

Vernon College Annual Action Plan 2014-2015
Final Summary
by Priority Initiative

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

Admissions, Records, and Financial Aid

Admissions

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

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

Statement of Need: High school students need additional assistance in applying for admissions, enrolling in college 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. Provide contact point for dual credit registration and Campus Connect questions

Resources and Approximate \$: Institutional Improvement

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

Results: Not Achieved

Assessment Data/Evidence:

Dual credit enrollments were down from prior year due to multiple competitors offering discounted tuition and fees. The VC Board of Trustees voted for additional and larger discounts for dual credit students in our service area which will hopefully increase our dual credit enrollments for 2015-16. 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 students' 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:

Prepare for increases in dual credit enrollments due to new discounts for tuition and fees adopted by VC Board and Texas Legislative changes made during last session which removed limit on courses eligible. Monitor need for updates to online registration process due to Campus Connect and/or TSI changes. Evaluate staffing needs as dual credit enrollments change.

Financial Aid

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| Objective #1: Improve student recruitment and retention and student success annually |
| Responsibility: Financial Aid Staff |
| Statement of Need: Facilitate success for Financial Aid students through retention and completion |
| Actions: <ol style="list-style-type: none">1. Counsel 100% of financial aid students who are reducing their course load or withdrawing regarding their financial aid consequences2. Contact students who receive "Early Alert" notices regarding attendance and explain financial aid consequences3. Campaign to notify students who are registered but not complete in Financial Aid Office4. Campaign to encourage students who have been awarded Financial Aid but are not registered in classes |
| 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" (JB). Increased enrollment of students receiving financial aid / July |
| Results: Achieved Assessment Data/Evidence: Financial Aid Office staff sign off on each schedule change form or are made aware of every drop or withdrawal in order to counsel 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, attendance letters are sent, and Early Alert problem is resolved. Emails and/or text messages are sent to registered students not complete in Financial Aid and students who are complete in Financial Aid who have yet to register, to encourage completion of enrollment or aid process. Use of Results for Improvement: Because students have indicated they would prefer text messages over email, students should be encouraged to sign up for texting. 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: <ol style="list-style-type: none">1. Monitor and record enrollments, aid applicants, and processing time periodically throughout award year for improvement opportunities2. Send second notice letter to all students who have not responded to their financial aid status letter |
| 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 Assessment Data/Evidence: |

Processing of student aid applications (FASFA) was evaluated and modified to better serve students and utilize technology. Total aid decreased approximately \$900,000 from \$15,846,969 in 2013-14 to \$14,944,051 in 2014-15. Vernon College also experienced a decreased in the total amount of Pell Grant disbursed. Our Pell Grant volume was \$5,439,401 for the 2014-15 award year compared to \$5,775,420 for 2013-14. Student loan volume decreased approximately \$152,000 from \$6,592,659 in 2013-14 to \$6,440,852 in 2014-15. These decreases were generally less percentage wise than the decrease in enrollments.

Use of Results for Improvement:

Monitor for process improvements in financial aid processing.

Records

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:**
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: Not Achieved

Assessment Data/Evidence:

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 2014 to Spring 2015 retention rate was 76.45% compared to 86.74% for Fall 2013 to Spring 2014. This decline was believe to be due to an improving local job market, economic conditions and declining enrollments.

Use of Results for Improvement:

Continue emphasis on retention efforts through Early Alerts and student success communications.

Instructional Services

Objective #1: Actively engage Instructional Services in supporting the initiatives of the Integrated Marketing/Recruiting Committee.

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty

Statement of Need: VC KPIA, Perkins, and Closing the Gaps initiatives.

Actions:

1. Participate in the planning and delivery of GenTX Day which targets service area high school students.
2. Investigate & support opportunities for targeted recruitment of Hispanic students (Café con Leche).
3. Support recruiting activities targeting nontraditional students in gender biased programs.

Resources and Approximate \$: 1500 – Institutional Improvement

Assessment Method/Date: Attendance rosters, Enrollment KPIA, Service Area High School Students who go to College KPIA, Perkins data

Date: August 1, 2015

Results: Achieved**Assessment Data/Evidence:**

The Instructional Services component of the college continued to be active in the areas of recruitment and marketing as evidenced by:

- Representation of Instructional Services on the Integrated Marketing/Recruiting Committee: 10 of the 24 total members (42%) on the 2014-15 committee were from the Instructional Services component of the college.
- Instructional Services representation at *Café con Leche* event on October 7, 2014. This event specifically targeted the Hispanic community and was attended by 50 participants.
- Extensive involvement by Instructional services in the planning and delivery of 2 *Sophomore Roundups* (November 7, 2014 @ CCC and November 21 @ STC). CTE programs and academic disciplines were showcased by faculty to 274 high school sophomore students (178 @ CCC and 96 @ STC).
- Extensive involvement by Instructional Services in the planning and delivery of *GenTX Day* on May 1, 2015. This event showcased all CTE programs offered by the institution with informational booths manned by full-time faculty. 273 high school students representing 11 service area high schools attended the event.
- Instructional Services faculty member served to coordinate the hosting of the Area IV FFA Convention at the Vernon Campus on May 8, 2015. Over 325 high school students from service area and regional high schools participated.
- Utilized Perkins funds to develop professionally produced videos showcasing Agriculture, Machining, and Pharmacy Technician programs for informational and recruiting purposes.

Continued to showcase and market the under-represented gender in gender biased programs at all activities.

Use of Results for Improvement:

Despite extensive efforts in the areas of recruiting/marketing, a small decline in enrollment (3.3%) as measured from Fall 2014 to Fall 2015 enrollment occurred. Enrollment KPIA's are not yet available for the 2015-16 academic year but will continue to be monitored along with forthcoming Perkins data.

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

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty

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

Actions:

1. Review student data from piloted Student Success courses and evaluate/determine potential student populations for mandatory enrollment.
2. Continue to refine and develop processes for faculty utilization of the Early Alert and Student Success modules.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method/Date: Course Completion KPIA Benchmark; Graduation, Retention and Persistence KPIA Benchmark; Placement & Completion KPIA Benchmark; Rates of scholastic probation/suspension **Date:** October 1, 2014

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

Vernon College continues to be above the state average in various measures of student success including graduation rates (3, 4 & 6 year), graduate success, and Developmental Education Success as reported by the Texas Higher Education Coordinating Board (2014 Texas Public Higher Education Almanac).

- Instructional Services continued to pilot the *EDUC 1300 Learning Frameworks* course to a targeted audience of 1st generation/academically disadvantaged students. Enrollment in the course increased from 33 students in 2013-14 to 49 students in 2014-15 (48% increase). To date, a total of 82 students have enrolled in the course with 84% successfully completing the course. The subsequent success of students who successfully complete the *EDUC 1300 Learning Frameworks* course, as measured by retention and completion rates and average GPA will be tracked.
- During the 2014-15 academic year, faculty continued to increase their utilization of the Early Alert system with a total of 7608 duplicated Early Alert interventions emailed to at-risk students. This represents an 11.7 % increase in utilization over the previous academic year. Despite this increased utilization, successful course completion rates (approximately 79%) and the percentage of students placed on academic probation or academic suspension (approximately 9-10% each term) did not change appreciably.

Use of Results for Improvement:

Student success, as measured by retention rate, completion rate (graduation and transfer rates), and graduate success will continue to be monitored. The subsequent success of students who successfully complete the *EDUC 1300 Learning Frameworks* course, as measured by retention and completion rates and average GPA is being tracked and results will direct future course offerings. Results arising from major changes (including those mandated by the THECB) in the Developmental Education program are being monitored to improve academic interventions and eventual success rates of academically disadvantaged students.

Office of the President

Institutional Advancement

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; Advancement Services Specialist for Marketing and Scholarship Support

Statement of Need: Financial difficulties can be a barrier to students and 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:

1. 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.
2. 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.
3. Continue to utilize the STARS On-Line Scholarship Application to facilitate scholarship applications.
4. 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.
5. Review each scholarship’s criteria and build an information file about these scholarships to help students determine their applicant eligibility.
6. 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.
7. 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.
8. 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.

9. Work with other service area ISDs to promote the benefits of creating a College Connections Scholarship Program for their high school students.
10. 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.
11. 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.
12. Make presentations to area high schools to assist students with their STARS applications.
13. 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.
14. In January and February review student application progress on a weekly basis.
15. Continue research to find other scholarship sources for our students and add to the STARS Scholarship page on the website.
16. 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.
17. Work with the Directors of Student Activities, SGA, Student Forum and other student groups to promote the scholarship program and encourage applications.
18. 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.
19. Add a staff position, Advancement Services Specialist for Marketing and Scholarship Support to: monitor all Vernon College social media including, but not limited to, the College Facebook and Twitter accounts as well as other methods of social media as needed. Serve as the Office of Institutional Advancement website Content Administrator to update and maintain the Vernon College Homepage, the Vernon College Foundation page, the Alumni page, the Scholarship page, the Institutional Advancement page and other pages as needed under the direction of the Coordinator of Marketing and Alumni. Manage and update the STARS information under the direction of the Director of Institutional Advancement. Add new scholarships and criteria to the STARS database. Review all scholarship criteria information annually 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 to do so. Send welcome letter to the applicants as scholarship applications are completed. Respond to student applicant questions. Maintain all paper scholarship files. Assist with marketing the availability of general as well as restricted scholarships. 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 Vernon College 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 needed. Assume a proactive role in increasing the efficiency and organization of the Department. Assist in the preparation of meeting packets, toolkits, etc. for various activities undertaken by the Office of Institutional Advancement. Assume other duties as assigned by the Director of Institutional Advancement and/or the College President.

Resources and Approximate \$:

1. **Institutional Improvement:** new Scholarship Marketing Brochure -- \$5,000
2. **Personnel:** Advancement Services Specialist for Marketing and Scholarship Support – Full-time: \$25,000 - \$28,000
3. **Technology:** STARS Annual Software License: \$7,700

Assessment Method/Date:

1. Advancement Services Specialist for Marketing and Scholarship Support hired by **August 31, 2015**
2. Scholarship page on College website updated and new scholarship information added by **August 31, 2015** and on-going.
3. STARS presentations to area high schools as requested and evidenced by appointments calendar by **August 31, 2015** 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, 2015** 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, 2015**.
6. STARS annual license renewed by **September 15, 2014**.
7. Scholarship program brochure designed and implemented by **August 31, 2015**.
8. Increased funding for scholarships achieved by **August 31, 2015**.
9. Presentations to Vernon College student groups, as requested, about the availability of scholarships by **August 31, 2015**.
10. Chair the Vernon College Scholarship Committee in March-April and prepare annual report by **August 31, 2015**.
11. Number of targeted press releases and letters sent by **March 1, 2015**.

Results: In Progress

Assessment Data/Evidence:

The request for an additional staff position was not approved due to budget constraints. The STARS Frequently Asked Questions (FAQ) document developed during the previous year was 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 1,529 scholarship applications were received for 2014-2015; this resulted in 820 scholarship offers, of which 770 offers were accepted and 637 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 2014-2015 on-site STARS presentations were made at 10 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 2015 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 2014-2015 academic year. As a result, 200 \$100 were offered to area high school students and 200 were actually used. During the 2014-2015 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 2015 and developed the parameters for offering and awarding 2015-2016 scholarships as evidenced by the agenda and meeting minutes. In early Spring 2015, the College was notified that STARS would be undergoing significant changes and moving to a new platform with a new name, Award Spring. The department began learning the platform’s new capabilities during the summer and will launch it in Fall 2015. Press releases and letters regarding specific scholarships was not achieved this year; increased scholarship presentations were used to transmit the information. As of August 31, 2015 College Recruiting functions completed its first year under the Office of Institutional Advancement. During the 2014-2015 year there a total of 7,571 direct student contacts. This information is contained in the 2014-2015 Recruiting Activities Report presented to the Integrated Marketing/Recruiting Committee.

Use of Results for Improvement:

The position request will be included in the 2015-2016 plan. As an integral part of enhanced recruiting efforts, OIA will continue to enhance the STARS (Award Spring) webpage, increase the number of Scholarship presentations to area high schools, and update the FAQ as needed. 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 2015-2016 depending upon budget limitations. Staff continues to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to non-participating high schools. Two new area ISDs joined the College Connections program in 2014-2015. Continue to find sources for increased donations for existing scholarships, complete building scholarships, and work with donors 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.

Objective #2: Participate in and implement the recommendations of the Integrated Marketing/Recruiting Committee

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

Statement of Need: As a result of the work undertaken by the Integrated Marketing/Recruiting Task Force during 2012-2013, the need for a comprehensive marketing/recruiting program was identified. The Task Force formulated a set of recommendations, the first of which that the task force become a standing committee. Using this set of recommendations as a guide, the Committee will continuously facilitate, monitor, and improve a comprehensive integrated marketing and recruiting plan which results in equitable, consistent and effective enrollment management practices.

Actions:

1. When appropriate, to work with an outside consultant to identify strengths and resources to maximize marketing and recruiting efforts.

2. Ensure the implementation of the integrated marketing/recruiting recommendations made by the 2013 Task Force and approved by the administrative team by evolving the recommendations into the Vernon College Integrated Marketing/Recruiting Plan. Chair the Integrated Marketing/Recruiting Committee
3. Consistently monitor the Integrated Marketing/Recruiting Plan to ensure participation and action of responsible parties and/or departments and to report to the President in January and July the completion of actions directed by the plan via the committee mid-year and end-of-year reports.
4. Continuously review current policies, procedures, processes, practices, timelines, and functions and to make suggested additions, deletions, and changes to ensure optimum use of marketing strategies and a cohesive visual identity for Vernon College.
5. Work with the Director of College Effectiveness to annually review the Closing the Gaps goals and results for participation and success.
6. Review and make recommendations for Vernon College retention plans and results.
7. Make recommendations to the President and the Administrative Council.
8. Utilize one graphic designer for all printed materials used throughout the College and coordinated through the Coordinator of Marketing and Alumni Relations.
9. Develop and utilize one set of giveaways for all college activities managed through the Office of Institutional Advancement.
10. Maintain the College Connections and Catching the Future dual credit scholarship programs.
11. Assist Student Relations and Early College Start with school group tour requests as needed and coordinate and manage all other group tour/campus visit requests.
12. Create a training program and contact list of all College employees who are will and available to help with tours, presentations, training, etc.
13. Continue the STARS Scholarship Program and continue to enhance the Scholarship website.
14. Develop social media policies and guidelines for Facebook and Twitter and other social media programs.
15. Create a general FAQ document by merging various FAQs previously published by some department and post prominently on the College website and review annually.
16. Form a website users' group, chaired by the Coordinator of Marketing and Alumni Relations, which will function as a subgroup of the Integrated Marketing/Recruiting Committee to regularly review the website to ensure cohesiveness, develop and share best practices for the site and recommend use policies and guidelines.
17. Conduct an annual review of the website focusing on enhancements that can/should be implemented.
18. During 2014-2015 research other website content management systems focusing on efficiency and cost effectiveness of the current CMS as opposed to other options that may be available.
19. Develop an RFP to work with a marketing consultant to develop a long-term, comprehensive marketing and branding strategy. Included, but not limited to would be College slogan, brochure and flyer templates, marketing plan, videos, etc.
20. Review existing marketing policies and develop new policies as needed including a graphic standards policy.
21. Develop and implement a strategic plan for recruiting minority and male students.
22. Develop and implement a common calendar of marketing/recruiting events for the website.

23. Create videos and testimonials, "Why attend Vernon College," for posting to the web site.
24. Plan and implement a "Girls/Guys Night Out" for recruiting CTE prospective students.
25. Continue GenTX Day in coordination with Region 9.
26. Continue Sophomore Round-up.
27. Continue to investigate and, when appropriate, implement best practices in integrated marketing/recruiting to benefit the College.

Resources and Approximate \$:

1. **Institutional Improvement:** Graphic designer for all printing materials -- \$30,000; Give-away items maintained by Institutional Advancement for the entire College -- \$30,000; Standardized College volunteer polo shirt for events so that staff is readily identifiable to visitors during group events -- \$2,500; Marketing Consultant -- \$100,000; "Girls/Guys Night Out -- \$10,000; GenTX Day -- \$10,000
2. **Technology:** STARS Annual Software License: \$6,500; CMS (Ektron) License -- \$8,500

Assessment Method/Date:

1. Monthly meetings of the Integrated Marketing/Recruiting Committee and mid-year and annual reports filed. **January 2015 mid-year report and July 31, 2015 annual report.**
2. Graphic designer for all printed materials used throughout the College selected by **August 31, 2015.**
3. Giveaways for all college activities standardized and managed through the Office of Institutional Advancement by **August 31, 2015.**
4. Maintain the College Connections and Catching the Future dual credit scholarship programs by **August 31, 2015 and on-going.**
5. Standardized volunteer polo shirt implemented by **August 31, 2015.**
6. Marketing Consultant hired by **August 31, 2015.**
7. Website users group formed and actively working by **August 31, 2015.**
8. Policies, processes and procedures relevant to Integrated Marketing/Recruiting developed and implemented by **August 31, 2015 and on-going.**
9. "Girls/Guys" Night out strategic plan implemented by **April 30, 2015 and on-going.**
10. GenTX Day annual event by **May 31, 2015 and on-going,**
11. Sophomore Roundup annual event by **December 31, 2014 and on-going.**

Results: In Progress

Assessment Data/Evidence:

The Committee held 8 monthly meetings during 2014-2015 as evidenced by the meeting minutes, agenda and project reports. Crane West was hired as the College's marketing firm partner. This company includes graphic design services. A standard set of College giveaways was developed, ordered, and managed by the Office of Institutional Advancement. A standardized volunteer polo shirt was distributed to all staff members to wear at College events. Every new staff member receives a polo shirt when they begin their employment at Vernon College. The Vernon College Foundation renewed the Catching the Future Dual Credit Scholarship Program for 2014-2015. Two new ISDs joined the College Connections Scholarship Program for a total of 6. The proposed website users group was not formed during 2014-2015. A Social Media best practices guide, as recommended by the Integrated Marketing/Recruiting Task Force was developed and approved by the Integrated Marketing/Recruiting Committee. "Girls/Guys Night Out" was discontinued based on lack of community participation. A total of 273 area high

school students attended the 2015 GenTX Day and 274 high school students attended Sophomore Roundup. Additionally, 50 students and their families attended the Vernon College Café con Leche information event. This is a Hispanic Initiative presented in partnership with the Café con Leche organization, the Coalition for Hispanic Education, and the Zavala Hispanic Zavala Cultural Initiative. The College hosted 20 students and their County Extension Agents on the Vernon campus in October 2014 as part of the 4H Workforce/Leadership Academy and 325 students participated in the Area IV FFA Convention also on the Vernon campus in May 2015.

