

End-of-Year Summary Report 2013-2014



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Executive Summary/Highlights:

The faculty, staff and administrators of Victoria College continue to actively engage and carry out the VC mission and strive to achieve the priority goals of the institution. The 2013-2014 academic year marked another year of great teamwork by all members of the college community. Fostering student success, meeting community needs and ensuring institutional excellence were evident throughout all the college endeavors. The summer of 2014 marked the conclusion of a successful compilation of momentous endeavors by the entire college community over multiple years. Victoria College received final notice that the college was officially reaffirmed by the college's regional accrediting body. This reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges acknowledges and reaffirms the quality of Victoria College education and services.

Student success goals remain a priority for Victoria College and many new initiatives and plans of action at the national, state and local level are being implemented to respond to the challenges of completion and funding. Nationally, higher education continues to face significant completion and funding challenges. The state of Texas and Victoria College also faces these challenges. Examples of initiatives designed to address completion challenges at the local level include the development of a new set of general education core courses; alignment of the VC developmental education program with the statewide Mathways Initiative; and the piloting of the new VC Quality Enhancement Plan (Students Engaged in Active Learning).

Victoria College faculty worked throughout the last two years to redesign the core set of general education courses required of all degree plans. The redesigned courses contain a set of mandated state objectives developed to meet new emerging workforce and higher education demands. Critical thinking, communication (visual, oral, and written), personal responsibility, social responsibility and empirical and quantitative skills and teamwork objectives have been integrated into the new 42 hour general education core. The new core was implemented in fall 2014.

Lack of college readiness remains a concern across the nation. Lacking math readiness is one of the most significant barriers facing students entering college today. In 2013-2014, Victoria College education and math faculty worked to redesign the student college orientation course (Learning

Framework) and all levels of developmental math education to align with a state level initiative called Mathways. This project creates accelerated multiple pathways with relevant and challenging redesigned mathematics content aligned to specific fields of study. Victoria College received the approval to implement the Quality Enhancement Plan along with the reaffirmation by SACSCOC in summer 2014. The plan is being implemented through the new Center for Academic and Professional Excellence. This plan is designed to improve critical thinking through active engagement of students in the learning process.

Victoria College continues to identify and respond to the existing and changing needs of our regional economy. The year 2013-2014 resulted in continued and new partnerships with businesses, higher education institutions, community groups and other agencies. A nursing career pathway was established that provides a clear path from the early continuing education Certified Nursing Assistant credential to the credit Licensed Vocational Nursing certificate and then to the credit Associate Degree of Nursing. The Emerging Technology Complex is underway and progressing on-time/on-budget. Three new credit programs are in development and planned for the center. These include Industrial Maintenance Mechanic, Machining and Oil & Gas Technology. In 2013-2014 various college personnel made presentations on programs, services, partnerships and philanthropic opportunities to area economic development and governmental entities as well as service clubs.

While the reaffirmation acknowledged the institutional effectiveness and quality of Victoria College, it is recognized that in order to maintain this recognition, continual effort is required by all; to strive for even higher performance levels; to ensure efficient, accurate and supportive services to internal and external customers. Strategic planning teams continue to work to increase collaboration and communication, create a unified, welcoming and safe campus physical environment and improve employee job performance. Many actions are scheduled for full implementation in the 2014-2015. Clearly, the efforts witnessed in the year 2013-2014 demonstrated the integrity of Victoria College and illustrated the value this very important institution of higher education brings to the Victoria College Service area citizens.

Leading the Way

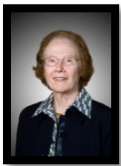
Board of Trustees



Mr. Robby Burdge
Member, District 4
Occupation: Business
Owner
Member since 2009
Term expires in 2016



Mr. Luis A. Guerra
Vice Chairman, District 2
Occupation: Engineer
Member since 2008
Term expires in 2018



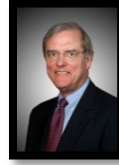
Mrs. Catherine McHaney
Member, District 6
Occupation: Newspaper Co-
owner
Member since 1985
Term expires in 2016



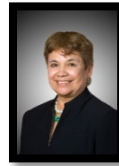
John A. Villafranca
Member, District 5
Occupation: Healthcare
Administration
Member since 2013
Term expires in 2020



Mr. V. Bland Proctor
Member, District 3
Occupation: Attorney
Member since 2011
Term expires in 2020



Mr. Ronald B. Walker
Chairman, District 7
Occupation: Attorney
Member since 1985
Term expires in 2020



Dr. Josie Rivera
Secretary, District 1
Occupation: Educator
Member since 2006
Term expires in 2018

President



Dr. Tom Butler
President

Administrative Council

Dr. Patricia A Vandervoort

Vice President of Instruction

Dr. Florinda Correa

Vice President of Student Services

Mr. Keith Blundell

Vice President of Administrative Services

Ms. Jennifer Yancey

*Vice President of College Advancement &
External Affairs*

Dr. Larry Garrett

Executive Director of Special Projects

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 Strategic 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:

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



FY14 Credit Enrollment:

Total Annual Unduplicated Credit Enrollment for 2013-2014:

5,629

Ages of Credit Students:

- 26.4%- 19 or less
- 41.4%- 20-24**
- 12.9%- 25-29
- 13.4%- 30-39
- 4.4%- 40-49
- 1.6%- 50 +

Gender of Credit Students:

- Male-33.7%**
- Female-66.3%**

Ethnicity of Credit Students:

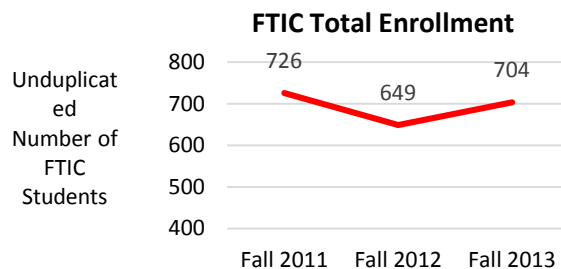
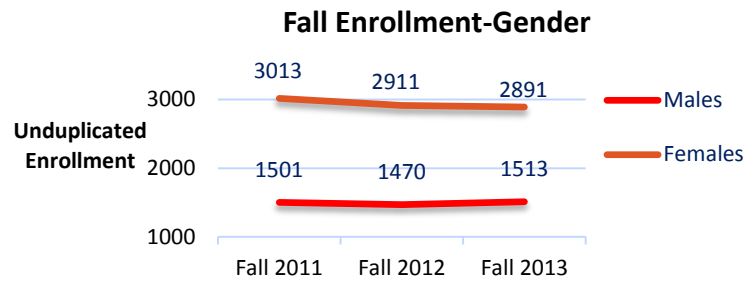
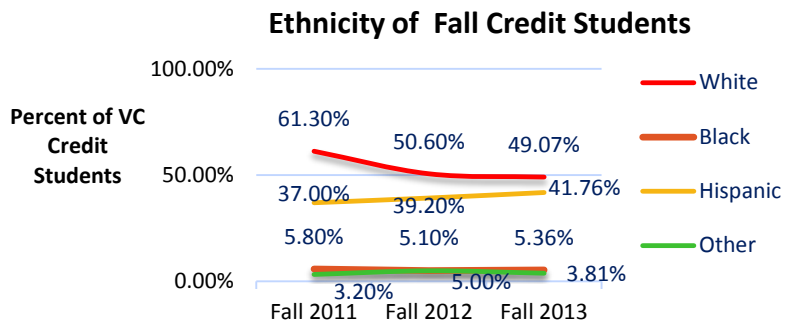
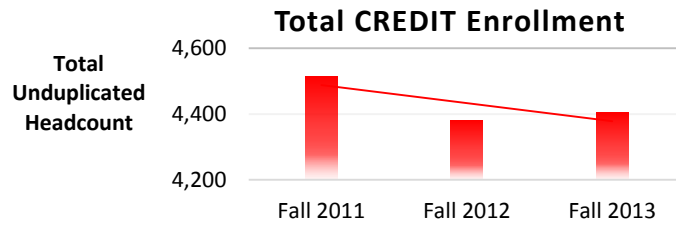
- White- 48.4%**
- Hispanic-41.7%**
- Black-5.9%**
- Asian-1.8%**
- Multiracial-1.2%**
- Other-1%**

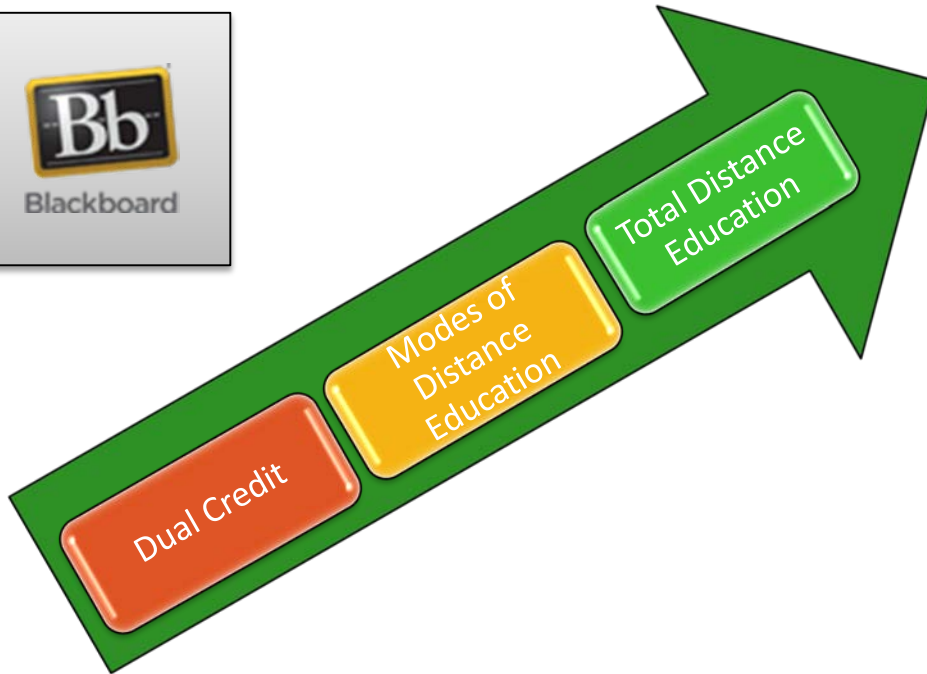
Residence of Credit Students:

- Victoria-55.2%**
- Calhoun-9.2%**
- Lavaca-6.5%**
- DeWitt-6.1%**
- Jackson-5.4%**
- Gonzales-5.2%**
- Goliad-1.9%**
- Refugio-1%**
- Other-9.6%**

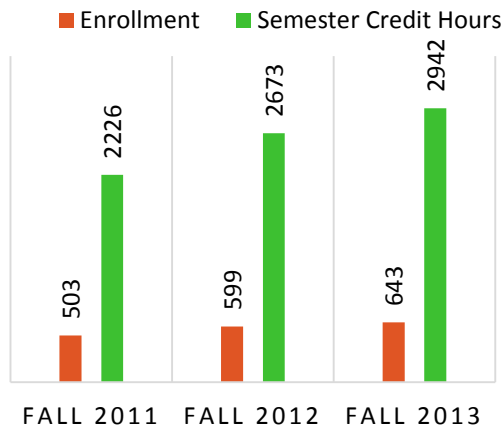
Credit Enrollment Trends

Closing the Gap Enrollment Target: 4,600

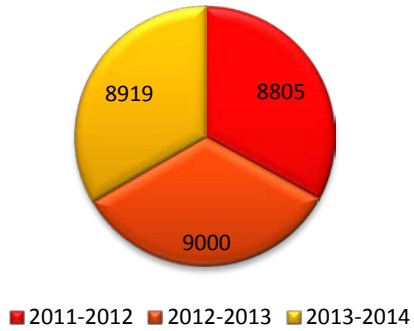




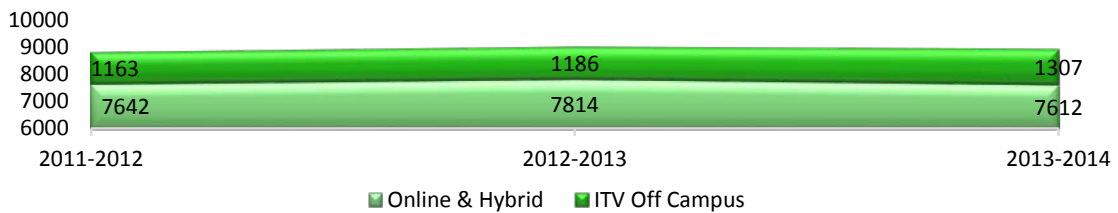
DUAL CREDIT



Duplicated Distance Education Enrollments

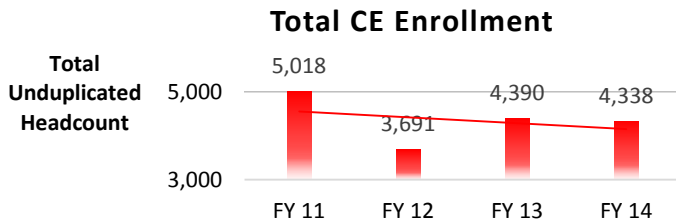


Modes of distance education enrollments (duplicated)

