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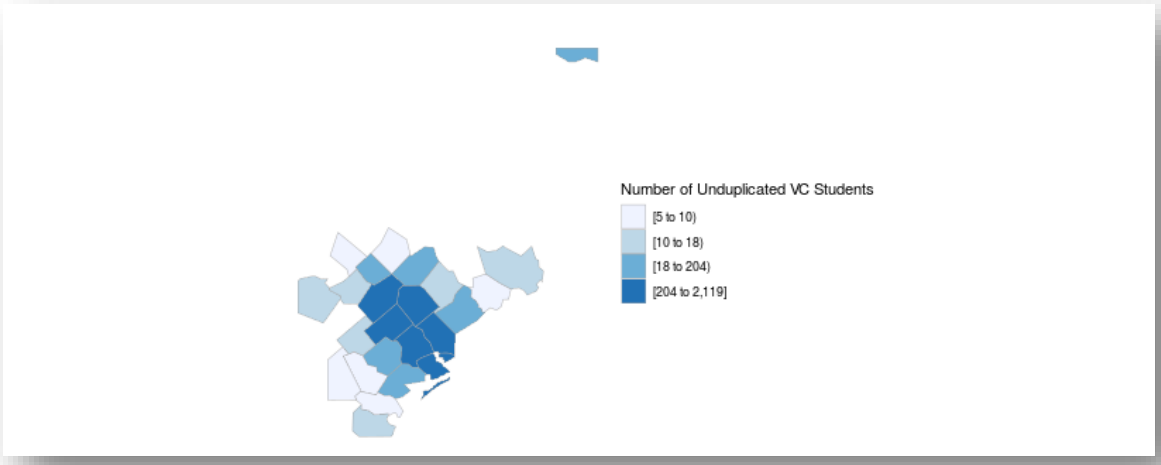
FORWARD

Why an *End of Year* report? Past, Present, and Future are moments in time from which Victoria College (VC) learns, acts, and grows. In end of year reporting, VC learns from our shared Past and works to understand why our efforts played out the way they did. Thus, along with Present actions in unit planning and Future growth from strategic planning, the End of Year Report is part of a full view of our college.

Capturing the lessons to be learned from Victoria College's challenges and achievements across seven counties and unofficially stretching across Texas is not easy. In Fall 2019, VC served students in the counties shown below.



Serving approximately 8,000 students a year through credit, non-credit, and adult basic education involves a lot of moving parts working together smoothly. While this report acknowledges and respects those efforts, it cannot pretend to document every action. Instead, the End of Year Report seeks to highlight the most impactful achievements of the college, with a preference for those actions and results that best guide and shape Present and Future actions and growth. This focus allows the End of Year Report to serve as a foundation each year for Victoria College's continuous improvement. It captures results and achievements from across the college in efforts ranging from unit planning to metric assessment to strategic planning to daily activities.

VC faced a major challenge this year, as the COVID-19 pandemic tested the mettle of our community alongside the students and personnel of our college. From spring break in March, students discovered new ways they could learn and grow – even as college personnel adapted and learned alongside our students the language of Webex, real-time remote, and physical distance (with social support).

This year also saw the close out in spring of the prior strategic plan. While many aspects of the prior strategic plan were accomplished, ongoing efforts in the work of all 50 Texan community colleges' Texas Pathways initiative continue. VC recently was accepted in our application to continue for another three. At VC, Texas Pathways is led by the Vice President of Instruction and a core team including the College President; the Dean of Student Services; the Faculty Senate President; the Director of Advising and Counseling; the Director of Marketing; and the Director of Institutional Effectiveness, Research, and Assessment. Texas Pathways has four pillars that incorporate equity considerations:

Mapping Pathways to Student End Goals

Helping Students Choose and Enter a Program Pathway

Keeping Students on Path

Ensuring Students are Learning

OUR COMMUNITY, OUR COLLEGE

TEXAS PATHWAYS

The Texas Success Center recognized Victoria College in December for its efforts in implementing the Texas Pathways model. The Texas Success Center noted in the report that the Victoria College Foundation collaborated with the Victoria ISD Foundation to offer scholarships to reduce the cost of a student's first dual-credit class from $150 to $50. The collaboration increased the number of underrepresented students enrolled in dual-credit classes.

Victoria College announced in October it was selected to participate in the multimillion dollar Texas Pathways Round Two grant. Since joining Texas Pathways, Victoria College has increased tutoring and the number of academic coaches. Victoria College has also expanded support services available to students to include transportation assistance, a food and clothing pantry, and a variety of personal well-being supports.

COLLEGE NEWS

Dr. Jennifer Kent was selected as the sixth president of Victoria College by the VC Board of Trustees in July. The board unanimously approved a two-year contract for Kent, who was previously the senior vice president of Ranger College and has served in education for 23 years.

Five Victoria College students participated in the Texas Junior College Student Government Association State Conference held in April virtually through Zoom. VC's Student Government Association was assigned the task of organizing the regional meeting. Victoria College SGA Vice President/Treasurer Lilly Hoskinson and Victoria College SGA Historian Yazen Hamdouah volunteered to be a part of the Region VI executive board for the conference.

Former world champion chess player Susan Polgar defeated 10 players simultaneously as part of her Victoria College Lyceum Lecture Series presentation on March 2. Polgar, the first female to earn a Men's Grandmaster chess title, spoke on how chess transformed her life at an early age.

Garrett Graff, historian and national security expert, kicked off Victoria College's 2019-20 Lyceum Lecture Series by speaking at VC's Leo J. Welder Center for the Performing Arts on September 25. Graff, who has written for the *Esquire* and the *New York Times*, spoke on his latest book, *The Only Plane in the Sky: An Oral History of 9/11*.

