



2012-2015 STRATEGIC PLAN Final Report

November 16, 2015

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PART I: EXECUTIVE SUMMARY

This is the final report on the Victoria College 2012-2015 Strategic Plan. This plan and the previous 2009-2012 Strategic Plan, were both initiated by Dr. Thomas Butler, who is the past President of Victoria College (2008-2015). Victoria College (VC) entered into a new three-year strategic planning cycle in 2009 under Dr. Butler's leadership. The process began with Victoria College examining and revising the VC mission statement. During work sessions, stakeholders reviewed institutional performance data and the new mission.

This resulted in the formation of three Priority Goals: Foster Student Success, Meet Community Needs and Ensure Institutional Excellence. Strategic activities, designed to help the college achieve the priority goals, were developed and deployed. A review of key performance indicators in 2012 determined that gains were made through these activities, toward achieving the goals, of the 2009-2012 plan.

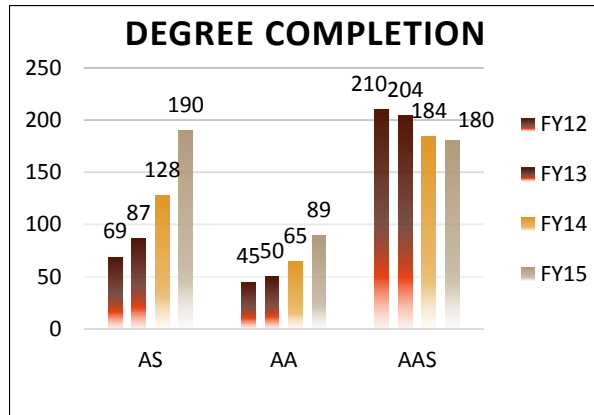
In 2012, strategic planning teams once again examined institutional performance data and concluded that the priority goals: Foster Student Success, Meet Community Needs and Demonstrate Institutional Excellence remained relevant to the mission of the college. After a review of findings from the old plan, along with institutional and other informational data, the 2012-2015 Victoria College Strategic Plan was developed with new responsive action items and activities. This plan concludes this fall 2015 semester.

Two prior progress reports have been produced concerning the status of the goals. This final report provides an overview and evaluation of the progress made on achievement of the three strategic priority goals over the last three years. Recommendations from strategic planning teams are included when relevant, and the extent of action item impact on key performance indicators is provided. This report will be used to inform the 2015-2020 strategic planning process.

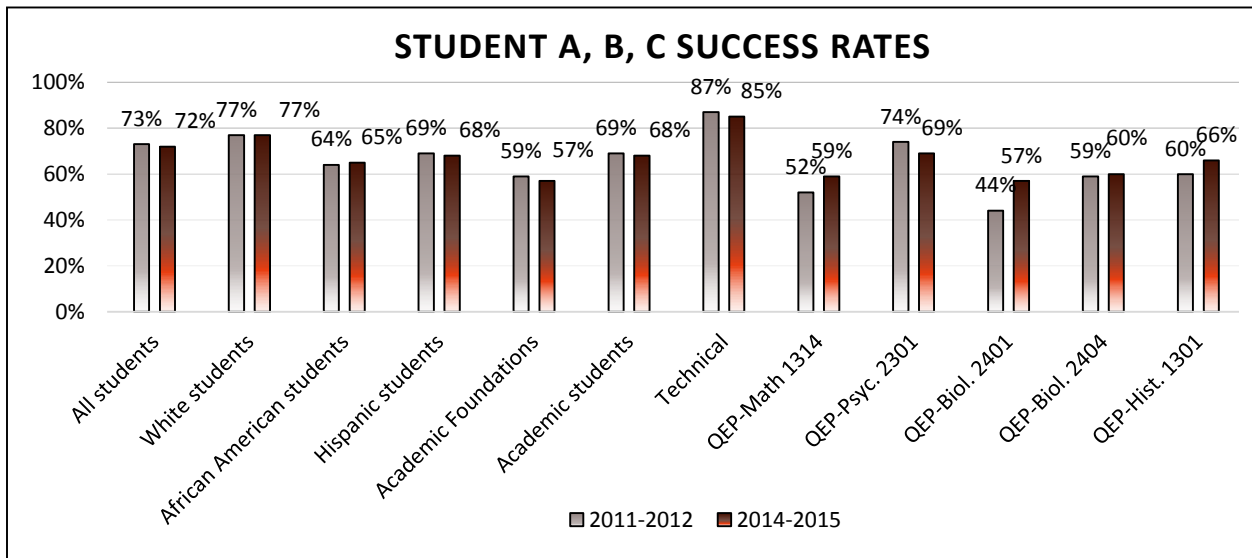
Priority Goal 1: FOSTERING STUDENT SUCCESS

Three action items were identified by strategic planning teams for the first priority goal. Numerous activities were conducted for each of the action items. Items include Action Item 1.1: Improve student success through student engagement; Action Item 1.2: create a teaching and learning center; Action Item 1.3: Create a veteran resource connection. All three of these actions were successfully developed, implemented and are operationalized. While the college has not exceeded comparative benchmarks on all key performance indicators associated with priority goal 1, significant progress towards fostering student success has been achieved.

Student success interventions that have been implemented at Victoria College through the 2012-2015 Strategic Plan have the potential to significantly improve the chances of students attaining success. AS degree completion rates are at 175% increase from the 2011-2012 baseline. AA degree completion rates are at a 98% increase from the 2011-2012 baseline. AAS degree completion rates reflect a -14% decrease from the 2011-2012 baseline. However, while the technical AAS degrees show a decrease there has been an 11% increase in certificate completion rates since the 2011-2012 baseline year. Overall, AS, AA, AAS degree completion rates demonstrate a 42% increase from the 2011-2012 baseline year.



Additional notable student success accomplishments include a reduction in the percentage of students on scholastic probation from the baseline year by 3.9% in the fall and 8.1% in the spring. Gains have occurred in student success rates in targeted QEP courses; however, overall student success as determined by students' A, B, & C rates remains a challenge, with rates remaining stagnant.



Priority Goal 2: MEET COMMUNITY NEEDS

Victoria College employees worked diligently over the last three years to understand the dynamic and diverse community needs. Four action items were developed to assist with this priority goal: Action Item 2.1 Reinforce the public recognition of Victoria College as a superior academic and career training institution; Action Item 2.2: Target recruiting to areas of high need and high impact; Action Item 2.3: Cultivate and strengthen relationships with key stakeholders; and Action Item 2.4: Strengthen partnerships with regional economic development entities.

Expansive marketing campaigns were developed and launched widely and broadly across the community to reinforce public recognition of Victoria College. Employees across the institution collaborated to develop and implement a plan for communicating with prospective and current students more effectively. Target populations of high need and high impact were identified.

The Emerging Technology Complex was developed and has become fully operational with new programming and a fully functioning Conference and Education Center. This complex provides a unique opportunity for Victoria College to cultivate and strengthen relationships with key stakeholders and to strengthen partnerships with regional economic development entities.

There were many external factors impacting the full achievement of this goal, such as increasing employment in the region and increasing recruitment and expansion by the University of Houston-Victoria. While the key performance indicators may not reflect the planned outcomes, it is obvious that a significant and well-laid foundation and framework for future success have been established during this strategic plan. Victoria College has made great strides to understand and meet community needs with the 2012-2015 Strategic Plan.

Priority Goal 3: ENSURE INSTITUTIONAL EXCELLENCE

The final priority goal was developed to ensure that Victoria College continues to function and operate with institutional excellence. Three action items were deployed for this goal. Action Item 3.1: Create a campus climate in which employees collaborate and communicate effectively; Action Item 3.2: Create a unified, welcoming, and safe campus physical environment; Action Item 3.3: Implement a comprehensive plan for improving employee job performance.

Systemic ongoing changes designed to ensure institutional excellence have occurred through the Action Items for Goal #3 of the 2012-2015 Strategic Plan. Actions are underway to ensure that the Victoria College provides a welcoming and safe physical campus. Effectiveness processes have been improved and opportunities for individual and professional development have been widely expanded. Key performance indicators provide evidence that the action items associated with this goal have created a minimal impact on institutional excellence providing indication that these changes have potential to ensure institutional excellence.



Part II: Guiding Mission, Values, Priority Goals & Will Statements

Our Mission

Victoria College is a public, open-admission college. Our mission is to provide educational opportunities and services for our students and the communities we serve. Victoria College provides:

Associate Degrees and Certificates – Programs leading to the Associate of Arts, Associate of Science, Associate of Applied Science, and Certificates that meet the needs of the students and communities within our service area.

University Transfer – Academic courses that apply to baccalaureate degrees and meet the educational needs of students planning to transfer to a university.

Career & Technical Education – Credit courses and programs designed to satisfy local and regional employer demands and meet individuals' workforce training needs.

Academic Foundations – Compensatory education courses consistent with open-admission policies designed to prepare students effectively for success in college-level studies.

Continuing Education – Noncredit courses and programs that meet the immediate technical and occupational skills needs of employers and the individual, and fulfill the personal enrichment and cultural needs of the individual and the community.

Adult Education – Adult education, basic skills, and English as a second language instructional programs that meet the specific educational needs of our adult constituency.

Student Support – Services and activities that support student success, including academic guidance and counseling services.

Cultural and Intellectual Outreach – Educational activities and events that enhance our community's quality of life.

Victoria College Values

Victoria College's commitment to its mission is guided by the following values:

We value integrity. Victoria College will foster an environment of respect, honesty, openness, and fairness and will promote responsible stewardship of resources and public trust.

We value respect for the unique characteristics and abilities of individuals. Victoria College will welcome and promote diversity among students, faculty, staff, and our community, while cultivating a respectful, collegial, and accessible working and learning environment.

We value student achievement and student success. Victoria College will create learning opportunities that challenge our students and help them meet their educational goals.

We value excellence. Victoria College will strive to achieve the highest standards of performance in teaching and in the services we offer students, colleagues, and our communities.

Victoria College Priority Goals and Will Statements:

In order to fulfill its mission, VC has identified three priority goals and “will” statements that describe the College’s commitment in each area:

Victoria College Priority Goals:

- 1. Foster Student Success*
- 2. Meet Community Needs*
- 3. Ensure Institutional Excellence*

Will Statements:

To foster Student Success, VC will:

- Empower students to take ownership of their learning
- Provide supports that lead to academic success (and successful completion within term)
- Improve student retention at the course and program level, term to term
- Align courses and programs with external standards and professional requirements
- Provide learning paths and career paths that foster continuous learning

To meet Community Needs, VC will:

- Identify and respond quickly to the existing and changing needs of our regional economy
- Partner with businesses, public and higher education institutions, community groups and other agencies to leverage resources and address community needs
- Recruit students from throughout our service area
- Improve public awareness and understanding of the college
- Offer programs and events that enhance our community's quality of life

To ensure Institutional Excellence, VC will:

- Strive for high performance levels that ensure efficient, accurate, and supportive services to internal and external customers
- Provide professional development to improve performance of employees and work groups
- Develop and use internal policies and practices that are consistent, well communicated and in keeping with our values
 - Maintain our physical, equipment and technology infrastructure to meet the needs of students, employees and community

Part III:
Review, Evaluation,
Recommendations
Victoria College 2012-2015
Strategic Plan

INTRODUCTION

This is a final report on the 2012-2015 Victoria College Strategic Plan. The review and evaluation of action items and progress on key performance indicators by strategic planning team members is intended to provide the Victoria College Board of Trustees and the Victoria College community an understanding of the extent to which strategic action items were implemented, and the extent to which the priority goals were achieved and associated outcomes were observed. Recommendations, resulting from the review and analysis of the findings by strategic planning teams, are included in this report.

The original plan, developed by campus wide strategic planning teams included three goals, ten action items, twenty-nine activities, three sets of priority goal outcomes and key performance indicators. Detailed action plans were developed for each of the activities and included inputs (physical and human resources, timelines, equipment needs), outputs (actions and responsibilities) and outcomes (short-term and long-term).

GOAL 1: FOSTERING STUDENT SUCCESS

Strategic planning teams developed three action items designed to accomplish this priority goal. The first action item (1.1) was to improve student success through student engagement. The second action item (1.2) was to create a teaching and learning center and the third action item (1.3) was to create a veteran resource connection. Strategic planning teams provided the following concluding **impact reports** and **recommendations** regarding these action items.

Action Item 1.1: Improve Student Success through Student Engagement

Activity 1.1.1: Fully implement and deploy a faculty-advising component.

- **Action Plan 1.1.1.1: Evaluation and implementation of revised faculty advising plan and early alert system.**

VC decided to fully implement Faculty Advising and Early Alert for students to ensure that every student has an advisor and to keep students connected and enrolled in correct classes for their particular Degree Plan. The Early Alert System provides an early advising intervention for at-risk students.

This faculty advising initiative of this action plan was modified in the fall of 2013 such that the EDUC 1300 students were assigned faculty advisors and a Portfolio Project was added to the EDUC curriculum. As part of the portfolio project students meet with advisors to complete their degree plan in Degree Works. Students also complete a career project.

