via the proposed warehouse. Some reports, including performance data, work their way up from ad hoc or institutional committees. For example, the TAPS Committee will distribute its report and recommendations on the early warning system. That report will include information on use and performance of the TAPS system, as well as student performance and academic probation data.

7P5: Determining Needs and Priorities for Comparative Information and Data

Like most institutions, VU selects and participates in comparative data to address its various needs to stay competitive, to be a "good citizen" of higher education, to complete the expectations of various accreditation organizations, and, of course, to improve student learning.

Program Review is completed annually and compares programs, enrollments, graduates and applicants. This report is distributed campus wide and used by the administration, deans, and program faculty to make decisions about budget, improvements, staffing issues, and program sustainability issues (see 8P1). Participation in the National for Higher Education Management Systems enables VU to see how it compares with other institutions when considering factors like the dollars spent vs. numbers of successful students. VU must compete for state dollars and needs to consider comparative data such as numbers of students earning a credential; future budget increases will use a comparative metric to consider increasing student success (see 8R4). The Strategic Plan, Goal IV, Objective 3 is to "Improve graduation rates consistent with initiatives from the Indiana Commission for Higher Education."

Another need for comparative data and information is determined by enrollment trends. External Relations uses a systematic approach using internal comparative data, including year to year and term to term. VU also compares enrollment numbers to peer institutions with the data coming from university press releases and national publications. Outside sources include white papers and annual reports by national higher education marketing and consultant firms that the institution has worked with in the past, such as Noel Levitz and STAMATS, and professional higher education organizations that the University is a member of, such as American Association of Collegiate Registrars and Admissions Officers and the Council for Advancement and Support of Education. External Relations reviews reporting relevancy to two-year institutions in addition to general national trends for public institutions. The office also uses Indiana Department of Education reports to learn about increases and decreases in high school enrollments as well as Midwest census data.

Instruments such as the CCSSE and comparative data on program success rates, such as national student certification pass rates, are used to both meet accreditation requirements and to improve student learning. 1R1, 1R4, 1R5, and 1R6 all provide examples of comparative data collected to improve student learning. Comparative data is essential for programs requiring students to enter their profession by passing a national exam. For example, the nursing program uses Assessment Technologies Institute (ATI) testing to compare students individually and as a group at several points during their education. Nursing department faculty test students at the end of each semester; students must meet set standards or perform remediation. The Department has also used aggregate data from the testing to determine changes in the curricula. The ASN Program, for example, made changes to the Pediatric nursing course based on data from the ATI showing student weaknesses in that area. ATI is a nationally-normed test. ATI and HESI are the two "industry

standards" that are used by nursing programs. ATI was chosen because it best fits VU's needs given the way the content tests were divided. ATI norms VU's aggregate results against the standard to show how VU students "stack up" against the norm group. The program also receives data from Mountain Measurements, which provides detailed aggregate data on how VU's program graduates are doing on the licensure examinations in nursing (NCLEX-PN and NCLEX-RN). Mountain Measurements provides a more detailed look at the board exams than even the standard report from the testing company. The company breaks data down by content area and shows how VU graduates perform on each individual area (assessment, interventions, evaluation, medical-surgical content, obstetrics, pediatrics, gerontology, etc.). PTA, Funeral Service, Surgical Technology, and Health Information Management also receive detailed information on how VU graduates do on specific subsections of the licensure examinations. They use this information to make changes to the curricula. Funeral Service made several changes last year due to low certification pass rates.

VU piloted the IDEA Student Rating of Instruction in Spring 2012 to receive national comparisons on student rating of faculty instruction. Recognizing a need brought out by reviewers of the 2008 Portfolio, VU adopted the *Campus Quality Survey* to evaluate the campus climate and to be able to analyze VU's results with national data. Finally, VU has been accepted as a member of the New Leadership Alliance for Student Learning and Accountability. VU is willing to share information as an organization calls for it, and, in return, VU assumes that it will learn how to improve student learning and success in the process.

7P6: Ensuring Analysis of Data Aligns with Organizational Goals

Much of the means by which VU ensures that analysis and organizational goals align is described above in 7P4. However, emphasis should be given to the alignment between so much data that VU collects and analyzes and the strategic plan. VU's retention, student completion, and increased enrollment goals require data analysis as part of the process of meeting the objectives for the goals (see 8R2 and 8R3). The "Learn in Order to Serve" project (the student profile, the data warehouse, and the TAPS early-warning improvements) is developing data to complement and measure effectiveness of student retention goals identified in the strategic plan.

The Director of Institutional Effectiveness has offered numerous workshops on selecting assessment tools, collecting data, and analyzing the data to ensure that learning assessments and results correlate with and improve program learning outcomes. (See the list of workshops on the IE website. The workshops, along with Strategic Plan, Goal I and the Assessment Committee, have gone a long way to create a cultural shift in the purpose and value of assessment, using embedded, authentic assessments to address program goals. See the Assessment Progress Report, also on the IE website. Many VU academic programs use employers and advisory committees, such as the one currently used by the Electronic Media Program, to ensure the information is vetted.

Non-instructional offices ensure their data and goals align. 8R1, 8R2, and 8R3 all present information on how data is used to align with goals.

7P7: Assuring Timeliness, Accuracy, Reliability, and Security of Information System(s)

Administrative systems are managed by the Management Information Center (MIC), consisting of professionally dedicated administrators and staff. Internally, MIC checks the timeliness of data projects by tracking the status of outstanding projects and new initiatives using an electronic project schedule. Externally, staff members participate in various administrative status meetings and conduct a monthly meeting for key business areas within the University in an effort to provide updates on existing problems and new initiatives, and, more importantly, provide a forum for the submission, tracking, and review of all maintenance and modifications required and/or requested.

Accuracy is also checked internally and externally. Internally, MIC ensures the data is stored and protected, and its integrity is maintained through the use of software, specifically database and duplicate entity searches. Data entry policies and procedures and training, especially for those whose role is to provide student services, ensure that the data collected and entered is as accurate as possible. External validation is completed when outside offices review both institutional and operational output reports.

Reliability is reviewed by ensuring that systems consist of industry standard technologies. MIC strives for fault tolerant delivery systems by maintaining up-to-date systems while adhering to a change control methodology. This process consists of a weekly scheduled preventive maintenance and the use of a time frame when all non-emergency changes are introduced into the systems.

Security for MIC means procedural controls are in place. For example, data access requests require signatures and dates on them and must follow a prescribed routing sequence to receive the necessary approvals to impact the data in the electronic systems. Additionally, security administration is handled by many staff within the department.

7R1: Measuring Effectiveness of Information and Knowledge Management Systems

Currently, various departments are responsible for information and knowledge management, as well as the evaluation of the effectiveness of the systems. For instance, as noted above in 7P7, MIC receives external validation of its work by outside offices that review the reports. It can be argued that the information provided throughout this Portfolio is evidence that this decentralized system is managing to effectively accomplish what it needs. Throughout the institution, reports are distributed to groups that need and use the data, thereby offering a check on the data. However, this decentralized approach makes it difficult to measure specific performance and effectiveness on a University-wide level. VU's plans to create a data warehouse as described in 7P3; this project will create a more "public" system that will enable the institution to better evaluate VU's information and knowledge management systems. There is much to accomplish with this project, including sorting out ownership and responsibility of the data issues, as well as coordination between offices to make sure data is included on the site. Also, on an institution-wide level, the *Campus Quality Survey* does offer data on the effectiveness of VU's information and knowledge management systems, and a survey of the new assessment process provides data on assessment results reporting. The *CQS* results will be published online, at MyVU (as soon as Performance Horizons completes the pdf version), and the Assessment Survey is on the IE website.

7R2: Results for Measuring Effectiveness of Data and Information Systems

With the push associated with the assessment Strategic Plan and Action Project, VU has taken a significant step forward in effective data collection, analysis and use. Specific details are presented in 1R2 and 1R3; more extensive details can be found in the Assessment Progress Report. The Assessment Committee surveyed faculty who participated in the assessment process about the effectiveness of the process. 89 of 110 faculty (80%) either "strongly agreed" or "agreed" to the question "The assessment process was effective for evaluating my program outcomes"; 92 of 110 (83%) responded the same to the statement, "The assessment process helped me identify improvements in my curriculum"; and 83 of 110 (76%) responded the same to the statement, "I think the new assessment process is an improvement over the previous process." Given that this is the first year of the new process that has focused on embedded, authentic classroom learning assessment, rather than program effectiveness data, it is not surprising that faculty were at times frustrated with the evolving process. Asked to respond to the question, "The steps in the assessment process were easy for me to follow," only 76 of 110 (69%) "agreed" or "strongly agreed," and the open-ended comments made clear that some faculty felt the process was evolving throughout the year, which is partly true. Early report submissions clarified changes needed to achieve the Committee's standards for the Assessment Progress Report. Many of the comments also suggest that faculty recognize that the process will be clearer next year.

Student response to Survey Dig, an electronic student rating of instruction system, has traditionally been around 10% of students completing classes. The institution is considering a return to a paper/pencil approach to evaluation in order to improve the results, and experimented with the IDEA survey during Spring 2012 in order not only to improve the reporting but also to receive more systematic feedback on student perception of their learning and to receive comparative data.

The *Campus Quality Survey* results from Spring 2012 give internal perception data on VU's ability to measure effectiveness. The performance gap for the statement, "This institution believes in continuous quality improvement" is the fourth smallest gap (0.784) of 50 items considered. With the

institution focusing on assessment, improvement, and strategic planning, and with the hiring of the Directors of Institutional Research and Institutional Effectiveness, data and continuous quality improvement are becoming a more regular consideration of processes. The *CQS* also asked personnel to evaluate various institutional services, including "Computer information systems and services" and "Research and planning services." Using a scale of 1-5, where a "4" means "very good and is continually improving," a "3" means "good, still needs improvement," and "2" means "fair, much improvement needed," VU's computer services received a score of 3.262 and research received a score of 2.872. The latter was the third lowest rated service of the 30 evaluated. However, at the time of the survey, the IR office lacked a Director in place, and due to illness of the preceding Director, the post was largely unmanned for the last two years. An Interim Director of IR is now in place, and since her February hire, she has dealt with twenty-two ad hoc requests for data and conducted or disaggregated six surveys.

7R3: Comparing the Results for Measuring Effectiveness of Data and Information Systems

The *Campus Quality Survey* currently provides VU with the best source of comparative data for this category. This is a first use for VU, and all of VU's scores are consistently lower than the averages of two- and four-year institutions. The consistency is something VU will consider as it does its follow-up focus groups and surveys to determine what specifically the numbers mean as they pertain to this and other categories. An opportunity exists for VU to use these comparative results as it does this follow-up work. The largest gap (and therefore the most troubling issue) is related to access to data. VU hopes the data warehouse will improve that score. The action project is also supposed to develop a student profile, which will include in-house student surveys. This information should also be included in the warehouse. As noted in 7R2, analysis is increasingly becoming a part of the way VU does business, so VU anticipates a number of these scores will improve with increased focus on assessment.