Leroy Chiao, former NASA astronaut and International Space Station commander, spoke at the Victoria Fine Arts Center as part of Victoria College's Lyceum Lecture Series on October 21. Chiao, who has logged 229 days in space, spoke on how he was motivated to become an astronaut at the age of 8 by the Apollo 11 crew walking on the moon.

Victoria College announced in December that it is planning to offer an Associate of Applied Science degree in network engineering technology with cloud concepts beginning in the Fall 2020 semester.

Victoria College earned recognition as one of the "Great Colleges to Work For" a third consecutive year. VC was also named to the survey's "Honor Roll" for a second straight year.

SUPPORTING STUDENTS

The Alcoa Foundation donated $45,000 to Victoria College in July for the purchase of equipment to be used in VC's Instrumentation and Electronics Technology Program. Seven Emerson 475 field communicators will assist students in their familiarity with calibrators commonly used in most process plant and oilfield instrumentation.

The Cloyde and Ethel Lee Tracy Foundation donated $126,000 for industrial trades renovations at Victoria College's William Wood Building. The funds will be used for expanding and modernizing classrooms and labs for VC's instrumentation, electronics technology, and welding classes to better meet the growing demand for qualified and skilled technicians.

The Victoria College Foundation provided over $1 million in support for Victoria College students through scholarships for the 2018-19 academic year. The $1,013,484 total was an all-time high and benefitted 1,420 Victoria College students through scholarship support.

Victoria College announced in January plans to utilize the $3.8 million grant it received from the U.S. Commerce Department's Economic Development Administration to support expansion of VC's industrial workforce training programs leading to employment in manufacturing.

Victoria College received a gift of $122,500 in February from the Dickson-Allen Foundation to benefit VC students in Lavaca and Gonzales counties. The gift included $80,000 for scholarships for Workforce and Continuing Education students attending the VC Gonzales Center and $4,000 for a Heating, Ventilation, and Air Conditioning (HVAC) Lab at the VC Gonzales Center.

Victoria College received a grant of $50,025 in November from the U.S. Department of Education to offer assistance with childcare expenses to students majoring in general studies. The Child Care Access Means Parents in School (CCAMPIS) Grant supports the participation of low-income parents in higher education by providing childcare services.

Victoria College's Gonzales Center began stocking a food pantry in January to assist students with nonperishable foods, toiletries, diapers, and clothing.

OUR COMMUNITY

Victoria College's Museum of the Coastal Bend was selected in April to participate in the Museum Assessment Program (MAP) administered by the American Alliance of Museums. The museum's participation is made possible through funding provided by the Institute of Museum and Library Services (IMLS). MAP helps museums strengthen operations, plan for the future, and meet standards through self-study and a consultative site visit from an expert peer reviewer.

Victoria College's Museum of the Coastal Bend announced plans for a 3,600-square-foot expansion project after receiving a grant of $583,750 from the National Endowment for the Humanities in March. The award is one of 32 recently made by the NEH's Infrastructure and Capacity Building Challenge Grant Program.

Victoria College's Museum of the Coastal Bend unveiled its "Can You Dig It? Archaeology in the Coastal Bend" exhibit in July at Victoria City Hall. The exhibit demonstrates the process of how artifacts are excavated and analyzed.

COVID-19

Proactive efforts by Victoria College during the outbreak of COVID-19 paid off for students and employees. VC departments collaborated to ensure VC students were able to continue their studies online and VC employees were able to perform their duties remotely.

Thanks to proactive measures to transition students and faculty to online learning and teaching, Victoria College was able to maintain a high student retention rate for the Spring 2020 semester. VC had reported a retention rate of around 89 percent in each of its previous seven spring semesters. Despite closure of all its locations for two months during the Spring 2020 semester due to the COVID-19 pandemic, VC maintained a retention rate of 89 percent.

Victoria College's allied health programs donated personal protective equipment supplies to DeTar Healthcare System and Citizens Medical Center in March to augment their supplies during the COVID-19 pandemic. A total of 500 facemasks and 6,000 pairs of gloves were delivered Citizens and DeTar.

Victoria College was awarded $1,680,906 in April through the Higher Education Emergency Relief Fund, a federal grant funded by the CARES Act. Over half the funds provided cash grants for eligible VC students who incurred expenses related to disruptions to their education due to COVID-19. The remainder supported student learning through technology upgrades (to allow real-time remote learning – one of five learning modes VC offers) and other college infrastructure support.

Victoria College announced its plans to offer five instructional methods during the 2020 fall semester to provide students flexibility during the COVID-19 pandemic. In addition to traditional face-to-face, online, and hybrid courses, Victoria College will offer real-time remote classes and an alternating method that will allow students to take classes face-to-face and remotely in real time.

LEADERSHIP

BOARD OF TRUSTEES

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

Mr. Luis A. Guerra
Vice Chair, District 2
Occupation: Engineer
Member since 2008
Term expires in 2024

Mr. John E. Zacek
Secretary, District 4
Occupation: Banking Executive
Member since 2016
Term expires in 2022

Dr. Daniel A. Cano
Member, District 5
Occupation: Physician
Member since 2016
Term expires in 2020

Ms. Catherine R. McHaney
Member, District 6
Occupation: Newspaper Co-owner
Member since 1985
Term expires in 2022

Dr. Josie Rivera
Member, District 1
Occupation: Retired Educator
Member since 2018
Term expires in 2024

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

PRESIDENT

Dr. David Hinds
5th President

Dr. Jennifer Kent
6th President

ADMINISTRATIVE COUNCIL

Ms. Cindy Buchholz	Vice President of Instruction
Dr. Edrel Stoneham	Dean of Student Services
Mr. Keith Blundell	Vice President of Administrative Services
Ms. Terri Kurtz	Executive Director of Human Resources

GUIDING PRINCIPLES

VISION

Our Community, Our College: Improving Lives, Strengthening Communities

- Empowering each student to achieve excellence in an environment that cultivates personal relationships among students, faculty, and staff.
- Being the catalyst for educational attainment, economic growth, and cultural enrichment in partnership with business, industry, community groups, and all levels of education.

