

**Vernon College Annual Action Plan 2013-2014
Final Summary
by Component**

- Administrative Services.....
- Admissions, Financial Aid and Records....
- Instructional Services.....
- Office of the President.....
- Student Services.....

Approved by the College Effectiveness Committee _____

Reviewed by the Board of Trustees _____

Administrative Services

Book Stores

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

Objective #1 : Send Book Store managers to the Southwest College Bookstore Association meeting in Dallas
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: <ol style="list-style-type: none">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.3. Specifically, seek out vendors offering ebooks and/or book rental programs.
Resources and Approximate \$: \$2,600 (\$1,300/store) – Institutional Improvement
Assessment Method/Date: Session attendance handouts, technology/training updates, notes from meetings. October 2013
Results: Not Achieved Assessment Data/Evidence: Due to timing issues interfering with normal bookstore operations, 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 2014/2015 Annual Action Plan and Budget.

Objective #2: Attend Campus Market Expo (CAMEX) – Kim Bateman
Responsibility: Kim Bateman, Garry David
Statement of Need: <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.
Actions: 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.

Resources and Approximate \$: \$2,000 – Institutional Improvement
Assessment Method/Date: General merchandise purchased, session handouts, meeting/session notes. March 2014
Results: Achieved Assessment Data/Evidence: Kim attended CAMEX. Paid travel expenses. Use of Results for Improvement: Educational sessions and group discussions with colleagues were good. Attending the trade show allows the stores to order all general merchandise and apparel for the upcoming year.

Objective #3: Send book store employees to Dallas Pen Show
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 employees to attend Dallas Pen Show.
Resources and Approximate \$: \$600 (\$300/store) – Institutional Improvement
Assessment Method/Date: Merchandise purchased. March/April 2014
Results: Not Achieved Assessment Data/Evidence: Due to inventory still in stock it was not necessary to attend the Dallas Pen Show. Use of Results for Improvement: We have included attendance of the Dallas Pen Shoe in the 2014/2015 Annual Action Plan and Budget.

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.
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 textbook 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 \$: \$6,500 License Fee, \$2,100 Annual Support Fee - Technology
Will need some IT support with initial set up.

Assessment Method/Date: System is projected to be fully operational no later than February, 2014.

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: **InSite has been purchased for both stores. Working on installation, setup and training.**

Use of Results for Improvement: **Due to a delay in purchasing InSite the training was postponed. We are in the process of setting up dates for webinar training.**

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

Assessment Method/Date: System is projected to be fully operational no later than February, 2014.

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: **GMOnline has been purchased for both stores. Working on installation, setup and training.**

Use of Results for Improvement: **Due to a delay in purchasing GMOnline training was temporarily delayed. We are in the process of scheduling one on one training for GMOnline.**

Business Office

Priority Initiative #4:

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

Objective #1 : Integrate LiveChat feature college-wide
Responsibility: Garry & Stacy
Statement of Need: Integrate LiveChat on the VC homepage so that we can reach more students
Actions: <ol style="list-style-type: none">1. Meet with the Administrative team to determine each offices responsibilities2. Purchase more user licenses3. Train other office personnel to use the LiveChat function
Resources and Approximate \$: \$99/month/user – Technology
Assessment Method/Date: LiveChat available via the web page for all College Administrative offices Date: 07-01-14
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: Delayed until 2014/2015
Use of Results for Improvement: In discussion with QEP on best way to get college wide buy in and who should be component go to person.

Priority Initiative #5:

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

Objective #1: POISE User Group Training
Responsibility: Mindi, Stacy, Garry
Statement of Need: Ongoing professional development for Business Office Staff
Actions: Enroll 4 staff members in conference and make travel arrangements
Resources and Approximate : \$3500 – Institutional Improvement
Assessment Method/Date: Conference materials, group discussions / Summer 2014
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: Travel vouchers, meeting notes, conference discussions.
Use of Results for Improvement: Improved payroll reporting, several new cohort contacts for future problem solving.

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

Objective #1 : Institute a “check system” in the bookstore during book buybacks
Responsibility: Garry, Stacy & Kim
Statement of Need: A “check system” to check students for HOLDS and balances owed prior to releasing funds to them for book buybacks.
Actions: 4. Business Office staff person in bookstore to check student accounts
Resources and Approximate \$: laptop in bookstore for Business Office staff person – No new \$\$
Assessment Method/Date: Reduction/Elimination of refunds to students who owe us money Date: May, 2014
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence:
Use of Results for Improvement: We have not come up with a better process for refunding student balances. Kim has discussed with several other school owned bookstores and has really found a better alternative.

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

Objective #1 : Implement Chaparral Card terminals in the bookstores and in the dining areas
Responsibility: Garry and Stacy
Statement of Need: Ability to track students using meal plans in the SUB and to make purchases in the bookstores and the dining areas using their Chaparral Student ID cards.
Actions: <ol style="list-style-type: none"> 1. Set up “wallets” within the HB Financial Payments software for meal plans 2. Purchase terminals for bookstores and dining areas 3. Train staff to use terminals
Resources and Approximate \$: \$350/terminal; \$500/wallet setup; \$3/student/semester fee - Technology
Assessment Method/Date: Card swipe machines installed and operational Date: Fall 2013
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence:
Use of Results for Improvement: Herring Bank is in discussions with Great Western Dining to get approval and move forward.

Physical Plant

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

Objective #1 : Update 2013-2014 Facilities Master Plan for all campuses
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: <ol style="list-style-type: none"> 1. Meet with Facilities Planning committees for all campuses to review prior plan and make changes for the upcoming years. 2. Present recommendations to Administrative Team 3. Update and distribute Master Plan
Resources and Approximate \$: Currently budgeting \$250,000 per year for all capital projects at all campuses
Assessment Method/Date: Meeting notes, emails, budget - Updated 2013-2014 Master Plan by May 31, 2014
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: Meeting notes, completed projects, updated Facilities Master Plan
Use of Results for Improvement: All projects are designed/intended to improve safety, efficiency and/or overall appearance of Vernon College facilities to provide a quality learning environment.

Objective #2 Complete all approved projects by 08-31-14- Vernon
Responsibility: Facilities Director and Dean of Administrative Services
Statement of Need: As identified in the Facilities Master Plan
Actions: 1. Quarterly reviews by Dean of Administrative Services and Facilities Director 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 by 08-31-14
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: Meeting notes, completed projects, updated Priority Rankings.
Use of Results for Improvement: Phase II of Auditorium remodel complete, Room 417 updated, replaced metal fence behind athletic dorms, seal-coated parking lot on north side of Osborne building and dorm parking lots, resurfaced Congregate Meals parking lot. All projects are designed/intended to improve safety, efficiency and/or overall appearance of Vernon College facilities to provide a quality learning environment.
Objective #3 Complete all approved projects by 08-31-14 – Wichita Falls
Responsibility: Director of Physical Plant and Dean of Administrative Services
Statement of Need: As identified in the Facilities Master Plan
Actions: 1. Quarterly reviews by Dean of Administrative Services and Director of Physical Plant 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 by 08-31-14
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: Meeting notes, completed projects, updated Priority Rankings.
Use of Results for Improvement: Converted storage room in gym area to small office, installed card swipe access doors on two additional exterior doors, converted room 610 to quiet testing room, installed additional security cameras and LED lighting on exterior. All projects are designed/intended to improve safety, efficiency and/or overall appearance of Vernon College facilities to provide a quality learning environment.
Objective #4 : Provide modern and adequate facilities for athletics.
Responsibility: Associate Athletic Director of Baseball Coach
Statement of Need: Provide a safety measure for baseball dugouts.
Actions: 1. Install dug out railings at Vernon College baseball field.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$2000 facilities
Assessment Method/Date: installed railings Date: February 2014

Results: Achieved Not Achieved In Progress Assessment Data/Evidence: Use of Results for Improvement: Will be added to 2014/2015 Facilities plan.
Objective # 5 : Provide modern and adequate facilities for athletics.
Responsibility: Associate Athletic Director and softball coach
Statement of Need: Update facilities to meet current best practices for dug out safety.
Actions: 1. Purchase and install padding around the concrete backstop of the Wade Kirk softball field
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$1500 facilities, time for procurement procedures
Assessment Method/Date: padding installed Date: February 2014
Results: Achieved Not Achieved In Progress Assessment Data/Evidence: Use of Results for Improvement: : Will be added to 2014/2015 Facilities plan

Objective #6 : Provide modern and adequate facilities for athletic competitions on the Vernon College Campus
Responsibility: Assistant Athletic Director, Dean of Student Services/Athletic Director and Vernon College Coaching staff
Statement of Need: Currently there are no concession stand facilities in the King Gymnasium. Concession stand sales are used by not only athletic teams but other Vernon College clubs and organizations as fundraisers.
Actions: 1. Obtain bids to create a minimal yet permanent concession stand in the King Gymnasium that would provide electrical access, a counter and some way to secure the area when not in use.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$2500, time for research, procurement, and installation
Assessment Method/Date: plan completed and concession stand completed Date: February 2014
Results: Achieved Not Achieved In Progress Assessment Data/Evidence: Funding was not provided in the 2013/2014 budget. Use of Results for Improvement:

Admissions, Records and Financial Aid

Admissions

Priority Initiative #1:
Implement a centralized, unified and organized recruitment and retention effort.

Objective #1: Increase student services and dual credit enrollments by working with high school students in the College's service area

Responsibility: Dean of Admissions and Financial Aid/Registrar

Statement of Need: High school students need additional assistance in applying for admissions, enrolling and understanding the process of attending college

Actions:

1. Contact each service area high school during early spring regarding "Campus Connect" on-line registration process for dual credit students
2. Mail dual credit brochure and "Campus Connect" instructions to dual credit participating schools for distribution to participating students
3. Follow up on dual credit applicants during June, July, and August to verify admission requirements, TSI status, and enrollment
4. Provide contact point for dual credit registration and Campus Connect questions

Resources and Approximate \$: Institutional Improvement (no \$)
Personnel: Director of Admissions (Est. \$45,000)

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

Results: Achieved Not Achieved In Progress X

Assessment Data/Evidence: Director of Admissions and Records position was filled upon the retirement of the Assistant Registrar with no increase in number of staff. Thus, high school dual credit students are still highly encouraged to use online registration (Campus Connect). Admissions and Records Office serves as point of contact for dual credit student's admission and registration questions. Online registration (Campus Connect) instructions are included in the printed *Advising and Registration Guide* and the College's website. Follow up contact occurs during August VCAP meeting with high school dual credit contacts.

Use of Results for Improvement: Monitor need for updates to online registration process due to Campus Connect and/or TSI changes. Evaluate staffing needs as dual credit enrollments change.

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: Institutional Improvement: Number of students applying on-line and meeting admissions requirements timely. / July CCSSE and SENSE satisfactory rankings / CCSSE August and SENSE April KPIA numbers / November
Results: Achieved X Not Achieved In Progress
Assessment Data/Evidence: The common application, "Apply Texas", is the only online application used by the College. VC received approximately 850 online applications for the Fall 2014 semester. Greater than 80 % of Fall 2014 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. Change in processing of "Apply Texas" applications to more evenly distribute work load, manage volume, and utilize staff.

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 \$: Institutional Improvement: Time and Effort
Assessment Method/Date: Review completed upon completion of CCSSE survey and receipt of results
Results: Achieved X Not Achieved In Progress
Assessment Data/Evidence: Enrollment for 2013-14 was flat or declined. No additional staff was requested. CCSSE 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 and/or CCSSE results indicate.

Objective #2 : Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.3

Responsibility: Dean of Admissions and Financial Aid/Registrar
Statement of Need: The institution provides a sufficient number of qualified staff – with appropriate education or experience in the student affairs area – to accomplish the mission of the institution (SACS 3.9.3)
Actions: 5. Monitor admission application volume and unduplicated enrollments numbers for adjustments in staffing requirements
Resources and Approximate \$: Personnel: Classified II processing positions as needed by admission application volume (Est. \$20,000) Technology: Computer (\$1,100) Telephone (\$250) and Printer (\$250) for position Facilities: Desk and chairs for above position (\$500 est.) for position
Assessment Method/Date: Enrollment numbers from THECB 001 and 00A reports on credit and non-credit students Date: March 1
Results: Achieved X Not Achieved In Progress
Assessment Data/Evidence: Due to improvements in application processing procedures, and flat or declining enrollment, no additional staff are needed at this point.
Use of Results for Improvement: Continue to monitor for SASC COC compliance purposes.

Priority Initiative #7:
Enhance the technology 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 their primary responsibilities and comply with THECB and SACS requirements
Actions: 1. Monitor IT “Replacement List” for desktop computers for Admission staff of 12 2. Purchase 2 replacement printers for Admission staff of 12 3. Monitor age of Scanners for replacement due to usage
Resources and Approximate \$: Technology: Scanners 2 @ \$1,000 = \$2,000 Dell or HP Printers 2 @ \$750 = \$1,500
Assessment Method/Date: Purchase of above before or during current academic year. / August
Results: Achieved X Not Achieved In Progress
Assessment Data/Evidence: One high capacity scanner with advanced software capabilities was purchased and installed at CCC. Computer upgrades were installed per replacement schedule. New printers were replaced were needed.
Use of Results for Improvement: Continue to keep technology updated following annual replacement plan.

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**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 for improvement**Actions:** Review CCES 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: Time and Effort**Assessment Method/Date:** Review completed upon completion of surveys and receipt of results (CCSSE scheduled for odd number years)**Results: Achieved X Not Achieved In Progress****Assessment Data/Evidence:** CCSSE results for (Satisfied/Very Satisfied) 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 as surveys indicate.**Objective #2 :** Compliance with SACS COC Comprehensive Standard 3.4 All Educational Programs 3.4.3**Responsibility:** Dean of Admission and Financial Aid/Registrar**Statement of Need:** The institution publishes admissions policies that are consistent with its mission. (Admissions Policies) (3,.4.3)**Actions:** Review Admissions Policies annually with VC Admissions Committee for consistency with the College mission**Resources and Approximate \$:** Institutional Improvement: Time and Effort**Assessment Method/Date:** Admission Committee meeting minutes **Date:** March 1**Results: Achieved X Not Achieved In Progress****Assessment Data/Evidence:** Minutes of Admission Committee indicate faculty and staff believe admissions policies are consistent with the College mission.**Use of Results for Improvement:** Continue to evaluate and monitor for SASC COC compliance purposes.**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: Retention and completion standards required by THECB and SACS
Actions: <ol style="list-style-type: none"> 1. Send progress reports to notify students of their academic status at semester end 2. Initiate and additions to “Student Success thru Communication” functions to educate students about College 3. Participate in “Early Alert” initiatives of POISE module 4. Notify students of President or Dean List honors each Fall and Spring semester
Resources and Approximate \$: Institutional Improvement: Time and Effort
Assessment Method/Date: Student retention as measured by Fall to Spring enrollments (THECB 001s) Date: April 15
Results: Achieved Not Achieved In Progress X
Assessment Data/Evidence: Student emails 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 semester’s grades. Students are also notified of President or Dean honor listings at the end of each Fall and Spring semesters. Emails are utilized in the “Student Success thru Communication” initiative to advise students on a large number of topics which help retention and success. “Early Alert” emails inform students of problems or situations needing attention before they are too late to correct. The Fall 2013 to Spring 2014 retention rate was 86.74% compared to 95.00% for Fall 2012 to Spring 2013. This decline was due more to the instructional format change in MATH (8 weeks to 16 weeks) than an actual loss of retained students.
Use of Results for Improvement: 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 completion success annually.
Responsibility: Admissions and Records staff
Statement of Need: Improve student completion rates as measured in KPIA’s
Actions: <ol style="list-style-type: none"> 1. Create a “record” on new students every semester through a “batch” process which will assign a catalog to be used for the degree audit program and enable degree shopping. The degree audit will show the student a clear outlined path to completion of their degree or certificate. 2. Update the Degree Audit module each spring/summer with the degrees and certificates offered in current VC General Catalog.
Resources and Approximate \$: Institutional Improvement: Time and Effort
Assessment Method/Date: Student success as measured by CBM 009 and 00M / Nov
Results: Achieved X Not Achieved In Progress
Assessment Data/Evidence: Students are assigned a VC Catalog using the process described in action #1 above. The Degree Audit module was loaded with each programs written as printed in the VC Catalog. The number of degree and certificate completers reported on the CBM 009 increased from the 2012-13 total of 696 to the 2013-14 total of 720. This represents an increase of 3.5% despite a decline in enrollment. The

number of Marketable Skills Achievers reported on the CBM 00M increased from the 2012 total of 438 to the 2013-14 total of 476 for an increase of 8.7%.

Use of Results for Improvement: Continue monitoring processes and practices which will facilitate student success and 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

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: Time and Effort

Assessment Method/Date: Review completed upon completion of SENSE and CCSSE surveys and receipt of results CCSSE Aug / SENSE April

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: Over 80% of credit students registered online thru *Campus Connect* for the Fall 2013 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.

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

Objective # 2: Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.2

Responsibility: Dean of Admissions and Financial Aid/Registrar

Statement of Need: The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. (Student records) (3.9.2)

Actions:

1. Monitor student record access allowed through the College's software system and compliance with FERPA

Resources and Approximate \$: Institutional Improvement: Time and Effort

Assessment Method/Date: Annual email communication with IT POISE administrator **Date:** March 1

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: Access to student records is reviewed on an annual basis through a list provided by Institutional Support Specialist (Jim Binion). In addition, access was reviewed prior to the instillation of the new REG 4 module in February 2014 by Jenzabar Tulsa. System backups are done remotely by Jenzabar Tulsa on a nightly basis. All Admissions, Records, and Financial Aid staff are made aware of FERPA guidelines and sign a "FERPA Agreement" acknowledging their understanding when employed.

Use of Results for Improvement: Continue to monitor for SASC COC compliance purposes.

Financial Aid:

Priority Initiative #1:

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

Objective #1: Improve student retention and student success annually

Responsibility: Financial Aid Staff

Statement of Need: Facilitate success for Financial Aid students through retention and completion

Actions:

1. Council 100% of financial aid students who are reducing their course load or withdrawing regarding their financial aid consequences
2. Contact students who receive "Early Alert" notices regarding attendance and explain financial aid consequences

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

Assessment Method/Date: Financial Aid staff signatures on all drop and withdrawal forms. Contact Log for "Early Alert" notifications / July

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: The 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 contact students by phone or email if "Early Alert" notification is received for attendance problem. Records are maintained on each student contact. Balance disbursements are "held" until eligibility is determined and attendance letters are sent.

Use of Results for Improvement: Monitor for process improvement and need for staffing if volume warrants.

Objective #2: Increase total financial aid awarded annually (as reported in KPIA) proportionally with credit enrollment increases

Responsibility: Director of Financial Aid

Statement of Need: Periodic meeting with staff to discuss methods to streamline and simplify the Federal Application process as much as feasible and reduce internal processing time per ISIR to 5 business days.

Actions: Monitor and record enrollments, aid applicants, and processing time periodically throughout award year for improvement opportunities

Resources and Approximate \$: Institutional Improvement – Time and Effort

Assessment Method/Date: Amount of aid awarded per FISAP and CB Financial Aid reports. Reported as KPIA / November

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: Processing of student aid applications (FASFA) was evaluated and modified to better serve students and utilize technology. Total aid increased approximately \$400,000 from \$15,455,034 in 2012-13 to \$15,846,969 in 2013-14. Vernon College also experienced an increase in the total amount of Pell Grant disbursed. Our Pell Grant volume was \$5,775,420 for the 2013-14 award year compared to \$5,736,853 for 2012-13. Student loan volume decreased approximately \$141,000 from \$6,734,065 in 2012-13 to \$6,592,659 in 2013-14.

