



HIGHER LEARNING COMMISSION

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June 8, 2017

Dr. Charles R. Johnson
President
Vincennes University
1002 N. First St.
Vincennes, IN 47591-1504

Dear President Johnson:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Vincennes University. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission

Multi-Location Visit Peer Review Report

Institution: Vincennes University

Additional Locations Visited:

Location Name	Location Address (<i>street, city, state and ZIP code</i>)	Date Reviewed
Naval Base Kitsap	120 South Dewey St.--Bldg. 491; Bremerton, WA 98314-5285	April 20, 2017
Naval Base Coronado	South "R" Ave.--Bldg. 650/P.O.Box 357024; San Diego, CA 92135-7024	February 8, 2017
St. Augustine Public Safety Academy	34640 Gaines Rd.—Rm.112/P.O.Box 352828; St. Augustine, FL 32084	March 16, 2017

Peer Reviewer

Name: Marie A. Giacomelli

Institution: Robert Morris University IL

Title: Emerita Vice President

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at http://www.hlcommission.org/document_upload. When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: Adequate Attention Needed

Comments:

Conversations with senior leadership of the University (including the President, Provost, Assistant Provost for Curriculum and Instruction, Vice President for Workforce Development and Community Services, and Assistant Vice President for Outreach and Engagement) confirmed the institution's general approach regarding off-campus instruction and services being one of serving specific local needs or goals of government programs in collaboration with another entity. The three locations reviewed for this report are representative of the latter objective, namely providing educational services for active military personnel and veterans.

The University has provided military education programs for over thirty years. Besides the three locations included in the current review, VU also has approval for several more locations at military or military-related installations. Historically, the institution has added a new military location in 3- to 4-year intervals. Under the direction of the AVP for Outreach and Engagement, future growth of such locations is the responsibility of the Marketing Outreach Manager through partnership-building with military education stakeholders.

Students enrolling at the VU locations included in this review can pursue specified degrees through 8-week courses that are offered face-to-face and/or online. The AS in General Studies, AS in Law Enforcement, and BS in Homeland Security and Public Safety - Law Enforcement Concentration are offered at all three sites; the following are offered only at one or two of the sites: AS in Behavioral Sciences, AS in Business Administration, AS Emergency Medical Services, AS Fire Science and Safety Technology, AS in Hotel/Motel Management. Both the course length and degree programs available at the sites are responsive to student needs. With the 8-week terms rather than semester-long courses, students are more likely to be available to complete the course without duty-call interruptions. The degree choices offered at the sites also align well with military students'/veterans' areas of interest and credit for prior learning/experience.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

VU provides a robust, centralized personnel structure at the institutional level to support the growth and maintenance of the Military Education Program additional locations. The Vice President for Workforce Development and Community Services, who reports to the President, and his Assistant Vice President for Outreach and Engagement in the College of Extended Learning are charged with this overall responsibility.

As part of the leadership team, Regional Directors (East and West for the sites visited) and the Marketing Outreach Director provide important management input; the respective Regional Director provides oversight of each location's operations through its on-site Director. Unlike many higher education institutions that provide instruction on military bases but no resident staff, VU has an office headed by the on-site Director and student support staff who are available during weekday business hours.

The AVP for Outreach and Engagement, Regional Directors and the Marketing Outreach Director communicate and collaborate routinely for purposes of planning and quality improvement, utilizing input from the on-site Director and on-site student support staff.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

While each of the visited locations has unique characteristics due to its age, size, and overall setting, the classrooms for VU's courses are appropriately equipped and maintained to support effective teaching and student learning. For laboratory courses when there is no on-site laboratory available, the on-site director arranges for use of community resources, such as a museum or other "wet" lab, and obtains approval from the Department Chair of the discipline at the main campus as to the resource's fulfillment of course needs.

Given that several colleges/universities may be approved through the US military to recruit active military personnel or veterans and deliver classes at a specific military facility, Vincennes University is fortunate to have its administrative offices in an area of high visibility at each of the three visited locations. Unlike the other institutions whose presence is generally in an open-office arrangement with several others since none have on-site staff with regular hours, VU has a "suite" of furnished office space with desktop technology for the on-site director and the support staff member(s). The contained space's easy access also provides opportunities for visual display of VU identity, promotional materials, and guidesheets.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The on-site Director at each location is responsible for planning the schedule of classes to facilitate students' progression through their chosen program and also recruits the faculty for the scheduled classes. Approval of the recommended faculty rests with the respective department chairs at the main campus. The Director at each reviewed location was well informed about the VU and HLC faculty qualification guidelines.

Meetings with 22 adjunct faculty members (10-Bremerton; 6-Coronado; 6-St. Augustine) verified the University's aim of "creating commonalities, such as common course outlines and syllabi, common grading standards, common assessments, common faculty credentials . . ." is part of the process in developing and operating additional locations. The individuals reported having communicated directly or through the on-site Director with academic counterparts at the main campus regarding the courses they are teaching. Likewise, the new adjuncts had been through an onboarding process at the location upon beginning their appointment.

Students praised faculty members for their commitment to student success both because of their in-class pedagogy and their availability out of class. At the end of each course, students complete a course evaluation; the results are reported to the faculty member and to the on-site Director.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The AVP for Outreach and Engagement as liaison between the main campus and the additional locations, the Regional Director responsible for locations in the geographic area, and the on-site Director of the specific location are all involved collaboratively in staffing decisions, services, and evaluations.

The comments in the Instructional Oversight, Student Support, and Evaluation and Assessment sections of this report provide further confirmations regarding staffing and faculty support.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Each visited location has its own on-site Director and one or more student services staff members determined by the volume of students served at the location. The on-site staff advise students on a wide range of topics but most importantly about their course schedule and degree progress. The staff serve in the capacity of admissions counselor, transfer coordinator, financial aid specialist, academic advisor, registrar, degree auditor, and faculty support; they credit technology-based systems that link the locations to the main campus as their essential resource for accomplishing these diverse duties, and they frequently communicate by phone with

personnel at other locations and the main campus. Once a year, VU hosts the staff of the additional locations at the main campus for a professional development workshop.

The twenty students (7-Bremerton; 5-Coronado; St. Augustine-8) with whom the reviewer met were unanimous in their high satisfaction about the services provided by the on-site staff and faculty at the respective locations. They reported their VU experience as "seamless"; they especially appreciate the staff's and faculty's "flexibility," "accessibility," "understanding and caring about us as individuals". Evaluating their experience on a scale of 1-10 (10 = high) for the reviewer, the range was 8.5 - 9.5 and the mean was 9.0. They appreciate not having to purchase books which are instead provided by VU at no cost to the students; while the books are somewhat dated, the students credit the faculty for their presentation of up-to-date information and the accessibility of contemporary resources through the VU library online as more critical to their learning.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The common course outlines used for the courses offered by the military education program additional locations are those used by the main campus. They specify learning objectives, grading standards, and assessment/evaluation measures. Even though the courses offered at the visited locations are offered during an 8-week term instead of the semester calendar at the main campus, the adjunct faculty at the additional location can only modify the syllabus timeline.

The course evaluations completed by students are an opportunity for self-reflection on the part of the students and the faculty member for the course. Faculty mentioned using the feedback they receive from the course evaluations to improve their classroom management and pedagogy, either by enlisting the advice of a peer or by requesting professional development literature through the VU library.

The faculty for general education/common core courses, where VU's assessment of critical thinking and writing takes place, are being familiarized with the process components according to the timeline established in VU's AQIP action project regarding assessment of student learning. The pilot cycle is underway at the military locations.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The AVP for Outreach and Engagement is housed at the main campus but visits the additional locations frequently and meets with the Regional Directors and Marketing Outreach Manager routinely either in person at one of the sites or via live feed to discuss planning and improvement needs. An example of improvement VU recently made at the Bremerton location is equipping a "wet" science laboratory, a joint project between the military base making renovated space available and VU funding the equipment and furnishings.

Another vehicle for continuous improvement at the military sites is Third-Party Review. The Department of Defense Education Assessment is conducted according to the US Military's schedule; it addresses fifteen educational quality dimensions for which VU provides evidence. Feedback is subsequently received that recommends opportunities for improvement.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Students who met with the reviewer during the visits expressed a high degree of satisfaction with their VU experience. They had high praise for the thoroughness of information and support they received from VU on site staff; in contrast, many reported much less satisfactory experiences with other military education providers. VU's Marketing Outreach Manager is responsible for the accuracy of material used to publicize VU's military education program and complies with the many restrictions imposed by the various government entities.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

Vincennes University provides appropriate personnel for and oversight of its military education program additional locations. The facilities, qualified faculty, and ample on-site staff fulfill the needs of the coursework and students. Assessment and evaluation systems are in use, and VU's commitment to continuous improvement is evident.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

- Yes No The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- Yes No HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- Yes No The institution has demonstrated success in overseeing at least three locations.
- Yes No The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- Yes No The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.

