

VERNON COLLEGE

Vernon, TX and Wichita Falls, TX

RESPONSE REPORT

Prepared for the Commission on Colleges

Southern Association of Colleges and Schools

February 27, 2009

VERNON COLLEGE
4400 College Drive
Vernon, TX 76384

Reaffirmation Committee On Site Review
October 6-9, 2008

Response Report

SACS Accreditation Liaison:
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VERNON COLLEGE

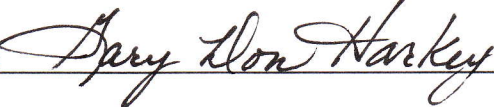
RESPONSE REPORT

Vernon College is pleased to present our Response to the Report of the Reaffirmation Committee and the On Site Review of October 6-9, 2008 for the Southern Association of Colleges and Schools Commission on Colleges. This report provides updated documentation regarding the institution's compliance with the *Principles of Accreditation* and specifically addresses the recommendations made by the Visiting Committee during their review of our Compliance Certification and Focused Report.

By signing below, we attest to the following:

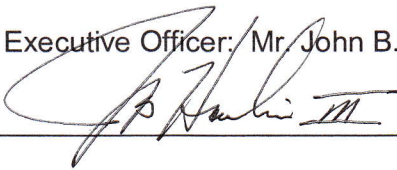
Vernon College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information in the following responses to the recommendations of the On Site Review of the Reaffirmation Committee on October 6-9, 2008.

Accreditation Liaison: Dr. Gary Don Harkey

Signature 

Date: February 27, 2009

Interim Chief Executive Officer: Mr. John B. Hardin, III

Signature 

Date: February 27, 2009

VERNON COLLEGE

RESPONSE REPORT

The Vernon College Response Report is presented below and is formatted in the following manner:

- **Each Recommendation for Core Requirement/Comprehensive Standard (Non- Compliance)**
- Complete Narrative of the On Site Review Committee (highlighted in yellow)
- Vernon College Response to the Recommendation (highlighted in gray)

CS 3.2.3 Recommendation 1:

The Committee recommends that the institution demonstrates that the board has in place a policy that properly addresses conflicts of interest for its members.

On Site Review Committee's Assessment of CS 3.2.3 (Conflict of Interest)

According to the VC Board Policy Manual, Section BBFA Local, a code of ethics should be followed by every board member. However, the Review Committee should review the policies dealing with conflict of interests, as the current policy could potentially allow Board members with conflicts of interest to act on issues where these conflicts exist. In particular, the Conflict of Interest Disclosure Policy regarding "Majority Conflict" states, "if a Trustee is required to file and does file an affidavit, that trustee shall not be required to abstain from further participation in the matter or matters requiring such an affidavit if a majority of the Trustees are likewise required to file and do file affidavits of similar interests on the same official action". The policy seems to place the College in a vulnerable position from activities in which a majority of the Board of Trustees has a financial interest in the business transactions with the College.

The current policy allows a conflict to exist. As it stands, this policy does not guarantee that decisions made under this policy are in the best interests of the College.

The Off-Site Committee indicated that the current board policy potentially allows board members with conflicts of interest to act on issues where conflicts exist, and the On-Site Committee's review confirmed that finding. The "majority conflict" stipulation in existing policy does not guarantee the public's interest is protected or the college's integrity is maintained in matters where conflicts are present.

Institutional Response to Recommendation 1 (CS 3.2.3 Conflict of Interest):

In responding to Recommendation 1, Vernon College Interim President, John Hardin III, contacted Amy Kadlecek, Policy Consultant/Analyst for the Texas Association of School Boards (TASB) and requested that she research and draft a local policy which would adequately address the concerns expressed by both the Off Site and On Site Review Committees, while keeping within the realm of Texas statutory law. As a result, a policy was drafted and presented to the Vernon College Board of Trustees for their adoption. This policy (BBFA Local – Ethics/Conflicts of Interest Disclosure) was adopted by the Board at the February 25, 2009 meeting and states:

A Board member shall abstain from voting on any issue or item that has the potential to be a conflict of interest or for which the Board member has filed a conflict of interest disclosure, unless the issue or item qualifies as a majority conflict for the Board. [See BBFA (Legal) and BBF (Local)]

Documentation of the adoption of this policy may be found in the February 25, 2009 Board Meeting minutes (Appendix 1-1) as well as in the Vernon College Board Policy Manual, Section BBFA - Local (Ethics / Conflict of Interest).

Appendix 1-1

Minutes

VC Board of Trustees Meeting
February 25, 2009

REGULAR BOARD MEETING

THE STATE OF TEXAS

VERNON COLLEGE

COUNTY OF WILBARGER

On the 25th day of February, 2009, the following members were present for the Regular Meeting of the Vernon College Board of Trustees held in the Board Room of the *Osborne Administration Building*, Vernon, Texas:

Mr. Bob Ferguson, Chairman
Mr. Norman Brints, Secretary

Mr. Curtis A. Graf
Mrs. Sylvia G. Mahoney
Mr. James Streit

Absent: Mr. Gene Heatly, Vice-Chairman and Mr. Brad Bolton

Others attending: Mr. John Hardin, III, Interim President; Mr. Gene Gooch, Dean of Administrative Services; Dr. Gary Don Harkey, Interim Dean of Instructional Services; Mr. Joe Hite, Dean of Admissions/Financial Aid & Registrar; Mr. Bob Bolton, Associate Dean of Administrative Services; Mrs. Shana Munson, Associate Dean of Career & Technical Education; Ms. Michelle A. Alexander, Director of Institutional Advancement; Mrs. Haven David, Director of Human Resources; Mrs. Melissa Elliott, Director of Financial Aid; Mrs. Betsy Harkey, Director of Institutional Effectiveness; Mrs. Rosa Alaniz, President, Employees Forum; Mr. Greg Fowler, Chairman, Division of Behavioral and Social Sciences; Mrs. Christie Lehman, Marketing Specialist; Mrs. Mary King, Secretary to the President; Mrs. Missie Matthews, Administrative Assistant to the President; and Mr. Mike Chacanaca of *The Vernon Daily Record*.

Update on Board Member Brad Bolton: Chairman Ferguson reported that, after three months, Mr. Bolton is now out of Intensive Care and is in a private room at M.D. Anderson Hospital in Houston. Though Mr. Bolton still has several types of apparatus, he has been doing both Physical Therapy and Occupational Therapy. He still has a long way to go but it appears that he is finally on the right track.

1. **Call the Meeting to Order.** – Chairman Ferguson called the meeting to order at the appropriate time.
2. **Consider Approval of the Minutes of the January 29, 2009 Regular Meeting.** – President Hardin referred to a ‘handout’ which had been distributed and was numbered ‘2-5’ of the Minutes. He explained that a mistake was found after mailing the packet to the Board and he asked that the Board insert the handout in the appropriate place.
ACTION: Chairman Ferguson stated that the Minutes stood approved as presented (with the handout replacing page ‘2-5’).
3. **Consider Approval of the *Financial and Investment Reports as of January 31, 2009.*** - Dean Gooch reviewed the reports, emphasizing the following: a) in the first week of February over \$1,000,000 of taxes were collected giving the College a little over \$2 million (the projected figure was a little over \$2 million); b) discussed how the College, which has five separate accounts within it, often has to borrow from one account to pay for another while funds are tied up in C.D.’s; however, he explained that the account is ‘reimbursed’ after the C.D. matures; c) the College still has not received notice of the approval of emergency appropriations for staff benefits vetoed by the Governor in June of 2007 and in February, Vernon College will expend more than was approved in the total budget for the year; and d) will have two C.D.’s maturing at the first of April and will bid them out to get the best rate of return.
ACTION: Mr. Brints made the motion, seconded by Mrs. Mahoney, to approve the *Financial and Investment Reports* as presented. The motion carried unanimously.
4. **Planning and Assessment Report.** - Mrs. Harkey referred the Board to the information in their packets stating that this document included the following: a) the 2007-2008 Annual Plan Summary; b) the 2008-2009 Goals/Objectives/Strategies; c) 2009-2010 Vernon College Priorities; d) 2009-2010 Vernon

College Directive Goals; e) the 2009-2010 Goals/Objectives/ Strategies (initial report). She added that this planning document is in line with the planning schedule she reviewed at the January Meeting. She also thanked the Deans, administration, and staff for all of their hard work and the time it took to get the necessary documentation to her in a timely manner.

NOTE: President Hardin said there was no way he could adequately thank Mrs. Harkey. He reminded the Board that she said the ‘planning schedule’ presented at last month’s meeting was a very aggressive one, continued that thanks to Mrs. Harkey’s perseverance, the College is now where it should be in the planning cycle. The Board thanked Mrs. Harkey for the in-depth information.

5. **Consider Approval of Independent Auditor to Conduct the Annual Audit for the Year Ending August 31, 2009.** – Dean Gooch reviewed the ‘proposal’ submitted by *Edgin, Parkman, Fleming & Fleming, P.C.* to conduct the annual audit.

ACTION: Mrs. Mahoney made the motion, seconded by Mr. Graf, to authorize Dean Gooch to sign a *Letter of Agreement* with this firm to conduct the 2008-09 Annual Audit. The motion carried unanimously.

6. **Consider Approval of the 2009-2010 Academic Calendar.** – Dr. Harkey reviewed the proposed Calendar with the Board, emphasizing how difficult it is to get enough class days in as well as allow for holidays, registration dates, and other College requirements necessary for the calendar. He pointed out the following: a) the College tries to have basically the same calendar as Midwestern State University and the Vernon Independent School District; b) there will now be two registration days in Wichita Falls/CCC next year rather than just one due to the volume of students and the strain on staff; c) a date for Sports Day (generally held on a Wednesday) still has not been set because the Calendar Committee is trying to determine whether to conflict with an ‘MWF’ class or a ‘TT’ one, once again stating that the Coordinating Board sets the number of class days and the College must be sure and abide by this; d) a new (and hopefully improved) change has been made for the Honors Program and it, too, will have an affect on the calendar but will hopefully draw a larger crowd; and e) the Honors Program will be alternated between the Vernon Campus and Wichita Falls (possibly the Wichita Falls Forum).

ACTION: Mr. Graf made the motion, seconded by Mr. Streit, to approve the Calendar as presented. The motion carried unanimously.

7. **Consider Approval of Zero (0) Tuition for Region IX Conference – ‘Circle Training’.**

ACTION: Following a brief explanation of the course by Mrs. Munson and reiterating the ‘0’ tuition requires Board approval, Mr. Brints made the motion, seconded by Mr. Graf, to approve the request as presented to offer the ‘0’ tuition for the Day Care Workers. The motion carried unanimously.

8. **Consider Approval of the Bid for Printing the 2009-2010 College Catalog.**

ACTION: Following a brief review of the bids by Ms. Alexander, Mr. Brints made the motion, seconded by Mrs. Mahoney to approve the low base bid of \$6,514.69 submitted by Morris Printing Services/United Graphics. The motion carried unanimously. (Note: This is the same company who printed the Catalog last year.)

9. **Consider Approval of TASB Proposed Policy BBFA (LOCAL) as Presented and Reviewed at the January Meeting.** - President Hardin discussed the policy stating that this is being implemented to address one of the *SACS On Site Committees* recommendations.

ACTION: Mr. Graf made the motion, seconded by Mr. Brints, to approve the BBFA (LOCAL) Policy as recommended by the TASB legal staff. The motion carried unanimously. (This will immediately be added to the Vernon College On-Line TASB Policy Manual).

10. **Presentation of the College’s Response to the SACS Reaffirmation Report.** – Dr. Harkey referred to the summary of the Report in the packet, explaining that the information highlighted in ‘yellow’ was the SACS Recommendation and anything in ‘gray’ was the College’s response to the Recommendation. Therefore you have both the Recommendation as well as the College’s Response, all together to compare. He briefly reviewed the following: a) the TASB LOCAL Policy which was just approved by the Board, should address Recommendation 1; b) Recommendation 2 has already been resolved by the College as noted; and c) Recommendation 3 deals with the College’s Quality Enhancement Plan which has been revised as recommended by the Visiting Committee under the guidance of the lead QEP Evaluator Mr. David Schuermer; and d) the College’s Response will be mailed to SACS on March 4th.

NOTE: President Hardin expressed his gratitude to Dr. Harkey, Mrs. Mary King, and Mrs. Tera Hurd, for working together to get the College's Response Report completed.

REQUEST: The Board asked that a copy of the completed report be sent to them via e-mail.

11. **Review the TACC (Texas Association of Community Colleges) Survey of 2008-2009 Tuition and Fees.** – Dean Gooch reviewed this survey, stating that the College was in line with other community colleges. The College's tuition and fees are still significantly lower than those of Midwestern State University - in-district tuition and fees are approximately 27% of MSU's and out-of-district tuition and fees are 39% of MSU's. He explained that this information was being reviewed this month because the administration will be bringing recommendations for the 2009-2010 Tuition and Fees to the Board in March.
12. **Official Enrollment Report – Spring 2009 Compared to Spring 2008.** – Dean Hite presented the Enrollment Report stating that headcount at all locations is up approximately 17.8% or 3,626 compared to 3,078 last Spring. While academic hours are up approximately 3.1%, Vocational/Workforce is up 20.12% which is a large increase which the College has not experienced in several years. The Vocational/Workforce is probably tied to the economic conditions. The great news is that the total contact hours are up 10.24% or 584,512 compared to 530,208.
NOTE: President Hardin congratulated the faculty and everyone involved in the College's registration process, student recruiting, and student retention. He reiterated that in these tough economic times, he felt 'kudos' were in order for everyone. The Board expressed their appreciation to everyone for this accomplishment.
13. **Public Comment.** – No one was present so the Chairman announced that the Meeting would continue according to the Agenda.
14. **President's Report.**
 - A. **Report on the Community College Day at the Capitol - February 4, 2009.** – President Hardin reported that the College had a good turnout of students at this event. He said that Dr. Johnston also attended this and he also attended the TACC President's Meeting. Both Dr. Johnston and President Hardin visited the offices of the College's three Legislators in Austin.
 - B. **Information about the Wichita Falls Day at the Capitol - March 23-24 - and the Vernon Day at the Capitol March 25-26.** - President Hardin referred the Board to these dates emphasizing that they were 'back-to-back'. He encouraged Members to attend both if possible. Appropriate accommodations will be made for Board Members by the President's Office.
 - C. **Reminder: The Vernon College Employee's On-Line Auction – February 25, 26, 27.** - Ms. Alexander reported that the auction opened at 8:30 a.m. today and said she hoped that Members would participate. She reviewed a few of the items to be auctioned off. She reported that the last of the items will close on Friday morning.
 - D. **Report on Foundation's Annual Meeting held February 16, 2009, at the CCC Conference Room.** – Ms. Alexander reported: (1) the Foundation met and has two new Directors: Dr. Grady Stowe and Mr. Larry Drennan, both of Vernon though Mr. Drennan offices in Wichita Falls; (2) there is still one vacancy and she encourage Board Members to submit any possible members to her; (3) she also reported that the current slate of officers was re-elected are: Mr. Joe Chat Sumner, Chairman; Mrs. Helen B. Willingham, Vice-Chairman; and Ms. Sara Jane Snell Wood, Secretary/Treasurer; (4) terms were also extended for the following: Mr. Larry Robb, Mrs. Helen B. Willingham, and Ms. Sara Jane Snell Wood; (5) the Foundation matched the funds raised from last year's Employee's On-Line Auction providing a total of \$12,020 for all projects; and (6) the Foundation even contributed an additional \$2,986 to complete the necessary funding for six of the proposals for a total of \$15,006.

NOTE: President Hardin said he wanted to thank Ms. Alexander publicly for heading up the Foundation during his tenure as Interim President. He also expressed appreciation to the Foundation Members for their support of him and the College.

- E. **Total Philanthropic Report for Vernon College since January 31, 2009.** – Ms. Alexander said that gifts were down somewhat but they appear to be so everywhere due to the economic conditions.
- F. **Minutes from Campus Organizations.** – President Hardin explained that these were for information only.
 - (1) Employees Forum
 - (2) Student Forum
 - (3) Student Government Association

15. **Personnel. – President Hardin**

- A. **Family Medical Leave/Retirement** – Mr. Joe Banda, Custodial Supervisor (Family Medical Leave began February 13, 2009).
ACTION: Mr. Graf made the motion, seconded by Mrs. Mahoney, to approve the request from Mr. Banda as submitted. The motion carried unanimously. (The exact retirement date is not known at this time.)
- B. **Resignation** – Mrs. Chelsea Phillips, Student Loan Coordinator, effective March 23, 2009.
ACTION: Mr. Brints made the motion, seconded by Mr. Graf, to accept the resignation as stated above. The motion carried unanimously.
- C. **Internal Transfer** - Sandy Odell from Classified I, Receptionist/PBX Operator to Classified II, Lab Assistant/PBX Operator – CCC effective January 28, 2009 with an annual salary of \$21,584 (prorated to \$12,839).
ACTION: Mrs. Mahoney made the motion, seconded by Mr. Streit, to approve the Internal Transfer as stated. The motion carried unanimously.
- D. **Employment** – (1) Brandi Ballard, Director of Student Relations, effective February 9, 2009, with an annual salary of \$39,586 (prorated to \$22,076); and (2) Tami Hastwell, Classified I, Receptionist/PBX Operator-CCC effective January 27, 2009, with an annual salary of \$17,862 (prorated to \$10,6794).
ACTION: Mrs. Mahoney made the motion, seconded by Mr. Brints, to approve the employment of the two personnel as stated above. The motion carried unanimously.
- E. **Consider Extension of Deans’ and Associate Deans’ Contracts (September 1, 2009 – August 31, 2011).**
ACTION: Mrs. Mahoney made the motion, seconded by Mr. Graf, to approve the extension of the Deans’ and Associate Deans’ contract as presented (September 1, 2009 through August 31, 2011). The motion carried unanimously.

The Board expressed its appreciation to President Hardin for serving as Interim President for the past seven months. President Hardin responded that he could not have made it without the assistance of the other three Deans since the College had lost a Dean of Instruction, then the President, the Director of Institutional Effectiveness/SACS Director, endured a *SACS On-Site Visit*, and immediately after that, hired a President. He continued that to his knowledge, all of this was accomplished without any apparent huge blunder. He also said the tenure had been a valuable learning experience and that he is looking forward to returning to his position as Dean of Student Services/Athletic Director.

CLOSED SESSION: Chairman Ferguson announced that the Board needed to go into Closed Session.

ACTION: At 12:50 p.m., Mrs. Mahoney made the motion, seconded by Mr. Graf, to go into Closed Session and the motion carried unanimously.

ACTION: At approximately 1:00 p.m., Mr. Graf made the motion, seconded by Mrs. Mahoney, to reconvene in Open Session. The motion carried unanimously. (No action was taken.)

ADJOURN: There being no further business to come before the Board, the meeting adjourned at approximately 1:05 p.m.

Respectfully submitted,

Bob Ferguson, Chairman of the Board

Norman Brints, Secretary of the Board

Appendix 1-2

Vernon College Board Policy Manual Section BBFA-Local (Ethics/Conflict of Interest)

ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LOCAL)

A Board member shall abstain from voting on any issue or item that has the potential to be a conflict of interest or for which the Board member has filed a conflict of interest disclosure, unless the issue or item qualifies as a majority conflict for the Board. [See BBFA(LEGAL) and BBF(LOCAL)]

CS 3.7.1 Recommendation 2:

The committee recommends that the institution document the qualifications of its faculty.

On Site Review Committee's Assessment of CS 3.7.1 (Faculty Competence)

VC states that it employs competent, dedicated faculty members qualified to accomplish the mission and goals of the institution. A review of documentation of faculty qualifications provided for the Off-Site Review Committee found that additional verification of credentials or materials is needed to ensure that all faculty are in compliance with this standard of the *Principles* – as well as the criteria established by Vernon College.

The Off-Site Committee could not determine that six faculty members are qualified to teach the courses assigned. Two of the faculty members are no longer assigned to teach courses for which their credentials were in question. Copies of letters placed in faculty files were provided as documentation to the On-Site Committee. An official transcript was provided for the one faculty member who had a transcript “issued to student” in his file. An official transcript was also provided for one faculty member to document the completion of three additional graduate semester hours in the teaching discipline. The On-Site Committee could not determine that one faculty member teaching English composition had the appropriate credentials.

(See Attached “Request for Justifying and Documenting Qualifications of Faculty”, for the name of the faculty member in question). (Appendix 2-1)

Institutional Response to Recommendation 2 (CS 3.7.1 Faculty Competence):

The faculty member in question was relieved of all teaching assignments for Vernon College effective with the current (Spring 2009) semester. The two classes which she was originally scheduled to teach during the current semester have been reassigned to the Communications Division Chair. Additionally, the Communications Division Chair and the Interim Dean of Instruction have clearly articulated that reassignment of this former adjunct instructor is contingent upon her completion of six (6) additional graduate hours in the field (English). Documentation of this non-assignment can be found in the Spring 2009 Load & Listing Schedule for Adjunct Faculty (Appendix 2-2) as well as the 2008/2009 Adjunct Faculty Roster (Appendix 2-3).

Appendix 2-1

Request for Justifying and Documenting Qualifications of Faculty

Request for Justifying and Documenting Qualifications of Faculty

Institution: Vernon College

For each of the faculty members listed below, the committee either found the qualification of the faculty member to be unacceptable or the institution did not adequately justify and document the faculty member's qualifications to teach the course(s) identified in the second column. For each case, the committee checked the column appropriate to its findings.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty listed. When responding, the institution should use the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty." (Access at www.sacscoc.org, click onto Resources, click onto Institutional.) Read the instructions carefully and pay close attention to the section "Providing Information that Establishes Qualifications." The completed form, or similar document, should be included as part of the institution's formal response to the Commission.

Name of Faculty Member	Department and Courses Taught	Not Acceptable	Insufficient Documentation
Janna Monday	English Composition	X	

Appendix 2-2

Spring 2009 Load & Listing Schedule for Adjunct Faculty

Academic/Budget Year: 2008 - 2009

VERNON COLLEGE FACULTY LOAD AND LISTING FORM

Semester: Spring 16 week 2008; Begins: 1/17/2009 Ends: 5/31/2009

FULL-TIME AND ADJUNCT FACULTY LOAD HOUR INFORMATION INCLUDING EXTRA SERVICE

Faculty Name/ Address/Telephone/ Social Security No.	Course Number	Course Title	Crs. Type	Crs. Enl.	Sem. Cls. See	Crs. Ld. Hrs.	Total Sem. Ld. Hrs.	Total Ld. Hrs. To Date	Contracted Salary	No. of Pymts.	Monthly Salary	Payment Date(s)	Budget Account/ Comments	Dist. Check to:
Carroll, Betty	ENGL 1301 349	Composition I	F2F	25		3	3	N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Apr. 30th May finals	1-1-010-1-5-115	MAIL
Caston, Ross	EMSP 2248 345	Emergency Pharmacology	F2F	25	25.0			N/A	\$ 1,125.00	4	\$ 281.25	Feb. 28th Apr. 30th May finals	1-2-029-3-5-115	MAIL
Chacarana, Rosana	RNSG 2161 145	Mental Health Clinical	F2F	12	9.0		24	N/A	\$ 10,800.00	4	\$ 2,700.00	Feb. 28th Apr. 30th May finals	1-2-023-1-5-115	MAIL
	RNSG 2161 149	Mental Health Clinical	F2F	12		6	6					Mar. 31st Apr. 30th Shared w/Graf		
	RNSG 2161 146	Mental Health Clinical	F2F	11		6	6					Apr. 30th Shared w/Hamm		
	RNSG 2161 150	Mental Health Clinical	F2F	14		6	6					May finals Shared w/Hamm		
Chancellor, Carl	EMSP 1385 345	Trauma Management	F2F	9		3	3	N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Apr. 30th May finals	1-2-029-3-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finals		
Cody, Jack	ENGL 1302 748	Composition II	F2F	24	9.0		9	N/A	\$ 4,050.00	4	\$ 1,012.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-010-1-5-115	MAIL
	ENGL 1302 749	Composition II	F2F	6		3	3					Mar. 31st		
	ENGL 2323 752	British Literature II	F2F	5		3	3					Apr. 30th		
												May finals		
Coleman, Richard	COSC 1301 147	Microcomputer Applications	F2F	11	11.7		6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-004-1-5-115	MAIL
	COSC 1301 947	Microcomputer Applications	Internet	25		3	3					Mar. 31st		
												Apr. 30th		
												May finals		
Collins, George	ENGL 1302 752	Composition II	F2F	20	36	18.0	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-010-1-5-115	MAIL
	ENGL 1302 753	Composition II	F2F	20		3	3					Mar. 31st		
	ENGL 2323 748	British Literature II	F2F	30		3	3					Apr. 30th		
	ENGL 2323 749	British Literature II	F2F	22		3	3					May finals		
Conley, Shannon	AGAH 1453 145	Beef Cattle Production*	F2F	7		4.5	7.5	N/A	\$ 3,375.00	4	\$ 843.75	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-001-1-5-115	MAIL
	AGMG 1384 145	Practicum*	F2F	3								Mar. 31st		
	AGFO 1315 145	Horse Evaluation I**	F2F	8		3	3					Apr. 30th		
	AGMG 2590 145	Coop-Farm & Ranch Mgmt.**	F2F	1	9.5							May finals		
Davis, Michael	CRJU 1306 748	Court Systems & Practices	F2F	10		3	9	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-017-3-5-115	MAIL
	CRJU 1307 748	Crime in American	F2F	16		3	3					Mar. 31st		
	CRJU 1307 744	Crime in American	F2F	14		3	3					Apr. 30th		
				40			13.3					May finals		
		EXTRA SERVICE												
		Burkburnett H.S.												
									\$ 1,350.00					
Deathridge, Liberty	ENGL 1301 350	Composition I	F2F	25		3	9	N/A	\$ 4,050.00	4	\$ 1,012.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-024-1-5-115	MAIL
	ENGL 0300 345	Basic Writing Skills*	Devel	6		3	3					Mar. 31st		
	ENGL 0301 345	Basic Writing Skills II*	Devel	9								Apr. 30th		
	ENGL 0302 345	Basic Writing Skills III*	Devel	3								May finals		
	READ 0300 345	Reading I**	Devel	6		3	3					\$1,012.50		
	READ 0301 345	Reading II**	Devel	9										
	READ 0302 345	Advanced Reading**	Devel	5										
	READ 0303 345		Devel	63	21.0									
Divine, Maria	VNSG 1360 346	Clinical - LVN	F2F	4		5	5	N/A	\$ 2,250.00	4	\$ 562.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-024-1-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finals		
Duesedow, Jill	ENGL 1302 750	Composition II	F2F	20	4.0		6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-010-1-5-115	MAIL
	ENGL 2323 750	British Literature II	F2F	8		3	3					Mar. 31st		
												Apr. 30th		
												May finals		
				28	14.0									

Total included above

Extra pymt. for Burkburnett H.S.
Feb. 28th Each payment to be made
Mar. 31st as follows:
Apr. 30th \$ 675.00 1-1-010-1-5-115
May finals \$ 337.50 1-1-012-1-5-115

* , ^ , * , * , * denotes combined classes
Bold Denotes Fall classes Mar. finals pymt.

Academic/Budget Year: 2008 - 2009
VERNON COLLEGE FACULTY LOAD AND LISTING FORM
 Semester: Spring 16 week 2008; Begins: 1/17/2009 Ends: 5/13/2009

FULL-TIME AND ADJUNCT FACULTY LOAD HOUR INFORMATION INCLUDING EXTRA SERVICE														
Faculty Name/ Address/Telephone/ Social Security No.	Course Number	Course Title	Crs. Type	Crs. Enl.	Sem. Cls. See	Crs. Ld. Hrs.	Total Sem. Ld.Hrs.	Total Ld.Hrs. To Date	Contracted Salary	No. of Prms.	Monthly Salary	Payment Date(s)	Budget Account/ Comments	Dist. Check to:
Ehrsam, Paul	CETT 1402 645 CETT 1402 646	Electricity Principles Electricity Principles	F2F F2F	19 7		4 4	8 8	N/A	\$ 3,600.00	4	\$ 900.00	Feb. 28th Apr. 30th May finals	1-2-033-4-5-115	MAIL
Franks, Trenda	HITT 1305W 945 HITT 1305W 946 MDCA 1302W 945	Medical Technology Medical Technology Human Disease/Pathophysiology	Internet Internet Internet	20 13 11		3 3 3	9	N/A	\$ 4,050.00	4	\$ 1,012.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-027-3-5-115	MAIL
Futch, Ty	VNSG 1460 846	Clinical	F2F	4		12	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-024-1-5-115	MAIL
Gatlin, Gary	MATH 1316 748	Plane Trigonometry	F2F	4		4.0		N/A	\$ 400.00	4	\$ 100.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-014-1-5-115 4 Students @ \$100 ea.	MAIL
Goodman, Deborah	GOVT 2302 349	American Government II	F2F	36		3	3	N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-023-1-5-115	MAIL
Gutierrez, Patrice	RNSG 2166 147	Practicum-Family	F2F	14		8	8	N/A	\$ 3,600.00	4	\$ 900.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-023-1-5-115 Shared w/Rward	MAIL
Harris, Alfred	COSC 1301 351 COSC 1301 646	Microcomputer Applications Microcomputer Applications	F2F F2F	24 20		3 3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-004-1-5-115	MAIL
Hawkey, Walter	MUSI 1306 345 MUSI 1306 346	Music Appreciation Music Appreciation	F2F F2F	42 15		3 3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-007-1-5-115	MAIL
Hays, Tom	ENGL 1302 754	Composition II	F2F	57		28.5		N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-010-1-5-115	MAIL
Hillard, Dana	RNSG 2166 149	Practicum-Family	F2F	13		8	8	N/A	\$ 3,600.00	4	\$ 900.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-023-1-5-115 Shared w/Rward	MAIL
James, Vicky	RNSG 2166 147 RNSG 2161 148	Mental Health Clinical Mental Health Clinical	F2F F2F	14 13		6 6	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-023-1-5-115 Shared w/Hamm Shared w/Graf	MAIL
Knox, Donald	HIST 1301W 945 HIST 1302W 945	US History I US History II	Internet Internet	25 25		3 3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-020-1-5-115	MAIL
Lavender, Jesse D.	WLDG 1428 646 WLDG 1430 646 WLDG 1434 646 WLDG 2413 646	Intro to Shielded Arc Welding* Intro to Gas Metal Arc Welding* Intro to GTAW* Welding w/Multi Processes*	F2F F2F F2F F2F	9 2 5 2		5 5 5 2		N/A	\$ 2,250.00	4	\$ 562.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-012-4-5-115	MAIL

* , ^ , * , * , * denotes combined classes
Bold Denotes Fall Classes Mar. finals pymt.
 Spring 16 Week 2009
 3/11/2009
 Page 3

Academic/Budget Year: 2008 - 2009

VERNON COLLEGE FACULTY LOAD AND LISTING FORM

Semester: Spring 16 week 2008; Begins: 1/17/2009 Ends: 5/13/2009

FULL-TIME AND ADJUNCT FACULTY LOAD HOUR INFORMATION INCLUDING EXTRA SERVICE														
Faculty Name/ Address/Telephone/ Social Security No.	Course Number	Course Title	Crs. Type	Crs. Enl.	Sem. Avg. Cls. See	Crs. Ld. Hrs.	Total Sem. Ld. Hrs.	Total Ld. Hrs. To Date	Contracted Salary	No. of Pymts.	Monthly Salary	Payment Date(s)	Budget Account/ Comments	Dist. Check to:
Lehman, Deana	ENGL 1301V 945	Composition I	Internet	20		3	3	N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Apr. 30th May finals	1-1-010-1-5-115	MAIL
Matysek, Denise	PSYC 2312V 945	Human Development	Internet	20	20.0			N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-018-1-5-115	MAIL
McCoy, Mike	ECGN 2301V 945 ECON 2301V 952	Principles of Macroeconomics	Internet	18 19	25.0	3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-019-1-5-115	MAIL
Meisner, Warren	WLDG 1417 647 WLDG 1428 647 WLDG 1430 647 WLDG 1434 647 WLDG 2413 647 WLDG 2453 647	Intro Layout & Fabrication* Intro to Shielded Arc Welding* Intro to Gas Metal Arc Welding* Intro to GTAW* Welding w/Multi Processors* Advanced Pipe Welding*	F2F F2F F2F F2F F2F F2F	1 4 2 5 5 5	18.5	5 5 5 5 5 5	5 5 5 5 5 5	N/A	\$ 2,250.00	4	\$ 562.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-012-4-5-115	MAIL
Mikalunas, Robin	MUSI 1304W 945 MUSI 1306V 947	Foundations of Music Music Appreciation	Internet Internet	21 19	18.0	3 3	6 6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-007-1-5-115	MAIL
Montgomery, Shelley	TECA 1311T 345 CDEG 1313W 945 CDEC 1356V 945	Education for Young Children* Curriculum Resources Emergent Literacy	ITV Internet Internet	10 4 15	20.0	3 3 3	9 9 9	N/A	\$ 4,050.00	4	\$ 1,012.50	Feb. 28th Mar. 31st Apr. 30th May finals	Each payment to be made as follows: \$ 337.50 1-1-005-3-5-115 \$ 675.00 1-2-003-3-5-115 \$1,012.50	MAIL
Onder, Joe	PSYC 2301 345	General Psychology	F2F	16		3	3	N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-018-1-5-115	MAIL
Pease, Pennie	VNSG 0000 347 VNSG 0000 348	Lab Lab	F2F F2F	12 16		2 2	4 4	N/A	\$ 1,800.00	4	\$ 450.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-024-1-5-115	MAIL
Roage, Sherill	VNSG 0000 345 VNSG 0000 346 VNSG 1360 345 VNSG 1161 362	Lab Lab Clinical - LVN Clinical - LVN	F2F F2F F2F F2F	12 14 7 14	14.0	2 2 4 3	8 8 4 3	N/A	\$ 3,600.00	4	\$ 900.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-024-1-5-115 Shared w/Taylor	MAIL
Puckett, Lisa	PHED 1346 145	Drug Use & Abuse	F2F	24	14.0	3	3	N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-1-005-1-5-115	VER
Richie, Roger	EMSP 1401 345	EMT - Basic	F2F	19	24.0	5	5	N/A	\$ 2,250.00	4	\$ 562.50	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-029-3-5-115	MAIL
Rodriguez, Sherri	VNSG 1360 145	Clinical - LVN	F2F	6	19.0	3.6	3.6	N/A	\$ 1,620.00	4	\$ 405.00	Feb. 28th Mar. 31st Apr. 30th May finals	1-2-024-1-5-115 Shared w/Porter	MAIL

* , ^ , * , * , * denotes combined classes
Bold Denotes Fall classes Mar. finals pymt.

Academic/Budget Year: 2008 - 2009
 VERNON COLLEGE FACULTY LOAD AND LISTING FORM
 Semester: Spring 16 week 2008; Begins: 1/17/2009 Ends: 5/31/2009
 FULL-TIME AND ADJUNCT FACULTY LOAD HOUR INFORMATION INCLUDING EXTRA SERVICE

Faculty Name/ Address/Telephone/ Social Security No.	Course Number	Course Title	Crs. Type	Crs. Enl.	Sem. Avg. Cts. See	Crs. Ld. Hrs.	Total Sem. Ld. Hrs.	Total Ld. Hrs. To Date	Contracted Salary	No. of Pymts.	Monthly Salary	Payment Date(s)	Budget Account/ Comments	Dist. Check to:
Schellier, Jason	HIST 1302 755	US History II	F2F	8	3	3	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th	1-1-020-1-5-115	CCC
	HIST 1302W 947	US History II	Internet	25	3	3						Mar. 31st		
	HIST 1302W 950	US History II	Internet	24	3	3						Apr. 30th		
	HIST 1302 752	US History II	F2F	14	3	3						May finalis		
				71										
Schellier, Sandra	ENGL 1302 755	Composition II	F2F	15	3	3		N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th	1-1-010-1-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finalis		
Schlaud, Jodi	ENGL 1302 751	Composition II	F2F	12	3	3		N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th	1-1-010-1-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finalis		
Scott, Janet	READ 0300 346	Reading I*	Devel	8	3	3		N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th	1-1-012-1-5-115	MAIL
	READ 0301 346	Reading II*	Devel	5								Mar. 31st		
	READ 0302 346	Advanced Reading*	Devel	8								Apr. 30th		
	READ 0300 347	Reading II**	Devel	8		3						May finalis		
	READ 0301 347	Reading II**	Devel	5										
	READ 0302 347	Advanced Reading**	Devel	5										
				40										
Scott, Michael	VNSG 1360 346	Clinical - LVN	F2F	4	4	4		N/A	\$ 1,800.00	4	\$ 450.00	Feb. 28th	1-2-024-1-5-115	MAIL
												Mar. 31st	Shared w/Divine	
												Apr. 30th		
												May finalis		
Shepherd, Mike	ITNW 1325 645	Fundamentals of Networking	F2F	15	4	4		N/A	\$ 4,500.00	4	\$ 1,125.00	Feb. 28th	1-1-004-1-5-115	MAIL
	ITSY 1342 645	Information Technology Security	F2F	22	3	3						Mar. 31st		
	ITSY 1342S 945	Information Technology Security	Internet	19	3	3						Apr. 30th		
				56								May finalis		
	ITNW 1351 660	Fundamentals of Wireless LANs	F2F	10	3	3		N/A	\$ 1,350.00	1	\$ 1,350.00	Mar. finalis	1-1-004-1-5-115	MAIL
Shipworth, David	ELPT 1441 645	Motor Control	F2F	17	4	4		N/A	\$ 1,800.00	4	\$ 450.00	Feb. 28th	1-2-033-4-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finalis		
Strader, Lori	HIST 1302 750	US History II	F2F	33	3	3		N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th		MAIL
	HIST 1302 751	US History II	F2F	7	3	3						Mar. 31st		
												Apr. 30th		
												May finalis		
Swagerly, Timothy	HIST 1302 753	US History II	F2F	16	3	3		N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th	1-1-020-1-5-115	
	HIST 1302 754	US History II	F2F	11	3	3						Mar. 31st	Hold check pending receipt	
												Apr. 30th	of completed load form.	
												May finalis		
Tamer, Gregg	MUSI 1306V 948	Music Appreciation	Internet	18	3	3		N/A	\$ 1,350.00	4	\$ 337.50	Feb. 28th	1-1-007-1-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finalis		
Taylor, Brenda	VNSG 1360 345	Clinical - LVN	F2F	7	5	5		N/A	\$ 2,250.00	4	\$ 562.50	Feb. 28th	1-2-024-1-5-115	MAIL
												Mar. 31st	Shared w/Poage	
												Apr. 30th		
												May finalis		
Thiemer, Kenneth	INCR 1402 645	Physical Instrumentation	F2F	7	7.0	4		N/A	\$ 1,800.00	4	\$ 450.00	Feb. 28th	1-2-033-4-5-115	MAIL
												Mar. 31st		
												Apr. 30th		
												May finalis		

*, ^, **, ^, *** denotes combined classes
 Bold Denotes Fall | Classes Mar. finalis pymt.
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Academic/Budget Year: 2008 - 2009

VERNON COLLEGE FACULTY LOAD AND LISTING FORM

Semester: Spring 16 week 2008; Begins: 1/17/2009 Ends: 5/13/2009

FULL-TIME AND ADJUNCT FACULTY LOAD HOUR INFORMATION INCLUDING EXTRA SERVICE														
Faculty Name/ Address/Telephone/ Social Security No.	Course Number	Course Title	Crs. Type	Crs. Enl.	Sem. Cls. See	Crs. Ld. Hrs.	Total Ld. Hrs.	Total Ld. Hrs. To Date	Contracted Salary	No. of Pymts.	Monthly Salary	Payment Date(s)	Budget Account/ Comments	Dist. Check to:
Trent, Jane	ENGL 1301 145	Composition I	F2F	25		3	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th	1-1-010-1-5-115	VER
	ENGL 1302 145	Composition II	F2F	19		3						Mar. 31st		
	ENGL 1302 146	Composition II	F2F	5		3						Apr. 30th		
	ENGL 1302 147	Composition II	F2F	16		3						May finals		
Underhill, Steven	COSC 1301 348	Microcomputer Applications	F2F	23		3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th	1-1-004-1-5-115	MAIL
	COSC 1301W 948	Microcomputer Applications	Internet	21		3						Mar. 31st		
Vanegas, Christopher	ELMT 1305 645	Basic Fluid Power	F2F	14		3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th	1-2-033-4-5-115	MAIL
	ELMT 1305 646	Basic Fluid Power	F2F	12		3						Mar. 31st		
												Apr. 30th		
Watts, Harrison	HIST 1301W 946	US History I	Internet	25		3	6	N/A	\$ 2,700.00	4	\$ 675.00	Feb. 28th	1-1-020-1-5-115	MAIL
	HIST 1302V 945	US History II	Internet	25		3						Mar. 31st		
Walker, Mark	MCHN 2402 645	Intermediate Milling	F2F	10		5	10	N/A	\$ 4,500.00	4	\$ 1,125.00	Feb. 28th	1-2-021-4-5-115	MAIL
	MCHN 2402 646	Intermediate Milling	F2F	9		5						Mar. 31st		
White, Tamra	PSYC 2301 346	General Psychology	F2F	19		3	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th	1-1-018-1-5-115	MAIL
	PSYC 2301 347	General Psychology	F2F	31		3						Mar. 31st		
Williams, Angel	PSYC 2301 348	General Psychology	F2F	26		3						Apr. 30th		
	PSYC 2301 349	General Psychology	F2F	30		3						May finals		
Worford, Gary	ECON 2302 345	Principles of Microeconomics	F2F	8		3	9	N/A	\$ 4,050.00	4	\$ 1,012.50	Feb. 28th	1-1-019-1-5-115	MAIL
	ECON 2301W 945	Principles of Macroeconomics	Internet	25		3						Mar. 31st		
	ECON 2301W 946	Principles of Macroeconomics	Internet	25		3						Apr. 30th		
Worford, Karen	ENGL 0300 145	Basic Writing Skills I*	Devel	4		3	12	N/A	\$ 5,400.00	4	\$ 1,350.00	Feb. 28th	Each payment to be made	MAIL
	ENGL 0302 145	Basic Writing Skills II*	Devel	7								Mar. 31st	as follows:	
	ENGL 0300 146	Basic Writing Skills II**	Devel	3		3						Apr. 30th	\$ 675.00	1-1-010-1-5-115
Worford, Karen	ENGL 0301 146	Basic Writing Skills III**	Devel	1		3						May finals	\$ 675.00	1-1-012-1-5-115
	ENGL 0302 146	Basic Writing Skills III**	Devel	4		3							\$1,350.00	
	READ 0300 146	Reading I***	Devel	9		3								
	READ 0301 146	Reading II***	Devel	7										
Worford, Karen	READ 0302 146	Advanced Reading***	Devel	4		3								
	READ 0301 145	Reading IV	Devel	5										
	READ 0302 145	Advanced Reading^	Devel	3										
				48			12.0							

Issue Separate check

* , ^ , ** , *** denotes combined classes
Bold Denotes Fall | classes Mar. finals pymt.

Appendix 2-3

2008/2009 Adjunct Faculty Roster

2008/2009 Adjunct Faculty Roster

(Appendix 2-3)

INSTRUCTOR NAME	Course	FALL	FALL	Dec. Mini 2008	SPRING I	SPRING	Spring	May	SUMMER I	SUMMER	SUMMER
		FALL I 2008	WEEK 2008		FALL II 2008	2009	16 Week 2009	II 2009	Mini 2009	SUMMER I 2009	11 Week 2009
Adjunct Employees											
Abel, Jack	MATH	1.5			3						
Alberry, Belinda	MATH	3		2							
Alexander, John	SOCI	3	6	4		12					
Alexander, Michelle	HIST		6			9					
Ansley, Teresa	BIOL		6			6					
Appleton, Kristeen	CPMT		4		7	4					
Baize, Kay	VNSG					8					
Bishop, Tammie	RNSG		6			16					
Boller, Ginger	CDEC		3								
Bolton, Cathy	RNSG		3			13					
Booth, Charis	WLDDG					3.5					
Borchardt, Julie	RNSG					8					
Borden, Larry	EMSP		10			5					
Bragg, Gloria	READ		3								
Brints, Chrystal	VNSG			1.35							
Brock, Misti	ENGL		3			15					
Brown, Melissa	RNSG					8					
Carroll, Betty	READ		6			3					
Caston, Ross	EMSP					2.5					
Chancellor, Carl	EMSP		6			3					
Chacanaca, Rosana	RNSG					24					
Chavez, Rodney	VNSG	2		2							
Cody, Jack	ENGL		6			9					
Coleman, Richard	COSC		3			6					
Collins, George	ENGL		12			12					
Conkling, Dianna	GOVT		3								
Conley, Shannon	AGRI		9			7.5					
Davis, Michael	CRIJ		9			9					
Deathravage, Liberty	ENGL					9					
Divine, Maria	VNSG					5					
Doyle, Susan	RNSG		8								
Druesdow, Jill	ENGL		6			6					
Ehrsam, Paul	CETT			4		8					
Fike, Dustin	MATH	6		8	6						
Franks, Tenda	HITT		3			9					
Futch, Ty	VNSG	3		3		12					
Gatlin, Gary	MATH		3								
Goodman, Deborah	GOVT		3			3					
Gutierrez, W/illi	RNSG					8					
Hamilton, Jimmy	MATH		3								
Hammonds, Angela	MATH										
Harris, Al	COSC		6			6					

2008/2009 Adjunct Faculty Roster

(Appendix 2-3)

INSTRUCTOR NAME	Course	FALL I 2008	FALL 16 WEEK 2008	FALL II 2008	Dec. Mini 2008	SPRING I 2009	SPRING 16 Week 2009	Spring II 2009	May Mini 2009	SUMMER I 2009	SUMMER 11 Week 2009	SUMMER II 2009
Hart, Crystal	READ											
Hawkey, Walter	MUSI		6				6					
Hays, Thomas	ENGL		3				3					
Hillard, Dana	RNSG						8					
Holder, Rocki	SPCH		3				12					
James, Vicky	RNSG											
Jones, John	MATH					1.5						
Kalski, Lynn (QEP)	HIST			3								
Knox, Donald	HIST		9				6					
Lavender, Jesse	WLDG						5					
Lehman, Deana	ENGL						3					
Lilley, David	BUSI		3									
McBee, Robert	SOCI		6									
McCoy, Mike	ECON						6					
Matysek, Denise	PSYC		3				3					
Melson, Warren	WLDG		5				5					
Mikalunas, Robin	MUSI		3				6					
Monday, Janna	ENGL		6									
Montgomery, Shelley	GDEN/TECA		6				9					
Onder, Joe	PSYC	3	3	3		6	3					
Parsons, Murray	PSYC		3									
Pelsue, Pennie	VNSG	3	2	3		3	4					
Phillips, Louise	HIST			3		3						
Poage, Sherill	VNSG			3		3	8					
Puckett, Lisa	PHED		3				3					
Purns, Donnie	COSC		6									
Raub, Rhonda	POFT		6									
Ritchie, Roger	EMSP		5				5					
Rodgers, Harvey	MATH	3		4								
Rodriguez, Sherry	VNSG		7			3	3.6					
Scheller, Jason	HIST		12				12					
Scheller, Sandra	ENGL		3				3					
Schlaud, Jodi	ENGL		3				3					
Schroeder, Mark	COSC	6		3		3						
Scott, Janet	READ		6				6					
Scott, Michael	VNSG		5				4					
Selman, Jim	MATH	3		4		3						
Shepherd, Mike	ITNW					3	10					
Skipworth, David	ELPT		4				4					
Snowden, Martha	MATH	1.5		2		1.5						
Stewart, Charmain	VNSG	3	2	3								
Strader, Lori	HIST	3	6				6					
Swagerty, Timothy	HIST		6				6					
Tanner, Gregg	MUSI		3				3					

2008/2009 Adjunct Faculty Roster

(Appendix 2-3)

INSTRUCTOR NAME	Course	FALL I 2008	FALL 16 WEEK 2008	FALL II 2008	Dec. Mini 2008	SPRING I 2009	SPRING 16 Week 2009	Spring II 2009	May Mini 2009	SUMMER I 2009	SUMMER I 11 Week 2009	SUMMER II 2009	
Taylor, Brenda	VNSG		9				5						
Thiemer, Kenneth	CETT		4				4						
Trent, Lane	ENGL		9				12						
Trent, Kenneth	MATH	3		4		3							
Underhill, Steven	COSC		9		3		6						
Vasquez, Heather	ENGL		6										
Venegas, Christopher	RBTC		5				6						
Watkins, Randall	BUSI	3											
Watts, Harrison	GOVT		9				6						
Weller, Mark	MCHN		5				10						
White, Gina	RNSG		8										
White, Tamra	PSYC		9				12						
Williams, Angel	ECON	3	6	3		3	9						
Wofford, Garry	MUSI		3				4						
Wofford, Karen	READ		9				12						
York, Mark	HART					4							
Total		53	365	62.35	3	59	491.1						

CR 2.12 Recommendation 3:

The committee recommends that the institution clarify the relationship between student learning outcomes, active learning instructional interventions, and assessment methods so that faculty and staff can provide evidence of improved student learning based upon analysis of results.

On Site Review Committee's Assessment of the Institution's Quality Enhancement Plan:

A. Brief description of the institution's Quality Enhancement Plan

Vernon College (VC) proposes to increase engagement by fostering collaboration and connectivity between students, faculty, and support personnel. The college will use three strategies to increase engagement: 1) transform curriculum and instruction; 2) train faculty in engagement by providing professional development opportunities; and 3) create a technology-rich environment for instruction and student support services. Under the direction of its SACS Leadership Team and a QEP Planning Committee, the college reached consensus on a QEP topic using a college-wide and community-wide consensus building process; developed working definitions of engagement, collaboration and connectivity; developed a rubric for assessing the level of student engagement; established a timeline for activities intended to foster student engagement; and developed an evaluation plan to determine the effectiveness of individual classroom instructional interventions, as well as the overall progress of the project. The college has already begun implementation of the project. Pilot projects in three general education courses and library services were conducted in spring 2008.

B. Analysis of the Acceptability of the Quality Enhancement Plan

1. ***Broad-based Process.*** *The institution uses a broad-based institutional process for identifying key issues emerging from institutional assessment.*

VC is concerned that rapid enrollment growth may compromise the quality of student learning and success. Enrollment has increased over 59% during the past decade. A significant increase occurred when the college opened its Century City Center in Wichita Falls in 2004. The original QEP topic was selected, in part, to address this concern. Faculty and staff worried that extended campus locations at Wichita Falls and Sheppard Air force Base, and an increase in the use of web-enhanced, on-line, and ITV courses, were inhibiting student-teacher and student-staff interaction, thus negatively affecting student success and retention.

During the 2003-04 academic year the college completed its “Shape the Future” strategic planning process. The top three strategic planning priorities identified during the process included: 1) create student-centered learning environments; 2) develop creative learning environments conducive to learning; and 3) recruit and retain students. Maintaining quality at a time of rapid expansion is a concern reflected in these strategic planning priorities. At the same time, in 2004, the college began administering the Community College Survey of Student Engagement (CCSSE) to monitor the level of student engagement. CCSSE has been developed based upon the premise that student learning and success, and thus retention, are best improved by increasing the level of student engagement, inside and outside the classroom. The QEP Planning and Development Committees used the CCSSE results to frame a discussion of how the college might create an environment that engaged students in activities known to enhance the quality of student learning in order to combat the impact of rapid expansion and enrollment increases.

2. ***Focus of the Plan.*** *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*

The focus of the VConnected plan is clear: increase student learning by increasing student engagement. The plan is comprehensive—it addresses instruction, student support services, and use of technology—and is intended to bring about long term change. However, the cause and effect relationship between student engagement and student learning could be more clearly articulated. Engagement is a good thing, but it is only a means to a more important end—student learning—and not an end in itself.

The plan relies too heavily on a single measure of success—the Community College Survey of Student Engagement (CCSSE). CCSSE measures the extent to which students perceive they are engaged in the classroom and elsewhere in the institution. Although CCSSE provides a wealth of detailed information regarding student perceptions of engagement, it is nonetheless an *indirect* measure of student learning. If the overall goal of the project is to improve student learning, then the college needs to couple CCSSE with *direct* measures of student learning. Developing direct measures of learning could be incorporated into the work of the VConnected Teams. The Engagement Assessment Rubric seems to suggest that such direct measures will be developed by the teams, but it is difficult to know for sure because the rubric uses terms like “methods”, “criteria”, and “expectation” ambiguously, and at times, interchangeably. The college should take care to articulate the relationship between instructional methodology and student learning, and ensure that evidence is collected to document the impact of a change in instructional methodology. The Engagement Assessment Rubric should be reworked to clarify this relationship.

3. ***Institutional Capability for the Initiation and Continuation of the Plan.*** *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*

The college has demonstrated that it has adequate fiscal and human resources to implement the VConnected QEP. The most expensive items in any education budget are personnel-related, and the VC QEP project is certainly no exception. The college plans to hire a full-time QEP Director, a full-time Curriculum Designer, and adjunct faculty sufficient to release six full-time faculty each semester for a total of 68 sections of instruction over six years. In addition, there is approximately \$15,000 devoted to faculty professional development travel each year. Since the VConnected QEP is a teaching and learning project, the bulk of the budget should be spent giving faculty and staff the release time and expert advice they need to develop sound instructional interventions to improve learning outcomes. The budget reflects this professional development emphasis. If the college is to reach its goal of revising every course by 2014, then the expenditures identified in the budget are certainly reasonable. As noted earlier, however, revising every course is an ambitious goal. The college might consider limiting course revision to General Education courses should balancing the budget become a concern—particularly those General Education courses that are heavily enrolled and typically taken during the student's first or second semester of enrollment, when research shows that it is most important for a student to experience success in the classroom.

4. **Broad-based Involvement of the Community.** The institution demonstrates that all aspects of its community were involved in the development and proposed implementation of the Plan.

VC began the QEP topic selection in spring 2006. A QEP Planning Committee was appointed and given the charge to solicit input college-wide and identify an appropriate topic. Topics were solicited from faculty and staff. Altogether, twelve proposals were received and evaluated using a locally developed —topic evaluation|| rubric. Stipends were awarded to the three best topic proposals, and the three finalists were invited to present their proposals to the SACS Leadership Team, which provided written feedback. Finalists were then asked to present their revised proposals to the college and the community-at-large. Announcements inviting community members to the presentations and soliciting their input were published in the local newspapers. College (faculty, staff, and students) and community stakeholders (alumni, community members, and the VC Board of Trustees) were then asked to select the most appropriate topic using a balloting survey. The “VConnected” student engagement topic was selected by 48% of the respondents. The topic was refined by the QEP Development Committee, which consisted of representatives from full-time and adjunct faculty, IT services, student services, student relations, and the student body.

The QEP topic was developed and vetted with significant college-wide and community-wide input. Just as importantly, the topic has the potential to transform the day to day teaching and learning behaviors of faculty, staff, and students college-wide. As noted earlier, it is the goal of the project to infuse active learning strategies in all courses by 2014, as well as involve other student support services. Library Services, for example, was included as a pilot project. Interviews with faculty and support staff during the site visit indicated that college

leadership were committed to moving the project beyond the classroom. For example, the New Student Group Advising Process was cited as one area where reworking the process using active learning strategies could improve the ability of new students to make sound educational planning and problem solving decisions.

The Engagement Assessment Rubric (discussed below in Section B.5) can be used to design, implement, and measure the success of engagement interventions in areas outside the classroom. The college is advised, however, not to try to do too much too quickly. Infusing engagement in areas other than the classroom might best be undertaken a bit later in the implementation timeline, after the college has had an opportunity to troubleshoot the student learning assessment process.

During interviews with representatives from the QEP Planning and Development Committees, it came to light that the representatives were surprised at the outcome of the balloting process for a QEP topic. They felt that two other topics, one addressing developmental math and another addressing study skills, would have been favored over engagement. Faculty and staff who might be disappointed over selection of the engagement topic, shouldn't be. The VConnected topic is broad enough to allow both development math and study skill concerns to be addressed. Developmental math faculty could use the VConnected project to reach consensus on how best to improve developmental math classes using active learning strategies, and likewise, faculty in any given discipline might choose to use active learning strategies to improve study skill behaviors. In short, it is up to the faculty and staff to reach consensus on which kind of student behavior they want to address since the VConnected topic is ultimately about making use of a particular instructional method to improve student performance, regardless of what kind of student performance that might be. Active learning strategies can be applied to improve the learning of foundational math skills, study skills, or any other kind of skill faculty or staff agree is important. In this way, the VConnected topic has the potential to work its way throughout the academic and student support units in the college.

