



VINCENNES UNIVERSITY STRATEGIC PLAN



May 2011

To: Students, Faculty, Staff, Administration, Trustees, and Friends of Vincennes University:

The information enclosed is the final version of the University's Strategic Plan that has been formally approved by the Board of Trustees.

This document includes the work of students, faculty, staff, administration, and the Board of Trustees. It has been developed through many hours of labor, as we have learned about our fine institution and the role it plays in and outside of Indiana. During this process, all stakeholders have developed the goals and objectives found herein that will serve as a guide for the institution as it moves forward to serve its students.

The objectives supporting the goals that are included in this Plan set forth a direction that will allow Vincennes University to continue to be an institution that fosters high standards and makes VU special. One of the goals specifically addresses assessment and ultimately continued quality improvement, which will continue to keep Vincennes University premier in the minds of all people that VU encompasses and serves.

I encourage each of you to review the enclosed document, and if you have thoughts regarding a specific goal or objective, please feel free to contact the appropriate committee. I thank all of you for the assistance you have provided in completing this Strategic Plan.

As a final note, please be advised that this document will continue to be a work in progress. Twice during the course of each year, a tri-fold update will be available to each full-time employee that will highlight the progress of this plan. Thank you for your support of Vincennes University and its students.

Best wishes,

A handwritten signature in black ink, appearing to read "Richard E. Helton", written in a cursive style.

Richard E. Helton
President

REH/pak



Committee Co-Chairs

- Strategic Planning Goal I: Improve Through Assessment Mary Hollars/Mike Gress
- Strategic Planning Goal II: Promote Student Recruitment Kristi Deetz/Angie Richart-Mayfield
- Strategic Planning Goal III: Retain Students..... Amanda Saha/Mike Gehrich
- Strategic Planning Goal IV: Enhance Student Success Lynn White/Curt Coffman
- Strategic Planning Goal V: Explore Strategic Partnerships/Additional Sites..... Dick Helton/Phil Rath
- Strategic Planning Goal VI: Increase Technology Bob Slayton/Bill Rump



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Strategic Planning Goal I: Improve Through Assessment

Vincennes University will develop a University-wide culture of assessment for continuous improvement. “University-wide” includes all VU programs and courses.

Rationale:

- To make informed decisions
- To improve student learning
- To support all aspects of the university
- To define a systematic and systemic approach to assessment

Objective	Timeframe	Measures	Resources	Responsible Person(s)
I-1. Create a vision for assessment that embraces and embodies improvement.	October 15, 2010	Support of University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President-appointed ad hoc committee
I-2. Create, define, and share a common assessment vocabulary.	October 15, 2010	Support of University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President-appointed ad hoc committee
I-3. Create and integrate common learning outcomes.				
I-3-A. Develop University-wide general and liberal education curricular and co-curricular outcomes.	December 15, 2010	Approval by University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President, General Education Committee, Educational Futures Task Force (EFTF), Appropriate Student Affairs personnel
I-3-B. Develop program and course curricular and co-curricular outcomes.	May 1, 2011	Approval by appropriate faculty, department chairs, and program coordinators	Personnel time, Funding, Professional Development	Department Chairs, Program Coordinators, Program Faculty

Objective	Timeframe	Measures	Resources	Responsible Person(s)
I-3-C. Implement a course outline review process.	May 1, 2011	Approval by Faculty Senate	Personnel time, Funding, Professional Development	Faculty, Curriculum and Academic Affairs Committee (CAAC)
I-3-D. Develop curriculum mapping for outcomes alignment.	December 15, 2011	Report results and recommendations of the initial curriculum mapping	Personnel time, Funding, Professional Development	Director of Institutional Effectiveness, Department Chairs, Program Coordinators, Program Faculty
I-4. Utilize a variety of methods to communicate and coordinate plans, issues, challenges, successes, and results to all stakeholders.	December 15, 2010	Periodic reporting	Personnel time, Funding, Technology	Director of Institutional Effectiveness
I-5. Develop and empower leadership.				
I-5-A. Design and organize committees and teams to manage University assessment.	December 15, 2010	Approval by University governance groups	Speakers/Consultants to lead vision process and organize committee structure during Opening Meeting, Supplies	President-appointed ad hoc committee
I-5-B. Designate and empower an administrative position responsible for University assessment-driven improvement.	August 15, 2010	Position filled	Salary	President
I-5-C. Use annual survey results of faculty, staff, and students to evaluate and improve assessment leadership.	May 1, 2011	Report on results of completed survey	Institutional Research	Director of Institutional Effectiveness, Assessment Committee(s)
I-6. Develop and implement a systematic and systemic assessment process.				
I-6-A. Implement a timetable and develop forms for completing reports, data analysis, and dialogue about results to plan and implement improvement measures.	December 15, 2010	Support of University Governance groups	Personnel time, Communication	Director of Institutional Effectiveness, President-appointed ad hoc committee
I-6-B. Explore effective practices to create collaborative assessment and improvement opportunities.	February 15, 2011	Collaborative activities documented in employee self-evaluation	Personnel time, Funding	Director of Institutional Effectiveness, Assessment Committee(s), Collaborators