Use of Results for Improvement: Monitor for process improvement and need for staffing 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: Maintain VC cohort student loan default rate as calculated by DOE at 15% or lower

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

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

Actions:

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

Resources and Approximate \$: Institutional Improvement: Consulting fees of approximately \$38,000

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

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: Our FY 2011 3 year official cohort default rate was 16.6% down significantly from our FY 2010 rate of 26.6%.

Use of Results for Improvement: Once our rate is at or below 15% for 3 consecutive years, VC 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 evaluate alternatives and budget for increased costs due to loan volume.

Priority Initiative #4:

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

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:

1. Participate in New Student Orientation (NSO)
2. Outreach to financial aid applicants with personalized letter from VC President
3. Provide Financial Aid outreach presentations to high school students/parents, counselors, and community members
4. Review CCSSE scores and results with staff and discuss ideas for improvement of Financial Aid advising and services

Resources and Approximate \$: Institutional Improvement: Time, Effort, and Supplies (approx. \$4,000)

Assessment Method/Date: Improvement of CCSSE benchmarks for 2012-13 academic year. / August

Results: Achieved Not Achieved In Progress X

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. Monitor CCSEE results after receipt of next survey. Additional actions taken, included second notice letter sent to all students that have not responded to a status letter, letter to all admission applicants explaining that financial aid is available to assist with their educational expenses, financial aid handout made available at NSO and CSA centers, text messaging or email to students that have been awarded but are not enrolled, and text messaging or email to students that are enrolled but have not been awarded financial aid.

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 called THECB conferences, and other professional development opportunities

Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$3,500

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

Results: Achieved X Not Achieved In Progress

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. Maintain current internal self-auditing process by Director of Financial Aid.

Priority Initiative #6:**Provide fiscal, physical, human and technological resources to accommodate current and future needs.****Objective #1 :** Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.3**Responsibility:** Dean of Admissions and Financial Aid/Registrar**Statement of Need:** The institution provides a sufficient number of qualified staff – with appropriate education or experience in the student affairs area – to accomplish the mission of the institution (SACS 3.9.3)**Actions:** Monitor applicant volume and dollars awarded for adjustments in staffing requirements**Resources and Approximate \$:** Personnel: Classified II processing positions as needed by aid application volume (Est. \$20,000)

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

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

Assessment Method/Date: Annual dollars of aid awarded **Date:** November 1 (after FISAP report)**Results: Achieved X Not Achieved In Progress****Assessment Data/Evidence:** Annual aid awarded and disbursed increased by approximately \$400,000 for 2013-14 despite a decline in enrollment. Due to improving economic conditions, flat or declining enrollment, and improvements in processing procedures, no additional staff are needed at this point.**Use of Results for Improvement:** Continue to monitor for SASC COC compliance purposes.**Priority Initiative #7:****Enhance the technology 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 DOE requirements. Maintain technology as required by Department of Education (DOE)**Actions:**

1. Monitor IT “Replacement List” for desktop computers for Financial Aid staff of 10
2. Purchase 2 replacement printers for Financial Aid staff of 10
3. Monitor age of Scanners for replacement due to usage
4. Monitor Department of Education technology requirements for electronic processing

Resources and Approximate \$: Technology: 1. Scanners 2 @ \$1,000 = \$2,000 2. Dell or HP Printers 2 @ \$750 = \$1,500 3. Laptop Computer and Projector for presentations = \$2,000 Est 4. DOE required processing computer (Est. \$1,500)**Assessment Method/Date:** Purchase of above before or during current academic year. / August

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: Limited technology was purchased throughout 2013-14 year. Computer upgrades were installed per replacement schedule.

Use of Results for Improvement: Continue to keep technology updated following annual replacement plan.

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 CCSSE 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 \$: Time and Effort

Assessment Method/Date: Review completed upon completion of surveys and receipt of results CCSSE Aug / SENSE April

Results: Achieved X Not Achieved In Progress

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. However, our 2013 SENSE benchmarks were not as favorable. In regard to the college providing the student with adequate information about financial aid, VC showed a mean of 3.40, which was .22 below the small college mean and .04 below the cohort. We also scored .19 below the small college mean but .06 above the cohort mean when students were asked if a college member helped them determine whether they qualified for financial assistance.

Use of Results for Improvement: Met with students regarding the 2013 SENSE scores. They indicated they would like for financial aid to implement text messaging. Continue to consult students for their input and suggestions. Actions taken include, letter to all admission applicants explaining that financial aid is available to assist with their educational expenses, financial aid handout made available at NSO and CSA centers, text messaging or email to students that have been awarded but are not enrolled, and text messaging or email to students that are enrolled but have not been awarded financial aid.

Objective #2: Compliance with SACS COC Section 4: Federal Requirements 4.7

Responsibility: Dean of Admissions and Financial Aid/Registrar and Director of Financial Aid

Statement of Need: The institution is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities) (SACS 4.7)

Staff development through professional financial aid organizations and conferences to achieve compliance

Actions: Attend annual DOE conference and other professional development opportunities

Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$2,000

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

Results: Achieved X Not Achieved In Progress

Assessment Data/Evidence: Melissa Elliott, Director of Financial Aid, Aletha Newman, Student Loan Coordinator, and Mary Ann Noah, Financial Aid Processor, all attended the annual DOE conference in Las Vegas, Nevada in December 2013.

Use of Results for Improvement: Continue to plan for plan for professional development and SASC COC compliance.

Instructional Services

Priority Initiative #1:
Implement a centralized, unified and organized recruitment and retention effort.

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

Responsibility: Division Chairs, Directors, Coordinators, Dean of Instructional Services, Advancement Specialist/Website support

Statement of Need: Need for mandated and timely information to be posted to website and reduction of printed materials including discontinuation of CTE program brochures.

Actions:

1. Develop and revise template of common elements to be included on web pages to ensure uniformity and consistency of required information and meet federal and/or state requirements.
2. Develop web pages for all instructional programs and disciplines.
3. Incorporate elements of Texas Genuine advertising campaign.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Published web pages on website; Twelve County High School to College KPIA Benchmark; Enrollment KPIA Benchmark
 Date: August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The template of common elements was developed and presented to Division Chairs, Directors, and Coordinators for input and revision. Following the institutional decision to change website content management systems from Ektron to RunIT CMS, Instructional Services decided to delay implementation until after the switch. The actions associated with this objective will be carried over into the 14-15 academic year.

Use of Results for Improvement: By using the VC website as the primary, centralized source of programmatic information, it is believed that more timely and accurate information can be provided to both current and prospective students as well as to community and external stakeholders.

Objective #2: Actively engage Instructional Services in the planning, promotion, and delivery of Sophomore Round-Up to all locations.

Responsibility: Division Chairs, Coordinators, Directors, Dean of Instructional Services, Early College Start Coordinator

Statement of Need: Service area high schools have cited need for early introduction to VC programs.

Actions:

1. Plan event that features tours of facilities.
2. Host sessions which provide information regarding VC programs.

3. Guide sophomores from service area high schools.
Resources and Approximate \$: None – Institutional Improvement (\$750 from Instructional Services Supply budget)
Assessment Method: Documented number of students participating; Twelve County High School to College KPIA Benchmark; Enrollment KPIA Benchmark Date: August 2014
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
Assessment Data/Evidence: Two <i>Sophomore Roundups</i> were successfully promoted and held on November 1, 2013 (STC) and November 15, 2013 (CCC). 10 High Schools and 341 total students (106 @ STC & 235 @ CCC) participated. Results of the selected 2014 KPIA Benchmarks will be reviewed once the data becomes available.
Use of Results for Improvement: These recruiting activities are specifically aimed at increasing the number of service area college-going high school graduates who select and enroll at Vernon College. The events have been well received and will continue to be offered. Annual review of institutional performance relative to the Twelve County High School to College KPIA Benchmark and the Enrollment KPIA Benchmark has become standard operating procedure.
Objective #3: Actively engage Instructional Services in planning, promotion, and delivery of Gender Equity recruiting opportunities.
Responsibility: Coordinators, Directors, Dean of Instructional Services, Gender Equity Committee
Statement of Need: Cited findings as stated by Perkins audit, specifically participation and completion.
Actions: <ol style="list-style-type: none"> 1. Select and develop recruiting activities targeting nontraditional students in gender biased programs. 2. Carry out selected recruiting activities. 3. Evaluate effectiveness of chosen activities.
Resources and Approximate \$: None – Institutional Improvement (\$ from Perkins grant)
Assessment Method: Annual Perkins Data Resources Date: August 2014
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
Assessment Data/Evidence: Two recruiting activities targeting nontraditional students in gender biased programs were held. The first, “ <i>Search My Future</i> ” was held April 15, 2014 and combined elements of the <i>Guys/Girls Night Out</i> events held the previous year. Participation included 17 prospective students (7 male and 10 female). The second event, <i>GenTX Day</i> , was held at CCC on May 1, 2014 with 189 prospective students from 8 high schools. Both events will be improved upon and offered again during the 2014-15 academic year under the direction of the newly formed Integrated Marketing and Recruiting committee. Results of the selected 2014 KPIA Benchmarks and the 2014 Perkins data will be reviewed once the data becomes available.

Use of Results for Improvement: These recruiting activities serve a two-fold purpose: a) to increase the enrollment of the underrepresented gender in gender biased programs as identified by Perkins and b) to increase the number of service area college-going high school graduates who select and enroll at Vernon College. These activities will continue to be assessed for effectiveness and improvements to their delivery implemented. Annual review of institutional performance relative to the Twelve County High School to College KPIA Benchmark and the Enrollment KPIA Benchmark has become standard operating procedure.

Objective # 4: Provide systematic early intervention strategies for at risk/underperforming students

Responsibility: Dean of Instructional Services, Division Chairs, Directors, Faculty, Director of QE

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. Consider recommendations of Student Success Course Task force for implementation.
2. Consider recommendations of Faculty Senate regarding the implementation of student withdrawal policy.
3. Continue to refine and develop processes for faculty utilization of the Early Alert and Student Success modules.
4. Continue to refine and develop course schedule advising assessments as recommended by the THECB Assessment of Academic Advising Work Group.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Course Completion KPIA Benchmark; Graduation, Retention and Persistence KPIA Benchmark; Placement & Completion KPIA-Benchmark; Rates of scholastic probation/suspension

Date: August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence:

1. Upon recommendation of the Student Success Course Task Force, EDUC 1300 Learning Frameworks was added to the VC course inventory and scheduled. 3 sections were piloted during the fall 2013 term and 2 sections were piloted during the spring 2014 term. Total enrollment for all sections was 33 students.
2. Although discussed, no recommendation relative to the current withdrawal policy was received from the Faculty Senate and the policy/process remained unchanged.
3. A total of 6,260 Early Alerts were submitted by faculty during the fall 2013 and spring 2014 terms (18.5% increase over 2012-13). Despite the greater utilization of the Early Alert system by faculty, course completion rates declined from 92.3% in 2012-13 to 90.9% in 2013-14. Successful course completions also declined slightly (80.4% in 2012-13 to 79.2% in 2013-14) while the percentage of course withdrawals increased from 7.7% in 2012-13 to 9.1% in 2013-14. However, the percentage of students placed on academic probation or academic suspension continued its downward trend averaging 8.09% per academic term during 2013-14 (fall, spring, and summer terms) as compared to 9.66% in 2012-13 and 9.90% in 2011-2012. Review of institutional performance relative to the Graduation, Retention and

Persistence KPIA Benchmark and the Placement & Completion KPIA Benchmark has become standard operating procedure, however results are not currently available for this cohort.

4. 77.9% of students ($n = 6,459$) surveyed (SIR II Supplemental Question 52) during 2013-14 responded favorably (agreed/strongly agreed) to the statement that VC had adequately assisted them with advising relative to their academic degree and course scheduling. This was up from the 77.1 % favorable response received in 2012-13. Moreover, the percentage of students responding negatively (disagreed/strongly disagreed) declined from 5.7% in 2012-13 to 4.8% in 2013-14. Additionally, results of both the 2013 CCSSE (7 questions) and the 2013 SENSE (5 questions) showed strong gains in the area of academic advising as compared to previous results.

Use of Results for Improvement: Retention and completion rates as well as the academic performance (as measured by GPA) for all students completing the student success course will be tracked. Faculty utilization of the Early Alert system will continue to be emphasized and annual review of institutional performance relative to the Graduation, Retention and Persistence KPIA Benchmark and the Placement & Completion KPIA-Benchmark has become standard operating procedure. Professional development activities in the area of academic advising will continue to be provided to faculty.

Objective # 5: Develop general CTE brochure/viewbook to replace individual program brochures.

Responsibility: Coordinators, Directors, Associate Dean CTE, Advancement Specialist/Website support

Statement of Need: Discontinuation of CTE program brochures due to printing costs and dated information

Actions:

1. Integrate recommendations of Marketing Task Force in the development and publication of a general CTE brochure which provides basic information regarding available CTE programs.

Resources and Approximate \$: \$5,000 - Institutional Improvement

Assessment Method: Publication of CTE brochure/viewbook

Date: January 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: A general CTE brochure highlighting all 16 credit CTE programs offered VC was professionally designed, developed, and printed at a cost of approximately \$5,355. These brochures were made available June 1, 2014 to prospective students and are currently in use across the institution for recruiting purposes.

Use of Results for Improvement: Annual update as standard operating procedure.

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: Implement provisions of state wide developmental education plans designed to increase success and accelerate completion.

Responsibility: Division Chairs, Dean of Instructional Services

Statement of Need: State mandated changes, best practices

Actions:

1. Implement mandatory reviews before placement testing.
2. Revise course sequences of developmental courses.
3. Implement new cut scores for improved assessment with diagnostics.
4. Develop and offer NCBO based on afore mentioned diagnostics.
5. Document and report contact hour fractions generated by NCBO offerings.
6. Continue to adhere and present internet based instructional opportunities.
7. Identify funding sources for ABE.
8. Investigate the development of faculty assisted/lead non TSI advising.

Resources and Approximate \$: Facilities-Conversion of 2 general use classrooms into learning labs – remodel & furniture (\$25,000). Personnel-Learning Lab Coordinator (S3 grant). Technology- 75 computers (S3 grant)

Assessment Method: Success rate of developmental students in subsequent academic courses; Course Completion KPIA Benchmark; Graduation, Retention and Persistence KPIA Benchmark

Date: August 2014

Results: X Achieved X Not Achieved X In Progress

Assessment Data/Evidence:

1. Not achieved – Will carry action into 2014-15 academic year.
2. Achieved - All developmental courses, including content and sequence, were revised to align with the new THECB developmental plan. Developmental reading courses (READ 0300, READ 0301, READ 0302) and developmental writing courses (ENGL 0300, ENGL 0301, ENGL 0302) were integrated into one course (ENGL 0305) to fulfill THECB requirements of providing an integrated reading/writing course. Likewise, developmental mathematics courses (MATH 0300, MATH 0301, and MATH 0302) were integrated into one course (MATH 0310) and delivered in an emporium style, modularized format.
3. Achieved - All cut scores as provided by the new TSI were implemented with flexibility provided through cuts scores and/or holistic advising to concurrently enroll “bubble students” in their college level course and in a developmental intervention course (NCBO’s).
4. Achieved - Non-course based options (NCBO’s) were added in both developmental English (ACRW 0210) and mathematics (ACMS 0101) to serve those student deemed to be on the “bubble” based on new TSI cut scores and/or through holistic advising.
5. Achieved – NCBO’s were developed which avoided fractional reporting of contact hours.
6. Achieved - Following the success seen with Pearson’s *MyMathLab* in developmental mathematics courses, Pearson’s *MySkillsLab*, was adopted for use in the developmental English course (ENGL 0305). These internet-based tutorial/instructional software programs allow students to accelerate their mastery of course content.

7. Achieved - Numerous meetings were held with the ABE director from the Region IX Educational Service Center to plan and discuss a partnership whereby students identified by the new TSI Assessment to be at ABE levels in mathematics would be serviced by Region IX representatives at the VC Century City Center. This partnership will commence during the 2014-15 academic year and may expand to ABE courses in reading and writing as well.
8. Not achieved – Will carry action into 2014-15 academic year

Use of Results for Improvement: Success rates for developmental students in developmental courses and in their first college level course will be reviewed and monitored on an annual basis as standard operating procedure due to their inclusion as momentum points in the new performance-based funding scenario.

Objective #2: Improve student access to library instruction through development of online tutorials. Tutorials are needed to assist students in searching article databases and the online catalog.

Responsibility: Director of Library Services, Library Staff

Statement of Need: Accreditation standards require that the library provide all students with “regular and timely access” to library instruction. Online tutorials are an effective means for providing library instruction for all students.

Actions:

1. Develop online tutorial to assist students in searching Ovid’s Nursing Journals Collection. Ovid’s search platform is less intuitive than those supported by *Ebsco* and *Proquest*. A tutorial is needed to assist students with the search functions, features, and capabilities of this helpful resource.
2. Develop video tutorial which demonstrates catalog search techniques. The library recently began authenticating remote users through a proxy server. This system was implemented as a means to allow direct access to e-books from the online catalog. The tutorial will help demonstrate the updated procedures for locating and accessing e-books easily and efficiently from the catalog. A video demonstration will also help reinforce and illustrate the concepts covered in the text/graphic tutorial currently posted online.
3. Refer to assessment data from QEP when developing the tutorials. Determine if students prefer content delivered through screen capture video exclusively or through the more interactive interface facilitated with Captivate.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Posting of Tutorials

Date: August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Tutorials have been developed to assist students in searching Ovid’s Nursing Collection and in accessing and downloading eBooks from the library catalog. Links to both tutorials have been placed within the newly updated Handbook to Library Services posted on the library homepage.

Use of Results for Improvement: The development of online tutorials remains a priority in library programming. The library recognizes the importance of video tutorials in providing equitable access to library instruction as required by SACS accreditation standards. In addition to developing the videos, the library must also work on assessing the videos and on tracking usage statistics. The library will utilize the quizzing feature within Camtasia as a means to gather student feedback on the helpfulness of the video content. Additionally, the library will work with RunBiz to identify ways of tracking the number of times of the video is accessed.

Objective #3: Improve student access to library resources by extending weekend hours of operation at Century City. The library is currently open on Saturday from 8:00 AM to 2:00 PM. Additional weekend hours during the late afternoon and evening would afford students improved access to group study rooms and computer resources.

Responsibility: Dean of Instructional Services, Director of Library Services

Statement of Need: Students were surveyed in the Spring 2012 to determine student satisfaction with library hours of operation at Century City. Of those students offering an opinion, 82% indicated that the library was open sufficient hours to meet their informational needs. A total of 7 comments requested extended library hours.

Actions:

1. Survey students during the spring 2013 to determine if students prefer weekend evening hours scheduled on Saturday or Sunday.
2. Request sufficient funds to compensate additional part time assistance at \$9.00 per hour. A total of \$2,331.00 is needed to compensate a weekend assistant working 7 hours on either Saturday or Sunday.
3. Interview and hire part time evening assistant to begin working at the start of the fall semester 2013.

Resources and Approximate \$: \$2,331 - Personnel

Assessment Method: Weekend hours will be extended at the start of the fall semester 2013.

Date: August 2013

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The library began opening on Sundays from 1:00 PM to 8:00 PM at CCC at the start of the Fall Semester 2013. Since implementing the Sunday hours, the library has noted a significant increase in student satisfaction with hours of operation. In surveys collected during the spring 2014, 81% of CCC students offering an opinion agreed that the library was open sufficient hours to meet their informational needs. This is a 12% increase in approval when compared to data collected during the spring 2013. The Sunday hours have afforded students weekend access to group study rooms and computer resources during the afternoon and evening.

