

**Vernon College Annual Action Plan 2017-2018
by Priority Initiative**

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

Admissions, Records and Financial Aid

Admissions and Records

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

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

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

Actions:

1. Develop and implement U4SM workflow document to streamline the migration process from prospect to applicant to enrollment

Resources and Approximate \$: Institutional Improvement no \$

Assessment Method: As evidenced by IPEDS 12-Month Enrollment numbers, U4SM workflow document, contact reports and applied/enrolled success rates **Date:** Ongoing annual review with summation by August 2018

Results: Not Achieved

Assessment Data/Evidence:
Development of U4SM workflow document was completed and submitted to the ERP/SIS Coordinator. Implementation of U4SM is not complete, therefore the workflow document has not been implemented. Due to the challenges of implementing U4SM and U4SM functionality, some workflows will not be implemented. IPEDS 12-Month Enrollment numbers, contact numbers, and applied/enrolled numbers are not applicable due to the delayed U4SM implementation.

Use of Results for Improvement:
The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Until U4SM is implemented and assessment data can be gathered, results will not be available. Alterations to the recruiting communication plan for all prospective students and applicants will continue to be made to provide additional information on enrollment and financial aid. Continue with objectives and actions due to importance of student success. Explore additional ideas and best practices for actions to facilitate continued improvement.

Objective #2: Improve student retention and success annually

Responsibility: Admissions and Records staff

Statement of Need: Retention and completion standards required by THECB, SACSCOC, and Title III Objective Measurements

Actions:

1. Send progress reports to notify students of their academic status at semester end

<ol style="list-style-type: none"> 2. Create and implement a U4SM workflow document to include refinements and additions to "Student Success thru Communication" project 3. Enhance "Early Alert" initiatives of U4SM 4. Continuous development and implementation of the automatic review/awarding of certificates/degrees 5. Notify students of President or Dean List honors each Fall and Spring semester
Resources and Approximate \$: Institutional Improvement no \$
Assessment Method: Date: Ongoing annual review with summation by April 2018 <ol style="list-style-type: none"> 1. Student retention as measured by Fall to Spring enrollments (THECB 001s) 2. As evidenced by number of progress reports sent to students 3. U4SM workflow document 4. Number of "Early Alert" contacts reached by the Office of Admissions and Records 5. As evidenced by U4SM degree audit workflow document and number of degrees/certificates awarded 6. Student retention as measured by Fall to Spring enrollments (CBM001)
Results: Not Achieved Assessment Data/Evidence: Notifications are sent at the conclusion of each Fall, Spring, and Summer semesters to inform students if they are on academic probation or suspension due to that semester's grades. Emails and the MyVC portal are utilized in the "Student Success thru Communication" initiative to advise students on a large and increasing number of topics which facilitate retention and success. Development of U4SM workflow document was completed and submitted to the ERP/SIS Coordinator. Implementation of U4SM is not complete, therefore the workflow document has not been implemented. Due to the challenges of implementing U4SM and U4SM functionality, some workflows will not be implemented. Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Until U4SM is implemented and assessment data can be gathered, results will not be available. Continue emphasis on retention and success efforts through Early Alerts and student success communications.

Admissions - Recruiting

Objective #1: Enhance recruiting efforts to increase enrollment and contact hours
Responsibility: Recruiting Coordinator, Director of Admissions and Records, Dean of Admissions and Financial Aid/Registrar, Director of Financial Aid
Statement of Need: As evidenced by the Key Performance Indicator of Accountability (KPIA) Percent of 12 County Service Area High School Graduates who go to College; Increased enrollment and contact hours are important factors in the economic condition of the College
Actions: <ol style="list-style-type: none"> 1. Evaluate and access direct encounters for the overall recruiting process.

2. Develop and participate in events designed to recruit students, emphasizing VC programs, services and affordability (Including Springfest Day (CCC), Sophomore Roundup, Preview Day (Vernon Campus), TACARO High School Fairs, VC Financial Aid Nights, Career Fairs, etc.).
3. Showcase VC programs, services, and affordability to student and community groups through campus/center tours, website pictures, videos, and slideshows.
4. Develop a larger presence in area schools to help create a college going culture in the College's 12 county service area by conducting presentations about VC, college in general, and the need for continued education beyond high school.
5. Work with VC program directors and coordinators to assist in recruiting prospects for specific CTE programs.
6. Aggressively recruit special populations such as veterans, minority groups, etc. and provide community outreach.
7. Create awareness of the opportunities for military and veteran students.
8. Develop and implement an applied but not enrolled contact list.
9. Incorporate designated staff into the recruiting processes of tours, recruiting calls, and follow-up assistance for prospects to apply for admissions and complete the steps necessary for enrollment.

Resources and Approximate \$: Institutional Improvement: Recruiting materials \$8,000 Travel \$6,000 Memberships \$5,000 (Apply Texas, TACRAO, and OACRAO) Events \$7,000

Assessment Method:

Date: On-going annual review with summation by August 2018

1. Utilization of recruiting reports to determine best practices and use of results for improvement
2. Recruiting report submitted to the Integrated Marketing and Recruiting Committee
3. Enrollment and contact hour numbers for each semester
4. Log of recruiting events held and participated in
5. CTE contact hours
6. Review and update job description of designated staff for recruiting

Results: Achieved

Assessment Data/Evidence:

- Recruiting reports comparisons showed an increase in the number of direct encounters for the overall recruiting process from 2016-2017 to 2017-2018. It should be noted that new reporting techniques were implemented in Fall 2017 to ensure accuracy of data collection.

	<u>2016-17</u>	<u>2017-18</u>
Total Direct Encounters	3507	3,530
Total Prospect Cards	608	324

- Count Day Snapshot comparisons showed an increase in student count for Fall and Fall I 2018 as well as Fall and Fall I 2017.
- Vernon College representatives are participating in more community events in the College's service area as well as an ongoing recruiting relationship with the Coalition for Hispanic Education and the African American Education Coalition.
- Strategic plan for increased presence at the surrounding TACRAO college fairs.
- New campus tour schedule was implemented to better showcase VC programs, services, and affordability. VC program videos have been incorporated into recruiting presentations.

- The Coordinator of Recruiting attended the Burkburnett STEM Career Night along with the program directors/coordinators to recruit prospect to specific CTE programs.
- Implementation of strategic communications plans in ERP was not completed due to delay of ERP/SIS software installation and implementation.
- Addition of an Assistant Recruiting Coordinator to help with tours, recruiting calls, and follow-up assistance for prospects.

Use of Results for Improvement:

The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. While data relative to recruitment efforts are oftentimes misinterpreted, it is anticipated that the institution will see positive results from its intense focus on the TACRAO college fairs and high school presentations. The Office of Admissions, Records, and Recruiting will continue to track all institutional recruiting efforts with the development of a new enrollment management plan. The new VC Preview Day and Preview Day CCC (formally known as GenTX day) were extremely well-accepted by the service area high schools. Both have been planned as annual events. Slight modifications to the format have been made based on participant surveys.

Objective #2: Enhance Recruiting presence and marketing to prospective students through wrapped recruiting vehicle
Responsibility: Dean of Admissions and Financial Aid/Registrar, Recruiting Coordinator, Director of Admissions and Records
Statement of Need: Increased recruiting presence, professionalism, and marketing through wrapping of recruiting vehicle used for travel throughout 12 county service area to recruiting events and high school visits
Actions: <ol style="list-style-type: none"> 1. Purchase economical car for primary use as a recruiting vehicle 2. Wrap car with VC logos and Chaparral mascot in school colors
Resources and Approximate \$: Facilities: Car : \$25,000 Wrapping: \$1,500
Assessment Method: Vehicle purchased and wrapped Date: September 2017
Results: Not Achieved
Assessment Data/Evidence: Due to budget constraints, the wrapped recruiting vehicle was not purchased.
Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind.

Objective #3: Enhance and implement an in depth communication process to prospective students to encourage enrollment
Responsibility: Recruiting Coordinator, Director of Admissions and Records, and Dean of Admissions and Financial Aid/Registrar
Statement of Need: Frequent communication is necessary to increase student enrollment
Actions: <ol style="list-style-type: none"> 1. Develop and implement a strategic communication plan for prospective students leading to application and enrollment

2. Explore alternative and best practices to communicate with prospective students outside of normal business hours
Resources and Approximate \$: Institutional Improvement: Postcards \$6000 Letters \$1000 Email Campaign \$2200
Assessment Method: 1. Survey of incoming students, faculty on the impact of the communication plan 2. Report of identified communication barriers and strategies to overcome barriers
Results: In Progress Assessment Data/Evidence: <ul style="list-style-type: none"> • Strategic email communication plan for prospective students was implemented including “applied, but not enrolled”, “applied for admission, but not clear in Student Services”, and “Applied and clear in all areas, but not enrolled”. • “Applied not enrolled” Postcard Campaign in May and June, 2018. • Survey on impact of communication plan was not completed due to time constraints. • Alternative and best practices to communicate with prospective students outside of normal business hours included constant Facebook ads and evening GED presentations. Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continued emphasis on implementing in depth communication processes using new ERP/SIS software when implemented. Work with the Coordinator of Marketing and Community relations to develop recruiting information via social media to inform prospective students about general admission, scholarship, and financial aid information.

Financial Aid

Objective #1 : Improve student recruitment, retention, and student success annually
Responsibility: Financial Aid Staff
Statement of Need: Facilitate success for Financial Aid students through retention and completion
Actions: <ol style="list-style-type: none"> 1. Counsel 100% of financial aid students who are reducing their course load or withdrawing regarding their financial aid consequences 2. Contact students who receive “Early Alert” notices regarding attendance and explain financial aid consequences 3. Campaign to notify students who are registered but not complete in Financial Aid Office 4. Campaign to encourage students who have been awarded Financial Aid but are not registered in classes 5. Participate in “Financial Aid Awareness” activities
Resources and Approximate \$: Institutional Improvement: Faculty assistance and telephone/supply budget.
Assessment Method: Financial Aid staff signatures on all drop and withdrawal forms. Early Alert contact log. Number of students signed up for text messaging, and number of texts/emails sent. Sign in sheet for Financial Aid Awareness activities/fliers. Date: August 2018
Results: Achieved Assessment Data/Evidence:

Financial Aid Office staff sign off on each schedule change form or are made aware of every drop or withdrawal in order to counsel students on the Financial Aid consequences. Financial Aid staff contact students by phone or email if "Early Alert" notification is received for attendance problem. Records are maintained for each student contact. Financial Aid balance disbursements are "held" until eligibility is determined, attendance letters are sent, and Early Alert problem is resolved. Emails and/or text messages are sent to registered students not complete in Financial Aid, and to students who are complete in Financial Aid who have yet to register, to encourage completion of enrollment and/or aid process. The number of students signed up for texting increased from 661 in June 2018 to 999 in September 2018.

Use of Results for Improvement:

Continue with objective due to importance of student success. Explore additional ideas and best practices for actions to facilitate continued improvement.

Objective #2 : Increase total financial aid awarded annually (as reported in KPIA) proportionally with credit enrollment increases

Responsibility: Director of Financial Aid

Statement of Need: Periodic meeting with staff to discuss methods to streamline and simplify the Federal Application process as much as feasible and reduce internal processing time per ISIR to 5 business days

Actions:

1. Monitor enrollments, aid applicants, and processing time periodically throughout award year for improvement opportunities
2. Send second notice letter to all students who have not responded to their financial aid status letter
3. Research use of electronic forms to improve services for students and streamline application process

Resources and Approximate \$: Institutional Improvement: Financial Aid staff time, budget for paper, envelopes and postage

Assessment Method: Number of students awarded versus number of students applied. Second notification letter log. Amount of aid awarded per FISAP and CB Financial Aid reports. Reported as KPIA **Date:** November 2018

Results: Achieved

Assessment Data/Evidence:

Processing of student aid applications (FASFA) was evaluated and modified for verification compliance and professional judgment, to better serve students, and to more efficiently utilize currently available technology. Total aid disbursed in 17-18 was \$14,792,720. The total grant, loan and work-study disbursed increased by over \$189,000, from \$11,670,097 in 2016-17 to 11,859,505 in 2017-18. Vernon College experienced an approximate \$271,000 increase in the total amount of Pell Grant disbursed. Pell Grant volume was \$5,290,161 for the 2017-18 award year compared to \$5,019,325 for 2016-17. Student loan volume decreased approximately \$68,000 from \$5,976,111 in 2016-17 to \$5,908,398 in 2017-18. The use of electronic forms was placed on hold until the installation of a new ERP/SIS is complete.

Use of Results for Improvement:

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

Instructional Services

<p>Objective #1: Actively engage Instructional Services in the development, promotion, and implementation and/or support of recruiting initiatives identified/targeted by the Integrated Marketing/Recruiting Committee.</p>
<p>Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty</p>
<p>Statement of Need: VC Enrollment KPIA, VC Service Area High School Students who go to College KPIA, Perkins Data, and THECB 60X30 initiatives.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Assist in transitioning oversight of applicable recruiting activities, including Sophomore Roundup, from Instructional Services to the Office of Recruiting within the Admissions & Records component of the institution. 2. Continue to support and expand recruiting activities targeting nontraditional students in gender biased programs. 3. Continue to expand program specific recruiting to targeted populations.
<p>Resources and Approximate \$: \$3000 - Institutional Improvement</p>
<p>Assessment Method: Attendance rosters, VC Enrollment KPIA, VC Service Area High School Students who go to College KPIA, Perkins data Date: August 2018</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence: Recruiting activities have been transitioned to the Office of Admissions/Recruiter. Perkins allocation of \$34,780 was used in marketing, recruiting, and support of nontraditional students. Perkins data is a moving target when it comes to 5P1, Nontraditional Participation, however Perkins data showed a slight increase in our efforts. Comparing Fall 2016 vs Fall 2017: Fall 2016 actual target was 22.96% with VC meeting 16.30% while Fall 2017 actual target was 22.70% with VC meeting 16.57%. The KPIA for VC service area high school graduates who go to college shows a slight decrease with 34% of them choosing VC in Fall 2017 as compared to 36% in Fall 2016.</p> <p>Use of Results for Improvement: Instructional Services will continue to assist with recruiting activities as needed. Perkins funds will continue to focus on the nontraditional students in gender-biased programs and targeted populations. Invited business and industry partners will continue to express the need for graduates. Programs will continue to have the nontraditional gender at recruiting events if possible.</p>
<p>Objective #2: Increase retention rate through proactive interventions.</p>
<p>Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty</p>
<p>Statement of Need: VC Enrollment KPIA, Title III Grant objective measurements, and THECB 60X30 initiatives</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Continue to support the Student Success Pathway initiatives of the Title III Grant as applicable to Instructional Services. 2. Assist in the customization, training, and implementation of the Early Alert/Advising modules within the new ERP/SIS (U4SM).

3. Through appropriate professional development and institutional policies/processes/practices, ensure faculty utilization of enhanced tools within the new ERP/SIS to more closely monitor student progress and provide timely and effective interventions to at risk students.
4. With the ERP/SIS Manager, develop appropriate dashboards and customized reports to provide relevant data and enable faculty and staff to more effectively identify and respond to barriers to student success.

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

Assessment Method: VC Course Completion Success KPIA, VC Graduation Persistence and Retention KPIA, Title III reports and documentation

Date: : September 2018

Results: Achieved In Progress

Assessment Data/Evidence:

Faculty participated and completed 20 mini grants relating to Student Success for the Title III grant. Items 2-4 are in progress until the new ERP/SIS is implemented.

Use of Results for Improvement:

Results of the mini grants are used to identify best practices and shared through round table discussions and professional development activities. Instructional Services continues to support the development of the new ERP/SIS system through discussions, reports needed, data collection, and process improvement.

Office of the President

Athletics

Objective #1: Utilize Coordinator of Marketing and Community Relations to draw community interest and support for Vernon College Athletics.

Responsibility: Vernon College Athletic Department and Coordinator of Marketing and Community Relations

Statement of Need: Increase attendance and community involvement at the Vernon College Athletics hosted events

Actions:

1. Continue to work with the marketing department to carry out marketing plans to increase event attendance and participation including television, radio, and print marketing.
2. Continue to work with the Community Interaction Committee with endeavors to be more visible with the community.
3. Facilitate contact with local entities/organizations for fan appreciation events.
4. Align with regional and national events/causes to increase attendance at home contests.
5. Scheduling changes: Attempt to schedule more games closer to the Vernon area for increased community fan support.

Resources and Approximate \$: Institutional Improvement - Time with VC staff, additional advertising money

Assessment Method: Number of events participated within the community; team schedules **Date:** June 2018

Results: Achieved

Assessment Data/Evidence:

Student-athlete involvement with various community interaction committee events; such as, Easter egg hunt and Scholarship banquet, increased exposure from KFDX for sport programs, attendance of 132 elementary students at baseball game, Christmas decorations set up for City Hall, lunchbox packaging for Red River Valley Museum .

Use of Results for Improvement:

Continue efforts to further increase publicity of Vernon College sports via print media.

Objective #2: Implementation of individualized recruiting plans for each sport to achieve enrollment expectations.

Responsibility: Head Coaches

Statement of Need: Vernon College athletic teams have been provided clear expectations of team enrollments by Vernon College administration.

Actions:

1. Continue to meet team enrollment expectations with an aggressive recruiting plan by the head coach seeking out potential team members who understand the need for athletic abilities, academic commitment, and strong personal character.

Resources and Approximate \$: Institutional Improvement - Staff time

Assessment Method/Date: Written recruiting plan approved by the Athletic Director; enrollment data **Date:** October 2017

Results: Achieved

Assessment Data/Evidence:

Submission of recruitment trips planned by each head coach to the Athletic Director and President, increase in enrollment numbers for each sport.

Use of Results for Improvement:

Continued submission of recruitment plans to meet administration's expectation of enrollment numbers.

Objective #3: Maintain competitive sports teams in Region V of the National Junior College Athletic Association and the Northern Texas Junior College Athletic Conference to help brand a winning tradition in all Vernon College Sports.

Responsibility: Head Coaches

Statement of Need: Vernon College has produced national champion rodeo teams and volleyball teams that regularly made the post season tournaments with players recognized for athletic excellence. However, in recent years the baseball and softball teams have been unable to regularly advance to post season play.

Actions:

1. Practice times and plans: Coaches notify week by week practice schedules/times to the Athletic Trainer/Assistant Athletic Director by utilizing Canvas by Fall 2017 for PHED1108/1109 to facilitate better communication between coaches, student/athletes and staff.

Resources and Approximate \$: Institutional Improvement - Coaches' time

Assessment Method/Date: Information submitted in Canvas to the Athletic Trainer/ Assistant Athletic Director **Date:** September 2017

Results: Achieved

Assessment Data/Evidence:

Schedules/practice times/study hall hours were placed on Canvas courses related to each sport.

Use of Results for Improvement:

Increased communication among athletic department in effort to promote quality practices.

Enterprise Resource Planning/Student Information System

Objective #1: Formalize workflow processes for Unit 4 Solutions Management (U4SM) for recruitment

Responsibility: Student Information System Coordinator, ERP/SIS Implementation Team

Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system

Actions:

1. Analyze results of the completed departmental workflows
2. Apply the results of the completed departmental workflows into the new ERP/SIS system.

Resources and Approximate \$: Institutional Improvement

Assessment Method: **Date:**

1. Submitted workflows will be uploaded into Canvas and analyzed. **March 2018**
2. Workflow results will be applied. **May 2018**

Results: In Progress

Assessment Data/Evidence:

Workflows were uploaded into Canvas by March 2018. The submitted workflows were reviewed and analyzed. Results of the review process were included as talking points for follow-up discussions with the Deans and Division Chairs of Vernon College.

Use of Results for Improvement:

Review of the workflows were included in the 2018-2019 Annual Action Plan.

Objective #2 : Formalize workflow processes for Unit 4 Solutions Management (U4SM) for retention

Responsibility: Student Information System Coordinator, ERP/SIS Implementation Team

Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system

Actions:

1. Analyze the completed departmental workflows as uploaded into Canvas
2. Apply the results of the completed departmental workflows into the new ERP/SIS system.

Resources and Approximate \$: Institutional Improvement

Assessment Method: **Date:**

1. Results analyzed. **March 2018**
2. Results applied. **May 2018**

Results: Achieved

Assessment Data/Evidence:

Departmental workflows were analyzed for process improvement and necessary re-structuring of duties. Business Office processes were improved, restructured, or eliminated as a result of the workflow analysis and follow-up discussions.

Use of Results for Improvement:

The use of results were included as part of the Dynamics GP GO-Live process.

Institutional Advancement**Objective #1:** Increase Scholarship Availability for Vernon College Students

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

Statement of Need: Financial difficulties are often a barrier to students who want to pursue a college education. This oftentimes results in students postponing college, attending part-time, or giving up altogether. A strong scholarship program aids both recruitment and retention efforts. Additionally a strong, dynamic scholarship program will aid in meeting the KPIA benchmarks: *At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2014-2015, 2013-2014, 2012-2013, and 2011-2012.* Since the implementation of the on-line scholarship application applications have continued to increase from 235 applications in year 1 (2009-2010) to 1,802 total applications in year 5 (2016-2017). The Office has also continued to serve as a “one-stop” shop for questions and assistance with Vernon College/Vernon College Foundation Scholarships and the on-line scholarship application. The need for this was identified in the 2013 SENSE Survey which indicated that students do not feel that there is anyone identified at Vernon College than can assist them with scholarship questions. Question 18i – “The College provided me with adequate information about financial assistance” and Question 18j – “A College staff member helped me determine whether I qualified for financial assistance.” Since that time, this office has been addressing these deficiencies and has worked with more students and parents to assist with scholarship information each year. Students now regularly contact or are directed to contact this office about scholarship assistance. Additionally, working with the Vernon College Foundation two new scholarship programs have been established for Dual Credit students.

Actions:

1. Identify opportunities for additional funding for new and existing College and Foundation scholarships from the public and private sector.
2. Continue to use AcademicWorks on-line scholarship application which is a more robust and mature software. Incorporate the best practice that scholarship applicants are first admitted to the College which will facilitate the AcademicWorks Application process.
3. Publicize, with the assistance of the Coordinator of Marketing and Community Relations, the availability of Vernon College/Vernon College Foundation Scholarships using the website homepage and College media, including social media, outlets.
4. Continue the “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications: College, Foundation, and non-College/Foundation scholarships that are open to Vernon College students.

5. With the Early College Start Coordinator manage the Vernon College Foundation Catching the Future Dual Credit Scholarship Program and the Archer City ISD, Crowell ISD, Iowa Park CISD, Electra ISD, Throckmorton ISD, WFISD and Windthorst ISD College Connections Scholarship Programs.
6. With the Early College Start Coordinator work with other service area ISDs to promote the benefits of creating a College Connections Scholarship Program for their high school students. Also continue outreach to Home School Students.
7. Work with the Early College Start Coordinator and the Admissions Office to distribute information about the Vernon College/Vernon College Foundation Scholarship Program to area high school counselors.
8. Make presentations about the college's online application process as requested.
9. Work with the donors of building scholarships to achieve funding resolution.
10. Work with donors whose endowed scholarships reside in the College endowment to transfer those scholarships into the Foundation endowment to maximize earnings potential.
11. Develop and present a transfer policy for approval to the Vernon College Board of Trustees to move "orphan" scholarship funds in the College endowment into the Foundation endowment in order to increase the funds' interest earnings.

Resources and Approximate: Institutional Improvement no \$

Assessment Method:

Date:

1. New scholarships created as evidenced by the Memorandums of Understanding signed and additional funds given to existing scholarships as evidenced by gift reports and the Voluntary Survey for Aid to Education by **August 2018**.
2. New dual credit scholarships created and gifts to existing dual credit scholarships given as evidenced by award records and gift reports by **August 2018**.
3. Use the number of **completed** scholarship applications received in AcademicWorks in 2017-2018 as a benchmark for future years by **August 2018**.
4. Information about available scholarships distributed as evidenced by number of applications received through the dual credit process or AcademicWorks and the annual Financial Aid KPIA report by **August 2018**.
5. Transfer policy developed and approved by **August 2018**.
6. Resolve at least 2% of current outstanding building scholarships as evidenced by communications with donors and/or transfer policy by **August 2018**.
7. Chair the Vernon College Scholarship Committee in March-April after the application closes, offer and award scholarships, and submit annual report by **August 2018**.
8. Work with donors to resolve at least 2% of scholarships remaining in the College endowment to transfer into the Foundation endowment as evidenced by donor transfer letters by **August 2018**.

Results: In Progress

Assessment Data/Evidence:

- Two new scholarships were established.

- Institutional Advancement continued to serve as the “one stop shop” scholarship office and fielded more than a dozen telephone calls, answered approximately 17 - 25 emails, and held 8 face-to-face meetings with students and parents about the scholarships process and assisted in completing the scholarship application.
- A total of 1,480 scholarship application were received for 2017-2018. Although this is a 9.5% decrease from 2016-2017 applications submitted, the 2017-2018 applicants were first required to apply to the College and have receive their Student ID number before they could apply for Scholarships. This cut down on applicants “shopping” scholarship opportunities at different colleges to see where they would receive the most money.
- For 2017-2018, 1,057 scholarship offers were extended; 867 of those offers were accepted and 821 (or 95%) of the offers accepted were actually used by students attending Vernon College.
- Work on a transfer policy is ongoing.
- The Scholarship Committee met twice in 2017-2018, September 29, 2017 and March 9, 2018, and the minutes and agenda are posted on the Committee web page.
- Three scholarships were transferred from the Vernon College Endowment into the Vernon College Foundation Endowment Fund.

Use of Results for Improvement:

- AcademicWorks will continue to serve as the Vernon College on-line scholarship application.
- The Scholarship webpage will continue to be maintained and updated with new information.
- Continue to serve as a “one stop shop” scholarship office and assist those seeking information about scholarship availability or requiring assisting to complete the online scholarship application.
- Provide updated information to the Coordinator of Recruiting in the Admissions Office about scholarship opportunities for use in presentations.
- Work with the Coordinator of Marketing and Community Relations to develop information via social media to inform current and prospective students about general and restricted scholarship opportunities.
- Staff continues to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to non-participating high schools. One new area ISD joined the College Connections program in 2016-2017.
- Continue to find sources for increased donations for existing scholarships, complete building scholarships, and work with donors to create new scholarships. As the department becomes aware of other scholarship opportunities that might be available to Vernon College students, that information will be emailed to students, posted on the Vernon College Facebook page and in the external scholarship section of AcademicWorks.

Marketing and Community Relations

Objective #1: Create awareness of Vernon College and the educational opportunities offered to recruit more students

Responsibility: Coordinator of Marketing and Community Relations; Director of Institutional Advancement/Executive Director, Vernon College Foundation; and Recruiting Coordinator.

Statement of Need: Increase enrollment to meet the mission of Vernon College as well as to sustain the institution. Vernon College Enrollment Key Performance Indicator of Accountability along with decreased state appropriations. Through marketing, in partnership with recruiting and advancement, Vernon College will be brought to top of mind awareness in the 12 county communities it serves. More exposure at community events will raise the profile of Vernon College which in turn will have more people in our community thinking about education.

Actions:

1. Through a comprehensive online marketing strategy, the college will have visibility to traditional students, the influential parents of traditional students and the non-traditional student population. Ads and Posts for Vernon College will run on YouTube, and Facebook.
2. TV ad campaign to run during fall/spring registration (June, July, August, November, December).
3. Working with Recruiting Coordinator to be at community events and have a presence in the high schools both on and off their campuses.
4. Promotion of events, such as Preview Day and Spring Fest, to draw more high school seniors to Vernon College.
5. Promotion of community events, such as Calle Ocho Street Festival, The Home and Garden Festival, Road to College, and Reading is Power Program.
6. Working with Director of Institutional Advancement to promote scholarships available through Vernon College which will make college more affordable to students who meet the criteria.

Resources and Approximate \$

1. **Institutional Improvement:** Crane West marketing firm for advertising, printing, social media advertising -- \$70,000.
2. **Technology:** tools such as YouTube and Facebook

Assessment Method:

Date:

1. Review of posts that were viewed, and how many resulted in clicks to our website for more information **August 2018.**
2. Comparison of enrollment numbers from 2016-2017 to ensure marketing is reaching the demographic. A rise in enrollment would show effective marketing strategy. Failure to raise enrollment would indicate further assessment of marketing. **August 2018 and on-going.**
3. Assess community/high school events and evaluate if they were an effective use of resources. **August 2018 and on-going.**
4. Review the marketing of scholarship availability to see if it translated to click through to the Award Spring application **August 2018.**

Results: **Achieved** **Not Achieved** **In Progress**

Assessment Data/Evidence:

- Google and FaceBook analytics tracked how many posts resulted in clicks to our website for more information. Facebook analytics showed how many people we reached with a post and how many engaged with it.
- Twelfth Count Day data showed a rise in enrollment which suggested that our marketing efforts were successful.
- Community Event headcount was used to measure the success of the event and whether or not the college will continue to have it.
- The number of Scholarship Applications was used to determine success of promotion.

Use of Results for Improvement:

- More videos have been posted vs pictures
- Time of day that posts are made. The data indicated the colleges "high traffic" time for Facebook.
- Our broadcast marketing plan will rely on top-of-mind awareness campaign which will run throughout the year.

- Community Event has been canceled.
- Marketing of scholarships will continue.

Objective #2: Participate in and continue to implement the recommendations of the Integrated Marketing/Recruiting Task Force Report and new recommendations developed by the Integrated Marketing/Recruiting Committee

Responsibility: Coordinator of Marketing and Community Relations

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

Actions:

1. Ensure the implementation of the Integrated Marketing/Recruiting recommendations made by the 2013 Task Force and approved by the administrative team by evolving the recommendations into the Vernon College Integrated Marketing/Recruiting Plan. Co-Chair the Integrated Marketing/Recruiting Committee with the Director of Admissions and Records.
2. Consistently monitor the Integrated Marketing/Recruiting Plan to ensure participation and action of responsible parties and/or departments and report to the President in January and July on completion of actions directed by the plan via the committee mid-year and end-of-year reports.
3. Work with a marketing consultant to continue to implement marketing strategies through advertising and social media to help educate the citizens in our 12 county service area about the value and economic impact of Vernon College in this region.
4. Continuously review current policies, procedures, processes, practices, timelines, and functions and make suggested additions, deletions, and changes to ensure optimum use of marketing strategies and a cohesive visual identity for Vernon College.
5. Work with the Director of College Effectiveness to annually review the State of Texas education plan goals and results for participation and success.
6. Review and make recommendations for Vernon College retention plans and results.
7. Make recommendations to the President and the Administrative Council.
8. Assist the Recruiting Coordinator and Early College Start Coordinator with marketing needs and on-site events as requested.
9. As required by SACSCOC CP 3.14.1 and FR 4.6 and as stated in the Vernon College Employee Handbook (page 84) review and approve all marketing materials for all college programs and recruiting efforts.
10. Develop social media policies and guidelines for Facebook and Twitter and other social media programs.
11. Create a general FAQ document by merging various FAQ documents previously published by some departments and post prominently on the College website and review annually.
12. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented to ensure cohesiveness, develop and share best practices for the site, and recommended policies and guidelines.

<p>13. Review existing marketing policies, processes and procedures, and develop new policies, processes and procedures as needed.</p> <p>14. With the Admissions Department, develop and implement a strategic plan for recruiting minority and male students.</p> <p>15. Create videos and testimonials, “Why attend Vernon College,” for posting to the web site.</p> <p>16. Continue participation in community-wide events such as, but not limited to: Café con Leche, Calle Ocho, Coalition for Hispanic Education; Vernon College on-site recruiting and marketing events, The Kemp Home and Garden Show, MLK Breakfast, African-American Coalition annual education banquet, Zavala annual banquet, River Bend Nature Center ElectriCritters, etc.</p> <p>17. Continue to investigate and, when appropriate, implement best practices in integrated marketing/recruiting to benefit the College.</p> <p>18. Develop, as needed and feasible, new strategies to continue to improve the work of the Integrated Marketing/Recruiting Committee.</p>
<p>Resources and Approximate \$: Institutional Improvement: Crane West marketing firm for advertising, printing, social media advertising -- \$70,000; CTE marketing/recruiting event -- \$12,000; Funds to support outside sponsorships such as Calle Ocho, the Martin Luther King, Jr. Breakfast, Riverbed Nature Center Electric Critters, Wichita Falls Literacy Council Annual Spelling Bee, the Hispanic Education Summit, Leadership Wichita Falls annual visit/lunch to Vernon College, area stock show sponsorships, Santa Rosa Rodeo, Vernon Summer's Last Blast, etc. -- \$15,000;</p>
<p>Assessment Method: Date:</p> <ol style="list-style-type: none"> 1. Monthly or bi-monthly meetings of the Integrated Marketing/Recruiting Committee and mid-year and annual reports filed. January 2017 mid-year report and August 2018 annual report. 2. Maintain relationship with Marketing Consultant by August 2018 and on-going. 3. Annual website review by August 2018 and on-going. 4. Policies, processes and procedures relevant to Integrated Marketing/Recruiting developed and implemented by August 2018 and on-going.
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> • Meeting Calendar for the Marketing/Recruiting Committee • Relationship with Crane West • Policies, processes and procedures relevant to Integrated Marketing/Recruiting developed and implemented by <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> • Meetings are not held twice a semester to present Marketing and Recruiting information to the committee. • Crane West continues to be the marketing firm for Vernon College • A website redesign is being planned for the future.

President/Effectiveness

<p>Objective #1: The College will annually review policies, procedures, processes, practices and programs associated with recruitment efforts.</p>
<p>Responsibility: President</p>
<p>Statement of Need: Personal observation and continuous improvement; to target the Key Performance Indicators of Accountability (KPIA) benchmarks for Percent of 12 County Service Area High School Graduates who go to College and Financial Aid</p>

Actions:

1. Monitor KPIA benchmark data
2. Monitor and ensure implementation of and adequate resource allocation for approved recommendations from the Integrated Marketing/Recruiting Committee Plan
3. Promote and ensure identification, recruitment and follow-up of students with 30 or more semester credit hours not currently enrolled
4. Promote and ensure development and implementation of the Title III Student Success Pathway (SSP)

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

Assessment Method/Date: As evidenced by meeting notes, annual action plans, KPIA data and budget; Evidence of contact of students with 30 or more semester hours not enrolled; Student Success Pathway document and SSP Task Force Recommendations **Date:** July 2018

Results: Achieved Not Achieved

Assessment Data/Evidence:

- Note
 - 85% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC offers educational opportunities that can attract leading high school graduates within its 12 county service area to attend.*
 - 89% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC provides an appropriate entry/registration process to support educational goals and student success.*
- 1. Review and sharing of KPIAs benchmark data as evidenced through Student Success Data (SSD) Committee minutes, President's Monthly News, and Student Success Data Facts to the Board of Trustees. **Achieved**
- 2. Approved budget, *Governance thru Committee* document including the Integrated Marketing/Recruiting Standing Committee (IM/R) charge, and IM/R agenda/minutes. **Achieved**
- 3. Identification, recruitment and follow-up of students with 30 or more semester credit hours currently not enrolled was not accomplished during 2017-2018 due to change of focus with award of Title III, Strengthening Institutions Program Grant and pending implementation of new ERP/SIS (U4SM). **Not Achieved**
- 4. Student Success Pathway and Oversight Committees agendas/minutes, Title III Consultant Evaluation, Title III Mid-year and Annual Progress Report and Student Success Pathway Markers data collection such as increased student contact by Student Success Specialists. **Achieved**

Use of Results for Improvement:

1. Continue providing KPIA benchmark data to college components, departments and Board of Trustees for development of improvement strategies.
2. Continued emphasis on implementing recommendations of the Integrated marketing Task Force and through the IM/R Standing Committee.
3. Identification, recruitment and follow-up of students with 30 or more semester credit hours not currently enrolled will be considered one of the priority processes/practices with the implementation of U4SM.
4. Continue to monitor Title III strategies, objectives and measurements for the Student Success Pathway.

<p>Objective #2: The College will annually review policies, procedures, processes, practices and programs associated with retention/completion efforts.</p>
<p>Responsibility: President</p>
<p>Statement of Need: Personal observation and continuous improvement; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer, License/Certification Rates, and Placement and Completion</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Review and continue to implement approved plan from the Integrated Marketing/Recruiting Committee 2. Monitor KPIA benchmark data 3. Promote and ensure development and implementation of a process for automatic review and awarding of certificates and degrees 4. Promote and ensure development and implementation of the Title III Student Success Pathway (SSP)
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidenced by the Integrated Marketing/Recruiting Committee and Title III committees and task forces agendas, minutes and meeting notes; Evidence of process for automatic review and awarding of certificates and degrees; and KPIA data Date: July 2018</p>
<p>Results: Achieved Not Achieved</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> - Note that 88% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC implements processes and practices that promote student success in retention, completion and transfer functions.</i> <ol style="list-style-type: none"> 1. Integrated Marketing/Recruiting Standing Committee responsibilities listed in <i>Governance thru Committee</i> document include retention/completion efforts. Achieved 2. Monitoring of KPIA benchmark data as evidenced through review and sharing in Student Success Data Committee minutes, President’s Monthly News, and Student Success Data Facts to the Board of Trustees. Achieved 3. A process for automatic review and awarding of certificates and degrees was not accomplished during 2017-2018 due to change of focus with award of Title III, Strengthening Institutions Program Grant and pending implementation of new ERP/SIS (U4SM). Not Achieved 4. Student Success Pathway and Oversight Committees agendas/minutes, Title III Consultant Evaluation, Title III Mid-year and Annual Progress Report and Student Success Pathway Markers data collection such as increased student contact by Student Success Specialists. Achieved <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. Use of results for improvement provide illustration of enhanced committee focus on retention and completion. 2. Conduct an annual review and update responsibilities of the Integrated Marketing/Recruiting Committee as necessary. 3. A process for automatic review and awarding of certificates and degrees will be considered one of the priority processes/practices with the implementation of U4SM. 4. Continue to monitor Title III strategies, objectives and measurements for the Student Success Pathway.

Student Services

Dean of Student Services/Associate Dean of Student Services

Objective #1: Provide easily accessible information to potential students about Student Services.	
Responsibility: Associate Dean of Student Services	
Statement of Need: The Vernon College Student Services portion of the VC website provides information to potential students in a written format. Students and potential students are reluctant to read, correctly interpret, and act on large amounts of information in written format. Therefore, to help provide information in an alternative format, Student Services will produce short videos explaining and demonstrating various programs and services available to students.	
Actions:	
<ol style="list-style-type: none"> 1. Develop a comprehensive list of topics, for example: TSI, Student Housing, Testing Centers, Career Coach. 2. Create short videos for the aforementioned topics. 3. Link videos to the Student Services portion of the VC website. 4. Track video “hits” and watches. 	
Resources and Approximate \$: Technology – unknown \$-Time investment from various Student Services staff members; technology assistance from VC IT staff members, including outsourced RunBiz operation.	
Assessment Method: Presence of videos on VC website and date activated videos available.	Date: October 2017
Results: In Progress	
Assessment Data/Evidence:	
After discussions through Presidents Council and VC Marketing, it was understood that Vernon College would plan modifications and reformatting of the VC website for 2019. Therefore, several Student Services leadership personnel made the decision to not restructure or make major additions to portions of the website until the aforementioned academic year 2019. However, various Student Services personnel did make special efforts to verify and update current pages of the VC website, which contained pertinent student services information. Recording equipment was purchased for purposes of creating information videos for future inclusion on the Vernon College website.	
Use of Results for Improvement:	
Student Services personnel will continue to plan the creation and dissemination of short, two-minute information videos (on student services programs and services) for student consumption.	

Student Success Pathway

Objective #1: Provide Academic Coaching Services to at-risk student groups – i.e. developmental students, academic probation, academic suspension, and students receiving early alerts
Responsibility: Student Success Specialists

Statement of Need: As stated in the Title III grant narrative, there is a recognized need to provide intensive guidance to at-risk students to encourage use of support services within and outside Vernon College through Academic Coaching sessions.

Actions:

1. Create a written process outlining the steps followed during an Academic Coaching session that can be individualized per student. The process will include specific proactive and intrusive advising strategies as well as support services available for recommendation.
2. Schedule Academic Coaching sessions with at-risk students; meet with at-risk students face-to-face or online.
3. Conduct direct and indirect assessments to track total number of academic coaching sessions and participants, participant retention and persistence rates, session effectiveness and student impact, GPA, full-time status, credits completed, progress towards degree, recommended support services utilized.
4. Continue the implementation of the STEPS program (Striving To End Probation Status).
5. Conduct a survey of STEPS participants to determine effectiveness and student impact

Resources and Approximate \$: Institutional Improvement - no \$ - staff time and effort

Assessment Method: **Date:**

1. Written process submitted by **December 2017**.
2. Number of Academic Coaching participants including method of delivery. **December 2017, May 2018**
3. Documentation of assessment results on Title III Markers document; includes multiple semesters/years to allow for comparisons, included in comparison data: GPA, full-time status, credits completed, progress towards degree, recommended support services utilized.
4. Data and survey results compiled, summarized and presented to the SSPTF committee in **July 2018**.

Results: Achieved

Assessment Data/Evidence:

1. The Academic Coaching process is outlined in the “Academic Coaching-program outline” document and activities used in proactive/intrusive advising strategies are listed on the “Academic Coaching Activities List” document.
2. Academic Coaching was offered to all students with outreach efforts focusing on “at-risk” students. At-risk was defined as those students who received an early alert from their instructors. During the 2017-18 academic year, there were 278 Academic Coaching appointments; 230 of those being unique students. Striving to End Probation Status (STEPS) was offered to those students on academic probation. During the 2017-18 academic year, there were 203 Academic Coaching [including Striving to End Probation Status (STEPS)] appointments; 135 of those appointments being unique students.
3. Grant Year 2 numbers (2016-17) are reflected on the Title III Markers document; Grant Year 3 (2017-18) numbers are in progress as the report is due December 2018. The data was presented to the Title III Oversight Committee during the May 4, 2018 meeting.
4. Survey results are summarized in the “Program Assessment Summary – Academic Coaching” and “Program Assessment Summary – STEPS” documents. I am satisfied with my Academic Coaching overall Experience – 85% Strongly Agree or Agree; I am satisfied with my STEPS Experience – 100% Strongly Agree or Agree.

Use of Results for Improvement:

Academic Coaching:

- Explore ways to get more students to utilize academic coaching that receive early alerts or that are referred by instructors
- Collaborate with instructors and tutoring coordinators to ensure follow-up with student referrals
- Evaluate program for opportunity to include appointment reminders and follow-up
- Research additional interactive tools/strategies to increase engagement for improving academic difficulties.

STEPS:

- Encourage students to meet with Student Success Specialist for third appointment regarding degree audit/advising.
- Evaluate program for continued improvement to assist with increasing retention and completion.
- Evaluate program for opportunity to include appointment reminders and follow-up
- Research additional interactive tools/strategies to increase engagement for improving academic difficulties.

Objective #2: Continue to provide leadership and training for the Vernon College Title III Student Peer Mentor Program.

Responsibility: Student Success Specialists and Student Success Pathway (SSP) Director

Statement of Need: As identified by the Title III narrative, a peer mentor program will be ongoing with 100 % of identified at-risk students referred to peer mentors. Increased academic support through proactive and intrusive advising will be accomplished throughout the College: Student Peer Mentor Program as a student engagement intervention and pipeline to academic support. Guidance and training for the mentor program will be provided by SSP staff.

Actions:

1. Oversee the Student Peer Mentor Program as established in previous semesters.
2. Organize and conduct training opportunities for peer mentors; collaborative efforts between Instructional Services and Student Services personnel.
3. Record efforts to recruit mentees and advertise the peer mentor program
4. Interview mentors and mentees to establish efficacy of the program and best practices

Resources and Approximate \$: Personnel- Institutional Improvement 12 mentors at \$250 a semester = \$6000 -Title III grant funds to pay mentors

Assessment Method: Date:

1. Mentor applications, interview notes. **December 2017, May 2018**
2. Orientation/training session program, dates, attendees. **December 2017, May 2018**
3. Compare number of mentees and mentors for each Fall and Spring to show program growth. **July 2018**
4. Summarize and review mentor and mentee responses to interviews to make recommendations for the future of the program. **July 2018**
5. Data and program summary presented to the Student Success Pathway Task Force (SSPTF) **July 2018**

Results: **Achieved**

Assessment Data/Evidence:

1. There were a total of 12 applicants to the program and all were interviewed. The documentation is on file in the Office of Student Success.

2. Training occurred on the following dates: August 10, 2017 (Brandon Beene, Mikayla Graham, Mason Huse, Sandi Keck, Anthony Keck, Bryce Thayer, Hailey Wright, Alex Duncan), August 24, 2017 (Hamilton Hayers, Ty'Erika Preston, Daniel Malone, Kristi Caldwell), January 25, 2018 (Bryce Nickels, Natasha Fehn, Andrea Palomino), and January 30, 2018 (All). Program details can be found on the "Peer Mentor Training Schedule" document and "Peer Mentor Training" presentation.
3. Fall 2017 & Spring 2018 Mentors: 6 CCC, 5 VER, 1 STC; Fall 2017 Mentees: 29 CCC/378 Contacts, 29 VER/82 Contacts, 23 STC/37 Contacts; Spring 2018 Mentees: 57 CCC/657 Contacts, 31 VER/204 Contacts, 6 STC/133 Contacts.
4. Mentors were interviewed as part of the exit interview process. Responses are summarized on the Program Assessment Summary document. Mentees were not interviewed formally.
5. Survey results are summarized in the "Program Assessment Summary – Peer Mentor" and "Program Assessment Summary – Peer Mentees" documents. I am satisfied with my Peer Mentor overall Experience – 100% Strongly Agree or Agree; I am satisfied with my Peer Mentee Experience – 95% Strongly Agree or Agree.

Use of Results for Improvement:

Mentor:

- Add a "no response" check box to the overview form
- Program promotion through partnered classes
- Consider Student Success Specialist (SSS)/Mentor/Mentee meeting for introductions and to explain program
- Training – language to use with mentees when they are not responding, language to use with mentees when assigned as opposed to opt-in
- Explore a mentor partnership with Learning Frameworks class

Mentee (includes information from Overview forms):

- Improve consistency on filling-out/completing the Overview forms during Peer Mentor training.
- Low numbers on referrals made for Peer Mentees: reevaluate training, terms, and how to retrieve appropriate and consistent data.
- Begin tracking Peer Mentee response in addition to Peer Mentor contact.
- Consider SSS/Mentor/Mentee meeting for introductions and to explain program

Student Success Pathway/Counseling

Objective #1: Ensure effective New Student Orientations and Chap Express through Active and Collaborative Learning.

Responsibility: Student Success Pathway Director and Student Success Specialists, Counselors

Statement of Need: According to the Title III grant, Chap Express orientation is an identified early intervention for at risk groups – specifically students in developmental coursework, students entering VC on probation or suspension from another college, or other students who are identified by advisors.

Actions:

1. Schedule and conduct Chap Express Sessions at the Century City location and the Vernon campus appropriate to meet the needs of targeted at-risk students; explore the option of offering sessions online.

2. Evaluate Chap Express content and delivery to ensure active and collaborative learning strategies are used and effective in achieving Title III strategies and objectives.
3. Schedule and conduct follow-up Chap Connection sessions to connect students to peer mentors, encourage collaboration with students, faculty, and staff, and refer students to support services to assist them in achieving their educational goals.
4. Continue to research and find alternative approaches to increase outreach and attendance in Chap Express and Chap Connection follow-up sessions.
5. Assist Counselors in reviewing New Student Orientation content and delivery methods to ensure Title III strategies and objectives are achieved.
6. Conduct direct and indirect assessments to track total number of Chap Express and Chap Connection sessions and participants, participant retention and persistence rates, session effectiveness and student impact, GPA, full-time status, credits completed, progress towards degree, recommended support services utilized.

Resources and Approximate \$: Institutional Improvement - no \$ - Chap Express budget already in place for refreshments for students – employee time

Assessment Method: Date:

1. Number of Chap Express and Chap Connection participants including method of delivery. **December 2017, May 2018**
2. Documentation of assessment results on Title III Markers document; includes multiple semesters/years to allow for comparisons, included in comparison data: GPA, full-time status, credits completed, progress towards degree, recommended support services utilized.
3. Data and survey results compiled, summarized and presented to the SSPTF committee in **July 2018**.

Results: Achieved

Assessment Data/Evidence:

1. All Chap Express workshops were delivered face-to-face with a total of 198 participants (94 CCC, 104 VER). During the Spring semester, students who did not attend Chap Express were assigned a Peer Mentor (42 CCC, 11 VER). This was a pilot of the “safety net” concept.
2. Grant Year 2 numbers (2016-17) are reflected on the Title III Markers document; Grant Year 3 (2017-18) numbers are in progress as the report is due in December 2018. The data was presented to the Title III Oversight Committee during the May 4, 2018 meeting.
3. Survey results are summarized in the “Program Assessment Summary – Chap Express” document. I am satisfied with my Chap Express Experience – 100% Strongly Agree or Agree.

Use of Results for Improvement:

- Change format of questions to better evaluate topics and add overall satisfaction question to the Exit Survey.
- Re-evaluate the topics and where time is spent on each topic.
- Evaluate the format to determine if breakout sessions, that include topic choices, are effective.
- Include Tutoring Center along with NetTutor.
- Bring parking permit forms and address during breaks (for anyone who still needs one).
- Continue to offer alternative options for those students who do not attend Chap Express.
- Consider offering a workshop at Skills Training Center.

Priority Initiative #2

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

Admissions, Records and Financial Aid

Admissions and Records

Objective #1: Increase student retention and subsequent completion (graduate) success annually

Responsibility: Admissions and Records staff, ERP/SIS Coordinator

Statement of Need: Improve student completion rates as measured in KPIA's and Title III Measurements

Actions:

1. Assign a catalog to be used for the degree audit program and enable degree shopping for all new students each semester. (The degree audit will show the student a clear outlined path to completion of their declared degree or certificate.)
2. Update the Degree Audit module each spring/summer with the degrees and certificates offered in current VC General Catalog
3. Increase awareness and use of Degree Audit as a pathway to completion by students and staff
4. Monitor and ensure training for students/faculty/staff for degree audit processes.

Resources and Approximate \$: Institutional Improvement

Assessment Method: As evidenced by THECB CBM009 and CBM00M, training/agendas/participation and assessment of participants.

Date: November 2018

Results: Achieved

Assessment Data/Evidence:

Students are assigned a VC Catalog using the process described in action #1 above. The Degree Audit module is loaded with each program as written in the VC Catalog. The number of degree and certificate completers reported on the CBM 009 increased from the 2016-17 total of 732 to the 2017-18 total of 830. The number of Marketable Skills Achievers reported on the CBM 00M shows a slight decrease from the 2016-17 total of 337 to the 2017-18 total of 320.

Use of Results for Improvement:

The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue to monitor and evaluate processes and practices which facilitate student success and methods on improving access and utilization of degree audit by faculty, staff, and students until the new U4SM ERP/SIS is implemented.

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

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

Statement of Need: Continual improvement of admissions services to students

Actions:

1. Review CCSSE and SENSE results as related to Admissions and Records

<ul style="list-style-type: none"> 2. Develop action plan and training as need to improve satisfaction rankings 3. Initiate additional correspondence methods to inform students of their application status
Resources and Approximate \$: Institutional Improvement
Assessment Method: As evidenced by CCSSE and SENSE satisfactory rankings, KPIA numbers, and training agendas and processes implemented KPIA numbers Date: November 2018
Results: In Progress Assessment Data/Evidence: Due to the change of questions on the CCSSE 2017 survey, results are no longer applicable for the Office of Admissions, Records and Recruiting. SENSE results for question, "The very first time I came to this college I felt welcome" stayed the same for 2017 as 2015 at 4.06 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). On the 2018 Vernon College Effectiveness Questionnaire, 89% of respondents "Strongly Agree/Agree" with the question, "Provides an appropriate entry/registration process to support educational goals and student success." Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue monitoring processes and practices for improvement opportunities as surveys and numbers indicate. The Vernon College Effectiveness Questionnaire will be added to future annual action plans.

Financial Aid

Objective #1 : Maintain VC cohort student loan default rate as calculated by DOE at 15% or lower
Responsibility: Director and Assistant Director of Financial Aid and Loan Coordinator
Statement of Need: Default rate management is of primary concern for the continued participation in Title IV programs
Actions: <ul style="list-style-type: none"> 1. Provide documented entrance and exit loan counseling opportunities for an increasing number of student loan borrowers 2. Contract with a default prevention servicer to provide grace counseling and services for delinquent student loan borrowers
Resources and Approximate \$: Institutional Improvement: Default prevention services fees of approximately \$40,000
Assessment Method: Entrance and exit counseling dates as documented in the student's file. Default prevention services contract and monthly statement. Cohort default rate per Department of Education Date: September 2018
Results: Not Achieved Assessment Data/Evidence: The FY 2015, 3 year official cohort default rate for Vernon College was 17.1%, which represented an increase from Vernon College's FY 2014 rate of 14.6%. The outsourcing of verification and "C" code selected ISIRs appears to be cost prohibited at the current time. Use of Results for Improvement:

Once Vernon College's rate is at or below 15% for 3 consecutive years, VC will be able to offer benefits to our students such as no 30 day delay for first-year first-time borrowers, and one disbursement for single semester loans. Continue to contract for default management services, evaluate alternatives, and budget for increased costs due to loan volume.

Instructional Services

Objective #1: Increase academic support through proactive and intrusive advising practices.

Responsibility: Dean of Instructional Services, Division chairs, Program Directors and Coordinators, faculty

Statement of Need: Vernon College KPIAs, THECB performance based funding, Title III Grant initiatives/requirements

Actions:

1. Expand best practices in proactive and intrusive advising through faculty-led professional development workshops & training which showcase successful interventions/classroom activities identified from previous faculty participation in the Title III Student Success Pathways mini-grants.
2. Continue to advocate for the infusion of high impact, intrusive advising practices to facilitate retention, completion, and/or successful transfer of VC students.
3. Continue to structure student interventions at the first indication of academic difficulty in order to motivate students to seek early assistance.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method: Final reports approved by Student Success Pathway Task Force, Professional Development calendar and attendance logs, CCSSE results, SENSE results, VC Course Completion Success KPIA, VC Graduation Persistence and Retention KPIA. **Date:** September 2018

Results: Achieved

Assessment Data/Evidence:

Professional development events included Student Success Pathway Student Experience Series (spotlighting strategies, initiatives, and inventions implemented via Student Services to aid in student success); the continued Faculty Roundtable Series (an opportunity for faculty to share professional development experiences and best practices), the advanced "Reset for Rigor" series (a series designed bolster breadth and depth in online class offerings); an advising live webinar group-watch session entitled "*Show Me the Way: The Power of Advising in Community Colleges,*" offered via the Center for Community College Engagement; and several online Starlink presentations reflecting best practices in the college classroom. Instructional Services held a Math Pathways advising workshop for faculty in Spring 2018 as it relates to the new math requirements. A Fall 2017 intrusive advising workshop was held on Sept. 22 by Student Services with a guest speaker from NACADA. Fifty-one (51) faculty and staff participated in this event. A session was held in Spring 2018 for 10 new faculty advisors involving case studies.

Use of Results for Improvement:

Instructional Services continues to participate in intrusive and proactive advising training and implementation practices.

Objective #2: Improve success rates of students enrolled in online courses.

Responsibility: Dean of Instructional Services, Division Chairs, Program Directors & Coordinators, Distance Education Committee.

Statement of Need: Differential success rates for face-to-face (F2F) and online classes. Faculty observations that numerous students enroll in online classes without the behaviors which are conducive to succeeding in an online environment.

Actions:

1. Effectively utilize instructor dashboard analytics available through the new ERP/SIS (U4SM) to identify students who might potentially be at risk in an online environment and provide appropriate advising/interventions to identified students.
2. Continue to review eSIR II results and work with faculty to assess the quality of online courses using the institutionally adopted Rubric for Online Instruction (ROI).

Resources and Approximate \$: None – Institutional Improvement

Assessment Method: Grade Distribution Reports, VC Course Completion Success KPIA **Date:** September 2018

Results: In Progress

Assessment Data/Evidence:

1. Effectively utilize instructor dashboard analytics available through the new ERP/SIS to identify students who might potentially be at risk in an online environment. (In Progress)
 - a. Will continue to provide input on the final development of Unit 4, with faculty input on requirements for reporting or intervening with at-risk students.
2. Continue to review eSIR II results and work with faculty to assess the quality of online courses using the institutionally adopted Rubric for Online Instruction (ROI). (In Progress)
 - a. Continue the assessment of quality of online courses utilizing the Rubric for Online Instruction.
This process of improvement will continue as we highlight best practices in Distance Education.

Use of Results for Improvement:

The success of students enrolled in online courses will continue to receive focus with the expectation being that success rates for online courses be within 20% of their F2F counterparts. In 2017-2018 the success rate between online (76.2%) and face to face (81.7%) courses were within the 20%, at 5.5%.

Objective #3: Continue to monitor and evaluate success of redesigned developmental education plan.

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

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

Actions:

1. Continue to monitor and review processes for student placement in developmental education courses.

2. Continue to review student success in developmental education and subsequent college level courses with the aid of enhanced analytics available through the new ERP/SIS (U4SM).
3. Continue to review and monitor curriculum and modalities.

Resources and Approximate \$: None – Institutional Improvement

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

Date: August 2018

Results: In Progress

Assessment Data/Evidence:

A study of the development education including math and reading/writing was conducted. Math showed a 9% completion rate (grades of A, B, C, or D) in the subsequent academic course in 2016-2017. For 2017-2018 after a change in modalities, a success rate of 73% was achieved as a co-requisite course. For 2016-17, success in first credit class for Writing (ENGL) was 66.9%. Success in the first credit course for Reading (GOVT, HIST, PSYC, BIOL) was 76%. Enhanced analytics for student success in development education were not available through the ERP/SIS because it is still under development.

Use of Results for Improvement:

The developmental Algebra course was changed to a 3 SCH paired co-requisite course based on the assessment results from 2017-2018. ENGL 0306 Integrated Reading/Writing II was offered as a co-requisite with ENGL 1301 Composition I starting Spring 2018 in anticipation in accordance with HB 2223. Continue to monitor and review the development education plan.

Library Services

Objective #4: Increase student awareness of library resources and services through effective marketing strategies and ensure processes are in place to provide all students access to equitable library services and resources irrespective of the geographic location of the students or mode of instructional delivery and that students are informed of these processes.

Responsibility: Director of Library Services, Library Staff

Statement of Need: Surveys indicate a need to better promote library services available to online students and to on-site students at STC.

Actions:

1. Prepare informational materials for classroom distribution at service area high schools. Ensure instructors teaching dual credit and concurrent enrollment courses at service area high schools receive packets for classroom distribution at the start of classes.
2. Use PowerPoint to develop and post library orientations tailored specifically for online, dual credit, and on-site students at SAFB and STC. Invite instructors to post links to the presentations within their Canvas course shells. While an information flyer emailed to all students remains the primary means for notifying students of library services and programs, the customized orientations will help supplement the flyer with information geared specifically for each instructional location and online environment. For example, the STC orientation will include information on how to request library assistance via the dedicated phone and computer in the library.

3. Survey SAFB students as well as dual credit and concurrent enrollment students at service area high schools to determine user satisfaction with and awareness of library services.
4. Explore possibility of developing a website walkthrough to assist students in locating library resources and services via the homepage. Explore the costs and features of various software packages.
5. As recommended by a Student Forum representative in attendance at the library committee meeting, request student assistance in distributing library brochures during on-site registration at CCC.
6. Explore the various costs and features of a new kiosk software for installation on the all-in-one computer. The kiosk to help promote services at information tables and other venues.

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: The library will review student surveys in assessing the effectiveness of marketing strategies. **Date:** August 2018

Results: In Progress

Assessment Data/Evidence:

Promotional initiatives have proven effective in increasing awareness of library services. Surveys collected during 2017-2018 indicated increases in awareness of library services among online, dual credit, and Skills Training Center students. Among online students, increases in awareness by at least 5% were noted for database availability, intra-campus borrowing, and online reference assistance via email or live chat. STC surveys indicated an increase in the number of students receiving library information. Increases in awareness were noted for database availability, intra-campus borrowing, and for library assistance available through web-conferencing. More dual credit students were aware that books could be borrowed from the main collection on the Vernon Campus (intra-campus borrowing).

Promotional initiatives have included the following:

- Customized library brochures were distributed to dual credit students and to on-site students at Skills Training Center. Brochures were also customized for the nursing program.
- An orientation webpage was completed and posted to the web at the start of the fall semester, 2017. The orientation was designed to serve as a readily accessible and concise overview of library services. Information assists students in accessing article databases, book collections, career resources, library assistance, and group study spaces.
- The library also began offering live, online orientations in the fall 2017. Webinars are scheduled weekly during the morning, afternoon, and evening. Students may view a schedule and register online from a link posted on the orientation webpage.
- The library is still exploring the costs involved in implementing website walkthroughs. Walkthroughs are tours that guide users to finding information through live webpages. Utilized heavily in the commercial venue, the walkthroughs would also be helpful in the educational environment. The library would utilize the software in developing tutorials showing students how to access article databases and the online catalog in real-time without having to leave the website, thus creating an authentic and interactive learning experience.
- Dual credit students are surveyed annually in the spring. Sheppard Learning Center students will also be surveyed in the spring when classes are scheduled at SLC.

Instead of distributing library brochures during registration, the library developed business cards to distribute during on-site registration in Vernon and at CCC at the VC 3 information table during the fall 2018. The cards include web addresses for the library homepage, an updated webinar schedule, and the orientation. Information also includes instructions on how students can login to access databases off campus.

Use of Results for Improvement:

The library will continue to monitor survey results to determine user satisfaction with and awareness of library resources and services. The library will work to promote those services showing decreases in awareness based on data collected in 17-18. Decreases in awareness were noted for online reference services for dual credit students, library assistance via web conferencing at Seymour, and faculty services including library instructional support, procedure for submitting purchase recommendations, and reserves. In response, the library will:

- Capitalize on the orientation webpage as an informational tool for on-site and distance learners.
- Invite student participation in library webinars through email notifications. Collect feedback regarding the helpfulness of the webinar via a user survey.
- Schedule live orientations either on-site or online via web conferencing at Seymour at the start of the fall and spring semesters.
- Continue to print business cards for distribution at on-site registrations and during classroom presentations.
- Explore SideCar software for developing library tutorials. SideCar is based on the principles of authentic and active learning experiences. The tutorial will allow students to apply instructional components within a live webpage.
- Update information for multimedia message board at Skills Training Center. Develop informational poster to advertise services. Submit a Foundation Grant Proposal for the purchase of a large format printer for developing informational posters.
- Explore HelpHero software for developing short website walkthroughs. Walkthroughs help eliminate the confusion and frustration in finding information on a website. HelpHero is a more reasonably priced product when compared to other walkthrough subscriptions.
- Promote faculty services through brief email notifications.

Continue to present at the VCAP meeting each fall.

Instructional Services – Quality Enhancement

Objective #1: Provide leadership and organization for the planning, implementation and assessment of the Quality Enhancement Plan (QEP) and college wide professional development designed to improve the quality of educational and student support services as related to student learning, retention, completion or transfer.

Responsibility: Director of Quality Enhancement

Statement of Need: Vernon College’s commitment to a strong and focused student success agenda is highlighted through planned use of results for improvement as identified during processes/assessment activities such as the QEP development process assessments, Key Performance Indicators of Accountability, CCSSE and SENSE, and SIRII.

Actions:

1. Provide leadership to ensure the inquiry based learning QEP maintains focus on the quality of educational and student support services

2. Provide leadership to ensure Vernon College professional development activities focus on the quality of educational and student support services

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

Assessment Method:

1. Completed Quality Enhancement Plan including detailed logic model **Date:** Final Draft, November 2017 and Final Document for submission, May 2018
2. Professional development satisfaction assessment summary **Date:** June 2018

Results: Achieved

Assessment Data/Evidence:

1) Completed and submitted “Success through Inquiry” QEP Proposal Narrative (Submitted to SAC-COC on August 09, 2018). The proposal narrative follows the recommended 9-point SAC-COC approved narrative framework (page 49 of the SACS-COC Handbook for Institutions Seeking Reaffirmation). The writing team followed the guidelines outlined in the [“Quality Enhancement Guidelines: Indicators of an Acceptable Quality Enhancement Plan”](#) for completion of the 99 page thesis.

2) In the 2017-2018, Academic calendar year, numerous staff/faculty development opportunities to included QEP initiatives and awareness were presented in the effort to promote quality of educational and student support services. Identified in both the Fall 2017 and Spring 2018 Professional Development Calendars, with **Fall 2017** events including “*You, Me, and the QEP!*” workshops (raising awareness to QEP development/progress, implementation, and assessment—emphasizing that the QEP is an institutional ‘all-hands-on-deck’ initiative); launch of the Faculty Roundtable Series (an opportunity for faculty to share professional development experiences and best practices); the introductory “*Reset for Rigor*” series (a series designed bolster breadth and depth in online class offerings); a special session presented by National Academic Advising Association (NACADA) guest speaker, Kathy Stockwell, sharing with a faculty the power of advising in the community college (required session for faculty); and an IBL-QEP Pilot Group Round-up—a session recruiting and training faculty on the QEP pilot process that launched in Spring 2018. **Spring 2018** professional development events included Student Success Pathway Student Experience Series (spotlighting strategies, initiatives, and inventions implemented via Student Services to aid in student success); the continued Faculty Roundtable Series (an opportunity for faculty to share professional development experiences and best practices), the advanced “*Reset for Rigor*” series (a series designed bolster breadth and depth in online class offerings); an advising live webinar group-watch session entitled “*Show Me the Way: The Power of Advising in Community Colleges,*” offered via the Center for Community College Engagement; and several online Starlink presentations reflecting best practices in the college classroom.

Use of Results for Improvement:

1) Completed QEP Narrative. From the QEP perspective, The QEP Planning and Implementation Teams firmly believe that embedding IBL learning strategies into courses across the curriculum (within both academic and career programs) will aid in creating a student-centered culture

of inquiry at Vernon College. Aligned with active and engaged learning strategies trending in higher education, this proposal is consistent with the mission and strategic plan of Vernon College. The developers of this initiative believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation.

2) Professional Development Satisfaction Assessment Summary (59 total respondents). Asked what grade respondents would give the quality of the in-house Vernon College Professional Development sessions attended 2017-2018 calendar year (using the scale A to F, where "A" denotes outstanding, "C" is average and "F" is failing). Of the 59 participating respondents, 61% responded "A," 37% responded "B," and 2% responded "C." Grading improved from the 2016-2017 calendar year. Results of prior surveys have contributed to an increase in events for non-teaching staff and an increased effort in advanced notice/advertising of events. Further, results of the survey positively contribute to a variety of future awareness workshops and events—all designed to support and provide continuous improvement of the quality of educational and student support services at Vernon College. While a substantial QEP awareness/professional development campaign successfully launched in Spring 2018, the momentum must build and continue during the 2018-2019 academic year.

3) During SACS-COC Advisory visit in January 2018, Dr. John Hardt encouraged a forward momentum with the promotion, training, and development of the proposed "Success through Inquiry" QEP initiative. Through the Professional Development Committee in collaboration with the Quality Enhancement Implementation Team, several QEP promotional events occurred, with a major launch in Spring 2018. "You, Me, and the QEP" events in both Fall 2017 and Spring 2018 as well as a "Unboxing the QEP" launch party in Spring 2018 received positive reviews from staff. For such a culture shift as the QEP demands, employee promotion, training and development will be ongoing and challenging.

Office of the President

Athletics

Objective #1: Continue to emphasize and increase the importance of the educational endeavors of Vernon College team member's thus increasing completion and graduation.

Responsibility: Head Coaches

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

Actions:

1. Review all athletic teams' early alert rates for the 16-17 academic year and set a reduction goal (number of early alerts expected per team per season)

2. Emphasize the importance of the student role in the term 'student-athlete' by increasing study hall time, development of a peer mentoring system with sophomores and freshman, increased use of the Vernon College tutoring center, academic coaching sessions with the Vernon Student Success Coach.
Resources and Approximate \$: Institutional Improvement -Time and effort of coaches as well as time with an academic success coach
Assessment Method/Date: Documentation of Study Hall Hours submitted to Athletic Director monthly Date: May 2018
Results: Achieved
Assessment Data/Evidence: Submission of sign in sheets weekly for study hall hours by each coach to Athletic Director. Also, additional hours required for athletes receiving early alerts.
Use of Results for Improvement: Continue mandatory study hall hours for all sports; as well as, continue supplemental study hall hours for athletes receiving Early Alerts.

Objective #2: Provide information in regard to time-management related skills to our student/athletes.
Responsibility: Athletic Director, Assistant Athletic Director
Statement of Need: Due to the amount of practice, game and travel time required of our athletes an emphasis on managing their busy schedules to maintain success in the academic arena is advocated.
Actions: <ol style="list-style-type: none"> 1. Continue to provide a mandatory date of all athletes to attend a seminar on time-management skills. 2. Continue to require all NJCAA athletes to attend weekly study sessions.
Resources and Approximate \$: Institutional Improvement -Utilize college employees with expertise in time-management.
Assessment Method: Number of athletes attending seminar Date: Spring 2018
Results: Not Achieved
Assessment Data/Evidence: Data not available
Use of Results for Improvement: Attempt to establish time to provide information regarding time-management skills.

Enterprise Resource Planning/Student Information System

Objective #1: To provide the support needed to improve student learning
Responsibility: Student Information System Coordinator, ERP/SIS Implementation Team
Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system
Actions: <ol style="list-style-type: none"> 1. Determine the needs of the college divisions and student services in order to construct an early alert system in U4SM 2. Develop and test the early alert system in U4SM

Resources and Approximate \$: Institutional Improvement

Assessment Method: Date:

1. Needs determined as documented in monthly Implementation Team meetings. **March 2018**
2. Early alert developed and tested. **June 2018**

Results: In Progress

Assessment Data/Evidence:

The needs and assessment review was initially discussed as part of the monthly Implementation Team Meetings. Delays in the Early Alert Framework with the U4SM system have delayed further discussion from occurring.

Use of Results for Improvement:

The need determination of the early alert system has been included in the 2018-2019 Annual Action Plan.

Institutional Advancement

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

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

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

Actions:

1. Hire an Advancement Specialist -- Grant Developer to research, coordinate the preparation of, and write grants for the benefit of specific programs and/or the college. This individual will research both private and public grant opportunities as well as develop policies, procedures, and processes specific to grantsmanship. Utilize consulting services in the preparation of major grant proposals as needed. Using Foundation/Corporation Funding Search software as well as other available grant research tools, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities. Knowledge of grant guidelines and federal regulations about grants.
2. Raise \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies.
3. Research on-line giving through the College website for implementation once U4SM is in place.

4. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
5. Work with the President, the Dean of Instructional Services, and the Associate Dean of Instructional Services to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
6. Continue to serve as the Grant Manager for the college's Title III Grant and the new USDA Grant.

Resources and Approximate \$:

1. **Institutional Improvement:** No \$
2. **Personnel:** Advancement Specialist – Grant Developer -- \$35,000 - \$40,000

Assessment Method: Date:

1. Advancement Specialist—Grant Developer hired by **August 2018**.
2. \$250,000 raised from current donors and identified new donors, implementation of pilot affinity group, other giving strategies, and grants as evidenced by reports provided for monthly Board of Trustees meetings and Foundation quarterly meetings and the Voluntary Survey for Aid to Education (VSE) by **August 2018**.
3. New grant opportunities identified and proposals submitted by **August 2018**.
4. On-line giving options researched, selected and ready for implementation when U4SM goes live by **August 2018**.
5. Annual submission of the Voluntary Survey for Aid to Education (VSE) report by **October 2017**.
6. Grant Management, including UGG compliance monitoring results in Title III Year 3 funds awarded by **October 2017**.
7. Grant Management, including UGG compliance monitoring results approval of Year 1 USDA grant annual report by **September 2017**.

Results: In Progress

Assessment Data/Evidence:

- The proposed position was not funded due to budget constraints.
- On-line giving option research continued; U4SM is still in development and was not implemented during 2017-2018.
- As of August 31, 2018 a total of \$446,597.78.
- The Voluntary Survey for Aid to Education (VSE) was completed and submitted to the Council for Advancement and Support of Education (CASE) on September 24, 2018.
- Assisted the Associate Degree Nursing Department with a successful State of Texas JET grant submission and continues to serve as grant manager for the College's Title III and USDA grants.
- Advancement staff participated in the CASE Federal Funding Task Force and the Conference for Community College Grants Professionals in October 2017 to increase knowledge of federal grant opportunities, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College activities. Staff also participated in grant information and other seminars/webinars during 2017-2018.

Use of Results for Improvement:

- The request for an additional staff member for grant development will be included in the 2018-2019 annual plan.

- In 2018-2019 complete research and select on-line giving option for implementation.
- Based on the fundraising results of 2017-2018, Advancement staff will explore the implementation of limited segmentation for solicitation to various constituencies in order to increase philanthropic dollars raised beyond the \$250,000 benchmark.
- Success of fundraising demonstrates the need to review total dollars raised over a three-year period to evaluate setting a new benchmark.
- The VSE report will continue to be 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.
- Continue participation in the CASE Federal Funding Task Force, the Conference for Community College Grant Professionals, Texas Association of Community College Foundations, webinars, seminars, and internal collaborative meetings.
- Research, writing and submission of grant proposals will continue. Funds will continue to be sought for scholarships and other College needs.

Marketing and Community Relations

Objective #1 : Promote various fundraising methods to respond to and support improved education and student support services, particularly in the area of scholarship support.	
Responsibility: Coordinator of Marketing and Community Relations; Director of Institutional Advancement/Executive Director, Vernon College Foundation	
Statement of Need: Philanthropic support provides increased funding for the “tools” that support educational quality, support services, student learning, student retention, and certificate/degree completion or transfer by students. Online giving to the Foundation General Fund or to a specific scholarship will increase the dollars available to scholarship recipients.	
Actions:	
<ol style="list-style-type: none"> 1. Work with the Director of Institutional Advancement to promote the implementation of online giving through the Vernon College website. 2. Market scholarship creation opportunities to community members and business. 	
Resources and Approximate \$: Institutional Improvement: Included as part of, Crane West marketing firm for advertising, printing, social media advertising -- \$70,000.	
Assessment Method:	Date:
<ol style="list-style-type: none"> 1. Website review and tracking of analytics to show increased traffic on donation pages, as summarized in an annual report. July 2018. 2. New scholarships developed and more building scholarships either completed or status resolved as compared to the number of building scholarships at the end of the 2017-2018 fiscal year by August 2018. 3. Year to year comparison of fund balances and fund creation. August 2018 	
Results: In Progress	
Assessment Data/Evidence:	

- VSE report
- Number of funds developed

Use of Results for Improvement:

- Continue to promote scholarship support, through online auction, the Presidents Report, and online posts.

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

Responsibility: Coordinator of Marketing and Community Relations

Statement of Need: To meet the mission of Vernon College must continue to develop and implement marketing/communication strategies through such vehicles as the President’s Annual Report, targeted marketing strategies, web and social media strategies, and visible support of selected community events. These publications showcase Vernon College serving our area and awareness of access.

Actions:

1. Utilize the Vernon College website and social media effectively by researching and implementing innovative strategies for interaction and promotion.
2. Conduct regular reviews of the website focusing on enhancements that can/should be implemented to ensure cohesiveness, develop and share best practices for the site, and recommended policies and guidelines.
3. Work with a marketing consultant to continue to implement marketing strategies through advertising and social media to help educate the citizens in our 12 county service area about the value and economic impact of Vernon College in this region.
4. Enhanced marketing/communication opportunities through sponsorships to provide visibility for Vernon College support community events such as but not limited to Calle Ocho, MLK Breakfast, The Kemp Home and Garden Show, River Bend Nature Center Electricritters, area stock shows, Vernon Summer's Last Blast, Santa Rosa Round-up, Pro-Rodeo advertising, Wichita Falls Adult Literacy Annual Spelling Bee, Hispanic Education Summit, ad in area cultural programs, etc.
5. Annual President’s Report made available to all constituencies as well as all media outlets in the 12 county service area and other selected areas.
6. Use photographs taken at events and around college facilities to enhance the website and other marketing materials to better showcase Vernon College to its constituencies and current and potential students.
7. Enhance social media marketing by using Facebook ads, online advertisements, Google adwords, Twitter as well as other social media outlets.
8. Continue to incorporate the recommendations of the Integrated Marketing/Recruiting Plan as approved by the College Administrative Team.
9. Contact area newspapers about a monthly Vernon College President’s column and work with the President to prepare and submit the columns.
10. Continue to work with Crane West as the college's marketing firm.

Resources and Approximate \$: **Institutional Improvement:** Crane West marketing firm for advertising, printing, social media advertising -- \$70,000; Maintain Vernon College give-away items -- \$20,000; Funds to support outside sponsorships such as Calle Ocho, the Martin Luther King, Jr. Breakfast, Riverbed Nature Center Electric Critters, Wichita Falls Literacy Council Annual Spelling Bee, the Hispanic Education Summit, Leadership Wichita Falls annual visit/lunch to Vernon College, area stock show sponsorships, Santa Rosa Rodeo, Vernon Summer's Last Blast, etc. -- \$15,000; Publish the President's Annual Report -- \$7,500; Specialty advertising such as the Pro Rodeo Ad, area cultural programs -- \$2,500.

Assessment Method: **Date:**

1. Annual review of procedures, processes and practices for maintaining the Vernon College website by **August 2018 and ongoing.**
2. President's Annual Report disseminated by **February 2017.**
3. Review analytics of social media pages to ensure click through to Vernon College Website **August 2018.**
4. Community event sponsorships by **August 2018** and on-going as documented by organizations program/website/banners, etc.

Results: **In Progress**

Assessment Data/Evidence:

- Several Departments reviewing their pages as well as incoming students and Course Scheduling Advisors navigating the Vernon College Website for ease of use. Tracked through email requests
- President's Annual Report continues to be an effective communication piece for Vernon College
- Review analytics of social media pages to ensure click through to Vernon College Website.
- Community event sponsorships were reviewed for effectiveness

Use of Results for Improvement:

- A website redesign is being planned for the future.
- President's Annual Report continues to be an effective communication piece for Vernon College
- Review analytics of social media pages to ensure click through to Vernon College Website.
- Community event sponsorships were reviewed for effectiveness

President/Effectiveness

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

Responsibility: President and Director of Institutional Effectiveness

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

Actions:

1. Monitor and ensure the instructional component of the College adequately meets to assess student learning outcomes
2. Monitor and ensure the Assessment/Report Calendar is followed by all components of the College
3. Promote and ensure development and implementation of the Title III Student Success Pathway (SSP)

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

Assessment Method/Date: As evidenced by agendas, minutes and meeting notes from division, department and committee meetings; Communication Reports as part of Assessment/Report Calendar process; Student Success Pathway document, SSP Task Force Recommendations

Date: Ongoing annual review with summation by July 2018

Results: Achieved

Assessment Data/Evidence:

- Note
 - 93% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2017 strongly agree/agree that *VC promotes a culture committed to student learning.*
 - 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2017 strongly agree/agree that *VC provides rigorous learning experiences with a variety of delivery methodologies.*
- 1. 2017-2018 College Effectiveness Committee approved meeting minutes, posted in Canvas, included student learning measures updates from Instructional Services.
- 2. 2017-2018 Assessment/Report Calendar was approved by the Student Success Data Committee in OCTOBER 2017. Monthly communication forms were posted on the Vernon College website to be available for all constituents and for oversight provided by the Student Success Data Committee.
- 3. Student Success Pathway and Oversight Committee agendas/minutes, Title III Consultant Evaluation, Title III Mid-year and Annual Progress Report and Student Success Pathway Markers data.

Use of Results for Improvement:

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

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

Responsibility: President and Director of Institutional Effectiveness

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

Actions:

<ol style="list-style-type: none"> 1. Through direct contact with faculty and division chairs, monitor and ensure that the instructional component of the College implements multiple measures of student learning 2. From the established Assessment/Report Calendar, monitor and ensure measures of student learning
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes Date: Ongoing annual review with summation by July 2018
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> - Note <ul style="list-style-type: none"> • 93% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC promotes a culture committed to student learning.</i> • 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC provides rigorous learning experiences with a variety of delivery methodologies.</i> 1. As evidenced from Fall 2017 and Spring 2018 agendas and attendance maintained by Instructional Services, workshops, trainings and practices regarding student learning outcomes were conducted for and with faculty. Instructional Services implemented processes to assess assigned General Education Core Objectives. 2. The 2017-2018 Assessment/Report Calendar was adopted by the Student Success Data Committee in October 2017. Use of Results for Improvement: <p>1 – 2. The development, implementation and assessment of multiple measures of student learning by Instructional Services will continue during the 2018-2019 academic year. As measures are identified, developed and assessed, they will be included in the Assessment/Report Calendar which is reviewed and updated annually.</p>

Objective #3: The College will continue to develop appropriate assessment data for course and programmatic decision making.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: Utilization of results from Assessment/Report Calendar for improvement
Actions: <ol style="list-style-type: none"> 1. Support and encourage innovative, creative and consistent assessment activities 2. President will insist that all program decisions are based on appropriate data 3. Monitor the Assessment/Report Calendar for completion 4. Implementation of new ERP/SIS to make data more easily accessible.
Resources and Approximate \$: Institutional Improvement, no \$; Technology, Title III funds
Assessment Method/Date: As evidenced by agendas, minutes and meeting notes from division, department and committee meetings; Communication Reports as part of Assessment Calendar process; Creation and utilization of dashboards and reports as part of the ERP/SIS Date: Ongoing annual review with summation by July 2018

Results: Achieved Not Achieved

Assessment Data/Evidence:

- Note
 - 93% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC promotes a culture committed to student learning.*
 - 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC successfully fulfills its Vision Statement (Vernon College will promote a culture of success for our students and communities through learner-centered quality instructional programs and exemplary services.)*
 - 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC successfully fulfills its Mission Statement (The mission of Vernon College is teaching, learning, and leading.)*
- 1. – 3. The 2017-2018 Assessment/Report Calendar was approved by the Student Success Data (SSD) Committee in October 2017. Monthly Assessment/Report Calendar communication forms were shared with the SSD Committee as well as posted on the Vernon College website. Data facts have become standard contributions to the *President’s Monthly Update*. Statement of Need has continued as an entry item on annual action plans. **Achieved**
- 4. ERP/SIS data migration step toward implementation began in Spring/Summer 2017. **Not Achieved**

Use of Results for Improvement:

- 1. – 4. The recognition, sharing and use of data for informed decision making will continue to be a Vernon College priority as illustrated in the 2018-2019 Annual Action Plans, *President’s Monthly Update* and through sustained use of the Assessment/Report Calendar.

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

Responsibility: President and Director of Institutional Effectiveness

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

Actions:

- 1. Through direct contact with staff, monitor and ensure that the student support services components of the College implement multiple measures of assessment
- 2. From the established Assessment/Report Calendar, monitor and ensure assessment of student support services
- 3. Monitor and ensure development and utilization of Institutional Effectiveness (IE) Plans

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

Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes; Completed Assessment/Report Calendar communication forms; IE Plan Summaries **Date:** Ongoing annual review with summation by July 2018

Results: In Progress

Assessment Data/Evidence:

- Note

<ul style="list-style-type: none"> • 89% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC provides strong student support services to meet the needs of students.</i> • 88% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC implements processes and practices that promote student success in retention, completion and transfer functions.</i> <ol style="list-style-type: none"> 1. Annual Action Plans and Institutional Effectiveness plans were reviewed and recommendations received as necessary through appropriate committees (Facilities, Institutional Improvement, Personnel and Technology.) Student support services Assessment/Report Calendar communication forms were made available to the Student Success Data Committee as well as posted on the website. Priority Initiative #2 addressed the quality of educational and student support services to increase student learning. 2. The 2017-2018 Assessment/Report Calendar was adopted by the Student Success Data (SSD) Committee in October 2017 and monitored by the SSD Committee for the 2017-2018 academic year. 3. Institutional Effectiveness (IE) Plans final summary information for 2016-2017 was reviewed and utilized as appropriate for 2017-2018 IE Plan development. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. -3. Although data and evidence indicated improvement, additional need for program assessment to be accomplished. The development and implementation of measures to support student learning by student support services will continue during the 2018-2019 academic year through Assessment/Report Calendar information, Institutional Effectiveness Plans, Annual Action Plans, and Title III, Strengthening Institutions Program Grant strategies, objectives and measures.
--

<p>Objective #5: The College will continue monitoring and implementation of approved task force recommendations (Community Involvement, Employee Friendly, Facilities, Integrated Marketing and Recruiting, Academic Advising, Student Success Class, Retention/Completion, Vernon Campus Enrollment, ERP/SIS, Student Success Pathway and Campus Carry)</p>
<p>Responsibility: President</p>
<p>Statement of Need: Input from faculty and staff, personal observation, CCSSE and SENSE benchmarks, and Key Performance Indicators of Accountability Benchmarks</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Revisit recommendations from each task force
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidence by meeting notes, annual action plans and budget Date: July 2018</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> - Note <ul style="list-style-type: none"> • 82% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC provides students with opportunities for personal development in addition to academic growth.</i>

<ul style="list-style-type: none"> • 80% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC is highly responsive and adaptive to meeting the changing needs of the external college community or environment.</i> • 71% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC employees are known for serving the community in government, on boards, or committees, or in other capacities.</i> <p>1. Task Force recommendations approved as evidence through 2017-2018 budget allocations e.g. recruiting activities, continued resource allocation for Course Schedule Advising Center, funding for student contact activities to improve retention/completion, continued funding for early alert activities.</p> <p>Use of Results for Improvement:</p> <p>1. Vernon College Effectiveness Questionnaire results showed increases from 2017 to 2018. The College is committed to continue to create task forces to ensure timely and appropriate action. The review and implementation of task force recommendations will also continue.</p>
--

Student Services

Counseling

Objective #1: Help students identify and set reasonable and appropriate educational goals.
Responsibility: Associate Dean of Student Services and VC Counselors
Statement of Need: Many VC students are listed as AA, AS, or General Studies for financial aid purposes but are undecided in reality. Some VC students have very lofty, long term goals but are unaware how to breakdown those goals into achievable steps. We cannot expect our students to finish a goal if they do not have a clear goal from the outset. With the addition of Title III staff focusing on academic coaching, Vernon College Counseling is now able to focus on career counseling and educational guidance which carefully links chosen academic programs of study to career explorations and/or choices.
<p>Actions:</p> <ol style="list-style-type: none"> 1. Research other junior college and high school career counseling and educational guidance programs to identify best practices and successful initiatives. 2. Survey VC students to determine their current knowledge of career counseling, their educational goals, and interest in various initiatives 3. Work with ERP/SIS staff to design ways to identify and extract information about “undecided” or “undeclared” students in the new student database system. 4. Develop a pilot program for intervention with students who self-report as “undecided” or “undeclared”.
Resources and Approximate \$: Institutional Improvement - no \$ - Time commitment from VC Counselors.
<p>Assessment Method: Date:</p> <ol style="list-style-type: none"> 1. Completion of summarization of student career survey results by December 2017. 2. Pilot Program outline submitted to Dean of Student Services by July 2018.
Results: Not Achieved
Assessment Data/Evidence:

Vernon College counselors did explore other colleges' career counseling efforts to identify best practices for career exploration. Unfortunately, very few colleges have a set protocol or practice; instead, most rely on individual career exploration appointments with advisors. Vernon College leadership personnel decided not to survey all VC students at this time, because the institution still does not have a reliable or valid way to identify students who are listed as "undecided" in the current student information system. Therefore, surveys would have to be sent to the entire VC student population, which is not customer service friendly. Various Student Services and Counseling personnel continue to work with the new ERP/SIS vendor, to continue to emphasize the need to easily identify "undecided" students. Currently, implementation of the new ERP/SIS system is delayed, and Vernon College leadership personnel have not been given a firm, "go live" date.

Use of Results for Improvement:

In the Fall 2018 semester, VC counselors are meeting, individually, with self-identified students who are undecided about their major. Results of the aforementioned meetings will be compiled for purposes of identifying student trends, so that counselors can develop a universal plan to help students identify educational and work related goals. Meetings with self-identified "undecided" students will take place in fall 2018 and spring 2019 so that a pilot program of career and educational goal setting can be accomplished with students in the Fall 2019 semester.

Student Activities

Objective #1: Renew student participation in Student Activities.
Responsibility: Student Activities Director
Statement of Need: The number of students participating in Student Activities continues to decrease. Students are unlikely to engage in planned events without the prospect of winning a monetary prize. Through the Office of Student Activities, the College continues to seek innovative ways to reinvigorate participation in this area.
<p>Actions:</p> <ol style="list-style-type: none"> 1. Survey Vernon College students, at all locations regarding their needs, desires, and interests with regard to Student Activities. 2. Explore other junior colleges and technical schools' student activities to identify best practices. 3. Present a Student Activities plan to the Associate Dean of Student Services, as well as the Dean of Student Services for approval.
Resources and Approximate \$: Institutional Improvement - no \$ - Time of Student Activities Director
<p>Assessment Method: Date:</p> <ol style="list-style-type: none"> 1. Student Survey completed, and results tabulated by November 2017. 2. Student Activities plan presented to the Associate Dean of Student Services, as well as the Dean of Student Services, in December 2017.
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <p>Effective Fall 2018, the Vernon College Dean of Students realigned the student activities related job responsibilities (Vernon Campus) so that the Director of Housing took responsibility for Student Activities. This allowed for more direct contact with students, as most student activities participants are VC housing residents. After surveying residents, activities are now focused on Sunday evenings (when most students are available). Additionally, other planned events are carefully tethered to naturally occurring holidays and/or other special events (Halloween activities, Super Bowl parties, final exam breakfasts). Moreover, rather than hosting regularly scheduled, multiple week intramural leagues, one-</p>

night intramural “pick-up” games (dodgeball, kickball, Whiffle ball) have become the norm. This approach has increased participation in the Vernon College intramurals program. Although the Director of Housing creates a semester-long calendar of events at the beginning of each term, student representatives (Student Government Association, VC Housing RA’s) meet monthly to review and adjust student activities as needed. The Wichita Falls locations previously participated in, and were represented by, the Vernon College Student Forum. In Spring 2018, the Dean of Student Services received a request from the Student Forum Leadership team requesting to change their name from “Student Forum” to “Student Government Association (SGA) – Century City Center.” In turn, the Dean of Student Services received approval from the President and the Board of Trustees to formally change “Student Forum” to “Student Government Association (SGA) – Century City Center.” The SGA – Century City Center is beginning to offer increased student activities, including on campus dinners and karaoke nights.

Use of Results for Improvement:

The Director of Student Housing, in conjunction with other student services personnel, will continue efforts to increase student activities at all Vernon College locations.

Housing

Objective #1: Engage students in the leadership of VC Housing, and develop student-directed changes in policies, practices, and/or procedures to better accommodate those residing on campus.

Responsibility: Director of Housing

Statement of Need: Vernon College offers on campus living for the Vernon site. Although the College surveys its students each year, we have never solicited an ongoing, year-long, real time dialog from residents. As the world has evolved and times have changed so have the needs of our student residents/customers. We hope to identify need-based priorities and make appropriate changes/enhancements where possible.

Actions:

1. Create and maintain an efficient and effective Student Housing Board, which will be coordinated by the Director of Housing.
2. Help students select representatives from a cross-sectional representation of the two dormitories (a representative from each athletic team: baseball, softball, volleyball, and rodeo, as well as two representatives from traditional students - one freshmen and one upper classman).
3. Conduct and make record of six meetings throughout the 16-week semester.

Resources and Approximate \$: Institutional Improvement - no \$ - Time of the Director of Housing

Assessment Method: Meeting notes and a summation presented to the Associate Dean of Student Services, each semester **Date:** May 2018

Results: Achieved

Assessment Data/Evidence:

The Vernon College Director of Housing created a Student Housing Board comprised of four student Resident Assistants, three Assistant Coaches (who serve as Resident Assistants) and the VC Student Government Association President. This arrangement provides a cross-sectional representation of housing residents, in addition to the VC Student Government Association President. All VC housing residents are made aware of the VC Student Housing Board through flyers and electronic communications. Furthermore, open Student Housing Board meetings (chaired by the Director of Housing) are scheduled for August, September/October, November, January, February and April.

Use of Results for Improvement:

The Student Housing Board will continue to meet, six times annually. This meeting arrangement and subsequent method has provided valuable student engagement, empowerment, and feedback with regard to the planning of activities, as well as safety programming such and fire drills and safety inspections. Students report enjoying actively participating in self-governance.

Student Success Pathway

Objective #1: Encourage and facilitate high impact, intrusive advising practices through faculty pilot mini grant program. (Year 3)

Responsibility: Student Success Pathway Director

Statement of Need: To identify best practices of in classroom intrusive advising as discussed in the Title III grant narrative.

Actions:

1. Recruit faculty to apply for the mini grant pilot program with a goal of 20 mini grants conducted during year three.
2. Review of year 1 and 2 completed mini grants to identify and recommend successful themes, best practices, and ideas that can be utilized across disciplines and in advising roles (Course Schedule Advisors, Counselors, Academic Coaching). Utilize faculty and staff on the Student Success Pathway Task Force (SSPTF) to form a subcommittee to assist in this process.
3. Plan and offer professional development sessions aimed at showcasing best practices piloted by faculty.

Resources and Approximate \$: **Personnel-** \$1000 in Title III funds for 20 mini grants paid at \$500 each

Assessment Method: Date:

1. Twenty mini grants completed in academic year 2017-2018. **August 2018**
2. SSPTF subcommittee Agendas, Minutes, Recommendation of Best Practices document. **August 2018**
3. List of sessions offered including participants. **August 2018**

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

1. A total of 20 mini grants were completed (Fall 2017: M. Brock, G. Fowler, M. Hopper, L. Kalski, S. McClure, J. Scheller, J. Schreiber, A. Tart, C. Thornton; Spring 2018: W. Adkins, J. Blackwell, G. Fowler, A. Gilmore, M. Holcomb, A. Ivan, C. Kolacek, J. Scheller, A. Ward, E. Wehrwein, R. Wooten).
2. The summary of results was shared with all faculty and staff via email on August 16, 2018 and with the Student Success Data Committee on September 21, 2018.
3. A mini grant showcase breakout session was offered during Spring 2018 Kickoff, January 8, 2018. A mini grant showcase panel discussion was conducted during the Faculty Development Spring meeting, January 12, 2018.

Use of Results for Improvement:

The summary information will be used to inform future projects and a process to implement to scale where applicable. Use of the 3 Question Exit Ticket, suggested by the Title III Consultant, will be explored as a method for showcasing best practices.

Objective #2: Annual and Ongoing Review/Update of the Student Success Pathway document and Course Schedule Advising (CSA) Manual.

Responsibility: Student Success Pathway Director

Statement of Need: As stated in the Title III grant narrative, the Student Success Pathway is structured to include an integrated set of institutional policies, practices, and programs that are intentionally designed to maximize students' progress at each point in their community college experience. The CSA Manual helps advisors to focus on student success as related to retention, completion, and transfer.

Actions:

1. Review and update the Student Success Pathway document based on assessment results demonstrating impact and effectiveness.
2. Review and update the Course Schedule Advising Manual to accurately reflect proactive and intrusive advising practices used by CSA's and Counselors.

Resources and Approximate \$: Institutional Improvement - no \$ - staff time

Assessment Method: Date:

1. Student Success Pathway document presented to the SSPTF for oversight as evidenced by meeting minutes. **August 2018**
2. Course Schedule Advising Manual presented to the SSPTF for oversight as evidenced by meeting minutes. **August 2018**

Results: Achieved

Assessment Data/Evidence:

1. The Student Success Pathway Assessment including "Best Practices/Barriers/Suggested Improvements" was approved by the Title III Oversight Committee on February 9, 2018.
2. The Course Schedule Advising Manual was updated prior to Summer/Fall Registration in April 2018

Use of Results for Improvement:

1. The Title III Oversight Committee continues to work to develop a Student Success Pathway visual.
2. The Course Schedule Advising Manual will continue to be reviewed to determine effectiveness and the inclusion of proactive/intrusive advising principles.

Priority Initiative #3:

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

Instructional Services

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

Responsibility: Dean of Instructional Services, Division Chairs, Coordinator for the Assessment of Student Learning, Core Objective Assessment Subcommittee of Academic Council

Statement of Need: THECB and SACSCOC criteria

Actions:

1. Re-evaluate appropriateness of institutionally selected benchmarks for each of the 6 THECB mandated core objectives (general education outcomes).
2. Continue to improve and refine the faculty-led process for the evaluation of core objectives (general education outcomes).

Resources and Approximate \$: \$6,000 – (\$5400 Personnel/Salaries Other and \$600 Institutional Improvement - Supplies)

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

Date: September 2018

Results: **Achieved**

Assessment Data/Evidence:

Extensive progress in the attainment of this objective continued in 2017-18. Increased and improved faculty training in aligning assignments to the LEAP VALUE Rubrics and assessing using the LEAP VALUE rubrics indicates the institutionally selected benchmark of 1.5 is appropriate.

- Faculty teams successfully assessed student attainment of Social Responsibility (Fall 2017), Communication (Spring 2018) and Critical Thinking (Summer 2018) using AAC&U LEAP VALUE rubrics.
- Core Objective assessment results were presented to faculty, the Academic Council, Student Success Data committee, and the College Effectiveness committee.
 - Fall 2017 – Social Responsibility: 107 authentic student artifacts were assessed by three 3-faculty teams. The overall weighted averages for the six criteria on the LEAP VALUE Intercultural Knowledge and Competence rubric were 2.12, 1.98, 1.98, 1.86, 1.66, and 1.77, as compared to the institutionally selected benchmark of 1.5
 - Spring 2018 – Communication: 240 authentic student artifacts were assessed by four 3-faculty teams. The overall weighted averages for the five criteria on the LEAP VALUE Communication (and Oral Communication) rubric were 2.09, 1.93, 1.94, 1.75, and 1.97, as compared to the institutionally selected benchmark of 1.5.

- Summer 2018 – Critical Thinking: 101 authentic student artifacts were assessed by three 3-faculty teams. The overall weighted averages for the 5 criteria on the LEAP VALUE Critical Thinking rubric were 1.96, 1.78, 1.68, 1.61, and 1.80, as compared to the institutionally selected benchmark of 1.5

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty. Division chairs and the Coordinator of Instructional Assessment have met with discipline faculty to address both accomplishments and perceived shortcomings indicated by the results. Departmental responses continue to be drafted by discipline faculty in coordination with Division Chairs. Improvements in course content and pedagogical delivery of content have been the focus of these responses with the goal of increasing student attainment of core objectives. Improvement efforts will continue to be documented by individual faculty on the End of Semester Course Review each semester.

Objective #2: Continue to increase emphasis and utility of End of Semester Course Reviews (ESCR).

Responsibility: Dean of Instructional Services, Coordinator for the Assessment of Student Learning, Division Chairs, Program Directors and Coordinators

Statement of Need: THECB and SACSCOC criteria

Actions:

1. Review and revise curriculum maps as needed.
2. Investigate potential software to be used for the submission & aggregation of ESCR instruments.

Resources and Approximate \$: \$? – Technology (Action #2)

Assessment Method: Results of ESCR as aggregated by the Coordinator for the Assessment of Student Learning provided to Division Chairs and Program Directors/ Coordinators, publication of curriculum map (SLO at course level to core objective) on syllabi of all core courses.

Date: September 2018

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

Assessment Data/Evidence:

Extensive progress in the attainment of this objective continued in 2017-18 as evidenced by:

- Departmental Faculty along with division chairs created and revised curriculum maps after an extensive review of course level Student Learner Objectives and institutional level core objectives.
- Syllabi for all core courses illustrate a course standardized curriculum map of Student Learner Objectives (SLO) to core objectives.
- Core Objective assessment results, as reported on the ESCR, were presented to faculty and division chairs. The benchmark for student attainment of core objectives, as reported on the ESCR, is 75%. Results of the ESCR for 2017-18 are presented below. Faculty, along with division chairs, have drafted departmental responses based on the assessment results. Additionally, faculty document progress and reflect on improvement efforts at the close of each semester using the ESCR.

Core Objective	Student Attainment	
	Fall 17	Spring 18

Communication	84.1%	83.6%
Critical Thinking	83.9%	83.1%
Empirical/Quantitative	78.0%	83.5%
Personal Responsibility	80.9%	80.3%
Social Responsibility	79.9%	81.4%
Teamwork	73.7%	82.8%

- Potential software platforms continue to be explored.

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty. Division chairs and the Coordinator of Instructional Assessment have met with discipline faculty to address perceived shortcomings indicated by the results and departmental responses have been drafted by discipline faculty. Improvements in course content and pedagogical delivery of content have been the focus of these responses with the goal of increasing student attainment of core objectives. Improvement efforts will continue to be documented by individual faculty on the End of Semester Course Review each semester.

Objective #3: Continue to refine processes for the incorporation and documentation of the six (6) THECB mandated and institutionally adopted core objectives in CTE programs.

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

Statement of Need: THECB and SACSCOC criteria, programmatic accreditation criteria

Actions:

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

Resources and Approximate \$: None - Institutional Improvement

Assessment Method: Program Review instrument and End of Semester Course Review (ESCR) instrument **Date:** September 2018

Results: Achieved In Progress

Assessment Data/Evidence:

Extensive progress in the attainment of this objective continued in 2017-18 as evidenced by:

- CTE faculty along with the Associate Dean of Instructional Services, the division chair, and directors/coordinators created and revised curriculum maps after an extensive review of course level Student Learner Objectives, program level outcomes, and institutional level core objectives.
- Syllabi for all courses illustrate a course standardized curriculum map of Student Learner Objectives (SLO) to both program and core objectives.

- The Program Review instrument as well as ESCRs continue to be improved to increase its utility in reporting of outcomes.

Use of Results for Improvement:

Program level outcomes continue to be discussed in detail with the CTE advisory committees to ensure curriculum is on target for workforce needs. These results will guide programs with changes that need to be made regarding additional assignments or focusing on information that the students may not be grasping for mastery level competencies.

Office of the President

Enterprise Resource Planning/Student Information System

Objective #1: Explore needs and ideas of incorporating general education outcomes within the new U4SM system

Responsibility: Student Information System Coordinator, ERP/SIS Implementation Team

Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system

Actions:

1. Meet with the academic deans to see how U4SM can support the general education outcomes throughout the institution
2. Meet with division chairs to see how U4SM can support the general education outcomes throughout the institution

Resources and Approximate \$: Institutional Improvement

Assessment Method: **Date:**

1. Meet with academic deans and upload documented needs into Canvas. **January 2018**
2. Meet with division chairs and upload documented needs into Canvas. **January 2018**

Results: Achieved

Assessment Data/Evidence:

The Workflow Documents as loaded into Canvas were reviewed with each Dean for accuracy and process improvement. Further, the ERP/SIS Director met with Division Chairs to ascertain updates to business processes and determine future needs within the new Student Information System.

Use of Results for Improvement:

The Workflow Documents will continue to be used for clarification evidence as the Student Information System is configured. The Workflow Documents were included as part of the 2018-2018 Annual Action Plan Assessments.

President/Effectiveness

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

Responsibility: President

<p>Statement of Need: To meet expected SACSCOC compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer, License/Certification Rates, and Placement and Completion</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Monitor and ensure general education outcomes
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: As evidenced by developed and assessed general education outcomes Date: Ongoing annual review with summation by July 2018</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Student Learning Measures Updates were routine College Effectiveness agenda items presented by Dr. Bradley Beauchamp as evidenced in 2017-2018 agendas and minutes. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. Student Learning Measures Updates from Instructional Services will continue as a standing agenda item for the College Effectiveness Committee. Student learning outcomes/global learner outcomes (general education core competencies) will continue to be assessed and the process monitored.

<p>Objective #2: The College will emphasize multiple measures of assessment to validate the general education outcomes.</p>
<p>Responsibility: President and Director of Institutional Effectiveness</p>
<p>Statement of Need: To meet expected SACSCOC compliance criteria and to improve student learning data results from CCSSE, SENSE and SIR II; to target the Key Performance Indicators of Accountability benchmarks for Course Completion Success, Graduation and Persistence, Non Transfer Completers and Transfer, License/Certification Rates, and Placement and Completion</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Through direct contact with faculty and division chairs, monitor and ensure that the instructional component of the College implements multiple measures of assessment to validate the general education outcomes.
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes and Assessment/Report Calendar Date: Ongoing Annual review with summation by July 2018</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. As evidenced from Fall 2017 and Spring 2018 agendas and attendance maintained by Instructional Services, workshops, trainings and practices regarding student learning outcomes/general education outcomes were conducted for and with faculty. <p>Use of Results for Improvement:</p>

1. The development and implementation of multiple measures of student learning to validate general education core competencies by Instructional Services will continue during the 2018-2019 academic year. Progress updates by Instructional Services will continue as a standing agenda item for the College Effectiveness Committee.

Priority Initiative #4:

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

Admissions, Records and Financial Aid

Admissions and Records

Objective #1: Participation and Promotion of Quality Enhancement Plan
Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records
Statement of Need: To meet SACSCOC compliance criteria and improve college-wide communication
Actions: <ol style="list-style-type: none"> 1. Participate in Quality Enhancement Plan orientation 2. Develop communication plan for QEP for faculty/staff/students
Resources and Approximate \$: Institutional Improvement
Assessment Method: Report of communication plan presented to Integrated Marketing Committee and Director of Quality Enhancement
Date: August 2018
Results: Achieved Assessment Data/Evidence: The Office of Admissions, Records, and Recruiting has participated in all professional development related to the Quality Enhancement plan. All employees have attended the orientation as well as been involved with numerous Quality Enhancement Plan initiatives. Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind.

Financial Aid

Objective #1: Support the QEP through improved financial aid advising services to both prospective and enrolled students
Responsibility: Director of Financial Aid
Statement of Need: Benchmarks from CCSSE denote need for improved financial aid advising and outreach services to prospective and enrolled students
Actions: <ol style="list-style-type: none"> 1. Participate in New Student Orientation (NSO) 2. Participate in Chap Express 3. Outreach to financial aid applicants with personalized letter from VC President 4. Provide Financial Aid outreach presentations to high school students/parents, counselors, and community members 5. Review CCSSE scores and results with staff and discuss ideas for improvement of Financial Aid advising and services

6. Explore additional texting of students in order to improve communications
7. Explore creation of Financial Aid Webinar
Resources and Approximate \$: Institutional Improvement: Time, Effort, Travel and Supplies \$1,250 Technology: Texting software of \$3,000
Assessment Method: New Student Orientation and Chap Express brochures. ISIR Pull-Down List. Travel expenses to area high schools and community events. Improvement of CCSSE benchmarks Date: August 2018
Results: In Progress
Assessment Data/Evidence: A CCSEE was not scheduled to be administered during the 2017-18 year; therefore, the Fall 2017 Survey of Entering Student Engagement (SENSE) scores were used as the assessment tool, and it demonstrated significant improvement. The SENSE Financial Aid benchmark results for Fall 2017 represent a mean of 2.60, which is an increase over the 2015 mean of 2.48. The 2017 mean is .08 below the comparative group mean of 2.68, but .10 above the cohort group mean of 2.50. The College's 2015 mean was 3.48, and .16 below the comparative group mean. The SENSE question, "The college provided me with adequate information about financial assistance" increased from 53.9% (Agree/Strongly Agree) in 2015 to 60.6% in 2017.
Use of Results for Improvement: Continue to work and complete above actions due to relationship with student success. Continue to monitor CCSEE/SENSE results. Processes implemented include an aggressive financial aid FaceBook campaign, which notifies students of their respective priority deadlines, encourages students to monitor their financial aid statuses on MyVC, notifies students of the monthly financial aid blog, and announces upcoming financial aid awareness days. Additionally, second notice letters are sent to all students that have not responded to a financial aid status letter. Moreover, a letter is sent to all admission applicants, which explains that financial aid is available to assist with educational expenses. Also, a financial aid handout is made available at New Student Orientation and at through the Course Schedule Advising Centers. Finally, text messages or emails are sent to students who have been awarded financial aid, but are not enrolled at the College, and to students that are enrolled but have not been awarded financial aid.

Instructional Services

Objective #1: Provide lead role in the promotion, orientation and education phases of the newly selected Quality Enhancement Plan which will focus on improving student learning through the use of Inquiry Based Learning strategies.
Responsibility: Director of Quality Enhancement, Dean of Instructional Services, Division Chairs, Directors, and Coordinators
Statement of Need: SACSCOC requirement, Institutional improvement
Actions: <ol style="list-style-type: none"> 1. Assist the Director of Quality Enhancement and the QEP Planning Committee and QEP Development Task Force in the promotion of the selected QEP topic (Inquiry Based Learning). 2. Assist in providing relevant orientation and educational activities to all Vernon College personnel relative to Inquiry Based Learning.
Resources and Approximate \$: None – Institutional Improvement

Assessment Method: QEP Committee and Task Force membership and meeting minutes, Professional Development Calendar and attendance logs. **Date:** September 2018

Results: **Achieved**

Assessment Data/Evidence:

- 1) QEP Implementation Team.** As a result of the completed preliminary QEP proposal (January 2018), 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 added to the existing QEP Planning Committee.
- 2) 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.
- 3) QEP Launch Party (04.20.2018--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.
- 4) “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.
- 5) “You, Me, and the QEP” Fall 2017 Event.** A session presented during the All Faculty/Staff Spring 2018 Kick-Off, this was the initiation 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.
- 6) 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 All Faculty/Staff Spring 2018 Kick-Off (Monday, January 08); the Spring 2018 Faculty In-Service Day (Friday, January 12); and the Faculty Roundtable Series (February 23, March 23,

and April 27). Additionally, the new Success through Inquiry logo was featured prominently within the pages of the Spring 2018 Professional Development calendar.

7) 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 All Faculty/Staff Fall 2018 Kick-off (Monday, August 14); the Fall 2017 Faculty In-Service Day (Friday, August 18); “You, Me, and the QEP!” sessions held on Tuesday, September 05 at the Vernon Campus and Wednesday, September 06 at the Century City Center; and the IBL-QEP Pilot Group (Faculty) Round-up (September 20).

Use of Results for Improvement:

All efforts listed are for the awareness and promotional of the “Success through Inquiry” QEP initiative. Our “Success through Inquiry” QEP initiative closely aligns with active and engaged learning strategies trending in higher education and is consistent with the mission and strategic plan of Vernon College. We sincerely believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation. While a substantial QEP awareness/professional development campaign successfully launched in Spring 2018, the momentum must build and continue during the 2018-2019 academic year.

Objective #2: Continue to implement active & collaborative learning and service strategies throughout the instructional component.

Responsibility: Dean of Instructional Services, Division Chairs, Professional Development committee, Faculty

Statement of Need: Results of 2015 CCSSE revealed that while great strides were made in this area (21% improvement), VC continues to lag behind both small colleges (49.5 vs. 51.4) and the 2015 cohort (49.5 vs. 50.0).

Actions:

1. Continue to review CCSSE results as related to active & collaborative learning.
2. Provide appropriate professional development workshops aimed at improving instructional & service strategies as related to active and collaborative learning and student success.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method: CCSSE results, SENSE results **Date:** August 2018

Results: In Progress

Assessment Data/Evidence:

Student-centered, “active” forms of instruction are reported to improve student learning and affect outcomes across academic disciplines. Our QEP initiative focuses on such an active form of instruction—inquiry-based learning (IBL). We believe that embedding IBL learning strategies into courses across the curriculum (within both academic and career programs) will aid in creating a student-centered culture of inquiry at Vernon College. Our “Success through Inquiry” QEP initiative closely aligns with active and engaged learning strategies trending in higher education and is consistent with the mission and strategic plan of Vernon College. We sincerely believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation. In sum, all faculty

professional development workshops aimed at improving instructional & service strategies as related to active and collaborative learning and student success during 2017-2018 centered on the “Success through Inquiry” QEP initiative.

Use of Results for Improvement:

While a substantial QEP awareness/professional development campaign centered on active and collaborative learning strategies successfully launched in Spring 2018, the momentum must build and continue during the 2018-2019 academic year.

Instructional Services – Quality Enhancement

Objective #1: Facilitate communication regarding the Quality Enhancement Plan for the institution and outside entities (such as SACSCOC).

Responsibility: Director of Quality Enhancement

Statement of Need: Keeping communication lines open to faculty and staff as the college continues the planning process (specifically the promotion, orientation & education phase) for the new Quality Enhancement Plan (@VCIInquires). Compliance requirements as directed by SACSCOC.

Actions:

1. Present/provide information to students through mass emails, meetings with student leadership organizations and/or TV monitors located on all campuses.
2. Present/provide information to faculty and staff through weekly emails, as part of the annual planning process, and at the Fall/Spring Semester Kickoffs.
3. Provide information to faculty and staff regarding the progress of the new inquiry based learning QEP including timeline and new or updated processes via the President’s Monthly Update, reports to standing committees, email, and professional development weeks/days.

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

Assessment Method: List of student, faculty, and staff meetings and correspondence dates and agendas as applicable. **Date:** July 2018

Results: Achieved In Progress

Assessment Data/Evidence:

- 1) 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.
- 2) College Effectiveness 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 SAC-COC.
- 3) 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 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.

4) 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.

Use of Results for Improvement:

All efforts listed are for the awareness and promotional of the “Success through Inquiry” QEP initiative. Our “Success through Inquiry” QEP initiative closely aligns with active and engaged learning strategies trending in higher education and is consistent with the mission and strategic plan of Vernon College. We sincerely believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation. While a substantial QEP communication/awareness/professional development campaign successfully launched in Spring 2018, the momentum must build and continue during the 2018-2019 academic year.

Objective #2 : Chair Quality Enhancement Plan Planning Committee

Responsibility: Director of Quality Enhancement

Statement of Need: As outlined and directed by SACSCOC.
Actions: <ol style="list-style-type: none"> 1. Provide oversight for the QEP Development Task Force who will make recommendations to the QEP Planning Committee. 2. Continue planning process for a second QEP (promotion, orientation & education). This includes completing the QEP Logic Model (planning actions, learning outcomes, assessment tools), writing the QEP document and presenting the plan to college leadership for consideration.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method: Agendas, minutes. Date: July 2018
Results: Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1) As a result of the completed preliminary QEP proposal (January 2018), 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 added to the existing QEP Planning Committee. 2) 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. 3) QEP Launch Party (04.20.2018--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. Use of Results for Improvement: All efforts incurred by the QEP Implementation Team are for the awareness and promotional of the “Success through Inquiry” QEP initiative. Our “Success through Inquiry” QEP initiative closely aligns with active and engaged learning strategies trending in higher education and is consistent with the mission and strategic plan of Vernon College. We sincerely believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation. While a substantial QEP awareness/professional development campaign successfully launched in Spring 2018 via the Implementation team, the momentum must build and continue during the 2018-2019 academic year.
Objective #3 : Ensure Compliance with SACSCOC
Responsibility: Director of Quality Enhancement
Statement of Need: Compliance requirements as directed by SACSCOC. CR 2.12; CS 3.3.2
Actions:

<ol style="list-style-type: none"> 1. Continue the process for developing a QEP that meets the requirements of CR 2.12 & CS 3.3.2. 2. Produce QEP Annual Progress Report.
Resources and Approximate \$: Institutional Improvement no \$
Assessment Method: Annual Progress Report Date: submitted by October 2018.
Results: Achieved In Progress
Assessment Data/Evidence: <p>1) Completed and submitted “Success through Inquiry” QEP Proposal Narrative (Submitted to SAC-COC on August 09, 2018). The proposal narrative follows the recommended 9-point SAC-COC approved narrative framework (page 49 of the SACS-COC Handbook for Institutions Seeking Reaffirmation). The writing team followed the guidelines outlined in the “Quality Enhancement Guidelines: Indicators of an Acceptable Quality Enhancement Plan” for completion of the 99 page thesis.</p> <p>2) 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. 3) College Effectiveness Minutes (Fall 2017-Spring 2018). College Effectiveness minutes for from Fall 2017 and Spring 2018 reflect forward momentum regarding the development and progress of the proposed QEP plan. Development reports delivered by Dr. Donnie Kirk, Quality Enhancement Director. All College Effectiveness documents are reported to SAC-COC. Such communication is aligned with the Office of Institutional Effectiveness which is in direct and regular contact with SACS-COC officials.</p> <p>Use of Results for Improvement: The QEP Planning and Implementation Teams firmly believe that embedding IBL learning strategies into courses across the curriculum (within both academic and career programs) will aid in creating a student-centered culture of inquiry at Vernon College. Aligned with active and engaged learning strategies trending in higher education, this proposal is consistent with the mission and strategic plan of Vernon College. The developers of this initiative believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation.</p>

Office of the President

Athletics

Objective #1: The Athletic Department will support each phase of the Quality Enhancement Plan process.
Responsibility: Athletic Department
Statement of Need: The importance of our athletes being a contributory segment of student learning and accomplishing the mission of Vernon College is vital.
Actions: <ol style="list-style-type: none"> 1. To support and help in any area that is needed by the Quality Enhancement Planning Committee.

Resources and Approximate \$: Institutional Improvement
Assessment Method: Feedback from Quality Enhancement Planning Director Date: Due dates as given by the Director of Quality Enhancement Plan for 2017-2018.
Results: In Progress
Assessment Data/Evidence: Utilization of QEP design for 800 plus Sports Day t-shirts distributed to all participating students/employees.
Use of Results for Improvement: Increased exposure and visibility toward the QEP process.

Enterprise Resource Planning/Student Information System

Objective #1: Ensure U4SM integrates the institutional Quality Enhancement Plan within the system framework
Responsibility: Student Information System Coordinator, ERP/SIS Implementation Team
Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP/SIS system
Actions: <ol style="list-style-type: none"> 1. Meet with the Director of Quality Enhancement to ascertain the needs for the Quality Enhancement Plan 2. Meet with the QEP Development Team to ensure U4SM integrates the QEP into the learning framework
Resources and Approximate \$: Institutional Improvement
Assessment Method: Date: <ol style="list-style-type: none"> 1. Director of Quality Enhancement meeting notes uploaded into Canvas. November 2017 2. QEP Development Team meeting notes uploaded into Canvas. February 2018
Results: In Progress
Assessment Data/Evidence: The Director of Quality Enhancement meeting notes and the QEP Development meeting notes were used during the Student Information System configuration. The requirements, statutes, and preferences will be used to configure dashboards, reporting needs, and cohort populations.
Use of Results for Improvement: The Director of Quality Enhancement meeting notes and the QEP Development meeting notes will continue to be used for clarification evidence as the Student Information System is configured. The Director of Quality Enhancement meeting notes and the QEP Development meeting notes were included as part of the 2018-2018 Annual Action Plan Assessments.

Marketing and Community Relations

Objective #1: Provide support role in the promotion phase of the Quality Enhancement Plan which will focus on improving student learning through the use of Inquiry Based Learning strategies.
Responsibility: Coordinator of Marketing and Community Relations, Director of Quality Enhancement
Statement of Need: SACSCOC requirement, Institutional improvement

<p>Actions:</p> <ol style="list-style-type: none"> 1. Assist the Director of Quality Enhancement and the QEP Planning Committee and QEP Development Task Force in the promotion of the selected QEP topic (Inquiry Based Learning).
<p>Resources and Approximate \$: Institutional Improvement, Promotion Budget for this project is held in the QEP plan.</p>
<p>Assessment Method: Report promotional activity. Date: August 2018</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> • QEP and Integrated Marketing and Recruiting Meetings. Discussion of plan and promotional material <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> • Review and approve marketing materials for the QEP. • Promotion of QEP on Vernon College Facebook page.

President/Effectiveness

<p>Objective #1: The College will support the Quality Enhancement Plan functions and activities through adequate resource allocation decisions.</p>
<p>Responsibility: President and Director of Institutional Effectiveness</p>
<p>Statement of Need: To meet SACSCOC compliance criteria (CR 2.12 and CS 3.3.2) and observed need from Annual Action Plans</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Monitor QEP Development Task Force and Implementation Committee actions and recommendations 2. Ensure adequate leadership support for the development of a QEP that meets the requirements of CR 2.12 and CS 3.3.2 3. Ensure adequate resource allocation decisions through budget process
<p>Resources and Approximate \$: Institutional Improvement, no \$</p>
<p>Assessment Method/Date: Documentation of attendance at meetings, agendas, minutes and meeting notes; QEP operational budget Date: ongoing annual with review by July 2018</p>
<p>Results: Achieved</p> <p>Assessment Data/Evidence:</p> <ol style="list-style-type: none"> 1. Support evidenced by the submitted QEP Proposal, Success Through Inquiry for SACSCOC review and approval. 2. Support evidenced through approved 2017-2018 Vernon College budget, conference travel requests (SACSCOC Summer Quality Enhancement Institution – 3 participants), and purchase requisitions. <p>Use of Results for Improvement:</p> <ol style="list-style-type: none"> 1. – 2. Monitoring and support of the Quality Enhancement Plan will be ongoing through the SACSCOC process including plan approval, implementation and evaluation/assessment.

Priority Initiative #5:

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

Administrative Services

Bookstores

Objective #1: Attend Campus Market Expo (CAMEX) – Kim Bateman

Responsibility: Kim Bateman, Garry David

Statement of Need

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

Actions:

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

Resources and Approximate \$: \$2,000 - Institutional Improvement

Assessment Method: General merchandise purchased, session handouts, meeting/session notes. **Date:** March 2018

Results: Achieved

Assessment Data/Evidence:

Merchandise purchased for both bookstores, attended educational sessions to stay apprised of the changing needs of college bookstores.

Use of Results for Improvement:

Discounts received for orders placed at the show allows the bookstores the ability to offer better pricing to the students.

Objective #2: Send book store employees to Dallas Pen Show

Responsibility: Kim Bateman, Garry David

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

Actions:

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

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

Assessment Method: Merchandise purchased. Meeting brochures. **Date:** March/April 2018

Results: Not Achieved

Assessment Data/Evidence:

Dallas Pen Show was cancelled.

Use of Results for Improvement:

We will look for a different trade show next year.

Business Office

Objective #1: ERP/SIS User Group Training

Responsibility: Mindi Flynn, Garry David

Statement of Need: The Business Office will be one of the first departments to implement the new ERP system. Our goal is to make the transition as smooth and painless as possible and set the example of how beneficial the new system can be. Ongoing training and user group discussions will be key to realizing the full potential of the new systems.

Actions:

1. Include sufficient funding in the budget to cover travel and conference fees.
2. Enroll 4 staff members in conferences and make travel arrangements.
3. Attendees will gain as much knowledge as possible and make invaluable contacts with other users.
4. Attendees will share everything they have learned with all affected VC users when they return.

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

Assessment Method: Conference materials, group discussions, implementation of best practices. **Date:** Summer 2018

Results: Achieved

Assessment Data/Evidence:

2 staff members attended GP Dynamics Conference and educated other employees with knowledge gain.

Use of Results for Improvement:

New system is being used effectively, streamlining A/P processes and reducing paper work in office.

Objective #2 : FACTS User Group Conference

Responsibility: Christie Lehman, Mindi Flynn, Garry David

Statement of Need: The FACTS user group conference provides updates and best practices ideas for our student installment plans.

Actions:

1. Include sufficient funding in the budget to cover travel and conference fees.
2. Enroll Christie Lehman in conference and make travel arrangements.

Resources and Approximate \$: \$1000 – Institutional Improvement

Assessment Method: Conference materials, group discussions, implementation of best practices. **Date:** Summer 2018

Results: Achieved

Assessment Data/Evidence:

Christie Lehman attended BUC\$ conference. Travel expenses.

Use of Results for Improvement:

Learned new best practices and updated government regulations and 1098t reporting changes.

Admissions, Records and Financial Aid

Admissions and Records

Objective #1: Achieve 100% compliance with all State regulations in the admission and registration of students
Responsibility: Dean of Admissions and Financial Aid/Registrar and Director of Admissions and Records
Statement of Need: Staff development through professional organizations and conferences
Actions: 1. Attend state conferences and other professional development opportunities
Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$3,500
Assessment Method: As evidenced in budget, travel requests and travel expense reports Date: Ongoing annual review with summation by July 2018
Results: Achieved
Assessment Data/Evidence: Consistently submit error free Texas Higher Education Coordinating Board Reports. Attendance at meetings to meet the goals of statewide initiatives.
Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continued attendance of annual TACRAO conference, THECB meetings, and other professional development opportunities. Maintain current internal self-auditing process by Director of Enrollment Management/Registrar.

Admissions - Recruiting

Objective #1: Achieve 100% compliance with all State regulations in the recruitment of students
Responsibility: Dean of Admissions & Financial Aid/Registrar, Director of Admissions and Records, and Coordinator of Recruiting
Statement of Need: Staff development through professional organizations and conferences
Actions: 1. Attend state conferences and other professional development opportunities
Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$3,500
Assessment Method: As evidenced in budget, travel requests and travel expense reports Date: Ongoing annual review with summation by July 2018
Results: Achieved
Assessment Data/Evidence: Continued membership with TACRAO. Attendance at meetings to meet the goals of statewide initiatives.

Use of Results for Improvement:

The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continued attendance of annual TACRAO conference, THECB meetings, and other professional development opportunities.

Financial Aid

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

Responsibility: Director and Assistant Director of Financial Aid

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

Actions:

1. Attend federal and/or state conferences, and other professional development opportunities

Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$3,500

Assessment Method: Unqualified audit with no management letter notations or findings and travel expense reports **Date:** January 2018

Results: Achieved

Assessment Data/Evidence:

Received unqualified independent audit with no management letter notations or findings.

Use of Results for Improvement:

Continued attendance of annual DOE conference, THECB meetings, and other professional development opportunities. Maintain current internal self-auditing process by Director of Financial Aid.

Instructional Services

Objective #1: Enhance faculty and staff performance through appropriate internal & external professional development activities.

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Director of Quality Enhancement, Professional Development committee, Division Chairs, Directors, Coordinators

Statement of Need: Student Evaluations of Instruction (SIR II & eSIR II results), CCSSE results, SENSE results, VC Course Completion Success KPIA, VC Graduation Persistence and Retention KPIA, Core Objective assessment requirements, SACSCOC & THECB criteria.

Actions:

1. Provide internal professional development workshops which target the following:
 - a. Classroom technology including advanced applications of the *Canvas* LMS.
 - b. Proactive and intrusive advising strategies.
 - c. Effective utilization of the newly adopted ERP/SIS (U4SM).
 - d. Online course development and instructional strategies for online learners including utilization of the institutionally adopted Rubric for Online Instruction (ROI) to assess quality of online courses.

- e. Opportunities for improvement as identified by SIR II/eSIR II results, End of Semester Course Review (ESCR) instrument, and faculty/staff evaluations.
 - f. Refinement of course specific signature assignments and the use of rubrics to be used in the assessment of core objectives (general education outcomes).
2. Target external professional development opportunities provided by TCCTA, TACTE, TCCIL, TCCIA, TACE, NTCCC, LEAP Texas, etc.
 3. Effectively utilize Perkins funding to provide CTE specific professional development as recommended by Division Chairs and Directors.
 4. More effectively use VC personnel (faculty and staff) to provide in-house professional development training.
 5. Expand the availability of on-line professional development opportunities.

Resources and Approximate \$: None – Institutional Improvement (\$ from Instructional Services Faculty Travel budget & Perkins grant)

Assessment Method: Student Evaluations of Instruction (SIR II and eSir II), CCSSE & SENSE Results, Professional Development Calendar and attendance logs, \$ budgeted and expended **Date:** August 2018

Results: Achieved

Assessment Data/Evidence:

1) Fall 2017 Kick-off Breakout Sessions. This annual event introduces new staff and faculty, enjoy offers a luncheon, gives an opportunity for service award recognition. The event also provides an opportunity training for all faculty and staff on new IT system features, QEP, Title III, assessment, etc. In addition to a fun, networking event, the annual kickoff is an opportunity to inform faculty and staff of upcoming events important to the entire Vernon College Community. Professional development session highlights from the Fall 2017 event include (see artifact for all sessions): Fall 2017 Core Assessment Roundtable; Recalibrate Rigor for Respect, Engagement and Accreditation: Ensuring Best Practices in Online Course Offerings!; You, Me, and the QEP!; Incorporating 21st Century Design into the College Classroom.

2) Spring 2018 Kickoff Breakout Sessions. Annual event to introduce new staff and faculty, enjoy a luncheon, and see fellow colleagues receive service awards. The event provides training for all faculty and staff on new IT system features, QEP, Title III, assessment, etc. In addition to a fun, networking event, the annual kickoff is an opportunity to inform faculty and staff of upcoming events important to the entire Vernon College Community. Professional development session highlights from the Spring 2018 event include Ending the Silence—a session provided by the national Alliance on Mental Illness regarding the prevalence of mental illness on college campuses; Be “REMARK”able!—a customer service session presented by Mary Beth Leach, owner and operator of the Wichita Falls Chik-fil-A. Cyber Security & Data Protection for You: What you need to know in 2018—presentation provided by Terry McAdams, owner and operator of MacTech Solutions in Wichita Falls, TX; and Servant Leadership with Stewart Harvey—a session provided by Nonprofit Center of Texoma CEO Stewart Harvey.

3) Fall 2017 Professional Development Calendar. As per the Vernon College Professional Development Policy, the PD committee “shall develop a schedule of professional development topics and secure appropriate providers.” The Fall 2017 Professional Development calendar offered a wide array of opportunities for all campus employees to attend professional development events on site and in the surrounding area. Highlights from the Fall 2017 Professional Development calendar include (see artifact for all sessions): Fifteen Minutes: An Unsilenced Voice: Katie Koestner on Rape, Reaction and Change; You, Me, and the QEP!; Ending the Silence—an encore presentation provided by the National Alliance on Mental

Illness regarding the prevalence of mental illness on college campuses; an Introductory Grant Writing Workshop; The Indispensable Assistant—a workshop for administrative assistance presented by the Non-profit Center of Texoma; Reset for Rigor—a new 3-part series created by Instructional Design and Technology Consultant/Canvas Administrator Roxie Hill. Design to aid in building breadth and depth in online course offerings; and the QEP Pilot Group Round-up!

4) Spring 2018 Professional Development Calendar. As per the Vernon College Professional Development Policy, the PD committee “shall develop a schedule of professional development topics and secure appropriate providers.” The Spring 2018 Professional Development calendar offered a wide array of opportunities for all campus employees to attend professional development events on site and in the surrounding area. As per demand reflected in a prior Spring 2017 Professional Development Survey, more online offerings were made available within this calendar offering. Highlights from the Spring 2018 Professional Development calendar include (see artifact for all sessions): STARLINK Professional Development (online); Safe Colleges Training (online); NISOD Webinars series (online); Student Success Pathways Student Experience Series (New Series); Faculty Roundtable Series (New Series); Reset for Rigor Series (Recurrent series); Show Me the Way: The Power of Advising in Community Colleges—a Group Watch Webinar provided by The Center for Community College Student Engagement (distributers of the CCSSE and SENSE surveys); Wichita Falls Chamber of Commerce Quarterly BOSS Program: Work/Life Balance; Signing 101; Vernon College Day of Service: Habitat for Humanity.

5) Professional Development Sign-in Sheets (2017-2018). As per the Vernon College Professional Development Policy, the PD committee shall promote and monitor participation in professional development opportunities. Sign-in sheets were utilized at all 2017-2018 PD events to record attendance and reception of offered events.

6) Professional Development Evaluation Sheets (2017-2018). Vernon College faculty and staff are involved with professional development initiatives through PD program evaluation. At the end of each in-house professional development session, campus employees are afforded the opportunity to deliver session feedback through anonymous evaluation forms. The Vernon College Professional Development Coordinator files the session evaluation forms, retaining them as a record of program feedback, employee involvement, and for future planning efforts. Evaluations were utilized at all 2017-2018 breakout session events to gather evaluation data regarding those offered events.

5) Professional Development College-wide E-mail Notification (2017-2018). The Coordinator of Professional Development posts (and makes regular updates) the Professional Development Calendar to the Vernon College Homepage. In addition to the calendar postings, regular e-mail reminders and event announcements are sent out college-wide via campus e-mail. Such notifications occurred prolifically throughout the 2017-2018 calendar year.

6) Professional Development Highlights/Progress via the College Update (2017-2018). In addition to e-mail notification regarding professional development events—professional development highlights and developmental progress is routinely reported in the monthly College Update. Distributed through the Office of the President, PD events and planning are prominently reported through the posted 2017-2018 monthly College Updates.

7) Perkins grant money provided for a majority of CTE faculty to attend professional development activities such as TCCTA, TACTE, TOADN, TDLR, TSHP, Ascend Database training, Rockwell Automation fair, Laerdal SUN conference, CAHIIM, TxHIMA, Texas EMS Conference, NAEMSE Instructor course, AST, and others which totaled \$45,164.82.

Use of Results for Improvement:

The employees at Vernon College are our most prized asset. To ensure excellence in teaching and student success, Vernon College is committed to the continuing professional development of all employees. Through survey analysis and observable practice, the Professional Development Team, Coordinator, and Committee will continue to strive to offer impactful and relevant professional development opportunities for all campus employees. The effective development, implementation, and assessment of in-house Vernon College Professional Development opportunities that include 2) all Quality Enhancement initiatives and all 3) Educational technology processes and initiatives to encompass effective use of the Quality Enhancement Resource Inventory (QERI) are all strategic efforts designed to fortify employee development, and thus support the mission of Vernon College. To that end, all professional development pursuits are in place to enrich student success. Perkins continues to support CTE faculty in their specific fields with professional development opportunities.

Instructional Services – Quality Enhancement

Objective #1: Provide leadership of professional development and the Professional Development Committee to ensure opportunities are made available to faculty and staff, as identified through college-wide assessments, the Technology Committee, Instructional Services, and the planning process of the second Quality Enhancement Plan.

Responsibility: Director of Quality Enhancement

Statement of Need: Professional development opportunities in the areas of student engagement, student success, instructional strategies, and technology are identified through routine college-wide assessments, the Technology Committee and Instructional Services by way of the Instructional Design and Technology Coordinator and the Coordinator for the Assessment of Student Learning. As the College plans a second QEP, new initiatives will need to be addressed college-wide (faculty, staff, students, Board of Trustees, community members) during the promotion, orientation & education phase of the project. Evidence of the need for such sustainability can be found in the Student Instructional Report (SIR II) data and End of Semester Course Review (ESCR) data; Key Performance Indicators of Accountability (KPIA's) – specifically CCSSE benchmarks, Graduation, Persistence, and Retention, SENSE benchmarks; and CCSSE/SENSE individual results. Evidence of the need for new initiatives can be found through the work of the QEP Development Task Force and Planning Committee.

Actions:

1. Evaluate/Review college-wide assessments and the Professional Development Committee's program to make recommendations for inclusion of QEP Planning initiatives, Technology Committee identified training needs, and Instructional Services (Instructional Design and Technology Coordinator, Coordinator for the Assessment of Student Learning) areas of emphasis.
2. Plan, publicize professional development calendar, implement and assess professional development activities

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

Assessment Method: Agendas and Minutes; Scheduled professional development opportunities and participation; Assessments of professional development needs and activities **Date:** July 2018

Results: **Achieved**

Assessment Data/Evidence:

1) Professional Development Committee Agenda/Minutes (2017-2018). Session records reflect that the committee considered the following items:

- a. Fall 2017: Spring 2018 Semester Kickoff Breakout Session preparations: (January 08, 2018)
- b. Fall 2017: Spring 2018 Professional Development Calendar event possibilities
- c. Spring 2018: SAC-COC Reaffirmation Document (CR 3.7.3)
- d. Spring 2018: Fall 2018 Semester Kickoff Breakout Session preparations: August 20, 2018
 1. Presenters (Outside)
 2. Presenters (In-house)
 3. Session Packet Distribution Procedure (enhancements)
- e. Spring 2018 Professional Development Calendar event possibilities

2) Fall 2017 Kick-off Breakout Sessions. This annual event introduces new staff and faculty, enjoy offers a luncheon, gives an opportunity for service award recognition. The event also provides an opportunity training for all faculty and staff on new IT system features, QEP, Title III, assessment, etc. In addition to a fun, networking event, the annual kickoff is an opportunity to inform faculty and staff of upcoming events important to the entire Vernon College Community. Professional development session highlights from the Fall 2017 event include (see artifact for all sessions): Fall 2017 Core Assessment Roundtable; Recalibrate Rigor for Respect, Engagement and Accreditation: Ensuring Best Practices in Online Course Offerings!; You, Me, and the QEP!; Incorporating 21st Century Design into the College Classroom.

3) Spring 2018 Kickoff Breakout Sessions. Annual event to introduce new staff and faculty, enjoy a luncheon, and see fellow colleagues receive service awards. The event provides training for all faculty and staff on new IT system features, QEP, Title III, assessment, etc. In addition to a fun, networking event, the annual kickoff is an opportunity to inform faculty and staff of upcoming events important to the entire Vernon College Community. Professional development session highlights from the Spring 2018 event include Ending the Silence—a session provided by the national Alliance on Mental Illness regarding the prevalence of mental illness on college campuses; Be “REMARK”able!—a customer service session presented by Mary Beth Leach, owner and operator of the Wichita Falls Chik-fil-A. Cyber Security & Data Protection for You: What you need to know in 2018—presentation provided by Terry McAdams, owner and operator of MacTech Solutions in Wichita Falls, TX; and Servant Leadership with Stewart Harvey—a session provided by Nonprofit Center of Texoma CEO Stewart Harvey.

4) Fall 2017 Professional Development Calendar. As per the Vernon College Professional Development Policy, the PD committee “shall develop a schedule of professional development topics and secure appropriate providers.” The Fall 2017 Professional Development calendar offered a wide

array of opportunities for all campus employees to attend professional development events on site and in the surrounding area. Highlights from the Fall 2017 Professional Development calendar include (see artifact for all sessions): Fifteen Minutes: An Unsilenced Voice: Katie Koestner on Rape, Reaction and Change; You, Me, and the QEP!; Ending the Silence—an encore presentation provided by the National Alliance on Mental Illness regarding the prevalence of mental illness on college campuses; an Introductory Grant Writing Workshop; The Indispensable Assistant—a workshop for administrative assistance presented by the Non-profit Center of Texoma; Reset for Rigor—a new 3-part series created by Instructional Design and Technology Consultant/Canvas Administrator Roxie Hill. Design to aid in building breadth and depth in online course offerings; and the QEP Pilot Group Round-up!

5) Spring 2018 Professional Development Calendar. As per the Vernon College Professional Development Policy, the PD committee “shall develop a schedule of professional development topics and secure appropriate providers.” The Spring 2018 Professional Development calendar offered a wide array of opportunities for all campus employees to attend professional development events on site and in the surrounding area. As per demand reflected in a prior Spring 2017 Professional Development Survey, more online offerings were made available within this calendar offering. Highlights from the Spring 2018 Professional Development calendar include (see artifact for all sessions): STARLINK Professional Development (online); Safe Colleges Training (online); NISOD Webinars series (online); Student Success Pathways Student Experience Series (New Series); Faculty Roundtable Series (New Series); Reset for Rigor Series (Recurrent series); Show Me the Way: The Power of Advising in Community Colleges—a Group Watch Webinar provided by The Center for Community College Student Engagement (distributors of the CCSSE and SENSE surveys); Wichita Falls Chamber of Commerce Quarterly BOSS Program: Work/Life Balance; Signing 101; Vernon College Day of Service: Habitat for Humanity.

6) Professional Development Sign-in Sheets (2017-2018). As per the Vernon College Professional Development Policy, the PD committee shall promote and monitor participation in professional development opportunities. Sign-in sheets were utilized at all 2017-2018 PD events to record attendance and reception of offered events.

7) Professional Development Evaluation Sheets (2017-2018). Vernon College faculty and staff are involved with professional development initiatives through PD program evaluation. At the end of each in-house professional development session, campus employees are afforded the opportunity to deliver session feedback through anonymous evaluation forms. The Vernon College Professional Development Coordinator files the session evaluation forms, retaining them as a record of program feedback, employee involvement, and for future planning efforts. Evaluations were utilized at all 2017-2018 breakout session events to gather evaluation data regarding those offered events.

8) Professional Development Satisfaction Assessment Summary (59 total respondents). As per the Vernon College Professional Development Policy, the PD committee “shall develop a schedule of professional development topics and secure appropriate providers.” As per demand reflected in the prior Spring 2017 Professional Development Survey, more online offerings were made available within this calendar offering. Highlights from the Spring 2018 Professional Development calendar include STARLINK Professional Development (online); Safe Colleges Training (online); NISOD Webinars series (online); Student Success Pathways Student Experience Series (New Series); Faculty Roundtable Series (New

Series); Reset for Rigor Series (Recurrent series); Show Me the Way: The Power of Advising in Community Colleges—a Group Watch Webinar provided by The Center for Community College Student Engagement (distributers of the CCSSE and SENSE surveys); Wichita Falls Chamber of Commerce Quarterly BOSS Program: Work/Life Balance; Signing 101; Vernon College Day of Service: Habitat for Humanity. As a result, the 2018 PD survey, administered May 2018, asked what grade respondents would give the quality of the in-house Vernon College Professional Development sessions attended 2017-2018 calendar year as opposed to the prior year. Using the scale A to F, where "A" denotes outstanding, "C" is average and "F" is failing--of the 59 participating respondents--61% responded "A," 37% responded "B," and 2% responded "C." Grading improved from the 2016-2017 calendar year. Results of prior surveys have contributed to an increase in events for non-teaching staff and an increased effort in advanced notice/advertising of events. Further, results of the survey positively contribute to a variety of future awareness workshops and events—all designed to support and provide continuous improvement of the quality of educational and student support services at Vernon College. While a substantial QEP awareness/professional development campaign successfully launched in Spring 2018, the momentum must build and continue during the 2018-2019 academic year.

9) Professional Development College-wide E-mail Notification (2017-2018). The Coordinator of Professional Development posts (and makes regular updates) the Professional Development Calendar to the Vernon College Homepage. In addition to the calendar postings, regular e-mail reminders and event announcements are sent out college-wide via campus e-mail. Such notifications occurred prolifically throughout the 2017-2018 calendar year.

10) Professional Development Highlights/Progress via the College Update (2017-2018). In addition to e-mail notification regarding professional development events—professional development highlights and developmental progress is routinely reported in the monthly College Update. Distributed through the Office of the President, PD events and planning are prominently reported through the posted 2017-2018 monthly College Updates.

Use of Results for Improvement:

The employees at Vernon College are our most prized asset. To ensure excellence in teaching and student success, Vernon College is committed to the continuing professional development of all employees. Through survey analysis and observable practice, the Professional Development Team, Coordinator, and Committee will continue to strive to offer impactful and relevant professional development opportunities for all campus employees. The effective development, implementation, and assessment of in-house Vernon College Professional Development opportunities that include 2) all Quality Enhancement initiatives and all 3) Educational technology processes and initiatives to encompass effective use of the Quality Enhancement Resource Inventory (QERI) are all strategic efforts designed to fortify employee development, and thus support the mission of Vernon College. To that end, all professional development pursuits are in place to enrich student success.

Objective #2: Facilitate communication and identify mentors as approved from the Feasibility Review Process conducted by the Technology Committee to the Professional Development Committee. Continue to enhance the use of mentors through the “train the trainers” approach.

Responsibility: Director of Quality Enhancement, Chair of Technology Committee, and Instructional Design and Technology Coordinator

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

Actions:

1. Review feasibility studies of new technologies by potential mentors as communicated through the Technology Committee.
2. Communicate and identify mentors to the Professional Development Committee.
3. Organize and conduct training opportunities and technical support using the “train the trainers” approach.
4. Provide and encourage the opportunity for participation in the National Institute for Staff and Organizational Development (NISOD).
5. Plan and promote participation in internal professional development opportunities through the program outlined by the Professional Development Committee.

Resources and Approximate \$: Institutional Improvement: Funding for NISOD Convention - \$1,400.00 X 1 participants = \$1,400.00 (Est.)

Assessment Method:

1. Meeting minutes reflecting updates reported to the Professional Development Committee. **Date:** January 2018, August 2018
2. Number of mentors who participated in NISOD Convention. **Date:** June 2018
3. Number of mentors who participated in “train the trainer” sessions, Number of mentors who conducted sessions, Mentor List (total number of mentors available for ongoing training). **Date:** July 2018

Results: Not Achieved In Progress

Assessment Data/Evidence:

As a result of the Fall 2017 Technology Survey, appropriate QERI related technology trainings were made available where possible via the Instructional Design Coordinator or the “Incorporating Innovative Design into the 21st Century College Classroom” annual training series.

Use of Results for Improvement:

While continued development and implementation of an Educational Technology Implementation process (to include the Quality Enhancement Resource Inventory (QERI) in collaboration with both the Technology Committee and the Distance Education Committee) was met in rudimentary fashion, a more rigorous approach to feasibility, new technology adoption/implementation will be attempted in the 2018-2019 term. Specific improvements are necessary for the adoption/implementation 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 continue to take place in a collaboration between the Office of Quality Enhancement, the chair of the Technology Committee and the Chair of the Distance Education Committee. “Super-users” (faculty who routinely use new technologies) will be sought out to deliver best practice strategies with such innovative technologies.

Objective #3 : Ensure Compliance with SACSCOC
Responsibility: Director of Quality Enhancement
Statement of Need: Compliance requirements as directed by SACSCOC.
Actions: <ol style="list-style-type: none"> 1. Participate in SACSCOC pre-conference workshops and SACSCOC 2017 Annual Meeting (Dallas, Texas). 2. Participate in SACSCOC 2018 Institute on Quality Enhancement and Accreditation (Atlanta, GA).
Resources and Approximate \$: Institutional Improvement: Staff development funding to attend conferences –SACSCOC \$2,500.00 (Est.) + Summer Institute \$2,500.00 (Est.)
Assessment Method: Travel Expense Voucher indicating attendance. Date: December 2017, August 2018
Results: Achieved In Progress Assessment Data/Evidence: 1) Completed and submitted “Success through Inquiry” QEP Proposal Narrative (Submitted to SAC-COC on August 09, 2018). The proposal narrative follows the recommended 9-point SAC-COC approved narrative framework (page 49 of the SACS-COC Handbook for Institutions Seeking Reaffirmation). The writing team followed the guidelines outlined in the “ Quality Enhancement Guidelines: Indicators of an Acceptable Quality Enhancement Plan ” for completion of the 99 page thesis. 2) 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. 3) College Effectiveness Minutes (Fall 2017-Spring 2018). College Effectiveness minutes for from Fall 2017 and Spring 2018 reflect forward momentum regarding the development and progress of the proposed QEP plan. Development reports delivered by Dr. Donnie Kirk, Quality Enhancement Director. All College Effectiveness documents are reported to SAC-COC. Such communication is aligned with the Office of Institutional Effectiveness which is in direct and regular contact with SACS-COC officials. Use of Results for Improvement: The QEP Planning and Implementation Teams firmly believe that embedding IBL learning strategies into courses across the curriculum (within both academic and career programs) will aid in creating a student-centered culture of inquiry at Vernon College. Aligned with active and engaged learning strategies trending in higher education, this proposal is consistent with the mission and strategic plan of Vernon College. The developers of this initiative believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation.

Office of the President

Athletics

Objective #1: Ensure each Head Coach the opportunity to attend at least one professional seminar/conference specific to his/her sport each academic year.
--

Responsibility: Athletic Director, Assistant Athletic Director, Head Coaches
Statement of Need: Networking among the profession and acquisition of knowledge in the coaches' specific field can be contributory toward successful recruitment and retention.
Actions: <ol style="list-style-type: none"> 1. Allocate existing budgetary travel dollars to allow the capabilities to attend sport specific seminars/conferences. 2. Submission of Travel Request Form to include dates of convention, travel mode, and estimation of expenditures. 3. Submission of Travel Expense Voucher Form.
Resources and Approximate \$: Institutional Improvement - Coach's time, budgetary travel dollars.
Assessment Method: Review attendance of each coach at his/her selected professional seminar/conference Date: Spring/Summer 2018
Results: Achieved Assessment Data/Evidence: Travel expense vouchers of sport specific professional development attendance by each coach. Use of Results for Improvement: Acquired knowledge applied toward implementation of quality instruction by coaching staffs. Continuation of professional development seminars by coaching staff annually.

Enterprise Resource Planning/Student Information System

Objective #1 : Provide students, faculty, staff, and administration with the necessary information and data needed to make informed decisions by scheduling training with the ERP provider
Responsibility: Student Information Software Coordinator, ERP/SIS Task Force
Statement of Need: Replacement of legacy system funded through the Title III grant
Actions: <ol style="list-style-type: none"> 1. Installation of the new ERP System 2. Migration of data into the new ERP System
Resources and Approximate \$: Technology/ Title III Grant Funding
Assessment Method: Date: <ol style="list-style-type: none"> 1. SIS Installation completed. June 2018 2. Migration of data completed. May 2018
Results: Achieved Assessment Data/Evidence: The ERP was successfully installed in December 2017. The data was successfully migrated by December 2017. Use of Results for Improvement: The successful software installation and data migration will be used as baselines for best practices during the implementation process of the Student Information System. Testing and stabilization of the ERP system were included as part of the 2018-2019 Annual Action Plan.

Objective #2: Provide in-house training for students, faculty, staff, and administration needed to help advisors access and use the ERP System through advising session in aid of proactive and intrusive advising
Responsibility: Student Information Software Coordinator, ERP/SIS Task Force, Student Success Pathway Coordinator, SIS Implementation Team
Statement of Need: Training required for full utilization of the ERP System and use for all stakeholders
Actions: 1. Schedule trainings and workshops via ERP staff
Resources and Approximate \$: Institution Improvement/ Title III Grant Funding
Assessment Method: At least four trainings scheduled and participated in by stakeholders. Date: August 2018
Results: Achieved
Assessment Data/Evidence: In-house training was conducted beginning September 2017 and continuing. A total of five group trainings were conducted and 43 face-to-face trainings were conducted during the 2017-2018 academic year.
Use of Results for Improvement: The training times and methodologies were used to incorporate into the learning framework for continued training. The use of results were incorporated into continued training in the 2018-2019 Annual Action Plan.

Objective #3: Acquire the necessary training in order to provide students, faculty, staff, and administration with the necessary information and data needed to make informed decisions
Responsibility: ERP/SIS Coordinator
Statement of Need: Training required for full utilization of the ERP System and use for all stakeholders
Actions: 1. Attend U4SM Annual Conference 2. Attend Dynamics GP Annual Conference 3. Attend Data and Decisions AIR Conference
Resources and Approximate \$: Institutional Improvement
Assessment Method: Date: 1. Attend U4SM Annual Conference as documented with expense reports. June 2018 2. Attend Dynamics GP Annual Conference as documented with expense reports. October 2017 3. Attend Data and Decisions Annual Conference as documented with expense reports. June 2018
Results: In Progress
Assessment Data/Evidence:

The Dynamics GP Annual Conference was attended in October 2017 by the ERP/SIS Director, the Director of Human Resources, the Business Office Manager, and the Payroll Accountant. Expense reports were submitted using ReqLogic for the aforementioned attendees. Budgetary constraints confined travel to only the Dynamics GP Annual Conference.

Use of Results for Improvement:

The budgetary considerations were used as part of the training framework for the 2018-2019 Annual Action Plan. The ERP/SIS Director conducted a training needs analysis to determine which annual conferences would result in the most return on investment for the 2018-2019 academic year.

Human Resources

Objective #1: Provide training in addition to Professional Development team to faculty/staff through online training system SafeColleges.

Responsibility: HR Director and Benefit Coordinator

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

Actions:

1. Review any required trainings for faculty/staff.
2. Research new trainings available through our current program – SafeColleges.
3. Purchase/order/develop training as needed.
4. Implement training through SafeColleges online program, New Employee Orientation, Professional Development and/or bi-annual Staff Development.

Resources and Approximate \$: Institutional Improvement – Cost of materials – approx. \$1500

Assessment Method: Report of training offered and completed online, face-to-face, etc. **Date:** August 2018

Results: Achieved

Assessment Data/Evidence:

SafeCollege Completion Reports, New Employee Orientation

Use of Results for Improvement:

Added Cybersecurity and Active Shooter trainings through SafeColleges; Developed New Employee Orientation to be presented two times per month face-to-face and available online.

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

Responsibility: HR Director and Benefit Coordinator

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

Actions:

1. Participate in any benefits training and other online training offered to enhance knowledge of our current benefit offerings.

<ol style="list-style-type: none"> 2. Participate in annual TACCA and TACCHRP conferences. 3. Participate in any other relevant professional development, including webinars as appropriate.
Resources and Approximate \$: Institutional Improvement – Cost of travel, conferences and trainings – TACCA \$1000, TACCHRP \$1000, Misc. - \$500
Assessment Method: Participation in conferences, trainings and professional development throughout the year; Documentation in Professional Development tracking Date: TACCA – January 2018, TACCHRP – June 2018, others by August 2018
Results: Achieved Assessment Data/Evidence: Professional Development forms, TACCHRP Conference attendance Use of Results for Improvement: Benefit Coordinator attended ERS Benefit webinar to enhance her knowledge of benefits; HR staff attended various webinars/meeting regarding Greenshades/Dynamics GP to enhance knowledge of new ERP system; HR staff attended the TACCHRP Conference (Benefit Coordinator holds an officer position); HR Staff attended the QEP training

Objective #3: Participate in all trainings for the new ERP system available for the HR area to ensure enhanced knowledge and skills necessary for quality job performance.
Responsibility: HR Director and Benefit Coordinator
Statement of Need: to ensure quality job performance and consistent data entry and recordkeeping
Actions: <ol style="list-style-type: none"> 1. Participate in any and all training provided for the HR department on the new ERP system. 2. Practice skills learned through regular usage of the system. 3. Use the system to run reports to assist with annual employee record audit.
Resources and Approximate \$: Institutional Improvement – cost of annual meeting/training approx. \$1000
Assessment Method: Completion of the annual record audit to verify correct data entry. Documentation in Professional Development tracking. Date: ongoing and by August 2018
Results: Achieved Assessment Data/Evidence: Professional Development forms; Attended GPUG Conference in Nashville in October 2017 Use of Results for Improvement: Enhanced knowledge of ERP system through Go-To meetings, webinars, and conference with Greenshades, Dynamics GP and Runbiz

Institutional Advancement

Objective #1: Provide professional development opportunities for Institutional Advancement staff to learn, develop, and implement new and enhanced strategies and techniques to support the College.

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation, Advancement Services Specialist, Advancement Specialist -- Grant Developer

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

Actions:

1. Continue membership and participation in the Council for Advancement and Support of Education (CASE) Federal Funding Task Force and the annual Grants Conference; Texas Association of Community College Foundations (TACCF); the National Scholarship Providers Association (NSPA); and the Association of Advancement Services Professionals (ASP).
2. Continue to participate in the Council for Advancement and Support of Education (CASE) Federal Funding Task Force, serving as Task Force Chair for 2017 and 2018, and the Annual Grants Conference to develop relationships with Federal agencies on behalf of Vernon College, to gather the most up-to-date information about grant opportunities, and to build a network of colleagues that may facilitate grant collaboration.
3. Participate in the annual TACCF Conference.
4. Continue participation in relevant conferences focusing on Development/Fundraising, Grantsmanship, Alumni Relations, and Advancement Services to update and enhance skills.

Resources and Approximate \$: Institutional Improvement: Attend the CASE Federal Funding Task Force, serving as Task Force Chair in 2017 and 2018 and the Annual Grants Conference in Washington, DC and TACCF, Austin, TX -- \$6,000. Attend a Uniform Grant Guidance Compliance Conference -- \$4,000. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$2,000. Membership dues in CASE, TACCF, NSPA, and ASP -- \$2,000

Assessment Method:

Date:

1. Participate in the CASE Federal Funding Task Force, serving as chair 2017 and 2018, and annual Grant Conference, conference notes and funding agency notes by **November 2017**.
2. Participate in the TACCF Annual Conference, conference notes by **March 2017**.
3. Participate in other relevant training workshops, seminars, conferences, and webinars for management, grant training including compliance and monitoring, fundraising, alumni relations, marketing, and advancement services by **August 2018**.

Results: Achieved

Assessment Data/Evidence:

- Participated in the CASE Federal Funding Task Force (FFTF) and the annual Conference for Community College Grants Professionals. Served as chair for the 2017 FFTF in October 2017.
- Participated in the CASE Advancement Services Annual Conference and the CASE IV District Annual Conference.

- Participated in other relevant training workshops, seminars, conferences, and webinars for management, grant training including compliance and monitoring, fundraising, alumni relations, marketing, and advancement services

Use of Results for Improvement:

- Information gained from professional development trainings will be reviewed and incorporated into in department procedures and practices when applicable.

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

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Advancement Services Specialist; Advancement Specialist -- Grant Developer

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

Actions:

1. Research grant opportunities such as the National Endowment for the Humanities Summer Institutes for College and University Teachers.
2. During the Federal Funding Task Force in Washington, D.C. meet with Federal Agency personnel to discuss and learn about professional development opportunities that are available for the coming year. This helps keep the College's name in "front" of agency personnel.
3. Through the College email system and the Dean of Instructional Services, send notices of funding opportunities as the information is publicized on agency websites.
4. Assist faculty and staff in the preparation and submission of grant proposals to support faculty/staff development to private and public funding agencies.

Resources and Approximate \$: Institutional Improvement: No \$

Assessment Method:

Date:

1. Potential sources researched and publicized to Vernon College community by **August 2018**.
2. Proposals written and submitted by **August 2018**.

Results: Achieved

Assessment Data/Evidence:

- Acquired a license for the Thompson Research Services Grants Search Tool to assist with identification of funding opportunities from private and public sources.
- Assisted ADN faculty in the preparation and submission of a JET grant.
- Submitted a proposal for scholarship funding.
- Notified faculty and staff of potential funding opportunities.

Use of Results for Improvement:

- Continue to use the Thompson Grants Search Tool, working with faculty and staff to identify potential funding opportunities.

- Continue to notify the college of potential funding opportunities.
- Continue to write and assisting in the writing of proposals for funding.

Marketing and Community Relations

Objective #1 : Participate in professional development opportunities to learn, develop, and implement new and enhanced strategies and techniques to support the College.
Responsibility: Coordinator of Marketing and Community Relations
Statement of Need: Professional development opportunities are essential in order to gain knowledge about strategies and techniques that will enhance employee efforts on behalf of Vernon College. At training sessions, best practices, new techniques and strategies are presented which will then be used to improve job performance.
Actions: <ol style="list-style-type: none"> 1. Continue membership and participation in TACCM as well as other professional development organizations. 2. Continue participation in relevant conferences focusing on Marketing.
Resources and Approximate \$: Institutional Improvement: NCMPR Regional and Annual Conferences, TACCM Annual Conference -- \$7,000. Other relevant professional development conferences, seminars, workshops, and webinars to keep current with techniques and strategies to benefit Vernon College -- \$4,000. Membership dues in CASE, NCMPR, and TACCM -- \$4,500
Assessment Method: Assess conference attended for useful information which was put into practice. Date: August 2018.
Results: In Progress
Assessment Data/Evidence: <ul style="list-style-type: none"> • Conference agenda reviewed for usefulness
Use of Results for Improvement: <ul style="list-style-type: none"> • A new Conference was attended Digital Media Summit • TACCM is renewed for another year

President/Effectiveness

Objective #1: The College will allocate resources to ensure that faculty, students and staff acquire, discover and apply knowledge.
Responsibility: President
Statement of Need: To meet expected SACSCOC compliance criteria and to support Annual Action Plans
Actions: <ol style="list-style-type: none"> 1. Ensure resource allocation for faculty, staff and students through the budget process 2. Ensure resource allocation for curriculum and technology
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Documentation of training for faculty, staff and students as evidenced in budget Date: Ongoing review with summation by July 2018

Results: Achieved

Assessment Data/Evidence:

- Note:
 - 89% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC has competent faculty members qualified to accomplish the Mission, Goals and Priorities of the College.*
 - 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC operates facilities and learning resources that are appropriate to support educational programs, support services and its Teaching, Learning, and Leading Mission.*
 - 82% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC provides students with opportunities for personal development in addition to academic development.*
- 1. -2. Evidence of resource allocation through approved 2017-2018 Vernon College budget, approved curriculum and technology purchase requests, Professional Development Calendar/schedule as well as professional development speaker and travel requests.

Use of Results for Improvement:

1. – 2. Identification and scheduling of professional development and student development opportunities will continue to be encouraged as part of the planning and budgeting process and through the appropriate committees such as Technology and Professional Development.

Objective #2: The College will support and make available professional development opportunities for administrators, faculty and staff.

Responsibility: President

Statement of Need: To meet expected SACSCOC compliance criteria and to support Annual Action Plans

Actions:

1. Ensure resource allocation for administrators, faculty and staff through budget process

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

Assessment Method/Date: Documentation of professional development for administrators, faculty, and staff, and evidence in budget

Date: Ongoing review with summation by July 2018

Results: Achieved

Assessment Data/Evidence:

- Note
 - 89% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC has competent faculty members qualified to accomplish the Mission, Goals and Priorities of the College.*
 - 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC operates facilities and learning resources that are appropriate to support educational programs, support services and its Teaching, Learning, and Leading Mission.*
 - 88% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree the *VC has qualified administrative and academic officers with experience, competence and capacity to lead the institution.*

1. Evidence of resource allocation through approved 2016-2017 Vernon College budget, professional development calendar/schedule, approved professional development speaker, and travel requests.

Use of Results for Improvement:

1. Identification and scheduling of professional development opportunities will continue to be encouraged as part of the annual planning and budgeting process and through the Professional Development Committee. Additional professional development opportunities will be made available as funded through the Title III, Strengthening Institutions Program Grant.

Objective #3: The College will publically acknowledge administrators, faculty, staff and students who are recognized for acquiring, discovering and applying knowledge.

Responsibility: President and Coordinator of Marketing and Community Relations

Statement of Need: To meet expected SACSCOC compliance criteria and to support Annual Action Plans

Actions:

1. Recognition through institutional service awards
2. Ensure recognition through news articles of those participating in professional development

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

Assessment Method/Date: As evidenced by Service Award list and news articles **Date:** Ongoing annual review with summation by July 2018

Results: Achieved

Assessment Data/Evidence:

1. -2. Institutional Service Awards presented during September 2017 Fall Kickoff luncheon with additional recognition provided in Vernon Daily Record, Wichita Falls Times Record News and via email/social media. Recognition of participation in professional development is also included as part of the President's Monthly Update.

Use of Results for Improvement:

1. -2. Recognition of employees who receive awards and participate in professional development is important to maintain high morale and quality of work life at Vernon College. The process will continue to be implemented as well as reviewed for ways to improve.

Objective #4: Participate in professional development opportunities to enhance knowledge and skills in job-related responsibilities.

Responsibility: Director of Institutional Effectiveness

Statement of Need: To ensure compliance with SACSCOC criteria; to adequately support research-based projects; and to enhance technology related skills

Actions:

1. Participate in SACSCOC preconference and conference (Dallas, TX)
2. Participate in SACSCOC Summer Institute (Atlanta, GA)
3. Participate in TAIR preconference and conference (TBD, TX)
4. ERP/SIS training/conference

<ul style="list-style-type: none"> 5. Serve as THECB Liaison and Small College Group Representative 6. Participate as a SACSCOC on-site observer
Resources and Approximate \$: Institutional Improvement: SACSCOC \$2500 per person for Annual Meeting/Orientation and Summer Institute; TAIR \$1750, ERP/SIS \$1500, THECB (3 meetings) \$2400; SACSCOC on-site observer \$1200
Assessment Method/Date: As evidenced in budget, travel requests and travel expense reports Date: Ongoing annual review with summation by July 2018
Results: Achieved Not Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> 1. – 6. Appropriate funding as evidenced through 2017-2018 budget approval. Director of Institutional Effectiveness participated in SACSCOC Annual Meeting in Dallas, two THECB meetings and as SACSCOC off-site and on-site reviewer. Vernon College sent three representatives to the SACSCOC Summer Institute. Did not participate in ERP/SIS conference. Use of Results for Improvement: <ul style="list-style-type: none"> 1. – 6. Priority professional development opportunities included in 2018-2019 Annual Action Plan.

Student Services

Dean of Student Services/Associate Dean of Student Services

Objective #1: Provide Student Services staff with the training and support needed to become efficient with the newly acquired ERP/SIS systems.
Responsibility: Associate Dean of Student Services, as well as the Dean of Student Services.
Statement of Need: Through the awarding of a Title III grant, VC will implement a new ERP/SIS system. All staff must be proficient in the system, not only with regard to their particular job responsibilities, but to also assist students with the transition to the new system.
Actions: <ul style="list-style-type: none"> 1. Create an atmosphere of excitement which is creatively linked to learning the new system; this can be accomplished through the awarding of prizes and/or associated “certificates of completion,” within the division. 2. Work with the implementation committee to schedule timely and convenient trainings for all division team members. 3. Survey Student Services staff, during and after initial trainings, to investigate the need for “refresher” sessions.
Resources and Approximate \$: Institutional Improvement - no \$ -
Assessment Method: 100 % attendance at trainings as evidenced by sign in sheets Date: July 2018
Results: In Progress Assessment Data/Evidence: <p>Trainings for the purchasing and leave/time sheet components of the new VC ERP components have been completed. In addition, Student Service personnel have been successfully utilizing the aforementioned newly developed ERP tools. Conversely, the SIS system has not been implemented or installed as of September 2018; therefore, there have been no trainings to complete.</p> Use of Results for Improvement:

Student Services will continue to implement all the actions above (prizes, certificates, trainings and refresher trainings) to create a fun and exciting atmosphere when implementation of the new SIS component begins.

Student Success Pathway

Objective #1: Organize and offer trainings and workshops to Vernon College faculty and staff designed to improve retention and completion through proactive and intrusive advising.

Responsibility: Student Success Pathway Director

Statement of Need: Offer professional development to faculty and staff devoted to proactive and intrusive advising. Also provide timely trainings on the new ERPSIS so that it can be used to its full potential to for the identification, referral, and tracking of at-risk students.

Actions:

1. Conduct a minimum of 8 trainings/workshops dedicated to proactive and intrusive advising practices and corresponding processes as it relates to Unit 4 Student Management (U4SM). (4 Advising, 4 U4SM)
2. Schedule, advertise, and host 2 onsite workshops led by external consultants for VC faculty and staff

Resources and Approximate \$: Institutional Improvement – no institutional \$ - \$3500 Title III grant funds

Assessment Method: Training/workshop agendas, dates, participant list presented to the Title III Oversight Committee. **Date:** August 2018

Results: Achieved

Assessment Data/Evidence:

1. A total of 11 Student Success training/workshops were conducted [August 14, 2017 Fall Kickoff Breakout Session; August 18, 2017 Faculty Development Meeting; September 22, 2017 NACADA Kathy Stockwell; January 8, 2018 Spring Kickoff Breakout Session; January 12, 2018 Faculty Development Meeting; Student Success Pathway- Student Experience Series: February 27 & March 1 (STEPS/Probation), March 27 & 29 (Career Coach), April 17 & 18 (Veterans/Fin Aid)]. Group U4SM trainings occurred during the months of August 2017, November 2017, January 2018, March 2018.
2. September 2017 NACADA Kathy Stockwell; August 2018 Brooks Harper.

Use of Results for Improvement:

The Student Success Pathway Director will continue to coordinate with the Professional Development Coordinator to offer in-person opportunities to showcase Student Success Pathway programming and the corresponding student experience. Outside speakers will be researched and selected according to current need.

Objective #2: Provide opportunities for faculty and staff to attend offsite conferences and workshops in the 2017-2018 academic year.

Responsibility: Student Success Pathway Director

Statement of Need: Per the Title 3 grant, faculty and staff will attend 5 off site workshops pertaining to retention, intrusive advising, student completion or transfer.

Actions:

1. Locate appropriate off-site conference or workshops and provide opportunities for faculty and staff to attend. (5 total)

Resources and Approximate \$: Institutional Improvement - no \$ - Title III funds

Assessment Method: List of faculty or staff who attended workshops related to Title III topics and funded by Title III in the 2017-2018 academic year as presented to the Title III Oversight Committee and reflected in the minutes. **Date:** August 2018

Results: Achieved

Assessment Data/Evidence:

1. National College Learning Center Association Conference Sept 27-29, 2017, Criquett Lehman, Student Success; Mentoring Institute, University of New Mexico Oct 23-27, 2017, Sjhonton Fanner, Student Success; NACADA Region 7 Conference, Little Rock, AR Feb 20-22, 2018, Dean Nordone, Student Services, Criquett Lehman, Student Success, Bettye Hutchins, Faculty Advisor, Paula Whitman, Faculty Advisor; TCCTA Leading from the Middle Conference, San Antonio July 15-17, 2018, Criquett Lehman, Student Success, Ivy Harris, ERP-SIS; Amarillo College Developmental Education/Advising Workshop, Apr 20, 2018, Sjhonton Fanner, Student Success, Kelly Peterson, Student Success, Criquett Lehman, Student Success, Tammy Majewski, Math Faculty, Cindy Coufal, English Faculty, Jane Trent, English Faculty.

Use of Results for Improvement:

Faculty, advisors, career and student success staff will be encouraged to attend conferences/workshops offering grant related objectives.

Priority Initiative #6:

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

Administrative Services

Physical Plant

Objective #1: Update 2017-2018 Facilities Master Plan for all locations

Responsibility: Physical plant directors and Dean of Administrative Services

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

Actions:

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

Resources and Approximate \$: Facilities Currently budgeting \$150,000 per year for all capital projects at all locations

Assessment Method: Meeting notes, emails, budget, review and approval of updated plan by administrative team. **Date:** Updated 2017-2018 Master Plan by February 2018

Results: Achieved

Assessment Data/Evidence:

Planning meeting held on 03-02-18 (Minutes), a total of \$350,000 was included in the operating budget for 2018/2019 and the Facilities Master Plan has been updated.

Use of Results for Improvement:

Providing guidance for improving and maintaining physical facilities

Objective #2: Complete all approved projects by 08-31-18 - Vernon

Responsibility: Facilities Director and Dean of Administrative Services

Statement of Need: As identified in the Facilities Master Plan

Actions:

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

Resources and Approximate \$: Facilities Approximately \$75,000 per year included in annual budget to cover capital projects on Vernon campus

Assessment Method: Complete all approved projects, mark as complete on facilities plan **Date:** August 2018

Results: Achieved

Assessment Data/Evidence:

Physical inspections, paid invoices.

Use of Results for Improvement:

ITV equipment was upgraded in two classrooms to improve audio and video quality, phase III of auditorium remodel was completed, crack seal and seal coat portion of driveways to extend life.

Objective #3: Complete all approved projects by 08-31-18 – Wichita Falls

Responsibility: Director of Physical Plant and Dean of Administrative Services

Statement of Need: As identified in the Facilities Master Plan

Actions:

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

Resources and Approximate \$: **Facilities:** Approximately \$75,000 per year included in annual budget to cover capital projects on all Wichita Falls locations.

Assessment Method: Complete all approved projects, mark as complete on facilities plan **Date:** August 2018

Results: **Achieved**

Assessment Data/Evidence:

Physical inspections, paid invoices

Use of Results for Improvement:

ITV equipment was upgraded in three classrooms to improve audio and video quality, 2" asphalt overlay on west parking lot to eliminate potholes, dome over main entrance was covered with spray foam to eliminate leaks.

Objective #4: Complete renovation of Century City Center parking lot

Responsibility: WF Facilities Manager and Dean of Administrative Services

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

Actions:

1. Phase I will consist of total renovation of the west and north parking lots. This should be completed in the Summer of 2018.
Phase II will consist of the total renovation of the east parking lot. Target date will be Summer, 2019.

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

Assessment Method: Architects final report, paid invoices, physical observation. **Date:** Phase I, August 2018; Phase II August 2019

Results: **Not Achieved**

Assessment Data/Evidence:

Complete renovation has been determined to be cost prohibitive. We have made major improvements to the parking lot by applying 2" asphalt overlay to the main driveways.

Use of Results for Improvement:

We will continue to address the parking lot issues on an as needed basis. We are also developing a preventive maintenance schedule for crack sealing and seal coating.

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

Responsibility: President and Deans

Statement of Need: As Wichita County moves forward with their plans to renovate and expand the county jail facility into the space we currently occupy in the Sprague building, it is critical that we be proactive in developing and moving forward with a relocation plan

Actions:

1. Explore any and all options (purchase, lease, build) that are presented as a possibility.
2. Explore financing options associated with acquiring new facility

Resources and Approximate \$: **Facilities:** Cost of relocation could range from a few hundred thousand dollars to several million dollars?

Assessment Method: Meeting notes, architectural drawings, purchase/lease contract. **Date:** This could be ongoing for several years with annual review in August 2018

Results: **Not Achieved**

Assessment Data/Evidence:

Wichita County taxpayers approved a bond to build a new detention center.

Use of Results for Improvement:

This should eliminate the possibility of them requiring us to move for the foreseeable future.

Business Office

Objective #1: Provide scanners in multiple areas so the purchase requisition initiators can scan and attach documentation to be routed with the request.

Responsibility: ERP/SIS Implementation team

Statement of Need: Our new purchasing software, ReqLogic, will allow the on-line submission of all documentation from the pricing for the requisition to the receiving of the actual items. This will require all requisition initiators to have access to scanners in order to scan and attach pertinent documentation.

Actions:

1. Study the flow of requisitions to determine how many scanners are needed and the optimum location for them.
2. Request pricing options from Run-biz.
3. Provide training to the end user.

Resources and Approximate \$: **Technology** - \$3,500 - 7 @ \$500

Assessment Method: Train all end-users to the point where they and we are comfortable with making the switch. Begin processing purchase requisitions totally on-line **Date:** Fall 2017

Results: **Achieved**

Assessment Data/Evidence:

Physical inspection, paid invoices.

Use of Results for Improvement:

Individuals who initiate purchase orders and invoice payments are now able to attach appropriate documentation at the same they are entering the data. This has greatly improved the flow of accounts payable documentation.

Admissions, Records and Financial Aid

Admissions and Records

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

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

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

Actions:

1. Review allocation of personnel as needed for services at campus and centers
2. Cross training personnel as needed proportionate with enrollment shifts and/or increases
3. Monitor admission application volume and unduplicated enrollments for adjustments or additions to staffing for Admissions and Records Office

Resources and Approximate \$: Institutional Improvement

Assessment Method: Enrollment numbers from CBM001 and CBM00A, completion of cross training as needed, updated job descriptions, and CCSSE survey results **Date:** Ongoing annual review with summation August 2018

Results: Achieved

Assessment Data/Evidence:

Assistant Recruiting Coordinator position was added to assist in improving satisfaction ranking. All Office of Admissions, Records, and Recruiting are crossed trained in all areas. CCSSE 2017 results are no longer applicable due to change in questions. On the 2018 Vernon College Effectiveness Questionnaire, 89% of respondents “Strongly agree/Agree” with the question, “Provides an appropriate entry/registration process to support educational goals and student success.”

Use of Results for Improvement:

The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continued attendance of annual TACRAO conference, THECB meetings, and other professional development opportunities. Continue to monitor and evaluate processes, procedures, and practices to maintain and improve student satisfaction with Office of Admissions, Records, and Recruiting. The Vernon College Effectiveness Questionnaire will be added to all future annual action plans for future year comparisons.

Financial Aid

Objective #1: Compliance with SACS COC Comprehensive Standard 3.9 Student Affairs and Services 3.9.3

Responsibility: Dean of Admissions & Financial Aid/Registrar, Director of Admissions and Records, and Director of Financial Aid	
Statement of Need: The institution provides a sufficient number of qualified staff – with appropriate education or experience in the student affairs area – to accomplish the mission of the institution (SACS 3.9.3)	
Actions:	
<ol style="list-style-type: none"> 1. Monitor admission application volume and unduplicated enrollments for adjustments or additions to staffing for Admissions and Records Office 2. Monitor FAFSA applicant volume and total dollars awarded for adjustments or additions to staffing for Financial Aid Office 	
Resources and Approximate \$:	
Personnel: Classified II positions as needed per volume (Est. \$21,000) per position	
Technology: Computer (\$1,000) Telephone (\$250) and Printer (\$250) per position	
Facilities: Desk and chairs for above position (\$500 est.) per position	
Assessment Method: Enrollment numbers from THECB 001 and 00A reports on credit and non-credit students	Date: March 2018
FAFSA volume and annual dollars of aid awarded	Date: November 2017
Results: Achieved	
Assessment Data/Evidence:	
Stable enrollment numbers and improvements in processing procedures do not warrant adjustments in Admissions and Records Office staffing requirements at this time. Increase in Financial Aid awarded does not warrant change in staffing at the present time.	
Use of Results for Improvement:	
Continue to monitor and evaluate both assessment measures for SACS COC compliance purposes.	

Instructional Services

Objective #1: Meet student demand for courses and programs through the hiring of additional full-time and adjunct faculty.
Responsibility: Dean of Instructional Services, Division Chairs, Directors, and Coordinators
Statement of Need: High rates of closed classes and increased faculty loads in certain disciplines and programs.
Actions:
<ol style="list-style-type: none"> 1. Review course enrollments and faculty load and listing and prioritize need for additional full-time faculty. <ol style="list-style-type: none"> a. Fine Arts (Music/Art) b. Police Academy/Criminal Justice c. Emergency Medical Services 2. Recruit qualified adjuncts (adjunct course load limited to 3 courses per long semester). 3. Maintain a minimum full-time to part-time faculty load ratio of 65%:35% within disciplines/programs.
Resources and Approximate \$: Personnel: \$42,850 + benefits per instructor minimum

Assessment Method: Positions prioritized and recommended to Personnel committee; FTE Student/FTE Faculty KPIA Benchmark; Contact Hours Taught KPIA Benchmark, Percentage of instructional load borne by full-time faculty by program/discipline.

Date: February 2018

Results: In Progress

Assessment Data/Evidence:

Course enrollments were reviewed. Requests were made before the Personnel Committee but due to lack of funds, the above positions were not approved. Recruiting of qualified adjuncts is an ongoing process with the growth of enrollment college wide. Faculty load ratio for 17-18 equaled 74% FT vs 26% PT.

Use of Results for Improvement:

Continued review of full-time to part-time faculty load within disciplines and programs. Continued recruitment of qualified adjuncts as dictated by enrollment growth. Compare adjunct load with full-time load and overload to see where VC needs to hire additional instructors within disciplines and programs.

Objective #2: Review feasibility of providing additional classroom/lab space at CCC for current and future needs.

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

Statement of Need: Current occupancy at CCC limits the potential addition of new programs (Barber, Physical Therapy Assistant, Radiology Technician, AAS-Paramedic, Massage Therapy, Bartending, Military → RN Bridge, Paramedic → RN Bridge).

Actions:

1. Remodel CCC 713: Expand space by removing partition; replace flooring.
2. Continue to review need, feasibility, and costs associated with the potential remodeling and conversion of existing theater space at CCC into a large multi-purpose classroom.
3. Review adequacy of current open computer labs to meet student needs and explore possibility of adding computer stations in CCC 2312.

Resources and Approximate \$: \$8000 - Facilities (Action 1); \$? - Facilities (Actions 2 & 3)

Assessment Method: Recommendation to Facilities committee **Date:** February 2018

Results: Achieved

Assessment Data/Evidence:

CCC 713 was remodeled and designated as the Drilling Fluid classroom and lab. CCC existing theater space is in the process of renovation by a third party. This will allow VC to expand into the second story for general classrooms. After review of computer labs and space, CCC 2312 was not converted to a computer lab.

Use of Results for Improvement:

Continue to review and monitor the need for additional classroom/lab space as needed at CCC.

Objective #3: Review facilities and space allocation among programs housed at the Skills Training Center.

Responsibility: Dean of Instructional Services, Division Chair – Industrial & Information Technologies, STC Faculty

Statement of Need: Recommendation of the Division Chair- Industrial & Information Technologies.
Actions: 1. Investigate potential consolidation of Computer & Information Sciences computer labs at the Skills Training Center (STC).
Resources and Approximate \$: \$? - Facilities
Assessment Method: Recommendation to Facilities Committee Date: February 2018
Results: Achieved Assessment Data/Evidence: Reviewed space at STC for additional instructional opportunities. Use of Results for Improvement: CIS was allocated room 210 at STC for additional servers, student work centers, and programming stations. General computer lab was relocated to room 107.

Objective #4: Meet the workforce needs of the service area and expand enrollment through the addition of programs which produce graduates in high demand fields.
Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Director of Continuing Education, Academic Council
Statement of Need: VC Enrollment KPIA, Workforce Solutions Demand Occupation List
Actions: 1. Review the potential demand and costs associated with the following potential programs: <ul style="list-style-type: none"> a. EMS Paramedic (AAS) b. Barber c. Physical Therapy Assistant d. Surgical Assistant e. Radiology Technician f. Massage Therapy g. Bartending h. RN Bridge Programs (Military → RN, Paramedic → RN)
Resources and Approximate \$: None – Institutional Improvement
Assessment Method: Recommendation(s) to Academic Council; VC Board of Trustees & THECB approval. Date: February 2018
Results: In Progress Assessment Data/Evidence: Programs listed above are still being reviewed and researched for potential implementation. Use of Results for Improvement:

EMS Paramedic potential start date Fall 2019. Barber rules have changed and paperwork is being submitted for approval Fall 2018. PTA, Surgical Assistant, Radiology Technician, Massage Therapy, and Bartending are being researched for validity and requirements of such programs. The Director of Nursing has researched the RN Bridge Program but has not submitted through Academic Council due to taking over the LVN program.

Instructional Services – Quality Enhancement

Objective # 1: Integrate and maintain innovative technologies, including hardware and software, as part of the Quality Enhancement Resource Inventory as piloted and approved through the Feasibility Review of the Technology Committee.

Responsibility: Director of Quality Enhancement; Instructional Design and Technology Coordinator

Statement of Need: As outlined and directed in the institutionalization of the completed Quality Enhancement Plan document, VConnected, Identified best practices from the educational technology feasibility reviews. Personal observation of increased demand by faculty and staff (surveys, interviews, verbal communication, VCIC Sessions). Ensure effective and cost efficient spending practices to purchase and maintain technology. Maintenance of Quality Enhancement Resource Inventory (QERI) including license updates.

Actions:

1. Technology Committee determines/recommends feasibility of technology from pilot reports and forwards to the leadership of the college as appropriate.
2. Using approved feasibility studies and Technology Committee recommendations, the Director of Quality Enhancement and the Instructional Design and Technology Coordinator will assess the Quality Enhancement Resource Inventory (QERI) to determine necessary upgrades, utilization, and the addition of new resources.
3. Provide training opportunities and technical support through the pilot mentor program (train the trainer) and the online VC Innovation Center in Canvas.
4. Maintain usage logs and administer satisfaction surveys during the academic year.

Resources and Approximate \$: Institutional Improvement: no \$, Technology: TOTAL: \$2,520.44 based and 2016-2017 costs
4 Camtasia Software License Upgrades – \$570.56 [\$142.64 (\$134.25 + \$8.39 Maintenance) X 4 Computers (1/2 QERI Laptops)]
2 Survey Monkey License Renewal - \$600.00
iPad Replenishment (2 iPad Air2 Wifi 16GB) - \$1,199.98 [\$499.99 (2) + \$100.00 (2 Case/Keyboard)]

Assessment Method:

1. Feasibility Reviews, Agendas, Minutes, Approved Budget. **Date:** August 2018
2. Quality Enhancement Resource Inventory log. **Date:** December 2017 & May 2018
3. Provide results from satisfaction survey. **Date:** July 2018

Results: Achieved

Assessment Data/Evidence:

1) 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, proficiently maintained the QERI log during the 2017-2018 calendar year. Items checked-out most frequently for usage are

laptops, iPads, Video cameras, Portable projectors, and Presentation clickers. Items replenished during the 2017-2018 calendar year include: Logitech M185 Wireless Mouse (QTY: 4) 08-01-2017; VGA Cable (QTY: 5) 08-01-2017; 12 Watt Adaptor for iPads (QTY: 2) 08-09-2017; 8 Pin Charging Cord for iPads (QTY: 2) 08-09-2017; Canon Vixia HF-R800 Video Recorder (QTY: 1) 8/1/2017; Canon Vixia HF-R800 Video Recorder (QTY: 1) 12/1/2017; and a QUMI HD Pocket Projector (QTY: 1) 8/9/2017.

2) 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: New and improved video recording technologies; Close captioning for video production; Streaming video; Skype for online classes; Recording and captioning capabilities within Canvas, Camtasia training; Clicker technology training; 3-D printing demonstrations; Smart board training, and 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.

3) Distance Education Committee Minutes (2017-2018). As a result of the Fall 2017 Technology Survey responses (see and the rise in demand/enrollment in online courses, additional QERI related technologies are being utilized by faculty—specifically supplemental video recording. One-on-one scheduled trainings for video recording/Camtasia software use best practices were conducted by Instructional Design and Technology Consultant/Canvas Administrator Roxie Hill (Fall 2017-Spring 2018). 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 address at both the Fall 2017 and Spring 2018 Distance Education meetings.

4) “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. This training session series was further developed to meet the demands of technology training requests via the Fall 2017 Technology Survey responses (see Artifact P). Entitled “Incorporating Innovative Design into the 21st Century College Classroom” these sessions are facilitated by faculty who use innovative technologies in the classroom. The Helix issue will continued to be researched within the 2018-2019 calendar year.

Use of Results for Improvement:

The Technology Satisfaction Survey, information gathered from the Technology Committee, ESCR (End of Semester Course Review), Professional Development Committee technology training requests, QERI log, and budgetary information will continue to be used to reinforce effective, impactful, and relevant instructional technologies in the classroom.

Office of the President

Athletics

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

Responsibility: Dean of Student Services & Vernon College Chief of Police
Statement of Need: Vernon College must maintain adequate security coverage at each of its 3 main instructional sites – Vernon Campus, Century City Center, and the Skills Training Center. Vernon College has 2 full time officers. The additional time officers are needed is covered by contracted security guards. To assure that this contracted labor is available in future years the Vernon College police would like to permanently fund the budget line that allocates monies for this task.
Actions: <ol style="list-style-type: none"> 1. Identify total amount of dollars spent on security guards the last three years. 2. Using the numbers above in #1, project a total amount needed for the 2017-2018 year 3. Fund a security guard budget line with the dollars needed
Resources and Approximate \$: Personnel Budgetary funding
Assessment Method/Date: Dollar amount requested through email and funded Date: August 2018
Results: Achieved
Assessment Data/Evidence: Oversight and coordination by the Vernon College Chief of Police as evidenced by work schedules and budget.
Use of Results for Improvement: In order to maintain compliance with the NJCAA security will continue to be provided at all athletic events.

Objective # 2: Continue to provide current state of the art athletic facilities for all Vernon College athletic teams
Responsibility: Athletic Director, Assistant Athletic Director, Softball Coach
Statement of Need: The Vernon College Wade Kirk Softball field is still in need of some renovations. In previous years the Baseball field and the rodeo facilities have both undergone extensive updates and enlargement. The softball field, field house, and scoreboard all are in need of the same modernization. Also, the King Physical Education Center needs updating in key visual areas.
Actions: <ol style="list-style-type: none"> 1. Softball Coach will develop a written, prioritized list of all needed renovations and any needed new features to be submitted to the Vernon College facilities plan. 2. Softball Coach will submit this written, prioritized list to the Athletic Director. 3. Athletic Director and Assistant Athletic Director will create and submit proposal for needed updates to the King Center.
Resources and Approximate \$: Facilities, Institutional Improvement - Time of staff
Assessment Method/Date: Written, prioritized list submitted to the President & Athletic Director Date: September 2017
Results: Achieved
Assessment Data/Evidence: Construction and completion of softball clubhouse and installation of new scoreboard and windscreen.
Use of Results for Improvement:

Utilization of aesthetic upgrades to enhance recruiting.

Objective # 3: Continue to provide current state-of-the-art athletic facilities for all Vernon College athletic teams

Responsibility: Athletic Director, Assistant Athletic Director, Baseball Coach

Statement of Need: The first step in addressing this is to develop a list of needs to be addressed and submit these needs to the Vernon College facilities plan.

Actions:

1. Baseball Coach will develop a written, prioritized list of all needed updates to the Bob and Ann Wright Baseball Facility to be submitted to the Vernon College facilities plan.
2. Baseball Coach will submit this written, prioritized list to the Athletic Director

Resources and Approximate \$: Institutional Improvement - Time of staff.

Assessment Method/Date: Written, prioritized list submitted to Athletic Director to be forwarded to the President. **Date:** January 2018

Results: In Progress

Assessment Data/Evidence:

Submission of new scoreboard proposal to Facilities Committee

Use of Results for Improvement:

Increase functionality and aesthetic appeal.

Enterprise Resource Planning/Student Information System

Objective # 1: Provide students, faculty, staff, and administration with the information they need to make data informed decision

Responsibility: SIS Coordinator, ERP/SIS Task Force, SIS Implementation Team

Statement of Need: Replacement of the legacy system funded through the Title III grant

Actions:

1. Installation of the new ERP System
2. Migration of data completed and tested

Resources and Approximate \$: Technology/Title III Funds

Assessment Method: **Date:**

1. SIS Installation Completed. **June 2018**
2. Migration of Data Tested as Functional. **May 2018**

Results: In Progress

Assessment Data/Evidence:

Version 1.6 of the SIS was successfully installed in May 2018. The migration of data has continued throughout the 2018-2018 academic year. The data has continued to test as functional throughout the year.

Use of Results for Improvement:

The data functionality testing will have to continue throughout the data migration process. Data functionality testing was included in the Annual Action Plan for the 2018-2019 academic year.

Human Resources

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

Responsibility: HR Director, HR staff and Search Committees

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

Actions:

1. Follow Vernon College employment policy/process for posting/advertising vacant positions.
2. Continue to seek out new avenues for advertising and getting our employment needs out to a larger applicant pool.
3. Screen applications for required qualifications.
4. Make arrangements for interviews once the search committee has made their interview choices; facilitate interviews.
5. Complete paperwork and get appropriate approvals.
6. Notify all applicants of decision.
7. Notify Board of Trustees of selection.
8. New employee paperwork/orientation.

Resources and Approximate \$: Institutional Improvement – Cost of advertising – Budget is approx. \$8000

Assessment Method: All required documentation for position postings, application files, interview notes and offer forms. **Date:** Ongoing with annual summation by July 2018

Results: Achieved

Assessment Data/Evidence:

Number of new hires

Use of Results for Improvement:

Approximately 75 full-time and part-time employees hired this fiscal year

Objective #2 : Send out bi-annual HR Survey

Responsibility: HR Director

Statement of Need: to provide effective services to accommodate current and future needs of personnel

Actions:

1. Send annual HR survey using Survey Monkey to receive feedback on current services and any additional needs.
2. Assess feedback for modifications needed to Human Resource services.
3. Provide response to employees of any new implementations or changes to current services.

Resources and Approximate \$: Institutional Improvement - \$0

Assessment Method: Survey results and implementations **Date:** August 2018

Results: Not Achieved

Assessment Data/Evidence:

No evidence available due to survey administration schedule change.

Use of Results for Improvement:

Bi-annual survey conducted May 2017. Will not be conducted again until 2019.

Institutional Advancement

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

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

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

Actions:

1. Hire an Advancement Specialist -- Grant Developer to research, coordinate the preparation of, and write grants for the benefit of specific programs and/or the college. This individual will research both private and public grant opportunities as well as develop policies, procedures, and processes specific to grantsmanship. Utilize consulting services in the preparation of major grant proposals as needed. Using Foundation/Corporation Funding Search software as well as other available grant research tools, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities. Knowledge of grant guidelines and federal regulations about grants.
2. Raise \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies.
3. Research on-line giving through the College website for implementation once U4SM is in place.
4. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.

5. Work with the President, the Dean of Instructional Services, and the Associate Dean of Instructional Services to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.

Resources and Approximate \$:

1. **Institutional Improvement:** No \$
2. **Personnel:** Advancement Specialist – Grant Developer -- \$35,000 - \$40,000
3. **Technology:** Renew annual Raiser’s Edge software license -- \$10,600; Renewal of Foundation/Corporation search software – \$2,500; Implementation of on-line giving software -- \$5,000

Assessment Method:

Date:

1. Advancement Specialist—Grant Developer hired by **August 2018**.
2. \$250,000 raised from current donors and identified new donors, implementation of pilot affinity group, other giving strategies, and grants as evidenced by reports provided for monthly Board of Trustees meetings and Foundation quarterly meetings and the Voluntary Survey for Aid to Education (VSE) by **August 2018**.
3. New grant opportunities identified and proposals submitted by **August 2018**
4. On-line giving options researched, selected and ready for implementation when U4SM goes live by **August 2018**.
5. Annual submission of the Voluntary Survey for Aid to Education (VSE) report by **October 2017**.
6. Grant Management, including UGG compliance monitoring results in Title III Year 3 funds awarded by **October 2017**.
7. Approval of Year 1 USDA grant annual report by **September 2017**.

Results: In Progress

Assessment Data/Evidence:

- The proposed position was not funded due to budget constraints.
- On-line giving option research continued; U4SM is still in development and was not implemented during 2017-2018.
- As of August 31, 2018 a total of \$446,597.78.
- The Voluntary Survey for Aid to Education (VSE) was completed and submitted to the Council for Advancement and Support of Education (CASE) on September 24, 2018.
- Assisted the Associate Degree Nursing Department with a successful State of Texas JET grant submission and continues to serve as grant manager for the College’s Title III and USDA grants.
- Advancement staff participated in the CASE Federal Funding Task Force and the Conference for Community College Grants Professionals in October 2017 to increase knowledge of federal grant opportunities, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College activities. Staff also participated in grant information and other seminars/webinars during 2017-2018.
- Title III Year 3 funds were awarded.
- The USDA Year 1 Annual Report was submitted and approved.

Use of Results for Improvement:

- Include the proposed Advancement Specialist – Grant Developer in the 2018-2019 Annual Plan.

- In 2018-2019 complete research and select on-line giving option for implementation.
- Based on the fundraising results of 2017-2018, Advancement staff will explore the implementation of limited segmentation for solicitation to various constituencies in order to increase philanthropic dollars raised beyond the \$250,000 benchmark.
- Success of fundraising demonstrates the need to review total dollars raised over a three-year period to evaluate setting a new benchmark.
- The VSE report will continue to be 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.
- Continue participation in the CASE Federal Funding Task Force, the Conference for Community College Grant Professionals, Texas Association of Community College Foundations, webinars, seminars, and internal collaborative meetings.
- Research, writing and submission of grant proposals will continue. Funds will continue to be sought for scholarships and other College needs.
- Continue to serve as grant manager for the Title III and USDA grants.

Marketing and Community Relations

Objective #1: Respond to College funding needs through marketing of various fundraising methods.
Responsibility: Coordinator of Marketing and Community Relations; Director of Institutional Advancement/Executive Director, Vernon College Foundation
<p>Statement of Need:</p> <p>With ever changing technology and ease of search it is essential that Vernon College have up to date technology to support student learning, retention, and certificate/degree completion or transfer by students. A SmartCatalog available on the Vernon College website would meet the needs the of today's students and potential students. A readily available catalog that is searchable and quickly lets a student see the program they are interested in quickly will help retain their interest in higher education.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Purchase, Implement and Integrate SmartCatalog on the Vernon College website.
Resources and Approximate \$: Technology SmartCatalog -- \$8,000
<p>Assessment Method: Date:</p> <ol style="list-style-type: none"> 1. Software implemented/integrated by June 2017 2. Annual software licenses/maintenance contracts renewed by August 2018.
<p>Results: In Progress</p> <p>Assessment Data/Evidence:</p> <ul style="list-style-type: none"> • After discussion with Instruction, Marketing and the President's Office it was decided that Vernon College would adopt an online catalog. <p>Use of Results for Improvement:</p> <ul style="list-style-type: none"> • Vernon College now has an online catalog through Smart Catalog.

President/Effectiveness

Objective #1: The College will emphasize assessment activities and planning information from all components of the College to identify fiscal, physical, human and technological resources to accommodate current and future needs.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACSCOC compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment/Report Calendar results and KPIA benchmark data; and to ensure effective and efficient purchasing processes
Actions: <ol style="list-style-type: none">1. Monitor and ensure that the Assessment/Report Calendar and planning processes are followed.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by completion of Assessment/Report Calendar communication forms, KPIA benchmark data, Annual Action Plans, and budget allocation decisions Date: Annual with summation by July 2018
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none">- Note that 87% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.</i>1. The 2017-2018 Planning Calendar and Assessment/Report Calendar were approved by the College Effectiveness Committee and Student Success by the Numbers Committee in July and September 2017. Based on results documented in the Institutional Effectiveness Plan and Student Success Data Committee discussion, the 2017-2018 Assessment/Report Calendar underwent another yearlong audit/update. The 2017-2018 Assessment/Report Calendar was approved by the Student Success Data Committee in October 2017. Working timeline information from Annual Action Plans and Planning Calendar reminders were included on meeting agendas to ensure ongoing oversight by the College Effectiveness Committee. Use of Results for Improvement: <ol style="list-style-type: none">1. The recognition and sharing of data for informed decision making as part of the planning process will continue to be Vernon College precedence as illustrated in the 2018-2019 Annual Action Plans, Institutional Effectiveness Plans, President's Monthly Update, Student Success Data Facts to the Board of Trustees, and through continued use of the <i>Assessment/Report Calendar</i> and <i>Planning Calendar</i>.
Objective #2: The College will annually receive input from internal and external constituents to identify resource needs for the future.
Responsibility: President

Statement of Need: To meet expected SACSCOC compliance criteria; as directed by the Vernon College Mission; as evidenced by Assessment/Report Calendar results and KPIA benchmark data; Title III evaluation plan data; and to ensure effective and efficient purchasing processes

Actions:

1. Provide formal and informal opportunities for input e.g. Vernon College Effectiveness Questionnaire
2. Utilize community focus and advisory groups

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

Assessment Method/Date: As evidenced by agendas, minutes and meeting notes ; administration, evaluation and sharing of Vernon College Effectiveness Questionnaire results **Date:** Ongoing with semiannual summation to be reviewed January and July 2018

Results: Achieved

Assessment Data/Evidence:

- Note that 80% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC is highly responsive and adaptive to meeting the changing needs of the external college community or environment.*
- 1. – 2. Vernon College Effectiveness Questionnaire administered August/September 2018. Opportunities for input are evidenced by monthly meeting with Vernon community leaders, quarterly meetings with the Wichita Falls Chamber of Commerce and Industry Executive Board, semiannual meetings with the Wichita Falls Advisory Committee, annual Vernon College Access Program and High School Counselor’s trainings, presentations providing opportunity for input from Vernon and Wichita Falls civic groups, membership of the College Effectiveness Committee has representation from all aspects of the College and is comprised of over 18% of employees, student representation on the CE Committee. The annual planning process included additional review and input from the Institutional Improvement (CE), Facilities, Personnel and Technology Committees. Instructional Services program advisory groups and committees are required to meet annually as a formal opportunity for input.
Dr. Johnston conducted two college wide sessions for input during Fall and Spring kickoff. In addition, Dr. Johnston conducted two college-wide sessions for opportunity for input. All sessions were followed by additional feedback/communication from Dr. Johnston.

Use of Results for Improvement:

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

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

Responsibility: President

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

Actions:

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

Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by Annual Action Plan and budget Date: Ongoing annual review with summation by July 2018
Results: Achieved
Assessment Data/Evidence:
1. Evidence that the planning process drives the budget and is completed within appropriate timelines is found through: approved 2017-2018 Vernon College budget, approved 2017-2018 Planning Calendar, 2017-2018 agendas and minutes of the College Effectiveness Committee and Board of Trustees.
Use of Results for Improvement:
1. Monitoring of the planning and budgeting process through development of planning calendars, meeting minutes, and personal contact with all components of the College will continue to ensure research informed allocation decisions and be considered standard operating procedure.

Objective #4: The College will provide appropriate technological resources to monitor compliance of standards and submission of SACSCOC Compliance Certification Report.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACSCOC criteria
Actions:
1. Maintain Compliance Assist software license
Resources and Approximate \$: Technology, \$6000
Assessment Method/Date: As evidenced by budget, license renewal and submitted report Date: November 2017
Results: Achieved
Assessment Data/Evidence:
1. Approved budget item and license renewal.
Use of Results for Improvement:
1. Compliance Assist software has proven to be a useful technology tool. A contract with a three year price quote was signed September 2016. The contract, set to expire in 2019, will be renewed.

Objective #5: The College will continue to initiate processes for review of technology feasibility reports.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet SACSCOC compliance criteria and observed need from Annual Action Plans
Actions:
1. Will ensure a review process and review of technology projects/feasibility reports from Technology Committee on an annual basis
Resources and Approximate \$: Institutional Improvement, no \$

Assessment Method/Date: As evidenced by meeting notes, approved purchase requisitions and annual report **Date:** Ongoing annual review with summation by July 2018

Results: **Achieved**

Assessment Data/Evidence:

1. As evidenced through Technology Committee agendas and minutes as well as submitted feasibility reports.

Use of Results for Improvement:

1. The review process and review of technology feasibility reports by the Technology Committee is a result of the institutionalized process developed as part of the QEP that concluded in 2015. This procedure continues to be monitored to ensure standardization and support of instructional technology.

Student Services

Testing

Objective # 1: Provide better customer services to Testing Center customers (students and staff).

Responsibility: Testing Coordinator and Associate Dean of Student Services

Statement of Need: Vernon College operates two testing centers, one in Vernon, and the other in Wichita Falls. Two full-time staff members are currently charged with running the testing sites. Among the duties of staff is scheduling appointments for testing. The aforementioned duty could be greatly expedited, time-wise, by implementing online scheduling software. This software would enable customers to schedule their own appointments online.

Actions:

1. Identify online scheduling software for use by the VC testing center.
2. Verify compatibility and needed hardware with the VC IT provider Run Biz.
3. Operate a trial of scheduling software, and survey participants about overall satisfaction.

Resources and Approximate \$: **Technology** \$960 a year for software

Assessment Method: Trial Run of software; survey of participants completed; survey compiled and summarized; recommendation for continuation, discontinuation, or trial of another software package to Associate Dean of Student Services. **Date:** February 2018

Results: **Achieved**

Assessment Data/Evidence:

Vernon College Testing Center coordinators trial tested (free trial, approved through RunBiz, earlier than expected) "Registerblast" scheduling software, February to April of 2017. Preliminary qualitative data gleaned from the trial program demonstrated that our students (and staff) did not respond favorably to the scheduling software tool.

Use of Results for Improvement:

At this time, there is little or no benefit to testers (or staff) with regard to utilizing the scheduling software. Moreover, it was reported (by students and staff) that the scheduling software caused numerous problems: students scheduling themselves at the incorrect times; failure to read and subsequently follow test scheduling directions/requirements (bringing proper identification, adequate money for fees); scheduling the

wrong Vernon College location; and not scheduling the correct assessment. Therefore, the Vernon College testing coordinators reverted to the originally implemented system of having students call or email for an assessment appointment. Students continue to benefit from continued verbal interaction with VC Testing Center personnel.

Housing

Objective #1: Update aesthetics and increase use of Vernon College Residence Hall.

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

Statement of Need: The Vernon College Residence Hall has not been updated over the last four decades. The Housing Director's apartment has original flooring, lighting and countertops. The Residence Hall basement is supposed to be used as a recreation area, but continues to be uninviting, hence not used to its fullest potential. Student meal plans do not include food services on the weekends, and there is not an accessible kitchen for students to utilize.

Actions:

1. Review the Housing Director's apartment for new flooring, new countertops, and new lighting. Obtain bids and schedule time to update the apartment.
2. Review the Resident Hall basement for upgrades, including new carpet, new paint, and new furnishings. Obtains bids and purchase upgrades.
3. Survey VC Resident Hall students to determine which would be the more desirable option – a) offering a meal plan with 7 day a week services or b) conversion of a dorm room to a community kitchen with basic cooking appliances for use on weekends.

Resources and Approximate \$: Facilities- \$2000 Housing Director apartment upgrades, \$6000 Residence Hall Basement upgrades

Assessment Method: Date:

Renovations of Housing Director apartment and Residence Hall basement completed by **July 2018**.

Extended Food Services vs. kitchen survey completed, summarized and provided to Dean of Student Services by **December 2017**.

Results: In Progress

Assessment Data/Evidence:

At this time, Vernon College maintenance staff continue to work toward updating the Residence Hall. After a recent review, it was determined that there was not adequate funding in the 2017-2018 budget for cosmetic upgrades or repairs to the Housing Director apartment or the basement. Rather, considerable funds were spent on security-related issues, including replacing worn doorknobs, locks, and switch plates. College administration also decided that a community kitchen for weekend meals was not currently warranted.

Use of Results for Improvement:

After in-depth discussions with students, leadership personnel decided to focus on new furnishings for the 2018-2019 year, for the Residence Hall lobby, as well as for the Residence Hall basement. The new furniture selected is similar to the furniture that is already in use at the Century Center location, which continues to be popular with students (it is also highly durable). The furniture is modular in design, and it can be configured in a variety of ways, to support student engagement and provide a space to meet, relax, and study. This furniture will replace the

original dormitory furniture, which is currently still in use. Student affairs administration has applied for a Vernon College Foundation Grant, for Fall 2018, to replace the lobby furniture with the previously described, student popular, highly durable furniture.

Security

Objective #1: Provide safe and secure Vernon College locations for all VC employees, students, and guests.

Responsibility: Dean of Student Services and Director of Campus Security

Statement of Need: Vernon College operates three full-time locations. The Vernon campus houses traditional dorms which are occupied 24 hours a day. The Century City Center and the Skills Training Center locations are commuter sites, and they do not offer housing options for students. The College currently employs two full-time peace officers, one in Wichita Falls and the other in Vernon. Additional hours of needed security are provided through a third party, contract labor security company. Vernon College does not have input into the hiring, assignment, or training of the 3rd party contract labor security forces. These 3rd party, contract labor security forces have, at times, proven to be unreliable, poorly trained, and unable to operate without direct supervision. For the aforementioned reasons, VC Student Services recommends reallocating existing budget funds utilized for contract labor security forces, and transitioning to full-time and part-time VC college employees, trained by VC college police staff.

Actions:

1. Present a detailed security labor plan to the VC President showing how existing hours could be covered with additional VC security employees; this would eliminate the need for contract labor.
2. Upon approval of the Vernon College President, assist with presenting the plan to the VC Board of Trustees for consideration.
3. Implement the new (if approved) plan by hiring Vernon College licensed peace officers, and by training part-time Vernon College security personnel.

Resources and Approximate \$: Personnel \$110,000 (funds already in place designated for 3rd party contract labor security forces.)

Assessment Method: Additional Officers hired, trained and on schedule as well as the elimination of the third party contract labor security forces in use for Vernon College security. **Date:** November 2017

Results: Achieved

Assessment Data/Evidence:

The detailed, safety/security labor plan was presented to the Vernon College President, and later to the Vernon College Board of Trustees. The aforementioned plan explained the minimal financial costs, and the subsequent projected safety/security benefits of hiring two additional, full-time Vernon College police officers. Additionally, a pooling of 10 part-time, licensed peace officers would also be utilized. The Vernon College President, as well as the Board of Trustees unanimously approved the safety/security restructuring plan. In August of 2017, two additional full-time police officers were hired; also hired were the 10 part-time, licensed peace officers, which comprised the previously mentioned pool cadre. As of September 1, 2017, all officers patrolling Vernon College locations are either full-time or part-time Vernon College or licensed peace officers; the previously utilized security company has been completely eliminated.

Use of Results for Improvement:

The current safety/security labor plan has worked well for Vernon College, and there have not been any registered complaints, from students or employees. At this time, college administration continues to employ four full-time police officers, as well as a pooling of 10 part-time police officers.

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

Administrative Services

Business Office and Bookstores

Objective #1: Embrace our new ERP/SIS system and look for new and innovative ways to improve all financial processes.

Responsibility: All business office and bookstore personnel

Statement of Need: Many of our day to day functions are awkward and cumbersome in our current system. We need to use the new system as a tool to help us automate and more efficiently process our functions and reports.

Actions:

1. Attend all available training sessions offered by the vendor.
2. Look for user group training sessions and send appropriate personnel to attend.
3. Contact other schools that are using the system and possibly make site visits to learn best practices.

Resources and Approximate \$: \$1,000 Institutional Improvement

Assessment Method: All processes and reports completed ahead of established deadlines **Date:** January 2018

Results: Achieved

Assessment Data/Evidence:

Two employees attended GP summit.

Use of Results for Improvement:

The new system has allowed accounts payable to be an almost paperless position with employees scanning their own invoices; paper timesheets have been eliminated with Greenshades.

Information Technology

Objective #1 : Adhere to Best Practices IT Replenishment Strategy

Responsibility: Run Business Solutions

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

Actions:

1. Update Replenishment List and submit to Deans for approval.
2. Purchase 90 Faculty PC's, 100 Lab use PC's
3. Roll out 10 Faculty and staff PC's per month and replace 1 Lab per Holiday break.

Resources and Approximate \$: Technology \$137,871.30

Assessment Method: Documentation of purchases via the VC IT Budget and Replenishment Completion Schedule. **Date:** Purchases made by June 2018 Installation of PC's completed by Aug 2018

Results: Achieved

Assessment Data/Evidence:

Documentation of purchases and replenishment completion.

Use of Results for Improvement:

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

Objective #2: IT Glue – Implement documentation solution for Vernon College IT Documentation

Responsibility: Run Business Solutions

Statement of Need: Organized/Structured IT documentation solution is needed for maintaining Vernon College’s IT Documentation.

Actions:

1. Setup Vernon College as an organization in IT Glue
2. Move all Vernon College IT documentation to IT Glue

Resources and Approximate \$: Technology – No additional cost

Assessment Method: 100% of IT documentation in IT Glue **Date:** May 2018

Results: Achieved

Assessment Data/Evidence:

Moved and or created around 3,200 documentation entries. Including hardware configurations, contacts, applications, Standard Operating Procedures, and Administrative passwords.

Use of Results for Improvement:

Increased accuracy and accessibility of information. This resulted in quicker turnaround times for support tickets by providing a central location for a knowledge base for support technicians.

Objective #3: Auvik – Network Infrastructure Software

Responsibility: Run Business Solutions

Statement of Need: A comprehensive/interactive network topology map is needed to enhance alerting and to streamline connectivity troubleshooting.

Actions:

1. Deploy Auvik to all locations
2. Configure for alerting
3. Leverage Auvik data to document and troubleshoot VC connectivity.

Resources and Approximate \$: Technology – No additional cost

Assessment Method: Vernon College network mapped out it Auvik **Date:** July 2018

Results: Achieved

Assessment Data/Evidence:

Before deploying Auvik, we discovered a better alternative in LogicMonitor. LogicMonitor has been fully deployed to monitor critical infrastructure.

Use of Results for Improvement:

LogicMonitor alerts have provided real time data which allows Network Engineers to be more proactive in the event of service degradations and outages.

Objective #4: vCIO and Network Admin – Implement new IT roles to better assess IT strategy progress

Responsibility: Run Business Solutions

Statement of Need: Develop VC IT best practices and a process to systematically evaluate and realign the IT infrastructure with those best practices.

Actions:

1. Run network assessment
2. Review findings and set goals
3. Setup quarterly reviews

Resources and Approximate \$: Technology – No additional cost

Assessment Method: Quarterly IT Strategic Reports **Date:** Quarterly reviews with summation by August 2018

Results: In Progress

Assessment Data/Evidence:

Established vCIO role and began initial vCIO meetings.

Use of Results for Improvement:

Through the vCIO strategic review, we identified network security as a strategic initiative. As a result we implemented Mimecast and Network Detective as strategic best practices.

Admissions, Records and Financial Aid

Admissions and Records

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

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

Statement of Need: Admissions and Records must continuously maintain and enhance their technology in order to accomplish their primary responsibilities, meet students expectations for services, and comply with THECB and SACS requirements

Actions:

1. Monitor IT “Replenishment List” for desktop computers for Admissions and Records staff of 12
2. Purchase 2 replacement printers for Admissions and records staff of 12

3. Monitor age of Scanners for replacement due to usage	
Resources and Approximate \$:	Technology: Scanners 1 @ \$1,000 = \$1,000 HP Printers 2 @ \$750 = \$1,500
Assessment Method: Purchase of above before or during current academic year; budget allocations	Date: August 2018
Results: Achieved	
Assessment Data/Evidence: Limited technology was purchased throughout 2017-18 fiscal year. Two new placement printers were purchased. Computer upgrades were installed per IT Department replacement schedule. Laptop was purchased for Director of Enrollment Management/Registrar for travel between locations.	
Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue to maintain and enhance technology for THECB, SACS COC compliance, and as needed for updates.	

Admissions - Recruiting

Objective #1: Maintain and enhance technology infrastructure of the Recruiting Office	
Responsibility: Dean of Admissions and Financial Aid/Registrar, Director of Admissions and Records and Coordinator of Recruiting	
Statement of Need: Recruiting Office must continuously maintain and enhance technology in order to accomplish the primary responsibilities for the office and meet students expectations for services	
Actions: <ol style="list-style-type: none"> 1. Monitor IT "Replacement List" for desktop computers for Coordinator of Recruiting 2. Monitor printer usage 	
Resources and Approximate \$:	Technology: Printers 1 @ \$750 = \$750
Assessment Method: Purchase of above before or during current academic year	Date: August 2018
Results: Achieved	
Assessment Data/Evidence: Limited technology was purchased throughout 2017-18 fiscal year. Purchase of TACRAO barcode scanner to aide in recruiting efforts at college fairs. Computer upgrades were installed per IT Department replacement schedule.	
Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue to maintain and enhance technology for THECB, SACS COC compliance, and as needed for updates.	

Financial Aid

Objective #1: Maintain and enhance technology infrastructure of the Financial Aid Office
Responsibility: Dean of Admissions and Financial Aid/Registrar and Director of Financial Aid
Statement of Need: Financial Aid must continuously maintain and enhance technology in order to accomplish the primary responsibilities for the office, meet students expectations for services, and comply with Department of Education (DOE) technology requirements
Actions: <ol style="list-style-type: none">1. Monitor IT "Replacement List" for desktop computers for Financial Aid staff of 102. Purchase 2 replacement printers for Financial Aid staff of 103. Monitor age of Scanners for replacement due to usage4. Monitor Department of Education technology requirements for electronic processing
Resources and Approximate \$: Technology: 1. Scanners 1 @ \$1,000 = \$1,000 2. Printers 2 @ \$750 = \$1,500 3. DOE required processing computer \$1,500
Assessment Method: Purchase of above before or during current academic year Date: August 2018
Results: Achieved
Assessment Data/Evidence: Limited technology was purchased throughout the 2017-18 year. Computer upgrades were installed per replacement schedule.
Use of Results for Improvement: Continue to maintain and enhance technology to meet student expectations and DOE compliance standard.

Instructional Services

Objective #1: Improve effectiveness and reliability of ITV classrooms.
Responsibility: Dean of Instructional Services, Division Chairs, Directors, Media Specialist, IT department.
Statement of Need: Recommendation by faculty, staff, and students; current equipment no longer supported.
Actions: <ol style="list-style-type: none">1. Replace current Tandberg ITV systems with CISCO systems V204, V423, V425, CCC 302, CCC712, CCC715, CCC 717)2. Provide additional rolling cart unit on the Vernon Campus.
Resources and Approximate \$: Technology \$120,000 (Estimated @\$15,000/room or cart)
Assessment Method: Recommendation to Technology & Facilities committees Date: February 2018
Results: Achieved
Assessment Data/Evidence: In 2016-17, rooms 204/712 were upgraded to new technology. Budgets in 17-18 allowed for the remaining rooms to be upgraded.
Use of Results for Improvement: Quality of video and audio connections have been improved.

Objective #2: Increase effectiveness of piloted alternatives to ITV systems including Skype for Business (currently available in Microsoft Office 365), Canvas Big Blue Button, and Pexip.
Responsibility: Dean of Instructional Services, Division Chairs, Directors, Media Specialist, IT department.
Statement of Need: Recommendation by faculty and staff.
Actions: 1. Seek outside consultant to provide recommendations for improving audio quality in classrooms utilizing ITV alternatives (Skype for Business, Canvas Big Blue Button, and Pexip).
Resources and Approximate \$: \$5,000(?) - Facilities/Technology
Assessment Method: Expressed Faculty/Student satisfaction Date: September 2018
Results: Not Achieved Assessment Data/Evidence: Alternatives to ITV were not required due to the replacement of all ITV technology. Use of Results for Improvement: After piloting alternatives, it became evident that the ITV technology was superior.

Objective #3: Implement the newly adopted ERP/SIS (U4SM) throughout Instructional Services.
Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chairs, Directors, Coordinators, Faculty
Statement of Need: Institutional decision to adopt a new ERP/SIS (U4SM) to replace POISE. Carryover from 2016-17 Annual Plan.
Actions: 1. Actively participate in professional development activities relative to utilization of the new ERP/SIS (U4SM). 2. Convert current Instructional Services processes and practices to the new ERP/SIS (U4SM) including but not limited to: a. Class schedule development b. Room assignment c. Course Schedule Advising d. Class roster certification e. Record of student attendance f. Early Alerts g. Grade submission h. Faculty credentials (?) i. Faculty load (?)
Resources and Approximate \$: Institutional Improvement No \$ – Title III Grant supported
Assessment Method: Date(s) of implementation Date: August 2018
Results: Not Achieved

Assessment Data/Evidence:

The ERP/SIS system (U4SM) has not been developed or implemented into the college in order for Instructional Services to implement changes regarding the above items.

Use of Results for Improvement:

Continue to work with the ERP/SIS implementation team for questions directly related to Instructional Services.

Objective #4: Update current range simulator utilized by Police Academy and in Continuing Education Criminal Justice courses.

Responsibility: Associate Dean of Instructional Services, Coordinator of Protective Services, Director of Continuing Education

Statement of Need: Increased utilization of simulator and availability of updates.

Actions:

1. Purchase software updates to maintain range simulator.

Resources and Approximate \$: \$4500 - Technology

Assessment Method: Installation and utilization of updated system **Date:** January 2018

Results: Achieved

Assessment Data/Evidence:

Software update of \$3500 was purchased for the range simulator out of remaining 2016-17 Perkins funds.

Use of Results for Improvement:

Police academy cadets use this range simulator as part of the academy. This training provides simulation of shoot/don't shoot scenarios before they enter the field.

Objective #5: Enhance subject matter specific software for student educational & training purposes

Responsibility: Dean of Instructional Services, Associate Dean of Instructional Services, Division Chair – Industrial & Information Technologies, Program Coordinators, Faculty

Statement of Need: Provide relevant education and training utilizing current technologies as recommended by advisory committees and faculty.

Actions:

1. Recommendation to Technology Committee to investigate the following instructional technologies/software:
 - a. BodyViz (potentially utilized by Biology and ADN, LVN, EMS, and Surgical Technology programs).
 - b. 3D modeling software (potentially utilized by Machining, Industrial Automation, Welding, and Continuing Education).
2. Investigate the potential incorporation of advanced computer technology systems (Apple iPads & Mac Desktops) in the CIS program.

Resources and Approximate \$: \$? - Technology

Assessment Method: Technology Committee minutes and recommendations, recommendation of Division Chair – Industrial & Information Technologies. **Date:** September 2017

Results: Not Achieved

Assessment Data/Evidence:

After a poll of the individual departments, it was determined that BodyViz would not be feasible to purchase such software due to lack of use and expense. 3D modeling software was not upgraded due to lack of use by industry.

Use of Results for Improvement:

Software will not be recommended for purchase.

Objective #6: Enhance tracking of student clinical experiences by Allied Health instructors.

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

Statement of Need: External accreditation, Portable technologies needed and smart phones mostly disallowed by clinical facilities.

Actions:

1. Purchase 20 iPads for use by EMS, ADN, and LVN instructors

Resources and Approximate \$: \$10,000 less Perkins allocations - Technology

Assessment Method: Effectiveness/efficiency gains as reported by ADN, LVN, and EMS program Director/Coordinator. **Date:** October 2017

Results: Not Achieved

Assessment Data/Evidence:

Could not be purchased through Perkins because it doesn't meet the standards of "upgrading technology" through Perkins. IPADs should be listed on replenishment schedule.

Use of Results for Improvement:

To verify that IPADs are listed on the replenishment schedule through RunBiz.

Office of the President

Athletics

Objective #1: Integrate current and readily available technology assets for: 1) improvement of fan experience and increasing athletic program visibility; and 2) increasing the opportunities for academic success among currently enrolled student athletes.

Responsibility: Athletic Director, Assistant Athletic Director, Softball Coach, Baseball Coach, Volleyball Coach, Rodeo Coach.

Statement of Need: The athletic department is commonly referred to as the gateway to an educational institution because the far reaching appeal of sports garners interest in the campus and stimulates inquiries about academic programs offered that lead directly to student enrollment. Additionally, there is direct correlation between the availability of appropriate educational technology and improved student athlete performance.

Actions:

1. Upgrade current computers of athletic department.
2. Continue to provide the option of video recording of games (softball, baseball, and volleyball) and practices (softball, volleyball) for archiving, scouting, and the promotion of our student athletes to four year colleges/intuitions to continue their playing careers.
3. Continue to utilize campus technology resources for the purposes of live stream broadcasting of games for improvement of fan accessibility and promotion of the Vernon College Athletics brand (bringing traffic to the Vernon College web site).

<p>4. Continue to utilize campus computer labs/classrooms to provide all team members online access during study hall sessions (softball, baseball, rodeo, and volleyball).</p> <p>5. Continue use of Verizon Jetpack wireless internet routers while on bus trips (softball, baseball and volleyball) and maintenance of a 30GB per/month subscription.</p>
<p>Resources and Approximate \$: Facilities/Technology- Campus facilities, camera equipment and memory cards, campus internet access, Verizon Jetpacks and monthly subscription divided amongst softball, baseball, and volleyball each month, previous Vernon College Foundation grant, Quality Enhancement department assets (iPads and broadcasting hardware).</p>
<p>Assessment Method: Review of student athlete academic performance via GPA review/parent and fan feedback on the availability and quality of video content from home games. Date: Continuous throughout the academic year 2017-2018.</p>
<p>Results: In Progress</p> <p>Assessment Data/Evidence: Continued contract of Verizon jet paks, Athletic GPA Report submitted in May to Vernon College Board of Regents/Verbal feedback on livestreaming by coaches via parental input</p> <p>Use of Results for Improvement: Continue expectations to meet GPA standards by athletes for increasing eligibility, transfer and graduation rates.</p>

Enterprise Resource Planning/Student Information System

<p>Objective # : Ensure full integration and updates of U4SM</p>
<p>Responsibility: ERP/SIS Coordinator</p>
<p>Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Provide oversight of system integration and compatibility for Dynamics GP 2. Provide oversight of system integration and compatibility for U4SM
<p>Resources and Approximate \$: Technology as funded through the Title III grant</p>
<p>Assessment Method: Date:</p> <ol style="list-style-type: none"> 1. Dynamics GP integration and compatibility tested and functional. June 2018 2. U4SM integration and compatibility tested and functional. June 2018
<p>Results: In Progress</p> <p>Assessment Data/Evidence: U4SM integration was unable to be completed as the system stabilization deemed the integration and compatibility unavailable during the 2017-2018 academic year. Likewise, compatibility testing was unable to be completed during the 2017-2018 academic year.</p> <p>Use of Results for Improvement: The Dynamics GP integration and compatibility testing was included in the 2018-2019 Annual Action Plan.</p>

Institutional Advancement

Objective #1: Utilize existing software tools to support College, student, and alumni needs.
Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Advancement Services Specialist; Advancement Specialist – Grant Developer
Statement of Need: Software such as Raiser’s Edge; AcademicWorks -- the College’s on-line scholarship application; the Foundation/Corporation Funding search engine; MaestroSoft Pro Auction software and on-line giving assists in College and Foundation development/advancement efforts such as donor identification, cultivation, recognition, and solicitation; scholarship support for our students; and grantsmanship. Additionally, as College and student needs continue to increase it is necessary to research other software and technology that can help Institutional Advancement develop and/or enhance its strategies to become even more effective and efficient. Updated technological equipment is also essential to the efficient and effective operations of the IA Department. This will aid in meeting the KPIA benchmarks: <i>At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2014-2015, 2013-2014, 2012-2013, and 2011-2012.</i>
Actions: <ol style="list-style-type: none">1. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole is being utilized.2. Research on-line giving through the College website for implementation once U4SM is in place.
Resources and Approximate \$: Technology: Renew the annual AcademicWorks License -- \$10,500; Renew annual Raiser’s Edge software License -- \$10,600; Renewal of Foundation/Corporation search software – \$2,500; Implementation of on-line giving software -- \$5,000; Renew Maestrosoft Pro Auction Software -- \$4,000
Assessment Method: Date: <ol style="list-style-type: none">1. Annual software licenses/maintenance contracts renewed by August 2018.2. On-line giving options researched, selected and ready for implementation when U4SM goes live by August 2018.
Results: In Progress Assessment Data/Evidence: <ul style="list-style-type: none">• All annual software licenses/maintenance contracts renewed by August 2018.• On-line giving option research continued; U4SM is still in development and was not implemented during 2017-2018. Use of Results for Improvement: <ul style="list-style-type: none">• Software licenses/maintenance contracts will continue.• Research the transition from Raiser’s Edge Classic (RE) software to Raiser’s Edge NXT. NXT is the next generation, cloud based version of RE and will replace Classic in the next few years. Submit a recommendation to the Technology Committee once research is complete.• Complete research on on-line giving option and implement in 2018-2019.

Marketing and Community Relations

Objective # 1: Utilize existing software tools to support College, student, and alumni needs. Research new social media, on-line giving, email marketing and text messaging strategies as needed to benefit Vernon College students and the College as a whole as an aide to recruitment and retention. Continue enhancements to the website and social media as the primary “information source” for the College.
Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation; Coordinator of Marketing and Community Relations.
Statement of Need: Students rely on social media, text messages, and email as a main source of information and with the ever changing technology we need to be contacting and informing our students of College information through the communications media they currently use. Updated software and technology is essential to providing services to benefit the College and its students. As the college and student needs continue to increase it is necessary to research other software and technology that can help Institutional Advancement develop and/or enhance its strategies to become even more effective and efficient. This will aid in meeting the KPIA benchmarks: <i>At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2012-2013 and 2011-2012.</i>
Actions: <ol style="list-style-type: none">1. Keep all software licenses current to ensure that the most advanced technology to benefit our students and the College as a whole if being utilized.2. Research additional software, technology, on-line giving tools and evaluate for potential implementation to enhance Institutional Advancement efforts on behalf of the College and Foundation.3. Utilize targeted marketing strategies such as press releases, letters, social media, recruiting emails and postcards to service area high schools to promote county- and high school graduate-restricted scholarships in those counties and high schools.4. Attend training sessions about website development to increase awareness of new technologies and assist in the continued enhancement to the College’s website.
Resources and Approximate \$: Institutional Improvement no \$, Technology?
Assessment Method: Date: <ol style="list-style-type: none">1. On-line giving tool implemented by August 2018.2. Targeted social media data analytics reports and on-line giving data reports by August 2018 and on-going.3. Training sessions attended and enhancement strategies developed, conference notes by August 2018 and on-going.
Results: In Progress Assessment Data/Evidence: On-line giving option research continued; U4SM is still in development and was not implemented during 2017-2018 Use of Results for Improvement:

In 2018-2019 complete research and select on-line giving option for implementation.

President/Effectiveness

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

Responsibility: President and Director of Institutional Effectiveness

Statement of Need: To ensure effective and efficient purchasing processes

Actions:

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

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

Assessment Method/Date: Completion of Assessment/Report Calendar and Planning Calendar as evidenced by minutes, Communication Reports, agendas and meeting notes; Annual Technology Action Plan as reviewed by Technology Committee; IT Management Annual Report

Date: Ongoing annual review with summation by July 2018

Results: Achieved

Assessment Data/Evidence:

- Note
 - 87% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.*
 - 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC operates and maintains facilities and learning resources that are appropriate to support educational programs, support services and its teaching, learning, leading mission.*
1. – 2. Technology plan completed by Run Biz, reviewed by the Technology Committee with recommendations, and approved by College Effectiveness Committee and Board of Trustees as part of the Annual Action Plan and according to the Planning Calendar.
 3. IT Management Plan reviewed at February 2018 Board of Trustees meeting.
 4. Progress toward implementation of new ERP/SIS.

Use of Results for Improvement:

1. – 4. Participation in the planning process helped to identified initiatives for 2018-2019 and will continue as standard operating procedure.

Objective #2: The College will utilize assessment data and planning information from all components of the institution to identify long term technology needs/projections.

Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To ensure effective and efficient purchasing processes
Actions: <ol style="list-style-type: none"> 1. Require each component of the College to communicate with Run-Biz to coordinate technology needs into the Annual Action Plan for Technology.
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by submitted plans Date: Annual with review by July 2018
Results: Achieved Assessment Data/Evidence: <ul style="list-style-type: none"> - Note <ul style="list-style-type: none"> • 87% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.</i> • 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC operates and maintains facilities and learning resources that are appropriate to support educational programs, support services and its teaching, learning, leading mission.</i> 1. The college wide replenishment plan based on average 4 year rotation was developed and followed for classrooms, faculty, staff and labs. Use of Results for Improvement: <ol style="list-style-type: none"> 1. The replenishment plan has proven to be a useful tool for planning and budgeting. It will be updated annually by Run Biz and reviewed by the components of the College.

Objective #3: The College will support the technology infrastructure through appropriate resources allocation decisions.
Responsibility: President
Statement of Need: To ensure efficient and effective purchasing processes
Actions: <ol style="list-style-type: none"> 1. Ensure development of a Technology Plan through Annual Action Plans, Institutional Effectiveness Plans and the Technology Replenishment Schedule 2. Monitor and ensure budget development 3. Continue utilization of third party IT vender to ensure successful IT infrastructure and operations 4. Review IT Management Annual Report 5. Implementation of new ERP/SIS including all infrastructure requirements
Resources and Approximate \$: Institutional Improvement, no \$; Technology, Title III funds
Assessment Method/Date: As evidenced by Technology Plan and budget; IT Management contract and Annual Report; progress report for Title III including ERP/SIS Date: Annual with summation by July 2018

Results: Achieved

Assessment Data/Evidence:

- Note
 - 87% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.*
 - 90% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC operates and maintains facilities and learning resources that are appropriate to support educational programs, support services and its teaching, learning, leading mission.*
- 1. Technology Plan was included and approved as part of the 2018-2019 Annual Action Plan process. In addition, an initial college wide replenishment plan for classrooms, labs, faculty and staff was updated.
- 2. Budget development was monitored and ensured through budget process (IT budget) as well as approved investment in institutional technology.
- 3. Contract was renewed with third party IT vender.
- 4. IT Management Annual Report reviewed during February 2018 Board of Trustees meeting.

Use of Results for Improvement:

1. – 4. Enhancement of the technology infrastructure, effective replenishment schedule and purchasing for all technology will continue as a priority.

Note that the awarded Title III, Strengthening Institutions Program Grant provides resources toward the purchase of a new ERP/SIS. Selection of Unit 4 was completed in Spring 2016 with the implementation process beginning soon afterward. This project is scheduled for completion by the end of grant year five.

Objective #4: Maintain and enhance technology infrastructure of the President’s Office

Responsibility: Administrative Secretary to the President

Statement of Need: To ensure continuous maintenance and enhancement of technology in order to accomplish primary responsibilities of Institutional Advancement, Human Resources, Marketing and Community Relations, and Institutional Effectiveness

Actions:

1. Maintain hardware and software inventory, and anticipated replacement rotation list
2. Monitor and ensure budget development for efficient purchasing

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

Assessment Method/Date: As evidenced by inventory list and budget **Date:** Annual with summation by January 2018

Results: Not Achieved

Assessment Data/Evidence:

1. – 2. Annual hardware and software inventory scheduled to be completed by Administrative Secretary to the President in Fall of each academic year followed by review and budget development.

Use of Results for Improvement:

1. - 2. Enhancement of the technology infrastructure, effective replenishment schedule, and purchasing for all technology will continue as a priority

Priority Initiative #8:

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

Office of the President

Athletics

Objective #1: Continue fundraising efforts for each sport in an attempt to increase external funding from multiple sources.

Responsibility: Athletic Department

Statement of Need: As other programs are being developed Vernon College must remain in the forefront as a viable option for student/athletes. This will allow the student/athlete to continue their athletic/academic successes.

Actions:

1. Coaches will continue to explore external fundraising avenues
2. Coaches will reconnect with previous fundraising donors for continued financial support.

Resources and Approximate \$: Institutional Improvement - Athletic Department Time

Assessment Method: Revenue generated **Date:** Spring 2018

Results: In Progress

Assessment Data/Evidence:

Fundraising dollars into restricted accounts of each sport.

Use of Results for Improvement:

Coaches ability to provide teams and facilities with additional sport equipment.

Enterprise Resource Planning/Student Information System

Objective #1 : Ensure system integration of U4SM and Razor's Edge and Academic Works

Responsibility: ERP/SIS Coordinator

Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system

Actions:

1. Integrate U4SM and Razor's Edge
2. Integrate U4SM and Academic Works

Resources and Approximate \$: Technology as funded through the Title III grant

Assessment Method: **Date:**

1. U4SM and Razor's Edge integrated and functional. **June 2018**
2. U4SM and Academic Works integrated and functional. **June 2018**

Results: In Progress

Assessment Data/Evidence:

U4SM integration was unable to be completed as the system stabilization deemed the integration and compatibility unavailable during the 2017-2018 academic year. Likewise, compatibility testing was unable to be completed during the 2017-2018 academic year.

Use of Results for Improvement:

The Razor's Edge and Academic Works integration and compatibility testing was included in the 2018-2019 Annual Action Plan.

Institutional Advancement

Objective #1: Respond to College funding needs through various fundraising methods both private philanthropy and federal and state grant funding.

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

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

Actions:

1. Raise \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies.
2. Research on-line giving through the College website for implementation once U4SM is in place.
3. Research federal and state grant programs to determine viability for Vernon College support. Send the information to the Dean of Instructional Services for dissemination to the faculty that may be interested in pursuing a grant and contact support service components of the College about potential grant opportunities.
4. Develop new scholarship opportunities, both endowed and non-endowed, and continue to work with the donors of the “building” endowed scholarships (those under the \$10,000 minimum threshold) to bring the funds either to the minimum award level or incorporate those funds into another fund so that awards can be made.
5. Work with the President, the Dean of Instructional Services, and the Associate Dean of Instructional Services to encourage faculty and staff to participate in grant writing on behalf of their programs and/or professional development opportunities.
6. Continue to serve as the Grant Manager for the college's Title III Grant and the new USDA Grant.
7. Hire an Advancement Specialist -- Grant Developer to research, coordinate the preparation of, and write grants for the benefit of specific programs and/or the college. This individual will research both private and public grant opportunities as well as develop policies, procedures, and processes specific to grantsmanship. Utilize consulting services in the preparation of major grant proposals as needed. Using Foundation/Corporation Funding Search software as well as other available grant research tools, research potential foundations and corporations to determine viability for Vernon College support. Send information to the Dean of Instructional Services for

dissemination to faculty and initiate contact with support service components of the College about potential grant opportunities. Knowledge of grant guidelines and federal regulations about grants.

Resources and Approximate \$: Institutional Improvement: No \$ Personnel: Advancement Specialist – Grant Developer -- \$35,000 - \$40,000

Assessment Method:

Date:

1. Advancement Specialist—Grant Developer hired by **August 2018**.
2. \$250,000 raised from current donors and identified new donors, implementation of pilot affinity group, other giving strategies, and grants as evidenced by reports provided for monthly Board of Trustees meetings and Foundation quarterly meetings and the Voluntary Survey for Aid to Education (VSE) by **August 2018**.
3. On-line giving options researched, selected and ready for implementation when U4SM goes live by **August 2018**.
4. Annual submission of the Voluntary Survey for Aid to Education (VSE) report by **October 2017**.
5. Grant Management, including UGG compliance monitoring results in Title III Year 3 funds awarded by **October 2017**.
6. Grant Management, including UGG compliance monitoring results approval of Year 1 USDA grant annual report by **September 2017**.

Results: In Progress

Assessment Data/Evidence:

- The proposed position was not funded due to budget constraints.
- On-line giving option research continued; U4SM is still in development and was not implemented during 2017-2018.
- As of August 31, 2018 a total of \$446,597.78.
- The Voluntary Survey for Aid to Education (VSE) was completed and submitted to the Council for Advancement and Support of Education (CASE) on September 24, 2018.
- Assisted the Associate Degree Nursing Department with a successful State of Texas JET grant submission and continues to serve as grant manager for the College's Title III and USDA grants.
- Advancement staff participated in the CASE Federal Funding Task Force and the Conference for Community College Grants Professionals in October 2017 to increase knowledge of federal grant opportunities, networking opportunities, and learn the most up-to-date information including best practices in advancement to support Vernon College activities. Staff also participated in grant information and other seminars/webinars during 2017-2018.

Use of Results for Improvement:

- The request for an additional staff member for grant development will be included in the 2018-2019 annual plan.
- In 2018-2019 complete research and select on-line giving option for implementation.
- Based on the fundraising results of 2017-2018, Advancement staff will explore the implementation of limited segmentation for solicitation to various constituencies in order to increase philanthropic dollars raised beyond the \$250,000 benchmark.
- Success of fundraising demonstrates the need to review total dollars raised over a three-year period to evaluate setting a new benchmark.

- The VSE report will continue to be 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.
- Continue participation in the CASE Federal Funding Task Force, the Conference for Community College Grant Professionals, Texas Association of Community College Foundations, webinars, seminars, and internal collaborative meetings.
- Research, writing and submission of grant proposals will continue. Funds will continue to be sought for scholarships and other College needs.

Objective #2: Continue outreach to alumni to increase awareness about the College and the Foundation and encourage philanthropic support and participation in College events.

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

Statement of Need: Vernon College needs a strong, supportive alumni base to serve as advocates for the College and donors to our programs. In the September 2016 Vernon College Effectiveness Questionnaire which was sent to approximately 5,100 alumni via email, 55% of alumni respondents agreed/strongly agreed that Vernon College provides opportunities to maintain a strong connection to the College.

Actions:

1. Create a culture of ownership among alumni in support of Vernon College.
2. Contract with Blackbaud Target Analytics as needed or at least every 2 years to secure current alumni address, email, and telephone information.
3. Continue alumni engagement through the e-newsletter, special event greetings, invitations to campus events and other engagement strategies.
4. Obtain alumni recognition items for alumni events to use a cultivation/recognition activities aimed at strengthening alumni ties with Vernon College.
5. Assist the Coordinator of Marketing and Community Relations to identify alumni prospects for the College's Image Marketing Campaign.

Resources and Approximate \$: **Institutional Improvement:** Blackbaud Target Analytics contract to update Alumni contact information to facilitate communication, cultivation and solicitation -- \$3,000; Recognition items for alumni events -- \$3,000

Assessment Method:

Date:

1. Blackbaud Target Analytics report returned with updated alumni contact information by **August 2018**.
2. Increased number of current alumni addresses, emails and telephone numbers added to Raiser's Edge database by **August 2018**.
3. Alumni communications distributed in various forms and methods at quarterly or semi-annually by **August 2018**.

Results: **In Progress**

Assessment Data/Evidence:

- As a result of the new Blackbaud Target Analytics Data Health Center Subscription, 5,982 email addresses were updated; 380 records were verified as deceased and 34,624 addresses were updated.

- In the September 2017 Vernon College Effectiveness Questionnaire which was sent to approximately 5,200 alumni via email, 59% of alumni respondents agreed/strongly agrees that the Vernon College provides opportunities to maintain a strong connection to the College. This is a 4% increase over the 2016 responses.
- Social media analytics report that posting on the Alumni Facebook page reached 9,687 alumni. Of this, 1,894 clicked through to the Alumni Facebook page and there were 97 new likes.

Use of Results for Improvement:

- Continue alumni communications through various methods.
- Continue the Blackbaud Target Analytics Data Health Center subscription.
- 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.

Objective #3: Increase Scholarship Availability for Vernon College Students

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

Statement of Need: Financial difficulties are often a barrier to students who want to pursue a college education. This oftentimes results in students postponing college, attending part-time, or giving up altogether. A strong scholarship programs aids both recruitment and retention efforts. Additionally a strong, dynamic scholarship program will aid in meeting the KPIA benchmarks: *At or above 33% the number of twelve county high school graduates who attended college choose Vernon College; At or above small college group percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans by type of aid; and At or above small college group percent of all undergraduates receiving aid by type of aid: Winter 2014-2015, 2013-2014, 2012-2013, and 2011-2012.* Since the implementation of the on-line scholarship application applications have continued to increase from 235 applications in year 1 (2009-2010) to 1,802 total applications in year 5 (2016-2017). The Office has also continued to serve as a “one-stop” shop for questions and assistance with Vernon College/Vernon College Foundation Scholarships and the on-line scholarship application. The need for this was identified in the 2013 SENSE Survey which indicated that students do not feel that there is anyone identified at Vernon College than can assist them with scholarship questions.” Question 18i – The College provided me with adequate information about financial assistance” and Question 18j – “A College staff member helped me determine whether I qualified for financial assistance.” Since that time, this office has been addressing these deficiencies and has worked with more students and parents to assist with scholarship information each year. Students now regularly contact or are directed to contact this office about scholarship assistance. Additionally, working with the Vernon College Foundation two new scholarship programs have been established for Dual Credit students.

Actions:

1. Identify opportunities for additional funding for new and existing College and Foundation scholarships from the public and private sector.
2. Continue to use AcademicWorks on-line scholarship application which is a more robust and mature software. Incorporate the best practice that scholarship applicants are first admitted to the College which will facilitate the AcademicWorks Application process.

3. Publicize, with the assistance of the Coordinator of Marketing and Community Relations, the availability of Vernon College/Vernon College Foundation Scholarships using the website homepage and College media, including social media, outlets.
4. Continue the “Vernon College/Vernon College Foundation Scholarship Office” within the Office of Institutional Advancement as a one-stop shop to assist students with scholarship applications: College, Foundation, and non-College/Foundation scholarships that are open to Vernon college students.
5. With the Early College Start Coordinator manage the Vernon College Foundation Catching the Future Dual Credit Scholarship Program and the Archer City ISD, Crowell ISD, Iowa Park CISD, Electra ISD, Throckmorton ISD, WFISD and Windthorst ISD College Connections Scholarship Programs.
6. With the Early College Start Coordinator work with other service area ISDs to promote the benefits of creating a College Connections Scholarship Program for their high school students. Also continue outreach to Home School Students.
7. Work with the Early College Start Coordinator and the Admissions Office to distribute information about the Vernon College/Vernon College Foundation Scholarship Program to area high school counselors.
8. Make presentations about the college's online application process as requested.
9. Work with the donors of building scholarships to achieve funding resolution.
10. Work with donors whose endowed scholarships reside in the College endowment to transfer those scholarships into the Foundation endowment to maximize earnings potential.
11. Develop and present a transfer policy for approval to the Vernon College Board of Trustees to move “orphan” scholarship funds in the College endowment into the Foundation endowment in order to increase the funds’ interest earnings.

Resources and Approximate \$: Institutional Improvement: No \$

Assessment Method:

Date:

1. New scholarships created as evidenced by the Memorandums of Understanding signed and additional funds given to existing scholarships as evidenced by gift reports and the Voluntary Survey for Aid to Education by **August 2018**.
2. New dual credit scholarships created and gifts to existing dual credit scholarships given as evidenced by award records and gift reports by **August 2018**.
3. Use the number of completed scholarship applications received in AcademicWorks in 2017-2018 as a benchmark for future years by **August 2018**.
4. Information about available scholarships distributed as evidenced by number of applications received through the dual credit process or AcademicWorks and the annual Financial Aid KPIA report by **August 2018**.
5. Transfer policy developed and approved by **August 2018**.
6. Resolve at least 2% of current outstanding building scholarships as evidenced by communications with donors and/or transfer policy by **August 2018**.
7. Chair the Vernon College Scholarship Committee in March-April after the application closes, offer and award scholarships, and submit annual report by **August 2018**.

8. Work with donors to resolve at least 2% of scholarships remaining in the College endowment to transfer into the Foundation endowment as evidenced by donor transfer letters by **August 2018**.

Results: In Progress

Assessment Data/Evidence:

- Two new scholarships were established.
- Institutional Advancement continued to serve as the “one stop shop” scholarship office and fielded more than a dozen telephone calls, answered approximately 17 - 25 emails, and held 8 face-to-face meetings with students and parents about the scholarships process and assisted in completing the scholarship application.
- A total of 1,480 scholarship application were received for 2017-2018. Although this is a 9.5% decrease from 2016-2017 applications submitted, the 2017-2018 applicants were first required to apply to the College and have receive their Student ID number before they could apply for Scholarships. This cut down on applicants “shopping” scholarship opportunities at different colleges to see where they would receive the most money.
- For 2017-2018, 1,057 scholarship offers were extended; 867 of those offers were accepted and 821 (or 95%) of the offers accepted were actually used by students attending Vernon College.
- Work on a transfer policy is ongoing.
- The Scholarship Committee met twice in 2017-2018, September 29, 2017 and March 9, 2018, and the minutes and agenda are posted on the Committee web page.
- Three scholarships were transferred from the Vernon College Endowment into the Vernon College Foundation Endowment Fund.

Use of Results for Improvement:

- AcademicWorks will continue to serve as the Vernon College on-line scholarship application.
- The Scholarship webpage will continue to be maintained and updated with new information.
- Continue to serve as a “one stop shop” scholarship office and assist those seeking information about scholarship availability or requiring assisting to complete the online scholarship application.
- Provide updated information to the Coordinator of Recruiting in the Admissions Office about scholarship opportunities for use in presentations.
- Work with the Coordinator of Marketing and Community Relations to develop information via social media to inform current and prospective students about general and restricted scholarship opportunities.
- Staff continues to promote the Vernon College Foundation Catching the Future dual credit scholarship and the College Connections programs to non-participating high schools. One new area ISD joined the College Connections program in 2016-2017.
- Continue to find sources for increased donations for existing scholarships, complete building scholarships, and work with donors to create new scholarships. As the department becomes aware of other scholarship opportunities that might be available to Vernon College students, that information will be emailed to students, posted on the Vernon College Facebook page and in the external scholarship section of AcademicWorks.

Marketing and Community Relations

Objective #1: Explore opportunities to assist the Director of Institutional Advancement/Executive Director, Vernon College Foundation in Alumni cultivation.
Responsibility: Coordinator of Marketing and Community Relations, Director of Institutional Advancement/Executive Director, Vernon College Foundation
Statement of Need: Philanthropic support provides increased funding for the “tools” that support educational quality, support services, student learning, student retention, and certificate/degree completion or transfer by students. Alumni can be identified, cultivated and solicited for philanthropic support.
Actions: 1. Promote the raising of \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies.
Resources and Approximate \$: Institutional Improvement No dollars, personnel time and effort.
Assessment Method: On-line giving tool implemented Date: by August 2018
Results: In Progress
Assessment Data/Evidence: On-line giving option research continued; U4SM is still in development and was not implemented during 2017-2018.
Use of Results for Improvement: In 2018-2019 complete research and select on-line giving option for implementation.

President/Effectiveness

Objective #1: The College will support process review and recommendations for change of fundraising activities to enhance external funding.
Responsibility: President
Statement of Need: Enhanced scholarship opportunities through fundraising and capital projects; to target the Key Performance Indicators of Accountability benchmarks for Percent of 12 County Service Area High School Graduates who go to College and Financial Aid
Actions: 1. Direct review of fund raising activities
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Philanthropic reports, departmental recommendations, institutional scholarship dollars awarded Date: July 2018
Results: In Progress
Assessment Data/Evidence: 1. The 2017-2018 review of fund raising activities was conducted as an internal administrative review led by Dr. Johnston.
Use of Results for Improvement: 1. Documentation of new endowments will continue monthly through reports to Board of Trustees and approved student fundraising.

Objective #2: The College will support efforts to strengthen alumni relations.
Responsibility: President
Statement of Need: To ensure effective and efficient Institutional Advancement results
Actions: <ol style="list-style-type: none"> 1. Support alumni newsletter and meetings 2. Encourage participation of alumni through personal contact
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced by newsletters, agendas, minutes and meeting notes Date: Ongoing annual review with summation by July 2018
Results: Achieved
Assessment Data/Evidence: <ul style="list-style-type: none"> - Note that 64% (increase of 5 percentage points) of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree and 31% undecided/unknown that <i>VC provides former students with opportunities to maintain a strong connection to the College.</i> 1. -2. Development of Alumni Newsletter process, personal contact through alumni volleyball and softball games, encouragement of alumni participation during commencement, graduation, and honors ceremonies, President's Annual Report distributed Spring 2018, increased opportunities for contact with alumni through enhanced use of software.
Use of Results for Improvement: <ol style="list-style-type: none"> 1. -2. Continue to enhance processes for additional alumni contact.

Objective #3: The College will ensure focus on external fund raising through support of personnel, processes, and technology.
Responsibility: President
Statement of Need: As evidenced by Annual Action Plan
Actions: <ol style="list-style-type: none"> 1. Ensure appropriate software updates 2. Review external fund raising processes
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced through budget, gift income recorded and segmented mailings Date: July 2018
Results: In Progress
Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Software reviewed, along with software updates, by Institutional Advancement and deemed successful to assist with fund raising efforts. 2. Review and documentation through SACSCOC related standards.
Use of Results for Improvement:

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

Priority Initiative #9:

Ensure institutional accountability through effective strategic planning and assessment processes.

Admissions, Records and Financial Aid

Admissions and Records

Objective #1 : Use SENSE and CCSSE data to increase survey driven scores for Admissions and Records Office

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

Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes for improvement

Actions:

1. Review CCSSE and SENSE data to identify best practices in Admissions, Records, and Registration
2. Continued review and improvement to the registration process

Resources and Approximate \$: Institutional Improvement

Assessment Method:

Date: ongoing annual review with summation by November 2018

1. Development of training agendas for best practices
2. Comparison with previous CCSSE and SENSE scores

Results: **Not Achieved**

Assessment Data/Evidence:

The questions of the CCSSE 2017 survey are no longer applicable to the Office of Admissions, Records, and Recruiting. SENSE results for question, “The very first time I came to this college I felt welcome” stayed the same for 2017 at 4.06 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). Research is needed and the new ERP/SIS must be functioning before a decision is made on outsourcing transcript requests. The development of various “Live Forms” is currently on hold due to new ERP/SIS installation.

On the 2018 Vernon College Effectiveness Questionnaire, 89% of respondents “Strongly Agree/Agree” with the question, “Provides an appropriate entry/registration process to support educational goals and student success.”

Use of Results for Improvement:

The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue monitoring admission processes and practices for improvement opportunities and evaluation of new ERP/SIS for system enhancements. The Vernon College Effectiveness Questionnaire will be added to all annual action plans.

Objective #2 : Compliance with SACSCOC Comprehensive Standard 3.4 All Educational Programs 3.4.3

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

Statement of Need: The institution publishes admissions policies that are consistent with its mission. (Admissions Policies) (3,.4.3)
Actions: 1. Review Admissions Policies annually with VC Admissions Committee for consistency with the College mission
Resources and Approximate \$: Institutional Improvement
Assessment Method/Date: Admission Committee meeting minutes Date: March 2018
Results: Achieved
Assessment Data/Evidence: Minutes of Admission Committee indicate faculty and staff believe admissions policies are consistent with the College mission.
Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue with objective to monitor for SASC COC compliance purposes.

Objective #3 : Compliance with SACSCOC Comprehensive Standard 3.9 Student Affairs and Services 3.9.2
Responsibility: Dean of Admissions & Financial Aid/Registrar and Director of Admissions and Records
Statement of Need: The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. (Student records) (3.9.2)
Actions: 1. Monitor student record access allowed through the College’s software system and compliance with FERPA
Resources and Approximate \$: Institutional Improvement
Assessment Method/Date: Annual email communication with IT POISE administrator Date: March 2018
Results: Achieved
Assessment Data/Evidence: Access to student records is reviewed on an annual basis through a list provided by Institutional Support Specialist (Jim Binion). Student Information System (ERP/SIS) backups are done remotely to secure servers at Jenzabar Tulsa on a nightly basis. All Admissions, Records, and Financial Aid staff are made aware of FERPA guidelines and sign a “FERPA Agreement” acknowledging their understanding when employed.
Use of Results for Improvement: The Office of Admissions, Records, and Recruiting is under the new supervision of the Dean of Student Services. All annual action plans will be thoroughly reviewed with a new focus in mind. Continue with objective to monitor for SASC COC compliance purposes.

Financial Aid

Objective #1 : Use SENSE and CCSSE data to increase survey driven scores for Financial Aid
Responsibility: Director of Financial Aid

Statement of Need: Identify higher performing schools and compare and contrast standard operating procedure components to help identify possible changes
Actions: 1. Review CCSSE and SENSE data to identify high performing schools in Financial Aid areas. Review those high performing schools processes, policies, procedures, practices, and programs
Resources and Approximate \$: Institutional Improvement: Staff time
Assessment Method: Website pages from other schools Date: CCSSE August/SENSE April
Results: In Progress Assessment Data/Evidence: A CCSSE was not scheduled to be administered during the 2017-18 year; therefore, the Fall 2017 Survey of Entering Student Engagement (SENSE) scores were used as the assessment tool and it demonstrated significant improvement. The SENSE Financial Aid benchmark results for Fall 2017 represent a mean of 2.60, which is an increase over the 2015 mean of 2.48. The 2017 mean is .08 below the comparative group mean of 2.68, but .10 above the cohort group mean of 2.50. Vernon College's 2015 mean was 3.48, and .16 below the comparative group mean. The SENSE question, "The college provided me with adequate information about financial assistance" increased from 53.9% (Agree/Strongly Agree) in 2015 to 60.6% in 2017. Use of Results for Improvement: Continue monitoring financial aid processes and practices for improvement opportunities. Include financial aid letter with each admission applicant's permit, which emphasizes the availability of aid dollars and accessibility. Attendance at each New Student Orientation and "Chaps Express". Make financial aid information brochure available at each Student Services Office and CSA Center. Provide Financial Aid Awareness Days to promote the availability of financial aid.

Objective #2 : Compliance with SACS COC Section 4: Federal Requirements 4.7
Responsibility: Dean of Admissions and Financial Aid/Registrar and Director of Financial Aid
Statement of Need: The institution must stay in compliance with its program responsibilities under Title IV of the most recent <i>Higher Education Act</i> as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities) (SACS 4.7) Staff development through professional financial aid organizations and conferences to achieve compliance
Actions: 1. Attend annual DOE conference and other professional development opportunities
Resources and Approximate \$: Institutional Improvement: Travel budget of approximately \$2,000
Assessment Method: Unqualified audit with no management letter notations or findings and travel expense reports Date: January 2018
Results: Achieved Assessment Data/Evidence:

Director of Financial Aid, Student Loan Coordinator, and the Financial Aid Processor, attended the annual DOE conference in Orlando, Florida, December 2017. An unqualified audit was received for the fiscal year with no management letters for financial aid processes.

Use of Results for Improvement:

Continue to plan and budget for professional development opportunities to meet SACS COC compliance.

Instructional Services

Objective #1: Continue to refine processes and methods for assessing program level outcomes as well as the core objectives (general education outcomes) associated with the THECB approved core curriculum

Responsibility: Dean of Instructional Services, Division Chairs, Coordinator for the Assessment of Student Learning, Core Objective Assessment Subcommittee of Academic Council, Program Directors/Coordinators/Faculty.

Statement of Need: THECB and SACSCOC criteria, programmatic accreditation

Actions:

1. Continue with the development and/or refinement of signature assignments in all core courses which can serve as valid student artifacts for the assessment of associated core objectives.
2. Improve process for the selection of existing or modified LEAP Rubrics to ensure validity of core objective assessment results.
3. Continue to assist CTE program faculty in improving assessment measures of program level outcomes.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method: Publication of Core Objective assessment results presented to Academic Council and College Effectiveness committees; assessment results for program level outcomes documented in Advisory Committee minutes and Program Review instrument.

Date: September 2018

Results: Achieved In Progress

Assessment Data/Evidence:

Extensive progress in the attainment of this objective continued in 2017-18. Increased and improved faculty training in aligning assignments to the LEAP VALUE Rubrics and assessing using the LEAP VALUE rubrics indicates the institutionally selected benchmark of 1.5 is appropriate.

- Faculty teams successfully assessed student attainment of Social Responsibility (Fall 2017), Communication (Spring 2018) and Critical Thinking (Summer 2018) using AAC&U LEAP VALUE rubrics.
- Core Objective assessment results were presented to faculty, the Academic Council, Student Success Data committee, and the College Effectiveness committee.
 - Fall 2017 – Social Responsibility: 107 authentic student artifacts were assessed by three 3-faculty teams. The overall weighted averages for the six criteria on the LEAP VALUE Intercultural Knowledge and Competence rubric were 2.12, 1.98, 1.98, 1.86, 1.66, and 1.77, as compared to the institutionally selected benchmark of 1.5

- Spring 2018 – Communication: 240 authentic student artifacts were assessed by four 3-faculty teams. The overall weighted averages for the five criteria on the LEAP VALUE Communication (and Oral Communication) rubric were 2.09, 1.93, 1.94, 1.75, and 1.97, as compared to the institutionally selected benchmark of 1.5.
- Summer 2018 – Critical Thinking: 101 authentic student artifacts were assessed by three 3-faculty teams. The overall weighted averages for the 5 criteria on the LEAP VALUE Critical Thinking rubric were 1.96, 1.78, 1.68, 1.61, and 1.80, as compared to the institutionally selected benchmark of 1.5
- Efforts to assist CTE program faculty in improving assessment processes continues to be a priority.
- General education core objectives are mapped to CTE program outcomes as well as individual courses in these programs.
- CTE programs utilized ESCRs to evaluate the capstone course/licensure exam for program outcomes.

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty. Division chairs and the Coordinator of Instructional Assessment have met with discipline faculty to address both accomplishments and perceived shortcomings indicated by the results. Departmental responses continue to be drafted by discipline faculty in coordination with Division Chairs. Improvements in course content and pedagogical delivery of content have been the focus of these responses with the goal of increasing student attainment of core objectives. Improvement efforts will continue to be documented by individual faculty on the End of Semester Course Review each semester. ESCRs for CTE continue to be refined for accuracy and consistency with reporting verification of workplace competencies.

Objective #2: Continue to increase emphasis and utility of End of Semester Course Reviews (ESCR).

Responsibility: Dean of Instructional Services, Coordinator for the Assessment of Student Learning, Division Chairs, Program Directors and Coordinators

Statement of Need: THECB & SACSCOC criteria, Institutional Improvement

Actions:

1. Continue to refine/improve process for aggregating, disseminating, and using the results from the End of Semester Course Review (ESCR) for departmental and/or institutional improvement.

Resources and Approximate \$: None – Institutional Improvement

Assessment Method: Presentation of results to Division Chairs, Program Directors & Coordinators, and/or Academic Council

Date: September 2018

Results: Achieved In Progress

Assessment Data/Evidence:

Extensive progress in the attainment of this objective continued in 2017-18 as evidenced by:

- Departmental Faculty along with division chairs created and revised curriculum maps after an extensive review of course level Student Learner Objectives and institutional level core objectives.
- Syllabi for all core courses illustrate a course standardized curriculum map of Student Learner Objectives (SLO) to core objectives.

- Core Objective assessment results, as reported on the ESCR, were presented to faculty and division chairs. The benchmark for student attainment of core objectives, as reported on the ESCR, is 75%. Results of the ESCR for 2017-18 are presented below. Faculty, along with division chairs, have drafted departmental responses based on the assessment results. Additionally, faculty document progress and reflect on improvement efforts at the close of each semester using the ESCR.

Core Objective	Student Attainment	
	Fall 17	Spring 18
Communication	84.1%	83.6%
Critical Thinking	83.9%	83.1%
Empirical/Quantitative	78.0%	83.5%
Personal Responsibility	80.9%	80.3%
Social Responsibility	79.9%	81.4%
Teamwork	73.7%	82.8%

- Potential software platforms continue to be explored.

Use of Results for Improvement:

Assessment results were and continue to be shared with faculty. Division chairs and the Coordinator of Instructional Assessment have met with discipline faculty to address perceived shortcomings indicated by the results and departmental responses have been drafted by discipline faculty. Improvements in course content and pedagogical delivery of content have been the focus of these responses with the goal of increasing student attainment of core objectives. Improvement efforts will continue to be documented by individual faculty on the End of Semester Course Review each semester.

Instructional Services – Quality Enhancement

Objective #1 : Administer, analyze, and share information for assessments to be used for benchmarking and comparability purposes.
Responsibility: Director of Quality Enhancement
Statement of Need: As originally outlined and directed in the Quality Enhancement Plan document and for use in assessment and benchmarking for the inquiry based learning Quality Enhancement Plan. Key Performance Indicators of Accountability (KPIA) assessment information needed for institutional accountability.
Actions: <ol style="list-style-type: none"> Administer the Survey of Entering Student Engagement (SENSE). Analyze the SENSE data and information to prepare and present results and findings. Distribute the results and findings from the CCSSE (Community College Survey of Student Engagement), CCFSSSE (Community College Faculty Survey of Student Engagement) and SENSE (Survey of Entering Student Engagement), to faculty and staff through email, professional development meetings, and Canvas.

3. Distribute the results and findings from the CCSSE, CCFSSSE and SENSE to students through email, student organization or focus group meetings, and campus TV monitors.
4. Distribute the results and findings from other assessments; such as QERI Survey, Technology Committee Feasibility Reviews, and Professional Development; as needed.

Resources and Approximate \$:

Institutional Improvement: Funding for SENSE Survey: \$4,200 Est. based on 2015 costs **Date:** ongoing with summation by July 2018

Assessment Method:

Date:

1. Survey administration completion. **October 2017** Survey results for SENSE shared with each component of the college by **August 2018** - dates, agendas, and participation.
2. Dates, agendas, and participation. **August 2018**

Results: **Achieved**

Assessment Data/Evidence:

For the 2017-2018 Academic Year, the CCSSE/CCFSSE was administered Spring 2017 and the SENSE was distributed Fall 2017. The Community College Survey of Student Engagement (CCSSE) was administered March 27 – April 7, 2017. As a complement, the CCFSSSE (Community College Faculty Survey of Student Engagement) was administered to faculty via e-mail in April 2017 as well. Additionally, the Survey of Entering Student Engagement (SENSE) was administered the 4th-and 5th weeks of the Fall 2017 semester in courses for survey administration were randomly selected by The Center for Community College Engagement. Results of the survey were shared college wide at the Spring 2018 All Staff Semester Kickoff, January 2018.

Results from both surveys were distributed weekly with faculty and staff via email; QEP updates (QEP meeting highlights, Quality Enhancement Resource Inventory (QERI), professional development, data, etc.), delivered via all essential committee meetings (College Effectiveness, Student Success , President’s Monthly Update, and select Board of Trustee sessions. During key reporting periods, the Office of Quality Enhancement redistributed the results via mass e-mail and by special request.

Use of Results for Improvement:

The Offices of Admissions, Records and Financial Aid utilize survey results in an attempt to track and improve their service/satisfaction initiatives. Further, Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and to a lesser extent Community College Faculty Survey of Student Engagement (CCFSSE) are essential benchmarks used to track student engagement and success at Vernon College. Additionally, SENSE, CCSSE, and CCFSSSE benchmarks (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners) along with the core assessment process, end of term faculty reflections, are acting as key evaluation markers for assessment within the Inquiry-based Learning QEP initiative. As an indicator of QEP treatment effectiveness, those key benchmarks within SENSE and CCSSEE will be monitored closely over the duration of the 5-year QEP process for signs of improvement.

Office of the President

Athletics

Objective #1: Obtain athlete feedback in regard to coaching staff.
Responsibility: Athletic Director; Assistant Athletic Director
Statement of Need: By administering a brief, valid, and anonymous survey athletes are able to give feedback related directly to coaching interactions with the athlete. The results of this feedback can be reviewed for use in annual planning, personnel reviews, and the Institutional Effectiveness Planning process.
Actions: <ol style="list-style-type: none"> 1. Continue to administer an anonymous survey relating strictly to coaching staff for each athletic team. 2. Have each team member complete a survey. 3. Review each survey with coaching staff.
Resources and Approximate \$: Personnel/Technology- Time, continuation of survey monkey contract
Assessment Method/Date: Completion of surveys, review of data with IEP's Date: March 2017
Results: Achieved Assessment Data/Evidence: Results of Survey Monkey completed by athletes of each team Use of Results for Improvement: Coaches informed of results in attempt to continue improvement in areas covered by survey for enhanced coaching abilities

Enterprise Resource Planning/Student Information System

Objective #1 : Assess the impact of ERP functions and stakeholder satisfaction
Responsibility: SIS Coordinator, Director of Institutional Effectiveness, Student Success Pathway Coordinator
Statement of Need: Ensure full utilization, functionality, and satisfaction of the ERP system
Actions: <ol style="list-style-type: none"> 1. Administer formative and interim surveys, personal interviews, and focus groups 2. Dashboards configured and accessible within U4SM 3. Provide faculty and staff opportunities to review generated data
Resources and Approximate \$: Institutional Improvement/ Title III Grant Funding
Assessment Method: Date: <ol style="list-style-type: none"> 1. Quantity of formative survey results posted in Canvas. August 2018 2. Dashboards configured. August 2018 3. Generated data reviewed and authenticated. August 2018
Results: In Progress Assessment Data/Evidence:

Formative surveys were not conducted due to the delay in timeline of the SIS implementation during the 2017-2018 Academic Year. Dashboards and generated data views were also not configured in the 2017-2018 academic year due to U4SM delayed deliverables.

Use of Results for Improvement:

Formative surveys were included in the 2018-2019 Annual Action Plan.

Human Resources

Objective #1: Review/update policies in Employee Handbook.

Responsibility: HR Director and Employee Handbook Committee

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

Actions:

1. Employee Handbook Committee will review for policies that need to be updated or amended on an annual basis through committee meetings and follow up.
2. Changes will be researched and made as necessary.
3. Approvals by committee and Board of Trustees.
4. Employee Handbook updated online, through SafeColleges training and notifications sent to employees.

Resources and Approximate \$: Institutional Improvement - \$0

Assessment Method: Updated Employee Handbook online and Employee Handbook Committee meeting agendas/minutes online

Date: by August 2018

Results: Achieved

Assessment Data/Evidence:

Employee Handbook Committee meeting minutes on Vernon College website. Board of Trustees agenda and minutes from July 2018 meeting located in CANVAS on Vernon College website; placement of 2018-2019 Employee Handbook in SafeColleges online training, in the Employee Portal, and on the Vernon College website.

Use of Results for Improvement:

Continuous improvement/addition of policies as needed annually

Institutional Advancement

Objective #1 : Review and update as necessary Institutional Advancement policies and procedures.

Responsibility: Director of Institutional Advancement/Executive Director, Vernon College Foundation, Advancement Services Specialist, Advancement Specialist – Grant Developer.

Statement of Need: All Departmental policies and procedures should be reviewed annually to ensure compliance with accrediting agency and governing rules and regulations.

Actions:

1. Conduct an annual review of Institutional Advancement policies and procedures.

<ol style="list-style-type: none"> 2. Update any policies to reflect rules changes issued by accrediting agency and/or other governing rules and regulations. 3. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented, to ensure cohesiveness, develop and share best practices for the site, and recommend use policies and guidelines.
Resources and Approximate \$: Institutional Improvement no \$
Assessment Method: Evidenced by policies and procedures updated, approved and published as well as listing of best practices and recommendations presented Date: ongoing with annual summation by August 2018
Results: In Progress Assessment Data/Evidence: <ul style="list-style-type: none"> • Institutional Advancement policy and procedures are reviewed regularly. • Accrediting Agency as well as other rules/policies issued by federal agencies that pertain to grant processes are reviewed regularly. • Website reviews transferred to the Coordinator of Marketing and Community Relations. Use of Results for Improvement: <ul style="list-style-type: none"> • Continue reviews of rules, policies, and procedure that could affect Institutional Advancement operations.

Marketing and Community Relations

Objective #1 : Review and update as necessary communications, marketing policies and procedures.
Responsibility: Coordinator of Marketing and Community Relations, Director of Institutional Advancement/Executive Director, Vernon College Foundation, Coordinator of Recruiting.
Statement of Need: All departmental policies and procedures should be reviewed annually to ensure compliance with accrediting agency and governing rules and regulations.
Actions: <ol style="list-style-type: none"> 1. Conduct an annual review of recruiting, communications, marketing and Institutional Advancement task force recommendations. 2. Update any policies to reflect rules changes issued by accrediting agency and/or other governing rules and regulations. 3. Conduct regular reviews of the website focusing on: enhancements that can/should be implemented, to ensure cohesiveness, develop and share best practices for the site, and recommend use policies and guidelines.
Resources and Approximate \$: Institutional Improvement No \$ needed
Assessment Method: Date: <ol style="list-style-type: none"> 1. Annual reviews and updates, if needed, completed by August 2018. 2. Subcommittee meeting minutes, and attendance logs. August 2018
Results: In Progress Assessment Data/Evidence: Marketing and Community Relations policy and procedures are reviewed regularly.
Use of Results for Improvement: Continue reviews of rules, policies, and procedure that could affect Marketing and Community Relations operations

President/Effectiveness

Objective #1: The College will annually review mission documents with the Board of Trustees, administration, faculty and staff to ensure the organization's commitments are clearly defined.
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To meet expected SACSCOC compliance criteria and to ensure that all stakeholders have a clear understanding
Actions: 1. To annually review mission documents in meetings
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: As evidenced agendas, minutes and meeting notes Date: December 2017
Results: Achieved Assessment Data/Evidence: – Note <ul style="list-style-type: none">• 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC successfully fulfills its mission statement (The mission of Vernon College is teaching, learning, and leading.)</i>• 91% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC successfully fulfills its vision statement (Vernon College will promote a culture of success for our students and communities through learner-centered quality instructional programs and exemplary services.)</i>• 87% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that <i>VC promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.</i> 1. The College Effectiveness Committee (September and October 2017) and Board of Trustees (October and November 2017) reviewed and approved the Vernon College Mission as well as other strategic plan components as evidenced in meeting agendas and minutes.
Use of Results for Improvement: 1. Review of the Vernon College Mission and other strategic plan components is included in the Annual Planning Calendar.

Objective #2: The College will update and adhere to KPIA benchmarks, the Assessment/Report calendar, Planning Calendar and budget cycle to ensure institutional accountability
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To ensure data driven, effective and efficient decision making; to target KPIA benchmark Budget Revenue and Expenditure
Actions: 1. Monitor, update and ensure the adherence to assessment/report, planning and budgeting cycle calendars 2. Review and update KPIA data and benchmarks
Resources and Approximate \$: Institutional Improvement, no \$

Assessment Method/Date: As evidenced by calendars and their completion, Key Performance Indicators of Accountability, Annual Action Plans and the operating budget **Date:** Ongoing annual review with summation by July 2018

Results: **Achieved**

Assessment Data/Evidence:

1. 2017-2018 calendars and activities/actions were reviewed, approved and monitored by the College Effectiveness Committee as well as appropriate committees (e.g. Student Success Data (SSD) and the Board of Trustees, KIAs were updated and shared with the SSD and College Effectiveness Committees as well as the Board of Trustees (Student Success Data Fact), President's Monthly News, Vernon College Data email group and on the website.

Use of Results for Improvement:

1. Review and approval of calendars are included on the Annual Planning Calendar as part of standard operating procedure. KIAs review, updates and sharing of data will continue as standard operating procedure.

Objective #3: The College will continually scan the local, regional, state and national trends and environments to realistically prepare for a future shaped by societal and economic trends.

Responsibility: President

Statement of Need: All employees need to be informed of future needs

Actions:

1. Participate in local and regional focus groups
2. Participate in state and national conferences
3. Budget for journals and newspapers

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

Assessment Method/Date: As evidenced through participation in focus groups and conferences, component Annual Action Plans, and budgets

Date: Ongoing annual review with summation by July 2018

Results: **Achieved**

Assessment Data/Evidence:

- Note that 80% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC is highly responsive and adaptive to meeting the changing needs of the external college community or environment.*
 1. -3. Participation in meetings and conferences with Wichita Falls Economic Development Task Force, NORTEX (quarterly), TACC, THECB (to discuss student success and statewide enrollment trends), instructional services program advisory groups, Vernon Economic Development Ally Group, Wichita Falls Chamber of Commerce and Industry Executive Board (quarterly), community civic groups (annual), and SACSCOC. Ongoing review of CCSSE, SENSE data for consortium and national trends as well as benchmark comparisons. Journal and Newspaper subscriptions as evidenced in budget. Also use of Google Alert and other web related features to monitor the most current societal and economic information/trends. Annual subscriptions to educational journals and area newspapers.

Use of Results for Improvement:

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

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

Responsibility: President and Director of Institutional Effectiveness

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

Actions:

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

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

Assessment Method/Date: Development of reports by July 1 and update of strategic plan document, ERP/SIS progress review **Date:** ongoing and by August 2018

Results: **Achieved**

Assessment Data/Evidence:

- Note that 87% of respondents to the Vernon College Effectiveness Questionnaire administered in August/September 2018 strongly agree/agree that *VC promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.*
1. The Vernon College 2016-2017 Annual Action Plan and Institutional Effectiveness Plan Final Summaries along with ongoing updates to Key Performance Indicators of Accountability served as accountability reports.
 2. Distribution of the President's Annual Report in Spring 2018.
 3. Strategic plan components as part of the annual Planning Calendar review by the College Effectiveness Committee and Board of Trustees as evidenced in meeting agendas and minutes.
 4. Updates to software technology to facilitate college wide planning, program review and assessment process began through award of Title III, Strengthening Institutions Program.

Use of Results for Improvement:

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

Objective #5: The College will complete an institutional self-study to ensure ongoing SACSCOC compliance in preparation for the SACSCOC Compliance Certification (10 year report).

Responsibility: President, Director of Institutional Effectiveness and Administrative Team
Statement of Need: To meet expected SACSCOC compliance criteria which requires a 10 year compliance report; periodic institutional self-studies will assist in ensuring ongoing documentation of compliance
Actions: <ol style="list-style-type: none"> 1. Review SACSCOC compliance criteria and update policies, practices, processes and procedures as necessary 2. Utilize software technology to increase efficiency of completion and submission of SACSCOC reports
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Completion of institutional self-study Date: by August 2018
Results: In Progress
Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Submitted SACSCOC Decennial Reaffirmation and Focused Reports. 2. Utilization of a shared drive for SACSCOC draft narratives as well as the Compliance Assist software.
Use of Results for Improvement: <ol style="list-style-type: none"> 1. Provide follow-up responses as required from SACSOC On-site Committee review.

Objective #6: The College will review and update the responsibilities and members of standing committees.
Responsibility: President and Administrative Team
Statement of Need: To ensure appropriate, effective and efficient representation and charge to committees for the entire strategic planning and assessment process
Actions: <ol style="list-style-type: none"> 1. Review and update standing committee membership, purpose and responsibilities
Resources and Approximate \$: Institutional Improvement, no \$
Assessment Method/Date: Documented revised standing committees Date: by July 2018
Results: Achieved
Assessment Data/Evidence: <ol style="list-style-type: none"> 1. Process evidenced by 2017-2018 Governance thru Committee responsibilities document and membership list as posted on website
Use of Results for Improvement: <ol style="list-style-type: none"> 1. Annual review is necessary to ensure all committee responsibilities are appropriate to fulfill the College Mission and the membership list includes current and college wide representation.

Objective #7: The College will explore membership of the American Association of Community College Volunteer Framework of Accountability (VFA).
Responsibility: President and Director of Institutional Effectiveness
Statement of Need: To participate in and utilize data from a recognized benchmark data related process.

Actions: <ol style="list-style-type: none"> 1. Review purpose and opportunities as membership of the American Association of Community College Volunteer Framework of Accountability 2. If choose to join, participate in VFA related conference and webinars
Resources and Approximate \$: Institutional Improvement, estimated \$2000 membership dues and \$2000 travel
Assessment Method/Date: Revised standing committees Date: by July 2018
Results: Not Achieved Assessment Data/Evidence: <ol style="list-style-type: none"> 1. – 2. Actions not achieved. Use of Results for Improvement: <ol style="list-style-type: none"> 1. – 2. Continue as a goal for 2018-2019.

Student Services

Dean of Student Services/Associate Dean of Student Services

Objective #1: Provide financial oversight and transparency of all fund raising done by officially recognized Vernon College clubs and organizations.
Responsibility: Dean of Student Services
Statement of Need: In accordance with SACSCOC guidelines, all recognized Vernon College clubs and organizations must clearly show the results of all fundraising activities and club expenditures.
Actions: <ol style="list-style-type: none"> 1. Notify all clubs and organizations officially recognized in the Vernon College General Catalog or Student Handbook of requirements to disclose fundraising deposits and submit end of year club expenditures. 2. Develop uniform Vernon College club and organization deposit reporting forms and end-of-year expenditure forms. 3. Create a yearly (for each academic year) report that includes each Vernon College club or organization, total fundraising deposits, and total expenditures. 4. Provide the report to the Vernon College President for distribution as deemed necessary.
Resources and Approximate \$: Institutional Improvement - no \$ - staff time
Assessment Method: Yearly report compiled Date: August 2018
Results: Achieved Assessment Data/Evidence: <p>All recognized clubs and organizations were notified of the new fundraising requirements in September of 2017. In the absence of any recorded negative response from existing clubs and organizations, changes were deemed successful. In addition to the already used Fundraising Activity Form, all clubs and organizations that participated in fundraising activities, were asked to also submit a letter detailing the approved activities, fundraising-related deposits, as well as the associated expenditures. Once submitted to the Dean of Student Services for approval, an annual</p>

reporting matrix is developed. Ultimately, the annual reporting matrix is submitted to the Vernon College President, for a comprehensive review of fundraising related activities.

Use of Results for Improvement:

Vernon College will continue this annual accounting of club and organization fundraising.

Student Success Pathway

Objective #1: Ensure Title III assessment plan is implemented and followed as outlined in the grant.

Responsibility: Student Success Pathway Director and Dean of Student Services

Statement of Need: To follow the grant to the best of Vernon College abilities including potential delays in implementation of ERPSIS [Unit 4 Student Management (U4SM)] due to delay in selection, contract and building of new ERPSIS system.

Actions:

1. Adjust grant scheduled activities relating to the ERPSIS as needed in response to U4SM implementation time frame from the U4SM vendor.
2. Participate in U4SM implementation planned for Spring 2018 by providing department and grant relevant information in the U4SM areas of System, Training and Development, and Continued Process Improvement.

Resources and Approximate \$: Institutional Improvement - no \$ - staff time

Assessment Method: Attendance at all ERPSIS trainings, participation in the student introduction planning and programs of the ERPSIS, adjustment of Title III outcome deadlines as needed for the ERPSIS as outlined in Oversight Committee minutes. **Date:** August 2018

Results: Achieved

Assessment Data/Evidence:

1. Criquett Lehman, Student Success Pathway Director and Implementation Team Member attended all trainings (November 2017, March 2018) and participated in monthly Implementation Team Meetings.

Use of Results for Improvement:

Continue to be available for trainings and provide requested information to inform processes as we move to the new SIS.