Vernon College

2014-2015

Institutional Effectiveness Plans

Final Summary

October 2015

Administrative Services

Department/Program: Book Stores

Department/program purpose in support of the Vernon College Mission: The bookstores provide support services for all educational programs by providing easy access to all required classroom materials in a convenient location and at the lowest possible cost to the students. Any profits from operations of the bookstores are dedicated to athletic scholarships.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. The College bookstores will operate within the internal control structure and all other policies and procedures established by College administration to ensure that assets are safeguarded and income and expenses are processed and recorded accordingly. (PG 1)
2. The College bookstores will be operated in a prudent business-like manner to realize a reasonable profit to be returned to the students in the form of athletic scholarships according to the annual operating budget. (PG 2)

Assessments used to measure expected outcomes:
1. Annual audit by outside independent auditors. (EO 1)
2. Bookstore profit and loss statement prepared at year end to establish amount available for scholarship transfer. (EO 2)

Submitted by: Garry David
Date: 01-21-2014

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Location of Assessments: Copies of the audit report will be available in the business office and on the Vernon College website. The bookstore profit and loss statement will be in the business office.

Dissemination/Discussion of Assessments: The annual audit is reviewed with the board of trustees at their December board meeting. Bookstore P&L will be reviewed with the Director of Bookstores and the President.

Assessment Results: The audit is in progress so results won't be known until December.

Use of Results for improvement of expected outcomes: Any management suggestions identified by the auditors will be reviewed with the appropriate staff and implemented as necessary.

Timeline for inclusion in Annual Action Plan: Any changes will be included in the 2016/2017 Annual Action Plan.

Submitted by: Garry David
Date: September 28, 2015

Department/Program: Business Office

Department/program purpose in support of the Vernon College Mission: The Business Offices provide support services for all educational programs and college-related activities including –
Processing, calculating, billing and collecting student tuition and fees.
Disbursing excess financial aid to students.
Processing payroll and all other college expenditures.
Providing budgetary and fiscal review and oversight.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. All revenues and expenditures will be processed and recorded according to approved policies and procedures. (PG 1 & 2)
2. Clean audit report with no findings or questioned costs and no management letter comments. (PG 1)
3. Actual revenues and expenses will fall within budget guidelines. (PG 2)

Assessments used to measure expected outcomes:
1. Annual financial audit by independent auditors. (EO 1 & 2)
2. Monthly review of financial statements with the Board of Trustees. (EO 3)

Submitted by: Garry David
Date: 01-21-2014

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Location of Assessments: Copy of the annual audit will be available in the business office and on the Vernon College web site. Monthly financial statements are available in the business office and in the monthly board packets.

Dissemination/Discussion of Assessments: Annual audit is reviewed with the board of trustees at their December board meeting. Monthly financial statements are reviewed with the board of trustees monthly.

Assessment Results: The audit is in progress so results won't be known until December.

Use of Results for improvement of expected outcomes: Any management suggestions resulting from the annual audit will be reviewed with the appropriate staff and implemented as

necessary. Any comments or questions resulting from the monthly financial review are followed up as appropriate.

Timeline for inclusion in Annual Action Plan: Any changes will be included in the 2016/2017 Annual Action Plan.

Submitted by: Garry David
Date: September 28, 2015

Department/Program: Physical Plant

Department/program purpose in support of the Vernon College Mission: The Vernon College physical plant department will provide support services for educational programs and college-related activities by overseeing and managing all maintenance, construction and custodial needs of all College facilities, grounds and equipment.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. All Vernon College facilities, grounds and equipment will be maintained in a manner that will keep everything operational and visually appealing to promote a life of learning for all students and employees. (PG 1, 2 & 4)
2. Future needs must also be anticipated and planned for. (PG 2)

Assessments used to measure expected outcomes:
1. All aspects of the physical plant are continuously monitored and evaluated by all College employees. Any issue with performance, functionality, safety, cleanliness or general appearance of any College property can be brought to the attention of the physical plant managers at any time by any College employee. (EO 1 & 2)
2. Future needs of the College are evaluated each spring during a meeting of the Facilities Planning Committee. A diverse group from all areas of the College meet and review the progress of any previously identified needs as well as to discuss other future needs. The Dean of Administrative Services and the Physical Plant managers review the plan at least quarterly to discuss ongoing projects. (EO 2)

Submitted by: Garry David
Date: 01-21-2014

Location of Assessments: All notes and files regarding physical plant are maintained in the business office.

Dissemination/Discussion of Assessments: Physical plant needs are discussed with facilities managers on an ongoing basis. As issues come up they are discussed with the President and the administrative team.

Assessment Results: All critical needs that have been identified have been addressed. Less urgent needs are addressed as budget allows.

Use of Results for improvement of expected outcomes: Identified physical plant issues or needs that directly affect the student learning environment are given first priority in the budget process.

Timeline for inclusion in Annual Action Plan: This is an ongoing process that is included in the Annual Action Plan each year.

Submitted by: Garry David
Date: 09-29-2015

Admissions, Financial Aid and Records

Department/Program: Admissions and Records

Department/program purpose in support of the Vernon College Mission:

The Admissions and Records Office works to ensure that all persons who may benefit from higher education have access to the educational opportunities offered, by assisting students through the admissions and registration processes.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Provide access to higher education for all eligible students (PG # 1, 4 and 5).
2. Report all eligible contact hours earned to the THECB for State funding (PG # 1 and 5).
3. Review policies, practices, procedures, and processes for areas of improvement as they relate to student success (PG #1).

Assessments used to measure expected outcomes:

1. Number of students enrolled (EO # 1)
2. Unqualified Annual Audit and/or Enrollment Audit by State (if selected) (EO # 2)
3. Number of graduates and marketable skill achievers (EO # 3)
4. CCSSE results (EO # 3)

Submitted by:
Joe Hite, Dean of Admissions and Financial Aid/Registrar
Amanda Raines, Director of Admissions and Records
Date: January 30, 2014

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Location of Assessments:

(EO#1)   Enrollment Reports are located in the Office of Admissions and Records.

(EO#2)   Annual Audit and/or Enrollment Audit (if selected) may be found in the Office of Admissions and Records.

(EO#3)   Number of graduates and marketable skills achievers are reported on the CBM 009 and CBM 00M reports, respectively. Both reports are located in the Office of Admissions and Records.

(EO#3)   CCSSE reports may be obtained from the Director of Quality Enhancement Plan.

Dissemination/Discussion of Assessments:

(EO#1)   Unduplicated enrollment for the 12 month period of 7/1/14 to 6/30/15 was down 7.0% at 6,926 credit and funded non-credit students. (Per 2015 IPEDS 12 Month Enrollment Report).

(EO#2)   Received unqualified independent audit with no findings. The College was not selected for review in the State Enrollment Audit.

(EO#3)   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%. New students are assigned a VC Catalog each semester. The Degree Audit module was loaded with each program written as printed in the VC Catalog.

(EO#3)   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 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%.   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.

Assessment Results:

(EO#1)   In Progress

(EO#2)   Achieved

(EO#3)   In Progress

(EO#3)   In Progress

Use of Results for improvement of expected outcomes:
(EO#1)   Search for opportunities to increase contributions to the College's overall recruiting efforts.
(EO#2)   Continue to empathize importance of filing timely and accurate THECB reports to decrease chances for enrollment audit selection.
(EO#3)   Continue monitoring processes and practices which will facilitate student success, methods on improving student access, and utilization of degree audit by faculty, staff, and students.
(EO#3)   Continue monitoring admission processes/practices and registration processes/practices for improvement opportunities.

Timeline for inclusion in Annual Action Plan: Current

Submitted by:
Joe Hite, Dean of Admissions and Financial Aid/Registrar
Amanda Raines, Director of Admissions and Records
Date: October 14, 2015

Department/Program: Financial Aid

Department/program purpose in support of the Vernon College Mission:

It is the mission of the Financial Aid Office to eliminate or diminish financial barriers to students seeking an education at Vernon College and to inform prospective students, parents and enrolled students of financial aid resources and requirements.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

4.   Provide access to higher education for students unable to attend without financial assistance (PG # 1 and 5).
5.   Review policies, practices, procedures, and processes for areas of improvement. (PG #1)

Assessments used to measure expected outcomes:

5.   Number of students receiving aid and the dollars awarded (EO # 1)
6.   Unqualified Annual Audit (EO # 2)
7.   CCSSE results (EO # 2)

Submitted by:
Joe Hite, Dean of Admissions and Financial Aid/Registrar
Melissa Elliott, Director of Financial Aid
Date: January 30, 2014

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Location of Assessments:
(EO#1)   Aid recipients and amounts of dollars awarded are located on the College's administrative software system accessed by the Financial Aid staff.
(EO#2)   The Annual Audit is located in the Business Office.
(EO#3)   CCSSE results are available through the Director of Quality Enhancement Plan.

Dissemination/Discussion of Assessments:
(EO#1)   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.
(EO#2) Received unqualified independent audit with no findings.
(EO#3) 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.

