Going Further Faster
Vincennes University
Strategic Plan 2017 - 2025

Mission

Vincennes University develops people and enhances communities through accessible, high-quality educational programs, strategic partnerships, and active engagement.

Vision

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 to support the University mission and are respected for their contributions.

Values

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.
5. Cultural enrichment, diversity, and individual freedom.

Strategic Priorities

1. Enhance 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

Strategic Alignment

The six strategic priorities of *Going Further Faster* represent important areas of new and continued investment of resources intended to further the Mission and Vision of Vincennes University, while embodying the institution's core values.

Mission

Vincennes University develops people and enhances communities through accessible, high-quality educational programs, strategic partnerships, and active engagement.

1. *Priorities 1 (Enhance Enrollment and Recruitment Efforts) and 3 (Improve Student Retention and Success)* support this mission by developing people and enhancing communities by providing access to and support through post-secondary certification and associate and baccalaureate degree programs.
2. *Priority 2 (Emphasize Partnerships with Industry, K-12, and Higher Education)* advances this mission through strategic partnerships and collaboration with industry and other education partners to ensure that education programs are meeting the needs of the community (local and state).
3. *Priority 4 (Cultivate Internal and External Resources)* focuses on developing people through the development of faculty and staff to ensure that they continue to grow and have the skills and knowledge necessary to advance institutional goals. Additionally, Priority 4 focuses on developing the financial resources to further enhance communities and advance the university's mission and goals.
4. *Priority 5 (Identify and Investigate Opportunities to Establish New Programs and Enhance Existing Programs)* enhances community through accessible, high quality educational programs, strategic partnerships and active engagement by engaging the business and local communities through advisory councils and creating systemic accountability and review processes for all new and existing programs.
5. *Priority 6 (Develop and Implement a Communication Strategy that Promotes and Reinforces VU's Role and Identity with Indiana and Elsewhere)* ensures the active engagement of the campus with local, national, and international communities through marketing and messaging VU's programs and partnerships.

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1. *Priorities 2 (Emphasize Partnerships with Industry, K-12, and Higher Education)*, *5 (Identify and Investigate Opportunities to Establish New Programs and Enhance Existing Programs),* and *6 (Develop and Implement a Communication Strategy that Promotes and Reinforces VU's Role and Identity with*

Indiana and Elsewhere) focus on building superior programs that meet the demands of the 21st century workforce in Indiana and ensures that the resources available to meet these demands as well as communicate the availability and success of these programs to current and future students in Indiana, across the country and around the world.

VU is a diverse community whose members all share responsibility for support of the University mission and are respected for their contributions.

2. *Priorities 1 (Enhance Enrollment and Recruitment Efforts), 3 (Improve Student Retention and Success), and 4 (Cultivate Internal and External Resources)* focus on the members of the VU community – students, faculty, and staff – and the related activities work to ensure that all members of the community are given the opportunity to thrive at VU.

Values

The VU Values are realized throughout the strategic priorities and related activities are indicated below.

	Priorities					
Values	1	2	3	4	5	6
Personal growth and academic excellence for our students, faculty, and staff.	X		X	X		
Collaborative relationships with our stakeholders and communities.		X			X	X
An environment that encourages open dialogue and cooperation.		X	X	X		X
Continuous improvement through data informed planning and evaluation.	X		X		X	
Cultural enrichment, diversity, and individual freedom.	X		X	X		

Objectives Driving Strategic Priorities

In order to execute *Going Further Faster*, VU is establishing targets and activities aligned with each of the Strategic Priorities. Baseline data are being used to establish the starting points and these metrics will be used by the Continuous Quality Improvement Committee (CQI) to evaluate annual progress and to inform annual planning and budgeting processes.

