

**Vernon College Annual Action Plan 2012-2013
Final Summary
by Component**

Administrative Services

Book Stores

<p>Priority Initiative #5: Support opportunities for professional development for all Vernon College employees through appropriate funding.</p>
<p>Objective #1: Attend CAMEX</p>
<p>Responsibility: Kim Bateman, Garry David</p>
<p>Statement of Need:</p> <ol style="list-style-type: none"> 1. CAMEX educational sessions share proven strategies that save time and improve bookstore operations. 2. Attend trade show to purchase general merchandise including school supplies for the upcoming year. During the 3 day buying show vendors offer special discounts for orders placed at the show. The savings from show specials can cover the cost of CAMEX. 3. Attend group roundtable discussions with colleagues and industry professionals, identifying practices that best fit our campus market.
<p>Actions:</p> <ol style="list-style-type: none"> 1. Include sufficient funds in the annual budget to allow director to attend Campus Market Expo. 2. Attend educational sessions and meetings. 3. Attend buying show to purchase general merchandise for the upcoming year.
<p>Resources and Approximate \$: Institutional Improvement \$1,800</p>
<p>Assessment Method/Date: General merchandise purchased, session handouts, meeting/session notes. Date: February 2013</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence: Due to personnel changes at both stores, we did not send the bookstore managers to the Southwest College Bookstore Association meeting but instead had both managers attend CAMEX with Kim (where they got snowed in an extra day in Kansas City). I discussed the trade show with Kim and the managers and they all felt it was a good show.</p> <p>Use of Results for Improvement: They purchased several new items to sell in the Bookstore's and also got some good merchandising ideas from colleagues. Offering new lines of general merchandise to students based on recommendations from colleagues.</p>
<p>Objective #2: Send 2 book store employees to Dallas Pen Show</p>

Responsibility: Kim Bateman, Garry David
Statement of Need: Attendance allows stores to purchase merchandise for the upcoming year at discounted prices. The savings from show specials can cover the travel expenses.
Actions: 1. Include sufficient funds in the annual budget to allow director and bookstore clerks to attend Dallas Pen Show.
Resources and Approximate \$: Institutional Improvement \$400 (\$200/store)
Assessment Method/Date: Merchandise purchased. Date: March/April 2013
Results: Achieved Assessment Data/Evidence: Kim went to the show and bought almost all of the pens, notebooks, etc. that are currently being sold in the stores. Use of Results for Improvement: The main reason for going to the trade shows is to try to stay on top of the most recent trends and stock the items that the students are requesting. We have added a number of new items to our stores.

Priority Initiative #6:
Provide fiscal, physical, human and technological resources to accommodate current and future needs.

Objective #1: Purchase InSite System
Responsibility: Kim Bateman, Garry David
Statement of Need: InSite is a managed online bookstore. InSite would allow students to purchase books online. Faculty can browse titles and submit adoptions. Availability of online book purchases and book rentals will reduce the students overall cost of attendance thereby providing additional financial support to make education more affordable as identified in CCSSE Support for Learners 9f.
Actions: 1. Use InSite to capture internet sales and defend against online competition. 2. Use Textbook Management System to allow faculty to browse titles and submit adoptions. Instructors can see many textbook options available by browsing/searching the MBS Faculty Center Network database. Textbooks can be adopted based off of the previous semester submissions (if books are not changing) without entering all of the information for each textbooks used during that semester. 3. Students viewing their registration information and schedules can link directly to the textbook ordering section of the InSite online bookstore. Here they're able to view their courses and required texts. The InSite application automatically will import all of the required course materials. 4. The Bookstore InSite Website will allow the bookstores to help and support students by allowing them to access the online bookstore for information and resources.
Resources and Approximate \$: Technology \$6,500 License Fee, \$2,100 Annual Support Fee - Will need some IT support with initial set up.
Assessment Method/Date: September 2012 1. Bookstore Staff will train through online resources provided by MBS Textbook System. 2. Bookstore Director will set up Bookstore InSite Website with MBS. 3. Vernon Bookstore Staff will fill and ship online orders submitted through the InSite online bookstore.

4. Bookstore Managers will train faculty on the Faculty Center Network in order for them to stay informed of new book information.

Results: In Progress

Assessment Data/Evidence: Due to delays in implementation of book rental kiosks, we delayed the purchase of the InSite system until the 2013/2014 year.

Use of Results for Improvement: The InSite system is included in the 2013/2014 Annual Action Plan and Budget and will be purchased in early 2013/2014 year.

Objective #2: Purchase GMOnline System

Responsibility: Kim Bateman, Garry David

Statement of Need: GMOnline is the General Merchandise portion of InSite. GMOnline allows items other than textbooks to be sold online. Online catalogs can be created and we control and decide what is sold online. This could include anything from sweatshirts to supplies.

Actions:

1. Use GMOnline to capture internet sales for all general merchandise.
2. All general merchandise received will be entered into GMOnline as it is checked in, allowing a current and usable inventory worksheet at any given time. Also allowing us to integrate add-on inventory software. The add-on software would allow each item to be scanned during the year-end inventory. Reports can be generated instantly and accurately.

Resources and Approximate \$: **Technology** - 3,300 License Fee, \$520 Annual Support Fee, \$1,500 Approx. training fees and expenses - Will need some IT support with initial set up.

Assessment Method/Date: January 2013

1. Bookstore staff will enter all current general merchandise into GMOnline after adequate training.
2. All new merchandise will be integrated into GMOnline.
3. Add general merchandise to online bookstore.

Results: In Progress

Assessment Data/Evidence: Due to delays in implementation of book rental kiosks, we delayed the purchase of the GMOnline system until the 2013/2014 year.

Use of Results for Improvement: The GMOnline system is included in the 2013/2014 Annual Action Plan and Budget and will be purchased in early 2013/2014 year.

Objective #3: Hire additional part time staff

Responsibility: Kim Bateman, Garry David

Statement of Need: The increasing growth in the Wichita Falls bookstore with student enrollment and the new store location requires more time and staff to efficiently take care of students.

Actions:

1. Hire a part time staff for the Wichita Falls Bookstore.

Resources and Approximate \$: Personnel - \$9,000
Assessment Method/Date: Performing bookstore duties and task in an organized and proficient manner. Supported by providing better service for the students. Date: September 1, 2012
Results: Achieved Assessment Data/Evidence: We have hired an addition part time helper (TiSierra). Use of Results for Improvement: The new helper spends most of her time in Vernon but working on Wichita Falls projects (returns, transfers, etc.). She will also handle all of the on-line orders for both stores when the InSite program is implemented this Fall.

Objective #4: Send Book Store managers to SWCBA
Responsibility: Kim Bateman, Garry David
Statement of Need: Continual professional development is essential in order to stay updated with the upcoming and changing needs of the bookstores operations.
Actions: 1. Include sufficient funds in the annual budget to allow managers to attend the Southwest College Bookstore Association meeting. 2. Attend educational sessions and meetings.
Resources and Approximate \$: Institutional Improvement \$2,600 (\$1,300/store)
Assessment Method/Date: Session attendance handouts, technology/training updates, notes from meetings. Date: October 2012
Results: Not Achieved Assessment Data/Evidence: Due to personnel changes at both stores at about the time of the meeting, we did not send the managers to the SWCBA meeting. Use of Results for Improvement: We have included attendance of the SWCBA meeting by both book store managers in the 2013/2014 Annual Action Plan and Budget.

Business Office

Priority Initiative #5: Support opportunities for professional development for all Vernon College employees through appropriate funding.

Objective #1: POISE User Group Training
Responsibility: Mindi Flynn, Stacy Lallmann, Garry David
Statement of Need: Ongoing professional development for Business Office Staff
Actions: 1. Enroll 4 staff members in conference and make travel arrangements
Resources and Approximate \$: Institutional Improvement - \$3500

Assessment Method/Date: Conference materials, group discussions Date: Summer 2013
Results: Achieved
Assessment Data/Evidence: Mindy, Stacy, Margaret and Shelly attended the SCPUG in Tulsa in April. Travel expense reports were processed and paid. We discussed several processing changes that were talked about at the meetings as well as some new products/modules to consider in the future. Stacy and Melissa Elliott were given awards by ESP for the work over the past years to help improve the product.
Use of Results for Improvement: Margaret got some good ideas on better ways to enter employee and student/employee data. She has implemented the changes and improved her process. Mindy and Stacy made more good contacts at the industry round table discussions and will reach out to those counter peers as circumstances arise.

Priority Initiative #6: Provide fiscal, physical, human and technological resources to accommodate current and future needs.
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Objective #1: Transition to Direct Deposit for Payroll Checks
Responsibility: Mindi Flynn, Margaret Tubbs, Garry David
Statement of Need: Make Business Office processes more efficient by going 100% direct deposit with payroll checks.
Actions: 1. Get direct deposit info on all employees; set up Employee ID cards for employees with no existing bank account
Resources and Approximate \$: Institutional Improvement - no additional funds required
Assessment Method/Date: Achieve 100% direct deposit Date: by January 1, 2013
Results: In Progress
Assessment Data/Evidence: We have taken the first step by changing to electronic only delivery of Direct Deposit vouchers. Next step will be to gather cost savings data and meet with administrative team to assess support for moving forward.
Use of Results for Improvement: Moving to electronic delivery of vouchers has saved processing time and the cost of printing and mailing the vouchers. We will use that data to help illustrate the benefits of moving to Direct Deposit of checks.

Objective #2: Replace printer in Mindi Flynn's office
Responsibility: Mindi Flynn, Jim Binion
Statement of Need: new Dell Printer to replace existing equipment
Actions: 1. order printer thru Jim Binion
Resources and Approximate \$: Technology - \$750
Assessment Method/Date: Receipt of new printer Date: 10-15-12
Results: Not Achieved
Assessment Data/Evidence: The existing printer stopped making the strange noises it had been making so we did not buy a new one.

Use of Results for Improvement: There are no plans to replace this printer at this time.

Objective #3: Hire Purchasing Agent

Responsibility: Garry David & Admin Team

Statement of Need: A Purchasing agent is needed to streamline the purchasing process and to better take advantage of quantity purchases and State approved purchasing co-ops

Actions:

1. Advertise and hire an experienced purchasing agent

Resources and Approximate \$: Personnel - \$55,000 plus benefits

Assessment Method/Date: Purchasing Agent hired **Date:** by 09-01-12

Results: Not Achieved

Assessment Data/Evidence: Money was not allocated in the 2012/2013 Budget to fill this position.

Use of Results for Improvement: Due to on-going budget constraints I did not include this position request in the 2013/2014 Annual Plan or Budget. We have implemented some on-line purchasing programs as well as using Purchasing Co-op's more to streamline the purchasing process and will continue to look for other ways to improve and save money.

Physical Plant

Priority Initiative #6:

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

Objective #1 : Update 2012-2013 All Campuses Priority Ranking

Responsibility: Physical plant directors 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 \$: Facilities - Currently budgeting \$250,000 per year for all capital projects at all campuses

Assessment Method/Date: Meeting notes, emails, budget - Updated 2012-2013 Master Plan **Date:** by June 30, 2013

Results: Achieved

Assessment Data/Evidence: Meeting notes and All Campuses Priority Ranking posted in Blackboard

Use of Results for Improvement: Recommended projects were presented to the administrative team and the approved projects have been completed.

Objective #2 Complete all approved projects by 08-31-13 - Vernon
Responsibility: Physical Plant managers and Dean of Administrative Services
Statement of Need: As identified in the All Campuses Priority Ranking
Actions: 1. Quarterly reviews by Dean of Administrative Services to make sure we're on target to complete projects
Resources and Approximate \$: Facilities: Approximately \$125,000 per year included in annual budget to cover capital projects on Vernon campus.
Assessment Method/Date: Complete all approved projects Date: by 08-31-13
Results: Achieved
Assessment Data/Evidence: All approved projects have been completed.
Use of Results for Improvement: All projects focused on student and employee safety or improving the overall appearance of Vernon College.

Objective #3 Complete all approved projects by 08-31-13 – Wichita Falls
Responsibility: Physical Plant managers and Dean of Administrative Services
Statement of Need: As identified in the All Campuses Priority Ranking
Actions: 1. Quarterly reviews by Dean of Administrative Services to make sure we're on target to complete projects
Resources and Approximate \$: Facilities: Approximately \$125,000 per year included in annual budget to cover capital projects on all Wichita Falls campuses.
Assessment Method/Date: Complete all approved projects Date: by 08-31-13
Results: Achieved
Assessment Data/Evidence: All approved projects have been completed.
Use of Results for Improvement: All projects focused on student and employee safety or improving the overall appearance of Vernon College.

Objective #4: Add 4 new custodial positions at Century City
Responsibility: Facilities Manager and Dean of Administrative Services
Statement of Need: Addition/renovation of 76,911 SF (129% increase at CC) of office and classroom space will require at least 4 new custodians.
Actions: Hire 4 new custodians prior to moving into the new areas.
Resources and Approximate \$: Personnel \$104,000– 4 @ \$26,000 salary and benefits
Assessment Method/Date: New employees in place prior to move in Date: Mid July, 2012
Results: Achieved
Assessment Data/Evidence: Due to budget constraints we only hired 3 new custodians.
Use of Results for Improvement: All Wichita Falls facilities are being kept clean and orderly at all times.

Admissions, Financial Aid and Records

Admissions

Priority Initiative #2:

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

Objective #1: Maintain Admissions Office CCSSE and SENSE satisfactory rankings and improve annually
Responsibility: Dean of Admissions and Financial Aid/Registrar
Statement of Need: Improvement of admissions services to students
Actions: 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 \$: Institutional Improvement - Annual fee for participation in "Apply Texas" program \$ 1,400
Assessment Method/Date: Number of students applying on-line and meeting admissions requirements timely. Date: July CCSSE and SENSE satisfactory rankings Date: CCSSE /August 2013 and SENSE/Spring 2014 KPIA numbers Date: May 2013
Results: Achieved Assessment Data/Evidence: The common application for Texas, "Apply Texas", is the only online application used by the College. VC received approximately 725 online applications for the Fall 2013 semester. Greater than 80 % of Fall 2013 students registered online, which indicates they have met admission requirements. CCSSE response for Satisfied/Very Satisfied (Admissions and Records Office) improved from 80.4% in 2011 to 86.2% for 2013. An increase of 7.2% per Director of Quality Enhancement. Use of Results for Improvement: Continue monitoring 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 utilize staff. Additional Admissions staff position was added in Wichita Falls at our CCC.

Objective #2: 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: <ol style="list-style-type: none">1. Contact each service area high school during early spring regarding "Campus Connect" on-line registration process for dual credit students2. Mail dual credit brochure and "Campus Connect" instructions to dual credit participating schools3. Follow up on dual credit applicants during June, July, and August to verify admission requirements, TSI status, and enrollment4. Provide contact point for dual credit registration and Campus Connect questions

Resources and Approximate \$: Institutional Improvement no \$

Personnel: Director of Admissions (Est. \$40,000)

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

Results: In Progress

Assessment Data/Evidence: Lack of position funding mandates use of online registration for dual credit high school students. The Dual Credit Brochure and Web Registration Instructions are mailed to participating schools to assist these students. Follow up contact is made during August VCAP meeting with high school contacts.

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

Priority Initiative #6:

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

Objective #1: Maintain and improve student satisfaction ranking

Responsibility: Dean of Admissions and Financial Aid/Registrar

Statement of Need: Meet the needs of students at each VC location as student enrollment increases

Actions: Hire and train additional personnel as needed due to enrollment increases

Resources and Approximate \$: Personnel: Classified II position for Admissions and Records Office at CCC (\$20,000)

Technology: Computer (\$1,100) Telephone (\$250) and Printer (\$250) for above position

Physical: Desk and chairs for above position (\$500 est.)

Assessment Method/Date: Review completed upon completion of CCSSE survey and receipt of results **Date:** August 2013

Results: Achieved

Assessment Data/Evidence: Additional staff position for CCC Admissions and Records Office was hired and trained. CCSSE question response to "Satisfaction: Admissions and Records Office" increased to 86.2% for 2013 from 80.4% for 2011 of Satisfied/Very Satisfied. An increase of 7.2% per Director of Quality Enhancement.

Use of Results for Improvement: Continue monitoring processes and practices for improvement opportunities and need for staffing increases if volume warrants and/or CCSSE results indicate.

Priority Initiative #7:

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 2 replacement scanners for Admission staff of 12
2. Purchase 2 replacement printers for Admission staff of 12

Resources and Approximate \$: **Technology** Scanners \$2000 @ \$2000 = \$4,000 Dell or HP Printers 2 @ \$750 = \$1,500

Assessment Method/Date: Purchase of above before or during 2012-13 academic year. **Date:** August 2013

Results: Achieved

Assessment Data/Evidence: New printers and scanners were purchased as needed.

Use of Results for Improvement: Continue to keep technology current and functional to maintain compliance with THECB and SACS requirements.

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #1: Use SENSE and CCSSE data to increase survey driven scores for Admissions processes

Responsibility: Dean of Admissions and Financial Aid/Registrar

Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes

Actions: Review CCSSE and SENSE data to identify high performing schools in Admissions. Review those high performing schools processes, policies, procedures, practices, and programs.

Resources and Approximate \$: **Institutional Improvement** no \$ Time and Effort

Assessment Method/Date: Review completed upon completion of surveys and receipt of results **Date:** May 2013

Results: Achieved

Assessment Data/Evidence: CCSSE results (Satisfied/Very Satisfied) for question, "Satisfaction: Process for getting admitted into college" show an increase of 3.6% from 88.0% in 2011 to 91.2% for 2013. CCSSE question, "Most staff members have been friendly in their interactions with me" results (Agree/Strongly Agree) show an increase of 4.3% from 89.1% in 2011 to 92.9% for 2013.

Use of Results for Improvement: Continue monitoring processes and practices for improvement opportunities

Financial Aid

Priority Initiative #1:

Implement a centralized, unified and organized recruitment and retention effort.

Objective #1: Increase total financial aid awarded annually (as reported in KPIA) 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 internal processing time per ISIR to 5 business days. Maintain technology as required by Department of Education (DOE)

Actions: Hire and train additional personnel as needed to serve VC students

Resources and Approximate \$: **Personnel:** Hire and train Classified II processing positions as needed by aid application volume (Est. \$20,000)

Technology: DOE required processing computer (Est. \$1,500)

Assessment Method/Date: Amount of aid awarded per FISAP and CB Financial Aid reports. Reported as KPIA **Date:** 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 increased slightly to \$15,455,034 for the 2012-13 award year compared to \$15,432,098 for 2011-12. Pell Grant volume decreased from \$6,070,913 for 2011-12 to \$5,736,853 for 2012-13. This decrease was expected due to the reduction in the Pell eligibility EFC ceiling, the Pell lifetime eligibility used maximum, and changes in the auto-zero EFC formula. Student loan volume increased from \$6,562,210 for 2011-12 to \$6,734,065 for 12-13.

Use of Results for Improvement: Continue monitoring processes and practices for improvement opportunities and need for staffing increases if volume warrants.

Priority Initiative #2:

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

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 first letter of concern regarding attendance and explain financial aid consequences for non-attendance

Resources and Approximate \$: **Institutional Improvement:** Faculty assistance and telephone/supply budget

Assessment Method/Date: Financial Aid staff signatures on all drop and withdrawal forms. Date: 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. Financial Aid staff 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.
Use of Results for Improvement: Continue monitoring processes and practices for improvement opportunities.

Objective #2: Maintain VC cohort student loan default rate as calculated by DOE at 15% or lower for 3 consecutive years
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: <ol style="list-style-type: none"> 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 \$: Institutional Improvement: Consulting fees of approximately \$18,000
Assessment Method/Date: Department of Education Cohort Default Rate. Date: September
Results: Not Achieved
Assessment Data/Evidence: Our official 2011 rate was 12.2% down significantly from our 2010 rate of 21.3%.
Use of Results for Improvement: If our rate stays below the threshold for 3 consecutive years, we will be able to offer benefits to our students such as no 30 day delay for first-year, first-time borrowers and single disbursement for one semester loans. Continue to contract with ECMC for default management services and budget for increased costs due to loan volume.

<p>Priority Initiative #4: Integrate the Quality Enhancement Plan functions and activities into the infrastructure of the College.</p>

Objective #1: 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: <ol style="list-style-type: none"> 1. Participate in New Student Orientation 2. Outreach to financial aid applicants with personalized letter from VC President 3. Provide Financial Aid outreach presentations to high school students/parents and counselors
Resources and Approximate \$: Institutional Improvement - Time, Effort, and Supplies (approx. \$1,000)
Assessment Method/Date: Improvement of CCSSE benchmarks for 2011-12 academic year. Date: August 2013

Results: Achieved

Assessment Data/Evidence: The CCSEE Financial Aid benchmarks results for Spring 2013 show a mean of 2.66 which is a marked improvement over the 2011 mean of 2.48. The 2013 mean is .08 above the comparative group mean of 2.58. Our 2009 mean was .29 below the comparative group mean. The 2013 Financial aid CCSEE scores show a significant improvement in student satisfaction with financial aid advising. We experienced a 27% increase compared to our 2011 score and a 51% increase compared to our 2009 student satisfaction scores.

Use of Results for Improvement: Continue with above actions 1, 2, and 3. Monitor CCSEE results after receipt of next survey. Additional actions taken, included a student loan tutorial, "Financial Aid 101", and "Why I Chose VC" videos.

Priority Initiative #5:

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

Objective #1: 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: Attend annual DOE conference, called THECB conferences, and other professional development opportunities

Resources and Approximate \$: **Institutional Improvement:** Travel budget of approximately \$5,000

Assessment Method/Date: Unqualified audit with no management letter notations or findings **Date:** January

Results: Achieved

Assessment Data/Evidence: Received unqualified audit with no findings

Use of Results for Improvement: Continue attendance of annual DOE conference and other professional development opportunities. Continue to improve annual internal self-auditing process by Director of Financial Aid.

Priority Initiative #7:

Enhance the technological infrastructure of the institution.

Objective #1: 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 laptops and projectors for Financial Aid staff of 9
2. Purchase 2 replacement printers for Financial Aid staff of 9

Resources and Approximate \$: **Technology:** Laptops and projectors 3 @ \$1,100 = \$3,300 Dell or HP Printers 2 @ \$750 = \$1,500

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

Results: Achieved**Assessment Data/Evidence:** New iPad and printers were purchased.**Use of Results for Improvement:** Continue to keep technology updated and maintain compliance with DOE requirements.**Priority Initiative #9:****Ensure institutional accountability through effective strategic planning and assessment processes.****Objective # 1:** Use SENSE and CCSSE data to increase survey driven scores for Financial Aid**Responsibility:** Director of Financial Aid**Statement of Need:** Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes**Actions:** Review CCES and SENSE data to identify high performing schools in Financial Aid areas. Review those high performing schools processes, policies, procedures, practices, and programs.**Resources and Approximate \$:** Institutional Improvement no \$ Time and Effort**Assessment Method/Date:** Review completed upon completion of surveys and receipt of results **Date:** CCSSE August 2013 and SENSE Spring 2014**Results: Achieved****Assessment Data/Evidence:** CCSSE scores show significant improvement for Financial Aid. The CCSEE Financial Aid benchmarks results for Spring 2013 show a mean of 2.66 which is a marked improvement over the 2011 mean of 2.48. The 2013 mean is .08 above the comparative group mean of 2.58. Our 2009 mean was .29 below the comparative group mean. The 2013 Financial aid CCSEE scores show a significant improvement in student satisfaction with financial aid advising. We experienced a 27% increase compared to our 2011 score and a 51% increase compared to our 2009 student satisfaction scores.**Use of Results for Improvement:** Continue with above actions 1, 2, and 3. Monitor CCSEE results after receipt of next survey. Additional actions taken, included a student loan tutorial, "Financial Aid 101", and "Why I Chose VC" videos.**Student Records****Priority Initiative #1:****Implement a centralized, unified and organized recruitment and retention effort.****Objective #1:** Improve student retention and success annually.**Responsibility:** Admissions and Records staff**Statement of Need:** Organized retention plan required by THECB and SACS**Actions:** 1. Send progress reports to notify students of their academic status.

