

# AQIP Systems Portfolio

## June 2017



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## Glossary

AAC&U – American Association of Colleges and Universities  
AACN – American Association of Colleges of Nursing  
AACRO – American Association of Collegiate Registrars and Admissions Officers  
AAS – Associate of Applied Science  
A-Day – Assessment Day  
ACE – Aviation Career Education  
ACEN – Accreditation Commission for Education in Nursing  
AIM – Advanced Internship in Manufacturing  
AMT – Advanced Manufacturing Technician  
AP – Advanced Placement  
APICS – American Production and Inventory Control Society  
AQIP – Academic Quality Improvement Program  
ASCT – Associate of Science Career Tech  
B&I - Business and Industry  
BCL – Blazer Careerlink  
BEST – Banner Enhancement Steering Team  
BOT – Board of Trustees  
CAAC - Curriculum and Academic Affairs Committee  
CAP – Career Advancement Partnership  
CCA – Complete College America  
CCER – Center for Career and Employer Relations  
CCFSSE - Community College Faculty Survey of Student Engagement  
CCO – Common Course Outlines  
CCSSE—Community College Survey of Student Engagement  
CCT – Crisis Communication Team  
CELL – Center of Excellence in Leadership of Learning  
CG – Certificate of Graduation  
CLEP – College Level Examination Program  
COPE SSS – Collaborative Opportunities for Postsecondary Education Student Support Services  
CPB – Corporation for Public Broadcasting  
CPTS – Computerized Placement Tests/Accuplacer  
CQI – Continuous Quality Improvement  
CQS – Campus Quality Survey  
CT – Critical Thinking  
CTE – Career and Technical Education  
CTL - Center for Teaching and Learning  
DANTES – Defense Activity for Non-Traditional Education Support  
DE – Distance Education  
DoD – Department of Defense  
DQP – Degree Qualification Profile  
DR – Disaster Recovery  
DS – Disability Services  
DSST – DANTES Subject Standardized Tests  
DWD – Department of Workforce Development  
EC – Early College  
ECE – Excelsior College Examinations  
EFTF – Educational Futures Task Force  
ERP – Enterprise Resource Planning  
ET – Ethical Thinking

FAA - Federal Aviation Administration  
 FERPA – Family Educational Rights and Privacy Act  
 FTE - Full-Time Equivalency  
 GLA – Global Logistics Associate  
 HEADS – Higher Education Arts Data Services  
 HEOA – The Higher Education Opportunity Act  
 HETA – Higher Education Transfer Alliance  
 HLC – Higher Learning Commission  
 ICHE—Indiana Commission for Higher Education  
 ICTL – Indiana’s Core Transfer Library  
 IDA – Interim Director of Assessment  
 IP - InternPLUS  
 IPEDS—Integrated Postsecondary Education Data System  
 IR - Institutional Research  
 IRB – Institutional Review Board  
 ISU – Indiana State University  
 IT – Integrative Thinking  
 LD – Learning Disabled  
 LU – Learning Unlimited  
 LRC—Learning Resources Center  
 LSTA – Library Services and Technology Act  
 MEP – Military Education Program  
 MFL – MyFoundations Lab  
 MIC - Management Information Center  
 MIP – Machining Internship Program  
 MOS - Military Occupation Specialty  
 MOU – Memoranda of Understanding  
 MRTG – Multi-Router Traffic Graphic  
 MSC – Multi-State Collaborative Project  
 NACA - National Association of Campus Activities  
 NACEP - National Alliance of Concurrent Enrollment Programs  
 NASAD – National Association of Schools of Art and Design  
 OIE - Office of Institutional Effectiveness  
 PE – Project EXCEL  
 PDC – Professional Development Committee  
 PGP – Professional Growth Plan  
 QSEN – Quality and Safety Education for Nurses  
 SBC – Student Behavior Committee  
 SEA – Senate Enrolled Act  
 SHEEO – State Higher Education Executive Officer’s Association  
 SIA – Subaru of Indiana Automotive  
 SLO – Student Learning Outcomes  
 SOC – Service Members Opportunity Colleges  
 SRP – Student Risk Profile  
 SSC—Student Success Center  
 STGEC – Statewide Transfer General Education Core  
 STEP - Student Transition into Education Programs  
 SVSP – Student Volunteer Services Program  
 TAPS – Tracking of Attendance and Performance of Students  
 TES – Transfer Evaluation System  
 TSAP – Transfer Single Articulation Pathway

UC – University College  
UCC – University Core Curriculum  
UPCC – University Primary Care Center  
VALUE – Valid Assessments of Learning in Undergraduate Education  
VDE – Vincennes Distance Education  
VP – Vice President  
VU - Vincennes University  
VUJC – Vincennes University Jasper Campus  
VULTEC – VU Logistics Training and Education Center  
VUPD – Vincennes University Police Department  
WC – Written Communication  
WDCS – Workforce Development and Community Services  
WDE – Warehousing & Distribution Essentials



## Institutional Overview

Vincennes University is a public, not-for-profit institution located in the southwestern Indiana community of Vincennes, Indiana. One of the first two-year colleges in America, VU is also Indiana's oldest college. In 1801, Jefferson Academy, the forerunner of Vincennes University, was founded at Vincennes, Indiana. 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 and style of Vincennes University." William Henry Harrison, first governor of the Indiana Territory and later (1841) President of the United States, was the founder of the college and the first chairman of the Board of Trustees of the University.

Today, Vincennes University offers 108 associate degree programs, 57 certificate programs, and seven baccalaureate degree programs. VU has a statewide mission and is a fully state-supported college, recognized as being unique in Indiana. In addition to the Vincennes campus, VU has campuses located in Jasper, Indiana; Indianapolis, Indiana; and Gibson County, Indiana; and major extension sites at the Indianapolis International Airport and the Indiana School for the Deaf, also in Indianapolis. Through its dual enrollment programs, Project Excel and Early Colleges, VU assists high school students in transitioning into higher education when the student is ready. The Distance Education program also serves a growing distance and online population with over 500 courses offered and 20 degrees available entirely online, and the Military Education Program provides higher education learning opportunities for our service members at over 38 military installations and locations across the country. As of the October 15, 2016, reporting date, VU had a system-wide enrollment of 18,897 students.

Both the mission and the vision commit VU to offering quality educational experience, community service, and collaborative partnerships, which are reflected in its strategic planning and reflective of the university motto: "Learn in Order to Serve." Vincennes University's newly proposed Mission states: "*Vincennes University develops people and enhances communities through accessible, high-quality educational programs, strategic partnerships, and active engagement.*" VU's commitment to being a premier learning institution is best expressed in its values statement, the "[Premier Learning Institution](#)" document. VU's Vision for the future states: "*Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality. VU is a diverse community whose members all share responsibility for supporting the University mission and are respected for their contributions.*"

The institution's 2017-2022 strategic plan is heavily focused on serving students, with priorities for recruitment, retention, and success, and cultivating new and existing programs and resources. VU continues to be fully committed to using assessment for continuous quality improvement, improving services by increasing technology, and finding new markets for its service. VU's Strategic Vision includes the following priorities:

- Strategic Priority I: Enhance Enrollment and Recruitment Efforts
- Strategic Priority II: Emphasize Partnerships with Industry, K-12, and Higher Education
- Strategic Priority III: Improve Student Retention and Success
- Strategic Priority IV: Cultivate Internal and External Resources
- Strategic Priority V: Identify and Investigate Opportunities to Establish New Programs and Enhance Existing Programs
- Strategic Priority VI: Develop and Implement a Communication Strategy that Promotes and Reinforces VU's Role and Identity with Indiana and Elsewhere

VU's action projects both derive from and determine projects in the strategic plan. Current AQIP action projects are: "Assessing General Education in the Early Colleges," "Remaking Tutoring for Student Success: Focus on Modes and Measures," "Modularized Onboarding for New Faculty," and "Enhancing Impact of Advisory Committees."

## Category 1: Helping Students Learn

### Introduction

Vincennes University has been engaged in an assessment paradigm for general education and program learning since 2011 when the institution began a new action project—Implementation of Assessment Plans. At that time a group of faculty began assessing student work in the summer using VU’s newly-created critical thinking rubric modeled on the AAC&U VALUE rubric used for the Multi-State Collaborative Project, of which VU is a part, and instructional programs began an annual process of reporting assessment of learning outcomes. By 2012 VU had established systematic processes for assessing both **Common Learning Outcomes** as well as **Program Learning Outcomes**. VU now judges these explicit, iterative processes as **Aligned** based on the collaborative work of the University Assessment Committee to review and discuss all programs’ measures and data, the ongoing assessment-oriented discussions among departments, the increased coordination and cooperation among the instructional units regarding the assessment of student learning, the emphasis the institution has placed on assessment professional development, and the institution’s periodic evaluation of these processes and the refinements that have been put in place based the feedback received. Similarly, the **Results** for the processes in 1.1 and 1.2 have reached an **Aligned** status. As VU nears the end of the second cycle of its three-year cycle of program assessment, the institution recognizes that a culture of assessment has taken root. Measures and metrics are now designed for the aggregation and analysis of data as a matter of course, and assessment results are used to examine learning over time and to support decision-making, planning, and collaboration on improvement initiatives, in both programs and the institution as a whole. VU evaluates its processes and results for **Academic Program Design, Academic Program Quality, and Academic Integrity** to be **Systematic** based on the generally understood, repeated, documented processes and VU’s tracking of program performance with comparative measures, the continued erosion of departmental/program silos regarding student performance and integrity, and the institution’s ongoing review of its processes and use of data. These qualities illustrate VU is becoming more sophisticated and intentional regarding the improvement of its processes and its use of results in these areas. VU endeavors to move these processes and results to an Aligned status, and the institution welcomes the reviewers’ feedback concerning the processes, results, or the improvements indicated in this category.

### 1.1: Common Learning Outcomes

**1P1: Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes.**

- **Aligning common outcomes to the mission, educational offerings, and degree levels (3.B.1 & 3.E.2)**

Vincennes University’s mission includes ensuring educational access. The institution grants associate degrees—Associate of Science Career Tech (ASCT), AS/AA, as well as baccalaureate degrees, BS & BA, in four areas—education, homeland security, nursing, and technology. The common set of learning outcomes in VU’s three models of general education hours—24 credit hours for ASCT, 30 for AS, and 40 for BS, plus 8 hours of language for AA and BA degrees (the latter requiring these hours be in 200-level coursework)—reflect the emphasis VU places on ensuring educational access, its role as a leading transfer institution, and the personal and professional development of its students (3.E.2). Statewide liberal education learning outcomes embedded in the general education curriculum—written and oral communication, quantitative reasoning, and critical, ethical, and integrative thinking—demonstrate VU’s commitment to educational access. Designed around the 30-hour gen. ed. block and a general education certificate of graduation that transfers into public four-year institutions, the institution’s general education curriculum is evidence that the institution’s mission is reflected in practice (3.B.1).

- **Determining common learning outcomes (3.B.2 & 4.B.4)**

General Education, as defined by Vincennes University, focuses on two distinct but interrelated educational components. Each component is essential to ensure development of measurable basic skills, critical and creative thinking skills, and a breadth of knowledge needed both to strengthen students' work in their major and to achieve the levels of understanding expected of all college graduates. The first component of general education at VU is basic skills. 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. Basic skills will be enhanced as students progress through the remainder of their course work, especially as they complete general education's second component—liberal education. The purpose of this study is to actualize the students' potential to live fuller lives as individuals and as members of different social institutions. This coursework provides the opportunity for students to develop an appreciation of humanity's varied responses to life lived in the natural world, both as an individual and as a part of society. As a consequence of this study, students should achieve a better understanding of the world and people around them, and should thus be able to live a fuller and more participatory life. In addition, VU has a number of Transfer Single Articulation Pathway agreements (TSAPs) whereby Indiana's public institutions have agreed upon common learning outcomes and competencies for transfer programs also encompassing the Statewide Transfer General Education Core (STGEC) (3.B.2).

Recommendations from the Vincennes University Educational Futures Task Force (EFTF) in 2012 led to the creation and approval of the written and oral communication, quantitative reasoning, critical thinking, ethical reasoning, and integrative reasoning outcomes now articulated in VU's University Core Curriculum (UCC) Liberal Education courses. The institution formally establishes common learning outcomes via approval by the Curriculum and Academic Affairs Committee (CAAC), a subcommittee of the Faculty Senate. CAAC is chaired by the Provost and has proportional representation from all university colleges. The standing General Education Committee and Assessment Committee exist as subcommittees of CAAC. New common learning outcomes are reviewed by the gen. ed. sub-committee and are then forwarded on to CAAC for consideration. Changes to the University Core Curriculum (additions or deletions of UCC courses, designations of Intensive) come to CAAC via the General Education/University Core Curriculum (UCC) Committee. Once a proposal is introduced at CAAC, it is discussed, and when consensus is met, it is sent to faculty for a period of review and comment. Following the review period, the proposal is vetted again in CAAC; it then moves to the Faculty Senate for approval; and then the proposal is presented to the President and Provost; and then finally to the Board of Trustees (BOT) for approval. The General Education Coordinator and the Interim Director of Assessment coordinate the assessment of new outcomes. All curricular changes are tracked through the Office of Curriculum and Instruction. All approved changes are input into the Banner catalog, the e-catalog, and schedule (4.B.4).

- **Articulating the purposes, content, and level of achievement of the outcomes (3.B.2 & 4.B.1)**

VU's UCC course syllabi incorporate the liberal and general education learning outcomes articulated by the state of Indiana in 2012 regarding written and oral communication, quantitative reasoning, and the scientific, social science, and humanistic ways of knowing, as well as critical thinking. Since 2013 VU has assessed its critical thinking outcome in liberal education courses with groups of faculty assessors applying a common rubric to students' written work after undertaking norming activities with the goal of 60% of students achieving a level of "Acceptable—3" in each rubric dimension. Additionally, the English and Communication departments engage in annual, ongoing assessments of written and oral communication, respectively, while Mathematics assesses students' quantitative reasoning. Every program reviews the success standards each year of the three-year assessment cycle (4.B.1). In response to VU's 2015 assessment report, the HLC commented that "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 institution has continued to expand its assessment of general education since that time, now assessing written communication and critical thinking each summer in addition to the ongoing major program assessments. Pilot assignments in the 2016-2017 academic year integrated ethical and integrative reasoning outcomes which will be assessed in the summer of 2017 as part of the institution's ongoing assessment of general education. (3.B.2). The results of these assessments are shared on VU's [Institutional Effectiveness](#) website. The data are distributed and discussed in faculty professional development sessions, and departments are encouraged to maintain ongoing utilization of assessment data when planning curriculum and assignments.

- **Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3 & 3.B.5)**

All students must complete a basic skills core that fulfills liberal education core prerequisites—Composition, Speech, and Mathematics courses. VU's major program and liberal education courses carry reading, writing, and/or speaking intensive designations indicating the outcome requirements of the course, and the liberal education courses have explicit common learning outcomes that must be met as well. Every liberal education course in VU's general education curriculum carries a critical thinking outcome that ensures students are engaged with an ill-defined problem or issue through creative or analytical synthesis work requiring research building the skills students need to effectively collect, analyze, and communicate information in and outside their major coursework (3.B.3). In addition, VU's UCC liberal education courses are piloting either an ethical or integrative reasoning outcome paired with critical thinking with a timeline for assignment review before the full integration scheduled for fall 2017. All VU faculty teaching a UCC liberal education course has piloted either an ethical or integrative assignment in association with the critical thinking work in the class in the spring of 2017 (3.B.5).

- **Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)**

In addition to the general education core, VU has followed the national efforts to articulate learning outcomes for students for both associate and baccalaureate degrees. The American Association of Colleges and Universities (AAC&U) created the [Valid Assessments of Learning in Undergraduate Education](#) (VALUE) rubrics, which VU has used as a model for its own critical thinking and written communication assessment instruments, and the Lumina Foundation's [Degree Qualification Profile](#) (DQP) provides a framework for articulating student achievement of learning outcomes that allows VU to align its common learning outcomes with nationally-recognized and relevant standards. Students' work with the critical thinking outcome, along with ethical and integrative reasoning, ensures they confront and critically examine cultural diversity and acknowledge and analyze viewpoints other than their own by merit of addressing the dimensions of the assessment rubric—explanation of the problem, evidence, analysis of contexts and assumptions, student's position, conclusions and related outcomes (3.B.4). VU's participation in the [Multi-State Collaborative Project](#) (MSC) provides comparative assessment data, assessed using the AAC&U VALUE rubrics, regarding written communication, critical thinking, and quantitative reasoning.

- **Designing, aligning, and delivering co-curricular activities to support learning (3.E.1 & 4.B.2)**

Co-curricular activities such as experiential learning are aligned with the curriculum via the Common Course Outlines (CCOs) used in every VU course. The institution's co-curricular programs, focused on supporting student learning and creating positive environments and experiences for students, create and

execute an assessment plan similar to that of instructional areas (4.B.2). In addition to assessing their own program objectives, co-curricular programs may assess students' achievement in common learning outcomes or their engagement with activities that promote learning such as clubs, student activities, student government, or programming occurring in residence halls. The resulting information is used by the co-curricular programs to analyze and augment their current practices and processes, measure current and identify potential student learning and social activities, and gauge the success of the program's contribution to the educational experience of students (3.E.1).

- **Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2) & assessing common learning outcomes (4.B.1, 4.B.2, & 4.B.4)**

In the 2011-2012 academic year the Interim Director of Institutional Effectiveness and faculty from varied instructional areas designed rubrics for the critical thinking (CT) and written communication (WC) outcomes based on the AAC&U VALUE rubrics and submitted them to CAAC for institutional faculty review. Since VU's internal assessment of the CT common learning outcome began, a faculty-led ad-hoc CT advisory group has met to review and discuss the assessment data, the application of the assessment instrument, CT assignments, and students' progress toward the stated goal of attaining a "3" or higher on each dimension of the rubric. After three years of assessment results, the CT rubric underwent revision for improved coherence, validity, and reliability (4.B.1 & 4.B.2). Groups of VU faculty, comprised of on-campus faculty, early college instructors, and college deans, assess student artifacts exhibiting attainment of the written communication and critical thinking general education outcomes in the summer. The individual results within the groups are compared, recorded, and reported to the Interim Director of Assessment (IDA) who compiles the results (4.B.4). Members of the assessment groups also write a reflective response on the experience, which the IDA gathers, analyzes, and disseminates the common themes. Faculty members then reflect on both the quantitative and qualitative data to affirm or modify their assignments, the approach to the material, or the learning scaffolding leading up to the assignments. Summer 2017 will see each revised assignment reviewed by an ad-hoc Liberal Education committee comprised of six faculty members, many of whom have at least one year of summer assessment experience, who will review the assignments to ensure they will produce significant student work demonstrating critical and ethical or integrative thinking. Individual faculty will receive feedback regarding the reviewed assignment from the committee in the fall of 2017 (4.B.4).

**1R1: What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?**

- **Outcomes and Measures Tracked and Tools Utilized**

The critical thinking general education outcome has been assessed for the last three years by randomly sampling students' written work demonstrating the outcome across all of VU's courses in the University Common Core Liberal Education. As of the 2015-2016 academic year, written communication is also assessed. Four groups of three to four faculty complete the assessment with two academic deans also engaged in each of the last two years. The VU critical thinking and written communication rubrics, based on AAC&U's VALUE rubrics, are the instruments used to assess the written samples of student work. VU requires all gen. ed. courses to be populated into Blackboard and requires the critical thinking and written communication outcomes to be aligned to submitted student work for capture and retrieval for assessment purposes. This alignment allows the Office of Institutional Effectiveness to generate random samples of student work from all liberal education courses using the Blackboard Outcomes system, regardless of the medium or locality of those courses.

A random sample of approximately 200 student artifacts demonstrating critical thinking in VU's University Common Core (UCC) Liberal Education courses are assessed each year, and 50 ENGL 101 argumentation artifacts from the 2015-2016 academic year were assessed for the written communication outcome.

Additionally, a random sample of 90 student CT artifacts from the 2015-2016 academic year—30 each from Biology, History, and Spanish courses—and 30 English argumentative essays representing student work from four early college (EC) locations were assessed by the assessment groups. The groups included faculty from two early college locations and two VU college deans. A total of 160 random student artifacts demonstrating critical thinking and written communication outcomes were assessed for the early college for the 2015-2016 academic year—120 student artifacts (four groups of 30) from the early college locations plus 40 artifacts (four groups of 10) from the Vincennes campus used as control groups. The assessment includes faculty narratives about their experience with the assessment, as well as requesting information identifying areas of weakness in the assessment assignment.

In addition to the quantitative assessment, each year the Office of Institutional Research generates a link to an online survey that can be distributed to students or linked into an instructor’s Blackboard course site so students may supply feedback regarding the critical thinking work. The results of students’ self-reporting are collected each semester and the results disaggregated by discipline. Each college dean may then distribute the results to the individual department faculty members. The student-supplied results are used in conjunction with the faculty assessments in VU’s ongoing examination of course curriculum, teaching methodology, and instructional design. The Office of Institutional Effectiveness (OIE) compares the results of the CT survey with the most recent Community College Survey of Student Engagement (CCSSE) results keyed to higher-order thinking skills to observe trends in students’ reported intellectual activities in the classroom.

Randomized sampling of courses and student work enables the institution to generate results and analyze and compare the work of students on the Vincennes campus with those at other locations including those in online courses and at military sites across the U.S. Also, VU’s participation in the State Higher Education Executive Officer’s Association (SHEEO) and the Association of American Colleges & University’s (AAC&U) Multi-State Collaborative (MSC) project provides the institution with comparative data from a national assessment of student artifacts.

- **Summary Results of Measures**

The results of VU’s assessment are shared each year in the CAAC committee, and the results are used to inform curriculum decisions and guide instructional designs. Each year of CT assessment has refined the manner by which the assessment groups report scores. These refinements were based on qualitative feedback assessors supplied each year after completing the assessment work. The first two years 2013-2015 reported consensus scores; the 2015-2016 assessment reports the mean score of each group of three or four assessors for every dimension of the rubric:

Figure 1.1: 2013-2014 CT ‘Normed’ Assessment Results (N=20)

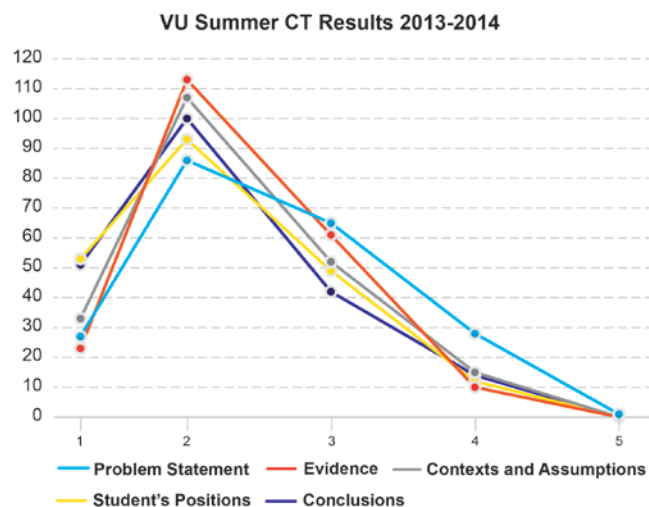


Figure 1.2: 2014-2015 CT ‘Normed’ Assessment Results (N=200)

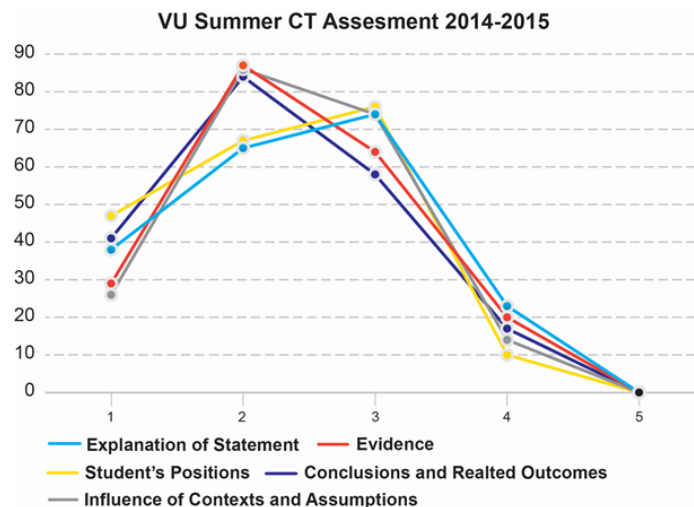


Figure 1.3: 2015-2016 CT 'Averaged' Assessment Results (N=190)

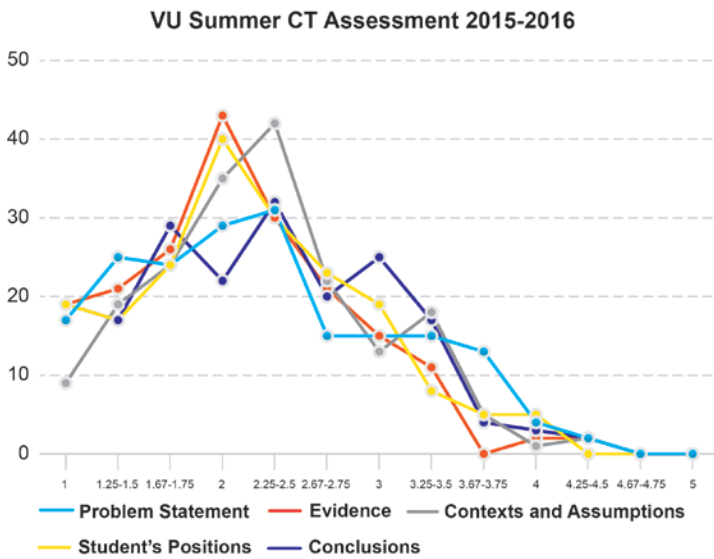
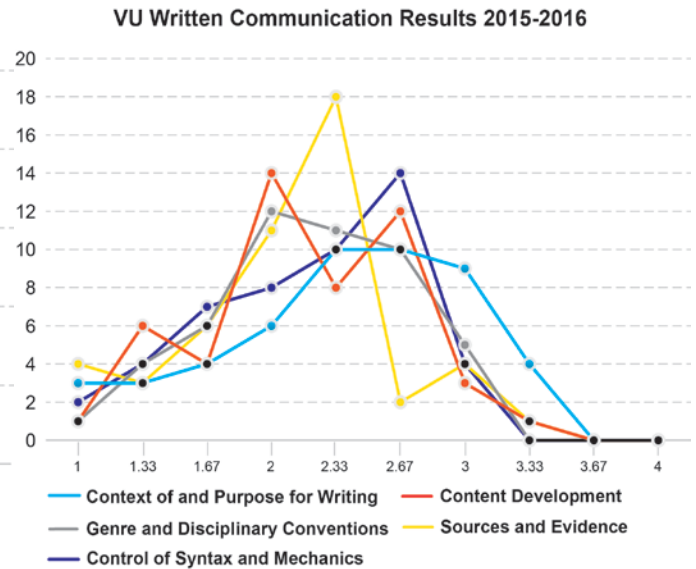


Figure 1.4 2015-2016 WC 'Averaged' Assessment Results (N=49)



The 2013-2014 and 2014-2015 assessment groups reported scores reflecting a group consensus. This procedure was changed in 2015-2016 because groups reported logistic and time difficulties that made deriving consensus scores untenable. As a result, mean assessment scores for each assessed dimension were calculated for each group and reported.

Figure 1.5: 2015-2016 EC Biology CT Assessment (N=30)

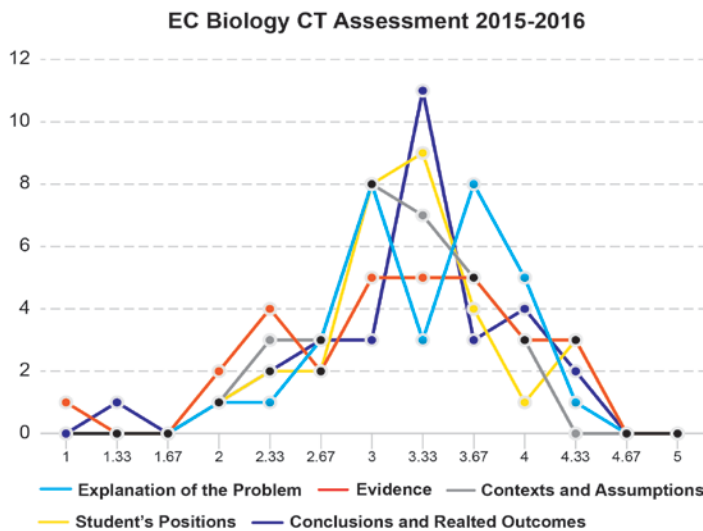
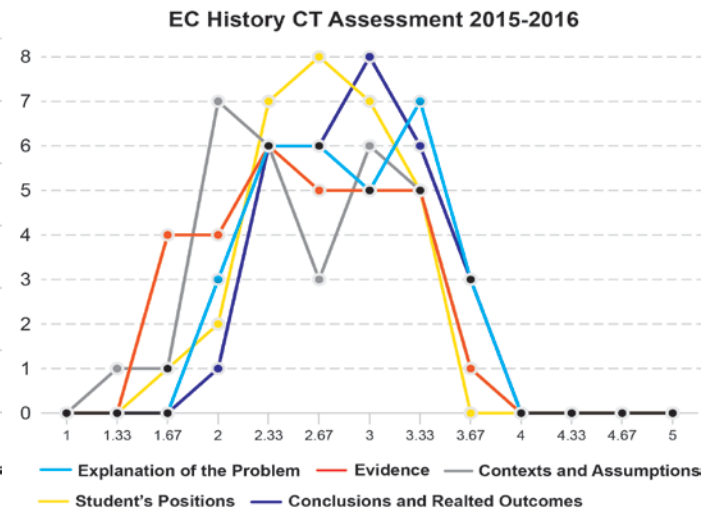


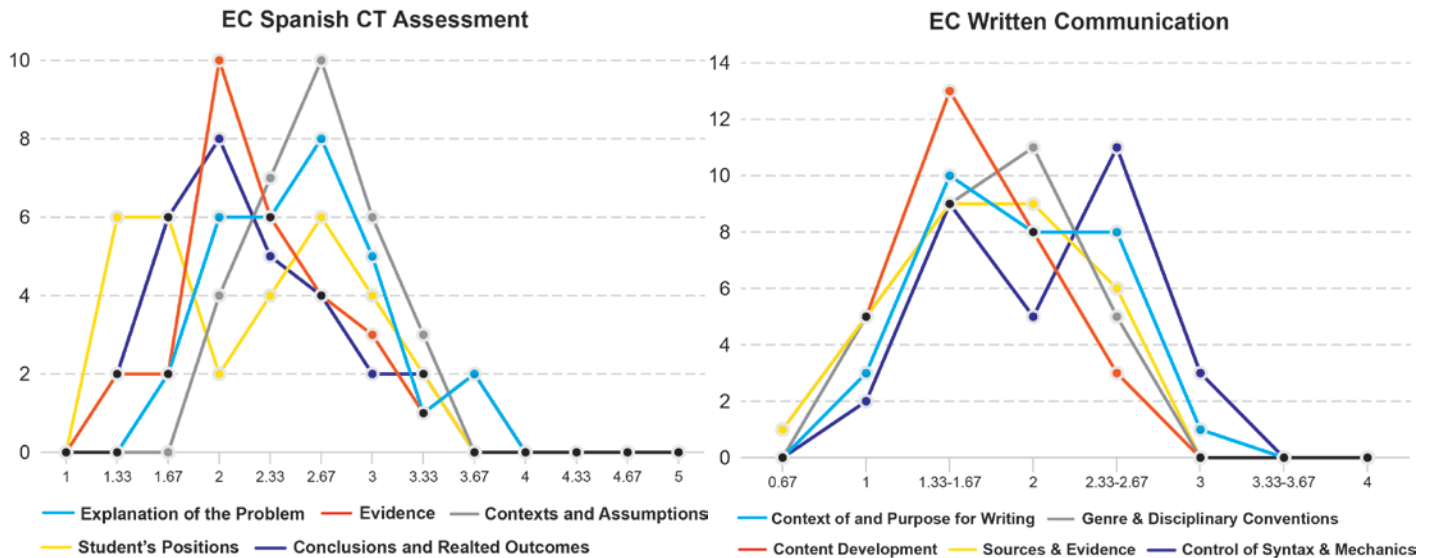
Figure 1.6: 2015-2016 EC History CT Assessment (N=30)



The 2015-2016 early college (EC) assessment data resulted from student artifacts produced at four early college sites assessed in faculty groups of three or four. The faculty assessors were not made aware of the origin of the artifacts they were assessing, only that they were VU students in engaged in VU coursework. A faculty member from an early college participated in each assessment group.

Figure 1.7: 2015-2016 EC Spanish CT Assessment (N=30)

Figure 1.8: 2015-2016 EC WC Assessment (N=30)



The critical thinking survey asks students to rate their level of agreement—strongly agree, agree, neutral, disagree, or strongly disagree—with eight statements reflecting best practices the institution has associated with critical thinking work. College deans receive program-specific results; the aggregate results are reviewed by the Interim Director of Assessment and the ad-hoc CT advisory group each year to reflect on whether the CT assignments and coursework are fulfilling their intended goals as expressed in the survey questions. These results are shared with CAAC and the Gen. Ed. committee:

Figure 1.9: Percent Agreement of Students with CT Survey Statements  
 N=763 (Spring 2015), N=453 (Fall 2015), N=330 (Spring 2016), N=253 (Fall 2016), N=412 (Spring 2017)

1. The expectations of the critical thinking assignment was clearly presented.
2. I was interested in my topic for critical thinking.
3. I had to do research to complete my critical thinking project.
4. I presented multiple reasons for my position.
5. As a part of the assignment, I identified the consequences or implications of my position.
6. The instruction offered helped me understand the elements of critical thinking.
7. The instruction offered helped me feel confident I could complete the work successfully.
8. Completing a rough draft is important to completing this assignment well.

	Strongly Agree/Agree					Strongly Disagree/Disagree					Neutral/No Response				
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
#1	87%	89%	89%	89%	86%	3%	3%	2%	2%	6%	9%	9%	9%	9%	8%
#2	73%	70%	74%	73%	78%	9%	10%	7%	8%	9%	19%	20%	19%	19%	13%
#3	89%	89%	88%	87%	90%	2%	2%	2%	5%	3%	9%	9%	10%	8%	7%
#4	83%	84%	84%	81%	87%	2%	1%	1%	2%	2%	15%	15%	15%	17%	11%
#5	81%	83%	82%	77%	84%	3%	2%	2%	4%	3%	16%	15%	15%	19%	13%
#6	75%	80%	81%	76%	76%	7%	8%	4%	6%	10%	18%	13%	15%	18%	14%
#7	77%	81%	80%	81%	79%	6%	7%	4%	5%	9%	17%	12%	16%	14%	12%
#8	69%	70%	68%	67%	66%	9%	10%	6%	9%	9%	22%	20%	26%	23%	25%



- **Comparison of Results with Internal Targets and External Benchmarks**

When VU began assessing critical thinking, the initial goal was 60% of students would score a “3—Acceptable” (out of 5) or higher in each dimension of the rubric. Tracked each year, the results were reported in light of the internal target as well as student responses on the CT survey each semester. Also, the frequency of student responses on the CCSSE regarding the performance of intellectual tasks serves as a benchmark for institutional efforts to engage students in more embedded, problem or issue-based intellectual tasks. Figure 1.10 indicates the percentage of student artifacts attaining a score of “3” or higher in each dimension of the rubric followed by the overall, holistic percentage of those artifacts scoring at least a “3” on every dimension of the rubric. Figure 1.11 reports the student responses on the CCSSE pertaining to intellectual, critical thinking tasks and the comparison of VU’s results with the 2015 CCSSE cohort:

*Figure 1.10: Percentage of Student Artifacts Meeting VU's Internal Target by Rubric Dimension*

	<u>2013-2014 (N=207)</u>	<u>2014-2015 (N=200)</u>	<u>2015-2016 (N=190)</u>
Statement of the Problem / Issue	44%	48.5%	33%
Evidence	34%	42%	27%
Influence of Context and Assumptions	32%	44%	28%
Student's Position	29%	43%	36%
Conclusions and Related Outcomes	27%	37.5%	27%
All Rubric Dimensions	12%	21%	12%

*Figure 1.11: 2015 VU CCSSE Student Intellectual Activity Data*

Item	Response	Vincennes University		2015 Cohort	(VU-Cohort) % Difference
		Count	Percent	Percent	
5b. Analyzing the basic elements of an idea, experience, or theory	Very little	78	7.2%	4.3%	2.9%
	Some	314	28.8%	25.6%	3.2%
	Quite a bit	434	39.9%	42.9%	-3.0%
	Very much	262	24.1%	27.2%	-3.1%
5c. Synthesizing and organizing ideas, information, or experiences in new ways	Very little	109	10.0%	6.5%	3.5%
	Some	397	36.5%	30.5%	6.0%
	Quite a bit	383	35.3%	38.9%	-3.6%
	Very much	198	18.2%	24.0%	-5.8%
5d. Making judgments about the value or soundness of information, arguments, or methods	Very little	125	11.6%	11.6%	0.0%
	Some	474	44.0%	33.4%	10.6%
	Quite a bit	294	27.3%	34.6%	-7.3%
	Very much	184	17.1%	20.3%	-3.2%
5e. Applying theories or concepts to practical problems or in new situations	Very little	132	12.1%	9.1%	3.0%
	Some	402	36.9%	31.3%	5.6%
	Quite a bit	322	29.6%	36.0%	-6.4%
	Very much	233	21.4%	23.6%	-2.2%

As mentioned previously, in addition to the internal target and the CCSSE benchmark, VU’s internal assessment results for common learning outcomes are also compared to the results that emerge from its participation in the MSC project. Currently, VU receives only its own results reported in Taskstream’s Aqua system; however, in 2015 the project also distributed the aggregate averages in each assessed

dimension of each outcome in the project. With this data, VU plotted its own scores in the three reported outcomes—critical thinking, written communication, and quantitative literacy—and compared that data to the aggregate average. Comparative data was generated by plotting the percent difference between the assessors’ scores of VU’s submitted student artifacts and the aggregate average in each dimension of the assessed student learning outcomes:

Figure 1.12: 2014-2015 MSC VU CT Results (N=98)

Figure 1.13: 2015-2016 MSC VU CT Results (N=77)

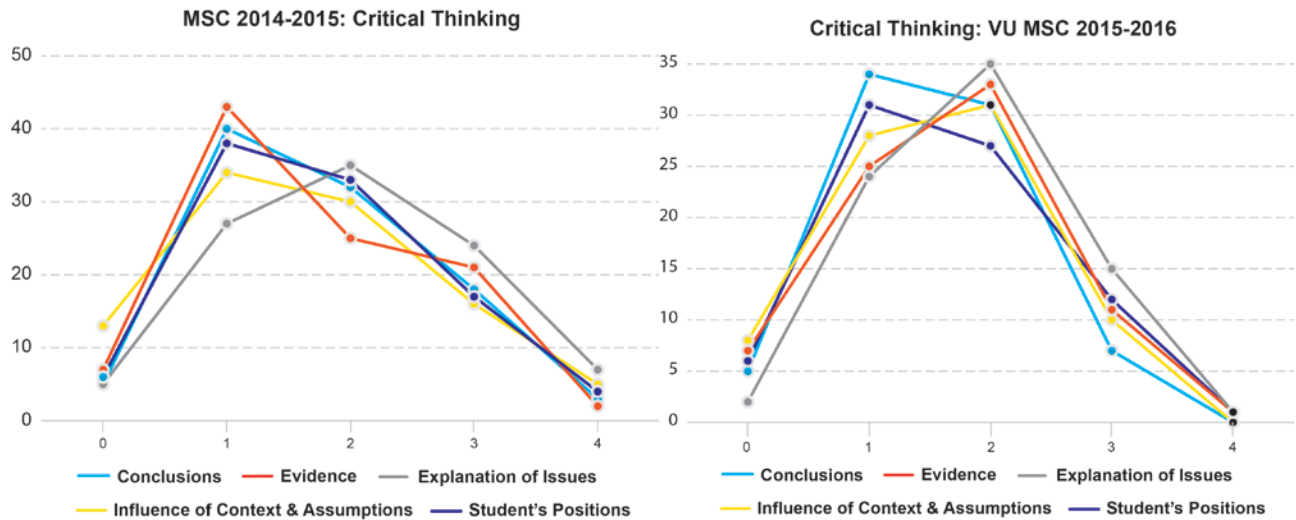
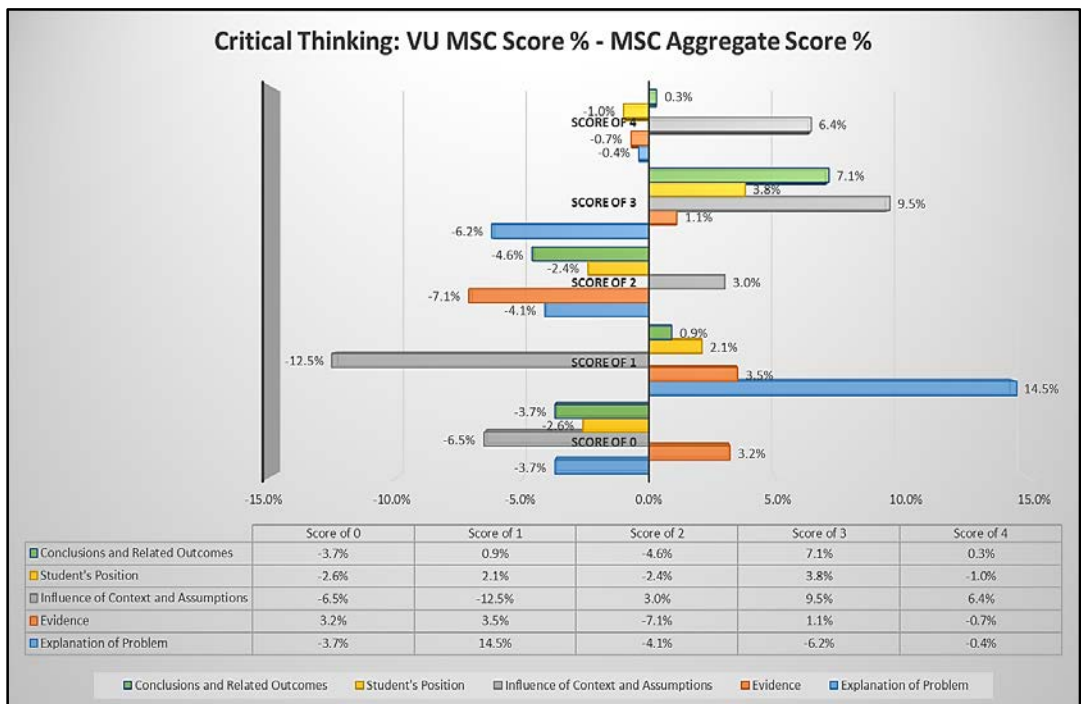


Figure 1.14 illustrates the percent difference of VU artifacts demonstrating each assessed outcome at each level of the CT rubric with the MSC aggregate score. VU has submitted artifacts for the critical thinking, written communication, and quantitative reasoning outcomes to the MSC Project. Ideally, VU desires a positive percentage on the higher scores for each outcome and a negative percentage on the lower scores.

Figure 1.14: VU-MSC Critical Thinking Comparison (2015)



- **Interpretation of Results and Insights Gained**

VU's assessment of common learning outcomes reveal comparable initial results between the student work on the Vincennes campus with those sampled from the early colleges. The HLC review of the VU's Assessment of General Education in the Early Colleges Action Project noted in 2016, "A number of examples of learning/discovery were presented including review of the writing results for individual rubrics and shifting the "acceptable" goal to align with rubric revisions, using electronic systems to engage stakeholders at a distance, and better integration of faculty at multiple locations. Your approach was well deployed with no significant service gaps. You created an effective, systematic, responsive, fact-based approach that could easily be replicated and integrated across disciplines, curriculum and platforms. If you are willing to share your rubrics etc., I recommend you consider presenting your process and findings at an HLC conference; other institutions face the same challenge with dual-enrollment programs. I also recommend that you consider presenting a session on how to write an effective Action Project; this Project was well done."