Use of Results for Improvement:

OIA will continue working with Crane West as the College’s marketing firm partner. Because their services include graphic design capabilities, the original graphic designer recommendation is unnecessary. Subcommittees of the Integrated Marketing/Recruiting Committee are working on recruiting/information events for Active Duty Military personnel and veterans and an event aimed at prospective non-traditional/adult students to replace the discontinued “Girls/Guys Night Out.” OIA will continue to manage the College’s giveaway and staff polo shirt programs are now institutionalized as part of the Department’s duties. The Vernon College Foundation will be asked to renew the Catching the Future scholarship program during their January 2016 Quarterly Meeting. OIA will continue to work with area ISDs to continue and grow the College Connections dual credit scholarship program. The need for a website users group will be evaluated in 2015-2016. Work will continue on the implementation of the Integrated Marketing/Recruiting Task Force recommendations. Additionally during 2015-2016 a subcommittee of the Integrated Marketing/Recruiting Committee will be formed to review outstanding recommendations and recommend additional projects/activities.

President/Effectiveness

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| 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 |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Review and implement recommendations of Student Success by the Numbers 2. Monitor KPIA benchmark data 3. Monitor and ensure implementation of and adequate resource allocation for approved recommendations from the Integrated Marketing Task Force |
| Resources and Approximate \$: Institutional Improvement, no \$ |
| Assessment Method/Date: As evidenced by meeting notes, annual action plans and budget Date: July 1 |
| <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 updated and presented to the Board of Trustees November 2014. |

2. Review and sharing of KIAs 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, Governance thru Committee document including the Integrated Marketing/Recruiting Standing Committee (IM/R) charge, and IM/R committee agendas/minutes

Use of Results for Improvement:

1. Continued emphasis on SSBTN recommendations included as part of the President’s Priorities List
2. Continue providing KIA data to college components, departments and the Board of Trustees for development of improvement strategies
3. Continued emphasis on implementing recommendations of the Integrated Marketing Task Force and through the IM/R Standing Committee

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

Responsibility: President

Statement of Need: Personal observation and continuous improvement; 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. Review and implement recommendations from the Integrated Marketing/Recruiting Task Force
2. Review and implement recommendations of Student Success by the Numbers
3. Monitor KIA benchmark data

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

Assessment Method/Date: As evidenced by the Integrated Marketing/Recruiting Committee purpose and responsibilities, agendas, minutes and meeting notes **Date:** July 1

Results: Achieved

Assessment Data/Evidence:

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 2014--2015 Annual Action Plan Final Summary documents
3. Monitoring of KIA benchmark data as evidenced through review and sharing of KIAs 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

Student Services

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| <p>Objective #1: In an effort to increase Hispanic enrollment in the institution Vernon College Student Services will offer informational materials in Spanish.</p> |
| <p>Responsibility: Vernon College Counselors and Director of Student Relations</p> |
| <p>Statement of Need: Although most students attending Vernon College have a command of the English language, they may have parents or familial support systems that do not read, write or speak English or they feel more comfortable communicating in Spanish. Because of this, Student Services will convert our most frequently used documents into Spanish. This will hopefully open the lines of communication within the home of first generation students.</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Review Student Services printed and website materials to determine select pieces that should be converted to Spanish. 2. Convert select Student Services written materials to Spanish and then publish those select materials. |
| <p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time, IT support</p> |
| <p>Assessment Method/Date: Spanish language Student Services Materials available by January 2015 Date: May 2014</p> |
| <p>Results: Achieved</p> <p>Assessment Data/Evidence: In May 2014 Student Services interpreted the Vernon College Enrollment Checklist into Spanish. The Spanish Version of the Vernon College Enrollment Checklist was shared with the Office of Institutional Advancement for use in recruiting.</p> <p>Use of Results for Improvement: This document is still available in Spanish format for use by any potential students or students' families. Student Services will continue to update this particular form in a Spanish format.</p> |
| <p>Objective # 2: In accordance with the Vernon College Vision Statement – Vernon College will promote a culture of success for our students and communities through learner centered quality instructional programs and exemplary services.</p> |
| <p>Responsibility: Vernon College Athletic Team Head Coaches</p> |
| <p>Statement of Need: Vernon College athletics hopes to create a bridge between our college athletes and young children in the community by creating direct interaction based on a common love of sports. We are hopeful that this will increase community support for Vernon College athletic endeavors and encourage area youth with an introduction to the Vernon Campus and Vernon College students and staff.</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Each Vernon College Athletic team (baseball, softball, volleyball, and rodeo) will offer a 1 day free skills clinic to Vernon elementary school children each academic year. |
| <p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) coaching time, advertising money</p> |
| <p>Assessment Method/Date: all 4 clinics will be completed by May 15, 2015 Date: July 2015</p> |
| <p>Results: Achieved</p> |

Assessment Data/Evidence:

Each Vernon College Athletic Team attempted or hosted Wilbarger County youth for skills clinics for each sport.

- Volleyball - July 26 and 27, 2015 hosted 3rd-5th graders with 12 attendees and hosted 6th-12th graders with 8 attendees.
- Rodeo – October 2,3,4 2014 hosted elementary students at the Vernon College Rodeo and handed out bandana’s to each child.
- Softball – advertised a free clinic to area girls on 2 different dates but both had to be cancelled due to rain.
- Baseball – June 1-4, 2015 hosted “play with the chaps” summer camp to 35 elementary age boys.

Use of Results for Improvement:

Vernon College athletics will continue this type of outreach to area children as it promotes a college going culture exposing elementary students to college athletics.

Objective #3: Showcase the Vernon Campus to all interested parties despite any physical limitations of visitors.

Responsibility: Dean of Student Services

Statement of Need: In recent years it has become clear that some visitors on campus tours have difficulty with the amount of walking needed to cover the entire campus and this is frequently exacerbated by difficult weather conditions – either extreme heat, extreme cold, or extreme wind. To help these visitors have the complete tour experience Student Services would like to purchase a golf cart that can accommodate 6-10 people.

Actions:

1. Purchase a high seating capacity golf cart for use during campus tours.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$6000 facilities

Assessment Method/Date: vehicle purchased by January 2015 **Date:** not completed/no date/request withdrawn

Results: Not Achieved

Assessment Data/Evidence:

The high seating capacity golf cart was not purchased due to budget restrictions.

Use of Results for Improvement:

Since the writing of this Annual Plan recruiting activities have been moved to the Office of Institutional Advancement, therefore, any future requests for supplies or purchases for recruiting will come from another division of Vernon College.

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.

Admissions, Financial Aid, and Records

Admissions

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| Objective #1: Maintain Admissions Office CCSSE and SENSE satisfactory rankings and improve annually |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| Statement of Need: Continual 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 \$ 1,700 (approximate) |
| Assessment Method/Date: 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 Assessment Data/Evidence: VC received approximately 2000 online applications for the Fall 2015 semester. Greater than 80 % of Fall 2015 students registered online, which indicates they have met admission requirements. CCSSE results for (Satisfied/Very Satisfied) question, "Satisfaction: Process for getting admitted into college" show a small decrease of 1.9% from 91.2% in 2013 to 89.5% for 2015. CCSSE question, "Most staff members have been friendly in their interactions with me" results (Agree/Strongly Agree) show an increase of 1.3% from 92.9% in 2013 to 94.1% for 2015. (CCSSE results per Criquett Lehman's Excel spreadsheet). Use of Results for Improvement: Continue monitoring processes and practices for improvement opportunities as surveys indicate. |

Financial Aid

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| 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: <ol style="list-style-type: none"> 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 3. Explore outsourcing of verification and "C" code selected ISIRs so additional staff resources can utilized on default prevention |

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| Resources and Approximate \$: Institutional Improvement: Consulting fees of approximately \$30,000 Outsource costs of approximately \$20,000 |
| Assessment Method/Date: Department of Education Cohort Default Rate. / September |
| Results: Not Achieved |
| Assessment Data/Evidence: Our FY 2012, 3 year official cohort default rate was 16.1% down slightly from our FY 2011 rate of 16.4%. |
| 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 one disbursement for single semester loans. Continue to contract with TG for default management services and evaluate alternatives and budget for increased costs due to loan volume. |

Records

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| 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: 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 |
| 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 2012-13 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 by faculty, staff, and students. |

Instructional Services

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| <p>Objective #1: Increase student access to library resources and services by extending summer hours of operation at the Wright Library in Vernon.</p> |
| <p>Responsibility: Dean of Instructional Services, Director of Library Services</p> |
| <p>Statement of Need: Observation and informal conversation with students revealed a need to extend summer hours of operation in Vernon. The library's part time evening assistant noted numerous occasions in which students requested that the library remain open later. She also noted that there were consistently one or more study groups still working up to the time for closing at 8:00 PM.</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Keep the library open until 9:00 PM on weekdays during the summer. The library currently closes at 8:00 PM on Monday through Thursday. 2. Request increase of \$360.00 to compensate the part time assistant working 40 additional hours at \$9.00 per hour. |
| <p>Resources and Approximate \$: Personnel \$360.00</p> |
| <p>Assessment Method/Date: The library will remain open until 9:00 PM during the summer in Vernon beginning at the start of summer classes in May 2015. Date: May 2015</p> |
| <p>Results: Achieved Assessment Data/Evidence: The library extended their hours of operation by staying open an hour later until 9:00 PM for the summer semesters in Vernon beginning June 1, 2015. Use of Results for Improvement: In an effort the better serve the information needs of all students, the library will continue to monitor student satisfaction with library hours of operation.</p> |
| <p>Objective #2 Increase student awareness of library resources and services through promotional initiatives.</p> |
| <p>Responsibility: Director of Library Services, Library Staff</p> |
| <p>Statement of Need: Surveys continue to show a significant number of students and faculty who are unaware of the services available. Efforts to promote library services are needed in order to increase awareness and usage of library resources.</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Ask instructors and Instructional Design and Technology Coordinator to post link to library orientation within Blackboard via course shells and general announcements. Work with Instructional Design and Technology Coordinator in posting a link to the library orientation within the Rubric of Online instruction. 2. Ask Student Services to play video clips of library tours during New Student Orientations. 3. Coordinate with the nursing instructor at Seymour to present a brief orientation to library services either on-site or online via Collaborate. |

4. Utilize Collaborate in presenting an online orientation to library services for online, dual credit, and concurrent enrollment students. Utilize opportunity to answer questions and demo databases. Notify students of online orientation via email and notification posted within Blackboard.
5. Present brief orientation to library services during faculty/staff orientation in August.
6. Continue to setup information tables at CCC, Vernon, and STC during the first week of classes in the fall and spring semesters. Provide demos, answer questions, and distribute promotional materials.

Resources and Approximate \$: Institutional Improvement , time

Assessment Method/Date Documentation of initiatives and survey results **Date:** August 2015

Results: In Progress

Assessment Data/Evidence:

The following initiatives were implemented as a means to improve student and faculty awareness of library services:

- Library orientations were presented to Seymour students in the fall and spring. The spring 2015 orientation was presented online using Collaborate.
- Collaborate was also utilized as a means to provide a campus-wide online orientation to library services on August 28, 2014. Vernon College students were notified of the orientation via email and via an announcement posted within Blackboard. A total of 4 students logged on the webinar.
- In an effort to notify faculty and staff of library services, brief introductions to library services were presented during the Fall Kick Offs in August 2014 and 2015. The 2014 presentation focused on library services which support faculty efforts to integrate and assess the core objectives. During the 2015 Kick Off scheduled on August 17th, the new video orientation was shown as a means of promoting library services. The video featuring character animations in combination with screen capture video and realistic background images/settings was well received by faculty and staff. Additionally, an information kiosk was setup in the foyer area during the Kick Off.
- In lieu of setting up an information table at STC, five online orientations were scheduled in February. STC faculty were emailed a link to the sessions and invited to broadcast any of the webinars for classroom viewing. None of the classes logged on to the sessions. Future planning will include requesting RSVP's to determine participation.
- Additionally, due to limited interest, the library has re-evaluated the use of info-tables staffed by library employees in Vernon, CCC, and STC. Instead, the library has developed an interactive information kiosk using a touch screen monitor and kiosk software. The monitor/software combination offers a more reasonably priced alternative to a stand-alone kiosk. Students can select and view short video clips on how to access article databases, eBooks, career resources, and research assistance. Additionally, students may submit questions/comments from a link provided on the kiosk. With scheduling and time constraints, students may be more inclined to approach an unmanned table where they can determine the time investment and information need. The kiosk was setup on information tables at

STC on August 31-September 3 and at CCC on September 8 & 9. The kiosk was also setup in the foyer during the ADN orientation on August 24.

- The video orientation using character animations was completed in August and shown during the Fall Kick Off. A link to the video has been forwarded to Student Services to show during New Student Orientations and/or Chap Express Sessions. Additionally, the link was posted on Facebook, in Blackboard, and sent via email to all VC students as a means for promoting library services.
- Library information was also presented during New/Adjunct faculty orientations scheduled in Vernon and at CCC on August 18 and 19 respectively. Brochures and promotional materials were distributed at both sessions.

Use of Results for Improvement:

Surveys continue to show a need to promote library services for students and faculty. Strategies for promoting library services will include the following:

- Coordinate with Division Chairs in scheduling brief orientations during division meetings at the start of the fall and spring semesters.
- Distribute informational materials during New/Adjunct Faculty orientations scheduled prior to the start of the fall semester.
- Capitalize on VC's social networking pages for promoting services.
- Continue to utilize the new kiosk for promoting library services at various venues such as the ADN orientation, fall/spring staff developments, and info tables at all campuses. Include kiosk along with print brochures and promotional materials to help advertise services. Maintain a yearly subscription for the kiosk software. The software allows users to create a customized interface with access to only those webpages, documents, forms, and videos specified by the developer. The software has been installed on a VCIC laptop for use by other departments wanting to setup a kiosk at various venues.
- Email brief notifications of library services to VC faculty.

Objective #3: Evaluate success of redesigned developmental education plan.

Responsibility: Division Chairs, Dean of Instructional Services

Statement of Need: State mandated changes, Performance Based Funding - Momentum Point component, Student Success as measured by retention & completion.

Actions:

1. Review processes for student placement in developmental education courses.
2. Develop partnerships for serving students placing below developmental education cut scores.
3. Review student success in developmental education and subsequent college level courses.

Resources and Approximate \$: None

Assessment Method/Date: Success rate of developmental students in subsequent academic courses; Course Completion KPIA Benchmark; Graduation, Retention and Persistence KPIA Benchmark, Milestone/Success Points KPIA Benchmark **Date:** August 1, 2015

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

Developmental Education continues to be a focal point at Vernon College as well as at community colleges in general. To this end, Instructional Services fully implemented all provisions of the new state developmental education plan as presented by the THECB: Specifically, Instructional Services:

- in conjunction with the advising staff from Student Services, reviewed processes for student placement in developmental education courses, including the placement of “bubble” students in non-course-based options (NCBO’s).
- developed and offered state mandated non-course-based options (NCBO’s) including ACMS 0101 – Academic Math Skills and ACRW 0210 – Academic Reading/Writing courses for students deemed “bubble” students from a holistic advising approach.
- in partnership with the Region IX Educational Service Center, developed and offered at the Century City Center a Mathematics Transition course aimed at serving students placing in the adult basic education (ABE) range of the Texas Success Initiative Assessment (TSIA) for mathematics.
- reviewed successful completion rate of developmental courses (56.9% in 2014-15 vs. 54.6% in 2013-14). While the new developmental course formats allow for motivated students to accelerate completion of their developmental education, it became apparent that many students would benefit from a more structured course environment at the lower levels. Consequently, MATH 0300 - Pre-Algebra, DEVR 100 – Developmental Reading, and DEVR 100 –Developmental Writing were added to the 2015-16 course schedule to hopefully promote greater success among students scoring at the lower levels of developmental subjects.

Use of Results for Improvement:

Continue to monitor success rates of developmental students as measured by developmental course successful completion rates, successful completion rates of subsequent college level course by developmental students, and the Milestones/Success Points KPIA Benchmark.

Objective #4: Review student acceptance and impacts on student learning of the MW/TR class schedule.

Responsibility: Dean of Instructional Services

Statement of Need: SSBTN initiative; Enrollment KPIA Benchmark; Persistence, Retention & Completion KPIA Benchmark

Actions:

1. Survey students to determine effectiveness of class schedule in meeting students’ needs.
2. Compare course success rates of MW and MWF courses.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method/Date: SIR II Survey - Supplemental Questions & reporting of course success rates

Date: February 2015

Results: Achieved**Assessment Data/Evidence:**

Students were surveyed via supplementary questions on the Student Instructional Report (SIR II) during both the Fall 2014 and Spring 2015 terms. Of the 4626 combined responses, 72.3% strongly agreed or agreed with the statement “*The VC class schedule which currently offers 1.5 hour classes on MW is better for my schedule than a class schedule which offers 1 hour classes on MWF*” while only 5.1 % disagreed or strongly

disagreed. Student acceptance of the MW/TR class schedule has been quite positive and successful course completion rates have remained virtually unchanged when compared to previous MWF class schedules (*78.9% in 2014-15 vs 79.1% in 2011-12).

*Adjusted for grading changes which occurred in MATH0310 during 2014-15.