2. Notify students of President or Dean List honors each Fall and Spring semester.
Resources and Approximate \$: Personnel - Classified II Staff position on Vernon Campus (Same as position under Priority #1 above)
Assessment Method/Date: Student retention as measured by CBM 004 vs. 006 Date: July 2013
Results: Achieved Assessment Data/Evidence: Letters are sent at the conclusion of each Fall, Spring, and Summer semesters to inform students if they are on academic probation or suspension due to that term's grades. Students are also notified of President or Dean honor listings at the end of each Fall and Spring semesters. Use of Results for Improvement: Research different assessment method due to elimination of CBM 006 reporting requirement and continue emphasis on retention and student success

Priority Initiative #2:
Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

Objective #1: Increase student success annually.
Responsibility: Admissions and Records staff
Statement of Need: Improve student completion rates as measured in KPIA's
Actions: Run a degree audit on each degree or certificate seeking student as indicated on their application for admissions thus allowing them to track their status towards graduation through Campus Connect and Degree Audit.
Resources and Approximate \$: Personnel: Classified II position (\$20,000) Technology: Computer (\$1,100) Telephone (\$250) and Printer (\$250) for above position Physical: Desk and chairs for above position (\$500 est.)
Assessment Method/Date: Student success as measured by CBM 009 and 00M Date: November
Results: Achieved Assessment Data/Evidence: New students are assigned a catalog year (degree or certificate programs) their first semester of enrollment at VC through a DMS process in the Admissions and Records Office. The number of completers for 2012-13 academic year appear to be increasing in number over the 2011-12 academic year. (Actual numbers will be available in November.) Students are utilizing degree audit for tracking progress towards completion based on the number of calls and questions received. No position was funded or hired due to development of DMS process. Use of Results for Improvement: Continue monitoring processes and practices which will facilitate student success and research methods on improving student access and utilization of degree audit

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #1: Use SENSE and CCSSE data to increase survey driven scores for records and registration processes

Responsibility: Dean of Admissions and Financial Aid/Registrar

Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes

Actions: 1. Continued improvement to the registration process
2. Review CCSSE and SENSE data to identify high performing schools in Records and Registration areas. Review those high performing schools processes, policies, procedures, practices, and programs.

Resources and Approximate \$: Institutional Improvement no \$ - Time and Effort

Assessment Method/Date: Review completed upon completion of SENSE and CCSSE surveys and receipt of results **Date:** CCSSE August 2013 and SENSE Spring 2014

Results: Achieved

Assessment Data/Evidence: Over 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 85.1% satisfied or very satisfied in 2011 to 87.5% for the 2013. This represents a 2.8% increase in satisfaction per our Director of Quality Enhancement. No Classified staff position was added on the Vernon Campus due to budget constraints and enrollment decline.

Use of Results for Improvement: Continue monitoring registration processes and practices for improvement opportunities

Instructional Services

Priority Initiative #1:

Implement a centralized, unified and organized recruitment and retention effort.

Objective #1: Develop web pages for instructional programs and disciplines to enhance recruiting and meet informational needs of stakeholders.

Responsibility: Dean of Instructional Services, Division chairs, Directors/coordinators, Website advancement/support specialist

Statement of Need: Need for mandated and timely information to be posted to website and reduction of printed materials.

Actions:

1. Develop a template of common elements to be included on web pages to ensure uniformity and consistency of required information.
2. Incorporation of Texas Genuine advertising campaign.

Resources and Approximate \$: Institutional improvement - No \$

Assessment Method/Date: Adoption of approved template and existence of program/discipline web pages. **Date:** Aug. 31, 2013

Results: In Progress

Assessment Data/Evidence:

A template of common elements was developed and video clips from the Texas Genuine advertising campaign were reviewed for inclusion on program web pages. Information from program brochures, program handbooks, the VC catalog, and the Texas Genuine advertising campaign is currently being gathered, reviewed, and edited for dissemination via program web pages. While program web pages are in existence, the common template is not yet in use. This project is being carried over to the 2013-2014 academic year with the goal of having program web pages functional by the spring semester. A review of usage of Instructional Services web pages as measured by Google Analytics reveal increased utilization of the Vernon College website as a major source of information. Additionally, 76.6% of students surveyed on the 2013 CCSSE responded with "often" or "very often" when posed with the question "*I can find what I need on the college's website*". This represents a 12.2% increase over the 2011 CCSSE results.

Use of Results for Improvement:

Results from both Google Analytics and the 2013 CCSSE as well as personal observations indicate that students rely heavily on the college website for information. Program web pages utilizing a common template to provide uniformity and consistency are currently under development to better service both current and potential students with their informational needs. Functional, user friendly web pages will provide necessary information in a more timely fashion and reduce costs associated with printed materials. This project most likely will be expanded to include discipline web pages upon completion of the program web pages. Google Analytics and CCSSE results will continue to be monitored to indicate student utilization and satisfaction.

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. Continue to refine and develop processes for faculty use of the Early Alert and Student Success modules.
2. Review usage and effectiveness of student success courses at cohort colleges.
3. Review policies and practices relating to student withdrawals.

Resources and Approximate \$: Institutional improvement No \$

Assessment Method/Date: Course and fall to spring retention rates **Date:** Aug. 31, 2013

Results: ✓ Achieved ✓ In Progress

Assessment Data/Evidence:

- Faculty utilization of the Early Alert and Student Success modules within POISE continues to be emphasized and ingrained as a part of “faculty culture”. During the 2012-13 academic year, 5,663 Early Alerts were sent out by faculty, representing a 22.8% increase over the number sent out the previous year. Additionally, faculty participation rose from 79.1 % to 79.5% over that same time span. These efforts appear to have been rewarded as evidenced by an increase in successful course completion rates (78.7% in 2011-12 vs. 80.3% in 2012-13) and an increase in Fall to Spring retention rates (74% in 2011-12 vs. 77% in 2012-13).
- In November of 2012, a Student Success Course Task Force, comprised of 6 faculty and 4 student support staff from both Instructional Services and Student Services was appointed. The 10 member task force reviewed the relative prevalence of Student Success courses at other post-secondary institutions, noting course nomenclature, content, and delivery methods as well as targeted populations, positive results and potential problems. The task force solicited input from faculty and other stakeholders and submitted their recommendations to the President and the Dean of Instructional Services in March 2013. As a result of their recommendations, EDUC 1300 – Learning Framework was added to the VC course inventory and 5 sections of the course were scheduled for the fall 2013 term to serve as a pilot and to gather data on the effectiveness of the course in increasing student success. The new course was advertised in the Fall Registration Guide and was promoted in both the CSA Centers and by Student Services. Currently there are 26 students enrolled in 3 sections of EDUC 1300. Student demographic data is being collected and academic progress of the participants will be monitored.
- Discussions between the Dean of Instructional Services relative to the policies and practices relating to student withdrawals were held in fall 2012. The pros and cons of a policy/practice requiring instructor approval prior to student initiated withdrawals were reviewed and no changes to the current policy of student initiated withdrawals were made. Verbiage was added to both the VC catalog and Registration Guides as follows: “*Students are strongly encouraged to visit with their instructor(s) before seriously considering dropping a course or withdrawing from school*”. The number of students withdrawing from courses continues to be a concern and withdrawal rates continue to be monitored. In 2012-13, the withdrawal rate at Vernon College was 7.4%, down from 8.1% the previous academic year.

Use of Results for Improvement:

- While faculty utilization of the Early Alert and Student Success modules in POISE continues to increase, more work needs to be done to bring adjunct faculty on board. While 90.9 % of full time faculty utilized Early Alerts in 2012-13, only 65.8% of adjunct faculty did so.

Greater emphasis will be placed on the utilization of Early Alerts by both full-time and adjunct faculty during orientation and faculty development sessions with the goal of 100% faculty participation.

- While the rate of enrollment in the EDUC 1300 Learning Framework course was less than anticipated, the small group of 26 students should provide a reliable data source from which to draw conclusions regarding the effectiveness of the course in enhancing student success. Additional sections of the course will be scheduled for the spring 2014 semester and data will be collected and evaluated.
- The number of students withdrawing from courses continues to be a concern and withdrawal rates will continue to be monitored. If available, access to data from cohort colleges could provide greater insight into the perceived issue.

Priority Initiative #2:

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

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. Continue to refine and develop processes for faculty use of the Early Alert and Student Success modules.
2. Review usage and effectiveness of student success courses at cohort colleges.
3. Review policies and practices relating to student withdrawals.

Resources and Approximate \$: Institutional improvement - No \$

Assessment Method/Date: Course and fall to spring retention rates; course success rates **Date:** Aug. 31, 2013

Results: ✓ Achieved ✓ In Progress

Assessment Data/Evidence:

- Faculty utilization of the Early Alert and Student Success modules within POISE continues to be emphasized and ingrained as a part of “faculty culture”. During the 2012-13 academic year, 5,663 Early Alerts were sent out by faculty, representing a 22.8% increase over the number sent out the previous year. Additionally, faculty participation rose from 79.1 % to 79.5% over that same time span. These efforts appear to have been rewarded as evidenced by an increase in successful course completion rates (78.7% in 2011-12 vs. 80.3% in 2012-13) and an increase in Fall to Spring retention rates (74% in 2011-12 vs. 77% in 2012-13).
- In November of 2012, a Student Success Course Task Force, comprised of 6 faculty and 4 student support staff from both Instructional Services and Student Services was appointed. The 10 member task force reviewed the relative prevalence of Student Success courses at other post-secondary institutions, noting course nomenclature, content, and delivery methods as well as targeted populations, positive results and potential problems. The task force solicited input from faculty and other stakeholders and submitted their recommendations

to the President and the Dean of Instructional Services in March 2013. As a result of their recommendations, EDUC 1300 – Learning Framework was added to the VC course inventory and 5 sections of the course were scheduled for the fall 2013 term to serve as a pilot and to gather data on its’ effectiveness in increasing student success. The new course was advertised in the Fall Registration Guide and was promoted in both the CSA Centers and Student Services. Currently there are 26 students enrolled in 3 sections of EDUC 1300. Student demographic data is being collected and academic progress of the participants will be monitored.

- Discussions between the Dean of Instructional Services relative to the policies and practices relating to student withdrawals were held in fall 2012. The pros and cons of a policy/practice requiring instructor approval prior to student initiated withdrawals were reviewed and no changes to the current policy of student initiated withdrawals were made. Verbiage was added to both the VC catalog and Registration Guides as follows: “*Students are strongly encouraged to visit with their instructor(s) before seriously considering dropping a course or withdrawing from school*”. The number of students withdrawing from courses continues to be a concern and withdrawal rates continue to be monitored. In 2012-13, the withdrawal rate was 7.4%, down from 8.1% the previous academic year.

Use of Results for Improvement:

- While faculty utilization of the Early Alert and Student Success modules in POISE continues to increase, more work needs to be done to bring adjunct faculty on board. While 90.9 % of full time faculty utilized Early Alerts in 2012-13, only 65.8% of adjunct faculty did so. Greater emphasis will be placed on the utilization of Early Alerts by both full-time and adjunct faculty during orientation and faculty development sessions with the goal of 100% faculty participation.
- While the rate of enrollment in the EDUC 1300 Learning Framework course was less than anticipated, the small group of 26 students should provide a reliable data pool from which to draw conclusions regarding the effectiveness of the course in enhancing student success. Additional sections of the course will be scheduled for the spring 2014 semester and data will continue to be collected and evaluated.
- The number of students withdrawing from courses continues to be a concern and withdrawal rates will continue to be monitored. If available, access to data from cohort colleges could provide greater insight into the perceived issue.

Objective #2: Improve success rate of students enrolled in developmental classes.

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

Statement of Need: Identified as priority by faculty teaching developmental courses; THECB Closing the Gap priority.

Actions:

1. Monitor progress of THECB developmental education plans including placement, course content, sequencing, and delivery methods.
2. Investigate the creation of a centralized developmental education program.

Resources and Approximate \$: Institutional improvement - No \$

Assessment Method/Date: Success rate of students in developmental classes as well as success rates in the subsequent college level courses.

Date: July 31, 2013.

Results: ✓ Achieved ✓ In Progress

Assessment Data/Evidence:

- Successful completion of developmental courses continued to rise (73.3% in 2012-13 vs. 72.7% in 2011-2012) and the % of Vernon College developmental students meeting their TSI obligation as reported by the THECB was above the state average for Math (66.7% vs. 47.8%) and Writing (75.9% vs. 59.0%) and right at the state average for Reading (60.0 % vs. 60.6%). THECB data indicating the % of Vernon College developmental students completing their first college level course was inconclusive due to known reporting errors in the reports submitted to the THECB by Vernon College and the apparent disparity among colleges in identifying and reporting first college level courses. These reporting errors should diminish in the future as a statewide work group has been convened by the THECB to identify first college level courses associated with the three areas of developmental education (Math, Reading, and Writing). The standardized identification of these first college level courses should create a level playing field among institutions and allow for a more accurate benchmark to be established at the state level.
- Statewide revision of post-secondary developmental education programs and the associated THECB mandates continues to be carefully monitored by Instructional Services at Vernon College. Administration, faculty, and staff involved in developmental education attended numerous conferences and workshops in which statewide initiatives, best practices, and new research relative to developmental education were of focus. Included among these were the following:
 - North Texas Community College Consortium Fall Convocation hosted by Collin College – Dean of Instruction and Division Chair of Communications in attendance.
 - Developmental Education Institute hosted by Tarrant County College – 2 faculty representing mathematics and reading/writing in attendance.
 - College Academic Support Program (CASP) Workshop in Houston – 2 faculty representing mathematics in attendance.
 - Two (2) Developmental Education Scaling & Sustaining Success (S3) Grant Awardees Workshops in Austin – 2 faculty representing mathematics in attendance each time.
 - THECB work group to review questions contained on the new TSI assessment for mathematics – Division Chair of Mathematics & Science in attendance as an appointed member.
 - Readiness & Redesign in the Lone Star State Conference in Austin – 2 faculty members representing mathematics in attendance.
 - 8th Annual Developmental Education Regional Forum held on the Trinity River campus of Tarrant County College – 7 faculty members representing mathematics and reading/writing in attendance. Additionally, Mathematics Instructor Margaret Patin presented *Developmental Math Redesign at a Small School* as one of the breakout sessions.
 - Adult Basic Education Public Stakeholder Meeting hosted by the Texas Workforce Commission in Lubbock – Dean of Instruction and President in attendance.

In addition to these conferences and workshops, faculty and chairs in the divisions of Mathematics & Science and Communications participated in numerous webinars presented by the THECB to update post-secondary institutions on the details and timeframe for the implementation of the new revisions and mandates.

Use of Results for Improvement:

Vernon College continually looks to improve upon the success rates of our developmental students. As a result of this commitment, Vernon College was awarded a THECB *Developmental Education - Scaling and Sustaining Success (S3)* grant. The grant, which will award Vernon College up to \$300,000 over the next 3 years, has as its primary goal to reduce time-to-degree and accelerate the success of developmental students in our lowest two levels of developmental mathematics. Secondary goals include the development of pre-assessment activities and the development of an integrated reading/writing course. Funds from the grant were used to provide the infrastructure for a 54 station computer/mathematical skills lab at CCC in addition to the hiring of tutors and professional development of both tutors and faculty. Developmental courses in all three areas (math, reading, and writing) were redesigned in both curriculum and mode of delivery. Additionally, new texts were selected for both developmental readers and writers. Success in both developmental and the first college level courses will continue to be closely monitored.

Objective #3: 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, and Faculty

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. Continue to encourage the use of Blackboard course shells by faculty teaching F2F/ITV courses as a course supplement / backup.
2. Review the use of non-blackboard platforms currently used by VC instructors.

Resources and Approximate \$: Institutional improvement No \$

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, 2013

Results: : ✓Achieved ✓In Progress

Assessment Data/Evidence:

A review of all F2F/ITV courses taught during the 2012-13 academic year revealed that 76% of these courses have Blackboard course shells to provide students supplemental information and/or to be used as a backup in case of emergency. Additionally, a review of all online courses revealed no utilization of non-Blackboard LMS platforms currently being used by Vernon College instructors.

Use of Results for Improvement:

Faculty will continue to be encouraged to make use of Blackboard as a means of providing supplemental information to their students and to serve as a backup in case of emergency. Additionally, professional development activities relative to the use of Blackboard will continue to be made available to faculty with emphasis placed on the use of the internally developed rubric for online instruction (ROI) in order to enhance the quality of online course offerings. While Blackboard is currently the only LMS platform utilized by Vernon College instructors, more instructors are making use of computer software provided by textbook publishers such as the MyMathLab and MyEconLab products from Pearson

Publishing. Care needs to be taken to effectively move these textbook supplements into the Blackboard platform in order to make for a seamless transition for online learners.

Objective #4: Review the potential implementation of a MW/TR class schedule with F designated for committee, taskforce, division, and department activities.

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

Statement of Need: The institution currently has difficulty in scheduling faculty for collaborative efforts. This revision of the class schedule would benefit a large percentage of commuter students.

Actions:

1. Identify cohort colleges currently using MW/TR class schedules.
2. Identify advantages and disadvantages.
3. Develop a Friday schedule for internal collaborative activities.
4. Make recommendation to the President and Board of Trustees.

Resources and Approximate \$: Institutional improvement No \$

Assessment Method/Date: Recommendation **Date:** Dec. 12, 2012.

Results: Achieved

Assessment Data/Evidence:

A review of cohort colleges utilizing a MW/TR class schedule were identified and questioned by the Dean of Instructional Services as to the pros and cons of such a schedule. Additionally, an internal review of past course offerings revealed that less than 25% of all sections taught at Vernon College during the 2011-2012 academic year had a Friday component. Based on this information and with input from faculty, Division Chairs and Program Directors, the Spring 2013 class schedule was modified with the approval of the President and the Board of Trustees to reflect a MW/TR class schedule. Certain programs within the Allied Health field (ADN, LVN, Surgical Technology, etc.) as well as some dual credit courses were exempted from the schedule due to the necessity of clinical or class hours on Fridays. Additionally, a Friday schedule for division, discipline, program, committee, and task force meetings as well as professional development activities was developed and implemented. This MW/TR class schedule and Friday “meeting day” was continued with the development of the Fall 2013 class schedule. The schedule has been well received for the most part by students and faculty alike and has facilitated the ease of scheduling various meetings and professional development activities and improved the ability of faculty to attend and participate.

Use of Results for Improvement:

Course enrollments and success rates will be closely monitored and students and faculty will be surveyed to identify satisfaction with the newly implemented MW/TR class schedule prior to the development of the Fall 2014 class schedule.

Objective #5: Improve student perception and quality of math tutoring

Responsibility: Director of Special Services, PASS Center Coordinators, and Math Faculty

Statement of Need: Benchmarks from CCSSE show need for improved perception by students about the quality of math tutoring

Actions:

1. PASS Centers and Math Faculty work together on exam to be given to potential math tutors. This exam will identify several levels of expertise for tutoring, including College Algebra, Contemporary Math, Intermediate Algebra, Elementary Algebra, and Pre-Algebra.
2. Math instructors will invite PASS Center Coordinators into their rooms for a 5-minute orientation session for PASS Center tutoring.
3. Math instructors will send students who want to tutor or who have the ability to be a tutor to the PASS Centers to take the tutor math exam.
4. Tutor pay levels will be raised to \$16.00 per hour for professional tutors in order to attract more quality math tutors, as well as all subject content tutors.

Resources and Approximate \$: Institutional Improvement - \$4,000.00 additional tutor dollars

Assessment Method/Date: 08/31/2013

1. Math exam created and being given to potential math tutors.
2. PASS Center Coordinators' records will show increase in orientations given to students in math classes.
3. Math instructors are referring potential math tutors to the PASS Center to take math exam.
4. Professional tutors will be earning \$16.00 per hour.
5. CCSSE will show improved satisfaction with PASS Centers and tutoring services.

Results: In Progress**Assessment Data/Evidence:**

Statewide revisions to developmental education resulted in the math department revamping the curriculum and instructional methodology for developmental math effective fall 2013. Additionally, a THECB S3 grant was obtained and funds were expended to provide an open math lab with onsite-tutoring for all math students. Since the curriculum is brand new and the math lab is open for all math help, the creation of a tutoring exam was deferred indefinitely until the curriculum is firmly established. However, professional math tutors will be earning \$16.00 an hour beginning September 1, 2013. This pay increase should enhance the ability of the PASS Center Coordinators to recruit and retain excellent math tutors which in turn should improve satisfaction for those students who use the PASS Center tutoring services. Despite the fact that an exam was not created and math tutor referrals did not increase significantly, results of the 2013 CCSSE showed that both the frequency of tutoring and the satisfaction with tutoring increased considerably from 2011 to 2013 in the PASS Centers. The frequency of tutoring increased 8.6% from 2011 to 2013 and the satisfaction with tutoring services increased 6.47% from 2011 to 2013.

Use of Results for Improvement:

Satisfaction with the PASS Center's tutoring services as portrayed on the 2015 CCSSE will be reviewed for additional signs of improvement. The Director of Special Services and the math division chair will meet regarding the creation of the tutoring exam for potential math tutors after the new curriculum for developmental math has been firmly established.

Objective #6: Improve student access to library instruction as evidenced by the development of online tutorials which incorporate a higher level of interactivity and engagement in the learning process. The library will use Captivate to create interactive learning experiences through the use of software simulations and quizzes. Software simulations facilitate interactivity by requiring learner responses such as text entry or mouse

clicks before advancing to the next frame of the tutorial. This objective has been submitted as a QEP pilot project for the 2012-2013 academic year.

Responsibility: Director of Library Services

Statement of Need: Online tutorials are needed to support a growing enrollment of distance learners.

Actions:

1. Design and develop database and catalog tutorials using Adobe's Captivate.
2. Purchase additional software license for laptop.
3. Study video training CD to learn advanced features of Captivate.
4. Implement measures for assessing the library tutorials. Develop assessment strategies which determine the helpfulness and effectiveness of content delivered through software simulations. Obtain assessment data through surveys, quizzes, and informal discussions with a focus group of students.
5. Complete and submit mid and end of year reports to QEP Director.

Resources and Approximate \$: **Technology** - The software and training video will be purchased through the QEP pilot program.

Assessment Method/Date: Students will be invited to complete a short survey upon completing the tutorial. The library will also invite a focus group of students to assist in determining the effectiveness of content delivered through software simulations. Existence of developed and posted Tutorials **Date:** by August 2013.