The results of the assessment of artifacts in the Early Colleges illustrated comparable results, a higher than average trend among the assessed Biology student artifacts while the Spanish artifacts illustrated a slightly lower than average trend across the assessed critical thinking dimensions. The results of the internal assessments are consistent with the trajectory of the external MSC project assessment results; the majority of VU student artifacts score in the mid-range of the two rubrics: 2-3 in the VU rubric and 1-2 in the AAC&U rubric. While the AAC&U rubric has a scale of 0-4, the VU rubric used a scale of 1-5 making a direct comparison of scores somewhat problematic; however, the descriptions of the levels of success are comparable. In each year, 70-80% of VU students assessed have scores that fall near the middle of the scale with a higher frequency of low scores in the pilot year but improving in subsequent assessments. While a small percentage of VU students score at the highest end of the scale according to the MSC assessors, VU's own faculty do not generally award student artifacts the highest possible rating in our internal assessments. This trend indicated a need for VU to review its rubric, both for success interval descriptions and for a more direct alignment of the scores with the AAC&U VALUE rubric.

The results illustrate that students demonstrate results consistent with first or second year students in general education coursework. Based on the comparative data from the MSC aggregate, VU's sample of student work demonstrated above-average scores on all dimensions of written communication. The students' ability to analyze the influence of contexts and assumptions and consider the outcomes of a position in order to draw conclusions in the CT work had an above-average frequency of high scores compared to the project aggregate. However, the sample submitted for quantitative reasoning assessment had a below-average frequency of high scores, illustrating need for continued work and wider sampling in this outcome.

Student responses on VU's internal survey reveal a strong majority of students (approx. 75-90%) who report the critical thinking work is explained adequately, have confidence in their work, indicate sustained research is required, and confirm students are required to present multiple reasons for their position and must consider the outcomes of their positions. The lowest rates of agreement (approx. 70%) are observed in the areas of student interest in the work and students' belief that undertaking drafting is important. As critical thinking is a complex task and students do not typically enjoy drafting, the lower rates of agreement on these questions are not surprising. While VU students' rates of response in the CCSSE regarding intellectual tasks were below the 2015 cohort regarding the performance of the tasks 'quite a bit' or "very much" in most areas by 2% or 3%, occasionally as high as 5 or 6%, the institution hopes to observe increased rates of agreement in future iterations of the survey based on the nature of the critical thinking work in which students are engaged in UCC Liberal Education coursework as well as the large majority of students who agree or strongly agree with the questions keyed to critical thinking tasks in VU's internal survey.

Finally, while VU has yet to meet its internal target in the summer assessment results, and the most recent year's results appear to be a decline from the previous two years' assessments, these results reflect evolving assessment instruments and processes. Requiring assessors to report consensus scores for their assessment group resulted in higher scores on student artifacts demonstrating critical thinking than the derived mean scores for each group, as represented in the 2015-2016 figures. Furthermore, after reviewing and revising the rubric used for the assessment, VU must also reconsider its internal target. For the past three years the rubric scale has been 1-5 but has been revised to 0-4. Requiring 60% of students to achieve a score of "3" or higher on every dimension of the rubric was an ambitious goal using the original version of VU's rubric. The revised rubric scale will necessitate a review and revision of VU's internal target for critical thinking in the first two years of student coursework.

**1I1: What process improvements have been implemented or will be implemented in the next one to three years?**

In 2011 VU discontinued its Associate of Applied Science (AAS), requiring 18 gen. ed. credit hours, instead creating the ASCT designation for career tech. track students which requires 24 credit hours of gen. ed. This change reflects the importance VU places on a strong general education foundation for its students. Currently, VU's [University Core Curriculum](#) (UCC) is being reviewed. Each course on the UCC must meet the appropriate VU General and Liberal Education outcomes and the Indiana Statewide Transfer General Education outcomes for its particular area. While each course on the UCC must currently meet the critical thinking (CT) outcome to remain on the UCC, courses must now address the integrative thinking (IT) or the ethical thinking (ET) outcome as well. This will be a two-year process that began with professional development in May 2016 when consultants came to campus from James Madison University to present a workshop on the [Madison Collaborative: Ethical Reasoning in Action](#). Working with the Interim Director of Assessment (IDA) and Gen. Ed. Coordinator, faculty volunteered to pilot either CT/IT or CT/ET assignments in fall 2016 and presented their experience and findings at a professional development workshop in January 2017. UCC faculty submitted draft CT/IT and CT/ET assignments to the UCC Committee in February that they piloted spring 2017. Final submission to be included in the UCC was made in May 2017. Vetting of the submissions will begin summer 2017 by an expanded UCC Committee with approval to be complete during the 2017-18 academic year.

The critical thinking and written communication outcomes have been assessed annually. Faculty members are paid a stipend during the summer to serve on reader panels to assess student artifacts. In the future, an assessment of quantitative reasoning will also be conducted using one or more common assessments through the Blackboard LMS. The IDA will continue to gather the data to disseminate to the university at large—via the institution's opening meeting, CAAC, college meetings, and on the OIE website. In 2015-16, this assessment included the early colleges for the first time, and VU is now including Project Excel, Distance Education, and Military Education in the assessment as well.

## 1.2: Program Learning Outcomes

**1P2: Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.**

- **Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)**

Beginning the year before its previous system's portfolio, VU's program learning outcomes assessment underwent a complete overhaul. Since the last portfolio, significant improvement in assessment has continued. Instructional and co-curricular programs undertake a direct assessment of program outcomes every year. In its annual assessment report, each instructional and co-curricular program articulates its mission statement and states student learning outcomes (SLOs) that align with the mission of the program

in light of its role in the university's mission (3.E.2). The mission statements and SLOs are reviewed by programs and the university Assessment Committee on an annual basis. The mission of each major program reflects its role as a certificate, a two-year, or a four-year degree in the broader mission of the institution. As part of the assessment process, programs express their goals, how the goals will be accomplished, and what students will be able to do upon successful completion of the program. Structuring outcomes using Bloom's Taxonomy allows programs to articulate measurable SLOs reflecting the alignment of the outcomes with the program mission and degree level and incorporating feedback from students, advisory groups, and faculty collaboration.

- **Determining program outcomes (4.B.4)**

Instructional program faculty and co-curricular staff report program outcomes and their assessments via the programmatic assessment report completed annually. The determination of outcomes in the program curriculum is the responsibility of the faculty in those programs in conjunction with the chair and the dean of the college. Outcome content is informed by feedback from advisory committees, and specific licensure, certification, and accreditation requirements. Faculty assessment liaisons for each college and three co-curricular staff are available to assist their colleagues in the development of the outcomes and the assessment plan. The assessment plans, a standardized pdf template that develops from the program mission and outcomes, are reviewed by the Assessment Committee each year in two stages—1) plan and assessment project set-up; and 2) data reporting, analysis, and resulting improvement plans. The committee provides feedback from the review directly to those faculty or staff responsible for the assessment plan via a standardized assessment plan feedback form which is sent to the faculty or staff member(s) as well as the appropriate assessment liaison. Those responsible for composing and maintaining an assessment plan are invited to attend and participate in the review and discussion of improvements. The members of the Provost Council, including the Provost, Assistant Provost, college deans and program directors, are updated regularly by the IDA regarding programs' assessment progress. For ease of access and transparency to all stakeholders, the assessment plans and results can be found on VU's Institutional Effectiveness website (see link above figure 1.19). The annual reports track any changes to the mission, outcomes, or assessment instruments based on the reporting and analysis of the results and subsequent improvements.

VU's annual Assessment Day, established during the professional development period in the spring of 2016, offers faculty and co-curricular staff the opportunity for collaborative peer review and assessment-oriented professional development sessions provided by the members of the Assessment Committee. Assessment Day provides dedicated time for faculty and staff to identify, revise, or refocus the learning outcomes for programs based on the feedback from advisory groups, assessment data, student feedback, and collaboration among the faculty and co-curricular staff, as appropriate for the program (4.B.4).

- **Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)**
- **Assessing program learning outcomes (4.B.1, 4.B.2, & 4.B.4)**

Part 1 of the assessment plan articulates the program mission statement; the SLO to be assessed; the significance of the skill/knowledge being assessed; the faculty and staff collaborators; the cycle-year of the project; a brief project description; the assessment tool(s) used; a success standard for each project that reflects what the program considers successful demonstration of the outcome at the level appropriate to the mission and degree level; the verification of upcoming item analysis in part 2; the course(s) in which the assessment will occur; the faculty or staff assessing the SLO and in what course(s); the projected sample size; the semester(s) in which the assessment will occur; and the faculty or staff responsible for oversight/compiling the results (4.B.1, 4.B.4). Utilizing Bloom's Taxonomy in the creation of outcomes enables programs to articulate a demonstrable level of student achievement. Two outcomes are assessed in each program every year, with two projects for each outcome assessed for three

consecutive years allowing for the generation and analysis of trend data. The Assessment Committee evaluates the plan, both Part 1 and 2, using the university assessment plan rubric and provides feedback to the program/department. Part 2 is completed following the collection, evaluation, and analysis of the results and must address the following items for each project: the actual sample size; data indicating areas of student learning strengths and weaknesses in light of the success standard; data indicating trends in student learning (years 2 & 3); the analysis of results; the impact of the previous year's improvement plan; a new learning improvement plan; and an assessment tool improvement plan (if applicable) (4.B.2).

- **Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)**

VU's professional and technical programs gather feedback from external advisory groups concerning community and employer needs. Programs with special accreditation requirements have outcomes articulated to them by their accrediting bodies, and the institution has fourteen Transfer Single Articulation Pathway (TSAP) agreements with other state institutions:

- Business Administration
- Computer Science (Information Technology)
- Criminal Justice (Law Enforcement)
- Early Childhood Education
- Education, Elementary
- Education, Secondary
- Education, Special
- Mechanical Engineering
- Nursing
- Social Work
- Sociology
- Psychology
- Biology
- Chemistry

Statewide faculty teams develop program competencies and outcomes that all participating institutions agree to meet, which are then mapped to courses. VU's articulation agreements with other institutions also ensure that non-TSAP degrees maintain relevance for transfer. In order to ensure students have exposure to human and cultural diversity, all liberal education courses address the critical thinking outcome engaging students with diverse points of view and sources of evidence, select co-curricular programs engage students in cultural and human diversity activities (see Figure 1.20 below), and BS and BA degrees require students to have taken a course addressing Cultural Diversity (3.B.4). In order to maintain relevance, programs also gather feedback from students using end-of-course surveys, the institution administers the Community College Survey of Student Engagement (CCSSE) every two years, and in the 2015-2016 academic year VU conducted student focus groups regarding the end-of-course surveys. Additionally, faculty members attend state and national professional seminars and conferences to stay current in their respective fields.

- **Designing, aligning, and delivering co-curricular activities to support learning (3.E.1 & 4.B.2)**

The staff in each co-curricular program mirror the assessment process of instructional programs, articulating a mission, assessable program objectives, and plan methods and instruments to assess them—see figure 1.21 below (4.B.2). These assessments are reviewed by the Assessment Committee, which offers feedback to focus, clarify, or refine the assessments. Co-curricular programs identify activities used to support and advance student learning to be assessed over a three-year period with plans, tools, and

results reported each year. The programs then use each year's assessment data when designing, aligning, and delivering co-curricular activities to students (3.E.1).

- **Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)**

Each program identifies the tools and instruments that will be used in the assessment of the identified learning outcomes and submits those tools and the data to the Office of Institutional Effectiveness in conjunction with the program's annual assessment plan (4.B.2). The Assessment Committee review provides feedback on each plan's use of assessment instruments. Any improvements or changes to the instruments and methods are reported annually. This information is then used in the subsequent academic year during the creation of that year's assessment report to identify any changes or modifications necessary in the tools, methods, or instruments the program uses.

<b>1R2: What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?</b>
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- **Outcomes and Measures Tracked and Tools Utilized**

All degree programs assess student learning outcomes and co-curricular programs assess objectives on a three-year cycle. Assessment reports are evaluated annually by the Assessment Committee comprised of liaisons from each college and three co-curricular staff acting under the supervision of the Office of Institutional Effectiveness. This process has evolved and improved tremendously 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." In 2017, assessment at VU is a well-established, systematic process of continuous evaluation that analyzes program outcomes and the effectiveness of student learning annually using both direct and 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, and assessment instruments in order to better address program outcomes. Trends over multiple years are analyzed and new improvement plans addressed. New plans are implemented for the following year, and then analyzed and reviewed again at that time to measure the impact on student learning as illustrated in figures 1.19-1.21 below.

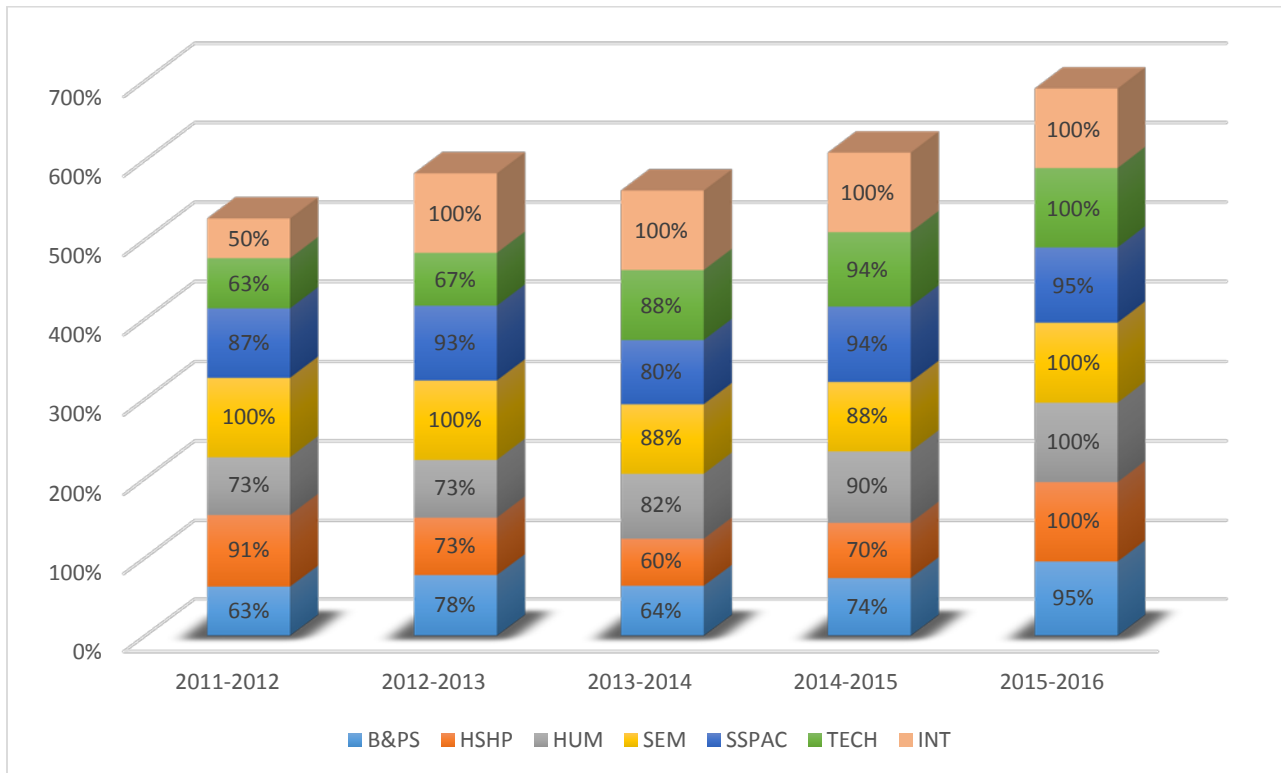
- **Overall levels of deployment of assessment processes within the Institution**

Assessment Day is beneficial for communicating the assessment process, engaging faculty, and discussing how to utilize results. In the first year participants claimed increased understanding, as faculty members were engaging in peer review work, asking questions, and receiving feedback about the process, plans, reports, and results. Time in the afternoon is dedicated for finalizing reports and beginning plans for the next cycle. This dedicated time was a product of feedback from surveying faculty about assessment. Assessment Day (A-Day) is now an annual event. A-Day and inviting program faculty to attend assessment committee meetings for plan review directly involves faculty in the assessment review process and has led to better understanding and improved engagement, resulting in more effective and systematic assessment processes that progress VU toward an aligned status in this area. Figure 1.15 below shows increased instructional assessment plan completion rates over the past five years. All active instructional programs undertake assessment of SLOs in all university colleges. Issues such as faculty

sick leave, the exit of faculty from a program, or program changes contribute to college completion rates of less than 100%. The Assessment Plan Progress Report color-codes completed and uncompleted plan components and the reasons for them, which is used to track completion year-around, and this is the document distributed to the Provost Council by the Interim Director of Assessment.

**Figure 2.15: Percent of Programs with Completed Instructional Assessments by College, 2011-2016**

(B&PS—Business & Public Service; HSHP—Health Science & Human Performance; HUM—Humanities; SEM—Science, Engineering, & Math; SSPAC—Social Science, Performing Arts & Communication; TECH—Technology; INT—Interdisciplinary)



- **Summary results of assessments**

The results of program assessment are generally positive. Success and insights are claimed, as evidenced in the analysis and improvement sections of the abbreviated assessment plan sections in the examples below, which illustrate one project of one assessed outcome. Through A-Day and professional development activities, VU is in the process of breaking down silos and improving communication between academic colleges, student support services, administrators and faculty, with the common goal of serving students as effectively as possible. The assessment plans require each program to utilize at least one quantitative success standard for each assessed outcome. By the end of the academic year, programs submit the results of the assessments and the resulting improvements and revisions to be made based on the program’s analysis of the results.



Figure 1.16: Assessment Day 2016 Surveyed Rates of Satisfaction

Level of Satisfaction by Session:	Highly Effective/Satisfied		Effective/Satisfied		Somewhat Effective/Satisfied		Not Effective/Satisfied	
	n	%	n	%	n	%	n	%
Assessment 101 (T1 / T6)	9	60.0%	5	33.3%	0	0.0%	1	6.7%
Assessment 102 (T9 / T10)	11	68.8%	2	12.5%	2	12.5%	1	6.3%
Data (Quantitative) (T2 / T7)	3	33.3%	3	33.3%	3	33.3%	0	0.0%
Data (Qualitative) (T3 / T8)	1	16.7%	2	33.3%	1	16.7%	2	33.3%
Data (Q & A) (T12)	0	0.0%	2	50.0%	0	0.0%	2	50.0%
Rubrics (T4 / T13)	2	16.7%	3	25.0%	6	50.0%	1	8.3%
Peer Review (T5)	7	43.8%	6	37.5%	1	6.3%	2	12.5%
Response Rate by Session:	Total Responses	Total Attendees	Response Rate					
Assessment 101 (T1 / T6)	15	79	19.0%					
Assessment 102 (T9 / T10)	16	78	20.5%					
Data (Quantitative) (T2 / T7)	9	39	23.1%					
Data (Qualitative) (T3 / T8)	6	43	14.0%					
Data (Q & A) (T12)	4	15	26.7%					
Rubrics (T4 / T13)	12	47	25.5%					
Peer Review (T5)	16	60	26.7%					

The 2016 Assessment Day faculty feedback suggests a useful experience providing perspective and feedback regarding the assessment plans and reports:

- *“I enjoyed talking with people from other colleges and subject areas, and I felt that I was able to contribute some useful feedback on others' reports.”*
- *“I thought this was a good project for the people who are in charge of writing the assessment reports to attend. I appreciated my table mates and our discussion and review of each other's reports.”*
- *“This was a tremendous opportunity to see a couple different programs . . . it would have been nice to go through a few more. Still, I understand wanting to give more time for the review the plans actually provided for peer review and get some helpful feedback.”*

The summary details of one project assessing one outcome from a diverse sample of program assessments are provided in the following examples. The complete assessment plans—two assessed outcomes, four projects total—can be found on the VU website for the [Office of Institutional Effectiveness—Assessment Plans](#).

*Figure 1.17: English Program SLO Assessment Project Example*

<p><b>Program:</b> English</p>
<p><b>Mission Statement:</b> The mission of the Vincennes University English program is to prepare informed students, regardless of major, to gather, evaluate, and analyze information to develop independent conclusions concerning social, intellectual, aesthetic, and literary issues. The faculty fosters higher cognitive skills to prepare individuals to meet the intellectual, civic, professional, and personal challenges inherent to society's diverse culture. The department cultivates students who conceptualize and communicate complex thoughts in their writing and enriches the campus and community through co-curricular and outreach programs.</p>
<p><b>Significance:</b> Teaching students to utilize the various stages of the writing process is a major component of first-year composition courses and is a foundational skill for college writing.</p>
<p><b>Outcome 1:</b> Apply stages of the writing process to the production of documents</p>
<p><b>Description of Projects:</b> A. Students will compose portfolios containing essays completed over the semester (4 total) and revised versions of those essays that demonstrate students' ability to revise effectively based on reader comments; B. Portfolio cover letter that reflects on the student's progress over the semester and demonstrates an ability to articulate and demonstrate growth.</p>
<p><b>Assessment Instrument(s):</b> Student portfolios will be assessed using a rubric featuring the following categories: a) revision, b) organization of essay—including effective transitions, c) content: examples, logic development, and d) grammar and mechanics. Criteria will be assessed on a scale of 0-4, with 0 being unacceptable and 4 being excellent. Cover letters will be assessed using a rubric featuring the following categories: a) quality of reflection, b) content, c) structure and organization, d) evidence, e) grammar and mechanics. Criteria will be assessed on a scale of 0-4, with 0 being unacceptable and 4 being excellent.</p>
<p><b>Success Standard(s):</b> 80% of students will earn at least a 2 (acceptable) in each dimension on the rubric.</p>
<p><b>Results:</b> 100% (12 of 12) of Corequisite students scored a 2 or higher in Organization, Content, and Grammar and Mechanics. College-ready students scored a 2 or higher in the same three categories: 83% (10 of 12) in Organization, 92% (11 of 12) in Content, and 100% (12 of 12) in Grammar and Mechanics. As a whole, 92% of students (22 of 24) met the success standard in Organization, 96% (23 of 24) in Content, and 100% (24 of 24) in Grammar and Mechanics. Only 67% of corequisite students (8 of 12) and 42% (5 of 12) of the college-ready students met the success standard in Revision. As a whole, 54% of students (13 of 24) met the success standard in Revision.</p>
<p><b>Proposed Improvements:</b> This year's results identified two areas of concern: revision in the portfolio and the presence of evidence in the cover letter. These two concerns will be addressed in three ways: (1) The ENGL 101 committee will design a revision checklist supplementary handout for the portfolio assignment for students to follow as they complete the project. (2) The ENGL 101 committee will design a new standard cover letter assignment sheet that asks students to reflect on not only what they have learned and what needs improvement but also directs them to identify a specific assignment that demonstrates learning. (3) The committee will provide professional development for all faculty on teaching the portfolio assignment. The portfolio rubric needs no revision at this time. The rubric for the cover letter includes two categories (Quality of Reflection and Content) with little distinction between each. The ENGL 101 committee will revise the cover letter rubric to integrate these two categories.</p>

*Figure 1.18: Fire Science and Safety Program SLO Assessment Project Example*

<b>Program: Fire Science and Safety</b>
<b>Mission Statement:</b> The mission of the Vincennes University Fire Science and Safety program is to provide lifelong learning experiences that meet or exceed professional qualifications established by the National Fire Protection Agency and the National Fire Academy. Through extensive real-world labs and coursework, students will learn the most current developments in the field of fire, medical, and environmental emergencies, meeting the high standards of honor and duty of the fire service. Upon graduation, students are applicable to work as line firefighters and emergency medical technicians and will be eligible for certification as firefighters, EMTs, Hazmat Materials Technicians, and Fire Investigators.
<b>Outcome 1:</b> Illustrate the safe practice and proper use of the apparatus, facilities, and equipment that is used in the fire service.
<b>Description of Projects: A:</b> All students will familiarize themselves with how to put on and take off all of the personal protective equipment (PPE) in accordance with NFPA 1001 and 1500, including self-contained breathing apparatus (SCBA) and will identify the individual components.
<b>Assessment Instrument(s):</b> A check off sheet
<b>Success Standard(s):</b> 100% of students will properly don their PPE after two attempts. This is a critical skill.
<b>Results:</b> Very few students had prior experience using firefighting personal protective equipment before the FIRE 100 course. 90% of the students were able to put on their PPE unassisted and met the standards of the check off list after the first attempt. 100% of students were able to put on their PPE unassisted and met the standards of the check off list after the second attempt. 10% of students did not pass three areas of the check off list on the first attempt: proper wearing of the SCBA, the activation of the personal alert safety system device (PASS) and having an airtight seal with the SCBA facepiece. Because wearing the PPE properly is such a critical item in firefighting, the results were positive.
<b>Proposed Improvements:</b> For the fall semester, more time in class shall be utilized for familiarization with donning and doffing the personal protective equipment. Two minute drills shall also be exercised more in order to prepare the random students for the assessment skill.

*Figure 1.19: Housing and Residential Life Program Objective Assessment Project Example*

<b>Program:</b> Housing and Residential Life
<b>Mission Statement:</b> The mission of the Vincennes University Office of Housing and Residential Life is to provide a safe environment promoting personal growth and academic excellence in well maintained facilities. These goals are achieved through intentional programming by the Housing and Residential Life staff and student staff each semester, and by providing space for group and individual study in each residence hall.
<b>Outcome 1:</b> engage students in social, educational and cultural programming
<b>Significance:</b> A student that has a well-balanced life will be a more productive student. Attending a variety of programs (social, educational, and cultural) will provide students tools to be more productive.
<b>Description of Project:</b> Each Resident Assistant (RA) will administer an Interest Survey in paper form. The RA's will input responses into an online survey that will produce data that is accessible for all halls. This survey will gather information regarding the types of programming residents are interested in and would attend. This survey will also gather information regarding when to plan programs.
<b>Assessment Instrument(s):</b> Interest Survey
<b>Success Standard(s):</b> N/A
<b>Results:</b> Fall 2015: 33.8% of all the students living in the 7 residence halls completed the Interest Survey. The halls that had a completion rate of 30% or higher are as follows: Morris Hall 63%, Vanderburgh Hall 57%, Ebner Hall 49%, and Clark Hall 31%. Spring 2016: 50.3% of all the students living in the 7 residence halls completed the Interest Survey. The halls that had a completion of 30% or higher are as follows: Ebner Hall 81%, Morris Hall 67%, Vigo Hall 61%, Godare Hall 50%, Clark Hall 44%, and Harrison Hall 37%. There was an increase in completed surveys for the following halls from the Fall 2015 --> Spring 2016: Vigo Hall 4% --> 61%, Ebner Hall 49% --> 81%, Godare Hall 20% --> 50%, Clark Hall 31% --> 44%, Harrison Hall 29% --> 37%, and Morris Hall 63% --> 67%. The halls that had a completion rate of 29% or below are as follows: Harrison Hall 29%, Godare Hall 20%, and Vigo Hall 4%. Spring 2016: Vanderburgh Hall had a completion rate of 25%; this is a significant decrease as compared to Fall 2015 at 57%.
<b>Proposed Improvements:</b> For the Interest Survey, focusing on both the date/time of programs and topics being of interest to the residents will help our staff when planning programs. The Satisfaction Survey will be administered one month prior to Finals Week. In trying to get students to complete the Satisfaction Survey, we will have stations set up in the lobby of each hall in the evenings, and in Tecumseh Dining Center during lunch and dinner (we will do these things in addition to going door to door with the survey as we have done for many years).

- **Comparison of Results with Internal Targets and External Benchmarks**

As indicated in Figure 1.15, during the 2015-2016 academic year VU functionally achieved its internal target that 100% of instructional programs will successfully complete an annual assessment plan to directly measure student learning outcomes. Of the 85 instructional programs to be assessed, only two could not finalize an assessment due to either no enrollment in the program or the exit of the faculty member that year. In 2015-2016, 100% of co-curricular programs had annual assessment plans; however, 25% (6 of 24) were not finalized, primarily due to the departure of program staff; however, the plans remain in place and are ready-made for the incoming new co-curricular staff.

In addition to program assessments, VU also tracks student success on certifications and credentialing for all vocational and technical programs. The chart below summarizes the rate of success on all certifications attempted in the last four years:

*Figure 1.20: Certification Pass Rates*

	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
# of Certifications Attempted	478	804	588	1002
# of Certifications Passed	387	700	493	892
% of Certifications Passed	81.0%	87.1%	83.8%	89.0%

These certifications include:

- Firefighter I &II
- Hazmat Ops and Awareness
- LAN Diagramming
- NREMT
- ServSafe
- WAN Diagramming
- ARRT Cert Exam
- NCLEX-PN
- NCLEX-RN
- CASA 1
- CASA 2
- CASA 3
- Elem Gen: Health
- Elem Gen: Health/PE
- Elem Gen: Math
- Elem Gen: RELA
- Elem Gen: Social Studies/Fine Arts
- Elem Gen: Science/Health/PE
- Exceptional Needs: Mild Intervention
- Exceptional Needs: Reading, Math 5-12
- Pedagogy-05
- Pedagogy-06
- Praxis 1
- Praxis 2 300
- Praxis 2 5011
- Praxis 2 5033
- A+
- ADDA Draft. Cert.
- Airframe
- Airframe and Powerplant
- AWS 6G SMAW
- CET
- Commercial
- Const. Assessment
- CST II
- Electrical
- Fontain
- Hands-On Practical
- Hydraulics
- Instrument
- IPC
- MACS Cert Test
- MCP
- Meritor
- NIMS Test
- NOCTI
- Powerplant
- Sec

- **Interpretations of Results and Insights Gained**

The data reveals that VU has achieved an institutional culture of assessment whereby the measurement of student learning is now embedded in program processes, and data is regularly analyzed to identify potential for program improvements, including professional development opportunities. Assessment of student learning is a common expectation in all instructional and co-curricular programs, and program faculty and staff understand the functions and purposes of academic assessment. As a result of the assessment paradigm, VU faculty are now more familiar and conversant regarding the topics of outcomes and curricular alignment, instructional design, assessment instrumentation, constructing valid measures and targets for learning, and analyzing data and results to identify needed improvements or program revisions. The faculty and staff liaisons on the Assessment Committee have become indispensable resources in each college. Many liaisons have remarked that their work in the committee has provided them with invaluable perspective regarding student learning, not only in their own college, but in the institution as a whole. Assessment's essential role in aligning and measuring the efforts of faculty, staff, and administrators to improve student learning has become more accepted as it has become more ubiquitous in curricular and co-curricular programs. In addition, the greater than 80% rate of student success on credential and certification assessments demonstrates the consistent success of the VU curriculum in preparing students for the essential skills they require in the workforce.

**1I2—What process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)**

In the next 1-3 years VU will undertake curriculum mapping to align the outcomes expressed and assessed in instructional programs with the curriculum, mission, goals, targets, and assessment strategies in each program (4.B.3). As a part of this process, the institution will continue to look for ways to evolve its assessment processes and is considering adjustments to the assessment cycle and reporting rotation to

ensure that its assessment progress continues while examining ways to mitigate some of the assessment load on faculty and college assessment liaisons. Developing a reporting cycle and format that will allow program faculty to collaborate in order to assess all its outcomes in one assessment cycle is an important consideration of this improvement work. The current [Advisory Committee Project](#) has crafted a manual of operations for advisory committees, including five standardized survey questions. Finally, VU is in the process of integrating faculty-generated common assessments in programs and in dual-credit locations—early colleges, Project Excel, and military programs—which will ensure the learning in these programs are consistently assessed as a part of program SLO assessment.

### 1.3: Academic Program Design

**1P3: Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.**

- **Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)**

Vincennes University uses a variety of processes to identify student stakeholder groups and their educational needs depending on the area. Processes rely on data collection and analysis as well as partnerships among areas. A recent area of focus has been high-risk students—those who are not college-ready as determined by placement scores (ACCUPLCER, SAT, ACT). VU analyzes course and graduation success rates of students enrolling in developmental math, reading, and English courses. Success, retention, and particularly graduation rates were too low; developmental education had to change. Faculty-led groups researched and redesigned the curriculum to improve success, retention, and graduation rates through corequisite courses. A college-level course is now paired with a development course consisting of students approximating 50% of the gateway, college-level course in order to provide support for the college-level course. For a discussion of high risk-students and the Student Profile and the Student Success Center—see 2P1.

Other student stakeholders identified on campus include first-generation students, students with disabilities, international students, multicultural students, and honors students. During recruiting events (e.g., Pre-VU, JAG, Junior Days), information about services and programming for these student groups, including contact information, is provided to students and parents. Additionally, advisors are provided information about these services to help identify and direct potential students who could benefit from these services. Information about programs serving these populations is published on VU's website: [COPE SSS](#) (Collaborative Opportunities for Postsecondary Education Student Support Services), [Experience VU](#), [STEP](#) (Student Transition into Educational Programs), [Summer Bridge](#), [Office of International Student Affairs](#), [Office of Multicultural Student Affairs](#), and [Honors](#). Finally, every course syllabus must include the Disabilities Services Policy, which includes the web address for the [Office of Disabilities Services](#) (1.C.1 & 1.C.2).

- **Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)**

Vincennes University faculty and staff work together and seek partnerships to identify key stakeholder groups and determine their educational needs. VU is also engaged with state agencies and other education, industry, and economic development organizations at the local, state, regional, and national levels. Typically, VU's industry partners are responsible for supplying a facility or equipment and working with VU to ensure that equipment and facilities remain relevant to the industry sector. In some cases, industry partners assist with faculty training and are actively engaged with VU in the recruitment of students into a program. VU provides the curriculum, curriculum supervision, and either supplies the faculty or approves the faculty who have the proper credentials to teach for VU.

One key relationship is advisory committees for technical and professional programs and certificates. These advisory groups are made up of industry professionals who meet annually with program faculty to assess program curriculum and equipment to ensure industry standards are being met. A current AQIP Action Project, “Standardizing the Advisory Committee Operations,” has focused on standardizing the advisory committee processes and included developing an Advisory Committee Handbook.

Just as ASCT programs partner with industry through advisory committees, transfer programs seek sister institutions with which to build articulation agreements to ease the transfer of VU graduates. Since similar courses must transfer, this relationship provides the opportunity for VU faculty to review and update curriculum to meet the needs of transfer institutions and the VU students who transfer to them.

The state of Indiana is promoting early colleges and has funded development of the locations. Local school districts reach out to VU or other higher education institutions with whom they want to partner to offer certificate, ASCT degrees, and/or Statewide Transfer General Education Core Certificates. VU wants to support the state's goals for increasing access to higher education and has currently entered into discussions with multiple new districts interested in developing an Early College or Early College CTE centers. Additional dual credit opportunities address the needs of high school students through Project Excel, and partnerships are formed in the same manner as Early Colleges—see 2P5.

The Military Education Program (MEP) builds partnerships with sponsoring organizations at its different locations. The installation determines the office space and classrooms to be used by the institution. The MEP coordinates the needs for additional resources to enhance student learning through the university provost and budget offices.

VU has recently begun to explore the needs of the international community. Two student exchange agreements have been signed with Utsunomyia University (UU) and Sakushin Gakuin University (SGU) in Japan. These agreements came as a result of VU’s Explore Japan class wherein students spend two weeks in Japan immersed in the culture. Additionally, the President is working with Purdue University and Chinese universities to build 1+1+2 agreements wherein Chinese students will spend one year at their home institutions, one year at VU to increase language proficiency, and two years at Purdue to complete their baccalaureate degrees. Additionally, the President has established a relationship with Funing County, China, and this summer VU will send ten faculty to teach high school students for three weeks. Teaching will be done in English so that Chinese students can improve English proficiency. (1.C.1 & 1.C.2)

- **Developing and improving responsive programming to meet all stakeholder needs (1.C.1, 1.C.2)**

VU has well-defined processes for curricular changes to meet the needs of all stakeholders. VU completes qualitative and quantitative research with key groups that include Board of Trustees members, faculty and staff, external groups, and current students. Using the data and feedback, changes to or the creation of new academic programs are introduced to the Curriculum and Academic Affairs Committee (CAAC) by way of academic deans and department chairs who have received feedback from programmatic advisory committees, sister transfer institutions, and other third-party stakeholders. This process allows for programs to sustain currency within the specialized disciplines and programs. (1.C.1)

Although the project for the previous Strategic Plan Objective II-4-A “Review Effectiveness of Placement Examination Cutoffs in Predicting Student Readiness” has been completed, a further evaluation was deemed necessary with the implementation of corequisite education. A corequisite education committee studied placement scores, CCA data, and best practices for implementation of corequisite courses in math and English. Using this information, in the fall of 2015 pre-corequisite and corequisite classes were piloted in place of stand-alone developmental coursework at the Vincennes and Jasper campuses. The design removes some of the stigma of developmental courses and places corequisite students in the

classroom with stronger students who model better writing, study habits and class participation and pre-corequisite students in a paired college-level course. In addition, pathways were developed for STEM, liberal studies, and tech mathematics. Full implementation of the corequisite model at the Vincennes and Jasper campuses rolled out in fall 2016—see 2R2.

All students enrolled in a corequisite support class or pre-corequisite paired courses participate in the newly created Passport to Success, a first-year experience opportunity. This supported the previous Strategic Plan Objective III-2 of Planning Goal III: “Retain Students – Develop an effective First-year Experience” to include career guidance, study skills, attendance guidelines and academic advising. Also supported in this Strategic Plan goal is PSYC 102 – Identity and Experience: Exploring Values and Careers, a class developed and piloted in fall 2014 and fully deployed in spring 2015. This first-year experience course guides students through identity exploration and a quantifiable decision-making process, helping them envision and plan for a productive, achievable, and stimulating future (1.C.2).

- **Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs**

Vincennes University believes that faculty own the curriculum, the processes for assessing the curriculum, and the tools used to assess the curriculum and is evidenced in the processes the faculty and committees engage in. VU embraces assessment as a fundamental tool for continuous quality improvement—see 1.1 and 1.2. While annual program assessment plans focus on course outcomes, committee structures focus on outcomes across the curriculum.

- **Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)**

VU annually reviews the viability of courses and programs to change or discontinue as necessary by engaging in well-defined processes: Program Review and Budget Request as well as CAAC processes.

Program Review occurs every fall for the previous academic year. The Business Office, under the direction of the Director of Business Services, provides each academic area Budget Status reports for each department/program for the previous academic year that includes revenue (tuition and course fees) and expenditures (salaries and wages, benefits, services and supplies, and repairs and maintenance). This review includes data on income generated through tuition and course fees, expenses, number of students applied to, accepted in, and enrolled in the program, number of graduates in the program, number of FT and PT faculty, and average class size. Deans use this information to complete a worksheet for each department/program that also includes volume (enrollment and credit hours), matriculation (applied, accepted, enrolled), productivity (number of FT/PT faculty, percentage of credit hours taught by FT/PT faculty, average class size, average class size as a percentage of capacity), and degrees conferred. As stated in *Program Review*, “Management focus will be on a program’s annual Net Contribution/Deficit, Tuition & Fee Revenue/Expenditure ratios, Expenditure \$ per Credit Hours, and Direct Cost \$ per Degree. Multi-year trends of these metrics will also be reviewed” (1). While Program Review is an essential tool for decision-making, it must be noted that “due to the change in and complexity of the new state funding formula, State Operating Revenue will no longer be allocated to each instructional area on the Program Review document” (1), and as such, Program Review provides an incomplete view of the financial health of programs for program chairs and deans—a program may appear to be operating in the deficit because state reimbursement is no longer included. However, multi-year trends do provide a larger view upon which chairs and deans can base decisions (4.A.1).

While Program Review occurs every fall, the Budget Request process occurs every spring. During this process, the Business Office provides each academic dean with Banner Report “Positions by Account”



(PBMZR001) listing each position by organization and account. Deans confirm each existing position under their supervision and make note of any anticipated changes. If seeking additional positions, deans must present a rationale, which often includes data from Program Review. Step two involves a review of Banner Report “Yearly Budget Reports” (FBYZR001) that provides supplies and other expense budget information (previous year actual budget, current year original budget, current year adjusted budget, and actual current year to date budget) for each area overseen by deans. Upon review and in consultation with department/program chairs, deans request any changes in supplies and other expenses. Following submission of the budget request, each dean meets with the Provost and the Director of Business Services to finalize next year’s budget.

In addition to the Program Review and Budget Request processes, VU also relies on faculty and external stakeholders to assist in determining changes to or discontinuance of programs. Advisory committees and other stakeholders make recommendations to program chairs and faculty for curricular updates to remain current. Additionally, VU constantly surveys workforce data, economic data, and business news that make offering programs in particular areas no longer viable or that make offering new programs viable. Any curricular changes, including additions to or deletions of programs, are brought forward to CAAC for consideration and action, following the standard curricular process. CAAC proposals for program additions must include an enrollment projection for a five-year period and a fiscal impact statement.

**1R3: What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?**

- **Summary results of assessments (include tables and figures when possible)**
- **Comparison of results with internal targets and external benchmarks**

See 2.2 for corequisite data. VU students taking developmental courses do not persist to graduation at the same rate as those who are college ready:

*Table 1.21: VU Graduation Rates—Developmental Education Fall 2010 Cohort*

	Graduated in 3 Yrs.		Graduated in 3 Yrs.
Needed only ENGL starting in 009	22%	Needed only ENGL and READ (any)	18%
Needed only ENGL starting in 011	20%	Needed only ENGL and MATH (any)	11%
Needed only READ starting in 009	0%	Needed only MATH and READ (any)	11%
Needed only READ starting in 011	33%	Needed READ, ENGL, and MATH (any)	7%
Needed only MATH starting in 010	12%	Needed NO REMEDIATION	35%
Needed only MATH starting in 013	16%		
Needed only MATH starting in 016	22%	Overall Graduation Rate	27%

Indiana’s graduation rate is a concern for state officials and VU, as the table below illustrates:

*Table 1.22: Indiana's Graduation Rate*

	1-2-Yr. Certificate		2-Yr. Associate	
	On Time	2 Yrs.	On Time	3 Yrs.
FT Students	17%	24%	6%	14%
PT Students	ND	ND	1%	4%

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Too few Indiana students taking developmental courses complete corresponding gateway courses and persist to graduation, as the table below illustrates:

**Table 1.23: Remediation in Indiana**

	English	Math
1st-Time FT/PT Students Enrolled	9,458	16,285
Completed Gateway Course in 2 Years	13%	20%
150% Graduation Rate for 1st-time FT Remedial Ed. Students	8%	8%

Complete College America. Corequisite Remediation: Spanning the Completion Divide Executive Summary

\* % completing gateway in each subject underestimated because it does not include students enrolling in both math and English who only completed gateway course in 1 subject

\* Cohort: All data is from the 2014 collection and includes the remedial cohort from the 2010 and the 2008 associates cohorts and the 2006 bachelors cohorts.

The Honors program enrollment is small in comparison to those who are eligible:

**Table 1.24: Honors Program Eligibility Data Fall 2012-Fall 2016**

	First-time freshmen			Other degree-seeking			1st-time Fresh + Other		
	Cohort	Honors Eligible	% Honors Eligible	Cohort	Honors Eligible	% Honors Eligible	Cohort	Honors Eligible	% Honors Eligible
Fall 2012	1680	96	5.7	3220	217	16.4	4900	313	6.4
Fall 2013	1896	134	7.1	2965	503	17.0	4861	637	13.1
Fall 2014	1967	147	7.5	2963	515	17.4	4930	662	13.4
Fall 2015	1836	117	6.4	2738	514	18.8	4574	631	13.8
Fall 2016	1609	111	6.9	2614	497	19.0	4223	608	14.4

The following table illustrates the number of students enrolled in the four courses required for the Honors Program:

**Table 1.25: Honors Program Enrollment 2012-17**

	# Enrolled 1st Course	# Enrolled 2nd Course	# Enrolled 3rd Course	# Enrolled 4th Course	Total
2012-13	9	6	4	1	<b>20</b>
2013-14	12	8	6	4	<b>30</b>
2014-15	15	7	5	4	<b>31</b>
2015-16	9	9	2	5	<b>25</b>
2016-17*	0	0	3	0	3
Total	45	30	20	14	109

\* No new students enrolled; Honors Program on hiatus

For the kinds and numbers of curricular and academic guidelines changes, see 1R4. Annual Program Review provides trends for programs and administration to analyze. A recently added metric is program applications, acceptances, and enrollment, with the target of annually enrolling twenty new students into each program and graduating ten. The following page illustrates a program area that has a five-year trend of increasing deficits:



5-27 percentage points below the overall graduation rate. Furthermore, Indiana's on-time graduation rate, especially for those needing developmental education, were dismal for the 2010 cohort.