MISSION

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

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

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

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

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

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

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

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

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

VALUES

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

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

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

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

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

ACCREDITATION & QUALITY ENHANCEMENT PLANNING

In early Fall 2019, VC submitted the college's regularly scheduled Fifth-Year Interim Report. This report covers approximately half of the principles of accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as the concluding Impact Report of VC's Quality Enhancement Plan. While the QEP Impact Report was fully accepted, SACSCOC did ask for two minor follow up reports in January 2020. Follow up reports can have shorter or longer deadlines depending how complex the commission believes the follow up report will be. VC's two reports had the shortest possible deadline – a sign the commission believed the concerns were of the nature of *demonstrating* compliance rather than *developing* compliance. VC submitted the two reports and recently heard back from the commission that there are no further questions. Thus, VC successfully completed both the Fifth Year Interim Report and the Quality Enhancement Plan: Students Engaged in Active Learning (SEAL).

Institutional Effectiveness, Research, and Assessment would like to thank the following members of the compliance committee, additional narrative writers, and VC experts who all worked together to ensure our college continues to serve our community faithfully and well.

Compliance Committee	Narrative Writers	VC Expertise
Cindy Buchholz	Felix Appelt	Babette Lowe
David Hinds	Helen Dvorak	Betsy Crane
Edrel Stoneham	Jennifer Stewart	Bobby Cubriel
Heidi Ajrami	Keith Blundell	Chris Kallus
Jackie Robinson	Kim Obsta	Corey Kubecka
Jennifer Yancey	Marty Deckard	Daniel Robinson
Matt Wiley	Tracey Bergstrom	Darin Kazmir
Michelle Paulsen		Darla Strother
Rachel Winkenwerder		Dava Allen
		Deb Crislip-Baker
		Irma Moreno
		Jacob Flores
		James Martinez
		Joyce Harper
		Katherine Rodriguez
		Laura Crandall
		LaVern Dentler
		Linda Soto
		Lisa DeVries
		Lisa Elsik
		Maddie Tolliver
		Margaret Janowski-Bell
		MaryAnn Rodriguez
		Sophia Kameitjo
		Susan Foester
		Susan Juckett
		Susie Jechow
		Terri Kurtz
		Tiffany Johnson
		Tisha Sternadel
		Vicki Miles

STRATEGIC PLAN & TEXAS GUIDED PATHWAYS

As VC moves into the 2020-2021 academic year, a new strategic plan will start under Victoria College's new president. Details of the prior plan are contained in prior End of Year Reports; the summary that follows highlights any action items the committees had recommended to be considered as part of the next strategic plan.

- SS 1.1: Create a learning commons model, as part of a comprehensive student center, to promote a culture of learning.
  - *Final Recommendation:* With the model created, the next stage is in progress. The campus planning team (led by Administrative Council) has ongoing discussions with VC's architect and design firms, resulting in draft visuals and technical sketches that will be displayed in the January 2020 convocation.
- SS-3.1: Create and sustain a comprehensive college mentoring program
  - *Final Recommendation:* VC should continue to support high impact practices that keep students on their path as one of the four Texas Pathways pillars.
- SS-3.2: Redesign advising to keep students on the pathway
  - *Final Recommendation:* Student Services and Instructional Council will begin working in early spring 2020 to develop a roadmap, with a target implementation date of fall 2020. Additionally, the VC website is to undergo an update to make Pathways more visible to assist students in selecting their meta-majors.
- SS-3.3: Work toward alignment among EC-12, VC, and transfer/career stakeholders
  - *Final Recommendation:* This work should continue as part of the overall Pathways efforts. Especially as the first, internal phase of Pathways is completed, improving the connection from EC-12 to VC should be an integral part of the next phase of Pathways efforts.
- SS-3.6 Provide timely and targeted financial assistance to students
  - *Final Recommendation:* Administrative Council will discuss internal financial controls and ascertain which policies are necessary and legal and which may be legacy practices.
- CN-2.2: Establish and enhance partnerships with community organizations that work with underserved populations
  - *Final Recommendation:* VC should continue to strategically develop and strengthen partnerships.
- CN-2.5: Develop additional engagement activities within the college for the benefit of underserved students
  - *Final Recommendation:* VC is a Hispanic Serving Institution (HSI), and consciously supporting equity is a key part of our mission, strategic plan, and Texas Guided Pathways. Equity will need to be seriously considered as we begin the next strategic planning cycle (particularly part- time minority student completion and retention). Expansion of engagement opportunities is critical and should remain in the strategic plan.
- CN-2-6: Promote upward mobility with underserved populations
  - *Final Recommendation:* While VC continues to be aware of childcare challenges in our service area that are beyond the college's ability to solve independently, this must continue on VC's strategic radar to identify partnerships and cooperative efforts to support our students.
- CN-3.1: Define and identify key stakeholders and strengthen relationships with them.
  - *Final Recommendation:* Our committee recommends exploring ways to monitor effectiveness and make adjustments to the existing approaches that have been adopted. For example: establish a system to review the outreach efforts, etc. Work should continue with addressing additional stakeholders such as business and industry partners. This should be on the next strategic plan.
- IE-1.1: Enhance employee communication both within departments and campus wide
  - *Final Recommendation:* Institutionalize activities since they are coordinated by either HR or Campus Connect Committee. It is recommended that we keep a communication initiative on for our next Strategic Plan but with new activities.
- IE-1.2: Expand employee recognition programs that express appreciation and cause employees to feel valued
  - *Final Recommendation:* VC should institutionalize the activities since HR coordinates them and continue focus on employee motivation during next strategic plan.
- IE-1.6: Systematically review processes for simplicity and efficiency
  - *Final Recommendation:* This activity will need to be discussed with the new president as well as reviewing need/rating in pre-plan SWOT process.
- IE-3.2: Provide employees and students an adequate technology infrastructure
  - *Final Recommendation:* While these plans were completed, technology infrastructure should be a priority in the next plan, but BYOD needs to be reevaluated.
- IE-3.3: Implement a comprehensive plan to ensure existing and new facilities meet student, employee, and community needs
  - *Final Recommendation:* The Facilities Master Plan should remain a priority in the next strategic plan, and it should reevaluate the need for a Facilities Master Plan standing committee.

