

Strategic Plan:

Report of Progress, 2011

VINCENNES UNIVERSITY

Indiana's First College

Strategic Plan Progress Report	Progress Level				
	1	2	3	4	A
Strategic Planning Goal I: Improve Through Assessment					
I-1. Create a vision for assessment that embraces and embodies improvement.				X	
I-2. Create, define, and share a common assessment vocabulary.				X	
I-3. Create and integrate common learning outcomes.					
I-3-A. Develop University-wide general and liberal education curricular and co-curricular outcomes.			X		
I-3-B. Develop program and course curricular and co-curricular outcomes.		X			
I-3-C. Implement a course outline review process.	X				
I-3-D. Develop curriculum mapping for outcomes alignment.	X				
I-4. Utilize a variety of methods to communicate and coordinate plans, issues, challenges, successes, and results to all stakeholders.		X			
I-5. Develop and empower leadership.					
I-5-A. Design and organize committees and teams to manage University assessment.	X				
I-5-B. Designate and empower an administrative position responsible for University assessment-driven improvement.				X	
I-5-C. Use annual survey results of faculty, staff, and students to evaluate and improve assessment leadership.					
I-6. Develop and implement a systematic and systemic assessment process.					
I-6-A. Implement a timetable and develop forms for completing reports, data analysis, and dialogue about results to plan and implement improvement measures.		X			
I-6-B. Explore effective practices to create collaborative assessment and improvement opportunities.		X			
I-6-C. Implement a process of recording, reporting, and moving information within the assessment framework.			X		
I-6-D. Implement an annual process to identify and mitigate barriers to effective assessment and to celebrate improvement successes.		X			
I-6-E. Measure of and response to internal and external stakeholders' perceptions of institutional value.	X				
I-6-F. Establish a pilot program for an e-portfolio system.	X				
I-7. Identify, align, and budget assessment resources.					
I-7-A. Develop and sustain an adequate annual assessment budget for assessment projects, improvement projects, and leadership roles.		X			
I-7-B. Integrate assessment into all aspects of personnel management (i.e., hiring, promotion, evaluations, etc.)	X				
I-8. Create and implement an assessment-driven program review.					
I-8-A. Define the purpose of assessment-driven program review.	X				

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I-8-B. Implement a systematic process of program review and improvement, including a public reporting system.					
I-9. Identify an appropriate system of internal and external benchmarks for improvement.					
I-9-A. Define and develop the purposes of internal and external benchmarking processes.					
I-9-B. Identify, intiate implementation, and communicate benchmarking processes.					
I-10. Design and deliver professional development.					
I-10-A. Develop and sustain adequate assessment professional development.	X				
I-10-B. Invite and support participation in assessment and improvement learning communities.	X				
I-10-C. Support VU personnel participation as AQIP and other peer reviewers.					
I-10-D. Focus and enhance the Scholarship of Teaching and Learning.	X				
Strategic Planning Goal II: Promote Student Recruitment					
I-1. Improve the application yield of students with strong academic profiles utilizing strategic recruitment and marketing support.	X				
II-1-A. Create benchmarks and metrics to determine recruitment and marketing results based on such data as class rank, grade point average (GPA), and placement examinations of accepted applicants and enrolled students.			X		
II-1-B. Create a recruitment plan and devise specific communication for high school counselors, organizations, and students with strong academic profiles		X			
II-1-C. Expand current honor program opportunities to prospective students via distance education, other sites, flexible project schedules, and baccalaureate degree programs.		X			
II-1-D. Increase scholarship and grant opportunities to strengthen the institution's leveraging capabilities.	X				
II-2. Unify diversity initiatives within the context of a multicultural recruitment plan including the recruitment of students from a broader geographical region.		X			
II-2-A. Continue support of programming to engage current students, prospective students, employees, and surrounding communities to promote cultural sharing and educational growth.		X			
II-2-B Provide training on the integration of multicultural lessons in coursework.		X			
II-2-C Promote campus visits for University sites modeled after Vincennes Campus PreVU Days.			X		
II-2-D Continue efforts to attract diverse applicants for instructional and other positions with VU.		X			

