Assurance Argument

Vincennes University

Review date: 1/30/2023

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.

Argument

1.A.1 The mission was developed through a process suited to the context of the institution.

Vincennes University is a public, not-for-profit, open-enrollment institution with the main campus located in southwestern Indiana in the city of Vincennes. Initially founded as Jefferson Academy in 1801, Vincennes University is one of the nation's first two-year colleges and Indiana's oldest college. At its first session in 1806, the Indiana territorial legislature passed an act to incorporate the first university in the Indiana Territory, "to be called and known by the name "Vincennes University." William Henry Harrison, the first governor of the Indiana territorial legislature and later (1841) President of the United States, was the founder and first chairman of the Board of Trustees of the University. Vincennes University has state approval as noted in Indiana Code IC 21-25-2-1 "University Established."

The Vincennes University (VU) mission is reviewed on a recurrent basis by the Continuous Quality Improvement Committee (CQI). One of CQI's duties is ensuring "The institution will support and periodically review VU's mission, vision, and values." At the June 30th 2016 meeting, members initiated a larger institutional review by reevaluating the mission, vision, and values; the group decided it was time to revise the mission statement, which had been in place since 2005 and seemed dated and long. The revised mission, and the existing vision and values, were presented to the entire university staff during opening meetings. Using the services of the Thomas P. Miller and Associates consulting firm, employees, Board members, students, alumni, and advisory committee members were provided the opportunity to give feedback on the mission, vision and values statements documented through a survey as part of the strategic planning process. The new mission statement, "Vincennes University develops people and enhances communities through accessible educational

programs, strategic partnerships, and active engagement," was presented to the Board of Trustees for discussion and review at the annual Board Retreat in February, 2017 and adopted by the Board during the June 28th, 2017 Board meeting.

1.A.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.

The mission statement, Strategic Plan and related statements and documents are reviewed by CQI annually to ensure they are current and relevant. The Mission Statement connects to the Vision Statement, VU Values Statement and Strategic Plan.

The Mission Statement, "*Vincennes University develops people and enhances communities through accessible, high-quality educational programs, strategic partnerships, and active engagement.*" This establishes the broad foundation for the university's purpose including access to education and community enhancement.

The Vision Statement, "*Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality. VU is a diverse community whose members all share responsibility for supporting the University's mission and are respected for their contributions.*" The Vision Statement is aspirational and emphasizes the importance of serving Indiana. The emphasis on Indiana is evidenced with about 95% of the fall enrollments over the last 3 years have been from Indiana. The Premier Learning Institution document expands upon the vision.

Vincennes University Values, "*1. Personal growth and academic excellence for our students, faculty, and staff. 2. Collaborative relationships with our stakeholders and communities. An environment that encourages open dialogue and cooperation. 3. Continuous improvement through data-informed planning and evaluation. 4. Cultural enrichment, diversity, and individual freedom."* The values set forth the university's commitment to students, employees, partners, and the community.

The Strategic Plan and the delineation of the institution's key planning focus areas, targeted outcomes, and associated metrics and benchmarks are aligned with the mission and vision statements. The metrics in the strategic plan and progress to goals are reviewed and updated regularly

1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

The Mission, Vision, Values, Premier Learning Institution, and Strategic Plan documents illustrate the commitment of Vincennes University to identifying and offering programs that meet the demands of the community and state. The values statement further informs the emphasis on providing quality educational opportunities that are accessible to the constituents the institution serves.

The tenets of the Premier Learning Institution: Indicators of Success describes what premier learning means to VU. The document begins by aligning the mission to the role of VU in the state. The "Premier Learning Institution: Indicators of success" is a comprehensive summary of the indicators

VU uses to ensure that the institution strives for excellence. These success indicators address faculty development, accreditation, professional affiliations, professional development, and academic/student support services. Strategic areas of focus include learning outcomes, diversity, governance, innovation and resources, instructional/information technology, strategic planning, facilities/infrastructure, program review, and alumni.

For example, as an open enrollment institution, VU provides various entry options with differing exit points to meet student needs. This includes dual credit, certifications, associate degrees, bachelor degrees, non-credit training, and co-curricular and extra-curricular programming to help develop students beyond the academic experience. Further, VU's engagement with the many communities it serves adds value to those communities through the various programs and partnerships in which the University engages. With a focus on affordability, Vincennes University, the VU Foundation, and the VU Jasper Foundation together award scholarships to incoming and continuing students, with total awards in excess of $2 million in the recent year   A recent example of VU's efforts to make education more accessible is the implementation of $5000 housing scholarships. The goal of the scholarships are to provide increased access for lower-income students, reduce student borrowing for on-campus residents, and to address the economic impact of the COVID-19 pandemic on students and families. Additional evidence og VU's commitment to its mission can be seen in the Retention Committee's charge to increase student success in general, specifically for those from under-represented populations. The Diversity, Equity, and Inclusion Council has committees focused on identifying enrollment and retention efforts that would best assist under-represented students.

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

The open enrollment mission of VU is reflected in its admission requirements and student demographics. The student profile at VU for the Fall of 2020 shows the diversity and the general financial status of the student body. About 58% of the student body was white, with 46% of first-time, full-time students eligible for Pell. VU offers a wide array of programs and certifications to meet technical and academic goals ranging from two (2) to four (4) years in length. Vincennes University provides a number of supports for individuals who are not quite ready to enroll in college-level courses, including prerequisite and corequisite remedial education courses in English and math and an English as an Additional Language program for English learners. Within the traditional certificates and 2- and 4-year programs are tracks designed to allow students to complete part of their coursework at VU and then transfer to another school to complete their studies. Other programs are designed to assist non-traditional students with skills and training for a career. An example of a program designed to accommodate a student population and community needs is the Business and Industry - Industrial Maintenance program (IM). The IM program is designed for adult learners in a career transition mode who are typically 21 years or older, such as military veterans or career industry workers seeking to update skillsets.

Student Support Services offers an array of services to assist students . These services include assigning every VU student an academic advisor, a wide range of tutoring support, programs focused on specific populations, Experience VU (students with disabilities), COPE (low income and first generation students), Diverse Abilities and Accommodations, multicultural support, Parent and Family Services, and Mental Health Services through the Counseling Center. Other resources include the Student Success Center and software applications to enhance communication and academic success, such as CircleIn.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

VU provides the public with a clear articulation of the Mission, Vision, Values, and Strategic Plan priorities to the public. These statements and institutional priorities may be found on the main web page "About VU" , prominently posed with various Vincennes University Facilities and in the catalog.

Sources

- 1.A.1 Board Retreat Discussion and June Vote to Extend Strategic Plan
- 1.A.1 Indiana Code 21-25-2-1-2.pdf
- 1.A.1 Mission History Evidence Presidents PPT New Mission Strategic Priorities 8 17 16
- 1.A.1. Web Link Mission and Priorities (External Relations)
- 1.A.2 CQI Minutes 03_26_19 08_27_20 04_08_21
- 1.A.2 Fall Census Data
- 1.A.2 Scholarship Applications - VU Alumni Foundation Site - Vincennes University
- 1.A.2. CQI meeting Minutes 04_08_21 and Board Approval of the extension 08_25_21pdf
- 1.A.2. Web Link Mission and Priorities (External Relations)
- 1.A.3 DEI Scope and Follow-up (Minutes)
- 1.A.3 Premier Learning Institution document
- 1.A.3 Strat Plan Prem Learning Doc ETC
- 1.A.3 Web Page Article about Housing Scholarship and screen shot
- 1.A.4 English as an Additional Language - Vincennes University
- 1.A.4 Program_ Business and Industry Skills Example non trad skill development program
- 1.A.4 Requirements - Admissions - Vincennes University
- 1.A.4 Student Support Services (weblink)
- 1.A.4. CircleIn VU and Company Pages and Links
- 1.A.4. Fall 2020 Systemwide Student Body Diversity FINAL
- 1.A.4. Fall 2020 Systemwide Student Body Diversity FINAL(2)
- 1.A.4. Programs by Degree Vincennes University Acalog ACM
- 1.A.5 Catalog Institutional Priorities
- 1.A.5 Catalog Pubic Information
- 1.A.5 Public Articulation of Mission Values etc to Strategic Plan
- 1.A.5. Public Presentation of SP etc University Strategic Plan Overview May 2019
- 5.A.1 CQI Strategic Plan Update
- University Manual
- University Manual (page number 13)
- VU Strategic Plan 2017 December 2017 Updated

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.

Argument

1.B.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.

The institution's focus is on the development of people and the enhancement of the communities it serves. VU is an open-enrollment institution that works to make education available to all. These values are shown through the strategic plan goals related to community partnerships, increasing enrollment, and student success. Further demonstration is evidenced in the continual involvement of the university and community in civic engagement activities and the housing assistance program enacted to help reduce educational costs for students. This can be seen in the periodic collection of activities and coursework in which students, faculty and staff engage.

VU has a robust Workforce Development and Community Service unit that is responsive to community needs across several regions of Indiana. Workforce Development specifically supports five (5) locations within the state (Vincennes, Lebanon, Gibson, Plainfield, and Jasper) while offering programming in other locations, as requested or needed. Workforce Development coordinates programs in Allied Health, CNC Machining, Construction Traders, CPAT, Industrial Maintenance, Logistics, Mining Trades, OSHA Safety, among others. Other workforce development services include VU's role in administering Workforce Innovation and Opportunity Act (WIOA) programs on behalf of two of the twelve regions in Indiana. Employment and training services are provided to adults, economically disadvantaged youth, veterans, and dislocated workers needing assistance to obtain employment leading to self-sufficiency. These services may include assessment, case management, training assistance, supportive services, job search activities, and follow-up. In Region 7, WDS contracts with the Western Indiana Workforce Board to deliver services through a network of offices and access sites located in Clay, Parke, Putnam, Sullivan, Vermillion, and Vigo Counties. In Region 8, WDS contracts with the South Central Regional Workforce Board to deliver workforce development services through offices located in Brown, Daviess, Greene, Lawrence, Martin, Monroe, Orange and Owen Counties. Community Services includes Generations, the Area 13 Agency on Aging, serving a six-county region in Southwest Indiana and three TRIO programs, Upward Bound, Educational Talent Search, and Project ASPIREE, focused on schools in West Central and Southwest Indiana. The Workforce Development and Community Services unit also includes an Adult Basic Education program for Southwest Indiana as well as student Volunteer Services as offered including opportunities with the United Way and the American Red Cross. In

addition to these programs and services, Vincennes University owns and operates public television (WVUT) and public radio (WVUB) stations for communities in Southwest Indiana and Southeast Illinois.

1.B.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.

As a public, non-profit higher education institution the basic mission and purpose is to serve the public. As is noted in the mission and vision statement, and reflected throughout the Strategic Plan, VU's primary focus is on student access and success. This is further demonstrated through VU's active participation in statewide efforts to increase the high school go-on rate and the college graduation rate in Indiana.

VU has expanded its dual credit program to help more students earn college credit and degrees or certificates. This effort is aligned with the Indiana Commission for Higher Education (CHE), which aims to increase the availability of dual credit to Indiana high school students. In Fall 2022, VU enrolled a total of 12,502 high school students in its Early College and Project Excel programs. This supports the state's goals of trying to broaden college access, improve affordability, and increase the number of college graduates in the state of Indiana.

1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Vincennes University has a number of ways to engage with external constituencies. Most of the VU programs have external advisory committees. These provide representation and feedback from many constituent groups consisting of employers and alumni, who provide feedback on current and projected needs. The President's Advisory Committee for the VU Jasper campus meets quarterly and includes representatives from K-12 education, employers, economic and community development, and government officials.. Many university committees, such as CQI, include student representatives providing a voice for student constituents.

VU's Workforce Development unit targets the educational needs of the community by developing programs designed to assist in student and community development. These programs offer both academic and non-academic training opportunities. Often the non-academic training is not counted within the Indiana academic funding model but VU sees it as important for the constituents it serves. The programs are offered in five (5) locations throughout the state (Vincennes, Lebanon, Gibson, Plainfield, and Jasper), and are developed in response to constituent and community requests and viability. Workforce Development includes programs in Allied Health, CNC Machining, Construction Traders, CPAT, Industrial Maintenance, Logistics, Mining Trades, OSHA Safety, among others.

VU's College of Technology partners with employers to offer work based learning programs such as Advanced Manufacturing Technician Programs (AMT) in SW and Central Indiana, AIM, supporting employers in the Lafayette, Indiana region. The College of Technology also serves a wider geographic region through the John Deere Technician Program, and Cummins Technical Apprenticeship Programs. The VU Jasper campus works closely with employers, local schools, and community development entities, all of which are represented on the VU Jasper Advisory Committee. In 2018, these entities came together and with grant funding created Hub 19, a consortium focused on education and workforce needs for Jasper and Dubois County. The Hub 19

office on the VU Jasper campus and the consortium partners meet regularly to review community needs and programming efforts. As a result of this collaboration and communication, VU Jasper has developed a number of initiatives that align with and support community and workforce needs through K-12,and industry partnerships, including the Career Advancement Partnership (CAP), Automation and Robotics Academy, and other dual enrollment/work-based learning partnerships with the Patoka Valley Career Cooperative and Dubois County Schools.

Other constituent groups, such as Amazon, contact VU and request to develop partnerships designed to meet community educational needs.

Sources

- 1.B.1 Example Civic Engagement Activities
- 1.B.1 Example Web Page Business Industry Training Programs - Vincennes University
- 1.B.1 VU Strategic Plan 2017 December 2017-25
- 1.B.1 Web Page Article about Housing Scholarship and screen shot
- 1.B.1 Welcome - Project ASPIREE - Vincennes University
- 1.B.1 Workforce Development Public Good Next Level Jobs - Vincennes University
- 1.B.2 2022_College_Readiness_Report_06_07_2022_FINAL
- 1.B.2 Example Statewide Metrics FY2021 Budget 2023_25 State Metrics 20220504
- 1.B.2 Example Workforce 2 Advanced Manufacturing Technician Program - Vincennes University
- 1.B.2 Example Workforce Development Pubic Good Next Level Jobs - Vincennes University
- 1.B.2 Other Constituent Example Amazon etc
- 1.B.2 Partnerships Example Amazon etc
- 1.B.2 VU Strategic Plan 2017 December 2017-25
- 1.B.3 Advisory Committee - Vincennes University
- 1.B.3 Advanced Manufacturing Technician Program - Constituent Requests
- 1.B.3 Debois Hub 19 collaboration - Dubois County Free Press Inc_
- 1.B.3 Workforce Development Business Industry Training Programs -Locations
- Student Volunteer Services - Vincennes University
- University Manual
- University Manual (page number 13)
- VUJC Advisory Committee Roster 22-23

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.

Argument

1.C.1 The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

Through a variety of efforts, Vincennes University strives to prepare graduates to assume successful lives in their communities and their careers. The University motto: "Learn in Order to Serve," is reflected in the many ways that VU promotes learning outside the classroom, including a comprehensive range of opportunities for students to participate in service learning. Internships, co-op programs, practicum and laboratory classes, and volunteerism opportunities arranged through classes or campus clubs and organizations all provide students opportunities to participate in service learning activities.

Through a variety of efforts, Vincennes University strives to prepare graduates to assume successful lives in their communities and their careers. The University motto: "Learn in Order to Serve," is reflected in the many ways that VU promotes learning outside the classroom, including a comprehensive range of opportunities for students to participate in service learning. Internships, co-op programs, practicum and laboratory classes, and volunteerism opportunities arranged through classes or campus clubs and organizations all provide students opportunities to participate in service learning activities. The VU curriculum requires all programs to have diversity as core components. This requirement is documented in the University Catalog under the Core Curriculum section. Specifically, core requirements of 2.2, 5.5, 5.6, and 6.7 directly address civic engagement and diversity in one form or another. There exists a "Human Issues and Dilemmas" course requirement designed to assist students in acquiring Civic Engagement with those of diverse views. This is also shown in the University Core Curriculum section of the catalog. Additionally, many programs include specific diversity courses in their curriculum. Examples of these courses include SOCL 164 Introduction to Multicultural Studies, HUMN 245 Cultural Diversity, and PHIL 220 Philosophy of Religion.

VU ensures that all associate degree-seeking students are exposed to diverse perspectives and civic engagement by integrating the University Core Curriculum's Critical Thinking (CT) outcomes into course offerings. All associate degree graduates must have engaged in intellectual inquiry and the integration of broad learning through engagement with diverse perspectives, cultures, and contexts. Students are assessed on their abilities to address an ill-defined issue and consider different perspectives, including those of diverse cultures, as a function of marshaling evidence and analyzing

the influence of different contexts and assumptions. Two state diversity outcomes are mapped directly to the Contexts and Assumptions dimension of the CT rubric: "Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts" (5.5); and "Develop arguments about forms of human agency or expression grounded in rational analysis and an understanding of and respect for spatial, temporal, and cultural contexts" (6.3). In this way, VU assesses students' work by analyzing the influence of diverse contexts concerning complex, contemporary civic issues.

There is a desire within the university to strengthen the focus on diversity. To this end, the university has begun the revision and development of a new set of core diversity competencies for the associate and bachelors degree levels. Significant progress on these revisions has been made with their deployment of these expected within a year.

Many Co-curricular programs provide an opportunity for creating an informed citizenship and diversity. The 2020-21 Co-Curricular Assessment Progress Report shows the various places in which civic engagement and diversity is being addressed and assessed in the Co-curricular programs. Further, the university encourages civic engagement and collects data on this regularly.

1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Diversity, Equity and Inclusion are core values for VU. VU demonstrates this through the Mission, Vision, Values and Strategic Plan. These inform admission goals as reflected in the Strategic Plan, under student success and retention goals. This is emphasized in Strategic Priority 1, "… VU will continue to invest in the exploration and development of alternative delivery models in order to make a VU education accessible to a diverse and changing population of students." To this end, VU provides a range of supports to ensure that diverse populations are served. For example, COPE is designed to work with 1st generation students. The office of Diverse Abilities works with those in need of services. The 21st Century Scholar Support Specialist is affiliated with VU's Student Success Center and works with the economically disadvantaged. Other programs such as Experience VU and Jobs for America's Graduates College and Career Success Program Manager focus on other elements of the student population. One focus of the Retention Committee to has been to review VU's various retention and success efforts with respect to the populations supported by those efforts.

In addition to these processes and policies, the university has a Diversity, Equity and Inclusion Council co-chaired by the President and Provost which targets the development and enhancement of an inclusive and equitable environment for all students and employees. Some of the activities and programs provided through the DEI Council are referenced here.

1.C.3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

As noted previously the university strategic plan values diversity and works to foster respect and cooperation. This is enacted in part through the Core Curriculum. Specifically, core requirements of 2.2, 5.6 and 6.7 directly address diversity in one form or another. There is also a "Human Issues and Dilemmas" course requirement to further promote these inclusive values within the curriculum.

The mission, values and strategic plan are further supported by VU policy and processes. The VU Nondiscrimination Policy for students and employees is one of these. The policy specifically states that, "Vincennes University is committed to providing equal access to its educational programs,

activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec 1681 et seq.) Vincennes University prohibits sex discrimination, including sexual harassment."

The Student Code of Conduct policy and process promotes the values of students' rights, safety and dignity. In addition, the introduction of the Student Bill of Rights clearly states the importance of inclusiveness and equitable treatment.