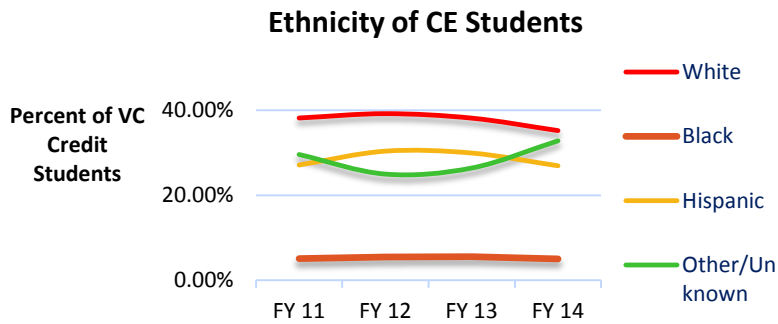


Continuing Education Enrollment Trends

FY 2014 CE Enrollment

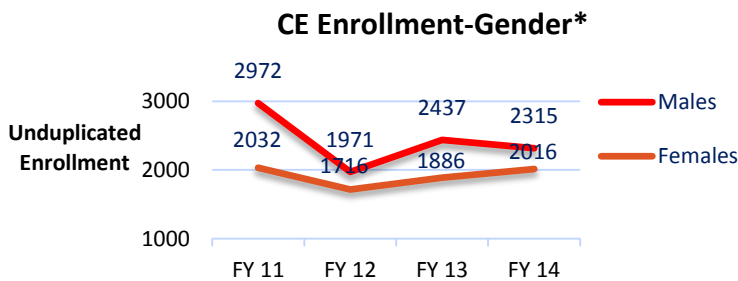


Total Annual Unduplicated Enrollment for FY 2014: 4,338



Ages of CE Students:
 9.6%- 19 or less
 12.2%- 20-24
 12.1%- 25-29
 20.1%- 30-39
 19.1%- 40-49
 26.9%- 50 +

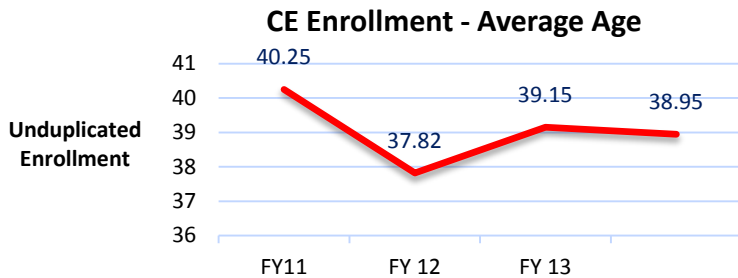
Gender of CE Students:
 Male - 53.5%
 Female - 46.5%



Ethnicity of CE Students:

White- 35.2%
Hispanic-41.7%
 Black-5.0%
 Asian-1.4%
 Multiracial-.1%
 Other-2.6%
 Unknown-28.7%

*Not all students report a gender



*Data drawn from THECB CBM 00A & 00C reports



Contact Hour Enrollment Trends

**Target: 2,200,000 Total
Funded Credit & CE Hrs.**

	2011-12	2012-13*	2013-2014	3 Year Percent of Change
Academic Foundations	194,688	158,064	143,744	-26.17%
Allied Health	385,536	151,088*	n/a*	n/a
Arts, Humanities, & Social Science	509,440	511,616	519,936	2.06%
Career & Technical Education	319,808	139,856*	n/a*	n/a
Science, Mathematics, & Physical Education	373,840	363,440	358,384	-4.13%
Career, Health and Technical (Professions)		395,168*	614,656	n/a
Victoria College Credit Course	1,783,312	1,719,232	1,636,720	-8.2%

*In Spring 2013 Allied Health and Career and Technical Education combined to form Career, Health and Technical Professions

Contact Hours Generated in Continuing Education Courses by Division and Year (Reflects Reportable Contact Hours)

	2011-12	2012-13	2013-2014	3 Year % of Change
Workforce Development	43,153	56,738	75,628	75.3%
Law Enforcement	24,789	26,331	26,367	6.4%
Emergency Medical	7,368	9,215	14,021	90.3%
Allied Health	55,461	67,228	51,966	-6.3%
Total	Funded: 130,771	Funded: 159,512	Funded: 167,982	28.5%
	Unfunded: 42,346	Unfunded: 28,870	Unfunded: 41,718	-1.4%

STUDENT ACHIEVEMENT

Student Success Rates	Total			
	Target	2011-12	2012-13	2013-14
A, B or C, S (all courses)	75%	72%	72%	73%
A, B or C, S Foundations (Dev. Ed.)	65%	59%	59%	61%
A, B or C, S Academic	70%	69%	68%	69%
A, B or C, S Technical	90%	87%	88%	86%
A, B or C, S Math 1314 (QEP course)	70%	52%	49%	50%
A, B or C, S Psychology 2301 (QEP course)	70%	74%	69%	73%
A, B or C, S Biology 2401 (QEP course)	70%	44%	47%	59%
A, B or C, S Biology 2404 (QEP course)	70%	59%	54%	53%
A, B or C, S History 1301 (QEP course)	70%	60%	67%	71%



*New Student Information Session revised as part of the SACSCOC approved QEP. Now called **Pirate Orientation.***

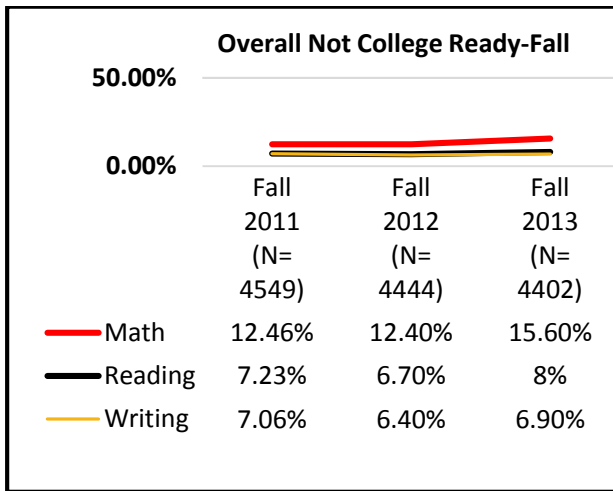


Over **750** new Pirates participated in fall '14

2013

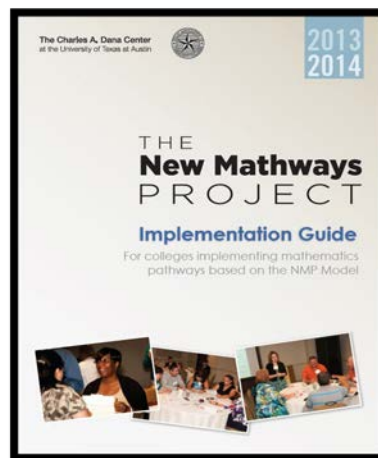
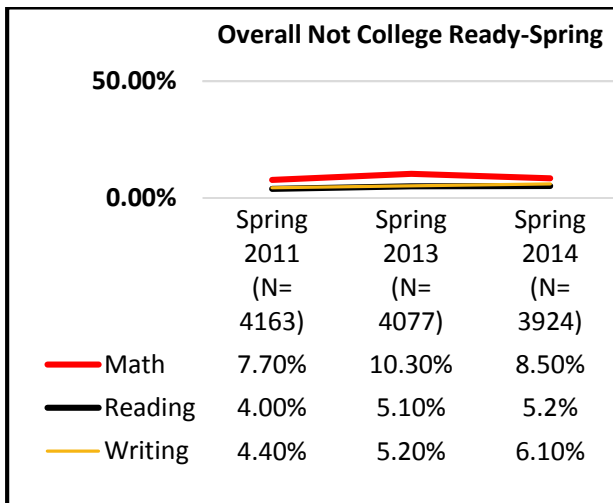
ACADEMIC FOUNDATIONS New TSI Assessment

College readiness is determined through a variety of means. National tests such as the SAT, ACT and TAAS have been used to determine TSI status. Other exemptions, such as prior coursework and military service also exist. Students enrolling **after the first day of the 2013** semester were required to begin demonstrating college readiness assessment with the new TSI Assessment. This assessment includes diagnostics and identification of basic academic skill levels. There were significant differences noted in the first-time-in-college student readiness rates in spring 2014. Victoria College has joined the **New Mathways Project** (Supported by the State of Texas) to help address some of the math readiness problems.



First Time in College		
Not College Ready	Fall 2013	Fall 2014
Math:	44.85%	51.15%
Reading:	28.63%	21.97%
Writing:	21.72%	22.41%

Not College Ready	Spring 2013	Spring 2014
Math:	55.5%	64.5%
Reading:	26.7%	18.1%
Writing:	23.8%	54.1%



Academic Foundation Purpose:

“In support of the Victoria College’s Mission “to provide educational opportunities and services for our students and the communities we serve,” the Academic Foundations Division prepares students for success in college-level studies and to foster life-long learning.”

(from the 2013-2014 AF Unit Plan)

Changes in 2013-2014:

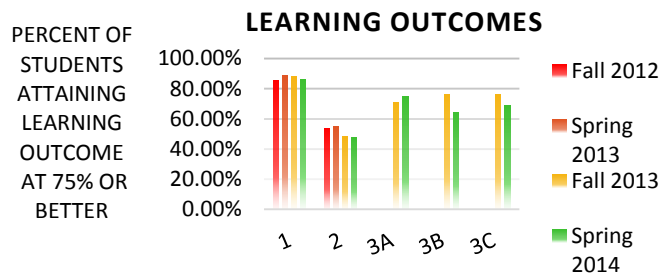
- Non-course competency-based options (NCBOs) implemented.
- Developmental Reading and Writing integrated into one course with: Integrated Reading and Writing (INRW)
- EDUC 1300 transformed-aligns with New Mathways Project!!

STUDENTS EARNING AN A, B, C OR S IN ACADEMIC FOUNDATIONS COURSES
TARGET: 70% WILL MAKE A “C” OR BETTER
(SUCCESS RATE % BASED ON OFFICIAL ENROLLMENT)

EDUC1300 & SDEV0301	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Enrollment	686	298	655	278
Completers	578	267	612	257
(Retention)	84%	90%	93%	92%
Successful	509	229	520	214
Completers (A, B, C, S)	74%	77%	79%	77%

Developmental Math	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Enrollment	753	631	781	453
Completers	645	537	689	383
(Retention)	86%	85%	88%	85%
Successful	386	371	447	262
Completers (A, B, C, S)	51%	59%	57%	58%

Developmental Read/Writing	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Enrollment	371	233	332	137
Completers	335	197	307	123
(Retention)	90%	88%	92%	90%
Successful	263	149	214	81
Completers (A, B, C, S)	71%	75%	64%	59%



**see appendix for learning outcomes*

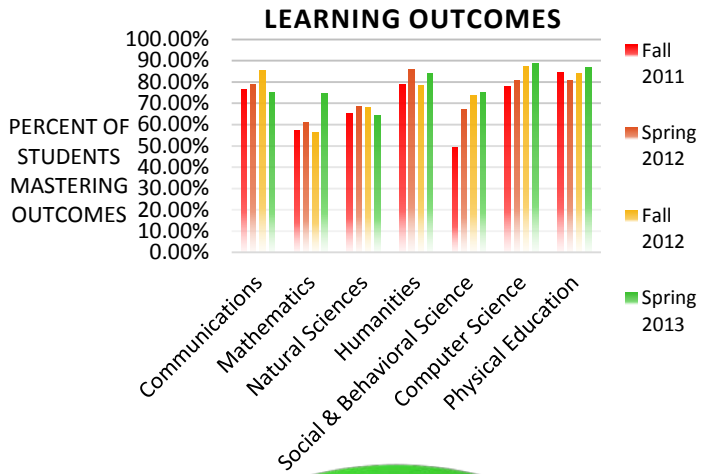
**Liberal Arts & Sciences
Academic Transfer**



New Core Designed and Approved in 2013-2014. Programs undergoing revisions. No formal assessment of program learning outcomes in 13-14.

**STUDENTS EARNING AN A, B, C OR S
TARGET: 70% WILL MAKE A "C" OR BETTER
(SUCCESS RATE% BASED ON OFFICIAL ENROLLMENT)**

Academic Courses		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	AHSS	1332	1340	1302	1255
	Sci/Math	504	443	429	417
Completers (Retention)	AHSS	1073	1125	1082	1066
		80.6%	84.0%	83%	85%
Completers (A, B, C's)	Sci/Math	416	352	346	348
		85.5%	79.5%	81%	83%
Completers (A, B, C's)	AHSS	770	828	764	788
		57.8%	61.8%	59%	63%
Completers (A, B, C's)	Sci/Math	272	222	228	254
		54.0%	50.1%	53%	61%

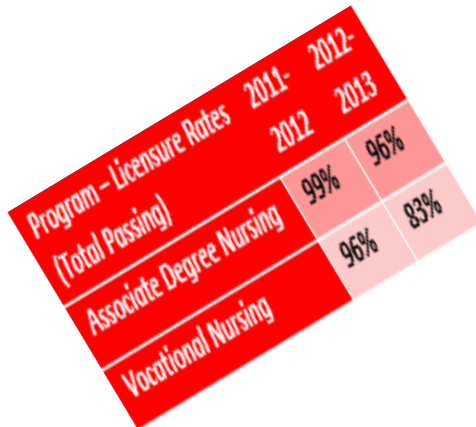


Total Associate Arts & Associate of Science (contains duplicates)
Degrees Granted:
2011-2012=114
2012-2013=137
2013-2014=208

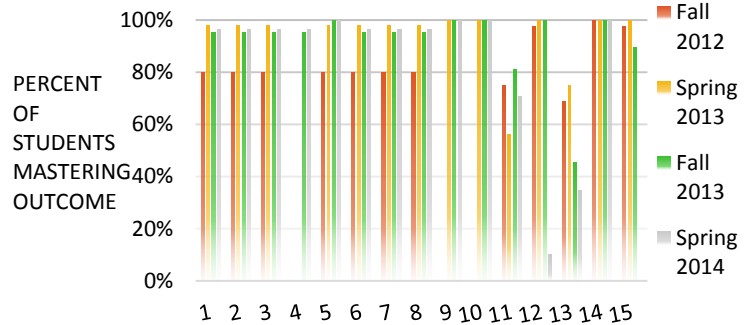
**see appendix for learning outcomes*

Career, Health & Technical Programs

Target: 90% will make a "C" or better
Success Rate % Based on Official Enrollment