Assessment Results:
(EO#1) Achieved
(EO#2) Achieved
(EO#3) In Progress

Use of Results for improvement of expected outcomes:
(EO#1) Monitor for process improvements in financial aid processing.
(EO#2) Continue attendance of annual DOE conference and other professional development opportunities. Maintain current internal self-auditing process by Director of Financial Aid.
(EO#3) 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.

Timeline for inclusion in Annual Action Plan: Current

Submitted by:
Joe Hite, Dean of Admissions and Financial Aid/Registrar
Melissa Elliott, Director of Financial Aid
Date: October 14, 2015

<u>Instructional Services</u>

Continuing Education – Avocational/Public Service

Purpose in support of the Vernon College Mission:

The Avocational/Public Service Component of the Continuing Education department supports the mission of the college by providing personal enrichment courses and activities.

Expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Enroll a minimum of 350 students in Kids College and achieve a 90% satisfaction rating by students. (PG #4, 5)
2. Enroll a minimum of 2700 students in avocational courses and achieve a 90% satisfaction rating by students. (PG #4, 5)

Assessments used to measure expected outcomes:

1. Enrollment data as reported on Continuing Education Annual Reports. (EO #1, 2)
2. Student course evaluations. (EO #1, 2)

Submitted by: Michelle Wood
Date: January 30, 2014

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Vernon College Continuing Education provides ongoing adult education programs for upgrading or personal enrichment as stated as a part of the College's Mission. With personal enrichment reaching out to children and increasing the amount of courses offered for persons of all ages.

Location of Assessments: All assessments for satisfaction and numbers can be found in the Continuing Education end year reports in the Continuing Education office.

Dissemination/Discussion of Assessments: These assessments are student numbers pulled from Poise. Satisfaction ratings are located in Docubase and entered into a satisfaction worksheet for all courses associated with avocational training and Kids College numbers. Satisfaction ratings come from evaluations directly from students at the conclusion of the course. We are only looking at questions number 2, 7, and 10 (on the surveys) which directly affect ratings for quality of course, outcome of course, and needs of course. However, many of the Kids College evaluations are not processed due to the nature of the camps.

Assessment Results: Kids College enrolled 508 students for the 2014-2015 year. There was a 20.10% response to evaluations for Kids College. However, the satisfactions rating continue to be very high. Quality at 100%, Outcomes at 100% and Needs at 100%. Although the response rate was not very high, we continue to believe that Kids College is improving and growing due to the significant rise in numbers from 2013-2014 at 367 to 508 in 2014-2015.

In 2014-2015 we have successfully hit our benchmark of enrollment for 3,491 students in avocational courses. We have received a 79.77% student response in surveys. The satisfaction ratings by students are as follows: Quality 99.70%, Outcomes 99.36% and Needs at 99.44%.

Use of Results for improvement of expected outcomes: We hope to specifically get a better response rate for 2015-2016 Kids College surveys in order to more efficiently project outcomes, quality and needs for these courses. Primary goals have been reached, however we can continue to work on increasing numbers of satisfaction ratings in the adult avocational programs in order to get more accurate numbers for 2015-2016.

Timeline for inclusion in Annual Action Plan: 2015-2016

Submitted by: Nina Feldman
Date: 10/26/15

Continuing Education – Business & Industry

Purpose in support of the Vernon College Mission:

The Business and Industry Component of the Continuing Education department supports the mission of the college by responding to specific requests of service area business and industry for employee acquisition of upgraded skills and knowledge.

Expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Achieve a minimum of 90% satisfaction by employers. (PG #4, 5)
2. Achieve a minimum of 90% satisfaction by participants in contracted classes. (PG #4, 5)

Assessments used to measure expected outcomes:

1. Employer Evaluation of Training (EO #1)
2. Student course evaluations (EO #2)

Submitted by: Michelle Wood
Date: January 30, 2014

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Continuing Education continues to work with local business and industry to create learning and training opportunities for those with needs.

Location of Assessments:
All assessments for satisfaction and numbers can be found in the Continuing Education end of year reports in the Continuing Education office.

Dissemination/Discussion of Assessments:
These assessments are student numbers pulled from Poise. Satisfaction ratings are located in Docubase and entered into a satisfaction worksheet for all courses associated with contract training. Satisfaction ratings come from evaluations directly from students at the conclusion of the course. We are only looking at questions number 2, 7, and 10 (on the surveys) which directly affect ratings for quality of course, outcome of course, and needs of course.

Assessment Results:
Much of our Continuing Education come from contract training for 2014-2015. With 4,436 students enrolled for some type of business or contract training, we were able to secure 3,924 responses (88.46%). The student satisfaction rating for students is as follows: 99.41% Quality, 98.57% Outcomes, and 98.29% Needs. We have reached our student assessment benchmark, however we did not specifically engage in responses from employers. We have no specific data to compare for employer satisfaction. We can only assume that due to high satisfaction numbers from students that we will continue to receive more business and industry related requests.

Use of Results for improvement of expected outcomes:
For 2015-2016, Continuing Education seeks to find a better way to get employer satisfaction ratings. A specific employer satisfaction survey must be introduced in order to acquire those specific numbers. We will continue to utilize student surveys to efficiently report satisfaction by students. We must continue to work at raising our response numbers to efficiently report satisfaction as well.

Timeline for inclusion in Annual Action Plan: 2015-2016

Submitted by: Nina Feldman

Continuing Education – Vocational

Purpose in support of the Vernon College Mission:

The Vocational Component of the Continuing Education department supports the mission of the college by providing fast track, short-term, career and technical training which enables students to gain skills and knowledge necessary to enter the workforce.

Expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Enroll a minimum of 1500 students per academic year. (PG #4, 5)
2. Achieve a minimum average licensure pass rate of 80%. (PG #4, 5)

Assessments used to measure expected outcomes:

1. Enrollment data as reported on Continuing Education Annual Reports. (EO #1)
2. Licensure data as compiled by the Office of Institutional Effectiveness. (EO #2)

Submitted by: Michelle Wood
Date: January 30, 2014

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Vernon College Continuing Education continues to offer programs and fast track careers in the following areas; Dental Assisting, Police Academy, Firefighter Certification, EMT Basic, EMT Advanced, Certified Nurse Aide, Medical Assisting, Phlebotomy, Jailer Certification, Culinary, Drilling Fluids and Welding and Auto (high school). Our programs continue to meet local needs in industry.

Location of Assessments:
These assessments and numbers can be found in the year end reports for Continuing Education in the Continuing Education office. The documents used for satisfaction ratings can be found in docubase. Licensure rates are acquired from Institutional Effectiveness office.

Dissemination/Discussion of Assessments:
These assessments are student numbers pulled from Poise. Satisfaction ratings are located in Docubase and entered into a satisfaction worksheet for all courses associated with Vocational training programs offered through Continuing Education. Satisfaction ratings come from evaluations directly from students at the conclusion of the course. We are only looking at questions 2, 7, 10 (on the surveys) which directly affect ratings for quality of course, outcome of course, and needs of course.

Licensure rates are documented and located within the institutional effectiveness office. All pass rates come at the conclusion of each program and reported to the institution.

Assessment Results:
For 2014-2015 Continuing Education enrolled 1,871 students in Vocational programs. Out of those students, we were able to capture 1,481 responses of satisfaction ratings (79.16%). Student responses are as follows: Quality 99.73%, Outcomes 97.84% and Needs at 97.37%. Students seem to be content and very successful in these programs.

Licensure rates are as follows for 2013:

Police Academy	100%
Culinary Arts	81%
Dental Assisting	100%
EMT (basic)	78%
EMT (advanced)	56%
Firefighter Certification	100%
Law Enforcement	60%
Law Enforcement (correctional)	100%
Medication Aide	100%
Nurse Aide	56%
Phlebotomy	100%

Pass rates of approximately 84.6%.

We must look to see what the pass rates for 2014 equal and compare satisfaction ratings for 2014 to get a good result of how our programs rate compared to pass rates.

Use of Results for improvement of expected outcomes:
We can compare licensure rates for programs in 2014 to 2013, however this is the first year to report satisfaction specific ratings for these programs. We look to continue to use these satisfaction ratings to verify high ratings with high pass rates for all programs for 2015-2016.

Timeline for inclusion in Annual Action Plan: 2015-2016

Submitted by: Nina Feldman
Date: 10/26/15

Early College Start - Dual Credit/Concurrent Enrollment

Purpose in support of the Vernon College Mission:

The Early College Start program supports the Mission of the College by effectively serving our service area high schools with their dual credit/concurrent enrollment needs. The Early College

Start program also provides the institution with significant recruiting opportunities and visibility while enhancing the "college- going" culture of our service area.

Expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Provide "Spring Forward" presentations to a minimum of 70% of our service area high schools. (PG #4)
2. Enroll a minimum of 450 unduplicated students each fall and spring semesters. (PG # 5)
3. Achieve a dual credit student persistence rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #5)
4. Achieve a dual credit college graduation rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #5)

Assessments used to measure expected outcomes:

1. Annual presentation log. (EO #1)
2. Semester count day reports. (EO #2)
3. THECB state reporting percentages. (EO #4 and 5)

Submitted by: Jessica Sutherland
Date: January 30, 2014

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Location of Assessments: Early College Start Office, CCC 723.1

Dissemination/Discussion of Assessments:
- Spring Forward Presentations are set as requested by the high schools each spring. The 70% was not met spring 15. There were 15 of the 37 high schools who requested the Spring Presentations. We had 3 schools ask for the information to be sent to their schools as they were not having College representatives to come to the campus but they gave their own informative "college nights".
- Enrollment numbers went down spring 2015. We had multiple schools use other sources/schools for dual credit course work. Our fall numbers have increased and put us back in our goal area. Continued recruitment efforts and contact with all the area high schools, will help to keep the numbers consistent if not increased.
- The data regarding dual credit persistence rate and college graduation rates is seen below. We are just right below the state average in each category.

Assessment Results:
1. Provide "Spring Forward" presentations to a minimum of 70% of our service area high schools. (PG #4)
- ***Spring Forward Presentations: 15 of 37 schools were visited specifically for Spring Forward presentations in spring 2015. 40.5%***

2. Enroll a minimum of 450 unduplicated students each fall and spring semesters. (PG # 5)

- *Fall 2014: 453*
- *Spring 2015: 427*

3. Achieve a dual credit student persistence rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #5)

- *Vernon College Dual Credit Student Persistence Rate: 84.6% Statewide: 86%*

4. Achieve a dual credit college graduation rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #5)

- *Completion Measures:*
  - *Avg time to associate degree : Vernon College 4.2yrs Statewide: 4.4*
  - *Avg SCH to associate degree: Vernon College 89   Statewide: 91*
  - *% of earned back. In 4 years or fewer: Vernon College: 28.5%   Statewide: 29.2%*
  - *% of earned back. Or assoc in 4 years or fewer: Vernon College: 35.7% Statewide: 37.6%*

Use of Results for improvement of expected outcomes:
- These results have been viewed and will be used to work towards increasing the necessary services to our area high schools, students and counselors.

Timeline for inclusion in Annual Action Plan: Inclusion will be in the 15-16 Annual Action Plan.

Submitted by: Melissa Moore
Date: October 16, 2015

Library Services

Purpose in support of the Vernon College Mission:

The library supports the Mission of the College by providing the informational resources, services, and facilities needed to assist students in successfully reaching their educational goals. The library provides equitable services to all students irrespective of the geographical location of the student or mode of instructional delivery, i.e., online, ITV, dual credit, hybrid, on-site, concurrent enrollment.

Expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Ensure library resources, services, and facilities meet the needs of students and faculty as evidenced by approval ratings of at least 85% (PG #3).

2. Ensure student and faculty awareness of the library's resources, services, and facilities as evidenced by data collected through library assessments (PG #3).

Assessments used to measure expected outcomes:

The following assessments will be used to measure expected outcomes:
1. Student Survey of Library Services (on-site students in Vernon, CCC, STC, and Seymour) (EO #1 and 2)
2. Library Survey of Online Students   (EO #1 and 2)
3. Faculty Survey of Library Services   (EO #1 and 2)
4. Program/Discipline Evaluations   (EO #1 and 2)
5. Database Usage Statistics   (EO #2)

Submitted by: Marian Grona
Date: January 30, 2014

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Location of Assessments:
Hard copies of assessments are kept in notebooks and are available upon request at the information desk in the Wright Library. Assessments will also be provided electronically upon request.

Dissemination/Discussion of Assessments:
Students and faculty are surveyed annually to determine user satisfaction with and awareness of library services and programs. Quality is evidenced by at least 85% approval in the services offered.

Assessment Results:

ASSESSMENT: LIBRARY SURVEYS

In surveys collected during the 2014-2015 academic year, the following programs fell below the targeted 85% approval rating:

Hours of Operation: When asked to evaluate library hours of operation, 82% of on-site students in Vernon and 79% of students at Century City Center agreed that library hours were sufficient to meet their informational needs. Comments collected at both campuses requested additional weekend hours of operation.

In an effort to address hours of operation, the library is monitoring student usage statistics on Sunday and surveying to determine student preferences for weekend hours on Saturday or Sunday.

Printer Resources: Printer resources at CCC received an approval rating of 75%, considerably below the targeted 85% approval rating. In an effort to improve student satisfaction with printer resources, a second printer was installed in the library at CCC in December 2014. When

surveys were administered at CCC in mid-April 2015, the library noted a decrease rather than an increase in approval with printer resources.

The Institutional Effectiveness Plan also states that the library will monitor to ensure students and faculty are aware of the services offered.

Services Available to Faculty: Surveys indicate a need to better promote services available to faculty. In surveys administered in the spring 2014, the library noted a decrease in awareness for reserves, library instructional support, and the procedure for submitting purchase recommendations.   As subject matter experts, instructors have a unique perspective as to the informational materials needed to help supplement the curriculum. Consequently, it is important that faculty are aware of the procedure for submitting recommendations for the purchase of library materials.

Services Available to Students: Surveys also indicated that a significant number of students did not know of the availability of inter-campus borrowing, Interlibrary Loan, and online assistance in lieu of on-site support at Skills Training Center.
Online Students: Surveys collected from online students in the fall 2014 indicated that students were either pleased with distance learning library services or were unaware that the services were available.
- Inter-campus borrowing: Students at CCC and STC may request books from the main collection in Vernon. However, 72% of students at CCC and 71% of students at STC did not know that books could be requested via the online form.
- Online assistance: A dedicated phone and computer are setup to assist students virtually in lieu of on-site support at STC. After initial consultation via phone, students and staff may then utilize the library's room within Collaborate for live demos. However, 20 of the 46 respondents at STC were not aware of online assistance.
- Inter Library Loan: Students in Vernon were not aware that books which are unavailable within the Vernon College Library System could be requested through Interlibrary Loan.

ASSESSMENT: PROGRAM AND DISCIPLINE EVALUATIONS
Faculty feedback collected through program/discipline evaluations also serves as an impetus for improvement. Faculty are asked to assess library resources as part of the program/discipline evaluation process. Sections address library strengths/deficiencies as well as efforts made to correct any noted deficiencies.   Additionally, instructors are asked to assist in the updating and development of library collections in their specific subject areas. Faculty are issued lists of library holdings and asked to mark through those items deemed dated or irrelevant. Forms are also available for submitting recommendations for the purchase of library materials.

The only deficiency noted from programs undergoing review in 14/15 was the need for more updated materials in the areas of surgical technology, nursing, and office technology.   The ADN department noted the library's commitment to the informational needs of students and stated, "The library is very accommodating to the needs of the nursing students. If there is a resource the student needs, the staff are willing to assist in obtaining it."

In an effort to address collection deficiencies noted by the programs, the library will be more proactive in collaborating with faculty in the weeding and updating of collections. Specifically, the library will follow-up with faculty and offer assistance or answer questions concerning the lists for review or the methods for submitting purchase recommendations.

Deficiencies were noted from two of the six disciplines undergoing review in 14/15. The history department complimented the overall quality of the library's history collection, but noted the need for more primary source documents and audio visual materials.   The speech department recommended the use of libguides as a resource/research tool for students.
The agriculture department was quite complimentary of the library program and stated, "The library and librarians at Vernon College are both valuable resources for the Agriculture discipline. The librarians have been extremely useful in providing current resources as well as obtaining needed resources that are used in the instruction of courses taught within the Agriculture discipline."
In response to faculty feedback, the library will consult with history instructors in identifying primary source materials and audio visual resources to purchase for the collection. The library will also develop a research guide to support the speech curriculum.

ASSESSMENT: DATABASE USAGE STATISTICS
The library's database resources are rated favorably by students and faculty. Databases are acquired at a nominal fee through membership in the TexShare consortium and purchased independently outside the TexShare consortium.   Data indicates that databases are being utilized with some fluctuation in annual usage statistics for several general research databases including CQ Researcher and Opposing Viewpoints in Context. The library's premier multidisciplinary database, Academic Search Complete, is very heavily utilized and has registered an annual increase in usage for the past 3 years.

Use of Results for Improvement of expected outcomes:

Hours of Operation:
In an effort to address hours of operation, the library is monitoring student usage statistics on Sunday and surveying to determine student preferences for weekend hours on Saturday or Sunday.

The Student Survey of Library Hours was administered at CCC this past April 2015 and will be administered in Vernon during this fall semester2015. When asked if they preferred weekend hours on Saturday, Sunday, or either day, 16% of CCC students selected Saturday, 16% Sunday, 47% either, and 21% wrote in that they preferred weekend hours on both days.

The library is also monitoring Sunday usage statistics in Vernon and at CCC. The library is currently open on Sundays from 1:00 PM to 8:00 PM at both locations, and attendance is being monitored at 1:30 PM, 4:30 PM, and 7:30 PM.

