End-of-Year Summary Report 2011-2012

VICTORIA COLLEGE

Est. 1925

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I. VICTORIA COLLEGE 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.

II. 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.

III. VICTORIA COLLEGE STRATEGIC GOALS

In order to fulfill its mission, VC has identified three priority goals and the "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

Collectively, the College's mission, values, and "will" statements provide the framework that guides development and implementation of essential elements of institutional effectiveness:

Strategic Planning: VC's strategic plan focuses institution-wide emphasis on particular action items which have been identified as areas targeted for institutional improvement over a multiyear time frame and in a cross-functional manner. The strategic plan takes the form of clearly defined Action Item**s** and associated implementation plans.

Operational Planning: VC's operational plan describes how each operational unit will conduct its routine business in fulfillment of the college's mission, values, and "will" statements, as well as how each unit can improve the institution through short-term, local actions. The operational

plan also provides the framework for appropriate budgeting and hiring decisions. The operational plan takes the form of annual Unit Plans.

Educational Program Planning: A three year educational program management review process ensures that all programs regularly review and evaluate the extent to which program outcomes (including learning outcomes) have been achieved using findings from all measures of assessment. All instructional programs at Victoria College participate in this process.

Policies and Practices: VC's policies and practices define the ongoing mechanisms by which institutional activities are conducted and continuing effectiveness is maintained.

IV. EXECUTIVE SUMMARY/ HIGHLIGHTS

In 2011-2012, Victoria College (VC) faculty, staff and administrators, took great strides in carrying out VC's comprehensive college mission and made significant progress towards reaching strategic goals. This was the final implementation year of the 2009-2012 Strategic Plan. Key performance indicators and other institution performance data were analyzed to determine the impact of action plans and initiatives on students' success, meeting community needs and institutional excellence.

Victoria College continues to support the growth and development of the Victoria service area citizens and economy. Unduplicated enrollment reached a record number at 4,563 in fall of 2011. Instructional programs were expanded to respond to local need.   The Police Academy and the Fire Academy each added an Associate of Applied Science Degree award to their programs. A new level one Instrumentation/Measurement Technician Certificate was added to the Electronic Technology/Instrumentation program. This certificate will address the need for skilled workers not only in the local petrochemical industry but the Eagle Ford Shale development as well.   The Physical Therapist Assistant Program at Victoria College received full accreditation from the Commission on Accreditation of Physical Therapy Education and graduated the first class of Physical Therapist Assistants in the spring 2012.

Many internal and external challenges were encountered in 2011-2012. These provided great opportunities for the college to respond with innovative and responsive action plans and initiatives in order to meet expanding needs of the Victoria College District service area as well as respond to state, regional, and national demands.

In the fall 2011, Victoria College experienced unprecedented violence on campus. Shots were fired on Victoria College's main campus. Campus police and security, as well as local law enforcement officers responded immediately. No one was hurt and a suspect was apprehended. VC faculty, staff and students were notified of the incident via the College's Emergency Alert System. The campus was on lockdown for just over an hour. A Campus Safety and Security Committee was established, with the agenda to address lockdown and other safety issues. Initial action plans identified included the installation of locking handles on doors throughout the campus. This enhances security on campus by allowing instructors/students to lock the rooms from the inside in the case of an active shooter without having to exit the room and place themselves in danger. Victoria College also implemented an integrated telephone system at all campus/center locations and a premise notification system that allows authorized individuals the ability to send notifications via several delivery methods. This committee continues to evaluate ways to ensure safety on all Victoria College sites.

Faculty, staff and administrators began gearing up in 2011-2012 for a 2014 reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges

(SACSCOC). Reaffirmation of accreditation occurs every 10 years with an interim fifth year report. Task forces worked throughout the year to complete an internal audit of the college and to prepare a compliance certificate verifying VC's compliance in all reaffirmation requirements. The completed certificate will be sent to SACSCOC in March 2013 for review by an off-site compliance team. Reaffirmation now additionally requires the development of a Quality Enhancement Plan (QEP) to be submitted just prior to a fall 2013 onsite visit by a SACSCOC appointed evaluation committee as part of the reaffirmation process. An appointed VC QEP team began reviewing institutional data and faculty, staff, student and community suggestions for how to enhance the quality of student learning or the environment surrounding student learning at VC. The review of data identified lower student performances in critical thinking and communications learning outcomes. The QEP will address ways to improve student performances in these lower performing areas. A new director was hired to steer the development and implementation of the plan. The QEP will be completed in 2012-2013 and reviewed by the SACSCOC onsite team and finally approved for implementation in summer 2014.

Meeting community needs was a top priority in 2011-2012 as Victoria County and surrounding counties encountered economic and industrial growth. Representatives from VC and Caterpillar, new industry locating in Victoria, worked for months to coordinate details regarding training for new Caterpillar employees. In the spring of 2012, Victoria College's Board of Trustees approved the purchase of a 7,200 square foot building, located at 1404 N. Liberty Street and formerly used by the Elder Distributing Company, for $200,000, or $27.78 per square foot. It is used for training employees hired to work at the new Caterpillar hydraulic excavator manufacturing facility in Victoria, but may also be used in the future for other specialized skills training.

A $22 million general obligation bond was passed by Victoria County voters in the May 12 election to meet the Victoria community's training needs. Funding will be used for construction, expansion and renovation projects required to meet enrollment and program growth at VC. Primarily, funding from the bond will be used to construct an Emerging Technology Center and provide much needed space for corporate and industrial training. Providing customizable facilities that will meet the demands of the community is an important element of VC's strategic plan.

The new facility will allow VC to meet the current and future training needs of new and existing business and industry. In addition to providing a new home for VC's current Workforce and Continuing Education training classes, this expansion will also enable VC to offer certificates and degrees in new and in-demand careers such as industrial maintenance mechanic, machinist, oil and gas technician and logistics and operations management. The expansion will also free up space on VC's main campus for the College's growing academic programs and ensure that VC has both adequate space and state-of-the-art training resources.

Victoria College acquired ownership of the Leo J. Welder Center for the Performing Arts during the summer of 2012. The center, located in historical downtown Victoria, provides a great venue for many community cultural events and will support the mission of Victoria College to provide educational activities and events that enhance our community's quality of life through cultural and intellectual outreach.

Changes also occurred on the main campus as VC witnessed the demolition of the 45 year old VC Fine Arts Auditorium and watched the emerging new construction of a 5,000-square-foot addition to the fine arts building throughout 2011-2012. Renovations and replacement of most mechanical, electrical and plumbing systems, to the over 6,000 square foot remaining building are scheduled for completion in the 2012-2013 academic year.

V. STRATEGIC INITIATIVES

The academic year 2011-2012 marked the end of the **2009-2012 Strategic Plan**. Many of the activities in the last year, focused directly on VC's goals to **foster student success, meet community needs** and **achieve institutional excellence.**

The **First Year Experience course**, an initiative implemented with the 2009-2012 Strategic Plan, became mandatory for all first time in college students in the fall 2011. Strategic planning teams demonstrated that persistence rates of students taking EDUC 1300 in 2010 fall to fall were almost ten percentage points higher than those who did not take the course. Those students also showed similar improvement compared to persistence in 2009 –2010, prior to implementation of the course. When EDUC 1300 became mandatory for FTIC in fall 2011, persistence increased to 75%.
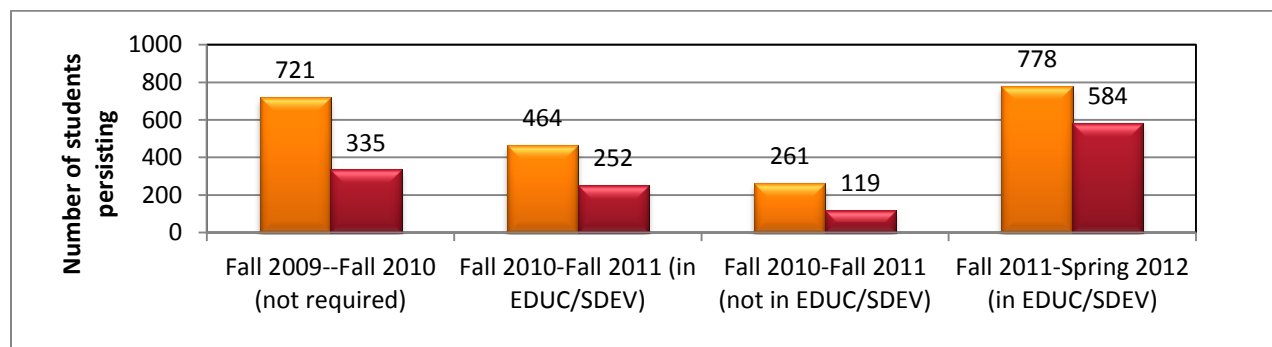
Not Mandatory:

Fall 2009 FTIC **721**	Returning Fall 2010 **335**	46.46%Fall 2010
FTIC taking EDUC/SDEV **464**	Returning Fall 2011 **252**	54.3%
Fall 2010 FTIC not taking EDUC/SDEV **261**	Returning Fall 2011 **119**	45.6%

Now Mandatory:

Fall 2011 students enrolled in EDUC/SDEV **778**	Returning Spring 2012 **584**	75.06%.

The **VC faculty advising student success initiative** culminated with the finalizing and publishing of a Faculty Advising Manual in 2011-2012. A shared faculty advising process has been developed and was fully implemented and faculty participated in training/development sessions prior to the onset of the academic year. This shared model (student services/instructional services) of advising is the most common model of delivering advising services in higher education and considered one of the best practices of advising.

Branding initiatives establishing the public perception of VC as a premier educational and career training institution were fully implemented. VC's mascot and the accompanying pirate logo are now being used consistently in campus communications to represent student life and to promote the excitement and enthusiasm at VC's sports games, and campus and community events. In the spring 2012, the VC pirate was officially named Captain Vic through a campus community vote. A new official college logo was developed and launched in fall 2012.

The **VC Call Center** was deployed in 2011-2012 with the addition of a new phone system. The new phone system will support greater Call Center functionality. Marketing and Communications produced four direct mail campaigns during 2011-2012, produced two **Career Focus magazines,** the **VC Viewbook/Career Planner** and other area of interest brochures. **VC Information Nights** continued to be a success and allowed divisions and departments an opportunity to showcase programs and series. Final phases in the development of a new portal and a revised website occurred. Full deployment will occur in 2012-2013.

Growing credit and non-credit enrollment, new and expanding area industry and community discussions revealed a need for a conference and training center in Victoria. Victoria College Board of Trustees determined that the college was in the best position to fill that void and voted to place a bond on the May ballot to construct a facility. Victoria County voters passed a $22.5 million general obligation bond by 66% to allow the college to construct a state-of-the-art conference, meeting and training center. The City of Victoria and the Sales Tax board deeded 13 acres of land in the Industrial Park on which to construct the facility. A team of college and community representatives visited training centers at community colleges located in North and South Carolina to examine facilities and programs. Information garnered during the visits will be used as the design of the new **Emerging Technology Cente**r is finalized. Several new programs were also identified. College representatives have met with area business and industry leaders to assess the need for similar programs. New credit and non-credit programs are in development. Construction on the new center will begin in 2012-2013 with anticipated completion Spring 2015.

In the spring of 2012, VC staff, faculty and administrators participated in the **Personal Assessment of the College Environment (PACE)** survey.   The overall results from the PACE instrument indicate **a healthy campus climate**. Action plans attributed to this success include the following:

- A newsletter has been developed and regularly disseminated by the Human Resources department.
- Supervisors at all levels participated in supervisory training emphasizing the importance of communication and collaboration.
- The VC President continues to share information of a more global nature, to address issues, concerns or rumors.

The **VC Employee Handbook** was updated and approved by the VC Board of Trustees in the Spring of 2012. This handbook serves a major communicative function in providing all employees with ready access to clear policy information and clear guidelines on the procedures used to enact VC policies.

Professional Development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, and work environment. It plays a key role in maintaining trained, informed, and motivated employees, regardless of job classification. Victoria College encourages its employees to participate in professional development activities and to seek resources through which these activities may be completed. The objectives of professional development are to help employees enhance their job skills; to obtain job-related knowledge and information, and to increase productivity and efficiency. In the case of faculty members, it also provides an opportunity to improve teaching methods and to increase knowledge in their specific academic discipline. In 2011-2012, the following development activities were provided for the VC college community:

Fall 2011
- Safety Training and Awareness initiative began as developed with the new Safety Committee in October 2011.
- Achieving VC Excellence- Work/Life Balance – August 2011
- Banner 101 – August 2011
- Marketing Department – Understanding Behavior Types – DISC training – July 2011
- Compliance Training
    - Selection Committee & Interview Training to ensure compliance with proper hiring practices – Fall 2011

Spring 2012
- Compliance Training
    - SANS – Securing the Human – online training for all employees began January 2012
    - Selection Committee & Interview Training to ensure compliance with proper hiring practices – Spring 2012
    - I-9 Documentation Training to ensure compliance with Immigration Laws – April 2012
    - Child Abuse Prevention & Reporting Mandates – June 2012
    - Best Practices in Evaluations – April 2012

- Tutor Orientation and Customer Service Training – January 2012
- Student Services Department – Communication/Behavior Styles – DISC series– May 2012
- Interpersonal Relations Training - How to Manage Conflict – Summer 2012

VI. STRENGTHS WEAKNESSES OPPORTUNITIES AND THREATS

The Victoria College Institutional Assessment Team, the Curriculum and Instruction Council, the Strategic Planning Teams and others at the college evaluated institutional performance data (including student learning outcome data) and have identified institutional strengths, weaknesses, opportunities and threats. Action plans have been developed across the college in response to the identified weaknesses.

Strengths:

- There was an increase in unduplicated enrollment in the fall 2011, with distance education notably on the rise.
- All instructional programs have documented student learning outcomes, assessment of the outcomes and have implemented improvement plans.
- Most instructional programs met the majority of targets for learning outcomes in 2011-2012.
- Allied health programs and the police academy exceeded national averages in student success rates on licensure and/or certification exams.
- Student academic support programs, such as supplemental instruction and tutoring, are strong components of student success.
- VC students who transfer having taken no developmental education typically maintain a 3.0 or higher GPA at the transfer university. 79% of those who have taken developmental education maintain a 2.0 GPA or better.
- More than 90% of our graduates are employed after graduation. Graduation rates for allied health and career and technical programs and completion rates are high.
- The PACE survey showed that there was room for improvement in communication on campus; this spurred the creation of the Connection newsletter and will continue to be a facet in the upcoming strategic plan.
- Quality of Instruction was rated as excellent by the student population in the Noel Levitz survey.
- Continuing Education, in keeping with the mission of the institution, does a great job of responding to the diverse needs of the community.

Weaknesses:

- Critical thinking, reading and writing appear to be a challenge among all student populations.
- Noel Levitz Results indicated lower satisfaction levels with scheduling.
- Graduation rates are low for the general studies program.
- Some programs have aging equipment.
- Security was rated low in the fall 2011 Noel Levitz survey; however, this has resulted in the implementation of the new phone system, revised emergency alert system, and the Safety Committee.

Opportunities:

- Credit workforce programs could be expanded by building a public service training facility.
- Implementation of a new core will require programs to assess and update programs to respond to changing student, community, state and national needs.
- The triangulation of data for the general education competencies is ongoing and too premature for deep analysis. The ETS is being used currently to gain more direct assessment of these competencies.

Threats/Challenges:

- There is a lack of college readiness and self-regulation among students.
- There is competition for students from outside industries, especially oil and gas for the industrial programs.
- Keeping equipment/facilities up-to-date continues to be a challenge.
- Outcomes based funding may be implemented in the future.
- Lower student performances are being identified in distance learning.
- Gateway courses are not showing improvement.

General Conclusions/Recommendations:

- VC should investigate any scheduling problems that students may encounter as they attempt to build a schedule in order to primarily facilitate timely completion of a degree plan. *Note: An enrollment management process was implemented in the fall 2012.*
- When the new core curriculum is developed, it is suggested that VC investigates a rubric scoring system across the curriculum for each competency and/or objective. This process is needed to ensure validity of the assessment data.
- VC should establish and sustain a relationship with service area school districts regarding college readiness.

- VC should investigate strategies to be used across campus to improve student engagement and active learning in order to improve performances on learning outcomes.
- Faculty should encourage students to verify that they have selected the correct major code for their plan of study.
- Students should be urged to apply for graduation to have the most accurate data.
- Consider strategies to provide additional resources to students and/or faculty instructing in distance education courses.

VII. FUTURE PLANS

Responding to continued growth in workforce and industry demand and meeting reaffirmation demands will continue to dominate the 2012-2013 year. Completion of the renovation of the Fine Arts building will conclude. Construction on the new Emerging Technical Center will be in full swing. The Compliance Certificate and the VC Quality Enhancement Plan will be completed and submitted for approval to the SACSCOC. Strategic planning teams will finalize the development and deployment of new action plans for the 2012-2015 VC Strategic Plan. VC will continue to foster student success, meet community needs and insure institutional excellence.

VIII. MEASURES OF PARTICIPATION, SUCCESS, EXCELLENCE AND EFFECTIVENESS

The college collects and analyzes a variety of data to determine overall institutional effectiveness. The measures discussed below are representative of the major components of the college's operations. Additional data follows in Section IX of this report.

Enrollment and Participation

Credit enrollment increased again in 2011-2012. A 6% increase from Fall 2010 to Fall 2011. Over the past five years, Victoria College has experienced significant enrollment increases. Enrollment for the spring 2012 semester of 4,213 was an increase of 10 percent over spring 2007 when enrollment was 3,788.

The spring 2012 semester enrollment increase of 1.3 percent over spring 2011 represents a smaller increase compared to increases over the past couple of years. VC's part-time student population has grown more significantly, from 2,729 in spring 2011 to 2,830 for the spring 2012 semester, an increase of 3.6 percent. Typically the number of working students is reflected in this increase.

Student Success

Data collected at the statewide level indicate that VC transfer students perform well at their receiving universities. Over 95% of fall 2009 academically prepared students achieved a grade point ratio of 2.0 or better after one year at their receiving institution. Approximately 50% earned a 3.0 or better. Although a higher percentage of transfers who had required developmental education at VC earned below 2.0, 79% % of this group also earned a grade point ratio of 2.0 or higher.

In developmental education at VC completion rates were high in 2011-2012 (approximately 85%), however pass rates (C or better) averaged only 59% in 2011-2012. Victoria College's performance on completion ranks placed it in the top 10% of community colleges participating in the 2012 National Community College Benchmark Project. An area of focus for VC is to increase the pass rate in developmental courses as well as the number of students who enroll in and pass college-level courses following their developmental coursework. Supplemental instruction and tutoring initiatives have documented success on a small scale and will be scaled up in the future.

In college-level courses, completion rates have remained steady. College-wide total was 89.7% in 2011-2012 and 90.2% less developmental education courses. Completion rates in Allied Health were 96.3% and rates in Career and Technology were 90.0%. Pass rates (C or better) in college-level academic courses average 69% and 89% in technical courses.

All educational programs reviewed and revised program learning outcomes (including student learning outcomes in 2011-2012. The outcomes were assessed in the fall 2011 and again in the spring 2012. Results of these assessments are located in Section IX of this report. All programs have developed improvement plans in response to the assessment findings, evaluated the early impact of the improvement plans in fall 2012 and will be evaluating the impact of these improvement plans again in spring 2013.

Assessment of the general education competencies identified lower performances in qualitative and quantitative critical thinking.   Results of the assessment are located in Section IX of this report. Victoria College is currently developing a Quality Enhancement Plan that will focus improvement on critical thinking.

Graduation and Certification

Victoria College awarded a total of 531 degrees and certificates in 2011-2012, 417 of which were in Career and Technical Education or Allied Health. This was down from 560 in 2010-2011. Graduation rates in the Associate of Arts and the Associate Science General Studies program remain low. Allied Health and Degree Nursing graduation numbers remain steady due to enrollment caps dictated by program capacity; however there are declines in the Vocational

Nursing graduation numbers. The Physical Therapist Assistant program graduated the first cohort of 17 students in spring 2012.

The overall percentage of students passing licensing and certification exams in the Allied Health Division remains over 90%. The annual follow-up survey of Allied Health and Workforce (Division of Career and Technical Education) graduates indicated that VC graduates and their employers rated VC's programs highly in employment skills preparation. In all categories, graduates and their employers rated VC as average or better, with over 80% of respondents rating VC graduates as good or very good.

IX. MEASURES OF SUCCESS

The data and charts below display levels of success in reaching key performance indicators and other levels of success across the institution.

A. ENROLLMENT TRENDS

KEY PERFORMANCE INDICATOR: UNDUPLICATED ENROLLMENT-INSTITUTIONAL CREDIT TARGET: THREE YEAR AVERAGE: 4200 CLOSING THE GAPS TARGETS: TARGET 2015: >4600 (NEW FOR FY13-4750); 2020: >4800 (NEW FOR FY2013- 5,050)

VICTORIA COLLEGE TOTAL ENROLLMENT
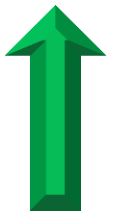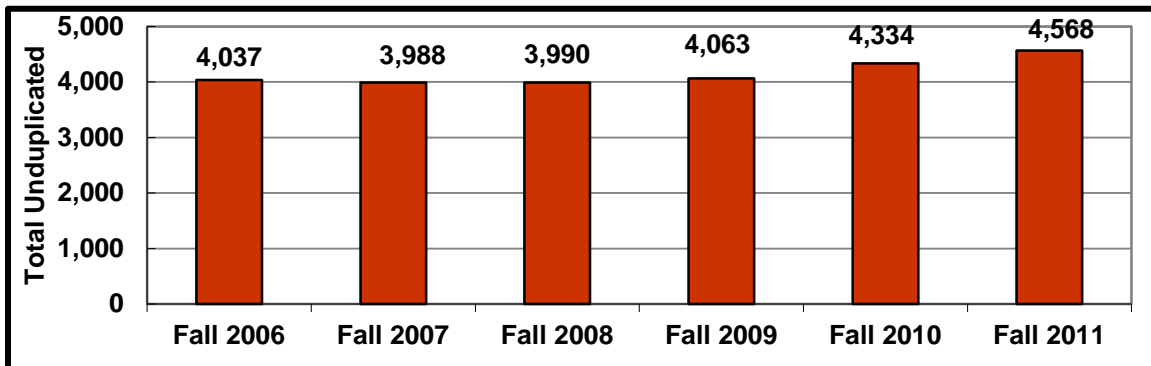
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Unduplicated	4,037	3,988	3,990	4,063	4,334	4,568

TOTAL FTIC ENROLLMENT

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Unduplicated	642	680	588	745	725	926

FTIC/OTHER ENROLLMENT

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Other	3395	3308	3402	3318	3609	3642
FTIC	642	680	588	745	725	926

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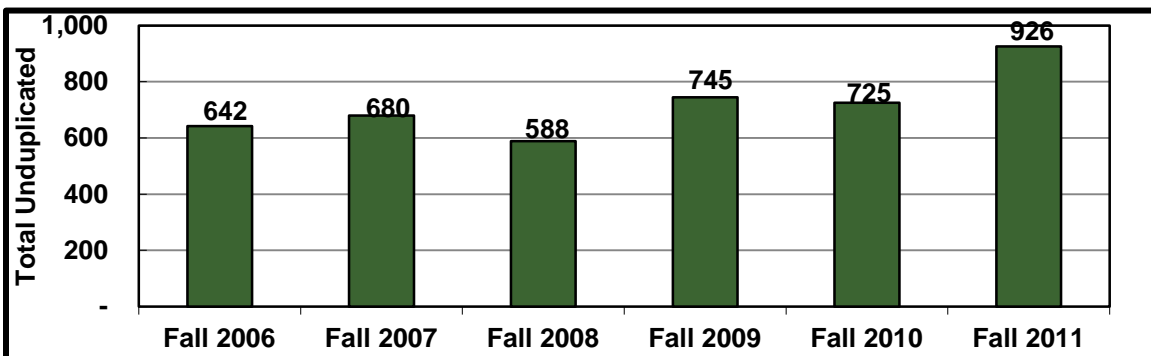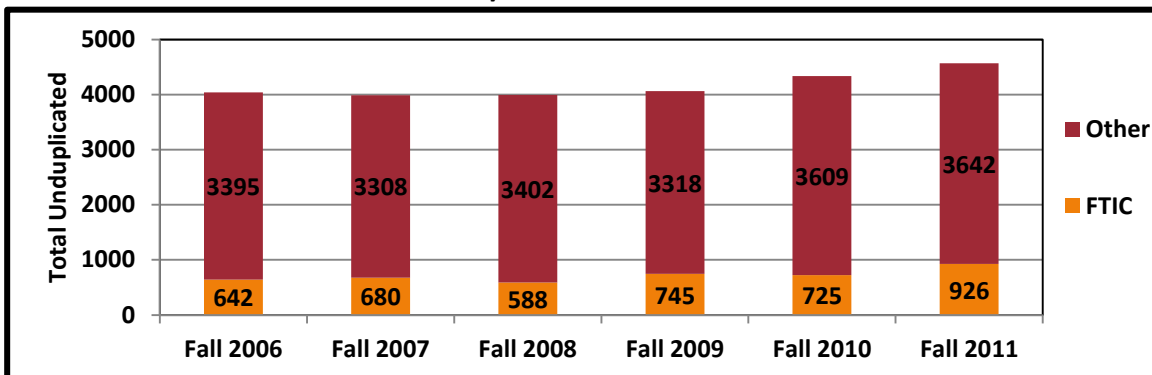
FIRST TIME IN COLLEGE DEVELOPMENTAL EDUCATION ENROLLMENT

Enrollment	Fall 2010	Fall 2011
First-Time in College Developmental Enrollment	482 *52.0% of first-time in college*	441 *47.5% of first-time in college*
First-Time in College Developmental Math	447 *48.2% of first-time in college*	374 *40.3% of first-time in college*
First-Time in College Developmental Reading	103 *11.1% of first-time in college*	150 *16.2% of first-time in college*
First-Time in College Developmental English	106 *11.4% of total first time in college*	132 *14.2% of total first time in college*

FIRST TIME IN COLLEGE DEVELOPMENTAL EDUCATION ENROLLMENT
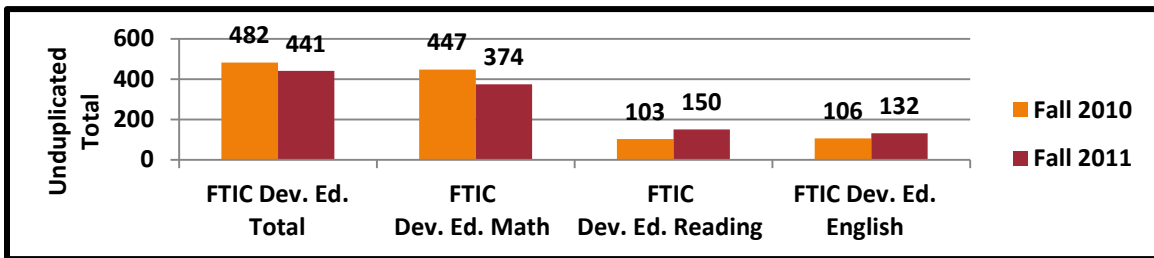
**RACE/ETHNIC GROUP REPRESENT
2010 U.S CENSUS DATA-VC SERVICE AREA
WHITE-47.9% BLACK-6.4%
HISPANIC-43.9% OTHER-1.8%**

ETHNICITY OF VC TOTAL FTIC ENROLLMENT
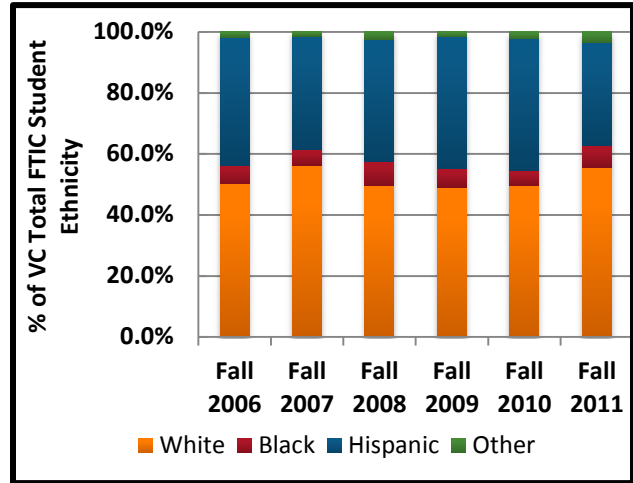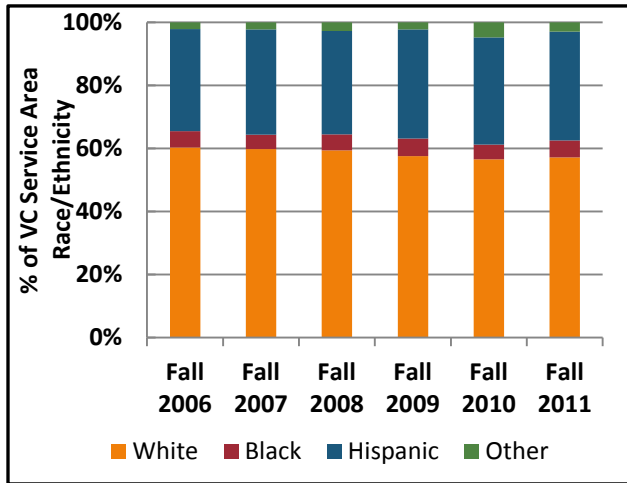
DISTANCE EDUCATION

Academic Year Enrollment								
Distance Education Type	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ITV Face to Face	916	933	1,016	1,275	1,200	1,539	1,620	1,511
ITV Off Campus	766	918	909	1,157	984	987	1,267	1,090
On line	3,890	4,924	5,351	5,539	6,188	6,036	6,532	6,695
Virtual College of Texas - Hosted [1]	664	289	120	52	60	52	13	0
Grand Total	6,236	7,064	7,396	8,023	8,432	8,614	9,432	9,296
Virtual College of Texas - Provided [2]	315	289	90	55	69	28	14	13

[1] VC student enrolled in other colleges' courses offered through VCT.

[2] Other colleges' students enrolled in VC courses offered through VCT.
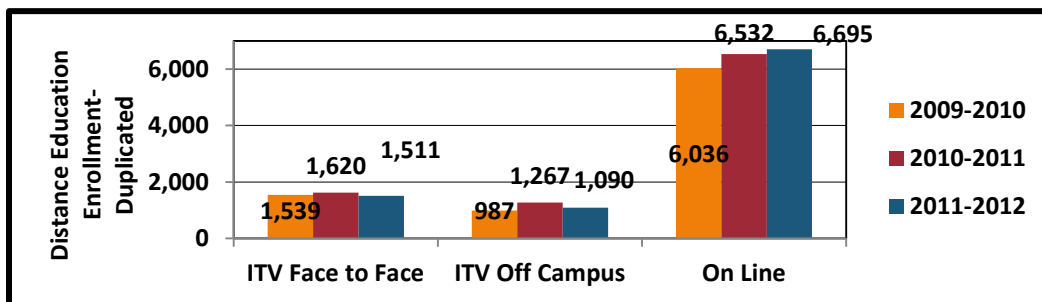
B. CONTACT HOURS TARGET: 2,200,000 TOTAL CONTACT HOURS.

FUNDABLE *Contact Hours Generated by Year*				
	2009-10	**2010-11**	**2011-12**	**3 Year Percent of Change**
Victoria College Credit Courses Total	1,709,968	1,804,992	1,783,312	4.29%
Victoria College Continuing Education Total	160,168 (funded) 15, 865 (Non-fundable)	208,859 (funded) 12,367 (Non-fundable)	130,771 (funded) 42,346 (Non-fundable)	-18.35% (funded) 166.9% (non-fundable)
Victoria College Total	**1,886,001**	**2,026,218**	**1,956,429**	**2.35%**

Contact Hours Generated in Credit Courses by Division and Year				
	2009-10	**2010-11**	**2011-12**	**3 Year Percent of Change**
Academic Foundations	131,936	176,128	194,688	47.56%
Allied Health	383,456	406,896	385,536	0.54%
Arts, Humanities, & Social Science	518,688	526,496	509,440	-1.78%
Career and Technical Education	316,048	308,656	319,808	1.19%
Science, Mathematics, & Physical Education	359,840	386,816	373,840	3.89%
Victoria College Credit Course Total	**1,709,968**	**1,804,992**	**1,783,312**	**4.29%**

Contact Hours Generated in Continuing Education Courses by Division and Year				
	2009-10	**2010-11**	**2011-12**	**3 Year Percent of Change**
Workforce Development	49,086	83,973	43,153	-12.09%
Law Enforcement	34,661	49,471	24,789	-28.48%
Emergency Medical	11,800	9,966	7,368	-37.56%
Allied Health	64,621	65,449	55,461	-14.17%
Victoria College CE Total	**160,168**	**208,859**	**130,771**	**-18.35%**

C. STUDENTS **E**ARNING A **"C "**OR **B**ETTER IN **C**OURSES AND **L**EARNING **O**UTCOME **M**ASTERY

Total students	Target	Total 2006-2007	Total 2007-2008	Total 2008-2009	Total 2009-2010	Total 2010-2011	Total 2011-2012	3-yr average 06-07 through 08-09	3-yr average: 07-08 through 09-10	3-yr average: 08-09 through 10-11	3-yr average: 09-10 through 11-12
C or better (all courses)	75%	72%	71%	72%	72%	73%	73%	72%	72%	72%	73%
C or better Foundations	65%	58%	62%	66%	60%	61%	59%	62%	63%	62%	60%
C or better Academic	70%	67%	66%	68%	68%	69%	69%	67%	67%	68%	68%
C or better Technical	90%	88%	88%	88%	90%	88%	87%	89%	89%	89%	88%
C or better Gateway	70%	65%	62%	66%	65%	60%	60%	64%	64%	64%	62%
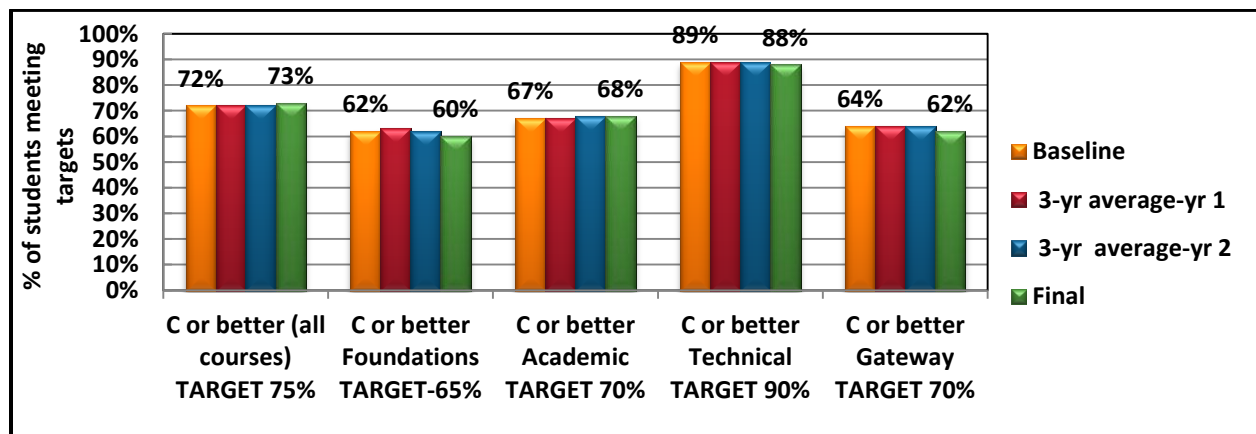
ACADEMIC FOUNDATIONS ONLINE COURSES- FALL & SPRING
(ONLY EDUC 1300 & SDEV 0301) TARGET: 70% WILL MAKE A "C" OR BETTER

		Fall 2010 Online	Spring 2011 Online	Fall 2011 Online	Spring 2012 Online
Enrollment		36	35	104	116
Completers (Retention)	#	35	35	89	99
	%	97.22%	100%	85.58%	85%
Completers (A, B, C's)	#	22	25	71	78
	%	**61.11%**	**71%**	**68.27%**	**67%**

ACADEMIC FOUNDATIONS ONLINE COURSES-FALL AND SPRING
(ONLY EDUC 1300 & SDEV 0301)
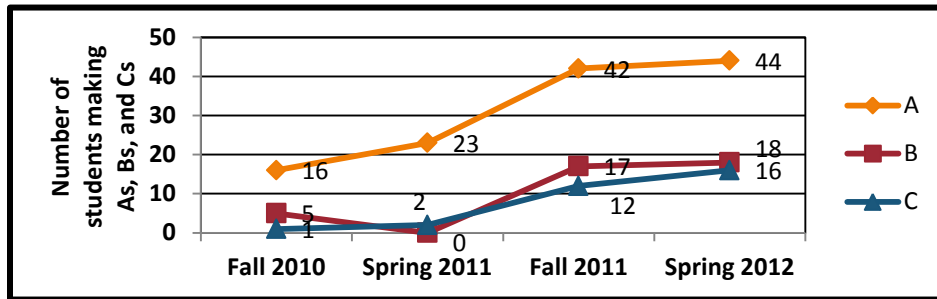
ACADEMIC FOUNDATIONS REGULAR COURSES-FALL AND SPRING
(ONLY EDUC 1300 & SDEV 0301) TARGET: 70% WILL MAKE A "C" OR BETTER

		Fall 2010 Regular	Spring 2011 Regular	Fall 2011 Regular	Spring 2012 Regular
Enrollment		578	328	676	312
Completers (Retention)	#	562	316	617	275
	%	97.23%	96%	91.27%	88%
Completers (A, B, C's)	#	443	224	524	238
	%	**76.64%**	**68%**	**77.51%**	**76%**
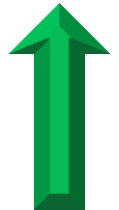
ACADEMIC FOUNDATIONS REGULAR COURSES-FALL AND SPRING
(ONLY EDUC 1300 & SDEV 0301)
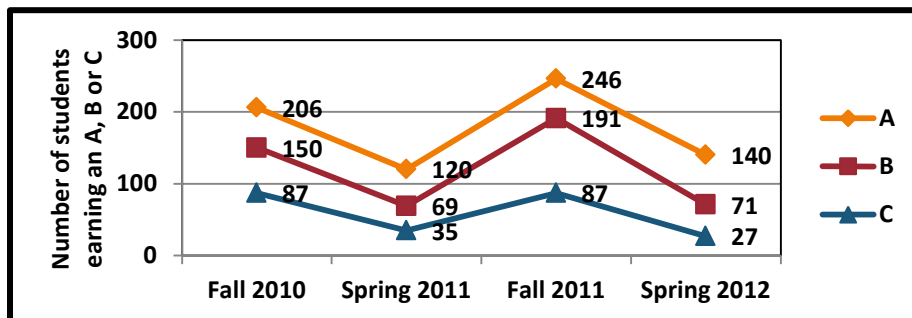
ACADEMIC FOUNDATIONS DEVELOPMENTAL EDUCATION COURSES ONLY-FALL AND SPRING
TARGET: 65% OR MORE OF STUDENTS TO EARN A C OR BETTER

		Fall 2010 Regular	Spring 2011 Regular	Fall 2011 Regular	Spring 2012 Regular
Enrollment		1115	1037	1393	1091
Completers (Retention)	#	1038	961	1211	919
	%	93.09%	93%	86.93%	84%
Completers (A, B, C's)	#	655	604	855	605
	%	58.74%	58%	61.38%	55%

ACADEMIC FOUNDATIONS DEVELOPMENTAL EDUCATION COURSES ONLY-FALL AND SPRING
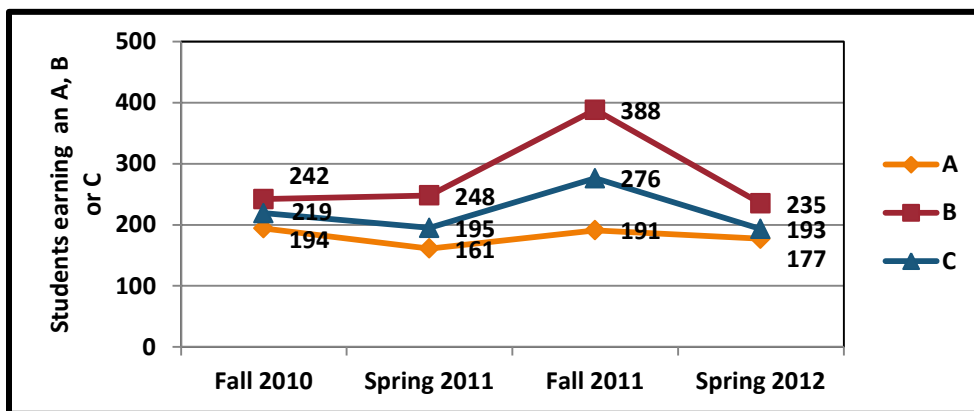
**NOTE: GRADING SCALE MOVED TO ABCF INSTEAD OF ABCDF IN SPRING 2012. C=75-80

ACADEMIC FOUNDATIONS STUDENT LEARNING OUTCOMES
FALL 2011 AND SPRING 2012 TARGET-60% AT 75% OR BETTER
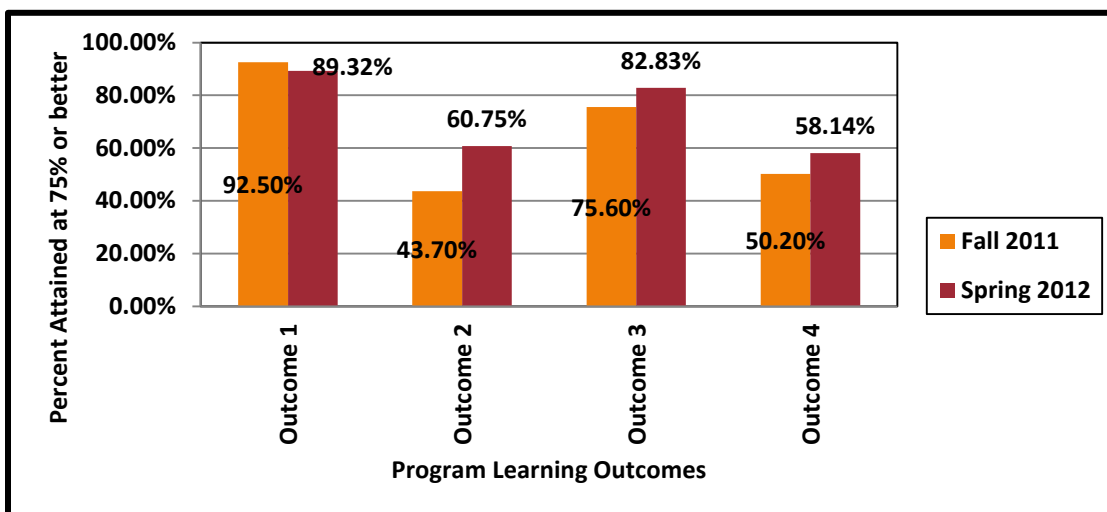
CAREER AND TECHNICAL EDUCATION

CAREER AND TECHNICAL ONLINE COURSES-90% OR MORE OF STUDENTS TO EARN A C OR BETTER

		Fall 2010 Online	Spring 2011 Online	Fall 2011 Online	Spring 2012 Online
Enrollment		678	704	630	674
Completers (Retention)	#	636	632	551	580
	%	93.81%	90%	87.46%	86%
Completers (A, B, C's)	#	472	468	440	455
	%	**69.62%**	**66%**	**69.84%**	**68%**
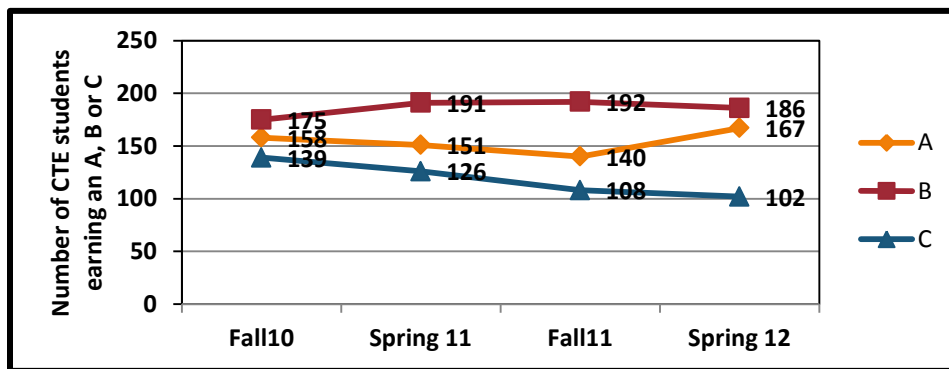
CAREER AND TECHNICAL EDUCATION DISTANCE LEARNING (ITV OFFSITE) COURSES TARGET-90% OR MORE OF STUDENTS TO EARN A C OR BETTER

		Fall 2010 Distance Learning	Spring 2011 Distance Learning	Fall 2011 Distance Learning	Spring 2012 Distance Learning
Enrollment		4	9	6	14
Completers (Retention)	#	3	7	6	10
	%	75.00%	78%	100.00%	71%
Completers (A, B, C's)	#	2	3	4	8
	%	**50.00%**	**33%**	**66.67%**	**57.43%**
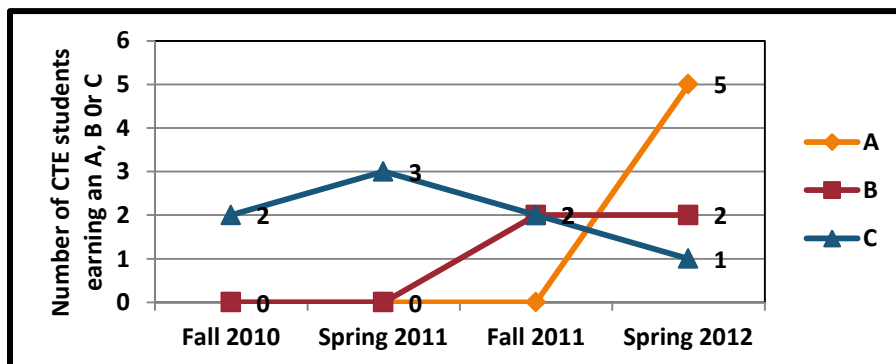
CAREER AND TECHNICAL EDUCATION (CTE) ITV (IN HOUSE) ON-CAMPUS COURSES
90% OR MORE OF STUDENTS TO EARN A C OR BETTER

		Fall 2010 ITV	Spring 2011 ITV	Fall 2011 ITV	Spring 2012 ITV
Enrollment		18	16	23	38
Completers (Retention)	#	17	13	21	28
	%	94.44%	81%	91.30%	74%
Completers (A, B, C's)	#	12	8	15	26
	%	66.67%	50%	65.22%	68%
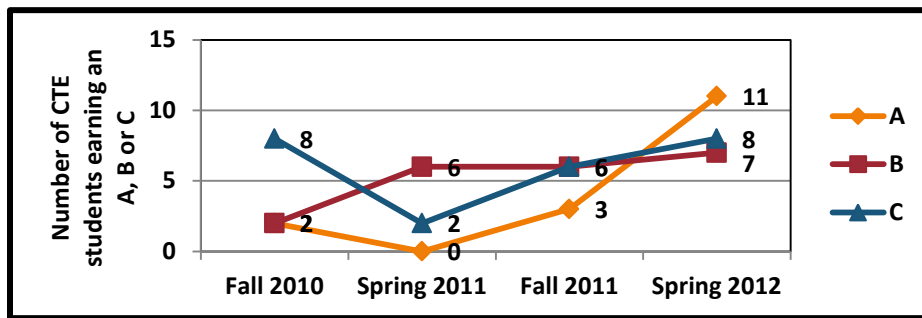
CAREER AND TECHNICAL REGULAR FALL AND SPRING
90% OR MORE OF STUDENTS TO EARN A C OR BETTER.

		Fall 2010 Regular	Spring 2011 Regular	Fall 2011 Regular	Spring 2012 Regular
Enrollment		1176	1179	1453	1301
Completers (Retention)	#	1125	1127	1341	1212
	%	95.66%	96%	92.29%	93%
Completers (A, B, C's)	#	921	969	1135	1031
	%	78.32%	82%	78.11%	79%
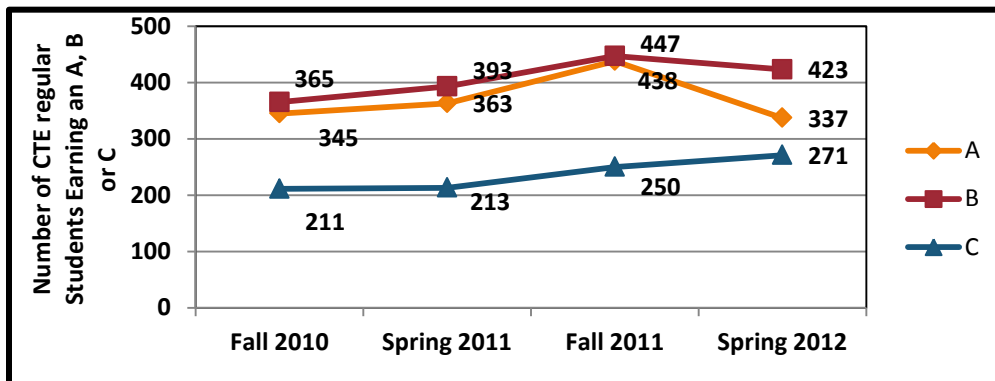
PROGRAM STUDENT LEARNING OUTCOMES (SLO): SEE APPENDIX OF THIS REPORT FOR SLOs AND TARGETS

BUSINESS MANAGEMENT AAS FALL 2011 AND SPRING 2012
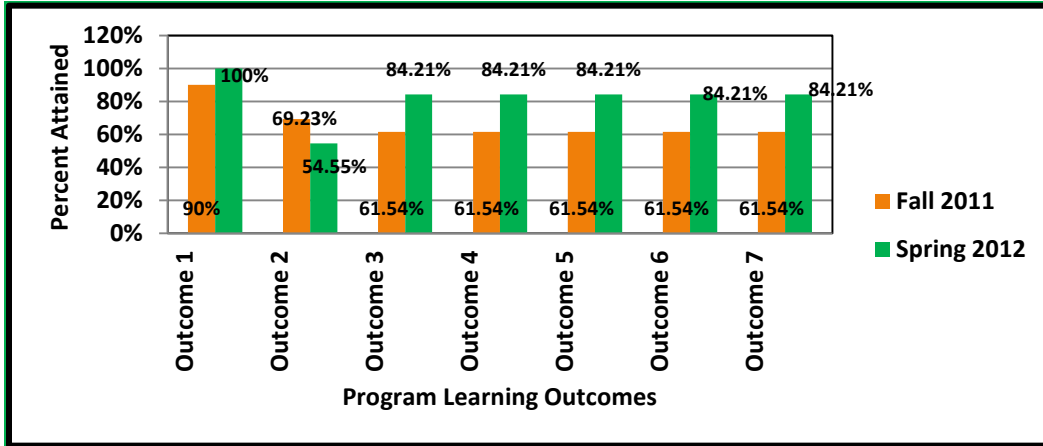
BUSINESS MANAGEMENT CERTIFICATE FALL 2011 AND SPRING 2012
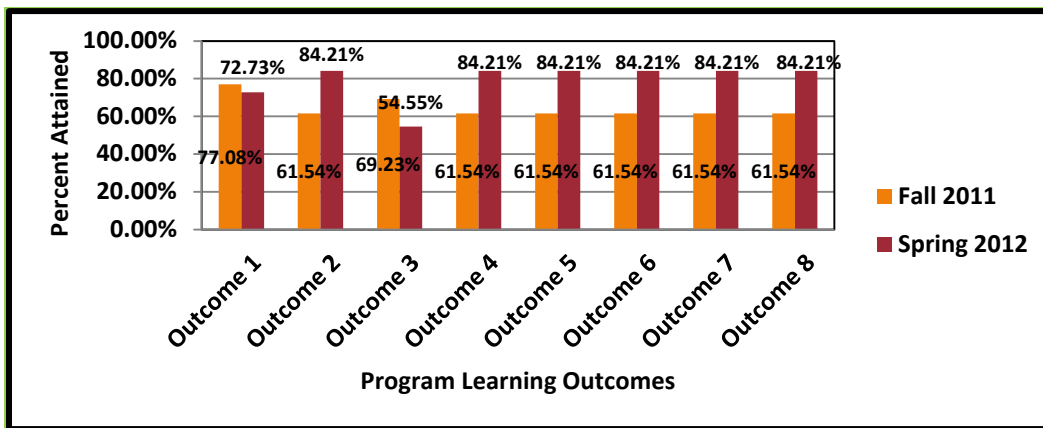
BUSINESS MANAGEMENT SKILLS CERTIFICATE FALL 2011 AND SPRING 2012
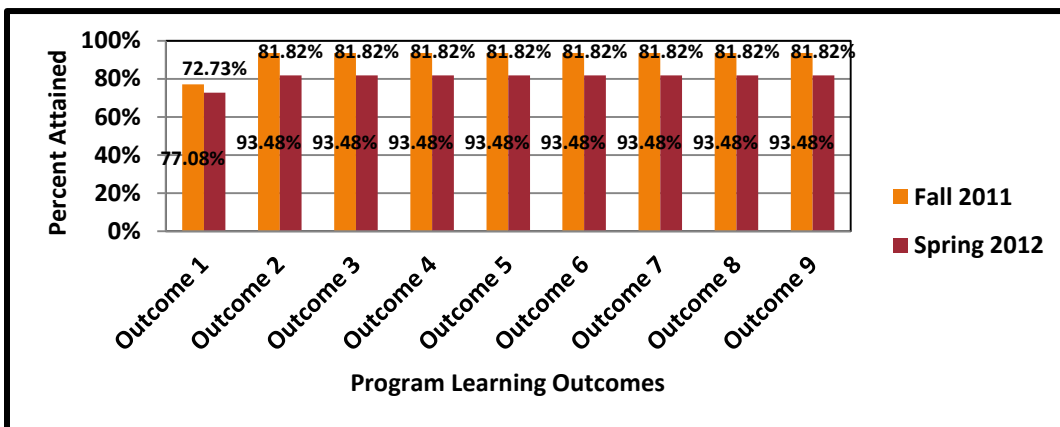
COMPUTER SOFTWARE & MEDIA APPLICATIONS FALL 2011 AND SPRING 2012 *
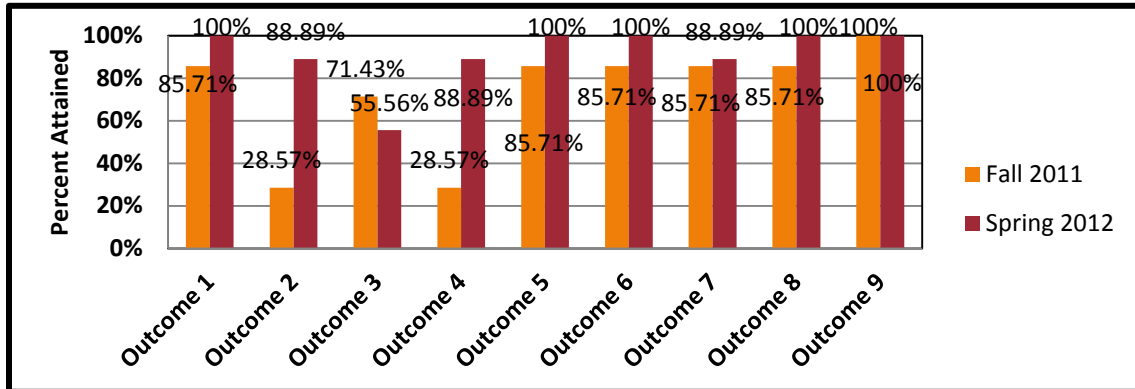
*PROGRAM HAS BEEN DEACTIVATED.

PERSONAL COMPUTER AND LOCAL AREAS NETWORK TECHNICIAN CERTIFICATE
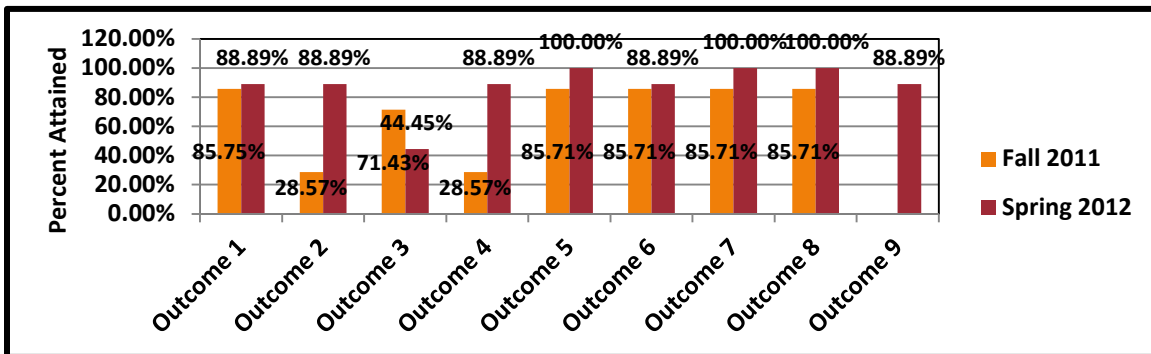
EMS AAS FALL 2011 AND SPRING 2012
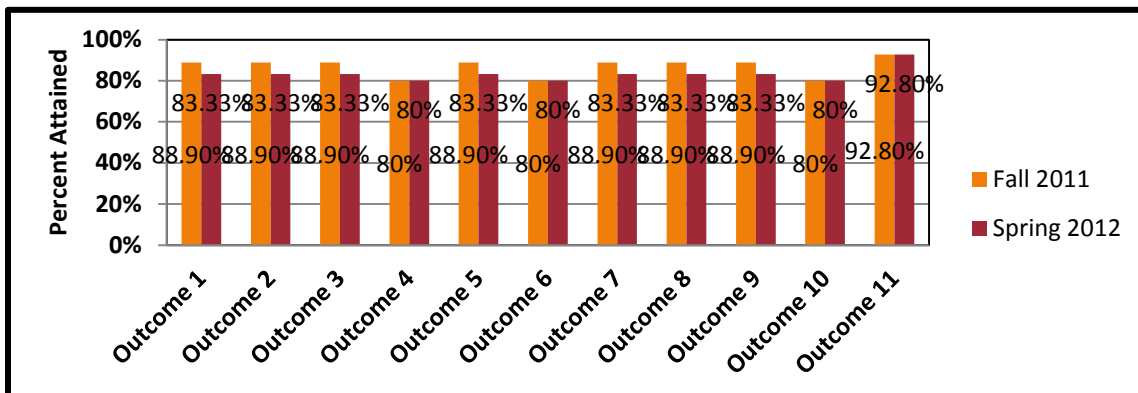
EMS Intermediate Certification Fall 2011 and Spring 2012
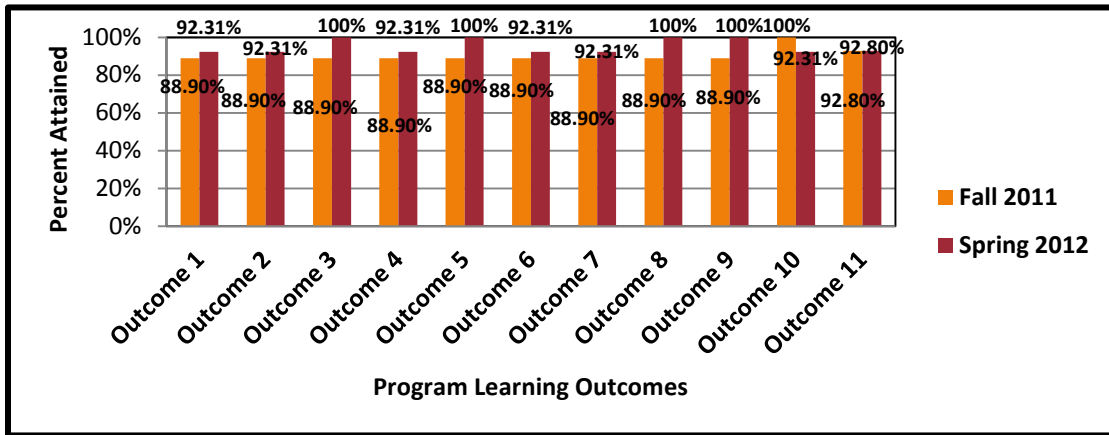
EMS Paramedic Certification Fall 2011 and Spring 2012 Assessment-Learning Outcomes
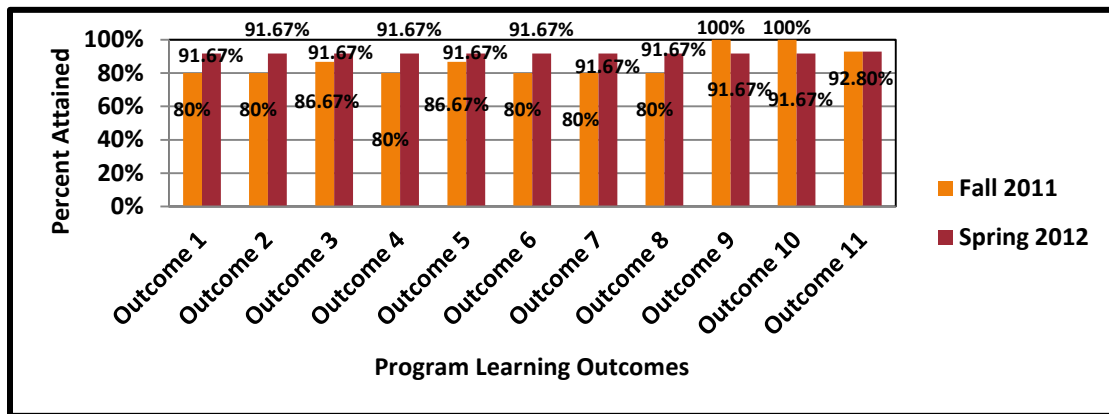
Electronics Technology AAS Fall 2011 and Spring 2012
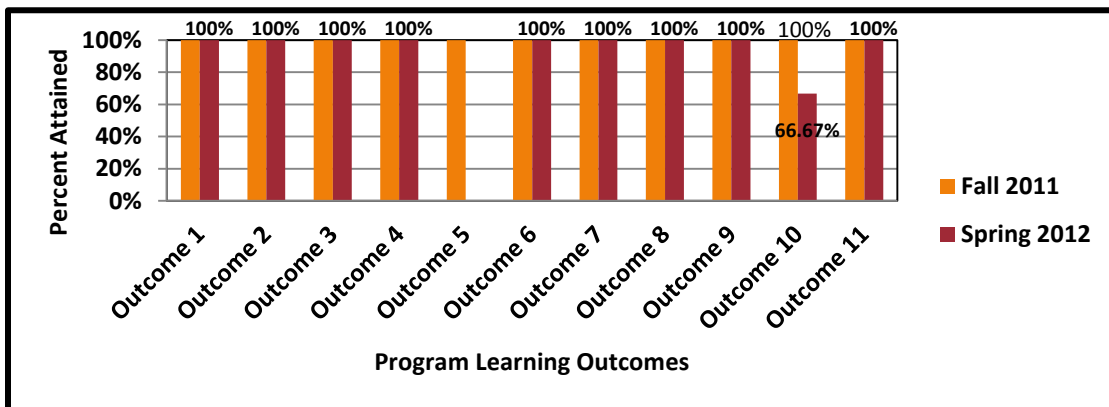
ELECTRONICS TECHNOLOGY CERTIFICATE FALL 2011 AND SPRING 2012
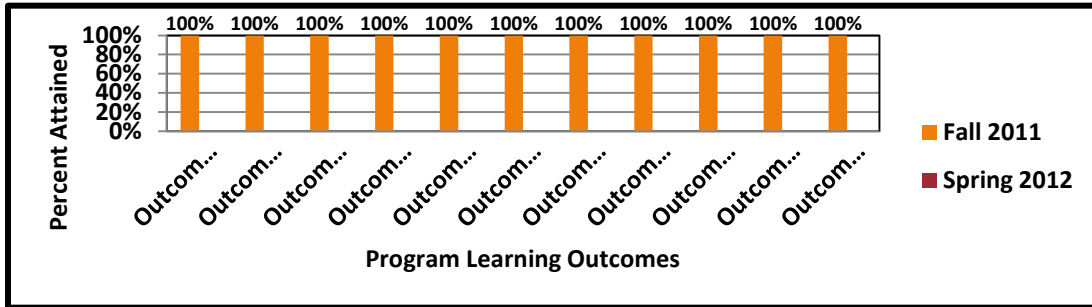
INSTRUMENTATION AAS FALL 2011 AND SPRING 2012
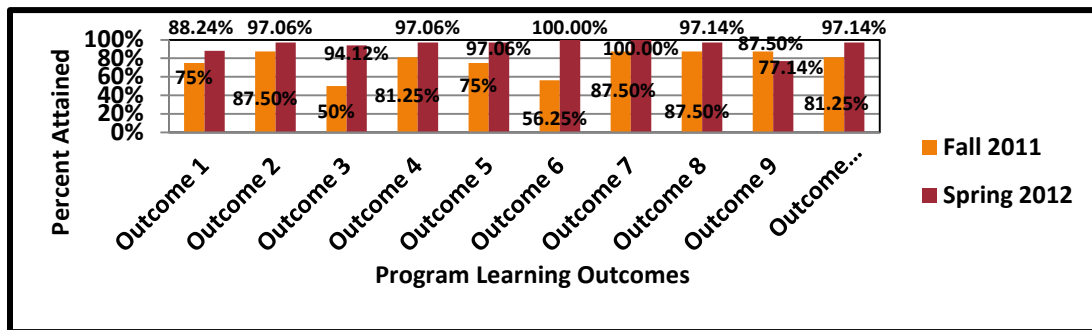
INSTRUMENTATION ENHANCED SKILL CERTIFICATE FALL 2011 AND SPRING 2012

FIREFIGHTING FALL 2011 AND SPRING 2012

POLICE ACADEMY FALL 2011 AND SPRING 2012

Police Academy Fall 2011 and Spring 2012 chart showing Percent Attained by Program Learning Outcomes (Outcome 1 through Outcome 12) comparing Fall 2011 and Spring 2012.

Fall 2011 values: 100%, 100%, 100%, 96.30%, 100%, 100%, 100%, 100%, 100%, 96.30%, 100%, 100%

Spring 2012 values: 100%, 96.55%, 100%, 100%, 100%, 96.55%, 96.55%, 96.55%, 96.55%, 100%, 96.55%, 100%
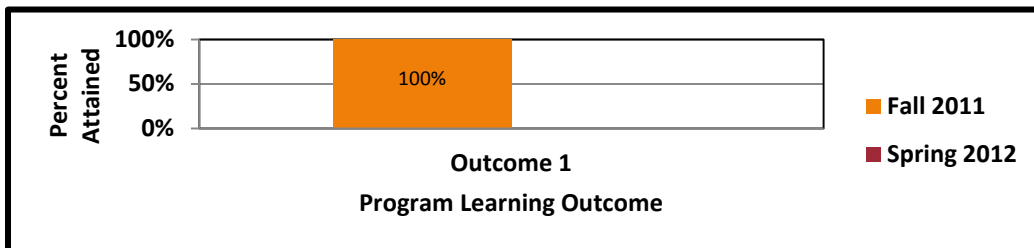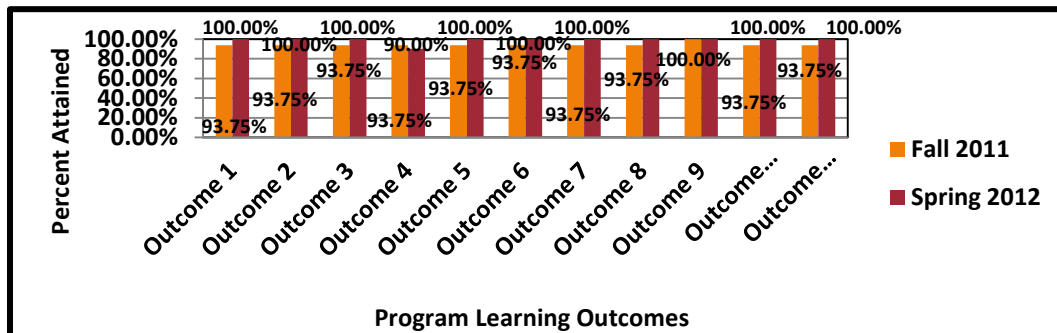
PROCESS TECHNOLOGY AAS FALL 2011 AND SPRING 2012

Process Technology AAS Fall 2011 and Spring 2012 chart showing Percent Attained by Program Learning Outcomes (Outcome 1 through Outcome 7) comparing Fall 2011 and Spring 2012.

Fall 2011 values: 65%, 100%, 85%, 53.33%, 65%, 100.00%, 100.00%

Spring 2012 values: 100%, 100%, 93.34%, (Outcome 4), 100.00%, 100.00%, 100.00%

ENHANCED SKILLS CERTIFICATE IN NUCLEAR POWER TECHNOLOGY FALL 2011 AND SPRING 2012

Enhanced Skills Certificate in Nuclear Power Technology Fall 2011 and Spring 2012 chart showing Percent Attained by Program Learning Outcomes (Outcome 1 through Outcome 12) comparing Fall 2011 and Spring 2012.

Fall 2011 values: 75%, 75%, 75%, 100%, 100%, 83.33%, 83.33%, 83.33%, 91.67%, 91.67%, 91.67%, 100%

Spring 2012 values: 100%, 100.00%
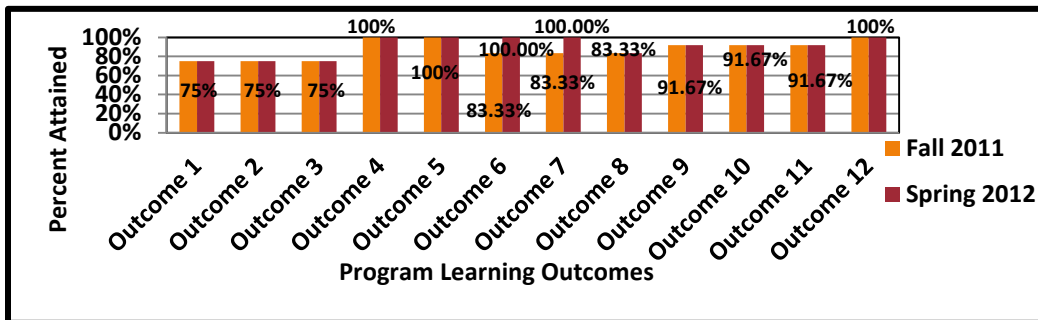
PROFESSIONAL OFFICE TECHNOLOGY-ACCOUNTING SPECIALIZATION AAS DEGREE FALL 2011 AND SPRING 2012
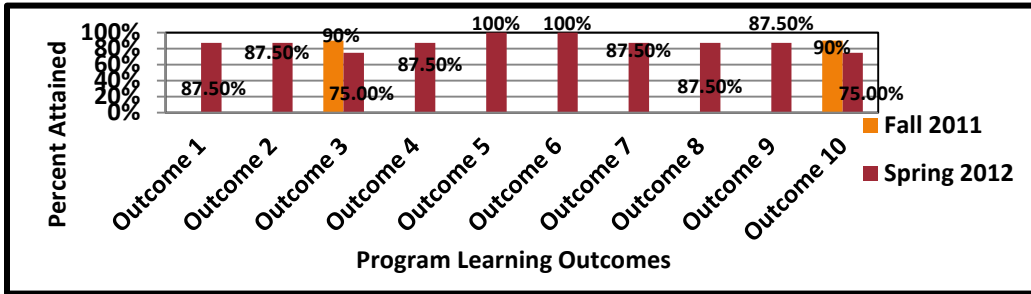
ADMINISTRATIVE ASSISTANT SPECIALIZATION AAS FALL 2011 AND SPRING 2012
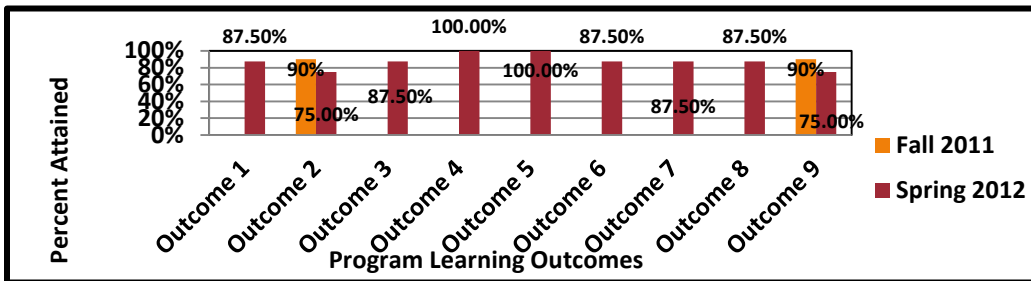
MEDICAL OFFICE SPECIALIZATION AAS FALL 2011 AND SPRING 2012
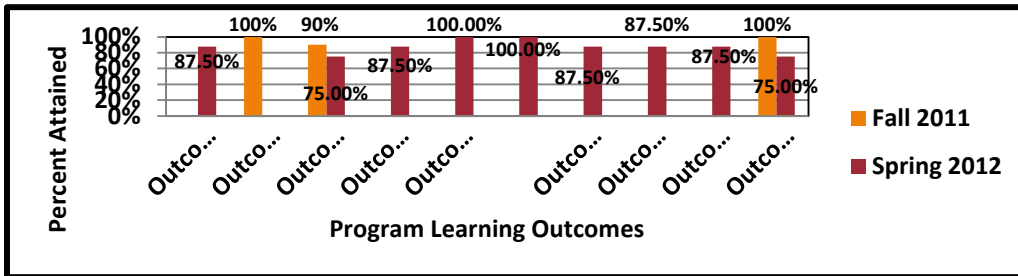
PROFESSIONAL OFFICE TECHNOLOGY CERTIFICATE FALL 2011 AND SPRING 2012
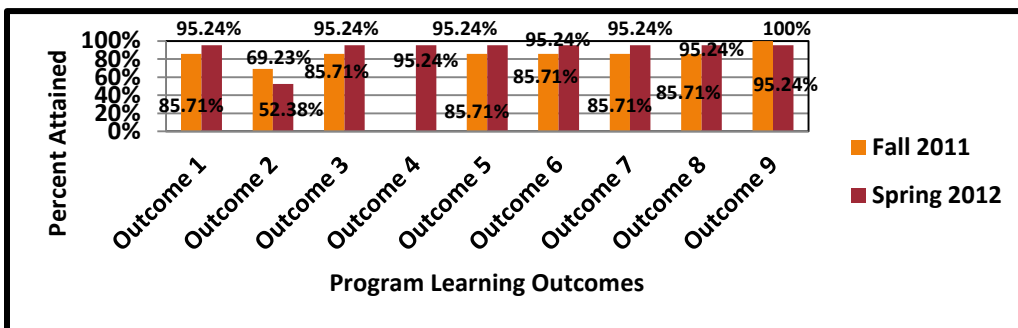
ADVANCED WELDING FALL 2011 AND SPRING 2012

A bar chart titled with Program Learning Outcomes on the x-axis and Percent Attained on the y-axis, comparing Fall 2011 and Spring 2012. Values shown: 100%, 95.24%, 100%, 86.67%, 84.62%, 84.62%, 50%, 86.36%, 90.91%, 90.00%, 86.67%, 77.27%.
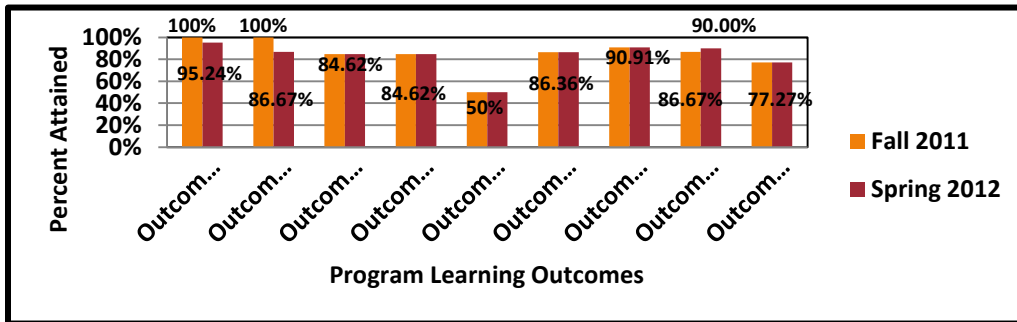
BASIC WELDING PROGRAM FALL 2011 AND SPRING 2012

A bar chart with Program Learning Outcomes (Outcome 1 through Outcome 8) on the x-axis and Percent Attained on the y-axis, comparing Fall 2011 and Spring 2012. Values shown: 100%, 86.67%, 84.62%, 84.62%, 50.00%, 86.36%, 90.91%, 90.00%, 77.27%.
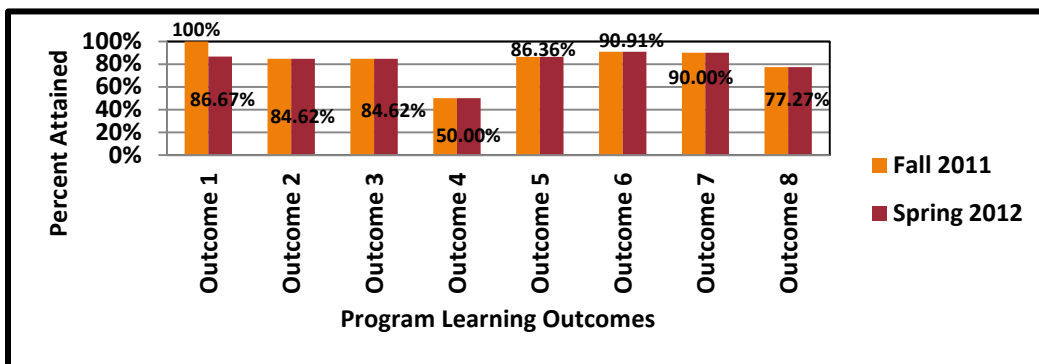
WIDE AREA TELECOMMUNICATIONS FALL 2011 AND SPRING 2012

A bar chart with Program Learning Outcomes (Outcome 1 through Outcome 5) on the x-axis and Percent Attained on the y-axis, comparing Fall 2011 and Spring 2012. Values shown: 81.82% (Fall) and 80.00% (Spring) for each outcome.
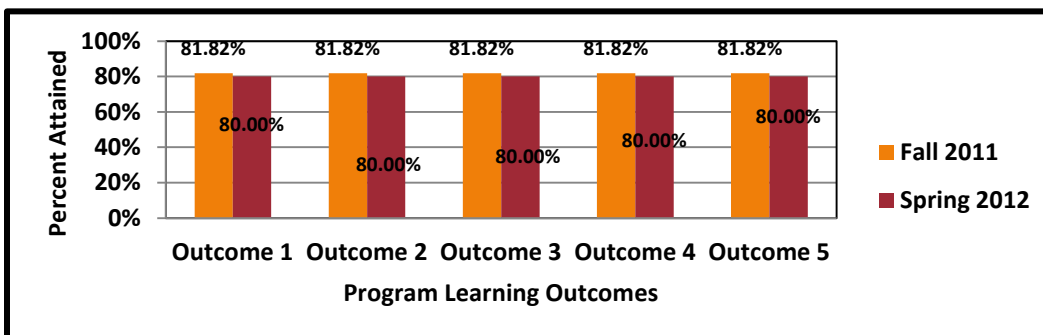
ALLIED HEALTH:

PERCENTAGE OF STUDENTS EARNING A "C "OR BETTER IN COURSES/MASTERY OF LEARNING OUTCOMES TARGET 90% OR MORE OF STUDENTS TO EARN A C OR BETTER.

ALLIED HEALTH ONLINE COURSES-FALL 2011 AND SPRING 2012

		Fall 2010 Online	Spring 2011 Online	Fall 2011 Online	Spring 2012 Online
Enrollment		189	198	208	179
Completers (Retention)	#	186	195	195	172
	%	98.41%	98%	93.75%	96%
Completers (A, B, C's)	#	176	185	180	148
	%	**93.12%**	**93%**	**86.54%**	**83%**

ALLIED HEALTH ONLINE COURSES-FALL AND SPRING
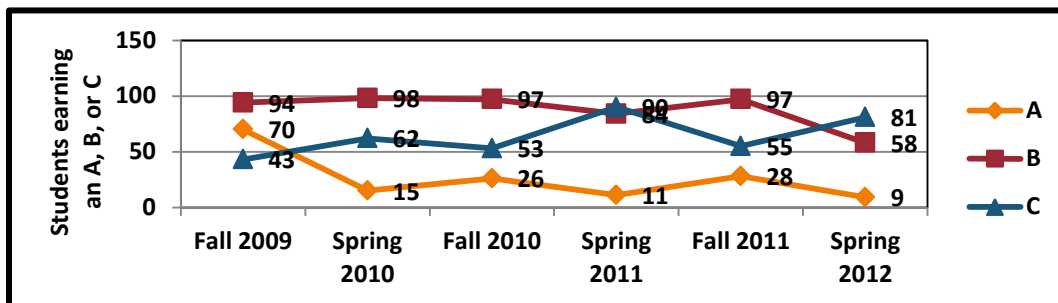
PERCENTAGE OF STUDENTS EARNING A "C "OR BETTER-TARGET FOR THE COLLEGE: 90% OR MORE OF STUDENTS TO EARN A C OR BETTER.

ALLIED HEALTH DISTANCE LEARNING (ITV OFFSITE) COURSES-FALL AND SPRING

		Fall 2010 Distance Learning	Spring 2011 Distance Learning	Fall 2011 Distance Learning	Spring 2012 Distance Learning
Enrollment		10	-	-	-
Completers (Retention)	#	10	-	-	-
	%	100.00%	-	-	-
Completers (A, B, C's)	#	9	-	-	-
	%	**90.00%**	**-**	**-**	**-**

ALLIED HEALTH ITV ON-CAMPUS COURSES- FALL AND SPRING

		Fall 2010 ITV	Spring 2011 ITV	Fall 2011 ITV	Spring 2012 ITV
Enrollment		65	-	-	-
Completers (Retention)	#	65	-	-	-
	%	100.00%	-	-	-
Completers (A, B, C's)	#	63	-	-	-
	%	**96.92%**	-	-	-

PERCENTAGE OF STUDENTS EARNING A "C "OR BETTER-TARGET 90% OR MORE OF STUDENTS TO EARN A C OR BETTER.

ALLIED HEALTH REGULAR COURSES-FALL2011 AND SPRING 2012

		Fall 2010 Regular	Spring 2011 Regular	Fall 2011 Regular	Spring 2012 Regular
Enrollment		1419	1426	1454	1401
Completers (Retention)	#	1381	1384	1369	1370
	%	97.32%	97%	94.15%	98%
Completers (A, B, C's)	#	973	972	976	955
	%	**68.57%**	**68.16%**	**67.13%**	**68.17%**
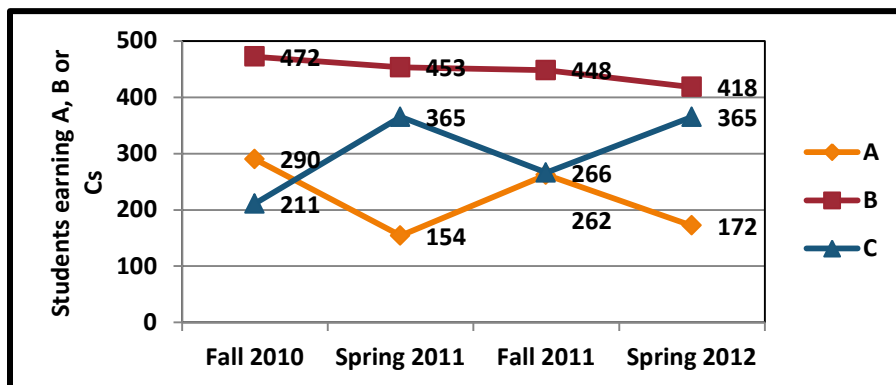
ALLIED HEALTH PROGRAM STUDENT LEARNING OUTCOMES (SLO): SEE APPENDIX OF THIS REPORT FOR SLOS AND TARGETS

MEDICAL LAB TECHNOLOGIES AAS FALL 2011 AND SPRING 2012
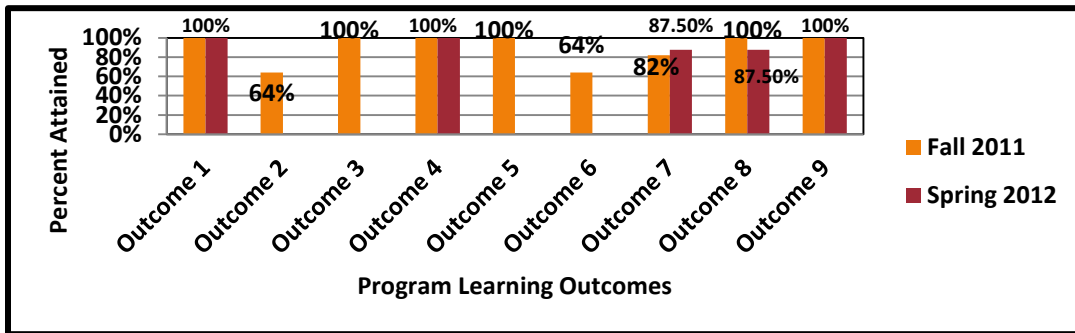
ASSOCIATE DEGREE NURSING FALL 2011 AND SPRING 2012
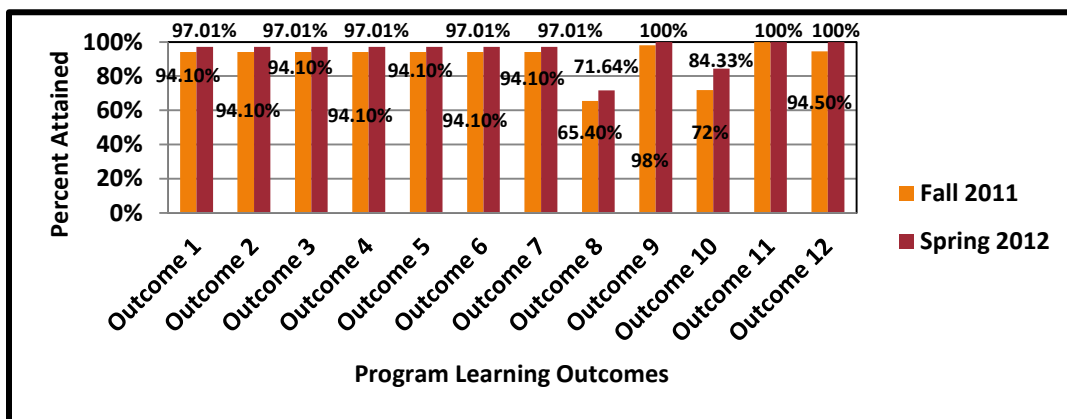
PHYSICAL THERAPY ASSISTANT SPRING 2012 (NEW PROGRAM)
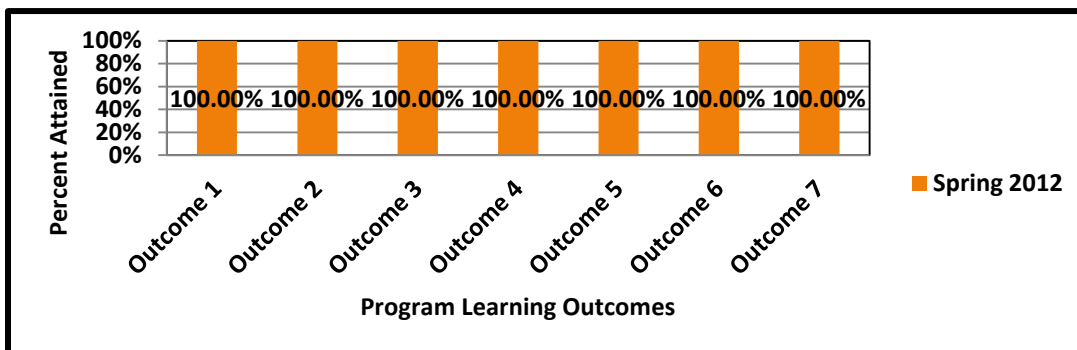
RESPIRATORY CARE FALL 2011 AND SPRING 2012
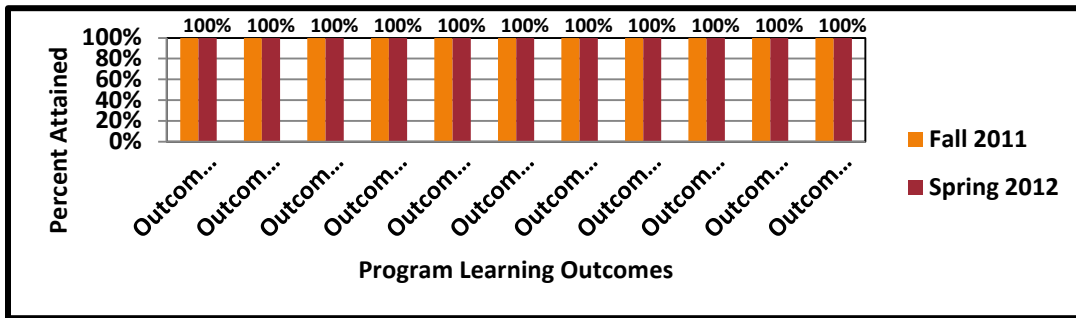
VOCATIONAL NURSING FALL 2011 AND SPRING 2012
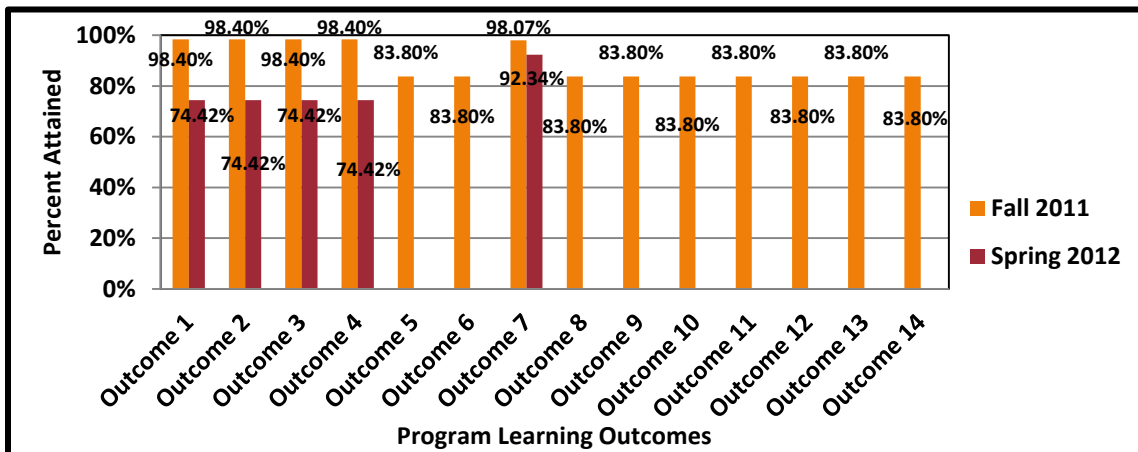
ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREE PROGRAMS:

PERCENTAGE OF STUDENTS EARNING A "C "OR BETTER IN COURSES/MASTERY OF LEARNING OUTCOMES TARGET 70% OR MORE OF STUDENTS TO EARN A C OR BETTER.

ACADEMIC ONLINE COURSES-FALL 2011 AND SPRING 2012

			Fall 2010 Online*	Spring 2011 Online*	Fall 2011 Online*	Spring 2012 Online*
Enrollment	Arts/Humanities	#	1121	1035	1229	1110
	Social/Behavioral Sciences	#	-	-	-	-
	Science/Math	#	563	493	559	616
Completers (Retention)	Arts/Humanities	#	997	898	1078	929
		%	88.9%	86.76%	87.7%	84%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	473	406	454	486
		%	84.0%	82%	81.2%	79%
Completers (A, B, C's)	Arts/Humanities	#	717	642	806	701
		%	64.0%	62.03%	65.6%	63%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	302	260	293	322
		%	53.6%	53%	52.4%	52%
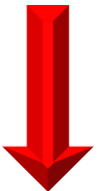
* After 2009 Social and Behavioral Sciences were combined with Arts and Humanities
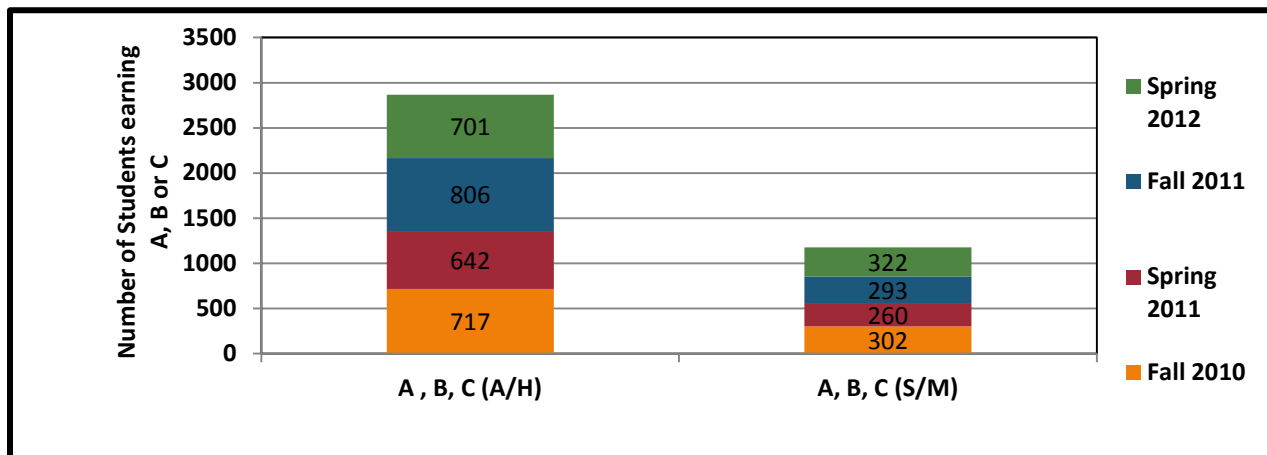
PERCENTAGE OF STUDENTS EARNING A "C "OR BETTER- TARGET 70% OR MORE OF STUDENTS TO EARN A C OR BETTER.

ACADEMIC DISTANCE LEARNING (ITV OFFSITE) COURSES-FALL AND SPRING

			Fall 2010 Distance*	Spring 2011 Distance*	Fall 2011 Distance*	Spring 2012 Distance*
Enrollment	Arts/Humanities	#	449	448	477	467
	Social/Behavioral Sciences	#	-	-	-	-
	Science/Math	#	101	77	47	27
Completers (Retention)	Arts/Humanities	#	430	423	453	440
		%	95.8%	94.42%	95.0%	94%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	90	72	43	22
		%	89.1%	94%	91.5%	81%
Completers (A, B, C's)	Arts/Humanities	#	360	334	375	345
		%	**80.2%**	**74.55%**	**78.6%**	**74%**
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	86	61	35	18
		%	**85.1%**	**79%**	**74.5%**	**67%**

* After 2009 Social and Behavioral Sciences were combined with Arts and Humanities
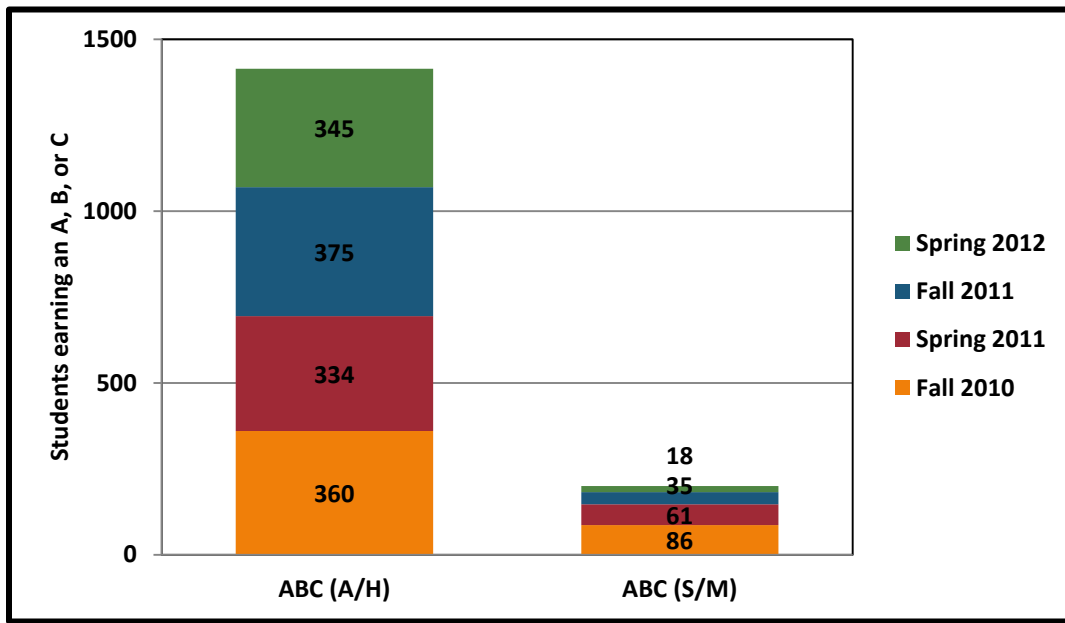
PERCENTAGE OF STUDENTS EARNING A "C "OR BETTER-TARGET 70% OR MORE OF STUDENTS TO EARN A C OR BETTER.

ACADEMIC ITV ON-CAMPUS COURSES-FALL 2011 AND SPRING 2012

			Fall 2010 ITV*	Spring 2011 ITV*	Fall 2011 ITV*	Spring 2012 ITV*
Enrollment	Arts/Humanities	#	523	541	598	594
	Social/Behavioral Sciences	#	-	-	-	-
	Science/Math	#	146	73	73	74
Completers (Retention)	Arts/Humanities	#	492	486	557	538
		%	94.1%	89.83%	93.1%	91%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	125	62	59	55
		%	85.6%	85%	80.8%	74%
Completers (A, B, C's)	Arts/Humanities	#	346	322	418	396
		%	66.2%	59.52%	69.9%	67%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	81	44	51	34
		%	55.5%	60%	69.9%	46%

* After 2009 Social and Behavioral Sciences were combined with Arts and Humanities
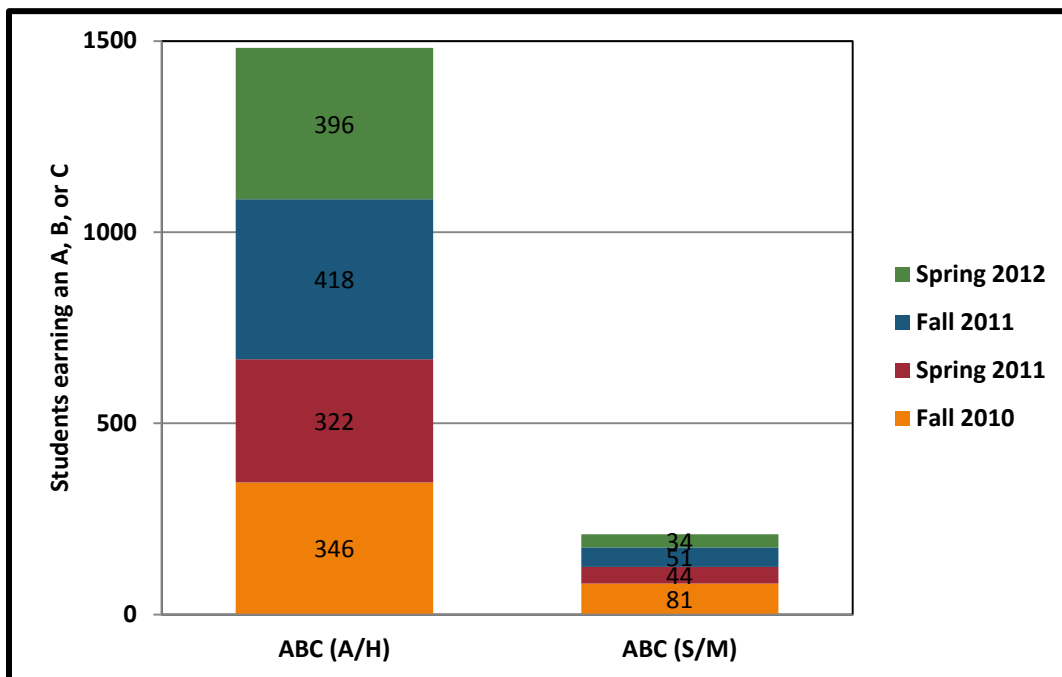
ACADEMIC REGULAR COURSES-FALL 2011 AND SPRING 2012

			Fall 2010 Regular	Spring 2011 Regular	Fall 2011 Regular	Spring 2012 Regular
Enrollment	Arts/Humanities	#	2756	2569	2649	2394
	Social/Behavioral Sciences	#	-	-	-	-
	Science/Math	#	1845	1857	1888	1862
Completers (Retention)	Arts/Humanities	#	2498	2327	2381	2127
		%	90.6%	90.58%	89.9%	89%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	1646	1657	1687	1622
		%	89.2%	89%	89.4%	87%
Completers (A, B, C's)	Arts/Humanities	#	1862	1736	1826	1650
		%	67.6%	67.57%	68.9%	69%
	Social/Behavioral Sciences	#	-	-	-	-
		%	-	-	-	-
	Science/Math	#	1192	1287	1292	1287
		%	64.6%	69%	68.4%	69%
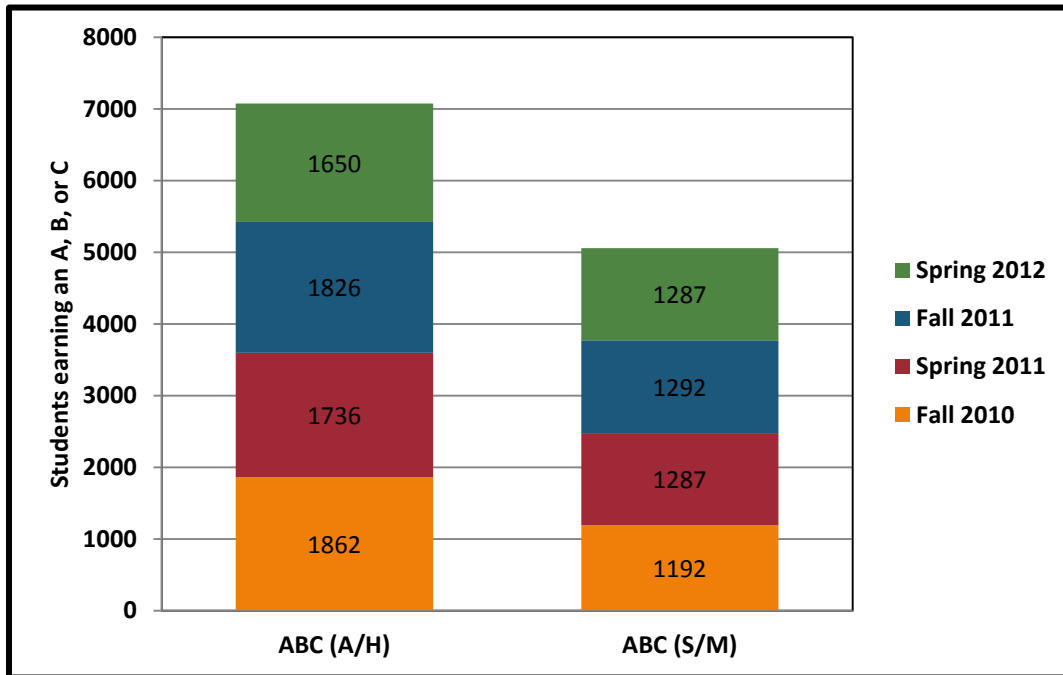
ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE PROGRAM STUDENT LEARNING OUTCOMES (SLO): SEE
APPENDIX OF THIS REPORT FOR **SLO**S AND TARGETS

Chart: *Percent Attained* (y-axis, 0.00% to 100.00%) vs *Program Student Learning Outcomes* (x-axis).

Outcome	Fall 2011	Spring 2012
Outcome 1:	76.63%	78.76%
Outcome 2:	57.30%	61.07%
Outcome 3:	62.23%	68.74%
Outcome 4:	79.18%	85.64%
Outcome 5:	49.47%	67.12%
Outcome 6:	77.78%	80.80%
Outcome 7:	84.62%	79.60%
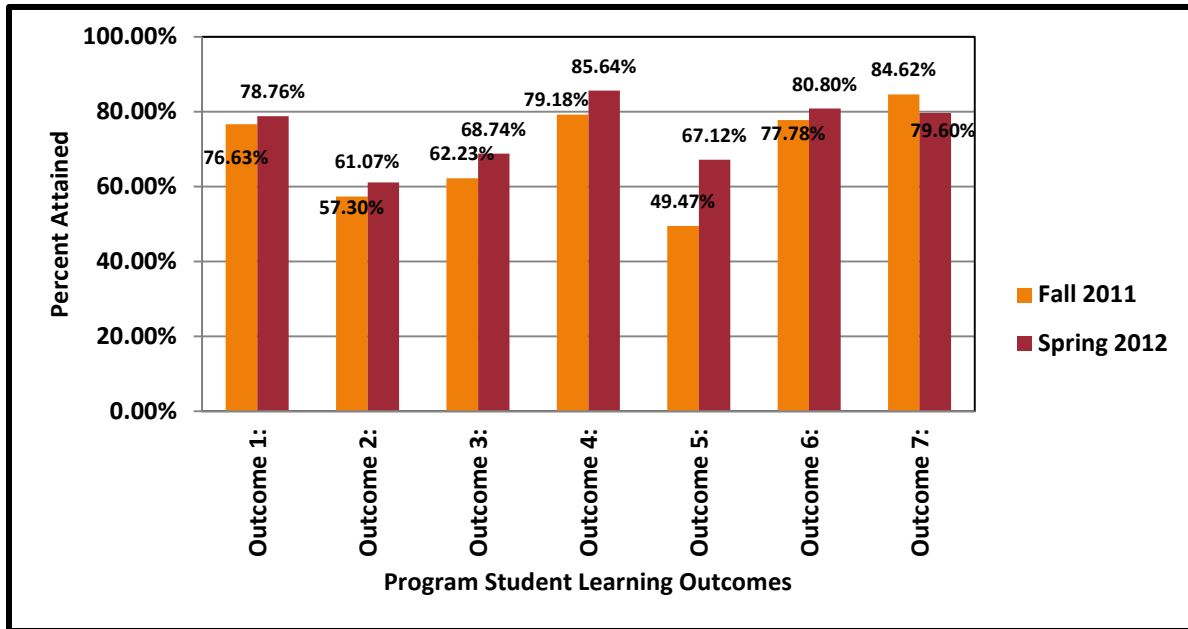
D. GENERAL EDUCATION ASSESSMENT TARGET: 70% OF STUDENTS WILL DEMONSTRATE PROFICIENCY

COURSE EMBEDDED ASSESSMENT (INDIRECT)

Bar chart: % of students demonstrating competency

Category	Fall 2011	Spring 2012
Reading	59.58%	70.30%
Writing	74.47%	80.17%
Critical Thinking	54%	66.55%
Computer Literacy	93.95%	92.24%
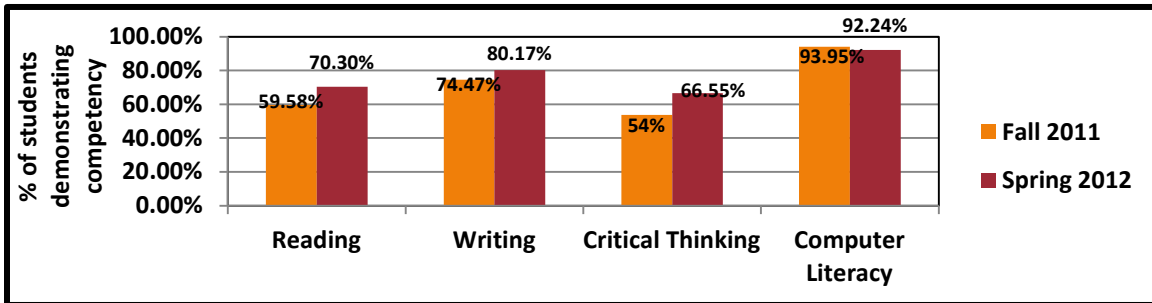
INDIRECT ASSESSMENT OF COMPETENCIES (ABC RATES):

Bar chart: % of students demonstrating competency

Category	Fall 2011	Spring 2012
Reading	41.63%	61.67%
Writing	78.57%	67.58%
Critical Thinking	74.12%	61.02%
Computer Literacy	78.86%	72.76%
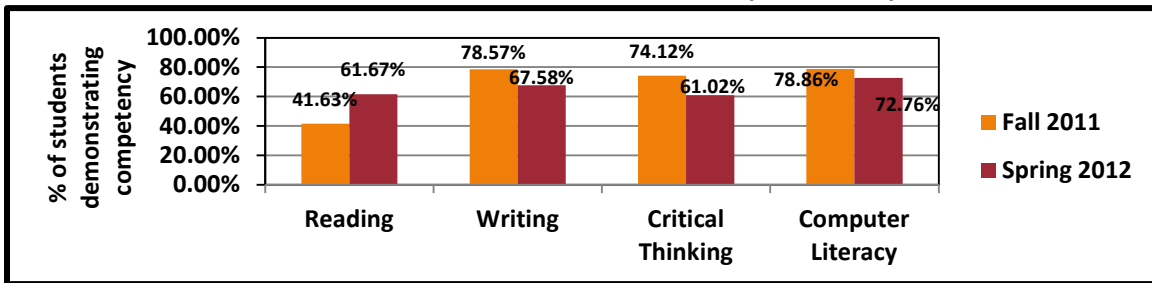
Reading Competency Findings	Reading Competency Findings
Fall 2011: College Ready-includes all students (4386/4584 students college ready) 95.66% Target Met **Developmental Reading Exam: 143/240=59.58% Target Not Met** **Spring 2012: College Ready-includes all students (3,977/4,264 students college ready) 93.27% Target Met** **Developmental Reading Exam: 133/191=70.30% Target Not Met**	College Ready: Fall 2011 95.66%, Spring 2012 93%; Developmental Reading Exam: Fall 2011 59.58%, Spring 2012 70.30%

Writing Competency Findings	Writing Competency Findings
Fall 2011: 248/333= 74.47% Target Met **Spring 2012: 291/363= 80.17% Target Met**	All courses: Fall 2011 74.47%, Spring 2012 80.17%; Engl 1301: Fall 2011 66.57%, Spring 2012 77.05%; Engl 1302: Fall 2011 64.15%, Spring 2012 70%

Critical Thinking Competency Findings	Critical Thinking Course Assessment Findings
Fall 2011: 1282/2387= 53.71% Target Not Met **Spring 2012: 1884/2831= 66.55%Target Not Met**	**100.00%** **80.00%** **60.00%** **40.00%** 53.71% 66.55% **20.00%** **0.00%** **Critical Thinking** ■ Fall 2011 ■ Spring 2012 ■ Fall 2012

Computer Literacy Findings	Computer Literacy Course Assessment Findings
Fall 2011: 233/248= 93.95% **Target Met** **Spring 2012: 202/219= 92.24%** **Target Met**	**100.00%** **80.00%** **60.00%** 93.95% 92.24% **40.00%** **20.00%** **0.00%** **Computer Literacy** ■ Fall 2011 ■ Spring 2012 ■ Fall 2012

PROFICIENCY PROFILE DIRECT ASSESSMENT: (SEE APPENDIX FOR LEARNING OUTCOMES)
FACE TO FACE COHORT RESULTS-SPRING 2012

ETS COLLEGE PROFICIENCY PROFILE READING RESULTS -SPRING 2012 FINDINGS

Skill Dimension	Proficiency Classification								
	Proficient			Marginal			Not Proficient		
	Face to Face Cohort	Distance Education Cohort	Spring Combined	Face to Face Cohort	Distance Education Cohort	Spring Combined	Face to Face Cohort	Distance Education Cohort	Spring Combined
Reading, Level 1	**48%**	**42%**	**45%**	32%	13%	22%	20%	45%	33%
Reading, Level 2	**10%**	**19%**	**15%**	30%	16%	23%	60%	66%	63%

Skill Dimension	Proficiency Classification								
	Proficient			Marginal			Not Proficient		
	Face to Face Cohort	Distance Education Cohort	Spring Combined	Face to Face Cohort	Distance Education Cohort	Spring Combined	Face to Face Cohort	Distance Education Cohort	Spring Combined
Writing, Level 1	47%	41%	44%	38%	38%	31%	15%	15%	26%
Writing, Level 2	10%	11%	10%	27%	27%	27%	63%	63%	62%
Writing, Level 3	2%	0%	1%	13%	13%	15%	85%	85%	85%

Skill Dimension	Proficiency Classification								
	Proficient			Marginal			Not Proficient		
	Face to Face Cohort	Distance Education Cohort	Spring 2013 Combined	Face to Face Cohort	Distance Education Cohort	Spring 2013 Combined	Face to Face Cohort	Distance Education Cohort	Spring 2013 Combined
Critical Thinking	0%	5%	2%	5%	5%	5%	95%	91%	93%
Mathematics, Level 1	28%	34%	31%	38%	25%	31%	33%	41%	37%
Mathematics, Level 2	12%	14%	13%	17%	25%	21%	72%	61%	66%
Mathematics, Level 3	3%	2%	2%	8%	5%	6%	88%	94%	91%

E. SUCCESSFUL PROGRESS RATE- THE COMBINED RATE OF STUDENT PERSISTENCE, COMPLETION, AND TRANSFER.

TARGET FOR NON-CREDIT PROGRAMS: 99% (ROSE FROM 90% IN 2012).
TARGET FOR CERTIFICATE MAJORS: 83%.
TARGET FOR AAS MAJORS: 80%.
TARGET FOR GENERAL STUDIES MAJORS & TRANSFER STUDENTS: 80%.

FALL TO FALL GRADUATION, PERSISTENCE, AND SUCCESSFUL PROGRESS OF STUDENTS (BY MAJOR)
SUCCESSFUL PROGRESS = GRADUATION, TRANSFER, OR PERSISTENCE (RETURN)

Certificate Majors	Successful Progress Rate	Cohort Size	# Graduated	Graduation Rate	# Returning	Persistence (Return) Rate	# Transfer	Transfer Rate
Fall 07 – Fall 08	**81.1%**	270	123	**45.6%**	84	**31.1%**	12	**4.4%**
Fall 08 – Fall 09	**80.0%**	305	139	**45.6%**	91	**29.8%**	14	**4.6%**
Fall 09- Fall 10	**73.5%**	275	160	**58.2%**	34	**12.4%**	8	**2.9%**
Fall 10 – Fall 11	**71.8%**	326	146	**44.8%**	71	**21.8%**	17	**5.2%**
Fall 11 – Fall 12	**59.8%**	396	96	**24.2%**	131	**33.1%**	10	**2.5%**
3 yr average	**78.2%**			**49.8%**		**24.4%**		**4.0%**
3 yr average	**75.1%**			**49.5%**		**21.3%**		**4.2%**
3 yr average	**68.4%**			**42.4%**		**22.4%**		**3.5%**
TARGET	**83.0%**							

AAS Majors	Successful Progress Rate	Cohort Size	# Graduated	Graduation Rate	# Returning	Persistence (Return) Rate	# Transfer	Transfer Rate
Fall 07 – Fall 08	**74.9%**	1,182	199	**16.8%**	611	**51.7%**	75	**6.3%**
Fall 08 – Fall 09	**77.9%**	1,099	204	**18.6%**	574	**52.2%**	78	**7.1%**
Fall 09- Fall 10	**72.2%**	1,104	187	**16.9%**	551	**49.9%**	59	**5.3%**
Fall 10 – Fall 11	**76.7%**	1,418	275	**19.4%**	709	**50.0%**	103	**7.3%**
Fall 11 – Fall 12	**69.6%**	1,599	247	**15.4%**	797	**49.8%**	69	**4.3%**
3 yr average	**75.0%**			**17.4%**		**51.3%**		**6.3%**
3 yr average	**75.6%**			**18.3%**		**50.7%**		**6.6%**
3 yr average	**72.8%**			**17.3%**		**49.9%**		**5.6%**
TARGET	**80.0%**							

Transfer and General Studies Majors	Successful Progress Rate	Cohort Size	# Graduated	Graduation Rate	# Returning	Persistence (Return) Rate	# Transfer	Transfer Rate
Fall 07 – Fall 08	73.6%	2,541	128	5.0%	1,095	43.1%	648	25.5%
Fall 08 – Fall 09	72.9%	2,575	83	3.2%	1,120	43.5%	675	26.2%
Fall 09- Fall 10	67.7%	2,653	98	3.7%	1,069	40.3%	629	23.7%
Fall 10 – Fall 11	71.6%	2,595	130	5.0%	1,127	43.4%	601	23.2%
Fall 11 – Fall 12	65.1%	2,580	96	3.7%	1,173	45.5%	410	15.9%
3 yr average	71.4%			4.0%		42.3%		25.1%
3 yr average	70.7%			4.0%		42.4%		24.4%
3 yr average	68.1%			4.1%		43.1%		20.9%
TARGET	80.0%							

NONCREDIT COURSE COMPLETION RATE: TARGET 99%

	Total	Completed	%
Quarter 1 2008	2054	2015	98.1%
Quarter 2 2009	1581	1531	96.8%
Quarter 3 2009	1643	1623	98.8%
Quarter 4 2009	1745	1704	97.7%

	Total	Completed	%
Quarter 1 2009	1085	1064	98.1%
Quarter 2 2010	1036	995	96.0%
Quarter 3 2010	845	831	98.3%
Quarter 4 2010	1949	1927	98.9%

	Total	Completed	%
Quarter 1 2010	1836	1833	99.8%
Quarter 2 2011	2158	2156	99.9%
Quarter 3 2011	2545	2523	99.1%
Quarter 4 2011	2371	2367	99.8%

	Total	Completed	%
Quarter 1 2011	1149	1106	96.3%
Quarter 2 2012	1349	1292	95.8%
Quarter 3 2012	1605	1581	98.5%
Quarter 4 2012	2433	2199	90.4%

F. COMPLETION AND GRADUATION RATES

NOTE: COMPLETERS BY DIVISION AND FALL COMPLETION COUNTS ARE "TOTAL COURSES". OTHER COMPLETION RATES ARE "STUDENT".

COMPLETERS BY DIVISION BY SEMESTER - PERCENT OF 12th Class day (total courses)			
Academic Year Summary	09-10	10-11	11-12
Academic Foundations	93.5%	94.5%	87.3%
Allied Health	98.2%	97.7%	96.3%
Developmental			
Arts, Humanities & Social Sciences	89.1%	90.4%	89.5%
Science, Mathematics and PE	88.4%	88.6%	86.5%
Social & Behavioral Sciences	90.1%	91.6%	
Career & Technology Education	94.3%	94.1%	91.0%
Totals, College-wide	91.8%	92.3%	89.7%
Less Developmental	**91.4%**	**91.6%**	**90.2%**
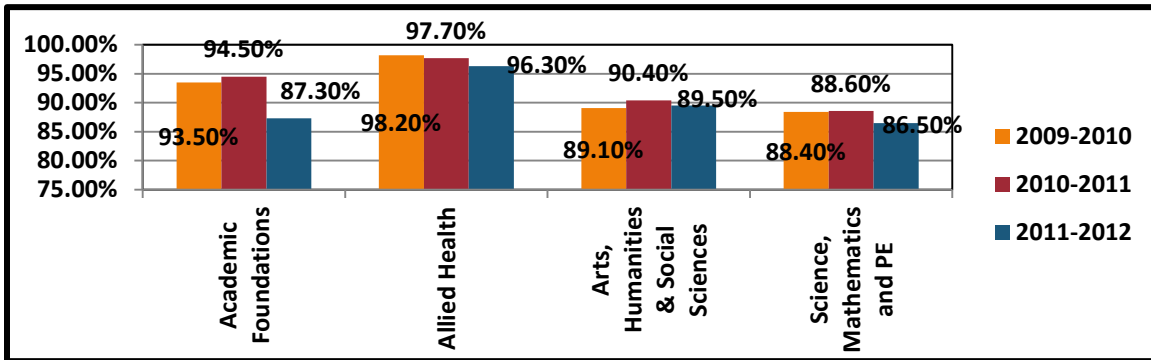
Fall Completion Counts & Rates (by courses)														
	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD#	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2011	7557	6803	**90.02%**	782	662	**84.65%**	4713	4193	**88.97%**	415	371	**89.40%**	13,467	12,029	**89.32%**
Fall 2010	7,311	6,747	**92.29%**	657	597	**90.87%**	4,533	4,189	**92.41%**	299	283	**94.65%**	12,800	11,816	**92.31%**
Fall 2009	6,813	6,235	**91.52%**	739	660	**89.31%**	4,176	3,772	**90.33%**	266	252	**94.74%**	11,994	10,919	**91.04%**

Fall to Spring Retention Counts & Rates														
Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2011 to 2012	2,611	1,893	**72.50%**	245	171	**69.80%**	1,578	1,124	**71.23%**	150	114	**76.00%**	4,584	3,302	**72.03%**
2010 to 2011	2,501	1,806	**72.21%**	208	147	**70.67%**	1,516	1,098	**72.43%**	109	86	**78.90%**	4,334	3,137	**72.38%**
2009 to 2010	2,353	1,705	**72.46%**	235	159	**67.66%**	1,408	994	**70.60%**	93	71	**76.34%**	4,089	2,929	**71.63%**

Fall to Fall Retention Counts & Rates

White	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2011 to 2012	2,611	1,243	47.61%	245	100	40.82%	1,578	785	49.75%	150	77	51.33%	4,584	2,205	48.10%
2010 to 2011	2,501	1,114	44.54%	208	88	42.31%	1,516	770	50.79%	109	50	45.87%	4,334	2,022	46.65%
2009 to 2010	2,353	1,062	45.13%	235	74	31.49%	1,408	658	46.73%	93	45	48.39%	4,089	1,839	44.97%

First Time In College Retention Counts and Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2011 to 2012	504	404	80.16%	65	54	83.08%	308	229	74.35%	40	32	80.00%	917	719	78.41%
2010 to 2011	360	268	74.44%	35	26	74.29%	313	244	77.96%	17	15	88.24%	725	553	76.28%
2009 to 2010	356	267	75.00%	45	35	77.78%	308	228	74.03%	12	7	58.33%	721	537	74.48%
2008 to 2009	293	211	72.01%	45	28	62.22%	235	164	69.79%	16	10	62.50%	589	413	70.12%

First Time In College Retention Rates- Fall to Fall

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2011 to 2012	504	288	57.14%	65	30	46.15%	308	143	46.43%	40	23	57.50%	917	484	52.78%
2010 to 2011	360	182	50.56%	35	16	45.71%	313	166	53.04%	17	7	41.18%	725	371	51.17%
2009 to 2010	356	164	46.07%	45	19	42.22%	308	146	47.40%	12	6	50.00%	721	335	46.46%
2008 to 2009	293	140	47.78%	45	17	37.78%	235	98	41.70%	16	6	37.50%	589	261	44.31%

Transfer In College Retention Counts and Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2011 to 2012	189	133	70.37%	36	21	58.33%	59	39	66.10%	15	12	80.00%	299	205	68.56%
2010 to 2011	148	95	64.19%	27	19	70.37%	48	29	60.42%	11	11	100.00%	234	154	65.81%
2009 to 2010	104	61	58.65%	31	22	70.97%	53	34	64.15%	11	10	90.91%	199	127	63.82%

Fall to Fall Transfer In College Retention Rates														
Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2011 to 2012	189	65	34.39%	36	9	25.00%	59	24	40.68%	15	10	66.67%	299	108	36.12%
2010 to 2011	148	61	41.22%	27	8	29.63%	48	11	22.92%	11	7	63.64%	234	87	37.18%
2009 to 2010	104	33	31.73%	31	4	12.90%	53	21	39.62%	11	4	36.36%	199	62	31.16%

G. DEGREES AND CERTIFICATES (TARGET: CLOSING THE GAPS: 2015-625; 2020-700)
(DIVISIONS OF CAREER AND TECHNICAL EDUCATION, ALLIED HEALTH,
ASSOCIATE OF ARTS, ASSOCIATE OF SCIENCE)

Victoria College Career/Technical and Allied Health Degrees & Certificates by THECB Program Grouping				
CIP	ACADEMIC YEAR			
VC Program Name	09-10	10-11	11-12	Total
1108 Computer and Information Sciences **CIS--Web Application**	**13**	**2**	**4**	**19**
1503 Electronic Related Technology: **Electronics/Instrumentation AAS & Cert**	17	32	27	**76**
4103 Physical Science Technologies: Process Technology AAS & Cert	24	23	18	**65**
4301 Criminal Justice & Corrections: **Criminal Justice AAS** **Police Acad (Fall, Spr, & Reserve) Cert**	36	27	29	**92**
4302 Fire Protection: **FireFighting Cert**	12	7	1	**20**
4805 Welder/Welding: **Welding Cert**	**25**	**11**	**14**	**50**
5202 Business Administration/Mgt: **Management AAS & Cert**	24	28	22	**74**
5203 Accounting: **Accounting AAS & Cert**	-	**3**	-	**3**
5204 Admin Secretarial Services: **Office Systems Technology AAS & Cert**	4	15	11	**30**
1109 Bus Info. & Data Processing: **CIS--Micro _Network Admin AAS & Cert**	15	22	13	**50**
5108 Physical Therapist Assistant Physical Therapist Assistant AAS			17	**17**
510904 Emergency Medical Technology: **Emergency Medical Tech AAS & Cert**	16	12	16	**44**
510908 Respiratory Therapy Tech: **Respiratory Care AAS & Cert**	12	13	11	**36**
5110 Medical Laboratory Technologies: **Medical Lab Technology AAS**	10	11	7	**28**
Nursing AAS	91	101	115	**307**
513901 (511613) Practical Nurse Training: **Vocational Nursing Cert**	141	135	112	**388**
Total Associate of Arts Degrees	43	37	45	**125**
Total Associate of Science Degrees	95	81	69	**245**
Total:	**578**	**560**	**531**	**1669**

H. GRADUATE AND TRANSFER SUCCESS RATES

VC CAREER/TECHNICAL AND ALLIED HEALTH GRADUATES' SUCCESS RATE

Academic Year	Total VC Career/Technical and Allied Health Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
2010-2011	489	449	91.8%	40	8.18%
2009-2010	489	446	91.2%	43	8.79%
2008-2009	483	451	93.4%	32	6.63%
2007-2008	443	418	94.4%	25	5.64%
2006-2007	441	408	92.5%	33	7.48%
2005-2006	481	436	90.6%	45	9.36%
Data from Automated Student and Adult Learner Follow-Up System Report from Texas Higher Education Coordinating Board					

TRANSFER STUDENT SUCCESS

Academic Performance of 2 Year College Transfer Students No Developmental Education at VC

Legend: <2.0, 2.0 - 2.49, 2.5 - 2.99, 3.0 - 3.49, 3.5, Unknown

Values: 7%, 10%, 11%, 35%, 33%, 4%
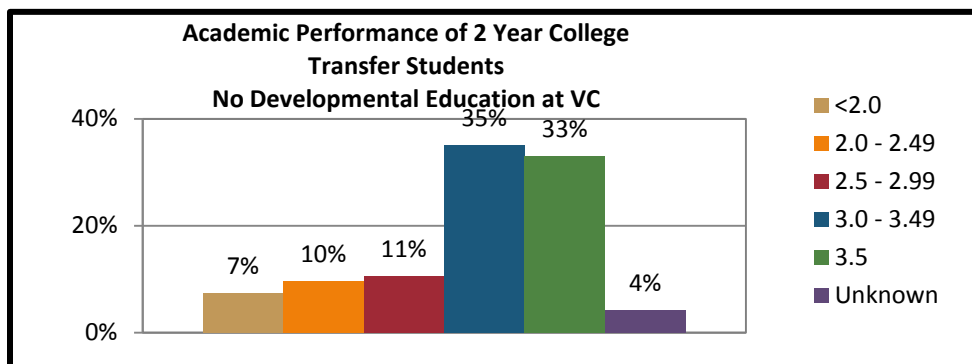
GPA of Fall 2009 Transfers during 1st Year at a University Source: THECB

ACADEMIC PERFORMANCE OF 2 YEAR COLLEGE TRANSFER STUDENTS ENROLLED IN DEVELOPMENTAL EDUCATION AT VC

% of students

Values: 21%, 15%, 20%, 17%, 21%, 6%

Legend: <2.0, 2.0 - 2.49, 2.5 - 2.99, 3.0 - 3.49, 3.5

GPA of Fall 2009 Transfers during 1st Year at a University
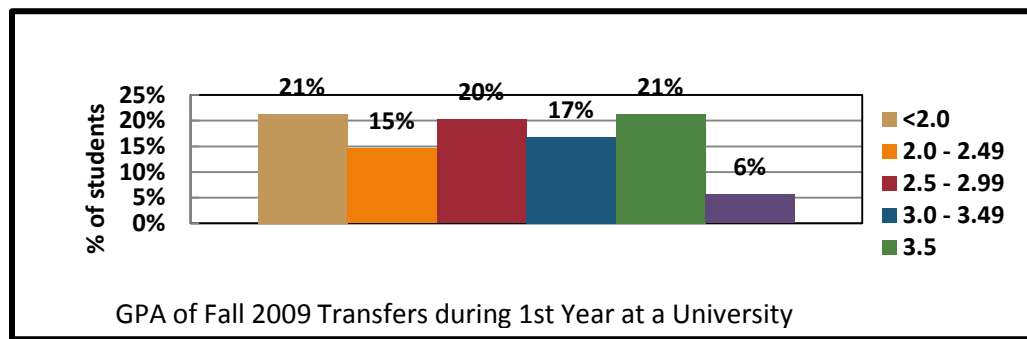
THE VICTORIA COLLEGE 2011-2012 ALLIED HEALTH GRADUATE & EMPLOYER FOLLOW-UP SURVEYS
(2010-2011 GRADUATES)

	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
		Graduate Rate Entry-Level Job Competencies:								Employer Rate Entry-Level Job Competencies:							
							#	%							#	%
Allied Health Programs:																
Associate Degree Nursing	38	12	20	6	0	0	38	100.0	25	12	11	2	0	0	25	100.0
Vocational Nursing																
Cuero	5	2	2	1	0	0	5	100.0	1	0	1	0	0	0	1	100.0
Gonzales	12	6	6	0	0	0	12	100.0	7	4	1	1	1	0	6	85.7
Hallettsville	8	2	6	0	0	0	8	100.0	6	4	1	1	0	0	6	100.0
Victoria Day	14	10	4	0	0	0	14	100.0	9	3	3	3	0	0	9	100.0
Victoria Night	8	6	2	0	0	0	8	100.0	6	4	1	1	0	0	6	100.0
Vocational Nursing Total	47	26	20	1	0	0	47	100.0	29	15	7	6	1	0	28	96.6
Medical Laboratory Technology	6	3	3	0	0	0	6	100.0	3	2	1	0	0	0	3	100.0
Respiratory Care	9	4	4	1	0	0	9	100.0	8	4	2	1	1	0	8	100.0
Allied Health Programs Total:	100	45	47	8	0	0	100	100.0	65	33	21	9	2	0	64	98.5

2011-2012 CAREER AND TECHNOLOGY GRADUATE & EMPLOYER FOLLOW-UP SURVEYS
(2010-2011 GRADUATES)

Career and Technology Programs:	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
		Graduates Rate Entry-Level Competencies								Employers Rate Entry-Level Competencies							
Basic Skills							#	%							#	%
Reading	19	8	7	4	0	0	19	100.0	7	7	0	0	0	0	7	100.0
Writing	19	8	7	4	0	0	19	100.0	7	6	1	0	0	0	7	100.0
Math	19	8	6	3	2	0	17	89.5	7	6	1	0	0	0	7	100.0
Oral Communications	19	8	10	1	0	0	19	100.0	7	7	0	0	0	0	7	100.0
Use of Computers	19	13	3	3	0	0	19	100.0	7	5	2	0	0	0	7	100.0
Basic Skills Total	95	45	33	15	2	0	93	97.9	35	31	4	0	0	0	35	100.0
Profession-specific Knowledge/Skills Theoretical Background/Understanding	19	10	5	4	0	0	19	100.0	7	5	2	0	0	0	7	100.0
Critical Thinking/Application of Knowledge	19	9	8	2	0	0	19	100.0	7	5	2	0	0	0	7	100.0
Technical Skills/Equipment Operation	19	9	7	3	0	0	19	100.0	7	7	0	0	0	0	7	100.0
Profession-specific Knowledge/Skills Totals	57	28	20	9	0	0	57	100.0	21	17	4	0	0	0	21	100.0
Soft Skills Professionalism (appearance, punctuality, work ethics, etc.)	19	11	6	2	0	0	19	100.0	7	6	1	0	0	0	7	100.0
Human Relations/Teamwork	19	13	4	2	0	0	19	100.0	7	7	0	0	0	0	7	100.0
Commitment to Life-long Learning	18	11	5	2	0	0	18	100.0	7	7	0	0	0	0	7	100.0
Soft Skills Total	56	35	15	6	0	0	56	100.0	21	20	1	0	0	0	21	100.0
OVERALL RATING	17	12	2	3	0	0	17	100.0	7	7	0	0	0	0	7	100.0

ALLIED HEALTH LICENSURE RATES

2010-2011								
PROGRAM	**PROGRAM GRADUATES**	**ATTEMPTING EXAMINATION**		**PASSING 1ST ATTEMPT**		**PASSING SUBSEQUENT ATTEMPT**		**TOTAL PASSING**	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associate Degree Nursing	**101**	**100**	**99%**	**95**	**95%**	**4**	**4%**	**99**	**99%**
Vocational Nursing	**137**	**133**	**97%**	**111**	**83%**	**10**	**8%**	**121**	**91%**
Victoria	66	63	95%	54	86%	4	6%	58	92%
Cuero	17	17	100%	11	65%	3	5%	14	82%
Gonzales	28	28	100%	24	86%	1	4%	25	89%
Hallettsville	26	25	96%	22	88%	2	8%	24	96%
Medical Laboratory Technology	**11**	**9**	**82%**	**7**	**78%**	**0**	**0%**	**7**	**78%**
Respiratory Care Technology	**26**	**25**	**96%**	**19**	**76%**	**0**	**0%**	**19**	**76%**
Entry Level	13	13	100%	12	92%	0	0%	12	92%
Advanced Practitioner	13	12	92%	7	58%	0	0%	7	58%
Police Academy	**38**	**38**	**100%**	**38**	**100%**	**0**	**0%**	**38**	**100%**
Emergency Medical Services	**57**	**47**	**82%**	**35**	**74%**	**3**	**6%**	**38**	**81%**
Basic	33	28	85%	19	68%	3	11%	22	79%
Intermediate	15	10	67%	8	80%	0	0%	8	80%
Paramedic	9	9	100%	8	89%	0	0%	8	89%
Basic Firefighting Certificate	**15**	**15**	**100%**	**15**	**100%**	**0**	**0%**	**15**	**100%**
Nurse Aide/Home Health Aide	**151**	**116**	**77%**	**102**	**88%**	**5**	**4%**	**107**	**92%**
Medication Aide	**65**	**64**	**98%**	**63**	**98%**	**1**	**2%**	**64**	**100%**
Total Allied Health	684	619	90%	539	87%	26	4%	565	91%

SOURCE: Allied Health Division Dean

X. ADULT EDUCATION, WORKFORCE AND CONTINUING EDUCATION

A. ADULT EDUCATION

ADULT EDUCATION - ALL PROGRAMS COMBINED			
	Enrollment	Contact Hours	Students Passing GED
2011-2012	**576**	**34,958**	**107****
2010-2011	**1,072**	**44,844**	**128***
2009-2010	**1,041**	**43,730**	**79**
2008-2009	**809**	**33,751**	**131**
Compared to:			
2007-2008	924	33,334	88
2006-2007	858	61,459	122*
2005-2006	703	50,992	82

* Also includes (48) people who used the free GED practice test service, but did not participate in instructional services

** Also includes (56) people who used the free GED practice test service, but did not participate in instructional services

ADULT EDUCATION PARTICIPATION

	10-11			11-12		
	Goal	Met Fed Calculations	Met State Calculations	Goal	Met Fed Calculations	Met State Calculations
1. Number Served	755	1,072	n/a	700	576*	n/a
2. Contact Hours Produced	n/a	44,843.50	n/a	n/a	34,958 Fed, Cor, & TANF	
3. 12 hours + Baseline Assessment	75%	n/a	58%	75%	n/a	60%
4. 12 hours, Baseline, + Progress Assessment	68%	n/a	53%	68%	n/a	67%
5. Gain in Reading	57%	n/a	77%	57%	n/a	71%
6. Gain in Language	59%	n/a	88%	59%	n/a	73%
7. Gain in Mathematics	59%	n/a	83%	59%	n/a	66%
8. Gain in Oral English	72%	n/a	92%	72%	n/a	89%
9. Gain in Written English	67%	n/a	88%	67%	n/a	69%
Completed 1 or more Levels [i]						
10. Beginning Literacy	61%	54%	100%	64%	67%	
11. Beginning ABE	50%	46%	92%	55%	60%	
12. Low Intermediate Adult Basic Education (ABE)	52%	45%	92%	56%	57%	
13. High Intermediate ABE	43%	33%	86%	45%	43%	
14. Low Advanced Secondary Education (ASE)	52%	41%	88%	55%	54%	
15. Beginning Literacy ESL	53%	55%	90%	53%	44%	
16. Low Beginning ESL	61%	62%	96%	63%	65%	
17. Hi Beginning ESL	64%	70%	93%	65%	57%	
18. Low Intermediate ESL	67%	83%	91%	68%	75%	
19. High Intermediate ESL	52%	67%	100%	55%	58%	
20. Low Advanced ESL	61%	n/a	n/a	65%	No students	
Transitions [ii]						
21. Goal of GED	89%		n/a	Exceed local 09-10 actual	86% of ASE, 15% of total program	n/a
22. ASE achieve GED	61%	n/a		Exceed local 09-10 actual	Data matches for the 2011-12 year will be conducted in December of 2012 to include cross-matched data with other participating agencies.	
23. Goal of Entering Post-Sec Ed or training	46%	-	n/a	Exceed local 09-10 actual		
24. Goal of Obtain. Employment.	68%	-	n/a	Exceed local 09-10 actual		
25. Retained Employment	69%	-	n/a	Exceed local 09-10 actual		
26. Average Contact Hours per Student [iii]		65			59.25	

B. WORKFORCE TRAINING

WORKFORCE TRAINING

Year	# Clients Served	Proposals Submitted	Proposals Accepted	% of Proposals Accepted
2009-2010	20	46	38	83%
2010-2011	24	37	31	84%
2011-2012	**18**	**46**	**40**	**87%**

FACILITY RENTAL

Year	# Clients Served	Revenue Generated
2011-2012	**33**	**$31,023**

C. CONTINUING EDUCATION

UNDUPLICATED ENROLLMENT-INSTITUTIONAL NON-CREDIT TARGET: 4,500 STUDENTS
CONTINUING EDUCATION ENROLLMENT BY GENDER & ETHNICITY

	Quarter	Male	Female	White	Black	Hispanic	Other
2009-2010	Quarter 1: 2009	369	516	511	66	301	7
	Quarter 2: 2010	272	491	402	77	279	5
	Quarter 3: 2010	320	478	439	65	239	55
	Quarter 4: 2010	772	991	790	121	487	365
2010-2011	Quarter 1: 2010	756	474	648	69	354	159
	Quarter 2: 2011	898	601	762	100	457	180
	Quarter 3: 2011	952	338	702	79	390	119
	Quarter 4: 2011	1068	717	951	111	575	148
2011-2012	Quarter 1: 2011	277	419	317	46	254	79
	Quarter 2: 2012	356	394	341	61	277	71
	Quarter 3: 2012	376	308	333	58	246	47
	Quarter 4: 2012	637	572	616	78	374	141
2011-2012 Total		**1646**	**1693**				

CONTINUING EDUCATION ENROLLMENT BY ETHNICITY
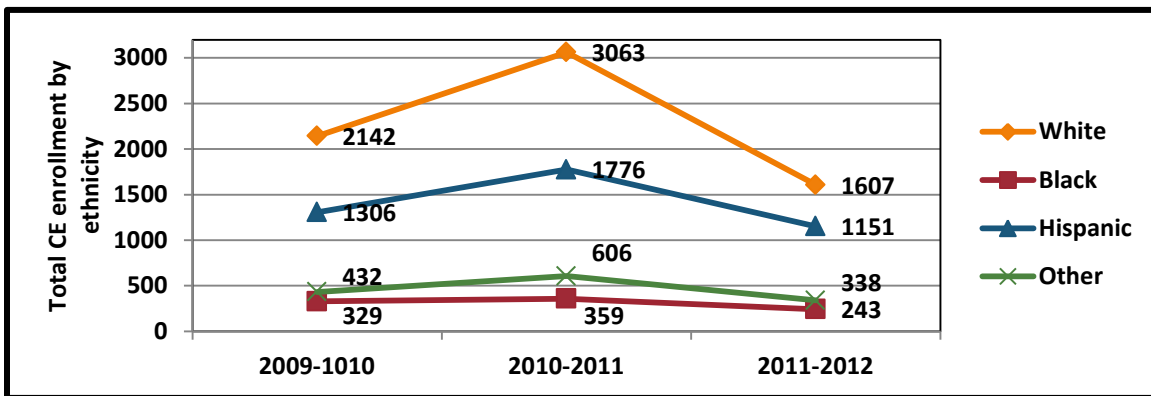
CONTINUING EDUCATION ENROLLMENT BY PROGRAM

COURSE CATEGORY	2009-2010				2010-2011				2011-2012			
	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)
Health Care												
Healthcare Professions	193	542	246	659	341	530	129	639	431	405	294	453
Health Care Total	**193**	**542**	**246**	**659**	**341**	**530**	**129**	**639**	**431**	**405**	**294**	**453**
Public Service												
Emergency Medical Service	98	157	319	535	225	240	328	503	117	174	230	461
Firefighters	0	0	0	44	148	210	386	41	0	19	0	0
Law Enforcement	252	101	36	132	132	224	75	179	64	39	35	46
Police Academy	56	33	33	28	53	47	41	23	47	34	28	21
Public Service Total	**406**	**291**	**388**	**739**	**558**	**721**	**830**	**746**	**228**	**266**	**293**	**528**
Workforce Training												
Business	170	63	114	426	306	266	384	286	68	61	214	245
Child Development & Education	0	0	0	0	19	0	0	0	0	0	0	0
Computer Applications	112	20	31	67	263	215	220	61	108	30	18	94
Dietary Food Service	7	0	0	0	13	0	0	0	0	0	0	0
Industrial	47	156	158	375	334	501	838	536	89	245	714	588
Language	2	0	17	3	6	23	19	2	11	8	9	2
Real Estate	11	12	12	4	0	0	0	4	0	0	0	0
Truck Driving	66	73	38	0	18	35	92	1	130	256	114	290
Workforce Training Total	**415**	**324**	**370**	**875**	**959**	**1,040**	**1,553**	**890**	**406**	**600**	**1,069**	**1,219**
Leisure Learning												
Leisure Learning	70	64	78	35	68	2	8	64	26	32	1	43
Motorcycle Safety	32	17	57	52	43	24	57	77	44	21	58	61
Youth Camps	0	0	0	110	0	0	0	90	0	0	0	110
Leisure Learning Total	**102**	**81**	**135**	**197**	**111**	**26**	**65**	**231**	**70**	**53**	**59**	**214**
GRAND TOTAL (Duplicated)	**1,116**	**1,238**	**1,139**	**2,470**	**1,969**	**2,317**	**2,577**	**2,506**	**1,135**	**1,324**	**1,715**	**2,414**
Annual Unduplicated Total	**4182**				**5096**				**3736**			

XI. FINANCIAL MEASURES

A. GRANT FUNDING

SUCCESS RATE IN RECEIPT OF GRANTS APPLIED
TARGET FOR THE COLLEGE: 70% GRANT SUCCESS RATE.

| Grant Requests and Success						
	2009-2010		2010-2011		2011-2012	
	Number	Value	Number	Value	Number	Value
Requested	29	$12,245,750.40	17	$8,913,462.00	12	$1,470,000.00
Received	22	$8,671,172.00	8	$597,305.00	7	$1,131,302.00
Success Rate	76% of submitted applications awarded.	71% requested awarded.	47% of submitted applications awarded.	7% requested awarded.	58% of submitted applications awarded.	77% of requested awarded.
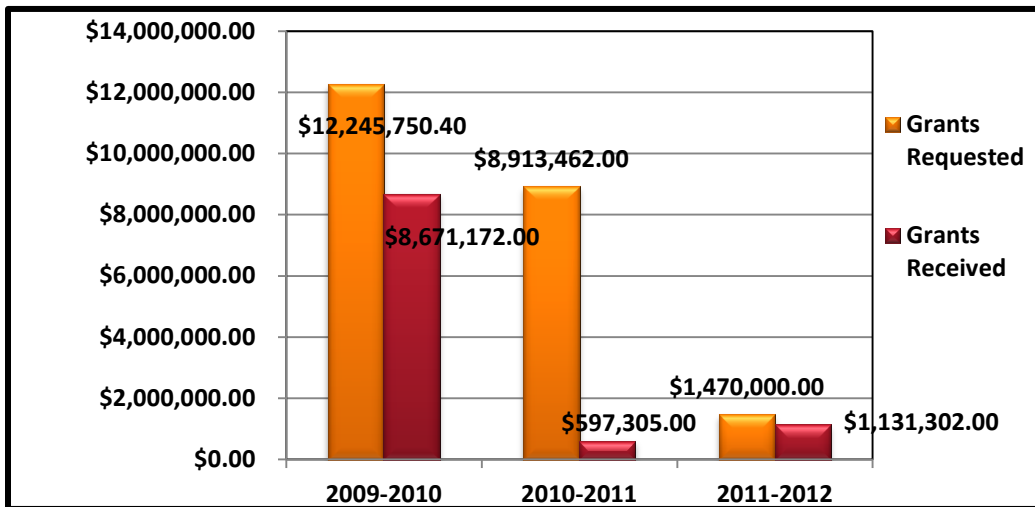
B. FINANCIAL AID AWARDS

Number of Students Receiving Financial Aid Awards by Award Type			
	2009-10	2010-11	2011-12
Federal Pell Grant	1,689	2,122	2,358
Federal SEOG	172	146	170
Federal Loans	1,438*	1,689*	823
Texas Grants	808*	804*	158
Texas Loans	0	0	0
Work Study (Federal & State)	70	80	83
Scholarships	0	562	430
TOTAL (DUPLICATED HEADCOUNT)	**4,177**	**5,403**	**4,022**

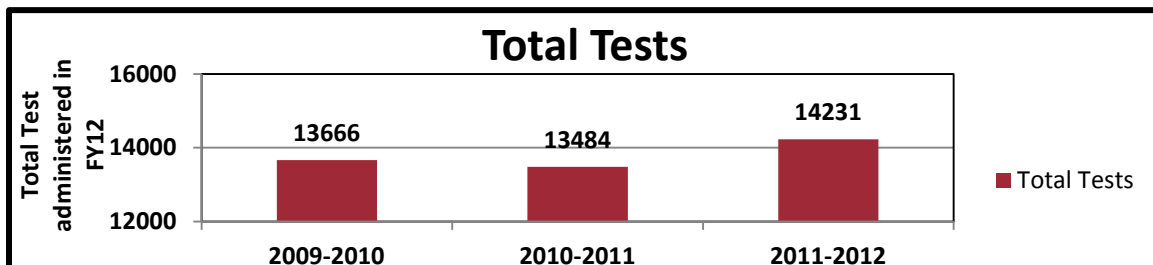| Total Dollar Amount of Financial Aid Disbursed			
	2009-10	2010-11	2011-12
Federal Pell Grant	$5,453,631	$7,013,745	$7,312,141
Federal SEOG	$102,692	$102,692	$102,692
Federal Loans	$4,052,076	$5,077,785	$5,095,901
Texas Grants	$633,551*	$634,871*	$252,310
Texas Loans	$0	$0	$0
Work Study (Federal & State)	$91,202	$88,625	$92,639
Scholarships	$0	$346,907	$338,770
TOTAL (DUPLICATED HEADCOUNT)	**$10,332,152***	**$13,264,625***	**$13,194,453***

*May reflect duplicated

NUMBER OF STUDENTS RECEIVING FINANCIAL AID AWARDS BY AWARD TYPE
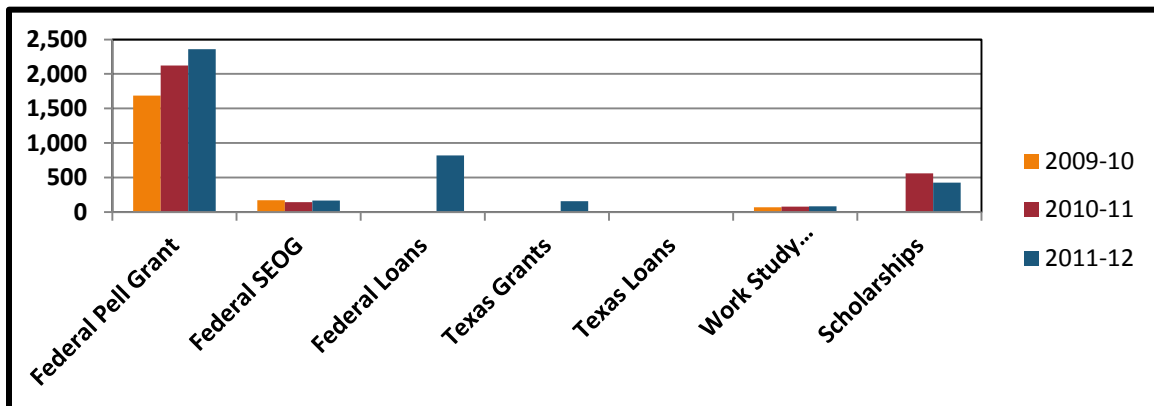
XII. TESTING

2011-2012 Victoria Testing Center	2009-10 Totals	Exam Type	2010-11 Totals	Exam Type	2011-12 Totals	Exam Type
ACT	780	Paper	405	Paper	599	Paper
ACT Center	49	Computer	19	Computer	4	Computer
ACT Residual	19	Paper	23	Paper	11	Paper
ASE	116	Paper	89	Paper	23	Paper
Castle WorldWide	0	Computer	0	Computer	0	Computer
CLEP	23	Computer	19	Computer	27	Computer
Compass	376	Computer	436	Computer	484	Computer
Correspondence	101	Computer	103	Computer	116	Computer
Dantes	8	Computer	4	Computer	2	Computer
DET	385	Computer	333	Computer	205	Computer
Disability -- (Special Accom)	134		250		289	55 computer 234 paper
EPA	0		0		0	
Food Protection Test	0		0		0	
GED Tests	1273	Paper	967	Paper	1038	Paper
PAN	87	Computer	37	Computer	59	Computer
Quick Thea	1084	Paper	750	Paper	1056	Paper
SAT	1235	Paper	972	Paper	1003	Paper
Starr (one time pilot)	0	Computer	0	Computer	30	Computer
TCLEOSE	65	Computer	31	Computer	39	Computer
THEA	161	Paper	33	Paper	0	Paper
VC	7700		8980		9243	6217 Computer 3026 Paper
VCT	68		29		0	
Departmental Exams	2		4		3	2 computer 1 paper
Totals:	13666		13484		14231	

Total Tests

2009-2010	13666
2010-2011	13484
2011-2012	14231

Total Test administered in FY12

XIII. SURVEYS

A. STUDENT AND EMPLOYEE SURVEYS

Surveys Conducted in 2011 and 2012 include:

- Entering Student Survey Fall 2011 http://www.victoriacollege.edu/surveyresults_2
- Faculty Staff Survey Spring 2012 http://www.victoriacollege.edu/surveyresults_2

B. NOEL-LEVITZ SURVEY RESULTS: FALL 2011

Strengths and Challenges
Strengths
8. The quality of instruction I receive in most of my classes is excellent.
50. Campus item: The VIP Early Registration process was valuable in helping me enroll in the classes I needed.
18. Computer labs are adequate and accessible.
20. Students are made to feel welcome here.
28. This campus provides online access to services I need.
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
29. There are convenient ways of paying my school bill.
39. On the whole, the campus is well-maintained.
47. Campus item: The Payment Center employees are helpful and courteous when dealing with students.
49. Campus item: Testing Center services are satisfactory for my needs.
27. Tutoring services are readily available.
Challenges
9. I am able to register for the classes I need with few conflicts.
2. Classes are scheduled at times that are convenient for me.
21. The amount of student parking space on campus is adequate.
19. Registration processes and procedures are convenient.
40. There are sufficient courses within my program of study available each term.
13. The campus is safe and secure for all students.
14. My academic advisor is knowledgeable about my program requirements.
23. This institution helps me identify resources to finance my education.
37. I seldom get the "run-around" when seeking information on this campus.
Benchmarks-Significant difference between VC and National Community College
Lower Satisfaction vs. National Community Colleges Form B
9. I am able to register for the classes I need with few conflicts.
2. Classes are scheduled at times that are convenient for me.
21. The amount of student parking space on campus is adequate.
19. Registration processes and procedures are convenient.
12. Faculty are fair and unbiased in their treatment of individual students.
20. Students are made to feel welcome here.
36. Tuition paid is a worthwhile investment.
13. The campus is safe and secure for all students.
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
14. My academic advisor is knowledgeable about my program requirements.
39. On the whole, the campus is well-maintained.
24. The equipment in the lab facilities is kept up to date

C. **THE PERSONAL ASSESSMENT OF THE COLLEGE ENVIRONMENT (PACE) SURVEY RESULTS** (**APRIL 2012**):

The PACE instrument administered at VC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Of the 56 items:

- None fell within the least favorable category identified as the Coercive range (rated between 1and 2) or the Competitive range (rated between 2 and 3).
- Thirty-four fell within the Consultative range (rated between 3 and 4), and
- Twenty-two composite ratings fell within the Collaborative range (rated between 4 and 5).

At VC, the overall results from the PACE instrument indicate **a healthy campus climate**, yielding **an overall 3.91** mean score or high Consultative system. The **Student Focus category** received the **highest mean score (4.11),** whereas the **Institutional Structure** category received the **lowest mean score (3.63**). When respondents were classified according to Personnel Classification at VC, the composite ratings were as follows:

- Full-time staff paid monthly (3.94),
- Full-time faculty or librarian (3.72),
- Part-time or adjunct employee (4.12),
- Full-time staff paid twice a month office/administrative support (3.88), and
- Full-time staff paid twice a month-physical plant/auxiliary services/security/operations/technical/etc. (3.95).

Of the 46 standard PACE questions, the top mean scores have been identified at Victoria College.

- The extent to which I feel my job is relevant to this institution's mission, 4.48 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.30 (#2)
- The extent to which students receive an excellent education at this institution, 4.29 (#31)
- The extent to which this institution prepares students for a career, 4.25 (#35)
- The extent to which this institution prepares students for further learning, 4.20 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone,4.19 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.15 (#39)
- The extent to which a spirit of cooperation exists in my department, 4.14 (#43)
- The extent to which the actions of this institution reflect its mission, 4.11 (#1)
- The extent to which there is a spirit of cooperation within my work team, 4.06 (#3)
- Victoria College PACE - 3

Of the 46 standard PACE questions, these ten mean scores have been identified as areas in need of improvement at Victoria College.

- The extent to which I have the opportunity for advancement within this institution, 3.27 (#38)
- The extent to which information is shared within this institution, 3.22 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.40 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.41 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.43 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.54 (#11)
- The extent to which decisions are made at the appropriate level at this institution, 3.57 (#4)
- The extent to which this institution is appropriately organized, 3.66 (#32)
- The extent to which this institution has been successful in positively motivating my performance, 3.68 (#22)
- The extent to which I receive adequate information regarding important activities at this institution, 3.69 (#41)

XIV. CULTURAL EVENTS

A. FINE ARTS EVENTS

DATE	EVENT	LOCATION
FINE ARTS DEPARTMENT CALENDAR OF EVENTS FALL 2011		
9/30	Jazz Concert - "Tunes at Noon"	DeLeon Plaza
11/12-11/12	Choral/Opera -- Amahl and the Night Visitors	Johnson Symposium Center
11/10-12/3	Fall Art Show	Gallery
11/15	Music Department Recital	Johnson Symposium Center
12/2	Choral Concert	Our Saviour's Lutheran Church
12/3	Jazz concert	Victoria Christmas Parade
19-Dec	Jazz and Commercial concert "HEB Feast of sharing"	Victoria Community Center
FINE ARTS DEPARTMENTCALENDAR OF EVENTS SPRING 2012		
2/9-2/10	Vagina Monologues	JSC
2/19	White Oak Trio	Johnson Symposium Center
3/30	Choral Concert	Our Savior's Lutheran Church
4/12 - 5/9	Student Art Show	Gallery
4/24	Music Department Recital	Johnson Symposium Center
5/1	Choral Concert	Johnson Symposium Center
4/24	Jazz Concert/Guitar Concert	Johnson Symposium Center
5/6	Piano Recital	Johnson Symposium Center
4/30	Commercial Music Ensemble concert	Quad

B. Museum of the Coastal Bend

2011 - 2012 Activities & Events	
2011	
Sept. 1, 2011 – Aug. 31, 2012	Exhibit: Cattle Boom!
Sept. 1	Lecture: Henry Wolff, History of Armadillo Festival
Sept. 1	Images Magazine photo shoot
Sept. 1-18	Traveling trunks check out to Walnut Bend Elementary, HISD, Houston, TX
Sept. 7	CVB Tour Group: Creekbend Gardens
Sept. 8	Lecture: Clark Wernecke, Gault Site
Sept. 13 - Sept. 17	Coach Rusty Russell Exhibit/VC Alumni Reunion
Sept. 15	Hispanic Heritage Celebration: Tina Kidder, Esther Ford and Eva Cavasos
Sept. 20	Presentation at VISD Elementary School Principals' Meeting
Sept. 21	Presentation at VISD Secondary Principals' Meeting
Sept. 22	Venue for Crossroads Chapter ICA Meeting
Sept. 23-24	Attended TAM Council Retreat at Dallas Heritage Village
Sept. 26	TACCCSA (Community College conference) Tour
Sept. 28	Venue for Kevin Roberts reception (Lyceum)
Oct. 1-29	Civil War Artifacts Exhibit at Victoria Library
Oct. 11	DeLeon Elementary School 4th Graders tour
Oct. 12	Hispanic Heritage Event featuring TCA touring roster artist, Don Sanders, at VISD Fine Arts Center
Oct. 13	CVB Tour Group: Mount Sinai Baptist Church Season of Saints
Oct. 13	UHV Pre Service Teachers Tour
Oct. 15	Venue for Boy Scouts Disabilities Awareness Merit Badge
Oct. 18	Archeology Awareness Day - demos of flint knapping, atlatl-throwing, fire-starting
Oct. 19	Presentation to Edna Rotary
Oct. 21	Venue for Civil War Conference Reception
Oct. 21	Lecture: Carol Taylor, Ranching in South Texas
Oct. 22	Bootfest Branding Wall
Oct. 27	Lecture: Don Graham, State of Minds
Oct. 27	Vicker's Elementary School 4th graders tour
Oct. 28-29	Brand Wall Exhibit at Farm & Ranch Show
Oct. 29	Mary Sue Koontz Nelson tour group
Oct. 29	Booth at Nave's El Dia de los Muertos Festival
Nov. 2	Texas Country Reporter video shoot
Nov. 3-22	VC Fine Arts Exhibit
Nov. 4	Judge at Devereux BBQ cook-off
Nov. 12	Attended Goliad State Park's Rio! Rio!

Nov. 14	Eva Cavazos Tour group
Nov. 17	Yoakum High School Spanish Class Tour
Nov. 17	Holiday Reception/Artisan's Market/Branding Wall
Nov. 29	Aloe Elementary 4th graders Tour
Nov. 30	VC Ceramics class tour
Dec. 1-16	Harold Nichols Exhibit: Texas State of Mind
Dec. 6	Crain Elementary 4th Graders tour
Dec. 8	Harold Nichols Reception
Dec. 9	Venue for VC Employee Christmas party
Dec. 9	Attendance at Texas Assn. of Museums Council meeting, Fort Worth
Dec. 17	Tiger Scout tour
2012	
Jan. 10	Attended Arts Partners Meeting
Jan. 18	Participated in Tourism Focus Group
Jan. 19	Lonesome Dove/Nueva España Exhibit Opening Reception
Jan. 19 - Mar. 17	Lonesome Dove/Nueva España Exhibit
Jan. 23	Attended Texas Assn. of Museums Workshop, Bob Bullock Museum, Austin
Jan. 26	Hosted tour group to King Tut exhibit at Houston Museum of Fine Arts
Jan. 28	Participated in Native American Days at Texas Zoo
Feb. 7	Served as judge at Cultural Council's Affair of the Heart
Feb. 9	Venue for Arts Partners meeting
Feb. 11	Attended Bayside Historical Society lecture in Bayside
Feb. 14	Nazareth Academy 4th grade tour
Feb. 17 - Mar. 21	Branding Wall Exhibit at Victoria Fine Arts Center
Feb. 21	Atlatl Throwing Demonstration on the Quad
Feb. 23	Lecture: Linda Wolff, King Cowboy
Feb. 24	Edna Christian Academy tour
Feb. 28 - Mar. 31	Civil War Artifacts Exhibit at Victoria Library
Mar. 1	Lecture: Anthony Pedone, Independent Filmmaking in Victoria
Mar. 2	Participated in Region III Read Across Texas
Mar. 2	Attended Arts Partners Meeting
Mar. 8	Venue for Tourism Partner meeting
Mar. 10	Booth at Childrens' Discovery Museum's Texas Our Texas Event
Mar. 10-17	Spring Break Free Admission Special
Mar. 22	Lecture: Robert Ricklis, The Buckeye Knoll Archeological Site Near Victoria Texas
Mar. 22-30	VISD Elementary/Secondary Schools Ranching Art Exhibit
Mar. 23-24	Archeology Fair: Stone Artifacts Book Signing, Louise O'Connor Award Reception, Riverside Park Hiking Tour, Mission Valley Walking Tour

Mar. 27-30	Attended Texas Assn. of Museums annual meeting in San Antonio
Apr. 2	Venue for La Salle Odyssey Planning Roundtable
Apr. 10	Rice CISD 4th Grade tour
Apr. 10	Venue for Decora Study Club meeting
Apr. 11-27	Branding Wall Exhibit at Victoria Public Library
Apr. 12	VC Fine Arts Reception
Apr. 17	Crain Elementary 2nd graders tour
Apr. 22	Participated in Earth Day Expo at Texas Zoo
Apr. 24	Crain Elementary 5th graders tour
Apr. 25	John Paul II School, Houston, 7th grade tour
Apr. 26	Austin Community College Lifelong Learning group tour
Apr. 28	Participated in Children's Discovery Museum Kids' Discovery Fest
May 1-29	School tour groups from VISD, Industrial, Weimer, Yoakum
May 1-9	La Salle and TX State Symbols traveling trunks to Weimer
May 2	Toured Institute of Texan Cultures and Casa Navarro in San Antonio for La Salle Odyssey Expansion Project research
May 3	Lecture: Eric Ray on FSL/New Mexico connection
May 3-15	Ranching trunk to FW Gross
May 4	Hosted Arts Partners meeting
May 4	Family history writing workshop/book signing
May 6	Participated in Tourism Week Victoria Familiarization Tour
May 18	Participated in Victoria Area Science and Math Spectacular
May 18-20	Spanish Colonial Living History Program and Hiking Tour
May 19	Atlatl Throwing Demonstration at Bayside Historical Society meeting, Bayside
May 24	Lecture: Matthew Taylor re VT141
June 5	Hosted appreciation cookout for MCB volunteers
June 6	Venue for La Salle Odyssey Expansion Project topic review meeting
June 28	Attended Arts Partners Meeting
Jul. 10	Our Lady of Victory Summer Camp Program tour
Jul. 12	City of La Grange Summer Camp Program tour
Jul. 14	Venue for S. TX Archeology Assn. meeting
Jul. 17	Faith Academy Summer Program tour
Jul. 20	Attended La Belle Exhibit opening at TX Maritime Museum in Rockport
Jul. 26	Attended Chamber of Commerce Newcomers Committee meeting
Aug. 7	Houston Senior Citizen Group tour
Aug. 7	Participated in MuZOOum Trot Summer Camp with Nave Museum and TX Zoo
Aug. 25	Venue for Partners in History Event
Aug. 26-27	Attended TAM Council Retreat
Aug. 28	Attended TAM Council meeting, TX St. History Museum, Austin

C. **Lyceum Series**

Kevin Roberts   September 29, 2011
Terry Alford   October 20, 2011
Michael Durant   November 17, 2011
Rebecca Kiessling   January 31, 2012
Temple Grandin   April 5, 2012

XV. 2011-2012 COMPILED INSTITUTIONAL S.W.O.T. ANALYSIS

	SWOT	Description	Data Source
Student Success	S	All adjuncts have been checked for minimum qualifications and are well qualified to teach Foundational and/or Student Success curriculum.	Academic Foundations
	S	Early alert contacts when students are absent.	Academic Foundations
	S	Open door policy.	Academic Foundations
	S	Instructional delivery methods	Police Academy
	S	Maintaining a stringent code of discipline	Police Academy
	S	Strict compliance with TCLEOSE	Police Academy
	S	Intensive review for TCLEOSE exam	Police Academy
	S	Instructional delivery methods	Fire Academy
	S	Strict compliance with TCFP Rules and Regulations	Fire Academy
	S	Maintaining a stringent code of discipline	Fire Academy
	S	Targets met for 8 out of 9 Outcome Assessments	Welding
	S	Welding Skill targets for procedure qualification met at 100%	Welding
	S	Above average student success / retention	Welding
	S	Students completing certificates and degrees have high success rates.	Web Design & Digital Publishing
	S	Instructional delivery methods	EMS/Paramedic
	S	Compliance with National EMS Education Standards	EMS/Paramedic
	S	Students completing certificates and degrees have high success rates.	Wide Area Telecommunications Technology
	S	Above average student success/retention.	Engineering Technologies
	S	Enrollment per section at or near cap for all sections.	Engineering Technologies
	S	Qualified adjuncts with experience in the field.	Engineering Technologies
	S	Each year, the Curriculum Coordinator participates in College Night activities.	Professional Office Technologies
	S	Guest lecturers	Process Technology
	S	Increasing enrollment.	Business Management
	S	High course success/retention rates.	Business Management
	S	Enrollment per section at or near cap for most sections.	Business Management
	S	Pass rates on the Board of Certification Exam are above the national average. First time pass rates from NAACLS accredited programs: VC (81%) National (77%). Overall pass rates: VC (90%) National (70 %).	Medical Laboratory Technology

S	Committed, dedicated Program Chair and faculty.		Medical Laboratory Technology
S	National accreditation status: maximum award of seven years for the last three cycles from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Program is accredited through April 30, 2016.		Medical Laboratory Technology
S	Overall, highly motivated student population		Medical Laboratory Technology
S	Excellent first-time and overall pass rates on credentialing exams. From 2005 – 2010, first time pass rate on Certified Respiratory Therapist examination is 100%. Most recent graduating class is 92.31% first time pass rate. National average is 77.79%.		Respiratory Care
S	Program outcomes meet or exceed all currently set thresholds for success on each of the required outcome measures specified the Commission on Accreditation for Respiratory Care		Respiratory Care
S	Overall attrition for latest 3-year reporting period at 19%.		Respiratory Care
S	100% of graduates for any enrollment year who desire employment are employed. Some graduates take time off to be stay-at-home moms.		Respiratory Care
S	Professors available for tutoring outside of classroom.		Respiratory Care
S	Excellent hands on skills to ease transition to workforce.		Respiratory Care
S	Faculty, support personnel, facilities, laboratory equipment/supplies, learning resources, financial resources, clinical resources, and medical director all contribute to success of the program and identified as strengths.		Respiratory Care
S	Maintain >80% pass rate on first attempt on NCLEX-PN.		Vocational Nursing
S	For outcomes 1-7, our students exceeded our target. These outcomes address the preparation of our students as entry level graduate nurses. Our students have a high success rate on the NCLEX-RN.		Nursing AAS
S	Our faculty come from a variety of backgrounds and stay current in their nursing knowledge, as well as, educational techniques.		Nursing AAS
S	PTA Lab and Equipment		Physical Therapist Assistant
S	Curriculum		Physical Therapist Assistant
S	Faculty.		Associate of Arts & Associate of Science
S	Steady growth in the program.		Associate of Arts & Associate of Science
S	2011-12: We were successful in increasing the number of history classes participating in Supplemental Instruction.		AHSS Division
S	2011-12:2010-2011 Results ADN – 95% VN – 83% MLT – 78% RC Basic – 92% RC ADV – 58% Overall AH Program Rate 87%		Allied Health
S	2011-12: The student opinion survey states that we are in the high percentile of successfully providing students with what they need.		Bookstore
S	2011-12: The Bookstore has provided a 3rd party rental program to allow students to rent textbooks, rather than purchase them.		Bookstore
S	2011-12: When surveyed, 93.5% of students indicated that the Center provides an environment conducive to student learning, and 94.1% expressed satisfaction with the overall quality of Center services. This is only slightly below the target/expected outcome of a 95% satisfaction rate.		Tutoring

S	2011-12: 93% of students indicated satisfaction with the knowledge and helpfulness of tutors.	Tutoring
S	2011-12: 95.2% of students surveyed indicated their satisfaction with the availability of computer and tutorial software resources and 93.8% of students surveyed indicated that the hours of operation were convenient to their needs.	Tutoring
S	2011-12: 15.3% of faculty participated in one or more Tutoring Center activities.	Tutoring
S	2011-12: The number of students using Tutoring Center services increased by 29 students, from 1,507 students (2010-2011) to 1,536 students (2011-2012), a 1.93% increase.	Tutoring
S	2011-12: The number of student visits to the Center also increased, from 15,450 to 18,001, a 16.5% increase. The number of tutoring hours increased as well, from 23,467 minutes to 28, 832 minutes, a 22.8% increase.	Tutoring
S	2011-12: Pre-College Advisor for West High School hired January 2012.	Title V
S	2011-12: Student satisfaction surveys indicate a 97.4% satisfaction rates on item 10, satisfaction with the office.	Admissions and Records
S	2011-12: Student survey indicate 91.5% satisfaction with availability and usefulness of information regarding financial aid programs and 91.5% are satisfied with hours of operation are convenient for my needs.	Financial Aid
S	2011-12: KEY Center student participation was 100%; will continue to work with KEY Center staff to maintain full participation.	Financial Aid
S	2011-12: 549 fall early admission/dual credit students/496 spring early admission/dual credit students - increase of 3% and 2% respectively.	Pre-College Programs
S	2011-12: TexPREP Program completion rate target was met; 65 of the 68 participants received TEA Approved Elective Credit. Strategies aimed at assisting student successfully complete the program will continue to be utilized as well as identifying new strategies.	Pre-College Programs
S	2011-12: On student surveys each item related to the KEY Center had 95% satisfaction or higher.	SSS KEY Center
S	2011-12: The number of students whose cumulative GPA fell below 2.0 at the end of the fiscal year decreased from 21% to 7.5%.	SSS KEY Center
S	2011-12: In 2010-11 we registered and tested 60 Hispanic students; in 2011-12 we registered and tested 94 Hispanic students. We saw a 64% increase.	Testing
S	2011-12: The Student Survey administered in Spring 2012 expressed satisfaction in the majority of areas. The other areas were within 1-2% of meeting their target. These areas will develop internal surveys to identify and improve services that can be strengthened.	VP of Student Services
S	2011-12: FYE, Supplemental Instruction, tutoring, and mentoring all prove to be key in meeting and exceeding our target in students completing key gateway courses who made a C or better. Of the 3494 students enrolled in key gateway courses, 2066 (59.13%) made a C or better. The performance indicator of 58.0 % was met and surpassed.	Title V
W	Lack of full time faculty members.	Academic Foundations
W	Target for Math Outcome Assessment not met	Welding
W	Program does not have adequate retention of students.	Web Design & Digital Publishing
W	Low successful completion of EMT-Basic students.	EMS/Paramedic
W	Low success of EMT-Basic graduates on certification exam	EMS/Paramedic
W	Lack of major, high volume, clinical/EMS experiences	EMS/Paramedic
W	Second semester of first year experiences attrition due mainly to unrealistic expectations of students.	Wide Area Telecommunications

		Technology
W	Second year of the program does not have adequate retention of students.	Wide Area Telecommunications Technology
W	The difficulties in finding qualified adjuncts for day classes.	Engineering Technologies
W	No face-to-face instructor for Coding or Billing and Reimbursement classes	Professional Office Technologies
W	College-readiness of students	Process Technology
W	Student/lab ratio for some courses	Process Technology
W	Under-represented groups (mostly females)	Process Technology
W	Limited number of full-time faculty.	Business Management
W	Difficulty finding qualified adjunct faculty to teach accounting classes.	Business Management
W	Lack of consistency among all faculty teaching the same course across multiple sections and/or semesters.	Business Management
W	Limit of 20-24 students per class due to classroom size.	Business Management
W	Difficulty determining appropriate mix of times and methods to offer courses due to fluctuations in enrollment in night and online courses.	Business Management
W	Loss of full-time and adjunct faculty who have either retired, moved or who are no longer teaching for Victoria College.	Business Management
W	Limited number of clinical sites.	Medical Laboratory Technology
W	Small applicant pool.	Medical Laboratory Technology
W	First time pass rates on the national certification exam need to be higher.	Medical Laboratory Technology
W	Graduates identified areas of improvement to include more time in simulation lab, and to look into adding clinical rotation in bigger cities to enhance critical care rotation.	Respiratory Care
W	Since funding for professional tutoring is no longer available, the once identified program strength may become a weakness if trends for student retention decline.	Respiratory Care
W	A&P failures.	Vocational Nursing
W	Declining VN clinical access to acute care facilities.	Vocational Nursing
W	Decreased NCLEX-PN pass rate from 93% in 2009 to 83% in 2011.	Vocational Nursing
W	The weakness that we continually address is retention and completion. The Program goal of 85% of graduates will graduate within 6 semesters of entering Level 1 is not consistently met.	Nursing AAS
W	Percentage of successful completers.	Associate of Arts & Associate of Science
W	Online retention	Associate of Arts & Associate of Science
W	Quality adjunct pool	Associate of Arts & Associate of Science
W	Need to increase clinical sites for clinical education purposes.	Physical Therapist Assistant
O	Develop additional instruction to improve success in math course	Welding
O	Completion of CoAEMSP/CAAHEP accreditation	EMS/Paramedic
O	Access Data Academic program for accredited computer forensic training and certification.	Wide Area Telecommunications Technology
O	Add additional instruction to improve student success in soft skills	Professional Office Technologies
O	Improvements in online instruction	Process Technology
O	Add more sections for courses where enrollment is consistently at the maximum.	Business Management

O	Improve communication with faculty, especially adjunct faculty, to ensure consistency among all sections and semesters for the same course.	Business Management
O	MLT lab facilities expanded to an additional room. This will allow for more flexibility in teaching procedures in Clinical Chemistry and Hematology.	Medical Laboratory Technology
O	Increased clinical rotations in long term care facilities and outpatient facilities (physician offices, community health centers, dialysis centers, etc.)	Vocational Nursing
O	Movement of Anatomy and Physiology as a prerequisite.	Vocational Nursing
O	We are currently in the process of joining a Perkins grant that addresses seamless transition of A.D.N. students into BSN programs. This grant addresses the IOM goal of 80% percent of all RNs prepared at the BSN level or higher by the year 2020.	Nursing AAS
O	Many of our graduates continue their education, but we need to increase the number and decrease the time until a more advanced degree is earned.	Nursing AAS
O	New clinical skilled nursing facilities identified for future clinical education sites.	Physical Therapist Assistant
O	2011-12: Title V will continue working with students to increase college readiness and college going rates with innovative practices such as "Café Con Leche", Conversational English and Writing Workshops, and placing Academic Coaches in math and English Language Arts to help students who are not Texas Success Initiative (TSI) complete.	Title V
O	2011-12: Greater efforts will be made to encourage students in allied health programs to turn-in tutoring time with instructors to KEY Center staff.	SSS KEY Center
O	2011-12: The addition of a grant funded position to assist in the Tutoring Center has made it easier to implement initiative; the continuation of this position after the grant funds are exhausted will be recommended.	Advising and Counseling
O	2011-12: Degreeworks has been purchased and installed. Campus wide training has taken place. An initiative to have 3 previous catalogs scribed is underway. DegreeWorks is on track to be fully functional by Fall 2012.	Admissions & Records
O	2011-12: Two additional faculty members have had an immediate effect on the quality and quantity of sections offered in the area.	Science, Mathematics, & Physical Education
T	2011-12: An attempt to identify an online tutoring product was not successful; products had functionality and security issues.	Advising and Counseling
T	2011-12: English sections participating in supplemental Instruction decreased. This decrease is mostly caused by the difficulty of finding SI leaders not by a lack of faculty willing to have their classes participate in SI.	AHSS Division
T	Legislative infringement- HB 1244	Academic Foundations
T	Ill-prepared students	Academic Foundations
T	Lack of persistence	Academic Foundations
T	Student's unrealistic views towards chosen career field job duties and responsibilities	Professional Office Technologies
T	Student's unrealistic views towards chosen career field job duties and responsibilities	Professional Office Technologies
T	Student's lack of soft skills needed for workforce success	Professional Office Technologies
T	High percentage of students who must work while attending school, thus increasing their responsibilities outside the classroom and limiting the time during which they can attend class.	Business Management
T	Student confusion between AAS and business transfer courses.	Business Management
T	Program is dependent primarily on one person to oversee the program administrative functions coordinate clinical rotations, maintain national accreditation, as well as teaching the majority of the first year courses.	Medical Laboratory Technology
T	Decreasing access to acute care clinical sites.	Vocational Nursing
T	We have many faculty nearing retirement age. It will be challenging to replace them	Nursing AAS

		as well as identify and develop new adjunct instructors.	
	T	Over utilization of current clinic sites for clinical education.	Physical Therapist Assistant
	T	Core curriculum changes to go into effect Fall 2014.	Associate of Arts & Associate of Science
Community Needs	S	The Division exhibits exceptional willingness to adapt.	Academic Foundations
	S	Active involvement of external stakeholders	Police Academy
	S	Active involvement of external stakeholders	Fire Academy
	S	Enrollment per section at or near cap for all sections	Welding
	S	Active involvement of external stakeholders	EMS/Paramedic
	S	Level 1 certificate of the program has demand for day courses, especially in the first semester.	Wide Area Telecommunications Technology
	S	The VC Spring 2011 Career Focus magazine, which was mailed to households and businesses in the VC service area, focused on the POFT AAS degrees and certificate, and showcased a POFT graduate in her new job.	Professional Office Technologies
	S	The POFT/Business Management Advisory Committee consists of area employers and agencies representing each of the specialization areas. The advisory committee reviews our program curriculum every year to make sure that the classes offered and the material taught are in-line with employer needs.	Professional Office Technologies
	S	Support of advisory committee and local industry	Process Technology
	S	Advisory board input.	Business Management
	S	Strong support from Clinical Affiliates.	Medical Laboratory Technology
	S	Articulation Agreement with the UTMB Clinical Laboratory Sciences program. Allows/encourages graduates to pursue education in the laboratory sciences at the baccalaureate level.	Medical Laboratory Technology
	S	100% of employers are satisfied with the knowledge, skills, and professional behavior of graduates. Strengths of graduates include, independent thinking above level of most graduates, quick learners, good communication skills, time management, and good work ethic.	Respiratory Care
	S	Maintain positive relationships with acute care facilities and other community health facilities in both meeting their needs for trained Vocational Nurses with consideration of their input for improving the educational experience for the students as evidenced through the employer graduate surveys.	Vocational Nursing
	S	VN graduate access to transition to higher nursing education –ADN, also allows employment with higher income during remainder of education	Vocational Nursing
	S	The ethnicity of the cohort mirrors the populations served.	Vocational Nursing
	S	The employers report that they are satisfied with our graduates.	Nursing AAS
	S	2011-12: Presently, all returned surveys indicate that renters are completely (100%) satisfied with both facilities and service relating to their events.	Event Services
	S	2011-12: There was a 75% success rate in collaboration attempts between the community and VC-Calhoun Center.	Calhoun County Center
	S	2011-12: 2011-2012 we offered 70 core curriculum/general education courses and 13 continuing education courses. We scheduled 5 community events and held 7 community advisory committee meetings.	Calhoun County Center
	S	2011-12: Victoria College Calhoun Center collaborates with the community through the partnership with CCISD, the Advisory Committee, and through community involvement to ensure Victoria College offers curriculum to meet academic and workforce and training.	Calhoun County Center
	S	2011-12: Based on VC awareness of training needs and student and community demand for additional courses and training, VC finalized the agreement with the City	Gonzales Center

		of Gonzales and the GEDC to expand the VC Gonzales Center campus to include a Building Trades Training Center and an enlarged science lab.	
	S	2011-12: In 2011-2012 the Victoria College, Gonzales Center offered 110 Credit courses and 33 continuing education courses. The Center held 9 community events and held 3 advisory committee meetings.	Gonzales Center
	S	2011-12: Presently, all returned surveys indicate that renters are completely (100%) satisfied with both facilities and service relating to their events.	Event Services
	S	2011-12: Each of the food service areas also had positive numbers according to the student opinion survey for 2012.	Food Service
	S	2011-12: A new VA Advisor has been hired resulting in an increase in satisfaction rates. 93.3% of those surveyed expressed satisfaction with VA services 100.0% - accessibility 93.3% - timely completion of certification 100.0% - knowledge of benefits	Advising and Counseling
	S	2011-12: Implementation of Who's Next software, a more detailed account of office visits can be generated and identify which services are being utilized.	Advising and Counseling
	S	2011-12: 25 high schools serviced – 100% participation from all of schools in all of events.	Pre-College Programs
	S	2011-12: The TexPREP program was promoted to all area middle schools.	Pre-College Programs
	S	2011-12: The third CARS center began operation on the West High School campus in August 2012, when the school year began. CARS Pre-College Advisors received training in all student service departmental areas in an effort to equip themselves with knowledge needed to assist students with applying for enrollment in higher education as well as providing them assistance in applying for Financial Aid and/or other necessities to navigate higher education successfully.	Title V
	W	2011-12: The Student Opinion Survey showed that the goal of participation of events was not met.	Student Activities/ Student Center
		Viable solution for small demand for night or online courses.	Wide Area Telecommunications Technology
	W	Lack of local testing center for basic industry certifications.	Wide Area Telecommunications Technology
	W	Limited representation on advisory committee	Professional Office Technologies
	O	Increase membership of Advisory committee to receive more input on how to improve the program's ability to meet employer demands.	Business Management
	O	Increased economic activity in the region.	Associate of Arts & Associate of Science
	O	Development of a credit law enforcement program	Police Academy
	O	Development of a Fire Science Degree	Fire Academy
	O	Continue partnership with Victoria Fire Department in the development of the training facility	Fire Academy
	O	Restructure level 1 certificate to best align with local needs of business and industry.	Wide Area Telecommunications Technology
	O	The current job market is growing for Engineering Technologies students.	Engineering Technologies
	O	The new Caterpillar manufacturing plant is creating demand for our students.	Engineering Technologies
	O	Add more courses in satellite campuses	Professional Office Technologies
	O	Outreach to high schools	Process Technology
	O	2011-12: The Gonzales Center has collaborated with VC Main Campus to offer all	Gonzales Center

		available student services also in Gonzales including testing, tutoring, advising, registration, and financial aid this was met with a70% success rate.	
	O	2011-12: Each of the food service areas has shown improvement by reducing demerits with the monthly Subway inspection and the annual health department inspection.	Food Service
	O	2011-12: Effective measures show the food service areas are improving sales, but further work is required to reduce cost and maintain profitability.	Food Service
	T	2011-12: MCB Director responsibilities have increased, necessitating a full-time Curator beginning in September 2012 to fulfill responsibilities related to exhibition and collections curation and programming, as well as direction of the public archeology laboratory.	Museum of the Coastal Bend
	T	2011-12: Findings show that ongoing activities were not as effective as planned for much of the 2011 year. Additional changes were made to reduce demerits from monthly Subway inspections which evaluate standards of service, cleanliness, quality, and consistency.	Food Service
	T	2011-12: Customer satisfaction needs some improvement to meet expected outcomes.	Planning & Special Projects
	T	Hiring of VN graduate reduced in acute care facilities.	Vocational Nursing
	T	There have been some "for profit" schools, career training centers, open for enrollment to provide education toward career as respiratory therapist. All academic institutions in Texas are monitoring the situation and keeping each other abreast of any developments that may have an impact on students and programs.	Respiratory Care
	T	Offering of freshman and sophomore level classes by UHV which may compete with Victoria College for students, especially in Accounting courses, as well as qualified adjunct faculty, who are better paid to teach at UHV.	Business Management
	T	Influx of job openings from oil field and Caterpillar	Process Technology
	T	Job openings in the area causing students to leave their educational pursuits before completion of their respective certifications/degrees Rising cost of tuition	Professional Office Technologies
	T	Losing students to employers before completing program.	Engineering Technologies
	T	Influx of job openings in oil and gas industry	EMS/Paramedic
	T	Nursing profession attracting qualified students	EMS/Paramedic
	T	New private EMT-Basic training program in area	EMS/Paramedic
	T	Influx of jobs in the oil and gas industry	Welding
	T	Losing students to employers before completing program	Welding
	T	Influx of job openings in the oil and gas industry	Fire Academy
	T	Influx of job openings in the oil and gas industry	Police Academy
Institutional Excellence	S	Classroom/Lab facilities	EMS/Paramedic
	S	Microsoft Academic Alliance which provides networking software at a fraction of the cost.	Wide Area Telecommunications Technology
	S	Addition of two new facility members.	Engineering Technologies
	S	New electronic lab.	Engineering Technologies
	S	Appropriate equipment w/ up-to-date control technology	Process Technology
	S	Well-equipped campus lab.	Process Technology
	S	Increasing number of students with declared major.	Business Management
	S	100% of graduates surveyed rated the program as exceeding the cut score for overall quality in preparation as a therapist.	Respiratory Care
	S	Technology available to students and faculty.	Respiratory Care

S	2011-12: Since the addition of an Academic & Financial Aid Advisor, Gonzales Center has seen an increase in the number of students served.	VP of Student Services
S	2011-12: 94% of Student Services staff participated in professional development at the staff retreat and post retreat survey responses were positive. Directors used the results of the communication styles report to develop stronger work groups.	VP of Student Services
S	2011-2012: The first PMP comprehensive report was completed and reviewed by Admin council. An institutional effectiveness handbook should be completed by the end of fall 2012. The Fall 2012 end of the year report will include an integrated review of all institutional planning, assessment and evaluation.	Institutional Effectiveness, Research and Assessment
S	2011-2012: A fact book has been developed and is posted on the portal. All instructional planning units planning data is posted in the portal. An assessment newsletter has been developed and distributed. All inside numbers reports now contain visual graphics. Utilization reports have been developed.	Institutional Effectiveness, Research and Assessment
S	2011-12: Appointment Plus scheduling system increased the efficiency of scheduling tests and preliminary feedback from students indicates increased satisfaction compared to the manual process and spreadsheets.	Testing
S	2011-2012: Instructional processes developed and implemented and all programs in full compliance with all regulatory entities.	Institutional Effectiveness, Research and Assessment
S	2011-2012: Operational processes were revised and most planning units have completed a complete second round of assessment. All should be completed soon.	Institutional Effectiveness, Research and Assessment
S	2011-12: The number of student clubs increased and target was met.	Student Activities/ Student Center
S	2011-12: PCP annual retreat was held in August to develop an action plan for outreach and new events (Fine Arts Field Day and a Nursing Field Day) were identified aimed at increasing prospective, target student enrollment.	Pre-College Programs
S	2011-12: The bond rating for the college was increased from stable to positive because of the positive economy in the Service area and taxing district as well as its continuing operating surpluses. The audit was a clean opinion with no material finding.	VP of Administrative Services
S	2011-12: The State cuts happened as predicted and the College budget was not only maintained but was able to give a 2% raise to employees, through a combination of growth, budget cuts, increases tuition and fee rates, and increases in taxes.	VP of Administrative Services
S	2011-12: A comprehensive plan for professional development of all employees had been initiated and it met its projected measures and was effective. The committee remains available as needed for ad hoc training requirements, but primary duties have been turned over to Director of HR.	VP of Administrative Services
S	2011-12: The Board policy manual and the employee handbook are complete. Both will be posted to the website and HR will have training on using the documents. The employee handbook will be updated continuously throughout the years.	VP of Administrative Services
S	2011-12: 100% of staff attended training provided by professional organization or Department of Education. Maintained training records and implemented weekly training sessions attended by entire department.	Financial Aid
S	2011-12: No amounts were charged to the Finance Department General Ledger account for expenses relating to errors.	Financial Aid
S	2011-12: The in-house solution to connect Sungard Banner and the new version of Blackboard Learn successfully flows course, instructor, and student information from Banner into Blackboard Learn.	Technology Services
S	2011-12: Clery Act mandates were met and reported within deadlines and will continue.	VC Police
S	2011-12: Due to the MOU, on days in which VC is off due to holiday or etc., and in	VC Police

		which UHV continues to have instruction, the library is secured by UHV security. This provides continues coverage. MOU will continue and operate as directed.	
	S	2011-12: Worn out custodial cleaning equipment is being replaced. Worn out grounds maintenance equipment is being replaced.	Physical Plant
	S	2011-12: Faculty Staff Opinion Survey Spring 2012 has the Purchasing Department with at 95.4% & 93.6% satisfaction ratings. Purchasing Department personnel will strive to raise the satisfaction rating to approximately the 98% range.	Purchasing
	S	2011-12: The primary storage infrastructure has been upgraded with a more robust and expandable solution. The server infrastructure was implemented to support virtual desktop systems.	Technology Services
	S	2011-12: Implemented new Compensation Plan and Pay Grade Structure Fall 2012 (9/1/12). We achieved our goal to increase the score to the extent to which compensation is equitable for employees from a 3.10 from the 2009 PACE to a score of 3.12 from the 2012 PACE.	Human Resources
	S	2011-12: There have been no findings or Management Letter comments by external auditors.	Business Office
	S	2011-12: The Student Opinion Survey for Spring 2012 reflected a 96% approval rating for the Payments Center.	Business Office
	S	2011-12: Master Plan and construction projects have been managed effectively. The 2000-2009 master plan has been wrapped up on time and on budget.	Planning & Special Projects
	S	2011-12: Utilization reports have been developed.	Institutional Effectiveness, Research and Assessment
	S	2011-12: Providing on-time professional development has seemed to allow instructors the opportunity to receive the training that they need exactly when they need it.	Distance Education
	S	2011-12: The distance education department had made improvements to the various modes of delivery.	Distance Education
	S	2011-12: DegreeWorks project is currently in progress and on schedule. Web functionality satisfaction is 95% in the Testing phase.	Computer Information Systems
	S	2011-12: 100% of AH Programs are accredited/approved by the appropriate state/national agency.	Allied Health
	S	2011-12:For 2011-12 thus far, numerous requests for modifications have been made to make day-to-day processes more efficient. The CIS department is prioritizing tasks to meet end-user goals in as timely a manner as possible. Specifications required by us at the time the request is made allow us to better meet the requestor's needs with fewer modifications from original request.	Computer Information Systems
	S	2011-12: 100% of the full-time faculty participated in at least 2 professional development activities.	Career and Technical Education
	W	Budgetary constraints	Police Academy
	W	Budgetary constraints	Fire Academy
	W	Lack of realistic training props and training field	Fire Academy
	W	Deficient budget limited technology upgrades	Welding
	W	Loss of qualified part time faculty	Welding
	W	Reduction in Welding Majors identification	Welding
	W	Some lab/simulation equipment needs updating	EMS/Paramedic
	W	Too many adjunct instructors teaching small sections of basic courses	EMS/Paramedic
	W	Limit of twenty students per class due to networking hardware and software restrictions.	Wide Area Telecommunications Technology
	W	Budgetary constraints	Engineering Technologies
	W	The high cost associated with maintaining equipment for the program.	Engineering Technologies

W	Budgetary constraints	Professional Office Technologies
W	Lack of Wi-Fi in Wood Bldg	Process Technology
W	Lack of computers (for class size) in Wood Bldg. for simulator use	Process Technology
W	Some equipment is aging and will need to be replaced in a 1-5 year time frame.	Medical Laboratory Technology
W	2011-2012: Employees did not rate planning, research, a81ssessment and evaluation services provided by I.E., R., A. team members at a > 90% satisfaction level on employee satisfaction survey.	Institutional Effectiveness, Research and Assessment
W	2011-12: Though the survey scores increased, our overall turnover increased unfortunately and performance evaluation scores did not improve, the average score for performance evaluations went down to a 4.01 in 2012 from a 4.12 in 2011 but we remain within our goal of 4.00 or higher.	Human Resources
W	2011-12: Outreach was increased, but 75% target was not met.	Financial Aid
O	Simulation lab is a work in progress. Organization of simulation activities and scheduling is materializing as program better understands the optimal use for such a lab. In order to maximize the simulation lab a complete simulation manikin with oscilloscope will be needed to provide the student the most beneficial hands-on experience prior to entering the clinical setting.	Respiratory Care
O	Free webinars are available for FT faculty and adjuncts	Professional Office Technologies
O	Recruitment of veterans for EMS careers	EMS/Paramedic
O	Increase budget to upgrade technology	Welding
O	Adjust pay scale for part time faculty, or hire additional full-time faculty	Welding
O	Reevaluate the advising / registration process for the inclusion of assigned major identification each semester	Welding
O	Recruiting veterans for careers in firefighting	Fire Academy
O	Recruiting veterans for law enforcement careers	Police Academy
O	Free Webinars are available for full time faculty and adjuncts.	Academic Foundations
O	2011-12: The locking door handles are being installed by physical plant. Locking handles will enhance security on campus by allowing instructors/students to lock the rooms from the inside in the case of an active shooter without having to exit the room and place themselves in danger.	VC Police
O	2011-12: VC faculty and staff survey indicates a 92.5% satisfaction rate with cooperation and a 94.2% satisfaction rate with timeliness and communication.	Workforce and Continuing Education
O	2011-12: The Financial Literacy program continues to be modified to meet target; VC saw a slight reduction in the annual default rate.	VP of Student Services
O	2011-2012-The three year strategic plan will conclude this semester. Planning groups are formed to complete a final analysis of the results of the plan and recommend new action plans and key performance indicators.	Institutional Effectiveness, Research and Assessment
O	2011-12: A dedicated student survey will be developed in Fall of 2012 to obtain feedback from the college's diverse population to determine if their needs are being met.	Student Activities/ Student Center
O	2011-12: A plan was developed and implemented at both Centers. This initiative will continue in 2012-2013 in order to increase student activities events for both Centers; participation will be monitored and feedback will be obtained to evaluate event success.	Student Activities/ Student Center
O	2011-12: Assessment of overall effectiveness for 2011/2012 is positive. The majority of our measureable components improved from the prior surveys but many of those did not meet the goal set for either the score or percent.	Human Resources
O	2011-12: Technology Services will implement a premise notification system and	Technology Services

		replace the telephone systems at all campus/center locations with an integrated solution.	
	O	2011-12: The Employee Opinion Survey of 2011/2012 showed a decrease from 31.4% to 18.8% of number of employees dissatisfied with communication but would like to achieve a goal of 10% or less.	Human Resources
	O	2011-12: The department was reorganized in June 2012 to include instructional curriculum development, program planning, and assessment. Department members have worked to facilitate effective institutional and instructional planning, research, assessment and evaluation processes.	Institutional Effectiveness, Research and Assessment
	T	2011-12: Areas in need of improvement were identified as the following: the need for the establishment of formal procedures, processes, forms, etc. for the development of institutional and departmentally-specific projects in need of external funding; the need for training of faculty and staff on the processes established and general grant project development, management, and sustainability.	Grants Development
	T	2011-12: Strategic plan implementation did not meet expected outcomes.	Planning & Special Projects
	T	2011-12: In-house construction and remodeling projects continue to pull staff away from work orders, routine maintenance and preventative maintenance.	Physical Plant
	T	Rising cost of tuition	Professional Office Technologies
	T	Aging of certain lab equipment (corrosion in vessels, failing transmitters and pH inline analyzer, process heater)	Process Technology
	T	Rising cost of tuition.	Business Management
	T	2011-12: Production delays with the Banner CPIP channels have caused a launch delay for the portal. The CPIP channels provide alert updates for certain Banner tasks such as employee performance reviews, time sheet notices, and Financial Aid award status.	Technology Services
	T	Rising cost of tuition	Fire Academy
	T	Keeping current with rapidly changing technology.	Wide Area Telecommunications Technology
	T	Computers in our labs are outdated and need to be replaced.	Engineering Technologies
	T	2011-12: Future cohorts will include students who are not TSI complete which will require additional advising, counseling and tutoring services.	SSS KEY Center
	T	Maintaining network connections (T1 line) is expensive; offsite campuses with slower internet speed, uploading/downloading files from VC servers.	Vocational Nursing
	T	UHV	Associate of Arts & Associate of Science
	T	2011-12: The need to continue to offer special accommodations testing with limited space, especially during finals, is a concern. With the increase of proctored testing during high-peak testing times, a need exists to identify additional testing labs and computers.	Testing
	T	Rising cost of tuition	Police Academy
	T	Rising cost of tuition.	Engineering Technologies
	T	Rising cost of fuel could keep students from attending college.	Engineering Technologies

XVI. APPENDIX

A. Program Student Learning Outcomes (SLOs):

1. Academic Foundations

SLO 1- SDEV/EDUC- 60% of students will l know various theoretical models of strategic learning, cognition, and motivation, and apply these to learning situations.

SLO 2- Reading-70% of students will, upon successful completion of this course, be able to utilize common patterns of organization to understand the interrelationship of ideas in text and analyze arguments, draw valid, logical conclusions and inferences based on relationships of ideas in various texts using an appropriate mode of writing.

SLO 3- English-60% of students will, upon successful completion of this course, be able to evaluate a text and respond using an appropriate mode of writing.

SLO 4- 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.

2. Business Management

a. 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.

b. 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.

c. 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.
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.

3. Computer Software and Media Applications AAS Degree (program has been deactivated)

SLO 1-80% of students will be able to research, design, author and publish industry standard digital multimedia assets that satisfy clients' communication needs.
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 3-80% 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 4-70% 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 6-80% 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 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 proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.
SLO 9-100% of students will demonstrate proficiency in Basic use of computers.

4. Personal Computer and Local Area Network Technician

SLO1- 70% of student will use theoretical computer science knowledge to build, maintain, administer and troubleshoot PC's and LAN, WAN & WLAN infrastructures.
SLO2- 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.
SLO3- 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.
SLO4- 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.
SLO5- 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.

SLO6- 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.

SLO7- 70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO8- 70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO9- 70% of students will demonstrate proficiency in Basic use of computers.

5. Emergency Medical Services

a. 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.

b. 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.

c. 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.

6. Electronics Technology

a. AAS Degree

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

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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.

b. 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.

c. 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.

d. 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.

7. 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.

8. 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.

9. Process Technology

a. 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.

b. Nuclear Power Enhanced Skill Certificate

SLO 1-75% of students will explain fundamental theory concepts used in classical, atomic and nuclear physics and the neutron life cycle.
SLO 2-75% of students will explain properties of materials used in a Nuclear Reactor Plant.
SLO 3-75% of students will describe basic nuclear power plant primary systems.
SLO 4-75% of students will describe the nuclear non-primary systems and non-nuclear plant systems, including their functions, operations and interfacing systems.
SLO 5-75% of students will describe the types of waste processed at nuclear power plants and how liquid waste is processed.
SLO 6-75% of students will describe the categories of abnormal operating conditions.
SLO 7-75% of students will describe the overall integration of plant systems from cold shutdown to power operations.
SLO 8-75% of students will understand worker responsibilities associated with employment at a nuclear power plant including working in radioactive environments.
SLO 9-75% of students will understand processes for problem identification & resolution.
SLO 10-75% of students will understand clearance tagging procedure.
SLO 11-75% of students will understand nuclear security & emergency preparedness.
SLO 12-75% of students will have knowledge of industry events

10. Professional Office Technology

a. 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.

b. **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.

c. 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.

d. 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.

11. Welding

a. 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.

b. 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.

12. Wide Area Telecommunications Technology- Network Administration AAS (this program has been discontinued) Degree

SLO 1-70% of students will use theoretical and technical computer science knowledge to build, maintain, administer and troubleshoot PCs and LAN, WAN, WLAN infrastructures.
SLO 2-70% of students will demonstrate proficiency with Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.
SLO 3-70% of students will demonstrate proficiency with Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
SLO 4-70% of students will demonstrate proficiency with Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.
SLO 5-70% of students will demonstrate proficiency with Basic use of computers.

13. **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).

14. **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 will evaluate the effectiveness of communication skills among the interdisciplinary health care team.

SLO 5-90% of students will evaluate the effectiveness of the patient and family teaching in relation to health maintenance and restoration.

SLO 6-90% of students will relate the importance of individual professional development to the advancement of learning.

SLO 7-90% of students will apply evidence based patient care to the profession of nursing.

SLO 8-100% 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 9-95% 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 10-90% 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 11-100% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 12-90% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 13-90% of students will demonstrate proficiency in Basic Use of Computers.

15. 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 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 6-80% 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 7-80% of students will demonstrate proficiency in personal qualities- a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

16. 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.

17. Vocational Nursing Certificate

SLO 1-90% of students will identify the components of the health-illness continuum at a 70% or above.

SLO 2-90% of students will identify prevalent medical-surgical conditions affecting the adult at a 70% or above.

SLO 3-90% of students will utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions at a 70% or above.

SLO 4-90% 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 at a 70% or above.

SLO 5-90% of students will apply the theory, concepts and skills involving specialized materials, equipment, procedures, and regulation, laws, and interactions within and among political, economic, environmental, social and legal systems associated with the particular occupation and the business/industry with a completion grade of satisfactory or better.

SLO 6-90% of students will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry with a completion grade of satisfactory or better.

SLO 7-90% of students will score a 70% or above with the basic use of computers.

SLO 8-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 with a completion grade of satisfactory or better.

SLO 9-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 with a completion grade of satisfactory or better.

SLO 10-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 11-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 12-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 13-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 14-Workplace Competencies- Resources; interpersonal skills; information; systems; and technology. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

18. 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 though. 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.

B. General Education Competency Outcomes:

Reading: Students will analyze and interpret a variety of printed materials-books, articles, and documents. Students would have the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter.

Proficiencies for Reading:
Level 1- Students who are proficient can:
- Recognize factual material explicitly presented in a reading passage.
- Understand the meaning of particular words or phrases in the context of a reading passage.

Level 2- Students who are proficient can:
- Synthesize material from different sections of a passage.
- Recognize valid inferences derived from material in the passage.
- Identify accurate summaries of a passage or of significant sections of the passage.
- Understand and interpret figurative language.
- Discern the main idea, purpose or focus of a passage or a significant portion of the passage.

Critical Thinking-Students will apply both **qualitative** and **quantitative** skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

Qualitative Proficiencies for Critical Thinking:
Students who are proficient can:
- Evaluate competing causal explanations.
- Evaluate hypotheses for consistency with known facts.
- Determine the relevance of information for evaluating an argument or conclusion.
- Determine whether an artistic interpretation is supported by evidence contained in a work.
- Recognize the salient features or themes in a work of art.
- Evaluate data for consistency with known facts, hypotheses or methods.
- Recognize flaws and inconsistencies in an argument.

Quantitative Proficiencies (Mathematics):
Level 1- Students who are proficient can:
- Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded.

- Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fraction to percent, such as converting "1/4" to 25%).
- Solve problems requiring a general understanding of square roots and the squares of numbers.
- Solve a simple equation or substitute numbers into an algebraic expression.
- Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level 2- Students who are proficient can:
- Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
- Interpret a trend represented in a graph, or choose a graph that reflects a trend.
- Solve problems involving sets; problems have numeric answer choices.

Level 3- Students who are proficient can:
- Solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving.
- Solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease.
- Generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- Solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- Interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease.
- Solve problems requiring insight or logical reasoning.

Writing Competencies: Students will produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

Level 1- Students who are proficient can:
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions).

- Recognize appropriate transition words.
- Recognize incorrect word choice.
- Order sentences in a paragraph.
- Order elements in an outline.

Level 2- Students who are proficient can:
- Incorporate new material into a passage.
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases.
- Combine simple clauses into single, more complex combinations.
- Recast existing sentences into new syntactic combinations.

Level 3- Students who are proficient can:
- Discriminate between appropriate and inappropriate use of parallelism.
- Discriminate between appropriate and inappropriate use of idiomatic language.
- Recognize redundancy.
- Discriminate between correct and incorrect constructions.
- Recognize the most effective revision of a sentence.

Computer Literacy: Students will use computer-based technology in communicating, solving problems and acquiring information. Students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.