The image shows a screenshot of a web form titled "Victoria College Early Intervention Request". The form includes fields for "Student's First Name", "Student's Last Name", "Student's ID Number", "Your Name, First and Last", and "Your Email Address". Below these are sections for "Reasons for Request" with checkboxes for "Academic concerns", "An arrest or sudden change in behavior", "Late or missed assignments", "Disciplinary personal issues", and "Classroom behavior issues". There is also an "Other" field. At the bottom, there are checkboxes for "Have you discussed these concerns with the student?" (Yes/No) and a "Other Comments" text area.

They meet with a faculty member or a community member from their chosen degree to gain insight into the expectations and responsibilities of a working professional.

The Early Alert system to provide an early advising intervention is in place and is being utilized by faculty members. At this point the college is without a counselor so the Advising Director has been making the calls. The number of students attending at least 2 advising sessions a year has increased in the three years of this Strategic Plan. There were 38.64% of students attending at least 2 advising sessions in 2012-2013, 63% of students in 2013-2014 and 64% of students in 2014-2015.



According to the 2015 *Community College Survey of Student Engagement (CCSSE)*, the Benchmark “Support for Learners” score is 54.9 down from the 2013 CCSSE score of 55.7. However, two items on the 2015 CCSSE with the “highest level of engagement” at VC (13a1 and 13b1) are the items asking students how often they use “Academic advising/planning” and “Career counseling” with the percentage of students citing “Sometimes” or “Often” as 72.9% and 38.6% respectively. These are significantly higher compared to the 2015 CCSSE cohorts of 61.2% and 29.6%. Students were asked how often they used academic advising. On a scale of 1 - rarely/never to 3 - often, VC’s student response mean was 2.03, higher than the small college mean of 1.89 and higher than the 2015 cohort college mean of 1.83. Using the same scale, VC’s students were asked how often they use career counseling services. VC’s student response mean was 1.58, again higher than the small college mean of 1.46 and higher than the 2015 cohort of 1.45.

➤ **Action Plan 1.1.1.2: Fully Implement Degree Works for Advising.**

Faculty has been trained on Degree Works. Degree Works is an advising tool that integrates degree plans with the college information management system. Students and advisors are able to perform degree audits. It has been fully implemented and students are being made aware of Degree Works through their EDUC 1300 course. At this time approximately 30% of the student population are enrolled in Degree Works. Advisors will continue to meet with students enrolled in the EDUC 1300 course to involve them into their Degree Works progress.



Activity 1.1.2: Implement an Intervention Plan for At-Risk Students

➤ **Action Plan 1.1.2.1: Identify and support students who are at risk.**

All EDUC 1300 students now complete the College Success Factor Index (CSFI) within the first or second week of the semester. The CSFI is being utilized to assess the students’ patterns of behavior and attitudes in areas that could possibly affect students’ success in college. EDUC 1300 faculty can quickly gain insight into a student’s strengths and weaknesses by reviewing their

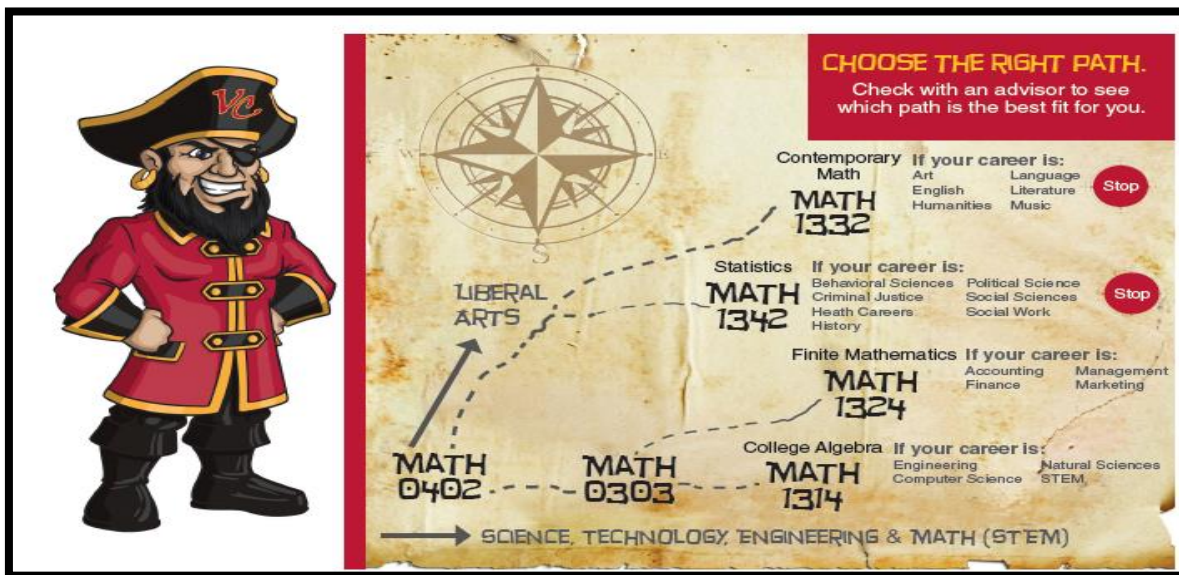
scores. Based on this data, differentiated advising through the Advising and Counseling Office has been developed to address unique needs.



Activity 1.1.3: Implement learning communities that improve student success and enhance student engagement.

- **Action Plan 1.1.3.1: Attend National Learning Communities Conference in Corpus Christi – Explore best practices for learning communities.**

Strategic planning team members attended the National Learning Communities Conference. Learning communities were then piloted in a variety of ways across the college during the last three years. One example occurred in the Academic Foundations Division with the implementation of the Mathways Initiative.



An integrated assignment was piloted between Student Activities and Introduction to Accounting. Team member discussions generated other viable options to more fully integrate student services with instruction to develop meaningful engagement. Strategic planning team members recommend that VC enhance opportunities for students to participate in student activities through the development and implementation of integrated learning communities.

Numerous meanings for learning communities emerged across the campus. Pirate Orientation incorporated some aspects of a learning community into their sessions. The orientation is facilitated through CAPE. Instructional techniques are utilized by faculty and staff during the orientation to enhance presentations that engage students to be successful in the classroom and campus environment.

New VC students are grouped during Pirate Orientation by field of interest and encouraged to interact with each other, and with faculty and staff, to develop a support system that will motivate them towards success. Formative surveys and social media activities indicate that the learning community model did enhance student engagement. It is recommended that this Pirate Orientation learning community model become a line item in the institutional budget.

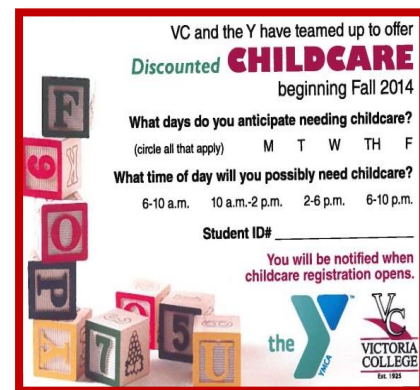


Team members recommend that the college continue with a program that allows interested departments to opt into learning communities. In addition, they recommend that the focus on developing learning communities should go beyond simple shared schedules. A final recommendation is to create cohort learning communities.

Activity 1.1.4: Implement childcare assistance for VC students.

➤ 1.1.4.1: Needs assessment

A needs assessment survey was developed and data collected. It was estimated that students interested in enrolling in a reduced rate program at the YMCA is 6 to 220 students. Most of these students have a single child. The greatest demand for care appears to be for children between 18 months and five years old. Demand for childcare on weekends and evenings appears to be less than weekday mornings. Most of the respondents (84%) said they would need regularly scheduled hours. However, there does seem to be a small demand for drop-in care and services allowing students to take exams.



➤ **1.1.4.2: Process for accessing additional resources to pay for childcare**

No additional grant funding for childcare was identified. However, it was determined that the Victoria Workforce Commission could potentially provide funding for currently enrolled students in identified WIA programs. An information flyer advertising discounted childcare for VC and the YMCA was developed and is now being distributed through advising and counseling offices.

➤ **1.1.4.3: VC will work with YMCA team to develop an operating model for childcare**

An MOU between VC and the YMCA was established. Students sign contracts with the YMCA for daycare. Students may go to the VC Financial Aid Office to receive information on filling out



paperwork to apply for Perkins funds to pay for daycare. When those funds are depleted, they receive information about funds provided through the Workforce Commission. Childcare offered at the YMCA is at a reduced rate. Thirty seats are reserved for the children of VC parents; however, this number may go up to a maximum of 65 to 70 and is on a first come first served basis. VC students who participated in “Pirates Give Back “Event” with the United Way painted the newly renovated childcare facility. An Open House was held June 14th & July 12, 2014, from 10:00 a.m. to 4:00 p.m. Students began using the childcare in the fall 2014.

Activity 1.1.5: Upgrade Library’s current programs and services.

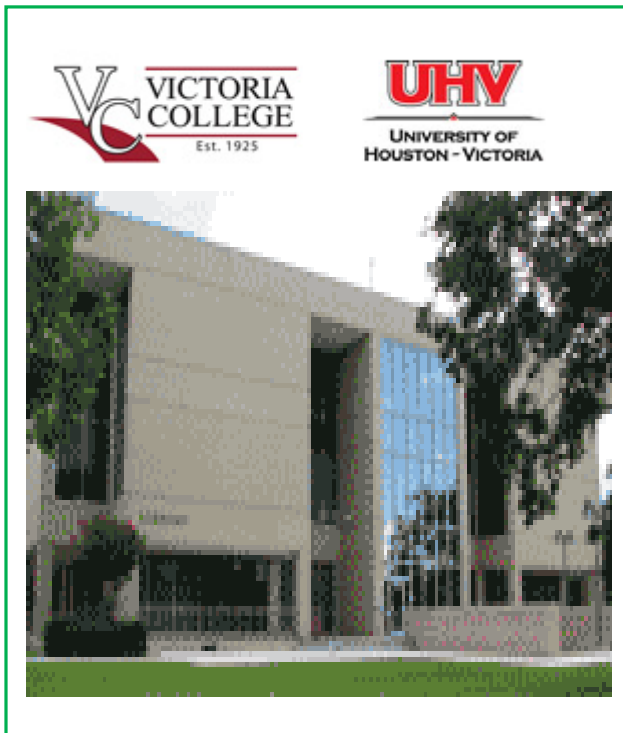
➤ **Action plan 1.1.5.1: VC will review cutting edge library standards.**

A needs analysis survey was developed and deployed. The student survey was completed with results delivered to members of the administrative council and to the Strategic Planning Team. Interviews conducted with one architect (AIA/SRG Partnership, Inc.) and the Librarians involved with a new Library building at Portland Community College, Portland, OR and two Librarians involved or familiar with substantive Library renovations (Collin College and Panola College, both in Texas), all of which had happened within the most recent five years. Before conducting additional interviews with the architects involved in the Texas projects, the strategic planning team was told that this section of the plan would be moved into the Facilities Master Plan.

No impact has occurred and planning team members are unaware of any additional discussions about plans for the Victoria College Library. UHV has announced its intention to include a learning commons/library in its new set of buildings, and they are moving ahead with planning.

In its most recently released report on *public* library use, the Pew Research Center finds Libraries at a crossroads wherein communities see growing support for more tech spaces, more community spaces, and more support for educational initiatives.

Team members believe that Victoria College Library benefitted significantly from its joint status with the University of Houston-Victoria. The partnership resulted in more staff, more resources, more equipment, and more student instruction and assistance than would have been possible without the partnership. However, as that partnership appears to be coming to an end for reasons that have little to do with student success, team members recommend that Victoria College revisit the entire concept of the Library.



Many of the findings of the original team exploring Libraries in the 21st century still ring true. The space should be multipurpose, offering comfortable and inviting centrally-located spaces for tutoring, writing support, technology exploration, study, meetings (both community and college), information literacy instruction, critical thinking development, research, and research assistance. Perhaps it is time to consider reversing roles and leasing resources (if not space) from the University.

It is the finding of the team that the location of the current library building is inconvenient to most. It is the recommendation that form should follow function. Until it is determined what function(s) the successor to the existing Library should serve, no decision should be

made about where and what form any facility should take, whether renovating (substantially) existing space or starting anew.

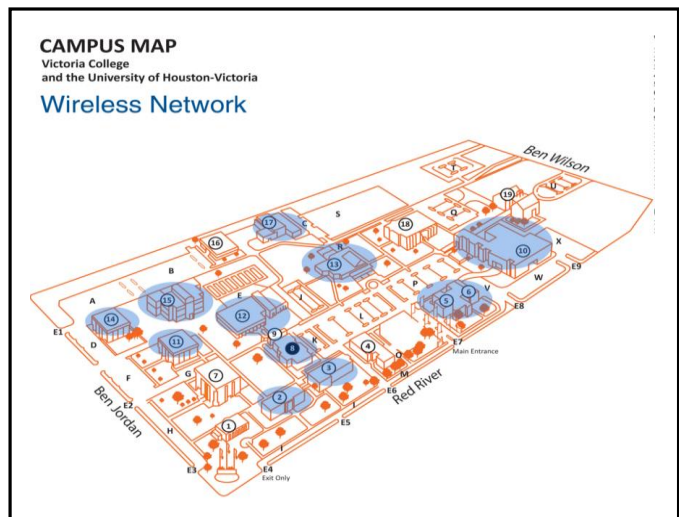
Finally, any effort to have a space that includes Library services should include Library representation in the discussion, just as it should include representation from any other service organization that will be represented in the space. The strategic planning team recommends that this action item should remain in the Strategic Plan for development. Though the Library was included in the last round of strategic planning, not much happened. Based on the momentum of the University in its planning, it is in the best interest of Victoria College to make directional decisions as well, sooner rather than later.