Objective	Timeframe	Measures	Resources	Responsible Person(s)
I-6-C. Implement a process of recording, reporting, and moving information within the assessment framework.	May 1, 2011	Support of University Governance groups	Personnel time, Communication, Funding for assessment reporting system	Director of Institutional Effectiveness, President-appointed ad hoc committee
I-6-D. Implement an annual process to identify and mitigate barriers to effective assessment and to celebrate improvement successes.	May 1, 2011	Annual report on results and recommendations, Annual forum for sharing assessment-driven process	Personnel time, Funding, Professional Development, Institutional Research	Director of Institutional Effectiveness, Assessment Committee(s)
I-6-E. Measure of and response to internal and external stakeholders' perceptions of institutional value.	May 1, 2011	Report of survey results	Personnel time, Funding, Supplies	Director of Institutional Research, Other appropriate personnel
I-6-F. Establish a pilot program for an e-portfolio system.	August 15, 2012	Report by participating department(s)	Personnel time, Funding	Department Chairs, Director of Institutional Effectiveness, Assessment Committee(s)
I-7. Identify, align, and budget assessment resources.				
I-7-A. Develop and sustain an adequate annual assessment budget for assessment projects, improvement projects, and leadership roles.	November 15, 2010	Established line item appropriation for assessment and University-wide communication detailing funding plans for projects and leadership	Personnel time, Funding	President, Vice President Financial Services/ Government Relations, Director of Institutional Effectiveness, Assessment Committee(s)
I-7-B. Integrate assessment into all aspects of personnel management (i.e., hiring, promotion, evaluations, etc.).	December 15, 2010	Assessment language and expectations included in <ul style="list-style-type: none"> • hiring • orientation • evaluations • promotion and tenure 	Personnel time, Funding	Director of Human Resources, Governance Groups
I-8. Create and implement an assessment-driven program review.				
I-8-A. Define the purpose of assessment-driven program review.	August 15, 2011	University-wide communication detailing the definition of assessment-driven program review	Personnel time	Director of Institutional Effectiveness, Assessment Committee(s)

Objective	Timeframe	Measures	Resources	Responsible Person(s)
I-8-B. Implement a systematic process of program review and improvement, including a public reporting system.	February 15, 2012	Approval by University Governance groups	Personnel time, Funding, Professional Development, Director of Institutional Research	Director of Institutional Effectiveness, Assessment Committee(s)
I-9. Identify an appropriate system of internal and external benchmarks for improvement.				
I-9-A. Define and develop the purposes of internal and external benchmarking processes.	May 1, 2013	University-wide communication detailing the definition and purposes of internal and external benchmarking processes	Personnel time, Funding, Professional Development	Director of Institutional Effectiveness, Assessment Committee(s)
I-9-B. Identify, initiate implementation, and communicate benchmarking processes.	May 1, 2014	Benchmarking reports	Personnel time, Funding, Professional Development	Division Deans, Department Chairs, Appropriate management personnel
I-10. Design and deliver professional development.				
I-10-A. Develop and sustain adequate assessment professional development.	December 15, 2010	University-wide communication detailing funding for professional development	Personnel time, Funding	President, Director of Institutional Effectiveness, Director of the Center for Teaching and Learning (CTL), Assessment Committee(s)
I-10-B. Invite and support participation in assessment and improvement learning communities.	May 15, 2011	Learning communities established	Release time Compensation (stipends)	Director of CTL, Director of Institutional Effectiveness, Assessment Committee(s)
I-10-C. Support VU personnel participation as AQIP and other peer reviewers.	October 15, 2011	Submitted applications	Personnel time, Funding, Professional Development	President, Director of Institutional Effectiveness, Appropriate management personnel
I-10-D. Focus and enhance the Scholarship of Teaching and Learning.	May 15, 2012	Internal and external presentations and publications, documented in employee self-evaluation	Personnel time, Funding,	Director of CTL, Director of Institutional Effectiveness, Division Deans, Department Chairs, Faculty and Staff