Use of Results for Improvement: While 81% approval is a marked increase in approval, the library would like to see an approval rating of at least 85% as stated on the library's Institutional Effectiveness Plan. A total of 7 comments requested Saturday hours of operation. In response, the library will evaluate the costs associated with contracting security and with hiring an additional part time employee to assist on Saturdays from 1:00 PM to 8:00 PM.

Objective #4: Consider continuation of MW/TR class schedule (MW/TR schedule piloted Spring 2013, fully implemented Fall 2013 & Spring 2014).

Responsibility: Division Chairs, Coordinators, Directors, Dean of Instructional Services
Statement of Need: Commuter students and student enrollment patterns indicate preference for 2 days/week; provide opportunities through a Friday faculty/staff schedule for faculty/staff to engage with colleagues in institutional wide initiatives.
<p>Actions:</p> <ol style="list-style-type: none"> 1. Solicit input from faculty, students and other stakeholders. 2. Work with service area high schools to alleviate potential schedule conflicts in regard to dual credit offerings. 3. Develop a Friday schedule of institutional activities (committee meetings, taskforces, division/department meetings, faculty development).
Resources and Approximate \$: None - Institutional Improvement
<p>Assessment Method/Date: Survey of students and faculty with regard to new schedule; Enrollment KPIA Benchmark</p> <p>Date: February 2014</p>
<p>Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. MW/TR class schedule fully implemented during 2013-14 with the exception of cosmetology courses and various clinical rotations within certain allied health programs. 2. Most conflicts relative to dual credit courses delivered in a F2F setting were resolved through the use of hybrid and/or “flipped” classroom formats by VC or through a blocked schedule adopted by the high school. 3. Friday schedules of institutional activities including committee, taskforce, divisional and departmental meetings, were developed and proved to be to beneficial as evidenced by increased attendance. <p>Use of Results for Improvement: Students will be formally surveyed as to their preference (MW vs. MWF) during both the fall 2014 and spring 2015 terms.</p>
Objective #5: Review potential for implementing a pre-requisite for enrollment in online courses.
Responsibility: Division Chairs, Dean of Instructional Services, Instructional Designer, Distance Education committee
Statement of Need: Differential success rates for F2F and online classes. Faculty observations that numerous students enroll in online classes without the behaviors which are conducive to succeeding in an online environment.
<p>Actions:</p> <ol style="list-style-type: none"> 1. Review and discuss Best Practices using Smarter Measure report. 2. Analyze current Smarter Measure usage including logistics of utilizing as a pre-requisite with POISE. 3. Consider implementation of recommendations of Distance Education committee.
Resources and Approximate \$: None - Institutional Improvement
<p>Assessment Method/Date: Minutes from Distance Education committee, evidence provided by Program/Discipline Evaluation & ESCR; Course Completion KPIA Benchmark</p> <p>Date: August 2014</p>

Results: ___ Achieved ___X___ Not Achieved ___ In Progress

Assessment Data/Evidence: Actions still warranted and will carry over to 2013-14 academic year

Use of Results for Improvement: since student success rates in courses delivered in an online format are typically lower than the F2F delivery method, improvement in the success rate for online course could improve overall student success as measure by course completion, graduation, and retention.

Objective #6: Evaluate potential creation of Distance Education department.

Responsibility: Dean of Instructional Services, Instructional Designer, Division Chairs, Coordinators, Directors, Distance Education Committee

Statement of Need: Need for consolidation of services to better serve students and enhance student success through improvement in the quality & integrity of online instruction. Greater emphasis from external accreditation bodies (THECB & SACS/COC)

Actions:

1. Review duties and responsibilities of current personnel with respect to Distance Education delivery and assessment.
2. Research alternatives for strengthening authentication of online learners.
3. Conduct personnel needs analysis with regard to distance education.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method/Date: Minutes from Distance Education committee; Recommendation by Dean of Instruction

Date: March 2014

Results: ___X___ Achieved ___X___ Not Achieved ___X___ In Progress

Assessment Data/Evidence:

1. In Progress - Increasing demands on the Coordinator of Instructional Design & Technology due to increased enrollment of students in online classes as well as the ever-increasing adoption of classroom technology by faculty warrants additional human resources. However, current budget constraints precluded hiring additional help. Will continue to monitor work load and evaluate potential remedies which would enhance quality of online course offerings. RunBiz has begun to track the number of student "help tickets" related to *Blackboard*, student emails, and *MyVC*.
2. Achieved – Researched alternatives and selected *Respondus Monitor* to pilot during the 2014-15 academic year.
3. Not achieved – will carry action over to the 2014-15 academic year.

Use of Results for Improvement: Will continue to monitor workload placed on the Coordinator of Instructional Design and Technology.

Objective # 7: Coordinate with Student Services and identify potential for Instructional Services involvement in and contributions to NSO.

Responsibility: Dean of Instructional Services

Statement of Need: Current lack of student success course combined with high demand for basic information regarding overall student success to also include the technical components of course success.

Actions:

<ol style="list-style-type: none"> 1. Review information currently provided by Student Services at NSO. 2. Determine additional information relevant to student success which could be provided by Instructional Services. 3. Identify Instructional Services representatives available to deliver information.
Resources and Approximate \$: None - Institutional Improvement
Assessment Method/Date: NSO survey Date: December 2013
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input checked="" type="checkbox"/> In Progress
Assessment Data/Evidence: Attended both 1 hour NSO and 4 hour <i>Chaparral Express</i> (expanded NSO). Consulted with Student Services on various ideas to strengthen the program. Coordinator of Instructional Design & Technology presented information relative to student email accounts and <i>Blackboard</i> LMS at the <i>Chaparral Express</i> sessions.
Use of Results for Improvement: Greater opportunity exists for Instructional Services involvement with the advent of an expanded NSO (4 hour <i>Chaparral Express</i>) which was piloted by Student Services in August 2014.
Objective # 8: In order to enhance student retention and success, PASS Center tutor salaries will be increased to attract and keep quality tutors.
Responsibility: Director of Special Services and Dean of Instruction
Statement of Need: Based on CCSSE benchmark data, instructors' observations, and verification of private tutor rates, results indicate a need to increase tutor pay levels in order to attract and keep quality tutors. Research shows professional math tutors are making \$24.00 an hour or more.
Actions: <ol style="list-style-type: none"> 1. Increase peer tutor level to \$10.00 per hour 2. Increase professional tutor level to \$16.00 an hour
Resources and Approximate \$: Personnel: \$6,000.00 (Salaries Other line)
Assessment Method/Date: Tutor salary levels are increased for fall 2013 semester Date: September 1, 2013
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
Assessment Data/Evidence: Tutors were paid new salary rates beginning September 1, 2013.
Use of Results for Improvement: Monitor number of students served to see if we retain tutors longer. Also monitor numbers of students served and students referred by instructors to the Tutoring Centers to see if increasing tutor salaries helps to serve more students and results in more instructor referrals in 2014-2015.

Priority Initiative #3:

Incorporate general education outcomes throughout the institution and develop assessment measures to evaluate their achievement.

Objective #1: Continue preparation for implementation of THECB mandated state core curriculum (42 SCH) including core objectives.

Responsibility: Dean of Instructional Services, Academic Council, Core Curriculum Task Force.

Statement of Need: THECB mandate

Actions:

1. Submit new 42 SCH core as approved through Academic Council to the THECB for approval (September 2013).
2. Revise degree plans for AA, AS, and AAS degrees as needed (October 2013) and submit to Academic Council/THECB for approval.
3. Publish changes in VC Catalog and on the website.
4. Continue to research, develop, and adopt both direct and indirect assessments for each of the 6 core objectives.
5. Continue to improve documentation and articulation of the achievement of SLO's, including core objectives, at the institutional, program, and course levels.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method/Date: Minutes from Core Curriculum Task Force & Academic Council, THECB approval, publication of Core Curriculum and degree plans in 2014-2015 catalog. Date: July 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The Vernon College Academic Council approved the recommendations brought forth by the Core Curriculum Task Force at the October 25, 2013 Academic Council Meeting. The new 42 SCH core curriculum and required documentation including the Course Selection Process, Core Objective Attainment Process, Core Objective Assessment Plan, and Courses were submitted to THECB in November, 2013. The institution was notified of THECB approval of all components on February 27, 2014. Upon approval of the new Core Curriculum, all degree plans for AA, AS, and AAS degrees were revised as needed and changes were published in the 2014-15 VC General Catalog. A Core Objective Assessment subcommittee of the Academic Council was created to replace the Core Curriculum subcommittee and members were appointed for the 2014-15 academic year. This subcommittee will provide oversight for the process of institutionally assessing Core Objectives. The assessment process is centered on the development of signature assignments and the utilization of VALUE rubrics as the primary means of direct assessment. Supplemental questions on the SIR II survey, employer surveys, and practicum/clinical evaluations will serve as indirect assessments.

Use of Results for Improvement: Both direct and indirect assessment measures and processes will continue to be refined. The development of signature assignments, process for artifact collection, adoption of rubrics, assessment logistics, processes for dissemination and reporting of results, and the use of results for institutional improvement continues to be ongoing.

Priority Initiative #4:

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

Objective # 1: Continue to implement active & collaborative learning and service strategies throughout the instructional component.

Responsibility: Dean of Instructional Services, Instructional Designer, Professional Development committee, Faculty

Statement of Need: Results of the 2011 CCSSE indicate VC is significantly behind Texas Small College Consortium relative to the active and collaborative learning benchmark.

Actions:

4. Review results of 2013 CCSSE to determine progress and pinpoint areas in need of improvement.
5. Participate in and incorporate findings of SSBTN initiative.
6. Provide appropriate professional development workshops aimed at improving instructional & service strategies as related to student success.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method/Date: SENSE and ESCR results; Course Completion Success KPIA Benchmark; Graduation, Retention and Persistence Benchmark; Date: August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence:

1. Results of the 2013 CCSSE were reviewed and presented at the Fall 2013 Faculty/Staff Development. While these results show that VC continues to be slightly below the national average in most areas, there were significant percentage increases in all benchmarks as compared to 2011 CCSSE results: Active & Collaborative Learning +20.6%; Support for Learners + 15.2%; Student-Faculty Interaction + 14.9%; Student Effort + 6.0%; Academic Challenge +5.4%.
2. Instructional Services continued to be well represented in the SSBTN initiative with 50% of the 22 SSBTN committee members coming from the instructional component of the college. 8 Instructional services personnel participated in the Focus Group trainings held in November 2013. Primary Instructional Services initiatives related to SSBTN findings included the piloting of EDUC 1300 Learning Frameworks course in both fall 2013 (3 sections) and spring 2014 (2 sections) and the redesign of developmental education programs (Mathematics and Reading/Writing). This redesign included revisions and improvements to courses and course content, course sequencing, and course delivery methods as part of the THECB S3 grant.
3. Numerous professional development opportunities, both in-house and external, were provide to instructional services faculty and staff. Under the guidance of the Professional Development committee (originating with and chaired by Instructional Services personnel), a calendar of over 50 in-house professional development activities, most with multiple opportunities for attendance, was developed and posted to the website. 69 separate faculty and staff also participated in over 50 externally provided general and subject matter specific professional development activities including conferences, workshops, webinars, and presentations. Total cost for these externally provided professional development activities exceeded \$80,000.

Use of Results for Improvement: 2013 CCSSE results indicate that VC continues to perform slightly below the national average (50.0) on the following CCSSE benchmarks: Active and Collaborative Learning (46.3); Academic Challenge (47.1); Student–Faculty Interaction (48.5); Student Effort (49.1). Data from multiple sources will continue to be reviewed and monitored with areas in need of improvement pinpointed. Professional development activities associated with these areas will continue to be offered and their importance stressed.

Objective # 2: Support 2013-2014 QEP pilot projects and integrate practices of feasible QEP projects.

Responsibility: Dean of Instruction, Math/Science DC, Communications DC, Social& Behavioral Science DC, Director of Special Services, Director of QE

Statement of Need: 4 proposals submitted by instructional services personnel selected for 2103-2014 pilot projects

Actions:

1. Provide funds from classroom technology budget line for smart-board technology project initiated by Dr. Brad Beauchamp (Mathematics).
2. Support place-based education project initiated by Misti Brock (English) for writing class.
3. Support “flipped classroom” project initiated by Jason Scheller (History).
4. Provide input and support to the resource inventory project initiated by Jane Robinson (Special Services)
5. Provide continued technical and operational support for instructional practices, identified as feasible by the QEP.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

Assessment Method/Date: QEP Pilot Project Reports **Date:** August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Instructional Services continues to be actively involved in the QEP and serves as the institutional leader in the initiation, development, and implementation of QEP projects. Of the 4 projects initiated in 2013-14, all came from personnel within the instructional component of the college. All projects were fully supported by Instructional Services and supplemental funds were provided to support the smart-board technology project. Results of the pilot projects were positive and can be found in detail (along with assessment data/evidence and use of results for improvement) on the Pilot Project End-of-Year Reports.

Use of Results for Improvement: Due to the successful integration of the smart-board technology project piloted by Dr. Brad Beauchamp, 1 additional classroom on the Vernon Campus was equipped with the smart-board technology. Installation in 1 additional classroom at CCC is planned for 2014-15. The resource inventory project piloted by Jane Robinson will continue to be promoted and made available to students. Evidence of the teaching methodologies employed by Misti Brock (place-based education) and Jason Scheller (“flipped” classroom with *SoftChalk* and *Blackboard Collaborate* technologies) in their respective projects will continue to be refined and employed.

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 internal & external professional development activities.
Responsibility: Dean of Instructional Services, Assistant to the Dean of Instructional Services, Instructional Designer, Director of QE, Professional Development committee, Division Chairs, Directors
Statement of Need: SIR II results, CCSSE results, SACS/COC & THECB criteria
<p>Actions:</p> <ol style="list-style-type: none"> 1. Conduct internal professional development workshops which target the following: specific instructional strategies relative to active & collaborative learning, student engagement, and classroom technology; SIR II results; outcomes based assessment - including assessment of the core objectives identified in the new state core curriculum. 2. Target external professional development opportunities provided by TCCTA, TACTE, NTCCC, TAMU Assessment conference, C5 conference. 3. Effectively utilize Perkins funding to provide CTE specific professional development as recommended by Division Chairs and Directors.
Resources and Approximate \$: None – Institutional Improvement (\$ from Instructional Services Faculty Travel budget & Perkins grant)
Assessment Method/Date: Results of SIR II and CCSSE, log of faculty attendance, professional development reports, \$ budgeted and expended Date: August 2013
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
<p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Numerous in-house professional development opportunities were provided to instructional services faculty and staff. Under the guidance of the Professional Development committee (originating with and chaired by Instructional Services personnel), a calendar of over 50 in-house professional development activities, most with multiple opportunities for attendance, was developed and posted to the website. These internally produced workshops and trainings covered specific instructional strategies relative to active & collaborative learning, student engagement, and classroom technology; SIR II results; outcomes based assessment (including assessment of the core objectives identified in the new state core curriculum) as well as opportunities for community service and involvement. Participation in professional development activities are documented by each individual faculty/staff, institutionally verified, and reported via the Professional Development Reporting Form on an annual basis. Efforts appear to be productive as the institution showed significant percentage increases in all CCSSE benchmarks 2013 vs 2011 CCSSE results): Active & Collaborative Learning +20.6%; Support for Learners +15.2%; Student-Faculty Interaction +14.9%; Student Effort +6.0%; Academic Challenge +5.4%. Aggregate results of the SIR II continue to show VC to be at or above the national comparative mean in all 7 compendiums: Course Organization & Planning (4.36 vs. 4.36); Communication (4.44 vs. 4.39); Faculty/Student Interaction (4.43 vs. 4.40); Assignments, Exams & Grading (4.34 vs. 4.26); Course Outcomes (3.95 vs. 3.88); Student Effort & Involvement (4.04 vs. 3.88); Overall Evaluation (4.06 vs. 4.05). 2. Over 70 individual faculty and staff participated in one or more of over 50 externally provided general and subject matter specific professional development activities including conferences, workshops, webinars, and presentations. These included conferences,

workshops, webinars and presentations provided through TCCTA, NTCCC, TACTE, TCCIL, TACC (*Starlink*), THECB, NADE, CASP, etc. as well as numerous discipline and program specific conferences and trainings.

3. Total cost for all externally provided professional development activities exceeded \$80,000. Of this total, approximately \$23,500 came from Perkins funding and \$19,000 from other grant sources with the remainder being institutionally funded.

Use of Results for Improvement: The PD Calendar and PD Reporting Form, both of which were initiated in 2013, will continue to be refined and utilized to provide more timely information regarding in-house PD opportunities as well as more accurately document participation. The PD Reporting Form was revised to reflect a January – December time frame to allow for inclusion in the Employee Professional Review and Evaluation process which takes place February – April. Additionally, in-house professional development workshops and trainings will be captured and archived to allow greater participation by all employees, including adjunct faculty.

Priority Initiative #6:

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

Objective # 1: Meet the student demand for courses and programs through the hiring of additional full-time and adjunct faculty.

Responsibility: Dean of Instructional Services, Division Chairs, Directors, and Coordinators

Statement of Need: high rates of closed classes and increased faculty loads in certain disciplines and programs.

Actions:

6. Review course enrollments and faculty load and listing and prioritize additional full-time faculty.
 - a. Biology – 1
 - b. Psychology - 1
 - c. Mathematics (including developmental) - 1
 - d. English (including developmental) - 1
 - e. Fine Arts (Music/Art) – 1
 - f. Government - 1
 - g. Speech – 1
7. Recruit qualified adjuncts (adjunct course load limited to 3 courses per long semester).
8. Maintain a 70%:30% full-time: part-time faculty ratio within disciplines/programs.

Resources and Approximate \$:

Facilities: Office space and \$2,000 for furnishings (desk, file cabinet, & bookshelves)

Personnel: \$40,994 + benefits per instructor minimum

Technology: \$1500 per instructor

Assessment Method: Positions prioritized and recommended to Personnel committee; FTE Student/FTE Faculty KPIA Benchmark; Contact Hours Taught KPIA Benchmark; Date: September 2013

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence:

1. Course enrollments and faculty load were monitored with additional full-time faculty added in the credit disciplines of English, Psychology, Mathematics, and Biology. Additional full-time faculty were also employed to support expanding Continuing Education programs (Certified Nurse Aid – 1 position @ Holliday ISD; Welding – 1 position @ Burkburnett ISD; Automotive Technology – ½ position @ Burkburnett ISD).
2. Division Chairs and Directors continued to hire qualified adjuncts and due to small enrollment decreases, VC was not as negatively impacted by the policy change restricting adjuncts to 3 courses per long semester as some of our colleagues.
3. In 2013-14, full-time faculty were responsible for 78% of the contact hours taught at VC with adjuncts picking up the remaining 22%. This is well above state and national norms as well as above the 70%:30% benchmark adopted by the institution.

Use of Results for Improvement: With the apparent stable to slightly down enrollment trend expected to continue, the need for additional full-time faculty appears to have diminished. Course enrollments, faculty loads, and the number and availability of qualified adjunct faculty will continue to be monitored to ensure an adequate number of full-time faculty are employed to support the institutional mission.

Objective # 2: Provide additional secretarial support to meet the increased student and faculty population at CCC.

Responsibility: Dean of Instructional Services, CTE Associate Dean, Division Chairs, Directors

Statement of Need: Expansion of CCC along with greater student and faculty population has increased the need for additional support.

Actions:

1. Hire secretarial support to assist faculty within the ADN program and Social/Behavioral Sciences division.

Resources and Approximate \$: Personnel: \$21,403 + benefits (Step 2, Classified II)

Assessment Method: Position recommended to Personnel committee Date: September 2013

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Position filled September 2013

Use of Results for Improvement: Shared position successfully integrated into the ADN program and the Division of Social & Behavioral Sciences.

Objective # 3: Review and improve processes for effective utilization of CCC Fitness Center by students, faculty, & staff.

