Vernon College Annual Action Plan 2011-2012
Final Summary

Using the Mission Statement, Primary Goals and Priority Initiatives, college components prepared outcomes and assessment criteria and procedures for the 2011-2012 Vernon College Annual Action Plan. The Annual Action Plan was initially used to assist in budget development. Throughout the course of the 2011-2012 Academic Year, the Annual Action Plan served as the road map to guide the actions of college components. The College Effectiveness Committee provided oversight of the plan through component reporting of actions and results as routine meeting agenda items. This document is the final product of the 2011-2012 Annual Action Plan. It provides the results, assessment data/evidence and use of results for improvement for each action item designated by college components.

Table of Contents   page

Vernon College Annual Action Plan 2011-2012
Final Summary

Administrative Services - Business Office

Priority Initiative #1
Improve the quality of educational and student support services to increase student learning and student retention

Objective #1: The VC Business Office will increase the methods of communication to address customer service issues identified by the staff. This will allow them to answer questions concerning tuition and fees, due dates, payment options, etc. in a more convenient way to students via Live Chat on the website rather than the student searching through the VC catalog and/or course schedule or calling the college. **Responsibility:** Stacy Lallman and Garry David
Statement of Need: During peak times, the Business Office staff receives increased student traffic in-person and on phones. The Live Chat feature will be added as a way to increase customer service during high traffic times such as registration, payment deadlines, financial aid disbursements, etc. The CCSSE and SENSE surveys indicated a need for increased support from Administrative offices and personnel and the need to build stronger relationships between the staff and the students.
Actions: 1. Use LivePerson Live Chat to answer student's questions on the website. 2. Use Google Analytics to obtain data on website traffic. 3. Use Google online survey to obtain student feedback.
Resources and Approximate $: $1,200 Live Chat Software and $2,700 stipend Probably need some IT support with initial set up and adding component to the web page.
Assessment Methods/Dates:
1. The Business Office staff will determine if the implementation of the Live Chat function on the Business Office webpage diminishes the number of calls and counter questions posed by students (concerning tuition & fees, due dates, etc.) by comparing the number of questions asked prior to the implementation of the Live Chat function on the Business Office webpage to the number of questions asked after the implementation. 2. Use tracking software (Google Analytics) to track webpage traffic and use the LivePerson built-in reporting to track number of chats. Compare this information to data gathered prior to Live Chat implementation.

3. Quiz students, using a focus group made up of 5-7 students including high school, college freshman, college sophomores, and both traditional and non-traditional students prior to the launch of LivePerson Live Chat and quiz students, using similar focus group, after the launch of LivePerson Live Chat. Compare the results to determine if an increase in student learning (retention and understanding of information) has occurred. Semesters defined: Fall Semester - April through the end of September (based on financial aid disbursement dates-30 days after classes begin); Spring Semester - November through mid-February (based on financial aid disbursement dates-30 days after classes begin).

4. Use survey function in conjunction with Live Chat to solicit student feedback.

5. Use future CCSSE and SENSE data (Spring 2013 and Fall 2013) as comparison to baseline data obtained in Spring 2009 (CCSSE 9b., 11c., 27) and Fall 2009 (SENSE 18a. and 18p.).

Results: In Progress

Assessment Data/Evidence: The Live Chat feature was activated on our website May 3, 2012. Stacy has participated in 17 live chats and has responded to 18 "Not Here" survey emails since start up. The actual assessment data/evidence will not be presented until Spring 2013 Campus Connect registration opens in November 2012

Use of Results for Improvement: We believe the Live Chat feature will be a great communication tool with our students, as word spreads that the function is available. We may have to do a marketing campaign to get the word out of its availability.

Priority Initiative #7
Support opportunities for professional development for all Vernon College employees through appropriate funding.

Objective 1: The Business Office will allocate resources to ensure that staff acquire, discover, and apply knowledge.
Responsibility: Dean of Administrative Services

Statement of Need: Ongoing professional development is key to meeting the ever changing financial needs of the College and our students.

Actions:
1. Include sufficient resources in the annual budget to allow Business Office staff to attend annual POISE and Dep't of Ed training.
2. Attend local, state and national business officer meetings to include SACUBO & TACCBO.

Resources and Approximate $:
2. Institutional Improvement: $8,500

Assessment Method/Date: Budget dollars, meeting notes, attendance certificates, training updates./ April & June, 2012

Results: Achieved
Assessment Data/Evidence: Meeting notes and handouts, emails, paid invoices

Use of Results for Improvement: Business Office staff received valuable insight into new and/or enhanced POISE modules as well as picking up new "Best Practices" by interacting with colleagues from other schools. TACCBO meetings provide insight into what's going on in Austin as well as valuable feedback from Business Officers from other schools.

Priority Initiative #9
Ensure institutional accountability through effective strategic planning and assessment process.
Objective #1:
Build and submit accurate annual budget within all fiscal and time guidelines.
Responsibility: Dean of Administrative Services
Statement of Need: Required by law to submit board approved budget to the State by January 1 each year.
Actions:
1. Create budget worksheets for administrative team to show prior year budget and actual dollars
2. Conduct various budget work sessions with each individual responsible for budget data.
3. Conduct budget workshops with Board of Trustees
4. File approved budget with all appropriate entities.
Resources and Approximate $:
2. Institutional Improvement: Will require significant time/effort from admin team and board.
Assessment Method/Date: Budget worksheets and initial planning meetings by March 31, 2012; Board approval by August 31, 2012. Evidenced by meeting agendas, notes, emails
Results: Achieved
Assessment Data/Evidence: 2012/2013 Annual Operating Budget was approved at the August 15, 2012 Board Meeting and all state filings were completed by the end of that week.
Use of Results for Improvement: The Budget process is a good exercise that involves many College leaders in the financial workings of the Institution that would not see otherwise. By involving them in the process up front it helps to establish a sense of ownership and responsibility in monitoring the budget throughout the year.

Administrative Services - Physical Plant

Priority Initiative #5
Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective #1: Update 2011-2012 Facilities Master Plan for all campuses
Responsibility: Facilities Planning Committee, Physical Plant managers and Dean of Administrative Services
Statement of Need: To provide coordinated plan for ongoing maintenance and improvements to College facilities and support annual action plan
Actions:
1. Meet with Facilities Planning committees for all campuses to review prior plan

2. Present recommendations to Administrative Team

3. Update and distribute Master Plan

Resources and Approximate $:

1. Facilities: Currently budgeting $450,000 per year for all capital projects at all campuses.

Assessment Method/Date: Meeting notes, emails, budget - Updated 2011-2012 Master Plan by June 30, 2012.

Results: Achieved

Assessment Data/Evidence: Facilities Committees for all campuses met in February and reviewed projects completed in the last year and added new ones for the future. Facilities plan was revised to show current year, next year, 2 to 3 years and beyond 3 years. Facilities Plan was presented to President and Administrative Team in March.

Use of Results for Improvement: Master Plan was used to plan and track physical plant projects for 2011/2012.

Objective #2: Complete all approved projects by 08-31-12 - Vernon

Responsibility: Physical Plant managers and Dean of Administrative Services

Statement of Need: As identified in the Facilities Master Plan

Actions:

1. Quarterly reviews by Dean of Administrative Services to make sure we're on target to complete projects.

Resources and Approximate $:

1. Facilities: Approximately $250,000 per year included in annual budget to cover capital projects on Vernon campus.

Assessment Method/Date: Complete all approved projects by 08-31-12

Results: Achieved

Assessment Data/Evidence: The planned projects were prioritized by Administrative Team and all approved projects were completed prior to 08-31-12

Use of Results for Improvement: Results are monitored to insure Vernon College facilities are being maintained and/or replaced in a structured and planned manner

Objective #3: Complete all approved projects by 08-31-12 - Wichita Falls

Responsibility: Physical Plant managers and Dean of Administrative Services

Statement of Need: As identified in the Facilities Master Plan

Actions:

1. Quarterly reviews by Dean of Administrative Services to make sure we're on target to complete projects.

Resources and Approximate $:

1. Facilities: Approximately $200,000 per year included in annual budget to cover capital projects at all Wichita Falls campuses.

Assessment Method/Date: Meeting notes, budget, emails - Completion of renovation by 08-31-12.
Results: Achieved
Assessment Data/Evidence: The planned projects were prioritized by Administrative Team and all approved projects were completed prior to 08-31-12
Use of Results for Improvement: Results are monitored to insure Vernon College facilities are being maintained and/or replaced in a structured and planned manner

Admissions

Priority Initiative:
#1   Improve the quality of educational and student support services to increase student learning and student retention.
Objective 1:   Maintain Admissions Office satisfactory ranking by students and improve annually.
Responsibility: Dean of Admissions and Financial Aid/Registrar
Statement of Need: Improvement of student service.
Actions:
1.   Increase accessibility to and awareness of on-line Application for Admissions and enrollment requirements through participation in the "Apply Texas" (Common Application) initiative. Continuously maintain "Apply Texas" website information for changes.
Resources and Approximate $:
2. Institutional Improvement
Assessment Method/Date: Number of students applying on-line and meeting admissions requirements timely. / July
Results: Achieved
Assessment Data/Evidence: The common application for Texas, "Apply Texas", is the only online application used by the College. We received approximately 545 online applications for the Fall 2012 semester. Greater than 80 % of Fall 2012 students registered online, which indicates they have met admission requirements.
Use of Results for Improvement: Monitor assessment data to determine need for additional staff due to volume of applicants and CCC expansion. Change in processing of "Apply Texas" applications to more evenly distribute work load, manage volume, and cross train staff.

Priority Initiatives:
#1   Improve the quality of educational and student support services to increase student learning and student retention.
#5   Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective 1: Increase student services and dual credit enrollments by working with high school students in the College's service area.
Responsibility: Dean of Admissions and Financial Aid/Registrar
Statement of Need: High school students need additional assistance in applying for admissions, enrolling and understanding the process of

attending college.

Actions:

1. Contact each service area high school during early spring regarding "Campus Connect" on-line registration process for dual credit students.
2. Mail dual credit brochure and "Campus Connect" instructions to dual credit participating schools.
3. Follow up on dual credit applicants during June, July, and August to verify admission requirements, TSI status, and enrollment.
4. Provide contact point for dual credit registration and Campus Connect questions.
5. Work with VC College Connection program to provide presentations, admission information, application assistance, enrollment help, and automatic acceptance into VC for diploma graduates.

Resources and Approximate $:

2. Institutional Improvement

3. Personnel: Director of Admissions (Est. $45,000)

Assessment Method/Date: Number of dual credit enrollments and percentage that enroll by Campus Connect. / July

Results: In Progress

Assessment Data/Evidence: Lack of position requested mandates use of online registration for dual credit high school students. The Dual Credit Brochure and Web Registration Instructions were mailed to participating schools to assist these students.

Use of Results for Improvement: Monitor need for additional staff if enrollment increases due to CCC expansion. Continue to distribute Dual Credit Brochure and Web Registration Instructions.

Priority Initiatives:

#1   Improve the quality of educational and student support services to increase student learning and student retention.

#5   Provide fiscal, physical, human and technological resources to accommodate current and future needs.

#3   Enhance the technological infrastructure of the institution.

Objective 1: Maintain and enhance technology infrastructure of the Admissions Office.

Responsibility: Dean of Admissions and Financial Aid/Registrar

Statement of Need: Admissions must continuously maintain and enhance their technology in order to accomplish the primary responsibilities for the office and comply with THECB and SACS requirements.

Actions:

1. Purchase 4 replacement desktop computers for Admission staff of 12.
2. Purchase 2 replacement printers for Admission staff of 12.

Resources and Approximate $:

4. Technology: ~~Desktop Computers 4 @ $1,100 = $4,400~~ See IT annual plan

           Dell or HP Printers 2 @ $750 = $1,500

Assessment Method/Date: Purchase of above before or during 2011-12 academic year. / August
Results: In Progress
Assessment Data/Evidence: One scanner and three printers were purchased during the year. Computer funds were pooled with IT budget under new replacement program. None were replaced in Admissions and Records during 2011-12.
Use of Results for Improvement: Continue current replacement plan for scanners and printers.

Financial Aid

Priority Initiatives:
#1   Improve the quality of educational and student support services to increase student learning and student retention.
#8   Implement a centralized, unified and organized recruitment and retention effort.
Objective 1: Improve student retention and success annually.
Responsibility: Financial Aid Staff
Statement of Need: Organized retention plan required by THECB and SACS.
Actions:
1. Council 100% of financial aid students who are reducing their course load or withdrawing regarding their financial aid consequences.
2. Contact students who receive "Early Alert" notifications regarding attendance and explain financial aid consequences for non-attendance.
Resources and Approximate $:
2. Institutional Improvement: Faculty assistance and telephone/supply budget.
Assessment Method/Date: Financial Aid staff signatures on all drop and withdrawal forms. / July
Results: Achieved
Assessment Data/Evidence: Financial Aid Office signs off on each schedule change form or is made aware of every drop or withdrawal in order to council students on R2T4 consequences. Assistant Director of Financial Aid contacts students by phone or email if "Early Alert" notification is received for attendance problem. Records are maintained on each student contact. Balance disbursements are "held" until eligibility is determined and attendance letters are sent.
Use of Results for Improvement: Monitor for process improvement and need for staffing if volume warrants.

Priority Initiatives:
#1   Improve the quality of educational and student support services to increase student learning and student retention.
#3   Enhance the technological infrastructure of the institution.
#5   Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective 2: Increase total financial aid awarded annually proportionally with credit enrollment increases.
Responsibility: Director of Financial Aid

Statement of Need: Streamline and simplify the Federal Application process as much as feasible and reduce the internal processing time per ISIR to 5 business days. Maintain technology as required by Department of Education (DOE).
Actions:
1. Hire and train additional personnel as needed to serve VC students.
Resources and Approximate $:
3. Personnel: Hire and train Classified II processing positions as needed by aid application volume (Est. $20,000)   4. Technology: DOE required processing computer (Est. $1,500)
Assessment Method/Date: Amount of aid awarded per FISAP and CB Financial Aid reports. / November
Results: Achieved   **Assessment Data/Evidence:** Additional Processing staff was hired and trained. Processing of student aid applications (FASFA) was evaluated and modified to better serve students and utilize technology. Total aid decreased slightly to $15,428,199 for the 2011-12 award year compared to $15,521,634 for 2010-11 due to discontinuation of several State and Federal programs. Pell Grant volume increased from $5,866,956 for 2010-11 to $6,070,913 for 2011-12. Student loan volume increased from $6,389,300 for 2010-11 to $6,562,210 for 2011-12.
Use of Results for Improvement: Monitor for process improvement and need for staffing if volume warrants.

Priority Initiatives:
#1   Improve the quality of educational and student support services to increase student learning and student retention.
#7   Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective 3:   Achieve 100% compliance with all Federal and State regulations in the delivery of student financial aid.   **Responsibility:**   Director and Assistant Director of Financial Aid
Statement of Need: Staff development through professional financial aid organizations and conferences.
Actions:
1.   Attend annual DOE conference, called THECB conferences, and other professional development opportunities.
Resources and Approximate $:
2. Institutional Improvement: Travel budget of approximately $5,000
Assessment Method/Date: Unqualified audit with no management letter notations or findings / January
Results: In Progress   **Assessment Data/Evidence:** One audit finding was reported in the annual audit.   **Use of Results for Improvement:** Continue attendance of annual DOE conference and other professional development opportunities.   Expand internal self-auditing process by Director of Financial Aid.

Priority Initiatives:

#1	**Improve the quality of educational and student support services to increase student learning and student retention.**
#5	**Provide fiscal, physical, human and technological resources to accommodate current and future needs.**

Objective 4:   Maintain VC cohort student loan default rate as calculated by DOE at 15% or lower.

Responsibility: Director and Assistant Director of Financial Aid and Loan Coordinator

Statement of Need: Default rate management is of primary concern for the continued participation in Title IV programs.

Actions:

1. Provide documented entrance and exit loan counseling opportunities for student borrowers.
2. Contract with consulting firm to contact students approaching default status to explain options and consequences.

Resources and Approximate $:

2. Institutional Improvement: Consulting fees of approximately $10,000

Assessment Method/Date: Department of Education Cohort Default Rate. / September

Results: In Progress

Assessment Data/Evidence: Our official 2010 cohort default rate was 21.3% up from our 2009 rate of 11.2%. Vernon College is no longer eligible for the same student loan privileges as schools with 15% or lower cohort default rates.

Use of Results for Improvement: Continue to contract with ECMC for default management services and evaluate alternatives.

Priority Initiatives:

#1	**Improve the quality of educational and student support services to increase student learning and student retention.**
#3	**Enhance the technological infrastructure of the institution.**
#5	**Provide fiscal, physical, human and technological resources to accommodate current and future needs.**

Objective 5: Maintain and enhance technology infrastructure of the Financial Aid Office.

Responsibility: Director of Financial Aid

Statement of Need: Financial Aid must continuously maintain and enhance technology in order to accomplish the primary responsibilities for the office and comply with THECB and DOE requirements.

Actions:

1. Purchase 3 replacement desktop computers for Financial Aid staff of 9.
2. Purchase 2 replacement printers for Financial Aid staff of 9.

Resources and Approximate $:

4. Technology: ~~Desktop Computers 3 @ $1,100 = $3,300~~   (See IT annual plan)

          Dell or HP Printers 2 @ $750 = $1,500

Assessment Method/Date: Purchase of above before or during 2011-12 academic year. / August

Results: In Progress

Assessment Data/Evidence: New printers and scanner were purchased.
Use of Results for Improvement: Continue to keep technology updated following annual replacement plan.

Priority Initiatives:
#1 **Improve the quality of educational and student support services to increase student learning and student retention.**
#2 **Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the college.**
#3 **Enhance the technological infrastructure of the institution.**
Objective 6: Improve financial aid advising services to both prospective and enrolled students.
Responsibility: Director of Financial Aid
Statement of Need: Benchmarks from CCSSE denote need for improved financial aid advising and outreach services to prospective and enrolled students.
Actions:
1. Participate in New Student Group Advising and create brochure.
2. Outreach to financial aid applicants with personalized letter from VC President.
3. Create "Chap Assistance TV" instructional website.
4. Create Financial Aid "8 Easy Steps to the FAFSA" website.
5. Provide Financial Aid outreach presentations to high school students/parents and counselors.
Resources and Approximate $:
4. Technology: Laptop and projector $ 2,000.00
Assessment Method/Date: Improvement of CCSSE benchmarks for 2011-12 academic year. / September
Results: In Progress
Assessment Data/Evidence: The CCSEE Financial Aid benchmarks results for Spring 2011 show a mean of 2.48 which is a marked improvement over the 2009 mean. The 2011 mean is slightly (.06) below the comparative group mean of 2.54 compared to .29 below the 2009 mean.
Use of Results for Improvement: Continue with above actions 1, 3, 4, and 5. Initiate action number 2 when possible. Monitor CCSEE results after receipt of next survey.

Student Records

Priority Initiatives:
#1 **Improve the quality of educational and student support services to increase student learning and student retention.**
#5 **Provide fiscal, physical, human and technological resources to accommodate current and future needs.**
Objective 1: Maintain and improve student satisfaction ranking annually.

Responsibility: Dean of Admissions and Financial Aid/Registrar   Assistant Registrar
Statement of Need: Improvement of CCSSE admission and enrollment benchmarks.
Actions: 1. Continue the development and expansion of on-line registration in coordination with IT Department. 2. Expand time frames for Campus Connect registrations through late registration and last day for withdrawal.
Resources and Approximate $: 4. Technology: See IT Department plan for POISE updates and maintenance.
Assessment Method/Date: Number of students registering by Campus Connect and CCSSE rankings. / July
Results: Achieved
Assessment Data/Evidence: More than 80% of credit students registered online thru *Campus Connect* for the Fall semester. Online registration thru *Campus Connect* is also open during "Final Registration" and schedule change periods. CCSSE rankings of "Supplemental Question" number 8 "How satisfied are you with your college's process for registering for courses?" improved from 73% satisfied or very satisfied in 2009 to 85% for the 2011 CCSSE. **Use of Results for Improvement:** Continue to plan improve, streamline, and review the *Campus Connect* on-line registration process.