VU's Office of Diverse Abilities and Accommodation promotes helping students "with diverse abilities participate more fully in educational programming, benefit from an accessible environment and achieve greater academic and personal success. The promotion of student independence and self-advocacy is instrumental to our mission and remains a major tenet of our philosophy for working with all our students."

The Sexual Assault, Sexual Harassment and Stalking Policy offers additional oversite. The Vincennes University Student Creed states "As a Vincennes University student, I commit to a code of civilized behavior. I will practice personal academic integrity; I will respect the dignity of all persons, including myself; I will respect the rights of others; I will not condone bigotry; I will strive for the openness to learn from differences in people, ideas and opinions; I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development. Allegiance to these ideals requires me to refrain from behavior that threatens the freedom and respect every individual deserves." The Campus Sexual Assault Victim Bill of Rights is a federal law that exists as part of the Higher Education Act."

The university also promotes inclusive and equitable treatment through professional faculty and staff development. Some examples of which include the 2021 professional development presentations on *Furthering* VU's *Culture of Civility*, *Creating a Culture of Civility* and *The Diversity Equity and Inclusion Imperative in Higher Education.*

The university collects information about the student experience through the use of the Community College Survey of Student Engagement (CCSSE) and the College Employee Satisfaction Survey (CESS). The focus of the CCSSE is the student perception, including those from diverse backgrounds, of the campus climate and satisfaction with services.   Employee perceptions are monitored through the CESS with 2019 being the most recently completed. The 2022 CESS is currently underway. The CESS looks at faculty and staff perceptions of the campus environment and compares VU to similar institutions nationally.

The various perspectives are also shared and discussed at the regular meetings with various stakeholder groups, such as Faculty Senate, Professional Staff Congress, Support Staff Council, which are regularly attended by the President, Provost, and other members of the executive leadership team. The President and Provost also meet regularly with the officers of these three groups to discuss issues of concern and develop meeting agendas. VU has also been intentional in ensuring voices of all stakeholders are considered in discussions of important matters through the inclusion of employees from various groups and students on university-wide committees, such as CQI, DEI Council. In addition, a President's Advisory Committee, representing all areas of the university, meets 6 times per year to advise the President on University issues and provide feedback on opportunities for improvement. In addition, since the pandemic the executive leadership team has

conducted regular "virtual town hall" meetings (typically at least once per semester) with faculty, staff, and students, to solicit feedback and discuss matters of concern to the University.

Sources

- 1.C.1 Co-Curr Maps Diversity Binder.pdf
- 1.C.1 CORE Requirement 2.2 5.5 5.6 6.7 Program_ University Core Curriculum - Vincennes University - Acalog ACMS™
- 1.C.1 CORE Requirement 2.2 5.5 5.6 6.7 Univ Core Curriculum - VU Acalog ACMS™
- 1.C.1 IER Example Civic Engagement Activities
- 1.C.1.Diversity Core Curriculum changes for HLC Report
- 1.C.2 and 3 CORE Requirement 2.2 5.5 5.6 6.7 Program_ University Core Curriculum - Vincennes University - Acal
- 1.C.2 and 3 DEI Council
- 1.C.2 and 3 DEI Minutes and Agendas Activities
- 1.C.2 and 3 Diverse Abilities and Accommodations - Vincennes University
- 1.C.2 and 3 Nondiscrimination Policy and Complaint Form - Vincennes University
- 1.C.2 and 3 Sexual Assault Sexual Harassment Stalking and Other Policies - Vincennes University
- 1.C.2 and 3 Standards of Student Behavior - Vincennes University
- 1.C.2 and 3 Strategic Plan Diversity
- 1.C.2 and 3 Student Bill of Rights - Vincennes University
- 1.C.3 Creating A Culture of Civility
- 5.B.3 Vincennes University Retention Committee Annual Report 2021-2022
- CCSSE 2022 All Students
- CCSSE 2022 Presentation Main
- CESS 2019
- PAC Bundle
- Strategic Plan Complete with Metric 11 15 2022
- Welcome - Faculty Senate - Vincennes University

1.S - Criterion 1 - Summary

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

Summary

Criterion 1 Summary: The VU mission, along with the vision statement and institutional values, is clearly articulated publicly on the website, in the University catalog, posted in University facilities, and in recruitment and informational materials. The mission guides the operations as affirmed by the Board of Trustees and reflected in the VU 2025 strategic plan, developed through a widespread community engagement process and annually reviewed for relevance and progress. As a publicly funded university, VU's focus on equity and inclusion in education demonstrates that the institution fulfills its mission and relationship to a diverse society. Academic and support services align with the diverse needs of students from within the community that VU serves. Academic program offerings, student support services, and enrollment profile are informed by the mission and strategic plan, and through the regular and ongoing input of diverse internal and external stakeholders. VU's planning and budgeting priorities align with the mission and strategic plan in a process that engages employees through operational committees and financial communication sessions. The university provides open access to education, is a leader in equity and student success, serves as a key community resource, and engages a wide range of stakeholders in its operations, to live its mission and demonstrate its commitment to the public good.

Sources

There are no sources.

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.

Argument

2.A.1 The institution develops and the governing board adopts the mission.

The institution worked with various constituents to develop the VU Mission, Vision, and Values statements. The summation of the development of the Mission, Strategic Plan and associated documents is provided in the VU President's remarks from August 17, 2016. Input from the various internal and external stakeholders was used to review and update the Mission, Strategic Plan, and associated core documents. Feedback was then collected from the Faculty Senate, Professional Staff Congress, and Support Staff Council. The final documents and statements were presented to the Board of Trustees in 2017 and adopted.

The CQI annually reviews these documents and updates the progress on the Strategic Plan. The last review determined the operational context, particularly following the impact of the pandemic, to extend the Mission, Strategic Plan, and core documents until the year 2025. The recommendation from CQI was reviewed and formalized in 2021 and a request was made to extend these through 2025. On August 25, 2021 the Board approved the extension to 2025.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Vincennes University has a comprehensive set of policies and procedures in place to support equity and integrity. These policies govern operations of the Board, Administration, Faculty, and Staff. The majority of these are provided in the University Manual.

The responsibilities of the governor-appointed board include legislative authority under state statute I.C.23-13-18-4 to 23-13-18-6. Trustees approve all University policy, degree programs, promotions, tenure appointments, budgets, and requests to the legislature. Updated in 2008, the Trustees review and approve expenditures over $1 million and Board of Trustees Finance and Revenue Committee approval needed for expenditures between $500,000 and $1 million. The Trustees have the final authority and responsibility in all matters concerning University policy, employees, and fiscal matters.

The Trustees employ and delegate the administration of the University to the President." Section C of the University Manual is the policy manual for the Board. Financial reports and bond rating information are reviewed with Board members as a part of periodic financial updates which include Board of Trustee retreats and budget reviews.

The general policies to guide university integrity and equity, which include auxiliary functions and personnel, are in the University Manual section G. In many cases these policies and process addressing Affirmative Action, Age Discrimination, Anti-Nepotism, Consensual Relationships, Disabilities Discrimination, Computer Use and Data Communication, Disciplinary Procedures, Complaint Procedures, and many others are overseen by Human Resources and the Title IX University Coordinator. For example, all employees sign a conflict of interest document each year.

Financial integrity processes are overseen not only by the university administration and Board but by the office of Business Services and Budget. "The focus in this office is to ensure that financial responsibility, control, and compliance are maintained, both internally, as established by the University budget, and externally, as defined by generally accepted accounting principles and audit guidelines." As a part of this, a financial audit is conducted by the State Board of Accounts auditors each year. The audit cycle usually begins each August for the preceding fiscal year and concludes in January. The state board reviews all VU funds, federal funds, and the Corporation of Public Broadcasting funds (Public Radio & TV) during this process. The Board of Trustees chair attends both the entrance and exit conferences for the audit where outcomes of the audit are reviewed.

Further, an independent bond rating review is completed periodically by the Moody's group. This rating is based on a complete independent review of VU's audited financial statements as well as an interview discussing pertinent financial information with VU personnel.

Academic integrity is overseen in many places; however, it is ultimately the responsibility of the Provost Office operationally. The Curriculum and Academic Affairs Committee (CAAC), a standing committee of the Faculty Senate, initially reviews and approves the establishment and revision of academic policies. The Provost Office oversees the review of faculty credentials. Many of these functions with curricula are handled by the Assistant Provost for Curriculum and Instruction.

The integrity of the students and auxiliary services is overseen by the Provost, by the Assistant VP for Student Affairs/Dean of Students. Many policies can be found on the Student Right to Know website. These include Transfer Policies, Health and Safety, Emergency Procedures, Standards of Student Behavior, Students Bill of Right, and Student Complaint processes.

Sources

- 2.A.1 CQI Minutes 03_26_19 08_27_20 04_08_21 and Board
- 2.A.1 Mission History Evidence Presidents PPT New Mission Strategic Priorities 8-17-16
- 2.A.2 2020-21 Vincennes_University_Audited_Financial_Statements_2021
- 2.A.2 Example Policy Conflict of Interest - Vincennes University
- 2.A.2 Sexual Assault Sexual Harassment Stalking and Other Policies - Vincennes University
- 2.A.2 Student Right to Know Page Institutional Policies and Forms - Vincennes University
- 2.A.2 VU - Moodys Report
- 5.A.1 CQI Strategic Plan Update
- A.2.A. Provost Faculty Credentialing
- University Manual

- University Manual (page number 9)
- University Manual (page number 19)
- University Manual (page number 39)
- University Manual (page number 46)
- University Manual (page number 214)

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.

Argument

2.B.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.

Vincennes University uses its website and college catalog as its primary authoritative voices. VU's public facing website provides information on how to apply, programming, and information requests. Using the search function or scrolling to the bottom of the home page provides links to Accreditation, Emergency Procedures, Student Complaint Processes, Students Right to Know. The website is under constant review with updates made to it as the need arises.

These website links include access to the Federal College Scorecard, campus diversity and access options, information on university and specialized accreditation, program access information (delivery type and locations), cost of attendance, transfer policies, textbook information, financial aid information, graduation and retention rates, placement rates, health and safety policies/processes, and other policies/processes.

The VU Catalog is publicly available on the website. It can be reached by selecting the menu icon and clicking on Academics. The catalog is continuously reviewed and updated throughout the year. This process is overseen by the Registrar's Office.

2.B.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.

The university public facing website provides data showing the outcomes of any claims made by the institution. Much of this data is on the Student Right to Know page, including Graduation rates, retention rates, the Annual Security and Fire Safety Report, and vaccination policies, among others. Many of the community engagement and experiential learning experiences captured in the results of Civic Engagement Survey which is generally run each semester. This survey also includes internships and practicum activities. Further, the Co-Curricular Assessment process documents activities demonstrating elements of these as well. For example Housing and Residential Life and Jasper Student Services.

Sources

- 1.B.1 Example Civic Engagement Activities
- 2.B.1 Bottom Page Information and Right to Know Student Compliant
- 2.B.1 Public Facing Website
- 2.B.1 University Catalog Full Acalog ACMS™
- 2.B.2 Annual Security and Fire Report 2021.pdf
- 2.B.2 Grad and Transfer Rates 01-04-22
- 2.B.2 Retention Rates 01-04-22.pdf
- 2.B.2 Student Right to Know Page Institutional Policies andForms
- 2.B.2. Immunization Policy - Vincennes University
- 2.B.2. Placement and Wage Data
- 4.B.1 2021-2022 Co-Curricular Assessment Progress Report
- 4.B.2 Housing and Residential Life 2020-2021 Assessment Report - FINAL
- 4.B.2 Jasper Student Services 2020-2021 Assessment Report - FINAL

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.

Argument

2.C.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.

The 14-member Board of Trustees includes 10 appointed by the Indiana Governor and four who serve as full-voting ex-officio members: the Vincennes University President and the superintendents of the three public school corporations in Knox County. All new members are provided an orientation packet and training by the President of the university. Using the Onboarding packet the President works with each member to assist him/her in understanding the role, responsibilities and expectations for the Board of Trustees.

The governing board operates in accordance with the University mission and strategic priorities and works diligently to enhance the institution. The Governor of Indiana appoints nine Trustees to serve three-year staggered terms. Each year, three of the Trustees' terms end, and the Governor makes new appointments. In addition, the Governor annually appoints a Student Trustee.

The Bylaws of the Board serve as the policy manual and training guide for the Board. "The Board of Trustees has the legislative responsibility and authority for the operation of the University and is specifically empowered by statute to perform the functions outlined in I.C. 23-13-18- 4 through 23-13-18-6. The Trustees approve all University policy, degree programs, promotions, tenure appointments, budgets, and requests to the legislature. In addition, the Trustees review and approve any grant applications, contractual matters, and bids over $100,000. The Trustees have the final authority and responsibility in all matters concerning University policy, employee, and fiscal matters. The Trustees employ and delegate the administration of the University to the President.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's

internal and external constituencies during its decision-making deliberations.

As a publicly-funded institution of higher education, with more than 200 years of continuous operation, Vincennes University's Board of Trustees has demonstrated its commitment to the preservation and enhancement of the University, while reflecting the interests of its many stakeholders, including the State of Indiana, faculty, staff, and students, alumni, employers, and the many communities served by VU. The Trustees meet in regular and open session six times a year with a required annual meeting occurring on the first Monday in October. In addition, all committee meetings are open and announced to the public, pursuant to Indiana Code. The meeting agendas, prepared by the President in consultation with the Chair of the Board and published via the University's e-mail system and public announcement, typically include a review of past minutes, decision items, and information items. The minutes of the Trustees' meetings are available from the Board Secretary and they are also available online. An example of this can be seen in the minutes from June 16, 2021. At this meeting, there was a review of the costs for the Jasper Administration Building renovation, Collaborative Robots (Cobots) technology and equipment purchases, FY 22/23 General Operations & Housing Budget, Recruitment and enrollment report, updates on assessment and an update on CQI initiating the review of the Strategic Plan and associated guiding documents.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

The University Manual Section C details the statutory responsibility of the board to govern the implementation of the university's mission and philosophy. Additionally, the University Manual requires board members to annually file a conflict of interest statement in accordance with Indiana State Statutes. These are kept on file with the Clerk of the Board.

2.C.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.

The University Manual Article III, Section 1 specifies "The President of the University shall be the chief executive officer of the University, subject only to the control of the Board of Trustees. He/She shall manage, direct, and be responsible for the conduct of all University affairs, and shall attend all meetings of the Board and make such reports as are deemed appropriate from time to time. The President of the University shall have the power, in the name of the University, to make, execute or authorize the making and execution of all contracts and written instruments made in the ordinary course of the operations of the University, except those that may specifically be approved and authorized by the Board of Trustees." This is also reflected in the university's organizational chart.

Sources

- 2.C.1 University Manual B4 Board and Operations
- 2.C.1 VU Board of Trustees onboarding manual
- 2.C.2 and 3 Board of Trustees Meeting Dates - Vincennes University
- 2.C.2 and 3 Board Meeting and Agendas VU Board Agendas - Vincennes University
- 2.C.2 and 3 Example operations and Approvals 06-16-21 Regular Session minutes final
- 2.C.4. Statutory Board Overview C8 UM
- 2.C.4. Trustee Conflict of Interest Process
- 2.C.5 UM Article II Section 1 from C10 President

- Organizational Chart

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.

Argument

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

Appropriate academic and personal freedom is a core value of the institution. The University Manual addresses academic freedom of faculty. The oversight of this is in part through the Faculty Senate. VU commits to developing an academic environment that fosters academic freedom and responsibility in the Faculty Evaluation Plan: "Academic freedom is the basis for the discovery, dissemination, and advancement of knowledge. The university vigorously protects academic freedom and cultivates an environment of openness in which all members of the university engage in diverse perspectives and ideologies with tolerance and fairness. With this comes the responsibility "to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus" (AAUP, "A Statement of the Association's Council: Freedom and Responsibility")." For students, the value of academic freedom is encapsulated in the University Manual, "Vincennes University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others." The University Manual addresses the interests from external persons/bodies in the Policy on Public Speaking, Leaflet Distribution and Demonstrations.

Sources

- 2.D University Manual Section C C35 and Catalog
- 2.D University Manual Section C III C39 Students
- 2.D University Manual Section H 2-5 Faculty Senate Academic Freedom H50
- 2.D University Manual Section H 2-5 Faculty Senate Academic Freedom H50 (page number 325)
- 2.D University Manual University Section A Values 5 A3
- 2.D. University Manual Section C Academic Freedom C67 Section H H7

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.

Argument

2.E.1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

2.E.3 The institution provides students guidance in the ethics of research and use of information resources.

As an open-enrollment institution, focused on teaching, VU does not emphasize faculty research as a primary part of its mission. The University Manual Section H states that "Vincennes University is a teaching institution. VU's major emphasis is teaching rather than teaching, research, and publication as in baccalaureate institutions. Effective teaching, that which reaches students and challenges them, is the primary goal." However, VU does not discourage research from being conducted.

VU requires that any research with human subjects go through the Institutional Review Board (IRB) process initiated through the IRB website. The establishment of a working agreement between VU and the University of Southern Indiana for the IRB was renewed most recently in July 2022. This process follows the VU filing of the Federalwide Assurance for the Protection of Human Subjects. This process is guided by the Institutional Research office and a faculty liaison within the university.

2.E.4 The institution enforces policies on academic honesty and integrity.

The institutional policies and processes for staff, faculty, students and administration are largely outlined in the University Manual. These include the use of computers and data communications, and outline penalties and procedures. Faculty-specific policies and processes are outlined in the University Manual section H. These include advising and classroom conduct. The academic integrity and ethics are monitored as well as part of the annual review process and for the tenure process. These processes and records are maintained by the Provost's Office.

The institutional policies and procedures for academic honesty and integrity within the student body are provided in the University Catalog and University Manual. The student proceedings and records

are maintained by the Assistant VP of Student Affairs and Dean of Student Office.

Sources

- 2.E 1 2 3 Teaching Institution Section H page H3
- 2.E. 1 2 3 IRB FWA Renewal VU exp 6-23-2026
- 2.E.1 2 3 Institutional Review Board (IRB) - Institutional Research - Vincennes University
- 2.E.1 2 3 IRB Fully Executed IRB Agreement with USI July 2021
- 2.E.4 Provost Website Faculty Evaluation
- 2.E.4 Student Policies and Support Services - Academic Honesty
- 2.E.4 University Manual Section G Contents
- 2.E.4 University Manual Section H
- 2.E.4 University Manual Section H (page number 276)
- 2.E.4 University Manual Section H (page number 325)
- 2.E.4 University Manual Section H H68 Faculty Evaluation Preamble H71
- University Manual
- University Manual (page number 79)

2.S - Criterion 2 - Summary

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

Summary

Criterion 2 - Summary: VU acts with integrity; its conduct is ethical and responsible. Numerous policies, procedures, and processes support fair and ethical behavior by the Board of Trustees, administration, faculty, staff, and students. A commitment to equity and transparency in all operations is evident within policies that are available publicly, and through reporting to the community and the state. The VU website and catalog serves as the primary vehicles for presenting clearly and completely to students and the public its academic and support programs, requirements, faculty and staff, cost of attendance, board operations, and accreditation relationships. The Board of Trustees, which includes a mix of those appointed by the Governor and ex-officio members, serves autonomously, follows established policies and procedures, communicates with the public, and participates in regular board development sessions to ensure its decisions are in the best interest of the institution and to ensure its integrity. Policies and procedures for students, faculty, and staff ensure the College's commitment to freedom of expression and the pursuit of truth in teaching and learning. As primarily a teaching university, the scholarship activities at VU have oversight through an IRB agreement with a sister institution and academic integrity policies ensuring responsible scholarship of discovery and application of knowledge by students, faculty, and staff. The adherence to policies and procedures in all areas ensures integrity and transparency of the institution's operations.

