

Vernon College

2017-2018

Institutional Effectiveness Plans

Final Summary

July 2018

Approved by the College Effectiveness Committee _____

Approved by the Board of Trustees _____

Administrative Services

Department/Program: Book Stores

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

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

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

Assessments used to measure expected outcomes:

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

Submitted by: Garry David, Dean of Administrative Services

Date: 06.28.2017

End of Year Summary Report

Location of Assessments:

The complete audit report will be available on the Vernon College website as well as through the Texas Higher Education Coordinating Board, Legislative Budget Board, and numerous other State and Federal agencies. It is also available in the Business Office upon request.

The bookstore profit and loss statement is an internal document. It is available in the business office upon request.

Dissemination/Discussion of Assessments:

The annual audit will be completed and reviewed with the Board of Trustees in mid-December. Copies are also sent to Texas Higher Education Coordinating Board, Legislative Budget Board and the Governor's Office as well as the Federal Audit Clearinghouse. The bookstore profit and loss statement is prepared by the Dean of Administrative Services and reviewed with the Director of Bookstores.

Assessment Results:

The audit will be performed September thru November and the results will be reviewed with the Board of Trustees at their December meeting. (EO 1)

The bookstore profit and loss statement will be prepared in conjunction with the annual audit. It will be reviewed with bookstore management at that time. (EO 2)

Use of Results for improvement of expected outcomes:

Any deficiencies or recommendations as a result of the audit will be discussed with Bookstore personnel and the administration team at that time.

The audit report for the 2016/2017 school year, which was completed December 4, 2017, was once again a "clean" report with no findings or questioned costs. The tests of inventory and purchases performed during the 2016/2017 audit did not reveal any issues with bookstore operations.

A comparison (performed in the fall of 2017 as a part of the 2016-2017 audit) of the bookstore profit and loss statement for 2016-2017 to the same statement for 2015-2016, revealed that the gross profit percentage of the Vernon bookstore decreased from 42.89% in 2015-2016 to 29.19% in 2016-2017 which is more in line with expectations. The Vernon bookstore had a gross profit of 28.99% for 2014-2015.

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

Submitted by: Garry David, Dean of Administrative Services

Date: 07.02.2018

Department/Program: Business Office

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

Providing budgetary and fiscal review and oversight.

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

1. All revenues and expenditures will be processed and recorded according to approved policies and procedures. (PG 1 and 2)
2. Clean audit report with no findings or questioned costs and no management letter comments. (PG 1)
3. Actual revenues and expenses will fall within budgeted guidelines. (PG 2)

Assessments used to measure expected outcomes:

1. The annual financial audit will include tests of internal controls and tests of transactions to ensure that all transactions are processed in accordance with established policies and procedures and College assets are being properly safeguarded. (EO 1 and 2)
2. Interim financial statements are reviewed with the Board of Trustees on a monthly basis and operating adjustments are made as deemed necessary to stay within budget constraints. (EO 3)

Submitted by: Garry David, Dean of Administrative Services

Date: 06.28.2017

End of Year Summary Report

Location of Assessments:

The complete audit report will be available on the Vernon College website as well as through the Texas Higher Education Coordinating Board, Legislative Budget Board and numerous other State and Federal agencies. It is also available in the business office upon request.

Interim financial statements are available in the business office. They are also posted to the college web site quarterly.

Dissemination/Discussion of Assessments:

The annual audit will be completed and reviewed with the Board of Trustees in mid-December. Copies are also sent to the Texas Higher Education Coordinating Board, Legislative Budget Board and the Governor's Office as well as the Federal Audit Clearinghouse.

Interim financial statements are reviewed with VC management and the Board of Trustees every month.

Assessment Results:

The annual financial audit will be performed in September and October 2018. (EO 1)

Monthly reviews of the interim financial statements are giving the Board of Trustees and college administration early indication that revenues will meet or exceed budgeted amounts. (EO 2)

Use of Results for improvement of expected outcomes:

The audit report will be reviewed with the Board of Trustees at their December meeting. Any findings or questioned costs will be discussed with them at that time and any necessary changes will be made.

The positive indications from the interim financial statements allow college administration to move forward with projects that are purposely held until the latter part of the fiscal year to ensure the overall budget is not exceeded.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Because these assessments are completed after the deadline for submitting the Annual Action Plan and Institutional Effectiveness Plan, they are not included in either plan. However, any findings or recommendations resulting from the audit are immediately addressed.

Submitted by: Garry David, Dean of Administrative Services

Date: 07.02.2018

Department/Program: Information Technology

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

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

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

Assessments used to measure expected outcomes:

1. IT Strategic Plan - The goal of the IT Strategic Planning process is to develop a comprehensive plan that will help both to enhance and to coordinate the IT resources and activities of the entire campus. This document is intended to be a work in progress. It shall from time to time be reviewed and updated. It is intended to give a current view of the status of Information Technology at Vernon College. It will also state an overall direction in terms of core philosophies and list current budgeted projects. (EO 1)
2. IT Management Support Metrics - Data to support Faculty/Staff user support requests as well as student email/Canvas/POISE/Website support email requests. (EO 2)

3. Vernon College IT Budget – Detailed IT Budget that includes standard hardware replenishment for faculty/staff/labs as well as network server replenishment. (EO 3)

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

Date: 07.18.2017

End of Year Summary Report

Location of Assessments:

Copies of the IT Strategic Plan, VC IT Budget, Hardware Replenishment List, and the IT Management Support Metrics for the 2017/2018 reside with Run Business Solutions and are available upon request.

Dissemination/Discussion of Assessments:

The Annual Action Plan, VC IT Budget, and the Replenishment schedule/list is reviewed annually with the President and the Dean of Administrative Services.

Assessment Results:

1. IT Strategic Plan – Reviewed by vCIO: David Tittle and Network Engineer: Toby Giddens. No changes were made.
2. IT Management Support Metrics:
 - 139,518 – Proactive Support (Monitoring, Backup, Updates, Patches, Security)
 - 1,809 - Support Requests from Faculty and Students
 - 129 - Web/Dev
3. Vernon College IT Budget - All budget items that have been deemed priority have been filled. Less urgent budget items are addressed as the budget allows.

Use of Results for improvement of expected outcomes:

1. IT Strategic Plan –
 - Added additional technical talent to our team by adding three helpdesk technicians, two depot technicians, and one support engineer. The additional resources have improved response times for service requests.
 - Established a role of vCIO that improves visibility and engagement in strategic planning, budgeting, replenishment, and issue escalations.
 - Implemented documentation solution: IT Glue is a living breathing documentation repository so that engineers can share information about your company quickly and efficiently. This increases resolution time.
2. IT Management Support Metrics -
 - Established a “Win the Day” Service Approach. Revamped our service strategy to maximize the daily effectiveness of our support staff and tools. Resulting in better communication and faster resolution times.

- Implemented LogicMonitor. This improved monitoring and alerting with insight that is more detailed. More automated actions for immediate resolution.
- Streamlined after hours emergency support processes cutting response times in half.

3. Vernon College IT Budget –

- Identified critical issues or needs that directly affect the network infrastructure were given priority in the budget process.
- To improve cost effectiveness, we replaced current Meraki wireless infrastructure with better performing Ubiquiti access points. This resulted in improved wireless coverage and a lower total cost of ownership.
- Quadrupled internet bandwidth from 250mbps to 1Gbps while providing significant cost savings. This allowed additional bandwidth to be distributed to areas of need.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Projects identified for the 2018/2019 Annual Action Plan were based on metric results and best practices obtained from the IT Management Support Metrics and IT Strategic Plan. The Vernon College IT budget is an ongoing budget that is addressed annually and included in the Annual Action Plan each year.

Submitted by: David Tittle – Run Business Solutions

Date: 06.08.2018

Department/Program: Physical Plant

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

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

1. All Vernon College facilities, grounds and equipment will be maintained in a manner that will keep everything operational and visually appealing to promote a culture of learning for all students and employees. (PG 1, 2 and 4)
2. Future needs must also be anticipated and planned for. (PG 2)

Assessments used to measure expected outcomes:

1. All aspects of the physical plant are continuously monitored and evaluated by all College employees. Any issue with performance, functionality, safety, cleanliness or general

appearance of any College property can be brought to the attention of the physical plant managers at any time by any College employee. (EO 1 and 2)

2. Future needs of the College are evaluated each spring during a meeting of the Facilities Planning Committee. A diverse group from all areas of the College meet and review the progress of any previously identified needs as well as to discuss other future needs. The Dean of Administrative Services and the Physical Plant managers review the plan at least quarterly to discuss ongoing projects. (EO 2)
3. To help ensure that we are providing facilities that meet the needs of the students, the College includes a question on the end of semester Student Instructional Report (SIR II) regarding the adequacy of College facilities. Results of those surveys are reviewed appropriate management.

Submitted by: Garry David, Dean of Administrative Services

Date: 06.28.2017

End of Year Summary Report

Location of Assessments:

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

Dissemination/Discussion of Assessments:

Physical plant needs are discussed with facilities managers on an ongoing basis. As issues come up, they are discussed with the President and the administrative team. SIR II and Effectiveness Questionnaire results are discussed with the President's Administrative Team after each survey is complete.

Assessment Results:

All critical needs that have been identified have been addressed. Due to miscommunication, the supplemental questions were left off the Fall 2017 Student Instructional Report (SIR II surveys).

Use of Results for improvement of expected outcomes:

Identified physical plant issues or needs that directly affect the student learning environment are given first priority in the budget process.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

This is an ongoing process that is included in the Annual Action Plan each year.

Submitted by: Garry David, Dean of Administrative Services

Date: 07.02.2018

Recruiting, Admissions, Records and Financial Aid

Department/Program: Admissions and Records

Department/program purpose in support of the Vernon College Mission: The Admissions and Records Office works to ensure that all persons who may benefit from higher education have access to the educational opportunities offered, by assisting students through the inquire, admissions, registration, and completion processes.

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

1. Recruit prospective students to maintain and increase enrollment (PG 1 and 5).
2. Provide open access to Vernon College for all eligible students (PG 1, 4 and 5).
3. Report all eligible contact hours earned to the THECB for State funding purposes (PG 1 and 5).
4. Strengthen student enrollment and retention policies, practices, procedures, and processes utilized in Admissions and Records, as they relate to student success (PG 1).

Assessments used to measure expected outcomes:

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

Submitted by: Joe Hite, Dean of Admissions and Financial Aid/Registrar

Amanda Raines, Director of Admissions and Records

Date: 07.24.2017

End of Year Summary Report

Location of Assessments:

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

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

(EO 3) The number of graduates and occupational skills achievers are reported on the CBM009 and CBM00M reports, respectively. Both reports are located in the Office of Admissions and Records and the THECB

(EO 4) CCSSE reports were obtained from the Director of Quality Enhancement.

Dissemination/Discussion of Assessments:

(EO 1) 2018 IPEDS 12 Month Enrollment Report will be submitted, by way of the Assessment/Report Communication form and reviewed by the Student Success Data Committee and Office of Admissions and Records staff for content and possible trends.

(EO 2) The annual audit was reviewed with the Board of Trustees.

(EO 3) The CBM009 and CBM00M completion reports will be submitted by way of the Assessment/Report Communication form to the Student Success Data Committee for review.

(EO 4) CCSSE results were submitted, reviewed, and discussed at the College Effectiveness Committee, the Board of Trustees meetings, and Staff Development Day.

Assessment Results:

(EO 1) **Results for the unduplicated enrollment for the 12 month period of 07/1/2017 to 06/30/2018 will follow.** The unduplicated enrollment for 2016-2017 was 6,527 as reported on the IPEDS report. FTE reported for 2,070 for 2016-2017.

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

(EO 3) **Results to follow for number of graduates and occupational skill achievers as reported on the CBM009 and CBM00M.** The number of degree and certificate completers reported in 2016-2017 totaled 739. The number of Occupational Skills Achievers for 2016-2017 was 337.

(EO 4) SENSE results for question "The very first time I came to this college I felt welcome" increased to 4.06 for 2017 from 4.05 in 2015 (1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). Due to a restructuring of the CCSSE, results of the survey are no longer applicable for the Office of Admissions and Records.

Use of Results for improvement of expected outcomes:

(EO 1) Following the final evaluation of the unduplicated 12 month enrollment, the outcome will be re-evaluated for needed change or improvement.

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

(EO 3) Continue monitoring processes and practices that will facilitate student paths to success, methods for improving student access, and utilization of degree audit tool by students, faculty, and staff. These include the Early Alert and Student Success Communication Plan efforts

(EO 4) Continue to empathize importance of filing timely and accurate THECB contact hour reports to decrease chances for enrollment audit selection.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Semester process indices such as scheduling, registration, and editing the Catalog will be reviewed on an annual basis so that modifications can be made prior to the next process cycle.

Submitted by: Amanda Raines, Director of Enrollment Management/Registrar

Date: 07.02.2018

Department/Program: Financial Aid

Department/program purpose in support of the Vernon College Mission: It is the mission of the Financial Aid Office to eliminate or diminish any financial barriers to students seeking an education at Vernon College, and to inform prospective students, parents, and enrolled students of financial aid resources and requirements.

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

1. Students will be better informed of the financial aid assistance that is available to attend Vernon College (PG 3).
2. A successful reconciliation with the Business Office and U.S. Department of Education at year end, and an unmodified annual independent audit (PG 1).

Assessments used to measure expected outcomes

1. Survey of Entering Student Engagement (SENSE) (EO 1)
2. Number of students receiving aid and the dollars awarded (EO 1)
3. Annual Independent Audit (EO 2)
4. Reconciliation Reports (EO 2)

Submitted by: Joe Hite, Dean of Admissions and Financial Aid/Registrar
Melissa Elliott, Director of Financial Aid
Date: 06.29.2017

End of Year Summary Report

Location of Assessments:

(EO 1) SENSE results were obtained through the Director of Quality Enhancement Plan.
(EO 1) Aid recipients and amounts of dollars awarded are located on the College's administrative software system accessed by the financial aid staff. They are also available on the Vernon College website as one of the Key Performance Indicators of Accountability (KPIA).
(EO 2) The annual independent audit may be viewed in the Vernon College Business Office, the Vernon College website, the THECB, and numerous other state and federal agencies.
(EO 2) Reconciliation reports are located in the Vernon College Financial Aid Office.

