

Strategic Plan Progress Report	Progress Level				
	1	2	3	4	A
IV-4. Establish and implement a process for requests to be submitted, evaluated and funded for faculty development endeavors that facilitate curriculum development.			X		
IV-5. Develop and implement a comprehensive orientation program for new faculty members and adjunct faculty.			X		
IV-6. Develop and implement a process to support programs, departments and/or divisions to prepare and submit proposals to external funding sources to support curriculum and professional development initiatives.	X				
IV-7. Complete an analysis of faculty degrees/certificates to determine areas of need to support faculty to pursue advanced degrees/certifications.			X		
IV-8. Implement a plan that encourages faculty to tender advanced notice of retirement.		X			
IV-9. Establish and implement a process for requests to be submitted, evaluated and funded for faculty pursuing further formal education.			X		
IV-10. Increase the continuing fund to equal 1.5% of the total full-time faculty compensation base to support Goal IV objectives.				X	
IV-11. Establish an on-going fund to support faculty identified as needing to pursue advanced degrees/certifications.		X			
IV-12. Develop and implement a new faculty recruitment plan that will ensure attainment of the highest levels of academic preparation of new faculty.		X			
Strategic Planning Goal V: Image/Perception					
V-1. Determine constituents and stakeholders (such as potential students/parents; business and industry; high school counselors, administrators, teachers, etc.; and organizations, e.g., PTA, AMA) and identify related data.				X	
V-2. Analyze current data.				X	
V-3. Determine what constituent groups currently lack data and prioritize what additional data needs to be collected.				X	
V-4. Collect missing data (if any).	N/A				
V-5. Analyze newly collected data and prioritize constituent groups for perception change.	N/A				
V-6. Develop a well-defined, data driven, and comprehensive strategic image campaign.				X	
V-7. Implement campaign.				X	
V-8. Re-evaluate perception annually by collecting new data and return to Objective V-6.					X
Strategic Planning Goal VI: Revise the Mission					
VI-1. Revise the VU Mission Statement.				X	
VI-1-A. Research VU's and other mission and vision statements, including the values product.				X	
VI-1-B. Communicate with campuses about the mission development process.				X	
VI-1-C. Draft a vision and mission statement.				X	
VI-1-D. Hold open forums to present the drafts of vision and mission statements and elicit feedback.				X	
VI-1-E. Consult with governance groups (Faculty Senate, Professional Staff Congress, Support Staff Council, Student Senate) by making presentations at meetings.				X	

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VI-1-F. Solicit comments on draft vision/mission statements.				X	
VI-1-G. Edit and revise draft vision/mission statements incorporating comments from all campuses/constituencies.				X	
VI-1-H. Present revised vision/mission statements at Opening Meeting of University.				X	
VI-1-I. Circulate revised vision/mission statements among governance groups for endorsement.				X	
VI-1-J. Present the endorsed vision/mission statements to the VU Board of Trustees.				X	
VI-2. Establish the goals and standards of a premier learning institution and implement a process for continuous quality improvement.					
VI-2-A. Establish the goals and standards of a premier learning institution.			X		
VI-2-A-1. Appoint a Core Committee to establish the goals and standards of a premier learning institution, producing the Premier Learning Institution document.				X	
VI-2-A-2. Obtain endorsement of the goals and premier standards.				X	
VI-2-A-3. Annually re-evaluate the goals and standards of a premier learning institution.			X		
VI-2-B. Implement a process to annually initiate and support continuous quality improvement projects, including AQIP Action Projects.	X				
VI-2-B-1. Appoint a Continuous Quality Improvement Committee (CQI) composed of AQIP Committee members, governance group representatives, and at-large members.		X			
VI-2-B-2. Identify stakeholders' needs.	X				
VI-2-B-3. Prioritize the stakeholders' needs according to the goals and standards of the Premier Learning Institution document.					
VI-2-B-4. Research and study materials, perform a cost/benefit analysis, and consider human resources related to the potential project(s).					
VI-2-B-5. Select AQIP Action Project or continuous quality improvement project(s) to be implemented.					
VI-2-B-6. Articulate the rationale for the selected project(s).					
VI-2-B-7. Appoint committee(s) of experts to prepare action plans and implement projects.					
VI-2-B-8. Evaluate effectiveness of the process used to select project(s).					
VI-2-B-9. Modify the process as needed to improve effectiveness of selecting project(s).					
VI-2-B-10. Initiate next iteration of project(s) selection.					