Responsibility: Director of Continuing Education, Coordinator of Community & Recreational Services - CCC

Statement of Need: Acquisition of CCC Fitness Center;

Actions:

1. Review usage of CCC Fitness Center including peak days/times to ensure appropriate and efficient staffing.
2. Investigate potential barriers to utilization through surveys, personal contacts, and personal observation.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Student & Faculty Surveys, Utilization reports	Date: August 2014
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress	
Assessment Data/Evidence:	
<ol style="list-style-type: none"> 1. CCC Fitness Center Usage Reports reveal a total of 11,206 duplicated patron visits in 2013-14. Weekly utilization was relatively stable during the fall term (average of 263 patron visits/week), peaked during the spring term (average of 317 patron visits/week during February – April), and significantly lower (average of 197 patron visits/week) during the May-August time frame. Peak times were determined to occur between 9:00 am and 1:00 and again between 4:30 pm and 8:00 pm. 2. Potential barriers to utilization were investigated during fall 2013 and as a result, “Gold Memberships” were added during spring 2014. This addition enabled the CCC Fitness Center to keep choice fitness classes open for those members interested in more than one class by being able to continue to pay instructors to keep classes open for the entire semester without reaching the minimum number. Prior to this, only classes that met true minimum numbers were able to be offered on a continuous basis. 4 classes (Senior Water Aerobics, Spin, Circuit Training, and Yoga) were selected to be a part of the Gold Membership package. These 4 fitness classes created 6 different options for members to attend a fitness class and appears to have added stability to utilization by patrons. Additionally, the registration process was streamlined through the addition of online registrations during spring 2014. 	
Use of Results for Improvement: With the increased number of members, there is a perceived need for additional part-time personnel in the Century City Fitness Center. <i>Campus Commerce</i> remains to be an inefficient software package to track usage in the gym. <i>Accademia</i> is currently being piloted and may provide a better solution if the ability to update student information on a daily basis can be accomplished. Prior to spring 2014, students were sent to Admissions for registration both in person and on the phone. Online registrations were initiated in spring 2014 and have yielded improved participation and return rates. A mid-semester membership rate will be added to increase membership and utilization.	
Objective # 4: Increase Continuing Education personal enrichment courses and enrollment.	
Responsibility: Director of Continuing Education, Coordinators of Community & Recreational Services	
Statement of Need: Acquisition of CCC Fitness Center; Increased institutional emphasis on community involvement/service	
Actions:	
<ol style="list-style-type: none"> 1. Effectively utilize newly acquired space at CCC by providing a variety of activities and courses which appeal to VC students, VC employees, and the community. 2. Review recommendations of Community Involvement Task Force for potential implementations. 	
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)	
Assessment Method: CE Course schedules; CE enrollment reports	Date: August 2014
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress	
Assessment Data/Evidence:	

1. CCC Fitness Center Usage Reports reveal a total of 11,206 duplicated patron visits in 2013-14. 6 new courses were added to the CCC Fitness Center schedule during 2013-14, bringing the total number of courses offered in the Fitness Center to 15 courses. Additional activities added included the *HungerRun* and *MayFitness* events.
2. Recommendations of the Community Involvement Task Force were reviewed. There were no recommendations made which were relevant to the CCC Fitness Center were presented

Use of Results for Improvement: New courses and activities will continue to be researched based on member requests and instructor and space availability.

Objective # 5: Expand Cosmetology program at CCC.

Responsibility: Dean of Instructional Services, Associate Dean of CTE, Director of Cosmetology, Cosmetology Faculty

Statement of Need: Waiting list of prospective students for Cosmetology program, recommendation of Cosmetology Director

Actions:

1. Investigate potential to more effectively utilize newly acquired space at CCC by expanding Cosmetology lab facilities to accommodate 25 additional students.

Resources and Approximate \$:

Facilities: \$40,000 Renovation & \$85,000 Equipment;

Personnel: \$48,525 + benefits;

Technology: \$8,000 additional computers

Assessment Method: Master Facility Plan, Cosmetology enrollments, Faculty Load & Listing

Date: August 2014

Results: ___ Achieved Not Achieved ___ In Progress

Assessment Data/Evidence: Current funding/budget scenarios along with questions regarding stability of occupied space at STC did not afford the opportunity for expansion of the Cosmetology program during 2013-14.

Use of Results for Improvement: Expansion plans currently on hold until the future of STC occupation by VC becomes clear. Should the institution be vacated from STC, possible expansion of the Cosmetology program could be incorporated into the plans for a new CTE Center.

Priority Initiative #7:

Enhance the technology infrastructure of the institution.

Objective # 1: Improve effectiveness and reliability of ITV classrooms.

Responsibility: Dean of Instructional Services, Division Chairs, Directors, Media Specialist, IT department

Statement of Need: Recommendation by faculty, staff, and students

<p>Actions:</p> <ol style="list-style-type: none"> Investigate alternatives and implement measures to improve sound quality in ITV rooms V204, V423, V425, CCC712, CCC715, & CCC717. Equip ITV room CCC302 with open microphone system.
<p>Resources and Approximate \$: 20,000 – Technology</p>
<p>Assessment Method/Date: Faculty & Student comments, Date: September 2013</p>
<p>Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input checked="" type="checkbox"/> In Progress</p>
<p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> Achieved and In Progress - Sound quality in all ITV rooms was tested and it was determined that numerous sound quality issues were related to internet “noise”. New mixers were added to ITV Room V204 at an approximate cost of \$1250. Additional ITV rooms slated for mixer upgrades in 2014-15. Achieved – Open microphone system (6 microphone & 2 mixers) were installed in CCC302 during fall 2013 at a cost of \$3454. <p>Use of Results for Improvement: Additional ITV rooms slated for mixer upgrades in 2014-15 as needed. It was also determined that rebooting and/or disconnecting & reconnecting can remedy much of the noise brought about through the internet connection.</p>
<p>Objective #2: Implement classroom technologies based on efficient use of resources and compatibility with current technologies.</p>
<p>Responsibility: Dean of Instructional Services, Division Chairs, Directors, Coordinators, Instructional Designer, QEP Director, Media Specialist, IT Department, Faculty</p>
<p>Statement of Need: Recommendations of faculty, QEP Director, Instructional Design & Technology Coordinator; Results of the 2011 CCSSE indicate VC is significantly behind Texas Small College Consortium relative to the active and collaborative learning benchmark. The SmartBoard and iPad will assist instructors to enhance active and collaborative learning. The use of computers and projectors is currently available in most classrooms. However, these tools have the inability to allow the instructor to make annotations which is ineffective in many courses. The interactive and tactile nature of the “Smartboard” promotes class discussion and interactive learning. The iPad is a highly used resource by instructors for classroom preparations and in clinical settings. Due to the interactive and tactile nature, there is a need is to expand the utilization to the classroom.</p>
<p>Actions:</p> <ol style="list-style-type: none"> Evaluate effectiveness of Smartboard technologies in replicating F2F classroom experiences for online learners. Continue to expand iPad/Apple TV technologies to appropriate classroom and laboratory settings.
<p>Resources and Approximate \$: None (\$ appropriated through Instructional Services Classroom technology budget line)</p>
<p>Assessment Method/Date: Faculty surveys, SIR II results, SENSE results Date: December 2013</p>
<p>Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress</p>
<p>Assessment Data/Evidence:</p>

1. Achieved – As part of his QEP project, Dr. Brad Beauchamp utilized smart-board technology (*StarBoard*) to replicate the F2F experience for his online Calculus students. The technology met performance goals and student learning was perceived by both the students and the instructor to be enhanced as compared to that occurring in straight online courses. Additionally, F2F students found the technology both engaging and extremely beneficial in allowing for the ability to review and revisit previously presented topics and class sessions.
2. *Apple TV* technology was expanded to 6 additional classroom during the 2013-14 academic year. Additionally, a more cost effective alternative to *Apple TV* was identified by the Director of QEP and the Coordinator of Instructional Design & Technology. The alternative technology identified was *Reflector*, an iPad/iPhone application (“app”) which allows wireless connectivity from the instructor’s iPad to the classroom television monitor. The *Reflector* technology represents an approximate cost savings of \$125/classroom when compared to *Apple TV* and, where suitable, is being installed in classrooms in lieu of the *Apple TV* technology. The *Reflector* technology was provided to 10 classrooms during the 2013-14 academic year.

Use of Results for Improvement: Both the *StarBoard* and *Reflector* app technologies will continue to be expanded within instructional services. *StarBoard* technology will be added to the delivery of online sections of Contemporary Mathematics (MATH 1332) as well as to provide increased student engagement and learning in F2F sections of that course. One additional *StarBoard* is planned to be purchased and installed in CCC509 during the 2014-15 academic year and will be used by Dr. Beauchamp in the teaching of Elementary Statistical Methods (MATH 1342) and Calculus I (MATH 2413) . As current classroom projectors become obsolete or inoperable, all available technology options, including *Apple TV* and *Reflector*, will be considered based on classroom size, technology costs and suitability, and instructor preferences.

Objective #3: Ensure sufficient reliability/efficiency of computers.

Responsibility: IT Department, Dean of Instructional Services, DC’s, Directors, Coordinators, Faculty

Statement of Need: IT Department has recommended replacement of computers on a 3 year rotational basis

Actions:

1. Assist IT department in identifying priority replacement of faculty/staff, classroom, and lab computers

Resources and Approximate \$: None - Institutional Improvement

Assessment Method/Date: Replenishment Plan and implementation

Date: August, 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Instructional Services cooperated with the VC IT provider, RunBiz Solutions, to identify and prioritize the computer replenishment list initiated by RunBiz Solutions. As a result of this cooperative arrangement, over 250 PC’s were replaced at the institution including 123 faculty/staff/classroom podium PC’s, 130 lab PC’s in 9 computer labs (V405, V415, V428, CCC507, CCC509, CCC510, Seymour Nursing Center, Wright Library, and Vernon Testing Center), and 26 laptops.

Use of Results for Improvement: At the suggestion of Instructional Services, the computer replenishment list initiated by RunBiz Solutions was reformatted for the 2014-15 academic year to reflect the following categories of PC’s: Classroom Podium PC’s; Faculty/Staff PC’s; Faculty /Staff Laptops; Computer Labs. Additionally, at the recommendation of Instructional Services administration & staff, numerous computers which had

been replaced were cascaded where deemed appropriate. Instructional Services will continue to cooperate with RunBiz solutions to identify and prioritize PC needs and ensure efficiency and reliability of PC's for VC students, faculty, and staff.

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective #1: Administer, analyze, and share information for assessments to ensure compliance and for benchmarking and comparability purposes.

Responsibility: Dean of Instructional Services, DC's, Directors, Coordinators, Instructional Designer, Faculty

Statement of Need: THECB, SACS/COC, and institutional requirements

Actions:

1. Further develop and enhance the use of instructional assessment processes to ensure compliance.
2. Administer and promote utilization of the End of Semester Course Reviews (ESCR), Rubric for Online Instruction (ROI), Student Instructional Report II (SIR II), and Faculty Evaluations as the basis for instructional improvement by individual faculty.
3. Analyze and distribute the results and findings to the division chairs as basis of instructional improvement.
4. Encourage faculty to embrace results of 2013 CCSSE as the basis for instructional improvement at the institutional level.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method/Date: Assessment administration completion August 2014; ESCR, ROI, SIR II, CCSSE results shared with division chairs by December 2013, August 2014 Date: August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Numerous professional development activities, workshops, and presentations related to the above mentioned assessments were provided to faculty during the 2013-14 academic year. Results from CCSSE, ESCR, and SIR II were presented and heavily emphasized at the Fall Faculty Development day (August 23, 2013). In-house professional development workshops covering the ESCR were provided to faculty during December, 2013 and again in January 2014. SSBTN data was reviewed during the Spring Faculty/Staff Development (January 13, 2014) and in-house workshops covering Scantron data collection techniques, Rubrics, Advanced Rubrics, and the VC adopted Rubric for Online Instruction were also made available to faculty in January, 2014. Division Chairs were provided aggregate and individual faculty results of the SIR II and eSir II, as well as aggregate results of CCSSE and ESCR.

Use of Results for Improvement: While results of the 2013 CCSSE show that VC continues to be slightly below the national average in most areas, there were significant percentage increases in all benchmarks as compared to 2011 CCSSE results: Active & Collaborative Learning +20.6%; Support for Learners +15.2%; Student-Faculty Interaction +14.9%; Student Effort +6.0%; Academic Challenge +5.4%. Aggregate 2013-14 results of the SIR II continue to show VC to be at or above the national comparative mean in all 7 compendiums: Course Organization & Planning (4.36 vs.

4.36); Communication (4.44 vs. 4.39); Faculty/Student Interaction (4.43 vs. 4.40); Assignments, Exams & Grading (4.34 vs. 4.26); Course Outcomes (3.95 vs. 3.88); Student Effort & Involvement (4.04 vs. 3.88); Overall Evaluation (4.06 vs. 4.05). The Faculty Evaluation instrument was strengthened with the addition of the Professional Development Reporting Form developed by the Professional development committee and faculty continue to become more comfortable with the evaluation instrument and process. Improvement is still needed in the timely dissemination to Division Chairs and Directors of individual faculty results from the End of Semester Course Reviews (ESCR) and Rubric for Online Instruction (ROI). This will be a priority in 2014-15.

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 for 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 and to remain in compliance with state and federal rules and regulations.

Actions:

4. Research training opportunities/materials to be developed in the areas of faculty, supervisors, staff, rules and regulations.
5. Begin developing training programs in these areas for Vernon College.
6. Offer training to all VC employees and /or individual groups as needed.

Resources and Approximate Institutional Improvement – Cost of materials – approx. \$500

Assessment Method/Date: Training developed, either online, PowerPoint, etc. , by August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Purchased a Sexual Harassment Training and presented to all faculty/staff at Fall Staff Development./ Participants signed in.

Purchased a training tool on Performance Evaluations. Working on presentation for the Spring Staff Development. Will present and have supervisors sign in.

Use of Results for Improvement: New Sexual Harassment Training used audio/visual to express the importance of no tolerance for harassment. This was new to the college as we have had employees re-read the policy and sign an acknowledgment in the past. This process appeared to be more effective.

Objective #2: Participate in professional development appropriate to enhance knowledge and skills in job related responsibilities.

Responsibility: HR Director and staff

Assessment Data/Evidence: TACC has added Certified Background to the purchasing coop. A webcast is scheduled for Vernon College in October./ Attendance of webcast.

Use of Results for Improvement: Will possibly improve the thoroughness of the college's background checks.

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 regulations

Actions:

1. Employee Handbook Committee will review for policies that need to be updated or amended on an annual basis.
2. Policies will be researched.
3. Update/amend policies.
4. Seek appropriate approvals.
5. Employee Handbook updated online.
6. Employee Notifications sent out via email.

Resources and Approximate \$: Institutional Improvement, No cost

Assessment Method/Date: Current information in Employee Handbook online by September 31

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The Employee Handbook Committee made revisions and suggested additions to the Employee Handbook for 2014-2015 which were presented to the Board for approval./ The updated/approved Employee Handbook was posted to the Vernon College website in August and notification was sent to all employees via email. Each employee is required to sign an acknowledgment of their review of the handbook to be placed in their personnel file.

Use of Results for Improvement: Keep Vernon College accountable and up to date on local, state and federal regulations.

Information Technology

Priority Initiative #7:

Enhance the technology infrastructure of the institution.

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: 7. Purchase 136 faculty PCs, 128 Lab use PCs, and 15 spares 8. Roll out 10 faculty and staff PCs per month and replace 1 to 2 labs per month.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$275,421.94
Assessment Method/Date: Documentation of purchases and replenishment completion Date: August 31, 2014
Results: Completed 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: Explore updating phone system for the Vernon Campus
Responsibility: Vernon College Appointed Selection Committee and Run Business Solutions
Statement of Need: Current phone system is outdated. New standards/advancements in telecommunications could be of great use to all departments.
Actions: 9. Form a joint committee and begin exploration
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Documentation of appointment of Selection Committee, agendas, minutes, meeting notes and recommendation Date: August 31, 2014
Results: Not Achieved Assessment Data/Evidence: Use of Results for Improvement: Will be added to 2014/2015 Technology plan

Objective #3: 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: 1. Form software selection committee and assess need

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Documentation of appointment of Selection Committee, agendas, minutes, meeting notes and recommendation
Date: August 31, 2014
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: No changes were made to Campus Management Platform (POISE).

Objective #4: Consider Business Continuity Planning: POISE and Blackboard
Responsibility: VC Administration and Run Business Solutions
Statement of Need: Necessary for quick recovery in the event of localized disaster
Actions: 1. Engage respective vendors and explore options for high availability and redundancy
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Documentation of appointment of Selection Committee, agendas, minutes, meeting notes and recommendation
Date: August 31, 2014
Results: Completed
Assessment Data/Evidence: Approved PO request, documented conversations, meeting notes
Use of Results for Improvement: Installed second POISE server to help alleviate some of the workload on the primary POISE server.

Objective #5: Consider Mass Notification System
Responsibility: VC Administration and Run Business Solutions
Statement of Need: The ability to mass communicate both quickly and effectively in the event of any kind of major outage, or campus emergency.
Actions: 1. Form a committee, assess needs, and find a solution.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Date: July 31, 2013
Results: Completed
Assessment Data/Evidence: Approved budget requests, documented conversations, meeting notes
Use of Results for Improvement: 10/2013 – Completed installation and deployment of RUNsync mass notification system

Objective #6: Explore Virtual Desktops for Labs
Responsibility: Departmental Admins and Run Business Solutions
Statement of Need: To streamline and stabilize the deployment, management, and day to day use of PC labs while lowering the overall equipment cost per lab.
Actions: <ol style="list-style-type: none"> 1. Explore different VDI solutions from different vendors 2. Setup test environment to measure viability 3. Make decision
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Documentation of appointment of Selection Committee, agendas, minutes, meeting notes and recommendation
Date: August 31, 2014
Results: In Progress
Assessment Data/Evidence:
Use of Results for Improvement:

Objective #7: Windows Mobility Solutions
Responsibility: VC Administration/Faculty and Run Business Solutions
Statement of Need: The release of Windows 8 has brought several new tablet options to the market. They need to be researched and tested for their effectiveness in the classroom.
Actions: <ol style="list-style-type: none"> 1. Form group to research and test Windows 8 tablets
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Documentation of appointment of Selection Committee, agendas, minutes, meeting notes and recommendation
Date: August 31, 2014
Results: Achieved
Assessment Data/Evidence: Approved PO's, budget requests, and documented conversations.
Use of Results for Improvement: Purchased Microsoft Surface Tablets with Windows 8 Operating System for a few faculty members to research and test Windows 8 tablets. Feedback has been positive. Looking to rollout more Windows 8 tablets in the 2014-15 budget plan.

Objective #8: Bandwidth for Dorms
Responsibility: Run Business Solutions – Cabling Subcontractor
Statement of Need: To provide connectivity to all network enabled devices in both dorms
Actions: <ol style="list-style-type: none"> 1. Install dedicated firewall at dorms 2. Allocate sufficient bandwidth from VC's current fiber internet connection
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$7800.00
Assessment Method/Date: Fiber cabling completed Date: February 15, 2013
Results: Completed Assessment Data/Evidence: Completed Project. Saved the college \$599.00/month Use of Results for Improvement: Installation of fiber to the dorms completed so they're now on the same AT&T internet connection as the college. The dorms internet traffic is segregated from the college network and is throttled to a 10/10 connection which is 6 times faster than the current bandwidth.

