

Vernon College Annual Action Plan 2015-2016

By Priority Initiative

Priority Initiative #1:

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

Admissions, Records and Financial Aid

Objective #1 : Provide easy access to Admissions services for prospective students to assist and facilitate recruitment efforts

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

Statement of Need: Simplification of the Admission process and subsequent enrollment procedures is required to increase student enrollment

Actions:

1. Increase communication between period from application to student enrollment
2. Work with recruiting to streamline the migration process from prospect to applicant and enrollment
3. Participation in recruitment activities for both regular students and dual credit
4. Explore use of "Chaps TV" for admissions instructional videos on Apply Texas, residency questions, dual credit, and Campus Connect

Resources and Approximate \$: Institutional Improvement

Assessment Method: IPEDS 12-Month Enrollment Numbers

Date: November

Results: In Progress

Assessment Data/Evidence:

Information on prospective students is now entered into the POISE prospect module and compared to those students who had applied. Multiple emails were sent to prospective students informing them of application deadlines and registration dates. A calling spree was initiated to inform applicants of missing documents. Over 300 applicants were reached during this calling spree. 40.4% who were contacted enrolled. Additional emails were sent to applicants reminding them of all deadlines as well as student success tips. Admissions Offices at both locations were actively involved in all recruiting events including but not limited to Preview Day, GenTex, Sophomore Roundup, Café con Leche, Calle Ocho, Campus Tours, etc. Time conflicts with the Coordinator of Marketing and Alumni Relations have not allowed the production of the "Chaps TV" videos. Numbers for IPEDS 12 Month Enrollment Report remained very similar to previous years.

	<u>2014-15</u>	<u>2015-16</u>
Total Unduplicated	6,926	6,989
Total Credit	4,145	4,103
Total Non-Credit (CE)	2,782	2,886

Use of Results for Improvement:

Restructuring of the communication plan for all prospective students and applicants. Continue to evaluate and monitor recruiting participation. Focus on more direct contact with prospective students. Continue with objectives and actions due to importance of student success. Explore

additional ideas and best practices for actions to facilitate continued improvement. Seek assistance on development of “Chaps TV” for admissions instructional videos noted in above action.

Objective #2 : Improve student retention and success annually

Responsibility: Admissions and Records staff

Statement of Need: Retention and completion standards required by THECB and SACS

Actions:

1. Send progress reports to notify students of their academic status at semester end
2. Refinement and additions to “Student Success thru Communication” functions to educate students about College
3. Participate in “Early Alert” initiatives of POISE module
4. Notify students of President or Dean List honors each Fall and Spring semester
5. Explore use of “Chaps TV” for student success videos on attendance, withdraw, services, academic standards, etc.

Resources and Approximate \$: Institutional Improvement

Assessment Method: Student retention as measured by Fall to Spring enrollments (THECB 001s)

Date: April 15

Results: In Progress

Assessment Data/Evidence:

Emails are sent at the conclusion of each Fall, Spring, and Summer semesters to inform students if they are on academic probation or suspension due to that semester’s grades. Emails and the MyVC portal are utilized in the “Student Success thru Communication” initiative to advise students on a large number of topics which facilitate retention and success. “Early Alert” emails inform students of problems or situations needing attention before they are too late to correct. Students are also notified of President or Dean honor listings at the end of each Fall and Spring semesters. Time constraints have not allow for the production of videos for students success. The Fall 2015 to Spring 2016 retention rate improved to 84.50% compared to 76.45% for Fall 2014 to Spring 2015. This improvement was believe to be due to the College’s focus on improving student retention and success.

Use of Results for Improvement:

Continue emphasis on retention and success efforts through Early Alerts and student success communications. Enlist assistance for the production of student success videos.

Objective #3 : Improve student recruitment and retention and student success annually

Responsibility: Financial Aid Staff

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

Actions:

1. Council 100% of financial aid students who are reducing their course load or withdrawing regarding their financial aid consequences
2. Contact students who receive “Early Alert” notices regarding attendance and explain financial aid consequences
3. Campaign to notify students who are registered but not complete in Financial Aid Office

4. Campaign to encourage students who have been awarded Financial Aid but are not registered in classes
Resources and Approximate \$: Institutional Improvement: Faculty assistance and telephone/supply budget
Assessment Method/Date: Financial Aid staff signatures on all drop and withdrawal forms. Contact Log for "Early Alert" (JB). Increased enrollment of students receiving financial aid. Number of students signed up for "texting" and number sent. / July
Results: Achieved
Assessment Data/Evidence: Financial Aid Office staff sign off on each schedule change form or are made aware of every drop or withdrawal in order to counsel students on the Financial Aid consequences. Financial Aid staff contact students by phone or email if "Early Alert" notification is received for attendance problem. Records are maintained for each student contact. Financial Aid balance disbursements are "held" until eligibility is determined, attendance letters are sent, and Early Alert problem is resolved. Emails and/or text messages are sent to registered students not complete in Financial Aid and students who are complete in Financial Aid who have yet to register, to encourage completion of enrollment or aid process. The number of students signed up for texting has increased to 787.
Use of Results for Improvement: Continue with objective due to importance of student success. Explore additional ideas and best practices for actions to facilitate continued improvement.

Objective #4 : Increase total financial aid awarded annually (as reported in KPIA) proportionally with credit enrollment increases
Responsibility: Director of Financial Aid
Statement of Need: Periodic meeting with staff to discuss methods to streamline and simplify the Federal Application process as much as feasible and reduce internal processing time per ISIR to 5 business days
Actions: <ol style="list-style-type: none"> 1. Monitor and record enrollments, aid applicants, and processing time periodically throughout award year for improvement opportunities 2. Send second notice letter to all students who have not responded to their financial aid status letter 3. Research use of electronic forms to improve services for students and streamline application process
Resources and Approximate \$: Institutional Improvement
Assessment Method/Date: Amount of aid awarded per FISAP and CB Financial Aid reports. Reported as KPIA / November
Results: In Progress
Assessment Data/Evidence: Processing of student aid applications (FASFA) was evaluated and modified for verification compliance and professional judgment, to better serve students and utilize technology. Total aid decreased approximately \$910,000 from \$14,944,051 in 2014-15 to \$14,031,855 in 2015-16. Vernon College also experienced a decreased in the total amount of Pell Grant disbursed. Our 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 approximately \$627,000 from \$6,440,852 in 2014-15 to \$5,813,794 in 2015-16. The use of electronic forms was placed on hold until the installation of a new ERP/SIS is complete.
Use of Results for Improvement:

Continue to evaluate and monitor for improvements to financial aid processing due to student success initiatives.

Instructional Services

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

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

Statement of Need: VC Enrollment KPIA, VC Service Area High School Students who go to College KPIA, Perkins Data, and Closing the Gaps initiatives.

Actions:

1. Support and expand participation in GenTX Day which targets service area high school students.
2. Support and expand opportunities for targeted recruitment of Hispanic students (Café con Leche).
3. Support recruiting activities targeting nontraditional students in gender biased programs.
4. Expand program specific recruiting to targeted populations.

Resources and Approximate \$: \$2000 - Institutional Improvement

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

Date: August 1, 2016

Results: **Achieved**

Assessment Data/Evidence:

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

- Representation of Instructional Services on the Integrated Marketing/Recruiting Committee: 10 of the 24 total members (42%) on the 2015-16 committee were from the Instructional Services component of the college, including 5 faculty.
- Instructional Services representation at *Café con Leche* event on November 12, 2015. This event specifically targeted the Hispanic community and was attended by 55 participants. Additionally, Instructional Services personnel assisted in both the *Road to College* (January 20, 2016; 30 participants) and its summer program (summer 2016; 53 participants), both of which are initiatives of *Café con Leche* aimed at creating a college-going culture among Hispanic middle school students.
- Extensive involvement by Instructional services in the planning and delivery of 2 *Sophomore Roundups* (November 6 @ CCC and November 20 @ STC). CTE programs and academic disciplines were showcased by faculty to 387 high school sophomore students representing 17 service area high schools (238 @ CCC and 149 @ STC). This represented a 41% increase in attendance as compared to 2014.
- Extensive involvement by Instructional Services in the planning and delivery of *GenTX Day* on April 29, 2016. This event showcased all CTE programs offered by the institution with informational booths manned by full-time faculty. 178 high school students representing 10 service area high schools attended the event.

- Extensive involvement by Instructional Services in the planning and delivery of the first annual *VC Preview Day*, an event designed to showcase educational opportunities and programs available on the Vernon Campus. This event was attended by 365 students from 13 service area high schools and exceeded institutional expectations.
- Instructional Services faculty members attended numerous career fairs and served to coordinate the hosting of various events which brought service area high school students to institutional facilities and/or provided exposure to VC faculty and programs: *Wichita District FFA Leadership Contests* (@ STC with over 250 in attendance); *STEM Career Fair* (Burkburnett High School); *4-H Robotics Competition* (@STC with over 60 in attendance); *District 3 4-H Horse Judging Contest*; etc.
- Utilized Perkins funds to develop a new *Career and Technical Education Program Guide*, purchase program posters which showcased participation by the nontraditional gender in the program and workforce, and implement an online recruiting campaign (*Start Here Go Anywhere*) targeting CTE programs. A total of \$19,245 was expended on these efforts.
- Continued to showcase and market the under-represented gender in gender biased programs at all activities through the showcasing of faculty and students of the nontraditional gender.

Use of Results for Improvement:

The institution was fortunate to realize a modest increase in enrollment in Fall 2016 as compared to Fall 2015 (2.88%). Additionally, Perkins data indicated a small increase in non-traditional participation in CTE programs. However, Vernon College continued to lag behind Perkins benchmarks for non-traditional participation and completion and institutional improvement in these benchmarks will remain a focus.

Objective #2: Promote the availability of College credit from non-traditional education.

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

Statement of Need: VC Enrollment KPIA, VC Service Area High School Students who go to College KPIA, Personal observation

Actions:

1. Review the current policies and procedures associated with the awarding of credit for various forms of non-traditional education, including
 - a) Military experience/training
 - b) Advanced Technical Credit (ATC)
 - c) Articulated Credit
 - d) College Level Examination Program (CLEP)
 - e) Advanced Placement (AP)
 - f) International Baccalaureate Organization (IBO)
 - g) ACT scores/SAT scores
2. Ensure policies and procedures are appropriate and in line with commonly accepted practices within higher education.
3. Publicize policies and procedures in College catalog as well as in recruiting materials and at recruiting events.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: VC Enrollment KPIA, VC Service Area High School Students who go to College KPIA, Academic Council Minutes

Date: March 1, 2016

Results: Achieved In Progress

Assessment Data/Evidence:

Advanced Technical Credit, Articulated Credit, College Level Examination Program and Departmental Challenge Exams were all agenda items and topics of discussion at the annual VCAP (Vernon College Access Program) meeting provided for service area high school counselors and principals. Additionally, the 2016-17 General Catalog was updated to include an explanation of *Advanced Technical Credit*. Instructional Services supported the Admissions & Records' implementation of the *College Credit for Heroes* program for veterans and subject-matter faculty served in the evaluation of military transcripts when requested. *Advanced Placement and International Baccalaureate Organization* scores/standards were reviewed and the institution was determined to be in compliance with state and federal mandates and generally accepted educational practices regarding the awarding of college credit based on these scores/standards. The institution has not yet developed or implemented policy relative to the awarding of credit based on ACT/SAT scores. A modest increase (2.88%) was realized in the institutions Fall 2016 enrollment as compared to Fall 2015. The Percent of 12 County Service Area College Going High School Graduates who chose Vernon College decreased from a high of 34% in Fall 2012 to 29% in Fall 2014. KPIA data for this benchmark is not yet available for 2015 or 2016, but will continue to be monitored.

Use of Results for Improvement:

The college and the instructional services component will continue to make students aware of opportunities for credit via non-traditional education and "push" these opportunities to qualified students as a means to enhance recruitment, improve completion rates, and decrease time to degree.

Objective #3: Increase retention rate through proactive interventions.

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

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

Actions:

1. Create workshops and/or services which address "life skills" for a diverse student population.
2. Investigate peer mentoring programs within departments.
3. Promote Proactive Assistance for Student Success (PASS) Department through
 - a) Promotion of Tutoring Centers through expansion of "Welcome Back Fiesta" to the Vernon campus and the continuation of "help desk" at Century City Center.
 - b) Expansion of New Beginnings Program through solicitation of additional external funding.
4. Investigate ways to make student progress more "visible" through enhanced tools within The VC portal such as degree audits, digital dashboard/gradebook, etc.

Resources and Approximate \$: \$? - Institutional Improvement

Assessment Method: VC Course Completion Success KPIA, VC Graduation Persistence and Retention KPIA,

Date: August 1, 2016

Results: Achieved In Progress

Assessment Data/Evidence:

The institution was awarded a Title III grant in October, 2015. The focus of the grant is to improve student success as measured by retention and completion rates. A significant portion of this grant (Student Success Pathways), which is managed by the Student Services component, is dedicated to providing support for new initiatives and to strengthen current initiatives aimed at improving student success. To this end, the institution was able to hire 2 additional personnel within the Student Services component to serve as Student Success Specialists. Responsibility for the creation of workshops/services which address life skills for a diverse student population was undertaken and the workshops and services implemented. Students identified as “at risk” via the existing faculty initiated Early Alert process were contacted for individual counseling sessions. Additionally, a peer mentoring program was initiated within the Student Services component. Eighteen (18) faculty participated in Title III faculty initiated projects (Title III mini-grants) aimed at improving student success (as measured by successful course completion) in individual courses during the Spring and Summer terms of 2016. The other portion of the Title III grant is being expended on a new ERP/SIS which will better enable access to data and enhance the tracking/monitoring of student success measures and student progress by both students and college personnel. The current *POISE* system will be replaced by a more technologically advanced *Unit4* system within the next 18 months and should provide enhanced capabilities for more timely, data informed decision making. While the Welcome Back Fiesta hosted by the PASS Department was relatively well attended (55 participants) in 2014, a very small percentage (<6%) of those students participating actually utilized the Tutoring Center and the event was not scheduled for 2015. However, great success was seen in the expansion of the *New Beginnings* Program where an additional \$50,000 in grant funding was received from the Priddy Foundation. These additional funds enabled the *New Beginnings* program to serve an additional 42 students in 2015-16, an 18% increase over 2014-15 numbers. While cause and effect relationships are difficult to document, the VC Course Completion Success KPIA benchmark of 80% was achieved during the 2015-16 academic year - the first time the benchmark had been achieved since 2012-13. Additionally, the 6–Year Graduation & Persistence Rate (2009 Cohort) for Vernon College (45.9%) remained above both the Texas Small Community College (43.1%) and Texas Community College (42.2%) averages.

Use of Results for Improvement:

While data relative to student success measures are oftentimes several years in arrears, it is anticipated that the institution will see positive results from its intense focus on student success and the initiatives afforded by the Title III grant. Instructional Services will continue to track institutional and state-wide data relative to retention and completion and will continue to be an active participant/collaborator in all student success initiatives with special emphasis on the early identification of “at-risk” students as well as contributing to timely and appropriate interventions, including tutoring and special services for disadvantaged students through the PASS Department.

Objective #4: Increase enrollment on the Vernon campus.**Responsibility:** Dean of Instructional Services, Associate Dean of Instructional Services,**Statement of Need:** Vernon Enrollment task Force, enrollment trends, and Closing the Gaps initiatives.**Actions:**

1. Investigate potential partnerships with other institutions of higher education to provide the Vernon community with access to programs and facilities currently unavailable at Vernon College.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: VC Enrollment KPIA, discussions with and recommendation to the President.

Date: August 1, 2016

Results: **Achieved** **In Progress**

Assessment Data/Evidence:

Enrollment on the Vernon Campus during the Fall 2106 semester numbered 540 students, a 1.7% increase over the previous Fall 2015 semester. While the investigation of potential partnerships with other institutions of higher education yielded no immediate partnerships, this proposal will continue to be “on the table”. A new recruiting event, *VC Preview Day*, was held to showcase educational opportunities and programs available on the Vernon Campus. This event was attended by 365 students from 13 service area high schools and exceeded institutional expectations.

Use of Results for Improvement:

VC Preview Day was extremely well-accepted by the service area high schools and has been planned as an annual event. Slight modifications to the format have been made based on participant surveys. The 2016 version of the event has been scheduled for October 26.

Office of the President

Institutional Advancement

Objective #1: Enhance recruiting and marketing efforts to increase enrollment at Vernon College. Individuals who achieve an Associate Degree, Certificate or take their basic academic courses at Vernon College and successfully transfer to complete a four-year degree and/or graduate degree improve not only their own life and earning power but also the community in which they reside as part of the educated workforce.

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

Statement of Need: Increased enrollment is critical to the economic health of Vernon College.

Actions:

1. Increase enrollment 2% over fall 2014 enrollment as reported.
2. Develop a strong set of engaging events welcoming all age groups to showcase Vernon College programs and to provide prospective students with all needed information about Vernon College departments to assist with their decision to attend the College. Events such as, but not limited to, Career Pathways (formerly known as Search My Future), GenTX Day, and Sophomore Roundup.
3. Explore other possible event opportunities such as GenTX Week for high school seniors and events specific to the Vernon campus.
4. Showcase Vernon College to prospective students and community groups: conduct tours at the three main locations; identify all locations on the website through updated pictures/slideshows; develop a student group to assist with tour groups because prospective students relate more easily with individuals of a similar age; create a binder of information for all tour leaders.
5. Implement recruiting/marketing activities specifically for the Vernon campus to increase enrollment. Host events on the Vernon campus to showcase Vernon College programs and provide prospective students with all needed information such as, but not limited to: 4H Leadership Academy, Area IV FFA Convention; alumni affinity reunions; highlight the Vernon campus in recruiting communications sent to prospective students.

6. Develop and implement a strategic plan for recruiting minority and male students to more aggressively recruit these populations and help find ways to overcome real or perceived barriers to a Vernon College education. Contact other institutions with a higher percentage of male populations to determine best practices. Participate in events such as Calle Ocho, Café con Leche, Martin Luther King Breakfast, Hispanic Education Summit as a Vernon College representative.
7. Participate in Project Back to School in August with a Vernon College table.
8. Develop and implement a strategic plan for recruiting other special populations and providing community outreach such as, but not limited to: Veterans; GED presentations at Region 9; Straight Street; Boys and Girls Clubs; Faith Refuge.
9. Represent Vernon College to prospective students at College and Career Fairs throughout our service area and targeted areas in Oklahoma. Evaluate at the end of the “season” the results gained by attending “closer to home” recruiting activities.
10. Develop a set of recruiting materials to include a viewbook and checklist. Provide the viewbook and checklist in Spanish to aid in recruiting the Hispanic population.
11. Create a larger presence in the service area high schools by: conducting presentations about Vernon College, college in general and the need to continue education beyond high school, and scholarships; sending Vernon College materials to all service area high school students; visiting each service area high school at least twice during the year as outlined in the Recruiting strategic plan; continue to develop relationships with each service area high school and counselor(s) – to be their liaison and point of contact.
12. Develop and implement a strategic communications plan to prospective students to include, but not limited to, postcards, emails, text messages, and social media.
13. Work closely with the Vernon College program coordinators to recruit students into their programs.
14. Establish a call center to follow-up with prospective students interested in attending Vernon College to assist them with completing all the necessary steps prior to actual enrollment.
15. Establish a live chat component on the Vernon College website to assist prospective students with completing all the necessary steps prior to actual enrollment.
16. Working with RunBiz and the Coordinator of Marketing and Alumni Relations, personalize the Vernon College website for each individual’s technology tools to assist prospective students with completing the necessary steps to actual enrollment. The result would be that the individual would receive a personalized checklist of application and admissions steps necessary to enroll in their chosen program.
17. As a recruiting tool, explore alternative and best practices to communicate with prospective students outside of normal business hours.
18. Continue membership in NCMPR, NCC, OCP, and TACRAO.
19. Attend the NCMPR Regional and Annual Conferences and the TACRAO Annual Conference.
20. Add a staff position **Advancement Specialist Assistant – Marketing/Recruiting** to assist in daily social media functions. This will include, but not be limited to, posting on the Vernon College Facebook, Twitter, website blog, etc. and help keep up with the most up-to-date social media activities; send out student and Faculty/Staff information via student and employee email; process prospective student information collected by the Advancement Services – Recruiter into POISE; make calls to prospective students and answer questions from prospective students regarding educational opportunities at Vernon College; mail out requested Vernon College information to

prospective students and community members; gather prospective student information from the service area and outlying area high schools; assist in scheduling, organizing and leading tours; serve as a constant available resource via email, telephone or social media.

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

1. **Institutional Improvement:** Recruiting materials in English and Spanish -- \$11,500; Travel to College and Career Fairs, high school visits -- \$6,000; Attend the NCMPR Regional and Annual Conferences and the TACRAO Annual Conference -- \$5,000; Membership dues in NCMPR, NCC and OCP -- \$1,500; Go to College Fairs scanner and data reports -- 1 yr. lease -- \$2,500; recruiting supplies and counselors' materials and gifts -- \$10,000.
2. **Personnel:** Advancement Specialist Assistant-- Marketing/Recruiting -- \$22,000 - \$28,000
3. **Technology:** upgraded printer for handling high volume recruiting communications at Century City Office -- \$1,300

Assessment Method/Date:

Date:

1. Increase enrollment by 2% over Fall 2014 by **August 31, 2016**.
2. Recruiting events held by **August 31, 2016 and ongoing**.
3. Recruiting/marketing events held on the Vernon campus by **August 31, 2016 and ongoing**.
4. Strategic plan for recruiting minority and male students developed and ready for implementation by **August 31, 2016**.
5. Participation as Vernon College representative in community events such as, but not limited to, Calle Ocho, Café con Leche, Martin Luther King, Jr. Breakfast, Hispanic Education Summit by **August 31, 2016 and ongoing**.
6. Participate in Project Back to School by **August 31, 2016**.
7. Strategic plan for recruiting special populations developed and ready for implementation by **August 31, 2016**.
8. Community programs presented by **August 31, 2016 and ongoing**.
9. Represent Vernon College at College and Career Fairs throughout our service area and in targeted areas in Oklahoma by **August 31, 2016**.
10. Recruiting materials for 2016-2017 developed and ready for implementation by **August 31, 2016**.
11. High schools visits and presentations throughout the service area by **August 31, 2016**.
12. Strategic Communications plan developed and ready for implementation by **August 31, 2016**.
13. Prospective student call center established and piloted by **August 31, 2016**.
14. Live chat component established on the Vernon College website by **August 31, 2016**.
15. Alternative and best practices for afterhours communication report completed by **August 31, 2016**.
16. Attend NCMPR Regional and Annual Conferences and TACRAO Annual Conference by **August 31, 2016**.
18. New hire in place by **August 31, 2016**.

Results: In Progress

Assessment Data/Evidence:

- 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.

- A strategic plan for recruiting minority and males students is on-going. There is a continuing relationship with the Coalition for Hispanic and a newer initiative is being developed with the African American Education Coalition to achieve increased African American enrollment.
- Vernon College representatives are participating in more community events in the College's service area.
- The Advancement Specialist – Recruiting participated in Project Back to School in August 2016; represented the College at College and Career Fairs throughout the service area and targeted areas in Oklahoma; made presentations to community groups; and visited area high schools.
- Recruiting materials for 2016-2017 were developed and implemented.
- Calling applied but not enrolled students during the summer of 2016 was completed and a live chat pilot for those interested in CTE programs took place in spring 2016.
- Alternative and best practices for afterhours communication as a recruiting tool report was not completed.
- The Coordinator of Marketing and Alumni Relations attended the NCMPR Regional and Annual Conferences.
- Due to limited funding, the proposed Advancement Specialist Assistant– Marketing/Recruiting was not approved.

Use of Results for Improvement:

- In January 2016 all Recruiting functions and associated activities were moved to the Admissions Office.
- The continuing relationship with the Coalition for Hispanic Education resulted in an enrollment increase of Hispanic students from under 17% in fall of 2014 to 19% in fall of 2015.
- Participation in community events will continue into the future.
- The transfer of recruiting efforts to Admissions negates the need for an Advancement Specialist Assisting – Marketing/Recruiting.

Objective #2 : Continue to increase scholarship availability for Vernon College students

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

Statement of Need: Financial difficulties can be a barrier to students which can result in not attending college, attending only part-time, unsuccessful completion of a degree or certificate program, or dropping out altogether. Therefore, a strong scholarship program aids both recruitment and retention efforts. Additionally a strong, dynamic scholarship program will aid in meeting the KPIA benchmarks: *At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2012-2013 and 2011-2012.* Since implementation of the STARS (Scholarship Tracking and On-Line Review System) On-Line Scholarship Applications for non-dual credit scholarships, applications have continued to increase: 177% in year 1; 197% in year 2; 217% in year 3; and 225% in year 4. This trend is projected to continue. There is also a need to provide information about other non-Vernon College/Vernon College Foundation scholarships that are open to our students to continue their college careers once they leave Vernon College. Furthermore, students must have an identified office to go to and identified person(s) to speak with for help with scholarships applications or more

information. The 2013 SENSE Survey indicated that students do not feel that there is anyone identified at Vernon College than can assist them with scholarship questions.” Question 18i – The College provided me with adequate information about financial assistance” and Question 18j – “A College staff member helped me determine whether I qualified for financial assistance.” Since that time, this office has been addressing these deficiencies and has worked with more students and parents to assist with scholarship information each year. Additionally there is an increasing need for dual-credit scholarships for high school students within the College’s service area.

Actions:

1. Continue to seek increased funding, in both the private and public sectors, for all College and Foundation current scholarships, including dual credit scholarships, and new scholarship opportunities.
2. Increase Alumni awareness of the need for scholarship funds through the Ex-Students E-Newsletter, Facebook page, Vernon College website and other social media and events leading to comprehensive alumni solicitations beginning in 2016-2017 with pilot solicitations to specific affinity groups during 2015-2016.
3. Continue to utilize the STARS On-Line Scholarship Application to facilitate scholarship applications.
4. Continue to enhance the scholarship page on the Vernon College website with STARS information and its link as well as links to other outside scholarships that Vernon College students can apply for.
5. Continue the “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications: College, Foundation, and non-College/Foundation scholarships that are open to Vernon college students.
6. Participate in any informational webinars presented by scholarship funders to obtain the current information about their scholarship programs in order to better serve our students. Communicate the information to our students via email, social media and campus advertising.
7. Manage the Vernon College Foundation Catching the Future Dual Credit Scholarship Program and the Archer City ISD, Iowa Park CISD, Electra, Throckmorton, and WFISD College Connections Scholarship Programs.
8. With the Early College Start Coordinator work with other service area ISDs to promote the benefits of creating a College Connections Scholarship Program for their high school students. Also continue outreach to Home School Students.
9. Work with the Early College Start Coordinator and the Advancement Specialist - Recruiting to maintain contacts with high school counselors to distribute information about the Vernon College/Vernon College Foundation Scholarship Program.
10. Make presentations to area high schools to assist students with their STARS applications.
11. From September to December review STARS student application progress on a bi-weekly basis to determine which applications are incomplete. In January and February review student application progress on a weekly basis. With the Advancement Services Specialist, contact each student with an incomplete application to help them finish the application prior to the March 1 deadline.
12. Continue research to find other scholarship sources for our students and add to the STARS Scholarship page on the website.
13. Develop a scholarship marketing tool that provides the highlights of Vernon College/Vernon College Foundation Scholarships for distribution to area high schools and for use as a solicitation tool. Utilize targeted marketing strategies such as press releases and letters,

<p>in addition to a scholarship marketing tool, to service area high schools to promote county- and high school graduate – restricted scholarships in those counties and high schools.</p> <p>14. Work with the donors of building scholarship to achieve funding resolution.</p> <p>15. Work with donors whose endowed scholarships reside in the College endowment to transfer those scholarships into the Foundation endowment to maximize earnings potential.</p> <p>16. Develop and present a transfer policy for approval to the Vernon College Board of Trustees for “orphan” scholarship funds in the College endowment pool.</p>	
<p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)</p> <p>1. Institutional Improvement: Scholarship marketing tool -- \$3,500</p> <p>2. Technology: STARS Annual Software License Renewal -- \$8,500</p>	
Assessment Method/Date:	<p>Date:</p> <ol style="list-style-type: none"> Scholarship page on College website updated and new scholarship information added by August 31, 2016 and on-going. STARS presentations to area high schools as requested and evidenced by appointments calendar by August 31, 2016 and on-going. Continue “one stop shop” scholarship office and track number of calls, emails, and face to face meetings from students requesting assistance with STARS or other scholarship applications by August 31, 2016 and on-going. STARS annual license renewed by September 30, 2015. Scholarship marketing tool designed and implemented by August 31, 2016 and number of targeted press releases and letters sent by March 1, 2016. Increased funding for scholarships achieved by August 31, 2016. Presentations to Vernon College student groups, as requested, about the availability of scholarships by August 31, 2016. Chair the Vernon College Scholarship Committee in March-April and prepare annual report by August 31, 2016. Building scholarships resolved by August 31, 2016 and on-going. Transfer policy developed and approved by December 2015.
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> One new scholarship was added to the College Scholarship webpage. The Advancement Specialist – Recruiting included information about the online Scholarship Application presentations. Institutional Advancement continued to serve as the “one stop shop” scholarship office and fielded a dozen telephone calls, answered approximately 15 – 20 emails, and held 6 face-to-face meetings with students and parents about the scholarships process and assisted in completing the scholarship application. A total of 1,802 scholarship applications were received for 2015-2016; this resulted in 1,118 scholarship offers, of which 979 offers were accepted and 942 scholarships (or 84% of offers) were actually used. The license was renewed; however, STARS was renamed to a new scholarship product AwardSpring. Due to budget limitations a scholarship marketing tool was not implemented. 	

- Targeted press releases and letters were not sent out because the information was distributed through presentations.
- With the addition of new scholarships and increased earnings generated from the scholarship held by the Vernon College Foundation, as well as an increase in donations to some scholarships, increased funding for scholarships was achieved.
- The Scholarship Committee met in April 2016; minutes are posted on the Committee web page.
- Work on building scholarships and transfer policy development is on-going.

