

# **Vernon College**

**2016-2017**

**Institutional Effectiveness Plans**

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**Final Summary**

**September 2017**

Approved by the College Effectiveness Committee \_\_\_\_\_

Reviewed by the Board of Trustees \_\_\_\_\_

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## **Administrative Services**

### **Department/Program: Book Stores**

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

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

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

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

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

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

Submitted by: Garry David, Dean of Administrative Services

Date: 07.18.2016

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#### **Location of Assessments:**

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

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

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

**Assessment Results:**

The audit will be completed in mid-December.

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

Any deficiencies or recommendations identified during the audit will be discussed with Bookstore personnel and the administration team at that time.

The audit report for the 2015/2016 school year, which was completed December 2, 2016, was once again a “clean” report with no findings or questioned costs. The tests of inventory and purchases performed during the 2015/2016 audit did not reveal any problems with book store operations.

For the 2015/2016 school year, the book store profit and loss schedule showed a \$140,022 drop in net sales and a \$80,334 increase in net profit compared to the prior year. The net sales results follow the trend in recent years as enrollment has declined and competition from on-line retailers has increased. The increase in net profit is a result of a large write off of obsolete books in the prior year. The results were reviewed with the bookstore director and managers and they continue to look for new product lines and marketing techniques to enhance profits.

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

Submitted by: Garry David, Dean of Administrative Services

Date: 09.29.2017

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**Department/Program: Business Office****Department/program purpose in support of the Vernon College Mission:**

The Business Offices provide support services for all educational programs and college-related activities including the following:

- Processing, calculating, billing and collecting student tuition and fees;
- Disbursing excess financial aid to students;
- Processing payroll and all other college expenditures; and
- Providing budgetary and fiscal review and oversight.

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

1. All revenues and expenditures will be processed and recorded according to approved policies and procedures. (PG 1 & 2)

2. Clean audit report with no findings or questioned costs and no management letter comments. (PG 1)
3. Actual revenues and expenses will fall within budgeted guidelines. (PG 2)

**Assessments used to measure expected outcomes:**

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

Submitted by: Garry David, Dean of Administrative Services

Date: 07.18.2016

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**Location of Assessments:**

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

**Dissemination/Discussion of Assessments:**

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

**Assessment Results:**

The audit report for the 2015/2016 school year, which was completed December 2, 2016, was once again a "clean" report with no findings or questioned costs. The 2016/2017 audit will be completed in mid-December.

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

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

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

A new Federal and State Grants Manual is being developed in conjunction with new purchasing guidelines to reflect the new ERP/SIS system that was implemented March 1, 2017. These new guidelines became effective September 1, 2017.

Submitted by: Garry David, Dean of Administrative Services  
Date: 09.29.2017

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**Department/Program: Information Technology**

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

The IT Department is responsible for supporting and maintaining the network infrastructure, as well as providing technical support and consulting to faculty and staff.

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

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

**Assessments used to measure expected outcomes:**

1. IT Strategic Plan - The goal of the IT Strategic Planning process is to develop a comprehensive plan that will help both to enhance and to coordinate the IT resources and activities of the entire campus. This document is intended to be a work in progress. Periodically, it will be reviewed and updated. It is intended to give a current view of the status of Information Technology at Vernon College. It will also state an overall direction in terms of core philosophies and list current budgeted projects. (EO # 1)
2. IT Management Support Metrics - Data to support Faculty/Staff user support requests as well as student email/Blackboard/POISE/Website support email requests. (EO # 2)
3. Vernon College IT Budget – Detailed IT Budget which includes standard hardware replenishment for faculty/staff/labs as well as network server replenishment. (EO # 3)

Submitted by: Kevin Winkle, Account Manager – Run Business Solutions  
Date: 07.18.2016

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**Location of Assessments:**

Copies of the IT Strategic Plan, VC IT Budget, Hardware Replenishment List, and the IT Management Support Metrics for the 2016/2017 reside with Run Business Solutions and are available upon request.

**Dissemination/Discussion of Assessments:**

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

### **Assessment Results:**

1. IT Strategic Plan – Reviewed by Account Manager: Kevin Winkle and Network Engineer: Toby Giddens. No changes were made.
2. IT Management Support Metrics:
  - 64,449 – Proactive Support (Monitoring, Backup, Updates, Patches, Security)
  - 2,578 - Support Requests from Faculty and Students
  - 171 - Web/Dev
3. Vernon College IT Budget - All budget items deemed priority were filled. Less urgent budget items were addressed as the budget allowed.

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

1. IT Strategic Plan –
  - To improve support service levels, an additional Service Coordinator was implemented. The Service Coordinator answered all support phone requests and triages the issue before routing the call to the best suited technician for the issue. The additional resource improved response times for service requests.
  - A role of Project Coordinator was established to manage, schedule, and communicate IT project work efforts. The net effect is the prior year's project completion timelines was exceeded. In one example, PC replenishment was completed ahead of schedule.
  - A dedicated Network Operations Engineer was added. This increased our proactive effort to diagnose and remediate hardware, software, and connectivity issues.
2. IT Management Support Metrics -
  - To facilitate better Wifi coverage and account for a high-density area individual wireless access points were added to each dorm room at the Vernon Campus.
  - Due to consistent connectivity issues with the fiber connection between the Sumner Building and the Dorms, new fiber was installed between these locations. Fiber terminations were fortified with flood and wildlife housing to help prevent degradation of the lines due to the elements.
  - The current backup strategy was reworked to achieve more frequent backups and faster recovery. Successful backup rates substantially increased driving down alert notifications and the overall effort to manage the strategy. Impact on production systems was minimized. Backups happened more often and took less time to complete.
3. Vernon College IT Budget –
  - Identified critical issues or needs that directly affected the network infrastructure were given priority in the budget process.
  - To improve cost effectiveness, when evaluating the PC Replenishment list, the best machines were repurposed to use for low use areas such as work-study stations.

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

Projects identified for the 2017/2018 Annual Action Plan were based on metric results and best practices obtained from the IT Management Support Metrics and IT Strategic Plan. The Vernon College IT budget is an ongoing budget that is addressed annually and included in the Annual Action Plan each year.

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

Date: 09.29.2017

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**Department/Program: Physical Plant****Department/program purpose in support of the Vernon College Mission:**

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

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

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

**Assessments used to measure expected outcomes:**

1. All aspects of the physical plant are continuously monitored and evaluated by all College employees. Any issue with performance, functionality, safety, cleanliness, or general appearance of any College property can be brought to the attention of the physical plant managers at any time by any College employee. (EO 1 & 2)
2. Future needs of the College are evaluated each spring during a meeting of the Facilities Planning Committee. A diverse group from all areas of the College meets and reviews the progress of any previously identified needs as well as discusses other future needs. The Dean of Administrative Services and the Physical Plant managers review the plan at least quarterly to discuss ongoing projects. (EO 2)
3. To help ensure that we are providing facilities that meet the needs of the students, the College includes a question on the end of semester Student Instructional Report (SIR II) regarding the adequacy of College facilities. Results of those surveys are reviewed by appropriate management.

Submitted by: Garry David, Dean of Administrative Services

Date: 07.18.2016

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**Location of Assessments:**

Facilities Planning Committee meeting notes, the Annual all Campuses Priority Ranking, and the SIR II survey results are available on the Vernon College web site.

**Dissemination/Discussion of Assessments:**

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

**Assessment Results:**

All critical needs that have been identified have been addressed. Major improvements to the Century City parking were made with more work planned for next summer.

The Fall 2016 SIR II survey indicates that 83.5% of respondents agree or strongly agree that the facilities at Vernon College are adequate and make a positive contribution to the learning environment. That is an increase from 80.3% indicated on the Spring 2016 survey.

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

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

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

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

Submitted by: Garry David, Dean of Administrative Services

Date: 09.29.2017

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**Recruiting, Admissions, Records and Financial Aid**

**Department/Program:** Recruiting, Admissions and Records

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

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

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

1. Recruit prospective students to maintain and increase enrollment (PG # 1 and 5).
2. Provide open access to Vernon College for all eligible students (PG # 1, 4 and 5).
3. Report all eligible contact hours earned to the THECB for State funding purposes (PG # 1 and 5).



4. Review policies, practices, procedures, and processes utilized in Admissions and Records for areas of improvement as they relate to student success (PG #1).

**Assessments used to measure expected outcomes:**

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

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

Amanda Raines, Director of Admissions and Records

Date: 07.19.2016

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**Location of Assessments:**

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

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

(EO#3) The number of graduates and occupational skills achievers (marketable skills achievers) are reported on the CBM 009 and CBM 00M reports, respectively. Both reports are located in the Office of Admissions and Records, the Vernon College website, and the THECB.

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

**Dissemination/Discussion of Assessments:**

(EO#1) 2017 IPEDS 12 Month Enrollment Report will be submitted, by way of Assessment/Report Communication form and reviewed by the Student Success by the Numbers Committee and Admission Office staff for content and possible trends.

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

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

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

**Assessment Results:**

(EO#1) Unduplicated enrollment for the 12 month period of 7/1/16 to 6/30/17 fell (6.6%) to 6,527 credit and funded non-credit students. However, the IPEDS calculated FTE increased from 1,898 in 2015-16 to 2,070 for 2016-17. **In Progress.**

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

(EO#3) The number of degree and certificate completers reported on the CBM 009 increased from the 2015-16 total of 661 to the 2016-17 total of 739. The number of Occupational Skills Achievers (Marketable Skills Achievers) reported on the CBM 00M also showed an increase from the 2015-16 total of 326 to the 2016-17 total of 337. These numbers exceeded the small increases in credit enrollment. New students are assigned a VC Catalog each semester and the Degree Audit module is loaded with each program written as printed in the VC Catalog as methods to facilitate student completion and success. **Achieved.**

(EO#3) CCSSE 2015 results for (Satisfied/Very Satisfied) question "Satisfaction: Process for getting admitted into college" show an 89.5% satisfaction. CCSSE 2015 question "Most staff members have been friendly in their interactions with me" results (Agree/Strongly Agree) show a 94.1% satisfaction. (CCSSE results per Criquett Lehman's Excel spreadsheet). SENSE results for question "The very first time I came to this college I felt welcome" stayed the same for 2017 as 2015 at 4.05 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). CCSSE results for the question "Satisfaction: Admissions and Records Office" show a 90.0% satisfaction for 2015. CCSSE rankings of "Custom Question" "How satisfied are you with your college's process for registering for courses?" results show an 86.5% satisfaction for the 2015. **In Progress.**

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

(EO#1) Search for opportunities to increase contributions to the College's overall recruiting efforts, including admission/enrollment communication plan for prospective and returning students, initiate texting of applicants, and increase participation in TACRAO college fairs. These efforts have mandated the hiring of an Assistant Recruiting Coordinator/Admissions administrative staff position. Explore Saturday recruiting event with Marketing department and faculty participation.

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

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

(EO#3) Continue monitoring admission processes/practices and registration processes/practices for improvement opportunities. Changes were made to on-site registration processes for email setup, Canvas initiation, and student flow to facilitate CTE and TSI complete advising. Participate in available customer relations improvement webinars, conferences, and/or seminars when possible.

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

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

(EO#2) Declining State funding rates and a stagnant local tax base increase importance on the inclusion of all eligible contact hours and dictate this objective be included in the 2017-2018 Annual Action Plan.

(EO#3) An emphasis on continual improvement in serving students requires the inclusion of this objective in the 2017-2018 Annual Action Plan.

Submitted by: Joe Hite, Dean of Admissions and Financial Aid/Registrar  
Amanda Raines, Director of Admissions and Records  
Date: 10.10.2017

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**Department/Program: Financial Aid**

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

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

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

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

**Assessments used to measure expected outcomes:**

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

Submitted by: Joe Hite, Dean of Admissions and Financial Aid/Registrar  
Melissa Elliott, Director of Financial Aid  
Date: 07.19.2016

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**Location of Assessments:**

(EO#1) Aid recipients and amounts of dollars awarded are located on the College's administrative software system accessed by the Financial Aid staff. They are also viewable on the Vernon College website as one of the Key Performance Indicators of Accountability (KPIA).  
(EO#2) The Annual Audit may be viewed in the Vernon College Business Office, the Vernon College website, the THECB, and numerous other State and Federal Agencies.  
(EO#3) CCSSE results were obtained through the Director of Quality Enhancement Plan.