Objective #9: Point to Point Connectivity for Softball, Rodeo, etc.
Responsibility: VC Maintenance and Run Business Solutions
Statement of Need: Provide connectivity to aforementioned areas
Actions: <ol style="list-style-type: none"> 1. Purchase equipment necessary 2. Install equipment
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$4,000.00
Assessment Method/Date: Developed Point to Point Wireless Strategy Date: August 31, 2014
Results: Not Achieved Assessment Data/Evidence: Funding was not provided in the 2013/14 budget. Use of Results for Improvement:

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.

Statement of Need: Financial difficulties can be a barrier to students which can result in not attending college, attending only part-time, unsuccessful completion of a degree or certificate program, or dropping out altogether. Therefore, a strong scholarship program aids both recruitment and retention efforts. Additionally a strong, dynamic scholarship program will aid in meeting the KPIA benchmarks: At or above 33%, the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid: 2010-2011; and At or above small college group percent of all undergraduates receiving aid by type of aid: 2010-2011. Since implementation of the STARS On-Line Scholarship Application for non-dual credit scholarships, applications have continued to increase: 177% in year 1; 197% in year 2; and 217% in year 3. This trend is projected to continue. There is also a need to provide information about other non-Vernon College/Vernon College Foundation scholarships that Vernon College students can apply for whether to support continued studies at Vernon College or to use when transferring to a four-year institution. Furthermore, students must have an office to go to 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 than 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.” Since that time, this office has been addressing these deficiencies and has worked with more students and parents to assist with scholarship information each year. Additionally there is an increasing need for dual-credit scholarships for high school students within the College’s service area.

Actions:

5. Continue to seek increased funding, in both the private and public sectors, for all College and Foundation current scholarships, including dual credit scholarships, and new scholarship opportunities.
6. Continue to work with donors and donors’ heirs of building scholarships to completely fund the scholarship(s) or merge into the Vernon College Foundation General Scholarship.
7. Continue to utilize the STARS On-Line Scholarship Application to facilitate scholarship applications.
8. Enhance the scholarship page on the Vernon College website with STARS information and its link as well as links to other outside scholarships that Vernon College students can apply for.
9. Review each scholarship’s criteria and build an information file about these scholarships to help students determine their applicant eligibility.
10. 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.
11. 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.

12. Manage the Vernon College Foundation Catching the Future Dual Credit Scholarship Program and the Archer City ISD, Iowa Park CISD, and WFISD College Connections Scholarship Programs.
13. Work with other service area ISDs to promote the benefits of creating a College Connections Scholarship Program for their high school students.
14. Review and select cost effective on-line scholarship software that can be used for dual credit Catching the Future and College Connections scholarships as a process improvement in place of the current paper application system. After initial start-up costs, this should improve efficiency in the management of these programs. Further, today's high school students are familiar with on-line applications in place of paper which should be more cost effective and facilitate more efficient response times on the part of Vernon College personnel working with and managing the dual credit scholarship programs.
15. Work with the Early College Start Coordinator and the Director of Student Relations to maintain contacts with high school counselors to distribute information about the Vernon College/Vernon College Foundation Scholarship Program.
16. Make presentations to area high schools to assist students with their STARS applications.
17. 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.
18. In January and February review student application progress on a weekly basis.
19. Continue research to find other scholarship sources for our students and add to the STARS Scholarship page on the website.
20. 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.
21. Work with the Directors of Student Activities, SGA, Student Forum and other student groups to promote the scholarship program and encourage applications.
22. Utilize targeted marketing strategies such as press releases and letters to service area high schools to promote county- and high school-graduate restricted scholarships in those counties and high schools.
23. 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 STARS 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 \$: (Facilities, Institutional Improvement, Personnel, Technology)

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 – \$7,700; new software for dual-credit and College Connections scholarship programs -- \$5,000

Assessment Method/Date:

1. Advancement Services Specialist for Scholarship Support hired by August 31, 2014.
2. Scholarship page on College website updated and new scholarship information added by August 31, 2014 and on-going.
3. STARS presentations to area high schools as requested and evidenced by appointments calendar by August 31, 2014 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 by August 31, 2014 and on-going.
5. Recommendation of additional on-line scholarship application software for use in the dual credit and college connections scholarship programs by August 31, 2014.
6. STARS annual license renewed by March 1, 2014.
7. Scholarship program brochure designed and implemented by August 31, 2014.
8. Increased funding for scholarships achieved by August 31, 2014.
9. Presentations to Vernon College student groups, as requested, about the availability of scholarships by August 31, 2014.
10. Chair the Vernon College Scholarship Committee in March-April and prepare annual report by August 31, 2014.
11. Number of targeted press releases and letters sent by August 31, 2014.

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The request for an Advancement Services Specialist for Scholarship Support was not approved due to organizational changes within the Office of Institutional Advancement. A STARS Frequently Asked Questions (FAQ) document developed during the previous year was enhanced and again utilized 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 1,654 scholarship applications were received for 2013-2014; this resulted in 914 scholarship offers, of which 736 offers were accepted and 663 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 2013-2014 on-site STARS presentations were made at 6 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 2014 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 2013-2014 academic year. As a result, 200 \$100 were offered to area high school students and 200 were actually used. During the 2013-2014 year, our partnership with several area high schools continued through 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 STARSAadmin@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 2014 and developed the parameters for offering and awarding 2015-2016 scholarships as evidenced by the agenda and meeting minutes. STARS was purchased by cappex.com and this company is working to make the software more user friendly. The department is learning its new capabilities and will always compare to other software programs.

Use of Results for Improvement: As of June 1, 2014 College Recruiting functions moved into the Office of Institutional Advancement. As an integral part of enhanced recruiting efforts, OIA will 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 2014-2015 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. Staff continues to communicate with non-participating 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.

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:

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

5. 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.
6. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
7. 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.
8. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
9. 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.
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 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. 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.
12. Attend relevant training programs in grantsmanship including grant management, budgeting and evaluation methods.
13. Utilize consulting services in the preparation of major grant proposals as needed.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

1. **Institutional Improvement** -- Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$7,000. Funds to attend other relevant professional development conferences, seminars, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$6,000.
2. **Technology** -- Renewal of annual Raiser's Edge software license -- \$8,500. 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 by August 31, 2014.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) by October 1, 2013.
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 2013-2014 fiscal year by August 31, 2014.
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 by August 31, 2014.

5. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – November 2013.
6. Staff participation in grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program by August 31, 2014.
7. Annual software licenses/maintenance contracts renewed by August 31, 2014.
8. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by August 31, 2014 and ongoing.

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: With the relocation of recruiting functions into OIA, a new Advancement Services Specialist was hired beginning August 2014. The former Advancement Services Specialist moved into the newly created Advancement Specialist – Recruiting position. Five (5) new private scholarships were established during 2013-2014 and one (1) “Building” scholarship reached the minimum endowment level of \$10,000 to be activated. Eleven (11) endowed scholarships were transferred from the Vernon College Endowment Fund to the Vernon College Foundation Endowment Fund which provided increased earnings and more scholarship funds for our students. The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on September 30, 2013. A total of \$1,035,698 in philanthropic support for the previous fiscal year was reported. Advancement staff participated in the NCMPR Regional Conference in September 2013 and the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2013 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 2013-2014. All departmental software licenses/maintenances contracts were renewed by August 31, 2014.

Use of Results for Improvement: Continue participation in the CRD Federal Funding Task Force and Annual Conference, webinars, seminars, and internal, collaborative meetings. Work continues on the review and cleanup of old files prior to incorporation of gift information into the Raiser’s Edge database. The addition of the 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; 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, targeted marketing strategies, 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; including the development of web pages featuring donors and students.
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.
9. Enhance social media marketing by using Facebook ads, online advertisements and Google adwords.
10. Utilize target marketing strategies such as press releases and letters to service area high schools to promote county- and high school-graduate restricted scholarships in those counties and high schools.
11. Incorporate the recommendations of the Integrated Marketing Task Force as approved by the College Administration.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology):

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 Advancement Services Specialist -- \$6,000. Professional photographic services -- \$7,000. General College promotional marketing CD utilizing a marketing firm -- \$25,000.

Assessment Method/Date:

1. President’s Annual Report disseminated by February 2014.
2. Prepare an annual user report of website usage statistics and website enhancements by August 31, 2014 and ongoing.
3. Develop best practices and procedures for maintaining the Vernon College website and Component Administrators’ webpages by August 31, 2014; ongoing updates.
4. New general College CD produced and distributed August 31, 2014.
5. Increase social media marketing as often as possible throughout the year ending August 31, 2014.
6. Number of targeted press releases and letters sent by August 31, 2014.

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Increased marketing utilizing print and other marketing media was conducted in our twelve county service area for recruiting efforts for the 2013-2014 registration periods. The President’s Annual Report was published and distributed in February 2014. This report is sent to donors, area community members, prospective donors, and area Independent School Districts. A new website was developed and rolled out in June 2014. Additionally, with the resignation of the website specialist, web duties were reassigned to RunBiz, the College’s IT company. OIA continues marketing responsibility for the website. Continued to incorporate the recommendations of the Integrated

Marketing/Recruiting Task Force (now a standing committee –IM/R). As recommended by the Task Force and approved by the IM/R Committee Crane-West has been hired as the college’s marketing consulting firm.

Use of Results for Improvement: Work will continue with Crane-West to enhance and brand Vernon College publications and social media sites. The proposed marketing CD will be added back to the 2014-2015 Annual Plan. Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the student informed. 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 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.

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:

7. Continued membership and participation in the Council for Resource Development Federal Funding Task Force and the annual conference and other leadership opportunities within the organization.
8. Continued membership and participation in the Council for Advancement and Support of Education (CASE), CRD, and NCMPR.
9. Continued participation in relevant conferences focusing on Development/Fundraising, Grantsmanship, Alumni Relations, Marketing and Advancement Services.
10. Participate in at least one comprehensive grant writing conference annually.
11. Participate in online webinars relevant to Advancement positions.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

Institutional Improvement: Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$7,000. 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 – November 2013.
2. Participate in the NCMPR Annual Conference, conference notes by August 31, 2014.
3. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: OIA participated in the NCMPR Regional Conference in September 2013 and the CRD Federal Funding Task Force and Annual Conference in November 2013 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 2013-2014 academic years, 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 opportunities that are available to Vernon College faculty and staff.

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Coordinator of Marketing and Alumni Relations; Advancement Services 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 College and University Teachers.
2. During the Federal Funding Task Force in Washington, D.C. meet with Federal Agency personnel to discuss and learn about professional development opportunities that are available for the coming year. This helps keep the College's name in "front" of agency personnel.
3. Through the College email system and the Dean of Instructional Services, send notices of funding opportunities as the information is publicized on agency websites.
4. Assist faculty and staff in the preparation and submission of grant proposals to support faculty/staff development.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

1. **Institutional Improvement:** Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$7,000 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 Vernon College community by August 31, 2014 and ongoing.

2. Proposals written and submitted by August 31, 2014 and ongoing.

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: Grant opportunities information was distributed to faculty and staff throughout the year. Proposals were submitted to funding agencies and decisions are pending.

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.

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, 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 to support off-site working.

Actions:

16. Enhance existing philanthropy efforts and, utilizing the Raiser’s Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
17. 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.
18. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
19. 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.

20. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
21. 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.
22. 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.
23. 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.
24. Continue to build support for the Vernon College Foundation Annual Auction.
25. 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.
26. 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.
27. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
28. 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.
29. 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.
30. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

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 -- \$7,000. 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 -- \$5,000.
2. **Technology:** Renew annual software licenses and maintenance contracts: Raiser’s Edge (RE) software license -- \$8,500; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$7,700. New software for dual-credit and College Connections scholarship programs -- \$5,000. 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 by August 31, 2014.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) by October 1, 2013.
3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, by August 31, 2014.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, by August 31, 2014.
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 by August 31, 2014 and ongoing.
6. Prospects identified and donors and prospects cultivated using standard “moves management” plans as evidence by reports noted above by August 31, 2014 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 by February 28, 2014.
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 2013-2014 fiscal year by August 31, 2014.
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 by August 31, 2014.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – November 2013.
11. Participate in the NCMPR Annual Conference, conference notes by August 31, 2014.
12. Develop best practices, policies, definitions, and procedures for utilizing the RE database by August 31, 2014.
13. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program by August 31, 2014.
14. Annual software licenses/maintenance contracts renewed by August 31, 2014.
15. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by August 31, 2014 and ongoing.

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Many of the old files have been cleaned and are currently being merged with existing files. Five (5) new private scholarships were established during 2013-2014 and one (1) “Building” scholarship reached the minimum endowment level of \$10,000 to be activated. Eleven (11) endowed scholarships were transferred from the Vernon College Endowment Fund to the Vernon College Foundation Endowment Fund which provided increased earnings and more scholarship funds for our students. The Voluntary Survey for Aid to Education

(VSE) annual report was submitted to the Council for Aid to Education on September 30, 2013. A total of \$1,035,698 in philanthropic support for the previous fiscal year was reported. Advancement staff participated in the NCMPR Regional Conference in September 2013 and the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2013 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 training seminars/webinars during 2013-2014. All departmental software licenses/maintenances contracts were renewed by August 31, 2014. The Vernon College Foundation Annual Auction was held in February 2014 and was successful.

Use of Results for Improvement: 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 and NCMPR conferences 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 technology 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.

Statement of Need: Updated software is essential to providing services to benefit the College and its students. Software such as Raiser's Edge; 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. This will aid in meeting the KPIA benchmarks: At or above 33%, the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid: 2010-2011; and At or above small college group percent of all undergraduates receiving aid by type of aid: 2010-2011.

Actions:

10. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
11. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support.
12. 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.
13. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.
14. 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.
15. Assist students with the completion of their STARS applications.
16. Utilize targeted marketing strategies such as press releases and letters to service area high schools to promote county- and high school graduate-restricted scholarships in those counties and high schools.
17. Research and implement a similar software license to facilitate dual-credit scholarship applications.
18. Attend training sessions about website development to increase awareness of new technologies and assist in the continued enhancement to the College's website.
19. Increase ability of searching options on the Vernon College website.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

Technology: Renew annual software licenses and maintenance contracts: Raiser's Edge (RE) software license -- \$8,500; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$7,700. 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 by August 31, 2014.
2. Research for possible program incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by August 31, 2014 and ongoing.
3. Funding sources researched through Metasoft software by August 31, 2014 and ongoing.
4. Students assisted with 2012-2013 STARS Applications by March 1, 2014.
5. Number of targeted press releases and letters sent by August 31, 2014.
6. Dual-credit scholarship software researched and recommendation made by December 31, 2014.
7. Training sessions attended and enhancement strategies developed, conference notes by August 31, 2014 and ongoing.

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: All department software licenses were renewed. Students and parents and high school counselors were assisted with the STARS application by phone, email, and on-site support. Training on all software programs continued.

Use of Results for Improvement: The software licenses will be kept current and evaluated on a regular basis. Work will continue migrating old donor paper files into Raiser's Edge. 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 # : Respond to College funding needs through various fundraising methods

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

Statement of Need: Philanthropic support 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, 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.

Actions:

2. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
3. 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.
4. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
5. 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.
6. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.

7. 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.
8. 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.
9. 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.
10. Continue to build support for the Vernon College Foundation Annual Auction.
11. 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.
12. 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.
13. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
14. 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.
15. 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.
16. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

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 -- \$7,000. 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 -- \$8,500; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$7,700. New software for dual-credit and College Connections scholarship programs -- \$5000. 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 by August 31, 2014.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) by October 1, 2013.
3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, by August 31, 2014.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, by August 31, 2014.
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 by August 31, 2014 and ongoing.
6. Prospects identified and donors and prospects cultivated using standard “moves management” plans as evidence by reports noted above by August 31, 2014 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 by February 28, 2014.
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 2013-2014 fiscal year by August 31, 2014.
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 by August 31, 2014.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – November 2013.
11. Participate in the NCMPR Annual Conference, conference notes by August 31, 2014.
12. Develop best practices, policies, definitions, and procedures for utilizing the RE database by August 31, 2014 and on-going.
13. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program by August 31, 2014.
14. Annual software licenses/maintenance contracts renewed by August 31, 2014.
15. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by August 31, 2014 and ongoing.

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Progress was made on the migration of old gift datae into Raiser’s Edge. Upon completion of old file cleanup establishment of giving clubs and societies will begin. Five (5) new private scholarships were established during 2013-2014 and 1 “Building” scholarship reached the minimum endowment level of \$10,000 to be activated. Eleven (11) endowed scholarships were transferred from the Vernon College Endowment Fund to the Vernon College Foundation Endowment Fund which provided increased earnings and more scholarship funds for our students. The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on September 30, 2013. A total of \$1,035,698 in philanthropic support for the previous fiscal year was reported. Advancement staff participated in the NCMPR Regional Conference in September 2013 and the Council for Resource Development (CRD) Federal Funding Task Force and Annual

Conference in November 2013 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 2013-2014. All departmental software licenses/maintenances contracts were renewed by August 31, 2014. The Annual Auction raised \$6,625 which was matched on a 1:1 basis by the Vernon College Foundation.

Use of Results for Improvement: 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, the NCMPR Conferences, 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. Continue the old file migration project and continue working with donors to transfer College scholarship endowments into the Foundation endowment fund.

Objective # 2: Continue to develop an active Ex-Students Association that will increase alumni awareness about the College and the Foundation, participation in events, and philanthropic support.

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

Statement of Need: Vernon College needs a strong alumni base to support its marketing, philanthropic support, and recruiting efforts.

Actions:

1. Create a culture of ownership among alumni/ex-students in support of Vernon College.
2. Research and identify ex-students and add to the Raiser's Edge (RE) database.
3. Contract with Blackbaud Target Analytics as need or at least every 2 years 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 the Rodeo Alumni Event, 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 a 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 \$: (Facilities, Institutional Improvement, Personnel, Technology)

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 an electronic communications company to deliver an Alumni specific E-newsletter on a monthly basis -- \$600.

Assessment Method/Date:

1. Increased number of current alumni addresses, email and telephone numbers added to the RE database by August 31, 2014 and on-going.
2. Once added to RE, add alumni information to each record.
3. Increased number of ex-students identified and recruited into the Ex-Students Association as evidenced by agendas, minutes, meeting notes, and social media interaction by August 31, 2014.
4. Quarterly Alumni E-Newsletter developed and implemented by August 31, 2014.
5. Coordinator of Marketing and Alumni Relations attendance at alumni training programs as evidenced by conference notes by August 31, 2014.

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: Continued working with the more than 34,000 alumni records to gain current information on alumni to continue 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. Crane-West was named as the College's marketing consultant and work will begin on an E-Newsletter to all alumni and an information and cultivation tool.

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 2014-2015 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; 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, targeted marketing strategies, and web and social media strategies.

Actions:

1. Coordinate with the website Component Administrators to ensure that their respective departmental webpages are up to date.
2. 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.
3. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
4. As funds are available take advantage of enhanced marketing/communication opportunities to support the College's visibility.
5. 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.
6. 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.
7. 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.
8. 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; including developing web pages with student and donor testimonials.
9. Develop and implement targeted marketing strategies to specific audiences such as press releases about county- and high school graduate-specific scholarships to be sent to media outlets in those counties and specific high schools;

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)

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 Advancement Services Specialist -- \$6,000. Professional photographic services -- \$7,000. General College promotional marketing CD utilizing a marketing firm -- \$25,000.

Assessment Method/Date:

1. President's Annual Report disseminated by February 2014.
2. Prepare an annual user report of website usage statistics and website enhancements by August 31, 2014 and ongoing.
3. Develop best practices and procedures for maintaining the Vernon college website and Component Administrators' webpages by August 31, 2014.
4. New general College CD produced and distributed August 31, 2014.
5. Number of press releases and letters sent by August 31, 2014.