OUTSTANDING OUTCOMES FROM ACROSS VC

As Victoria College's strategic planning cycle wound down, VC took the opportunity to re-align and strengthen the overall, college-wide planning and assessment cycles in the last half of the 2018-2019 fiscal year. This comprehensive effort involved all unit leaders, all strategic planning chairs, and Administrative Council. The goal was to provide timely information at actionable moments to encourage data-*informed* decision-making. With the final draft of the college's fifth year re-affirmation of accreditation report undergoing final edits, this effort connected and **un-**siloed planning and reporting to drive effective operations, reduce bureaucratic paperwork, promote forward-facing/results-orientated actions, and continued to fully comply with regional accreditation.

What follows is a brief, non-comprehensive selection of current metrics and qualitative achievements from VC's hard-working employees as captured in the annual unit plans.

- Administrative Services
  - Bookstore
    - By implementing a textbook counter, the bookstore maintained CDC COVID-19 safety measures while providing quick service to students.
  - Business Office
    - Business Office activities remain consistent year-to-year, and there are no activities that are subject to sunset. Activities in this department are governed by rules-based accounting principles.
  - Campus Police Security
    - Due to COVID-19 having a remote work campus for a goodly portion of 2020, security calls were expectedly down. On the other hand, coordinating the health check in stations – while not part of the official metrics for the office – represent important safety work the department does to support students and employees.
  - Cultural Affairs
    - Through COVID-19, cultural affairs staff have worked toward creative solutions for clients, such as hosting hybrid virtual/in-person events, socially-distanced seating options, and sharing scarce staff resources to ensure the three venues are fully staffed and capable of meeting new demands such as health screenings for event audiences. While we do not anticipate a return to pre-COVID "normal" anytime in the near future, we are adapting and changing as the needs of our clients and audiences change.
  - Physical Plant
    - Savings on projects completed with in-house personnel and equipment have reduced our accumulated deferred maintenance ratio to less than 5%. Workload for routine, emergency, and scheduled maintenance continues to increase as age of facilities increases. Budget for maintenance and repairs and organizational accounts are sufficient to meet our statement of purpose.
  - Purchasing
    - Learning to handle Purchasing tasks remotely when the pandemic broke out was a challenge. The Purchasing Department was able to continue operations with the assistance of the Technology Department.

As operations return to normal, it has been learned that a more paperless environment is attainable. The opportunities are being explored.

- Technology
  - In 2020, Victoria College was awarded significant funds from the CARES Act HEERF (Institutional Portion: $840,452, MSI Portion: $106,706). A little over half of those funds went toward offsetting student education costs; much of the remainder was used to enhance technology resources in response to COVID-19 to better support students receiving content at home. Improvements include replacing 100 faculty office PCS that include web cams, replacing 86 lectern PCs that include PTZ web cams and doc cams, and replacing core data center infrastructure (core network, servers, and storage). The COVID-19 response effectively stopped ITV (using Polycom gear in dedicated classrooms) and replaced it with *Webex*.

- VC Foundation & Grants
  - Foundation
    - Seventy percent of VC employees gave to the VC Foundation in 2020, up from 63% in 2019.
  - Grants Development
    - FY20 was a successful year with a high successful funding rate. The successes seem to signal that no significant changes in the office's approach are necessary at this time.
- Marketing
  - Three hundred and fifteen stories about VC appeared in the media, up from 281 in 2019.
- Human Resources
  - HR took the lead in the recruitment process of VC's sixth college president and navigating the resignation of the college's 5th president. In Spring 2020, HR took the lead in COVID-19 communications, managing employee cases, conducted contact tracing, and counseling employees regarding COVID FFRCA regulations.
- Instruction
  - Academic Support and Student Success
    - Academic coaching has greatly benefited students while utilizing part-time academic coaches. However, with the recent economic developments surrounding COVID-19, our part-time coaches are leaving for full-time employment.
  - Adult Education
    - Despite the pandemic, many students were able to persevere and complete their studies with our virtual class offerings. The most impressive accomplishment was to see our adult education team come together despite a crisis that affected everyone personally and professionally to continue their commitment to our program. Our program was able to continue forward with very little hesitation to continue serving our students in every capacity.
  - Allied Health
    - Continuing Education
      - Researched and developed two courses in-house to provide a cost savings over third-party course venders in Pharmacy Technician and Veterinary Assisting. As always, AHCE assesses the area for any other needed courses; currently in discussion with Citizen's Medical Center to develop a course for those employees.
    - Credit / Undergraduate
      - Due to COVID-19, enrollment is down in both nursing programs; this is in part specifically attributable to reduced clinical opportunities either due to agencies requesting no students or lacking PPE resources.
  - Arts, Humanities, and Social Sciences
    - AHSS made gains closing equity gaps through their data-informed continuous improvement process. Data shows more students who just missed being TSI complete (INRW 0017) or needed a bit more just-in-time assistance (INRW 0301) were able to become TSI complete through our developmental education program. Additionally, success rates for students enrolled in co-requisite courses and INRW courses also increased by six percentage points, which further shows some positive gains in equity. However, students who need more assistance (INRW 0016) were not as successful this academic year; this may be attributable to a COVID-19 shift from synchronous, live instruction to asynchronous, remote instruction.
  - Career and Technical Education
    - Academy of Lifelong Learning

- With an average age of ALL members in the high 60's/low 70's, a safety-conscious decision was made to cancel all offerings mid-March 2020 through the end of 2020. The 20-21 budget/membership will show even more of a COVID-19 impact due to the fall 2020 semester cancellation and members' hesitation of rejoining for Spring 2021 due to safety concerns.