Results: In Progress

Assessment Data/Evidence:

The interactive database tutorial was completed in the Spring 2013 and assessed on June 20th through feedback provided from a focus group of 9 students. The focus group met in the Chaparral Room to complete a short survey and to participate in informal discussion. A survey was used as a means to evaluate the helpfulness, accessibility, and length of the tutorial. Additionally, students were asked if they would access similar tutorials in the future. During informal discussion, students were asked for feedback regarding the strengths and weaknesses of the tutorial.

Data collected from the survey indicated the following:

- Eight of the 9 students agreed that the tutorial was helpful in learning how to search the database, while one student strongly agreed.
- Six students agreed and 3 strongly agreed that they would access similar tutorials in the future.
- All students agreed (5) or strongly agreed (4) that the tutorial was easily accessible online.
- Four students agreed and 3 strongly agreed that the length of the tutorial was appropriate, while 1 student disagreed and 1 was neutral on the topic.

Good feedback was obtained during the informal discussion. Students identified the interactivity as a primary strength of the tutorial. They thought the interactivity allowed them to be more focused and engaged in learning the material. Weaknesses addressed the length of the tutorial, the navigational features, and the quiz. Several students thought the tutorial was too long while others preferred that the quiz be omitted from the tutorial. In order to help manage the length of the tutorial, it was suggested that the tutorial be divided into sections which help illustrate the various concepts. Navigation was also cited as a concern with one student noting that it was difficult to navigate to the previous frames within both the tutorial and quiz.

Catalog Tutorial: The library will work on developing screen capture video to accompany the catalog tutorial during this 2013-2014 academic year.

Use of Results for Improvement:

The following suggestions offered by the focus groups will be incorporated into tutorial improvements:

- Include an audio component within the interactive tutorial.
- Divide the tutorial into sections which help illustrate the various concepts.
- Identify ways in which to improve the navigation within Captivate tutorials.
- Re-evaluate the location of the tutorial on the website.

The library will also reference good practices and focus group feedback when developing screen capture video to accompany the catalog search tutorial.

Objective #7: Improve awareness of library services through effective marketing strategies.

Responsibility: Director of Library Services, Library Staff

Statement of Need: Surveys indicate a need to better promote library services among students and faculty. Effective marketing strategies will help ensure that students, faculty, and staff are aware of the services offered.

Actions:

1. Update email flyer with new layout, design, and photo gallery. The flyer is sent to all students at the beginning of each semester.
2. Redevelop and post new student orientation to library services using Camtasia software. The original orientation used screen capture video taken from the old website to illustrate how to access databases, online reference assistance, and the library catalog. A new screen capture video is needed to reflect the new homepage design and arrangement of access points/links to resources and services.
3. Redevelop faculty orientation which reflects the library's new homepage design.
4. Continue to email faculty brief notifications of library services as recommended by the Library Committee.
5. Capitalize on the new library homepage to promote databases and online assistance. Use product buttons and search box builders for promoting databases.
6. Purchase new bookcase for displaying and promoting new and featured titles.
7. Post link to brief point of contact survey on library homepage.
8. Organize library open houses in Vernon and Century City. Provide door prizes, refreshments, and promotional materials to help promote services.
9. Develop and post virtual tours of libraries in Vernon, Century City, and STC.

Resources and Approximate \$: Institutional Improvement - Bookcase-\$199.00

Assessment Method/Date: Orientations and other promotional initiatives will be complete **Date:** by August 2013.

Results: In Progress

Assessment Data/Evidence:

A number of initiatives were implemented to effectively market and advertise the Wright Library and its services. Among these were:

- Bookcase: A bookcase was purchased for the Wright Library as a means for displaying and promoting new and featured titles. The bookcase was setup on August 20, 2013.
- Faculty orientation: An orientation to library services was presented during the Fall Semester Kickoff on Monday, August 19, 2013. The orientation featured a 10 minute video of faculty introductions to library services. When producing the video, 7 faculty members were invited and utilized to highlight seven of the most popular library services including library instructional support, periodical databases, TexShare memberships, Interlibrary Loan, reserve services, the procedure for submitting purchase recommendations, and the library's popular career resource, Learning Express Library. Several staff members have mentioned that they found the presentation to be both helpful and informative. A brief overview of library services was also presented by the Director of Library Services during new/adjunct faculty orientations in Vernon and at CCC on August 20th and 21st respectively.
In an effort to further promote faculty services, a link to Faculty and Staff Services was posted on the library's homepage. The library will continue to evaluate the page and update it as needed to ensure that the information is clear, concise, and informative.
- Library Open Houses: Instead of sponsoring open houses, the library hosted information tables at Vernon, CCC, and STC. Library staff were made available to answer questions, demonstrate resources, and distribute promotional materials. Wright Library staff were made available to demonstrate resources in the Colley Student Center and in the Chaparral Room of the Wright Library on the Vernon campus. Students were invited via email to attend the orientation in Vernon.
- Virtual tours: A virtual tour of the Wright Library has been developed and posted online. Virtual tours of the CCC library and STC resource room have not yet been developed. The CCC Library is currently developing signage to assist students in locating books in the various classification ranges. Additionally, new shelving was purchased for displaying and promoting best sellers and popular titles.
- Point of Contact Survey: This initiative is in progress. A brief survey will be used to determine patron satisfaction with the library website and user experience in the library. The Director of Library Services is scheduled to attend an in-house professional development to learn how to use Survey Monkey as a tool for posting the survey.
- Email Flyer: The flyer is used as a means for promoting library services to all VC students at the beginning of each semester. The content has been updated; however, the layout and design have not changed significantly.
- Library Orientation: Departments have been encouraged to post brochures online. Instead of developing a more lengthy video orientation to library services, the library will produce several shorter video clips to help illustrate instructions on how to access services referenced in the brochure.

Use of Results for Improvement:

Surveys seek to determine user satisfaction with and awareness of library services. The library will continue to monitor faculty and student survey results to determine the effectiveness of outreach and promotional activities. Initiatives to be completed during the 2013-2014 academic year include the posting of the library brochure, the point of contact survey, and the short video clips to accompany the brochure. The posting of a virtual book display on the homepage could also be an effective means of promoting the library's print and e-book collections. The information tables generated a significant amount of interest at CCC and STC. In an effort to generate more interest in Vernon, the library will re-evaluate the scheduled times and locations for hosting the information tables.

Objective #8: Provide ADA and New Beginnings services to all VC campus locations and sites; provide budget for grant-writing travel
Responsibility: Director of Special Services
Statement of Need: VC students in other locations must have the same access to ADA accommodations that Vernon Campus students enjoy.
Actions: <ol style="list-style-type: none"> 1. Travel to Wichita Falls and outlying areas as needed to provide ADA and New Beginnings services, including travel to all open registrations. 2. Allocate adequate travel budget for researching and delivering grant proposals and for attending site visits mandated by foundations.
Resources and Approximate \$: Institutional Improvement - \$1,100.00
Assessment Method/Date: Budget adequate for necessary staff travel Date: 08/31/2013
Results: Achieved Assessment Data/Evidence: New Beginnings and ADA students were adequately served at all locations during the 2012-13 year. Due to interpreter travel and numerous student issues and requests, the Special Services travel budget was over-budget in the spring. Funds were internally transferred within the Instructional Services budget by the Dean of Instructional Services to supplement the shortage of travel funds through the end of the fiscal year so that all student requests and needs were met. Use of Results for Improvement: Include interpreter conference money for 2 interpreters per year in the travel budget.

Priority Initiative #3:
Incorporate general education outcomes throughout the institution and develop assessment measures to evaluate their achievement.

Objective #1: Implement state core curriculum (42 hours) including core objectives
Responsibility: Dean of Instructional Services, Division Chairs, Faculty, and Academic Council Committee
Statement of Need: THECB newly adopted state core curriculum – mandatory implementation by Fall 2014
Actions: <ol style="list-style-type: none"> 1. Recommend & adopt courses to be utilized in Foundational Component Areas of the Core. 2. Research/develop/adopt both direct & indirect assessments for each Core Objective. 3. Continue to improve documentation and articulation of the achievement of SLO's, including Core Objectives.
Resources and Approximate \$: Institutional Improvement No \$
Assessment Method/Date: Submission of Core to THECB; Documentation of achievement of SLO's on ESCR Date: August 1, 2013.
Results: ✓Achieved ✓In Progress Assessment Data/Evidence: <ul style="list-style-type: none"> • Preparation for the statewide revision of the core curriculum began during the 2011-2012 academic year with the recommendations of the Texas Higher Education Coordinating Board (THECB) Undergraduate Education Advisory Committee (UEAC) and their implications

being presented to faculty during the fall 2011 faculty development meetings. Upon adoption of these recommendations by THECB in October 2011, faculty were once again presented with the newly adopted 42 SCH statewide core curriculum including the foundational component areas and core objectives during the spring 2012 faculty development meetings. In September 2012, the Dean of Instructional Services at Vernon College assembled a Core Curriculum Taskforce to review the mandates of the THECB regarding the statewide revision of the core curriculum and to submit recommendations for courses to be included in the new 42 SCH core, which becomes effective fall 2014. The Vernon College Core Curriculum Taskforce purposely consisted of faculty affected most by core curriculum changes. Faculty from communications, English, math, science, social science, foreign language, and even a nursing director contributed to the discussions and debates. Part of the taskforce's charge was to review the UEAC rationale and intention. As a team, they studied the six Core Objectives. They identified potential courses for inclusion from the Academic Course Guide Manual. They gave special consideration to transfer credit issues. They solicited input from their colleagues, and they kept the faculty updated on their progress. Specifically, the Core Curriculum Taskforce started with the current core curriculum, interpreted the new Component Area Option guidelines, and assigned the required hours as adequately as possible. The Vernon College Core Curriculum Taskforce recommends a mandated 42 hour core curriculum that addresses the Foundational Component Areas and assures accurate and adequate measurements for the Core Objectives assigned to each Area and course in the Component Area Option. These recommendations are scheduled to be formally presented for adoption to the Academic Council at the October 2013 meeting with submission of the institutionally adopted Core Curriculum to the THECB scheduled for November 2013. While the process of selecting courses to be contained in the new core curriculum has been a tedious one, it pales in comparison to the process of developing an institutional level assessment plan for measuring the attainment of core objectives. While details are yet to be ironed out, the institution will most likely make use of the American Association of Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics as a means of direct assessment. It is currently anticipated that applicable VALUE rubric(s) will be selected for each core objective by the Core Curriculum subcommittee of the Academic Council and once approved, will be utilized institutional wide. The use of the VALUE rubrics will potentially allow for inter-institutional collaboration and external benchmarking, which was one of the potential goals of the UEAC in their pursuit of a common, statewide core curriculum.

- Currently, the general education core competencies at Vernon College are being directly assessed by faculty through the use of course embedded assessments with results being reported on the End of Semester Course Review (ESCR). Results reported on all ESCR's submitted for fall 2012 and spring 2013 were aggregated by the Coordinator of Instructional Design/Technology and reported as follows:
 - Critical Thinking (706 responses) 82.4% of students at or above acceptable level of performance (70%)
 - Communication (371 responses) 74.9% of students at or above acceptable level of performance (70%)
 - Scientific/Mathematical Literacy (404 responses) 79.9% of students at or above acceptable level of performance (70%)
 - Information Literacy (323 responses) 82.4% of students at or above acceptable level of performance (70%)
 - Cultural Literacy (119 responses) 91.6% of students at or above acceptable level of performance (70%)

Additionally, indirect assessment of the general education core competencies was provided by student responses to supplemental questions added to the Student Instructional Report (SIR II) and revealed the following percentages of students agreeing or strongly

agreeing with the statement: *My experience at Vernon College has contributed to my general education by enhancing my knowledge, skills, and competency in the area of:*

- *Critical Thinking* 77.9% (6,316 responses)
- *Communication* 79.5% (6,219 responses)
- *Scientific/Mathematical Literacy* 70.9% (5,468 responses)
- *Information Literacy* 76.3% (6,190 responses)
- *Cultural Literacy* 73.5% (5,894 responses)

Use of Results for Improvement:

Faculty were presented with the aggregated results of both the ESCR (direct assessment) and SIR II (indirect assessment) as they related to the assessment of general education core competencies during the fall 2013 faculty development meetings. Faculty were strongly encouraged to continue to refine assessment measures embedded in courses and to identify and implement common assessments among courses to enhance validity and reliability. Additionally, faculty were encouraged to consider addressing the apparent low number of assessments related to cultural literacy. Faculty were also encouraged to consider incorporating more assignments relating to written communication and scientific/mathematical skills due to the lower results reported for communication on the direct assessment and the lower results reported for scientific/mathematical literacy indicated by the indirect assessment. *Note: Subsequent results of the CCSSE received in June 2013 also indicated a need for more writing assignments (2013 CCSSE Key Findings: Aspects of Lowest Student Engagement: Student Effort - items 4c and 4d; Academic Challenge - item 6c).* Finally, incorporation of the AAC&U VALUE rubrics, which seemingly will play a major role in the assessment of the newly mandated core objectives contained in the statewide revised core curriculum, was reviewed and preliminarily discussed.

Priority Initiative #4:

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

Objective #1: Implement active and collaborative learning and service strategies throughout the instructional component.

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

Statement of Need: Results of the 2011 CCSSE indicates VC is significantly behind Texas Small College Consortium in the active and collaborative learning benchmark (38.4 vs. 48.7).

Actions:

1. Conduct professional development workshops on specific instructional strategies.
2. Select and implement appropriate instructional strategies.
3. Document the effect of collaborative interventions on student learner outcomes and report on ESCR.
4. Maintain demonstrative artifacts for internal and external use.

Resources and Approximate \$: Institutional Improvement - QE Resource Inventory**Assessment Method/Date:** ESCR and CCSSE results **Date:** Aug. 31, 2013.**Results:** ✓ Achieved ✓ In Progress**Assessment Data/Evidence:**

- Professional development workshops emphasizing various active and collaborative learning instructional strategies were conducted both during the fall 2012 and spring 2013 semesters. Other instructional strategies addressed in these professional development workshops aligned with the Student Instructional Report II (SIR II) and focused on the areas of course organization and planning; communication; faculty/student interaction; assignments, exams, and grading; course outcomes; student effort and involvement; course difficulty, workload and pace. The sessions were held by appointment in the fall of 2012 and in general session in the spring of 2013. 72 full time faculty attended the sessions. All faculty were encouraged to incorporate active and collaborative instructional strategies and to review their SIR II results for other areas of potential improvement to their instructional approach. Additionally, reference guides for Blackboard 9.1, Active & Collaborative Learning Instructional Strategies, and instructional strategies related to the SIR II compendiums and other facets of student engagement were developed by the Coordinator of Instructional Design/Technology and the Director of Quality Enhancement. These reference guides were provide to all faculty via email and within the Blackboard learning management system. Results of these efforts appear positive as 2013 CCSSE results showed a 20.6% increase in the Active & Collaborative Learning benchmark with all items contained in the benchmark category at or above 2011 levels. Items showing the most improvement from 2011 levels included:
 - Made a class presentation (+25.93%)
 - Worked with classmates outside of class to prepare class assignments (+16.87%)
 - Participated in a community-based project as part of a regular course (+12.07%)
 - Worked with other students on projects during class (+11.52%)
- Implementation of new instructional strategies and other instructional change as well as their effect on student learner outcomes was documented by the faculty on their ESCR and verified by the Coordinator of Instructional Design/Technology. The ESCR's are preserved in electronic form.

Use of Results for Improvement:

While 2013 CCSSE results showed significant improvement in the Active and Collaborative Learning benchmark (20.6% increase), the institution still lags behind both the national cohort (46.3 vs. 50.0) and the small college cohort (46.3 vs. 51.3). Professional development opportunities related to instructional strategies associated with higher levels of student engagement in general and with active and collaborative learning specifically, will continue to be provided to faculty and the implementation of such instructional strategies stressed.

Objective #2: Improve student access to library instruction as evidenced by the development of online tutorials which incorporate a higher level of interactivity and engagement in the learning process. The library will use Captivate to create interactive learning experiences through the use of software simulations and quizzes. Software simulations facilitate interactivity by requiring learner responses such as text entry or mouse

clicks before advancing to the next frame of the tutorial. This objective has been submitted as a QEP pilot project for the 2012-2013 academic year.

Responsibility: Director of Library Services

Statement of Need: Online tutorials are needed to support a growing enrollment of distance learners.

Actions:

1. Design and develop database and catalog tutorials using Adobe's Captivate.
2. Purchase additional software license for laptop.
3. Study video training CD to learn advanced features of Captivate.
4. Implement measures for assessing the library tutorials. Develop assessment strategies which determine the helpfulness and effectiveness of content delivered through software simulations. Obtain assessment data through surveys, quizzes, and informal discussions with a focus group of students.
5. Complete and submit mid and end of year reports to QEP Director.

Resources and Approximate \$: **Technology** - Captivate Software: \$290.00; Training CD: \$99.95

Assessment Method/Date: Students will be invited to complete a short survey upon completing the tutorial. The library will also invite a focus group of students to assist in determining the effectiveness of content delivered through software simulations. Tutorials will be developed and posted. **Date:** by August 2013.

Results: In Progress

Assessment Data/Evidence:

The interactive database tutorial was completed in the Spring 2013 and assessed on June 20th through feedback provided from a focus group of 9 students. The focus group met in the Chaparral Room to complete a short survey and to participate in informal discussion. A survey was used as a means to evaluate the helpfulness, accessibility, and length of the tutorial. Additionally, students were asked if they would access similar tutorials in the future. During informal discussion, students were asked for feedback regarding the strengths and weaknesses of the tutorial.

Data collected from the survey indicated the following:

- Eight of the 9 students agreed that the tutorial was helpful in learning how to search the database, while one student strongly agreed.
- Six students agreed and 3 strongly agreed that they would access similar tutorials in the future.
- All students agreed (5) or strongly agreed (4) that the tutorial was easily accessible online.
- Four students agreed and 3 strongly agreed that the length of the tutorial was appropriate, while 1 student disagreed and 1 was neutral on the topic.

Good feedback was obtained during the informal discussion. Students identified the interactivity as a primary strength of the tutorial. They thought the interactivity allowed them to be more focused and engaged in learning the material. Weaknesses addressed the length of the tutorial, the navigational features, and the quiz. Several students thought the tutorial was too long while others preferred that the quiz be omitted from the tutorial. In order to help manage the length of the tutorial, it was suggested that the tutorial be divided into sections which help illustrate the various concepts. Navigation was also cited as a concern. One student noted that it was difficult to navigate to the previous frames within the tutorial and quiz.

Catalog Tutorial: The library will work on developing screen capture video to accompany the catalog tutorial during this 2012-2013 academic year.

Use of Results for Improvement:

The following suggestions offered by the focus groups will be incorporated into tutorial improvements:

- Include an audio component within the interactive tutorial.
- Divide the tutorial into sections which help illustrate the various concepts.
- Identify ways in which to improve the navigation within Captivate tutorials.
- Re-evaluate the location of the tutorial on the website.

The library will also reference good practices and focus group feedback when developing screen capture video to accompany the catalog search tutorial.

Priority Initiative #5:

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, Instructional Designer, Faculty

Statement of Need: CCSSEE results, Personal observation, results of SIR II (student instructional report), SACS criteria

Actions:

1. Conduct professional development workshops on specific instructional strategies relative to active and collaborative learning.
2. Conduct professional development workshops on utilizing SIR II data/results for instructional improvement.
3. Continue to provide training on outcomes based assessment.

Resources and Approximate \$: Institutional improvement No \$

Assessment Method/Date: Results of CCSSE and SIR II reports, Number of documented training logs, Number of faculty receiving training. **Date:** Aug. 31, 2013.

Results: Achieved

Assessment Data/Evidence:

- Professional development workshops emphasizing instructional strategies centered on active and collaborative learning strategies were conducted both during the fall 2012 and spring 2013 semesters by the Coordinator of Instructional Design & Technology. Additionally, a reference guide detailing instructional strategies related to active & collaborative learning was created by the Coordinator of Instructional Design & Technology and was emailed to all faculty and posted in the Blackboard learning management system for easy reference. Faculty were encourage to incorporate these strategies into their teaching efforts as a potential means to enhance student learning and student success. These efforts appear to have been fruitful as results of the 2013 CCSSE showed a 20.6 % increase in the Active & Collaborative Learning benchmark with all with all items contained in the benchmark category at or above 2011 levels. Items showing the most improvement from 2011 levels included:

- Made a class presentation (+25.93%)
- Worked with classmates outside of class to prepare class assignments (+16.87%)
- Participated in a community-based project as part of a regular course (+12.07%)
- Worked with other students on projects during class (+11.52%)
- In the spring of 2013 professional development sessions were held for each of the six compendiums addressed in the Student Instructional Report (SIR II). The areas covered included: course organization and planning; communication; faculty/student interaction; assignments, exams, and grading; course outcomes; student effort and involvement; course difficulty, workload and pace. 72 full time instructors attended the series. Institutional means based on 465 courses contained in the 2012-2013 SIR II results showed modest increases in all six SIR II compendiums as well as the overall evaluation when compared to the previous academic year. Additionally, institutional means were above the national comparative average for all six compendiums as well as the overall evaluation.

	<u>2011-12 VC Institutional Mean</u>	<u>2012-13 VC Institutional Mean</u>	<u>National Comparative Mean</u>
○ Course Organization & Planning	4.34	4.41	4.36
○ Communication	4.39	4.44	4.39
○ Faculty/Student Interaction	4.37	4.44	4.40
○ Assignments, Exams, & Grading	4.34	4.36	4.26
○ Course Outcomes	3.86	3.96	3.88
○ Student Effort/Involvement	4.01	4.04	3.88
○ Overall Evaluation	3.99	4.08	4.05

- Significant emphasis at the institutional, division, and discipline/program levels, has been given over the past few years to mapping and improving the correlation between classroom activities/assessments and student learning outcomes. Professional development activities and resources have been provided to faculty on a routine basis. While the transition from an instructor centered teaching model to a student centered learning model is a daunting and time consuming task, evidence exists that progress is being made. Institutional means based on 465 courses contained in the 2012-2013 SIR II results showed modest increases over the previous academic year in the SIR II compendiums of Course Outcomes (3.96 vs. 3.86) and Assignments, Exams and Grading (4.36 vs. 4.34). Additionally the institutional means for these two compendiums (3.96 and 4.36) are above the national comparative means (3.88 and 4.26).

Use of Results for Improvement:

While 2013 CCSSE results showed significant improvement in the Active and Collaborative Learning benchmark (20.6% increase), the institution still lags behind both the national cohort (46.3 vs. 50.0) and the small college cohort (46.3 vs. 51.3). Professional development opportunities related to instructional strategies associated with higher levels of student engagement in general and with active and collaborative learning specifically, will continue to be provided to faculty and the implementation of such instructional strategies stressed. Additionally, specific professional development activities will be emphasized on an individual basis for those faculty scoring significantly lower than the institutional mean and/or the national comparative mean for any/all of the six compendiums addressed by the Student Instructional Report (SIR II). Finally, training related to outcomes based assessment will continue to be provided and stressed at the institutional, division, and program/discipline levels.