While students continued to enroll in Honors Program courses, only approximately 0.5-0.8% of first-time freshman enrolled compared to 5.7-7.5% eligible, and only 1.5-3% of all students eligible enrolled compared to 13-14% eligible. Additionally, the number completing the four-course sequence consistently dropped. Of the 45 students enrolled in the first Honors course from 2012-2016, only 14 completed the four-course sequence. Many students were not completing all four courses because they were increasingly coming in with UCC requirements met and students were completing additional hours beyond those required for their degrees. Consequently, the Honors Program went on hiatus to revise with the goal of attracting and retaining more students through completion.

**II3: What process improvements have been implemented or will be implemented in the next one to three years?**

VU has implemented general education assessment at early colleges and military installations with three courses with effective critical thinking assignments. From its assessments (which include faculty narratives about the experience, including identification of weak assignments), VU is confident it can identify quality assignments. VU has been better able to connect distant faculty to the process, based on what it learned from the Early College Assessment Action Project, and VU has developed videos for the best assignments as part of the process of engaging and developing the faculty at other locations.

Articulation agreements are intended to be reviewed on a regular basis, but due to turnover in department chairs who oversee the articulation agreements, that has not always been the case. The Office of the Assistant Provost for Curriculum and Instruction is currently reviewing articulation agreements and plans to standardize the review process to ensure currency.

A new addition to Program Review is the inclusion of application, acceptance, and enrollment data to assist programs/departments in reaching the target of annually recruiting twenty new majors and graduating ten. First inclusion was 2015-16.

Following the complete recertification of intensive designated courses and review of the UCC with CT/ET or CT/IT outcomes and assignments, courses will be placed on a regular rotation for recertification. The details of that process have yet to be codified.

Perhaps the greatest improvement instituted at VU is the implementation of redesigned developmental corequisite education. In an effort to improve persistence, graduation, and time to degree rates, VU reduced the number of required developmental courses, combining READ and ENGL, paired developmental courses with gateway courses (or other college level courses) and instituted math pathways based on major.

Additionally, the Honors program curriculum has been revised in an attempt to entice more students in a broader range of majors into the program. Now, students will only be required to take one stand-alone general education UCC course instead of three, and they will be able to choose among a UCC Honors Humanities, UCC Honors Social Science, and UCC Honors Science course according to what best fits their scheduling availability, curricular needs, or personal interests. The second course will be within the major with additional requirements, and the final course is a three-credit hour research course aligned to a specific area of interest. The new curriculum will begin to be offered fall 2017. Furthermore, new recruiting materials are being designed during summer 2017.

Finally, Vincennes University's Strategic Plan 2017-2022 was approved by the BOT in February 2017. Strategic Priority V is "Identify and Investigate Opportunities to Establish New Programs and Enhance Existing Programs," which includes four objectives:

- Strengthen and enhance roles of advisory councils at all levels—currently an Action Project;
- Leverage relationships with higher education partners to establish first two years of potential new 2+2 programs;
- Augment program review process to include periodic assessment of external factors; and
- Develop and put into practice clear processes for starting/ending programs based on workforce demand.

Summer 2017 will see the development of university-level action steps and metrics as well as the identification of a lead person for each priority. Fall 2017 will focus on developing unit-level action steps and metrics, identifying unit-level lead person, and putting the plan in action. To assist with this process, worksheets are being developed to identify key primary individuals, contributors, funding implications, staffing implications, current related activities, and potential related activities. Other worksheets identify the goals and activities of each objective, beginning and end dates, and the institutional lead person.

#### 1.4: Academic Program Quality

<p><b>1P4: Describe the processes for ensuring quality academic programming.</b></p>
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- **Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)**

Vincennes University is an open-door institution, and the Office of Admissions posts admission and [registration requirements](#) on its webpage. According to the Admissions webpage, students who cannot meet traditional registration requirements may do so “by obtaining a minimum score as designated by the U.S. Department of Education on one of the three subtests of the Accuplacer placement exam, provided free of charge by VU. Applicants may instead submit achievement of the minimum scores on any of the other tests approved by the U.S. Dept. of Education to document [an applicant's college readiness](#).”

Once admitted, a student’s initial placement in basic skills courses (ENGL, MATH) is determined by test scores that are [published](#) and programmed into the Placement Analyzer. These scores are determined by Math and English chairs and faculty. To determine the preparation required for specific course enrollment, VU uses the structure of standing Faculty Senate committees to set prerequisites: Curriculum and Academic Affairs, whose responsibilities include “the curriculum of the University, academic standards for admission and continuous enrollment of students, curriculum changes, curricular requirements for degrees and certificates, and other academic affairs issues, and instructional standards and professional responsibility (including extension and continuing education classes earning college credit)” (Senate Bylaws, Article VI Committees); Academic Advising Committee; Study Skills and Developmental Education Committee; General Education Committee (University Core Curriculum Committee); and the Assessment Committee. Changes in placement cut scores, prerequisites, and admission to selective programs (e.g., health sciences) generally begin at the department level. General education changes begin with the University Core Curriculum (UCC) Committee before advancing to CAAC for its regular approval process—see 1P1. (4.A.4)

Some changes to curricular expectations originate from advisory committees, transfer articulation agreements, and specialized accreditations. As discussed in section 1.3, technical and professional programs have advisory committees that meet annually to review current curriculum to ensure it meets industry standards. Transfer programs, through review of articulation agreements, may require modified curriculum, and specialized accreditations may require changes in curriculum to meet new or modified accreditation requirements.

VU uses several approaches to communicate the preparation required of students including the [online catalog](#) and [webpage](#), [placement chart](#), Project Excel and Early College faculty and staff, Distance Education (DE) and Military Education (MEP) staff, Admissions counselors, recruitment events and communications, and CAAC processes. In addition, professional development sessions on advising are held on campus following major changes, such as using corequisite courses for developmental education.

Advisors play a key role in communicating preparation needed for specific courses and programs. These discussions begin with initial advising and registration that is based on placement scores and chosen field of study. Advisors take this opportunity to discuss college success strategies and, if the student is not college ready, to enroll the student in SSKL 103 Study Skills. Advisors are full-time faculty who advise students within their own or other majors within their college, with the exception of Distance Education staff, who advise students at a distance, and the Student Success Center (SSC) staff who focus exclusively on University College (UC) students, those who are provisionally admitted, and those whose placement scores place them in both the lowest math and English developmental courses—see section 2.1. A degree plan is created that maps out the courses and timeline to meet graduation requirements. Additional communication of required preparation is communicated through Common Course Outlines (CCOs) as well as through Project Excel and soon-to-be Early College Liaisons.

- **Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1., 3.A.3., 4.A.4.)**

Through the curriculum process, standard Common Course Outlines (CCOs) have been developed. Program faculty collaborate to create them, and all faculty, regardless of location or mode of delivery, are expected to use them (3.A.3.). Every course that VU offers must have a CCO that includes eight required parts: I. Course Catalog Description (that includes pre- and co-requisites); II. Course Designation (Major Program course, UCC course, WR Intensive course, S Intensive course, Quantitative Intensive course, Developmental course); III. VU Liberal Education Outcomes met by this course; IV. UCC/State Outcomes met by this course; V. Course Outcomes; VI. Course Content; VI. Course Text; VII. Materials Policy, and VIII. Course Grading Policy. The CCOs are housed in the college that oversees the course as well as in the Office of Curriculum and Instruction and are [posted online](#) for easy access by faculty at distant sites. Each student in every course is given either a hard copy or access to an electronic copy (generally via BlackBoard) by the instructor of the course. Adherence to the CCOs help to ensure that faculty are meeting the same standards regardless of location or mode of delivery.

VU uses an annual standard assessment process as described in sections 1.1 and 1.2. Both UCC Critical Thinking (CT) and Written Communication are assessed annually every summer by faculty as described in section 1.1. This includes assessment of Early College student artifacts. Finally, VU participates in the Multi-State Collaborative with institutions across eleven other states. (3.A.1.)

In addition to using assessment, VU ensures that faculty are qualified to maintain rigor across all modalities and sites by adhering to a clearly outlined credentialing process. While VU has had a credentialing process in place, the expansion of dual credit offerings, the reliance on increased adjunct faculty, and the expansion of distance education offerings and military education sites has led to re-evaluating and updating that process. According to Faculty Credentialing Guidelines, VU “utilizes five faculty credentialing categories in its faculty approval process. These categories . . . include traditional, tested experience, provisional, emergency, and peer instructor. The Higher Learning Commission (HLC) provides general guidance that faculty possess an academic degree relevant to the discipline in which they teach at least one level above the level at which they teach, except in terminal degree programs or when equivalent experience is established.” The document then details each credentialing category, outlining the types of courses (general education or non-occupational, professional, and career and technical or occupational) and the degree attainment or credentials for each type. All full-time faculty are vetted to

meet these guidelines through search committees, and adjunct faculty must be approved through the [Adjunct Faculty Approval Form](#) and [Faculty Credential Form](#) prior to hiring. (3.A.3)

VU also helps to ensure program rigor through dual credit with the use of [faculty liaisons](#). (4.A.4) Project Excel (PE), one of VU's dual credit programs, has long-established processes for faculty liaisons who "provide curriculum oversight and support to PE instructors." (3.A.3) These processes are detailed in the [Faculty Liaison Handbook](#), which includes sections on Planning and Conducting an Orientation Session; Course Content/Program Requirements; Communication, Reporting and Assessment; Site/Class Visits; and Professional Development, as well all corresponding required forms. Faculty liaisons visit each PE faculty the first year of hiring and then once every three years unless a concern is raised. Each visit is clearly outlined and documented, including a review of sample student work to help ensure that course rigor is consistent with on-campus courses. Additionally, PE faculty members participate once a year, generally on campus, in professional development that includes an evaluation of the professional development.

- **Awarding prior learning and transfer credits (4.A.2, 4.A.3)**

Vincennes University employs various processes to award academic credit for prior learning and to apply transfer credit toward students' academic program. Students may earn credit through several standardized tests. The VU Assessment Center administers both College Level Examination Program (CLEP) General and Subject Examinations and DANTES Subject Standardized Tests exams (DSST). Through Defense Activity for Non-traditional Education Support exams (DANTES), both military and non-military personnel who pass these tests may request college credit. Other standardized tests for which VU awards credit include Excelsior College Examinations (ECE) and College Board Advanced Placement (AP) exams. These guidelines are located in the "[Earning Credit Through Standardized Testing](#)" section of the VU website. In addition to these standardized tests for awarding credit, individual departments have departmental tests specifically designed for awarding credit, and advanced placement may be awarded by enrolling in and successfully completing a higher level course (e.g., successfully completing ASLG 103 earns credit for ASLG 101). (4.A.2.)

In addition to awarding credit through passing standardized exams, VU accepts credit from transfer institutions when received via an official transcript. VU makes its decisions of awarding credit of transfer coursework on a few key criteria. Course content similarity is determined by the receiving department. VU uses the Higher Education Transfer Alliance (HETA) principles, which requires documenting the reasons for approving or denying course credit. VU normally accepts credits toward completion of a degree from postsecondary institutions accredited for transfer by a regional accrediting association, but the institution does not refuse courses solely because they may originate in non-regionally accredited institutions. VU strives to consistently apply its transfer principles to courses from all institutions to ensure students are treated fairly. When a trend emerges demonstrating that a particular course from an institution has not adequately prepared students for transfer into a particular sequence of courses, VU will inform both the incoming students from that institution, and the institution itself, of the deficiency. The institution 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 course(s).

To assist in determining course equivalency for transfer credit, VU utilizes [Indiana's Core Transfer Library](#) (ICTL), a listing of courses that will transfer to all Indiana public colleges and universities either as a course equivalent of a program requirement or as a program elective (4.A.3.). When transcripts from non-Indiana public or private colleges or universities arrive, course articulated credit is determined through department/program chairs evaluating individual courses with grades of C or higher on the

transcript. Generally, chairs rely on Transfer Evaluation System ([TES](#)) to locate course descriptions to compare to VU courses. Upon evaluation, chairs can award course credit, undistributed credit, or no credit. The corresponding academic dean then approves chairs' recommendations. The Registrar's Office records the decision in a spreadsheet and awards credit accordingly.

[Military Joint Services Transcripts](#) sent to VU are evaluated, and credit is awarded in accordance with the American Council on Education guide recommendations and in accordance with the courses offered on the Vincennes campus. VU also awards transfer credit in compliance with Indiana's Senate Enrolled Act 182, which established Transfer Single Articulation Pathway ([TSAP](#)) that allows students in Indiana public colleges to transfer their completed associate degree program course credits into a public baccalaureate degree program (e.g., Nursing BSN). (4.A.3)

- **Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)**

Vincennes University has selected, implemented, and currently maintains specialized accreditations. VU is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Vincennes University maintains its accreditation with the Higher Learning Commission through the Academic Quality Improvement Program (AQIP) process and maintains specialized accreditation in several programs:

- Accreditation Commission for Education in Nursing
- Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
- American Bar Association
- Accreditation Council for Business Schools and Programs
- Commission on Accreditation for Health Informatics and Information Management Education
- Commission on Accreditation of Allied Health Educational Programs
- Commission on Accreditation in Physical Therapy Education
- The Council for Higher Education Accreditation
- Federal Aviation Administration
- Washington Student Achievement Council, State of Washington
- Indiana State Board of Nursing
- National Alliance of Concurrent Enrollment Partnerships
- National Association of Schools of Art and Design
- National Association of Schools of Theatre
- National Automotive Technicians Education Foundation
- National Council for Accreditation of Teacher Education

Several program accreditations are mandated by federal or national organizations. The VU Aviation Flight and Maintenance programs are regulated by the Federal Aviation Administration (FAA). The FAA specifies the required curricula and the required number of hours of training students must have. The FAA mandates that curricula and hours of training are tracked for each student and mandates university certification of students in both flight and maintenance programs after they have been completed. (4.A.5)

Vincennes University nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Indiana State Board of Nursing. The RN to BSN Completion Program curriculum is guided by the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* and the Quality and Safety Education for Nurses (QSEN) Competencies. (4.A.5)

Generally, departments/programs oversee and maintain the specialized accreditations in their areas. Typically the chair or designee ensures continued accreditation by adhering to established guidelines and



by submitting and publishing annually required documents. Each year during annual Budget Review, specialized accreditations are reviewed to anticipate costs for annual budgeting and the cost-benefit to those programs that are accredited for program enhancement rather than program necessity. Similarly, when a program proposes a new accreditation, a cost-benefit analysis is completed to determine the viability of gaining and maintaining such an accreditation.

- **Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)**

The Center for Career and Employer Relations provides graduate employment data for a number of programs and some academic programs have advisory boards in place to solicit feedback concerning discipline-specific outcomes—see aggregate data in 2R3. (4.A.6) Additionally, VU’s programmatic assessment paradigm requires programs to articulate learning outcomes students will achieve by the end of the program; thus, VU measures and tracks student achievement in the identified learning outcomes over a three-year span for each program to gauge whether students are meeting the expectations of the learning outcomes. (3.A.2) A potential shortcoming of VU’s current paradigm is the lack of systematic assessment of graduates at the end of every program; however, some programs have a “capstone” assessment or student portfolios (e.g., EMPT 294 Paramedic Capstone, DESN 250 Portfolio Review). Furthermore, VU’s common learning outcomes across the general education curriculum are widely assessed, and while the student artifacts collected to assess those outcomes—currently written communication and critical thinking—may not come exclusively from students who are at the end of their degree, VU widely measures and tracks these outcomes across all degree-seeking students. Finally, VU’s participation in the Multi-State Collaborative allows VU to compare its students’ levels of achievement with those of students in the other eleven participating states in three areas: critical thinking, written communication, and quantitative literacy—see 1R1.

- **Selecting the tools/methods/instruments used to assess program rigor across all modalities**

For general education outcomes, VU has instituted its own rubrics based on the AAC&U’s VALUE rubrics for written communication and critical thinking. As for the program learning outcomes, faculty members within each discipline choose the assessment tools best suited for the data they are collecting; these are usually traditional assessment instruments such as exams, rubrics, checklists, surveys, and pre-post testing. The Office of Institutional Effectiveness (OIE) has each of these tools and the associated data on file. In addition to the assessment of critical thinking artifacts, VU has administered a faculty survey of critical thinking outcomes and an ongoing student survey of critical thinking. These provide indirect measures of students’ success or difficulty with critical thinking as well as their engagement with the critical thinking assignments

<b>1R4: What are the results for determining the quality of academic programs?</b>
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- **Outcomes/measures tracked and tools utilized**

Programs outcomes currently being tracked are located on the OIE [webpage](#).

- **Summary results of assessments (include tables and figures when possible)**

VU has course articulated credit with approximately 1150 institutions of higher education and continually updates and adds to the list. VU continually updates Curriculum and Academic Affairs.

*Figure 3.27: Curriculum and Academic Affairs Changes 2012-2017*

	Course Additions Deletions Revisions	Cert., Concen., Prog. Add	Cert., Concen., Prog. Sus	Cert., Concen., Prog. React.	Cert., Concen., Prog. Rev	UCC Revisions	Intensive Additions Deletions	Intensive Recert.	Catalog Revisions	Academic Guidelin es Revisions	Depart. Add., Del., Revisions	MISC.	TOTALS
2016-17	183	19	15	11	34	9	17	0	1	3	12	1	305
2015-16	202	10	6	0	48	7	62	26	2	0	7	0	370
2014-15	241	5	20	0	85	10	1	0	0	0	7	1	370
2013-14	299	5	37	0	174	7	0	0	0	0	0	3	525
2012-13	222	2	38	0	129	0	2	0	0	1	0	9	403
<b>TOTALS</b>	<b>1147</b>	<b>41</b>	<b>116</b>	<b>11</b>	<b>470</b>	<b>33</b>	<b>82</b>	<b>26</b>	<b>3</b>	<b>4</b>	<b>26</b>	<b>14</b>	<b>1973</b>

VU also tracks its occupational graduates—see 2R3.

- **Comparison of results with internal targets and external benchmarks**

Some programs have access to external benchmarks while others have only the internal benchmarks set by preceding years of assessment. Typically, programs with specialized accreditation have access to more external benchmarks than those without.

*Tables 2.28-29: NCLEX Pass Rates—ASN & RN*

**NCLEX Pass Rates--ASN  
Program**

	2012	2013	2014	2015	2016
NCLEX National Total 1st Time	89.32%	81.43%	79.26%	82.00%	81.68%
Vincennes Campus	91.10%	77.70%	82.60%	80.95%	63.51%
Jasper Campus	90.62%	70.27%	81.81%	78.12%	83.00%
Vincennes & Jasper Combined	90.99%	75.73%	82.41%	80.17%	69.23%

**NCLEX Pass Rates--RN  
Program**

	2011	2012	2013	2014	2015
NCLEX National Total 1st Time	84.83%	84.23%	84.63%	82.16%	81.89%
Vincennes Campus	96.88%	96.70%	85.10%	86.99%	91.47%
Jasper Campus	100.00%	90.00%	94.40%	100.00%	82.35%
Vincennes & Jasper Combined	97.96%	94.00%	89.89%	89.58%	86.84%

Regarding general education assessment, VU is provided an external benchmark by the Multi-State Collaborative Project wherein student artifacts from twelve states (originally nine states) are assessed by faculty assessors from a multitude of institutions. Each participating institution is provided with its own scores and, last year, the average of all participating (comparable) institutions' averages in three areas—written communication, quantitative literacy, and critical thinking—see 1R1.

VU also has an internal benchmark with its ongoing summer assessment project from which to examine trend data. However, this process is still undergoing refinement—rubric revision, assignment review, and sampling methods—so any comparison of results must account for these factors—see 1R1.

- **Interpretation of results and insights gained**

As stakeholder needs change and as assessment results are analyzed, the faculty continually updates curriculum and processes to better align with those needs and to improve student success on outcomes. VU processes for curricular changes are clear and regularly used.

Nursing faculty analyzes test results and create plans that include curricular changes and teaching methodologies to improve student success. These changes are documented both in the CAAC and in communications with accrediting bodies.

**1I4: What improvements have been implemented or will be implemented in the next one to three years?**

Project Excel (dual credit), Distance Education, and Military Education students are engaging in assessment of Critical Thinking and Written Communication process within the next year. Following recertification of UCC courses, the CT assessment will include either Ethical Thinking (ET) or Integrative Thinking (IT). To help ensure rigor in dual credit offerings, Early College Liaisons will participate in the same processes as Project Excel Liaisons and are currently being recruited to be in place fall 2017. Because of the amount of transfer credit articulated and the number of curricular changes that have taken place over the past several years, the Registrar's Office is beginning a more regular process of updating course articulation. Generally speaking, the goal is to update any course that comes in that has not been articulated within the past three years.

### 1.5: Academic Integrity

**1P5: Describe the processes for supporting ethical scholarly practices by students and faculty.**

- **Ensuring freedom of expression and the integrity of research and scholarly practice (2.D, 2.E.1, 2.E.3)**

The importance of ethical scholarly practices by both faculty and students is recognized by Vincennes University. The Academic Freedom Policy provides guidance for several processes that serve to preserve the institution's integrity and ensure ethical practices. This policy was established by action of the Vincennes University Board of Trustees and can be found in section H of the *University Manual* (2.E.3):

*1. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other employment. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should not introduce into their teaching controversial matters that have no relevance to the subject. (2.D)*

*2. College teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline. As individuals of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons. (2.E.1)*

Since its last reaccreditation, VU has received no formal concerns or complaints concerning faculty Academic Freedom. The reinstatement of the tenure policy by the Board of Trustees was an improvement made to help ensure the academic freedom of tenured faculty. The current Onboarding

Action Project provides a new opportunity for educating faculty regarding their rights and responsibilities where academic freedom is concerned. While VU utilizes CCOs for courses, each instructor creates his or her own syllabi reflecting that individual's right to academic freedom.

While VU is not a research institution, full-time faculty can include independent research as part of the "Professional Development" category in the Summative Performance Evaluation. The institution has partnered with Indiana State University's (ISU) Institutional Review Board (IRB). VU requires approval with ISU's Institutional Review Board for faculty who wish to conduct research involving human subjects to protect the rights and welfare of the subjects participating in the research (2.E.1). All activities must be submitted for review and approval prior to implementing any activities. A faculty liaison has represented VU on this board since 2008. At this time, seven studies have been submitted and approved through the IRB. In the 2016-2017 academic term, two studies were submitted for approval. Informational presentations to faculty and staff are conducted during January Professional Development sessions to communicate the availability and ethical standards of faculty research.

Several tools exist for ensuring compliance with the standards of academic integrity expected by faculty in the classroom. The first is the annual faculty evaluation process for full-time contractual and tenured faculty. The faculty member completes a weighted self-evaluation that reports achievements in three basic areas: Teaching Effectiveness and Performance of Assigned Tasks (60%), Professional Development (20%), and University or Community Service (20%). The faculty member receives the finalized report from the Provost's office after review by the chair and dean (*University Manual*, H75-H91). Another mechanism to ensure faculty members maintain academic integrity is the student end-of-course evaluation. Currently, the University uses the program SurveyDig. It is an online course evaluation tool that allows students to anonymously evaluate their instructors through a link on their Student Banner account (*University Manual*, H13-H14). In addition to the results being accessible to the individual faculty member (via Banner), results are available to administrative members (2.E.3).

- **Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)**

Vincennes University's catalog includes the policies outlining the expectations for student behavior under "Student Policies and Support Services." The policies include the issues of Academic Honesty and Standards of Student Behavior. Students at Vincennes University are expected to abide by the Student Creed in the [University Catalog](#) and abide by the VU plagiarism policy (2.E.3). The policy details VU's definitions for acts of academic dishonesty and indicates that instructors will determine appropriate student disciplinary action that is consistent with the instructor's syllabus policy and the policies of the institution. The process for adjudicating violations of the Standards of Student Conduct is outlined in the "Procedures for the Adjudication of Violations of the Standards of Student Behavior" policy in the University Catalog, including the right to a hearing and the right to appeal (2.E.3). While the Dean of Students office tracks the number of violations of the Standards of Student Behavior policy, currently incidents of plagiarism and cheating are initially handled by the instructor and the department chair.

To ensure they conduct themselves with academic integrity, students receive guidance in ethical use of information resources during their courses and are introduced to academic integrity and plagiarism in the ENGL 101: English Composition I course and receive further instruction in academic integrity, plagiarism, and ethical use of resources in ENGL 102: English Composition II as well as a [library research guide](#) (2.E.2). Any student who is found to plagiarize on a paper or who permits his or her own work to be copied will automatically receive zero points for that paper. The student may also receive a failing grade for the course (2.E.3). The Shake Learning Resource Center provides [tutorials](#) on library resource tools and instructors can schedule a time for a librarian to come and speak to classes concerning

the use of scholarly research sources, documentation, and ethical research practices. The Writing Center provides information on plagiarism through the lab tutors and website. Faculty can use SafeAssign, a resource available in Blackboard, to check for originality and plagiarism (2.E.3).

- **Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)**

Many efforts and tools ensure the ethical teaching and research practices of faculty. All new faculty and staff are required to attend orientation and training sessions that explain the university's values in dealing both with students and with colleagues and the University's policies regarding conflict of interests, FERPA, discrimination, and privacy issues. New employees must undertake training in how to avoid sexual harassment, and all employees must sign a confidentiality agreement stating they must respect student privacy rights. When ethical questions arise, it is the responsibility of the supervisor or department chair to meet with the individual and seek resolutions to the problem. Faculty also have access to the [New Faculty Handbook](#) on their MyVU account. To create a systematic approach to new employee training for both adjunct and contracted faculty, the Onboarding AQIP Action Project has been implemented to provide a modular training approach. Since 2012, there have been 19 workshops offered to help ensure the ethical teaching and research practices of faculty.

VU also provides clear guidelines for the ethical use of electronic resources. Downloading, copying and sharing material, such as music, movies, games, and applications, for which the copyright holder has not given you rights is both against the law and Vincennes University's Acceptable Use Policy for computing resources. The Higher Education Opportunity Act (HEOA), also referred to as H.R. 4137, was signed into law on August 14, 2008. The HEOA primarily addresses obstacles that make it difficult for qualified students to obtain a college education, but it also includes specific statements requiring colleges and universities to comply with digital copyright laws. This law requires VU to take the following steps to deter illegal downloading by students:

- An annual disclosure to students describing copyright law and campus policies related to violating copyright law.
- A plan to "effectively combat" copyright abuse on the campus network using a "variety of technology-based deterrents"
- Provide access to and offer alternatives to illegal downloading. (2.E.2, 2.E.3)

- **Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity**

A project in the English program assessment has assessed the ability of students to properly integrate and document source information using in-text citation and work cited entries in each of the past six years. Using an essay rubric, a pre/post-test, and student reflective writing, the assessments have examined students' ability to integrate primary and secondary sources in research papers and correctly construct work cited pages. The LRC assessment project examines students' success on the Composition I library quiz and an accompanying survey that assesses students' level of comfort using library resources to locate information.

<b>IR5: What are the results for determining the quality of academic integrity?</b>
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Results from the 2013 & 2015 CCSSE surveys provide benchmarks concerning the perceived effectiveness and comprehensiveness of supporting student academic integrity. In addition, both the

English and Learning Resource Center (LRC) programs have designed the instruments in their programs used to assess students' ability to correctly integrate source information and data and avoid plagiarism. The faculty self-evaluations and end-of-course surveys, along with new faculty training, the policies in the VU University Handbook, and the institution's seat on the IRB board at Indiana State, ensure that faculty understand and abide by the policies concerning ethical teaching and research practices. Monitoring faculty complaints shows none have registered complaints regarding academic freedom.

- **Summary results of measures**

In the 2013 & 2015 CCSSE (N = 1,049 & 1,080 respectively), students replied to the question of "How often have you worked on a paper or project that required integrating ideas or information from various sources" and answered in response to the question "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?" Regarding "Developing a personal code of values and ethics," students positively indicated they felt VU offered them guidance regarding ethical concerns (N = 1,007 & 1,072):

*Table 3.30: CCSSE Question 4d "Integrating Source Information" Data*

	2013	2015
Never:	7.8%	7.8%
Sometimes:	28.1%	29.9%
Often:	35.7%	29.6%
Very Often:	28.4%	32.7%

*Table 1.31: CCSSE Question 12l "Developing a Personal Code of Values and Ethics" Data*

	2013	2015
Very little:	23.4%	13.6%
Some:	30.1%	39.6%
Quite a bit:	32.0%	31.1%
Very much:	14.4%	15.7%

- **Comparison of results with internal targets and external benchmarks**

VU students' responses were comparable to or exceeded the cohort results for the aforementioned questions in the 2013 & 2015 CCSSE regarding the frequency there were required to integrate source information and the degree to which VU contributed to their ethical development.

*Table 1.32: CCSSE Question 4d "Integrating Source Information" Cohort Data*

	2013	2015
Never:	9.8%	9.4%
Sometimes:	26.7%	25.6%
Often:	37.7%	37.4%
Very Often:	25.9%	27.5%

*Table 1.33: CCSSE Question 12l "Developing a Personal Code of Values and Ethics" Cohort Data*

	2013	2015
Very little:	21.2%	20.4%
Some:	31.6%	30.9%
Quite a bit:	27.8%	28.0%
Very much:	19.3%	20.8%

The English department assessment set an internal target that at least 70% of students would achieve a level of “acceptable” or higher on each dimension of the rubric for both the citation post-test as well as the long research essay citation assessment. The LRC set an internal target of an aggregate average score of 70% on the Comp I quiz. Both targets were exceeded in the year’s assessments.

- **Interpretation of results and insights gained**

The results indicate that the percentage of VU students reporting that the institution requires them to integrate source information and data and help them develop a personal code of values and ethics match or exceed the cohort, particularly in the 2015 data. While the percentage of VU students reporting that the institution does so “Very much” is approximately 5% below the cohort, those reporting “Very little” is slightly less than the cohort. Overall, a large majority of VU students report the institution requires them to integrate source information while helping them develop personal ethics and values. These data are not surprising considering plagiarism is one of the most ubiquitous concerns among faculty and LRC staff.

<b>1I5: What process improvements have been implemented or will be implemented in the next one to three years?</b>
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In an effort to use technology to create a more systematic approach to the academic issues of cheating and plagiarism, the TAPS system will be a tool for faculty to report instances of student academic integrity issues in the future. Faculty will report the suspected violation to the Judicial Affairs office via TAPS and email. Judicial Affairs would follow up with the student by having a meeting to discuss the complaint. Students who have multiple charges on file may be subject to the disciplinary process detailed in the “Standards of Student Behavior” in the University Catalog.

## Category 2: Meeting Student and Other Key Stakeholder Needs

### Introduction

Since its last accreditation, VU has been engaged in the D.A.T.A. Action Project, which helps the institution to be more data-driven in order to better meet student needs and address student persistence, retention, and completion. The institution works tirelessly to meet the needs of its students, internal and external stakeholders, and partners. The institution's student support offices, its development of the Student Risk Profile, its ongoing integration and augmentation of the TAPS warning system, its development of the corequisite developmental education, its use of a placement analyzer, and the development of the Tutoring Action Project illustrate VU's commitment to address the needs of these important groups through data-driven decisions. Parents, alumni, and the community are vital stakeholders, and workforce development is an integral part of VU's role in Indiana's higher education system. Furthermore, business and industry works to develop new partnerships and deepen those that already exist. In this category, VU evaluates its **Processes** as **Systematic**. Once the more recent data, initiatives, and improvements articulated in this category have been fully integrated, VU expects those processes, and their results, to reach a level of aligned. Similarly, VU regards its **Results** to be **Systematic** in this category with the exception of its non-student complaint processes and partnerships, which are **Reacting**. The institution recognizes the need to systematize the collection and analysis of quantitative data regarding these processes although VU has long had informal, qualitative confirmation that the institution's partners are pleased with its contributions and efforts. VU's ongoing work in these areas will continue to be an important focus for the institution moving forward.

### 2.1: Current and Prospective Student Need

**2P1: Describe the processes for serving the academic and non-academic needs of current and prospective students.**

- **Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)**

Prior to registration, all first-time degree and certificate seeking students must take the required Accuplacer (CPTS) placement testing and may take the SAT or ACT. The scores are analyzed using a web-based placement analyzer—a product designed by VU to reduce advising and placement errors by ensuring students meet all developmental, corequisite, and prerequisite requirements. The students meet with advisors to discuss the scores. Those who have not reached college-readiness scores have the option to participate in MyFoundations Lab (MFL) in the summer. MFL provides a self-paced, individualized computerized module approach to help strengthen math, English and reading skills. Students can then subsequently take advantage of the university's Accuplacer retest policy to improve their placement scores.

To provide greater support and a more structured experience for students with remedial education needs, VU launched the University College (UC) in the fall of 2016. UC students are identified through placement into prerequisite classes in both math and English and advised through the [Student Success Center](#) (SSC). The SSC emerged from the spring 2013 AQIP Strategy Forum sessions and provides intrusive advising and other support to students, particularly those identified as at-risk who declare a General Studies major or students placed in the UC (3.D.1).

All students with disabilities currently enrolled on any VU campus are invited to register with the Office of Disability Services (DS) to receive the appropriate accommodations regarding a physical, emotional, learning, or other disability. DS staff evaluate disability documentation and endorse those accommodations, helping to reduce or eliminate the effects of specific symptoms or physical limitations.



DS then creates a memo listing the student's accommodations for students to give to their professors. Addressed in objective II-1-A of the strategic plan, goal II: Promote Student Retention, the Action Project, "D.A.T.A.—Driving Action Through Analytics," developed the Student Risk Profile. Collecting varied data-points—high school GPA, registration date, pre-coreq./coreq. course requirements, FAFSA completion date, first generation status, and financial aid need—a red-to-green "speedometer" risk assessment tool was created. A profile number is generated, ranging from high (most at-risk) to low (least at-risk), and reports are generated and distributed to all faculty as well as to staff located in student retention and success programs and departments: COPE, ExperienceVU, STEP, the SSC, the Counseling Center, and the Dean of Students Office. The profile is used to focus on students with high-risk indicators leading up to midterm (3.D.1).

Generally, students are assigned a faculty advisor within the major. Professors send early warning alerts via the Tracking Attendance and Performance of Students (TAPS) system that notify advisors of poor attendance, low assignment/test/quiz scores, missing work, no books, inadequate preparation, tutoring recommended, and behavioral problems. 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.

- **Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)**

Using the intrusive, four-touch-point advising model, Student Success Coordinators conduct regular meetings with students. In the meetings the student and coordinator review strategies to improve study skills, select an academic program, and identify resources and services to support success. The coordinators make sure students register for subsequent semesters and monitor the TAPS early alert system, partnering with the faculty of UC students when the warnings demonstrate a student is in need of assistance.

As of fall 2014, all advisors (faculty and SSC coordinators) create a Degree Works degree plan for degree-seeking students that identifies the courses students will take in each semester, providing a blueprint to degree completion. In addition, the SSC coordinators offer advising to any walk-in student while maintaining communication with students' assigned advisors. All advisors adjust degree plans based on students' need for remedial education and success in the subsequent semester's courses. Plans are identified as off-track if students' semester progress does not follow the degree outline, alerting both the student and advisor (3.D.2).

In addition to corequisite classes, foundational studies courses have been implemented in English and math. Students who test at the lowest level in English, reading and/or mathematics are enrolled in pre-corequisite paired ENGL 008/HUMN 102 and/or MATH 008/SSKL 103. Each semester three email blasts are sent system-wide to all students enrolled in "zero-level" coursework: at the beginning, at mid-term, and at semester's end. Stressing to students the importance of the zero-level courses on academic standing, the email explains that a non-passing grade in these courses—a D, F, W, WF, or WN—will result in automatic academic probation in the next semester followed subsequently by academic disqualification if a passing grade is still not achieved. Consequently, students will have to undergo readmission, a process involving a readmit application evaluated by the Academic Readmission Committee. If allowed to reenroll, students will be designated as Provisional Admits and assigned a Student Success Coordinator who will monitor progress and help to keep them on-track. The students must sign a contract explaining their responsibilities (3.D.2).

VU's TRIO programs, Collaborative Opportunities for Postsecondary Education ([COPE](#)) Student Support Services and [Experience VU](#), as well as the Student Transition into Educational Programs ([STEP](#)), focus

on providing academic support services, developing personal and social skills, and teaching success strategies to assist first-generation students and students with disabilities to achieve their highest potential and experience success in college coursework. The [Summer Bridge](#) Program offers incoming and freshman-level students who participate a college orientation experience in the summer and the opportunity to get a head start on their academic goals. Students apply for entry into these programs and must meet program eligibility requirements. The programs are based on a person-centered planning model that includes academic support, advising assistance with course selection, tutoring, mentoring, transfer assistance and campus visits to four-year institutions, career counseling, financial literacy, and FAFSA assistance. STEP provides comprehensive services for learning disabled (LD) students. Admission to the program is based on completion of the application process, determination of student eligibility, and available funding. Services offered include LD specialists for individualized tutoring or remediation, professional and peer tutoring, remedial support classes, weekly academic progress tutoring, coordination with counseling/career/disability services, program accommodations and/or assisting devices, and computerized LD assistance (3.D.2).

In July 2015 VU initiated its [AQIP Action Project](#) “Remaking Tutoring for Student Success.” The project emerged from a CCSSE workshop attended by a VU team. 73% of VU’s 2015 CCSSE respondents indicated tutoring was either *somewhat* or *very important*, yet only about a quarter of the same students indicated they frequently used VU’s tutoring services. The project works to determine how and why students utilize tutoring services to improve VU’s communication and marketing regarding its tutoring services, to standardize the training of tutors, and to identify and implement tutoring improvement strategies (3.D.2).

- **Ensuring faculty are available for student inquiry (3.C.5)**

All on-campus faculty members hold at least seven office hours a week (one or more office hours per day), preferably with some periods in the morning and some in the afternoon, including the week of final exams. Those faculty members whose schedules do not permit such an arrangement must submit a schedule showing the period of the day when they can best hold individual conferences. All such office hours are submitted electronically to the Provost no later than the end of the third week of classes. A copy of this form is posted on the faculty member’s office door, a copy is submitted to the college office, and a third copy is submitted to the Assistant Provost for Curriculum and Instruction (3.C.5).

- **Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)**

VU utilizes Senate subcommittees, such as the Academic Advising and Developmental Education committees, and ad hoc groups to focus on initiatives for student support. Data and information from the Community College Survey of Student Engagement (CCSSE) and the High Impact Practices Workshop, for example, direct university initiatives, including the AQIP Action Project for Tutoring.. In addition to the processes for testing, advising, and student support explained above, the learning support services offered by library personnel (see 1.5) and VU’s labs and tutoring services support student learning at all levels (3.D.1 & 3.D.3). The institution offers a variety of learning support options for students and faculty with qualified staff, large learning spaces, and updated software and equipment (3.D.4 & 3.D.5):

### Learning Service Tools

- Student Risk Profile (student data system)
- Blackboard (learning management system)
- DegreeWorks (advising tool)
- My Foundations Lab (placement testing practice and improvement)

- MyVU (self-service website, email, and resources)
- OneVU (library search engine)
- OrgSync (online student organization and discussion app)
- TAPS (early warning system)

### Learning Support Services

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Academic Skills Center</li> <li>➤ ‘Ask a librarian’ online chat (help with research)</li> <li>➤ Assessment Center</li> <li>➤ Blackboard assistance</li> <li>➤ Career Center</li> <li>➤ Computer labs for student use</li> <li>➤ COPE</li> <li>➤ Disability Services</li> <li>➤ Document printing</li> <li>➤ Experience VU</li> <li>➤ Faculty Academic Advisors (weekly office hours during fall and spring semester)</li> <li>➤ Independent study and group study rooms</li> <li>➤ Learning Unlimited (Online tutoring and</li> </ul> | <ul style="list-style-type: none"> <li>proctoring service)</li> <li>➤ Library resources check-out</li> <li>➤ Math Lab</li> <li>➤ Science Resource Center</li> <li>➤ Shake Learning Resource Center</li> <li>➤ Social Science Lab</li> <li>➤ Special Accommodations</li> <li>➤ Student career coaching</li> <li>➤ Student Success Center</li> <li>➤ Technology assistance</li> <li>➤ Testing assistance</li> <li>➤ Tutoring Labs</li> <li>➤ Virtual ACCUPLACER testing</li> <li>➤ Virtual test proctoring</li> <li>➤ Virtual tutoring</li> <li>➤ Writing Center</li> </ul> |
|--|---|

- **Determining new student groups to target for educational offerings and services**

Admissions is always networking with state agencies, advisory boards, and school systems to identify new student groups. Using resources from the Department of Workforce Development, the Department of Education, and the Bureau of Labor Statistics, Admissions assesses the regional needs and local economy to identify new groups of students; this process includes examining unemployment rates, identifying high-demand professions, and analyzing job outlook reports. A persistent element of VU’s strategic plans is the identification of new students and partnerships. The institution collaborates with communities to develop early college locations, career tech centers, and partnerships with corporations like Toyota and Subaru. [Workforce Development](#), Business and Industry (B & I) programs, also look for new students, opportunities, and locations across the state. Military education works with the Department of Defense and identifies new bases on which to operate.

- **Meeting changing student needs**

VU gathers and analyzes data to promote student success and retention and ensure it meets changing needs. Students complete a survey while attending START VU registration events and are asked about their confidence levels in reading, writing, math, and problem solving skills. Asked about their perceptions regarding their time commitments, students indicate the time they feel they will need for studying and personal or professional responsibilities. The information feeds into the Student Risk Profile used to develop a profile of each incoming class, identify the areas students report they need assistance, and gather the information necessary to make students’ experiences at VU as positive and supportive as possible. Additionally, all academic areas review programs and gather information from their respective advisory boards and special accreditation groups to determine whether new or revised programs are needed to address the changing needs of students.

- **Identifying and supporting student subgroups with distinctive needs (3.D.1)**

In addition to first-generation and students with disabilities, three other subgroups with distinctive needs are [Vincennes Distance Education \(VDE\)](#), [Military Education Program \(MEP\)](#), and [Early College \(EC\)](#) students. Distance education students must meet the same entrance requirements as students on VU's campuses and physical sites. If their admission application and transcripts require it, they undertake the same placement testing to identify any academic weaknesses that need developmental coursework. VDE offers a developmental sequence in math and a developmental sequence in English and reading. VDE offers additional opportunities for students who need face-to-face tutoring through Learning Unlimited. Learning Unlimited is a program under which VDE has coaches at thirteen libraries in eight central Indiana counties who have dedicated office hours to provide face-to-face and virtual tutoring and proctoring for distance education students. The VDE academic advisors record the needs students express to their advisors; these are discussed in team meetings twice a semester. In addition to the Assistant Vice President of Lifelong Learning, VDE has four full-time advisors, one admissions clerk, and one registration clerk. The advisors either reach out to other student service personnel on campus to get answers for students or direct students to whom they should contact by phone or e-mail for assistance. VDE students are also referred to VU's Disability Services if they report having documented disabilities requiring accommodations. Advisors use degree plans to make sure advisees are on-track for degree completion. Advisors review the status of high-risk students at the beginning, at midterm, and at the end of each semester. They handle more difficult individual student issues with the assistance of the senior academic advisor and Assistant Vice President of Lifelong Learning (3.D.1).

The Military Education Program (MEP) is a member of the Service Members Opportunity Colleges (SOC) Consortium and has identified four subgroups of students—active duty military members on base and National Guard and Reserve members; law enforcement officers, especially in Florida; dependents of active duty military members; and Department of Defense (DoD) employees. VU's MEP determines and meets the needs of current and prospective students consistent with the rest of the university, but the process involves some accommodations. SOC Consortium members ensure that quality programs are available to service members. VU has formal contracts and memoranda of understanding (MOUs) with the DoD to provide certain certificate and degree programs on various military bases and installations. MEP meets and recruits potential students on the bases and installations it already serves and gains insight into possible new command bases/posts for outreach when new students provide their command information on course registration forms. MEP pays attention to the career paths outlined in the Military Occupation Specialty (MOS) to ensure the course and degree offerings help military members follow these occupational paths. MEP recognizes that adult learners are busy, so it has developed hybrid courses—part “in seat” and part online. The program experienced a 30% increase in enrollments after the introduction of hybrid eight-week courses. Moreover, the program tries to adapt course schedules to students' available times based on information received from the various commands and bases. MEP deploys various kinds of non-academic support. At least one academic advisor is available to students at every full-service MEP site. In addition to academic advising, staff members help with Veterans Administration benefit referrals and try to assist with other military needs such as health or PTSD-related issues. MEP also works with the VU Office of Disability Services for practitioners and wounded sailors at the Naval Medical Center in San Diego to help meet those distinctive needs. In addition, the Evansville Veterans Center conducts office hours on the Vincennes campus for veterans enrolled there (3.D.1).