5. *Assessment of the Plan. The institution demonstrates that it has goals and a plan to assess their achievement.*

As noted earlier, the focus of the VConnected project is clear: increase student engagement in order to increase student learning. What is less clear, however, is how the college will evaluate whether or not student learning has improved—and thus whether or not the project is successful. The plan assumes that an increase in the number of student engagement activities will produce an increase in learning. On page 18 of the plan, for example, three “student learner” outcomes are identified as a guide for the VConnected Teams. Each one describes an activity that could lead to an increase in student learning. Although it is not unreasonable to assume that such activity will improve student learning outcomes—particularly since that is the claim CCSSE makes—it is important that the college evaluate the effectiveness of engagement activities by linking them to specific measures of student learning. The table on page 18 presents only *process* measures associated with the timely implementation of the overall project. It does not present any direct measures of student learning. VConnected

Teams should be asked to develop learning assessment measures to evaluate the effectiveness of the engagement interventions they intend to implement in the classroom. As faculty and staff develop interventions, they should be able to answer the following question: how will we know if a particular intervention made a difference in student performance or learning?

The Engagement Assessment Rubric included in Appendix X gives some indication of how VConnected will go about measuring learning outcomes and could be a useful tool for implementation, but it is nonetheless confusing. The content of the categories for each column appear to overlap. For example, it is not clear how “methods & criteria to assess outcomes” in column three differ from “identify & collect baseline data” in column five. The Engagement Assessment Rubric is not so much a rubric as it is a template for listing the variety of ways an instructor or a professional staff person might go about building a student learning project. Presumably, each VConnected Team member will use the rubric to pick a target area for improvement (“where expectations are addressed”), link that target area to a specific kind of assignment or activity to be measured (“method & criteria to assess outcomes”), identify an acceptable level of student performance (“level of expected performance”), then collect and examine outcome data in order to refine and improve the active learning intervention (“identify & collect baseline data”). If the focus of the VConnected project is to be student learning, then the relationship between instructional methods, learning assignments and activities, learning assessment methods, and learning outcomes need to be clarified and the Engagement Assessment Rubric revised accordingly.

Recommendation: The committee recommends that the institution clarify the relationship between student learning outcomes, active learning instructional interventions, and assessment methods so that faculty and staff can provide evidence of improved student learning based upon analysis of results.

C. Analysis and Comments for Strengthening the QEP

Strengths of the QEP:

The VConnected QEP has the potential to be a transformative institution-wide project. It addresses an important issue directly related to student learning. The project will give faculty and staff an opportunity to implement research-based best practices that can make a significant difference in student success and retention. The enthusiasm of the leadership team and pilot project personnel is readily apparent. They are excited about the project and committed to successful implementation. Moreover, the development of pilot projects has proven to be an effective first step in implementation. It has built momentum for the project, has created a team of local “active learning” practitioners whose efforts can serve as a model for other faculty and staff, and has enabled faculty and staff to discuss and clarify what it means to be a “learning-centered” institution.

Challenges for the Successful Implementation of the QEP:

The college should consider reducing the number of committees involved in assessing implementation. On page 77 of the plan, four separate committees are identified in the

assessment cycle; five of the members of the VConnected Team are counted since they are included as members of the QEP Implementation Team. The QEP Implementation Team itself could serve as the committee responsible for overseeing implementation, collecting data (including qualitative and anecdotal data), and preparing periodic progress reports. They could submit these reports directly to the college's standing Planning and Assessment Committee for further review, but more importantly, they could schedule periodic evaluation meetings with the standing committee to monitor the overall progress of the VConnected project. These periodic meetings would enable the Implementation Team to make mid-course corrections to the overall plan, thus embedding a continuous improvement methodology at the "overall project" level. The project should be stronger if those responsible for developing, implementing, and piloting interventions have the primary responsibility for assessing the success of their efforts. The standing Planning and Assessment Committee can serve as a vehicle to ensure that QEP efforts are accounted for in the college's overall annual planning process.

The college should also consider identifying a currently employed VC faculty member who has established credibility as a responsible colleague and an effective instructor and appointing them to the position of Instructional Designer. The college is correct to recognize the need for such a position, but the project will be better served if someone with well-recognized instructional credibility and knowledge of the local organizational culture is responsible for facilitating instructional development. In fact, the pilot projects, have already begun the process of developing local instructional design "experts." QEP dollars could be used to provide professional development in instructional design and learning outcomes assessment for any one of these people, and the college could grow its own instructional designer, and during the course of the project, develop a cadre of faculty intimately familiar with instructional design and active learning pedagogy. Such a course of action would virtually ensure that the VConnected project would transform the teaching and learning culture of the college.

Likewise, the college should consider staffing the QEP Director from within its own ranks—for the same reasons as those just described. The project needs an "owner", someone with an established track record of commitment to VC, who can speak to his or her colleagues with credibility. Staffing from within the organization will expedite implementation and increase the likelihood of long term, transformational success.

Finally, there are two books that faculty and staff should consider reading and discussing to help them frame the key issues associated with implementing a student learning project:

Classroom Research: Implementing the Scholarship of Teaching, Patricia Cross and Mimi Steadman. Cross and Steadman do a wonderful job of explaining how teachers can design practical classroom research projects designed to improve student learning outcomes. They argue that quantitative statistics have dominated the assessment landscape for too long and suggest ways that faculty can develop qualitative and non-threatening quantitative measures that will help faculty assess the effectiveness of their classroom practices.

Leaving College: Rethinking the Causes and Cures of Student Attrition, Vincent Tinto. Tinto analyzes virtually all of the significant retention research in higher education. His primary finding is clear: students who succeed in class are

students who return. Thus, it behooves educators to make the best use of contemporary active learning strategies to improve the academic success of students since such strategies are known to be more effective.

Institutional Response to Recommendation 3 (CR 2.12 QEP):

Vernon College continues to enthusiastically embrace its chosen Quality Enhancement Plan and is extremely appreciative of the guidance, direction, and suggestions provided by the Visiting Committee. The institution is especially indebted to Mr. David Schuermer, Lead QEP Evaluator, for his expertise and suggested modifications to the QEP. These modifications have been adopted and incorporated into the QEP and have served to strengthen the QEP by more clearly articulating the relationship between student learning outcomes, active learning instructional interventions (student engagement strategies), and assessment methods, while at the same time simplifying the process of assessing the implementation of the QEP. It is often beneficial to have outside assistance in sorting out the “forest” from the “trees”.

The goal associated with Vernon Colleges’ implementation of the QEP is to improve student learning by increasing engagement. As noted by the Visiting Committee and cited in their assessment of the QEP, “engagement is a good thing, but it is only a means to a more important end - student learning – and not an end in itself”. Suggested revisions to the QEP were made to more clearly focus on the student learner outcomes and their assessment. Embedded questions were added to provide direct measures of existing, course-specific student learning outcomes while the *Community College Survey of Student Engagement (CCSSE)* and *Classroom Survey of Student Engagement (CLASSE)* instruments were retained to assess engagement strategies and activities. These revisions can be found on page 13 (Appendix 3-1), pages 18-20 (Appendix 3-2), and again on pages 48-49 (Appendix 3-3) of the revised QEP. Additionally, the Engagement Assessment Rubric was changed to the Engagement Assessment Template as suggested and can be found on page 74 (Appendix 3-4). Once again, these revisions were directed toward clarifying the relationship between student learning outcomes, active learning instructional interventions, and assessment methods so that faculty and staff can provide evidence of improved student learning based upon analysis of results.

Also, the number of committees involved in assessing the implementation of the QEP was reduced as suggested by the Visiting Committee. Both the QEP Assessment Team and the QEP Feedback Team were removed from the Assessment Cycle as can be seen on pages 43-48 (Appendix 3-5) and page 75 (Appendix 3-6) of the revised QEP. These duties will be absorbed by the QEP Implementation Committee and the Planning and Assessment Committee (a standing committee of the institution). This structure not only simplifies the process, but also strengthens the QEP by placing the primary responsibility of assessing the QEP projects with those directly involved in the projects.

Appendix 3-1

Pages 13 of revised QEP

(replaces page 13 of the original QEP)

subject matter, the more likely they are to learn and to achieve their academic goals.

The five benchmarks of effective educational practice in community colleges are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The QEP Development Committee used these benchmarks as guides to improving engagement with its students.

Definitions

In an effort to address the issues of engagement and collaboration, the QEP Development Committee either developed or adopted definitions of these terms. The committee wanted to personalize these concepts. To tie the elements of collaboration and student learning together, Vernon College adopted the following goal statement, student learning outcomes, and definitions to be the foundation for QEP development. Therefore, the focus of this QEP aims at specific aspects of student learning. First and foremost, VConnected aims to establish increased student engagement to improve learning.

Vernon College Definition of Engagement

- The extent to which students participate in the proven educational processes that contribute to the outcomes.

Goal

Vernon College will improve student learning by increasing engagement. In order to improve student learning by increasing engagement, Vernon College will transform curriculum and instruction, provide innovative professional development opportunities, and create a technology-rich environment for instructional and student support services.

Expectations

Vernon College will target student learning outcomes on a project-by-project basis using established competencies from course syllabi. As engagement techniques are integrated into a course or project, specific student learning outcomes will be tracked and assessed to determine if increased learning did occur due to increased engagement techniques.

Vernon College Definition of Collaboration/Connectivity

Vernon College has developed the following definition of Collaboration and Connectivity:

Appendix 3-2

Pages 18 – 20 of revised QEP

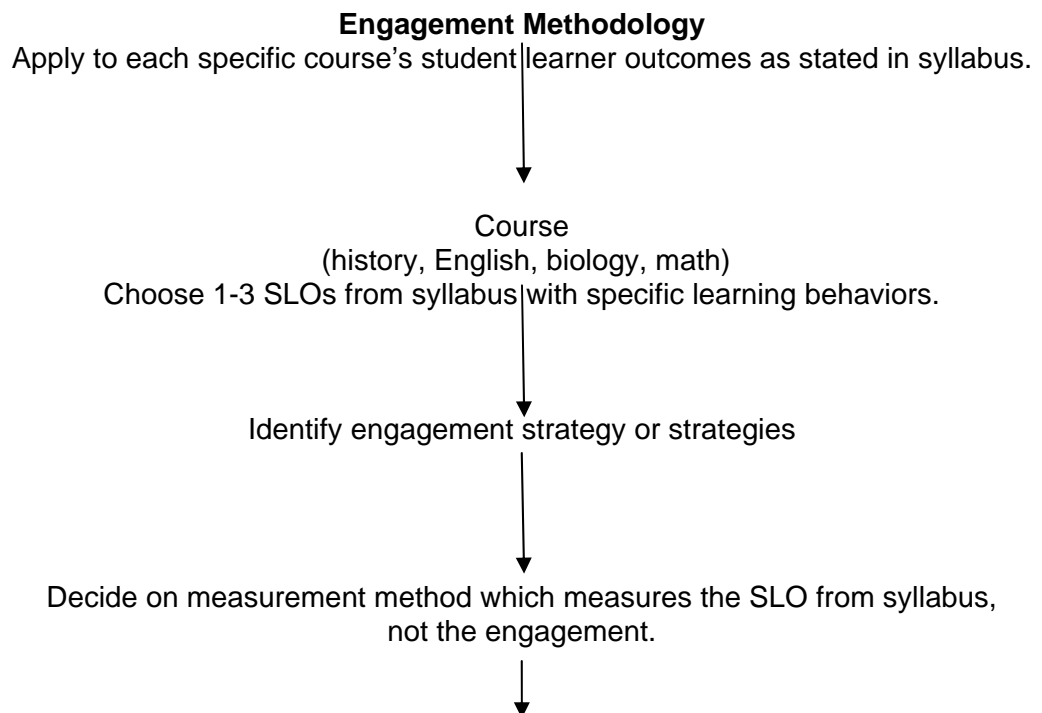
(replaces pages 18 - 19 of the original QEP)