Objective #2: Obtain current information and network with peer providers regarding ADA compliance laws and accommodations.
Responsibility: Director of Special Services
Statement of Need: ADA compliance laws require knowledge of current accommodation and access methods.
Actions: Research and attend professional development conferences and management institute
Resources and Approximate \$: Institutional Improvement \$2,900.00 estimated for one conference and one legal management institute
Assessment Method/Date: Participated in conference and management institute Date: 08/31/2013
<p>Results: Achieved</p> <p>Assessment Data/Evidence: The state ADA conference in College Station was attended by the Director of Special Services in April, 2013. Participation in the conference allowed for networking with peers relative to implementation of services and compliance with federal regulations. Budgetary constraints prohibited attendance at the out-of-state management institute.</p> <p>Use of Results for Improvement: New laws and regulations have been incorporated into the methodology for determining qualified ADA students. Plans have been made to attend a management institute in 2013-2014 if it is located in-state and is not cost-prohibitive.</p>

Objective #3: Obtain specific tutoring knowledge regarding tutoring millennium students in the community college environment.
Responsibility: Director of Special Services
Statement of Need: Due to below-average CCSSE results concerning students' perception of tutoring services, the Director will actively research effective tutoring strategies for millennium students in the community college environment.
Actions: Research online resources.
Resources and Approximate \$: Institutional Improvement No \$ resources needed for online search
<p>Assessment Method/Date: 08/31/2013</p> <ol style="list-style-type: none"> 1. New and effective strategies for reaching incoming VC students and changing their perceptions of tutoring services in effect by 08/31/2013. 2. CCSSE results show improvement in following year's survey – by 08/31/2014
<p>Results: Achieved</p> <p>Assessment Data/Evidence: New, more aggressive ways of reaching students (<i>Wimba</i>, email, electronic bulletin board, small notices in bookstore, etc. and texting) were implemented and resulted in greater student awareness of tutoring services. As measured by CCSSE, frequency of tutoring increased 8.6% from 2011 to 2013 while satisfaction with tutoring services increased 6.47% from 2011 to 2013.</p> <p>Use of Results for Improvement: Implementation of the use of <i>Backboard Collaborate</i> for online tutoring should allow the PASS Center to reach more students and allow access to tutoring to distance students. PASS Center services will continue to be aggressively marketed through a variety of methods.</p>

Priority Initiative #6:**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. Biology-2
 - b. Music/Fine Arts
 - c. COSC/Math
 - d. Speech
 - e. Math/Reading/Writing (developmental education)
 - f. Allied Health clinical coordinator
 - g. ADN
2. Maintain a 70% to 30% full time to part time faculty ratio based on load hours and/or contact hours.

Resources and Approximate \$:**Facilities:** Office space and \$2,000.00 for furnishings (desk, file cabinet, & bookshelves) per Instructor**Personnel:** \$39,800.00 + benefits per Instructor (minimum)**Technology:** \$1,500.00 per Instructor**Assessment Method/Date:** Faculty load & listing; Class schedules; Survey of Instruction Report **Date:** Aug. 31, 2013**Results: Achieved****Assessment Data/Evidence:**

Additional full time faculty in the areas of Biology (1 position), Computer Science/Mathematics (1 shared position), EMS (1/2 position), and Music (1/2 position) were added for the 2012-13 academic year. According to the Vernon College Faculty Load & Listing, 74.8% of the faculty load was borne by full-time instructors in 2012-13, up from 71.6% in 2011-12. Vernon College continues to be above the state average in percent of contact hours taught by full-time faculty (75.4% vs. 67.1% as reported by THECB for FY 2012).

Use of Results for Improvement:

The hiring of additional full-time faculty in 2012-13 increased the overall knowledge base and provided additional areas of expertise within subject matters. Additionally, the new positions allowed the institution to decrease its reliance on adjunct faculty in key areas. This was important as moving forward, federal regulations appear to limit adjunct faculty to a maximum "load" of 9 load hours per semester.

Objective #2: Provide additional clerical and support positions to meet the needs of the growing student population and accreditation recommendations.

Responsibility: Dean of Instructional Services and Division Chairs

Statement of Need: External accrediting bodies for Pharmacy Technician and EMS programs have recommended clerical support of programs. Additionally, facility expansion and relocation of programs facilitates this position.

Actions:

1. Hire clerical support to assist Surgical Technology, Pharmacy Technician, EMS, and Health Information Technology.

Resources and Approximate \$:

Facilities: Office space and \$2,000.00 for furnishings (desk, file cabinet, & bookshelves)

Personnel: \$20,371 + benefits (Step 1, Classified II)

Technology: \$1,500.00

Assessment Method/Date: Position recommended and filled **Date:** Aug. 31, 2013.

Results: Achieved

Assessment Data/Evidence:

During recent reaccreditation site visits for both the Pharmacy Technician and Emergency Medical Services programs, recommendations were provided to the institution to provide clerical support for these programs. Funds were budgeted and allocated for a new position (Faculty Assistant, Classified II) to assist the faculty in the Emergency Medical Services, Health Information Management, Pharmacy Technician, and Surgical Technology programs. The new hire was assigned to duties effective October 2012.

Use of Results for Improvement:

The new Faculty Assistant (Classified II) is located in the office complex housing the aforementioned faculty and has provided much needed support to both faculty and students. Due to the nature of their positions and clinical obligations, these faculty are often out of their office for extended periods of time. The addition of a faculty assistant has provided a constant presence to serve students and other stakeholders with requested information in a timely fashion. Additionally, the clerical support provided to faculty has been much appreciated and should positively contribute to the continued accreditation of these programs by their respective accrediting bodies.

Objective #3: Improve student access to library assistance as evidenced by the hiring of a part time library assistant to work evenings from 4:00 PM to 8:00 PM on Monday through Thursday at Skills Training Center.

Responsibility: Director of Library Services, Dean of Instructional Services

Statement of Need: A part time assistant is needed to provide on-site library support at STC.

Actions:

<ol style="list-style-type: none"> 1. Post job announcement for part time position on Vernon College's website. 2. Hire qualified individual to work 16 hours weekly at \$9.00 per hour.
Resources and Approximate \$: Personnel \$5,696.00 This amount is needed to compensate a part time assistant working 16 hours weekly at \$9.00 per hour.
Assessment Method/Date: Part time assistant will be hired Date: by October 1, 2012.
Results: Not Achieved Assessment Data/Evidence: Due to budgetary concerns, a part time library assistant has not been hired at STC. Use of Results for Improvement: Virtual reference assistance is available to assist students in accessing and using library resources and services at STC. A designated phone and computer are setup to assist students in the absence of on-site personnel. Students are asked to initiate a request via the phone. Library staff can then invite students to meet virtually through Collaborate. Using Collaborate, library staff can utilize desktop sharing capabilities and audio/video features for live demos on how to access library resources. The library will work on promoting the availability of virtual assistance through information tables and improved signage. Also, surveys will be monitored to determine student awareness of virtual assistance at STC.

Objective #4: Hire an additional interpreter to serve students with interpreting services and to coordinate all note-taking.
Responsibility: Director of Special Services and the VC Lead Interpreter
Statement of Need: In the 2010-2011 academic year, VC spent \$33,027.50 for outside interpreting services. That is in addition to significant overtime worked by the Lead Interpreter. For this amount, VC can hire an additional interpreter who could also be in charge of coordinating all note-taking services: a very needed and important function for deaf, learning disabled, and physically disabled students.
Actions: Work with Human Resources to post an advertisement for an additional interpreter; interview and hire an interpreter with the Lead Interpreter's assessment of interpreting skills as one of guidelines for hiring.
Resources and Approximate \$: Personnel \$26,000.00 plus benefits.
Assessment Method/Date: Interpreter hired and in place Date: by beginning of Fall 2012 semester
Results: Achieved Assessment Data/Evidence: An Interpreter/Note taker was hired effective August 2012 and is currently working with a variety of ADA students including deaf students, students who need note takers, and students who need a quiet testing place. Use of Results for Improvement: The additional personnel has enabled Special Services to be more responsive to the needs of a growing number of students from special populations. Currently, 19 qualified ADA students have requested a quiet testing area for all or most of their tests during the fall 2013 semester. Services, employee schedules, and expenses will continue to be closely monitored to determine effectiveness of personnel and programs.

Objective #5: Employ a full-time PASS Center Coordinator at Skills Training Center

Responsibility: Dean of Instruction and Director of Special Services
Statement of Need: CCSSE results showing need for increased awareness and utilization of the PASS Center at STC is furnished and available, but it is only open between 2 and 15 hours a week, depending upon the week.
Actions: Work with Human Resources to develop the position and advertise it. Interview and hire a full-time Coordinator by October 1, 2012.
Resources and Approximate \$: Personnel \$26,000.00 plus benefits.
Assessment Method/Date: Full-time PASS Center Coordinator is employed at Skills Training Center Date: 10/12/2012
Results: Not Achieved Assessment Data/Evidence: Due to lack of tutoring requests in the Fall 2012 semester and the tight budget, it was determined by the Dean of Instructional Services and the Director of Special Services that this objective would be tabled until greater need is shown. Use of Results for Improvement: Continue to monitor tutoring requests, ADA needs, and budget availability for STC to determine need for full-time PASS Center Coordinator.

Priority Initiative #7:
Enhance the technological infrastructure of the institution.

Objective #1: Ensure sufficient reliability/efficiency of computers.
Responsibility: Dean of Instructional Services, DC's, Faculty, IT Department
Statement of Need: IT department has recommended all computers be replaced on a 3 year rotating basis
Actions: <ol style="list-style-type: none"> 1. Assist IT department in identifying applicable computer labs for conversion to "virtualized"/thin-client labs. 2. Assist IT department in identifying priority replacement of faculty/staff, classroom, and lab computers. 3. Research utilization of new classroom presentation technologies.
Resources and Approximate \$: Technology No \$
Assessment Method/Date: Computer inventory and rotation plan; recommendations to IT Date: August 1, 2013
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> • Instructional Services currently has one computer lab (CCC 513) which has been converted to a "virtualized/thin client lab". This computer lab, while certainly being adequate for the teaching of COSC 1301, has limited opportunities for other applications/utilizations due to the specialized configuration of the networked computers. Discussions between the Dean of Instructional Services and the IT department resulted in the decision to forego the conversion of any more computer labs to a "virtualized/thin client" lab at this time due to the resulting lack of flexibility. • In September 2012, the Dean of Instructional Services was provided by the IT department with a proposed computer replenishment list for the 2012-13 academic year. This proposed list was circulated among the Division Chairs, Directors and Coordinators for confirmation

of need, identification of omissions, and prioritization. The Dean of Instructional Services also worked closely with the other Deans and the proposed computer replenishment list was edited, prioritized, and reviewed by the President's Administrative Team. 108 PC's/laptops for administration, faculty, and staff were replaced during the 2012-13 academic year. Of these 108, 57 were in the component area of Instructional Services. Additionally, another 26 classroom/podium computers were replaced and 2 entire computer labs (Automated Office Technology - 20 computers and Health Information Management - 22 computers) were replaced. In summation, 125 computers in Instructional Services were replaced during 2012-13.

- In fall 2012, various "smartboard" technologies/products were researched by the Coordinator of Instructional Design & Technology and the Director of Quality Enhancement. Following product reviews, a *Hitachi Touchboard* was purchased and installed in classroom CCC 700 in late fall 2012 and readied for use in the spring 2013 semester. During spring 2013, the technology was piloted in several courses taught by math instructor Dr. Brad Beauchamp. The technology allowed for the capturing of content presented in F2F courses which then was posted to Blackboard and provided to students enrolled in the online versions of the same courses. Additionally, Apple TV technology, which had been successfully piloted by the Industrial Automation department at the Skills Training Center, was installed in 8 CCC classrooms during fall 2012. This technology was well received by instructors as it increased their mobility in the classroom and allowed instant access to course materials stored in the cloud or on their PC or tablet. This instant access proved extremely effective in a "flipped classroom" model and its' use positively contributed to the incorporation of a variety of active and collaborative learning activities.

Use of Results for Improvement:

- The computer replenishment list as presented by the IT department has been reformatted into 4 categories: 1) Office Computers for faculty, staff, and administrators 2) Classroom/podium computers 3) Laptops 4) Computer Labs. Additionally, naming nomenclature has been refined to reflect category type. These changes should enhance communication between VC personnel and the IT department and result in greater ease of identifying and monitoring replenishment needs.
- Preliminary results of the use of the *Hitachi Touchboard* are encouraging and the technology will be replicated in a classroom on the Vernon campus and utilized initially by mathematics instructor Paula Whitman. Adding microphones to the classrooms equipped with the Hitachi Touchboard is planned in order to capture student questions, discussions and other interactions. This will enable instructors who teach both F2F and online sections of the same course to provide their distance learners with virtually the same experience as provided to their F2F students. Additionally, the feasibility of combining "smartboard" technology with *Blackboard Collaborate* will be explored and evaluated as to its potential to replace current ITV technology which is becoming more dated and costly to maintain. The Apple TV technology will continue to be expanded into additional classrooms. However, the recent availability of specialized application software (*Reflector*) which appears to be a more cost effective substitute for Apple TV will be piloted and evaluated.

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #1: To promote and encourage the utilization of ESCRs as a means of documenting and articulating planning and assessment at the course level.

Responsibility: Dean of Instructional Services, DCs, Instructional Designer, Faculty
Statement of Need: THECB, SACS, and institutional requirements
Actions: 1. Utilize and present the results of ESCRs to internal and external stakeholders.
Resources and Approximate \$: Institutional Improvement, No \$
Assessment Method/Date: Documentation of presentations to data Date: Aug. 31, 2012
<p>Results: ✓ Achieved ✓ In Progress</p> <p>Assessment Data/Evidence: End of Semester Course Reviews (ESCR) were submitted at the end of the fall 2012 and spring 2013 semesters by faculty to the Coordinator of Instructional Design & Technology via <i>Survey Monkey</i>. In 2012-13, 621 individual submissions were collected. Information provided on the ESCR included results from the assessment of general education core competencies and course outcomes and the identification of artifact(s) used in the assessment of student learning outcomes. Other information/data reported on the ESCR included grade distribution, delivery mode, student engagement techniques utilized, and instructional technologies utilized. A reflective component was also provided for the instructor to articulate planned changes to the course for future improvement. Results of the 621 submissions were aggregated by the Coordinator of Instructional Design & Technology and reported to the Dean of Instructional Services. Upon completion of the aggregation of results, individual submissions were passed on to the respective Division Chair or Director for their review.</p> <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> • Faculty were presented with the aggregated results from the assessment of general education core competencies during the fall 2013 faculty development meetings. Faculty were strongly encouraged to continue to refine assessment measures embedded in courses and to identify and implement common assessments among courses to enhance reliability. Additionally, faculty were encouraged to consider addressing the apparent low number of assessments related to cultural literacy. Faculty were also encouraged to consider incorporating more assignments relating to written communication and scientific/mathematical skills due to the lower results reported for communication on the direct assessment and the lower results reported for scientific/mathematical literacy indicated by the indirect assessment. Finally, incorporation of the AAC&U LEAP VALUE rubrics, which seemingly will play a major role in the assessment of the newly mandated core objectives contained in the statewide revised core curriculum, was reviewed and stressed. • Responses to instructional technologies utilized were aggregated by the Coordinator of Instructional Design & Technology and reviewed to ensure that funds budgeted and expended for instructional technologies were justified. This practice will continue in order to ensure responsible use of budgeted funds. Additionally, results from the aggregated responses to student engagement techniques utilized were reviewed by the Coordinator of Instructional Design & Technology in an effort to identify best practices and emerging trends. This approach will continue to be used in order to potentially expand upon proven practices and effectively monitor emerging trends.

Office of the President

Human Resources

Priority Initiative #5: Support opportunities for professional development for all Vernon College employees through appropriate funding.
Objective #1: Research and develop training development for professional faculty/staff through the HR area.
Responsibility: HR Director and Staff
Statement of Need: to offer and support opportunities for professional development and growth for all Vernon College employees.
Actions: 1. Research training opportunities/materials to be developed in the areas of faculty, supervisors, staff, etc... 2. Begin developing training programs in these areas for Vernon College. 3. Offer training to all VC employees and/or individual groups as needed.
Resources and Approximate \$: Institutional Improvement - Cost of materials TBD
Assessment Method/Date: Training programs developed, either online, PowerPoint, etc. Date: by August 2013
Results: Achieved Assessment Data/Evidence: Purchased Sexual Harassment training video to replace current training; used Super ad Visor Newsletter for supervisors; purchased Performance Reviews training to use with supervisors Use of Results for Improvement: Provided new Sexual Harassment training during Fall Staff Development; Sent Super ad Visor newsletters out to supervisors as received; will provide Performance Review training prior to annual evaluations this fall
Objective #2: Participate in professional development appropriate to enhance knowledge and skills in job related responsibilities.
Responsibility: Director of HR and HR Clerk
Statement of Need: to ensure benefits compliance, to adequately network and enhance HR knowledge, and to enhance knowledge in areas of policy and procedures
Actions: 1. Participate in any benefit conference/training available. 2. Participate in TACCHRP conference. 3. Participate in other appropriate professional training available. 4. Participate in Title IX Coordinator training.
Resources and Approximate \$: Institutional Improvement - ERS benefits conference/trainings \$500; TACCHRP \$1000; Other professional trainings \$500; Title IX Coordinator training \$3,500
Assessment Method/Date: Participation in trainings and conferences Date: throughout the year and conferences June and July
Results: Achieved

Assessment Data/Evidence: Participation in trainings and conferences – throughout the year; conference in June (benefits training – online; TACCHRP conference – June in San Antonio; misc. webcasts throughout the year; purchased Title IX Coord. training)
Use of Results for Improvement: Training is always beneficial and will continue to be a part of my ongoing plan for improvement. I was elected Vice President of TACCHRP for the 13-14 year.

Priority Initiative #6:

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

Objective #1: Add a part-time employee to the HR Department to develop new hire and current faculty/staff training; perform this training and for filing/Docubase needs.

Responsibility: HR Director and hiring committee.

Statement of Need: to enhance resources for future new hire orientation, professional development needs and current HR office needs.

- Actions:**
1. Approval for additional personnel.
 2. Advertise and accept applications.
 3. Screen applications and interview select candidates.
 4. Hire most qualified, best fit candidate.

Resources and Approximate \$: Personnel \$10,186 + benefits

Assessment Method/Date: Hiring of new employee **Date:** by Sept. 2012

Results: Not Achieved

Assessment Data/Evidence: Not approved by Personnel Committee

Use of Results for Improvement: Currently using work study for filing/Docubase needs. Looking into online training for future training needs.

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #1: Review/update policies in Employee Handbook

Responsibility: Director of HR and Employee Handbook Committee

Statement of Need: to ensure the College policies are up to date and accurate and to ensure compliance with local, state and federal rules and laws

- 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 Date: by September 31
Results: Achieved
Assessment Data/Evidence: Employee Handbook updated by Employee Handbook Committee, approved by Board of Trustees August 2013 & September 2013, and posted to HR website September 2013
Use of Results for Improvement: This process has become an annual process.

Information Technology

Priority Initiative #7: Enhance the technological infrastructure of the institution.
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Objective #1: Adhere to equipment replenishment standards according to the Vernon College IT Strategic Plan
Responsibility: Run Business Solutions
Statement of Need: Purchase is necessary to bring the college to a best practices IT replenishment plan for all computing equipment
Actions: <ol style="list-style-type: none"> 1. Purchase 136 faculty PCs, 128 Lab use PCs, and 15 spares 2. Roll out 20 faculty and staff PCs per month and replace 1 to 2 labs per month.
Resources and Approximate \$: Technology \$275,421.94
Assessment Method/Date: Documentation of purchases and replenishment completion Date: August 31, 2012
Results: Completed with budgetary restrictions
Assessment Data/Evidence: Documentation - Supplied monthly updated PC Replenishment list
Use of Results for Improvement: The replenishment of faculty/staff and lab computers has proven to increase productivity of staff/students, therefore replenishment will always be a priority.

Objective #2: Software selection for Campus Management system to assess the viability of the current campus management system and compare to other competitive products as well as current needs of the college.
Responsibility: Vernon College Appointed Selection Committee and Run Business Solutions
Statement of Need: To stay competitive in the services that Vernon College provides.
Actions: <ol style="list-style-type: none"> 1. Form software selection committee and assess need
Resources and Approximate \$: Technology \$TBD
Assessment Method/Date: Documentation of appointment of Selection Committee, agendas, minutes, meeting notes and recommendation Date: August 31, 2012

Results: Software selection was completed by VC. VC chose to stay with POISE.

Assessment Data/Evidence: Documented conversations, agendas, and meeting notes

Use of Results for Improvement: 11/2012 – No changes were made to Campus Management Platform (POISE).

Objective #3: Complete Century City Renovations by ensuring that cabling construction meets Vernon College's needs in new space

Responsibility: Run Business Solutions – Cabling Subcontractor

Statement of Need: To provide connectivity to all network enabled devices in the new space

Actions:

1. Work with cabling contractor and architect to ensure cabling meets the college's needs

Resources and Approximate \$: Facilities – \$ included in construction costs

Assessment Method/Date: Cabling construction completed within renovation deadlines **Date:** as of August 31, 2012

Results: Completed

Assessment Data/Evidence: Cabling construction was completed 8/31/2012. Approved budgets requests

Use of Results for Improvement: Upon completion of the cabling project at Century City it is significantly better. A dedication to professional cabling will be used on every cabling endeavor going forward.

Objective #4: Connect all devices to network in new space

Responsibility: Run Business Solutions

Statement of Need: To provide connectivity to all network enabled devices in the new space

Actions:

1. Purchase, Configure, Test, and Install appropriate switching and wireless equipment

Resources and Approximate \$: Technology \$TBD

Assessment Method/Date: Connectivity completed. Approved budget requests **Date:** as of August 31, 2012

Results: Completed

Assessment Data/Evidence: Documented conversations, meeting notes.

Use of Results for Improvement: 8/31/2012 – Completed connectivity of all devices in new renovated space at Century City.

Objective #5: Website - Continue to improve website usability and stability

Responsibility: Departmental Admins and Run Business Solutions

Statement of Need: To maintain/gain competitive advantage

Actions:

1. Meet periodically to brainstorm/assess

Resources and Approximate \$: Institutional Improvement no \$

Assessment Method/Date: Documentation of attendance, agendas, minutes and meeting notes **Date:** August 31, 2012

Results: Completed

Assessment Data/Evidence: Approved budget requests, documented conversations, meeting notes

Use of Results for Improvement: 11/2012 – Moved VC Web Server offsite to the cloud

Objective #6: Maintain technology best practices for networking Infrastructure according to the Vernon College Strategic IT Plan by replenishing outdated switching and routing equipment

Responsibility: Run Business Solutions

Statement of Need: Stability and reliability in network communications

Actions:

1. Inventory current equipment and develop a replenishment plan based on findings

Resources and Approximate \$: Technology no \$

Assessment Method/Date: Developed Replenishment Plan. Documentation of Plan **Date:** August 31, 2012

Results: Completed

Assessment Data/Evidence: Documentation of meeting notes and approved budget requests.

Use of Results for Improvement: 1/2013 - Replaced backbone switches in Vernon with business class managed switches.