Use of Results for Improvement:

- The Scholarship webpage will continue to be maintained and updated with new information.
- Information will be given to the Coordinator of Recruiting in the Admissions Office about scholarship opportunities for used in presentations.
- Continue to serve as a “one stop shop” scholarship office and assist those seeking information about scholarship availability or requiring assisting to complete the online scholarship application.
- The AwardSpring Online Scholarship Application is still in the building process and was very difficult for students to use. Therefore, the College accepted the recommendation to move to AcademicWorks a more mature and robust online scholarship application. This will be fully implemented in the fall of 2016.
- A separate scholarship marketing tool is still in the planning stages.
- Work with the Coordinator of Marketing and Community Relations to develop targeted press releases and other information via social media to inform current and prospective students about general and restricted scholarship opportunities.
- Staff continues to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to non-participating high schools. One new area ISD joined the College Connections program in 2015-2016.
- Continue to find sources for increased donations for existing scholarships, complete building scholarships, and work with donors to create new scholarships. As the department becomes aware of other scholarship opportunities that might be available to Vernon College students, that information will be emailed to students and posted on the Vernon College Facebook page.

Objective #3: Participate in and continue to implement the recommendations of the Integrated Marketing/Recruiting Task Force Report and new recommendations development by the Integrated Marketing/Recruiting Committee

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

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

Actions:

1. Ensure the implementation of the integrated marketing/recruiting recommendations made by the 2013 Task Force and approved by the administrative team by evolving the recommendations into the Vernon College Integrated Marketing/Recruiting Plan. Chair the Integrated Marketing/Recruiting Committee
2. Consistently monitor the Integrated Marketing/Recruiting Plan to ensure participation and action of responsible parties and/or departments and report to the President in January and July the completion of actions directed by the plan via the committee mid-year and end-of-year reports.
3. Work with a marketing consultant to continue to implement marketing strategies through advertising and social media to help educate the citizens in our 12 county service area about the value and economic impact of Vernon College in this region.
4. Continuously review current policies, procedures, processes, practices, timelines, and functions and make suggested additions, deletions, and changes to ensure optimum use of marketing strategies and a cohesive visual identity for Vernon College.
5. Work with the Director of College Effectiveness to annually review the Closing the Gaps goals and results for participation and success.
6. Review and make recommendations for Vernon College retention plans and results.
7. Make recommendations to the President and the Administrative Council.
8. Assist the Advancement Specialist – Recruiting and Early College Start Coordinator with school group requests as needed and coordinate and manage all other group tour/campus visit requests.
9. Create a training program and contact list of all College employees who are willing and available to help with tours, presentations, training, etc.
10. Continue the STARS Scholarship program and continue to enhance the scholarship website.
11. Develop social media policies and guidelines for Facebook and Twitter and other social media programs.
12. Create a general FAQ document by merging various FAQ documents previously published by some departments and post prominently on the College website and review annually.
13. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented; to ensure cohesiveness; develop and share best practices for the site; and recommended policies and guidelines.
14. Review existing marketing policies and develop new policies as needed including a graphic standards policy.
15. Develop and implement a strategic plan for recruiting minority and male students.
16. Create videos and testimonials, “Why attend Vernon College,” for posting to the web site.
17. Continue Marketing/Recruiting events such as, but not limited to: Career Pathways for recruiting CTE prospective students; GenTX Day in the spring in coordination with Region 9; GenTX Week in the fall; Sophomore Round-up; Project Back to School.
18. Continue to investigate and, when appropriate, implement best practices in integrated marketing/recruiting to benefit the College.
19. Replace the Xerox Phaser 7400DT printer which is more than 10 years old with a new Xerox Phaser 7500DT printer which is more efficient, high capacity model in the Office of Institutional Advancement on the Vernon Campus.

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

1. **Institutional Improvement:** Crane West marketing firm for advertising, printing, social media advertising -- \$70,000; Maintain Vernon College give-away items -- \$20,000; Polo shirts for new employees as needed -- \$1,000; Career Pathways (formerly Search My Future) CTE

marketing/recruiting event -- \$12,000; GenTX Week and GenTX Day -- \$15,000; Sophomore Roundup -- \$5,000. 2. **Technology:** new Xerox Phaser 7500DT printer (RunBiz quote): \$4,710; Renew annual STARS Software License – \$8,500

Assessment Method/Date:

Date:

1. Monthly meetings of the Integrated Marketing/Recruiting Committee and mid-year and annual reports filed. **January 2016 mid-year report and August 31, 2016 annual report.**
2. Giveaways for all college activities on-going management through the Office of Institutional Advancement by **August 31, 2016 and on-going.**
3. Maintain the College Connections and Catching the Future dual credit scholarship programs by **August 31, 2016 and on-going.**
4. Maintain relationship with Marketing Consultant by **August 31, 2016 and on-going.**
5. Annual website review by **August 31, 2016 and on-going.**
6. Policies, processes and procedures relevant to Integrated Marketing/Recruiting developed and implemented by **August 31, 2016 and on-going.**
7. Career Pathways strategic plan implemented by **April 30, 2016 and on-going.**
8. Implement GenTX Week by **December 31, 2015** and GenTX Day annual event by **May 31, 2016 and on-going**, Sophomore Roundup annual event by **August 31, 2016 and on-going.**
9. New Xerox Phaser 7500DT printer in place in Institutional Advancement Office in Vernon by **December 2015.**

Results: In Progress

Assessment Data/Evidence:

- The Committee held 5 meetings during 2014-2015 as evidenced by the meeting minutes, agenda and project reports.
- A standard set of College giveaways was developed, ordered, and managed by the Office of Institutional Advancement. A standardized volunteer polo shirt continues to be distributed to new staff members to wear at College events.
- The Vernon College Foundation renewed the Catching the Future Dual Credit Scholarship Program for 2015-2016. One new ISD joined the College Connections Scholarship Program for a total of 7.
- Crane West continued as the College's marketing firm.
- Recruiting functions moved to the Admissions Office in January 2016.
- An online Career Pathways Marketing/Recruiting event was held in spring 2016.
- A new Xerox Phaser was not purchased due to budget limitations.

Use of Results for Improvement:

- The Integrated Marketing/Recruiting Committee will continue meeting and following the marketing plan. Additionally as new opportunities are presented, these will be evaluated by the committee for incorporation into the marketing plan.
- The use of a standard set of College giveaways is helping to promote a standardized Vernon College brand.
- Work will continue with the College's marketing firm under the direction of the Coordinator of Marketing and Community Relations.

President/Effectiveness

Objective #1: The College will annually review policies, procedures, processes, practices and programs associated with recruitment efforts.
Responsibility: President
Statement of Need: Personal observation and continuous improvement; to target the Key Performance Indicators of Accountability benchmarks for Percent of 12 County Service Area High School Graduates who go to College, and Financial Aid
Actions: <ol style="list-style-type: none">1. Review and implement recommendations of Student Success by the Numbers included as part of the President's Institutional Priorities List2. Monitor KPIA benchmark data3. Monitor and ensure implementation of and adequate resource allocation for approved recommendations from the Integrated Marketing/Recruiting Committee Plan4. Promote and ensure identification, recruitment and follow-up of students with 30 or more semester credit hours not currently enrolled
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by meeting notes, annual action plans, KPIA data and budget Date: July 1
Results: Achieved Not Achieved Assessment Data/Evidence: <ul style="list-style-type: none">- Note that 82% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC offers educational opportunities that can attract leading high school graduates within its 12 county service area to attend.</i>1. Student Success activities and efforts during 2015-2016 were added to the <i>Student Success Initiative at a Glance</i> document and shared college wide through committees, President's Monthly News, and presented to the Board of Trustees on November 18, 2015. Achieved2. Review and sharing of KPIAs benchmark data as evidenced through Student Success by the Numbers Committee minutes, President's Monthly News, and Student Success Data Facts to the Board of Trustees. Achieved3. Approved budget, <i>Governance thru Committee</i> document including the Integrated Marketing/Recruiting Standing Committee (IM/R) charge, and IM/R agenda/minutes. Achieved4. Identification, recruitment and follow-up of students with 30 or more semester credit hours currently not enrolled was not accomplished during 2015-2016 due to change of focus with award of Title III, Strengthening Institutions Program Grant. Not Achieved Use of Results for Improvement: <ol style="list-style-type: none">1. Continue emphasis on SSBTN recommendations included as part of the President's Priorities List.2. Continue providing KPIA benchmark data to college components, departments and Board of Trustees for development of improvement strategies.3. Continued emphasis on implementing recommendations of the Integrated marketing Task Force and through the IM/R Standing Committee.4. Identification, recruitment and follow-up of students with 30 or more semester credit hours not currently enrolled will be considered one of the priority processes/practices with the implementation of U4SM.

Objective #2: The College will annually review policies, procedures, processes, practices and programs associated with retention/completion efforts.
Responsibility: President
Statement of Need: Personal observation and continuous improvement; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer, License/Certification Rates, and Placement and Completion
Actions: <ol style="list-style-type: none"> 1. Review and implement approved plan from the Integrated Marketing/Recruiting Committee 2. Review and implement recommendations of Student Success by the Numbers included as part of the President's Institutional Priorities List 3. Monitor KPIA benchmark data 4. Promote and ensure development and implementation of a process for automatic review and awarding of certificates and degrees
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by the Integrated Marketing/Recruiting Committee, agendas, minutes and meeting notes; and KPIA data Date: July 1
Results: Achieved Not Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> - Note that 82% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC implements processes and practices that promote student success in retention, completion and transfer functions.</i> 1. Integrated Marketing/Recruiting Standing Committee responsibilities listed in <i>Governance thru Committee</i> document include retention/completion efforts. Achieved 2. Actions included in the Student Success by the Numbers Initiative at a Glance and 2015-2016 Annual Action Plan Final Summary documents. Achieved 3. Monitoring of KPIA benchmark data as evidenced through review and sharing in Student Success by the Numbers Committee minutes, President's Monthly News, and Student Success Data Facts to the Board of Trustees. Achieved 4. A process for automatic review and awarding of certificates and degrees was not accomplished during 2015-2016 due to change of focus with award of Title III, Strengthening Institutions Program Grant. Not Achieved Use of Results for Improvement: <ul style="list-style-type: none"> - Note that Vernon College received notice of award for the Title III, Strengthening Institutions Program Grant in October 2015. The strategies, objectives and measurements of the grant specifically focus on retention, completion and successful transfer of Vernon College students. KPIAs were enhanced and Title III Data Markers developed to track progress and ensure ongoing use of results for improvement. <ol style="list-style-type: none"> 1. Use of results for improvement provide illustration of enhanced committee focus on retention and completion. 2. Conduct an annual review and update responsibilities of the Integrated Marketing/Recruiting Committee as necessary. 3. SSBTN recommendations/priorities continue to be included as part of the President's Institutional Priority List.

4. A process for automatic review and awarding of certificates and degrees will be considered one of the priority processes/practices with the implementation of U4SM.

Student Services

Note that Athletics moved to the Office of the President during the 2015-2016 AY.

Objective #1: Make a better effort to publicize Vernon College athletic activities to draw community interest and support.	
Responsibility: Vernon College Athletic Head Coaches and Assistant Athletic Director	
Statement of Need: Increase attendance and community involvement at the Vernon College Athletics hosted events.	
Actions: <ol style="list-style-type: none">1. Meet with marketing department to develop a marketing plan to increase event attendance and participation including television, radio, and print marketing.2. Implement agreed to marketing plan and oversee all Student Services/Athletics related tasks.	
Resources and Approximate \$: Institutional Improvement - time with VC staff, additional advertising money	
Assessment Method/Date: marketing meeting completed by November 10, 2015 Date: November 10, 2015	
Results: Achieved Not Achieved In Progress	
Assessment Data/Evidence: <p>Athletic teams continue to work diligently within the community and in conjunction with the Community Interaction Committee to draw interest and support for the athletic programs offered through involvement with various activities such as: decoration of City Hall by baseball, free popcorn and coke day in each sport for all attendees, distribution of bandanas at the college rodeo, work the Mounted Rodeo Shooting Association weekend, judge the Red River Taste Testing Steak Cook-Off, work the local stock show by rodeo team members. All coaches speak at the Lions Club and Rotary Club, rodeo completes the media form after each rodeo with the local radio station, soft ball received good exposure from Channel 3 (Wichita Falls) and has been involved with the Marketing Department for our Alumni Games. Each coach has made considerable effort to increase our web presence with the use of Presto Sports and the VC Webpage with the assistance of Clara Gregory.</p>	
Use of Results for Improvement: <p>Athletics will continue working with the Community Interaction Committee by being a more visible and active entity within the community and thus, drawing avid interest from the community in our athletic sponsored events.</p>	

Objective #2: Meet Vernon College expectations for enrollment and meet requirements for Fall 2016 Rodeo Team enrollment.	
Responsibility: Vernon College Rodeo Coach	
Statement of Need: Vernon College athletic teams have been provided clear expectations of team enrollments by Vernon College administration. The Vernon College rodeo team has had difficulty meeting this expectation.	

Actions: 1. Meet Rodeo Team enrollment expectations with an aggressive recruiting plan by the rodeo coach seeking out potential team members who understand the need for both rodeo abilities and academic commitment.
Resources and Approximate \$: Institutional Improvement - Staff time
Assessment Method/Date: Written recruiting plan approved by the Assistant Athletic Director Date: October 1, 2015
Results: In Progress Assessment Data/Evidence: Rodeo has increased enrollment to an average of 28-29 team members as compared to 20-22. In the Fall of 2016 the rodeo team had 31 members enrolled. The rodeo coach continues to work toward the goal of 30 rodeo team members. Our region has added three new rodeo teams who compete to recruit some of the same student /athletes. Also, dollars have been capped for scholarships. Use of Results for Improvement: Rodeo coaches job description has been updated per the President's recommendation, as well as a new recruiting plan for rodeo implemented. Coaches attended the International Finals Youth Rodeo for a week in Shawnee, OK which is earlier than the NJSRA Finals, for additional recruitment success.
Objective #3: Maintain competitive sports teams in Region V of the National Junior College Athletic Association and the Northern Texas Junior College Athletic Conference to help brand a winning tradition in all Vernon College Sports.
Responsibility: Vernon College Baseball Coach and Vernon College Softball Coach
Statement of Need: Vernon College has produced national champion rodeo teams and volleyball teams that regularly make the post season tournament with players recognized for athletic excellence. However, the baseball and recent softball teams have been unable to regularly advance in post season play.
Actions: 1. Both the baseball team and the softball team will review the past 3 year's performance and submit to Assistant Athletic Director written plans which will outline athletic changes for each of their respective teams for the 2015-2016. These written plans will include issues like: Practice times and plans Scheduling changes Player development Sport specific conditioning programs Utilization of assistant coaches Post-practice and post-game evaluations
Resources and Approximate \$: Institutional Improvement - coaches time
Assessment Method/Date: Meeting and written plan submitted to the Assistant Athletic Director Date: September 15, 2015
Results: In Progress Assessment Data/Evidence:

Not achieved at this time due to hiring of a new baseball coach. Coaching change was also made for softball.

Use of Results for Improvement:

New baseball coach hired in July 2015. New softball coach hired in July 2016.

Priority Initiative #2

Improve the quality of educational and student support services to increase student learning, student retention, and certificate/degree completion or transfer by students.

Admissions, Records and Financial Aid

Objective #1 : Increase student retention and completion success annually

Responsibility: Admissions and Records staff

Statement of Need: Improve student completion rates as measured in KPIA's

Actions:

1. Create a "record" on new students every semester through a "batch" process which will assign a catalog to be used for the degree audit program and enable degree shopping. The degree audit will show the student a clear outlined path to completion of their degree or certificate.
2. Update the Degree Audit module each spring/summer with the degrees and certificates offered in current VC General Catalog
3. Increase awareness and use of Degree Audit as a pathway to completion by students and staff

Resources and Approximate \$: Institutional Improvement

Assessment Method: Student success as measured by CBM 009 and 00M

Date: November

Results: In Progress

Assessment Data/Evidence:

Students are assigned a VC Catalog using the process described in action #1 above. The Degree Audit module was loaded with each programs written as printed in the VC Catalog. The number of degree and certificate completers reported on the CBM 009 decreased from the 2014-15 total of 720 to the 2015-16 total of 661. The number of Marketable Skills Achievers reported on the CBM 00M shows 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.

Use of Results for Improvement:

Continue to monitor and evaluate processes and practices which facilitate student success and methods on improving access and utilization of degree audit by faculty, staff, and students.

Objective #2 : Maintain Admissions Office CCSSE and SENSE satisfactory rankings and improve annually

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

Statement of Need: Continual improvement of admissions services to students

Actions:

1. Increase accessibility to and awareness of on-line Application for Admissions and enrollment requirements through participation in the "Apply Texas" (Common Application) initiative
2. Continuously maintain "Apply Texas" website information for changes

Resources and Approximate \$: Institutional Improvement: Annual fee for participation in “Apply Texas” program \$ 1,800 (approximate)
Assessment Method/Date: Number of students applying on-line and meeting admissions requirements timely. / July CCSSE and SENSE satisfactory rankings / CCSSE August and SENSE April KPIA numbers / November
Results: Achieved Assessment Data/Evidence: VC received approximately 2100 online applications for the Fall 2016 semester. Over 80 % of Fall 2016 students registered online, which indicates they have met admission requirements. CCSSE results for (Satisfied/Very Satisfied) question, “Satisfaction: Process for getting admitted into college” show a small decrease of 1.9% from 91.2% in 2013 to 89.5% for 2015. CCSSE question, “Most staff members have been friendly in their interactions with me” results (Agree/Strongly Agree) show an increase of 1.3% from 92.9% in 2013 to 94.1% for 2015. (CCSSE results per Criquett Lehman’s Excel spreadsheet). SENSE results for question, “The very first time I came to this college I felt welcome” show an increase for 2015 to 4.05 from 3.98 in 2013 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). Use of Results for Improvement: Continue monitoring processes and practices for improvement opportunities as surveys and numbers indicate.

Objective #3 : Maintain VC cohort student loan default rate as calculated by DOE at 15% or lower
Responsibility: Director and Assistant Director of Financial Aid and Loan Coordinator
Statement of Need: Default rate management is of primary concern for the continued participation in Title IV programs
Actions: <ol style="list-style-type: none"> 1. Provide documented entrance and exit loan counseling opportunities for increasing numbers of student borrowers 2. Contract with consulting firm to contact students approaching default status to explain options and consequences for increasing numbers of student borrowers 3. Explore outsourcing and automation of verification and “C” code selected ISIRs so additional staff resources can utilized on default prevention
Resources and Approximate \$: Institutional Improvement: Consulting fees of approximately \$35,000 Outsource costs of approximately \$20,000
Assessment Method/Date: Cohort default rate per Department of Education Date: September
Results: In Progress Assessment Data/Evidence: Our FY 2012, 3 year official cohort default rate was 16.1% down slightly from our FY 2011 rate of 16.4%. The outsourcing of verification and “C” code selected ISIRs appears to be cost prohibited at the current time. Use of Results for Improvement: Once our rate is at or below 15% for 3 consecutive years, VC will be able to offer benefits to our students such as no 30 day delay for first-year, first-time borrowers and one disbursement for single semester loans. Continue to contract for default management services, evaluate alternatives, and budget for increased costs due to loan volume.

Instructional Services

Objective #1: Improve success rates of students enrolled in online courses.
Responsibility: Dean of Instructional Services, Coordinator of Instructional Design & Technology, Distance Education Committee
Statement of Need: Differential success rates for F2F and online classes. Faculty observations that numerous students enroll in online classes without the behaviors which are conducive to succeeding in an online environment.
Actions: <ol style="list-style-type: none"> 1. Within available resources, evaluate the creation and organization of a Distance Education Department to better focus on issues relative to online learning and provide support for students and faculty engaged in the online environment. 2. Continue to review eSIR II results and work with faculty to assess the quality of online courses using the institutionally adopted Rubric for Online Instruction (ROI). 3. Initiate implementation of pre-requisite requirements (SmarterMeasure, Academic Standing, TSI status, etc.) for enrollment in online courses based on the recommendations of the Distance Education committee.
Resources and Approximate \$: None – Institutional Improvement
Assessment Method: Publication of policies in VC Catalog and Distance Education Manual, Academic Council Minutes, Grade Distribution Reports Date: March 1, 2016
Results: In Progress Assessment Data/Evidence: <p>While limited financial resources precluded the creation of a Distance Education Department, progress was made in the overall objective to improve success rates of students enrolled in online courses. In 2015-16, overall success rates of students enrolled in online/hybrid courses was 75.8%. This compares favorably to the 79.8% success rate of students enrolled in the counterpart F2F courses and to the overall student success rate of 80% for all courses. In an effort to improve student success rates in online courses, a new LMS platform was selected based on input from faculty, the Technology Committee, and the Coordinator of Instructional Design & Technology. The new platform, <i>Canvas</i>, was determined to be more student friendly than the previous LMS employed by the college (<i>Blackboard Learn</i>, v. 9.1) and due to its ease of use, modular type format, and superior technical support services, is expected to positively contribute to successful course completion rates in online courses. The platform was piloted during the summer 2016 term and was very well received by students and faculty alike. <i>Canvas</i> was fully implemented as the LMS platform for all online courses effective with the fall 2016 semester and thus far, appears to be bringing validation to the decision to change LMS platforms for online courses. With technical support services being more readily available to students and faculty from the provider, the Coordinator of Instructional Design & Technology has been “freed up” to spend more time in assisting faculty with potential improvements to the instructional design of their online courses which are identified through eSIR II results and the Rubric for Online Instruction (ROI). Identification and implementation of pre-requisite requirement(s) for enrollment in online courses continues to be a work in progress with no definitive recommendation from the Distance Education Committee other than to emphasize the necessary student behaviors during the advisement of students seeking to enroll in online courses during the Course Schedule Advising process.</p>

Use of Results for Improvement:

The success of students enrolled in online courses will continue to receive focus with the expectation being that success rates for online courses be within 20% of their F2F counterparts.

Objective #2: Expand availability of tutoring services.

Responsibility: PASS Department Director, Dean of Instructional Services, Division Chairs, Program Directors, Program Coordinators

Statement of Need: CCSSE results, SENSE results, VC Course Completion Success KPIA

Actions:

1. Continue to investigate alternative methods in the delivery of tutoring services including
 - a) On-line tutoring via *Blackboard Collaborate*
 - b) In-class/in-lab tutoring
 - c) Accessibility of tutoring services via iPad technology
2. Improve communication and collaboration between PASS Department, Tutoring Center Coordinators, Division Chairs/Program Directors, and faculty to identify and fulfill student needs with regard to tutoring services.
3. Investigate the availability of external sources of funding to fund faculty tutoring outside of their contractual obligations (weekends, nights, etc).

Resources and Approximate \$: \$? - Institutional Improvement

Assessment Method: CCSSE results, SENSE Results, VC Course Completion Success KPIA, Tutoring Center logs

Date: August 1, 2016

Results: **Achieved** **In Progress**

Assessment Data/Evidence:

Instructional Services made a significant investment in expanding the availability of tutoring services by contracting with *NetTutor*, an online tutoring service which provides highly qualified and trained tutors in an online format for most academic disciplines and allied health programs. These tutoring services were made available to all students, including distant and non-traditional, via links on the Vernon College website and links embedded directly within online courses. Information on the services was also incorporated into *New Student Orientation* and *Chaps Express* sessions. *NetTutor* is accessible through multiple technological devices including iPads and iPhones and in all cases provided greater daily access to tutoring than what was previously afforded in the traditional face-to-face environment employed by the college with numerous subjects available 24/7. Traditional face-to-face tutoring for individuals and groups was continued for students in programs of study (primarily CTE) which are not supported by *NetTutor*. Additionally, the practice of providing proctors and peer tutors in the Open Math Lab at the Century City Center was continued. While no external sources of funding were identified, limited utilization of faculty tutoring funded by Instructional Services continued within the Associate Degree Nursing program.

Use of Results for Improvement:

While acceptance and utilization of the new online tutoring service by students was less than desired, the service will continue to be widely promoted and advertised among the student population. Student usage of the tutoring services by subject area will be tracked and monitored

and students will be encouraged to meet with their instructors during their regularly scheduled office hours if additional help is needed. Additionally funds for the continuation of *NetTutor* services as well as for face-to-face tutoring in those subject areas not supported by *NetTutor* should remain budgeted items. Assessment of tutoring needs via student and instructor feedback will continue in an effort to provide efficient and effective methods for the delivery of tutoring services.

Objective #3: Improve institutional promotion of and student accessibility to available community resources.

Responsibility: PASS Department Director, New Beginnings Program Coordinator

Statement of Need: QEP Project, limited institutional resources

Actions:

1. Continue to disseminate information to increase awareness of community resources available to students among VC students, faculty, and staff.
2. Make information available through a variety of online and print formats including the VC website.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method/Date: Information available in print and on the VC website **Date:** September 15, 2015

Results: **Achieved**

Assessment Data/Evidence:

Information regarding community resources available to VC students was disseminated in a variety of ways. The New Beginnings Program Coordinator created a Resource Information Request Form and placed it on the VC website (vernoncollege.edu/Additional-Resources). This online form enabled students to submit online inquiries with responses provided by the New Beginnings Program Coordinator. "Help Cards" (*Help Us Help You*) were printed and made available for distribution by all components of the college as well as at registration and various other student orientations (*New Student Orientation* and *Chaps Express*) and student activity events. These efforts were deemed successful as evidenced by a 10.7% increase in the number of students (72) inquiring about the availability of community resource to meet their needs during the 2015-2016 academic year.

Use of Results for Improvement:

The New Beginnings Coordinator will continue to update the list of community resources available to students, make that information available to students in both online and printed formats, and respond to in-person, mailed and online requests.

Objective #4: Continue to monitor and evaluate success of redesigned developmental education plan.

Responsibility: Division Chairs, Dean of Instructional Services, Developmental Education faculty

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

Actions:

1. Continue to monitor and review processes for student placement in developmental education courses.
2. Continue and expand current partnerships for serving students placing below developmental education cut scores.

3. Continue to review student success in developmental education and subsequent college level courses.
4. Continue to review and monitor curriculum and modalities.

Resources and Approximate \$: None – Institutional Improvement

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

Date: August 1, 2016

Results: Partially Achieved In Progress

Assessment Data/Evidence:

Processes for student placement in developmental education courses, including non-course based options (NCBO's) continued to be reviewed and modified. The current partnership with Region IX Education Service Center was modified as Region IX focused more on GED students. In response to this and to lower student success rates than desired in the emporium style MATH 0310 developmental course, the Math Department revitalized MATH 0300 (Pre-Algebra), a course which was previously used in the developmental sequence prior to 2013, to better serve students scoring on the lower end of the TSIA. Additionally, ACMT 0100 (Academic Math Transitions) was added as an NCBO co-requisite to MATH 0300 for those students placing below developmental education cut scores. The addition of these courses coupled with a perceived more accurate placement of students within the developmental sequence appears to have contributed to significant improvement in student success rates in developmental math courses (73.0% in 2015-16 vs. 52.0% in 2014-15) as well as having met readily identified student needs. In the Division of Communication, an additional developmental Integrated Reading and Writing (ENGL 0306) course was added to provide a means for students to attain exit level readiness. Additionally, two lower level developmental courses were added; Developmental Reading (DEVR 0100) and Developmental Writing (DEVW 0100). These two NCBO's were added as co-requisites to ENGL 0305 to provide supplemental building of skills for those students placing below developmental education cut scores. Eight-week versions of the Integrated Reading and Writing sequence (ENGL 0305 and ENGL 0306) and an online version of ENGL 0306 were developed to be piloted in Fall 2016 with the intended outcome that these modalities provide accelerated and flexible formats for the effective delivery of developmental reading/writing skills. As within the Mathematics Department, these changes appear to have contributed to significant improvement in student success rates in developmental English courses (76.1% in 2015-16 vs. 69.8% in 2014-15). Additionally, discussions between the Math Department and the Office of Admissions & Records and Financial Aid led to the planned conversion and implementation of a Pass/Fail grading system for developmental math courses to be implemented in Fall 2016. Overall course success rates for developmental education courses increased from 57.0% in 2014-15 to 73.7% in 2015-16 with both English and Mathematics showing significant improvement. Additionally, student perceptions of developmental education pathways as measured by the 2015 *SENSE Effective Track to College Readiness* benchmark (49.2) improved by 31.6% when compared to the 2013 benchmark (37.1). Success of developmental education students in subsequent college level courses improved in all three areas (reading, writing, and mathematics) as measured by the 2015 Milestone/Success Points KPIA Benchmark and compared to the 2013 benchmark.

Use of Results for Improvement:

Success rates in the new modalities (8-week and online) piloted in ENGL 0305 and ENGL 0306 will be evaluated in spring/summer 2017. Effectiveness of the Pass/Fail grading system for developmental math courses will be evaluated in conjunction with Admissions and Records/Financial Aid during the same time frame. Placement of students in developmental courses as well as their success in the developmental

course and subsequent college level course(s) will continue to be monitored and the effectiveness of developmental education at Vernon College tracked using course success rates; Graduation, Retention and Persistence KPIA benchmark; Milestone/Success Points KPIA Benchmark.

Objective #5: Monitor student feedback to ensure library hours meet the informational needs of the students served.

Responsibility: Director of Library Services, Library Staff

Statement of Need: Recent surveys collected from on-site students in Vernon and at CCC indicated that the library fell below the benchmark of 85% approval for hours of operation as stated in the library's Institutional Effectiveness Plan. When asked to evaluate library hours, **82%** of students in Vernon and **81%** at CCC indicated that the library was open sufficient hours to meet their informational needs. Although below the benchmark, the 81% approval at CCC reflected a 12% increase when compared to data collected in 2013. The increase is probably attributable to the implementation of Sunday hours of operation from 1:00 PM to 8:00 PM beginning in the fall 2013. The library noted a 4% drop in approval of library hours in Vernon, from 86% approval in 2013 to 82% in surveys collected this fall. In response, the library will monitor student feedback on library hours through surveys, usage statistics, and questionnaires.

Actions:

1. Monitor survey results collected in the spring 2015 for on-site students at CCC and in the fall 2015 for on-site students in Vernon.
2. Distribute questionnaire to determine user preference for weekend hours on Saturday or Sunday.
3. Monitor usage statistics on Sunday in Vernon and at Century City Center.

Resources and Approximate \$: None - Institutional Improvement, time

Assessment Method/Date: On-site students at CCC and in Vernon will be surveyed in the spring 2015 and fall 2015 respectively to determine user satisfaction with library hours of operation. Additionally, a separate questionnaire regarding library hours will be distributed along with the survey instrument. The questionnaire will seek additional input regarding user preference for weekend hours on Saturday or Sunday. The library will resume monitoring of usage statistics on Sunday beginning in the spring 2015.