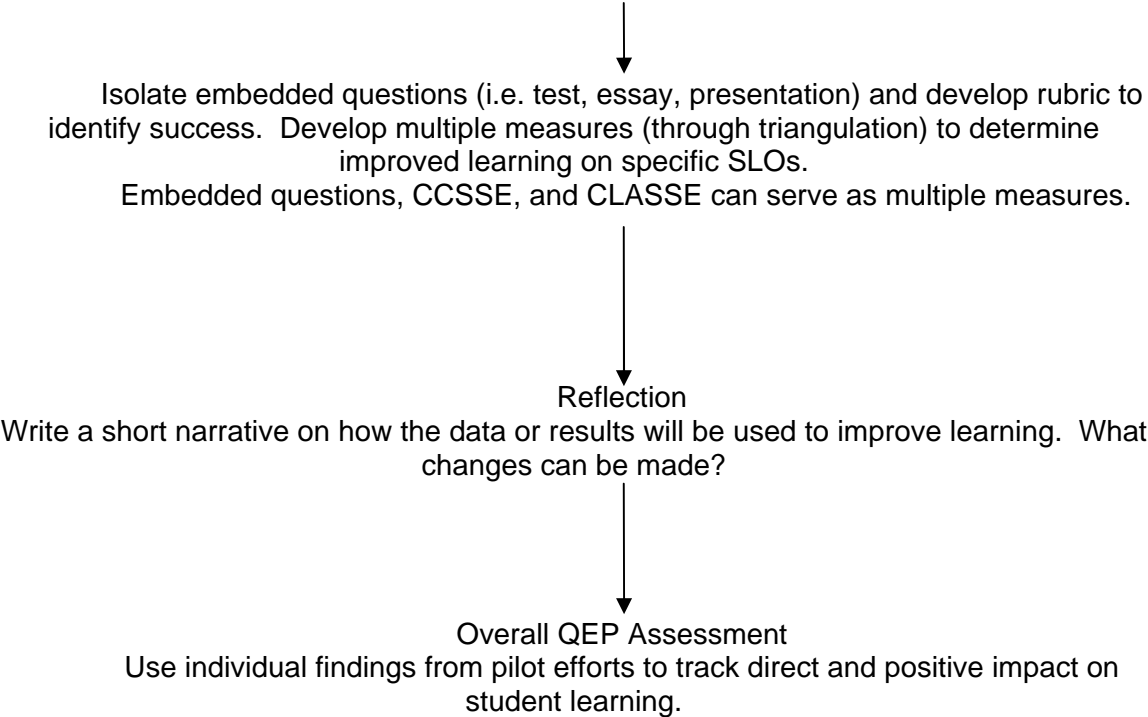
key elements of quality in teaching collaboration and connectivity using technology
as a means of improving engagement through collaboration:

- Content
- Course planning
- Instructional design
- Media production
- Support and moderation of the learning experience
- Student administration
- Course evaluation and maintenance. (Bates and Poole, 2003 p. 23)

Student Learner Outcomes

The purpose of the Vernon College QEP is to increase engagement through improved collaboration and connectivity between students, faculty, and student support services personnel. In order to increase learning, student engagement techniques and technologies will be applied to the current course-level student learner outcomes (SLO) in each course's syllabus. If the project is undertaken in a student support area, the VConnected team member will write a learner outcome for the project. The following flowchart illustrates the process of applying engagement methodologies to current learner outcomes and the assessment of that process.





Vernon College will transform curriculum and instruction, provide innovative professional development opportunities, and create a technology-rich environment for instructional and student support services.

The following table provides examples of applying engagement methodologies to student learner outcomes and the assessment of that process.

SLO	Possible Engagement Activities	Assessment
Vernon College will target student learning outcomes on a project-by-project basis using established competencies from course syllabi. As engagement techniques are integrated into a course or project, specific student learning outcomes will be tracked and assessed to	<ol style="list-style-type: none"> 1. VConnected team develops activities and projects that encourage students to come to class prepared. 2. VConnected team develops activities and projects that increase time on tasks. 3. VConnected team develops activities and projects that require students to prepare more than one draft of an assignment. 4. VConnected team develops assignments that require students to make presentations or discuss ideas from readings with classmates or instructors. 5. All faculty members train on active 	<ol style="list-style-type: none"> 1. Team member develops specific measurement criteria or identifies questions from current measurements that correlate to target outcomes. 2. Activities, projects, and assignments are developed and are documented in VConnected reports to QEP Implementation Committee. 3. Training will occur as

<p>determine if increased learning did occur due to increased engagement techniques.</p>	<p>learning strategies to increase engagement.</p> <ol style="list-style-type: none"> 6. All faculty members train on the use of new technologies in learning sessions. 7. VConnected team develops activities and projects that encourage students to engage in collaborative projects. 8. VConnected team develops activities and projects to teach students to share experiences with peers, faculty, and support staff. 9. VConnected team develops activities and projects that require integrating ideas or information from various sources. 10. VConnected team develops activities and projects for students to work with classmates outside of class to prepare assignments or participate in a community project. 11. All faculty members and support staff receive training on collaboration. 12. VConnected team will develop occasions to discuss career options with students. 13. VConnected team develops assignments in which students collaborate with others students using the internet for outside and inside class assignments. 14. VConnected team will design projects and activities for students to share software applications using the internet. 15. VConnected team will develop activities and projects for students and faculty to collaborate using the internet for outside and inside class assignments. 16. All faculty and support staff will receive training on engagement practices. 17. The College develops standardized internal systems of communication between students, faculty, and support staff. 	<p>documented by Instructional Designer and reported to QEP Implementation Committee.</p>
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Appendix 3-3

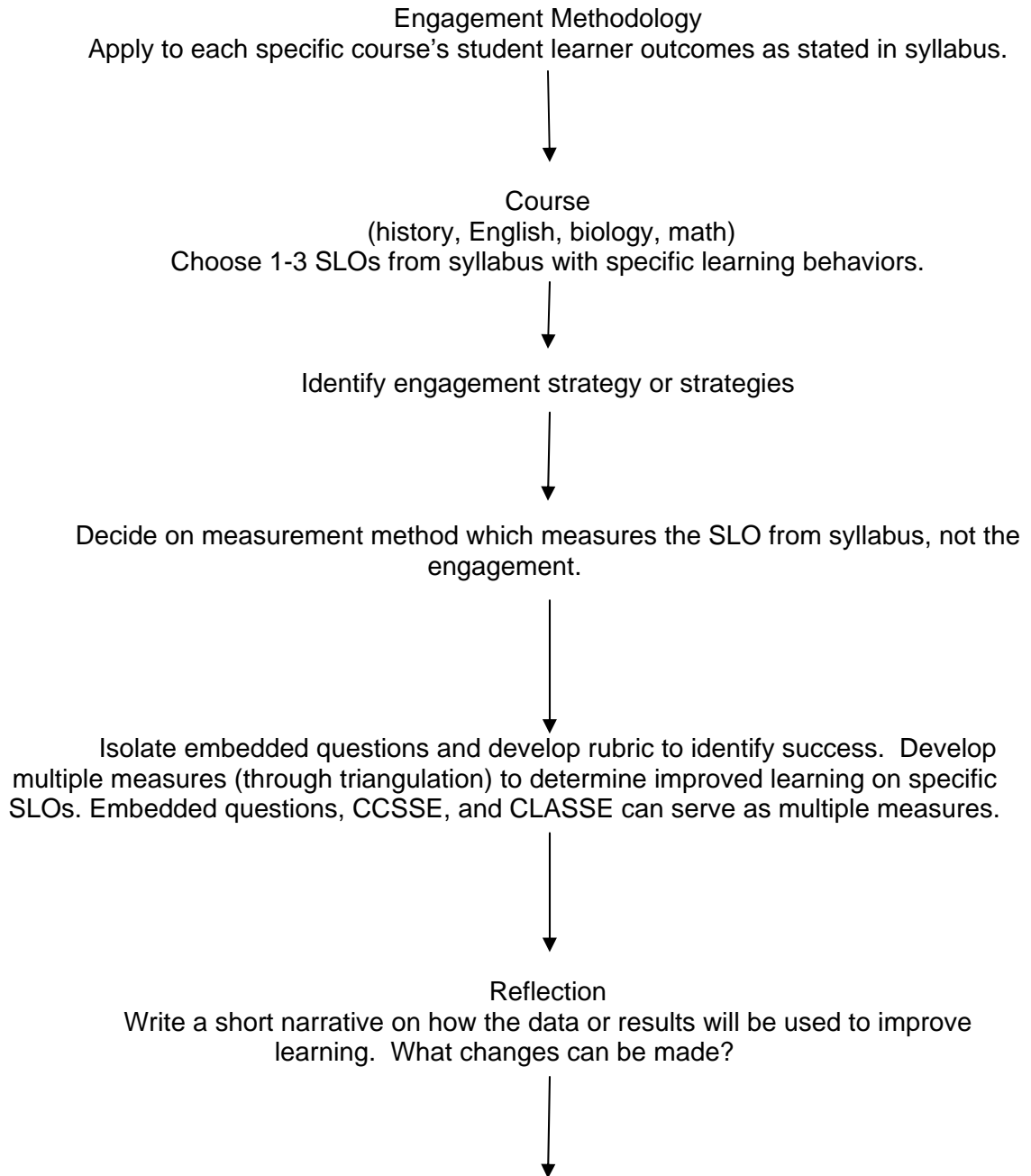
Pages 48 – 49 of revised QEP

(replaces pages 47 - 49 of the original QEP)

	Committee for forwarding to President and Board of Trustees.
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The flowchart below details the assessment cycle for the overall QEP. It will change as modifications are made to the plan.

QEP Assessment Cycle



Overall QEP Assessment

Use individual findings from pilot efforts to track direct and positive impact on student learning.

Vernon College will transform curriculum and instruction, provide innovative professional development opportunities, and create a technology-rich environment for instructional and student support services.

Appendix 3-4

Page 74 of revised QEP

(replaces pages 74 - 76 of the original QEP)

Appendix X

**Engagement Assessment Template
Determine Expectations**

Student Learning Outcome	Unit	Strategy	Measure	Data
<p>To be determined by project (competencies from course syllabi) or developed by VConnected Team member for Student Support Service projects</p>	<ul style="list-style-type: none"> • Courses • Programs • Services • Internships • Community service projects • Extracurricular activities • Work experiences • Independent studies 	<ul style="list-style-type: none"> • Inventories • Tests • In-class writing samples • In-class analysis of a problem • In-class collaborative project • Portfolio • Performance • Simulation • Focus group • Pre- and Post-Tests of Course Content Objectives • Pre- and Post-Tests of Informal Engagement Survey • Comparison study • Survey • Instructor Self-Evaluation • Course Feedback Form • CCSSE scores • Technical data report 	<ul style="list-style-type: none"> • Numerical score on exams • Holistic score on ability to solve a problem • Mastery-level score on culminating project • Mastery-level score on writing samples • Increase in satisfaction levels on surveys 	<ul style="list-style-type: none"> • Standardized tests • Locally designed tests • In-class writing exercise • In-class case study • Portfolio • Performance

Short Narrative: (Reflection--how do you intend to use data for results?)

