

Vincennes University

HLC ID 1219

STANDARD PATHWAY: Standard Pathway Year 4 Comprehensive
Evaluation

Review Date: 1/30/2023

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Context and Nature of Review

Review Date

1/30/2023

Review Type:

Standard Pathway Year 4 Comprehensive Evaluation

Scope of Review

- Assurance Review
- On-site Visit

- Multi-campus Review

Institutional Context

Vincennes University (VU, Vincennes, the university, the institution) is a public institution of higher education based in Vincennes, Indiana. VU is one of the country's first two-year colleges and the oldest college in the state of Indiana. The institution began offering bachelor's degrees as well as associate degrees and certificates in 2005.

VU is fully state-supported and has a state-wide mission. In addition to the main campus in Vincennes, the university also operates a branch campus in Jasper, Indiana, and several additional locations. These additional locations include extension sites at the Indianapolis International Airport (Aviation Technology Center) and the Indiana School for the Deaf. The institution also operates nine military education sites – one in the state of Indiana and eight in other states around the country.

Vincennes currently offers 94 associate degree programs (26 of which can be completed online), eight bachelor's degree programs (four of which can be completed online), and 73 certificate programs (30 of which can be completed online).

Enrollments in fall 2022 were 16,775. This represents a decline of more than 10% compared to fall 2015, but an increase over the prior year of 385 students. Though enrollments are down overall since 2015, the number of students enrolled in VU's Early College program increased significantly from 2,683 to 6,015 during that same time period. Online enrollments have continued to climb as well, though to a lesser extent. In the fall of 2015, 651 students were enrolled in distance education courses at VU. In the fall of 2022, this number stood at 780.

The student population in fall 2022 was approximately 50% male, 50% female, and quite diverse: 67% White, 14% Hispanic, 9% Black or African American, 3% Asian, and 7% Other/Unknown. Though a sizable number are nontraditional, according to the 2021-22 IPEDS Fall Enrollment report, more than 90% of VU students are under the age of 20. The largest age bracket by far is "under 18." According to this IPEDS report, 78% of VU's students are under the age of 18.

The faculty demographics show considerably less diversity. According to the 2021-22 IPEDS Human Resources report, only one of the 170 full-time faculty is Hispanic/Latino and only two of the full-time faculty are Black or

African American, while 156/170 (92%) are White.

According to the Assurance Argument, the university employs 580 adjunct and/or dual credit instructors in addition to its 170 full-time faculty.

Though it is currently on the Standard Pathway, Vincennes was previously on the AQIP Pathway. Following the last AQIP Comprehensive Quality Review in February 2018 and subsequent reviews by the Institutional Actions Council and HLC Board of Trustees, the university was placed on Notice by the Higher Learning Commission because it was at risk of being out of compliance with Core Components 3.C., 4.B., 4.C., and 5.C. This sanction was removed in December 2020, after the institution hosted a focused visit earlier that fall and all of the identified areas of concern were satisfactorily addressed. Since that time, the institution has continued to make commendable progress in all four of these areas (faculty evaluation; assessment of co-curricular outcomes; goals for student retention, persistence, and completion; and systematic and integrated planning).

The comprehensive evaluation visit that took place January 30-31, 2023, was followed by a multi-campus visit to the Jasper Campus on February 1, 2023. The report of that multi-campus visit is appended to the end of this comprehensive visit report.

Interactions with Constituencies

Academic Fellow (International)

Assistant Provost of Curriculum and Instruction

Assistant Provost for Student Affairs

Assistant Vice President and Dean, Jasper Campus

Dean of Academic Early College

Dean of CTE Early College

Dean of Global Diversity

Dean of Humanities

Dean of Science, Engineering and Math

Director of Academic Center of Excellence

Director of Academic Skills Center

Director of Accounting

Director of Alumni Engagement

Director of Assessment

Director of CAFÉ

Director of COPE Student Support Services

Director of Counseling Center

Director of Distance Education

Director of Experience VU

Director of Financial Aid

Director of Housing and Residential Life

Director of Indiana Military Education Program

Director of Institutional Research

Director of Library Services

Director of Out-of-State Military Education

Director of Project Excel

Director of Student Services, Jasper

Director of WIA

Distance Education Academic Advisors (2)

Faculty

JAG College and Career Program Manager

Learning Support Services (IT)

Learning Unlimited Coordinator

Manager of Amazon MRA Program

President

Provost

Senior Director, Institutional Effectiveness and Research

Students (approximately 23 in Vincennes and 11 in Jasper)

Student Success Center Coordinator

Student Success Coordinator

Trustees (9)

Vice President of Financial Services

Vice President of Government Relations

Vice President, Workforce Development and Community Services

Additional Documents

The following documents were uploaded to the Addendum in response to requests from the team for additional information:

- 2020_and_2021_Retention_Reports.pdf
- 2022_Anuual_Security_and_Safety_Report.pdf
- 5_Year_Annual_Binder.pdf
- Agribusiness_5_Year_Review.pdf
- Annual_(budget)_Review_Directions_and_Examples.pdf
- Assessment_Committee_Minutes_and_Agenda_(Instructional_Co-Curr_and_Military).pdf
- Assessment_Reports_Latest_2021-2022.pdf
- Chemistry_2022-2023_5_Year_Review_in_Process_Now_Self-Study.pdf
- Combined_Curr_and_Instruction_Process.pdf
- Curr_Maps_Academic_Sample.pdf
- Curric_and_Instruction_Agenda_and_Minutes.pdf
- Dr._Tammone_Addtl_IR_Req_Email.pdf
- Example_Advisory_Committe_Files.pdf
- Example_Co-Curricular_Assessments_and_Maps.pdf
- Fall_2022_Syllabi.pdf
- Health_Information_Management_5_Year_Review_with_Links_Appended.pdf
- HLC_Spring_2023_(2022-2023_Syllabi).pdf
- Kinesiology__Sport_5_Year_Review_2021-22.pdf
- Online_Instructor_Handbook_2021.pdf
- Spring_2023_Syllabi.pdf
- Student_Body_Diversity_Fall_Last_3_Years.pdf
- Surgical_Technology_2021-2022_5_Year.pdf
- Tools_and_Data_Contents-combined.pdf
- Upated_Accreditation_Approval_and_Licensure_of_Institution_and_Programs_-_Vincennes_University.pdf
- VDE_Student_Handbook_(2021-2022_Working_Revision).pdf
- VU_Employee_Demographics_2023_01_23.pdf

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The Vincennes University community was most recently provided with an opportunity to participate in activities related to a revision of the mission statement in 2016-17. An external consulting firm guided this process by gathering input from staff, alumni, students, and program/community advisory members through a variety of activities. VU constituents vetted the revised language, and the Board of Trustees adopted the streamlined mission statement in 2017.

The university's mission statement and related documents reference the institution's focus on educational programming. As noted during one of the open forums, the institution's dedication to its public purpose is demonstrated by the implementation of strategic initiatives such as housing scholarships, no cost preschool for young children of current students, the hiring of additional counseling staff to support the uptick in mental health needs of students, and the university's plentiful co-curricular service learning opportunities.

The mission statement clearly identifies the constituencies the institution intends to serve. Traditional and adult students are served by a variety of support programs, such as the COPE program, Counseling Center, Office of Diverse Abilities and Accommodations, Multicultural Student Affairs, Parent and Family Services, tutoring, a Student Success Center, career services, and the like. Additionally, VU also offers support services specifically designed for dual enrolled high school

students.

The institution's programming and services are designed to support its mission. VU's commitment to its students and its community is demonstrated through the offering of a wide range of associate degree programs, 2+2 transfer opportunities, and bachelor's degree options that meet the economic needs of local and statewide constituents.