Dissemination/Discussion of Assessments:

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

Assessment Results:

(EO 1) The Fall 2017 SENSE Financial Aid benchmark mean was 3.60, which is an increase over the 2015 mean of 3.48. The 2017 mean is .08 below the comparative group mean of 3.68, but .10 above the cohort group mean of 3.50. Our 2015 mean was .16 below the comparative group mean. The percentage of students that agreed or strongly agreed that the college provided them with adequate information about financial assistance increased significantly from 53.9% in 2015 to 60.6% in 2017.

In Progress.

(EO 1) As of June 21, 2018, the total amount of financial aid disbursed to 2,968 Vernon College students was \$14,529,111. The Pell Grant volume was \$5,195,104, and student loan volume was \$5,769,763. **In Progress.**

(EO 2) Received an unmodified annual independent audit with no findings. **Achieved.**

(EO 2) All programs were successfully reconciled with the U.S. Department of Education and Vernon College Business Office. **Achieved.**

Use of Results for improvement of expected outcomes:

(EO 1) The financial aid office will continue to monitor SENSE results and implement processes to improve educating our students. Financial aid personnel will continue to receive professional development training in order to successfully educate and inform students on financial aid policies, procedures and availability.

(EO 2) A successful reconciliation and unmodified annual independent audit ensures Vernon College's continued compliance with federal student aid regulations. Financial aid personnel will continue to attend the annual U.S. Department of Education conference and other professional development opportunities to stay current on federal student aid regulations. The Director of Financial Aid will continue to complete an internal self-audit.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

(EO 1) Even though Vernon College students were better informed as evidenced by the improved SENSE financial aid benchmark mean and an increase in the amount of financial aid awarded, we are still below the comparative group mean; therefore, this expected outcome will be included in the 2018-19 Institutional Effectiveness Plan.

(EO 2) The majority of Vernon College students must have access to federal and state funding to complete their course of study. Failure to meet this expected outcome could jeopardize Vernon College's eligibility as a participating Title IV institution; therefore, this expected outcome must be standard operating procedure and will be included in the 2018-19 Institutional Effectiveness Plan.

Submitted by: Melissa Elliott, Director of Financial Aid

Date: 07.01.2018

Department/Program: Recruiting

Department/program purpose in support of the Vernon College Mission: The Recruiting Office works to ensure that all persons who may benefit from higher education have access to the educational opportunities offered, by assisting students through the inquire and admissions processes.

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

1. Enhance student recruit efforts to maintain and increase enrollment. (PG 1 and 5).
2. Provide open access to Vernon College for all eligible students. (PG 1, 4 and 5).

Assessments used to measure expected outcomes:

1. Number of students enrolled (EO 1)
2. SENSE results (EO 2)

Submitted by: Joe Hite, Dean of Admissions and Financial Aid/Registrar
Amanda Raines, Director of Admissions and Records
Rachel White, Recruiting Coordinator
Date: 07.24.2017

End of Year Summary Report

Location of Assessments:

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

(EO 2) SENSE reports can be obtained from the Director of Quality Enhancement.

Dissemination/Discussion of Assessments:

(EO 1) 2017 IPEDS 12 Month Enrollment Report will be submitted, by way of Assessment/Report Communication form, and reviewed by the Student Success Data Committee and recruiting staff.

(EO 2) SENSE results were submitted, reviewed, and discussed at the College Effectiveness Committee, the Board of Trustees meetings, and during Staff Development.

Assessment Results:

(EO 1) Results for the unduplicated enrollment for the 12 month period of 07/1/2017 to 06/30/2018 will follow. The unduplicated enrollment for 2016-2017 was 6,527 as reported on the IPEDS report. FTE reported for 2,070 for 2016-2017. In Progress.

(EO 2) SENSE results for question "The very first time I came to this college I felt welcome" increased slightly in 2017 at 4.06 as compared to 4.05 in 2015 (1=Strongly Disagree, 2=Disagree,

3=Neutral, 4=Agree, 5=Strongly Agree). Additionally, 100% of all eligible students have access to Vernon College programs as mandated by SACSCOC requirements. In Progress.

Use of Results for improvement of expected outcomes:

(EO 1) Identify areas of improvement for overall recruitment efforts and increase participation in service area recruitment events and activities. Further work to develop and implement new recruitment strategies that specifically target non-traditional, minority, and rural students.

(EO 2) Continue monitoring recruitment, admission and registration processes and practices for improvement opportunities. Use admission and recruiting reports to further develop recruiting and admissions procedures.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

(EO 1) The competitive environment in higher education and improving economic conditions mandate the inclusion of this objective in the 2017-2018 Annual Action Plan.

(EO 2) An emphasis on continual improvement in serving students' needs requires the inclusion of this objective in the 2018-2019 Annual Action Plan

Submitted by: Rachel White, Recruiting Coordinator

Date: 07.05.2018

Instructional Services

Continuing Education – Avocational/Public Service

Purpose in support of the Vernon College Mission: The Avocational/Public Service Component of the Continuing Education department supports the mission of the college by providing personal enrichment courses and activities.

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

1. Enroll a minimum of 550 students in Kids College and achieve a 90% satisfaction rating by students. (PG 4 and 5)
2. Enroll a minimum of 2850 students in avocational courses and achieve a 90% satisfaction rating by students. (PG 4 and 5)

Assessments used to measure expected outcomes:

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

Submitted by: Nina Feldman, Director of Community/Recreational Services and Continuing Education
Date: 07.12.2017

End of Year Summary Report

Location of Assessments:

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

Dissemination/Discussion of Assessments:

Enrollment data as reported on Continuing Education Annual Reports and student course evaluations will be utilized for 2017-18 and assessments can be made October 2018.

Assessment Results:

In progress as we continue to monitor ongoing avocational and kids college courses for 2017-2018. Results and assessments will be completed October 2018.

Use of Results for improvement of expected outcomes:

As of July 2018, avocational and kids college courses remain ongoing. Results for expected outcomes can be further evaluated at the end of the year August 2018. Assessment results will be completed October 2018.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Assessment results will be used to recommend new initiatives for inclusion in the 2018-2019 Annual Plan as needed.

Submitted by: Nina Feldman, Director of Community/Recreational Services and Continuing Education
Date: 07.16.2018

Continuing Education – Business & Industry

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

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

1. Achieve a minimum of 90% satisfaction by employers. (PG 4, 5)
2. Achieve a minimum of 90% satisfaction by participants in contracted classes. (PG 4, 5)
3. Offer a minimum of 350 contracted courses to business and industry. (PG 4, 5)

Assessments used to measure expected outcomes:

3. Employer Evaluation of Training (EO 1)
4. Student course evaluations (EO 2)
5. Enrollment data as reported on Continuing Education reports (EO 1)

Submitted by: Nina Feldman, Director of Community/Recreational Services and Continuing Education

Date: 07.12.2017

End of Year Summary Report

Location of Assessments:

All assessments for student satisfaction and enrollment can be found in the Continuing Education year end reports in the Continuing Education office at the Century City Center.

Dissemination/Discussion of Assessments:

Enrollment data as reported on Continuing Education Annual Reports, student course evaluations and employer surveys will be utilized for 2017-2018 and assessments can be made October 2018.

Assessment Results:

In progress as we continue to monitor ongoing contract courses for 2017-2018. Results and assessments will be completed October 2018.

Use of Results for improvement of expected outcomes:

As of July 2018, contract courses remain ongoing. Results for expected outcomes can be further evaluated at the end of the year August 2018. Assessment results will be completed October 2018.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Assessment results will be used to recommend new initiatives for inclusion in the 2018-2019 Annual Plan as needed.

Submitted by: Nina Feldman, Director of Community/Recreational Services and Continuing Education

Date: 07.12.2018

Continuing Education – Vocational

Purpose in support of the Vernon College Mission: The Vocational Component of the Continuing Education department supports the mission of the College by providing fast track,

short-term, career and technical training which enables students to gain skills and knowledge necessary to enter the workforce.

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

1. Enroll a minimum of 1800 unduplicated students per academic year with satisfaction rates of 90% or better. (PG 4, 5)
2. Achieve a minimum average licensure pass rate of 85%. (PG 4, 5)

Assessments used to measure expected outcomes:

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

Submitted by: Nina Feldman, Director of Community/Recreational Services and Continuing Education

Date: 07.12.2017

End of Year Summary Report

Location of Assessments:

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

(EO 2) Licensure rates are acquired from the Institutional Effectiveness office and are one year in arrears.

Dissemination/Discussion of Assessments:

Enrollment data as reported on Continuing Education Annual Reports and student course evaluations will be utilized for 2017-18 and assessments can be made October 2018. We will also utilize student course evaluations for 2017-18. Based on available data for 2016, and included with Continuing Education final reports in October disaggregated licensure rates for 2016 are as follows:

- Certified Nurse Aide 83%
- Culinary Arts 100%
- Dental Assisting 100%
- Firefighter Academy 100%
- Law Enforcement (correctional) 100%
- Medication Aide (no class for 2016)
- Medical Assisting 90%
- Phlebotomy 89%
- Police Academy 100%

The 2016-2017 aggregated licensure pass rate was 95.25% for students enrolled in Continuing Education vocational courses. This represents a 3.6% increase from the 2015-2016 combined

licensure pass rate, however we only offered 8 programs in 2016-2017 due to enrollment for Medication Aide.

Assessment Results:

Although we only offered 8 programs in 2016-2017 as compared to 2015-2016, assessment results show continued success in our licensure pass rates. Enrollment data remains in progress as we continue to monitor for 2017-2018. Results and assessments will be completed October 2018.

Use of Results for improvement of expected outcomes:

Continue to provide students with alternative options for licensure testing preparation within those programs where the licensure pass rate is below the selected benchmark.

As of July 2018, results for expected outcomes can be further evaluated at the end of the year August 2018 for enrollment and satisfaction ratings. Assessments for results will be completed October 2018

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Assessment results will be used to recommend new initiatives for inclusion in the 2018-2019 Annual Plan as needed.

Submitted by: Nina Feldman, Director of Community/Recreational Services and Continuing Education

Date: 07.16.2018

Early College Start - Dual Credit/Concurrent Enrollment

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

The Early College Start program supports the Mission of the College by effectively serving our service area high schools with their dual credit/concurrent enrollment needs. The Early College Start program also provides the institution with significant recruiting opportunities and visibility while enhancing the “college-going” culture of our service area.

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

1. Provide “Spring Forward” presentations and/or presentation information to a minimum of 70% of our service area high schools to guide their respective students through the dual credit and concurrent process and procedures. (PG 2, 4 and 5)
2. Provide and or attend events to promote dual credit/concurrent enrollment and Vernon College as a whole. (PG 1, 2, 4 and 5)
3. Enroll a minimum of 500 unduplicated dual credit/concurrent students for the 2017 fall and 2018 spring semesters. (PG 3 and 5)
4. Achieve a dual credit student persistence rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG 1 and 3)
5. Achieve a dual credit college graduation rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG 2 and 3)

Assessments used to measure expected outcomes:

1. Annual presentation log. (EO 1)
2. Annual presentation log, including all events attended and/or hosted. (EO 1 and 2)
3. Semester count day reports. (EO 3)
4. THECB state reporting percentages. (EO 4 and 5)

Submitted by: Melissa Moore, Early College Start Coordinator

Date: 07.13.2017

End of Year Summary Report**Location of Assessments:**

Early College Start Office, CCC723.1

Dissemination/Discussion of Assessments:

- Spring Forward presentations were presented to 50% of our service area high schools. 1 high school, Holliday High school, I met with informally when they chose to return to Vernon College for dual credit. I met with the students individually and provided on-site account set up/registration assistance. Our Texas Homeschool students meet with me one on one through the 2018 spring. The same information is given across the board to the students/counselors/parents. With the addition of the two (Holliday High School and TX Homeschool individual meetings, spring forward presentations were delivered to 18 of our 36 service area high schools. This is an increase from 2016-2017's 16 schools. 550 students total were reached through these presentations. The goal of 70% was not met, although the overall percentage did increase. This is an important goal to ensure all information is provided to our students, parents, and high schools. Continuous communication with the high school counselors will help in ensuring the best of our services for the high schools.
- Promoting dual credit through attending/hosting events is still proving a great way to help spread the word of what Vernon College has to offer. Our annual Vernon College Access Programs (VCAP Meeting) for our area high school administration is one event hosted in hopes of guiding the high schools counselors through a successful academic year. Sophomore Roundup, Preview Day, Community Event and other presentations given throughout the year are all events where I am able to be visible with information and there to answer any questions our students, parents, community members may have on dual credit/concurrent enrollment. Through these events, 1152 students and 418 parents were directly spoken to or given information to regarding Vernon College's Early College Start program.
- The dual credit/concurrent expected enrollment goal of 500 unduplicated dual credit/concurrent students for the 2017 fall and 2018 spring semester was met. In the fall of 2017, 626 unduplicated students were registered. Spring 2018 showed a small decrease with 606 unduplicated students registered. Although the goal was

met, recruiting efforts and high school visits will be continued in hopes of keeping numbers consistent for 2018-2019.

- The data regarding dual credit/concurrent enrollment numbers and spring forward presentations are shared at least twice throughout the year. Once final enrollment numbers are tallied, the information is shared to various committees such as the following:
 - Integrated Marketing and Recruiting Committee
 - Academic Council Committee
 - Director, Coordinators, and Division Chair committee
- Data regarding the Vernon College dual credit student persistence and graduation rates is shared annually in the college's Institutional Effectiveness plans and to Vernon College's Director of Institutional Effectiveness.