  - Credit – Career and Technical Education
    - With all I&E labs relocated to the Technology Center, the lab capacity decreased. This is a temporary measure until the renovations are complete. A very tight time schedule has been developed to move the Process Technology laboratory from William Wood to the Industrial Training Center, which will allow that area to begin work on new welding facilities. The Process Technology lab was successfully moved over Summer 2020 and classes were scheduled in the Industrial Training Center for Fall 2020.
  - Continuing Education - Industrial Programs
    - Industrial Programs worked with Moulton ISD, Yorktown ISD, and Hallettsville ISD on various partnerships – some delayed due to COVID-19. Additionally, work was done to develop new courses in Electrical Journeyman and Safety Technology (NCCER Certification).
  - Continuing Education – Workforce
    - Partnering – including joint grants - with local corporations continues, including ASE testing for automotive service centers and other entities. Some of these efforts have been slowed due to COVID-19. Indeed, safety measures have had a significant impact on enrollment due to the highly technical, hands-on nature of this coursework. Employees have been highly creative in developing alternate modes of instruction where possible and ensuring safe learning – even if reduced capacity – continued meeting the most vital needs of our area workforce.

- Distance Education and Instructional Technology
  - As COVID-19 struck, VC moved most instruction to a remote delivery mode. DEIT provided the intense professional development to train instructors over the course of three days. The DEIT staff worked diligently with all (faculty and staff) to provide the support needed as we navigated the pandemic. We prioritized tasks and keep everyone moving forward. As a result, we have transitioned our ITV to a Webex-based delivery and strategically utilized CARES Act funds to support the transition to provide distance education and technology availability for students.
- Gonzales Center
  - VCGC has been able to maneuver through this pandemic as we continue to offer various academic and CE courses. Moving forward, we may need to reprioritize our outreach efforts and shift some focus towards CE opportunities. We also need to continue our efforts to maintain and expand Victoria College's presence/value in Gonzales and surrounding communities.
- Institutional Effectiveness, Research, and Assessment
  - IERA submitted a fifth year interim report to SACSCOC along with a QEP impact report. Although the fifth year report did have two, brief follow up reports, both the interim report and the impact report have now been fully accepted by SACSCOC. Additionally, IERA on-boarded an assistant director who has mathematics teaching experience in both EC-12 and higher education, dual hours in both mathematics and education, and has been a technical reviewer for a statistical methods programming book; this expertise put the office in a strong place to endure and thrive even as COVID-19 threatened timely completion of mandatory, government reporting.
- Library
  - The Library made concrete steps on goals such as increasing outreach and services to Gonzales Center and other sites.
- Science, Mathematics, and Physical Education
  - Smaller class sizes due to the Covid-19 pandemic may have a greater impact on instructional costs. We also expect changes, hopefully positive, associated with the increased percentage of students requiring developmental course work who will be co-enrolled in a college-level mathematics course.

- Student Services
  - Admission and Records
    - COVID did not delay operations in the Admissions Office. All documents and applications were processed within a day of receiving them from students. Also, we were still able to get the graduation diplomas and final transcripts out within a week of the semester ending.

- Advising and Counseling
  - Advising & Counseling Office was able to implement virtual appointment opportunities within weeks to meet the unique demands of COVID guidelines. Advisors were able to successfully meld Navigate's features with Web-Ex capabilities to continuing supporting students through summer registration. Not only was the department able to provide continuity of services such as academic advising but also vital support services desperately in need by students suffering through the consequences of the pandemic. It was recognized that the need to continue mental health counseling was dire as self-quarantining was causing several students severe stress, depression, and anxiety. From layoffs to reduction in hours, students were starting to feel the pinch within their finances leading to numerous requests for financial assistance. Through CARES and other grant funds, as well as VC Foundation supports, we were able to continue providing relief in various ways. Rent, utilities, and technology needs were supported as well as necessities like food and clothing. JP's Market also evolved to provide curbside opportunities while the campus was closed in effort to serve students.
- Financial Aid
  - The Financial Aid Office was able to disburse over $17,000 in pell grants, and over $17,000 in direct loans during the two months the office was working remotely. The FA office had begun utilizing online processes since 2018, making the transition to working virtually seamless for our students. Students had already transitioned to uploading documents, checking their Pirate Portal, and reaching the Financial Aid Office from 7:30 to 6:00 p.m. via phone or live chat.
- KEY Center
  - When the campus closed down, students were worried about so much more than completing their classes, and it was important for KEY staff to touch base with each student in our program. Making the transition to participating in their classes from home was a difficult one, and the need to get tutoring was not as high on their lists of priorities. In mid-spring semester, staff designed a direct mail piece, a postcard, which was sent to all participants. It was a reminder of the services we were still offering, including one-on-one tutoring using Webex meetings. We saw student participation increase, and we were able to meet and exceed our tutoring threshold.
- Pre-College Programs
  - Pre-College Programs and Recruitment team conducted a planning and coordination meeting for the 2019-2020 academic year in which target populations were identified, strategic priorities were highlighted, and action plans were created to increase not only Dual Credit enrollment but general enrollment within key areas. Pre-College Programs staff recognized that to make these goals a reality, they would need to continue to grow within their roles as well as within professional development. The team began the year fostering their knowledge and skills through a team book review, conference attendance, and in-house workshops and training opportunities. During this planning meeting, one recognized target population and strategy was the need to recruit and foster in-depth relationships within our Hispanic community, leading to the entire team enrolling within Spanish conversation lessons offered through Continuing Education, as well as creating materials in Spanish. Second, focusing on the first and second pillars of Guided Pathways: assisting students in the selection of a clearly defined pathway, Pre-College recognized the need to include career exploration conversations with high school students earlier on during course selection.
- Sports and Athletics
  - 2019-2020 was a very successful year for athletics behind the scenes. We created a great foundation for our athletics program by understanding the new league, creating academic goals for our athletes, and creating a staff culture that is focused on helping the student athletes achieve their goals academically and athletically. This foundation will be very vital in the years to come for VC athletics.
- Student Activities
  - Significant strides were made with the Black Student Union group providing events for Black History Month. The Latin American Student Association has also become much active in 2020. Our Student Government Association students were able to participate in the Texas Junior College Student Government Association virtual conference. We are proud of them for being able to adjust during these difficult times. Covid-19 impacted Student Life events including Women's History month and De-stress Week. We were able to quickly convert to a virtual environment, which allowed us to provide content for Women's History Month, Discussion with the Dean, and De-stress Week. The changes we made utilizing social media, Canvas, and WebEx make an impact in how we deliver Student Life content. We will be able to serve more students by being able to provide virtual and face-to-face content.

- Testing
  - Notified vendors regarding campus closure and a reopening plan was developed with each vendor. Developed a communication plan that identified who would respond to phone calls and emails while we all working from home. Participated in Webex training in early April and developed a TSIA remote testing schedule (partnering with Pre-College).

APPENDICES

STUDENT ACHIEVEMENT APPENDIX

The following document is publicly available online (http://www.victoriacollege.edu/Explore/AboutVC/InstitutionalResearch) in compliance with VC's accrediting agency regulations. The included key performance indicators for student achievement, along with the setting of aspirational targets and performance thresholds are chosen and set internally by VC's Administrative Council after being briefed by IERA. Thus, the 'live' version of the document online may well have changes as measures cycle on and off the student achievement document depending on current relevancy to VC students. Finally, while the format and layout leave something to be desired, an important new feature of this document is the automated tie-in to VC's database systems. Thus, VC employees may access up-to-date information and make data-informed decisions.

Student Achievement: Key Performance Indicators

Prepared By: Victoria College Office of Institutional Effectiveness, Research, and Assessment

20 Oct 20

Consistent with our mission[1] as a public, open-admission, college, Victoria College (VC) identified key performance indicators (KPIs) and comparison benchmarks to ensure we provide educational opportunities and services for our students and the communities we serve. This document is publicly available online at the IERA Landing Page.

[1] VC Mission

Each KPI has both a goal/target[2] and a threshold[3] These dynamic indicators are set by VC's Administrative Council[4] through regular, comprehensive reviews of VC's internal environment, seven county external environment, and comparisons to local, state, and national benchmarks. In some cases, VC's curriculum and instructional council[5] has set a mastery performance level for student learning outcomes, including general education competences (e.g, Texas Core).

[2] setting the ideal, stretch, end state.

[3] setting the minimum expected performance level.

[4] College President's Cabinet

[5] predominantly comprised of faculty elected from all instructional divisions

While each metric is ultimately evaluated for its effectiveness in supporting acheivement of VC students, the Texas Education Code defines performance indicators including access and retention, skills attainment, student learning outcomes, graduation, transfer and employment. Additionally, the Texas Higher Education Coordinating Board (THECB) classifies VC with the medium-size cohort of Texas community colleges. Similarly, national standards are used in some cases, including Community College Survey of Student Engagement (CCSSE), Survey of ENtering Student Engagement(SENSE), and National Student Clearinghouse Total Completion Rate[6].

[6] SACSCOC Completion Metric

Enrollment[7]

[7] Source: Internal Banner Data

Goal/target is a 2% annual increase in enrollment. Threshold is a 3% drop in the three year moving average[8].

[8] arithmetic mean

Table 1: Fall Enrollment Data

longTerm	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Headcount	4039	3983	3860	3725	3274
Indicator			Threshold	Threshold	Threshold

VC does not currently disaggregate targets/thresholds.

Table 2: Fall Enrollment Disaggregate

Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Asian	75	76	76	70	53
Black	202	211	200	192	185
Hispanic	1820	1832	1839	1850	1651
Other	84	70	86	85	87
White	1858	1794	1659	1528	1298

Table 3: Fall Enrollment Disaggregate

Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	2646	2629	2599	2530	2230
M	1389	1354	1261	1195	1044

Retention[9]

[9] Source: IPEDS

Cohort retention is compared between Victoria College and the peer group of medium[10] colleges across the state of Texas from the annual, federal Data Feedback Reports [see for Education Statistics, 2019].

[10] THECB assigns the 50 community colleges in Texas to small, medium, large, or very large peer groups

- Goal/Target: Meeting or exceeding peer group rates.
- Threshold: Falling below peer group benchmark.

Table 4: IPEDS Cohort Retention Rate

Cohort	Type	Peer	VC	Indicator
Fall 2014	FullTime	0.53	0.63	Target Met
	PartTime	0.42	0.43	Target Met
Fall 2015	FullTime	0.56	0.66	Target Met
	PartTime	0.46	0.46	Target Met
Fall 2016	FullTime	0.58	0.64	Target Met
	PartTime	0.47	0.51	Target Met
Fall 2017	FullTime	0.55	0.69	Target Met
	PartTime	0.42	0.47	Target Met

Service Area High School Graduates Enrolled in Higher Education[11]

[11] Source: txhighereddata.org

These data are collapsed for VC's seven county (plus Goliad) service area. * Goal/Target: 1% annual increase in high school service area graduates in support of 60x30. * Threshold: Decrease below the three year running average[12].