Campus Quality Survey Questions Pertaining to Information Systems	VU	2-YR	4-YR
This institution has "user-friendly" computer systems to assist employees and students	1.119	1.106	1.007
It is easy to get information at this institution	1.608	1.249	1.255
This institution continually evaluates and upgrades its processes for collecting data	1.035	0.894	0.903
This institution analyzes all relevant data before making decisions	1.441	1.427	1.387
Administrators share information regularly with faculty and staff	1.457	1.198	1.261
This institution uses state and national data to compare its performance with that of other institutions	0.782	0.736	0.696
Student survey results are published and posted regularly	1.399	1.186	1.159

7I1: Improving Processes and Performance for Measuring Effectiveness

As noted in 7R2, the hiring of Interim IR and IE Directors has helped improve access to data and improved consideration of institutional effectiveness issues. The new assessment process is moving positively forward, VU's assessment data is available online via the new Institutional Effectiveness website, and VU's acceptance into the New Leadership Alliance says something about VU's commitment to assessment and says something about external recognition of its work. Early feedback on the process, based on the internal survey of faculty, is positive. VU is eagerly

anticipating the feedback on its Assessment Progress Report, submitted in April. The feedback will provide an external mark of progress on measuring the effectiveness of its learning processes, which is an issue identified as significant enough to be identified in both an Action Project and the Strategic Plan. VU believes momentum is growing for measuring effectiveness and will move into assessing co-curricular and non-instructional programs next. This work will give even more data on its internal processes for measuring effectiveness. VU's "Learn in Order to Serve" Action Project will increase its internal data on students (the student profile and the data on student attendance and performance which the TAPS Report draft recommends), and it will improve the distribution of data with the implementation of a warehouse. The *Campus Quality Survey* will drive follow-up discussions and internal surveys that will improve both VU's internal measurements and VU personnel's discussion and collaboration on the issues related to measuring effectiveness. The institution's Strategic Plan goal to implement degree-audit software (DegreeWorks) will also improve the measurement of VU's effectiveness, as well as help students and advisors better understand where students are in their progress toward graduation.

Other data and information projects are in the works:

- MyVU ID Look-Up (Online access to MyVU ID) - This capability should improve the timeliness of ID requests and enforce authentication of the person requesting the ID.
- Argos (New ad hoc reporting solution) - This software further improves the capability of key administrative offices to initiate and construct reports themselves without having to rely so much on MIC or IR. Some preliminary training sessions have begun.
- D2D (Disk To Disk) backups. This should improve timeliness and reliability of systems (data and software) backups.

7I2: Improving Performance Results in Measuring Effectiveness

VU recognizes the need for improving its processes for measuring program and operational effectiveness and has implemented actions to become more engaged. VU has always measured its effectiveness, as is evidenced by its quantitative program review processes and External Relations office's research and communications processes (see 8P5 and 7P2, respectively). However, VU's culture and infrastructure for improvement is improving. 7I1 describes many of the factors that are contributing to these improvements. In addition, VU's assessment Strategic Plan, Goal I, and assessment Action Project call for the development of a new assessment-driven program review process that will add assessment and strategic planning as part of a qualitative review to add to the current quantitative review process. The hiring of an IR Director, adding Argos and DegreeWorks, as well as other strategic plan projects and action projects (such as the student profile project, the warehouse project, and TAPS Committee project, which will strengthen the management of student attendance and performance data) suggest that VU's developing culture and infrastructure for improvement will strengthen its ability to measure effectiveness on a departmental and institutional level.

AQIP Systems Portfolio

Category 8 – Planning Continuous Improvement

AQIP Category 8--Planning Continuous Improvements

Overview of Category 8:

Vincennes University has a number of solid planning processes in place. VU has recently updated its strategic plan and has made a significant commitment to assessment and institutional effectiveness by hiring a Director of Institutional Effectiveness to oversee academic, non-academic, and institutional effectiveness assessment and improvement. At the program level, the institution is moving forward with planning and checking progress on those plans. The initial use of the *Campus Quality Survey* also suggests that the institution has become increasingly conscious of the need to be reflective about its planning processes.

8P1: Planning Key Processes

VU's key planning processes include both centralized and program or unit planning, although it continues to place a heavier emphasis in systematic approaches for all planning processes. Foremost among the centralized processes is Strategic Planning, which provides the primary road map for the University to achieve its vision and mission. The Continuous Quality Improvement Committee is responsible for selecting projects that complement or update the strategic plan goals and needs, and the Committee is used to select action projects and other quality improvement projects as needed. The Curriculum and Academic Affairs Committee, whose membership consists of proportional representation from the academic divisions and key deans and administrators, addresses institutional curriculum issues and improvements. Departments, CAAC subcommittees, weekly Provost Council meetings, or other ad hoc committees generate and send issues and plans to be addressed by CAAC. Academic and non-instructional programs all have less centralized planning processes designed to improve program effectiveness. Enrollment management planning is an on-going process providing specific plans as it relates to student recruitment, admissions, enrollment trending, student demographics, and geographic targeting. Financial planning uses a comprehensive approach that links all areas of the University; it includes multiple budgeting processes such as the annual operating budget preparation and development, state biennium operating and capital budget requests, facility and building repair planning, long and short-term operating projections and scenarios, and pro-forma financial statements for proposed instructional initiatives. Under the Financial Services umbrella, additional planning processes include energy management and conservation for VU's multiple campuses, plans for campus expansion and property acquisition, and the process of identifying long-term human resource trends and needs for the institution. The Banner Enhancement Steering Team (BEST) includes both IT personnel and functional users of the Banner administrative software system. Its primary role is to efficiently utilize resources and prioritize information technology projects for the University. Emergency management planning is formalized using a committee structure that meets on a regular basis to address issues fundamental to student and staff safety (see 6P3).

8P2: Selecting Strategies

The exact process for selecting short and long-term strategies varies with the issue, committee, or program, but central to all of VU's processes is its effort to develop decisions collaboratively and strategically, in light of VU's mission and vision as a "premier learning institution." VU's "Premier Learning Institution: Indicators of Success" document lists points of excellence to which VU aspires. "These indicators of success will be used to drive the development of VU's strategic plans, initiate AQIP Action Projects, guide the development of policies and procedures, and enable an environment of continuous quality improvement."

VU's principle means of selecting long- and short-term strategies is the strategic planning process. VU's current strategic plan was approved in 2010 after extensive study and comment from a variety of sources across campus. The strategic plan identifies five-year goals that are achieved through a variety of short- and long-term objectives and projects or activities intended to accomplish the goal. VU's current strategic plan goals are the following: (1) Goal I: Improve Through

Assessment; (2) Goal II: Promote Student Recruitment; (3) Goal III: Retain Students; (4) Goal IV: Enhance Student Success; (5) Goal V: Explore Strategic Partnerships and Additional Sites; and Goal VI: Increase Technology.

VU uses multiple means of identifying the right short-term project that will complete the strategic plan goals. Goal Committees are formed using a cross-section of faculty, staff, and administrators who put together specific plans and activities to meet the objectives. Most recently, VU's Continuous Quality Improvement (CQI) Committee has developed a proposal process requesting University help in identifying short-term quality improvement projects, Action Projects, and projects that supplement or help to complete the Strategic Plan Goals and Objectives, as needed (see 5P4). This new process generated four proposals in May, 2012. One of them will help "flesh-out" the strategic plan goal of piloting supplemental instruction (Goal III, Objective 2-B). This supplemental instruction objective originally grew out of an Action Project that recommended VU pilot supplemental instruction, which suggests the inTerrellation with strategic planning and action projects. Some CQI proposals might not become Action Projects or complement the strategic plan, but if they identify quality improvements that VU needs to support, they will be approved as Quality Improvement Projects.

In January of 2012, VU used for the first time the *Campus Quality Survey*, administered by the Performance Horizons Consulting Group. VU has already made plans, in a rough form, to do follow-up study using focus-groups and locally developed surveys to focus in on specific issues that need to be addressed. The assessment plan that is developing (both an action project and strategic plan goal) will lend itself to identification of needed improvements. VU is also developing an assessment-driven, qualitative program review process to complement the current quantitative program review process (Strategic Plan, Goal I, Objective 8). It is assumed that the full process will enable programs to do strategic planning. One developing Action Project should help VU identify strategies in the near future. As part of the "Learn in Order to Serve" project, VU will develop a student profile (including a student satisfaction survey) and a data warehouse that should make data, and related needs, available for use to the campus community.

Unit or program strategies are identified using less centralized processes. Department heads are empowered to make necessary internal process changes. For instance, the consolidation of the University's Bursar and Financial Aid offices addressed the issue of each of these offices operating independently in dealing with student issues. Historically, student billing and aid problems could not be resolved without a student visiting each office. This resulted in frustrated students who had to stand in long lines not once but twice in order to get their billing and aid issues resolved. Department supervisors saw the need to cross-train staff in both offices to be able to take care of both billing and aid issues in a "one-stop shopping" format, which reduced lines and increased student satisfaction.

State-wide initiatives or accreditation issues also drive strategies. VU receives many directives from state legislative bodies, the Governor's office, and the Indiana Commission for Higher Education (ICHE). An example of this is the ICHE Reaching Higher Initiative, endorsed by both the Governor's office and the state legislature. This initiative directed all higher education institutions to address student access, student affordability, and institutional accountability issues. In addition, state funding formulas are undergoing a major change from enrollment (input based) to degree completion (output based). VU also identified a significant assessment effort as a response to North Central's evaluation and reaffirmation of accreditation directive.

The University is also very cognizant of future needs of employers who hire the institution's graduates (see 9P6). Non-academic units keep abreast of process trends and updates from professional journals, conferences, listservs, vendor partnerships, and dialogue with colleagues at other institutions. Technological advances used to improve the efficiency and productivity of business processes often affects strategy direction (see 7I1 and 7I2). Finally, a number of strategies are selected based on long-term financial viability of any programmatic initiative selected.

8P3: Developing Key Action Plans

Similar to the work of selecting strategies, the institution uses a collaborative structure to identify its action plans. The strategic goals were initially identified by the Board, President, and key administrators; these were presented as a draft to the institution for review and recommendations on

the final goals, objectives and action plans. The CQI Committee, the Educational Futures Task Force, the Foundations of Excellence Committee, the governance groups, and CAAC helped to identify a rough plan for the objectives. The CQI Committee, chaired by the President and representing all employee groups, organized suggestions into a draft that was submitted to the University for review and consideration. A University-wide convocation allowed all personnel to contribute to the discussion. During the convocation, multiple people advocated a goal to address VU's assessment weakness, which was not originally addressed. The CQI Committee added an assessment goal and a number of the original goals were combined or dropped. After the CQI finalized the plan, the President recruited two co-chairs per strategic plan goal. Co-chairs identified their committee members, finalized the objectives, and developed the action steps.