Date: December 1, 2015

Results: **Achieved**

Assessment Data/Evidence:

In surveys collected in the fall 2015, 86% of on-site students in Vernon agreed that the library was open sufficient hours to meet their informational needs. However, in surveys administered to Century City Center students in March 2016, library hours of operation received an approval rating of 76%, considerably below the targeted 85% approval stipulated in the library's Institutional Effectiveness Plan. Comments addressing hours of operation focused primarily on the need for more weekend hours of operation. In response to the 76% approval rating, the library sought funding and administrative approval to increase weekend hours based on a recommendation by the Library Committee. The Committee recommended that the library increase weekend hours from 7 to 10 and then split the hours equally between both Saturday and Sunday, thus offering more hours and flexibility in weekend scheduling. Approval was secured, and the new weekend schedule was implemented at the start of fall classes on August 22, 2016. The library also benchmarked hours of operation offered for the fall 2015 to the College's peer institutions. The comparison showed that the library offered the second highest number of weekly hours of operation among those colleges in the selected cohort.

Use of Results for Improvement:

The library will continue to monitor student feedback regarding library hours through surveys conducted annually.

Objective #6: Increase student awareness of library resources and services through effective promotional strategies.

Responsibility: Director of Library Services, Library Staff

Statement of Need: An expected outcome within the library's Institutional Effectiveness Plan is to ensure student and faculty awareness of the library's resources and services. Surveys continue to indicate a need to better promote services particularly among online students. Surveys collected this fall 2014 indicate that a significant number of online students are unaware of services such as the ability to request books from the main collection in Vernon and the ability to request library assistance online via email or live chat. Surveys also indicated that 20% of those offering an opinion were unaware of the availability of databases and off campus options. In response, the library will implement strategies which more effectively promote library services.

Actions:

1. Request that a brief video orientation to library services be shown during New Student Orientation as a means to notify online students of library resources and services.
2. Invite online instructors to post links to library information within their Blackboard course shells. Provide links to the video orientation, Library Handbook, and online flyer.
3. Coordinate with VC's Instructional Design and Technology Coordinator in posting library information as a general announcement within Blackboard.
4. Be more proactive in utilizing VC's social networking pages for promoting databases and eBooks. Develop and post video tutorials with instructions on how to access and use Learning Express Library and the Job & Career Accelerator. Also post information on how to access eBooks through the library catalog.
5. Consult with Melissa Moore, Early College Start Coordinator, for assistance in notifying dual credit instructors and students of library services.
6. In place of the information table at STC, utilize Collaborate in presenting live, online orientations as requested by STC instructors.

Resources and Approximate \$: None - Institutional Improvement, time

Assessment Method: Surveys collected from online students in the fall 2015 will indicate an increase in awareness of library services when compared to data collected in 2014. **Date:** December 1, 2015.

Results: In Progress

Assessment Data/Evidence:

Surveys administered to online students during the fall 2015 showed an increase in awareness of article databases and of the ability to access databases off campus. Both services showed increases in awareness of at least 5% as stipulated in the library's Institutional Effectiveness Plan for 2015-2016. While increases were noted for database availability and off-campus options, more work needs to be done on raising an 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 responsibility to support distance learners with services equitable to those afforded on-site students. Consequently, it is important that distance learners are aware of the services available to them.

Use of Results for Improvement:

In an effort to more effectively promote services available to online students, the library will coordinate with the Student Services department in updating library information posted on the webpage, "Student Support Services for Distance Education." Currently the link to library information navigates directly to the library homepage. It would probably be more helpful to students, however, if the link opened to a summary of distance learning library services with information on how to access the services from the library homepage. The library will design and submit a one-page information flyer to post online. The library will also continue to coordinate with Student Services in updating information posted in the handbooks distributed during *New Student Orientation* and *Chap Express* sessions.

Office of the President

Institutional Advancement

Objective #1: Utilize various fundraising methods to respond to and support improved education and student support services, particularly in the area of scholarship support and grantsmanship.

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Advancement Services Specialist; Advancement Specialist – Recruiting

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

Actions:

1. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift, planned giving, and grant programs.
2. Implement on-line giving through the Vernon College website.
3. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
4. Work with faculty and staff to assist in the preparation and electronic submission of proposals through grants.gov, Fastlane, etc.
5. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities.
6. Assist faculty and staff in the preparation and submission of proposals to private funding agencies.

7. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “building” endowed scholarships (those under the \$10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.
8. Continue to participate in the Council for Resource Development Federal Funding Task Force and the Annual Conference to develop relationships with Federal agencies on behalf of Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
9. Work with the President, the Dean of Instructional Services, and the Associate Dean for Career and Technical Education to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
10. Attend relevant training programs in grantsmanship including grant management, budgeting and evaluation methods.
11. Utilize consulting services in the preparation of major grant proposals as needed.
12. Replace the Xerox Phaser 7400DT printer which is more than 10 years old with a new Xerox Phaser 7500DT printer which is a more efficient, high capacity model in the Office of Institutional Advancement on the Vernon Campus.

Resources and Approximate \$:

1. **Institutional Improvement:** Attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$7,000. Funds to attend other relevant professional development conferences, seminars, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$6,000.
2. **Technology:** Renewal of annual Raiser’s Edge software license -- \$8,500. Renewal of Metasoft Foundation/Corporate Funding search software license -- \$4,000. New Xerox Phaser 7500DT printer (RunBiz quote): \$4,710. Implementation of on-line giving -- \$5,000

Assessment Method/Date:

Date:

1. Sustained giving by current donors as well as new donors to the College and Foundation evidence by Annual Philanthropy Comparison Report, donor/prospect call reports, Foundation agendas, minutes, quarterly philanthropy update reports, and grant proposal submissions by **August 31, 2016**.
2. On-line giving capability implemented by **August 31, 2016**
3. Submission of the annual Voluntary Survey for Aid to Education (VSE) by **October 1, 2015**
4. New scholarships developed and more building scholarships either completed or status resolved as compared to the number of building scholarships at the end of the 2014-2015 fiscal year by **August 31, 2016**.
5. Grants submitted to funding agencies; grant research notes and communications with interested Vernon College employees regarding funding opportunities available; assist in the application process as appropriate by **August 31, 2016 and ongoing**.

Results: In Progress

Assessment Data/Evidence:

- One new scholarship was established during 2015-2016 and one (1) “Building” scholarship reached the minimum endowment level of \$10,000 to be activated.

- The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on September 30, 2016. A total of \$592,303 in philanthropic support for the previous fiscal year was reported. Excluding a \$1 million onetime gift that was given to the Foundation in 2014-2015, giving increased 6% in 2015-2016 over 2014-2015.
- Advancement staff participated in the NCMPR Regional Conferences in 2015-6 and the Council for Resource Development (CRD) Federal Funding Task Force and Annual Conference in November 2015 to increase knowledge, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College recruiting, retention, and marketing efforts. Staff also participated in grant information and other seminars/webinars during 2015-2016.
- The Director of Institutional Advancement assisted several Vernon community members with the preparation of a \$500,000 three-year USDA Grant which was submitted in May 2016.

Use of Results for Improvement:

- Continue participation in the Federal Funding Task Force and Annual Conference, webinars, seminars, and internal, collaborative meetings.
- Work continues on the review and cleanup of old files prior to incorporation of gift information into the Raiser's Edge database.
- The request for an additional staff member for grant development will be included in the 2016-2017 plan.
- Research, writing and submission of grant proposals will continue. Funds will continue to be sought for scholarships and other College needs.

Objective #2 : Enhance the visibility of Vernon College and the Vernon College Foundation to educate the residents of the 12 county service area about the values of their Community College and the economic impact it makes

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

Statement of Need: Vernon College must continue to develop and implement marketing/communication strategies through such vehicles as the President's Annual Report, targeted marketing strategies, and web and social media strategies.

Actions:

1. Utilize the Vernon College website and social media effectively by researching and implementing innovative strategies for interaction and promotion.
2. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented, to ensure cohesiveness, develop and share best practices for the site, and recommended policies and guidelines.
3. Work with a marketing consultant to continue to implement marketing strategies through advertising and social media to help educate the citizens in our 12 county service area about the value and economic impact of Vernon College in this region.
4. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
5. Support community events through sponsorships to provide visibility for Vernon College.

6. As funds are available, take advantage of enhanced marketing/communication opportunities to support the College's visibility.
7. Continue the annual President's Report to all constituencies as well as all media outlets in the 12 county service area and other selected areas.
8. Utilize the services of a professional photographer, on an as-needed basis, to enhance the website and other marketing materials to better showcase Vernon College to its constituencies and current and potential students.
9. Enhance social media marketing by using Facebook ads, online advertisements and Google adwords.
10. Utilize target marketing strategies such as press releases and letters to service area high schools to promote county- and high school-graduate restricted scholarships in those counties and high schools.
11. Continue to incorporate the recommendations of the Integrated Marketing/Recruiting Plan as approved by the College Administrative Team.
12. Contact area newspapers about a monthly Vernon College President's column and work with the President to prepare and submit the columns.
13. Add a staff position **Advancement Specialist Assistant – Marketing/Recruiting** to assist in daily social media functions. This will include, but not be limited to, posting on Vernon College Facebook, Twitter, website blog, etc. and help keep up with the most up-to-date social media activities; send out student and Faculty/Staff information via student and employee email; process prospective student information collected by the Advancement Services – Recruiter into POISE; make calls to prospective students and answer questions from prospective students regarding educational opportunities at Vernon College; mail out requested Vernon College information to prospective students and community members; gather prospective student information from the service area and outlying area high schools; assist in scheduling, organizing and leading tours; serve as a constant available resource via email, telephone or social media.

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

1. **Institutional Improvement:** Crane West marketing firm for advertising, printing, social media advertising -- \$70,000; Maintain Vernon College give-away items -- \$20,000; Funds to support outside sponsorships such as Calle Ocho, the Martin Luther King, Jr. Breakfast, Riverbed Nature Center Electric Critters, Wichita Falls Literacy Council Annual Spelling Bee, the Hispanic Education Summit, Leadership Wichita Falls annual visit/lunch to Vernon College, Non-Profit Center of Wichita Falls Gingerbread Jubilee, etc. -- \$5,000; Attend the NCMPR Regional and Annual Conferences, TACCM Annual Conference for the Coordinator of Marketing and Alumni Relations, Advancement Specialist – Recruiting, and Advancement Specialist Assistant– Marketing/Recruiting and TACRAO for the Advancement Specialist - Recruiting -- \$7,000; Professional photographic services -- \$3,000; Publish the President's Annual Report -- \$7,500.

2. **Personnel:** Advancement Specialist Assistant– Marketing/Recruiting -- \$22,000 - \$28,000

Assessment Method/Date:

Date:

1. Maintain relationship with Marketing Consultant by **August 31, 2016 and on-going.**
2. Annual website review by **August 31, 2016 and on-going.**
3. New hire in place by **August 31, 2016.**
4. President's Annual Report disseminated by **February 2016.**
5. Review procedures for maintaining the Vernon College website by **August 31, 2016 and ongoing.**

<p>6. Increase social media marketing and students' emails throughout the year by August 31, 2016.</p> <p>7. Target marketing strategies to promote specific scholarships to area high schools develop and in place by August 31, 2016</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> Continued the relationship with the College's marketing firm. Reviewed the College's website and maintenance procedures; recommended changes and enhancements as needed. The Athletics webpages underwent significant redesign. The proposed new position was not approved due to budget limitations. The President's Annual Report was disseminated through the Vernon College service area. The use of social media increased promoting such items as various College events and services and alumni outreach. Specific scholarship promotion was not achieved, however information was incorporated into recruiting presentations. <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> Work will continue with Crane-West to enhance and brand Vernon College publications and social media sites. Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the student informed. Work with the Coordinator of Marketing and Community Relations to develop targeted press releases and other information via social media to inform current and prospective students about general and restricted scholarship opportunities. The President's Annual Report will continue publication.

President/Effectiveness

Objective #1: The College will continue to emphasize student learning outcomes and consistently initiate effective assessment practices to demonstrate that it is fulfilling its mission.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS COC compliance criteria and to improve student learning data results from CCSSE and SENSE; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer, License/Certification Rates, and Placement and Completion
<p>Actions:</p> <ol style="list-style-type: none"> Monitor and ensure the instructional component of the College adequately meets to assess student learning outcomes Monitor and ensure the <i>Assessment Calendar</i> is followed by all components of the College Continue Student Success by the Numbers initiative
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by agendas, minutes and meeting notes from division, department and committee meetings; Communication Reports as part of Assessment Calendar process Date: Ongoing annual review with summation by July 1
Results: Achieved

Assessment Data/Evidence:

- Note that 93% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC promotes a culture committee to student learning*.
- 1. 2015-2016 College Effectiveness Committee approved meeting minutes, posted in Canvas, included student learning measures updates from Instructional Services.
- 2. 2015-2016 *Assessment and Report Calendar* was approved by the Student Success by the Numbers Committee in August 2015. Monthly communication forms were posted on the Vernon College website to be available for all constituents and for oversight provided by the Student Success by the Numbers Committee.
- 3. Continuation of the Student Success by the Numbers initiative as evidenced through application for and award of the Title III, Strengthening Institutions Program Grant.

Use of Results for Improvement:

1. Instructional Services representation on the College Effectiveness Committee to ensure communication and ongoing monitoring of student learning outcomes assessment results will continue.
2. The *Assessment/Report Calendar* will continue to be updated on an annual basis and monitored by the Student Success by the Numbers Committee. Assessment/Report communication forms will continue to be made available through the Vernon College website to ensure ongoing communication and monitoring.
3. Vernon College KPIAs were enhanced and Title III Markers developed to track progress and ensure ongoing use of results for improvement.

Objective #2: The College will continue to initiate multiple measures of student learning.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: As directed by the Vernon College Mission, CCSSE and SENSE benchmarks, and SACS COC compliance criteria; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer, License/Certification Rates, and Placement and Completion

Actions:

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

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

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

Results: **Achieved**

Assessment Data/Evidence:

- Note that 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC provides rigorous learning experiences with a variety of delivery methodologies (f2f, online and hybrid courses).*
 1. As evidenced from Fall 2015 and Spring 2016 agendas and attendance maintained by Instructional Services, workshops, trainings and practices regarding student learning outcomes were conducted for and with faculty. Instructional Services implemented processes to assess General Education Core Objectives: Critical Thinking during Fall 2015, Communication during Spring 2016 and Social Responsibility during Summer 2016.
 2. The 2015-2016 Assessment and Report Calendar was adopted by the Student Success by the Numbers Committee in August 2015..

Use of Results for Improvement:

1 – 2. The development, implementation and assessment of multiple measures of student learning by Instructional Services will continue during the 2016-2017 academic year. As measures are identified, developed and assessed, they will be included in the annual Assessment/Report Calendar which is reviewed and updated annually.

Objective #3: The College will continue to develop appropriate assessment data for course and programmatic decision making.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: Utilization of results from *Assessment and Report Calendar* for improvement

Actions:

1. Support and encourage innovative, creative and consistent assessment activities
2. President will insist that all program decisions are based on appropriate data
3. Monitor the *Assessment and Report Calendar* for completion

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

Assessment Method/Date: As evidenced by agendas, minutes and meeting notes from division, department and committee meetings; Communication Reports as part of Assessment Calendar process **Date:** Ongoing annual review with summation by July 1

Results: **Achieved**

Assessment Data/Evidence:

- Note that:
 - 93% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC promotes a culture committed to student learning.*
 - 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC successfully fulfills its Vision Statement (Vernon College will promote a culture of success for our students and communities through learner-centered quality instructional programs and exemplary services.)*
 - 92% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC successfully fulfills its Mission Statement (The mission of Vernon College is teaching, learning, and leading.)*

1. – 3. The 2015-2016 *Assessment and Report Calendar* was approved by the Student Success by the Numbers Committee in August 2015. Monthly *Assessment and Report Calendar* communication forms were shared with the SSBTN Committee as well as posted on the Vernon College website. Data facts have become standard contributions to the *President's Monthly Update*. Statement of Need has continued as an entry item on annual action plans.

Use of Results for Improvement:

1. – 3. The recognition, sharing and use of data for informed decision making will continue to be a Vernon College priority as illustrated in the 2016-2017 Annual Action Plans, *President's Monthly Update* and through sustained use of the *Assessment/Report Calendar*.

Objective #4: The College will develop and implement multiple assessment measures to review and improve student support services.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: As directed by the Vernon College Mission, CCSSE, and SENSE benchmarks, and SACS COC compliance criteria

Actions:

1. Through direct contact with staff, monitor and ensure that the student support services components of the College implement multiple measures of assessment to ensure student learning
2. From the established *Assessment and Report Calendar*, monitor and ensure assessment of student support services

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

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

Results: In Progress

Assessment Data/Evidence:

- Note:
 - 75% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC provides strong student support services to meet the needs of students.*
 - 82% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC implements processes and practices that promote student success in retention, completion and transfer functions.*
- 1. Annual Action Plans and Institutional Effectiveness plans were reviewed and received recommendations as necessary through appropriate committees (Facilities, Institutional Improvement, Personnel and Technology.)
Student support services *Assessment and Report Calendar* communication forms were made available to the Student Success by the Numbers Committee as well as posted on the website.
Priority Initiative #2 addressed the quality of educational and student support services to increase student learning.
- 2. The 2015-2016 *Assessment and Report Calendar* was adopted by the Student Success by the Numbers Committee in August 2015 and monitored by the SSBTN Committee for the 2015-2016 academic year.

Use of Results for Improvement:

1. -2. Data and evidence indicated additional need for program assessment to be accomplished. The development and implementation of measures to support student learning by student support services will continue during the 2016-2017 academic year through *Assessment/Report Calendar* information, Institutional Effectiveness Plans, Annual Action Plans, and Title III, Strengthening Institutions Program Grant strategies, objectives and measures.

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

Responsibility: President

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

Actions:

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

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

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

Results: In Progress

Assessment Data/Evidence:

- Note:
 - 78% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC provides students with opportunities for personal development in addition to academic growth.*
 - 74% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC is highly responsive and adaptive to meeting the changing needs of the external college community or environment.*
 - 65% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that *VC employees are known for serving the community in government, on boards, or committees, or in other capacities.*
1. Task Force recommendations approved as evidence through 2015-2016 budget allocations e.g. recruiting activities, continued resource allocation for Course Schedule Advising Center, funding for student contact activities to improve retention/completion, continued funding for early alert activities.
Creation of new task forces to address/ensure timely response: ERP/SIS Task Force and Campus Carry Task Force.

Use of Results for Improvement:

1. The College will continue to create task forces to ensure timely and appropriate action. The review and implementation of task force recommendations will also continue.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Provide leadership on the Professional Development Committee to ensure opportunities, as outlined in the Quality Enhancement Plan (VConnected) and the planning process of the second QEP, are made available to faculty and staff (may also include students, Board of Trustees, community members).
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Professional development opportunities in the areas of student engagement, instructional strategies, and technology have been made available through the Quality Enhancement Plan initiatives. These initiatives include: “...improving student learning by focusing on engagement through a three-part plan: transform curriculum and instruction, provide innovative professional development opportunities, and create a technology rich environment for instructional and student support services.” In order to sustain this level of professional development as the College moves to a second QEP, oversight has been transitioned. Evidence of the need for such sustainability can be found in the Student Instructional Report (SIR II) data; Key Performance Indicators of Accountability (KPIA’s) – specifically CCSSE benchmarks, Graduation, Persistence, and Retention, SENSE benchmarks; and CCSSE/SENSE individual results.
Actions: <ol style="list-style-type: none">1. Evaluate/Review the Professional Development Committee’s program and make recommendations for inclusion of QEP Planning professional development and collaboration initiatives.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: <ol style="list-style-type: none">1. Agenda, Minutes, Committee Charge, scheduled professional development opportunities & participation. July 2016
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none">• Participated in 2015-16 Professional Development Committee Meetings. There were no changes to the charge of the Committee.• The Professional Development Committee’s program was reviewed monthly and continued to be structured to provide ongoing support and instruction for existing and emerging technologies appropriate to pedagogical strategies and design as well as the instructional and student support environments. Professional Development regarding the planning process of the second QEP where conducted during the Fall and Spring Kickoff all staff meetings.• The Director of Quality Enhancement and Instructional Design and Technology Coordinator plan and coordinate the all employee Fall and Spring Kickoffs (August 17, 2015 and January 11, 2016) and have input into the agenda of the Fall and Spring Faculty Development Meetings (August 21, 2015 and January 16, 2016) thus ensuring vConnected and @VCReads initiatives.• Thirteen mentors, consisting of both faculty and staff, conducted sessions during the 2015-16 academic year.• The 2016 VC Effectiveness Questionnaire (372 Respondents) reported that 93% Strongly Agree/Agree that Vernon College promotes a culture committed to student learning. This is a result, in part, to the PD program and sessions available to our faculty and staff. Use of Results for Improvement: <ul style="list-style-type: none">• Starlink professional development series videos (provided through the Virtual College of Texas partnership) are being utilized in a more effective manner. Late in the 2015-16 academic year the process changed to begin making the videos available through the VCIC (VC

Innovation Center). More faculty and staff participated in these training opportunities than past years. The process will continue in 2016-17.

- The Professional Development Survey question “Areas of Interest” showed that faculty and staff selected the following: Leadership, Educational Technology, Personal Management and Conflict Resolution. Sessions for 2016-17 will be planned to target these interests.
- Faculty and Staff Mentors are often teaching/leading the program sessions in their areas of expertise. This process works well and is preferred by many faculty and staff and therefore will be continued.
- The Technology Committee will continue to serve as a resource to identify new mentors as well as existing mentors with new expertise.

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

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

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

Actions:

1. Conduct feasibility reviews of new technologies by potential mentors.
2. Communicate and identify mentors to the Professional Development Committee.
3. Organize and conduct training opportunities and technical support.
4. Provide and encourage the opportunity for participation in the National Institute for Staff and Organizational Development (NISOD).
5. Plan and promote participation in internal professional development opportunities through the program outlined by the Professional Development Committee.

Resources and Approximate \$:

Institutional Improvement: Funding for NISOD Convention - \$1,400.00 X 3 participants = \$4,200.00 (Est.)

Assessment Method/Date:

1. Meeting minutes reflecting updates reported to the Professional Development Committee. January 2016, August 2016
2. Number of mentors who participated in NISOD Convention. June 2016
3. Number of mentors who conducted sessions, Mentor List (total number of mentors available for ongoing training). July 2016

Results: **Achieved**

Assessment Data/Evidence:

- The April 22, 2016 Technology Committee meeting minutes reflect that Lyndon Brynum, Mark Holcomb, and Barbara Jinks were added as mentors for use of a Document Camera in the classroom and Brad Beauchamp continues to be a Smart Board mentor for 2 different model types. Due to the fact that the Professional Development Committee did not have a Spring meeting, this information was communicated directly to the Committee Co-Chairs.
- The opportunity to attend NISOD Convention was offered to 3 employees, all of whom declined due to a conflict in schedule.
- Thirteen mentors, consisting of both faculty and staff, conducted sessions during the 2015-16 academic year.

Use of Results for Improvement:

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

Student Services

Note that Athletics moved to the Office of the President during the 2015-2016 AY.

Objective #1: Emphasize and increase the importance of the educational endeavors of Vernon College rodeo team members and baseball players thus increasing completion and graduation.

Responsibility: Vernon College Baseball Coach and Vernon College Rodeo Coach

Statement of Need: Both the Baseball and Rodeo programs have markedly higher early alert rates than the other two athletic teams. Because Early Alerts are used by faculty to identify students who are either struggling academically or not attending regularly this shows a need for both of these teams to refocus efforts on stressing the importance of academics and necessity of completion and graduation.

Actions:

1. Review all athletic team early alert rates for the 14-15 academic year and set a reduction goal (number of early alerts expected per team per season)
2. Emphasize the importance of the student role in the term 'student athlete' by increasing study hall time, development of a peer mentoring system with sophomores and freshman, increased use of the Vernon College tutoring center, academic coaching sessions with the Vernon Student Success Coach.

Resources and Approximate \$: Institutional Improvement and Personnel - time and effort of coaches as well as time with an academic success coach

Assessment Method/Date: Written plan of goals from action number 1 and implementation detailing the methods in action number 2 will be submitted to the Assistant Athletic Director **Date:** September 15, 2015

Results: In Progress

Assessment Data/Evidence:

Fall 2014: 64 Early Alerts (Baseball); 65 Early Alerts (Rodeo); Spring 2015: 86 Early Alerts (Baseball); 26 Early Alerts (Rodeo).

Use of Results for Improvement: Study hall for all sports teams was increased to 4 hours per week; availability of PASS Center and new Orientation stressed to athletes.

Objective #2: Help students recognize their accomplishment of becoming TSI clear and make a more seamless transition from Student Services/Counselor advising to using the Vernon College CSA centers.

Responsibility: Vernon College Counselors

Statement of Need: Many students enter academic classwork at Vernon College and are not TSI clear. These students are advised by Vernon College Counselors to help them understand the TSI law, complete an Individual Developmental Plan, and choose/enroll in developmental classes. When a student completes developmental coursework or passes the Texas Success Initiative Assessment in all 3 areas they are then referred to the CSA center for advising. Students may take developmental classes for one semester or for several semesters. At this time, Vernon College does not specifically do anything to recognize the student's first (vital) success of becoming TSI clear. Vernon College counselors would like to acknowledge the students significant academic accomplishment of becoming TSI clear in all three areas. Hopefully, this first positive reinforcement of completion of goals will help motivate students and increase persistence, retention and completion. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.

Actions:

1. The Vernon College Counseling Office will send a letter at the end of each semester to each student who has successfully completed their TSI clear status. This letter will highlight their accomplishment in becoming TSI clear as well as encourage and explain the use of the CSA centers in future semesters.

Resources and Approximate \$: Institutional Improvement - postage budget and staff time

Assessment Method/Date: At the end of each semester (December 2015, May 2016, and August 2016) letters will be sent to newly TSI clear students. A log will be kept of how many letters are sent. **Date:** August 2016

Results: **Achieved**

Assessment Data/Evidence:

A total of 178 congratulatory letters were sent to students in September 2015, January 2016, and May 2016 after successful completion of all their developmental class sequences. Letters are sent to students in December after Fall grades are posted, May after Spring grades are posted, and September after summer grades are posted. All of the students who received a letter were Texas Success Initiative (TSI) clear in all 3 areas – reading, writing and math. The letter not only congratulates the student but also refers them to the Course Schedule Advising (CSA) center for all future advising.

Use of Results for Improvement:

These letters celebrating student success will continue to be sent at the end of each semester. Currently this is a tedious process that involves individual checking of all developmental student's status. We believe that this will be automated with the arrival of the new Vernon College Enterprise Resource Planning Student Information System (ERPSIS) in Spring 2018. We will continue to send the letters manually until the new ERPSIS is implemented.

Objective #3: Increase retention, persistence, and completion rates with the addition of more direct student support staff in Student Services.

Responsibility: Dean of Student Services

Statement of Need: After reviewing SENSE survey data, Student Services identified areas that could show improved scores. They involved the following SENSE questions:

1. *A college staff member talked with me about my commitments outside of school to help me figure how home many courses to take - % that strongly agree 36*
2. *What was your satisfaction with academic advising/planning - % that strongly agree 55*
3. *Did you know about career counseling - % that strongly agree 51*
4. *Did you know about transfer credit assistance - % that strongly agree 46*
5. *Were you satisfied with the transfer credit assistance offered at your school - % that strongly agree 20*

From goals in previous Annual Action Plans, Student Services was able to initiate and hire a Student Success Specialist for the 2014-2015 year. This first year has proven successful and we have received positive feedback from students and internal surveys. We would like to continue these previous annual plans. Student Services would like to increase the accessibility to all students by hiring 2 additional Student Success Coaches (1 in Vernon and 1 in Wichita Falls). These Student Success Coaches will work under the direction of the Student Success Specialist and their main priorities will be direct student contact through academic coaching during the semester as well as leading/presenting Chap Express Orientations. The Vernon Student Success Coach will also have time to provide academic coaching to student athletes that will work around their already busy class and practice schedules. The Wichita Falls Student Success Coach will focus primarily on our growing traditional student population at CCC which will allow the Student Success Specialist additional time to work with workforce students at the Skills Training Center as well as development and expansion of peer mentoring programs. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.

Actions:

1. Obtain budgeting for 2 additional Student Success Coaches.
2. Hire 2 Success Coaches – 1 in Vernon and 1 in Wichita Falls.

Resources and Approximate \$: **Personnel** funding for salaries (2 at \$30,000), travel and supplies for 2 additional positions.

Assessment Method/Date: Two additional Student Success Coaches hired

Date: September 15, 2015

Results: **Achieved**

Assessment Data/Evidence:

Vernon College was awarded a Department of Education Title 3 grant in October 2015. The grant provided Vernon College funding to support the purchase of a new ERPSIS system as well as staff to focus solely on student success. The Vernon College Student Success Specialist was transferred to the new role of Student Success Pathway Coordinator and an additional Student Success Specialist was hired in October 2015. As outlined in the grant, an additional Student Success Specialist has been hired beginning their tenure in October 2016. The awarding of the Title 3 grant has provided Vernon College with funds related to student success for staff, supplies and travel.

Use of Results for Improvement:

The Vernon College Title 3 grant will continue for 5 years through September 2020. Vernon College will make every effort to meet or exceed grant requirements so that funding will be awarded annually.

Objective #4: Increase student engagement in the college community prior to the beginning of classes as engagement continues to be shown to increase a student's rate of completion and persistence.

Responsibility: Dean of Student Services, Associate Dean of Student Services, Student Success Specialist, VC Counselors, Director of Student Activities

Statement of Need: In the 2014-2015 Annual Action Plan Student Services planned to develop and pilot a 4 hour intensive orientation program. This was successfully accomplished in the form of a program called Chap Express. Because the program has been successful, we are working at expanding it. Our internal surveys have had overwhelming positive feedback. And, according to SENSE results we have shown a decrease in response to the following question therefore indicating a great need for this intrusive/intensive style of programming. The SENSE question is: *I attended on campus orientation prior to the beginning of class – 2009 % that said yes 73; 2011 % that said yes 44; 2013 % that said yes 51*

To be able to continue this goal from the previous annual plan and expand this programming we will need additional staff and funding. The additional staff will be utilized from objective #3 above – hiring of 2 student success coaches. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.

Actions:

1. Obtain budgeting for 2 additional Student Success Coaches.
2. Hire 2 Success Coaches – 1 in Vernon and 1 in Wichita Falls.
3. Create a budget line for Chap Express Orientation for handouts, binders, snacks, and drinks (Giveaways will be provided by the Integrated Marketing budgeting line)

Resources and Approximate \$: Personnel – funding for salaries (2 at \$30,000), travel and supplies for 2 additional positions.