[12] flag column holds indicators

Table 5: Service Area High School Graduates enrolled in Higher Education the Following Fall

Institution	GradsRatio	Year	Indicator
VICTORIA COLLEGE (003662)	0.219	2013	
	0.210	2014	
	0.210	2015	Threshold
	0.203	2016	Threshold
	0.189	2017	Threshold
	0.170	2018	Threshold
	0.171	2019	Threshold

Course Success Rates by Course Type[13]

[13] Source: Internal Banner Data

- Goal/Targets: Developmental Courses have a 65% at 'SC' or better. Academic Courses are set at 70% at 'C' or better. Technical courses are set at 80% at 'C' or better.
- Thresholds: Falling below the three year moving average[14].

[14] arithmetic mean

Table 6: Course Success Rate with Flag

Crs_Type	ABC_rate	academicYearc	Indicator
Academic/Transfer	0.70	2017	Target Met
	0.70	2018	Target Met
	0.68	2019	Threshold
	0.71	2020	Target Met
Developmental	0.70	2017	Target Met
	0.72	2018	Target Met
	0.54	2019	Threshold
	0.54	2020	Threshold
Technical	0.86	2017	Target Met
	0.88	2018	Target Met
	0.88	2019	Target Met
	0.87	2020	Threshold

Academic Gateway Courses[15]

[15] Source: Internal Banner Data

VC disaggregates academic gateway courses. The high-enrollment courses are common to multiple certificates and degrees are given special attention as student success bellweathers.

- Goal/Target: 70% ABC rate
- Threshold: Falling below the three year rolling average.

Table 7: Course Success Rate with Flag

Course	ABC_rate	academicYearc	Indicator
	0.71	2016	Target Met
	0.77	2017	Target Met
CHEM 1406	0.84	2018	Target Met
	0.69	2019	Threshold
	0.72	2020	Threshold
	0.71	2016	Target Met
	0.72	2017	Target Met
ENGL 1301	0.73	2018	Target Met
	0.64	2019	Threshold
	0.67	2020	Threshold
	0.69	2016	
	0.73	2017	Target Met
HIST 1301	0.66	2018	Threshold
	0.64	2019	Threshold
	0.65	2020	
	0.74	2016	Target Met
	0.77	2017	Target Met
HIST 1302	0.75	2018	Target Met
	0.74	2019	Threshold
	0.77	2020	Target Met
	0.55	2016	
	0.58	2017	
MATH 1314	0.58	2018	
	0.49	2019	Threshold
	0.53	2020	
	0.55	2016	
	0.56	2017	
MATH 1332	0.56	2018	
	0.58	2019	
	0.72	2020	Target Met
	0.59	2016	
	0.52	2017	
MATH 1342	0.62	2018	
	0.51	2019	Threshold
	0.56	2020	

Texas Core[16]

[16] Source: IERA Texas Core Assessment

Core Courses at Victoria College empower students with universal skillsets that connect and expand course level outcomes. These Texas Core outcomes are assessed every three long semesters through a multi-stage process via rubric scoring of sampled artefacts. While the rubrics are not linear, there is value in understanding the average score for these six competencies. Texas Core competencies are reported on a 1 through 4 factor scale ranging from Developing, Sufficient, Proficient, to Exemplary.

- Goal/Target: Proficient (3) or higher for all six competencies.
- Threshold: Sufficient (2) or higher for all six competencies.

Table 8: Texas Core

Competency	2016	2018	2020
Communication	2.19	2.11	3.07
CriticalThinking	2.26	2.11	2.42
EmpiricalQuantitative	2.50	2.71	2.72
PersonalResponsibility	2.50	2.79	3.17
SocialResponsibility	1.83	1.86	2.11
Teamwork	3.34	3.26	3.24

Student Engagement Surveys[17]

[17] Source: CCSSE and SENSE Data - IERA

Note: CCSSE and SENSE are normed to a score of 50. Thus, above 50 represents performing in the top half of colleges. While the disaggregate data displayed in each question is compared to the peer group of small colleges, for this overview, above/below 50 is the target/threshold.

- Goal/Target: Meet or exceed top performer averages.
- Threshold: Below 50.

Table 9: CCSSE and SENSE Results

Source	Benchmark	2013	2015	2017	2019
CCSSE	AcademicChallenge	46.7	49.4	52.3	52.6
CCSSE	ActiveLearning	45.6	48.3	51.2	51.3
CCSSE	LearnerSupport	55.7	54.9	52.1	55.6
CCSSE	StudentEffort	48.0	48.6	50.3	52.1
CCSSE	StudentFacultyInteraction	49.8	47.1	49.3	49.9
SENSE	AcademicPlanPathway	61.2	61.0		60.3
SENSE	AcademicandSocialSupportNetwork	55.4	57.1		55.3
SENSE	EarlyConnections	55.3	53.8		49.5
SENSE	EffectiveTrackCollegeReadiness	47.3	56.4		54.5
SENSE	EngagedLearning	53.8	54.3		50.6
SENSE	HighExpectationsAspirations	49.4	52.3		49.6

Total Completion Rate[18]

[18] Source: https://www.studentclearinghouse.org/

In 2018, VC selected the National Student Clearinghouse Total Completion Rate as one of our completion measures. The methodology of this count tracks students from an entering first-time cohort at VC. The cohorts are tracked through any transfers and seeks to measure degree or certificate completion within a six year timespan. The mixed enrollment cohort is comprised of first time students who change intensity in their first year.

- Goal/Target: 2 points above the national average for two-year institutions.
- Threshold: 2 points below the national average for two-year institutions.