Use of Results for Improvement:

Continue to monitor student success as measured by successful course completions to ensure delivery of courses that balance student success with student wants. Carefully monitor changes in developmental courses and grading procedures to ensure appropriate academic preparation of academically disadvantaged students for college-level work.

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.

Actions:

1. Consider recommendations of the Distance Education Committee.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method/Date: Implementation of pre-requisite as published in Fall 2015 Advising & Registration Guide **Date:** March 2015

Results: Achieved and In Progress

Assessment Data/Evidence:

Recommendations made by the Distance Education committee included the following:

- encourage students to utilize the Smarter Measure self-assessment tool prior to enrolling in an online course. To this end, the following statement was added (in bold) to the Distance Education Course page in the Fall, Spring, and Summer Advising & Registration Guides: *To determine the likelihood of succeeding in an online or hybrid class, students are strongly encouraged to utilize the Smarter Measure self-assessment tool prior to enrolling. Smarter Measure may be accessed at <http://vernonsmartermeasure.com/>. Use the first time user log in tab: USERNAME: vernon Password: student*
- provide additional information to students in the expanded New Student Orientations (Chap Express) offered by Student Services regarding the student behaviors necessary to succeed in an online/distance education environment. The Coordinator of Instructional Design & Technology was provided time during Chap Express (14 sessions) to fully discuss Distance Education including technological and behavioral requirements for success.
- During the 2014-15 Academic year (combined terms of Fall 2014, Spring 2015, Summer 2015), in courses offered in both F2F and online/hybrid modes, overall student success (grade of A, B, or C) was 73.3% in F2F classes (6117 enrollments) and 73.0% in online/hybrid classes (3637 enrollments). This compares very favorably to the nationally held norm/benchmark of online success rates within 20% of F2F.

Use of Results for Improvement:

Continue to monitor course success rates in online & hybrid courses as compared to F2F courses.

Office of the President

Institutional Advancement

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; Advancement Services Specialist for Marketing and Scholarship Support

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

Actions:

1. Enhance existing philanthropy efforts 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.
2. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
3. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
4. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
5. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
6. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “building” endowed scholarships (those under the \$10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.
7. Continue to participate in the Council for Resource Development Federal Funding Task Force and the Annual Conference to develop relationships with Federal agencies on behalf of Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
8. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
9. Attend relevant training programs in grantsmanship including grant management, budgeting and evaluation methods.
10. Utilize consulting services in the preparation of major grant proposals as needed.

Resources and Approximate \$:

1. **Institutional Improvement** -- Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$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, 2015**.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) by **October 1, 2014**.
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 2014-2014 fiscal year by **August 31, 2015**.
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, 2015**.
5. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **November 2014**.
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, 2015**.
7. Annual software licenses/maintenance contracts renewed by **August 31, 2015**.
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, 2015** and on-going.

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

The requested position was not allowed due to budget constraints. Three (3) new private scholarships were established during 2014-2015 and one (1) “Building” scholarship reached the minimum endowment level of \$10,000 to be activated. Nine (9) 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, 2014. A total of \$1,555,130 in philanthropic support for the previous fiscal year was reported. Advancement staff participated in the NCMPR Regional Conference in September 2014 and the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2014 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 2014-2015. The Director of Institutional Advancement assisted with the preparation of a \$2.3

million Title III grant that was submitted on June 5, 2015. All departmental software licenses/maintenances contracts were renewed by August 31, 2015.

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 request for an additional staff member be included in the 2015-2016 plan. Research, writing and submission of grant proposals will continue. Funds will continue to be sought for scholarships and other College needs.

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; Advancement Services Specialist for Marketing and Scholarship Support; 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. Form a website users' group, chaired by the Website Advancement/Support Specialist, which will function as a subgroup of the Integrated Marketing/Recruiting Committee to regularly review the website to ensure cohesiveness, develop and share best practices for the site and recommend use policies and guidelines.
3. Conduct an annual review of the website focusing on enhancements that can/should be implemented
4. 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.
5. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
6. As funds are available take advantage of enhanced marketing/communication opportunities to support the College's visibility.
7. 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.
8. 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.
9. Develop an RFP to work with a marketing consultant to develop a long-term, comprehensive marketing and branding strategy. Included, but not limited to would be College slogan, brochure and flyer templates, marketing plan, videos, etc.
10. Enhance social media marketing by using Facebook ads, online advertisements and Google adwords.

11. 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.
12. Incorporate the recommendations of the Integrated Marketing Task Force as approved by the College Administration.
13. Utilize one graphic designer for all printed materials used throughout the College and coordinated through the Coordinator of Marketing and Alumni Relations.

Resources and Approximate \$:

1. **Institutional Improvement:** New funds to take advantage of marketing/communication opportunities as they arise -- \$25,000. Training opportunities for the Coordinator of Marketing and Alumni Relations and the Advancement Services Specialist for Marketing and Scholarship Support -- \$6,000. Professional photographic services -- \$7,000. Graphic designer for all printing materials -- \$30,000; Marketing Consultant -- \$100,000
2. **Technology:** Annual Ektron CMS400.Net Pro Domain annual license -- \$10,000

Assessment Method/Date:

1. President's Annual Report disseminated by **February 2015**.
2. Prepare an annual user report of website usage statistics and website enhancements by **August 31, 2015** and on-going.
3. Develop best practices and procedures for maintaining the Vernon College website and Component Administrators' webpages by **August 31, 2015**; on-going updates.
4. Increase social media marketing as often as possible throughout the year ending **August 31, 2015**.
5. Number of targeted press releases and letters sent by August 31, 2014.
6. Graphic designer for all printed materials used throughout the College selected by **August 31, 2015**.
7. Marketing Consultant hired by **August 31, 2015**.
8. Website users group formed and actively working by **August 31, 2015**.
9. Ektron License renewed by **August 31, 2015**.

Results: In Progress

Assessment Data/Evidence:

Increased marketing utilizing print and other marketing outlets, including enhanced use of social media, continued in our twelve county service area for recruiting efforts for the 2014-2015 registration periods. The President's Annual Report was published and distributed in February 2015. This report is sent to donors, area community members, prospective donors, and area Independent School Districts. OIA continues marketing and oversight responsibility for the website. Continued incorporation of 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. This company has graphic design capabilities so there is no need for a separate graphic designer.

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 2015-2016 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.

President/Effectiveness

Objective #1: The College will continue to emphasize student learning outcomes and consistently initiate effective assessment practices to demonstrate that it is fulfilling its mission.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS COC compliance criteria and to improve student learning data results from CCSSE and SENSE; 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. Continue 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. 2014-2015 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 updates;
2. 2014-2015 Assessment and Report monthly communication forms were posted on the Vernon College website for oversight provided by the SSBTN Committee
3. SSBTN team participation in the Pathways to Progress Institute in September 2014, hosted by Texas Association of Community Colleges/Texas Completes/Texas Success Center

Use of Results for Improvement:

1. Dr. Brad Beauchamp, who is providing leadership over the assessment process, will be added as a member of the 2015-2016 College Effectiveness Committee. Students learning measures assessment process update, from Dean of Instructional Services, Dr. Gary Don Harkey or Math Instructor, Dr. Brad Beauchamp, will continue as a College Effectiveness Committee standing agenda item. Students learning outcomes will continue to be monitored.
2. The 2014-2015 Assessment and Report Calendar was adopted by the College Effectiveness Committee on September 5, 2014. 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 COC 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 2014 and Spring 2015 agendas and attendance maintained by Instructional Services, workshops, training and practices regarding student learning outcomes were conducted for and with faculty. Instructional Services implemented processes to assess General Education Core Objectives: Empirical and Quantitative Skills during Fall 2014, Personal Responsibility Spring 2015 and Teamwork Summer 2015.
2. The 2014-2015 Assessment and Report Calendar was adopted by the College Effectiveness Committee on September 5, 2014. 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 2015-2016 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:

1. Support and encourage innovative, creative and consistent assessment activities
2. President will insist that all program decisions are based on appropriate data

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| 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: |
| 1. - 3. The 2014-2015 Assessment and Report Calendar was approved by the College Effectiveness Committee on September 5, 2014. 2014-2015 Assessment and Report monthly communication updates 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: |
| 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 2015-2016 Annual Action Plans, President's Monthly Update and through sustained use of the Assessment and Report Calendar. |

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| Objective #4: The College will develop and implement multiple assessment measures to review and improve student support services. |
| Responsibility: President and Director of Institutional Effectiveness |
| Statement of Need: As directed by the Vernon College Mission, CCSSE, and SENSE benchmarks, and SACS COC compliance criteria |
| Actions: |
| 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. Institutional Effectiveness Plans for 2014-2015 were developed, implemented and summarized by student support services departments. Priority Initiative #2 addressed the quality of educational and student support services to increase student learning. |
| 2. The 2014-2015 Assessment and Report Calendar was adopted by the College Effectiveness Committee on September 5, 2015 and monitored by the SSBTN Committee for the 2014-2015 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 to support student learning by student support services will continue during the 2015-2016 academic year through Institutional Effectiveness Plans and Annual Action Plans. 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: 2014-2015 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.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Provide leadership on the Professional Development Committee to ensure opportunities, as outlined in the Quality Enhancement Plan (VConnected), are made available to faculty and staff.

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. These initiatives include: "...improving student learning by focusing on engagement through a three-part plan: transform curriculum and instruction, provide innovative professional development opportunities, and create a technology rich environment for instructional and student support services." In order to sustain this level of professional development as the College moves to a second QEP, oversight has been 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. Review and update the charge of the Professional Development Committee as needed.
2. Evaluate/Review the Professional Development Committee's program and make recommendations for inclusion of QEP (VConnected) professional development initiatives.

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

Assessment Method/Date:

1. Agenda, Minutes, Committee Charge, scheduled professional development opportunities & participation. July 2015

Results: Achieved

Assessment Data/Evidence:

- Participated in 2014-15 Professional Development Committee Meetings. There were no changes to the charge of the Committee.
- Met with the Committee co-chair, Instructional Design and Technology Coordinator, and Human Resources Director to discuss and make changes to the process of reporting professional development hours. The process is now integrated into the College's current Employee Evaluation process. The Employee Evaluation form was updated to reflect these changes. Communication of the updated process was administered to all employees through college email as well as to Deans, Division Chairs, Directors, and Program Coordinators through President's Team meetings and Instructional Services Division Chairs, Directors, and Program Coordinators meetings.
- The Professional Development Committee's program was reviewed monthly and continued to be 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.
- The Director of Quality Enhancement and Instructional Design and Technology Coordinator plan and coordinate the all employee Fall and Spring Kickoffs (August 18, 2014 and January 12, 2015) and have input into the agenda of the Fall and Spring Faculty Development Meetings (August 22, 2014 and January 16, 2015) thus ensuring vConnected initiatives.
- Fifteen mentors, consisting of both faculty and staff, conducted sessions during the 2014-15 academic year.

Use of Results for Improvement:

- Faculty and Staff Mentors are often teaching/leading the program sessions in their areas of expertise. This process works well and is preferred by many faculty and staff and therefore will be continued.
- The Technology Committee will continue to serve as a resource to identify new mentors as well as existing mentors with new expertise.

Objective #2: Facilitate communication and identify mentors as approved from the Feasibility Review Process conducted by the Technology Committee to the Professional Development Committee. Continue to enhance the use of mentors including mentor professional development.

Responsibility: Criquett Lehman, Director of Quality Enhancement, Chair Technology Committee; Roxanne Hill, Instructional Design and Technology Coordinator, Co-Chair Professional Development Committee; Donnie Kirk, Co-Chair Professional Development Committee

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. Additionally, mentors will assist in providing faculty/staff development opportunities as outlined in the PD Policy.

Actions:

1. Conduct feasibility reviews of new technologies by potential mentors.
2. Communicate and identify mentors to the Professional Development Committee.
3. Organize and conduct training opportunities and technical support.
4. Provide and encourage the opportunity for participation in the National Institute for Staff and Organizational Development (NISOD).
5. 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 3 participants = \$4,200.00 (Est.)

Assessment Method/Date:

1. Meeting minutes reflecting updates reported to the Professional Development Committee. January 2015, August 2015
2. Number of mentors who participated in NISOD Convention. June 2015
3. Number of mentors who conducted sessions, Mentor List (total number of mentors available for ongoing training). July 2015

Results: Achieved

Assessment Data/Evidence:

1. Two mentors attended the NISOD Convention May 24-27, 2015. Donnie Kirk, Speech Instructor - Teamwork, Teaching Strategies; Sjhonton Fanner, Student Success Specialist/Director of Student Activities – Student Success Strategies including Academic Advising.
2. The Technology Committee provided mentor information to the Professional Development Committee. This aided with the scheduling of sessions both monthly and during the all employee Fall and Spring Kickoffs.
3. Fifteen mentors, consisting of both faculty and staff, conducted sessions during the 2014-15 academic year.

Use of Results for Improvement:

- Faculty and staff participating in professional development report that they find sessions taught by mentors especially helpful. The mentor program as well as the process for scheduling professional development sessions will continue to be utilized.
- The Technology Committee will continue to serve as a resource to identify new mentors as well as existing mentors with new expertise.

Student Services

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| <p>Objective #1: Increase student persistence and retention by identifying students who will need help and interventions from Vernon College.</p> |
| <p>Responsibility: Associate Dean of Student Services, Vernon College Counselors, Vernon College Testing</p> |
| <p>Statement of Need: Vernon College continues to stress the importance of retention and persistence of our students. These qualities cannot be predicted solely on the basis of academic scoring from placement or entrance tests. Lubbock Christian University is pioneering studies that show the emotional intelligence and cognitive ability testing can more accurately predict a student that needs intensive intervention and definite/outlined support systems. They have expressed interest in partnering with a junior college to continue their studies.</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Explore a partnership with Lubbock Christian University so that entering Vernon College freshman can take the Defining Issues Test (DIT2). 2. If partnership is feasible, utilize the DIT2 scores to identify students who would benefit from placement into the Learning Frameworks class and identify the students as needing intrusive academic interventions during their first semester to increase the probably of persistence. |
| <p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time</p> |
| <p>Assessment Method/Date: determination of partnership feasibility by December 2014 Date: November 2014</p> |
| <p>Results: Achieved</p> <p>Assessment Data/Evidence: Student Services did make contact with and work with Lubbock Christian University. Student Services was able to purchase a pilot group of Defining Issues Tests for our students with the intent of having students take the test. However, after having staff take and review the tests we realized that the test was inappropriate for our target audience. The test was not easily understood by developmental students and the complexity of the test seemed too challenging for our target students. We were justifiably worried that our Vernon College students would either not complete the test or provide false answers thus skewing results and making the results useless. Student Services also weighed the value of frustrating students with a difficult exercise that did not provide any immediate academic reward.</p> <p>Use of Results for Improvement: Vernon College continues to explore ways to engage our at-risk students and provide interventions in a timely manner such as Chap Express and individual academic coaching appointments.</p> |
| <p>Objective #2: Stimulate student and staff engagement on campus during meal time.</p> |
| <p>Responsibility: Dean of Student Services, Director of Student Activities</p> |
| <p>Statement of Need: Encourage everyone who enters to share information about themselves and their personal tastes. This should provide a simple activity to open communication among all different Great Western Dining patrons.</p> |
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Actions:

1. Create a program in conjunction with Great Western Dining called “my favorite meal.” Once a month students, faculty and staff who utilize Great Western Dining in for their evening meal can enter to have their favorite meal prepared by Great Western Dining. The meal will be served to everyone that evening and will be the entire meal filled out on the entry form.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time and partnership with Great Western Dining

Assessment Method/Date: First meal to be prepared in September 2014 – last meal in May 2015 **Date:** October 2014

Results: Achieved**Assessment Data/Evidence:**

In October 2014 Student Services began a “my favorite meal” program in partnership with Great Western Dining (the Vernon College Vernon Campus food service provider for the dining hall). Each week of the school year a student from the Vernon Campus who utilized the dining hall was randomly chosen. The student provided Great Western Dining the information about their favorite meal from home. Great Western Dining then served that meal during the week. This program continued through the Spring 2015 semester.

Use of Results for Improvement:

Students enjoyed the program in the Fall 2014 semester but seem to lose interest midway through the Spring 2015 semester. Great Western Dining has changed leadership for the Fall 2015 semester and is undergoing changes to menu development. Because of a staff change of Great Western Dining and waning student interest this idea will be shelved for the time being but may be implemented in future semesters.

Objective #3: Increase student engagement in the college community prior to the beginning of classes as engagement continues to be shown to increase a student’s rate of completion and persistence.

Responsibility: Associate Dean of Student Services, Vernon College Counselors, Director of Student Activities

Statement of Need: Vernon College currently offers a brief introductory orientation for mandatory for anyone interested in attending the college. Vernon College also provides a semester long Learning Frameworks course targeted at students who perform poorly on TSI required testing. However, there is another group of students who need to feel a part of the college community and have intrusive guidance prior to starting class. They are not identified by low placement test scores but more by social factors. This orientation will be targeted at those students.

Actions:

1. Create a brief (4 hour) orientation program targeted at students who need more information than provided in New Student Orientation but may not meet or need the requirements of the Learning Frameworks class.
2. Identify the students appropriate for the orientation and market the orientation to them.
3. Host pilot program orientations, evaluate those pilots, and then proceed to create a permanent program.

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

Assessment Method/Date: have pilot programs completed August 2014 and ready for full implementation August 2015 **Date:** July 2014

Results: Achieved

Assessment Data/Evidence:

Student Services created the Chap Express Orientation in Spring 2014. Vernon College counselors, testing personnel, administration, student activities staff, and student success staff took part in research and creation of the program. The program involves traditional presentations, multimedia presentations, group activities and hands on work. The Chap Express Program is 3-4 hours long with topics including:

- “click for success” (setting up VC email and navigating Blackboard)
- “college vs. high school”
- “things you need to know right now” (communication with instructors, problem solving, developing a crisis plan)
- “exploring VC” (support services)

The program was reviewed by people not employed by Vernon College prior to the implementation. The first Chap Express pilot programs occurred in August 2014 and January 2015. Participants are surveyed and tracked to monitor the effectiveness of the program.