Assessment Method/Date: Hiring of 2 additional Student Success Coaches and creation of a Chap Express supply line

Date: September 30, 2015

Results: **Achieved**

Assessment Data/Evidence:

Vernon College (VC) was awarded a Department of Education Title 3 grant in October 2015. The grant provided VC with the funding to support the purchase of a new ERPSIS system, as well as providing staff for purposes of implementing student success initiatives. The VC Student Success Specialist was transferred to the new role of Student Success Pathway Coordinator and an additional Student Success Specialist was hired in October 2015. As outlined in the grant, an additional Student Success Specialist will be hired to begin in October 2016. The awarding of the Title 3 grant has provided VC with funds for specifically related to student success for staff, supplies and travel. With the additional staff hired from the grant funding Vernon College has been able to increase Chap Express orientation offerings and also attendance.

Use of Results for Improvement:

The Vernon College Title 3 grant will continue for 5 years through September 2020. Vernon College will make every effort to meet or exceed grant requirements so that funding will be awarded annually. Student Services staff continue to grow the Chap Express program – increasing attendance and program offerings. We will continue to cultivate and promote Chap Express with an ultimate goal of making attendance mandatory for incoming freshmen.

Objective #5: Increase hours of services offered at the Vernon College Testing Centers.

Responsibility: Dean of Student Services, Associate Dean of Student Services, Testing Coordinator

Statement of Need: Currently, Vernon College operates two separate Testing Centers on 2 different campuses with 2 full time employees for a combined total of 82.5 hours per week of testing. Last academic year we provided 5941 exams at 33 testing stations. There are 9 different computerized exams we administer as well as instructional testing for every online or hybrid instructor and course VC offers.

We have been unwilling and unable to hire contract labor to administer entrance, completion or licensure tests for the following reasons:

1. the tests we administer all have different technical requirements and staff must be highly trained
2. best practices test security encourages you to limit administration to Vernon College employees (not contract labor) or risk being suspended as a testing center
3. there is a need for confidentiality following FERPA guidelines
4. collection of an overwhelming amount of funds – almost \$70,000 last year alone.

The only way to accommodate employee leave and sick time is to decrease the hours of operation. Our staff cannot be on two campuses at once but also deserve their vacation and sick time like other employees. The only way we can increase our hours of operation and amount of testing given is to hire more personnel so that we can increase the hours of operation. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.

Actions:

1. Obtain funding for an additional testing clerk at the Century City location.
2. Hire a testing clerk at the Century City location

Resources and Approximate \$: Personnel – approximately \$22,000

Assessment Method/Date: Hiring of an additional testing clerk at the CCC location

Date: September 30, 2015

Results: **Not Achieved**

Assessment Data/Evidence:

Additional funding for VC Testing Center personnel has not been obtained. No staff have been added and hours of operation have not been increased. The 2015-2016 academic year saw an increase in the number of tests administered as evidenced by the Testing Center end of year report.

Use of Results for Improvement:

The Dean of Student Services is evaluating testing center usage and personnel assignments so that a formal recommendation can be made to the VC President with regard to optimal hours of operation and the necessary the necessary staff requirements.

Objective #6 : Provide online New Student Orientation for eligible students
Responsibility: Associate Dean of Student Services, Student Success Specialist, VC Counselors
<p>Statement of Need: Currently, all first time to Vernon College students are required to attend a one hour on site New Student Orientation. This orientation focuses on the TSI laws, how to register, as well as programs, policies and procedures of Vernon College. Student Services will identify students who would be able to complete this program online such as summer transient students, students concurrently enrolled at another public college or university, students who reside outside 100 miles from a Vernon College campus and students who are transferring in 18 or more hours from another college or university. Students who meet eligibility requirements will be able to complete the New Student Orientation online. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Outline students who are eligible to complete orientation online 2. Develop an online orientation program using current materials and technology 3. Market and pilot online orientation
Resources and Approximate \$: Institutional Improvement - staff time, it support, support from VC faculty innovation center
Assessment Method/Date: first online orientations piloted in fall 2015 Date: December 1, 2015
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <p>Student Services began offering online New Student Orientation (NSO) for eligible students in July 2015. Through August 2016, 101 unduplicated students have utilized this service. To be eligible for online NSO students must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Summer transients-(only here to take summer courses then returning to their “primary” institution in the fall) • Transfer students with 24+ credit hours completed • Already possess college degree-Associate’s or higher • Live 2+ hours away from a VC campus <p>Student Services staff members screen students who register for NSO to determine eligibility for online NSO and then notify eligible students of the alternative option.</p> <p>Use of Results for Improvement:</p> <p>Student Services will continue to offer NSO in the online format. It will continue to be updated so that online NSO content mirrors traditional onsite NSO content. Future methods of delivery will be updated utilizing the new ERPSIS.</p>

Priority Initiative #3:

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

Instructional Services

Objective # 1: Continue to refine processes and methods for assessing the core objectives (general education outcomes) associated with the newly implemented THECB mandated core curriculum.

Responsibility: Dean of Instructional Services, Division Chairs, Core Objective Assessment Subcommittee of Academic Council

Statement of Need: THECB and SACSCOC requirement

Actions:

1. Continue with the development and/or refinement of signature assignments in all core courses which can serve as valid student artifacts for the assessment of associated core objectives.
2. General Education Subcommittee of Academic Council to work with faculty to identify appropriate LEAP rubrics (in their original form or as modified) for use in the assessment of each THECB identified core objective.
3. Continue to refine process for random sampling of student artifacts with which to assess attainment of core objectives. Consideration to be given to establishing cohort groups which will allow for “value-added” comparisons over time.

Resources and Approximate \$: 5,000 – Personnel (Salaries Other)

Assessment Method: Publication of results presented to Academic Council and College Effectiveness committees

Date: August 1, 2015

Results: **Achieved** **In Progress**

Assessment Data/Evidence: Extensive progress in the attainment of this objective continued in 2015-16 as evidenced by:

- Faculty teams successfully assessed student attainment of Critical Thinking (Fall 2015), Communication (Spring 2016) and Social Responsibility (Summer 2016) using both LEAP rubrics and modified versions of those rubrics. Rubrics were selected and refined/modified by faculty to align with learner objectives and were subsequently reviewed by the Coordinator for the Assessment of Student Learning along with Division Chairs. The Core Objective Assessment subcommittee identified the next rotation of assessment for the six core objectives with each objective assigned a semester (fall, spring and summer). This rotation will continue to result in a 2 year cycle, providing 2 sets of data points every 5 years and aligning with data needs for THECB and SACSCOC reporting and the documentation of Institutional Effectiveness (*SACSCOC C.S 3.3.1.1 Institutional Effectiveness – Educational programs, including student learning outcomes*) and corresponding improvement efforts.
- The sampling process was refined after the first round of assessment. The sampling method used provides a random, yet representative sample of student artifacts to be used in assessing the level of student attainment of the state mandated Core Objectives. The sampling frame consisted of all students enrolled in a course which is part of the core curriculum and a targeted sample size of 10% of the population was selected. The sampling design employed is a multi-stage stratified random sample with the sampling frame split into strata over several stages. This stratified design allows for the target population to be classified by various

criteria ensuring a representative sample across those criteria. The initial stratification is based on cumulative hours earned at Vernon College (4 categories: 0-15 SCH, 16-30 SCH, 31-45 SCH, >45 SCH). In the second stage, the initial four strata are then categorized by individual instructor. The final two stratifications are applied at the course level (if applicable) and are formed based on modality: Face-to-Face, ITV, or online/hybrid courses and location: Vernon, Century City Center, or high school. A random sample of students is then taken from the final stage criteria using a random number generator.

- Core Objective assessment results were presented to faculty, the Academic Council, and the College Effectiveness committee. A synopsis of these results is as follows:
 - Fall 2015 – Critical Thinking: 190 common assignments, using either the *Critical Thinking* or *Problem Solving* LEAP rubrics, were assessed by four (4) 3-person (faculty) assessment teams. The overall weighted average was 0.59 as compared to the institutionally selected benchmark of 1.5
 - Spring 2016 – Communication: 234 common assignments using modified versions of the *Communication* LEAP Rubric were assessed by four (4) 3-person (faculty) assessment teams. The overall weighted average was 1.04 as compared to the institutionally selected benchmark of 1.5
 - Summer 2016 – Social Responsibility: 52 common assignments using either the *Inquiry & Analysis* or *Intercultural Knowledge* LEAP rubrics were assessed by two (2) 3-person (faculty) assessment teams. The overall weighted average was 1.21 as compared to the institutionally selected benchmark of 1.5

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty. Division chairs and the Coordinator for the Assessment of Student Learning have met with discipline faculty to address perceived shortcomings indicated by the results and departmental responses have been drafted by discipline faculty. Improvements in course content and pedagogical delivery of content have been the focus of these responses with the goal of increasing student attainment of core objectives. Refinements of common assignments along with the revision of rubrics used to assess these assignments have also been made based on the assessment results. Improvement efforts will continue to be documented by individual faculty on the End of Semester Course Review each semester.

Objective #2: Continue to refine processes for the incorporation and documentation of the six (6) THECB mandated and institutionally adopted core objectives in CTE programs.

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

Statement of Need: THECB and SACSCOC criteria

Actions:

1. Review and revise curriculum maps as needed.
2. Provide opportunity for documentation on Program Review instrument.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Program Review instrument

Date: August 1, 2016

Results: **Achieved** **In Progress**

Assessment Data/Evidence:

The *Format for Review and Assessment of Instructional Programs* instrument was revised during the 2015-16 academic year to provide documentation of:

- the mapping of Program Outcomes to General Education Outcomes (Core Objectives)
- the relationship between Course Level Outcomes and Program Outcomes
- Assessment methods and results regarding student attainment of Program Outcomes.

Additionally, mandatory reporting of Program Outcome assessment results to Program Advisory Committees was initiated.

Use of Results for Improvement:

Student attainment of Program Outcomes will continue to be the focus of all CTE programs at Vernon College. Processes are in place to ensure:

- Program outcomes are reviewed annually by program faculty and Program Advisory Committees in order to ensure industry/workplace relevancy.
- Assessment methods provide reliable and industry/workplace accepted measures of student achievement.

Assessment results are reviewed annually and used for curricular/program improvement.

President/Effectiveness

Objective #1: The College will ensure that the instructional component of the institution will focus on the development and implementation of general education outcomes.

Responsibility: President

Statement of Need: To meet expected SACS COC compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion

Actions:

1. Monitor and ensure the development of general education outcomes

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

Assessment Method/Date: As evidenced by developed general education outcomes **Date:** Ongoing annual review with summation by July 1

Results: **In Progress**

Assessment Data/Evidence:

1. Student Learning Measures Updates were routine College Effectiveness agenda items presented by Drs. Bradley Beauchamp and Gary Don Harkey as evidenced in 2015-2016 agendas and minutes. The 2015-2016 Instructional Services Annual Action Plan Final Summary Priority Initiative #3, Objective #1, Instructional Services noted that it *will continue to refine processes and methods for assessing the core objectives (general education outcomes) associated with the newly implemented THECB mandated core curriculum*. This objective was documented as Achieved and In Progress. Refer to the Use of Results for Improvement for this objective for more details.

Use of Results for Improvement:

1. Student Learning Measures Updates from Instructional Services will continue as a standing agenda item for the College Effectiveness Committee. Student learning outcomes/global learner outcomes (general education core competencies) will continue to be assessed and the process monitored.

Objective #2: The College will emphasize multiple measures of assessment to validate the general education outcomes.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS COC compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer , License/Certification Rates, and Placement and Completion

Actions:

1. Through direct contact with faculty and division chairs, monitor and ensure that the instructional component of the College implements multiple measures of assessment to validate the general education outcomes.

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

Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes and Assessment Calendar

Date: Ongoing Annual review with summation by July 1

Results: In Progress

Assessment Data/Evidence:

1. As evidenced from Fall 2015 and Spring 2016 agendas and attendance maintained by Instructional Services, workshops, trainings and practices regarding student learning outcomes/general education outcomes were conducted for and with faculty. The Instructional Services 2015-2016 Annual Action Plan Final Summary Priority Initiative #3 reflects progress toward the assessment of general education core competencies. Implemented processes to assess General Education Core Objectives: Critical Thinking during Fall 2015, Communication during Spring 2016 and Social Responsibility during Summer 2016.

Use of Results for Improvement:

1. The development and implementation of multiple measures of student learning to validate general education core competencies by Instructional Services will continue during the 2016-2017 academic year. Progress updates by Instructional Services will continue as a standing agenda item for the College Effectiveness Committee.

Priority Initiative #4:

Develop an institutional Quality Enhancement Plan process for identifying key issues emerging from institutional assessment and focusing on learning outcomes and/or the environment supporting student learning and accomplishing the mission of Vernon College.

Admissions, Records and Financial Aid

Objective #1: Improve financial aid advising services to both prospective and enrolled students

Responsibility: Director of Financial Aid

Statement of Need: Benchmarks from CCSSE denote need for improved financial aid advising and outreach services to prospective and enrolled students

Actions:

1. Participate in New Student Orientation (NSO)
2. Outreach to financial aid applicants with personalized letter from VC President
3. Provide Financial Aid outreach presentations to high school students/parents, counselors, and community members
4. Review CCSSE scores and results with staff and discuss ideas for improvement of Financial Aid advising and services
5. Explore additional texting of students in order to improve communications
6. Focus group improvement of financial aid services
7. Explore creation of Financial Aid Webinar

Resources and Approximate \$: Institutional Improvement: Time, Effort, and Supplies (approx. \$1,250) Technology: Texting software of \$3,000

Assessment Method/Date: Improvement of CCSSE benchmarks / August

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

The CCSEE Financial Aid benchmarks results for Spring 2015 showed 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. The next CCSEE benchmarks results will be for the Spring 2017 semester.

Use of Results for Improvement:

Continue to work and complete above actions due to relationship with student success. Monitor CCSEE results after receipt of Spring 2017 survey. Processes implemented include second notice letter sent to all students that have not responded to a status letter, letter to all admission applicants explaining financial aid is available to assist with their educational expenses, financial aid information 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.

Instructional Services

Objective #1: Continue to implement active & collaborative learning and service strategies throughout the instructional component.
Responsibility: Dean of Instructional Services, Instructional Designer, Professional Development committee, Faculty
Statement of Need: Results of 2013 CCSSE revealed that while great strides were made in this area (21% improvement), VC continues to lag behind both small colleges (46.3 vs. 51.3) and the 2013 cohort (46.3 vs. 50.0).
Actions: <ol style="list-style-type: none"> 1. Provide appropriate professional development workshops aimed at improving instructional & service strategies as related to active and collaborative learning and student success.
Resources and Approximate \$: None – Institutional Improvement
Assessment Method/Date: CCSSE results, SENSE results Date: August 1, 2016
Results: Achieved In Progress Assessment Data/Evidence: Results of the 2015 CCSSE indicated a 6.9% increase in the Active and Collaborative Learning benchmark as compared to 2013 results (49.5 vs. 46.3). Sixteen (16) unduplicated sessions focusing of specific instructional strategies relative to student success and active and collaborative learning were made available to faculty and staff. These sessions were attended by 521 (duplicated) instructional faculty & staff. Use of Results for Improvement: While the gap is lessening, Vernon College (49.5) continues to lag behind both the small college (51.4) and national (50.0) 2015 cohorts for this CCSSE benchmark. Professional development opportunities in this area will continue to be offered and emphasized.
Objective #2: Select and prepare pilot projects for implementation within Instructional Services relative to and within the scope of the identified focus of the institutionally selected Quality Enhancement Plan.
Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty
Statement of Need: SACSCOC requirement, Institutional improvement
Actions: <ol style="list-style-type: none"> 1. Provide QEP committee with proposals for learner centered initiatives which should enhance student success. 2. Participate in committee meetings and selection process.
Resources and Approximate \$: None – Institutional Improvement
Assessment Method: QEP Committee membership and meeting minutes Date: August 1, 2016

Results: **Achieved**

Assessment Data/Evidence:

Of the 14 members assigned to the 2015-16 QEP Planning Committee, 64% (9) were from the Instructional Services component of the college, including 7 faculty. Additionally, 12 instructional services personnel, including 7 faculty, served on the QEP Development Task Force which proposed metacognitive reading strategies as the primary classroom activity to achieve the desired student outcome of the selected QEP: *@VCReads – a plan to increase Vernon College students reading capability and reading goal orientation.*

Use of Results for Improvement:

Instructional Services will continue to be active in the development of the selected QEP topic through representative participation on the QEP Planning Committee, the QEP Development Task Force, and the Integrated Marketing and Recruiting committee. Additionally, faculty will continue to serve as the primary leaders in the selection and implantation of metacognitive reading strategies in the classroom and beyond.

Office of the President

President/Effectiveness

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

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet SACS COC compliance criteria (CR 2.12 and CS 3.3.2) and observed need from Annual Action Plans

Actions:

1. Monitor QEP Planning Committee actions and recommendations
2. Ensure adequate leadership support for the development of a QEP that meets the requirements of CR 2.12 and CS 3.3.2
3. Ensure adequate resource allocation decisions through budget process

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

Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes; QEP operational budget **Date:** Annual with review by July 1

Results: **Achieved**

Assessment Data/Evidence:

1. Support evidenced by the approval of the formation of the QEP Development Task Force to work through @VCReads details including the articulation of outcomes and strategies.
2. Writing teams assigned to CR 2.12 and CS 3.3.2 include the Director of Quality Enhancement, Division Chair and Faculty Representative along with support from the SACSCOC Leadership Team.
3. Support evidenced through approved 2015-2016 Vernon College budget, conference travel requests, and purchase requisitions.

Use of Results for Improvement:

1. – 3. Monitoring and support of the recommendations of the QEP Development Task Force and Implementation Team will be ongoing through the SACSCOC process including plan submission, approval, implementation and evaluation/assessment.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Facilitate communication regarding Quality Enhancement Plans for the institution and outside entities (such as SACSCOC).
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Keeping communication lines open to faculty and staff as the college initiates the planning process for a new quality enhancement plan. Compliance requirements as directed by SACSCOC.
Actions: <ol style="list-style-type: none">1. Present/provide information to students through mass emails, meetings with student leadership organizations, and TV monitors located on all campuses.2. Present/provide information to faculty and staff through weekly emails, as part of the annual planning process, and at the Spring Semester Kickoff.3. Provide information to faculty and staff regarding the initiation of a new QEP including timeline and new or updated processes via the President's Monthly Update, email, and professional development weeks/days.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: <ol style="list-style-type: none">1. Provide a list of student, faculty, and staff meeting and correspondence dates and agendas if applicable. July 2016
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none">• CCSSE (Community College Survey of Student Engagement) and SENSE (Survey of Entering Student Engagement) Data Facts were shared with students weekly on TV monitors; CCSSE & SENSE Data Facts were shared weekly with faculty and staff via email; QEP updates (QEP meeting highlights, Quality Enhancement Resource Inventory (QERI), professional development, data, etc.) were given through various committee meetings, President's Monthly Update, and select Board of Trustee meetings.• The second QEP, @VCReads, was also discussed during the Fall and Spring Kickoff meetings on August 17, 2015 and January 11, 2016. Use of Results for Improvement: <p>New methods of presenting and distributing data continue to be researched and implemented. For example, best practices from other colleges are often mirrored when appropriate.</p>
Objective #2: Chair Quality Enhancement Plan Planning Committee
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: As outlined and directed by SACSCOC.
Actions: <ol style="list-style-type: none">1. Implement planning process for a second QEP. This includes topic proposals, reviewing proposed topics, providing discussion/input for proposed topics, selection of topic, and present to college leadership for consideration.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date:

1. Agendas, minutes. July 2016

Results: **Achieved**

Assessment Data/Evidence:

- A QEP Development Task Force was created to begin writing the Quality Enhancement Plan by completing sections of the QEP Logic Model. This process will include defining Outcomes (objectives, resources and activities) and the Process (assessment/outputs and learning outcomes/project impact).
- The QEP Development Task Force presented a progress update to the QEP Planning Committee. Reflected in the April 22, 2016 minutes.
- The 2016 VC Effectiveness Questionnaire (372 Respondents) reported that 93% Strongly Agree/Agree that Vernon College promotes a culture committed to student learning. The selection of reading as our next QEP topic reflects this commitment.

Use of Results for Improvement:

The QEP Development Task Force will continue to meet and work to complete the charge and will update the QEP Planning Committee on an as needed basis.

Objective #3: Ensure Compliance with SACSCOC

Responsibility: Criquett Lehman, Director of Quality Enhancement

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

Actions:

1. Implement a process for developing a QEP that meets the requirements of CR 2.12 & CS 3.3.2.
2. Produce QEP Annual Progress Report.

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

Assessment Method/Date:

1. Annual Progress Report submitted by October 2016.

Results: **Achieved**

Assessment Data/Evidence:

- An annual progress report was given in the form of a meeting to the QEP Planning Committee on April 22, 2016.
- The QEP Planning Committee continues to provide oversight for the development of an acceptable second Quality Enhancement Plan as stated in SACSCOC CR 2.13 and CS 3.33.

Use of Results for Improvement:

A formal written QEP Annual Progress Report will be the goal for October 2017.

Student Services

Objective #1: Fully participate in the QEP planning process at Vernon College.

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

Statement of Need: Vernon College is beginning the planning stages of its next QEP project that will align with our 10 year SACS COC accreditation. Although the QEP is faculty driven it must be college wide. Student Services will attend all meetings and participate in all actions during the development, creation and implementation of this report. Student Services will also provide support, as requested, to the Director of Quality Enhancement.	
Actions: <ol style="list-style-type: none"> 1. Attend all QEP Meetings. 2. Encourage student services staff through regularly scheduled Student Services meetings to participate in the QEP Process. 	
Resources and Approximate \$: Institutional Improvement - time of staff	
Assessment Method/Date: record of attendance at QEP meetings for the 2015-2016 year Date: August 31, 2015	
Results: Achieved	
Assessment Data/Evidence: A Vernon College counselor serves as the Student Services representative to the Vernon College Quality Enhancement Plan (QEP) committee. She attended all meetings and fully participated.	
Use of Results for Improvement: The counselors attend and participates in all meetings	

Priority Initiative #5:

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

Administrative Services

Objective #1 : Send Bookstore managers to the Southwest College Bookstore Association Meeting in Fort Worth, TX

Responsibility: Kim Bateman, Garry David

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

Actions:

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

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

Assessment Method/Date: Session attendance handouts, technology/training updates, notes from meetings **Date:** October 2015

Results: **Not Achieved**

Assessment Data/Evidence: Schedules did not allow.

Use of Results for Improvement:

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

Responsibility: Kim Bateman, Garry David

Statement of Need:

1. CAMEX educational sessions share proven strategies that save time and improve bookstore operations.
2. Attend trade show to purchase general merchandise including school supplies for the upcoming year. During the 3 day buying show vendors offer special discounts for orders placed at the show. The savings from show specials can cover the cost of CAMEX.
3. Attend group roundtable discussions with colleagues and industry professionals, identifying practices that best fit our campus market.

Actions:

1. Include sufficient funds in the annual budget to allow director to attend Campus Market Expo.
2. Attend educational sessions and meetings.
3. Attend buying show to purchase general merchandise for the upcoming year.

Resources and Approximate \$: \$2,000.00 - Institutional Improvement

Assessment Method/Date: General merchandise purchased, session handouts, meeting/session notes. **Date:** March 2016

Results: **Achieved**

Assessment Data/Evidence:

Kim Bateman March 4th thru 9th: Calendar, merchandise purchased.

Use of Results for Improvement:

Insure that we continue to stock the most current and sought after items in both stores.

Objective #3 : Send book store employees to Dallas Pen Show

Responsibility: Kim Bateman, Garry David

Statement of Need: Attendance allows stores to purchase merchandise for the upcoming year at discounted prices. The savings from show specials can cover the travel expenses.

Actions:

1. Include sufficient funds in the annual budget to allow employees to attend Dallas Pen Show.

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

Assessment Method/Date: Merchandise purchased. **Date:** March/April 2016

Results: **Achieved**

Assessment Data/Evidence:

Kim Bateman April 8th & 9th; Calendar, new merchandise purchased

Use of Results for Improvement:

Insure that we continue to stock the most current and sought after items in both stores.

Objective #4: POISE User Group Training

Responsibility: Mindi, Stacy, Garry

Statement of Need: Ongoing professional development for Business Office Staff

Actions: Enroll 4 staff members in conference and make travel arrangements

Resources and Approximate \$: \$3500 – Institutional Improvement

Assessment Method/Date: Conference materials, group discussions / Summer 2016

Results: **Not Achieved**

Assessment Data/Evidence: N/A

Use of Results for Improvement: Due to the decision to move to a different ERP we chose not to send anyone to the POISE conference.

Admissions, Records and Financial Aid

Objective #1 : Achieve 100% compliance with all Federal and State regulations in the delivery of student financial aid

Responsibility: Director and Assistant Director of Financial Aid

Statement of Need: Staff development through professional financial aid organizations and conferences

Actions:

1. Attend called THECB conferences, and other professional development opportunities

Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$3,500
Assessment Method/Date: Unqualified audit with no management letter notations or findings / January
Results: Achieved Assessment Data/Evidence: Received unqualified independent audit with no findings. Use of Results for Improvement: Continue attendance of annual DOE conference, THECB meetings, and other professional development opportunities. Maintain current internal self-auditing process by Director of Financial Aid.

Instructional Services

Objective #1 : Enhance faculty and staff performance through appropriate internal & external professional development activities.
Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Instructional Designer, Director of QE, Professional Development committee, Division Chairs, Directors
Statement of Need: SIR II results, eSIR II results, CCSSE results, SENSE results, Core Objective assessment requirements, SACSCOC & THECB criteria.
Actions: <ol style="list-style-type: none"> Conduct internal professional development workshops which target the following: <ol style="list-style-type: none"> Specific instructional strategies relative to active & collaborative learning and student engagement. Classroom technology including Bb 9.1. Online course development and instructional strategies for online learners including utilization of the institutionally adopted Rubric for Online Instruction (ROI) to assess quality of online courses. Opportunities for improvement as identified by SIR II/eSIR II results. Development of course specific signature assignments to be used in the assessment of core objectives (general education outcomes). Use of rubrics to assess core objectives (general education outcomes) as well as CTE program outcomes. Specific instructional strategies relative to developmental learners. Use of course–embedded assessments for the assessment of program level outcomes. Target external professional development opportunities provided by TCCTA, TACTE, TCCIL, TCCIA, NTCCC, TAMU Assessment conference, LEAP Texas, etc. Effectively utilize Perkins funding to provide CTE specific professional development as recommended by Division Chairs and Directors. More effectively use VC personnel (faculty and staff) to provide in-house professional development training. Expand on-line opportunities for participation by faculty and staff in both external and internal professional development activities/trainings.
Resources and Approximate \$: None – Institutional Improvement (\$ from Instructional Services Faculty Travel budget & Perkins grant)

Assessment Method/Date: Results of SIR II and CCSSE, log of faculty attendance, professional development reports, \$ budgeted and expended
Date: August 1, 2016

Results: **Achieved**

Assessment Data/Evidence:

The Instructional Services component of the college continued to emphasize the professional development of faculty and staff during the 2015-16 academic year. Evidence of this emphasis is as follows:

- Of the 12 members of the 2015-16 VC Professional Development Committee, 7 were from the Instructional Services component of the college, including both Committee Co-Chairs.
- Over 60 (duplicated) internal professional development workshops/activities were provided to instructional Services faculty and staff including:
 - 16 unduplicated sessions focusing of specific instructional strategies relative to active and collaborative learning and student success. These sessions were attended by 521 (duplicated) instructional faculty & staff. Results of the 2015 CCSSE indicated a 6.9% increase in the Active & Collaborative Learning benchmark as compared to 2013 results. Additionally, the 85% benchmark for successful course completion rate was achieved in 2015-16.
 - 6 unduplicated sessions related to classroom technology, including *Blackboard* (Fall 2015), *Canvas* (Spring 2016), and the Rubric for Online Instruction (ROI). These sessions were attended by 201 (duplicated) instructional faculty and staff.
 - 11 unduplicated sessions related to the development of course specific signature assignments for use in the assessment of core objectives (general education outcomes). These sessions were attended by 49 (duplicated) instructional faculty and staff.
 - 3 unduplicated sessions related to the assessment of core objectives with emphasis on the use of rubrics, norming, and validation. These sessions were attended by 30 (duplicated) faculty who served on assessment teams.
 - 6 unduplicated sessions related to leadership enrichment/development. These sessions were attended by 10 (unduplicated) faculty.
 - 5 unduplicated sessions related to office productivity. These sessions were attended by 82 (duplicated) instructional staff.
- 15 unduplicated faculty representing Academic Transfer disciplines participated in various external professional development activities at a cost of \$15,275. These external professional development activities included the following:
 - THECB Learning Technology Advisory Committee (Austin, TX / September 2015)
 - Texas Speech Communication Conference (Dallas, TX / October 2015)
 - Texas Educational Theatre Association Conference (Dallas, TX / January 2016)
 - Texas Community College Teachers Association Annual Convention (Houston, TX / February 2016)
 - Texas Music Educators Association Conference (San Antonio, TX / February 2016)
 - South by Southwest Education Conference (Austin, TX / March 2016)
 - International Conference for Technology & Mathematics (Atlanta, GA / March 2016)
 - Conference on College Composition & Communication (Houston, TX / April 2016)
 - North Texas Community College Consortium (various venues, activities, and dates)

- TCCTA Roundup for Great Teaching (Kerrville, TX / May 2016)
- SACSCOC Institute on Quality Enhancement and Accreditation (Grapevine, TX / July 2016)
- State Professional Improvement Conference for Agricultural Instructors (Corpus Christi, TX / July 2016)
- 29 unduplicated faculty representing Career & Technical Education programs participated in general education and program-specific external professional development activities at a cost of \$45,350. These external professional development activities included the following:
 - Texas Department of Licensing & Regulation - Strategic Planning Session (Austin, TX / October 2015)
 - Toni & Guy Academy for Instructors of Cosmetology (Carrollton, TX / October 2015)
 - Texas Association of Vocational Nursing Educators Conference (Austin, TX / October 2015)
 - Texas Commission on Law Enforcement (Corpus Christi, TX / October 2015)
 - Texas EMS Conference (Ft. Worth, TX / November 2015)
 - Specialty Equipment Market Association Convention (Las Vegas, NV / November 2015)
 - Instructors Forum for Surgical Technology Instructors of CAAHEP Accredited Programs (Houston, TX / February 2016)
 - Texas Organization of Associate Degree Nursing Educators (Dallas, TX / February 2016)
 - Texas Community College Teachers Association Annual Convention (Dallas, TX / February, 2016)
 - THECB Uniform Pre-Nursing Curriculum Committee Meetings (Austin, TX / February & April 2016)
 - NCLEX –RN Seminar & Update (Austin, TX / April 2016)
 - *Leardal* Simulation Users Network Mini Conference (Belton, TX / April 2016)
 - THECB Marketable Skills Conference (Austin, TX / April, 2016)
 - Texas Association of Continuing Education Conference (Austin, TX / April 2016)
 - Texas Society of Health –System Pharmacists Conference (Frisco, TX / April 2016)
 - THECB – WECM Computer Information Sciences Workshop (Houston, TX / May 2016)
 - Protective Services Training Conference (Austin, TX / May 2016)
 - Conference for Teachers of Accounting at Two Year Colleges (Denver, CO / May 2016)
 - Association of Surgical Technologists National Conference (San Diego, CA / May 2016)
 - *Leardal* Simulation Users Network Conference (Atlantic City, NJ / May 2016)
 - Conference on Maternal/Newborn Nursing (Grapevine, TX / June 2016)
 - Industrial Automation Specialized Training (Irving, TX / June 2016)
 - Clinical Nurse Conference (Austin, TX / June 2016)
 - Texas Health Information Management Association Annual Conference (Galveston, TX / June 2016)
 - American Health Information Management Association Annual Conference (Denver, CO / June 2016)
 - SACSCOC Institute on Quality Enhancement and Accreditation (Grapevine, TX / July 2016)
 - State Professional Improvement Conference for Agricultural Instructors (Corpus Christi, TX / July 2016)
 - American Welding Society D1.1 Code Test Prep & Specialized Training (Waco, TX / July 2016)

Additionally, more faculty expertise was utilized in the delivery of professional development to faculty with 8 unduplicated sessions being presented by full-time faculty. Finally, over 20 internal and external professional development activities were made available in an online format to better serve faculty location and schedules.