Appendix 3-5

Pages 43 - 48 of revised QEP

(replaces pages 42 - 47 of the original QEP)

Development Committee will draw on what they have learned from their engagement training and on information received from workshops they have attended as well as on the experience they already have from developing rubrics in prior classes. Assessment tools included in the Engagement Assessment Template will include but not be limited to qualitative focus groups, the CCSSE Course Feedback Form, comparison studies, surveys, self-evaluations, progress reports, CCSSE scores, course specific objective exams, and grades. Once developed, the draft will be shared with all Vernon College faculty members to obtain input. After necessary changes are made based on faculty input, the entire Vernon College faculty will vote to approve the rubric. A plan for validating the rubric will also be developed at that time. The foundation for developing the rubric will be the QEP Focus Statement, *Vernon College will improve student learning by increasing engagement*, and the QEP Student Learning Outcomes:

Vernon College has identified three major expectations to guide the QEP:

1. Students will actively participate in class activities.
2. Students will collaborate with classmates, faculty, and support staff on designated tasks.
3. Students will interact with faculty and support staff to enhance their learning experiences.

Evaluation Cycle for Assessing QEP Progress

Every fall beginning with the implementation year 2009-2010, the VConnected team will develop engagement activities and projects that they will incorporate into their classes or support services area the next spring. Specifics about the roles and function of the pilot projects and the table for development and implementation of activities/projects are explained in detail in chapter three of this document.

Organizational Structure

The QEP Implementation Committee will be comprised of the Instructional Designer, the QEP Director, the Division Chairs, a member of the Student Services division, and

the current VConnected team members. At the end of the fall semester, the QEP Implementation Committee will meet to hear a report on the progress of the development of the projects. At the end of the spring semester at a QEP Implementation Committee meeting, the VConnected team members will submit samples of students' activities and projects as well other documentation listed on the Engagement Assessment Template. At that meeting, the QEP Implementation Committee will evaluate the activities/projects using the Engagement Assessment Template that was developed during the planning year. The QEP Implementation Committee will provide an evaluative report by the end of the spring semester. The report will include the following:

- Brief description of the activity or project designed in the fall and implemented in the spring semester
- Statement of Expectation to be met by the activity/project
- Results of the data shared by the VConnected team members and analyzed by the QEP Director
- Discussion of what worked, what did not work, and what could be improved
- Discussion of the feasibility of incorporating the activity/project in additional courses or service areas

The QEP Implementation Committee will review the reports and evaluate how each activity/project met the overall QEP goals and if students improved learning through engagement. Academic Support and Student Services will turn in a report to the QEP Implementation Committee annually in late spring detailing engagement findings in their areas. Once done, the QEP Implementation Committee will develop a QEP Progress Report that will be submitted to the Vernon College Planning and Assessment Committee. The Planning and Assessment Committee is a standing committee of the College that will report annually in mid-summer by reviewing the QEP Progress Report, forwarding the QEP Progress Report and their comments to the College president and the QEP Implementation Committee. The College president will then share the QEP Progress Report with the Vernon College Board of Trustees. In addition, these progress reports will be the foundation for the five-year impact report composed by the QEP

Director and Office of Institutional Effectiveness. The Planning and Assessment Committee will be tasked with producing long-term cohorts and statistical data as well (see Appendix XI).

To ensure the institution-wide standardized Engagement Assessment Template remains effective, a College-wide team of faculty will be tasked with evaluating the rubric at the end of the fourth year of implementation. The method for selecting the team and their plan for evaluation of the rubric will be determined during year three of implementation, and a summary about the team, their plan, and their findings will be included in the five-year impact report.

Evaluation Cycle for Assessing QEP Activities and Progress

Preparation Year 2008 (January-May conduct pilot courses) (September-December evaluate/assess)	
January-August	QEP Development Committee attends trainings, workshops, and conferences.
January-February	QEP Development Committee researches engagement assessment methods, tools, and forms.
February	QEP Marketing Committee formed. Meets to choose logo for VConnected project.
March	QEP Development Committee develops a draft of standardized Engagement Assessment Template.
4th week in March	E-mail sent to all members of the College community soliciting pilot projects for Fall 2008, Spring 2009 year.
2nd week in May	QEP Development Committee evaluates and assesses pilots using rubric data and feedback reports.
2nd week in May	VConnected instructors give feedback reports to QEP Development Committee.
Last week in August	QEP Implementation Committee established.
Last week in August	QEP Development Committee meets with QEP Implementation Committee.
Last week in October	VConnected Team meets with QEP Implementation Team to assess feedback report and consider changes in pilot strategies.
December	VConnected Team reports status in pilot assessment to QEP Implementation Committee.
Spring 2009 (January-May) (complete pilot cycle and transition to first year implementation)	

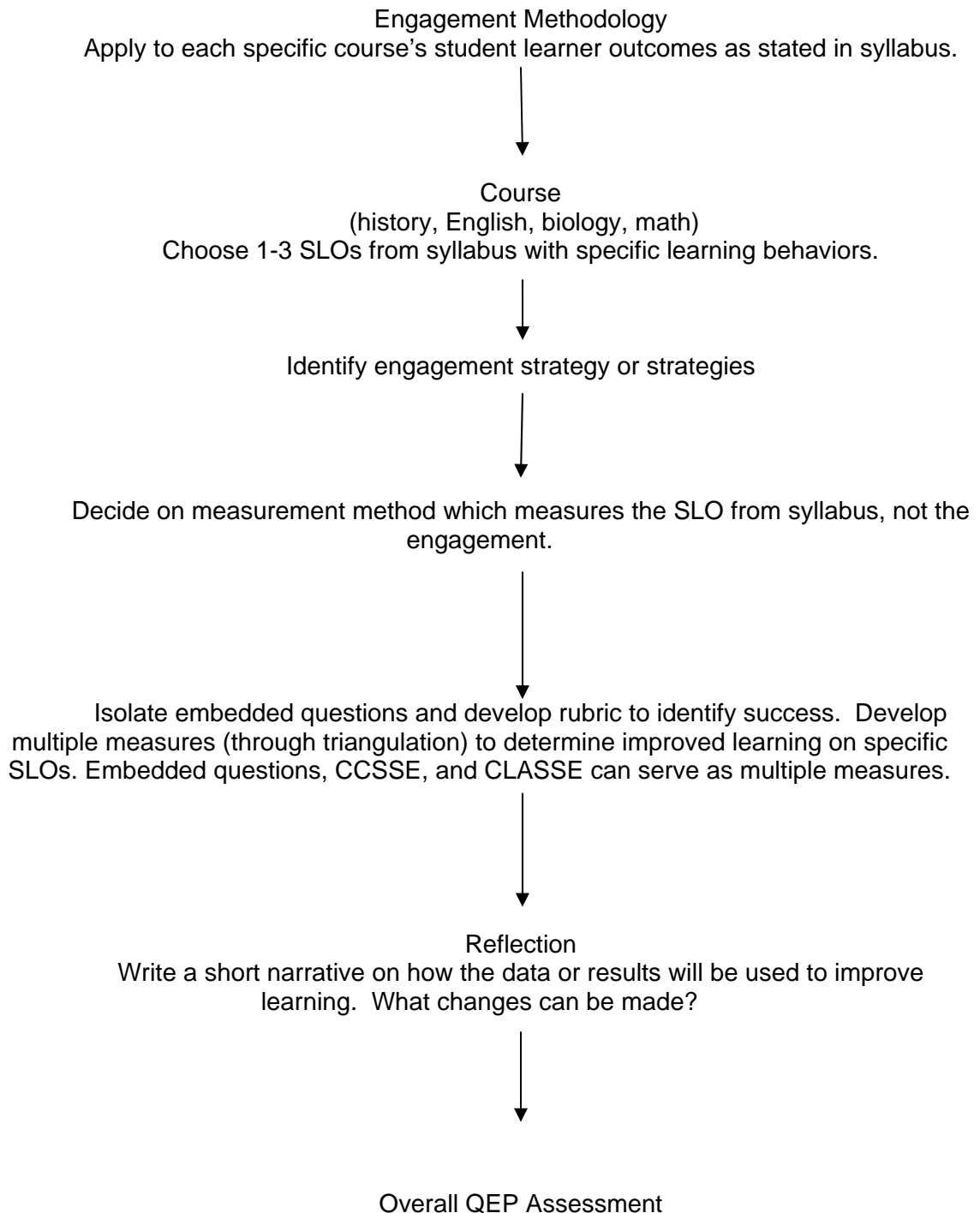
January	VConnected instructors continue to implement engagement strategies in pilot courses.
January-May	QEP Director and Instructional Designer investigates trainings, conferences, and workshops for upcoming instructional year which includes budget requests to Dean of Instructional Services and I.E. Director.
April	CCSSE administered.
April	QEP Implementation Committee submits QEP budget proposal to Dean of Instructional Services.
2nd week in May	QEP Implementation Committee hears final reports from VConnected team members and collects data from pilots.
3rd week in May	QEP Implementation Committee gathers information from Academic Support and Student Services.
3rd week in May	QEP Implementation Committee compiles report.
Summer 2009 (preparation for first year of implementation)	
June	CCSSE data analysis captured by QEP Implementation Committee for consideration.
June	QEP Implementation Committee writes a pre-QEP Progress Report in June and forwards to Planning and Assessment Committee for comments and forwarding to College president.
June	Planning and Assessment Committee provides comments of QEP Progress Report to QEP Implementation Committee.
Fall Semester of Each Year Beginning 2009-2010 Instructional Year	
Late in August	VConnected team members and QEP Director provide summaries of VConnected projects to all faculty and staff as a staff development activity.
Late in August	QEP Director archives VConnected project presentations in libraries and portal.
Late in August	QEP Director and Instructional Designer provides all faculty and staff with professional engagement training as a staff development activity.
Early in September	VConnected Team begins development of activities and projects.
Early in September	Previous VConnected Team members continue engagement strategies in courses and student services areas.
November	Next academic year's VConnected Team identified.

Spring Semester of Each Year Beginning 2009-2010 Instructional Year	
January	VConnected Team implements engagement strategies into courses.
January	Next academic year's VConnected Team begins training and attends relevant conferences on and off campus.
January	QEP Leadership Team continues to insure incorporation of engagement findings in all student assessment tools, department surveys, program reviews, as part of planning and evaluation process.
February	QEP Implementation Committee provides budget proposal to Dean of Instructional Services and I.E. Director for inclusion in budgeting process.
March	QEP Implementation Committee meets to monitor success of on-going engagement projects.
April	CCSSE administered.
April	Spring advisory committee meetings include QEP/engagement information, updates, and input.
2nd week in May	VConnected Team members submit summary report of engagement data to QEP. Implementation Committee and continue to do so every spring thereafter.
2nd week in May	QEP Implementation Committee evaluates activities/projects using engagement assessment template and report findings to VConnected Team members.
2nd week in May 2011 only	QEP Implementation Committee consults all VConnected Team members as well as all faculty and staff to evaluate engagement assessment template and make necessary adjustments.
3rd week in May	QEP Director and Instructional Designer investigates trainings, conferences, and workshops for upcoming instructional year and includes budget requests.
4th week in May	Next VConnected Team begins development of activities and attends training conferences and workshops.
Summer of Each Year Beginning 2009-2010 Instructional Year	
June	QEP Director and Instructional Designer send summary and analysis of CCSSE data to QEP Implementation Committee for inclusion in QEP Progress Report.
June	Each academic and support service area submits a report to QEP Implementation Committee outlining general observations of QEP progress, updates on action plans dealing with engagement, results of engagement questions on surveys, etc.
June	Action plans and syllabi updated as needed.
June	QEP Progress Report composed by QEP Implementation Committee and sent to Planning and Assessment

	Committee for forwarding to President and Board of Trustees.
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The flowchart below details the assessment cycle for the overall QEP. It will change as modifications are made to the plan.

QEP Assessment Cycle



Appendix 3-6

Page 75 of revised QEP

(replaces page 77 of the original QEP)

**Appendix XI
Assessment Cycle**