Table 10: Total Completion Rate

Cohort	EnrollmentIntensity	Peer	VC	VC N	Indicator
Fall 2013	Exclusively Full-Time	0.6206	0.7012	66	Target Met
	Exclusively Part-Time	0.2095	0.1375	95	Threshold
	Mixed Enrollment	0.3546	0.3926	408	Target Met
	Overall	0.4076	0.3857	568	Threshold
Fall 2012	Exclusively Full-Time	0.6080	0.6542	60	Target Met
	Exclusively Part-Time	0.1915	0.0900	78	Threshold
	Mixed Enrollment	0.3419	0.4403	371	Target Met
	Overall	0.3922	0.4118	509	
Fall 2011	Exclusively Full-Time	0.5847	0.6439	107	Target Met
	Exclusively Part-Time	0.1866	0.1837	82	
	Mixed Enrollment	0.3265	0.3628	477	Target Met
	Overall	0.3753	0.3860	666	
Fall 2010	Exclusively Full-Time	0.5453	0.3819	147	Threshold
	Exclusively Part-Time	0.2031	0.0921	109	Threshold
	Mixed Enrollment	0.3693	0.4170	627	Target Met
	Overall	0.3929	0.3712	883	Threshold

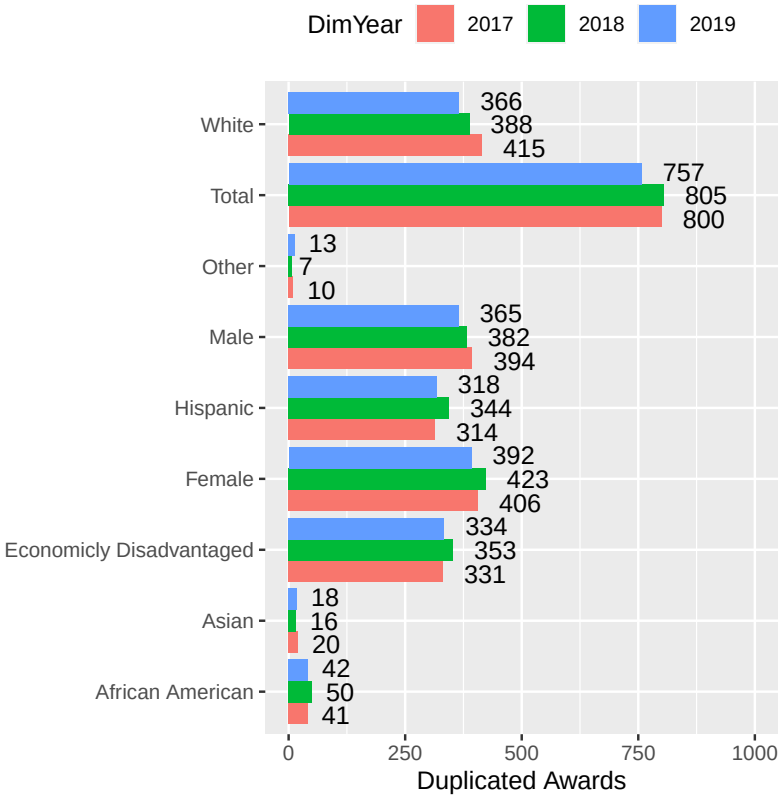
Graduation[19]

VC disaggregates graduation performance by ethnicity, gender, and economic advantage. Targets were set as part of Texas' 60x30 initiatives.

[19] Source: www.txhigheredaccountability.org interactive data (Degrees and Certificates)

Category	2020	2025	2030
Total	1062	1285	1554
White/Other	594	620	601
Male	496	635	812
Hispanic	438	629	905
Female	566	651	742
Economically Disadvantaged	434	564	731
African American	30	36	47

- Thresholds: Decrease below three year running average.



Licensure[20]

[20] Source: www.txhigheredaccountability.org

This top-level measure comes from THECB and is the overall licensure rate. Each of VC's programs that result in licensure track disaggregated results (most often for program-specific accreditation).

- Goal/Target: Meet or exceed required licensure and/or certification rates. These are watched by the individual programs.
- Thresholds: Licensure or certification rates do not meet accreditor/agency standard(s).

Year	Rate
2015	93.8%
2016	94.2%
2017	95.3%
2018	93.0%

Working or Enrolled in Texas within One Year after Award[21]

[21] www.txhigheredaccountability.org Accountability Report

- Goal/Target: Meet or exceed statewide benchmark.
- Thresholds: Institutional performance drops below benchmark

As of 2019, the statewide employed/enrolled for two year colleges is between 88.8% and 90.0% [22].

[22] Source: THECB Almanac 2019

Year	Rate
2015	94.2%
2016	95.9%
2017	93.9%
2018	94.6%

Continuing Education and Workforce Contact Hours[23]

[23] Source: Internal Banner Data

- Goal/Target: 175,000 contact hours annually
- Threshold: Below 155,000 contact hours annually.

Table 14: Continuing Education and Workforce

academicYeari	2017	2018	2019	2020
ContractTrainingFundable	26211	43613	35440	2702
ContractTrainingNONFundable	3258	3478	7056	2304
KidsCamp	752	360	796	
LifeLongLearning	2426	7075	15122	15653
NonFundable	4758	6366	4806	3617
NotReportable	17424	13126	14850	14934
Reportable	107891	88158	82881	89356
Total	162720	162177	160951	128566

Adult Education and Literacy[24]

[24] Source: Texas Workforce Commission

AEL year runs July 1-June 30

Year	Goal/Target
16-17	685
17-18	651
18-19	606

Year	Actual Achievement
16-17	1062
17-18	703
18-19	862

Note: TWC and AEL set the goals/targets as requirements. .

Please direct questions about this report to IERA at extension 2515

References

National Center for Education Statistics. Ipeds data feedback report, 2019. URL `https://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx`.