Use of Results for Improvement:

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

Office of the President

Human Resources

Objective #1: Continually research and develop training for faculty/staff through HR area.

Responsibility: HR Director and staff

Statement of Need: to offer and support opportunities for professional development and growth for all Vernon College employees and to remain in compliance with state and federal rules and regulations

Actions:

1. Review any required trainings for faculty/staff.
2. Research economical sources for training.
3. Purchase/order/develop training.
4. Implement training through SafeColleges online program, New Employee Orientation, Professional Development and/or bi-annual Staff Development.

Resources and Approximate \$: Institutional Improvement – Cost of materials – approx. \$2750

Assessment Method/Date: Training offered online, face-to-face, etc. by August 2016

Results: **Achieved**

Assessment Data/Evidence:

SafeCollege online training program was utilized to distribute annual training, new employee training and available to each employee to choose specific individual training is they desired. Training completion is tracked through the online program. HR Director also provided professional development training on evaluations to all supervisors during the August Staff Development.

Use of Results for Improvement:

Mandatory trainings will continue to be sent out to all employees each year through the online system. HR will continue to research optional available training to make suggestions to individual groups or departments.

Objective #2 : Participate in professional development appropriate to enhance knowledge and skills in job related responsibilities.`
Responsibility: HR Director and staff
Statement of Need: to ensure ongoing compliance with state/federal rules and regulations, benefits updates, policies and procedures, and continued HR networking
Actions: <ol style="list-style-type: none"> 1. Participate in any benefits training and other online training offered to enhance knowledge of our current benefit offerings. 2. Participate in annual TACCHRP conference, currently servings as President of the association. 3. Participate in any other relevant professional development, including webinars as appropriate.
Resources and Approximate \$: Institutional Improvement – Cost of travel, conferences, and trainings – TACCHRP \$1000, Misc. training/professional development - \$1000
Assessment Method/Date: Participation in conferences, trainings and professional development throughout the year; Documentation in Professional Development tracking Date: by July 2016
Results: Achieved Assessment Data/Evidence: Evidence of trainings participated in and/or conferences attended is reported on each Human Resource department employee's Professional Development form which is included with the annual evaluation and place in the individual's file. Use of Results for Improvement: Specifically, the HR Clerk participated in the online ERS Benefits training in preparation for reclassification to Benefit Coordinator beginning September 2016. Each employee also completed the requirements of the Vernon College Professional Development program. The HR Director attended the annual Texas Association of Community College Human Resource Professional conference to remain versed and up-to-date on policies, procedures and regulations in the Community College Human Resource arena.

Institutional Advancement

Objective #1: Provide professional development opportunities for Institutional Advancement staff to learn, develop, and implement new and enhanced strategies and techniques to support the College.
Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation, Coordinator of Marketing and Alumni Relations, Advancement Specialist – Recruiting, Advancement Services Specialist, Advancement Specialist Assistant – Marketing/Recruiting, Alumni Relations Specialist
Statement of Need: Professional development opportunities are essential in order to learn about new strategies and techniques that will enhance employee efforts on behalf of Vernon College and our Vernon College Foundation. At training sessions, best practices, new techniques and strategies are presented which enables staff to apply the new knowledge gained in order to improve job performance.

Actions:

1. Continued membership and participation in the Council for Resource Development Federal Funding Task Force and the annual conference, NCMPR regional and annual conferences, TACCM and TACRAO and other leadership opportunities within these organizations.
2. Continued participation in relevant conferences focusing on Development/Fundraising, Grantsmanship, Alumni Relations, Marketing Recruiting, and Advancement Services.
3. Participate in at least one comprehensive grant writing conference annually.
4. Participate in online webinars relevant to Advancement positions.

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

1. **Institutional Improvement:** Attend the CRD Federal Funding Task Force and the CRD Annual Conference and TACCF Annual Conference -- \$7,000. NCMPR Regional and Annual Conferences, TACCM Annual Conference, and TACRO Annual Conference -- \$7,000. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$4,000. Membership dues in CASE, CRD, TACCF, NCMPR, TACCM, and TACRAO -- \$4,500

Assessment Method/Date:**Date:**

1. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes by **November 2015**.
2. Participate in the TACCF Annual Conference, conference notes by **August 31, 2016**.
3. Participate in the NCMPR Regional and Annual Conferences, TACCM and TACRAO Annual Conferences, conference notes by **August 31, 2016**.
4. Participate in other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services by **August 31, 2016**

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

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

Use of Results for Improvement:

- These objectives will continue to be met as funding is available. OIA staff will continue their membership in relevant professional organizations.

Objective #2: Where possible research and identify professional development opportunities that are available to Vernon College faculty and staff.

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

<p>Statement of Need: Professional development opportunities are essential in order to learn about new strategies and techniques that will enhance employee efforts on behalf of Vernon College. At training sessions, best practices, new techniques and strategies are presented which enables staff to apply the new knowledge gained in order to improve job performance.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Research grant opportunities such as the National Endowment for the Humanities Summer Institutes for College and University Teachers. 2. During the Federal Funding Task Force in Washington, D.C. meet with Federal Agency personnel to discuss and learn about professional development opportunities that are available for the coming year. This helps keep the College's name in "front" of agency personnel. 3. Through the College email system and the Dean of Instructional Services, send notices of funding opportunities as the information is publicized on agency websites. 4. Assist faculty and staff in the preparation and submission of grant proposals to support faculty/staff development.
<p>Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology)</p> <ol style="list-style-type: none"> 1. Institutional Improvement: Funds to attend the CRD Federal Funding Task Force and the CRD Annual Conference and TACCF Annual Conference -- \$7,000 and to attend a comprehensive grantsmanship workshop, including proposal preparation and pre and post award -- \$3,500. 2. Technology: Renewal of Metasoft Foundation/Corporate Funding search software license -- \$4,000.
<p>Assessment Method/Date:</p> <ol style="list-style-type: none"> 1. Potential sources discovered and publicized to Vernon College community by August 31, 2016 and on-going. 2. Proposals written and submitted by August 31, 2016 and on-going.
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> • Faculty and staff were made aware of opportunities throughout the year. OIA staff attended CRD, NCMPR, and TACCF conferences and institutes. <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> • Research will continue on potential grant/professional development opportunities and publicized to the College community. As identified, proposals will continue to be written and submitted to funding agencies.

President/Effectiveness

<p>Objective #1: The College will allocate resources to ensure that faculty, students and staff acquire, discover and apply knowledge.</p>
<p>Responsibility: President</p>
<p>Statement of Need: To meet expected SACS COC compliance criteria and to support Annual Action Plans</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Ensure resource allocation for faculty, staff and students through the budget process 2. Ensure resource allocation for curriculum and technology
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>

<p>Assessment Method/Date: Documentation of professional development for faculty, students and staff and evidence in budget Date: Ongoing review with summation by July 1</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> - Note: <ul style="list-style-type: none"> • 85% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC has competent faculty members qualified to accomplish the Mission, Goals and Priorities of the College.</i> • 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC operates facilities and learning resources that are appropriate to support educational programs, support services and its Teaching, Learning, and Leading Mission.</i> • 78% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC provides students with opportunities for personal development in addition to academic development.</i> 1. -2. Evidence of resource allocation through approved 2015-2016 Vernon College budget, approved curriculum and technology purchase requests, Professional Development Calendar/schedule as well as professional development speaker and travel requests. <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> 1. – 2. Identification and scheduling of professional development and student development opportunities will continue to be encouraged as part of the planning and budgeting process and through the appropriate committees such as Technology and Professional Development.

<p>Objective #2: The College will support and make available professional development opportunities for administrators, faculty and staff.</p>
<p>Responsibility: President</p>
<p>Statement of Need: To meet expected SACS COC compliance criteria and to support Annual Action Plans</p>
<p>Actions:</p> <ul style="list-style-type: none"> 1. Ensure resource allocation for administrators, faculty and staff through budget process
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: Documentation of professional development for administrators, faculty, and staff, and evidence in budget</p>
<p>Date: Ongoing review with summation by July 1</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> - Note: <ul style="list-style-type: none"> • 85% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC has competent faculty members qualified to accomplish the Mission, Goals and Priorities of the College.</i> • 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC operates facilities and learning resources that are appropriate to support educational programs, support services and its Teaching, Learning, and Leading Mission.</i>

<ul style="list-style-type: none"> 83% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree the <i>VC has qualified administrative and academic officers with experience, competence and capacity to lead the institution.</i>
<ol style="list-style-type: none"> Evidence of resource allocation through approved 2015-2016 Vernon College budget, professional development calendar/schedule, approved professional development speaker, and travel requests.
Use of Results for Improvement: <ol style="list-style-type: none"> Identification and scheduling of professional development opportunities will continue to be encouraged as part of the annual planning and budgeting process and through the Professional Development Committee. Additional professional development opportunities will be made available as funded through the Title III, Strengthening Institutions Program Grant.

Objective #3: The College will publically acknowledge administrators, faculty, staff and students who are recognized for acquiring, discovering and applying knowledge.
Responsibility: President and Coordinator of Marketing and Alumni Relations
Statement of Need: To meet expected SACS COC compliance criteria and to support Annual Action Plans
Actions: <ol style="list-style-type: none"> Recognition through institutional service awards Ensure recognition through news articles of those participating in professional development
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by Service Award list and news articles Date: Ongoing annual review with summation by July 1
Results: Achieved
Assessment Data/Evidence: <ol style="list-style-type: none"> -2. Institutional Service Awards presented during September 2015 Fall Kickoff luncheon with additional recognition provided in Vernon Daily Record, Wichita Falls Times Record News and via email/social media. Recognition of participation in professional development is also included as part of the President's Monthly Update.
Use of Results for Improvement: <ol style="list-style-type: none"> -2. Recognition of employees who receive awards and participate in professional development is important to maintain high morale and quality of work life at Vernon College. The process will continue to be implemented as well as reviewed for ways to improve.

Objective #4: Participate in professional development opportunities to enhance knowledge and skills in job related responsibilities.
Responsibility: Director of Institutional Effectiveness
Statement of Need: To ensure compliance with SACS COC criteria; to adequately support research based projects; and to enhance technology related skills
Actions: <ol style="list-style-type: none"> Participate in SACS COC preconference and conference (Houston, TX) Participate in SACS COC Summer Institute (Grapevine, TX)

3. Participate in TAIR preconference and conference (San Antonio, TX) 4. POISE training/conference 5. Serve as THECB Liaison and Small College Group Representative 6. Participate as a SACS COC evaluator if selected
Resources and Approximate \$: Institutional Improvement: SACS COC \$2500; TAIR \$1500, POISE \$1500 THECB (3 meetings) \$2400
Assessment Method/Date: As evidenced in budget, travel requests and travel expense reports Date: Ongoing annual review with summation by July 1
Results: Achieved Not Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> – 6. Appropriate funding as evidenced through 2015-2016 budget approval. Participated in SACSCOC in Houston and at THECB meetings. Did not participate in TAIR or POISE conference in order to ensure group participation at SACSCOC Summer Institute. Director of Institutional Effectiveness remains on SACSCOC evaluator list. Use of Results for Improvement: <ol style="list-style-type: none"> – 6. Priority professional development opportunities included in 2016-2017 Annual Action Plan.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Ensure Compliance with SACSCOC
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Compliance requirements as directed by SACSCOC.
Actions: <ol style="list-style-type: none"> Participate in SACSCOC pre-conference workshops and SACSCOC 2014 Annual Meeting. Participate in the 2016 Institute on Quality Enhancement and Accreditation (Grapevine, TX). Include members of the QEP Planning Committee and/or faculty members as appropriate. Estimate 3 total attendees.
Resources and Approximate \$: Institutional Improvement: Staff development funding to attend conferences –SACSCOC \$2,500.00 (Est.), QE Institute \$2,500.00/person X 5 attendees = \$12,500 (Est.); TOTAL: \$15,000.00
Assessment Method/Date: Travel Expense Vouchers indicating attendance. December 2015 & May 2016
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> In order to allow the most number of participants to attend the 2016 Institute on Quality Enhancement and Accreditation, did not attend the 2015 SACSCOC Annual Meeting. Attended 2016 Institute on Quality Enhancement and Accreditation July 17-20, 2016. Those who also attended include: Katrina Brasuell, Bettye Hutchins, Joe Johnston, Chris Smith.

Use of Results for Improvement:

The SACSCOC Annual Meeting will continue to be attended to ensure ongoing compliance as Vernon College continues the process of developing a second QEP. The Director of Quality Enhancement will attend relevant conferences and utilize other available training methods to further develop knowledge of the SACSCOC accreditation process as applicable to the development of a second QEP and topics related to assessment, student learning outcomes, and technology.

Priority Initiative #6:

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

Administrative Services

Objective #1 : Update 2015-2016 Facilities Master Plan for all locations

Responsibility: Physical plant directors and Dean of Administrative Services

Statement of Need: To provide coordinated plan for ongoing maintenance and improvements to College facilities and support annual action plan

Actions:

1. Meet with Facilities Planning committees for all locations to review prior plan and make changes for the upcoming years.
2. Present recommendations to Administrative Team
3. Update and distribute Master Plan

Resources and Approximate \$: Facilities \$200,000

Assessment Method/Date: Meeting notes, emails, budget - Updated 2015-2016 Master Plan by March 31, 2016

Results: **Achieved**

Assessment Data/Evidence:

Facilities Planning Committee met February 19, 2016 to review and update the Facilities Master Plan. Meeting notes are available on the Vernon College, College Effectiveness web site. Various completed projects can be observed throughout the college. The Vernon College Effectiveness Questionnaire Summary for 2015/2016 shows that 91% of those who responded feel 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.”

Use of Results for Improvement:

Due to tight budget constraints only issues identified as critical to safety and security or mission critical were approved for completion.

Objective #2 Complete all approved projects by 08-31-16 - Vernon

Responsibility: Facilities Director and Dean of Administrative Services

Statement of Need: As identified in the Facilities Master Plan

Actions: 1. Quarterly reviews by Dean of Administrative Services and Facilities Director to make sure we're on target to complete projects

Resources and Approximate \$: Facilities: Approximately \$100,000 per year included in annual budget to cover capital projects on Vernon campus.

Assessment Method/Date: Complete all approved projects by 08-31-16

Results: **Achieved**

Assessment Data/Evidence:

Updated Facilities Master Plan; physical observation.

Use of Results for Improvement:

Installed new lock sets on classroom doors in Biggs and Sumner buildings for better security. Installed locking bike racks at both dorms. Completed renovation of small storage room into volleyball locker room. Crack sealed and seal coated North and West parking lots.

Objective #3 Complete all approved projects by 08-31-16 – Wichita Falls

Responsibility: Director of Physical Plant and Dean of Administrative Services

Statement of Need: As identified in the Facilities Master Plan

Actions: 1. Quarterly reviews by Dean of Administrative Services and Director of Physical Plant to make sure we're on target to complete projects

Resources and Approximate \$: Facilities: Approximately \$100,000 per year included in annual budget to cover capital projects on all Wichita Falls locations.

Assessment Method/Date: Complete all approved projects by 08-31-16

Results: **Achieved**

Assessment Data/Evidence:

Updated Facilities Master Plan; physical observation.

Use of Results for Improvement:

Patched some of the worst parts of the parking lot. Installed lighting on VC sign on corner. Sealed and re-stripped motorcycle safety training parking lot.

Objective #4 Complete renovation of Century City Center parking lot

Responsibility: WF Facilities Manager and Dean of Administrative Services

Statement of Need: Almost 40 years of wear and tear have left the parking lot in very poor condition. An examination by Bundy, Young, Sims and Potter revealed that the original construction did not include a suitable base which has compounded the problem. The only real fix will be to tear out all existing material and replace the parking lot completely.

Actions: 1. Phase I will consist of total renovation of the west and north parking lots. This should be completed in the Summer of 2015.

2. Phase II will consist of the total renovation of the east parking lot. Target date will be Summer 2016.

Resources and Approximate \$: Facilities: Most recent estimate was approximately \$800,000 for the entire project.

Assessment Method/Date: Visual Inspections, paid invoices, architect inspections. Completed by August 31, 2016.

Results: **Not Achieved**

Assessment Data/Evidence:

Due to lack of funding the parking lot issue was again put on hold.

Use of Results for Improvement:

Objective #5 Continue to explore options for possible relocation of Skills Training Center

Responsibility: President and Deans
Statement of Need: As Wichita County moves forward with their plans to renovate and expand the county jail facility into the space we currently occupy in the Sprague building, it is critical that we be proactive in developing and moving forward with a relocation plan.
Actions: 1. Explore any and all options (purchase, lease, build) that are presented as a possibility. 2. Explore financing options associated with acquiring new facility.
Resources and Approximate \$: Facilities: Cost of relocation could range from a few hundred thousand dollars to several million dollars?
Assessment Method/Date: Meeting notes, architectural drawings, purchase/lease contract. This could be ongoing for several years with an annual summation – August 2016.
Results: In Progress
Assessment Data/Evidence: Wichita County has again changed their plans and it looks like will not have to move in the foreseeable future. We will continue to look for other options just in case.
Use of Results for Improvement:

Objective #6 Replace maintenance van – Wichita Falls
Responsibility: Garry David and Carl Brinkley
Statement of Need: The van currently being used by maintenance staff in WF is a 1995 model with over 170,000 miles on it. We are having starter and transmission issues, the suspension is shot and it needs new tires.
Actions: Search for suitable used van through local dealers and on-line. Trade old van in if they will give anything for it.
Resources and Approximate \$: Facilities: \$18,000 to \$20,000
Assessment Method/Date: Van title – 09-30-15
Results: Achieved
Assessment Data/Evidence: 08-23-16 – Bill of Sale – 2014 Ford Econoline van.
Use of Results for Improvement: The new van will be much more reliable and safer for the needs of the maintenance staff.

Objective #7 Replace one 7 passenger van – Vernon
Responsibility: Garry David and John Mahoney
Statement of Need: The oldest fleet van is a 2007 model and has over 140,000 miles on it. We're starting to have maintenance and reliability issues with it.
Actions: Search for suitable replacement van or small car. Re-purpose old van to other College use.
Resources and Approximate \$: Facilities: \$25,000
Assessment Method/Date: Van title – 01-31-16

Results: Not Achieved

Assessment Data/Evidence:

Due to lower than anticipated enrollment the van was put on hold until a future date.

Use of Results for Improvement:

Admissions, Records and Financial Aid

Objective #1 : Maintain and improve student satisfaction ranking for Admissions and Records Office

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

Statement of Need: Meet the needs of students at each VC location proportional with student enrollment increases

Actions:

1. Cross training personnel as needed proportionate with enrollment shifts and/or increases
2. Review allocation of personnel as needed for services at campus and centers

Resources and Approximate \$: Institutional Improvement

Assessment Method: Completion of CCSSE survey and receipt of results

Date: August

Results: Achieved

Assessment Data/Evidence:

CCSSE results for the question, "Satisfactory: Admissions and Records Office" increased 4.4% from 86.2% for 2013 to 90.0% for 2015 and 11.9% from the 2011 result of 80.4%. The next CCSSE survey results will be available for the Spring 2017 semester.

Use of Results for Improvement:

Continue to monitor and evaluate processes, procedures, and practices to maintain and improve student satisfaction with Admissions and Records Office

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

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

Statement of Need: The institution provides a sufficient number of qualified staff – with appropriate education or experience in the student affairs area – to accomplish the mission of the institution (SACS 3.9.3)

Actions:

1. Monitor admission application volume and unduplicated enrollments for adjustments or additions to staffing for Admissions and Records Office
2. Monitor FAFSA applicant volume and total dollars awarded for adjustments or additions to staffing for Financial Aid Office

Resources and Approximate \$: Personnel: Classified II positions as needed per volume (Est. \$20,000) per position

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

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

Assessment Method/Date: Enrollment numbers from THECB 001 and 00A reports on credit and non-credit students / March Annual dollars of aid awarded / November (after FISAP report)
Results: Achieved Assessment Data/Evidence: Slightly declining enrollment numbers and improvements in processing procedures do not warrant adjustments in Admissions and Records Office staffing requirements at this time. Financial Aid Application volume does not warrant change in staffing at the present time. Use of Results for Improvement: Continue to monitor and evaluate both assessment measures for SACS COC compliance purposes.

Instructional Services

Objective #1: Review organizational structure of Instructional Services divisions, departments and programs
Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, and Coordinators
Statement of Need: Recent enrollment declines combined with retirements of key personnel warrant review of current structure and allocation of human resources.
Actions: <ol style="list-style-type: none"> 1. Review administrative structure of Instructional Services including positions and associated job descriptions/duties and responsibilities and propose potential changes to the administrative team and President. 2. Review organizational structure of instructional service departments including: <ol style="list-style-type: none"> a) Continuing Education Department b) Proactive Assistance for Student Success (PASS) Department c) Library Services Department d) Distance Education 3. Review organizational structure of Instructional Divisions and Programs including current administrative, administrative support, and faculty positions in the following areas: <ol style="list-style-type: none"> a) Division of Communications b) Division of Mathematics & Science c) Division of Social & Behavioral Sciences d) Division of Information & Technology e) Allied Health Division <ol style="list-style-type: none"> i. Associate Degree Nursing Department ii. Licensed Vocational Nursing Department iii. Emergency Medical Services Program iv. Pharmacy Technician Program

v. Surgical Technology Program vi. Health Information Management Program f) Cosmetology Department
Resources and Approximate \$: None - Institutional Improvement
Assessment Method: Organizational Chart Date: September 15, 2015
Results: Achieved In Progress Assessment Data/Evidence: Administrative and Organizational Structure was reviewed and modifications made to the following departments: <ul style="list-style-type: none"> Continuing Education – Added full-time Coordinator of Allied Health programs to provide leadership and oversight to the Certified Nurse Aid, Dental Assisting, Medical Assisting, and Phlebotomy programs (Fast-Track Careers). Successful in obtaining a work-study student for the 2016-17 academic year to assist in providing additional clerical support. The previous half-time CNA instructor position at City View High School was replaced with a full-time CNA instructor position. Library Services Department – addition of a ½ time library assistant position on the Vernon campus. Division of Mathematics & Sciences – selection of new Division Chair (Paula Whitman) due to the retirement of Dr. Karen Gragg. Associate Degree Nursing – selection of new Program Director (Dr. Mary Rivard) due to the retirement of Cathy Bolton. Licensed Vocational Nursing – selection of new Program Director (Sherrie Denham) due to retirement of Lynn Kalski. Emergency Medical Services – selection of new Program Coordinator (Paul Vogt) due to resignation of Robyn Wike. Cosmetology Department – addition of part-time clerical support and part-time adjunct instructors. Use of Results for Improvement:
Objective #2: Meet the student demand for courses and programs through the hiring of additional full-time and adjunct faculty.
Responsibility: Dean of Instructional Services, Division Chairs, Directors, and Coordinators
Statement of Need: high rates of closed classes and increased faculty loads in certain disciplines and programs.
Actions: <ol style="list-style-type: none"> Review course enrollments and faculty load and listing and prioritize need for additional full-time faculty. <ol style="list-style-type: none"> Mathematics (including developmental) Associate Degree Nursing (institutionalize grant positions) Fine Arts (Music/Art) Police Academy/Criminal Justice CNA Director (institutionalize ½ position currently assigned to City View ISD) Recruit qualified adjuncts (adjunct course load limited to 3 courses per long semester). Maintain a 65%:35% full-time to part-time faculty load ratio within disciplines/programs.
Resources and Approximate \$: Personnel: \$42,217 + benefits per instructor minimum
Assessment Method: Positions prioritized and recommended to Personnel committee; FTE Student/FTE Faculty KPIA Benchmark; Contact Hours Taught KPIA Benchmark Date: September 1, 2014

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

The 2015-16 budget allowed for one additional full-time faculty position and due to increased student demand and enrollment in the various allied health programs housed in the Continuing Education department, a full-time faculty Coordinator of CE Allied Health programs was hired. Additionally, a recommendation to institutionalize 2.5 full-time, grant funded faculty positions within the ADN department was made and funded in the 2016-17 budget. To supplement the work of the full-time faculty, Division Chairs and Program Directors continued to recruit and hire qualified adjuncts. These adjuncts were limited to a maximum of 3 courses per long semester. Vernon College continued to exceed the institutionally selected benchmark of 70% of the course load taught by full time instructors. For the 2015-16 academic year (fall 2015, spring 2016, summer 2016), the overall breakdown of teaching load was 78.7% by full-time faculty and 21.3% by part-time faculty. The CBM 004 Report submitted to the THECB each fall indicated 79.57% of the contact hours generated by Vernon College in Fall 2015 were generated by full-time faculty with the remaining 20.43% being generated by adjunct faculty. Additionally, the institution's FTE Student/FTE Faculty ratio continued to be below the state and small community college cohort average at 17:1.

Use of Results for Improvement:

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

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

Objective #3: Provide additional secretarial support (1/2 time position) for the Continuing Education department.

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

Statement of Need: Personal observations of Associate Dean of Instructional Services and Director of Continuing Education.

Actions:

1. Review the growth of CE and course offerings and determine if additional clerical support is warranted

Resources and Approximate \$: Personnel - \$10,810 + ½ benefits

Assessment Method/Date: Recommendation to Personnel committee **Date:** September 1, 2015

Results: Not Achieved**Assessment Data/Evidence:**

Course offerings within the Continuing Education Department were reviewed and input relative to needed human resources garnered. While a ½ time secretarial/clerical support position was not added, a Coordinator of Allied Health faculty position was created and added to provide improved efficiency within the CE Department. This position provides leadership and daily oversight to the four CE Allied Health areas (Certified Nurse Aid, Dental Assisting, Medical Assisting, and Phlebotomy). The addition of this position also enabled the Current Director of CE to function in a broader scope with qualified and appropriately credentialed Program Coordinators responsible for program oversight, including quality of the curriculum and faculty. Finally, The Continuing Education Department requested, and received a work-study student for the 2016-17 academic year to assist in providing clerical support.

Use of Results for Improvement:

Will continue to monitor growth in the CE Department in order to provide adequate human resources.

Objective #4: Provide additional clinical support for ADN, LVN, and EMS programs in the form of a shared Clinical Coordinator position.

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, ADN/LVN/EMS Directors

Statement of Need: Limited availability of clinical sites and competition among programs for clinical spots has increased need for unified approach to scheduling clinical rotations for allied health students.

Actions:

1. Review current roles and responsibilities of program administrators and faculty to determine if additional support is warranted and cost effective.

Resources and Approximate \$: Personnel - \$35,000 + benefits

Assessment Method/Date: Recommendation to Personnel committee **Date:** September 1, 2015

Results: Not Achieved

Assessment Data/Evidence:

Budget limitations precluded the addition of this shared position. To date, faculty within the ADN, LVN, and EMS programs serve to coordinate clinical experiences for students on a departmental/program basis. However, improved communication and cooperation between programs has assisted in lessening "competition" and this collaboration continues to evolve in a positive manner.

Use of Results for Improvement:

Continue to carefully monitor clinical needs of the ADN, LVN, and EMS programs and enhance communication and collaboration efforts within and among programs and clinical providers.

Objective #5: Ensure long-term stability of programs currently housed at the Skills Training Center (STC).

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

Statement of Need: Potential non-renewal of long-term lease of the STC facility

Actions:

1. Participate in discussions of alternative facilities.
2. Communicate program space & equipment needs to the President.
3. Review potential inclusion of Cosmetology and Culinary Arts programs in potential new facility.

Resources and Approximate \$: None? - Facilities

Assessment Method/Date: Recommendation to Facilities committee **Date:** February 1, 2016

Results: Achieved

Assessment Data/Evidence:

While considerable time and effort was expended in dealing with the proverbial "what-if" question surrounding the potential loss of the Skills Training Center facility which is leased from Wichita county, these deliberations fortunately were of little to no immediate consequence. It now

appears that the STC lease agreement with Wichita county is more stable and relocation of the programs currently housed at STC is not imminent.

Use of Results for Improvement:

Continue to respond to and participate in discussions relative to facility requirements/program needs as the college attempts to plan for the long-term viability of the programs currently housed at the Skills Training Center in Wichita Falls.

Objective # 6: Provide additional classroom space at CCC for current and future needs.

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

Statement of Need: Potential loss of Multi-purpose room at STC due to non-renewal of lease and potential addition of new programs (Physical Therapy Assistant, Radiology Technician, Massage Therapy).

Actions:

1. Review need, feasibility, and costs associated with the potential remodeling existing theater space at CCC for large multi-purpose classroom.
2. Review need, feasibility, and costs associated with the potential remodeling of CCC718 for classroom utilization.