Activity 1.1.6: Operationalize Bring your Own Device (BYOD) and Student Collaboration

➤ Action Plan 1.1.6.1: Operationalize Bring Your Own Device (BYOD) and Student Collaboration

Operationalizing BYOD took place in two phases. During the first phase the task force evaluated the entire campus and made recommendations as to areas that BYOD and student collaboration is needed.

While wireless is available across campus and following a review of all of the areas, the decision to proceed with the specific areas was made: HSC 121 & 123, HSC Red River Foyer, HSC 2nd floor seating area near the elevator, AB 106, Sports Center Patio, and Student Center Room E. These areas now provide a more inviting area for students to meet and work. HSC 123 and AB 106 were redesigned and comfortable seating was purchased to create a “homey” feel. The remaining specified areas were rearranged with existing furniture. Wireless connectivity has created a few issues. Ultimately, it is more of a training issue of how to authenticate with the wireless network. Enterprise based wireless networks are more complicated than home wireless networks for security reasons. Progress continues to be made to simplify the authentication process.



Followme printing hubs have been operationalized. They are available on the main campus in JH 107, HSC 123, TC 129, AH 105, and CST 100 and off-campus at Calhoun, Cuero, Hallettsville, and Gonzales. As with any new initiative, there has been some negative feedback, but the feedback is being used as a springboard for improvement. Consideration should be given to evaluating the effectiveness of the new initiative at a point in the relative near future, but it must first be given adequate time for the change to take hold.

The overall effectiveness continues to improve. Students have acquired a better understanding of how to connect their wireless devices to our network and are therefore less frustrated. The overall bandwidth of the college has felt some strain as most individuals on campus have multiple wireless devices that connect automatically. Increasing the college’s bandwidth and consideration of a mechanism to monitor and throttle bandwidth usage may produce a more effective outcome. Additionally, furniture was repositioned from the HSC to Technology Center to create a new collaborative location. Finally, feasibility of VDI seems to be too costly at this point and no student has requested it.

Action Item 1.2: Create a Teaching and Learning Center

Activity 1.2.1: Operationalize a Teaching and Learning Center



A teaching and Learning Center, the Betsy Wright Center for Academic and Professional Excellence (CAPE) was created and operationalized during the 2012-2013 academic year to implement the QEP as well as cultivate excellence in teaching and support services by providing faculty and staff with development opportunities and supports that foster student success.

Activity 1.2.2: Develop and implement a new faculty/adjunct faculty orientation certification program.

CAPE faculty and staff developed and implemented a new faculty academy to provide support to new full-time faculty during their first semester of teaching.

Activity 1.2.3: Develop and implement an online instructor certification program.

One item focused on in the CAPE was training for online instructors and new faculty members. The training program for online instructors was absorbed by Distance Education

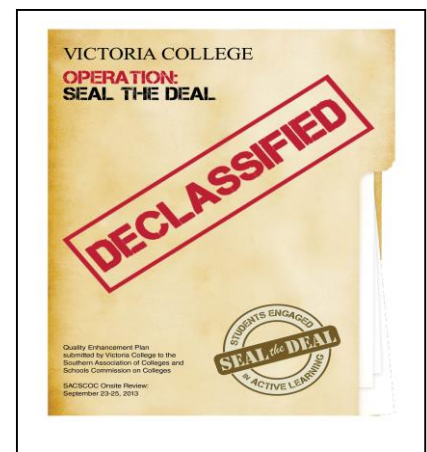
Activity 1.2.4: Develop and implement relevant training workshops.

CAPE also began providing relevant training sessions for faculty and staff during this time in a variety of topics and areas.

Activity 1.2.5: Implement the VC Quality Enhancement Plan

Finally, CAPE began implementing the Victoria College Quality Enhancement Plan (QEP) which included Pirate Orientation, Boot Camp workshops in six targeted areas and SEAL Academy. The QEP is a requirement of the SACSCOC regional accreditation.

CAPE has seen a tremendous number of participants in the professional development, boot camp workshops, SEAL Academy, and Pirate Orientations. Victoria College will continue to monitor attendance and performance of students. The Community College Survey of Student Engagement (CCSSE) Academic Challenge Benchmark items address the nature and amount of assignment



academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance. Victoria College participated in this survey in spring 2013 and again in spring 2015. There was a 2.7% increase in the 2015 benchmark from the 2013 CCSSE benchmark.

Challenging intellectual and creative work is a specific item asked of students in the CCSSE and is central to student learning and collegiate quality. Victoria College students reported 0.6 below the median college average score in lack of challenge in their academic endeavors area. VC students were asked, “What best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college?” On a scale of 1, extremely easy, to 7, extremely challenging, they responded with a mean of 5.22 which is greater than the medium college mean of 5.00.

One of the “Aspects of Highest Student Engagement” on the CCSSE represents Academic Challenge. When VC students were asked if they were encouraged to spend significant amounts of time studying, a mean score of 3.27 versus a medium college mean score of 3.06 was reported. This is out of a 1, very little, to 4, very much, scale.

Action Item 1.3: Create a Veteran Resource Connection

Activity 1.3.1: Create a Comprehensive Transition Assistance Program (TAP) designed to assist Veterans.

➤ ***Action Plan 1.3.1.1-Operationalize a Veteran Resource Connection***

Efforts originated through Action Item 1.3 of the 2012-2015 VC Strategic Plan culminated in the creation of the Veterans Resource Connection to aide in the transition veterans experience from military to civilian life. This center was envisioned to be a vehicle to provide varying resources, services and supports to our military veteran students as they learn to adjust to this unfamiliar life.

➤ ***Action Plan 1.3.1.2-Converge all Veteran resources into Veteran Resource Connection (VRC)***



Throughout our early research of best practices in meeting the needs of veterans, we determined that having a “one stop shop” philosophy is best. This practice lead VC to centralization of most VA services in one location. Students are able to visit with our Veterans Advisor and the VA student worker within the VRC for basic information about VA services, benefits, processes, career services, academic advising, transfer planning, and health and home benefits. The VRC is a

prime location to build a learning community for veterans who are able to meet one another in a private area where they can build friendships, peer-to-peer relationships and study groups to find the academic success they all possess.



Action Plan 1.3.2.1-Foster participation within the Victoria College Veterans Student Association

A renewed focus has been placed on the establishment and growth of the Veterans Students Association to build this sense of comradery. Members of the VSA are encouraged and offered the opportunity to participate in area events where they can give back to the community and find a sense of purpose they many times feel missing.

➤ ***Action Plan 1.3.2.2-Establish and foster partnerships with local agencies that offer support services to veterans and their families.***

The VA advisor has fostered partnerships with local agencies focused on transition supports and has invited these resources to campus for more convenient, intimate and comfortable meetings with our students who have difficulty asking for help already. Another goal driven through the VRC was the fostering of comradery that veterans learn to appreciate during their time in the military.

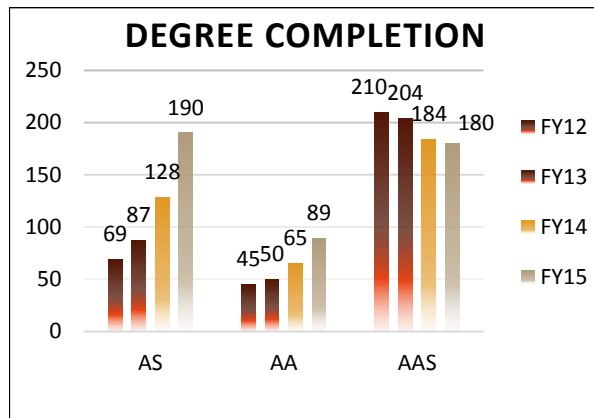
Through the services and supports provided through the Veteran Resource Connection, our military students are able to not only find academic supports, but non-academic resources that help them successfully transition into a productive life, including quick employment. Data shows that our success rate of students seeking vocational training through certificates and applied degrees has increased during the time of the strategic plan. Gainful employment within the community promotes successful transition.

Strategic Planning Team members recommend that the VRC remain operational and the existing services continue while more resources are collected, fostered, and enhanced to support our Veteran students. On many occasions our veterans have thanked us for carving out the space solely dedicated to them and their needs and they appreciate the small quiet gesture the VRC has shown them.

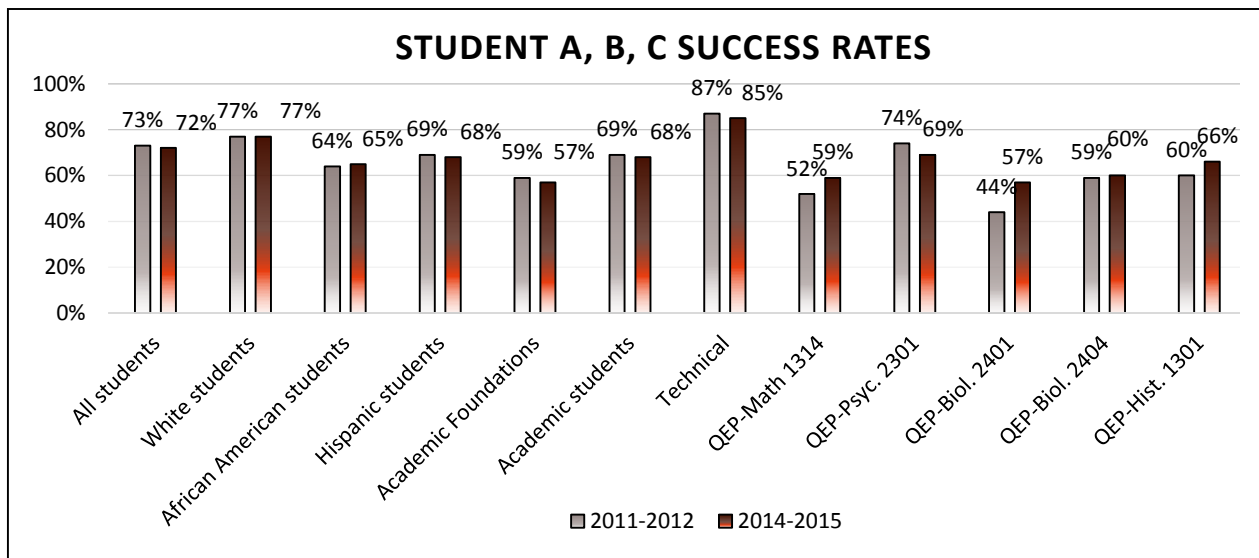
Final Observations Regarding the Impact to Student Success and success in achieving the priority Goal #1 Expected Outcomes:

There is evidence of increasing student engagement as a result of the various action items implemented through this strategic plan. While the college has not exceeded comparative benchmarks on all key performance indicators, it has demonstrated significant progress towards fostering student success.

The Student Success interventions that have been implemented at Victoria College through the 2012-2015 Strategic Plan have the potential to improve the chances of students attaining success in their academic classes. Already, AS degree completion rates show a 175% increase from the 2011-2012 baseline. AA degree completion rates show a 98% increase from the 2011-2012 baseline. AAS degree completion rates show a -14% decrease from the 2011-2012 baseline. However, there has also been an 11% increase in certificate completion rates since the 2011-2012 baseline year. Total AS, AA, AAS degree completion rates show a 42% increase from the 2011-2012 baseline.



Additional notable student success accomplishments include a reduction in the percentage of students on scholastic probation from the baseline year by 3.9% in the fall and 8.1% in the spring. Gains have occurred in student success rates in targeted QEP courses; however, overall student success as determined by students' A, B, & C rates remains a challenge.



Priority Goal#1 Expected Outcomes: Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success.

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012- 2013 | Yr.2 2013- 2014 | Yr. 3 2014- 2015 | % Change from Baseline |
|---|-------------------------|---------------------------|---------------------------|-------------------------|--|
| Action Item 1.1 Improve student success through student engagement *duplicated; unduplicated | | | | | |
| Certificate completion rates-Overall-Target: meet or exceed peer group benchmarks | *209 **198 | *336 **269 | *256 **197 | *270 **220 | 29% 11% |
| Certificates in Critical Fields Engineering, Computer Science and Physical Science Closing the Gaps Target: 2015-24, 32, 20 1-CIP Codes 14 & 15; 2-CIP Code 11; 4-CIP Codes 3001 and 40 | *7 **7 *13 **12 0 | *67 **31 *20 **17 0 | *89 **33 *10 **10 0 | *57 **31 *5 **5 0 | 714% 343% -62% -58% |
| Certificate completion rates-White- Target: representative of enrolled population | *115 **115 | *197 **150 | *130 **100 | *150 **114 | 30% -1% |
| Allied Health associate degrees and certificates: Closing the Gaps Target: 2015-391 CIP Codes 5102, 5106, 5107, 5108, 5109, 5110, 5118, 5123, 5126, 5127, 5131, 5132, 5133, 5134, 5199 | *51 **51 | *57 **45 | *48 **48 | *46 **44 | -10% -14% |
| Associate degrees and certificates: Closing the Gaps Target: 2015-235-2 CIP Code 5116 (2000 CIP Codes) 5138 and 5139 (2010 Codes) | *229 **229 | *229 **229 | *189 **189 | *160 **160 | -30% -30% |
| Degrees or Certificates in Critical Fields-Success points | 693 (FY11) | 713 (FY12) | 735 (FY13) | 630 (FY14) | -9% |
| Certificate completion rates-Hispanic- Target: representative of enrolled population | *75 **70 | *96 **83 | *106 **82 | *96 **84 | 28% 20% |
| Certificate completion rates-African American- Target: representative of enrolled population | *8 **8 | *25 **22 | *16 **12 | *18 **17 | 125% 113% |
| Certificate completion rates-Asian- Target: representative of enrolled population | *4 **4 | *5 **4 | *0 **0 | *1 *1 | -75% -75% |
| Certificate completion rates-International- Target: representative of enrolled population | *2 **1 | 0 | 0 | 0 | -100% -100% |
| Certificate completion rates-Other- Target: representative of enrolled population | *13 **13 | *13 **10 | *4 **3 | *5 **4 | 62% 69% |
| AA degree completion rates-Overall Target: meet or exceed peer group benchmarks | *45 **45 | *50 **50 | *65 **65 | *89 **89 | 98% 98% |
| AA degree completion rates-White- Target: representative of enrolled population | *24 **24 | *33 **32 | *35 **35 | *49 **49 | 104% 104% |
| AA degree completion rates-Asian- Target: representative of enrolled population | 0 | 0 | 0 | 1 | - |
| AA degree completion rates-International- Target: representative of enrolled population | 0/3 | 1/5 | 0 | 0 | - |
| AA degree completion rates-Other- Target: representative of enrolled population | 2 | 2 | 2 | 1 | -50% |

Priority Goal#1 Expected Outcomes: *Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011- 2012 | Yr.1 2012- 2013 | Yr.2 2013-2014 | Yr. 3 2014- 2015 | % Change from Baseline |
|--|---------------------------|-----------------------|-------------------|------------------------|------------------------------|
| Action Item 1.1 Improve student success through student engagement continued. *duplicated; **unduplicated | | | | | |
| AA degree completion rates-Hispanic- Target: representative of enrolled population | 16 | 13 | 28 | 35 | 119% |
| AA degree completion rates-African American- Target: representative of enrolled population | 3 | 2 | 0 | 3 | 0% |
| AS degree completion rates-Overall Target: meet or exceed peer group benchmarks | *69 **69 | *88 *87 | *142 **128 | *190 **190 | 175% 175% |
| AS degree completion rates-White- Target: representative of enrolled population | *44 **44 | *54 **53 | *88 **82 | *117 **117 | 166% 166% |
| AS degree completion rates-Asian- Target: representative of enrolled population | 0 | 3 | 2 | 5 | - |
| AS degree completion rates-International- Target: representative of enrolled population | 0 | 3 | 0 | 0 | - |
| AS degree completion rates-Other- Target: representative of enrolled population | 1 | 1 | 2 | 3 | 200% |
| AS degree completion rates-Hispanic- Target: representative of enrolled population | 23 | 24 | *46 **38 | *60 | 161% |
| AS degree completion rates-African American Target: representative of enrolled population | 1 | 3 | 4 | 5 | 400% |
| AAS degree completion rates-Overall Target: meet or exceed peer group benchmarks | *214 **210 | *204 **204 | *194 **184 | *183 **180 | -14% -14% |
| AAS degree completion rates-White Target: representative of enrolled population | *128 **126 | *139 **139 | *122 *120 | *114 **112 | -11% -11% |
| AAS degree completion rates-Asian Target: representative of enrolled population | 4 | 2 | 4 | *2 **2 | -50% -50% |
| AAS degree completion rates-International Target: representative of enrolled population | *3 **2 | *1 **1 | 0 | 0 | - |
| AAS degree completion rates-Other Target: representative of enrolled population | 2 | 4 | 0 | *2 **2 | - |
| AAS degree completion rates-Hispanic Target: representative of enrolled population | *66 **64 | *53 **53 | *60 **53 | *54 **53 | -18% -17% |
| AAS degree completion rates-African American Target: representative of enrolled population | 12 | 5 | *8 **7 | *11 **11 | -8% |
| Total AA, AS and AAS degrees Overall | *325 **305 | *341 **312 | *401 **367 | *462 **415 | 42% 36% |
| Total AA, AS and AAS degrees African American: Closing the Gaps Target: 2015-20 | *16 **16 | *11 **8 | *12 **11 | *19 **18 | 19% 13% |

Priority Goal#1 Expected Outcomes: *Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014- 2015 | % Change from Baseline |
|--|-----------------------|-------------------|-------------------|---------------------|------------------------------|
| Action Item 1.1 Improve student success through student engagement continued. *duplicated; **unduplicated | | | | | |
| Total Unduplicated AA, AS and AAS degrees | *104 | *94 | *137 | *149 | 43% |
| Hispanic: Closing the Gaps Target: 2015-125 | **97 | **87 | **117 | **136 | 40% |
| Total AA, AS and AAS degrees White: Closing the Gaps Target: 2015-200 | *194 **181 | *222 **205 | *244 **230 | *280 **258 | 44% 43% |
| Total AA, AS and AAS degrees Other: Closing the Gaps Target: 2015-15 | *11 **11 | *14 **11 | *8 **8 | *14 **13 | 27% 18% |
| Total Associate Degrees and certificates African American: Closing the Gaps Target: 2015-50 | *25 **24 | *36 **30 | *28 **22 | *37 **33 | 48% 38% |
| Total Unduplicated Associate Degrees and certificates-Hispanics: Closing the Gaps Target: 2015-50 | *182 **163 | *193 **162 | *246 **183 | *245 **203 | 35% 25% |
| % of students on scholastic probation fall | 16.9% 776/4584 | 16% 715/4464 | 18% 794/4407 | 13% 524/4168 | -3.9% |
| % of students on scholastic probation spring | 17.1% 728/4266 | 16.5% 673/4076 | 16.7% 654/3922 | 9% 322/3590 | -8.1% |
| % of students on enforced withdrawal fall | 5.7% 261/4584 | 6% 270/4464 | 6.3% 276/4407 | .5% 19/4168 | -5.2% |
| % of students on enforced withdrawal spring | 7.1% 305/4266 | 6% 261/4076 | 6.4% 252/3922 | 10% 370/3590 | 2.9% |
| # of students who complete 15 SCH (Success Point Funding) | 1,378 FY11 | 1,240 FY12 | 1,245 FY13 | 1,159 FY14 | -16% |
| # of students who complete 30 SCH (Success Point Funding) | 885 FY11 | 818 FY12 | 775 FY13 | 796 FY14 | -10.1% |
| Fall to Fall Persistence rates certificate majors Target: meet or exceed peer group benchmarks | 33.1% | 29.5% | 39.4% | 40.6% | 7.5% |
| Fall to Fall Persistence rates AAS majors Target: meet or exceed peer group benchmarks | 49.8% | 50.1% | 53.6% | 48.4% | -1.4% |
| Fall to Fall Persistence rates Transfer and General Studies Majors Target: meet or exceed peer group benchmarks | 45.5% | 47.4% | 45.6% | 47.5% | 2% |
| Fall to Spring Persistence rates Target: meet or exceed peer group benchmarks | 72.03% | 70.6% | 70.76% | 71% | -1% |
| Students Who Transfer to a 4-year institution (Success Point Funding) | 748 FY11 | 670 FY12 | 730 FY13 | 718 FY 14 | -4% |

Priority Goal#1 Expected Outcomes: *Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|--------------------|-----------------------------------|--|------------------------------------|--------------------------------------|
| Action Item 1.1 Improve student success through student engagement continued. *duplicated; **unduplicated | | | | | |
| CCSSE-Active and Collaborative Learning-Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.) | n/a | VC: 45.6 Peer:51.3 Gap-5.7 | n/a | VC: 48.3 Peer: 51.4 Gap: 3.1 | Decrease in gap of 2.6 points |
| CCSSE-Student Effort- Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.) | n/a | VC: 48.0 Peer: 51.1 Gap-3.1 | n/a | VC: 48.6 Peer: 51 Gap: 2.5 | Decrease in gap of .6 points |
| Total Institutional Awards: Closing the Gaps Target: 2015-625 | *535 **491 | *677 **534 | *655 **519 | *732 **594 | 37% 21% |
| SENSE- Target: Meet or exceed peer benchmarks Early Connections (EC) High Expectations and Aspirations(HEA) Clear Academic Plan and Pathway(CAPP) Effective Track to College Readiness (ETCR) Engaged Learning(EL) Academic and Social Support Network (ASSN) | n/a | n/a | EC: VC: 55.3 Peer: 57.2 HEA: VC: 49.4 Peer:49.7 CAPP: VC:61.2 Peer:55.5 ETCR: VC:47.3 Peer:51 EL: VC: 53.8 Peer: 52.3 ASSN: VC: 55.4 Peer: 51.3 | n/a | n/a (available FY16) |
| Licensure Rates-Associate Degree Nursing Attempting Examination | 114 | 85 | 94 | TBD | n/a |
| Licensure Rates- Associate Degree Nursing Passing First Attempt | 97% | 89% | 85% | TBD | -12% |
| Licensure Rates- Associate Degree Nursing Total Passing for year | 99% | 96% | 95% | TBD | -4% |
| Licensure Rates-Vocational Nursing Attempting Examination (All Locations) | 110 | 140 | 94 | TBD | n/a |
| Licensure Rates-Vocational Nursing Total Passing (All Locations) | 91% | 87% | 95% | TBD | 4% |
| Licensure Rates-Medical Laboratory Technology attempting Examination | 7 | 6 | 9 | TBD | n/a |
| Licensure Rates- Medical Laboratory Technology Passing First Attempt | 71% | 100% | 100% | TBD | 29% |
| Licensure Rates- Medical Laboratory Technology Total Passing | 71% | 100% | 100% | TBD | 29% |

Priority Goal#1 Expected Outcomes: Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|--|-----------------------|-------------------|-------------------|--------------------|------------------------------|
| Action Item 1.1 Improve student success through student engagement continued. *duplicated; **unduplicated | | | | | |
| Licensure Rates-Respiratory Care Technology attempting Examination (Overall, Entry Level, Advanced Practitioner) | 11 | 7 | 9 | TBD | n/a |
| Licensure Rates- Respiratory Care Technology Passing First Attempt (Overall, Entry Level, Advanced Practitioner) | 100% | 100% | 100% | TBD | 0% |
| Licensure Rates- Respiratory Care Technology Total Passing (Overall, Entry Level, Advanced Practitioner) | 100% | 100% | 100% | TBD | 0% |
| Licensure Rates-Police Academy attempting Examination | 31 | 25 | 11 | TBD | n/a |
| Licensure Rates- Police Academy Passing First Attempt | 100% | 100% | 100% | TBD | 0% |
| Licensure Rates- Police Academy Total Passing | 100% | 100% | 100% | TBD | 0% |
| Licensure Rates-Emergency Medical Services attempting Examination (overall, Basic, Intermediate, Paramedic) | 51 | 13 | 12 | TBD | n/a |
| Licensure Rates- Emergency Medical Services Passing First Attempt (overall, Basic, Intermediate, Paramedic) | 69% | 62% | 100% | TBD | 31% |
| Licensure Rates- Emergency Medical Services Total Passing (overall, Basic, Intermediate, Paramedic) | 78% | 69% | 100% | TBD | 22% |
| Licensure Rates-Basic Firefighting attempting Examination | 10 | 14 | 2 | TBD | n/a |
| Licensure Rates- Basic Firefighting Passing First Attempt | 90% | 100% | 100% | TBD | 10% |
| Licensure Rates- Basic Firefighting Total Passing | 90% | 100% | 100% | TBD | 10% |
| Licensure Rates- Physical Therapist Technician/Assistant Attempting Examination | 17 | 14 | 14 | TBD | n/a |
| Licensure Rates- Physical Therapist Technician/Assistant First Attempt | 94% | 100% | 100% | TBD | 6% |
| Licensure Rates- Physical Therapist Technician/Assistant Total Passing | 94% | 100% | 100% | TBD | 6% |
| Adult Education enrollment | 576 | 553 | 632 | 732 | 27% |

Priority Goal#1 Expected Outcomes: *Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|--|------------------------------------|------------------------------------|--------------------------------|-------------------------------------|--|
| Action Item 1.2 Create a Teaching and Learning Center *duplicated; **unduplicated | | | | | |
| CCSSE-Support for Learners Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.) | n/a | VC: 55.7 Peer: 52.0 Gap +3.7 | n/a | VC: 54.9 Peer: 52.1 Gap: +2.8 | Decrease in positive gap of -.9 |
| CCSSE-Academic Challenge- Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.) | n/a | VC:46.7 Peer: 50.4 Gap:-3.7 | n/a | VC: 49.4 Peer: 50.3 Gap: -.9 | Decrease in gap of 2.8 |
| CCSSE-Student-Faculty Interaction- Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.) | n/a | VC: 49.8 Peer: 51.9 Gap:-2.1 | n/a | VC: 47.1 Peer: 52.4 Gap:-5.3 | Increase in gap of 3.2 |
| Program Student Learning Outcomes- Target: all-75% at mastery; Academic 70% at mastery; Technical 90% at mastery | Acad. 57.14% Tech. 58.19% | Acad. 78.57% Tech. 81.48% | Acad. N/A Tech. 95.1% | Acad. 68% Tech. 85% | Acad. 10.86% increase Tech. 26.81% increase |
| General Education Competency-Writing (Local Assessment)-Target: 70% proficiency | 77% | 79% | n/a | n/a | n/a (available FY16) |
| General Education Competency-Writing (ETS assessment)- Target: Meet or exceed national benchmark (proficient or marginally proficient) | 16% | 28% | 13% | n/a | n/a (available FY16) |
| General Education Competency-Reading (ETS assessment) Total- Target: Meet or exceed national benchmark (proficient or marginally proficient) | 38% | 52% | 38% | n/a | n/a (available FY16) |
| General Education Competency-Critical Thinking (Local Assessment)Target: 70% proficiency | 61% | 69.2% | n/a | n/a | n/a (available FY16) |
| General Education Competency-Critical Thinking (qualitative/quantitative) (ETS assessment)- Target: Meet or exceed national benchmark for critical thinking and math | 7% 8% | 21% 18% | 13% 10% | n/a | n/a (available FY16) |
| General Education Competency-Computer Literacy (Local Assessment)- Target: 70% proficiency | 93% | 88.24% | n/a | n/a | No longer assessing. |
| Percentage of ALL students earning a C or better in all courses: Target: Target: 75% or more of students to earn a C or better. | 73% | 73% | 70% | 72% | -1% |
| Percentage of White students earning a C or better in all courses: Target: 75% or more of students to earn a C or better. | 77% | 77% | 75% | 77% | 0% |

Priority Goal#1 Expected Outcomes: *Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|--|--|--|--|--|
| Action Item 1.2 Create a Teaching and Learning Center *duplicated; **unduplicated | | | | | |
| Percentage of African American students earning a C or better in all courses: Target: 75% or more of students to earn a C or better. | 64% | 66% | 62% | 65% | 1% |
| Percentage of Hispanic students earning a C or better in all courses: Target: 75% or more of students to earn a C or better. | 69% | 67% | 66% | 68% | -1% |
| Percentage of students earning a C or better in Foundations Target: 65% or more of students to earn a C or better. | 59% | 59% | 61% | 57% | -2% |
| Percentage of students earning a C or better in Academic : Target: 70% or more of students to earn a C or better. | 69% | 68% | 69% | 68% | -1% |
| Percentage of students earning a C or better in Technical : Target: 90% or more of students to earn a C or better. | 87% | 88% | 86% | 85% | -2% |
| Percentage of students earning a C or better in Math 1314 (QEP course): Target: 70% or more of students to earn a C or better. | 52% | 49% | 50% | 59% | 7% |
| Percentage of students earning a C or better in Math 1314 (QEP course): Regular, ITV, ITV F-F, Online Target: 70% or more of students to earn a C or better. | 57%-Reg. 50%-ITV 54%-ITVff 24%-Online | 54%-Reg. 37%-ITV 37%-ITVff 36%-Online | 53%-Reg. 53%-ITV 46%-ITVff 29%-Online | 61%-Reg. 62%-ITV 62%-ITVff 43%-Online | 4%-Reg. 12%-ITV 8%-ITVff 19%-Online |
| Percentage of students earning a C or better in Psychology 2301 (QEP course): Target: 70% or more of students to earn a C or better. | 74% | 69% | 73% | 69% | -5% |
| Percentage of students earning a C or better in Psychology 2301 (QEP course): Regular, ITV, ITV F-F, Online Target: 70% or more of students to earn a C or better. | 82%-Reg. 82%-ITV 81%-ITVff 65%-Online | 73%-Reg. 73%-ITV 75%-ITVff 63%-Online | 80%-Reg. 61%-ITV 68%-ITVff 65%-Online | 70%-Reg. 63%-ITV 62%-ITVff 70%-Online | -12%-Reg. -19%-ITV -19%-ITVff 5%-Online |
| Percentage of students earning a C or better in Biology 2401 (QEP course): Target: 70% or more of students to earn a C or better. | 44% | 47% | 59% | 57% | 13% |
| Percentage of students earning a C or better in Biology 2401 (QEP course): Regular and Online Target: 70% or more of students to earn a C or better. | 40%-Reg. 47%-Online | 57%-Reg. 25%-Online | 60%-Reg. 54%-Online | 60%-Reg. 48%-Online | 20%-Reg. 1%-Online |
| Percentage of students earning a C or better in Biology 2404 (QEP course): Target: 70% or more of students to earn a C or better. | 59% | 54% | 52% | 60% | 1% |
| Percentage of students earning a C or better in Biology 2404 (QEP course): Regular and Online Target: 70% or more of students to earn a C or better. | 64%-Reg. 35%-Online | 58%-Reg. 34%-Online | 56%-Reg. 30%-Online | 65%-Reg. 36%-Online | 1%-Reg. 1%-Online |

Priority Goal#1 Expected Outcomes: *Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|--|--|--|--|--|---|
| Action Item 1.2 Create a Teaching and Learning Center *duplicated; **unduplicated | | | | | |
| Percentage of students earning a C or better in History 1301 (QEP course): Target: 70% or more of students to earn a C or better. | 60% | 67% | 71% | 66% | 6% |
| Percentage of students earning a C or better in History 1301 (QEP course): Regular, ITV, ITV F-F, Online Target: 70% or more of students to earn a C or better. | 52%-Reg. 65%-ITV 62%-ITVff 67%-Online | 63%-Reg. 58%-ITV 62%-ITVff 72%-Online | 76%-Reg. 82%-ITV 62%-ITVff 67%-Online | 63%-Reg. 86%-ITV 63%-ITVff 65%-Online | 11%-Reg. 21%-ITV 1%-ITVff -2%-Online |
| IDEA Progress on Relevant Objectives: Target % of classes at or above the IDEA database average | 69%; 64% Fall 11, Spr12 | 64%; 64% Fall12, Spr13 | 70%; 70% Fall 13, Spr14 | 70%;70% Fall14, Spr15 | 1%; 6% |
| IDEA Excellent Teacher: Target % of classes at or above the IDEA database average | 72%; 71% Fall 11, Spr12) | 68%;66% Fall12, Spr13 | 70%;67% Fall 13, Spr14 | 74%;69% Fall14, Spr15 | 2%;-2% |
| IDEA Excellent Course: Target % of classes at or above the IDEA database average | 65%; 64% Fall 11, Spr12 | 63%; 64% Fall12, Spr13 | 63%; 60%; Fall 13, Spr14 | 62%;63 Fall14, Spr15 | -3%;-1% |
| IDEA Summary: Target % of classes at or above the IDEA database average | 69%; 67% Fall 11, Spr12 | 67%; 66% Fall 12, Spr13 | 70%; 68% Fall 13, Spr14 | 69%;68% Fall14, Spr15 | 0%; 1% |
| Math Readiness (Success Point Funding) | 156-FY11 | 263-FY12 | 194-FY13 | 189-FY14 | 21% |
| Reading Readiness (Success Point Funding) | 41-FY11 | 116-FY12 | 75.5-FY13 | 82-FY14 | 100% |
| Writing Readiness (Success Point Funding) | 36.5-FY11 | 92.5-FY12 | 55.5-FY13 | 70.5-FY14 | 93% |
| Students Who Pass First College-Level Math Course (Success Point Funding) | 699-FY11 | 666-FY12 | 624-FY13 | 648-FY14 | -7% |
| Students Who Pass First College-Level Reading Course (Success Point Funding) | 513-FY11 | 553-FY12 | 538.5-FY13 | 557-FY14 | 8.6% |
| Students Who Pass First College-Level Writing Course (Success Point Funding) | 529.5-FY11 | 504-FY12 | 475-FY13 | 445-FY14 | -16% |
| Action Item 1.3 Create a Veteran Student Services Center | | | | | |
| Certificate completion rates -Veterans Target: representative of enrolled population | 8 | 9 | 19 | 18 | 125% |
| AA degree completion rates -Veterans Target: representative of enrolled population | 7 | 4 | 8 | 5 | -29% |
| AS degree completion rates -Veterans Target: representative of enrolled population | 8 | 7 | 6 | 4 | -50% |
| AAS degree completion rates -Veterans Target: representative of enrolled population | 7 | 7 | 8 | 15 | 114% |
| Fall to Fall Persistence rates for Veterans Target: representative of enrolled population | 40% | 45% | 46% | 43% | 3% |

Goal 2: Meet Community Needs

Action Item 2.1: Reinforce the public recognition of Victoria College as a superior academic and career training institution.

ACTIVITY 2.1.1: Implement a comprehensive marketing and recruiting campaign.

➤ Action Plan 2.1.1.1-Launch Campaign

In December 2013, VC volunteers conducted a community perceptions survey at the Victoria Mall during PTK's "Ask a Student" Fair. This campaign was designed to understand the public recognition of Victoria College.

- 73% of those interviewed indicated they personally benefit from the work VC does "some" or "a lot"
- 87% indicated the community benefits from the work VC does "some" or "a lot"

The Victoria College marketing department launched a new campaign in May 2013 designed to reinforce the public recognition of Victoria College as a superior academic and career training institution. The theme of the campaign was "Victoria College offers Students MORE." The campaign included direct mail, an email campaign, movie theaters, radio, Pandora, YouTube, Facebook, and mobile app ads.



ACTIVITY 2.1.2: Implement a plan for communicating with prospective and current students.

➤ Action Plan 2.1.2.1-Finalize new student communication plan

A Relationship Management Committee was assembled and worked to develop a plan for communicating with prospective and current students. The Relationship Management Committee identified the need to purchase a Customer Relationship Management (CRM) system to implement prospective and current student communication plans. The major players (Admissions, Financial Aid, Pre-College Programs, Advising, WCE, College Information Systems, Tech Services, and Marketing) participated in a Banner Communication Management demo in June 2013 and agreed that this system would help tremendously in becoming more proactive in our communications to prospective and current students, which should lead to an increase in

enrollment. The Strategic Planning Committee for 2.1 agreed that a CRM system is an important tool for recruitment and retention.

The communication plans created by the Relationship Management Committee helped to identify areas of duplication and brought to light major gaps where important communications were not happening consistently. For example, the committee discovered that important information about prospects who called or visited campus was not being captured, nor were students informed that their application had been received. Additionally communication with students confirming their registration and reminding them about payments was not occurring.

As a result of this work, the college was able to expand communications to prospective and current students by identifying the appropriate lead department and implementing new processes. For instance, new students now receive an acceptance letter, students who previously registered receive a registration reminder and students who registered but didn't pay receive a payment reminder.

In most cases, current practices require manual work to generate and often require involvement from numerous departments. Financial Aid spends at least 5 hours a week generating communications about students' aid status. Additionally, Marketing collaborates with Admissions, CIS, and Technology Services to send out weekly payment reminders.

The purchase and implementation of a CRM system has potential to improve communications with prospective and current students more effectively. The CRM software was not purchased in 2013-14 due to unidentified funds; however, through a generous Johnson Foundation grant, and support of the Victoria College operational budget, the CRM software will be implemented in FY16.

Victoria College continues to work to improve communication with prospective and current students through other means as well. For example, VC has taken lead on local GenTX activities designed to encourage a college-going culture among our youth. This state level initiative is supported by the Texas Higher Education Coordinating Board.



In the Spring 2015 semester, the VC Foundation allocated up to \$25,000 to be used for incentive scholarships awarded in conjunction with targeted communication plans for 2015-16.

- 4 scholarships were awarded to VC students as an incentive for them to enroll in the new Industrial Maintenance Mechanic Program in Fall 2015.
- 10 College Prep Course scholarships were awarded to high school students who successfully completed the College Prep Course as an incentive for them to enroll in Fall 2015.
- 6 “Life Happens” scholarships were awarded to former students who didn’t re-enroll in the spring as an incentive for them to enroll in Fall 2015.

The Marketing & Communications Department also conducted focus groups at Victoria East, Victoria West, Gonzales HS, and St. Joseph HS. In an effort to continue to capture important student college going behaviors. Key findings from these groups include:

- Less is more! (less text, more visuals)
- College-bound students choose college based on prestige, family tradition; want to “get out of town.”
- Non-college-bound students want to be successful, but they seek success “in small steps.”



Focus groups were well-attended and offered great insight that will be incorporated in future marketing and communications efforts.

VC continues to strive to maintain a balance in marketing the academic transfer path vs. the Career & Technical Education path as well as credit vs. noncredit programs.

Strategic planning team members recommend that the college conduct a community perception survey annually and expand the sample size. Consideration should be given to incorporate findings from the focus groups into VC marketing materials (use more infographics, provide materials that speak to college-bound and non-college-bound students, and highlight successful students and graduates that represent a diverse student population).

Additional outreach efforts may also be needed to connect with prospective students who are intimidated by higher education and who may believe a 2-year or 4-year degree is unattainable.

Action Item 2.2: Target recruiting to areas of high need and high impact.

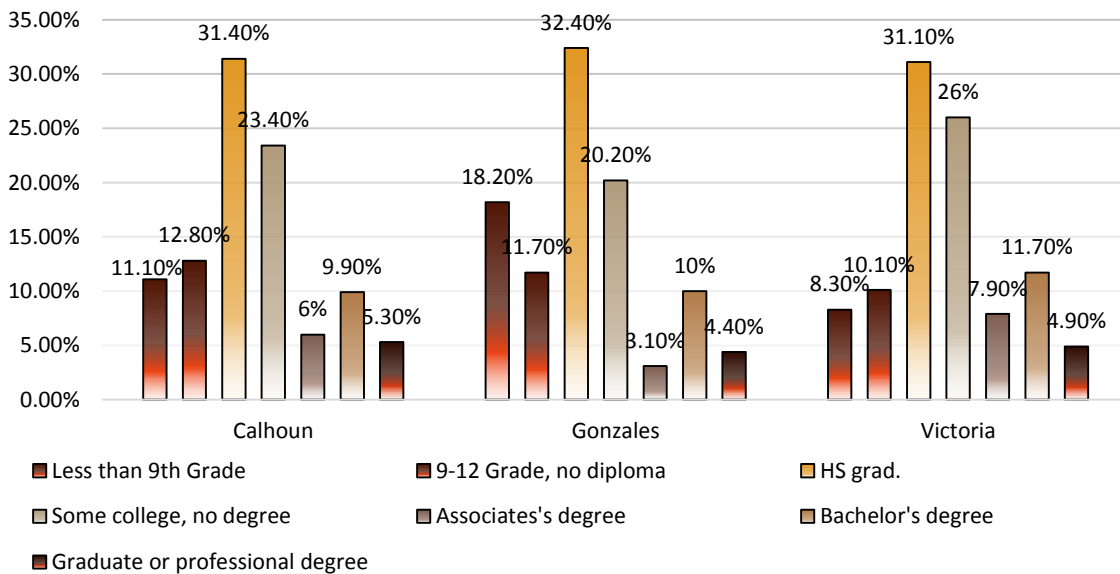
ACTIVITY 2.2.1: Implement a plan to identify areas of high need and high impact.

- **Action Plan 2.2.1.1: Identify target populations and target careers and develop/implement plan.**

In the spring 2014, the strategic planning team members reviewed data and identified areas of high need and high impact. These included:

- High school graduates from Victoria, Gonzales, and Calhoun counties (population growth; enrollment isn't representative of graduate population);
- Community members between the ages of 18-23, with no college (56.6% of this population in Victoria County has not attended college; 71% of this population in Gonzales County has not attended and 62.5% of this population in Calhoun County has not attended);
- Female householders with no male present;
- Community members ages 25+, no college (underemployed, low-wage earners; enrollment of students ages 40+ isn't representative of population); and males in all of the above categories

EDUCATIONAL ATTAINMENT (POP. 25 YRS. AND OVER)



A committee was also established in the fall 2014-spring 2015 to explore a community outreach initiative designed to inspire and empower the underemployed to better themselves and their

families. Committee members met with Father Espinosa from Our Lady of Sorrows. He expressed interested in partnering with VC and made recommendations for a successful outreach initiative.

In the summer 2015, weekly Admissions/Marketing/Advising meetings were initiated, to discuss goals, develop strategies, and assess the effectiveness of strategies. Cross-departmental collaboration has increased and internal processes and practices have been improved as new targeted communication campaigns have been developed as a direct result of this action plan. All actions associated with this action item have been very manual processes that often required involvement from several departments.

Targeted communication campaigns were considered successful. Students who provided feedback after Pirate Orientation indicated they prefer receiving a text message relaying key information, and they did not feel that VC sent them too many text messages. Of 76 students who responded to a Communication Preferences Survey at the beginning of Fall 2015, 44 students (58%) indicated text messages are their preferred resource for info about their student account.

Strategic planning team members recommend that Victoria College continue to review data regularly to identify targets and assess effectiveness of strategies. It is also recommended that targeted communication plans be expanded to reach other areas of high need and high impact.

Action Item 2.3: Cultivate and strengthen relationships with key stakeholders.

ACTIVITY 2.3.1: Identify Key Stakeholders

- **Action Plan 2.3.1.1: identify key stakeholders by category (school districts, business and industry, service organizations, municipalities, and economic development partners) and develop a contact list for the identified stakeholder entities, including descriptions of possible partnership initiatives and the roles each may play in the development of educational and economic improvement initiatives.**

While a comprehensive list of key stakeholders for the service area was not finalized during the plan, members of the college continued to build relationships and partnerships. It was decided that this should be an on-going process and part of institutional operations.

ACTIVITY 2.3.2 –Develop and Implement new Career Pathways Initiatives

- **Action Plan 2.3.2.1: Research educational and economic improvement initiatives, including Career Pathways, regional P-16 Councils, and “cradle to career” education models.**

Several initiatives were implemented during the plan related to career pathways, short-term certifications and “cradle to career” education models. Examples include:

- Beginning with the summer 2015 Vocational Nursing cohort, the non-credit Certified Nurse Aide course has been designated as a pre-requisite. This certification provides students with additional basic instruction and clinical experiences. The sequencing of the program was changed to allow for a May graduation.



- Marketable Skills Certificates have been developed in Business Relationship Building, IT Support Specialist, Local Area Network Administration and Office Support Staff (can be completed in one semester) and Accounting Technician, CISCO, LAN Technology and Welding (can be completed in two semesters). Marketable Skills Certificates provide students the opportunity to secure a credential needed for a job, while continuing studies towards an associate degree or certificate.
- Local articulation agreements with area high schools were developed. Schools include Bloomington ISD, Calhoun County ISD and Victoria ISD. Students who take certain courses in high school then enroll and complete the first three credit hours at VC, will receive college credit for their high school class. Articulation agreements are in place for Welding, Integrated Software Applications, and Introduction to Accounting.
- A crosswalk is being developed between non-credit Millwright I & II and the new Industrial Maintenance Mechanic program. Once complete, students who successfully complete the non-credit course will be eligible for college credit in the IMM program.

Action Item 2.4: Strengthen partnerships with regional economic development entities.

ACTIVITY 2.4.1: Construct, equip, open and market availability and functionality of the Emerging Technology Complex.

- **Action Plan 2.4.1.1-Construct Emerging Technology Complex and identify and develop new educational/training programs.**

The Emerging Technology Complex was completed on time and on budget. General Obligation Bond funds (\$22 million) and private foundation/corporate/individual donations (\$2.7 million) were utilized to build and equip the state-of-the-art facility that consists of two buildings: the Conference and Education Center (CEC) and the Industrial Training Center (ITC).

International Association of Conference Centers certification for the CEC has been achieved, marketing materials, a social media presence and promotional items have been developed and the Complex is gaining local, regional and State recognition as the premier site to hold workshops,

conferences, expos, training classes, fundraisers and business appreciation events. From March through August 2015, 24 agencies/organizations had utilized the facility for over 1,900 hours – with nearly 4,300 people attending.



The TC is in full operation, with courses taking place for specific business/industry contracts and open-enrollment industrial training for credit and non-credit workforce training. The majority of the training programs for Caterpillar have relocated from the Liberty Training Center, and the new Industrial Maintenance Mechanic program began with its first cohort in Fall 2015. Curriculum development and equipment purchases are on target for a spring start of the new Machining Technology program.

With the exception of a few “punch items”, the Complex is complete, fully operational and all Complex staff have been hired. These include the complex manager, event planners, industrial programs director, admin support, program faculty, security, custodial and student assistants. The Complex manager is finalizing standard operating procedures and providing training to all staff.

The Victoria Chamber of Commerce and the Victoria Alliance have leased office space in the CEC. The mission of these two organizations compliment the mission of the College. Staff coordinate on economic development and educational initiatives. Caterpillar, Inc. has leased a classroom and high-bay training lab in the ITC for research and development of a new product line. Workforce and Continuing Education staff are working with Caterpillar to develop and submit a grant request from the Texas Workforce Commission to continue and expand the training programs for Caterpillar employees. The 3-year leases provide a solid revenue stream for the Complex.

ACTIVITY 2.4.2: Identify, assess and respond to economic development opportunities and workforce needs throughout the service area.

Meetings with and presentations to area economic development entities, governmental agencies, elected leadership, business/industry and service organizations continue to be held to discuss VC's ability to meet workforce education and training needs and identify gaps. These meetings will be expanded in the next strategic planning process.

ACTIVITY 2.4.3: Ensure appropriate multi-media availability at the Welder Center to increase rental agreements.

Technology and infrastructure resource needs of the Leo J. Welder Center for the Performing Arts were identified through a thorough analysis of existing technology, equipment and amenities. Gaps and desired items were itemized and external funding sought. Funding required for the resources was approximately \$480,000. To-date approximately \$312,000 has been secured from public and private sources. An acoustical ceiling, AV system and sound improvements, a digital cinema projector, retractable cinema projector screen and a new Welder Center website have been procured and installed. The remaining items will be purchased as donations/grants are secured. These include digital exterior signage, assistive listening & in-house communication improvements, cinema surround sound and stage lighting improvements. Items identified for the Welder Center have been added to the Center's Capital and Technical Improvement Projects list. This item will be part of the operational strategies of the Center.

Strategic planning team members recommend that listening sessions, one of the planned activities of for this goal, be considered for the next plan. They were put on hold in order to focus on the other activities. This form of communication with external constituents is essential to stay abreast of changing needs and be prepared for new/expanding business training requirements.

Final Observations Regarding the Impact to Meeting Community Needs and success in achieving the priority Goal #2 Expected Outcomes:

There were many external factors impacting the achievement of this goal, such as increasing employment in the region and increasing recruitment and expansion by the University of Houston-Victoria. While the key performance indicators may not reflect the planned outcomes, it is obvious that a significant and well-laid foundation and framework for future success have been built during this strategic plan. Victoria College has made great strides to understand and meet community needs with the 2012-2015 Strategic Plan.

Priority Goal #2 Expected Outcomes: Victoria College will experience increases in student enrollment, academic transfer, and student completion in targeted programs leading to in-demand careers, as well as increases in resources, partnerships, and regional, state, and national recognition.

| Priority Goal #2 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr.2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|---------------------------|-----------------------|-----------------------|------------------------|-------------------------------|
| Action Item 2.1 Reinforce the public recognition of Victoria College as a superior academic and career training institution. | | | | | |
| Regional recognitions | 0 | 1 | 1 | TBD | - |
| State recognitions | 2 | 1 | 2 | TBD | - |
| National recognitions Closing the Gaps Target: at least one program or service nationally recognized | 1 | 1 | 1 | TBD | - |
| Action Item 2.2 Target recruiting to areas of high need and high impact. | | | | | |
| Overall Participation: Closing the Gaps Target: 2015-4,600 | 4,514-fall11 | 4,381-fall12 | 4,344-fall13 | 4,168-fall14 | -8% |
| African American Participation: Closing the Gaps Target: 2015-270 | 221-fall11 | 215-fall12 | 229-fall13 | 227-fall14 | 3% |
| Hispanic American Participation: Closing the Gaps Target: 2015-1,600 | 1,635-fall11 | 1,715-fall12 | 1,807-fall13 | 1,834-fall14 | 12% |
| White American Participation: Closing the Gaps Target: 2015-2,700 | 2,390-fall11 | 2,232-fall12 | 2,139-fall13 | 1,959-fall14 | -18% |
| Non-Credit Course Enrollment Total (unduplicated) | 3,736 | 4,390 | 4,166 | 3,760 | 1% |
| Fundable Contact Hours-Credit Courses Overall | 1,783,312 | 1,719,232 | 1,693,120 | 1,529,088 | -14% |
| Fundable Contact Hours-Academic Foundations Credit Courses | 194,688 | 158,064 | 152,976 | 123,824 | -36% |
| Fundable Contact Hours-Career, Health and Technical Professions Credit Courses | 705,344 | 686,112 | 659,904 | 543,776 | -23% |
| Fundable Contact Hours-Science, Math, and PE Credit Courses | 373,840 | 363,440 | 361,424 | 287,664 | -23% |
| Fundable Contact Hours-Arts, Humanities and Social Science Credit Courses | 509,440 | 511,616 | 518,816 | 573,824 | 13% |
| Continuing Education Funded Contact Hours Overall | 150,706 | 159,512 | 167,982 | 169,029 | 12.2% |
| Continuing Education Non-Funded Contact Hours Overall | 42,346 | 28,870 | 41,718 | 33,023 | -22% |
| Continuing Education Funded Workforce Development Contact Hours Overall | 56,576 | 57,587 | 76,828 | 70,107 | 23.9% |
| Continuing Education Funded Law Enforcement Contact Hours Overall | 24,617 | 25,482 | 26,367 | 19,989 | -19% |
| Continuing Education Funded Emergency Medical Contact Hours Overall | 7,978 | 9,215 | 14,021 | 6,650 | -10% |
| Continuing Education Funded Allied Health Contact Hours Overall | 61,535 | 67,228 | 50,766 | 72,283 | 17.5% |
| Adult Education Enrollment | 576 | 553 | 632 | 732 | 27% |

| | | | | | |
|--|--|---------------------------------------|---------------------------------------|-----------------|----------------|
| Non-credit Licensure Rates Licensure Rates-Nurse Aide/Home Health Aide attempting Examination | 69% | 100% | 100% | TBD | 31% |
| Non-credit Licensure Rates Licensure Rates- Nurse Aide/Home Health Aide Total Passing | 90% | 95.6% | 100% | TBD | 10% |
| Non-credit Licensure Rates Licensure Rates- Medication Aide attempting Examination | 57% | 100% | 100% | TBD | 43% |
| Non-credit Licensure Rates Licensure Rates- Medication Aide Total Passing | 100% | 97.7% | 100% | TBD | 0% |
| <i>Action Item 2.3 Cultivate and strengthen relationships with key stakeholders.</i> | | | | | |
| Number of Early Enrollment/Dual Enrollment Students Fall/Spring (unduplicated) | 549/496 | 619/572 | 640/593 | 609/560 | 11%/13% |
| FTIC enrollment total (fall) | 726 | 649 | 704 | 680 | -6% |
| Cohort Transfer rates/Non-transfer completer rates-(5 year cohort) (Transfers to a senior institution) | 22.3%/17.2% | 23.5%-174/15.4%-114 | 18.3%-98/16.6%-89 | TBD | -3%/-6% |
| Percentage and number of VISD students who graduated and enrolled at VC the following fall semester. | 28.5% 210/737 FY12 grads-fall 12 | 30.9% 232/749 FY13 grads-fall13 | 26.6% 200/752 FY14 grads-Fall14 | TBD | -1.9% |
| Resources: Grants Received | \$1,131,302.00 | \$5,756,178.00 | \$1,321,153.00 | TBD | - |
| Resources: Total Number of Students Receiving Financial Aid Awards (May reflect duplicated headcount) | 3,447 | 3,406 | 3,175 | 3,180 | -8% |
| Resources: Total Dollar Amount of Financial Aid Disbursed (May reflect duplicated students) | \$ 13,841,251.17 | \$ 11,688,747.58 | \$ 11,153,642.12 | \$ 9,614,798.67 | -31% |
| <i>Action Item 2.4 Strengthen partnerships with regional economic development entities.</i> | | | | | |
| Allied Health Employer Surveys-% average or better | 98.5% | 100% | 100% | TBD | - |
| Career and Technology Programs Employer Surveys-% average or better | 100% | 100% | 100% | TBD | - |
| Number of Welder Center events | n/a | 127 events | 187 events | 126 events | -1% |
| Number of Museum of the Coastal Bend events | 108 | 86 | 94 | 105 | -3% |

Goal 3: Ensure Institutional Excellence

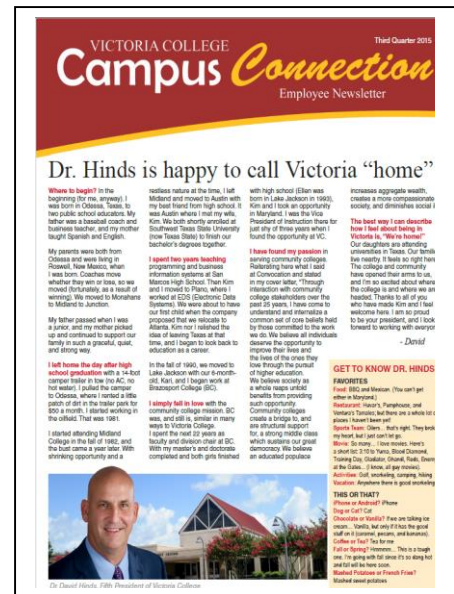
Action Item 3.1: Create a campus climate in which employees collaborate and communicate effectively.

ACTION PLAN 3.1.1: Implement a plan to increase collaboration and communication.

- Action Plan 3.1.1.1: Increase collaboration between departments
- Action Plan 3.1.1.2: Increase communication.

Strategic planning team members plan to improve collaboration and communication across campus was approached during the 2012-2015 Strategic Plan by:

- Designing an employee newsletter – Campus Connection
- Developing a Campus Connect Committee charged with developing creative ways to “connect” the employees across campus. Our goal is that the ideas and events that come from this committee will enhance Victoria College’s overall climate while increasing morale and fostering communication.
- Hosting monthly Campus Connect Luncheons in order to: learn about other departments; meet new employees; build relationships with co-workers; visit with President and/or administrative personnel



- Conducting New Employee Orientations during convocation and other times throughout the year as needed.
- Sending out new employee announcements with photos and contact details.
- Sending out a message of “You Matter” both in the newsletter and on the portal recognizing employees for a job well done.
- Implementing “Ask Vic” as a way to provide an employee Q&A via the News Flush

Employees indicated increasing satisfaction regarding the quality of team work and communications within a department or on a team.

Scores increased from 88.2% in 2013 to 90.4% in 2015. Employees also indicated increasing satisfaction with communication about their salaries and the College's funding issues that affect salaries. Satisfaction responses increased from 81.2% in 2012 to 83.7% in 2015.

An additional survey question was added to the employee satisfaction survey in 2014-2015 asking about the quality of the new employee newsletter, Campus Connection. The satisfaction rate for the new item was 97.9%. A second question was also added in 2014-2015 about overall communication across campus to help employee connect and collaborate. Only 75% of employees were satisfied with this type of communication. Strategic planning team members recommend that Victoria College should continue to seek ways to improve communication and collaboration across campus departments.

Action Item 3.2: Create a unified, welcoming, and safe campus physical environment.

ACTIVITY 3.2.1: Create a unified and welcoming campus and physical environment.

➤ Action Plan 3.2.1.1: Implement Facilities Master Plan

The requirements for creating a unified and welcoming physical environment have been studied and defined in the 2009-2012 Strategic Plan and in the Facilities Master Plan. Implementation of this activity has been incorporated into the Facilities Master Plan and is on hold pending budget availability. Some small items have been accomplished.

Additional building signs were added to Johnson Hall, Academic, Language, Sports Center, Technology, and Library. For library, Academic, and Sports these signs were placed at pedestrian level and oriented so that travelers in the quad could identify the buildings. For Johnson Hall, Sports and Technology signs were placed where car traffic or pedestrians could identify the buildings from a greater distance or from other sides of the building not previously labeled.

ACTIVITY 3.2.1: Create a safe campus physical environment.

➤ Action Plan 3.2.1.1: Implement Campus Master Plan

The requirements for creating a safe campus physical environment have been studied and defined by the campus safety and security committee. Implementation of this activity has been incorporated into the campus safety plan. Considerable progress has been made on the campus safety project. During 2013-14 the Emergency Management Plan was completed and approved, additional electronic access control entrances were installed, Phase 2 of the hardware/key system upgrade was completed. Phase 3 of the hardware/key system upgrade is planned for summer of 2014 which will complete this project. Training has begun on several emergency response topics.

Training is underway for various groups and scenarios. AEDs (defibrillators) have been installed in several buildings. The emergency notification system has been improved, including installation of external speakers and a new phone system with emergency notification capabilities. New hardware allowing classroom lockdown has been installed and a new key control system is partially complete. The multi-year Safety & Security Plan also will purchase internal and external cameras at most locations.

Strategic planning team members recommend that this action item be removed from the plan. However, there is still a broader strategic need to create clarity of the VC identity both in terms of our physical campuses/buildings and our operations/activities.

Action Item 3.3: Implement a comprehensive plan for improving employee job performance.

ACTIVITY 3.3.1: Develop and implement an effective system of performance evaluation.

- **Action Plan: 3.3.1.1-Gather, analyze and survey performance evaluation systems**
- **Action Plan 3.3.1.2-Develop and pilot performance evaluation system**
- **Action Plan 3.3.1.3-Implement an effective system of performance evaluation.**

Strategic planning team members reviewed performance evaluation systems at other institutions and surveyed VC supervisors regarding the VC evaluation forms. Three areas of concern were identified with the performance evaluation tool that was in use. These were the use of a 5 point rating system; repetitive factors and an inability to evaluate on individual competencies.

An improved evaluation tool was developed and changes included replacing the numbered point rating system to a rating of “simply meets expectations” or “needs improvement”. This new tool also included sections to highlight employees’ strengths, goals, and improvement opportunities. The new evaluation tool became fully implemented in 2014-2015.

- **Action Plan 3.3.2.1-Create an environment and culture of continuous employee development by designing a training and development program that provides levels of training**
- **Action Plan 3.3.2.2-Design and implement a leadership development program that will give employees an opportunity to be better equipped to maximize their contributions to Victoria College.**
- **Action Plan 3.3.2.3-Provide live and online seminars and workshops**

An effective system of professional development, including a program designed to prepare employees for advancement and leadership opportunities brought to staff and faculty via Boot Camp was developed and implemented through the activities of the 2012-2015 strategic plan.

Notable changes observed include an improved convocation that now includes a conference style event with a variety of training opportunities for all staff and faculty. The developmental of a leadership program, The Compass, to implement upon the completion of the QEP's Boot Camp. On line training has also been provided for required safety and legal training. Campus Clarity is also in use for 2015.

Employee turnover rate has decreased from 15% in 2012 to 13% in 2015. Communication within the department to improve performance increased from 88.2% in 2013 to a 90.4% in 2015 regarding employees satisfied with the quality of team work and communications within a department or on a team.

Employee satisfaction regarding the quality of training and development opportunities also increased from 87.2% in 2012 – 89.5% in 2015 and the number of employees participating in our CAPE trainings increased from 145 in 2014 to 308 in 2015. An increase has also been observed in the number of employees hired for internal advancement, increasing from 12 in 2013 to 16 in 2015.

Strategic planning teams recommend that we continue training and development for our staff and faculty both through CAPE and the future COMPASS. It should always be a goal and priority to improve employee satisfaction, thus, increasing employee morale and job performance.

Final Observations Regarding the Impact to Ensure Institutional Excellence and in achieving the priority Goal #3 Expected Outcomes

Systemic ongoing changes designed to ensure institutional excellence have occurred through the Action Items for Goal #3 of the 2012-2015 Strategic Plan. Effectiveness processes have been improved and opportunities for individual and professional development have been widely expanded. Key performance indicators provide evidence that the action items associated with this goal have created an impact on institutional excellence.

Priority Goal #3 Expected Outcomes: Victoria College will exceed comparative college benchmarks on internal and external constituents’ satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.

| <i>Priority Goal #1 Key Performance Indicators</i> | <i>Baseline 2011-2012</i> | <i>Yr.1 2012-2013</i> | <i>Yr. 2 2013-2014</i> | <i>Yr. 3 2014-2015</i> | <i>% Change from Baseline</i> |
|---|-------------------------------|---------------------------|----------------------------|----------------------------|---|
| <i>Action Item 3.1 Create a campus climate in which employees collaborate and communicate effectively</i> | | | | | |
| Pace Survey (5 point Likert-type scale)-Overall- does not include custom items Target: meet or exceed national benchmarks | 3.91 | n/a | n/a | n/a | <i>A decision was administratively made not to administer the PACE.</i> |
| Pace Survey (5 point Likert-type scale)- Institutional Structure (all employees) Target: meet or exceed national benchmarks | 3.63 | n/a | n/a | n/a | <i>A decision was administratively made not to administer the PACE.</i> |
| Pace Survey (5 point Likert-type scale)- Supervisory Relationships (all employees) Target: meet or exceed national benchmarks | 3.98 | n/a | n/a | n/a | <i>A decision was administratively made not to administer the PACE.</i> |
| Pace Survey (5 point Likert-type scale)- Teamwork (all employees) Target: meet or exceed national benchmarks | 4.03 | n/a | n/a | n/a | <i>A decision was administratively made not to administer the PACE.</i> |
| Pace Survey (5 point Likert-type scale)- Student Focus (all employees) Target: meet or exceed national benchmarks | 4.11 | n/a | n/a | n/a | <i>A decision was administratively made not to administer the PACE.</i> |
| Pace Survey (5 point Likert-type scale)- Custom (all employees) Target: meet or exceed national benchmarks | 3.57 | n/a | n/a | n/a | <i>A decision was administratively made not to administer the PACE.</i> |