Use of Results for Improvement:

Chap Express continues to evolve from the original pilot program. Although the topics and presentation has not changed, Student Services has changed when the program is offered. Hosting the program before school started resulted in poor attendance. Attendance has risen dramatically during Fall 2015 when we moved the program to the first few weeks of school. By hosting the sessions during the first weeks of school Student Services is also able to target students enrolled in all three developmental areas.

Priority Initiative #3:

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

Instructional Services

Objective # 1: Implement new THECB mandated core curriculum.

Responsibility: Dean of Instructional Services, Division Chairs

Statement of Need: THECB mandate

Actions:

1. Transition assessment of general education outcomes to a model utilizing the LEAP rubrics.
2. General education subcommittee of Academic Council to identify appropriate LEAP rubrics for use in the assessment of each THECB identified core objective.
3. Identify rotation of core objective assessment (assessment cycle).
4. Refine process for random sampling of student artifacts with which to assess attainment of core objectives.

Resources and Approximate \$: 8,000 - Personnel

Assessment Method/Date: Publication of results presented to Academic Council and College Effectiveness committees **Date:** August 1, 2015

Results: Achieved and In Progress

Assessment Data/Evidence:

Instructional Services successfully implemented the new THECB mandated core curriculum during the 2014-15 academic year. Specifically,

- Leap rubrics were successfully used by faculty teams to assess student attainment of Empirical and Quantitative Skills (fall 2014), Personal Responsibility (spring 2015), and Teamwork (summer 2015). These rubrics were selected by the faculty, reviewed by the Core Objective Assessment subcommittee (name changed from General Education subcommittee to more accurately reflect the purpose and scope of the subcommittee), and modified if deemed necessary.
- The Core Objective Assessment subcommittee of Academic Council identified the rotation of core objective assessment with each of the six core objectives assigned a semester to be assessed (fall, spring, or summer term). This rotation will result in a 2 year cycle enabling the institution to provide 2 sets of data points every 5 years which aligns with the data needs for THECB and SACSCOC reporting and the documentation of Institutional Effectiveness (*SACSCOC C.S 3.3.1.1 Institutional Effectiveness – Educational programs, including student learning outcomes*) and corresponding improvement efforts.
- A process was developed and refined to provide a random, yet representative sample of student artifacts to be used in assessing the level of student attainment of the state mandated Core Objectives. The sampling frame consists of all students enrolled in a course which is part of the core curriculum and a targeted sample size of 10% was selected. The sampling design employed was a multi-stage stratified random sample with the sampling frame split into strata over several stages. This stratified design allows for the target population to be classified by various criteria ensuring a representative sample across those criteria. The initial stratification was based on cumulative hours earned at Vernon College (4 categories: 0-15 SCH, 16-30 SCH, 31-45 SCH, >45 SCH). In the second stage, the initial

four strata were then categorized by modality: Face-to-Face, ITV, or online/hybrid courses. A third stage of stratification was then applied to face-to-face courses based on location: Vernon, Century City Center, or high school. A final stage of stratification was applied using course designations with the sample of students then taken from the final stage criteria using a random number generator.

- Core Objective assessment results were presented to faculty, the Academic Council, and the College Effectiveness committee. A synopsis of these results is as follows:
 - Fall 2014 – Empirical & Quantitative Skills: 95 common assignments using the Quantitative Literacy LEAP rubric were assessed by three (3) 3-person (faculty) assessment teams. The overall weighted average was 0.90 as compared to the institutionally selected benchmark of 1.5
 - Spring 2016 – Personal Responsibility: 107 common assignments using a modified version of the Ethical Reasoning LEAP Rubric (101) or Lifelong Learning LEAP rubric (6) were assessed by three (3) 3-person (faculty) assessment teams. The overall weighted average was 0.58 as compared to the institutionally selected benchmark of 1.5
 - Summer 2015 – Teamwork: 37 common assignments using the Teamwork LEAP rubric were assessed by two (2) 3-person (faculty) assessment teams. The overall weighted average was 1.03 as compared to the institutionally selected benchmark of 1.5

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty and discipline specific responses to the results were and continue to be drafted by the discipline faculty. Individual instructors will address the perceived shortcomings indicated by the results through improvements in course content, pedagogical delivery of course content, and course based assessments of student attainment of the core objective. These improvement efforts will be documented on the End of Semester Course Review which is completed each semester by faculty.

Office of the President

President/Effectiveness

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| Objective #1: The College will ensure that the instructional component of the institution will focus on the development and implementation of general education outcomes. |
| Responsibility: President |
| Statement of Need: To meet expected SACS COC compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; 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 2014-2015 Instructional Services Annual Action Plan Final Summary Priority Initiative #3, a tremendous amount of work was accomplished in development, preparation and implementation of 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. Instructional Services implemented processes to assess General Education Core Objectives: Empirical and Quantitative Skills during Fall 2014, Personal Responsibility Spring 2015 and Teamwork Summer 2015.

Use of Results for Improvement:

Student learning measures update from Dean of Instructional Services, Dr. Gary Don Harkey or Dr. Brad Beauchamp 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 assessed and the process 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 COC 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 2014 and Spring 2015 agendas and attendance maintained by Instructional Services, workshops, training and practices regarding student learning outcomes/general education outcomes were conducted for and with faculty. The Instructional Services 2014-2015 Annual Action Plan Final Summary Priority Initiative #3 reflects progress toward the assessment of general education core competencies. Implemented processes to assess General Education Core Objectives: Empirical and Quantitative Skills during Fall 2014, Personal Responsibility Spring 2015 and Teamwork Summer 2015.

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 2015-2016 academic year. Progress updates by the Dean of Instructional Services, Dr. Gary Don Harkey or Dr. Brad Beauchamp, Math Instructor 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.

Administrative Services

Business Office

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| 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 responsibilities 2. Purchase more user licenses 3. 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: 07-01-15 |
| Results: Not Achieved Assessment Data/Evidence: This was put on hold due to Stacy’s impending departure. It will be picked up again in the Spring. Use of Results for Improvement: None at this time. |

Admissions, Records, and Financial Aid

Financial Aid

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| Objective #1: Improve financial aid advising services to both prospective and enrolled students |
| Responsibility: Director of Financial Aid |
| Statement of Need: Benchmarks from CCSSE denote need for improved financial aid advising and outreach services to prospective and enrolled students |
| Actions: <ol style="list-style-type: none"> 1. Participate in New Student Orientation (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 5. Text students in order to improve communications 6. Focus group improvement of financial aid services 7. Create a Financial Aid BLOG |

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| 8. Explore creation of Financial Aid Webinar |
| Resources and Approximate \$: Institutional Improvement: Time, Effort, and Supplies (approx. \$1,250) Texting software of \$3,000 |
| Assessment Method/Date: Improvement of CCSSE benchmarks for 2011-12 academic year. / August |
| <p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <p>The CCSEE Financial Aid benchmarks results for Spring 2015 show a mean of 2.62 which is a slight decrease over the 2013 mean of 2.66. The 2015 mean is .03 above the comparative group mean of 2.59. Our 2009 mean was .29 below the comparative group mean. The 2015 Financial aid CCSEE scores show an improvement in student satisfaction with financial aid advising. We experienced a 2.9% increase compared to our 2013 score and a 30.7% increase compared to our 2011 student satisfaction scores.</p> <p>Use of Results for Improvement:</p> <p>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.</p> |

Instructional Services

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| 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 2013 CCSSE revealed that while great strides were made in this area (21% improvement), VC continues to lag behind both small colleges (46.3 vs. 51.3) and the 2013 cohort (46.3 vs. 50.0). |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Provide appropriate professional development workshops aimed at improving instructional & service strategies as related to active and collaborative learning and student success. |
| Resources and Approximate \$: None – Institutional Improvement |
| Assessment Method/Date: 2015 CCSSE results Date: August 1, 2015 |
| <p>Results: Achieved and In Progress</p> <p>Assessment Data/Evidence:</p> <p>The Instructional Services component of the college provided more than 40 internal professional development workshops for faculty and staff during the 2014-15 academic year. Of these activities, over half were aimed directly at providing instructional and service related strategies designed to improve active and collaborative learning and student success. Attendance of these workshops by instructional faculty and staff totaled 234 duplicated participants. Results of the 2015 CCSSE were encouraging as the institutional benchmark for Active & Collaborative Learning was 49.5. This represents a 6.9% increase over the 2013 institutional benchmark (46.3) and a 28.9+% increase over the 2011 institutional benchmark (38.4).</p> |

Use of Results for Improvement:

While the institution has made great strides over the past 5 years in the area of active & collaborative learning, recent CCSSE results indicate that the institution is still slightly behind the national norm (49.5 vs. 50.0) and the small college cohort (49.5 vs. 51.4) in the CCSSE Active & Collaborative Learning benchmark. Instructional Services will continue to provide relevant professional development activities for faculty which emphasize active and collaborative learning and student success.

Objective #2: Ensure Instructional Services input in the selection of a new QEP.

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty

Statement of Need: SACS/COC requirement

Actions:

1. Provide QEP committee with suggestions for learner centered initiatives which should enhance student success.
2. Participate in committee meetings and selection process.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method/Date: QEP Committee membership and meeting minutes

Date: August 1, 2015

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

Instructional Services was extremely active in the identification, selection, and development of the topic and the focus of the new institutional Quality Enhancement Plan (QEP). Seventy (70) faculty responded and provided input to the QEP Topic Identification survey which was sent out in January, 2015 (83.3% response rate from faculty). In March 2015, 54 faculty participated in QEP Collaboration sessions to further identify institutional needs for the improvement of student learning (64.3% participation rate among full-time, credit faculty). Based on the extensive input of the faculty, the QEP Planning Committee met on May 8, 2015 and selected the topic for the new QEP. This committee was comprised of 13 members, 9 or 62.3 % of the committee makeup were from the Instructional Services component of the college, including 7 faculty.

Use of Results for Improvement:

Instructional Services continues to be active in the development of the selected QEP topic through representative participation on the QEP Task Force. Of the 17 volunteer members of this Task Force, 9 faculty and 5 staff are from the Instructional Services component of the college, equating to 82.3 % of the Task Force membership.

Office of the President

President/Effectiveness

Objective #1: The College will support the Quality Enhancement Plan functions and activities through adequate resource allocation decisions.

Responsibility: President

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

Actions:

1. Ensure adequate resource allocation decisions through budget process

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| 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: |
| <ol style="list-style-type: none"> 1. Support evidenced through approved 2014-2015 Vernon College budget, conference travel requests, and purchase requisitions. 2. The 2013-2014 QEP Annual Progress Report was reviewed and approved by the QEP Implementation Committee, College Effectiveness Committee and the Board of Trustees by November 2014. The 2014-2015 report was the plan summary included as part of the approved “without comment” SACSCOC Fifth Year Interim Report. 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: |
| <ol style="list-style-type: none"> 1. – 3. Support of the integrated VConnected Quality Enhancement Plan will continue through standardization of technology tools and oversight by the Technology Standing Committee. 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 2015-2016. |

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| 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 COC compliance criteria and observed need from Annual Action Plans |
| Actions: |
| <ol style="list-style-type: none"> 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 and Technology 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. |

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| Objective #3: The College will encourage implementation of successful innovative QEP projects or strategies. |
| Responsibility: President and Director of Institutional Effectiveness |
| Statement of Need: To meet SACS COC compliance criteria and observed need from Annual Action Plans |
| Actions: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Resource allocation for proven successful QEP projects was evidenced through: Priority initiative #4 as supported by college components in Annual Action Plans; approved 2014-2015 Vernon College budget; training and conference participation; Quality Enhancement Resource Inventory usage. 2. Previous QEP pilot projects were followed and evaluated for feasibility and integration through: review of Quality Enhancement Resource Inventory Annual Assessment and oversight by Quality Enhancement Plan Implementation Committee and the Technology Committee. Use of Results for Improvement: Support of the integrated 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. |

Quality Enhancement – Division of Institutional Effectiveness

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| Objective #1: Facilitate communication regarding Quality Enhancement Plans for the institution and outside entities (such as SACSCOC). |
| Responsibility: Criquett Lehman, Director of Quality Enhancement |
| Statement of Need: Keeping communication lines open to faculty and staff as the college concludes final integration of the current quality enhancement plan and initiates a new quality enhancement plan. Compliance requirements as directed by SACSCOC. |
| Actions: <ol style="list-style-type: none"> 1. Present/provide information to students through mass emails, meetings with student leadership organizations, and TV monitors located on all campuses. 2. Present/provide information to faculty and staff through weekly emails, 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 President's Monthly Update, email, and professional development weeks/days. |

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| 4. Provide information to faculty and staff regarding the initiation of a new QEP including new or updated processes via the President's Monthly Update, email, and professional development weeks/days. |
| Resources and Approximate \$: Institutional Improvement, no \$ |
| Assessment Method/Date: 1. Provide a list of student, faculty, and staff meeting and correspondence dates and agendas if applicable. July 2015 |
| Results: Achieved |
| Assessment Data/Evidence: <ul style="list-style-type: none"> • SENSE (Survey of Entering Student Engagement) Data Facts were shared with students weekly on TV monitors; SENSE Data Facts were shared weekly with faculty and staff via email; QEP updates (QEP Impact Report (SACSCOC), 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. • The second QEP was discussed and QEP Topic Selection Surveys were administered during the Staff Round Table with Dr. Johnston session of Spring Kickoff on January 12, 2015 and during the Faculty Development Meeting on January 16, 2015. • Five QEP Collaboration Sessions were conducted for faculty and staff on February 20, 2015 (CCC); February 27, 2015 (VER); March 4, 2015 (STC); March 5, 2015 (CCC); March 6, 2015 (VER). The progress of the second QEP was communicated during these sessions. • Three QEP Collaboration Sessions were conducted for students on March 31, 2015 (VER); April 7, 2015 (CCC & STC). The progress of the second QEP was communicated during these sessions. • An online Vernon College Questionnaire was posted to the College website, advertised in the newspaper, and emailed to local community leaders (both Vernon and Wichita Falls). This questionnaire contained the same QEP Collaboration questions asked of faculty, staff, and students. 243 Respondents |
| Use of Results for Improvement: New methods of presenting and distributing data continue to be researched and implemented. For example, best practices from other colleges are often mirrored when appropriate. |

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| Objective #2: Chair Quality Enhancement Plan Planning Committee |
| Responsibility: Criquett Lehman, Director of Quality Enhancement |
| Statement of Need: As outlined and directed by SACSCOC. |
| Actions: 1. Begin planning for a second QEP. This includes developing processes for soliciting topics, reviewing proposed topics, providing discussion/input for proposed topics, selection of topic, and present to college leadership for consideration. |
| Resources and Approximate \$: Institutional Improvement, no \$ |
| Assessment Method/Date: 1. Agendas, minutes. July 2015 |

Results: Achieved**Assessment Data/Evidence:**

- QEP Topic Selection Surveys were administered during the Staff Round Table with Dr. Johnston session of Spring Kickoff on January 12, 2015 and Faculty Development Meeting on January 16, 2015.
- Five QEP Collaboration Sessions were conducted for faculty and staff on February 20, 2015 (CCC); February 27, 2015 (VER); March 4, 2015 (STC); March 5, 2015 (CCC); March 6, 2015 (VER).
- Three QEP Collaboration Sessions were conducted for students on March 31, 2015 (VER); April 7, 2015 (CCC & STC).
- An online Vernon College Questionnaire was posted to the College website, advertised in the newspaper, and emailed to local community leaders (both Vernon and Wichita Falls). This questionnaire contained the same QEP Collaboration questions asked of faculty, staff, and students. 243 Respondents
- Based on the input from the college community and college constituents, the QEP Planning Committee chose the topic of Reading as the focus for this Quality Enhancement Plan. Reflected in the May 8, 2015 minutes.

Use of Results for Improvement:

A QEP Development Task Force will be created to begin writing the Quality Enhancement Plan by completing sections of the QEP Logic Model. This process will include defining Outcomes (objectives, resources and activities) and the Process (assessment/outputs and learning outcomes/project impact).

Objective #3: Ensure Compliance with SACSCOC

Responsibility: Criquett Lehman, Director of Quality Enhancement

Statement of Need: Compliance requirements as directed by SACSCOC. CR 2.12; CS 3.3.2

Actions:

1. Produce the Impact Report of the QEP for the SACSCOC 5th Year Interim Report.
2. Develop and implement a process for developing a QEP that meets the requirements of CR 2.12 & CS 3.3.2.
3. Produce QEP Annual Progress Report.

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

Assessment Method/Date:

1. Annual Progress Report submitted by October 2015.
2. Impact Report of the QEP for the SACSCOC 5th Year Interim Report submitted by September 2014.

Results: Achieved ★★★★★

Assessment Data/Evidence:

- Information typically included in the Annual Progress Report was included in the QEP Impact Report submitted with the 5th Year Interim Report for SACSCOC and as such will be considered the final Progress Report.
- The QEP Impact Report was reviewed by the QEP Implementation Committee and the SACSCOC Review Team in the Summer of 2014. Final approval was given by the SACSCOC Review Team and official documents were submitted in September 2014.

- The QEP Impact report was accepted with no recommendations.
- A QEP Planning Committee was formed to provide oversight for the development of an acceptable second Quality Enhancement Plan as stated in SACSCOC CR 2.13 and CS 3.33.

Use of Results for Improvement:

The QEP Planning Committee will use the experiences and expertise of those individuals who were instrumental in the planning and implementation of the first QEP, vConnected, to develop a process for writing a second QEP.

Priority Initiative #5:

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

Administrative Services

Book Stores

Objective #1 : Send Book Store managers to the Southwest College Bookstore Association meeting in Oklahoma City.

Responsibility: Kim Bateman, Garry David

Statement of Need: Continual professional development is essential in order to stay updated with the upcoming and changing needs of the bookstores operations.

Actions:

1. Include sufficient funds in the annual budget to allow managers to attend the Southwest College Bookstore Association meeting.
2. Attend educational sessions and meetings.