Objective #7: Adhere to server replenishment best practices

Responsibility: Run Business Solutions

Statement of Need: Standard replenishment as outlined by strategic plan

Actions:

1. Purchase and implement 2 new Hyper-V Servers – One for CC and One for VC
2. Purchase, configure, test, implement 2 new virtual servers

Resources and Approximate \$: Technology \$20,000

Assessment Method/Date: Servers purchased and successfully implemented **Date:** December 31, 2012

Results: Completed

Assessment Data/Evidence: Approved budget requests

Use of Results for Improvement: 12/2012 – Purchased and implemented

Objective #8: Maintain relevant IT Strategic Plan

Responsibility: Run Business Solutions

Statement of Need: Documentation required for future planning, development and spending of IT resources

Actions:

1. Review Plan and publish for input and changes from college management
2. Approve plan as final

Resources and Approximate \$: Technology \$ Included in annual contract

Assessment Method/Date: Approved plan **Date:** August 31, 2012

Results: Completed

Assessment Data/Evidence: 12/2012 – Documentation of IT Strategic Plan

Use of Results for Improvement: Updated document to make current

Institutional Advancement

Priority Initiative #1:

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; Website Advancement/Support Specialist

Statement of Need: Financial difficulties can be a barrier to students which can result in not attending college, only attending part-time, unsuccessful completion of a degree or certificate program, or dropping out altogether. Therefore, a strong scholarship program aids in both recruitment and retention efforts. Since implementation of the STARS On-Line Application program for Vernon College students, applications have risen 177% in the first year of STARS implementation and 197% in year 2. This is projected to continue to increase. There is also a need to provide information about other non-Vernon College/Vernon College Foundation scholarships that Vernon College students could apply for whether to continue their studies at the College or to use when transferring to a four-year institution. Additionally, students must have a place to go and an identified person(s) to speak with for help with scholarship applications or more information. The **SENSE** Survey indicated that students do not feel that there is anyone identified at Vernon College that can assist them with scholarship questions. **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 Vernon College/Vernon College Foundation scholarships which are handled by the Office of Institutional Advancement we must do a better job of assisting our current and future students to take advantage of all scholarship opportunities

Actions:

1. Continue to utilize the STARS On-Line Scholarship Application process to facilitate scholarship applications.
2. Enhance the scholarship page on the Vernon College website with STARS information and its link and links to other outside scholarships that Vernon College students can apply for.
3. Continue to develop multiple access points within the Vernon College website that will provide access to the STARS program as well as other scholarship information.
4. Review each scholarship’s criteria and build an information file about these scholarships to help students determine their applicant eligibility.

5. Continue the “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications: College, Foundation, and non-College/Foundation scholarships that are open to Vernon College students.
6. Participate in any informational webinars presented by scholarship funders to obtain the current information about their scholarship programs in order to better serve our students.
7. Manage the Vernon College Foundation Catching the Future dual credit scholarship program and the Archer City ISD and Iowa Park ISD College Connections scholarship programs.
8. Review and select an on-line scholarship application software that can be used for dual credit and College Connections scholarships as a process improvement.
9. Work with the Early College State Coordinator and College Recruiter to maintain contacts with high school counselors to distribute information about the Vernon College/Vernon College Foundation Scholarship Program.
10. Make presentations to area high schools to assist students with their STARS applications.
11. From September to December review STARS student application progress on a bi-weekly basis to determine which applications are incomplete. Contact each student with an incomplete application to help them finish the application prior to the March 1 deadline.
12. In January and February, review student application progress on a weekly basis and encourage students with incomplete applications to complete the application by the March 1 deadline.
13. Continue to seek increased funding, in both the private and public sectors, for all College and Foundation scholarships, including dual credit scholarships.
14. Continue research to find other scholarship sources for our students and add to Scholarship page on the website.
15. Develop a scholarship brochure that provides the highlights of Vernon College/Vernon College Foundation Scholarships for distribution to area high schools and for use as a solicitation tool.
16. Work with the Directors of Student Activities, SGA, Student Forum and other student groups to promote the scholarship program and encourage applications.
17. Add a staff position, which could be initially part-time, Advancement Services Specialist for Scholarship Support, to manage and update the STARS information; add new scholarship and criteria to the database. Review all scholarship criteria information for completeness and make changes to existing criteria if the scholarship is revised. Prepare STARS reports including the student application progress report; contact students who have not completed their application and assist them. Respond to student applicant questions. Maintain all paper scholarship files. Make STARS presentations to area high schools and assist students with their applications on-site. Make presentations to Vernon College student groups about the availability of scholarships including STARS. Maintain the scholarship Excel reports adding new gifts received and scholarships awarded each year. Assist with researching other scholarship opportunities available for Vernon College students, gather the information and update the information on the Scholarship Page on the website. Assist with the preparation and distribution of all scholarship offers to students and the subsequent annual scholarship 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 and Excel scholarship reports as need.

1. **Resources and Approximate \$: Institutional Improvement** -- new Scholarship Brochure -- \$10,000.
2. **Personnel** – Advancement Services Specialist for Scholarship Support – Part-time: \$18,000; Full-time -- \$25,000-\$28,000
3. **Technology** – Annual software license for STARS – \$7,000.; New software for dual-credit and College Connections scholarship programs -- \$1,000

Assessment Method/Date:

1. Advancement Services Specialist for Scholarship Support hired **Date:** by August 31, 2013.
2. Scholarship page on College website updated and new scholarship information added **Date:** by August 31, 2013.
3. STARS presentations to area high schools as requested and evidenced by appointments calendar **Date:** by August 31, 2013 and on-going.
4. Continue “one stop shop” scholarship office and track number of calls, emails, and face to face meetings from students requesting assistance with STARS or other scholarship applications **Date:** by August 31, 2013 and on-going.
5. Review on-line scholarship application software for use in the dual credit and college connections scholarship programs **Date:** by August 31, 2013.
6. STARS annual license renewed **Date:** by March 1, 2012.
7. Scholarship program brochure designed and implemented **Date:** by August 31, 2013.
8. Increased funding for scholarships achieved **Date:** by August 31, 2013.
9. Presentations to Vernon College student groups about the availability of scholarships **Date:** by August 31, 2013.
10. Chair the Vernon College Scholarship Committee in March-April and prepare annual report **Date:** by August 31, 2013.

Results: In Progress

Assessment Data/Evidence: The request for an Advancement Services Specialist for Scholarship Support was not approved due to budget constraints. A Frequently Asked Questions (FAQ) document was developed for STARS to assist students with their scholarship application and posted to the updated STARS webpage. Scholarship applications continued to increase as well as contacts from current and potential students seeking information. A total of 1,051 scholarship applications were received for 2012-2013; this resulted in 715 scholarship offers, of which 689 offers were accepted and 524 scholarships were actually used. Staff continued to participate in webinars to gain better knowledge of scholarship software programs and best practices to better serve our students. During 2012-2013 on-site STARS presentations were made at 2 area high schools. Assistance was also provided to area high school counselors via the Internet and telephone consultation. Additionally STARS was presented to high school counselors in August 2013 at the annual Vernon College Access Program (VCAP) held at the College’s Century City Center. The Vernon College Foundation renewed the Catching the Future Dual Credit Scholarship grant in the amount of \$20,000 for the 2012-2013 academic year. As a result, 200 \$100 were offered to area high school students and 149 were actually used. During the 2012-2013 year, three service area high schools joined the Vernon College Foundation College Connections Dual Credit Scholarship Program. The “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement (OIA) continued to be marketed to students and high school counselors as the “one stop shop” scholarship office. All scholarship calls were referred to this office which decreased students’, counselors’, and parents’ transfers from office to office. An email address STARSadmin@vernoncollege.edu was promoted as the contact point for STARS issues. The planned comprehensive scholarship program brochure/booklet was put on hold because of budget constraints. The Vernon College Scholarship Committee met in March 2013 and developed the parameters for offering and awarding 2013-2014

scholarships as evidence by the agenda and meeting minutes. A new three-year contract was signed with STARS where they have implemented a new user face that is more student and staff friendly. The department is learning its new capabilities and will always compare to other software programs.

Use of Results for Improvement: The request for an Advancement Services Specialist for Scholarship Support will be included in the 2014-2015 Annual Plan. Continue to enhance the STARS webpage, make more site visits to area high schools, and make changes to the FAQ according to student needs. As an ongoing process, there is still a need to develop a scholarship criteria information sheet. A scholarship brochure is still in the plan for the 2013-2014 year awaiting direction from the Integrated Marketing/Recruiting committee on graphic standards per the marketing consultant which was a recommendation from the Integrated Marketing/Recruiting task force. Having a part-time staff position would help with the brochure, assist with the Scholarship Banquet, respond to inquiries from donors, and update scholarship information in Raiser's Edge and STARS software and Excel scholarship reports. Staff continues to communicate with other area high schools to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to make more scholarship opportunities available for area high school students. Continue to find sources for increased donations toward scholarships, to complete building scholarships, and to create new scholarships. As the department becomes aware of other scholarship opportunities that might be available to Vernon College students, that information will be emailed to students and posted on the Vernon College Facebook page.

Priority Initiative #2:

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

Objective #1: Utilize various fundraising methods to respond to and support improved education and student support services, particularly in the areas of grantsmanship and scholarship support.

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Advancement Services Specialist; Website Advancement/Support Specialist.

Statement of Need: Philanthropic support provides increased funding for the "tools" that support educational quality, support services, student learning, student retention, and certificate/degree completion or transfer by students. Grant proposals, with the assistance of appropriate faculty and staff, can be written and submitted for specific programs, departments, the College as a whole, and scholarship support. Additionally, current donors are solicited and prospective individuals and corporations can be identified, cultivated and solicited for philanthropic support.

Actions:

1. Enhance existing philanthropy efforts utilizing the Raiser's Edge (RE) software to design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.

2. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
3. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
4. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
5. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
6. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the "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.
7. 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 grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
8. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
9. Attend relevant training programs in grantsmanship including grant management, budgeting and evaluation methods.
10. Utilize consulting services in the preparation of major grant proposals as needed.

Resources and Approximate \$:

1. **Institutional Improvement** -- Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$5,000. Funds to attend other relevant professional development conferences, seminars, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$4,000.
2. **Technology** -- Renewal of Metasoft Foundation/Corporate Funding search software license -- \$4,000. Funds to obtain other relevant software licenses if determined that such as license will enhance/upgrade the ability of Institutional Advancement to support College funding needs.

Assessment Method/Date:

1. 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 **Date:** by August 31, 2013.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) **Date:** by October 1, 2012.
3. 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 2011-2012 fiscal year **Date:** by August 31, 2013.
4. 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 **Date:** by August 31, 2013.

5. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **Date:** November 2012.
6. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program **Date:** by August 31, 2013.
7. Staff participation in CASE Summer Institutes; tools and techniques learned incorporated into the Institutional Advancement program **Date:** by August 31, 2013.
8. Annual software licenses/maintenance contracts renewed **Date:** by August 31, 2013.
9. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College **Date:** by August 31, 2013 and ongoing.

Results: In Progress

Assessment Data/Evidence: Seven (7) new private scholarships were established during 2012-2013 and 2 “Building” scholarships reached to minimum endowment level of \$10,000 to be activated. Ten (10) endowed scholarships were transferred from the Vernon College Endowment Fund to the Vernon College Foundation which provided increased interest earns and more scholarships funds for our students. The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on October 1, 2012. A total of \$699,412 in philanthropic support for the previous fiscal year was reported. Proposals for \$150,000 and \$350,000 were submitted to two prospects that resulted in awards for those amounts. Advancement staff participated in the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2012 to increase knowledge, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College recruiting, retention, and marketing efforts. Staff also participated in grant information and other seminars/webinars during 2012-2013. All departmental software licenses/maintenances contracts were renewed by August 31, 2013.

Use of Results for Improvement: Continue participation in the CRD Federal Funding Task Force and Annual Conference, webinars, seminars, and internal, collaborative meetings. Works continues on the review and cleanup of old files prior to incorporation of gift information into the Raiser’s Edge database. The addition of an additional staff member will aid in the completion of this process and movement to the next step. Research, writing and submission of grant proposals will continue.

Objective #2: 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 and the economic impact it makes.

Responsibility: Coordinator of Marketing and Alumni Relations; Advancement Services Specialist; Website Advancement/Support 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 the President’s Annual Report, enhanced program brochures, and web and social media strategies.

Actions:

1. Utilize the Vernon College website effectively by researching and implementing innovative strategies for interaction, promotion, and enhancement as the premier information source for the College.
2. Coordinate with the website Component Administrators to ensure that their respective departmental webpages are up to date.
3. Continue the implementation of 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 the citizens of Wichita County and the other 11 counties in our service area about the value and economic impact of Vernon College in this region.
4. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
5. As funds are available take advantage of enhanced marketing/communication opportunities to support the College’s visibility.
6. Continue the annual President’s Report to all constituencies as well as all media outlets in the 12 county service area and other selected areas.
7. Utilize the services of a professional photographer/videographer, on an as-needed basis, to enhance the website and other marketing materials to better showcase Vernon College to its constituencies and current and potential students.
8. Develop a new general College promotional marketing CD, utilizing a marketing firm, to showcase the college. This CD can be added to the Vernon College website and distributed throughout the 12 county service area.

Resources and Approximate \$:

1. **Institutional Improvement:** New funds to take advantage of marketing/communication opportunities as they arise -- \$25,000. Training opportunities for the Coordinator of Marketing and Alumni Relations and the Website Advancement/Support Specialist -- \$6,000. Professional photographic services -- \$7,000. General College promotional marketing CD utilizing a marketing firm -- \$25,000.
2. **Technology:** Additional Users to Ektron CMS400.Net Pro Domain Annual License -- \$10,000.

Assessment Method/Date:

1. President’s Annual Report disseminated **Date:** by January 31, 2013.
2. Prepare an annual user report of website usage statistics and website enhancements **Date:** by August 31, 2013 and ongoing.
3. Develop best practices and procedures for maintaining the Vernon college website and Component Administrators’ webpages **Date:** by August 31, 2013.
4. New general College CD produced and distributed **Date:** August 31, 2013.

Results: In Progress

Assessment Data/Evidence: All marketing material included the College’s web address as the primary source of information. The Wichita County Advisory Committee was revamped and new members added to help the College accomplish its goals. Website usage statistics are published monthly in the *College Update*. Increased marketing utilizing print and other marketing media was conducted in our twelve county service area for recruiting efforts for the fall 2013 registration. The President’s Annual Report was published and distributed in February 2013. This report is sent to donors, area community members, prospective donors, and area Independent School Districts. A videographer was contracted with in 2012-2013 to develop a professional, appealing TV commercial to aid in marketing efforts. The commercial has been well received. Developing a marketing CD was not achieved this year. The Ektron annual license was renewed.

Use of Results for Improvement: Work will continue with the videographer and with additional funds, a photographer will be contracted to enhance Vernon College publications and social media sites. The proposed marketing CD will be added back to the 2013-2014 Annual Plan. Additional support staff will allow the OIA department to complete other tasks such as the marketing CD to further advance the institution. Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the student informed. A website users group is being developed to enhance website maintenance and ensure that established standards are being followed. Marketing Strategies for special campaigns are awaiting direction from the Integrated Marketing/Recruiting Committee on graphic standards per the marketing consultant which was a recommendation from the Integrated Marketing/Recruiting Task Force. The President's Annual Report will continue publication. Opportunities for further training for the Coordinator of Marketing and Alumni Relations and the Website Advancement/Support Specialist will continue.

**Priority Initiative #5:
Support opportunities for professional development for all Vernon College employees through appropriate funding.**

Objective #1: Provide professional opportunities for Institutional Advancement staff to learn, develop, and implement new and enhanced strategies and techniques to support the College.

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

Statement of Need: Professional development opportunities are essential in order to learn about new strategies and techniques that will enhance employee efforts on behalf of Vernon College and our Vernon College Foundation. At training sessions, best practices, new techniques and strategies are presented which enables staff to apply the new knowledge gained in order to improve job performance.

- Actions:**
1. Continued membership and participation in the Council for Resource Development Federal Funding Task Force, the annual conference and other leadership opportunities within the organization.
 2. Continued membership and participation in the Council for Advancement and Support of Education (CASE), CRD, and NCMPR.
 3. Continued participation in relevant conferences focusing on Alumni Relations, Marketing and Advancement Services.
 4. Participate in at least one comprehensive grant writing conference annually.

Resources and Approximate \$: Institutional Improvement

1. Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$5,000. NCMPR Annual Conference -- \$3,500. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$4,000.

Assessment Method/Date:

1. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **Date:** November 2012.

2. Participate in the NCMPR Annual Conference, conference notes **Date:** by August 31, 2013.
3. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services. **Date:** by August 31, 2013 and ongoing

Results: In Progress

Assessment Data/Evidence: OIA participated in the CRD Federal Funding Task Force and Annual Conference in November 2012 to increase knowledge, networking opportunities, and received the most up-to-date information including best practices in advancement to support recruiting, retention, and marketing efforts. In the 2012-2013 school year, staff participated in webinars, seminars, conferences, and meetings focusing on alumni relations, marketing/web, and advancement services.

Use of Results for Improvement: These objectives will continue to be met as funding is available. OIA staff will continue their membership in CASE, CRD, and NCMPR.

Objective #2: Where possible, research and identify professional development and grant opportunities that are available to Vernon College faculty and staff.

Responsibility: Director of Institutional Advancement/Executive Director, Advancement Services Specialist; Website Advancement/Support Specialist

Statement of Need: Professional development opportunities are essential in order to learn about new strategies and techniques that will enhance employee efforts on behalf of Vernon College. At training sessions, best practices, new techniques and strategies are presented which enables staff to apply the new knowledge gained in order to improve job performance.

Actions:

1. Research grant opportunities such as the National Endowment for the Humanities Summer Institutes for Education personnel.
2. Through the College email system and the Dean of Instructional Services, send notices of funding opportunities as the information is publicized on agency websites.
3. Assist faculty and staff in the preparation and submission of grant proposals to support faculty/staff development.

Resources and Approximate \$:

1. **Institutional Improvement:** Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$5,000 and to attend a comprehensive grantsmanship workshop, including proposal preparation and pre and post award -- \$3,500.
2. **Technology:** Renewal of Metasoft Foundation/Corporate Funding search software license -- \$4,000.

Assessment Method/Date:

1. Potential sources discovered and publicized to the Vernon College community **Date:** by August 31, 2013 and ongoing.
2. Proposals written and submitted **Date:** by August 31, 2013 and ongoing.

Results: Achieved

Assessment Data/Evidence: Three potential grant opportunities were researched and publicized to the Vernon College community during 2012-2013. Two proposals were written for a total of \$500,000 and were funded.

Use of Results for Improvement: Research will continue on potential grant opportunities and publicized to the College community. As identified, proposals will continue to be written and submitted to funding agencies.

Priority Initiative #6:

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

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; Website Advancement/Support Specialist

Statement of Need: Philanthropic support provides increased funding for the “tools” that support student learning, retention, and certificate/degree completion or transfer by students. The Vernon College Foundation is the repository of philanthropic funds that will support College needs. These needs have been identified in the areas of endowed and non-endowed scholarship support; endowed positions, and 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, a 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 faculty/staff professional development, program/department support, or equipment. These activities require travel and an up-to-date laptop to support off-site working.

Actions:

1. Enhance existing philanthropy efforts utilizing the Raiser’s Edge (RE) software to design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
2. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
3. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
4. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
5. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
6. Once all old giving records are in RE, 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.
7. Using RE, identify donors by lifetime giving and launch a new presidential-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.

8. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “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.
9. Continue to build support for the Vernon College Foundation Annual Auction.
10. 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 the Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
11. Attend and participate in the annual National Council for Marketing and Public Relations (NCMPR) Conference to network with marketing and webmaster colleagues and learn about the most up-to-date techniques and strategies to benefit Vernon College.
12. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
13. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
14. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
15. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.

Resources and Approximate \$:

1. **Institutional Improvement:** Funds to create and implement an annual Presidential-level Donor Recognition Event -- \$6,500; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- \$5,000; Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$5,000. NCMPR Annual Conference -- \$3,500. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$4,000.
2. **Technology:** Renew annual software licenses and maintenance contracts: Raiser’s Edge (RE) software license -- \$6,800; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$7,000. New software for dual-credit and College Connections scholarship programs -- \$1,000. Additional Users to Ektron SMS400.Net Pro Domain Annual License -- \$10,000. Funds to obtain other relevant software licenses if determined that such as license will enhance/upgrade the ability of Institutional Advancement to support College funding needs.

Assessment Method/Date:

1. 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 **Date:** by August 31, 2013.

2. Submission of the annual Voluntary Survey for Aid to Education (VSE) **Date:** by October 1, 2012.
3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, **Date:** by August 31, 2013.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, **Date:** by August 31, 2013.
5. Move all old prospect, donor, alumni records into RE to enable donor solicitations segmented and targeted solicitations based on the aggregate information contained in the RE database, second phase completed **Date:** by August 31, 2013 and ongoing.
6. Prospects identified and donors and prospects cultivated using standard “moves management” plans as evidenced by reports noted above **Date:** by August 31, 2013 and on-going.
7. Increased items given to and participation in the Vernon College Foundation Annual Auction as evidenced by dollars raised and matched by the Foundation **Date:** by February 28, 2013.
8. 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 2011-2012 fiscal year **Date:** by August 31, 2013.
9. 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 **Date:** by August 31, 2013.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **Date:** November 2012.
11. Participate in the NCMPR Annual Conference, conference notes **Date:** by August 31, 2013.
12. Develop best practices, policies, definitions, and procedures for utilizing the RE database **Date:** by August 31, 2013.
13. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program **Date:** by August 31, 2013.
14. Staff participation in CASE Summer Institutes; tools and techniques learned incorporated into the Institutional Advancement program **Date:** by August 31, 2013.
15. Annual software licenses/maintenance contracts renewed **Date:** by August 31, 2013.
16. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College **Date:** by August 31, 2013 and ongoing.

Results: In Progress

Assessment Data/Evidence: Philanthropic giving in 2012-2013 increased over 2011-2012 by 68% as evidence by Monthly, Quarterly and annual Philanthropy Reports. Many of the old files have been cleaned and are currently being merged with existing files. Seven (7) new private scholarships were established during 2012-2013 and 2 “Building” scholarships reached to minimum endowment level of \$10,000 to be activated. Ten (10) endowed scholarships were transferred from the Vernon College Endowment Fund to the Vernon College Foundation which provided increased interest earns and more scholarships funds for our students. The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on October 1, 2012. A total of \$699,412 in philanthropic support for the previous fiscal year was reported. Proposals for \$150,000 and \$350,000 were submitted to two prospects that resulted in awards for those amounts. Advancement staff

participated in the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2012 to increase knowledge, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College recruiting, retention, and marketing efforts. Staff also participated in grant information and other seminars/webinars during 2012-2013. All departmental software licenses/maintenances contracts were renewed by August 31, 2013. The Vernon College Foundation Annual Auction was held in February 2013 and successful.

Use of Results for Improvement: The request for an Advancement Services Specialist for Scholarship Support will be included in the 2014-2015 Annual Plan. Once the work on the old files is complete, old gift money will be added to Raiser's Edge. Work is ongoing toward increasing the number of private scholarships and completing building scholarship endowments. Additionally work will continue with donors who want to transfer their endowed scholarships from the College endowment to the Foundation endowment fund. Participation in the CRD Federal Funding Task Force and Annual Conference will continue as well as professional organization memberships, webinars, seminars, and internal, collaborative meetings. All software licenses are kept current and evaluated on a regular basis.