Instructional Services

Priority Initiative #1: **Improve the quality of educational and student support services to increase student learning and student retention.**
Objective 1: Improve the quality and availability of academic advising to students. **Responsibility:** Dean of Instructional Services, Division Chairs, and Faculty
Statement of Need: Personal observation; CCSSE results indicate VC students perceive the frequency of academic advising / planning is less than other consortium colleges and CCSSE cohorts.
Actions: 1. Support and implement the recommendations of the Academic Advising Taskforce. 2. Continue to research best practices in academic advising. 3. Refine, develop, and implement new processes (where applicable) for the academic advisement of students at Vernon College. 4. Provide advanced training for faculty in the area of academic advising, including use of the Student Success Module. 5. Increase participation in advising in general and in the CSA centers, specifically among faculty.
Resources and Approximate $: $25,000 budgeted in 2010-2011 Budget for CSA pay (900+ hours at $27.50 per hour)
2. Institutional improvement

Assessment Method/Date: Report of faculty and students utilizing the CSA centers. Implementation of Student Success module and SENSE results. NOTE: SENSE results will be available Spring 2012 Date: July 31, 2012.
Results: Achieved

Assessment Data/Evidence:

1. In continuing the implementation of the recommendations of the Academic Advising Task Force, schedules representing over 1200 man-hours were developed for the CSA Centers at Vernon College. These schedules were provided in both the printed and on-line versions of the Spring, Summer and Fall Registration Guides as well as being prominently displayed at the CSA Centers. Additionally, $25,000 was budgeted and $24,194 was expended in 2011-2012 for CSA salaries.

2. The Chair of the former VC Advising Task Force was specifically requested and subsequently selected to serve on a state-wide THECB committee charged with making recommendations for establishing "a method for assessing the quality and effectiveness of academic advising services available to students at each institution of higher education". As a result of this participation and the committee recommendations which resulted, the institution will use the Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for Academic Advising Programs to define best practices for academic advising services.

3. A process was developed for the annual update of degree plans/requirements in POISE to allow both CSA's and students to readily access and monitor student progress toward degree completion.

4. CSA Resource Guides were updated and provided to faculty in both on-line and printed versions. The CSA Resource Links were updated and added to the Faculty Access System (FAS). Degree plans were updated and uploaded to the degree audit function in both the student portal and the student success module available to faculty.

5. Over 80% of all academic faculty served as CSA's in the CSA centers in Vernon and CCC in 2011-2012. According to the sign in sheets which were kept in the CSA Centers, 1283 students sought assistance from faculty in the CSA Centers for the Spring, Summer, and/or Fall semesters. This represents a 29% increase over the 2010-2011 academic year. Results of the Survey of Entering Student Engagement (SENSE) given in Fall 2011 were mixed relative to improvements made in the academic advising process when compared to the results of the 2009 SENSE. However, Vernon College scored above our 2011 Cohorts on 3 of the 5 SENSE questions related to academic advising and scored within 1% on the other 2 questions. Additionally, on the 2011-12 SIR II supplementary question "Vernon College has adequately assisted me with advising relative to my course scheduling and degree plan", 71.6% of those responding strongly agreed (47.4%) or agreed (24.25).This represents a slight increase from 2010-2011.

Use of Results for Improvement:

Careful review of the sign-in sheets will continue in order to more adequately schedule and staff the CSA Centers with the goal of providing services at times which are convenient to the students. Additionally, CSA Resource Guides and Resource Links will be updated as needed to reflect best practices as defined by the Standards and Guidelines for Academic Advising Programs published by the Council for the Advancement of Standards in Higher Education (CAS).

Objective 2: Provide systematic early intervention strategies for at risk students.

Responsibility: Dean of Instructional Services, Division Chairs, and Faculty

Statement of Need: Increasing the success of all students focusing on 1st generation/academically disadvantaged students enrolling in community colleges as predicted by THECB Closing the Gaps.

Actions:

1. Customize and implement Early Alert module in POISE to be used in early identification of at risk students.
2. Create processes and provide training for faculty in use of module.
3. Contribute to the research of best practices for the potential creation of a student success course.

Resources and Approximate $: No $ -Institutional Improvement. Early Alert module purchased during 2010-2011 Budget year.

Assessment Method/Date: Existence and use of Early Alert module, documented training of faculty, improved retention rates as tracked by the institution, minutes of Student Success Course Taskforce (???). Date: July 31, 2012.

Results: Achieved, In Progress

Assessment Data/Evidence:

1. The Early Alert module was customized and the process for the flow of information generated by Early Alert submissions was developed and coordinated between Instructional Services, Student Services, and Admissions/Record during summer 2011. The module was then introduced and implemented at the beginning of the Fall 2011 semester.

2. The Early Alert module was demonstrated at Fall 2011 Faculty Development with follow up instructions provided via email from the Dean of Instructional Services. Division Chairs discussed faculty utilization of the Early Alert module in division meetings and one-on-one sessions with faculty. The QEP Director monitored and resolved various technical issues with the module which were encountered by faculty. A total of 2,672 Early Alerts were submitted by faculty during the 2011-2012 academic year. Fall to Spring retention rate was 78% for 2011-2012, up from 75% for 2010-2011. The Fall 2011 to Fall 2012 retention rate is currently estimated (incomplete data at this time for the Fall II term) at 50%, up from 49% previously. Successful course completion rate for 2011-2012 was 78.7%, down from 79.6% in 2010-2011. Additionally, % of students on academic probation and academic suspension is now being tracked to provide additional information regarding student success and retention.

3. No Task Force was appointed to investigate the potential implementation of a student success course at Vernon College. This has been carried over to the 2012-2013 Annual Plan and will receive emphasis.

Use of Results for Improvement:

The percentage of students on academic probation and academic suspension will be tracked to provide additional information regarding the impact of the Early Alert System on student success and retention. Additionally, instructor use of the Early Alert System may be tracked and cross referenced with the list of unsuccessful students to ensure proper utilization and to determine effectiveness of the Early Alert System. Task Force will be convened in Fall 2012 to provide recommendations relative to the creation and inclusion of a Student Success Course at Vernon College.

Objective 3: Improve success rate of students enrolled in developmental classes.

Responsibility: Dean of Instructional Services, Division Chairs, Instructional Designer, and Faculty

Statement of Need: Identified as priority by faculty teaching developmental courses.

Actions:

1. Review and revise placement processes for developmental math, reading, and writing courses.

2. Investigate the creation of a centralized developmental education program.

3. Continue to work toward certification by NADE.

4. Review success rates and efficiency of 8 week courses as compared to 16 week courses.

5. Investigate potential of non-course based remediation in the Developmental Math program.

6. Instructional Designer will provide training sessions specifically for developmental educators on teaching techniques and strategies.

Resources and Approximate $: No $ - Institutional Improvement

Assessment Method/Date: Implementation of placement processes, Grade reports from developmental courses, Minutes of meetings. Date: July 31, 2012.

Results: Achieved, In Progress

Assessment Data/Evidence:

1. Placement processes were reviewed for developmental courses among discipline faculty in Fall 2011. No revisions were made this year as a new placement assessment with mandated college-ready standards will be implemented statewide in Fall 2013. At that time, we will revise our placement processes to comply with the TSI statute and develop placement within the developmental courses.

2. Discussions have occurred among math, reading, and writing faculty into the sharing of an open lab for developmental students. The open lab would facilitate non-course-based developmental offerings, peer-tutoring, and the formation of learning communities, initially creating a centralized developmental education area.

3. The application for advanced-level certification of our developmental Mathematics coursework was submitted in July 2011, with requested clarifications and additional analysis sent to the review team in November 2011. Approval of earning the advanced-level certification was received in December 2011, and formal recognition awarded in February 2012.

4. Data from the NADE certification application showed an increase in student success due to the revised developmental program. Math faculty considered keeping the successful aspects of the 8-week courses while reverting back into 16-week courses in Fall 2011. because of statewide math developmental education initiatives that are being developed and perhaps mandated within two years, it was decided to stay with the successful 8-week courses.

5. In April 2012, the Math Developmental Education Specialist and the Division Chairs for Math & Science and Communications attended the annual developmental education forum at Collin County and the THECB Rider 59 webinar addressing non-course-based remediation. Also in Spring 2012, the math DES investigated possible interventions and options that VC may pursue. The math department will offer their first non-course-based option beginning Spring 2013, with reading and writing interventions beginning in Fall 2013.

6. No training sessions were held specifically for developmental educators 2011-2012 AY. Further discussions will be held with developmental instructors to determine needs analysis.

Use of Results for Improvement:

The developments surrounding the state-wide Developmental Education initiative will continue to be monitored with VC representatives participating in state and regional meetings, conferences, and webinars related to this initiative. Placement processes, courses, and delivery methods, including non-course-based options, will be revised and/or implemented to ensure compliance with the state mandates which will become effective Fall 2013. Success rates of developmental students will continue to be tracked and monitored as changes to the developmental component of Instructional Services are made.

Objective 4: Increase the accessibility of course material through Blackboard to enhance access to instruction and improve student retention.
Responsibility: Dean of Instructional Services, Division Chairs, Instructional Designer, Faculty, and Blackboard Administrator

Statement of Need: Personal observation and recommendation of Division Chairs. Recent events such as inclement weather and instructor/student health issues have highlighted the need for backup plan for F2F/ITV courses in order to provide uninterrupted access to course material and information.

Actions:
1. Review mandatory use of Blackboard course shells by faculty teaching F2F/ITV courses as a course supplement / backup.
2. Provide training and technical/operational support for faculty to utilize course delivery in Blackboard 9.1.
3. Create online student orientation guide to enhance student success in online courses.

Resources and Approximate $: No $ - Institutional Improvement

Assessment Method/Date: Number/percent of faculty reporting use of Blackboard through End of Semester Course Review (ESCR). Log of training dates and participants from office of Instructional Design. Date: July 31, 2012

Results: Achieved

Assessment Data/Evidence:

1. The decision was made to encourage all faculty to use Blackboard as a supplement prior to mandating. This allowed for voluntary use of Blackboard as a supplement to F2F/ITV. Currently, 12% of F2F/ITV courses use Bb as a supplement; at this time it is not mandatory to have a Bb presence for F2F/ITV courses.

2. The Instructional Designer created and made available a Bb training course both F2F and online. The course is mandatory to all instructors who will teach an online course and is encouraged to all other faculty using Bb as a supplement. Bb Training was offered 4 times during the 2011-2012 AY, face to face trainings offered; WF campus, Monday, November 21, 2011; Vernon campus, Thursday, August 16, 2012. Online trainings offered, beginning Wednesday, October 26, 2011 and beginning Monday, July 9, 2012. Technical Support is conducted face to face or online using JoinMe (joinme.com). Instructors report technical issues to Instructional Designer/Blackboard Administrator via email whereupon, arrangements are made and issues resolved typically within 24 hours of reporting.

3. Vernon College (VC) Student Online Course Orientation Guide was created and resides on the Distance Education website. The orientation guide is emailed to the student's VC email account prior to the first day of classes. Additionally, the orientation guide is provided within each Blackboard course. The orientation guide is updated every semester as needed.

Use of Results for Improvement:

Mandatory creation and utilization of Blackboard shells for use in providing supplemental instruction and in providing a means of backup delivery for F2F/ITV courses will continue to be reviewed and considered in the event that voluntary use does not suffice. Blackboard training for faculty and the Student Online Orientation Guide will continue to be updated as needed to meet the needs of the faculty and students.

Objective 5: Increase the availability of tutoring services, especially in the area of mathematics, offered at Vernon College.
Responsibility: Director of Special Services, PASS Center Coordinators, and Math faculty.

Statement of Need: Personal observation, POISE data, CCSSE results, and satisfaction surveys reflect need for more math tutoring by qualified tutors who know instructor expectations and course content.

Actions:

1. Continue to investigate best practices with respect to tutoring services.

2. Evaluate feasibility of establishing "walk-in" tutoring at all PASS Centers.

3. Review hiring practices and pay scale for qualified tutors.

4. Develop consistent and convenient schedule for tutoring services at all PASS Centers.

Resources and Approximate $: No $ - Institutional Improvement

Assessment Method/Date: CCSSE data and surveys collected and assessed. **Date:** July 31, 2012

Results: In Progress

Assessment Data/Evidence:

1. Consulted "Improving Success in Developmental Mathematics: An Interview with Paul Nolting" for tutoring tips in developmental math. The PASS Centers also offers math study skills and math testing tips as well.

2. Walk- in math tutoring is available at CCC and Vernon and on a limited schedule at STC.

3. Hiring practices and pay scales for tutors will be reviewed in 2012-2013. Vernon College is currently paying tutors less than half the going rate of local tutors ($24.00-$27.00 per hour for private math tutors in Vernon).

4. Tutoring schedules were developed which offered tutoring options from 7:30am until 8:00pm M-TR and 8:00am until 12:00 noon on Fridays, as well as 9:00am until 2:00pm on Saturdays in Wichita Falls.

Use of Results for Improvement:
CCSSE data will determine success and help the Director and the Dean of Instruction develop an update to this plan.

Objective 6: Designate an office for interpreter/ADA liaison use at CCC so that students can (1) discuss confidential information in private (2) so the Coordinator of Interpreting Services and liaison can make most efficient use of time between interpreting sessions, and (3)so the Coordinator can establish a lending library for interpreter textbooks that are required to interpret the college classes.

Responsibility: Director of Special Services, Dean of Instructional Services

Statement of Need: All ADA conversations are required by law to be confidential and currently there is no place to meet with ADA students that is private unless the conference room happens to be available. The Coordinator of Interpreter Services has an office at the Skills Training Center, but 90% of the interpreting and all of the counseling, financial aid, business office, and most of the tutoring appointments are at CCC. The Coordinator is wasting a great amount of time driving back and forth between the centers due to the fact there is no office at CCC. A lending library for interpreters' use is needed desperately. Twenty-two textbooks were needed for interpreter use for the Spring 2011 semester. A lending library is the most efficient way to provide textbooks to all the interpreters.

Actions:

1. Locate an office that can be assigned to the Coordinator of Interpreting Services and the new interpreter/ADA liaison
2. Publish location of office on website and in Special Services Brochures the next time they are printed
3   Provide a computer, desk, chair, and file cabinet for use in the office.

Resources and Approximate $: **4. Technology**: $1,000 (computer)

Assessment Method/Date: Office located, furnished, and in use by 10/1/2011

Results: Achieved

Assessment Data/Evidence:

Office, Desk, Computer, Chair, and File cabinet located or bought and in use by 10/1/2011 and lending library established and in use by 08/31/2012

Use of Results for Improvement:

Office will be used by Deaf Interpreters and by Director of Special Services to conduct confidential student interviews

Objective 7: Improve student access to library instruction as evidenced by the development of online tutorials which incorporate a higher level of interactivity.

Responsibility: Director of Library Services, Library Staff

Statement of Need: Developing and improving online tutorials are essential in support of a growing enrollment of distance learners. Tutorials should support a variety of learning styles and incorporate best practices in instructional design.

Actions:

1. Purchase Adobe Captivate 5 Software

2. Develop interactive, screen capture video to help illustrate concepts covered in the catalog search tutorial.

3. Redesign database tutorial using Adobe Captivate 5 Software.

4. Pursue online training opportunities to learn advanced features in Captivate 5 software. Learn how to insert interactive text objects and quizzes.

Resources and Approximate $: Sufficient funds for software purchase and training Time for learning software and for developing tutorials
4. Technology: $299.00 Captivate Single User License

Assessment Method/Date: Tutorials produced in Captivate 5 will be completed and posted by Spring 2012.

Results: In Progress

Assessment Data/Evidence:

The database tutorial has been redesigned using Adobe's Captivate 5.5. The software was used to create a more interactive and engaging learning experience. Interactivity was facilitated through the use of quizzes, text entry boxes, click boxes, and other interactive objects. The development of a more interactive tutorial is serving as a QEP pilot for the 2012-2013 academic year. I also demonstrated how I'm using Captivate to create interactive tutorials at the 2012 Distance Learning Conference. A focus group of students will be asked to help assess the effectiveness of the tutorial. The catalog search tutorial has not yet been re-developed using a screen capture video software.

Use of Results for Improvement:

The tutorial was developed using interactive simulations with no audio. Audio should be added to support auditory learners. In an effort to help illustrate the concepts covered in the catalog search tutorial, a screen capture video using Camtasia will be developed.

Objective 8: Increase student awareness of library services and programs as evidenced by the development of effective advertising strategies.

Responsibility: Director of Library Services, Library Staff

Statement of Need: Surveys show a high percentage of students who are unaware of interlibrary loan and the ability to request materials within and outside the Vernon College Library System. Also, data collected during this Fall 2010 semester indicated that a high percentage of Internet students did not receive information on how to access library resources. In response, the library will work to promote library services to distance learners as well as on-site students at all campuses.

Actions:
1. Take advantage of the library website and VC's social networking pages (Facebook and Twitter) to advertise library services.
2. Post information on VC message boards in Vernon and Century City Center.
3. Place library brochure in student advising centers and lobbies at all locations.
4. Update library flyer and email to all VC students at the start of each semester. Update flyer with student video clips.
5. Sponsor library open house at STC and distribute promotional materials (retractable pencils) with logo.

Resources and Approximate $: 2. Institutional Improvement: Sufficient funds for publishing brochure and for purchasing promotional materials and refreshments

Assessment Method/Date: All advertising strategies will be implemented by Spring 2012.

Results: In Progress

Assessment Data/Evidence:

Numerous efforts have been made promote an awareness of library services and programs as follows:

1. Virtual Tour: A virtual tour of the Wright Library was posted on the library's website on August 22nd. The virtual tour features a floor plan with room numbers and descriptions of all departments in the building. The tour serves as both a directional and promotional tool to help advertise services such as the group study room, online resources, and popular reading.

2. Information Table: Information tables were setup in the lobbies in Vernon and at Century City during on-site registration. Library staff was available to answer questions and to demonstrate off campus access procedures to databases and e-books. Brochures and promotional materials were distributed.

3. VC's Social Media: The library has taken advantage of VC's Facebook and Twitter to advertise library resources/ services such as databases, the library's virtual tour, and career resources.

4. Email Flyer: The email flyer was updated and sent to all students enrolled during the Fall Semester 2012. The flyer features an overview of services with links to more detailed information. The flyer was not updated with student video testimonials.

5. Open House: In an effort to promote library services, an open house for the library at STC was held on Tuesday, September 18, 2012. The open house included demos of various services, refreshments, and a drawing for two gift cards from Amazon.com.

Use of Results for Improvement:

The library will continue to explore ways in which to promote library services.   Initiatives will include development of an orientation video as well as a featured database video updated quarterly.

Objective 9: Increase student access to in-house periodicals as evidenced by the adequate display and arrangement of magazines and journals in the Wright Library in Vernon.

Responsibility: Director of Library Services, Library Staff, Dean of Instructional Services

Statement of Need: Magazines and journals are currently crowded into a pocket-style metal display unit measuring 42" x 60." The vertical, non-adjustable pockets are too deep for some periodicals and cause others to curl and fall forward. The deep-pocket construction also makes it difficult to see the entire cover of the magazines.   The purchase of new shelving units would provide the needed space and design to ensure periodicals are well organized, easily accessible, attractively displayed.

Actions:

1. Purchase 3 magazine shelving units at a cost of $618.00 each.

Resources and Approximate $: 1. Facilities: Cost of shelving units: $1,939.00 for three units (includes shipping charge)

Assessment Method/Date: Shelving units will be purchased and in place by August 2012. Once the new shelving is installed, the library anticipates an increase in the number of patrons browsing and enjoying the periodical holdings. The library will monitor periodical usage when the units are in place.

Results: Not Achieved

Assessment Data/Evidence:
A Foundation Grant was submitted but not funded for the purchase of magazine shelving units.
Use of Results for Improvement:
Due to budgetary concerns, the purchase of shelving units will be postponed and will be reconsidered at a later date.