Assessment Results:

1. Provide "Spring Forward" presentations and/or presentation information to a minimum of 70% of our service area high schools to guide their respective students through the dual credit and concurrent process and procedures. (PG 2, 4 and 5)
 - Spring Forward Presentations: 18 of 36, or 50% schools were visited and presented with Vernon College spring forward presentations in the spring of 2018.
2. Provide and or attend events to promote dual credit/concurrent enrollment and Vernon College as a whole. (PG 1, 2, 4 and 5)
 - See annual presentation log for details.
 - Counselors annual meeting, Counselors annual luncheon, Sophomore Roundup, Road to College presentations, Spring Forward presentations, elementary school presentation, Vernon College tours, Preview Day, Community Day, on-site high school days (helping with registration, admissions, online account and email set up).
 - 1152 students and 418 parents/counselors were directly communicated to through these events/presentations.
3. Enroll a minimum of 500 unduplicated dual credit/concurrent students for the 2017 fall and 2018 spring semesters. (PG 3 and 5)
 - Fall 2014: 453
 - Spring 2015: 426
 - Fall 2015: 532
 - Spring 2016: 510
 - Fall 2016: 611
 - Spring 2017: 575
 - Fall 2017: 626
 - Spring 2018: 606
4. Achieve a dual credit student persistence rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG 1 and 3)

- **Vernon College Dual Credit Student Persistence Rate: 81.0% Statewide: 84.7%**

5. Achieve a dual credit college graduation rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG 2 and 3)

- **Completion Measures:**

- **Average time to associates degree:**
 - Vernon College: 4.6 years
 - Statewide: 4.2 years
- **Average SCH to associates degree:**
 - Vernon College: 90
 - Statewide: 86
- **%of earned baccalaureate in 4 years or fewer:**
 - Vernon College: 32.4%
 - Statewide: 33.2%
- **% of earned baccalaureate or associate in 4 years or fewer:**
 - Vernon College: 33.6%
 - Statewide: 36.8%

Use of Results for improvement of expected outcomes:

The results of 2017-2018 have been reviewed and will be used to work towards increasing the necessary services to our area high schools, students and counselors. Including, but not limited to school visits, presentations, and outreach in the form of more expos/recruiting events and planned dual credit/concurrent registration days.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Inclusion will be in the 18-19 Annual Action Plan

Submitted by: Melissa Moore, Early College Start Coordinator

Date: 07.02.2018

Department/Program: Library Services

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

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

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

2. Ensure student and faculty awareness of the library's resources, services, and facilities as evidenced by data collected through library assessments. (PG 3)
3. Ensure library hours of operation are above the average number of hours offered by cohort institutions of higher education. (PG 3)
4. Improve online students' awareness of library services by at least 5%. (PG 3)
5. Improve Skills Training Center students' awareness of library services by at least 5% as evidenced by a reduced number of students being unaware of the services offered. Surveys will also indicate a significant increase in the number of students receiving information on library services and programs.
6. Increase awareness of inter-campus borrowing and online reference services by at least 5% among students enrolled in dual credit/concurrent enrollment courses at service area high schools.

Assessments used to measure expected outcomes:

The following assessments will be used to measure expected outcomes:

1. Student Survey of Library Services (on-site students in Vernon, CCC, STC, and Seymour) (EO 1, 2 and 5)
2. Library Survey of Online Students (EO 1, 2 and 4)
3. Library Survey of Dual Credit/Concurrent Enrollment Students (EO 1, 2 and 6)
4. Library Survey of Sheppard Learning Center Students (EO 1 and 2)
5. Faculty Survey of Library Services (EO 1 and 2)
6. Comparison of Library Hours Benchmark hours of operation to peer or cohort institutions of higher education. (EO 3)

Submitted by: Marian Grona, Director of Library Services

Date: 07.17.2017

End of Year Summary Report

Location of Assessments:

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

Dissemination/Discussion of Assessments:

The assessments were disseminated to library staff members for review on June 25, 2018. Assessments conducted in the fall 2017 were reviewed and discussed with the Learning Resources/Library Committee during the meeting held on February 23, 2018. Assessments conducted in the spring 2018 will be discussed with the committee during the fall meeting in September 2018. Minutes from the Learning Resources/Library Committee meetings include assessment results and are posted for public viewing on the Vernon College website via the College Effectiveness homepage.

Assessment Results:

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

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

Partially Achieved

Services which fell below the targeted 85% approval rating included the following:

- **Hours of Operation (Vernon and Century City Center):**
When asked to evaluate library hours of operation, 81% of respondents in Vernon and at Century City Center agreed that library hours were sufficient to meet their informational needs. Although the CCC data reflects a 10% increase in approval of library hours when compared to the previous year, the 81% still falls below the targeted 85% approval.
Peer comparisons are also utilized as a means for assessing hours of operation. Library hours were benchmarked against the College's cohort group of 8 institutions in the fall 2017. The study showed that Vernon College offered more weekly operating hours than any of the other institutions in the cohort group.
- **Ability of Access Databases Off Campus (Seymour):** When asked if they were able to access databases remotely, 5 of the 6 students or 83% offering an opinion indicated that they were able to login without technical problems or interruptions. The library has worked to ensure that students can login conveniently and efficiently. Technical problems expressed by one of the respondents may have been caused by confusion with the PIN. The library login does not require entering "chaps" with the PIN as is needed when logging-in to Canvas, the College's learning management system. In response, the library placed a qualifier on the login window to clarify the credentials needed for logging-in off campus.
- **Ability to Locate Books (Seymour):**
Of the 5 students offering an opinion when asked to evaluate the book collection, 3 students agreed and 2 disagreed that they were able to locate the books needed for their research or course assignments. This data reflects an approval rating of 60%. With limited space and collections at Seymour, the library encourages students to utilize intra-campus borrowing to request books from the main collection on the Vernon campus. The low approval could be attributable to students being unaware of intra-campus borrowing. The service is advertised in the Library Handbook, the new orientation webpage, and in the flyer emailed to all students at the start of each semester. Live orientations presented online or on-site at Seymour are the most effective means for promoting the service; however, a live orientation was not scheduled during the 2017-2018 academic year.
- **Library Environment (Seymour):**

Six of the eight students or 75% agree with the following statement: *The reading room offers a comfortable and quiet area for research and study.* In response, the library will work on maximizing the existing space to create an environment that is comfortable and visually appealing. Attention will be given to the arrangement of furniture and shelving. The library will also consider purchasing a new conference table which accommodates 6-8 students but takes up less space than the current table.

- **Online Assistance via Email or Live Chat (Seymour):**
When asked to evaluate online library assistance, one of the two respondents offering an opinion agreed and the other disagreed that they were pleased with the assistance they received via email or live chat. Six students offered no basis for opinion. In response, the library subscribed to a more user friendly and reliable live chat program on April 4, 2018 to replace the previous software.

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

Partially Achieved

Surveys indicated that more students or faculty were unfamiliar with the following services when compared to data collected during the 2016-2017 academic year.

- **Library Assistance via Email or Live Chat (Dual Credit):**
More than half of those surveyed offered no basis for opinion when asked to evaluate online library assistance. However, a significant number of students (68%) did not realize online assistance was available. This reflects a 2% decrease in awareness. The library has capitalized on the new orientation webpage for promoting distance learning library services including online access to library assistance via email and live chat. Library brochures are also distributed to dual credit students enrolled at service area high schools. Information on library services is also included in the Library Handbook.
- **Library Assistance via Designated Computer in the Reading Room (Seymour):** A dedicated computer has been setup to assist students with library information or research support. Students are first asked to contact the library staff by phone. After identifying the information needed, library staff can invite students to utilize the dedicated computer and web conferencing tool, iMeet for live demonstrations on how to locate information via any of the library's online resources. When asked if they were pleased with the assistance they received, four of the eight respondents indicated that they did not know virtual assistance was available. In response, the library will coordinate with the Seymour instructor in scheduling live orientations during the fall and spring for highlighting virtual library assistance and other resources/services.
- **Recommendations for the Purchase of Library Materials (Faculty):**
When asked if their recommendations for the purchase of library materials were processed in a timely manner, over half of the respondents offered no basis for opinion. Of the 14 instructors offering an opinion, 11 were pleased with the assistance they received, while 4 or 27% did not know about the procedure for requesting library materials. The 27% reflects a 2% drop in awareness when compared to 2016-2017.

- **Reserves (Faculty):**
Faculty were asked to evaluate the assistance they received in placing materials on reserve in the library. Thirty-five of the 43 participants offered no basis for opinion; however, of the 8 respondents offering an opinion, 6 were pleased with the service and 2 or 25% did not know they could place materials on reserve. This reflects a 12% drop in awareness when compared to data collected in the spring 2017.
With only 8 respondents, the margin of error is high, and the results are less representative and reliable.
- **Library Instructional Support (Faculty):** When asked to evaluate library instructional support, 2 or 12% of the 17 instructors offering an opinion did not know that they could request a library instructional session.

Expected Outcome #3: Ensure library hours of operation are above the average number of hours offered by the College's cohort institutions of higher educations. (PG 3)

Achieved

Peer comparisons are utilized as a means for assessing hours of operation. Library hours were benchmarked against the College's cohort group of 8 institutions in the fall 2017. The study showed that Vernon College offered more weekly operating hours than any of the other institutions in the cohort group.

Expected Outcome #4: Improve online students' awareness of library services by at least 5%. (PG 3)

Achieved

Surveys indicated increases in awareness of 5% or more for database availability, intra-campus borrowing, and online reference assistance via email or live chat.

Expected Outcome #5: Improve Skills Training Center students' awareness of library services by at least 5% as evidenced by a reduced number of students being unaware of the services offered. Surveys will also indicate a significant increase in the number of students receiving information on library services and programs. (PG 3)

Achieved

Efforts for promoting library services have been helpful in familiarizing students with library services. Promotional initiatives have included the distribution of library brochures at STC and the development of an orientation webpage posted on the library homepage. The library noted a 10% increase in awareness for database availability, 15% increase for intra-campus borrowing, and 15% for library assistance via the designated computer in the library. There was also an increase in the number of students receiving library information. Percentages of students receiving library information increased from 59% in the spring 2017 to 66% in 2018. The library will continue to promote library services at Skills Training Center. A new initiative will include the scheduling of library orientations to accommodate morning, afternoon, and evening classes at the start of the fall semester 2018. Orientations will include refreshments and door prizes.

Expected Outcome #6: Increase awareness of inter-campus borrowing and online reference services by at least 5% among students enrolled in dual credit/concurrent enrollment courses at service area high schools. (PG 3)

Partially Achieved

An increase in awareness of 8% was noted for inter-campus borrowing. However, surveys indicated that fewer students (2% decrease) were aware that library assistance was available via email or live chat. Two primary means for promoting library services among dual credit students have included the distribution of library brochures and the development of an orientation webpage. The orientation webpage serves as a readily accessible and concise overview of library services. Information includes instructions for accessing library assistance online. Information on library services is also included in the Library Handbook posted online and in flyers emailed to all students at the start of each semester.

Use of Results for improvement of expected outcomes:

In response to user surveys, the following initiatives will be implemented to improve user satisfaction with library resources, services, and/or facilities.

- Hours of Operation (Vernon, Century City Center): Continue to benchmark library hours against those offered by the College's cohort group of 8 institutions.
- Ability to Access Databases Off Campus (Seymour): Place instructions within the login window clarifying the credentials needed for logging-in off campus. Review off campus access procedure during orientations at Seymour. Refer students to the new orientation webpage for follow-up instructions.
- Ability to Locate Books (Seymour):
 - Continue to work with Seymour instructor in evaluating and updating collections.
 - Coordinate with instructor in scheduling live orientations either online or on-site during the fall and spring.
 - Encourage students to utilize intra-campus borrowing for requesting books from the main collection on the Vernon campus. Review process for submitting requests via the online form during live orientations.
 - Distribute library brochures customized for nursing resources during the orientations.
- Library Environment (Seymour): Maximize the existing space through practical arrangement of furniture and shelving. Consider purchasing a new conference table that takes up less space than the current table.
- Online Assistance via Email or Live Chat (Seymour):
 - Purchased a new live chat communication tool to replace the previous program.
 - Take advantage of the assessment tool included with the new interface for monitoring user feedback regarding the quality of the chat session.

The following initiatives will be implemented to improve student and faculty awareness of library resources and services.

- Library Assistance via Email or Live Chat (Dual Credit): In an effort to increase student awareness of online assistance, the library will:

- Promote library services at the Vernon College Access Programs meeting for counselors and administrators of service area high schools. Promote services, answer questions, and request assistance in distributing library brochures to dual credit students.
- Highlight online reference services through brief email notifications to students.
- Continue to distribute library brochures to dual credit students.
- Promote the library orientation webpage and webinars through brief email notifications. Provide a link where students can view a schedule and register to participate in a library webinar.
- Library Assistance via Designated Computer in the Reading Room (Seymour): Coordinate with the instructor in scheduling an orientation to library services either online or on-site at the Seymour location. Review how to access and utilize the features within the online conferencing tool, iMeet.
- Recommendations for the Purchase of Library Materials, Reserves, Library Instructional Support (Faculty): Promotional initiatives for raising an awareness of library services for faculty will include the following:
 - Coordinate with division chairs in scheduling a time to highlight library services during division meetings.
 - Send brief email notifications to faculty inviting recommendations for the purchase of library materials.
 - Continue to highlight services during New/Adjunct Faculty Orientations and the all-staff Fall Kickoff.
 -

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Outcomes placed in the library's 2018-2019 Institutional Effectiveness Plan will include targeted goals of 85% approval for library services. Outcomes will also include increases in awareness of library services by at least 5% for students enrolled in the nursing program at the Seymour Learning Center.

Submitted by: Marian Grona, Director of Library Services

Date: 06.25.2018

Department/Program: PASS Department: Office for Students with Disabilities

Department/program purpose in support of the Vernon College Mission: The purpose of the Office for Students with Disabilities (OSD) is to provide equal access to instruction, testing, and other college-related activities as a means to enhance the success of qualified students with disabilities.

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

1. Provide access to instruction, services, and college activities to all qualified students with disabilities and make the availability of services known with extensive advertising within the college community. (PG 1, 2 and 3)
2. Provide necessary accommodations in the classroom, the testing environment, and official college activities that are required or recommended by faculty to 100% of the qualified students with disabilities who complete the accommodations request process. (PG 1, 2 and 3)
3. Achieve at least an 85% student satisfaction rate. (PG 1, 2 and 3)
4. Achieve at least a 67% successful course completion rate (A, B, C, P, or CP) for ADA students who use their accommodations. (PG 4)

Assessments used to measure expected outcomes:

1. The OSD Coordinator will document methods of advertising and track number of students who completed the ADA application process and were subsequently served by the OSD. (EO 1, 2 and 4)
2. The OSD Coordinator will track number of students served using student files, notes, and Excel worksheets. (EO 1, 2 and 4)
3. Student satisfaction rates will be taken from the ADA satisfaction survey administered at the beginning of every semester following the semester in which the students received the service. (EO 3)
4. The OSD Coordinator will track the successful course completion rates of ADA students who received and used accommodations. (EO 4)

Submitted by: Deana Lehman, Director of PASS Department/Coordinator of Office for Students with Disabilities

Date: 07.05.2017

End of Year Summary Report

Location of Assessments:

OSD Coordinator's Office

Dissemination/Discussion of Assessments:

Dissemination: Sent to the following individuals/committees for the reasons stated:

- Student Success Pathway Director –used by the Director to identify and confirm possible procedures, tools, or services that help students succeed at Vernon College.
- The Vice President of Instruction—used by the VPI to evaluate PASS Department's efficiency in serving ADA students.
- Placed on IEP Shared Drive—used by various components of Vernon College for reports, data analysis, etc.
- Used by the PASS Department Director to complete the ADA Statistics Report
- Reviewed by the Student Success Data Committee
- Used in the ADA Satisfaction Assessment Report

Discussion of Assessments

ADA students' services are tracked with comment sheets, individual files, and a shared-department Excel worksheet. Demographic and schedule information for ADA students is pulled from POISE by the OSD Coordinator, her assistant, and the Coordinator for Interpreter Services. The OSD Coordinator then compiles the information to determine how many students were served and what types of disabilities the students declared, what ethnicities the students declared, and what percentage of the served students successfully completed their courses with an A, B, C, or P for credit work, or a CP for Continuing Education work. Satisfaction surveys are administered to ADA students served by the OSD at the beginning of every semester for services received the previous semester. For example, an ADA student who receives services in the Fall 2017 semester will complete a satisfaction survey during open registration in January 2018. This assures a good response rate for the survey. These surveys are combined, tallied, and analyzed by the ADA Coordinator and her assistant. In order to serve qualified students who complete the OSD application process, students must be aware of the services available. Extensive promotion and advertisement of services in the catalog, student handbook, college website, departmental brochure, and informational meetings such as the VCAP targets the prospective student and his or her high school counselor.