Resources and Approximate \$: \$2,600 (\$1,300/store) – Institutional Improvement

Assessment Method/Date: Session attendance handouts, technology/training updates, notes from meetings. October 2014

Results: Not Achieved

Assessment Data/Evidence:

Kim and Jana attended GM and InSite training in Columbia, MO. MBS training was necessary, so the bookstore did not attend annual meetings in order to cut expenses.

Use of Results for Improvement:

None at this time.

Objective #2: Attend Campus Market Expo (CAMEX) – Kim Bateman

Responsibility: Kim Bateman, Garry David

Statement of Need:

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. February, 2015

Results: Not Achieved

Assessment Data/Evidence:

Kim and Jana attended GM and InSite training in Columbia, MO. MBS training was necessary, so the bookstore did not attend annual meetings in order to cut expenses.

Use of Results for Improvement:

Plan on attending CAMEX in March 2016. Buying show is essential to keep the bookstore stocked with needed merchandise/supplies for the following 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 2015

Results: Achieved

Assessment Data/Evidence:

Purchased pens and various supplies for the bookstores for the year. Received special discounts for attending the buying show.

Use of Results for Improvement:

Savings and discounts received as a result of attending the show are passed on to the students to help reduce cost of attendance.

Business Office

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 2015

Results: Achieved

Assessment Data/Evidence:

Paid travel vouchers and hotel bills; meeting materials.

Use of Results for Improvement:

Processing improvements learned at the training enable the business office to serve the students more efficiently and effectively.

Admissions, Records, and Financial Aid

Financial Aid

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| 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 |
| <p>Results: Achieved</p> <p>Assessment Data/Evidence: Received unqualified independent audit with no findings.</p> <p>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.</p> |

Instructional Services

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| Objective #1 : Enhance faculty and staff performance through appropriate internal & external professional development activities. |
| Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Instructional Designer, Director of QE, Professional Development committee, Division Chairs, Directors |
| Statement of Need: SIR II results, CCSSE results, Core Objective assessment requirements, SACSCOC & THECB criteria |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Conduct internal professional development workshops which target the following: <ol style="list-style-type: none"> a. specific instructional strategies relative to active & collaborative learning and student engagement b. classroom technology including Bb 9.1 and the rubric for online instruction (ROI) c. opportunities for improvement as identified by SIR II results; d. use of rubrics to assess program level outcomes (both general education and CTE programs) e. specific instructional strategies relative to developmental learners 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 1, 2015 |

Results: Achieved and In Progress

Assessment Data/Evidence:

The Instructional Services component of the college continued to emphasize the professional development of faculty and staff during the 2014-15 academic year. Evidence of this emphasis is as follows:

- Of the 12 members of the VC Professional Development Committee, 7 are from the Instructional Services component of the college, including both Committee Co-Chairs.
- Over 40 internal professional development workshops/activities were provided to instructional Services faculty and staff including:
 - 18 unduplicated sessions focusing of specific instructional strategies relative to active and collaborative learning and student success. These sessions were attended by 184 (duplicated) instructional faculty & staff.
 - 6 unduplicated sessions related to classroom technology, including Blackboard 9.1 and the Rubric for Online Instruction (ROI). These sessions were attended by 41 (duplicated) instructional faculty and staff.
 - 5 unduplicated sessions related to pedagogical improvement as identified by results of the Student Instructional Report (SIR II). These sessions were attended by 97 (duplicated) instructional faculty and staff.
 - 4 unduplicated sessions related to the use of rubrics to assess program level outcomes (both general education and CTE programs). These sessions were attended by 109 (duplicated) instructional faculty and staff.
 - 4 sessions related to specific instructional strategies for developmental learners. These sessions were attended by 50 (duplicated) instructional faculty and staff.
- 16 unduplicated faculty representing Academic Transfer disciplines participated in various external professional development activities at a cost of \$14,316. These external professional development activities included the following:
 - Pathways to Progress Institute (Dallas, TX / September 2014)
 - Association of College Teachers of Foreign Language Conference (San Antonio, TX / November 2014)
 - Texas Music Educators Association Conference (San Antonio, TX / November 2014)
 - North Texas Community College Consortium (various venues, activities, and dates)
 - Texas Community College Teachers Association Annual Convention (Dallas, TX / February 2015)
 - Texas A&M Assessment Conference (College Station, TX / February 2015)
 - South by Southwest Education Conference (Austin, TX / March 2015)
 - Texas Distance Learning Association Conference (Dallas, TX / April 2015)
 - Cisco College Core Curriculum Conference (Abilene, TX / May 2015)
- 23 unduplicated faculty representing Career & Technical Education programs participated in program-specific, external professional development activities at a cost of \$24,577. These external professional development activities included the following:
 - EMS Educator Symposium (Reno/NV / September 2014)
 - Toni & Guy Academy for Instructors of Cosmetology (Carrollton, TX / October 2014)
 - Texas Association of Vocational Nursing Educators (San Antonio, TX / October 2014)
 - North Texas Community College Consortium Technology Forum (Frisco, TX / November 2014)

- Texas EMS Conference (Ft. Worth, TX / November 2014)
- Texas Organization of Associate Degree Nursing Educators (Dallas, TX / February 2015)
- Texas Community College Teachers Association Annual Convention (Dallas, TX / February, 2015)
- Texas Association of College Technical Educators Annual Conference (Austin, TX / April 2015)
- Texas Surgical Technology Conference (San Antonio, TX / May 2015)
- Industrial Automation RS Logic 5000 Training (Dallas, TX / May 2015)
- Texas Health Information Management Association Annual Conference (Austin, TX / July 2015)
- Welding Specialized Training (Waco, TX / July 2015)

Use of Results for Improvement:

Instructional Services will continue to provide relevant professional development opportunities for faculty and staff. Recommendations of the Professional Development Committee relative to proposed professional development activities will be strongly considered. The Coordinator of Instructional Design & Technology will continue to coordinate the development and delivery of internal professional development sessions for faculty and staff. Activities will be selected, advertised and delivered in both face-to-face and online formats. Utilization of pertinent webinars from *StarLink*, *Faculty Focus*, *PaperClip*, *THECB*, and other vendors of professional development webinars for college faculty will continue. Face-to-face sessions and webinars (when permissible) will be recorded and/or archived to better serve faculty schedules and distant locations. External professional development activities will continue to be provided within the budgetary means of the institution.

Office of the President

Human Resources

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| Objective # 1: Continually research and develop training for faculty/staff through 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: <ol style="list-style-type: none"> 1. Research any required trainings for faculty/staff. 2. Research economical sources for trainings. 3. Purchase/order/develop trainings. 4. Implement trainings through New Employee Orientation, Professional Development or bi-annual Staff Development. |
| Resources and Approximate \$: Institutional Improvement – Cost of materials – approx. \$500 - \$750 |
| Assessment Method/Date: Training developed either online, by PowerPoint, etc. by August 2015 |
| Results: Achieved Assessment Data/Evidence: Purchased SafeColleges training program 2/15 which provides multiple online training opportunities for faculty and staff. Developed and provided Professional Review training and presented to supervisory staff at the Spring Staff Development 1/15. |

Use of Results for Improvement:

Meeting state/federal requirements for training (Sexual Harassment, Child Abuse Awareness & SaVE Act); Better, more thorough and effective professional reviews for evaluation and development of employees.

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

Responsibility: HR Director and staff

Statement of Need: to ensure ongoing compliance with state/federal rules and regulations, benefits updates, policies and procedures, and continued HR networking

Actions:

1. Participate in benefits training, usually online.
2. Participate in annual TACCHRP conference, currently serving as Vice-president of the association.
3. Participate in other professional development, including webinars as appropriate.

Resources and Approximate \$: Institutional Improvement – Cost of travel, conferences, and trainings – TACCHRP \$1000, Misc. training/professional development - \$1000

Assessment Method/Date: Participation in trainings/professional development throughout the year; Conference in June - Documentation in Professional Development tracking

Results: Achieved

Assessment Data/Evidence:

Participated in webinars (Live Forms, Onboarding, Record Keeping, ERS benefits update) throughout the year. Lead the TACCHRP Conference serving as President of TACCHRP 6/15.

Use of Results for Improvement:

Knowledge gained improves deliverance of HR services and resources provided to employees.

Institutional Advancement

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; Advancement Services Specialist for Marketing and Scholarship Support

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

Actions:

1. Continued membership and participation in the Council for Resource Development Federal Funding Task Force and the annual conference and other leadership opportunities within the organization.

2. Continued membership and participation in the Council for Advancement and Support of Education (CASE), CRD, and NCMPR.
3. Continued participation in relevant conferences focusing on Development/Fundraising, Grantsmanship, Alumni Relations, Marketing and Advancement Services.
4. Participate in at least one comprehensive grant writing conference annually.
5. Participate in online webinars relevant to Advancement positions.

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. 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. Membership dues in CASE, CRD, and NCMPR -- \$3,000

Assessment Method/Date:

1. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **November 2014.**
2. Participate in the NCMPR Annual Conference, conference notes by **August 31, 2015.**
3. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.

Results: In Progress

Assessment Data/Evidence:

OIA participated in the NCMPR Regional Conference in September 2014 and the CRD Federal Funding Task Force and Annual Conference in November 2014 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. During the 2014-2015 academic year, staff participated in webinars, seminars, conferences, and meetings focusing on alumni relations, marketing/web, and advancement services.

Use of Results for Improvement:

These objectives will continue to be met as funding is available. OIA staff will continue their membership in CASE, CRD, and NCMPR.

Objective #2: Where possible research and identify professional development 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; Advancement Services Specialist for Marketing and Alumni Support

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.

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| <ol style="list-style-type: none"> 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. |
| <p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)</p> <ol style="list-style-type: none"> 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. |
| <p>Assessment Method/Date:</p> <ol style="list-style-type: none"> 1. Potential sources discovered and publicized to Vernon College community by August 31, 2015 and on-going. 2. Proposals written and submitted by August 31, 2015 and on-going. |
| <p>Results: In Progress</p> <p>Assessment Data/Evidence: Opportunities were sent to faculty and staff throughout the year. OIA staff attended CRD, NCMPR, and TACCM conferences and institutes. A Title III grant was written and submitted to the Department of Education on June 5, 2015. The proposal contains funds for professional development for faculty and staff.</p> <p>Use of Results for Improvement: Research will continue on potential grant/professional development opportunities and publicized to the College community. As identified, proposals will continue to be written and submitted to funding agencies.</p> |

President/Effectiveness

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| <p>Objective #1: The College will allocate resources to ensure that faculty, students and staff acquire, discover and apply knowledge.</p> |
| <p>Responsibility: President</p> |
| <p>Statement of Need: To meet expected SACS COC compliance criteria and to support Annual Action Plans</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Ensure resource allocation for faculty, staff and students through the budget process 2. Ensure resource allocation for curriculum and technology |
| <p>Resources and Approximate \$: Institutional Improvement, no \$</p> |
| <p>Assessment Method/Date: Documentation of professional development for faculty, students and staff and evidence in budget Date: Ongoing review with summation by July 1</p> |
| <p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. – 2. Evidence of resource allocation through approved 2014-2015 Vernon College budget, approved curriculum and technology purchase requests, Professional Development Calendar/schedule as well as professional development speaker and travel requests. <p>Use of Results for Improvement:</p> |

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 COC 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 2014-2015 Vernon College budget; Professional Development Calendar/schedule; 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 COC 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 2014 Fall kickoff luncheon with additional recognition provided in Vernon Daily Record and Wichita Falls Times Record News; recognition of participation in professional development included as part of the President's Monthly Update.

Use of Results for Improvement:

- 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 COC criteria; to adequately support research based projects; and to enhance technology related skills

Actions:

1. Participate in SACS COC preconference and conference (Nashville, TN)
2. Participate in TAIR preconference and conference (Amarillo, 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 COC \$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. Panelist at West Texas Assessment Conference. Registered to become SACSCOC evaluator.

Use of Results for Improvement:

1. – 5. Priority professional development opportunities included in 2015-2016 Annual Action plan.

Quality Enhancement – Division of Institutional Effectiveness

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 2014 Annual Meeting.
2. Participate in SXSW Edu Conference.

Resources and Approximate \$:

Institutional Improvement: Staff development funding to attend conferences –SACSCOC \$2,500.00 (Est.), SXSW \$1,200.00 (Est.); TOTAL: \$3,700.00

Assessment Method/Date: Travel Expense Vouchers indicating attendance. December 2014 & May 2015

Results: Achieved

Assessment Data/Evidence:

1. Attended 2014 SACSCOC Annual Meeting and Pre-Conference Workshops December 5-9, 2014.
2. Attended the 2015 SXSW Edu Conference March 9-12, 2015.

Use of Results for Improvement:

The SACSCOC Annual Meeting will continue to be attended to ensure ongoing compliance as Vernon College continues the process of developing 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 #6:

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

Administrative Services

Physical Plant

Objective #1 : Update 2014-2015 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:

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 2014-2015 Master Plan by May 31, 2015

Results: Achieved

Assessment Data/Evidence:

Meeting notes, budget, updated facilities master plan.

Use of Results for Improvement:

The updated Master Plan gives the facilities managers a priority ranked road map of facilities issues to be addressed as budget allows.

Objective #2 Complete all approved projects by 08-31-15- 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 08-31-15

Results: Not Achieved

Assessment Data/Evidence:

Due to budget constraints facilities projects were put on hold.

Use of Results for Improvement:

The updated Master Plan gives the facilities managers a priority ranked road map of facilities issues to be addressed as budget allows.

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| Objective #3 Complete all approved projects by 08-31-145– 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 08-31-15 |
| Results: Not Achieved |
| Assessment Data/Evidence: Due to budget constraints facilities projects were put on hold. |
| Use of Results for Improvement: The updated Master Plan gives the facilities managers a priority ranked road map of facilities issues to be addressed as budget allows. |

Admissions, Records, and Financial Aid

Admissions

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| Objective #1 : Maintain and improve student satisfaction ranking |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| Statement of Need: Meet the needs of students at each VC location proportional with student enrollment increases |
| Actions: Hire and train additional personnel as needed proportionate with enrollment increases |
| Resources and Approximate \$: Institutional Improvement: Time and Effort |
| Assessment Method/Date: Review completed upon completion of CCSSE survey (August?) and receipt of results |
| Results: Achieved |
| Assessment Data/Evidence: CCSSE results for the question, “Satisfactory: Admissions and Records Office” increased 4.4% from 86.2% for 2013 to 90.0% for 2015 and 11.9% from the 2011 result of 80.4%. |
| Use of Results for Improvement: Continue to monitor processes, procedures, and practices to maintain and improve student satisfaction. |

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| Objective #2 : Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.3 |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| 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 admission application volume and unduplicated enrollments numbers for adjustments in staffing requirements |

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| <p>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) per position Facilities: Desk and chairs for above position (\$500 est.) per position</p> |
| <p>Assessment Method/Date: Enrollment numbers from THECB 001 and 00A reports on credit and non-credit students Date: March 1</p> |
| <p>Results: Achieved Assessment Data/Evidence: Slightly declining enrollment numbers and improvements in processing procedures do not warrant adjustments in staffing requirements at this time. Use of Results for Improvement: Continue to monitor for SASC COC compliance purposes.</p> |

Financial Aid

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| <p>Objective #1 : Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.3</p> |
| <p>Responsibility: Dean of Admissions and Financial Aid/Registrar</p> |
| <p>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)</p> |
| <p>Actions: Monitor applicant volume and dollars awarded for adjustments in staffing requirements</p> |
| <p>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) per position Facilities: Desk and chairs for above position (\$500 est.) per position</p> |
| <p>Assessment Method/Date: Annual dollars of aid awarded Date: November 1 (after FISAP report)</p> |
| <p>Results: Achieved Assessment Data/Evidence: Annual aid awarded and disbursed decreased slightly for 2014-15 with a corresponding 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.</p> |

Instructional Services

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| <p>Objective #1: Meet the student demand for courses and programs through the hiring of additional full-time and adjunct faculty.</p> |
| <p>Responsibility: Dean of Instructional Services, Division Chairs, Directors, and Coordinators</p> |
| <p>Statement of Need: high rates of closed classes and increased faculty loads in certain disciplines and programs.</p> |
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Actions:

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

Resources and Approximate \$: Facilities: Office space and \$2,400 for furnishings (desk, file cabinet, & bookshelves)

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

Technology: \$1500 per instructor

Assessment Method/Date: Positions prioritized and recommended to Personnel committee; FTE Student/FTE Faculty KPIA Benchmark; Contact Hours Taught KPIA Benchmark **Date:** September 1, 2014

Results: Achieved**Assessment Data/Evidence:**

The 2014-15 budget allowed for 2 full-time faculty positions to be added for the 2014-15 academic year. Due to the increase in the number of developmental students being served and the increased reliance of adjunct instructors in the disciplines of English and Mathematics, the 2 positions which were added included one (1) Mathematics instructor and one (1) English instructor. Position announcements were posted, applications accepted and reviewed, and candidates were interviewed during the summer of 2014. The Mathematics Instructor position was filled in August 2014 and the English instructor position was filled in January 2015. To supplement the work of the full-time faculty, Division Chairs and Program Directors continue to recruit and hire qualified adjuncts. These adjuncts were limited to a maximum of 3 courses per long semester. Vernon College continues to exceed the institutionally selected benchmark of 70% of the courses taught by full time instructors. For the 2014-15 academic year (fall 2014, spring 2105, summer 2015), the overall breakdown of teaching load was 77.5% by full-time faculty and 22.5% by part-time faculty. Additionally, the institution's FTE Student/FTE Faculty ratio continued to be below the state and small college cohort average at 17:1.

Use of Results for Improvement:

The need for additional full-time faculty will continue to be monitored based on the following factors:

- student enrollment and student demand
- % of teaching load borne by full-time faculty within the program or discipline (institutionally selected benchmark of 70%)
- The availability of qualified adjunct instructors within the program or discipline

Objective #2: Provide additional secretarial support (1/2 time position) for the Continuing Education department.