Objective 10: Increase student access to a comfortable and welcoming environment as evidenced by the replacement of worn and damaged upholstered chairs in the Century City Library.
Responsibility: Director of Library Services, Dean of Instructional Services
Statement of Need: The Century City Library is in need of 9 new upholstered chairs to replace the worn and damaged study table chairs. Metal-frame chairs borrowed from the maintenance department are currently being used until new chairs are purchased for the library. Physical space and furnishings influence first impressions and help shape the public's image of the library. The new chairs will add visual appeal and design consistency and help define the area as a comfortable and relaxing area for research and study.
Actions:
1. Purchase 9 new chairs similar in design to the remaining upholstered chairs.
Resources and Approximate $: 1. Facilities: $2,250 (9 chairs at $250.00 each)
Assessment Method/Date: Chairs will be purchased by Spring 2012.
Results: Achieved
Assessment Data/Evidence:
The Century City Center campus renovation included a beautiful new library with more than twice the space of the older facility. The new library includes a computer lab, three group study rooms, and new furnishings, i.e. study tables/chairs, leisurely seating, and built-in wood-grain shelving units. The library moved into the new facility in May 2012. The new computer lab offers students access to 37 computers, 14 more than previously housed in the older facility. Two additional computers are currently being setup in the group study rooms.
Use of Results for Improvement:
The library is dedicated to continuous improvement through planning and evaluation of goals and objectives. Input from students, faculty, and staff will continue to help drive the planning process.

Objective 11: Increase student access to library resources/services as evidenced by increasing library hours of operation at Century City Center.
Responsibility: Director of Library Services, Dean of Instructional Services, Library Staff
Statement of Need: Only 78% of Century City students surveyed in the Spring 2010 agreed that the library was open sufficient hours to meet their informational needs. A total of 14 comments requested that the library remain open longer on weekends and weekdays. Of these comments, 5 specifically requested that the library open earlier in the morning.

Actions:

1. Open Century City Library 30 minutes earlier at 7:30am on weekdays.

2. Ensure staffing and funds are available to support extended weekday hours.

3. Advertise updated hours of operation.

Resources and Approximate $: 3. Personnel: $922.50 to compensate additional part-time assistance at Century City

Assessment Method/Date: Hours will be extended at the start of the Fall Semester 2011. The library will monitor survey results to determine student satisfaction with library hours at Century City.

Results: Achieved

Assessment Data/Evidence:

The library began opening earlier at 7:30 AM in September 2011. An email advertising the new hours was submitted on September 20, 2011. Surveys collected in the spring 2012 showed a slight increase in student satisfaction with library hours at Century City. Of those students offering an opinion, 82% indicated that the library was open sufficient hours to meet their informational needs. This is a 3% increase from the 79% approval rating registered in the spring 2011. Comments (8) relating to library hours requested that the library open earlier and remain open longer on weekends and on Fridays.

Use of Results for Improvement:

The library will continue to monitor student feedback pertaining to library hours and other services.

Priority Initiative #2:

Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the college.

Objective 1: Fully support and fund pilot projects from Instructional Services as selected by QEP Implementation Committee.

Responsibility: Dean of Instructional Services, Division Chairs, Instructional Designer, and selected Faculty / Staff

Statement of Need: Compliance requirements as directed by SACS and as outlined and directed in the Quality Enhancement Plan document.

Actions:

1. Faculty / staff plan and conduct initiatives to enhance student learning and foster student engagement in the classroom / academic support services.

2. Support professional development activities for faculty / staff to enhance teaching techniques and academic support services.

3. Instructional Designer will create online training resources to be available via Blackboard and/or college website.

Resources and Approximate $: No $ - Institutional Improvement

Assessment Method/Date: QEP Implementation Committee Minutes, End of year pilot participant reports. Providing a list and location of resources available. Date: July 31, 2012.

Results: Achieved

Assessment Data/Evidence:

1. Angela Walker, PASS Center Coordinator, successfully completed an online tutoring project using Wimba and a Genius tablet to deliver relevant content to students in Accounting and Contemporary Math.

Michelle Wood, Director of Continuing Education, incorporated Student Response Systems or Clickers into the Certified Nurse Aide Program. The clickers were used by all instructors for certification reviews. Of the classes using the new training method, the cumulative pass rate increase from 84% in 2010-11 to 90% in 2011-12

2. In addition to individual or department trainings, 10 professional development session were held over the 2011-2012 AY for faculty and staff.

A Professional Development Follow up Survey was administered to scale the usefulness of topics presented during faculty development week. Results indicated: the usefulness of how the professional development sessions assisted the instructors with improving student success.

Results:

72 instructors responding on modified Likert Scale

1 Strongly Agree - 5 Strongly Disagree

7	Strongly Agree
20	Somewhat Agree
28	Agree
13	Disagree
4	Strongly Disagree

3. In the fall of 2011 a Blackboard course title VC Innovation Center (VCIC0 was created and all faculty and staff are enrolled. In this online environment training resources are provided which include but not limited to instructional videos, tutorials, instructional job aides, and best practice resources.

Use of Results for Improvement:

Pilot projects continue to provide a valuable outlet for evaluating ideas and incorporating best practices. Successful projects will be considered for expansion and propagated throughout Instructional Services by providing faculty development opportunities through the VC Innovation Center.

Priority Initiative #3:
Enhance the technological infrastructure of the college.

Objective 1: Continue to upgrade the classroom technology to ensure reliability and enhance student learning.

Responsibility: Dean of Instructional Services, Division Chairs, IT Department, and ITV Specialist

Statement of Need: Original classroom technology purchased by Title III is becoming obsolete.

Actions:

1. Create replacement schedule for classroom technology at all campuses.
2. Replace outdated technology as funds are available.

3. Request and contribute toward improved processes for routine maintenance of classroom technology by IT.

4. If #3 is not feasible, then add Instructional Services Technology Specialists to oversee classroom technology support and maintenance.

Resources and Approximate $: 3. Personnel $25,000-30,000 + benefits - dependent on possibility of reassignments of current employees.

Assessment Method/Date: Existence of replacement schedule, reduction of work orders related to classroom technology, faculty feedback. Date: August 31, 2012.

Results: Achieved

Assessment Data/Evidence:

1. Replacement schedules for classroom technology at all campuses were developed.

2. The two primary sources for the funding of classroom technology were both fully expended in 2011-2012 ($76,305 from the Distance Learning – Technology and $109,572 from Classroom Technology budget lines). With these funds, 21 additional new classrooms at CCC were equipped with basic technology (computers and projectors), and ITV rooms were upgraded, including an additional ITV room at CCC. Additionally, 2 developmental labs on the Vernon campus were totally replaced (42 computers), as was the new CCC library (37 computers).The remaining funds were used to replace dated computers and projectors in existing classrooms, a process which will continue during 2012-2013.

3. Instructional Services contributed to the decision making process whereby VC outsourced the majority of the functions of its internal IT department to Run Business Solutions out of Amarillo, Texas. Routine maintenance of all PC's and replenishment of all existing PC's are now under this component of the college. Instructional Services is now responsible for budgeting for and acquiring PC's for "new" hires, "new" computer labs, etc. as well as projectors, ITV equipment, and other classroom technology with the exception of PC's. The work order process for routine maintenance has improved and will continue to be refined with time. Faculty feedback regarding the change has been mostly positive. Additionally, as the technological infrastructure of the institution continues to be upgraded and PC's are replaced/upgraded in a timely manner, fewer problems should arise relative to routine maintenance.

 4. This action rendered not applicable by the actions discussed in #3 above.

Use of Results for Improvement:

Adherence to the PC replenishment schedule developed by Run Business Solutions (with input from Instructional Services) should result in an upgrade of the technological resources available to students, faculty, and staff. Currently, the replenishment schedule calls for all PC's to be replaced on a 3 year rotation which would most certainly alleviate numerous problems arising from the use of dated equipment. Computer labs will continue to be monitored and replaced as recommended, using a combination of grant and institutional funds.

Objective 2: Continue to enhance the quality of online courses at Vernon College.

Responsibility: Dean of Instructional Services, Instructional Designer, Blackboard Administrator, and Division Chairs

Statement of Need: Implementation of Blackboard 9.1 with rubric for online instruction.

Actions:

1. Provide training and professional developmental workshops for faculty teaching online courses.
Resources and Approximate $: No $ - Institutional Improvement & Technology
Assessment Method/Date: Log of training dates and participants, data from course evaluations from the Distance Education Committee as well as meeting minutes from DE committee Date: August 31, 2012.
Results: In Progress
Assessment Data/Evidence: In the fall of 2011 instructors teaching online courses completed the Rubric for online instruction (ROI) for each of their online courses. This process was repeated in the spring of 2012. The results from the ROI will be crossed referenced with the Student Instructional Reports II (SIR II). In 2012-2013 AY trainings and professional development workshops will be conducted for each of the key components areas. Instructional interventions will then be conducted on an individual bases as needed.
Use of Results for Improvement: The Rubric for Online Instruction as well as results from the SIR II reports will be used to identify opportunities for improvement relative to instruction on both a collective and an individual faculty basis. Professional Development activities will then be planned and scheduled to capitalize on the identified opportunities.

Objective 3: Continue to evaluate the use of "virtualization" in Instructional Services computer labs to enhance quality and availability while minimizing cost of updates.
Responsibility: Dean of Instructional Services, IT, and Richard Warren
Statement of Need: Loss of Perkins funds has precluded the updating of computer labs.
Actions: 1. Evaluate pilot project completed by Richard Warren (COSC Instructor) to "virtualized" computer lab CCC 500. 2. Determine economic and student learning impact of virtualized computer labs.
Resources and Approximate $: No $ - Intuitional Improvement - Project funded from 2010-2011 Budget.
Assessment Method/Date: QEP project final report, recommendations of COSC/CIS instructors, Computer lab evaluation forms. Date: July 31, 2012.
Results: Achieved
Assessment Data/Evidence: 1. The virtualization of the CCC 500 computer lab by Richard Warren was completed and continues to serve the needs of the COSC 1301 course scheduled in that lab. However, issues have arisen with the utilization of the lab by other instructors in courses other than COSC 1301. On the advice of the new IT department (Run Business Solutions), this lab will be replaced during the 2013-2014 budget year and converted from its current "virtualized" state to allow for greater flexibility with respect to utilization.

2. While the economic impact of virtualization was positive, the loss of flexibility with respect to lab scheduling for other instructors and courses resulted in the decision noted above.

Use of Results for Improvement:

By converting CCC 500 back to a "traditional" PC lab, greater flexibility with regards to the utilization of this lab will be gained.

Objective 4: Increase the efficiency of course and room scheduling/reservation.

Responsibility: Dean of Instructional Services, IT, Faculty secretaries, Admission/Records, CE

Statement of Need: Personal observation, recommendation of current employees

Actions:

1. Customize, install, train, and utilize Course Management module.

Resources and Approximate $: No $ - Institutional Improvement - Course Management module purchased from 2010-2011 Budget.

Assessment Method/Date: Training logs, time savings as reported by end users Date: July 31, 2012.

Results: In Progress

Assessment Data/Evidence:

While the Course Management module was installed, attempts to have it customized took a back seat to the customization of the Early Alert and Student Success modules. As a result, no trainings were held and the module is, at this time, non-functional

Use of Results for Improvement:

Other software options which would assist in course management & maintenance as well as classroom scheduling will be reviewed.

Objective 5: Ensure efficient and reliable access to software and Internet applications as evidenced by updated workstations with sufficient processing speed and memory to support current technologies.

Responsibility: Director of Library Services, Dean of Instructional Services

Statement of Need: There are currently 11 student workstations at SLC. Seven of these computers are the older GX 240's and 270's. IT has recommended that these models be replaced. In support of the QEP, the library uses Wimba to provide virtual library assistance through dedicated webcam terminals setup at Skills Training Center and Seymour. Both workstations are unreliable, have connection problems, and need to be replaced with newer models.

Actions:

1. Purchase 2 new student workstations for Sheppard Learning Center.
2. Cascade two computers from Century City to STC and Seymour for use as webcam terminals.   Replace the cascaded computers with new workstations.

Resources and Approximate $:

4. Technology: $4,000.00 (4 computers)
Assessment Method/Date: Computers will be purchased and setup by Spring 2012.
Results: In Progress
Assessment Data/Evidence:
The Sheppard Learning Center Library/Computer Lab was closed in November 2011. Most of the lab computers were discarded due to insufficient processing speed and memory to support current software and Internet applications. The computer used for virtual library assistance at STC was replaced with a newer cascaded model. I have requested Run Biz's assistance in replacing the following computers with some of the better cascaded models: 1. Library computer at Seymour 2. Administrative computer at STC library.
Use of Results for Improvement:
All College computers have been inventoried and placed on a replacement schedule by the College's IT support provider, RunBiz. The library will continue to coordinate with RunBiz in maintaining efficient and reliable technologies.

Priority Initiative #4:
Incorporate Global Learner Outcomes (general education outcomes) throughout the institution and develop assessment measures to evaluate their achievement.
Objective 1: Develop means to document the attainment of general education outcomes.   **Responsibility:** Core Curriculum Subcommittee and Academic Council
Statement of Need: SACS and THECB criteria
Actions: 1. Operationally define terms related to general education outcomes and assessment.   2. Communicate with faculty and solicit input regarding assessment of general education outcomes.   3. Research best practices in assessing general education outcomes.   4. Implement assessment measures of general education outcomes and document results.
Resources and Approximate $: No $ - Institutional Improvement
Assessment Method/Date: Existence of Assessment Plan Date: August 31, 2012.
Results: Achieved, In Progress
Assessment Data/Evidence:
1. The General Education Core Competencies (also known as General Education Learner Outcomes) are published in the Vernon College catalog and are subsequently listed on the course syllabus for each course taught at Vernon College. Program/Discipline Reviews were revised to reflect how student learning outcomes at the course level are related (mapped) to student learning outcomes at both the program and institutional levels.

2. Student Learning Outcomes at the course, program, and institutional levels were focused on during the Fall 2011 and Spring 2012 Faculty Development sessions. Additionally, documentation and articulation of student achievement of outcomes were incorporated into the End of Semester Course Review (ESCR) in Spring of 2012 and reviewed at the Spring 2012 Faculty Development day. The ESCR has truly been a work in progress. Since its development in the Spring of 2010, the ESCR has been revised each semester based on faculty input and institutional needs.

3. Information gathered from the TAMU Assessment Conference, including the Texas LEAP (Liberal Education and Americas Promise) initiative, the Cisco College Core Curriculum Conference, The NTCCC assessment conference, and others, have been discussed extensively relative to the assessment of general education outcomes. With the state –wide revision of the core curriculum, which includes THECB mandated Core Objectives (general education learner outcomes), slated for Fall 2014, it appears that the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics, as recommended by the THECB Undergraduate Education Advisory Committee (UEAC) will be utilized extensively in assessing the new Core Objectives (general education outcomes) at institutions across the state. Such use of common assessment measures will hopefully allow for inter-institutional comparisons, and facilitate "best practices" in the assessment of general education outcomes (Core Objectives).

4. Assessment measures for general education outcomes, which were embedded at the course level by faculty, were reported, along with results, on the ESCR beginning with the Spring 2012 term. Due to a premature inclusion of the state mandated Core Objectives on the Spring 2012 ESCR, the ESCR was revised once again for the Summer 2012 terms and allowed for mapping of up to 10 Course Outcomes directly to the current General Education Outcomes. Clear documentation is captured within the Office of Instructional Design.

Use of Results for Improvement:

While the End of Semester Course Review (ESCR) and the Program/Discipline Evaluation are the two main instruments currently being used to document the assessment and articulate the results of the achievement of Student Learning Outcomes (SLO's) at the course, program, and institutional levels, it is anticipated that the state-mandated changes in the General Education Outcomes (Core Objectives) associated with the state-wide revision of the core curriculum, will make revisions to these instruments necessary. Additionally, course content, classroom activities, and pedagogical approaches will most certainly need revision in order to support the intent of these changes.

Priority Initiative #5:
Provide fiscal, physical, human and technological resources to accommodate current and future needs.

Objective 1: Meet the increasing demand of the service area by expanding the quality, flexibility, and number of course offerings through the hiring of additional full-time faculty.

Responsibility: Dean of Instructional Services and Division Chairs

Statement of Need: A review of the faculty load & listing indicates numerous full-time faculty routinely approach, and in some instances exceed maximum "overload" as set forth by VC policy. Additionally, numerous adjuncts routinely carry maximum course loads which approach the load normally carried by full-time faculty.

Actions:
1. Review Load & Listing and prioritize new full-time faculty positions by program / discipline.

a.) Speech	e.) Industrial Automation Systems	i.) Pharmacy Technician
b.) Sociology	f.) Mathematics/Computer Science	j.) A D N
c.) Computer Information Sciences	g.) Biology	k.) L V N
d.) Government/Criminal Justice	h.) English	l.) Cosmetology

2. Maintain a 70% to 30% full time to part time faculty ratio based on load hours and/or contact hours.

Resources and Approximate $:

1. Facilities: Office space and $2,000.00 for furnishings (desk, file cabinet, & bookshelves) per Instructor

3. Personnel: $39,188.00 + benefits per Instructor

4. Technology: $1,500.00 per Instructor

Assessment Method/Date: Faculty load & listing; Class schedules; Survey of Instruction Report   Date: July 31, 2012.

Results: Achieved,   In Progress

Assessment Data/Evidence:

1. Faculty Load & Listing was reviewed and teaching loads noted for both full-time and adjunct faculty. Faculty positions were prioritized and submitted to the Personnel Committee for review. Additional faculty positions for the 2011-2012 year included English (+1), History (+1), ADN (+1.5) and Culinary Arts (new program) (+1).

2. Based on a review of the 2011-2012 Faculty Load & Listing, 71.6% of the faculty load was borne by full time instructors. According to the reports provided to the THECB, 68.7% of the contact hours at Vernon College were taught by full-time faculty in Fall 2011.

Use of Results for Improvement:

The hiring of the additional full-time faculty increased the overall knowledge base and provided additional areas of expertise within subject matters which should benefit the institution and enhance student learning. The additional full-time faculty enabled the institution to schedule additional course offerings in three subject areas (English, History, and Culinary Arts) and increase the number of course sections being offered while meeting our goal of maintaining a 70% to 30% ratio of full-time to part-time faculty.

Objective 2: Expand VC's academic and CTE offerings at the Century City Center.

Responsibility: Dean of Instructional Services, Assoc. Dean - CATE, Program Directors, Coordinators, and Faculty

Statement of Need: Personal observation and enrollment numbers

Actions:

1. Continue to monitor master facility plan and renovation expansion project at CCC to ensure instructional services needs are incorporated.

2. Research additional programs to be offered through CTE to meet service area market demand.

Resources and Approximate $:

1. Facilities: Facility plan and renovation project at CCC to funded through bond issue

Assessment Method/Date: Existence of new / additional space and furniture Date: August 1, 2012.
Results: Achieved, In Progress

Assessment Data/Evidence:

1. Instructional Services continued to be very active and involved in the planning and monitoring of the CCC renovation project which provided 16 additional general purpose classrooms, 1 additional ITV classroom, 12 dedicated lab facilities, 36 additional faculty offices, and major improvements and additional space for Instructional Services components including Library Services, Special Services, and the Continuing Education department. The additional classrooms and dedicated labs as well as the additional faculty offices will allow the institution to grow and expand its academic and CTE offerings as the service area demand dictates.

2. The Targeted Occupations list, as published by the Texas Workforce Commission, is carefully reviewed at least annually by Instructional Services. The past years reviews included comparing the Vernon College (VC) CTE program offerings with the list and reviewing the list for the need to add new training programs. Of the 29 occupations submitted by Workforce Solutions-North Texas, Vernon College is addressing 20 (69%) of these through its CTE programs through either semester hour credit or continuing education credit. While no new CTE programs were added in 2011-2012 (primarily due to space limitations), the evaluation and consideration of potential new programs will continue as the institution strives to meet the skilled labor needs of the service area. Currently, new programs Instructional Services is considering include the following:

· Dental Assisting (lengthened and approved through the THECB as a credit program)
· Alternate Energy Systems (more fully incorporated into current Industrial Automation Systems)
· Occupational Therapy Assistant
· Physical Therapy Assistant
· Medical Lab Technician
· Radiology Technician

Use of Results for Improvement:

The CCC renovation project has not only enabled Vernon College to enhance the learning environment by providing additional and up-to-date space for classrooms, lab facilities, and student support services, but has seemingly improved the morale of students, faculty, and staff as the CCC facility has truly become more student and employee friendly. The additional classrooms will allow for future growth while the dedicated lab facilities, new library, new PASS Center, and updated faculty/staff offices are conducive to allowing students, faculty and staff to spend more time "on-task". Various measures of student success will be monitored with the expectation of modest increases due to the improved learning environment.