Resources and Approximate \$: \$? - Facilities

Assessment Method/Date: Recommendation to Facilities committee **Date:** February 1, 2015

Results: **Not Achieved**

Assessment Data/Evidence:

Budget constraints precluded this objective from being achieved. Fortunately, the future outlook for occupancy of Vernon College at the Skills Training Center has somewhat stabilized and it is not expected that the Multi-purpose room at STC will be lost anytime in the near future. Based on current and projected enrollments, classroom availability is currently adequate at all sites with the exception of prime-time (8:00am -12:00 pm) at CCC and large classrooms (>50) at CCC for combined student classes/activities within the larger programs (ADN & LVN).

Use of Results for Improvement:

Continue to review financial feasibility of remodeling CCC718 for use in prime –time and for special events.

Office of the President

Human Resources

Objective # 1: Post, advertise and recruit appropriate qualified faculty/staff for vacant positions for the college.

Responsibility: HR Director, HR staff and search committees

Statement of Need: to ensure the human resources of the college are met to continue quality administration and education to the students

Actions:

1. Provide position requests to administration as positions become vacant.
2. Acquire appropriate approval signatures on the position requests when received.
3. Post positions online and advertise as needed.

<ol style="list-style-type: none"> 4. Screen applications for required qualifications. 5. Once the search committee has made their interview choices, set up and make arrangements for interviews; facilitate interviews. 6. Complete paperwork and get President's approval for chosen candidate. 7. Notify all candidates of decision. 8. Notify the Board of Trustees of selection. 9. New Employee paperwork/orientation.
Resources and Approximate \$: Institutional Improvement – Cost of advertising – Budget is approx. \$8,000
Assessment Method/Date: All required documentation for position postings, application files, interview notes and offer forms. – Ongoing throughout 2015-2016 as needed Date: and by August 31, 2016
Results: Achieved Assessment Data/Evidence: All vacant and/or new positions for Vernon College during the 15-16 year were posted, interviewed for and filled with qualified candidates to provide the best administration and education to the students. This is evidenced through Statement of Qualifications for faculty and resumes/applications for administration in each employee's personnel file located in the Human Resource office. Use of Results for Improvement: Vernon College evaluates each individual employee annually to review accomplishments, determine areas of needed improvement and assure appropriate job performance.
Objective # 2: Develop an efficient online Onboarding for new employees.
Responsibility: HR Director, HR staff and task force
Statement of Need: to create an easy and efficient flow of paperwork and training for new employees
Actions: <ol style="list-style-type: none"> 1. Research efficient and affordable sources of online forms. 2. Work with RunBiz to improve HR webpage to offer online forms and trainings. 3. Once program is acquired, develop needed online forms for new employees.
Resources and Approximate \$: Institutional Improvement – Cost of program for online forms – ???
Assessment Method/Date: Online forms and trainings on HR webpage for new employees – by August 2016
Results: In Progress Assessment Data/Evidence: A program through Docubase, Live Forms, was purchased at the beginning of the year to ensure the ability to develop interactive forms on the website. However, Vernon College earned a Title III grant to purchase a new ERP/SIS system. This caused a delay in the online Onboarding process until the migration of data and "Go Live" date of the new system. Use of Results for Improvement: On hold until new system is in place.

Institutional Advancement

Objective #1: Respond to College funding needs through various fundraising methods.

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

Statement of Need: Philanthropic support provides increased funding for the “tools” that support student learning, retention, and certificate/degree completion or transfer by students. The Vernon College Foundation is the repository of philanthropic funds that will support College needs. These needs have been identified in the areas of endowed and non-endowed scholarship support; endowed positions, and program and general fund support. New individual donors, both alumni and non-alumni, must be identified and cultivated, as well as current donors retained, and lapsed donors encouraged to renew their support. Donors and prospects respond to different methods of fundraising depending upon their social, cultural, and economic circumstances. Additionally, strong donor stewardship/donor relations program using donor recognition societies, both annual and aggregate, provide a visible means of recognizing and encouraging prospects to become donors. Grant opportunities, from both private and public funding agencies, can be pursued to support specific needs of the College such as faculty/staff professional development, program/department support, or equipment. These activities require travel to support off-site working.

Actions:

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

9. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “building” endowed scholarships (those under the \$10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.
10. Continue to build support for the Vernon College Foundation Annual Auction.
11. Continue to participate in the Council for Resource Development Federal Funding Task Force and the Annual Conference to develop relationships with Federal agencies on behalf of the Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
12. Participate in the TACCF Annual Conference.
13. Attend and participate in the annual National Council for Marketing and Public Relations (NCMPR) Conference to network with marketing and webmaster colleagues and learn about the most up-to-date techniques and strategies to benefit Vernon College.
14. Attend other relevant training workshops, seminars, conferences, and webinars for management, grantsmanship, fundraising, alumni relations, marketing, and advancement services.
15. Work with the President, the Dean of Instructional Services, and the Associate Dean for Instructional Services to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
16. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
17. Research additional software tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.
18. Research and build an extensive alumni base that through contact such as the Ex-Students e-newsletter, alumni events, and social media can be cultivated into donors. Making them aware of scholarship support opportunities and current and future needs of the College.
19. Add a staff position **Alumni Relations Specialist** to: research and build an extensive, comprehensive alumni database in Raiser’s Edge (RE); researching the microfilm files in admission to enter alumni from 1972-1986; cultivate alumni by extensive contact through social media, email, and personal visits; assist in the creation of an active alumni board; create events for programs, groups, and sports teams that do not currently have an alumni event; act as a career center for alumni. Resume builder, knowledge of available jobs, host mixers where alumni can visit with current or soon to be graduates to network about jobs that might be available particularly for CTE programs; make class presentations to program and academic graduates. This will get them involved and familiar with the Ex-Students Association; be involved in activities during the week to raise awareness of the Association; start a Linked In presence.

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

1. **Institutional Improvement:** Funds to create and implement an annual Presidential-level Donor Recognition Event -- \$6,500; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- \$5,000; attend the CRD Federal Funding Task Force and the CRD Annual Conference and TACCF Annual Conference -- \$7,000. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College - \$5,000. Quarterly e-newsletter to alumni -- \$4,000
2. **Personnel:** Alumni Relations Specialist -- \$22,000 - \$28,000;

3. **Technology:** Renew annual software licenses and maintenance contracts: Raiser's Edge (RE) software license -- \$8,500; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$8,500. Implementation of on-line giving -- \$5,000. Funds to obtain other relevant software licenses if determined that such as license will enhance/upgrade the ability of Institutional Advancement to support College funding needs.

Assessment Method/Date:

Date:

1. New hire **Alumni Relations Specialist** in place by **August 31, 2016**.
2. On-line giving capability implemented by **August 31, 2016**.
3. Sustained giving by current donors as well as new donors to the College and Foundation added as evidence by Annual Philanthropy Comparison Report, donor/prospect call reports, Foundation agendas, minutes, quarterly philanthropy update reports, and grant proposal submissions by **August 31, 2016**.
4. Submission of the annual Voluntary Survey for Aid to Education (VSE) by **October 1, 2015**.
5. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, by **August 31, 2016**.
6. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, by **August 31, 2016**.
7. Move all old prospect, donor, alumni records into RE to enable donor solicitations segmented and targeted solicitations based on the aggregate information contained in the RE database, second phase completed by **August 31, 2016**.
8. Prospects identified and donors and prospects cultivated using standard "moves management" plans as evidence by reports noted above by **August 31, 2016 and on-going**.
9. Increased items given to and participation in the Vernon College Foundation Annual Auction as evidenced by dollars raised and matched by the Foundation by **February 28, 2016**.
10. New scholarships developed and more building scholarships either completed or status resolved as compared to the number of building scholarships at the end of the 2014-2015 fiscal year by **August 31, 2016**.
11. Grants submitted to funding agencies; grant research notes and communications with interested Vernon College employees regarding funding opportunities available; assist in the application process as appropriate by **August 31, 2016**.
12. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **November 2015**.
13. Develop best practices, policies, definitions, and procedures for utilizing the RE database by **August 31, 2016**.
14. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program by **August 31, 2016**.
15. Annual software licenses/maintenance contracts renewed by **August 31, 2016**.
16. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by **August 31, 2016 and on-going**.
17. Alumni records researched and information added to the Raiser's Edge (RE) database by **August 31, 2016 and on-going**.
18. Old giving records project completed by **December 2015**.

Results: In Progress

Assessment Data/Evidence:

- The proposed new position was not funded due to budget constraints.
- Work continued on old donor records and progress is being made; once this is completed aggregate donor recognition societies/clubs will be implemented.
- The 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.
- One new scholarships was developed during 2015-2016.
- A grant was submitted to the USDA Agricultural Marketing Service.
- Staff participated in the CRD Federal Funding Task Force and Annual Conference.
- All software licenses/maintenance contracts were renewed.
- Approximately 5,100 valid alumni email addresses are now included in Raiser's Edge.

Use of Results for Improvement:

- Work will continue on the old donor records until all information in entered into Raiser's Edge.
- Blackbaud Target Analytics Append Services will be utilized for address, email, and telephone updates to Raiser's Edge records.
- Software licenses and maintenance contracts will continue to be renewed.
- Participation in the Federal Funding Task Force and Annual Conference will continue.
- VSE participation will continue.
- The Alumni Relations Specialist position will be included in subsequent annual plans.
- Staff will continue to look for and participate in grant writing/management training and staff will continue to search out grant opportunities available to Vernon College and its faculty and staff.

President/Effectiveness

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

Responsibility: President and Director of Institutional Effectiveness

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

Actions:

1. Monitor and ensure that the *Assessment and Report Calendar* and planning processes are followed.

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

Assessment Method/Date: As evidenced by completion of Assessment Calendar Communication forms, KPIA benchmark data, Annual Action Plans and budget allocation decisions **Date:** Annual with summation by July 1

Results: **Achieved**

Assessment Data/Evidence:

1. The 2015-2016 Planning Calendar and Assessment and Report Calendar were approved by the College Effectiveness Committee and Student Success by the Numbers Committee in July and August 2015. Based on results documented in the Institutional Effectiveness Plan and SSBTN Committee discussion, the 2015-2016 Assessment and Report Calendar underwent a yearlong audit/update. The 2016-2017 Assessment/Report Calendar was approved by the SSBTN Committee in September 2016.
Working timeline information from Annual Action Plans and Planning Calendar reminders were included on meeting agendas to ensure ongoing oversight by the College Effectiveness Committee.

Use of Results for Improvement:

1. The recognition and sharing of data for informed decision making as part of the planning process will continue to be Vernon College precedence as illustrated in the 2016-2017 Annual Action Plans, Institutional Effectiveness Plans, President's Monthly Update, Student Success Data Facts to the Board of Trustees, and through continued use of the Assessment/Report Calendar and Planning Calendar.

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

Responsibility: President

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

Actions:

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

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

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

Results: **Achieved**

Assessment Data/Evidence:

1. – 2. Vernon College Effectiveness Questionnaire administered August 2016. Opportunities for input are evidenced by monthly meeting with Vernon community leaders, quarterly meetings with the Wichita Falls Chamber of Commerce and Industry Executive Board, semiannual meetings with the Wichita Falls Advisory Committee, annual Vernon College Access Program and High School Counselor's trainings, presentations providing opportunity for input from Vernon and Wichita Falls civic groups, membership of the College Effectiveness Committee has representation from all aspects of the College and is comprised of over 15% of employees, student representation on the CE Committee. The annual planning process included additional review and input from the Institutional

Improvement (CE), Facilities, Personnel and Technology Committees. Instructional Services program advisory groups and committees are required to meet annually as a formal opportunity for input.

Dr. Johnston conducted two college wide sessions for input during Fall and Spring kickoff. The sessions were followed by additional feedback/communication from Dr. Johnston.

Use of Results for Improvement:

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

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

Responsibility: President

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

Actions:

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

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

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

Results: Achieved

Assessment Data/Evidence:

1. Evidence that the planning process drives the budget and is completed within appropriate timelines is found through: approved 2015-2016 Vernon College budget, approved 2015-2016 Planning Calendar, 2015-2016 agendas and minutes of the College Effectiveness Committee and Board of Trustees.

Use of Results for Improvement:

1. Monitoring of the planning and budgeting process through development of planning calendars, meeting minutes, and personal contact with all components of the College will continue to ensure research informed allocation decisions and be considered standard operating procedure.

Objective #4: The College will provide appropriate technological resources to monitor compliance of standards and submission of SACS COC Fifth Year Interim Referral Report.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To meet expected SACS COC criteria

Actions:

1. Maintain Compliance Assist software license

Resources and Approximate \$: Technology, \$5500

Assessment Method/Date: As evidenced by budget, license renewal and submitted report Date: November
Results: Achieved
Assessment Data/Evidence: 1. Approved budget item and license renewal.
Use of Results for Improvement: 1. Compliance Assist software has proven to be a useful technology tool. A contract with a three year price quote was signed September 2016.

Objective #5: The College will continue to initiate processes for review of technology feasibility reports.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet SACS COC compliance criteria and observed need from Annual Action Plans
Actions: 1. Will initiate a review process and review QEP pilot projects/feasibility reports on an annual basis
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by meeting notes, pilot compensation forms and approved purchase requisitions Date: Ongoing annual review with summation by July 1
Results: Achieved
Assessment Data/Evidence: As evidenced through the Quality Enhancement Priority Initiative #6, Objective #1, <i>integrate and maintain innovative technologies, including hardware and software, as piloted through the Feasibility Review of the Technology committee</i> , assessment results as well as the Technology Committee agendas and minutes.
Use of Results for Improvement: The review process and review of technology feasibility reports is a result of the institutionalized process developed as part of the QEP that concluded in 2015. This procedure will continued to be monitored to ensure standardization and support of instructional technology.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Integrate and maintain innovative technologies, including hardware and software, as piloted through the Feasibility Review of the Technology Committee.
Responsibility: Criquett Lehman, Director of Quality Enhancement; Roxanne Hill, Instructional Design and Technology Coordinator
Statement of Need: As outlined and directed in the Quality Enhancement Plan document. Identified best practices from the pilot feasibility reviews. Personal observation of increased demand by faculty and staff (surveys, interviews, verbal communication, VCIC Sessions). Ensure effective and cost efficient spending practices to purchase and maintain technology. Maintenance of Quality Enhancement Resource Inventory (QERI) including license updates.
Actions:

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

Resources and Approximate \$:

Institutional Improvement: no \$

Technology: TOTAL: \$27,362.56

Blackboard Collaborate License - \$24,200.00

4 Camtasia Software License Upgrades – \$570.56 [\$142.64 (\$134.25 + \$8.39 Maintenance) X 4 Computers (1/2 QERI Laptops)]

2 Survey Monkey License Renewal - \$600.00

Qwizdom QVR Response App (Clickers) – \$1,992.00 (\$498.00/year per user X 4 users)

Assessment Method/Date:

1. Feasibility Reviews, Agendas, Minutes, Approved Budget. August 2016
2. Quality Enhancement Resource Inventory log. December 2015 & May 2016
3. Provide results from satisfaction survey. July 2016

Results: Achieved

Assessment Data/Evidence:

- The Technology Committee conducted feasibility reviews for the Adesso NuScan 500 Document Camera and the Brightlink Pro SmartBoard. The document camera was recommended as a source to provide student engagement opportunities in a course or in student support service programs.
- QERI technologies logged as being checked out or used in some capacity this academic year include: Laptops, iPads, Camcorders, Camtasia, HandBrake, Apple TV, Reflector, AirParrot, Clickers, Projector, portable screen, tripods, Respondus, Skype, iPad Movie Setup, Survey Monkey, Pexip, Helix/Medial.
- Results from the Educational Technology Survey (QERI) were shared with the Technology Committee and Faculty and Staff through the Presidents Monthly Update. Technology Committee Minutes 4/22/16, College Update June 2016.
- The 2016 VC Effectiveness Questionnaire (372 Respondents) reported that 93% Strongly Agree/Agree that Vernon College promotes a culture committed to student learning. This can be attributed, in part, to the commitment to educational technology resources and training.

Use of Results for Improvement:

The satisfaction survey, information gathered from the Technology Committee, ESCR (End of Semester Course Review), Professional Development Committee technology training requests, QERI log, and budget will continue to be used to determine satisfaction and use of instructional technologies.

Student Services

Objective #1 : Provide needed security coverage at all Vernon College sites

Responsibility: Dean of Student Services/Athletic Director, Vernon College Chief of Police

Statement of Need: Vernon College must maintain adequate security coverage at each of its 3 main instructional sites – Vernon Campus, Century City Center, and the Skills Training Center. Vernon College has 2 full time officers. The additional time officers are needed is covered by contracted security guards. To assure that this contracted labor is available in future years the Vernon College police would like to permanently fund the budget line that allocates monies for this task.

Actions:

1. Identify total amount of dollars spent on security guards the last three years.
2. Using the numbers above in #1, project a total amount needed for the 2015-2016 year
3. Fund a security guard budget line with the dollars needed

Resources and Approximate \$: Institutional Improvement, Personnel – permanent, dedicated budgetary funding in a separate line

Assessment Method/Date: Dollar amount requested through email and funded

Date: September 15, 2015

Results: Achieved

Assessment Data/Evidence:

In March 2016, the Dean of Student Services reviewed all security related expenses paid to contracted personnel. The decision was made to continue the current Vernon College security configuration of two full time peace officers and contracted security officers. The review of security for Vernon College was not conducted by the September 15, 2015 deadline due to the unforeseen retirement of the former Dean of Student Services. The review was conducted in a timely manner after the arrival of the new Dean of Student Services.

Use of Results for Improvement:

VC will continue to provide security officers for the safety of students, staff and campus visitors. The Vernon Campus evening security officer is now housed in the Residence Center Office located in the college's main dormitory.

Note that Athletics moved to Office of the President during the 2015-2016 AY.

Objective # 2: Provide current state of the art athletic facilities for all Vernon College athletic teams

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

Statement of Need: The Vernon College Wade Kirk Softball field is in need of renovation. In previous years the Baseball field and the rodeo facilities have both undergone extensive updates and enlargement. The softball field, field house, and bleachers all are in need of the same modernization.	
Actions: <ol style="list-style-type: none"> 1. Softball Coach will develop a written, prioritized list of all needed renovations and any needed new features to be submitted to the Vernon College facilities plan 2. Softball Coach will submit this written, prioritized list to the Dean of Student Services/Athletic Director 	
Resources and Approximate \$: Facilities and Institutional Improvement - time of staff	
Assessment Method/Date: Written, prioritized list submitted to Dean of Student Services/Athletic Director Date: September 15, 2015	
Results: Achieved Assessment Data/Evidence: Itemized quotes submitted for future consideration of update on softball complex to the Vernon College President an Athletic Director. Use of Results for Improvement: Backstop padding completed, sound system completed, restrooms cleaned/painted, netting and backstop extension completed.	
Objective # 3: Provide current state of the art athletic facilities for all Vernon College athletic teams	
Responsibility: Dean of Student Services/Athletic Director, Assistant Athletic Director, Volleyball Coach	
Statement of Need: The Vernon College volleyball team does not have their own designated locker room or meeting areas. There are also no other meeting rooms in the King Gymnasium. The first step in addressing this is to develop a list of needs to be addressed and submit these needs to the Vernon College facilities plan.	
Actions: <ol style="list-style-type: none"> 1. Volleyball Coach will develop a written, prioritized list of all needed additions to the King Gymnasium locker rooms and meeting rooms to be submitted to the Vernon College facilities plan 2. Volleyball Coach will submit this written, prioritized list to the Dean of Student Services/Athletic Director 	
Resources and Approximate \$: Facilities and Institutional Improvement - time of staff	
Assessment Method/Date: Written, prioritized list submitted to Dean of Student Services/Athletic Director Date: September 15, 2015	
Results: Achieved Assessment Data/Evidence: Dressing room was completed Fall 2016 and is currently being used by the volleyball team. Use of Results for Improvement: Addition of a volleyball dressing room will aid in the recruitment process of quality student/athletes for the program. An overall positive experience as a team member will also enhance retention and increase graduation rates of the volleyball team.	

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

Admissions, Records and Financial Aid

Objective #1 : Maintain and enhance technology infrastructure of the Admissions and Records Office
Responsibility: Director of Admissions and Records
Statement of Need: Admissions and Records must continuously maintain and enhance their technology in order to accomplish their primary responsibilities, meet students expectations for services, and comply with THECB and SACS requirements
Actions: <ol style="list-style-type: none"> 1. Monitor IT "Replacement List" for desktop computers for Admissions and Records staff of 12 2. Purchase 2 replacement printers for Admissions and records staff of 12 3. Monitor age of Scanners for replacement due to usage
Resources and Approximate \$: Technology: Scanners 2 @ \$1,000 = \$2,000 Dell or HP Printers 2 @ \$750 = \$1,500
Assessment Method/Date: Purchase of above before or during current academic year. / August
Results: Achieved Assessment Data/Evidence: Limited technology was purchased throughout 2015-16 fiscal year. Computer upgrades were installed per IT Department replacement schedule. Use of Results for Improvement: Continue to maintain and enhance technology for THECB and SACS COC compliance.

Objective #2: Maintain and enhance technology infrastructure of the Financial Aid Office
Responsibility: Dean of Admissions and Financial Aid/Registrar and Director of Financial Aid
Statement of Need: Financial Aid must continuously maintain and enhance technology in order to accomplish the primary responsibilities for the office, meet students expectations for services, and comply with Department of Education (DOE) technology requirements
Actions: <ol style="list-style-type: none"> 1. Monitor IT "Replacement List" for desktop computers for Financial Aid staff of 9 2. Purchase 2 replacement printers for Financial Aid staff of 9 3. Monitor age of Scanners for replacement due to usage 4. Monitor Department of Education technology requirements for electronic processing
Resources and Approximate \$: Technology: 1. Scanners 1 @ \$1,000 = \$1,000 2. Printers 2 @ \$750 = \$1,500 3. DOE required processing computer (Est. \$1,500)
Assessment Method/Date: Purchase of above before or during current academic year. / August
Results: Achieved

Assessment Data/Evidence:

Limited technology was purchased throughout 2014-15 year. Computer upgrades were installed per replacement schedule.

Use of Results for Improvement:

Continue to maintain and enhance technology to meet student expectations and DOE compliance standard.

Instructional Services

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

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

Statement of Need: Recommendation by faculty, staff, and students; current equipment no longer supported

Actions:

1. Investigate alternative equipment and/or technologies to Tandberg ITV systems including
 - a) CISCO systems
 - b) LYNC tool currently available in Microsoft Office 365
 - c) Blackboard Collaborate

Resources and Approximate \$: None? – Technology funds currently budgeted for support of ITV rooms

Assessment Method: Recommendation from Technology committee **Date:** February 1, 2015

Results: Achieved

Assessment Data/Evidence:

Alternatives to the *Tandberg* technology currently utilized in the 7 ITV classrooms were reviewed including *Skype for Business* (formerly known as *Lync*), *CISCO*, and *PEXIP*. *Blackboard Collaborate* was omitted due to the institutional decision to terminate the contract with *Blackboard* in favor of a new LMS (*Canvas*). Both the *Skype for Business* and *PEXIP* technologies were piloted during 2015-16 in classroom and meeting environments. Both these technologies proved to be adequate alternatives to the *Tandberg* system when used in a controlled, meeting environment. Difficulties with both platforms occurred when multiple users were provided access and adjustments/settings were made in classroom environments. Additionally, audio and use of media proved to be inadequate for classroom type settings.

Use of Results for Improvement:

Based on the limited success of the piloted technologies in multi-user classroom settings, it appears that the *Tandberg* systems currently utilized in the 7 ITV classrooms should be replaced with updated *CISCO* systems at an approximate cost of \$12,000 - \$15,000 per classroom. This conversion should be budgeted over a 3 year period and care should be taken to ensure that current *Tandberg* technologies are compatible with *CISCO*.

Objective # 2: Fully implement utilization of Course Management Module available in POISE.

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

Statement of Need: Current method of developing and publicizing class schedules too labor intensive and error-prone due to # of steps and personnel involved.
Actions: <ol style="list-style-type: none"> 1. Collaborate with Admissions & Records personnel to provide training opportunities for Instructional Services personnel. 2. Develop class schedules/course offerings for Summer Fall and spring terms utilizing Course Management Module. 3. Convert CE Department from use of <i>Schedware</i> to the use of Course Management module for the purpose of class schedule development.
Resources and Approximate \$: None - Technology
Assessment Method: Credit and CE class schedules Date: April 1, 2016
Results: Partially Achieved Assessment Data/Evidence: While this objective was not met in its entirety, training was held and class schedules (credit) for the 2016 spring, summer, and fall terms were developed utilizing the Course Management module. This utilization resulted in a decrease in the time allocated to the task and assisted in reducing entry errors. However, the development of class schedules for the Department of Continuing Education was not converted from <i>Schedware</i> due to the selection and planned implementation of a new ERP/SIS (<i>Unit4</i>). Use of Results for Improvement: With the selection of a new ERP/SIS (<i>Unit4</i>) to replace the current ERP/SIS (<i>POISE</i>) in the spring of 2016, this objective will be replaced with the objective to fully implement and utilize the course scheduling software provided by the new ERP/SIS to achieve more timely and accurate development and publication of course schedules for both Credit and Continuing Education classes.
Objective # 3: Investigate various alternatives to current LMS system <i>Blackboard Learn v9.1</i>
Responsibility: Dean of Instructional Services, Instructional Design & Technology Coordinator, Technology Committee, IT Department
Statement of Need: Budgetary concerns, emerging products and technologies.
Actions: <ol style="list-style-type: none"> 1. Review available alternatives, including <ol style="list-style-type: none"> a) Canvas b) Moodle 2. Compare and contrast features, compatibility, and costs. 3. Implement recommendations of the Technology Committee.
Resources and Approximate \$: None - Technology
Assessment Method: Technology Committee minutes Date: February 1, 2016
Results: Achieved Assessment Data/Evidence: Based on input from the Technology Committee, the Coordinator of Instructional Design and Technology and the IT Department, the decision to replace the current LMS platform (<i>Blackboard 9.1</i>) with a new LMS platform (<i>Canvas</i>) was made in the fall of 2015.

Use of Results for Improvement:

Objective # 4: Provide additional Hi-fidelity mannequins for use in Allied Health programs (ADN, LVN, EMS).

Responsibility: Associate Dean of Instructional Services, Program Directors and Program Faculty

Statement of Need: Continued decline in external clinical sites and student opportunities for clinical experience.

Actions:

1. Survey current resources, prioritize needs, and develop cost estimates.
2. Investigate opportunities for grant/external funding.
3. Provide recommendation for budget inclusion.

Resources and Approximate \$: \$? - Technology

Assessment Method: Presence and incorporation of Hi-fidelity mannequins in the laboratory learning environment. **Date:** February 1, 2016

Results: **Achieved**

Assessment Data/Evidence:

A new hi-fidelity mannequin for neonatal care was purchased utilizing Perkins funds (\$16,911) for shared use in the AND, LVN, and EMS programs.

Use of Results for Improvement:

With the continued demand and competition for clinical sites/clinical experiences, greater reliance on simulated lab experiences for allied health students has become necessary. The use of hi-fidelity mannequins in providing realistic scenarios will continue to expose students to simulated, real-life workplace experiences in the allied health programs of study. Additional funds will be budgeted on an annual basis to purchase and upgrade simulation technology.

Office of the President

Institutional Advancement

Objective #1: Utilize existing software tools to support College, student, and alumni needs. Research new social media, on-line giving, email marketing and text messaging strategies as needed to benefit Vernon College students and the College as a whole as an aide to recruitment and retention. Continue enhancements to the website and social media as the primary “information source” for the College.

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

Statement of Need: Students rely on social media, text messages, and email as a main source of information and with the ever changing technology we need to be contacting and informing our students of College information through the communications media they currently use. Updated software and technology is essential to providing services to benefit the College and its students. Software such as Raiser’s Edge; STARS -- the College’s on-line scholarship application; the Metasoft Foundation/Corporation Funding search engine; MaestroSoft Pro Auction software and on-line giving assists in College and Foundation development/advancement efforts such as donor identification, cultivation, recognition, and

solicitation; scholarship support for our students; and grantsmanship. Additionally, as College and student needs continue to increase it is necessary to research other software and technology that can help Institutional Advancement develop and/or enhance its strategies to become even more effective and efficient. Updated technological equipment is also essential to the efficient and effective operations of the IA Department. This will aid in meeting the KPIA benchmarks: *At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2012-2013 and 2011-2012.*

Actions:

1. Enhance existing philanthropy efforts and, utilizing the Raiser's Edge (RE) software, design and implement various segmented philanthropy programs such as annual giving, major and leadership gift, planned giving, and grant programs.
2. Using the Metasoft Foundation/Corporation Funding software, research potential foundations and corporations to determine viability for Vernon College support.
3. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.
4. Research additional software, technology, on-line giving tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.
5. Assist faculty and staff with the preparation and submission of proposals to public and private funding agencies. Private funders will be researched through the Metasoft funding search software. Public funders will be researched through various search engines such as grants.gov.
6. Assist students with the completion of their STARS applications.
7. Utilize targeted marketing strategies such as press releases, letters, social media, recruiting emails and postcards to service area high schools to promote county- and high school graduate-restricted scholarships in those counties and high schools.
8. Attend training sessions about website development to increase awareness of new technologies and assist in the continued enhancement to the College's website.
9. Utilize Mail Chimp to keep in touch with current and prospective students and alumni.
10. Add a staff position Alumni Relations Specialist to: research and build an extensive, comprehensive alumni database in Raiser's Edge (RE); researching the microfilm files in admission to enter alumni from 1972-1986; cultivate alumni by extensive contact through social media, email, and personal visits; assist in the creation of an active alumni board; create events for programs, groups, and sports teams that do not currently have an alumni event; act as a career center for alumni. Resume builder, knowledge of available jobs, host mixers where alumni can visit with current or soon to be graduates to network about jobs that might be available particularly for CTE programs; make class presentations to program and academic graduates. This will get them involved and familiar with the Ex-Students Association; be involved in activities during the week to raise awareness of the Association; start a Linked In presence.
11. Add a staff position **Advancement Specialist Assistant – Marketing/Recruiting** to assist in daily social media functions. This will include, but not be limited to, posting on Vernon College Facebook, Twitter, website blog, etc. and help keep up with the most up-to-date social

media activities; send out student and Faculty/Staff information via student and employee email; process prospective student information collected by the Advancement Services – Recruiter into POISE; make calls to prospective students and answer questions from prospective students regarding educational opportunities at Vernon College; mail out requested Vernon College information to prospective students and community members; gather prospective student information from the service area and outlying area high schools; assist in scheduling, organizing and leading tours; serve as a constant available resource via email, telephone or social media.

