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## I. Strategic Initiatives

**For Victoria College, 2008-2009 was a year of preparing for the future. Three major institution-wide endeavors dominated the college's accomplishments.**

**Completion of the Health Careers Complex**

**Project PEARL**

**Strategic planning under the leadership of our new president**

The **Health Careers Complex** consists of the newly constructed Health Sciences Center (75,000 square feet), the completely remodeled Allied Health Building (28,000 sf), and the existing Science Building (30,000 sf). The first classes were held in the newly constructed Health Sciences Center in January 2009, and in the remodeled Allied Health building in August 2009. This complex contains 21 classrooms, 22 labs, and 4 computer labs, all equipped with state of the art instructional technology. The complex also includes a large student commons, study and tutoring rooms, and a coffee bar.

The labs, classrooms, and offices support all of the college's science, allied health, and public service programs:

Registered and Vocational Nursing

Biology

Chemistry

Physics

Geology

Physical Therapist Assistant

Respiratory Care

Medical Lab Technology

Emergency Medical Services

Police Academy

Fire Academy

Allied Health Continuing Education

Future programs - Occupational Therapist Assistant

Radiology Technician

By constructing the M. G. and Lillie A. Johnson Health Careers Complex, VC has ensured that these vital programs have adequate space and state of the art instructional capability to serve the college and the community for many years to come.

**Project PEARL** began in March 2008 and continued in full-force throughout 2008-2009. PEARL represents a complete replacement of VC's information management systems with the Banner integrated system that merges the previously disparate systems in different departments into a single database and its connected applications. In implementing this system, VC staff in all departments worked with consultants from SunGard Higher Education to develop best-practice approaches to operating procedures, configure the new system, and convert data from our legacy systems.

The newly integrated system includes components for the following functions:

- Finance and Purchasing
- Human Resources and Payroll
- Student Information
  - Recruiting and Admissions
  - Course Catalog, Schedule, and Faculty Assignments
  - Advising and Registration
  - Academic History
  - Student Accounts
- Financial Aid
- Advancement

These modules are joined to a new integrated information and communication portal that also connects users to an expanded Blackboard online learning system and the newly acquired TouchNet online payment system.

The first of these modules came into use in September 2009, with the remaining components becoming operational in November 2009.

Additionally, the capacity of the data center was nearly doubled with the addition of fourteen new servers operating in the Oracle RAC environment.

The PEARL project entailed many hours of dedicated effort from VC staff in all departments and demonstrated VCs willingness to take on complex changes to stay on the leading edge of educational technology.

**Strategic Planning** processes received renewed attention in 2008-2009 with the arrival of Dr. Tom Butler as President of Victoria College. In March, 2009, after a 3 month period of college-wide review, the Victoria College Board of Trustees adopted a revised Mission Statement and Values Statements for the College. Subsequently, in August, 2009, the Victoria College Board of Trustees adopted the 2009-2012 Strategic Plan for The Victoria College. The plan addresses key areas identified during town hall meetings held during the Spring semester, where administrators, faculty, staff, students and Board members participated in discussions to examine the strengths, weaknesses, opportunities and threats (SWOT) of the College. From these discussions, “Will” statements were developed that expressed the most important commitments of the college. These “Will” statements fell into three broad categories, and each category has become a College strategic planning priority area. For each of the areas – *Fostering Student Success*, *Meeting Community Needs* and *Ensuring Institutional Excellence* – action items have been developed. The strategic planning priority areas and their action items form the College’s multi-year strategic plan.

Task forces have been formed to begin implementation of the strategic plan, focusing on What needs to be done, What outcomes are expected, Why it needs to be done, Who should have primary responsibility, and How the activities should be accomplished. The planning process is fluid, and the College is soliciting input and feedback from all constituents, inside and outside

the institution. Key performance indicators are also being developed that will allow the college to set targets for important outcome measures, and will provide evidence of whether the College is continuously improving in pursuit of its goals. The new strategic plan will guide the College and its activities during the next three to five years. Periodic updates and reports will be presented to all College constituents.

College employees are also developing operational plans within their units, focusing on how each operational unit will conduct its business in fulfillment of the college's mission, values, and "will" statements, as well as how each unit can improve the institution through short-term, local actions. The operational plan also provides the framework for appropriate budgeting and hiring decisions.

## II. Measures of Institutional Excellence

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

### Enrollment and Participation

**Credit enrollment** remained stable in 2008-2009. With the exception of an enrollment spike in 2003, headcount has remained within 1 percent of 4000 students since Fall of 2000.

This stability is due primarily to the lack of significant population change in the VC service area. Although Victoria County has experienced approximately 1% annual growth for several years, the surrounding counties have experienced an offsetting trend of decreasing population size. This trend, coupled with a regional trend of decreasing public school enrollment, means that VC should not expect growth due to an increasing pool of traditional college students. Any growth in the foreseeable future will be driven by increased rates of college attendance, increased selection of VC as the college of choice, or VC efforts to attract students into new program offerings or educational pathways.

In **non-credit** courses, VC provided 16% more contact hours in 2008-2009 than in the previous year. This continues a trend of increasing enrollment in non-credit programs, 2008-2009 enrollment reached an all-time high of 4478 students in non-credit continuing education and workforce programs. This rising enrollment can be attributed to a strong focus on creating industry partnerships, seeking skills development grants from the Texas Workforce Commission, and focusing on community needs for workforce training. Because these workforce training needs are dependent upon local business trends as well as on student demand, it is difficult to predict what effect the current economic situation will have on non-credit enrollment in the short term. In the long term, VC expects to see rising non-credit enrollments as the college offers increasingly diverse and sophisticated programs in response to community needs.

The **demographic** mix of students at VC does not yet mirror the composition of the service area population. Although a long-term trend of increasing proportions of black and Hispanic students continues, non-Hispanic white students continue to be slightly overrepresented (59% of the student body versus 50% of the general population).

### **Graduation and Certification**

VC has experienced a trend of increasing numbers of students earning **certificates** and **AAS** degrees, increasing by 14% and 7% respectively in 2007-2008 alone. However, numbers of Associate of Arts and Associate of Science graduates have remained steady.

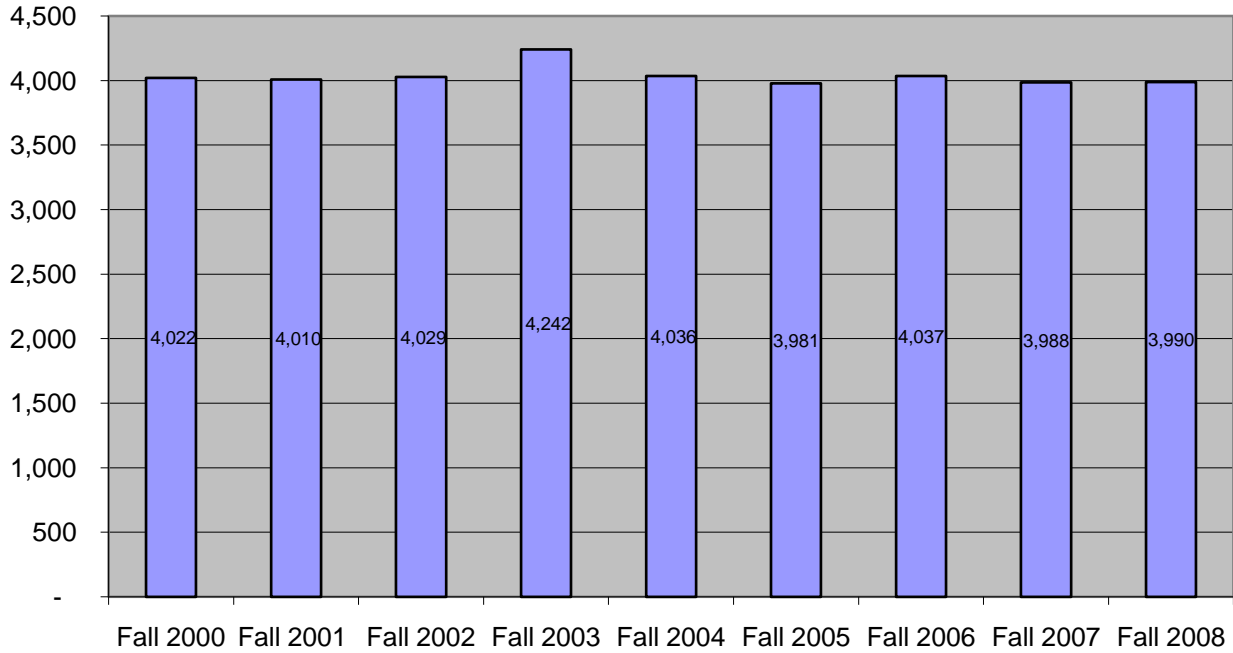
The overall percentage of students passing licensing and certification exams in the Allied Health Division remains over 90%.

The annual follow-up survey of Allied Health graduates indicated that VC graduates and their employers rated VC's programs highly in employment skills preparation. In all categories, graduates and their employers rated VC as average or better, with over 80% of respondents rating VC as good or very good.

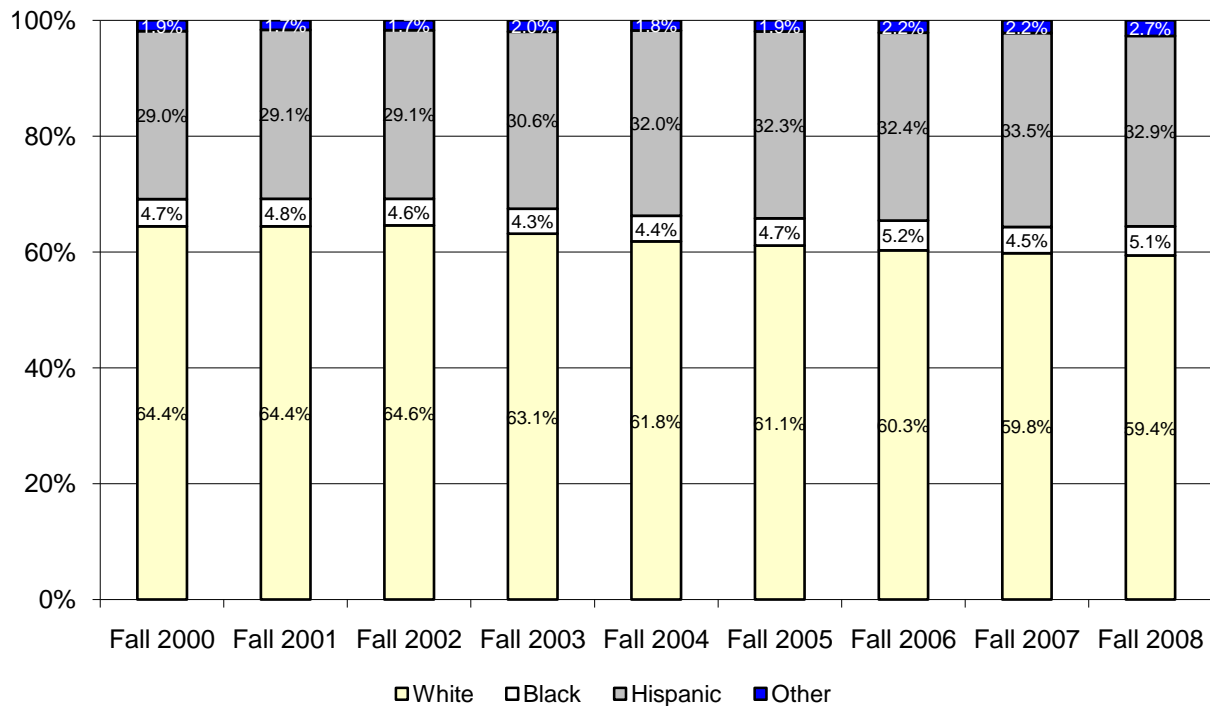
### III. Additional Data

#### Enrollment Trends

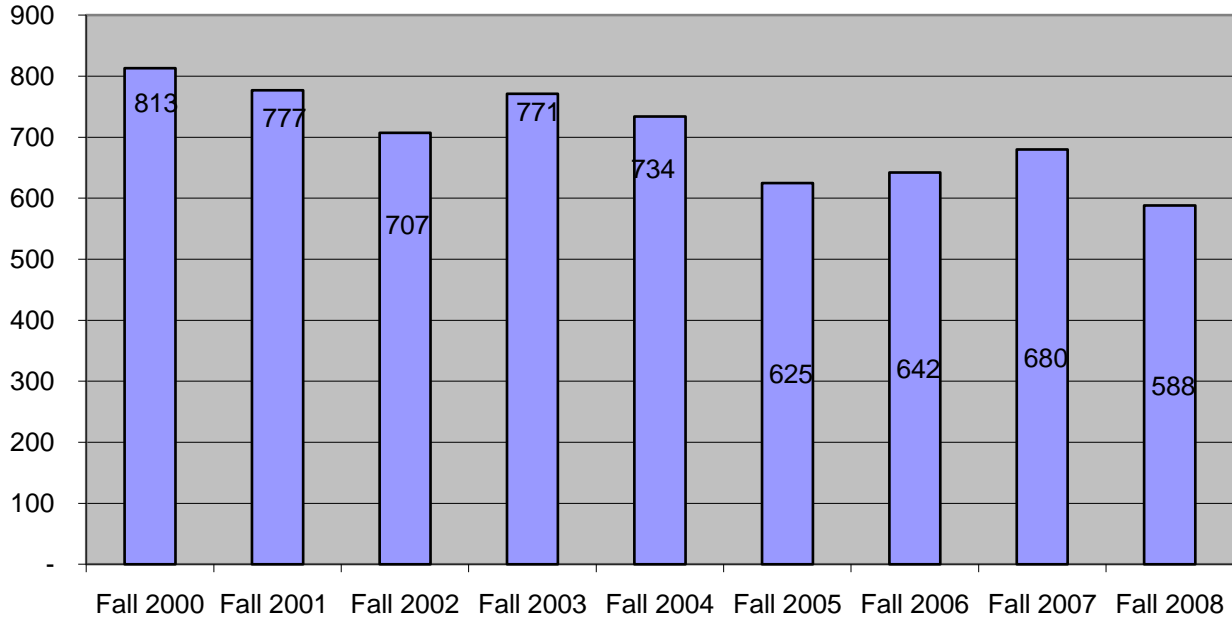
**Total Fall Enrollment (credit courses)**



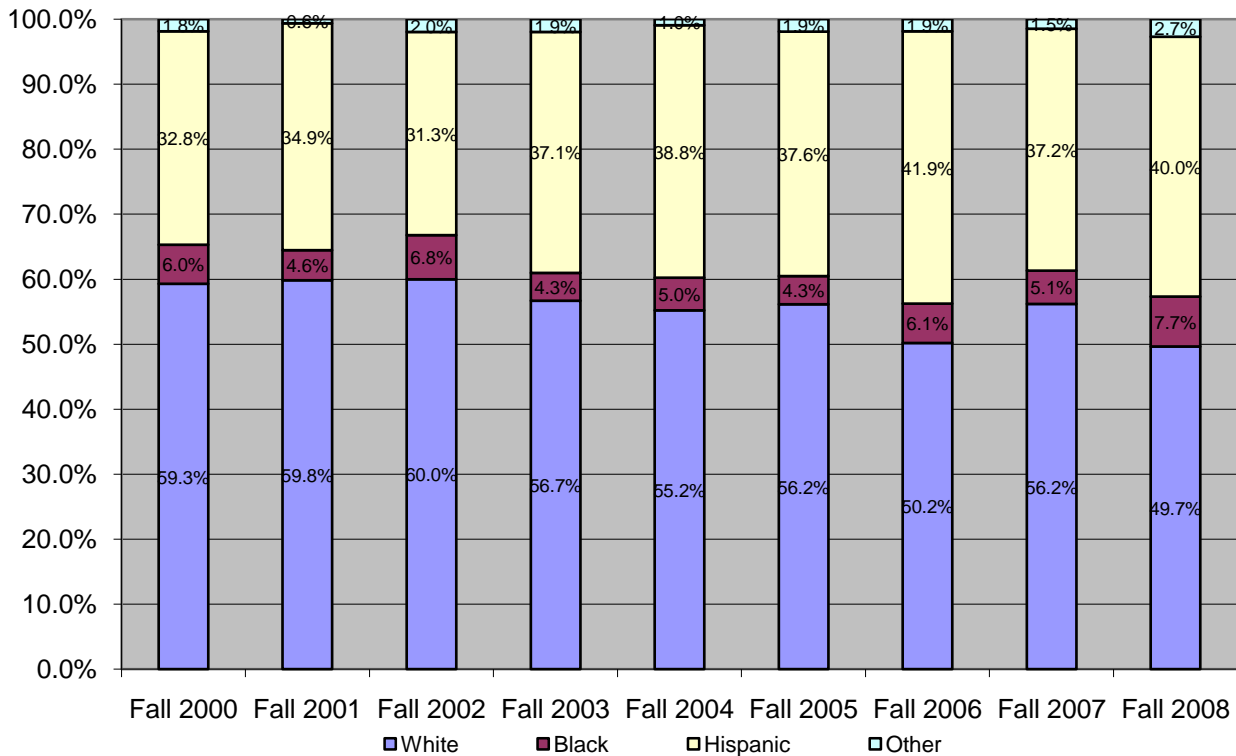
**Victoria College Fall Enrollment Trends in Race/Ethnic Group**



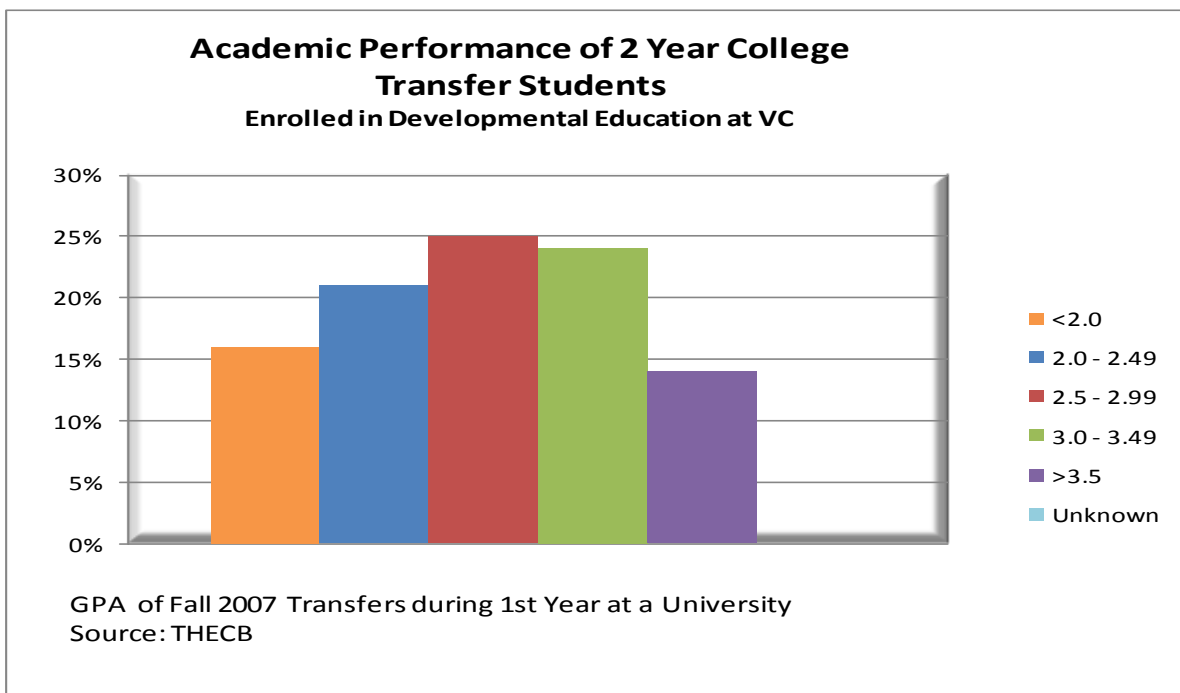
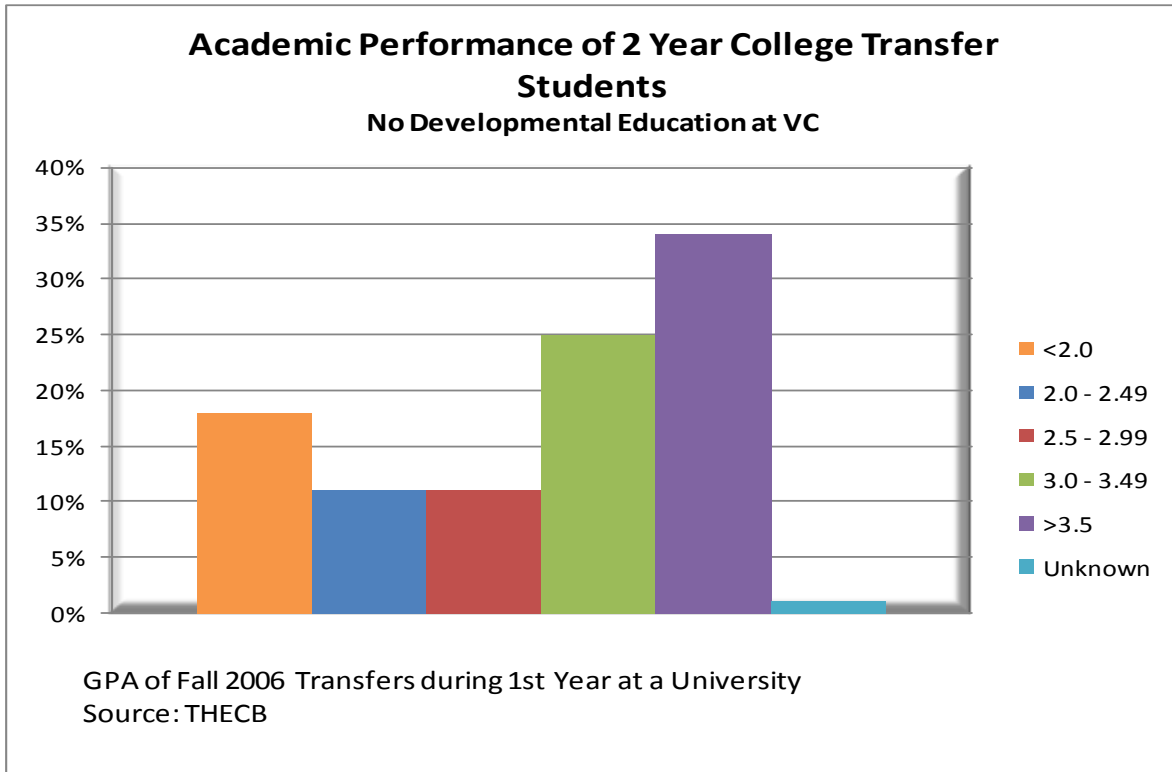
**Total FTIC (First Time In College) Enrollment**



**Ethnicity of Total FTIC Enrollment**

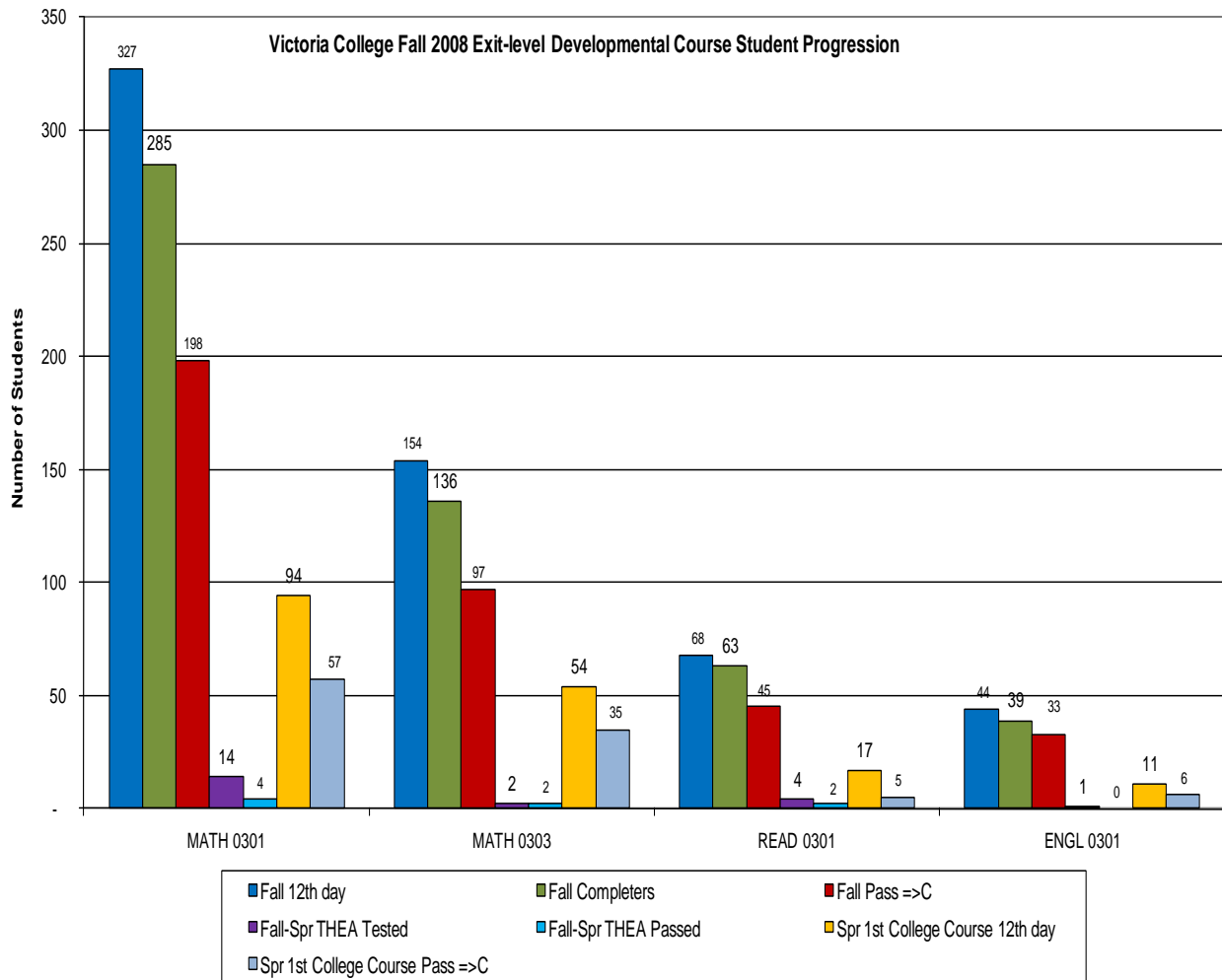


### Transfer Student Success





### Developmental Student Success



### Distance Education

Victoria College Distance Education Academic Year Enrollment						
Distance Education Type	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
ITV Off Campus	873	766	811	782	1,105	982
On line	3,072	4,200	5,165	5,621	5,759	6,458
Virtual College of Texas - Hosted <sup>(1)</sup>	581	667	289	120	52	62
<b>Grand Total</b>	<b>4,526</b>	<b>5,633</b>	<b>6,265</b>	<b>6,523</b>	<b>6,916</b>	<b>7,502</b>
Virtual College of Texas - Provided <sup>(2)</sup>	226	315	288	90	55	69

<sup>(1)</sup> VC student enrolled in other colleges' courses offered through VCT.

<sup>(2)</sup> Other colleges' students enrolled in VC courses offered through VCT.

## Withdrawals and Course Load Reductions

SEMESTER	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%	#	%	#	%
<b>FALL</b>										
Official enrollment 12th day	3,182		3,248		3,474		3,467		3,335	
Course load reductions 13th day 12th week	597	18.8%	665	20.5%	674	19.4%	624	18.0%	498	14.9%
Withdrawals 13th day 12th week	221	6.9%	227	7.0%	288	8.3%	224	6.5%	191	5.7%
Course load reductions 13th week - end sem.	57	1.8%	63	1.9%	64	1.8%	41	1.2%	3	0.1%
Withdrawals 13th week - end sem.	17	0.5%	23	0.7%	23	0.7%	26	0.7%	1	0.0%
Ending Enrollment	2,944	92.5%	2,998	92.3%	3,160	91.0%	3,217	92.8%	3,143	94.2%
Total withdrawals from 12th day	238	7.5%	250	7.7%	314	9.0%	250	7.2%	192	5.8%
Unduplicated total course load reductions from 12th day	632	19.9%	693	21.3%	712	20.5%	635	18.3%	499	15.0%
<b>SPRING</b>										
Official enrollment 12th day	3,162		3,095		3,301		3,269		3,191	
Course load reductions 13th day 12th week	604	19.1%	554	17.9%	669	20.3%	587	18.0%	434	13.6%
Withdrawals 13th day 12th week	218	6.9%	196	6.3%	239	7.2%	266	8.1%	143	4.5%
Course load reductions 13th week - end sem.	73	2.3%	159	5.1%	69	2.1%	32	1.0%	1	0.0%
Withdrawals 13th week - end sem.	31	1.0%	54	1.7%	32	1.0%	11	0.3%	2	0.1%
Ending Enrollment	2,913	92.1%	2,845	91.9%	3,030	91.8%	2,992	91.5%	3,046	95.5%
Total withdrawals from 12th day	249	7.9%	250	8.1%	271	8.2%	277	8.5%	145	4.5%
Unduplicated total course load reductions from 12th day	638	20.2%	647	20.9%	699	21.2%	610	18.7%	435	13.6%
<b>FALL &amp; SPRING COMBINED TOTALS</b>										
Total withdrawals from 12th day	487	7.7%	500	7.9%	585	8.6%	527	7.8%	337	5.2%
Unduplicated total course load reductions from 12th day	1,270	20.0%	1,340	21.1%	1,411	20.8%	1,245	18.5%	934	14.3%

## Workforce Degrees and Certificates

### Victoria College Workforce Degrees & Certificates by Coordinating Board Program Grouping

CIP VC Program Name	ACADEMIC YEAR						
	02-03	03-04	04-05	05-06	06-07	07-08	08-09
1102 Computer Programming: <b>CIS--Computer Programming AAS</b>	-	1	-	-	-	-	-
1108 Computer and Information Sciences <b>CIS--Web Application</b>	3	5	8	13	5	12	22
1503 Electronic Related Technology: <b>Electronics/Instrumentation AAS &amp; Cert</b>	19	16	23	15	10	18	20
2002 Child Care & Guidance: <b>Child Care Cert</b>	14	18	8	11	4	2	6
2201 Law & Legal Studies: <b>Legal Assisting AAS &amp; Cert</b>	11	10	5	3	2	-	-
4103 Physical Science Technologies: <b>Process Technology AAS &amp; Cert</b>	17	21	11	13	9	10	16
4301 Criminal Justice & Corrections: <b>Criminal Justice AAS</b>	5	2	2	-	-	-	-
<b>Police Acad ( Fall, Spr, &amp; Reserve) Cert</b>	42	42	56	46	26	23	31
4302 Fire Protection: <b>FireFighting Cert</b>	12	11	-	7	8	6	7
4801 Drafting: <b>Drafting Technology AAS &amp; Cert</b>	16	17	9	7	-	-	-
4805 Welder/Welding: <b>Welding Cert</b>	7	9	8	2	13	16	14
5202 Business Administration/Mgt: <b>Management AAS &amp; Cert</b>	15	17	19	29	18	21	33
5203 Accounting: <b>Accounting AAS &amp; Cert</b>	4	4	2	2	-	-	-
5204 Admin Secretarial Services: <b>Office Systems Technology AAS &amp; Cert</b>	26	5	20	14	22	19	37
1109Bus Info. & Data Processing: <b>CIS--Micro _Network Admin AAS &amp; Cert</b>	15	13	31	38	30	20	34
510904 Emergency Medical Technology: <b>Emergency Medical Tech AAS &amp; Cert</b>	7	16	1	-	24	21	22
510908 Respiratory Therapy Tech: <b>Respiratory Care AAS &amp; Cert</b>	9	15	13	15	9	14	14
5110 Medical Laboratory Technologies: <b>Medical Lab Technology AAS</b>	9	6	9	10	10	10	7
511601 Nursing, General: <b>Nursing AAS</b>	77	70	76	80	76	104	93
511613 Practical Nurse Training: <b>Vocational Nursing Cert</b>	117	151	137	132	129	114	123

**Workforce Graduates' Success Rate**

Academic Year	Total VC Workforce Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
2007-2008	443	418	94.4%	25	1.00%
2006-2007	441	408	92.5%	33	1.00%
2005-2006	481	436	90.6%	45	1.00%
2004-2005	449	422	94.0%	27	1.00%
2003-2004	481	457	95.0%	24	1.00%
2002-2003	439	415	94.5%	24	1.00%
2001-2002	464	449	96.8%	15	1.00%
2000-2001	429	411	95.8%	18	1.00%
1999-2000	445	432	97.1%	13	1.00%
1998-1999	417	401	96.2%	16	1.90%
1997-1998	384	364	94.0%	20	1.00%
1996-1997	390	368	94.4%	22	4.30%

Data from Automated Student and Adult Learner Follow-Up System Report from Texas Higher Education Coordinating Board

**Results from The Victoria College  
2008-2009 Workforce Graduate and Employer Follow-up Surveys  
(2007-2008 Graduates)**

	Graduate Rate Entry-Level Job Competencies:								Employer Rate Entry-Level Job							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
<b>Allied Health Programs:</b>																
<b>Associate Degree Nursing</b>	34	4	18	12	0	0	34	100.0	18	7	8	3	0	0	18	100.0
<b>Vocational Nursing</b>																
Cuero	5	3	2	0	0	0	5	100.0	4	0	2	2	0	0	4	100.0
Gonzales	9	4	4	1	0	0	9	100.0	6	3	2	1	0	0	6	100.0
Hallettsville	6	2	3	1	0	0	6	100.0	3	2	1	0	0	0	3	100.0
Victoria Day	9	4	4	1	0	0	9	100.0	7	3	4	0	0	0	7	100.0
Victoria Night	10	7	3	0	0	0	10	100.0	5	4	0	1	0	0	5	100.0
<b>Vocational Nursing Total</b>	39	20	16	3	0	0	39	100.0	25	12	9	4	0	0	25	100.0
<b>Medical Laboratory Technology</b>	8	6	1	1	0	0	8	100.0	8	1	7	0	0	0	8	100.0
<b>Respiratory Care</b>	14	4	6	4	0	0	14	100.0	6	2	4	0	0	0	6	100.0
<b>Allied Health Programs Total:</b>	95	34	41	20	0	0	95	100.0	57	22	28	7	0	0	57	100.0

	Graduates Rate Entry-Level Competencies								Employers Rate Entry-Level Competencies							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
<b>Basic Skills</b>																
Reading	27	8	14	5	0	0	27	100.0	8	6	2	0	0	0	8	100.0
Writing	27	8	15	4	0	0	27	100.0	8	6	2	0	0	0	8	100.0
Math	27	8	11	7	1	0	26	96.3	8	4	4	0	0	0	8	100.0
Oral Communications	27	13	13	1	0	0	27	100.0	8	5	2	1	0	0	8	100.0
Use of Computers	27	12	12	3	0	0	27	100.0	8	5	2	1	0	0	8	100.0
<b>Basic Skills Total</b>	135	49	65	20	1	0	134	99.3	40	26	12	2	0	0	40	100.0
<b>Profession-specific Knowledge/Skills</b>																
Theoretical Background/Understanding	27	12	12	2	1	0	26	96.3	8	4	4	0	0	0	8	100.0
Critical Thinking/Application of Knowledge	27	11	14	1	1	0	26	96.3	8	5	3	0	0	0	8	100.0
Technical Skills/Equipment Operation	27	13	12	1	1	0	26	96.3	8	6	2	0	0	0	8	100.0
<b>Profession-specific Knowledge/Skills Total</b>	81	36	38	4	3	0	78	96.3	24	15	9	0	0	0	24	100.0
<b>Soft Skills</b>																
Professionalism (appearance, punctuality, work ethics, etc.)	27	13	10	4	0	0	27	100.0	8	7	1	0	0	0	8	100.0
Human Relations/Teamwork	27	13	9	4	1	0	26	96.3	8	7	1	0	0	0	8	100.0
Commitment to Life-long Learning	27	12	11	3	1	0	26	96.3	7	5	2	0	0	0	7	100.0
<b>Soft Skills Total</b>	81	38	30	11	2	0	79	97.5	23	19	4	0	0	0	23	100.0
<b>OVERALL RATING</b>	24	11	10	3	0	0	24	100.0	8	6	2	0	0	0	8	100.0

## ALLIED HEALTH DIVISION LICENSURE DATA

2008 - 2009									
PROGRAM	PROGRAM GRADUATES	ATTEMPTING EXAMINATION		PASSING 1ST ATTEMPT		PASSING SUBSEQUENT ATTEMPT		TOTAL PASSING	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Associate Degree Nursing</b>	96	94	98%	90	96%	4	4%	94	100%
<b>Vocational Nursing</b>	124	119	96%	108	91%	0	0%	108	91%
Victoria Day	30	30	100%	25	83%	0	0%	25	83%
Victoria Evening	25	25	100%	23	92%	0	0%	23	92%
Cuero	12	12	100%	10	83%	0	0%	10	83%
Gonzales	31	28	90%	27	96%	0	0%	27	96%
Hallettsville	26	24	92%	23	96%	0	0%	23	96%
<b>Medical Laboratory Technology</b>	8	2	25%	2	100%	0	0%	2	100%
<b>Respiratory Care Technology</b>									
Entry Level	14	14	100%	14	100%	0	0%	14	100%
Advanced Practitioner	14	13	93%	12	92%	1	8%	13	100%
<b>Police Academy</b>	31	31	100%	30	97%	1	3%	31	100%
<b>Emergency Medical Services</b>									
Basic	25	20	80%	10	50%	4	20%	14	70%
Intermediate	13	7	54%	7	100%	0	0%	7	100%
Paramedic	11	10	91%	8	80%	1	10%	9	90%
<b>Basic Firefighting Certificate</b>	10	10	100%	7	70%	2	20%	9	90%
<b>Nurse Aide/Home Health Aide</b>	134	109	81%	108	99%	1	1%	109	100%
<b>Medication Aide</b>	88	87	99%	71	82%	11	13%	82	94%
<b>Total Allied Health</b>	<b>568</b>	<b>516</b>	<b>91%</b>	<b>467</b>	<b>91%</b>	<b>25</b>	<b>5%</b>	<b>492</b>	<b>95%</b>

SOURCE: Allied Health Division  
Chair

## Adult Education Programs

ADULT EDUCATION - ALL PROGRAMS COMBINED			
	Enrollment	Contact Hours	Students Passing GED
<b>2008-2009</b>	<b>809</b>	<b>33,751</b>	<b>131</b>
<b>2007-2008</b>	<b>924</b>	<b>33,334</b>	<b>88</b>
Compared to:			
2006-2007	858	61,459	122*
2005-2006	703	50,992	82
2004-2005	830	73,056	83
2003-2004	898	71,668	118
2002-2003	1,006	71,317	122
2001-2002	1,052	64,236	111
2000-2001	959	61,849	137
1999-2000	983	75,597	102
1998-1999	1,382	95,182	96
1997-1998	909	55,318	NA

	08-09			07-08		
	Goal	Met Fed Calculations	Met State Calculations	Goal	Met Fed Calculations	Met State Calculations
1. Number Served	650	<b>809</b>	n/a	600	924	n/a
2. Contact Hours Produced	n/a	<b>33,751</b>	n/a	n/a	33,334	n/a
3. 12 hours + Baseline Assessment	75%	<b>64%</b>	n/a	75%	64%	n/a
4. 12 hours, Baseline, + Progress Assessment	68%	<b>52%</b>	n/a	65%	27%	n/a
5. Gain in Reading	57%	n/a	<b>73%</b>	55%	n/a	73%
6. Gain in Language	59%	n/a	<b>76%</b>	57%	n/a	69%
7. Gain in Mathematics	59%	n/a	<b>72%</b>	57%	n/a	71%
8. Gain in Oral English	72%	n/a	<b>98%</b>	68%	n/a	85%
9. Gain in Written English	67%	n/a	<b>100%</b>	55%	n/a	80%
<b>Completed 1 or more Levels [i]</b>						
10. Beginning Literacy	53%	<b>56%</b>	<b>100%</b>	52%	19%	100%
11. Beginning ABE	45%	<b>46%</b>	<b>81%</b>	44%	21%	76%
12. Low Intermediate Adult Basic Education (ABE)	46%	<b>46%</b>	<b>91%</b>	45%	16%	86%
13. High Intermediate ABE	36%	<b>35%</b>	<b>75%</b>	35%	15%	68%
14. Low Advanced Secondary Education (ASE)	58%	<b>39%</b>	<b>86%</b>	54%	47%	100%
15. Beginning Literacy ESL	51%	<b>48%</b>	<b>97%</b>	50%	29%	83%
16. Low Beginning ESL	55%	<b>42%</b>	<b>100%</b>	51%	33%	100%
17. Hi Beginning ESL	53%	<b>78%</b>	<b>100%</b>	51%	42%	83%
18. Low Intermediate ESL	57%	<b>86%</b>	<b>100%</b>	56%	43%	100%
19. High Intermediate ESL	46%	<b>29%</b>	<b>67%</b>	42%	46%	81%
20. Advanced ESL	49%	<b>38%</b>	<b>100%</b>	47%	25%	50%
<b>Transitions [ii]</b>						
21. Goal of GED	90%	<b>96%</b>	n/a	89%	94%	n/a
22. ASE achieve GED	61%	<b>51%</b>	n/a	43%	33%	n/a
23. Goal of Entering Post-Sec Ed or training	32%	-	n/a	30%	-	n/a
24. Goal of Obtain. Employment.	69%	-	n/a	54%	-	n/a
25. Retained Employment	71%	-	n/a	56%	-	n/a
<b>26. Average Contact Hours per Student [iii]</b>		<b>41</b>			36	

Continuing Education Programs

CONTINUING EDUCATION ENROLLMENT  
by Program

COURSE CATEGORY	2006-2007				2007-2008				2008-2009			
	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)
<b>ALLIED HEALTH</b>												
Allied Health	140	378	115	269	208	390	117	425	322	556	100	589
Continuing Nursing Education	37	32	10	0	8	0	38	4	18	22	12	0
Emergency Medical Services/Technology	224	292	115	432	117	179	266	411	272	144	214	362
<b>Allied Health Total</b>	<b>401</b>	<b>702</b>	<b>240</b>	<b>701</b>	<b>333</b>	<b>569</b>	<b>421</b>	<b>840</b>	<b>612</b>	<b>722</b>	<b>326</b>	<b>951</b>
<b>LAW ENFORCEMENT</b>												
Police Academy	85	343	116	45	66	202	130	42	122	101	118	147
Police In-Service	8	0	10	32	9	0	29	22	97	0	77	0
FireFighters	118	25	41	0	0	67	264	19	140	75	354	77
<b>Law Enforcement Total</b>	<b>211</b>	<b>368</b>	<b>167</b>	<b>77</b>	<b>75</b>	<b>269</b>	<b>423</b>	<b>83</b>	<b>359</b>	<b>176</b>	<b>549</b>	<b>224</b>
<b>WORKFORCE DEV &amp; EDUCATION</b>												
Air Conditioning	12	0	25	34	9	16	19	6	7	5	18	18
Business Management	279	112	128	73	39	106	135	346	139	121	70	79
Computer Applications	326	166	97	147	97	145	176	168	234	116	96	44
Construction & Maintenance	58	50	70	38	56	97	101	158	50	79	0	85
Drafting/Industrial*	144	89	75	126	0	49	255	281	224	144	376	184
Education & Child Development**	248	273	187	6	246	175	136	104	325	198	157	142
Food Service & Dietary	0	0	0	0	0	10	0	10	8	0	0	0
Language Center**	60	60	4	25	26	13	30	28	10	19	27	1
Machinist	10	0	0	0	0	0	0	0	22	0	0	0
Other Courses of Study***	129	61	141	68	64	44	19	17	29	0	17	8
<b>Workforce Development &amp; Ed Total</b>	<b>1,266</b>	<b>811</b>	<b>727</b>	<b>517</b>	<b>537</b>	<b>655</b>	<b>871</b>	<b>1,118</b>	<b>1,048</b>	<b>682</b>	<b>761</b>	<b>561</b>
<b>GRAND TOTAL (Duplicated)</b>	<b>1,878</b>	<b>1,881</b>	<b>1,134</b>	<b>1,295</b>	<b>945</b>	<b>1,493</b>	<b>1,715</b>	<b>2,041</b>	<b>2,019</b>	<b>1,580</b>	<b>1,636</b>	<b>1,736</b>
<b>Annual Unduplicated Total</b>		<b>3352</b>				<b>4344</b>				<b>4478</b>		



**Contract Training**

**Emergency Medical Technology Contract Training**

Year	Clients	Sessions
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available
2002 – 2003	5	30
2003 – 2004	9	37
2004 – 2005	9	39
2005 – 2006	8	43
2006 – 2007	6	39
2007 – 2008	6	46
2008 – 2009	8	48

**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
2001 – 2002	6	91
2002 – 2003	5	91
2003 – 2004	4	121
2004 – 2005	11	40
2005 – 2006	11	126
2006 – 2007	12	207
2007 – 2008	12	197
2008 – 2009	19	234

**2008-2009 EMT Clients:**

AEP - Texas  
 City of Victoria  
 Gonzales Hospital  
 Head Start  
 Interplastic  
 Invista  
 Skills Development Grant  
 TEEX

**2008-2009 WF Clients:**

Associated Plumbing  
 Bumgardner & Morrison  
 City of Victoria  
 DOW  
 First Pentecost  
 Golden Crescent  
 GVEC  
 Head Start  
 Invista  
 Memorial Medical Center  
 Regional Steel  
 Skills Development Grant  
 SW Towers Association  
 TX Jail Association  
 TX Narcotics Association  
 Victoria Attorney General  
 Victoria Police Department  
 Victoria Chamber of Commerce  
 VISD

### Completion Rates

Note: Completers by Division and Fall Completion Counts are “Total Courses”. Other completion rates are “student”.

COMPLETERS BY DIVISION BY SEMESTER - PERCENT OF 12 <sup>th</sup> Class day								
Academic Year Summary	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Academic Foundations							90.0%	93.4%
Allied Health	92.5%	93.2%	93.4%	92.7%	92.3%	92.0%	94.5%	95.9%
Developmental	81.1%	78.5%	79.2%	77.8%	77.8%	75.3%		
Humanities & Fine Arts	86.3%	83.0%	81.7%	81.2%	81.2%	77.7%	83.4%	88.0%
Orientation	97.5%	97.2%	0.0%	0.0%	0.0%	89.7%		
Science & Mathematics	77.8%	80.7%	78.9%	80.2%	78.0%	77.9%	80.8%	85.9%
Social & Behavioral Sciences	85.1%	84.0%	81.3%	81.3%	80.5%	81.3%	83.5%	88.3%
Workforce Development & Educ	86.7%	86.7%	85.8%	85.7%	84.8%	85.5%	87.7%	92.6%
<b>Totals, College-wide</b>	<b>86.3%</b>	<b>85.8%</b>	<b>84.1%</b>	<b>84.0%</b>	<b>83.6%</b>	<b>83.0%</b>	<b>86.3%</b>	<b>90.4%</b>
<b>Less Developmental &amp; Orientation</b>	<b>86.4%</b>	<b>86.0%</b>	<b>84.6%</b>	<b>84.6%</b>	<b>84.0%</b>	<b>83.4%</b>	<b>85.5%</b>	<b>90.0%</b>

### Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2008	6,942	6,241	89.90%	779	700	89.86%	4,033	3,530	87.53%	299	272	90.97%	12,053	10,743	89.13%
Fall 2007	6,933	6,011	86.70%	633	560	88.47%	4,126	3,508	85.02%	230	207	90.00%	11,922	10,286	86.28%
Fall 2006	7,139	6,064	84.94%	777	600	77.22%	4,114	3,246	78.90%	257	221	85.99%	12,287	10,131	82.45%
Fall 2005	7,310	6,565	89.81%	699	565	80.83%	4,055	3,290	81.13%	225	181	80.44%	12,289	10,601	86.26%
Fall 2004	7,735	6,565	84.87%	578	478	82.70%	4,152	3,420	82.37%	218	187	85.78%	12,683	10,650	83.97%
Fall 2003	7,954	6,472	81.37%	587	480	81.77%	3,983	3,168	79.54%	268	232	86.57%	12,792	10,352	80.93%
Fall 2002	8,265	6,979	84.44%	711	602	84.67%	3,766	3,060	81.25%	234	199	85.04%	12,976	10,840	83.54%
Fall 2001	8,576	7,274	84.82%	731	568	77.70%	4,033	3,369	83.54%	185	147	79.46%	13,525	11,358	83.98%
Fall 2000	8,525	7,204	84.50%	717	593	82.71%	4,106	3,406	82.95%	263	223	84.79%	13,611	11,426	83.95%

### Retention Counts & Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2008 to 2009	2,361	1,670	70.73%	202	142	70.30%	1,303	899	68.99%	113	78	69.03%	3,979	2,789	70.09%
2007 to 2008	2,402	1,703	70.90%	180	122	67.78%	1,351	908	67.21%	88	65	73.86%	4,021	2,798	69.58%
2006 to 2007	2,458	1,764	71.77%	210	145	69.05%	1,316	875	66.49%	90	65	72.22%	4,074	2,849	69.93%
2005 to 2006	2,434	1,742	71.57%	186	129	69.35%	1,286	862	67.03%	77	51	66.23%	3,983	2,784	69.90%
2004 to 2005	2,496	1,818	72.84%	178	121	67.98%	1,293	917	70.92%	71	48	67.61%	4,038	2,904	71.92%
2003 to 2004	2,678	1,934	72.22%	183	122	66.67%	1,296	880	67.90%	85	63	74.10%	4,242	2,999	70.70%
2002 to 2003	2,603	1,903	73.11%	183	121	66.12%	1,173	792	67.52%	71	52	73.20%	4,030	2,868	71.17%
2001 to 2002	2,652	1,887	71.15%	193	120	62.18%	1,195	833	69.71%	69	41	59.40%	4,109	2,881	70.11%
2000 to 2001	2,593	1,848	71.27%	189	127	67.20%	1,166	830	71.18%	75	57	76.00%	4,023	2,862	71.14%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2008 to 2009	2,361	1,049	44.43%	202	90	44.55%	1,303	596	45.74%	113	50	44.25%	3,979	1,785	44.86%
2007 to 2008	2,402	1,068	44.46%	180	71	39.44%	1,351	623	46.11%	88	43	48.86%	4,021	1,805	44.89%
2006 to 2007	2,458	1,069	43.49%	210	71	33.81%	1,316	606	46.05%	90	40	44.44%	4,074	1,786	43.84%
2005 to 2006	2,434	1,099	45.15%	186	78	41.94%	1,286	570	44.32%	77	36	46.75%	3,983	1,783	44.77%
2004 to 2005	2,496	1,068	42.79%	178	73	41.01%	1,293	626	48.41%	71	26	36.62%	4,038	1,793	44.40%
2003 to 2004	2,678	1,166	43.54%	183	73	39.89%	1,296	581	44.83%	85	39	45.88%	4,242	1,859	43.82%
2002 to 2003	2,603	1,137	43.68%	183	80	43.72%	1,173	535	45.61%	71	35	49.30%	4,030	1,787	44.34%
2001 to 2002	2,652	1,159	43.70%	193	71	36.79%	1,195	572	47.87%	69	28	40.58%	4,109	1,830	44.54%
2000 to 2001	2,593	1,108	42.73%	189	75	39.68%	1,166	528	45.28%	75	34	45.33%	4,023	1,745	43.38%

**First Time In College Graduating within 3 Years**

Fall Cohorts Graduating in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2006 FTIC	322	46	14.29%	39	7	17.95%	268	29	10.82%	12	0	0.00%	641	82	12.79%
Fall 2005 FTIC	350	48	13.71%	27	5	18.52%	235	21	8.94%	12	0	0.00%	624	74	11.86%
Fall 2004 FTIC	407	61	14.99%	37	7	18.92%	285	32	11.23%	7	1	14.29%	736	101	13.72%
Fall 2003 FTIC	440	66	15.00%	33	7	21.21%	286	27	9.44%	15	2	13.33%	774	102	13.18%
Fall 2002 FTIC	423	55	13.00%	48	13	27.08%	224	22	9.82%	14	0	0.00%	709	90	12.69%
Fall 2001 FTIC	461	77	16.70%	36	10	27.78%	270	15	5.56%	6	0	0.00%	773	102	13.20%
Fall 2000 FTIC	698	63	9.03%	50	12	24.00%	289	37	12.80%	22	1	4.55%	1059	113	10.67%

**First Time In College Transferring within 3 Years**

Fall Cohorts Transferring in 3 years	White			Black			Hispanic			Other			Total		
	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%
Fall 2006 FTIC	322	122	37.89%	39	8	20.51%	268	44	16.42%	12	4	33.33%	641	178	27.77%
Fall 2005 FTIC	350	97	27.71%	27	8	29.63%	235	38	16.17%	12	3	25.00%	624	146	23.40%
Fall 2004 FTIC	407	144	35.38%	37	5	13.51%	285	54	18.95%	7	3	42.86%	736	206	27.99%
Fall 2003 FTIC	440	107	24.32%	33	4	12.12%	286	27	9.44%	15	8	53.33%	774	146	18.86%
Fall 2002 FTIC	423	105	24.82%	48	8	16.67%	224	25	11.16%	14	3	21.43%	709	141	19.89%
Fall 2001 FTIC	461	71	15.40%	36	2	5.56%	270	30	11.11%	6	0	0.00%	773	103	13.32%
Fall 2000 FTIC	698	160	22.92%	50	1	2.00%	289	20	6.92%	22	7	31.82%	1,059	188	17.75%
Fall 1999 FTIC	615	113	18.37%	37	2	5.41%	251	17	6.77%	19	3	15.79%	922	135	14.64%