Objective 3: Provide additional space for student lounge/HVAC/Machining at STC.
Responsibility: Dean of Instructional Services, Dean of Admin. Services, STC Site Manager, Facilities Manager - WF, and Assoc. Dean - CATE
Statement of Need: Increased enrollment in STC programs due to economic conditions and extensive lay-offs in Wichita Falls industries.
Actions:

1. Redesign and reallocate Room 200 for student lounge.

2. Redesign and reallocate space formerly occupied by Industrial Automation for HVAC and Machining.

Resources and Approximate $:

1. Facilities: $30,000.00

Assessment Method/Date: Evidence of renovated space. **Date:** July 31, 2012.

Results: Achieved

Assessment Data/Evidence:

1. Room STC200 was rearranged and allocated as students lounge during the summer of 2011 and was in use by students beginning with the Fall 2011 semester.

2. The space formerly occupied by Industrial Automation was redesigned and reallocated to HVAC, Machining, and CIS during the summer of 2011 and was in use by students beginning with the Fall 2011 semester.

Use of Results for Improvement:

The learning environment at STC was enhanced with the expanded space allocated to HVAC, CIS, and Machining. This additional space enabled students and instructors to spend more time "on-task". Additionally, the expansion of the student lounge area brought about a more collegial atmosphere and allowed for greater interaction between students and their peers. Various measures of student success will be monitored with the expectation of modest increases due to the improved learning environment.

Objective 4: Develop plan for providing technology needed to maintain the quality of Career and Technical Education programs.

Responsibility: Dean of Instructional Services, Division Chairs, and Grant Administrator

Statement of Need: Anticipated loss for funding from Carl Perkins grant.

Actions:

1. Develop schedule of needs in coordination with Faculty, Division Chairs, and Grant Administrator.

2. Prioritize and place on Annual Action Plan and Technology Plan.

Resources and Approximate $: No $ - Institutional Improvement

Assessment Method/Date: Incorporated into Annual Action Plan and Technology Plan. Date: July 31, 2012.

Results: Achieved, In Progress

Assessment Data/Evidence:

1. The technological needs of CTE programs were, and continue to be, conveyed by the faculty to the Perkins Grant Administrator who, with faculty and Division Chair input, prioritizes requests for Perkins allocations.

2. Unfunded requests were carried over for consideration under the next round of Perkins allocations and were also reviewed for possible inclusion on the next Annual Action Plan for budgeting purposes. Additionally, Lab fees and Special fees associated with many technology dependent courses were reviewed to ensure that appropriate funding is available to meet the technological/equipment requirements of the course. Division Chairs report that the technological needs of CTE programs are being adequately addressed as reported by faculty.

Use of Results for Improvement:

Providing instructors and their students with the technology needed in CTE programs is essential to meeting the needs of employers and consequently, is essential to the academic preparation of our graduates. The recommendations of CTE program Advisory Committees with respect to curriculum changes and their associated technology/equipment needs will continue to be the driving force to ensure Vernon College is adequately preparing our graduates to meet the ever-changing demands of the workplace

---

Objective 5: Hire a full-time PASS Center Coordinator to manage the new PASS Center at Skills Training Center

Responsibility: Director of Special Services

Statement of Need: Full-time coordinator needed to hire tutors, schedule tutoring, administer tests and other accommodations for qualified ADA students, collect student information and enter it into POISE, supervise equipment and facilities, and monitor students.

Actions:
1. Create job description for STC PASS Center Coordinator
2. Advertise job via website and Wichita Falls Newspaper
3. Hire Coordinator

Resources and Approximate $:
1. Facilities: $1,000 Desk, chair and small filing cabinet
3. Personnel: $25,000.00 + benefits for salary
4. Technology: $1,000 for computer

1**. Facilities**: Room already assigned for PASS Center at STC

2. **Institutional Improvement**: N/A

3. **Personnel**: Work with personnel to advertise and hire new PASS Center Coordinator

4. **Technology**: Work with new Coordinator to assign email, POISE, and to provide other necessary software or hardware needs. Work with Director of Special Services to procure a quality computer for the Coordinator.

Assessment Method/Date: New Coordinator hired by 09/01/2011

Results: Not Achieved

Assessment Data/Evidence:
The Dean of Instructional Services and the Director of Special Services agreed to postpone filling this position until 2013.

Use of Results for Improvement:
Advertise and fill the position for a full-time PASS Center Coordinator in 2013.

Priority Initiative #7:
Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective 1: Enhance faculty and staff performance through appropriate professional development activities.
Responsibility: Dean of Instructional Services, Division Chairs, and Instructional Designer
Statement of Need: Personal observation, Results of SIR II (Student Instructional Report), SACS criteria
Actions:
1. Provide training in "best practices" through the office of Instructional Design.
2. Utilize SIR II data and results to determine instructional areas in most need of improvement for individual instructors.
3. Provide basic POISE training for instructional services faculty and staff.
Resources and Approximate $: No $ - Institutional Improvement
Assessment Method/Date: Number of documented training logs, Number of faculty receiving training and results of SIR II **Date:** July 31, 2012.
Results: Achieved, In Progress
Assessment Data/Evidence:
1. In the fall of 2011 a Blackboard course titled VC Innovations Center (VCIC) was created and all faculty and staff are enrolled. In this online environment training resources are provided which include but not limited to instructional videos, tutorials, instructional job aides, and best practice resources. Additional "best practices" will be added on a continued basis.
2. The results from the ROI will be crossed referenced with the Student Instructional Reports II (SIR II). In 2012-2013 AY trainings and professional development workshops will be conducted on an individual bases as needed.
3. During fall of 2012 faculty/staff development week, Margaret Tubbs from the business office conducted a break out session providing basic POISE training for instructional services faculty and staff.
Use of Results for Improvement:
Professional Development Workshops specific to the component areas covered by the SIR II instrument and focusing on best practices, will be developed and scheduled for faculty. Results of the Student Instructional Report II (SIR II) will continue to be monitored on both a collective and individual basis in order to identify opportunities for improvement.

Objective 2: Provide opportunities for Instructional Services faculty and staff to develop leadership skills.
Responsibility: Dean of Instructional Services, Division Chairs, and Directors
Statement of Need: Personal observation
Actions:

1. Promote involvement of faculty / staff in appropriate campus organizations.
2. Participate in CLARA Leadership Academy within the NTCCC.
3. Investigate the potential for "lead instructors" within disciplines / programs to provide leadership and mentoring to colleagues.
4. Promote participation in Wichita Falls and Vernon leadership programs.

Resources and Approximate $:

2. Institutional Improvement: $4,000 ($1,000 CLARA Leadership Academy membership fee + $2,000 travel, WF and Vernon Leadership $1,000)

Assessment Method/Date: Number of faculty / staff active in respective organizations, annual participation in CLARA Leadership Academy, minutes of meetings. Date: July 31, 2012.

Results: Achieved

Assessment Data/Evidence:

1. Faculty /staff involvement in appropriate campus organizations was promoted at Faculty/Staff Development and in Division meetings, and faculty staff involvement was recognized and reported in the monthly College Updates.

2. Melody Bell, VC Biology Instructor, participated in and successfully completed the NTCCC Consortium Leadership & Renewal Academy (CLARA).

3. While "lead" instructors have not been formerly recognized within disciplines/programs, Division Chairs and Directors continue to use the concept to provide leadership and mentoring to colleagues, especially those faculty new to Vernon College.

4. Participants in the Wichita Falls and Vernon leadership programs were promoted by Instructional Services with Michelle Wood and Shana Munson serving as designated liaisons between the institution and the leadership programs in Wichita Falls and Vernon respectively.

Use of Results for Improvement:

As the institution continues to grow, it is in our best interest to provide training and prepare faculty and staff for future leadership roles and opportunities. Filling leadership roles from within is not only necessary or preferred in many instances, it can also serve to promote employee morale and institutional stability.

Objective 3: Provide staff development opportunities for all full time library staff members.
Responsibility: Director of Library Services, Dean of Instructional Services, Library Staff

Statement of Need: Information access and delivery changes rapidly as new technologies are developed and ideas are presented which improve the efficiency and effectiveness of library operations. Staff development affords library staff the opportunity to remain skilled and knowledgeable in all areas of library processes and procedures including reference support and customer service.

Actions:
1. Take advantage of TexShare webinars to remain current on database features and interfaces.
2. Request travel expenses for both professional librarians to attend the Texas Library Association Conference.

3. Seek funding to enroll in online training to learn advanced features in Captivate 5 software. Learn how to use text entry objects and quizzes in Captivate

Resources and Approximate $: Travel expenses for TLA Conference-$1,600.00   Training for full time employees-$700.00   Captivate 5 software training-$300.00

Assessment Method/Date: All library staff will participate in staff development opportunities by August 2012.

Results: Achieved

Assessment Data/Evidence:
All full time library staff members participated in staff development opportunities. Staff members participated in two TexShare sponsored database training webinars for Proquest's Heritage Quest and Sanborn Maps as well as Gales's Literature Resource Center. The webinars were held on August 20th and 24th respectively. Heritage Quest is a genealogical research tool while the Literature Resource Center is the library's premier online resource for locating literary criticism. Stephen Stafford and Marian Grona attended the Texas Library Association Conference in Houston on April 16-20, 2012. I also attended the NISOD Conference in Austin on May 27-30 and the 2012 Distance Learning Conference in Kilgore on July 11-13 where I presented on the use of Captivate in creating more interactive tutorials.

Use of Results for Improvement:
The library recognizes the importance of staff development and will continue to seek learning opportunities to enhance knowledge and skills in library processes and procedures.

Priority Initiative #8:
Implement a centralized, unified, and organized recruitment and retention effort.

Objective 1: Provide systematic early intervention strategies for at risk students.

Responsibility: Dean of Instructional Services, Division Chairs, and Faculty

Statement of Need: Increasing the success of all students focusing on 1st generation/academically disadvantaged students enrolling in community colleges as predicted by THECB Closing the Gaps.

Actions:
1. Customize and implement Early Alert module in POISE to be used in early identification of at risk students.
2. Create processes and provide training for faculty in use of module.
3. Contribute to the research of best practices for the potential creation of a student success course.

Resources and Approximate $: No $ -Institutional Improvement

Assessment Method/Date: Existence and use of Early Alert module, documented training of faculty, improved retention rates as tracked by the institution, minutes of Student Success Course Taskforce (???). Date: July 31, 2012.

Results: Achieved,   In Progress

Assessment Data/Evidence:

1. The Early Alert module was customized and the process for the flow of information generated by Early Alert submissions during the Summer 2011 and the module was introduced and implemented at the beginning of the Fall 2011 semester.

2. The Early Alert module was demonstrated at Fall 2011 Faculty Development with follow up instructions provided via email from the Dean of Instructional Services. Division Chairs discussed faculty utilization of the Early Alert module in division meetings and one-on-one sessions with faculty. The QEP Director monitored and resolved various technical issues with the module which were encountered by faculty. A total of 2,672 Early Alerts were submitted by faculty during the 2011-2012 academic year. Fall to Spring retention rate was 78% for 2011-2012, up from 75% for 2010-2011. Fall 2011 to Fall 2012 is currently estimated at 50%, up from 49% previously. Additionally, % of students on academic probation and academic suspension is being tracked to provide additional information regarding student success and retention.

3. No Task Force was appointed to investigate the potential implementation of a student success course at Vernon College. This has been carried over to the 2012-2013 Annual Plan and will receive emphasis.

Use of Results for Improvement:

The percentage of students on academic probation and academic suspension will be tracked to provide additional information regarding the impact of the Early Alert System on student success and retention. Additionally, Instructor use of the Early Alert System may be tracked and cross referenced with the list of unsuccessful students to ensure proper utilization and effectiveness of the Early Alert System. Task Force to be convened Fall 2012 to provide recommendations relative to the creation and inclusion of a Student Success Course at Vernon College.

Priority Initiative #9:   **Ensure institutional accountability through effective strategic planning and assessment processes.**
Objective 1: To garner broader faculty input in the annual planning and assessment processes.   **Responsibility:** Dean of Instructional Services, Division Chairs, and Faculty
Statement of Need: Increased expectations for accountability by governing bodies, accrediting agencies, and stakeholders.
Actions: 1. Review faculty/staff input regarding long-term objectives as provided by Director of Institutional Effectiveness.   2. Emphasize and allow opportunity for input from faculty during division meetings.
Resources and Approximate $: No $ -Institutional Improvement
Assessment Method/Date: Division meeting minutes, long-term objective suggestions. Date: July 31, 2012.
Results: Achieved, In Progress
Assessment Data/Evidence: 1. Long-term objectives adopted by the institution via approval by the College Effectiveness committee were disseminated to all individuals and components of the college via posting on the college website. Additionally, Division Chairs made special efforts this past year to include a review of the long term objectives in division meetings.   2. Opportunity for faculty/staff input was afforded at division meetings with input brought forth by the division chairs and directors during the annual plan development process.

Use of Results for Improvement:
Relative components of the annual planning process will be included as routine agenda items for the monthly meetings involving Division Chairs, Directors, and Coordinators. From there, they will be carried over to the faculty and staff by their direct supervisors. This will ensure opportunity for input and involvement throughout Instructional Services.

Office of President

Human Resources

Priority Initiatives #7: Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective 1: Participate in professional development appropriate to enhance knowledge and skills in job related responsibilities. **Responsibility:** Director of Human Resources and HR Clerk
Statement of Need: to ensure benefits compliance, to adequately network and enhance HR knowledge, and to enhance technology related knowledge
Actions: 1. Participate in ERS Benefits Conference. 2. Participate in TACCHRP Conference.
Resources and Approximate $: Institutional Improvement: ERS Benefits $1,000; TACCHRP $1,000
Assessment Method/Date: Participation in trainings and conferences - June, July
Results: Achieved **Assessment Data/Evidence: No ERS Conference held. Attended TACCHRP Conference - June 24-26 in San Antonio, TX. Use of Results for Improvement: Information/knowledge gained during conference used to enhance job performance/knowledge. Enlarged networking group.**

Priority Initiatives #8: Implement a centralized, unified and organized recruitment and retention effort.
Objective 1: Develop online new employee orientation packet.
Responsibility: Director of Human Resources and HR Clerk
Statement of Need: to meet expected SACS compliance criteria and improve timeliness of paperwork processing
Actions: 1. Through work with QEP Director, Instructional Design and Technology Coord. and IT, develop ideas and processes to move and implement new hire paperwork and orientation packet to the internet/VC webpage. 2. Move paperwork to VC Website. 3. Create online orientation process. 4. Implement online process.

Resources and Approximate $: Institutional Improvement, No $
Assessment Method/Date: as evidenced by process implementation ;   by August 31
Results: In Progress (should be complete by end of Sept) **Assessment Data/Evidence: Forms are set up and ready to go online. Working on letter to go out to all new hires at time of employment.** **Use of Results for Improvement:** Once packet is online and letters are being sent to new hires, this will streamline the hiring process and cut down on partial packets being sent to the HR office. Everything should be done by HR and not by random groups throughout the college.

Priority Initiatives: #9 Ensure institutional accountability through effective strategic planning and assessment processes.
Objective 1: Review/update policies in Employee Handbook
Responsibility: Director of Human Resources
Statement of Need: to ensure the College policies are up to date and accurate and to ensure compliance with local, state and federal regulations.
Actions: 1. Review the Employee Handbook for policies that need to be updated or rewritten on annual basis. 2. Research policy. 3. Update/rewrite policy. 4. Seek appropriate approvals. 5. Update online. 6. Send out employee notification of update
Resources and Approximate $: Institutional Improvements, No $
Assessment Method/Date: current information in Employee Handbook online by July 31
Results: In Progress **Assessment Data/Evidence:** Employee Handbook Committee met, reviewed employee handbook, made corrections and updates, sought any other changes, updated, approved, sent to Board for approval. Will be published online in Sept. and notification to employees will also be sent in Sept. after Board approval. **Use of Results for Improvement:** Continued review and updates of policies keeps the college in compliance with local, state and federal regulations.

Information Technology

Note: Vernon College transitioned to outsourcing IT operations and functions to a 3rd party vender (Run Biz) during 2011-2012 academic year. Plan objectives and actions were addressed accordingly.

Priority Initiatives:
#1   Improve the quality of educational and student support services to increase student learning and student retention.

#5   Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective 1: Create Student Helpdesk
Responsibility: Director of Information Technology/IT Staff/IT Instructors
Statement of Need: At present there is no provision for after-hours support of faculty/staff/students
Actions: 1. Contact IT instructors to discuss feasibility of providing student facilitators/practicum candidates 2.   Purchase helpdesk/online assistance software 3.   Provide training and online support for student facilitators via IT Staff supervision 4.   Add Vernon College branded support link to MY VC portal 5.   Coordinate with IT Instructors to ensure educational value of practicum experience
Resources and Approximate $: 2. Institutional Improvement: $2000.00 per student facilitator (interns from Sharon Wallace)
Assessment Method/Date: To be assessed at the end of the academic year
Results: In Progress
Assessment Data/Evidence: Transition to outsourcing IT operations and functions to a third party vender. As part of the effort to improve student support, a Student Support Help Form was created along with an organized process for use.
Use of Results for Improvement: Student support technical issues and processes will continue to be monitored for improvement.

Priority Initiative
#1   Improve the quality of educational and student support services to increase student learning and student retention.
#3   Enhance the technological infrastructure of the institution.
#5   Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective 1: Utilize desktop virtualization to enhance Library computing capabilities.
Responsibility: Director of IT/Network Manager
Statement of Need: Many Library computers are nearing the end of rotation and in need of replacement.
Actions: 1. Install virtual desktop servers and thin clients in College libraries
Resources and Approximate $: 4. Technology: Virtual desktop server and client access devices $38,000.00 for 50 computers
Assessment Method/Date: Initial test with 10 computers to be completed by December 15, 2011 with full implementation by August 23, 2012
Results: Not Achieved
Assessment Data/Evidence: Run Biz creation of the 2012-2013 Technology Plan and replenishment plan.

Use of Results for Improvement: Objective will be reviewed by Run Biz for most efficient process.

Priority Initiative:
#3: Enhance the technological infrastructure of the institution Enhance the technological infrastructure of the institution
Objective 1: Supply gigabit Ethernet to the desktop **Responsibility:** Information Technology Department
Statement of Need: At present out LAN infrastructure is 100MB and many of our parts are over 7 years old. This sometimes causes unacceptable internal traffic levels in some areas of our lan during peak hours of usage.
Actions: 1. Continue to replace all existing switches within the Campus infrastructure and upgrade the backbone equipment to allow for path to 10GB Ethernet in the future.
Resources and Approximate $:
4. Technology: $30,000 to $105,000 for switches only depending several available equipment options.
Assessment Method/Date: As evidenced by purchase orders and installation of new equipment by August 15, 2012
Results: Achieved **Assessment Data/Evidence:** Purchase and installation of switches. **Use of Results for Improvement:** Development of 2012-2013 Technology Plan
Objective 2: Stop unauthorized access points and rogue computers from accessing College computing resources. **Responsibility:** Director of IT/Network Manager
Statement of Need: At present there is no reliable means of blocking unauthorized usage of the college's computing assets from inside the firewall.
Actions: 1. Purchase and install Network Access Control appliance and Remediation Server.
Resources and Approximate $:
4. Technology: $20,000.00
Assessment Method/Date: As evidenced by purchase orders and installation of new equipment by August 15, 2012
Results: In Progress **Assessment Data/Evidence:** Ongoing monitoring by Run Biz **Use of Results for Improvement:** Ongoing monitoring is considered standard operating procedure.

Priority Initiatives:
#7: Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective 1: Broaden skill sets for all IT staff to increase/enhance flexibility of department
Responsibility: Director of Information Technology
Statement of Need: Ongoing training is necessary to ensure IT's ability to provide needed support to faculty, staff and students
Actions: 1. Ongoing POISE training 2. Microsoft Server 2008 training 3. Microsoft Exchange Server 2008 training 4. Ektron CMS Training
Resources and Approximate $:
4. Technology: Instructor led online training courses; Training Consortium Online training membership. $3000.00 per Technician
Assessment Method/Date: To be assessed every three months to track progress
Results: Achieved
Assessment Data/Evidence: POISE training attended by Jim Binion; Objective achieved in entirety through outsourcing of technology to a third party vender.
Use of Results for Improvement: Opportunities for necessary professional development will continue to be monitored by Run Biz and college component leadership

Priority Initiatives:
#3: Enhance the technological infrastructure of the institution
#5: Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective 1: Add new conduit between buildings on the Vernon Campus
Responsibility: Director of Information Technology and Director of Physical Plant (Vernon)
Statement of Need: The conduit connecting the buildings on the Vernon Campus is full, and will not allow addition of new fiber optic cables
Actions: 1. Dig trench between buildings. 2. Install and bury appropriate schedule 40 conduit
Resources and Approximate $:
1. Facilities: Cost of conduit: $8.00 per 10 ft. section
Assessment Method/Date: To be arranged with Director of Facilities and completed by July 27, 2012
Results: Not Achieved

Assessment Data/Evidence: Transition of IT functions to third party vender.