Priority Initiative #7:
Enhance the technological infrastructure of the institution.

Objective #1: Utilize existing software tools to support College, student, and alumni needs. Research new website technological tools and strategies as needed to benefit Vernon College students and the College as a whole as an aid to recruitment and retention. Continue enhancements to the website as the primary "information source" for the College.

Responsibility: Director of Institutional Advancement; Coordinator of Marketing and Alumni Relations; Advancement Services Specialist; Website Advancement/Support Specialist

Statement of Need: Updated software is essential to providing services to benefit the College and its students. Software such as Raiser's Edge Alumni/Development; STARS the College's on-line scholarship application; the Metasoft Foundation/Corporation Funding search engine; and MaestroSoft Pro Auction software assist in College and Foundation development/advancement efforts such as donor identification, cultivation, recognition, and solicitation; scholarship support for our students; and grantsmanship. Additionally, as College and student needs continue to increase, it is necessary to research other software that can help Institutional Advancement develop and/or enhance its strategies to become even more effective and efficient. Updated technological equipment is also essential to the efficient and effective operations of the IA Department.

Actions:

1. Enhance existing philanthropy efforts utilizing the Raiser's Edge (RE) software to design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
2. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support.

3. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
4. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.
5. Assist faculty and staff with the preparation and submission of proposals to public and private funding agencies. Private funders will be researched through the Metasoft funding search software. Public funders will be researched through various search engines such as grants.gov.
6. Assist students with the completion of their STARS applications.
7. Research and implement a similar software license to facilitate dual-credit scholarship applications.
8. Attend training sessions about website development to increase awareness of new technologies and assist in the continued enhancement to the College's website.

Resources and Approximate \$: Technology

Renew annual software licenses and maintenance contracts: Raiser's Edge (RE) software license -- \$6,800; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$7,000. Additional Users to Ektron CMS400.Net Pro Domain Annual License -- \$10,000. Funds to obtain other relevant software licenses if determine that such a license will enhance/upgrade the ability of Institutional Advancement's support of funding needs.

Assessment Method/Date:

1. Annual software licenses/maintenance contracts renewed **Date:** by August 31, 2013.
2. Research for possible program incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College **Date:** by August 31, 2013 and ongoing.
3. Funding sources researched through Metasoft software **Date:** by August 31, 2013 and ongoing.
4. Students assisted with 2012-2013 STARS Applications **Date:** by March 1, 2013.
5. Dual-credit scholarship software researched and recommendation made **Date:** by December 31, 2012.
6. Training sessions attended and enhancement strategies developed, conference notes **Date:** by August 31, 2013 and ongoing.
7. Purchase new department laptop **Date:** by August 31, 2013.

Results: In Progress

Assessment Data/Evidence: All departmental software licenses were renewed. Students were assisted with the STARS application by phone, email, and on-site support. Website Training was attended both through conference attendance and webinar participation. Skills learned are being incorporated. The Metasoft software was used to research potential foundation and corporate giving prospects.

Use of Results for Improvement: The software licenses will be kept current and evaluated on a regular basis. Work will continue on the old files in preparation for migration into the Raiser's Edge. The request for an Advancement Services Specialist for Scholarship Support will be included in the 2014-2015 Annual Plan. Attendance at website and other social media training will continue.

Priority Initiative #8:

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: 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; Website Advancement/Support Specialist

Statement of Need: Philanthropic support provides increased funding for the "tools" that support student learning, retention, and certificate/degree completion or transfer by students. The Vernon College Foundation is the repository of philanthropic funds that will support College needs. These needs have been identified in the areas of endowed and non-endowed scholarship support; endowed positions, and 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, a 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 faculty/staff professional development, program/department support, or equipment. These activities require travel and an up-to-date laptop to support off-site working.

Actions:

1. Enhance existing philanthropy efforts utilizing the Raiser's Edge (RE) software to design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
2. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
3. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
4. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
5. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
6. Once all old giving records are in RE, 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.
7. Using RE, identify donors by lifetime giving and launch a new presidential-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.

8. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “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.
9. Continue to build support for the Vernon College Foundation Annual Auction.
10. 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 the Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
11. Attend and participate in the annual National Council for Marketing and Public Relations (NCMPR) Conference to network with marketing and webmaster colleagues and learn about the most up-to-date techniques and strategies to benefit Vernon College.
12. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
13. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
14. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
15. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.

Resources and Approximate \$:

1. **Institutional Improvement:** Funds to create and implement an annual Presidential-level Donor Recognition Event -- \$6,500; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- \$5,000; Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$5,000. NCMPR Annual Conference -- \$3,500. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$4,000.
2. **Technology:** Renew annual software licenses and maintenance contracts: Raiser’s Edge (RE) software license -- \$6,800; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$7,000. New software for dual-credit and College Connections scholarship programs -- \$1,000. Additional Users to Ektron CMS400.Net Pro Domain Annual License -- \$10,000. Funds to obtain other relevant software licenses if determined that such as license will enhance/upgrade the ability of Institutional Advancement to support College funding needs. Replace outdated laptop -- \$1,500.

Assessment Method/Date:

1. 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 **Date:** by August 31, 2013.

2. Submission of the annual Voluntary Survey for Aid to Education (VSE) **Date:** by October 1, 2012.
3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, **Date:** by August 31, 2013.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, **Date:** by August 31, 2013.
5. Move all old prospect, donor, alumni records into RE to enable donor solicitations segmented and targeted solicitations based on the aggregate information contained in the RE database, second phase completed **Date:** by August 31, 2013 and ongoing.
6. Prospects identified and donors and prospects cultivated using standard “moves management” plans as evidence by reports noted above **Date:** by August 31, 2013 and on-going.
7. Increased items given to and participation in the Vernon College Foundation Annual Auction as evidenced by dollars raised and matched by the Foundation **Date:** by February 28, 2013.
8. 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 2011-2012 fiscal year **Date:** by August 31, 2013.
9. 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 **Date:** by August 31, 2013.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **Date:** November 2012.
11. Participate in the NCMPR Annual Conference, conference notes **Date:** by August 31, 2013.
12. Develop best practices, policies, definitions, and procedures for utilizing the RE database **Date:** by August 31, 2013.
13. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program **Date:** by August 31, 2013.
14. Staff participation in CASE Summer Institutes; tools and techniques learned incorporated into the Institutional Advancement program **Date:** by August 31, 2013.
15. Annual software licenses/maintenance contracts renewed **Date:** by August 31, 2013.
16. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College **Date:** by August 31, 2013 and ongoing.

Results: In Progress

Assessment Data/Evidence: The need to migrate old gift date into Raiser’s Edge upon completion of old file cleanup has delayed the establishment of giving clubs and societies and a planned giving program. Seven (7) new private scholarships were established during 2012-2013 and 2 “Building” scholarships reached to minimum endowment level of \$10,000 to be activated. Ten (10) endowed scholarships were transferred from the Vernon College Endowment Fund to the Vernon College Foundation which provided increased interest earns and more scholarships funds for our students. The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on October 1, 2012. A total of \$699,412 in philanthropic support for the previous fiscal year was reported. Proposals for \$150,000 and \$350,000 were submitted to two prospects that resulted in awards for those amounts. Advancement staff participated in the Council for

Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2012 to increase knowledge, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College recruiting, retention, and marketing efforts. Staff also participated in grant information and other seminars/webinars during 2012-2013. All departmental software licenses/maintenances contracts were renewed by August 31, 2013. The Annual Auction raised more than \$7,000 which was matched on a 1:1 basis by the Vernon College Foundation.

Use of Results for Improvement: The request for an Advancement Services Specialist for Scholarship Support will be included in the 2014-2015 Annual Plan. As community relationships continue building, more support to the Annual Auction will be evident. Continue participation in the CRD Federal Funding Task Force and Annual Conference, webinars, seminars, and internal, collaborative meetings to create and maintain relationships. This also increases knowledge, networking opportunities, and get the most up-to-date information including best practices in advancement to support the recruiting, retention, and marketing efforts. All software licenses are kept current and evaluated on a regular basis.

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; Website Advancement/Support 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. Research and contract with the most viable company to secure current alumni address, email, and telephone information.
4. Implement a campaign through social networking media, such as the Vernon College Alumni Facebook page and Twitter, 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 graduation events, athletic team events, and program specific alumni events.
6. Research different Distinguished Alumni Recognition Programs and develop and implement a plan for a program best suited to Vernon College's Ex-Students Association.
7. Obtain alumni recognition items for alumni events to use as cultivation/recognition activities aimed at strengthening alumni ties with Vernon College.
8. Develop and implement an Alumni specific communications vehicle using an E-Newsletter format distributed through an electronic communications vehicle such as Constant Contact.
9. Provide professional development opportunities for the Coordinator of Marketing and Alumni Relations to attend alumni training programs.

Resources and Approximate \$:

1. **Institutional Improvement:** Funds for annual affinity group alumni events -- \$10,000; funds for alumni recognition items -- \$5,000. Coordinator of Marketing and Alumni Relations participation in alumni training programs -- \$3,000.
2. **Technology:** Contract with the most viable company to secure current alumni address, email, and telephone information on approximately 32,000 identified Vernon College Alumni -- \$10,000. Contract with an electronic communications company to deliver an Alumni specific E-newsletter on a monthly basis -- \$600.

Assessment Method/Date:

1. Increased number of alumni addresses, email and telephone numbers added to the RE database obtained through search company **Date:** by August 31, 2013 and on-going.
2. Increased number of ex-students identified and recruited into the Ex-Students Association as evidenced by agendas, minutes, meeting notes, and social media interaction **Date:** by August 31, 2013.
3. Alumni E-Newsletter developed and implemented **Date:** by August 31, 2013.
4. Coordinator of Marketing and Alumni Relations attendance at alumni training programs as evidenced by conference notes **Date:** by August 31, 2013.

Results: In Progress

Assessment Data/Evidence: After the import of 34,000 records in the 2011-2012 school year, an address and email finder service was used to gain current information on alumni to start the cultivation process. Graduates during the school year were imported after August to keep the alumni list updated. Contact with alumni and current students were maintained through social media ad campaigns and email. Specific alumni events were organized for the athletic teams. Gift certificates were given out at graduation ceremonies welcoming students to the Ex-Students Association. Giveaways were given at Allied Health ceremonies. Awards were given to rodeo alumni. The Coordinator of Marketing and Alumni Relations attended webinars and conferences with sessions pertaining to alumni development.

Use of Results for Improvement: Continue to develop more alumni events for other affinity groups. Exploring distinguished alumni recognition programs now that our alumni are in the database. The E-newsletter will be added to the 2013-2014 plan and a variety of electronic communication vehicles are being researched.

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 and the economic impact it makes.

Responsibility: Coordinator of Marketing and Alumni Relations; Advancement Services Specialist; Website Advancement/Support 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 the President's Annual Report, enhanced program brochures, and web and social media strategies.

Actions:

1. Utilize the Vernon College website effectively by researching and implementing innovative strategies for interaction, promotion, and enhancement as the premier information source for the College.
2. Coordinate with the website Component Administrators to ensure that their respective departmental webpages are up to date.

3. Continue the implementation of 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 the citizens of Wichita County and the other 11 counties in our service area about the value and economic impact of Vernon College in this region.
4. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
5. As funds are available take advantage of enhanced marketing/communication opportunities to support the College’s visibility.
6. Continue the annual President’s Report to all constituencies as well as all media outlets in the 12 county service area and other selected areas.
7. Utilize the services of a professional photographer, on an as-needed basis, to enhance the website and other marketing materials to better showcase Vernon College to its constituencies and current and potential students.
8. Develop a new general College promotional marketing CD, utilizing a marketing firm, to showcase the college. This CD can be added to the Vernon College website and distributed throughout the 12 county service area.

Resources and Approximate \$:

1. **Institutional Improvement:** New funds to take advantage of marketing/communication opportunities as they arise -- \$25,000. Training opportunities for the Coordinator of Marketing and Alumni Relations and the Website Advancement/Support Specialist -- \$6,000. Professional photographic services -- \$7,000. General College promotional marketing CD utilizing a marketing firm -- \$25,000.
2. **Technology:** Additional Users to Ektron CMS400.Net Pro Domain Annual License -- \$10,000.

Assessment Method/Date:

1. President’s Annual Report disseminated **Date:** by January 31, 2013.
2. Prepare an annual user report of website usage statistics and website enhancements **Date:** by August 31, 2013 and ongoing.
3. Develop best practices and procedures for maintaining the Vernon college website and Component Administrators’ webpages **Date:** by August 31, 2013.
4. New general College CD produced and distributed **Date:** August 31, 2013.

Results: In Progress

Assessment Data/Evidence: The Integrated Marketing/Recruiting Task Force completed its assignment and wrote a report containing set of short, medium and long-term recommendations. The final report was submitted to the President. All marketing material included the College’s web address as the primary source of information. The Wichita County Advisory Committee was revamped and new members added to help the College accomplish its goals. Website usage statistics are published monthly in the *College Update*. Increased marketing utilizing print and other marketing media was conducted in our twelve county service area for recruiting efforts for the fall 2013 registration. The President’s Annual Report was published and distributed in February 2013. This report is sent to donors, area community members, prospective donors, and area Independent School Districts. A videographer was contracted with in 2012-2013 to develop a professional, appealing TV commercial to aid in marketing efforts. The commercial has been well received. Developing a marketing CD was not achieved this year. The Ektron annual license was renewed.

Use of Results for Improvement: Work will continue with the videographer and with additional funds, a photographer will be contracted to enhance Vernon College publications and social media sites. The proposed marketing CD will be added back to the 2013-2014 Annual Plan. Additional support staff will allow the OIA department to complete other tasks such as the marketing CD to further advance the institution. Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the student informed. A website users group is being developed to enhance website maintenance and ensure that established standards are being followed. Marketing Strategies for special campaigns are awaiting direction from the Integrated Marketing/Recruiting Committee on graphic standards per the marketing consultant which was a recommendation from the Integrated Marketing/Recruiting Task Force. The President's Annual Report will continue publication. Opportunities for further training for the Coordinator of Marketing and Alumni Relations and the Website Advancement/Support Specialist will continue.

Objective #4: 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; Website Advancement/Support Specialist

Statement of Need: Financial difficulties can be a barrier to students which can result in not attending college, only attending part-time, unsuccessful completion of a degree or certificate program, or dropping out altogether. Therefore, a strong scholarship program aids in both recruitment and retention efforts. Since implementation of the STARS On-Line Application program for Vernon College students, applications have risen 177% in first year of STARS implementation and 197% in year 2. This is projected to continue to increase. There is also a need to provide information about other non-Vernon College/Vernon College Foundation scholarships that Vernon College students could apply for whether to continue their studies at the College or to use when transferring to a four-year institution. Additionally, students must have a place to go and an identified person(s) to speak with for help with scholarship applications or more information. The **SENSE** Survey indicated that students do not feel that there is anyone identified at Vernon College that can assist them with scholarship questions. **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 Vernon College/Vernon College Foundation scholarships which are handled by the Office of Institutional Advancement 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. Enhance the scholarship page on the Vernon College website with STARS information and its link and links to other outside scholarships that Vernon College students can apply for.
3. Continue to develop multiple access points within the Vernon College website that will provide access to the STARS program as well as other scholarship information.
4. Review each scholarship's criteria and build an information file about these scholarships to help students determine their applicant eligibility.

5. Continue the “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications: College, Foundation, and non-College/Foundation scholarships that are open to Vernon College students.
6. Participate in any informational webinars presented by scholarship funders to obtain the current information about their scholarship programs in order to better serve our students.
7. Manage the Vernon College Foundation Catching the Future dual credit scholarship program and the Archer City ISD and Iowa Park ISD College Connections scholarship programs.
8. Review and select on-line scholarship application software that can be used for dual credit and College Connections scholarships as a process improvement.
9. Work with the Early College State Coordinator and College Recruiter to maintain contacts with high school counselors to distribute information about the Vernon College/Vernon College Foundation Scholarship Program.
10. Make presentations to area high schools to assist students with their STARS applications.
11. From September to December review STARS student application progress on a bi-weekly basis to determine which applications are incomplete. Contact each student with an incomplete application to help them finish the application prior to the March 1 deadline.
12. In January and February review student application progress on a weekly basis.
13. Continue to seek increased funding, in both the private and public sectors, for all College and Foundation scholarships, including dual credit scholarships.
14. Continue research to find other scholarship sources for our students and add to Scholarship page on the website.
15. Develop a scholarship brochure that provides the highlights of Vernon College/Vernon College Foundation Scholarships for distribution to area high schools and for use as a solicitation tool.
16. Work with the Directors of Student Activities, SGA, Student Forum and other student groups to promote the scholarship program and encourage applications.
17. Add a staff position, which could be initially part-time, Advancement Services Specialist for Scholarship Support, to manage and update the STARS information; add new scholarship and criteria to the database. Review all scholarship criteria information for completeness and make changes to existing criteria if the scholarship is revised. Prepare STARS reports including the student application progress report; contact students who have not completed their application and assist them. Respond to student applicant questions. Maintain all paper scholarship files. Make STARS presentations to area high schools and assist students with their applications on-site. Make presentations to Vernon College student groups about the availability of scholarships including STARS. Maintain the scholarship Excel reports adding new gifts received and scholarships awarded each year. Assist with researching other scholarship opportunities available for Vernon College students, gather the information and update the information on the Scholarship Page on the website. Assist with the preparation and distribution of all scholarship offers to students and the subsequent annual scholarship 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 and Excel scholarship reports as need.

Resources and Approximate \$:

1. **Institutional Improvement** -- new Scholarship Brochure -- \$10,000.
2. **Personnel** – Advancement Services Specialist for Scholarship Support – Part-time: \$18,000; Full-time -- \$25,000-\$28,000
3. **Technology** – Annual software license for STARS – \$7,000.; New software for dual-credit and College Connections scholarship programs -- \$1,000

Assessment Method/Date:

1. Advancement Services Specialist for Scholarship Support hired **Date:** by August 31, 2013.
2. Scholarship page on College website updated and new scholarship information added **Date:** by August 31, 2013.
3. STARS presentations to area high schools as requested and evidenced by appointments calendar **Date:** by August 31, 2013 and on-going.
4. Continue “one stop shop” scholarship office and track number of calls, emails, and face to face meetings from students requesting assistance with STARS or other scholarship applications **Date:** by August 31, 2013 and on-going.
5. Review another on-line scholarship application software for use in the dual credit and college connections scholarship programs **Date:** by August 31, 2013.
6. STARS annual license renewed **Date:** by March 1, 2012.
7. Scholarship program brochure designed and implemented **Date:** by August 31, 2013.
8. Increased funding for scholarships achieved **Date:** by August 31, 2013.
9. Presentations to Vernon College student groups about the availability of scholarships **Date:** by August 31, 2013.
10. Chair the Vernon College Scholarship Committee in March-April and prepare annual report **Date:** by August 31, 2013.

Results: In Progress

Assessment Data/Evidence: The request for an Advancement Services Specialist for Scholarship Support was not approved due to budget constraints. A Frequently Asked Questions (FAQ) document was developed for STARS to assist students with their scholarship application and posted to the updated STARS webpage. Scholarship applications continued to increase as well as contacts from current and potential students seeking information. A total of 1,051 scholarship applications were received for 2012-2013; this resulted in 715 scholarship offers, of which 689 offers were accepted and 524 scholarships were actually used. Staff continued to participate in webinars to gain better knowledge of scholarship software programs and best practices to better serve our students. During 2012-2013 on-site STARS presentations were made at 2 area high schools. Assistance was also provided to area high school counselors via the Internet and telephone consultation. Additionally STARS was presented to high school counselors in August 2013 at the annual Vernon College Access Program (VCAP) held at the College’s Century City Center. The Vernon College Foundation renewed the Catching the Future Dual Credit Scholarship grant in the amount of \$20,000 for the 2012-2013 academic year. As a result, 200 \$100 were offered to area high school students and 149 were actually used. During the 2012-2013 year, three service area high schools joined the Vernon College Foundation College Connections Dual Credit Scholarship Program. The “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement (OIA) continued to be marketed to students and high school counselors as the “one stop shop” scholarship office. All scholarship calls were referred to this office which decreased students’, counselors’, and parents’ transfers from office to office. An email address STARSadmin@vernoncollege.edu was promoted as the contact point for STARS issues. The planned comprehensive scholarship program brochure/booklet was put on hold because of budget

constraints. The Vernon College Scholarship Committee met in March 2013 and developed the parameters for offering and awarding 2013-2014 scholarships as evidence by the agenda and meeting minutes. The annual Scholarship Banquet was held in April 2013 and attended by more than 100 scholarship donors and recipients. A new three-year contract was signed with STARS.

Use of Results for Improvement: The request for an Advancement Services Specialist for Scholarship Support will be included in the 2014-2015 Annual Plan. Continue to find sources for increased donations toward scholarships, to complete building scholarships, and to create new scholarships. As the department becomes aware of other scholarship opportunities that might be available to Vernon College students, that information will be emailed to students and posted on the Vernon College Facebook page. Continue to work with donors who wish to transfer their endowments from the College endowment to the Foundation endowment in order to generate more interest for awards on an annual basis. Continue participation in the CRD Federal Funding Task Force and Annual Conference to increase knowledge about potential scholarship funding opportunities and best practices in advancement to support the recruiting, retention, and marketing efforts. Continue work on identifying and building links to outside scholarship opportunities from the College's scholarship webpage.

President/Effectiveness

Priority Initiative #1:
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. Appoint a task force for recruitment
2. Review and implement recommendations of Student Success by the Numbers

Resources and Approximate \$: Institutional Improvement, no \$

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

Results: Achieved

Assessment Data/Evidence:

1. Revised to creation of Integrated Marketing/Recruiting Task Force; appointment of chair and membership which began meeting Fall 2012; recommendations submitted to Administrative Team.
2. SSBTN priorities/recommendations were created during the Student Success by the Numbers Institute, April 2013, and submitted to the SSBTN Phase II Team and Administrative Team for review

Use of Results for Improvement:

1. Recommendations from the Integrated Marketing/Recruiting Task Force evolved into an Integrated Marketing/Recruiting Plan. Task force evolved into standing committee charged with facilitating and providing oversight to the plan.
2. SSBTN recommendations/ priorities were included as part of the President’s Institutional Priority List.

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
2. Review and implement recommendations of Student Success by the Numbers

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: Achieved

Assessment Data/Evidence:

1. Per Integrated Marketing/Recruiting Task Force recommendation, Enrollment Management Committee purpose and responsibilities were included in newly formed Integrated Marketing/Recruiting Standing Committee.
2. SSBTN priorities/recommendations were created during the Student Success by the Numbers Institute, April 2013, and submitted to the SSBTN Phase II Team and Administrative Team for review

Use of Results for Improvement:

1. Conduct an annual review and update responsibilities of the newly formed Integrated Marketing/Recruiting Committee as necessary
2. SSBTN recommendations/ priorities were included as part of President’s Institutional Priority List.