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Director of CE

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| Statement of Need: Expansion of CCC along with increased emphasis on increasing CE enrollments may increase the need for additional support. |
| Actions: 1. Review the growth of CE and course offerings and determine if additional clerical support is warranted |
| Resources and Approximate \$: \$11,000 + benefits |
| Assessment Method/Date: Recommendation to Personnel committee Date: September 1, 2014 |
| Results: Not Achieved Assessment Data/Evidence: While the growth of CE enrollments perhaps warrants additional human resources, budget constraints prevented this proposed position from being funded. However, due to the internal transfer of the CE Certified Nurse Aid/Health Careers Director to the position of LVN Director, a new position was created (Coordinator of CE Allied Health) to coordinate and provide oversight to the following CE programs: Certified Nurse's Aide, Certified Medication Aide, Dental Assisting, Medical Assisting, and Phlebotomy Certification. This position should improve the efficiency and effectiveness of the Continuing Education Department. Use of Results for Improvement: Continue to monitor human resource needs as the institution strives to increase the quality and scope of programs and courses well as student enrollments within the Continuing Education department. |

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| Objective #3: Ensure long-term stability of programs currently housed at the Skills Training Center (STC). |
| Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services |
| Statement of Need: Potential non-renewal of long-term lease of the STC facility |
| Actions: 1. Participate in discussions of alternative facilities. 2. Communicate program space & equipment needs to the President. 3. Review potential inclusion of Cosmetology and Culinary Arts programs in potential new facility. |
| Resources and Approximate \$: None? - Facilities |
| Assessment Method/Date: Recommendation to Facilities committee Date: February 1, 2015 |
| Results: Achieved Assessment Data/Evidence: Due to the ever changing environment surrounding the stability of the institutions occupancy of the Sprague Building, alternative facilities for the housing of the programs currently housed at the Skills Training Center were reviewed and discussed. Minimum space requirements were provided to the President and various options for program inclusion were discussed. Additionally, input was provided by the President to representatives of the WFISD relative to occupancy partnerships in the newly approved WFISD Career & Technical Education Center. Fortunately, it currently appears that the potential for non-renewal of the STC facility lease to Vernon College by Wichita county has lessened. |

Use of Results for Improvement:

Alternatives to the currently leased Skills Training Center will continue to be evaluated. Discussions with WFISD relative to shared space of common programs should be pursued.

Objective #4 : Ensure adequate space for tutoring & quiet testing

Responsibility: Dean of Instructional Services, PASS Director

Statement of Need: Increased emphasis on tutoring services, increasing population of students qualifying for accommodations.

Actions:

1. Evaluate space requirements from 2013-2014 PASS Department service log & number of students served

Resources and Approximate \$: 3500 - Facilities

Assessment Method/Date: Recommendation to Facilities committee

Date: February 1, 2015

Results: Achieved

Assessment Data/Evidence:

The existing space has been deemed sufficient for current services due to the institution contracting with *NetTutor*, an online tutoring service which provides on-demand tutoring for both traditional F2F as well as distance learning students. Although the number of students requesting extended or quiet testing has been increasing, more room now exists for testing in the Tutoring Center since *NetTutor* is the primary delivery of tutoring.

Use of Results for Improvement:

Continue to monitor facilities needs annually.

Objective # 5: Provide large multi-purpose classroom at CCC.

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

Statement of Need: Potential loss of Multi-purpose room at STC due to non-renewal of lease

Actions:

1. Review feasibility of remodeling existing theater space at CCC for large multi-purpose classroom.

Resources and Approximate \$: None? - Facilities

Assessment Method/Date: Recommendation to Facilities committee

Date: February 1, 2015

Results: Not Achieved

Assessment Data/Evidence:

Budget constraints prevented the remodeling of the existing theatre space at CCC into a multi-purpose room from making the priority list on the 2014-15 Facilities plan.

Use of Results for Improvement:

Continue to monitor instructional space needs with recommendations forwarded to the Facilities Planning Committee.

Office of the President

Human Resources

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| Objective # 1: Post, advertise and recruit appropriate qualified faculty/staff for vacant positions for the college. |
| Responsibility: HR Director, HR staff and search committees |
| Statement of Need: to ensure the human resources of the college are met to continue quality administration and education to the students |
| Actions: <ol style="list-style-type: none"> 1. Provide position requests to administration as positions become vacant. 2. Acquire appropriate approval signatures on the position requests when received. 3. Post positions online and advertise as needed. 4. Screen applications for required qualifications. 5. Search committee screen applications and select candidates for interview. 6. Once the search committee has made their interview choices, set up and make arrangements for interviews; facilitate interviews. 7. Search committee interview candidates and make selection. 8. Complete paperwork and get President’s approval for chosen candidate. 9. Notify all candidates of decision. 10. New Employee paperwork/orientation. |
| Resources and Approximate \$: Institutional Improvement – Cost of advertising – Budget is approx. \$7,600 |
| Assessment Method/Date: All required documentation for position postings, application files, interview notes and offer forms. - Ongoing throughout the year. |
| Results: Achieved Assessment Data/Evidence: 28 employees hired and paperwork gathered/completed as of end of August 2015 Use of Results for Improvement: All vacancies filled and new employee paperwork filed to provide continuation of quality services to students. |

Institutional Advancement

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| 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; Advancement Services Specialist for Marketing and Scholarship Support |
| 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:

1. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
2. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
3. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
4. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
5. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
6. Once all old giving records are in RE, review, revise, and relaunch the annual giving clubs and aggregate giving societies including a Heritage Club to recognize those who have included the College and/or the Foundation in their estate plans.
7. Using RE, identify donors by lifetime giving and launch a new presidential-level annual event to recognize lifetime giving and planned gift donors. This event will excite the donors who will be honored as well as serve as a cultivation event to encourage current aggregate donors to "move up" to the next society as well as encourage other donors and prospects to increase their giving so that they can be "inducted" into a lifetime giving society.
8. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the "building" endowed scholarships (those under the \$10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.
9. Continue to build support for the Vernon College Foundation Annual Auction.
10. Continue to participate in the Council for Resource Development Federal Funding Task Force and the Annual Conference to develop relationships with Federal agencies on behalf of the Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
11. Attend and participate in the annual National Council for Marketing and Public Relations (NCMPR) Conference to network with marketing and webmaster colleagues and learn about the most up-to-date techniques and strategies to benefit Vernon College.
12. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
13. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.

14. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
15. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.

Resources and Approximate \$:

1. **Institutional Improvement:** Funds to create and implement an annual Presidential-level Donor Recognition Event -- \$6,500; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- \$5,000; Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$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. 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, 2015**.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) by **October 1, 2014**.
3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, by **August 31, 2015**.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, by **August 31, 2015**.
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, 2015 and on-going**.
6. Prospects identified and donors and prospects cultivated using standard "moves management" plans as evidence by reports noted above by **August 31, 2015 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, 2015 and on-going**.
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 2014-2015 fiscal year by **August 31, 2015**.
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, 2015**.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **November 2014**.
11. Participate in the NCMPR Annual Conference, conference notes by **August 31, 2015**.

12. Develop best practices, policies, definitions, and procedures for utilizing the RE database by **August 31, 2015**.
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, 2015**.
14. Annual software licenses/maintenance contracts renewed by **August 31, 2015**.
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, 2015 and on-going**.

Results: 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.

President/Effectiveness

Objective #1: The College will emphasize assessment activities and planning information from all components of the College to identify fiscal, physical, human and technological resources to accommodate current and future needs.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS COC compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment Calendar results and 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 2014-2015 Planning Calendar and Assessment and Report Calendar were approved by the College Effectiveness Committee in July and August 2014. 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 2015-2016 Annual Action Plans, President's Monthly Update and through continued use of the Assessment and Report Calendar and Planning Calendar.

Objective #2: The College will annually receive input from internal and external constituents to identify resource needs for the future.

Responsibility: President

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

Actions:

1. Provide formal and informal opportunities for input
2. Utilize community focus and advisory groups

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

Assessment Method/Date: As evidenced by agendas, minutes and meeting notes **Date:** Ongoing with semiannual summation to be reviewed January and July

Results: Achieved

Assessment Data/Evidence:

1. – 2. Opportunities for input are evidenced by monthly meeting with Vernon community leaders; quarterly meetings with the Wichita Falls Chamber of Commerce and Industry Executive Board; semiannual meetings with the Wichita Falls Advisory Committee; annual Vernon College Access Program and High School Counselor's trainings; 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. Dr. Johnston conducted four coffee sessions (2 in Vernon and 2 in Wichita Falls) to provide opportunity for employee input. The sessions were followed by additional feedback/communication from Dr. Johnston.

The online Vernon College Questionnaire was administered in April/May 2015 to provide input opportunity to all constituents regarding Vernon College's performance toward improving student success and meeting the mission of the College.

Use of Results for Improvement:

1. – 2. Seeking input from internal and external constituents to identify service area and resource needs is considered standard operating procedure as part of the Vernon College culture of research informed decision making and will continue to be of great importance.

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

Responsibility: President

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

Actions:

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

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

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

Results: Achieved

Assessment Data/Evidence:

Evidence that the planning process drives the budget and is completed within appropriate timelines is found through: approved 2014-2015 Vernon College budget; approved 2014-2015 Annual Planning Calendar; 2014-2015 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 2014-2015 Academic year.

Use of Results for Improvement:

Pending retirements and the award of the Strengthening Institutional Programs Title III Grant will expedite review/changes in the Vernon College organizational chart along with roles and responsibilities during the 2015-2016 academic year.

Objective #5: The College will provide appropriate technological resources to monitor compliance of standards and submission of SACS COC Fifth Year Report.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS COC criteria

Actions:

1. Maintain Compliance Assist software license

Resources and Approximate \$: Technology, \$5500

Assessment Method/Date: As evidenced by budget, license renewal and submitted report **Date:** November

Results: Achieved

Assessment Data/Evidence:

2014-2015 approved budget allocating funds for Compliance Assist contract payment.

Use of Results for Improvement:

Compliance Assist has proven to be a useful tool for the completion of SACSCOC reports. At this time, Vernon College plans to continue with Compliance Assist through completion of the Compliance Certification Report (10 year report).

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Integrate and maintain innovative technologies, including hardware and software, as piloted through the Feasibility Review of the Technology Committee.

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 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. Technology Committee determines/recommends feasibility of technology from pilot reports and forwards to the leadership of the college as appropriate.

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: \$26, 536.88

Blackboard Collaborate License - \$22,000.00

2 iPad Wi-Fi 16GB Upgrades - \$1,199.98 [\$499.99 (2) + \$100 (2 Case/Keyboard)]

4 Camtasia Software License Upgrades – \$537.00 [\$134.25 (\$89.50 + \$44.75 Maintenance) X 4 Computers (1/2 QERI Laptops)]

2 Survey Monkey License Renewal - \$600.00

10 Reflector Apps - \$12.99 (6) = \$129.90

2 60" TV Monitors - \$900.00 (2) = \$1,800.00

2 TV Mounts Flat - \$135.00 (2) = \$270.00

Assessment Method/Date:

1. Feasibility Reviews, Agendas, Minutes, Approved Budget. August 2015
2. Quality Enhancement Resource Inventory log. December 2014 & May 2015
3. Provide results from satisfaction survey. May 2015

Results: Achieved

Assessment Data/Evidence:

- The Technology Committee conducted feasibility reviews for the Reflector App, AirParrot App, Adesso NuScan 500 Document Camera, and Brightlink Pro SmartBoard. The apps and document camera were recommended as a source to provide student engagement opportunities in a course or in student support service programs.
- QERI technologies logged as being checked out or used in some capacity this academic year include: Laptops, iPads, Camcorders, Genius Tablets, Camtasia, HandBrake, Apple TV, Reflector, AirParrot, Clickers, Projector, portable screen, tripods, Respondus, Blackboard Collaborate, and Lync/Skype.
- Information gathered from the Technology Committee, ESCR (End of Semester Course Review), Professional Development Committee technology training requests, QERI log, and budget were primarily used to determine satisfaction and use of instructional technologies.

Use of Results for Improvement:

A satisfaction survey, as approved by the Technology Committee, will be administered to faculty and staff late Fall 2015 semester. Results will be made available as a resource for department budgeting and planning.

Student Services

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| <p>Objective # 1: Meet or exceed all federal, state, or accreditation requirements for security through a mass notification system.</p> |
| <p>Responsibility: Vernon College Chief of Police, Director of Student Relations, Dean of Student Services</p> |
| <p>Statement of Need: Vernon College has begun the process implementing a mass notification system. It is imperative that we fully complete the plan so that total compliance is achieved.</p> |
| <p>Actions:</p> <ol style="list-style-type: none"> 1. Complete RunSync installation and implementation on smart phones and all on campus emergency phones. |
| <p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Cooperation with RunBiz, time</p> |
| <p>Assessment Method/Date: full implementation complete by January 2015 Date: October 2014</p> |
| <p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <p>In the fall of 2014 Vernon College was using RunSync as our mass notification system. At the same time as implementation of an emergency notification system, Vernon College adopted a standard response protocol that highlights 4 emergency messages – “evacuate”, “lock down”, “lock out”, and “shelter”. These standardized messages and the ability to transmit the messages both to personal phones and classroom phones is the center of our Vernon College emergency notification system. In October 2014 Vernon College police, RunBiz (our IT partner) and our telephone system representative met and conducted tests insuring that all classroom phones could communicate our standard response protocol messages.</p> <p>Vernon College Student Services has worked to educate students on the benefits of enrolling in the Vernon College Early Alert System. As of August 2015 approximately 1450 subscribers were enrolled to receive emergency messages.</p> <p>Use of Results for Improvement:</p> <p>Student Services will continue efforts to enroll students in the emergency alert system. These efforts include information provided to students during NSO and Chap Express, information provided during onsite registration, as well as semesterly emails to students that include links to registration webpages for RunSync.</p> |

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

Administrative Services

Business Office

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:

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 2014

Results: In Progress

Assessment Data/Evidence:

Card swipe terminal has been purchased and installed in the dining room. When we get all the kinks worked out we will look at adding them in the bookstores.

Use of Results for Improvement:

Data collected by the card swipes helps Great Western dining manage meal preparation better and has resulted in higher quality meals served to students and staff. Also shorter lines and less congestion around the cash register.

Admissions, Records, and Financial Aid

Admissions

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

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

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

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| 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 |
| Assessment Data/Evidence: Limited technology was purchased throughout 2014-15 year. Computer upgrades were installed per replacement schedule. |
| Use of Results for Improvement: Continue to keep technology updated following annual replacement plan. |

Financial Aid

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| 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: <ol style="list-style-type: none"> 1. Monitor IT "Replacement List" for desktop computers for Financial Aid staff of 9 2. Purchase 2 replacement printers for Financial Aid staff of 9 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 |
| Assessment Data/Evidence: Limited technology was purchased throughout 2014-15 year. Computer upgrades were installed per replacement schedule. |
| Use of Results for Improvement: Continue to keep technology updated following annual replacement plan. |

Instructional Services

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| 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; current equipment no longer supported |
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| Actions: 1. Investigate alternative equipment and/or technologies to Tandberg ITV systems |
| Resources and Approximate \$: None? - Technology |
| Assessment Method/Date: Recommendation to Technology committee Date: February 1, 2015 |
| Results: Achieved and In Progress Assessment Data/Evidence: Alternative technologies continue to be evaluated in order to eventually replace the Tandberg ITV systems currently utilized. During the Fall 2015 semester, <i>Skype for Business</i> is being piloted in two (2) regular classrooms (CCC313 and V302) by Teresa Wallace for the EDUC 1301 course which has students enrolled in an ITV type setting at both the Century City Center and Vernon campus. Additionally, Instructional Services is currently in the process of equipping all seven (7) ITV rooms with a “hanging open microphone system”. The individual “push to talk” microphones in ITV rooms V204, V425 and CCC712 have been replaced with the “hanging open microphone system” and ITV rooms V423, CCC715, and CCC717 are scheduled for similar improvement during the 2015-16 academic year. Use of Results for Improvement: Monitor the effectiveness and potential for expanding the utilization of <i>Skype for Business</i> as a viable means of replacing the current Tandberg ITV systems. |

Office of the President

Information Technology

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| Objective #1: Adhere to Best Practices IT Replenishment Strategy |
| 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: 1. Purchase 123 faculty PCs, 128 Lab use PCs 2. Roll out 10 faculty and staff PCs per month and replace 1 to 2 labs per month. |
| Resources and Approximate \$: Technology \$278,152.50 |
| Assessment Method/Date: Documentation of purchases via the VC IT Budget and Replenishment Completion Schedule. Date: August 31, 2014 |
| Results: Achieved Assessment Data/Evidence: Documentation of purchases and replenishment completion. Date: August 31,2015 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. |

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| Objective #2: Software selection for Campus Management system to assess the viability of the current campus management system and compare to other competitive products as well as current needs of the college. |
| Responsibility: Vernon College Appointed Selection Committee and Run Business Solutions |
| Statement of Need: To stay competitive in the services that Vernon College provides. |
| Actions: 1. Form software selection committee and assess need |
| Resources and Approximate \$: Technology \$TBD |
| Assessment Method/Date: Documentation of appointment of Selection Committee, meeting notes and recommendation. Date: |
| Results: Not Achieved Assessment Data/Evidence: Documented conversations, agendas, and meeting notes. Use of Results for Improvement: No changes were made to Campus Management Platform (POISE). |

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| Objective #3: 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 within the VC Strategic Plan document. Date: August 31, 2014 |
| Results: Achieved Assessment Data/Evidence: Approved PO request, documented conversations, meeting notes Use of Results for Improvement: We are continuing to use a second POISE server to help alleviate some of the workload on the primary POISE server. |

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| Objective #4: 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. |
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| 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 |
| Assessment Method/Date: Documentation/discussion found in the Potential Grant Ideas document as provided to Dr. Johnston. Date: August 31, 2014 |
| Results: In Progress Assessment Data/Evidence: Still researching, however a change would not be cost effective at this point in time. Use of Results for Improvement: Still researching |

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| Objective #5: 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/discussion found in the Potential Grant Ideas document as provided to Dr. Johnston. 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 Tablet with Windows 8 Operating System for Paula Whitman. Results have been positive, and we are looking at the possibility of offering Microsoft Surface Tablets as an option for faculty replenishment in the upcoming budget year. |

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| Objective #6: Point to Point Connectivity for Softball Press Box |
| Responsibility: VC Maintenance and Run Business Solutions |
| Statement of Need: Provide connectivity to aforementioned areas |
| Actions: <ol style="list-style-type: none"> 1. Receive approval for initiative 2. Purchase equipment necessary |

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| 3. Install equipment (Run Biz & Maintenance Dept.) |
| Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$3,892.00 |
| Assessment Method/Date: Develop Point to Point Wireless Strategy per the Run Biz Quote # QTE0001880 |
| Date: August 31, 2014 |
| Results: Achieved |
| Assessment Data/Evidence: Approved PO request, documented conversations, meeting notes |
| Use of Results for Improvement: Wi-Fi accessibility in the Softball Press Box and parking lot, has enabled live streams of the sporting events. |

Institutional Advancement

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| 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; Advancement Services Specialist for Marketing and Scholarship Support |
| 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: <ol style="list-style-type: none"> 1. Enhance existing philanthropy efforts and, utilizing the Raiser’s Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program. 2. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. 3. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole if being utilized. |

4. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.
5. Assist faculty and staff with the preparation and submission of proposals to public and private funding agencies. Private funders will be researched through the Metasoft funding search software. Public funders will be research through various search engines such as grants.gov.
6. Assist students with the completion of their STARS applications.
7. 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.
8. Research and implement a similar software license to facilitate dual-credit scholarship applications.
9. Attend training sessions about website development to increase awareness of new technologies and assist in the continued enhancement to the College's website.
10. Increase ability of searching options on the Vernon College website.