Strategic Priority One: Enhance Enrollment and Recruitment Efforts

Objectives:	Measured by:
1.1 Increase recruitment activities outside of Indiana to grow enrollment of non-Indiana students.	Baseline: • Number of non-Indiana students October 15, 2017. Success measured by: • Growth in number of non-Indiana students measured each year on October 15.
1.2 Increase Baccalaureate enrollment in identified programs through program specific recruitment activities.	Baseline: • Identify specific programs to focus on for enrollment growth. • Identify number of students enrolled in programs as of October 15, 2017. Success measured by: • Growth in number of baccalaureate students measured each year on October 15. • Tracking program specific recruitment activities in these programs.
1.3 Increase number of students who convert from ProjectEXCEL and Early College enrollment and complete a certificate or degree.	Baseline: • Number students converting from ProjectEXCEL and Early College to VU students as of October 15, 2017. • Number of degree seeking students retained from conversion programs from October 15, 2016 to October 15, 2017. • Number of students who have enrolled in past 4 years and completed a credential within 100% and 150% of designated time as of May 2017. Success measured by: • Growth in enrollment of conversion students measured each year on October 15. • Growth in number of students retained from conversion programs from year to year measured each year on October 15.

	• Growth in number of conversion students completing a certificate or degree within 100% and 150% of designated time each year. • Comparison of the average number of semesters it takes for conversion students to complete certificates or degrees to non conversion students. (Show savings in terms of time and cost.)
1.4 Increase enrollment in alternative delivery method programs including distance education, hybrid delivery systems, military education programs, and competency-based education programs.	Baseline: • Number of students enrolled in alternative delivery methods as of October 15, 2017 (by program/by location). • Number of students retained in alternative delivery method programs from year to year as of October 15, 2017. • Number of students completing a certificate or degree within 100% and 150% of designated time each year. Success measured by: • Growth in number of students enrolled in alternative delivery measured each year as of October 15, 2017 (by program/by location). • Growth in number of students retained in alternative delivery method programs from year to year measured each year on October 15. • Growth in number of students completing a certificate or degree within 100% and 150% of designated time each year.

Strategic Priority Two: Emphasize Partnerships with Industry, K-12, and Higher Education

Objectives:	Measured by:
2.1 Increase number of students participating in work-based learning programs.	Baseline: • Define work-based learning programs. • Number of students participating in work based learning opportunities each semester beginning Fall 2017. Success measured by: • Growth in number of students participating in work-based learning programs each

	semester.
2.2 Increase number of students enrolled in 2+2 programs.	Baseline: • Number of students participating in 2+2 programs as of October 15, 2017. Success measured by: • Increase in number of students participating in 2+2 programs measured each year on October 15. • Increase in number of students successfully transferring to and completing second part of 2+2 program measured each year on October 15.
2.3 Leverage distance education in Business and Industry programs.	Baseline: • Number of programs offered through B&I distance education programs. • Number of B&I partners/locations offering distance education programs. • Number of students enrolled in distance education programs through B&I. Success measured by: • Increase in number of programs offered through B&I distance education programs. • Increase in number of B&I partners/locations offering distance education programs. • Increase in number of students enrolled in distance education programs through B&I.

2.4 Develop events and activities that reinforce and recognize partnerships.	Baseline: • Catalogue existing activities that reinforce and recognize partnerships. • Identify gaps in activities and/or opportunities for growth/reduction. Success measured by: • Adjust events and activities based on initial evaluation. • Review partnership survey data and re evaluate and adjust annually. • Implement recognition of significant partnerships.

Strategic Priority Three: Improve Student Retention and Success

Objectives:	Measured by:
3.1 Develop systems that work across the university to track prospective, current, and former students.	Baseline: • Implement a CRM-type system that provides students with better advising and degree mapping processes to increase student retention and success rates. • Number of students reporting degree audit problems each semester. • Number of students completing a credential each semester within 100% and 150% of expected time. • Number of Early College transfers to full time matriculation on campus. • Results from Annual Advising survey. Success measured by: • Creation of CRM-type system (year one). • Training for key personnel across the university (year one and ongoing). • Implementation across the university (year two). • Reduction in the number of students reporting degree audit problems. • Reduction in the number of students with denied petitions. • Reduction in the number of course substitutions. • Increase in number of on-time graduates in all programs. • Grow early college transfers. • Improvement across Annual Advising survey.

3.2 Enhance and expand Summer Bridge and related programs.	Baseline: • Number of students enrolled in Summer Bridge 2017. • Number of students from Summer Bridge 2017 enrolled in Fall 2017. • Number of students from Summer Bridge 2017 retained in Winter 2018 and each subsequent semester. • Number of students who have participated in Summer Bridge in past 4 years and completed a credential as of May 2017.