March 2008



Learn in Order to Serve



Strategic Plan:
REPORT OF PROGRESS, 2008

VINCENNES UNIVERSITY
Indiana's First College

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Strategic Planning Goal I: Academic Standards					
I-1. Based on the existing standards of all associate degrees, propose a model for the new baccalaureate degrees that accounts for such issues as: the total number of credit hours required; a <i>rising junior</i> entry-level GPA; residency requirements; academic and financial aid probation; and other such standards normal for a baccalaureate degree implementation.				X	
I-2. Propose the minimum number of credits for the baccalaureate degrees at 124 quality credit hours.				X	
I-3. Propose a <i>rising junior</i> GPA of 2.0.				X	
I-4. Propose an alternative <i>rising junior</i> GPA greater than 2.0 to accommodate the needs of selective programs.				X	
I-5. Propose a “residency requirement” for the baccalaureate degrees which requires that 30 of last 40 hours taken must be VU hours.				X	
I-6. Propose that Ds in majors courses in completed associate degrees be treated in transfer in the same way such Ds are treated in the programs of <i>rising junior</i> native VU students.				X	
I-7. Propose that students must maintain a minimum, cumulative GPA of 2.0, or higher (if needed in education and nursing programs), in all upper division courses required in the major.				X	
I-8. Propose that the baccalaureate model requires at least 36 upper division credit hours in the major and major-related courses.				X	
I-9. Propose that all baccalaureate degrees require at least six upper division General Education credit hours.				X	
I-10. Propose the class levels as follows: Freshman, 1-30 earned hours; Sophomore, 31-60 earned hours; Junior, 61-90 earned hours; and Senior, greater than 90 earned hours.				X	
I-11. Propose parallel “standards of academic progress” and probation for both academic good standing and financial aid good standing. Students will be placed on probation unless they maintain a GPA and completion rate as follows: <ul style="list-style-type: none"> Up to and including 30 quality hours: 1.80 GPA; * 31 up to and including 45 quality hours: 1.90 GPA; All quality hours 46 and above: 2.0 GPA; Complete at least 60% of cumulative attempted hours; While on either academic or financial aid probation, a student must complete 100% of all courses attempted whether developmental or college level courses, with a 2.0 GPA. <i>* Quality hours are all attempted hours, excluding development courses, in which a student earns a grade of A, A-, B+, B, B-, C+, C, D, F, or WF.</i>				X	
I-12. Propose that VU reserves the right to review all credits for currency of knowledge.				X	
I-13. Propose a new policy regarding Student Academic Load and Developmental Courses. The policy as stated below will be submitted to the CAAC for approval and insertion into the catalog: <ul style="list-style-type: none"> Attempt and complete all 009 courses in the student’s first semester; Limit the academic load of students who must take 10 hours of 009 classes in their first semester to 15 credit hours; Permit, in disciplines specifically approved by CAAC vote, an exception from this maximum load; 				X	