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

1. **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, 2015**.
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, 2015 and on-going**.
3. Funding sources researched through Metasoft software by **August 31, 2015 and on-going**.
4. Students assisted with 2014-2015 STARS Applications by **March 1, 2015**.
5. Number of targeted press releases and letters sent by **August 31, 2015**.
6. Dual-credit scholarship software researched and recommendation made by **December 31, 2015**.
7. Training sessions attended and enhancement strategies developed, conference notes by **August 31, 2015 and on-going**.

Results: In Progress

Assessment Data/Evidence:

All software licenses/maintenance contracts were renewed. Research on new potential funding opportunities is ongoing. The Director of Institutional Advancement participated in the development and submission of a \$2.3 million Title III grant which was submitted on June 5, 2015. Research about dual credit scholarship software continues including the possibility of adding the dual credit scholarship programs to the new Award Spring on-line scholarship application as a separate restricted program. Advancement staff attended training conferences, institutes, and webinars in 2014-2015 to update skills and learn best practices. Targeted press releases and letters were replaced by increased on-site scholarship presentations in 2014-2015.

Use of Results for Improvement:

The software licenses/maintenance contracts will be kept current and evaluated on a regular basis. Training for Advancement staff will continue. During the summer of 2016, OIA will conduct a pilot project to evaluate the use of the Award Spring platform for dual credit scholarships. Assistance with the College's on-line scholarship application will continue to be offered to area high schools, counselors, and individual students and their parents. Research will continue on possible funding opportunities to meet College needs.

President/Effectiveness

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
3. Review IT Management Annual Report

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, IT Management Annual Report **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.
3. IT Management Plan reviewed during January 2015 Board of Trustees meeting.

Use of Results for Improvement:

1. -2. Participation in the planning process helped to identified initiatives for 2015-2016 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: Achieved

Assessment Data/Evidence:

The college wide replenishment plan based on average 4 year rotation developed and followed for classrooms, faculty, staff and labs.

Use of Results for Improvement:

The replenishment plan has proven to be a useful tool for planning and budgeting. It will be updated annually by Run Biz and reviewed by components of the College.

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
4. Review IT Management Annual Report

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

Assessment Method/Date: As evidenced by Technology Plan and budget, IT Management Annual Report **Date:** Annual with summation by July 1

Results: Achieved

Assessment Data/Evidence:

1. Technology Plan was included and approved as part of the 2015-2016 Annual Action Plan process. In addition, an initial college wide replenishment plan for classrooms, labs, faculty and staff was updated.
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.
4. IT Management Annual Report reviewed during January 2015 Board of Trustees meeting.

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:

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| <ol style="list-style-type: none"> 1. Maintain hardware and software inventory, and anticipated replacement rotation list 2. Monitor and ensure budget development for efficient purchasing |
| Resources and Approximate \$: Institutional Improvement, no \$ |
| Assessment Method/Date: As evidenced by inventory list and budget Date: Annual with summation by January 1 |
| Results: Achieved |
| Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Annual hardware and software inventory was completed by Administrative Secretary to the President. 2. Budget development for efficient purchasing was addressed through the annual replenishment schedule and approved purchases as part of the IT and departmental budgets. |
| Use of Results for Improvement: Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority. |

Quality Enhancement – Division of Institutional Effectiveness

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| Objective #1: Oversee the continued implementation of integration and oversight of the availability of technology tools, as outlined in the Quality Enhancement Plan (VConnected), 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: <ol style="list-style-type: none"> 1. Chair Technology Committee. 2. Review and update the charge of the Technology Committee as needed. 3. Provide technical and operational support at Board of Trustees meetings. |
| Resources and Approximate \$: Institutional Improvement, no \$; Technology, no \$ |
| Assessment Method/Date: <ol style="list-style-type: none"> 1. Committee Charge, Agendas, Minutes, QERI Log (Board of Trustees support). July/August 2015 |
| Results: Achieved |
| Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Oversight of the Quality Enhancement Resource Inventory (QERI) was provided by the Technology Committee and is included on the agenda under “TAPPs (Technology, Applications, Processes, Procedures)” each meeting. |

2. The committee charge was carried out to the fullest in 2014-15 including a complete review of all technology related policies located in the Employee Handbook, Student Handbook, Student Resident Handbook, and the Distance Education Manual. Appropriate recommendations were made including a new, detailed email policy.
3. Technical and Operational support has been provided at Board of Trustee meetings which includes matters related to the use of iPads, Apple TV, Airparrot, and TV monitor. Support has also been provided at the Vernon College Foundation Meetings including Skype, webcam, speakerphone mic, Apple TV, and AirParrot.

Use of Results for Improvement:

In addition to the Feasibility Reviews, satisfaction surveys will continue to be used as an assessment tool to determine the effectiveness of each educational technology tool available in the QERI. Other sources such as the End of Semester Course Review (ESCR), Rubric of Online Instruction (ROI), and professional development session information will also be used to assess effectiveness.

Student Services

Objective # 1: Provide reliable internet service to student athletes as they travel while representing Vernon College.

Responsibility: Associate Athletic Director, Vernon College Coaches, Dean of Student Services/Athletic Director

Statement of Need: All Vernon College academic courses utilize an online component. Currently, when athletic teams travel they are unable to access the internet except at hotels that offer free internet access. Therefore, student athletes are limited on when they can complete online course components during school sanctioned travel.

Actions:

1. Install wireless hot spots on Vernon College buses and vans so that athletes can utilize the internet for academic work during school sanctioned athletic travel.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$400 for hot spots, \$100 monthly service technology

Assessment Method/Date: installed an operational by August 2014 **Date:** October 2014

Results: Achieved

Assessment Data/Evidence:

In October 2014 Vernon College Athletics was able to provide wireless internet hot spots in Vernon College vans and buses so that student athletes could utilize the internet for academic work during school sanctioned travel.

Use of Results for Improvement:

Vernon College athletics will continue to provide mobile internet hot spot service to student athletes to utilize during school sanctioned travel. Vernon College coaches will evaluate the service each semester to recommend upgrades to hardware, software or services as needed.

Objective # 2: Provide wireless internet service to the Wade Kirk Softball Field at Vernon College.

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

Statement of Need: Vernon College Softball would like to have wireless internet access at the Wade Kirk Softball Field so that games can be webcasted and podcasted. This would help recruiters at 4 year schools view our Vernon College girls for potential transfers. This would also help potential recruits watch current softball games. This would help current team members be able to have families and friends watch their games when player family and friends are not able to travel to Vernon, Texas. All of this will provide current technology to keep pace with other schools in our region.

Actions:

1. Install wireless internet at the Wade Kirk Softball Field through RunBiz.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) \$4000 technology

Assessment Method/Date: installed and operational by September 2014 **Date:** January 2015

Results: Achieved

Assessment Data/Evidence:

Wireless Internet was installed and fully functional at the Wade Kirk Softball Field in January 2015. This was funded by a Vernon College foundation grant.

Use of Results for Improvement:

Wireless internet at the Wade Kirk Softball Field has allowed the Vernon College softball games to be streamed so that recruits, fans and family members can watch the games. The Vernon College Softball Coach will continue to monitor this service and notify IT of service disruptions or needed upgrades.

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.

Office of the President

Institutional Advancement

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; Advancement Services Specialist for Marketing and Scholarship Support

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:

1. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift programs, a planned giving program, and grant program.
2. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
3. Work with faculty and staff to assist in the preparation and the electronic submission of proposals through grants.gov, Fastlane, etc.
4. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
5. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.
6. Once all old giving records are in RE, review, revise, and relaunch the annual giving clubs and aggregate giving societies including a Heritage Club to recognize those who have included the College and/or the Foundation in their estate plans.
7. Using RE, identify donors by lifetime giving and launch a new presidential-level annual event to recognize lifetime giving and planned gift donors. This event will excite the donors who will be honored as well as serve as a cultivation event to encourage current aggregate

donors to “move up” to the next society as well as encourage other donors and prospects to increase their giving so that they can be “inducted” into a lifetime giving society.

8. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “building” endowed scholarships (those under the \$10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.
9. Continue to build support for the Vernon College Foundation Annual Auction.
10. Continue to participate in the Council for Resource Development Federal Funding Task Force and the Annual Conference to develop relationships with Federal agencies on behalf of the Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
11. Attend and participate in the annual National Council for Marketing and Public Relations (NCMPR) Conference to network with marketing and webmaster colleagues and learn about the most up-to-date techniques and strategies to benefit Vernon College.
12. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
13. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
14. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
15. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.

Resources and Approximate \$:

1. **Institutional Improvement:** Funds to create and implement an annual Presidential-level Donor Recognition Event -- \$6,500; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- \$5,000; Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$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. 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, 2014**.

3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, by **August 31, 2015**.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, by **August 31, 2015**.
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, 2015 and on-going**.
6. Prospects identified and donors and prospects cultivated using standard “moves management” plans as evidence by reports noted above by **August 31, 2015 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, 2015**.
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 2014-2015 fiscal year by **August 31, 2015**.
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, 2015**.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **November 2014**.
11. Participate in the NCMPR Annual Conference, conference notes by **August 31, 2015**.
12. Develop best practices, policies, definitions, and procedures for utilizing the RE database by **August 31, 2015 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, 2015**.
14. Annual software licenses/maintenance contracts renewed by **August 31, 2015**.
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, 2015 and on-going**.

Results: In Progress

Assessment Data/Evidence:

The requested position was not allowed due to budget constraints. Many of the old files have been cleaned and are currently being merged with existing files. Three (3) new private scholarships were established during 2014-2015 and one (1) “Building” scholarship reached the minimum endowment level of \$10,000 to be activated. Nine (9) 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, 2014. A total of \$1,555,130 in philanthropic support for the previous fiscal year was reported. Advancement staff participated in the NCMPR Regional Conference in September 2014 and the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2014 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 2014-2015. The Director of Institutional Advancement assisted with the preparation of a \$2.3 million Title III grant that was submitted on June 5, 2015. All departmental software licenses/maintenances contracts were renewed by August 31, 2015.

The Vernon College Foundation Annual Auction was held in February 2015 and was successful.

Use of Results for Improvement:

As old donor files are “cleaned,” old gift money is 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.

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; Advancement Services Specialist for Marketing and Scholarship Support; 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 \$:

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, 2015 and on-going.**
2. Once added to RE, add alumni information to each record by **August 31, 2015 and on-going.**
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, 2015.**
4. Quarterly Alumni E-Newsletter developed and implemented by **August 31, 2015.**
5. Coordinator of Marketing and Alumni Relations attendance at alumni training programs as evidenced by conference notes by **August 31, 2015.**

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

Continued working with the more than 34,200 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. 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 four (4) issues of the Ex-Students E-Newsletter were sent to alumni with current email addresses in 2014-2015 as 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 continued in 2015-2016 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; Advancement Services Specialist for Marketing and Scholarship Support; 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. Form a website users' group, chaired by the Website Advancement/Support Specialist, which will function as a subgroup of the Integrated Marketing/Recruiting Committee to regularly review the website to ensure cohesiveness, develop and share best practices for the site and recommend use policies and guidelines.

3. Conduct an annual review of the website focusing on enhancements that can/should be implemented
4. 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.
5. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
6. As funds are available take advantage of enhanced marketing/communication opportunities to support the College’s visibility.
7. 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.
8. 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.
9. Develop an RFP to work with a marketing consultant to develop a long-term, comprehensive marketing and branding strategy. Included, but not limited to would be College slogan, brochure and flyer templates, marketing plan, videos, etc.
10. Enhance social media marketing by using Facebook ads, online advertisements and Google adwords.
11. 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.
12. Incorporate the recommendations of the Integrated Marketing Task Force as approved by the College Administration.
13. Utilize one graphic designer for all printed materials used throughout the College and coordinated through the Coordinator of Marketing and Alumni Relations.

Resources and Approximate \$:

1. **Institutional Improvement:** New funds to take advantage of marketing/communication opportunities as they arise -- \$25,000. Training opportunities for the Coordinator of Marketing and Alumni Relations and the Advancement Services Specialist for Marketing and Scholarship Support -- \$6,000. Professional photographic services -- \$7,000. Graphic designer for all printing materials -- \$30,000; Marketing Consultant -- \$100,000
2. **Technology:** Annual Ektron CMS400.Net Pro Domain annual license -- \$10,000

Assessment Method/Date:

1. President’s Annual Report disseminated by **February 2015**.
2. Prepare an annual user report of website usage statistics and website enhancements by **August 31, 2015** and on-going.
3. Develop best practices and procedures for maintaining the Vernon College website and Component Administrators’ webpages by **August 31, 2015**; on-going updates.
4. Increase social media marketing as often as possible throughout the year ending **August 31, 2015**.
5. Number of targeted press releases and letters sent by August 31, 2014.
6. Graphic designer for all printed materials used throughout the College selected by **August 31, 2015**.
7. Marketing Consultant hired by **August 31, 2015**.
8. Website users group formed and actively working by **August 31, 2015**.

9. Ektron License renewed by **August 31, 2015.**

Results: In Progress

Assessment Data/Evidence:

The President's Annual Report was completed and disseminated in February 2015. All IT and licensing renewal responsibilities were transferred to RunBiz. Crane West was hired as the College's marketing firm/partner. The firm has graphic design capabilities therefore the need for a separate graphic designer is no longer necessary. The proposed website users group was not formed in 2014-2015. Social media marketing was increased in 2014-2015 with the assistance of Crane West. A Social Media process and best practices guide was developed and approved by the Integrated Marketing/Recruiting Committee.

Use of Results for Improvement:

Work will continue Crane West to develop standardization in the Vernon College Brand marketing identity. An annual report of Vernon College Foundation activities will continue to be a part of the President's Annual report. Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the students informed. The President's Annual Report will continue publication. Opportunities for further training for the Coordinator of Marketing and Alumni Relations will continue. Disseminate the Social Media Guide throughout the College in 2014-2015.

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; Advancement Services Specialist for Marketing and Scholarship Support

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, Advancement Services Specialist for Marketing and Scholarship Support to: monitor all Vernon College social media including, but not limited to, the College Facebook and Twitter accounts as well as other methods of social media as needed. Serve as the

Office of Institutional Advancement website Content Administrator to update and maintain the Vernon College Homepage, the Vernon College Foundation page, the Alumni page, the Scholarship page, the Institutional Advancement page and other pages as needed under the direction of the Coordinator of Marketing and Alumni. Manage and update the STARS information under the direction of the Director of Institutional Advancement. Add new scholarships and criteria to the STARS database. Review all scholarship criteria information annually 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 to do so. Send welcome letter to the applicants as scholarship applications are completed. Respond to student applicant questions. Maintain all paper scholarship files. Assist with marketing the availability of general as well as restricted scholarships. 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 Vernon College 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 needed. Assume a proactive role in increasing the efficiency and organization of the Department. Assist in the preparation of meeting packets, toolkits, etc. for various activities undertaken by the Office of Institutional Advancement. Assume other duties as assigned by the Director of Institutional Advancement and/or the College President.

Resources and Approximate \$:

1. **Institutional Improvement** -- new Scholarship Brochure -- \$10,000.
2. **Personnel** – Advancement Services Specialist for Marketing and Scholarship Support – 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 Marketing and Scholarship Support hired by **August 31, 2015**
2. Scholarship page on College website updated and new scholarship information added by **August 31, 2015** and on-going.
3. STARS presentations to area high schools as requested and evidenced by appointments calendar by **August 31, 2015** 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, 2015** 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, 2015**.
6. STARS annual license renewed by **September 15, 2014**.
7. Scholarship program brochure designed and implemented by **August 31, 2015**.
8. Increased funding for scholarships achieved by **August 31, 2015**.
9. Presentations to Vernon College student groups, as requested, about the availability of scholarships by **August 31, 2015**.
10. Chair the Vernon College Scholarship Committee in March-April and prepare annual report by **August 31, 2015**.