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II-3. Continue current and develop new target plans for recruitment and marketing initiatives of the University.			X		
II-4 Re-evaluate the criteria for admission, retaining an open enrollment policy for any student that is defined as "College Ready."				X	
II-4-A. Review effectiveness of placement examination cutoffs in predicting student readiness.				X	
II-4-B. Establish educational recommendations and paths for students scoring below the U.S. Department of Education (DOE) ability to benefit standards				X	
II-4-C. Educate the University community and high school counselors on the placement score adjustments and the impact on advising.			X		
II-4-D. Implement ability to benefit standards.			X		
Strategic Planning Goal III: Retain Students					
III-1. Improve Academic Advisement by enhancing the student-advisor relationship, promoting advisor professional development, and involving advisors and University community in programs to increase student success and responsibility.	X				
III-1-A. Define minimum requirements for academic advisement expected at VU based on Council for the Advancement of Standards in Higher Education (CAS) standards and the culture of the University.					
III-1-B. Design and implement a diagnostic and training advisement module(s) to determine needs and necessary training.	X				
III-1-C. Using the advisement needs profile, launch an annual advisement update whereby training is provided to those who do not meet the established "minimum requirements" for advisement services delivery.					
III-2. Develop an effective "First-Year Experience" to include career guidance, study skills, attendance guidelines, and academic advising.	X				
III-2-A. Complete a first-year student experience plan based on the Foundations of Excellence (FoE) self-study model, previous research conducted, and strategies employed at the University.	X				
III-2-B. Create a freshman course that addresses issues and outcomes implied in Objective III-2-A					
III-2-C. Execute the Supplemental Instruction AQIP Action Project.					

KEY

1 = Start-up actions undertaken; concept work completed; early organization efforts underway; 25% to goal

2 = Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.

3 = Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.

4 = Fully Deployed; 100% success on results.

A = Annual report showing ongoing planning, program, or funding process.

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III-2-D. Require students who possess less than a 2.0 high school Grade Point Average (GPA) to enroll in a Study Skills Class.					
III-2-E. Reinforce first-year student engagement through academic and campus activities with a focus on the needs of General Studies students.					
III-3. Utilize a variety of strategies to enhance student retention and graduation rates.					
III-3-A. Incorporate Banner notification system of students who are in jeopardy of not being successful (1st week, 4th week, 6th week, etc.) as determined by academic need Tracking Attendance and Performance of Students (TAPS) Report.	X				
III-3-B. Identify strengths and weaknesses in the existing cascade of Student and Academic Affairs support services beginning with the students' first encounter with VU and ending with graduation and job placement.	X				
Strategic Planning Goal IV: Enhance Student Success					
IV-1. Increase student success rates (enrollment/course completion, time to degree, degree production) through focused application of people, equipment, pedagogy, and technology resources:	X				
IV-1-A. Communicate existing hiring procedure.	X				
IV-1-B. Address common obstacles to student success.			X		
IV-1-B-i. Educate the University community about negative impacts (alcohol, other drug use, and disruptive behaviors), and promote awareness of existing intervention resources.		X			
IV-1-B-ii. Create a Late Registration policy, differentiated from the Drop/Add policy.				X	
IV-1-B-iii. Implement the Late Registration policy.			X		
IV-1-B-iv. Evaluate the potential impact of allowing for a two-day orientation process.	X				
IV-2. Assist students to graduate as confident, self-motivated, independent lifelong learners.		X			
IV-2-A. Provide liberal education to enhance student success.		X			
IV-2-B. Encourage additional faculty participation in the Teaching Transformation Academy (TTA) of the Center for Teaching and Learning (CTL).			X		
IV-2-C. Facilitate student identification with the institution by increasing student participation in clubs and organizations and other co-curricular activities.		X			
IV-2-D. Infuse co-curricular activities into course curricula.		X			
IV-2-E. Explore possibility of offering co-curricular transcripts.			X		

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IV-3. Improve graduation rates consistent with initiatives from Indiana Commission for Higher Education (ICHE).	X				
IV-4. Re-examine General Studies Program as the vehicle to enhance student success.		X			
Strategic Planning Goal V: Explore Strategic Partnerships/Additional Sites					
V-1. Create additional partnerships for students to complete four-year degrees at VU sites					X
V-2. Integrate 2+2 partnerships into VU's Bachelor's Degree programs.		X			
V-3. Create academic partnerships with Muscatatuck Urban Training Center (MUTC).				X	
V-4. Create additional business and industry professional development training opportunities.					X
V-5. Explore creating a campus in a concentrated populated area that is demographically compatible with the VU mission.					
V-6. Establish additional secondary partnerships in strategic locations that lead to higher education credit-generating opportunities.				X	
Strategic Planning Goal VI: Increase Technology					
VI-1. Implement technology to aid advising and student success rates.	X				
VI-2. Create and maintain a student digital support lab staffed by student workers for student use.				X	
VI-3. Develop and promote the use of a student digital device meeting specified standards for communications, course work and internet access.	X				
VI-4. Promote the deployment of Tablet PCs for Faculty and Staff in lieu of standard desktop computer workstations.		X			
VI-5. Create and implement a virtual desktop.	X				
VI-6. Expand availability and usage of SMART classrooms.				X	
VI-7. Maintain mission-critical and University embedded software systems.				X	
VI-8. Expand and support University's digital library.				X	
VI-9. Maintain and add appropriate level of staffing support for educational technology.				X	
VI-10. Promote and continually refine the Teaching Transformation Academy (TTA).				X	
VI-11. Promote and continually improve technologically based professional development for faculty and staff.				X	

June 2011

Learn in Order to Serve