VU's mission, vision, and values are publicly articulated on the university website as well as in publications such as the Vincennes University Catalog and University Manual. The mission statement is also clearly evident in the university's planning documents.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

As described in the Assurance Argument and supporting documentation, VU's actions and decisions demonstrate a commitment to the public good. VU is a public, open enrollment and not-for-profit institution. The six well-articulated strategic priorities speak to the importance that VU places on meeting the educational and economic needs of the public, both locally and across the state.

VU has no private investors or parent organization to which it answers that might influence or conflict with its educational responsibilities. As noted in the assurance argument and confirmed through campus discussions, the university's primary focus is on increasing student access and success. Evidence for this can be found not only in the fact that the institution offers programming online and at many additional locations as well as on the campuses in Vincennes and Jasper, but also in the many support systems the university has in place to help students succeed.

VU's engagement with its external constituencies and business partners is strong. For example, many of the VU programs have advisory committees which include employers and alumni. This engagement with external stakeholders informs the institution's educational planning and helps ensure that students have an opportunity to develop the skills and competencies requested by employers and expected by the state.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Consistent with the expectations associated with this core component, the motto of Vincennes University is, "Learn in Order to Serve." The university encourages this focus on service through initiatives such as internships, apprenticeship programs, and service learning. In addition, the university's core curriculum clearly outlines the reading, writing, and speaking competency standards for associate degree candidates and more advanced intellectual skill development for BS, and BA degree candidates. This commitment to service and the expectation that all students meet these standards help to ensure that the institution's graduates are prepared for informed citizenship and workplace success.

Policies and procedures are in place to support inclusive and equitable treatment of diverse populations. Examples include a nondiscrimination policy, a student code of conduct, a student bill of rights, and statements affirming the university's commitment to be an equal opportunity employer. The university has also demonstrated compliance with Title IX expectations. In an effort to further promote an inclusive and equitable environment, the university has also established a Diversity, Equity and Inclusion Council, which is co-chaired by the president and the provost.

To a certain extent, evidence that the institution fosters a climate of respect can be found in the results of various surveys. For example, student satisfaction with the campus climate and academics can be found in the results of the 2022 Community College Survey of Student Engagement (CCSSE). In this survey, 68% of the respondents indicated that they would recommend VU to family or friends. An employee satisfaction survey conducted in spring 2019 provided similar results. For instance, the average score in response to the statement, "My supervisor pays attention to what I have to say" was 4.07 on a scale of 1 to 5; and the average score in response to the statement, "I am proud to work at this institution" was 4.04/5. Similarly, the campus culture satisfaction mean was 3.77 on a scale of 1 to 5.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Vincennes University has a rich and interesting history dating back to the early 1800s. In support of its mission to offer high-quality educational programs, the university currently offers bachelor's degrees as well as associate degrees and certificates designed to prepare students for transfer and the workplace. These include, for example, programs in such fields as technology, homeland security, nursing, elementary education, special education, and secondary education. Enrolled students are also provided with appropriate support services and given many opportunities to experience civic engagement. These efforts provide evidence that the public investment in VU pays positive societal dividends for students, taxpayers and the general public.

The university's mission is clearly and publicly articulated, and it is operationalized throughout the institution. The team has concluded that VU meets the Higher Learning Commission's expectations related to Criterion 1.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The Vincennes University Board of Trustees adopted the following mission statement in June 2017: “Vincennes University develops people and enhances communities through accessible, high-quality educational programs, strategic partnerships, and active engagement.” The mission statement is supported by a vision statement and a set of university values that emphasize, among other things, the institution’s commitment to collaboration and continuous improvement through data-informed planning and evaluation. These statements are reviewed annually as part of the institution’s ongoing strategic planning cycle.

The university has numerous policies and procedures in place to help ensure that the institution operates with integrity. These are published in the “University Manual,” and include, for example, policies and procedures related to nepotism, computer use, discrimination, and conflicts of interest. To help ensure that the university operates with integrity in its financial operations, the Indiana State Board of Accounts conducts a financial audit on an annual basis.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Information regarding the university's academic offerings, accreditation relationships, cost to students, and many other matters can be found in the VU catalog and on the university website. Where appropriate, links to third party websites help to validate the accuracy of this information. These include, for example, links to the US Department of Education's College Scorecard, the Higher Learning Commission, and program accrediting agencies. Catalog information is periodically reviewed for accuracy by the Registrar's Office.

The Student Right to Know page on the university website (also titled "Institutional Policies and Forms") provides potential students and other stakeholders with important consumer information on a variety of subjects. This includes, for example, information related to the cost of attendance and policies related to refunds and transfer credits. Data on licensure pass rates and job placement is also presented, and, in many cases, this data is provided by external entities, such as the National Center for Education Statistics, the US Department of Education, and the Indiana Commission on Higher Education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The Vincennes University Board of Trustees consists of 14 members, 10 of whom are appointed by the Governor of Indiana. As explained in the University Manual, the governor appoints nine trustees to serve three-year staggered terms. Each year, three of the trustees' terms end, and the governor either makes new appointments or reappoints the trustees whose terms have expired. (Given that many of the current VU trustees have been serving in this capacity for 10 years or more, the latter has often been the case.) In addition, the governor annually appoints a student trustee. The other four members of the board include the university president and the superintendents of three local school districts. The composition of the governing board helps to ensure that the board's deliberations take into consideration the interests of the external as well as the internal constituencies of the institution.

The governing board's actions are appropriately consistent and transparent. The trustees meet in regular and open session the fourth Wednesday of the month, six times a year, at an announced time and location. They also have a required annual meeting the first Monday in October and a retreat sometime in the winter. While most meetings take place on the main campus in Vincennes, the board meets once a year at the Jasper campus. In accordance with Indiana law, all board meetings are open to the public. Meeting agendas are published in advance via the university's e-mail system, and usually include a summary of past minutes, decision items, and information items. Meeting minutes are also available online and from the board's record clerk.

New members of the board of trustees are provided with an orientation packet, which includes, among other things, the current strategic plan and the latest key performance indicators. They also receive training from the president of the university and a copy of the board bylaws, which the assurance argument describes as a "training guide for the Board." This orientation and training help prepare the trustees to make informed decisions regarding the university and help to ensure that the

board meets its legal and fiduciary responsibilities.

The members of the governing board preserve their independence from undue influence from external parties in part by filing annual conflict-of-interest statements. As noted in section C of the University Manual, “Vincennes University Trustees must file annually a conflict-of-interest statement in accordance with the Indiana Statutes.” In discussions with the board, the team confirmed that, once signed, these statements are kept on file by the clerk of the board.

As explained in the University Manual, the Vincennes University governing board delegates day-to-day management of the institution to the president. Faculty exercise oversight of academic matters by means of the University Senate and a standing committee of that body, the Curriculum and Academic Affairs Committee. For example, as noted in the University Manual, the University Senate proposes curriculum changes, academic standards, and requirements for degrees and certificates to the president, who then forwards these recommendations to the board of trustees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Vincennes University has provided sufficient evidence that it is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. A statement and policy on academic freedom can be found in the University Manual. In addition, the University Manual contains a Policy on “Public Speaking, Leaflet Distribution, and Demonstrations,” which pledges that the university will take whatever steps it deems necessary to protect the right of any member of the university community “to demonstrate and publicly proclaim any view, however unpopular.”

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Vincennes University has appropriate policies and procedures in place to help ensure the responsible acquisition, discovery, and application of knowledge by its faculty, staff and students. To ensure review and approval of any proposed research involving human subjects, VU has contracted with the University of Southern Indiana (USI) to provide Institutional Review Board (IRB) services. The current agreement between VU and USI went into effect June 2021, and runs through June 2026. A VU faculty member serves as the university's IRB liaison on USI's IRB.

The university provides students with guidance on the use of computers and information resources. The University Manual includes, for example, guidelines on computer usage that apply to students as well as employees. These guidelines are accompanied by the policies and procedures for violations of these guidelines.

Under the section titled "Promoting personal responsibility and integrity," the University Manual includes an admonition to students that computing resources "may not be used for illegal or disruptive purposes," such as unauthorized "copying or use of copyrighted material." Similarly, under the heading "Copyright Violation," the University Manual states that all members of the university community "must abide by all software licenses, University copyright and software policies and procedures, and applicable federal and state law."

The institution also enforces policies on academic honesty and integrity. The University Manual, for example, explains which misconduct activities (such as cheating and plagiarism) are subject to disciplinary action. This information can also be found in the University Catalog. In addition, faculty include statements on cheating and plagiarism in their course syllabi, and these statements are reviewed with students on the first day of every class.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Vincennes University has provided sufficient evidence that the institution acts with integrity and that its conduct is ethical and responsible. The institution follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff; it presents itself accurately to the public; its commitment to academic freedom is stated in the University Manual and confirmed by conversation with faculty and students; and the institution's policies and procedures call for the responsible acquisition of knowledge. In addition, the board of trustees has demonstrated that it acts with integrity and makes decisions in the best interests of the university.

The team has determined that Vincennes University meets Criterion 2 and all of its core components.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Vincennes University has provided sufficient evidence that the university's academic offerings are appropriate for higher education. The university has established requirements for satisfactory academy progress in terms of grade point average and the completion of attempted credits. These requirements are articulated in the University Manual and the catalog. Programs are evaluated for currency by faculty, program chairs, the curriculum office, and provost, with input from advisory committees for programs which have such committees. However, the visiting team was not able to determine that the university reviews its curriculum according to a specific and consistent schedule.

Academic programs at VU have learning goals which are appropriate to the degree level. The University Catalog provides course descriptions and course sequences.

VU ensures consistency of program quality and learning goals across all modalities and locations through two processes. First, faculty use Simple Syllabus, a tool which has been in use at the institution since fall 2020. Simple Syllabus automatically populates certain parts of each course syllabus, including the course learning goals. Because the goals are pre-populated, every instructor teaching the course presents the same learning goals to students. Prior to the on-site visit, the university uploaded a sampling of course syllabi to the addendum of the assurance argument. This allowed the review team to compare syllabi from various sections of the same course and ascertain that the learning goals were consistent across all modes of delivery and all locations. Second, VU's course assessment processes ensure that learning activities support those goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The university offers programs that require students to collect, analyze, and communicate information as well as to practice various modes of intellectual inquiry or creative work, using skills that are adaptable to diverse and evolving environments. VU's general education outcomes center around two sets of core elements. The first elements are the basic, fundamental skills necessary for all students to perform at a college level and to have a successful life post-graduation. The second elements focus on the sciences and humanities to offer liberal studies. This core curriculum complements the range of degree programs available at VU and it was determined to meet the Indiana statewide transfer requirements.

VU developed its own general education framework, which is explained and outlined on its website. The framework is "periodically reviewed" and the University Core Curriculum (UCC) list of courses has been reviewed since 2016. If new courses are proposed to be added to the list, those courses are reviewed and approved through an established process. Minutes of a January 2022 UCC committee meeting show discussion of and voting on actions related to the general education framework.

Cultural enrichment and diversity are key outcomes of a VU education. As such, associate and bachelor's degree students at VU must meet a diverse cultures/global perspectives competency requirement, which indirectly supports civic engagement. As evidenced by meeting minutes of the Diversity and Cultural Competence Committee, VU has discussed the possibility of creating a stand-alone core curriculum competency related to diversity. Currently, some students develop this outcome through critical thinking.

During an on-campus discussion between the site visit team and faculty, instructors provided examples of ways in which faculty incorporate dimensions of cultural and racial diversity in terms of the language they use and the authors they choose to teach.

Finally, VU is committed to the type of teaching which challenges students, and as evidence of this, the university provided several samples of student work from across a variety of disciplines, including an essay from an honors class on Agricultural Water Pollution and the Law, an eleven-page honors essay on “The Modern Relationship with Death,” a student-painted mural on Davis Hall, and a poster presentation that was part of the annual College of Science, Engineering, & Mathematics Undergraduate Research Symposium. The posters were publicly displayed on campus. The evidence of student contributions to scholarly and creative work was well documented; however, the team was unable to find direct evidence of faculty contributions to scholarship or creative works based on the information provided in the assurance argument and discussions during the campus visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

VU provided the visiting team with IPEDS data about the number and percent of employees and students, by racial groups and gender. These data show that White instructional staff are highly overrepresented as compared to White student enrollment. Conversely, Hispanic instructional employees are greatly underrepresented as compared to Hispanic student enrollment. In the assurance argument, VU noted that the university will need to increase faculty and staff racial diversity if it is to reflect the racial diversity of the student body. In on-site conversations, VU noted that they advertise job openings in three diverse recruiting online sites for some positions, and job descriptions include a diversity statement. Also during these conversations, the university provided examples of how the faculty demonstrate intellectual and pedagogical diversity.

To ensure sufficiency and continuity, the university establishes teaching load expectations and class enrollment size (optimum and minimum). If enrollments vary above or below predicted levels, VU has procedures for approving overload pay or use of adjunct faculty.

All faculty teaching for VU, regardless of location or delivery method, follow the same policies and procedures for credentialing. Moreover, the university has a consistent process for ensuring that faculty meet minimum qualifications, based on the institution's Academic Credentialing Chart. While on-site, the review team reviewed randomly selected personnel files of over 25 full and part-

time faculty at both the Vincennes and Jasper campuses. The review team identified three faculty whose qualifications seemed to deviate from the minimum credentialing standard, based on the information available in the files. Follow up information provided by the university clarified that the three instructors in question do in fact meet HLC expectations for minimum qualifications.

Previous HLC reviews noted concerns about whether instructors were regularly and appropriately evaluated. Since the last comprehensive evaluation in 2018, VU has developed a robust and impressive annual review process for faculty members. Faculty members participate annually in an evaluation which focuses on three criteria: performance of instructional assignments (60%), service to college and community (20%), and professional development (20%). During on-site conversations between the review team and faculty, the system was highly praised by the faculty, and faculty provided examples of how they use Course Dig student feedback to identify strengths and areas for growth. This analysis of student feedback supports development of course improvement plans.

VU is committed to the ongoing professional development of its faculty. As evidence of this, the university provided each full-time faculty member with an individual annual allocation of funds that can be used for a variety of professional development activities. Additional funds may be available from the provost's office to supplement this standard annual allocation.

So that they are available for student inquiry, full-time faculty members at VU are expected to maintain a minimum of five office hours a week on campus, with specific caveats about how those five hours are distributed. Distance education faculty must hold at least one virtual office hour each week. Faculty are also available by email and through other tools. Adjunct faculty are not required to schedule office hours. Staff availability for Early College or Military Education Programs was outlined. The review team could not discern requirements for faculty availability in these special off-campus programs.

Student support staff are appropriately qualified, as designated by the vice presidents of each functional area and consistent with standard practice at peer universities. The University Manual includes information on professional development and training for these staff members. Based on this information, the review team concludes that the institution has processes and the number of faculty and staff needed for effective, high-quality programs and student services. However, the review team encourages VU to prioritize racial diversity among qualified faculty and staff in its recruitment and hiring practices. This could be achieved by establishing specific targets and deadlines, possibly even including these goals in the institutional strategic plan, as well as by exploring practices used by other institutions which share the same challenges as does VU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

VU provides an array of student support services, such as advising, tutoring, and services for veterans and students with diverse abilities. Students have access to a Writing Center which is open during regular business hours as well as a Math Center and Learning Resource Center. To serve students who are learning remotely, in many instances, students can make appointments for virtual tutoring sessions. Many of the VU services are available university-wide, such as online tutoring services and CircleIn, a study platform. During the on-site visit, library staff provided a demonstration of the library website and the resources available there for students and faculty.