Multi-Location Visit Peer Review Report

Institution: Vincennes University

Additional Locations Visited:

Location Name	Location Address (<i>street, city, state and ZIP code</i>)	Date Reviewed
Ben Davis University High School	1155 S. High School Rd.; Indianapolis, IN 46421	November 3, 2016

Peer Reviewer

Name: Marie A. Giacomelli

Institution: Robert Morris University IL

Title: Emerita Vice President

Instructions

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Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: Adequate Attention Needed

Comments:

Conversations with senior leadership of the University (including the Provost, Assistant Provost for Curriculum and Instruction, and the Dean of Early College confirmed the institution's general approach regarding off-campus instruction and services being one of serving specific local needs or goals of government programs in collaboration with another entity. The location reviewed for this report is a partnership between Wayne Township metropolitan school district in Indiana and Vincennes University to provide high school students dual credit opportunities using a traditional "early college" model so that students can simultaneously earn a high school diploma while also earning college credits toward an Associate degree from Vincennes University during grades 9-12.

The formalized "early college" school movement in Indiana is relatively new, and the four-step approval process for high schools to earn the designation is overseen by the University of Indianapolis' Center for Excellence in Leadership for Learning. Ben Davis University High is one of a few schools that has achieved "endorsed" status, and VU is working with other schools that are at various stages of completing the process.

VU provides Ben Davis University High students four degree program options--Liberal Arts, Business Management, Information Technology, Health Careers--culminating in an Associate of General Studies Degree. College tuition for the participating students is provided by the school district at a reduced rate as negotiated with VU.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Vincennes University has a well-established personnel infrastructure to support its early college/dual credit partnerships. The ultimate responsibility for planning and quality control rests with the VU Provost in collaboration with the Assistant Provost for Curriculum and Instruction, the Dean of Early College, and the Early College Assistant Dean of Instruction who works on-site at the specific location. Input of other institutional leaders, including the Vice President of Instructional Services and the Director of Business Services, is an integral part of the planning process. The planning and budgeting for the Ben Davis U High partnership is done annually as part of the program review process; funding adjustments are made based on student enrollment and credit hours generated.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The facilities VU uses for its early college/dual credit offerings are secured through a memorandum of understanding with the participating partner school. At Ben Davis U High, VU's office suite has private work areas for staff, a large conference room, and a generous size welcome area; the suite location is highly visible near the school's main entrance and easily accessible by students. The high school classrooms used for dual credit coursework are equipped by the school district according to its facilities standards; and, if needed, VU can add any specialized equipment required by the curriculum offerings.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The hierarchy of instructional oversight for VU's early college locations includes the Provost, Dean of Early College (EC), and on-site EC Assistant Dean of Instruction at Ben Davis U High. Reporting to the Provost, the Dean of EC provides university curricular leadership as the academic officer for VU's Early College partnership initiatives as well as day-to-day operational oversight of EC. Among her duties are supervising the EC Assistant Dean of Instruction, providing leadership input regarding recruitment and retention of EC students; hiring and credentialing faculty; ensuring consistency and integrity of VU courses offered at the sites in conjunction with VU academic department chairs/faculty; supporting academic advising for students with attention to degree completion; and overseeing assessment of EC courses and programs in conjunction with VU campus faculty.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Working cooperatively with the Principal of Ben Davis U High to ensure smooth operation of the day-to-day dual credit instructional activity, VU's on-site EC Assistant Dean of Instruction is responsible for academic and administrative oversight of all programs and services that VU offers at the location. Thus, she supervises the support staff provided by VU that includes the Early College Coordinator, Learning Coaches (2), Math and English Tutors, and the Office Secretary as well as the faculty.