Priority Initiative #2:

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

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 COC 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
3. Participate in Student Success by the Numbers Initiative

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:**

1. 2012-2013 College Effectiveness Committee approved meeting minutes, posted in Blackboard, included student learning measures updates from Dean of Instructional Services and Assessment and Report Calendar communication;
2. 2012-2013 assessment and report monthly communication forms were posted in Blackboard and on the Vernon College website for oversight provided by the College Effectiveness Committee
3. SSBTN- participation included SSBTN consultant visits, trainings and Phase II Team meetings in 2012 and 2013 (August, November, February, March, July and August). A team participated in the SSBTN Institute in April 2013. Vernon College hosted a Greater Texas Foundation site visit in August 2013.

Use of Results for Improvement:

1. Students learning measures assessment process update from Dean of Instructional Services will continue as a College Effectiveness Committee standing agenda item. Students learning outcomes will continue to be monitored.
2. The 2012-2013 Assessment and Report Calendar was adopted by the College Effectiveness Committee on July 30, 2012. The calendar will continue to be reviewed and updated on an annual basis. Monitoring of assessments and reports will be continued as agenda item for oversight from the newly formed SSBTN Standing Committee.
3. The SSBTN Initiative will be sustained through the responsibilities of the SSBTN and Integrated Marketing/Recruiting Standing Committees. SSBTN recommendations/ priorities were included as part of the Presidents Institutional Priorities List.

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 COC 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 and Report 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
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. As evidenced from Fall 2012 and Spring 2013 agendas and attendance maintained by Instructional Services, workshops and training regarding student learning outcomes were conducted for faculty. 2. The 2012-2013 Assessment and Report Calendar was adopted by the College Effectiveness Committee on July 30, 2012. Monitoring of assessments and reports will be continued as agenda item for oversight from the newly formed SSBTN Standing Committee. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. - 2. The development and implementation of multiple measures of student learning by instructional services will continue during the 2013-2014 academic year. As measures are identified and developed, they will be include in the annual Assessment and Report Calendar which will be reviewed and updated annually.
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
<p>Actions:</p> <ol style="list-style-type: none"> 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
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. – 3. The 2012-2013 Assessment and Report Calendar was approved by the College Effectiveness Committee on July 30, 2012. 2012-2013 Assessment and Report monthly communication forms were shared with the College Effectiveness 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 actions plans. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. - 3. The recognition, sharing and use of data for informed decision making will continue to be a Vernon College priority as illustrated in the 2013-2014 Annual Action Plans, President’s Monthly Update and through sustained 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 COC compliance criteria
Actions: <ol style="list-style-type: none"> 1. Through direct contact with staff, monitor and ensure that the student support services components of the College implement multiple measures of assessment to ensure student learning 2. From the established Assessment Calendar, monitor and ensure assessment of student support services
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: <ol style="list-style-type: none"> 1. Annual Action Plans were reviewed and received recommendations as necessary through appropriate committees (Facilities, Institutional Improvement, Personnel and Technology). Student support services Assessment and Report communication completed forms were shared with the College Effectiveness Committee as well as posted in Blackboard and on the website. Priority Initiative #2 addressed the quality of educational and student support services to increase student learning. 2. The 2012-2013 Assessment and Report Calendar was adopted by the College Effectiveness Committee on July 30, 2012 and monitored by the CE Committee for the 2012-2013 academic year. 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 2013-2014 academic year. The Assessment and Report Calendar will continue to be reviewed and updated on an annual basis. Monitoring of assessments and reports will be continued as agenda item for oversight from the newly formed SSBTN Standing Committee.

Objective #5: The College will continue 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: <ol style="list-style-type: none"> 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 evidence by meeting notes, annual action plans and budget Date: July 1
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <p>1. – 2. Student Academic Advising Task Force and Retention/Completion Task Force recommendations approved as evidenced through: 2012-2013 budget allocations; continued resource allocation for CSA center; funding for student contact activities to improve retention/completion; continued funding for early alert activities.</p> <p>Use of Results for Improvement:</p> <p>The College continues to review and implement recommendations by the Student Academic Advising Task Force and the Retention/Completion Task Force.</p>

Priority Initiative #3:
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 COC compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II
<p>Actions:</p> <p>1. Monitor and ensure the development of general education outcomes</p>
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
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <p>As evidenced by the 2012-2013 Instructional Services Annual Action Plan Final Summary Priority Initiative #3, a tremendous amount of work was accomplished in development and preparation for the statewide revision of the core curriculum and assessment of the general education core competencies. To ensure ongoing monitoring, Dean of Instructional Services provided progress updates as a standing agenda item for the College Effectiveness Committee, as evidenced by agendas and minutes.</p> <p>Use of Results for Improvement:</p> <p>Student learning measures update from Dean of Instructional Services will continue as a standing agenda item for the College Effectiveness Committee. Student learning outcomes/ global learner outcomes (general education core competencies) will continue to be monitored.</p>

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 COC 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 2012 and Spring 2013 agendas and attendance maintained by Instructional Services, workshops and trainings regarding students learning outcomes/ global learner outcomes were conducted for faculty. The Instructional Services 2012-2013 Annual Action Plan Final Summary Priority Initiative #3 reflects progress toward the assessment of general education core competencies. 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 of measures of student learning to validate general education core competencies by Instructional Services will continue during the 2013-2014 academic year. Progress updates by the Dean of Instructional Services will continue as a standing agenda item for the College Effectiveness Committee.

Priority Initiative #4:
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 COC compliance criteria and observed need from Annual Action Plans
Actions: 1. Ensure adequate resource allocation decisions through budget process 2. Monitor annual QEP report
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: QEP operational budget Date: Annual with review by July 1
Results: Achieved Assessment Data/Evidence: 1. Support evidenced through approved 2012-2013 Vernon College budget, conference travel requests, and purchase requisitions. 2. The 2011-2012 QEP Annual Progress Report was reviewed and approved by the QEP Implementation Committee, College Effectiveness Committee and the Board of Trustees by November 2012. The 2012-2013 report will follow the same process.

Use of Results for Improvement:

1. Support of the Quality Enhancement Plan will continue to be monitored for standardization of technology tools and college wide integration of the plan.
2. The QEP Annual Progress Report monitoring and review will continue as standard operating procedure.

Objective #2: The College will continue to initiate processes for review of QEP projects.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet SACS COC compliance criteria and observed need from Annual Action Plans

Actions:

1. Will initiate a review process of 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:

Review of the QEP projects is evidenced through Quality Enhancement Plan Implementation Committee meeting minutes as posted in Blackboard and on the website, pilot annual reports, signed pilot compensation forms, 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 COC compliance criteria and observed need from Annual Action Plans

Actions:

1. Ensure resource allocations for proven successful projects
2. Follow up and evaluate previous QEP pilot projects for feasibility and integration

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:

1. Resource allocation for proven successful QEP projects was evidenced through: Priority initiative #4 as supported by college components in Annual Action Plans; approved 2012-2013 Vernon College budget; training and conference participation; Quality Enhancement Resource Inventory usage.
2. Previous QEP pilot projects were followed and evaluated for feasibility and integration through: review of Quality Enhancement Resource Inventory Annual Assessment and oversight by Quality Enhancement Plan Implementation Committee. Examples of successful QEP pilot projects integrated within the College include clinkers and videos such as Chap TV and library orientation.

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.

Priority Initiative #5:

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 COC compliance criteria and to support Annual Action Plans

Actions:

1. Ensure resource allocation for faculty, staff and students through the 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:

1. – 2. Evidence of resource allocation through approved 2012-2013 Vernon College budget, approved curriculum and technology purchase requests as well as professional development speaker and travel requests.

Use of Results for Improvement:

1. – 2. Identification and scheduling of professional development opportunities will continue to be encouraged as part of the planning and budgeting process and through the appropriate committees such as Technology, QEP Implementation and Professional Development.

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 COC compliance criteria and to support Annual Action Plans

<p>Actions:</p> <ol style="list-style-type: none"> 1. Ensure resource allocation for administrators, faculty and staff through budget process
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: Documentation of professional development for faculty, students and staff, and evidence in budget Date: Ongoing review with summation by July 1</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <p>Evidence of resource allocation through approved 2012-2013 Vernon College budget; approved professional development speaker and travel requests.</p> <p>Use of Results for Improvement:</p> <p>Identification and scheduling of professional development opportunities will continue to be encouraged as part of the annual planning and budgeting process and through the Professional Development Committee.</p>
<p>Objective #3: The College will publically acknowledge administrators, faculty, staff and students who are recognized for acquiring, discovering and applying knowledge.</p>
<p>Responsibility: President and Coordinator of Marketing and Alumni Relations</p>
<p>Statement of Need: To meet expected SACS COC compliance criteria and to support Annual Action Plans</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Recognition through institutional service awards 2. Ensure recognition through news articles of those participating in professional development
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidenced by Service Award list and news articles Date: Ongoing annual review with summation by July 1</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. – 2. Institutional Service Awards presented during September 2012 Fall kickoff luncheon with additional recognition provided in Vernon Daily Record and Wichita Falls Times Record News; recognition of participation in professional development included and part of the President’s Monthly Update. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. -2. Recognition of employees who receive awards and participate in professional development is important to maintain 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.
<p>Objective #4: Participate in professional development opportunities to enhance knowledge and skills in job related responsibilities.</p>
<p>Responsibility: Director of Institutional Effectiveness</p>

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

Actions:

1. Participate in SACS COC preconference and conference (Dallas, TX)
2. Participate in TAIR preconference and conference (Galveston, TX)

Resources and Approximate \$: **Institutional Improvement:** SACS COC \$2500; TAIR \$1500

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

Results: Achieved

Assessment Data/Evidence:

1. – 2. Approved budget and travel request to participate in SACS COC preconference and conference as well as TAIR.

Use of Results for Improvement:

1. – 2. Priority professional development opportunities included in 2013-2014 Annual Action Plans are SACS COC and TAIR.

Priority Initiative #6:

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 COC 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 2012-2013 Planning Calendar and Assessment and Report Calendar were approved by the College Effectiveness Committee on July 30, 2012. Assessment and report monthly communication forms were shared with the CE committee as well as posted in Blackboard and on the Vernon College website. The Planning Calendar was followed as evidence by College Effectiveness and Board of Trustees agendas and minutes. Statement of need continues to be an entry item on Annual Action Plans.

Use of Results for Improvement:

The recognition and sharing of data for informed decision making as part of the planning process will continue to be Vernon College precedence as illustrated in the 2013-2014 Annual Action Plans, President’s Monthly Update and through continued use of the Assessment and Report Calendar and Planning 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 COC 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:

- 1. – 2. Opportunities for input are evidenced by monthly meeting with Vernon community leaders; quarterly meetings with the Wichita Falls Chamber of Commerce and Industry Executive Board; semiannual meetings with the Wichita Falls Advisory Committee; annual Vernon College Access Program and High School Counselor’s trainings; membership of the College Effectiveness Committee has representation from all aspects of the College and is comprised of over 10% of employees; student representation on the CE Committee. The annual planning process included additional review and input from the Institutional Improvement (CE), Facilities, Personnel and Technology Committees. Instructional Services program advisory groups and committees are required to meet annually as a formal opportunity for input.

Use of Results for Improvement:

- 1. – 2. Seeking input from internal and external constituents to identify service area and resource needs is considered standard operating procedure as part of the Vernon College culture of research informed 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 COC 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 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: Evidence that the planning process drives the budget and is completed within appropriate timelines is found through: approved 2012-2013 Vernon College budget; approved 2012-2013 Annual Planning Calendar; 2012-2013 agendas and minutes from the College Effectiveness Committee and Board of Trustees. 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 informed allocation decisions and be considered standard operating procedure.

Objective #4: The College will add at least one additional leadership position at the 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 \$: 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 2012-2013 Academic year. Use of Results for Improvement: Review job duties and include position as part of the 2013-2014 Annual Action Plan.

Priority Initiative #7:
Enhance the technology 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

<p>Actions:</p> <ol style="list-style-type: none"> 1. Monitor and ensure that Assessment and Planning calendars are followed 2. Ensure production of Annual Technology Action Plan
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>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</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. – 2. Technology plan completed by Run Biz, reviewed by Technology Committee with recommendations and approved by College Effectiveness Committee and Board of Trustees as part of Annual Action Plan. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. -2. Participation in the planning process helped to identified initiatives for 2013-2014 and will continue as standard operating procedure.
<p>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.</p>
<p>Responsibility: President and Director of Institutional Effectiveness</p>
<p>Statement of Need: To ensure effective and efficient purchasing processes</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Require each component of the College to submit a three to five year plan
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidenced by submitted plans Date: Annual with review by July 1</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <p>Creation of an initial college wide replenishment plan for classrooms, faculty, staff and labs.</p> <p>Use of Results for Improvement:</p> <p>A replenishment plan projecting a three to five year schedule will be created.</p>
<p>Objective #3: The College will support the technology infrastructure through appropriate resources allocation decisions.</p>
<p>Responsibility: President</p>
<p>Statement of Need: To ensure efficient and effective purchasing processes</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Ensure development of a Technology Plan 2. Monitor and ensure budget development 3. Continue utilization of third party IT vender to ensure successful IT infrastructure and operations

Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by Technology Plan and budget Date: Annual with summation by July 1
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Technology Plan was included and approved as part of the 2013-2014 Annual Action Plan process. In addition, an initial college wide replenishment plan for classrooms, labs, faculty and staff was created. 2. Budget development was monitored and ensured through budget process (IT budget) as well as approved investment in institutional technology. 3. Contract was renewed with third party IT vender. <p>Use of Results for Improvement:</p> <p>Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority.</p>

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
<p>Actions:</p> <ol style="list-style-type: none"> 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
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Annual hardware and software inventory was completed by Administrative Secretary to the President. 2. Budget development for efficient purchasing was addressed through the annual replenishment schedule and approved purchases as part of the IT and departmental budgets. <p>Use of Results for Improvement:</p> <p>Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority.</p>

Priority Initiative #8:
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 their documented recommendations Date: July 1
Results: In Progress Assessment Data/Evidence: The 2012-2013 review of fund raising activities was conducted as an internal administrative review led by Dr. Johnston. Use of Results for Improvement: Coordination of task force continues as an action 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: 1. -2. Personal contact through alumni volleyball and softball games. Encouragement of alumni participation during commencement, graduation, and honors ceremonies. President's Annual Report distributed Spring 2013. Use of Results for Improvement: 1. – 2. Alumni e-newsletters will be developed during the 2013-2014 academic year. The President's Annual Report and personal contact will be standard operating procedure and continue as action plan 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
3. Produce and distribute Annual President's Report

Resources and Approximate \$: Institutional Improvement, no \$

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

Results: In Progress

Assessment Data/Evidence:

1. Software reviewed by Institutional Advancement and deemed successful to assist with fund raising efforts.
3. The Annual President's Report was distributed Spring 2013.

Use of Results for Improvement:

2. Coordination of task force continues as action item in future planning.
1. and 3. Ongoing oversight and review of software will continue through Institutional Advancement. The President's Report will be continued on an annual basis.

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 COC 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 (September 2012) and Board of Trustees (October 2012) reviewed and approved the Vernon College Mission as evidenced in meeting agendas and minutes.

Use of Results for Improvement:

Review of the Vernon College Mission is included on the Annual Planning Calendar.

Objective #2: The College will update and adhere to an assessment and report activity calendar, planning calendar and budget cycle 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: 2012-2013 calendars and activities/actions were reviewed, approved and monitored by the College Effectiveness Committee as well as appropriate committees and the Board of Trustees; KPIAS were updated and shared with the College Effectiveness Committee as well as via Blackboard and the website. Use of Results for Improvement: Review and approval of calendars are included on Annual Planning Calendar as part of standard operating procedure.

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: 1. – 3. 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), SACS COC, and SSBTN. 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. Annual subscriptions to educational journals and area newspapers.

Use of Results for Improvement:

2013 CCSSE benchmark scores showed improvement. Results of CCSSE (Spring 2013), SENSE (Fall 2013), SIR II and other benchmark comparisons as identified through the Key Performance Indicators of Accountability and Assessment and Report Calendar communication will be reviewed and used in planning on an ongoing basis.

Monitoring local to national societal and economic trends will continue to be standard operating procedure to ensure a culture of research informed 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 COC compliance criteria; to ensure the College’s Strategic Plan clearly defines the mission; and to ensure all stakeholders are informed

Actions:

1. Distribute institutional accountability report
2. Distribute President’s Annual Report
3. Conduct review and update of the strategic planning process and document

Resources and Approximate \$: Institutional Improvement: \$10,000 for production of reports

Assessment Method/Date: Development of reports by July 1 and update of strategic plan document **Date:** by August 1

Results: Achieved

Assessment Data/Evidence:

1. Vernon College 2011-2012 Annual Action Plan Final Summary and ongoing updates to Key Performance Indicators of Accountability served as accountability reports.
2. Distribution of President’s Annual Report in Spring 2013
3. Strategic plan components as part of annual planning calendar review by College Effectiveness Committee and Board of Trustees as evidenced in meeting agendas and minutes.

Use of Results for Improvement:

All actions 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 COC compliance.

Responsibility: President, Director of Institutional Effectiveness and Administrative Team

Statement of Need: To meet expected SACS COC compliance criteria which requires a Fifth Year Interim Report; periodic institutional self-studies will assist in ensuring ongoing documentation of compliance

Actions:

1. Review SACS COC compliance criteria and update policies, practices, processes and procedures as necessary

Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Completion of institutional self-study Date: by August 1
Results: Achieved Assessment Data/Evidence: Preparation for SACS COC 5 th Year Interim Report through two trainings regarding the report elements and process; assignments of report elements for review and update as necessary of Vernon College processes, policies and procedures; creation of a shared drive for collection of report narratives and artifacts; creation of calendar of deadlines/due dates. Use of Results for Improvement: The SACS COC 5 th Year Interim Report will be completed during the 2013-2014 academic year for submission in September 2014.

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 committees 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 Date: by July 1
Results: Achieved Assessment Data/Evidence: Process evidenced by 2012-2013 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.

Quality Enhancement – Division of Institutional Effectiveness

Priority Initiative #5: 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 and as outlined and directed in the Quality Enhancement Plan document.

<p>Actions:</p> <ol style="list-style-type: none"> 1. Publish "the Chap" student newsletter once a semester to be posted on the website and sent to all student's via their Vernon College email account. 2. Present/provide information to students through monthly mass emails, meetings with student leadership organizations, and TV monitors located on all campuses. 3. Present/provide information to faculty and staff through weekly emails, as part of the annual planning process, and at the Spring Semester Kickoff.
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date:</p> <ol style="list-style-type: none"> 1. Produce 1 student newsletter per semester (Fall 2012 & Spring 2013). May 2013 2. Provide a list of student, faculty, and staff meeting and correspondence dates and agendas if applicable. May 2013
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Published 2 issues of the Chap – Fall 2012 & Spring/Summer 2013. Issues were send via student email, posted to the VC website and posted on Facebook/Twitter. 2. SENSE (Survey of Entering Student Engagement) Data Facts were shared with students weekly on TV monitors; SENSE Data Facts were shared weekly with faculty and staff via email; QEP updates (pilot project feasibility, Quality Enhancement Resource Inventory (QERI), professional development, data, etc.) were given through various committee meetings, President’s Monthly Update, and select Board of Trustee meetings; a QERI update was given to all faculty during the August 24, 2012 faculty development day; a QEP midyear update was given to all faculty and staff on January 7, 2013 during Spring Semester Kickoff. <p>Use of Results for Improvement:</p> <p>New methods of presenting and distributing data continue to be researched and implemented.</p>
<p>Objective #2: Chair Quality Enhancement Plan Implementation Committee</p>
<p>Responsibility: Criquett Lehman, Director of Quality Enhancement</p>
<p>Statement of Need: As outlined and directed in the Quality Enhancement Plan document.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Ensure completion of Quality Enhancement Plan assessment objectives including pilot project integration feasibility. 2. Maintain Quality Enhancement Resource Inventory to ensure completion of QEP objectives. 3. Oversee the Quality Enhancement Plan reporting process.
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date:</p> <ol style="list-style-type: none"> 1. Agendas, minutes, Pilot Project Rubric – Feasibility Reviews. July 2013 2. Agendas, minutes, QERI log, survey results. July 2013

3. Agendas, minutes, report templates, rubrics. July 2013

Results: Achieved

Assessment Data/Evidence:

1. A total of 7 meetings were conducted: September 24, 2012; October 29, 2012; November 26, 2012; February 15, 2013; April 5, 2013; May 3, 2013; July 23, 2013 (Electronic). The QEP timeline is reflected on each meeting agenda/minutes.
2. Accomplishments included: Final Project Feasibility Recommendations were approved for Michelle Alexander, Brandi Brannon, Katrina Brasuell, Melissa Elliott (CATV), Stacy Lallmann, Angela Walker, Richard Warren and Michelle Wood (clickers); Active Project Feasibility Recommendations were reviewed for Deana Lehman, and Michelle Wood (videos); 2011-2012 QEP Annual Progress Report was approved October 29, 2012; Committee members voted and approved the following pilot participants for 2013-14: Brad Beauchamp, Misti Brock, Jane Robinson, Jason Scheller; CCSSE, CCFSSSE, and SENSE data continued to be provided to the college community through various means; The process of transferring responsibilities of QEP initiatives for sustainability was added to the 2013-14 QEP Annual Plan.
3. Recommendations included: It was recommended to the Dean of Instruction that the existing Wimba license be upgraded to the Blackboard Collaborate platform; It was recommended that Apple TV be utilized in the classrooms to instruct via the iPad.

Use of Results for Improvement:

The committee will assist with transitioning oversight of technology and professional development objectives to the Technology Committee and Professional Development Committee to ensure sustainability and integration into the infrastructure of the college. The Committee will oversee the reporting of the QEP for the SACSCOC Fifth Year Interim Report to ensure all objectives have been met.

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 and as outlined and directed in the Quality Enhancement Plan document.

Actions:

1. Review pilot project documentation and provide support and training for incorporation of General Education Outcomes and development of assessment measures.
2. Organize and conduct trainings/consultations, oversee pilot mentor program, participate in NISOD convention.
3. 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

Institutional Improvement: Funding for NISOD Convention - \$1,400.00 X 5 pilot participants = \$7,000.00 (Est.) + \$1,400.00 X 2 (CSL, RH) = \$2,800.00; TOTAL: \$9,800.00

Personnel: QEP Pilot Stipends - \$2,700.00 per pilot participant x 5 pilot participants = \$13,500.00

Technology: All costs estimated based on 2011 figures. TOTAL: \$17,230.00

Wimba License - \$16,000.00

2 Headset with Microphone – QERI

- 1 Video Camcorder - QERI
- 1 Video Camcorder - \$450.00
- 1 Camtasia Software - \$240.00
- 1 SoftChalk Software – QERI through VCT
- 1 Adobe Premier Elements Software - \$140.00
- 1 Adobe Captivate Software - \$300.00
- 1 Adobe Captivate Video Training CD: Apex Web Media - \$100.00

Assessment Method/Date:

1. List of "Objective" (General Education Outcomes) section and "Assessment Data/Evidence" (Assessment Measures) section of end-of-year reports for each pilot participant. July 2013
2. List of pilot mentor resources posted to website/Blackboard, log of trainings/consultations, and number of pilots who participated in NISOD Convention. Review and complete December 2012, May 2013, and August 2013. Meeting minutes reflecting updates reported to QEP Implementation Committee. January 2013, June 2013
3. Budget spreadsheet and purchase requisitions reflecting equipment and software purchases (August 2013), Resource Inventory supply (August 2013), Resource Inventory check out log (August 2013), completion of pilot mid-year reports (December 2012), completion of pilot end-of-year reports (July 2013), Committee meeting minutes and Pilot Project Rubric – Feasibility Reviews reflecting the completion of pilot objectives according to the QEP timeline (August 2013).