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

1. **Personnel:** Alumni Relations Specialist -- \$22,000 - \$28,000; Advancement Specialist Assistant – Marketing/Recruiting -- \$22,000 - \$28,000
2. **Technology:** Renew annual software licenses and maintenance contracts: Raiser’s Edge (RE) software license -- \$8,500; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$8,500; on-line giving tool -- \$5,000; Recruiting and Alumni e-newsletters -- \$4,600. Funds to obtain other relevant software licenses if determined that such as license will enhance/upgrade the ability of Institutional Advancement to support College funding needs.

Assessment Method/Date:

Date:

1. Annual software licenses/maintenance contracts renewed by **August 31, 2016**.
2. New hires **Alumni Specialist Assistant** and Advancement **Specialist Assistant – Marketing/Recruiting** in place by **August 31, 2016**.
3. On-line giving tool implemented by **August 31, 2016**
4. Research for possible program incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by **August 31, 2016 and on-going**.
5. Funding sources researched through Metasoft software by **August 31, 2016 and on-going**.
6. Students assisted with 2015-2016 STARS Applications by **March 1, 2016**.
7. Targeted social media data analytics reports and on-line giving data reports by **August 31, 2016 and on-going**.
8. Training sessions attended and enhancement strategies developed, conference notes by **August 31, 2016 and on-going**.

Results: In Progress

Assessment Data/Evidence:

- All software licenses/maintenance contracts were renewed.
- The proposed new personnel were not hired because of budget constraints.
- STARS was purchased by AwardSpring a new online scholarship program that was still undergoing development throughout the year and proved too cumbersome/limited use because of this development. After research into other, more robust online scholarship application platforms the decision was made to move to AcademicWorks which is a more mature and robust system.
- 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.
- Vernon College will hold on the implementation of on-line giving until the new ERP/SIS system, Unit4SM, is implemented.

- 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.

Use of Results for Improvement:

- Software licenses/maintenance contracts will continue.
- The proposed The Alumni Relations Specialist position will be included in subsequent annual plans.
- AcademicWorks will open in fall 2016 as the on-line Scholarship Application.
- Staff will continue to participate in training/professional development opportunities.
- Research and utilization of social media and website strategies will continue.

Information Technology

Note that Information Technology was moved to Administrative Services during the 2015-2016 AY.

Objective #1: Adhere to Best Practices IT Replenishment Strategy

Responsibility: Run Business Solutions

Statement of Need: Purchase is necessary to bring the college to a best practices IT replenishment plan for all computing equipment

Actions:

1. Purchase 140 faculty PCs, 100 Lab use PCs
2. Roll out 10 faculty and staff PCs per month and replace 1 to 2 labs per month.

Resources and Approximate \$: Technology \$217,237.50

Assessment Method/Date: Documentation of purchases via the VC IT Budget and Replenishment Completion Schedule.

Date: August 31, 2015

Results: **Achieved**

Assessment Data/Evidence:

Documentation of purchases and replenishment completion.

Use of Results for Improvement:

The replenishment of faculty/staff and lab computers has proven to increase productivity of staff/students therefore replenishment will always be a priority.

Objective #2: Software selection for Campus Management system to assess the viability of the current campus management system and compare to other competitive products as well as current needs of the college.

Responsibility: Vernon College Appointed Selection Committee and Run Business Solutions

Statement of Need: To stay competitive in the services that Vernon College provides.

Actions:

1. Form software selection committee and assess need

Resources and Approximate \$: Technology \$TBD

Assessment Method/Date: Documentation of appointment of Selection Committee, meeting notes and recommendation. Date: August 31, 2016
Results: Achieved Assessment Data/Evidence: Documented conversations, and meeting notes from Title III selection Committee meetings. Use of Results for Improvement: Software selection was completed by VC. Unit Four was selected as the Campus Management system.
Objective #3: Explore opportunities to better current ITV solutions/experience
Responsibility: Run Business Solutions
Statement of Need: To provide students with a better distance learning experience and provide a solution for video conferencing for faculty and staff.
Actions: <ol style="list-style-type: none"> 1. Engage respective vendors and explore options for Video conferencing (ITV)
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$TBD
Assessment Method/Date: Technology Committee Meeting Notes. Research respective vendors to explore options. Date: August 31, 2015
Results: In Progress Assessment Data/Evidence: Still researching, looking for a cost effective provider offering better functionality than the current ITV solution. Use of Results for Improvement:
Objective #4: Office 365 for faculty/students
Responsibility: Departmental Admins and Run Business Solutions
Statement of Need: To provide faculty and students with cloud enabled email for redundancy and backup. Also will provide Microsoft Office Licenses to both faculty and students.
Actions: <ol style="list-style-type: none"> 1. Migrate email from current Exchange Server to Office 365 for faculty 2. Implement new student email platform
Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology
Assessment Method/Date: IT Technology Budget 2015/2016 Date: August 31, 2015
Results: Achieved

Assessment Data/Evidence:

Documented conversations and meeting notes.

Use of Results for Improvement:

The migration to a cloud hosted solution gives Vernon College improved business continuity for email. Office365 also reduced the need for server resources. Students and Faculty are now using the same email and collaboration system which provides a more seamless experience between Students and Faculty.

Objective #5: Lync Enterprise Voice

Responsibility: VC Administration/Faculty and Run Business Solutions

Statement of Need: To replace the current phone system with a more advanced unified communication system.

Actions:

1. Research and evaluate the benefits of a unified communication system
2. Form action committee and access need

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

Assessment Method/Date: Technology Committee Meeting Notes.

Date: August 31, 2015

Results: **Not Achieved**

Assessment Data/Evidence:

Service providers offering dedicated services have changed over the course of the year. We are currently still researching a suitable service provider

Use of Results for Improvement:**Objective #6: Internet Bandwidth Upgrade**

Responsibility: Run Business Solutions

Statement of Need: Provide additional Bandwidth to accommodate the growth of the IT infrastructure over the past 3 years

Actions:

1. Receive approval for initiative
2. Work with ISP account Rep to process the bandwidth upgrade

Resources and Approximate \$: (Facilities, Institutional Improvement, Personnel, Technology) Technology \$4,033.83

Assessment Method/Date: Documentation of weekly management meeting.

Date: August 31, 2015

Results: **Achieved**

Assessment Data/Evidence:

Documented conversations, Internet Service Provider quotes, and New Service Agreement with Internet Service Provider.

Use of Results for Improvement:

The additional bandwidth has provided Vernon College with the necessary bandwidth to address current needs and future growth. The increased bandwidth has allowed the allocation of additional internet resources for the student dorms while not affecting the primary network providing a better user experience for Faculty/Students.

President/Effectiveness

Objective #1: The College will utilize assessment data and planning information from all components of the institution to develop an Annual Technology Action Plan.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To ensure effective and efficient purchasing processes

Actions:

1. Monitor and ensure that Assessment and Planning calendars are followed
2. Ensure production of Annual Technology Action Plan
3. Review IT Management Annual Report

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

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

Results: **Achieved**

Assessment Data/Evidence:

1. – 2. Technology plan completed by Run Biz, reviewed by the Technology Committee with recommendations, and approved by College Effectiveness Committee and Board of Trustees as part of the Annual Action Plan and according to the Planning Calendar.
3. IT Management Plan reviewed at January 2016 Board of Trustees meeting.

Use of Results for Improvement:

1. – 3. Participation in the planning process helped to identified initiatives for 2016-2017 and will continue as standard operating procedure.

Objective #2: The College will utilize assessment data and planning information from all components of the institution to develop a three to five year technology plan. The plan will include infrastructure needs as well as a well-defined PC replenishment plan.

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To ensure effective and efficient purchasing processes

Actions:

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

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

Assessment Method/Date: As evidenced by submitted plans Date: Annual with review by July 1
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. The college wide replenishment plan based on average 4 year rotation was developed and followed for classrooms, faculty, staff and labs. Use of Results for Improvement: <ol style="list-style-type: none"> 1. The replenishment plan has proven to be a useful tool for planning and budgeting. It will be updated annually by Run Biz and reviewed by the components of the College.
Objective #3: The College will support the technology infrastructure through appropriate resources allocation decisions.
Responsibility: President
Statement of Need: To ensure efficient and effective purchasing processes
Actions: <ol style="list-style-type: none"> 1. Ensure development of a Technology Plan 2. Monitor and ensure budget development 3. Continue utilization of third party IT vender to ensure successful IT infrastructure and operations 4. Review IT Management Annual Report
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by Technology Plan and budget, IT Management Annual Report Date: Annual with summation by July 1
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Technology Plan was included and approved as part of the 2016-2017 Annual Action Plan process. In addition, an initial college wide replenishment plan for classrooms, labs, faculty and staff was updated. 2. Budget development was monitored and ensured through budget process (IT budget) as well as approved investment in institutional technology. 3. Contract was renewed with third party IT vender. 4. IT Management Annual Report reviewed during January 2016 Board of Trustees meeting. Use of Results for Improvement: <ol style="list-style-type: none"> 1. – 4. Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority. Note that the awarded Title III, Strengthening Institutions Program Grant provides resources toward the purchase of a new ERP/SIS. Selection of Unit 4 was completed in Spring 2016 with the implementation process beginning soon afterward. This project is scheduled for completion by the end of grant year three.

Objective #4: Maintain and enhance technology infrastructure of the President's Office
Responsibility: Administrative Secretary to the President
Statement of Need: To ensure continuous maintenance and enhancement of technology in order to accomplish primary responsibilities of Institutional Advancement, Human Resources, and Institutional Effectiveness
Actions: <ol style="list-style-type: none"> 1. Maintain hardware and software inventory, and anticipated replacement rotation list 2. Monitor and ensure budget development for efficient purchasing
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by inventory list and budget Date: Annual with summation by January 1
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Annual hardware and software inventory was completed by Administrative Secretary to the President. 2. Budget development for efficient purchasing was addressed through the annual replenishment schedule and approved purchases as part of the IT and departmental budgets. Use of Results for Improvement: <ol style="list-style-type: none"> 1. -2. Enhancement of the technology infrastructure, effective replenishment schedule, and purchasing for all technology will continue as a priority.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Oversee the continued implementation of integration and oversight of the availability of technology tools, as originally outlined in the Quality Enhancement Plan (VConnected), through the Quality Enhancement Resource Inventory (QERI).
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: Integrate the Quality Enhancement Plan into the infrastructure of the institution by ensuring that technology tools and technical support continue to be available to faculty, staff, and Board of Trustees. Technology is a tool used to increase student learning and student engagement. In order to sustain the Quality Enhancement Resource Inventory (QERI), oversight needs to be transitioned. Evidence of the need for such sustainability can be found in the Student Instructional Report (SIR II) data; Key Performance Indicators of Accountability (KPIA's) – specifically CCSSE benchmarks, Graduation, Persistence, and Retention, SENSE benchmarks; and CCSSE/SENSE individual results.
Actions: <ol style="list-style-type: none"> 1. Chair Technology Committee. 2. Review and update the charge of the Technology Committee as needed. 3. Implement a Technology Request Process to ensure communication across departments, appropriate timeline for project completion, and availability of training and support. 4. Provide technical and operational support at Board of Trustees meetings.
Resources and Approximate \$: Institutional Improvement, no \$; Technology, no \$

Assessment Method/Date:

1. Committee Charge, Agendas, Minutes, QERI Log (Board of Trustees support). July/August 2016

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

- Oversight of the Quality Enhancement Resource Inventory (QERI) was provided by the Technology Committee and is included on the agenda under “TAPPs (Technology, Applications, Processes, Procedures)” each meeting.
- The committee charge was carried out to the fullest in 2014-15 including a complete review of all technology related policies located in the Employee Handbook, Student Handbook, Student Resident Handbook, and the Distance Education Manual. No new recommendations were made.
- The Technology Request Process was renamed to the Technology Implementation Process and will be submitted in conjunction with technology purchase requisitions. Implementation of the process will occur when the new system, Dynamics GP, goes live. Training will be provided to faculty and staff in conjunction with Dynamics GP training in the Fall 2016 and Spring 2017 semesters.
- Technical and Operational support has been provided at Board of Trustee meetings which includes matters related to the use of iPads, Skype, Pexip, Polycom speakerphone mic, webcam and TV monitor. Support has also been provided at the Vernon College Foundation Meetings including Skype, Pexip, webcam, Polycom speakerphone mic, and TV Monitor.

Use of Results for Improvement:

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

Priority Initiative #8:

Develop processes for fundraising and alumni to better support the College's needs through more external funding and the building of a strong alumni base.

Office of the President

Institutional Advancement

Objective #1 : Respond to College funding needs through various fundraising methods.

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

Statement of Need: Philanthropic support provides increased funding for the “tools” that support student learning, retention, and certificate/degree completion or transfer by students. The Vernon College Foundation is the repository of philanthropic funds that will support College needs. These needs have been identified in the areas of endowed and non-endowed scholarship support; endowed positions, and program and general fund support. New individual donors, both alumni and non-alumni, must be identified and cultivated, as well as current donors retained, and lapsed donors encouraged to renew their support. Donors and prospects respond to different methods of fundraising depending upon their social, cultural, and economic circumstances. Additionally, strong donor stewardship/donor relations program using donor recognition societies, both annual and aggregate, provide a visible means of recognizing and encouraging prospects to become donors. Grant opportunities, from both private and public funding agencies, can be pursued to support specific needs of the College such as faculty/staff professional development, program/department support, or equipment. These activities require travel to support off-site working.

Actions:

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

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

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

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

1. **Institutional Improvement:** Funds to create and implement an annual Presidential-level Donor Recognition Event -- \$6,500; Funds to purchase standardized donor recognition items for both Annual Giving Clubs and Aggregate Giving Clubs -- \$5,000; attend the CRD Federal Funding Task Force and the CRD Annual Conference -- \$7,000. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$5,000.
2. **Technology:** Renew annual software licenses and maintenance contracts: Raiser’s Edge (RE) software license -- \$8,500; MaestroSoft Pro Auction Software license -- \$3,500; Metasoft Foundation/Corporate Funding search software license -- \$4,000; STARS annual software license -- \$8,500. On-line giving tool -- \$5,000. Funds to obtain other relevant software licenses if determined that such as license will enhance/upgrade the ability of Institutional Advancement to support College funding needs.

Assessment Method/Date:

Date:

1. Sustained giving by current donors as well as new donors to the College and Foundation added as evidence by Annual Philanthropy Comparison Report, donor/prospect call reports, Foundation agendas, minutes, quarterly philanthropy update reports, and grant proposal submissions by **August 31, 2016**.
2. Submission of the annual Voluntary Survey for Aid to Education (VSE) by **October 1, 2015**
3. New annual giving clubs, lifetime giving societies, and planned gift society revised and relaunched, depending upon the availability of funds, by **August 31, 2016**.
4. Presidential-level donor recognition event held and donor recognitions, depending upon the availability of funds, by **August 31, 2016**.

5. Move all old prospect, donor, alumni records into RE to enable donor solicitations segmented and targeted solicitations based on the aggregate information contained in the RE database, second phase completed by **August 31, 2016**.
6. Prospects identified and donors and prospects cultivated using standard “moves management” plans as evidence by reports noted above by **August 31, 2016 and on-going**.
7. Increased items given to and participation in the Vernon College Foundation Annual Auction as evidenced by dollars raised and matched by the Foundation by **February 28, 2016**.
8. New scholarships developed and more building scholarships either completed or status resolved as compared to the number of building scholarships at the end of the 2014-2015 fiscal year by **August 31, 2016**.
9. Grants submitted to funding agencies; grant research notes and communications with interested Vernon College employees regarding funding opportunities available; assist in the application process as appropriate by **August 31, 2016**.
10. Participate in the CRD Federal Funding Task Force and Annual Conference, conference notes and funding agency notes – **November 2015**.
11. Develop best practices, policies, definitions, and procedures for utilizing the RE database by **August 31, 2016**.
12. Attend grant writing/management workshops, conferences, seminars, institutes, webinars; tools and techniques learned will be incorporated in the College grant program by **August 31, 2016**.
13. Annual software licenses/maintenance contracts renewed by **August 31, 2016**.
14. Research for possible incorporation into Institutional Advancement program new electronic/software tools that will enhance IA strategies effectively for the College by **August 31, 2016 and on-going**.

Results: In Progress

Assessment Data/Evidence:

- The proposed new position was not funded due to budget constraints.
- Work continued on old donor records and progress is being made; once this is completed aggregate donor recognition societies/clubs will be implemented.
- The 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.
- One new scholarships was developed during 2015-2016.
- A grant was submitted to the USDA Agricultural Marketing Service.
- Staff participated in the CRD Federal Funding Task Force and Annual Conference.
- All software licenses/maintenance contracts were renewed.

Use of Results for Improvement:

- Work will continue on the old donor records until all information in entered into Raiser’s Edge.

- Blackbaud Target Analytics Append Services will be utilized for address, email, and telephone updates to Raiser's Edge records.
- Software licenses and maintenance contracts will continue to be renewed.
- Participation in the Federal Funding Task Force and Annual Conference will continue.
- VSE participation will continue.
- The Alumni Relations Specialist position will be included in subsequent annual plans.
- Staff will continue to look for and participate in grant writing/management training and staff will continue to search out grant opportunities available to Vernon College and its faculty and staff.

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

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

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

Actions:

1. Create a culture of ownership among alumni/ex-students in support of Vernon College.
2. Research old student files in POISE, microfilm, other archival and public records to add the relevant information to the Raiser's Edge (RE) database using Prospect Research best practice methodologies.
3. Contract with Blackbaud Target Analytics as needed or at least every 2 years to secure current alumni address, email, and telephone information.
4. Utilize social networking media and other technological tools to maintain contact with identified alumni and as a recruiting vehicle for the Vernon College Ex-Students Association.
5. Using segmentation through the RE database, develop and implement affinity group annual events such as the Rodeo Alumni Event, athletic team events, and program specific alumni events.
6. Research different Distinguished Alumni Recognition Programs and develop and implement a plan for a program best suited to Vernon College's Ex-Students Association.
7. Obtain alumni recognition items for alumni events to use a cultivation/recognition activities aimed at strengthening alumni ties with Vernon College.
8. Continue an Alumni specific communications vehicle using an E-Newsletter format distributed through an electronic communications vehicle such as Mail Chimp.
9. Provide professional development opportunities for the Coordinator of Marketing and Alumni Relations and proposed Alumni Relations Specialist to attend alumni training programs.
10. Research and build an extensive alumni base that through contact such as the Ex-Students e-newsletter, alumni events, and social media can be cultivated into donors. Making them aware of scholarship support opportunities and current and future needs of the College.

11. Add a staff position **Alumni Relations Specialist** to: research and build an extensive, comprehensive alumni database in Raiser's Edge (RE); researching the microfilm files in admission to enter alumni from 1972-1986; cultivate alumni by extensive contact through social media, email, and personal visits; assist in the creation of an active alumni board; create events for programs, groups, and sports teams that do not currently have an alumni event; act as a career center for alumni. Resume builder, knowledge of available jobs, host mixers where alumni can visit with current or soon to be graduates to network about jobs that might be available particularly for CTE programs; make class presentations to program and academic graduates. This will get them involved and familiar with the Ex-Students Association; be involved in activities during the week to raise awareness of the Association; start a Linked In presence.
12. Alumni records researched and information added to the Raiser's Edge (RE) database by **August 31, 2016 and on-going.**

Resources and Approximate \$:

1. **Institutional Improvement:** Funds for annual affinity group alumni events -- \$10,000; funds for alumni recognition items -- \$5,000. Coordinator of Marketing and Alumni Relations participation and proposed Alumni Relations Specialist in alumni training programs -- \$4,500. Monthly e-newsletter to alumni -- \$3,050
2. **Personnel:** Alumni Relations Specialist -- \$22,000 - \$28,000
3. **Technology:** Alumni specific E-newsletter on a monthly basis using Mail Chimp -- \$3,500.

Assessment Method/Date:

1. New hire by **August 31, 2016.**
2. Increased number of current alumni addresses, email and telephone numbers added to the RE database by **August 31, 2016 and on-going.**
3. Once added to RE, add alumni information to each record by **August 31, 2016 and on-going.**
4. Increased number of ex-students identified and recruited into the Ex-Students Association as evidenced by agendas, minutes, meeting notes, and social media interaction by **August 31, 2016.**
5. Monthly Alumni E-Newsletter implemented with subscribing growth once new information is added by **August 31, 2016 and on-going.**
6. Coordinator of Marketing and Alumni Relations attendance at alumni training programs as evidenced by conference notes by **August 31, 2016.**

Results: In Progress

Assessment Data/Evidence:

- The proposed new hired was put on hold due to budget constraints.
- Continued working with the more than 34,200 alumni records to gain current information on alumni to continue the cultivation process. Graduates during the school year were imported after August to keep the alumni list updated.
- Contact with alumni and current students were maintained through social media ad campaigns and email.
- Certificates were given out at graduation ceremonies welcoming students to the Alumni Association. Giveaways were given at Allied Health ceremonies.
- The Coordinator of Marketing and Alumni Relations attended webinars and conferences with sessions pertaining to alumni development.
- The Alumni E-Newsletter were sent to alumni with current email addresses in 2014-2015 as an information and cultivation tool.

- 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.
- 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.

Use of Results for Improvement:

- The proposed new position will be included in subsequent annual plans.
- Continue alumni engagement through the e-newsletter, special event greetings, invitations to campus events and other engagement strategies.

Objective # 3: Enhance the visibility of Vernon College and the Vernon College Foundation to educate the residents of the 12 county service area about the values of their Community College and the economic impact it makes

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

Statement of Need: Vernon College must continue to develop and implement marketing/communication strategies through such vehicles as the President's Annual Report, printed marketing tools, targeted marketing strategies, and web and social media strategies.

Actions:

1. Utilize the Vernon College website and social media effectively by research and implementing innovative strategies for interaction and promotion.
2. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented, to ensure cohesiveness, develop and share best practices for the site, and recommend use policies and guidelines.
3. Work with a marketing consultant to continue to implement marketing strategies through advertising and social media to help educate the citizens in our 12 county service area about the value and economic impact of Vernon College in this region.
4. Use the Wichita County Advisory Committee and Foundation members as strong advocates for the College.
5. Support those community events through sponsorships the provide visibility for Vernon College.
6. As funds are available take advantage of enhanced marketing/communication opportunities to support the College's visibility.
7. Continue the annual President's Report to all constituencies as well as all media outlets in the 12 county service area and other selected areas.
8. Utilize the services of a professional photographer, on an as-needed basis, to enhance the website and other marketing materials to better showcase Vernon College to its constituencies and current and potential students.
9. Enhance social media marketing by using Facebook ads, online advertisements and Google adwords.

10. Utilize target marketing strategies such as press releases and letters to service area high schools to promote county- and high school-graduate restricted scholarships in those counties and high schools.
11. Continue to incorporate the recommendations of the Integrated Marketing/Recruiting Plan as approved by the College Administration.
12. Contact area newspapers about a monthly Vernon College President's column.
13. Add a staff position **Advancement Specialist Assistant – Marketing/Recruiting** to: assist in daily social media functions. Post on Vernon College Facebook, Twitter, website blog, etc. and help keep up with the most up-to-date social media activities; send out student and Faculty/Staff information via student and employee email; process prospective student information collected by the Advancement Services – Recruiter into POISE; make calls to prospective students and answer questions from prospective students regarding educational opportunities at Vernon College; mail out requested Vernon College information to prospective students and community members; gather prospective student information from the service area and outlying area high schools; assist in scheduling, organizing and leading tours; serve as a constant available resource via email, telephone or social media.

Resources and Approximate \$:

1. **Institutional Improvement:** Crane West marketing firm for advertising, printing, social media advertising -- \$70,000; Maintain Vernon College give-away items -- \$20,000; Funds to support outside sponsorships -- \$5,000; Attend the NCMPR Regional and Annual Conferences, TACCM Annual Conference for the Coordinator of Marketing and Alumni Relations, Advancement Specialist – Recruiting, and Advancement Specialist Assistant– Marketing/Recruiting and TACRO for the Advancement Specialist - Recruiting -- \$7,000; Professional photographic services -- \$7,000; Publish the President's Annual Report -- \$7,500.
2. **Personnel:** Advancement Specialist Assistant– Marketing/Recruiting -- \$22,000 - \$28,000

Assessment Method/Date:

1. Maintain relation with Marketing Consultant by **August 31, 2016 and on-going.**
2. Annual website review by **August 31, 2016 and on-going.**
3. New hire in place by **August 31, 2016.**
4. President's Annual Report disseminated by **February 2016.**
5. Review procedures for maintaining the Vernon College website by **August 31, 2016 and ongoing.**
6. Increase social media marketing and students' emails throughout the year by **August 31, 2016.**

Results: In Progress

Assessment Data/Evidence:

- Continued the relationship with the College's marketing firm.
- Reviewed the College's website and maintenance procedures; recommended changes and enhancements as needed. The Athletics webpages underwent significant redesign.
- The proposed new position was not approved due to budget limitations.
- The President's Annual Report was disseminated through the Vernon College service area.
- The use of social media increased promoting such items as various College events and services and alumni outreach.

Use of Results for Improvement:

- Work will continue with Crane-West to enhance and brand Vernon College publications and social media sites.
- Work continues on developing best practices, policies and procedures to ensure that website is current and contains more information to keep the student informed.
- The President's Annual Report will continue publication.

Objective # 4: Continue to increase scholarship availability for Vernon College students.

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

Statement of Need: Financial difficulties can be a barrier to students which can result in not attending college, attending only part-time, unsuccessful completion of a degree or certificate program, or dropping out altogether. Therefore, a strong scholarship program aids both recruitment and retention efforts. Additionally a strong, dynamic scholarship program will aid in meeting the KPIA benchmarks: *At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2012-2013 and 2011-2012.* Since implementation of the STARS (Scholarship Tracking and On-Line Review System) On-Line Scholarship Applications for non-dual credit scholarships, applications have continued to increase: 177% in year 1; 197% in year 2; 217% in year 3; and 225% in year 4. This trend is projected to continue. There is also a need to provide information about other non-Vernon College/Vernon College Foundation scholarships that are open to our students to continue their college careers once they leave Vernon College. Furthermore, students must have an identified office to go to and identified person(s) to speak with for help with scholarship applications or more information. The 2013 SENSE Survey indicated that students do not feel that there is anyone identified at Vernon College than can assist them with scholarship questions." Question 18i – The College provided me with adequate information about financial assistance" and Question 18j – "A College staff member helped me determine whether I qualified for financial assistance." Since that time, this office has been addressing these deficiencies and has worked with more students and parents to assist with scholarship information each year. Additionally there is an increasing need for dual-credit scholarships for high school students within the College's service area.

Actions:

1. Continue to seek increased funding, in both the private and public sectors, for all College and Foundation current scholarships, including dual credit scholarships, and new scholarship opportunities.
2. Increase Alumni awareness of the need for scholarship funds through the Ex-Student E-Newsletter, Facebook page, Vernon College website and other social media and events leading to comprehensive alumni solicitations beginning in 2016-2017 with pilot solicitations to specific groups in 2015-2016.
3. Continue to utilize the STARS On-Line Scholarship Application to facilitate scholarship applications.
4. Continue to enhance the scholarship page on the Vernon College website with STARS information and its link as well as links to other outside scholarships that Vernon College students can apply for.

5. Continue the “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications: College, Foundation, and non-College/Foundation scholarships that are open to Vernon college students.
6. Participate in any informational webinars presented by scholarship funders to obtain the current information about their scholarship programs in order to better serve our students. Communicate the information to our students via email, social media and campus advertising.
7. Manage the Vernon College Foundation Catching the Future Dual Credit Scholarship Program and the Archer City ISD, Iowa Park CISD, Electra, Throckmorton, and WFISD College Connections Scholarship Programs.
8. With the Early College Start Coordinator work with other service area ISDs to promote the benefits of creating a College Connections Scholarship Program for their high school students. Also continue outreach to Home School Students.
9. Work with the Early College Start Coordinator and the Advancement Specialist - Recruiting to maintain contacts with high school counselors to distribute information about the Vernon College/Vernon College Foundation Scholarship Program.
10. Make presentations to area high schools to assist students with their STARS applications.
11. From September to December review STARS student application progress on a bi-weekly basis to determine which applications are incomplete. In January and February review student application progress on a weekly basis. With the Advancement Services Specialist, contact each student with an incomplete application to help them finish the application prior to the March 1 deadline.
12. Continue research to find other scholarship sources for our students and add to the STARS Scholarship page on the website.
13. Develop a scholarship marketing tool that provides the highlights of Vernon College/Vernon College Foundation Scholarships for distribution to area high schools and for use as a solicitation tool. Utilize targeted marketing strategies such as press releases and letters, in addition to a scholarship marketing tool, to service area high schools to promote county- and high school graduate – restricted scholarships in those counties and high schools.
14. Work with donors of building scholarships to achieve funding resolution.
15. Work with donors whose endowed scholarships reside in the College endowment to transfer those to the Foundation endowment to maximize earning potential.
16. Develop and present a transfer policy for approval to the Vernon College Board of Trustees for “orphan” scholarship funds in the College endowment pool.

Resources and Approximate \$:

1. **Institutional Improvement:** Scholarship marketing tool -- \$3,500
2. **Technology:** STARS Annual Software License Renewal -- \$8,500

Assessment Method/Date:

1. Scholarship page on College website updated and new scholarship information added by **August 31, 2016** and on-going.
2. STARS presentations to area high schools as requested and evidenced by appointments calendar by **August 31, 2016** and on-going.
3. Continue “one stop shop” scholarship office and track number of calls, emails, and face to face meetings from students requesting assistance with STARS or other scholarship applications by **August 31, 2016** and on-going.

4. STARS annual license renewed by **September 30, 2015**.
5. Scholarship marketing tool designed and implemented by **August 31, 2016** and number of targeted press releases and letters sent by **March 1, 2016**.
6. Increased funding for scholarships achieved by **August 31, 2016**.
7. Presentations to Vernon College student groups, as requested, about the availability of scholarships by **August 31, 2016**.
8. Chair the Vernon College Scholarship Committee in March-April and prepare annual report by **August 31, 2016**.
9. Building scholarships resolved by **August 31, 2016 and on-going**.
10. Transfer policy developed and approved by **December 2015**.