Use of Results for Improvement: Entire infrastructure monitored by Run Biz and creation of 2012-2013 Technology Plan.

Priority Initiative:
#5   Provide fiscal, physical, human and technological resources to accommodate current and future needs.
Objective 1: Review and update Technology plan with Technology Committee   **Responsibility:** Director of IT/Technology Committee
Statement of Need: Continue to provide leadership for College in Technology improvements
Actions: 1. Have quarterly meetings of the Technology committee to plan future Technology needs.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Budget worksheets and initial planning meetings by March 31, 2012; Board approval by August 31, 2012. Evidenced by meeting agendas, notes, emails
Results: Achieved   **Assessment Data/Evidence:** Transition of IT functions to third party vender.   **Use of Results for Improvement:** Reviewed and updated by Run Biz as part of 2012-2013 process.

Priority Initiative:
#2 Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the college.
Objective 1: Facilitate Software support for the Quality Enhancement Plan   **Responsibility:** Director of IT/ IT Staff
Statement of Need: Compliance requirements as directed by SACS.
Actions: 1. Assign software packages to IT staff   2. Purchase helpdesk/online assistance software   3. Provide training and online support for QEP via IT Staff.   4. Purchase copies of software for training   5. Suggest additions and upgrades to software used by QEP
Resources and Approximate $: Technology: $10,000 based on software costs
Assessment Method/Date: As evidenced through software assignments, purchased software training logs and agendas to be reviewed in December 2011 and August 2012

Results: Achieved

Assessment Data/Evidence: Objective intent achieved through transition to third party vender for IT functions.

Use of Results for Improvement: Process established with Director of QE and Run Biz to ensure support.

Institutional Advancement

Priority Initiatives:

#5 Provide fiscal, physical, human and technological resources to accommodate current and future needs.

#6 Develop processes for fundraising and alumni to better support the College's needs through more external funding and the building of a strong alumni base.

#7 Support opportunities for professional development for all Vernon College Employees through appropriate funding.

Objective #1: Respond to College funding needs through various fundraising methods.

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Coordinator of Marketing and Alumni Relations; Advancement Services Specialist

Statement of Need: Philanthropic support is important to Vernon College. Using the Vernon College Foundation as the repository of philanthropic funds College needs have been identified in the area of endowed and non-endowed scholarship support; endowed positions; program and general fund support. New individual donors, both alumni and non-alumni, must be identified and cultivated, as well as current donors retained, and lapsed donors encouraged to renew their support. Donors and prospects respond to different methods of fundraising depending upon their social, cultural, and economic circumstances. Additionally, strong donor stewardship/donor relations program using donor recognition societies, both annual and aggregate, provide a visible means of recognizing and encouraging prospects to become donors. Grant opportunities, from both private and public funding agencies, can be pursued to support specific needs of the College such as program/department support or equipment. The desktop computer (cpu) in the Advancement Services area and the Department's laptop both need replacing. The cpu was purchased prior to 2006 and the laptop was purchased in 2006.

Actions:

1. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program. Utilize consultants in the preparation of federal grants as necessary.

2. Review, revise, and relaunch the annual giving clubs and aggregate giving societies including a Heritage Club to recognize those who have included the College and/or the Foundation in their estate plans.

3. Using RE identify donors by lifetime giving and launch a new president-level annual event to recognize lifetime giving and planned gift donors. This event will excite the donors who will be honored as well as serve as a cultivation event to encourage current aggregate donors to "move up" to the next society as well as encourage other donors and prospects to increase their giving so that they can be "inducted" into a lifetime giving society.

4. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of "building" endowed scholarships (those under the $10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.

5. Continue to build support for the Vernon College Foundation Annual Auction.

6. Continue to participate in the Council for Resource Development Federal Funding Task Force and the Annual Conference to develop relationships with Federal agencies on behalf of Vernon College, to gather the most up-to-date information about pending grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.

7. Attend relevant training workshops for grant writing and management; work with the President, the Dean of Instructional Services and the Associate Dean of Career and Technical Education to encourage faculty and, when appropriate staff, to participate in grant writing on behalf of their programs.

8. Replace one outdated desktop in Advancement Services and the office laptop computer.

Resources and Approximate $:

2. **Institutional Improvement:** Funds to create and implement an annual President-level Donor Recognition Event -- $6,000; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- $5,000; Grant writing workshop attendance -- $3,000; CRD Federal Funding Task Force and Annual Conference participation -- $3,000; Advancement Services Specialist participation in the CASE (Council for Advancement and Support of Education) Advancement Services Institute -- $2,500.

4. **Technology:** Renew Annual software licenses and maintenance contracts: for Raiser's Edge (RE) software -- $3,500; MaestroWeb the On-Line Auction software -- $2,500; Metasoft--Corporate and Foundation funding search annual license -- $4,000. Replace one desktop computer in Advancement Services -- $3,500 and one laptop computer -- $1,500.

Assessment Method/Date: Sustained giving by current donors as well as new donors to the College and Foundation added as evidence by Annual Philanthropy Comparison Report, donor/prospect call reports, Foundation agendas, minutes, quarterly philanthropy update reports, and grant proposal submissions by August 31, 2012. Submission of the annual Voluntary Survey for Aid to Education (VSE) by October 1, 2012. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched by August 31, 2012. President-level donor recognition event held and donor recognition items awarded by August 31, 2012. Donor solicitations segmented and targeted based on the aggregate information contained in the RE database, initial phase by August 31, 2012 and on-going. Prospects identified and donors and prospects cultivated using standard "moves management" plans as evidenced by reports noted above begin identification and cultivations by August 31, 2012. Increased items given to and participation in the Vernon College Foundation annual auction as evidenced by dollars raised and matched by the Foundation by February 28, 2012. New scholarships developed and more building scholarships either completed or status resolved as compared to the number of building scholarships at the end of the 2010-2011 fiscal year by August 31, 2012. Grants submitted to funding agencies; grant research notes and communications with interested Vernon College employees regarding funding opportunities available; assist in the application process as appropriate by August 31, 2012. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes-- November 2011. Attend grant writing/management workshop; tools and techniques learned at the workshop incorporated into College grant program by August 31, 2012. Advancement Services Specialist participation in CASE Advancement Services Summer Institute; tools and techniques learned incorporated into Institutional Advancement program by August 31, 2012. Annual Software licenses/maintenance contracts renewed by August 31, 2012. Desktop computer and laptop replaced by August 31, 2012.

Results: In Progress

Assessment Data/Evidence: Philanthropic giving in 2011-2012 increased over 2010-2011 by 55% as evidenced by Monthly, Quarterly and Annual Philanthropy Reports. More than 34,000 alumni records were extracted from the College's Data Management System (POISE) and imported into the Raiser's Edge (RE) Database. Contacts will be initiated in 2012-2013. Work continues to enter migrating historical data into RE with the target completion date of August 31, 2014. Solicitation segmentation, recognition clubs/societies and utilization of "moves management" plans will be used once alumni contact is developed and on-going and historical donor data migration is complete. The Voluntary Survey for Aid to Education (VS) was submitted on time. Participation in the Vernon College Foundation annual auction increased in 2012 vs. 2011 as evidence by the 45% increase in dollars raised and matched by the Foundation. Participation continued in the CRD Federal Funding Task Force and Annual Conference. On-line and hands-on training continued for all department staff members throughout the year. The Advancement Services Specialist participated in the CASE Advancement Services Summer Institute; tools and techniques learned are being incorporated into the Institutional Advancement Program. Two "building" scholarships were completed. Scholarship applications through STARS increased again for 2012-2013 from 1,002 for 2011-2012 vs 1,051 for 2012-2013. Desktop computer was replaced. Laptop replacement pushed forward into 2012-2013.

Use of Results for Improvement: Hands-on and on-line training continues to be very beneficial and will be continued. Historical data migration into RE will continue. Annual software licenses will be continued. The use of STARS will continue and it is anticipated that applications will also increase. Participation in the CRD Federal Funding Task Force and Annual Conference will continue.

Objective #2: Continue to develop an active Ex-Students Association that will increase alumni awareness about the College and the Foundation, participation in events, and philanthropic support.
Responsibility: Coordinator of Marketing and Alumni Relations; Advancement Services Specialist; Director of Institutional Advancement/Executive Director, Vernon College Foundation;
Statement of Need: Vernon College needs a strong alumni base to support its marketing, philanthropic support, and recruiting efforts.
Actions: 1. Create a culture of ownership among alumni/ex-students in support of Vernon College. 2. Research and identify ex-students and add to the Raiser's Edge (RE) database. 3. Continue contract with Harris Connect to secure the most up-to-date alumni address and telephone information. 4. Implement a campaign through social networking media, such as the Vernon College Alumni Facebook page to maintain contact with identified alumni and as a recruiting vehicle for the Vernon College Ex-Students Association. 5. Using segmentation through the RE database, develop and implement affinity group annual events such as the Rodeo Alumni Las Vegas event, athletic team alumni events, program specific alumni events. 6. Obtain alumni recognition items, such as the item for the Rodeo Alumni Event. 7. Develop and implement an Alumni specific communications vehicle using an E-Newsletter format. 8. Provide professional development opportunities for the Coordinator of Marketing and Alumni Relations to attend alumni workshops.
Resources and Approximate $:
2. Institutional Improvement: Contract with Harris Connect -- $5,000 (to obtain current address and telephone information for approximately 10,000 alumni). Funds for annual alumni events, including the Rodeo, Volleyball, and Softball events -- $10,000; Funds for alumni recognition items -- $4,000. Coordinator of Marketing and Alumni Relations participation in alumni training workshops -- $2,500.
Assessment Method/Date: Increased number of ex-students added to the RE database with current address and telephone information obtained through Harris Connect contract by August 31, 2012. Increased number of ex-students identified and recruited into the Ex-Students Association as evidenced by agendas, minutes, meeting notes by August 31, 2012. Alumni Newsletter developed and implemented by August 31, 2012. Coordinator of Marketing and Alumni Relations attendance at alumni training workshops by August 31, 2012.
Results: In Progress

Assessment Data/Evidence: 34,000 alumni records added to the RE database. Using Blackbaud Analytics all 34,000 alumni address were run through the NCOA Database to obtain updated address and telephone information. Communication contact will begin in the year to create a culture of ownership in support of Vernon College. Contact with all Vernon College constituencies is maintained through the College's website, Facebook Page and Twitter. Segmentation by affinity groups has begun. Alumni recognition items obtained and used as opportunities present themselves, such as Sports alumni events and Allied Health graduations/pinnings. Ex-Students Association information is distributed at every graduation, pinning, etc. during 2011-2012. The Association has its own webpage linked to the College's web page and a Facebook page. Both vehicles are used extensively to distribute information about the Association and the College. The Coordinator did attend professional development training workshops, including the annual Council for Resource Development Annual Conference.

Use of Results for Improvement: Investigation is ongoing to determine other communication vehicles with ex-students, including Constant Contact. Blackbaud Analytics was contracted with to research the current address and telephone numbers of the 34,000 identified alumni records and, once that process was completed to upload all of the records into the RE database. New classes will be added after graduations. In addition Continuing Education students who complete a Program of 36 hours or more are considered Ex-Students and will also be included in the Association and RE database. Examples of such programs are: Police Academy, Phlebotomy, Dental Assisting, Culinary Academy, etc. The development of an Alumni specific communication vehicle has been pushed into the 2012-2013 year. Continuing professional development training opportunities for the Coordinator. Communication through Facebook and Twitter will continue. Work on a Distinguished Alumni Program will take place in 2012-2013.

Objective #3: Enhance the visibility of Vernon College and the Vernon College Foundation to educate the residents of the 12 county service area about the value of their Community College.

Responsibility: Coordinator of Marketing and Alumni Relations; Advancement Services Specialist; Director of Institutional Advancement/Executive Director, Vernon College Foundation

Statement of Need: Vernon College must continue to develop and implement marketing/communication strategies through such vehicles as *Insight*, an annual president's report, enhanced program brochures and web strategies.

Actions:

1. Continue to enhance *Insight* as the communication vehicle about Vernon College and its faculty and staff.
2. Develop and implement a strong case for support utilizing various marketing strategies centered around the "Did You Know. . ." points and the tagline "Your Community College; Your Community Partner" to educate Wichita County residents about the need for a Branch Maintenance Tax. Contract with a marketing firm that is familiar with this type of effort to extend the College's marketing resources in this campaign.
3. Activate the Wichita County Advisory Committee as the leaders of the Branch Maintenance Tax effort.
4. Take advantage of, as funds are available, enhanced marketing/communication opportunities to support the College's visibility.
5. Develop and implement an annual President's Report to be sent to all constituencies as well as all media outlets in the 12 county service area.
6. Utilize the Vernon College website effectively.
7. Utilize the services of a professional photographer, on an as-needed basis, to enhance marketing materials to better showcase Vernon College to its constituencies and current and potential students.

Resources and Approximate $:
2. **Institutional Improvement:** Funds to enhance *Insight* -- $5,000. Branch Maintenance Tax Campaign, including marketing consultation -- $35,000. Annual President's Report -- $30,000. New funds to take advantage of marketing/communication opportunities as they arise -- $10,000. Professional photographic services -- $7,000.
Assessment Method/Date: *Insight* circulation continues to grow and news about the College, Foundation, faculty and staff disseminated throughout the 12 county service area by August 31, 2012. Branch Maintenance Tax Campaign underway toward targeted election date as early as November 2011. President's report developed, implemented and disseminated by November 30, 2012 and every fall thereafter as long as funding is approved.
Results: In Progress **Assessment Data/Evidence:** With the publication of the *President's Annual Report* and the monthly *Vernon College Update* by the President's Office, publication of *Insight* ceased because the information provided in ***Insight*** is covered in a timelier manner. The Branch Maintenance Tax Campaign is on hold. Publication of the *President's Annual Report* was pushed to January of each year following the completion of the report year. The "Did You Know. . ." is published annually in the Wichita Falls *Times Record News*. The College website is designated as the prime marketing tool and the College's visibility continues to be enhanced through radio, TV, Facebook, Twitter and print vehicles. **Use of Results for Improvement:** An Integrated Marketing Task Force has been formed to review all marketing methods carried out by all College departments and make recommendations for improvements, a branding strategy and graphic identity to the College Administration. This Task Force will complete its work in 2013. College visibility continues through the website, print, radio, television, Facebook, Twitter and internet advertising.

Priority Initiatives #8 **Implement a centralized, unified and organized recruitment and retention effort.**
Objective #1: Continue to increase scholarship availability for Vernon College students.
Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Coordinator of Marketing and Alumni Relations; Advancement Services Specialist
Statement of Need: Financial difficulties can be a barrier to students; therefore, a strong scholarship program aids in both recruitment and retention efforts. The application process must be easy for students to complete. Since the implementation of the STARS On-Line Application Program scholarship applications rose 177% in one year. This is projected to continue to increase. There is also a need to provide information about other non-Vernon College and Foundation scholarships that are available for Vernon College students. Further students must have a place to go and an identified person(s) to speak with for help with scholarship applications. The SENSE Survey indicated that students do not feel that there is anyone identified at Vernon College that can assist them with scholarship questions, i.e., Question 18i -- "The College provided me with adequate information about financial assistance and Question 18j-- "A college staff member helped me determine whether I qualified for financial assistance." Therefore, in the area of scholarships which this Office handles we must do a better job of assisting our current and future students take advantage of all scholarship opportunities.
Actions:

1. Continue to utilize the STARS On-Line Scholarship Application process to facilitate scholarship applications.

2. Establish a "Vernon College/Vernon College Foundation Scholarship Office" within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications both College, Foundation, and non-College/Foundation scholarships that are open to Vernon College students.

3. Develop a scholarship page on the Vernon College website that links to the STARS application process and provides information and links to other scholarships open to Vernon College students.

4. Develop multiple access points on within the Vernon College website that will provide access to the STARS program as well as other scholarship information.

5. Continue to improve and enhance program brochures, including dual credit, as marketing pieces for the College and its course offerings.

6. Develop a new marketing/recruiting video, utilizing a marketing firm, to showcase the College.

7. Work with the Early College Start Coordinator and the College Recruiter to maintain contacts with the high school counselors and prepare scholarship presentations for their seniors.

8. Manage the Vernon College Foundation Catching the Future dual credit scholarship program and the Iowa Park Vernon College Connections Scholarship program.

9. Continue to seek increased funding, in both the private and public sectors, for all College and Foundation scholarships, including dual credit scholarships.

10. Add a staff position, Advancement Services Specialist for Scholarship Support, to manage and update the STARS website; add new scholarships to the database; review information for completeness and make changes in existing scholarship criteria if it is revised; prepare STARS reports including, student application progress reports and communicate with students who have not completed their application process; respond to student applicant questions and assist in the application process; maintain all scholarship files; maintain the Scholarship page on the Vernon College website; under the direction of the Director of Institutional Advancement/Executive Director, Vernon College Foundation, prepare and send scholarship offers to students and scholarship recipient reports to donors; assist with the annual Scholarship Banquet; respond to inquiries from donors regarding the status of their scholarship funds; update scholarship information in the RE database and run RE scholarship reports as needed.

Resources and Approximate $:

2. **Institutional Improvement:** Funds to continue the enhancement of program brochures -- $15,000. Marketing/recruiting video utilizing a marketing firm -- $25,000

3. **Personnel:** Advancement Services Specialist for Scholarship Support -- $25,000 - $28,000

4. **Technology:** Annual License Contract for STARS -- $6,000

Assessment Method/Date: "Vernon College/Vernon College Foundation Scholarship Office" established by September 1, 2011 and marketed to students and high school counselors September 2011-March 1, 2012. Advancement Services Specialist for Scholarship Supprt hired by August 31, 2012. STARS Annual License renewed by January 12, 2012. Increased scholarship applications through the STARS program utilizing the reporting mechanisms available through the program by March 1, 2012. Number of students who seek personal application assistance with both College and Foundation and non-College and Foundation scholarships using a tracking report; report prepared by August 31, 2012. Program brochures redesigned and video developed and disseminated throughout the 12 county service area by August 31, 2012. The video will also be used in marketing efforts to educate Wichita County citizens about the importance of Vernon College to them by August 31, 2012. Scholarship presentations in area high schools tracked by August 31, 2012. Increased funding for scholarships achieved by August 31, 2012.

Results: In Progress

Assessment Data/Evidence: The "Vernon College/Vernon College Foundation Scholarship Office" was established and is being marketed at such to students and high school counselors. Scholarship applications through STARS increased again for 2012-2013 from 1,002 for 2011-2012 vs 1,051 for 2012-2013. The trend is projected to continue in subsequent years. The number of students seeking personal assistance to complete their STARS applications is also increasing another trend that will continue in subsequent years. Scholarship presentations continued and more high schools requested presentations which includes assistance on-site with the school's seniors to complete their STARS applications. A College Connections Scholarship was established with Archer City. Several other school districts are also making inquiries into this dual credit scholarship program/partnership. Because of budget constraints an Advancement Services Specialist for Scholarship Support was not hired. Individual Program brochures ceased publication at the request of Instructional Services. Work is beginning on one comprehensive program brochure that will include links to program specific web pages on the Vernon College Website.

Use of Results for Improvement: The STARS Application process will continue and the software license will be renewed. Include the request for the Advancement Services Specialist for Scholarship Support in the next annual plan and budget requires. Continue to market the availability of scholarships through the 12 county service area. Work with area ISDs to inform them of the availability of the College Connections Scholarship Program and continue to manage dual credit scholarship programs. Continue to seek increased funding for all College and Foundation scholarships, including dual credit scholarships. Complete the new comprehensive program brochure by August 31, 2013.