Assessment Results:

EO 1: Achieved Provide access to instruction, services, and college activities for any qualified student with a disability. The OSD helped provide access to course instruction, ADA services, and college activities to all qualified students with disabilities who requested accommodations by promoting services, the OSD application, policies, and procedures on the college website as well as in the college catalog and student handbook. This information was also published in every course syllabi or course outline, and in printed ADA brochures. In addition, all classes were made accessible for students with disabilities, including those with physical disabilities.

EO 2: Achieved Provide necessary accommodations in the classroom, the testing environment, and official college activities that are required or recommended by faculty to 100% of qualified students with disabilities who complete the accommodations request process.

Approved classroom and/or testing accommodations for 100% (85) of qualified students who completed the ADA request process.

EO 3: Achieved Achieve at least an 85% student satisfaction rate.

The overall satisfaction rate for 2017-2018 was 99% with the specific response rate ranging from 96% to 100%.

EO 4: Achieved Achieve at least a 67% successful course completion rate (A, B, C, P, or CP) for ADA students who use their accommodations.

Of the 85 unduplicated students served, 76 (89%) used their approved accommodations. These 76 students enrolled in 437 courses and completed 336 of those courses for a 77% completion rate. This completion rate surpasses the outcome by 10%.

Use of Results for improvement of expected outcomes:

EO 1- Based on assessment results, the first part of Outcome #1 will be deleted for 2018-2019 since Outcome #2 already addresses access and services provided. Two additional questions will be added to the ADA Satisfaction Survey that asks how the student learned about services offered through the OSD, and what suggestions the student has for informing the public of our services. This satisfaction survey will be used as an assessment tool in 2018-2019. In addition, the Accommodations Request-Student Agreement Form will be used as an assessment tool for Outcome #1 in 2018-2019.

EO 2- Based on assessment results, there will be no change for the percentage of students served in 2018-2019. The outcome will remain at 100%. However, the Accommodations Request-Student Agreement Form and the ADA Satisfaction Survey will be used as assessment tools for EO #2 in 2018-2019.

EO 4- Based on assessment results, the outcome for 2018-2019 will be increased to 70% completion rate.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

The use of results listed above will be incorporated into the 2018-2019 Institutional Effectiveness Plan. The above use of results for improvement has become standard operating procedure for the OSD, and it is monitored on an ongoing, annual basis.

Submitted by: Deana Lehman, Director of PASS Department/Coordinator of Office for Students with Disabilities

Date: 07.12.2018

Department/Program: PASS Department: New Beginnings Program

Department/program purpose in support of the Vernon College Mission: The purpose of the New Beginnings Program is to provide direct support services to economically disadvantaged students as a means to assist in the completion of their career and technical or pre-approved academic transfer certificate/degree and their subsequent successful placement.

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

1. Provide necessary services (child care, gasoline reimbursement, textbooks and/or designated supplies, and free tutoring) to at least 190 economically disadvantaged students pursuing a career and technical certificate or degree. (PG 1, 2 and 3)
2. Achieve at least an 85% student satisfaction rate on the New Beginnings Satisfaction Surveys (PG 1, 2 and 3)
3. Identify at least 40 graduates per year from the New Beginnings participants. (PG 1)
4. Achieve at least a 90% placement rate from previous year's graduates. (PG 4)

Assessments used to measure expected outcomes:

1. The annual New Beginnings Fact Sheet, student files and applications, and the shared drive New Beginnings Excel worksheets documenting all services provided (EO 1)
2. New Beginnings Satisfaction Surveys (EO 2)
3. The VC Certified Graduate List from the Registrar. (EO 3)
4. Track New Beginnings graduates via email, telephone calls, postcards, personal visits with graduates, and the Workforce Solutions database tracking system. (EO 4)

Submitted by: Deana Lehman, Director of PASS Department/Coordinator of Office for Students with Disabilities

Date: 07.05.2017

End of Year Summary Report

Location of Assessments:

PASS Department Director's Office

Dissemination/Discussion of Assessments:

- *The New Beginnings Fact Sheet* is part of the Assessment Data webpage located on the College Effectiveness website and reviewed by the Student Success Data Committee. The Director also gives the New Beginnings Fact Sheet to private foundations she is contacting for outside funding. This document is created from compiled data taken from POISE, student applications, student files, and the New Beginnings Excel Worksheets located on the departmental shared drive; it reports program services and student demographics, comparing two years at a time.
- The results of the New Beginnings Satisfaction Evaluations were made available for review by the Student Success Data Committee and placed on the Assessment Data webpage which is posted on the College Effectiveness website and reviewed by the Student Success Data Committee. *New Beginnings Satisfaction Evaluations* were administered by the New Beginnings Coordinator each semester during Textbook Loan Return. The students completed an evaluation measuring satisfaction of services rendered when they returned their textbooks to the New Beginnings Program at the end of every semester.
- The number of New Beginnings graduates is placed on the New Beginnings Fact Sheet which is located on the Assessment Data webpage on the College Effectiveness website and reviewed by the Student Success Data Committee. New Beginnings graduates were determined by reviewing the certified Vernon College graduate list each semester. POISE was also used to determine whether or not a New Beginnings student graduated from Vernon College.
- The placement rate of graduates from the previous year's program is placed on the New Beginnings Fact Sheet which is located on the Assessment Data webpage of the College Effectiveness website and reviewed by the Student Success Data Committee. The Coordinator and Clerical Assistant contacted the graduates via postcards, email, phone calls, instructor contacts, and personal contacts to determine if a student went to work,

continued their postsecondary education, or entered the military. This information determined the 96% placement rate. Workforce Solutions also assisted in identifying students who have entered the workforce by searching the Texas job database by name for New Beginnings graduates.

Assessment Results:

EO 1: Achieved - Provide necessary service (child care, gasoline reimbursement, textbooks and/or designated supplies, and free tutoring) to at least 190 economically disadvantaged students pursuing a career and technical certificate or degree. New Beginnings served 274 students from Summer 2017-Spring 2018 with child care, gasoline reimbursement, textbook loans, and free tutoring. This number exceeded the new, revised goal by 44%.

EO 2: Achieved - Achieve at least an 85% student satisfaction rate on the New Beginnings Satisfaction Survey. 176 Satisfaction Surveys were completed by the New Beginnings' participants in the fall, spring, and summer of 2017-2018. 175 students (99%) were satisfied with the New Beginnings services they received and answered yes to the question, "Did New Beginnings services help you achieve your educational goals?" One student answered "Not applicable."

EO 3: Achieved - Identify at least 40 graduates per year from the New Beginnings participants. New Beginnings had 64 graduates from Summer 2017-Spring 2018. This number exceeded the new, revised goal of 40 students by 60%.

EO 4: Achieved - Achieve at least a 90% placement rate from the previous year's graduates. The current placement rate for 2016-2017 is 93%. The *cumulative* placement rate for the 27-year-old New Beginnings Program is 98%.

Use of Results for improvement of expected outcomes:

EO 1: Based on assessment results, the expected outcome will be increased from 190 to 200 economically disadvantaged students served in 2018-2019. This number will be re-evaluated in 2018-2019.

EO 2: Based on assessment results, the expected outcome satisfaction rate will remain at 85% for 2018-2019. This rate will be re-evaluated in 2018-2019.

EO 3: Based on assessment results, the New Beginnings graduate number will be increased to 45 graduates for 2018-2019. This number will be re-evaluated in 2018-2019.

EO 4: Based on assessment results, the placement rate will remain at 90% for 2018-2019. This rate will be re-evaluated in 2018-2019.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

These changes made due to the results of the 2017-2018 New Beginnings Program outcomes will be put into the 2018-2019 Institutional Effectiveness Plan. The above use of results for improvement has become standard operating procedure for the New Beginnings Program, and it is monitored on an ongoing, annual basis.

Submitted by: Deana Lehman, Deana Lehman, Director of PASS Department/Coordinator of Office for Students with Disabilities

Date: 07.12.2018

Department/Program: PASS Department: Tutoring Centers

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

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

1. Provide necessary services (NetTutor, face-to-face tutoring, guided study group tutoring, and in-house essay tutoring) to at least 300 (duplicated) students per year. (PG 1, 2, and 4)
2. Provide other services (ADA testing, unique circumstances testing, orientation, study skills, time management skills, etc.) to at least 300 (duplicated) students per year. (PG 2, 3 and 4)
3. Achieve at least an 85% student satisfaction rate (PG 1, 2, 3 and 4)
4. Achieve at least a 70 % successful course completion rate for those students who meet the established criteria. The established criteria, broken into semesters, are as follows:
 - a. **16-week semester:** first visit within the first seven weeks with at least four hours of tutoring
 - b. **11-week semester:** first visit within the first four weeks with at least four hours of tutoring
 - c. **8-week semester:** first visit within the first three weeks with at least three hours of tutoring
 - d. **5-week semester:** first visit with the first two weeks with at least two hours of tutoring (PG 5)

Assessments used to measure expected outcomes:

1. Tutoring Session Sheets, PASS Department Shared Drive Tutoring Worksheets, POISE or new ERP/SIS. The Tutoring Coordinators will document services on the Tutoring Excel worksheets located in the shared drive for all tutoring. (EO 1 and 4)
2. The Tutoring Coordinators will document on the tutoring Excel worksheets in the shared drive any services, excluding tutoring, provided to students through the Tutoring Centers. (EO 2)

3. The Tutoring Coordinators will forward student satisfaction surveys to PASS Department Director to complete the yearly tutoring satisfaction report. (EO 3)
4. The PASS Department Director will compute the percentage of students who successfully completed the courses in the subject(s) for which they received tutoring and compare it to the college successful course completion rate. (EO 4)

Submitted by: Deana Lehman, Director of PASS Department/Coordinator of Office for Students with Disabilities
Date: 07.05.2017

End of Year Summary Report

Location of Assessments:

Shared Excel Drive-Tutoring; PASS Department Director's Office

Dissemination/Discussion of Assessments:

- The Tutoring IEP is reviewed by the Student Success Data Committee and placed on the shared drive for all to access use if needed. The tutoring data used for this IEP is also sent to the Student Success Pathway Director.
- Students and services were tracked by the Tutoring Coordinators by using Tutoring Session Summaries. The Coordinators then placed the subject tutored, the date of first visit, and the number of visits, the major, and the grade for the subject tutored on the Tutoring Excel Worksheets in the shared departmental drive.
- Students completed satisfaction surveys at the end of each semester by students who were tutored or received other services in the Tutoring Centers. These surveys were compiled by the PASS Department Director to determine students' satisfaction with services received in 2017-2018.
- The PASS Department Director merged and analyzed the data on the Tutoring Excel Worksheets to determine the number of students who met the tutoring criteria for inclusion in the successful course completion percentage. After computing the number and percentage of students who successfully completed their courses, the Director reported this number and percentage in the '17-18 Institutional Effectiveness Plan.

Assessment Results:

EO 1: Achieved - Provide necessary services (NetTutor, face-to-face tutoring, guided study group tutoring, and in-house essay tutoring) to at least 300 students per year.

The Tutoring Centers tutored 647 students for the 2017-2018 year. This is a 62% increase from last year.

EO 2: Achieved - Provide other services (ADA testing, unique circumstances testing, orientation, study skills, time management skills, etc.) to at least 300 students per year.

The Tutoring Centers provided other services (other than tutoring) to 863 students in 2017-2018. This exceeds the goal of 300 students by 188%.

EO 3: Achieved - Achieve at least 85% satisfaction rate.

Tutoring Evaluations were completed by 43 tutored students in the 2017-2018 year with a 93% positive answer to the following question: "Did the Tutoring Center services you received help you to be successful in your course(s)?"

EO 4: Achieved - Achieve at least a 70% course pass rate for those students who meet the criteria.

For 2017-2018, the course completion rate was 85%. 113 students met the criteria to be evaluated for course completion. Of these 113, 96 students passed the course(s) they were tutored in, and 17 withdrew or failed. The number of students who met the criteria to be included in this analysis increased by over 1,500% due to the fact that only seven students met the criteria last year.

Use of Results for improvement of expected outcomes:

EO 1: Due to the large increase in the number of students tutored in 2017-2018, the number of students to be tutored in 2018-2019 will be increased to 350. This number will be re-evaluated in 2018-2019.

EO 2: Due to the large increase in the number of students receiving other services in 2017-2018, the number of students will be increased to 350 in 2018-2019. This number will be re-evaluated in 2018-2019.

EO 3: Due to the low number of evaluations completed for 2017-2018, the CCC Tutoring Center Coordinator developed a digital evaluation that will be given to students who have received tutoring services at least three times. No change is planned for the 2018-2019 satisfaction rate. The rate will remain at 85% student satisfaction on the Tutoring Center Services Evaluation. This rate will be re-evaluated in 2018-2019.

EO 4: Based on assessment results, the course completion rate will remain 70% for 2018-2019. This rate will be re-evaluated in 2018-2019.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

The results from this year will be used for improvement in the 2018-2019 Tutoring Center's Institutional Effectiveness Plan. The above use of results for improvement has become standard operating procedure for the Tutoring Centers, and it is monitored on an ongoing, annual basis.

Submitted by: Deana Lehman, Director of PASS Department/Coordinator of Office for Students with Disabilities

Date: 07.12.2018

Office of the President

Department/Program: Athletics

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

student support services to promote persistence, completion and a culture of success. The Athletics Department will produce competitive teams both in the classroom and on the field.