Since the implementation of the first VU Early College Program in 2007, there has been a clear need for intentional academic support for Early College (EC) students. Learning Coaches and Academic Tutors have been hired by VU to provide intrusive academic coaching and tutoring support. Learning coaches and/or Academic Tutors are housed at Early College sites that have two or more student cohorts (sophomore and up). During student orientation/open house conducted at each site, students are

introduced to the student support staff and services. Throughout the school year, students are either referred by instructors or receive information on how to voluntarily sign-up for assistance with study skills, time management, organization skills and tutoring in specific courses. In addition, the support staff is responsible for conducting intrusive coaching and tutoring by monitoring student's grades throughout the entire year and conducting individual meetings to discuss concerns and strategies for success.

More recently, some students who have started but never finished a degree have been referred to VDE through the State of Indiana's "You Can. Go Back." initiative. This state initiative promotes a way for these students to identify their academic goals and preferences for the kinds and location of courses, including online courses, which might help them complete a degree. Indiana's goal for 60% of the state's population to be credentialed by 2020 has led to the promotion of dual credit, early college high school programs, and Career and Technical Early College (CTE) Centers. The Statewide Transfer General Education Core certificate meets evolving college success needs, reducing the time to degree.

- **Deploying non-academic support services to help students be successful (3.D.2)**

The University has dedicated many resources through a large number of offices to support students with distinctive needs. Examples of services provided include, but are not limited to, one-on-one counseling, tutoring, life skill courses, and assistance with scheduling of classes (3.D.2):

### **Student Support Services**

[Assessment Center](#)

[COPE](#)

[STEP](#)

[Experience VU](#)

[Center for Career & Employer Relations](#)

[Counseling Center](#)

[Dean of Students Office](#)

[Office of Disability Services](#)

[Veteran's Support Services](#)

[Parent and Families Services](#)

[Primary Care Clinic](#)

[Housing & Residence Life](#)

[Campus Police](#)

[Multicultural Student Affairs](#)

[International Student Advisor](#)

[Student Success Center](#)

[Shake Learning Resource Center](#)

[Academic Support Center \(Jasper\)](#)

[Tutoring](#)

- **Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)**

VU requires a job description which specifies qualifications for each position. Job descriptions and resumes are placed in each employee's Human Resources file. Professional development programs are provided for staff as well as monies budgeted for professional development—see 3.3. Tutor training, advising workshops, Blackboard workshops, system-wide rubrics and assessments are also available to employees. Employees receive yearly evaluations—see 3.2. These evaluations are used to set goals for the upcoming year and determine areas of strengths and areas of opportunity for the employee to improve (3.C.6).

- **Communicating the availability of non-academic support services (3.D.2)**

VU utilizes several modes of communication to ensure students are aware of the many non-academic support services available. The university website contains information for all campuses and all colleges, departments, and offices. Users can access the web and gather information about the institution's non-academic services, procedures, and policies. The Vincennes University catalog lists services the university provides to address non-academic concerns. Social media and students' MyVU accounts are

used to inform individuals about new services or upcoming events. Parent and Family Services has developed a Facebook page for parents of prospective and new students to ask questions and gather feedback from university personnel and other parents. To help students be aware of the non-academic services available to them, a Passport has been developed for students in co-req. courses. The students participate in a scavenger hunt with non-academic service offices serving as destinations. Student collect stamps or signatures as evidence of finding each office. The [student handbook](#) also includes many of the services on campus students may find helpful to achieve success in and outside the classroom. All faculty also include non-academic support services in their syllabi. During START VU orientations, various offices provide short presentations detailing services they provide. The Student Success Center asks students to enroll in the Remind.com program during registration days on the Vincennes campus. This tool allows VU to communicate the support services to the new freshman class via texts, with over 1000 students enrolling in 2016 (3.D.2).

**2R1: What are the results for determining if current and prospective students' needs are being met?**

- **Selecting tools/methods/instruments to assess student needs**
- **Assessing the degree to which student needs are met**

VU selects the tools and methods to assess the degree to which student needs are met by determining the particular challenges students face and the needs they self-report, maintaining an ongoing assessment of needs based on faculty, advisory, tutoring, and student feedback as well as surveying outgoing students to determine if VU could have better met their needs. Beginning with the START VU survey, the institution establishes a baseline for each incoming class. Feeding key survey data into the Student Risk Profile and distributing data to the appropriate areas that address students' needs allows VU to engage student support staff, faculty members, advisors, and the leaders of student groups with data that is readily accessible. In addition, each instructional and co-curricular program completes an annual assessment plan—see 1P2—that can focus on elements of student need in specific areas; each program identifies the instruments that will be used to collect the assessment data and analyzes the data year-to-year. The TAPS system serves as an early warning system that tracks the reports of student needs and issues by faculty members and distributes that information to advisors. Program advisory groups review program outcomes for appropriateness and currency—see 2P3—indicating employment needs of which students may be unaware. Student focus groups are convened to obtain feedback regarding their learning needs, advising, and end-of-course surveys. The CCSSE is administered to students every other year, which helps the university gauge the level to which student needs are being met. The [withdrawal survey](#) data is compiled at the end of each semester to obtain a better understanding of why students withdraw from VU. The withdrawal results are evaluated during the second week of classes, mid-term, and before finals. Finally, advisors in the SSC and other areas call students who are not registered for next semester asking for reasons why they may not be returning.

- **Summary results of measures**

*Figure 2.1: MyFoundations Lab (MFL) Results (2013-2016)*

**MFL Summer 2013**

- 50 of the 82 students that started MFL improved their course placement.
- 29 of the 82 ≈ 35% students have completed both gateway courses as of May 2016.

**MFL Summer 2014**

- 117 of 182 students raised their course placement
- 68/182 ≈ 37% completed both gateway courses within two years.

**MFL Summer 2015**

- 101 of 161 students raised their course placement
- 13 completed the gateway MATH/MATT course in 1 year.
- 12 completed the gateway English course in 1 year.

**MFL Summer 2016**

- 25 students enrolled. 17 of the 25 completed the program by retaking the Accuplacer. 58.8% (10/17) of students improved placement in either math, English, or both.

The MyFoundations Lab transitioned to a voluntary program for students after VU's shift to a co-req. developmental education model. This explains the drop in student enrollments in the summer of 2016.

*Figure 2.2: Tutoring Data (2015-2016)*

**Student Lab Usage:**

	<u># of Cases</u>	<u>% of Use</u>
Computer Use	5005	28.3%
Independent Study	4458	25.2%
Homework Tutoring	2571	14.6%
Check-out Resources	2404	13.6%
Testing	1128	6.4%
Document Printing	813	4.6%
Writing Papers	792	4.5%
Exam Preparation	492	2.8%
	<hr/>	
	17663	100.0%

*Table 2.3: Office of Disabilities Services Results (2015-2017)*

	2016-17	2015-16
Students w/ Disabilities	292	no data
Standard Accommodations	30	30
Accommodation Memos	409	288
Formal Appointments	104	115
Faculty Consultations	57	37
Documentation Reviewed	172	196
Presentations--Student Groups	4	6
Students @ Presentations	89	119
Presentations--Faculty	6	9
Faculty @ Presentations	92	80

*Figure 2.4: TAPS Data (All Campuses—Spring 2017)*

<u>Number of Students Receiving Attendance or Performance Warnings</u>	<u>2989</u>
Number of Students Receiving Attendance Warnings	2619
CRNs Issued Attendance Warnings	6136
Warning_1	5432
Warning_2	2515
Dropped	1961
No Shows	318
Total Number of Attendance Warnings	10226
Number of Students Receiving Performance Warnings	1928
Number of Performance Warnings	6454
Excessive Tardiness	543
Missing Tests/Assignments	3575
Low Test/Assignment Scores	999
Inadequate Class Prep	531
Inappropriate Classroom Behavior	40
May Need Tutor/Support Referral	422
Needs Book	344

The TAPS warning report is disaggregated for all freshman and by student. For students with excessive number of warnings, the SSC staff call students to talk about the issues and send those students' names forward to their regular faculty advisors.

*Table 2.5: VU MEP Student Satisfaction Feedback (Spring 2017)*

3. Please provide feedback on your experience with Vincennes University								
AnswerOptions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A	Mean Rating	Response Count
Welcoming and assistive	15	3	5	19	127	9	4.42	178
Attitude of academic	12	6	6	22	124	7	4.41	177
Knowledge of academic	12	8	9	21	120	7	4.35	177
Attitude of	11	4	6	28	120	8	4.43	177
Knowledge of	13	6	6	27	116	8	4.35	176
Follow up from electronic	16	3	8	26	118	6	4.33	177
Helpfulness of verbal	17	3	3	32	113	7	4.32	175
Helpfulness of written	18	3	5	31	111	8	4.27	176
Issue resolved to your	20	4	6	25	111	10	4.22	176
Tell us more about your experience with Vincennes University								92
						<b>AnsweredQuestion</b>		<b>178</b>
						<b>SkippedQuestion</b>		<b>3</b>



Table 2.6: Distance Education Survey--Pt. II Support (Spring 2017)

VDE Survey (PART 2)		Strongly Agree		Agree		Disagree		Strongly Disagree	
STUDENT SUPPORT	Number Responding	n	%	n	%	n	%	n	%
		I was able to navigate Blackboard with few problems.	111	59	53.2%	42	37.8%	8	7.2%
I received the advising information that I sought in a timely manner.	110	48	43.6%	52	47.3%	6	5.5%	4	3.6%
I received the course-access information in a timely manner.	110	57	51.8%	49	44.5%	3	2.7%	1	0.9%
I was treated respectfully as an individual by Advising Center personnel.	110	58	52.7%	47	42.7%	4	3.6%	1	0.9%
My grades were recorded to my transcripts in a timely manner.	110	59	53.6%	46	41.8%	4	3.6%	1	0.9%
My advisor was knowledgeable about school policy and my degree area.	110	55	50.0%	47	42.7%	5	4.5%	3	2.7%

Table 2.7: Selected VU Withdrawal Survey Data, 2016-2017 (N=61)

	1 Semester	1 Year	2 Years	3 Years	4 Years
How long have you attended VU?	35	14	4	7	1
Which best describes the type of classes you are taking this semester?					
All in the classroom		38			
Most in the classroom		11			
Most are online		2			
All are online		9			
Military Education		1			
How would you describe your overall experience at Vincennes University?					
Very Positive		16			
Positive		18			
Undecided		20			
Negative		6			
Very Negative		1			

- Comparison of results with internal targets and external benchmarks

Table 2.8: CCSSE Question 9b "Providing the support you need to help you succeed at this college" N = 1,038 (2013); 1,074 (2015)

	2013	2015	Cohort (2015)
Very Little:	8.7%	7.0%	4.7%
Sometimes:	27.7%	30.4%	21.0%
Often:	46.2%	32.5%	39.8%
Very Often:	17.5%	30.2%	34.5%

The sharp increase in the number of students reporting that VU provides support “very often” since the administration of the CCSSE in 2013 illustrates the institution’s efforts to increase and improve student supports since its last reaccreditation.

- **Interpretation of results and insights gained**

VU is becoming more sophisticated in its tracking and use of student data to deliver effective support services to students to help them be successful when students most need that support. Students report high rates of satisfaction with support in programs at a distance. The TAPS and MFL data demonstrate VU’s efforts to keep students on-track and successful in courses, allowing Support Services to help students improve their placement and classroom success, saving students time and money, and monitoring faculty warnings to deliver interventional support when necessary. Similarly, VU’s tracking of the use of tutoring labs will allow the institution to better attract and target students in need of tutoring assistance, particularly those who need it but are loath to use tutoring when it could be perceived as a stigma among their peers to need tutoring assistance.

VU has fundamentally changed its developmental curriculum and now uses a co-requisite model whereby students enroll in an associated developmental course concurrently with the college-level course. This model has increased the individual support each student receives by engaging a small cohort of students in the paired developmental class that is focused on supporting the learning in the college-level course and directing students to any needed support services. Additionally, non-developing reports are created to check for students who are not making satisfactory progress in developmental courses. These students can be placed on academic probation or be academically dismissed if they consistently fail to make progress. Also, an upcoming addition to the TAPS reporting system will be a plagiarism warning which will signal students’ advisors and the Dean of Students when faculty members indicate plagiarism is occurring in a course.

The selected Student Withdrawal Survey data supplied above demonstrates that students are more likely to stay at VU the longer they have been enrolled. Other data from the survey shows the majority (85%) are first-time withdrawals, and half of those indicate they plan to return to VU. The majority (80%) are primarily engaged in face-to-face instruction, and almost 56% view VU either “Positively” or “Very Positively.” This information coupled with other data from the survey—only 20% report they intend to transfer schools with other reasons given that include “deal with personal/health needs,” “care for a family member,” “return to work,” and “join/reenter the military”-- illustrates that the majority of students who withdraw are on-campus and offer reasons for withdrawing that may be beyond VU’s control. VU hopes that its recent student support efforts may enable the institution to retain more of these students in the future.

<b>2I1: What process improvements have been implemented or will be implemented in the next one to three years?</b>
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VU’s Tutoring AQIP action project will standardize the training of tutors and will be supervised by a Director of Learning Support Services, while also serving as a needs-assessment designed to address the gap observed in CCSSE results between students’ positive perception of tutoring and their under-utilization of tutoring services. VU has identified a budget to utilize an ID tracking system, AccuTrac, to track student use of tutoring services, not only how many use them, but also how often students return. It also tracks student demographics so VU can identify subpopulations of students who require greater attention and communication regarding tutoring services. Tracking will also help VU establish expectations for future tutoring usage.

## 2.2: Retention, Persistence and Completion

**2P2—Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making.**

- **Collecting retention, persistence and completion data (4.C.2, 4.C.4)**

Vincennes University systematically collects retention, persistence, and graduation data. Given that the state of Indiana has a performance-based funding model that considers three graduation categories—overall degree completion, on-time degree completion, and at-risk student degree completion, which considers Pell-eligible students—and two persistence categories—remediation success, based on students successfully completing a gateway course after starting in a corresponding remedial course, and students completing 15, 30, and 45 hours—it is essential that VU collect this data. It has become equally important for VU to collect data on retention projects that help to improve the state performance numbers. Likewise, program review considers these numbers, putting new emphasis on considerations like numbers of students matriculating in a program and those graduating from a program. Institutional Research regularly creates an institutional report that identifies fall cohort enrollment (measured at 10/15) and joins enrollment data from subsequent semesters (3/1 for spring semesters and 10/15 for fall semesters) as well as completions data (from our 9/15 completions datasets). Files are updated in each subsequent semester until there is no one enrolled (or for some other defined stopping point, depending upon the cohort population for which information is being collected). These files are used to create cohort subsets, including program-specific reports that might be needed for specialized accreditation. Other student retention and persistence data collected include data from the CCSSE, IPEDS, and other state reports such as reports for the Indiana Commission for Higher Education. VU has most recently developed a Student Risk Profile (SRP) which focuses on data indicating individual student risk, and VU runs a bi-weekly report of results from its early-warning system, Tracking Attendance and Performance of Students (TAPS). The report is provided to faculty and staff advisors who are helping students persist and graduate (4.C.2 & 4.C.4).

- **Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)**

Typically, setting targets for student retention, persistence, and completion depends on a variety of considerations, including the program or unit goals, external guidelines like specialized accreditor expectations or grant guidelines, the types of students that participate in the programs, and baseline data on the students affected by the program. In the case of the state's performance metrics, IR, MIC, the President, Provost, and the VP of Financial Services/Government Relations work together to set required targets. The state of Indiana uses a rolling three-year average to determine performance funding; that is, the performance category averages for the three most recent years are compared to the category averages for the three previous years. Performance funding (which began in 2007) depends upon the three most recent years' student success category averages exceeding the averages from the three prior years (for instance, 2012-14 averages vs. 2015-17 averages for each category). VU initially set some ambitious goals as part of the process, but these are being reconsidered in light of VU's experience with the rolling averages. VU is developing a dashboard that will track performance metric results and will set success targets based on what it has learned from experience with the performance categories. Because of the impact on state funding, many retention projects are underway. Targets for individual retention projects, such as targets for VU's new corequisite remedial education, the Student Success Center, and the Tutoring Action Project, are all shaped by the goals of the programs, which are aligned with the state metrics. For instance, the Success Center has set retention and graduation targets for five categories of students advised by Center staff. For general studies students required to take both developmental English and math courses, the staff developed a baseline using a three-year average of retention and graduation data for students with the same placement scores; the staff set targets for the currently enrolled

students at rates slightly above the average (4.C.1 & 4.C.4).

<b>2R2: What are the results for student retention, persistence, and completion?</b>
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- **Analyzing information on student retention, persistence, and completion**
- **Meeting targets for retention, persistence, and completion (4.C.1)**
- **Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)**

The analysis of student retention, persistence, and completion data, including whether targets are met and what tools might be needed to assess student success, is shaped by the individual program or institutional priority being considered. The state metrics data are analyzed by upper-level administrators like the President, Provost, VP for Finance, the Director of Business Services, and the Deans, who relay information to department chairs. The data show that VU has been successful in meeting the goals of the performance metrics (see below), but consideration of how to continue the success is an on-going discussion. For instance, Program Review has been undergoing revisions to include completion data by program, and plans are being made to include persistence data along with traditional enrollment and funding data. Individual programs with specialized accreditation or those that are grant funded report their retention and graduation data as part of the external reporting expectations; they select tools, methods and instruments to fit the external guidelines. The Interim Director of Institutional Effectiveness, as well as various teams or committees, review student survey data such as the Student Advising Survey (internally developed) and the Community College Survey of Student Engagement (a nationally normed survey). Student focus groups are often used to dig into the data and determine student intent regarding their responses and to help shape activities that might impact retention, persistence, and completion. A team comprised of the President, Provost, Asst. Provost for Students Affairs, the Interim Director of Assessment, and the Coordinator of the Student Success Center analyzed CCSSE data as part of a Center for Community College Student Engagement High Impact Practices Workshop; the work led to the development of VU's current tutoring Action Project aimed at increasing the use and impact of tutoring. During the 2012-13 academic year, a Retention Work Group identified multiple retention issues and possible solutions. The group's discussions led eventually to the development of the SSC and added impetus to the development of a risk profile. VU's SRP is an analytics tool intended to help track student risk and to improve advising. MIC staff had recently selected the Argos reporting tool, and with staff help, the SRP was developed. While the tool is new, the early analysis indicates that students with certain score ranges are at more or less retention and graduation risk (4.C.1 & 4.C.4).

- **Outcomes/measures tracked and tools utilized**
- **Summary results of measures (include tables and figures when possible)**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

Data is gathered and analyzed to create cohorts to provide retention, persistence, and completion numbers. System wide, using 2011-2014 cohorts, VU retains students at a consistent rate. Students in the cohorts were retained from semester 1 to semester 2 at an 80.45 % average rate; semester 2 to 3, students were retained at 52.34 % average rate, and semester 3 to 4, students were retained at an average rate of 45.10 %. Of interest is the recent slight retention declines in 2015 and 2016. VU will monitor the trend to determine if these are anomalies. VU hopes that its new corequisite developmental education will increase retention and both overall and on-time graduation (see analysis of Basic Skills table below). On-Time Completion rates for 2011-2013 saw an increase from 10.2% to 15.5%. Extended time Completion rates also increased from 20.3% to 24.1%.

**Table 2.9: VU Student Retention and Graduation Rates:  
First-time, Full-time, Degree or Certificate-seeking Freshman Cohorts**

System-wide												
Retention Rates	Academic Year 1		Academic Year 2		Academic Year 3		Academic Year 4		Academic Year 5		Academic Year 6	
	Semester 1 Entering Fall	Semester 2 Spring	Semester 3 Fall	Semester 4 Spring	Semester 5 Fall	Semester 6 Spring	Semester 7 Fall	Semester 8 Spring	Semester 9 Fall	Semester 10 Spring	Semester 11 Fall	Semester 12 Spring
	FTFT Cohort	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Fall 2011	2362	81.37%	51.99%	45.89%	25.66%	20.07%	12.40%	10.84%	6.18%	4.66%	2.79%	2.29%
Fall 2012	1985	80.50%	54.31%	46.40%	26.20%	19.04%	10.68%	8.77%	5.44%	4.84%	-	-
Fall 2013	2259	81.23%	54.71%	45.46%	24.13%	18.99%	11.91%	9.47%	-	-	-	-
Fall 2014	2337	78.73%	48.35%	42.66%	22.34%	16.22%	-	-	-	-	-	-
Fall 2015	2140	78.46%	49.95%	42.66%	-	-	-	-	-	-	-	-
Fall 2016	1884	78.03%	-	-	-	-	-	-	-	-	-	-

**System-wide**

Graduation Rates	Semester 1 Entering Fall	Completers at 100%	Completers at 150%	Cumulative Completers	
	FTFT Cohort	Percent	Percent	Percent	
Fall 2011	2362	11.13%	22.82%	28.37%	<p><b>Completers at 100%:</b> On-time (100%) graduation rates are determined by degree or certificate level earned, regardless of the award level at the time of entry.</p> <p><b>Completers at 150% :</b> Rates for 150% of on-time completion are determined by degree or certificate level earned, regardless of the award level at the time of entry. Students who completed on-time (100%) are included in these counts.</p> <p><b>Cumulative Completers:</b> Rates are based on total completers from the time of entry in a given fall semester through Fall 2016. The counts include those who completed on-time (100% and 150%). Cumulative rates are based on the awarding of any degree or certificate, regardless of the award level at the time of entry.</p>
Fall 2012	1985	17.83%	27.30%	31.23%	
Fall 2013	2259	17.44%	26.43%	28.20%	
Fall 2014	2337	18.14%	22.04%	22.04%	
Fall 2015	2140	3.27%	3.36%	3.36%	
Fall 2016	1884	0.05%	0.05%	0.05%	

For cohorts where the time to completion has not yet elapsed, data are provided for informational purposes only.

VU uses data from a number of sources to benchmark its progress on retention, persistence, and completion. IPEDS, Complete College America, CCSSE, specialized accreditors, and the Indiana Commission for Higher Education all provide a number of reports that show how VU compares to other institutions. According to the 2014 Indiana College Completion Report (below), for students who started college in 2012, VU had a 15.6% on-time completion rate as compared to a two-year statewide rate of 5.9%. This is a 2.9% increase in students who entered in 2008. For the 2008 cohort, VU had an extended time completion rate of 20.9% compared to a two-year statewide rate of 14.1%. This data also gives specific detail by demographic subgroups. Of particular value for VU in terms of tracking success, this data gives VU some sense of Pell student progress relative to other institutions. As another of VU's performance metrics (At-Risk Students), VU is pleased to see the increase in the number of Pell students graduating on-time. Also, because of the state's laws regarding limits on the use of 21<sup>st</sup> Century Scholars and Frank O'Bannon financial aid funds (students are allowed to use the funds to pay for developmental courses for one calendar year only), VU has invested heavily in retention efforts for students in developmental education. These numbers serve as part of the benchmarks by which these new developmental success efforts can be measured.

As part of the new state performance funding requirements, VU had to identify benchmarks for each of its performance categories. Figure 2.10 below shows four of VU's original targets, including estimates for what was, at the time, 15 years into the future. (A fifth metric, At-Risk or Pell-Eligible Students, was later added and is reflected in additional data below.) Figure 2.11 is a screen shot of the VU's developing dashboard that will include revised targets informed by VU's experience with the three-year rolling averages and recognition that VU is dealing with a declining enrollment.

Figure 2.10: VU Performance Categories Targets





 INDIANA COMMISSION HIGHER EDUCATION		 COMPLETION		 PRODUCTIVITY		 QUALITY	
<b>Performance Metrics</b> <i>Vincennes University</i>							
Reaching Higher, Achieving More							
<b>Degree Completion</b>							
	<i>baseline</i>		<i>this year (estd)</i>		<i>target</i>		
	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2015-2016	FY 2018-2019	FY 2021-2022	FY 2025-2026
Certificates (> 30crhrs)	<b>66</b>	<b>65</b>	<b>75</b>	<b>150</b>	<b>300</b>	<b>500</b>	<b>800</b>
Other Certificates (< 30crhrs)	<b>92</b>	<b>59</b>	<b>79</b>	<b>100</b>	<b>150</b>	<b>250</b>	<b>350</b>
Associate	<b>1,022</b>	<b>1,107</b>	<b>1,255</b>	<b>1,300</b>	<b>1,500</b>	<b>1,800</b>	<b>2,000</b>
Bachelor's	<b>86</b>	<b>101</b>	<b>125</b>	<b>150</b>	<b>200</b>	<b>250</b>	<b>300</b>
<b>Remediation Success</b>							
The percentage of first-time, resident, degree-seeking undergraduate students requiring remediation who successfully complete gateway course(s) within two years of first-time entry.							
	<i>baseline</i>		<i>this year (estd)</i>		<i>target</i>		
	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2015-2016	FY 2018-2019	FY 2021-2022	FY 2025-2026
All Students	<b>30.7%</b>	<b>22.3%</b>	<b>20.1%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>50%</b>
<b>Student Persistence</b>							
The number and percentage of resident, degree-seeking undergraduate students who complete 15, 30, or 45 credit hours at a 2-year institution, or 30 or 60 credit hours at a 4-year institution.							
	<i>baseline</i>		<i>this year (estd)</i>		<i>target</i>		
	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2015-2016	FY 2018-2019	FY 2021-2022	FY 2025-2026
<i>2-Year Institution</i>							
Students with 15 Credits	<b>5,989</b>	<b>5,471</b>	<b>5,378</b>	<b>5,500</b>	<b>6,000</b>	<b>6,500</b>	<b>7,000</b>
Students with 30 Credits	<b>2,955</b>	<b>2,624</b>	<b>2,641</b>	<b>3,000</b>	<b>3,500</b>	<b>4,000</b>	<b>4,500</b>
Students with 45 Credits	<b>1,733</b>	<b>1,651</b>	<b>1,582</b>	<b>1,800</b>	<b>2,200</b>	<b>2,700</b>	<b>3,200</b>
<b>On-Time Degree Completion</b>							
<i>Associate</i>							
	<i>baseline</i>		<i>this year (estd)</i>		<i>target</i>		
	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2015-2016	AY 2018-2019	AY 2021-2022	AY 2025-2026
All Students	<b>9.0%</b>	<b>9.5%</b>	<b>8.8%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>
White	<b>11.3%</b>	<b>12.1%</b>	<b>10.8%</b>	<b>14%</b>	<b>18%</b>	<b>22%</b>	<b>28%</b>
Black	<b>1.1%</b>	<b>0.5%</b>	<b>0.5%</b>	<b>2%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>
Hispanic	<b>2.9%</b>	<b>2.5%</b>	<b>4.9%</b>	<b>6%</b>	<b>9%</b>	<b>11%</b>	<b>15%</b>
Other	<b>2.7%</b>	<b>9.8%</b>	<b>10.3%</b>	<b>11%</b>	<b>14%</b>	<b>18%</b>	<b>22%</b>
<i>Bachelor</i>							
	<i>baseline</i>		<i>this year (estd)</i>		<i>target</i>		
	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2015-2016	AY 2018-2019	AY 2021-2022	AY 2025-2026
All Students	<b>17.3%</b>	<b>15.3%</b>	<b>21.1%</b>	<b>24%</b>	<b>30%</b>	<b>35%</b>	<b>50%</b>
White	<b>18.8%</b>	<b>16.8%</b>	<b>23.3%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>55%</b>
Black*	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>				
Hispanic*	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>				
Other*	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>				

Figure 2.11: VU Targets Dashboard

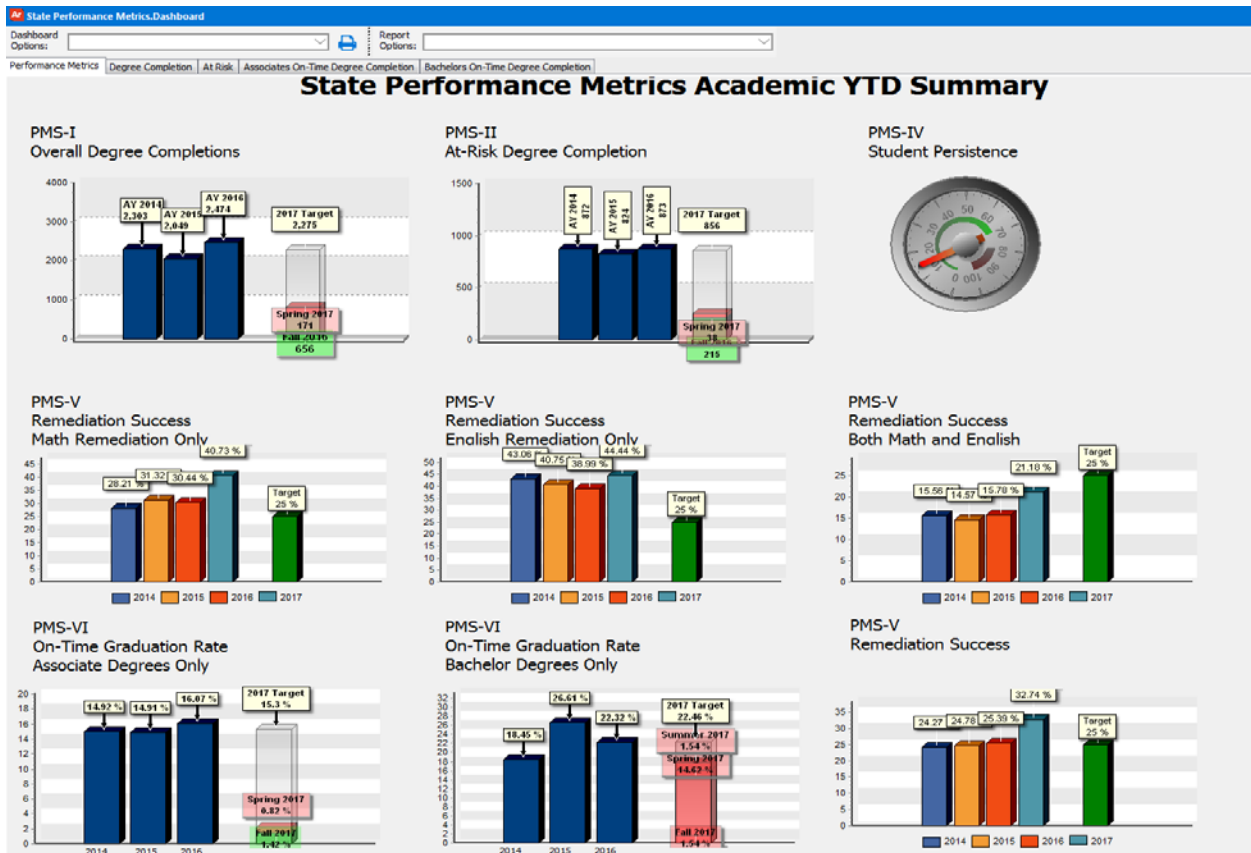


Figure 2.12 below is evidence of VU’s performance funding success, which indicates evidence of increases in student persistence and graduation. The state takes a percentage of each institution’s base funding to make up the performance pool; the pool reallocation varies, depending on biennial budget considerations. State funding “success” means that VU’s most current three-year average of student success for each metric category is compared to the preceding three-year average. For each category where VU’s persistence or graduation numbers improve, VU is awarded performance funding based on what the state agrees to pay per student above the previous three-year average for a category. VU had success in four of its five categories: VU’s current three-year average exceeded the previous average in the categories of Overall Degree Production, At Risk (Pell) Degree Production, On-Time Degree Production, and the Remediation persistence category. Due to declining enrollments, VU was unable to produce higher numbers of students achieving 15, 30, and 45 hours of persistence compared to the preceding three-year average. Because the state has already reduced an institution’s base funding to create the performance funding pool, the state does not penalize an institution for failure to have greater numbers for a category. Because of VU’s completion and persistence successes, VU received a net increase in funding (after a return of base-funding amounts) of \$848,746.00 for fiscal year 2018 and \$1,434,130 for fiscal year 2019.

Figure 2.13 describes what VU hopes will become a significant improvement in its retention, persistence, and completion numbers. VU pulled a random sample of remedial success data and compared student success in previous remedial courses to student success in VU’s new corequisite remedial education. Corequisite (coreq) developmental education pairs a developmental support course with a college-level or gateway course. Coreq developmental students are succeeding in developmental and gateway courses at a much higher rate than students who enrolled in VU’s earlier developmental program. VU piloted the

new approach in the 2015-16 academic year and fully implemented the program on the Vincennes and Jasper campuses in the fall 2016 semester.

*Figure 2.12: VU State Funding Operating Summary 2017-2019*

Vincennes University State Funding - Operating Summary 2017-2019 Biennium		
	FY2018	FY2019
<b>FY 2017 BASE \$</b>	<b>\$39,683,252</b>	<b>\$39,683,252</b>
<b>VU Contribution to Funding Pool / ReAllocation %</b>	<b>(\$1,613,362) -4.1%</b>	<b>(\$1,651,815) -4.2%</b>
<b>Performance Metrics Earned:</b>		
<b>Degree Production</b>		
Certificates	\$520,700	\$652,310
A.S. Degrees	\$908,962	\$1,139,514
B.S. Degrees	\$152,370	\$190,980
<b>At Risk Degree Production</b>		
Certificates	\$179,928	\$225,666
A.S. Degrees	\$272,416	\$341,440
<b>Remediation</b>		
Math	\$16,500	\$20,580
English	\$9,075	\$11,374
Mah & English	\$33,327	\$41,769
<b>On Time Degrees</b>		
A.S. Degrees	\$237,422	\$297,602
B.S. Degrees	\$131,408	\$164,710
<b>Performance Funding Total %</b>	<b>\$2,462,108 6.2%</b>	<b>\$3,085,945 7.8%</b>
<b>Net State Operating Increase %</b>	<b>\$848,746 2.1%</b>	<b>\$1,434,130 3.6%</b>
<b>New Operating \$ Base</b>	<b>\$40,531,998</b>	<b>\$41,117,382</b>

Among other successes, what Figure 2.15 shows is that 37 out of 55 coreq math students completed their gateway math course in their first semester. No students in the old developmental sequence completed their gateway course since the courses were not paired with a gateway course and students had to complete all courses sequentially. The sample also suggests that students in the coreq courses are succeeding in gateway math courses at higher rates than those students placed directly into the gateway course—37 coreq students completed the gateway course vs. only 20 students placed into the gateway without the support course. This data supports the anecdotal information received from math faculty who tell stories of students without the support course asking why they cannot have the same help. English results are similar: 40 of 58 coreq students completed the gateway course, Composition I, in the first semester compared to none of the traditional remedial students completing the gateway course in the first semester. Again, the coreq students complete in their first semester at higher rates than those students placed directly into the gateway course (40 coreq students vs. 37 students placed directly into the gateway course). Additionally, the data reveal other reasons for retention and completion optimism: after one academic year plus one semester, a total of 41 coreq math students had completed their gateway course; only 33 students placed directly into the gateway course and only 13 students placed in the highest level of the traditional development sequence (016) had completed their gateway course. Likewise with English, 47 coreq students had completed their gateway course after one academic year plus one semester, while only 44 students placed directly into the gateway course had completed the gateway, and



only 12 students placed in the highest level of the old developmental sequence had completed the gateway course. The sample gives VU reason to believe the new coreq developmental approach will improve VU's retention numbers and VU's performance metrics.

**Figure 2.13: Student Success (Basic Skills) Fall 2015-Fall 2017**

VU Student Basic Skills Success: Comparative Data Fall 2015 - Fall 2017

	201610 Sample Number Registered	201610 Cum Earned Hours Average	201610 Cum GPA Average	Number of students who completed 100 level or higher	201620 Number Registered	201620 Cum Earned Hours Average	201620 Cum GPA Average	Number of students who completed 100 level or higher	201630 Number Registered	201630 Cum Earned Hours Average	201630 Cum GPA Average	Number of students who completed 100 level or higher	201710 Number Registered	201710 Cum Attempted Hours Average	201710 Cum Earned Hours Average	201710 Cum GPA Average	Number of students who completed 100 level or higher	201720 Registered
Co req	55	13.58	2.01	37	46	24.83	2.09	2	11	31.09	2.47	1	22	50.55	43.18	2.68	1	21
No co req	55	16.73	2.25	20	46	31.35	2.45	7	9	36.91	2.58	2	34	53.03	47.5	2.73	4	31
MATH 010	55	10.36	1.66	0	35	23.29	1.92	3	8	42.75	3.01	0	16	53.44	47.69	2.56	4	14
MATH 013	55	10.69	1.89	0	43	20.91	1.81	2	7	31.80	2.41	1	23	49.39	38.83	2.29	2	17
MATH 016	55	13.574	2.23787	0	44	24.818	2.068	11	5	25.6	1.9182	0	25	48.56	41.32	2.52512	2	21

	201610 Sample Number Registered	201610 Cum Earned Hours Average	201610 Cum GPA Average	Number of students who completed 100 level or higher	201620 Number Registered	201620 Cum Earned Hours Average	201620 Cum GPA Average	Number of students who completed 100 level or higher	201630 Number Registered	201630 Cum Earned Hours Average	201630 Cum GPA Average	Number of students who completed 100 level or higher	201710 Number Registered	201710 Cum Attempted Hours Average	201710 Cum Earned Hours Average	201710 Cum GPA Average	Number of students who completed 100 level or higher	201720 Registered
ENGL Co req	58	15.91	2.31	40	51	28.49	2.38	4	11	36.73	2.46	1	39	51.95	45.00	2.65	2	32
ENGL no coreq	58	15.14	2.31	37	45	29.49	2.56	4	14	33.77	2.70	2	33	53.36	46.70	2.73	1	30
ENGL 011	58	10.41	1.65	0	34	24.74	2.09	11	7	39.29	2.50	0	22	51.50	39.32	2.25	1	17

VU's new SRP (see Figure 2.16) is beginning to produce baseline data that can help identify students who begin their first semester at some level of risk and to help advisors and other staff monitor students' on-going risk levels. The Profile, a product of VU's "Driving Action Through Analytics" or D.A.T.A. Action Project, pulls data from the START VU survey and Banner (among other things, information from the student application and data from VU's early warning system that is integrated into Banner). Faculty members can quickly pull up the profile page, organized by course section code, for each student enrolled in his or her classes, and faculty or staff advisors can also pull students listed as their advisees. The profile page includes a student picture, responses to various START VU questions, demographic data, and high school GPA, as well as early warning information by course and midterm grades. The page also includes two "speedometers" that indicate risk coming into the semester (based on five pieces of entry-level data—registration date, FAFSA filing date, high school GPA, first generation status, and Accuplacer test results) or based on the prior semester's work. A second meter indicates real-time developing risk as the current semester progresses. While VU still needs to do a detailed study of the results (which are only now beginning to stabilize due to evolving elements of the profile) and needs to correlate the data with student success and risk performance, VU's study of the scores are beginning to produce some trends. For instance, VU can correlate profile scores of 0-20 with students who seem to operate in academic Good Standing (GS); they tend to be successful with very little assistance or intervention. Students scoring 70 or higher have very high rates of Academic Probation (AP) and, now VU is learning, Academic Disqualification. The chart below, for instance, shows that only 59% of students with a score of 25 are in good academic standing, a drop of over 13% for students with a Profile score of 20. Another significant drop occurs at 70; students with a score of 65 have just below a 50% rate of good standing, while Good Standing drops to 16.2% for students with the 70 score. The numbers are consistent for students who went on to Academic Probation with significant percentage changes at 25 and 70. VU believes that if the data remain consistent over the next year or two, it will be imperative to study the 25-65 scores to understand the students and their success needs. This group of students appears to be a group that is "on-the-bubble," and targeted assistance might help retain them. For the group scoring 70 or lower, especially first-time, full-time students, VU is considering the need for a program that offers mentors and required study tables and tutoring.

Figure 2.14: Student Profile Score and Academic Standing

GS—Good Standing; AW—Academic Warning; AP—Academic Probation; AD—Academic Disqualification

**(3) - Profile score for FY/FS student's academic standing after the fall 2016 semester**

Profile Score	# of FS/FY students	All FY/FS students									
		GS	%	AW	%	PC	%	AP	%	AD	%
0	324	283	87.3	5	1.5	-	-	36	11.1	-	-
5	58	43	74.1	2	3.4	-	-	13	22.4	-	-
10	154	117	76.0	2	1.3	-	-	34	22.1	1	.06
15	10	8	80.0	-	-	-	-	2	20.0	-	-
20	130	95	73.0	3	2.3	-	-	31	23.8	1	.07
25	104	62	59.6	5	4.8	-	-	37	35.6	-	-
30	110	62	56.4	3	2.7	-	-	45	40.9	-	-
35	115	59	51.3	4	3.5	-	-	52	45.2	-	-
40	76	30	39.5	4	5.2	-	-	42	55.2	-	-
45	141	52	36.9	6	4.3	-	--	82	58.2	1	.07
50	35	13	37.1	3	8.6	-	-	19	54.3	-	-
55	99	33	33.3	3	3.0	-	-	62	62.6	1	.1
60	120	44	36.7	-	-	-	-	76	63.3	-	-
65	46	22	47.8	2	4.3	-	-	22	47.8	-	-
70	74	12	16.2	4	5.4	-	-	57	77.0	1	.13
75	11	2	18.2	1	9.0	-	-	8	72.7	-	-
80	11	2	18.2	-	-	-	-	9	81.8	-	-
85	4	1	25.0	-	-	-	-	3	75	-	-
90	-	-	-	-	-	-	-	-	-	-	-

**2I2: What process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)**

State funding data in 2R2 show that VU has had success meeting state performance funding goals for completion and persistence; even with declining enrollments, VU has exceeded performance minima in 4 of 5 categories, resulting in significant financial reward. The data also show that VU is not resting on its laurels and is continuing to build means for improving retention, persistence, and completion. First, VU is developing a dashboard that will help each program track its success with the metrics in an effort to be proactive about retention, persistence, and completion.

Corequisite remedial education (coreq) has the potential to move students more quickly through not only the developmental sequence but also the gateway courses. Early numbers indicate that coreq students accumulate credits more quickly and persist in greater numbers than students moving through the old sequence. One coreq improvement that VU is working on is a pilot to strengthen the connections between the lowest levels of coreq courses (ENGL 008 and MATH 008) and courses with which they are paired. VU paired ENGL 008 with Humanities 102, a two-credit course that explored the value of an education, and MATH 008 with Study Skills. However, VU wants to take the additional step of creating curricular links between the courses and create the same cooperation between the faculty teaching the courses currently producing success for the upper-level coreq pairs. Additionally, VU has recently implemented a policy requiring students to make developmental progress. As part of the policy, VU is being very transparent that students must make developmental progress or face academic disqualification. First-time students placed in developmental courses receive, by the end of the second week of the semester, an email reminding them of the progress requirement. Success Center Staff send TAPS early warning reports to faculty advisors during the first eight weeks so that advisors can reach out to developmental students. A second email is sent to students who have midterm grades of D, F, or W. At the end of the first term, students failing to make any developmental progress are placed on Academic Probation. Likewise, advisors are notified and asked to adjust student schedules so that students are placed back into

developmental courses that were not successfully completed. MIC and the Records Office have developed reports used to track developmental student progress and completion. After a second semester without developmental progress, students are Academically Disqualified. VU has taken this tough stance in an effort to make students responsible for their progress and, when necessary, to drive students and advisors to have “plan B” discussions. Because many students receive financial aid, including state-level aid, they are limited in terms of funds for developmental education, and VU is not going to allow students to continue to rack-up debt if they are not realistically able to earn a degree or certificate.

VU will continue to develop the impact of the SRP in a number of ways. First, a PhD student has been engaged to review the SRP data and identify risk correlations as part of her dissertation. The timing is perfect, as VU’s early data is giving us some baselines for identifying risk, but VU is eager to be able to distinguish the successful students from those that are not in the various score ranges. VU has drafted plans for advisor activity based on the score ranges; these recommended actions include advice on engaging students from various score ranges in discussions about START VU questions such as how many hours students assume they will study each week or questions about students’ confidence with math or writing or their willingness to engage with other students.

The staff of the Student Success Center, which was established three years ago, will continue to advise students, especially some of the most challenging students. As part of VU’s developing retention plan, the Success Center has identified baseline scores and success goals for five groups of especially high-risk students. The staff continues to develop their intrusive advising techniques, and one member of the staff is the lead person on the development and deployment of the SRP. The SRP will continue to be integrated into the work the staff do with their students, which will in turn, give VU better understanding of how to interpret and act on scores (4.C.3).

### **2.3: Key Stakeholder Needs**

<b>2P3: Describe the processes for serving the needs of key external stakeholder groups.</b>
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- **Determining Key Stakeholder Groups**

Key stakeholder groups are identified through program and university surveys, employer partnerships, articulation agreements at both the university and program levels, state and institutional strategic initiatives, advisory committee suggestions, and feedback from graduates. Both transfer and career and technical programs have accrediting bodies and/or articulation agreements that help guide the inclusion and identification of key stakeholders.

The state of Indiana and baccalaureate degree granting institutions receiving VU transfer students are key stakeholder groups that provide input into program offerings and services. The state’s goal of 60% credentialed adults by 2020 has driven the need for dual credit and early college programs and career and technical early college education (CTE) centers. The Department of Workforce Development (DWD) provides VU grants through the Special Employment and Training Services Fund (P&I Fund) and other sources for adult education and workforce development. VU’s Business and Industry (B&I) programs assist companies in assessing their training needs, developing curriculum, securing resources, and providing the training. Additionally, the institution’s corporate partnerships—Haas Manufacturing, Subaru, and Toyota for example—represent another important group of stakeholders.

- **Meeting the changing needs of stakeholders**

Transfer State Articulation Pathways ([TSAP](#)) are one means for VU to meet the needs of stakeholders across the state of Indiana. TSAPs are designed for specific degree programs to establish a common core

of competencies that will be met at the associate degree level so students will be able to transfer seamlessly into a related baccalaureate degree program at a four-year institution. All state education institutions must accept TSAPs once students have successfully completed all requirements. Students who do not meet the requirements will have coursework articulated on a course-by-course basis. See 1P2 for a list of VU's TSAP agreements.

In 2012, the Indiana Legislature passed Senate Enrolled Act (SEA) 182, which established a required 30 credit hours of Statewide Transfer General Education Core (STGEC) courses meeting a set a general education competencies established by the state educational institutions (IC 21-42-3-2). Each of VU's University Core Curriculum (UCC) courses is reviewed by the University Core Curriculum Committee to ensure that the UCC courses meet these established competencies. The STGEC is a complete AS gen. ed. package of general education basic skills and distribution requirements containing foundational knowledge and skills that give students the opportunity to prepare academically and socially for college success and compete in a global workplace. Many students were completing the UCC core, but they had no degree or certificate to validate the student learning that had been accomplished. To meet the needs of these students, VU designed a Certificate of Graduation (CG) based on the STGEC. In addition to easing transfer, this CG allows students to identify their aptitudes and build an academic foundation to serve as the "first year" of course work for associate and baccalaureate degree programs.

Another key to maintaining quality programs is the use of advisory committees, particularly in the career and technical areas. These committees are used to guide and help strengthen and build programs through feedback from key stakeholders: employers, alumni, practicing professionals, and others. VU has established an advisory committee Action Project to increase committee consistency and improve on the effectiveness of these committees. Program faculty, chairs, deans, and current advisory committee members are now asked to review the membership lists and make suggestions for new members. Advisory committees help ensure VU is building programs to produce graduates with the skills that business and industry professionals require. Input from advisory board members is collected in both meetings and newly developed electronic surveys. Programs seek input on a variety of items, such as curricula, facilities, faculty, laboratory equipment, and clinical or practicum experiences. Workforce Development and Community Services Advisory Committees also provide input on the degree to which stakeholder needs are being met. Training partners and participants weigh in on the quality and content of training while hiring partners weigh in on the quality of hired/trained employees.

To further meet the needs of employers and provide opportunities for students, the University uses [InternPLUS \(IP\)](#). The overall objective of IP is to provide paid internship opportunities for students in the advanced manufacturing, machining, and technician career fields, allowing them to gain experience and skills that are important to employers. IP is currently made up of four programs: Career Advancement Partnership (CAP), Advanced Internship in Manufacturing (AIM), Advanced Manufacturing Technician (AMT), and the Machining Internship Program (MIP). These programs enable employers to prepare students to make a smooth transition to employment following graduation, reducing the cost of orientation and initial training for those graduates. Annually, VU works closely with the employer partners of each program to determine the number of interns desired in each fall semester. A headcount goal for the incoming class of interns is set with a maximum of 24 students per cohort. The employer is active in the marketing, recruiting, interviewing, and selecting the interns.

Parents are key stakeholders at VU. Parents are included in the student orientation process (START VU) with the [Parenting a College Student 101](#) presentation. This session helps family members understand the empty-nest syndrome, next steps for students and parents, and the new roles of parents of college students. Short video clips share ideas on how parents can help students transition into college life. Special family sessions during START VU have also been designed to provide parents with an opportunity to ask questions and present concerns related to the start of classes. This comprehensive

PowerPoint presentation along with Q&A time was presented to approximately 3,500 family members during the 20 START VU sessions per year. In addition to the orientation session information, VU's award-winning Parents and Family Services Program provides parents access to a monthly E-newsletter that delivers news from VU and offers advice on transition, financial aid, and other topics related to parent concerns, for which parents give VU positive [feedback](#).

The alumni are also key stakeholders that are important to the University. The Foundation and Alumni Association collaborate with all areas of the University in an effort to communicate stakeholder and university needs. The Foundation and Alumni Association send monthly e-newsletters to over 100,000 email addresses (alumni, friends, donors, students, faculty, staff, and community patrons) in an effort to keep stakeholders up-to-date with University events. The Foundation keeps in direct contact with the donors and/or the donors' families each year with a notification letter and/or phone call to provide information on scholarships that have been granted with the funding that they have provided. Contact with alumni may occur at alumni reunions, golf outings, or other face-to-face meetings, or through social media or direct mail appeals. The data is used to update contact information to allow for better, more specialized communication from the Foundation & Alumni Association depending on the stakeholders' needs and wants.

- **Determining new stakeholders to target for services or partnerships**

In addition to the previously discussed relationships, VU faculty, staff, and administration are well-connected to potential new stakeholders through participation in various industry, regional, state, and national organizations. VU is represented directly or through partners on 10 of the 11 Indiana Regional Works Councils, created by the Governor in 2013 to bring together regional industry and education partners to focus on workforce development needs. A VU Trustee serves on the Indiana Career Council, chaired by the Governor to advise on policy and funding priorities for education and workforce development. VU's president is a member of the Education Roundtable of the Manufacturing Institute in Washington, D.C., and a member of the education committee for Lightweight Innovations for Tomorrow, a multi-state manufacturing initiative. VU is also engaged through participation in groups like the Indiana Automotive Council, Indiana Manufacturers Association, Regional Opportunity Initiatives, Radius, Indiana, and the National Center for Aviation Training's Talent Solutions Coalition. Various VU sites convene quarterly meetings of advisory groups in order to engage with local industry and economic development partners. VU also maintains strong articulation relationships with transfer-receiving institutions, including several direct admission programs, which expose VU to new partnership and program opportunities. Through all of these relationships and others, VU continually looks to identify new stakeholders and to create new partnerships.

Factors used in determining new partnerships are: 1) an identified need for VU education or training, 2) the fit of the new program area with VU's strategic goals, 3) VU capacity to develop and deliver a high quality program, and 4) the availability of funding to adequately support the program's goals.

- **Selecting tools, methods and instruments to assess key stakeholder needs**

With the rollout of the new advisory committee Action Project, faculty were introduced to a MyVU site designed especially for reporting advisory committee results. After each advisory committee meeting programs add their committee membership list (names and emails) and minutes from meeting(s), the Office of Institutional Research (IR) sends each committee an electronic survey to be distributed to committee members. IR accepts the responses and compiles all data based on the results and then adds the results and analysis to that MyVU site. Some programs also use program-specific survey questions to provide more detailed responses.

To further assess how well the programs are meeting the graduate stakeholder needs, a [graduate survey](#) is sent to new graduates. A paper form of the survey is sent with each diploma, an electronic version of the survey is sent out via email, and a follow-up is made with phone calls. To have as much participation as possible with these surveys, social media is used to contact graduates, and instructors may contact graduates requesting survey completion.

Workforce Development Community Services (WDCS) uses internal staff strategic discussions and advisory committees as methods to assess stakeholder needs. In addition, it monitors state workforce data, economic data, and business news. Also, if the reason for a separation between an employer and a student in InternPLUS is unknown, follow-up communication occurs and the reason for separation is tracked. This process allows the InternPLUS program to monitor and possibly make adjustments internally or externally with employers, thus resulting in improvements. [Blazer Career Link](#) creates a database with employer name and position postings and can be found online.

**2R3: What are the results for determining if key stakeholder needs are being met?**

- **Outcomes/measures tracked and tool utilized**
- **Summary results of measures (include tables and figures when possible)**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

Generally speaking, the results of the Parent and Family Services START VU survey have been positive. For instance, 100% of respondents found the Parent and Family Services presentation during START VU covered useful information, and most parents thought the START VU process was easy to manage. Many parents, however, reported that they did not have the opportunity to meet with housing and financial aid staff. However, VU recognizes that the questions might be misleading. That is, parents might not have felt the need to visit with these staff.

*Table 2.15: 2016 StartVU Parent Survey*

	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>(N)</b>
Did you receive the StartVU letter early enough to make plans to attend?	97.30%	2.70%	0.00%	37
Was the StartVU sign-up page easy to understand and helpful?	94.59%	5.41%	0.00%	37
When you arrived for StartVU, was it easy to check-in?	94.59%	5.41%	0.00%	37
Overall, was the StartVU session helpful?	100.00%	0.00%	0.00%	36
Did Financial Services provide useful information?	89.19%	10.81%	0.00%	37
Was the information presented by the Student Success Coordinator useful?	91.89%	2.70%	5.41%	37
Did the Housing and Residential Life presentation answer your questions?	89.19%	8.11%	2.70%	37
Was the Food Services presentation informative?	91.67%	5.56%	2.78%	36
Was the presentation about textbooks and the VU book rental program useful?	83.33%	16.67%	0.00%	36
Did the Parent and Family Services presentation cover useful information?	100.00%	0.00%	0.00%	37
Have you utilized the parent web pages at <a href="http://vinu.edu/parents/">vinu.edu/parents/</a> ?	64.86%	35.14%	0.00%	37

Did you feel the presentation on Student Involvement was helpful?	97.14%	2.86%	0.00%	35
Did you meet individually with someone from Financial Services?	59.46%	40.54%	0.00%	37
Did you meet individually with someone from Housing and Residential Life?	43.24%	56.76%	0.00%	37
Did you find the VU staff helpful?	94.59%	5.41%	0.00%	37
Was the information in the StartVU folder useful?	94.59%	5.41%	0.00%	37
Do you plan to attend Family Weekend Sept. 16-18?	91.18%	8.82%	0.00%	34
Did your student's academic advisor explain things clearly?	94.59%	5.41%	0.00%	37

The tables below present some sense of how the InternPlus program is growing. Data are provided for all four programs: AMT, AIM, CAP, and the newest Program, MIP. The AMT and AIM programs have currently received more applicants than the previous year. The numbers look good considering they reflect applicants through mid-May, which is still early in the process. The CAP program will have fewer accepted interns this year due to employer demand, but again, it is still too early in the year to determine final numbers, which are expected to grow as employers continue to identify their needs and students apply. The MIP program is new; while it is still too early to anticipate final numbers, the assumption is they will be low “start-up” numbers.

**Table 2.16-17: InternPLUS Results 2016-2018**

**2016-2017 InternPLUS Applications**

	Applied to Program	Accepted in InternPLUS program*
AMT	80	22
AIM	50	25
CAP	32	13
MIP	new Fall 2017	

\*\*Final

**2017-2018 InternPLUS applications**

	Applied to Program	Accepted in InternPLUS program*
AMT	93	31
AIM	56	21
CAP	8	4
MIP	3	2

\*\*as of 5/16/17

The tables below present summarize responses from three questions found in VU’s institutional advisory committee survey that was developed in the fall of 2012. Results, disaggregated by program, have been sent to IE, College Deans, and program chairs, who use results for improvements. While results are limited due to low response rates, the tables present generally positive data about the demand of VU graduates. Committee members do indicate in the second table that programs need some outcomes revisions. VU faculty use the meeting discussions to understand what is needed for continuous program improvement. VU appreciates the input of members who are willing to offer improvement suggestions. The final table indicates the value the program adds to the community. In some cases, employers appreciate the training the students are receiving, but they also recognize that the programs are offering students soft skills that are essential to the community. VU’s new action project is going to increase the use of the survey, as VU has used the Action Project to developing more committee consistency across the institution. The project is driven by an institutional strategic priority that has emphasized the importance of collecting data from the advisory committees, and as part of the project, IR is working closely with programs to build surveys that include core questions, like Tables 2.18-2.20 below.

Tables 2.18-20: Advisory Committee Surveys Aggregate Results

**Q1: Market Demand**

Please select the statement that best describes the market demand for graduates of this program. Use your own judgment and observations.

	Response Count				
	12-13	13-14	14-15	15-16	16-17
There is ample opportunity in this occupation for all viable trained graduates.	4	17	25	6	9
Graduates should be placed within a reasonable time. This is a stable or growth occupation.	2	11	8	1	2
Graduates should be placed within a reasonable time if they expand their search and are prepared to relocate.		9	8		2
Employment is tight right now, but it should improve.	1	1		1	
This is a declining occupation, and placement will continue to be a problem in this local area.	1				
Graduates of this program will have difficulty finding jobs without further education. The school should reconsider this type of training.					
Total	8	38	41	8	13

**Q2: Program Outcomes**

Select the statement which best describes your knowledge and understanding of the accuracy and validity of the outcomes taught in the program. Validity means that the outcomes being taught in the program address real job requirements in the occupation for which training is being offered.

	Response Count				
	12-13	13-14	14-15	15-16	16-17
Outcomes match employment needs nearly perfectly.	4	23	22	4	8
There is a general match, but revision work is needed.	3	21	19	4	5
There are many job requirements not being covered by the program outcomes.	1				
I do not think the outcomes list has much validity.					
I am not aware of any outcomes list being used in the program.					
Total	8	44	41	8	13

**Q5: Program Benefits**

Select the response you feel best completes this statement: "The program has great value to the community because it ..."

	Response Count				
	12-13	13-14	14-15	15-16	16-17
Provides trained employees for community businesses & industries.	6	29	27	6	8
Provides essential workplace attitudes and occupational skills to its graduates.	1	6	13	2	5
Is an essential program for advancement into other occupations.	1	2	1		
The program has little benefit to the community.					
Total	8	37	41	8	13

The table below summarizes responses of occupational program graduates. Of those responding to the survey each year, VU graduates indicate a high rate of employment (74-90%) with the majority (60-78%) employed directly in their field of study. The rate of continuing education by VU graduates, particularly those obtaining an AS degree (31-43%), illustrates the institution's role as Indiana's premier transfer institution fulfilling the needs of employers, the state of Indiana, and institutions accepting VU graduates, and transfer students.



*Table 2.21: Occupational Graduates Follow-up Survey Results*

		% Employed	Employment vs. Major (subset of % Employed)			% not Employed	% Continuing Education
			Direct	Indirectly	Not at All		
2011-2012	Percentages AS	80%	73%	6%	20%	6%	32%
	Total AS replying 457/649	of respondents	of those employed				
	Percentages BS	87%	75%	13%	12%	12%	14%
	Total BS replying 78/99	of respondents	of those employed				
2012-2013	Percentages AS	80%	69%	13%	18%	20%	31%
	Total AS replying 572/766	of respondents	of those employed				
	Percentages BS	95%	70%	16%	14%	5%	4%
	Total BS replying 85/118	of respondents	of those employed				
2013-2014	Percentages AS	74%	67%	13%	20%	26%	34%
	Total AS replying 481/777	of respondents	of those employed				
	Percentages BS	89%	69%	6%	25%	11%	9%
	Total BS replying 54/86	of respondents	of those employed				
2014-2015	Percentages AS	86%	60%	8%	18%	14%	43%
	Total AS replying 366/784	of respondents	of those employed				
	Percentages BS	90%	78%	15%	7%	10%	20%
	Total BS replying 50/110	of respondents	of those employed				

**2I3: What process improvements have been implemented or will be implemented in the next one to three years?**

In an attempt to create a clear pathway for students to go straight into the workforce or, if they choose, to transfer to another institutions, VU created the ASCT degree and eliminated the AAS because the ASCT (with 24 hours of general education) better satisfies both the demands of employers and of receiving institutions, many of which VU has articulation agreements.

Utilizing information received from the annual Occupational Graduate Survey sent out by the Center for Career and Employer Relations, the Nursing program made curriculum changes due to a drop in the Nursing Board pass rate. In addition to the curriculum changes, the number of BSN students accepted into to Nursing program has increased based on stakeholder needs.

Parent and Family Services used information gleaned from the START VU Follow-Up Survey to improve its monthly E-Newsletter to include information regarding safety tips for college students, as parents and families identified this as a concern.

Advisory committees play an integral part in successful curriculum changes in each college. In an effort to standardize the use of advisory committees, VU has implemented an advisory committee Action Project beginning in the spring 2017 semester. The project team has developed a university-wide Advisory Committee Handbook to standardize consistent practices and procedures regarding the operation of advisory committees and the acquisition of data from them, including survey data.

Due to the detailed email information returned after each mass emailing, the Foundation and Alumni Association can now determine the best times for emails to be sent as well as who opened the email and

what unique clicks each email address opened. The unique clicks gives information as to what the alumni want to know more about and what information they do not desire.

The Director of Parent and Family Services, the Director of External Relations, the former Director of Marketing Communications, and the Director of Marketing met to discuss methods to improve assessment of VU marketing. Methods considered include the utilization of social media, such as Facebook, Twitter, and YouTube, to attract potential parents, families, and students to Vincennes University. Once hired, the Creative Director of Marketing will be responsible for creating ads that embody the university branding vision.

## **2.4: Complaint Processes**

### **2P4: Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups.**

- **Collecting complaint information from students**

The link to the two [online formal student complaints](#) is available on the VU homepage as well as the [Dean of Students webpage](#). Once a student has completed either of the complaint forms, it is then forwarded to the Dean of Students, Associate Dean of Students, and Institutional Research. A few principles guide the process. First, the student has to be sure that he or she has attempted to resolve the issue by speaking directly with the individual(s) or office(s) involved. Also, in order for the process to move forward, the student has to include his or her complete name. Finally, when the complaint is received, it is forwarded to the appropriate individual or office to review and address.

- **Collecting complaint information from other key stakeholders**

Parent and family complaints are collected on an informal basis. The Director of Parent and Family Services now logs all questions and complaints in a complaint notebook. Alumni complaints are addressed through an informal process. The Alumni Director accepts phone calls, emails, written letters, Facebook messages, and other social media messages from alumni and friends with concerns or complaints. Each complaint is addressed individually; this is typically how complaints are received.

Employee complaints have been logged and resolved via a process that typically moves up the chain of command. If the issue between two employees and cannot be amicably settled, the complainant addresses the issue with his or her immediate supervisor. If the situation cannot be resolved following the chain of command up to and including a Dean or a Vice President, the issue is reported to the Director of Human Resources to help mediate or resolve the conflict. Exceptions include issues involving sexual harassment or some form of discrimination. These complaints should be reported directly to the Director of Human Resources or the Affirmative Action Officer as appropriate to the complaint.

- **Learning from complaint information and determining actions**

All student complaints are followed-up and filed electronically by the Dean of Students office. Students will first be asked if they attempted to resolve the complaint informally with the person involved. If no resolution can be reached, the student completes the formal complaint form. Once the Dean of Students receives the formal complaint, it is reviewed by the Dean of Students and the Student Complaint Committee for potential resolution. If the complaint remains unresolved, the complaint is sent to the Provost to determine a final resolution.

As a result of questions and complaints from parents and families, the Director of Parent and Family Services has changed the PreVU and START VU presentations to address the areas of concern, such as safety issues, DegreeWorks information, and advising best practices. The monthly E-Newsletter has updated information regarding issues such as homesickness and Financial Aid, and the Parent and Family Services calendar/handbook added more information regarding campus safety, financial resources, and student support services.

Alumni or VU Foundation complaints are typically addressed by Foundation and Alumni Association staff. After addressing the complaint and giving updated information to the complainant, the Alumni Director will forward the complaint to the appropriate department within the University. This allows for better communication between university departments and the Alumni Association and Foundation.

The VU Faculty Senate has approved a new employee complaint policy that will go before the administration and Board of Trustees for approval or for revision. This new complaint process is not yet in place.

- **Communicating actions to students and other key stakeholders**

The formal complaint procedure is designed to require no more than 30 business days. To have a remedy under the formal complaint process, complaints must be filed within 30 days of the incident; those filed more than 30 days after the incident are not accepted.

When a student files a formal complaint, the Dean of Students confirms with the student that the complaint was received and will be forwarded to the appropriate office for review and response. The Dean of Students explains that the complaint will be tracked to ensure it is reviewed and the student is provided a decision. The Dean of Students enters the complaint in the Student Complaint Log. He or she then forwards the complaint to the appropriate office or staff for review and response to the student. The office or staff is asked to inform the relevant administrator(s) when and how the complaint was addressed. Once this information is received, the administrator(s) documents this in the Student Complaint Log, recording the decision and the date it was provided. Once these details are documented, the administrator(s) contact the complainant and ask if the complaint was addressed satisfactorily and whether the matter is considered closed. If the student agrees the matter is closed, this affirmation is documented in the log, and no further response is required.

If the student does not agree, the Dean of Students will document the student's position in the Student Complaint Log. He or she informs the student that the Dean of Students Office will direct the complaint to the next level of authority along with all the information provided from the original decision, and the Dean of Students continues to track the complaint to ensure that it is reviewed and that the student is provided with a decision. Finally, the Dean of Students will confirm with the student if he or she feels the complaint was addressed and whether the matter is considered closed. This process may continue until it reaches the Provost, who has the final say. Every attempt is made to resolve all complaints as quickly and effectively as possible.

- **Selecting the tools, methods and instruments to evaluate complaint resolution**

VU maintains a Student Complaint Log in the Dean of Students Office that documents all formal complaints and tracks each until the issue is resolved. The Office of Parent and Family Services utilizes phone calls/voicemails, email messages, and comments from the Parent and Family Facebook page as tools to receive complaints and maintains a complaint notebook with the date the complaint was received and any contact information as needed. Phone calls, emails, written letters, Facebook and other Alumni

Association and Foundation social media pages are utilized by the Alumni Director to address questions and complaints. No data is maintained concerning these complaints or how they are addressed. The Faculty Affairs Senate sub-committee has developed a formal employee complaint policy and complaint, decision, and appeal forms.

#### **2R4 - What are the results for student and key stakeholder complaints?**

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**

VU received formal student complaints on the Vincennes campus during the following fiscal years: 2011 (5), 2012 (20), 2013 (12), 2014 (22), 2015 (22), 2016 (20), and 2017 (6). On average, the student received a response within 5.3 days of the complaint, and 20 complainants (91%) felt the matter was resolved with the first response. In 2016, the Parent and Family Services office logged 113 complaints and were able to respond to and resolve most issues within 1-2 business days.

- **Interpretation of results and insights gained**

The on-line form and process meets the needs of students wishing to file formal complaints. Five business days is well within the timeframe to resolve a student's formal complaint, and a 91% resolution on these complaints suggests the student feels his or her complaint was handled fairly. The data confirms the process the university uses adequately addresses student complaints in a proactive manner with timely resolutions of student grievances.

The Parent and Family Services Facebook Group provides a format for parents and families to have a voice and express their concerns. These stakeholders feel their questions and complaints are responded to in a timely manner, and parents/family members/stakeholders are appreciative that they have a direct contact at the University.

Official complaints to the Alumni and Foundation Office were few and often did not pertain directly to the office. When a complaint is received, the office will provide pertinent information to the complainant and forward the complaint to the appropriate office or department for review and response.

#### **2I4 - Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?**

The Student Complaint Committee will review complaint information monthly to improve upon the complaint process and assess information for future recommendations. This process will enable the committee to determine the frequency and areas of complaints. The Continuous Quality Improvement (CQI) committee will review the formal student complaint log annually to analyze the data and identify emergent trends. The Parent and Family Services office will continue to document complaints in the complaint notebook with the date of the response and how the issue was resolved. All parent or family complaints will be reviewed on a routine basis with the Senior Director of External Relations to provide assistance in analyzing data and trending issues on the VU campus. The Alumni and Foundation office will maintain a formal complaint log identifying when a complaint was received, when the complaint was responded to, and how the issue was resolved. The Vincennes University governance groups have approved the new Employee Formal Complaint process, and it will be provided to VU administrators for review.

## 2.5: Building Collaborations and Partnerships

**2P5: Describe the processes for managing collaboration and partnerships to further the mission of the institution.**

- **Selecting partners for collaboration**

Over the past few years, the definition of stakeholders has changed for VU. The university community expands 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 University is present at many community, state, national and even international meetings. The VU President works with the Knox County Development Corporation and the Vincennes Mayor and makes international visits to China and Japan. The University staff are represented on various community boards, such as United Way, Kiwanis, and Rotary, as well as various professional State and National Boards.

VU works to increase the number of employer stakeholder relationships as well as the depth of those relationships. The relationships are used to connect students with employers resulting in either experiential learning, a skill improvement of an incumbent worker, or full-time employment of a recent graduate. To foster relationships, some faculty forward employer leads to the appropriate department, depending on need. Many referrals are forwarded to the Center for Career and Employer Relations (CCER). Through the CCER office, employers can connect with students and alumni through events such as Career Fairs or through posting current internship or job openings. All current students and alums are encouraged to register on the Blazer Careerlink (BCL)—the university's online job board. The BCL database is used to communicate with employers as well as students.

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. VU's B&I programs continuously look for collaboration partners, particularly in the areas of equipment makers, partners desiring training and education, and industry certifications. Some of the selection criteria are 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 the VU brand.

The VU Foundation and Alumni offices solicit donations by physically mailing information monthly, maintaining a presence on social media, and using weekly emails for donor contacts. Employing a diversity of electronic communication, the Foundation does not rely upon phone solicitation as frequently as it once did. The Foundation Office typically solicits VU employees once a year through campus mail.

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. Four of the traditional VU Early College schools have successfully completed the CELL endorsement process. In addition, the Indiana Department of Education and the Indiana Commission for Higher Education maintains a University/College Preferred Provider List for dual credit delivery in high schools. These university/college dual credit programs have received accreditation through the National Alliance of Concurrent Enrollment Programs (NACEP) or through the Indiana Dual Credit Accreditation Program. Project EXCEL is NACEP accredited; therefore, VU is a member of the Preferred Provider List. Early College is in the process of implementing the NACEP standards.

Finally, VU provides a variety of community services programs: Learning Unlimited; 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.

- **Building and maintaining relationships with partners**

VU departments often consider the input from advisory committees to guide the future direction of an academic program to better prepare VU graduates for employer stakeholders. Many departments annually bring together leading employers who have hired VU graduates. In a group setting, employers offer verbal feedback on the current VU curriculum and explain any trends that are occurring in the field. The university continuously seeks new ways to add employer-driven, high-demand programs, as well as updated curriculum changes. The state of Indiana is promoting dual credit courses that VU offers through Project Excel and Early Colleges—see 1.3P. Through continual teamwork, the university attempts to serve partners in various ways beyond traditional degrees. By offering services from both the credit and the non-credit side of the university, VU can deepen relationships and foster a continual pipeline of employees.

Internally, several departments may work collaboratively to ensure that employer stakeholders are best served. The President's office, Business and Industry (B&I), Center for Career and Employer Relations (CCER), and the InternPLUS departments often work closely together. Examples of this collaboration include sharing company contact information, jointly conducting employer visits to uncover employers' needs, and jointly creating a path in which both potential employees and incumbent workers are trained. Communication efforts between the various VU departments capture employers' activities. When an employer relationship develops as a result of using of Blazer Careerlink to post a job opening, VU tries to deepen the relationship by communicating various upcoming events by using the BCL database.

B&I works at building and maintaining collaborative partnerships. A considerable portion of administrator and staff time is devoted each year to collaborative partnership development, maintenance, and expansion. Typically, B&I will assign a particular staff person as a point of contact with the collaborative partner or potential partner. VU's point of contact communicates on a regular basis with that partner and reports back to B&I. Such efforts, which continue to grow, include industry partners (e.g., Subaru of Indiana, Toyota Motor Manufacturing of Indiana, Thyssen Krupp) as well as regional partners (e.g., Jasper Engines and Transmissions, Kimball International). Though several of the companies had been involved with the CCER or B&I, InternPLUS developed a deeper working relationship with each company by partnering with each to offer internships for students. These three areas working together have helped several employer stakeholders create a pipeline of employees.

B&I's hands-on training facilities have attracted the attention of many employer partners. For example, Toyota Industrial Equipment recognizes the niche training that is provided at VU's Logistics Training and Education Center (VULTEC) because instruction is provided using blended learning, combining classroom instruction with real-world application. VU began its partnership with Toyota Industrial Equipment under a federal training grant. Toyota Industrial Equipment chose to further strengthen the partnership by investing in their sales professionals and selected B&I to collaborate on the roll-out of a national training program for their Fork-Lift Sales Professionals. Utilizing the American Production and Inventory Control Society (APICS) Global Logistics Associate (GLA) program as a framework, VU

LTEC began a one-week training program in June 2016 to give Toyota sales professionals a foundational understanding of warehousing and distribution to better support and ultimately sell to their customers. One-week classes are held every month with the ultimate goal of training over 650+ Sales Professionals. In addition, Toyota houses a fleet of brand new fork-lifts at VU LTEC, available for students to utilize. The strong partnership and on-going collaboration with Toyota is significant to VU LTEC sustainability efforts.

Learning Unlimited partners VU with local libraries in central Indiana to provide face-to-face assistance to Distance Education (DE) students. The program began in 2010 as a partnership between VU, the U.S. Institute of Museum and Library Sciences, and the Indiana State Library through a Library Services and Technology Act (LSTA) grant. After the initial grant period, VU saw it as a valuable program and picked it up full time. Being disconnected from campus brings inherent challenges, so having a live human being that students can speak to about education issues they have goes a long way in solving those challenges. Learning Unlimited coaches help students with every step of the (DE) process: inquiring about academic opportunities, completing an application, applying for financial aid, completing placement testing, scheduling classes, and proctoring exams. Coaches hold office hours at various libraries one or two days a week, all year, so they are easily accessible. Without having to go any further than their local library, students can get a full VU education, with one-on-one VU assistance, essentially turning these libraries into micro-campuses.

Springboard to a Career is a community services initiative that reflects the partnership between VU and the State of Indiana to promote CTE (Career Tech Education) efforts and address workforce needs in the state. This initiative seeks to assist the State by filling the skills gap and aligning education and training with workforce demand, ensuring Hoosier families and the State conserve their financial resources and providing high school students at CTE sites the opportunity to gain skills that lead to meaningful employment.

VU's Student Volunteer Service Program (SVSP) supports the community surrounding the Vincennes campus through organized student volunteer activities. The SVSP records student volunteer hours and annually documents volunteer services in excess of 5,500 hours.

- **Selecting the tools, methods and instruments to assess partnership effectiveness**
- **Evaluating the degree to which collaborations and partnerships are effective**

VU uses various tools to measure activity and depth of employer collaborations and partnerships. Some of these measurements include tracking the number of employers registered on Blazer Careerlink (VU online job board), tracking the number of jobs posted on Blazer Careerlink, tracking the number of employers attending various events (Career Fairs, Job Fairs, Internship Fairs), tracking the number of partners per InternPLUS programs, and tracking the number of employers utilizing B&I training. Employers are often asked to complete a survey, and the employer feedback and survey data are analyzed. Additionally, immediately at the close of Job Fairs, Career Fairs, and Internship Fairs, employers are surveyed via a written survey. The data gathered may result in adjustments to the next event.

The effectiveness of collaborative partnerships is measured by the duration, breadth, and depth of the partnership. B&I looks for mutual benefit in assessing partnership effectiveness. For example, equipment maker partners benefit VU by allowing access by our students and trainees to best-in-class equipment. The benefit to the equipment maker is increased sales opportunities. Likewise, partners desiring education and training can expect that both parties will enhance their abilities to attract students and trainees respectively. Concerning industry certification partners, the mutual benefit is that VU

students and trainees earn portable credentials that increase employability and earning potential while the credentialing body attracts qualified professionals to the industry. Like most B&I courses, the Warehousing & Distribution Essentials (WDE) course includes a post-course survey, which is collected from all participants.

Surveys, hard copies or electronic, are also given to the alumni groups that have come together. If more than three people are present, the Foundation conducts a survey. When possible, the Foundation tracks alumni involvement in student clubs and organizations. The Alumni Association & Foundation also utilize yearbooks, social media, athletic rosters, and person-to-person data to gather needed information. Surveys are kept in a file with details regarding the event. If phone calls occur after the event, notes are kept in the same file.

**2R5: What are the results for determining the effectiveness of aligning and building collaborations and partnerships?**

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

Serving employers well results in increased employer participation at both events and in Blazer Careerlink usage. There is a correlation between successfully serving the employer (Stakeholder) and the employer’s continued partnership with VU, see Table 2.22:

*Table 2.22: Blazer Careerlink Usage Results*

<b>New Employers registered on Blazer Careerlink</b>			
	<b>2014</b>	<b>2015</b>	<b>2016</b>
	391	420	415
<b>Number of job posts on Blazer Careerlink</b>			
	<b>2014</b>	<b>2015</b>	<b>2016</b>
	1338	1675	1463
<b>Number of Employers attending Events</b>			
	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
	80	105	132
Bus Career	21	13	19
Health Career Nov	9	n/a	n/a
Health Career Spr	10	9	22
Tech Career	33	31	44
Construction	7	5	8
Aug Intern Fair		19	17
Nov Intern Fair	n/a	28	22
job fair Aug*	15	17	24
Job Fair Jan*	16	18	16
<i>*Not including Internal VU offices</i>			
<b>Number of Employers in InternPLUS Partnerships</b>			
	<b>2014</b>	<b>2015</b>	<b>2016</b>
	9	12	14

The number of participants in the programs were tracked:



**Table 2.23: InternPLUS Program Participants and Number of Interns**

Partner # S					
Year	B&I	AIM	Interns	Year Total	
2014	4	10	0	14	
2015	20	12	5	37	
2016	20	12	10	42	

Partner # T					
Year	B&I	AMT	Interns	Year Total	
2013	0	17	0	17	
2014	0	15	3	18	
2015	80	13	2	95	
2016	80	18	n/a	98	

Partner # C					
Year	B&I	AIM	Interns	Year Total	
2014	0	0	0	0	
2015	2	5	0	7	
2016	16	3	0	19	

Several university departments, including B&I, the InternPLUS department, and the Provost’s Office, work together to build a stronger collaboration between the university and employer stakeholders. Working together, InternPLUS took the existing Industrial Maintenance curriculum and added hundreds of hours of experiential learning to complement the program, creating AIM (Advanced Internship in Manufacturing). At the same time, B&I offered on-site training for SIA incumbents. Additionally, the university connected current students for summer internships. VU collected \$50,000 from Toyota Industrial Equipment for the use of the VU LTEC facility during the 2016-2017 fiscal year. Since June 2016, seven Toyota sponsored training cohorts (85 total participants) have completed the VU developed WDE program. Additional cohorts are already scheduled from January-June 2017. WDE post-course survey results show that all participants rate the program with a “4-Agree” or “5-Strongly Agree” rating.

Based on VU's long-standing tradition of effective teaching and training in CTE and success as a dual credit provider, \$6 million has been allocated so that VU can meet the goals of Springboard to a Career: \$3 million for 2016-17 and \$3 million for 2017-18. This award, approved in May 2016, was contingent on VU having MOUs to establish at least 10 career centers in the state. In fact, VU has MOUs for 15 CTE sites with an impact on 96 school corporations, potentially serving 14,217 CTE students. Although the number of Project EXCEL sites has decreased, the number of unduplicated student enrollment has increased by 20% since the last report in 2012. Early College has significantly increased both the number of sites and the number of unduplicated student enrollment as illustrated in Table 2.24 below:

**Table 2.24: Project EXCEL and Early College Sites and Student Data**

Project EXCEL	Active Sites	Unduplicated Students
201210-201220	130	7166
201310-201320	131	8765
201410-201420	135	9054
201510-201520	137	9900
201610-201620	126	8611

Early College	Active Sites	Unduplicated Students
201210-201220	4	1287
201310-201320	4	1550
201410-201420	9	2050
201510-201520	10	2575
201610-201620	14	3612

**2I5: What process improvements have been implemented or will be implemented in the next one to three years?**

From information gathered during agriculture Advisory Board meetings, a new Diesel Technology – Precision Agriculture Technician Concentration 8276 (ASCT) was added through a combined effort between three different programs of Agri-buisness, Ag-Transfer, and Diesel Technology. The university utilized the input of the Jasper Technology advisory board to make curriculum adjustments to the Electronics Technology-General Technology Concentration. After holding discussion, a written survey was distributed. The results supported the need to consolidate the plumbing and HVAC into one course allowing room to develop a needed course in hydraulics/pneumatics. In addition, changes were made to the Warehousing & Distribution Essentials (WDE) non-credit course content between December and February: course schedule, pre-requisite materials, classroom handouts, notes quick guides, hands-on simulations, presentation slides and delivery methods. These changes allow for greater effectiveness providing extensive content in a manageable course framework including online, classroom, and hands-on instruction. Since the inception of the AIM program, additional employers have come on-board through referrals of existing AIM partners as well as sharing information at state-wide manufacturing meetings. The university has found that in some cases the high-tech labs found on the Vincennes campus serve the students better; therefore, a few accelerated technology courses have been offered during a one-week stay on the Vincennes campus. VU has also worked to create multiple points of entry into the program, benefitting the student and the employer, yet not diminishing the quality of training. Additionally, driven by employers, the university has launched the fourth similar experiential learning cohort program—Machining Internship—creating opportunities for additional employer stakeholders to host interns, creating a pipeline for future hires.

Project Excel was previously under the umbrella of the VP of Workforce and Economic Development. The Provost’s Office had oversight of the Early College program. In 2015, the decision was made to house both dual credit programs under the Office of the Provost to align processes and procedures. Project Excel is currently accredited through the National Association of Concurrent Enrollment Partnerships (NACEP) and will pursue accreditation renewal in 2018. During the Project Excel renewal process, Early College will be included as an additional program currently in the process of implementing NACEP policies and procedures.

As a result of survey data and feedback, the Alumni Association has begun to organize reunions based on programs/organizations rather than the year a student graduated because students feel more connected to the group than to those with whom they graduated. These types of program reunions are typically spear-headed by the programs identifying a need; Alumni Relations is then brought in to help. For continuous improvement, the previous year’s files are pulled before the next event occurs and read through in an effort to make any needed changes, improving the event for the attendees. Learning Unlimited (LU) looks for special opportunities to help the libraries, their patrons, and the communities. FAFSA nights will continue to be conducted, which are advertised through the library and local schools, where students and parents can come for assistance completing the FAFSA form, a service entirely designed to benefit the library and its patrons. Careers in aviation will be promoted through a new partnership with the Indianapolis Aviation Career Education (ACE) Academy and the Vincennes University Aviation Technology Center (ATC), located at the Indianapolis International Airport. Designed to introduce young people to careers in aviation through the ACE Academy, the partnership provides a pathway to educational and career opportunities in aviation maintenance and aviation flight through VU’s ATC and Republic Airways. Finally, VU recognizes the need to collect more direct partner feedback and has set a goal of participating in the 2018 Higher Education Partnership Satisfaction Survey. The survey is benchmarked with other HLC institutions and will allow VU to utilize a standardized instrument to collect feedback from its partners.

## Category 3: Valuing Employees

### Introduction

Through its hiring processes, VU works hard to attract talented faculty, staff, and administrators, and the institution devotes considerable resources to develop its employees. Colleges and departments are staffed to maximize efficiency while allowing lean institutional operations. The VU administration makes an effort to recognize the contributions of faculty and staff, to solicit their input, and to understand the operating challenges they face. The institution evaluates its **Processes** to be **Systematic in Hiring, Evaluation and Recognition, and Development**. These areas operate via well-understood, repeatable, documented processes with generally recognized goals. In recent years there have been significant changes in administrative roles as well as a multitude of employee retirements, which has catalyzed renewed coordination to implement effective practices while confronting the challenges of today's higher-education operating environment and recognizing opportunities to improve processes. The institution has recently focused on new faculty onboarding and will work to align its hiring, evaluation, and development processes in conjunction with institutional governance groups. This will include a review of the institution's collection and analysis of employee evaluation data, professional development offerings, particularly for staff, and monitoring future CQS survey data regarding hiring, evaluation and recognition, and development processes. Concerning **Results**, VU gages itself to be **Systematic** in the areas of **Hiring and Development** while recognizing **Evaluation and Recognition** to be **Reacting**. The improvements identified in this category will allow it to improve its analysis, tracking and application of data.

### 3.1: Hiring

<b>3P1: Describe the process for hiring faculty, staff and administrators.</b>
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- **Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)**

Uniformity in the hiring process helps VU employ competent individuals who will provide quality instruction and service and who believe in the institution's community college mission—helping students academically and socially. Hiring faculty and staff is a multi-level process beginning with the proper documentation, including a position description. All proposed positions are subject to approval by institutional administration via the appropriate request form. Once approved, the request and the position description are submitted to Human Resources. Approved positions requiring advertisement are posted in the requested locations, and all applications are directed to the Human Resources Office where they are logged and Affirmative Action information is documented. The applications are then forwarded to the appropriate hiring supervisor. If the process requires a search committee, the hiring supervisor will provide the applications to all committee members (3.C.6).

Qualified candidates may be offered a position contingent upon successful completion of a background check. Aside from high-level administrative positions, the university does not practice active recruiting. The institution offers competitive salaries and a substantial benefit package to attract and retain qualified employees. The process for hiring high level administration differs in that recruiting may be considered and a search committee is always required. The committee will also be larger than average, ensuring all areas of the university, including faculty, exempt staff, non-exempt staff and administration, are represented.

In recent years, given all the retirements VU has experienced and CQS data related to orientation of new hires, VU has become increasingly focused on the issue of onboarding new employees—see 3.2 below. New employees participate in an orientation conducted by the Human Resources Office, and new staff orientations are scheduled as frequently as necessary with the largest sessions occurring at the beginning

of the fall and spring semesters (3.C.6). New Faculty Orientation is scheduled annually in August just prior to the official opening of the academic year. The orientation includes a review of essential academic processes and programs, as well as a Human Resources presentation that covers benefits, processes, procedures and compliance. VU has implemented an Action Project to improve orientation and onboarding faculty. In addition to a Human Resources orientation module, the onboarding of faculty includes seven other training modules. These modules are accessed via the university's Blackboard system and include MyVU/Banner, Tracking Attendance and Performance of Students (TAPS) system, VU Email/IBM Notes, Blackboard, Family Educational Rights and Privacy Act (FERPA), classroom management, safety, and the VU culture. The first cohort of faculty worked through the initial five pilot modules in the fall of 2016, and full implementation of all modules will occur July 1 for all 2017-18 hires.

- **Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)**

VU understands the importance of hiring and retaining excellent faculty, those who can engage students in the learning process, possessing ingenuity and a passion for teaching. Thus, while credentials are an important focus, the prospective employee's "fit" is also an important consideration. The institution looks for candidates who are well-suited to both the position and the institution's values. Qualified candidates must match the teaching needs of the academic department and understand the unique characteristics and needs of VU students and the university's mission as a teaching institution. VU requires all applicants to submit a current resume with employment record, transcripts from any colleges and universities attended appropriate to the position, at least three current references and their contact information, and any necessary documentation to support additional technical or professional expertise (3.C.1).

VU has developed a new credentialing policy, in part to meet the new HLC credentialing standards as they apply to dual credit faculty. The newly approved "Faculty Credentialing Guidelines" reflect VU's effort to ensure that all faculty, including dual credit faculty, meet the same credentialing standards as faculty in VU's post-secondary settings. The new policy includes both "Traditional" and "Tested Experience" categories. Because Indiana does not require the master's degree for high school faculty, VU will be using education plans to move dual credit faculty into the "Traditional" category. Both "Provisional" and "Peer Instructor" categories require education plans. While the state of Indiana has received blanket approval to use 2022 as the target date for having faculty fully credentialed, VU's goal is to move faculty into the "Traditional" category as soon as possible (3.C.2).