Office of President/Effectiveness

Priority Initiative #1:
Improve the quality of educational and student support services to increase student learning and student retention.
Objective 1: The College will continue to emphasize student learning outcomes and consistently initiate effective assessment practices to demonstrate that it is fulfilling its mission.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS compliance criteria and to improve student learning data results from CCSSE and SENSE
Actions:

1. Monitor and ensure the instructional component of the College adequately meets to assess student learning outcomes.
2. Monitor and ensure the Assessment Calendar is followed by all components of the College.

Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by agendas, minutes and meeting notes from division, department and committee meetings; Communication Reports as part of Assessment Calendar process **Date:** Ongoing annual review with summation by July 1
Results: Achieved
Assessment Data/Evidence: 2011-2012 College Effectiveness Committee approved meeting minutes posted in Blackboard included Student Learning Measures Updates by Dr. Gary Don Harkey and Assessment and Report Calendar presentations; 2011-2012 Assessment and Report monthly communication forms posted in Blackboard and on the Vernon College website **Use of Results for Improvement:** Student Learning Measures Update from Dr. Gary Don Harkey are included as a standing agenda item for the College Effectiveness Committee. Dr. Harkey reported the progress made regarding the faculty training and development of student learning outcomes. Student learning outcomes will continue to be monitored.   The 2011-2012 Assessment and Report Calendar was adopted by the College Effectiveness Committee on September 27, 2011. Monitoring of assessments and reports will be continued as an agenda item for the College Effectiveness Committee.

Objective 2: The College will continue to initiate multiple measures of student learning. **Responsibility:** President and Director of Institutional Effectiveness
Statement of Need: As directed by the Vernon College Mission, CCSSE and SENSE benchmarks, and SACS compliance criteria
Actions: 1. Through direct contact with faculty and division chairs, monitor and ensure that the instructional component of the College implements multiple measures of student learning. 2. From the established Assessment Calendar, monitor and ensure measures of student learning.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes **Date:** Ongoing annual review with summation by July 1
Results: In Progress
Assessment Data/Evidence: As evidenced from Fall 2011 and Spring 2012 agendas and attendance maintained by Instructional Services, workshops and training regarding student learning outcomes were conducted for faculty. **Use of Results for Improvement:** The development and implementation of multiple measures of student learning by Instructional Services will continue during the 2012-2013 Academic Year. As measures are identified and developed, they will be included in the annual Assessment and Report Calendar.

Objective 3: The College will continue to develop appropriate assessment data for course and programmatic decision making.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: Utilization of results from Assessment Calendar for improvement

Actions:

1. Support and encourage innovative, creative and consistent assessment activities.
2. President will insist that all program decisions are based on appropriate data.
3. Monitor the Assessment Calendar for completion.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: As evidenced by agendas, minutes and meeting notes from division, department and committee meetings; Communication Reports as part of Assessment Calendar process **Date:** Ongoing annual review with summation by July 1

Results: Achieved

Assessment Data/Evidence: The 2011-2012 Assessment and Report Calendar was approved by the College Effectiveness Committee on September 27, 2011. 2011-2012 Assessment and Report monthly communication forms were presented to the CE Committee as well as posted in Blackboard and on the Vernon College website. CCSSE, SENSE and KPIA data facts have become a standard contribution to the President's Monthly Update. Statement of Need has continued as an entry item on Annual Action Plans.

Use of Results for Improvement: The recognition, sharing and use of data for informed decision making will continue to be a Vernon College priority as illustrated in the 2012-2013 Annual Action Plans, President's Monthly Update and through continued use of the Assessment and Report Calendar.

Objective 4: The College will develop and implement multiple assessment measures to review and improve student support services.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: As directed by the Vernon College Mission, CCSSE and SENSE benchmarks, and SACS compliance criteria

Actions:

1. Through direct contact with staff, monitor and ensure that the student support services components of the College implement multiple measures of student learning.
2. From the established Assessment Calendar, monitor and ensure measures of student learning.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes **Date:** Ongoing annual review with summation by July 1

Results: In Progress

Assessment Data/Evidence: Student support services Assessment and Report Communication completed forms and presentations at College Effectiveness Committee meetings; Annual Action Plans objectives regarding Priority Initiative #1.

Use of Results for Improvement: Data and evidence indicated additional need for program assessment to be accomplished. The development and implementation of measures of student learning by student support services will continue during the 2012-2013 Academic Year.
Objective 5: The College will ensure implementation of Student Academic Advising Task Force and Retention/Completion Task Force approved recommendations. **Responsibility:** President
Statement of Need: Input from faculty and staff, personal observation, CCSSE and SENSE benchmarks
Actions: 1. Monitor and ensure implementation of and adequate resource allocation for approved recommendations from the Student Academic Advising Task Force 2. Monitor and ensure implementation of and adequate resource allocation for approved recommendations from the Retention/Completion Task Force
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by meeting notes, annual action plans and budget **Date:** July 1
Results: In Progress
Assessment Data/Evidence: Elimination of late registration was successfully achieved in 2011-2012**.**Recommendations approved and 2011-2012 budget allocations. **Use of Results for Improvement:** The College continues to review and implement recommendations by the Student Academic Advising Task Force and the Retention/Completion Task Force.

Priority Initiative #2: **Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the College.**
Objective 1: The College will support the Quality Enhancement Plan functions and activities through adequate resource allocation decisions. **Responsibility**: President
Statement of Need: To meet SACS compliance criteria and observed need from Annual Action Plans
Actions: 1. Ensure adequate resource allocation decisions through budget process
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: QEP operational budget **Date:** Annual with review by July 1
Results: Achieved
Assessment Data/Evidence: Approved 2011-2012 Vernon College budget, conference travel requests, and purchase requisitions

Use of Results for Improvement: Support of the Quality Enhancement Plan through adequate resource allocation will continue to be monitored for standardization of technology tools and college wide integration of the plan.
Objective 2: The College will continue to initiate processes for review of QEP pilot projects. **Responsibility:** President and Director of Institutional Effectiveness
Statement of Need: To meet SACS compliance criteria and observed need from Annual Action Plans
Actions:
1. Will initiate a review process and review QEP pilot projects on an annual basis.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by meeting notes, pilot compensation forms and approved purchase requisitions **Date:** Ongoing annual review with summation by July 1
Results: Achieved
Assessment Data/Evidence: Quality Enhancement Implementation Committee meeting minutes as posted in Blackboard and on the website, pilot annual reports, signed pilot compensation forms and approved requisitions for conference travel and purchases.
Use of Results for Improvement: Review of QEP pilot projects will continue through the duration of the plan to ensure college wide participation and integration.
Objective 3: The College will encourage implementation of successful innovative QEP projects or strategies. **Responsibility:** President and Director of Institutional Effectiveness
Statement of Need: To meet SACS compliance criteria and observed need from Annual Action Plans
Actions:
1. Ensure resource allocations for proven successful projects.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by Annual Action Plan and QEP operational budget **Date:** Ongoing annual review with summation by July 1
Results: Achieved
Assessment Data/Evidence: Priority Initiative #2 as supported by college components in Annual Action Plans; approved 2011-2012 Vernon College budget, conference travel requests and purchase requisitions. Feasibility plans reviewed and approved by the QEP Implementation Committee and Quality Enhancement Resource Inventory. **Use of Results for Improvement:** Support of the Quality Enhancement Plan projects and strategies through the annual planning process as well as adequate resource allocation will continue to be monitored for standardization of technology tools and college wide integration of the plan. Appointment of the Director of Quality Enhancement as Technology Committee 2012-2013 Committee Chair.

Priority Initiative #3:
Enhance the technological infrastructure of the institution.

Objective 1: The College will utilize assessment data and planning information from all components of the institution to develop an Annual Technology Action Plan.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To ensure effective and efficient purchasing processes
Actions: 1. Monitor and ensure that Assessment and Planning calendars are followed.   2. Ensure production of Annual Technology Action Plan.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Completion of Assessment Calendar and planning calendar as evidenced by minutes, Communication Reports, agendas and meeting notes. **Date:** Ongoing annual review with summation by July 1
Results: Achieved
Assessment Data/Evidence: During 2011-2012 Vernon College transitioned to outsourcing IT operations and functions to a third party vender. This transition immediately resulted in more effective and efficient purchasing. During the February 28, 2012 CE Committee meeting, Dr. Johnston reviewed and clarified the Technology Plan stating that the protocol and process for technology will be the documentation of new and or additional technology as part of the Technology Plan. The 2012-2013 Annual Technology Plan was completed by Run Biz. Due to the IT transition with Run Biz, oversight and approval of the 2012-2013 Technology Plan was by the Administrative Team.
Use of Results for Improvement: Continual progress for improvement and transition to third party vender continues for 2012-2013.
Objective 2: The College will utilize assessment data and planning information from all components of the institution to develop a three to five year technology plan.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To ensure effective and efficient purchasing processes
Actions: 1. Require each component of the College to submit a three to five year plan.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by submitted plans **Date:** Annual with review by July 1
Results: In Progress
Assessment Data/Evidence: Transition to third party vender for IT operations and functions; creation of 2012-2013 Technology Plan by Run Biz
Use of Results for Improvement: Enhanced purchasing process, development of a three to five year technology plan and annual as well as three to five year technology replenishment schedule will be monitored to ensure efficient and effective processes.

Objective 3: The College will support the technology infrastructure through appropriate resources allocation decisions.
Responsibility: President
Statement of Need: To ensure effective and efficient purchasing processes
Actions:
1. Ensure development of a Technology Plan.
2. Monitor and ensure budget development.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by Technology Plan and budget **Date:** Annual with summation by July 1
Results: Achieved
Assessment Data/Evidence: Investment in institutional technology infrastructure; development of annual replenishment schedule, IT budget
Use of Results for Improvement: Continued enhancement of the technology infrastructure and more effective replenishment schedule and purchasing for all technology
Objective 4: Maintain and enhance technology infrastructure of the President's Office
Responsibility: Administrative Secretary to the President
Statement of Need: To ensure continuous maintenance and enhancement of technology in order to accomplish primary responsibilities of Institutional Advancement, Human Resources, and Institutional Effectiveness.
Actions:
1. Maintain hardware and software inventory, and anticipated replacement rotation list
2. Monitor and ensure budget development for efficient purchasing
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by inventory list and budget **Date:** Annual with summation by January 1
Results: Achieved
Assessment Data/Evidence: Investment in institutional technology infrastructure; development of annual replenishment schedule, IT budget
Use of Results for Improvement: Continued enhancement of the technology infrastructure and more effective replenishment schedule and purchasing for all technology

Priority Initiative #4:
Incorporate general education outcomes throughout the institution and develop assessment measures to evaluate their achievement.
Objective 1: The College will ensure that the instructional component of the institution will focus on the development and implementation of general education outcomes.

Responsibility: President
Statement of Need: To meet expected SACS compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II
Actions:
1. Monitor and ensure the development of general education outcomes.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by developed general education outcomes **Date:** Ongoing annual review with summation by July 1
Results: In Progress
Assessment Data/Evidence: 2011-2012 College Effectiveness Committee approved meeting minutes posted in Blackboard include Student Learning Measures Updates by Dr. Gary Don Harkey. As part of his update, Dr. Harkey included progress toward the development of Global Learner Outcomes.
Use of Results for Improvement: Student Learning Measures Update from Dr. Gary Don Harkey was included as a standing agenda item for the College Effectiveness Committee. Dr. Harkey reported the progress made at each meeting regarding the faculty training and development of student learning outcomes. Student learning outcomes/global learner outcomes will continue to be monitored.
Objective 2: The College will emphasize multiple measures of assessment to validate the general education outcomes.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II
Actions:
1. Through direct contact with faculty and division chairs, monitor and ensure that the instructional component of the College implements multiple measures of assessment to validate the general education outcomes.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes and Assessment Calendar   **Date:** Ongoing Annual review with summation by July 1
Results: In Progress
Assessment Data/Evidence: As evidenced from Fall 2011 and Spring 2012 agendas and attendance maintained by Instructional Services, workshops and trainings regarding student learning outcomes/global learner outcomes were conducted for faculty. Multiple measures of SLOs are in process of development for all levels of instruction.
Use of Results for Improvement: The development and implementation of multiple measures of student learning to validate general education outcomes by instructional services will continue during the 2012-2013 academic year.

Priority Initiative #5:   **Provide fiscal, physical, human and technological resources to accommodate current and future needs.**

Objective 1: The College will emphasize assessment activities and planning information from all components of the College to identify fiscal, physical, human and technological resources to accommodate current and future needs. **Responsibility:** President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment Calendar results; and to ensure effective and efficient purchasing processes
Actions: 1. Monitor and ensure that the Assessment Calendar and planning processes are followed.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by completion of Assessment Calendar Communication forms and Annual Action Plans **Date:** Annual with summation by July 1
Results: Achieved
Assessment Data/Evidence: The 2011-2012 Planning Calendar and Assessment and Report Calendar were approved by the College Effectiveness Committee on September 27, 2011. Assessment and Report monthly communication forms were presented to the CE Committee as well as posted in Blackboard and on the Vernon College website. Statement of need continues to be and entry item on Annual Action Plans.
Use of Results for Improvement: The recognition, sharing and use of data for informed decision making as part of the planning process will continue to be Vernon College precedence as illustrated in the 2012-2013 Annual Action Plans, President's Monthly Update and through continued use of the Assessment and Report Calendar.
Objective 2: The College will annually receive input from internal and external constituents to identify resource needs for the future. **Responsibility:** President
Statement of Need: To meet expected SACS compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment Calendar results; and to ensure effective and efficient purchasing processes
Actions: 1. Provide formal and informal opportunities for input. 2. Utilize community focus and advisory groups.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by agendas, minutes and meeting notes **Date:** Ongoing with semiannual summation to be reviewed January and July
Results: Achieved

Assessment Data/Evidence: SIR II, SENSE, and implementation of the Vernon College Effectiveness (online) Questionnaire during Spring 2012 with approximately 170 participants. Membership of the College Effectiveness Committee had representation from all aspects of the College and was comprised of over 10% of employees. Student representation was present on CE Committee. The annual planning process included additional review and input from the Institutional Improvement Committee (CE), Facilities Committee, and Personal Committee. The Administrative Team provided oversight for the Technology Plan. Instructional Services program advisory groups required to meet annually as a formal opportunity for input. Monthly input received from the Vernon Economic Development ally group. Participation in annual meetings with community civic groups. Quarterly input from meetings with the Executive Board of the Wichita Falls Chamber of Commerce and Industry.

Use of Results for Improvement: The Vernon College Effectiveness Questionnaire results were included in a data brief along with CCSSE and SENSE and presented during Fall 2012 Faculty and Staff Development. Seeking input from internal and external constituents to identify resource needs is considered standard operating procedure as part of the Vernon College culture of research based decision making and will continue to be of great importance.

Objective 3: The College will prepare for the future through appropriate resource allocation decisions in the annual budget development process.
Responsibility: President

Statement of Need: To meet expected SACS compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment and Report Calendar results; and to ensure effective and efficient purchasing processes

Actions:
1. Monitor and ensure that the planning process drives the budget process and is completed within appropriate timelines.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: As evidenced by Annual Action Plan and budget **Date:** Ongoing annual review with summation by July 1

Results: Achieved

Assessment Data/Evidence: Approved 2011-2012 Vernon College budget; approved 2011-2012 and 2012-2013 Annual Planning Calendars; 2011-2012 minutes from the CE Committee and Board of Trustees illustrating that the planning process was followed.

Use of Results for Improvement: Monitoring of the planning and budgeting process through development of planning calendars, meeting minutes and personal contact with all components of the College will continue to ensure research based allocation decisions.

Objective 4: The College will add at least one additional leadership position at Century City Campus in Wichita Falls.
Responsibility: President

Statement of Need: To provide increased coordination of all component services to students in Wichita Falls and to provide coordination of activities for employees.

Actions:
1. Develop a specific job description and hire someone to fill the leadership position.

Resources and Approximate $:
3. Personnel, $70,000 salary plus cost of benefits
Assessment Method/Date: As evidenced by budget and position filled **Date:** January 1
Results: Not Achieved **Assessment Data/Evidence:** Position not funded/filled in 2011-2012 Academic Year. **Use of Results for Improvement:** Review job duties and include position as part of the 2012-2013 Annual Action Plan.

Priority Initiative #6:
Develop processes for fundraising and alumni to better support the College's needs through more external funding and the building of a strong alumni base.
Objective 1: The College will support process review and recommendations for change of fundraising activities to enhance external funding. **Responsibility:** President
Statement of Need: Enhanced scholarship opportunities through fundraising and capital projects.
Actions: 1. Coordinate task force to review fund raising activities to enhance external funding.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Appointment of task force and end of task force documented recommendations **Date:** July 1
Results: In Progress **Assessment Data/Evidence:** Internal administrative review led by Dr. Johnston **Use of Results for Improvement:** Coordination of task force continues as action item in future planning
Objective 2: The College will support efforts to strengthen alumni relations. **Responsibility:** President
Statement of Need: To ensure effective and efficient Institutional Advancement results
Actions: 1. Support alumni newsletter and meetings. 2. Encourage participation of alumni through personal contact.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by newsletters, agendas, minutes and meeting notes **Date:** Ongoing annual review with summation by July 1
Results: Achieved

Assessment Data/Evidence: Personal contact through alumni volleyball and softball games. Encouragement of alumni participation during commencement, graduation, Phi Theta Kappa and honors ceremonies. President's Annual Report distributed Spring 2012.

Use of Results for Improvement: Alumni newsletter, President's Annual Report and personal contact will be standard operating procedure and continue as planning action items.

Objective 3: The College will ensure focus on external fund raising through support of personnel, processes, and technology.
Responsibility: President

Statement of Need: As evidenced by Annual Action Plan

Actions:

1. Review use of software purchased during Fall 2010
2. Coordinate task force to review processes and personnel

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: As evidenced through reports produced, gift income recorded and segmented mailings; Evidence of appointments and end of task force documented recommendations   **Date:** July 1

Results: In Progress
Assessment Data/Evidence: Software reviewed by Institutional Advancement and deemed successful to assist with fund raising efforts
Use of Results for Improvement: Coordination of task force continues as action item in future planning

---

Priority Initiative #7:

Support opportunities for professional development for all Vernon College employees through appropriate funding.

Objective 1: The College will allocate resources to ensure that faculty, students and staff acquire, discover, and apply knowledge.
Responsibility: President

Statement of Need: To meet expected SACS compliance criteria and to support Annual Action Plans

Actions:

1. Ensure resource allocation for faculty, staff and students through budget process.
2. Ensure resource allocation for curriculum and technology.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: Documentation of professional development for faculty, students and staff and evidence in budget
Date: Ongoing review with summation by July 1

Results: Achieved

Assessment Data/Evidence: Approved 2011-2012 Vernon College budget; approved curriculum and technology purchase requests as well as professional development speaker and travel requests.

Use of Results for Improvement: Identification and scheduling of professional development opportunities will continue to be encouraged as part of the planning and budgeting process.

Objective 2: The College will support and make available professional development opportunities for administrators, faculty and staff.
Responsibility: President

Statement of Need: To meet expected SACS compliance criteria and to support Annual Action Plans

Actions:

1. Ensure resource allocation for administrators, faculty and staff through budget process.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: Documentation of professional development for faculty, students and staff and evidence in budget
Date: Ongoing review with summation by July 1

Results: Achieved
Assessment Data/Evidence: Approved 2011-2012 Vernon College budget; approved professional development speaker and travel requests.

Use of Results for Improvement: Identification and scheduling of professional development opportunities will continue to be encouraged as part of the annual planning and budgeting process.

Objective 3: The College will publically acknowledge administrators, faculty, staff and students who are recognized for acquiring, discovering, and applying knowledge.
Responsibility: President and Coordinator of Marketing and Alumni Relations

Statement of Need: To meet expected SACS compliance criteria and to support Annual Action Plans

Actions:

1. Recognition through institutional service awards
2. Ensure recognition through news articles of those participating in professional development.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: As evidenced by Service Award list and news articles **Date:** Ongoing annual review with summation by July 1

Results: Achieved
Assessment Data/Evidence: Institutional Service Awards presented during September Fall Kickoff luncheon with additional recognition provided in Vernon Daily Record and WF Times Record News; recognition of participation in professional development included and part of the President's Monthly Update.

Use of Results for Improvement: Recognition of employees who receive awards and participate in professional development is important to maintain a high morale and quality of work life at Vernon College. The process will continue to be implemented as well as reviewed for ways to improve.

Objective 4: Participate in professional development opportunities to enhance knowledge and skills in job related responsibilities.
Responsibility: Director of Institutional Effectiveness

Statement of Need: To ensure compliance with SACS criteria; to adequately support research based projects; and to enhance technology related skills

Actions:

1. Participate in SACS Preconference and Conference (Orlando, Florida)
2. Participate in TAIR Preconference and Conference (Corpus Christi, Texas)

Resources and Approximate $:

2. Institutional Improvement: SACS $2500; TAIR $1200

Assessment Method/Date: As evidenced budget, travel requests and travel expense reports **Date:** Ongoing annual review with summation by July 1

Results: Achieved

Assessment Data/Evidence: Approved travel request to participate in SACS preconference and conference as well as TAIR.

Use of Results for Improvement: Priority professional development opportunities included in 2012-2013 Annual Action Plans are SACS and TAIR.

Priority Initiative #8:
Implement a centralized, unified and organized recruitment and retention effort.

Objective 1: The College will annually review policies, procedures, processes, practices and programs associated with recruitment efforts.
Responsibility: President

Statement of Need: Personal observation and continuous improvement

Actions:

1. Appointment task force for recruitment.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date: Evidence of appointment and end of task force documented recommendations **Date:** July 1

Results: In Progress

Assessment Data/Evidence: Revised to creation of a Marketing/Recruiting Task Force (Integrated Marketing); Appointment of chair and membership which began meeting Fall 2012

Use of Results for Improvement: Task force recommendations will be used to enhance marketing/recruiting efforts and increase enrollment

Objective 2: The College will annually review policies, procedures, processes, practices and programs associated with retention/completion efforts.

Responsibility: President
Statement of Need: Personal observation and continuous improvement
Actions:
1. Review and revise Enrollment Management Committee purpose and responsibilities to include retention and completion oversight
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by Enrollment Management Committee purpose and responsibilities, agendas, minutes and meeting notes **Date:** July 1
Results: In Progress
Assessment Data/Evidence: Governance thru Committee charge and membership **Use of Results for Improvement:** Review of committee charge including purpose and responsibilities will continue during 2012-2013.

Priority Initiative #9: **Ensure institutional accountability through effective strategic planning and assessment processes.**
Objective 1: The College will annually review mission documents with the Board of Trustees, administration, faculty and staff to ensure the organization's commitments are clearly defined. **Responsibility:** President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS compliance Criteria and to ensure that all stakeholders have a clear understanding
Actions:
1. To annually review mission documents in meetings
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced through agendas, minutes, and meeting notes **Date:** Ongoing with summation by July 1
Results: Achieved
Assessment Data/Evidence: College Effectiveness Committee minutes and exhibits and Board of Trustees minutes and exhibits, September and October 2011. **Use of Results for Improvement:** Review of mission documents is included on the Annual Planning Calendar.
Objective 2: The College will update and adhere to an assessment activity calendar, planning calendar and budgeting cycle calendar to ensure institutional accountability. **Responsibility:** President and Director of Institutional Effectiveness
Statement of Need: To ensure data driven, effective and efficient decision making
Actions:
1. Monitor, update and ensure the adherence to assessment, planning and budgeting cycle calendars.

Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced by calendars, their completion, Key Performance Indicators of Accountability, Annual Action Plans and the operating budget. **Date:** Ongoing annual review with summation by July 1
Results: Achieved **Assessment Data/Evidence:** 2011-2012 calendars approved by College Effectiveness Committee **Use of Results for Improvement:** Approval of calendars are included on Annual Planning Calendar.
Objective 3: The College will continually scan the local, regional, state and national trends and environments to realistically prepare for a future shaped by societal and economic trends. **Responsibility:** President
Statement of Need: All employees need to be informed of future needs
Actions: 1. Participate in local and regional focus groups 2. Participate in state and national conferences 3. Budget for journals and newspapers
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: As evidenced through participation in focus groups, conferences, and component Annual Action Plans and budgets **Date:** Ongoing annual review with summation by July 1
Results: Achieved **Assessment Data/Evidence:** Participation in meetings and conferences with Wichita Falls Economic Development Task Force, NORTEX (quarterly), TACC, THECB (to discuss student success and statewide enrollment trends), Instructional Services program advisory groups, Vernon Economic Development ally group, Wichita Falls Chamber of Commerce and Industry Executive Board (quarterly), community civic groups (annual), and SACSCOC. Ongoing review of CCSSE and SENSE data for consortium and national trends as well as benchmark comparisons. Journal and newspaper subscriptions as evidenced in budget. Also use of Google Alert and other web related features to monitor the most current societal and economic information/trends. **Use of Results for Improvement:** Monitoring local to national societal and economic trends will continue to be standard operating procedure to ensure a culture of research based decision making is maintained.
Objective 4: The College will develop, organize and publicize assessment data and strategic planning information to ensure institutional accountability. **Responsibility:** President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS compliance criteria; to ensure the College Strategic Plan clearly defines the mission; an intuitional accountability report and President's report does not exist; and to ensure all stakeholders are informed
Actions: 1. Develop an institutional accountability report.   2. Develop a President's report.   3. Conduct review and update of the strategic planning process and document.
Resources and Approximate $:   2. Institutional Improvement: $10000 for production of reports
Assessment Method/Date: Development of reports by July 1 and update of strategic plan document by August 1
Results: Achieved
Assessment Data/Evidence: Vernon College 2010-2011 Annual Action Plan Summary and Key Performance Indicators of Accountability serve as accountability reports; distribution of first President's Annual Report, Vernon College Data Brief. Strategic plan components as part of annual planning calendar review by College Effectiveness Committee and Board of Trustees.
Use of Results for Improvement: All reports as well as the Annual Planning Calendar will continue as standard operating procedure.
Objective 5: The College will complete an institutional self-study to ensure ongoing SACS compliance.   **Responsibility:** President, Director of Institutional Effectiveness and Administrative Team
Statement of Need: To meet expected SACS compliance criteria which requires Fifth Year Interim Report. Periodic institutional self-studies will assist in ensuring ongoing documentation of compliance.
Actions: 1. Review and update SACS Compliance Certification document.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Completion of institutional self-study by August 1
Results: Achieved
Assessment Data/Evidence: Director of Institutional Effectiveness presentation and reports to College Effectiveness Committee as evidenced by 2011-2012 agendas and minutes.
Use of Results for Improvement: Ongoing communication and oversight by all college components will be necessary in preparation for the SACS COC 5th Year Interim Report.
Objective 6: The College will review and update the responsibilities and members of standing committees.   **Responsibility:** President and Administrative Team

Statement of Need: To ensure appropriate, effective and efficient representation and charge to committee for the entire strategic planning and assessment process.
Actions:
1. Review and update standing committees
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: Revised standing committees by July 1
Results: Achieved **Assessment Data/Evidence:** 2011-2012 Governance thru Committee responsibilities document and membership list as posted on website.
Use of Results for Improvement: Annual review will be necessary to ensure all committee responsibilities are appropriate to fulfill the College mission and the membership list includes current and college wide representation.

Division of Institutional Effectiveness - Quality Enhancement

Priority Initiative: #2 Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the college.
Objective #1: Facilitate communication regarding the Quality Enhancement Plan for the institution and outside entities (such as SACS). Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Compliance requirements as directed by SACS. As outlined and directed in the Quality Enhancement Plan document.
Actions: 1. Publish "the Quest" newsletter to be distributed to faculty and staff via mass email and post on the website as a resource. 2. Publish "the Chap" student newsletter once a semester to be posted on the website and sent to all students via their Vernon College email account. 3. Present/provide information at orientations - students, new employees, Fall and Spring faculty and staff developments. 4. Produce the QEP Annual Progress Report not later than September 2012.
Resources and Approximate $: Institutional Improvement, no $
Assessment Method/Date: 1. Produce 3 faculty/staff newsletters per academic year 2011-2012. July 2012 2. Produce 1 student newsletter per semester (Fall 2011 & Spring 2012). May 2012 3. Provide a list of dates, agendas, and participation log for orientations. May 2012 4. Annual Progress Report submitted by September 2012.
Results: see below **Assessment Data/Evidence:**

1. Produced 2 issues of the Quest - Fall 2011 and Spring 2012. The newsletter was distributed via faculty/staff email and posted on the website. **Not Achieved**

2. Published 2 issues of the Chap – Fall 2011 and Spring 2012 and distributed via student email. **Achieved**

3. New Employee Emails were sent to all new employees on a monthly basis. QEP information including Soft Chalk, Camtasia, and Wimba were presented during Faculty/Staff Development weeks August 15 – 29, 2011 and January 9-13, 2012. QEP information was distributed to students via student email, student newsletter, and using the TV Monitors of both campuses. **Achieved**

4. Annual Progress Report will be submitted to the QEP Implementation Committee in the October 29, 2012 meeting. **In Progress**

Use of Results for Improvement:

1. Due to limited time during student orientations, QEP information will be distributed to students through mass emails, Facebook/twitter, meetings with student leadership organizations, and TV monitors located on all campuses.

2. Weekly emails, the President's Monthly College Update, Facebook/Twitter, and the VCIC in Blackboard will also be used to present/provide information to faculty and staff.

3. The QEP Annual Progress Report submission date was moved back to more closely align with the college annual planning process.

Objective #2: Chair Quality Enhancement Plan Implementation Committee
Responsibility: Criquett Lehman, Director of Quality Enhancement

Statement of Need: As outlined and directed in the Quality Enhancement Plan document.

Actions:

1. Provide leadership as chair.

2. Meet monthly.

3. Ensure completion of Quality Enhancement Plan objectives.

4. Review and maintain Quality Enhancement Plan timeline.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date:

1. Agenda and minutes for the 2011-2012 academic year. July 2012

2. Number of meetings completed in the 2010-2011 academic year. July 2011

Results: Achieved

Assessment Data/Evidence:

1. Criquett Lehman, Director of Quality Enhancement chaired the Committee.

2. A total of 10 monthly meetings were conducted: August 29, 2011; September 26, 2011; October 24, 2011; November 28, 2011; January 30, 2012 (Electronic); February 27, 2012; March 26, 2012 (Electronic); April 23, 2012; June 28, 2012 (Electronic); July 30, 2012 (Electronic).

3. Accomplishments included: The Quality Enhancement Resource Inventory written process was approved October 24, 2011;2010-2011 QEP Annual Progress Report was approved October 24, 2011; Committee members voted and approved the following pilot participants for 2012-13: Marian Grona, Kathy Peterson, Jason Scheller; Formalized the feasibility review of all pilot projects which includes enhancements to the original QEP resources; CCSSE, CCFSSE, and SENSE data continued to be provided to the college community through various means. This data also included results from a CCSSE student feedback survey conducted through the VCIC.

4. The QEP timeline is reflected on each meeting agenda. All agendas and minutes for 2011-2012 were submitted and posted in the College Effectiveness Blackboard Course.

Use of Results for Improvement:

The committee will reevaluate the use of the technology tool Wimba Live Classroom to determine if it is meeting the currents needs of faculty and staff. The committee will be reviewing the progress of the QEP thus far and make recommendations for changes or enhancements during the 2012-13 academic year. The requirements of the SACSCOC Fifth Year Interim Report will continue to be reviewed and processes will be revised to reflect any changes if necessary.

Objective #3: Manage and provide support for the quality enhancement pilot program as prescribed by the Quality Enhancement Plan.
Responsibility: Criquett Lehman, Director of Quality Enhancement; Roxanne Hill, Instructional Design and Technology Coordinator

Statement of Need:
Compliance requirements as directed by SACS.
As outlined and directed in the Quality Enhancement Plan document.

Actions:
1. Recruit new pilot participants.
2. Review pilot project documentation and provide support and training for incorporation of General Education Outcomes and development of assessment measures.
3. Provide training and professional development to be completed each semester by December 2011 and May 2012.
 Organize and conduct trainings, Oversee pilot mentor program, Schedule and conduct one-on-one meetings, Participate in NISOD convention.
4. Provide technical and operational support through purchase of software and equipment, completion of mid and end-of-year reports, providing oversight for pilot portion of the QEP timeline.

Resources and Approximate $: QERI = available through Quality Enhancement Resource Inventory
2. Institutional Improvement: Funding for NISOD Convention - $1,400.00 X 5 pilot participants = $7,000.00 (Est.)
3. Personnel: QEP Pilot Stipends - $2,700.00 per pilot participant x 5 pilot participants = $13,500.00
4. Technology: All costs estimated based on 2010 figures. TOTAL: $21,524.00
   Wimba License - $15,772.00
   1 Laptop Computer - $1,300.00

3 Laptop Computers - QERI

1 Tablet Computer - $1,750.00

1 Camtasia Software - $200.00

1 Camtasia Software - QERI

1 Webcam - QERI

1 Headset with Microphone - QERI

1 Video Camcorder - $450.00

Class set of Math Manipulatives - FREE website

LivePerson Chat - $100/mo X 12 mo = $1200.00

1 Genius Mouse Pen/Tablet - $37.00

1 Projector Sharp LCD - QERI

1 Set Quizdom Clickers - QERI

Assessment Method/Date:

1. Number of new pilot applications, completion of pilot project rubrics by the QEP Implementation Committee, meeting minutes reflecting the selection of the pilot participants for the 2012-2013 academic year. December 2011

2. List of "Objective" (General Education Outcomes) section and "Assessment Data/Evidence" (Assessment Measures) section of end-of-year reports for each pilot participant. July 2012

3. List of pilot mentor resources posted to website/Blackboard, log of one-on-one meetings, log of trainings, and number of pilots who participated in NISOD Convention. Review and complete December 2011, May 2012, and August 2012. Meeting minutes reflecting updates reported to QEP Implementation Committee. January 2012, June 2012

4. Budget spreadsheet and purchase requisitions reflecting equipment and software purchases (August 2012), Resource Inventory supply (August 2012), Resource Inventory check out log (August 2012), completion of pilot mid-year reports (December 2011), completion of pilot end-of-year reports (July 2012), Committee meeting minutes reflecting the completion of pilot objectives according to the QEP timeline (August 2012).

Results: Achieved

Assessment Data/Evidence:

1. Three pilot applicants were approved by the QEP Implementation Committee on January 30, 2012. Minutes and rubrics are on file in the Director of Quality Enhancement's office.

2. The pilot objectives included using Wimba Live Classroom to facilitate online tutoring, creating student testimonials to promote the use of certain support services, applying clickers to a certification review to engage students in the content, and installing a chat feature to better answer student questions. Evidence was gathered in the form of pre and posttests, focus group surveys, comparison of test scores, and Wimba/chat tracking analytics. The assessment data gathered from this evidence was analyzed to determine the level of student engagement and the effect it had on student learning. Assessment data will also be used in order to adopt technologies or practices institution wide.

3. There were a total of 4 VConnected Team members for the 2011-12 academic year. Approximately 40 one-on-one meetings and trainings were conducted. VConnected Team member's progress was presented to the QEP Implementation Committee during the Spring 2012 meetings. All 2012-13 VConnected Team members attended the NISOD Conference May 27 – May 30, 2012.

4. All requested resources were purchased or provided through the QERI including: Wimba License; 4 Laptop Computers; 2 Camtasia Software Licenses; Webcam – included with Laptop; Headset with Microphone; Video Camcorder; Velaro Chat, Genius tablet, Projector, Qwizdom Clickers. The Quality Enhancement Resource inventory consisting of approximately 60 hardware or software items were offered and circulated to the college community. These items were checked out over 100 times throughout the year (not including unlimited access items). Mid-year reports were received November 2011 and end-of-year reports were received June 2012. May/June and July/August 2012 meeting notes reflect the completion of these projects.

Use of Results for Improvement:

1. The Committee will continue to review the Student Learning Outcomes/Objectives and the Assessment Data/Evidence to ensure implementation, assessment, evaluation and feasibility. Those pilot projects that are still considered Active will continue to assess their students during the 2012-13 academic year and report their results in January 2013 and May 2013.

2. The feasibility rubric has been implemented to assist the Committee in analyzing the level of student engagement and the effect it had on student learning. A recommendation will be made to adopt technologies or practices institution wide based on these results.

3. The QERI Survey and Professional Development Questionnaires will continue to be administered and used to assess resource viability. Results are also used for planning and improvement.

Objective #4: Ensure Compliance with SACS

Responsibility: Criquett Lehman, Director of Quality Enhancement

Statement of Need: Compliance requirements as directed by SACS.

Actions:

1. Produce QEP Annual Progress Report.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date:

1. Annual Progress Report submitted by September 2012.

Results: In Progress

Assessment Data/Evidence:

1. The QEP Annual Progress Report will be presented to the QEP Implementation Committee for approval during the October 29, 2012 meeting. End-of-year reports from VConnected Team members and each component of the college have been received and are included in the Progress Report.

Use of Results for Improvement:

1. The completion date of the QEP Progress Report has been moved to align with the College Annual Action Planning process – October 2012. Therefore, the report is in progress at this point.

Objective #5: Integrate innovative technologies, including hardware and software, as piloted through the Quality Enhancement Plan into the college infrastructure.

Responsibility: Criquett Lehman, Director of Quality Enhancement; Roxanne Hill, Instructional Design and Technology Coordinator

Statement of Need:

As outlined and directed in the Quality Enhancement Plan document.

Identified best practices from the Pilot Participant's end-of-year reports.

Personal observation of increased demand by faculty and staff (surveys, interviews, verbal communication, VC Café Sessions).

Ensure effective and cost efficient spending practices to purchase and maintain technology.

Actions:

1. Provide training opportunities and technical support through the pilot mentor program and the faculty/staff resource website.

2. Administer satisfaction surveys during the academic year.

3. Assess the Quality Enhancement Resource Inventory list to determine utilization and necessary upgrades.

Resources and Approximate $: Institutional Improvement, no $

Assessment Method/Date:

1. List of pilot mentor resources and training materials posted to website/Blackboard. May 2012

2. Provide results from satisfaction surveys. May 2012

3. Quality Enhancement Resource Inventory list results. December 2011 & May 2012

Results: Achieved

Assessment Data/Evidence:

1. Numerous resources for pilot mentors and all faculty and staff are posted in the VC Innovation Center in Blackboard. These range from tutorials for technology tools to resource documents for teaching strategies.

2. The QERI survey was administered to faculty and staff in August 2012. The results showed that faculty/staff were not only interested in the technology but wanted to learn more about instructional strategies and practices that aligned with those technology tools. Therefore, a compendium of best practices based on research will be offered through the VCIC during the 2012-13 academic year.

3. Two technology tools (WidgetCast PRO, CrazyTalk) were removed from the resource inventory based on the results of the feasibility review by the QEP Implementation Committee. Upgrades were budgeted for certain resources based on assessment data and professional development will continue to be offered for those resources identified as best practices.

Use of Results for Improvement:

Resources will continue to be made available through the VC Innovation Center in Blackboard. Wimba LiveClassroom technology is being reviewed as a result of assessment data gathered. The Committee will make a recommendation in the Fall 2012 semester and budget accordingly for the 2013-14 academic year. The QEP Implementation Committee will continue to review and approve the feasibility recommendations for the QERI based on assessment data.

Priority Initiative:
#7 Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective #1: Ensure Compliance with SACS
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Compliance requirements as directed by SACS.
Actions: 1. Participate in SACS pre-conference workshops and SACS 2011 Annual Meeting.
Resources and Approximate $: Institutional Improvement: Staff development funding to attend conferences - $2,000.00 (Est.)
Assessment Method/Date: 1. Travel Expense Vouchers indicating attendance. December 2011
Results: Achieved   **Assessment Data/Evidence:**   1. Attended 2011 SACSCOC Annual Meeting and Pre-Conference Workshops December 2-6, 2011.   **Use of Results for Improvement:**   1. The SACSCOC Annual Meeting will continue to be attended to ensure ongoing compliance as Vernon College moves closer to the 5th Year Interim Report submission date.

Priority Initiatives:
#9 Ensure institutional accountability through effective strategic planning and assessment processes.
Objective #1: Administer, analyze, and share information for assessments to be used for benchmarking and comparability purposes.   **Responsibility:** Criquett Lehman, Director of Quality Enhancement
Statement of Need: As outlined and directed in the Quality Enhancement Plan document.   Assessment information needed for institutional accountability.
Actions: 1. Administer the Survey of Entering Student Engagement (SENSE). Analyze the SENSE data and information to prepare and present results and

findings.