Results: Achieved

Assessment Data/Evidence:

1. The pilot objectives included using SoftChalk to create a digital version of a History project, previously only available to face-to-face students, for online students; produce tutorials/lessons in 3 delivery modes (test, audio, video) to assist students with the fundamentals of reading and writing; and posting an effective database strategies tutorial to the Library website with Adobe Captivate to provide an interactive learning experience. Evidence was gathered in the form of student survey, comparison of assignment scores, and focus group surveys. 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.
2. There were a total of 3 VConnected Team members for the 2012-13 academic year. Approximately 60 one-on-one meetings and trainings were conducted. VConnected Team member's progress was presented to the QEP Implementation Committee during the 2012-13 meetings. One 2013-14 VConnected Team member attended the NISOD Conference May 26 – May 29, 2013.
3. All requested resources were purchased or provided through the QERI including: 3 Laptop Computers; Camtasia Software License; Webcam – included with Laptop; Headset with Microphone; Adobe Captivate; Survey Monkey License. The Quality Enhancement Resource inventory consisting of approximately 60 hardware or software items was offered and circulated to the college community. These items were checked out multiple times throughout the year. Mid-year reports were received December 2012 and end-of-year reports were received June 2013. August 2013 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 2013-14 academic year and report their results in January 2014 and May 2014.
2. The Technology Committee will pilot the feasibility process for assessing new technology during the 2013-14 academic year. The Professional Development Committee will oversee training and mentoring during the 2013-14 academic year. Transitioning oversight will help ensure the objectives of the current QEP are sustained and fully integrated into the infrastructure of the college.
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 SACSCOC**Responsibility:** Criquett Lehman, Director of Quality Enhancement**Statement of Need:** Compliance requirements as directed by SACS.**Actions:** Produce QEP Annual Progress Report.**Resources and Approximate \$:** Institutional Improvement, no \$**Assessment Method/Date:** Annual Progress Report submitted by October 2013.**Results: In Progress****Assessment Data/Evidence:**

The QEP Annual Progress Report will be presented to the QEP Implementation Committee for approval during the November 15, 2013 meeting. End-of-year reports from VConnected Team members and each component of the college will be included in the Progress Report.

Use of Results for Improvement:

The 2011-12 QEP Annual Progress Report was approved October 29, 2012 and presented to the Board of Trustees in November 2012. The same process will be followed for the 2012-13 QEP Annual Progress Report. All progress reports will be used to write/report for the SACSCOC 5th year interim report.

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 and feasibility reviews. Personal observation of increased demand by faculty and staff (surveys, interviews, verbal communication, VCIC 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 online VC Innovation Center in Blackboard.

2. Administer satisfaction surveys during the academic year.
3. Assess the Quality Enhancement Resource Inventory list to determine utilization and necessary upgrades.
4. Assess the QEP Implementation Committee's feasibility recommendations to determine utilization, necessary upgrades and the addition of new resources.

Resources and Approximate \$: Institutional Improvement, no \$

Assessment Method/Date:

1. List of pilot mentor resources and training materials posted to Blackboard. May 2013
2. Provide results from satisfaction surveys. May 2013
3. Quality Enhancement Resource Inventory list results. December 2012 & May 2013
4. Pilot Project Rubric – Feasibility Reviews. August 2013

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 quick reference guides (iPad Apps) to tutorials for Blackboard tools.
2. The QERI survey was administered to faculty and staff in May 2013. Employees were asked how often educational technologies were used to support instruction or job responsibilities. The following are the most used educational technologies at VC according to responses: Presentation software (e.g., PowerPoint), Cell phone for text messaging, Audio/video clips, Streaming videos (e.g., YouTube, Helix), Cell phone for web browsing or applications, Digital camera (including cell phone or iPad camera), iPad, Camcorder (including webcam, cell phone, or iPad), Video conferencing (e.g., Wimba, Skype, Facetime), Survey tools (e.g., Survey Monkey, Google Docs), Video editing software (e.g., Camtasia, Premier).
3. Final Project Feasibility Recommendations were approved for Michelle Alexander, Brandi Brannon, Katrina Brasuell, Melissa Elliott (CATV), Stacy Lallmann, Angela Walker, Richard Warren and Michelle Wood (clickers). The use of student response systems (clickers), Camtasia and video equipment, WIMBA, and Google Docs Survey (web based survey tool) were recommended as tools to provide student engagement opportunities in a course or in student support service programs.

Use of Results for Improvement:

Resources will continue to be made available through the VC Innovation Center in Blackboard. It was recommended, based on assessment data, that Wimba LiveClassroom technology be replaced by Blackboard Collaborate and Google Docs Survey be replaced by Survey Monkey. These tools perform similar functions and feasibility will continue to be evaluated. The QEP Implementation Committee will continue to review and approve the feasibility recommendations for the QERI based on assessment data.

Priority Initiative #6:

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

Objective #1: Ensure Compliance with SACSCOC

Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Compliance requirements as directed by SACS.
Actions: <ol style="list-style-type: none"> 1. Participate in SACS pre-conference workshops and SACS 2011 Annual Meeting. 2. Participate in 13th Annual Texas A&M Assessment Conference.
Resources and Approximate \$: Institutional Improvement: Staff development funding to attend conferences –SACS \$2,500.00 (Est.), A&M \$700.00 (Est.); TOTAL: \$3,200.00
Assessment Method/Date: Travel Expense Vouchers indicating attendance. December 2012 & May 2013
Results: Achieved
Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Attended 2012 SACSCOC Annual Meeting and Pre-Conference Workshops December 7-11, 2012. 2. Attended the 2013 13th Annual Texas A&M Assessment Conference February 17-19, 2013.
Use of Results for Improvement: <ol style="list-style-type: none"> 1. The SACSCOC Annual Meeting and Annual Texas A&M Assessment Conference will continue to be attended to ensure ongoing compliance as Vernon College moves closer to the 5th Year Interim Report submission date.

Priority Initiative #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: <ol style="list-style-type: none"> 1. Administer the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). Analyze the CCSSE & CCFSSSE data and information to prepare and present results and findings. 2. Distribute the results and findings from the CCSSE, CCFSSSE, and SENSE (Survey of Entering Student Engagement) to faculty and staff through email, professional development meetings, the Quest newsletter and Blackboard. 3. Distribute the results and findings from the CCSSE, CCFSSSE, and SENSE (Survey of Entering Student Engagement) to students through email, student organization or focus group meetings, the Chap newsletter and campus TV monitors.
Resources and Approximate \$: Institutional Improvement: Funding for CCSSE and CCFSSSE Survey - \$3400.00 (Est.)
Assessment Method/Date: <ol style="list-style-type: none"> 1. Survey administration completion. September 2012 Survey results for CCSSE shared with each component of the college by August 2013 - dates, agenda, and participation.

2. Dates, agenda, and participation. July 2013

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence:

1. The Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) was administered April 1-12, 2013 and was shared with the college during the August 19, 2013 Fall Semester Kickoff.
2. The Survey of Entering Student Engagement (SENSE) data was compiled and distributed college-wide in Fall 2012. 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.

Use of Results for Improvement:

1. The CCSSE & CCFSSE 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:

Implement a centralized, unified and organized recruitment and retention effort.

Objective #1: Remove barriers to attending Vernon College and provide health support services for students.

Responsibility: Dean of Student Services/Athletic Director, Health Clinic Nurse, Associate Dean of Student Services

Statement of Need: The state of Texas has now mandated that new students obtain a bacterial meningitis vaccine 10 days prior to enrollment. Vernon College could attempt to help students obtain the required vaccine in a timely manner so that they may start their enrollment during the desired semester.

Actions: Explore and create a proposal and feasibility report for offering both the flu and bacterial meningitis vaccines to potential students on the Vernon College campuses 2 weeks prior to registration.

Resources and Approximate \$: **Institutional Improvement** no \$ time of staff

Assessment Method/Date: Report completed **Date:** by Jan 15, 2013

Results: In Progress

Assessment Data/Evidence: After completing research the Dean of Student Services determined that providing bacterial meningitis shots on campus was not feasible. To provide bacterial meningitis shots on campus Vernon College would have to accept responsibility for liability on the rare instance a potential student had a reaction to the vaccine. Currently, Vernon College only operates a Health Clinic on the Vernon Campus with limited on site services available to students and staff. The Dean of Student Services also determined that there are multiple opportunities within the community for potential students to obtain the bacterial meningitis vaccine at a low cost to the student.

Vernon College did provide flu vaccine shots to both employees and students on multiple dates in October 2012. Employees were provided shots at cost by the Vernon College Health Clinic Nurse. Students were provided shots at a reduced rate by local pharmacies who set up on the Vernon Campus and the Century City Center.

Use of Results for Improvement: Vernon College will continue to provide the flu vaccine to both students and Vernon College employees as a preventative health service.

Objective #2: Provide comparable counseling services to distance learning students.

Responsibility: Associate Dean of Student Services, Vernon College Counselors

Statement of Need: Some Vernon College students have limited access to full counseling due to their distance and inability to reach campus for a one on one appointment to discuss their academic plans, TSI status and upcoming schedules.

Actions: Implement "live chat" online appointments to distance learning students who might have trouble accessing a VC counselor due to the fact they are not in the same town as one of our campuses.

Resources and Approximate \$: **Institutional Improvement** no \$ IT support from Run Biz solutions and the Vernon College QEP

Assessment Method/Date: Weekly “live chat” appointments will be available for students **Date:** beginning in the Fall 2012 semester as they attempt to register for the Spring 2013 semester.

Results: In Progress

Assessment Data/Evidence: Vernon College counselors began offering private online advising appointments in the fall of 2012 for Spring 2013 advising. Cameras and microphones were installed on all counseling computers. Staff obtained training through the Vernon College QEP coordinator on October 10, 2013. We have been disappointed at the lack of participation from students. We have advertised this opportunity through emails, phone calls, New Student Orientation, and on our website. However, students have responded that they much prefer to come on site and meet with a counselor face to face for these individual advising appointments. At this time we have not had any students chose to participate in the online advising.

Use of Results for Improvement: Despite the lack of interest from students for individual online advising appointments, the Vernon College Counselors are going to explore offering online New Student Orientation. Perhaps because this is not an individualized appointment students will be more receptive to an online/electronic environment. Vernon College Counselors will meet with the Vernon College Instructional Designer in the fall of 2013 to develop an online New Student Orientation program using the Blackboard Collaborate program that was demonstrated to us during our semiannual Vernon College staff development programming in August. The Vernon College Counseling Department will continue to explore ways to create a technology rich environment to meet the needs of our students.

Priority Initiative #2:

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

Objective #1: Encourage, observe, and monitor completion rates of Vernon College athletes.

Responsibility: Dean of Student Services/Athletic Director, Assistant Athletic Director, Coaching Staff, Associate Dean of Student Services

Statement of Need: With statewide and internal emphasis on community college completion rates there is a desire to monitor student athletes closely during their tenure at Vernon College.

Actions: Begin a program evaluation of all athletic teams judging not only GPA but also completion of certificates and degrees.

Resources and Approximate \$: Institutional Improvement no \$time and effort of staff

Assessment Method/Date: completed report with individual and team GPA's and ratio of completers for each team will be available in the Dean of Student Services/Athletic Directors Office. **Date:** June 2013

Results: Achieved

Assessment Data/Evidence: For the first time Vernon College Student Services tracked the graduation rate of Student Athletes. Below are the graduation rates for each Vernon College athletic team compiled in June 2013:

Baseball – 5 out of 35 athletes graduated = 14%

Rodeo- 6 out of 18 athletes graduated = 33%

Softball- 7 out of 22 athletes graduated = 32%

Volleyball- 1 out of 13 athletes graduated = 8%

Athletic Training – 3 out of 3 student trainers graduated = 100 %

In total this is a 38% graduation rate for athletics at Vernon College. In theory, athletics would strive to have approximately 50% of athletes graduate every year since teams are made up of both freshman and sophomores. It is important to note that during the 2012-2013 year Vernon College had 75% of coaching staff replaced with new coaching staff. This Vernon College staff turnover may have effected the team rosters with some students leaving or entering at semester break and more freshman than sophomores on any given team.

Use of Results for Improvement: The data above will provide Student Services/Athletics with a baseline in which to judge student athlete academic completion for future years. Vernon College Student Services/Athletics will continue to emphasize the importance of completion of academic programs not just maintaining academic eligibility to participate in athletics. We will continue to track graduation rates each year.

Priority Initiative #4:

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

Objective #1: Use QEP resources to adequately train all employees who serve as PBX operator on security technology, resources, requirements and procedure

Responsibility: Chief of Police and Police Officer

Statement of Need: All employees who operate as PBX operators (full time, part time, substitutes, break relief, contract labor security guards and work studies) must be trained and qualified to follow Vernon College emergency procedures.

Actions: Utilize QEP resources to create a comprehensive training program for all Vernon College staff that operates as PBX operators. This training will become mandatory prior to assuming PBX operator responsibilities.

Resources and Approximate \$: **Institutional Improvement** no \$ support from QEP staff to select and utilize appropriate technology to provide training

Assessment Method/Date: Training completed **Date:** by December 2012

Results: In Progress

Assessment Data/Evidence: Basic training with all Vernon College PBX operators and contracted security services occurred in September 2012. Preparing for the training brought to light many more security issues all of which were intertwined with the overall security plan of Vernon College. Because of these multiple and intertwined issues on January 23, 2013 the President of Vernon College appointed a special security task force. This task force met monthly developing an overall security plan for Vernon College. In June of 2013 final recommendations were made to the Vernon College President.

Use of Results for Improvement: Vernon College PBX operators as well as all other Vernon College employees will receive more training when the complete security recommendations are implemented during the Fall 2013 semester. This includes a mass notification alert system for employees and staff as well as a standard response protocol and updated security procedures documents.

Priority Initiative #5:

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

Objective #1: Provide internal and specific training to the Athletic Secretary so that the position can function to the fullest.

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

Statement of Need: The Vernon College Athletic Department section of the Vernon College website requires more and more frequent updates than most other Student Services sections – rosters, games schedules, team stats, announcements, and awards. The Athletic Department requires a staff member dedicated to making these changes on a weekly basis.

Actions: Provide training to the Athletic Secretary so that web updates and web monitoring for athletics can be done on a daily basis.

Resources and Approximate \$: Institutional Improvement no \$ in house training and support from RunBiz

Assessment Method/Date: Training complete and an athletic website update log in place **Date:** September 2012

Results: In Progress

Assessment Data/Evidence: The Vernon College Athletic secretary received training from the Director of Student Relations on September 10 & 11, 2012. This training has allowed us to keep the Vernon College Athletics portion of the Vernon College website up to date with rosters, statistics, forms, links, Athletic Policy Manual and statistics.

Use of Results for Improvement: Vernon College athletics will continue to make a strong effort to keep the Athletics portion of the Vernon College website updated for players, parents, students, and community use.

Objective #2: Create an environment where each member of the Student Services team clearly understands the survey tools utilized by Vernon College and how they apply to Student Services.

Responsibility: Dean of Student Services, Associate Dean of Student Services

Statement of Need: Ensure that each member of the Student Services staff understands the exact question on each national survey that Vernon College utilizes and how that question relates.

Actions: Provide training to all Vernon College Student Services Staff on specific questions relating to Student Services on the SSCEE and CNSE surveys.

Resources and Approximate \$: Institutional Improvement no \$ Assistance from QEP Director

Assessment Method/Date: Staff Development completed **Date:** by March 2013

Results: In Progress

Assessment Data/Evidence: November 1, 2012 and November 5, 2012 the Dean and Associate Dean of Student Services met with Student Services staff to review the CCSSE and SENSE surveys and explain them to staff. Information from the QEP Director's previous presentations at Vernon College staff development was used to illustrate both surveys. The Dean of Student Services went on to outline the Annual Plan and the planning process implemented by the College Effectiveness Committee at Vernon College.

During these meetings we also discussed the importance of our own internal surveys and the way that those surveys can be used to demonstrate a need for change or budget allocations in various departments. These internal surveys include the New Student Orientation Survey, the Housing and Food Service Survey, the End of the Year Student Activities Survey, Residence Hall Health and Safety Inspections, etc... After the meetings all staff indicated that they had a better understanding of the planning process as well as the survey tools utilized by Vernon College.

Use of Results for Improvement: The Dean and Associate Dean of Student Services will plan to have yearly meetings in which the main topic of discussion is the planning process as well as the national and internal survey tools employed by Vernon College. This yearly inservice should remind employees of the importance of these tools and also help new employees understand and participate in the planning process.

Priority Initiative #6:

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

Objective #1: Provide adequate facilities for Vernon College athletes and the community, so that Vernon College can continue to host area playoff matches and tournaments for high school and college teams.

Responsibility: Dean of Student Services/Athletic Director, Volleyball Coach

Statement of Need: The current net system is 15 years old and has become worn and broken from years of use.

Actions: Purchase a modern Volleyball net system for the King Gymnasium.

Resources and Approximate \$: Facilities-\$2500

Assessment Method/Date: New volleyball net system installed **Date:** September 2012.

Results: Achieved

Assessment Data/Evidence: The new Volleyball Net system for the King Gymnasium was purchased on August 23, 2012 and installed immediately.

Use of Results for Improvement: The Vernon College Dean of Student Services/Athletic Director will continue to specifically monitor the facility needs of Athletics so that Vernon College can provide modern and safe athletic facilities for our own student athletes as well as visitors.

Objective #2: The Vernon Campus is attempting to retain students in Student Housing by providing increased recreation opportunities to help students become engaged in the on campus environment.

Responsibility: Dean of Student Services, Director of Housing

Statement of Need: The dorm basement is not fully utilized by the student residents because of a lack of modern recreational facilities.

Actions: Transform the dorm basement into a recreation area with a pool table, video games, flexible seating and dining areas.

Resources and Approximate \$: Facilities -\$2700

Assessment Method/Date: Dorm basement remodel completed by March 2013.

Results: Achieved

Assessment Data/Evidence: On July 17, 2013 the Director of Housing purchased a new large format television, gaming system, and games for the Residence Hall student use. The gaming system and the television are in addition to the previous television and located in the Resident Hall basement and the individual games may be checked out from the Housing Office. There were not budgeted funds available for replacement of seating and dining areas; however the current furniture was recovered in Fall 2012.

Use of Results for Improvement: The Vernon College Director of Housing will continue to advocate for the student residents with budget requests and suggestions for improvement of the Student Residence Hall.

Objective #3: Provide another Student Services staff member to assist students and potential students at the Century City location.

Responsibility: Dean of Student Services, Associate Dean of Student Services

Statement of Need: The new facilities at Century City will undoubtedly increase enrollment and increase needs for student forum membership and sponsorship, increased and longer facility tours, more potential students with a greater gap of knowledge, and more students needing assistance making the adjustment to higher education.

Actions: Provide a job description and proposal to Dr. Johnston for a Student Success Specialist.

Resources and Approximate \$: Institutional Improvement no \$ time of Dean of Student Services and Associate Dean of Student Services

Assessment Method/Date: Provided to Dr. Johnston **Date:** by December 2012 for inclusion on the Personnel Plan in 2013.

Results: Not Achieved

Assessment Data/Evidence: This position was provided to the Vernon College President but it was not funded in the 2012-2013 budget and therefore was not created.

Use of Results for Improvement: The Dean of Student Services will continue to discuss this position and its merits with the Vernon College President during budget planning. Because this position has be overlooked for several years in favor of other positions (such as faculty and clerical roles) it will be taken off the Student Services Annual Plan.

Priority Initiative #7:

Enhance the technological infrastructure of the institution.

Objective #1: Utilize available technology so that students and potential students have ready access to testing appointments.

Responsibility: Testing Coordinator, Associate Dean of Student Services

Statement of Need: Vernon College students and potential students must call and reach the Testing Coordinator or Testing Clerk during operating hours to schedule an appointment to test. Test Scheduling software would make this service available to students and potential students 24 hours a day. It would also eliminate some phone calls and return phone so that Testing staff could better serve students who are actually testing at that moment.

Actions: Explore and make recommendations for online, automated testing appointment scheduling programs.

Resources and Approximate \$: Institutional Improvement no \$ time to research and support from RunBiz

Assessment Method/Date: Proposal submitted to Dean of Student Services **Date:** by November 2012 for inclusion in next Technology budget

Results: Not Achieved

Assessment Data/Evidence: Program and software information/bids were gathered by the Testing Coordinator in the fall of 2012. Our final two bids were from the software program RegisterBlast for a \$50 monthly fee and Appointment Plus for \$589 annually. However, after discussion the plan for purchasing online automated testing appointment software was delayed for 12 months. There were several reasons for this decision. First, both the GED and TSI Assessment tests changed formats drastically. This change requires that we provide students a lot of information prior to testing. We did not feel that we could accomplish the relay of this information through an automated, online test booking software. Second, the GED and licensure testing we provide is already scheduled remotely through the company that creates those tests. At this time we were unable to find software that would merge their scheduling system with another. Third, after reviewing the Testing Center practices we did not feel that this software would allow for the personal interactions that our students rely on for information.

Use of Results for Improvement: The Vernon College Testing Center offers both entrance testing as well as instructional testing – two entirely different circumstances for students. The Testing Center will evaluate the possibility of using the Test Scheduling Software to assign test appointments, assign computers, and track usage of the Instructional Testing aspects of the Vernon College Testing Center.

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #: Use SENSE and CCSSE data to increase survey driven scores for Student Services.

Responsibility: Dean of Student Services, Associate Dean of Student Services

Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes Student Services.

Actions: Review CCSSE and SENSE data to identify high performing schools in Student Services areas. Review those high performing schools processes, policies, procedures, practices, and programs.

Resources and Approximate \$: Institutional Improvement no \$ time

Assessment Method/Date: Review completed **Date:** by May 2013.

Results: Achieved

Assessment Data/Evidence: The Director of Student Relations met with the Vernon College QEP Director on several occasions to extract data from the CCSSE and the SENSE to directly compare questions related to Vernon College Student Services functions against other like colleges in Texas. The data was then reviewed by the Director of Student Relations, Associate Dean of Student Services, and Dean of Student Services during meetings on September 10, 2013 and October 22, 2013. We were very pleased to realize that our New Student Orientation programming received high marks from students. We did notice a deficit in Academic Planning and Career Planning Areas.

Use of Results for Improvement: Student Services has used the review of the CCSSE and SENSE results to identify areas that needed attention. One immediate change was made to change the names of our services to better align with the questions asked on these standardized tests for example we have changed our vernacular to include the terms “academic planning” instead of counseling and “career counseling” instead of employment opportunities. The review of this data also encouraged us to refocus efforts to emphasize more employment services such as use of

our career coach program and job postings. These opportunities are now stressed during advising appointments, orientation and more readily accessible on our section of the Vernon College website. Student Services also placed importance on the support services specifically available for distance learning students. We created a section of the Student Services website that highlights all the internal Vernon College links on one page so that we can encourage students to utilize those services early in their academic career and refer to that section of the website during appointments, phone calls, and New Student Orientations.