ASSOCIATE DEGREE NURSING LEARNING OUTCOMES

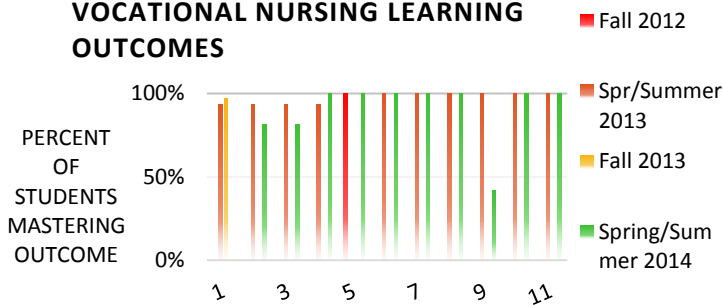


**see appendix for learning outcomes*



Nursing Programs		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	ADN	431	397	391	385
	LVN	751	859	756	626
Completers (Retention)	ADN	387	377	366	352
	LVN	727	848	730	608
Completers (A, B, C's)	ADN	97%	99%	97%	97%
Completers (A, B, C's)	ADN	381	369	360	337
	LVN	722	838	704	589
	LVN	96%	98%	93%	94%

VOCATIONAL NURSING LEARNING OUTCOMES



Total Associate of Applied Science Degrees Granted:

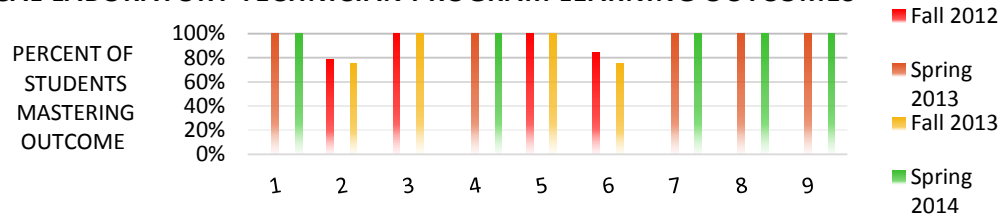
Major	2012	2013	2014
ADN	115	85	96
LVN	114	143	93

		Fall	Spr.	Fall	Spr.
		2012	2013	2013	2014
Med Lab Technician					
Respiratory					
Therapy					
Physical Therapy					
Enrollment	MLAB	55	64	47	53
	RESP	96	75	99	93
	PTA	118	88	121	70
Completers (Retention)	MLAB	52	60	44	53
		95%	94%	93.6%	94%
	RESP	88	75	91	85
		92%	100%	92%	91.4
	PTA	108	88	101	70
		92%	100%	83%	100%
Completers (A, B, C)	MLAB	50	55	44	50
		91%	86%	93.6%	86%
Completers (A, B, C)	RESP	69	71	85	79
		72%	95%	86%	85%
Completers (A,B,C)	PTA	105	87	85	70
		89%	99%	86%	100%

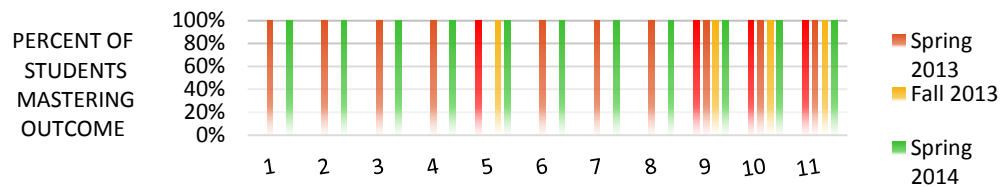
Program – Licensure Rates (Total Passing)	2011-2012	2012-2013
Medical Laboratory Technology	71%	100%
Respiratory Care Technology	100%	100%
Physical Therapist Technician/Assistant	94%	100%



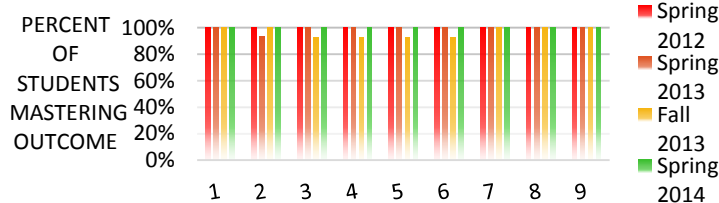
MEDICAL LABORATORY TECHNICIAN PROGRAM LEARNING OUTCOMES



RESPIRATORY CARE PROGRAM LEARNING OUTCOMES



PHYSICAL THERAPY LEARNING OUTCOMES



Total Degrees Awarded:

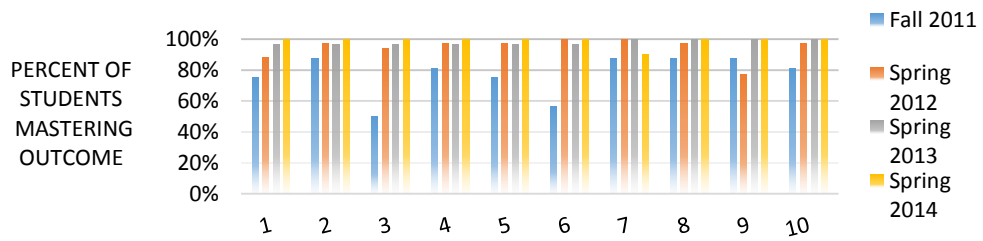
Major	2012	2013	2014
MLT	7	8	10
RT	11	7	9
PT	17	14	14

**see appendix for learning outcomes*



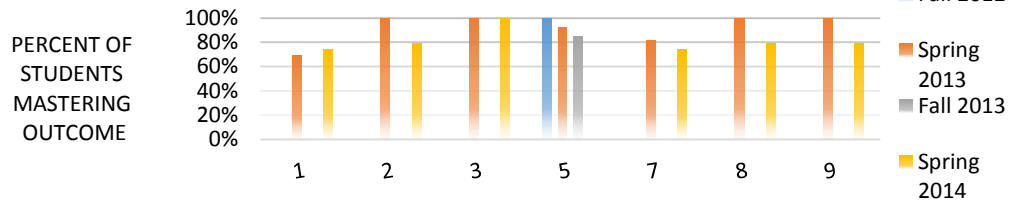
Electronics/ Instrumentation(INSTR) Process Technology(PROC)		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	INST	315	304	344	342
	PROC	313	328	353	379
Completers (Retention)	INST	291	290	320	333
	PROC	285	310	331	360
Completers (A, B, C's)	INST	92%	95%	93%	97%
	PROC	91%	95%	94%	95%
Completers (A, B, C's)	INST	246	264	290	302
	PROC	78%	87%	84%	88%
Completers (A, B, C's)	INST	233	284	276	327
	PROC	74%	87%	78%	86%

INSTRUMENTATION PROGRAM LEARNING OUTCOMES



**see appendix for learning outcomes*

PROCESS TECHNOLOGY PROGRAM LEARNING OUTCOMES



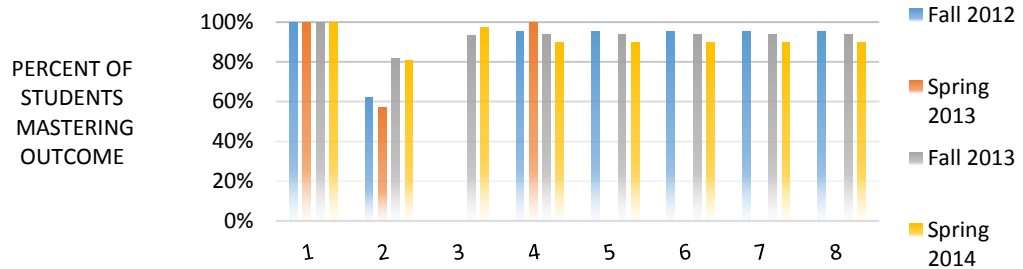
Total Degrees and/or Certificates Awarded:

Major	2012	2013	2014
<u>INST</u> Degree	20	35	28
Certificate	6	67	60
<u>PROC</u> Degree	17	14	9

Business MGMT Prof Office Tech.		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	BMGT	205	267	364	303
	POFT	383	398	294	297
Completers (Retention)	BMGT	194	239	326	262
		95%	90%	90%	86%
Completers (A, B, C's)	POFT	340	357	275	266
		89%	90%	94%	90%
Completers (A, B, C's)	BMGT	155	214	251	228
		76%	80%	69%	75%
Completers (A, B, C's)	POFT	265	299	222	231
		69%	75%	76%	78%

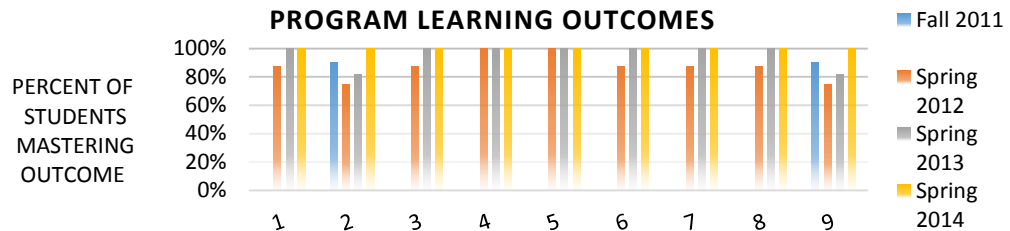


BUSINESS MANAGEMENT- AAS DEGREE PROGRAM LEARNING OUTCOMES



*[*see appendix for learning outcomes](#)*

PROFESSIONAL OFFICE TECHNOLOGY ADMINISTRATIVE ASSISTANT PROGRAM LEARNING OUTCOMES



Total Degrees and/or Certificates Awarded:

Major	2012	2013	2014
<u>BMGT</u> Degree	9	13	13
Certificate	13	26	38
<u>POFT</u> Degree	6	15	6
Certificate	4	10	6

Program – Licensure Rates (Total Passing)	2011- 2012	2012- 2013
Police Academy	100%	100%
Emergency Medical Services	78%	69%
Basic Firefighting	90%	100%

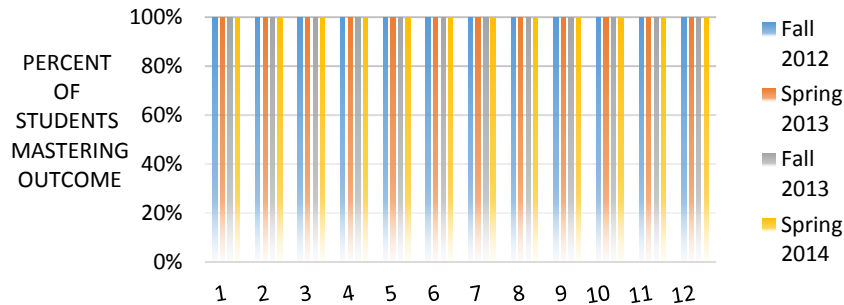


Criminal Justice		Fall	Spr.	Fall	Spr.
CREDIT		201	2013	2013	2014
		2			
Enrollment	CRIJ	89	65	69	82
	CRIJ	80	63	63	76
Completers (Retention)		90%	97%	91%	93%
	CRIJ	57	49	47	60
Completers (A, B, C's)		64%	75%	68%	73%

Total Certificates Awarded:

Major	2012	2013	2014
CJ	29	24	20
CE			
Police Academy			

CRIMINAL JUSTICE PROGRAM LEARNING OUTCOMES



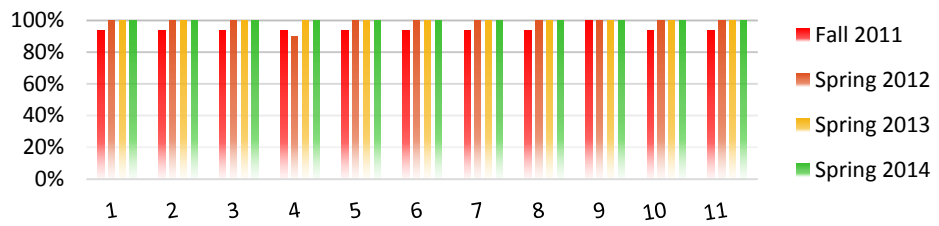
**see appendix for learning outcomes*

Police Academy		Q1	Q1	Q2	Q2	Q3	Q3	Q4	Q4
		FY13	FY14	FY13	FY14	FY13	FY14	FY13	FY14
Enrollment	CJLE	69	69	264	94	246	44	46	74
Completers Retention	CJLE	64	68	264	86	246	44	46	74
		93%	99%	100%	91%	100%	100%	100%	100%
Completers (S)	CJLE	64	68	264	86	246	44	46	74
		93%	99%	100%	91%	100%	100%	100%	100%



Fire Science		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	FIR	127	124	--	14
	FIR	119	109	--	14
Completers (Retention)		94%	87.9%	--	100%
Completers (A, B, C's)	FIR	116	102	--	13
		91.3%	82.2%	--	92.9%