2. Analyze the Community College Survey of Student Engagement (CCSSE) data and information to prepare and present results and findings.

Resources and Approximate $: Institutional Improvement: Funding for SENSE Survey - $2400.00 (Est.)

Assessment Method/Date:

1. Survey administration completion. September 2011   Survey results for SENSE shared with each component of the college by August 2012 - dates, agenda, and participation.

2. Survey results for CCSSE and CCFSSE shared with each component of the college by December 2011 - dates, agenda, and participation.

Results: Achieved

Assessment Data/Evidence:

1. The Survey of Entering Student Engagement (SENSE) was administered September 12-23, 2011 and was shared with the college during the August20, 2012 Fall Semester Kickoff.

2. The Community College Survey of Student Engagement (CCSSE) data was compiled and distributed college-wide in October 2011. Data facts were sent via email on a weekly basis to all faculty and staff and presented to students on TV Monitors on all campuses on a weekly basis. The results were also shared and feedback gathered from the Student Government Association and Student Forum groups in November 2011.

3. The Community College Faculty Survey of Student Engagement (CCFSSE) data was distributed to the President's Team in October 2011 and the results are available in the Quality Enhancement course in Blackboard for all faculty and staff.

Use of Results for Improvement:

1. The SENSE administration process was found to be efficient and no changes are recommended at this time.

2. New methods of presenting and distributing data continue to be researched and implemented.

Student Services

Priority Initiative: #1 Improve the quality of educational and student support services to increase student learning and student retention.

Objective #1: Increase retention and student success by marketing student support services prior to the drop deadline.

Responsibility: Associate Dean of Student Services and Vernon College Counselors

Statement of Need: As Vernon College makes the shift to a retention driven focus we need to reach students proactively early during their first semester. Retention best practices show that personal interaction with students to help them identify support services and resources helps students succeed in classwork thus retaining them at the college.

Actions:

1. Offer "brown bag" lunch sessions for students at CCC, Vernon and Skills Training Center Campuses where counselors will offer a brief presentation on available academic support services resources and lengthy question and answer period. Sessions will be limited to 50 students as we pilot the program to judge response and feedback.   Feedback from the sessions will also help us to identify what are the students biggest

obstacles as well as what support services students are aware of and what services they are not utilizing.

Resources and Approximate $: $500 in funding for 80 brown bag lunches

1. Facilities: Available space during the lunch hour at each campus listed

2. Institutional Improvement: $500 in funding for 80 brown bag lunches

3. Personnel: Vernon College Student Services Staff

4. Technology: advertise to students through an email to all students registered that semester

Assessment Method/Date: 2 lunches offered during the fall 2011 semester and feedback from surveys distributed after the lunches

Results: Achieved

Assessment Data/Evidence: Brown bag lunches were held on the Vernon Campus on October 19th, 2011 and on the Century City Campus on October 20, 2011. Approximately 20 students attended the Vernon lunch and 30 students attended the Century City lunch. Students were very receptive and gave good feedback. A list was compiled that included all student comments and this list was presented to the administrative team via email and also discussed in the Presidents Council meeting.

Use of Results for Improvement: The luncheons provided an opportunity for us to hear student feedback first hand in a relaxed environment. It was nice to hear what areas the students felt were good and to see where they felt Vernon College was lacking. Areas such as need for more study areas at Century City, poor internet service at the dorms, and perceived poor response from instructors to student emails have been addressed. Also, partially as a result of these conversations with students the Counseling Department has implemented the use of an Academic Advising Profile for each student who has a counseling appointment. The worksheet helps students to set goals, identify potential barriers and then identify services to help overcome those barriers. We are also able to then review the sheets during the first month of school and contact the students via email to remind them of services available. We are hopeful that adding these two contact points will help increase student retention and engagement.

Priority Initiative: # 2 Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the college.

Objective #1: Actively participate in the Vernon College QEP Program.

Responsibility: all Student Services staff

Statement of Need: To meet SACS compliance criteria and observed need from the Institutional Improvement Action Plan.

Actions:

1. Student Services members will serve on the QEP committee. If Student Services QEP projects are chosen Student Services will support our own QEP efforts to ensure a successful outcome.

Resources and Approximate $: Institutional Improvement, no $ time (dedicated from Student Services staff)

Assessment Method/Date: evidence of emails and attendance at meetings. Completed 2011/2012 QEP project if it is selected.

Results: Achieved

Assessment Data/Evidence: Brandi Brannon, Director of Student Relations, applied for and was approved for a QEP Project for the 2011-2012 academic year. Her QEP Project focuses on teaching potential students about student support services prior to their enrollment at Vernon College. She produced videos of current, successful Vernon College students in which they discuss the support services they utilized during their tenure at VC and how these services helped to make them successful. These videos are shown during normally scheduled New Student Orientation (NSO) sessions. To track a group of students Ms. Brannon specifically arranged NSO sessions for area high school seniors. She plans to contact these students (who did enroll in Vernon College) again during this academic year to see if the videos effected their performance during the first year of college - did they utilized the support services.

Use of Results for Improvement: This project helped Student Services realize the value of using videos as part of our New Student Orientation sessions. We are working to incorporate a variety of media into the presentation so that students have many and varied opportunities to learn about Vernon College.

Objective #2: Student Services will continue to investigate ways to use QEP projects to enhance Student Services and will apply for at least one QEP project yearly.

Responsibility: all student services staff

Statement of Need: To meet SACS compliance criteria and observed need from the Institutional Improvement Action Plan.

Actions:

1. Promote QEP Pilot Project application to Student Services staff and encourage project development and innovative thinking. 2. Work with staff to help shape rough ideas into viable pilot projects and assist staff in completing the application process.

Resources and Approximate $: Institutional Improvement, no $ (time dedicated from Student Services staff)

Assessment Method/Date: At least one QEP Pilot Program application from Student Services in Fall 2011

Results: Achieved

Assessment Data/Evidence: The Vernon College Counselors submitted a QEP Pilot application on November 10, 2011. The application highlighted that students exhibit poor communication skills when emailing the counseling department. The implementation of a fill in the blank form would have helped students to remember to include pertinent personal information when sending educational/business emails. Hopefully these skills would carry over to the educational and personal endeavors. This QEP application was not approved by the QEP committee. They sighted lack of need and unclear measurements.

Use of Results for Improvement: Although the project was not approved, it helped to review other ways to use technology in the Counseling Department to help staff work more efficiently and help our students be more effective and successful. It also served as a reminder that a QEP project does not have to be chosen or granted as a pilot project to receive assistance from the QEP employees. We plan to use QEP services to provide training and implementation guidance in the next year for other technology based projects - such as offering electronic counseling

appointments via webcam to students separated by distance.

Priority Initiative: #3 Enhance the technological infrastructure of the institution.
Objective #1: Compilation and review of Student Services Computer Rotation.   **Responsibility:** Dean of Student Services and Associate Dean of Student Services
Statement of Need: Student Services attempts to avoid technological difficulties by proactively replacing computer hardware according to a Computer Rotation chart kept by the Dean of Student Services and the Associate Dean of Student Services. Computers are categorized as either "high use" or "low use" hardware. "High use" hardware is placed on the rotation list to be replaced by new hardware and "low use" hardware is placed on the list to be replaced by hardware cascaded internally through Student Services.
Actions: 1. Updating and Evaluating all technology hardware in Student Services. 2. Reviewing classification as "high use" or "low use." 3. Provide the technology committee with a list of the next 5 computers to be replaced.
Resources and Approximate $: time and research from Dean of Student Services and Associate Dean of Student Service   4. Technology: $5500 - 5 new computers at $1100 each
Assessment Method/Date: Computers ordered and installed by November 2011
Results: Not Achieved   **Assessment Data/Evidence:** Since this Action Plan was written, Vernon College has contracted with RunBiz Solutions to take over IT management for Vernon College beginning Fall 2011. Because of this contract, individual divisions are no longer responsible for computer procurement or rotation.   **Use of Results for Improvement:** Student Services will continue to help educate employees so that they properly and most effectively use the RunBiz system for technology help services, procurement, and management.

Objective #2: With the launch of the new Vernon College website Student Services will devote resources to enhancing our own webpages so that they become a vital source of information for potential and current students.   **Responsibility:** Director of Student Relations, Associate Dean of Student Services, and Dean of Student Services
Statement of Need: Student Services has focused commitment to using a technology rich environment that can serve as a resource to students when personal contact is not readily available.
Actions: 1. Track "hits" to Student Services portions of the new VC website to determined most used areas. 2. Review those areas for additions and clarifications.
Resources and Approximate $:

4. Technology: assistance and training from IT department to initialize tracking and then to manage our Student Services section of the website

Assessment Method/Date: Tracking data presented to Dean of Student Services in May 2012

Results: In Progress

Assessment Data/Evidence: Student Services is still working on our portion of the Vernon College website by balancing the requirements of federally mandated information, potential student information, and current student information. We have continued to add to and rearrange our portion of the website. We have met with the Director of Quality Enhancement to review the options available to us and plan to begin tracking in Fall 2012.

Use of Results for Improvement: Student Services will review "hits" to our portion of the website to determine most used areas and then review those areas so that they are always current and explanatory.

Priority Initiative: #4 Incorporate general education outcomes throughout the institution and develop assessment measures to evaluate their achievement.

Objective #1: Create a designated physical, on campus "athletic study hall" space that all Student Athletes can utilize.

Responsibility: Dean of Student Services and Associate Athletic Director

Statement of Need: Vernon College Student Services continues to emphasize the "student" in the term Student Athlete. To help athletes develop strong study skills and focus on academics coaches would like to acquire space to serve as a dedicated athletic study hall where students can study, get tutoring, and focus on their academic needs.

Actions:

1. Identify unused classroom style space on the Vernon Campus that can serve as a devoted study hall area for athletes.

Resources and Approximate $:

1. Facilities: review available spaces and provide tables and chairs

Assessment Method/Date: Review of facilities usage and appropriation by December 2011

Results: Not Achieved

Assessment Data/Evidence: Athletics was not able to identify a designated classroom space to be used solely as an athletic study hall. The athletic teams used space in the Library and Colley Student Center to meet their needs.

Use of Results for Improvement: Athletics will continue to utilize available space for athletic study halls.

Priority Initiative: #5 Provide fiscal, physical, human, and technological resources to accommodate current and future needs.

Objective #1: Provide on campus transportation to Vernon College police officers to help provide optimal security with minimal staff.

Responsibility: Vernon College Chief of Police and Dean of Student Services

Statement of Need: The Vernon and Century City Campuses are each manned by one police officer daily. The physical space requiring patrol can be large enough to make emergency response time long. Because purchase and maintenance of college vehicles is cost prohibitive Student Services

will research purchase price and maintenance price of alternative modes of on campus transportation for Vernon College police officers.

Actions:
1. Research and develop a proposal for providing Vernon College police with on campus transportation other than a standard college vehicle such as a Segway or a golf cart/gator type mode of transportation.
Resources and Approximate $: Institutional Improvement, no $ research and preparation time from Student Services Personnel
Assessment Method/Date: Proposal presented to Vernon College President by May 2012
Results: Not Achieved
Assessment Data/Evidence: Student Services was unable to identify any grants specific to providing on campus transportation for police officers.
Use of Results for Improvement: Student Services will continue to evaluate security and officer needs so that this information can be included in future budget discussions.

Objective #2: Provide up to date and modern conveniences to students who live on the Vernon Campus.   **Responsibility:** Director of Housing and Dean of Student Services
Statement of Need: The Vernon College student residents continue to voice their desire to have Wireless Internet Access in the Vernon College Resident Halls. This has become a fairly common service at many public places - airports, restaurants, libraries, etc….
Actions: 1. Work with VC IT department to provide Wireless Internet Services in the Vernon College Residence Halls so that student residents can utilize it.
Resources and Approximate $:
1. Facilities: installation space for servers
4. Technology: $5400 (12 wireless access boxes at $450 each Exact cost unknown until time of installation), time of Vernon College IT staff
Assessment Method/Date: Wireless internet installed and functional by December 2011
Results: Achieved
Assessment Data/Evidence: Wireless internet was installed in Residence Halls for Fall 2011 semester
Use of Results for Improvement: Student Services will continue to monitor the effectiveness of the services that were installed and work with RunBiz solutions to optimize this service for student living on the Vernon Campus.

Priority Initiative: #6 Develop processes for fundraising and alumni to better support the College's needs through more external funding and the building of a strong alumni base.
Objective #1: Promote alumni opportunities to Vernon College athletes.   **Responsibility:** Dean of Student Services and Associate Athletic Director
Statement of Need: Vernon College athletes represent a specific group of students who are from diverse backgrounds and locations and often go

on to 4 year universities.
Actions:
1. Encourage Vernon College athletes to join the Vernon College Alumni Association during the annual Vernon College Sports Banquet.
Resources and Approximate $:
2. Institutional Improvement: Alumni group literature to provide at banquet and alumni representative speaker
Assessment Method/Date: Alumni information inclusion at Spring 2012 Vernon College Sports Banquet
Results: Achieved
Assessment Data/Evidence: The Vernon College Sports Banquet was held on April 30, 2012. Each athlete was provided with materials promoting the Alumni Association. Representatives were on hand to discuss the association with any interested students.
Use of Results for Improvement: Vernon College Athletics will continue to promote the Alumni Association with inclusion in the annual Sports Banquet.

Objective #2: Promote Vernon College and it's alumni through the annual Vernon College Honors Program.
Responsibility: Dean of Student Services and Associate Dean of Student Services
Statement of Need: Support Institutional Advancement programs and opportunities at all Student Services functions.
Actions:
1. Promote the offering of the Vernon College "Friend of the College" award to area "entities" and businesses not necessarily individuals so that a bigger impact can be felt and highlight the impact of VC alumni.
Resources and Approximate $:
2. Institutional Improvement: Alumni group literature to provide at banquet and alumni representative speaker
Assessment Method/Date: Documentation of promotion at 2012 Honors Program
Results: Achieved
Assessment Data/Evidence: The Vernon College Honors Program was held in Wichita Falls on April 20, 2012. All attendees were presented with information promoting the Vernon College Alumni Association. The Friend of the College selection is made each year by the Vernon College President. Dr. Johnston chose Glenn Barham, Mayor of Wichita Falls as this year's Friend of the College award recipient. Mayor Barham discussed the Vernon College alumni in Wichita Falls and their impact on the city.
Use of Results for Improvement: Vernon College Student Services will continue to promote the Alumni Association with inclusion at the annual Honors Program.

Priority Initiatives: #7 Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective #1: Provide internal staff development specific to athletics to all coaches.

Responsibility: Dean of Student Services and Associate Dean of Student Services

Statement of Need: Create a sense of camaraderie and understanding with all Vernon College coaches and athletic teams by providing a one day meeting which will focus on topics of specific interest and also ensure that all Vernon College athletic teams are following the same policy, procedure, and purpose.

Actions:
1. Provide a full day retreat to Vernon College Coaches and Assistant Coaches with the Dean of Student Services to review all applicable conference rules, Vernon College rules and expectations, new procurement procedures and expectations of the coming year and any other pertinent requirements for the coming year.

Resources and Approximate $: Institutional Improvement, no $ (time from Dean of Student Services and Athletic Staff)

Assessment Method/Date: Meeting completed in August 2012

Results: Achieved

Assessment Data/Evidence: On August 16, 2012 from 9 am until 4:30 pm the Dean of Student Services, Associate Athletic Director and Associate Dean of Student Services met with all Athletics Staff including assistant coaches. The agenda covered topics such as Annual Planning, Student Engagement, Budget policy and procedure, a thorough review of the Vernon College Athletic Policy and Procedure Manual, as well as conference, NIRA, and NJCAA rules.
Use of Results for Improvement: This meeting will become a yearly event because of the positive response.

Objective #2: Provide internal staff development to Vernon College Counselors.
Responsibility: Dean of Student Services and Associate Dean of Student Services

Statement of Need: Due to conference schedules, travel budgets, and campus coverage it has been difficult for Vernon College Counseling Staff to attend any off campus training as a group. Therefore, we will look for a program to bring on campus that is tailored to our interests and needs to help provide staff development.

Actions:

1. Associate Dean of Student Services will meet with staff to determine topics for our internal workshop then research and arrange for a guest speaker to provide appropriate training.

Resources and Approximate $: Institutional Improvement, no$ (time from Associate Dean of Student Services and payment/ honorarium to guest speaker).

Assessment Method/Date: On site staff enrichment program completed by August 2012

Results: Achieved

Assessment Data/Evidence: The Vernon College Counselors, Director of Student Relations, Testing Coordinator and Associate Dean of Student Services met with Mitzi Lewis, PhD. on October 20, 2011 and December 12, 2011. The workshop was conducted in 2 sessions and focused on helping Student Services focus on what information we wanted to communicate with students electronically via the website as well as the best

ways to accomplish our goals. Everyone found the exercises and information very useful and many ideas were put into immediate practice via updates to our website.

Use of Results for Improvement: We continue to use the practices taught to us in our refinement of Student Services areas of the website.

Priority Initiative: #8 Implement a centralized, unified and organized recruitment and retention effort.
Objective #1: Assure Vernon College students that plan to transfer to MSU that they are taking the correct courses and on the right path. **Responsibility:** Vernon College Counselors
Statement of Need: Vernon College's main transfer partner is Midwestern State University. We continue to promote our positive relationship with our local 4 year university. Students continue to voice concern and fears that classes will not transfer or that they are taking the wrong class.
Actions: 1. Conduct a "Degree Check Day" in partnership with MSU to help Vernon College students see our positive relationship with MSU, help students stay focused on their goal of transferring to a 4 year school, and avoid advising errors. Set up a day on the Vernon and Century City campuses to sit with our MSU counterparts and meet with students to ensure that students are taking the right academic courses and also that students are aware of transfer deadline and requirements.
Resources and Approximate $: Institutional Improvement, no $time and promotional materials and efforts through the classroom
Assessment Method/Date: "Degree Check Day" completed on both the Century City and Vernon campus by May 2012.
Results: Achieved
Assessment Data/Evidence: Degree Check Days in partnership with Midwestern State University were held on October 24th on the Vernon Campus and October 25th on the Century City Campus. Both events were well attended and as a bonus to Vernon College students Midwestern State University waived the application fee for students who participated. Midwestern State University also participated in our annual Vernon College Transfer Fairs on March 27 & 28. **Use of Results for Improvement:** Student Relations will continue to coordinate this event in future years - the event for Fall 2012 has already been scheduled.

Objective #2: Utilized formed committees to meet the changing goals in community college education and focus on retention. **Responsibility:** Director of Student Relations
Statement of Need: With an emphasis on retention, the focus of the Enrollment Management Committee has changed from a culture of documenting efforts to proactively planning to meet goals.
Actions: 1. Convene the Enrollment Management Committee to meet, develop, and monitor progress of the objectives set forth by the Vernon College President.
Resources and Approximate $: Institutional Improvement, no$ time and efforts of committee members

Assessment Method/Date: Agendas and minutes from meetings

Results: Achieved

Assessment Data/Evidence: The Enrollment Management Committee met on April 4, 2012. The committee reviewed the charges to the committee and discussed each of their current recruiting practices. At this time the President has given no further instruction on the charges of the committee.

Use of Results for Improvement: The Enrollment Management Committee will continue to meet as outlined by the Governance thru Committee structure.

Priority Initiative: #9 Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #1: Provide potential students with individual attention to help make higher education and accessible option.

Responsibility: Dean of Student Services and Associate Dean of Student Services

Statement of Need: Many students entering higher education through the community college do not have a firm understanding of the process, policies, or programs available to them. Because of this their start in college is either delayed or hampered by misunderstandings. It would be optimal to have a position to serve as a point of contact to help potential students navigate the entrance process and help current students identify resources and weigh options available to them.

Actions:

1. Create a position and job description to meet these needs.

Resources and Approximate $: Institutional Improvement, no $ (development time and research by staff)

Assessment Method/Date: job description and position request made to Vernon College President in January 2012

Results: In Progress

Assessment Data/Evidence: The personnel request was made to the President; however, due to budgetary reasons this position was not funded for the 12-13 academic year.

Use of Results for Improvement: With the expansion of the Century City Center, a current job description for a Coordinator of Student Engagement has been compiled by the Dean of Student Services. This job description will continue to be refined and the request will be resubmitted for funding for the 2013-2014 academic year.