As an example, the Goal I Committee ("Improve Through Assessment") began to educate itself on the most current literature on assessment and the essential elements of a highly effective assessment plan. The Committee was building a plan for academic, co-curricular, and non-instructional assessment, and the plan developed includes action steps with personnel responsible, success benchmarks, and due dates to identify achievement of the individual objectives and actions. The Committee solicited the input of external reviewers, and the plan was revised in light of those new recommendations. It was then submitted to the President as complete. It then became the President's job to identify the Director of Institutional Effectiveness (as planned) who would then begin the process of completing the plan. The President requests all Goal Committees report progress on the action steps. The reports are both narrative, identifying metrics to justify progress claims, and a checkbox progress report. The latter is distributed institution-wide (see: http://www.vinu.edu/mission-and-vision), and both are regularly presented by the President to the Board. In addition, the Interim Director of Institutional Effectiveness has made two special presentations to the Board, in October 2011 and February 2012, focusing on assessment and AQIP progress.

This same collaborative approach is replicated throughout the institution, especially when it comes to University projects. The Provost's Council is a key leadership group that consists of Deans, Directors, and a number of VP's, all chaired by the Provost. VU is committed to shared governance, as appropriate for the area of concern. Committees are selected to represent all affected programs, divisions, or units. Curriculum and Academic Affairs Committee and subcommittees (Advising, Assessment, Developmental Education, and General Education) are mainly faculty committees, but include staff as appropriate. Each academic division has representation. Committees develop plans as part of their discussion and decision processes.

Individual units are responsible for their specific University function, and each of these relies upon a variety of input from unit staff and performance data. For instance, External Relations is responsible for planning recruitment strategies. This office is a good example of a unit that coordinates with staff, uses extensive demographic, recruiting, and marketing data, and reports to the campus community in a number of forms. For instance, county-by-county maps tracking counselor activity, applications, major interest and more are recorded. Demographics are tracked in four state regions to determine marketing aimed at target populations. All of this is coordinated with staff working these areas and provided to the President and Board for feedback, suggestions, and planning.

8P4: Coordinating and Aligning Planning Processes

As noted in 8P3, VU uses a collaborative process that employs representation from all academic divisions for academic decisions and all employee groups for institutional-wide decisions. The institution has become increasingly conscious of including faculty and staff from multiple sites as part of the processes. Most committees always include representation from the Jasper Campus, for instance. This "committee-breadth" approach helps to align planning processes and dissemination of information. In addition, the Provost's Council includes academic Deans, various VP's, and directors of Institutional Research, Registrar, and Institutional Effectiveness, all of whom communicate with staff and faculty in a variety of ways. While committees are structured to provide good representation, their work is structured so that plenty of opportunity exists for broader

participation via a review process. CAAC decisions, for instance, begin with a subcommittee of diverse representatives, and then proposals go to the CAAC floor for two separate readings and distribution for comment by any faculty or staff member. The use of the CQI Committee to oversee the Strategic Plan and action projects, including the CQI Proposal process (see 5P4) has helped to align smaller program issues with the larger institutional processes of both planning and budgeting.

Also noted in 8P3 is the fact that unit chairs or department heads have the responsibility of connecting unit decision making with the larger oversight groups who collaborate on the final decisions. Additional review is given to decisions that are part of the budgeting process, as any plans requiring funding have to be considered in light of the overall fiscal planning of the institution. In many cases, other stakeholders are brought into the decision-making processes. For instance, Student Activities uses new student feedback on the START VU survey (taken during the days when students come to campus to officially register for their first classes) to determine campus planning and to connect students with clubs and organizations. Alumni feedback helps determine acts selected for the annual line-up of cultural events for the Community Series (see 2P2 and 2P4).

8P5: Defining Objectives, Selecting Measures, and Setting Performance Targets

Effective strategic initiatives and action plans require VU to establish clear objectives, useful measurements, and achievable performance targets. These measurements and targets are set in a variety of ways across the institution. The action plans designed to complete the objectives and goals of the Strategic Plan were developed by the Goal Committees. The Committees use research, institutional data, Action Projects, and feedback to identify the action plans and the metrics used to evaluate success.   As an example, Goal III: Retain Students, includes the details listed below. Notice that the two examples chosen were influenced by Action Projects, the FoE and Supplemental Instruction projects:

Objective III-2: Develop an effective "First Year" Experience	Timeframe	Measures	Resources	Responsible Persons
III-2-B. Create a freshman course based on the FoE research	March 15, 2012	FoE scale presented online at the FoE website	Faculty release time and Dimension Committee chairs	Provost, FoE Liaisons, Dimension Committee Chairs
III-2-C. Execute the Supplemental Instruction AQIP Action Project	December 15, 2010, and May 15, 2011	Pre/Post Passing Rate	Faculty and Supplemental Instruction Leader	Division Deans, Department Chairs

External Relations, which is responsible for enrollment management, has developed a number of different enrollment data sets used in evaluating institutional enrollment initiatives and goals. These include tracking applications, campus visits by prospective students, START VU participants, registrations, full-time students, part-time students, first-time full-time, and transfers. Extensive demographic data is also gathered for past, current, and prospective students. This data is vital in managing and evaluating the University's enrollment goals and strategies moving forward (see 8P3).

Providing college access to high school students has been a recent VU initiative. Project EXCEL and Early College programs track these enrollments and the number of successful transfers to college; results suggest these two initiatives have been a huge success over the last three years.

Financial management uses multiple measures to assess financial viability and budget compliance. Budget compliance is measured for each department via the Banner on-line financial module. Department personnel can access budget and actual expenditure amounts in real time. Month-to-month and year-to-year comparisons are also available at the user's request. Negative budget balance notices are sent out monthly to applicable department supervisors. Since 1995 the Program Review document has been compiled on an annual basis. This report has been

instrumental in measuring the financial condition of each instructional program using a number of different quantitative metrics over time. Metrics include program revenues, expenses, net margin contribution (or deficit), and expenditure per credit hour. In addition to the financial data, student headcount, credit hours, student applications, number of majors, and degrees awarded are also displayed. Each report gives this data over a five-year time frame. Trending analysis is also available in this document comparing programs from year to year and program to program.

State funding metrics established by the Indiana Commission for Higher Education are changing funding formulas from enrollments and to degree completion, at-risk student degree completion, on-time degree graduation rates, and student persistence rates. Benchmark data is also used in setting targets and measures for various institutional evaluations and analysis. Information obtained from such resources as IPEDS, CUPA, and peer institutions provide needed perspective in these evaluations.

8P6: Accounting for Appropriate Resource Needs

VU is extremely sensitive to the need to integrate resources and strategies with action plans. Each spring budget request worksheets for on-going operations are completed for the upcoming fiscal year by departmental chairs, academic deans, and unit supervisors. Completed requests are then forwarded to the appropriate Vice President for review with the Budget Director. An integral tool in this review process is the Program Review report (see 8P2). Budget meetings are then conducted with each division dean. Discussion points include program enrollments, special initiatives, program changes, equipment needs, and specific budget-line changes and justifications.

In conjunction with annual operating budgets is the development of the capital and strategic initiative budgets. Long term plans for new facility and existing building repair and rehabilitation needs are developed considering future student and instructional programming needs. Capital projects funded by State monies must go through a rigorous review and approval process by both the Indiana Commission of Higher Education and the State Budget Committee. Weekly meetings of the VP for Finance, Campus Architect, and the Physical Plant are used to evaluate progress and budget reconsiderations. Directors identify short-term and long-term capital and repair issues that must be addressed. Strategic plan initiatives are also prioritized by senior administration and incorporated into the budget proposals.

Once the operating, capital, and strategic components are established, a preliminary overall budget is compiled. Different scenarios projecting both revenue streams and expenses and multi-year budget models using different tuition rate proposals and compensation plans are presented to the Board's Finance and Revenue Committee for discussion. From these discussions a final budget recommendation is completed. This recommendation is then forwarded to the full Board of Trustees, usually in June, for their final approval. VU has graphically depicted both its internal budget process timeline and state funding request timeline.

8P7: Assessing and Addressing Risk

Both internal and external scanning of risk is constantly being carried out at VU. The Emergency Management Planning Committee is a standing University committee that meets several times a year to identify and manage potential risk factors. These include developing a contingency plan for student safety and health issues, power failures, weather emergencies, and potential terrorist activities. In addition, it deals with such issues as disruption of computing services, data back-up plans, and establishing a campus evacuation plan for students, faculty, and staff. This committee has designed and distributed a single-page Emergency Response Guide that identifies necessary actions to be taken in the case of a wide variety of emergencies.

Another University committee focuses on the property and liability side of risk management. Headed by the Director of Procurement, the Risk Management Committee assesses risk issues on an on-going basis. In consultation with the University's insurance professional, this committee identifies potential risk hot spots and develops appropriate coverage for property, liability, disaster (flood, fire, earthquake, and tornado), construction project builder's risk, employee workmen's compensation, professional liability, health program malpractice, and other threats. This committee

was instrumental in gathering data and implementing the University employee vehicle driving policy. The implementation of this policy not only resulted in lowering the number of University-owned vehicle accidents but also decreased insurance premiums for the University as well.

Financial risk poses many challenges as senior administration maps the short- and long-term financial future of the University. Risk factors must continually be identified, accounted for, and managed. Financial risks include state funding instability, economic instability, the University's higher reliance on state funding than sister institutions, spiraling health care costs, competitive salary structures, escalating needs for state-of-the-art instructional technologies, deferred facility maintenance, new facility investment, and enrollment instability.

8P8: Nurturing Talents Needed to Successfully Complete Strategies and Actions

In the ever-changing climate that VU operates, faculty and staff must keep abreast of the latest instructional and operating techniques and processes. For instance, a great number of retirements in recent years has required new faculty be brought into the VU culture (see 4P4). VU's "Learn in Order to Serve" project has one piece that is particularly focused on this issue. In January 2012, Kathleen Gabriel was brought to campus for a three-hour workshop based on her book *Teaching Unprepared Students*. The workshop served to emphasize the student-centered focus that VU hopes will influence completion of a number of its strategic plans, especially Goal III: Retention. In addition to the professional development, the workshop was the basis for a project to develop short videos of faculty describing successful active-learning pedagogies. These YouTube videos are housed online and linked through a number of websites for new faculty to access.