FIRE SCIENCE LEARNING OUTCOMES



**see appendix for learning outcomes*

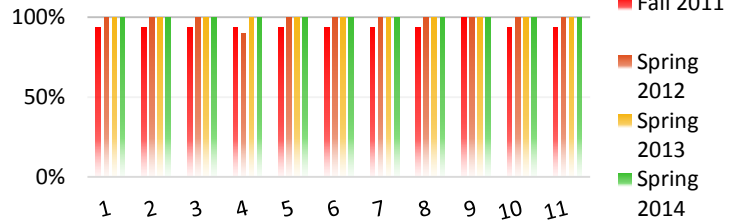
EMS		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	EMSP	123	109	94	83
	EMSP	118	102	91	83
Completers (Retention)		95.9%	95.58	96.8%	100%
Completers (A, B, C's)	EMSP	103	86	81	64
		83.7%	78.9%	86.1%	77.1%



Total Degrees and/or Certificates Granted:

	12	13	14
Major	12	13	14
Fire Science Degree	0	3	3
Certificate	1	5	1
EMS Degree	5	3	3
Certificate	11	25	12

EMS LEARNING OUTCOMES

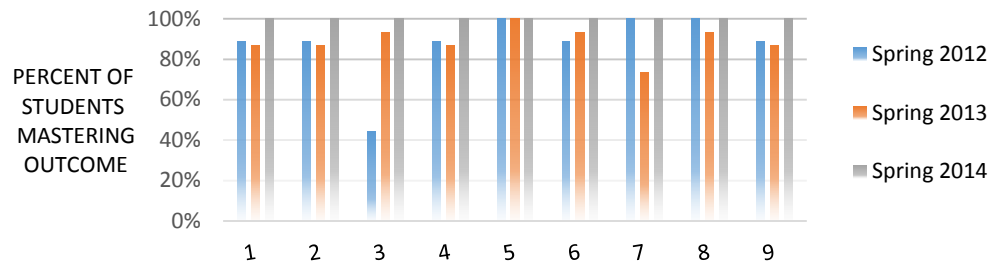


**see appendix for learning outcomes*

Computer Information Systems		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	CIS	373	362	400	299
Completers (Retention)	CIS	348	339	349	277
Completers (A, B, C's)	CIS	93%	94%	87%	93%
	CIS	287	288	304	231
	CIS	77%	80%	76%	77%



PERSONAL COMPUTER AND NETWORK TECHNICIAN CERTIFICATE PROGRAM LEARNING OUTCOMES

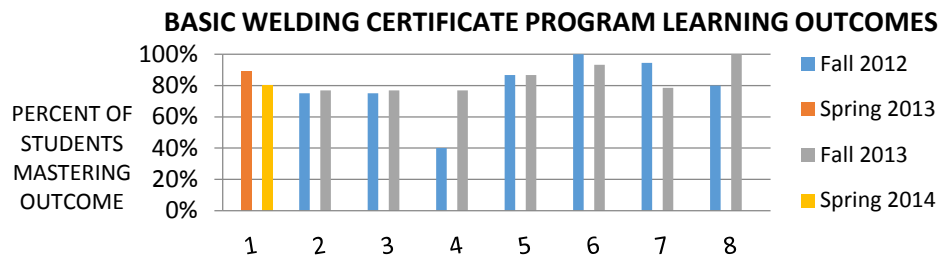


**see appendix for learning outcomes*

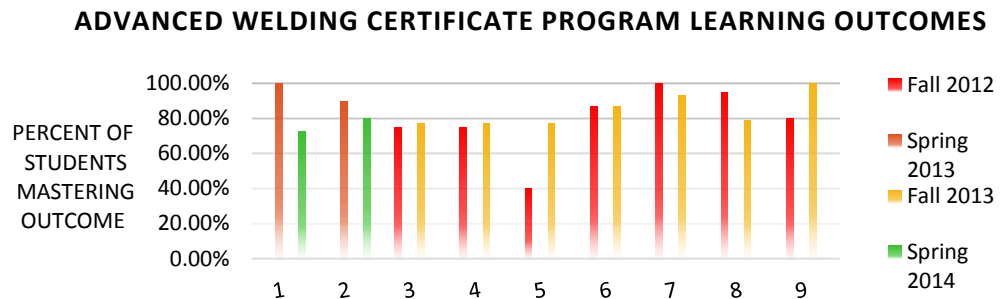
Total Degrees and/or Certificates Granted:

Major	2012	2013	2014
CIS Degree (Deactivated)	4	2	0
Certificate	9	15	10

Welding		Fall 2012	Spr. 2013	Fall 2013	Spr. 2014
Enrollment	WLDG	112	81	91	80
Completers	WLDG	105	77	84	67
(Retention)		94%	95%	92%	84%
Completers	WLDG	84	69	78	59
(A, B, C's)		75%	85%	86%	74%



**see appendix for learning outcomes*



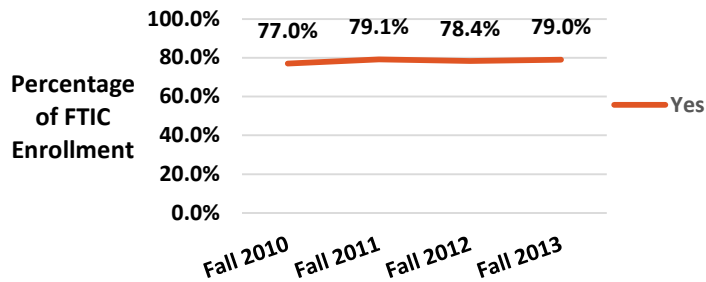
Total Welding Certificates Granted:

Major	2012	2013	2014
Welding Certificate	7	7	14

FTIC PERSISTENCE

County	Fall 2011	% Attending VC	Fall 2012	% Attending VC	Fall 2013	% Attending VC	Three Year Average
Victoria	738	30.9%	756	28.9%	804	30%	29.9%
Calhoun	300	22%	285	21.4%	273	20.9%	21.4%
Gonzales	186	10.2%	213	11.3%	208	9.6%	10.4%
Jackson	225	18.7%	208	28.3%	217	25.8%	24.2%
Lavaca	113	10.6%	152	15.7%	118	17.8%	14.9%
Dewitt	271	17.7%	251	25.9%	247	12.6%	18.7%
Goliad	107	28%	109	21.1%	77	15.6%	22.2%
Refugio	105	-	84	-	84	7.1%	2.2%
TOTAL	2045	21.8%	1932	24.5%	2028	21.9%	22.7%

First Time In College Persisting To Spring



FALL TO FALL PERSISTENCE

Semester	Total FTIC	Persisted Next Fall	% Persisting
Fall 2011	726	390	53.7%
Fall 2012	693	386	55.7%
Fall 2013	709	379	53.5%

STUDENT SUCCESS FUNDING

Success Points-Texas Higher Education Coordinating Board (Fiscal year 2014 not available yet)

	FY 2011	FY 2012	FY 2013	% Change FY11 to FY13
Success Points				
Annual Success Point Total	6,047.5	6,037.8	5,983.8	- 1.1%
Math Readiness	156.0	263.0	194.0	24.4%
Read Readiness	41.5	116.0	75.5	81.9%
Write Readiness	36.5	92.5	55.0	50.7%
Students Who Complete 15 SCH	1,378.0	1,240.0	1,245.0	- 9.7%
Students Who Complete 30 SCH	885.0	818.0	775.0	- 12.4%
Students Who Transfer to a 4- Year Institution	748.0	642.0	704.0	- 5.9%
Students Who Pass First College- Level Math Course	699.0	666.0	624.0	- 10.7%
Students Who Pass First College- Level Read Course	513.0	553.0	538.5	5.0%
Students Who Pass First College- Level Write Course	529.5	504.0	475.0	- 10.3%
Degrees, Core Curriculum or Certificates (Unduplicated)	368.0	430.0	562.0	52.7%
Degrees or Certificates in Critical Fields	693.0	713.3	735.8	6.2%

How are Points/Funding Calculated?

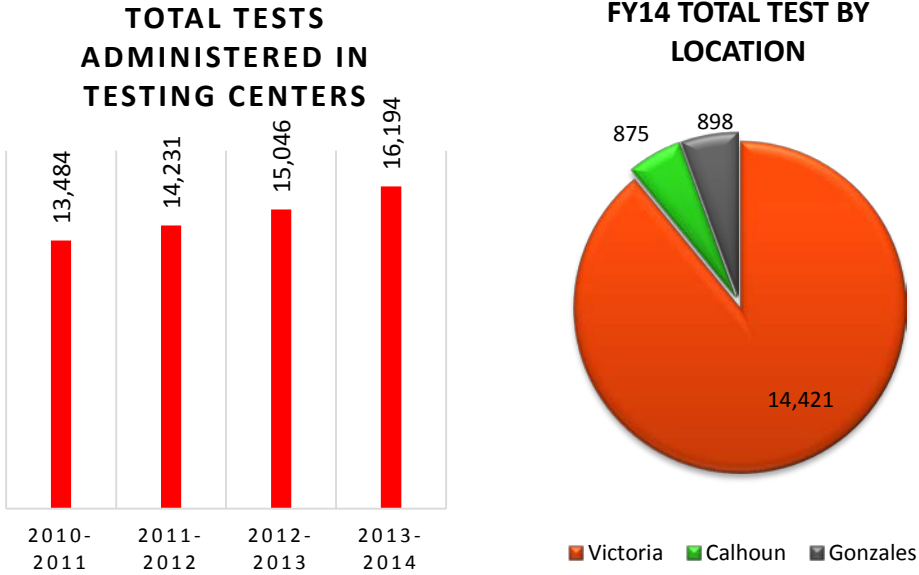
Since the points are based on milestones achieved, multiple points can be awarded for an individual student. Points are awarded for students who enroll in current year and:

- ▶ Became college ready (met TSI standards in math, reading, or writing); 1 point math, .5 point reading, .5 point writing
- ▶ Successfully completed the first college level math course; 1 point
- ▶ Successfully completed the first college level reading/writing course; .5 point reading, .5 point writing, 1 point reading/writing intensive
- ▶ Successfully completed their first 15 semester credit hours (SCH); 1 point
- ▶ Successfully completed their first 30 SCH; 1 point
- ▶ Earned a degree or certificate (not in a critical field); 2 points
- ▶ Earned a degree or certificate in a critical field; 2.25 points
- ▶ Transferred to a senior institution after having successfully completed 15 SCH; 2 points

FROM: TEXAS HIGHER EDUCATION COORDINATING BOARD

STUDENT SERVICES

TESTING SERVICES



TUTORING SERVICES

VICTORIA COLLEGE **RECERTIFIED** FOR ANOTHER FIVE YEARS BY THE *COLLEGE READING & LEARNING ASSOCIATION (CRLA)* ON ITS TUTOR TRAINING



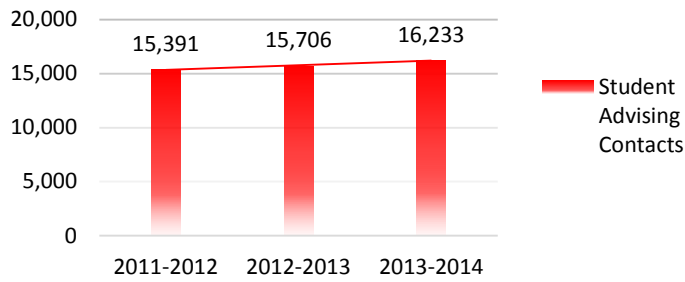
- 173 TUTOR CERTIFICATES AS OF SUMMER '14
- STUDENTS ATTENDING TUTORING MORE SUCCESSFUL IN CHEM 1406, ENG1301, AND MATH 1332 (TUTORING=73% SUCCESSFUL; NON-TUTORING=63%)

Advising & Admissions

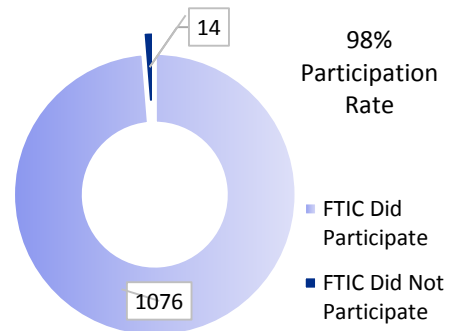
VC opens "The Veteran Resource Connection" in 2013-2014!