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

1. Meet eligibility guidelines as specified by the NJCAA for baseball, softball and volleyball and through the NIRA for rodeo. (PG 1 and 4)
2. Produce athletes who meet academic requirements to progress, persist and complete higher education certificates and degrees. (PG 1 and 4)
3. Utilize scholarship dollars to their maximum benefit. (PG 1 and 4)

Assessments used to measure expected outcomes:

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

Submitted by: Julie A. Myers-Kuhn, Athletic Director

Date: 07.18.2017

End of Year Summary Report

Location of Assessments:

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

Dissemination/Discussion of Assessments:

The above reports are shared with the Vernon College Board of Trustees, Athletic Coaches and College Effectiveness Committee, NJCAA and NIRA Eligibility Report is submitted to the National Office prior to the first date of competition for each sport. Athletic Scholarship Report is shared with the Vernon College Board at the May Board Meeting. The Athletics GPA Report is shared with the Vernon College Board in January and May. Reports are discussed periodically throughout the course of each semester with coaches.

Assessment Results:

Reports indicated that all Vernon College Athletic teams met eligibility requirements as set forth by the NJCAA and the NIRA. Eligibility is based on an athlete's GPA. Eligibility percentages by sport: Baseball-94%, Rodeo-100%, Softball-100%, Volleyball-100%. Athletic Scholarship Report indicated that scholarship dollars were within budgetary guidelines in an effort to maximize enrollment.

Use of Results for improvement of expected outcomes:

Improvement measures are identified under the 2018-19 Annual Action Plan. Early Alerts were monitored and will continue to be monitored, mandatory study hall implemented for athletes

below a 3.0 GPA and will continue to be required; as well as, additional study hall hours required for athletes receiving Early Alerts.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

New directives for Athletics is included in the 2018-19 Annual Action Plan.

Submitted by: Julie A. Myers-Kuhn, Athletic Director

Date: 07.16.2018

Department/Program: ERP/SIS

Department/program purpose in support of the Vernon College Mission: The ERP/SIS provides students, faculty, staff, and administration with the information they need to make informed decisions.

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

1. The ERP/SIS Coordinator will have Unit 4 Solutions Management software installed, fully functional, and accessible online. Dynamics GP software will also be installed, fully functional, and accessible online. (PG 2 and 3)
2. The ERP/SIS Coordinator will facilitate the migration of data from POISE to U4SM and DGP. (PG 2 and 3)

Assessments used to measure expected outcomes:

1. The updated Implementation Timeline as submitted will be met to ensure the timely installation of U4SM and DGP software. (EO 1)
2. The Evaluation Plan will be followed as described in the Title III Grant to meet the needs of the grant and Vernon College's expectations. (EO 2)

Submitted by: Ivy Harris, ERP/Student Information Software Coordinator

Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

1. The updated Implementation Timeline and Schedule can be found within the Title III Annual Report for Grant Year II.
2. Agendas, minutes and reports for review have been posted online to the Canvas ERP/SIS Committee Course.
3. Workflows and reports have been posted online to the Canvas ERP/SIS Committee Course.

Dissemination/Discussion of Assessments:

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

Assessment Results:

1. The Implementation Timeline and Schedule was updated accordingly.
 - a. According to the Implementation Timeline and Schedule, the following should have occurred in Year Two of the Title III Strengthening the Institutions Grant:
 - i. Installation/training of the new SIS: The SIS was completely installed by December 2017. Implementation Team training on U4SM also commenced beginning January 2017 and continuing until September 2018.
 - ii. ERP Trainings (Required- 4 days per year): There was a total of 197 trainings (103 days) facilitated by the ERP/SIS Coordinator (September 1, 2017-August 31, 2018). Data migrated from Poise into the new ERP/SIS.
 - b. Data was successfully migrated from Poise into Dynamics GP (September 2017-June 2018).
 - i. Data pull for the SIS system of the following data begin in Grant Year II:
 - Demographic Data (2008-2009)
 - Admissions, Financial Aid, Grade History- 2011
 - Admissions, Financial Aid, Grade History- 2010
 - Admissions, Financial Aid, Grade History- 2009
 - Financial Aid, 2009-2015
 - Transfer Data Evaluations

Use of Results for improvement of expected outcomes:

1. Institutional Workflows
 - a. The Institutional Workflows submitted by each department were used to assess, refine, and create appropriate processes and policies within the Business Department and Human Resources.
2. ERP/SIS implemented according to timeline outlined within grant
3. The updated Implementation Timeline and Schedule submitted as part of the Title III Strengthening the Institution Grant Year I Annual Report was not met. The updated

Implementation Timeline was submitted as part of the Title III Strengthening the Institution Grant Year II Annual Report.

4. ERP/SIS Coordinator to conduct continued employee training on new ERP/SIS

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Workflows became standard inclusion documents and were continued in the 2018-2019 ERP/SIS Annual Action Plan. Examples include 1) Review and update submitted workflows to ensure ongoing compliance with state/federal rules and regulations, VC policies and practices; and 2) administer post-training surveys to measure effective training to accommodate current and future needs of VC personnel.

Submitted by: Ivy Harris, ERP/SIS Director

Date: 06.27.2018

Department/Program: Human Resources

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

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

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

1. Follow policies/procedures set forth for Vernon College in hiring qualified administrators/faculty/staff. (PG 1)
2. Review policies/processes for areas of improvement. (PG 1)

Assessments used to measure expected outcomes:

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

Submitted by: Haven David, Director of Human Resources

Date: 07.11.2017

End of Year Summary Report

Location of Assessments:

The annual audit checklist of 10% of personnel files is located on the shared T: drive in the HR files.

Employee Handbook Committee meeting agendas, minutes & reports are located on the College Effectiveness webpage under the Committee link. The final approved Employee Handbook is placed on the Vernon College website under Policies/Manuals, as well as in the reference section of the Employee Portal. It is also placed as a training module in the employee online training tool SafeColleges.

Dissemination/Discussion of Assessments:

This year's audit was 100% in compliance. Staff will continue the current process to remain in compliance. Processes through the new ERP system have made keeping files complete a much more efficient process.

Once approved by the Board of Trustees, the Employee Handbook is placed on SafeColleges online training tool and disseminated to all employees for mandatory review. The handbook is also placed on the Human Resources webpage of the Vernon College website and the reference section of the Employee Portal for reference anytime.

Assessment Results:

The annual audit of personnel records was conducted on May 9, 2018. 100% of records audited were found in compliance.

Updates/changes were made to the Employee Handbook throughout April, May and June. These were approved by the Employee Handbook Committee on June 26, 2018 and should be approved by the Vernon College Board of Trustees on July 11, 2018. The mandatory training for the 17-18 Employee Handbook placed on SafeColleges for this academic year showed 93% of all employees completed the training.

Use of Results for improvement of expected outcomes:

There were no missing documents found in the personnel record audit which demonstrates the expected outcome was met.

The Vernon College Employee Handbook underwent annual revisions/updates/changes to remain in compliance with local, state and federal rules and regulations. Since 93% compliance was found through the online mandatory training for review of the 17-18 Employee Handbook, we will monitor and re-visit to search for ways to increase this to 100% compliance to assure continuance of improvement.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Processes have become standard procedure and are part of the new ERP system. These are included in the 2018-2019 Annual Action Plan as well as the 2018-2019 Institutional Effectiveness Plan. Priority Initiative #9 of the Annual Action Plan includes: Review and update

policies in the Employee Handbook to ensure ongoing compliance with state/federal rules and regulations, benefit updates, and policies and procedures.

Submitted by: Haven David, Director of Human Resources

Date: 06.26.2018

Department/Program: Institutional Advancement

Department/program purpose in support of the Vernon College Mission: The Office of Institutional Advancement engages Vernon College and the Vernon College Foundation's internal and external constituencies to secure the resources required to help advance the educational mission. Activities such as fundraising and alumni relations are conducted to support the College and Foundation.

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

1. To continue to raise \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies. (PG 1, 2, 3, 4 and 5)
2. Alumni contacts and engagement to at least 2% of the 36,000 alumni of record in the database to develop an involved and supportive constituency. (PG 1, 2, 3, 4 and 5)

Assessments used to measure expected outcomes:

1. Annual Voluntary Survey of Aid to Education (VSE) includes the total philanthropic dollars raised. (EO 1)
2. The number of alumni interactions and record increases. (EO 2)

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

Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

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

Social media analytic reports are on file in the Institutional Advancement Office on the Vernon campus.

The responses to the Vernon College Effectiveness Questionnaire Alumni Question were compiled by the Office of Institutional Effectiveness and was presented on a PowerPoint presentation. A copy of this presentation is in the Office of Institutional Advancement.

Reports from the Raiser's Edge Data Health Center updates are housed in the Office of Institutional Advancement.

Dissemination/Discussion of Assessments:

Notification of VSE submission is reported to the College Effectiveness Committee and are made available on the Vernon College website through the Assessment Activity/Report Communication Form.

The Raiser's Edge Data Health Center subscription is a tool used to update the Raiser's Edge software used for Vernon College alumni and donor records. This subscription updates alumni addresses, phone numbers and email addresses. The subscription also includes an annual report of all donor records compared to the Social Security Death Index.

Assessment Results:

As of June 26, 2018 a total of \$372,292.57 has been raised. The VSE will be submitted to the Council for Aid to Education by October 1, 2018 after the conclusion of the College's fiscal year on August 31. On July 15, 2018 the Council for the Advancement and Support of Education (CASE) notified its members that the VSE was purchased from the Council for Aid to Education and would be managed by CASE going forward. The VSE will be submitted to CASE once the new process is developed and published.

As of June 26, 2018 social media analytics report that postings on the Alumni Facebook page reached a total of 8,692 alumni. Of this, 1,441 clicked through to the Alumni Facebook page and there were 51 new likes.

The 2017 Vernon College Effectiveness Questionnaire was sent to approximately 5,200 alumni via email and 59% of alumni respondents agreed/strongly agreed that Vernon College provides opportunities to maintain a strong connection to the College. This is a 4% increase over the 2016 Vernon College Effectiveness Questionnaire.

As a result of the Data Health Center Subscription reports: 5,982 email addresses were updated; 380 records were verified as deceased and 34,624 addresses were updated.

Use of Results for improvement of expected outcomes:

Based on preliminary results an expected outcome for 2018-2019 will be to explore limited database segmentation for solicitation to various constituencies in order to increase philanthropic dollars raised beyond the \$250,000 benchmark.

Success of fundraising demonstrates need to review total dollars raised over three-year period to evaluate setting a new benchmark.

The VSE report is used as an aid in developing plans for the cultivation/solicitation of various categories of donor constituencies. Year to year comparison of total private gifts and grants raised on behalf of Vernon College demonstrates the success of fundraising initiatives. The Vernon College Alumni Facebook page analytics demonstrate that the College is reaching out to alumni and that alumni are responding.

Continue to use the response to the Alumni Question on the Vernon College Effectiveness Questionnaire to measure alumni engagement.

Continue to utilize social media analytics and the Data Health Center Subscription to measure engagement with alumni.

Evaluate and establish new benchmark based upon the data report from the Raiser's Edge Data Health Center subscription of contactable alumni.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

The objectives and actions discussed in the Use of Results for Improvement section are reflected in the 2018-2019 Annual Plan.

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

Date: 06.28.2018

Department/Program: Marketing

Department/program purpose in support of the Vernon College Mission: The Marketing Department exists to promote the educational opportunities to prospective students, as well as display Vernon College's connection and work inside the community.

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

1. To promote Vernon College using several different messages (alumni success stories, enroll now, VC adds value) over a variety of media (TV, radio, social media and print). This promotion will lead to higher enrollment numbers. (PG 2)
2. Using media to showcase our work within the community for not only potential students but also faculty, administration and staff. (PG 4)

Assessments used to measure expected outcomes:

1. Enrollment, either increase or decline would assess our efforts. (EO 1)
2. Closely review social media analytics (EO 1 and 2)

Submitted by: Holly Scheller, Marketing and Community Relations, Coordinator

Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

Assessments are kept in the Marketing Office at Century City Center.

Dissemination/Discussion of Assessments:

Results are reported in the Integrated Marketing and Recruiting Committee meeting and to the Board of Trustees. In these meetings the assessment results were discussed and provided.

Assessment Results:

Fall 2017 1.12% increase indicating the top of mind awareness and targeting marketing strategy was effective.

Facebook followers increased by 639 people over 2016-2017. Twitter followers increased by 452 followers over 2016-2017. With an increase in traffic and engagement over the previous year.

The amount of engagement on our FB has grown dramatically over 2016-2017. Closely evaluating Fb analytics on a weekly basis shows increases of up to 74%.

Use of Results for improvement of expected outcomes:

Assessment results of social media analytics and print and radio/TV marketing demonstrated the current strategy is effective but needs to include more media (Snapchat, Hulu and Pandora) to reach more people.

Continue to engage more people through the use of interactive social media posts (through photos and videos), entertain (through memes and funny topics) and inform (posting of dates, timelines, and program information).

With a stronger social media presence Vernon College will showcase our community involvement through sharing photos and information as well as attending community events.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

Included in the 2018-2019 Annual Action Plan.

Submitted by: Holly Scheller, Marketing and Community Relations Coordinator

Date: 07.02.2018

Department/Program: President/Institutional Effectiveness

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

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

1. Monitor and ensure the development, distribution and implementation of an annual Planning Calendar (PG 1-5)
2. Monitor and ensure the development, distribution and implementation of an annual Assessment and Report Calendar (PG 2 and 3)
3. Monitor and ensure development and/or updated information, distribution and review of Key Performance Indicators of Accountability and related Benchmarks (PG 2 and 3)

Assessments used to measure expected outcomes:

1. Developed and completed Annual Planning Calendar and tracking approved by the College Effectiveness Committee as evidenced by agenda and minutes (EO 1)
2. Developed annual Assessment/Report Calendar approved by the Student Success Data Committee and reviewed by the College Effectiveness Committees as evidenced by agendas and minutes; completion of 100% of communication forms (EO 2)
3. Developed and/or updated Key Performance Indicators of Accountability and related Benchmarks approved by the Student Success Data Committee as evidenced by agenda and minutes (EO 3)

Submitted by: Dr. Dusty Johnston, President
Betsy Harkey, Director of Institutional Effectiveness
Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

The 2017-2018 Annual Planning Calendar, 2017-2018 Assessment/Report Calendar, Key Performance Indicators of Accountability, and related Benchmarks are located on the Vernon College website. The Vernon College Effectiveness Questionnaire is maintained in the Institutional Effectiveness Office. Committee meetings and agendas are maintained in CANVAS as well as on the Vernon College website.