	Success measured by: • Growth in enrollment of Summer Bridge students each year. • Growth in number of students from Summer Bridge Program who are enrolled in the subsequent fall semester measured each year on October 15. • Growth in number of students from Summer Bridge Program who are retained each semester and who complete credential within 100% and 150% of expected time.

3.3 Offer structured first-semester experiences to enhance orientation of entering students.	Baseline: • Create pilot program in 2017-2018 school year for implementation in Fall 2018. • Fall-to-spring and fall-to-fall retention rates for students participating in identified programs compared to non-participants. • 100% and 150% completion rates for students participating in identified programs compared to non-participants. • Achievement rates of credit hour benchmarks. • Satisfaction survey results of first year students. Success measured by: • Growth in fall-to-spring and fall-to-fall retention for students who participate in first-semester experiences compared to those who do not participate each semester/year. • Growth in 100% and 150% completion rates for students who participate in first semester experiences compared to those who do not participate each semester/year. • Growth in achievement of credit hour benchmarks (i.e. 15, 30, 45 credit hours, etc.) each semester for students who participate in first-semester experiences compared to those who do not participate each semester/year. • Improved satisfaction survey results as compared with similar students who did

	not participate in the first-semester experiences.

3.4 Redesign tutoring and related academic support programs to increase student access and utilization.	Baseline: • Redesign tutoring and learning support programs in 2017-2018 academic year. • Rates of use for tutoring academic support programs. • Average GPA for students who utilize tutoring and academic support programs. • Fall-to-spring and fall-to-fall retentions rates for students who use tutoring and academic support programs. • 100% and 150% completion rates for students who use tutoring and academic support programs. Success measured by: • Growth in number of students utilizing learning support services. • Growth in average student GPA for students utilizing tutoring and academic support services. • Growth in fall-to-spring and fall-to-fall retention of students utilizing tutoring and academic support services compared to those who are not utilizing services. • Growth in 100% and 150% completion rates of students utilizing tutoring and academic support services compared to those who are not utilizing services.
3.5 Continue refining Student Profile and TAPS early warning system; develop appropriate interventions and supports.	Baseline: • Refined and updated student profile and early warning system. • Developed intervention and support systems for students identified as at-risk through the student profile and early warning system. • Number of students withdrawing from courses each semester. • Number of students withdrawing from the university each semester. • Achievement rates of credit hour benchmarks (15, 30, 45 credit hours, etc.).

	Success measured by: • Decrease in the number of course withdrawals each semester. • Decrease in the number of students withdrawing from the university each semester (measured at the program, school, and institutional level). • Growth in number of students meeting credit hour benchmarks (i.e. 15, 30, 45 credit hours, etc.) each semester.
3.6 Increase and enhance "transfer back" partnerships with higher education peers.	Baseline: • Number of public institutions participating in transfer back programs. • Number of students participating in transfer back programs. Success measured by: • Growth in number of public institutions of higher education participating in transfer back program (Goal=100% participation). • Growth in number of students participating in transfer back program.

Strategic Priority Four: Cultivate Internal and External Resources

Objectives:	Measured by:
4.1 Enhance on-boarding of new faculty and staff.	Baseline: • New hire survey results. • Identified questions from CQS survey results. • Faculty/Staff attrition rate after 1, 2, and 5 years. Success measured by: • Improved results on the new faculty/staff survey. • Improved CQS survey results. • Reduction in faculty/staff attrition after 1, 2, and 5 years.

4.2 Enhance current professional development and training programs.	Baseline: • Catalogue current inventory of professional development and training programs; develop survey to assess need for changes; implement changes. • Number of individuals participating in professional development and training programs. • Identified questions from CQS survey results. Success measured by: • Growth in participation by faculty/staff in professional development and training programs. • Improved CQS survey results.
4.3 Grow development capacity and increase fundraising in partnership with VU Foundation. (Note that all elements must be negotiated with Vincennes University Foundation Board prior to implementation.)	Baseline: • Implement new MOU. • Annual dollars raised. • Annual number of gifts received. • Annual number of donors giving at least $25/$50/$100. • Annual number of recurring donors. Success measured by: • Growth in annual number of gifts received. • Growth in annual number of donors giving at least $25/$50/$100. • Growth in number of recurring donors.
4.5 Develop more sophisticated framework for identifying and pursuing grant opportunities.	Baseline:

	• Year One: Implement strategic, streamlined system for grant identification. • Year Two: Establish process for faculty/staff to access grants office for support. • Number of grants awarded. • Number of grant dollars awarded. • Win rate for grant applications (by program/by institution). Success measured by: • Growth in the number of grants awarded. • Growth in the dollars awarded. • Growth in the win rate for grant. applications (by program/by institution). • Positive feedback from faculty regarding support from grants office.
4.5 Increase net revenue from non-general fund operations.	Baseline: • Current net revenue funds by category (Auxiliary, Business and Industry, Other). Success measured by: • Growth in net revenue funds earned in identified categories (Auxiliary, Business and Industry, Other).