Printer Resources:
In response to the decrease in approval at CCC, the library will work to ensure both printers remain in good working order through timely submittal and follow-up on work requests. The

Xerox representative was recently notified of the many technical issues and consequent down times associated with the older printer. The representative stated that a new contract would be drawn up and the printer replaced by the first week in November 2015.

Services Available to Faculty:
The library will work to increase faculty awareness of library services through the following initiatives:
- Distribute informational flyers to instructors during new/adjunct faculty orientations scheduled in the fall in Vernon and at CCC.
- Coordinate with Division Chairs and attend Division meetings to highlight library services and programs.
- Send brief email notifications of library services during the academic year.
- Continue to present library services at the Fall Kick Off.
- Take advantage of opportunities to present during staff development sessions offered through the VCIC. Present sessions on new software applications including Crazy Talk Animator 2 and Zamok Kiosk software.

Services Available to Students:
Efforts to promote library services will include the following:
- The flyer emailed to all students at the start of each semester remains a primary means for notifying students of library services. Continue to update and evaluate the layout, design, and content of the online flyer to ensure convenient access to information on services available to on-site students and distance learners.
- Continue to utilize the information kiosk at various venues as a means for promoting library services.
- Coordinate with the Early College Start Coordinator to ensure print brochures are distributed to instructors and students at the high school locations.
- Continue to utilize Collaborate for library orientations in Seymour. Notify STC faculty of the availability of online orientations upon request.

Program/Discipline Evaluations:
- Coordinate with the history faculty in selecting primary source resources and AV materials for the library collection.
- Work with faculty in weeding and developing library collections.
- Develop a research guide to support the speech curriculum.

Timeline for inclusion in Annual Action Plan:
Research guides and faculty collaboration efforts will be completed by August 2016.
Promotional initiatives will be ongoing through 2016-2017.
The library hours survey will be administered in Vernon this fall. Data collected from CCC and Vernon will be reviewed and used to drive the planning process for subsequent inclusion in the 2016-2017 Annual Action Plan.

Submitted by: Marian Grona
Date: October 20, 2015

PASS Department/Office for Students with Disabilities

Department/Program: *Office for Students with Disabilities*

Department/program purpose in support of the Vernon College Mission:
The purpose of the Office for Students with Disabilities is to provide equal access to instruction, testing, and other college-related activities in order for qualified students with disabilities to succeed in their educational objectives.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. *Provide access to instruction, services, and college activities for any qualified student with a disability. (PG 1, 2, 3)*
2. *Provide necessary accommodations in the classroom, the testing environment, and official college activities that are required or recommended by faculty to at least 60 qualified students with disabilities.(PG 1, 2, 3)*
3. *Show that at least 85% of students who receive ADA accommodations are satisfied with services from the Office for Students with Disabilities. (PG 1,2,3)*
4. *Identify the percentage of students annually who used ADA accommodations and who complete their courses with a passing grade, and compare annually to the general college population. (PG4)*

Assessments used to measure expected outcomes:
1. *Number of students served who completed ADA application process. (EO1,2, 4)*
2. *Track number of students served using student files, notes, and Excel worksheets.(EO 1,2,4)*
3. *Administer and tally ADA satisfaction surveys for students who receive services(EO 3)*
4. *Identify, using POISE and Excel Worksheets, the number of classes successfully completed by ADA students who received accommodations. Compare the percentage of completed classes to the Course Completion KPIA for all college students. (EO 4)*

Submitted by: Deana Lehman
Date: 1/30/14

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Location of Assessments: PASS Department Director's Office

Dissemination/Discussion of Assessments: *Disseminated to the PASS Department Staff, the Dean of Instruction and the Director of Institutional Effectiveness on October 1st, 2015. Will post in shared drive in November 2015.*

Assessment Results:
1. *Helped provide access to course instruction, ADA services, and college activities to all enrolled students with disabilities by advertising services on college website, college catalog, student handbook, and in course syllabi, course outlines, and ADA brochures.*
2. *Provided classroom and/or testing accommodations to 54 qualified students who completed the ADA request process.*
3. *30 (56%) ADA students completed satisfaction evaluations for 2014-2015. All 30 ADA students (100%) responded yes to the question, "The accommodation(s) I received helped me to be successful in classroom and/or testing situation(s)."*
4. *The 54 qualified ADA students in 2014-2015 enrolled in 269 total classes for the year. These students passed 193 of these classes for a 72% completion rate. The completion rate for all VC students in Fall 2014 was 76% and for Spring 2015 was 77%. Thus, the completion rate for ADA students is approximately 4.5% lower than the college average.*

Use of Results for improvement of expected outcomes:
1. *Continue to help provide equal instructional and physical access to all enrolled students with disabilities.*
2. *Serve all qualified ADA students who complete the accommodations request process with classroom and testing accommodations. Keep the goal at 60 students.*
3. *Continue to monitor services to assure student satisfaction.*
4. *Continue to monitor services to assure quiet places to test, adequate access to tutoring, and other services designed to help the student with disabilities succeed in college courses and programs. Continue to encourage ADA students to use tutoring services, and provide individualized tutoring services when NetTutor is not accessible to certain students due to their disabilities.*

Timeline for inclusion in Annual Action Plan:
> *No plans for inclusion in the Annual Action Plan unless otherwise noted.*
> *Continue to monitor services, satisfaction ratings, and numbers served.*

Submitted by: Deana Lehman
Date: October 1st, 2015

Department/Program: *New Beginnings Program*

Department/program purpose in support of the Vernon College Mission:
The purpose of the New Beginnings Program is to enable economically disadvantaged students to complete their career and technical certificate/degree by providing direct support services and designated supplies in order for them to obtain a job, enlist in the military, or continue their postsecondary education.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. *Provide necessary services (child care, gasoline reimbursement, textbooks and/or designated supplies, and free tutoring) to at least 140 economically disadvantaged students pursuing a career and technical certificate or degree.(PG1,2,3)*
2. *Show that at least 85% of New Beginnings participants served annually are satisfied with New Beginnings services.(PG 1,2,3)*
3. *Identify at least 30 graduates per year from the New Beginnings participants.(PG1,)*
4. *Show that at least 88% of the previous year's New Beginnings graduates have been successfully placed in either jobs, the military, or additional postsecondary education one year after their graduation.(PG4)*

Assessments used to measure expected outcomes:
1. *The New Beginnings Coordinator will document the number of New Beginnings participants who receive textbooks and supplies, child care, gasoline reimbursement, or free tutoring and reflect this on the annual Fact Sheet produced every November.(EO1)*
2. *The New Beginnings Coordinator and the CCC Tutoring Coordinator will distribute and collect satisfaction surveys to be tallied by the clerical assistant.   The Director will figure the annual percentage of satisfied New Beginnings participants.(EO2)*
3. *The New Beginnings Coordinator will identify graduates from the New Beginnings participants and list them on the annual New Beginnings Fact Sheet.(EO3)*
4. *The New Beginnings Coordinator with the help of the clerical assistant, various instructors, and Workforce Solution personnel will track New Beginnings graduates via email, telephone calls, postcards, personal visits with graduates, and the Workforce Solutions database tracking system. (EO 4)*

Submitted by: Deana Lehman
Date: 1/30/14

Location of Assessments: *PASS Department Director's Office*

Dissemination/Discussion of Assessments:

1. *Sent to all PASS Department staff in October 2015*
2. *Sent to Dean of Instruction & Director of Institutional Effectiveness in October 2015*
3. *Placed in Annual Plan shared drive under Instructional Institutional Effectiveness Plans in November 2015*

Assessment Results:
1. *187 students pursuing a career and technology certificate or degree at Vernon College were served with child care, textbook loans, and gasoline reimbursement in 2014-2015. Sixteen of these participants attended one or more tutoring sessions.*
2. *120 Satisfaction surveys received from 2014-2015 participants. 115 students (96%) were satisfied with New Beginnings services and answered yes to the question, "Did New Beginnings services help you achieve your educational goals?"*

3. *The New Beginnings Program had 58 graduates in 2014-2015.*
4. *The placement rate for the previous year's graduates (2013-2014) was 93%.*

Use of Results for improvement of expected outcomes:
1. *Continue to advertise the program in order to encourage more participants. Increase served students to at least 160 for 2015-2016.*
2. *Since it is hard to improve on 96% satisfaction, keep services, policies, and procedures as they are this year and strive to maintain friendly, efficient service to participants. Increase satisfaction rate to 90%.*
3. *58 is the largest number of graduates for one year that New Beginnings has ever had. Continue to encourage students to receive tutoring and attend class to achieve the maximum number of graduates.*
4. *The placement rate is well above 90% which is exceptional for this high-risk group. Continue to work with Program Instructors and Workforce personnel to track all New Beginnings graduates.*

Timeline for inclusion in Annual Action Plan:
No plans for inclusion in the Annual Action Plan at this point.