Dissemination/Discussion of Assessments:

1. The 2017-2018 Annual Planning Calendar was reviewed and approved by the College Effectiveness Committee on July 27, 2017 followed by Board of Trustees review on August 9, 2017.
2. The 2017-2018 Assessment/Report Calendar was reviewed and approved by the Student Success Data Committee on October 13, 2017 followed by review by the College Effectiveness Committee on the same day. Both calendars were routinely reviewed/discussed during the 2017-2018 Academic Year and posted on the Vernon College website.

3. Key Performance Indicators of Accountability and related Benchmark updates were a routine agenda items for the Student Success Data Committee during the 2017-2018 Academic Year. The most recent KPIAs and Benchmarks are also available on the Vernon College website.
4. The Vernon College Effectiveness Questionnaire Summary was shared with the Student Success Data Committee, College Effectiveness Committee, and Data email group on September 11, 2017.

Assessment Results:

1. All (100%) activities listed on the 2017-2018 Planning Calendar were addressed as of July 1, 2018. Evaluation of July and August 2018 activities shows that they are on track to be completed as scheduled.
Note that the 2017-2018 Annual Planning Calendar was approved by the College Effectiveness Committee on July 27, 2017 followed by Board of Trustees Review on August 9, 2017.
2. The 2017-2018 Assessment Calendar was approved by the Student Success Data Committee on October 13, 2017 followed with review by the College Effectiveness Committee on October 13, 2017. The Assessment/Report Calendar is posted on the Vernon College website.
Although assessments and reports were completed in a timely fashion, 100% completion of the aligned communication forms was not achieved as of July 1, 2018. Review of the list of outstanding communication forms shows that 100% should be completed by early Fall 2018.
3. The expected outcome of “100% updated information” of the Key Performance Indicators of Accountability (KPIAs) was not achieved for the 2017-2018 Academic Year as of July 1, 2018. A primary reason for this issue is that several of the KPIAs use Texas Higher Education Coordinating Board (THECB) data. Due to a THECB Accountability System change, available data has been delayed. The projected deadline for updates is early Fall 2018.

Use of Results for improvement of expected outcomes:

1. The Annual Planning Calendar is aligned with the five Vernon College Primary Goals as a roadmap/checklist for all college components. Due to emphasis placed on comprehensive and strategic planning, the review, enhancement, tracking, and implementation of the Annual Planning Calendar will continue as an expected outcome for 2018-2019. Other than date updates, as of July 1, 2018, no changes are anticipated for the 2018-2019 Annual Planning Calendar. The College Effectiveness Committee will review for necessary changes in late July 2018 followed by the Board of Trustees in August 2018.
Vernon College Effectiveness Questionnaire responses will be available to assist with data informed decision making during the 2018-2019 academic year and for

development of the 2019-2020 Annual Action Plans and Institutional Effectiveness Plans.

2. Assessment results for this expected outcome identify the need to review and streamline the communication process for assessments and reports. This will be included in the expected outcome will continue for 2018-2019.
3. KIAs and related Benchmarks are critical to focused and strategic planning at Vernon College. This expected outcome will continue for 2018-2019 with the emphasis of information updated in a timelier manner.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

The three expected outcomes for 2017-2018 will continue in the 2018-2019 President/Institutional Effectiveness Plan.

Submitted by: Dr. Dusty R. Johnston, President
Betsy Harkey, Director of Institutional Effectiveness

Date: 07.02.2018

Department/Program: Office of Quality Enhancement

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

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

1. A clearly articulated QEP Review Framework within the written QEP proposal narrative. The review framework includes: An Institutional Process; Focus of the Plan (Learning Outcomes); Institutional Capability for the Initiation, Implementation, and Completion of the Plan; Broad-Based Involvement of Institutional Constituencies; and Assessment of the Plan. (PG 1, 2 and 4)
2. A well developed, college-wide awareness training initiative via the Professional Development Department that involves all Quality Enhancement Plan developments/activities throughout 2017-2018 (PG 1, 2, 4 and 5).
3. Comprehensive communication regarding all Quality Enhancement Plan initiatives, progress, and results within the institution as well as outside stakeholders (such as SACSCOC) throughout 2017-2018 (PG 1, 2 and 4).

4. Continued development, improvement, replenishment, training/support and implementation of the Quality Enhancement Resource Inventory (QERI) in association with the Technology Committee. (PG 1, 2 and 4)

Assessments/artifacts used to measure expected outputs:

1. A completed SACS-COC compliant and accepted Inquiry Based Learning Quality Enhancement Plan (IBL-QEP) proposal document including all components of the QEP Review Framework; agenda and minutes noting appropriate approvals by the QEP Planning Committee; agenda and minutes noting appropriate approvals by any additional appointed QEP Task Force(s) (EO 1).
2. Governance thru Committees Membership List—specifically the QEP Planning and Professional Development Committees; professional development policy/procedures; QEP/PD Calendar of events. (EO 2)
3. Institutional/College Effectiveness posted documentation; SACS-COC transmitted documentation; QEP Planning Committee Session minutes/documentation, college-wide e-mail notification tracking; QEP related professional development documentation; assorted QEP promotional materials (EO 3).
4. Governance thru Committees Membership List, requests and approvals by the Technology Committee, agendas and minutes noting approval of the request process; QERI related professional development documentation (EO 3).

Submitted by: Donnie Kirk, Director of Quality Enhancement
Date: 07.25.2017

End of Year Summary Report

**Institutional Effectiveness Plan Summary Report
Academic Year 2017-2018**

“Success through Inquiry” is an inquiry-based learning Quality Enhancement Plan (QEP) initiative designed to enrich student educational experiences at Vernon College. The concept of inquiry-based learning (IBL) centers on students’ ability to formulate a question or hypothesis, collect relevant and appropriate information or data, analyze and evaluate that data for accuracy, and subsequently present their findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.).

IBL is a “best-practice” teaching strategy designed to facilitate independent and collaborative knowledge building. Students formulating their own questions has the anticipated benefit of increasing motivation and perceived relevance and students taking increased responsibility for their learning. The objective of the proposed IBL-QEP initiative is to embed IBL learning strategies into courses across the curriculum for all students, thus creating a culture of inquiry at Vernon College. Courses enhanced with IBL learning strategies will provide students with opportunities to engage with and generate material in new and

innovative ways, thus equipping Vernon College graduates with marketable, professional skills for success upon graduation.

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

1. A clearly articulated QEP Review Framework within the written QEP proposal narrative. The review framework includes an Institutional Process; Focus of the Plan (Learning Outcomes); Institutional Capability for the Initiation, Implementation, and Completion of the Plan; Broad-Based Involvement of Institutional Constituencies; and Assessment of the Plan (PG 1, 2 and 4).
 - a. **Artifact A. QEP Proposal Narrative.** In January 2018, the director of Quality Enhancement submitted the “Success through Inquiry” (Inquiry-based Learning QEP) preliminary review framework/proposal narrative to Dr. John Hardt for review. The preliminary proposal narrative follows the recommended 9-point SAC-COC approved narrative framework (page 49 of the SACS-COC Handbook for Institutions Seeking Reaffirmation). The QEP Planning Committee met with Dr. John Hardt during the SACS-COC Advisory visit on Wednesday, January 24. Dr. Hardt reviewed the preliminary QEP proposal “*Success through Inquiry*” submitted by the writing team and subsequently offered general recommendations for momentous QEP implementation. Dr. Donnie Kirk and Dr. Brad Beauchamp were principle writers on this project.
 - b. **Artifact B. QEP Planning Committee Meeting Minutes (08-25-2017).** QEP Planning Committee Meeting Minutes from 08-25-2017 reflect the writing and approvals process regarding the QEP Proposal Narrative process.
2. A well-developed college-wide awareness training initiative via the Professional Development Department that involves all Quality Enhancement Plan developments/activities throughout 2017-2018 (PG 1, 2, 4, and 5).
 - a. **Artifact C. QEP Implementation Subcommittee Appointees.** As a result of the completed preliminary QEP proposal, a QEP Implementation Team for integration of the proposed “Success through Inquiry” QEP initiative was appointed. Comprised of campus employees institution-wide and instituted in Spring 2018, the “Implementation Team” addendum was added to the existing QEP Planning Committee.
 - b. **Artifact D. QEP Implementation Team Meeting (02.02.2018).** The QEP Implementation Team Meeting from 02.02.2018 reflects the planning for what will become a college-wide QEP staff development/integration promotional session.
 - c. **Artifact E. QEP Launch Party (Spring 2018).** The QEP Planning Committee and QEP Integration Team hosted the “Unboxing the VC QEP” Launch Party. Held as an all-campus professional development event, the QEP Integration team presented QEP integration/marketing/implementation ideas involving students, faculty, and the institutional as a whole. A luncheon was included with QEP related prize give-a-ways.

- d. **Artifact F. “You, Me, and the QEP, 2.0” Spring 2018 Event.** A session presented during the All Faculty/Staff Spring 2018 Kick-Off—this was the second edition of the campus-wide professional development presentation of “*You, Me, and the QEP.*” Here, QEP Director Dr. Donnie Kirk shared with campus employees that the Inquiry-based Learning Quality Enhancement Plan entitled “*Success through Inquiry*” is an ‘all-hands on deck’ accreditation effort on the part of Vernon College personnel. QEP progress and development, implementation, and assessment were presented. Faculty who completed the IBL-QEP faculty development pilot training presented a special panel discussion.
- e. **Artifact G. “You, Me, and the QEP” Fall 2017 Event.** A session presented during the All Faculty/Staff Spring 2018 Kick-Off--this was the launch of the campus-wide professional development presentation of “*You, Me, and the QEP.*” Here, QEP Director Dr. Donnie Kirk introduced the Inquiry-based Learning Quality Enhancement Plan entitled “*Success through Inquiry*” to all college employees. He emphasized that is an ‘all-hands on deck’ accreditation effort on the part of Vernon College personnel. QEP progress and development, implementation, and assessment were presented. Within this interactive session, employees had the opportunity to collaborate and share how they could support and promote the proposed QEP initiative.
- f. **Artifact H. Spring 2018 Vernon College Professional Development Calendar.** QEP related staff development sessions were included within the Spring 2018 Professional Development Calendar. Most notable events for QEP promotions and updates include the following:
 - i. All Faculty/Staff Spring 2018 Kick-Off (Monday, January 08)
 - ii. Spring 2018 Faculty In-Service Day (Friday, January 12); and
 - iii. Faculty Roundtable Series (February 23, March 23, and April 27).
 - iv. Additionally, the new *Success through Inquiry* logo was featured prominently within the pages of the Spring 2018 Professional Development calendar.
- g. **Artifact I. Fall 2017 Vernon College Professional Development Calendar.** QEP related staff development sessions were included within the Fall 2017 Professional Development Calendar. Most notable events for QEP promotions and updates include the following:
 - i. All Faculty/Staff Fall 2017 Kick-off (Monday, August 14)
 - ii. Fall 2017 Faculty In-Service Day (Friday, August 18)
 - iii. “*You, Me, and the QEP!*” sessions held on Tuesday, September 05 at the Vernon Campus and Wednesday, September 06 at the Century City Center
 - iv. IBL-QEP Pilot Group (Faculty) Round-up (September 20).

3. Comprehensive communication regarding all Quality Enhancement Plan initiatives, progress, and results within the institution as well as outside stakeholders (such as SACSCOC) throughout 2017-2018 (PG 1,2, and 4).
 - a. **Artifact J. QEP Related College Update Submissions (Fall 2017-Spring 2018).** College Update submissions between September 2017 and July 2018 reflect college-wide communication regarding QEP progress, events, activities, and promotions.
 - b. **Artifact K. College Effective Minutes (Fall 2017-Spring 2018).** College Effectiveness minutes for from Fall 2017 and Spring 2018 reflect forward momentum regarding the development of the proposed QEP plan. Development reports delivered by Dr. Donnie Kirk, Quality Enhancement Director. All College Effectiveness documents are reported to the SAC-COC governing body.
 - c. **Artifact L. Assorted QEP Related Promotional Materials.** QEP promotional materials developed and/or implemented during the 2017-2018 academic year included
 - i. **Poster Art.** Original QEP poster art designed by Brian Havins of F5 Designs in Fall 2017
 - ii. **Promotional Cookies.** Original designed “QEP” cookies by Fresh batch Cookies for internal promotion at a Fall 2017 staff development event
 - iii. **Social Media Promotions.** In Fall 2017, the QEP team launched a Vernon College “Success through Inquiry” Facebook Page. The [VC “Success through Inquiry” FB Page](#) is an ancillary resource tool available for all interested parties committed to the quality enhancement initiatives at Vernon College. Posts regarding QEP mission related content is posted weekly.
 - iv. **Faculty/Staff Promotional.** Chocolate pops from B. Cocoa Designs; the book “*Dive into Inquiry*” by Trevor Mackenzie; and the preliminary QEP mission statement in bookmark format for a Spring 2018 faculty/staff promotional event.
 - v. **QEP Mission Statement Distribution/Display.** The preliminary QEP mission statement was distributed to all campus employees during the Spring 2018 term. Campus employees began displaying the mission statement on desktops and bulletin boards.
 - vi. **Library/General access Computer Lab Displays.** In Spring 2018, all general access labs began displaying the original QEP poster art. Original poster art by Brian Havins, F5 Designs.
 - vii. **TV Monitor Displays.** In Spring 2018, the college video monitors began displaying the original QEP poster art logo.
 - viii. **Bulletin Board Decorating Contest.** During Summer 2018, a departmental bulletin board decorating contest launched, allowing all campus employees to get involved in promoting the proposed QEP initiative.
 - ix. **Student Promotional.** Designed in Spring 2018, a superhero concept design for the Vernon College Sports Day t-shirt was created. Approved in Spring 2018 by the QEP Planning and Implementation Committees, the t-shirts will be

distributed to all students at the annual fall event in October 2018. Brian Havins, F5 Designs designed the promotional t-shirt concept art.