VU's 2007 Strategic Plan (Goal IV) made professional development a standard part of VU's practice. VU's Learning Resource Center offers the Teaching Transformation Academy (TTA) where the faculty is trained in new Blackboard and smart classroom technologies. An annual Professional Development week offers professional development sessions to all VU faculty and staff. Additional staff professional development needs have been identified by the *Campus Quality Survey*, so additional staff-focused professional development opportunities are currently under consideration. Funding is provided on a pro-rata basis to each Division for faculty to attend conferences and workshops. Additional funds from the VU Foundation and private grants supplement this initiative. Association memberships, instructional and management periodical subscriptions, and communication and collaboration with colleagues at peer institutions are strongly encouraged. VU's new strategic plan has numerous projects aimed at professional development needed to complete the overall plan. For instance, the assessment strategic plan includes the following objectives: 10-A, offering institutional assessment professional development; 10-B, developing assessment learning communities; 10-C, serving as peer reviewers for HLC and other organizations; and 10-D, building a scholarship of teaching and learning. In January 2012, the VP for Finance described the new state funding initiative. Information concerning Indiana's new higher education funding formula and related metrics were explained, as well as the impact they will have on VU and future strategic directions. The AQIP Portfolio process has led to increased communication about and participation in strategic discussions and process evaluation.

8R1: Measuring the Effectiveness of Planning Processes

VU measures the effectiveness of its planning processes in a variety of ways, each appropriate for its action type. Strategic plan progress is reported in two ways: a narrative version that describes and justifies the progress identified on a checklist progress sheet. The latter sheet is distributed to all institution stakeholders, with the narrative offered for more detailed discussion of the progress, such as the Board retreat. In a sense, the Board is measuring the effectiveness of our planning.

In January 2012, VU introduced the *Campus Quality Survey* as a tool to measure a variety of VU's processes (see 4R2). One category, "Strategic Quality Planning," consists of questions focused on measuring the effectiveness of VU's planning.

In the past year, VU has vigorously worked to make progress on Strategic Plan Goal I: Improve Through Assessment. VU submitted to the HLC in April a special Progress Report that included information about assessment work, data, and a general discussion of curricular improvement plans.

All the assessment plans include specific improvement plans which will be checked via a second round of assessment next year. All of the reports and improvement plans can be found on line. In addition, the Assessment Committee did a survey of faculty participants that is designed to check VU's progress on elements of its assessment strategic plan goal.

Numerous data collection systems are in place to assist in institutional decision making and to check strategic direction and planning processes. External Relations routinely collects enrollment data (see 8P3 and 8P5). This data supports and checks progress on numerous objectives in the Strategic Plan, including Goal II: Promote Student Recruitment.

As described in 8P5, the financial services area is constantly gathering and disseminating financial performance data. The Energy Management office monitors utility (electric, natural gas, water) usage and cost of all campus buildings on a monthly basis and uses this data to measure the effectiveness of various energy management initiatives that have been implemented. Budget compliance is maintained by monthly negative balance report notices sent to unit supervisors. State performance funding metrics are reviewed periodically and finalized in the State Operating Request document. These metrics include counts on degree completion, on-time degree graduation rates, at-risk student graduation rates, and student persistence rates. The Career Center conducts annual surveys with employers and records and distributes placement data, starting salaries of recent graduates, and other important feedback.

8R2: Accomplishing Organizational Strategies and Action Plans

The Goal Committees are expected to report progress in two forms at multiple times during the year. The Committees provide both a narrative form that includes statements of progress, and a checklist progress report is assembled to be distributed to all University stakeholders. Presented below is a small portion of the full checklist report (and a small portion of the Goal I checklist), with a key that is distributed to the Board and all stakeholders:

Strategic Planning Goal I: Improve Through Assessment	1	2	3	4	A
I-1. Create a vision for assessment that embraces and embodies improvement					X
I-2. Create, define, and share a common assessment vocabulary					X
I-3. Create and integrate common learning outcomes		X			
I-3-A. Develop University-wide general and liberal education curricular and co-curricular outcomes.			X		
I-3-B. Develop program and course curricular and co-curricular outcomes.		X			
I-3-C. Implement a course outline review process	X				
I-3-D. Develop curriculum mapping for outcomes alignment.	X				

For this report, a "1" means "start-up actions are undertaken; concept work completed; early organization efforts underway; 25% to goal." A "2" means "process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results." A "3" means "deeply deployed; substantial elements of project me by nearly or fully completed; 75% to goal and beginning to have results." A "4" means "fully deployed; 100% success on results"; and "A" means "annual report showing ongoing planning, program, or funding process." For the 2006 Strategic Plan, using the checkbox data from the tabulation taken in March of 2008, 45 of the 74 projects (61%) were either a "4" (fully deployed) or "A" (moved into the system and part of regular planning. While this data does not suggest the final work on the Strategic Plan (it is the last checklist recording of work), it makes the point that VU is tracking progress on the Strategic Plan.

Another example of assessing the effectiveness of planning key actions is the Survey of the Assessment Process, a survey of faculty who completed assessment professional development and worked with the Assessment Committee and Liaisons to complete their assessments and improvement plans. Some data from the survey includes an average of 84% of faculty attending the five assessment workshops either "agreed" or "strongly agreed" that the workshops were useful. Other essential results are that 80% of 110 faculty said the new process was effective for evaluating program learning outcomes, and 83% said it helped identify program improvements.

VU has a history of receiving positive feedback on its Action Projects and making good progress on completion and implementing recommendations from the projects. For instance, two recently retired plans, the "Supplemental Instruction" and "FoE" Projects were retired, and the Strategic Plan includes objectives for both supplemental learning and First-Year Experience course pilots.

The Office of Energy Management records energy use and tracks consumption to check the effectiveness of energy savings plans. For instance, installation of LED lights in a group of parking lots reduced average monthly energy costs for May, June, and July from $8.38 per month in 2010 to a monthly average of $4.47 for the same months in 2011.

VU's Center for Career and Employer Relations tracks employment rates of graduates in order to help programs check their plans and complete specialized accreditation. A small sample of the data collected on 2010-2011 graduates is the following:

Major	Total Grads*	Employed	Not Employed	Continuing Ed.	Salary Range	Salary Ave.
Admin. Office	41	21	5	3	20,800-25,000	21,943
Law Enforce.	65	21	6	10	16,640-40,000	25,819
Nursing, Assoc.	116	69	0	9	10,000-72,800	41,350
Tool and Die	11	6	2	2	24,960-42,500	36,640

(The difference between total graduates and the totals of those employed, not employed, and continuing education is the number of graduates who could not be contacted.)

8R3: Meeting Performance Targets

VU would be happy to complete 80-90% of the eighty-six (86) action items listed to complete the six strategic plan goals. VU has not set a goal for a final percentage of completed projects. The VU Strategic Plan is a five-year plan, and history has proven that some of the action items evolve due to a variety of changing internal and external conditions, so it is unlikely that 100% will be completed. However, the Goal Committees update their progress twice each year in order to keep the projects moving. As noted above, each of the action items has a proposed completion date, and each item includes identification of who is responsible and markers for completion. For an example of progress on Goal I: Improve Through Assessment, use the link in 8R1 to the Assessment Progress Report. It reveals tremendous progress on meeting the assessment strategic plan goals. Another example of how assessment progress can be measured is found in the Audit Summary Report describing the level of program participation in academic assessment. As of May 2011, only 56% of academic programs had mission statements, and 52% had program outcomes statements. As of April 30, 2012, 100% of programs have mission statements and outcomes. Only 68% of programs completed assessments in 2010-2011; the Assessment Progress Report shows the improvement–only one program reported not data, except in cases of illness, death, or termination of chairs.

Strategic Plan Goal V: Explore Strategic Partnerships/Additional Sites, Objective 6, is to "Establish additional secondary partnerships in strategic locations that lead to higher education credit-generating opportunities." The objective refers specifically to Early College and Project EXCEL (VU's dual-credit programs). Each project sets targets that VU is accomplishing at a steady pace. For instance, one target for the Early College effort is to "Monitor successful progression of students from Early College to transfer institutions." Details are given in 1R4. The Assessment Progress Report includes other assessment data from the early colleges, and VU has opened three new early colleges in the last year and has just recently reached agreement on another. Project EXCEL goals include (1) Grow the overall program 20-25%, (2) Respond to increased competition in the dual credit market, (3) Adapt Project EXCEL business model to changing funding formulas in the state, and (4) Respond to faculty credentialing issues that serve as a major barrier to expanding the program. Progress has been made on all the goals; 4P1 gives details on completion of the final goal.

Budget and financial planning hinge on the annual internal budget and the State's biennial budget processes. Each year a four-year pro-forma financial statement is developed and reviewed by senior administrators and members of the Board of Trustees Finance and Revenue Committee. A clear long-term direction is approved with necessary adjustments made on a year-to-year basis. Key ingredients to this plan are cost savings initiatives in conjunction with maintaining the quality of instruction, affordable tuition and housing rates, increasing the student revenue base, maintaining current state appropriation levels, competitive compensation levels for faculty and staff, and investing in ever-evolving instructional technology and the maintenance of instructional facilities.

8R4: Benchmarking Continuous Improvement Planning

VU, like many institutions, has limited ability to benchmark its planning process, and this issue is one that VU can dedicate more effort to as opportunities avail themselves. That said, the institution has some examples of how its planning compares to other institutions, such as IPEDS data. An October 2010 study by the National Center for Higher Education Management Systems compared the performance of two-year institutions from across the country. One evaluation scored institutions on their combined successes with graduation rate, first-year retention, and number of credentials awarded per 100 FTE students registered relative to expenditures. VU's combined score was 132.6, well above the study's Peer Average of 100.0. The following table breaks down VU's comparative data considering the Peer Averages and the averages of all similarly classified Carnegie institutions.

NCHEMS Categories of Evaluation	VU	Peer	Carnegie
Graduation Rate within 150% of Program Time	23.8%	19.5%	20.4%
First-Year Retention Rate	65.0%	55.4%	50.5%
Undergraduate Credentials per 100 Undergraduate FTE Students	17.9%	21.6%	19.6%

Various strategic plan actions to address at-risk students (see 1P8), the addition of DegreeWorks (see 3P1), and curriculum changes designed to address the state mandate for 60-hour degrees will help VU increase its credentials per 100 undergraduate FTE students.

External Relations monitors national trends in marketing and recruitment as a basis for comparison for fiscal efficiency. Third-party data is gathered from such resources as Noel Levitz, Higher Ed Marketing, and American Marketing Association publications. In fall 2011, the average recruitment cost per student (direct marketing expenditures divided by new student headcount for spring, summer, and fall terms) was $154.60, well under the $263 average spent by two-year public institutions as reported by Noel Levitz in 2010.

The *Campus Quality Survey* provides VU some comparative data. For instance, the survey asks participants to score two responses for each question: (1) how it is now, and (2) how it should be. Responding to the statement, "This institution believes in continuous quality improvement," the VU personnel response resulted in its fourth smallest performance gap (a positive because there was a small gap between what is expected and how it is). The gap is 0.784. VU's gap is only slightly greater than the two-year and four-year averages, both 0.74. Gaps below 1.0 are generally viewed as acceptable. VU would not be as successful as it is without having planning structures in place and awareness of the need to do more centralized continuous improvement planning is growing. Slightly more troubling data shows a performance gap of 1.520 for all personnel in response to the statement: "Employee suggestions are used to improve our institution." The national two-year gap for this question is high at 1.33, but VU's gap suggests further research is needed. Plans for focus group study and follow-up surveys will reveal more specific detail about this issue.

8R5: Measuring and Evaluating Planning Processes and Activities

Numerous planning measurement tools have already been described above. Progress on the strategic plan is regularly scored and transparent. The calls that VU receives requesting that it partner with high schools for Project EXCEL and Early Colleges is evidence that planning is working and suggests why VU has a reputation for success. Regular external audits suggest VU's fiscal

soundness, and financial planning and other areas utilize target/budget versus actual data continually month-to-month and year-to-year at the department, division, and campus levels. All of the data is used as historic context to aid in future planning. Finally, from an internal perspective, the *Campus Quality Survey* data described in 8R4 suggests VU personnel are positive about institutional continuous quality planning processes.

8I1: Improving Continuous Planning Processes

The Strategic Plan goal to implement a culture of assessment is going to improve planning at all levels. Two hires have been important for implementing the plan and enhancing VU's culture of continuous planning: the Interim IR Director (after a long period of illness limited the abilities of the previous Director) and the Interim Director of Institutional Effectiveness. Both of these individuals' duties address goals for improving planning.   The introduction of the new "improve.vinu.edu" website (IE website), which includes an assessment plan reporting process, will make both assessment and improvement plans fully transparent. The use of the *Campus Quality Survey* will benefit planning as the institution is stimulated to dialogue concerning the results and check improvements in the future. The new CQI Proposal process will enable assessment-driven plans to grow from any unit or personnel and will connect to University recognition and budget systems. It will formalize planning in a new way and represents the expectation that all units can and should participate in planning improvements. The "Learn in Order to Serve" project will deliver a student profile and data warehouse, both of which will aid institutional planning for student needs and provide data that will help the institution to become more centralized in its planning and decision making.

8I2: Establishing a Culture that Recognizes Improvements to Planning Processes

Besides the improvements mentioned above in 8I1 that will help to create a culture that plans improvements and assesses those plans, VU has a couple of other features that help create a climate for planning and for improving planning processes. First, the institution has a small, relatively flat organizational structure that allows for flexibility needed to make improvement changes. Second, there exists at VU a cooperative, collaborative spirit that helps planning and discussion about planning processes more productive. The improvement work implied in the Strategic Plan depends upon both people willing to consider doing things differently and a cooperative spirit required to complete the tasks. Both of these attributes were evidenced in the effort made to implement the new assessment process, and, given the results of the assessment survey presented in 8R2, the argument can be made that VU can accept change and work toward improvement. The results show the cooperative spirit that was required to accomplish so much in such a short period, and the faculty perception of the help given by the Assessment Committee and Liaisons is very positive. Finally, the President and the Board have taken a strong lead in supporting assessment, AQIP, and strategic planning. During the Board Retreat in Feb. 2012, over an hour was given to the issue of assessment and AQIP. The Trustees asked good, tough questions about the goals of assessment and how VU would show the world that learning is occurring. The President, Board, and other administrators recognize the importance of the process for the long-term success of the University. The layout of the Strategic Plan, which includes deadlines and metrics for success, all regularly reported, certainly sets a standard for a climate of planning and improvement, including the improvement of the planning processes.

AQIP Systems Portfolio

Category 9 – Building Collaborative Relationships

AQIP Category 9—Building Collaborative Relationships

Category 9 Overview:

Vincennes University has well over 100 collaborative relationships in place as evidenced in the Portfolio submitted in 2008. (See the 2008 Portfolio.) The University continues to strengthen and seek additional strategic partnerships as needs are revealed. The 2012 Portfolio, therefore, will focus on selected collaborative relationships, especially highlighting issues focused on in the strategic plan or those partnerships that have been strengthened since the last Portfolio. This section will also highlight the potential of the *Campus Quality Survey* to improve VU's internal collaborations and communications. The explanations below describe the high priority Vincennes University places on both internal and external collaborative relationships.

9P1: Growing Partnerships with Institutions Supplying Students

The strategic plan checklist progress grid for Goal V: Explore Strategic Partnerships/Additional Sites reveals one of the chief means by which VU identifies priority relationships with institutions supplying students. VU is making progress on the following objectives: (1) establishing additional secondary partnerships in strategic locations that lead to higher education credit-generating opportunities, (2) creating additional business and industry professional development training opportunities, and (3) creating additional partnerships for students to complete four-year degrees at VU sites. Project EXCEL is VU's dual-credit partnership with Indiana high school students. VU is also a leader in developing Early College sites, and VU continues to develop partnerships, according to the strategic plan. VU has numerous partnerships with industry that provide them with students from secondary and post-secondary education programs. VU has recent partnerships with industries such as Lincoln Electric, Index Traub, Haas Manufacturing, and Toyota. Industries such as Lincoln Electric supply VU with their newest welding equipment and technology so that VU can train secondary teachers and field trainers. This particular relationship includes the Indiana Department of Education, which advertises the training sessions and grants professional development points required for continued state licensure. These secondary teachers often recommend VU to their students. VU is now even developing specialized training and scholarships for secondary teachers. Toyota has recently hired a recruiter to identify high school students in Southwestern Indiana to send to VU for training needed at Toyota. The partnership with John Deere leads to students coming from five states, as VU is the regional provider of training. The partnership with the Associated Builders and Contractors of Indiana (ABC) allows construction workers statewide to obtain a VU associates degree during the course of a four-year apprenticeship in a construction trade. The institution is also working with community colleges in Indiana and surrounding states to attract students to VU's B.S. degrees.

In addition to the strategic efforts, some partnerships have a long tradition, but new focus. The staff of the Vincennes University Foundation and Alumni Association work closely with the Admissions and External Relations department of the University to participate in regional recruiting events, regional high school counselor lunch and learn programs, Pre VU and START VU events on campus, and high school grad nights, as well as VU's own contact with high schools throughout the tri-state. The scholarship coordinator communicates on a regular basis with high school counselors through e-mails, phone calls, and at the various events; relationships developed through these meetings and communications assist the scholarship coordinator in financially helping as many students as possible.

9P2: Growing Partnerships with Recipients of VU's Graduates

VU uses a variety of means and priorities to build partnerships with organizations that take its graduates. One type of partnership that serves the needs of VU students and the VU collaborators are internships. During Fall 2011, a new partnership was created with Good Samaritan Hospital (Knox County) and the Administrative Office Technology program. The hospital contacted the University when it saw a need to have the opportunity to select VU's best graduates for its open

office positions. To begin this process, many meetings were held over a four-month period with the program chairperson, faculty member, and hospital personnel discussing the details of this internship, including student selection process, HIPPA rules, insurance needs, and interviewing procedures. Additionally, VU's strategic partnerships mentioned in 9P1 lead to VU students being hired by the company that supplied professional tools, machinery, and electronics. The VU-ABC partnership provides ABC member construction firms with a supply of educated skilled workers, culminating with the title of master craft-worker and an associate's degree. Many long-standing articulation agreements are in place with VU programs and Indiana four-year universities, but some are particularly noteworthy. VU has very special articulations with Purdue in a number of areas. For instance, Purdue faculty members offer the first-two years of a Purdue Agriculture degree. In another case, Purdue is on campus offering the second two years of a BS in Industrial Technology to VU students who earn degrees in various technology programs.   In this case, the Purdue faculty help recruit students to the VU associate's degree so they can then complete the Purdue degree. The Center for Career and Employer Relations has worked for many years building relationships with Indiana employers. Employers visit the University many times each year during Job Fairs, calling the office to "place orders" for graduates of programs and serving as speakers for specialized professional development for VU students. The Alumni Office and the Foundation have developed their own strategic plan and new marketing efforts based on three different annual calendars: a "touch calendar," an "event calendar," and a "campaign calendar." The offices build relationships through all three, and all three are inTerrellated. Through each of these efforts, the offices are able to have positive relationships with other educational institutions and the employers who are looking to hire our students.

9P3: Growing Relationships with Organizations Providing Student Services

Creating and building partnerships with student service providers is driven largely by individuals or offices who have discovered needs on campus or in the community, thus establishing the appropriate human resource personnel to carry out the partnership, the funding, if necessary, and following up with feedback on the results. The Office of Student Activities, for instance, uses information taken from the START VU survey to identify student entertainment interests. Then, the Campus Activities Board, comprised of students, travels with Student Services staff to the National Association of Campus Activities meetings to identify acts the students recommend for programming. The food service Sodexo was selected by a committee that reviewed possible services. In 2008, a committee reviewed Sodexo, along with other possible providers. Part of the reason VU continued the service contract with Sodexo was because the company offered to donate one million dollars to help renovate VU's forty-year old dining center. VU faculty and staff work with book publishers to help keep prices down.   For instance, the English Department worked with a company to develop the *Vincennes University Writers' Handbook* that can be used in all English and Writing Intensive classes. The staffs of the Foundation and Alumni offices work closely with Financial Services, Student Services, Parent Services, Admissions, Career Services, and many other areas of the University to ensure that students who are in regular contact with those offices are receiving the support they need to attend classes and graduate and to connect students and graduates with alumni and business connections on job opportunities throughout the world.   Additionally, the offices employ work study students throughout the year, teaching them about fund raising, working in an office environment, and skillfully handling phone calls and interviews. In addition, the Foundation at VU works with the general public, alumni members, and corporations raising funds for scholarships for students. Each year the Foundation awards over $1 million in scholarship money.

9P4: Growing Relationships with the Institution's Suppliers and Service Providers

VU programs and department offices build relations with suppliers by searching for the offers of the best services they can find to serve stakeholder needs and to save the institution money. The Sodexo relationship was described above in 9P3. This relationship has significantly improved with the Dining Center renovation, enhancing the total dining experience for students and the staff who use the service. Another partnership with the University involves the corporation Staples. This

partnership began in 2004, and operates with three-year contracts after a public request for service bids. Products ordered by staff on campus are at the best price and consistently delivered by the next day. As a part of risk management, VU entered into an agreement with a company to come in and appraise all of its buildings in order to avoid a possible loss in value that might occur by appraisal after a potentially destructive event. The business relationships VU enters into for technology in labs are designed to operate as "win-win" situations for students, VU, and the industries.   A good example is the relationship with Lincoln Electric, which is the largest manufacturer of welding equipment in the world. Because of the partnership with VU and the Indiana Department of Education, VU receives the newest welding technology produced by Lincoln Electric. VU faculty and students are often the first to test the equipment and have on occasion helped the company identify technical problems before distributing the equipment. VU Welding program students and the secondary faculty students benefit by gaining experience with the newest and best equipment. The Department of Education has a firm plan to offer education credit to secondary teachers, and VU is recognized by secondary teachers and people in the industry as the place to send students. In some cases, these industry partners are happy to give VU high quality equipment just so VU can train its prospective employees; in some cases, they benefit by students being comfortable with their equipment, and so they will likely select it rather than other options in the market. VU is very conscious of working partnerships that work to everyone's benefit.