Strategic Priority Five: Identify and Investigate Opportunities to Establish New Programs and Enhance Existing Programs

Objectives:	Measured by:
5.1 Increase engagement of advisory councils.	Baseline: • Identify which programs have advisory councils, who is on the councils, and the frequency of their meetings. Success measured by: • Annual tracking of membership and meetings; tracking participation of advisory council members in meetings, special events, and giving. • Assessing membership of each advisory council to ensure that the appropriate sectors and partners are represented.

5.2 Leverage relationships with higher education partners to establish first two years of potential new 2+2 programs.	Baseline: • Number of 2+2 programs. • Number of articulation agreements (by program/by institution). • Develop process for tracking new programs on 4 year campuses and reviewing market for developing a 2+2 curriculum. Success measured by: • Proposals submitted for new 2+2 programs. • Growth in the number of 2+2 programs. • Growth in the number of articulation agreements (by program/by institution).
5.3 Augment program review process to include periodic assessment of external factors.	Baseline: • Year One: Establish team to update review and implementation systems/processes. • Year Two: Implement new process for reviewing programs based on workforce and community needs. Success measured by: • Annual progress in reviewing programs, making recommendations for improvements and seeing revisions in place.
5.4 Develop and put into practice clear processes for starting/ending programs based on workforce demands.	Baseline: • Year One: Establish team to create and implement timeline and review process for program start/end.

	Success measured by: • Year Two: Implementation of program start/end review processes. • Review and assess desired outcomes for new programs (enrollment, completion, job placement, etc.)

Strategic Priority Six: Develop and Implement a Communication Strategy that Promotes and Reinforces VU's Role and Identity with Indiana and Elsewhere

Objectives:	Measured by:

6.1 Develop and deploy new branding campaign.	Baseline: • Development of new branding campaign. Success measured by: • Implementation of new branding campaign. • Results from 5-year market research survey.
6.2 Develop marketing plan that expands current presence across Indiana, in neighboring states, and internationally.	Baseline: • Development of marketing plan. Success measured by: • Implementation of marketing plan. • Growth in awareness in targeted counties, neighboring states and other countries based on 5-year market research survey, origination of website visits. • Growth in enrollment from targeted counties, neighboring states and other countries.
6.3 Redesign and launch of website with increased capacity for creating and maintaining content.	Baseline: • Year One: Design of new website. Success measured by: • Year Two: Implementation of new website. • Use of website as measured by hit rates, click through rates, average amount time on website, targeted page visits, average amount pages visited, etc. • Site satisfaction survey to measure usability of site.
6.4 Increase alumni engagement to promote VU and recruit students.	Baseline: • Number of alumni participating in the referral process • Number of alumni referrals

	• Number of alumni participating in activities (by program/by institution) Success measured by: • Growth in number of alumni participating in the referral process. • Growth in number of alumni referrals. • Growth in number of alumni participating in activities (by program/by institution).

Annual Planning and Review Cycle

Going Further Faster is intended to focus VU's efforts over the next five years. Through a thorough review VU's current situation, consideration of existing and likely future trends, input from stakeholders, and longer-range forecasting, the Board of Trustees adopted six Strategic Priorities that will propel VU to increased levels of success. As part of the continuous planning process, VU will conduct annual reviews of progress toward the plan's end goals, coordinated by the Continuous Quality Improvement Committee. Those reviews will inform necessary adjustments and relevant allocations or reallocations of resources each year.



Annual Planning Worksheets

Each March relevant units within the University begin the planning process for the next annual cycle. Worksheets, containing prior year plans, combined with metrics from the previous October, are used to develop new plans and establish new targets for the coming year. These plans are then incorporated into the annual budget planning process for the next fiscal year and inform the twice-annual equipment release process.