

Vernon College

Philosophy

VERNON COLLEGE PHILOSOPHY: Vernon College is a constantly evolving institution, dedicated primarily to effective teaching and regional enhancement. With this dedication to teaching and to the community, the College encourages open inquiry, cultural awareness, critical thinking, and life-long learning for students, faculty, and other individuals within its service area. The college takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. Strong programs of assessment and accountability complement this educational principle. VC accepts the charge of providing a college atmosphere free of bias, in which students can exercise initiative and personal judgment, leading to a greater awareness of personal self-worth. It strives to provide every student with opportunities to develop the tools necessary to become a contributing, productive member of society.

Vision

VERNON COLLEGE VISION: Vernon College will promote a culture of success for our students and communities through learner-centered quality instructional programs and exemplary services.

Values

VERNON COLLEGE VALUES: Vernon College promotes a culture of success through our shared values and commitment to:

- Accessibility
- Accountability
- Building Relationships
- Diversity
- Innovation
- Leadership
- Quality
- Student Success
- Teamwork

- Our values define who we are and guide us in conducting our business every day. Our values are our morals – what are important to us at our college.

Mission

VERNON COLLEGE MISSION: The mission of Vernon College is teaching, learning, and leading. Vernon College is a comprehensive community college that integrates education with opportunity through our instructional programs and student services * **by means of traditional and distance learning modes.**

Therefore, **to fulfill its mission**, the College will provide **access, within its available resources, to:**

- Career technical/workforce programs up to two years in length leading to associate degrees or certificates;
- Career technical/workforce programs leading directly to employment in semi-skilled and skilled occupations;
- Freshman and sophomore courses in arts and sciences, including the new core and field of study curricula leading to associate and baccalaureate degrees;
- Ongoing adult education programs for occupational upgrading or personal enrichment;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Career technical/workforce development programs designed to meet local and statewide needs;
- Support services for educational programs and college-related activities; (added by VC)**
- Adult literacy and other basic skills programs for adults; and
- Such other programs as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of postsecondary education in Texas.

Approved by College Effectiveness Committee October 2, 2012

~~Officially approved and adopted by the Board of Trustees on the 17th day of October 2012.~~
~~2013-2017 Strategic Plan~~

Mission as adapted from the [Texas Higher Education Coordinating Board Strategic Plan for Texas Public Community Colleges 2011-2015](#), according the Texas Education Code, Sec. 130.003(e)

*Reference for discussion:

2013 Fall and Fall I Count Day Snapshot

Top 10 Internet Student Count by Residence	Student Count	% of Student Count Internet Enrollments (1348)
Archer	67	5%
Baylor	26	2%
Clay	92	7%
Foard	15	1%
Hardeman	24	2%
Knox	22	2%
Oklahoma	25	2%
Wichita	851	63%
Wilbarger	116	9%
Young	14	1%
Grand Total	1252	93%

Enrollments by Location (not headcount)	Total Enrollments	
Vernon Campus	1782	19%
Century City Center	4461	47%
Skills Training Center	429	5%
High Schools	502	5%
Misc. Centers	95	1%
Internet (includes hybrid)	2158	23%
Grand Total	9427	100%

Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, Appendix C: Guidelines for Addressing Distance and Correspondence Education (p 131)

<http://www.sacscoc.org/pdf/Resource%20Manual.pdf>

Mission

Expectations: If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission.

Questions:

Is there evidence that the governing board has been involved in the decision to include distance education courses or programs as a part of the institution's mission?

Are distance learning programs part of the mission statement of the institution?

How does the mission of distance learning "fit" the overall mission of the institution?

Is there evidence of understanding on the part of the governing board, the administration, and the faculty concerning how extensive distance education should become?