9P5: Growing Relationships with Education Associations, External Agencies, Consortia Partners, and the General Community

VU has a history of strong relationships with various members of the academic community, external agencies, consortia partners, and the community locally, in the state, and beyond the state. The business relations are well-explained above in 9P2 and 9P4.

Faculty members build partnerships with education associations and academic consortia through participation in professional development activities and national and state education projects. Many faculty members attend conferences sponsored through their disciplines' educational associations and serve as guest speakers and/or officers.   VU faculty and administrators joined others from across the state of Indiana to participate in the "Core to College" and "Partnership for Assessment of Readiness for College and Careers" discussions that are intended to lead to common college readiness standards and assessments.   VU has sent faculty to participate in the Lumina-funded "Tuning USA" project. VU has joined with nine other Association for General and Liberal Studies institutions to work on a Lumina-funded general education assessment project. VU has individuals serving as peer reviewers, and Strategic Plan Goal I: Improve Through Learning calls for at least two VU faculty to serve as HLC reviewers. VU has recently applied and been accepted as a member of the New Leadership Alliance for Student Learning and Accountability, and it joined AAC&U's LEAP Initiative. These are just a few examples of VU partnering with associations and agencies. The funding of these activities is prioritized through the use of a selection process at the Divisional level, but special funds are also offered by the Foundation to help support these activities. Many programs are accredited by bodies within their educational category, beyond North Central. Seeking and reaffirming specialized accreditation is important to maintaining and building the positive reputation in the community, state, and beyond that Vincennes University enjoys.

The Technology and Business and Industry Partnerships enable VU to contribute to associations and the community in a number of ways. The VU-ABC partnership is partially funded by the Indiana Department of Workforce Development (DWD). Through this relationship, VU and ABC provide DWD with regular reports on how public funds are utilized in the partnership. Faculty and staff participating with NIMS and SkillsUSA help to design the CNC projects for the National competition each year in Kansas City. They present workshops on the use of the Calculated Industries Machinist calculator in training classes at the National HTEC conference and at the SkillsUSA nationals. They display VU's work at the International Manufacturing Technology Show (IMTS) in Chicago in partnership with Haas Automation and the HTEC Network. They partner with Haas Automation and HFO Midwest at the International Motorsports Industry Show (IMIS) in Indianapolis each December. They represent the HTEC Network at a number of Regional HTEC conferences throughout the

Midwest, including Illinois, Wisconsin, Michigan, and Ohio. They also host Mastercam Rollout events at VU when Mastercam releases a new product.

Both faculty and students work hard to be contributing members of the "community," which should be used in a very wide sense. The faculty evaluation has a category for "University or Community Service." Divisions have presented Saturday workshops free to the public covering topics of general interest. Faculty members regularly make presentations in the community, often offered at the public library. In early May 2012, VU sponsored and participated in the judging of the 7th Annual Music Festival in conjunction with the Lincoln High School Tri-M National Honor Society for Music, Chapter 3951. The activity is held at Holiday World amusement park. Participants included fifty-five bands, choirs, and one string ensemble from Tennessee, Kentucky, Indiana, Illinois, Missouri, and Ohio. The Performing Arts Dean addressed the students during the awards ceremony. The University encourages all employees to donate through payroll deduction to the Knox County United Way annual campaign. The Generations program on campus organizes Christmas gifts to needy children in the community. The Conservation Law students perform service projects in the community. A service that was created in 1994 in the Business Division is the VITA (Volunteer Income Tax Assistance) program. Students seeking Accounting degrees complete (over 200) income tax forms each spring for the general public, fellow students, and VU employees, all at no cost to the recipient. This program is overseen by a full-time CPA faculty member in the Accounting department. Social Work students are required to do community service. During the 2011-2012 academic year, VU students accumulated over 1,000 service hours working for 24 local agencies. The Homeland Security program offers an Academy for community members interested in security issues and how to deal with them. Students present the material as part of their capstone class.

The Foundation and Alumni Offices offer VU many opportunities to work with the Community. These offices offer special event programming such as Alumni and Admission office Roundtables held in regional communities; reception events throughout the tri-state area where alumni, potential students, parents, and faculty hear about VU; Trailblazer Golf Tour events; the Alumni Community Series performing arts program; and other planned opportunities to forge relationships. These relationships have led to scholarship and department funds with Toyota, Cummins Engines, Vectren, regional banks, and many other individuals and businesses. These activities have led to 475 Foundation scholarships and department funding streams.

9P6: Ensuring Relationships Meet All Parties' Needs

The institution uses a variety of means to ensure that relationships are meeting all parties' needs. One way that VU ensures its agreements meet all parties' needs is using contracts or MOU's to set the terms and timeframe of the agreement. The Staples contract is a three-year contract, which gives both parties an opportunity to reevaluate the terms of the agreement. In some cases, assessments are used to see how the parties involved are being served. The Lincoln Electric partnership with the Indiana DOE uses surveys of secondary teachers to assess their perception of the benefits of the activity. To optimally meet the varying needs of all constituents in the VU-ABC partnership, the program undergoes an annual review of student outcomes, trades represented, and training locations to determine the impact of the program. Another way that the benefits to VU's business and technology partnerships are assessed is through Advisory Committees. Many of the business partners also serve on advisory committees and have a chance to work with, comment on, and contribute to the development of the programs to which they contribute. 70% of all VU's academic programs have advisory committees, and almost all technology programs do. Sometimes the mutual benefits of arrangements are validated simply by the business partners' continued contribution of new machinery and technology. Community relations are assessed through surveys, participation, and informal comments. Surveys are given by many areas to seek ways of improving their processes. As an example, at the conclusion of the Business Division's October Saturday Skills Seminar (for the public), surveys were given to all participants, and everyone was treated to a luncheon and guest speaker. Exit interviews, given to students, graduates, and parents at the conclusion of specific activities when appropriate, are another example used. Additionally, VU hires

assistant deans at early college sites to act as a liaison between VU and the high school, and Project EXCEL establishes a VU program faculty mentor to have regular visits at the high schools. EXCEL high school faculty are also required to participate in professional development on VU's campus. Both of these operations have an administrator with oversight responsibility. This hands-on approach helps to ensure quality and helps everyone address issues quickly.

In the past year, the University has placed a great emphasis on "systematic and systemic assessment," in part due to the strategic plan. All areas on campus are becoming more conscious of the need to assess these partnerships and interactions, and increasingly, programs and personnel are participating in the assessment of various areas of their functionality, including their usage of partnerships. For instance, the Alumni and Foundation Offices always evaluate, modify, and reform the way they operate each individual effort. An effort is made to encourage openness and to ask participants to give feedback after each major event. A new way to assess these partnerships is the *Campus Quality Survey*, which gauges institutional perception of partnerships and relations with other institutions. The results suggest VU personnel have a positive feeling about these relationships.

9P7: Growing Internal Partnerships and Communications

Vincennes University historically has set up numerous standing committees meeting on a regular basis. The composition of these committees, including various governance groups, crosses all divisions, allowing members from all academic areas to meet, discuss, and develop relationships beyond their independent departments. The collaborative approach to planning is discussed in greater detail in 8P2 and 8P3. Other means of communication in place include the *Trailblazer* (the student newspaper), the VU NEWS (monthly newsletter for all employees), Lotus Notes (intranet email system), MyVU system, and the University website, among others. With special campus initiatives, such as the intense focus given to academic assessment during 2011-2012, the University takes steps to ensure stronger lines of communication. The institution granted release time to faculty liaisons (who were also members of the Assessment Committee). Their specific duties (identified in a document in the appendix of the Assessment Progress Report) focused on communicating between the division, the faculty working on plans, and the Assessment Committee. The Assessment Committee has met in excess of six hours per week, with liaisons reviewing plans, carrying the feedback to the departments, and helping with revision. Weekly progress reports were distributed on campus to administrators, deans, faculty, and the Committee members throughout the academic year. The intensive support and communication helped VU make great progress on Strategic Plan, Goal I and produced the strong progress report.

The *Campus Quality Survey* results do suggest that communication is an issue on campus. While the report suggests a poor perception of campus communication is typical on all campuses, VU's results deserve further investigation, which the institution will do with focus groups and follow-up surveys.

9R1: Measuring Efforts to Build External and Internal Collaborative Relationships

Areas focused on building collaborative relationships utilize various methods of measuring the effectiveness of their efforts. Goal V of the Strategic Plan is focused on building partnerships. The narrative and checklist progress report show movement on the strategic plan. The Strategic Plan is built with metrics, and the progress report identifies how deeply deployed the plan is (See 8R2). The narrative and checklist progress reports are updated semiannually. The *Campus Quality Survey*, used for the first time this year, includes questions about both external and internal partnerships and communications. VU plans to use this survey regularly in the future.

What follows is a list of examples of how various programs mentioned above check progress on building relationships:
- Early College partnerships are measured in terms of students enrolled, graduation rates, courses taken, and transfer success rates.
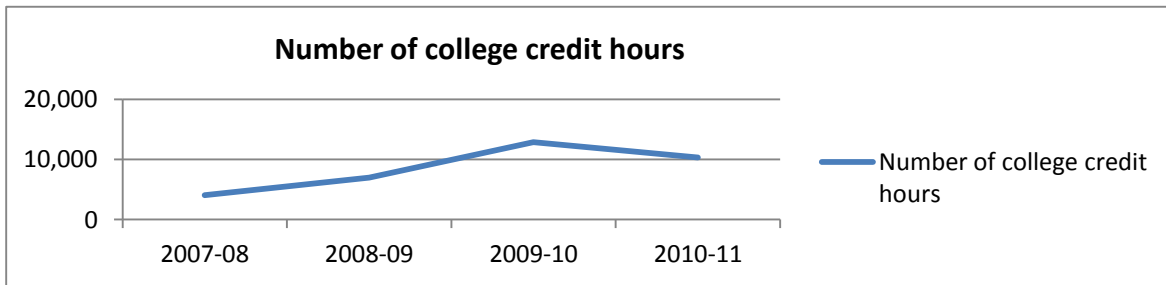
- Project EXCEL measures success of building partnerships by the numbers of students enrolled and the use of surveys to ensure that students and faculty are satisfied with the arrangements. Accreditation by the National Alliance of Concurrent Enrollment Partnerships is also evidence of success.
- The Alumni Office and Foundation use quarterly financial reviews to measure success of fund-raising efforts and relations. The staff runs a report immediately after each event, which is evaluated by the staff for decisions about how to improve the events. The offices will purchase software iMODULES to make surveying easier.
- Business and Industry and Technology program partnerships use advisory committees' input and the many opportunities offered to participate in partnership activities. Surveys, for instance, of the secondary faculty who attend classes offered at VU are another example. For the VU-ABC partnership, the University regularly collects and analyzes worker-student enrollment, trades represented, and training locations.

9R2: Performance Results

As noted above, VU collects a variety of performance results that help maintain the mutual benefit of the institution's partnerships. The Checklist Progress report shows progress on Goal V. See the legend in 8R2.

Strategic Planning Goal V: Explore Strategic Partnerships/Additional Sites	1	2	3	4	A
V-1. Create additional partnerships for students to complete four-year degrees at VU sites					X
V-2. Integrate 2+2 partnerships into VU's Bachelor's Degree programs		X			
V-3. Create academic partnerships with Muscatatuck Urban Training Center (MUTC)				X	
V-4. Create additional business and industry professional training opportunities					X
V-5. Explore creating a campus in a concentrated populated area that is demographically compatible with the VU mission.					
V-6. Establish additional secondary partnerships in strategic locations that lead to higher education credit-generating opportunities.					X

The Early College programs look at a variety of factors to determine the success of the partnership and to measure the effectiveness of building the relationships with the high schools. At Ben Davis University High School (BDU), VU's first early college, 16 VU employees, 27 Wayne Township teachers, administrators, and support staff, and 450 students (grades 9-12) are now involved. Specific results from this partnership indicate that nationwide other early college high schools have a graduation rate of 10%. BDU has experienced an 85% graduation rate over the past three years. In 2012, BDU's expected graduation rate will be 87%. In addition, the number of Dual Credit courses and hours awarded has increased over four years. However, there was a reduction in 2010-11 in order to keep each student as close to 62 credit hours as possible (per associate degree guidelines).

Number of college credit hours

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 |

Legend: Number of college credit hours

The Project EXCEL office announced in May 2012 that its program was granted re-affirmation of its NACEP accreditation status. Not only has it maintained its reputation and course rigor, but this program, partnered with Indiana high schools, has also managed to triple the number of credit hours generated over the past three-year period.

Comparison of credit hours over 3 years

Fall 2008 | Fall 2009 | Fall 2010
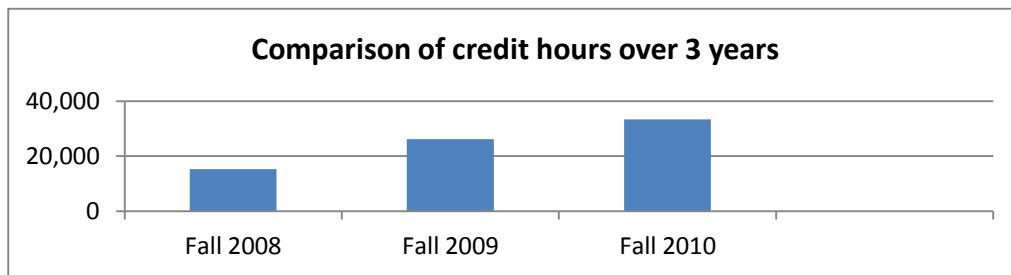
For the Alumni and Foundation Offices, two significant pieces of evidence testify to their successful partnerships. First, over the last six years, scholarship dollars the offices coordinate have tripled, from approximately $360,000 to over $1,050,000. The second major result helped create the first major result. The Alumni Office added a significant amount of information to its data management system. During this time frame, this office has gathered, analyzed, and entered over 65,000 confirmed addresses and information on constituents and over 35,000 e-mail addresses. These two offices have developed a solid communication plan to make effective and cost-efficient use of this information.

Evidence of successful Business and Industry and Technology partnerships include recommendations of advisory committees. Feedback from a machining advisory committee recommended B&I begin a "Right Skills Now" CNC Machining program in early 2013 that is geared towards training military veterans and non-traditional learners. Members of the committee unanimously recommended that the VU HTEC training center gather the needed resources and begin this new program as soon as possible in order to meet the needs of industry. Not only did the committee recommend beginning the program, but it suggested that VU expand it to include industrial maintenance and said VU's work to train military veterans was a plus for VU. Another recommendation was to build a Metrology lab adjacent to the HTEC CNC lab for the purpose of training individuals in print reading, precision measurement, and Geometric Dimensioning and Tolerancing (GD&T). Surveys from Summer 2011 of secondary faculty participating in the VU/Lincoln Electric Welding Workshop are below.   For this evaluation, a "3" is "Good" and a "4" is considered "Excellent." The averages represent nineteen students in WELD 166, Beginning Welding, and fifteen students in WELD 167, Advanced Welding.

Survey Question	WELD 166	WELD 167
Quality of the Lincoln Electric welding instruction and presentations	4.00	4.00

Quality of the Vincennes University presentations	3.79	3.73
Quality of the welding equipment and facility	4.00	3.93
Quality of the total workshop	4.00	3.73
Quality of this workshop compared to other professional development seminars	4.00	3.80

The *Campus Quality Survey* uses the following scale to rate internal perceptions of partnerships: 4 = "Very good, constantly improving"; 3 = "Good, still needs improvement"; 2 = "Fair, much improvement needed."

Employee Perceptions of Institutional Programs, Services, and Activities	Mean Score
Cafeteria and food service	3.730
Student activities	3.659
Relationships with the private sector and business community	3.514
Relations with other academic institutions	3.253

For data on internal partnerships and communication, see 9R3 below.

9R3: Comparing Results to Other Institutions

One outstanding example of comparative performance results is the increased graduation rate as a result of the partnership with VU and Ben Davis University High School. Nationwide other early colleges have a graduation rate of 10%. BDU has experienced a graduation rate of 85% of its students over the past three years. In 2012, BDU's expected graduation rate is 87%. *U.S. News & World Report* this year ranked BDU as a Bronze Performer, #33 in the Indiana, and #2 in Indianapolis. Due to FERPA laws, it is difficult to obtain dual-credit comparative data. This is one area of improvement that Project EXCEL would like to pursue for the next Portfolio. The quantity and quality of commitment of businesses and the advisory committee members to VU partnerships speak to the comparative quality of the Business and Industry and Technology partnerships. Lincoln Electric has only one community college partnership–VU. The Indiana Department of Education has entered into the arrangement and advertises the training to secondary faculty. No other higher education organization is partnered with ABC. The partnership has won numerous accolades from the ABC national organization. Vincennes University was one of the earliest Community Colleges to establish a Foundation and among the first to begin developing endowments in support of its efforts. With $50,000,000+ in assets under management, the VU Foundation is in or near the top 10 of two-year schools.

The *Campus Quality Survey* gives VU comparative data regarding internal collaborations and communications. VU's scores on perceptions are comparatively lower for all the questions selected below to cover internal partnerships and communications. Performance Horizons recognizes that communications are a typical campus issue, but recommends that VU look more closely at this issue. Given that this is the first time that VU has used the tool, it is difficult to know exactly how to read these scores, but that is why VU's plan is to conduct focus groups and complete follow-up surveys. Evaluated under the questions listed as "Institutional Programs, Services, and Activities," VU's score is 2.539. (See scale in 9R2.) The following questions are part of those that make up the

main survey categories. Scores represent the gap between "How It Is" and "How It Should Be," and reflect average results at VU and national averages for two- and four-year institutions.

Campus Quality Survey Questions	VU	2YR	4YR
I know what is expected of me	0.498	0.610	0.630
Job responsibilities are communicated clearly to employees	1.452	1.212	1.252
There are effective lines of communication between departments	2.019	1.830	1.810
Students have a way to provide feedback on their level of satisfaction with school programs and services	0.913	0.871	0.805
The institution uses teams to solve problems	1.110	0.844	0.930
Team efforts are effective on this campus	1.283	1.162	1.151
There is a spirit of teamwork and cooperation in this organization	1.536	1.320	1.350

9I1: Recent Improvements of Current Processes and Systems

Again, due to the culture of assessment at Vincennes University, the improvement process is upper-most in all employees' vision for the future. This is true in the academic areas as well as student services, athletics, residential life, and community outreach. Examples of the institution using existing methods and improved methods to create systematic improvements include the following:

- The Alumni Office seeking more efficient methods of reaching alumni members using social networking media and targeted alumni reunion events.
- After feedback from students and faculty, improvement of the early college summer X-Mester, a two- week project whereby early college students travel to the main campus and stay in the residence halls. Over the past four years, this project has been tweaked and redesigned to better deliver one three-credit hour course over a two-week period with the use of VU faculty members and selected Fellows. Afternoon leadership activities have been added, and the curriculum evolved from a partial Blackboard experience to a total in-class experience.
- Project EXCEL has completed a number of improvements, including an improved site visit report form, a new classroom/equipment approval form, a new instructor handbook, a new student handbook, and a detailed tracking chart for site visits and professional development sessions.
- The addition of three new early college sites: Center Grove University High School, Fall 2010; Washington University High School, Fall 2010; and, Lawrenceburg High School, Fall 2011.
- VU and ABC have worked to add master craft person upgrade training to prepare for promotions into supervisory position, and VU has added a bachelor degree program starting in Fall 2012.
- Business and Industry plans to begin a "Right Skills Now" CNC Machining program in early 2013 that is geared towards training military veterans and non-traditional learners and plans to build a Metrology lab adjacent to the HTEC CNC lab for the purpose of training individuals in print reading, precision measurement and Geometric Dimensioning and Tolerancing (GD&T).

9R2: Targeting Improved Performance in Building Collaborative Relations

VU will continue to use a variety of methods to build collaborative relationships. The institution clearly has a culture of building these relationships, as can be seen by the breadth and quality of the relationships described throughout Category 9. Goal V of the Strategic Plan is dedicated to it, and a number of the processes have entered the annual review and planning stage. Increasing awareness of the need to create assessable processes is reflected in the new focus on assessment and institutional effectiveness, evidenced by the hiring of a Director of IE and the developing assessment process that focuses on improvement. The Assessment Progress Report describes a tremendous commitment to continuous quality improvement in terms of Administrative and Board support, faculty and staff hours dedicated in the past year, and financial support budgeted for personnel, technology, and supplies. VU has a long history of articulation of its programs with other institutions and continues to be a strong state-wide higher education partner committed to cooperative work with state and national organizations. For instance, the institution will be working with the state to develop the new 30-hour General Education Core. The Business and Industry advisory committee members expressed interest in hiring interns and military veterans with VU-developed skills, and they recently encouraged VU to shoot for 85-90% capacity in its training facility to meet the demands for qualified workers. The VU-ABC partnership has a culture of selecting program targets and improvements based upon employer input. VU has the academic faculty and fiscal staff infrastructure to help produce responsive improvements to employer input. The Alumni and Foundation offices have been so successful because they regularly analyze how VU operates and then develop strategic plans for tactical improvement. The *Campus Quality Survey* has suggested to VU that it needs to do some follow-up work to identify explanation and targets for what appear to be some communication issues. While VU can't say that checking the "internal pulse" and targeting improvements are part of its culture, it can say it understands what it takes to tackle the issues, and it has plans to do so.