Strategic Planning Goal II: Promote Student Recruitment

Vincennes University will recruit students into programs leading to meaningful careers. The University targets its programs toward program-ready students, as well as creating opportunities for students to explore college. Through dual enrollment programs and early college programs, the University will provide high school students with exposure to college that builds confidence in their ability to be successful.

Rationale

- To increase recruitment yields of students with high academic profiles
- To recruit and serve a diverse student population and promote multiculturalism
- To identify new student populations and enhance respective recruitment efforts
- To continue the expansion of recruitment and marketing assessment
- To assist student success by identifying college readiness and ability to benefit standards

Objective	Timeframe	Measures	Resources	Responsible Person(s)
II-1. Improve the application yield of students with strong academic profiles utilizing strategic recruitment and marketing support.	Fall 2012 and Annually	Examination of comparative enrollment data filtered by benchmarks in IV-1-A and analysis of recruitment stages	Financial, data analysis, marketing and communications plan	External Relations, Admissions
II-1-A. Create benchmarks and metrics to determine recruitment and marketing results based on such data as class rank, grade point average (GPA), and placement examinations of accepted applicants and enrolled students.	Fall 2010	Proportions of test scores and GPAs of incoming students per entry term; Based on historical data, set recruitment goals and expected returns on investment	Historical data and projected growth	External Relations , Admissions, Institutional Research, Registrar
II-1-B. Create a recruitment plan and devise specific communication for high school counselors, organizations, and students with strong academic profiles.	Plan completion Fall 2010 for Summer 2011 implementation	Market identification and divisional outreach	Financial Personnel time, Admissions Communication Management Software (EMAS) support	Admissions, External Relations, Department Chairs, Division Deans, External organizations

Objective	Timeframe	Measures	Resources	Responsible Person(s)
II-1-C. Expand current honor program opportunities to prospective students via distance education, other sites, flexible project schedules, and baccalaureate degree programs.	Spring 2011	Course schedules, enrollment data, project completion rates, transcript coding, course review	Faculty, Personnel time	Assistant Provost of Curriculum and Instruction, Director of Honors Program, Registrar, Division Chairs, Campus Deans
II-1-D. Increase scholarship and grant opportunities to strengthen the institution's leveraging capabilities.	For Recruitment Cycle beginning Fall 2011	Comparison to previous awards and student success tracking	Financial Housing Grants	VU Foundation, VU Jasper Campus (VUJC) Foundation, Financial Services, Assistant Provost of Student Affairs
II-2. Unify diversity initiatives within the context of a multicultural recruitment plan including the recruitment of students from a broader geographical region.	Spring 2011	Ethnographic/demographic market and enrollment analysis including strategic partnerships in communities in each admission territory	Financial, Personnel time	Multicultural Recruitment Committee, External Relations, Admissions
II-2-A. Continue support of programming to engage current students, prospective students, employees, and surrounding communities to promote cultural sharing and educational growth.	Fall 2011 with annual reporting based on activity schedule, participation, and outcomes	Increased number of departmental programming to encourage cross-cultural understanding, continued education, and community openness	Personnel time, Production and scheduling, Material fees, Event expenses	Senior Administration, Division Deans, External Relations, Multicultural Recruitment Committee, Student Affairs
II-2-B Provide training on the integration of multicultural lessons in coursework.	Spring/Summer 2011	Evidence in syllabi, assessment, and student outcomes	Financial, Professional development, Course materials	Provost, Division Deans, Curriculum and Academic Affairs Committee (CAAC), Assistant Provost of Curriculum and Instruction
II-2-C Promote campus visits for University sites modeled after Vincennes Campus PreVU Days.	Schedule and program design completion Fall 2010	Event attendance and recruitment stage tracking, Student Demographic Enrollment (SDE) report, and other enrollment reports	Collateral material, Personnel time, Facility usage	External Relations, Vincennes and Jasper Admissions Offices, Aviation Technology Center (ATC) Director Marketing Director, Financial Aid, Student Affairs, Faculty