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

(EO#1) Aid recipients and amounts of dollars awarded were reviewed by Financial Aid staff and administrators. These numbers are part of the College's Key Performance Indicators of Accountability (KPIA) which are reviewed by the College Effectiveness Committee and the Board of Trustees.

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

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

### **Assessment Results:**

(EO#1) Total aid increased approximately \$763,000 from \$14,162,073 in 2015-16 to \$14,925,287 in 2016-17. Vernon College also experienced an increase in the total amount of Pell Grant disbursed. Pell Grant volume was \$5,019,325 for the 2016-17 award year compared to \$4,984,177 for 2015-16. Student loan volume increased approximately \$162,000 from \$5,813,794 in 2015-16 to \$5,976,111 in 2016-17. In addition, the total number of students who received aid increased from 3,037 in 2015-16 to 3,093 in 2016-17. **Achieved.**

(EO#2) Received unqualified independent audit with no findings. **Achieved.**

(EO#3) The CCSEE Financial Aid benchmarks results for Spring 2017 show a mean of 2.57, which is a slight decrease over the 2015 mean of 2.62. The 2017 mean is .05 below the comparative group mean of 2.62 but .02 above the cohort group mean of 2.55. Our 2009 mean was .29 below the comparative group mean. CCSSE question "How much does this college emphasize providing the financial support you need to afford your education?" increased slightly from 53.4% (Quite a Bit/Very Much) in 2015 to 53.9% in 2017. New CCSSE survey results will be available for comparison in Spring 2019. **In Progress.**

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

(EO#1) Processing of student aid applications (FASFA) was evaluated and modified for verification compliance and professional judgment to better serve students and utilize technology. Monitor for additional process improvements in financial aid processing in order to more efficiently serve student's financial needs.

(EO#2) Continue attendance of annual DOE conference and other professional development opportunities to stay abreast of DOE rule and regulation changes. Maintain and strengthen current internal self-auditing process by Director of Financial Aid.

(EO#3) Continue with above actions. Monitor CCSEE results after receipt of next survey. Additional actions taken include an aggressive financial aid Facebook campaign, notifying students of the priority deadline and monitoring of their status on MyVC; posting a monthly financial aid blog; financial aid awareness days; second notice letter sent to all students that have not responded to a status letter; letter to all admission applicants explaining that financial aid is available to assist with their educational expenses; financial aid handout made available at NSO and CSA centers; text messaging or email to students that have been awarded but are not enrolled; and text messaging or email to students that are enrolled but have not been awarded financial aid.

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

(EO#1) The rising costs of education and emphasis on student success/completion dictate the inclusion of this objective in the 2017-2018 Annual Action Plan.

(EO#2) An emphasis on continual improvement in serving students' needs requires the inclusion of this objective in the 2017-2018 Annual Action Plan.

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

Melissa Elliott, Director of Financial Aid

Date: 09.21.2017

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## Instructional Services

### Continuing Education – Avocational/Public Service

**Purpose in support of the Vernon College Mission:**

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

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

1. Enroll a minimum of 500 students in Kids College and achieve a 90% satisfaction rating by students. (PG #4, 5)
2. Enroll a minimum of 2850 students in avocational courses and achieve a 90% satisfaction rating by students. (PG #4, 5)

**Assessments used to measure expected outcomes:**

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

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

Date: 07.19.2016

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Vernon College Continuing Education provides ongoing adult education programs and community programs for personal enrichment as stated as a part of the College's Mission. Vernon College strives to provide opportunities for all ages in the community. Personal enrichment classes have primarily targeted adults; however, the addition and continued success of Kids College provides a consistent source of enrollment as well as the opportunity to serve a younger aged population while enhancing the efforts of the College in promoting a college-going culture within our communities. Kids College courses are offered at the Vernon Campus as well as Century City Center.

**Location of Assessments:**

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

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

**Dissemination/Discussion of Assessments:**

Enrollment data is maintained and pulled from the database, and satisfaction ratings are collected and maintained electronically in Docubase. Satisfaction ratings are derived from course evaluations completed by the students at the conclusion of the course. On the evaluation instrument utilized for adult personal enrichment courses, questions 2, 7, and 10 directly measure student perceptions of the quality of course, the achievement of course outcomes, and the degree to which the course meets student needs/goals. Evaluations for Kids College courses are also utilized to assess the quality of and need for the course (question 1) and the achievement of course outcomes (question 2). Some of the Kids College courses are not evaluated due to the nature of the camps (i.e. sports and outdoor activities) and the age of the students. Data from student course evaluations conducted in courses associated with Avocational Training and Kids College is collected and results are presented annually at the Board of Trustees meeting in November. Assessment results are also provided to all Continuing Education Program Coordinators.

**Assessment Results:****(EO#1) – Not Achieved**

Kids College enrolled 496 students for the 2016-2017 year. The above selected benchmark (500) was not achieved; however, enrollment was only short by four students. The 496 student enrollment represents a 3.2% increase in enrollment from 2015-2016. There was a 45.66% response rate for Kids College course evaluations, which represents an increase from the 39.38% response rate realized in 2015. With more attention given to increasing the response rate in 2016, we also had more candid responses. This should help in continuing to build Kids College through the identification and scheduling of more diverse courses and opportunities throughout the year. Satisfaction ratings continued to be very high:

- Quality of / Need for Course = 99.12%
- Achievement of Course Outcomes = 99.12%

Kids College continues to be a significant piece of Continuing Education as enrollment numbers increased for 2016, and the promise of continued rise in enrollment persists. We look to see Kids College continue to grow from both a quality and enrollment perspective.

**(EO#2) – Not Achieved**

The enrollment benchmark of 2850 was not achieved with enrollment of 2641 students in avocational courses (7.3% below selected benchmark). This number is down approximately 177

students from 2015-2016. Based on a 52.67% student response to course evaluations, the satisfaction ratings by students are as follows:

- Quality of Course = 99.37%
- Achievement of Course Outcomes = 99.58%
- Need for Course = 99.58%

While enrollment was down as compared to the previous year, avocational courses remain highly rated.

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

- Review and clarify questions contained in the student evaluations of courses to improve assessment method and enhance alignment with expected outcomes.
- Utilize Facebook more innovatively by featuring instructors and boosting posts. (EO#1 and EO#2)
- Research successful Kids College-type programs at other institutions to identify potential courses and activities for future inclusion in Kids College. (EO#2)
- Utilize Facebook for adult avocational learning to find interests for an older population in order to increase enrollment. (EO#2)
- Initiate partnerships within the community to increase avocational opportunities for course offerings and enrollment. (EO#1 and EO#2)
- Include all Coordinators in discussion of end of year reports for better communication and discussion of further improvement. (EO#2)

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

All improvement strategies are ongoing for 2017-2018. These strategies will also be included in the 2018 Institutional Effectiveness plan. Additionally, new initiatives will be recommended for inclusion in the Instructional Services component of the 2018-2019 Annual Action Plan when appropriate.

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

Date: 10.05.2017

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**Continuing Education – Business & Industry**

**Purpose in support of the Vernon College Mission:**

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

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

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

3. Offer a minimum of 300 contracted courses to business and industry. (PG #4, 5)

**Assessments used to measure expected outcomes:**

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

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

Date: 07.19.2016

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

**Location of Assessments:**

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

**Dissemination/Discussion of Assessments:**

Enrollment data is maintained and pulled from the database and satisfaction ratings are collected and maintained electronically in Docubase. Satisfaction ratings are derived from course evaluations completed by the students at the conclusion of the course. On the evaluation instrument utilized for specialized contract training courses, questions 2, 7, and 10 are directly tied to the quality of course, the achievement of course outcomes, and the degree to which the course meets student needs/goals. Data for all courses associated with Business/Industry and contract training is collected from student course evaluations and results are presented annually at the Board of Trustees meeting in November. Assessment results are also provided to all Continuing Education Program Coordinators.

**Assessment Results:**

**(EO#1) Not Achieved / In Progress**

We did not solicit responses from employers and no quantitative data exists to determine the level of employer satisfaction with the training received by the students (their employees). In 2015-2016, we had an enrollment of 5,270 students. In 2016-2017, enrollment was 4,590 for a 12.9% decrease in enrollment. However, we continue to see a high level of satisfaction indicated by the student course evaluations. We also anticipate continued growth in business and industry related requests for the future in specialized training with the addition of workforce grant courses.

**(EO#2) Achieved**

There were 4590 student enrollments in business/industry or contract training courses and 3279 student course evaluations were received from students (71.43% response rate). Aggregate student satisfaction ratings are as follows:



- Quality of Course = 99.04%
- Achievement of Course Outcomes = 98.89%
- Meeting Student Needs = 98.41%

**(EO#3) Achieved**

Continuing Education successfully surpassed the benchmark (300) contract courses by offering 399 contract courses for business and industry in 2016-2017. At this benchmark, we are effectively meeting the needs of our business/industry partners who utilize Vernon College for training.

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

- Create an employer survey for 2017-2018 to address employer satisfaction. (EO#1)
- Include all Coordinators in discussion of end of year reports for better communication and discussion of further improvement for evaluations. (EO#2)
- Review and clarify expected outcomes for 2018-2019. (EO#3)
- Continue to monitor enrollment and enrollment trends in contract training and business and industry courses.
- Research grant opportunities to increase contract training and business and industry courses. (EO#3)

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

Institutional Effectiveness plans will continue to be updated, implemented, and assessed on an on-going basis. New initiatives will be recommended for inclusion in the Instructional Services component of the 2018-2019 Annual Action Plan when appropriate.

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

Date: 10.21.16

**Continuing Education – Vocational**

**Purpose in support of the Vernon College Mission:**

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

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

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

**Assessments used to measure expected outcomes:**

1. Enrollment data as reported on Continuing Education Annual Reports. (EO #1)

2. Licensure data as compiled by the Office of Institutional Effectiveness. (EO #2)

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

Date: 07.19.2016

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Vernon College Continuing Education offers programs and fast track careers in the following areas: Dental Assisting, Police Academy, Firefighter Academy, Certified Nurse Aide, Medical Assisting, Medication Aide, Phlebotomy, Correctional Officer Certification, Culinary Arts, and Drilling Fluids. Our programs continue to meet local needs for industry.

**Location of Assessments:**

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

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

**Dissemination/Discussion of Assessments:**

Enrollment reports are pulled from the database and used to determine student enrollment in Continuing Education Vocational courses. Licensure/Certification rates are documented and located within the Office of Institutional Effectiveness. All pass rates come at the conclusion of each program and reported to the institution. The licensure/certification reports are one year behind in reporting due to the nature of completion. These results are presented annually at the Board of Trustees meeting in November. Results are also provided to all Continuing Education Program Coordinators.

**Assessment Results:**

**(EO#1) Achieved**

For 2016-2017 Continuing Education enrolled 1960 vocational students (duplicated). The Continuing Education vocational programs collectively received a 75.56% response rate from student evaluations. The following satisfaction rates for vocational courses were reported in 2016-2017:

- Quality of Course – 98.72%
- Achievement of Course Outcomes – 97.77%
- Meeting Student Needs – 97.43%

**(EO#2) Achieved**

Disaggregated licensure rates for 2015 are as follows:

- Certified Nurse Aide 88%
- Culinary Arts 100%
- Dental Assisting 100%
- Firefighter Academy 100%
- Law Enforcement (correctional) 100%

- Medication Aide (no class for 2014) 67%
- Medical Assisting 88%
- Phlebotomy 84%
- Police Academy 100%

The 2015-2016 aggregated licensure pass rate was 91.89% for students enrolled in Continuing Education vocational courses. This represents a 6.8% increase from the 2014-2015 combined licensure pass rate.