Sources

There are no sources.

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).

Argument

3.A.1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

VU's courses and programs are current and require levels of student performance appropriate to the credentials awarded. They align with applicable third-party accreditation standards and Indiana Commission on Higher Education transfer requirements. Input from external stakeholders and internal faculty-led processes ensure the relevancy, currency, and quality of courses and programs of study.

The currency of the programs is evaluated by faculty, program chairs, Curriculum Instruction Office and Provost. The responsibilities for these entities are provided in the University Manual. Additionally, many programs use external advisory committees to assess the currency of program curriculum and outcomes. External advisory committees are typically comprised of employers and alumni as well as local or regional representatives of industry, professions or regulating government agencies who can provide insight and expertise appropriate to the program's mission. The role and function of these committees is described in the VU Advisory Committee Handbook. The archived records for the activities engaged in are located on the Advisory Committee webpage.

The University Manual describes the requirements for satisfactory progress. This includes discussion of the grading and G.P.A. requirements in some detail. The discussion found in the University Manual is expanded upon in the Vincennes University Catalog under Academic Guidelines. The Academic Expectations section provides the detail on satisfactory progress and include, "All students (certificate, associate, or baccalaureate degree-seeking) enrolled at Vincennes University are expected to make progress toward an acceptable educational objective. This expectation is measured in two ways: 1) The student's cumulative grade point average (GPA) and, 2) The student's ability to successfully complete (earn/pass) the credit hours attempted."

This section of the University Catalog also includes a discussion of course requirements for the degrees and certificates that are offered. The catalog also describes the foundational role of the University Core Curriculum.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

The Vincennes University Catalog provides links for the course and learning goals for each degree and certificate offered at VU under academic guidelines. Additional information for each degree and certificate, including links for required courses and learning goals, is in the VU Catalog under programs of study. The differences in learning goals are reflected in the course requirements for each degree and certificate. The catalog also describes the foundational role that the University Core Curriculum plays in the various degree tracks as well.

All academic programs develop yearly assessment plans that differentiate the various learning goals. These plans are reviewed by the various assessment committees over each area.

3.A.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).

The foundation for programs and degrees is outlined in the degree requirements discussed in 3.A.2 above. Consistency across locations and delivery methods has been improved with a systematized approach to syllabus creation through the use of Simple Syllabus which was launched in Fall of 2020. Prior to the launch of Simple Syllabus, the review of syllabi was a manual process. Fully implemented across all sites, locations and delivery methods in the Fall 2022 Simple Syllabus ensures that the syllabi are consistent.

The Early College Faculty Handbook and Distance Education Handbook outline the expectations for all syllabi to be the same as the VU campus. The Military Education Program Faculty Handbook has the same requirement for syllabi at those locations.

Assessment of program learning outcomes generally includes data gathered from each location and through each delivery method as part of the overall assessment for that program. An example of this is found in the 2020-2021 General Education Assessment Report.

Sources

- 3.A.1 Academic Guidelines - Vincennes University - Acalog ACMS
- 3.A.1 Catalog Academic Guidelines
- 3.A.1 Catalog Core Curriculum
- 3.A.1 VU Advisory Board Handbook - Final April 2017
- 3.A.1. Advisory Committee Web Page - Vincennes University
- 3.A.1. Curriculum and Instruction Main Page- Vincennes University
- 3.A.2 Assessment Committee Overview and File Examples
- 3.A.2 Catalog Programs of Study
- 3.A.2 Core Learning Goals Core Curriculum - Vincennes University - Acalog ACMS™

- 3.A.2 Simple Syllabus Overview
- 3.A.3 2020-2021 General Education Assessment Report
- Distance Education Handbook
- Early College Instructor Handbook (Aug 2020)
- Early College Instructor Handbook (Aug 2020) (page number 8)
- Meet Our Provost - Vincennes University
- MEP Adjunct Faculty Handbook
- MEP Adjunct Faculty Handbook (page number 6)
- University Manual
- University Manual (page number 19)
- University Manual (page number 67)

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.

Argument

3.B.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.

The Core Curriculum (General Education) is directly connected to the mission and degree levels of the institution. As discussed in Criterion 1, the Mission, Vision, Values and Premier Learning document are directly connected and published publicly. The connection of these to the Core Curriculum is demonstrated through the broad array of course offerings designed to fit a diverse set of programs but holding to two core elements of basic skills and liberal studies.

The Core Curriculum (General Education) outcomes are explained within the University Catalog and have two core elements. The first is Basic Skills which is intended to "ensure that students read, write, speak, and compute at a college level. These skills are necessary, not only for the communication and computation crucial to a successful life after completion of a degree, but also for the active and successful participation in the pursuit of a degree." The second component is liberal studies (sciences and humanities): "The purpose of liberal studies is to actualize the students' potential to live fuller lives as individuals and as members of different social institutions." The Core Curriculum has also been reviewed and approved as meeting Indiana Statewide Transfer General Education Outcomes requirements.

The Basic Skills element connects to the Mission and Vision statement by delivering a foundation of the successful high quality education and to the development of people found in them. The second element of the Core Curriculum, liberal studies connects to personal growth, open dialogue, development of people, and cultural enrichment discussed within the Mission Statement, Vision Statement and VU Values.

The 2 components of Core Curriculum purposefully fit the diversity of degree programs and are detailed in the VU Academic Catalog. The Core Curriculum is a key element of all program areas for AS-Career/Tech, AS-Transfer, AA, BS and BA degrees. The intended learning outcomes for the Core Curriculum are found in the VU catalog as well.

'The first two outcomes below represent "UCC Basic Skills" outcomes and the final four represent "UCC Liberal Education" outcomes.

Students who successfully complete the UCC will be able to:

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
- Evaluate ethical behavior as an individual and as a member of local and global communities.
- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.'
- Develop attitudes, values, and behaviors to interact ethically and responsibly with others in a culturally and socially diverse world. (new - added to latest catalog)

"UCC Basic Skills Competency Criteria

Writing competency: students must complete ENGL 101 English Composition I or ENGL 112 Rhetoric and Research with at least a C.

Oral Communication competency: students must complete COMM 143 Introduction to Public Speaking or COMM 148 Interpersonal Communication with at least a C.

Mathematics competency: students must complete MATH 102 College Algebra or MATH 103 Mathematics and Its Applications or higher level MATH course with at least a C; OR students must complete MATT 100-level or higher level MATT course with at least a C."

3.B.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.

The development of the Core Curriculum took place under the direction of faculty and administration to address key aspects of a college-educated person. This framework includes basic skills and liberal education and is periodically reviewed to ensure that it continues to meet these goals. All UCC Writing-Reading and Speaking Intensive (Basic Skills) courses and all UCC Liberal Education courses have been reviewed since 2016. This process was completed by combined work of an ad hoc committee and the standing UCC committee. In addition, new courses added to any section of the UCC list are reviewed and approved by the UCC committee and then by Curriculum and Instruction. This is evidenced in the committee minutes.

As noted the Core Curriculum (General Education) was built of a framework with two foundational elements or goals. The VU Catalog describes the purpose of Basic Skills is to "ensure that students read, write, speak, and compute at a college level. These skills are necessary, not only for the communication and computation crucial to a successful life after completion of a degree, but also for

the active and successful participation in the pursuit of a degree." The second component of liberal studies (Sciences and Humanities) has the purpose "to actualize the students' potential to live fuller lives as individuals and as members of different social institutions."

3.B.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.

Vincennes University's Vision Statement, University Values and the Strategic Plan all indicate that a key expected outcome of a VU education is "Cultural enrichment, diversity, and individual freedom" which also speaks indirectly to Civic Engagement. Historically this was different for the Associate degree track and the Bachelor's degree track. The Bachelor's level is directly stated within the core education requirements. So at the Bachelor's level the importance of this is supported by the development of the Core Education outcomes. There are also Diversity KPI's aligned with Indiana's Performance Funding metrics including benchmarks that are regularly reviewed.

VU historically has ensured that the AA level students have met these criteria through the critical thinking outcomes. VU ensures that all associate degree-seeking students are exposed to diverse perspectives through the University Core Curriculum's critical thinking outcomes. All associate degree graduates must have engaged in intellectual inquiry and the integration of broad learning through engagement with diverse perspectives, cultures, and contexts. Students are assessed on their abilities to address an ill-defined issue and consider different perspectives, including those of diverse cultures, as a function of marshaling evidence and analyzing the influence of different contexts and assumptions. Two state diversity outcomes are mapped directly to the Contexts and Assumptions dimension of the Critical Thinking (CT) rubric: "Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts" (5.5); and "Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts" (6.3). In this way, VU assesses students' work analyzing the influence of diverse contexts in relation to complex, contemporary issues.

There has been an increasing desire within the VU Community to move this outcome out from under critical thinking into a separate area to provide greater focus on it. Recently the desire to more transparently address the outcome has resulted in a creation of a more specific VU outcome. This change was approved by the Curriculum and Academic Affairs Committee. The intention to seek making a stand-alone Core Curriculum requirement of all degrees is currently underway. such as is seen in the Diversity and Cultural Competence Meeting minutes.

Further evidence of the importance of diversity to the university community was stressed by the creation of the Diversity, Equity, and Inclusion Council in Oct, 2020. The Diversity, Equity and Inclusion (DEI) Council Mission Statement was adopted in Nov, 2022 which begins with the statement "In keeping with Vincennes University's mission and core values, the Diversity, Equity, and Inclusion Council reaffirms the University's commitment to diversity and equity as integral parts of educational excellence and civic responsibility." "The DEI Council is a cross-functional group of faculty, staff and students who serve as an advisory and working group. With the goal of cultural competence and improving belongingness and inclusion for all members of the VU community."

The DEI Council has created four work committees to address diverse student recruitment, faculty and staff diversity, student achievement gaps, and curriculum/student learning about diverse cultures. The latter has the goal of "Ensuring that all graduates develop global/cultural awareness

and understanding."

3.B.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.

Vincennes University is primarily a 2- and 4-year teaching university. This focus is reflected in the mission and vision statements, which are enacted in the strategic plan. It is further delineated in the University Handbook under "The Teaching Task" which reads "Vincennes University is a Teaching University. VU's major emphasis is teaching rather than teaching, research, and publication ... Effective teaching, that which reaches students and challenges them, is the primary goal."

As such the university faculty and students engage in activities that reflect practical and applied scholarship. A couple examples from the Honors Students work are used are provided here. They engage in similar creating works though projects in Theater and Graphic Design such as the campus mural. The annual College of Science, Engineering, & Mathematics Undergraduate Research Symposium showcases research projects from a range of courses including Oceanography, Ecology & Evolution, and Animal Nutrition. Students present their research as a poster and the posters are displayed during the last week of the fall semester. Students discuss their posters with other attendees, gaining valuable experience in science communication.

Sources

- 3.A.1. Curriculum and Instruction Main Page- Vincennes University
- 3.B.1 Catalog Core Curric Acalog ACMS™
- 3.B.1 Core Map and Catalog (fit)
- 3.B.1 Public Web Site for Mission Vision etc
- 3.B.1 Public Web Site High Quality Education Mission etc
- 3.B.2 Chris Gwaltney Materials
- 3.B.2 Goals Catalog Core Curric Acalog ACMS™
- 3.B.3 DEI Council Agenda 1.15.21
- 3.B.3 DEI Council Charter and Scope
- 3.B.3 Diversity CAAC 3.17.22 Minutes
- 3.B.3 Goals Catalog Core Curric Acalog ACMS™
- 3.B.3 Jen DEI Materials
- 3.B.3 Kribbs Diversity Core
- 3.B.3 Public Web Site for Mission Vision etc
- 3.B.4 Honors Research Projects
- 3.B.4 Monarch poster Hislip and Roberson to be graded
- 3.B.4 Student Mural - Vincennes University
- 3.B.4 University Handbook pg A3 Strat Plan UM
- 3.D.3 Strategic Plan Goal 3 Retention and Success KPI
- 5.A.2 Key KPI 2025 Strategic Plan Top-level KPIs Update 12 2022
- University Manual
- University Manual (page number 4)
- University Manual (page number 112)
- Webpage ICHE_ State Performance Funding

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.

Argument

3.C. 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.

Vincennes University strives to ensure that the overall composition of the institution's faculty and staff reflects the diversity of the student body and the University's state-wide service area. While VU's faculty and staff represent a wide range of experience, credentials, and skills, achieving this goal will require increasing faculty and staff diversity. The breakdowns of fulltime and part-time faculty and staff by race, ethnicity and gender can be found in the 2021-2022 IPEDs HR report. This can be compared to the 2021-2022 IPEDs 12 month Enrollment Report.   As shown in the Fall IIPEDs Fall Enrollment 2021-2022 report the faculty to student ratio is 22 to 1.

VU strives to provide opportunities for a diverse pool of candidates by utilizing well known higher education online websites and entities that specialize in diverse recruiting. The institution endeavors to reach a diverse audience for all faculty and staff positions and regularly seeks to engage diverse markets in both regional and national areas.

All VU job descriptions include a Diversity Statement which demonstrates the institution's commitment to diversity and inclusion. The VU HR Department ensures the Affirmative Action plan (EEOC) is operationalized and reaffirms the University's commitment to equal employment opportunity and affirmative action. Moreover, it is expected that all employees embrace responsibility for contributing to an environment for learning and working that encourages and enhances the value of fairness, enthusiasm for diversity, and respect for others.

This expectation is underscored by the work of the VU DEI Council which was formed in the Fall of 2020 and fully established in January of 2021. The VU Diversity, Equity and Inclusion Council is a cross-functional group of faculty, staff, and students, chaired by the President and Provost. These members serve as an advisory and working group for the coordination of the University's DEI efforts and are guided by the University's vision and strategic initiatives for improving organizational performance, enhancing DEI knowledge and achieving excellence at VU. The overarching goals of the Council are to develop the cultural competence and improve belongingness and inclusion for all members of the VU community and specifically, one of the four subcommittees of the DEI Council is focused on diverse faculty recruitment and retention and is chaired by the Director of Human Resources. Having a better ability to track the diversity of applicants through the hiring process was one of the factors that led the University to adopt a new HR software system, NeoEd, which will be operational in early 2023.

3.C.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.**

The faculty and staff employed by VU are effective at providing high-quality programs and student services. The University has 170 full time faculty and 580 adjunct and/or dual credit instructors throughout the state of Indiana in the IPEDs 2021-2022 HR report. The University has sufficient numbers of faculty to carry out both the classroom and non-classroom roles. The student to instructor ratio is 22 to 1 as noted in the IPEDs 2021-2022 Fall Enrollment report.

The full-time faculty contract outlines the core responsibilities and expectations for faculty with respect to teaching load, professional development, participation in departmental work, and college-wide committee service. Faculty load is defined as a minimum of 15 credits or 22 contact hours per semester. All faculty workloads are prepared by Department Chairs, reviewed by College Deans and approved by the Provost.

VU faculty have oversight of the curriculum and expectations for student performance. Faculty are the only individuals authorized to assign grades or change grades. All curricular decisions move through the Office of Curriculum and Instruction and through the Curriculum and Academic Affairs Committee (CAAC) of Faculty Senate. Faculty are responsible for developing new courses and programs, establishing student learning outcomes at the course, program and institutional levels, and updating syllabi annually. Faculty were involved in the creation and development of the Academic Credential Chart and faculty members serve on all search committees for open faculty positions.

All academic divisions are responsible for collecting, reporting, and assessing student learning outcomes. Assessment responsibilities are specifically identified in the faculty contract and faculty across the institution are involved in the assessment of student learning. Assessment outcomes and reports are submitted to the Director of Assessment and collected data is reviewed and discussed in an effort to continuously improve programmatic learning.

Additionally VU meets the staffing requirements for specialty accreditors as well. For example, Nursing is accredited by ACEN which has such a standard. Faculty workload policies found in the University Manual also provide a means to ensure sufficient resources. If there are no external requirements, the number of needed faculty is determined within the teaching load policies found in the University Manual. This section indicates that "A three-track approach is used to compute a full

teaching load for faculty. Each faculty member is expected to qualify in one of the three tracks each fall and spring semester: fifteen (15) credit hours, twenty-two (22) contact hours (50-60 minutes in a lecture or laboratory situation), or 563 weekly student contact hours (the number of students taught multiplied by the number of contact hours)."

"An optimum and a maximum class size is established for each course offered at the University, and enrollments in excess of maximum class size are a factor in determining overload pay. Unusual circumstances for additional factors may also be considered in determining overload pay."

"Overload should be limited to three credit hours or four contact hours except in emergency situations and then only with the approval of the Provost and Vice President for Instructional Services/Dean of the Faculty. College deans should not carry overload except in extreme emergencies. Approval for any extra-stipend work by College deans must be sought in writing from the Provost and Vice President for Instructional Services/Dean of the Faculty in advance of the work."

The continuity of faculty is maintained through the use of an annual review process which includes professional development.

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

All faculty teaching for VU, regardless of location or delivery method, follow the same rigorous policies and procedures for credentialing. All locations follow the credentialing standards set forth by the University. All faculty teaching for VU, regardless of location or delivery method, follow the same rigorous policies and procedures for credentialing. All faculty must meet the minimum qualifications to teach. This includes all full-time and part-time faculty, on campus, online, and dual enrollment.

VU has an identified process to ensure that all faculty meet the minimum qualifications expected by both the Higher Learning Commission and VU to teach in their respective disciplines. The Academic Credentialing Chart is used for reviewing instructor qualifications for teaching at both the discipline and course level. The chart provides information on minimum teaching requirements, qualifying graduate fields/majors, and alternative qualifications such as professional licensures or certifications for all disciplines. The institution is working to implement NEO Ed for Human Resources an application tracking, hiring, and onboarding system with a goal to further digitalize the credentials process.

Credentials are reviewed and approved by the appropriate program chair and academic dean before moving to the Provost for review and final approval. VU maintains files on all active full-time and adjunct faculty in the Provost's Office, including those teaching dual credit. The files include transcripts and other credentials showing faculty preparation and tested experience. While VU requires all faculty to meet the same credentialing standards, HLC granted the state of Indiana, through the Commission for Higher Education, an exemption until 2023 (now extended to 2025) pertaining to certain dual credit instructor credentialing. Indiana's exemption includes the provision that some faculty who do not yet meet credentialing requirements may be hired as exceptions to the requirement as long as they are in compliance by the deadline. As outlined in the Early College Handbook for faculty hired under this exemption an individual education plan is developed and monitored. This plan is designed to enable individuals to meet full credential status. As outlined in the Early College Handbook administration, along with the Dual Credit Quality Assurance

Coordinator, monitors the progress of instructors on education plans. The signed education plans are housed in the Provost Office. In doing so, Early College administrators and faculty liaisons work together to ensure that HLC and campus standards are maintained. The Military Education Program (MEP) and all other sites follow standards and processes set forth by the university.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

VU faculty evaluation process which is designed to ensure quality of instruction and uniformity across coursework. Faculty evaluation requirements are outlined in the Vincennes University Faculty Evaluation Plan and include the frequency and timelines for the process. All faculty are systematically evaluated to ensure teaching effectiveness and performance, professional development and service to the university/community. Teaching effectiveness comprises 60% of the faculty evaluation and the expectations for demonstrating effectiveness are clearly outlined. Evaluations include student feedback, a professional growth plan and a course improvement plan.