STUDENTS DUPLICATED ADVISING VISITS



NEW STUDENT INFORMATION SESSION PARTICIPANTS 2013-2014



FINANCIAL AID

- 1,945 Pell grants disbursed (\$5,869,197.00)
- 580 subsidized loans (\$1,636,215.00)
- 541 unsubsidized loans (\$1,845,689.00)

STUDENT ACTIVITIES

VC 2013-2014 SPRING CARNIVAL



HISPANIC HERITAGE MONTH SUGAR SKULL COMMUNITY ART PROJECT

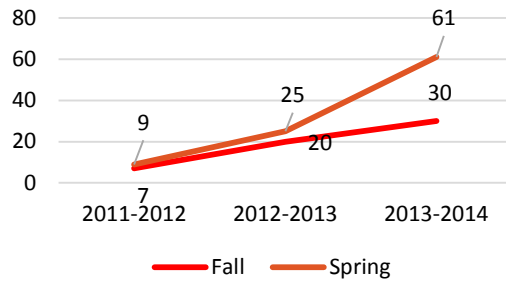
VC 19TH ANNUAL HALLOWEEN CARNIVAL



MEETING OUR CULTURAL AND INTELLECTUAL OUTREACH NEEDS

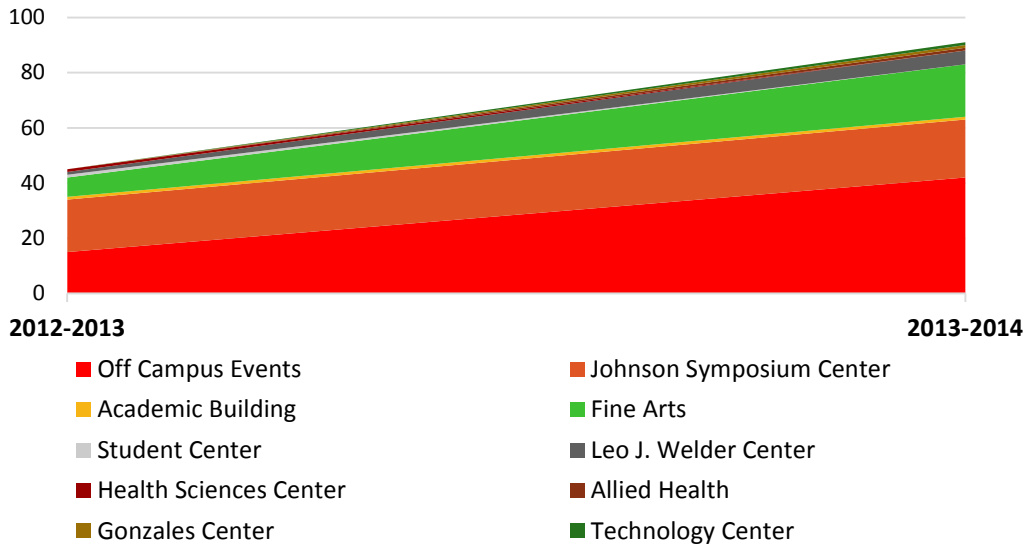


**Number of Events
Sponsored by the VC Fine
Arts Department**



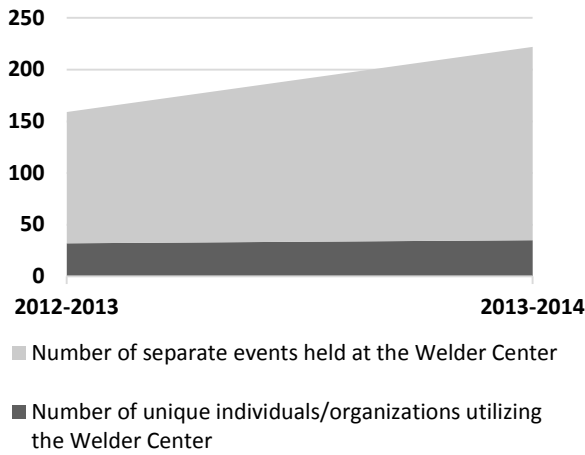
- SEE APPENDIX FOR DETAILED LISTING OF EVENTS.

VC Fine Arts Event Locations



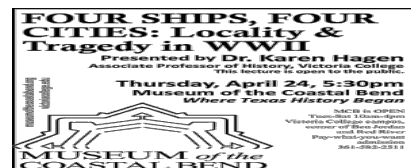
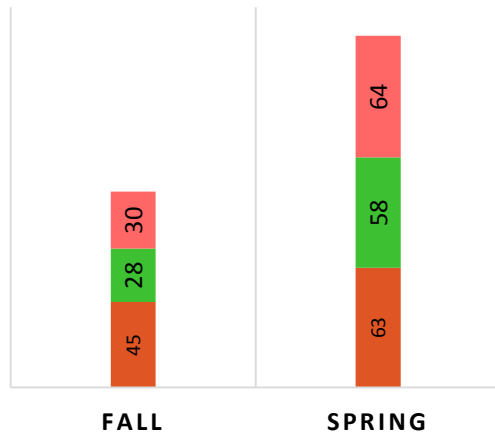


WELDER CENTER UTILIZATION



MUSEUM EVENTS SPONSORED BY THE DEPT. OF CULTURAL AFFAIRS*

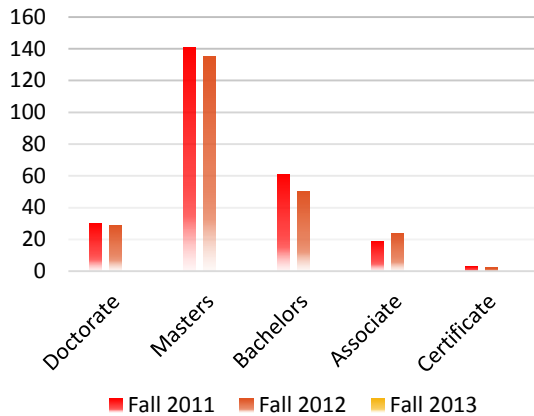
■ 2011-2012 ■ 2012-2013 ■ 2013-2014



- [SEE APPENDIX FOR DETAILED LISTING OF EVENTS](#)



QUALITY FACULTY



Accrediting body (SACSCOC) reaffirms quality education at VC in summer of 2014

VC Foundation Awarded \$20,000 in 2013-2014 to SEVEN VC departments!



- Nursing Programs-\$6,500 (interactive workshop for faculty)
- Fine Arts/Music-\$5,200 (piano lab equipment)
- Physical Therapy Assistant Program-3,500 (20 iPads for classrooms)
- VC/UHV Library-\$2,000-(Open Access Resources project)
- KEY Center-\$1,760-(2 laptops for student use)
- Texas AHEC East Victoria Region-\$550 (Anatomical models)
- Academic Foundations-\$500 (New Mathways Project)

SWOT Analysis

Student Success

Strengths

- * Noel-Levitz Fall'13 Survey-higher scoring item- The VIP Early Registration process was valuable in helping me enroll in the classes I needed.
- * Noel-Levitz Fall'13 Survey-higher scoring item-Tuition paid is a worthwhile investment.
- * Noel-Levitz Fall'13 Survey-higher scoring item-Testing Center services are satisfactory for my needs.
- * Noel-Levitz Fall'13 Survey-higher scoring item-This campus provides online access to services I need.
- * Noel-Levitz Fall'13 Survey-higher scoring item-Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- * Noel-Levitz Fall'13 Survey-higher scoring item-The college bookstore is adequate for my needs.
- * Noel-Levitz Fall'13 Survey-higher scoring item-Computer labs are adequate and accessible.
- * Noel-Levitz Fall'13 Survey-higher scoring item-Students are made to feel welcome here.
- * Noel-Levitz Fall'13 Survey-higher scoring item-The Payment Center services are satisfactory for my needs.
- * SENSE Fall'13 Survey-higher scoring item-I am able to meet with an academic advisor at times convenient for me.
- * SENSE Fall'13 Survey-higher scoring item-A college staff member helped me determine whether I qualified for financial assistance. (SENSE Fall'13 Survey)
- *Academic Foundational persistence rates increased from FY 2013 by 2.55% points.
- *Advising sessions conducted increased by 3.35%(Advising & Counseling Unit Plan)
- *86% of Workforce/CE training proposals submitted resulted in contracts(Workforce & CE Unit Plans)
- *Fundable and non-fundable Workforce/CE Contact Hours increased from the previous year. (Workforce & CE Unit Plan)
- *Three year student loan default rate reduced by 2.4% (Financial Aid Unit Plan)
- *77% retention rate of KEY Center Students. (KEY Center Unit Plan)
- *Increased credit hours earned in both Fall and Spring by dual-credit students (Pre-college Programs Unit Plan)
- *7.2% increase in Hispanic Enrollment (Pre-College Programs Unit Plan)
- *5.9% Increase in FTIC enrollment. (Pre-College Programs Unit Plan)
- *Students who attended tutoring in CHEM 1406, ENG 1301, and MATH 1332 were almost 10% more successful than those who did not. (Tutoring Unit Plan)
- *5.4% Increase in persistence of FTIC students enrolled in FYE program. (Title V Unit Plan)
- *Target number (55%) of VISD students enrolling in higher ed. was met. (Title V Unit Plan)
- *Survey indicates students are satisfied overall with CARS centers at West, East, Calhoun, and Gonzales High Schools (Title V Unit Plan)
- *Overall Number of Students Earning a C or better in gatekeeper courses (63.1%) surpassed target of 62%. (Title V Unit Plan)

Weaknesses

- * Noel-Levitz Fall'13 Survey-lower scoring items: The quality of instruction I receive in most of my classes is excellent.
- * Noel-Levitz Fall'13 Survey-lower scoring item- I am able to register for the classes I need with few conflicts.
- * Noel-Levitz Fall'13 Survey-lower scoring item- My academic advisor is knowledgeable about my program requirements.
- * Noel-Levitz Fall'13 Survey-lower scoring item- Classes are scheduled at times that are convenient for me.
- * Noel-Levitz Fall'13 Survey-lower scoring item- There are sufficient courses within my program of study available each term.
- * Noel-Levitz Fall'13 Survey-lower scoring item- Faculty provide timely feedback about my academic progress.
- * Noel-Levitz Fall'13 Survey-lower scoring item- My academic advisor is knowledgeable about transfer requirements of other schools.

- * Noel-Levitz Fall'13 Survey-lower scoring item- This institution helps me identify resources to finance my education.
- * Noel-Levitz Fall'13 Survey-lower scoring item- I receive ongoing feedback about progress toward my academic goals.
- *SENSE Fall'13 Survey-lower scoring items- Engaged Learning-Asked questions in class or contributed to class discussions.
- * SENSE Fall'13 Survey-lower scoring items-Engaged Learning-Prepared at least two drafts of a paper or assignment before turning it in.
- * SENSE Fall'13 Survey-lower scoring items-High Expectations and Aspirations-Came to class without completing readings or assignments.
- *Credit/Contact hours earned decreased for Fall & Spring. (Pre-College Programs Unit Plan)
- *5.9% Decrease in non-traditional student enrollment (Pre-College Programs Unit Plan)
- *Increases in African American enrollments were not large enough to meet the target (Pre-College Programs Unit Plan)
- *Number of students awarded Pell Grant decreased (Financial Aid Unit Plan)
- *Number of Students transitioning from INRW and Developmental Math 0303 to a related corollary course was below target. (Title V Unit Plan)

Opportunities

- *NCBOs piloted to better assist our students (Academic Foundations Unit Plan)
- *Title V was able to secure an English Academic Coach, to improve college readiness at CHS for year 5 (Title V Unit Plan)

Threats

- *Training for police officers is limited due to geography and cost. (Campus Police Security Unit Plan)
- *Due to changes and issues with test administrators from Pearson VUE, only 15% of CNA completers actually attempted the licensure exam. (Workforce & CE Unit Plan)

SWOT Analysis-Meet Community Needs

Strengths

- *The Calhoun Center held 12 community events. (Calhoun Center Unit Plan)
- * Foundation Scholarships awarded increased by 21% (Foundation Unit Plan)
- *~79% of Victoria Mall survey respondents indicated that they personally benefit from the work that Victoria College does. (Marketing Unit Plan)
- * Number of newspaper articles & TV coverage and rose by 119 & 50 respectively. (Marketing Unit Plan)
- * VC Gonzales received a Texas Workforce Excellence Award in recognition of the Gonzales WF Training Center programs and facility. June 2014
- *Adult basic education enrollment up to 815 from 662 (Adult Education Unit Plan)

Weaknesses

- *VC Information Night (College & Career Expo) attendance in the spring fell short of its target by 86. The event will be moved and renamed VC Information night. (Marketing Unit Plan)
- *Event services received complaints from renters regarding WiFi issues (Event Services Unit Plan)

Opportunities

- *Gonzales Center is now offering welding, HVAC, and Electrical courses, community response has been positive. (Workforce & CE Unit Plan)

Threats

- Additional ABE course offerings in rural areas and correctional facility locations are needed, but funding is limited. (Adult Education Unit Plan)
- *6% drop in number of Gonzales High School Graduates enrolling in Higher Education. (Title V Unit Plan)

SWOT Analysis-Ensure Institutional Effectiveness

Strengths

- *The campus is safe and secure for all students. (Noel-Levitz Fall'13 Survey)
- *On the whole, the campus is well-maintained. (Noel-Levitz Fall'13 Survey)
- *97.9% of employees satisfied with quality of Business Office services provided. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *96.6% of employees satisfied with overall quality of Administrative Services provided. . (VC Spr.'14 Faculty & Staff Opinion Survey)
- *90.1% of employees satisfied with the quality/timeliness of communication regarding construction, and/or other projects-Special Projects. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *91.6% of employees satisfied with the quality, accuracy, and usefulness of reports/publications-Institutional Effectiveness, Research and Assessment. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *95.6% of employees satisfied with the overall quality of marketing/public information services provided. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *97.5% of employees satisfied with the overall quality of institutional advancement services provided. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *99% of employees satisfied with the overall quality of programs/services provided by student services. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *97.9% of employees satisfied with the overall quality of communication/cooperation between instructional services and the rest of the college. (VC Spr.'14 Faculty & Staff Opinion Survey)
- *Automated degree auditing has cut time requirements to audit degrees in half. (Admissions & Records Unit Plan)
- *Giving and Endowments increased from the previous year (Foundation Advancement Unit Plan)
- *6.9 percent dissatisfied with quality of staffing practices, down from 18.7% (Human Resources Unit Plan)
- *Support of college-wide and unit-level planning and assessment up to 92.5% (IERA Unit Plan)
- *Survey results indicate high levels of satisfaction with items relating to quality, timeliness, and accuracy of data requests. (IERA Unit Plan)

Weaknesses

- *More resources needed to provide training to grant staff (Grant Development Unit Plan)

Opportunities

- *Admissions and Records staff indicate high interest in cross-training, which could allow for staff to advance within the institution at a greater rate. (Admissions & Records Unit Plan)
- *'You Matter' program planned for FY 15 should help increase employee morale. (Human Resources Unit Plan)

Threats

- *High market wages and low unemployment rates increase the difficulty of recruiting highly qualified personnel (Human Resources Unit Plan)
- *Flaws discovered with Xitracs electronic database. Awaiting company correction. (IERA Unit Plan)
- *Physical plant support staffing has not kept up with growth of campus facilities (Physical Plant Unit Plan)

Appendix A: Program Learning Outcomes

1. Academic Foundations

SLO 1- SDEV/EDUC- Upon successful completion of this course, 75% of students will know various theoretical models of strategic learning, cognition, and motivation, and apply these to learning situations.