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

- Review and clarify questions contained in the student evaluations of courses to improve assessment method and enhance alignment with expected outcomes.
- Collaborate with Workforce Solutions for needed vocations and associated potential enrollments in our service area. Research and determine if programs in the areas of Physical Therapy Assistant, Medical Technician Assistant, and others are potentially viable for future implementation. (EO#1)
- Increase enrollment by increasing marketing efforts for teachers CEU opportunities and other vocations in our service area. (EO#1)
- Coordinators to meet with adjunct instructors to emphasize the importance of student evaluations of courses for future assessment of program effectiveness. (EO#1)
- Research and provide students with alternative options for licensure testing preparation within those program where the licensure pass rate is below the selected benchmark (Medication Aide and Phlebotomy). (EO#2)
- Research new and innovative ways to promote current and future vocational programs in order to meet community needs and increase enrollment (i.e. Facebook, billboards, radio, etc.). (EO#1)

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

All improvement strategies are currently ongoing for 2017-2018. Institutional Effectiveness plans will continue to be updated, implemented, and assessed on an on-going basis and new initiatives will be recommended for inclusion in the Instructional Services component of the 2018-2019 Annual Action Plan when appropriate.

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

Date: 10.05.2017

**Early College Start - Dual Credit/Concurrent Enrollment**

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

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

1. Provide "Spring Forward" presentations and/or presentation information to a minimum of 70% of our service area high schools to guide their respective students through the dual credit and concurrent process and procedures. (PG #1 and 2 and 5)
2. Provide and or attend events to promote dual credit/concurrent enrollment and Vernon College as a whole. (PG #1 and #2)
3. Enroll a minimum of 475 unduplicated dual credit/concurrent students for the 2016 fall and 2017 spring semesters. (PG #5)
4. Achieve a dual credit student persistence rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #1 and 3)
5. Achieve a dual credit college graduation rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #2 and 3)

**Assessments used to measure expected outcomes:**

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

Submitted by: Melissa Moore, Early College Start Coordinator

Date: 07.19.2016

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**Location of Assessments:**

Early College Start Office, CCC 723.1

**Dissemination/Discussion of Assessments:**

- Spring Forward Presentations are set each spring. The 70% was not met Spring 2017. There were 16 of the 37 high schools that requested the spring presentations. The number of students reached through Spring Forward presentations did increase from 322 in 2015 to 414 in 2016 and a total of 605 in 2017.
- Enrollment numbers dropped minimally in the spring of 2017 with 575 total students registered. Continued recruitment efforts and contact with all the area high schools, will help to keep the numbers consistent.
- The data regarding dual credit persistence rates and college graduation rates is available below. Vernon College's rates continue to approach the state average.
- The data collected regarding dual credit enrollment numbers and Spring Forward presentations are shared at least twice a year, once per semester once final enrollment numbers are tallied, to various committees such as, including the following:
  - Integrated Marketing and Recruiting Committee
  - Academic Council
  - Director, Coordinators and Division Chair Committee

- Data regarding Vernon College dual credit student persistence rates and graduation rates is shared annually in the college's Institutional Effectiveness plans and to Vernon College's Director of Institutional Effectiveness.

**Assessment Results:**

1. Provide Spring Forward presentations to a minimum of 70% of our service area high schools. (PG #4)
  - ***Spring Forward Presentations: 16 of 37, or 43.24%, schools were visited specifically for Spring Forward presentations in spring 2016.***
2. Enroll a minimum of 475 unduplicated students each fall and spring semesters. (PG # 3 and 5)
  - ***Fall 2014: 453***
  - ***Spring 2015: 426***
  - ***Fall 2015: 532***
  - ***Spring 2016: 510***
  - ***Fall 2016: 611***
  - ***Spring 2017: 575***
3. Achieve a dual credit student persistence rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #5)
  - ***Vernon College Dual Credit Student Persistence Rate: 82.4% Statewide: 83.5%***
4. Achieve a dual credit college graduation rate at or above the state average as reported in the annual Texas Public Higher Education Almanac. (PG #5)
  - ***Completion Measures:***
    - ***Average time to associate degree: Vernon College 4.6yrs Statewide: 4.4***
    - ***Average SCH to associate degree: Vernon College 91 Statewide: 90***
    - ***% of earned baccalaureate in 4 years or fewer: Vernon College: 31.5% Statewide: 30.8%***
    - ***% of earned baccalaureate or associate in 4 years or fewer: Vernon College: 34.1% Statewide: 33.9%***

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

- These results have been viewed and will be used to work toward increasing the necessary services to our area high schools, students, and counselors (including but not limited to school visits, presentations, and outreach in the form of more expos/recruiting events).

**Timeline for inclusion in Annual Action Plan:** Inclusion will be in the 17-18 Annual Action Plan.

Submitted by: Melissa Moore, Early College Start Coordinator  
Date: 09.26.2017

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**Department/Program: Library Services**

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

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

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

1. Ensure library resources, services, and facilities meet the needs of students and faculty as evidenced by approval ratings of at least 85% (PG #3).
2. Ensure student and faculty awareness of the library's resources, services, and facilities as evidenced by data collected through library assessments (PG #3).
3. Ensure library hours of operation are above the average number of hours offered by cohort institutions of higher education. (PG #3)
4. Improve online students' awareness of library services by at least 5%. (PG #3)
5. Improve Skills Training Center students' awareness of library services by at least 5% as evidenced by a reduced number of students being unaware of the services offered. Surveys will also indicate a significant increase in the number of students receiving information on library services and programs. (PG #3)

**Assessments used to measure expected outcomes:**

The following assessments will be used to measure expected outcomes:

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

Submitted by: Marian Grona, Director of Library Services  
Date: 07.20.2016

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**Location of Assessments:**

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

**Dissemination/Discussion of Assessments:**

The assessments were disseminated to library staff members for review on September 5, 2017. The assessments will also be discussed with the Library Committee during the October meeting. Minutes from the meetings include assessment results and are posted for public viewing on the Vernon College website via the Learning Resources Committee page.

**Assessment Results:**

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

**Expected Outcome #1: Assessment of Library Services - Partially Achieved**

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

- **Hours of Operation (Vernon & CCC):**
  - When asked to evaluate library hours of operation, 81% of respondents in Vernon and 71% at CCC agreed that library hours were sufficient to meet their informational needs. Both locations registered a 5% drop in approval for library hours when compared to data collected in 2016. In an effort to increase flexibility in weekend scheduling, the library extended weekend hours of operation at CCC in the fall 2016. Weekend hours were increased from 7 to 10 with the hours split equally between Saturday (9:00 AM – 2:00 PM) and Sunday (3:00 PM to 8:00 PM).
  - Peer comparisons are also utilized as a means for evaluating hours of operation. Library hours were benchmarked against the College's cohort group of 8 institutions in the fall 2016. The study showed that Vernon College offered more weekly operating hours than any of the other institutions in the cohort group.
- **Printers (CCC & STC):**
  - Printers received approval ratings of 67% and 76% from CCC and STC respectively. The approval rating for printers at CCC dropped significantly from 83% in 2016 to 67% this 2017 academic year. Since the two high capacity printers remained in good working order with very little down time throughout the year, the library speculates that respondents included the Allied Health Lab in their evaluation of printer resources. A total of ten student comments specifically addressed dissatisfaction with the printers in the Allied Health Lab.
  - Wait time may have also been a factor in the evaluation of library printers. Although both printers are high capacity, stand-alone units, it does occasionally take longer for the machines to process large print jobs such as PowerPoint slides.

- In response, the library will continue to monitor the printers to ensure they remain in good working order and available when needed. Additionally, the library will consider clarifying the survey by specifying “library” printers in the question.
- STC Printer: The library noted a significant drop in approval for the Dell 1710n laser printer maintained in the library. Numerous paper jams and other technical issues were reported for the year. In response, the library plans on replacing this older unit with a new model similar in size and capacity.
- **Book Collection (CCC & Seymour):**
  - The approval rating for the book collection at CCC dropped from 88% in the spring 2016 to 83% in 2017. Students were asked if they were able to locate the books needed for their research or course assignments. The library offers several options to improve student access to books. Options include inter-campus borrowing, Interlibrary Loan, and off campus access to e-books covering most subject areas. The survey showed, however, that students do not know that they can utilize the library’s online form to request books from the main collection on the Vernon Campus.
  - Currently, the service is advertised in the Library Handbook, in an information flyer emailed to all students at the start of each semester, and in informational materials distributed during Chap Express and New Student Orientations.
  - In an effort to further promote inter-campus borrowing and other library services, the library is developing an orientation to post online. The orientation will offer a readily accessible and concise overview of library services available to on-site students and distance learners.
  - Seymour: Of the 8 surveys processed from the Seymour Nursing Program, only 3 students offered an opinion when asked if they were able to locate the books needed for their research. One student responded affirmatively, while the other 2 students indicated that they were unable to locate the books needed. The survey showed that students did indeed know that books could be requested from the main collection in Vernon. Only one student was unaware of the service, while the other 8 respondents indicated that inter-campus borrowing was not needed.

In an effort to further promote and increase student access to books, the library will:

- Include information on inter-campus borrowing in the library orientation currently in development;
- Demonstrate the process for requesting books online during library orientations scheduled during the fall and spring for the Seymour program.
- Work with the instructor in weeding and updating the collection at Seymour; and
- Consider qualifying the question by requesting that students consider the local collection as well as other book delivery options when evaluating the ability to locate the books needed for their research or course assignments.



- **Overall Quality of Library Services (CCC, Seymour):**  
Seymour: Five of the eight students surveyed offered no basis for opinion when asked to rate the overall quality of library services. Each of the remaining three students rated the overall quality as good, fair, and poor respectively. This is a considerable drop in approval when compared to data collected in the spring 2016. In response, the library will address those services falling below the targeted 85% approval in an effort to improve the overall quality of library services.  
CCC: The percentage of students rating the overall quality as good or excellent fell from 84% in 2016 to 77% this spring 2017. Since most other services were rated quite favorably, library hours and printers likely influenced the lower overall approval.
- **Coin Operated Copy Machine (CCC):**  
 The coin operated copy machine in the library malfunctioned during the spring semester. The library will work to ensure technical issues are reported and addressed in a timely manner.
- **Online Library Assistance (Seymour):**  
 Only 2 of the eight students responding to the survey offered an opinion when asked to rate the quality of online assistance. One of the two students agreed while the other disagreed with the following statement: *I received prompt and professional assistance with questions submitted online via email or live chat.* The chat room is open 29 hours per week during the fall and spring semesters. The library is exploring other live chat platforms to replace the software currently in use. In an effort to improve online communication between library staff and end users, the library will look at the functionality, reliability, and consistency offered by a new chat interface.
- **Library Website (Seymour):**  
 When asked to evaluate the library website, only one respondent disagreed that the website offered convenient access to library resources and services. The other 7 respondents offered no basis for opinion. The library will continue to review the organization and layout of the homepage to ensure it remains a convenient gateway to library resources. The library also works to ensure that instructions on how to access online resources via the website are posted in print and electronic informational materials.
- **Computers (STC):**  
 Student satisfaction with the quality of computer resources fell 1% below the targeted 85% approval rating. Eighty-four percent of the students offering an opinion indicated that computers are in good working order and available when needed. The student computers in the library are replaced every 4 years in accordance with the IT replenishment schedule. Efforts are made to ensure technical issues are reported and addressed in a timely manner. In addition to the 6 computers in the library, students have access to additional computer workstations in the tutoring center at STC. A notification of additional workstations is posted on the desktops of all computers in the library.

- **Book Collections (Faculty):**

Faculty were asked to evaluate the book collections at their primary locations. Combined totals from all locations indicated a 4% drop in approval for the overall quality of book collections. Approval ratings of average or above dropped from 86% in 2016 to 82% in 2017. Responses falling below average were registered at CCC (3) and STC (1).

In response to the data, the library will

- Work to increase faculty participation in the survey. Provide drawings for Amazon gift cards as incentives for participation. Approximately 25% of the instructors participated in the survey. The low response rate in relation to the user population increases the margin of error and produces less reliable results.
- Clarify the question to ensure participants consider both print and e-books in their evaluation of book collections. The library relies heavily on e-books in supporting the curriculum offered at the College.
- Promote faculty participation in the selection of library materials. Invite instructors to submit recommendations for the purchase of library materials via the online form.
- Promote inter-campus borrowing which allows instructors to request books from the main collection in Vernon.