- d. **Artifact M. College-wide E-mail Notifications.** Beginning in Spring 2018, after encouragement from Dr. John Hardt (SACS-COC Advisory visit on Wednesday, January 24, 2018) to sustain forward momentum with the preliminary “Success through Inquiry” QEP initiative, the QEP Director began sending college-wide promotional e-mails. Those e-mails included faculty QEP contest invitations, staff QEP contest invitations, QEP launch professional development notifications, and QEP related informational e-mails.
4. Continued development, improvement, replenishment, training/support and implementation of the Quality Enhancement Resource Inventory (QERI) in association with the Technology Committee (PG 1,2, and 4).
 - a. **Artifact N. Quality Enhancement Resource Inventory (QERI) Log (2017-2018).** Born out of the prior Vernon College QEP Vconnected, the QERI is an assortment of technology resources for both education and administrative support. Anna Martin, assistant to the Director of Quality Enhancement, meticulously maintained the QERI log during the 2017-2018 calendar year.
 - i. Items checked-out most frequently for usage are
 1. laptops
 2. iPads
 3. Video cameras
 4. Portable projectors
 5. Presentation clickers.
 - ii. Items replenished during the 2017-2018 calendar year include:
 1. Logitech M185 Wireless Mouse (QTY: 4) 08-01-2017
 2. VGA Cable (QTY: 5) 08-01-2017
 3. 12 Watt Adaptor for iPads (QTY: 2) 08-09-2017
 4. 8 Pin Charging Cord for iPads (QTY: 2) 08-09-2017
 5. Canon Vixia HF-R800 Video Recorder (QTY: 1) 8/1/2017
 6. Canon Vixia HF-R800 Video Recorder (QTY: 1) 12/1/2017
 7. QUMI HD Pocket Projector (QTY: 1) 8/9/2017
 - b. **Artifact O. Technology Committee Minutes (2017-2018).** A QERI report is required at all Technology Committee meetings.
 - i. A discussion of inclusion of QERI related technology for professional development sessions for the Spring 2018 PD calendar occurred (video techniques, online instruction best practices, clickers in the classroom). These suggestions were logged for future professional development training sessions.
 - ii. A call for suggestions for additions to the QERI was put in front of the Technology Committee (February 16, 2018). No suggestions were made at that time.
 - c. **Artifact P. Technology Survey (Fall 2017).** Each Fall term, a technology survey is electronically distributed via the Chair of the Technology Committee. Questions involve educational technologies, and training requests from faculty/staff—specifically QERI

related technology training requests. From the Fall 2017 Technology Survey, faculty indicated the desire for training on a variety of educational technologies including:

- i. New and improved video recording technologies,
- ii. Close captioning for video production,
- iii. Streaming video,
- iv. Skype for online classes,
- v. Recording and captioning capabilities within Canvas,
- vi. Camtasia training,
- vii. Clicker technology training,
- viii. 3-D printing demonstrations,
- ix. Smart board training, and
- x. An assortment of apps including Pixup, Pear Deck, and GoToMeeting.

Where possible, trainings are made available from the Instructional Design Coordinator or super-user training sessions (See Artifact R below).

d. Artifact Q. Distance Education Committee Minutes (2017-2018)

- i. As a result of the Fall 2017 Technology Survey responses (see Artifact P) and the rise in demand/enrollment in online courses, additional QERI related technologies are being utilized by faculty—specifically supplemental video recording.
- ii. One-on-one scheduled trainings for video recording/Camtasia software use best practices were conducted by the Instructional Design and Technology Consultant/Canvas Administrator Roxie Hill (Fall 2017-Spring 2018).
- iii. Finally, as the rise of video recording for lectures has increased, increased concerns of the use of Helix were expressed to Ms. Hill. An overlap of technologies with the QERI, the Technology committee, and the Distance Education Committee, this concern was addressed at both the Fall 2017 and Spring 2018 Distance Education meetings.

- e. Artifact R. “Incorporating Innovative Design into the 21st Century College Classroom” Trainings.** With many technologies being used at Vernon College, a “super-user” training was instituted in the Fall 2017 professional development planning. Entitled “Incorporating Innovative Design into the 21st Century College Classroom,” this peer-led training session series attempts to meet to the demands of technology training requests via the Fall 2017 Technology Survey responses (see Artifact P) as well as deficit issues presented via the Spring 2018 Distance Education Survey. Facilitated by faculty who use innovative technologies in the classroom or who are deemed “best practice” instructors.

Location of Assessments and Artifacts:

- All QEP/QERI related artifacts and assessment documents are located in the Office of Quality Enhancement (Artifacts A-N, and R listed in this document) as well as Vernon College Share Drive Storage.
- All Technology Committee artifacts and assessments are located within Office of the Electronic Information Coordinator/Chair of the Technology (Artifacts O and P listed in this document) as well as Vernon College Share Drive Storage.
- Distance Education Committee artifacts are located with the Office of Instructional Design and Technology Consultant/Canvas Administrator/Distance Education Committee Chair (Artifact Q) as well as Vernon College Share Drive Storage.

Dissemination/Discussion of Assessments:

For transparency purposes, all dissemination/discussion of QEP related assessments, progress, and/or outputs are made available institution/community wide via e-mail, committee dispersal, and professional development sessions.

Assessment and Artifact Results:

1. QEP Preliminary Proposal narrative (Accomplished). The Office of Quality Enhancement submitted a completed QEP Preliminary Proposal narrative for the SACS-COC Advisory visit in January 2018. (See Artifacts A-B above).
Future: 2018-2019 QEP related goals will continue a forward momentum with emphasis of college-wide promotion, training, and enculturation strategies
2. QEP Training and Development (Accomplished/In-progress). During the January 2018 SACS-COC Advisory visit, Dr. John Hardt encouraged forward momentum with the proposed “Success through Inquiry” QEP initiative. With that, an aggressive campus-wide promotion combined with professional development sessions commenced in the Spring 2018 term. A QEP Implementation Team subcommittee was appointed, a QEP roll-out launch professional development session was presented (April 2018); “You, Me, and the QEP” events (in both Fall 2017 and Spring 2018) occurred; and campus-wide QEP professional development session were held in both the Fall 2017 and Spring 2018 terms (See Artifacts C-I above).
Future: While a substantial awareness/professional development campaign successfully launched in Spring 2018, the momentum must build and continue during the 2018-2019 academic year.
3. Comprehensive Communication Regarding all Quality Enhancement Plan Initiatives, Progress, and Results (Accomplished/In-progress).
 - a. During the 2017-2018 term, official communication regarding all aspects of the QEP including initiatives, progress and results were reported via the official Presidents College Update and the College Effectiveness committee (See Artifacts J-K above).
 - b. During the January 2018 SACS-COC Advisory visit, Dr. John Hardt encouraged forward momentum with the proposed “Success through Inquiry” QEP initiative. With that, an aggressive campus-wide promotion commenced in the Spring 2018 term. The Fall 2017-Spring 2018 QEP promotional events included the following: new Original QEP poster art; a QEP social media campaign via Facebook; QEP Mission Statement creation/distribution/display event; library/general access computer labs displaying the

QEP logo; college wide TV Monitors displaying the QEP logo; bulletin board decorating contest; faculty article submission contest; student t-shirt promotional (to launch on Vernon College Sports day) (See Artifact L above).

- c. Finally, college-wide e-mails regarding all aspects of the QEP including initiatives, progress and results were communicated college-wide via e-mail (See Artifact M above).

Future: While comprehensive communication regarding all aspects of the QEP occurred through committee communication, college-wide promotional events, and campus-wide e-mail—the Office of Quality Enhancement must sustain the momentum for continued comprehensive communication throughout the 2018-2019 academic year.

4. Continued Development, Improvement, Replenishment, Training/support and Implementation of the Quality Enhancement Resource Inventory (QERI) in Association with the Technology Committee. (Achieved/in-progress). The VC QERI will always be a work in progress. During the 2017-2018 term, the assistant within the Office of Quality Enhancement proficiently maintained a log of all QERI borrowing activity and replenishments were made where appropriate (See Artifact N above). Subsequently, the Director of Quality Enhancement delivered accurate QERI accounts at each scheduled Technology Committee meeting (See Artifact O above). As a result of the Fall 2017 Technology Survey (See Artifact P above), appropriate QERI related technology training were made available where possible via the Instructional Design Coordinator or the “Incorporating Innovative Design into the 21st Century College Classroom” annual training series (See Artifact Q above).

Future: While improvement, replenishment, training/support and implementation of the Quality Enhancement Resource Inventory (QERI) were met in rudimentary fashion, a more rigorous approach to new technology adoption will be attempted in the 2018-2019 term. Specific improvements are necessary for the adoption of technologies that aid and assist with online course development/delivery/engagement. In addition, innovative technologies for effective, engaging in-class development/delivery/engagement are to be sought out as well. This enhanced technology adoption/experimentation/training process will take place in a collaboration between the Office of Quality Enhancement, the Technology Committee and the Distance Education Committee. “Super-users” (faculty who routinely use new technologies) will be sought out to deliver best practice methodologies with such innovative technologies.

Use of Results for improvement of expected outcomes:

1) The effective implementation of the proposed Vernon College “Success through Inquiry” QEP initiative via 2) college-wide professional development and 3) comprehensive communication and promotion together with 4) an effective Quality Enhancement Resource Inventory (QERI) are all strategic efforts designed to fortify student success at Vernon College.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

All results for goal planning and outcome analysis are designed to coincide with yearly updated/implemented Annual Action Plans. All information in the preceding document has been used for future Institutional Effectiveness (2018-2019) and is available for immediate use.

Submitted by: Donnie Kirk, Director of Quality Enhancement

Date: 07.11.2018

Student Services

Department/Program: Counseling

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

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

1. Conduct New Student Orientations to meet the needs of potential and incoming Vernon College students verifying that potential students get information concerning Texas Success Initiative Laws, advising/registration procedures, course descriptions, and the Vernon College catalog. (PG 3)
2. Identify how much counselor time is spent in direct student contact through advising/counseling on demand (walk-ins), appointments, and degree audits. (PG 3)
3. Evaluate student perception of counseling staff performance through a direct survey of students who utilized counseling services. (PG 3)

Assessments used to measure expected outcomes:

1. New Student Orientation Report (EO 1)
2. Counseling and Degree Audit Report (EO 2)
3. SENSE (EO 1)
4. CCSSE (EO 1)
5. Counseling Client Satisfaction Survey (EO 3)

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

The New Student Orientation Report, Counseling and Degree Audit Report, and Counseling Client Satisfaction Survey are all kept in the Associate Dean of Student Services Office.

Dissemination/Discussion of Assessments:

The New Student Orientation Report and the Counseling and Degree Audit Report are provided to the Student Success Data Committee as well as the Presidents Council. The Counseling Client

Satisfaction Survey is shared with the VC Counselors and the Student Services Leadership Council.

Assessment Results:

(EO 1) The New Student Orientation Report is a twice yearly snapshot of the NSO survey. The survey is taken from NSO participants. These participants are students who are interested in attending Vernon College. They do not need to have applied or made any other steps toward attendance to attend NSO. This year Student Services piloted a Quality Enhancement Program to take NSO from a lecture format to an interactive collaborative learning experience. It has worked well and been successful.

Through the NSO survey we have been able to see steady results in the student's NSO evaluation form.

The summarizing question – do you feel better prepared to start college as a result of NSO was answered:

16-17 89% said yes

17-18 98% said yes

This leads us to conclude that our success through inquiry based learning techniques are helping to engage and focus students.

(EO 2) Through tracking of all counselor interactions with students we are able to show which methods of delivery are most used by students. Our data is generally judged from September 1 to August 31 of each year.

As of July 2, 2018 we have already seen a 40% increase in walk-in advising. This shows us that students prefer to walk-in to see a counselor rather than to make a scheduled appointment.

Full data will be compared in October 2018 so that we can look at complete data against the previous 2 academic years. As in previous years, we will compare:

- Degree audits
- Counseling Appointments
- Counseling Walk-ins

(EO 3) The Counseling Client Satisfaction Survey is emailed to each person who meets with a Vernon College Counselor for advising purposes. The survey is anonymous. The results from September 2017 to May 2018 show:

- 97% of respondents felt they were greeted in a friendly manner
- 91% feel the counselor took time to evaluate the student's academic progress
- 91% felt the counselor was knowledgeable
- 95% felt they understood their Texas Success Initiative Status after meeting the counselor
- 83% felt they were not rushed during their appointment
- 89% felt all their advising questions were answered
- 52% of respondents were already TSI clear

Use of Results for improvement of expected outcomes:

(EO 1) Student Services will continue to monitor the results of our survey for the purpose of improving our programming and preparing potential students for success at Vernon College. We will continue our Success through Inquiry presentation format and evaluate how to incorporate this format into our online NSO.

(EO 2) We will continue to annually review the Counseling and Degree Audit Report so that we can identify trends in the ways that reach out for guidance and schedule counselors accordingly.

(EO 3) The Counseling Client Satisfaction Survey specifically asks questions of students who have visited with a VC counselor for advising – not to be confused with students who see other Course Schedule Advisors. This information is used to increase our performance and creation of procedures and practices by showing areas that we can focus on. Since we have lower scores in students feeling rushed or felt their advising questions were answered we will look at brainstorming ideas to better help students in regards to these topics. This data also shows that counselors do not only see students who are required to take developmental courses since 52% of students who answered the survey self-reported to be TSI clear.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

These will all be continued in the 2018-2019 IEPs.

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: 07.05.2018

Department/Program: Housing

Department/program purpose in support of the Vernon College Mission: Student Services will advise and counsel students as well as provide engagement opportunities through student activities and student support services that promote commitment to education, persistence, completion and a culture of success. Vernon College seeks to offer affordable, safe, and clean student housing on the Vernon Campus.

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

1. Measure student satisfaction with housing and food service through the use of student surveys. (PG 2)
2. Provide a safe living environment through regular health and safety inspections each semester. (PG 3)
3. Create a Student Housing Council made up of 6 student residents and the Director of Housing who will meet regularly to discuss housing issues and develop student engagement opportunities. (PG 3)
4. Provide regularly scheduled health services to student residents on the Vernon Campus through the Health Clinic. (PG 3)

Assessments used to measure expected outcomes:

1. Housing and Food Service Survey (EO 1)
2. Resident Hall Health and Safety Inspections Fall 2017 and Spring 2018 (EO 2)
3. Minutes of Student Housing Council meetings (EO 3)
4. Health Clinic Annual Report (EO 4)

Submitted by: Jesse Dominguez, Director of Housing

Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

Housing and Food Service Survey and the Resident Hall Health and Safety Inspections Fall 2017 and Spring 2018 are kept in the Housing Directors Office.

Minutes of Student Housing Council meetings are not available since they did not occur; however, notes and agendas from the RA Panel meetings are kept in the Director of Housing Office.

Dissemination/Discussion of Assessments:

Housing and Food Service Survey and the Resident Hall Health and Safety Inspections Fall 2017 and Spring 2018 are shared with the Student Services Leadership Council and the Student Success by the Numbers Committee.

Notes and agendas from the RA Panel meetings are shared with the Student Services Leadership Council.

Assessment Results:

(EO 1) The Vernon College Housing Wi-Fi continues to be the biggest issue reported by students. The Vernon College Housing and Food Service Survey showed the following results:

Housing Wi-Fi met your needs for schoolwork:

2015-2016 68% yes

2016-2017 45% yes

2017-2018 68% yes

Housing Wi-Fi met your needs for social networking:

2015-2016 62% yes

2016-2017 48% yes

2017-2018 68% yes

Housing Wi-Fi met your needs for entertainment:

2015-2016 46% yes

2016-2017 43% yes

(EO 2) Resident Hall Health and Safety Inspections were conducted on the following dates:

September 25, 2017

October 23, 2017

November 27, 2017

February 28, 2018

March 29, 2018

April 30, 2018

Few maintenance issues were found and few violations of prohibited items were found. During a late spring inspection it was found that smoke detectors in the baseball dorm had been tampered with to allow smoking in the facility. Fines were issued according to our policy in the Student Resident Handbook and all violations were corrected. 017-2018 70% yes

(EO 3) After review and very little interest from student residents, it was decided that the Student Housing Council would be replaced by monthly meetings of the Vernon College Resident Assistants (RA's) panel. Vernon College RA's consist of 3 assistant coaches (baseball, volleyball, and softball) as well as 4 student residents who also serve as RA's. This 7 member panel met with the Housing Director monthly to discuss student concerns as well as plan activities for the students.

The panel met on:

August 15, 2017

September 18, 2017

October 16, 2017

November 20, 2017

January 16, 2018

February 26, 2018

March 26, 2018

April 23, 2018

Use of Results for improvement of expected outcomes:

Housing internet and Wi-Fi continue to rank lowest on customer satisfaction questions asked. Within the last 3-5 years, housing students have proven to use exponentially more bandwidth, with many students using multiple devices at the same time. During the Spring 2018 semester Vernon College increased its bandwidth five-fold allowing more resources to be dedicated to the VC residence halls. This appears to have made a difference. However, since this occurred in late Spring 2018 the true test will be when the dorm is at maximum capacity. VC Housing will continue to monitor this issue through communication with students both formally and informally.

Vernon College Housing will continue to conduct monthly health and safety inspections to provide a safe environment for residents.

The RA panel was able to provide feedback needed to address common housing issues and provide input to plan successful student activities. This panel will be continued in future years.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

All 3 expected outcomes will be included in the 2018-2019 IEP.

Submitted by:

Jesse Dominguez, Director of Housing and Kristin Harris, Associate Dean of Student Services

Date: 07.05.2018

Department/Program: Security

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

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

1. Prepare and educate the college community on emergency preparedness. (PG 1)
2. Provide the Vernon College community with access to emergency procedures through printed materials, online materials and additional electronic resources. (PG 2)
3. Deliver security services through qualified staff. (PG 2)

Assessments used to measure expected outcomes:

1. Attendance at Vernon College Security, Safety, and Health Committee Meetings. (EO 1)
2. Publication of updated Emergency Procedures Chart as well as creation of electronic versions. (EO 2)
3. Weekly/Monthly schedules of Campus Police and Security Personnel (EO 3)

Submitted by: Kevin Holland, Vernon College Director of Campus Security

Date: 07.19.2017

End of Year Summary Report**Location of Assessments:**

Vernon College Security, Safety, and Health Committee Minutes as well as college wide staff development trainings attendance is kept by committee chairs and on the Vernon College website. Emergency Procedures Chart as well as creation of electronic versions are kept in the Director of Campus Security office.

Weekly/Monthly schedules of Campus Police and Security Personnel are kept in the Director of Campus Security office.

Dissemination/Discussion of Assessments:

Discussion at Vernon College Security, Safety, and Health Committee Minutes as well as college wide staff development trainings.

Emergency Procedures Chart as well as creation of electronic versions are provided to the college community at large and discussed at trainings.

Weekly/Monthly schedules of Campus Police and Security Personnel are discussed by the Dean of the Student Services and the Director of Campus Security.

Assessment Results:

(EO 1) The Director of Campus Security, the Dean of Student Services, and the Associate Dean of Student Services attended all Vernon College Security, Safety, and Health Committee Meetings as well as college wide staff development trainings. The Director of Campus Security was given time to speak to all employees at these meetings to address safety issues as well as answer questions. In addition, the Director of Campus Security attended student housing orientations and safety trainings to speak to student who live on campus about safety.

(EO 2) September 1, 2017 an updated Emergency Procedures Chart was provided to all members of the Vernon College community. The chart is available electronically through the Vernon College website as well as in printed format in every office, classroom, and meeting area at Vernon College.

(EO 3) Effective the beginning of the Fall 2017 semester, Vernon College has moved to a format that consists of 4 full time officers covering 2 shifts daily (business days) in Vernon, Texas and Wichita Falls, Texas. Absences and/or extra shifts are covered by a list of licensed peace officers who are trained, part-time members of the Vernon College police force. This replaces the contract labor security guards that were previously employed. A list of officers (both full time and part-time) as well as shift assignments are available in the Director of Campus Security office.

Use of Results for improvement of expected outcomes:

(EO 1) The Director of Campus police will continue to attend all Vernon College Security, Safety, and Health Committee Meetings as well as college wide training and student resident orientations and safety drills.

(EO 2) The Director of Campus Security will continue to monitor the Emergency Procedures Chart for needed updates and update as necessary.

(EO 3) Student Services will continue to monitor weekly and monthly schedules to verify that our licensed peace officers are providing security for Vernon College locations.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

All will be included in the 2018-2019 IEP with the addition of campus security training at statewide conferences for the Director of Campus Security.

Submitted by: Kevin Holland, Director of Campus Security and James Nordone, Dean of Student Services

Date: 07.05.2018

Department/Program: Student Activities

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

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

1. Determine student satisfaction with student activities to make considerations for future activities through surveys and questionnaires. (PG 2)
2. Measure student attendance at all activities. (PG 2)
3. Provide financial and staff support to the Student Government Association. (PG 2)

Assessments used to measure expected outcomes:

1. Student Activities Log of Activities (EO 2)
2. Student Activities Year End Survey of Students (EO 1)
3. Student Government Minutes (EO 3)

Submitted by: Jesse Dominguez, Director of Housing

Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

Student Activities Year End Survey of Students and the Student Activities Log of Activities are both kept in the Director of Housing Office. Student Government Minutes are kept in the Student Services Office.

Dissemination/Discussion of Assessments:

Student Activities Year End Survey of Students and the Student Activities Log of Activities are both shared with the Student Success Data Committee and the Student Services Leadership Council.

Assessment Results:

(EO 1) The Student Activities Year End Survey of Students showed that 90% of Vernon Campus students believe that Vernon College provided an adequate student activity and intramural program. Students reported that they would like more cookouts on the weekends and more intramural games such as wiffleball, dodgeball and kickball.

(EO 2) The log of Student Activities shows that the majority of attendees at Student Activities are student residents who live on campus. It also showed that the most attendance involved activities that included food or prizes for participation.

(EO 3) Vernon College Student Government Association Vernon Campus met monthly. This year the Student Forum (a student body organization for Wichita Falls Vernon College locations) was restructured and renamed Student Government Association Wichita Falls at the request of students and the approval of the Vernon College president and the Dean of Student Services. Both organizations attended the Texas Student Government Association Convention in Austin, Texas April 5-8, 2018.

Use of Results for improvement of expected outcomes:

(EO 1) In the next year, Vernon College will work to provide the activities that student have indicated interest in. We will continue to use the Student Activities Year End Survey in future years to provide planning input.

(EO 2) Vernon College will no longer use the Log of Student Activities but will produce a yearly Calendar of Student Activities that shows events and lists attendance. This calendar will be used to show trends in attendance.

(EO 3) Due to the creation of the creation of the Student Government Association Wichita Falls, the 2018-2019 school year will focus on collaboration and inclusion of the these 2 representative student bodies. Both groups will have monthly meetings and attend state conventions.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

The Calendar for Student Activities and Student Government initiatives will be included in the 2018-2019 IEP.

Submitted by:

Jesse Dominguez, Housing Director and Kristin Harris, Associate Dean of Student Services

Date: 07.05.2018

Department/Program: Student Success Pathway

Department/program purpose in support of the Vernon College Mission: In support of the Vernon College Mission, the office of Student Success/Title III serves to increase academic support through proactive and intrusive advising throughout the College. The office of Student Success/Title III strives to improve self-efficacy for learners resulting in increased student engagement, retention and persistence, and completion of educational goals.

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

1. Monitor and ensure the Student Success Pathway policies, practices and programs are reviewed to identify best practices, barriers and include suggested improvements to maximize students' progress at each point of their community college experience. (PG 1)
2. Monitor and ensure current programs/interventions are intended to provide intensive guidance to at-risk students to encourage use of support services within and outside the College. (PG 2 and 5)
3. Monitor and ensure development, implementation, and assessment of ongoing faculty and staff development and training designed to improve retention, completion of a certificate or associate degree and/or successful transfer through proactive and intrusive advising. (PG 4)

Assessments used to measure expected outcomes:

1. Written Student Success Pathway identified best practices, barriers and suggested improvements, agenda and minutes noting review by the Student Success Pathway Task Force and/or the Title III Oversight Committee. (EO 1)
2. Program/intervention outline and target population, summary of qualitative assessments gleaned from students, summary of program/intervention evaluations

(Academic Coaching, STEPS, Chap Express, Student Success Series, Peer Mentor Program). (EO 2)

3. Number of workshops and trainings provided, participation, summary of evaluations. (EO 3)

Submitted by: Criquett Lehman, Student Success Pathway Director

Date: 07.20.2017

End of Year Summary Report

Location of Assessments:

Student Success Pathway Directors office in Student Services.

Dissemination/Discussion of Assessments:

All results are shared monthly with the Title III Oversight Committee, on regular intervals with the Presidents Council, and annually with the US Department of Education in the annual grant reporting.

Assessment Results:

(EO 1) Title III Oversight Committee documents:

November 17, 2018 Agenda titled "TitleIIIagendaNov17"; November 17, 2018 Student Success Pathway Update titled "SSP Update 11-17-17 T3 Oversight"; February 9, 2018 Agenda titled "Title III Agenda Feb 9 2018"; February 9, 2018 Written Student Success Pathway Assessment document titled "SSP Assessment Homework – Master 12-8-17"; February 9, 2018 Minutes titled "Title III Minutes Feb 9 2018"

(EO 2) Academic Coaching: Population- Students receiving *Early Alerts* or are self-identified as struggling in current classes.

Striving to End Probation Status (STEPS): Population- Students on Academic Probation

Chap Express: Population- New students who are TSI incomplete and/or first generation students.

Success Series: Population- Students as identified by faculty or staff who observe a need in their class(es) or programming.

Peer Mentor Program: Population- Students new to college and first generation students.

Full details found in Program Outline and Assessment Summary documents for each program/intervention.

Student Success Staff meeting Agendas: June 11, 2018, June 28, 2018, July 26, 2018

(EO 3) 25 workshops/trainings

847 total participants

Evaluation highlights: student testimonials were highly successful/well liked, hands on training to engage the audience was well received, participation increased when opportunities were provided in conjunction with other meetings/workshops, it was difficult to assess every training/workshop due to many factors.

Full professional development details found in student success file titled "Professional Development Sessions GY1-GY3

Use of Results for improvement of expected outcomes:

(EO 1) Continue to facilitate annual review and updated documentation of the Student Success Pathway (SSP) by the Title III Oversight Committee. Modifications to the SSP will be made as department policies, practices and programs are improved, updated, added.

(EO 2) Continue to evaluate and refine each program/intervention as driven by assessment information. This includes continuation, addition, and/or deletion of programs in addition to revision of program/intervention strategies.

(EO 3) Continue to provide faculty/staff development using participant feedback. Use active learning strategies to provide hands on training, student testimonials to strengthen programming and use existing trainings/meetings as opportunities for additional faculty/staff development. Change assessment process to include a single annual evaluation of student success development activities instead of individual evaluations for each.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

All will be included in the 2018-2019 IEP.

Submitted by:

Criquett Lehman, Student Success Pathway Director

Date: 07.05.2018

Department/Program: Testing

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

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

1. Maintain the integrity and security of the testing environment. (PG 1)
2. Accommodate testers in a timely manner. (PG 2)
3. Provide testing services needed by Vernon College students, as well as potential students and community members. Services include entrance testing, instructional testing, correspondence testing, licensure testing, and GED testing. (PG 2)

Assessments used to measure expected outcomes:

1. End of Year Testing Report (EO 2 and 3)
2. Log of Testing Center Complaints (EO 1)

Submitted by: Sharron Shelton, Testing Center Coordinator
Date: 07.19.2017

End of Year Summary Report

Location of Assessments:

Log of Testing Center Complaints
End of Year Testing Report

Both Assessments are located in the Associate Dean of Student Services Office.

Dissemination/Discussion of Assessments:

Both Assessments are shared with the Vernon College Presidents Council, Student Services Leadership Council, and the Student Success through the Numbers Committee.

Assessment Results:

(EO 1) The Log of Testing Center Complaints has no entries as no formal complaints have been made against the Vernon College Testing Center.

(EO 2 and 3) As of July 2, 2018, the End of Year Testing Report is not available because it does not end until August 31, 2018. However, the current report mirrors previous years in terms of usage of the VC Testing Center.

Use of Results for improvement of expected outcomes:

(EO 1) Vernon College will continue to take any complaint seriously and provide secure and consistent testing services for our customers.

(EO 2) Student Services and the Testing Department will continue to collect the data and review annually the End of Year Testing Report. This review verifies that we are offering needed services and helps to allocate future resources as needed.

(EO 3) Furthermore, Student Services and the Testing Department will focus on customer service and customer satisfaction which the End of Year Testing Report does not measure. Beginning September 1, 2018 we will be offering all students who use the Vernon College Testing Center a voluntary client satisfaction survey.

Timeline for inclusion in Annual Action Plan or Institutional Effectiveness Plan:

2018-2019 will include this year's assessments as well as a new Testing Center Client Satisfaction Survey.

Submitted by:

Kristin Harris, Associate Dean of Student Services and Sharron Shelton, Testing Center Coordinator

Date: 07.05.2018