VU uses Accuplacer to determine the academic proficiency of incoming students. The university has a clearly structured developmental curriculum for those students who enter underprepared. Placement and remediation processes are also available for international students who need them.

Academic advising consists of human and technology resources. Specifically, each student is assigned a faculty advisor upon entry. Furthermore, if a student's profile suggests they are at-risk, such students are assigned a student success coordinator to serve as an additional advisor. Students are able to use Degree Works to identify the courses they need to take in order to complete their degree requirements. All students, regardless of location, have access to this tool as well as to an advisor.

VU provided the review team with two tours of the campus which confirmed that the university provides students with the infrastructure and resources for effective teaching and learning. Examples noted in the assurance argument include a fleet of aircraft, purchased in 2017 for the university's aviation technology program offered at the Indianapolis International Airport, numerous building renovations, a new wing of the College of Technology Building, a welding lab, and the Red Skelton Performing Arts Center.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Based on information provided in the assurance argument and during the site visit, Vincennes University has provided sufficient evidence to demonstrate that it provides quality education, wherever and however its offerings are delivered. The university offers academic programs and services which are appropriate to an institution that offers certificates, associate degrees, and bachelor's degrees. The university has developed a general education curriculum that includes basic skills development and the study of liberal arts. Vincennes University has sufficient numbers of full-time faculty, and the institution relies on adjunct faculty when and where needed. Based on the on-site review of faculty files and credentialing standards, faculty are qualified for their teaching assignments. Campus tours confirmed that infrastructure and resources are impressive and serve the teaching and learning needs of faculty and students. Buildings are well maintained, and VU appears to have an adequate plan for facilities management.

At this time, the racial composition of instructional employees is not consistent with the racial composition of the student body. The review team encourages VU to prioritize the development and use of recruitment and hiring practices which have proven effective in diversifying applicant pools at other institutions of higher education.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Following the 2018 IAC report, Vincennes University developed a comprehensive five-year program review process, which is outlined in a Program Review Handbook. The newly designed process is a year-long project that starts in the fall semester with academic planning and a program self-study and concludes with the report evaluation by the program committee and the executive team. A rubric is used to evaluate the report using five criteria: 1) learning outcomes and assessment, 2) student characteristics and outcomes, 3) productivity and financial indicators, 4) program strategic planning/SWOT analysis, and 5) recommendations for improvement. Each of the five areas is ranked on a three-point scale: action required, refinement needed, or sustain effort, with clearly stated continuous improvement requirements.

VU provided several examples of its program review processes in the assurance argument and during

the on-campus visit. However, only the RN-BSN program review was a complete document with the executive committee's feedback. The provost confirmed that the externally accredited programs were purposely selected due to their structured content that would make it easier to test the process, including the program evaluation rubric. The remaining programs are scheduled to be reviewed in the next several years. For the next Higher Learning Commission review, VU should be able to demonstrate that the new program review process applies to all programs, including CTE and transfer programs, with data and actions designed to lead to program improvements.

In addition to a comprehensive five-year review, VU conducts an annual program review to evaluate program viability. The annual program review includes five-year fiscal and financial data used by the executive team as the primary business process for resource allocation. Throughout the assurance argument and comprehensive visit, the terms "annual budget review" and "annual program review" were used interchangeably to describe the same university process. Although the "annual review" process examines enrollment trends, credential production, instructional costs, and tuition and fee revenues, it is not directly linked to the assessment of student learning or program quality improvement.

During the campus visit, it was clear the university conducts an annual program assessment of student learning; however, the findings are not explicitly included in the annual program reviews. For consistency in program review terminology, it is recommended that the processes be clearly named and communicated as either "annual budget review" or "annual program review." Further, by linking the annual assessment of student learning to the annual program review, the university would create a seamless connection between the annual and five-year program reviews.

The University Catalog informs students of transfer policies and procedures for the acceptance of transfer credits. VU accepts credits from accredited and non-accredited institutions, standardized testing, early completion, non-collegiate certification, and honors programs. As a member of the Higher Education Transfer Alliance (HETA), the university accepts credits based on pre-established criteria to ensure quality and consistency in the credits. The general education courses with equivalent learning outcomes are listed in the Core Transfer Library (CTL), ensuring transferability to all Indiana public colleges and universities. The Transfer Single Articulation Pathway (TSAP) program, approved by the Indiana Commission for Higher Education, allows students who have completed an associate degree to transfer to any university in Indiana with junior standing. Course transferability is contingent upon a student earning a C or higher in a transfer course. Through its well-defined policies and procedures, VU ensures the quality of the credits it accepts in transfer.

Vincennes University's Curriculum and Academic Affairs Committee (CAAC) has the advisory authority, duty, and responsibility for curriculum and instructional standards. The CAAC is a standing committee with representatives from both the Vincennes and the Jasper campuses, including faculty, deans, ex-officio members, chairs of general education, academic advising, academic support, the vice president for financial services, the assistant provost for curriculum and instruction, the dean of students, and the senior director of institutional effectiveness and research. A fourteen-step curriculum development and approval process is outlined in the University Manual and tracked through Acalog, a curriculum development software. Based on the CAAC committee agendas and minutes, it is clear that the CAAC maintains control over the prerequisites and rigor of courses and expectations for higher learning.

A consistent syllabus format is used across all programs. Threshold standards and required documentation for faculty credentials are defined for each program under Faculty Resources on the university webpage. A review of faculty credential forms supports the conclusion that credentials for

technical, general education, and dual-credit courses are consistent with the HLC guidelines.

VU maintains specialized accreditation for many of the programs it offers. The university webpage, "Accreditation and Approval of Institutions and Programs," displays HLC verification of the Accreditation Status and a list of program accreditations. The list includes forty-six accredited programs in good standing, and the accreditation is appropriate in each case. The "Current Status" of several programs with a review date of Fall 2021 was updated at the team's request.

VU evaluates the success of its graduates using multiple tools, including five-year program reviews, program advisory board feedback, and the Gallup-Indiana survey. Student success goals are also included in priority 5.4 of the university's current strategic plan. The career center publishes an annual report that includes employment data for recent program graduates. Program directors provide annual mean salary information and projected employment changes in occupations related to the program based on data from the Bureau of Labor Statistics. Information on student success is also collected through program advisory committees, clinical placement sites, and internship sites. VU participates in the Gallup-Indiana survey and publishes its results on the university website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Vincennes University assesses the student learning outcomes of the programs it offers. Program learning outcomes (PLOs) are clearly defined in the University Catalog and program assessment plans. Program outcomes are assessed on a two-year cycle. The director of assessment coordinates and facilitates program assessment and serves on the Institutional Assessment Committee. As evidenced by the Institutional Assessment Committee agendas and minutes, this committee approves assessment plans, reviews assessment reports, and provides feedback to faculty on assessment results.

The program assessment process at VU is evolving, and the university is transitioning from its old assessment portal to a new assessment software, WEAVE. During the on-campus visit, it was clear that the program assessment process was well understood, but a written document outlining the program assessment process does not exist. The 2021-22 Instructional Progress Report indicates that all programs have completed a program assessment plan and curriculum map except for Information Technology, Art & Design, World Languages & Cultures, Theatre Arts, Technology, and Welding Technology. Many programs have incomplete or in-progress ratings for assessment tools and data columns. With written processes in place and monitoring by the Institutional Assessment Committee, VU would be able to demonstrate a robust annual program assessment of student learning process leading to continuous improvement for the next HLC review.

VU assesses general education outcomes in two broad areas: basic fundamental skills and liberal arts and humanities skills. Student learning outcomes are defined in the University Catalog. The 2019-2020 General Education Assessment Report: University Basic Skills and Liberal Education Courses provides examples of how general education assessment in math, English, and critical thinking contributed to improvements in pedagogy, new assessment instruments, and revised course learning activities. General education reports for 2020-21 and 2021-22 were unavailable.

VU conducts assessments of student learning in co-curricular programs. Following the IAC determination in 2018 that "a follow-up is necessary to verify the institution has clearly identified which co-curricular programs have learning outcomes, and that the assessment[s] for those co-

curricular areas are current," VU created a robust co-curricular assessment plan with clearly defined student learning outcomes. The 2020 Focused Visit Report noted that the "2020 Team reviewed co-curricular plans for 16 programs to support that the institution has established learning outcomes and has measured them for all programs in both 2018-2019 and 2019-2020. In addition, templates are posted for the 2020-2021 academic year, and program area directors verified that they had been given an October deadline for submission."

From the on-site visit and the evidence presented in the assurance document, it was clear that the assessment of student learning in co-curricular programs is integrated throughout the institution. Co-curricular projects are grounded in institutional values, general education learning outcomes, and strategic priorities. The assessment process is clearly defined, and feedback and communication mechanisms are in place, including an annual co-curricular assessment update prepared by the Institutional Effectiveness and Research Office that shows 14 of the 16 (88%) co-curricular assessment reports were completed in 2021-22. Diverse Abilities & Accommodations projects were marked incomplete in the spreadsheet. Overall, VU has established an effective process for the co-curricular assessment of student learning with recommendations for improvement. The "Planned Improvement" section of the co-curricular assessment report template could be significantly improved by adding another field, a timeline for when the improvement will be implemented and assessed.

Processes and methodologies for curricular and co-curricular assessment of student learning reflect several good practices. The program, general education, and co-curricular student learning outcomes are based on comprehensive assessment frameworks operationalized using standardized templates to ensure report consistencies across colleges and campuses. The Institutional Effectiveness and Research Office assists faculty and staff with data collection and publishes annual assessment reports to enhance communication, accountability, and transparency.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Following the 2018 comprehensive visit and the subsequent IAC Hearing Committee report, it was determined that Vincennes University had not identified overall retention, persistence, and completion goals beyond those identified by Indiana's Performance Funding Metrics. The institution was encouraged to continue its work on goal setting for subgroups of students and programs and should include this work in a follow-up report. In the 2020 focused visit report, the HLC team concluded that VU has defined goals for student retention, persistence, and completion and that these goals are integrated into the institution's strategic plan, and progress is being tracked annually through the KPI report, with the first version submitted in January 2020. Through a review of this report, minutes, documents of process, and interviews, the current team saw evidence that the Retention Committee chair has worked with the provost to create the Strategic Plan Executive Sponsor Annual Update that is provided to the CQI Committee. The university's retention efforts impact several areas of the strategic plan, and administrators reported that Retention Committee discussions contributed to more cross-functional conversations about student success and removing silos.

The evidence presented in the assurance argument and during the on-site visit indicates that VU continues to track retention, persistence, and completion rates of first-time full-time degree-seeking cohorts entering each fall semester. Retention, persistence, and completion goals are defined in strategic priority 3, "Improve Student Retention and Success." In addition, VU tracks student outcomes by campus, gender, age, and race and shares the findings with the Board of Trustees, faculty, staff, and administrators through the Retention Committee Report and annual Strategic Plan

Executive Sponsor Updates. Reports reviewed by the team included Key Performance Indicators; fall-fall and fall-spring retention; 100% and 150% completion; and credit completion metrics at 15, 30, and 45 credits. Vincennes University reports KPIs as progression metrics. In the Strategic Plan Report, fall-fall retention targets for full-time first-time (FTFT) students are targeted at 68% for fall 2022 and trending upwards; 51.1% in fall 2017 to 64.8% in fall 2021. The 100% completion rate, defined as the number of students completing an associate degree in two years, and the 150% completion rate, as the number of students completing an associate degree in three years, are set at 30% and 37%, respectively. Both 100% and 150% completion rates are trending upwards. Vincennes University benchmarks fall-fall retention and completion rates with the Indiana Commission for Higher Education (ICHE). VU's fall-fall retention and 100% completion rates have been trending upward since 2018. In 2021 the university's fall-fall retention and 100% completion rates exceeded the ICHE benchmarks, indicating the goals are ambitious but attainable.

The Retention Committee oversees retention efforts within and across campuses. With the assistant provost for curriculum and instruction serving as the chair, membership in this committee includes leadership from COPE, residential life, the Student Success Center, counseling services, financial aid, the dean of students and the Faculty Senate. The 2021-22 Retention Committee Report includes retention strategies and multiple data points, including cohort headcount, fall-fall and fall-spring retention, and VU GPA. The report also contains reflections on results and improvement plans. The report highlights include improvement in minority retention, expansion of online tutoring services, and continuity of the Retention Committee work despite the pandemic. While the data analysis in the report includes benchmarks, it could be strengthened by setting student outcome benchmarks to assess the effectiveness of retention strategies.

VU's methodology for collecting and analyzing information reflects good practice. The student data is collected and analyzed using the nationally recognized Integrated Postsecondary Education Data System (IPEDS) definitions. The reporting structures are based on standard templates for annual and five-year program reviews and retention projects. Assessment reports are peer-reviewed by committees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Vincennes University has demonstrated that it takes responsibility for the quality of its educational programs and learning environments. Its support services are also regularly evaluated through multiple means, including annual and five-year program reviews and feedback from both internal and external constituents.

Vincennes University has demonstrated remarkable progress in the assessment of student learning in its curricular and co-curricular programs through well-defined processes documented in a five-year program review handbook and a co-curricular assessment guidebook. VU could benefit from creating a similar process and manual for the assessment of student learning.

Vincennes University's retention, persistence, and completion goals are aligned with Indiana's funding formula metrics. VU consistently performs at or above the state's established benchmarks and strives to improve these metrics through various strategies.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Evidence supports that through established administrative structures and collaborative processes, Vincennes University (VU) is actively working to fulfill the college mission. The executive leadership team regularly engages with each operational area (human resources, institutional research, architectural services, student affairs, etc.) to evaluate and inform operational decisions. Focused committees provide recommendations to the VU executive team on key college areas such as assessment, curriculum, planning, student affairs, and diversity initiatives. Faculty Senate, the Professional Staff Congress, and the Support Staff Council are also routinely engaged by VU executive team members in collaborative discussions. Meetings between executive leadership and employee groups are used to gather feedback and recommendations on matters critical to the institution and/or of significant concern to employees and/or students. In addition, as explained under Core Component 5.C., the president also engages with various groups through a President's Advisory Committee. Composed of members from various institutional constituencies, the President's Advisory Committee meets at least six times per year to provide input on various aspects of university business and apprise the president of issues that may need to be addressed.

Evidence demonstrates the consistent use of data by the administration to inform and guide decision-making. Implemented in 2017, VU's strategic plan is a living document used to drive activities and inform priorities. The Continuous Quality Improvement (CQI) Committee monitors data, metrics, and progress related to the strategic plan. Based on their findings, the CQI committee may

recommend changes to the strategic plan, metrics, or goals to the Executive Committee. The president reports any changes to the Board of Trustees. Based on the evidence provided, it is recommended that the CQI mission and outcomes, outlined in the university plan, be updated to reflect current university goals. The documentation provided currently emphasizes committee efforts related to previous AQIP pathway projects.

The annual Retention Committee report, annual program (budget) review, and program assessment processes provide evidence that the VU administration regularly engages in data-driven analysis to inform decision-making. Evidence indicates that employee survey data resulted in an investment in a new hiring and onboarding software that will ultimately provide the university with more robust data on application and hiring trends.

Evidence demonstrates that VU faculty and, when appropriate, staff and students are involved in setting academic requirements, policies, and processes through effective collaborative structures. Through the shared governance structure, the provost works collaboratively with faculty and academic leadership to oversee VU's educational programs. As stated in article II, section 2, of the University Senate Bylaws, the Office of Curriculum and Instruction (OCI) and the Faculty Senate's Curriculum and Academic Affairs Committee (CAAC) regularly monitor academic standards. Examples of this monitoring include reports on retention and academic credentials, and the development of forms to request various curriculum and program changes. Academic policy changes proposed by the CAAC are reviewed and approved by the Faculty Senate and administration. Significant curriculum and program changes are also reviewed and approved by the Board of Trustees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Evidence demonstrates that Vincennes University has sufficient resources to support general operations and a robust offering of programs and student support services. Since 2017, VU has invested more than \$70 million in the teaching and learning infrastructure. Examples include:

- \$5.8 million: New aircraft fleet, aviation flight program
- \$4.5 million: New Agriculture Center
- \$10 million: Renovation of Wathen Business Building and Davis Hall
- \$8 million: Renovation of the Shake Learning Resource Center
- \$10.1 million: Renovation of the Shircliff Humanities Center and Phillip M. Summers Center
- \$4.8 million: Renovation of the College of Technology Advanced Manufacturing

Tours of the facilities in Vincennes and Jasper validated that VU classrooms and labs are equipped with up-to-date computers and discipline-specific technology. Documented evidence further supports that through collaboration and memorandums of understanding, the university's offsite facilities and equipment are adequately supported and maintained through various partnerships with military installations, early college institutions, and workforce partners.

The IT infrastructure at VU supports a wide range of program offerings in various modalities, student support services, and several enterprise systems. The university recently migrated to SLATE for admissions and foundation relations. A comprehensive platform for admissions and enrollment management, student success, and alumni/advancement, SLATE should enhance VU's ability to communicate with and support prospective students, applicants, and donors. Additional infrastructure projects include the implementation of NEOED, an HR-focused software suite that supports the automation of recruiting, onboarding, and performance management with a centralized platform.

Documented hiring practices and policies demonstrate that the college employs qualified faculty and

staff. As detailed under Core Component 3.C., HLC has granted the State of Indiana, through the Indiana Commission for Higher Education, an exemption until 2025 for the credentialing of dual enrollment instructors. Recognizing hiring challenges in the region, the exemption also includes a special provision that allows for the hiring of faculty who do not meet credentialing requirements. Faculty who do not meet credentialing requirements must be on an education plan and become compliant by the 2025 deadline. Although an in-person review of files concluded that faculty credentials for teaching are in accordance with the exception granted to the State of Indiana by the Higher Learning Commission (HLC), the university must continue to actively monitor the progress of non-credentialed faculty to ensure full compliance by 2025

The goals identified in the 2017-2025 Strategic Plan are realistic given the university's organizational structure, resources, and opportunities. As detailed under Core Component 5.A., evidence supports that through established administrative structures and collaborative processes, VU is actively working to fulfill the college mission.

Despite enrollment challenges, VU remains financially viable. The university has several processes in place for budgeting and monitoring finances. VU participates in several reporting processes/audits with agencies such as the State of Indiana Transparency Project, the Indiana State Board of Accountants, and the Corporation for Public Broadcasting (CPB). Through a state biennial budget request process, VU submits an operating and capital state appropriations request to the Indiana Commission for Higher Education and the Indiana State Budget Agency. In lieu of a comprehensive facilities plan, the biennial budget request provided the team with evidence of a comprehensive planning document that identifies campus needs and priorities. The document outlines how the budget request supports the university's current strategic plan, as well as the Indiana Commission for Higher Education's Reaching Higher Delivering Value strategic plan. To support long-term planning efforts, the university administration should strongly consider the development of a comprehensive facilities plan.

Reviews of departmental budgets, staffing requests, and resource needs are conducted annually. Throughout the assurance argument document and discussions during comprehensive team visit, the terms "annual budget review" and "annual program review" were used interchangeably to describe the same university process. Although the "annual program review" process examines enrollment trends, credential production, instructional costs, and tuition and fee revenues, it is not directly linked to assessments of student learning or program quality. Since it is used by the executive team as the primary business process for resource allocation, it is recommended that the process be clearly named and communicated as either "annual budget review" or "annual program review." As outlined under Core Component 4.A., the university also conducts annual program-level assessments of student learning, but the findings from these assessments are not explicitly included in the annual program reviews. If the university chooses to refer to the process as an annual program review, VU would greatly benefit by linking the annual assessment of student learning to the annual program review. This would create a seamless connection between the annual and the five-year program reviews. Regardless of the process name, it is recommended that the annual process incorporate a brief narrative component. The narrative component would provide an opportunity for budget managers to provide a brief analysis of key issues or trends that may be impacting their specific data sets. It would also allow the institution to identify opportunities for program quality improvement.

Evidence demonstrates that the fiscal allocations at VU ensure that its educational purposes are achieved. According to the 2022-2023 Vincennes University Budget Summary, the university has a general fund of \$87.5 million. Of the \$87.5 million, \$31.1 million is directly tied to instructional

costs. A 2022-2023 treasurer's report was not provided to the team for review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Evidence supports the conclusion that Vincennes University engages in systematic and integrated planning and improvement. In the 2020 focused visit report, the HLC Team concluded that VU had improved institutional focus on its strategic plan priorities. As noted under Core Component 4.C., defined goals for student retention, persistence, and completion have been integrated into the institution's strategic plan, and progress is now being tracked annually through the university's Key Performance Indicator (KPI) report. Linked to assessment outcomes, institutional KPIs now align with the strategic planning process and evaluation. As further outlined in the narrative for Core Component 4.B., processes for curricular and co-curricular assessment of student learning reflect several good practices.

Evidence demonstrates the allocation of institutional resources in alignment with the university's mission and priorities. Utilizing an annual budget review process, the senior administration allocates the resources necessary to support the university and affiliated centers. As noted in the rationale for Core Component 5.B., the annual budget review process includes five-year fiscal and financial data used by the executive team as the primary business process for resource allocation. While budget meetings provide managers an opportunity to justify resource needs, it is recommended that a narrative component be added to the review template/form to strengthen future evidence for decision-making. A written narrative would also provide an opportunity for the institution to document trends and emerging needs.

The university employs several processes that link the assessment of student learning to planning and budgeting. As detailed in the rationale for Core Component 4.A., VU utilizes a newly designed comprehensive five-year program review process. In addition to the five-year review, VU utilizes the

annual budget review process as a type of annual program review to assist in the evaluation of program viability. The visiting team concluded that the annual program review and the annual budget review are a single university planning process. As noted under both Core Components 4.B. and 5.B., throughout the assurance argument and comprehensive visit, the terms "annual budget review" and "annual program review" were used interchangeably. Although the annual budget/program review process examines enrollment trends, credential production, instructional costs, and tuition and fee revenues, it is not directly linked to the assessment of student learning or program quality improvement.

Although the university does engage in an annual program assessment of student learning, as detailed above and in the rationale for Core Components 4.A. and 5.B., the findings from the annual assessment of student learning are not explicitly linked to the annual budget/program review process. To support the creation of consistent program review terminology, it is recommended that a single process be established, named, and communicated for the annual budget/program review process. Further, by linking the annual assessment of student learning to a streamlined/integrated process, regardless of the naming, the university would establish a seamless connection between the annual and the five-year program reviews.

Evidence indicates that the equipment release process, which enables a program to request funding for academic equipment, is directly linked to student learning. Examples include program requests from the health sciences, human performance, science, engineering, math, and humanities programs. Evidence also supports the conclusion that institutional planning processes consider the input of both external and institutional constituencies.

The development, implementation, and tracking of the strategic plan are guided by the Continuous Quality Improvement Committee (CQI). This committee, chaired by the president, reinforces the university's commitment to shared governance through the inclusion of faculty, staff, student, and board representation.

Planning processes at VU demonstrate an understanding of institutional capacity and resources. The VU administration and shared governance committees continually evaluate internal and external conditions and make necessary adjustments based on emerging trends in technology, demographics, workforce needs, and local and state support. Evidence includes, but is not limited to, regular reviews of enrollment and admission trend reports by the Retention Committee, predictive modeling strategies employed by the Office of Institutional Effectiveness and Research, use of student and employer surveys, oversight of the strategic plan by the CQI committee, the annual budget/program review process, and the comprehensive five-year program review process.

Through shared governance structures and collaborative processes, VU demonstrates the ability to effectively support general operations as well as a robust offering of programs and student support services. The university has implemented several tools to support continuous improvement efforts, such as CircleIn, SLATE, Tableau, and WEAVE. Evidence indicates that the administration, faculty, and staff are committed to consistently engage in the use of data to guide decision-making to systematically improve operations and student outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Through shared governance structures and collaborative processes, Vincennes University demonstrates the ability to effectively support general operations along with a robust offering of programs and student support services. Evidence supports the conclusion that VU engages in systematic and integrated planning and improvement. The goals identified in the 2017-2025 strategic plan are reflective of the university's organizational structure, resources, and opportunities.

Evidence indicates that VU has the operational resources needed to support educational offerings while preparing for the future. The university has several processes in place for budgeting and resource allocation that engage a wide range of internal and external stakeholders. As detailed under Criteria 4 and 5, VU utilizes an annual budget review process as a type of annual program review to assist in the evaluation of program viability. The visiting team concludes that the "annual program review" and the "annual budget review" are a single university process.

Although it was evident that the university engages in an annual program assessment of student learning, as detailed under Core Components 4.B. and 5.B., the findings from the annual assessment of student learning are not explicitly linked to the annual budget/program review process. The team recommends that the annual budget/program review process continue to be streamlined and clarified. To further the creation of a culture of evidence, VU may consider linking the annual assessment of student learning to the streamlined annual review process. Streamlining all annual review processes, including a linkage to the assessment of student learning, would aid the university in establishing a seamless connection between its annual processes and its five-year program reviews.

Following an analysis of the data and evidence provided, the team concludes that Vincennes University meets Criterion 5.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

As noted in the body of this report, the team has two primary recommendations for the institution:

1. It is recommended that the university redouble its efforts to diversify its faculty to better reflect the diversity of its student body (Core Component 3C). According to the assurance argument (under Core Component 1C), “There is a desire within the university to strengthen the focus on diversity.” One way for the institution to strengthen its focus on diversity, of course, would be to focus on diversifying the faculty.
2. It is also recommended that the university continue to implement its new five-year program review process for CTE and transfer programs with a focus on program quality and improvement as well as an evaluation of program vitality (Core Component 4A).

Opportunities for improvement notwithstanding, in the judgement of the 2023 comprehensive evaluation team, Vincennes University has presented sufficient evidence that it meets all five of the Higher Learning Commission’s Criteria for Accreditation without concerns. The college mission is articulated publicly, and it guides the institution’s operations, planning, and allocation of resources. In addition, the institution operates with integrity; its degree programs are up-to-date and appropriate to higher education; it has the faculty and staff needed to serve its students with high quality programs and services; its courses are delivered in a consistent manner wherever and however they are delivered; it assesses student learning and links its goals for student learning to the budgeting process; it has sufficient financial and human resources to meet its mission and support student learning; and it conscientiously plans for the future based on a solid understanding of its operating environment.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Vincennes University

Name and Address of Branch Campus: Jasper Campus, 850 College Avenue, Jasper, IN 47546

Date and Duration of Visit: 02/01/2023

Reviewer: William Tammone

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Vincennes University's Jasper campus (VUJ) is located approximately 50 miles southeast of the main campus in Vincennes. The campus offers certificates, associate degrees, and baccalaureate degrees in 50 different areas of study. The campus's largest programs are general studies (associate degree transfer), associate degree nursing, general technology (associate of applied science degree), licensed practical nursing (certificate), and business management (associate of applied science). The campus also offers general education transfer coursework to high school students (178 in fall 2022), noncredit business and industry training, and noncredit personal enrichment courses.

Though the university offers programming at several additional locations in Indiana and other states (through its Military Education Program), Jasper is the university's only full-service branch campus.

In fall 2021, the campus served 553 students (full-time, part-time, and online). This represents approximately 3.3% of the university's total student population of 16,775.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Jasper Campus began operations in 1970. It is overseen by an assistant vice president/dean, who reports to both the president and the provost of the university. The assistant vice president/dean oversees all faculty and staff based at the Jasper campus.

Planning for the campus takes place at the university level, but it is informed by input from a relatively large community advisory committee consisting of 35 members representing local

businesses, healthcare facilities, k-12 school districts, workforce development agencies, and the city of Jasper. Budgeting allocations are determined at the university level, but with input from the assistant vice president/dean and others at the Jasper campus. Once the budget is allocated, however, management of the budget is decentralized.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Jasper Camps is situated on 140 acres of land and includes five buildings:

1. The Administration Building, which houses Student Services, numerous offices, nine smart classrooms, two computer labs, and a bookstore.
2. The Student Center, which includes a gymnasium and other amenities.
3. A classroom building, which has 11 smart classrooms, two computer labs, a virtual hospital with an ambulance lab, two healthcare skills labs, and multiple offices. In addition, there is a lecture hall, conference room, student lounge, staff workroom, and student recreation room.
4. The Center for Technology, Innovation, and Manufacturing, which has 14 smart classrooms, seven industrial labs, a theater, a computer/CAD lab, two student lounges, conference rooms and additional offices.
5. The Habig Library Learning Center, which, in addition to a library, houses 10 smart classrooms, a Zoom room, science labs, computer labs, group study areas, and offices.

All of the buildings feature excellent technological resources. IT maintenance and support is provided locally by the campus’s own Information Technology Department.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the

campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

In addition to the assistant vice president/dean, the Jasper campus currently employs 15 full-time and 35 part-time faculty, 21 full-time staff, 16 part-time staff, and several student workers.

Human resource services are coordinated across all VU sites by staff located on the main campus in Vincennes. Employees are supported by their immediate supervisor, who is responsible for orienting new hires and, where applicable, assigning a mentor. New faculty participate in a yearlong onboarding program called the Trailblazer Teaching Academy, offered through the University's Center of Faculty Excellence. The VU Center for Teaching and Learning also provides faculty onboarding resources and ongoing support.

Following the process outlined in the University Manual for all VU employees, VUJ faculty and staff are evaluated on an annual basis. All employee evaluations include a self-evaluation as well as a supervisor evaluation. As on the main campus, the Jasper faculty are also evaluated by their students at the conclusion of every course.

Faculty and staff at the Jasper campus have access to the same professional development opportunities as the faculty and staff in Vincennes.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Students on the Jasper campus have access to the same services offered on the main campus in Vincennes. This includes admissions, registration, advising, counseling, disability services, financial aid, career services, and student activities, such as clubs and student government. In

addition, students have access to library and tutoring services through the campus's Academic Center for Excellence.

Along with Zoom and other sorts of classroom technology, instructional resources include various types of computer labs, industrial labs, and healthcare labs.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The curriculum at Vincennes University is overseen by the Curriculum and Academic Affairs Committee, and the Jasper campus is represented on this committee by the assistant vice president/dean and a VUJ faculty member.

Consistency in program and course offerings is ensured by the use of standardized learning outcomes (course-level, program-level, and general education) and course syllabus templates.

The scheduling of courses at the Jasper campus is determined by the faculty and chairs in collaboration with the assistant vice president/dean. In addition to the face-to-face course offerings scheduled by the faculty and administration at Jasper, students have access to the online courses offered by the main campus in Vincennes.

Students on the Jasper campus are required to follow the same policies and meet the same academic standards as the students in Vincennes, which are explained in the University Catalog.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A member of the VUJ faculty sits on the University Assessment Committee, and the assessment processes at the Jasper campus are equivalent to those on the Vincennes campus. Not only do the program faculty on both campuses teach to the same student learning outcomes, they also use common program assessment tools. Jasper program assessment data is compared to the Vincennes data in one common program assessment report. Program faculty from both campuses meet to review assessment results during the opening week of the fall semester.

Similarly, the general education faculty at the Jasper campus use the same assessment tools used to assess University Core Curriculum (general education) learning outcomes on the main campus in Vincennes. Program review processes are consistent across both campuses as well.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The planning and continuous quality improvement processes at Vincennes University are coordinated by the Continuous Quality Improvement (CQI) Committee, and a member of the Jasper staff sits on this committee.

As on the Vincennes campus, student success (persistence and completion) is a priority focus for continuous improvement at VUJ. The Jasper campus has a representative on the university’s Retention Committee. One of the strategies to improve student success recently employed on both campuses is the implementation of an early warning system called TAPS. Both campuses have also adopted the persistence and completion strategy called the Student Risk Profile. VUJ also recently added a part-time student success coordinator to strengthen the campus’s retention efforts.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Vincennes University, Indiana
TYPE OF REVIEW:	Standard Pathway - Mid-Cycle Review
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation. Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.
DATES OF REVIEW:	01/30/2023 01/31/2023
✓ No Change in Institutional Status and Requirements	

Accreditation Status

Control: Public

Recommended Change: no change

Degrees Awarded: Associates, Bachelors

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2018 - 2019

Year of Next Reaffirmation of Accreditation: 2028 - 2029

Recommended Change: no change

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's, Bachelor's

The institution is not approved at the following program level(s): Master's, Specialist, Doctoral

Recommended Change: no change

Additional Locations:

Institutional Status and Requirements Worksheet

Prior HLC approval required.

Recommended Change: no change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation:

Accreditation Events

Accreditation Pathway: Standard Pathway

Recommended Change: no change

Upcoming Events:

Comprehensive Evaluation Visit - 2028 - 2029

Federal Compliance Review - 2028 - 2029

Monitoring

Upcoming Events:

(No Upcoming Events) no change



Institutional Status and Requirements Worksheet

Institutional Data

Educational Programs

**Recommended
Change: no
change**

Undergraduate

Associate Degrees 93

Baccalaureate
Degrees 8

Graduate

Master's Degrees 0

Specialist Degrees 0

Doctoral Degrees 0

Certificates 72

Extended Operations

Active Branch Campuses

UNITED STATES, 850 College Avenue, Jasper, Indiana, 47546

Recommended Change: no change

Active Additional Locations

UNITED STATES, 4726 Camp Robinson Rd., N. Little Rock, Arkansas, 72118-3632
 UNITED STATES, 301 MT Vista Blvd., Van Buren, Arkansas, 72956
 UNITED STATES, 1605 3rd Street, BLDG 221, El Centro, California, 92243
 UNITED STATES, 34800 Bob Wilson Drive, San Diego, California, 92134
 UNITED STATES, 3975 Norman Scott Road, San Diego, California, 92136
 UNITED STATES, NCO Bldg 650 PO Box 357024, San Diego, California, 92135-7024
 UNITED STATES, 3640 Gaines Road, St. Augustine, Florida, 32084
 UNITED STATES, 8150 Marne Road, Ft. Benning, Georgia, 31905-5593
 UNITED STATES, 258 BNL Drive, Bedford, Indiana, 47421
 UNITED STATES, 595 Stars Blvd., Bedford, Indiana, 47421
 UNITED STATES, 1300 Spartan Drive, Connorsville, Indiana, 47331
 UNITED STATES, North Montgomery High School
 1 Athens Drive, Crawfordsville, Indiana, 47933
 UNITED STATES, 2424 California Road, Elkhart, Indiana, 46514
 UNITED STATES, 6501 Wayne Trace, Ft. Wayne, Indiana, 46816



Institutional Status and Requirements Worksheet

UNITED STATES, 6501 Wayne Trace, Ft. Wayne, Indiana, 46816
UNITED STATES, 1 North Calbert Way, Suite A, Greencastle, Indiana, 46135
UNITED STATES, 2717 South Morgantown Rd., Greenwood, Indiana, 46143
UNITED STATES, 5727 Sohl Avenue, Hammond, Indiana, 46320
UNITED STATES, 1200 E. 42nd St., Indianapolis, Indiana, 46205
UNITED STATES, 400 W Meridian School Rd, Indianapolis, Indiana, 46217
UNITED STATES, 2175 S. Hoffman Rd., Indianapolis, Indiana, 46241
UNITED STATES, 8899 East 56th Street, Indianapolis, Indiana, 46249-0875
UNITED STATES, 1155 S. High School Rd., Indianapolis, Indiana, 46241
UNITED STATES, 7250 E. 75th St., Indianapolis, Indiana, 46256
UNITED STATES, 1200 North Girls School Rd., Indianapolis, Indiana, 46214
UNITED STATES, 21 Elston Rd, Lafayette, Indiana, 47909
UNITED STATES, 4951 US HWY 231 South, Lafayette, Indiana, 47909
UNITED STATES, 100 Tiger Boulevard, Lawrenceburg, Indiana, 47025
UNITED STATES, 4202 Charlestown Road, New Albany, Indiana, 47150
UNITED STATES, 1065 Woodmere Drive, New Haven, Indiana, 46774
UNITED STATES, 4485 S. Victory Drive
P.O. Box 448, New Palestine, Indiana, 46163
UNITED STATES, 7900 US-50, Shoals, Indiana, 47581
UNITED STATES, 1005 Franklin St, Valparaiso, Indiana, 46383
UNITED STATES, 901 US-50, Versailles, Indiana, 47042
UNITED STATES, 1545 South Hart Street Road, Vincennes, Indiana, 47591
UNITED STATES, 79 South County Road 200 W, Wabash, Indiana, 46992
UNITED STATES, 608 E. Walnut, Washington, Indiana, 47501
UNITED STATES, 5701 N. 50 W, West Lafayette, Indiana, 47906
UNITED STATES, 120 South Dewey St., Building 491, Bremerton, Washington, 98314

Recommended Change: no change

Contractual Arrangements

49.0102 Airline/Commercial/Professional Pilot and Flight Crew - Associate - Aviation Flight Concentration - Jet Access Flight Training LLC

49.0102 Airline/Commercial/Professional Pilot and Flight Crew - Associate - Aviation Flight Technology - Aviation Flight LIFT Concentration - Leadership In Flight Training Academy, LLC

51.0904 Emergency Medical Technology/Technician (EMT Paramedic) - Associate - Emergency Medical Services - Memorial Hospital and Health Care Center, Jasper, IN

Recommended Change: no change