SLO 2- Mathematics- 60% of Students will, upon completion of this course, be able to implement critical thinking skills to evaluate the sensibility of an answer and utilize critical thinking skills to critique and correct inaccurate solutions.

SLO 3(A , B, C) – INRW- Upon successful completion of this course, 65% of students will be able to evaluate a text and respond using an appropriate mode of writing.

2. Business Management

AAS Degree

SLO 1- 70% of students will demonstrate mastery of business principles including management, marketing, finance, and basic business practices.

SLO 2-70% of students will demonstrate mastery of basic accounting principles.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 5-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 6-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 7-70% of students will demonstrate proficiency in Basic use of computers.

Business Management Certificate

SLO 1-70% of students will demonstrate mastery of business principles including management, marketing, finance, and basic business practices.

SLO 2-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 3-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 4-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 5-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 6-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 7-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 8-70% of students will demonstrate proficiency in Basic use of computers.

Business Management Skills Certificate

SLO 1-70% of students will demonstrate mastery of business principles including management, marketing, finance, and basic business practices.

SLO 2-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

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SLO 7-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-70% of students will demonstrate proficiency in Basic use of computers.

3. Emergency Medical Services

AAS Degree:

SLO 1-80% of students will apply fundamental knowledge of the EMS system, safety/well-being of the EMT/Paramedic, and medical/legal and ethical issues to manage an emergency scene. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SLO 2-80% of students will perform a comprehensive history and physical exam on a diverse array of patients. Manage the scene of an emergency; perform a comprehensive history and physical exam; integrate pathophysiological principles and assessment findings to analyze differential diagnoses; develop, implement, and evaluate treatment plans within the scope of practice authorized by medical control; and communicate and document all pertinent information.

SLO 3-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-80% of students will demonstrate proficiency in Basic use of computers.

SLO 11-90% of students will rate the program as satisfying the needs of stakeholders.

Emergency Medical Services- Intermediate Certificate

SLO 1-80% of students will apply fundamental knowledge of the EMS system, safety/well-being of the EMT/Paramedic, and medical/legal and ethical issues to manage an emergency scene. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SLO 2-80% of students will perform a comprehensive history and physical exam on a diverse array of patients. Manage the scene of an emergency; perform a comprehensive history and physical exam; integrate pathophysiological principles and assessment findings to analyze differential diagnoses; develop, implement, and evaluate treatment plans within the scope of practice authorized by medical control; and communicate and document all pertinent information.

SLO 3-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-90% of students will demonstrate proficiency in Basic use of computers.

SLO 11-90% of students will rate the program as satisfying the needs of stakeholders.

Emergency Medical Services- Paramedic Certificate

SLO 1-80% of students will apply fundamental knowledge of the EMS system, safety/well-being of the EMT/Paramedic, and medical/legal and ethical issues to manage an emergency scene. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment,

procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SLO 2-80% of students will perform a comprehensive history and physical exam on a diverse array of patients. Manage the scene of an emergency; perform a comprehensive history and physical exam; integrate pathophysiological principles and assessment findings to analyze differential diagnoses; develop, implement, and evaluate treatment plans within the scope of practice authorized by medical control; and communicate and document all pertinent information.

SLO 3-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-90% of students will demonstrate proficiency in Basic use of computers.

SLO 11-90% of students will rate the program as satisfying the needs of stakeholders.

4. Electronics Technology

AAS Degree

SLO 1-65% of students will analyze AC circuits using applicable mathematical formulas.

SLO 2-65% of students will define terms applicable to microprocessor/microcomputer systems.

SLO 3-65% of students will describe the purpose of microprocessor internal registers.

SLO 4-65% of students will explain how programmable logic controllers control the process environment.

SLO 5-65% of students will explain the operation and function of various motor control devices.

SLO 6-65% of students will identify telecommunications system components.

SLO 7-65% of students will define, explain and use common telecommunication terms.

SLO 8-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-75% of students will demonstrate proficiency in Basic use of computers.

Electronics Technology Certificate

SLO 1-65% of students will analyze AC circuits using applicable mathematical formulas.

SLO 2-65% of students will explain how programmable logic controllers control the process environment.

SLO 3-65% of students will identify telecommunications system components.

SLO 4-65% of students will define, explain and use common telecommunication terms.

SLO 5-75% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 6-75% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 7-65% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 8-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-75% of students will demonstrate proficiency in Basic use of computers.

Instrumentation AAS Degree

SLO 1-65% of students will describe the calibration process for various types of instrumentation.

SLO 2-65% of students will describe the purpose of microprocessor internal registers.

SLO 3-65% of students will analyze AC circuits using applicable mathematical formulas.

SLO 4-65% of students will describe the control loop as applied to selected process variables.

SLO 5-65% of students will explain how programmable logic controllers control the process environment.

SLO 6-65% of students will define terms applicable to microprocessor/microcomputer systems.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-75% of students will demonstrate proficiency in Basic use of computers.

Instrumentation Certificate

SLO 1 – 65% of students will be able to describe the calibration process for various types of instrumentation.

SLO 2 – 65% of students will be able to Analyze AC circuits using applicable mathematical formulas.

SLO 3 - 65% of students will be able Explain how programmable logic controllers control the process environment.

SLO 4 – 65% of students will be able discuss the function of pressure switches, temperature switches, flow switches, isolators, transducers and converters.

SLO 5 - 75% of students will score a 70% or better in Reading: Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 6 - Scans: 75% of students will score a 70% or higher in Writing: Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 7 - 75% of students will score a 70% or better in Arithmetic or Mathematics: Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 8 - 65% of students will score a 70% or better in Speaking and Listening: Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 9 - 80% of students will score a 75% or better in Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.

SLO 10 - 80% of students will display Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 11 – 75% Workplace Competencies: resources; interpersonal skills; information; systems; and technology.

SLO 12 – 75% will score a minimum of 70% in Basic use of computers

Instrumentation Enhanced Skills Certificate

SLO 1-75% of students will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

5. Personal Computer Certificate

SLO 1 – 70% will demonstrate mastery using theoretical and technical computer science knowledge to build, maintain, administer and troubleshoot PCs and LAN, WAN & WLAN infrastructures.

SLO 2-70% will demonstrate mastery in Reading: Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3 – 70% will demonstrate mastery in Writing: Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4 – 70% will demonstrate mastery in Arithmetic or Mathematics: Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5 – 70% will demonstrate mastery in Speaking and Listening: Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6 -70% will demonstrate mastery in Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.

SLO 7 – 70% will demonstrate mastery in Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8 – 70% will demonstrate mastery in Workplace Competencies: resources; interpersonal skills; information; systems; and technology.

SLO 9- 70% will demonstrate mastery in Basic use of computers

6. Fire Science Certificate

SLO 1-80% of students will demonstrate mastery of all knowledge content necessary to comprehend, apply and evaluate information relevant to them as a firefighter.

SLO 2-80% of students will demonstrate mastery of all Firefighter I, Firefighter II, Hazardous Materials Awareness and Hazardous Materials Operations skills as required by the Texas Commission on Fire Protection.

SLO 3-80% of students will learn to organize and improve comprehension skills and be able to integrate the didactic material so they can apply it to the psychomotor skills they are expected to perform.

SLO 4-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 5-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 6-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 7-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 8-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-100% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-100% of students will demonstrate proficiency in Basic use of computers.

7. Police Academy CE Certificate

SLO 1-80% of students will demonstrate mastery of all knowledge content necessary to comprehend, apply and evaluate information relevant to them as a basic peace officer.

SLO 2-80% of students will demonstrate technical proficiency in all skills as required by TCLEOSE necessary to fulfill the role of a Basic Peace Officer.

SLO 3-80% of students will demonstrate personal behavior consistent with professional and employer expectations of a Basic Peace Officer.

SLO 4-80% of students will learn to organize and improve comprehension and be able to integrate the didactic material so they can apply it to the psychomotor skills they are expected to perform.

SLO 5-80% of students will be proficient in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 6-80% of students will be proficient in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 7-80% of students will be proficient in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 8-80% of students will be proficient in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 9-80% of students will be proficient in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 10-80% of students will be proficient in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 11-80% of students will be proficient in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 12-100% of students will be proficient in Basic use of computers.

8. Process Technology

AAS Degree

SLO 1-70% of students will demonstrate knowledge of applied chemistry and physical principles that relate to process industries.

SLO 2-80% of students will use theoretical and technical knowledge to safely operate, maintain, and troubleshoot process units.

SLO 3-70% of students will be proficient in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will be proficient in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will be proficient in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 6-80% of students will be proficient in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 7-80% of students will be proficient in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

9. Professional Office Technology

Accounting AAS Degree

SLO 1-75% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will utilize accounting documents and practices.

SLO 3-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-75% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-75% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-75% of students will demonstrate proficiency in Basic use of computers.

Administrative Assisting AAS Degree

SLO 1-75% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-75% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-75% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-75% of students will demonstrate proficiency in Basic use of computers.

Medical Office AAS Degree

SLO 1-70% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will utilize accounting documents and practices.

SLO 3-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-75% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-75% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-75% of students will demonstrate proficiency in Basic use of computers.

Professional Office Technology Certificate

SLO 1-70% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-70% of students will demonstrate proficiency in Basic use of computers.

10. Welding

Advanced Certificate

SLO 1-70% of students will use welding equipment to produce industry code qualified welds with the GTAW process in an open-butt single V-groove joint in the 6G position on stainless steel pipe.

SLO 2-70% of students will use welding equipment to produce industry code qualified welds with the SMAW process in an open-butt single V-groove joint in the 6G position on carbon steel pipe.

SLO 3-70% of students will demonstrate proficiency in Reading: Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will demonstrate proficiency in Writing: Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-60% of students will demonstrate proficiency in Arithmetic or Mathematics: Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-70% of students will demonstrate proficiency in Speaking and Listening: Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-70% of students will demonstrate proficiency in Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.

SLO 8-70% of students will demonstrate proficiency in Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-70% of students will demonstrate proficiency in Workplace Competencies: Resources; interpersonal skills; information; systems; and technology.

Basic Certificate

SLO 1-70% of students will use welding equipment to produce industry code qualified welds with the SMAW process in an open-butt single V-groove joint in the 6G position on carbon steel pipe.

SLO 2-70% of students will locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-60% of students will perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-70% of students will think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate workplace competencies-interpersonal skills, information; systems and technology.

11. Medical Laboratory Technology AAS Degree

SLO 1-70% of students will apply knowledge in the areas of Microbiology, Chemistry, Hematology, Blood Bank, Serology, and Body Fluids in preparation for the national certification examination.

SLO 2-60% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts (Assessed by the completion of ENGL 1301 prior to enrollment in the course).

SLO 4-Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques (Assessed by the completion of MATH 1314 or 1332 prior to enrollment in the course).

SLO 5-60% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-60% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-70% of students will demonstrate proficiency in basic use of computers (Assessed by the completion of HITT 1211 or equivalent prior to enrollment in the course).

12. Associate Degree Nursing AAS Degree

SLO 1-90% of students will apply principles of safe, ethical practice for diverse patients or groups.

SLO 2-90% of students will evaluate principles of safe, ethical practice for diverse patients or groups.

SLO 3-90% of students will evaluate implications of the Nursing Practice Act.

SLO 4 - 90% of students apply leadership and management skills in caring for small groups of diverse patients

SLO 5-95% of students will evaluate the effectiveness of communication skills among the interdisciplinary health care team.

SLO 6-90% of students will evaluate the effectiveness of the patient and family teaching in relation to health maintenance and restoration.

SLO 7-90% of students will relate the importance of individual professional development to the advancement of learning.

SLO 8-90% of students will apply evidence based patient care to the profession of nursing.

SLO 9-95% of students will demonstrate competence in Reading- Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 10-95% of students will demonstrate competence in Writing- Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 11-100% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 12-95% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 13-90% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 14-100% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 15-90% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 16-90% of students will demonstrate proficiency in Basic Use of Computers.

13. Physical Therapist Assistant AAS Degree

SLO 1-80% of students will be competent, safe, legal and effective generalist student physical therapist assistants who work under the supervision of a physical therapist and will perform their duties within the scope of practice of a PTA.

SLO 2-80% of students will demonstrate proficiency in reading-locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-80% of students will demonstrate proficiency in writing-communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-80% of students will demonstrate proficiency in speaking and listening- organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 5-80% of students will demonstrate proficiency in thinking skills- a worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 6 – 80% of students will demonstrate workplace Competencies: resources; interpersonal skills; information; systems; and technology.

SLO 7-80% of students will demonstrate proficiency in personal qualities- a worker must display responsibility, self- esteem, sociability, self-management, integrity, and honesty.

SLO 8 – 80% of students will demonstrate Arithmetic or Mathematics: Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 9 – 80% of students will be proficient in basic use of computers

14. Respiratory Care AAS Degree

SLO 1-70% of students will utilize clinical simulations to enhance information gathering and decision making skills.

SLO 2-70% of students will apply knowledge of entry-level content examination matrix to take the national board exam.

SLO 3-70% of students will apply knowledge of registry content examination matrix to take the national board exam.

SLO 4-70% of students will demonstrate proficiency in reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 5-Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts (Assessed in the core curriculum).

SLO 6-70% of students will demonstrate proficiency in arithmetic or mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 7-70% of students will demonstrate proficiency in speaking and listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 8-70% of students will demonstrate proficiency in thinking skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-70% of students will demonstrate proficiency in personal qualities- A worker must display responsibility, self- esteem, sociability, self-management, integrity, and honesty.