AQIP Systems Portfolio

Index of Evidence

Index of Evidence

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 institution operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1A: The institution's mission documents are clear and articulate publicly the institution's commitments.
- VU's Mission Statement says that VU "offers cultural opportunities and community services in a diverse, student-centered, collegiate environment." [Overview-Vital Characteristics]
- A primary means for communicating expectations regarding VU's external stakeholders is found in the Mission and Vision. [2P3]
- Vincennes University Mission and Vision Statements are available on the University Website. [Overview-Vital Characteristics, 5P1]
- Value Statements are located in the Premier Learning Institution document. [5P1]

1B: In its mission documents, the institution recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The unique needs of learners are reflected in the common learning outcomes. [1P1]
- VU identifies and analyses its diverse subgroups. [O3]
- VU's current strategic plan has multiple goals addressing the issues of changing student needs of students. [3P1]
- The University's values are explained to new employees through orientation and workshops. [4P7]

1C: Understanding of and support for the mission pervade the institution.

- The curricular and co-curricular learning outcomes are clearly linked to the Strategic Plan and Action Projects. [1P1]
- The focus of the Strategic Plan and the action project on assessment has helped the institution at all levels understand the importance of assessment. [1P18, 2I2]
- VU's hiring and orientation processes both include discussion of VU's mission, vision, and values. [4P2, 4P1, 5P10]
- The "Premier Learning" document commits the faculty to the mission. [3P2]

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

- Very seldom is a decision made without input from multiple members of the institution. [5P5]
- The University has an established 4-tiered governance structure (Faculty Senate, Professional Staff Congress, Support Staff Council, and Student Government Association) that provides frequent and systematic opportunities for faculty, staff, and student input. [3P3]
- VU used the *Campus Quality Survey* for the first time this past January to determine the campus climate on many issues.   [3P3, 4R2, 4R3, 4R4, 5R1]
- A number of University projects bring together diverse members of the university community to work together to improve the university and help students (e.g., Learn in Order to Serve Action Project, FoE Action Project, Educational Futures Task Force, and Supplemental Instruction Committee. [4P6]

1E: The institution upholds and protects its integrity.

- Assessment reports and plans from academic programs are available for public review. [1P18]
- VU provides for everyone's physical safety and security. [6P3]
- Processes are in place to manage key student, administrative, and organizational support services. [6P4]
- All staff and faculty are responsible for ensuring that the mission, vision, and values of the institution are at the center of all activities. [5P10]

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

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

- The growth of online education has contributed to focused online training for online instructors. [1P10]
- The institution uses data and results from the CCSSE and Campus Quality Survey to inform decisions. [1R1, 5R1]
- VU is working an Action Project, "Learn in Order to Serve," that will help VU further identify student needs. [3P1, 5P5]
- CQI Action Project Application Form can be found in the President's Office. [5P4, 5I1]
- Campus Quality Survey (CQS) Report can be found in the Office of the President. [5R1, 5R2, 5R3]
- University Assessment Plans can be found in the Office of Institutional Effectiveness. [5I2]
- The External Relations office uses a wide variety of data to identify target audiences, and to create strategic plans. [7P2]
- VU uses a collaborative process to develop its strategic plan that includes feedback from University personnel and brings in the work of multiple groups identifying current needs including student needs, accreditation needs, and financial needs. [8P3]

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

- ARGOS is located in the Institutional Research Office. [5P5]
- American Association of Collegiate Registrars and Admissions Officers (AACRO) is located in the Office of Student Affairs. [5P6]
- The Strategic Plan prioritizes resources to support, maintain, and strengthen educational programs. [6P4]
- Financial management uses multiple measures to assess financial viability and budget compliance. [8P5, 8P6]

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

- Participation in the program-level assessment program has provided a wealth of evidence to validate existing practices and improve practices. [1R3]
- VU has many plans and opportunities to measure the success of non-instructional objectives. [2P4, 2R1]

- Student satisfaction is measured using surveys that are implemented at the institutional and programmatic level. [3R1]
- The University conducts a number of methods of measuring students, faculty, and staff, including the *Campus Quality Survey.* [4R1]
- The President has expressed the importance of VU's commitment to data-driven improvements repeatedly in a variety of forms. [5I1]
- The University assessment of support services includes SWOT analyses, *CQS,* Program Review, and *CCSSE.* [6R3, 6R5]
- VU has developed and implemented the new IE website, improve.vinu.edu. [7P1, 7P2, 7P4]
- VU measures the effectiveness of its planning processes in a variety of ways and submitted an Assessment Progress Report in April 2012 that describes how the institution collects, analyzes, and uses data to identify improvements. [8R1]
- Areas focused on building collaborative relationships utilize various methods of measuring the effectiveness of their efforts. [9R1]

2D: All levels of planning align with the institution's mission, thereby enhancing its capacity to fulfill that mission.

- Program advisory committees and articulation coordinators review program outcomes and revise them as needed. [1P5]
- Student satisfaction results VU collects include those from Residential Life, START VU, and *CCSSE.* [3R2, 3R3]
- *CQS* results give VU data on internal stakeholder relations. [4R2, 4R3]
- Progress is being made on the Strategic Plan, which represents VU's focus on quality improvement and the leadership that accomplishes the goals. [5I1]
- Central to all of VU's processes is its effort to develop decisions collaboratively and strategically in light of its mission and vision as a "premier learning institution." [8P2]

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

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

- Common student learning outcomes have been developed for both general education and liberal education. [1P1]
- A systematic, participatory assessment program has been developed that focuses on student learning and documents the activities and results for student learning. [1P18]
- Student learning outcomes are posted and updated on the IE website. [7P2]

3B: The institution values and supports effective teaching.

- The institution is focused on creating a new qualitative program review process. [1P3]
- The Extended Studies division has created and launched a formal online training program for existing as well as newly hired instructors. [1P10]
- Professional development is an important expectation for all faculty and professional staff, and it is part of the evaluation process. [4P8]
- The Teaching Transformation Academy offers instruction on new teaching technology and pedagogy for faculty who receive three hours released time. [4P9]
- All faculty must develop an annual "Professional Growth Plan." [4P9]
- Professional development applications and funds are provided through the Provost Office as well as each academic division. [5P9]

3C: The institution creates effective learning environments.

- The institution provides academic labs and tutors to address underprepared students. [1P8]
- Project EXCEL recently received NACEP accreditation. [1P12]
- Program assessment and improvement plans assure effective teaching, learning and accountability. [1P13]
- Library liaisons work with faculty members to provide focused presentations and instruction for students. [1P15]
- The Premier Learning Institution document provides VU's values regarding credentials and skills for faculty. [4P1]
- The University works to retain valued employees. [4P4]

3D: The institution's learning resources support student learning and effective teaching.
VU offered a workshop on *Teaching Unprepared Students.*

- Program advisory committees meet with program faculty to share contemporary insight and experience. [1P2]
- Combining a fiscally-focused program review with a qualitative review will lead to stronger student learning and more effective programs. [1P3]
- As part of the FoE participation, and funding from the Perkins Grant, students in the General Studies major have received targeted and focused support in their academic endeavors. [1P7]
- Labs, peer tutors, and the early-warning system are used to support students of all levels of academic preparedness, but more specifically the underprepared student. [1P8]
- VU Libraries surveys assess how well clients, including students, faculty, staff and community users, are served. [4R1]
- The *Campus Quality Survey* revealed that the library and learning resources were among the five highest rated programs and services. [4R2]

Criterion Four: Acquisition, Discovery, and Application of Knowledge. The institution 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.

4A: The institution demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Faculty, staff, and administrators at the program level are involved and actively participate in the assessment and improvement process. [1P18]
- The University supports professional development and makes funds available for faculty and staff to attend professional conferences. [4P9]
- Numerous workshops are held on campus that all employees are encouraged to attend. [4P9]

4B: The institution demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Common learning outcomes, general education outcomes, and liberal education outcomes are integral in discussions with faculty and stakeholders. [1P1]

- VU continues to highlight Action Projects dealing with the development of liberal education outcomes for the entire curriculum. [O1, 1P1]

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

- Program advisory committees provide insight and valuable experience to ensure programs are meeting contemporary needs. [1P2, 3P3, 9R2]
- Student Activities offers programs and leadership opportunities to maximize the learning value of a culturally diverse student body. [1P16]
- CCSSE addresses the quality of relationships between VU students and faculty and staff. [3R3]

4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Ethical policies are stated in the University Manual and Faculty Resource Guide. [4P7]
- New employees must attend orientation sessions that explain the University's values in dealing with both students and colleagues. University policies with regard to sexual harassment, conflict of interests, FERPA, discrimination, and privacy are part of the required orientation. [4P7]
- VU uses a variety of means to communicate expectations with students. [1P6]
- VU discovers the learning and support needs of students and faculty. [1P15]
- Leadership is encouraged and recognized through the evaluation process. [5P9]

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

5A: The organization learns from the constituencies it services and analyzes its capacity to serve their needs and expectations.

- VU determines its non-instructional objectives for external stakeholders through the Strategic Plan. [2P1, 2P2]
- External Affairs systematically monitors various data to distinguish changes in Indiana's education and training needs. [3P5]
- The University learns from its constituencies through a variety of surveys. [4R1]
- The University recognizes the need for diversity. [4P5]
- *CCSSE* data on the quality of communication with students and overall educational experience at VU. [3R2, 3R3, 3R6, and 5R2]
- The *Campus Quality Survey* identifies VU responses to key leadership and communication statements. [5R3]
- The institution uses information from the TAPS report, the Continuous Quality Improvement Committee, and the CCSSE data. [7P1, 7P4]
- The institution uses various forms of communication and feedback from its partners to discover their needs. [9P6, 9I1]

5B: The institution has the capacity and the commitment to engage with its identified constituencies and communities.

- Vincennes University's commitment to building and maintaining student relationships is best captured in the "Premier Learning Institution" document. [3P2]

- VU has a wide variety of partnerships with different groups, organizations, businesses, and the academic community. [9P1, 9P2, 9P3, 9P4, 9P5]
- VU works to strengthen its partnerships. [9P6, 9P7, 9R1]

5C: The institution demonstrates its responsiveness to those constituencies that depend on it for service.

- The Strategic Plan and the new assessment processes demonstrate responsiveness to constituents. [2I1]
- VU faculty and staff commit a considerable amount of time to community events. [2P1, 9P5]
- VU collects a variety of performance results that help maintain the mutual benefit of the institution's partnerships. [9R2, 9R3, 9I1]

5D: Internal and external constituencies value the services the institution provides.

- Increases in University engagement have strengthened VU's reputation in the local communities. [2R4]
- The University library is open to the community, and client feedback is sought to improve services. [4R1]
- VU's performance results suggest that its partners value the institution's services. [9R2, 9R3]