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<ul style="list-style-type: none"> Exceptions will be directed toward keeping a student “in contact with his/her major.” Based upon the demonstrated necessity of a foundations class, the maximum load of an exception is set at 18-20 credit hours. 					
<ul style="list-style-type: none"> Require re-enrollment in the immediately following semester in all required developmental courses not completed in the first semester. 					
I-14. Propose a process for the approval of all exceptions to the student load policy as follows: <ul style="list-style-type: none"> All exceptions will be granted to programs, not individual students. To be granted an exception to the 15 credit hour load, the program must complete an Exceptions Application (to be developed) which will be submitted to the full CAAC for a public vote. Each proposal must address the following: <ul style="list-style-type: none"> The necessity of the course to a reasonable sequence in the program and the first semester; The reasons why the excepted courses are not protected courses; An objective, research-based demonstration (not anecdotal evidence) that 009-level students in these excepted programs have been successful in the past. The Office of Institutional Research will conduct research to determine the success of students in programs applying for the exception. 				X	
I-15. Establish the admissions policies for baccalaureate programs.				X	
Strategic Planning Goal II: Enrollment					
II-1. Increase Vincennes Campus enrollment by 175 FTE each year.					X
II-1-A. Increase the number of student inquiries entered into the EMAS tracking system for each cohort by 5% each year through 2009-10.				X	
II-1-B. Increase the rate of conversion of inquiries to applicants by 1% each year through 2009-10.				X	
II-1-C. Increase the rate of conversion of applicants to enrollments by 1.5% each year through 2009-10 (Base year – 2004-2005).				X	
II-1-D. Identify and focus on target markets.				X	X
II-1-E. Enhance on-campus visit experience. (VU will be the leader in service to students and their families visiting the campus.) Visiting students will rate the quality of their on-campus visit experience at least 4.25 on a scale of 1 – 5 from the visitor satisfaction survey.			X		
II-1-F. Increase non-traditional student enrollment by 3% by meeting needs of all student populations by providing classes at appropriate times of day (a.m. or p.m., weekends) and semesters (fall, spring or summer).	X				
II-2. Support Jasper Campus and other VU locations in increasing enrollment by 4% by offering consulting services as needed, building synergy between campus locations, and providing support for recruitment activities.			X		
II-3. Identify 15 programs each year that have the greatest potential to increase enrollments and that will be targeted for marketing using Program Review and qualitative evaluation data.		X			

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II-4. Identify ten potential new certificate/degree programs each year that have the greatest potential for increasing overall institutional enrollment and implement three.		X			
II-5. Improve retention of first year students by 2% annually, as measured on 10/15 each year (Base year – 2004-2005).	X				
II-5-A. Design and implement a systematic, automated means of monitoring and timely reporting of student retention and migration data.				X	
II-5-B. Review and revise the student retention and migration monitoring and reporting process to target three-year, trend-based goals for retention improvement and stabilization annually.	X				
II-6. Increase residence hall occupancy in proportion to the non-commuting student enrollment increase on the Vincennes Campus.		X			
II-6-A. Increase retention of returning residence hall students through various retention activities by 2%.				X	
II-6-B. Enhance facilities, services and overall living and learning environments as outlined in the Housing/Residential Life Capital Project Plan.			X		
Strategic Planning Goal III: Baccalaureate Degrees					
III-1. Implement selected baccalaureate degrees.			X		
III-2. Review and revise standards of academic progress for baccalaureate programs.			X		
III-3. Develop a curriculum-development plan for baccalaureate programs in appropriate instructional departments.			X		
III-4. Develop and identify baccalaureate faculty responsibilities and expectations (e.g., teaching load, scholarly works, recruiting and retention, assessment, and course development).			X		
III-5. Establish and evaluate measures of baccalaureate program success (e.g., enrollment, graduation rates, placement and graduate school admissions and success).			X		
III-6. Select appropriate advanced degreed personnel to implement/ chair the selected baccalaureate programs.				X	
Strategic Planning Goal IV: Curriculum and Faculty Development					
IV-1. Prepare and adopt a professional development plan within each instructional department/program that addresses full-time and adjunct faculty.		X			
IV-2. Establish a continuing fund equal to 1.25% of the total full-time faculty compensation base to support Goal IV objectives.					X
IV-3. Establish and implement a process for requests to be submitted, evaluated and funded for necessary professional memberships, certifications, program accreditation affiliations and other such initiatives determined to be priorities for the departments/programs.			X		

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.