Results: In Progress

Assessment Data/Evidence:

- One new scholarship was added to the College Scholarship webpage.
- The Advancement Specialist – Recruiting included information about the online Scholarship Application presentations.
- Institutional Advancement continued to serve as the “one stop shop” scholarship office and fielded a dozen telephone calls, answered approximately 15 – 20 emails, and held 6 face-to-face meetings with students and parents about the scholarships process and assisted in completing the scholarship application.
- A total of 1,802 scholarship applications were received for 2015-2016; this resulted in 1,118 scholarship offers, of which 979 offers were accepted and 942 scholarships (or 84% of offers) were actually used.
- The license was renewed; however, STARS was renamed to a new scholarship product AwardSpring.
- Due to budget limitations a scholarship marketing tool was not implemented.
- Targeted press releases and letters were not sent out because the information was distributed through presentations.
- With the addition of new scholarships and increased earnings generated from the scholarship held by the Vernon College Foundation, as well as an increase in donations to some scholarships, increased funding for scholarships was achieved.
- The Scholarship Committee met in April 2016; minutes are posted on the Committee web page.
- Work on building scholarships and transfer policy development is on-going.

Use of Results for Improvement:

- The Scholarship webpage will continue to be maintained and updated with new information.
- Information will be given to the Coordinator of Recruiting in the Admissions Office about scholarship opportunities for used in presentations.
- Continue to serve as a “one stop shop” scholarship office and assist those seeking information about scholarship availability or requiring assisting to complete the online scholarship application.
- The AwardSpring Online Scholarship Application is still in the building process and was very difficult for students to use. Therefore, the College accepted the recommendation to move to AcademicWorks a more mature and robust online scholarship application. This will be fully implemented in the fall of 2016.
- A separate scholarship marketing tool is still in the planning stages.

- Work with the Coordinator of Marketing and Community Relations to develop targeted press releases and other information via social media to inform current and prospective students about general and restricted scholarship opportunities.
- Staff continues to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to non-participating high schools. One new area ISD joined the College Connections program in 2015-2016.
- Continue to find sources for increased donations for existing scholarships, complete building scholarships, and work with donors to create new scholarships. As the department becomes aware of other scholarship opportunities that might be available to Vernon College students, that information will be emailed to students and posted on the Vernon College Facebook page.

President/Effectiveness

Objective #1: The College will support process review and recommendations for change of fundraising activities to enhance external funding.
Responsibility: President
Statement of Need: Enhanced scholarship opportunities through fundraising and capital projects; to target the Key Performance Indicators of Accountability benchmarks for Percent of 12 County Service Area High School Graduates who go to College, and Financial Aid
Actions: 1. Direct review of fund raising activities
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Philanthropic reports, departmental recommendations, institutional scholarship dollars awarded Date: July 1
Results: In Progress
Assessment Data/Evidence: 1. The 2015-2016 review of fund raising activities was conducted as an internal administrative review led by Dr. Johnston.
Use of Results for Improvement: 1. Coordination of task force continues as an action in future planning.

Objective #2: The College will support efforts to strengthen alumni relations.
Responsibility: President
Statement of Need: To ensure effective and efficient Institutional Advancement results
Actions: 1. Support alumni newsletter and meetings 2. Encourage participation of alumni through personal contact
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by newsletters, agendas, minutes and meeting notes Date: Ongoing annual review with summation by July 1
Results: Achieved

Assessment Data/Evidence:

- Note that 55% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree and 35% undecided/unknown that *VC provides former students with opportunities to maintain a strong connection to the College.*
- 1. -2. Development of Alumni Newsletter process, personal contact through alumni volleyball and softball games, encouragement of alumni participation during commencement, graduation, and honors ceremonies, President's Annual Report distributed Spring 2016, increased opportunities for contact with alumni through enhanced use of software.

Use of Results for Improvement:

1. -2. Continue to enhance processes for additional alumni contact.

Objective #3: The College will ensure focus on external fund raising through support of personnel, processes, and technology.

Responsibility: President

Statement of Need: As evidenced by Annual Action Plan

Actions:

1. Ensure appropriate software updates
2. Review external fund raising processes

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

Assessment Method/Date: As evidenced through budget, gift income recorded and segmented mailings **Date:** July 1

Results: In Progress

Assessment Data/Evidence:

1. Software reviewed, along with software updates, by Institutional Advancement and deemed successful to assist with fund raising efforts.
2. Processes and personnel review accomplished through internal review led by Director of Institutional Advancement as prompted by changes in personnel and revision of job descriptions.
Application completed and award notification for Title III, Strengthening Institutions Program Grant.

Use of Results for Improvement:

1. -2. Ongoing oversight and review of software, fund raising processes, and personnel will continue through Institutional Advancement with oversight by President. Additional grant opportunities will also be researched as a continuing practice.

Priority Initiative #9:**Ensure institutional accountability through effective strategic planning and assessment processes.****Admissions, Records and Financial Aid****Objective #1 :** Use SENSE and CCSSE data to increase survey driven scores for Admissions and Records Office**Responsibility:** Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records**Statement of Need:** Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes for improvement**Actions:**

1. Review CCSSE and SENSE data to identify high performing schools in Admissions. Review those high performing schools processes, policies, procedures, practices, and programs
2. Continued improvement to the registration process
3. Review CCSSE and SENSE data to identify high performing schools in Records and Registration areas. Review those high performing schools processes, policies, procedures, practices, and programs
4. Analyze outsourcing of transcript request and processing services (Credentials Solutions) for service improvement and accessibility
5. Analyze use of "Live Forms" software for use in Admissions and records Office for service improvement

Resources and Approximate \$: Institutional Improvement: Costs for "Live Forms" and transcript outsourcing ????**Assessment Method/Date:** Review completed upon completion of surveys and receipt of results / CCSSE August and SENSE April**Results:** **Achieved****Assessment Data/Evidence:**

CCSSE rankings of "Custom Question", "How satisfied are you with your college's process for getting admitted into college?" declined slightly from 91.2% satisfied or very satisfied in 2013 to 89.5% for the 2015. This represents a 1.9% decrease in satisfaction per Director of Quality Enhancement's excel spreadsheet. Our next CCSSE survey results will be available in Spring 2017. SENSE results for question, "The very first time I came to this college I felt welcome" show an increase for 2015 to 4.05 from 3.98 in 2013 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). Additional research is needed before a decision is made on outsourcing transcript requests. The development of various "Live Forms" is currently in progress.

Use of Results for Improvement:

Continue monitoring admission processes and practices for improvement opportunities.

Objective #2 : Compliance with SACS COC Comprehensive Standard 3.4 All Educational Programs 3.4.3**Responsibility:** Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records**Statement of Need:** The institution publishes admissions policies that are consistent with its mission. (Admissions Policies) (3,.4.3)

Actions:	
1. Review Admissions Policies annually with VC Admissions Committee for consistency with the College mission	
Resources and Approximate \$: Institutional Improvement	
Assessment Method/Date: Admission Committee meeting minutes	Date: March
Results: Achieved	
Assessment Data/Evidence:	
Minutes of Admission Committee indicate faculty and staff believe admissions policies are consistent with the College mission.	
Use of Results for Improvement:	
Continue with objective to monitor for SASC COC compliance purposes.	

Objective #3 : Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.2	
Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records	
Statement of Need: The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. (Student records) (3.9.2)	
Actions:	
1. Monitor student record access allowed through the College's software system and compliance with FERPA	
Resources and Approximate \$: Institutional Improvement	
Assessment Method/Date: Annual email communication with IT POISE administrator	Date: March
Results: Achieved	
Assessment Data/Evidence:	
Access to student records is reviewed on an annual basis through a list provided by Institutional Support Specialist (Jim Binion). System backups are done remotely to secure servers by Jenzabar Tulsa on a nightly basis. All Admissions, Records, and Financial Aid staff are made aware of FERPA guidelines and sign a "FERPA Agreement" acknowledging their understanding when employed.	
Use of Results for Improvement:	
Continue with objective to monitor for SASC COC compliance purposes.	

Objective #4 : Use SENSE and CCSSE data to increase survey driven scores for Financial Aid	
Responsibility: Director of Financial Aid	
Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes	
Actions:	
1. Review CCSSE and SENSE data to identify high performing schools in Financial Aid areas. Review those high performing schools processes, policies, procedures, practices, and programs	
Resources and Approximate \$: Institutional Improvement	

Assessment Method/Date: Review completed upon completion of surveys and receipt of results CCSSE Aug / SENSE April
Results: Not Achieved Assessment Data/Evidence: CCSSE question, "How much does this college emphasize providing the financial support you need to afford your education?" declined slightly from 56.4% (Quite a Bit/Very Much) in 2013 to 53.4% for the 2015. This represents a 5.3% decrease per Director of Quality Enhancement's excel spreadsheet. New CCSSE survey results will be available for comparison in Spring 2017. Use of Results for Improvement: Continue monitoring financial aid processes and practices for improvement opportunities. Include financial aid letter with each admission applicant's permit which emphasizes the availability of aid dollars and accessibility. Attendance at each New Student Orientation and "Chaps Express". Make financial aid information brochure available at each Student Services Office and CSA Center.
Objective #5 : Compliance with SACS COC Section 4: Federal Requirements 4.7
Responsibility: Dean of Admissions and Financial Aid/Registrar and Director of Financial Aid
Statement of Need: The institution must stay in compliance with its program responsibilities under Title IV of the most recent <i>Higher Education</i> Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities) (SACS 4.7) Staff development through professional financial aid organizations and conferences to achieve compliance
Actions: 1. Attend annual DOE conference and other professional development opportunities
Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$2,000
Assessment Method/Date: Unqualified audit with no management letter notations or findings / January
Results: Achieved Assessment Data/Evidence: Melissa Elliott, Director of Financial Aid, Aletha Newman, Student Loan Coordinator, and Crystal Wells, Financial Aid Processor, all attended the annual DOE conference in Las Vegas, Nevada during December 2015. An Unqualified audit was received for the fiscal year with no management letters for financial aid processes. Use of Results for Improvement: Continue to plan and budget for professional development opportunities to meet SACS COC compliance.

Instructional Services

Objective # 1: Continue to refine processes and methods for assessing the core objectives (general education outcomes) associated with the newly implemented THECB mandated core curriculum.
Responsibility: Dean of Instructional Services, Division Chairs, Core Objective Assessment Subcommittee of Academic Council

Statement of Need: THECB and SACSCOC requirement**Actions:**

1. Continue with the development and/or refinement of signature assignments in all core courses which can serve as valid student artifacts for the assessment of associated core objectives.
2. General Education Subcommittee of Academic Council to work with faculty to identify appropriate LEAP rubrics (in their original form or as modified) for use in the assessment of each THECB identified core objective.
3. Continue to refine process for random sampling of student artifacts with which to assess attainment of core objectives. Consideration to be given to establishing cohort groups which will allow for “value-added” comparisons over time.

Resources and Approximate \$: 5,000 – Personnel (Salaries Other)**Assessment Method:** Publication of results presented to Academic Council and College Effectiveness committees.**Date:** August 1, 2015**Results:** **Achieved** **In Progress****Assessment Data/Evidence:**

Extensive progress in the attainment of this objective continued in 2015-16 as evidenced by:

- Faculty teams successfully assessed student attainment of Critical Thinking (Fall 2015), Communication (Spring 2016) and Social Responsibility (Summer 2016) using both LEAP rubrics and modified versions of those rubrics. Rubrics were selected and refined/modified by faculty to align with learner objectives and were subsequently reviewed by the Coordinator for the Assessment of Student Learning along with Division Chairs. The Core Objective Assessment subcommittee identified the next rotation of assessment for the six core objectives with each objective assigned a semester (fall, spring and summer). This rotation will continue to result in a 2 year cycle, providing 2 sets of data points every 5 years and aligning with data needs for THECB and SACSCOC reporting and the documentation of Institutional Effectiveness (*SACSCOC C.S 3.3.1.1 Institutional Effectiveness – Educational programs, including student learning outcomes*) and corresponding improvement efforts.
- The sampling process was refined after the first round of assessment. The sampling method used provides a random, yet representative sample of student artifacts to be used in assessing the level of student attainment of the state mandated Core Objectives. The sampling frame consisted of all students enrolled in a course which is part of the core curriculum and a targeted sample size of 10% of the population was selected. The sampling design employed is a multi-stage stratified random sample with the sampling frame split into strata over several stages. This stratified design allows for the target population to be classified by various criteria ensuring a representative sample across those criteria. The initial stratification is based on cumulative hours earned at Vernon College (4 categories: 0-15 SCH, 16-30 SCH, 31-45 SCH, >45 SCH). In the second stage, the initial four strata are then categorized by individual instructor. The final two stratifications are applied at the course level (if applicable) and are formed based on modality: Face-to-Face, ITV, or online/hybrid courses and location: Vernon, Century City Center, or high school. A random sample of students is then taken from the final stage criteria using a random number generator.
- Core Objective assessment results were presented to faculty, the Academic Council, and the College Effectiveness committee. A synopsis of these results is as follows:

- Fall 2015 – Critical Thinking: 190 common assignments, using either the *Critical Thinking* or *Problem Solving* LEAP rubrics, were assessed by four (4) 3-person (faculty) assessment teams. The overall weighted average was 0.59 as compared to the institutionally selected benchmark of 1.5
- Spring 2016 – Communication: 234 common assignments using modified versions of the *Communication* LEAP Rubric were assessed by four (4) 3-person (faculty) assessment teams. The overall weighted average was 1.04 as compared to the institutionally selected benchmark of 1.5
- Summer 2016 – Social Responsibility: 52 common assignments using either the *Inquiry & Analysis* or *Intercultural Knowledge* LEAP rubrics were assessed by two (2) 3-person (faculty) assessment teams. The overall weighted average was 1.21 as compared to the institutionally selected benchmark of 1.5

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty. Division chairs and the Coordinator for the Assessment of Student Learning have met with discipline faculty to address perceived shortcomings indicated by the results and departmental responses have been drafted by discipline faculty. Improvements in course content and pedagogical delivery of content have been the focus of these responses with the goal of increasing student attainment of core objectives. Refinements of common assignments along with the revision of rubrics used to assess these assignments have also been made based on the assessment results. Improvement efforts will continue to be documented by individual faculty on the End of Semester Course Review each semester.

Objective #2 : Continue to enhance Program & Discipline Evaluation instruments and Institutional Effectiveness plans

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Director of Institutional Effectiveness, Division Chairs, Directors, and Coordinators.

Statement of Need: Institutional Effectiveness, THECB, and SACSCOC requirements

Actions:

1. Review Program & Discipline Evaluation instruments and Institutional Effectiveness plans and revise as needed.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Presentation of evaluations & plans to College Effectiveness committee

Date: March 1, 2016

Results: **Achieved**

Assessment Data/Evidence:

The instruments and processes associated with Program/Discipline Evaluation & Review and Institutional Effectiveness Plans were reviewed with improvements made in the following areas:

- Program/Discipline Evaluation instruments were revised to include the addition of tables for the reporting of data in several areas.
- The use of *OneDrive* for both the submission and evaluation processes associated with Program/Discipline Evaluation & Review.

- Institutional Effectiveness Plans were reviewed by the respective authors in conjunction with the Director of Institutional Effectiveness and Dean of Instructional Services and improvements made in the development and assessment of outcomes as well as to the provision of supporting documentation.

Use of Results for Improvement:

The addition of tables to the Program/Discipline Evaluation instrument for the reporting of data served to help standardize the instrument and resulted in greater uniformity of formatting for program/discipline responses which resulted in a more uniform and efficient evaluation process. The use of *OneDrive* provided a single point of access to the Program/Discipline Evaluation instrument and all supporting documentation to both the authors and the evaluators which resulted in more accurate submissions and greater ease of editing and providing constructive feedback. Institutional Effectiveness plans must continue to evolve to meet the needs of the institution in documenting and institutional effectiveness and improvement.

Objective #3: Continue to review and revise CTE program level outcomes and assess the extent to which these outcomes are achieved.

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

Statement of Need: Institutional, THECB, and SACSCOC requirement

Actions:

1. Report results on an annual basis to Advisory Committees
2. Incorporate the documentation of results within the Program Evaluation Instrument

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Advisory Committee Minutes, Program Evaluation Instrument

Date: August 1, 2016

Results: **Achieved** **In Progress**

Assessment Data/Evidence:

The *Format for Review and Assessment of Instructional Programs* instrument was revised during the 2015-16 academic year to provide documentation of:

- the mapping of Program Outcomes to General Education Outcomes (Core Objectives)
- the relationship between Course Level Outcomes and Program Outcomes
- Assessment methods and results regarding student attainment of Program Outcomes.

Additionally, mandatory reporting of Program Outcome assessment results to Program Advisory Committees was initiated.

Use of Results for Improvement:

Student attainment of Program Outcomes will continue to be the focus of all CTE programs at Vernon College. Processes are in place to ensure:

- Program outcomes are reviewed annually by program faculty and Program Advisory Committees in order to ensure industry/workplace relevancy.
- Assessment methods provide reliable and industry/workplace accepted measures of student achievement.
- Assessment results are reviewed annually and used for curricular/program improvement.

Office of the President

Human Resources

Objective #1 : Review/update policies in Employee Handbook.
Responsibility: HR Director and Employee Handbook Committee
Statement of Need: to ensure ongoing compliance with state/federal rules and regulations, benefits updates, and policies and procedures
Actions: <ol style="list-style-type: none"> 1. Employee Handbook Committee will review for policies that need to be updated or amended on an annual basis through committee meetings and follow up. 2. Policies will be researched. 3. Update/amend policies. 4. Seek appropriate approvals. 5. Employee Handbook updated online. 6. Employee Notifications sent out via email.
Resources and Approximate \$: Institutional Improvement
Assessment Method/Date: Updated Employee Handbook online by August 2016
Results: Achieved Assessment Data/Evidence: <p>The Vernon College Employee Handbook was reviewed, updated and changed by the Employee Handbook Committee throughout the 15-16 academic year. Agendas, minutes and reports for the Employee Handbook Committee are posted on the College Effectiveness webpage under the Committee link. The Employee Handbook Committee approved the final document on July 8, 2016. The Vernon College Board of Trustees approved the 16-17 Employee Handbook on July 20, 2016 as documented in the Board of Trustees minutes for this same date.</p> Use of Results for Improvement: <p>The 16-17 Employee Handbook was sent out through SafeColleges online training for mandatory employee review beginning September 1, 2016. It was also placed under the Policy Manual and Handbooks link on the Human Resource webpage.</p>

Institutional Advancement

Objective #1 : Review and update as necessary recruiting, communications, marketing and Institutional Advancement policies and procedures
Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation, Coordinator of Marketing and Alumni Relations, Advancement Specialist - Recruiting
Statement of Need: All Departmental policies and procedures should be reviewed annually to ensure compliance with accrediting agency and governing rules and regulations.
Actions: <ol style="list-style-type: none"> 1. Conduct an annual review of recruiting, communications, marketing and Institutional Advancement policies and procedures.

2. Update any policies to reflect rules changes issued by accrediting agency and/or other governing rules and regulations. 3. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented, to ensure cohesiveness, develop and share best practices for the site, and recommend use policies and guidelines.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Date: 1. Annual reviews and updates, if needed, completed by August 31, 2016.
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> In January 2016, recruiting functions were moved to the Admissions and Records Office. Additional assessments related to recruiting are now in that office. Accrediting Agency as well as other rules/policies issued by federal agencies that pertain to grant processes are reviewed regularly. Regular review of the Vernon College website is ongoing. Use of Results for Improvement: <ul style="list-style-type: none"> Continue reviews of rules and policies which could affect Institutional Advancement operations.

President/Effectiveness

Objective #1: The College will annually review mission documents with the Board of Trustees, administration, faculty and staff to ensure the organization's commitments are clearly defined.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACS COC compliance criteria and to ensure that all stakeholders have a clear understanding
Actions: 1. To annually review mission documents in meetings
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced agendas, minutes and meeting notes Date: December 2013
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> The College Effectiveness Committee (September 2015) and Board of Trustees (October 2015) reviewed and approved the Vernon College Mission as evidenced in meeting agendas and minutes. Use of Results for Improvement: <ol style="list-style-type: none"> Review of the Vernon College Mission is included in the Annual Planning Calendar.
Objective #2: The College will update and adhere to KPIA benchmarks, an assessment activity calendar, planning calendar and budget cycle to ensure institutional accountability
Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To ensure data driven, effective and efficient decision making; to target KPIA benchmark Budget Revenue and Expenditure
Actions: <ol style="list-style-type: none"> 1. Monitor, update and ensure the adherence to assessment, planning and budgeting cycle calendars 2. Review and update KPIA data and benchmarks
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by calendars and their completion, Key Performance Indicators of Accountability, Annual Action Plans and the operating budget Date: Ongoing annual review with summation by July 1
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. 2015-2016 calendars and activities/actions were reviewed, approved and monitored by the College Effectiveness Committee as well as appropriate committees (e.g. SSBTN) and the Board of Trustees, KPIAs were updated and shared with the SSBTN and College Effectiveness Committees as well as the Board of Trustees (Student Success Data Fact), President's Monthly News, Vernon College Data email group and on the website. Use of Results for Improvement: <ol style="list-style-type: none"> 1. Review and approval of calendars are included on the Annual Planning Calendar as part of standard operating procedure. KPIAs review, updates and sharing of data will continue as standard operating procedure.

Objective #3: The College will continually scan the local, regional, state and national trends and environments to realistically prepare for a future shaped by societal and economic trends.
Responsibility: President
Statement of Need: All employees need to be informed of future needs
Actions: <ol style="list-style-type: none"> 1. Participate in local and regional focus groups 2. Participate in state and national conferences 3. Budget for journals and newspapers
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced through participation in focus groups, conferences and component Annual Action Plans and budgets Date: Ongoing annual review with summation by July 1
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> - Note that 74% of respondents to the Vernon College Effectiveness Questionnaire administered in August 2016 strongly agree/agree that <i>VC is highly responsive and adaptive to meeting the changing needs of the external college community or environment.</i> <ol style="list-style-type: none"> 1. -3. Participation in meetings and conferences with Wichita Falls Economic Development Task Force, NORTEX (quarterly), TACC, THECB (to discuss student success and statewide enrollment trends), instructional services program advisory groups, Vernon Economic Development

Ally Group, Wichita Falls Chamber of Commerce and Industry Executive Board (quarterly), community civic groups (annual), SACSCOC, and SSBTN. Ongoing review of CCSSE, SENSE data for consortium and national trends as well as benchmark comparisons. Journal and Newspaper subscriptions as evidenced in budget. Also use of Google Alert and other web related features to monitor the most current societal and economic information/trends. Annual subscriptions to educational journals and area newspapers.

Use of Results for Improvement:

1. -. 3 Monitoring local to national societal and economic trends will continue to be standard operating procedure to ensure a culture of research informed decision making is maintained.

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

Responsibility: President and Director of Institutional Effectiveness

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

Actions:

1. Distribute institutional accountability report
2. Distribute President's Annual Report
3. Conduct review and update of the strategic planning process and document
4. Update software technology to facilitate college wide planning, program review and assessment

Resources and Approximate \$: Institutional Improvement: \$10,000 for production of reports

Assessment Method/Date: Development of reports by July 1 and update of strategic plan document, software recommendation by August 1

Results: **Achieved**

Assessment Data/Evidence:

1. The Vernon College 2014-2015 Annual Action Plan and Institutional Effectiveness Plan Final Summaries along with ongoing updates to Key Performance Indicators of Accountability served as accountability reports.
2. Distribution of the President's Annual Report in Spring 2016.
3. Strategic plan components as part of the annual Planning Calendar review by the College Effectiveness Committee and Board of Trustees as evidenced in meeting agendas and minutes.
4. Updates to software technology to facilitate college wide planning, program review and assessment process began through award of Title III, Strengthening Institutions Program.

Use of Results for Improvement:

1. -4. All actions as well as the annual Planning Calendar will continue as standard operating procedures. Additional accountability measures will be identified through implementation of Dynamics GP and U4SM.

Objective #5: The College will complete an institutional self-study to ensure ongoing SACS COC compliance in preparation for the SACSCOC 10 year report
Responsibility: President, Director of Institutional Effectiveness and Administrative Team
Statement of Need: To meet expected SACS COC compliance criteria which requires a 10 year compliance report; periodic institutional self-studies will assist in ensuring ongoing documentation of compliance
Actions: <ol style="list-style-type: none"> 1. Review SACS COC compliance criteria and update policies, practices, processes and procedures as necessary 2. Utilize software technology to increase efficiency of completion and submission of SACS COC reports
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Completion of institutional self-study by August 1
Results: In Progress Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Development of the SACSCOC Compliance Certification Matrix for Responsibilities and Deadlines. The matrix included writing times and primary writers for each of the SACSCOC criteria. 2. Utilization of a shared drive for SACSCOC draft narratives as well as the Compliance Assist software. Use of Results for Improvement: <ol style="list-style-type: none"> 1. -2. Continue to follow process and deadlines as documented in the matrix to ensure oversight and completion of SACSCOC requirements in a timely manner.

Objective #6: The College will review and update the responsibilities and members of standing committees.
Responsibility: President and Administrative Team
Statement of Need: To ensure appropriate, effective and efficient representation and charge to committees for the entire strategic planning and assessment process
Actions: <ol style="list-style-type: none"> 1. Review and update standing committee membership, purpose and responsibilities
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Revised standing committees by July 1
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Process evidenced by 2015-2016 Governance thru Committee responsibilities document and membership list as posted on website. Use of Results for Improvement: <ol style="list-style-type: none"> 1. Annual review is necessary to ensure all committee responsibilities are appropriate to fulfill the College Mission and the membership list includes current and college wide representation.

Objective #7: The College will register for membership of the American Association of Community College Volunteer Framework of Accountability (VFA).
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To participate in and utilize data from a recognized benchmark data related process
Actions: <ol style="list-style-type: none"> 1. Participate in data entry for the VFA 2. Participate in VFA related conference and webinars
Resources and Approximate \$: Institutional Improvement, estimated \$2000 membership dues and \$2000 travel
Assessment Method/Date: Revised standing committees by July 1
Results: Not Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. – 2. Actions not achieved. Use of Results for Improvement: <ol style="list-style-type: none"> 1. – 2. Continue as a goal for 2016-2017.

Quality Enhancement – Division of Institutional Effectiveness

Objective #1: Administer, analyze, and share information for assessments to be used for benchmarking and comparability purposes.
Responsibility: Criquett Lehman, Director of Quality Enhancement
Statement of Need: As originally outlined and directed in the Quality Enhancement Plan document and for use during the identification of a topic for the second Quality Enhancement Plan. Key Performance Indicators of Accountability (KPIA) assessment information needed for institutional accountability.
Actions: <ol style="list-style-type: none"> 1. Administer the Survey of Entering Student Engagement (SENSE). Analyze the SENSE data and information to prepare and present results and findings. 2. Distribute the results and findings from the Survey of Entering Student Engagement (SENSE), CCSSE (Community College Survey of Student Engagement), and CCFSSSE (Community College Faculty Survey of Student Engagement) to faculty and staff through email, professional development meetings, and Blackboard. 3. Distribute the results and findings from the SENSE, CCSSE, and CCFSSSE to students through email, student organization or focus group meetings, and campus TV monitors. 4. Distribute the results and findings from other assessments; such as QERI Survey, Technology Committee Feasibility Reviews, and Professional Development; as needed.
Resources and Approximate \$: Institutional Improvement: Funding for SENSE Survey: \$ 5,550 (Base Fee) - \$1,110 (20% package discount) TOTAL: \$4,440

Assessment Method/Date:

1. Survey administration completion. September 2015 Survey results for SENSE shared with each component of the college by May 2016 (& Fall 2016) - dates, agendas, and participation.
2. Dates, agendas, and participation. July 2016

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

- The Survey of Entering Student Engagement (SENSE) was administered September 14-25, 2015 and was shared with the college during the August 15, 2016 Fall Semester Kickoff. Data was also shared with the Integrated Marketing/Recruiting Committee on April 15, 2016 and the VC Foundation Board on April 21, 2016.
- Data facts for both SENSE and CCSSE (Community College Survey of Student Engagement) were sent via email on a weekly basis to all faculty and staff and presented to students on TV Monitors at all locations on a weekly basis.

Use of Results for Improvement:

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

Student Services

Objective #1 : Confirm division wide participation and review of assessment processes and expand strategic planning through review of these materials
Responsibility: Dean of Student Services; Associate Dean of Student Services

Statement of Need: Student Services will annually review the Student Services portions of the SENSE and CCSSE as well as our own internal surveys to verify we are asking valid questions as well as measure responses and assure continuation or improvement services provided. Student Services will publish the results of these surveys to Student Services staff to help staff continue to focus on areas that may need improvement, options for changes in the assessment process and stimulate ideas for strategic planning. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.

Actions:

1. Maintain a Student Services record of all assessments used to monitor student services
2. Send a yearly summary of the assessments for student services to all Student Services staff and ask for feedback

Resources and Approximate \$: Institutional Improvement - staff time
Assessment Method/Date: emailed summary sent to all Student Services staff

Date: June 19, 2015
Results: Achieved**Assessment Data/Evidence:**

The Division of Student Services continues to monitor both internal and external surveys such as SENSE or CCSSEE. Examples of internal surveys include: NSO, Chap Express, End of Year Testing Report, Student Activities, Housing and Food Service, and Academic Coaching. Each survey is reviewed annually and disseminated to Student Services staff for input.

Use of Results for Improvement:

Student Services continues to highly value in the opinion of our internal and external customers.

Objective #2: Obtain student feedback in areas of Student Services that have direct student contact.

Responsibility: Dean of Student Services/Athletic Director; Associate Dean of Student Services; Assistant Athletic Director

Statement of Need: All departments within Student Services who have direct student contact are reviewed by students either through the SENSE, CCSSE or internal surveys. At this time there is no opportunity for students to give anonymous feedback on coaching staff. By developing a brief, valid, and anonymous survey students will be able to give feedback related directly to coaching interactions with students. The results of this feedback can be reviewed for use in annual planning, personnel reviews, and the Institutional Effectiveness Planning process. This adheres to our compliance with SACSCOC criteria CR 2.10 and the role of Student Support Services.

Actions:

1. Create simple, valid, anonymous surveys relating strictly to coaching staff for each athletic team.
2. Have each team member complete a survey.
3. Review each survey with coaching staff.

Resources and Approximate \$: Institutional Improvement - time, continuation of survey monkey contract

Assessment Method/Date: completion of surveys, review of data with IEP's **Date:** March 1, 2016

Results: Achieved Not Achieved In Progress

Assessment Data/Evidence:

Use of Results for Improvement: