

## Administrative Services

### Department/Program: Book Stores

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**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. The annual audit, performed by outside independent auditors, will test internal control procedures which will include safeguarding of assets and adherence to policies and procedures in recording transactions. (EO 1)
2. The bookstore profit and loss statement, which is prepared at year end as part of the audit, will establish the amount available for scholarship transfer, and will be used by management to look for areas of savings or increased profit margins. (EO 2)

Submitted by: Garry David

Date: 11-02-15

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**Location of Assessments:** The complete audit report will be available on the Vernon College website as well as through the **THECB, LBB** and numerous other State and Federal agencies. It is also available in the Business Office upon request.

**Dissemination/Discussion of Assessments:** The annual audit will be completed and reviewed with the Board of Trustees in mid-December. Copies are also sent to THECB, LBB, the Governor's Office as well as the Federal Audit Clearinghouse.

**Assessment Results:** The audit will be completed in mid-December.

**Use of Results for improvement of expected outcomes:** Any deficiencies or recommendations as a result of the audit will be discussed with Bookstore personnel and the administration team at that time.

The audit report for the 2014/2015 school year, which was completed December 2, 2015, was once again a “clean” report with no findings or questioned costs. The tests of inventory and purchases performed during the 2014/2015 audit did not reveal any problems with book store operations.

For the 2014/2015 school year, the book store profit and loss schedule showed a \$168,977 drop in net sales and a \$51,469 drop in net profit compared to the prior year. These results follow the trend in recent years as enrollment has declined and competition from on-line retailers has increased. The results were reviewed with the bookstore director and managers and they continue to look for new product lines and marketing techniques to enhance profits.

**Timeline for inclusion in Annual Action Plan:** Since the audit is completed after the annual action plans have been submitted, recommendations as a result of the audit are not included in the plan. However, recommendations are discussed and implemented as soon as possible after they are identified.

Submitted by: Garry David  
Date: 10-17-16

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**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 budgeted guidelines. (PG 2)

**Assessments used to measure expected outcomes:**

1. The annual financial audit will include tests of internal controls and tests of transactions to ensure that all transactions are processed in accordance with

established policies and procedures and College assets are being properly safeguarded. (EO 1 & 2)

2. Financial statements are reviewed with the Board of Trustees on a monthly basis and operating adjustments are made as deemed necessary to stay within budget constraints. (EO 3)

Submitted by: Garry David

Date: 11-03-2015

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**Location of Assessments:** The complete audit report will be available on the Vernon College website as well as through the THECB, LBB and numerous other State and Federal agencies. It is also available in the Business Office upon request.

**Dissemination/Discussion of Assessments:** The annual audit will be completed and reviewed with the Board of Trustees in mid-December. Copies are also sent to THECB, LBB, the Governor's Office as well as the Federal Audit Clearinghouse.

Interim financial statements are reviewed with VC management and the Board every month. They are also posted to the VC website quarterly.

**Assessment Results:** The audit report for the 2014/2015 school year, which was completed December 2, 2015, was once again a "clean" report with no findings or questioned costs.

Due to decreasing enrollment and increasing cost associated with state mandated tuition exemptions, income in the unrestricted fund was about \$520,000 below budget. Through cost savings and delaying some non-essential expenditures we were able to reduce expenses by approximately \$482,000 which left us with an operating deficit of just over \$38,000.

**Use of Results for improvement of expected outcomes:** Preliminary 2015/2016 audit discussions pointed out new Uniform Guidance rules for Federal and State Grant management that are required to be implemented by September 1, 2017. Any other recommendations identified during the 2015/2016 audit will be addressed as they are identified.

**Timeline for inclusion in Annual Action Plan:** A new Federal and State Grants Manual will be developed and adopted during 2016/2017. These new guidelines will become effective September 1, 2017.

Submitted by: Garry David

Date: October 25, 2016

**Department/Program: Information Technology**

**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 that includes standard hardware replenishment for faculty/staff/labs as well as network server replenishment. (EO # 3)

Submitted by: Kevin Winkle, Account Manager – Run Business Solutions

Date: September 29, 2016

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**Location of Assessments:** Copies of the IT Strategic Plan, VC IT Budget, Hardware Replenishment List, and the IT Management Support Metrics for the 2015/2016 reside with Run Business Solutions and are 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:**

1. IT Strategic Plan – Reviewed by Account Manager: Kevin Winkle and Network Engineer: Toby Giddens. No changes were made.
2. IT Management Support Metrics:
  - 172,443 – Proactive Support (Monitoring, Backup, Updates, Patches, Security)

- 4,186 - Support Requests from Faculty and Students
  - 181 - Web/Dev
3. Vernon College IT Budget - All budget items that have been deemed priority have been filled. Less urgent budget items are addressed as the budget allows.

**Use of Results for improvement of expected outcomes:**

1. IT Strategic Plan –

- To improve support service levels, we implemented a Service Coordinator role. The Service Coordinator answers all support phone requests and triages the issue before routing the call to the best suited technician for the issue. This change has improved response times for service requests. The Service Coordinator also reviews all support tickets before closing them as resolved. This review by the Service Coordinator helps ensure we have resolved the issue to the end user’s satisfaction.
- Runbiz Chat was another change implemented to improve support service levels. Runbiz Chat offers an additional line of communication to receive support requests. Runbiz Chat allows instructors to open a chat for assistance, give a brief description of the issue, and then continue with their lesson while a technician works at resolving the issue. Runbiz Chat also promotes multi-tasking for service technicians. A support phone call puts technicians in a one to one ratio with an end user. Runbiz Chat gives technicians the freedom to work on multiple issues simultaneously, therefore increasing the support capacity of each support technician.

2. IT Management Support Metrics -

- 1,853 support tickets for student email issues were created. We implemented a student email password reset portal on the Vernon College website. This allowed students to change/reset their password immediately. This eliminated sending in a support request to have their password reset, therefore reducing the amount of time students were restricted from accessing their student email.
- To better meet the on-site needs of each location a resource was added for the Vernon Campus. With an onsite technical resource now dedicated to the Century City Center and the Vernon Campus on-site response times have improved, providing a faster resolution time for support requests requiring on-site support.
- To evaluate the level of customer service our support technicians are providing, we have implemented a customer service survey which is sent out during the resolution of a work ticket. The customer service survey provides great feedback for identifying any areas of opportunity where we can improve our level of customer service.

3. Vernon College IT Budget –

- Identified critical issues or needs that directly affect the network infrastructure were given first priority in the budget process.

- To improve cost effectiveness, we started the transition from a three-year warranty to a 4-year warranty for all desktops and laptops.

**Timeline for inclusion in Annual Action Plan:**

Projects identified for the 2016/2017 Annual Action Plan were based on metric results and best practices obtained from the IT Management Support Metrics and IT Strategic Plan. The Vernon College IT budget is an ongoing budget that is addressed annually and included in the Annual Action Plan each year.

Submitted by: Kevin Winkle

Date: September 29, 2016

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**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. We also include questions on the SIR II Survey and the Vernon College Effectiveness Questionnaire that ask students, faculty, staff and community members about their perception of the adequacy of our facilities. (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: 11-05-2015

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**Location of Assessments:** All notes and files regarding physical plant are maintained electronically by the business office. SIR II and Effectiveness Questionnaire results are available on the Vernon College web site.

**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. SIR II and Effectiveness Questionnaire results are discussed with the President's Administrative Team after each survey is complete.

**Assessment Results:** All critical needs that have been identified have been addressed. The parking lot at Century City continues to be a major concern. We have not had the resources available to fix it right. We continue to patch the worst areas as we look for grants or other funding assistance to replace it.  
The Vernon College Effectiveness Questionnaire shows that 91% of all respondents agree or strongly agree that Vernon College operates and maintains facilities and learning resources that are appropriate to support educational programs, support services and its teaching, learning and leading mission.  
The Spring 2016 SIR II survey indicates that 80.3% of respondents agree or strongly agree that the facilities at Vernon College are adequate and make a positive contribution to the learning environment.

**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: 10-18-2016

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### Admissions, Records and Financial Aid

**Department/Program:** Admissions and Records

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**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 (EO) in support of the accomplishment of the Vernon College Primary Goals:**

1. Provide open access to Vernon College for all eligible students (PG # 1, 4 and 5).
2. Report all eligible contact hours earned to the THECB for State funding purposes (PG # 1 and 5).
3. Review policies, practices, procedures, and processes, utilized in Admissions and Records, 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:** November 12, 2015

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**Location of Assessments:**

(EO#1) Enrollment Reports for each semester are located in the Office of Admissions and Records and the Board of Trustee meeting minutes.

(EO#2) Annual Audit and Enrollment Audit (if selected) may be found in the Office of Admissions and Records, the Vernon College website, the THECB, and numerous other State and Federal Agencies.

(EO#3) Number of graduates and occupational skills achievers (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, the Vernon College website and the THECB.

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

**Dissemination/Discussion of Assessments:**

(EO#1) 2016 IPEDS 12 Month Enrollment Report were submitted, by way of Assessment/Report Communication form, and reviewed by the Student Success by the Numbers Committee and Admission Office staff for content and possible trends.

(EO#2) The annual audit was reviewed with the Board of Trustees at the mid-December meeting.

(EO#3) The CBM 009 and 00M completion reports were submitted, by way of Assessment/Report Communication form, to the Student Success by the Numbers Committee for review.

(EO#3) CCSSE results were submitted, reviewed, and discussed at the College Effectiveness Committee, the Board of Trustees meetings and Staff Development day.

### **Assessment Results:**

(EO#1) Unduplicated enrollment for the 12 month period of 7/1/15 to 6/30/16 was up slightly (<1.0%) at 6,989 credit and funded non-credit students. **In Progress.**

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

(EO#3) The number of degree and certificate completers reported on the CBM 009 decreased from the 2014-15 total of 720 to the 2015-16 total of 661. The number of Occupational Skills Achievers (Marketable Skills Achievers) reported on the CBM 00M showed a slight decrease from the 2014-15 total of 330 to the 2015-16 total of 326. These numbers are consistent with the small declines in enrollment. 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. **In Progress.**

(EO#3) CCSSE results for (Satisfied/Very Satisfied) question, "Satisfaction: Process for getting admitted into college" showed 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) showed 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. **In Progress.**

### **Use of Results for improvement of expected outcomes:**

(EO#1) Admissions Office was chosen to assume responsibilities for the College's overall recruiting efforts. The Coordinator of Recruiting has been assigned to report directly to the Office of Admissions and Records. Search for opportunities to increase contributions to the College's overall recruiting efforts including, communication plan for prospective and returning students, increase number of campus tour offerings, initiate texting of applicants, and increase participation in TACARO college fairs.

(EO#2) Continue to empathize importance of filing timely and accurate THECB contact hour reports to decrease chances for enrollment audit selection.

(EO#3) Continue monitoring processes and practices which will facilitate student paths to success, methods for improving student access, and utilization of degree audit tool by students, faculty, and staff.

(EO#3) Continue monitoring admission processes/practices and registration processes/practices for improvement opportunities. Schedule specific days for student's admission application completion. Participate in available customer relations improvement webinars, conferences, and/or seminars when possible.

**Timeline for inclusion in Annual Action Plan:**

(EO#1) The competitive environment in higher education and improving economic conditions mandate the inclusion of this objective in the 2016-2017 Annual Action Plan.

(EO#2) Declining State funding rates and a stagnant local tax base, increase importance on the inclusion of all eligible contact hours and dictate this objective be included in the 2016-2017 Annual Action Plan.

(EO#3) An emphasis on continual improvement in serving students requires the inclusion of this objective in the 2016-2017 Annual Action Plan.

**Submitted by:** Joe Hite, Dean of Admissions and Financial Aid/Registrar  
Amanda Raines, Director of Admissions and Records

**Date:** October 25, 2016

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**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:**

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

**Assessments used to measure expected outcomes:**

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

**Submitted by:**

Joe Hite, Dean of Admissions and Financial Aid/Registrar

Melissa Elliott, Director of Financial Aid

**Date:** November 12, 2015

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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. They are also viewable on the Vernon College website as one of the Key Performance Indicators of Accountability (KPIA).
- (EO#2) The Annual Audit may be viewed in the Vernon College Business Office, the Vernon College website, the THECB, and numerous other State and Federal Agencies.
- (EO#3) CCSSE results were obtained through the Director of Quality Enhancement Plan. They are also available on the Vernon College website.

**Dissemination/Discussion of Assessments:**

- (EO#1) Aid recipients and amounts of dollars awarded were reviewed by Financial Aid staff and administrators. These numbers are part of the College's Key Performance Indicators of Accountability (KPIA) which are reviewed by the College Effectiveness Committee and the Board of Trustees.
- (EO#2) The annual audit was reviewed with the Board of Trustees at the mid-December meeting.
- (EO#3) CCSSE results were submitted, reviewed, and discussed at the College Effectiveness Committee, the Board of Trustees meetings and Staff Development day.

**Assessment Results:**

- (EO#1) Total aid decreased \$930,000 from \$15,101,290 in 2014-15 to \$14,162,073 in 2015-16. Vernon College also experienced a decreased in the total amount of Pell Grant disbursed. Pell Grant volume was \$4,984,177 for the 2015-16 award year compared to \$5,439,401 for 2014-15. Student loan volume decreased \$590,000 from \$6,402,456 in 2014-15 to \$5,811,794 in 2015-16. However, the total number of students who received aid increased from 2970 in 2014-15 to 3037 in 2015-16. **In Progress.**
- (EO#2) Received unqualified independent audit with no findings. **Achieved.**
- (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. **In Progress.**

**Use of Results for improvement of expected outcomes:**

- (EO#1) Processing of student aid applications (FASFA) was evaluated and modified for verification compliance and professional judgment, to better serve students and utilize

technology. Monitor for additional process improvements in financial aid processing in order to more efficiently serve student's financial needs.

(EO#2) Continue attendance of annual DOE conference and other professional development opportunities to stay abreast of DOE rule and regulation changes. 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:**

(EO#1) The raising costs of education and emphasis on student success/completion dictate the inclusion of this objective in the 2016-2017 Annual Action Plan.

(EO#2) An emphasis on continual improvement in serving student's needs requires the inclusion of this objective in the 2016-2017 Annual Action Plan.

**Submitted by:**

Joe Hite, Dean of Admissions and Financial Aid/Registrar  
Melissa Elliott, Director of Financial Aid

**Date:** October 25, 2016

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**Instructional Services**

**Continuing Education – Avocational**

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**Purpose in support of the Vernon College Mission:** The Avocational 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 450 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: Nina Feldman

Date: December 1, 2015

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Vernon College Continuing Education provides ongoing adult education programs and community programs for personal enrichment as stated as a part of the College's Mission. Vernon College strives to provide opportunities for all ages in the community. Personal enrichment classes have primarily been targeted at adults, however the addition and continued success of Kids College seems to be a consistent force for enrollment and opportunities for courses offered.

**Location of Assessments:**

(EO#1 & EO #2) All assessments for satisfaction and numbers can be found in the Continuing Education end year reports in the Continuing Education office Century City Center.

(EO#1 & EO#2) Enrollment reports are located in the Continuing Education office Century City Center and can be found in the year end reports.

**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. These results are presented at the Board of Trustees meeting in November every calendar year. These results are also provided to all Coordinators with programs in Continuing Education.

**Assessment Results:**

(EO#1) – achieved

(EO#2) - achieved

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 evaluations) which directly affect ratings for quality of course, outcome of course, and needs of course. Kids College also uses an evaluation where we consider questions number 1 and 2. Many of the Kids College evaluations are not processed due to the nature of the camps (i.e. sports and outdoor activities).

(EO#1) Kids College enrolled 480 students for the 2015-2016 year. That is a 5.5% decrease from 2014-2015. This decline in enrollment may be due to the economy as well as various scheduling conflicts with other events in the Vernon area specifically during the summer months.

(EO#1) There was a 39.38% response to evaluations for Kids College which is an increase from the 20.10% response in 2014. Satisfaction ratings continue to be very high.

Quality = 98.94%

Outcomes = 98.4%

Needs = 98.94%

The response rate in 2014-2015 was 20.10%. With more attention to increasing the response rate, we also had more candid responses for ratings. This will help in continuing to build Kids College and find more diverse offerings, courses and opportunities throughout the year. The response rate continues to increase in order to help us build these programs for the children of our community. Kids College continues to be a significant piece of Continuing Education even though numbers fell from 508 to 480. We look to see Kids College continue to excel and rise in enrollment for 2016-2017.

(EO#2) In 2015-2016 we have successfully hit our benchmark of enrollment at 2818 students in avocational courses. Our number is down approximately 600 students from 2014-2015.

(EO#2) We received a 54.45% student response in evaluations. The satisfaction ratings by students are as follows:

Quality = 99.65%

Outcomes = 99.30%

Needs = 99.47%

We can see the decline of student enrollment in relation to the overall decline in student population across Vernon College for 2015-2016. There is also a need to record more evaluations from the Vernon campus. The student response may be low, however these avocational programs remain highly rated.

#### **Use of Results for improvement of expected outcomes:**

- Utilize Facebook more innovatively by creating surveys for consumers to specifically draw on the wants and needs of the public. (EO#1 and EO#2)
- Using information found from Facebook public surveys, we will also combine these efforts to look at other successful Kids College programs at other institutions providing this type of service in order to offer more programs. (EO#2)
- Utilize Facebook for adult avocational learning to find interests for an older population in order to increase enrollment. (EO#2)
- To include all Coordinators in discussion of end of year reports for better communication and discussion of further improvement. (EO#2)

**Timeline for inclusion in Annual Action Plan:** All improvement strategies are ongoing for 2016-2017. These strategies **will also be included in the 2016-2017 effectiveness plans.**

Submitted by: Nina Feldman

Date: 10/20/16

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## **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: Nina Feldman

Date: December 1, 2015

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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:**

(EO#2) All assessments for satisfaction and numbers can be found in the Continuing Education end of year reports in the Continuing Education office Century City Center.

### **Dissemination/Discussion of Assessments:**

(EO#2) 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 or business and industry. 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 evaluations) which directly affect ratings for quality of course, outcome of course, and needs of course. These results are presented at the Board of Trustees meeting in November every calendar year. These results are also provided to all Coordinators with programs in Continuing Education.

### **Assessment Results:**

(EO#1) Currently in progress

(EO#2) Achieved

(EO#2) There were 5,270 students enrolled (duplicated) for some type of business or contract training course. We were able to secure 3680 responses from students (62.37%). The student satisfaction rating is as follows:

Quality = 99.15%

Outcomes = 99%

Needs = 98.94%

(EO#1) We did not 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.

(EO#1) In 2014-2015 contract training enrollment was at 4,514. For 2015-2016 enrollment for contract training was 5,270. **Again, we can conclude that although we do not have specific response rates from employers**, growth continues to be apparent for our contract training courses.

#### **Use of Results for improvement of expected outcomes:**

- Create an employer survey for 2016-2017 to address employer outcomes. (EO#1)
- To include all Coordinators in discussion of end of year reports for better communication and discussion of further improvement for evaluations. (EO#2)
- Look to make changes for expected outcomes for 2017-2018 and see if continued growth in enrollment numbers is apparent for contract training and business and industry.

**Timeline for inclusion in Annual Action Plan:** Implementation of improvement plans are currently undergoing updates, assessment and will continue to do so for 2016-2017. All new **directives will be in the 2016-2017 plans.**

Submitted by: Nina Feldman

Date: 10/21/16

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#### **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 with satisfaction rates of 90% or better. (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: Nina Feldman

Date: December 1, 2015

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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, Correctional Officer Certification, Culinary Arts, Drilling Fluids and Welding and Auto (high school). Our programs continue to meet local needs for industry.

**Location of Assessments:**

(EO#1) Enrollment reports can be found in the Continuing Education office within the end of year reports.

(EO#2) Licensure rates are acquired from the Institutional Effectiveness office. (The numbers provided are one year prior)

**Dissemination/Discussion of Assessments:**

Enrollment reports are pulled from POISE and used to find our Vocational student enrollment. 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. The licensure reports are one year behind in reporting due to the nature of completion. These results are presented at the Board of Trustees meeting in November every calendar year. These results are also provided to all Coordinators with programs in Continuing Education.

**Assessment Results:**

(EO#1) achieved

(EO#2) achieved

(EO#1) For 2015-2016 Continuing Education enrolled 2341 vocational students (duplicated). These vocational programs received an 82.21% response rates directly from student evaluations. The following are satisfaction rates for vocational courses 2015-2016:

Quality – 98.56%

Outcome – 98.15%

Needs – 97.79%

(EO#2) Licensure rates are as follows for 2014:

Certified Nurse Aide	72%
Culinary Arts	70%
Dental Assisting	100%
EMT (basic)	67%
EMT (advanced)	50%
Firefighter Certification	100%
Jailer Certification	100%
Law Enforcement (correctional)	100%
Medication Aide (no class for 2014)	
Medical Assisting	89%
Phlebotomy	88%
Police Academy	100%

Pass rates are approximately 85.09% for vocational courses. We have a small increase in pass rates from 2013 at 84.6%.

**Use of Results for improvement of expected outcomes:**

- Work with Workforce for annual numbers and needed vocations in our service area. Research to see if areas of Massage Therapy, Medical Office Assistant, Truck Driving, and others are still possibilities of programs for the future. (EO#1)
- Increase enrollment by researching CEU opportunities for teachers and other vocational programs in our service area. (EO#1)
- Coordinators to meet with adjunct instructors to ensure the importance of evaluations for future rating efficiency. (EO#1)
- Allow students to have an options for alternate studying methods to prepare for licensure testing within each specific program. (i.e. NHA additional materials for Certified Medical Assisting) (EO#2)
- Research new and innovative ways to promote current and future vocational programs in order to fill and satisfy enrollment numbers (i.e. Facebook, billboards, radio etc.) (EO#1)

**Timeline for inclusion in Annual Action Plan:** All improvement strategies are currently ongoing for 2016-2017 and **will be included in the 2016-2017** plans.

Submitted by: Nina Feldman

Date: October 20, 2016

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**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 #1 and 2 and 5)
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 #1 and 3)
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 #2 and 3)

**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 #3 and 4)

Submitted by: Melissa Moore

Date: December 1, 2015

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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 16. There were 13 of the 37 high schools who requested the spring presentations. Two schools asked for the presentation information to be sent to their schools as they were not having College representatives come to the campus. These schools gave their own informative “college nights”. The number of students reached through Spring Forward presentations did increase from 322 in 2015 to 414 in 2016.
- Enrollment numbers dropped minimally in the spring of 2016. A couple schools returned to Vernon College for spring from the other institutions they were using for dual credit. 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 rates and college graduation rates is seen below. Vernon College has increased putting our numbers closer to reaching the state average.

- The data collected regarding dual credit enrollment numbers and spring forward presentations are shared to various committees such as: (this data is presented at least twice a year, once a semester after final enrollment numbers are able to be determined)
  - Integrated Marketing and Recruiting Committee
  - Academic Council
  - Director, Coordinators and Division Chair Committee
- Data regarding Vernon College dual credit student persistence rates and graduation rates are shared annually in the college's Institutional Effectiveness plans. This information is presented annually to the Student Success by the Numbers Committee.

**Assessment Results:**

1. Provide "Spring Forward" presentations to a minimum of 70% of our service area high schools. (PG #4)
  - ***Spring Forward Presentations: 13 of 37 schools were visited specifically for Spring Forward presentations in spring 2016. 35%***
2. Enroll a minimum of 450 unduplicated students each fall and spring semesters. (PG # 5)
  - ***Fall 2014: 453***
  - ***Spring 2015: 426***
  - ***Fall 2015: 532***
  - ***Spring 2016: 510***
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: 84.8% Statewide: 85%***
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:***
    - ***Average time to associate degree : Vernon College 4.2yrs Statewide: 4.4***
    - ***Average SCH to associate degree: Vernon College 89 Statewide: 90***
    - ***% of earned bacc in 4 years or fewer: Vernon College: 34.4% Statewide: 31.0%***
    - ***% of earned back. Or associate in 4 years or fewer: Vernon College: 35.1% Statewide: 33.0%***

**Use of Results for improvement of expected outcomes:**

These results have been viewed and will be used to work toward increasing the necessary services to our area high schools, students and counselors. (Including but

not limited to, school visits, presentations, outreach in the form of more expos/recruiting events)

**Timeline for inclusion in Annual Action Plan:** Inclusion was made in the 2016-2017 Annual Action Plan and will be continued throughout the academic year.

Submitted by: Melissa Moore

Date: October 19, 2016

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**Department/Program: Library Services**

**Department/program 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.

**Department/program 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).
3. Ensure library hours of operation are above the average number of hours offered by cohort institutions of higher education. (PG #3)
4. Improve faculty awareness of library instructional support, reserve services, and purchase recommendations by 5% as evidenced by a reduced number of faculty being unaware of the services offered. (PG #3)
5. Improve online students' awareness of library services by at least 5%. (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, 2, and 5)
3. Faculty Survey of Library Services (EO #1, 2, and 4)
4. Program/Discipline Evaluations (EO #1 and 2)
5. Database Usage Statistics (EO #2)
6. Comparison of Library Hours. Benchmark hours of operation to peer or cohort institutions of higher educations. (EO #3)

Submitted by: Marian Grona  
Date: November 10, 2015

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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:**

The assessments were discussed at the Library Committee meeting held on October 14, 2016. The assessments were also disseminated to library staff members for review on October 17, 2016. Assessments are also posted for review on the Vernon College website via the Learning Resources Committee page.

**Assessment Results:**

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.

**Expected Outcome #1: Assessment of Library Services**

In surveys collected during the 2015-2016 academic year, the following programs fell below the targeted **85%** approval rating:

**Hours of Operation (CCC):** When asked to evaluate library hours of operation, **76%** of on-site students at Century City Center agreed that library hours were sufficient to meet their informational needs. In response to hours falling below the targeted 85% approval, the library has recommended extending weekend hours of operation from 7 to 10 hours and then splitting the hours equally between Saturday (9:00 AM – 2:00 PM) and Sunday (3:00 PM to 8:00 PM). This weekend schedule was recommended by the Library Committee as a way to address student satisfaction with library hours.

**Printers (CCC):**

After installing a second high capacity printer at Century City Center, the library noted a significant increase in user satisfaction with printer resources. Although an increase was noted, the 82% approval still fell below the targeted 85% approval rating. Since the data was collected, the library has also replaced the older printer with a new high capacity unit. Additionally, efforts are being made to ensure both printers remain in good working order through timely reporting and follow-up on technical issues. With newer printers and fewer technical issues, the library anticipates approval ratings will increase with the next scheduled survey cycle in the spring 2017.

**Overall Quality of Library Services (CCC):**

Century City Center data also showed a 6% drop in approval for the overall quality of library services. Percentages of students rating the overall quality as good or excellent were 84% in surveys collected this April 2016 and 90% the previous spring 2015. It is anticipated that this percentage will increase once weekend hours are extended beginning in the fall 2016.

**Book Collection at Seymour Learning Center:** When asked to rate the quality of the book collection, 83% of the students agreed that they were able to locate the books needed for their research. This is a significant drop from the 100% approval rating from last spring 2015. In response, the library will highlight eBook availability and inter-campus borrowing during library orientations presented at Seymour during the fall and spring semesters. Information will include instruction on how to access, checkout, and download eBooks to an iPad or other personal device. The orientation will also include a demo on how to utilize the online form to request books from the main collection in Vernon.

**Access to Articles (STC):** Of those students offering an opinion, 82% indicated that they were able to locate the articles needed for their research or course assignments. This is below the targeted 85% approval and an 8% drop in approval when compared to data collected in 2015. The library has a number of technical databases supporting the programs taught at STC. These databases provide full text access to trade publications in welding, HVAC, industrial automation systems, and others. Library staff are available to assist students in locating the articles needed via the dedicated phone and computer in the library. In response, the library will highlight virtual assistance in lieu of on-site support during face-to-face or live, online orientations for classes taught at STC. The library will also request faculty assistance in distributing library informational materials to all students enrolled in their classes.

**Access to Books (STC):** The library noted a drop in approval for print collections at STC from 97% in 2015 to 81% in 2016. In response, the library will emphasize the various services available to support student access to books including:

- Inter-campus borrowing with the ability to request books from the Wright Library in Vernon.
- eBook availability.
- Interlibrary Loan and the ability to request books unavailable with the Vernon College Library System.
- TexShare Card Program and the ability to borrow books from participating libraries including the Wichita Falls Public Library and the Moffett Library at MSU.

Additionally, the library will coordinate with faculty in collection development including withdrawal of dated materials and acquisition of titles needed to supplement/support the curriculum. As noted previously, STC faculty will be asked to distribute library information during each of their classes. Information will include instructions on how to access books from the main collection in Vernon.

**Print Collections, Faculty, CCC:** Of those instructors offering an opinion, 84% rated the book collection at CCC as average or above. In response, the library will continue to invite faculty recommendations for the purchase of library materials. Invitations will be extended through

brief email notifications and through library presentations at New/Adjunct Faculty Orientations and division meetings. Additionally, the library will reach out to faculty for their expertise, insight, and assistance in evaluating current collections in their specific subject areas.

### **Expected Outcome (#2): Student and Faculty Awareness of Library Services:**

Receipt of Library Information:

CCC: There was a drop in the percentage of students indicating that they received information on library services, from 86% in 2015 to 79% in the spring 2016.

STC: Although an increase was noted, there remains a high percentage of students (74%) indicating that they did not receive information on library services.

Awareness of Library Services:

Surveys indicated a significant number of students were not aware of the following services;

- Inter-campus Borrowing, CCC, STC, & Seymour: A significant number of students at CCC, STC, and Seymour were not aware that books could be requested from the main collection in Vernon via the online form.
- Library Assistance at STC: Approximately half of those students responding were not aware that library assistance was available via the dedicated phone and computer in the library. In lieu of on-site support, the phone connects students to library staff in Vernon. Staff can then invite students to utilize the dedicated computer to meet online for live demons through the web conferencing tool, Collaborate. Collaborate provides an engaging means for assisting students virtually through desktop/application sharing capabilities and audio/video conferencing.
- Interlibrary Loan, Vernon: Almost half of on-site students in Vernon did not know that books which are unavailable within the Vernon College System could be requested through the library's Interlibrary Loan service. The library will borrow books on the student's behalf from participating libraries in Texas or nationwide.

### **Use of Results for improvement of expected outcomes:**

In response, efforts to increase awareness of these services will include the following:

- The flyer emailed to all students at the start of each semester remains the primary means for notifying students of library services including inter-campus borrowing options.  
In an effort to better promote services, the library will email the flyer several times during the semester instead of only once at the start of classes. This recommendation was submitted by a representative of the Student Forum in attendance during the Library Committee meeting scheduled on February 12, 2016.
- Additionally, the library will post an orientation to library services online via the library homepage. The orientation will highlight instructions for requesting Wright Library materials from other instructional locations at CCC, STC, SAFB, Seymour, and service area high schools. Instructions will also assist online learners in accessing books and other materials from the Wright Library.

Information on how to request books which are unavailable within the VC Library System (Interlibrary Loan: ILL) will also be included in the orientation.

- The library will request that instructors at STC, Sheppard Learning Center, and service area high schools distribute brochures on library information during each class.
- The library will coordinate with instructors at STC and Sheppard Learning Center in scheduling brief library orientations either online or face-to-face.

**Expected Outcome (#3): Comparison of Library Hours:**\_\_The library benchmarked hours of operation to the College's comparison group of 8 peer institutions. A comparison of hours conducted in the fall 2015 showed that Vernon College offered the second highest number of hours of operation.

**Expected Outcome (#4): Improve Faculty Awareness of Library Services by at Least 5%:** The library implemented strategies to improve faculty awareness of library services. Surveys collected during the spring 2016 showed a considerable improvement in awareness of 5% or higher for services including library instructional support, reserve services, and the procedure for submitting recommendations for the purchase of library materials.

**Expected Outcome (#5): Improve Online Students' Awareness of Library Services:** Surveys processed during the fall 2015 showed that students were either pleased with library services or unaware that the services were available. As per the Expected Outcome #5, the library's goal was to improve student awareness of library services by at least 5%. Awareness was increased by 5% for two of the four services monitored. While an increase was noted for database accessibility and quality, more work needs to be done on raising awareness of online reference assistance and of the ability to request books from the main collection in Vernon. Offering book delivery to online students helps meet the library's requirement of supporting distance learners with services equitable to those afforded on-site students. Consequently, it is important that students are aware of the services available.

In response, the library will:

- Email the library flyer several times during the semester instead of only once at the start of the semester. The flyer includes a link to distance learning library services with information on how to request books from the Vernon collection via the online form.
- Complete and post a library orientation online via the library homepage.
- Post links to the flyer and animated orientation on VC's social networking pages.
- Request online instructors' assistance in posting links to library information on their Canvas course shells.
- Schedule several orientations online and request an RSVP from students planning to participate.
- Send brief email notifications highlighting specific library services.
- Include library information in the print materials mailed to online students by the Student Services department.

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**Timeline for inclusion in Annual Action Plan:**

Initiatives will be included in the 2017-2018 Annual Action Plan.

Submitted by: Marian Grona

Date: September 29, 2016

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**Department/Program: PASS Department: 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. Achieve at least an 85% satisfaction rate. *(PG 1,2,3)*
4. Achieve at least a 65% course pass rate for ADA students who used their accommodations. *(PG 4)*

**Assessments used to measure expected outcomes:**

1. Track number of students served who completed ADA application process. *(EO 1,2, 4)*
2. Track number of students served using student files, notes, and Excel worksheets. *(EO 1,2,4)*
3. Satisfaction rates *(EO 3)*
4. Course pass rates of ADA students *(EO 4)*

Submitted by: Deana Lehman

Date: 11-10-2015

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**Location of Assessments:**

Office of the Director of PASS Department/Office for Students with Disabilities

**Dissemination/Discussion of Assessments:**

1. Emailed to all PASS Department staff
2. Emailed to Dean of Instructional Services and Institutional Effectiveness Director
3. Placed in the shared drive under Instructional Institutional Effectiveness Plans

#### 4. Results used to prepare ADA Satisfaction Assessment and ADA Statistics Report

##### **Assessment Results:**

1. Helped provide access to instructional programs, 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 OSD brochures. 50 students completed the OSD application process
2. Served 50 students with ADA accommodations in 2015-2016
3. 50 (100 %) ADA students completed satisfaction evaluations for services they received in 2015-2016. All 50(100 %) students responded yes to the following question, "The accommodation(s) I received helped me to be successful in classroom and/or testing situation(s)."
4. The 50 qualified ADA students enrolled in 185 classes for the year. These students passed 134 classes for a 72% completion rate. The completion rate for all VC students in Fall 2015 was 80%; thus, the completion rate for ADA students is approximately eight percent 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. Continue to serve all qualified ADA students who complete the accommodations request process with classroom and testing accommodations.
3. Continue to monitor services to assure satisfaction of students. Keep satisfaction rate at 85%.
4. Continue to monitor services to assure adequate access to extended and quiet testing, digital recorders for capturing lecture notes, and other services designed to help the students with disabilities succeed in their classes and programs at Vernon College. Continue to encourage ADA students to use tutoring services, and provide individualized tutoring services when NetTutor is not accessible due to a student's disabilities.

##### **Timeline for inclusion in Annual Action Plan:**

The above use of results for improvement has become standard operating procedure for the OSD, and they are monitored on an ongoing, annual basis.

Submitted by: Deana Lehman

Date: September 26, 2016

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**Department/Program: PASS Department: 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 150 economically disadvantaged students pursuing a career and technical certificate or degree.(PG1,2,3)
2. Achieve at least an 85% satisfaction rate. (PG 1,2,3)
3. Identify at least 30 graduates per year from the New Beginnings participants.(PG1,)
4. Achieve at least an 88% placement rate from previous year's graduates. (PG4)

**Assessments used to measure expected outcomes:**

1. The annual New Beginnings Fact Sheet(EO1)
2. New Beginnings Satisfaction Surveys (EO2)
3. The annual New Beginnings Fact Sheet(EO3)
4. 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: January 30, 2015

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

**Dissemination/Discussion of Assessments:**

1. Emailed to all PASS Department staff
2. Emailed to Dean of Instructional Services and Institutional Effectiveness Director
3. Placed in the shared drive under Instructional Institutional Effectiveness Plans
4. Results used for New Beginnings Reports shared with Student Success by the Numbers Committee

**Assessment Results:**

1. Provided services to 229 program participants: exceeded goal by 53 percent
2. 173 Satisfaction Surveys were completed by New Beginnings' participants in the fall and spring of 2015-2016. 168 students (97%) were satisfied with New Beginnings services and answered yes to the question, "Did New Beginnings services help you achieve your educational goals?"
3. New Beginnings had 57 graduates for 2015-2016; exceeded goal by 90 percent
4. Placement Results for previous year's graduates resulted in a 96% placement rate: exceeded placement rate goal by nine percent. 25-year cumulative placement rate is 98%

**Use of Results for improvement of expected outcomes:**

1. Increase the participant rate goal to 180 students
2. Maintain this excellent satisfaction rate for the New Beginnings Program.
3. Increase graduates to 40 in 2016-2017.
4. Increase placement rate to 90% for graduates for previous year's graduates

**Timeline for inclusion in Annual Action Plan:**

Annual Plan inclusion in 2016-2017 with the following objective:

Promote Proactive Assistance for Student Success (PASS) Department through

- a) Promotion of NetTutor at Spring Forward presentations, New Student Orientation and Chaps Express.
- b) Expansion of New Beginnings Program through increased promotion of services to students.

Submitted by: Deana Lehman

Date: September 26, 2016

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**Department/Program: PASS Department: Tutoring Centers**

**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 (NetTutor, face-to-face tutoring, guided study group tutoring, and in-house essay tutoring) to at least 300 students per year.(PG 1,2, & 4)
2. Provide other services ( ADA testing, unique circumstances testing, orientation, study skills, time management skills, etc.) to at least 300 students per year.(PG 2, 3, & 4)
3. Achieve at least 85% satisfaction rate (PG 1, 2, 3, & 4)
4. Achieve at least a 60% course pass rate for those students who meet the criteria. The criteria, broken into semesters, are as follows:
  - a. **16-week semester:** first visit within the first six weeks with at least eight hours of tutoring
  - b. **11-week semester:** first visit within the first four weeks with at least six hours of tutoring
  - c. **8-week semester:** first visit within the first three weeks with at least five hours of tutoring
  - d. **5-week semester:** first visit with the first two weeks with at least four hours of tutoring (PG 5)

**Assessments used to measure expected outcomes:**

1. Tutoring Coordinators will document services on the Tutoring Excel worksheets and in the shared drive for all tutoring. (EO 1, 4)
2. Tutoring Coordinators will document on the tutoring Excel worksheets in the shared drive any services, excluding tutoring, provided to students through the Tutoring Centers. (EO 2)
3. Tutoring Coordinators will forward satisfaction surveys for the yearly tutoring satisfaction report. (EO3)
4. Compute the percentage of students who received a passing grade in the subject(s) for which they received tutoring. (EO4)

Submitted by: Deana Lehman

Date: 11-10-2015

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

**Dissemination/Discussion of Assessments:**

1. Emailed to all PASS Department Staff
2. Emailed to Dean of Instruction and Director of Institutional Effectiveness
3. Posted on shared drive under Annual Plan/Institutional Effectiveness Plans 2015-2016
4. Results used for tutoring reports made to Student Success by the Numbers Committee

**Assessment Results:**

1. 276 students received tutoring for the Fall and Spring Semesters of 2015-2016
2. 380 students received other services in the Tutoring Center in 2015-2016
3. Tutoring Evaluations were completed by 104 tutored students in 2015-2016 with a 92% 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 13 students who met the criteria, 69% passed the courses for which they received tutoring. While the course completion rate is still within the department goal, the number of students who qualified is very low. This number is low due, in part, to data errors and data content inconsistencies which occurred during the 2015-2016 year. The VC pass rate for all 15- 16 students was 80% in the fall semester of 2015; thus, the tutored students' completion rate is 11% below the overall college completion rate. This is 3 % below the ADA students' completion rate for the same period.

**Use of Results for improvement of expected outcomes:**

Efforts will be made to correct data entry and data content errors, and intense marketing efforts will be made to advertise the online tutoring service, NetTutor. The following methods will be used in correcting errors in data and in advertising NetTutor:

1. Errors in data will be reduced by the following methods:
  - a. Additional training for CCC Tutoring Coordinator
  - b. CCC Tutoring Coordinator will enter data weekly
  - c. CCC Tutoring Coordinator will double-check work for accuracy on a monthly basis
  - d. CCC Tutoring Coordinator will instruct tutors to use Tutoring Session Sheets
  - e. CCC Tutoring Coordinator will make sure students sign out of Accudemia, or that tutors or the Coordinator signs out for them.
  
2. Continued marketing of online tutoring services will include the following methods:
  - a. Hands-on demonstrations in Chaps Express sessions
  - b. Information given during Nursing Orientations
  - c. Mass emails to students/emails to Division Chairs and Instructors
  - d. Posters, flyers, and other marketing material to hand to students
  - e. Large banner displayed at Student Center on Vernon Campus and Math Lab at CCC
  - f. Information on electronic bulletin boards at Vernon and CCC
  - g. Individual hands-on sessions with students requesting help from the Tutoring Center
- h. Embed link in all VC Canvas courses so students can easily access NetTutor
- i. Offer webcam and audio connection for students who want to see and speak to their tutors

**Timeline for inclusion in Annual Action Plan:**

Inclusion in the 2016-2017 Annual Plan with the following objective:

Promote Proactive Assistance for Student Success (PASS) Department through

- a) Promotion of NetTutor at Spring Forward presentations, New Student Orientation and Chaps Express.
- b) Expansion of New Beginnings Program through increased promotion of services to students.

Submitted by: Deana Lehman

Date: September 26, 2016

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**Office of the President**

**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 (EO 1)
2. Athletics GPA Report to the VC Board (EO 2)
3. Athletic Scholarship Report (EO 3)

**Submitted by:** Dr. Dusty Johnston, President/Athletic Director

**Date:** December 1, 2015

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**Location of Assessments:**

1. NJCAA eligibility Report-Administrative Assistant to the Athletic Director's Office
2. Athletics GPA Report to the VC Board-Administrative Assistant to the Athletic Director's Office
3. Athletic Scholarship Report-Administrative Assistant to the Athletic Director's Office

**Dissemination/Discussion of Assessments:** The above reports were shared with the Vernon College Board of Trustees, Athletic Coaches and Student Success by the Numbers Committee. National Junior College Athletic Association (NJCAA) and National Intercollegiate Rodeo Association (NIRA) Eligibility Report was submitted to the National Office prior to the first date of competition for each sport. Athletic Scholarship Report was shared with the Vernon College Board at the May Board Meeting. The Athletics GPA Report was shared with the Vernon College Board in January and May. Reports were discussed periodically throughout the course of each semester with coaches.

**Assessment Results:** Reports indicated that all Vernon College Athletic teams met eligibility requirements and utilized scholarship dollars within budget guidelines.

**Use of Results for improvement of expected outcomes:** Improvement measures are identified under 2016-17 Annual Action Plan. Athletics is under direct supervision of the College President.

Outcomes:

1. Emphasize and increase the importance of the educational endeavors of Vernon College rodeo team members and baseball player's thus increasing completion and graduation. (PI 2; Obj. 1)
2. Develop processes for fundraising and alumni to better support the Colleges' needs through more external funding and the building of a strong alumni base. (PI 8; Obj. 1)

**Timeline for inclusion in Annual Action Plan:** New directives for Athletics is included in the 2016-2017 Annual Action Plan.

Submitted by: Julie A. Myers-Kuhn

Date: October 14, 2016

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**Department/Program: Enterprise Resource Planning/Student Information System**

**Department/program purpose in support of the Vernon College Mission:** The Enterprise Resource Planning/Student Information System (ERP/SIS) provides students, faculty, staff, and administration with the information they need to make informed decisions.

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

1. The ERP/SIS Coordinator will conduct an assessment of the Student Information System vendor capabilities with the final outcome being a selection of the new ERP/SIS. (PG #2, PG #3)
2. The ERP/SIS Coordinator will facilitate high level discoveries with the selected ERP/SIS resulting in a College wide workflow determination. (PG #2, PG #3)

**Assessments used to measure expected outcomes:**

1. Upon receipt of the Title III grant award for Strengthening Institutions Program, the ERP/SIS Requisition for Proposals will be assessed, evaluated, and vetted according to appropriate selection procedures on the RFP Data Score Sheet. (EO 1)
2. The Implementation Timeline for project completion will be established and followed accordingly. The Evaluation Timeline and Schedule will be adapted as described in the Title III Grant to meet the needs of the grant and Vernon College's expectations. (EO 2)

Submitted by: Ivy Harris

Date: 1/13/2016

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**Location of Assessments:**

1. The RFP Data Score Sheet can be located within the CANVAS committee ERP/SIS course and the Title III Oversight Committee course.

2. The Implementation Timeline and Schedule can be found within the Title III Strengthening the Institutions Grant.
3. Agendas, minutes and reports for review have been posted online to the CANVAS ERP/SIS Committee Course.

**Dissemination/Discussion of Assessments:**

1. President's monthly updates, President's Team Meetings, Fall Kickoff Introduction, Fall Kickoff Breakout Session, Board of Trustees Meetings, and Monthly ERP/SIS News Announcements to all college employees.
2. ERP/SIS updates were also presented to the following committee meetings: Technology Committee Meeting, Title III Oversight Committee, College Effectiveness Committee, Integrated Marketing Committee, and Student Success by the Numbers Committee.

**Assessment Results:**

1. RFP Data Score Sheet 100% tabulated and assessed.
  - a. The three RFPs assessed were from the following vendors: Ellucian, Jenzabar, and Unit 4 Solutions Management/Dynamics GP. Each vendor was required to describe their capability of meeting the requested functionality and usability.
  - b. The tabulated results were used for informational purposes in the final selection of the ERP/SIS.
2. ERP/SIS Professional Opinion developed and presented by the ERP/SIS Coordinator
  - a. The ERP/SIS Professional Opinion was presented after an onsite visit to McLennan College in Waco, TX in April of 2016 in order to observe the functionality of their ERP/SIS.
  - b. The current SIS used by McLennan College was an Ellucian System. Upon observation, it was noted that the functionality and usability of the Ellucian System would cause a significant decrease in operational output if the Ellucian System was selected by Vernon College.
3. ERP/SIS selected and purchased by Vernon College
  - a. The ERP/SIS system chosen for Vernon College was Unit 4 Solutions Management/Dynamics GP (U4SM/DGP).
  - b. The systems were purchased in April 2016.
4. The Implementation Timeline and Schedule was followed accordingly
  - a. According to the Implementation Timeline and Schedule, the following should have occurred in Year One of the Title III Strengthening the Institutions Grant:
    - i. Select and Begin installation/training of the new ERP- The ERP was selected and installation was began on Unit 4 Solutions Management and Dynamics GP. Training on Dynamics GP also commenced beginning May 2016 and continuing. Training on U4SM was not started due to a delayed installation of the system.
    - ii. ERP Trainings (4 days per year)-There was a total of four trainings (8 days) facilitated by the ERP/SIS Coordinator (May 2016, June 2016, July 2016, and August 2016).

**Use of Results for improvement of expected outcomes:**

1. RFP Data Score Sheet
  - a. The RFP Data Score Sheet was used as an informational guide for further discovery sessions prior to selecting the ERP/SIS.
2. ERP/SIS Professional Opinion developed and presented by the ERP/SIS Coordinator
  - a. The ERP/SIS Professional Opinion was used as a support statement for the final selection of the ERP/SIS.
3. ERP/SIS implemented according to timeline outlined within grant
  - a. The ERP/SIS Implementation Timeline was followed and will continue to be followed with modification. In Year II of the grant, the ERP/SIS was to be installed and completely operational in December 2016. This date has been modified to reflect the updates and improvements within the U4SM system in order to accommodate the specific needs of Vernon College.
4. ERP/SIS Coordinator to conduct employee training on new ERP/SIS
  - a. The ERP/SIS Coordinator conducted and facilitated two types of trainings during the 2015-2016 year: (1) system specific training and (2) general overview training. Both types of trainings will continue to be offered in the upcoming year.

**Timeline for inclusion in Annual Action Plan:**

The ERP/SIS Implementation Timeline was included in several actions as part of the ERP/SIS Institutional Effectiveness portions of the 2016-2017 Annual Action Plan. The ERP/SIS Coordinator also plans to continue to offer employee trainings on the new ERP/SIS.

Submitted by: Ivy Harris, ERP/SIS Coordinator

Date: 9/30/2016

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**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; the Vernon College Effectiveness Questionnaire (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: 1/23/15

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**Location of Assessments:** Employee files with Statement of Qualifications, resumes, applications are located in the Human Resource office. The annual audit checklist of 10% of files is also located in the Human Resource office. The Vernon College Effectiveness Questionnaire results are located in CANVAS under the College Effectiveness course.

Employee Handbook Committee meeting agendas, minutes & reports are located on the College Effectiveness webpage under the Committee link.

**Dissemination/Discussion of Assessments:** The audit results were discussed among HR personnel to determine process/procedure changes to make compliance more effective. The Vernon College Effectiveness Questionnaire results were shared with the College Effectiveness Committee during the September 20, 2016 meeting.

Once approved by the Vernon College Board of Trustees, the Employee Handbook was added to our SafeColleges training plan for dissemination to all employees for mandatory review. The Employee Handbook was also placed on the Human Resources webpage for all to be able to review at any time throughout the year.

**Assessment Results:** During the audit two SOQs and one official transcript were not located.

One professional license had expired.

Two questions in the VC Effectiveness Questionnaire related to the qualification and competency of administrative and academic officers as well as faculty. Both received strongly agree/agree ratings in the mid 80 percentile.

Updates/changes were made to the Employee Handbook, approved by the Employee Handbook Committee and finally the Vernon College Board of Trustees.

**Use of Results for improvement of expected outcomes:** Missing documentation was retrieved and placed in the respective employee files.

The Vernon College Employee Handbook underwent annual revisions/updates/changes to remain in compliance with local, state and federal rules and regulations.

**Timeline for inclusion in Annual Action Plan:** Processes became standard operating procedure and were added to the 2016-2017 Human Resources Annual Action Plan as deemed necessary by the committee.

Submitted by: Haven David, Director of Human Resources

Date: 10/19/16

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**Department/Program: Institutional Advancement**

**Department/program purpose in support of the Vernon College Mission:** The Office of Institutional Advancement engages Vernon College and the Vernon College Foundation's internal and external constituencies to secure the resources required to help advance the educational mission. The Office also promotes the College's educational opportunities to prospective students. The activities include fundraising, alumni relations, marketing, communications including social media, and College recruiting.

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

1. Enhance marketing and recruiting to increase enrollment at Vernon College 2% over fall 2014. (PG 1, 2, 3, 4, 5)
2. Continue to raise \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies. (PG 1, 2, 3, 4, 5)
3. Institutional Advancement will increase alumni engagement with the College to develop an engaged and supportive constituency. (PG 1, 2, 3, 4, 5)
4. Institutional Advancement will use and promote the Vernon College website as the primary marketing tool. (PG 1, 2, 3, 4, 5)
5. Institutional Advancement will participate in professional development opportunities to enhance existing skills and learn new best practices. (PG 4)
6. Institutional Advancement will continue to participate in the Integrated Marketing/Recruiting Committee (IM/R C) and lead the implementation of the recommendations from the Integrated Market/Recruiting Task Force Report as well as new recommendations developed by the IM/R C. (PG 1, 2, 3, 4, 5)

**Assessments used to measure expected outcomes:**

1. 12<sup>th</sup> class day enrollment reports. (E O1)
2. Annual Voluntary Survey of Aid to Education. (E O2)
3. Increased alumni contacts and engagement with the College. (EO 3)
4. Website analytics. (EO 4)
5. Record of attendance and participation in professional development opportunities. (EO 5)
6. Record of meeting minutes, semi-annual and annual reports. (EO 6)

**Submitted by:**

Michelle A. Alexander, Director of Institutional Advancement/Executive Director, Vernon College Foundation

**Date:** January 27, 2015

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**Location of Assessments:**

The 12<sup>th</sup> class day enrollment reports were summarized in the Count Day Snapshots compiled each semester and maintained by the Institutional Effectiveness Office.

In January 2016 recruiting functions were moved to the Admissions and Records Office. The 2015-2016 Marketing and Recruiting materials are on file in that office. Copies of advertising placed on Social Media, newspapers, billboards, and radio and television are in the Institutional Advancement Office on the Vernon campus and with the College's marketing firm.

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

Copies of the Alumni E-Newsletter and a sample monthly birthday greeting sent to alumni are on file in the Institutional Advancement Office on the Vernon campus.

RunBiz Solutions, the College's IT provider, keeps the analytics information and it is available upon request.

The list of Professional Development opportunities participated in by IA staff is on file in the Human Resources Office.

Records of meeting minutes, semi-annual and annual reports are on file in the Institutional Advancement Office on the Vernon campus; posted in Canvas; and posted to the Integrated Marketing/Recruiting Committee webpage.

**Dissemination/Discussion of Assessments:**

The 12<sup>th</sup> class day enrollment reports, Count Day Snapshots compiled each semester by Institutional Effectiveness, were shared with the Student Success by the Numbers Committee, through the President's Monthly News, with the VC data email group, and the Board of Trustees.

Marketing and recruiting materials were distributed at College fairs, area high schools, community events, through the Vernon College Admissions Office. Recruiting advertisements were run on the College's Facebook page, other social media, newspapers, billboards, and radio and television.

Notification of VSE submission is reported to the Student Success by the Numbers Committee and made available on the Vernon College website through the Assessment Activity-Report Communication Form.

In the September 2016 Vernon College Effectiveness Questionnaire which was sent to approximately 5,100 alumni via email, 55% of alumni respondents agreed/strongly agrees that the Vernon College provides opportunities to maintain a strong connection to the College.

The website analytical statistics are shared by the College's IT provider.

Meeting minutes and reports track the work of the IM/R Committee and are a good reference when developing future plans as well as activity follow up.

### **Assessment Results:**

Count Day Snapshot comparisons showed a decrease in student count and enrollments for Fall and Fall I 2015, Spring and Spring I 2016, and Summer and Summer I 2016. It should be noted that in January 2016, recruiting functions were moved to the Admissions and Records Office. Additional assessments related to recruiting are now in that office.

VSE results benchmark the success of Vernon College private philanthropy fundraising initiatives in comparison with other community colleges that also file the VSE. In 2014-2015 the VSE reported a total of \$1,555,130 received by Vernon College through private philanthropy fundraising initiatives compared to \$592,303 reported in the 2015-2016 VSE Report. However, \$1 million of the reported results in 2014-2015 represented a onetime gift to the Vernon College Foundation. Therefore, excluding the onetime gift from 2014-2015 and comparing the balance of \$555,130 to the total raised in 2015-2016 of \$592,303 there was a 6% increase in private philanthropy.

Institutional Advancement staff participated in all budgeted professional development opportunities both in-house opportunities as well as webinars and off-site training and conference attendance directly relevant to their position responsibilities.

Through the use of the Vernon College main Facebook page and the College's Alumni Facebook page and E-newsletters, the College is reaching out to alumni. Alumni are responding and updating their information, including current contact information. To date approximately 5,100 valid alumni email addresses are on file and were used to send out the 2016 Vernon College Effectiveness Questionnaire and the Alumni E-Newsletter.

The Vernon College website averages about 322,155 page views per month according to the website analytics collected by RunBiz. Additionally, the Vernon College main Facebook is a growing primary marketing tool. According to the statistics, the Facebook page averages several thousand views per week.

The Integrated Marketing/Recruiting Committee utilizes the basic marketing plan developed by the IM/R Task Force, and posted in the IM/R tab in Canvas as its “road map.” As projects of that plan are completed new strategies are brought forth by committee members, or other Vernon College personnel, reviewed by the Committee, and added to the plan.

**Use of Results for improvement of expected outcomes:**

In an effort to streamline processes for recruiting and enrollment, recruiting personnel and oversight of related activities were moved to the Admissions and Records component of the College in January 2016. Recruiting efforts and enrollment counts will be continuously monitored and assessed through the Admissions and Records Office.

The VSE report is used as an aid in developing plans for the cultivation/solicitation of various categories of donor constituencies. Several years ago as a result of completing the VSE, Vernon College received a national Educational Fundraising Award from the Council for Advancement and Aid to Education (CASE) recognizing increased philanthropy given to the College over prior years. Year to year comparison of total private gifts and grants raised on behalf of Vernon College demonstrates the success of fundraising initiatives.

Continue alumni engagement through the e-newsletter, special event greetings, invitations to campus events and other engagement strategies.

IA staff will continue to participate in relevant professional development opportunities.

The College uses its website and main Facebook page as the primary information/marketing tools and the statistics are used in the development and execution of marketing plans.

Changes in personnel, areas of responsibility, and enrollment will provide the roadmap for the Integrated Marketing/Recruiting Committee to continuously monitor and assess marketing and recruiting activities during the 2016-2017 academic year.

**Timeline for inclusion in Annual Action Plan:**

The 2016-2017 Annual Action Plan reflects objectives and actions selected by Institutional Advancement to reflect the above listed Use of Results for Improvement.

Submitted by: Michelle A. Alexander

Date: September 30, 2016

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**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:** November 13, 2015

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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 Canvas. The Planning Calendar is posted annually on the website Annual Action Plan – Long Range Strategic Plan page. The Assessment and Report Calendar along with the related Glossary and 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 a routine agenda item for the College Effectiveness Committee to ensure ongoing communication and oversight. The discussion included calendar specific activities and actions.
2. The Assessment and Report Calendar was an ongoing project for members of the Student Success by the Numbers Committee in 2015-2016. Dissemination of 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 2015-2016 Planning Calendar were achieved.
2. As of September 30, 2016 over 99% of the Assessment and Report Communication forms were completed and submitted for posting on the Vernon College website. Forms not yet received were due to personnel changes or delays in reporting processes. Collection of this information is expected to be completed at 100% by mid-fall 2016.

**Use of Results for improvement of expected outcomes:**

1. The 2014-2015 Planning Calendar was enhanced for 2015-2016 to ensure committee, college leadership, and Board of Trustees activities were appropriately documented and scheduled. No additions were made to the calendar for 2016-2017 when reviewed and approved by the College Effectiveness Committee on July 26, 2016. The 2016-2017 Planning Calendar was presented to the Board of Trustees on August 17, 2016. Planning Calendar review, tracking and enhancement will continue as an ongoing agenda item for the College Effectiveness Committee.
2. To continue addressing identified needs for improvement as documented in the 2014-2015 Institutional Effectiveness Plan, the Assessment and Report Calendar, along with the Glossary, underwent a yearlong review/audit in 2015-2016 led by the Director of Quality Enhancement and the Director of Institutional Effectiveness with oversight by the Student Success by the Numbers Committee. Expected outcomes were improved to over 99% completion of communication forms as of September 30, 2016 and with 100% success by mid-Fall. Updates and clarification were made to the 2016-2017 Assessment/Report Calendar and Glossary. Both documents were approved by the Student Success by the Numbers Committee on September 23, 2016 and presented to the College Effectiveness Committee on September 30, 2016. Review, discussion and enhancement of the Assessment/Report Calendar, Glossary, and communication form content will continue to be a priority for Vernon College.

**Timeline for inclusion in Annual Action Plan:**

Monitoring and ensuring that the Assessment and Report Calendar as well as the Planning Calendar were included in several actions as part of the President/Institutional Effectiveness portions of the 2016-2017 Annual Action Plan e.g.

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

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

Ultimate responsibility to ensure the processes and practices are followed belongs to the President and the Director of Institutional Effectiveness.

Submitted by: Betsy Harkey

Date: September 30, 2016

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**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. Monitor and ensure development of a written process, in compliance with SACSCOC CR 2.12 and CS 3.3.2, by the Quality Enhancement Plan Development Task Force and approval by the Quality Enhancement Plan Planning Committee, using the QEP Logic Model to define Outcomes (objectives, resources and activities) and the Process (assessment/outputs and learning outcomes/project impact). (PG #1,2,4)
2. Monitor and ensure development, implementation, and assessment of ongoing staff development and training including new Quality Enhancement Planning initiatives. (PG #1, 4)
3. Monitor and ensure development and implementation of an online Instructional Technology Request process by the Technology Committee. (PG #1,2,4)

**Assessments used to measure expected outcomes:**

1. Completed written process and QEP Logic Model, agenda and minutes noting approval by the Quality Enhancement Plan Development Task Force, 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 process and online form approved by the Technology Committee, agendas and minutes noting approval of the request process. (EO #3)

Submitted by: Criquett Lehman, Director of Quality Enhancement

Date: November 12, 2015

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#### **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. Quality Enhancement Plan Planning Committee Meetings, Quality Enhancement Plan Development Task Force Meetings, President's Monthly Updates, President's Team Meetings, Fall and Spring Kickoff Meetings (August 17, 2015 and January 11, 2016).
2. Professional Development Committee Meetings, President's Monthly Updates, President's Team Meetings, Professional Development webpage and all employees through Vernon College email.
3. Technology Committee Meetings, President's Monthly Updates, President's Team Meetings and all employees through Vernon College email as needed.

#### **Assessment Results:**

1. The QEP Development Task Force used various methods and tools to draft the QEP Logic Model. Best practices from other SACSCOC institutions were reviewed and those practices deemed feasible at Vernon College were identified; information was gathered on the following to assist in narrowing the focus of the project: Institutional Data, Research/Data: Mindset – Success – Reading, connections between mindsets and success...and reading as a strategy in that success; Research/Data: Instructional Strategies, what strategies have been proven successful in the area of reading; and Research/Data: Reading Challenges/Setbacks. The target population was identified and an implementation timeline was drafted. Faculty interviews were conducted to identify specific reading issues and possible solutions; Student Success Pathway Task Force meetings were attended to identify points along the pathway to include QEP

interventions; and several assessment tools were identified as possibilities (e.g., Nelson Denny, signature assignment process). The QEP Logic Model is still incomplete and in draft format.

2. Development and implementation of ongoing staff development and training: Forty-one Professional development sessions were held during the 2015-2016 academic year (excluding Canvas LMS training). Twenty-five of the professional development workshop addressed instructional and service strategies related to active & collaborative learning and technology; and twelve workshops addressed student success. New Quality Enhancement Planning initiatives were communicated during the Fall and Spring Kickoff meetings. 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. The online Instructional Technology Request process was amended to be the Instructional Technology *Implementation* process. This process will coincide with the existing purchase requisition process through the Business Office. Important note: the college purchased a new ERP/SIS system in April 2016.

#### **Use of Results for improvement of expected outcomes:**

1. The QEP Development Task Force will continue to complete the five components of QEP review framework in the QEP Logic Model. The QEP Planning Committee will continue to provide oversight in this process.
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 partner with the Business Office during the migration process to the new ERP/SIS, called GP Dynamics, to ensure the Instructional Technology Implementation process is included.

#### **Timeline for inclusion in Annual Action Plan:**

1. The following is included in the 2016-17 Annual Action Plan. Objective #3: Ensure Compliance with SACSCOC; Objective #2: Chair Quality Enhancement Plan Planning Committee; Action: Continue planning process for a second QEP. This includes completing the QEP Logic Model (planning actions, learning outcomes, assessment tools), writing the QEP document and presenting the plan to college leadership for consideration.
2. The following is included in the 2016-17 Annual Action Plan. Objective #1: Provide leadership on the Professional Development Committee to ensure opportunities, as identified through the Technology Committee, Instructional Services, and the planning

process of the second Quality Enhancement Plan, are made available to faculty and staff.

3. The following is included in the 2016-17 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

Date: September 30, 2016, Director of Quality Enhancement

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### **Student Services**

#### **Department/Program: Counseling**

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**Department/program purpose in support of the Vernon College Mission:** Student Services will advise and counsel students, as well as provide engagement opportunities through student activities and student support services that promote commitment to education, persistence, completion, and a culture of success. Counseling at Vernon College endeavors to create informed students and to provide timely interventions and options to alleviate barriers and encourage achievements.

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

1. Conduct New Student Orientations to meet the needs of potential Vernon College students verifying that potential students get information concerning Texas Success Initiative Laws, advising/registration procedures, course descriptions and the Vernon College catalog. (PG 3)
2. Identify how much counselor time is spent in direct student contact through walk-ins, appointments, and degree audits. (PG3)
3. Counselors will increase student awareness of career counseling opportunities and activities. (PG 3)

#### **Assessments used to measure expected outcomes:**

1. New Student Orientation Report (EO1)
2. Counseling Appointment and Degree Audit Report (EO2)
3. SENSE and CCSSE results, as well as completion of pilot program to contact and engage students who describe themselves as “major undecided”. (EO3)

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: November 12, 2015

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**Location of Assessments:** All assessments are kept electronically by the Associate Dean of Student Services. SENSE and CCSSE results are kept electronically by the Director of Quality Enhancement but available to all Vernon College employees.

**Dissemination/Discussion of Assessments:** The New Student Orientation Report and the Counseling Appointment and Degree Audit Log are both shared with Student Services through the Associate Dean of Student Services and the Student Success by the Numbers Committee.

**Assessment Results:**

Counseling Appointment and Degree Audits

COMBINED CAMPUS TOTALS	Degree Audits	Counseling Appointments	Counseling Walk-ins
August 2015- December 2015	363	530	147
January 2016 - August 2016	893	902	261
TOTALS FOR YEAR	1256	1432	408

New Student Orientation (NSO) Report showed that only 41% of our students are the first person in their family to attend college. The other questions related to satisfaction with the NSO program all rated at or over 90% satisfied. The report also shows a snapshot of the students attending NSO for the particular month, including their race/ethnicity and age.

SENSE and CCSSE data showed continued steady improvement in most counseling areas as evidenced below.

**SENSE:**

I attended on campus orientation prior to the beginning of class - % that said yes

2009	2011	2013	2015
73.8 %	44.8%	51.2 %	79%

I was able to meet with an advisor at a time convenient to me - % that said agree or strongly agree

2009	2011	2013	2015
67.8 %	59.8 %	72.5 %	76.6%

And advisor helped me select a course of study, program or major - % that said agree or strongly agree

2009	2011	2013	2015
61.2 %	63.2 %	72.6 %	75%

An advisor helped me to set academic goals and create a plan for achieving them - % that said agree or strongly agree

2009	2011	2013	2015
34.4 %	39.4 %	52.8 %	53.5%

An advisor helped me to identify the courses I needed to take during my first semester - % that said agree or strongly agree

2009	2011	2013	2015
76 %	73.5 %	79.1 %	83.7

A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take - % that said agree or strongly agree

2009	2011	2013	2015
29 %	25.4 %	33.6 %	44.2

Did you know about Academic Advising Planning - % that answered yes

2009	2011	2013	2015
70%	67.7%	67.8%	72.3%

What was your satisfaction with Academic Advising/Planning - % that answered very or somewhat satisfied

2009	2011	2013	2015
47.8 %	49.8 %	55.1 %	52.3%

Did you know about career counseling - % that answered yes

2009	2011	2013	2015
44.7 %	39.5 %	51.7 %	61.9%

Where you satisfied with the career counseling - % that answered very or somewhat satisfied

2009	2011	2013	2015
15.3 %	18.4 %	23.8 %	20.8%
82.4 % said NA	75.1 % said NA	73 % said NA	75.8% said NA

Did you know about transfer credit assistance - % that said yes

2009	2011	2013	2015
39.2 %	41.1 %	46 %	47.5%

Where you satisfied with the transfer credit assistance offered at your school - % that answered very or somewhat

2009	2011	2013	2015
12.8 %	13.4 %	20 %	13.9%
83 said NA	80.5 said NA	76.7 % said NA	84% said NA

#### CCSSE:

How often have you talked about career plans with an instructor or advisor

1=rarely 2=sometimes 3=often 4=very often

	2009	2011	2013	2015
Vernon College Score	1.79	1.76	1.96	2.06
Other Small Colleges Score	2.09	2.12	2.18	2.24

Rate your relationships with administrative and other personnel and offices

1=unfriendly,unsupportive, alienating.....7=friendly, supportive, sense of belonging

	2009	2011	2013	2015
Vernon College Score	4.79	4.88	5.35	5.43
Other Small Colleges Score	5.17	5.17	5.2	5.29

How often do you use academic advising/planning

1=rarely 2=sometimes 3=often

	2009	2011	2013	2015
Vernon College Score	1.52	1.59	1.74	1.66
Other Small Colleges Score	1.80	1.83	1.86	1.89

How often do you use career counseling?

1=rarely 2=sometimes 3=often

	2009	2011	2013	2015
Vernon College Score	1.34	1.44	1.46	1.38
Other Small Colleges Score	1.43	1.43	1.45	1.46

How often do you use job placement assistance?

1=rarely 2=sometimes 3=often

	2009	2011	2013	2015
Vernon College Score	1.25	1.26	1.27	1.23
Other Small Colleges Score	1.27	1.26	1.28	1.31

How satisfied are you with academic advising/planning?

1=not at all 2=somewhat 3=very

	2009	2011	2013	2015
Vernon College Score	2.08	2.03	2.23	2.24
Other Small Colleges Score	2.28	2.29	2.31	2.35

How satisfied are you with career counseling?

1=not at all 2=somewhat 3=very

	2009	2011	2013	2015
Vernon College Score	1.85	1.26	2.12	2.11
Other Small Colleges Score	1.88	1.26	2.08	2.13

How satisfied are you with transfer assistance?

1=not at all 2=somewhat 3=very

	2009	2011	2013	2015
Vernon College Score	2.0	1.5	2.18	2.22
Other Small Colleges Score	2.10	1.54	2.11	2.14

How important is academic advising to you?

1=not at all 2=somewhat 3=very

	2009	2011	2013	2015
Vernon College Score	2.38	2.47	2.56	2.54
Other Small Colleges Score	2.53	2.56	2.58	2.59

How important is career counseling to you?

1=not at all 2=somewhat 3=very

	2009	2011	2013	2015
Vernon College Score	2.18	2.28	2.35	2.4
Other Small Colleges Score	2.28	2.29	2.3	2.31

How important is transfer credit assistance to you?

1=not at all 2=somewhat 3=very

	2009	2011	2013	2015
Vernon College Score	2.16	2.13	2.27	2.23
Other Small Colleges Score	2.21	2.21	2.21	2.23

Vernon College counselors suspended their efforts at an organized career pilot program to reach “undecided” students. The current VC database system and federal financial aid regulations do not allow students to choose “undecided” as a major. All students are listed as Associate in Arts (AA) or Associate in Science (AS). The new ERP/SIS funded by Title III will allow students to choose an undecided major in addition to AA or AS. VC counselors will continue to research and explore popular and successful career exploration programs at other colleges so that when the new system is implemented Vernon College counselors can begin their pilot program.

### **Use of Results for improvement of expected outcomes:**

The Counseling and Degree Audit Report shows that currently our 3 counselors are distributed evenly across locations to create a balanced workload. We will continue to track these

numbers. Implementation of the new student friendly ERP/SIS should help decrease workloads for degree audits.

The New Student Orientation Report spurs Student Services to add a question to see how many students attending NSO have an immediate family member who graduated from college. This data may help us prove that we need to focus as much as on a “college completing culture” as a “college going culture.”

SENSE and CCSSE results related to counseling areas that showed decline will be evaluated. VC Counseling will attempt to develop new programs and innovative efforts to reach students and provide superior services. The primary area needing improvement according to SENSE and CCSSE results is career counseling and career planning. Counselors will research efforts by other similarly sized community colleges.

**Timeline for inclusion in Annual Action Plan:** Further data collection from the NSO report by use of additional questions and research toward a career/major exploration pilot program will both be included in the 2017-2018 Annual Action plan to be written in December 2016. Career counseling initiatives will be included in the 2017-2018 annual plan.

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: September 30, 2016

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### **Department/Program: Housing**

**Department/program purpose in support of the Vernon College Mission:** Student Services will advise and counsel students as well as provide engagement opportunities through student activities and student support services that promote commitment to education, 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. Better measure student satisfaction with housing and food service through use of updated student surveys. (PG2)
2. Provide a safe living environment through regular health and safety inspections each semester. (PG3)
3. Create a user friendly system to gather required student housing forms. (PG2)

### **Assessments used to measure expected outcomes:**

1. Use and analysis of updated housing and food service surveys in the 2015-2016 academic year. (EO1)
2. Completion and review of the Resident Hall Health and Safety Inspections for fall and spring of the 2015-2016 academic year. (EO2)

3. Creation and use of the new “live forms” format for Vernon College housing forms during the spring and summer of 2016 for student entering Vernon College Student Housing fall 2016. (EO3)

Submitted by: Kelly Eason, Director of Housing

Date: November 12, 2015

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**Location of Assessments:** All assessments are kept in the Director of Housing Office with copies sent to the Dean of Student Services, Associate Dean of Student Services and the Student Success by the Numbers Committee.

**Dissemination/Discussion of Assessments:** The assessments are shared with the Dean of Student Services, Associate Dean of Student Services, Student Success By the Numbers Committee, and the Student Services Leadership Team.

**Assessment Results:**

Highlights of Housing Survey:

100% of students said they received notice of rules and regulations.

99% of students said the dormitory check-in process was quick and efficient.

97% of students said they were aware of student activities on campus.

68% of students said they felt the free Wi-Fi met their needs for school work.

62% of students said they felt the free Wi-Fi met their needs for social networking.

46% of students said they felt the free Wi-Fi met their needs for entertainment.

The survey also included a comments section. Of the 46 comments, 34 comments involved the internet services at the dorms; most of those referenced that Netflix, Hulu and other entertainment websites are blocked.

Highlights of Food Services Survey:

35% rated overall food service very acceptable and 59% rated overall food service usually acceptable.

The survey included a large suggestions and comments page with 269 suggestions and comments.

All routine housing inspections were carried out monthly as required with no uncommon results.

The creation of a new “live forms” format for Vernon College housing forms was abandoned with the awarding of a Title III grant which includes a new ERP/SIS system that will host all housing documents within the scheme.

**Use of Results for improvement of expected outcomes:** Vernon College has made great effort to identify the source of the Wi-Fi problems for the Residence Halls. Vernon College has contracted to install new hardware that should eliminate the problem. Additionally, Vernon

College has also unblocked entertainment websites. The Vernon College food services contract is now under new management. The new management has made great efforts to review student surveys and patron satisfaction reports.

**Timeline for inclusion in Annual Action Plan:** A new Director of Housing has brought new ideas for the department including welcome bags, increased visiting hours, and the management of four Resident Assistants. A revised housing satisfaction survey will be used in November 2016 to evaluate student opinions and prioritize housing goals. Increased funding for housing projects and updates will be included in the 2017-2018 Annual Action plan, which will be written in December 2016.

Submitted by: Skylar Charlery, Director of Housing

Date: September 30, 2016

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**Department/Program: Security**

**Department/program purpose in support of the Vernon College Mission:** Student Services will advise and counsel students as well as provide engagement opportunities through student activities and student support services that promote commitment to education, persistence, completion, and a culture of success. Security at Vernon College will provide students, faculty, and staff a safe environment in which to work and/or learn.

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

1. Create emergency preparedness evacuation maps for each VC location and share these with local first responders. (PG 1)
2. Participate in the Vernon College Security, Safety, and Health Committee. (PG 2)
3. Monitor participation and encourage enrollment in the Vernon College Emergency Alert System. (PG 1)

**Assessments used to measure expected outcomes:**

1. Report to the Dean of Student Services and the Vernon College Security, Safety, and Health Committee when the maps are completed and dates shared with local first responders. (EO 1)
2. Attendance at Vernon College Security, Safety and Health Committee meetings. (EO 2)
3. Report to the Dean of Student Services in June 2016 of number of Emergency Alert participants, as well as documented measures to increase enrollment. (EO 3)

Submitted by: Chris Bell, Vernon College Chief of Police

Date: November 12, 2015

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**Location of Assessments:** Vernon College Chief of Police Chris Bell retired in April 2016. The new Director of Campus Security, Kevin Holland, began in May 2016. All security assessments are kept in the Director of Campus Security Office with a copy held by the Dean of Student Services.

**Dissemination/Discussion of Assessments:** The assessments were both shared with the Dean of Student Services, as well as the Student Services Leadership Team and the President's Council. The results were also shared with all Vernon College employees during a presentation at the mandatory staff development in August 2016.

**Assessment Results:** Due to the personnel change that occurred in May 2016, both reports were delayed in completion until August 2016. The Director of Campus Security met with both Wilbarger and Wichita county services to coordinate services with first responders. The Director of Campus Security and his staff completed updated maps of the three VC locations under their control, as well as tested and repaired all emergency phones as needed. Additionally, the Director of Campus Security has attended all Vernon College Security, Safety and Health Committee meetings. Moreover, The Director of Campus Security has worked with other Vernon College departments to increase student and faculty registration and use of the Emergency Alert System in the Fall 2016.

Emergency Alert System enrollment numbers have continued to steadily grow as evidenced below:

December 2014= 997 Subscribers

February 2015= 1126 Subscribers

September 2015= 1551 Subscribers

December 2015= 1650 Subscribers

February 2016= 1816 Subscribers

October 2016= 2210 subscribers

**Use of Results for improvement of expected outcomes:** The Director of Campus Security will continue to develop relationships with area law enforcement and first responders as needed. The Director of Campus Security will also continue to promote use of the Emergency Alert System by employees and students as well as actively participate in all security related committees at Vernon College. The Dean of Student Services and the Director of Campus Security will evaluate the strengths and weaknesses of Vernon College security to better prioritize needs. The Dean of Student Services and Director of Campus Security will establish set dates to monitor and judge Emergency Alert System enrollment in future semesters.

**Timeline for inclusion in Annual Action Plan:** An improved security plan with prioritized objectives will be included in the 2017-2018 Annual Action plan that will be written in December 2016.

Submitted by: Kevin Holland, Director of Campus Security

Date: September 30, 2016

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**Department/Program: Student Activities**

**Department/program purpose in support of the Vernon College Mission:** Student Services will advise and counsel students as well as provide engagement opportunities through student activities and student support services that promote commitment to education, persistence, completion and a culture of success. Student Activities at Vernon College develops a well-rounded student by immersing learners in college society, and through helping students grow socially and interpersonally.

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

1. Survey students on the Vernon Campus to determine what activities they enjoyed the most and what activities they were not happy with. (PG 3)
2. Measure student participation in on campus student activities to make considerations for future activities. (PG 3)
3. Guide a group of students as they represent Vernon College as a student Government Association. (PG 4)

**Assessments used to measure expected outcomes:**

1. Student Activities Log of Activities (EO 2)
2. Student Activities Year End Survey of Students (EO 1)
3. Attendance at the Texas Student Government Convention (EO 3)

**Submitted by:** Kristin Harris, Associate Dean of Student Services (position vacant at this time)

**Date:** November 12, 2015

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**Location of Assessments:** The Student Activities Log of Activities and the Student Activities Year End Survey of Students are kept in the Student Activities Directors office.

**Dissemination/Discussion of Assessments:** The Student Activities Log of Activities and the Student Activities Year End Survey of Students are both reported to the Student Success By the Numbers Committee. The reports created from these documents are also reviewed at Student Services staff meetings and at Student Services Leadership Council meetings.

**Assessment Results:**

Question	2015-2016	2014-2015
Vernon College provided adequate Student Activities	88%	94% yes
Percentage of students who attended at least one Student Activities each semester	70%	97% yes
Students reported they would like to see more activities such as:	Flag Football Knockerball Bingo	Knockerball Sand Volleyball Ice Cream

	Basketball	Bingo

- 8 Student Activities on the Vernon Campus Fall 2015
- 14 Student Activities on the Vernon Campus Spring 2016
- 9 Students in Student Government Association Fall 2015
- 6 Students in Student Government Association Spring 2016
- 3 Student Government Association members traveled to the state convention Spring 2016

During the 2015-2016 academic year, the Director of Student Activities was transitioned to another position in the college, leaving a vacancy in the position for approximately two months. We feel that this disruption in services (despite efforts to fulfill the need) created lowered student satisfaction scores.

The Vernon College Student Government Association did attend the Texas Student Government Association convention in Austin, Texas on April 7-9, 2016.

In addition, the Vernon College Effectiveness Questionnaire showed that 78% of respondents strongly agree or agree that Vernon College provides students with opportunities for personal development in addition to academic development.

**Use of Results for improvement of expected outcomes:** Student Activities expects to return student satisfaction scores to previous levels in the coming year. The Student Activities Director has worked with the Dean of Student Services to introduce new programming, including revamped intramurals, in addition to keeping past student favorites. Also, Student Activities is working to provide programming to Vernon College students at the Century City location with designated activities for those students.

In future IEPS Student Activities will also include SENSE and CCSSE results as a measurement of student awareness, interest and satisfaction.

**Timeline for inclusion in Annual Action Plan:** Increased funding for additional programming at the Century City location will be included in the 2017-2018 Annual Action plan, which will be written in December 2016.

**Submitted by:** Shealeigh Jones, Student Activities Director

**Date:** September 30, 2016

**Department/Program:** Student Success Pathway

**Department/program purpose in support of the Vernon College Mission:** The Student Success Pathway is part of strategy 2 for the recently awarded Title III grant to increase academic support through

proactive and intrusive advising throughout the College. The Student Success Pathway will support the mission of the college by providing intensive guidance to support the engagement, retention and persistence of Vernon College students.

**Department/program expected outcomes in support of the accomplishment of the Vernon College**

**Primary Goals:**

1. Student Success Pathway (SSP) structured to include an integrated set of institutional policies, practices and programs that are intentionally designed to maximize students’ progress at each point of their community college experience (PG#1).
2. Student Success Specialists provide intensive guidance to at-risk students to encourage use of support services within and outside the College (PG#2 & 5).
3. SSP staff offer professional development workshops to faculty and staff designed to improve retention, completion of a certificate or associate degree and/or successful transfer to four-year colleges and universities through proactive and intrusive advising (PG#4).
4. SSP staff provide guidance to ensure effective New Student Orientations and Chap Express through Active and Collaborative Learning Opportunities (PG#3).
5. The creation and implementation of a Student Peer Mentor Program to promote student engagement, and to offer intervention strategies with regard to academic support. Guidance and training for the mentor program will be provided by SSP staff (PG#4).
6. The implementation of faculty/CSA mini-grant projects in order to advise, retain and engage students in the classroom in order to maximize student retention and course completion (PG#4).

**Assessments used to measure expected outcomes:**

1. The SSP was articulated, documented and approved by the Student Success Pathway Task Force and Oversight committee in May 2016. Later, the SSP was communicated college wide to faculty and staff through professional development trainings, and/or emails (August 2016) (EO#1).
2. Individual follow-ups were conducted after the initial academic coaching meeting (formative) for purposes of determining effectiveness of suggested study recommendations and to determine if there existed a need for additional support/services (interim assessment). Additionally, for Fall 2015 & Spring 2016 semesters, end-of-term Academic Coaching surveys were completed (summative) (EO#2).
3. Number of workshops conducted, participation in workshops; training agendas, copies of email, and training evaluations were completed by August 2016 (EO#3).
4. New Student Orientation: individual evaluation forms completed to ensure student learning of expected outcomes (formative); documented recommendations based on trainings and task force oversight (ongoing). Chaps Express: exit survey at end of session (formative); Chaps Express end-of-semester survey (interim); participating students grade point averages (gpa’s) and persistence studies were conducted (summative) (EO#4).
5. Documented process for new peer mentoring program approved by task force and oversight committee by August 2016; identification of initial group of peer mentors by August 2016 (EO#5).
6. Number of completed mini-grant projects by the end of grant year one (EO#6).

Submitted by: Brandi Brannon, Student Success Pathway Coordinator

Date: 11/9/15

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**Location of Assessments:** All assessments are kept in the office of the Student Success Pathway Coordinator. The assessments are kept electronically. Some are conducted using Survey Monkey, and

some by paper and pencil. All minutes from task force meetings and oversight committee meetings and the Student Success Pathway document are kept in the Student Success Pathway course in Canvas. Weekly Student Success Pathway (SSP) staff meetings are held, and minutes are kept electronically by the Student Success Pathway Coordinator. In addition, the Student Success Pathway Coordinator began keeping a "Title III Tidbits" (quantitative information) tally beginning January 2016 that highlights all activities and programming produced by the Student Success Pathway initiatives, and the number of students or employees that participated.

**Dissemination/Discussion of Assessments:** All assessments are reviewed weekly at the Title III staff meeting, and monthly, at the Student Success Pathway Task Force meeting and the Title III Oversight Committee meeting. In addition, results are shared with faculty and staff during mandatory college-wide staff development in fall and spring; a more in depth analysis is also discussed at two separate breakout sessions during mandatory staff development.

**Assessment Results:**

1. The Student Success Pathway document is located in the Student Success Pathway course in Canvas and includes documented process of "Entry" and "Progress" through July 2016.
2. Student Success programming for at-risk student results:
  - a. Fall 2015 end of semester academic coaching survey results: 20 responses out of 92 students seen for coaching in Fall 2015 = 22% response. Positive feedback includes: All students responded that after meeting with the success coach they felt they had a better understanding of what it will take to be successful that semester and all responded that they would recommend this service to another student who is struggling in class.
  - b. Spring 2016 end of semester academic coaching survey results: 21 responses out of 96 students seen for coaching in Spring 2016 = 22% response. 100% of those who responded said they would recommend the academic coaching service to another student who is struggling in class.
    - i. The data shows consistent positive feedback from students who participated in the academic coaching support service. From year to year 100% of students reported they felt they understood what it takes to be successful in college, and would recommend the service to another student who is struggling in class (validity). Data also illustrate efforts and contacts with students made to encourage students to participate in Academic Coaching. This shows that our targeted interventions with at risk students continue to increase in number and effort and are successfully exposing students to proven study habits in a positive setting and increasing their odds at persistence and success. Title III/Student Services will continue to use this data to plan our outreach to at-risk as well as all students and to work with other departments to identify students who can benefit from academic coaching.
    - ii. For Spring 2016 the SSP reported 3,272 "touches" with students. These include emails, phone calls, appointments, trainings, workshops, Chap Express sessions, and academic coaching sessions. Data was not quantified in this way in Fall 2015.
    - iii. For Summer 2016, the SSP reported 1,214 student "touches" through academic coaching, emails, student meetings, Chap Express, peer mentor training and workshops.

- c. Persistence: 58 of the 92 student seen for academic coaching in Fall 2015 returned for Spring 2016 = 63% retention/persistence.
3. Workshops:
- a. The SSP offered four online workshops for faculty and staff in the Summer 2016, with topics including: Advising and the Completion Agenda, Advising Students on Probation, Appreciative Advising, and Building Student Resilience. A total of 82 faculty & staff have participated in these workshops to date and 100% have completed surveys of the workshops they participated in. Survey results show these workshops have been relevant to the staff who have completed them in their position and were received positively.
  - b. The SSP offered a series of study skill workshops for students weekly for the first six weeks of the Fall 2016 semester titled the "Fall Student Success Series". A total of 63 students participated in the six weeks' sessions at both locations combined. Each week's evaluations from students showed positive feedback that they would recommend the workshop to a friend and they expected to improve based on the techniques offered in the session(s).
  - c. Consultants were hired to provide an advising workshop for faculty and staff in grant year one. A Proactive Advising workshop was conducted on September 16. Of the 72 staff that attended the workshop, 8 surveys were completed = 11% response rate. Results from the evaluations of the workshop were mostly positive replying that they felt the objectives for the presentation were covered adequately and that the presenters were knowledgeable on the subject.
  - d. Other workshops offered to staff and students in grant year one included: Career Coach (March 2016), Athletics Time Management (April 2016), CSA Resource Guide training (April 2016), Mini Grant Information Session (May 2016).
  - e. In Spring 2016, the SSP documented 181 faculty and staff "touches" through workshops, breakout sessions, trainings, and information sessions.
  - f. In Summer 2016, the SSP documented 111 faculty staff "touches" through breakout sessions and advising workshops.
4. NSO and Chaps Express results:
- a. NSO evaluation forms summary: September 2015-August 2016: Total number of potential VC students who attended NSO on campus during this time period = 1717. Students who attend NSO have not necessarily applied for admission but have contacted Vernon College and shown an interest in attending. The majority of students report they feel better prepared to start taking classes at Vernon College as a result of NSO.
  - b. Chaps Express Exit Survey
    - i. Fall 2015: 105 total participants in 6 sessions; Results from the Fall 2015 exit surveys show students felt better prepared for the semester as a result of attending the session.
    - ii. Spring 2016: 45 total participants in 5 sessions; New programming content added as a result of attending an Extended Orientation Institute proved to be well-received by our students (adding financial aid info, goal setting/degree planning, etc). Again, almost 100% of students reported they felt better prepared for the semester as a result of attending the session.
  - c. Chaps Express End of Semester survey:
    - i. Fall 2015: In Fall 2015 we only received 4 responses to the end of semester survey from the 105 students that participated in Chaps Express that semester.

Those that responded reported they utilized most of the support services highlighted during the session during the course of the semester.

- ii. Spring 2016: For the first time, we conducted a focus group of attendees at mid-semester, resulting in 9 students in 2 focus group sessions. 100% reported that they were having a successful semester as a result of Chaps Express. The most helpful portions of the program reported were setting up emails, preparing for tests and using planners. Further the most-cited improvement to the program suggested by our students was to make the program mandatory for all students.
  - iii. Participating students GPAs: data not available at this time.
  - iv. Persistence: Chaps Express students - 72 of the 104 students who attended Chaps Express in Fall 2015 returned for Spring 2016 = 74% retention/persistence.
5. Peer mentoring:
    - a. The SSP initiated the first peer mentor program commencing Fall 2016.
    - b. In summer 2016, 14 students applied to become peer mentors. All 14 were interviewed and 12 were chosen and trained to begin the peer mentor program.
  6. Mini-Grants: During the Year One of the Title III grant, 18 instructional mini-grants from faculty at all three major VC locations were accepted and completed. In August of 2016, 10 instructional mini-grant applications were submitted and accepted for the Fall 2016 semester (grant year two).

**Use of Results for improvement of expected outcomes:** The SSP will continue to seek innovative ways to engage students. Chap Express sessions continued to be scheduled early in the semester, and faculty will be sought to help encourage and promote student participation. An additional student success workshop tentatively titled "Chaps on the Go" will be developed to present to students enrolled in other certificate programs throughout the semester. The SSP also plans on exploring strategies to utilize the new ERP/SIS system to reach students earlier in the semester, and to better track student participation, GPAs and persistence in all special initiatives programming.

**Timeline for inclusion in Annual Action Plan:** New strategies and engagement opportunities will be included in the 2017-2018 Annual Action plan, which will be written in December 2016.

Submitted by: Brandi Brannon, Student Success Pathway Coordinator  
Date: October 17, 2016

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### **Department/Program: Testing**

**Department/program purpose in support of the Vernon College Mission:** Student Services will advise and counsel students as well as provide engagement opportunities through student activities and student support services that promote commitment to education, persistence, completion, and a culture of success. Testing at Vernon College will provide a secure, 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 testing environment. (PG1)
2. Accommodate testers in a timely manner. (PG2)
3. Provide testing services needed by Vernon College students, as well as potential students and community members; including entrance testing, instructional testing, licensure testing, and GED testing. (PG2)

**Assessments used to measure expected outcomes:**

1. End of year Testing Report (EO2 and EO3)
2. Log of Testing Center Complaints (EO1)

Submitted by: Sharron Shelton, Testing Coordinator

Date: November 12, 2015

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**Location of Assessments:** The End of the Year Testing Center Report is kept electronically by the Testing Coordinator and the Associate Dean of Student Services. This report is also provided to the Student Success by the Numbers Committee. The Log of Testing Center Complaints is kept in the Dean of Student Services office.

**Dissemination/Discussion of Assessments:** The End of Year Testing Center Report is shared with the **College Effectiveness Committee**, Student Services employees, and the Vernon College President.

**Assessment Results:** The Testing Center Report indicated the following highlights:

- Total Collections - \$76,963.50
- Total tests administered – 7,138 = 6,004 at CCC and 1,134 at Vernon
- Averages- 149 tests a week/33 tests a day - at Century City we gave 6,004 tests which averages 28 tests per day

The Log of Testing Center complaints is not publicized due to the fact that it involves specific students and specific staff. No formal complaints (grievances) were filed against the testing center.

**Use of Results for improvement of expected outcomes:** While the Vernon College Testing Centers continue to grow, we have not increased staffing in over seven years. After review of the data referenced above, it clear that in order to provide excellent customer service, we must increase staffing to avoid burnout, and to adequately meet the needs of the Testing Center. The Dean of Student Services will meet with the Vernon College President to discuss various strategies to increase staffing or rotate staff to offer better customer service.

**Timeline for inclusion in Annual Action Plan:** Increased staffing for the Vernon College Testing Center will be included in the 2017-2018 Annual Action plan that will be written in December 2016.

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: September 30, 2016

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