11. Number of targeted press releases and letters sent by **March 1, 2015.**

Results: In Progress

Assessment Data/Evidence:

The request for an additional staff position was not approved due to budget constraints. The STARS Frequently Asked Questions (FAQ) document developed during the previous year was 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 1,529 scholarship applications were received for 2014-2015; this resulted in 820 scholarship offers, of which 770 offers were accepted and 637 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 2014-2015 on-site STARS presentations were made at 10 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 2015 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 2014-2015 academic year. As a result, 200 \$100 were offered to area high school students and 200 were actually used. During the 2014-2015 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 2015 and developed the parameters for offering and awarding 2015-2016 scholarships as evidenced by the agenda and meeting minutes. In early Spring 2015, the College was notified that STARS would be undergoing significant changes and moving to a new platform with a new name, Award Spring. The department began learning the platform's new capabilities during the summer and will launch it in Fall 2015. Press releases and letters regarding specific scholarships was not achieved this year; increased scholarship presentations were used to transmit the information. As of August 31, 2015 College Recruiting functions completed its first year under the Office of Institutional Advancement. During the 2014-2015 year there a total of 7,571 direct student contacts. This information is contained in the 2014-2015 Recruiting Activities Report presented to the Integrated Marketing/Recruiting Committee.

Use of Results for Improvement:

The position request will be included in the 2015-2016 plan. As an integral part of enhanced recruiting efforts, OIA will continue to enhance the STARS (Award Spring) webpage, increase the number of Scholarship presentations to area high schools, and update the FAQ as needed. 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 2015-2016 depending upon budget limitations. Staff continues to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to non-participating high schools. Two new area ISDs joined the College Connections program in 2014-2015. Continue to find sources for increased donations for existing scholarships, complete building scholarships, and work with donors 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

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| 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 2014-2015 review of fund raising activities was conducted as an internal administrative review led by Dr. Johnston Use of Results for Improvement: Coordination of task force continues as an action in future planning. |
| Objective #2: The College will support efforts to strengthen alumni relations. |
| Responsibility: President |
| Statement of Need: To ensure effective and efficient Institutional Advancement results |
| Actions: 1. Support alumni newsletter and meetings 2. Encourage participation of alumni through personal contact |
| Resources and Approximate \$: Institutional Improvement, no \$ |
| Assessment Method/Date: As evidenced by newsletters, agendas, minutes and meeting notes Date: Ongoing annual review with summation by July 1 |
| Results: Achieved Assessment Data/Evidence: 1. -2. 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 2015. Use of Results for Improvement: 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 |

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| <p>Statement of Need: As evidenced by Annual Action Plan</p> |
| <p>Actions:</p> <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 |
| <p>Resources and Approximate \$: Institutional Improvement, no \$</p> |
| <p>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</p> |
| <p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Software reviewed, along with software updates, by Institutional Advancement and deemed successful to assist with fund raising efforts. 2. Processes and personnel review accomplished through internal review led by Director of Institutional Advancement as prompted by changes in personnel and revision of job descriptions. 3. The Annual President's Report was distributed Spring 2015. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 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.

Admissions, Records, and Financial Aid

Admissions

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| Objective #1: Use SENSE and CCSSE data to increase survey driven scores for Admissions |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes for improvement |
| Actions: Review CCSSE and SENSE data to identify high performing schools in Admissions. Review those high performing schools processes, policies, procedures, practices, and programs. |
| Resources and Approximate \$: Institutional Improvement: Time and Effort |
| Assessment Method/Date: Review completed upon completion of surveys and receipt of results / CCSSE August and SENSE April |
| Results: Achieved Assessment Data/Evidence: CCSSE rankings of "Custom Question", "How satisfied are you with your college's process for getting admitted into college?" declined slightly from 91.2% satisfied or very satisfied in 2013 to 89.5% for the 2015. This represents a 1.9% decrease in satisfaction per Director of Quality Enhancement's excel spreadsheet. Use of Results for Improvement: Continue monitoring admission processes and practices for improvement opportunities. |

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| Objective #2 : Compliance with SACS COC Comprehensive Standard 3.4 All Educational Programs 3.4.3 |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| 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 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. |

Financial Aid

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| 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: Not Achieved Assessment Data/Evidence: CCSSE question, "How much does this college emphasize providing the financial support you need to afford your education?" declined slightly from 56.4% (Quite a Bit/Very Much) in 2013 to 53.4% for the 2015. This represents a 5.3% decrease per Director of Quality Enhancement's excel spreadsheet. Use of Results for Improvement: Continue monitoring financial aid processes and practices for improvement opportunities. Include financial aid letter with each admission applicant's permit which emphasizes the availability of aid dollars and accessibility. Attendance at each New Student Orientation. |
| 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 <i>Higher Education Act</i> 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 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 Atlanta, Georgia during December 2014. An Unqualified audit was received for the fiscal year with no management letters for financial aid processes. Use of Results for Improvement: Continue to plan and budget for professional development opportunities and SASC COC compliance. |

Records

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| Objective #1: Use SENSE and CCSSE data to increase survey driven scores for records and registration |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| 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 Assessment Data/Evidence: Over 80% of credit students registered online thru <i>Campus Connect</i> for the Fall 2015 semester. Online registration thru <i>Campus Connect</i> is also open during "Final Registration" and "schedule change" periods. CCSSE rankings of "Custom Question", "How satisfied are you with your college's process for registering for courses?" declined slightly from 87.5% satisfied or very satisfied in 2013 to 86.5% for the 2015. This represents a 1.1% decrease in satisfaction per our Director of Quality Enhancement's excel spreadsheet. Use of Results for Improvement: Continue monitoring registration processes and practices for improvement opportunities. |

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| Objective # 2: Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.2 |
| Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records |
| 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: 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 Assessment Data/Evidence: Access to student records is reviewed on an annual basis through a list provided by Institutional Support Specialist (Jim Binion). 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 accessibility to student records for SASC COC compliance purposes.

Instructional Services

Objective #1: Implement new THECB mandated core curriculum.

Responsibility: Dean of Instructional Services, Division Chairs

Statement of Need: THECB mandate

Actions:

1. Transition assessment of general education outcomes to a model utilizing the LEAP rubrics.
2. General education subcommittee of Academic Council to identify appropriate LEAP rubrics for use in the assessment of each THECB identified core objective.
3. Identify rotation of core objective assessment (assessment cycle).
4. Refine process for random sampling of student artifacts with which to assess attainment of core objectives.

Resources and Approximate \$: 8,000 - Personnel

Assessment Method/Date: Publication of results presented to Academic Council and College Effectiveness committees **Date:** August 1, 2015

Results: Achieved and In Progress

Assessment Data/Evidence:

Instructional Services successfully implemented the new THECB mandated core curriculum during the 2014-15 academic year. Specifically,

- Leap rubrics were successfully used by faculty teams to assess student attainment of Empirical and Quantitative Skills (fall 2014), Personal Responsibility (spring 2015), and Teamwork (summer 2015). These rubrics were selected by the faculty, reviewed by the Core Objective Assessment subcommittee (name changed from General Education subcommittee to more accurately reflect the purpose and scope of the subcommittee), and modified if deemed necessary.
- The Core Objective subcommittee of Academic Council identified the rotation of core objective assessment with each of the six core objectives assigned a semester to be assessed (fall, spring, or summer term). This rotation will result in a 2 year cycle enabling the institution to provide 2 sets of data points every 5 years which aligns with the data needs for THECB and SACSCOC reporting and the documentation of Institutional Effectiveness (*SACSCOC C.S 3.3.1.1 Institutional Effectiveness – Educational programs, including student learning outcomes*) and corresponding improvement efforts.
- A process was developed and refined to provide a random, yet representative sample of student artifacts to be used in assessing the level of student attainment of the state mandated Core Objectives. The sampling frame consists of all students enrolled in a course which is part of the core curriculum and a targeted sample size of 10% was selected. The sampling design employed was a multi-stage stratified random sample with the sampling frame split into strata over several stages. This stratified design allows for the target population to be classified by various criteria ensuring a representative sample across those criteria. The initial stratification was based on cumulative hours earned at Vernon College (4 categories: 0-15 SCH, 16-30 SCH, 31-45 SCH, >45 SCH). In the second stage, the initial

four strata were then categorized by modality: Face-to-Face, ITV, or online/hybrid courses. A third stage of stratification was then applied to face-to-face courses based on location: Vernon, Century City Center, or high school. A final stage of stratification was applied using course designations with the sample of students then taken from the final stage criteria using a random number generator.

- Core Objective assessment results were presented to faculty, the Academic Council, and the College Effectiveness committee. A synopsis of these results is as follows:
 - Fall 2014 – Empirical & Quantitative Skills: 95 common assignments using the Quantitative Literacy LEAP rubric were assessed by three (3) 3-person (faculty) assessment teams. The overall weighted average was 0.90 as compared to the institutionally selected benchmark of 1.5
 - Spring 2016 – Personal Responsibility: 107 common assignments using a modified version of the Ethical Reasoning LEAP Rubric (101) or Lifelong Learning LEAP rubric (6) were assessed by three (3) 3-person (faculty) assessment teams. The overall weighted average was 0.58 as compared to the institutionally selected benchmark of 1.5
 - Summer 2015 – Teamwork: 37 common assignments using the Teamwork LEAP rubric were assessed by two (2) 3-person (faculty) assessment teams. The overall weighted average was 1.03 as compared to the institutionally selected benchmark of 1.5

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty and discipline specific responses to the results were and continue to be drafted. Individual instructors will address the perceived shortcomings indicated by the results through improvements in course content, pedagogical delivery of course content, and course based assessments of student attainment of the core objective. These improvement efforts will be documented on the End of Semester Course Review which is completed each semester by faculty.

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| Objective #2 : Continue to enhance Program & Discipline Evaluation instruments and Institutional Effectiveness plans | |
| Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Director of Institutional Effectiveness, Division Chairs, Directors, and Coordinators. | |
| Statement of Need: Institutional Effectiveness, THECB, and SACSCOC requirements | |
| Actions: | |
| 1. Review Program & Discipline Evaluation instruments and Institutional Effectiveness plans and revise as needed. | |
| Resources and Approximate \$: None - Institutional Improvement | |
| Assessment Method/Date: Presentation of evaluations & plans to College Effectiveness committee | Date: February 1, 2015 |
| Results: Achieved | |
| Assessment Data/Evidence: | |
| Program & Discipline Evaluation instruments were reviewed and revised. Additionally, the Program/Discipline Evaluation subcommittee of the Academic Council was split into 2 subcommittees (one for Programs and another for Disciplines) to lessen the workload and enhance the focus of the subcommittees. The recommendations of the subcommittees were presented for approval to the Academic Council at the May 1, 2015 meeting and subsequently submitted to the VC Board of Trustees at their May 20, 2015 meeting. Specifically: | |

- The following Program Evaluations were submitted by program faculty to the Program Evaluation subcommittee who evaluated the instruments, provided feedback to the faculty, and submitted recommendations to the Academic Council:
 - Administrative Office Technology
 - Associate Degree Nursing
 - Automotive Technology
 - Pharmacy Technician
 - Surgical Technology
- The following Discipline Evaluations were submitted by program faculty to the Discipline Evaluation subcommittee who evaluated the instruments, provided feedback to the faculty, and submitted recommendations to the Academic Council:
 - Agriculture
 - Biology
 - Education
 - History
 - Spanish
 - Speech

Additionally, Institutional Effectiveness Plans were developed and submitted to the Institutional Effectiveness Committee by the following Instructional Services component departments:

- Continuing Education Department – Avocational/Public Service Programs
- Continuing Education Department – Business & Industry Programs
- Continuing Education Department – Vocational Programs
- Early College Start – Dual Credit/Concurrent Enrollment Program
- Library Services Department
- PASS Department – New Beginnings Program
- PASS Department – Office for Students with Disabilities
- PASS Department – Tutoring Centers

Use of Results for Improvement:

Both the Program and Discipline Evaluation & Review instruments continue to be revised and refined to better enable the reviewers to accurately gauge the effectiveness of the program/discipline and to provide a more uniform and consistent product. To this end, the instruments were specifically tailored to either programs (CTE) or disciplines (Academic) to allow for the reporting of discipline or program specific information including evaluation results of either program level (CTE) or general education (Academic) outcomes. A template was developed for the 2015-16 evaluation cycle which should make completion of the instruments easier and quicker for faculty as well as provide more consistency and uniformity across the finished products. These templates were placed in “*OneDrive for Business*” within *Microsoft Office 365* which will enable multiple users to access and edit the document simultaneously. Additionally, Institutional Effectiveness Plans will continue to be refined to incorporate better written, more measurable outcomes and improved assessment measures.

Office of the President

Human Resources

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| Objective # 1: Review/update policies in Employee Handbook. |
| Responsibility: HR Director and Employee Handbook Committee |
| Statement of Need: to ensure ongoing compliance with state/federal rules and regulations, benefits updates, and policies and procedures |
| Actions: <ol style="list-style-type: none"> 1. Employee Handbook Committee will review for policies that need to be updated or amended on an annual basis through committee meetings and follow up. 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 |
| Assessment Method/Date: Updated Employee Handbook online by August 2015 |
| Results: In Progress Assessment Data/Evidence: Employee Handbook updated by July 2015. Due to addition of SaVE Act policy which was approved August 2015, the Employee Handbook will be sent out as an online training to employees and posted to the website September 2015. Use of Results for Improvement: Continued policy/regulation compliance and employee notification. |

President/Effectiveness

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| Objective #1: The College will annually review mission documents with the Board of Trustees, administration, faculty and staff to ensure the organization's commitments are clearly defined. |
| Responsibility: President and Director of Institutional Effectiveness |
| Statement of Need: To meet expected SACS COC compliance criteria and to ensure that all stakeholders have a clear understanding |
| Actions: <ol style="list-style-type: none"> 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 2014 |
| Results: Achieved Assessment Data/Evidence: |

College Effectiveness Committee (September 2014) and Board of Trustees (October 2014) 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:

2014-2015 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, Vernon College Data email group 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:

2014 CCSSE benchmark scores showed improvement. Results of CCSSE, SENSE, SIR II and other benchmark comparisons as identified through the Key Performance Indicators of Accountability and Assessment and Report Calendar communication will be reviewed and used in planning on an ongoing basis.

Monitoring local to national societal and economic trends will continue to be standard operating procedure to ensure a culture of research informed decision making is maintained.

Objective #4: The College will develop, organize and publicize assessment data and strategic planning information to ensure institutional accountability

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS COC compliance criteria; to ensure the College's Strategic Plan clearly defines the mission; and to ensure all stakeholders are informed

Actions:

1. Distribute institutional accountability report
2. Distribute President's Annual Report
3. Conduct review and update of the strategic planning process and document
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 2013-2014 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 2015

3. Strategic plan components as part of annual planning calendar review by College Effectiveness Committee and Board of Trustees as evidenced in meeting agendas and minutes.

Use of Results for Improvement:

All actions as well as the Annual Planning Calendar will continue as standard operating procedure.

Objective #5: The College will complete an institutional self-study to ensure ongoing SACS COC compliance.

Responsibility: President, Director of Institutional Effectiveness and Administrative Team

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

Actions:

1. Review SACS COC compliance criteria and update policies, practices, processes and procedures as necessary
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, Referral Report in March 2015 and Monitoring Report in July 2015.

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 2014-2015 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

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 Community College Survey of Student Engagement (CCSSE). Analyze the CCSSE data and information to prepare and present results and findings.
2. Distribute the results and findings from the CCSSE (Community College Survey of Student Engagement), CCFSSSE (Community College Faculty Survey of Student Engagement), and Survey of Entering Student Engagement (SENSE), to faculty and staff through email, professional development meetings, and Blackboard.
3. Distribute the results and findings from the SENSE, CCSSE, and CCFSSSE to students through email, student organization or focus group meetings, and campus TV monitors.
4. Distribute the results and findings from other assessments; such as End of Year QERI Survey, Technology Committee Feasibility Reviews, and Professional Development; as needed.

Resources and Approximate \$:

Institutional Improvement: Funding for CCSSE & CCFSSSE Survey: \$ 5,550 (Base Fee) - \$1,110 (20% package discount) + \$1,000 (CCFSSSE) TOTAL: \$5,440

Assessment Method/Date:

1. Survey administration completion. April 2015 Survey results for CCSSE shared with each component of the college by April 2015 (& Fall 2015) - dates, agendas, and participation.
2. Dates, agendas, and participation. July 2015

Results: Achieved

Assessment Data/Evidence:

1. The Community College Survey of Student Engagement (CCSSE) was administered March 30-April 10, 2015 and was shared with the college during the August 17, 2015 Fall Semester Kickoff. Data was also shared with the Integrated Marketing/Recruiting Committee on September 11, 2015.

2. The Survey of Entering Student Engagement (SENSE) data was compiled and distributed college-wide during Fall Kickoff August 18, 2014. 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:

The CCSSE administration process was found to be efficient and no changes are recommended at this time. New methods of presenting and distributing data continue to be researched and implemented.

Student Services

Objective #1: Provide a budget of time, materials, and postage to meet current mass mailing directives.

Responsibility: Director of Student Relations

Statement of Need: As directed by the Vernon College President, the Director of Student Relations has embarked on a mailing campaign to target specific groups of potential students. As the specific target groups have been created our mailings have increased dramatically. To better budget time, materials, and postage we will closely monitor the initial complete year of mailings and provide a detailed report.

Actions:

1. Evaluate records of all mass mailing recruitment letters to create a supply and cost projection for future years.

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) time and documentation of student services staff

Assessment Method/Date: Report presented to the Dean of Student Services in June of each year. **Date:** no date/not completed/duties reassigned

Results: Not Achieved

Assessment Data/Evidence:

After writing the 2014-2015 Annual Action Plan there was a restructuring and transfer of duties in Vernon College. The Director of Student Relations position and the included duties were eliminated and duties were moved to the Office of Institutional Advancement. The Director of Student Relations became the Student Success Specialist with completely different set of job duties and responsibilities. All recruiting activities including mass mailing directives were immediately assumed by the Office of Institutional Advancement and are reported under the Vernon College Integrated Marketing and Recruiting Committee.

Use of Results for Improvement:

The Vernon College Marketing and Recruiting Committee will continue to serve as the only source of these types of mass mailings.