Objective	Timeframe	Measures	Resources	Responsible Person(s)
II-2-D Continue efforts to attract diverse applicants for instructional and other positions with VU.	Fall 2010 with annual reporting based on Human Resources figures	Increasingly diverse applicant pool for University employment opportunities	References or referrals from existing faculty, data from Human Resources Office, marketing support	Provost, Office of Human Resources and Affirmative Action, Academic Deans, Program Chairs, Faculty, External Relations
II-3. Continue current and develop new target plans for recruitment and marketing initiatives of the University.	Fall 2010 and annual reporting	Action measurements of the Strategic Marketing Plan and enrollment reports	External Relations budget, Strategic partnerships and resources	External Relations with collaboration at all levels of the VU System
II-4 Re-evaluate the criteria for admission, retaining an open enrollment policy for any student that is defined as "College Ready."	July 1, 2011	Student persistence, degree completion rates, and national testing levels	Personnel time	Senior Leadership, Admissions Ability to Benefit Subcommittee, Admissions, Registrar
II-4-A. Review effectiveness of placement examination cutoffs in predicting student readiness.	Completed	Track student cohort persistence based on placement score ranges	Student data research	Admissions Ability to Benefit Subcommittee, Institutional Research Director
II-4-B. Establish educational recommendations and paths for students scoring below the U.S. Department of Education (DOE) ability to benefit standards.	February 1, 2011	Deferral rates to alternative programs	Counseling and advising services	Provost, Assistant Provost of Curriculum and Instruction, Admissions, Registrar, Assessment Center
II-4-C. Educate the University community and high school counselors on the placement score adjustments and the impact on advising.	May 1, 2011 and September 1, 2011	Participation rate	Personnel time	Provost, Admissions, Assessment Center, Registrar, Records Office
II-4-D. Implement ability to benefit standards.	July 1, 2011	Process Fall 2012 admission applications under the new standard	Adopted policy	Admission Offices (including all personnel who handle University admissions), Records Office



Strategic Planning Goal III: Retain Students

Vincennes University will focus on student persistence to success as its priority. VU will assist students in progressing toward reasonable goals by helping them at every stage of the educational process. VU will enhance its effectiveness in student advisement and support services by incorporating technology and best practices.

Rationale

- To strengthen the academic advising outcome
- To concentrate on student-focused advising techniques
- To support faculty and staff in advisement duties
- To ensure a positive first-year student experience
- To steadily increase student graduation rates

Objective	Timeframe	Measures	Resources	Responsible Person(s)
III-1. Improve Academic Advisement by enhancing the student-advisor relationship, promoting advisor professional development, and involving advisors and university community in programs to increase student success and responsibility.				
III-1-A. Define minimum requirements for academic advisement expected at VU based on Council for the Advancement of Standards in Higher Education (CAS) standards and the culture of the University.	December 15, 2010	Consensus of minimum requirements	Advisement Consultant, Faculty, and Staff	Provost, Assistant Provost for Curriculum and Instruction
III-1-B. Design and implement a diagnostic and training advisement module(s) to determine needs and necessary training.	May 15, 2011	Module development, field testing, and revisions	Advisement Consultant, Faculty, and Staff	Provost, Assistant Provost for Curriculum and Instruction
III-1-C. Using the advisement needs profile, launch an annual advisement update whereby training is provided to those who do not meet the established “minimum requirements” for advisement services delivery.	May 15, 2011	Identified improvement on the Needs Profile	Advisement Faculty and Staff	Provost, Assistant Provost for Curriculum and Instruction