- **Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)**
- **Ensuring the acquisition of sufficient numbers of staff to provide student support services**
- **Tracking outcomes/measures utilizing appropriate tools.**

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 gages the future goals of particular areas in conjunction with long-term goals of the university as a whole. The annual Program Review process—see 1.3—allows for consistent criteria to be used for decisions related to staffing, hiring, and re-assigning duties when necessary (3.C.1).

Vincennes University relies on the experience, expertise, and collaboration of directors, deans, vice presidents and their leadership teams to know and understand the operating environment. Advisory boards, accreditation standards, expectations of industry partners, and alumni surveys have been utilized by faculty, administrators and program directors. As noted in VU's previous portfolio, Program Review

is used by all departments and colleges. Program Review allows for faculty and administration to track trends in enrollment in order to grow where there are needs and to phase out majors and/or concentrations that are not sustainable. The Program Review data—see 1.3—is available for reviewing demand and deficits over several years; thus, it is a useful tool for strategic planning.

VU’s process for hiring new faculty—full time and adjunct—utilize the program review plus “Form A” completed by department chairs and deans to reflect attention to a balance of full-time and adjunct support to serve each academic department. In general, the minimum standard for a healthy major program at VU is as follows: 20 students enroll in each incoming class and 10 students graduate per year, over a five-year period. This metric is necessarily higher when there are more than two full-time faculty in a department. Programs that support majors with general education offerings do not follow this metric. VU is committed to quality general education as well a quality majors, so supporting enrollments and staffing in these areas (Math, English, Philosophy, Music, etc.) are not tied to majors who must meet a graduation goal, but the Form A is utilized.

The Campus Quality Survey (CQS) addresses hiring, orientation, and development issues. The survey is administered every three years to solicit input from employees. These results are reviewed by the Director of Institutional Effectiveness who communicates the results to the administration.

**3R1: What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services?**

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

*Table 3.4: 2015 CQS Results (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree)*

CQS 2015: "How It Is" vs. "How It Should Be"	Support / Classified Staff	Faculty / Instructors	Department Chairs	Admin / Professional	Mean	Mean "Gap"
<i>Perceptions of Individual Survey Questions</i>						
Processes for selecting, orienting, training, empowering and recognizing employees are carefully planned	2.605	2.801	3.063	2.453	2.731	1.685
<i>"Should Be"</i>	4.414	4.504	4.313	4.432	4.416	
This institution clearly establishes needed qualifications and expectations for a position and hires accordingly	3.119	3.381	3.588	3.250	3.335	1.210
<i>"Should Be"</i>	4.448	4.571	4.647	4.511	4.544	
New employees are given adequate training so that they can perform their tasks effectively	2.664	2.817	3.000	2.420	2.725	1.811
<i>"Should Be"</i>	4.441	4.603	4.588	4.511	4.536	

*Table 3.2: Onboarding Pilot Survey Results*

	Yes		No	
	n	%	n	%
Q1 The onboarding module content is relevant to a new faculty member's responsibilities:	20	100.0%	0	0.0%
Q2 The module content is useful for my work as a faculty member:	18	90.0%	2	10.0%
Q3 The modules were easy to navigate:	19	95.0%	1	5.0%

A review of the 2015 CQS data (table 3.1) during a professional development working session engaged faculty and staff on four key issues, one of them being the issue of onboarding and training new hires.

VU used feedback from faculty and staff table discussions to identify a Strategy Forum Action Project that addresses onboarding and orienting concerns. VU's onboarding Action Project provides faculty a modularized orientation delivered via Blackboard. During the fall of 2016, newly hired full-time and adjunct faculty were asked to pilot the first five modules of the online orientation. The data in table 3.2 (representing a 20% response rate) indicate that all the faculty participants found the materials relevant. A question not identified above asked if faculty would recommend the modules; 100% replied they would. VU supplied the modules to department chairs for their evaluation. Again, 100% were supportive of the modules and the project, and many of the chairs found the modules a good refresher for experienced faculty, and they asked that the modules be accessible for all faculty. Project team members have also been asked for a similar onboarding process for staff. The IE office will continue to track this data to observe if improvements are apparent after the completion of the onboarding project.

*Table 3.3: Full-time Faculty Count by Department*

*Vincennes University  
Fall 2016*

DEPARTMENT	Full-Time Faculty		
Family/Consumer Science	2	Nursing - B.S.	3
English	22	Auto Mechanics	4
Philosophy	1	Construction Technology	2
Languages	1	Industrial Drafting	2
Art	5	Electronics	6
Study Skills	3	Machine Trades	8
American Sign Language	3	Diesel	4
Commercial Art/Graphic Design	2	Computer Integrated Manufacturing	5
Economics/History/Political Science	4	Surveying	2
Education - Associate	2	Auto/Truck Body Repair	1
Psychology	2	Architectural Drafting	3
Sociology & Social Work	2	Welding	4
Journalism	1	Technology B. S. Degrees	1
Broadcasting	1	Aviation Tech Center	7
Education - B.S.	1	Indy Flight Program	4
Speech/Communication	5	Subaru AIM	1
Music	7	Law Enforcement	4
Chemistry	5	Fire Science	2
Life Science/Biology	7	Conservation Law Enforcement	1
Mathematics	14	Paralegal	1
Physics & Engineering	3	Hospitality	3
Earth Science	2	EMS Program	1
Human Performance	3	Homeland Security and Public Safety	1
Athletic Training	1	Management & Accounting	3
A D Nursing	12	Office Administration/ IT	5
Surgical Technology	1	Agribusiness	1
Physical Therapy	2	Jasper Humanities Programs	1
Funeral Service	1	Jasper Social Science Programs	2
Practical Nursing	3	Jasper Science Programs	3
Health Information Management	2	Jasper Career Programs	4
Pharmacy Tech	1	Jasper Practical Nursing	6
		Jasper CTIM/CAP	1
		<b>Total</b>	<b>217</b>

Table 3.3, the fall 2016 count of full-time faculty, reflects VU's commitment to staffing full-time positions across its programs and locations. VU has a minimum of one full-time faculty member per program, with many programs staffed by multiple full-time faculty to oversee the curriculum and mentor adjuncts.

**3I1: What process improvements have been implemented or will be implemented in the next one to three years?**

Based on results of the 2012 and 2015 Campus Quality Surveys (CQS), the CQI Committee developed and implemented the new faculty onboarding procedure. In the fall of 2016, the incoming faculty completed the on-campus orientation and were asked to participate in the onboarding pilot. To ensure that all faculty will be held to consistent hiring standards at all locations, VU is also recently revised its "Academic Credentialing Chart" to guide full implementation of the new HLC Guidelines for hiring, including dual credit faculty. This chart, which is organized by course prefix, will be completed by faculty chairs who will identify the credentialing requirements for their courses in the program. The chart will identify traditional degree requirements and specified majors or fields from which relevant courses might be taken to meet the new requirements. The chart also specifies "Tested Experience" standards for the courses in each program, and it allows for identification of individual course requirement exceptions. For instance, VU has an Economics course, "Personal Financial Management." While someone with an Economics degree is qualified, that specific Economics course might be taught by someone with Financial Management credentials. When the new Guidelines are fully implemented in the Credentialing Chart, VU's new credentialing policy will be fully elaborated with firmly detailed expectations for all faculty

### **3.2: Evaluation and Recognition**

**3P2: Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution.**

- **Designing performance evaluation systems for all employees**
- **Soliciting input from and communicating expectations to faculty, staff and administrators**
- **Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services**
- **Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)**

The Vincennes University Employee Manual outlines (C68, I14) a systematic employee performance evaluation process for faculty and staff. All support and professional staff including deans, vice presidents, and the provost are evaluated by their immediate supervisors on an annual basis, with the option for re-evaluation after six months to review identified areas for improvement. The evaluation covers the period from April 1 of the previous year through March 31 of the current year.

While the evaluation process is one way for the university to solicit input from its employees, the various governing bodies offer opportunity for comments, questions and concerns to be raised. The university's governance groups—Faculty Senate, the Professional Staff Congress, Support Staff Council and the President's Advisory Committee, which is comprised of faculty, professional staff and support staff members—are crucial at VU for soliciting input and communicating expectations to and from faculty, staff, and administrators.

One portion of the professional staff and support staff evaluation process is the self-evaluation in which the employee has the opportunity to rate his or her own performance. During the evaluation conference, the supervisor's evaluation and employee's self-evaluation are used as benchmarks to discuss problem areas, set goals, and develop and maintain open communication. The supervisor and employee evaluate results based on previously established goals and performance standards, providing a basis for decisions on merit raises as well as disciplinary action. This process reflects how employee goals and contributions fit within the bigger picture of the university. The supervisor, following the policies within a department or area of the university as appropriate, equates the Total Evaluation Scores with the merit salary increase. Final approval for any increase rests with the appropriate administrator—the president for Presidential Services personnel, the provost for faculty and academic affairs officers, and the vice presidents for the staff under them. The president is evaluated by the BOT.

The evaluation process for faculty members is a multi-faceted procedure. Faculty are rated by students using a standard university core of rating items. Each department prepares an appropriate list of no more than fifteen rating items for each course the department offers. All full-time faculty members must complete a Self-Report of Performance, as detailed in the University Manual (H75-79). They must also complete a Professional Growth Plan (PGP) (H87-90) which outlines three goals—Teaching Effectiveness & Performance of Assigned Tasks, Service to University or Community, and Professional Development. The PGP is finalized for the following academic year during a meeting with the faculty member and his or her department chair. The president of the university is evaluated annually by the Board of Trustees using a written summary of the president's accomplishments from the previous year and future goals (3.C.3).

- **Establishing employee recognition, compensation and benefit systems to promote retention and high performance**
- **Promoting employee satisfaction and engagement**

VU endeavors to show appreciation at the opening meeting with annual Service Awards for faculty and staff who have been employed five or more years with the university in five-year increments. In an effort to increase and promote civility and team work, faculty and staff can nominate their co-workers for the annual Peer Recognition Award. These nominations are submitted to the President's Advisory Committee for consideration based on their exemplary service and performance. Employee satisfaction and loyalty is reflected in employees' longevity. VU has a history of long-term employees, although recently, VU has experienced a great number of retirements, in part due to changes in the state pension plan benefits in 2013-14. For the five-year period from 2012 through 2016, VU experienced retirements of seventy-four staff and fifty-five faculty. The 129 people who retired had an average of 31.8 years of service per person (a total of 4,102.4 years of service). Despite the departure of so many long-term employees, current employment records show the average tenure for professional staff employees is still 16.5 years of service. The average tenure for full-time VU faculty is 11 years.

Once it is determined that financial conditions provide the university the ability to award annual pay raises, the merit allocation process is initiated by personnel in the Budget Office. Worksheets with full-time and permanent part-time employee data are sent to applicable department supervisors. Merit amounts are allocated based on a predetermined merit percent of salary/wage. The direct supervisor can then award merit amounts to individual employees based on the employee's performance evaluation score and/or other established criteria. The completed raise sheets are then reviewed by each departmental level above the supervisor including the applicable vice president. At each level, merit amounts are examined to make sure they are reasonable. The vice president then forwards the approved sheets to the Budget Office for a final review before the sheets are then sent to the Payroll department where the new pay rates will be effective at the beginning of the new fiscal year. Professional Staff have the opportunity to apply for promotion only after they have established specific seniority requirements (University Manual I7).



VU recognizes four levels of faculty academic rank with specific qualifications for each rank (University Manual H30). Faculty may also apply for tenure status. The University Tenure and Promotion Committee evaluates promotion application materials and makes recommendations for promotion or denial to the provost and then the president.

VU also remits fees for courses taken through the institution by full-time staff and faculty and their families. From the University Manual (F28), “Employees may attend a maximum of three credit hours per semester or term of university-approved credit courses tuition free. Immediate family members (spouses and children) are eligible for a reduction of half-tuition. Only employees and their spouses are exempt from the student activity fee. An employee using this benefit must complete a Tuition Benefit Waiver Form in the Human Resources Office for each semester. For the calculation of the credit to be applied to the student account for tuition-free or half-tuition, tuition consists of the published tuition rate per credit hour plus all mandatory fees that are calculated on a per credit hour basis.”

- **Tracking outcomes/measures utilizing appropriate tools**

Employee perceptions are measured every three years using the Campus Quality Survey (CQS). The CQS provides aggregate data by governance group alongside a national cohort average for comparison. Additionally, annual employee evaluations are a valuable resource for supervisors to monitor their employees' strengths and weaknesses and enable the creation of reasonable performance standards. Completed staff evaluations are kept on file in the Human Resources Office while evaluations for faculty are on file in the Provost’s Office.

**3R2: What are the results for determining if evaluation processes assess employee’s contributions to the institution?**

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

*Table 3.4: Employee Fee Remission Summary 2013-2017*

	2013-14		2014-15		2015-16		2016-17 as of 4.25.17	
	Head Count	\$	Head Count	\$	Head Count	\$	Head Count	\$
<b>Employee</b>	51	42,841.64	63	41,985.83	46	47,039.75	31	29,422.11
<b>Spouse</b>	10	24,371.35	11	14,097.52	13	13,401.99	7	7,518.70
<b>Dependent</b>	70	113,417.73	76	130,303.01	89	132,828.91	71	119,424.89
	<b>131</b>	<b>180,630.72</b>	<b>150</b>	<b>186,386.36</b>	<b>148</b>	<b>193,270.65</b>	<b>109</b>	<b>156,365.70</b>

Table 3.4 above gives some sense of the benefit faculty, staff, and their families receive in terms of fee remittance. Not surprisingly, the greatest benefit goes to the children of staff and faculty, which means a significant reduction in college expenses for employees. As VU replaces retirees with younger faculty and staff, VU will likely see an increase in dependent fee remittance in the years ahead.

The CQS data in Table 3.5 below suggest employees perceive that some administrators fail to recognize people for doing a good job. VU has a perception gap of 1.542, a gap greater than one. Comparing VU’s results to national results for two-year institutions (1.406) and for four-year institutions (1.483) suggest VU’s results are not uncommon. VU has a gap of 2.031 for the question about feeling rewarded for outstanding job performance. Again, national scores reflect perception gaps above 1. Two-year institutions have an average score of 1.763, while four-year institutions average 1.835. For the third question identified regarding consistency of evaluation systems, no comparative data exists because this is

a VU-supplied question. VU's gap of 1.739 identifies an issue seen in 2012 data: employees wonder if they are evaluated similarly. Evaluations were revised ten years ago, and the then Provost declared that highest level scores were to be limited for extremely exceptional cases, which altered the approach to the evaluation, and people now wonder if that general rule has been applied consistently.

In 2013, VU used focus groups to analyze CQS results. The five focus groups were a mix of the three employee groups: faculty, professional staff, and support staff; twenty-eight members from each group were invited to participate. The summary of the discussions shows some fairly consistent issues regarding recognition for meritorious service. First, employees recognize that VU offers service awards and Peer Recognition Awards, but employees do not feel "merit" pay really recognizes extra effort. Raises have been limited in recent years, and most supervisors tend to spread out the raises evenly in order to give everyone as much as possible. A second common comment was that sometimes supervisors could improve the issue by simply acknowledging that an employee did a good job or by simply saying thank you. Employees repeatedly said some administrators are good about saying thanks; others fail to recognize anything extra an employee has added. The evaluation process was identified by some as a chief source of low morale; perceived unevenness in the process (such as what scores can be given and how to earn the highest scores in the evaluation) creates tension.

*Table 3.5: 2015 CQS Results (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree)*

<b>CQS 2015: "How It Is" vs. "How It Should Be"</b>	<b>Support / Classified Staff</b>	<b>Faculty / Instructors</b>	<b>Department Chairs</b>	<b>Admin / Professional</b>	<b>Mean</b>	<b>Mean "Gap"</b>
<i>Perceptions of Individual Survey Questions</i>						
Administrators recognize faculty and staff when they do a good job.	2.885	2.964	3.000	3.144	2.998	1.542
<i>"Should Be"</i>	4.478	4.529	4.647	4.505	4.540	
Employees are rewarded for outstanding job performance.	2.417	2.511	2.471	2.455	2.464	2.031
<i>"Should Be"</i>	4.449	4.518	4.588	4.424	4.495	
Evaluation systems in place are fair and consistently applied.	2.713	2.766	2.647	2.875	2.750	1.739
<i>"Should Be"</i>	4.427	4.508	4.588	4.432	4.489	

**3I2: What process improvements have been implemented or will be implemented in the next one to three years?**

VU plans to reevaluate and improve its evaluation process in a number of ways; VU might use an Action Project to drive this effort. First, VU will try to improve the process by reviewing all position descriptions and updating them to ensure they accurately reflect current position responsibilities. VU has discussed tentative plans to take a closer look at scores to understand whether or not the perceived discrepancies exist. VU is also planning supervisor training, possibly bringing in an outside speaker who can help VU create a more constructive evaluation process and help with the development of other processes for recognizing individual effort. Given the great employee turnover rate in recent years, VU believes the institution could benefit by supporting new administrators with this professional development. Finally, VU knows it needs to develop its adjunct evaluation process, which is currently limited to student course evaluations. In the area of recognition of employees, the Human Resources Office has made some adjustments to the annual Employee Service Awards. A new system of awarding a monetary gift card in line with years of service, rather than choosing a gift out of a catalog, was implemented in 2013. The Peer Recognition Award will see some revisions for the 2017-2018 academic

year. There will be fewer winners, with prizes going to the top seven nominees. In the past, each award winner was given a certificate at a reception held in his or her honor.

### 3.3: Development

**3P3: Describe the processes for training, educating and supporting the professional development of employees. (3.C.4, 3.C.6, 5.A.4)**

- **Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)**

In addition to orientation activities described in 3.1, VU provides university-wide professional development in January before the spring semester begins and in May at the end of the spring semester, typically Tuesday-Thursday. Through end of session surveys and needs surveys, the scope of this process is evaluated in order to identify topics of interest for upcoming development activities.

In the interest of professional development, the university has brought a variety of speakers to campus. The university has implemented the process of bringing in speakers to cover topics related to academics, instruction, customer service, FERPA, and student engagement and self-advocacy. Speakers have also been brought to campus to specifically address critical and ethical thinking instruction and the development and teaching of co-requisite remedial education. This periodic training allows VU to strengthen employee skills and develop new skills employees didn't previously possess (3.C.4).

The university encourages its student support staff employees in their efforts to stay abreast of current trends in the student services areas by providing opportunities to attend conferences and training workshops. For example, the staff in several areas, including Financial Services, Registrar's Office, and MIC, attend the Ellucian Live Conference. This conference covers all aspects of the Banner System including Financial Aid, Degree Works and Blackboard. The Student Services staff attend the National Association of Campus Activities (NACA) Regional and National Conventions on an annual basis. In conjunction with the Dean of the Learning Resource Center, the Professional Development Committee (PDC) identifies staff issues that indicate a need for particular professional development opportunities (5.A.4).

- **Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)**

While the PDC has been instrumental in targeting professional development, the offices of the Provost, Assistant Provost for Curriculum and Instruction, and Institutional Effectiveness are allocated funds to offer faculty training and professional development as well. The institution also supports a limited number of full-time faculty who intend to pursue additional Masters or PhD coursework. The University Assessment Day on the first day of professional development week addresses assessment-related professional development. The institution fully supports adjunct professional development and encourages their participation in all professional development offerings (3.C.4).

- **Supporting student support staff members to increase their skills and knowledge in their areas of expertise (3.C.6)**

In addition to the centralized development for support staff, funds are available via the Provost's Office for staff who would like to attend specialized training, seminars and conferences. In addition to the professional development options on campus, employees are encouraged to pursue opportunities outside of the university. Funds are available for tuition reimbursement to assist staff wishing to further their education (3.C.6).

- **Aligning employee professional development activities with institutional objectives**

The Provost's Office reorganized the PDC in the fall of 2013. This committee is composed of the Assistant Provost for Curriculum and Instruction and representatives from Faculty Senate, Professional Staff Congress, Support Staff Council, Business and Industry, Workforce Development, Jasper Campus, and with ex-officio members from Human Resources, the Center for Teaching and Learning, Provost's Council, with the Dean of Learning Resources as chair. University-wide professional development is scheduled twice per year at the beginning and end of each spring semester. The committee meets to identify topics and presenters.

- **Tracking outcomes/measures utilizing appropriate tools**

After every professional development session the attendees complete a survey indicating their level of satisfaction with the session and the usefulness of the information therein. Also, attendance at each session is tracked and the results are distributed by the chair of the Professional Development Committee.

**3R3: What are the results for determining if employees are assisted and supported in their professional development?**

The PDC distributed a needs survey that was finalized March 7, 2017, and the team monitors CQS data to observe trends in employee and administrative satisfaction concerning professional development.

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

*Table 3.6: Number Attending Professional Development by Governance Group*

<b>Date of Prof. Development</b>	<b>Faculty</b>	<b>Admin.</b>	<b>Prof. Staff</b>	<b>Supp. Staff</b>	<b>No Response</b>
Jan. 8-9, 2014	22	0	6	3	35
May 12-14, 2014	249	8	65	61	10
Jan. 6-7, 2015	124	10	42	38	14
May 12-14, 2015	218	6	82	65	34
Jan. 5-6, 2016	315	11	97	64	20
May 9-12, 2016	333	3	91	80	28
Jan. 4-5, 2017	223	4	43	24	11

These attendance and satisfaction results (Tables 3.6 & 3.7) reflect duplicated counting of individuals submitting session surveys throughout varied sessions over the professional development period; the data show employees, especially faculty, attend multiple sessions.

The recently completed needs survey reflected input from 85 employees representing all employee groups:

- Administrators: 3
- Faculty: 38
- Professional Staff: 29
- Support Staff: 13
- Unidentified 2

Table 3.7 below reflects overall satisfaction data taken from the surveys completed at the end of sessions. Except for the first year of the data below, employees report a 90+% rate of very satisfied or satisfied.

*Table 3.7: Professional Development Satisfaction Rates*

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	No Response	Total Responses
<b>Jan. 8-9, 2014</b>	8	36	11	6	2	3	66
	12.1%	54.5%	16.7%	9.1%	3.0%	4.5%	100.0%
<b>May 12-14, 2014</b>	202	152	19	3	8	9	393
	51.4%	38.7%	4.8%	0.8%	2.0%	2.3%	100.0%
<b>Jan. 6-7, 2015</b>	146	66	6	0	6	0	224
	65.2%	29.5%	2.7%	0.0%	2.7%	0.0%	100.0%
<b>May 12-14, 2015</b>	221	155	10	2	13	4	405
	54.6%	38.3%	2.5%	0.5%	3.2%	1.0%	100.0%
<b>Jan. 5-6, 2016</b>	340	129	25	5	3	5	507
	67.1%	25.4%	4.9%	1.0%	0.6%	1.0%	100.0%
<b>May 9-12, 2016</b>	N/A	488	25	16	N/A	5	534
	N/A	91.4%	4.7%	3.0%	N/A	0.9%	100.0%
<b>Jan. 4-5, 2017</b>	181	91	17	8	2	6	305
	59.3%	29.8%	5.6%	2.6%	0.7%	2.0%	100.0%

*Table 3.8: 2015 CQS Results (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree)*

CQS 2015: "How It Is" vs. "How It Should Be"	Support / Classified Staff	Faculty / Instructors	Department Chairs	Admin / Professional	Mean	Mean "Gap"
<i>Perceptions of Individual Survey Questions</i>						
Professional development training programs are available to assist employees in improving their job performance.	3.209	3.693	4.000	3.866	3.692	0.810
<i>"Should Be"</i>	4.430	4.536	4.529	4.515	4.503	
In addition to initial training, staff are given ample opportunity to participate in professional development opportunities.	2.867	3.492	3.824	3.545	3.432	1.016
<i>"Should Be"</i>	4.441	4.492	4.471	4.386	4.448	
Employees receive special training in improving customer service.	2.592	2.702	2.938	2.469	2.675	1.579
<i>"Should Be"</i>	4.342	4.248	4.125	4.302	4.254	

Table 3.8 above reflects CQS data collected on professional development-related questions. The gap score for the first issue pertaining to the availability of professional development confirms VU's in-house data about participation and satisfaction with professional development.

The second item pertaining to staff receiving ample opportunity to participate in professional development results in a gap greater than one when all employee groups are combined; however, a review of the various groups shows that support staff is the group with the greatest gap and the principle reason the total gap score is greater than one. Feedback from the recent needs survey and informal feedback from the Support Staff Council representative on the PDC have identified two issues: timing of professional development is not ideal for staff, as the beginning and end of the spring semester are busy times in staff offices, and a dearth of professional development offerings aligned to the needs of support staff.

VU has attempted to address the third item regarding customer service by bringing outside speakers to address the issue of helping students become self-advocates.

**3I3: What process improvements have been implemented or will be implemented in the next one to three years?**

Given the recent retirements of so many VU faculty and staff, VU recognizes that its significant loss of history has added extra importance to both onboarding and professional development. Professional development will continue to be scheduled on a regular basis, for all employees, paying particular attention going forward to specific staff and adjunct needs. The on-boarding project will allow faculty employees to view training materials repeatedly at will, and this project will grow and evolve to encompass staff roles within the institution as well. The institution has recently surveyed employees concerning their needs for professional development. The suggestions will be mined especially for topics that can help address issues and questions of newer hires and identify topics that can involve faculty and staff in activities that support VU's recent evolution, both in terms of new employees and VU's broadening mission across the state.

## Category 4: Planning and Leading

### Introduction

VU has recently reviewed its mission, vision, values, and strategic planning with the assistance of the Thomas P. Miller group. Through engagement with internal and external stakeholders, the institution has proposed an updated mission and has reaffirmed its vision and values. This represented a process improvement for VU as it engaged all stakeholders early, collecting feedback and using the data throughout the decision-making process. Since the last accreditation, the CQI committee has expanded its role as a data-driven committee overseeing the institution's AQIP Action Project and Continuous Quality Improvement processes. VU evaluates its **Mission and Vision, Strategic Planning, and Leadership Processes** as **Aligned** as coordination and communication concerning institutional goals have improved, and it identifies its **Results** as **Systematic**. Measures have been implemented to allow for the aggregation and analysis of CQI-oriented results, including the AQIP portfolio process. Once the new mission is approved, the institution will focus on implementing metrics and measures to gauge the progress and success of its strategic goals.

### 4.1: Mission and Vision

**4P1: Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes.**

- **Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)**
- **Ensuring that institutional actions reflect a commitment to its values**

VU's approach to developing and engaging in continuous review of its mission is collaborative. Oversight of the mission, vision, and values (as well as the implementation of the strategic plan and continuous improvement projects, including Action Projects) is the responsibility of the Continuous Quality Improvement Committee. Inaugurated in 2012, the purpose of the CQI Committee is improvement oversight; the Committee is chaired by the President and includes faculty, staff, and other administrators. One of the CQI Committee's outcomes is to ensure the following: "The institution will support and periodically review VU's mission, vision, and values." During the CQI Committee's June 30, 2016, meeting, the 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 too long. The revised mission and the existing vision and values were presented to the entire university staff during opening meetings, and 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 statements and strategic planning initiatives—see 4.2. The new mission statement, "Vincennes University develops people and enhances communities through accessible educational programs, strategic partnerships, and active engagement," was given tentative approval during the Board Retreat and final approval is anticipated during the June 28<sup>th</sup>, 2017, Board meeting (1.A.1, 1.D.3).

VU offers to the public a number of documents that clarify the deployment of the mission, vision, and values and help to ensure that institutional actions reflect commitment to what VU values. Published annually in the University Catalog are ["Institutional Functions"](#) and ["Institutional Objectives"](#). Both the Functions and Objectives describe VU's commitment to its values in action. VU's values are the following:

- Personal growth and academic excellence for our students, faculty, and staff
- Collaborative relationships with our stakeholders and communities

- An environment that encourages open dialogue and cooperation
- Continuous improvement through data-informed planning and evaluation
- Cultural enrichment, diversity, and individual freedom

Each Objective in the catalog is followed by narration that provides specific detail about the meaning of the Objective, detail that is reflective of VU’s values. The following examples of the twelve Objectives describe VU’s commitment to academic excellence and community cultural enrichment:

- Prepare students to transfer to four-year colleges and Universities
- Prepare students for successful job entry through occupational education
- Allow students to begin their postsecondary education at their levels of readiness
- Provide general education for all students for the purpose of personal enrichment
- Offer a variety of educational and cultural services to its communities
- Provide opportunity for international and intercultural understandings

VU’s vision statement remains unrevised as of the recent review: “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.” During VU’s first Strategy Forum in 2006, the VU team was challenged by other Forum participants as to how the institution would provide evidence of being a “Premier Learning Institution.” The question arose because VU’s new mission and vision had just been revised to reflect the concept. The [“Premier Learning Institution: Indicators of Success”](#) document identifies sixteen “indicators of success” that define how VU is living up to its vision. This document is posted on the Institutional Effectiveness webpage. The CQI Committee annually calls for faculty and staff submissions of Continuous Quality Improvement proposals (some of which become Action Projects). Those who propose projects must align the proposal with the “Premier Learning” indicators. Examples of the indicators (offered here in much abbreviated form) include the following:

- **Mission:** “The institution’s policies and procedures demonstrate that it is operating in a manner appropriate to its stated mission and purpose.”
- **Faculty:** “The institution employs an appropriate proportion of full-time faculty who have the primary responsibility to provide academic oversight of the curriculum of the institution.”
- **Professional Affiliations:** “All vocational programs have active advisory committees whose members represent recognized leaders in their respective fields. Members of these advisory committees are consulted regularly to provide counsel regarding program/course design as well as internship and employment opportunities for program graduates.”
- **Academic and Support Service:** “The institution provides a comprehensive array of academic and student support services to meet the instructional and personal development needs of students...Program faculty provide individualized academic advising to students to assist them in making informed educational and career choices and to ensure students are able to complete institutional and program requirements in the most effective and efficient ways possible.”
- **Resources:** “The institution effectively pursues and utilizes financial, human and capital resources to enable fulfillment of the institution’s mission” (1.D.2, 1.D.3).

All of these documents publicly declare VU’s commitment to its mission, vision, and values and help to keep that focus in all the institution’s activities and processes.

- **Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)**



VU's mission, vision, and values are made public in several ways. In addition to the catalog presentation of the mission, vision, and values (described above), these statements are provided on many webpages on the VU website, including the ["Fast Facts"](#) page. Most of VU's many buildings offer framed mission and vision statements to both visitors and regular building users. Many documents, such as Curriculum and Academic Affairs reports, include the mission and/or vision at the top. As noted above, VU has several public documents that serve to further clarify the mission, vision, and values, offering much more specific detail about VU's priorities and services, as well as measures of institutional effectiveness for those priorities and services. VU anticipates its new mission will be approved by the Board in June; as a result, VU will move quickly to add the new mission to all these public locations (1.B.1, 1.B.2, 1.B.3).

- **Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)**

The Institutional Objectives identified above describe VU's mission as a comprehensive college offering, principally, two-year transfer and occupational degrees. VU does also offer a transfer certificate that satisfies the state's general education 30-hour core and a limited number of baccalaureate degrees intended to help the state meet employment demand; in 2004, the state granted VU permission to offer these degrees in disciplines where VU had a history of success with students. As an institution that "develops people...through accessible educational programs," VU offers curriculum and services intended to "meet students where they are and help them go as far as they can." Roughly 80% of VU students need at least one developmental course. As a result of the demand for development education and the challenge to success and completion that remedial education poses for so many students, VU committed to a major developmental curriculum revision, switching to a corequisite model. The approach has significantly reduced the "exit points," the end of semester times which become obstacles to persistence because they force students to again commit to returning for another semester and course. VU has reduced these exit points in the worst cases from seven to two; VU has also reduced the number of developmental course credits from 24 to 15, in the most extreme cases—see section 2.1 for more details on the model, and 2.2 for early data on the success of the model. In addition, VU offers all students access to free tutoring and has a current Action Project intended to increase both participation in tutoring and the impact of the services. The Student Success Center offers students advising to help them connect with a major, and the staff review TAPS early warning data and the Student Risk Profile to identify students at risk. The staff use the phone, emails, and texts to contact students and offer help when students stop attending or display "risky" behaviors in class—see 2.1 and 2.2.

To guarantee the success of VU's transfer education, faculty are committed to working on articulation agreements, both with individual institutions, and now, with all state institutions for some degrees. The state has asked Indiana state-supported two- and four-year institutions work on Transfer Single Articulation Pathways (TSAP). As a leading provider of two-year degrees, VU has a significant role to play in the development of these wide-ranging agreements. To ensure that VU's nationally recognized occupational programs remain cutting-edge, VU uses advisory committee input to improve curriculum and to develop internships for students. VU's newest Action Project will ensure greater consistency in how advisory committee meetings are run and will use standardized evaluation questions to help understand how both the programs and committees are operating (1.A.2).

- **Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)**

VU's mission, vision, and values, along with supporting documents, identify the institution's chief focus as its public commitment to education and service to the public. Section 5.3 describes VU's collaborative budget process that develops academic program and support services budgets using VU's

well-defined program review process. Section 5.2 describes how VU works through the state budgeting process to maintain and enhance programs, facilities, and strategic initiatives. Likewise, programs such as the Military Education Program, TRIO programs, such as COPE and Experience VU, and community service programs like Generations support VU’s mission using the budgeting and resource allocations in accordance with government or grant guidelines. Section 2.2 provides multiple examples of how VU uses its resources to further the mission of serving the public rather than the institution. VU has dedicated significant resources in recent years to improve all students’ success chances, especially those most at risk. VU’s commitment to corequisite developmental education has been a major cultural and financial shift. Coreq gateway courses are a blend of 50% college ready and 50% developmental students. VU committed to enrolling the developmental students in small sections of paired support courses: approximately twelve students in English support courses and fifteen in math support courses. Additionally, VU created five new staff positions as part of establishing the Student Success Center, and VU is committed, as part of one of VU’s “student learning” Action Projects, to hiring a Director of Learning Support Services to direct tutoring, testing, and other student learning activities. Further, VU supports both the staff and tools needed to maintain VU’s early warning system, TAPS, and VU’s new Student Risk Profile (also the product of an Action Project). In support of academic programs and program quality, VU has invested significantly in institutional effectiveness and assessment of learning. Since 2011, VU has funded a full-time Director of IE position and one full-time support staff position. Additionally, VU has funded three hours of release time for seven faculty to serve as college liaisons to the Assessment Committee and has supported professional and support staff participation on the Assessment Committee to assist with co-curricular assessment. VU supports faculty travel to participate in articulation agreements, such as the state-driven Transfer Single Articulation Pathways. VU also budgets for advisory committee meetings and travel to participate in various state and national work-related councils. Vincennes University strives to develop people and enhance communities by supporting important needs of the regions and sectors VU serves and the state of Indiana. One way this is done is by assisting individuals seeking employment opportunities through Workforce Development and Community Services. In 1975 Vincennes University was asked by the state of Indiana to be the home of the Area 13 Generations. VU continues this mission to this day. Generations provides information and services to older adults—individuals with disabilities of any age and their caregivers in Daviess, Dubois, Greene, Knox, Martin and Pike counties. VU also works through the state budgeting process to acquire capital improvement funds for projects like the Red Skelton Theater. While the theater serves as a home for the theater and music programs, which offer entertainment to the general public, the theater also serves as the Vincennes community’s largest venue for hosting various entertainment events and speakers (1.D.1, 1.A.3).

**4R1: What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?**

- **Outcomes/measures tracked and tools utilized (e.g., brand studies, focus groups, community forums/studies, and employee satisfaction surveys)**
- **Summary results of measures (include tables and figures when possible)**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

Section 4.2 describes the broad participation in VU’s mission, vision, values, and strategic plan development. 326 faculty, staff, students, and external stakeholders responded to the survey distributed by the Thomas P. Miller consulting firm. 4.2 includes charts and graphs describing the participation and survey results. The results, including written comments, indicated support for that new mission: nearly

two-thirds of 324 responses to the mission question (63.5%) indicated strong agreement or agreement in support of the new mission; 15.4% of the respondents either disagreed or strongly disagreed with the revised mission statement. The Board gave tentative approval to the mission in February 2017 following a presentation by a T. P. Miller representative, and the Board will likely give final approval to the new mission and reaffirm the vision and values in June.

Figure 4.1 below shows the timeline used by Thomas P. Miller for the approval process, including opening university-wide meeting (August 15<sup>th</sup>), the survey (which was open through September), presentations of results to the CQI Committee and the three governance groups in November and December. The figure also shows the data analysis following the closing of the survey and the presentations to various groups, and finally the Board Retreat presentation where the Board gave tentative approval.

Figure 4.1: Approval Process Timeline (2016-2017)

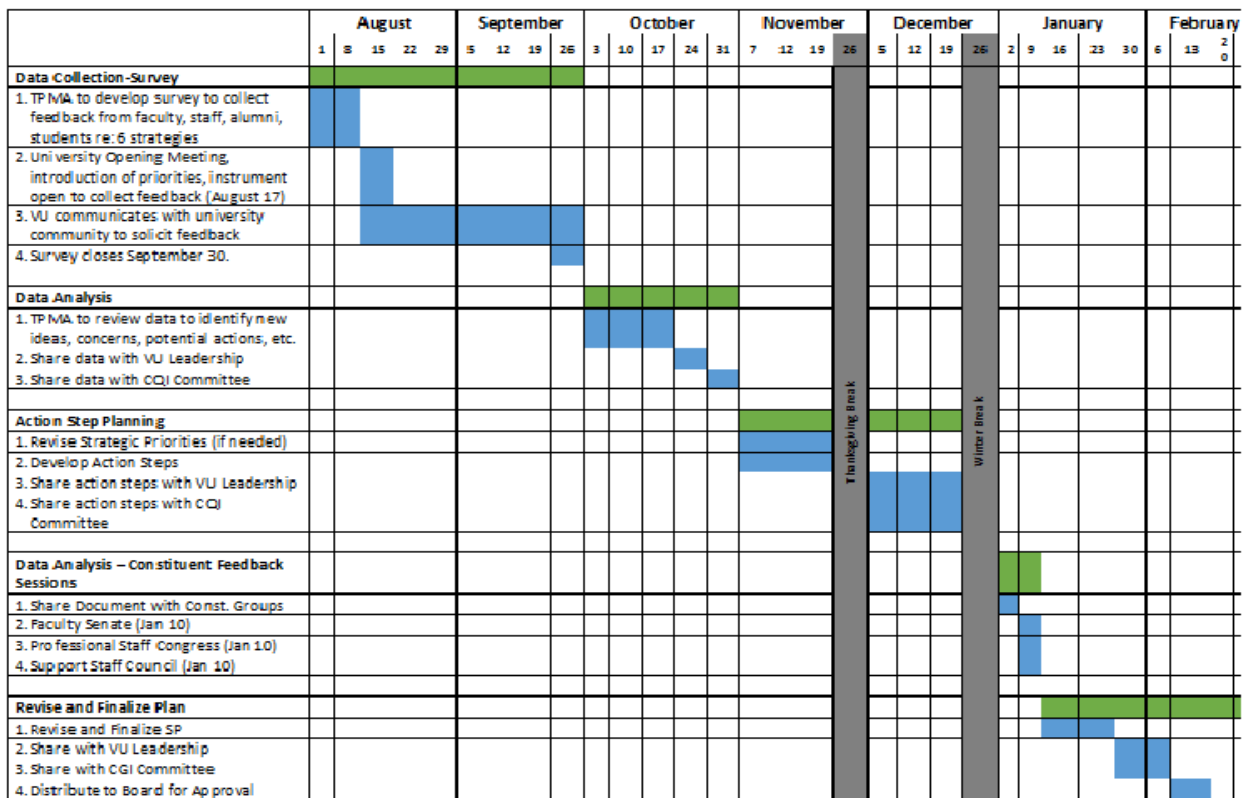


Figure 4.2: VU Average Class Section Size (Fall 2016)

<b>Assumptions:</b>	
* Degree-seeking students only	
* Excludes campus codes VDE, PU, and VDI	
* Does not include laboratory sections or individual instruction	
* Excludes students exclusively auditing	
<b>System-wide (excluding VDE, PU, and VDI)</b>	
<b>Total students in class sections</b>	25,998
<b>Total class sections</b>	1,922

<b>Average class section size</b>	<b>13.5</b>
<b>Vincennes Campus</b>	
<b>Total students in class sections</b>	18,778
<b>Total class sections</b>	1,223
<b>Average class section size</b>	<b>15.4</b>
<b>Jasper Campus</b>	
<b>Total students in class sections</b>	1,847
<b>Total class sections</b>	151
<b>Average class section size</b>	<b>12.2</b>
<b>Data Source: Banner Registration Detail extracted on October 15, 2016</b>	

Figure 4.2 above is evidence of VU’s commitment to student learning, including how the budgeting has a mission focus. The institution takes great pride in student-centered ratio of faculty to section size. System-wide, VU’s average section size is 13.5 students per section. The section size allows VU to offer the individualized attention that helps students succeed. VU has a state and national reputation for making successes out of at-risk students, students who failed out or withdrew from baccalaureate institutions, and students who are not ready for a large campus. VU’s class size allows students greater direct participation in their education.

Campus Quality Survey data gives a sense of VU’s commitment to its educational mission, vision, and values and benchmark data that enables VU to compare its performance to other two- and four-year institutions. CQS data reflect the faculty and staff perception gap between “how things should be” and “how things are now.” Gaps of 1 or greater typically suggest areas of possible concern. First, on the issue of reviewing mission services and performances, there are two questions:

- “The institution uses state and national data to compare its performance with that of other institutions.”  
VU: 0.609      Two-year Institutions: 0.709      Four-year Institutions: 0.687
- “This institution regularly conducts surveys to evaluate programs and services.”  
VU: 0.792      Two-year Institutions: 0.731      Four-year Institutions: 0.766

VU’s scores are very consistent with those of other institutions. VU faculty, staff and administrators seem to be very comfortable with VU’s efforts to check performance and compare the institutions efforts with those of other institutions. These two items appear on VU’s list of the ten smallest gaps.

Three CQS questions address VU faculty, staff, and administrators’ perception of how VU completes its educational mission, reflected in survey items dealing with student relations.

- “Administrators cultivate positive relationships with students.”  
VU: 0.801      Two-year Institutions: 0.949      Four-year Institutions: 0.908
- “This institution promotes excellent employee-student relationships.”  
VU: 0.845      Two-year Institutions: 0.858      Four-year Institutions: 0.901
- “This institution listens to its students.”  
VU: 0.811      Two-year Institutions: 0.826      Four-year Institutions: 0.788

VU responses to these survey items again place these student-related issues on VU's list of ten smallest gaps. VU believes the current Portfolio, throughout the various categories, provide solid evidence of VU's first commitment: student-centered learning processes. These survey items suggest clear support from the top that VU's central role is helping students succeed. This data is also supported by CCSSE data that shows a significant shift in student perception to the questions of how much VU emphasizes "providing the support you need to help you succeed at this college." At the highest level of rating, "Very much," students moved from a frequency score of 17.51 in 2013 to a score of 30.2 in 2015.

Possibly of more interest for subcategory 4.1 are the responses to the following CQS question:

- "The mission, purpose, and values of this institution are understood by employees."  
VU: 1.076      Two-year Institutions: 0.499      Four-year Institutions: 0.806

Given the perception of faculty and staff concerning the mission focused survey items listed above, VU faculty and staff clearly understand their mission as it involves students, which requires this item be given closer consideration. VU's mission has gone through some evolution in the last ten years, which VU assumes could account for the performance gap of 1. It has been only a little over ten years since VU was granted the right to again offer baccalaureate degrees. In addition, the state has played a significant role in growing VU's service to dual credit and early college students. Indiana's goal is to have 60% of its adult population with some sort of degree or certificate by the year 2020. In addition, the state wants to grow programs that give high school students work-ready degrees and certificates. Greater emphasis is being placed on partnerships with high schools across the state, and VU now serves more high school students than ever through Project Excel, early colleges, and tech centers. A significant number of staff, including a Dean of the Early Colleges, has been added to oversee the growth of the early colleges and tech centers. After some initial apprehension about the early colleges and tech centers, VU faculty are becoming more accepting of the change and are now working to build stackable certificates that can prepare students to transition to VU to complete their AS degree. Additionally, VU's most recent assessment of early college student artifacts has shown that early college students perform at rates comparable to VU's traditional students; in some cases, they perform better. VU anticipates that an increasing stabilization of student types and processes will positively impact mission perception, and VU believes that the recent review process, which asked for wider review and greater input from all staff, will lead to a smaller gap in next year's survey.