SLO 10-70% of students will demonstrate proficiency in workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-70% of students will demonstrate proficiency in basic use of computers.

15. Vocational Nursing Certificate

SLO 1 – 90% of students will successfully master the basic use of computers

SLO 2-90% of students will identify prevalent medical-surgical conditions affecting the adult and components of the health illness continuum while utilizing the nursing process at a 70% or above.

SLO 3 – 90% of students will relate the appropriate concepts of anatomy and physiology, pharmacology and nursing skills, nutrition, psychosocial implications and communication skills in the plan of care.

SLO 4-90% of students will apply the nursing theory, concepts and skills in a clinical setting as well as demonstrate legal and ethical behavior, safety precautions, interpersonal and team work skills utilizing appropriate written and verbal communication skills.

SLO 5- SCANS: Reading: Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. 90% of students will achieve this outcome.

SLO 6- Writing: Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts. 90% of students will achieve this outcome.

SLO 7-Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.90% of students will score a 90% or above on the four dosage quizzes.

SLO 8-Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 9-Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 10-Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 11 - Workplace Competencies: resources; interpersonal skills; information; systems; and technology. 90% of students will achieve this outcome with a completion grade of satisfactory.

16. Associate of Arts/ Associate of Science Degree

SLO 1-70 % of students will communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

SLO 2-70 % of students will demonstrate quantitative literacy and apply basic mathematical tools in the solution of real-world problems.

SLO 3-70 % of students will understand, construct, and evaluate relationships in the natural sciences, enabling them to understand the basis for building and testing theories.

SLO 4-70 % of students will expand knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Students will engage in critical analysis, form aesthetic judgments and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society.

SLO 5-70 % of students will increase knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.

SLO 6-70 % of students will establish a working knowledge of the use of computers as a means of information processing and problem solving evidenced through mastery of computer science exemplary educational objectives.

SLO 7-70 % of students will increase knowledge of, and participation in, fitness and/or health activities.

SLO 8-70 % of students will successfully complete periphery courses (non-core general education) of the AA program with a 70% or better.

Appendix B: Fine Arts Department Calendar of Events

FINE ARTS DEPARTMENT CALENDAR OF EVENTS FALL 2013		
DATE	EVENT	LOCATION
8/6	Bowl-a thon – Ceramics – Debra Chronister	Fine Arts
9/17	Victoria College Guest and Faculty Recital Series 1 – Joachim Reinhuber, piano	Johnson Symposium Center
9/24	Adjudicate at TMEA HS Region Jazz Auditions – Jonathan Anderson	Ray HS, Corpus Christi
9/27	San Antonio Museum of Art – Dirt Nerds – Debra Chronister	San Antonio
9/28	Bowl-a-thon – Ceramics –Debra Chronister	Fine Arts
9/28	Adjudicate at TMEA HS Region Choir Auditions - Marylynn Fletcher	Cal Allen High School, Corpus Christi
9/30	Voice Master Class	Johnson Symposium Center
10/3	Choral Concert	Leo J. Welder Center
10/3-10/5	Bootfest – 93 music students volunteered-3 day event	DeLeon Plaza
10/6	Crossroads Community and Victoria College Band Concert	Technology Center Quad
10/16	Victoria Symphony Spooktacular - 5 Victoria College Music students volunteered to assist.	Performing Arts Center VISD
10/17	Victoria Symphony Spooktacular – Marylynn Fletcher, Guest Pianist	Performing Arts Center VISD
10/18	Bowl-a-thon-Ceramics – Debra Chronister	Fine Arts
10/19	Piano Recital	Johnson Symposium Center
10/27	Texas Clay Festival-Dirt Nerds Field Trip	Gruene TX
10/28	Voice Master Class	Johnson Symposium Center
11/1	2 Year College All-State Choir Region Auditions	Austin CC, Austin, TX
11/4	Victoria College Guest and Faculty Recital Series 2 – Jonathan Anderson, saxophone	Johnson Symposium Center
11/8	Bowl-a-thon-Ceramics-Debra Chronister	Fine Arts
11/9	TMTA Music Theory Tests for grades 1-12, Fall test	Academic & Fine Arts Buildings
11/1-12/6	Fall Art Show	Gallery
11/9	Music Department Recital	Johnson Symposium Center
11/22	Visiting artist Steven Branfman-master class	Fine Arts
12/2	Jazz Concert featuring Aaron Boyd and Victoria College Jazz Ensemble	Leo J. Welder Center
12/9	Voice Master Class	Johnson Symposium Center
12/6	Choral Concert	Our Saviour’s Lutheran Church
12/7	VMTA Christmas Carol-Hymn Festival	Fine Arts Building (all music rooms)
12/14	Crossroads Community and VC Band Concert	Victoria Mall
12/16	Semester Juries for MUAP lessons	Johnson Symposium Center
12/19	Jazz and Commercial concert “HEB Feast of sharing”	Victoria Community Center

FINE ARTS DEPARTMENT CALENDAR OF EVENTS SPRING 2014

1/24-1/25	Jonathan Anderson Guest Jazz Clinician for TMEA Region 14 –	Flour Bluff HS
1/25	Piano Recital	Johnson Symposium Center
1/28	Victoria College Guest and Faculty Recital Series 3 – Patricia Balmer and Eugenie Fuhrman, voice recital	Johnson Symposium Center
1/31	Gonzales Chamber event – Victoria College Jazz Combo	Gonzales – VC center
2/3	Voice Master Class	Johnson Symposium Center
2/8 & 2/9	TMTA Music Theory Tests for grades 1-12, Spring test	Fine Arts Building All Music Rooms
2/8-2/9	Vagina Monologues	Johnson Symposium
2/8	Adjudicator for solo and ensemble region 14 – Jonathan Anderson	Victoria East High School
2/8	Steven Branfman Raku Exhibit opening reception	Fine Arts Gallery
2/9	Empty Bowls – Grand Opening for Fine Arts Building	Student Center and FA
2/12-15	TTCCDA All-State Choir (took 2 students)	San Antonio, TX
2/14	Jonathan Anderson Guest artists/soloists with South Texas All-Star Big Band	The Lexington, Corpus Christi
2/20	Victoria Women’s Club – Victoria College Jazz Combo	Victoria Women’s Club
2/22	JCM – Jazz Show – Jonathan Anderson	Greek Brothers
2/25	Crossroads Community Band & Victoria College Band	Leo J Welder Center
3/1	Mardi Gras celebration at Popeye’s Chicken – Victoria College Jazz Combo	Popeye’s Chicken on Navarro
3/1	Baroque – Sonatina Piano Festival	VC Choir Room
3/2	First Christian Church Dixieland gig –Jonathan Anderson	First Christian Church
3/3	Guest speaker / Recruiting – Industrial HS – Jonathan Anderson	Industrial High School
3/3	Voice Master Class	Johnson Symposium Center
3/3	Choral Clinician for Calhoun High School –Marylynn Fletcher	Calhoun HS
3/6	Guest Speaker / Recruiting – Edna HS – Jonathan Anderson	Edna HS
3/11	“What Are You Looking At? “Impressionism” Cathleen Gordon Public Lecture	VC Band Hall
3/17-3/28	Cathleen Gordon Art Exhibit	Fine Arts Gallery
3/17	Cathleen Gordon Art Exhibit – Victoria College Jazz Combo performing	Fine Arts Gallery
3/18	Guest Speaker/Recruiting – East HS – Jonathan Anderson	VEHS
3/18	NCECA-Dirt Nerds-Debra Chronister presenting	Milwaukee Wi.
3/20	Morgan Trafton Wedding – Victoria College Jazz Combo	Trafton house
3/20-3/21	Choral Clinician for East High School	Victoria East HS
3/23	Choral Clinician for Edna High School	Edna HS
3/27	“Taste of Rockport” Jonathan Anderson guest performer	Rockport

3/28-3/29	Guest Adjudicator, Texas A&M University Kingsville – Jonathan Anderson	TAMUK
3/31	Guest Speaker / Recruitment – Ganado HS – Jonathan Anderson	Ganado HS
3/31	Voice Master Class	Johnson Symposium Center
4/1	Choral Clinician at Cuero High School and Edna High School – Marylynn Fletcher	Cuero HS & Edna HS
4/5	Piano Recital	Johnson Symposium Center
4/8	Crossroads Community Band & Victoria College Band	Leo J Welder Center
4/8	Demonstrations at Victoria College Expo	Allied Health
4/11	Choral Concert	Leo J. Welder Center
4/10	Student Art Show opening – Victoria College Jazz combo	Fine Arts Gallery
4/10-4/28	Student Art Show	Gallery
4/12	Scott Taylor Crawfish Festival – Victoria College Music Students volunteered	Victoria Comm. Center
4/15	Guest Speaker for PTK – Jonathan Anderson	Johnson Symposium Center
4/19	JAMFEST – 54 Victoria College Fine Arts students volunteered. Also the Victoria College Fine Arts Department receives \$3,000 scholarship donation.	DeLeon Plaza
4/22	Music Department Recital	Johnson Symposium Center
4/24	Downtown Rhythms Victoria College Jazz Combo and Commercial performance	DeLeon plaza
4/24	Downtown Rhythms-Marylynn Fletcher guest artist	DeLeon plaza
4/25	Spring Fling at Devereux Gardens-Dirt Nerds-Debra Chronister	Devereux Gardens
4/26	JCM – Jazz Show – Jonathan Anderson at Greek Brothers	Greek Brothers
4/26	VSO concert-Marylynn Fletcher guest pianist	VISD PAC
4/28	Guest Speaker / Recruitment – Cuero HS – Jonathan Anderson	Cuero HS
4/28	4 th annual concert on the quad – Victoria College Commercial and Jazz Ensembles.	Fine Arts Quad
4/29	Choral Concert – Songs from the Stage	Johnson Symposium Center
5/2	VMTA Honors Recital	Johnson Symposium Center
5/2	VC Music Scholarship Auditions	VC Choir Room
5/3	VC Music Scholarship Auditions	VC Band Room
5/5	Semester Juries for MUAP lessons	Johnson Symposium Center
5/8	Jazz Concert with VC Jazz and Victoria East HS	VEHS auditorium
5/9	Paper Mache Workshop – Cathleen Gordon	Johnson Symposium Center
5/13	Victoria Civic Chorus & Crossroads Community Band	Victoria Fine Arts Center
5/15	Victoria Civic Chorus & Crossroads Community Band	Ethel Lee Tracy Park Pavilion
6/7	Grand opening for Popeye’s – Victoria College Jazz Combo	Popeye’s on Rio Grand

Appendix C: Museum of the Coastal Bend Calendar of Activities and Events

Museum of the Coastal Bend 2013-2014 Activities and Events

2013

- 9/10/2013 Trinity Episcopal 4th Grade tour
9/10/2013 Bullock Museum Foundation tour group
10/2/2013 Houston Senior Citizen Group tour
10/7/2013 "Design a Sugar Skull" event at VC Student Center
10/9/2013 "Design a Sugar Skull" event at VC Student Center
10/10/2013 Lecture: Brad Jones on "The Archeology of Time and Style In Victoria County, TX and the Cuzco Valley of Peru"
10/15/2013 Rowland Elementary 4th Grade tour
10/15/2013 Daughters of the Republic of Texas tour
10/16/2013 "Design a Sugar Skull" event at VC Student Center
10/17/2013 Impact Home School Co-Op tour
10/19/2013 Venue for VC Student Government Association meeting
10/22/2013 MCB presentation at VISD Elementary and Secondary Principals meeting
10/24/2013 Lecture: *LaSalle's Ghost* book signing
11/1/2013 Webb Society tour
11/1/2013 Day of the Dead reception with the Nave Museum at Leo J. Welder Center
11/1-15/2013 MCB Day of the Dead Sugar Skulls exhibit at Leo J. Welder Center
11/2/2013 MCB Day of the Dead outreach activity booth at Nave Museum
11/5/2013 MCB outreach discussion meeting at VC Gonzales Center
11/5/2013 Schulenburg 2nd Graders tour
11/8/2013 Colonial Dames tour group
11/9/2013 Attendance at Bayside Historical Society talk
11/21/2013 Venue for Chamber of Commerce Newcomer's Social
11/21/2013 Vickers Elementary 4th Graders tour
12/4/2013 VC Ceramics class tour
12/9/2013 Howell Middle School tour
12/11/2013 Life Long Learning class "A Night at the Museum"
12/11/2013 Victoria Convention & Visitors Bureau filming atlatl throwing for promotions
12/12/2013 Holiday Artisans Market
12/12/2013 Palacios 7th Graders tour
12/18/2014 Museum staff visits Chisholm Trail Museum in Cuero with CVB staff

2014

- 1/7-12/14 Curator attended Society for Historical Archeology conference in Quebec
1/17/2014 West High School tour
1/22/2014 MCB/WC table at Pirate Connection
1/23/2014 MCB/WC table at Pirate Connection
2/9/2014 Museum staff volunteered at Empty Bowls

Museum Director and Curator participated in Community Crossroads interview re. Where Texas History Began

2/20/2014

2/27/2014 *Where Texas History Began* Grand Opening (La Salle Odyssey Expansion project)

3/4/2014 Planning meeting, La Belle exhibit at Texas State History Museum in Austin

3/6/2014 Victoria Adventist Academy school tour

3/18/2014 Our Lady of the Gulf Catholic School tour

4/3/2014 UT Austin Continuing Education group tour

4/10/2014 Meyersville Elementary via UHV school tour

4/10/2014 Lecture: "Ancient DNA" by Dr. Kelly Graf

4/11/2014 Texas Historical Foundation tour

4/22/2014 Gulf Bend Center group tour (group 1)