Submitted by: Deana Lehman
Date: September 30, 2015

Department/Program: *PASS Department-Tutoring Center*s

Department/program purpose in support of the Vernon College Mission:
The purpose of the tutoring Centers is to provide content tutoring, study skills, access to technology, and a place to study/test in an atmosphere conducive to learning to enhance the success of those students who receive early and regular tutoring.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. *Provide necessary services (face-to-face and online tutoring, study skills, time management skills, essay proofing, etc.) to at least 200 students per year through the Tutoring Centers.(PG1,2,4)*
2. *Provide other services (orientation, place to study, unique circumstances test administration, etc.) to at least 150 additional students a year.(PG2,3,4)*
3. *Show that at least 85% of students served annually through the Tutoring Centers are satisfied with the Tutoring Center services.(PG1,2,3,4)*
4. *Show that at least 60% of the students who receive tutoring at least once a week, beginning during the first five weeks of the semester for 16-week classes,   the first three weeks for 11-week classes, and in the first 2 weeks for 8 and 5-week classes received a passing grade (A, B, C, P, or CP) in the course(s) for which they received tutoring. (PG 5)*

Assessments used to measure expected outcomes:

1. *Tutoring Coordinators will document services on the Tutoring Excel worksheets in the shared drive for walk-in, online, and by appointment tutoring, along with various tips, seminars, and essay proofing services to Vernon College students who request help. (EO1,2)*
2. *Tutoring Coordinators will document on the Tutoring Excel worksheets any services, excluding tutoring, provided to students through the tutoring center.*
3. *Tutoring Coordinators will distribute and collect satisfaction surveys for students served through the tutoring centers and forward those to the Administrative Assistant to the Director of the PASS Department to compile for the yearly tutoring satisfaction report. (EO3)*
4. *Tutoring Coordinators will document on the Tutoring Excel worksheets the class grades of those tutoring participants who received early and regular tutoring during the semester. The Director of the PASS Department will compute the percentage of students who received a passing grade in the subject(s) for which they received tutoring. This percentage will be compared to the overall course completion rate as determined by the Director of Institutional Effectiveness. (EO4)*

Submitted by: Deana Lehman
Date: 1-5-2015

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Location of Assessments: PASS Department Director's Office

Dissemination/Discussion of Assessments: *Disseminated the report first to PASS Department Staff on September 29, 2015 and then to the Dean of Instructional Services and the Director of Institutional Effectiveness on September 30th, 2015. Will post on the shared drive in November 2015.*

Assessment Results:

#1. *Provided tutoring to 339 unduplicated students in 2014-2015.*

#2. *Services, other than tutoring, were provided to another 598 students in 2014-2015.*

#3. *Tutoring Evaluations were completed by 244 tutored students in 2014-2015 with a 97% satisfaction rating (yes answer) to the following question: Did the tutoring Center services you received help you to be successful in your course(s)?*

#4. *Of the 41 students who met the tutoring criteria, 83% passed the courses for which they received tutoring. This exceeds both the Fall 2014 and Spring 2015 semesters' overall Vernon College course completion rate as listed in the Key Performance Indicators of Accountability which was 76% and 77%, respectively.*

Use of Results for improvement of expected outcomes:

#1. *Continue to advertise our tutoring services in order to attempt to serve more students. Raise goal from 200 to 300 students.*

#2. Continue to offer services other than tutoring to our students. Raise the goal from 150 to 300 for 2015-2016.

#3. Since the primary form of delivery for our tutoring is changing this year from private, in-house tutors to NetTutor, the satisfaction percentage goal will remain at 85% until one year of NetTutor services are completed; therefore, the satisfaction rating will remain at 85% with plans to revise next year if satisfaction with services remains at such a high level.

#4. Only 41 students met the criteria for the Tutoring Institutional Effectiveness (IE) plan. Having already lessened the IE criteria for this year, the staff is unsure if criteria should be further weakened. After discussion with the PASS Department staff and the Dean of Instruction, it was decided that we should keep the same criteria for next year and see if more students will qualify using NetTutor, and monitor the numbers of tutoring sessions (visits) for 2015-2016.

#5. Include only Fall and Spring results when analyzing tutoring data for the Institutional Effectiveness Plan so this data may be compiled and analyzed beginning in the summer months in order for it to be ready and thoroughly analyzed by October 1st.

Timeline for inclusion in Annual Action Plan: Include NetTutor Evaluation in 16-17 Annual Action Plan.
Plan to include NetTutor evaluation results in 2016-2017 Annual Plan

Submitted by: Deana Lehman
Date: September 30, 2015

Office of the President

Department/Program: Human Resources

Department/program purpose in support of the Vernon College Mission:
Assure the most qualified and best suited administrators, staff and faculty are hired for Vernon College programs, disciplines, and departments to provide leadership for the institution and to fulfill its mission. Guide individuals of Vernon College in following policies and procedures set forth for Vernon College that provide clearly defined structure for the leadership of the institution.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Follow policies/procedures set forth for Vernon College in hiring qualified administrators/faculty/staff. (PG #1)
2. Review policies/processes for areas of improvement. (PG #1)

Assessments used to measure expected outcomes:
1. 100% of faculty have Statement of Qualifications on file; 100% of administrators/staff have resume or application on file reflecting qualifications for current position; annual audit of 10% of personnel files with checklist of audit (EO #1)
2. Employee Handbook Committee agendas/minutes/reports documenting the review process for policies and procedures and identified areas of improvement submitted for approval by the appropriate administrator(s) or Board of Trustees meeting minutes for approval by the Board of Trustees.(EO #2)

Submitted by: Haven David
Date: 1/28/14

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Location of Assessments:
All employee files were audited this year. Each file is checked as having been audited. Next year we will move to the 10% audit with a checklist for those audited.
Agendas, minutes and reports for the review of policies/procedures have been posted online in the Employee Handbook Committee. Board approval of the updated handbook is located in the minutes of July 2014 and August 2015.

Dissemination/Discussion of Assessments:
Results of the employee file audit were shared with the Administrative Team in January 2015. The Employee Handbook Committee discussed needed changes to the Employee Handbook policies/procedures. These changes/updates were approved by the committee and the Board of Trustees in July 2015 and August 2015. The Employee Handbook was posted to the Vernon College website in September 2015.

Assessment Results:
100% compliance with SOQ for faculty; 100% compliance with staff files having resume/application for qualification verification.
Policies/procedures updated, documented and posted to the Vernon College website.

Use of Results for improvement of expected outcomes:
Verifying compliance assures Vernon College is employing qualified and best suited administrators, staff and faculty for Vernon College programs, disciplines, and departments to provide leadership for the institution and to fulfill its mission.

Updating policies/procedures on an ongoing basis enables administration to guide individuals of Vernon College in following policies and procedures set forth for Vernon College that provide clearly defined structure for the leadership of the institution.

Timeline for inclusion in Annual Action Plan:
By August 2015

Submitted by: Haven David
Date: 09/24/2015

Department/Program: Office of Institutional Advancement

Department/program purpose in support of the Vernon College Mission: The Office of Institutional Advancement cultivates relationships with alumni, individuals, corporations, foundations, organizations, and other funding agencies to advance Vernon College and the Vernon College Foundation. This includes fundraising, alumni programs, marketing and communications.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Institutional Advancement will raise $250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies. (PG # 2, 3, 5)
2. Institutional Advancement will increase alumni engagement with the College to develop an engaged and supportive constituency. As measured by the number of alumni who subscribe to the E-Newsletter. (PG# 5)
3. Institutional Advancement will use the Vernon College website as the primary marketing tool. (PG# 5)
4. Provide scholarship access to students through the management of the STARS on-line scholarship application and review and award process. (PG# 2, 5)

Assessments used to measure expected outcomes:
1. Annual Voluntary Survey of Aid to Education. (EO# 1)
2. Tracking of website analytical statistics. (EO# 2 and 3)
3. Number of scholarship applications and awards. (EO# 4)

Submitted by: Michelle A. Alexander, Director of Institutional Advancement/Executive Director, Vernon College Foundation
Date: December 9, 2013

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Location of Assessments:
Copies of the Annual Voluntary Survey of Aid to Education (VSE) are on file in the Institutional Advancement Office on the Vernon campus.

RunBiz Solutions, the College's IT provider, keeps the information and it is available upon request.
Annual statistics about the scholarship applications and awards are kept in the Office of Institutional Advancement and with the STARS On-Line Scholarship software.

Dissemination/Discussion of Assessments:
Notification of the VSE submission is reported to the College Effectiveness Committee through the Assessment Activity/Report Communication Form. The website analytical statistics are shared by the College's IT provider. Scholarship information is updated annually and disseminated through the Key Indicators of Accountability (KPIA) Report which is posted on the Vernon College website and shared with the Board of Trustees and other constituencies.

Assessment Results:
The VSE reports Vernon College philanthropy results for the previous fiscal year. Website analytics are an indication of the traffic to the College's website as the College's primary marketing tool. KPIA Scholarship report updated annually.

