PREMIER LEARNING INSTITUTION: Indicators of Success

VISION STATEMENT	MISSION STATEMENT
Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality. VU is a diverse community whose members all share responsibility for supporting the University mission and are respected for their contributions.	Vincennes University develops people and enhances communities through accessible high-quality educational programs, strategic partnerships, and active engagement.

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

1. Mission

The institution has adopted a mission statement that is consistent with its stated purpose in its charter. The institution's policies and procedures demonstrate that it is operating in a manner appropriate to its stated mission and purpose. The institution's role in the state system of higher education is well defined and communicated clearly to all relevant constituencies.

2. Faculty

The institution employs faculty who are fully qualified, both in terms of academic preparation and professional experience, in their respective disciplines. Faculty credentials are appropriate to the types and levels of instruction they are providing. Faculty are recognized as colleagues and peers by faculty from other colleges and universities, particularly those to whom the institution's students transfer their academic credits. The institution employs an appropriate proportion (state percentage) of full-time faculty who have the primary responsibility to provide academic oversight of the curriculum of the institution. Adjunct faculty meet the same requirements for academic preparation as the full-time faculty. Faculty loads are established at levels that permit quality instruction to be provided to students.

3. Accreditation

The institution has earned and maintains both institutional and program-level accreditations to demonstrate that the institution is providing academic programs and student support services of the types and at levels of quality defined by the professional standards of the accrediting bodies. The institution has earned full accreditation from the appropriate accrediting associations in which participation is considered necessary by higher education professionals.

Moreover, the institution and its various departments/programs have also earned accreditation from the appropriate accreditation organizations in which participation is considered desirable, although voluntary.

4. Professional Affiliations

The institution actively seeks and maintains affiliations with pertinent professional organizations to a) enhance program accreditation, b) provide opportunities for professional development for faculty and staff, c) provide on-going access to current research and development in disciplines represented within the institution, and d) identify and encourage faculty and staff members to serve in leadership roles within their respective professions. 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.

The institution has positive and effective relationships with pertinent state coordinating boards. Leaders in state government, education and business and industry recognize and value the role and contributions of the institution to the state's welfare and economic viability.

5. Professional/Leadership Development

The institution is actively engaged in implementing a comprehensive program of professional development for faculty and staff. The institution's professional development plan includes elements to address areas of general institutional importance, as well as departmental and individual plans that focus on meeting the needs of each department, discipline, functional area and individual. Individuals are both encouraged and provided financial support and/or released time to participate in professional development activities (workshops, conferences and/or coursework) designed to enhance their knowledge and skills needed in the performance of their current work responsibilities. Additionally, faculty and staff are provided support to acquire and incorporate leading-edge knowledge and skills into their job performance to improve the effectiveness and efficiency of the institution's programs and services. The institution is actively engaged in providing leadership training opportunities to enable faculty and staff to be prepared to accept leadership opportunities within the institution as they become available. Faculty and staff are encouraged to aspire to positions of leadership within the institution and within regional and national professional organizations.

6. Academic and Student Support Services

The institution provides a comprehensive array of academic and student support services to meet the instructional and personal development needs of students. Special efforts are made to ensure that these services are of the highest quality possible, are made well known across the institutional community, are made available at times and in locations convenient to students, and are provided using a variety of delivery methods to meet the various learning styles and needs of

students. Program faculty provide individualized academic advising to students to assist them in making informed educational and career choices and to ensure students are able to complete institutional and program requirements in the most effective and efficient ways possible.

7. Focus on Learning Outcomes

The institution has clearly defined the course requirements and intended learning outcomes for each of its categories of degree and certificate programs. The curriculum has appropriate breadth and depth, including courses and their intended learning outcomes that define a program major and those that prepare each graduate to become a liberally educated person. "Vertical articulation" ensures internal consistency and continuity within courses and programs, and enables students to experience seamless progression throughout their programs of study. In addition, the faculty have defined the specific learning outcomes unique to each program.

- **Documentation of Monitored Progress**
  The institution has in place a comprehensive system for monitoring and documenting student progress toward the attainment of course and program outcomes. A combination of formative and summative assessments in basic skills, general education, and program majors provides evidence of student gains and instructional effectiveness. Faculty collaborate to analyze this evidence in order to improve the delivery and impact of instruction. Intervention procedures are employed for students not making progress. For faculty incorporating new or innovative practices, a value-added model of assessment is provided to facilitate determining the differential impact of the practice on student achievement.

- **Articulation and Transfer**
  The institution has documentation that provides evidence that most, if not all, of the college-level course credits earned by students are accepted and applied toward degree requirements at the receiving institutions. All of the institution's programs have "2 + 2" articulation agreements in force with the public and private institutions to which its students normally transfer. Faculty and appropriate staff of the institution regularly participate in articulation and transfer initiatives with their counterparts at the receiving institutions to ensure all transfer arrangements and agreements are up-to-date. Research studies reflect a high degree of student satisfaction with the institution in terms of academic preparation and transfer support services.