Objective	Timeframe	Measures	Resources	Responsible Person(s)
III-2. Develop an effective “First-Year Experience” to include career guidance, study skills, attendance guidelines, and academic advising.				
III-2-A. Complete a first-year student experience plan based on the Foundations of Excellence (FoE) self-study model, previous research conducted, and strategies employed at the University.	May 15, 2011	FoE scale presented online at FoE website	Dimension Committee chairs and their respective members	Provost, FoE Liaisons, Dimension Committee Chairs
III-2-B. Create a freshman course that addresses issues and outcomes implied in Objective III-.	March 15, 2012	FoE scale presented online at FoE website	Faculty release time and Dimension Committee chairs	FoE Liaisons, Dimension Committee Chairs
III-2-C. Execute the Supplemental Instruction AQIP Action Project.	December 15, 2010, and May 15, 2011	Pre/Post Passing Rate	Faculty and Supplemental Instruction Leader	Division Deans, Department Chairs
III-2-D. Require students who possess less than a 2.0 high school Grade Point Average (GPA) to enroll in a Study Skills Class.	August 15, 2011	Report of students with high school GPA lower than 2.0	MIC, Registrar, Admissions/Advisement, Faculty and Staff, and Supplemental Instruction Leader	Provost, Assistant Provost for Curriculum and Instruction
III-2-E. Reinforce first-year student engagement through academic and campus activities with a focus on the needs of General Studies students.	May 5, 2011	Student engagement profile	Student Affairs Team and Curriculum and Instruction Staff	Assistant Provost for Curriculum and Instruction, Dean of Students
III-3. Utilize a variety of strategies to enhance student retention and graduation rates.				
III-3-A. Incorporate Banner notification system of students who are in jeopardy of not being successful (1st week, 4th week, 6th week, etc.) as determined by academic need Tracking Attendance and Performance of Students (TAPS) Report.	May 15, 2011	Management Information Center (MIC) Banner/TAPS Report	Registrar, Academic Affairs staff, and Supplemental Instruction Leader	Provost
III-3-B. Identify strengths and weaknesses in the existing cascade of Student and Academic Affairs support services beginning with the students’ first encounter with VU and ending with graduation and job placement.	May 15, 2011	Student and Academic Affairs Service-Use Inventory and Assessment	Director of Institutional Effectiveness along with Student Affairs Team and Academic Affairs staff	Director of Institutional Effectiveness



Strategic Planning Goal IV: Enhance Student Success

Vincennes University will incorporate the performance initiatives of the Indiana Commission for Higher Education and the mission and vision of VU in increasing its focus on expanding student success. To that end, the University will enhance its performance in enrollment/course completion, time to degree, degree production, economic development/non-credit, and educational quality of graduates, while continuing to support the tenets of its missions and vision. VU will structure itself to support college readiness, strengthen its structured pathways to success, and coordinate with business and industry and with transfer institutions to ensure that graduates are recognized as being of the highest quality.

Rationale

- To coordinate, integrate, and implement many separate efforts which will ultimately enhance student success into one cohesive plan of action
- To enhance student success by committing human and financial resources to implement these strategies

Objective	Timeframe	Measures	Resources	Responsible Person(s)
IV-1. Increase student success rates (enrollment/course completion, time to degree, degree production) through focused application of people, equipment, pedagogy, and technology resources:				
IV-1-A. Communicate existing hiring procedure.	Fall 2010	Survey participants	Open meeting during University hour	Senior Administration, Director of Human Resources
IV-1-B. Address common obstacles to student success.				
IV-1-B.i. Educate the University community about negative impacts (alcohol, other drug use, and disruptive behaviors), and promote awareness of existing intervention resources.	Spring 2011 and Annual Review by May 1	Professional Development in-services, faculty panel, new-faculty orientation, new-advisor training, and curriculum infusion	Campus location, Personnel time	Director of Counseling Services, Division Deans, Department Chairs, Dean of Learning Resources Center, Director of Advising Center, Director of Center for Teaching and Learning (CTL), Foundations of Excellence (FoE) Committee
IV-1-B.ii. Create a Late Registration policy, differentiated from the Drop/Add policy.	Fall 2010	Enforce strict adherence to the Drop/Add policy and survey academic divisions after Drop/Add date	VU Catalog	Provost, Division Deans, Director of Admissions, Records Office

Objective	Timeframe	Measures	Resources	Responsible Person(s)
IV-1-B-iii. Implement the Late Registration policy.	Spring 2011	Policy approved by the Board of Trustees	Personnel time	Senior Administrators
IV-1-B-iv. Evaluate the potential impact of allowing for a two-day orientation process.	Fall 2011	Information gathered and reviewed from other institutions	National Orientation Directors Association and other organizations, Personnel time	Provost Council, Dean of Students, Director of Student Activities, Director of Residential Life
IV-2. Assist students to graduate as confident, self-motivated, independent lifelong learners.				
IV-2-A. Provide liberal education to enhance student success.	Annual Review by May 1	Implement strategies of Educational Futures Task Force (EFTF)	Personnel time	EFTF
IV-2-B. Encourage additional faculty participation in the Teaching Transformation Academy (TTA) of the Center for Teaching and Learning (CTL).	Annual Review by May	Number of faculty participating	TTA curriculum materials, Personnel time	Provost, Division Deans, Department Chairs
IV-2-C. Facilitate student identification with the institution by increasing student participation in clubs and organizations and other co-curricular activities.	Annual Review by May 1	Increase student participation in clubs/organizations	Personnel time	Academic Advisors, Resident Assistants (RAs), Student Ambassadors, Director of Student Activities, Club Advisors
IV-2-D. Infuse co-curricular activities into course curricula.	Annual Review by May 1	Increase of co-curricular activities	Personnel time	Division deans, Academic Department Chairs, Faculty
IV-2-E. Explore possibility of offering co-curricular transcripts.	Annual Review by May 1	Information gathered and reviewed from other institutions	Personnel time	Division Deans, Academic Department Chairs, Faculty
IV-3. Improve graduation rates consistent with initiatives from Indiana Commission for Higher Education (ICHE).	Annual Review by October 1	Institutional data provided to ICHE	Registrar, Curriculum and Academic Affairs Committee (CAAC), Institutional Research Office	Provost
IV-4. Re-examine General Studies Program as the vehicle to enhance student success.	April 15, 2011	Report submitted to CAAC	Personnel time	Provost, Assistant Provost for Curriculum and Instruction, CAAC, General Studies Task Force



Strategic Planning Goal V: Explore Strategic Partnerships/Additional Sites

Vincennes University will create synergies through its strategic partnerships/additional sites with business, industries, and other educational institutions including K-12 and higher education.

Rationale

- To increase accessibility to Vincennes University
- To promote Vincennes University visibility to a larger and varied population
- To increase awareness of Vincennes University's unique college experience

Objective	Timeframe	Measures	Resources	Responsible Person(s)
V-1. Create additional partnerships for students to complete four-year degrees at VU sites.	September 1, 2012	Increased number of programs approved by Indiana Commission for Higher Education (ICHE)	Administrative academic oversight, External Relations	Provost, Senior Director of External Relations, Division Deans, Department Chairs
V-2. Integrate 2+2 partnerships into VU's Bachelor's Degree programs.	August 1, 2013	Increased number of articulation agreements with baccalaureate programs; Increased number of students transferred into baccalaureate programs	External Relations, Administrative academic oversight	Provost, Senior Director of External Relations, Division Deans, Department Chairs
V-3. Create academic partnerships with Muscatatuck Urban Training Center (MUTC).	August 1, 2011	Development of Business Plan and partnerships launched	External Relations, Administrative academic oversight	Provost, Senior Director of External Relations, Division Deans, Department Chairs
V-4. Create additional business and industry professional development training opportunities.	June 1, 2012	Increased number of programs and participants	Financial, External Relations, Workforce Development oversight, Facility management	Vice President for Workforce Development/Community Services, Senior Director of External Relations, Division Deans, Department Chairs

Objective	Timeframe	Measures	Resources	Responsible Person(s)
V-5. Explore creating a campus in a concentrated populated area that is demographically compatible with the VU mission.	December 31, 2011	Authorization from legislature and ICHE	Financial, Community leadership	Board of Trustees, President, Vice President for Financial Services/Government Relations
V-6. Establish additional secondary partnerships in strategic locations that lead to higher education credit-generating opportunities.	August 1, 2012	Increased number of additional secondary partnerships and credits earned	Public and private secondary institutions, Financial	President, Provost, Assistant Provost for Curriculum and Instruction, Faculty, Project Excel



Strategic Planning Goal VI: Increase Technology

Vincennes University will develop and implement a carefully constructed set of procedures to increase the use of Technology at VU for supporting faculty and staff and improved student learning.

Rationale

- To prepare students for the 21st Century global environment
- To provide technology infrastructure, hardware, and software to create an optimum environment for students, faculty, and staff
- To assist faculty and staff for instruction
- To prepare students with the technological skills needed for success
- To promote and support professional development

Objective	Timeframe	Measures	Resources	Responsible Person(s)
VI-1. Implement technology to aid advising and student success rates.	Fall 2011	Purchase and implement degree audit software and a document imaging system within Banner	Existing Personnel, new software, outside Information Technology (IT) support, American Association of Collegiate Registrars and Admission Officers (AACRAO) audit	Management Information Center (MIC), Provost, Assistant Provost for Curriculum and Instruction, Senior Director of External Relations, Registrar, Director of Admissions
VI-2. Create and maintain a student digital support lab staffed by student workers for student use.	August 15, 2011	Identify equipment needed and location and implement student-staffed computer and digital support lab for all VU students	Student wages, student services budget	Provost, Learning Resources Center (LRC) Dean, LRC staff
		Promote use of student computer digital lab to help and assist students with technology	LRC, Management Information Center (MIC)	LRC Dean, LRC staff
		Provide professional development for faculty to structure and create technologically supported assignments	Center for Teaching and Learning (CTL), LRC	CTL Director, LRC Dean

Objective	Timeframe	Measures	Resources	Responsible Person(s)
VI-3. Develop and promote the use of a student digital device meeting specified standards for communications, course work and internet access.	August 15, 2011, through August 15, 2012	Explore options including student-financed to encourage the adoption by all students of a common digital device, such as a netbook, notebook, or laptop computer	Student-financed, Student Affairs	LRC Dean, Chief Information Officer (CIO), Assistant Provost for Student Affairs
		Provide professional development opportunities for faculty integrating standard digital device in their curriculum or academic program	CTL, LRC	CTL Director, LRC Dean
VI-4. Promote the deployment of Tablet PCs for Faculty and Staff in lieu of standard desktop computer workstations.	Annual Review by May 1	Establish process and funding to provide Tablet PCs option as an alternative to a desktop computer for qualified/interested faculty	LRC, MIC, CTL	CTL Director, CIO, LRC Dean
		Provide professional development opportunities for faculty and staff users of Tablet PCs	CTL, LRC	CTL Director, LRC Dean
VI-5. Create and implement a virtual desktop.	January 11, 2011 through June 30, 2015	Identify needed software and server support and provide pilot program to evaluate use of virtual desktop and thin client application sharing	MIC	CIO, Dean of Extended Studies, Business Division faculty, Distance Education staff
VI-6. Expand availability and usage of SMART classrooms.	Annual review by May 1 of need for SMART classrooms	Use current inventory list to identify needed SMART classroom installations	LRC, CTL, MIC, general instructional equipment funding	Provost, LRC Dean, CIO, Provost Council
		Provide professional development for new users of SMART classrooms and refresher training for existing SMART classroom users	CTL, LRC	LRC Dean, CTL Director

Objective	Timeframe	Measures	Resources	Responsible Person(s)
VI-7. Maintain mission-critical and University embedded software systems.	Annual review by May 1	Provide level of service and funding support for critical mission software, such as Blackboard, Films on Demand, and other software platforms, fundamental to the maintenance of academic quality at VU	LRC, MIC	Provost, LRC Dean, CIO
VI-8. Expand and support University's digital library.	Annual review by May 1	Based on patron response, continue to add, revise, and update digital assets under fiscal guidelines	LRC, CTL	LRC Dean, LRC librarians
		Encourage and increase use of digital library in on-campus courses, distance education courses, and off-site education courses	LRC, CTL	LRC Dean, LRC Librarians, Dean of Extended Studies, Instructional Deans
VI-9. Maintain and add appropriate level of staffing support for educational technology.	Annual review by May 1	Ensure adequate level of staff is maintained for technology support provided by MIC and LRC for current and future technology implementation	LRC, MIC	Provost, VP of Financial Services/Government Relations, CIO, LRC Dean
VI-10. Promote and continually refine the Teaching Transformation Academy (TTA).	Annual review by May 1	Review and update the TTA to reflect current and emerging pedagogies and technologies	CTL, President's Special Funding	CTL Director, LRC Dean, Instructional Deans
VI-11. Promote and continually improve technologically based professional development for faculty and staff.	Annual review by May 1	Create, review, and revise professional development opportunities to reflect current usages, user levels, and available technologies	CTL, LRC	CTL Director, LRC Dean, Professional Development Planning Committee



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