## **Expected Outcome #2: Student and Faculty Awareness of Library Services – Partially Achieved**

Library Information: Surveys collected from online learners and STC students showed a drop in the number of students receiving library information. A significant number of dual credit students also indicated that information was not received.

In an effort to promote library services, print brochures were distributed at STC and at service area high schools. Additionally, an information flyer was emailed to all students at the start of each semester. The Library Handbook posted online also serves as a primary source of information on library services.

### Awareness of Library Services:

A significant number of students were unaware of the following services:

- **Interlibrary Loan** (Vernon): Almost 34% of students surveyed did not know that books which are unavailable within the Vernon College Library System could be requested through Interlibrary Loan.
- **Inter-Campus Borrowing** (STC, Dual Credit, Online, CCC): Inter-campus borrowing is available as a means to ensure equitable access to library resources for all Vernon College students irrespective of the geographical location of the students or mode of instructional delivery. Distance learners and students attending instructional locations in Wichita Falls, Seymour, and SAFB can use the library's online form to request books from the main collection on the Vernon Campus. The majority of responses were split between those students offering no basis for opinion and those being unaware of inter-campus borrowing.

- **Online Reference Assistance (Dual Credit):** An almost equal number of students indicated that they either had no basis for opinion or were unaware reference services when asked to evaluate online assistance via email or live chat.
- **Library Assistance at STC:** In lieu of on-site support, the library has setup a dedicated computer to assist students online with library questions and research support. With the web conferencing tool, iMeet, library staff can utilize audio/video conferencing and desktop sharing capabilities to assist students in accessing and using library resources. When asked to evaluate the service, 24 of the 42 students offering an opinion indicated that they were not aware of library assistance via the designated computer.

**Expected Outcome #3: Ensure library hours of operation are above the average number of hours offered by cohort institutions of higher education. - Achieved**

A comparison of library hours in the fall 2016 showed that Vernon College offered the highest number of weekly hours of operation when compared the College's cohort group of 8 institutions. The library will continue to benchmark hours of operation against those hours offered by the peer institutions.

**Expected Outcome #4: Improve awareness of library services among online students by at least 5%. - Not Achieved**

The library noted decreases in awareness in surveys collected in the fall 2016. When compared to the fall 2015, decreases were noted for inter-campus borrowing and for online reference assistance.

**Expected Outcome #5: Improve awareness of library services by at least 5% among on-site students at STC. - Not Achieved**

Inter-campus borrowing: Students can request books from the main collection on the Vernon Campus. Of the 77 respondents, 34 students offered no basis for opinion, while 29 indicated that they were unaware of the service when asked if they were pleased with the assistance they received in obtaining books. This data indicated a decrease in awareness when compared to surveys collected in the spring 2016.

Online Assistance: In lieu of on-site support, a phone and dedicated computer are setup to assist students with library information. When asked if they were pleased with the assistance they received online, the majority of students was unaware of the service or offered no basis for opinion.

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

In an effort to better promote library services and to increase student awareness of the services offered, the library completed an online orientation on August 24, 2017. The new orientation was advertised on VC's social networking pages and through emails sent to all students and faculty. Information was also posted as an announcement in Canvas and in the daily updates. The orientation provides a readily accessible and concise overview on how to access and use library services.

Features include the following:

- An html or website format was used as a means to improve the organization, design, and layout of the content covered. Additionally, a website format provides a more convenient means for navigating to the content.
- Content includes information on how to find articles, books, career resources, group study spaces, and library assistance. Video tutorials are included to help clarify the concepts covered within each section. Focus was placed on clarifying distance learning library services available to online students and to dual credit/concurrent enrollment students at service area high schools.
- The orientation includes a link where students can register to participate in a live, online orientation. The sessions are designed to assist students with library information and research support through Q&A, student/staff collaboration, and live demonstrations using the library's web conferencing tool iMeet. To ensure convenience and flexibility in scheduling, at least 9 sessions are offered during the mornings, afternoons, and evenings each month.
- A link to the animated video introduction to library services is also posted on the orientation page.

The library will continue to capitalize on the orientation as a means for promoting library services. Improvements will include the following:

- Include information on virtual reference services available at STC and Seymour. The library assistance link currently includes information on reference services available via email, live chat, and phone. The library will update the section to include information on web conferencing capabilities available in lieu of on-site support at STC and Seymour. Dedicated computers are setup at both locations to assist students online through the web conferencing tool, iMeet.
- Develop a survey as a means for assessing the orientation. Include a link on the orientation page asking students to evaluate the content and helpfulness of the information.
- Also develop a survey for assessing live, online orientations scheduled monthly.

In an effort to further promote library services, the library will continue to update and maintain the Library Handbook posted online and published in Flipping Book for a more engaging and visually appealing online reading experience. Information is also distributed at New Student Orientations and Chap Express sessions and included in the College Catalog and Student Handbook.

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

Initiatives implemented for improvement in response to assessments will be included in the 2018-2019 Annual Action Plan.

Submitted by: Marian Grona, Director of Library Services

Date: 09.06.2017

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

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

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

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

1. Provide access to instruction, services, and college activities for any qualified student with a disability. (PG 1, 2, 3)
2. Provide necessary accommodations in the classroom, the testing environment, and official college activities that are required or recommended by faculty to 100% of qualified students with disabilities. (PG 1, 2, 3)
3. Achieve at least an 85% satisfaction rate. (PG 1,2,3)
4. Achieve at least a 65% course pass rate for ADA students who used their accommodations. (PG 4)

**Assessments used to measure expected outcomes:**

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

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

Date: 06.29.2016

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**Location of Assessments:**

Office for Students with Disabilities

**Dissemination/Discussion of Assessments:**

- ADA students' services are tracked with comment sheets, individual files, and a shared-department Excel worksheet. Demographic and schedule information for ADA students is pulled from POISE by the OSD Coordinator, her assistant, and the Coordinator for Interpreter Services. The OSD Coordinator then compiles the information to determine how many students were served and what types of disabilities the students declared, what ethnicities the students declared, and what percentage of the served students successfully completed their courses with an A, B, C, or P for credit work, or a CP for

Continuing Education work. Satisfaction surveys are administered to ADA students served by the OSD at the beginning of every semester for services received the previous semester. For example, an ADA student who receives services in the Fall 2017 semester will complete a satisfaction survey during open registration in January 2018. This assures a good response rate for the survey. These surveys are combined, tallied, and analyzed by the ADA Coordinator and her assistant. The satisfaction results are used in the ADA Satisfaction Assessment and the ADA Statistics Report that are reviewed by the Student Success Data Committee. In order to serve qualified students who complete the OSD application process, students must be aware of the services available. Extensive promotion of the OSD services, application, and process for requesting accommodations targets the prospective student as well as the entire college community.

- All results of the expected outcomes for 2016-2017 (provide access and service to all qualified students under the ADA; achieve at least an 85% satisfaction rate; and show that served ADA students achieved at least a 65% course completion rate of an A, B, C, P, or CP) were used in the ADA Satisfaction Assessment and the ADA Statistics Report, which were made available for review by the Student Success Data Committee. These assessments were also placed on the website as part of the Assessment Activity/Report Communication Forms completed for 2016-2017.

#### **Assessment Results:**

- EO # 1: Achieved** Provide access to instruction, services, and college activities for any qualified student with a disability.  
During the Summer 2016, Fall 2016 and Spring 2017, 63 unduplicated students completed the ADA accommodations request process. Most of the students who requested accommodations in the fall returned to the OSD for accommodations in the spring and/or summer. The OSD helped provide access to course instruction, ADA services, and college activities to all enrolled students with disabilities by promoting services on college website, college catalog, student handbook, and in course syllabi, course outlines, and ADA brochures.
- EO # 2: Achieved** Provide necessary accommodations in the classroom, the testing environment, and official college activities that are required or recommended by faculty to 100% of qualified students with disabilities.  
Approved classroom and/or testing accommodations for 100% of qualified students who completed the ADA request process.
- EO # 3: Achieved** 100% percent of ADA students receiving accommodations in Summer 2016, Fall 2016, and Spring 2017 responded yes to the question “The accommodation(s) I received helped me to be successful in classroom and/or testing situations.”
- EO # 4: Achieved** 47 of the 63 documented ADA students used their accommodations arranged for them by the OSD. These 47 students enrolled in a total of 273 classes and successfully completed 237 classes for an **87%** completion rate. This is higher than the overall college completion rate.

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

- Continue to promote ADA services through all forms of media in order to assure students with disabilities are aware of services available.
- Continue to serve all qualified ADA students who complete the accommodations request process with classroom and testing accommodations.
- Maintain a minimum response rate of 65% with a satisfaction rate of 85% or higher for all served ADA students.
- Continue to monitor services to assure adequate access to extended and quiet testing, digital recorders for capturing lecture notes, and other services designed to help the students with disabilities succeed in their classes and programs at Vernon College. Continue to encourage ADA students to use tutoring services, and provide individualized tutoring services when NetTutor is not accessible due to a student's disabilities.
- An 87% completion rate for a high-risk group such as students with disabilities is an excellent, but an exceptionally high, rate and shows that these students have been very successful at Vernon College.

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

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

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

Date: 09.13.2017

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**Department/Program: PASS Department: New Beginnings Program**

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

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

1. Provide necessary services (child care, gasoline reimbursement, textbooks and/or designated supplies, and free tutoring) to at least 150 economically disadvantaged students pursuing a career and technical certificate or degree, or a pre-approved academic transfer major. (PG 1, 2, 3)
2. Achieve at least an 85% satisfaction rate. (PG 1, 2, 3)
3. Identify at least 30 graduates per year from the New Beginnings participants. (PG 1)

4. Achieve at least an 88% placement rate from previous year's graduates. (PG 4)

**Assessments used to measure expected outcomes:**

1. The annual New Beginnings Fact Sheet (EO1)
2. New Beginnings Satisfaction Surveys (EO2)
3. The annual New Beginnings Fact Sheet (EO3)
4. Track New Beginnings graduates via email, telephone calls, postcards, personal visits with graduates, and the Workforce Solutions database tracking system. (EO4)

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

Date: 06.29.2016

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**Location of Assessments:**

All assessments are located in the office of the PASS Department Director on the Vernon campus.

**Dissemination/Discussion of Assessments:**

- The New Beginnings Coordinator and the PASS Department Director retrieved and compiled data from POISE, student applications, student files, and the shared Excel worksheets to create the *New Beginnings Fact Sheet*. This fact sheet was used to report program services and participant demographics, comparing two years at a time. The *New Beginnings Fact Sheet* is part of the Assessment Activity and Report Calendar posted on the College Effectiveness website, and it is provided to private foundations when requesting grant money for the New Beginnings Program.
- *New Beginnings Satisfaction Evaluations* were administered by the New Beginnings Coordinator each semester during Textbook Loan Return. The students completed an evaluation measuring satisfaction of services rendered when they returned their textbooks to the New Beginnings Program at the end of every semester. These evaluations were tallied, and the results were used for the *New Beginnings Satisfaction Evaluation* which was made available for review by the Student Success Data Committee and placed in the Assessment Activity and report Calendar which is posted on the College Effectiveness website.
- New Beginnings graduates were determined by reviewing the Vernon College graduate list each semester, and by phone calls, emails, or word-of-mouth from instructors and directors of various programs. POISE was also used to determine whether or not a New Beginnings student graduated from Vernon College.
- The Coordinator and Clerical Assistant contacted the graduates via postcards, email, phone calls, instructor contacts, and personal contacts to determine if a student went to work, continued their postsecondary education, or entered the military. This information determined the 96% placement rate. Workforce Solutions also assisted in



identifying students who have entered the workforce by searching the Texas job database by name for New Beginnings graduates.

**Assessment Results:**

**EO#1:** Provide necessary services (child care, gasoline reimbursement, textbooks and/or designated supplies, and free tutoring) to at least 150 economically disadvantaged students pursuing a career and technical certificate or degree. – **Achieved**  
New Beginnings served 283 program participants in 2016-2017 with textbooks, child care, gasoline reimbursement, and tutoring. This number exceeded the goal of 150 by 89%.

**EO#2:** Achieve at least an 85% satisfaction rate. – **Achieved**  
203 Satisfaction Surveys were completed by the New Beginnings' participants in the fall, spring, and summer of 2016-2017. 201 students (99%) were satisfied with the New Beginnings services they received and answered yes to the question, "Did New Beginnings services help you achieve your educational goals?"

**EO#3:** Identify at least 30 graduates per year from the New Beginnings Participants. – **Achieved**  
New Beginnings had 54 graduates for 2016-2017. This number exceeded the goal of 30 graduates by 80 percent. The cumulative placement rate for the 26 year life of the program remains at 98%.

**EO#4:** Achieve at least an 88% placement rate from previous year's graduates. - **Achieved**  
Placement Results for the previous year's graduates from the New Beginnings program resulted in a 96% placement rate.

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

- EO#1, the participant rate, will be increased from 150 to 180 in 2017-2018.
- Increase the satisfaction rates to 80% satisfaction rate for the 2017-2018 year.
- The graduate number will be increased from 30 to 40 for the 2017-2018 year.

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

The above use of results for improvement has become standard operating procedure for the New Beginnings Program, and it is monitored on an ongoing, annual basis.

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

Date: 09.13.2017

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

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

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

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

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

**Assessments used to measure expected outcomes:**

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

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

Date: 06.29.2016

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### **Location of Assessments:**

All assessments are located in the office of the PASS Department Director on the Vernon campus.

### **Dissemination and Discussion of Assessments:**

- Students and services were tracked in 2016-2017 by using Accudemia, a student tracking software, and Tutoring Session Summaries. The PASS Department Director required all services, along with date of first visit, numbers of visits, major, GPA, and numerous student demographics retrieved from POISE, to be entered on a regular basis into the Tutoring Excel Worksheets in the shared departmental drive by the Coordinators of the Tutoring Centers. POISE was the Enterprise Resource Planning/Student Information System (ERP/SIS) used by Vernon College in 2016-2017.
- Satisfaction surveys were completed at the end of each semester by students who were tutored or received other services in the Tutoring Centers. These surveys were compiled by the PASS Department Director to determine students' satisfaction with services received in 2016-2017.
- The PASS Department Director merged and analyzed the data on the Tutoring Excel Worksheets to determine the number of students who met the tutoring criteria for inclusion in the successful course completion percentage. After computing the number and percentage of students who successfully completed their courses, the Director reported this number and percentage in the 2016-2017 Institutional Effectiveness Plan.
- Results used for tutoring reports were made to Student Success by the Numbers Committee and posted on the shared drive under Annual Action Plan/Institutional Effectiveness Plans 2016-2017.

### **Assessment Results:**

**EO #1:** Provide necessary services (NetTutor, face-to-face tutoring, guided study group tutoring, and in-house essay tutoring) to at least 300 students per year. - **Achieved**  
The Tutoring Centers tutored 399 students for the 2016-2017 year. This is a 33% increase from the previous year.

**EO #2:** Provide other services (ADA testing, unique circumstances testing, orientation, study skills, time management skills, etc.) to at least 300 students per year. - **Achieved**  
436 students received other services in the Tutoring Center in 2016-2017. This is a **58%** increase from the previous year's total of 276.

**EO #3:** Achieve at least 85% satisfaction rate. - **Achieved**  
Tutoring Evaluations were completed by 104 tutored students in 2016-2017 with a 92% satisfaction rating (yes answer to the following question: "Did the tutoring Center services you received help you to be successful in your course(s)?")

**EO #4:** Achieve at least a 60% course pass rate for those students who meet the criteria. - **Achieved**

Of the 7 students who met the criteria, 85% successfully passed the courses with an A, B, C, or P for credit courses and a CP for Continuing Education courses in the courses for which they received tutoring. While the successful course completion rate is still within

the department's expected outcome, the number of students who met the criteria for inclusion in the outcome is still very low. The Vernon College (VC) successful course completion for all 2016 - 2017 students was 80% in the fall semester of 2016.

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

- Although the students who met the criteria to be considered for EO # 4 had an excellent completion rate for 2016-2017, the number of students is too low to be statistically relevant. Therefore, the criteria will be made broader again for next year so more students will be included in the study.

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

The above use of results for improvement has become standard operating procedure for the Tutoring Centers, and it is monitored on an ongoing, annual basis.

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

Date: 09.13.2017

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## **Office of the President**

**Department/Program: Athletics**

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

VC believes in the whole "student athlete." With quality program offerings, student athletes are provided an opportunity to attend a recognized academic institution and experience college campus life. Student athletes are given the opportunity to grow, mature, and develop not only as athletes but also as students in the pursuit of knowledge and life skills.

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

1. Meet eligibility guidelines for all 4 athletic teams at Vernon College (baseball, softball, rodeo, and volleyball). (PG 1 & 4)
2. Produce athletes who meet academic requirements to progress, persist, and complete higher education certificates and degrees. (PG 1 & 4)
3. Utilize scholarship dollars to their maximum benefit. (PG 1 & 4)

**Assessments used to measure expected outcomes:**

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

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

Date: 06.29.2016

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**Location of Assessments:**

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

**Dissemination/Discussion of Assessments:**

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

**Assessment Results:**

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

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

Improvement measures are identified under 2017-18 Annual Action Plan. Athletics is under direct supervision of the College President.

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

New directives for Athletics is included in the 2017-18 Annual Action Plan.

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

Date: 09.12.2107

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**Department/Program: ERP/SIS**

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

The ERP/SIS provides students, faculty, staff, and administration with the information they need to make informed decisions.

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

1. The ERP/SIS Coordinator will have Unit 4 Solutions Management software installed, fully functional, and accessible online. Dynamics GP software will also be installed, fully functional, and accessible online. (PG #2, PG #3)

2. The ERP/SIS Coordinator will facilitate the migration of data from POISE to U4SM and DGP. (PG #2, PG #3)

**Assessments used to measure expected outcomes:**

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

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

Date: 07.19.2016

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**Location of Assessments:**

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

**Dissemination/Discussion of Assessments:**

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

**Assessment Results:**

1. The Implementation Timeline and Schedule was updated accordingly.
  - a. According to the Implementation Timeline and Schedule, the following should have occurred in Year Two of the Title III Strengthening the Institutions Grant:
    - i. Installation/training of the new ERP: The ERP was selected and installation was began on Unit 4 Solutions Management and Dynamics GP. Institution-wide training on Dynamics GP also commenced beginning January 2017 and continuing.
    - ii. Going Live: Dynamics GP was made live on March 1, 2017 as scheduled. Business office functions were completely transferred from Poise to Dynamics GP.

- iii. ERP Trainings (Required- 4 days per year): There was a total of fifty six trainings (91 days) facilitated by the ERP/SIS Coordinator (January 2017, February 2017, March 2017, April 2017).
- 2. Data migrated from Poise into the new ERP/SIS.
  - a. Data was successfully migrated from Poise into Dynamics GP (September 2016-March 2017).
  - b. Initial data pull for the SIS system of the following data begin in Grant Year II:
    - i. Demographic Data (2010-2017)
    - ii. Admissions, Financial Aid, Grade History- 2013
    - iii. Admissions, Financial Aid, Grade History- 2014
    - iv. Admissions, Financial Aid, Grade History- 2015
    - v. Admissions, Financial Aid, Grade History- 2016

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

- 1. Institutional Workflows
  - a. The Institutional Workflows submitted by each department were used to assess, refine, and create appropriate processes and policies within the Business Department and Human Resources.
- 2. ERP/SIS implemented according to timeline outlined within grant
  - a. The updated ERP/SIS Implementation Timeline was followed and will continue to be followed. In Year II of the grant, the ERP was to be installed and completely operational in September 2017. The ERP was completely installed and operational by March 2017.
- 3. ERP/SIS Coordinator to conduct employee training on new ERP/SIS

**Department/Program: Human Resources**

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

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

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

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

**Assessments used to measure expected outcomes:**

- 1. 100% of faculty have Statement of Qualifications on file; 100% of administrators/staff have resume or application on file, reflecting qualifications for current position; annual audit of 10% of personnel files with checklist of audit was conducted. (EO #1)

2. Employee Handbook Committee agendas/minutes/reports documenting the review process for policies and procedures and identified areas of improvement submitted for approval by the appropriate administrator(s) or Board of Trustees meeting minutes for approval by the Board of Trustees. (EO #2)

Submitted by: Haven David, Director of Human Resources

Date: 06.28.2016

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**Location of Assessments:**

Employee files with Statement of Qualifications, resumes, applications are located in the Human Resource office. The annual audit checklist of 10% of files is also located in the Human Resource office.

Employee Handbook Committee meeting agendas, minutes and reports are located on the College Effectiveness webpage under the Committee link. The Vernon College Board of Trustees meeting minutes are located through Canvas and in the President's office.

**Dissemination/Discussion of Assessments:**

Audit results were discussed among HR staff to determine improvement of processes/practices to make compliance more effective.

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

**Assessment Results:**

During the audit 1 Statement of Qualification was not located. Documentation of 1 professional license had expired.

Updates/changes were made to the Employee Handbook, approved by the Employee Handbook Committee on June 29, 2017, and the Vernon College Board of Trustees on July 19, 2017.

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

Missing documentation was retrieved and placed in the respective personnel files.

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

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

Processes became standard operating procedure and were continued in the 2017-2018 Human Resources Annual Action Plan. Examples include 1) Review and update policies in the Employee Handbook to ensure ongoing compliance with state/federal rules and regulations, policies and procedures; and 2) send out Human Resource survey to provide effective services to accommodate current and future needs of personnel.



Submitted by: Haven David, Director of Human Resources  
Date: 09.22.2017

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### **Department/Program: Institutional Advancement**

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

The Office of Institutional Advancement engages Vernon College and the Vernon College Foundation's internal and external constituencies to secure the resources required to help advance the educational mission. The Office also promotes the College's educational opportunities to prospective students. Activities such as fundraising, alumni relations, marketing, and communications, including social media, are conducted to support the College and Foundation.

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

1. To continue to raise \$250,000 annually to support College and Foundation Scholarships and other needs through fundraising programs aimed at all constituencies. (PG 1, 2, 3, 4, 5)
2. Enhance marketing and communications activities to support College recruiting efforts. (PG 1, 2, 3, 5)
3. Use and promote the Vernon College website as the primary marketing tool. (PG 1, 2, 3, 4, 5)
4. Alumni contacts and engagement to at least 2% of the 36,000 alumni of record in the database to develop an involved and supportive constituency. (PG 1, 2, 3, 4, 5)

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

1. Annual Voluntary Survey of Aid to Education (VSE) includes the total philanthropic dollars raised. (EO 1)
2. Annual recruiting statistics as reported to the Integrated Marketing/Recruiting Committee are reflected in the Meeting minutes. Social Media analytics for activities supporting recruiting efforts, i.e., Facebook, Twitter, Instagram. Print Marketing, i.e., newspaper advertising – number of insertions. Radio/TV Marketing – number of advertising placements. Establish benchmarks for future comparison. (EO 2)
3. Website analytics including comparison to previous years. (EO 3)
4. The number of alumni interactions and record increases. (EO 4)

Submitted by: Michelle A. Alexander, Director of Institutional Advancement/Executive Director,  
Vernon College Foundation  
Date: 07.18.2016

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**Location of Assessments:**

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

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

In September 2016 marketing functions were transferred to the Coordinator of Marketing and Community Relations who reports directly to the Office of the President. The 2016-2017 Marketing materials and website analytics are on file in that office.

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

**Dissemination/Discussion of Assessments:**

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

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

**Assessment Results:**

The Voluntary Survey for Aid to Education (VSE) annual report was submitted to the Council for Aid to Education on September 30, 2017. A total of \$489,266 in philanthropic support for the previous fiscal year was reported.

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

Through the use of the Vernon College main Facebook page and the College's Alumni Facebook page and E-newsletters, the College is reaching out to alumni. Alumni are responding and updating their information, including current contact information. To date, approximately 5200 valid alumni email addresses are on file and were used to send out the 2017 Vernon College Effectiveness Questionnaire and the Alumni E-Newsletter.

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

The VSE report is used as an aid in developing plans for the cultivation/solicitation of various categories of donor constituencies. Several years ago as a result of completing the VSE, Vernon College received a national Educational Fundraising Award from the Council for Advancement

and Aid to Education (CASE) recognizing increased philanthropy given to the College over prior years. Year to year comparison of total private gifts and grants raised on behalf of Vernon College demonstrates the success of fundraising initiatives.

Changes in personnel, areas of responsibility, and enrollment will provide the roadmap for the Integrated Marketing/Recruiting Committee to continuously monitor and assess marketing and recruiting activities during the 2017-2018 academic year.

In the September 2017 Vernon College Effectiveness Questionnaire which was sent to approximately 5200 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.

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

The 2017-2018 Annual Action Plan reflects objectives and actions selected by Institutional Advancement to reflect the above listed Use of Results for Improvement.

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

Date: 09.29.2017

**Department/Program: President/Institutional Effectiveness**

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

The President and Office of Institutional Effectiveness promote planning and assessment to ensure accountability and continuous improvement of the Vernon College Mission focused processes and practices.

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

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

**Assessments used to measure expected outcomes:**

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

Submitted by: Dr. Dusty Johnston, President  
Betsy Harkey, Director of Institutional Effectiveness  
Date: 07.19.2016

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**Location of Assessments:**

Committee agendas, exhibits, and minutes are located on the Vernon College website in the Governance thru Committee section and in Canvas. Note that the Student Success by the Numbers Committee name changed to Student Success Data Committee in Fall 2016. The Planning Calendar is posted annually on the website Annual Action Plan – Long Range Strategic Plan webpage. The Assessment/Report Calendar along with the related Glossary and completed communication forms are found as links (Assessment Data and Assessment Overview) from the College Effectiveness webpage. The Vernon College Effectiveness Questionnaire is maintained in Survey Monkey and with the Director of Institutional Effectiveness. The Director of Institutional Effectiveness and Administration Assistant to the Director of Institutional Effectiveness also utilize a shared drive for document storage/backup.

**Dissemination/Discussion of Assessments:**

1. Planning Calendar tracking is a routine agenda item for the College Effectiveness (CE) Committee to ensure ongoing communication and oversight. The CE Committee approved the 2016-2017 Annual Planning Calendar on July 20, 2016. The Vernon College Board of Trustees reviewed the calendar on August 17, 2016.
2. The Assessment/Report Calendar and related Glossary was an ongoing project for members of the Student Success Data Committee in 2016-2017. Dissemination of completed communication forms were made available for review and discussion through the Vernon College website.
3. The Vernon College Effectiveness Questionnaire was administered August 11, 2017 – September 6, 2017. Summary results were shared with members of the President’s Team, Student Success Data Committee, College Effectiveness Committee, and Data Email Group in September 2017. Summary results are scheduled to be shared with the Vernon College Board of Trustees in November 2017 as the Student Success Data Fact.

**Assessment Results:**

1. All activities listed on the 2016-2017 Planning Calendar were addressed.
2. As of October 15, 2017 over 90% of the Assessment/Report Communication forms were completed and submitted for posting on the Vernon College website. Forms not yet received were due to personnel changes or delays in reporting processes. Collection and sharing of this information is expected to be completed by late fall 2017.

3. Eighty-five percent of the 567 responses to the Vernon College Effectiveness Questionnaire Strongly Agreed/Agreed that Vernon College “promotes planning and assessment to ensure accountability and continuous improvement to the Vernon College mission focused processes and practices.”

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

1. No additions were made to the Annual Planning Calendar for 2017-2018 when reviewed and approved by the College Effectiveness Committee on July 27, 2017. The 2017-2018 Planning Calendar was presented to the Board of Trustees on August 9, 2017. Planning Calendar review, tracking and enhancement will continue as an ongoing agenda item for the College Effectiveness Committee.
2. The help continue to address identified needs for process improvement and communicating information/data as recognized during 2016-2017 and as documented in previous years’ Institutional Effectiveness Plans, the Assessment/Report Calendar, along with the Glossary:
  - Underwent a review/audit during July, August, and September of 2017 by responsible persons as well as the Student Success Data (SSD) Committee. Updates and clarifications were made to both documents. The 2017-2018 Assessment/Report Calendar and General Glossary were approved by the SSD Committee on October 13, 2017. The documents are scheduled to be shared with the Vernon College Board of Trustees at the November 2017 meeting.
  - Responsibility for oversight of the process and collection of communication forms was transferred from the Director of Quality Enhancement to the Director of Institutional Effectiveness. An Administrative Assistant to the Director of Institutional Effectiveness was hired in June 2017. The position’s duties include helping to facilitate the communication process.
  - Review, discussion, and enhancement of the Assessment/Report Calendar, Glossary, and communication form content will continue to be a priority for Vernon College.
3. Administration of the Vernon College Effectiveness Questionnaire will be conducted in August and early September of 2018. Data will be used for comparison purposes and future planning.

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

Monitoring and ensuring that the Assessment/Report Calendar and Glossary as well as the Planning Calendar were included in several actions as part of the President/Institutional Effectiveness portions of the 2017-2018 Annual Action Plan e.g.

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

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

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

Submitted by: Betsy Harkey, Director of Institutional Effectiveness

Date: 10.15.2017

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### **Department/Program: Office of Quality Enhancement**

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

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

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

1. Monitor and ensure the five components of the QEP Review Framework are articulated clearly and concisely in the QEP written document. The framework includes the following: an Institutional Process; Focus of the Plan (Learning Outcomes); Institutional Capability for the Initiation, Implementation, and Completion of the Plan; Broad-Based Involvement of Institutional Constituencies; and Assessment of the Plan. (PG #1,2,4)
2. Monitor and ensure development, implementation, and assessment of ongoing staff development and training including new Quality Enhancement Planning initiatives. (PG #1,4)
3. Monitor and ensure development and implementation of an online Educational Technology Implementation process by the Technology Committee. (PG #1,2,4)

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

1. Completed draft QEP written document including all components of the QEP Review Framework, agenda and minutes noting approval by the Quality Enhancement Plan Development Task Force, agenda and minutes noting approval by the Quality Enhancement Plan Planning Committee (EO #1)
2. Governance thru Committees Membership List, professional development policy, calendar, and follow-up assessments (EO #2)
3. Governance thru Committees Membership List, written process and online form approved by the Technology Committee, agendas and minutes noting approval of the request process (EO #3)

**Location of Assessments:**

1. Agendas and minutes noting approval of proposed QEP plan by the Quality Enhancement Plan Development Task Force and agenda and minutes noting approval by the Quality Enhancement Plan Planning Committee are located on the Vernon College website within the Governance thru Committee section as well as in the appropriate committee designations within the Canvas LMS system. The Director of Quality Enhancement has electronic copies of all QEP/QEP related committee agendas, minutes, and exhibits as well.
2. The Professional Development Policy and Professional Development Calendar are both located on the Vernon College website within the Faculty-Staff link and labeled "Professional Development." In addition, all agendas and minutes detailing QEP related professional development committee plans and procedures are located on the Vernon College website within the Governance thru Committee section as well as in the appropriate committee designation within the Canvas LMS system. The Vernon College Professional Development Survey is maintained in Survey Monkey and with the Director of Quality Enhancement. The Director of Quality Enhancement has electronic copies of all Professional Development Committee agendas, minutes, and exhibits as well.
3. As related to the technology component of the planning, procedure, and ongoing improvement practices of the QEP, a technology approval process is implemented. The new technology requisition process, including the written process, online form, and approval by the Technology Committee, is documented within the Technology Committee agendas and minutes approval. Technology Committee agendas and minutes located on the Vernon College website within the Governance thru Committee section as well as in the appropriate committee designation within the Canvas LMS system. The Director of Quality Enhancement has electronic copies of all Technology Committee agendas, minutes, and exhibits as well.

**Dissemination/Discussion of Assessments:**

1. All QEP developments are disseminated via the President's monthly College Update publications; weekly President's Team Meetings; annual Fall/Spring All College Kickoff Updates; annual Fall/Spring Kickoff Breakout Sessions; Board of Trustees Meetings; and periodic QEP updates via e-mail to all college personnel.
2. QEP development reports were also disseminated during the following annual committee sessions: Quality Enhancement Planning Committee; Professional Development Committee; Technology Committee Meeting; Title III Oversight Committee; College Effectiveness Committee; and the Student Success Data Committee.

## Assessment Results:

1. **Survey of Entering Student Engagement (SENSE).** The SENSE instrument collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college in an effort to help college administrators understand students' critical early experiences and improve institutional practices that affect student success in the first college year. SENSE benchmarks are a consideration in the development of the current Inquiry-based Learning QEP initiative. SENSE 2016 data concludes that Vernon College is essentially aligned with its cohorts in the following benchmark areas:
  - a. Early Connections
  - b. High Expectations and Aspirations
  - c. Clear Academic Plan and Pathway
  - d. Effective Track to College Readiness
  - e. Engaged Learning
  - f. Academic and Social Support Network

While Vernon College is essentially aligned with its cohorts regarding the preceding SENSE 2016 benchmark data, some key outliers for QEP purposes are present. Regarding the “Engaged Learning” benchmark, Vernon College rated lower in students “working with others on a project or class assignment” than cohort colleges rated. As active and collaborative learning is a target for the Inquiry-based Learning QEP initiative, this lower score may be positively impacted in future SENSE outcome results.

2. **Community College Survey of Student Engagement (CCSSE).** Administered in the Spring 2017 term, the CCSSE survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. CCSSE benchmarks are of critical consideration in the development of the current Inquiry-based Learning QEP initiative. CCSSE 2017 data concludes that Vernon College is essentially aligned with its cohorts in the following benchmark areas:
  - a. Active and Collaborative Learning
  - b. Student Effort
  - c. Academic Challenge
  - d. Student-Faculty Interaction
  - e. Support for Learners

While Vernon College is essentially aligned with its cohorts regarding the preceding CCSSE 2017 benchmark data, some key outliers for QEP purposes are present. Regarding the “Active and Collaborative Learning” benchmark, Vernon College rated lower in students “Making a class presentation” than cohort colleges rated. Regarding the “Student Effort” benchmark, Vernon College rated lower in students “Prepared two or more drafts of a paper or assignment before turning it in” and “Worked on a paper or project that required integrating ideas or information from various sources” than cohort colleges rated. And finally, regarding the “Academic Challenge” benchmark, Vernon College rated lower in students developing a “Number of written papers or reports of any length” than cohort colleges rated. As active and collaborative learning, student



effort, and academic challenge are targets for the Inquiry-based Learning QEP initiative, these lower score values may be positively impacted in future CCSSE outcome results.

3. **Community College Faculty Survey of Student Engagement (CCFSSE).** Administered in the Fall 2017 term, the CCFSSE elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences. Linked to the CCSSE (above), the CCFSSE allows for comparisons of student and faculty responses and thus provides an interesting correlate, especially in those areas where students and faculty report differing perceptions of the same experience. The CCFSSE asks faculty to answer questions regarding the same benchmark areas as the CCSSE:
  - a. Active and Collaborative Learning
  - b. Student Effort
  - c. Academic Challenge
  - d. Student-Faculty Interaction
  - e. Support for Learners

Student and faculty responses were similar in "Making a class presentation," collectively agreeing that the occurrence falls between "Sometimes" and "Never." Student and faculty responses also correlated on "Prepared two or more drafts of a paper or assignment before turning it in." Vernon College students rated lower than the cohort...and faculty rated this event between "Sometimes" and "Never." Interestingly, Vernon College rated lower in "Worked on a paper or project that required integrating ideas or information from various sources" than cohort colleges rated. Yet, faculty rated this activity occurring more so in the "Often" category. And finally, regarding the "Academic Challenge" benchmark, Vernon College rated lower in students developing a "Number of written papers or reports of any length" than cohort colleges rated. Here, faculty responses were wildly distributed and difficult to compare to student response rates. As noted earlier, with active and collaborative learning, student effort, and academic challenge as targets for the Inquiry-based Learning QEP initiative, these lower score values by both students and faculty may be positively impacted in future CCSSE and CCFSSE outcome results.

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

1. The continuance of QEP Planning Committee sessions along with filed agendas and minutes will aid in the swift progress of a successful QEP narrative appropriate to and in compliance with the all components of the approved QEP Review Framework (EO #1).
2. The continuance of due diligence on the part of the Professional Development Committee to carry out PD policies as well as create QEP appropriate professional development events and activities will aid in the progress of a successful QEP initiative through the college. Filed agendas and minutes as well as documented and archived professional development calendars are essential in tracking the progress and procedure of this endeavor (EO #2).

3. Continuance of the approval process through the Technology Committee will aid in the successful integration of new QEP related technology throughout the institution (EO #2).
4. CCSSE and CCFSE surveys be administered in the Spring 2018 term. SENSE will be administered in the Fall 2018 term. Data results collected from these engagement surveys will continue to be used for comparison purposes and future planning.

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

Timelines for the progress and completion of the QEP narrative, QEP Professional Development Initiatives, QEP Technology appropriation, and Institutional Survey administrations are currently included as fundamental actions as part of Quality Enhancement portions of the 2017-2018 Annual Action Plan

Submitted by: Dr. Donnie Kirk

Date: 10/19/2017

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## **Student Services**

**Department/Program: Counseling**

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

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

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

1. Conduct New Student Orientations to meet the needs of potential Vernon College students verifying that potential students get information concerning Texas Success Initiative Laws, advising/registration procedures, course descriptions, and the Vernon College catalog. (PG 3)
2. Identify how much counselor time is spent in direct student contact through walk-ins, appointments, and degree audits. (PG3)
3. Through the new ERP/SIS, counselors will identify students who are undeclared/undecided or transfer students and make documented contact with them to advertise services such as career coach and transfer opportunities with four-year schools. (PG 3)

**Assessments used to measure expected outcomes:**

1. New Student Orientation Report (EO1)
2. Counseling Appointment and Degree Audit Report (EO2)

3. Log of contacts to undeclared/undecided students using the new ERP/SIS system (EO3)

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: 07.18.2016

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**Location of Assessments:**

All assessments are kept electronically by the Associate Dean of Student Services.

**Dissemination/Discussion of Assessments:**

The New Student Orientation Report and the Counseling Appointment and Degree Audit Log are both shared with Student Services through the Associate Dean of Student Services and the Student Success by the Numbers Committee. The Log of Contacts to Undeclared/Undecided Students was not completed. The ERP/SIS system has not been ready for use as of September 2017; therefore, VC Counselors have not been able to electronically identify undecided, undeclared, or transfer majors.

**Assessment Results:**

Counseling Appointment and Degree Audits

COMBINED CAMPUS TOTALS	Degree Audits	Counseling Appointments	Counseling Walk-ins
August 2015-December 2015	363	530	147
August 2016-December 2016	428	492	147
January 2016 - August 2016	893	902	261
January 2017-August 2017	902	752	809
TOTALS FOR YEAR 2015-2016	1256	1432	408
TOTALS FOR YEAR 2016-2017	1330	1244	956

The New Student Orientation Report is a snapshot of students who are interested in attending Vernon College. They do not need to have applied or made any other steps toward attendance.

Student Services staff has noticed over the years that as important as asking if a student is a first generation student we want to ask if the family has a history of successful college completion. We have started to ask how many respondents have someone in their family has graduated from college. Instead of focusing solely on a “college going culture” we see the need to focus on a “college completing culture.”

New Student Orientation Survey information

Year	First Person to Attend College	Have a family member who graduated college	Feel better prepared to start college as a result of NSO	Rate the presentation above average or excellent (attendees were given 5 answer options – poor, below average, average, above average and excellent. These 2 were selected for this chart because they represent the majority of answers.)
2015-2016	41%	Was not asked	97%	95%
2016-2017	47%	35%	90%	95%

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

The Counseling and Degree Audit Report shows that counseling staff were able to maintain our degree audits and appointments while doubling our walk-in advising. This is due to a transition from scheduling all advising appointments to providing an “advising on demand” model. The shift to this aforementioned model was made possible by the addition of three Student Success staff members to the Student Services team.

The New Student Orientation Survey information reflects relatively consistent numbers. The addition of tracking if potential students have a family member who has graduated from college will allow us to better identify and nurture not only a “college going culture” but a “college completing culture.” Student Services Counselors are changing the NSO format for Fall 2017 from lecture/PowerPoint based to an Inquiry Based Learning model in alignment with the VC QEP. Student Services are hopeful this more interactive approach will help students better learn how to find the answers they need, independently, as they matriculate through Vernon College; further, this will introduce learners to the QEP teaching model that is to be employed in the academic setting.

To date, the ERP/SIS system has not been implemented at Vernon College. Therefore, we remain unable to identify particular student admission categories (undecided, undeclared, transfer) utilizing our current student information database. Several Student Services personnel have worked with the computer programming engineers to expedite the resolution of these types of challenges.

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

A projected completion date for the reformatting of the New Student Orientation (NSO) Program is October 31, 2017. NSO will serve as a pilot program for QEP although it was not written in to the annual plan. Career Counseling Initiatives will continue to be written in to the Annual Action Plans and will be implemented as soon as the new ERPSIS is functional and necessary data can be accessed.

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: 09.22.2017

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

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

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

1. Measure student satisfaction with housing and food service through use of updated student surveys. (PG2)
2. Provide a safe living environment through regular health and safety inspections each semester. (PG3)
3. Utilize all housing functions of the new Vernon College ERPSIS as they become available. (PG2)

**Assessments used to measure expected outcomes:**

1. Use and analysis of housing and food service surveys. (EO1)
2. Completion and review of the Resident Hall Health and Safety Inspections for Fall and Spring 2015-2016 academic year. (EO2)
3. Documented use with date of first use of new Housing ERP/SIS functions as they become available including but not limited to: online applications, online housing payments, electronic room assignments and documentation of housing fines. (EO3)

Submitted by: Kelly Eason, Director of Housing

Date: 07.18.2016

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**Location of Assessments:**

Files, both paper and electronic, are stored in a secured area in the office of the Director of Housing; copies of the aforementioned assessments are forwarded to the Dean of Student

Services, the Associate Dean of Student Services, and the Student Success by the Numbers Committee Chairperson.

**Dissemination/Discussion of Assessments:**

Assessments are disseminated to and discussed with the Dean of Student Services, the Associate Dean of Student Services, the Student Success by the Numbers Committee Chairperson, and the Student Services Leadership team.

**Assessment Results:**

Question	Year 2016-2017	Year 2015-2016
Did you receive notice of rules and regulations	99% yes	100% yes
Check in Process was quick and efficient	100% yes	99% yes
Were you aware of Student Activities	98% yes	97% yes
Housing Wi-Fi met your needs for schoolwork	45% yes	68% yes
Housing Wi-Fi met your needs for social networking	48% yes	62% yes
Housing Wi-Fi met your needs for entertainment	43% yes	46% yes
Overall Food Service	31% very acceptable 45% usually acceptable	35% very acceptable 59% usually acceptable

	Year 2016-2017	Year 2015-2016
Dates resident hall room inspections were conducted	September 14, 2016 October 13, 2016 November 17, 2016 February 8, 2017 March 7, 2017 April 6, 2017	September 14, 2015 October 27, 2015 November 25, 2015 February 18, 2016 March 16, 2016 April 19, 2016
Staff who participated in resident hall room inspections	Housing Director and 4 RA's	Housing Director and 2 assistant coaches
Issues Noted with resident hall room inspections	Cleanliness Issues (fines or warnings issued), maintenance issues (missing light bulbs, holes in wall etc...) No other prohibited items fines in Fall or Spring	Cleanliness issues (fines issued), Fall -Alcohol (4 fines issued and alcohol confiscated), other prohibited items (candles, toasters, fish tank, hookah), general maintenance issues Spring -Alcohol (3 fines issued and alcohol confiscated), other prohibited items (candles, toasters), general maintenance issues

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

After reviewing results, Housing internet and Wi-Fi continue to rank lowest on customer satisfaction. Vernon College did invest in upgraded hardware including new underground lines and new internet routers/hot spots in every dorm room. If dissatisfaction of internet services continues to be an issue, Vernon College will work with our IT provider (RunBiz), as well as our internet provider (ATT), to better meet the needs of our students. Within the last 3-5 years, housing students have proven to use exponentially more bandwidth, with many students using multiple devices at the same time. Resident Hall inspections will continue to be conducted monthly; this is a proactive measure to ensure adherence to dormitory rules and to maximize student safety.

At this time Vernon College Housing forms have not moved to an electronic format because the ERP/SIS system has not been realized. Housing leadership has participated in all planning sessions with the ERP/SIS consultants; this will increase the chances of a smooth transition from paper to electronic formatting.

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

The Director of Housing has taken on additional responsibilities with the inclusion of Student Activities. Student Services will continue to serve as a student advocate for Student Housing asking for and planning for future needs including dependable internet services as advertised. Transitioning from paper to electronic formats is in the 2017-2018 Annual Action Plan; however, this is dependent on implementation of the new ERP/SIS system.

Submitted by: Jesse Dominguez, Director of Housing

Date: 09.22.2017

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

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

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

1. Prepare and educate the college community on emergency preparedness. (PG 1)
2. Solicit feedback from students and employees on how to better serve them. (PG 2)
3. Continue to monitor participation and encourage enrollment in the Vernon College Emergency Alert System. (PG 1)

**Assessments used to measure expected outcomes:**

1. Report to the Dean of Student Services documentation and current utilization of all Vernon College security communication strategies, safety phones, and safety cameras. (EO 1)
2. Attendance at Vernon College Security, Safety and Health Committee meetings. (EO 2)
3. Report to the Dean of Student Services in December 2016 of number of Early Alert participants as well as documented measures to increase enrollment. (EO 3)
4. Creation of a survey of students and employees to solicit feedback regarding Vernon College security and subsequent report to the Dean of Student Services. (EO1)

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

Date: 07.18.2016

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**Location of Assessments:**

All assessments are kept in the office of the Vernon College Director of Campus Police.

**Dissemination/Discussion of Assessments:**

Assessments are shared and discussed with the Dean of Student Services, the Associate Dean of Student Services, and the Vernon College Health and Safety Committee Chairperson.

**Assessment Results:**

- All cameras at Vernon College are tested and viewed daily. Issues are reported daily to Vernon College IT support.
- The Vernon College safety and security phones were tested on July 1 and 15, 2017. All non-working phones were repaired or replaced.
- The Vernon College Early Notification System was reviewed and tested by Vernon College administration on December 13, 2016.
- The Director of Campus Police, Dean of Student Services, and the Associate Dean of Student Services attended the Vernon College Health and Safety Security Meeting on February 17, 2017. At the aforementioned meeting, an Emergency Preparedness Flip Chart subcommittee was created. The Vernon College Director of Campus Police chaired the Emergency Preparedness Flip Chart subcommittee meeting on March 6, 2017.
- Vernon College's emergency notification system is an "opt-in" system for both students, employees, and the community. Due to the "opt-in" nature of the system, the multiple site locations, and the transient student population, Vernon College has not been able to efficiently track system enrollments, especially as they pertain to currently enrolled students.
- Vernon College's Director of Campus Police and the Dean of Student Services met with various employees throughout the institution. These individual "surveys" at various locations, coupled with the individual departmental needs, were crucial in making the recommendation for the transition from contract labor (part time security guards) to



the addition of two full-time Vernon College police officers and a rotating pool of Vernon College part-time security officers.

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

- Vernon College continues to regularly monitor all electronic security equipment including cameras, phones, and the Early Notification System.
- Vernon College updated the Emergency Procedures Flip Chart in the fall 2017 semester and provided it to all employees electronically.
- Vernon College currently operates a fully sanctioned police department consisting of the following staff: police chief, three full-time police officers, and a pool of licensed peace officers serving as part-time security. All positions are supervised by the Vernon College Director of Campus Police (who also serves as the Chief of Police within the VC Police Department.)