4/23/2014 VC Ceramics class tour

4/24/2014 Lecture: Four Ships, Four Cities: Locality & Tragedy in WWII presented by Dr. Karen Hagan

4/25/2014 Gulf Bend Center group tour (group 2)

4/26/2014 Family Discovery Program: Colonization Live! Event

4/26/2014 MCB atlatl-throwing demonstrations at Texas Zoo's Earth Day event

4/29/2014 Smith Elementary school tour

5/1/2014 Industrial Middle school tour

5/4/2014 MCB and staff members participated in CVB Familiarization tour

5/6/2014 FW Gross Elementary school tour

5/6-10/2014 Facial Reconstruction event at MCB with forensic sculptor Amanda Danning

5/7/2014 MCB curator participates in KAVU Sunrise Show

5/8/2014 Yorktown Elementary school tour

5/8/2014 Bloomington Middle, 8th, VC tour

5/8/2014 Industrial Elementary school tour

5/9/2014 Facial Reconstruction Sponsor reception and lecture by Amanda Danning, forensic sculptor

5/10/2014 Family Discover Program: Forensics Day event

5/13/2014 Torres Elementary school tour

5/15/2014 Victoria Convention & Visitors Bureau museum photo shoot

5/15/2014 Howell Middle School tour

5/16/2014 Houston AARP group tour

5/17/2014 MCB activity booth at Nave Art Car Parade

5/20/2014 Shields Elementary school tour

5/21/2014 Victoria Residence & Rehab group tour

5/22/2014 Palacios Elementary 4th grade tour

5/22/2014 Venue for Victoria Advocates Subscribers reception

5/23/2014 Seadrift 8th grader school tour

5/24-25/2014 MCB atlatl-throwing demonstration at Port Lavaca Historical Scavenger Hunt at Six Mile Pier, Port Lavaca

5/29/2014 Mission Valley Elementary tour

6/4/2014 Education Curator attended Brazos Trail conference in Waco

6/5/2014 Lecture: "Hurricanes" by John Metz, NOAA meteorologist
6/6/2014 MCB booth at ESC Region 3 Zoo Day
6/12/2014 Museum director and curator presentation at Czech Society board meeting
6/20/2014 Fort St. Louis site video shoot with City of Victoria and CVB officials
6/21/2014 Family Discovery Day: Extinct Animals
6/23/2014 Curator presents at Kiwanis meeting
6/24/2014 VISD summer school, ESL high school tours
6/25/2014 Venue for United Way reception
6/26/2014 Director and curator presentation at Czech Heritage Society quarterly meeting
7/2/2014 Faith Academy summer school camp tour
7/10/2014 Burnett Elementary school tour via UHV
7/17/2014 City of La Grange summer camp tour
7/19/2014 Family Discovery Program: Moon Day
7/30/2014 Education curator at Newscenter 25 for Crossroads Today promotion
8/1/2014 Boys & Girls Club of Victoria tour
8/7/2014 MCB booth at Crossroads Home Educated Children's activity fair
8/9/2014 Family Discovery Program: Household History
8/15/2014 MCB participation in Pirate Orientation: Family Day
8/20/2014 Venue for VC Foundation dinner
8/28/2014 Education curator presentation at Lion's Club meeting

Appendix D: Leo Welder Center Schedule of Events

Leo Welder Center Schedule of Events		
Date	Presenting Organization	Event
9/1/2013	Lifepointe	church services
9/5/2013	Welder Center	board meeting
9/8/2013	Lifepointe	church services
9/8-12-2013	Theatre Victoria	rehearsals
9/9/2013	Court of 6 flags	board meeting
9/10/2013	Theatre Victoria	Fall acting academy Active shooter presentation for WC staff
9/12/2013	Victoria College	staff
9/12/2013	Charity Concert Series	The Survivors concert
9/12/2014	Theatre Victoria	fall acting academy
9/12/2013	Theatre Victoria	board meeting
9/15/2013	Lifepointe	church services
9/15-19/2013	Theatre Victoria	rehearsals
9/19/2013	Welder Center	paint and sip
9/21/2013	Welder Center/Main Street	Artisan market
9/21/2013	Main Street	Scavenger hunt
9/22/2013	Lifepointe	church services
9/22-28/2013	Theatre Victoria	rehearsals
9/25/2014	Charity Concert Series	board meeting
9/26/2013	Victoria College	spanish music concert
9/27/2013	MCB	board meeting
9/28/2013	Victoria Ballet Theatre	Fall for Dance
9/29/2013	Lifepointe	church services
9/29-10/4/2013	Theatre Victoria	rehearsals
10/3/2013	Victoria College	Choir concert
10/4-5/2013	Bootfest	Bootfest Hospitality
10/6/2013	Lifepointe	church services
10/6-12/2013	Theatre Victoria	Load in/rehearsals
10/13-17/2013	Theatre Victoria	Load in/rehearsals
10/17/2013	Welder Center	paint and sip
10/13/2013	Lifepointe	church services
10/18-20/2013	Theatre Victoria	Ballyhoo performance
10/20/2013	Lifepointe	church services
10/21/2013	Theatre Victoria	board meeting
10/22/2013	Theatre Victoria	board meeting
10/24-26/2013	Theatre Victoria	Ballyhoo performance
10/27/2013	Lifepointe	church services
10/27/2014	People to People	People to People seminar

10/28-29/2013	Theatre Victoria	board meetings
10/28-30/2013	Theatre Victoria	auditions/call backs
11/1/2013	Nave Museum	Day of the Dead After Party
11/2/2013	Nave Museum	Day of the Dead Festival
11/3-15/2013	Nave Museum	Day of the dead exhibit
11/3-7/2013	Theatre Victoria	rehearsals
11/5/2013	Welder Center	paint and sip
11/6/2013	Theatre Victoria	board meeting
11/7/2013	VTXIFF	"Buckwild" screening
11/8-9/2013	Theatre Victoria	Pajama Drama
11/10/2013	Lifepointe	church services
11/10-14/2013	Theatre Victoria	rehearsals
11/11/2013	Theatre Victoria	workshop
11/12/2013	Victoria College	Lyceum
11/14/2013	Charity Concert Series	Concert
11/17/2013	Lifepointe	church services
11/17-21/2013	Theatre Victoria	rehearsals
11/18-23/2014	St. Joseph HS	Fall Production
11/18/2013	court of 6 flags	board meeting
11/24/2013	Lifepointe	church services
11/24-27/2013	Theatre Victoria	rehearsals
12/1/2013	Lifepointe	church services
12/1-5/2013	Theatre Victoria	rehearsals
12/2/2013	Victoria College	Jazz concert
12/3/2013	Charity Concert Series	board meeting
12/5/2013	Welder Center	paint and sip
12/6/2013	Victoria College	Xmas party
12/8/2013	Lifepointe	church services
12/8-15/2013	Victoria Ballet Theatre	Nutcracker
12/10/2013	Victoria College	Academic foundations retreat
12/11/2013	Victoria College	board meeting
12/19-22/2013	Theatre Victoria	Winter Wonderland
12/22/2013	Lifepointe	church services
12/29/2013	Lifepointe	church services
1/4/2014	Victoria College	Stormont lecture
1/5/2014	Lifepointe	church services
1/5-9/2013	Theatre Victoria	rehearsals
1/9/2013	Welder Center	board meeting
1/11/2014	Victoria College	Adult Ed graduation
1/12/2014	Lifepointe	church services
1/12-16/2014	Theatre Victoria	rehearsals

1/16/2014	Charity Concert Series	Pam Tillis Concert
1/19/2014	Lifepointe	church services
1/19-23/2014	Theatre Victoria	rehearsals
1/20/2014	court of 6 flags	board meeting
1/20/2014	Theatre Victoria	board meeting
1/21/2014	Theatre Victoria	spring acting academy
1/23/2014	Theatre Victoria	spring acting academy
1/23/2014	Welder Center	paint and sip
1/25/2014	Victoria Livestock Show	Queen Victoria Pageant
1/26/2014	lifepointe	church services
1/26-30/2014	Theatre Victoria	rehearsals
1/28/2014	Theatre Victoria	spring acting academy
1/30/2014	Theatre Victoria	spring acting academy
1/31/2014	Childrens Discovery Museum	"Parenting w/Logic" lecture
2/2-13/2014	Theatre Victoria	rehearsal/load in
2/4/2014	Theatre Victoria	spring acting academy
2/5/2014	Victoria College	college advancement workshop
2/6/2014	Theatre Victoria	spring acting academy
2/9/2014	Lifepointe	church servcies
2/11/2014	Theatre Victoria	spring acting academy
2/13/2014	Theatre Victoria	spring acting academy
2/14-16/2014	Theatre Victoria	Great American Trailer Park Musical
2/16/2014	Lifepointe	church services
2/17/2014	League of Women Voters	Candidates Forum
2/17/2014	Victoria College	SGA meeting
2/18/2014	Theatre Victoria	spring acting academy
2/19/2014	Victoria College	AED & Cpr training
2/20/2014	Theatre Victoria	spring acting academy
2/20-23/2014	Theatre Victoria	Great American Trailer Park Musical
2/23/2014	lifepointe	church services
2/25/2014	Theatre Victoria	spring acting academy
2/25/2014	Crossroads Community Band	CCB concert
2/27/2014	Theatre Victoria	spring acting academy
3/1/2014	Opera Piccola	meeting
3/2/2014	Lifepointe	church services
3/2/2014	US Air Force	Band of the West concert
3/2/2014	Theatre Victoria	board meeting
3/4/2014	Theatre Victoria	spring acting academy
3/5-7/2014	Victoria Ballet Theatre	Load in/rehearsals
3/8-9/2014	Victoria Ballet Theatre	"Swan Lake"
3/9/2014	Lifepointe	church services

3/11/2014	Theatre Victoria	spring acting academy
3/13/2014	San Antonio classical music station	radio interview
3/13/2014	Theatre Victoria	spring acting academy
3/16/2014	Lifepointe	church services
3/16-20/2014	Theatre Victoria	rehearsals
3/18/2014	Austwell-Tivoli ISD	UIL one act play competition
3/18/2014	Theatre Victoria	spring acting academy
3/20/2014	Theatre Victoria	spring acting academy
3/20/2014	Welder Center	paint and sip Dr. Yahagi & the Mended Hearts
3/21/2014	Hospice of South Texas	concert
3/22/2014	US Air Force	concert
3/23/2014	Lifepointe	church services
3/23-27/2014	Theatre Victoria	rehearsals
3/24/2014	Victoria College	Deans retreat
3/24-26/2014	St. Joseph HS	load in/rehearsals
3/25/2014	Theatre Victoria	spring acting academy
3/27/2014	Theatre Victoria	spring acting academy
3/27-29/2014	St. Joseph HS	Spring production
3/30/2014	Lifepointe	church services
3/30-4/3/2014	Theatre Victoria	rehearsals
4/1/2014	Theatre Victoria	spring acting academy
4/3-6/2014	VTXIFF	Film Festival
4/6-10/2014	Theatre Victoria	rehearsals
4/8/2014	Crossroads Community Band	Concert
4/11/2014	Victoria College	Choir concert
4/13-24/2014	Theatre Victoria	load in/rehearsals
4/17/2014	Victoria College	Lyceum
4/24/2014	Victoria Symphony	Dinner
4/24/2014	Victoria Advocate	Vic Ad night - Mama Won't Fly
4/25-27/2014	Theatre Victoria	Mama Won't Fly performances
4/30-5/3/2014	Theatre Victoria	Mama Won't Fly performances
5/1/2014	Welder Center	board meeting
5/4/2014	Theatre Victoria	board meeting/Vickie awards
5/4/2014	CVB	Hospitality Familiarization Tour
5/8/2014	Charity Concert Series	Gary Morris concert
5/9/2014	Busby Dance	load in/rehearsal
5/10/2014	Busby Dance	Spring recital
5/12/2014	Court of 6 flags	board meeting
5/13-14/2014	Theatre Victoria	Beauty and the Beast auditions
5/16/2014	Jan Moore Dance Studio	rehearsal/load in
5/17-18/2014	Jan Moore Dance Studio	Spring recital

5/23/2014	OLS Ballet Folklorico	ballet folklorico performance
5/30/2014	Victoria College	NAEHS ceremony
5/31/2014	Ledwig Dance Academy	dance recital
6/10-14/2014	Bach festival	rehearsals
6/11-14/2014	Bach Festival	concerts
6/12/2014	Texas Mutual Insurance Co.	Safety luncheon
6/16-21/2014	Theatre Victoria	T3 camp
6/23-27/2014	Theatre Victoria	T3 camp
6/28-29/2014	Theatre Victoria	T3 Showcase
7/10/2014	Welder Center	board meeting
7/17/2014	Welder Center	cinema "Frozen"
7/19/2014	Pioneer Natural Resources	Safety seminar
7/24/2014	Theatre Victoria	voice lessons
7/26/2014	VTXIFF	cinema short films
7/30/2014	1st Baptist day care	school tour
8/2/2014	Victoria College	cinema- Westerns
8/3/2014	Matthew Moscatelli	memorial concert
8/4/2014	Victoria College	VC foundation board meeting
8/7/2014	Welder Center	cinema "Breaking Away"
8/11-12/2014	Theatre Victoria	auditions/call backs
8/13/2014	Victoria College	board workshop
8/14/2014	Welder Center	cinema Silverscreen shorts
8/18/2014	Victoria College	Convocation
8/20/2014	Theatre Victoria	board meeting
8/20/2014	Victoria College	Lyceum board meeting
8/22/2014	Theatre Victoria	board meeting
8/23/2014	Welder Center	cinema- Godzilla double feature