The specific qualifications for the EC Assistant Dean of Instruction position include a minimum of five years teaching experience at the collegiate level, successful administrative/management experience in higher education, and a minimum of a master's degree (doctorate preferred). These requirements align with the EC Assistant Dean's responsibility of recruiting, training, supervising, and evaluating faculty; in her liaison role with the VU main campus, she is also instrumental in supporting faculty needs.

A review of faculty files during the visit verified that the Ben Davis faculty teaching dual credit courses and the additional adjunct faculty hired by VU to do so possess the academic credentials (or have approved, active professional development plans) that comply with HLC's qualified faculty guidelines. During the visit, the reviewer met with some BDUH faculty (4) and VU adjuncts (3) currently teaching dual credit courses to confirm that the courses they are assigned align with their credentials. The faculty also discussed the support provided by the ED Assistant Dean and the helpfulness of the VU campus faculty regarding curriculum and other instructional matters.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

VU's EC Assistant Dean of Instruction, the Early College Coordinator, Learning Coaches, and the Math and English Tutors each have assigned responsibilities that collectively provide comprehensive student services for the Early College students either in person or thru online access. Students reported that all these staff promote and support student motivation and self-confidence, career exploration, and skill set identification. The Early College Coordinator fills the role of academic advisor, determining student placement in classes based on assessment results and periodically (each semester for seniors and once a year for juniors and sophomores) auditing each student's record for course and degree completion progress. The Learning Coaches are tasked with assisting the students adjust to the rigors of college-level work through techniques such as time management and study skills. Students can request tutoring or be referred to it by a faculty member or student services staff member.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

VU administers the Accuplacer Computerized Placement Test as part of the assesment for entry to determine appropriate math and English course placement. Furthermore, VU collects and analyzes EC student cohort data to validate the extent to which the purpose of EC is being achieved. For instance, for the 2012-2016 Ben Davis U High EC cohort of 446 students, 100% of the students earned a high school diploma while 44.2% earned a degree through Early College and 53.1% enrolled at a 2- or 4-year college/university following high school graduation. Yet another metric VU uses is comparison of BDUH students with VU traditional students regarding "on time" completion.

VU's current AQIP Action Project, "Assessing General Education in the Early Colleges" was planned to develop common assessment processes for all VU locations, thus ultimately aligning them with assessment and evaluation of the common core on the VU campuses. Between 2014-16, EC faculty and VU campus faculty worked together to identify common assignments and rubrics to assess critical thinking and written communication. The first cycle of EC student artifact collection and evaluation was completed in 2016 with qualitative feedback from assessors included as part of the summary report.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Vincennes University's personnel infrastructure in place to oversee dual credit delivery along with the process routines for planning, budgeting, and evaluation of it engage individuals at various levels of the institution--including the Provost, Assistant Provost for Curriculum and Instruction, Vice President of Instructional Services, Dean of Early College, EC Assistant Dean of Early College--who provide input regarding operational needs and strategic direction. Additionally, VU's Continuous Quality Improvement Committee, chaired by the President, seeks applications from any faculty or staff member for improvement projects; it is noteworthy that the Early College Assesment Action Project grew out of this process.

Recently, VU has implemented a bi-annual site review process for its early college/dual credit locations. VU has also recently added a new campus-based position, Dual Credit Quality Assurance Coordinator, that reports to the Dean of Early College. The position is responsible for training staff involved in dual credit, coordinating assessment of dual credit, and tracking success data for all of VU's dual credit programming.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The sophomore, junior, and senior students (12 in all) who met with the reviewer were well informed about the features, benefits, and procedures related to their early college experience. The promotional materials reviewed during the visit included the school's mission, facts and student testimonials along with a 4-page document of frequently asked questions covering an array of topics related to Ben Davis U High's and Vincennes University's respective roles. The latter provides answers regarding the early college school's purpose, the admission's requirements and how to apply; costs of attendance; VU programs, faculty, and course placement assessments.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

Vincennes University provides appropriate personnel for and oversight of its additional location at Ben Davis University High School. The facilities, qualified faculty, and ample staff fulfill the needs of the early college experience, including dual credit courses and student support, that VU offers at the location. Assessment and student success data reveals positive outcomes. VU's commitment to continuous improvement of its early college/dual credit system is evident through various examples.

Notification Program for Additional Locations Approval Form

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- Yes No The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- Yes No HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- Yes No The institution has demonstrated success in overseeing at least three locations.
- Yes No The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- Yes No The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.