Priority Goal #3 Expected Outcomes: Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr. 2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|--|--|-------------------|---|--------------------|--------------------------------|
| Action Item 3.2 Create a unified, welcoming, and safe campus physical environment | | | | | |
| Noel-Levitz-Student Centeredness Scale <i>Target: meet or exceed national benchmarks</i> *** indicates the mean difference is significant at the .001 level | <u>VC Gap:</u> .78 <u>Cohort Gap:</u> .82 <u>Mean Difference:</u> -.04 | n/a | <u>VC Gap:</u> .5 <u>Cohort Gap:</u> .79 <u>Mean Difference:</u> .52*** | n/a | Decrease in gap of .28. |
| Noel-Levitz-Safety and Security Scale <i>Target: meet or exceed national benchmarks</i> ***indicates mean difference is significant at the .001 level *** indicates the mean difference is significant at the .001 level | <u>VC Gap:</u> 1.46 <u>Cohort Gap:</u> 1.05 <u>Mean Difference:</u> -.37*** | n/a | <u>VC Gap:</u> .97 <u>Cohort Gap:</u> .91 <u>Mean Difference:</u> .23*** | n/a | Decrease in gap of .49 |
| Noel-Levitz-Campus Climate Scale <i>Target-Meet or exceed Nat. Benchmark</i> ***indicates the mean difference is significant at the .001 level | <u>VC Gap:</u> .77 <u>Cohort Gap:</u> .71 <u>Mean Difference:</u> -.16*** | n/a | <u>VC Gap:</u> .43 <u>Cohort Gap:</u> .68 <u>Mean Difference:</u> .47*** | n/a | Decrease in gap of .34 |
| VC Facilities Master Planning process as a useful process of institutional improvement. | 92.9% | 92.6% | 87.7% | 88.2% | -4.7% |

Priority Goal #3 Expected Outcomes: *Victoria College will exceed comparative college benchmarks on internal and external constituents’ satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr. 2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|-----------------------|-------------------|--------------------|--------------------|-------------------------------|
| Action Item 3.3 Implement a comprehensive plan for improving employee job performance | | | | | |
| Noel-Levitz-Instructional Effectiveness Target: meet or exceed national benchmarks | Gap .77* | n/a | Gap .56*** | n/a | Decrease in gap of .25 |
| Noel-Levitz-Academic Advising Effectiveness Scale Target: meet or exceed national benchmarks 2012-2013*** indicates the mean difference between VC and national community colleges (gap=.95) was significant at .001 and below benchmark | Gap .80 | n/a | Gap .73*** | n/a | Decrease in gap of .7 |
| Noel-Levitz-Admissions and Financial Aid Effectiveness Scale Target: meet or exceed national benchmarks 2012-2013*** indicates the mean difference between VC and national community colleges (gap=.91) was significant at .001 and below benchmark | Gap .93 | n/a | Gap .91*** | n/a | Decrease in gap of .02 |
| Noel-Levitz-Campus Services Scale Target-Meet or exceed Nat. Benchmark 2012-2013*** indicates the mean difference between VC and national community colleges (gap=.54) was significant at .001 and below benchmark | Gap .64 | n/a | Gap .38*** | n/a | Decrease in gap of .26 |
| Noel-Levitz-Registration Effectiveness Scale Target-Meet or exceed Nat. Benchmark 2010-2011-**indicates the mean difference between VC and national community colleges (gap=.84) was significant at .01 and below benchmark 2012-2013*** indicates the mean difference between VC and national community colleges (gap=.81) was significant at .001 and below benchmark | Gap .90** | n/a | Gap .54*** | n/a | Decrease in gap of .38 |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Administrative Services Overall | 98.9 | 100 | 96.6 | 100 | 1.1% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Student Services Overall | 100 | 100 | 99 | 100 | 0% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Instructional Services Overall | 97.1 | 98.2 | 97.9 | 97.3 | .2% |

Priority Goal #3 Expected Outcomes: *Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr. 2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|-----------------------|-------------------|--------------------|--------------------|--------------------------------|
| Action Item 3.3 Implement a comprehensive plan for improving employee job performance | | | | | |
| VC Operational Planning & Assessment process (unit plans) as a useful planning, budgeting, and decision making tool. | 92.9 | 92.5 | 87 | 83 | -9.9% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Business Office Services Quality/Courtesy, professionalism, and/or cooperation | 98.8/94.2 | 96.5/97.8 | 97.9/96.5 | 97.2/98.5 | -1.6%/4.3% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Central Stores Quality/Courtesy, professionalism, and/or cooperation | 100/100 | 100/100 | 98.8/98.6 | 100/100 | 0%/0% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with College Bookstore Quality/Courtesy, professionalism, and/or cooperation | 98.7/98.5 | 94.2/100 | 96.2/97.8 | 100/100 | 1.3%/1.5% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Purchasing Department Quality/Courtesy, professionalism, and/or cooperation | 93.6/95.4 | 100/97.4 | 95.2/98.7 | 100/100 | 6.4%/4.6% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Payment Center Quality/Courtesy, professionalism, and/or cooperation | 90.6/91.1 | 100/96.8 | 96.1/98.5 | 100/98.2 | 9.4%/7.1% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Human Resources Quality/Courtesy, professionalism, and/or cooperation | 97.8 & 92.0/98.9 | 96.9 & 80.6/98.4 | 94.9 & 92/98.3 | 95.9 & 91.7/98.0 | -1.9% & -0.3%/-0.9% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with The Cove/Subway Quality/Courtesy, professionalism, and/or cooperation | 87.0/74.0 | 82.0/83.3 | 93.3/90.0 | 89.3/83.8 | 2.3%/9.8% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Café Espresso Quality/Courtesy, professionalism, and/or cooperation | 96.0/94.1 | 93.1/93.1 | 96.7/98.4 | 93.2/95.7 | -2.8%/1.6% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with The Grind Quality/Courtesy, professionalism, and/or cooperation | 97.0/96.0 | 86.7/86.7 | 92.6/94.4 | 95.5/100.0 | -1.5%/4% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Physical Plant Quality/Courtesy, professionalism, and/or cooperation | 97.6/96.4 | 98.2/96.6 | 97.4/99.1 | 97.9/97.9 | .3%/1.5% |

Priority Goal #3 Expected Outcomes: *Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr. 2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|--|--|-------------------|--|--------------------|---------------------------|
| Action Item 3.3 Implement a comprehensive plan for improving employee job performance | | | | | |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Technology Services Quality/Courtesy, professionalism, and/or cooperation | 98.9/98.9 | 96.8/96.8 | 99.2/99.2 | 98.0/98.0 | -9%/-9% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Security Quality/Courtesy, professionalism, and/or cooperation | 96.7/95.6 | 96.8/96.7 | 100/100 | 98.0/98.0 | 1.3%/2.4% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Institutional Research Quality/Courtesy, professionalism, and/or cooperation | 82.9/75.8 | 69.6/86.4 | 91.6/96.9 | 93.3/98.8 | 10.4%/23% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Special Projects Quality/Courtesy, professionalism, and/or cooperation | 83.3/84.8 | 78.9/84.2 | 90.1/91.9 | 88.5/88.7 | 5.2%/3.9% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Marketing/Public Information Quality/Courtesy, professionalism, and/or cooperation | 98.4/100 | 97.1/97.1 | 93.1/98.2 | 95.7/97.8 | -2.7%/-2.2% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Phone and Mail Communications Quality/Courtesy, professionalism, and/or cooperation | 100/100 | 97.1/96.9 | 98.9/99.0 | 97.5/100 | -2.5%/0% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Print and Graphics Quality/Courtesy, professionalism, and/or cooperation | 100/100 | 100/100 | 100/100 | 100/100 | 0%/0% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Institutional Advancement Quality/Courtesy, professionalism, and/or cooperation | 97.0/97.0 | 81.3/93.3 | 97.5/98.8 | 98.2/95.7 | 1.2%/-1.3% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Admissions and Records/Welcome Center Quality/Courtesy, professionalism, and/or cooperation | 88.5/91.5 (welcome center only-93.9/92.3) | 92.1/95.0 | 96.5/94.3 (welcome center only-96.5/94.3) | 92.1/98.5 | 3.6%/7% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Advising and Counseling Quality/Courtesy, professionalism, and/or cooperation | 92.5 & 93.3/95.2 | 90.6/97.5 | 94.7/97.8 | 90.5/94.4 | -2.8%/-8% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Financial Aid Quality/Courtesy, professionalism, and/or cooperation | 91.5/96.2 | 96.6/96.8 | 100/98.7 | 100/100 | 8.5%/3.8% |

Priority Goal #3 Expected Outcomes: *Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr. 2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|--|-------------------|--------------------|--------------------|---------------------------|
| Action Item 3.3 Implement a comprehensive plan for improving employee job performance | | | | | |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Student Activities and Student Center Operations Quality/Courtesy, professionalism, and/or cooperation | 81.8/93.1 | 81.8/88.9 | 93.8/92.6 | 90.3/97.1 | 8.5%/4% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Testing Quality/Courtesy, professionalism, and/or cooperation | 97.6 & 100/100 | 93.8/97.1 | 98.7 & 98.5/100 | 94.9/95.2 | -5.1%/-4.8% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Tutoring Quality/Courtesy, professionalism, and/or cooperation | 94.3/97.6 | 100/100 | 100/100 | 91.3/97.9 | -3%/.3% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Supplemental Instruction Quality/Courtesy, professionalism, and/or cooperation | 100 | 100 | 100/100 | 94.4/100 | -5.6%/0% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Pre-College Programs and Recruitment Quality/Courtesy, professionalism, and/or cooperation | 87.2/95.5 | 88.2/100 | 94/95.6 | 92.3/94.9 | 5.1%/-6% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Key Center Courtesy , professionalism, and/or cooperation | 100 | 100 | 100 | 97.9 | -2.1% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Academic Foundations Quality of cooperation/Timeliness of information/communication | 91.9/96.4 | 92.2/91.8 | 93.9/92.4 | 88.5/92.2 | -3.4%/-4.2% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Arts, Humanities and Social Science Quality of cooperation/Timeliness of information/communication | 98.1/98.0 | 97.8/100 | 100/98.5 | 96.1/95.8 | -2%/-2.2% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Science and Math Quality of cooperation/Timeliness of information/communication | 98.3/98.1 | 100/100 | 97/96.8 | 98.0/97.8 | -.3%/-3% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Career, Health and Technical Professions Quality of cooperation/Timeliness of information/communication *note CTE combined with Allied Health | Allied Health- 91.5/92.9 CTE- 100/100 | 98.0/97.9* | 98.6/97.2 | 96.2/92.3 | 4.7%/-6% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Workforce and CE Quality of cooperation/Timeliness of information/communication | 92.5/94.2 | 95.6/95.1 | 90.7/88.2 | 98.3/98.2 | 5.8%/4% |

Priority Goal #3 Expected Outcomes: *Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.*

| Priority Goal #1 Key Performance Indicators | Baseline 2011-2012 | Yr.1 2012-2013 | Yr. 2 2013-2014 | Yr. 3 2014-2015 | % Change from Baseline |
|---|-----------------------|----------------------------------|-------------------------|------------------------------------|---|
| Action Item 3.3 Implement a comprehensive plan for improving employee job performance | | | | | |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Library Quality of cooperation/Timeliness of information/communication | 94.5/96.4 | 93.3/95.5 | 97.5/97.4 | 100/100 | 5.5%/3.6% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Distance Education Quality of cooperation/Courtesy, professionalism and/or cooperation of personnel | 100 | 95.5 | 96.8 | 100 | 0% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Gonzales and Calhoun Centers Quality of cooperation/Timeliness of information/communication *note Gonzales and Calhoun separated in survey beginning in 2012-2013 | 100/100 | G- 97.4/100 C- 93.8/100 | G-100/98.1 C-94.1/93 | G- 98.0/97.8 C- 84.6/95.8 | G- -2%/-2.2% C- -15.4%/-4.2% |
| VC Faculty-Staff Opinion Survey-% not dissatisfied with Computer Information System -Courtesy, professionalism, and/or cooperation of CIS personnel/Overall CIS service support request process and timeliness of response | 94.1/100 | 95.5/100 | 97.4/98.7 | 100/96.5 | 5.9%/-3.5% |
| VC provides and supports up-to-date equipment and training for administrative needs. | 96.3 | 97.3 | 93.5 | 92.4 | -3.9% |
| VC provides and supports up-to-date equipment and training for instructional needs. | 94.5 | 95.1 | 89 | 79.0 | -15.5% |
| VC provides and supports up-to-date equipment and training for student needs. | 92.4 | 91.7 | 79.8 | 66.7 | -25.7% |
| VC Strategic Planning process a useful process of institutional improvement. | 91.5 | 91.8 | 82.9 | 84.2 | -7.3% |
| VC QEP provides quality professional development in active learning and student engagement through the QEP efforts. | n/a | 91.0 | 87.8 | 88.1 | -2.9% |
| VC provides adequate number of professional development opportunities through the QEP efforts. | n/a | 92.8 | 90.7 | 89.8 | .9% |
| QEP efforts have been useful in supporting the use of active learning strategies into my position on the VC Campus. | n/a | 92.2 | 89.2 | 87.5 | -4.7% |
| Employee turnover rate | 15% | 14% | 14% | 13% | -2% |