Use of Results for improvement of expected outcomes:
VSE results benchmark the success of Vernon College fundraising initiatives in comparison with other community colleges that also file the VSE. It also shows results by constituency and method of giving and is an aid in developing plans to cultivation/solicitation of various categories of donor constituencies. The website is the College's main information/marketing tool and the statistics are used in the development and execution of marketing plans. Scholarship support is a main development target of the College and the increase in both applicants and scholarship availability is an aid to recruiting efforts.

Timeline for inclusion in Annual Action Plan:
By August 2015

Submitted by: Michelle A. Alexander
Date: October 19, 2015

Department/Program: IT

Department/program purpose in support of the Vernon College Mission: The IT Department is responsible for supporting and maintaining the network infrastructure, as well as provide technical support and consulting to faculty and staff.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. To Support and maintain Vernon College's network infrastructure. (PG # 2)
2. Support of core applications used by faculty/staff and students (Ex. Student E-mail & Vernon College Website) (PG # 2 and 3)
3. Providing training, support, and consulting to faculty/staff and students. (PG # 1 and 3)

Assessments used to measure expected outcomes:
1. IT Strategic Plan - The goal of the IT Strategic Planning process is to develop a comprehensive plan that will help both to enhance and to coordinate the IT resources and activities of the

entire campus. This document is intended to be a work in progress. It shall from time to time be reviewed and updated. It is intended to give a current view of the status of Information Technology at Vernon College. It will also state an overall direction in terms of core philosophies and list current budgeted projects. (EO # 1)

2. IT Management Support Metrics - Data to support Faculty/Staff user support requests as well as student email/Blackboard/POISE/Website support email requests. (EO # 2)
3. Vernon College IT Budget – Detailed IT Budget than includes standard hardware replenishment for faculty/staff/labs as well as network server replenishment. (EO # 3)

Submitted by: John McKee, IT Service Manager - Run Business Solutions
Date: 2/1/2014

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Location of Assessments: Copies of the 2014/2015 Replenishment list, Lab Replenishment Schedule, VC IT Budget 2014/2015, and VC Infrastructure Planned Replenishment 2014/2015 reside with Run Business Solutions and is available upon request.

Dissemination/Discussion of Assessments: The Annual Action Plan, VC IT Budget, and the Replenishment schedule/list is reviewed annually with the President and the Dean of Instructional Services

Assessment Results: All Budget items that have been deemed priority have been filled. Less urgent Budget items are addressed as budget allows.

Use of Results for improvement of expected outcomes: Identified critical issues or needs that directly affect the network infrastructure are given first priority in the budget process.

Timeline for inclusion in Annual Action Plan: This is an ongoing budget that is addressed annually and included in the Annual Action Plan each year.

Submitted by: Kevin Winkle
Date: October 16, 2015

Department/Program: President/Institutional Effectiveness

Department/program purpose in support of the Vernon College Mission:
The President and Office of Institutional Effectiveness promote planning and assessment to ensure accountability and continuous improvement of the Vernon College Mission focused processes and practices.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Monitor and ensure the development, distribution and implementation of an annual Planning Calendar (PG #1-5)
2. Monitor and ensure the development, distribution and implementation of an annual Assessment and Report Calendar (PG #2 and 3)

Assessments used to measure expected outcomes:

1. Developed and completed Annual Planning Calendar and Tracking Log approved by the College Effectiveness Committee as evidenced by agenda and minutes (EO #1)
2. Developed annual Assessment and Report Calendar approved by the Student Success by the Numbers and College Effectiveness Committees as evidenced by agendas and minutes; completion of 100% of communication forms (EO #2)

Submitted by: Dr. Dusty Johnston, President and Betsy Harkey, Director of Institutional Effectiveness
Date: February 3, 2014

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Location of Assessments:

Committee agendas, exhibits and minutes are located on the Vernon College website in the Governance thru Committee section and in Blackboard. The Planning Calendar is posted on the website Annual Action Plan – Long Range Strategic Plan page. The Assessment and Report Calendar along with completed communication forms are found as links (Assessment Data and Assessment Overview) from the College Effectiveness page.

Dissemination/Discussion of Assessments:

1. Planning Calendar tracking was logged as an ongoing agenda item for the College Effectiveness Committee. The discussion included calendar specific activities and actions.
2. The Assessment and Report Calendar was an ongoing agenda item for the Student Success by the Numbers Committee. Completed communication forms were made available for review and discussion through the Vernon College website.

Assessment Results:

1. All activities and actions listed on the 2014-2015 Planning Calendar were achieved.

2. In spite of high participation in previous years, 2013-2014 participation showed a decrease and during 2014-2015 the Assessment and Report Calendar process seemed to somewhat fall through the cracks. Review of the process identified weaknesses due personnel retirements and changes in staff as well as some shifting of primary

responsibilities. At the submission of this report, less than 100% of the communication forms had been submitted; however, collection is still underway.

Use of Results for improvement of expected outcomes:

1. Following review of the 2014-2015 Planning Calendar, the 2015-2016 Planning Calendar was enhanced to include additional responsibilities of the Student Success by the Numbers Committee and the Board of Trustees. The 2015-2016 Planning Calendar was reviewed and approved by the College Effectiveness Committee on August 25, 2015. Planning Calendar review, tracking and enhancement will continue as an ongoing agenda item for the College Effectiveness Committee.

2. It must be noted that responsibilities of the Student Success by the Numbers Committee (SSBTN) include:

   - To build the capacity of VC staff and faculty to understand and communicate about data depicting student progress, engagement and success.
   - To identify improvements in data targeting and monitoring enhancements at Vernon College in regard to post-secondary preparation, access, persistence and completion.
   - To build an increasingly powerful culture of evidence to support and promote an effective student success agenda at Vernon College.
   - Provide oversight and make recommendations for:
     Assessment and Report Calendar communication reports and requested changes
     Key Performance Indicators of Accountability Benchmarks
     Mapping of student success efforts
     Student Success Initiative Timeline.

   The Assessment and Report Calendar, along with the communication process and General Glossary are designed to facilitate the purpose and responsibilities of this committee and needs of the College.

   Improvement in the process and expected outcomes for the Assessment and Report Calendar began with the Director of Quality Enhancement meeting with responsible parties to update content. The 2015-2016 Assessment and Report Calendar along with the related General Glossary was reviewed and approved by the Student Success by the Numbers Committee on August 19, 2015. Delegated committee responsibilities do not require approval from the College Effectiveness Committee as previously stated. Review, discussion and enhancement of the Assessment and Report Calendar, General Glossary and communication form content will be priority agenda items for the SSBTN Committee in 2015-2016.

Timeline for inclusion in Annual Action Plan:

Monitoring and ensuring that the Assessment and Report Calendar as well as the Planning Calendar is included in several actions as part of the President/Institutional Effectiveness portions of the 2015-2016 Annual Action Plan. Ultimate responsibility to ensure the processes are followed belongs to the President and Director of Institutional Effectiveness.

Submitted by: Betsy Harkey
Date: October 16, 2015

Department/Program: Office of Quality Enhancement

Department/program purpose in support of the Vernon College Mission:
In support of the Vernon College Mission, the Office of Quality Enhancement serves to enhance student learning by providing leadership and assistance to improve work culture, procedures, processes, and environments through the use of data to inform decision-making, continuous improvement approaches, and ongoing staff development and training.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. A process developed and approved by the Quality Enhancement Plan Planning Committee, in compliance with SACSCOC CR 2.12 and CS 3.3.2, to identify and select key issues emerging from institutional assessment and focus on student learning. (PG #1,2,4)
2. Monitor and ensure development, implementation, and assessment of ongoing staff development and training. (PG #1, 4)
3. Monitor and ensure 100% of instructional technologies are assessed by the Technology Committee according to the approved feasibility process. (PG #1,2,4)

Assessments used to measure expected outcomes:
1. Written process, agenda and minutes noting approval by the Quality Enhancement Plan Planning Committee (EO #1)
2. Governance thru Committees Membership List, professional development policy, calendar, and follow-up assessments. (EO #2)
3. Governance thru Committees Membership List, written feasibility process and rubric approved by the Technology Committee, agendas and minutes noting approval of the feasibility process and feasibility rubrics. (EO #3)

Submitted by: Criquett Lehman, Director of Quality Enhancement
Date: February 3, 2014

Location of Assessments:

1. Office of the Director of Quality Enhancement and Committee information is also located on the Vernon College Website College Effectiveness page. http://www.vernoncollege.edu/qep-planning
2. The Governance thru Committees Membership List can be found on the Vernon College Website College Effectiveness page http://www.vernoncollege.edu/governance-thru-committees; professional development calendars and policy is located on the Vernon College Website Professional Development page http://www.vernoncollege.edu/professional-development-3086; professional development documentation is located in the office of the Instructional Design and Technology Coordinator; individual employee professional development as reported through the employee evaluation process is located in the office of Human Resources.
3. The Governance thru Committees Membership List can be found on the Vernon College Website College Effectiveness page. http://www.vernoncollege.edu/governance-thru-committees; meeting materials including rubrics are located in the Office of the Director of Quality Enhancement and on the Vernon College Website College Effectiveness page http://www.vernoncollege.edu/technology

Dissemination/Discussion of Assessments:

1. President's monthly updates, President's Team Meetings, Spring Kickoff Roundtable with Dr. Johnston, Spring Faculty Development Meeting, Collaboration Session Dates (students, faculty and staff), the Board of Trustees 4/15/15 meeting, Vernon College Foundation 4/16/15 meeting, the Vernon College Questionnaire (community), the Collaboration Matrix found in the Quality Enhancement Plan Planning Committee's minutes also contains the dates of communication.
2. The professional development assessment process as part of the annual employee evaluation process was discussed with supervisors in the President's Team meetings and the Instructional Services Division Chair, Directors and Coordinators meetings and with all employees through Vernon College email.
3. Technology updates were given to all faculty during the August 21, 2015 Faculty Development Meeting. This included information regarding the Epson Brightlink Pro Smartboard and Adesso NuScan 500 Document Camera, the decision based on budget and the purchase of a new LMS (Learning Management System) to discontinue the use of Blackboard Collaborate, the piloting of Skype for Business as a possible alternative to ITV and Blackboard Collaborate, and the need for updating our current Student Response System (Clickers).

Assessment Results:

1. The Quality Enhancement Plan Planning Committee used several tools to track the process of topic selection: QEP Timeline, Collaboration Matrix, Topic Identification Survey and Results, Collaboration Session Questionnaire and Results, Vernon College Questionnaire and Results, Agendas and Minutes. April 10, 2015 and May 8, 2015 Minutes reflect the Committee's vote on process approval and topic selection.

2. Development and implementation of ongoing staff development and training: Forty-nine Professional development sessions were held during the 2014-2015 academic year. Twenty–seven of the professional development workshop addressed instructional and service strategies related to active & collaborative learning and technology; and eleven workshops addressed student success. Participation included faculty and staff from across the campus and the delivery modes for professional developments were facilitated face to face, online and via webinars.
   Assessment of individual employees was conducted by the supervisor's as part of the Annual Employee Evaluation process. Details of these assessments can be found in the Human Resources office.

3. Two instructional technologies (100% of new educational technologies) were reviewed by the Committee using the Technology Tool Feasibility Review: Epson Brightlink Pro Smartboard and Adesso NuScan 500 Document Camera. The Adesso NuScan 500 Document Camera was recommended by the Committee on September 25, 2015 as a source to provide student engagement opportunities in a course or in student support service programs and as a cost effective alternative to the existing Elmo devices. The Epson Brightlink Pro Smartboard was not recommended by the Committee on September 25, 2015; however, the technology will be reevaluated during the 2015-16 academic year.
   In addition to the Feasibility Reviews, 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 of expected outcomes:
1. The QEP Planning Committee recommended forming a QEP Development Task Force 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).
2. The Director of Quality Enhancement will continue to serve as a member of the Professional Development Committee to ensure all QEP related initiatives are included. The practice of using faculty and staff as mentors to teach professional development sessions continues to be enhanced and encouraged.
3. The Technology Committee will continue to use the feasibility process for all instructional technologies. The process continues to be enhanced as needed.

Timeline for inclusion in Annual Action Plan:
1. The following is included in the 2015-16 Annual Action Plan. Objective #3: Ensure Compliance with SACSCOC; Objective #2: Chair Quality Enhancement Plan Planning Committee; Action: Implement planning process for a second QEP. This includes topic proposals, reviewing proposed topics, providing discussion/input for proposed topics, selection of topic, and present to college leadership for consideration.
2. The following is included in the 2015-16 Annual Action Plan. Objective #1: Provide leadership on the Professional Development Committee to ensure opportunities, as

outlined in the Quality Enhancement Plan (VConnected) and the planning process of the second QEP, are made available to faculty and staff (may also include students, Board of Trustees, community members).

3. The following is included in the 2015-16 Annual Action Plan. Objective #1: Integrate and maintain innovative technologies, including hardware and software, as piloted through the Feasibility Review of the Technology Committee.

Submitted by: Criquett Lehman, Director of Quality Enhancement
Date: October 14, 2015

Student Services

Department/Program: Athletics

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student activities, athletics, and student support services to promote persistence, completion and a culture of success.   The Athletics Department will produce competitive teams both in the classroom and on the field.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Meet eligibility guidelines for all 4 athletic teams at Vernon College (baseball, softball, rodeo, and volleyball) (PG 1 &4)
2. Produce athletes who meet academic requirements to progress, persist, and complete higher education certificates and degrees (PG 1 &4)
3. Utilize scholarship dollars to their maximum benefit (PG 1 &4)

Assessments used to measure expected outcomes:
1. NJCAA eligibility Report
2. Athletics GPA Report to the VC Board
3. Athletic Scholarship Report

Submitted by: John B. Hardin III, Dean of Student Services/Athletic Director
Date: January 24, 2014

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Location of Assessments: The NJCAA Eligibility Report, the Athletics GPA Report to the VC Board, and the Athletic Scholarship Report are all located in the Dean of Student Services/Athletic Director Office.

Dissemination/Discussion of Assessments: These reports are shared with the Vernon College Board of Trustees and the College Effectiveness Committee.

Assessment Results: These reports show that all the Vernon College Athletic teams met their eligibility and used their scholarship monies within the parameters allowed.

Use of Results for improvement of expected outcomes: The Vernon College Athletics Department has been reassigned under the direct supervision of the Vernon College President. Improvement measures will be identified under new leadership.

Timeline for inclusion in Annual Action Plan: The 2016-2017 Annual Action Plan will include new directives for athletics.

Submitted by: Kristin Harris, Associate Dean of Student Services
Date: 10/16/15

Department/Program: Counseling

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student activities, athletics, and student support services to promote persistence, completion and a culture of success. Counseling at Vernon College endeavors to create informed students and provide timely interventions and options to alleviate barriers and encourage achievement.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Schedule and conduct New Student Orientations at a variety of times so that interested parties can make the first step toward enrollment at Vernon College (PG 2&3)
2. Advise all students who are not TSI clear so that they understand the TSI law and are able to enroll in courses that help them complete their TSI requirements (PG 1&2)
3. Provide career counseling to help students explore employment options during and after their tenure at Vernon College (PG 4)

Assessments used to measure expected outcomes:
1. New Student Orientation Report
2. Counseling Advisor Appointment Logs
3. Career Activities, Career Coach user logs, and Vernon College Job Board postings and hits

Submitted by: Kristin Harris, Associate Dean of Student Services
Date: January 24, 2014

Location of Assessments: All assessments are located in the Associate Dean of Student Services Office.

Dissemination/Discussion of Assessments:
All logs are reviewed regularly to assess that students are using the services listed in the logs and that Student Services resources are being distributed to maximum potential. The New Student Orientation Report is also submitted to the College Effectiveness Committee twice yearly.
Counseling Appointment Logs are reviewed by the Dean of Student Services. Career Coach User Logs and Vernon College job board posting and tracking of website hits are reviewed by the Associate Dean of Student Services, Counselors and Student Success Specialist twice yearly.

Assessment Results:
New Student Orientation continues to provide basic information about Vernon College, TSI and registration procedures.   Surveys of students leaving NSO reveal that over 95% of students agree that they have received and understood the information.
Counseling Advisor Appointment Logs show that Vernon College counselors are using the majority of their time advising students one on one from the time the class schedule is released until registration ends.
Career Coach user logs and job board website tracking shows that a low number of students are utilizing these resources. Student Services will focus future efforts on increasing student knowledge and use of these resources.

Use of Results for improvement of expected outcomes:
New Student Orientation will continue to be regularly scheduled and continue to be mandatory to new students.
Counseling Appointment Logs have been modified to include counseling appointments and degree audits. This has been entered as a twice yearly report to the College Effectiveness Committee.
Student Services is researching ways to maximize student use of career coach and better ways to promote career coach to current students. Student Services is also exploring ways to increase student awareness of the electronic job board postings.

Timeline for inclusion in Annual Action Plan:
Increased career services offered by Student Services will be included in the 2016-2017 Annual Action Plan.

Submitted by: Kristin Harris, Associate Dean of Student Services
Date: October 10/14/15

Department/Program: Housing

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student

activities, athletics, and student support services to promote persistence, completion and a culture of success. Vernon College Housing seeks to offer affordable, safe, and clean student housing on the Vernon Campus.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Maintain a safe housing environment through regular inspections of dorm rooms (PG 1&4)
2. Encourage student engagement through student activity programming (PG 1&4)
3. Measure the student perception of satisfaction with Vernon College housing and food service (PG 1&2)

Assessments used to measure expected outcomes:
1. Residence Hall Health and Safety Inspection Reports
2. Log of student activities put on by Housing and Student Activities
3. Housing and Food Service Survey Reports

Submitted by: Tony Perez, Director of Housing
Date: January 24, 2014

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Location of Assessments: All assessments are located in Housing Directors Office.

Dissemination/Discussion of Assessments:
The Resident Hall Health and Safety Inspections are compiled semesterly and provided to the College Effectiveness Committee.
The Log of Housing Activities is compiled by Housing and added to the Student Activities Report compiled by the Student Activities Director. This involves only the Vernon Campus and most Student Activities are attended by students who live in on campus housing.
Housing and Food Service Survey Reports are compiled each winter. These reports are provided to the College Effectiveness Committee.

Assessment Results:
The Resident Hall Health and Safety Inspections list all violations discovered, items confiscated, and fines assigned. Most issues surround prohibited items such as hot plates and candles.
The Log of Student Activities tracks student attendance and activities.
The Housing and Food Service Survey judges students satisfaction with the living areas as well as the dining hall and also asks for input from students about menu items. Students have indicated a desire for more fresh fruit and vegetable as well as healthier, non-fried options in the hot food line.

Use of Results for improvement of expected outcomes:
The Housing Director and Associate Dean of Student Services reviewed all Housing reports in

August 2015. After this review some reports were combined, some reports better defined, some reports created for better documentation, and some reports are now required each semester instead of each year. The complete list of Housing reports can be found in the 2015-2016 College Effectiveness Assessment and Report Calendar.

The Log of Housing and Student Activities will continue to be combined into a Student Activities Log that provides a college wide perspective.

The Housing and Food Service Survey is being updated in Fall 2015. The previous survey had not been updated recently and the food service coordinator has changed resulting in different menus. The new survey will better reflect current standards and current food services.

Timeline for inclusion in Annual Action Plan:
Although not documented in the Annual Plan the updated Housing documentation and Student Activities documentation is in place for Fall 2015. Results of the Housing and Food Service survey should create annual plan initiatives for 2016-2017.

Submitted by: Kelly Eason, Housing Director
Date: 10/14/2015

Department/Program: Security

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student activities, athletics, and student support services to promote persistence, completion and a culture of success. Security at Vernon College will provide students, faculty, and staff a safe environment.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Submission of all federal and state reporting requirements (PG 1,2,&3)
2. Compliance of all federal and state laws that reference Campus Security (PG 1,2,&3)
3. Maintain a safe and crime free environment for the campus community (PG 1,2,&3)

Assessments used to measure expected outcomes:
1. Crime Awareness Statistics Report
2. Officer/Security Guard shift log
3. Incident Report log

Submitted by: Chris Bell, Chief of Police
Date: January 24, 2014

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Location of Assessments: All assessments are available in the Dean of Student Services Office.

Dissemination/Discussion of Assessments:
The Crime Awareness Statistics Report is shared with the College Effectiveness Committee annually. This report is published on the Vernon College website and is provided to all Vernon College students and employees.
The officer/security guard shift log is kept to illustrate security coverage of all locations. This is reviewed by the Vernon College Chief of Police, the Dean of Student Services, and the Vernon College President.
The Incident Report log is reviewed daily. Any incidents are reported to the Dean of Student Services.

Assessment Results:
The Crime Awareness Statistics Report not only satisfies state and federal requirements and it also illustrates our safe campuses.
The Officer/Security Guard shift log shows the hours each location is covered by a Vernon College police officer or a licensed security guard. This log is being reviewed by the Chief of Police so that the Vernon College President can make a determination of the cost analysis of adding more full time Vernon College Police or extending and expanding security guard coverage.
The Incident Report Log reveals no major issues at any Vernon College location.

Use of Results for improvement of expected outcomes:
The Crime Awareness Statistics Report will continue to be conducted to meet all state and federal requirements.
The Officer/Security Guard shift log will be reviewed so that Vernon College can make an effective, informed decision regarding effective security of students and employees.
The Incident Report Log will continue to be reviewed daily.

Timeline for inclusion in Annual Action Plan:
Additional Vernon College security employees or additional funding for outside security guards will be included in the 2016-2017 Annual Action Plan.

Submitted by: Chris Bell, Vernon College Chief of Police
Date: 10/14/15

Department/Program: Student Activities

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student activities, athletics, and student support services to promote persistence, completion and a culture of success. Student Activities at Vernon College develops a well rounded student by immersing students in college society and helping students to grow socially and interpersonally.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:

1. Measure students interest and participation of on campus student activities to make considerations for future years activities (PG 3&4)
2. Document regular on campus student activities determine a time that a majority of students can attend and participate (PG 3&4)
3. Guide a group of students as they represent Vernon College as a Student Government Association (PG 3&4)

Assessments used to measure expected outcomes:
1. Student Activities Year End Survey of Students
2. Student Activities Log of Activities
3. Attendance at the Texas Student Government Association Convention

Submitted by: Sjohonton Fanner, Director of Student Activities
Date: January 24, 2014

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Location of Assessments: The Student Activity Year End Survey of Students, The Student Activities Log of Activities are available in the Director of Student Activities Office. The Vernon College Student Government Association did attend the state convention in April 2015.

Dissemination/Discussion of Assessments: All assessments were conducted and results were discussed with the Dean of Student Services.

Assessment Results: The Student Activity Year End Survey of Students showed that they liked the activities that were offered and they want more game nights and interactive activities. The Student Activities Log reflected that events were offered at regular intervals and students living on campus were the majority of participants.   All Vernon College Student Government Association officers attended the state convention.

Use of Results for improvement of expected outcomes: Student Activities will continue to plan on campus activities at the Vernon Campus. In 2015-2016 the Student Activities Director and the Housing Director are working together to provide housing and student activities.

Timeline for inclusion in Annual Action Plan: The Student Activities Director and the Housing Director will work together in 2015-2016 to provide more events that interest students. This joint effort in 2015-2016 will result in annual plan initiatives for the 2016-2017 annual plan.

Submitted by: Sjohonton Fanner, Director of Student Activities
Date: 10/16/2015

Department/Program: Student Relations

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student activities, athletics, and student support services to promote persistence, completion and a culture of success. Student Relations will serve as an ambassador to Vernon College in all our service area high schools as well as a point of contact and guide for all potential and entering Vernon College Students.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Ensure that Vernon College visits every Service Area high school at least once a year (PG5)
2. Mail each service area high school senior information about Vernon College (PG5)
3. Produce an accurate viewbook and new student checklist each year (PG1&5)

Assessments used to measure expected outcomes:
1. Semi Annual Recruiting Report
2. Semi Annual Recruiting Report
3. Delivery of recruiting materials

Submitted by: Brandi Brannon, Director of Student Relations
Date: January 24, 2014

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Location of Assessments: not applicable – see use of results for improvement

Dissemination/Discussion of Assessments: not applicable– see use of results for improvement

Assessment Results: not applicable– see use of results for improvement

Use of Results for improvement of expected outcomes:
In July 2014 the Director of Student Relations position was eliminated and all services related to recruiting or production of recruiting materials was moved to the Vernon College Office of Institutional Advancement. Services and production of materials is now monitored and tracked through that office using different reports.

Timeline for inclusion in Annual Action Plan:
Any annual plan submissions will occur through the Office of Institutional Advancement.

Submitted by: Kristin Harris, Associate Dean of Student Services
Date: 10/14/2015

Department/Program: Testing

Department/program purpose in support of the Vernon College Mission: Student Services/Athletics will recruit students and provide engagement opportunities through student activities, athletics, and student support services to promote persistence, completion and a culture of success. Testing at Vernon College will provide a secured, consistent and reliable testing environment that provides integrity for instructional, college entrance, academic and licensure testing.

Department/program expected outcomes in support of the accomplishment of the Vernon College Primary Goals:
1. Maintain the integrity and security of the test environment (PG1&2)
2. Accommodate all testers in a timely manner (PG 1&2)
3. Provide testing results to the proper entities in a secure and timely manner (PG 1&2)

Assessments used to measure expected outcomes:
1. End of Year Testing Report
2. Log of Testing Center complaints
3. Testing Center Hours of Operation log

Submitted by: Sharron Shelton, Testing Coordinator
Date: January 24, 2014

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Location of Assessments: The End of Year Testing Report and the Log of Testing Center Complaints are kept in the Associate Dean of Student Services Office. The Testing Center Hours of Operation Log is kept in the Testing Coordinators Office.

Dissemination/Discussion of Assessments: The results of the End of Year Testing Report are reviewed yearly and shared with the Dean of Student Services and the Vernon College President as well as the College Effectiveness Committee. The Log of Testing Center Complaints is reviewed as they occur with the Dean of Student Services. The Testing Center Hours of Operation log is reviewed at the beginning of each semester.

Assessment Results: The End of Year Testing Report showed an increase in all areas of testing except for instructional testing. This included a sharp rise in GED testing and TSI testing. This increase in testing resulted in more Testing Center deposits. There were no complaints logged. The Testing Center Hours of Operation showed maximum use of employee resources and met the need of students.

Use of Results for improvement of expected outcomes: Vernon College Testing Centers are currently open at maximum capacity in regard to employee time. We are unable to be open more hours without more employees.

Timeline for inclusion in Annual Action Plan: Vernon College will continue to ask for another full time support staff employee in the 2016-2017 Annual Action Plan.

Submitted by: Sharron Shelton, Testing Coordinator
Date: 10/16/15