**4I1: What improvements have been implemented or will be implemented in the next one to three years?**

One significant mission-review improvement VU made was asking Thomas P. Miller to help with review of the mission, vision, values, and strategic plan. VU's previous strategic plan was developed without an external consulting firm and did not engage as wide an audience. That process also did not consider a revision of mission, vision, and values. The current process had a much broader scope of consideration, and the survey process engaged not only internal stakeholders, but also external stakeholders, including students. Results of the survey process can be found in Section 4.2.

In regard to accomplishing its learning mission, VU believes its major efforts to improve student success by shifting to a corequisite model of developmental education and all the support VU is investing for advising (SSC), tutoring, and tools such as TAPS and the Student Risk Profile, will pay significant dividends for the population of students it serves. Also, VU's newest Action Project, focused on improving the operation of advisory committees will positively impact career education by tightening connections between the programs and recognized experts in the field. While VU has had a strong history of transfer education, VU believes that working with statewide transfer and the TSAPs will enhance that reputation in the minds of external stakeholders and students.

## 4.2: Strategic Planning

**4P2: Describe the processes for communicating, planning, implementing and reviewing the institution’s plans and identify who is involved in those processes.**

Vincennes University uses strategic planning to achieve major initiatives that help the institution complete its mission, vision, and values. VU has traditionally updated its strategic plan every five years, although the most recent plan was delayed one year to enable the new president to set in motion his plans for the institution.

- **Engaging internal and external stakeholders in strategic planning (5.C.3)**

VU uses a variety of means to engage internal and external stakeholders in the planning process. The general approach to developing a strategic plan is to begin with the President and the Vice Presidents, followed by input from the board to develop a draft plan that is then shared with a wide range of internal and external VU stakeholders for feedback and enhancement of the plan—including current faculty, staff, and students, adjunct faculty, members of advisory committees, foundation and alumni boards, community leaders, employers, and elected officials. During the most recent planning process, a broad set of “priorities” or objectives, along with a draft mission statement and the current vision and values, were shared with the VU community, starting with the opening University-wide meeting. The consulting firm, Thomas P. Miller and Associates, organized and distributed a survey to internal and external stakeholders. The survey results have been shared with a number of committees and all the leadership groups, helping everyone understand how to interpret the survey results and offering various groups the opportunity to give feedback on the results and the strategic priorities. The survey process has produced evidence of clear support for the vision and values, and suggestions for improving the draft mission statement. There is also clear support for the strategic priorities. The plan is to next ask various stakeholders to identify actions, targets, and timelines for actions that align with the strategic goals (5.C.3).

- **Aligning operations with the institution’s mission, vision, and values (5.C.2)**

Further alignment of the plans with the mission, vision, and values occurs through the budgeting process. VU uses program review and the budget process to ensure that strategic initiatives are funded as needed to actualize the plan with the BOT approving the overall institutional budget. As Indiana is now using performance-based funding to drive higher education success, VU’s strategic planning and mission/vision/values alignment, the assessment of student learning, and budgeting processes are linked. VU’s five state-defined performance metrics address on-time graduation, success with at-risk populations (Pell-eligible students), overall completion of degrees, developmental success reflected in parallel gateway course success, and persistence through 15, 30, and 45 credit hours. VU identifies and budgets initiatives that will help the institution achieve success with the state metrics (5.C.2).

- **Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)**

VU further aligns the strategic plan with its mission, vision, and values via its committee structure. The Continuous Quality Improvement Committee (CQI) has a mission that makes it responsible for oversight of the strategic plan and other strategic initiatives and for updating the mission, vision, and values. This group manages the annual CQI Proposal process, a grass-roots effort to identify AQIP Action projects and other CQI projects that actualize and often identify new strategic initiatives. The group is also

responsible for updating VU stakeholders about progress on strategic initiatives. The President and his VPs, who meet weekly with the President, work to identify strategic issues and to help with implementation of initiatives. The Provost Council includes leadership from all the institution's key offices and colleges; this is one of the key groups to which Thomas P. Miller staff initially presented and sought strategic planning survey feedback. This group is largely responsible for the implementation and oversight of curricular, co-curricular, and various other initiatives that support the mission, vision, and values, including initiatives that support success with the state metrics. Likewise, the three governance groups—Faculty Senate, Support Staff Council, and Professional Staff Congress—received survey presentations in order to get their feedback on the strategic plan and to make sure that the plan addresses the interests of these groups as they pertain to the mission, vision, and values. The three groups have responsibility for developing evaluations for the employees they represent. VU's evaluation process contributes to accomplishment of its mission. These three groups also have representation on the Professional Development Committee; that representation identifies professional development needs that also help actualize the mission, vision, and values (5.B.3).

In addition to these core leadership teams, VU's committee structure also includes additional teams that help to ensure efficiency of efforts and produce effective implementation of both strategic and core learning-centered actions. The Curriculum and Academic Affairs Committee gives both faculty and key administrators the opportunity to keep the curriculum, catalog, and grading processes current and relevant to the mission, vision, and values. CAAC subcommittees, such as the Academic Advising Committee and the Developmental Education Committee, help ensure that VU's commitment to student learning is relevant to its mission as a two-year, open-door institution and make recommendations on efforts that help VU achieve success with the state metrics. The Assessment Committee provides a quality check on both curricular and co-curricular efforts and ensures the ongoing use of student learning data across departments and colleges. The Emergency Management Committee and the Student Behavior Committee work to keep the campus environment conducive to learning. The Alumni Board works with both alumni and employers to help keep VU vital for external stakeholders (5.B.3).

- **Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4 & 5.C.5)**

As described above, the program review and budgeting processes are crucial to supporting successful processes and addressing weaknesses and potential threats. Monetary costs, including potential threats, are checked using financial trends, and financial modeling is used to identify and review alternative solutions that end up in the final budget. Program review is used to support successful programs and identify programs that come into question regarding cost effectiveness; the process is used to identify programs for continuation and elimination, a process that is crucial to mitigating financial threats. Department chairs and deans participate annually in the program review process with the Provost and the Director of Business and Budgeting Services—see 1.3, 5.2, and 5.3. Program review balances a variety of goals and needs, including number of FTE students being served, program costs, and graduates. The process ties into the state funding formula, including how programs are addressing the state metrics tied to VU's annual funding. VU also uses the program review process to identify the strengths and weaknesses of programs such as distance education, VU's early college initiative, and military education. Replacement or additions of faculty and staff lines are reviewed using the Program Review data. The Instructional Equipment Allocation process allows Deans to prioritize equipment requests, and then the Provost reviews and approves requests based on University priorities and needs (5.C.4).

Traditional enrollment is overseen by the Senior Director of External Relations and the Admissions Office. Enrollment data and trends are analyzed to project enrollment and identify new markets, efforts that are crucial to VU in its effort to meet state metrics. Enrollment trends and threats are regularly presented to the President and the Board. These offices are also responsible for developing new marketing campaigns based on data trends and focus group analysis. VU also uses the budget process to identify looming threats and address them. One example is the threat that health care posed to VU. Trending and analyzing insurance costs led to the recognition that VU needed to be more proactive in addressing medical expenses to keep all full-time faculty and staff insured. In order to help control costs, VU established the University Primary Care Clinic (UPCC) for faculty and staff and developed individualized health care plans based on annual health surveys and wellness assessments. The process has helped identify potential health risks that can now be proactively managed and reduced through cooperation between full-time employees, the UPCC's medical professionals, and external medical providers. For conditions the UPCC cannot treat, it will refer employees to other providers. VU is also offering increased access to structured fitness activities to improve health, such as yoga classes and Weight Watchers. VU has recently been able to avoid increasing health insurance premiums because of the savings produced by the Clinic (5.C.5).

- **Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1 & 5.C.4)**

VU also uses strategic planning and the budgeting process to help the state complete its goals of educating more Indiana citizens. The early college initiative, career/tech centers, and Project Excel are all examples of dual credit offerings that VU has developed with the state to achieve common goals of educating more of the state's workforce—see 2.5. VU has developed an approach to opening new early college locations that involves budgetary cost analysis and consideration of the number of students that will participate in the program. MOU's identify how VU will develop location staff and services that fit needs and potential income that the sites can produce for VU. VU is committed to helping the state achieve its goals within VU's budget, working with partners to meet their needs without erecting buildings that would limit VU's financial reserves (5.C.1).

The budget process also helps to identify physical and equipment needs, which the VP for Financial Services takes to the state for capital funding. VU has most recently been able to build both a new Student Activities Center—Jefferson Union—and a new Science, Math, and Engineering building—Updike Hall. The new Student Center is important because student feedback has indicated that commuter students felt less connected to the campus; located in the middle of the campus and between classrooms and dorms, the new Center is attractive to both residential and commuter students. Updike Hall is the result of both the need for modernized science labs and emerging articulation agreements with Purdue and other four-year institutions that have participated with VU on Transfer Single Articulation Pathways (TSAPs) in engineering, biology, and chemistry. VU has had a long history of articulation agreements that help to define needs on VU's campus; TSAPs reflect the state's recent interest in improving transfer. Teams of faculty meet to identify competencies for both two- and four-year degrees and help to confirm VU's STEM curricular goals and needs. Collaborative partnerships with industry partners and advisory committee feedback also help VU identify emerging needs. Recently, based on industry demand for women in STEM fields, VU has developed a "Women in STEM" housing grant and a private dorm floor in Ebner Hall, which is connected to the Technology Building. VU also recently hosted a "Women in STEM" high school visitation day, attended by over 300 high school students (5.C.1, 5.C.4 & 5.C.5).

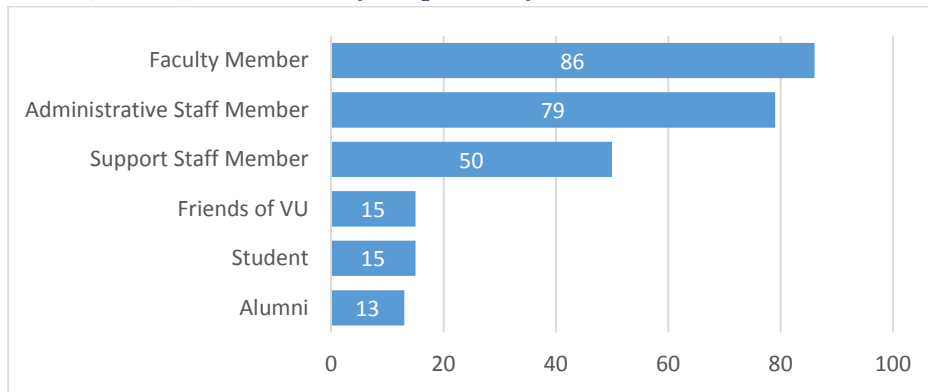


**4R2: What are the results for communicating, planning, implementing and reviewing the institution’s operational plans?**

- **Summary results of measures**
- **Interpretation of results and insights gained**

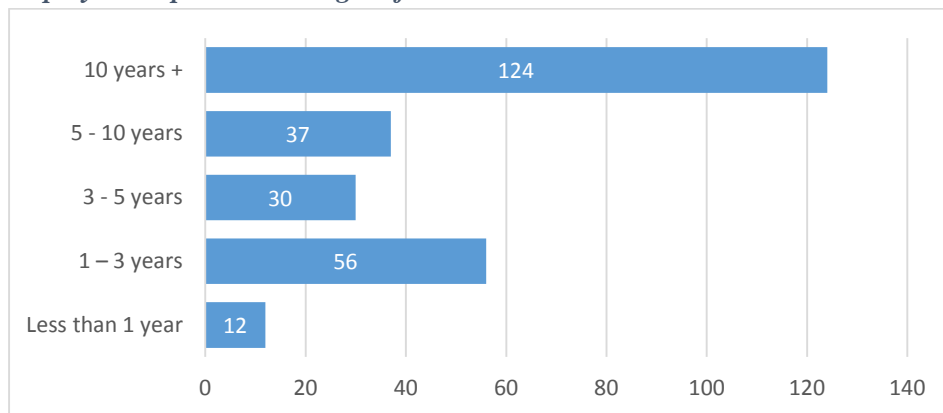
VU followed presentations on the mission, vision, values, and strategic plan with a survey that gave a wide group of stakeholders the opportunity to voice their support for and concerns about any of the four items. The survey was available from August 17, 2016, through October 7, 2016, and 326 people completed the survey. Of those 326, 258 provided their role with VU, and 259 answered how long they have been a part of the VU community:

*Figure 4.3: Mission, Vision, Values Survey Responses by Stakeholder*



Most respondents were employed by the university. 83.3% of responders were employed either as faculty, administrative staff, or support staff.

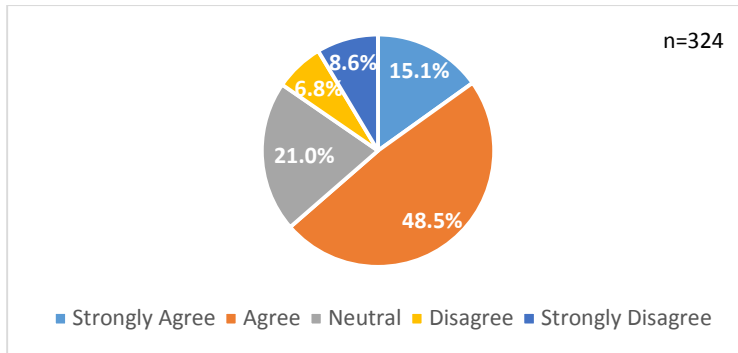
*Figure 4.4: Employee Respondents Length of Institutional Service*



124, or 47.9% of respondents, had been a part of the university for more than 10 years. The second largest group was those affiliated with university between one and three years. The survey produced the following results for the mission, vision, and values:

**Figure 4.5: Rates of Agreement with Revised Mission Statement**

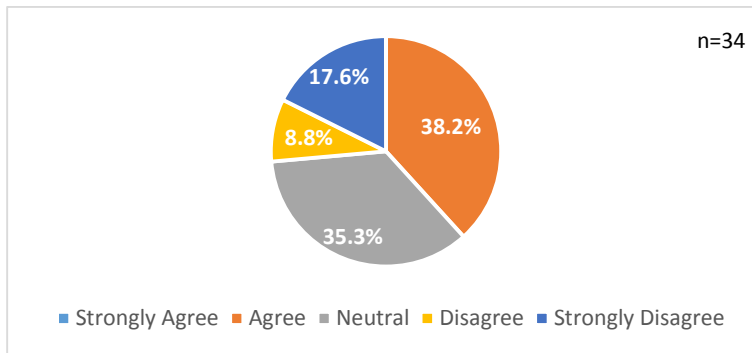
*Question: Please rate your level of agreement to the following statement: The revised mission statement adequately describes Vincennes University's work.*



**Mission:** 63.5% either “Strongly Agreed” or “Agreed” that the revised mission statement adequately described VU’s work; 15.4% either “Strongly Disagreed” or “Disagreed.”

**Figure 4.6: Rates of Agreement with the Vision Statement**

*Question: Please rate your level of agreement to the following statement: The current statement adequately describes Vincennes University's vision for the future.*



**Vision:** Due to a “skip logic” issue with the survey, the full set of results were not captured. Results captured: 38.2% “Agreed” that the vision statement adequately described VU’s vision for the future. 35.3% were “Neutral”; 26.4% either “Strongly Disagreed” or “Disagreed.”

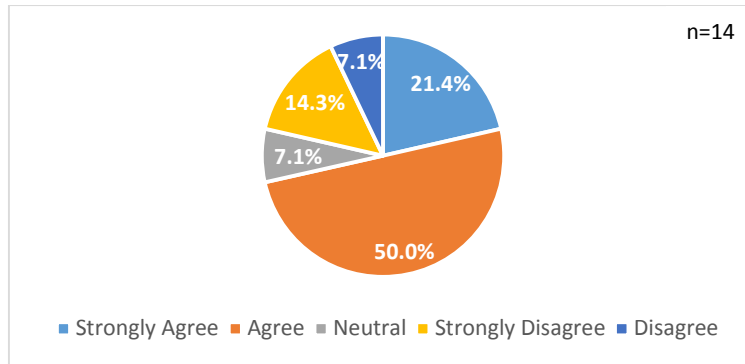
## Value Statements

### Vincennes University Values Statements, approved 2013

1. Personal growth and academic excellence for our students, faculty, and staff;
2. Collaborative relationships with our stakeholders and communities;
3. An environment that encourages open dialogue and cooperation;
4. Continuous improvement through data-informed planning and evaluation; and
5. Cultural enrichment, diversity, and individual freedom.

**Figure 4.7: Rates of Agreement with the Value Statements**

*Question: Please rate your level of agreement to the following statement: These statements adequately describes Vincennes University’s values.*



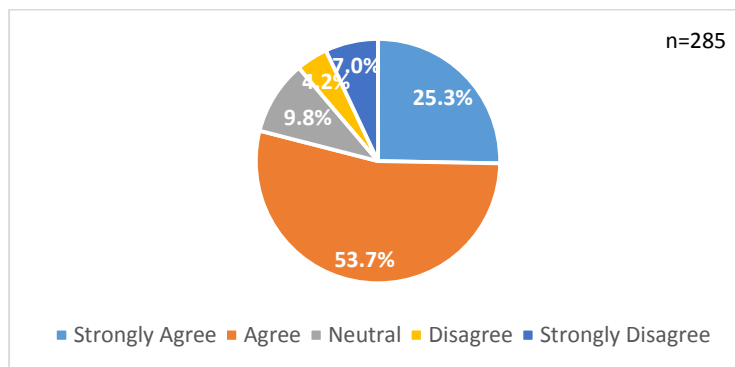
**Values:** 71.4% “Strongly Agreed” or “Agreed” that the values statements described VU’s values; 21.4% either “Strongly Disagreed” or “Disagreed.” Due a skip logic issue with SurveyMonkey, responses in value statement section were low. Among the 14 respondents, 50.0% “Agreed” and 21.4% “Strongly Agreed” that the statements described the university’s values.

The survey produced the following collective results for the proposed strategic priorities:

1. Enhancing Enrollment and Recruitment Efforts
2. Emphasize Partnerships with Industry, K-12, and Higher Education
3. Improve Student Retention and Success
4. Cultivate Internal and External Resources
5. Identify and Investigate Opportunities to Establish New Programs and Enhance Existing Programs
6. Develop and Implement a Communication Strategy that Promotes and Reinforces VU’s Role and Identity with Indiana and Elsewhere

**Figure 4.8: Rates of Agreement with Strategic Priorities**

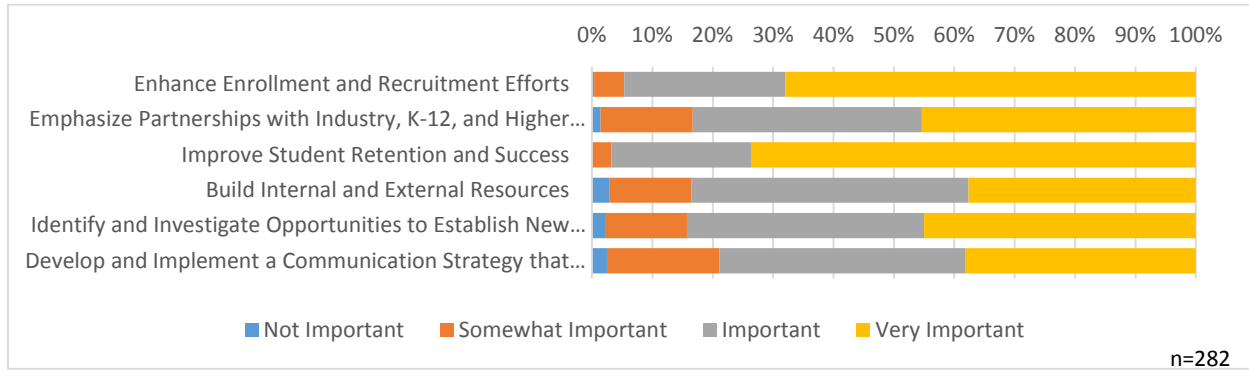
*Question: Please rate your level of agreement to the following statement: These are the right priorities to drive the work of Vincennes University over the next five years.*



**Strategic Priorities:** 79% of respondents either “Strongly Agreed” or “Agreed” that these are the right priorities to the drive the work of VU for the next 5 years.

**Figure 4.9: Priority Ratings**

Question: Please rate these priorities relative to the success of Vincennes University.



For each of the six priorities, at least 75% of respondents said the priority was “Important” or “Very Important” to VU’s success. 73.7% of respondents said to “Improve Student Retention and Success” is very important to the success of the university. An additional 23.1% said that particular strategic priority is important, and zero thought it was unimportant. 68% rated “Enhance Enrollment and Recruitment Efforts” as “Very Important.”

- **Comparison of results with internal targets and external benchmarks**

The work with Thomas P. Miller and other efforts to engage faculty in discussions about mission, vision, values, and strategic planning help explain the following Campus Quality Survey (CQS) data representing all employees. Both items have performance gaps below “1” and suggest high levels of agreement between perceptions of “how things should be” and “how things are”:

“The mission, purpose and values of this institution are familiar to employees.” Performance Gap: 0.869

“This institution believes in continuous quality improvement.” Performance Gap: 0.723 (VU’s 3<sup>rd</sup> smallest performance gap)

On the other hand, CQS data suggests VU can improve understanding of and measuring success of its strategic planning, which VU plans to do with the developing strategic plan:

“This Institution plans carefully.” Performance Gap: 1.250

As noted in section 4P2, VU will use the state metrics as the ultimate check on the progress of strategic initiatives. VU will develop action steps and metrics for each of the priorities; these action steps are intended to help VU make progress on the state metrics. The state increases VU’s funding based on its improvement in student success categories over three-year periods; current three-year averages for each metric are compared with the previous three-year cycle. VU’s most recent results are given below:

**Overall Degree Completion:**

	<u>2010-2012 3-Yr. Avg.</u>	<u>2013-2015 3-Yr. Avg.</u>	<u>Change in Avg.</u>
<i>18-29 Credit Hour Certificates</i>	30	30	0
<i>1 Year Certificates (30+ Credit Hours)</i>	54	464	410
<i>Associate Degrees</i>	1,063	1,421	358
<i>Bachelor Degrees</i>	86	116	30

Evidence of how the budgeting process positively impacts the institution and employees can be seen in the preliminary evidence of the cost savings to employees and retired employees since the development of the health care clinic. VU had been dealing with rising costs and increasing premiums. During the ten years previous to the development of the clinic and health plans (2005-2015), VU had five insurance premium increases, including increases of 8.2%, 10%, 5%, and in the two years prior to the clinic (2014-2015), increases of 6% and 4%. For the last two years, premiums have not increased. In addition, the clinic offers the advantage of additional employee and retired employee savings in terms of free prescriptions on roughly fifty different prescriptions (“roughly fifty” because supply and demand are constantly changing).

The presence of the clinic likely explains the uptick in CQS scores for health care-related questions. While the numbers show limited increase, the numbers for two questions suggest a positive perception of VU’s commitment to health care. One section of the CQS asks faculty and staff to evaluate thirty programs, services, and activities using the following scale:

- 1—Poor and inadequate
- 2—Fair, much improvement needed
- 3—Good, still needs improvement
- 4—Very good and is continually improving
- 5—Excellent

VU employee average perception of “Health and Nursing Services” rose from 3.719 in 2012 to 3.845 in 2015. The service went from the 5<sup>th</sup> highest rated “program, service, or activity” in 2012 to the 3<sup>rd</sup> highest in 2015. Likewise, for the statement, “This institution demonstrates concern for the health and safety of its employees,” VU saw a slight uptick in average employee perception of “how it is now” from 3.426 in 2012 to 3.527 in 2015.

**4I2: What process improvements have been implemented or will be implemented in the next one to three years?**

The strengthening of the vision and role of the Continuous Quality Improvement Committee is a major improvement since the 2012 Portfolio. The Committee was in its infancy in early 2012, and its focus was primarily identifying grassroots improvement projects. It has since expanded its role to have a clearly defined mission and outcomes, including oversight for VU’s mission, vision, and values and for the strategic plan. The CQI Committee is the clear “owner” of a number of key strategic processes.

Another improvement since the last portfolio is the use of the consulting firm Thomas P. Miller during the strategic planning roll-out phase and the use of a survey that gave all employees, students, and external stakeholders an opportunity to weigh-in on the mission, vision, values, and strategic priorities. In addition, an improvement that VU will be making is the clear identification of action steps with targets and metrics, including tying priorities to the state metrics to check the impact of the strategic initiatives. For the last two strategic plans, VU tracked implementation of actions and defined success in terms of implementation progress. This new approach will better help VU identify successful strategic initiatives and processes.

While the budgeting process itself is not new, the results of the process have produced significant impacts since the last Portfolio, including the development of the health care clinic and employee savings related to the clinic. Being developed are data sets that will be able to more specifically identify health care costs and savings for both the institution and employees over time.

The Indiana Department of Workforce Development recently unveiled a workforce demand database that predicts demand in key positions and work categories around the state and down to the county level. VU has been meeting with DWD officials since early 2017 to understand how this tool can be used to plan for program development, growth, or program discontinuations in conjunction with internal tools, such as Program Review. This tool may be especially helpful with planning at CTE Early College sites in different regions throughout the State.

### 4.3: Leadership

**4P3: Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes.**

- **Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)**

The University Manual outlines the composition and scope of responsibility of the Board of Trustees, as directed by statute and by university policy. The President of the University serves as a full voting member of the Board of Trustees. The Board vests in the President and senior administration the authority and responsibility for operational and management decision-making. The Board holds public meetings a minimum of six times per year, including at least two meetings that occur away from the Vincennes campus. From the University Manual (B4):

*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 \$1,000,000. 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.4)*

*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. Serving as ex-officio members of the Board of Trustees are the President of the University and the Superintendents of the Vincennes Community, North Knox, and South Knox School Corporations.*

The Board has standing committees that focus on specific oversight areas and assist with the work of the Board, including University Affairs, Personnel, and Finance. Recommendations of the standing committees are presented for action to the full board, as appropriate. Members of the standing committees are appointed annually by the Chair of the Board. The committees also conduct public meetings, which are held as business needs dictate (2.C.4).

The Board is knowledgeable of the rules, issues, and tasks relating to the function of the university and kept abreast of university operations and performance through regular reports by members of the administration. New members meet with the university President and Board Chair as part of an informal orientation process. They are also knowledgeable of the needs of industry, public institutions, and

external partners because of the makeup of the Board and the relationship they have with external partners. The board represents a diverse cross-section of leaders from industry, educators, alumni, student, and university administrators, including local, regional, state-wide, and out-of-state members.

- **Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)**

As described above, by statute the Board is a diverse group that provides a great deal of insight on external and internal issues and affairs and must address conflicts of interest. According to the University Manual (C99), “Vincennes University Trustees must file annually a conflict of interest statement in accordance with the Indiana Statutes which is to be kept in the Clerk of the Board’s File” (2.C.3 & 5.B.2).

In addition to formal governing bodies and university committees, such as CAAC, VU also utilizes a number of inter-college and inter-departmental committees and groups to facilitate planning and communication. Those committees, such as the Continuous Quality Improvement Committee (CQI), Student Behavior Committee, Provost Council, and President’s Advisory Committee, comprise representation from cross-sections of various employee groups, colleges, and campuses. Members of these coordinating groups are expected to serve as a communication link for the departments and programs they represent. The Board of Trustees and its committees meet in open session, with members of the university, community, and press often in attendance. Each academic college conducts monthly meetings to discuss its individual needs, the needs of departments, changes in academic requirements or university policy, and how members of the college can improve their students’ educational experiences. University offices and programs utilize the college meetings as a means of communicating with faculty and conducting training. VU utilizes a Campus Quality Survey, conducted every three years, to give voice to all faculty and staff. Results of the CQS are communicated to the university community, and analysis is shared with senior administration and members of the Provost Council to inform decision making and assess needs for program or policy changes (5.B.1).

- **Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)**

Operational issues and execution of the University’s strategic plan are managed by the President who delegates tasks to administration. While the Board of Trustees maintains final authority for academic program additions and deletions and major academic policy changes, the majority of academic oversight is delegated to the faculty with guidance of the Provost, who is also the Dean of Faculty. Academic issues are facilitated by the faculty through the Faculty Senate, Curriculum and Academic Affairs Committee (CAAC), University Core Curriculum Committee, and other related faculty committees. Curriculum, rules affecting degrees, and academic affairs are developed and approved by departmental, college, or university faculty committees, sent to CAAC for approval, sent to Faculty Senate for approval, then to the Administration, who present the proposals to the relevant board committee, and ultimately the full Board of Trustees, for action (2.C.4).

- **Ensuring open communication between and among all colleges, divisions, and departments**

Vincennes University employees are represented through three governing bodies: Faculty Senate, Professional Staff Congress, and Support Staff Council, as stated in the University Manual (B5):

*As described in the respective bylaws, each governing body is formed by an election of representative members in apportioned numbers. The work of each body begins in*

*committees, and recommendations are transmitted to the full governing body for final action. 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. The membership of university committees is diversely populated by members of all areas of the university which nurtures communication of all colleges and personnel.*

The President, Provost, and other senior administrators regularly attend the meetings of each of the governing bodies, providing reports and participating in discussions regarding university issues.

- **Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)**

The collaborative approach of the University to meet high academic standards can be seen in many committees and organizations of the university. Changes to curriculum go through many internal layers of approval and review before they are presented to the Board of Trustees. Faculty, through CAAC and the Faculty Senate, have responsibility for developing and evaluating academic policies. The use of Banner, DegreeWorks, and the creation of a new Student Risk Profile provides multiple relevant departments serving students access to student risk and performance information. The Student Success Center collaborates with faculty to provide support for high risk students (5.B.3).

- **Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)**

The Board provides guidance to the President and explains their expectations while maintaining their focus on the needs of the institution (2.C.1). Ten members are appointed by the Governor, representing a wide range of local and regional employers and one member who is a chaired professor and department chair at a research university. Three others are superintendents of local public school systems (2.C.2). The VU President is also a full voting member of the Board. Four members of the current board are VU alumni, and one of the ten gubernatorial appointments is a current VU student.

The diversity of the Board members helps to ensure that the direction of the University goes forward in a direction that best impacts the university as a whole and is not circumvented by the wants of external parties for their own gain—see the VU “Conflict of Interest” policy cited above. Board agendas and minutes are open to the public and are shared with the VU governance bodies, who also provide the Board with copies of the minutes from their most recent meetings.

- **Developing leaders at all levels within the institution**

The leadership of the university fosters and mentors individuals to develop their leadership skills and promotes from within in many cases. The President fosters positive mentoring relations with the use of the President’s Advisory Committee, which allows for closer interaction between the President and members who have shown an interest in university-level challenges and opportunities. The Provost mentors deans and directors from all the colleges and areas of the institution through regular one-on-one meetings and ongoing guidance. The performance evaluation process allows for discussion of improvement areas and encouragement for additional professional development of direct reports.



University-wide professional development is offered twice each year (during non-instructional weeks in January and May) at no cost to employees. Faculty and staff are provided funds to support ongoing professional development and additional education that may be advantageous in their pursuit of new leadership roles.

The board developed a “succession” committee and followed a procedure that was implemented following the retirement of the previous President in 2015. VU also utilizes interim administrative appointments in part as a mechanism for encouraging talented and interested faculty to explore administrative opportunities and professional staff to try on new responsibilities or supervision. All college and campus deans have identified individuals who can step in as temporary deans if needed. Those individuals serve as acting deans whenever the current dean is away from campus for an extended period. Deans are expected to mentor and train those individuals to deal with the kinds of issues they may face in those circumstances.

- **Ensuring the institution’s ability to act in accordance with its mission and vision (2.C.3)**

The focus on the mission and vision of the institution guides the university board and administration. The CQI Committee periodically reviews the university’s mission, vision, and values statements and recommends changes to the administration who, with input from the governing bodies, make periodic recommendations to the Board of Trustees. The Board of Trustees also independently reviews the mission and vision as part of the strategic planning process and periodically during the annual Board Retreat.

VU administration and faculty participate in regular meetings and initiatives of the Indiana Commission for Higher Education while the administration participates in a biannual State budget processes. State-level priorities are evaluated and implemented in a manner that maintains consistency with VU’s Mission and Vision. Recent examples include VU’s efforts to align state-level general education learning outcomes and assessment with VU’s University Core Curriculum outcomes and assessment processes as well as VU’s implementation of changes to remedial education.

VU’s Conflict of Interest policy requires institution members who are stakeholders in private or public organizations that may do business with the University to formally declare their outside interest and potential conflict. These declarations are reviewed and approved by the Board (C 99) (2.C.3).

- **Tracking outcomes/measures utilizing appropriate tools**

The principle tool that VU uses to measure leadership is the CQS.

<b>4R3: What are the results for ensuring long-term effective leadership of the institution?</b>
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- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

The Board of Trustees functions smoothly, even during times of transition among membership, due to the structures and processes that have been established and maintained.

The reintroduction of tenure in fall 2014 is an example of the communication and collaboration in VU’s processes. The Board of Trustees directed the administration to work with the Faculty Senate to devise a

process for reintroducing tenure after it had been frozen for nearly 15 years. The Board provided guidance that the administration and Senate used to draft the process. That process was approved by the Senate and presented to the Board for endorsement.

The use of interim appointments has allowed VU to provide opportunities to several faculty and professional staff. In some cases, the interim appointees have ultimately been appointed to the regular position, generally following a search (e.g., Deans of Humanities, Health Sciences, and Business and Public Service, HR Director). In other cases, interim appointees gave way (or will give way) to others who were (will be) selected: e.g., Dean of Early College, Dean of Technology, Jasper Campus Dean.

*Table 4.50: CQS Leadership Data*

<b>CQS 2015: "How It Is" vs. "How It Should Be"</b> <i>Perceptions of Individual Survey Questions</i>	<b>Support / Classified Staff</b>	<b>Faculty / Instructors</b>	<b>Department Chairs</b>	<b>Admin / Professiona l</b>	<b>Mean</b>	<b>Mean "Gap"</b>
Administrators share information regularly with faculty and staff.	2.861	3.101	2.833	2.948	2.936	1.501
<i>"Should Be"</i>	<i>4.380</i>	<i>4.453</i>	<i>4.444</i>	<i>4.469</i>	<i>4.437</i>	
Administrators are committed to providing quality service.	3.539	3.507	3.250	3.708	3.501	0.961
<i>"Should Be"</i>	<i>4.448</i>	<i>4.536</i>	<i>4.313</i>	<i>4.552</i>	<i>4.462</i>	

VU has been working to strengthen lines of communication between all groups on campus. The CQS data above (Table 4.10) indicate a perception that administrators should share more information with faculty and staff. As noted in 3R2, VU has used numerous collaborative approaches to identifying issues and identifying solutions, including focus groups in 2013 and a 2016 professional development session where employees of all groups gathered at tables to offer feedback. Employees continually land on the issue of not being able to keep up with changing policies, the issue of email overload that makes it difficult to keep up with information, and the issue of how to communicate improvement ideas. Employees appreciate the way the President’s Advisory Committee works: employees from all categories meet once a month to tell the President what their issues are; many issues are resolved in a matter of days. To mirror the President’s Advisory Committee process, the President has set up an email suggestion box to identify campus improvement, especially student success initiatives and inter-office communications and cooperation.

The response to the second CQS item above suggests that overall, employees perceive administrators as wanting the institution to be known for quality service.

**4I3: What process improvements have been implemented or will be implemented in the next one to three years?**

Though VU is doing many good things to encourage leadership development, opportunities for improvement exist. The issue of “communication” continues to be listed as a concern by faculty and staff on the Campus Quality Survey. Efforts have been made to enhance communication and discussion around issues and challenges, but more can and will be done. In particular, VU must find one or more mechanism(s) for regular communication from the administration to the university and enhancing, or making more visible, opportunities for members of the university community to communicate directly with the President and others in the administration. The email suggestion box is one possible solution.

Leadership development is another area where a more formal approach is needed. VU currently does little to prepare individuals to assume supervisory/leadership roles outside of normal professional development activities. A formal training program and support structure for new supervisors, as well as ongoing resources and training for existing supervisors, needs to be developed and implemented. A survey of current supervisors seeking their input on what they would have liked to know going into their roles will be helpful in shaping that curriculum. Also, it is hoped that the results of future Campus Quality Surveys will reflect improvements in morale and/or communication as a result of such training and support. A new succession planning process is also under consideration in consultation with the Board of Trustees.

#### 4.4: Integrity

**4P4: Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes.**

- **Developing and communicating standards**
- **Training employees and modeling for ethical and legal behavior across all levels of the institution**
- **Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A)**

Vincennes University emphasizes integrity through adoption and implementation of policies designed to ensure both legal and ethical behavior throughout the institution. In order to develop and communicate standards, a governance group, a committee, or an administrative group will recommend a policy to the president, who will then discuss the recommendation with his administrative team. The president then makes a recommendation to the Board of Trustees for or against final approval. Approved policies are shared with all relevant stakeholders and placed in the University Manual, which is posted online.

These processes are transparent due to open Board of Trustees' meetings, encouragement of faculty, staff and student input through their respective governance organizations, and departmental and college-level meetings. These processes provide a means for employee voices to be heard by the administration and then relayed to the Board of Trustees. Likewise, policies approved by the Board are charged to the administration to be communicated to faculty and staff. An example of such communication is the University's Smoking/Tobacco Policy that was initiated by the Student Government Association with collaboration by employee governance organizations, referred to the President, and then referred to the Board for final adoption. These procedures are outlined in the University Manual (2.A).

Beginning with the hiring process, employees are informed of standards and expectations through initial hiring discussions, orientation sessions, on-boarding processes for faculty, and periodic workshops. VU's orientation includes topics such as Title IX. Section 3.3 describes ongoing professional development sessions that include topics such as ethical research practices and FERPA. In addition, VU is currently integrating ethical reasoning into UCC courses. As part of the curriculum development activities, VU brought in speakers from James Madison University to present a workshop on ethical reasoning. VU also has a conflict of interest policy that applies to all employees and board members (2.A). According to the University Manual, Philosophy of Administration and Operation, "The administrative approach is intended to be cooperative in spirit and democratic in operation, allowing all University employees participation at various levels in the decision-making processes of the institution" (p. A2). This philosophy is implemented through policies of the [University Manual](#). The University Manual addresses

many policies and procedures, including Affirmative Action; Age Discrimination; Anti-Nepotism; Computer Usage, including protecting student information; Disabilities Discrimination; Drug Abuse; Racial, Ethnic, and Religious Harassment; Freedom of Expression; and Sexual Harassment.

The University's web site homepage makes readily accessible links for policies, procedures, and other significant reports pertaining to students, such as Student Complaints, Student Right to Know, Accreditation, and Emergency Procedures. An example of how integrity is encouraged among students is found in the Student Creed, distributed in the University Handbook/Calendar, which states that "I commit to practice personal academic integrity." The University Handbook outlines policies and procedures that discusses how this is done. [Student Right-To-Know](#) policies are easily accessible from the "Services" link on the front page of the University's web site. The Student Right to Know link opens a screen that lists additional policies for such issues as discrimination and provides students with the Student Bill of Rights. Student policies available through the MyVU portal on the University's website include policies for attendance and faculty withdrawal of students; email usage; sexual assault, harassment, and stalking; the tobacco policy; and student behavior.

As part of VU's efforts to improve institutional integrity, periodic surveys are conducted to identify strengths and areas in which work is needed. In March 2015 the results of the latest [Campus Quality Survey](#) were reported for the combined VU campuses. Other examples of illustrating integrity is the University's State Board of Accounts audit letter and the Department of Education audit letter, both of which were exemplary.

- **Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)**

All efforts to maintain institutional integrity through clear presentation to students and the public are driven by a commitment to initiatives coordinated by the [Office of Institutional Effectiveness](#) and reported on the VU website. According to President Chuck Johnson's opening statement found on this page, "At VU, we strive to keep getting better at everything we do. To achieve this, decisions at all levels need to be data-driven, and improvements should be the result of collaborative planning and assessment. Through assessment, we can better understand how well we are progressing, making appropriate adjustments where needed." The web page for the Office of Institutional Effectiveness is readily available to all faculty and staff and the general public. The site has links to learn more about VU accreditation—AQIP, Strategic Plan, Assessment, and a wide range of supporting documents. This collection is useful for both orientation of new employees as well as ongoing efforts to strengthen the institution for veteran employees (2.B).

#### **4R4: What are the results for ensuring institutional integrity?**

VU maintains the HLC-required, fully-operational mark of affiliation at the lower-left corner of the institution's public webpage, and the VU online catalog lists all of VU programs accredited by specialized accreditors and all of VU's [professional memberships](#). VU also provides information regarding programs, requirements, faculty and staff, and costs to students. Fast facts, institutional mission, vision, and values, in and out-of-state tuition costs, and information regarding VU locations and campuses can be found on the [External Relations—About VU](#) web page. Links to sample program plans, major requirements, the university core curriculum, and VU's gainful employment disclosure can all be found on the [Majors](#) page accessed via the VU [Home](#) webpage (2.B).

- **Outcomes/measures tracked and tools utilized**
- **Summary results of measures (include tables and figures when possible)**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

The Student Right to Know link includes a VU Profile that features Occupational Graduate Follow-up for the years 2011-12, 2012-13, and 2013-14. Campus Crime Statistics are listed including the 2016 Annual Security and Fire Safety Report.

Satisfaction with VU’s institutional integrity is suggested by responses to the Campus Quality Survey taken in 2015. First, VU employees, much like employees at other two-year and four-year institutions, have a very positive perception on the following CQS item: “I know what is expected of me.” Assuming what is expected of people includes integrity-related standards and issues, VU employees are comfortable with these expectations and issues.

- VU: 0.696      Two-Year Institutions: 0.601      Four-Year Institutions: 0.628

It is interesting to consider how the CQS item above potentially overlaps with the following item: “Established standards and procedures define job expectations for employees.” Again, VU’s gap score is similar to those of employees at two- and four-year institutions. As noted in section 3.2, VU has had many retirees, and with the loss of 129 employees in the last five years, VU has lost experienced mentors, and many relatively new people are filling positions that used to be held by employees with 30 or more years of experience. Also noted in 3I2, VU is reviewing its evaluation processes, including doing an update of position descriptions. VU assumes that will clarify roles and expectations, including responsibility for integrity issues.

- VU: 1.262      Two-Year Institutions: 1.142      Four-Year Institutions: 1.141

On the following CQS item, “This institution analyzes complaints to determine appropriate remedial actions,” VU’s perception gap is greater than one, as it is with both two and four-year institutions. VU is confident that it is addressing student complaints. VU interprets that the gap score, while not uncommon, is in part the result of the perceived need to put a more formalized complaint process in place. The Faculty Senate has been leading a discussion about an improved complaint process and has recently drafted a proposal that has been shared with the other governance groups. While the process for review and approval have not had time to be completed at the time of this writing, VU assumes the continuing work on the process will improve employee perception on the issue.

- VU: 1.241      Two-Year Institutions: 1.285      Four-Year Institutions: 1.341

**4I4: What process improvements have been implemented or will be implemented in the next one to three years?**

Integrity improvements are an ongoing process for VU. VU intends to present the institution and its policies clearly to its employees, students, and the public through multiple means of communications that are revised and updated as needed. An example is an ongoing major re-design of the University’s web site with the goal to make information even more readily accessible to all stakeholders. VU’s newly developing onboarding Action Project will clearly present integrity expectations to new adjunct and full-time faculty on issues like FERPA and Title IX. VU’s plan to review and clarify job descriptions as part of the evaluation review will be another opportunity to focus on integrity issues, and VU complaint proposal discussions will also help everyone reconsider actions that might violate VU’s integrity policies.

## Category 5: Knowledge Management and Resource Stewardship

### Introduction

VU exercises care over its Knowledge Management and Resource Stewardship processes, reviewing them periodically for effectiveness to ensure that institutional operations may continue without interruption. The allocation of system rights to users is a well-established process, and multiple departments coordinate to evaluate and address the institution's infrastructure needs. Similarly, the institution practices conservative management of its financial resources to safeguard against economic and enrollment downturns while maintaining consistent operations. VU evaluates itself to be **Aligned** in both **Processes** and **Results** in this category as trends are carefully tracked and analyzed and metrics consistently applied. The collected and analyzed data is central to VU's decision-making processes and results are distributed to all relevant areas to allow for planning and decision-making. VU will continue to closely monitor health-care costs and will gather data regarding employee satisfaction and use of the Primary Care Center.

### 5.1: Knowledge Management

**5P1: Describe the processes for knowledge management and who is involved in those processes.**

- **Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making**

In general, VU determines access by role. This fits well with the need to move from person-centric access to process-based access. To obtain access, the business area identifies the needs of the individual's role and engages the Management Information Center (MIC) to further assist with qualifying the possible options. These could be utilizing existing data/systems or acquiring additional systems to satisfy role-based needs.