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The Integrated Marketing/Recruiting Task Force became the Integrated Marketing/Recruiting Committee and is working through the list of recommendations from the Task Force. The committee is also identifying other marketing/recruiting opportunities throughout the year. The Committee approved contracting with Crane-West as the College's marketing consulting firm. All marketing materials

included the College's web address as the primary source of information. Increased marketing utilizing print and other marketing media was conducted in our twelve county service area for recruiting efforts for the 2013-2014 registration periods. The President's Annual Report was published and distributed in February 2014. This report is sent to donors, area community members, prospective donors, and area Independent School Districts. Developing a marketing CD was not achieved this year.

Use of Results for Improvement: Work will continue Crane-West to develop standardization in the Vernon College Brand marketing identity. The proposed marketing CD will be added back to the 2014-2015 Annual Plan. Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the student informed. The President's Annual Report will continue publication. Opportunities for further training for the Coordinator of Marketing and Alumni Relations 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.

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. Additionally a strong, dynamic scholarship program will aid in meeting the KPIA benchmarks: At or above 33%, the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid: 2010-2011; and At or above small college group percent of all undergraduates receiving aid by type of aid: 2010-2011. 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 and 220% in year 3. This trend is projected to continue. 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 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.
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. Utilize targeted marketing strategies such as press releases and letters to service area high schools to promote county- and high school-graduate restricted scholarships in those counties and high schools.
18. 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 \$: (Facilities, Institutional Improvement, Personnel, Technology)

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 – \$7,700; New software for dual-credit and College Connections scholarship programs -- \$5,000

Assessment Method/Date:

1. Advancement Services Specialist for Scholarship Support hired by August 31, 2014.
2. Scholarship page on College website updated and new scholarship information added by August 31, 2014.
3. STARS presentations to area high schools as requested and evidenced by appointments calendar by August 31, 2014 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 by August 31, 2014 and on-going.
5. Review another on-line scholarship application software for use in the dual credit and college connections scholarship programs by August 31, 2014.
6. STARS annual license renewed by March 1, 2014.
7. Scholarship program brochure designed and implemented by August 31, 2014.
8. Increased funding for scholarships achieved by August 31, 2014.
9. Presentations to Vernon College student groups about the availability of scholarships by August 31, 2014.
10. Chair the Vernon College Scholarship Committee in March-April and prepare annual report by August 31, 2014.
11. Number of targeted press releases and letters sent by August 31, 2014.

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The request for an Advancement Services Specialist for Scholarship Support was not approved due to organizational changes within the Office of Institutional Advancement. A STARS Frequently Asked Questions (FAQ) document developed during the previous year was enhanced and again utilized 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 1,654 scholarship applications were received for 2013-2014; this resulted in 914 scholarship offers, of which 736 offers were accepted and 663 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 2013-2014 on-site STARS presentations were made at 6 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 2014 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 2013-2014 academic year. As a result, 200 \$100 were offered to area high school students and 200 were actually used. During the 2013-2014 year, our partnership with several area high schools continued through 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 2014 and developed the parameters for offering and awarding 2015-2016 scholarships as evidence by the agenda and meeting minutes. STARS was purchased by cappex.com and this company is working to make the software more user friendly. The department is learning its new capabilities and will always compare to other software programs.

Use of Results for Improvement: As of June 1, 2014 College Recruiting functions moved into the Office of Institutional Advancement. As an integral part of enhanced recruiting efforts, OIA will 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 2014-2015 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. Staff continues to communicate with non-participating 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.

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; to target the Key Performance Indicators of Accountability benchmarks for Percent of 12 County Service Area High School Graduates who go to College, and Financial Aid

Actions:

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

<p>25. Monitor KPIA benchmark data</p> <p>26. Monitor and ensure implementation of and adequate resource allocation for approved recommendations from the Integrated Marketing Task Force</p>
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidenced by meeting notes, annual action plans and budget Date: July 1</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Student Success activities as listed in the Student Success Initiative at a Glance document 2. Review and sharing of KPIAs benchmark data as evidenced thru Student Success by the Numbers Committee minutes, President’s Monthly News, Student Success Data Facts to Board of Trustees 3. Approved budget, new position filled to enhance recruiting (Advancement Specialist – Recruiting), and Governance thru Committee document listing the Integrated Marketing/Recruiting Committee as a standing committee <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. Continued emphasis on SSBTN recommendations included as part of the President’s Priorities List 2. Continue providing KPIA data to college components and departments for development of improvement strategies 3. Continued emphasis on implementing recommendations of the Integrated Marketing Task Force

<p>Objective #2: The College will annually review policies, procedures, processes, practices and programs associated with retention/completion efforts.</p>
<p>Responsibility: President</p>
<p>Statement of Need: Personal observation and continuous improvement; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion</p>
<p>Actions:</p> <ol style="list-style-type: none"> 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 3. Monitor KPIA benchmark data
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidenced by Enrollment Management Committee purpose and responsibilities, agendas, minutes and meeting notes Date: July 1</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Integrated Marketing/Recruiting Standing Committee responsibilities listed in Governance thru Committee document include retention/completion efforts

2. Actions included in Student Success by the Numbers Initiative at a Glance and 2013-2014 Annual Action Plan Final Summary documents
3. Monitoring of KPIA benchmark data as evidenced through review and sharing of KPIAs benchmark data in Student Success by the Numbers Committee minutes, President's Monthly News, Student Success Data Facts to Board of Trustees

Use of Results for Improvement:

1. Use of results for improvement provide illustration of enhanced committee focus on retention and completion
2. Conduct an annual review and update responsibilities of the newly formed Integrated Marketing/Recruiting Committee as necessary
3. 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 compliance criteria and to improve student learning data results from CCSSE and SENSE; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion

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. 2013-2014 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. 2013-2014 Assessment and Report monthly communication forms were posted on the Vernon College website for oversight provided by the SSBTN Committee

3. SSBTN- participation included SSBTN consultant visits, trainings and Phase II Team meetings in 2013 (two in Fall) and 2014 (January). A team participated in the SSBTN Institute in April 2013. Vernon College hosted a Greater Texas Foundation site visit in August 2013. Additional evidence gleaned from final SSBTN report by Dr. Luzelma Canales as well as the SSBTN Initiative at a Glance document.

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 2013-2014 Assessment and Report Calendar was adopted by the College Effectiveness Committee on July 25, 2013. 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 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 compliance criteria; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion

Actions:

1. Through direct contact with faculty and division chairs, monitor and ensure that the instructional component of the College implements multiple measures of student learning
2. From the established Assessment Calendar, monitor and ensure measures of student learning

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

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

Results: In Progress

Assessment Data/Evidence:

1. As evidenced from Fall 2013 and Spring 2014 agendas and attendance maintained by Instructional Services, workshops and training regarding student learning outcomes were conducted for faculty.
2. The 2013-2014 Assessment and Report Calendar was adopted by the College Effectiveness Committee on July 25, 2013. Monitoring of assessments and reports will be continued as agenda item for oversight from the SSBTN Standing Committee.

Use of Results for Improvement:

1 - 2. The development and implementation of multiple measures of student learning by instructional services will continue during the 2014-2015 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
Actions: <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
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. – 3. The 2013-2014 Assessment and Report Calendar was approved by the College Effectiveness Committee on July 25, 2013. 2013-2014 Assessment and Report monthly communication forms were shared with the SSBTN Committee as well as posted 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. Use of Results for Improvement: <p>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 2014-2015 Annual Action Plans, President’s Monthly Update and through sustained use of the Assessment and Report Calendar.</p>

Objective #4: The College will develop and implement multiple assessment measures to review and improve student support services.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: As directed by the Vernon College Mission, CCSSE, and SENSE benchmarks, and SACS compliance criteria
Actions: <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:

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 SSBTN Committee as well as posted on the website.
Priority Initiative #2 addressed the quality of educational and student support services to increase student learning.
2. The 2013-2014 Assessment and Report Calendar was adopted by the College Effectiveness Committee on July 25, 2013 and monitored by the SSBTN Committee for the 2013-2014 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 2014-2015 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 SSBTN Standing Committee.

Objective #5: The College will continue monitoring and implementation of approved task force recommendations (Community Involvement, Facilities, Integrated Marketing, Academic Advising, Student Success Class, and Retention/Completion)

Responsibility: President

Statement of Need: Input from faculty and staff, personal observation, CCSSE and SENSE benchmarks, and Key Performance Indicators of Accountability Benchmarks

Actions:

1. Revisit each task force to monitor and ensure implementation of and adequate resource allocation for approved recommendations from all task forces

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

Assessment Method/Date: As evidence by meeting notes, annual action plans and budget **Date:** July 1

Results: In Progress

Assessment Data/Evidence:

1. – 2. Task Force recommendations approved as evidenced through: 2013-2014 budget allocations i.e. Institutional Advancement recruiting responsibilities, continued resource allocation for CSA center; funding for student contact activities to improve retention/ completion; continued funding for early alert activities.

Use of Results for Improvement:

The College continues to review and implement recommendations of task forces.

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 compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion
Actions: 1. Monitor and ensure the development of general education outcomes
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by developed general education outcomes Date: Ongoing annual review with summation by July 1
Results: In Progress Assessment Data/Evidence: As evidenced by the 2013-2014 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. Use of Results for Improvement: 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.

Objective #2: The College will emphasize multiple measures of assessment to validate the general education outcomes.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion
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 2013 and Spring 2014 agendas and attendance maintained by Instructional Services, workshops and trainings regarding students learning outcomes/ global learner outcomes were conducted for faculty. The Instructional Services 2013-2014 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 2014-2015 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 compliance criteria and observed need from Annual Action Plans

Actions:

1. Ensure adequate resource allocation decisions through budget process
2. Monitor annual QEP report
3. Monitor progress of integration into the infrastructure of the institution as outlined in the Quality Enhancement Plan

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 2013-2014 Vernon College budget, conference travel requests, and purchase requisitions.
2. The 2012-2013 QEP Annual Progress Report was reviewed and approved by the QEP Implementation Committee, College Effectiveness Committee and the Board of Trustees by November 2013. The 2013-2014 report will follow the same process.
3. Integration evidenced through Technology Committee responsibilities, Quality Enhancement Resource Inventory, use of CCSSE and SENSE data and discussion during President's Team meetings.

Use of Results for Improvement:

1. – 3. Support of the VConnected Quality Enhancement Plan will continue to be monitored for standardization of technology tools and college wide integration of the plan. The QEP Annual Progress Report monitoring and review will continue as standard operating procedure as Vernon College moves into a new QEP planning cycle in 2014-2015.

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

Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet SACS compliance criteria and observed need from Annual Action Plans
Actions: 1. Will initiate a review process and review QEP pilot projects/feasibility reports 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 technology related pilot projects will continue through the Technology Committee to ensure feasibility, college wide input/participation, standardization and integration.

Objective #3: The College will encourage implementation of successful innovative QEP projects or strategies.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet SACS compliance criteria and observed need from Annual Action Plans
Actions: 1. Ensure resource allocations for proven successful projects 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 2013-2014 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 Enchantment 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 VConnected Quality Enhancement Plan projects and strategies through the annual planning process as well as adequate resource allocation will continue to be monitored by the Technology Committee for standardization of technology tools and college wide input/participation.

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 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 2013-2014 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 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 compliance criteria and to support Annual Action Plans

Actions:

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

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

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

Results: Achieved

Assessment Data/Evidence:

Evidence of resource allocation through approved 2013-2014 Vernon College budget; approved professional development speaker and travel requests.

Use of Results for Improvement:

Identification and scheduling of professional development opportunities will continue to be encouraged as part of the annual planning and budgeting process and through the Professional Development Committee.

Objective #3: The College will publically acknowledge administrators, faculty, staff and students who are recognized for acquiring, discovering and applying knowledge.

Responsibility: President and Coordinator of Marketing and Alumni Relations

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

Actions:

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

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

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

Results: Achieved

Assessment Data/Evidence:

1. – 2. Institutional Service Awards presented during September 2013 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.

Use of Results for Improvement:

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.

Objective #4: Participate in professional development opportunities to enhance knowledge and skills in job related responsibilities.

Responsibility: Director of Institutional Effectiveness

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

Actions:

1. Participate in SACS preconference and conference (Atlanta, GA)
2. Participate in TAIR preconference and conference (Addison, TX)
3. POISE training/conference
4. Serve as THECB Liaison and Small College Group Representative
5. Explore process to become a SACS COC evaluator

Resources and Approximate \$: Institutional Improvement: SACS \$2500; TAIR \$1500, POISE \$1500 THECB (3 meetings) \$2400
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. – 5. Approved budget and travel request to participate in all conferences and meetings. Attended SACSCOC, TAIR, and THECB meetings. POISE training conducted via email/phone. Visited with SACSCOC VP to discuss becoming a SACSCOC evaluator.
Use of Results for Improvement: 1. – 5. Priority professional development opportunities included in 2014-2015 Annual Action plan.

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 compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment Calendar results and KPIA benchmark data; and to ensure effective and efficient purchasing processes
Actions: 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, KPIA benchmark data, Annual Action Plans and budget allocation decisions Date: Annual with summation by July 1
Results: Achieved
Assessment Data/Evidence: The 2013-2014 Planning Calendar and Assessment and Report Calendar were approved by the College Effectiveness Committee in July 2013. Assessment and report monthly communication forms were shared with the SSBTN Committee as well as posted 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 2014-2015 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 compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment Calendar results and KPIA benchmark data; and to ensure effective and efficient purchasing processes
Actions: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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; presentations providing opportunity for input from Vernon and Wichita civic groups; membership of the College Effectiveness Committee has representation from all aspects of the College and is comprised of over 15% 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: <ol style="list-style-type: none"> 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 compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment Calendar results and KPIA benchmark data; and to ensure effective and efficient purchasing processes
Actions: <ol style="list-style-type: none"> 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 2013-2014 Vernon College budget; approved 2013-2014 Annual Planning Calendar; 2013-2014 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 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 2013-2014 Academic year.

Use of Results for Improvement:

Review job duties and include position as part of the 2014-2015 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

Actions:

1. Monitor and ensure that Assessment and Planning calendars are followed
2. Ensure production of Annual Technology Action Plan

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

Assessment Method/Date: Completion of Assessment Calendar and planning calendar as evidenced by minutes, Communication Reports, agendas and meeting notes **Date:** Ongoing annual review with summation by July 1

Results: Achieved

Assessment Data/Evidence:

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.

Use of Results for Improvement:

1. -2. Participation in the planning process helped to identified initiatives for 2014-2015 and will continue as standard operating procedure.

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. The plan will include infrastructure needs as well as a well-defined PC replenishment plan.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To ensure effective and efficient purchasing processes

Actions:

1. Require each component of the College to submit a three to five year plan

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

Assessment Method/Date: As evidenced by submitted plans **Date:** Annual with review by July 1

Results: In Progress

Assessment Data/Evidence:

Creation of an initial college wide replenishment plan for classrooms, faculty, staff and labs.

Use of Results for Improvement:

A replenishment plan projecting a three to five year schedule will be created.

Objective #3: The College will support the technology infrastructure through appropriate resources allocation decisions.

Responsibility: President

Statement of Need: To ensure efficient and effective purchasing processes

Actions:

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

Results: Achieved

Assessment Data/Evidence:

1. Technology Plan was included and approved as part of the 2014-2015 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.

Use of Results for Improvement:

Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority.

Objective #4: Maintain and enhance technology infrastructure of the President’s Office

Responsibility: Administrative Secretary to the President

Statement of Need: To ensure continuous maintenance and enhancement of technology in order to accomplish primary responsibilities of Institutional Advancement, Human Resources, and Institutional Effectiveness

Actions:

1. Maintain hardware and software inventory, and anticipated replacement rotation list
2. Monitor and ensure budget development for efficient purchasing

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

Assessment Method/Date: As evidenced by inventory list and budget **Date:** Annual with summation by January 1

Results: Achieved

Assessment Data/Evidence:

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.

Use of Results for Improvement:

Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority.

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; to target the Key Performance Indicators of Accountability benchmarks for Percent of 12 County Service Area High School Graduates who go to College, and Financial Aid

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 2013-2014 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. -2. Development of Alumni Newsletter process; Personal contact through alumni volleyball and softball games. Encouragement of alumni participation during commencement, graduation, and honors ceremonies. President's Annual Report distributed Spring 2014.
Use of Results for Improvement: <ol style="list-style-type: none"> 1. - 2. Newsletter feedback will be used in planning; Continue to enhance processes for additional alumni contact

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: <ol style="list-style-type: none"> 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, along with software updates, by Institutional Advancement and deemed successful to assist with fund raising efforts.
3. The Annual President's Report was distributed Spring 2014.

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 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 agendas, minutes and meeting notes **Date:** December 2013

Results: Achieved

Assessment Data/Evidence:

College Effectiveness Committee (September 2013) and Board of Trustees (October 2013) 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 KPIA benchmarks, an assessment 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; to target KPIA benchmark Budget Revenue and Expenditure

Actions:

1. Monitor, update and ensure the adherence to assessment, planning and budgeting cycle calendars
2. Review and update KPIA data and benchmarks

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

Assessment Method/Date: As evidenced by calendars and 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:

2013-2014 calendars and activities/actions were reviewed, approved and monitored by the College Effectiveness Committee as well as appropriate committees (e.g. SSBTN) and the Board of Trustees; KPIAS were updated and shared with the SSBTN and College Effectiveness Committees as well as in the Board of Trustees (Student Success Data Fact), President's Monthly News and on the website.

Use of Results for Improvement:

Review and approval of calendars are included on Annual Planning Calendar as part of standard operating procedure. KPIAs review, updates and sharing of data will continue as 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 and SENSE 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 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
4. Explore and recommend software technology to facilitate college wide planning, program review and assessment

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, software recommendation by August 1

Results: Achieved

Assessment Data/Evidence:

1. Vernon College 2012-2013 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 2014
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 compliance.

Responsibility: President, Director of Institutional Effectiveness and Administrative Team

Statement of Need: To meet expected SACS 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 compliance criteria and update policies, practices, processes and procedures as necessary
2. Utilize software technology to increase efficiency of completion and submission of SACS COC Fifth Year Interim Report

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

Assessment Method/Date: Completion of institutional self study by August 1

Results: Achieved

Assessment Data/Evidence:

Preparation for SACS COC 5th Year Interim Report through 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; monthly then weekly meetings to review narratives. Purchase and use of Compliance Assist software. SACSCOC Fifth-Year Report submitted in September 2014.

Use of Results for Improvement:

Continue to monitor and respond to SACSCOC requirements.

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 committee membership, purpose and responsibilities

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

Assessment Method/Date: Revised standing committees by July 1

Results: Achieved

Assessment Data/Evidence:

Process evidenced by 2013-2014 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 #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: Develop and implement a process for integration and oversight of professional development opportunities, as outlined in the Quality Enhancement Plan, into the infrastructure of the institution.

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

Statement of Need: Professional development opportunities in the areas of student engagement, instructional strategies, and technology have been made available through the Quality Enhancement Plan initiatives. In order to sustain this level of professional development as the College moves to a second QEP, oversight needs to be transitioned. Evidence of the need for such sustainability can be found in the Student Instructional Report (SIR II) data; Key Performance Indicators of Accountability (KPIA's) – specifically CCSSE benchmarks, Graduation, Persistence, and Retention, SENSE benchmarks; and CCSSE/SENSE individual results.

Actions:

1. Facilitate change in oversight of professional development opportunities from the QEP Implementation Committee to the Professional Development Committee.
2. Review and update the charge of the Professional Development Committee as needed.
3. Evaluate/Review the Professional Development Committee's program and make recommendations for inclusion of QEP professional development initiatives.

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

Assessment Method/Date:

1. Agenda, Minutes, Committee Charge, scheduled professional development opportunities & participation. July 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

Professional development continued to be an agenda time for each QEP Implementation Committee meeting conducted during the 2013-14 academic year. Oversight for the professional development program, including QEP directed initiatives, has been transitioned and is under the direction of the Professional Development Standing Committee which is co-chaired by the Instructional Design and Technology Coordinator and the Faculty Senate President. The program is structured to provide ongoing support and instruction for existing and emerging technologies appropriate to pedagogical strategies and design as well as the instructional and student support environments.

