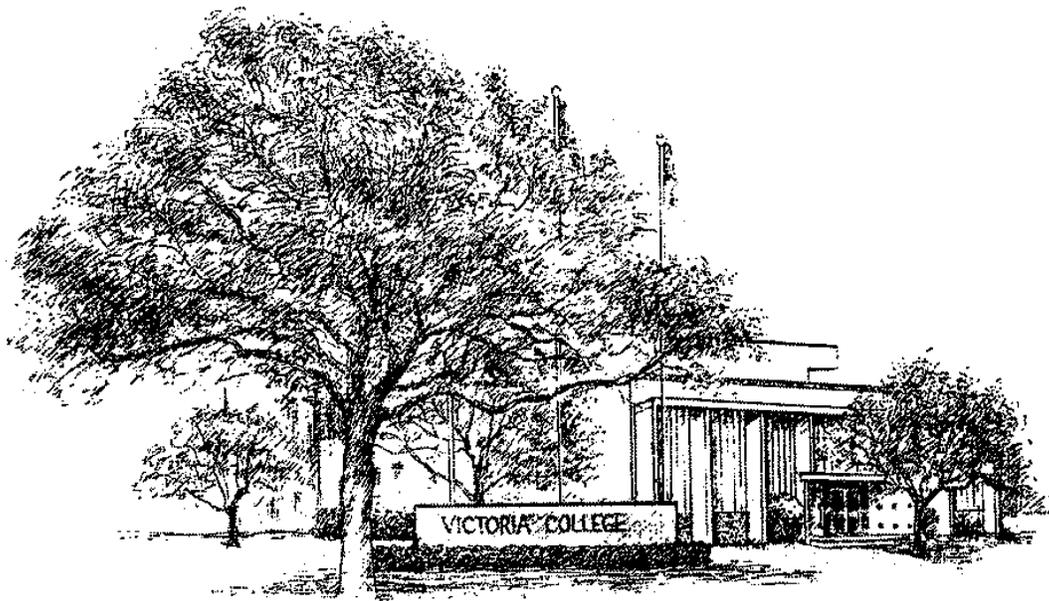




The Victoria College

**2000-2001
Institutional Effectiveness Plan
End-of-Year
FINAL REPORT**



January 17, 2002

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**2000-2001 INSTITUTIONAL EFFECTIVENESS PLAN
END-OF-YEAR FINAL REPORT:**

TABLE OF CONTENTS

Page

2000-2001 INSTITUTIONAL EFFECTIVENESS PLAN:

| | |
|------------------------|-----|
| Mission Statement..... | ii |
| Goals 1-14 | iii |

2000-2001 END-OF-YEAR FINAL REPORT:

| | |
|---|----|
| Executive Summary | 1 |
| GOAL 1: University Transfer Courses | 3 |
| GOAL 2: Workforce Education..... | 5 |
| GOAL 3: Developmental Education | 8 |
| GOAL 4: Continuing Education | 10 |
| GOAL 5: Adult and Basic Education | 11 |
| GOAL 6: Educational Planning and Student Counseling | 12 |
| GOAL 7: Technology..... | 13 |
| GOAL 8: Student Access and Demographics | 15 |
| GOAL 9: Facilities..... | 17 |
| GOAL 10: Employees..... | 18 |
| GOAL 11: Financial Stewardship..... | 19 |
| GOAL 12: Support Services..... | 20 |
| GOAL 13: Development of Support/Linkages with Community | 22 |
| GOAL 14: Intellectual and Cultural Events | 23 |

APPENDIX: 2000-2001 Effectiveness Indicator Outcomes Detail/Results:

| | |
|---|-------------|
| Transfer 1 (Transfer Students from VC GPAs; Graduating with Baccalaureate)..... | A-1 |
| Workforce 1-3 (Graduate Employment & Satisfaction; Employers Satisfaction) | A-2 – A-3 |
| Workforce 4-6 (Program Graduates per year; Licensure) | A-4 – A-5 |
| Allied Health 1 (Non Selective Admission CE Completers)..... | A-5 |
| Allied Health 2 (Program Graduation Rates) | A-6 |
| Developmental 1-5 (Entry-level and Exit-level Student Outcomes) | A-6 – A-7 |
| Continuing Education 1-2 (Student Satisfaction; Contract Training) | A-8 |
| Continuing Education 3-4 (Student Enrollment; Contract Business Satisfaction) | A-9 |
| Adult Education 1-2 (Student Enrollment; Outcomes; Satisfaction) | A-10 |
| Access 1-2 (Selective Admissions Enrollment by Ethnicity; Percent of Service-Area Enrolled) | A-11 |
| Access 3 (College-Wide Enrollment Trends by Ethnicity) | A-12 |
| Retention 1-2 (Trends of Course Load Reduction & Withdrawal Rates; Completion Rates) | A-13 |
| Technology 1-12 (Satisfaction, Training, Multi-media, Online, ITV, Services Automation) | A-14 – A-15 |
| Instruction 1-2 (Contact Hours Taught by Full-time Faculty; Satisfaction) | A-16 |
| Support 1 (Satisfaction with Support Services)..... | A-16 |
| Stewardship 1-4 (Reserve Fund Balance; Financial Ratios; Classroom Usage)..... | A-17 – A-19 |
| Employees 1-6 (Credentials, Satisfaction, Ethnicity, Retention, Staff Development) | A-19 –A-20 |
| Community 1-2 (Annual giving, Non-Traditional Funds, Lyceum & Fine Arts Events) | A-21 – A-22 |
| Facilities1-2 (Satisfaction) | A-22 |

2000-2001 INSTITUTIONAL EFFECTIVENESS PLAN

MISSION

The Victoria College is a multipurpose open-access public community college serving Victoria and the surrounding counties. Its mission is to create and provide high-quality educational programs and services which fulfill the needs of the individual and the community for intellectual growth, workforce training, and cultural and personal enrichment.

STATEMENT of VALUES

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

- Integrity and honesty, teamwork and loyalty, openness and equal opportunity,

- Respect for the unique characteristics and abilities of individuals regardless of age, gender, race, religion, or disabling conditions,

- The right of individuals to pursue their desired levels of education, and

- Stewardship of entrusted resources.

PLANNING ASSUMPTIONS

Planning assumptions are statements of environmental conditions and trends that will affect the way in which the College addresses its mission and goals.

The Planning Assumptions for the 2000-2001 Institutional Effectiveness Plan are not included in this End-of-Year Final Report. The Planning Assumptions can be seen in the *2000-2001 Institutional Effectiveness Action Plan* available in the Institutional Research and Planning Office (IRP).

2000-2001 INSTITUTIONAL EFFECTIVENESS PLAN

GOALS (results of the 2000-2001 end-of-year assessment)

GOAL 1 *Attained*

Provide quality academic courses applicable to the baccalaureate degree which effectively meet the educational needs of students planning to transfer to a university.

GOAL 2 *Qualified Attained*

Provide quality workforce education designed to satisfy local and regional employer demands and to effectively meet individuals' workforce training needs.

GOAL 3 *Not Attained*

Provide quality developmental education courses designed to prepare students effectively for success in college level studies.

GOAL 4 *Attained*

Provide quality continuing education courses which effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training.

GOAL 5 *Attained*

Provide quality adult education, basic skills, and English as a second language instructional programs that effectively accomplish these specific educational needs of our adult constituency.

GOAL 6 *Attained*

Provide quality educational planning and student counseling services to ensure all students the maximum opportunity to pursue their higher education goals.

GOAL 7 *Attained*

Provide and support up-to-date equipment and training for student, instructional, and administrative technology needs.

GOAL 8 *Attained*

Provide a comprehensive recruitment and retention program which will ensure a diverse student body that accurately reflects the demographics of the College service area.

GOAL 9 *Attained*

Provide and maintain a campus physical environment which is aesthetically pleasing, and conducive to a higher education learning environment.

GOAL 10 *Qualified Attained*

Recruit, retain, develop, and reward well-qualified employees who accurately reflect the demographics of the College service area.

GOAL 11 *Attained*

Provide budgetary and financial management practices which ensure effective and efficient use of financial resources to support the mission of the college.

GOAL 12 *Attained*

Provide an array of institutional support services which effectively promote the mission of the College.

GOAL 13 *Attained*

Provide effective linkages to public and private entities to improve educational programs, and meet the needs of business and industry.

GOAL 14 *Attained*

Provide opportunities to enhance the community's quality of life through intellectual and cultural events.

Effectiveness Indicator Results - See Appendix Pages A-1 - A-22

2000-2001 INSTITUTIONAL EFFECTIVENESS PLAN END-OF-YEAR FINAL REPORT

EXECUTIVE SUMMARY

The Victoria College used its institutional effectiveness planning and assessment process to determine that the College continues to fulfill its Mission in 2000-2001. Effectiveness Indicator data were used to determine that of the 14 Victoria College Goals, 11 were attained, two were attained with qualifications, and one was not attained. College strengths and areas needing improvement are summarized below.

College Strengths:

- Student retention across all College credit courses continues to improve. For two consecutive years, the annual course completion rate students met our Effectiveness Indicator standard of 85% or greater. Also, the college-wide Fall and Spring combined withdrawal rate was 9.5%, the lowest on record.
- Transfer Programs: Victoria College continues to prepare students for success in university-level academics. Students transferring from Victoria College earned an average first semester GPA equal to or better than their peer groups at UH-Victoria, Texas A&M University, University of North Texas, Southwest Texas State University, TAMU-Corpus Christi and TAMU-Kingsville. From Fall 1998 through Spring 2001, 370 students who had enrolled in four or more semesters at Victoria College graduated from the University of Houston-Victoria with Baccalaureate Degrees.
- Workforce programs: The College continues to prepare large numbers of students with the technical skills necessary for success in business and industry. Ninety-six percent of 223 responding 1999-2000 graduates reported that they were working and/or attending further higher education (VC Workforce Graduate Follow-up Survey.)
- Continuing Education: Victoria College continues to meet the continuing education (CE) needs of its constituents. College-wide CE course annual unduplicated enrollment increased from 3,045 in 1999-2000 to 3,309 in 2000-2001. CE contract training also increased, providing workforce training specifically tailored to meet the needs of clients including VISD, Victoria Fire Department, City of Victoria, Formosa, Alcoa, BP/Amoco, Baker Oil Tools, Safety Steel, and the Junior League.
- The Victoria College Adult Education Program taught 959 students in three different levels in 2000-2001: 701 students received Adult Basic (elementary) level instruction, 108 students were given English-as-a-Second-Language instruction, and 75 students received Adult Secondary (high school) level instruction. One Hundred and thirty seven students passed the GED.
- Technology: Victoria College has made great strides in providing and supporting up-to-date technology, equipment, and training for student, instructional, and administrative needs. College faculty, staff, and students gave the College its highest satisfaction rating ever in this area in the annual opinion surveys. Faculty, staff, and student computers, and the high-tech hardware and software, and infrastructure that tie them all together, have all been upgraded and maintained in a way that has enabled the College to successfully move forward and keep up with the electronic information explosion that permeates and benefits all parts of the higher education process. Integration of instructional technology in classroom-based courses continues to grow. The number of students taking courses via the Internet (online) and through interactive television (ITV) technology has more than doubled in the past three years.
- Support Services: Victoria College continues to provide a wide range of high quality educational and administrative support services. All areas received 90% or better satisfaction ratings from both the 2000-2001 Student Opinion and Faculty & Staff Opinion surveys. The Financial Aid Office awarded \$3,171,700 in various types of student financial aid to 1,123 students in 2000-2001, and the Federal student loan default rate for VC students was 6.3%, the lowest it has ever been.

EXECUTIVE SUMMARY (continued)

College Strengths (continued):

- Access: Victoria College made progress in 2000-2001 towards recruiting and retaining a student body that accurately reflects the demographics of its service area. Hispanic student enrollment, as a percent of total enrollment, rose 2 percentage points from 27% in Fall 1999 to 29% Fall 2000. During the same time period, Black student enrollment rose a fraction of a percentage point, reaching 4.8% of total enrollment. When looking at unduplicated annual enrollment by ethnicity, Victoria College reached record numbers and percentages of minority students enrolled.
- Well-maintained facilities and grounds continue to contribute to the quality and pride of VC's higher education environment. The College is successfully implementing the approved 2000-2010 Facilities Master Plan. A major portion of the east-west road connecting Ben Wilson and Ben Jordan streets was relocated to promote safer traffic flow and make room for the new Technology building. The General Services building was completed and construction of the new Technology building was begun in Fall 2001. Additionally, the President's building (formerly Admin II annex) was remodeled beginning in 2000-2001 and completed in November 2001.
- Stewardship: Victoria College continues to practice sound fiscal management that guarantees the effective and efficient use of financial resources with which the College has been entrusted. The College adopted an annual budget with revenues greater than expenditures resulting in a positive Net Total Current Fund Revenues to Total Current Fund Revenues ratio of 3.4% and a Total Current Assets to Total Current Liabilities ratio of 2.73:1.
- Victoria College Foundation: The 2001 Annual Giving Campaign participants increased 21% and contributions increased 31% over 2000. The past three years have resulted in \$357,000 Annual Giving contributions.
- College-hosted cultural and intellectual events: The continued popularity of and strong attendance at these activities are strong indicators that Victoria College continues to enhance the community's quality of life.

College Areas Needing Improvement:

- Workforce programs: College Nursing programs' graduate and employer follow-up survey results did not meet the 80% "Good" or "Very Good" Effectiveness Indicator standard that has been one of the criteria for identifying successful workforce programs. ADN Nursing and Respiratory Care program students are not graduating at the desired rate. Computer Programming, Welding and Medical Laboratory Technology programs did not produce the minimum 5 graduates per year in 2000-2001.
- Developmental Education: The College continues to have limited success in helping the increasing numbers of students who require developmental education in order to achieve their higher education objectives. The developmental education indicators that we have been tracking focus on short-term success and have not shown significant changes in developmental student outcomes. However, there is a bright spot when developmental student success is looked at over the long term. One third of Victoria College graduates over the past two academic years and a total of 718 graduates over the past six years had taken at least one developmental education course along the way. These students would not have graduated had they not been successfully prepared for college-level studies.
- Employee Satisfaction and Demographics: The 2000-2001 Faculty and Staff Opinion Survey found that employees are not satisfied to the level desired in the College's efforts to retain, develop, and reward well-qualified employees. Additionally, the College did not meet its standard to increase the number of minority faculty and staff members in 2000-2001. However, VC has hired a minority member in a key administrative position, filled new grant staff positions with minority candidates, and in Fall 2001, employed more minority part-time instructors.

GOAL 1

Provide quality academic courses applicable to the baccalaureate degree which effectively meet the educational needs of students planning to transfer to a university.

EVALUATION RESULTS: GOAL 1 ATTAINED. As measured by the Goal 1 Effectiveness Indicators (EIs), Victoria College continues to be successful in preparing students for university -level academics. Students transferring from Victoria College earned an average first semester GPA equal to or better than their peer groups at UH-Victoria, Texas A&M University, University of North Texas, Southwest Texas State University, TAMU-Corpus Christi and TAMU-Kingsville. For two consecutive years, the annual course completion rate students met our Effectiveness Indicator standard of 85% or greater. Additionally, the college-wide Fall and Spring combined withdrawal rate was 9.5%, the lowest on record. Based on the most recent data available, VC students who transferred to Southwest Texas State University in Fall 2000 did better than their peers who transferred in Fall 1999.

FUTURE PLANS: Allied Health plans to continue to explore articulation agreement opportunities with UT-Health Science Center–San Antonio and Texas Tech Health Science Center–Lubbock for BS-EMS programs and with SWTSU and UTMB-Galveston for their respiratory care programs. The Art department plans to allow students to retake current offerings and give them a special set of assignments that will allow them to receive transfer credit for equivalent work at a four-year institution. The English department plans to continue to offer popular ITV and online classes. The Biology department is working with UHV faculty to create a combined biology club for students from both institutions. Counseling Services plans to obtain more articulation agreements with senior institutions. Tutoring Services plans to increase weekend and evening hours and to advertise the kiosk and email services to increase student participation.

University of Houston-Victoria Baccalaureate Degree Graduates With Four or More Semesters at Victoria College

| UHV Baccalaureate Degrees | Fall 1998 | Spring 1999 | Summer 1999 | Fall 1999 | Spring 2000 | Summer 2000 | Fall 2000 | Spring 2001 | 3-Year Totals |
|---------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|---------------|
| Applied Arts & Science | 3 | 2 | 2 | 3 | 4 | 2 | 8 | 2 | 26 |
| BBA - Accounting | 5 | 2 | 1 | 7 | 5 | | 9 | 1 | 30 |
| BBA - General Business | | | | | 1 | | | 1 | 2 |
| BBA - Management | 8 | 8 | 4 | 5 | 2 | 1 | 3 | 7 | 38 |
| Criminal Justice | 5 | 3 | 3 | 3 | 3 | 3 | 5 | 2 | 27 |
| Computer Science | 1 | 2 | | 2 | 1 | | 2 | 1 | 9 |
| CSC - Information Systems | 4 | 1 | 1 | 1 | | | 1 | 4 | 12 |
| English | 7 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 22 |
| History | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 15 |
| Interdisciplinary Studies | 24 | 9 | 5 | 25 | 18 | 8 | 18 | 15 | 122 |
| Mathematics | | 2 | 1 | | 2 | | | 1 | 6 |
| Communication | 2 | 1 | 2 | 4 | 1 | 1 | 3 | 4 | 18 |
| Psychology | 5 | 2 | 4 | 7 | 8 | 3 | 8 | 6 | 43 |
| Semester Totals | 66 | 37 | 27 | 62 | 49 | 21 | 61 | 47 | 370 |

Visit the IRP web site and see two current detailed reports portraying outcomes of students who transferred from Victoria College to UHV and TAMUCC. Reports include data on firsttime transfer students and baccalaureate degree graduates from VC.

Goal 1 Effectiveness Indicators **All Met**

(See Appendix for detailed Effectiveness Indicator results)

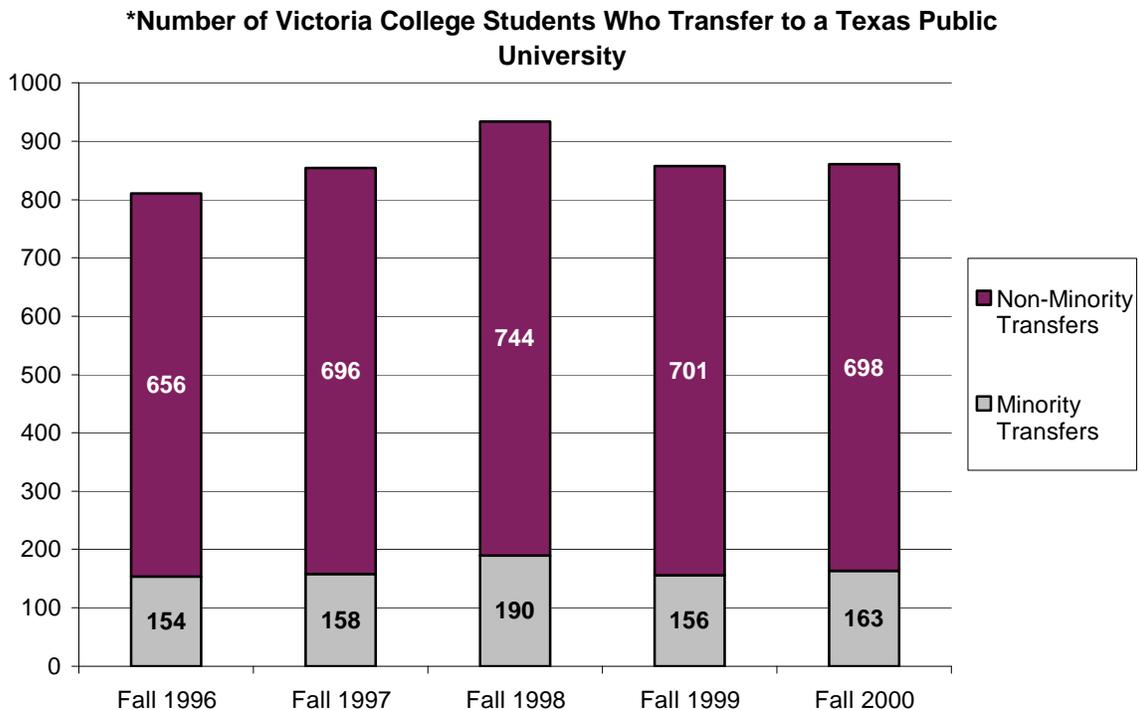
Transfer 1: Met page A-1;

Instruction 1-2: Met page A-16;

Retention 1-2: Met page A-13;

Employees 1: Met page A-19

GOAL 1 (continued)



* Transfers are those undergraduates who are enrolled at a university who attempted 15 semester credit hours in the last 3 years at Victoria College

2000-2001 Highlights of Strategies Accomplished:

- Allied Health programs worked to develop and refine curriculums and policies to facilitate students who transfer to senior institutions. Based on 1999-2000 Graduate Follow-up Survey: 5 ADN graduates, 1 EMS graduate, and 1 RC graduate enrolled in bachelor's degree programs.
- Art faculty attended the annual TASA conference to stay current with art transfer curriculum; now students spend increased time drawing with a live model to deepen their understanding of figure drawing; and other initiatives were pursued to improve student transfer portfolios. Students successfully transferred to the following university art programs: UT-Austin, SWT, UH, TAMUCC, Cleveland Art Institute, Museum School of Boston Museum of Fine Arts, the University of New Mexico.
- Drama faculty worked to increase student exposure to a variety of interpretations of drama with several drama students having the opportunity to participate in a Readers' Theatre production for the De Leon Symposium. Four students from VC are currently enrolled in university-level drama programs.
- Music faculty provided more band students the opportunity to participate in the allstate junior college band giving them quality playing experiences and increased transfer opportunities. Ten of 13 students who made the all-state band have transferred to university music programs at SWT, UT-Austin, UT-San Antonio, TAMUCC, and UNT.
- Biology and Math faculty worked with their counterparts at UHV to ensure a smooth transition for VC students who transfer to the UHV Math and Biology baccalaureate degree programs.

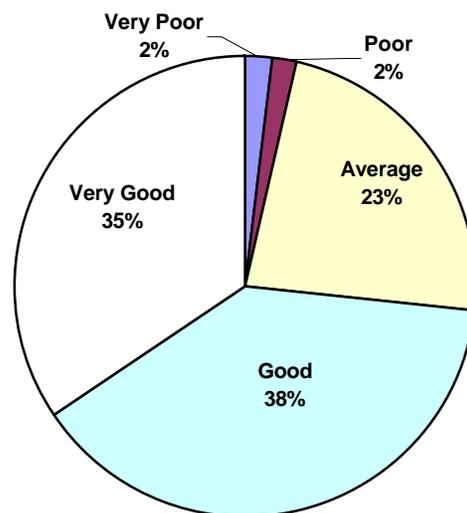
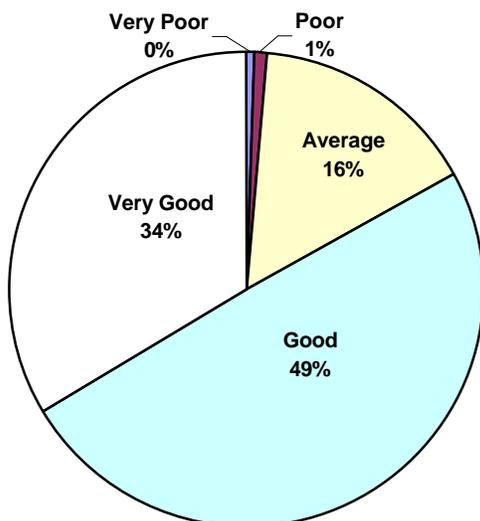
GOAL 2

Provide quality workforce education designed to satisfy local and regional employer demands and to meet effectively individuals' workforce training needs.

EVALUATION RESULTS: GOAL 2 QUALIFIED ATTAINED. As measured by the Goal 2 Effectiveness Indicators (EIs), Victoria College continues to prepare many students with the technical skills necessary for success in business and industry. Ninety-six percent of 223 responding 1999-2000 graduates reported that they were working and/or attending further higher education (VC Workforce Graduate Follow-up Survey). The same survey found that 83% of responding graduates rated their entry-level job competencies as good or very good, and the associate Employer Follow-up Survey found that 73% of 165 responding employers of these graduates rated their overall work performance as good or very good. For two consecutive years, students met the annual course completion rate EI standard of 85% or greater. The college-wide 2000-2001 Fall and Spring semester combined withdrawal rate was 9.5%, the lowest on record. By individual program, 73% (19/26) of Associate Degree Nursing (ADN) graduates rated their entry-level skills as good or very good and 100% of these graduates rated their skills as average or above. In addition, 79% (46/58) of Workforce Development graduates rated their entry-level job competencies as good or very good and 97% (56) of these graduates rated their entry-level skills as average or above. Overall work performance ratings of good or very good by employers of Nursing graduates were 62% (8/13) for ADNs and 66% (65/99) for Vocational Nurses, but when considering work performance ratings of average or above, the percent increased to 94% and 95% respectively. The ADN, Emergency Attendant, and Paramedic graduates met the desired 90% licensure pass rate on first attempt standard, but 9 other Allied Health programs did not. However, note that by the second attempt, four additional programs' graduates achieved a 90% or better licensure pass rate. Computer Programming, Welding, and Medical Laboratory programs did not achieve the required minimum of five graduates per year in 2000-2001. Finally, the Fall 1997 and Spring 1998 starting cohorts of ADN and Respiratory Care Students did not meet the EI standard of 70% graduating within 4 years.

FUTURE PLANS: Allied Health (AH) Nursing programs plan to submit a Texas Coordinating Board Nursing Innovation Grant to provide funds to recruit and train faculty, and to increase recruitment and retention programs for students to address local and state shortages of nurses. All AH and Kinesiology programs plan to increase faculty, as well as student use of computers and multimedia in the classroom and clinical settings. Based on advisory committee input, the ADN program plans to progressively increase to five the number of patients cared for during the last semester to better prepare them for the 8-12 patient-load after graduation. Workforce Development and Education Division programs are revising their IE unit plans to ensure that measurable goals and objectives are included. AH IE unit plans will be revised to reflect a realistic application of ratings for entry-level skills.

The Victoria College – 1999-2000 Workforce Programs Follow-Up Survey Results
Rating of Entry-Level Job Competency (See page A-3 for program-level ratings.)
223 Graduate Respondents **165 Employer Respondents**



GOAL 2 (continued)

Goal 2 Effectiveness Indicators: Four primary Workforce EIs Not Met.

(See Appendix for detailed Effectiveness Indicator results)

Workforce 1,2,6: Met pages A-2, A-5

Retention 1-2: Met page A-13

Workforce 3-5: Not Met pages A-3, A-6

Instruction 1-2: Met page A-16

Allied Health 1: Met page A-5

Employees 1: Met page A-19

Allied Health 2: Not Met page A-6

2000-2001 Highlights of Strategies Accomplished:

- The Vocational Nursing Program offered preparatory classes in the summer and professional tutoring for students while they were enrolled, resulting in 85% (170/201) either graduating or progressing to the Fall 2001 semester.
- Allied Health Programs: Began offering a two credit hour course entitled “Computers in Health Care” and made it a requirement in the ADN and EMS programs. Faculty evaluation conferences and course curriculum reviews continued to ensure knowledge of cultural diversity is incorporated into teaching strategies.
- ADN graduates achieved a 96% NCLEX-RN pass rate on first attempt. Students who were unsuccessful on the certification/licensure exams on their first attempt were invited to use computer software tutorials. Several of these students were successful on their following attempts.
- Nursing programs successfully facilitated the reentry of 18 ADN and four VN students (who had stopped out) into their respective programs. All VN Students graduated in Summer 2001. Seventeen of the ADN students either graduated or progressed to the Fall 2001 semester.
- Workforce Development programs made effective use of close working relationships with advisory committees, Victoria Economic Development Corporation, and other entities to ensure responsiveness to the employment needs of local business and industry. One significant example is the development of the Welding Academy where both the credit and Continuing Education programs worked together to meet the area’s need for more trained welders.
- Workforce Development faculty participated in Career Days on and off campus and made presentations to civic and other organizations to promote the value of all Workforce Development programs to the regional community.

Allied Health Programs Evaluation Results Discussion

Associate Degree Nursing (ADN) Program Evaluation Results

Graduate and employer surveys from 1999-2000 indicated that less than 80% of responding graduates and employers felt their entry-level job competencies were “good” or “very good.” An analysis of NCLEX-RN Program Licensure Reports, Mosby’s Assessment Test results, and Advisory Council feedback by representatives of employing agencies did not indicate any major areas of weakness in the nursing curriculum. A Joint Practice and Education Meeting was held with 11 hospital nursing executives from Victoria and the surrounding areas, the ADN Program Director, and the Level Coordinators to address the employer survey results. The employers indicated that Victoria College nursing graduates continue to perform well and in many instances better than new graduates of other programs. The group reached consensus that various factors may contribute to aggregate survey data such as the perception that the vast majority of employees are average and the vast majority of students receive “Cs” in nursing, indicating average performance.

GOAL 2 (continued)

Vocational Nursing Program Evaluation Results:

Employer surveys from 1999-2000 indicated that less than 80% of responding employers felt their entry-level job competencies were “good” or “very good.” Based on feedback from employers who attended the meetings of the program’s Advisory Committees, there were no specific areas cited as major areas of weakness in the program. There were positive comments regarding the observed improvement in the graduates’ performance in administering medications safely—specifically citing the graduates’ ability to pass the agencies’ drug administration tests and making less medication errors. The Vocational Nursing Program faculty made curriculum revisions to strengthen the content areas where students tended to score lower on comprehensive exams. VN faculty also formulated actions to strengthen specific clinical learning experiences and student accountability for meeting the professional and patient care clinical learning objectives.

Licensure Pass Rate:

The Vocational Nursing, Medical Laboratory Technology, Respiratory Care Technology, EMS Basic and Intermediate, and the Firefighting programs did not achieve the 90% pass rate on first-attempt standard. However, as graduates repeated the licensure exam, the Vocational Nursing, Entry Level Respiratory Care Technology, and the EMS Basic and Intermediate programs improved their pass rates to the 90% or above levels within one year of graduation.

Faculty primarily attribute the less than 90% pass rate of graduates’ first attempt to a decreasing number of qualified applicants, coupled with less academically prepared students who entered the programs, as evidenced by lower pre-entrance test scores and course grades. For smaller programs, a very small number of graduates can cause the percentages to be more dramatically affected by one or two students failing the exam.

In response to the first-time pass rate for the Respiratory Care (RC) Program being significantly lower than in the past, the program faculty purchased additional computer software to increase the number of student self-assessment examinations. These self-assessment examinations include clinical simulation decision-making formats for each level of the program and provide a basis for focused student study and remediation. RC Program faculty also created a capstone experience course in the last semester of the program that requires students to pass a comprehensive program exam as a requirement for completing the course and for graduation. This capstone course will provide further reinforcement of Respiratory Care knowledge that graduates will have to successfully demonstrate on their licensure exam.

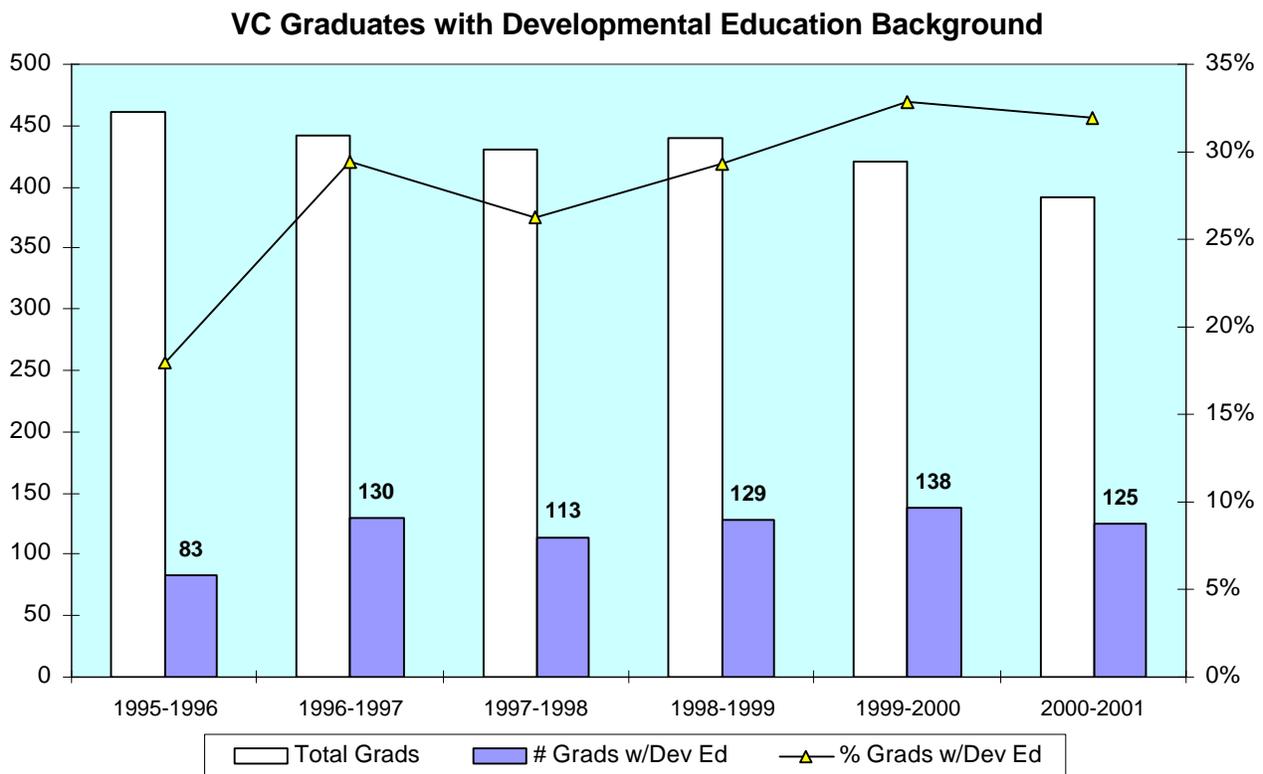
In response to the low first-time licensure pass rate for Vocational Nurses, program faculty made curriculum revisions to strengthen the content areas where students tended to score lower on comprehensive exams. VN faculty formulated actions to strengthen specific clinical learning experiences and student accountability for meeting the professional and patient care clinical learning objectives.

GOAL 3

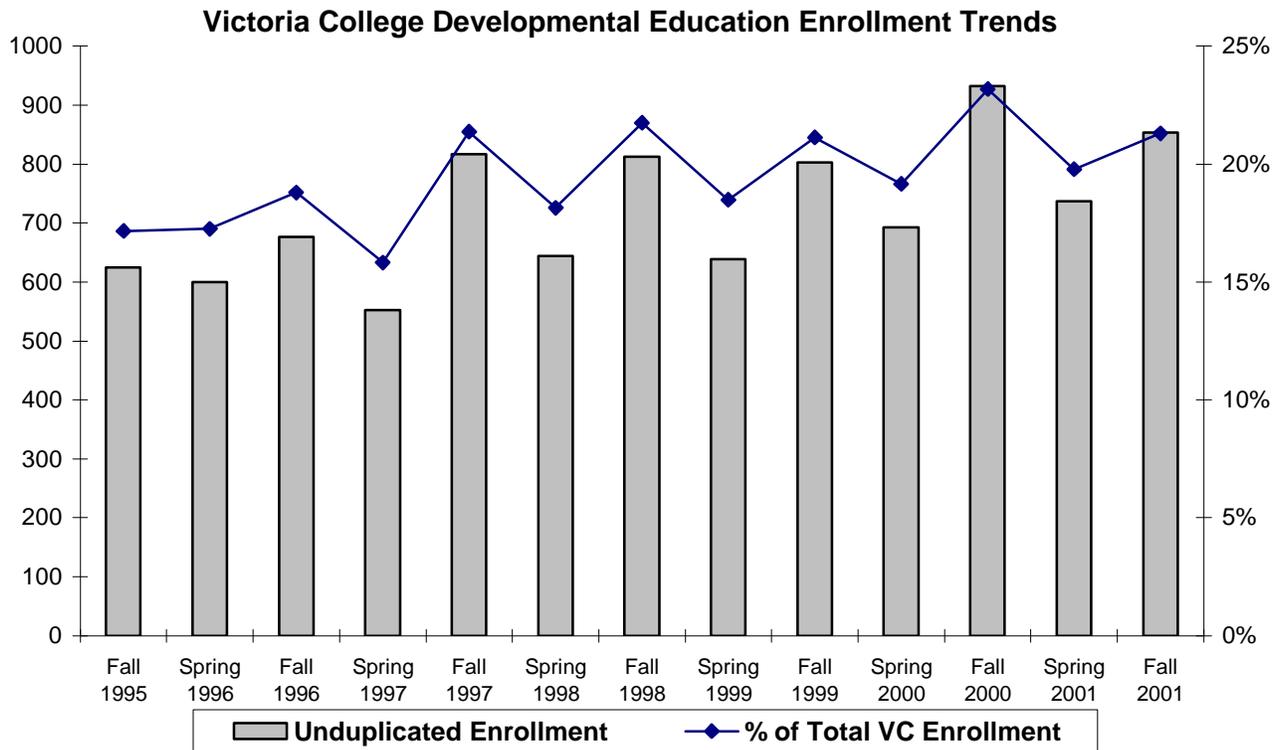
Provide quality developmental education courses designed to prepare students effectively for success in college-level studies.

EVALUATION RESULTS: GOAL 3 NOT ATTAINED. As measured by the Goal 3 Effectiveness Indicators (EIs), Victoria College continues to have limited success in helping the increasing numbers of students who require developmental education in order to achieve their higher education objectives. In Fall 2000, 932 students were enrolled in developmental education courses at Victoria College (see chart on page 9). The developmental education EIs that we have been tracking focus on short-term success (two consecutive semesters). However, when developmental student success is looked at over the long term, there is a bright spot. One third of Victoria College graduates over the past two academic years and a total of 718 graduates over the past six years had taken at least one VC developmental education course along the way. These students would not have graduated had they not been successfully prepared for college-level studies. The College remains dedicated to the challenge of preparing these students for success in college-level studies through the continued investment of substantial resources and faculty and staff energies toward this end.

FUTURE PLANS: Developmental English instructors plan to encourage more students to retake the TASP since a large percentage of students are not registering for the test. They also plan to research new methods of instruction, encourage more use of technology and variety in classroom presentation possibilities, and implement a formal conferencing system to establish a more positive rapport with students and encourage course completion. Developmental Reading faculty will continue to use successful instructional strategies such as small group work and will incorporate Skills Tutor Reading Computer-Assisted Learning software into the curriculum. The Mathematics Department will continue to offer both Computer-Aided Instruction (CAI) and traditional lecture developmental math courses in addition to offering short reviews for TASP. The Tutoring Center plans to increase weekend and evening hours and to advertise the kiosk and email tutoring services more effectively to increase student usage of these services.



GOAL 3 (continued)



Goal 3 Effectiveness Indicators: **Two out of five developmental EIs met.**

(See Appendix for detailed Effectiveness Indicator results)

Developmental 1, 5: Met pages A-6 - A-7 Developmental 2-4: Not Met pages A-6 - A-7

2000-2001 Highlights of Strategies Accomplished:

- Developmental English instructors applied COMPASS Diagnostic test results into a more flexible and individualized approach in course curriculum planning. This resulted in ENGL 0300 students gaining points in four or more writing diagnostic content areas, increasing from 63% in Fall 1999 to 73% in Fall 2000, and ENGL 0301 students increasing from 52% in Fall 1999 to 83% in Fall 2000.
- Developmental Reading instructors used consumable vocabulary texts to increase vocabulary levels and improve pronunciation and retention of words.
- The Director of Assessment administered 2,239 TASP and TASP-Alternative tests during 2000-2001, allowing for placement of these individuals in the appropriate developmental or credit course.
- The Tutoring Center provided extensive personalized tutoring to developmental students resulting in 80% of 152 individuals tutored in Fall 2000 and Spring 2001, combined, passing their developmental course with a grade C or better.

Note: See five years of course specific developmental education Effectiveness Indicators' outcomes in the "Fall 2000 Developmental Education Report." Also see the complete report "Victoria College Students Who Transferred to the University of Houston-Victoria." Both can be seen on the Institutional Research and Planning web site.

GOAL 4

Provide quality continuing education courses which effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training.

***EVALUATION RESULTS: GOAL 4 ATTAINED.** As measured by the Goal 4 Effectiveness Indicators (EIs), Victoria College continues to meet the workforce training, professional development, and personal enrichment needs of its constituents through high quality, non-credit continuing education courses. The college-wide Continuing Education (CE) course unduplicated annual enrollment increased from 3,045 in 1999-2000 to 3,309 in 2000-2001. (See table on page A-9.) CE contract training increased from serving 10 clients teaching 71 contracts/sessions in 1999-2000 to serving 14 clients teaching 99 contracts/sessions in 2000-2001. (See tables below.)*

FUTURE PLANS: The Allied Health Division plans to offer a non-credit phlebotomy course at least one other time per year in addition to the summer. The Workforce Development and Education CE Department plans to pursue additional opportunities as a preferred vendor for the Golden Crescent Workforce Center, and to identify effective media coverage and work with the Marketing Department to increase community awareness of Victoria College continuing education programs.

Goal 4 Effectiveness Indicators: All five continuing education EIs met.

(See Appendix for detailed Effectiveness Indicator results)

Continuing Education 1-4: Met pages A-8 - A-9

Allied Health1: Met page A-5

Emergency Medical Technology Contract Training

| Year | Clients | Sessions |
|-----------|---------|----------|
| 1999-2000 | 4 | 45 |
| 2000-2001 | 6 | 48 |

2000-2001 EMT Clients:

- | | |
|-----------------------------|---------------------------------|
| Texas A&M Extension Service | Alcoa, Point Comfort |
| Victoria Fire Department | Formosa Plastics, Point Comfort |
| Victoria Regional Airport | BP/Amoco, Green Lake |

Workforce Development Contract Training

(Not including ABC and Child Care Contracts)

| Year | Clients | Contracts |
|-----------|---------|-----------|
| 1998-1999 | 6 | 19 |
| 1999-2000 | 6 | 26 |
| 2000-2001 | 8 | 51 |

2000-2001 WF Clients:

- | | |
|------------------------|-----------------------------------|
| Alcoa | Golden Crescent Work Force Center |
| Baker Oil Tools | Junior League |
| C. L. Thomas Petroleum | Safety Steel |
| City of Victoria | Victoria ISD |

2000-2001 Highlights of Strategies Accomplished:

- The Emergency Medical Technology program contracted with the Texas A&M Extension Service, who was administering a Texas Department of Transportation grant, to fund two Emergency Care Attendant courses for Victoria County Fire Responders.
- The Workforce Development Continuing Education Department utilized the membership of its HVAC and Computer Applications and Business Advisory Committees to assess the CE training needs of these specific business and industry groups.

GOAL 5

Provide quality adult education, basic skills, and English as a second language instructional programs which effectively accomplish these specific educational needs of our adult constituency.

***EVALUATION RESULTS: GOAL 5 ATTAINED.** As measured by the Goal 5 Effectiveness Indicators (EIs), Victoria College's Adult Education Program continues to meet the Adult Basic Education (ABE) and English as a Second Language (ESL) needs of our adult constituency through quality course offerings at The Victoria College Adult Education Center and at various service-area independent school district and correctional institution locations. In 2000 -2001, 959 students started one of the Adult Education programs, 530 were progress-tested, 378 completed one or more levels, 200 moved on to a higher level, and 137 passed the GED exam.*

FUTURE PLANS: The Victoria College Adult Education Program will continue to baseline-assess students prior to entry into a class. The program will attempt to progress-assess 80% of students enrolled for the 2001-2002 year as well as meet the state and federal performance measures for adult education.

959 Adult Education Students were served via four different programs:
Regular (653)
Institutional (246)
Department of Human Services -TANF (37)
Local Workforce Board (23)

701 Students were served at the Adult Basic level (elementary school)
108 Students were given English as a Second Language Instruction
75 Students were served at the Adult Secondary level (high school)

Goal 5 Effectiveness Indicators: Both adult education EIs met.
(See Appendix for detailed Effectiveness Indicator results)
Adult Education 1-2: Met pages A-10

2000-2001 Highlights of Strategies Accomplished:

- The Adult Education Director and Instructional Coordinator conducted informal and formal classroom observations to ensure quality ABE and ESL instruction. The Director provided feedback to instructors regarding strengths and areas needing improvement.
- Adult Education students were baseline-assessed using the TABE or BEST tests. In the Regular Adult Ed program, 50% of students were progress-tested, and of these, 69% completed one or more functioning levels. In the Corrections and Institutionalized program, 78% were progress-tested, and of these, 76% completed one or more functioning levels.

GOAL 6

Provide quality educational planning and student counseling services to ensure all students the maximum opportunity to pursue their higher education goals.

EVALUATION RESULTS: GOAL 6 ATTAINED. As measured by the Goal 6 Effectiveness Indicators (EIs), Victoria College is providing quality educational planning and student counseling services to all students who wish to take advantage of these services. Counseling Services experienced 16,558 counselor contacts with students during 2000-2001 (1,662 more than the previous year) and enjoyed a satisfaction rating of 91% or more in all areas on the annual Student Opinion Survey. For two consecutive years, students met the annual course completion rate Effectiveness Indicator standard of 85% or greater. The college-wide 2000-2001 Fall and Spring semester combined withdrawal rate was 9.5%, the lowest on record. Students transferring from Victoria College earned an average first semester GPA equal to or better than their peer groups at UH-Victoria, Texas A&M University, University of North Texas, Southwest Texas State University, TAMU-Corpus Christi and TAMU-Kingsville. Based on the most recent data available, VC students who transferred to Southwest Texas State University in Fall 2000 did better than their peers who transferred in Fall 1999. Ninety-six percent of 223 responding 1999-2000 graduates reported that they were working and/or attending further higher education (VC Workforce Graduate Follow-up Survey.) The same survey found that 83% of responding graduates rated their entry-level job competencies as good or very good, and the associate Employer Follow-up Survey found that 73% of 165 responding employers of these graduates rated their overall work performance highly.

FUTURE PLANS: The Associate Degree Nursing (ADN) Program is studying the feasibility of implementing an Emergency Medical Services to ADN "Bridge Program." Admissions and Records is concerned about students applying illegitimate waivers to course prerequisites while registering via EZ-REG. Plans are to monitor student-applied waivers manually rather than disallowing waivers on EZ-REG that would dramatically reduce registration via that means.

Goal 6 Effectiveness Indicators: All EIs met.

(See Appendix for detailed Effectiveness Indicator results)

Transfer 1: Met pages A-1

Workforce 1: Met pages A-2

Retention 1-2: Met page A-13

Support 1: Met page A-16

2000-2001 Highlights of Strategies Accomplished:

- Allied Health Program faculty identified at-risk students using grades, lab performance, attendance, and student requests for help. These students were then counseled/tutored by faculty and/or professional tutors and referred to student services as needed.
- Counseling Services accomplished a comprehensive restructuring of the Freshman Orientation curriculum. In Fall 2000, 713 students participated in the revamped orientation and 81% returned in Spring 2001.

GOAL 7

Provide and support up-to-date equipment and training for student, instructional, and administrative technology needs.

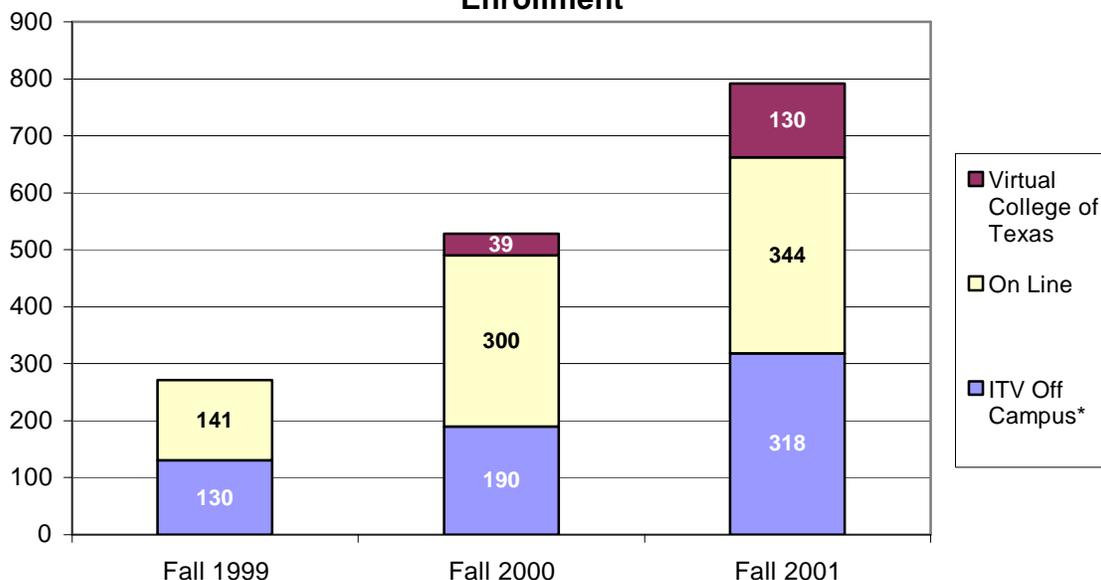
EVALUATION RESULTS: GOAL 7 ATTAINED. As measured by the Goal 7 Effectiveness Indicators (EIs), Victoria College is providing and supporting up-to-date technology, equipment, and training in a manner adequate to support student, instructional, and administrative needs. Victoria College faculty, staff, and students gave the College's technology and related services its highest satisfaction rating in recent years, surpassing the EI standard of 85% in all areas (see table below). Integration of instructional technology in classroom-based courses continues to grow. The number of students taking courses via the Internet (online) and through interactive television (ITV) technology has more than doubled in the past three years. In Fall 2000, 190 non-nursing students at off-campus sites took courses delivered by ITV and 300 students enrolled in VC faculty delivered online courses. (See the chart below.)

FUTURE PLANS: Victoria College instructional divisions are planning to increase the number and variety of credit courses they offer via online and ITV, and to continue to integrate multimedia instructional technology in the classroom to stimulate student interest and increase the likelihood of student success. The College is working with TEA Region III to more than double the number of high schools in our service area that can receive VC delivered ITV instruction. VC will continue the replacement cycle for faculty and staff computers. Database Administration will continue to develop a web-based student registration system and to support and add functionality to the Victoria College Computerized Information System (VCCIMS). Technology Training plans to increase the opportunities for one-on-one consulting by conducting fewer traditional training classes and continue the 5-day Summer Institutes for faculty.

1996-1997 through 2000-2001 Annual Faculty and Staff Opinion Survey and Annual Student Opinion Survey Results

| Ability of College to Meet Technology Needs | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Percent Satisfied | Percent Satisfied | Percent Satisfied | Percent Satisfied | Percent Satisfied |
| Faculty & Staff Survey: | | | | | |
| Administrative Needs | 76% | 84% | 84% | 78% | 94% |
| Instructional Needs | 62% | 75% | 76% | 71% | 86% |
| Student Needs | 63% | 77% | 81% | 76% | 89% |
| Student Survey: | | | | | |
| Student Needs | 71% | 82% | 82% | 88% | 92% |

Victoria College Online, ITV, and Virtual College of Texas Enrollment



GOAL 7 (continued)

Goal 7 Effectiveness Indicators: Nine of 12 EIs met.

(See Appendix for detailed Effectiveness Indicator results)

Technology 1, 4-9, 11-12: Met

Technology 10: Not Met pages A-14

Technology 2-3: Survey not accomplished

2000-2001 Highlights of Strategies Accomplished:

- Allied Health and Kinesiology – More faculty are using multimedia technology to increase active student participation in learning activities. EMS program offered classroom portion by ITV and students traveled to Victoria to complete lab/clinicals. Several faculty are providing students with web-based clinical problem solving activities and practice exams along with regular email feedback to students' questions. Computers and projectors were upgraded in five classrooms
- Humanities and Fine Arts – Faculty attended WebCT training courses, received individual training on ITV classroom use, and utilized the Faculty Resource Center. Students taking online and ITV English courses increased from 46 in 1999-2000 to 83 in 2000-2001
- Library – Expanded electronic information resources partially through new TexShare databases, resulting in a 23% increase in web page and electronic resources usage. Staff received training in Windows 2000. Library Newsletter and Annual Report were made available online.
- Science and Math – Used digital cameras to create web pages used by students in all biology classes. Several instructors within the division use multimedia presentations. There were four math classes and one chemistry lecture section offered online
- Social and Behavioral Sciences – All faculty have web pages with syllabi and office hours. Many include additional material such as study tips. Four disciplines within the division offer ITV courses. The majority of faculty make use of multimedia technology within the classroom
- Workforce Development and Education - Office Systems Technology programs were upgraded to prepare students for MOUS certification. \$20K of Cisco network equipment was added to enhance the Networking curricula.
- Administrative Services – All units had personnel attend in-house computer training. Auditoriums Rental developed web-based calendar showing booked auditorium dates. Book Store implemented automated book orders. Business Office implemented automated counter receipt utility within VCCIMS. Human Resources offers employee ERS benefits access online. Purchasing improved its web page with a search function and submitted bid specs by email to vendors. Security, Food Services, Media Services, and Physical Plant established web pages during 2000-2001
- Student Services – All offices upgraded and maintained their web sites and usage statistics show numerous hits. Email, Internet access, and individual ITV linkages have greatly improved the access of student services to off-campus Vocational Nursing programs' students.
- Technology Training – Assisted five employees earn their MOUS certification. 56% of full-time faculty participated in technology training in 2000-2001 up from 49% in 1999-2000. Helped many faculty and support offices establish or upgrade their web pages.
- Institutional Research and Planning – The IRP web site has increased data and information resources available electronically. All reports are put on the web in HTML or PDF version shortly after hard copy versions are completed. A VC Self-Study web site with a comprehensive index to all VC data (including IRP) was established. Upgrade of Inquisite (web based survey software) to include OMR scanning capability was used to administer multiple surveys in 2000-2001.
- Recruiting and Marketing – Refined and maintained the College web site which recorded over 390,000 visits during 2000-2001

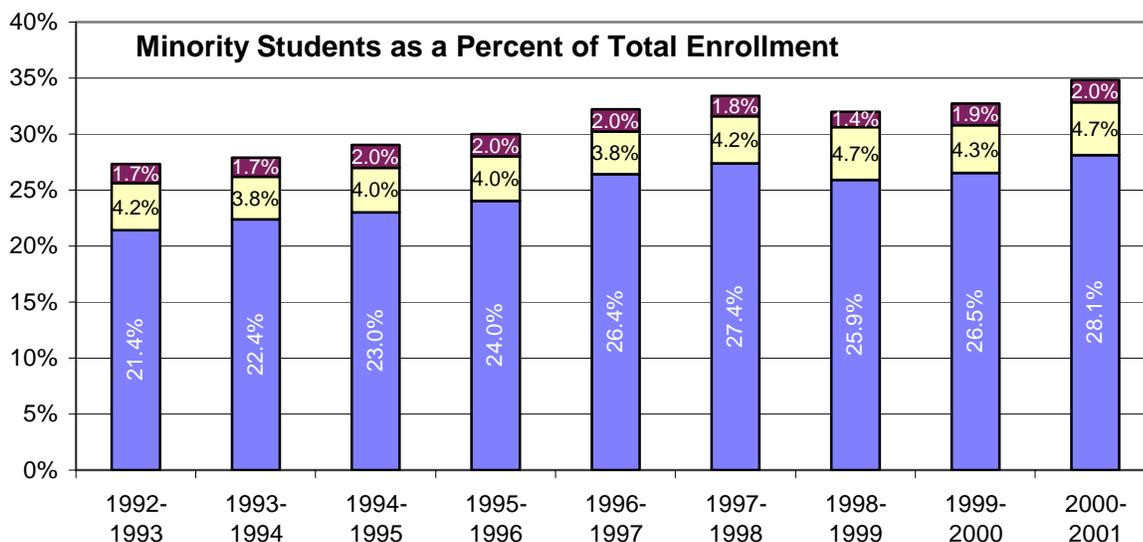
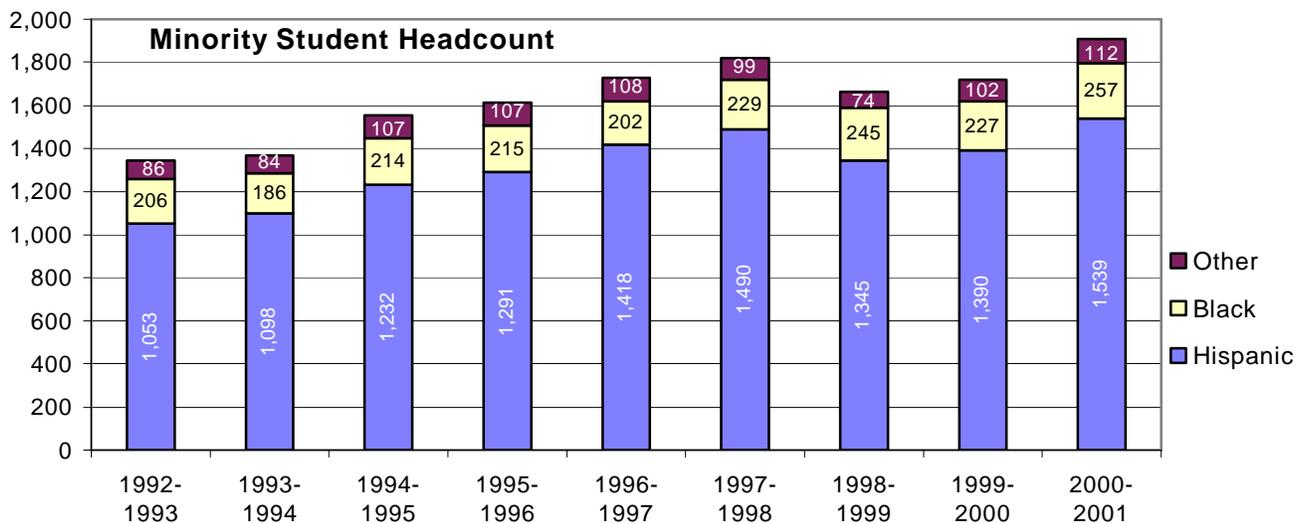
GOAL 8

Provide a comprehensive recruitment and retention program which will ensure a diverse study body that accurately reflects the demographics of the College service-area.

EVALUATION RESULTS: GOAL 8 ATTAINED. As measured by the Goal 8 Effectiveness Indicators (EIs), Victoria College made progress in 2000-2001 towards recruiting and retaining a student body that accurately reflects the demographics of its service area. Hispanic student enrollment, as a percent of total enrollment, rose 2 percentage points from 27% in Fall 1999 to 29% Fall 2000. During the same time period, Black student enrollment rose a fraction of a percentage point reaching 4.8% of total enrollment. When looking at unduplicated annual enrollment by ethnicity, Victoria College reached record numbers and percentages of minority students enrolled (see below).

FUTURE PLANS: The Student Support Services Office was established in Fall 2001, focusing on improving retention by providing individualized advising, tutoring, and other assistance to 160 students who are identified as financially disadvantaged, first-generation and/or disabled. Recruiting/Marketing will continue working with the UHV-LEAD program to bring elementary and secondary school students to campus. Counseling Services/ Recruitment will continue to actively recruit high school seniors through high school presentations, direct mail, and invitations to campus tours. Financial Aid plans to increase awareness of student financial aid through a variety of means. Student Activities plans a 20% increase in multicultural events for students.

Victoria College Annual Unduplicated Minority Student Credit Enrollment



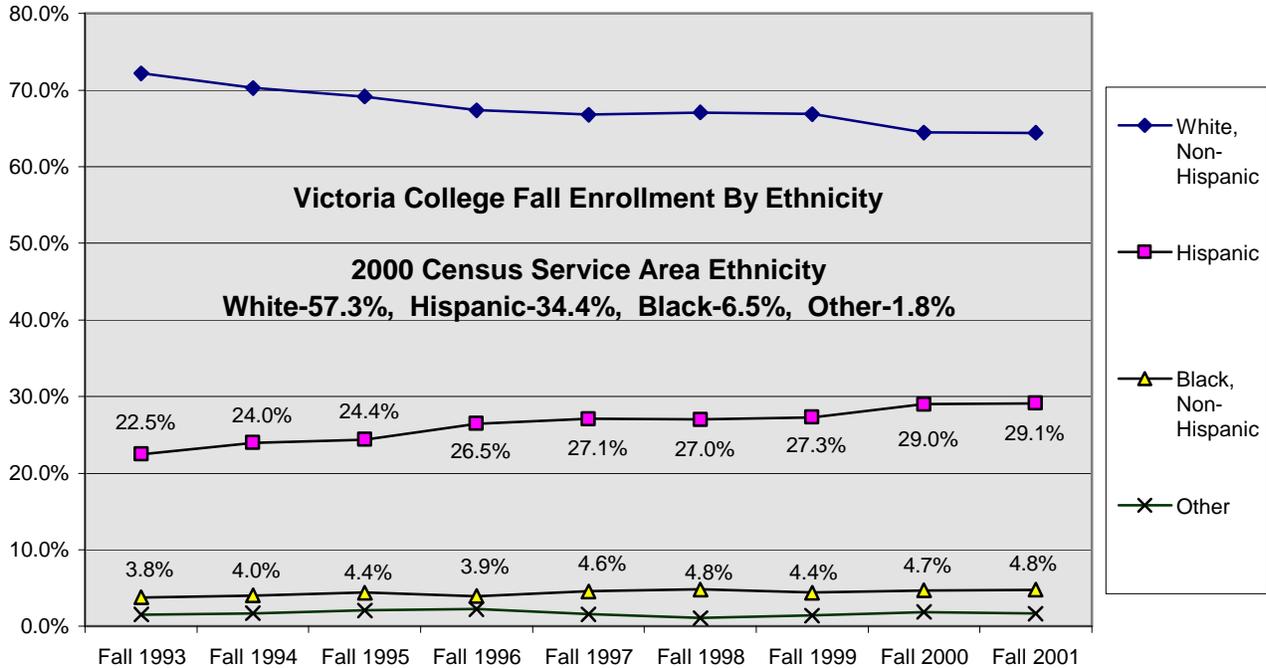
GOAL 8 (continued)

Goal 8 Effectiveness Indicators: All met.

(See Appendix for detailed Effectiveness Indicator results)

Access 1-3: Met pages A-10 - A-12

Retention 1-2 Met page A-13



2000-2001 Highlights of Strategies Accomplished:

- Allied Health faculty actively participated in community civic organizations and recruiting activities promoting programs to prospective students.
- Art Department faculty initiated a spring recruiting visit for high school junior and senior art students in conjunction with the annual Raku event in the spring.
- Spanish faculty coordinated with area high school foreign language teachers and 110 VC Spanish students along with 330 high school and middle school students participated in the annual Day of the Dead Exhibit at Victoria Mall.
- Recruiting/Marketing promoted VC programs and activities more than 700 times in area media including print, electronic, and outdoor. It also sponsored and organized College Night on the VC campus with 800 students and parents attending. Working with the UHV LEAD program, more than 1,200 junior and high school students visited VC in 2000-2001.
- Counseling Services/Recruitment aggressively marketed college financial aid and scholarships. The total number of financial aid applicants for 2000-2001 increased 157 to 2,609.

GOAL 9

Provide and maintain a campus physical environment which is aesthetically pleasing and conducive to a higher education learning environment.

***EVALUATION RESULTS: GOAL 9 ATTAINED.** As measured by the Goal 9 Effectiveness Indicators (EIs), Victoria College is providing high quality facilities that contribute favorably to a higher education learning environment. A major portion of the east-west road connecting Ben Wilson and Ben Jordan streets was relocated to promote safer traffic flow and make room for the new Technology building. The General Services building was completed and construction of the new Technology building was begun in Fall 2001. Additionally, the President's building (formerly Admin II annex) was remodeled beginning in 2000-2001 and completed in November 2001.*

FUTURE PLANS: Construction will continue on the new Technology Building and Museum of the Coastal Bend during 2001-2002. Physical Plant plans to upgrade signage across campus and investigate options for alternate cleaning schedules for VC buildings.

Goal 9 Effectiveness Indicators: All met.

(See Appendix for detailed Effectiveness Indicator results)

Facilities 1-2: Met page A-22

2000-2001 Highlights of Strategies Accomplished:

- Physical Plant custodial and grounds staff ensured campus appearance and cleanliness were professionally maintained through a schedule of routine cleaning and grounds maintenance. In 2000-2001, 99% of faculty and staff and 98% of responding students indicated satisfaction with the campus appearance, and 89% of faculty and staff and 98% of responding students indicated satisfaction with the campus cleanliness.
- Physical Plant maintenance staff made sure all building maintenance projects and repairs were handled promptly and professionally. This resulted in a 2000-2001 satisfaction rating from students, faculty, and staff of over 98%.
- Security Services staff provided for the safety of all College students and personnel and ensured the security of all campus real property through effective and diligent security services, and received a 2000-2001 satisfaction rating of 97% from faculty and staff and 98% from responding students.

GOAL 10

Recruit, retain, develop, and reward well-qualified employees who accurately reflect the demographics of the College service-area.

EVALUATION RESULTS: GOAL 10 QUALIFIED ATTAINED. As measured by the Goal 10 Effectiveness Indicators (EIs), the 2000-2001 Faculty and Staff Opinion Survey found that employees are not satisfied to the level desired in the College's efforts to retain, develop, and reward well-qualified employees. The EI standard of 85% satisfaction was not met in 3 of four critical areas compared to last year when it was met in three of four areas. Additionally, the College did not meet its standard to increase the number of minority faculty and staff members in 2000-2001. However, VC has hired a minority member in a key administrative position, filled new grant staff positions with minority candidates, and in Fall 2001, employed more minority part-time instructors. (See tables page A-20)

FUTURE PLANS: Administrative Services will continue to offer staff development opportunities to all its personnel. Instructional Services plans to strengthen the instructor hiring process by expanding search committees, and by requiring writing samples and teaching demonstrations by instructor candidates. Human Resources will continue to track and monitor applicants from minority ethnic groups and to require detailed job descriptions and requirements from employing departments. Allied Health plans to continue to collaborate with division chairs to gain access to unused professional development travel funds.

2000-2001 Faculty and Staff Opinion Survey Results - Employee Satisfaction

| College-Wide | Very Satisfied | | Satisfied | | Neutral | | Dissatisfied | | Very Dissatisfied | | N/A | | 2000-2001 Total | | 1999-2000 Total | |
|--|----------------|-------|-----------|-------|---------|-------|--------------|-------|-------------------|-------|-----|-------|-----------------|-------|-----------------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % Sat | # | % Sat |
| College efforts to RECRUIT well-qualified employees. | 28 | 18.3% | 78 | 51.0% | 24 | 15.7% | 5 | 3.3% | 2 | 1.3% | 16 | 10.5% | 153 | 94.9% | 190 | 90.6% |
| College efforts to RETAIN well-qualified employees. | 21 | 13.7% | 60 | 39.2% | 27 | 17.6% | 25 | 16.3% | 9 | 5.9% | 11 | 7.2% | 153 | 76.1% | 190 | 85.1% |
| College efforts to DEVELOP well-qualified employees. | 20 | 13.1% | 68 | 44.4% | 27 | 17.6% | 18 | 11.8% | 8 | 5.2% | 12 | 7.8% | 153 | 81.6% | 189 | 87.4% |
| College efforts to REWARD well-qualified employees. | 14 | 9.2% | 39 | 25.5% | 34 | 22.2% | 31 | 20.3% | 22 | 14.4% | 13 | 8.5% | 153 | 62.1% | 189 | 67.8% |

Goal 10 Effectiveness Indicators: Three of six Not Met.

(See Appendix for detailed Effectiveness Indicator results)

Employees 1, 5-6: Met page A-19 - A-20 Employees 2-4: Not Met pages A-19 - A-20

2000-2001 Highlights of Strategies Accomplished:

- Instructional Services Divisions employed more stringent hiring practices to ensure that all faculty qualifications reflect the minimum SACS criteria.
- Allied Health worked cooperatively with TAMU-Corpus Christi to offer a graduate nursing education program on the Victoria College campus.
- Administrative Services – All units had personnel attend in-house computer training. All staff attended mandatory Human Resources training. Many staff attended function-specific training in their area of expertise.
- Allied Health and Kinesiology – Each full-time and benefits-eligible part-time faculty member attended at least one professional development activity during 2000-2001.
- Workforce Development and Education – Faculty development profiles indicate faculty were able to attend professional seminars and business and industry expos.
- Institutional Research and Planning – All staff attended professional development workshops during 2000-2001.
- Student Services – Counseling services personnel attended annual conferences and various workshops, and subscribe to professional literature. All full-time Financial Aid Office staff attended regional, state, and /or federal conferences related to their positions.

GOAL 11

Provide budgetary and financial management practices which ensure effective and efficient use of financial resources to support the mission of the college.

***EVALUATION RESULTS:** **GOAL 11 ATTAINED.** As measured by the Goal 11 Effectiveness Indicators (EIs), Victoria College continues to provide financial management practices guaranteeing the effective and efficient use of financial resources with which it has been entrusted.*

FUTURE PLANS: The Business Office plans to continue to use sound fiscal management practices to protect the College's assets.

| The Texas State Auditor's Office | | | | | |
|---|--|--|----------------------|-----------------|-------------------------------------|
| THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM | | | | | |
| Multi-Year Ratio Trend Analysis Report | | | | | |
| The Victoria College | | | | | |
| Ratio # 1 | | Net Total Current Fund Revenues to Total Current Fund Revenues | | | |
| Objective: | This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?" | | | | |
| Formula: | Net Total Current Fund Revenues / Total Current Fund Revenues | | | | |
| Assessment Instructions: | A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bad sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances. | | | | |
| Issue Areas: | This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds. | | | | |
| Fiscal Year | Ratio Numerator | Ratio Denominator | Ratio Results (As %) | Overall Ranking | Ratio Warnings (if applicable) |
| 2000 | \$799,776 | \$23,575,340 | 3.39% | 17/50 | |
| 1999 | \$576,148 | \$22,579,684 | 2.55% | 27/50 | |
| 1998 | \$566,800 | \$20,986,144 | 2.70% | 31 of 50 | |
| 1997 | \$288,218 | \$17,833,525 | 1.62% | 28 of 50 | |
| 1996 | \$655,505 | \$17,670,821 | 3.71% | 19 of 50 | |
| 1995 | \$779,309 | \$16,286,863 | 4.78% | 11 of 50 | |
| 1994 | \$542,110 | \$15,720,664 | 3.45% | 14 of 50 | |
| 1993 | \$269,225 | \$14,846,975 | 1.81% | 27 of 49 | |
| 1992 | (\$175,077) | \$13,662,841 | (1.28%) | 43 of 48 | Ratio 1 Below Recommended Threshold |

Note: The information in this report has not been audited by the Texas State Auditor's Office.

Goal 11 Effectiveness Indicators: All Met.

(See Appendix for detailed Effectiveness Indicator results)

Stewardship 1-4: Met page A-17 - A-19

2000-2001 Highlights of Strategies Accomplished:

- The College adopted an annual budget with revenues greater than expenditures, resulting in a positive Net Total Current Fund Revenues to Total Current Fund Revenues ratio of 3.4% and a Total Current Assets to Total Current Liabilities ratio of 2.73:1.
- The College adopted an annual budget that allows the unencumbered reserve fund to remain at a level sufficient to cover three months of operating expenses. Victoria College will continue to budget to maintain this three-month reserve unless the Board of Trustees approves the use of fund balances to fund capital building projects.

GOAL 12

Provide an array of institutional support services which effectively promote the mission of the College.

***EVALUATION RESULTS: GOAL 12 ATTAINED.** As measured by the Goal 12 Effectiveness Indicators (EIs), Victoria College continues to provide a wide range of high quality support services which effectively help students achieve their higher education goals; faculty and staff provide related guidance and assistance. All areas received 90% or better satisfaction rating from the 1999 -2000 Student Opinion and Faculty & Staff Opinion Surveys. The Financial Aid Office awarded \$3,171,700 in various types of student financial aid to 1,123 students in 2000 -2001.*

FUTURE PLANS: Administrative Services units will continue providing quality services and using annual surveys to assess the quality of these services. The Physical Plant plans to upgrade signage across campus, to investigate options for alternate cleaning schedules for buildings, and to continue weekly staff planning meetings to ensure campus maintenance projects are handled promptly and professionally. Purchasing plans to attend a two-day certification program on customer satisfaction. The Library is planning an open house for the Victoria Regional History Center and to develop brochures of library services for students, faculty, and community patrons. Recruiting/Marketing will continue recruiting activities and will attempt to include more representatives from various campus offices, and to continue updating and refining the College web site to make it as useful as possible. Admissions & Records is planning to make further use of the automated degree audit program and to update revised degree programs in VCCIMS Database Administration will continue to support VCCIMS and will develop a web-based student registration system for credit and non-credit registration. The Director of Assessment will continue to offer GED, TASP, and other tests on a schedule that meets the needs of the service population. Financial Aid plans to implement procedures to increase student awareness of student financial aid programs, increase visibility at all registration periods, and increase the availability of financial aid information packets in areas outside of the Financial Aid office. Institutional Research and Planning plans to learn from the SACS self-study process what data and information are in demand and which presentation formats are preferred. Child Care and Transportation Assistance plans to actively seek outside funding to increase the budget in order to serve more needy students. Student Center and Student Activities plan to increase their customer satisfaction ratings in all areas. Technology Training plans to continually monitor technology trends in education to anticipate training needs and identify appropriate programs to meet those needs.

The Victoria College Tutoring Center Assisted 1,767 Students and Prospective Students In 2000-2001

- **Fall 2000: 351 students received 2,000 hours of tutoring for 419 different courses. These students completed 87% and passed 81% of the courses for which they sought tutoring.**
- **Spring 2001: 318 students received 1,745 hours of tutoring for 405 different courses. These students completed 91% and passed 87% of the courses for which they sought tutoring.**
- **1,098 students and prospective students attended TASP review sessions.**
- **Over 50 e-mail requests were received and answered as students used the online tutoring service.**
- **100% of faculty and 97% of student respondents to the Annual College Opinion Surveys indicated satisfaction with Tutoring Services.**

GOAL 12(continued)

Victoria College Student Financial Aid Awards

| TYPE OF FINANCIAL AID | 1995-1996 | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| LOANS, TOTAL | \$1,557,710 | \$1,713,187 | \$1,508,646 | \$1,453,623 | \$1,195,410 | \$1,026,939 |
| Federal | \$1,557,710 | \$1,713,187 | \$1,508,646 | \$1,453,623 | \$1,195,410 | \$1,026,939 |
| GRANTS, TOTAL | \$1,392,524 | \$1,465,465 | \$1,618,772 | \$1,656,201 | \$1,931,730 | \$2,063,659 |
| State | \$67,918 | \$74,494 | \$122,789 | \$121,282 | \$169,477 | \$157,319 |
| Federal | \$1,324,606 | \$1,390,971 | \$1,495,983 | \$1,534,919 | \$1,762,253 | \$1,906,340 |
| COLLEGE-WORK STUDY, TOTAL | \$77,895 | \$74,834 | \$82,950 | \$77,346 | \$86,380 | \$81,102 |
| State | \$8,974 | \$10,943 | \$7,905 | \$7,896 | \$6,232 | \$5,352 |
| Federal | \$68,921 | \$63,891 | \$75,045 | \$69,450 | \$80,148 | \$75,750 |
| TOTAL STUDENT FINANCIAL AID | \$3,028,129 | \$3,253,486 | \$3,210,368 | \$3,187,170 | \$3,213,520 | \$3,171,700 |
| Unduplicated headcount receiving financial aid | 1,087 | 1,003 | 1,044 | 1,283 | 1,578 | 1,123 |
| Unduplicated headcount receiving Pell grants | 881 | 875 | 881 | 883 | 947 | 991 |
| Average annual financial aid per recipient | \$2,786 | \$3,244 | \$3,075 | \$2,484 | \$2,036 | \$2,824 |
| Percent of recipients who are minority | 42% | 48% | 50% | 62% | 58% | 53% |
| Percent of annual unduplicated headcount receiving financial aid | 20% | 19% | 19% | 25% | 30% | 21% |

Goal 12 Effectiveness Indicators: All Met.

(See Appendix for detailed Effectiveness Indicator results)

Support 1: Met page A-16 Technology 1: Met page A-14 Facilities 1-2: Met page A-22

2000-2001 Highlights of Strategies Accomplished:

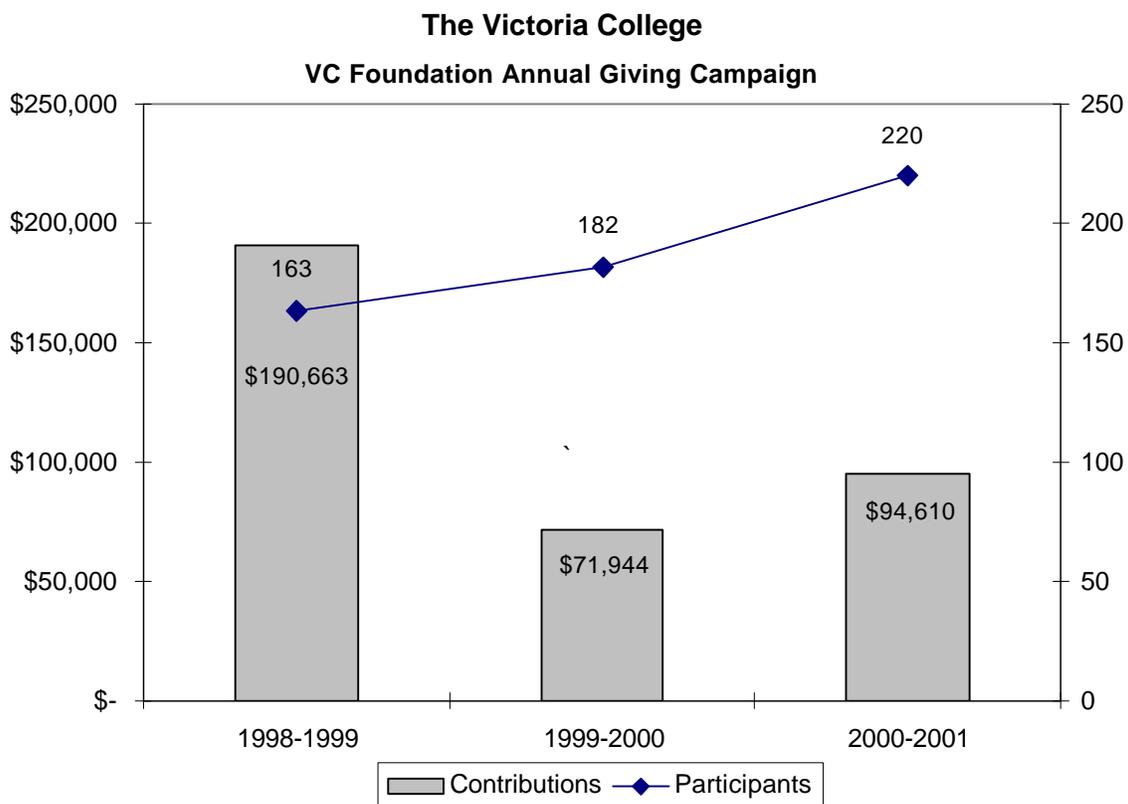
- All Administrative Services units received satisfactory ratings of 89% or better for quality of services provided and courtesy of personnel on 2000-2001 Student and Faculty & Staff Opinion Surveys
- The Library added to electronic resources available via their web site and experienced a 23% increase in usage.
- Recruiting/Marketing facilitated Victoria College campus visits of more than 1,200 junior high and high school students during 2000-2001.
- Admissions & Records EZREG continues to be an increasingly popular means for students to register for VC credit classes. This self-serve computer registration has greatly reduced the long waits for advisor-assisted registration. 2000-2001 EZREG use: Fall-27%, Spring-32% and Summer I – 31%. This is up from 1999-2000 EZREG use: Fall-20%, Spring-28%, and Summer I-28%.
- Assessment provided a total of 556 service-area students the opportunity to take all or parts of the GED test battery in 2000-2001 and administered 3,948 tests including TASP, Alternative TASP, SAT, ACT, CLEP, GRE, and MOUS.
- Institutional Research and Planning successfully integrated web surveys into the college annual survey process. They developed a new model and provided guidance for collegewide implementation of a more useful planning and budgeting process at the office/department level.
- Student Activities worked with active members of student organizations to increase membership, with 85% of returning students participating in recruiting events.
- Student Employment and Scholarship Services processed over 500 scholarship applications, resulting in a total of \$150,000 being awarded to 270 individuals (20 more than the previous year).
- Student Financial Aid Office implemented a number of proactive policies that resulted in a Federal student loan default rate of 6.3% for VC students, the lowest it has ever been.
- Technology Services received a 90% satisfaction rating from faculty and staff on their maintenance request process and timeliness of response.

GOAL 13

Provide effective linkages to public and private entities to improve educational programs and meet the needs of business and industry.

EVALUATION RESULTS: GOAL 13 ATTAINED. As measured by the Goal 13 Effectiveness Indicators (EIs,) Victoria College continued to make gains this past year in establishing effective linkages with the community members who are firmly committed to the College's Mission. The Victoria College Foundation's 2001 Annual Giving Campaign participants increased 21% and contributions increased 31% over 2000. The past three years have resulted in \$357,000 Annual Giving contributions.

FUTURE PLANS: The Victoria College Development Office plans to discontinue the Annual Golf Tournament due to decreasing profits. It also plans to increase the number of solicitations of Annual Giving Campaign materials and increase specific funding requests to various organizations and businesses.



Goal 13 Effectiveness Indicators: Met.

(See Appendix for detailed Effectiveness Indicator results)

Community 1: Met page A-21

2000-2001 Highlights of Strategies Accomplished:

- The past three years have resulted in \$357,000 Annual Giving contributions. Of that, \$166,000 has been given directly to the College for Scholarships, grants, and various programs, and the remainder has established endowed scholarships.
- The Development Director joined the Council for Resource Development and completed an intern training. The Director also joined the Victoria Kiwanis Club and is participating on the Victoria Chamber of Commerce Education Committee

GOAL 14

Provide opportunities to enhance the community's quality of life through intellectual and cultural events.

EVALUATION RESULTS: **GOAL 14 ATTAINED.** As measured by the Goal 14 Effectiveness Indicators (EIs) and the popularity of College sponsored/hosted activities, Victoria College continues to enhance the community's quality of life through various cultural and intellectual events. The Victoria College Lyceum Lecture Series and Fine Arts Department events continue to be popular in the community as evidenced by increased attendance.

FUTURE PLANS: The Victoria College Lyceum Committee plans to increase attendance at Lyceum Lectures by expanding community awareness through advertisement and news coverage via local television, radio, and print media; through collaboration with area secondary schools to encourage their students to attend lectures; and through improved communication with students, faculty, and staff via special flyers, posters, and e-mail messages. The Fine Arts Department will continue to display more student artwork and increase the visibility and professional appearance opportunities for music students.

The Victoria College *Lyceum* 2000-2001 Lecture Series

- Arthur Schlesinger, Jr. – Leading scholar, author, and presidential advisor. *Running for President: Perils and Possibilities*, September 21, 2000. Estimated attendance for lecture – 550. Estimated attendance for reception with community leaders, faculty, and staff - 85.
- Kathy Conkrite – Author and tireless champion for mental health. *Fighting the Stigma of Mental Illness*, October 10, 2000. Estimated attendance for lecture – 600. Estimated attendance for reception with community leaders, faculty, and staff - 100.
- Dr. Sylvia Earle – Marine biologist, author, lecturer, scientific consultant and co-founder and director of "Deep Ocean." *Dances with Dolphins: The Importance and Beauty of our Oceans*, February 8, 2000. Estimated attendance for lecture – 575. Estimated attendance for reception with community leaders, faculty, and staff - 100.
- Madam Chief Justice Beverly McLachlin – Chief Justice of the Supreme Court of Canada. *Cultural Diversity: The Unique Case of Canada*, March 6, 2001. Estimated Attendance for lecture – 500. Estimated attendance for reception with community leaders, faculty, and staff - 80.

The Victoria College Fine Arts Department 2000-2001 Events

| <u>Dates</u> | <u>Attendance</u> | <u>Production</u> | <u>Facility</u> |
|---------------------------|-------------------|------------------------------------|--------------------------------|
| <u>FALL 2000</u> | | | |
| September 15- 29 | 1,000+ | <u>Art Show</u> | Fine Arts Auditorium (FA) |
| October 2-20 | 1,000+ | <u>Art Show</u> | Johnson Symposium Center (JSC) |
| October 12-15 | 187 | <u>Drama Production "Antigone"</u> | JSC |
| October 30 | 450 | <u>Band Concert</u> | FA |
| November 1 - 21 | 1,000+ | <u>Art Show</u> | FA |
| November 16-19 | 643 | <u>Musical "Babes In Toyland"</u> | FA |
| November 21 | 60 | <u>Departmental Recitals</u> | FA |
| November 27-December 1 | 600 | <u>Holiday Art Sale</u> | FA |
| December 1 | 450 | <u>Holiday Concert</u> | FA |
| <u>SPRING 2001</u> | | | |
| January 9 - February 2 | 1,000+ | <u>Art Show</u> | FA |
| February 12 - March 5 | 1,000+ | <u>Art Show</u> | FA |
| February 14 | 85 | <u>Valentine Vocals</u> | FA |
| March 26 | 400 | <u>Band Concert</u> | FA |
| April 5-8 | 270 | <u>Drama Production</u> | Student Center |
| April 18 - May 4 | 1,000+ | <u>Art Department Show</u> | FA |
| April 19 -20 | 100 | <u>Evening Art Show Reception</u> | FA |
| April 23-24 | 40 | <u>Departmental Recitals</u> | FA |
| May 1 | 150 | <u>Choral Concert</u> | JSC |
| May 2 | 600 | <u>Mariachi Concert</u> | FA |
| May 3 | 260 | <u>Band Concert</u> | FA |

GOAL 14 (continued)

Goal 14 Effectiveness Indicators: **Met.**

(See Appendix for detailed Effectiveness Indicator results)

Community 2: Met page A-22

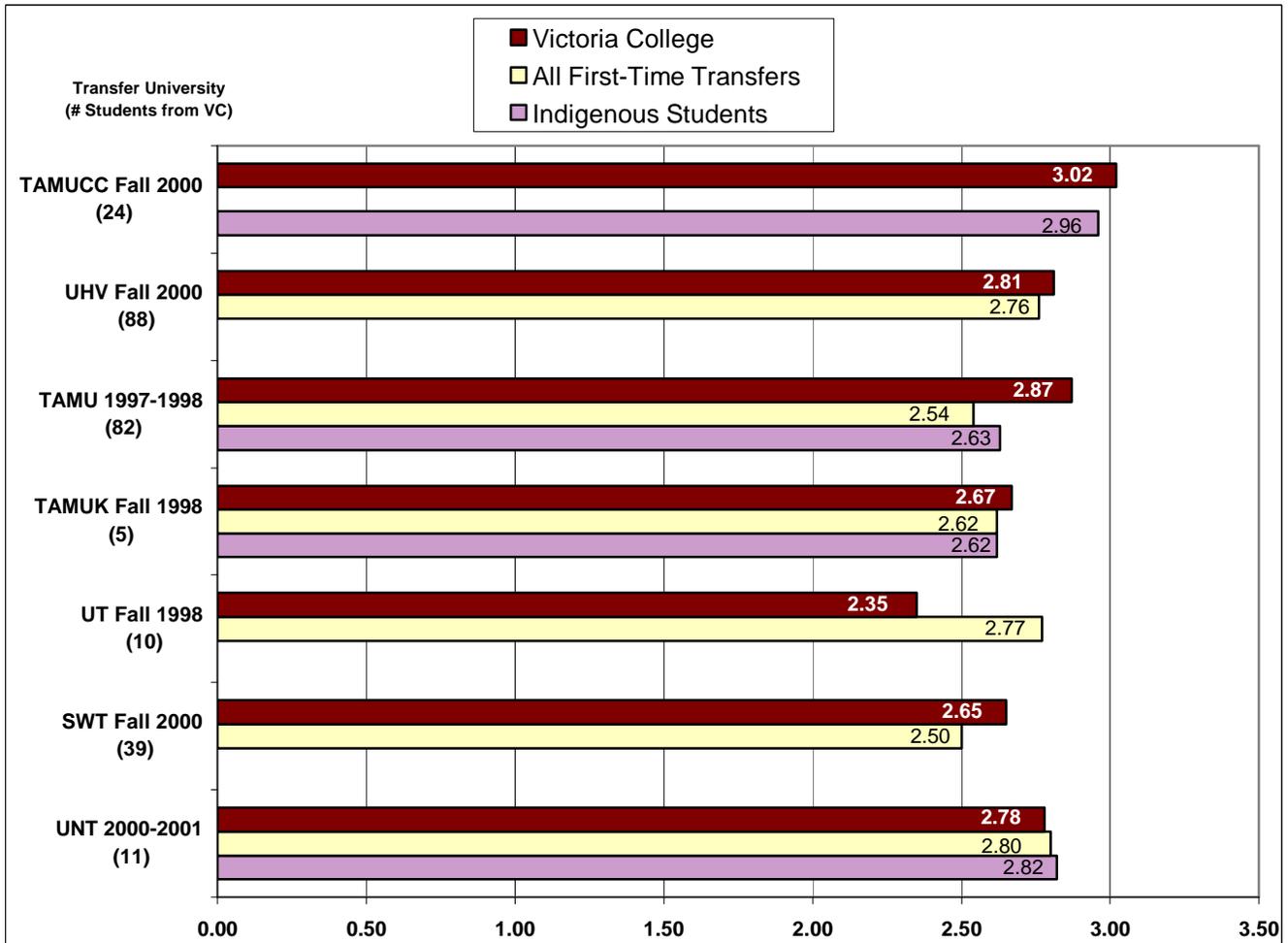
2000-2001 Highlights of Strategies Accomplished:

- The Art Department displayed student artwork in the lobby of the Fine Arts Building every day of the year. It increased the number of art shows and participatory art events to seven including three ceramic events, two student art shows, and two shows by work of artists from outside the college.
- The Music Department began its second year of its “Music in Public Places” initiative to perform music at various venues on campus, including special noon hour buffets at the Student Center, which resulted in increased visibility of the program with enrollment and attendance at Music Department events growing.
- Approximately 110 students from VC Spanish classes in conjunction with five area civic art groups participated in the “Día de los Muertos” exhibit at the Victoria Mall. Over 1,500 people attended and signed the guest book.
- The 2001 John W. Stormont Lectures on South Texas showed an increased number in attendance. Some of the increase was possibly due to the incorporation of participants from the South Texas Historical Association. Both the conference/lecture presenters and attendees made very positive comments about how the conference was run and the quality of the lectures.
- The Victoria College Lyceum Committee hosted four very successful receptions for community leaders and guest lecturers. It also received many positive student and community comments on the 2001 lecture series.

Appendix 2000-2001 Effectiveness Indicator Outcomes Detail

Transfer 1: Students who have earned at least 30 semester hours at Victoria College who transfer to a 4-year college or university will earn cumulative GPAs equal to or exceeding the cumulative GPA earned by (a) transfers from other community colleges with 30 hours or more and (b) indigenous students who began their college studies at the 4-year college or university. **EI MET:** for VC students transferring to TAMUCC, UHV, TAMU, TAMUK, & SWT. **EI NOT MET** for those transferring to UNT and UT-Austin.

First-Time Transfer Students From Victoria College Success by Grade Point Average (GPA)



NOTE: The only new data (since the last EOY report) received on transfer students from VC is from the University of Houston – Victoria, TAMU-Corpus Christi, Southwest Texas State University, and the University of North Texas

Transfer Students from Victoria College Earning Baccalaureate Degrees*

University of Houston - Victoria Graduates with four or more semesters at Victoria College:

| | | |
|----------------|------------------|------------------------|
| Fall 1998 – 66 | Spring 1999 – 37 | Summer 1999 – 27 |
| Fall 1999 – 62 | Spring 2000 – 49 | Summer 2000 – 21 |
| Fall 2000 – 61 | Spring 2001 – 47 | Three-year total - 370 |

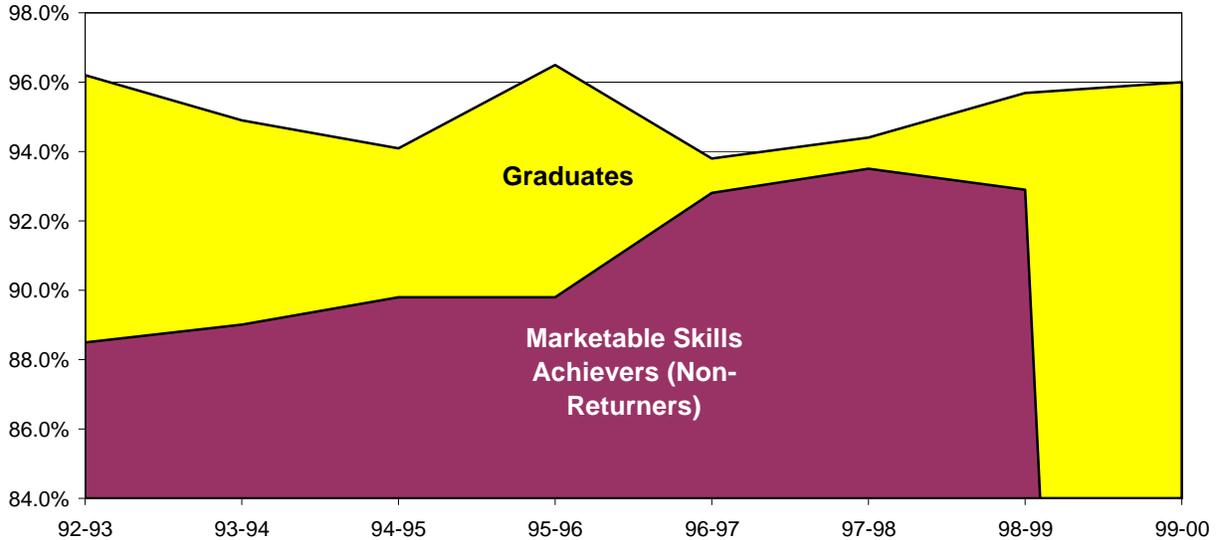
TAMU-Corpus Christi Graduates from Victoria College:

| | | |
|---------------|----------------|----------------------|
| 1997-1998 – 5 | 1998-1999 – 6 | |
| 2000-2001 – 4 | 1999-2000 – 10 | Four-year total – 25 |

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Workforce 1: Eighty-five percent of workforce program AAS and Certificate completers are employed, pursuing additional higher education, or are serving in the military within one year of graduation. **EI MET:** 96% of 1999-2000 of college-wide Workforce programs' graduates were successful.

College Workforce Programs Success Rate



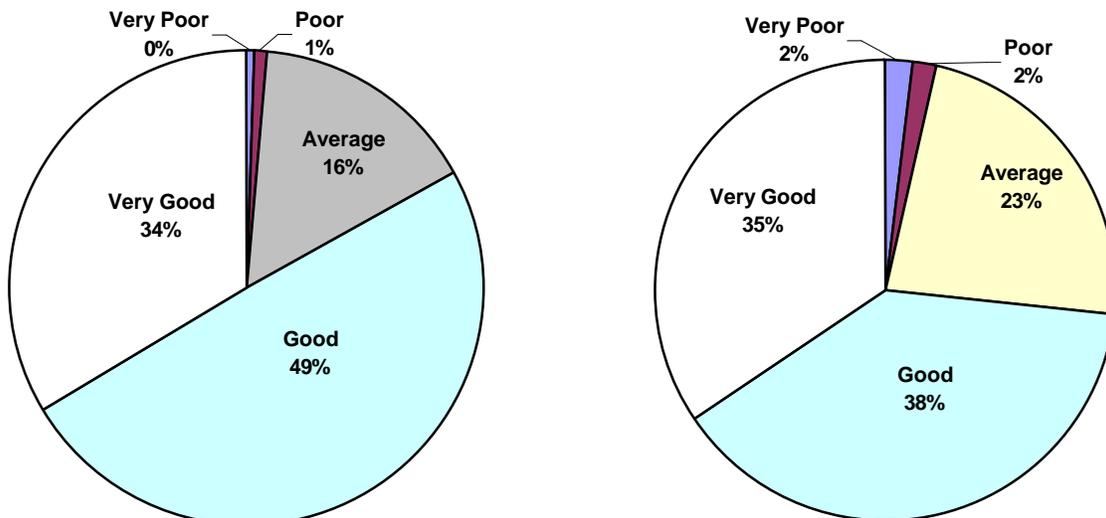
* Data not available for Marketable Skills Achievers (MSAs) beyond 1998-1999

MSA – Students obtaining workforce training and ensuing employment without a degree or certificate

Workforce 2: Eighty percent of responding workforce program completers will rate their entry-level job competencies “good” or “very good.” **EI MET:** 83% of the 214 1999-2000 graduates who responded rated their entry-level skills highly.

Workforce 3: Eighty percent of responding employers will rate performance of newly hired workforce program completers “good” or “very good.” **EI NOT MET:** 73% of 165 responding employers rated the performance of newly hired workforce program completers highly.

The Victoria College – 1999-2000 Workforce Follow-up Survey Results Rating of Entry-Level Job Competency



Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Workforce 2 & 3 continued:

Results from The Victoria College 2000-2001 Workforce Graduate and Employer Follow-up Surveys (1999-2000 Graduates)

| | Graduates Rate Entry-Level Job Competencies | | | | | | | | Employers Rate Overall Job Performance | | | | | | | | | | | |
|---|---|-----------|----------|-----------|------------|-----------|-------------------|-------------|--|-------------|------------|----------|----------|-----------|-------------------|-----------|----------------|-------------|------------|-------------|
| | Total | Very Poor | Poor | Avg | Good | Very Good | Average or Better | | Total | Very Poor | Poor | Avg | Good | Very Good | Average or Better | | Good or Better | | | |
| | | | | | | | # | % | # | % | | | | | | # | % | # | % | |
| Allied Health Div: | | | | | | | | | | | | | | | | | | | | |
| AAS Degree Nursing: | | | | | | | | | | | | | | | | | | | | |
| Fall 1999 | 10 | | | 5 | 3 | 2 | 10 | 100% | 5 | 50% | 4 | | | 2 | | 2 | 4 | 100% | 2 | 50% |
| Spring 2000 | 16 | | | 2 | 11 | 3 | 16 | 100% | 14 | 88% | 9 | | 1 | 2 | 3 | 3 | 8 | 89% | 6 | 67% |
| ADN Total | 26 | | | 7 | 14 | 5 | 26 | 100% | 19 | 73% | 13 | | 1 | 4 | 3 | 5 | 12 | 92% | 8 | 62% |
| Vocational Nursing: | | | | | | | | | | | | | | | | | | | | |
| Victoria Day | 19 | | | 2 | 10 | 7 | 19 | 100% | 17 | 89% | 14 | | | 3 | 6 | 5 | 14 | 100% | 11 | 79% |
| Victoria Evening | 18 | | | 1 | 8 | 9 | 18 | 100% | 17 | 94% | 14 | | | 2 | 4 | 8 | 14 | 100% | 12 | 86% |
| Yoakum | 10 | | | 1 | 4 | 5 | 10 | 100% | 9 | 90% | 10 | | 1 | 2 | 2 | 5 | 9 | 90% | 7 | 70% |
| Gonzales | 30 | | | 7 | 16 | 7 | 30 | 100% | 23 | 77% | 32 | 1 | 1 | 12 | 13 | 5 | 30 | 94% | 18 | 56% |
| Hallettsville | 21 | | 1 | 3 | 11 | 6 | 20 | 100% | 17 | 81% | 21 | 1 | | 6 | 8 | 6 | 20 | 95% | 14 | 67% |
| Cuero | 11 | | | 2 | 4 | 5 | 11 | 100% | 9 | 82% | 8 | | | 5 | 2 | 1 | 8 | 100% | 3 | 38% |
| Vocational Nursing Total | 109 | | 1 | 16 | 53 | 39 | 108 | 99% | 92 | 84% | 99 | 2 | 2 | 30 | 35 | 30 | 95 | 96% | 65 | 66% |
| Medical Lab Technology | 5 | | | | 3 | 2 | 5 | 100% | 5 | 100% | 4 | | | | 3 | 1 | 4 | 100% | 4 | 100% |
| Respiratory Care | 11 | | | 2 | 3 | 6 | 11 | 100% | 9 | 82% | 12 | | | 1 | 7 | 4 | 12 | 100% | 11 | 92% |
| Paramedic Cert Program | 7 | | | | 3 | 4 | 7 | 100% | 7 | 100% | 4 | | | | 1 | 3 | 4 | 100% | 4 | 100% |
| Firefighting Cert | 7 | | | | 3 | 4 | 7 | 100% | 7 | 100% | 4 | | | | 2 | 2 | 4 | 100% | 4 | 100% |
| Allied Health Programs Total: | 165 | | 1 | 25 | 79 | 60 | 164 | 99% | 139 | 84% | 136 | 2 | 3 | 35 | 51 | 45 | 131 | 96% | 96 | 71% |
| Workforce Development & Ed. Div Total: | 58 | 1 | 1 | 10 | 31 | 15 | 56 | 97% | 46 | 79% | 29 | 1 | | 3 | 13 | 12 | 28 | 97% | 25 | 86% |
| Victoria College WF Programs Total: | 223 | 1 | 2 | 35 | 110 | 75 | 220 | 99% | 185 | 83% | 165 | 3 | 3 | 38 | 64 | 57 | 159 | 96% | 121 | 73% |

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Workforce 4: Each Workforce Development and Education Division and Allied Health Division AAS and Certificate Program will produce a minimum of five graduates/completers per year. **EI NOT MET: for CIS Computer Programming, Welding, and Medical Laboratory programs**

Victoria College Workforce Degrees & Certificates Grouped by Coordinating Board Program CIP Categories

| CIP VC Program Name | Academic Year | | | | | | | | | |
|--|---------------|----------|----------|----------|----------|----------|----------|---------|---------|---------|
| | 91-92 | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 |
| 1102 Computer Programming: CIS--Computer Programming AAS & Cert | 2 | 1 | - | - | 3 | 3 | 5 | 3 | 3 | 1 |
| 1503 Electronic Related Technology: Electronics/Instrumentation AAS & Cert | 6 | 7 | 10 | 9 | 12 | 13 | 14 | 14 | 12 | 18 |
| 2002 Child Care & Guidance: Child Care Cert | 6 | 2 | 3 | 2 | 2 | 7 | 5 | 5 | 3 | 6 |
| 2201 Law & Legal Studies: Legal Assisting AAS & Cert | | | | | | | | 5 | 18 | 13 |
| 4103 Physical Science Technologies: Process Technology AAS | | | | | | | | 13 | 28 | 31 |
| 4301 Criminal Justice & Corrections: Criminal Justice AAS Police Acad (Fall, Spr, & Reserve) Cert | 6 59 | 11 70 | 13 52 | 11 49 | 10 58 | 10 56 | 14 51 | 4 34 | 8 31 | 8 35 |
| 4302 Fire Protection: FireFighting Cert | | | | | | | | 4 | 10 | 6 |
| 4801 Drafting: Drafting Technology AAS & Cert | 1 | 8 | 8 | 15 | 9 | 17 | 5 | 13 | 17 | 17 |
| 480508 Welder/Welding: Welding Cert | 2 | 5 | 7 | 9 | 10 | 7 | - | 4 | 4 | 4 |
| 5202 Business Administration/Mgt: Management AAS & Cert | 4 | 4 | 6 | 4 | 9 | 8 | 3 | 12 | 8 | 11 |
| 5203 Accounting: Accounting AAS & Cert | 2 | 4 | 7 | 5 | 2 | 2 | 1 | 2 | 1 | 7 |
| 5204 Admin Secretarial Services: Office Systems Technology AAS & Cert | 6 | 16 | 14 | 23 | 23 | 26 | 33 | 35 | 25 | 15 |
| 5212 Bus Info. & Data Processing: CIS--Micro & Network Admin AAS & Cert | 1 | - | 1 | - | - | 1 | 3 | 10 | 11 | 20 |
| 510904 Emergency Medical Technology: Emergency Medical Tech AAS & Cert | - | - | - | - | - | - | 8 | 5 | 12 | 15 |
| 510908 Respiratory Therapy Tech: Respiratory Care AAS & Cert | 20 | 26 | 15 | 9 | 28 | 24 | 16 | 21 | 12 | 30 |
| 5110 Medical Laboratory Technologies: Medical Lab Technology AAS | 7 | 8 | 7 | 6 | 12 | 9 | 10 | 8 | 7 | 3 |
| 511601 Nursing, General: Nursing AAS | 83 | 78 | 83 | 83 | 95 | 40 | 67 | 68 | 55 | 50 |
| 511613 Practical Nurse Training: Vocational Nursing Cert | 129 | 135 | 154 | 129 | 143 | 156 | 157 | 149 | 138 | 137 |

Workforce 5: Ninety percent of selective admission program completers will pass the licensure/certification exam upon the first attempt for Allied Health programs and within one year of completion for Police Academy. **EI NOT MET for 9 out of 12 Allied Health Programs** The three programs meeting the EI were Associate Degree Nursing, EMT - Emergency Attendant, and EMT - Paramedic. **EI MET for Police Academy**

(See Licensure Pass Rate Tables on Next Page)

Workforce 6: One hundred percent of all workforce 6 programs hold professional accreditation if certification is available. **EI MET per Division Chairs:**

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Victoria College Licensure Pass Rates

| Allied Health Programs - 1999-2000 | | | | | | | | | |
|---|-------------------|------------------------|------------|---------------------|------------|----------------------------|-----------|---------------|------------|
| PROGRAM | PROGRAM GRADUATES | ATTEMPTING EXAMINATION | | PASSING 1ST ATTEMPT | | PASSING SUBSEQUENT ATTEMPT | | TOTAL PASSING | |
| | Number | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| * Selective Admissions Program | | | | | | | | | |
| *Associate Degree Nursing | 56 | 56 | 100% | 54 | 96% | 2 | 4% | 56 | 100% |
| *Vocational Nursing | 138 | 137 | 99% | 119 | 87% | 12 | 9% | 131 | 96% |
| *Medical Laboratory Technology | 7 | 6 | 86% | 4 | 67% | 1 | 17% | 5 | 83% |
| *Respiratory Care Technology | | | | | | | | | |
| Entry Level | 12 | 12 | 100% | 8 | 67% | 4 | 33% | 12 | 100% |
| Advanced Practitioner | 12 | 3 | 25% | 2 | 67% | - | | 2 | 67% |
| Emergency Medical Services | | | | | | | | | |
| Emergency Attendant | 43 | 40 | 93% | 36 | 90% | 2 | 5% | 38 | 95% |
| Emergency Medical Technician | | | | | | | | | |
| Basic | 62 | 60 | 97% | 49 | 82% | 8 | 13% | 57 | 95% |
| Intermediate | 18 | 18 | 100% | 16 | 89% | 1 | 6% | 17 | 94% |
| Paramedic | 12 | 12 | 100% | 12 | 100% | 1 | | 12 | 100% |
| Basic Firefighting | 9 | 9 | 100% | 8 | 89% | | | 8 | 89% |
| Nurse Aide/Home Health Aide | 51 | 47 | 92% | 34 | 72% | 5 | 11% | 39 | 83% |
| Medication Aide | 39 | 38 | 97% | 31 | 82% | 3 | 8% | 34 | 89% |
| Total Allied Health | 459 | 438 | 95% | 373 | 85% | 38 | 9% | 411 | 94% |

| Police Academy TECLEOSE 2000-2001 | | | | | | | |
|--|------------------|-------------------|------------|------------------------|------------|---------------|-------------|
| PROGRAM | PROGRAM ENTRANTS | PROGRAM GRADUATES | | ATTEMPTING EXAMINATION | | TOTAL PASSING | |
| | Number | Number | Percent | Number | Percent | Number | Percent |
| Police Academy (Fall) | 14 | 9 | 64% | 9 | 100% | 9 | 100% |
| Police Academy (Spring) | 17 | 14 | 82% | 14 | 100% | 14 | 100% |
| Reserve Police Academy (Year-long) | 18 | 12 | 67% | 12 | 100% | 12 | 100% |
| Basic Reserve Only | 1 | 1 | 100% | - | | - | |
| TOTAL ALL POLICE ACADEMIES | 50 | 36 | 72% | 35 | 97% | 35 | 100% |

TECLEOSE = Texas Commission on Law Enforcement Officer Standards and Education

Allied Health 1: Sixty percent of students enrolled in non-selective admission Allied Health continuing education programs will successfully complete the program upon first attempt. **EI MET: 76% of non-selective admission Allied Health continuing education programs were successful completers on first attempt.**

| 1999-2000 Programs | Students Enrolled | 1 st Attempt Completers | |
|------------------------------|-------------------|------------------------------------|------------|
| | Number | Number | Percent |
| EMT Intermediate Certificate | 18 | 13 | 72% |
| EMT Paramedic Certificate | 23 | 15 | 65% |
| Nurse Aide | 85 | 62 | 73% |
| Medication Aide | 68 | 57 | 84% |
| Total | 194 | 147 | 76% |

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Allied Health 2: Seventy percent of the students enrolled in selective admission Allied Health programs will successfully complete the program of study within the following time frames: for 1-year programs, within 2 years; for 2-year programs, within 4 years **EI NOT MET: For ADN program's Fall 97 and Spring 98 classes, and for RC program Fall 97 class. See table below**

Allied Health Program Graduation Rates

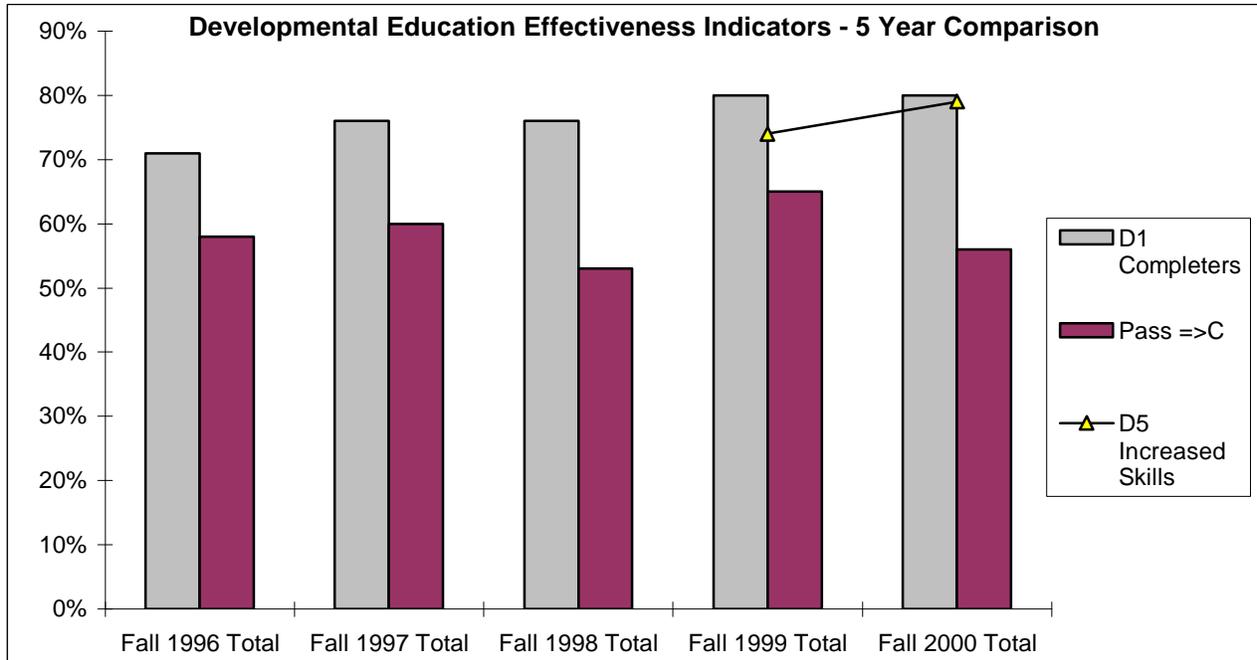
| Associate of Applied Science | | Enrolled | Graduated in 2 years | | Graduated in 3 Years | | Graduated in 4 Years | | Total Graduated | |
|--|--------------------|----------|----------------------|---------|----------------------|---------|----------------------|---------|-----------------|-------------|
| | | Number | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Associate Degree Nursing | Fall 1994 | 83 | 64 | 77% | 1 | 1% | 2 | 2% | 67 | 81% |
| | Fall 1995 | 47 | 31 | 66% | 4 | 9% | 0 | 0% | 35 | 74% |
| | Fall 1996 | 47 | 27 | 57% | 6 | 13% | 0 | 0% | 33 | 70% |
| | Spring 1997 | 35 | 21 | 60% | 3 | 9% | 3 | 9% | 27 | 77% |
| | Fall 1997 | 41 | 22 | 54% | 2 | 5% | 1 | 2% | 25 | 61% |
| | Spring 1998 | 30 | 15 | 50% | 3 | 10% | 1 | 3% | 19 | 63% |
| | Fall 1998 | 40 | 22 | 55% | 3 | 8% | NA | | 25 | 63% |
| | Spring 1999 | 30 | 10 | 33% | 6 | 20% | NA | | 16 | 53% |
| | Fall 1999 | 30 | 22 | 73% | NA | | NA | | 22 | 73% |
| | Spring 2000 | 30 | NA | | NA | | NA | | NA | |
| Associate Degree Nursing Transition | Spring 1995 | 24 | 24 | 100% | 0 | 0% | 0 | 0% | 24 | 100% |
| | Spring 1996 | 12 | 9 | 75% | 1 | 8% | 0 | 0% | 10 | 83% |
| | Fall 1996 | 12 | 7 | 58% | 1 | 8% | 0 | 0% | 8 | 67% |
| | Spring 1997 | 9 | 7 | 78% | 0 | 0% | 0 | 0% | 7 | 78% |
| | Fall 1997 | 12 | 7 | 58% | 2 | 17% | 0 | 0% | 9 | 75% |
| | Spring 1998 | 11 | 5 | 45% | 0 | 0% | 0 | 0% | 5 | 45% |
| | Fall 1998 | 6 | 5 | 83% | 0 | 0% | NA | | 5 | 83% |
| | Spring 1999 | 10 | 5 | 50% | 0 | 0% | NA | | 5 | 50% |
| | Fall 1999 | 11 | 6 | 55% | NA | | NA | | 6 | 55% |
| | Spring 2000 | 0 | NA | | NA | | NA | | NA | |
| Medical Lab Technician | Fall 1994 | 12 | 11 | 92% | 0 | 0% | 0 | 0% | 11 | 92% |
| | Fall 1995 | 13 | 9 | 69% | 0 | 0% | 1 | 8% | 10 | 77% |
| | Fall 1996 | 14 | 10 | 71% | 0 | 0% | 0 | 0% | 10 | 71% |
| | Fall 1997 | 13 | 7 | 54% | 3 | 23% | 0 | 0% | 10 | 77% |
| | Fall 1998 | 9 | 6 | 67% | 0 | 0% | NA | | 6 | 67% |
| | Fall 1999 | 5 | 2 | 40% | NA | | NA | | 2 | 40% |
| Respiratory Care | Fall 1994 | 18 | 14 | 78% | 0 | 0% | 0 | 0% | 14 | 78% |
| | Fall 1995 | 18 | 12 | 67% | 0 | 0% | 3 | 17% | 15 | 83% |
| | Fall 1996 | 18 | 8 | 44% | 4 | 22% | 1 | 6% | 13 | 72% |
| | Fall 1997 | 18 | 5 | 28% | 4 | 22% | 0 | 0% | 9 | 50% |
| | Fall 1998 | 18 | 10 | 56% | 1 | 6% | NA | | 11 | 61% |
| | Fall 1999 | 18 | 14 | 78% | NA | | NA | | 10 | 78% |
| Certificates | | | | | | | | | | |
| | | Enrolled | Graduated in 1 year | | Graduated in 2 Years | | Graduated in 3 Years | | Total Graduated | |
| | | Number | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Licensed Vocational Nursing | Fall 1995 | 178 | 134 | 75% | 8 | 4% | 0 | 0% | 142 | 80% |
| | Fall 1996 | 180 | 142 | 79% | 5 | 3% | 0 | 0% | 147 | 82% |
| | Fall 1997 | 191 | 146 | 76% | 7 | 4% | 2 | 1% | 155 | 81% |
| | Fall 1998 | 192 | 138 | 72% | 6 | 3% | 5 | 3% | 149 | 78% |
| | Fall 1999 | 171 | 127 | 74% | 7 | 4% | NA | | 134 | 78% |
| | Fall 2000 | 174 | 129 | 74% | NA | | NA | | 129 | 74% |

Developmental 1: Seventy-five percent of students who are assessed into and who are enrolled in a developmental course on the 1st day will complete the course or pass the TASP that semester. **EI MET: Entry Courses – 80%, Exit– 78%**

Developmental 5: Seventy percent of entry-level developmental course completers will reach a higher skill or grade equivalency level by the end of the semester. **EI MET: ENGL & READ 0300 – 79% of Fall 2000 course completers reached a higher skilllevel (Compass Pre Test-Post Test Results)**
(See Next page for Entry-Level Developmental Chart)

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Victoria College Entry-Level Developmental Courses

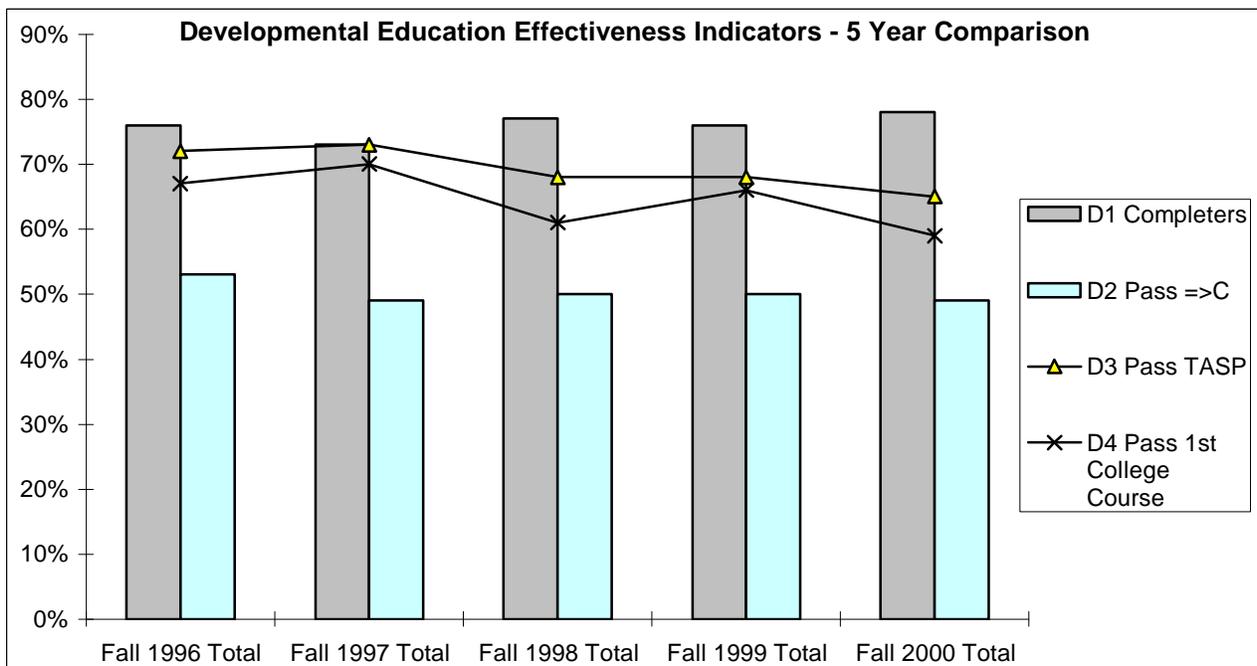


Developmental 2: Seventy percent of students who are assessed into and who are enrolled in an exit-level developmental course on the 12th day will complete the course with a C or better or pass the TASP that semester. **EI NOT MET: Entry Courses– 56%, Exit– 49%**

Developmental 3: Seventy percent of students who are assessed into and who pass an exit developmental course with a C or better will pass their retake of TASP. **EI NOT MET: 65%**

Developmental 4: Seventy percent of students who are assessed into and who are enrolled in developmental courses ENGL 0301, MATH 0303, or READ 0301 and who earn a grade of B or better will earn a grade of C or better in the first college corollary course that they complete. **EI NOT MET: 59%**

Victoria College Exit-Level Developmental Courses



Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Continuing Education 1: Ninety percent of continuing education course completers will rate course content and instructor performance as 3 or better on a scale of 0 to 4. **EI MET: 99% of all 2000-2001 Workforce Development and over 90% Allied Health CE students were satisfied with course content and instructor performance per the CE Course Evaluation Survey.**

Continuing Education 2: Contract training for businesses will increase over a three-year period. **EI MET:**

Emergency Medical Technology Contract Training

| Year | Clients | Sessions |
|------------------|----------|-----------|
| 1999-2000 | 4 | 45 |
| 2000-2001 | 6 | 48 |

2000-2001 EMT Clients:

Texas A&M Extension Service
 Victoria Fire Department
 Victoria Regional Airport
 Alcoa, Point Comfort
 Formosa Plastics, Point Comfort
 BP/Amoco, Green Lake

Workforce Development Contract Training

(Not including ABC and Child Care Contracts)

| Year | Clients | Contracts |
|------------------|----------|-----------|
| 1998-1999 | 6 | 19 |
| 1999-2000 | 6 | 26 |
| 2000-2001 | 8 | 51 |

2000-2001 WF Clients:

Alcoa
 Baker Oil Tools
 C. L. Thomas Petroleum
 City of Victoria
 Golden Crescent Work Force Center
 Junior League
 Safety Steel
 Victoria ISD

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Continuing Education 3: Open enrollment, non-credit training will increase over a three-year period. **EI MET:**

Victoria College Continuing Education Enrollment

| COURSE CATEGORY | 1997-1998 | | | | 1998-1999 | | | | 1999-2000 | | | | 2000-2001 | | | |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 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) | Q1 (Sep- Nov) | Q2 (Dec- Feb) | Q3 (Mar- May) | Q4 (Jun- Aug) |
| ALLIED HEALTH | | | | | | | | | | | | | | | | |
| Allied Health | 219 | 105 | 65 | 10 | 227 | 122 | 46 | 25 | 266 | 61 | 23 | 16 | 292 | 216 | 157 | 89 |
| Continuing Nursing Education | 149 | 32 | 400 | 91 | 33 | 0 | 87 | 256 | 68 | 0 | 123 | 178 | 65 | 74 | 46 | 185 |
| Emergency Medical Technology | 105 | 118 | 254 | 125 | 169 | 376 | 52 | 117 | 283 | 97 | 211 | 379 | 210 | 174 | 155 | 207 |
| Allied Health Total | 473 | 255 | 719 | 226 | 429 | 498 | 185 | 398 | 617 | 158 | 357 | 573 | 567 | 464 | 358 | 481 |
| LAW ENFORCEMENT | | | | | | | | | | | | | | | | |
| Police Academy | 25 | 54 | 0 | 0 | 58 | 45 | 0 | 0 | 68 | 48 | 0 | 0 | 0 | 68 | 0 | 0 |
| Reserve Police Academy (Night) | 23 | 16 | 16 | 0 | 11 | 6 | 6 | 0 | 30 | 20 | 20 | 92 | 0 | 24 | 24 | 69 |
| Police In-Service | 272 | 59 | 141 | 0 | 97 | 186 | 103 | 0 | 149 | 108 | 45 | 0 | 134 | 142 | 260 | 94 |
| Law Enforcement Total | 320 | 129 | 157 | 0 | 166 | 237 | 109 | 0 | 247 | 176 | 65 | 92 | 134 | 234 | 284 | 163 |
| WORKFORCE DEV & ED | | | | | | | | | | | | | | | | |
| Air Conditioning | 0 | 0 | 0 | 11 | 19 | 27 | 30 | 0 | 57 | 0 | 45 | 12 | 41 | 63 | 6 | 15 |
| Business Management | 8 | 28 | 14 | 0 | 36 | 23 | 5 | 0 | 10 | 9 | 5 | 39 | 12 | 24 | 30 | 47 |
| Computer Applications | 240 | 291 | 484 | 270 | 184 | 221 | 203 | 201 | 177 | 183 | 193 | 293 | 187 | 118 | 170 | 207 |
| Construction & Maintenance | 16 | 42 | 97 | 89 | 131 | 120 | 99 | 167 | 131 | 123 | 87 | 106 | 97 | 79 | 41 | 117 |
| Drafting/Industrial* | 0 | 10 | 43 | 0 | 6 | 10 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 |
| Education & Child Development | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 | 131 | 336 | 87 | 167 | 205 |
| Employability | 0 | 0 | 0 | 0 | 14 | 0 | 34 | 9 | 0 | 0 | 0 | 10 | 38 | 26 | 23 | 35 |
| Food Service & Dietary | 104 | 107 | 0 | 36 | 126 | 79 | 126 | 0 | 116 | 62 | 23 | 0 | 91 | 10 | 0 | 0 |
| Language Center | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 6 | 4 | 11 | 16 | 10 |
| Machinist | 89 | 74 | 8 | 12 | 143 | 80 | 70 | 43 | 36 | 18 | 35 | 33 | 8 | 23 | 15 | 10 |
| Motorcycle Safety | 6 | 4 | 5 | 8 | 6 | 5 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Courses of Study | 132 | 20 | 17 | 0 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 0 |
| Workforce Dev & Ed Total | 595 | 576 | 668 | 426 | 665 | 593 | 573 | 426 | 527 | 395 | 602 | 630 | 828 | 441 | 468 | 646 |
| GRAND TOTAL (Duplicated) | 1388 | 960 | 1544 | 652 | 1260 | 1328 | 867 | 824 | 1391 | 729 | 1024 | 1295 | 1529 | 1139 | 1110 | 1290 |
| ANNUAL Unduplicated Total | 1997-1998 | | | | 1998-1999 | | | | 1999-2000 | | | | 2000-2001 | | | |
| | 2,917 | | | | 3,201 | | | | 3,045 | | | | 3,309 | | | |

See **PROFILES The Victoria College Facts, Volume 4, Non-Credit Program Facts** pages 179-189 for more Victoria College Continuing Education Course Data.

Continuing Education 4: Eighty-five percent of responding business/organizations will indicate satisfaction with their employee's performance after these employees complete Victoria College provided contract training. **EI MET: All clients responding indicated satisfaction.**

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Adult Education 1: The number of adult education students who demonstrate progress on the *Test of Adult Basic Education* (TABE) or the *Basic English Skills Test* (BEST), who progress to the next skill level, and who pass the GED will increase during the next three program years. **EI MET:** The number of students completing and moving to a higher Educational Functioning Level has increased; the number of students passing the GED increased from 96 in 1998-1999 to 137 in 2000-2001.

Adult Education 2: Ninety percent of Adult Education student survey respondents will indicate satisfaction with the Victoria College Adult Education Program **EI MET:** 71% of students surveyed thought their classes helped them reach their original goals, and 51% indicated they got more from their class than what they had hoped.

Victoria College Adult Education Programs

Including Regular, Institutional, TANF, and Local Workforce Board Programs
Participant Progress, Separation, & Attendance by Educational Functioning Level

| Educational Functioning Level at Start of the Fiscal Year (FY) | Total Contact Hours | Number Starting Program | Number w/Outcome (Have Progress Assessment) | Number Who Completed Level(s) | | Of Those Who Completed, Number Who Moved to Higher Level | | Passed GED |
|--|---------------------|-------------------------|---|-------------------------------|------------|--|------------|------------|
| | # | | | # | # | % | # | |
| Adult Basic Education | | | | | | | | |
| Beginning Literacy | 3,672 | 55 | 32 | 26 | 81% | 18 | 69% | |
| Beginning ABE | 11,951 | 184 | 104 | 75 | 72% | 46 | 61% | |
| Intermediate Low | 14,064 | 247 | 131 | 98 | 75% | 45 | 46% | |
| Intermediate High | 10,948 | 215 | 100 | 82 | 82% | 51 | 62% | |
| English as a Second Language | | | | | | | | |
| Beginning Literacy | 5,219 | 46 | 33 | 25 | 76% | 12 | 48% | |
| Beginning ESL | 5,130 | 60 | 42 | 24 | 57% | 11 | 46% | |
| Intermediate Low | 3,227 | 26 | 19 | 16 | 84% | 11 | 69% | |
| Intermediate High | 2,032 | 17 | 11 | 1 | 9% | 1 | 100% | |
| Advanced Low | 1,908 | 26 | 11 | 2 | 18% | 0 | 0% | |
| Advanced High | 659 | 8 | 3 | 0 | 0% | 0 | 0% | |
| Adult Secondary Education | | | | | | | | |
| ASE Low | 2,195 | 48 | 27 | 18 | 67% | 3 | 17% | |
| ASE High | 845 | 27 | 17 | 11 | 65% | 2 | 18% | |
| 2000-2001 TOTAL | 61,849 | 959 | 530 | 378 | 71% | 200 | 53% | 137 |
| Compared to: | | | | | | | | |
| 1999-2000 TOTAL | 75,597 | 983 | 518 | 192 | 37% | 102 | 53% | 102 |
| 1998-1999 TOTAL* | 95,182 | 1,382 | NA | 423 | NA | 68 | NA | 96 |

* In program year 1998-1999, the "Number Starting Program" literally included all individuals who showed up for Adult Education Programs. Beginning in 1999-2000, the "Number Starting Program" included only those who showed up, were assessed by the TABE or BEST, and who stayed for 12 or more hours of instruction.

Access 1: By using race-neutral criteria, there will be no significant difference (5% or less) in the proportion of accepted students (by race/ethnicity and special populations) in selective admission programs compared to the proportions of these groups in the qualified applicant pool and enrolled in the institution. Additionally, there will be measurable progress over time towards achieving gender equity in gender-biased programs (programs with 75% or more of one gender). **EI MET:** College-wide ethnic & special populations proportions all equal.

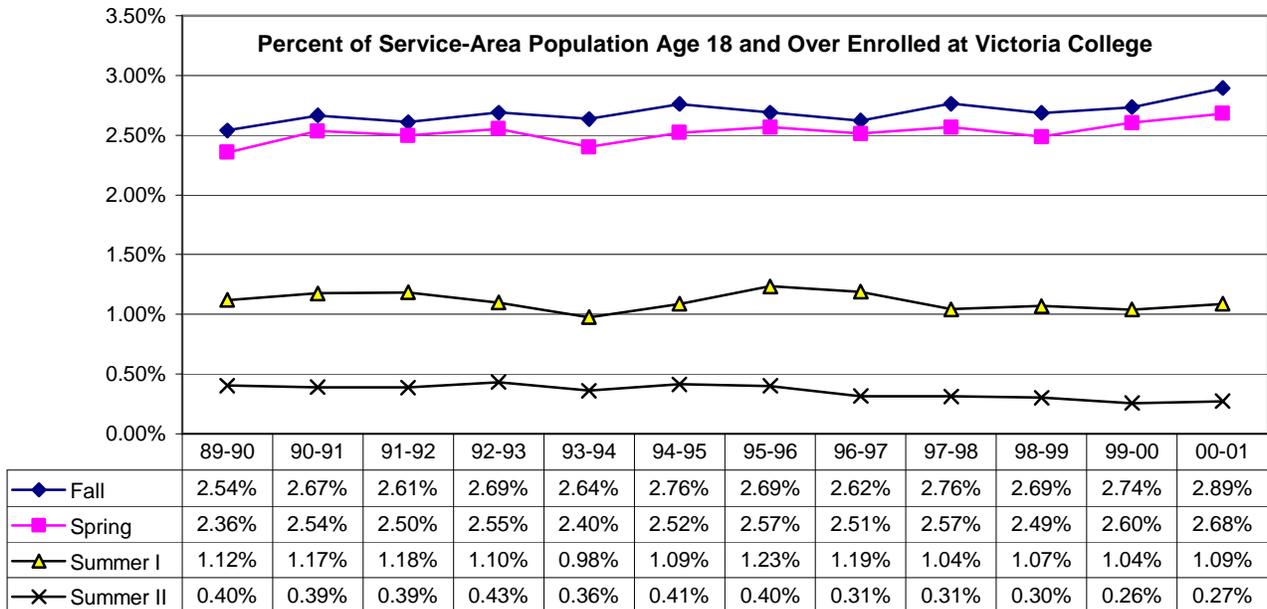
(See Selective Admissions Programs Table Next Page)

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Fall 2000 Victoria College Selective Admissions Programs' Gender and Ethnicity Compared to College Total

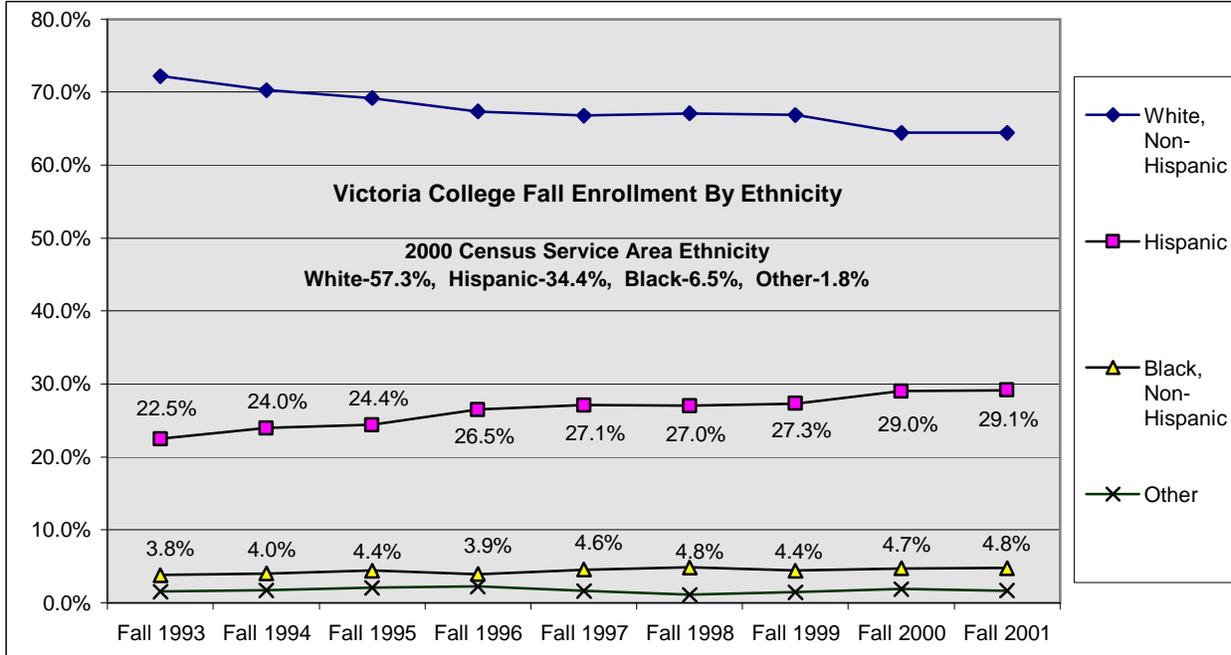
| Total | Total VC Enrollment | | Qualified Applicants | | Accepted Students | |
|-----------------------------|---------------------|-----|----------------------|-----|-------------------|-----|
| | # | % | # | % | # | % |
| Gender: | | | | | | |
| Male | 1492 | 37% | 49 | 16% | 49 | 16% |
| Female | 2530 | 63% | 259 | 84% | 256 | 84% |
| Ethnicity: | | | | | | |
| White | 2592 | 64% | 185 | 59% | 184 | 60% |
| Black | 189 | 5% | 26 | 8% | 26 | 9% |
| Hispanic | 1166 | 29% | 91 | 31% | 89 | 29% |
| Asian/Pacific Islander | 49 | 1% | 3 | 1% | 3 | 1% |
| Native American | 15 | 0% | 1 | 0% | 1 | 0% |
| Non-Resident Alien | 11 | 0% | 2 | 0% | 2 | 1% |
| Special Populations: | | | | | | |
| Academically Disadvantaged | 1290 | 32% | 51 | 17% | 49 | 16% |
| Economically Disadvantaged | 747 | 19% | 113 | 37% | 111 | 36% |
| Disabled | 84 | 2% | 3 | 1% | 3 | 1% |
| Limited English Proficient | 153 | 3% | 10 | 3% | 10 | 3% |
| Gender Bias | 193 | 5% | 19 | 6% | 19 | 6% |
| Incarcerated | 0 | 0% | 0 | 0% | 0 | 0% |
| Total Unduplicated | 4022 | | 308 | | 305 | |

Access 2: The percentage of the College's service-area population, age 18 and over, enrolled at Victoria College will remain constant or increase. **EI MET: Fall 2000 - 2.9% and Spring 2001 - 2.7% of Service Area are 12 year highs.**



Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Access 3: By using race-neutral criteria, the percentage of ethnic minority groups will increase 1 to 2 percentage points per year until college enrollment more accurately reflects the ethnicity of servicearea constituents. **EI MET:** Hispanic student enrollment reached 29% in Fall 2000, after staying at 27% for the previous 3 Fall semesters. Black enrollment has remained at 45% for the past 8 years. When looking at annual unduplicated enrollment, Victoria College reached its highest numbers and percentages on record of minority students served in academic year 2000-2001.



Academic Year Annual Unduplicated Enrollment by Ethnicity

| | 1992-1993 | | 1993-1994 | | 1994-1995 | | 1995-1996 | | 1996-1997 | |
|-----------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| White | 3,576 | 72.7% | 3,535 | 72.1% | 3,802 | 71.0% | 3,765 | 70.0% | 3,643 | 67.8% |
| Black | 206 | 4.2% | 186 | 3.8% | 214 | 4.0% | 215 | 4.0% | 202 | 3.8% |
| Hispanic | 1,053 | 21.4% | 1,098 | 22.4% | 1,232 | 23.0% | 1,291 | 24.0% | 1,418 | 26.4% |
| Other | 86 | 1.7% | 84 | 1.7% | 107 | 2.0% | 107 | 2.0% | 108 | 2.0% |
| Total | 4,921 | 100% | 4,903 | 100% | 5,355 | 100% | 5,378 | 100% | 5,371 | 100% |

| | 1997-1998 | | 1998-1999 | | 1999-2000 | | 2000-2001 | |
|-----------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | # | % | # | % | # | % | # | % |
| White | 3,624 | 66.6% | 3,527 | 66.6% | 3,520 | 66.6% | 3,560 | 65.1% |
| Black | 229 | 4.2% | 245 | 4.2% | 227 | 4.2% | 257 | 4.7% |
| Hispanic | 1,490 | 27.4% | 1,345 | 27.4% | 1,390 | 27.4% | 1,539 | 28.1% |
| Other | 99 | 1.8% | 74 | 1.8% | 102 | 1.8% | 112 | 2.0% |
| Total | 5,442 | 100% | 5,191 | 100% | 5,239 | 100% | 5,468 | 100% |

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Retention 1: For Fall and Spring semesters, from the 1st through the 12th class day, the 13th class day through the end of the 12th week, and the beginning of the 13th week through the end of the semester, non-developmental student withdrawal rates and course load reduction rates will be tracked and increasing trends will be addressed. The non-developmental student withdrawal rate will be no more than 12%, and the course load reduction rate will be no more than 33% (*25%) of 1st day enrollment. **EI MET: Withdrawal rate – decreased to 9.5% (lowest on record), Course Load Reductions– decreased to 23.2%**

* In September 2001, the target course load reduction rate was changed to 25%. The 33% was based on a method of calculation that resulted in duplication. The revised method is unduplicated and thus a lower rate.

Victoria College Unduplicated Non-Developmental Student Withdrawals and Course Load Reductions

| SEMESTER | 1995-1996 | | 1996-1997 | | 1997-1998 | | 1998-1999 | | 1999-2000 | | 2000-2001 | |
|--|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| | # | % of 1st day | # | % of 1st day | # | % of 1st day | # | % of 1st day | # | % of 1st day | # | % of 1st day |
| FALL: | | | | | | | | | | | | |
| Enrollment 1st day | 3717 | | 3629 | | 3855 | | 3752 | | 3819 | | 4025 | |
| Ending Enrollment | 3307 | 89.0% | 3265 | 90.0% | 3426 | 88.9% | 3355 | 89.4% | 3453 | 90.4% | 3629 | 90.2% |
| Total withdrawals from 1st day | 410 | 11.0% | 364 | 10.0% | 429 | 11.1% | 397 | 10.6% | 366 | 9.6% | 396 | 9.8% |
| Total course load reductions from 1st day | 858 | 23.1% | 816 | 22.5% | 850 | 22.0% | 918 | 24.5% | 906 | 23.7% | 927 | 23.0% |
| SPRING: | | | | | | | | | | | | |
| Enrollment 1st day | 3536 | | 3540 | | 3559 | | 3548 | | 3651 | | 3707 | |
| Ending Enrollment | 3094 | 87.5% | 3064 | 86.6% | 3110 | 87.4% | 3095 | 87.2% | 3258 | 89.2% | 3368 | 90.9% |
| Total withdrawals from 1st day | 442 | 12.5% | 476 | 13.4% | 449 | 12.6% | 453 | 12.8% | 393 | 10.8% | 339 | 9.1% |
| Total course load reductions from 1st day | 814 | 23.0% | 802 | 22.7% | 792 | 22.3% | 850 | 24.0% | 857 | 23.5% | 863 | 23.3% |
| Total withdrawals from 1st day | 852 | 11.7% | 840 | 11.7% | 878 | 11.8% | 850 | 11.6% | 759 | 10.2% | 735 | 9.5% |
| Total course load reductions from 1st day | 1672 | 23.1% | 1618 | 22.6% | 1642 | 22.1% | 1768 | 24.2% | 1763 | 23.6% | 1790 | 23.2% |

(Retention data includes drops initiated by VC canceled classes – unable to separate from College data)

Retention 2: The annual course completion rate for students enrolled in non-developmental and non-orientation credit courses on the official census day will be 85% or more (students completing a course and earning a grade of A, B, C, D, F, S, U, or I). **EI MET: College-Wide – increased to 87% in 2000-2001, AH – 93%, HFA – 86%, SM – 78%, SBS – 85%, & WF – 86%** (Retention data includes drops initiated by VC canceled classes– unable to separate from College data)

Victoria College Duplicated Course Completers Instructional Division Numbers Include Non-Developmental Credit Courses Only

| COMPLETERS BY DIVISION BY SEMESTER - Percent of 12th class day | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| ACADEMIC YEAR TOTAL | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 |
| Allied Health | 95.2% | 95.5% | 95.2% | 91.7% | 90.8% | 91.5% | 93.4% |
| Developmental | 72.6% | 77.5% | 72.9% | 73.4% | 77.2% | 80.4% | 79.5% |
| Humanities & Fine Arts | 79.8% | 84.1% | 85.1% | 82.9% | 83.6% | 84.0% | 85.8% |
| Orientation | 99.3% | 98.9% | 98.8% | 98.5% | 98.0% | 98.1% | 97.2% |
| Science & Mathematics | 82.1% | 82.7% | 81.2% | 79.1% | 78.1% | 79.3% | 77.9% |
| Social & Behavioral Sciences | 84.9% | 84.0% | 84.8% | 82.5% | 80.1% | 84.2% | 85.2% |
| Workforce Development & Education | 84.6% | 85.4% | 85.8% | 86.5% | 86.9% | 86.0% | 86.1% |
| Totals, College-wide | 84.2% | 85.4% | 85.2% | 84.6% | 84.2% | 85.3% | 86.3% |
| Less Developmental & Orientation | 84.6% | 85.5% | 85.8% | 85.1% | 84.4% | 85.3% | 86.6% |

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Technology 1: Eighty-five percent of the faculty, staff, and students will rate the College's technology program as good or better (to the extent that funding permits) in terms of providing state-of-the-art hardware, software, technical support, and training for students, faculty, and staff. **EI MET: Student survey – 92%, Faculty & Staff survey: Administrative needs – 94%, Instructional needs – 86%, Student needs – 89%**

1996-1997 through 2000-2001 Annual Faculty and Staff Opinion Survey and Annual Student Opinion Survey Results

| Ability of College to Meet Technology Needs | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Percent Satisfied | Percent Satisfied | Percent Satisfied | Percent Satisfied | Percent Satisfied |
| Faculty & Staff Survey: | | | | | |
| Administrative Needs | 76% | 84% | 84% | 78% | 94% |
| Instructional Needs | 62% | 75% | 76% | 71% | 86% |
| Student Needs | 63% | 77% | 81% | 76% | 89% |
| Student Survey: | | | | | |
| Student Needs | 71% | 82% | 82% | 88% | 92% |

Technology 2: Ninety percent of the Technology Committee will rate the College's technology program as good or better (to the extent that funding permits) in terms of providing state-of-the-art hardware, software, technical support, and training for students, faculty, and staff. **Survey not accomplished.**

Technology 3: The College will maintain a comprehensive technology program for core services, students, faculty, and staff which equals or exceeds the programs offered by other Texas community colleges. (Measured by annual survey of peer colleges by Dean of Student and Information Services) **Survey not accomplished.**

Technology 4: There will be an annual increase in the integration of instructional technology in classroom-based credit courses. (Measured by faculty and division chairs) **EI MET: (See next page)**

Technology 5: There will be an annual increase in the percentage of Victoria College faculty who attend classroom-based or on-line technology training and/or who utilize the Faculty Resource Center to become proficient in current software and to create multimedia resources for the classroom and/or web pages for student research use. (Measured by division chairs and Director of Technology Training) **EI MET - (See next page)**

Technology 6: All staff (non-faculty) members will remain proficient in current software utilized by their respective function. (Measured by deans of Administrative Services and Student and Information Services and Director of Technology Training) **EI MET: (See next page)**

Technology 7: There will be an annual increase in the number of faculty who establish or update web pages designed to improve student accessibility to (at least) each course's objective, syllabus, outline, assignments, and supplemental research materials/resources. (Measured by division chairs and Director of Technology Training) **EI MET: (See next page)**

Technology 8: There will be an annual increase in the number administrative and support services that establish or update web pages designed to communicate (at least) each organizational unit's basic services, frequently requested information, on-line service requests, e-mail addresses, hours of operation, and phone numbers. (Measured by deans of Administrative Services and Student and Information Services and Director of Technology Training) **EI MET: (See next page)**

Technology 9: There will be an annual increase in the scope of administrative, instructional, and support services automated and/or streamlined by incorporation into VCCIMS or other Windows/web-based automated information systems each year. (Measured by deans of Administrative Services and Student and Information Services and by the Database Administrator) **EI MET: (See next page)**

Technology 10: The College will maintain a faculty, staff, and student four-year computer replacement cycle. **EI NOT MET in 2000-2001: However, all faculty and staff who were scheduled to receive a new computer in 2000-2001 did receive one in Fall 2001.**

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Technology 11: High quality on-line (web-based) and interactive television (ITV) College courses will increase in number each semester. (Measured by the Dean of Instructional Services and division chairs) **EI MET:** (See table below).

Victoria College Online and *ITV Course Enrollment Trends

| Type | Fall 1999 | Fall 2000 | Fall 2001 |
|-------------------------------------|-----------|-----------|-----------|
| ITV Off Campus Sites (*non Nursing) | 130 | 190 | 318 |
| Online | 141 | 300 | 344 |
| Virtual College of Texas | 0 | 39 | 130 |

Technology 12: Computer literacy training will be provided for all orientation students, all student workers, and for other students as requested by instructors. **EI MET:** **Freshman Orientation students received training during the summer sessions. All student workers received training online.**

College Technology Initiatives and Successes:

- **Allied Health and Kinesiology** – Increased numbers of faculty are using multimedia technology to increase active student participation in learning activities. EMS program offered classroom portion by ITV and students traveled to Victoria to complete lab/clinical. Several faculty are providing students with web-based clinical problem solving activities and practice exams along with regular email feedback to students' questions. Computer and projectors were upgraded in five classrooms.
- **Humanities and Fine Arts** – Faculty attended WebCT training courses, received individual training on ITV classroom use, and utilized the Faculty Resource Center. Students taking online and ITV English courses increased from 46 in 1999-2000 to 83 in 2000-2001.
- **Library** – Expanded electronic information resources partially through new TexShare databases resulting in a 23% increase in web page and electronic resources usage. Staff received training in Windows 2000. Library Newsletter and Annual Report were made available online.
- **Science and Math** – Used digital cameras to create web pages used by students in all biology classes. Several instructors within the division use multimedia presentations. There were four math classes and one chemistry lecture section offered online.
- **Social and Behavioral Sciences** – All faculty have web pages with syllabi and office hours. Many include additional material such as study tips. Four disciplines within the division offer ITV courses. The majority of faculty make use of multimedia technology within the classroom.
- **Workforce Development and Education** - Office Systems Technology programs were upgraded to prepare students for MOUS certification. \$20K of Cisco network equipment was added to enhance the Networking curricula.
- **Administrative Services** – All units had personnel attend in-house computer training. Auditoriums Rental developed web-based calendar showing booked auditorium dates. Book Store implemented automated book orders. Business Office implemented automated counter receipt utility within VCCIMS. Human Resources offers employee ERS benefits access online. Purchasing improved its web page with a search function and submitted bid specs by email to vendors. Security, Food Services, Media Services, and Physical Plant established web pages during 2000-2001.
- **Student Services** – All offices upgraded and maintained their web sites and usage statistics show numerous hits. Email, Internet access, and individual ITV linkages have greatly improved the access of student services to off-campus Vocational Nursing programs' students.
- **Technology Training** – Assisted five employees earn their MOUS certification. 56% of full-time faculty participated in technology training in 2000-2001 up from 49% in 1999-2000. Helped many faculty and support offices establish or upgrade their web pages.
- **Institutional Research and Planning** – The IRP web site has considerably increased data and information resources. All reports are put on the web in HTML or PDF version shortly after hard copy versions are completed. A VC Self-Study web site with a comprehensive index to all VC data (including IRP) was established. Upgrade of Inquisite (web based survey software) to include OMR scanning capability was used to administer multiple surveys in 2000-2001.
- **Recruiting and Marketing** – Refined and maintained the College web site which recorded over 390,000 visits during 2000-2001.

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Instruction 1: A minimum of 75 percent of contact hours generated by college credit courses will be taught by full-time faculty. **EI MET: 83% of all 2000-2001 contact hours were taught by fulltime faculty. However, the percentage of contact hours taught by parttime faculty increases every year.**

VC Contact Hours Generated by Fulltime and Part-time Faculty

| | 1996-1997 | | 1997-1998 | | 1998-1999 | | 1999-2000 | | 2000-2001 | |
|------------------|------------------|-------|------------------|-------|------------------|-------|------------------|-------|------------------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Fall | | | | | | | | | | |
| Full-Time | 648,400 | 87.5% | 677,328 | 86.0% | 678,496 | 86.1% | 671,184 | 85.2% | 676,992 | 83.2% |
| Part-Time | 92,544 | 12.5% | 109,808 | 14.0% | 109,440 | 13.9% | 116,640 | 14.8% | 136,416 | 16.8% |
| Total | 740,944 | | 787,136 | | 787,936 | | 787,824 | | 813,408 | |
| Spring | | | | | | | | | | |
| Full-Time | 597,440 | 85.0% | 595,248 | 83.1% | 621,696 | 86.1% | 613,200 | 84.9% | 613,568 | 83.2% |
| Part-Time | 105,152 | 15.0% | 121,436 | 16.9% | 100,064 | 13.9% | 109,344 | 15.1% | 124,192 | 16.8% |
| Total | 702,592 | | 716,684 | | 721,760 | | 722,544 | | 737,760 | |
| Summer I | | | | | | | | | | |
| Full-Time | 148,720 | 90.1% | 142,032 | 89.5% | 150,160 | 84.9% | 135,680 | 80.7% | 150,016 | 82.0% |
| Part-Time | 16,288 | 9.9% | 16,672 | 10.5% | 26,672 | 15.1% | 32,512 | 19.3% | 32,944 | 18.0% |
| Total | 165,008 | | 158,704 | | 176,832 | | 168,192 | | 182,960 | |
| Summer II | | | | | | | | | | |
| Full-Time | 22,272 | 80.6% | 22,176 | 85.2% | 15,104 | 54.3% | 13,952 | 56.8% | 15,648 | 63.8% |
| Part-Time | 5,376 | 19.4% | 3,840 | 14.8% | 12,720 | 45.7% | 10,608 | 43.2% | 8,880 | 36.2% |
| Total # | 27,648 | | 26,016 | | 27,824 | | 24,560 | | 24,528 | |
| Annual | | | | | | | | | | |
| Full-Time | 1,416,832 | 86.6% | 1,436,784 | 85.1% | 1,465,456 | 85.5% | 1,434,016 | 84.2% | 1,456,224 | 82.8% |
| Part-Time | 219,360 | 13.4% | 251,756 | 14.9% | 248,896 | 14.5% | 269,104 | 15.8% | 302,432 | 17.2% |
| Total | 1,636,192 | | 1,688,540 | | 1,714,352 | | 1,703,120 | | 1,758,656 | |

Instruction 2: Ninety percent of survey respondents will indicate satisfaction with the programs and services provided by Instructional Services. **EI MET: See below:**

Instructional Services Satisfaction Ratings

| Instructional Services Divisions | 2000-2001 Faculty & Staff Opinion Survey | 2000-2001 Student Opinion Survey | Fall 2000 Student Evaluation of Instructors - Item #29 | Spring 2001 Student Evaluation of Instructors - Item #29 | Sum 2001 Student Evaluation of Instructors - Item #29 |
|--|--|----------------------------------|--|--|---|
| Allied Health & Kinesiology | 88% | NA | 97% | 93% | 100% |
| Humanities & Fine Arts | 98% | NA | 98% | 99% | 100% |
| Science & Mathematics | 99% | NA | 95% | 97% | 98% |
| Social & Behavioral Sciences | 97% | NA | 98% | 98% | 97% |
| Workforce Development & Education | 85% | NA | 97% | 99% | 100% |
| Library | 93% | 98% | NA | NA | NA |
| Instructional Services as a whole | 94% | NA | 97% | 96% | 99% |

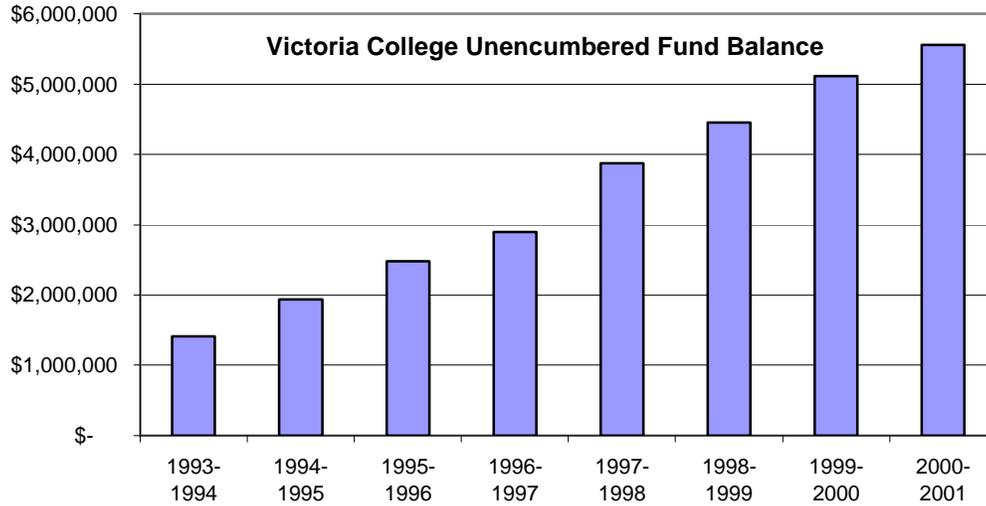
Support 1: Ninety percent of survey respondents will indicate satisfaction with the programs and services provided by Student and Information Services, and Administrative Services, the Library, Institutional Research and Planning, and Recruiting/Marketing. **EI MET: All areas 90% or greater.**

See details of the 2000-2001 Annual Faculty & Staff Opinion and Student Opinion Surveys at:

<http://www.vc.cc.tx.us/dept/ir/surveys.html>

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Stewardship 1: The College will maintain an unencumbered fund balance sufficient to cover 3 months operating expenses. **EI MET:** The College reached its 3-month reserve fund balance in 1997-1998 and continues to maintain an adequate level of reserve funds.



Stewardship 2: The College will maintain a “Net Total Current Fund Revenues to Total Current Fund Revenues” positive ratio. **EI MET:** 3.39%

| The Texas State Auditor's Office THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM Multi-Year Ratio Trend Analysis Report The Victoria College | | | | | |
|---|--|--|----------------------|-----------------|-------------------------------------|
| Ratio # 1 | | Net Total Current Fund Revenues to Total Current Fund Revenues | | | |
| Objective: | This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?" | | | | |
| Formula: | Net Total Current Fund Revenues / Total Current Fund Revenues | | | | |
| Assessment Instructions: | A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bad sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances. | | | | |
| Issue Areas: | This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds. | | | | |
| Fiscal Year | Ratio Numerator | Ratio Denominator | Ratio Results (As %) | Overall Ranking | Ratio Warnings (if applicable) |
| 2000 | \$799,776 | \$23,575,340 | 3.39% | 17/50 | |
| 1999 | \$576,148 | \$22,579,684 | 2.55% | 27/50 | |
| 1998 | \$566,800 | \$20,986,144 | 2.70% | 31 of 50 | |
| 1997 | \$288,218 | \$17,833,525 | 1.62% | 28 of 50 | |
| 1996 | \$655,505 | \$17,670,821 | 3.71% | 19 of 50 | |
| 1995 | \$779,309 | \$16,286,863 | 4.78% | 11 of 50 | |
| 1994 | \$542,110 | \$15,720,664 | 3.45% | 14 of 50 | |
| 1993 | \$269,225 | \$14,846,975 | 1.81% | 27 of 49 | |
| 1992 | (\$175,077) | \$13,662,841 | (1.28%) | 43 of 48 | Ratio 1 Below Recommended Threshold |

Note: The information in this report has not been audited by the Texas State Auditor's Office.

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Stewardship 3: The College will maintain a "Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds) ratio of 1:1 or greater. **EI MET: 2.73:1**

| The Texas State Auditor's Office THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM Multi-Year Ratio Trend Analysis Report The Victoria College | | | | | |
|---|-----------------|--|------------------------|-----------------|--------------------------------|
| Ratio # 11 | | Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds) | | | |
| Objective: | | This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds. | | | |
| Formula: | | Total Current Assets / Total Current Liabilities | | | |
| Assessment Instructions: | | Ideally, this ratio should be 1:1 or greater. As the ratio value becomes significantly less than 1:1, it suggests that the institution may have trouble meeting its current liabilities. | | | |
| Issue Areas: This ratio can be used in assessing issues related to Cash Management. | | | | | |
| Fiscal Year | Ratio Numerator | Ratio Denominator | Ratio Results (As X:1) | Overall Ranking | Ratio Warnings (if applicable) |
| 2000 | \$7,885,289 | \$2,889,2526 | 2.73:1 | 18 of 50 | |
| 1999 | \$6,504,422 | \$3,047,123 | 2.13:1 | 27 of 50 | |
| 1998 | \$6,109,857 | \$2,598,802 | 2.35:1 | 22 of 50 | |
| 1997 | \$6,652,522 | \$1,631,335 | 4.08:1 | 6 of 50 | |
| 1996 | \$4,215,343 | \$1,314,815 | 3.21:1 | 9 of 50 | |
| 1995 | \$3,316,764 | \$1,152,470 | 2.88:1 | 11 of 50 | |
| 1994 | \$2,935,464 | \$1,298,933 | 2.26:1 | 20 of 50 | |
| 1993 | \$2,294,877 | \$1,011,881 | 2.27:1 | 19 of 49 | |
| 1992 | 2,136,769 | \$1,014,461 | 2.11:1 | 43 of 48 | |

Note: The information in this report has not been audited by the Texas State Auditor's Office.

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Stewardship 4: Victoria College will increase the combined percentage of classes offered in the afternoon, evening, on Saturday, and through non-traditional means (such as mini-semester and on-line courses) out of total classes offered in order to ensure efficient utilization of classroom space based on student needs. **EI MET:** See below.

Victoria College Campus Morning and Afternoon Classroom Usage Trends

| Fall 1998 College-Wide - Morning & Afternoon Summary | | | | | | | | | | | | | * Time slots available for use | |
|--|-----------------|-----------------------------|------------|------------|------------|------------|------------|-----------------------------------|------------|------------|------------|------------|--------------------------------|--|
| College-wide Utilization by time-of-day | Number of Rooms | Morning 8:30 am - < 12 noon | | | | | | Afternoon (between 12 noon- 5 pm) | | | | | | |
| | | Mon/Wed/Fri | | | Tue/Thu | | | Mon/Wed/Fri | | | Tue/Thu | | | |
| | | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | |
| General Purpose | 46 | 184 | 141 | 77% | 138 | 95 | 69% | 184 | 48 | 26% | 138 | 27 | 20% | |
| Labs/Special Purpose | 53 | 212 | 169 | 80% | 159 | 130 | 82% | 212 | 184 | 87% | 159 | 134 | 84% | |
| Total | 99 | 396 | 310 | 78% | 297 | 225 | 76% | 396 | 232 | 59% | 297 | 161 | 54% | |
| Fall 1999 College-Wide - Morning & Afternoon Summary | | | | | | | | | | | | | | |
| College-wide Utilization by time-of-day | Number of Rooms | Morning 8:30 am - < 12 noon | | | | | | Afternoon (between 12 noon- 5 pm) | | | | | | |
| | | Mon/Wed/Fri | | | Tue/Thu | | | Mon/Wed/Fri | | | Tue/Thu | | | |
| | | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | |
| General Purpose | 44 | 176 | 127 | 72% | 132 | 92 | 70% | 176 | 27 | 15% | 132 | 18 | 14% | |
| Labs/Special Purpose | 53 | 212 | 169 | 80% | 159 | 124 | 78% | 212 | 182 | 86% | 159 | 134 | 84% | |
| Total | 97 | 388 | 296 | 76% | 291 | 216 | 74% | 388 | 209 | 54% | 291 | 152 | 52% | |
| Fall 2000 College-Wide - Morning & Afternoon Summary | | | | | | | | | | | | | | |
| College-wide Utilization by time-of-day | Number of Rooms | Morning 8:30 am - < 12 noon | | | | | | Afternoon (between 12 noon- 5 pm) | | | | | | |
| | | Mon/Wed/Fri | | | Tue/Thu | | | Mon/Wed/Fri | | | Tue/Thu | | | |
| | | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | |
| General Purpose | 44 | 176 | 128 | 73% | 132 | 99 | 75% | 176 | 45 | 26% | 132 | 21 | 16% | |
| Labs/Special Purpose | 53 | 212 | 166 | 78% | 159 | 131 | 82% | 212 | 184 | 87% | 159 | 134 | 84% | |
| Total | 97 | 388 | 294 | 76% | 291 | 230 | 79% | 388 | 229 | 59% | 291 | 155 | 53% | |
| Fall 2001 College-Wide - Morning & Afternoon Summary | | | | | | | | | | | | | | |
| College-wide Utilization by time-of-day | Number of Rooms | Morning 8:30 am - < 12 noon | | | | | | Afternoon (between 12 noon- 5 pm) | | | | | | |
| | | Mon/Wed/Fri | | | Tue/Thu | | | Mon/Wed/Fri | | | Tue/Thu | | | |
| | | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | Avail.* | Used | Rate | |
| General Purpose | 40 | 160 | 118 | 74% | 120 | 94 | 78% | 160 | 26 | 16% | 120 | 17 | 14% | |
| Labs/Special Purpose | 55 | 220 | 178 | 81% | 165 | 131 | 79% | 220 | 189 | 86% | 165 | 148 | 90% | |
| Total | 95 | 380 | 296 | 78% | 285 | 225 | 79% | 380 | 215 | 57% | 285 | 165 | 58% | |

Employees 1: All faculty will meet or exceed the Southern Association of Colleges and Schools (SACS) required minimum standards for teaching credentials, or the College will document the appropriate individual exceptions as allowed in the SACS criteria. **EI MET: All faculty meet and some exceed the required SACS teaching credentials or appropriate documentation is in place for SACS allowable exceptions.**

Employees 2: Eighty-five percent of the faculty and staff will rate as good or better the College's efforts to recruit, retain, develop, and reward well-qualified employees marked by diverse backgrounds. **EI NOT MET: Three out of four areas received satisfaction ratings of less than 85% per 2000-2001 Faculty & Staff Opinion Survey on page A-20.**

Employees 3: By using race-neutral criteria, the percentage of ethnic minority full-time and part-time faculty and staff will increase 1 to 2 percentage points per year until the ethnic makeup of college employees more accurately reflects the ethnicity of the College service area. **EI NOT MET See staff profiles tables next page.**

Employees 4: Ninety percent of College full-time faculty and staff and 75% of College part-time faculty and staff will be retained from year to year. **EI MET for full-time and NOT MET for part-time employees. From Fall 1999 to Fall 2000 93% of full-time employees and 71% of part-time employees were retained.**

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

2000-2001 Faculty and Staff Opinion Survey Results- Employee Satisfaction

| College-Wide | Very Satisfied | | Satisfied | | Neutral | | Dissatisfied | | Very Dissatisfied | | N/A | | 2000-2001 Total | | 1999-2000 Total | |
|--|--|-------|-----------|-------|---------|-------|--------------|-------|-------------------|-------|------|------|-----------------|-------|-----------------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % Sat | # | % Sat |
| | College efforts to RECRUIT well-qualified employees. | 28 | 18.3% | 78 | 51.0% | 24 | 15.7% | 5 | 3.3% | 2 | 1.3% | 16 | 10.5% | 153 | 94.9% | 190 |
| College efforts to RETAIN well-qualified employees. | 21 | 13.7% | 60 | 39.2% | 27 | 17.6% | 25 | 16.3% | 9 | 5.9% | 11 | 7.2% | 153 | 76.1% | 190 | 85.1% |
| College efforts to DEVELOP well-qualified employees. | 20 | 13.1% | 68 | 44.4% | 27 | 17.6% | 18 | 11.8% | 8 | 5.2% | 12 | 7.8% | 153 | 81.6% | 189 | 87.4% |
| College efforts to REWARD well-qualified employees. | 14 | 9.2% | 39 | 25.5% | 34 | 22.2% | 31 | 20.3% | 22 | 14.4% | 13 | 8.5% | 153 | 62.1% | 189 | 67.8% |

Victoria College Faculty Profile

| | Full-time | | | | | Part-time | | | | | Total | | | | |
|-------------------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
| | FA97 | FA98 | FA99 | FA00 | FA01 | FA97 | FA98 | FA99 | FA00 | FA01 | FA97 | FA98 | FA99 | FA00 | FA01 |
| TOTAL FACULTY | 108 | 116 | 111 | 118 | 120 | 86 | 95 | 91 | 99 | 92 | 194 | 211 | 202 | 217 | 212 |
| <u>Gender</u> | | | | | | | | | | | | | | | |
| Male | 50 | 53 | 58 | 57 | 59 | 48 | 55 | 53 | 57 | 42 | 98 | 108 | 111 | 114 | 101 |
| Female | 58 | 63 | 53 | 61 | 61 | 38 | 40 | 38 | 42 | 50 | 96 | 103 | 91 | 103 | 111 |
| <u>Ethnicity</u> | | | | | | | | | | | | | | | |
| White, Non-Hispanic | 101 | 109 | 103 | 111 | 114 | 81 | 91 | 86 | 95 | 83 | 182 | 200 | 189 | 206 | 197 |
| Black, Non-Hispanic | 1 | 0 | 1 | 1 | 1 | 2 | 2 | 2 | 0 | 1 | 3 | 2 | 3 | 1 | 2 |
| Hispanic | 6 | 7 | 7 | 6 | 4 | 3 | 2 | 2 | 3 | 7 | 9 | 9 | 9 | 9 | 11 |
| Other | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 2 |

Non-Faculty Full-Time Staff Profile

| | Fall 97 | Fall 98 | Fall 99 | Fall 00 | Fall 01 |
|-------------------------|------------|------------|------------|------------|------------|
| TOTAL | 135 | 128 | 146 | 145 | 155 |
| <u>Gender</u> | | | | | |
| Male | 48 | 48 | 45 | 46 | 48 |
| Female | 87 | 80 | 101 | 99 | 107 |
| <u>Ethnicity</u> | | | | | |
| White, Non-Hispanic | 94 | 90 | 102 | 100 | 109 |
| Black, Non-Hispanic | 7 | 6 | 5 | 5 | 6 |
| Hispanic | 34 | 32 | 39 | 40 | 40 |

Employees 5: Seventy-five percent of College full-time faculty and staff will complete at least one continuing education or staff development event annually. **EI MET:**

- **Administrative Services** – All units had personnel attend in-house computer training. All staff attended mandatory Human Resources training. Many staff attended function-specific training in their area of expertise.
- **Allied Health and Kinesiology** – Each full-time and benefits-eligible part-time faculty member attended at least one professional development activity during 2000-2001
- **Workforce Development and Education** – Faculty development profiles indicate faculty were able to attend professional seminars and business and industry expos
- **Institutional Research and Planning** – All staff attended professional development workshops during 2000-2001
- **Student Services** – Counseling services personnel attended annual conferences and various workshops and subscribe to professional literature. All full-time financial aid staff attended regional, state, and /or federal conferences related to their positions.

Employees 6: The Victoria College average nine-month salary for full-time faculty will meet or exceed the State Weighted Average nine-month salary for full-time community college faculty. **EI MET:** **The 1999-2000 average nine-month salary for Victoria College fulltime faculty was \$40,274 and the State Weighted Average was \$40,234. Faculty salary data for 2000-2001 are not yet available.**

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Community 1: There will be steady growth in (1) funds generated through the College foundation, (2) the number of private and public grant initiatives submitted, (3) the percentage of the annual budget generated through non traditional funding sources, and (4) the level of involvement with private and public entities within the community. **EI MET:** Annual giving participation increased to 220 (21%) and contributions increased to \$94,000 (31%.) Memorial contributions continue to increase. However, total NonTraditional Funds have decreased for three consecutive years.

Victoria College Non-Traditional Funds Received

| <i>Federal Funds</i> | 1995-1996 | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 | 2000-2001 |
|-------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Carl Perkins - Formula | \$190,000 | \$175,000 | \$194,000 | \$181,000 | \$245,100 | \$264,554 |
| Carl Perkins - Equity | \$46,400 | \$41,033 | \$51,700 | \$51,514 | | |
| Carl Perkins - Tech Prep | \$254,500 | \$242,000 | \$252,000 | \$242,000 | \$231,517 | \$245,157 |
| School - to - Work | \$3,750 | \$14,000 | \$300,000 | \$300,000 | \$220,818 | \$98,713 |
| Title III Grant | | | | \$349,831 | \$349,175 | \$324,694 |
| Quality Workforce | \$43,750 | | | | | |
| Adult Education | \$66,661 | \$174,878 | \$233,613 | \$203,167 | \$279,657 | \$369,118 |
| DHHS Grant | \$220,000 | \$298,487 | \$399,761 | \$270,525 | \$195,506 | \$31,090 |
| Golden Crescent Life Connections | | | \$6,480 | | | |
| Golden Crescent JTPA | | | | | \$29,262 | \$7,164 |
| Golden Crescent Child Care Training | | | | | \$64,301 | \$67,476 |
| Rural Health Careers | | | \$3,240 | | \$2,700 | \$3,000 |
| Texas Department of Health | | | \$78,500 | | | |
| National Science Foundation | \$20,872 | | | | | |
| Dietetic Food Service | | | | | \$6,855 | |
| STTARS | | | | | \$11,000 | |
| Total | \$845,933 | \$945,398 | \$1,519,294 | \$1,598,037 | \$1,635,891 | \$1,410,966 |
| <i>State Funds</i> | | | | | | |
| Adult Education | \$33,339 | \$57,689 | \$68,164 | \$70,356 | \$68,825 | \$83,016 |
| AHEC Austin Grant | \$34,000 | \$56,498 | | | | |
| AHEC State | | | | \$155,000 | \$216,400 | \$355,840 |
| ADN Incentives Grant | \$5,000 | | \$4,500 | | | |
| LVN Incentives Grants | \$10,895 | \$4,277 | \$7,850 | \$5,876 | \$5,961 | \$2,499 |
| Smart Jobs | | | \$107,000 | | | |
| TX Workforce Comm - USSI | | | \$16,780 | | | |
| TX Workforce Comm - Lancaster | | | \$5,328 | | | |
| TIFB Grant | | | | \$198,081 | | |
| Other | | | | | | |
| Total | \$83,234 | \$118,464 | \$209,622 | \$429,313 | \$291,186 | \$441,355 |
| <i>Gifts and Grants</i> | | | | | | |
| Johnson Foundation | \$175,000 | | \$200,000 | | \$100,000 | \$92,514 |
| Guadalupe Valley Hosp. | \$74,500 | \$50,000 | \$55,000 | \$42,500 | | |
| Crossroads Foundation | \$3,000 | | | | | |
| Smithville Regional Hosp | | | \$29,000 | \$14,453 | \$30,018 | \$45,027 |
| Scholarships and Endow interest | \$212,920 | \$278,036 | \$180,023 | \$340,857 | \$460,253 | \$566,425 |
| Endowments | \$96,085 | \$175,288 | \$325,511 | \$257,361 | \$290,681 | \$91,699 |
| TAS Grant | \$13,500 | \$7,000 | \$5,000 | \$22,941 | \$22,903 | \$35,902 |
| Citizens Medical Center | | | \$15,000 | | | \$25,000 |
| Cuero Community Hospital | | | \$15,000 | | | |
| Detar Hospital | | | | | | \$20,000 |
| Memorial Medical Center | | | \$15,000 | | | |
| Lavaca Medical Center | | | \$2,500 | | | |
| William E. Allen | | | | \$1,000 | | |
| AHEC | | | | \$8,000 | | |
| VC Foundation, Inc. | | | | \$25,000 | \$22,850 | \$3,664 |
| Process Technology Sponsors | | | \$476,133 | \$488,600 | \$128,000 | |
| City States Tax Grant | | | | | \$125,000 | \$149,329 |
| City Air Quality Outreach | | | | | | \$54,802 |
| Childcare & Transportation Assist. | | | | | | \$25,389 |
| Total | \$575,005 | \$510,324 | \$1,318,167 | \$1,200,711 | \$1,179,705 | \$1,109,751 |
| Grand Total | \$1,504,172 | \$1,574,186 | \$3,047,083 | \$3,228,061 | \$3,106,782 | \$2,962,072 |

Appendix: 2000-2001 Effectiveness Indicator Outcomes Detail

Community 2: The present level and variety of College sponsored and College hosted cultural events and activities designed for the enrichment of both the student and general communities will remain the same or increase. **EI MET: Successful 2000-2001 Lyceum Lecture Series and Fine Arts productions**

The Victoria College *Lyceum* 2000-2001 Lecture Series

- Arthur Schlesinger, Jr. – Leading scholar, author, and presidential advisor. *Running for President: Perils and Possibilities*, September 21, 2000. Estimated attendance for lecture – 550. Estimated attendance for reception with community leaders, faculty, and staff - 85.
- Kathy Conkrite – Author and tireless champion for mental health. *Fighting the Stigma of Mental Illness*, October 10, 2000. Estimated attendance for lecture – 600. Estimated attendance for reception with community leaders, faculty, and staff - 100.
- Dr. Sylvia Earle – Marine biologist, author, lecturer, scientific consultant and co-founder and director of “Deep Ocean.” *Dances with Dolphins: The Importance and Beauty of our Oceans*, February 8, 2000. Estimated attendance for lecture – 575. Estimated attendance for reception with community leaders, faculty, and staff - 100.
- Madam Chief Justice Beverly McLachlin – Chief Justice of the Supreme Court of Canada. *Cultural Diversity: The Unique Case of Canada*, March 6, 2001. Estimated Attendance for lecture – 500. Estimated attendance for reception with community leaders, faculty, and staff - 80.

The Victoria College Fine Arts Department 2000-2001 Events

| <u>Dates</u> | <u>Attendance</u> | <u>Production</u> | <u>Facility</u> Fine Arts Auditorium (FA) Johnson Symposium Center (JSC) |
|---------------------------|-------------------|-------------------------------------|--|
| <u>FALL 2000</u> | | | |
| September 15- 29 | 1,000+ | <u>Art Show</u> | FA |
| October 2-20 | 1,000+ | <u>Art Show</u> | FA |
| October 12-15 | 187 | <u>Drama Production " Antigone"</u> | JSC |
| October 30 | 450 | <u>Band Concert</u> | FA |
| November 1 - 21 | 1,000+ | <u>Art Show</u> | FA |
| November 16-19 | 643 | <u>Musical "Babes In Toyland"</u> | FA |
| November 21 | 60 | <u>Departmental Recitals</u> | FA |
| November 27-December 1 | 600 | <u>Holiday Art Sale</u> | FA |
| December 1 | 450 | <u>Holiday Concert</u> | FA |
| <u>SPRING 2001</u> | | | |
| January 9 - February 2 | 1,000+ | <u>Art Show</u> | FA |
| February 12 - March 5 | 1,000+ | <u>Art Show</u> | FA |
| February 14 | 85 | <u>Valentine Vocals</u> | FA |
| March 26 | 400 | <u>Band Concert</u> | FA |
| April 5-8 | 270 | <u>Drama Production</u> | Student Center |
| April 18 - May 4 | 1,000+ | <u>Art Department Show</u> | FA |
| April 19 -20 | 100 | <u>Evening Art Show Reception</u> | FA |
| April 23-24 | 40 | <u>Departmental Recitals</u> | FA |
| May 1 | 150 | <u>Choral Concert</u> | JSC |
| May 2 | 600 | <u>Mariachi Concert</u> | FA |
| May 3 | 260 | <u>Band Concert</u> | FA |

Facilities 1: Eighty-five percent of the faculty, staff, and students will rate as good or better the College’s efforts to provide and support campus appearance, maintenance, cleanliness, and security. **EI MET: Student Survey – 99%, Faculty & Staff Survey 98%**

Facilities 2: Ninety-five percent or more of College and community groups which utilize the college facilities will rate their service/use as “good” or “very good.” **EI MET: 97% of Fine Arts Auditorium & Johnson Symposium renters and 98% of Student Center Renters.**