The faculty member and the faculty member's direct supervisor jointly complete the evaluation process which includes a review of student evaluation comments, the composition of a Course improvement Plan and the creation of a Professional Growth Plan.

All VU courses, regardless of instructional delivery mode, conduct instructor and course evaluation via Survey Dig. The Survey Dig tool is deployed before the end of the course and automatically creates a report, including student comments and raw data. Faculty utilize this data to author a Course Improvement Plan which asks them to identify the questions for which their students ranked them in the upper, middle or lower levels and offer their insights and plans for improvement. The evaluation process also includes a conference in which the Chair and faculty member jointly finalize a Professional Growth plan for the next evaluation year.

3.C.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.

Vincennes University values professional development and recognizes the importance and vitality of such activities to maintain highly effective teaching and learning. Each full-time faculty member is allocated an individual pool of $300 every year that can be used for approved professional development activities including travel, conferences, workshops or memberships. The Provost's Office also has a pool of money for professional development that can be used to supplement individual allocations. Each fall, College Deans submit a list of faculty professional development requests to the Provost that reflect a prioritized list of the area's unique training needs and the Provost works to fund as many as possible. The Provost's Office also has funds to support tuition support for advanced degrees.

The University ensures that faculty are adept in their teaching roles by providing internal professional development through the Center for the Advancement of Faculty Excellence (CAFE). The CAFE was formally called the Center for Teaching and Learning. The CAFE is dedicated to both best practice and evidence based professional development for faculty and publishes a quarterly newsletter with a faculty advisory group to identify the topics that are of most interest to faculty. The University has subscriptions to both Academic Impressions and Innovative Educators and both of these resources are available to faculty.

Another way the College ensures that faculty are adept in their teaching roles is by offering monthly Lunch and Learn sessions, twice yearly professional development weeks and the Trailblazer Teaching Academy, a year long onboarding program for new faculty designed to build collegiality, assist in guidance with university resources and policies and build effective pedagogical practices.

In addition, the annual evaluation process cited in 3.C.4, the university supports professional development. The importance is noted in the Performance Evaluation process where professional development makes up 20% of the performance evaluation. Provision of internal professional development opportunities is overseen by both the Provost Office and the Center for the Advancement of Faculty Excellence (CAFE). Examples of professional development offerings can be found on the Provost Office webpages.

3.C.6. Instructors are accessible for student inquiry.

Faculty at VU are accessible to their students. VU policy requires that faculty are available to students, stating "All full-time faculty members will hold at least five office hours a week on campus (one office hour per day for five days per week), meeting for at least fifty-minutes each time with some periods in the mornings and some in the afternoons as teaching schedule permits." Chairs and Deans are charged with ensuring that all faculty in their departments are meeting these expectations. Additionally, faculty are in contact with their students through Blackboard, email, faculty home pages, and other means such as Slack and Discord Adjunct faculty members are not required to schedule office hours although they are encouraged to do so. Lastly, accessibility to students is an expectation that is a part of the annual faculty evaluation.

For programs like Early College, Distance Education and Military Education Program (MEP) accessibility of faculty to students is equally important. Early College programs have on-site Administrators and Learning Coaches in locations where English and Math are offered. Military students are encouraged to contact MEP personnel during operational hours for face-to-face interactions or alternatively, through email, Blackboard or phone. Distance Education faculty are required to host at least one 50-minute virtual office hour each week.

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities are appropriately qualified, trained and supported in their professional development.

VU provides a variety of student support services to meet the needs of its diverse student body. These include the Student Success Center, the Learning Commons, Career Services, Diverse Abilities and Accommodation Support Services , Counseling Services, and the Multicultural and Inclusion Services. Most of the positions housed in these offices fit within the category of Professional Staff. Per the University Manual, these positions typically require "certain educational requirements, skills, and/or experience, supervision of other employees, budgetary responsibilities, and responsibility for administration of decisions and other requirements designated by the appropriate Vice President." The qualifications for these positions are determined by the VP of the area in consultation with the direct supervisors of the positions. These qualifications are reviewed and considered to be appropriate with standard of practice at similar universities nationally. The University Manual also includes information on professional development and training for these staff members. The quality of services provided is evaluated several ways. One is through formal evaluation and the second is through the use of the CCSSE, which is a national benchmarked student survey tool that looks at student engagement and satisfaction. The survey provides the institution with context about the relative quality and satisfaction of services received by students.

Sources

- 12moEnrl LOCKED 2021-22
- 3.C.1 DEI Charter and Activities (Jen)
- 3.C.1 Employee EEOC Notice
- 3.C.1 IPEDS RE Gender Staff and Students 2021-22
- 3.C.1 Nursing Accreditation ACEN Accreditation Manual – 2017 Standards and Criteria
- 3.C.1 Web Page DEI Diversity Equity Inclusion - Vincennes University
- 3.C.1 Web Site Human Resources - Affirmative Action Vincennes University
- 3.C.3 Dual Credit Extention CHE-HLC-Extension-Approval
- 3.C.3 Provost Website Faculty Credential Forms - Provost's Office - Vincennes University
- 3.C.3. NEOED _ HR Software for Education
- 3.C.4 Provost VU Faculty Evaluation Process Overview
- 3.C.5 Vincennes University - Professional Development Sessions - Vincennes University
- 3.C.6 Faculty Office Hours and Email
- 3.D.3 Student Services - Vincennes University
- CCSSE 2022 All Students
- CCSSE 2022 Presentation Main
- Distance Education Handbook
- Early College Instructor Handbook (Aug 2020)
- Early College Instructor Handbook (Aug 2020)
- Early College Instructor Handbook (Aug 2020) (page number 9)
- Early College Policies Procedures (Aug 2020)
- IPEDS Fall Enrollment 2021-22 LOCKED
- IPEDS Fall Enrollment 2021-22 LOCKED (page number 19)
- IPEDS Human Resources 2021-22 LOCKED
- MEP Adjunct Faculty Handbook
- MEP Student Handbook
- MEP Student Handbook (page number 6)
- Mission and Goals Statement - Center for Teaching and Learning - Vincennes University
- Survey Dig - Provost's Office - Vincennes University
- Trailblazer Teaching Academy launches new VU faculty on a positive trajectory - Vincennes University
- University Manual
- University Manual (page number 111)
- University Manual (page number 112)
- University Manual (page number 280)
- University Manual (page number 294)
- University Manual (page number 350)
- University Manual (page number 385)

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).

Argument

3.D.1. The institution provides student support services suited to the needs of its student populations.

As an open enrollment university VU offers a wide variety of support services to a diverse student population and there are numerous systems in place to provide student support on various levels. VU ensures that all students, regardless of location, have administrative support, advising, and other support services to meet their needs. The overview of services are available on the Student Resources and Services webpage. Services include special programs such as Experience VU, COPE, Counseling Services, Tutoring and Labs, the Student Success Center (Advising), and the Office of Diverse Abilities and Accommodations. Services to support Veterans are provided on the Veterans website. Students have access to the Learner Support Website and the Wiring Center, Math Center and Learning Resource Center as well. Jasper offers services at the Academic Center for Excellence.

Many of the VU services offered are multi-location, university-wide systems. BrainFuse is an online tutoring service that offers live, on-demand tutoring for students. Students can get instant academic assistance from expert tutors through its comprehensive suite of online tutoring, self-study, and collaboration tools. This tutoring service is available to campus-based, Distance Education, and Military Education (MEP) students. Additionally, CircleIn is an all-in-one study platform that allows users to study remotely, collaborate with peers and communicate and exchange ideas with peers. Access to this app is provided to all campus-based, distance education and military education students. Additionally, the Learning Commons provides virtual tutoring services for all students, regardless of location.

Library services including electronic databases and eBooks are available to any student who has a MyVU username and password. Students residing in the state of Indiana may also access the Academic Libraries of Indiana Reciprocal Borrowing Program. Students may also obtain materials through their local library using Interlibrary Loan if they need a physical copy of a resource. Online requests for journal articles can be submitted through VU's Interlibrary Loan program.

The previously mentioned Early College and MEP programs have many services available. MEP students are also able to utilize the DOD program service Tutor.com.

Access to student policies regarding due process and student behavior is available on the Student Right to know webpage.

3.D.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.

VU initially ensures college readiness based on the admission requirements. Since there are various levels of proficiency, VU has a placement process to allow students the opportunity to overcome academic weak areas. The University Catalog provides information regarding student placement and remediation under the College Readiness Program. This process provides co-requisite course support as well as other programming to assist students to become adequately prepared.

For international students, or those with English as an additional language, the placement and remediation process is described under the International Language Proficiency requirements.

3.D.3. The institution provides academic advising suited to its offerings and the needs of its students.

Students are assigned a faculty advisor within their major at entry. Faculty advisors are available to meet and work with students as they progress through their program. Some students, based on their academic profile, are assigned a student success coordinator within the Student Success Center (SSC). These coordinators serve as additional academic advisors for at-risk students and actively work to promote university-wide communication, programming and resources that support a positive learning community at VU. They also work closely with the college-based Academic Coaches who work with students who have been identified in the TAPS system as needing additional support, assistance or guidance. Advisors work with degree seeking students to create a degree plan in Degreeworks. This plan identifies the courses students will take will take each semester and provides a map to degree completion. Additionally, instructors monitor student classroom activities and send early warning alerts to the TAPS system. This system notifies advisors of issues such as poor attendance, low assignment/test/quiz scores, missing work, no textbooks, inadequate preparation and behavior problems as well as a provision for specific recommendations for tutoring. Advisors can follow up with students to recommend tutoring or set up a meeting to discuss how the student can improve performance. The faculty advisor and SSC staff contact the student and work to address the issue.

As noted, students struggling may receive a TAPS notice, which is monitored by an SSC Coordinator. The SSC employs an intrusive advising model. Student Success Coordinators conduct regular meetings with students to review strategies to improve study skills, select academic programs, identify resources and/or services that will support success. Reports are sent to the Dean in each area to monitor.

SSC coordinators offer advising assistance to any walk-in student, and provide follow up communication with the student's assigned advisor if it is needed after the assistance was given. All advisors adjust degree plans based on the student's need for remedial coursework, overall progress or success. A built-in feature of the degree plan is the ability to identify students who are "off-track", meaning their semester progress does not follow the degree outline. This alert allows the advisor and student to work together to get the student back on track towards degree completion. As mentioned previously, each College has 1-2 Academic Coaches based on student enrollment within that College. These Academic Coaches provide support to students who have received TAPS warnings

and work to provide early intervention and guidance to address whatever TAPS issue has been identified.

Access to the Career Center can come through advising or the student reaching out directly. The Career Center offers services including career fairs, resume writing, and interviewing skills. Additional services are available to assist with other issues that may arise including Counseling and Tutoring.

All students, regardless of location, have access to the same amenities as those on the Vincennes campus. Methods of access to and communication with personnel and services can include the VU Website, electronic mail, phone or Zoom. All information for key student support services may be found on the VU website. All students have online access to services such as MyVU, Student Resources and Services, Veterans Support Services, Career Center and the Office of Diverse Abilities and Accommodations.

Within Early College, VU Assistant Deans and Directors serve as the link to the main campus for Early College students. In the event students need to contact the main campus, VU representatives provide that contact information. In addition, Admissions Representatives regularly visit the schools to provide program and campus contact information.

For the Military Education Program (MEP) on-site course work, service members work directly with on-site administrative staff for admissions, advising, registration, and veteran's assistance. Students have access to the financial aid office and registrar's office via telephone, electronic mail, or the University website. The various means of contacting these services are found in the MEP Student Handbook.

3.D.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).

Vincennes University is committed to ensuring that its infrastructure and resources are appropriate to the teaching and learning mission of the institution through a variety of means that incorporate short and long-term investments and upkeep. The processes for determining those investments are informed by a goal of maintaining a safe, secure, and attractive learning environment, programmatic needs, learning outcomes, academic partner investments and requirements, programmatic accreditation requirements, and changes in the technology needed to deliver high quality education.

The processes for determining infrastructure needs and investments at VU are overseen by the members of the executive leadership team on an ongoing basis, with semester and annual reviews of needs, with input from faculty and staff, and in consultation with Architectural Services. Such assessments inform processes, such as regular "equipment releases" through the Provost, biennial capital requests to the State Legislature, and the solicitation of grant and donor funds. Significant investments (those over $500,000 and over $1,000,000) require additional approval from the Finance and Revenue Committee of the Board of Trustees and the full Board, respectively.

With support from the State of Indiana, donor support, and utilization of institutional reserves, since 2017 VU has made investments totaling more than $70 million in the infrastructure that supports teaching and learning. Some specific examples include the $5.8 million purchase of a fleet of new aircraft in 2017 to support VU's aviation flight program in Indianapolis, the addition of a new $4.5

million Agriculture Center, located North of the main campus in Vincennes (2019), significant renovations to the Wathen Business Building, Davis Hall ($10 million), an $8 million makeover of the Shake Learning Resource Center (2020), more than $10 million in renovations to the Shircliff Humanities Center and Phillip M. Summers Center (2021), and the $4.8 million renovation of the College of Technology Advanced Manufacturing wing (2022). In addition, with support from Lilly Endowment grants in 2020 and 2021(totaling $10.6 million), VU was able to add an Advanced Manufacturing Center at the Aviation Technology Center in Indianapolis and develop new Collaborative Robotics laboratories at the Vincennes and Jasper campuses, as well as the Gene Haas Training and Education Center in Lebanon. These represent some of the more significant recent examples of VU's commitment to the teaching and learning infrastructure, which do not include regular budget releases for instructional equipment, coordinated through the Provost, more than $10 million invested in VU's CTE Early College partnerships at K-12 Career Centers since 2015, and other regular investments in repair and rehabilitation of facilities.

These investments were galvanized by a combination of factors, including the maintenance of program quality, enhancement of teaching, and learning, and efforts to provide students and faculty with the latest technology utilized in the industries in which graduates will enter. The purchase of new aircraft in 2017-2018, for example, was induced by the need to replace aging aircraft which were becoming too expensive to maintain properly, a desire to enhance student and instructor safety, and a desire to increase capacity to meet expected growth in the industry. The construction of a new Agriculture Center was driven by the growth of programming in Diesel Technology, with the launch of a new Technical Apprenticeship Program with Cummins, and crowded space for that program and the existing John Deere education partnership. It also was informed by faculty in the three main Agriculture program areas: Agriculture Transfer (with Purdue), Horticulture, and Agribusiness, who saw the synergies of consolidating Agriculture labs and instruction into one facility. In addition, since the facility is adjacent to the Purdue Southwest Agriculture Center, Purdue was invited to establish a Food Safety lab in the center, which would create partnership and programmatic opportunities for the two institutions. The new wing of the College of Technology Building, opened in 2022, was motivated by a number of factors, including feedback from employers and faculty on the need to upgrade VU's Product Design and 3-D Printing Laboratory, the end-of-life for several Hurco CNC machines in the Precision Machining Laboratory, and VU's recent grant from the Lilly Endowment to establish the Center for Applied Robotics and Automation, which would introduce new collaborative robotics (cobots) to industry and into the curriculum in Advanced Manufacturing and elsewhere. Ongoing instructional equipment needs are primarily monitored through the faculty and deans representing those programs, in conjunction with the Provost through the regular equipment release process. Typically beginning in the early fall, the CFO informs the Provost of the budget allocated for the coming year. Working through the deans, the Provost solicits prioritized requests from each academic area. Rationale for equipment purchases generally include some combination of the following: replacement of end-of-life equipment, new equipment to meet program learning outcomes or program accreditation requirements, or input from advisory committees. Advisory committees, consisting of employers, faculty, and alumni, meet regularly (typically annually or semi-annually, with program and department faculty to provide feedback and guidance on the need to improve graduate preparation, which can include the recommendation to upgrade or acquire new equipment.

Other investments, including those from the annual Perkins grants, overseen by Indiana's Department of Education, solicit proposals from academic areas, which are prioritized in the Provost Office, before submission to the DOE for approval. Examples also include recent Perkins-funded proposals. In addition, the VU Foundation utilizes Wathen Grants, sustained through an endowed

fund, to annually support the investments in new technologies to be employed in the teaching and learning.

VU's Information Technology infrastructure is overseen by the Information Technology (IT) Department.

Technology infrastructure is overseen by the Information Technology (IT) Department. The infrastructure uses redundant internet lines to ensure service. The primary internet line is established through the Indiana State Consortium, and provides a 10G to the backbone. The primary internet line is established through I-Light, a consortium of 40 Indiana public and private education institutions, which provides a 10G connection to the backbone. The institution also has a less robust redundant connection with a local internet service provider, in place to support critical services in the case of an I-Light outage. The IT Executive Committee meets quarterly to review ongoing and emerging needs and set priorities for investments made in the IT infrastructure. Many of these investments are shaped by the recommendations of the Administrative Technology Advisory Committee (ATAC) which advises on applications such as Banner, DegreeWorks, Slate, ACEware and other Application Modules. Recent strategic IT investments have included moving Blackboard, the University's primary Learning Management System, to the "cloud," upgrading the wireless internet structure in the residence halls to better support remote learning in the event that students are not able to attend class in person, as well as the establishment of more than 10 "Zoom rooms" at various locations on the Vincennes and Jasper campuses and at the Aviation Technology Center, to facilitate hybrid teaching and add capacity within the VU system.

The performance and practice spaces for performing arts programs, such as music, theater, and broadcasting are monitored through the programs using them for instruction. An example is the Red Skelton Performing Arts Center (RSPAC). RSPAC houses an 800-seat auditorium, professional staging area, large group and individual rehearsal spaces, construction laboratory, dressing and "green" rooms, and faculty offices. The RSPAC supports Vincennes University programs, along with university and community events and performances. VU invests regularly in maintaining and upgrading the physical and technical infrastructure of the RSPAC.

Clinical practice sites (placements) are monitored for capacity and function by the program areas needing them with input from relevant advisory committees, and programmatic accreditation. For example, programs in the College of Health Science (Nursing, Pharmacy Technology, Surgical Technology, Physical Therapist Assistant, Funeral Service Education and Health Information Management) have sufficient appropriate placements. There are no waiting lists and have few difficulties making placements. In the rare instances where difficulties making placements have occurred these were addressed by increasing the placement distance. These areas use feedback from advisory committees and have regular meetings with the largest placement centers, Good Samaritan Hospital (Vincennes) and Memorial Hospital (Jasper) in order to evaluate recent placements and plan for upcoming changes and needs. The Dean of this college is a member of the USI, AHEC, and Region 8 Advisory Committees which create further connections and feedback between academics and industry to facilitate meeting placement needs and quality.

As provided in the last IPEDS survey, VU's Shake Library is a combined electronic and non-electronic collection. The library is staffed with a combination of full time and part time personnel along with several student workers. The library has access to Indiana State Interlibrary Loan operations, and provided 1114 documents to other libraries and received 91. The library physically houses 48,321 physical books and 231,231 electronic books. The library has 91 electronic databases, 1,135 physical and 44,015 electronic media. There are 493 physical serial holdings with 59,827

electronic serials. Online services are available to students, and access to libraries throughout the state allow students at any location to access library resources.

The renovation of the Shake Learning Center was an opportunity driven by needs to address infrastructure issues of the aging building and in recognition of the changing way academic libraries function. The additional goals of the renovation were to: 1) improve a primary study space, making it more inviting and functional for students, 2) upgrade the technology available in meeting and study spaces, and 3) create an "academic support hub" for students by combining support services such as, the Student Success Center, Knowledge Market, Counseling Center, Diverse Abilities and Accommodations, Testing Center, and Library under one roof. The Provost and Assistant Provost for Curriculum and Instruction oversaw the process of envisioning the needs and location of these offices and worked directly with them on the transition.

Sources

- 3.D. 3 Student Success Center - Vincennes University
- 3.D.1 1-to-1 Tutoring Homework Help and Test Prep for K–12 Higher Education and Career
- 3.D.1 Brainfuse Online Tutoring – Online tutoring and so much more
- 3.D.1 CircleIn The Virtual Student Community
- 3.D.1 Reciprocal Borrowing Program
- 3.D.1 Student Right to Know and Policies - Vincennes University
- 3.D.1 Student Services - Vincennes University
- 3.D.1 Veterans Support Services - Vincennes University
- 3.D.2 Admission Requirements - Admissions - Vincennes University
- 3.D.2 College Readiness
- 3.D.2 English Language Student Policies and Support Services - Vincennes University - Acalog ACMS™
- 3.D.2 English Language Student Policies and Support Services - Vincennes University - Acalog ACMS™ (page number 31)
- 3.D.2 English Proficiency - International Students - Vincennes University
- 3.D.3 Advising and Academics - Vincennes University
- 3.D.3 Career Center - Vincennes University
- 3.D.3 Center for Teaching and Learning - Vincennes University
- 3.D.3 DegreeWorks - YouTube
- 3.D.3 Diverse Abilities Accommodations - Vincennes University
- 3.D.3 PII Information Included V2 Health Sciences Profile Report Fall 22
- 3.D.3 Student Services - Vincennes University
- 3.D.3 TAPS
- 3.D.4 IPEDS Academic Libraries LOCKED 20211222
- 3.D.4 IT Client Portal Home
- 3.D.4 Red Skelton Performing Arts Center
- Academic Center for Excellence at VUJ - Vincennes University
- Committees - Information Technology (IT) - Vincennes University
- Early College Instructor Handbook (Aug 2020)
- Early College Instructor Handbook (Aug 2020) (page number 17)
- Facebook The Vincennes University... - Vincennes University _ Facebook
- Home - Shake Library - LibGuides at Vincennes University Shake Library
- I-Light_ Indiana University

- Learning Resource Center Home - Shake Library - LibGuides at Vincennes University Shake Library
- Learning Support Services - Vincennes University
- Math Labs Tutoring - Vincennes University
- MEP Student Handbook
- MEP Student Handbook (page number 6)
- MEP Student Handbook (page number 7)
- Shake Learning Resource Center - Vincennes University
- Technology Center Transformation_ VU reveals three new state-of-the art labs - Vincennes University
- Vincennes University - Shircliff Humanities Center Renovation - Plans - Wolfe Construction
- Vincennes University Spending 5-8M On New School Planes
- Welcome - The Writing Center - Vincennes University

3.S - Criterion 3 - Summary

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

Summary

Criterion 3 Summary:

Vincennes University provides students with a high quality education through its academic programs and student services. Quality processes are in place to ensure that courses and programs are current and are taught by appropriately credentialed faculty. Faculty expertise is supported through internal and external professional development opportunities and financial support. Appropriate levels of student performance and assessment are in place across all programs, modes of delivery and locations and faculty and staff are committed to student learning. The university is committed to providing the infrastructure and resources necessary to support effective teaching and learning and a plethora of student support services, learning support, academic advising, and guidance are offered to guide students to degree completion.

Sources

There are no sources.

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.

Argument

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

In addition to the ongoing monitoring of VU programs by Deans, Program Chairs and the Provost, there are two key program review points. The first of these is the annual program review. The annual Program Review process, which has been in place for more than two decades, looks at five-year trends in enrollment, credential production, instructional costs, and tuition and fee revenues at program, college, and site levels. It serves as an annual checkpoint and as a guide in evaluating ongoing resource allocations. This report is published and sent to Deans to discuss with the Provost and assist in the management of their units. In addition, program and course enrollments as well as program degrees and certificates awarded are monitored.

Additionally, the programs undergo a comprehensive program review every 5 years. This process is intended to evaluate and provide a tool to continuously improve the program quality. The calendar with the review dates for each program are included in Appendix A of the Program Review Handbook. This comprehensive review has among its elements: Program mission and vision,

delivery locations, degree plans, professional commitment and community service, assessment of student learning outcomes (SLOs), student outcomes and enrollment, diversity, financials, short- and long-term program planning, recruitment, employment outlook, external feedback, facilities, and a SWOT analysis. These are reviewed by the Executive Committee with action items and final feedback provided. One example of such reporting for the BSN program is included. The review shows the connection to Strategic Plan elements of enrollment and retention. These are listed as part of the action items from the review. Examples from Health Information Management and Surgical Tech are also provided.

4.A.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.

Vincennes University evaluates all credits that it transcripts. An overview of this is provided in the course catalog. This section of the catalog outlines the Credit Hour policy and process for review and the use of American Council on Education (ACE) when appropriate. Examples of areas included under this are accelerated/compressed delivery, laboratory courses, special instruction, external placements, hybrid courses, online instruction, private lessons and recitals, clinical placements, transfer credit, credit by exam (i.e., CLEP, DSST, ECE, CBAPP), Cambridge Assessment International Education, and departmental exams.

4.A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

Vincennes University is a member of the Higher Education Transfer Alliance (HETA). Note that while credits transfer to VU, grades do not.

As a HETA member, VU officials make course transfer decisions based on four (4) criteria.

1. "Course Similarity as determined by the receiving department.
2. Consistency of applying transfer principles to courses from all institutions so students are treated fairly.
3. Vincennes University will apply a higher priority to follow the success of transfer students as they take Vincennes University courses which are sequential to key transfer courses.
4. Vincennes University has the flexibility, within the guidance of the offering program, to accept transfer courses as reasonable course substitutes when the transfer course(s) meets learning goals similar to the required VU courses(s)."

Additionally, VU is part of the Indiana Core Transfer Library program which is coordinated by Indiana Commissions for Higher Education (ICHE). Indiana's Core Transfer Library (CTL) is a listing of courses that will transfer to all Indiana public college and university campuses in one of two ways: 1) The CTL course will receive credit for the designated equivalent course at the transfer campus and meet the transfer campus degree program requirements in an equivalent manner, or 2) If there is no agreed-upon directly equivalent course, the CTL course will transfer as an elective requirement of the undergraduate degree program provided the program has room for elective credits. CTL transferability is contingent upon a student earning a C grade or higher in the transfer course. The Indiana Commission for Higher Education transfer pathway began working with state institutions in Indiana in 2013 to create single articulation pathways (known as the Transfer Single Articulation Pathway or TSAP) in specific content areas. The courses mapped for a TSAP associate's degree are based upon a set of competencies agreed upon across all of the public institutions and are the minimum competencies for transfer in a major. VU is obligated to accept credits from associate

degrees earned in these pathways, guaranteeing junior standing in relevant programs.

4.A.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.

The University Manual describes the process for maintaining university control and authority over the curricula and coursework, including prerequisites. The Provost and Vice President for Instructional Services/Dean of Faculty is responsible for the instructional programs and student affairs of the University and sees that the instructional programs and student services are carried out in harmony with the philosophy and purpose of the institution. Under the direction of the Provost, the Assistant Provost for Curriculum and Instruction (APCI), through the Office of Curriculum and Instruction, supports the faculty and assists the Provost with a range of academic issues including instruction, advising, and transfer. A crucial role within this is to develop VU courses and course delivery in conjunction with faculty. This includes the development of prerequisite courses and dual credit courses.

Further details of the APCI and staff duties include:

- Develop VU courses and course delivery in conjunction with faculty.
- Facilitate assessment of student learning, particularly general education courses at VU.
- Train personnel for academic advising and support advising efforts system-wide.
- Coordinate efforts system-wide for student success, from initial advising through graduation audit and transfer.
- Support and initiate articulation agreements.
- Participate in statewide efforts, including but not limited to Indiana Commission for Higher Education (ICHE), to promote student success through persistence, completion, and transfer as VU students seek educational credentials on their pathways to meaningful careers.

Under the supervision of the Provost, dual credit is more closely monitored and managed through the Early College Program (Dr. N. Shankle & Dr. A. Finlay) and Project Excel (D'Lee Thomas, Project EXCEL Director). These programs also require the use of Simple Syllabus and engaging in Professional Development for the to ensure consistently coursework. These quality measures are also monitored by the faculty liaisons for each program area.

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

In addition to the HLC, VU maintains several specialized accreditations in support of degree offerings.

College of Business & Public Service			

VU Program	Accrediting Agency	Current Status	Next Visit or Review
Information Technology	Accreditation Council for Business Schools and Programs (ACBSP)	Good Standing	Fall 2021
Information Technology - Data Analytics and Visualization Concentration	Accreditation Council for Business Schools and Programs (ACBSP)	Good Standing	Fall 2021
Information Technology - Programming and Game Development Concentration	Accreditation Council for Business Schools and Programs (ACBSP)	Good Standing	Fall 2021
Information Technology - Web Design Concentration	Accreditation Council for Business Schools and Programs (ACBSP)	Good Standing	Fall 2021
Cyber Security	Accreditation Council for Business Schools and Programs (ACBSP)	Good Standing	Fall 2021
Software Development	Accreditation Council for Business Schools and Programs (ACBSP)	Good Standing	Fall 2021
College of Health Science and Human Performance			
VU Program	Accrediting Agency	Current Status	Next Visit or Review
Nursing - RN to BSN Completion	Accreditation Commission for Education in Nursing (ACEN)	Good Standing	Fall 2028
Nursing - ASN Completion Concentration for LPNs	Accreditation Commission for Education in Nursing (ACEN)	Good Standing	Fall 2028
Nursing - Associate of Science	Accreditation Commission for Education in Nursing (ACEN)	Good Standing	Fall 2028

Nursing - Practical	Accreditation Commission for Education in Nursing (ACEN)	Good Standing	Fall 2028
Nursing - ASN Completion Concentration for LPNs	Indiana State Board of Nursing	Good Standing	TBA
Nursing - Associate of Science	Indiana State Board of Nursing	Good Standing	TBA
Nursing - Practical	Indiana State Board of Nursing	Good Standing	TBA
Funeral Service Education	American Board of Funeral Service Education (ABFSE)	Good Standing	2023
Health Information Management	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Good Standing	2028-2029
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	Good Standing	Fall 2030
Surgical Technology	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Good Standing	2028
Pharmacy Technology	American Society of Health-System Pharmacists (ASHP)	Good Standing	Sep-21
__College of Humanities__			
VU Program	Accrediting Agency	Current Status	Next Visit or Review
Art	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
Art - General Studio	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027

Art - Photography	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
Education - Art (Grades K-12)	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
Art - Pre-Art Therapy	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
Art - Graphic Design/Visual Communications Emphasis	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
Graphic Design - Occupational	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
Graphic Design Occupational - Photography Concentration	National Association of Schools of Art and Design (NASAD)	Good Standing	2026-2027
College of Social Science, Performing Arts, & Communication			
VU Program	Accrediting Agency	Current Status	Next Visit or Review
Education - Special Education, Mild Intervention K-12	Council for the Accreditation of Educator Preparation (CAEP)	Good Standing	Spring 2026
Education - Mathematics	Council for the Accreditation of Educator Preparation (CAEP)	Good Standing	Spring 2026
Education - Science	Council for the Accreditation of Educator Preparation (CAEP)	Good Standing	Spring 2026
Education - Earth and Space Science Concentration	Council for the Accreditation of Educator Preparation (CAEP)	Good Standing	Spring 2026
Education - Biology Concentration	Council for the Accreditation of Educator Preparation (CAEP)	Good Standing	Spring 2026
Education - Physics Concentration	Council for the Accreditation of Educator Preparation (CAEP)	Good Standing	Spring 2026

All Bachelor-level Education Programs	Indiana State Board of Education	Recognized	Spring 2026
College of Technology			
VU Program	Accrediting Agency	Current Status	Next Visit or Review
Aviation Flight Technology	Federal Aviation Administration	Valid	Jul-22
Aviation Maintenance Technology	Federal Aviation Administration	Valid Indefinitely	N/A
Aviation Flight Technology - LIFT Concentration	Federal Aviation Administration	Valid	Jan-22
Automotive Technology (ASCT and CG)	Automotive Service Excellence Education Foundation (ASE)	Accredited	2023
High School Dual Credit			
VU Program	Accrediting Agency	Current Status	Next Visit or Review
Project Excel	National Alliance of Concurrent Enrollment Partnerships	Good Standing	2026

4.A.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.

The institution monitors the success of their graduates in multiple ways. Much of the information is located in the Students Right to Know section of the VU website. The VU Career Center collects information from graduates and publishes an annual report which is made available to students and the public. In addition to the employment data on this website, the Career Center also provides information on those obtaining a bachelor's degree pursuing further education.

The institution also follows employment outcomes from the US Census Bureau for its graduates.

Similarly, VU periodically examines the return on investment to the student and state (tax revenue) in a ROI Wage Report. Here the US Department of Labor data on occupations in Indiana is used to estimate salaries of the graduates at entry and mid-career, and compares those salaries to those of high school graduates. The additional annual tax revenue to the state is also provided to examine the return on the state's investment in higher education.

VU regularly participates in the Gallup-Indiana survey of alumni, in coordination with the Indiana Commission for Higher Education. The survey was administered most recently in 2018 and in 2020. It asks questions about program quality, value, and other longer term measures of alumni satisfaction with the benefits of attending VU. Information from the survey was shared widely, within the University and with the Board. Findings have been useful in reinforcing the value of connecting students with someone on campus and supported recent VU success efforts, such as the establishment of Academic Coaches in each college and the implementation of CircleIn to help students connect with peers.

The programs also obtain feedback on their graduates through the various program advisory boards, clinical placement sites, and internship sites.

Sources

- 4.A.1 BSN Program Review and Exec Assessment
- 4.A.1 BSN Program Review and Exec Assessment (page number 31)
- 4.A.1 BSN Program Review and Exec Assessment (page number 33)
- 4.A.1 BSN Program Review and Exec Assessment (page number 47)
- 4.A.1 Credit Hour Guidelines.pdf
- 4.A.3 Indiana Core Transfer Library
- 4.A.3 Transfer Policy HETA
- 4.A.4 Early College - Dual Credit - Vincennes University
- 4.A.4 Project Excel - Vincennes University
- 4.A.6 Graduate Employment Outcomes
- 4.A.6 Graduate Survey 2020-21
- 4.A.6 Indiana Commission of Higher Education Job Placement
- 4.A.6 ROI Final Wage Table w HS median IN Tax 01-05-21
- 4.A.6 Student Right to Know and Policies - Vincennes University
- 5.C.1 Example Annual Budget Review
- Gallup 2020-Vincennes-University-Scorecard
- Health Info Mgmt PR21-22
- ICHE Transfer Pathway
- Surgical Tech PR21-22
- University Manual
- University Manual (page number 19)
- VU Program Review Handbook 2021
- VU Program Review Handbook 2021 (page number 1)
- VU Program Review Handbook 2021 (page number 3)
- VU Program Review Handbook 2021 (page number 26)

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.

Argument

4.B.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Assessment at VU is a well-established and systematic process of continuous evaluation that analyzes program outcomes and the effectiveness of student learning. Program Learning Outcomes are assessed using direct measures and, where possible, indirect measures. SLOs are included in all Common Course Outlines (CCOs) to ensure consistency for all instructors in all locations. Through annual assessment reports, programs use the data collected to reflect upon student learning and to implement changes in teaching methods, student activities, curricula, and assessment instruments in order to better address program outcomes. Trends over multiple years are analyzed and new improvement plans addressed.

The University Manual lays the foundation for the assessment process through the office of Institutional Effectiveness. The following information demonstrates the expectations for the programs, co-curricular and units provided.

"Faculty and staff will use effective assessment and improvement strategies to identify program strengths and weaknesses and drive continuous improvement of student learning and program or unit effectiveness.

Faculty and staff will regularly report and share data on student learning, program or unit effectiveness, and improvement plans and progress.

Faculty and staff will create long-range program or unit effectiveness plans based on program review results.

Internal and external stakeholders will be knowledgeable of VU's institutional effectiveness and progress on assessment-driven improvements.

Vincennes University will maintain its reputation as a premier learning institution by completing all processes required to meet and exceed accreditation requirements."

Further the Office of Institutional Assessment and Director of Assessment are responsible for providing leadership and assistance to faculty and staff and for overseeing a program of evaluation

and feedback to enhance the effectiveness of the academic and co-curricular programs and services of Vincennes University. The director has the responsibility to facilitate and sustain Vincennes University's assessment efforts and of coordinating the efforts of faculty and staff on Assessment Committees. The Director's office holds the central repository of assessment of curricular and co-curricular assessment. It also distributes the data for the results of assessment activities conducted at the university level, such as general education assessment. The multi-year archive of the Assessment Committee meetings, annual plans, documents and reviews is available through the assessment portal. During the most recent year, the system has moved into the WEAVE environment.

All co-curricular and degree programs assess student learning outcomes on a two-year cycle. Assessment reports are reviewed and evaluated annually by assessment committees. The instructional assessment committee is composed of faculty liaisons from each college and the Jasper campus, and the co-curricular assessment committee is composed of five professional staff acting under the supervision of the Assessment Director. The assessment process has evolved and continues to improve since the 2012 AQIP review. In 2015, the HLC reviewed VU's final interim report on assessment concluding:

"Vincennes University's interim report is comprehensive, detailed and well organized, with a narrative that is appropriately descriptive and useful supporting appendices. The report provides substantive evidence that the institution's commitment to learning outcomes assessment has been undertaken seriously and thoughtfully. VU is to be commended on its efforts to date and on the quality of its report."

The completion rates for the academic assessment plans over the years is found in the Instructional Assessment Plan Completion Data 2011-2021. A 100% completion rate capped the 2020-21 academic year.

Annual progress is monitored and reviewed by the appropriate assessment committee with recommendations for revisions and plan improvement provided at each step of the way, including Program Planning - First and Final Drafts; Curriculum Map; Annual Results - First and Final Drafts; and Assessment Tools and Raw Data.

For example, the university's 2021-22 progress to date is found in the 2021-22 Instructional Assessment Progress Report.

Co-curricular assessment of SLO's, while more recently solidified, has been in place for several years. The past two years (19-20, 20-21) has seen 100% completion of the plans in these areas. The impact of the COVID restrictions created a year when collecting some assessments was not possible. However, these are now back to standard operation as of the 21-22 academic year. The system for tracking these shows the fourteen co-curricular areas are up to date as of 5/15/22. The areas tracked and reviewed are provided with recommendations for improvements which run parallel to those in the Academic Progress Report.

4.B.2 The institution uses the information gained from assessment to improve student learning.

Academic and Co-Curricular programs have increasingly been more effective in their use of assessment data. VU has increasingly developed processes where data is used to close the loop. The belief is that one never arrives, but is always improving, providing the expectation of continual improvement.

The following academic and co-curricular assessments are examples of this process at VU.

- 2019-2020 General Education Assessment Report. Recommendations provided based on the report included strengthening some areas of math. (p 52)
- World Languages and Cultures 2020-2021 Assessment Plan. The plan discusses impact of previous changes and planned improvements to be implemented through changes to instructional strategies. (p 14)
- Chemistry 2020-2021 Assessment Plan. The impact of previous changes based on assessment data is discussed on page 13 of the plan.
- English 2020-2021 Assessment Plan. The report discusses the impact of previous assessments on program changes. (p 20)
- Product Design and Production Processes 2020-2021 Assessment Plan. The discussion included changes that are projected to be made in the future to improve the program and process. Specifically, "the course's assignment sequence will be modified so this project will not be the first drawing assignment the students undertake after winter break. This will allow the students the opportunity to review and practice key concepts before assessment." (p 6)
- Housing and Residential Life 2020-2021 Assessment Report. Planned improvements in this co-curricular area include, "The first planned improvement for this project will be to shift the focus from making connections between diversity and their residential experience to first developing a foundational understanding of diversity and how to identify its presence within various programs and events at VU." (p 8)
- Jasper Student Services 2020-2021 Assessment Report. The results of the assessment disclosed an area for improvement. "One of the questions on the student survey specifically addressed medicinal treatment for mental health. With only 63.16% (12/19) stating that they learned the importance of this treatment, we can conclude that we did not address this as in-depth as needed. It is important that we fully discuss treatments and resolutions for students struggling with mental health." (p 8)
- Learning and Support Services 2020-2021 Assessment Plan. An example of program improvements found in this plan include, "We will conduct the training at the beginning of the fall semester, or when a tutor first begins their employment, to give them the maximum amount of time to apply the training. Tutors will be surveyed before the end of the semester so tutors who are moving on can complete the survey." (p 9)
- Student Success Center 2020-2021 Assessment Report. An example of program improvement found in this plan includes, "The raw data indicated that the 2 weakest areas of navigating Blackboard (Bb) were with creating and responding to threads and submitting assignments with attaching documents. Because these classes will be meeting face to face this upcoming year, students will be required to practice these skills on computers during class time." (p 7)

The university conducts assessments which have nationally benchmarked reference points to gauge the success and improvement of academic and non-academic units.   One such tool is the Community College Survey of Student Engagement (CCSSE). Results from the CCSSE, which is conducted on a two-three year cycle are reviewed by the CQI Committee and shared broadly with various stakeholders within the University and with the Board of Trustees. The CCSE examination of the perception of students' satisfaction, and engagement with learning systems, university systems and faculty are used to develop targets. Previous CCSSE data have been used to support the creation of VU's Knowledge Market, implementation of CircleIn, and have informed the work of the Retention Committee.

Sources

- 4.B.1 2021-2022 Co-Curricular Assessment Progress Report
- 4.B.1 Assessment Archives and Coverage
- 4.B.1 Instructional Assessment Plan Completion Data 2011-2021
- 4.B.1 WEAVE Projects **-** Weave Education
- 4.B.2 2019-2020 General Education Assessment Report rev 11.24.20
- 4.B.2 2021-2022 Instructional Assessment Progress Report
- 4.B.2 Chemistry 2020-2021 2021-22 Assessment Plan
- 4.B.2 English 2020-2021 2021-22 Assessment Plan
- 4.B.2 Housing and Residential Life 2020-2021 Assessment Report - FINAL
- 4.B.2 Jasper Student Services 2020-2021 Assessment Report - FINAL
- 4.B.2 Learning Support Services 2020-2021 Assessment Report - FINAL
- 4.B.2 Product Design and Production Processes 2020-2021 Assessment Plan - FINAL
- 4.B.2 Student Success Center 2020-2021 Assessment Report - FINAL
- 4.B.2 World Languages and Cultures 2020-2021 Assessment Plan - FINAL
- CCSSE 2022 All Students
- CCSSE 2022 Presentation Main
- CCSSE Benchmarks All Students
- University Manual
- University Manual (page number 16)
- University Manual (page number 18)

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.)

Argument

4.C.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.

The importance of retention, persistence and completion is noted in the Strategic Plan Priority 3. These are key institutional areas of focus. These metrics have also traditionally been aligned with Indiana's Performance Funding metrics for persistence and completion which are applicable to all public colleges and universities. VU has clearly defined goals that are established and regularly monitored by the CQI and Retention Committees as well as the executive leadership team and Board of Trustees through the annual review of the Strategic Plan metrics and goals..

In addition, a key group guiding these activities is the Retention Committee, which consists of faculty and staff from a variety of departments involved in student success efforts. The Retention Committee has tracked various programs focused on improving retention, completion and success for several years. Examples of these include the development and implementation of the co-requisite course model in Math and English. The committee has also set goals for disadvantaged student populations, e.g. low-income, underrepresented minorities, that have been approved by CQI.

4.C.2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

The Office of Institutional Effectiveness and Research systematically collects data on student retention, persistence, and completion. This information forms the basis for setting goals and tracking student outcomes for the Strategic Plan and for the work of the Retention Committee. The annual Program Review process analyzes student completion data, while the comprehensive Program Review that takes place every five (5) years looks at both program retention and completion. These data and outcomes are regularly reviewed by the CQI Committee, Provost Council, executive

leadership team and Board of Trustees, among others, informing decision-making including: academic and co-curricular offerings, program staffing, and support.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The Retention Committee meets regularly to review data and discuss student success efforts in order to make recommendations for improvements. These data include internal sources and external sources such as ICHE. ICHE College Completion Report data, for example, informs the Strategic Plan, are shared with the Board of Trustees, and are highly correlated to the State's Performance Funding Metrics. This gives VU additional incentive to invest in measures to improve those outcomes.   An example is an internal program directed at assisting students previously dismissed for academic reasons (disqualifications). This program was developed and has been refined over several years. The Student Success Center coordinators work with these students during their re-entry semesters. The goal is to raise the percentage of those who graduate in two (2) years from their re-entry semester to 25% or higher. In the past, the program required students to meet with a coordinator three (3) times in the semester, at weeks 3, 8 and 12. This was adjusted based on data collected to add an exit meeting with each readmit around week 15 of the semester. Based on the data, staff are working to modify the program to require these students to have 1 or 2 check-in meetings in the subsequent semester. The table below shows some of the data they have been tracking. Other examples of VU's use of retention and success data to make improvements include VU's investments in several initiatives, like the Early At-risk Student Survey, implementation of Academic Coaches, adjustments to tutoring services like Brainfuse, purchase and roll out of CircleIn, and participation in programs focused on at-risk populations, such as TRIO-funded programs COPE, and Experience VU, which reach first-generation, low-income, underrepresented, and students with disabilities.

Additional examples of analysis done by the Retention Committee are reviewing the impacts of academic coaches, Brainfuse utilization (online tutoring), and Experience VU (Disability Support). Following is a table tracking the results of efforts to support students who have been readmitted to VU after first leaving the institution for lack of satisfactory progress. The readmitted students, required to work with Student Success Coordinators in the Student Success Center, agree to participate in more intentional advising and academic support as a condition of their readmission.

Student Success Center Readmission Data: Focused Program		
Cohort	**Graduated in 2 years**	**Graduated in 3 years**
Fall 2016	10.3%	17.6%
Spring 2017	12.0%	16.0%
Fall 2017	21.9%	25.0%
Spring 2018	14.3%	20.0%

Fall 2018	22.0%	29.3%
Spring 2019	19.0%	NA
Fall 2019	18.5%	NA

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

The Office of Institutional Effectiveness and Research oversees the collection of data on student retention, persistence, and completion using IPEDS definitions. Cohorts for these metrics are typically based on first-time, full-time freshmen entering in a fall term as captured at census date of October 15. For the Retention Committee work, variations of this cohort are tracked for programs aimed at particular students, e.g. retention and completion of part-time students, retention of re-admitted students.

Further, the previously mentioned ICHE College Completion Reports, which track progress over a five-year period and across several student persistence and success measures, is a tool which provides VU with a way to compare our performance against other institutions coordinated by ICHE with a standard set of measures.

Sources

- 1.A.4 Student Support Services (weblink)
- 1.A.4. CircleIn VU and Company Pages and Links
- 1.B.1 Welcome - Project ASPIREE - Vincennes University
- 19_Vincennes Completion Report ICHE
- 3.D.1 Brainfuse Online Tutoring – Online tutoring and so much more
- 4.C.1 to 4 Strategic Plan Priority 3
- 4.C.1 to 4 Strategic Priority 3
- 4.C.1 to 4 Student Success Email Data May 27 2022
- 4.C.1 to 4 Vincennes University Retention Committee Annual Report 2020-21 2021-22
- 4.C.2 PR Comprehensive Example Retention RN-BSN
- 4.C.2 PR Comprehensive Example Retention RN-BSN (page number 17)
- 4.C.2 Program Review Annual Example Completions
- 5.A.1 CQI Strategic Plan Update
- Experience VU - Vincennes University
- Webpage ICHE_ State Performance Funding
- Welcome - COPE - Vincennes University

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.

Summary

Criterion 4 Summary: VU demonstrates responsibility for the quality of its educational programs, learning environments, and student support services with regular assessment and review of programs that follow established policies and procedures set by faculty and staff committees. The data from various assessments are regularly reviewed by the CQI, executive leadership team, Board of Trustees, Assessment Committees, Deans and faculty, among other groups. These groups use these data to inform changes to improve student learning, retention, persistence, and success through curricular change, strategic and operational investments, new initiatives, and new ways to identify and address student needs.

Academic program review, general education assessment, and course and program assessments regularly evaluate effectiveness for student learning for all certificate and degree programs. Reviews and assessments follow an established schedule and utilize standardized templates. Review and updates to the university's general education diversity outcomes are underway. VU has implemented an enhanced Program Review Process, and WEAVE Education software as a means to more effectively manage assessment. These assessment efforts demonstrate a commitment to educational achievement and improvement. Ongoing attention to retention, persistence, and completion metrics are core to the Strategic Plan and assessment of university effectiveness. This includes reviewing how VU stands in comparison to peer institutions within Indiana using the State's Performance Funding metrics. The institution includes external benchmarking to provide additional perspective from students (CCSSE) to help provide additional context and inform improvements efforts on campus.

Sources

- CCSSE Benchmarks All Students
- CESS 2019
- Webpage ICHE_ State Performance Funding

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.

Argument

5.A.1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

VU engages in shared governance in several ways, but primarily through the action of three committees working with university administration who work with the Board of Trustees. These committees are the Faculty Senate, the Professional Staff Congress, and the Support Staff Council. Representatives from other constituents such as CQI, DEI Council, IT Executive Committee, ATAC, Data Governance, Retention Committee, Student Behavior Committee and the Strategic Advancement Committee also work with these groups and administration to share in the governance of the institution.

The actions taken by each governing body are recorded in the minutes of the meetings, and these recorded minutes are transmitted to the Board of Trustees by the University President. If actions are necessary by the Trustees, the actions are discussed by the Trustees' committees and recommended to the full Board for final action. The Trustees look to the University President for recommendations on actions forwarded from the governing bodies. Any additional discussion is based on these initial interactions.

The President also has an executive leadership team, consisting of the three Vice Presidents and the AVP for Financial Services, which meets weekly to determine how to disseminate information about key issues and actions. he executive leadership team receives regular reports and invites participation from a wide range of University areas, such as Human Resources, Architectural Services, Institutional Effectiveness and Research, Admissions, External Relations, Student Affairs,

Curriculum and Instruction, Risk Management, and others, to review programming and inform decision-making. The administration communicates with the Board and the three employee governance groups in their regular meetings. This includes the data used in making decisions, and information regarding policies. The governance groups are shown in the Organizational Chart on the upper right side. The Board of Trustees includes a student representative.

5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

A prime example of the use of data to inform decisions is seen with the central role of the Strategic Plan. The Strategic Plan is operationally considered the key organizational document driving activities and maintaining institutional focus on the core interests and goals of VU. The data related to the Strategic Plan and metrics are regularly updated, reviewed and disseminated. The Strategic Plan is used to inform actions and decisions at the university. The importance of this process is shown by vesting oversight of the Strategic Plan's development and monitoring under the Continuous Quality Improvement Committee (CQI), which oversees the progress of the plan's implementation before it is handed off to the executive leadership team and then to the Board for final review.

The CQI, a long-standing committee, is led by the VU President in becoming a Premier Learning Institution through monitoring the progress on the metrics within the strategic plan. Headed by the VU President, and composed of representatives from Institutional Effectiveness, Business and Industry, Budget and Finance, Curriculum and Instruction, Faculty Senate, Student Government, Professional Staff Congress, Support Staff Council, a non-Vincennes representative, a student, and a member of the Board (usually fulfilled by representation of the student trustee) and the Provost. The committee meets monthly to discuss data resulting from the implementation of the strategic plan, reviewing and adjusting strategic targets as necessary. Annual review of the Strategic Plan by the CQI, begins with the submission of reports from the Executive Sponsors for each of the six priorities. The CQI then recommends any changes to the plan, metrics, or goals, to the Executive Committee, who reports any changes to the Board of Trustees.   In addition to the strategic plan, the University, through the executive leadership team, CQI, and other groups regularly review various data-based reports such as the annual Retention Committee report and in combination with data from Program Assessment use it to make recommendations regarding initiatives and policies. For example, employee responses represented in the CESS data have informed decisions to enhance onboarding of faculty and staff, supporting decisions to invest in a new hiring and onboarding software, NeoEd. Additionally these data informed additional supervisor and leadership training, and efforts to enhance internal communication and access to information. The implementation of NeoEd is also intended to give VU more robust data on application and hiring trends.

Other examples of data-driven analysis and decision-making include: the the TDX system, for IT, which provides data on trends regarding various IT issues to assist with the deployment of technology or the need for training. Physical Plant uses a system to monitor equipment repairs and estimate end-of-life on major systems. The IT Executive Committee monitors the use of smart classroom and computer lab use, and other assessments, which guide investment decisions. Physical Plant uses a system to monitor equipment repairs and estimate end-of-life on major systems. The university investment in making the Ellucian Modernization process will accelerate the digital transformation of several current paper processes and allow VU to better evaluate the efficiency and effectiveness of those processes.

5.A.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.

The Provost is officially tasked with overseeing the academic requirements, policies and process. The President and Provost regularly discuss institutional policies, planning, and procedures with the Board of Trustees, which also includes a student trustee.

The Provost works through the Office of Curriculum and Instruction and the Assistant Provost for Curriculum and Instruction, and Academic Deans and Chairs to supervise VU's education programs. The Assistant Provost works in conjunction with the the Faculty Senate's Curriculum and Academic Affairs Committee (CAAC) to monitor academic standards. This is detailed in the Bylaws of the University Senate in Article II, Section 2. The CAAC is made up largely of faculty from the university and key offices in the university system to oversee curricular integrity and continuity. Examples of various reports and action are found on the CAAC website and include retention reports, academic credentialing, and forms to request various curriculum and program changes.

Curricular changes typically begin at the program level submitted through a Dean to the CAAC who takes it to the Faculty Senate. If significant program changes are made these are taken to the Board of Trustees. Academic Policy changes can arise to CAAC and thereby go to Faculty Senate and other units of the university for review and approval. They then return to the CAAC for further review. After the CAAC review these move back to Senate for approval. Then these are moved on to the administration for final approval. An example of the CAAC meeting minutes is also attached.

Sources

- 5.A TDX Information Technology Executive Committee Q4 2022
- 5.A. Slides Information Technology Executive Committee Q4 2022
- 5.A. Slides Information Technology Executive Committee Q4 2022 (page number 4)
- 5.A. Slides Information Technology Executive Committee Q4 2022 (page number 19)
- 5.A.1 CQI Strategic Plan Update
- 5.A.1 Organizational Chart VU and JM
- 5.A.1 Prof Staff Congress Agenda - 11.2022
- 5.A.1 Senate Agenda 11-8-22
- 5.A.1 Support Staff Council Agenda 11-8-22
- 5.A.2 Continuous Quality Improvement Committee - Archive
- 5.A.2 CQI minutes 12.09.21 MG.edited
- 5.A.2 Monthly Continuous Quality Improvement Committee
- 5.A.3 Curriculum and Instruction - Vincennes University
- 5.A.3 CAAC Minutes 11.17.22
- CESS 2019
- Curriculum Proposal Resource Material - Curriculum and Instruction - Vincennes University
- IT Service Catalog
- Strategic Plan Complete with Metric 11 15 2022
- University Manual
- University Manual (page number 10)
- University Manual (page number 13)
- University Manual (page number 19)

- University Manual (page number 302)

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.

Argument

5.B.1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Vincennes University utilizes a variety of processes to ensure that both staff and infrastructure are appropriate to sustain successful operations, including processes for ensuring infrastructure at various sites is adequate and maintained appropriately, establishing requirements for needed credentials and skills, and providing ongoing training and professional development across the institution. The Vice President of Finance and Budget Director oversees the Office of Finance and Budget at VU and holds the primary responsibility for maintaining the fiscal, physical, and technological infrastructures that support all university operations. This division is comprised of the Vice President of Finance and Associate, Vice President of Finance/Controller, Director of Business Services and Budget, Director of Accounting, Architectural Services and Physical Plant Departments, Human Resources, Payroll, Procurement and Risk Management, Grants, Accounts Payable, Student Financial Services (Bursar and Financial Aid), University Police, and the University Primary Care Clinic. These departments function to ensure efficient and productive use of university resources. The VP of Finance and the Director of Architectural Services meet weekly to monitor and review ongoing projects as well as identify emerging campus facility needs and upgrades. Instructional deans and program chairs also provide input and feedback in assessing the condition of individual instructional buildings. The Director of Architectural Services reports regularly to the executive leadership team on infrastructure needs and planning and on the progress of specific projects and reports to the Board of Trustees at least annually, at the Board retreat, to overview current and emerging facility and infrastructure projects. Building and repair project lists are also developed and prioritized. Resources are established in each biennial budget by State formula for both building repair and rehabilitation. Funds are allocated annually for repairs and equipment through VU's annual Budget review process that takes place each spring to review and examine the unit budgets, staffing, and needed resources within a unit.

The Office of Procurement conducts equipment inventories every two years. The Chief Information Officer and Information Technology staff develop campus computing and replacement schedules for instructional labs, faculty, and staff. Long-term needs for servers, data storage, fiber optics, hardware, and telecommunications are also determined in this area and are reported regularly to the

IT Executive Committee for prioritization and funding decisions.

The Vice President for Financial Services (Chief Financial Officer or CFO) is charged with overseeing processes that maintain the institution's financial integrity and viability in all of its operations and. as a public institution, VU is regularly audited and its financial position is evaluated. External Audits and Fiscal Reports are found on the Finance Office webpage. VU is rated as having very good credit quality (Aa3 stable) by Moody's, last updated March 2019, with significant operating support provided by the state of Indiana, reflecting VU's importance as an education provider in the state. The institution's operating performance, despite enrollment challenges, remains very strong with the university adjusting expenses to adjust for revenue changes. The university has a modest amount of outstanding debt for its size despite a modest operating base for its rating category, revenue growth pressures, and limited fundraising capabilities. The university's operating cash flow margins significantly outperform the median for its Aa3 rated peer institutions due to its careful budgeting and expense flexibility The 2020-2021 Treasurer's Report indicates VU's financial position remains strong with total assets and deferred outflows of $558.2 million as compared to $517.2 million from the prior fiscal year and $479.9 million the year before. An archive of the various reports and audits are housed on the Finance Office webpage.

The Office of Human Resources is responsible for supporting the hiring and onboarding processes for all new employees. HR oversees all processes for developing job descriptions and posting openings across the institution. HR supports the hiring processes for faculty and staff, serving as the coordinating unit for the collection and dissemination of applications. When positions are open or created, HR reviews the proposed job description. The hiring supervisor works with HR and Financial Services to determine a proposed wage or salary range, dependent on the qualifications for and duties of the position.

Decisions to replace or hire new full-time or adjunct faculty undergo a review through the Provost's Office. A Request to Hire Form A Faculty, for example, initiates an evaluation process used to determine the hiring of new or replacement positions within academic units and requires specific work or instructional load data for the position justification analysis. Utilizing this form assists unit directors, department chairs and deans to more closely manage instructional loads and full-time and adjunct faculty mix, and has resulted in more efficient and cost effective class scheduling. Faculty credentialing requirements are developed at the program level and reviewed on a regular basis to ensure currency and relevance. All newly-hired faculty, at all sites, are reviewed through the same credentialing process that originates with the department or program chair, through the relevant dean and, ultimately the Provost, for final evaluation and approval. In order to ensure the institution has sufficient number of faculty and staff to serve and support student needs, the university regularly monitors and responds to enrollment changes, assesses budgetary allowances, and gauges the future goals of particular areas in conjunction with long-term goals of the university as a whole. The annual Program Review process allows for consistent criteria to be used for decisions related to staffing, hiring, and re-assigning duties across academic units.

The university's physical resources are regularly monitored and evaluated to determine their appropriateness for educational delivery. Architectural Services Office coordinates outsourced architectural and engineering services as directed by financial services and provides technical guidance concerning compliance with applicable building codes, fire codes, and federal building regulations. They provide a safe, healthy, and comfortable environment for the college in accordance with the facility's master plan. For example, a recent investment was made in the Administration and Classroom Building on the VU Jasper campus to upgrade the HVAC and electrical

infrastructure, as dictated by a failing system. This project was managed by Architectural Services, so as to maintain academic and operational services with cooperation from the VU Jasper faculty and staff. The Vincennes campus work order system is utilized daily to monitor physical infrastructure and coordinate all repair and physical safety concerns. Energy tracking is done through a third party database where energy usage is tracked against benchmarks in order to identify opportunities for efficiency.

VU also strives to ensure that students, faculty, and staff learn and live in a safe environment. The Emergency Management Planning Committee is a standing university committee that meets several times a year to identify and manage potential risk factors. This committee has developed the emergency plans for the university and has ensured they are published and available to all constituents. The Vincennes Campus Police provide multiple security patrols daily and handle all matters relating to public safety and emergency assistance. Nearly 400 security cameras installed across 29 locations and 7 exterior security phones provide additional security. The police station on the Vincennes campus is staffed 24 hours a day, 7 days a week, and is responsible for answering calls for police, fire, emergency medical assistance, calls for maintenance, and safety escort services. The Department has 29 authorized positions including 9 commissioned police officers, 4 support and 16 part-time personnel. Vincennes University Police officers are commissioned under Indiana Statute and have the full range of police authority granted any municipal law enforcement officer on Vincennes University property. Also, the University Police operate under a memorandum of understanding with the Vincennes City Police, which gives the University police officers full powers throughout the City of Vincennes.

In many locations, VU is offering courses on sites owned and maintained by the partner organization, such as in Early College or Military Education programming. In those situations, VU works collaboratively with the partner to ensure that the infrastructure is in place to deliver a VU-quality education. In the case of Early College and Military Education Program (MEP) sites, VU's partners are typically responsible for providing and supporting the physical facilities. The responsibility for providing needed equipment is shared by VU and the partner. These roles and responsibilities are included in the Memorandum of Understanding (MOU) signed by both parties. For Early Colleges, VU administration works in tandem with the secondary administration to ensure the facilities are properly outfitted and to ensure that enrollment counts fit the number of students per class and sections offered. VU faculty liaisons, along with site administrators, work with Early College partners in ensuring that labs are appropriately equipped to teach to VU learning outcomes. For the MEP, the military installation determines the office space and classrooms to be used by the institution. Site Directors, working with VU administration, ensure that equipment and other instructional supplies are provided to faculty to ensure a VU-quality educational experience with DoD approval. At the Aviation Technology Center (ATC), the ATC Director, AMT Program Coordinator, and College of Technology Dean work with VU administration to ensure that the facilities are properly outfitted. In 2020-2021 VU invested over $1.6 million, through a combination of grant funding and University reserves in the creation of an Advanced Manufacturing Center at the ATC in support of the launch of the Advanced Manufacturing Technician (AMT program for two Central Indiana Federation to Advance Manufacturing Education (FAME) chapters.

Vincennes University provides technical support at all VU sites, in accordance with site conditions and facility requirements. The Office of Information Technology (IT), under the President , ensures the business continuity of mission critical systems. Daily processing includes backup and recovery, network and server monitoring, and mission critical and non-critical systems inventories. Daily security processes include reports of last log-ins, log reviews, and firewalls. Recent developments

include implementation of Slate in Admissions and the University Foundation. The goal of the Slate implementation is to enhance VU's ability to communicate with and support prospective students, applicants, and donors and to enhance their experience in interacting with VU.

Current projects include working with Human Resources to implement NeoEd. The implementation of NeoEd was to address identified needs for onboarding and smooth out the hiring process. The IT department through Administrative Technology Advisory Committee (ATAC) and IT Executive Committees (ITEX) review and make decisions regarding IT needs and investments to promote investments in infrastructure. It also ensures that system alerts provide downtime notifications via the MyVU portal and email. For IT, security means procedural controls are in place. Multiple staff members provide administrative oversight for the various security procedures. In addition, IT works with other departments to ensure data integrity and security at both on-site and off-site locations. The IT department recently added a Cyber Security position to oversee security. Staff share responsibilities for maintenance, backup, support, and recovery functions as well as providing administrative and technical support for data requests for the entire university.

Vincennes University provides regular training and professional development for all employees across the University, including ongoing training for systems and compliance, as well as safety and cyber security training. All new full-time faculty complete the Trailblazer Teaching Academy, an academic-year onboarding program. Twice a year, during the weeks prior to fall and spring semester, the University offers several days of professional development and training programs for all faculty and staff. Ongoing professional development sessions focus on management and leadership training, such as the Leadership Lunch and Learn series, co-sponsored by HR and the Provost, and regular sessions offered by the DEI Council. All sessions are offered with an option to participate online, to ensure that faculty and staff at all locations have access to these sessions. All dual credit faculty are expected to participate in regular professional development offered through the Project Excel and Early College offices and in conjunction with oversight by their faculty liaisons. VU also supports regular attendance by faculty and staff at conferences and supports faculty acquiring or maintaining relevant certifications for their program areas. Required annual compliance training for items such as FERPA and Title IX are coordinated by the University's Compliance Officer, in partnership with the Registrar and HR offices. IT provides training on University systems, including Google Workspace, Blackboard, and Zoom, as well as Cyber Security, through the IT Knowledge Base.

All of these university systems and processes, ensure that qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

Vincennes University's mission, "Vincennes University develops people and enhances communities through accessible, high-quality educational programs, strategic partnerships, and active engagement," reflects the institution's role as a state-supported institution of higher education focused on helping people meet the challenges of the 21st century and the state's workforce needs. VU develops and submits a Biennial Budget Request consisting of both its Operating and Capital Budget Requests to the Indiana Commission for Higher Education and the Indiana State Budget Agency. This year's request process is underway with few changes and demonstrates a positive impact on the community and state. The Biennial Budget Request is a comprehensive document that identifies campus needs, priorities, and goals and shows how those goals will be met through funding requests. In the Biennial Budget Request document, VU defines quality and how its programs are

furthered by the budget request, identifies the strategic goals of the institution and how those goals relate to the Indiana Commission for Higher Education's Reaching Higher Delivering Value strategic plan.

Over the past several decades, the composition of stakeholders has changed for VU. The university community has expanded beyond the Vincennes community. With the growth of Early College and Business and Industry, VU's community increasingly includes the entire state and thousands of employers. The Workforce Development and Community Services (WDCS) area of VU is generally divided between Business and Industry Training (B&I) programs and Community Services programs. The B&I programs continuously look for collaboration partners, particularly in the areas of equipment makers, and partners desiring training and education, and industry certifications. Some of the selection criteria include how the collaborative partner will best fulfill the education and training objectives of students and trainees, fulfill priorities of employer partners, drive enrollment and tuition revenue, enhance funding opportunities, and further opportunities for VU students. High schools contact VU as a possible partner as part of the Center of Excellence in Leadership of Learning (CELL), the state's early college development and approval process. Negotiations take place and a Memorandum of Understanding (MOU) is signed when the high school agrees to operate as VU prescribes for Early Colleges. VU also provides a variety of community services programs: Springboard to a Career; the Student Volunteer Services Program (SVSP); faculty and staff support of community programs such as the United Way or the Christmas Families Project; and Generations, which offers support to older Indiana residents. VU's process for pursuing community services programming includes consideration of community need, VU's expertise and ability to fulfill that community need, potential for attracting and retaining students, enhancement of the student experience, and enhancement of the career experience by faculty and staff involved in the program.

Vincennes University has a long history of delivering instruction at multiple locations. VU develops and maintains multiple locations in accordance with its mission and strategic plan. The additional locations typically serve specific local needs and are the product of a partnership arrangement with a community, employer, educational entity, or a government agency. For instance, VU's Early College program offers dual credit to serve the state's goals to broaden college access, improve affordability, and increase the number of college graduates in the state of Indiana. Early College is funded by three primary sources: 1) State appropriation that serves to reimburse the University for dual credit hours delivered in the previous biennium. The current reimbursement rate is $45/student credit hour, 2) Tuition and fees collected from the K-12 partner or the student at the rate of $25 per credit hour (except in the case of students on the free or reduced lunch program), and 3) A $3M annual line-item appropriation from the State to support the development and sustainability of Career and Technical Early Colleges at sites throughout Indiana. The Military Education Program (MEP) helps serve the military's goals for providing educational opportunities to military personnel. MEP operates on an auxiliary budget, and its financial performance is separate from the University's general fund budget. The Aviation Technology Center (ATC) is located at the airport in Indianapolis and was established to serve students seeking employment in the aviation industry along with aviation employers. In 2021 VU expanded programming at the ATC by offering an Advanced Manufacturing Technician (AMT) certificate and associate's degree program in response to employer demand from two Federation for Advanced Manufacturing in Education (FAME) chapters located in Central Indiana. ATC is a unit of VU's College of Technology and is treated as any other academic department of the university. VU offers accessible education at other locations providing the same standard of quality as provided at Vincennes and Jasper Campuses. VU has multiple systems in place to ensure the same level of program quality wherever VU offers its educational services. VU works to ensure that curriculum, outcomes, and support services are comparable to the learning process provided on the Vincennes

Campus and Jasper Campus. VU creates commonalities across locations, such as common course outlines and syllabi, common assessments, common faculty credentials, and equivalent student support services and monitors these to ensure uniform quality.

The most recent Multisite Review conducted by HLC, like those previous, was affirming and indicated VU provides quality course and program delivery. It indicated that resources and processes were effective and realistic.

5.B.3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

As a component unit of the State of Indiana Transparency Project, Vincennes University is required by state statute to have an annual audit of the University's financial statements and federal funds. VU, along with other state colleges and universities, has elected to be audited by the Indiana State Board of Accounts. Since VU receives funding from the Corporation for Public Broadcasting (CPB), the university is also required by CPB to have a separate audit for the Radio and Television's financial statements. The Indiana State Board of Accounts also conducts this annual audit. The annual audit is a rigorous, multi-week process that reviews many different levels of the university. The audit tests the system controls in place and evaluates the appropriateness of the accounting policies used and the overall presentation of the university's financial statement. The audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. At the conclusion of the audit each year, the State Board of Account auditors have continued to issue an unqualified opinion regarding the university's fair presentation of its financial statements and use of generally accepted accounting principles.

Paramount to the management of Vincennes University's resources is the Banner administrative software system. Banner is a comprehensive management system that includes modules for accounting and budgeting, student billing, student records and advising, student financial aid, human resource management, procurement, accounts payable, fixed assets (equipment and building capitalization and tracking), and alumni development. Established controls within each of the modules track and monitor the daily transactions of all university operations. The university uses a decentralized budget responsibility approach establishing budget managers in each operating unit. Managers are required to monitor and manage each of their assigned budgets. Financial reporting for these managers is available in a web-based, real-time format. Monthly budget reports, specialized management reports and analyses, and revenue and expense projections for each operating unit are also available. The Banner system utilizes a sophisticated budget compliance process, which ensures the availability of budgeted funds before purchase order requisitions are approved. Individual student accounts are reviewed and evaluated and given follow-up as needed. All personnel requisitions for existing and new positions must have prior approval by the applicable VP, Human Resources Director, and Budget Director. The cost/benefit for each position is reviewed, and funding must be justified and secured for each position. Insufficient fund/budget notices are sent to budget managers as necessary. Budget managers (deans and unit supervisors) drive the resource allocation process. Historical operating needs are submitted and evaluated along with modifications created by instructional program changes and or changes in other operating units. Operating needs are measured against projected revenue streams from which final allocations are made. Budget meetings, held in the spring, give budget managers the opportunity to justify resources allocated to their respective areas. Resource allocations in the aggregate are compiled, reviewed, and recommended by top administration. This recommendation is then forwarded to the Board of Trustees Finance and

Revenue Committee who forwards it to the full Board of Trustees for their approval.

Budget managers, senior management, and the Board of Trustees employ a studied approach in developing and allocating resources for Vincennes University. Cost containment is imperative to ensure minimal tuition rate increases and maintain student affordability while providing high quality programs and educational value in higher education.

5.B.4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Implicit within all of VU's operation is the delivery of sustainable quality programing, student success, and support of Indiana's economic development. As demonstrated in 5.B.3, VU's well-developed financial and administrative systems including the oversight of the Trustees, state auditing, federal compliance auditing and external reviews such as Moody's all support the viability and sustainability of VU financially and academically. Specifically, the Finance Office works to oversee the procurement process and monitor renewing key educational resources and infrastructure. This is overseen by the VU Board of Trustees.

Prior to the beginning of the fiscal year, the President of the University, with the assistance of the Treasurer, shall prepare and submit to the Board for its consideration, a comprehensive operating budget, which, when approved by the Board, shall be spread of record in its proceedings. After approval of the Board, no appropriation therein shall be increased and no funds shall be transferred from one appropriation to another without the consent of the Board."

The Strategic Plan guides VU's efforts to maintain quality educational programming and services by helping the institution prioritize programs and activities. Investments in programs like Circle In and Academic Coaches as well as the allocation of Equipment Release budgets. The annual Program Review process, which looks at trends in enrollment, credential production, instructional costs, and tuition and fee revenues, serves as an annual checkpoint and as a guide in evaluating ongoing resource allocations. This is consistent with the Mission Statement and is articulated in the Vision Statement to remind members of the University that it strives to be a premier leaning institution.

The monitoring of success and performance towards these ends through various projects is regularly done though the executive leadership team and through university teams such as the CQI Committee and the Retention Committee. The reports, meeting minutes and actions of these demonstrate we meet this criteria. As a result of the information and evidence provided, including reports, meeting minutes and resulting actions, Vincennes University maintains that it has demonstrated it meets Criterion 5.B.4.

Sources

- 1.B.2 Example Workforce 2 Advanced Manufacturing Technician Program - Vincennes University
- 5.B.1 DoD MOU_Vincennes University_Signed_2019 Renewal
- 5.B.1 Emergency Management Plan
- 5.B.1 Emergency Management Planning Committee Coronavirus Update
- 5.B.1 Federal Audit VincennesUniversityFederal_FederalCompliance
- 5.B.1 Finance Office - Finance Office -Audits List
- 5.B.1 Finance Office Webpage Access
- 5.B.1 MOU East Allen County Schools and VU

- 5.B.1 Partnership Contribution Guidelines Early College Improvement Supplement
- 5.B.1 Position Replacement Form
- 5.B.1 Slate Technolutions _ Slate _ Slate
- 5.B.1 VU - Moodys Report
- 5.B.1 VU 2020-21 Audit
- 5.B.1. NEOED _ HR Software for Education
- 5.B.2 2023-2025 State Budget Request
- 5.B.2 Coastguard MOU
- 5.B.2 EC CELL- External Relations - Vincennes University
- 5.B.2 PowerPoint 2023-25 Budget Presentation
- 5.B.2 Program Review Annual Example Completions
- 5.B.2 Vincennes University HLC Multi Location Site Visit Report Final
- 5.B.2 Vincennes University Multi-location Visit Report HLC
- 5.B.2 VU Police Services
- 5.B.2 VU State Budget Request
- 5.B.3 Banner Finance _ Ellucian
- 5.B.3 CHE_ Financial Transparency Project
- 5.B.3 Vincennes University Retention Committee Annual Report 2021-2022
- 5.C.1 Example Annual Budget Review
- Early College Instructor Handbook (Aug 2020)
- January 2023 Schedule - Session Schedule
- Knowledge Base
- MEP Adjunct Faculty Handbook
- Request To Hire w Form A - Faculty REVISED JAN 2017
- Strategic Plan Complete with Metric 11 15 2022
- Trailblazer Teaching Academy launches new VU faculty on a positive trajectory - Vincennes University
- Tuesday September 6
- University Manual
- University Manual (page number 4)
- University Manual (page number 13)
- University Manual (page number 33)
- University Manual (page number 39)
- University Manual (page number 53)
- University Manual (page number 56)
- VU Program Review Handbook 20220420

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.

Argument

5.C.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.

As noted in 5.B.3, VU has a systematic process for budget and monitoring the resources. Guided by the VU Mission and the Strategic Plan, the process both implicitly and explicitly aligns resources to the various entities such as the Jasper Campus, Aviation Technology Center (ATC), Early College, and Military Education Program (MEP). There is an annual budget review as part of this process. Budget managers (deans and unit supervisors) drive the resource allocation process. Historical operating needs (fixed costs, etc.) are submitted and evaluated along with modifications created by instructional program changes and or changes in other operating units. Operating needs are measured against projected revenue streams from which final allocations are made. Budget meetings, held in the spring, give budget managers the opportunity to justify resources allocated to their respective areas. Resource allocations in the aggregate are compiled, reviewed, and recommended by senior administration. This recommendation is then forwarded to the Finance and Revenue Committee of the Board of Trustees which forwards it to the full Board of Trustees for approval. Budget managers, senior management, and the Board of Trustees employ a studied approach in developing and allocating resources for Vincennes University. Cost containment is imperative to ensure minimal tuition rate increases and to maintain student affordability and the university's reputation for providing high quality programs and great educational value.

The annual budget review process provides five years of enrollment, staffing productivity, student completions, strategic planning, and instructional budget trends for each VU program.For each Early College site, MOUs with the partner schools detail an enrollment-driven staffing model for administrative support. All units participate in an annual budget review and planning process in the spring of each year that includes site-specific and program-level analysis and review. Mid-year requests for additional funding and support are evaluated based on historical and projected

enrollments and needs. The university structure is laid out in the university organizational chart. Early College personnel and VU administration work in tandem with the high school administration to ensure the facilities are properly outfitted and to also ensure that enrollment numbers fit the number of students per class and sections offered. For example, the Early College science and technology labs are evaluated by VU full-time faculty to ensure they meet student needs and fulfill curriculum requirements. As part of its ongoing commitment to quality improvement, VU has now provided more than $10 million for Career and Technical Early College infrastructure and has also sought additional funding to maintain and continue to develop facilities and infrastructure. For Military Education Program (MEP) locations, the University adjusts staffing and infrastructure needs by assessing overall budget, student enrollment, and installation requirements. The MEP site directors have monthly budget meetings with the regional directors. In turn, regional directors meet with the Assistant Vice-President for Outreach and Engagement (VPOE) to discuss enrollment trends, staffing needs, and other needs to enhance and improve MEP infrastructure. If funds need to be adjusted, the VP provides a proposal to the Budget Office explaining the need for increased funding as necessary. Additionally, the VPOE meets at the end of each fiscal year with the VP for Workforce Development/Community Services, Budget Director, and the University President to review program effectiveness and budgeting needs for the upcoming year. Programs at ATC, like all traditional academic programs at VU, utilize the annual program review and budget planning processes through the Dean of the College of Technology, Provost, and AVP/Budget Director, to inform institutional adjustments to funding, staffing and/or programs offered.

For Early College sites, initial evaluations are conducted by department faculty liaisons to determine if the space and equipment are adequate to deliver a lab course or programs and are adequate to meet VU's learning outcomes. For CTE early college programs, additional equipment may be purchased by VU to facilitate the delivery of the curriculum as determined by the department faculty liaison. Subsequent lab evaluations may be conducted by the department liaison during their required class visits conducted every three years. The key means by which VU ensures facilities meet the needs of students is through collaboration with its partners; all VU locations are partner-driven. As noted earlier VU's partners understand where they are responsible for developing and continuing support for the physical facilities and, sometimes, the equipment needed for faculty and students to be successful. VU ensures that MEP facilities are outfitted to meet curriculum and student needs through the MEP budget and other annual processes, including assessment of learning outcomes. For MEP, the installation determines the office space and classrooms to be used by the institution. Site Directors ensure that equipment and other instructional supplies are provided to faculty to enhance the classroom experience. As student and/or program needs change, the location submits requests to update materials and the facilities to maintain the high-quality learning environment and curriculum. VU ensures that ATC is kept current with curriculum and that facilities are up-to-date though the annual program review, learning outcomes assessment, and budget processes. The Federal Aviation Administration provides regulation of the minimum curriculum, equipment and facilities required. Vincennes University exceeds these standards by continually upgrading the programs. With State funding support VU completed a more than $6 million renovation of the ATC in 2015.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

As noted previously the impact on sustainable quality programs through assessed student learning and success are implicit in all decisions made at VU and central to the Strategic Plan and Mission. The annual Program Review process, which includes all VU sites and programs, is a part of the fiscal review process as well. Assessment of student is conducted across all areas. This includes a several

budgetary process for regular investments in equipment and technology such s the Provost annual equipment release process, VU Foundation Wathen Grant program, and allocation of funds through VU's Perkins Grant. These funds incorporate the impact on student learning outcomes into their processes in order to maintain or enhance student learning.

Some recent examples of program or course specific outcomes linked to allocations come from recent equipment release and Perkins Grant expenditures are described below. These are delivered across all locations.

Health Sciences and Human Performance Programs

1. In an effort to meet learning outcomes for PFWL 100, the Kinesiology and Sport program sought the purchase of two digital scales and a body composition analyzer. These purchases were approved in support of the following learning outcomes for PFWL:
   1. Identify the components of fitness and wellness and them role they play in the development of individual fitness/wellness goals.
   2. Identify healthy choices and be able to play for a lifetime of fitness/wellness.
   3. Explain the importance of nutrition, weight control, stress management, and self-care in maintaining high levels of fitness/wellness.
2. The Physical Therapist Assistant Program requested support to purchase a Manual Tilt Table and PTA Treatment Table to replace tables that could not be used due to function and safety issues. PTA's accrediting body, CAPTE, outlines curriculum standards. Having these tables is necessary to meet those standards and student learning outcomes across several classes. Skill competencies are required in the lab components of the PTA curriculum. These tables that were purchased are used throughout the PTA labs.
3. The Pharmacy Technology Program sought the purchase of a new Water Filtration System. in order to simulate the community and institutional pharmacy settings and teach to learning outcomes measured by the Pharmacy Technician Certification Board's (PTCB) Pharmacy Technician Certification Exam (PTCE) and Certified Compound Sterile Preparation Technician (CSPT) Training. This equipment was recommended by the program's accreditor, American Society of Health-System Pharmacists (ASHP). The use of the water filtration system specifically applied to course learning outcomes for 2 courses.

   1. PHRM 110--Demonstrate the procedures and operations relating to processing prescriptions and preparing medications in a community and institutional pharmacy setting and;
   2. PHRM 21--Prepare various compounded sterile preparations (CSP's).

Science, Engineering, and Math Programs

1. Geoscience faculty sought the purchase of three water level meters for GEOS 101L, Environmental Science Laboratory. The meters were approved for purchase in order to support the teaching of the following program learning outcomes:
   1. Gain hands-on experience into the many dynamic processes occurring in the Earth 39's environmental systems.
   2. Learn how to study and investigate the world's natural resources and trends in their use.
   3. Be able to perform simple environmental tests using a variety of methods.
2. The Chemistry Department request the purchase of a Grease Worker for use in teaching CHMT 100, Fuels, Lubricants, and Coolants. The approved purchase supports the following course learning outcomes:

1. Demonstrate a knowledge of the properties of Fuels, Lubricants, and Coolants, and an understanding of what differentiates each type of chemical.
       2. Be able to determine the appropriate Fuel, Lubricant, or Coolant for a particular purpose or desired outcome.
       3. Demonstrate a knowledge of the scientific methods by which fuels, lubricants, and coolants are characterized and defined.
   3. Physics purchased air track mechanics equipment for PHYS 205L, Physics for Scientists and Engineers I Lab, to enhance teaching to the following learning outcomes:
       1. Use measurement tools commonly associated with physics and read results with the correct units and the correct number of significant digits.
       2. Perform calculations to solve problems appropriate to a lab experiment, using correct units.

Humanities Programs

1. A purchase of a Learning Glass Technology lightboard was approved for the ASL and Deaf Studies program located in Indianapolis. The teaching of specific program learning outcomes that will be enhanced with the new tool include:
       1. Use an intermediate-level proficiency of American Sign Language incorporating vocabulary and grammatical features.
       2. Explain different linguistic components of ASL.
   2. The Art and Graphic Design department requested new screen printing equipment in support of the Graphic Production Certificate's learning outcome:

Another example of process improvements falls within the Admissions area. A study undertaken found that there are a significant number of students admitted to VU who did not enroll. As a result, an initiative was undertaken in Admissions with the goal of increased communication after students are admitted to the university. This included the implementation of CircleIn and increased communication processes to support the motto ""Recruitment doesn't stop at acceptance." The data from this new project are encouraging.

The Strategic Initiatives office (Grants) also documents connections of grant allocation to educational initiatives and outcomes including the Governors Emergency Relief Grant ($1.5 million), Lilly Phase 2 Charting the Future ($2.5 million), Lilly Phase 3 Charting the Future ($8 million), Lilly Indiana Youth Programs (1 million), Lilly Advancing the Science of Reading in Indiana ($75, 000) and Perkins ($464, 000).

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

VU's planning process considers the input of external and institutional constituencies' As previously mentioned, the development of the current Strategic Plan sought input from external audiences and its implementation is overseen by the Continuous Quality Improvement committee (CQI), which is chaired by the president and composed of faculty and staff representing a wide range of University functions and locations, along with a student and Board representative. An example from a recent CQI meeting addresses university-wide efforts. Progress on elements related to VU's strategic plan are presented in each meeting. Key performance indicator metrics are updated and reports are provided from the senior staff responsible for each strategic plan component. In addition, the President and Provost are ex-officio members of the Faculty Senate, Professional Staff Congress, and Support Staff Council. The executive leadership and other members of the administration attends the

meetings and provides updates and answering questions related to those constituencies.

In addition, the President Advisory Committee composed of members from various institutional constituencies to address problems and issues meets six times per year to provide input on various aspects of the University and apprise the President of address problems and issues that may need to be addressed. A Presidential Advisory Committee for the Jasper campus includes representatives from local K-12 education industry, and government, and community and economic development, meets quarterly to offer guidance and assist with planning of programs and activities on the VU Jasper campus. Input is also sought from external advisory committees to ensure external audiences are included.

The Vice President for Workforce Development and Community Services supervises and coordinates the Statewide Services area, which includes, but is not limited to, meeting regularly with leaders and groups from area communities to determine interests and needs for which Vincennes University may provide services; supervises, counsels and assists the Statewide Business and Industry Program, Continuing Education Off-Campus sites, Adult Non-credit Courses, Generations Program, Employment and Training Center; and explores and develops unique approaches to workforce development and community services. The Vice President for Workforce Development and Community Services also oversees several programs in the Indianapolis area which also utilize Advisory Committees that provide regular feedback on program quality, student outcomes, and to recommend curriculum changes to ensure that programs are keeping pace with changes in the relevant industries and fields.

The university has also periodically hired external consultants to view the campus community to gain insight into ways to improve campus life and engagement. One such consultant was Tatanka Consulting. "The overarching theme and objective to this work was to cultivate a more data-driven culture at VU. This quickly evolved to two separate pieces of work, (1) use data-driven techniques to identify opportunities for increasing enrollment at the Vincennes campus, and (2) within the support organizations initiate and cultivate a data-driven approach to assessing performance which can also be used to identify and prioritize improvement opportunities." Outgrowths of this effort included a project to enhance communication with admitted students, leveraging the new Slate CRM system and the decision to implement NeoEd for HR application tracking, hiring, and onboarding.

5.C.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.C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

VU monitors current capacity and the expected impact on evolving external factors on an ongoing basis and in a number of ways. During the weekly meetings of the executive leadership team review enrollment reports, admission reports and trends and discuss these to inform planning and resource allocations. These reports, along with regular reports from the Retention Committee, are widely shared across many areas of the University.

Predictive modeling based on Markov Chains, hybrid moving average /growth modeling and other means produced by the Office of Institutional Effectiveness and Research, are reviewed by the executive leadership team and presented to the Board on a regular basis. Movement from term to term is tracked not only using the Markov process, but also through the use of early term satisfaction surveys. The survey is used to help identify not only students at risk but also areas on campus that

may need focus and results are shared with the executive leadership team, Retention Committee, and Provost Council, among others. Review of the application to admission, to enrollment cycle have been undertaken to look at ways to improve operations as well. These and other efforts are reported in regular meetings of the CQI Committee, which also oversees the include annual reviews of progress of the Strategic Plan, resulting in adjustments to goals, metrics, and activities as a result of changing conditions over the previous year or anticipated changes in the internal and external environment for the coming period. In recent years VU has actively sought new sources of funding to promote strategic growth and to enhance its programming. Strategic Plan Priorities 4 and 5 are examples of VU's intentionality in this effort. Solicitation of grant funding to support program development and expansion, acquisition of new technology, and to reduce dependence on state support, has resulted in VU receiving nearly $13 million in private grant funding over the past three years. The Provost Council also meets monthly to review and discuss changes in the University internal and external environments and to recommend changes to University systems and processes as warranted.

The annual budget review process allows for consideration of recent trends and relevant adjustments to be made to budget allocations. These are all reflected in the Annual Financial Report from the Finance Office.

The development of the new 5-Year Academic Program Review, coupled with the annual Program Review process, looks at trends over time for each program and considers future growth, including a SWOT analysis.

Information about growth in key markets is periodically reviewed as well. Most recently, an examination of high school graduations over the next several years was completed. The goal was to identify key market areas for the Admissions Office to incorporate in its recruitment planning and efforts. The preceding are examples of Vincennes University's incorporation of regular and ongoing efforts to effectively understand and adjust to changes in its internal and external environments.

5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.

As noted in 5.C.4/5 and other criteria, the institution monitors internal and external environments and develops or modifies plans to address the changing environment. Systems and processes that have been added to address the needs have been implemented, including:

1.) CircleIn was implemented to help develop a sense of community and engagement among students, having been identified as a possible area of improvement through internal and external analyses. This project is overseen by the Provost Office and has resulted in conversations with the company on changes to the CircleIn product to better meet these goals.

2.) Slate, a customer relations management software product, was implemented to help improve communication with potential students and to stabilize student enrollment. Areas for improvement in the Admissions area were identified from internal and external analyses as well as a 2020 report from an American Association Of Collegiate Registrars and Admissions Officers (AACRAO) consultant hired by VU. Processes for application, admission and enrollment now take place in a more efficient manner.

3.) Tableau, a data visualization software tool, was implemented to make the use of the increasingly data-informed culture of the university more accessible. The use of these interactive data dashboards

has become increasingly important in reporting on admissions and enrollment for example. Tableau was selected in part because it is in use by several other Indiana higher education institutions and is used by the Indiana Commission for Higher Education. This system is increasingly being called on to create dashboards and other reports for reviewing and analyzing data at VU.

4.) WEAVE software was implemented to help make the 5-Year Academic Program Review and Student Learning Outcomes Assessment processes more manageable. The student learning outcomes assessment process incorporates within it the process for improvements in student learning.

5.) Retention Committee Projects are adopted and assessed to determine the impact these have on various areas of student success.

6.) Admissions initiatives have been implemented and the data collected is monitored on an ongoing basis to examine the effectiveness of these changes.

These examples are in addition to the projects which received grant funding mentioned in 5.C.2 which include The Governors Emergency Relief Grant ($1.5 million), Lilly Phase 2 Charting the Future ($2.5 million), Lilly Phase 3 Charting the Future ($8 million), Lilly Indiana Youth Programs ($1 million), Lilly Advancing the Science of Reading in Indiana ($75, 000) and Perkins ($464, 000).

VU is continuing to make strategic investments to improve its operations and enhance student outcomes, including the implementation of NeoEd HR system (launching in early 2023), the Ellucian Modernization project (launching in 2023) and others.

Through the preceding examples of current and ongoing programs and investments, Vincennes University demonstrates its commitment to continuous improvement of operations and student outcomes.

Sources

- 1.A.1 Mission History Evidence Presidents PPT New Mission Strategic Priorities 8 17 16
- 1.A.2. Web Link Mission and Priorities (External Relations)
- 3.A.1. Advisory Committee Web Page - Vincennes University
- 4.A.1 BSN Program Review and Exec Assessment
- 4.B.1 WEAVE Projects - Weave Education
- 4.B.2 Chemistry 2020-2021 2021-22 Assessment Plan
- 4.C.1 to 4 Vincennes University Retention Committee Annual Report 2020-21 2021-22
- 4.C.2 PR Comprehensive Example Retention RN-BSN
- 5.A. Slides Information Technology Executive Committee Q4 2022
- 5.A. Slides Information Technology Executive Committee Q4 2022 (page number 19)
- 5.A.1 Organizational Chart VU and JM
- 5.B.1 Partnership Contribution Guidelines Early College Improvement Supplement
- 5.B.1 Slate Technolutions _ Slate _ Slate
- 5.B.1. NEOED _ HR Software for Education
- 5.B.2 VU State Budget Request
- 5.B.3 Vincennes University Retention Committee Annual Report 2021-2022
- 5.C.1 Example Annual Budget Review
- 5.C.1 Leadership - Workforce Development - Vincennes University
- 5.C.2 Admission Board Presentation 12 07 2022

- 5.C.2 Email from Deans Regarding Examples of Learning Outcomes Attached Spending 06-24-22
- 5.C.2 Grant Office - Grant Oversight Vincennes University
- 5.C.3 CQI Minutes 12.10.20
- 5.C.3 VU Data-Driven Culture Final Report 06.09.2022
- 5.C.4 Bryan VU Data-Driven Culture Final Report 06.09.2022
- 5.C.4 CircleIn The Virtual Student Community
- 5.C.4 Cluster Analytic Advising and Intervention Report Final 12-02-21
- 5.C.4 Enrollment Fall Census TB 20221205
- 5.C.4 High School Graduations and Enrollment 07-02-2021 Final
- 5.C.4 Hybrid Daily Enrollment Models Longitudinal Day 15 final Validation Fall 2020 VM JM
- 5.C.4 Jen Admissions Comparison Report
- 5.C.4 Kristi Spring 2023 Enrollment Comparison Report
- 5.C.4 Markov What If Workbook Fall to Spring V3
- 5.C.4 PowerPoint Cluster analysis presentation
- 5.C.4 Summary Report Student Satisfaction Survey v1_0
- 5.C.4 VU Fall 2022 Enrollment Estimate
- 5.C.5 Grant Projects Update - Provost Council
- 5.C.6 Tableau
- Equipment Release Binder
- PAC Bundle
- Strategic Plan Complete with Metric 11 15 2022
- University Manual
- University Manual (page number 13)
- University Manual (page number 14)
- University Manual (page number 33)
- VU Program Review Handbook 2021
- VUJC Advisory Committee Roster 22-23
- Wathen Technology Grant Application - VU Alumni Foundation Site - Vincennes University

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.

Summary

Criterion 5 Summary: Vincennes University believes it has demonstrated that its resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The strategic plan is core to the process and is used to track enrollment, diversity, student success and other key metrics for the university. The current resource base is sufficient to support educational programs and contribute to program improvement, with the ability to support the addition of programs identified as valuable to the University's constituents. VU's regular review of, analysis of, and investment in human, physical, and technology resources, informed by a wide range of stakeholder committees, drive decisions in these areas. The Board of Trustees and college administration promote effective leadership and support the university mission through organizational and committee structures that engage diverse viewpoints and talents across the institution. The current 2025 strategic plan, approved by the Trustees, guides resource allocation in a systematic and integrated way that engages a wide range of internal and external stakeholders. VU plans for the future with frequent reviews of enrollment and community trends, state and local funding allocations, current and future high school enrollments, and demographic changes. VU attends to the alignment of assessment data with operations, planning and budgeting. The CQI committee and administration ensure that the strategic plan metrics remain relevant and central to operations.

Sources

- 5.A.1 CQI Strategic Plan Update