Use of Results for Improvement:

The Director of Quality Enhancement continues to be a member of the standing committee. As a committee member, oversight is provided to ensure the goals/initiatives of VConnected are reflected in the policy and sessions provided.

Objective #2: Continue to develop and enhance the use of mentors including mentor professional development.

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

Statement of Need: A successful professional development program for making the most of student engagement techniques, instructional strategies, and new technologies demands continued structured support. Training faculty and staff as mentors is an efficient use of existing human resources. They are crucial to the success of this initiative. Mentors have performed the skill or used the knowledge under conditions closely resembling the job. They are skilled in delivering instruction and evaluating student learning and have the expertise to identify and understand the learning needs of students. Continued training is necessary to maintain this level of expertise.

Actions:

1. Organize and conduct training opportunities and technical support.

2. Provide and encourage the opportunity for participation in the National Institute for Staff and Organizational Development (NISOD).
3. Plan and promote participation in internal professional development opportunities through the program outlined by the Professional Development Committee.

Resources and Approximate \$:

Institutional Improvement: Funding for NISOD Convention - \$1,400.00 X 5 participants = \$7,000.00 (Est.)

Assessment Method/Date:

1. Meeting minutes reflecting updates reported to QEP Implementation Committee and Professional Development Committee. January 2014, August 2014
2. Number of mentors who participated in NISOD Convention. June 2014
3. Number of mentors who applied and/or conducted sessions, Mentor List (total number of mentors available for ongoing training). July 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. Professional development sessions and presenters were reviewed in the Professional Development Committee meetings. Professional development continued to be an agenda time for each QEP Implementation Committee meeting conducted during the 2013-14 academic year.
2. Three mentors attended the NISOD Convention May 25-28, 2014. Jason Scheller, History Instructor – SoftChalk, Reflector; Arwyna Randall-Gay, Accounting Instructor – Blackboard Collaborate, Camtasia, Reflector, iPad Apps (tablet); Angela Walker, Tutoring Coordinator – Advocate for use of Blackboard Collaborate, iPad, and other technologies.
3. Eleven mentors, consisting of both faculty and staff, conducted sessions during the 2013-14 academic year.

Use of Results for Improvement:

1. Continue to use mentors as instructors of in-house professional development sessions.
2. Use the Technology Committee as a resource to identify new mentors as well as existing mentors with new expertise.

Priority Initiative #4:

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 SACSCOC).

Responsibility: Criquett Lehman, Director of Quality Enhancement

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

Actions:

1. Present/provide information to students through mass emails, the Chap newsletter, meetings with student leadership organizations, and TV monitors located on all campuses.

<ol style="list-style-type: none"> 2. Present/provide information to faculty and staff through weekly emails, the Quest newsletter, as part of the annual planning process, and at the Spring Semester Kickoff. 3. Provide information to faculty and staff regarding the integration of the QEP including new or updated processes via the Quest newsletter, President’s Monthly Update, email, and professional development weeks/days.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: <ol style="list-style-type: none"> 1. Provide a list of student, faculty, and staff meeting and correspondence dates and agendas if applicable. July 2014
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Published 1 issue of the Chap –Spring 2014. Issues were send via student email, posted to the VC website and posted on Facebook/Twitter. 2. CCSSE (Community College Survey of Student Engagement) Data Facts were shared with students weekly on TV monitors; CCSSE 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 19, 2013 faculty development day; a QEP midyear update was given to all faculty and staff on January 13, 2014 during Spring Semester Kickoff.
Use of Results for Improvement: New methods of presenting and distributing data continue to be researched and implemented.

Objective #2: Chair Quality Enhancement Plan Implementation Committee
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: As outlined and directed in the Quality Enhancement Plan document.
Actions: <ol style="list-style-type: none"> 1. Ensure completion of Quality Enhancement Plan assessment objectives including pilot project integration feasibility and transition of oversight for professional development and the Quality Enhancement Resource Inventory. 2. Maintain Quality Enhancement Resource Inventory to ensure completion of QEP objectives. 3. Oversee the Quality Enhancement Plan reporting process as defined by the timeline.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: <ol style="list-style-type: none"> 1. Agendas, minutes, Pilot Project Rubric – Feasibility Reviews. July 2014 2. Agendas, minutes, QERI log, survey results. July 2014 3. Agendas, minutes, report templates, rubrics. July 2014
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence:

1. A total of 9 meetings were conducted: September 6, 2013; October 4, 2013; November 15, 2013 (Electronic); February 21, 2014; March 7, 2014; April 11, 2014 (Electronic); May 9, 2014; June 11, 2014; July 31, 2014 (Electronic). The QEP timeline is reflected on each meeting agenda/minutes.
2. Accomplishments included: Final Project Feasibility Recommendations were approved for Marian Grona and Jason Scheller (SoftChalk); Active Project Feasibility Recommendation was reviewed for Kathy Peterson; 2012-2013 QEP Annual Progress Report was approved November 19, 2013; Final Project Feasibility Recommendations were approved for Brad Beauchamp, Misti Brock, Jane Robinson, Jason Scheller (Bb Collaborate), and Deana Lehman; Final Project Feasibility Recommendations were approved but did not recommend technology tools for Kathy Peterson, and Michelle Wood (videos); 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 successfully transitioned to the Technology and Professional Development Committees; and Provided input and oversight in writing the QEP Impact Report for the SACSCOC Fifth Year Interim Report to ensure all objectives were met and reported.
3. Recommendations included: Recommend the Technology Committee review the instructional technology, Reflector App, through the Feasibility Review process; Determine the best process for making NISOD opportunities available and how to select/award these to faculty and/or staff; and Recommendations to the President intended to ensure VC follows SACSCOC guidelines as we move to the planning phase of a second QEP: To continue with the prescribed guidelines as outlined by SACSCOC, a QEP Planning Committee will be formed in place of the QEP Implementation Committee; The role of the QEP Planning Committee will be to provide oversight and ensure the development of an acceptable Quality Enhancement Plan as stated in CR 2.12 and CS 3.3.2; The committee will be chaired by the Director of Quality Enhancement and membership should include representatives from across the institution keeping in mind that the prescribed process by SACSCOC is faculty led; The SACSCOC QEP Guidelines document will serve as the primary resource for adhering to CR 2.12 and CS 3.3.2.

Use of Results for Improvement:

The committee will be replaced with the QEP Planning Committee who will provide oversight for the development of an acceptable Quality Enhancement Plan as stated in SACSCOC CR 2.13 and CS 3.33.

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 SACSCOC 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.
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: no \$

Personnel: QEP Pilot Stipends - \$2,700.00 per pilot participant x 4 pilot participants. TOTAL: \$10,800.00

Technology: All costs estimated based on 2012 figures. TOTAL: \$5,588.75

1 SmartBoard - \$4,000.00

1 USB Booster - \$30.00

1 Camtasia Software - \$223.75 (\$179.00 License + 44.75 Maintenance)

2 iPad w/Accessories - \$1,300.00

Skype 12 Month Unlimited Calls - \$35.00

2 Laptops – QERI

1 Camtasia Software - QERI

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 2014
2. Log of trainings/consultations, meeting minutes reflecting updates reported to QEP Implementation Committee. January 2014, August 2014
3. Budget spreadsheet and purchase requisitions reflecting equipment and software purchases (August 2014), Resource Inventory supply (August 2014), Resource Inventory check out log (August 2014), completion of pilot mid-year reports (December 2013), completion of pilot end-of-year reports (July 2014), Committee meeting minutes and Pilot Project Rubric – Feasibility Reviews reflecting the completion of pilot objectives according to the QEP timeline (August 2014).

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. The pilot project objectives included using SmartBoard technology to promote class discussion and interactive learning; provide students instantaneous feedback via Blackboard Collaborate in hopes that they would retain the information better and for a longer period of time; create a resource information base for students, use of web based forms for information requests, and Survey Monkey tool for student feedback; and incorporating place based education into an existing assignment to increase the course success rate. Evidence was gathered in the form of comparison of assignment scores, exam scores, and student 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 was also used to adopt technologies and/or practices institution wide.
2. There were a total of 4 VConnected Team members for the 2013-14 academic year. Approximately 40 one-on-one meetings and trainings were conducted. VConnected Team member's progress was presented to the QEP Implementation Committee during the 2013-14 meetings.
3. All requested resources were purchased or provided through the QERI including: 1 SmartBoard; Camtasia Software License; Survey Monkey License, and promotional materials. 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 2013 and end-of-year reports were received May 2014. June 2014 meeting notes reflect the completion of these projects.

Use of Results for Improvement:

1. The Technology Committee will continue assessing new technology using the Technology Tool Feasibility Rubric. The Professional Development Committee will continue to oversee training and mentoring. Transitioning of oversight was successful and will help ensure the objectives of the VConnected QEP are sustained and fully integrated into the infrastructure of the college.
2. 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 SACSCOC.

Actions:

1. Produce QEP Annual Progress Report.
2. Produce the Impact Report of the QEP for the SACSCOC 5th Year Interim Report.

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

Assessment Method/Date:

1. Annual Progress Report submitted by August 2014.
2. Impact Report of the QEP for the SACSCOC 5th Year Interim Report submitted by September 2014.

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. Annual Progress Report will be presented to the College Effectiveness Committee for approval during the November 2014 meeting. **In Progress**
2. The Impact Report of the QEP was submitted along with the SACSCOC 5th Year Interim Report on September 9, 2014.

Use of Results for Improvement:

The 2012-13 QEP Annual Progress Report was approved by the QEP Implementation Committee on November 19, 2013 and the College Effectiveness Committee on November 22, 2013. The report was then presented to the Board of Trustees during the December 18, 2013 meeting. A similar timeline will occur this Fall (2014) as the QEP Impact Report was written prior to the QEP Progress Report. A QEP Planning Committee was formed for the 2014-15 academic year and will assume the responsibilities of ensuring compliance with SACSCOC.

Objective #5: Integrate and maintain 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. Maintenance of Quality Enhancement Resource Inventory (QERI) including license updates.

Actions:

1. QEP Implementation Committee determines/recommends feasibility of technology from pilot reports and forwards to Technology Committee for review and recommendations.
2. Using approved feasibility studies and Technology Committee recommendations, the Director of Quality Enhancement and the Instructional Design and Technology Coordinator will assess the Quality Enhancement Resource Inventory (QERI) to determine necessary upgrades, utilization, and the addition of new resources.
3. Provide training opportunities and technical support through the pilot mentor program and the online VC Innovation Center in Blackboard.
4. Administer satisfaction survey during the academic year.

Resources and Approximate \$:

Institutional Improvement: no \$

Technology: TOTAL: \$19,370.25

Blackboard Collaborate License - \$16,560.00 (2012 Cost)

1 Laptop Computer - \$1,300.00

5 Camtasia Software License Upgrades – \$671.25 [\$134.25 (\$89.50 + \$44.75 Maintenance) X 5 Computers {3 (1/2 QERI Laptops), CSL, RH}]

2 Survey Monkey License Renewal - \$600.00

1 Apple TV - \$100.00

1 HDMI cable - \$60.00

1 Respondus Software License - \$79.00

2 HandBrake Video Converter Software – FREE License

Assessment Method/Date:

1. Pilot Project Rubric – Feasibility Reviews, Agendas, Minutes, Approved Budget (QEP Implementation & Technology Committees). August 2014
2. Quality Enhancement Resource Inventory log. December 2013 & May 2014
3. List of pilot mentor resources and training materials posted to Blackboard, Blackboard analytics (utilization). May 2014
4. Provide results from satisfaction survey. May 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. Final Project Feasibility Recommendations were approved for Brad Beauchamp, Misti Brock, Jane Robinson, Jason Scheller (Bb Collaborate), and Deana Lehman. Final Project Feasibility Recommendations were approved but did not recommend technology tools for

Kathy Peterson, and Michelle Wood (videos). The use of a SmartBoard, place based education teaching strategy, resource list (outside opportunities for financial assistance), web based electronic forms, Survey Monkey (web based survey tool), Blackboard Collaborate, video tutorials, and use of existing professional development program as effective method to educate were recommended as tools to provide student engagement opportunities in a course or in student support service programs.

2. New laptops and iPads were added to the Quality Enhancement Resource Inventory log with installed softwares noted.
3. Resources are available in the VC Innovation Center course in Blackboard and include the following content areas: Professional Development, Spring 2014 PD Handouts, Blackboard, Faculty Focus, Teaching Strategies, Technology Tools.
4. Satisfaction survey was not administered this academic year. However the results from the previous survey administered at the end of the 2012-13 academic year were reviewed in August/September to aid in decision making. **Not Achieved**

Use of Results for Improvement:

Resources will continue to be added to the VC Innovation Center in Blackboard including full professional development sessions. A process will be put in place to assess all professional development sessions at the time of completion. The overall technology tool satisfaction survey will be conducted during the Fall 2014 semester. It is difficult to administer this survey at the end of the academic year due to the fact that faculty have finals and then are off for the summer (9 month contracts). The timeline for administering this survey will be reviewed.

Priority Initiative #5:

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 SACSCOC.

Actions:

1. Participate in SACSCOC pre-conference workshops and SACSCOC 2013 Annual Meeting.
2. Participate in 14th Annual Texas A&M Assessment Conference.

Resources and Approximate \$:

Institutional Improvement: Staff development funding to attend conferences –SACSCOC \$2,500.00 (Est.), A&M \$700.00 (Est.); TOTAL: \$3,200.00

Assessment Method/Date: Travel Expense Vouchers indicating attendance. December 2013 & May 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. Attended 2013 SACSCOC Annual Meeting and Pre-Conference Workshops December 6-10, 2013.
2. Attended the 2014 14th Annual Texas A&M Assessment Conference February 16-18, 2014.

Use of Results for Improvement:

The SACSCOC Annual Meeting will continue to be attended to ensure ongoing compliance as Vernon College developed a second QEP. The Director of Quality Enhancement will attend relevant conferences and utilize other available training methods to further develop knowledge of

the SACSCOC accreditation process as applicable to the development of a second QEP and topics related to assessment, student learning outcomes, and technology.

**Priority Initiative #7:
Enhance the technology infrastructure of the institution.**

Objective #1: Develop and implement a process for integration and oversight of the availability of technology tools, as outlined in the Quality Enhancement Plan, through the Quality Enhancement Resource Inventory (QERI).

Responsibility: Criquett Lehman, Director of Quality Enhancement

Statement of Need: Integrate the Quality Enhancement Plan into the infrastructure of the institution by ensuring that technology tools and technical support continue to be available to faculty, staff, and Board of Trustees. Technology is a tool used to increase student learning and student engagement. In order to sustain the Quality Enhancement Resource Inventory (QERI), oversight needs to be transitioned. Evidence of the need for such sustainability can be found in the Student Instructional Report (SIR II) data; Key Performance Indicators of Accountability (KPIA's) – specifically CCSSE benchmarks, Graduation, Persistence, and Retention, SENSE benchmarks; and CCSSE/SENSE individual results.

Actions:

1. Chair Technology Committee.
2. Facilitate the change of oversight for the Quality Enhancement Resource Inventory (QERI) from the QEP Implementation Committee to the Technology Committee.
3. Review and update the charge of the Technology Committee as needed.
4. Provide technical and operational support at Board of Trustees meetings.

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

Assessment Method/Date:

1. Committee Charge, Agendas, Minutes, QERI Log (Board of Trustees support). July/August 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. Oversight of the Quality Enhancement Resource Inventory (QERI) and other instructional technology has been transitioned and is under the direction of the Technology Standing Committee which is chaired by the Director of Quality Enhancement.
2. A process is in place for the continued use of and support of instructional technology. A technology tool rubric has been adopted, based on the QEP Feasibility Review rubric, and is the primary assessment tool.
3. Technical and Operational support has been provided at Board of Trustee meetings which includes matters related to the use of iPads, Apple TV, and TV monitor.

Use of Results for Improvement:

The committee will continue to review and update technology related policies as outlined in the committee responsibilities. The process for implementing new, replacement, or updated technology will be reviewed to determine if any improvements should be made keeping standardization and communication at the forefront.

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. Key Performance Indicators of Accountability (KPIA) assessment information needed for institutional accountability.

Actions:

1. Administer the Survey of Entering Student Engagement (SENSE). Analyze the SENSE data and information to prepare and present results and findings.
2. Distribute the results and findings from the SENSE, CCSSE (Community College Survey of Student Engagement), and CCFSSSE (Community College Faculty Survey of Student Engagement) to faculty and staff through email, professional development meetings, the Quest newsletter and Blackboard.
3. Distribute the results and findings from the SENSE, CCSSE, and CCFSSSE to students through email, student organization or focus group meetings, the Chap newsletter and campus TV monitors.

Resources and Approximate \$:

Institutional Improvement: Funding for SENSE Survey: \$5,250 (Base Fee) - \$1,050 (20% package discount) TOTAL: \$4,200

Assessment Method/Date:

1. Survey administration completion. October 2013 Survey results for SENSE shared with each component of the college by April 2014 (& Fall 2014) - dates, agendas, and participation.
2. Dates, agendas, and participation. July 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

1. The Survey of Entering Student Engagement (SENSE) was administered September 16-27, 2013 and was shared with the college during the August 18, 2014 Fall Semester Kickoff. Data was also shared with the Integrated Marketing/Recruiting Committee on April 25, 2014 and the College Effectiveness and Student Success by the Numbers Committees on June 4, 2014.
2. The Community College Survey of Student Engagement (CCSSE) data was compiled and distributed college-wide on August 19, 2013. This also included data from the Community College Faculty Survey of Student Engagement (CCFSSSE). 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 SENSE administration process was found to be efficient and no changes are recommended at this time.
2. New methods of presenting and distributing data continue to be researched and implemented.

Student Services

Priority Initiative #1:

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

Objective # 1: Prepare to satisfy Part 3 FR 4.4 and 4.6 of the SACS COC Fifth Year Interim Report.

Responsibility: Director of Student Relations

Statement of Need: Verify that all recruiting materials reflect the correct, current program requirements including program length.

Actions:

27. Maintain a current inventory list of all printed or web posted recruiting materials.
28. Create a twice yearly review of all recruiting materials by reviewing the catalog and by making individual contact with all program administrators.
29. Make sure that all printed materials produced by Student Services includes the estimated time to complete the program and a disclaimer referring potential students to the Vernon College website.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time from staff

Assessment Method/Date: Inventory list will be created and provided to the Dean of Student Services and Associate Dean of Student Services

Date: January 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence: The Vernon College 5th year SACSCOC report was completed on August 20, 2014 and subsequently submitted to SACSCOC. The Director of Student Relations worked with the Office of Institutional Advancement to satisfy and document SACSCOC requirements. In June of 2014, the Director of Student Relations was renamed the Student Success Coach and most job duties related to recruiting off the Vernon College campuses or centers as well as publishing of recruiting materials were moved to a newly created Recruiter position under the Office of Institutional Advancement. The actions listed above will fall under the Vernon College Recruiter and Office of Institutional Advancement in future years.

Use of Results for Improvement: Student Services staff will continue to play a role in on campus or on center recruiting and help assure that all SACSCOC requirements are met.

Objective # 2: Increase interest and enrollment at the Skills Training Center

Responsibility: Director of Student Relations and Division Chair of Information and Technology

Statement of Need: Craft a strategy to showcase Skills Training Center opportunities to students who might not otherwise consider those options.

Actions:

1. Develop a specific targeted recruiting plan to attract non traditional students to the Skills Training Center and the programs housed there.
2. Work with area high school counselors to identify students who are interested in non academic Vernon College programming.