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

Vernon College Administration will continue to evaluate the needs at all Vernon College locations and will continue to meet all federal, state, and local security requests and reporting requirements. The creation, utilization, and staffing of a fully functioning police/security force was included in the 2017-2018 Annual Action Plan; this goal was accomplished prior to the originally proposed date.

Submitted by: Kevin Holland, Director of Campus Police  
Date: 09.21.2017

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**Department/Program: Student Activities**

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

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

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

1. Measure student participation of on-campus student activities to make considerations for future years activities. (PG 3)
2. Survey students at all Vernon College locations to solicit feedback on all programs and activities. (PG 3)
3. Provide mentorship for the Vernon College student Government Association and Student Forum. (PG 4)

**Assessments used to measure expected outcomes:**

1. Student Activities Log of Activities (EO 2)
2. Student Activities Year End Survey of Students (EO 1)
3. Meeting minutes and attendance at the statewide convention (EO 3)

Submitted by: Shealeigh Jones, Director of Student Activities

Date: 07.18.2016

**Location of Assessments:**

All assessments are kept in the office of the Director of Housing; copies are sent to the Dean of Student Services, the Associate Dean of Student Services, and the Student Success by the Numbers Committee Chairperson. Effective Fall 2017, the Director Housing has taken over Student Activities for a trial period of the 2017-2018 academic year.

**Dissemination/Discussion of Assessments:**

The Student Activities Log of Activities and the Student Activities Year End Survey of Students are both reported to the Student Success by the Numbers Committee Chairperson. The reports created from these documents are also reviewed at Student Services staff meetings and at Student Services Leadership Council meetings.

**Assessment Results:**

Question	2016-2017	2015-2016	2014-2015
Vernon College provided adequate Student Activities	90%	88%	94% yes
Percentage of students who attended at least one Student Activities each semester	85%	70%	97% yes
Students reported they would like to see more activities such as:	Flag Football Concerts Dodgeball Bonfires	Flag Football Knockerball Bingo Basketball	Knockerball Sand Volleyball Ice Cream Bingo

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

After much discussion and review, Vernon College administration came to the understanding that the majority of students who participate in on-campus Student Activities are also student residents. Therefore, Vernon College opted to restructure Student Activities so that events are led by the Housing Director and Student Government is led by the Vernon Campus Counselor. This allowed administration to reassign other roles in other Student Services departments to better meet the needs of all students.

Student Activities also determined through student interviews that on campus residents were more inclined to attend and appreciate smaller activities involving food on Sunday nights rather than a once a semester larger production such as a hypnotist, speaker, or band. Therefore, we are planning more, smaller activities accordingly.

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

Currently, having Student Activities run by the Housing Director and having Student Government sponsored by the Vernon Campus Counselor is in a pilot year. If successful, these assignment changes will be made permanent through restructuring through the Annual Action Plan.

Submitted by: Jesse Dominguez, Director of Housing

Date: 09.22.2017

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**Department/Program: Student Success Pathway****Department/program purpose in support of the Vernon College Mission:**

The Student Success Pathway is part of strategy 2 for the Title 3 grant with the intent of increased academic support through proactive and intrusive advising throughout the College. The Student Success Pathway will support the mission of the college by providing intensive guidance to support the engagement, retention, and persistence of Vernon College students.

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

1. Student Success Pathway (SSP) structured to include an integrated set of institutional policies, practices and programs that are intentionally designed to maximize students' progress at each point of their community college experience. (PG1)
2. Student Success Specialists will provide intensive guidance to at-risk students to encourage use of support services within and outside the College. (PG2 & 5)
3. SSP staff offer professional development workshops to faculty and staff designed to improve retention, completion of a certificate or associate degree, and/or successful transfer through proactive and intrusive advising. (PG #4)
4. SSP staff guidance to ensure effective New Student Orientations and Chap Express through Active and Collaborative Learning. (PG#3)
5. 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. (PG#5)

**Assessments used to measure expected outcomes:**

1. SSP articulated, documented, and approved by task force and oversight committee notes; communicated college wide to faculty and staff through professional development training and email to all college personnel as evidenced by training agendas, participation, copies of emails and training evaluations. (EO#1)
2. Individual follow-ups after initial meeting to determine effectiveness of suggested study recommendations and need for additional support/services (formative assessment). Fall and Spring end of semester Academic Coaching surveys (interim), End of Year Academic Coaching summary (summative). (EO#2)

3. Number of workshops conducted, participation in workshops; training agendas, participation, copies of emails, and training evaluations. (EO#3)
4. New Student Orientation: individual evaluation forms completed to ensure student learning of expected outcomes (formative); documented recommendations based on trainings and task force oversight (ongoing). Chaps Express: exit survey at end of session (formative); Chaps Express end of semester survey (interim); participating students' GPA and persistence (summative). (EO#4)
5. Documented process approved by task force and oversight committee and identification of initial group of peer mentors by August 2016. (EO#5)

Submitted by: Brandi Brannon, Student Success Pathway Coordinator

Date: 07.19.2016

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#### **Location of Assessments:**

1. Title III, Student Success Pathway Task Force and Title III, Oversight Committee courses in Canvas. Additional materials located in office of Student Success Pathway Director.
2. Surveys located in office of Student Success Pathway Director, summary assessments on A/R Communication Forms, 2016-17 Annual Action Plan Summary.
3. Title III, Student Success Pathway Task Force and Title III, Oversight Committee courses in Canvas. Surveys located in office of Student Success Pathway Director, 2016-17 Annual Action Plan Summary.
4. New Student Orientation (NSO) located in office of Associate Dean of Student Services. Chap Express surveys located in office of Student Success Pathway Director, summary assessments on A/R Communication Forms, 2016-17 Annual Action Plan Summary.
5. Surveys located in office of Student Success Pathway Director, 2016-17 Annual Action Plan Summary.

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

All assessments are shared with college faculty/staff through various committees: Student Success Pathway Task Force, Title III Oversight Committee, College Effectiveness Committee, and Student Success Data Committee. Presentations are also given during fall and spring all employee professional development weeks.

#### **Assessment Results:**

1. An updated version of the Student Success Pathway through the "progress" stage was completed in November 2016. In April 2017, departments reviewed the Student Success Pathway and identified and reported best practices, barriers, and suggestions for improvement.
2. During the 2016-17 academic year, there were 216 Academic Coaching [including Striving to End Probation Status (STEPS)] appointments, 126 of those being unique students.  
Academic Coaching Survey Fall 2016 and Spring 2017 Highlights

- Both semesters “Meeting with the Student Success Specialist face-to-face” was selected as the most helpful part of the academic coaching session by the majority of students.
- 93% of students felt they “had a better understanding of what it takes to be successful each semester” after meeting with a Student Success Specialist.
- 100% of students would recommend academic coaching to another student who is experiencing academic difficulty.

#### STEPS Academic Coaching Survey Spring 2017 Highlights

- 88% selected “Meeting with the Student Success Specialist face-to-face” as the most helpful part of the STEPS appointment.
  - 88% of students felt they “had a better understanding of what it takes to be successful each semester” after meeting with a Student Success Specialist.
  - 88% of students would recommend STEPS to another student who is experiencing academic difficulty or about to be on probation.
3. A total of 5 webinars were offered to all faculty and staff through the VC Innovation Center course in Canvas: Nudging Students to Success: The Integration of Academic Advising and Motivational Psychology; Academic Advising for Student Retention & Persistence: A Strengths Development Approach; Academic Advising for Student Retention & Persistence: Cultivating the Potential in At-Risk Students; Advising Needs of First Generation Students: Taking a Closer Look; and Academic Advising for Military Students: A Panel Discussion. Additionally on September 16, 2016 a Proactive Advising Workshop was conducted by UT San Antonio advisors Donna Ware and Shunverie Barrientez. The workshop was attended by faculty and staff (74).
  4. Fall 2016 – 6 Chap Express offered (2 VER, 4 CCC); Spring 2017 - Four Chap Express offered (1 VER, 3 CCC); Target population = students enrolled in more than one developmental course, student athletes, referrals from staff or faculty, or students who expressed anxiety about beginning college. The most helpful part of Chaps Express as reported by participants was “Information on Resources” with 99.4 % reporting they felt better prepared for the semester after attending. NSO data is found in the office of the Associate Dean of Student Services. Post New Student Orientation (NSO) and Chap Express meetings are conducted to identify best practices and suggested improvements.
  5. The Student Peer Mentor program was established in the Fall 2016 semester. There were 12 peer mentors selected during the Fall 2016 semester and 5 during the Spring 2017 semester with trainings conducted in a group (preference) or individual setting. In the Spring 2017 semester, 20 Peer Mentees opted into the program and were paired with a Peer Mentor. 11 of those peer mentees were Retained (55%) to the Fall 2017 semester while one peer mentee received a Certificate of Completion.

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

1. The Student Success Pathway contains two parts, Entry and Progress. Efforts will be made to create a visual for each stage of the pathway in the coming academic year.
1. In the Spring semester an online appointment schedule option was given to students using Survey Monkey. Additionally, text messaging was utilized at the request of the

student for appointment reminders. Both of these improvements were very successful by decreasing the amount of time it took to schedule an appointment and by decreasing the number of “no show” students. These were both deemed best practices by the Office of Student Success and will continue next year.

2. The Student Success Pathway Director is coordinating with the Professional Development Coordinator to offer follow-up in-person opportunities to discuss the content and potential application as it relates to Vernon College processes.
3. A program review will be conducted by the Office of Student Success prior to the next academic year to identify the target student group, make suggestions for content and content delivery, and define purpose as it relates to other programs being offered.
4. An emphasis will be placed on mentee recruitment beginning in the Fall 2017 semester. On-site registration and Chap Express are two primary events that will be utilized. A peer mentee overview and experience form is being created to better capture the mentor-mentee experience. Exit interviews were conducted by the Student Success Pathway Director with each Peer Mentor in the Spring 2017 semester. There was a request for more engagement and communication opportunities for both the mentors to connect to one another and for the mentors to connect to the mentees. A program review will be conducted by the Office of Student Success prior to the next academic year to identify needs and suggest improvements.

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

Specific initiatives will be added to the 2017-18 Annual Action Plan and the IE Plan will be edited to be broader in scope.

Submitted by: Criquett Lehman, Student Success Pathway Director

Date: 10.02.2017

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**Department/Program: Testing**

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

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

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

1. Maintain the integrity and security of the test environment. (PG1)
2. Accommodate testers in a timely manner. (PG2)

3. Provide testing services needed by Vernon College students as well as potential students and community members- including entrance testing, instructional testing, correspondence testing, licensure testing and GED testing. (PG2)

**Assessments used to measure expected outcomes:**

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

Submitted by: Sharron Shelton, Testing Coordinator  
 Date: 07.18.2016

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**Location of Assessments:**

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

**Dissemination/Discussion of Assessments:**

The End of Year Testing Center Report is shared and discussed with the Student Success by the Numbers Committee Chairperson, all Student Services employees, and the Vernon College President.

**Assessment Results:**

	2016-2017	2015-2016
Total Collections	\$77,940	\$76,963.50
Total Tests given	6212 <ul style="list-style-type: none"> <li>• CCC 5254</li> <li>• Vernon 958</li> <li>• Instructional tests 1064</li> </ul>	7138 <ul style="list-style-type: none"> <li>• CCC 6004</li> <li>• Vernon 1134</li> <li>• Instructional tests 1022</li> </ul>
Average Tests per day	29	33
Total Entrance Tests given	4459	4058

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

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

The Vernon College Testing Center continues to provide testing necessary to accommodate our students and our community. Along with college entrance testing, the testing center provides CLEP testing, GED testing, instructional testing for internet courses, correspondence testing,

and various licensure testing. Reassignment of staff positions within Student Services has allowed us to better utilize more qualified staff within the Testing Centers. Student Services has also worked to cross train other Student Services staff members to be able to operate the Testing Centers if there are unexpected staff absences, or during high-volume periods. The VC Testing Center is also evaluating our software used for certain functions – appointment scheduling, monitoring, and viewing software - so it can better streamline our functions while continually meeting student needs.

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

Software evaluation and potential software additions are to be included in the 2017-2018 Annual Action Plan.

Submitted by: Kristin Harris, Associate Dean of Student Services

Date: 09.21.2017

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