At VU data is collected to fulfill reporting requirements from governmental agencies such as IPEDS, accrediting agency requirements, and voluntary commitments to agencies such as ICHE and DWD. VU also collects data to better understand specific student population needs and to determine student satisfaction with services, courses, and instructors. Each instructional and non-instructional operational unit selects and collects the necessary data to enable effective decisions about its operations, and specific assessment practices and tools vary among programs, disciplines, and colleges. The Office of Institutional Research manages much of the federal and VP-level reporting available to them. For the most part, MIC determines the sources of data for most of the university.

The Banner and Blackboard platforms give VU a homogeneous data collection, management, and reporting system that generally meets the needs of each college while providing the system with more uniform reporting from each college as well as the ability to aggregate the member colleges' information into one system report for the state legislature and general public.

The data collected in Banner aligns with its components including students, instruction, financial aid, finances, and human resources:

- **Students:** demographics from the student application, academic history, and counseling/advising records.
- **Instruction:** course details, instructors, enrollments, credits, etc.
- **Financial Aid:** the application, budget, and award details for students.
- **Finance:** student charges/payments and institutional accounting, purchasing, and budgeting.

- **Human Resources:** employee payroll and compensation information, including work-study students.

In addition to the Banner student information system, the university makes use of numerous other data storage and reporting resources. Although not exhaustive, the table below shows a list of major data and reporting resources available:

*Figure 5.4: Data and Reporting Resources*

Application/System	Employee		Faculty		Student	
	Current	Retiree	Current	Retiree	Current	Alumni
MyVU (Web Portal)	✓	✓	✓	✓	✓	✓
EllucianGO (Mobile Application)	✓	✓	✓	✓	✓	✓
Banner SSB (Self Service UI)	✓	✓	✓	✓	✓	✓
Argos (Enterprise Reporting)	✓					
ePrint (Operational Report Repository)	✓					

MIC maintains several scheduled reports, error-check reports, and ongoing analysis of ad hoc reports for regular operations. Reports that run regularly (daily, weekly, quarterly, etc.) are fully automated out of the Argos reporting system and are designed to require minimal maintenance. Copies of the reports can be emailed to the individual(s) requesting the report.

- **Determining data, information, and performance results that units and departments need to plan and manage effectively**

The Banner Enhancement Steering Team (BEST) was created to make sure all power users of this Enterprise Resource Planning (ERP) software have a voice in what and when changes will be introduced into the system. It meets every first Wednesday of the month with the goal to plan and schedule for all major changes to university-based systems so offices can plan ahead to minimize the disruption of services.

The Student Risk Profile serves as a good case for determining data needed to plan and manage effectively. The information begins in the Argos system and pulls data from Banner collected from student applications and joins this data with information from the StartVU surveys and TAPS data collected during the term. The information from the Risk Profile is then distributed to the SSC, faculty advisors, and administrative offices—see 4.2.

- **Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements**

Data and system access can now be submitted electronically from within our new internal web portal, which was deployed July 1, 2015. The new MyVU web portal enables the university to move closer to a single point of entry for our constituents (students, alumni, faculty, staff and retirees) and to connect systems to each other seamlessly, permitting a consistent user interface for access to our electronic knowledge. Additionally, VU has been expanding Wi-Fi access on all campuses and providing remote access for employees to the university network using a VPN (Virtual Private Network). Third, university-based systems continue to transition to web-based systems, which allows access from any device anywhere with Internet access. Finally, VU continues to reduce scheduled downtime; access is permitted nearly anytime.

The institution uses a variety of mechanisms (automated report generation, distribution and retention) and tools (cron jobs, Automic, Argos, E-print) to transform data into useful information with which to work. E-print serves as VU's operational report repository and distribution system (see figure 5.2). In addition, technological infrastructure extends to data management processes, which include storage, access, and collection of data. Regular meetings of BEST, comprised of both MIC and key administrative business areas using Banner, aid in the efficient use of resources and in awareness and prioritization of changes to university systems. A data standards manual serves as a guide to aid the appropriate access and use of data and systems.

*Figure 5.5: E-print Operational Report Repository*

Report	Description	Latest Date
Records Daily Report	Dr. Davis Reports	Sun May 01, 2011 05:02am
RPRZUSSN_UPD	Update SPBPERS_SSN from FAFSA	Sun Oct 23, 2016 04:04am
RPRZUSSN_VFY	Update SPBPERS_SSN from FAFSA	Sun Oct 23, 2016 04:04am
SABZR003	Count Applied by County	Thu Oct 20, 2016 4:02pm
SABZU001	Accumulated Applications By Major	Thu Oct 20, 2016 4:01pm
SABZU002	Accepted Applications By Major	Thu Oct 20, 2016 4:01pm
SABZU003	Accumulated Applications by Concentrations	Thu Oct 20, 2016 4:01pm
SABZU004	Accepted Applications by Concentrations	Thu Oct 20, 2016 4:01pm

- **Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes**

To ensure data/information is available when needed, several factors must be considered, such as the requester and what the requestor defines as a need and where the information is needed. Review and tracking of such requests are discussed in monthly BEST meetings. Delivery and integrity of the data/information is the responsibility of the provider; however, accuracy and usage belongs with the accountable business area. Data access is granted if a data confidentiality form is on file, electronic approval from both the appropriate oversight office (Student Records, if student-related information, or Financial Services, if financial-related information) and the requestor's immediate supervisor has been received.

Institutionally, MIC manages all changes to systems in a controlled, systematic manner. This process requires the testing and review of all major changes, as defined by MIC. All changes are introduced during scheduled production maintenance, which takes place every Tuesday from 7-10pm EDT. In the



event an unscheduled change is necessary, an electronic notification (Email, System Alerts on MyVU, etc.) is distributed to the BEST committee. VU currently uses a Dell system called KACE to record, manage, and track requests (problem incidents, change requests. However, VU is actively reviewing other solutions to further enhance VU's ability to capture, retrieve, and utilize frequently asked questions and requests.

- **Tracking outcomes/measures utilizing appropriate tools**

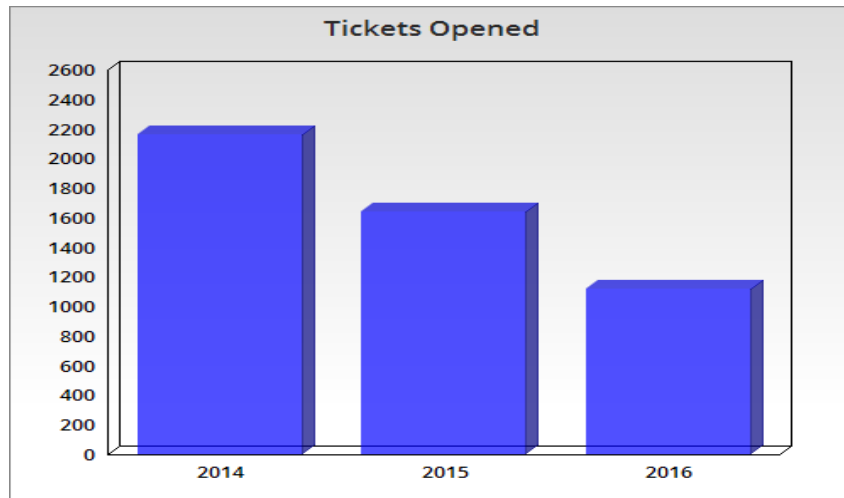
Network infrastructure performance, key to the flow of electronic data back and forth between systems and users, is monitored in real time by MIC staff using software tools such as the Multi-Router Traffic Graphic (MRTG).

**5R1: What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution?**

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

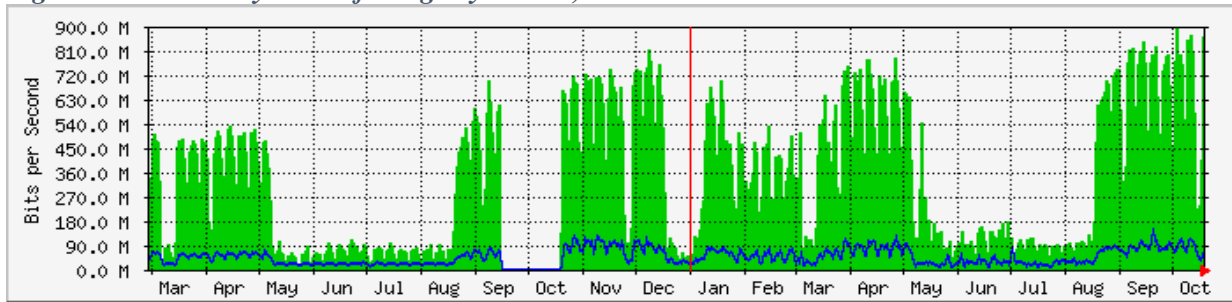
The university has made strides in improving access to data and systems that permit the university's offices to be more self-sufficient in terms of requesting, initiating and receiving data. The following graph illustrates that MIC is receiving fewer requests as we increase more secured data access from within the web portal:

*Figure 5.3: Tickets Opened by Year 2014-2016*



The chart below is a summary view of usage, which in conjunction with other monitors, provides MIC the ability to make adjustments to satisfy expected service levels:

Figure 5.4: Summary View of Usage by Month, Mar. 2015-Oct. 2016



In terms of maintaining the highest possible availability of systems, MIC takes its role providing and protecting the university’s infrastructure and data very seriously. MIC’s approach is to restrict access first and foremost and then enable access based on requirements and appropriate management approval. To ensure security, MIC utilizes technology such as Firewall, Routers, Baracuda Email Spam, DeepFreeze, VPN and hardware connectivity logs. In terms of reliability, VU has a systematic change control process, introducing corrections and enhancements only during weekly scheduled downtime in an effort to minimize disruption of services. Figure 5.4 shows uptime statistics for one of VU’s most important servers—the Banner database:

Figure 5.5: Banner Uptime Statistics, Jan 1<sup>st</sup>-Oct. 19<sup>th</sup>, 2016

**Host State Breakdowns:**



State	Type / Reason	Time	% Total Time	% Known Time
UP	Unscheduled	292d 13h 27m 39s	99.991%	99.991%
	Scheduled	0d 0h 0m 0s	0.000%	0.000%
	<b>Total</b>	<b>292d 13h 27m 39s</b>	<b>99.991%</b>	<b>99.991%</b>
DOWN	Unscheduled	0d 0h 36m 43s	0.009%	0.009%
	Scheduled	0d 0h 0m 0s	0.000%	0.000%
	<b>Total</b>	<b>0d 0h 36m 43s</b>	<b>0.009%</b>	<b>0.009%</b>
UNREACHABLE	Unscheduled	0d 0h 0m 0s	0.000%	0.000%
	Scheduled	0d 0h 0m 0s	0.000%	0.000%
	<b>Total</b>	<b>0d 0h 0m 0s</b>	<b>0.000%</b>	<b>0.000%</b>
Undetermined	Nagios Not Running	0d 0h 0m 0s	0.000%	
	Insufficient Data	0d 0h 0m 0s	0.000%	
	<b>Total</b>	<b>0d 0h 0m 0s</b>	<b>0.000%</b>	
All	<b>Total</b>	<b>292d 14h 4m 22s</b>	<b>100.000%</b>	<b>100.000%</b>

**State Breakdowns For Host Services:**

Service	% Time OK	% Time Warning	% Time Unknown	% Time Critical	% Time Undetermined
Check CPU Load Linux	92.030% (99.121%)	0.522% (0.562%)	0.000% (0.000%)	0.294% (0.317%)	7.153%
Dell OMSA NRPE	99.977% (99.977%)	0.004% (0.004%)	0.007% (0.007%)	0.013% (0.013%)	0.000%
Read-Only Mounts	99.893% (99.893%)	0.000% (0.000%)	0.000% (0.000%)	0.107% (0.107%)	0.000%
check_oracle_login	99.658% (99.658%)	0.000% (0.000%)	0.000% (0.000%)	0.342% (0.342%)	0.000%
<b>Average</b>	<b>97.890% (99.662%)</b>	<b>0.131% (0.141%)</b>	<b>0.002% (0.002%)</b>	<b>0.189% (0.195%)</b>	<b>1.788%</b>

**5I1: What process improvements have been implemented or will be implemented in the next one to three years?**

To reduce costs and problems associated with email usage of current and former students as well as former employees, VU determined it no longer made sense to provide this service. The justification was

based on a couple of observations: 1) all new constituents (students and employees) were already being required to provide a personal email address upon application, and 2) over 70% of our existing student population was auto-forwarding their existing university email account messages to their personal email address.

A recent improvements to enhance the reliability of VU's data and systems is the establishment, testing and documenting of a Disaster Recovery (DR) plan to ensure business continuity. The DR plan describes the actions, materials and resources required to resume MIC operations, either in a full or degraded mode, after the facility has suffered some form of damage as a result of a disaster or an extended localized outage. Additional information to support the DR Plan is located in the MIC Operations Manual.

## 5.2: Resource Management

**5P2: Describe the processes for managing resources, and identify who is involved in those processes.**

- **Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)**

VU's Financial Services Division 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 Government Relations, 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, and Student Financial Services (Bursar and Financial Aid), Management Information Center (MIC), University Police, and the University Primary Care Clinic. These departments perform a variety of specific processes and functions to ensure efficient and productive use of university resources (5.A.1).

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 E-print reports, specialized management reports and analysis, 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 (5.A.1).

The VP of Finance and Director of Architectural Services monitor and review campus facility needs and upgrades. Instructional deans also provide specific input and feedback in assessing the condition of individual instructional buildings. Long- and short-term facility plans are developed from facility reviews and scheduled weekly meetings discussing any updates or changes. Building and repair project lists are developed and prioritized. Resources are established annually for both building repair and rehabilitation

and equipment in VU's annual budget. Office of Procurement personnel conducts equipment inventories every two years. The Chief Information Officer and Management Information Center staff develop campus computing need 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. Instructional equipment requests are submitted by college deans and then reviewed by the Provost once in the fall term and once in the spring term when funds are available. Each dean presents justifications, and equipment requests are prioritized. Final equipment budget allocations are then made from the approved lists (5.A.1).

The institution recently implemented Fleet Manager, a stand-alone software package that tracks the usage of all fleet, bus, and maintenance vehicles. This software provides detailed data such as miles driven, time used, and on-going maintenance records and expenses. This software has been invaluable in managing and maintaining university vehicles in a more cost efficient and productive manner (5.A.1).

- **Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)**

Vincennes University is a state-supported institution of higher education. Thus, 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. The Biennial Budget Request is a comprehensive document that identifies campus needs, priorities and goals and 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 (5.A.3).

In addition, the Capital Budget Request identifies 1) the relationship between requested projects and the long-range plans of the institution and economic and other needs of the state; 2) priorities of various repair and rehabilitation and new construction and the need for each project, and 3) projects warranting special consideration because of health and safety-related issues. Special initiatives identified as high priority by the Board of Trustees and the President and Vice Presidents are submitted as a Line-Item Budget Request. These initiatives are specific, focused projects above and beyond the normal University Operating Budget Request. For example, Vincennes University's Strategic Plan Goal V "Explore Strategic Partnerships/Additional Sites" identified creating synergies through its strategic partnerships/additional sites with business, industries, and other educational institutions including K-12 and higher education. VU's Career and Technical Early College Program was submitted as a line-item budget request in the 2013-2015 State Budget Request. Through industry partnerships and State of Indiana funding, VU was able to substantially grow its statewide presence by strategically locating 15 Career and Technical Early Colleges in career centers throughout Indiana (5.A.3).

- **Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)**

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 continue to employ a conservative approach in developing and allocating resources for Vincennes University. Cost containment is imperative to ensure minimal tuition rate increases and maintain student affordability and the university's reputation for providing high quality programs and great educational value in higher education (5.A.2).

Periodically, the university will utilize grant opportunities to fund special projects. VU takes the approach that grant funding is a one-time funding source and should not be used for ongoing expenses. The university has documented pre-award and post-award grant policies and procedures that ensure compliance with all applicable state and federal regulations. The Grant Office provides pre-award support and services to the faculty and administration by assisting with writing, preparing, researching, and submitting grants. Faculty and staff members who wish to prepare an approved grant (for federal, state, corporate, or private sources) must first notify the Grant Office. The grant must conform to all Vincennes University policies. An internal Grant Routing Form must be submitted to the Grant Office. This form summarizes pertinent programmatic and fiscal information and provides signature lines for the appropriate College Dean and Vice President. Transmission of all proposals and acceptance of all awards from any sponsoring agency must go through the Grant Office, which serves as the Authorized Organizational Representative.

- **Tracking outcomes/measures utilizing appropriate tools**

The annual Program Review document provides a number of financial metric results used in evaluating instructional department's fiscal viability and efficiency. These include individual program revenues, expenses, net dollar contribution, revenue/expense ratios, cost per credit hour, cost per degree, student headcount, student credit hours generated, and certificates and degrees awarded—see 1.3.

<b>5R2: What are the results for resource management?</b>
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- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

The University's two primary operating funds, General Instruction and Residential Life, have met budgeted operating reserve levels in each of the last ten years. These reserves have been maintained even though the university has experienced volatile student enrollment and reductions in state funding dollars. These reserves are instrumental in providing the institution with funds to use for strategic reinvestment initiatives and for financial security in the event of a significant economic or financial downturn.

The thorough evaluation process used to determine the hiring of new or replacement positions (Request to Hire Form A) now requires specific instructional load data for the position justification analysis. Utilizing this form assists department chairs and deans to more closely manage instructional loads, full-time and adjunct faculty mix, and has resulted in more efficient and cost effective class scheduling. This strict process has helped the university reduce its instructional wage per credit hour cost from \$102 in FY2006 to \$88 in FY2015. The hiring process for staff positions follows a similar approach requiring a detailed justification by the requesting department and additional cost/benefit analysis by the applicable Vice President and Finance Office personnel.

The total overall University budget is \$199 million for the 2016-17 fiscal year and is managed in over 1,800 funds. For fiscal year 2016-17, the total General Fund (Operating) budget was \$89 million with over 4,700 account lines to monitor.

**5I2: What process improvements have been implemented or will be implemented in the next one to three years?**

In 2016 additional instructional productivity data was added to the Program Review report which included student credits hour generated per full-time faculty and part-time faculty and average student section counts for each. CPC certificate counts were also added in 2016 since those are now used in the state's higher education funding model.

### **5.3: Operational Effectiveness**

**5P3: Describe the processes for operational effectiveness and who is involved in those processes.**

- **Building budgets to accomplish institutional goals**

Budget development is a comprehensive process conducted annually at VU. Each spring budget request worksheets for on-going operations are completed for the upcoming fiscal year by departmental chairs, academic deans, and unit supervisors. Once completed, these requests are then forwarded to the appropriate Vice President for each area. The Budget Director and the applicable Vice-President reviews and analyzes each of these requests. An integral tool in this review process is the Program Review report. This report is used to analyze trends and the financial viability of each instructional program. Budget meetings are then conducted with each dean. Discussion points include program enrollments, special initiatives, program changes, equipment needs, and specific budget line changes and justifications. In conjunction with annual operating budgets is the development of the capital and strategic initiative budgets. Long-term plans for new facility and existing building repair and rehabilitation needs are developed that consider future student and instructional programming needs. Capital projects funded by the State of Indiana must go through a rigorous review and approval process by both the Indiana Commission of Higher Education and the State Budget Committee. Weekly meetings of the VP for Finance, Campus Architect, and Physical Plant directors are used to evaluate project progress and budget reconsiderations. Directors identify short-term and long-term capital and repair issues that must be addressed. Strategic plan initiatives are also prioritized by senior administration and incorporated into the budget proposals.

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

- **Monitoring financial position and adjusting budget (5.A.5)**

Multiple measures are in place to assess financial viability and budget compliance of each instructional program and operating unit. Budget compliance is measured for each department via the Banner online financial module. Department personnel can access budget and actual expenditure amounts in real time. Month-to-month and year-to-year comparisons are also available at the user's request. Negative budget

balance notices are sent out monthly to applicable department supervisors. Since 1995 the Program Review document has been compiled on an annual basis. This report has been instrumental in measuring the financial condition of each instructional program using different metrics over time. These include the program revenues, expenses, net margin contribution (or deficit), and expenditure per credit hour. In addition to the financial data, student headcount, credit hours, student applications, number of majors, and degrees awarded are also displayed. Each report gives this data over a five-year time-frame. This report provides a tool for senior administration to evaluate programs on a systematic and consistent basis. Trending analysis is also available in the Program Review document to compare programs from year-to-year and program-to-program (5.A.5).

The Banner finance module system allows program chairs and college deans to review their respective budgets in real-time throughout the fiscal year. Chairs are asked to report budget concerns or problems, if they occur, to the dean. If adjustments are necessary, the dean notifies the Director of Business Services, and Budget. Budget adjustments are discussed and approved by the applicable dean and vice president.

As a component unit of the State of Indiana, 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.

- **Maintaining a technological infrastructure that is reliable, secure, and user-friendly**

The Management Information Center (MIC) utilizes a DR Manual to ensure 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 Liferay, a user-friendly single sign-on web portal environment for access to multiple university environments. System alerts provide downtime notifications via the MyVU portal and email. For MIC, security means procedural controls are in place. Multiple staff members provide administrative oversight for the various security procedures. In addition, MIC works with other departments to ensure data integrity and security at both on-site and off-site locations. Staff shares responsibilities for maintenance, backup, support, and recovery functions as well as providing administrative and technical support for data requests for the entire university.

- **Maintaining a physical infrastructure that is reliable, secure, and user-friendly**

The 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. 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. 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 escort services.

- **Managing risks to ensure operational stability, including emergency preparedness**

Vincennes University is committed to providing a safe environment, and the key is preparedness. The Emergency Management Planning Committee is a standing university committee that meets several times a year to identify and manage potential risk factors. The committee evaluates potential safety risks and adapts the university's Emergency Management Plan accordingly to changing conditions and opportunities. These include developing a contingency plan for student safety and health issues, power failures, weather emergencies, and potential terrorist activities. Over 25 different types of emergencies are addressed in the plan. The primary actions required by such emergencies have been consolidated into a single-page Emergency Response Guide, which is posted in classrooms, residence halls, and offices.

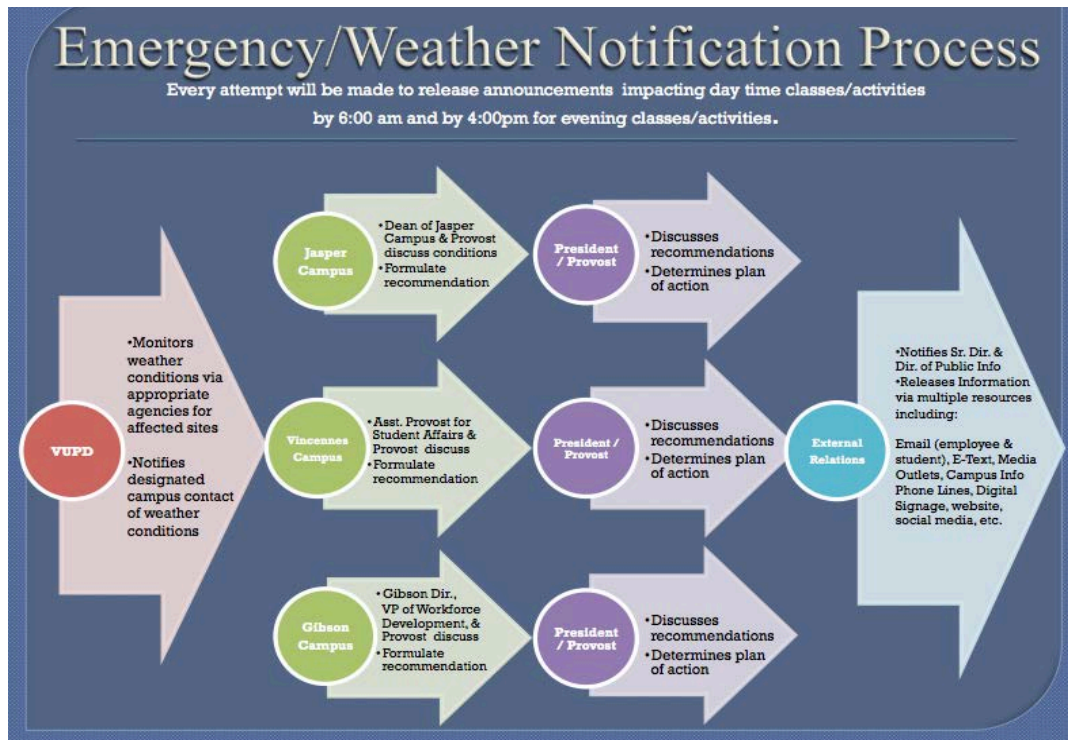
The Crisis Communication Team (CCT) is under the leadership of the Senior Director of External Relations. VU adheres to federal guidelines (Jeanne Clery Act) when issuing crime alerts. When the need for a crime alert arises, an official statement is sent to the Director of Public Information and the Senior Director of External Relations to initiate the CCT process which includes email, E-Text, local media outlets, campus information phone lines, digital signage, the VU website, MyVU, and social media. Multiple members of External Relations disseminate the information through assigned outlets. The CCT information flow chart includes a three-person deep back-up list to prevent a delay in communications.

Beginning in fall 2012, an effective tool was added to the CCT collection, the RAVE alert system. RAVE allows emails (automatic uploads by MIC) and texts (free, voluntary subscription through MyVU) to be sent to thousands of VU community members simultaneously. RAVE also provides reporting options to gauge delivery success and message completion.

The most common use of the CCT process is for inclement weather impacting campus schedules and activities. VU's Emergency Weather Notification process begins with VUPD monitoring weather conditions for affected sites. When conditions warrant, VUPD notifies the designated contact person at the affected sites who, with consultation with the Provost, formulates a recommendation. This recommendation is then discussed with the President, who determines a plan of action and notifies the Senior Director of External Relations and the Director of Public Information to initiate the communication as illustrated in the following flow chart:



Figure 5.6: Emergency & Inclement Weather Notification Process



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

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

Vincennes University designs, maintains, and communicates the key support processes that contribute to everyone’s physical safety and security through daily and weekly meetings. University Police meet daily with Residential Life and the Dean of Students as a subcommittee of the Student Behavior Committee (SBC). These meetings provide an overview of the activities of the previous day that concern negative student behavior. The discussion is meant to minimize risk to the university community. Meetings are also used to create opportunities for students experiencing transitional issues.

In addition to the daily subcommittee meetings, each week the SBC meets. Made up of University Police, Sodexo, Intramural, Counseling, Residential Life, Dean of Students, and the Assistant Provost for Student Affairs, the SBC reviews the previous week’s student issues that include both in-class issues and

out-of-class behavior. The purpose of all these meetings is to prevent negative student behavior and to provide an opportunity for students who may be at risk to address their behavior appropriately.

The university’s life insurance and extensive health benefits, including its sick leave policy, are important parts of its commitment to its employees. Vincennes University has developed a “Living Well” wellness program. The University Primary Care Center (UPCC) has a full nursing staff, a nurse practitioner, and a consulting physician. Office visits, medications, and flu shots are provided at no cost. All employees, retirees, and their family members on the university insurance plan are required to participate in annual health screenings to remain eligible for coverage, and the completion of a tobacco-use affidavit is required or the employee accepts a tobacco surcharge. Employees may also pay into supplemental plans for vision, dental needs, cancer coverage, and life insurance. Flexible spending accounts are also available. The wellness programming also includes access to a personal trainer, lunchtime yoga and Zumba classes, and exclusive early hours at the recreation center for employees. For medical preparedness, emergency defibrillators have been placed in campus buildings, and instruction was provided on how to use the equipment.

**5R3: What are the results for ensuring effective management of operations on an ongoing basis and for the future?**

- **Summary results of measures**
- **Comparison of results with internal targets and external benchmarks**
- **Interpretation of results and insights gained**

While promoted in orientation activities, on the MyVU website, in print materials, in parent and family sessions, and in follow-up messages to regular E-Alert testing, the participation rate is an area for improvement for the Crisis Communication Team. As emails are an automatic upload, there is a 100% participation rate for student and employee preferred emails. However, only 7.39% of the 8,932 registered users have made the effort to list at least one mobile contact. Each year, names are removed and since the first week of class in the fall of 2016, 2,653 new names were added.

*Table 5.7: VU Medical Benefits Summary*

VINCENNES UNIVERSITY - MEDICAL BENEFITS ANNUAL SUMMARY									
<b>Annual Premiums</b>									
	<b>2013</b>	<b>2014</b>	<b>Difference</b>	<b>2015</b>	<b>Difference</b>	<b>2016</b>	<b>Difference</b>	<b>2017</b>	<b>Difference</b>
Employee Only	\$ 1,666.86	\$ 1,768.00	6.07%	\$ 1,846.00	4.41%	\$ 1,846.00	0.00%	\$ 1,846.00	0.00%
<b>Annual Deductible</b>									
Single	\$ 1,500.00	\$ 2,000.00	33.33%	\$ 2,000.00	0.00%	\$ 2,000.00	0.00%	\$ 2,000.00	0.00%
Family	\$ 3,000.00	\$ 4,000.00	33.33%	\$ 4,000.00	0.00%	\$ 4,000.00	0.00%	\$ 4,000.00	0.00%
<b>Out of Pocket</b>									
Single	\$ 4,000.00	\$ 5,000.00	25.00%	\$ 6,000.00	20.00%	\$ 6,000.00	0.00%	\$ 6,000.00	0.00%
Family	\$ 8,000.00	\$ 10,000.00	25.00%	\$ 12,000.00	20.00%	\$ 12,000.00	0.00%	\$ 12,000.00	0.00%

**5I3: What process improvements have been implemented or will be implemented in the next one to three years?**

The VU employee Wellness Program has been a positive initiative for many members such as those who elected to join Weight Watchers. Overall weight loss for the group is over 1,000 pounds, and nine members reached their lifetime goal. Fiscal wellness is an added benefit of the UPCC and wellness programming. VU continues to offer a cost-effective, competitive, and comprehensive healthcare package while nationally healthcare costs have risen nearly 20% over the past three years. In contrast, Vincennes University is entering its third year of no increase in employee premium contributions. The implementation of the university employee vehicle driving policy not only resulted in lowering the number of University-owned vehicle accidents but also decreased insurance premiums for the University as well. To improve emergency preparedness, the Crisis Communications Team will conduct research of both the students and employees to identify audience attitudes and possible barriers to cell phone registration within the E-Alert system and make recommendations for improving the participation rate based on research results. A review of the system offerings of RAVE and alternative emergency alert systems is also planned during the 2017-2018 academic year to ensure service relevancy. The fiscal benefits of the University Primary Care Center have led to a 2017 plan with no increases in deductibles, co-pays, out of pocket maximums or prescription drug copays.

## Category 6: Quality Overview

### Introduction

As VU wraps up its current Portfolio, “Quality Overview” gives VU a chance to consider its quality efforts by looking backward at the institution’s improvement as an AQIP institution and forward to improvement efforts that can solidify its growing culture of quality. Central to the changes has been the gradual evolution of the CQI Committee, the support for and investment in quality improvement from the top down, and the efforts to engage more employees directly in improvement efforts. The CQI Committee coordinates both strategic planning and the AQIP process, and it oversees the implementation of the mission, vision, and values. Coordinating the mission with a continuous quality improvement committee will ensure that VU operates in an institutionally effective way. VU evaluates itself as **Systematic** in its quality improvement **Processes** and its **Results**. VU has become better at identifying Action Projects that help it improve institutionally significant processes, such as its Assessment, DATA, Tutoring, and Onboarding Projects. Assessment has engrained an understanding of data-driven improvement in the minds of faculty and staff. The DATA project has produced a Risk Profile that will produce analytic data that will be integrated with various services to help students persist. VU is using the Strategy Fora to plan important projects. VU has used the current AQIP Portfolio as a way to broaden the understanding of CQI processes and integrate people into the culture. The AQIP Portfolio Writers Survey will provide data that will drive the improvement of future Portfolios.

### 6.1: Quality Improvement Initiatives

**6P1: Describe the process for determining, and integrating CQI initiatives, and who is involved in those processes.**

- **Selecting, deploying, and evaluating quality improvement initiatives**

Selecting, deploying, and evaluating quality improvement initiatives has become a very intentional, systematic, transparent, and collaborative process at VU. First, as described in Section 4.2, the strategic planning process was iterative and engaged the entire institution through the services of the Thomas P. Miller consulting firm. VU will have taken a little over a year to put the strategic plan together, in part because of the broad input process (the survey), and presentations to various groups, including the CQI Committee, the governance groups, and the board. The plan will be fully operational with the input from the colleges and programs and will identify action steps, metrics, and target dates. Through the process, broad ownership will have been built and responsibilities for meeting Strategic Priorities will be identified. The potential exists for some of the Priorities to be met through Action Projects. The CQI Committee will have oversight of the strategic plan and will be the group that will be responsible for identifying Action Projects needed to successfully actualize any Priorities.

The CQI Committee has been referenced in many sections of the Portfolio, especially in Category 4, because it is responsible for leading and overseeing the implementation of continuous improvement at the institution. The Committee meets monthly, as schedules allow. The Committee was originally put into place during the 2011-12 academic year for the purpose of “growing” a grassroots improvement process. Over time, the group, chaired by the President, has become responsible for the strategic plan; review of the mission, vision, and values; and the development of both Action Projects and what VU describes as CQI Projects—projects that are smaller in scope and more focused on a “local” issue rather than a broad institutional issue, which VU assigns to Action Projects for completion. Included below are the Mission and Outcomes of the CQI Committee:

#### **CQI Committee Mission and Outcomes:**

The mission of the Continuous Quality Improvement Committee is to assist Vincennes University in fulfilling its mission as a “Premier Learning Institution.” By promoting institution-wide continuous

improvement efforts, the CQI Committee helps the University grow strategically and function as an effective AQIP institution.

Through the leadership of the Continuous Quality Improvement Committee:

- The institution will develop and implement strategic goals.
- The institution will support and periodically review VU's mission, vision, and values.
- The institution will maintain at least three AQIP Action Projects and other short-term improvement projects, as needed.
- Faculty and staff will participate in the CQI process to help the institution meet its strategic goals through improvement projects, including AQIP Action Projects.
- VU stakeholders will understand the value of both short and long-term improvement projects.
- VU stakeholders will be informed of progress on the strategic plan, continuous improvement projects, and institutional effectiveness.

Described in Section 4.1 is the "Premier Learning Document"; noted there is the how the document identifies measures by which VU can be measured at succeeding with its vision. Central to the mission is identifying quality improvement initiatives and meeting the goals of the AQIP Pathway.

The CQI Committee membership includes leadership positions, including the President, the Provost, the Interim Director of Institutional Effectiveness (the AQIP Liaison), the Interim Director of Assessment, and a number of faculty, including the Senate President, and staff. Current membership is as follows:

**CQI Committee Membership, as of 06/2017:**

Chuck Johnson, President, Committee Chair

Laurel Smith, Interim Provost

Mike Gress, Asst. Provost for Curriculum and Instruction; Interim Dir. of Institutional Effectiveness

Chad Bebee, Interim Director of Assessment

Pat Konkle, Administrative Assistant to the President and Support Staff Representative

Rick Kribs, Assistant Professor, Mathematics

Rob Nora, Chair, Technology Baccalaureate Degree Program

Angie Richart-Mayfield, Associate Professor, Humanities, Jasper Campus

Matt Schwartz, Assistant VP of Outreach & Engagement/Professional Staff Representative

Elaine Burklow, Assistant Professor, English; Senate President

The Committee puts out an annual call for proposals that can be identified and supported as either Action Projects or as CQI projects. The call goes out during the early part of the spring semester, with proposals due by late April. A standardized proposal form is used. It includes questions asked in the Action Project proposal process in order to help proposals transition over to Action Projects, should they be identified as such. The proposal also considers cost estimates, and proposers must identify how the projects will fit with Strategic Priorities and the Premier Learning document so that VU can align these projects with its mission and vision. Employees are encouraged to consider projects of any sort that might not fit into the normal budget process for the area; they are encouraged to be creative with their thinking and address issues or needs outside the normal routine of the program. Proposals are reviewed during an early May CQI Committee meeting so faculty can be notified of the results prior to leaving for the summer. A rubric has been developed to help the Committee identify projects that deserve support and to help separate those that ought to serve as Action Project from those that will qualify as CQI projects. During the opening university-wide meeting, new action projects are announced and presented, along with updates on currently on-going projects. The Interim Director of Institutional Effectiveness gives regular updates on Action and CQI Project progress and project challenges that the Committee might need to help solve.

- **Aligning the Systems Portfolio, Action Projects, Quality Check-Up and Strategy Forum**

The CQI Committee has responsibility for the alignment of the AQIP Portfolio, Action Projects, the Quality Check-Up and the Strategy Forum projects. Having one committee dedicated to the issue of quality improvement and growing improvement, through both the strategic plan and Action Projects, makes it much easier for the institution to ensure alignment of all these AQIP Pathway activities. The current Portfolio was developed with the help of fifty-six employees (faculty, professional staff, and support staff). The employees were divided into nine teams and assigned Category Subsections. The CQI Committee members were all team members. During the August 1, 2016, kickoff meeting, the President, Interim Director of Institutional Effectiveness, and the Interim Director of Assessment. The Portfolio writing teams had monthly meetings after that point; the intent of the meetings rotated every other month. The September meetings and every other meeting after were with the Interim Director of Institutional Effectiveness and Interim Director of Assessment to check progress and answer questions about processes, data, and improvements. In October and every other month after that point, the teams met with the CQI Committee for a luncheon meeting to report progress on their sections and to identify challenges for all CQI Committee and other report writers to help answer. The CQI Committee is also responsible for distributing a survey to evaluate the writing process and support. The Committee will use the results to improve the writing process for future portfolios. The survey also included questions about processes that might be improved by Action Projects. The committee did not distribute the CQI Proposal Application to the general population this year because the committee determined that improvement projects would be derived from the survey feedback, especially given the need to complete a Quality Highlights report. The committee decided that those needs would take priority this year. This last point should make clear the AQIP intentionality or focus of the committee.

The CQI Committee is the natural body to review the Systems Appraisal and identify projects that will be needed for the Quality Highlights report or for other projects going forward. The group is also the body that shapes strategy forum activities. VU went to the Strategy Forum very well prepared to work on an Onboarding Project. The President, Provost, and Interim Director of Institutional Effectiveness ran a workshop during Professional Development week that used CQS gap data on four items from the survey at discussion tables to shape understanding of the issues and suggestions for improvement. One of the issues was about VU’s processes for orienting new hires. The teams working on the topic all pointed toward the need for some standardized onboarding process for new hires, especially for adjuncts. The idea was taken to VU’s last Strategy Forum, and VU now has an Onboarding Project. The AQIP Portfolio Writers Survey provides some results on VU’s quality initiatives. The survey was made up of Likert scale questions and mostly open-ended questions to get the qualitative feedback that can help VU address quality issues. An example of responses from the twenty-three respondents to one of the Likert scale questions is provided below:

**6R1: What are the results for continuous quality initiatives?**

**The AQIP process relied on diverse teams to draft the portfolio sections. How satisfied were you that your team was comprised of the appropriate number of people with the right expertise to complete the work?**

- Highly Satisfied: 10 43.48%
- Mostly Satisfied: 4 17.39%
- Limited Satisfaction: 7 30.43%
- Mostly Unsatisfied 2 8.70%
- Highly Unsatisfied 0 0.00%

The CQI Committee is pleased to see that 61% were either highly satisfied or mostly satisfied, but it will use the open-ended questions to determine how it can improve the process in the future. Results found in other parts of the portfolio give an indication of how well VU's quality initiatives are performing. For two examples are:

- Section 3R1, Table 3.2 for data on the Onboarding Action Project
- Section 2R1, Figure 2.2 for data on the Tutoring Action Project

**6I1: Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?**

Besides using the data from Action Project to improve the results of those new or developing processes, VU will use the AQIP Portfolio Writers Survey to move into the next four-year portfolio writing cycle.

## 6.2: Culture of Quality

**6P2: Describe how a culture of quality is ensured within the institution.**

- **Developing an infrastructure and providing resources to support a culture of quality**

Described in 6.1 is one way that VU has developed an infrastructure and provided resources to support a culture of quality. The CQI Committee plays a central role in guiding the development of an infrastructure. The Committee serves as the hub of action that coordinates and oversees the central operation. The use of the CQI Proposal Process builds improvement projects from the ground up, and the oversight of the portfolio writers has increased awareness of the AQIP Process and systems thinking. Being responsible for the strategic plan and oversight of the mission, vision, and values, coordination of improvement initiatives with the institution's central purpose is a more straightforward process.

Additionally, VU has invested significantly in Institutional Effectiveness and the assessment processes since the 2012 portfolio. The Institutional Effectiveness Office now consists of a Director, a Director of Assessment, and one staff person. The Assessment Committee is made up of seven faculty and four staff. Faculty have release time to serve as liaisons to the colleges, and staff are given time away from their duties to serve as liaisons for co-curricular assessment. Sections 1.1 and 1.2 describe VU's rapid development of quality assessment processes that include external benchmarking with the AAC&U Multi-State Collaborative.

As a result of the tutoring Action Project, VU will again invest in a new position, the Director of Learning Support Services, and VU's move to corequisite developmental education has changed the developmental culture at VU, with the price tag of smaller sections for developmental support courses. VU has invested heavily in quality in terms of human, physical, and financial resources.

- **Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)**

VU is very public about its improvement efforts, in a number of ways, and the impact on institutional culture and operations is evident. The CQI Proposal Process is announced by the President each spring as he makes his call for improvement projects. Accepted proposal and project details are announced during the opening university-wide meetings. Assessment Day has now become an annual event, and the Assessment Committee members plan and lead the sessions. On Assessment Day, all faculty and co-

curricular staff are expected to participate, but they start with breakfast, have snacks along the way, and have lunch before returning to the department areas to collaborate on their assessment plans. The Data Committee was developed, in part, as a result of a recognized dearth of data during the last Portfolio Process and grew naturally out of the D.A.T.A. Action Project developed at VU's 2013 Strategy Forum. The Office of Institutional Effectiveness posts Action Projects and Updates, as well as institutional data from the Campus Quality Survey and the Community College Survey of Student Engagement (5.D.1).

- **Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)**

Again, the CQI Committee and its members take the lead in making sure that VU learns from CQI initiatives. The AQIP Portfolio Writers Survey, referenced above in 6.1, is one example of how the committee is working to ensure that VU learns from its initiatives. VU's last strategic plan progress was marked regularly with a checkbox system that measured how close the action item was to being fully implemented. The check failed to measure the quality of the action item and the impact on the institution. The CQI Committee is making sure that the new strategic plan includes action steps, targets and measures to ensure that VU can assess the impact of the efforts on the institution. Another lesson learned is that Action Projects that establish new processes have to include steps to identify a clear owner of the process so that once the project is underway and the new process is established, a person responsible for quality checks and improvements is identified. The tutoring action project will identify a Director who will be responsible for ongoing improvement of student learning via tutoring and testing experiences (5.D.2).

- **Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution**

Again, the CQI Committee, along with the Director of Institutional Effectiveness will be responsible for overseeing the role and vitality of the AQIP Pathway within the institution. VU is very public in its support of the culture as described in terms of the investment it is making in quality improvement initiatives and the staff needed to make improvement a daily effort. VU celebrates AQIP and IE improvements at every opening University-wide meeting, and the support for the effort, from the top down, is evident as is indicated in CQS data.

**6R2: What are the results for continuous quality improvement and evidence of a culture of quality?**

The CQS data indicates that VU employees feel they are a part of a culture of quality. The average mean gap for all employee groups is a 0.649. That represents VU's third smallest gap (small gaps mean the perception of how things "should be" vs. how things "are" is minimal). VU also believes that having fifty-six people working through the AQIP Portfolio writing process has broadened the understanding of a significant number of employees; combined with all the people doing quality assessment work, these activities give VU optimism that a culture of improvement is now the VU culture.

**6I2: What improvements to the quality culture have been implemented or will be implemented in the next one to three years?**

The data in 1R2, figure 1.15, indicates that today, all colleges are reporting that academic assessment reporting is either 95% or 100% fully reported. Efforts like continued evolution of the assessment plan reporting template and Assessment Day are producing these results. As noted in 6.1, the AQIP Portfolio Writers survey will produce data that VU will use to drive AQIP Pathway improvements and a better Portfolio in four years.