3. Coordinate with Division Chair of Information and Technology to develop a format to showcase Skills Training Center Programs
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time
Assessment Method/Date: program at Skills Training Center completed Date: June 2014
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
Assessment Data/Evidence: In March of 2014 the Director of Student Relations sent a targeted email to all service area high school counselors outlining our programs at the Skills Training Center including information about admission requirements, estimated completion times and scholarships. The Director of Student Relations and Student Services also participated in GenTex day on May 2, 2014 which highlighted a lot of workforce programs to graduating seniors. In June of 2014, the Director of Student Relations was renamed the Student Success Coach and most job duties related to recruiting off the Vernon College campuses or centers were moved to a newly created Recruiter position under the Office of Institutional Advancement. The actions listed above will fall under the Vernon College Recruiter and Office of Institutional Advancement in future years.
Use of Results for Improvement: Student Services staff will continue to play a role in on campus or on center recruiting.

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 : Prepare to satisfy Part 3 CR 2.10 of the SACS COC Fifth Year Interim Report
Responsibility: Dean of Student Services and Associate Dean of Student Services
Statement of Need: Vernon College should provide student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.
Actions: 14. Produce a master list to document all Student Services initiated student support programming college wide so that it can be updated yearly and serve as a reference tool.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time
Assessment Method/Date: master list completed Date: January 2014
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
Assessment Data/Evidence: A master list of Student Services student support services was completed in May 2014. This list was combined with a college wide list of student support services in the form of a matrix. This matrix provided a substantial portion of the CR 2.10 answer for the Vernon College SACSCOC 5 th year report. The Vernon College 5 th year SACSCOC report was completed on August 20, 2014 and subsequently submitted to SACSCOC.

Use of Results for Improvement: Student Services will maintain the list of student support services initiated by Student Services and the list will be updated yearly in May.

Objective # 2: Prepare to satisfy Part 3 CS 3.11.3 of the SACS COC Fifth Year Interim Report

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

Statement of Need: Vernon College should provide equivalent Student Services sponsored student support services to all distance education students.

Actions:

1. Review all Student Services initiated support services to ensure that they are promoted to and accessible by distance education students.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: list of services for the year and how delivered to distance education students **Date:** August 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: Student Services has worked to insure and document that all Student Services initiated student support services are publicized to all Vernon College students so that distance education students are notified in a timely manner and able to participate. Student Services student support services are advertised in a variety of ways including but not limited to: direct student emails, direct student mail, web page announcements, flyers and posters, in class announcements, scrolling marquees on campus, and in publications such as the college catalog, class schedule, student handbook, student update and registration guides.

Use of Results for Improvement: Student Services will continue our efforts to notify all Vernon College students of the student support services opportunities available to them. We will add a notification method section to our yearly log of student support services initiated by Student Services to better track and document outreach efforts.

Objective # 3: Prepare to satisfy Part 3 FR 4.8 and Part 3 FR 4.3 of the SACS COC Fifth Year Interim Report

Responsibility: Associate Dean of Student Services and Testing Coordinator

Statement of Need: Vernon College Student Services should make available to students and the public current policies. Policies of the Testing Center should demonstrate testing best practices, fairness, and authenticity.

Actions:

1. Examine the Testing Center Policy and Procedure Manual to verify that it covers required topics and is addressing all Testing Center issues.
2. Review the comprehensive Instructional Testing Policy and Procedure Manual to insure that consistent, fair, and best practices are followed by Testing Center staff, faculty, and students.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: Testing Center Policy and Procedure Manuals online **Date:** September 2013

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: The Vernon College Testing Coordinator reviewed and updated the Vernon College Testing Center Policy Manual. The Vernon College Testing Center Policy Testing Manual was approved by the Vernon College Board of Trustees in August 2014 and is available in printed format in Student Services Offices or on the Vernon College website.

The Vernon College 5th year SACSCOC report was completed on August 20, 2014 and subsequently submitted to SACSCOC. This manual was included as part of the artifacts to illustrate Vernon College met SACSCOC requirements.

Use of Results for Improvement: The Vernon College Testing Coordinator will continue to review and update the Testing Center Policy as needed.

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

Objective # 1 : Follow all laws set forth by the State of Texas concerning the Texas Success Initiative as pertaining to Higher Education.

Responsibility: Associate Dean of Student Services

Statement of Need: In the Fall of 2013 the State of Texas will enact new Texas Success Initiative Laws pertaining to placement testing and developmental coursework placement at all public institutions of higher education in Texas.

- Actions:**
- 4. Review and disseminate all information regarding the new Texas Success Initiative laws.
 - 5. Set up new checks and balances systems to verify that Vernon College is adhering to the new Texas Success Initiative laws.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: New laws and requirements will be followed as outlined by the THECB **Date:** August 2013

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence: Vernon College has attempted to meet all new Texas Success Initiative (TSI) requirements set forth by the THECB. The new rules came into effect on August 26, 2013. Vernon College Student Services met on several occasions to review the new rules, rewrite our VC TSI policy manual and update our policies outlined in the Vernon College Catalog, Vernon College Student Handbook, Vernon College Registration Guides and the Vernon College website. Student Services staff also attended all statewide meetings and webinars concerning TSI laws and interpretation of TSI laws.

Use of Results for Improvement: Student Services will continue to attend all statewide meetings and webinars relating to TSI laws. We will strive to always reflect the latest statewide interpretations and rules in our Vernon College publications.

Objective # 2 : Meet any statewide published standards concerning academic advising.

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

Statement of Need: Vernon College will make efforts to abide by recommendations published by the THECB concerning academic advising and measurements of that advising.

Actions:

1. Assist Instructional Services with implementation of the THECB recommendations on academic advising by identifying, documenting and explaining practices already in place through Student Services.
2. Support and cooperate with Instructional Services to implement evaluations to measure the effectiveness of academic advising.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: Documentation and evaluation measures created

Date: August 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence: Vernon College Student Services has met the THECB TSI recommendations on academic advising by creating our own Individual Developmental Plan form. This form is filled out during the initial advising appointment by the Vernon College counseling staff with every student who is not deemed TSI clear by statewide published rules. The student receives a copy of the form and Vernon College keeps a copy for our records. As dictated by the TSI law the form covers: the students highest test scores, coursework required to become TSI clear in all 3 areas, registration dates, educational and career goals, support services, and a designated point of contact with contact information. The form is then reviewed with students during subsequent advising sessions.

In August 2014 Student Services also reviewed the results of national surveys to verify that we were meeting student needs. For example, according to the SENSE survey:

73% of students surveyed reported they were able to meet with an advisor at a time convenient to them – up from a low of 60%

73% of students surveyed reported an advisor helped them select a program of study or major – up from a low of 61%

53% of students surveyed reported an advisor helped them set academic goals as well as a plan for achieving them – up from a low of 34%

79% of students surveyed reported an advisor helped them identify courses to take during their first semester – up from a low of 74 %

55% of students surveyed reported they are very satisfied with academic advising up from 48%

Use of Results for Improvement: Student Services will continue to review Vernon College results in national surveys to not only judge our progress to meeting student needs but also identify ways that we can adjust our policies, procedures and practices to better help students meet their goals. Student Services will continue to attend all statewide meetings and webinars relating to TSI laws. We will strive to always reflect the latest statewide interpretations and rules in our Vernon College publications.

Priority Initiative #4:

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

Objective #1 : Provide a safe and secure educational environment for Vernon College students and staff.

Responsibility: Director of Campus Police

Statement of Need: Work proactively to provide basic security protocol to all Vernon College staff so that emergency situations will be handled in the best possible manner.

Actions:

7. Generate a comprehensive plan for security training for Vernon College employees.
8. Utilize QEP resources and staff to determine the most effective delivery of security training to Vernon College employees.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) QEP assistance, time, software already purchased
Assessment Method/Date: 1. Plan crafted and training completed 2. Mass notification emergency system recommendation delivered to the President. Date: 1. December 2013 2. September 2013
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: Members of Student Services served on a college wide Security Task Force that developed recommendations for college wide security. The Dean of Student Services and the Director of Campus Police have worked with various Vernon College Departments (for example the physical plant) as well as outside vendors (the VC IT provider RUNBIZ) to upgrade security services. This included but was not limited to adoption of a standard response protocol (July 2013), advertisement of a standard response protocol (ongoing), upgraded security phones with announcement capabilities (August 2014) and implementation of an Emergency Notification System (ongoing).
Use of Results for Improvement: Vernon College Student Services will continue to enhance on campus security services and review policy, programs, procedures, and processes to meet all state, federal, and local requirements.

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

Objective # 1: Provide a safe and secure educational environment for Vernon College students and staff.
Responsibility: Director of Campus Police
Statement of Need: Enhance confidence that Vernon College staff are competent to handle internal or external emergency situations.
Actions: 1. Train Vernon College PBX operators how to identify emergency situations, which VC staff to notify of these situations, as well as how and when to utilize Vernon College notification systems
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time
Assessment Method/Date: training completed Date: December 2013
Results: Achieved Not Achieved In Progress
Assessment Data/Evidence: With the recommendation and implementation of our own Vernon College Emergency Notification System, the need for PBX operators to serve as the primary individual to identify and act on emergency situations was eliminated. The decision making and immediate notification capability now lies in the hands of upper level Vernon College administration (deans and associate deans) as well as the Director of Campus Police. An informational/instructional meeting was held on November 14, 2013 with administration, the Vernon College Director of Campus Police and ENS administrators. At that time the parameters and protocols for emergency declarations were examined and discussed at length.

Use of Results for Improvement: Security updates and issues will never be a completed project on a college campus. Vernon College Student Services will continue to enhance on campus security services and programming to meet all state, federal, and local requirements.

Priority Initiative #6:

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

Objective # 1: Use any opportunity to expose Vernon College students to available resources so that they may persist in their educational endeavors.

Responsibility: Director of Student Relations

Statement of Need: Students in Student Services waiting rooms can be better engaged in taking proactive steps to help insure perseverance and removal of obstacles.

Actions:

31. Place television or computer monitors in each Student Services waiting rooms in Vernon and Century City so that specific information can be directed toward and available to students during waiting periods.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) funds for monitors (technology?) and IT support

Assessment Method/Date: monitors installed and functional **Date:** October 2013

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: After discussions with IT, the Dean of Student Services, and the Associate Dean of Student Services this plan was not feasible. Hardware was not as readily available as thought, wiring would have to be run, and a weekly commitment would be required to update the material being displayed. Student Services has focused energy into our portion of the Vernon College website instead. We have also made efforts to publicize our activities and services utilizing the electronic screens posted in common areas of each campus or center.

Use of Results for Improvement: Student Services will continue to make every effort to publicize events and student resources.

Objective #2 : Provide modern and adequate facilities for athletics.

Responsibility: Assistant Athletic Director and Vernon College Coaching staff

Statement of Need: Currently there are no official team locker rooms or athletic meeting rooms for the Vernon College volleyball team or for visiting teams when Vernon College hosts volleyball and basketball tournaments.

Actions:

1. Compile athletic needs so that a plan and potential cost can be created for the addition of locker rooms and athletic meeting rooms to the King Gymnasium.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: plan completed and presented to the Dean of Student Services **Date:** February 2014

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence: A needs list for additions to the King Gymnasium has been developed; however cost estimates have not. The needs list will be kept by the Dean of Student Services/Athletic Director for discussion and submission to future facilities planning meetings.
Use of Results for Improvement: Student Services will continue to submit this need to future facilities planning meetings.

Objective #3 : Provide modern and adequate facilities for athletics.

Responsibility: Associate Athletic Director of Baseball Coach

Statement of Need: Provide a safety measure for baseball dugouts.

Actions:

17. Install dug out railings at Vernon College baseball field.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$2000 facilities

Assessment Method/Date: installed railings **Date:** February 2014

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: A need list for this addition to the baseball field has been developed; however cost estimates have not. The needs list will be kept by the Dean of Student Services/Athletic Director for discussion and submission to future facilities planning meetings.

Use of Results for Improvement: Student Services will continue to submit this need to future facilities planning meetings.

Objective #4 : Provide modern and adequate facilities for athletics.

Responsibility: Associate Athletic Director and Dean of Student Services

Statement of Need: Provide a more efficient and cost effective way to meet the needs of maintaining rodeo stock.

Actions:

1. Purchase a hayhook for the existing bobcat to make livestock more time efficient.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time for procurement procedures and \$600 for purchase

Assessment Method/Date: Hayhook purchased and used by **Date:** February 2014

Results: **Achieved** Not Achieved In Progress

Assessment Data/Evidence: A hayhook was purchased in August 2014 and is in use now.

Use of Results for Improvement: Vernon College athletics will continue to identify needs and submit them for annual plans.

Objective # 5 : Provide modern and adequate facilities for athletics.

Responsibility: Associate Athletic Director and softball coach

Statement of Need: Update facilities to meet current best practices for dug out safety.

Actions: 2. Purchase and install padding around the concrete backstop of the Wade Kirk softball field
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$1500 facilities, time for procurement procedures
Assessment Method/Date: padding installed Date: February 2014
Results: Achieved <input type="checkbox"/> Not Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/>
Assessment Data/Evidence: Funding was not provided for this update. Vernon College Athletics hopes to be able to fund this project in the 2014-2015 school year. It will also be placed on the facilities master plan.
Use of Results for Improvement: Vernon College athletics will continue to identify needs and submit them for annual plans and facility plans.

Objective #6 : Provide modern and adequate facilities for athletic competitions on the Vernon College Campus
Responsibility: Assistant Athletic Director, Dean of Student Services/Athletic Director and Vernon College Coaching staff
Statement of Need: Currently there are no concession stand facilities in the King Gymnasium. Concession stand sales are used by not only athletic teams but other Vernon College clubs and organizations as fundraisers.
Actions: 2. Obtain bids to create a minimal yet permanent concession stand in the King Gymnasium that would provide electrical access, a counter and some way to secure the area when not in use.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$2500, time for research, procurement, and installation
Assessment Method/Date: plan completed and concession stand completed Date: February 2014
Results: Achieved <input type="checkbox"/> Not Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/>
Assessment Data/Evidence: This project was not deemed a priority by administration or by the physical plant and was not funded.
Use of Results for Improvement: Vernon College athletics will continue to identify needs and submit them for annual plans and facility plans.

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

Objective # 1: Prepare to satisfy Part 3 FR 4.3 of the SACS COC Fifth Year Interim Report
Responsibility: Dean of Student Services and Director of Student Relations

Statement of Need: Vernon College should make available to students and the public all Vernon College policies. Student Services should verify that all information on our Vernon College Student Services website is the most current and up to date as possible.

Actions:

20. Start a twice yearly review of all information on the Student Services portion of the Vernon College website.
21. Determine dates for reviews of Student Services website information and construct a system to verify that reviews have been completed.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time, IT support

Assessment Method/Date: website review completed **Date:** March 2014

Results: Achieved Not Achieved **In Progress**

Assessment Data/Evidence: Student Services webpages will be reviewed twice yearly in May and December to evaluate content. This process was actually not started until July 2014 after the new Vernon College website was launched. All Student Services webpages and information was reviewed to insure that it was moved to the new website.

Use of Results for Improvement: This will be an ongoing task but with a twice yearly written document that reviews every Student Services departmental pages.

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Objective # 1 : Prepare to satisfy Part 3 FR 4.5 of the SACS COC Fifth Year Interim Report

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

Statement of Need: Insure that Vernon College has adequate procedures, policies, and practices in place to deal with complaints and grievances.

Actions:

5. Review the student grievance process at Vernon College.
6. Design a document that outlines the student grievance procedure as well as explains storage or records and documents, procedure review, forms, publication places, and publication dates.
7. Clearly define the difference between a “complaint” and a “grievance.”

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: all processes reviewed and new documents created **Date:** March 2014

Results: **Achieved** Not Achieved In Progress

Assessment Data/Evidence: During the creation and completion of the Vernon College SACSCOC 5th year report the Vernon College Grievance Procedure was reviewed by the SACS leadership team, the Vernon College administrative team, and the SACS 5th year report committee. Slight changes were made to wording in the VC Grievance Procedure to clarify policy for participants. The 2014 Vernon College General Catalog and

the 2014 Vernon College Student Handbook reflect the changes. Student Services also maintains a log of all grievances filed with Vernon College. This log is kept in locked storage with the grievance records in the Dean of Student Services office. The Vernon College 5th year SACSCOC report was completed on August 20, 2014 and subsequently submitted to SACSCOC. This policy was included as part of the artifacts to illustrate Vernon College met SACSCOC requirements.

Use of Results for Improvement: Student Services will continue to review the Vernon College Grievance Procedure annually to maintain a fair and equitable policy for all parties involved.

Objective # 2 : Prepare to satisfy Part 3 FR 4.5 of the SACS COC Fifth Year Interim Report
Responsibility: Dean of Student Services, Associate Dean of Student Services, and Dean of Instructional Services
Statement of Need: Vernon College must be prepared to illustrate our Student Grievance Procedure via completed, recorded grievances for the SACS Fifth Year Interim Report.
Actions: 1. Identify and prepare two entire Student Grievances for posting to meet SACS requirements while not betraying confidentiality.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time
Assessment Method/Date: documents prepared and posted Date: November 2013
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress
Assessment Data/Evidence: Student Services identified and prepared 7 redacted grievance samples for the Vernon College 5 th year SACSCOC report. The Vernon College 5 th year SACSCOC report was completed on August 20, 2014 and subsequently submitted to SACSCOC. These redacted grievances were included as part of the artifacts to illustrate Vernon College met SACSCOC requirements.
Use of Results for Improvement: Student Services will continue to maintain a log of all grievances filed at Vernon College.

Objective # 3: Execute a comprehensive review of all varied policy and procedure manuals for Student Services and verify that these manuals are regularly reviewed and updated as well as guaranteeing they are accessible to Vernon College employees and students.
Responsibility: Dean of Student Services and Associate Dean of Student Services
Statement of Need: Student Services administrators need a reliable and complete catalog of policy and procedure manuals that we adhere to.
Actions: 1. Identify all Student Services policy and procedure manuals. 2. Originate a worksheet to document where these manuals are kept, when they are updated, who has the responsibility for updating and list all location and ways that they are posted.
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time
Assessment Method/Date: completed worksheet Date: December 2013
Results: <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/> In Progress

Assessment Data/Evidence: A log was created in June 2014 that lists all Vernon College Student Services policy and procedure manuals and handbooks, the author of the manuals, and where the manuals are stored. The Dean of Student Services and the Associate Dean of Student Services have hard copies of all such manuals and handbooks.

Use of Results for Improvement: Student Services will maintain the log of Student Services policy and procedure manuals and review the log yearly for updates.

Objective # 4 : Prepare to satisfy Part 3 CS 3.3.1.1 and CS 3.3.1.3 of the SACS COC Fifth Year Interim Report

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

Statement of Need: Student Services will begin an annual review of all Student Services Departments including their objectives and outcomes.

Actions:

1. Establish annual departmental examinations for all Student Services departments.
2. Construct standardized formats and paperwork that will evaluate the purpose and actions of all Student Services departments.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time

Assessment Method/Date: departmental examinations completed **Date:** July 2014

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence: Student Services is actively participating in the Institutional Effectiveness Plan (IEP) portion of the College Effectiveness Committee. These IEP's will serve as a yearly departmental review used in conjunction with previously scheduled personnel evaluations. The first plans were written and reviewed with staff in December 2013. The first review of performance will be in January 2015. The Vernon College 5th year SACSCOC report was completed on August 20, 2014 and subsequently submitted to SACSCOC. These plans will included as part of the artifacts to illustrate Vernon College meeting SACSCOC requirements in future reviews.

Use of Results for Improvement: Student Services will continue to utilize these IEPS as a departmental review for all Student Services departments.