- **Retention/Migration/Graduation Rates**
  The institution has research results that document a high rate of student retention and graduation when compared to corresponding rates at comparable institutions. The institution's retention and graduation rates equal or exceed state and national averages for similar types of institutions. Migration studies reflect a high degree of success in helping students remain enrolled by selecting programs of study that correlate well with their academic skills and interests.

- **Transfer Rates/Success**
  The institution regularly conducts research studies to ascertain the level of success in terms of academic transfer rates and student academic success following transfer. These studies document a high degree of success among students who have declared plans to transfer, who do so with ease and with minimal loss of credits earned. Academic performance of the institution's students following transfer equal or exceed that of the receiving institution's "native" students.

- **Job Placement/Employer Satisfaction**
  The institution regularly conducts research to document job placement rates, the degree of "fit" between the positions into which students are placed and their programs of study completed, compensation levels and the levels of student satisfaction with their preparation for work provided by the institution. The institution also regularly conducts research to determine the level of employer satisfaction with the skill level of the institution's graduates. In each case students and their employers report a high degree of satisfaction with the institution, its programs and the contributions of the faculty and staff in preparing students to have a high level of job knowledge, skills, readiness to work, and an ability for continued learning to meet changing job requirements.

- **Benchmarking Performance**
  The institution is able to provide evidence of student learning at levels equal to or greater than that of institutions recognized as among the most effective in the nation. The institution regularly participates in interinstitutional research initiatives that provide benchmarking data on a comprehensive range of measures that education professionals agree provide evidence of effectiveness in terms of student learning outcomes.

- **Experiential/Service Learning**
  The institution has developed a comprehensive range of opportunities for students to participate in service learning. Internships, co-op programs, practicum and laboratory classes, and volunteerism opportunities arranged through classes or campus clubs and organizations all provide students opportunities to participate in service learning activities.

8. Diversity

The institution is able to provide evidence of its commitment to diversity in all matters related to providing services to students and clients and in terms of the employment of faculty and staff. Students, faculty and staff are able to study and work in a supportive environment in which each individual is treated with respect and is valued for her/his unique characteristics, goals and aspirations. The curriculum of the institution is designed to include diversity of thought and cultures in positive ways. The institution's diversity is viewed by all constituencies as a strength which contributes to each person's cultural awareness and understanding.

9. Governance

The institution has adopted a shared governance structure that both expects and regularly accepts input from all constituent groups within the institution, including students, on matters relative to the operation of the institution. The various governance groups contribute to the development and implementation of policies and procedures aimed at improving the effectiveness and efficiency of the institution. The Board of Trustees has final authority for ensuring adherence to the mission of the institution and for reviewing procedures and adopting policies that will lead to the fulfillment of that mission.

10. Innovation

A major hallmark of the institution is its encouragement and support of innovation among members of the faculty and staff to enhance student success. The faculty are actively engaged in classroom research activities to find the most effective instructional delivery strategies to promote student learning. Faculty are also actively engaged in developing new and revised curricula in order that the institution may provide leading-edge learning opportunities for students. As a result, students develop a vision of their own opportunities for success. Similarly, staff are engaged in finding innovative ways to enhance student satisfaction and success.

11. Resources

The institution effectively pursues and utilizes financial, human and capital resources to enable fulfillment of the institution's mission. The process for the development of the annual budget addresses initiatives designed to enhance the continuing development of the institution and its programs, students, and personnel, thereby ensuring a strong and stable future.

12. Instructional/Information Technology

The institution encourages and supports the incorporation of appropriate instructional technologies. In the delivery of instruction, faculty utilize a variety of mediated delivery systems to enhance the learning process. The effective use of instructional technology allows for the delivery of educational programming to distance learning students, including all technology applications available to on-campus students. All faculty, staff, and students have access to a comprehensive range of information technology systems and services important to study and work.

13. Strategic Planning

The institution has in place an effective ongoing strategic planning process to guide the current operation and future development of the institution. The strategic plan represents a commitment to a management process which seeks and evaluates input from all relevant constituent groups. The strategic plan provides the basic framework for decision-making within the institution, including establishing operational priorities and budgeting.

The President leads the strategic planning process and ensures that all units within the institution contribute to the successful achievement of the various elements of the plan. Ongoing formative evaluation efforts are undertaken to assess progress toward meeting the goals and objectives specified in the plan as well as to make necessary adjustments and refinements as experience warrants.

14. Facilities/Infrastructure

The institution's facilities and infrastructure are up-to-date, provide for quality academic, operational, and recreational programs and services, and meets the needs of students, faculty, and staff. A current facilities Master Plan ensures that the institution's capital facilities are being well-maintained and will be expanded and/or renovated to meet future needs.

15. Program Review

The institution utilizes a continuous improvement program review process that includes both qualitative and quantitative components. The qualitative component evaluates the mission, purposes, and objectives for each program or department. The quantitative component evaluates the financial efficiency and viability of each program or department. Consistent with the mission of the institution, the continuous quality improvement process assures that each program or department has a clearly defined mission and purpose, achieves its educational outcomes, and operates in a fiscally sound and cost-effective manner.

16. Alumni

Alumni of the institution have achieved their goals and aspirations to become productive citizens, including some who serve in a broad range of significant leadership positions within their careers and communities. Alumni provide financial support and advocate for the institution’s continuing development.