**First Time In College Retention Counts and Rates**

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2008 to 2009	293	211	72.01%	45	28	62.22%	235	164	69.79%	16	10	62.50%	589	413	70.12%
2007 to 2008	382	293	76.70%	35	29	82.86%	252	175	69.44%	10	7	70.00%	679	504	74.23%
2006 to 2007	322	249	77.33%	39	28	71.79%	268	203	75.75%	12	6	50.00%	641	486	75.82%
2005 to 2006	350	281	80.29%	27	20	74.07%	235	170	72.34%	12	4	33.33%	624	475	76.12%
2004 to 2005	407	322	79.12%	37	29	78.38%	285	225	78.95%	7	5	71.43%	736	581	78.94%
2003 to 2004	442	349	78.96%	33	26	78.79%	288	220	76.39%	15	13	86.67%	778	608	78.15%
2002 to 2003	421	329	78.15%	47	30	63.83%	218	157	72.02%	14	12	85.71%	700	528	75.43%
2001 to 2002	461	363	78.74%	36	18	50.00%	270	212	78.52%	6	3	50.00%	773	596	77.10%
2000 to 2001	698	542	77.65%	50	38	76.00%	289	230	79.58%	22	19	86.36%	1059	829	78.28%

## Student and Employee Surveys

See details of the 2008-2009 Student Opinion Survey and the employee PACE survey at:

<http://www.victoriacollege.edu/institutionalplanningandassessment>

## Cultural Events

### Fine Arts Department Calendar of Events Fall 2008 and Spring 2009

Date	Attendance	Event	Time	Location
<b>Fall 2008</b>				
September 26, 2009	N/A	Translations submission deadline	n/a	n/a
October 2, 2009	92	Translations opening reception	4:00pm - 6:00pm	Fine Arts Auditorium
October 3 - October 31	1000	Translations art exhibit	8:00am - 4:00pm	Fine Arts Auditorium
October 23, 2009	60	Drama Production "All in the Timing"	8pm	Johnson Symposium Center
October 24, 2009	65	Drama Production "All in the Timing"	8pm	Johnson Symposium Center
October 25, 2009	107	Drama Production "All in the Timing"	8pm	Johnson Symposium Center
October 27, 2009	150	Fall Choral Concert	7:30pm	Fine Arts Auditorium
November 6, 2009	200	Fall Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium
November 7 - December 5	1000	Fall Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium
November 18, 2009	35	Department Recital	1-3:30pm	Fine Arts Auditorium
November 20, 2009	50	Concert Band	7:30pm	Fine Arts Auditorium
December 2, 2009	250	Concert Featuring Jazz Combo & Guitar Ensemble	7:30pm	Fine Arts Auditorium
December 5, 2009	275	Choral Concert	8pm	Our Savior's Luthern Church
<b>Spring 2009</b>				
February 5, 2009	53	Advanced Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium
February 15, 2009	500	Empty Bowls	11am-2pm	VC Student Center
March 26-28	200	"Proof" Drama Production	8pm	Fine Arts Auditorium
March 29, 2009	150	VC Jazz Combo Community Concert	TBA	Rockport Center for the Arts
March 30, 2009	150	Songs from the Stage- Choral Concert	7:30pm	Fine Arts Auditorium
April 2, 2009	65	Spring Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium
April 3 - May 8	800	Spring Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium
April 4, 2009	200	Jazz Festival- VIP event	7pm	Greek Brother's
April 20, 2009	150	VC Jazz Combo Concert	7:30pm	Fine Arts Auditorium
April 7, 2009	600	Pre-UIL Hight School Sight-Reading	All day	Fine Arts Auditorium
April 17, 2009	250	Choral Music Concert	7:30pm	Fine Arts Auditorium
April 18, 2009	500	Jazz Festival	3pm	Riverside Park
April 23, 2009	1000	Downtown Rhythms		Downtown- outside
April 26, 2009	50	Lena Lowe Sophomore Recital	2pm	Fine Arts Auditorium
April 28, 2009	20	Music Department Recital	1-3:30pm	Fine Arts Auditorium
April 30, 2009	200	Wind Ensemble	7:30pm	Fine Arts Auditorium
May 8 & 9	20	Music Scholarship Auditions	TBA	Band Hall
Every Thursday	60	VISD Kid's Symphony	4-5pm	Band Hall

**Lyceum Series**

**Sheryl Oring**  
October 2, 2008

**Spencer Overton**  
October 16, 2008

**Dr. Peter Kramer, MD**  
February 24, 2009

**Dr. Michael Shermer**  
April 7, 2009

<b>Museum of the Coastal Bend</b>	
<b>2008 - 2009 Events</b>	
<b>2008</b>	
Sept. 24, Oct. 15, Nov. 19, Dec. 17	Young Artist Workshops - Fall Series
Oct. 1 - Dec. 23	Exhibition: The Spanish Legacy of the Texas Coastal Bend
Oct. 8	Senator John Cornyn Legislative Update
Oct. 9	Lecture & Musical Presentation by Rumbo al' Anacua
Oct. 9	MCB Five Year Anniversary Celebration/Reception for Musical Legacy
Oct. 21	Archeology Awareness Day
Oct. 23	Lecture: The Feud that Wasn't by Dr. James Smallwood
Oct. 30	Spooky Guided Flashlight Tour
Nov. 6	Lecture: Buckeye Knoll Cemetery Site by Dr. Bob Ricklis
Nov. 8	Diwali Indian Culture Festival
Nov. 19 - Dec. 23	Exhibit: The Legend of Nuestra Senora La Loreto
Nov. 20	Lecture: Juan Linn, His Rifle and the Great Comanche Raid by Gary
Dec. 3	Holiday Artisan's Market
Dec. 4	Holiday Reception
<b>2009</b>	
Jan. 20	Education Exhibit: La Salle Lands in Texas - Errata
Jan. 26	MCB Book Club meets with Rev. Carroll Pickett
Feb. 5	Lecture: Raising La Belle by Mark Mitchell
Feb. 25, Mar. 25, Apr. 22, May 20	Young Artist Workshops - Winter/Spring Series
Mar. 5 - end of year	Exhibition: Wings Over Victoria, WWII in Photographs and Memories
Apr. 8	Presentation of WWII medals by Ron Paul
Apr. 9	WWII Photo Collection and Victoria Remembers the Homefront discussion panel moderated by Charles Spurlin
Apr. 23	Lecture: Wings Over the Coastal Bend by Henry Wolff
7-May	Lecture: Use it Up, Wear it Out, Make it Do, Do Without by Linda Wolff
28-May	Grand Opening, Outdoor Demonstration Area
June 17, July 15, Aug. 19	Young Artist Workshops - Summer Series
18-Jun	Exhibit Opening: War Brides of Victoria; Volunteer Recognition
June 18 & 19	Junior Archeology Field Crew Training and Site Visit
Aug. 18 - Oct. 15	Exhibit Opening: Images of Valor, Latinos & Latinas of WWII

### III. Future Plans

During 2008-2009 the college developed a strong strategic plan and published this as the Victoria College Strategic Plan 2009-2012. Implementation of the action items in this plan began immediately and will continue through the next several years.

To fulfill the plan goals, the college will undertake the following:

**Foster Student Success** by implementing a first year experience program to guide students towards life-long educational success, customizing support services toward individual student success, and providing professional development targeted toward improving student success.

**Meet Community Needs** by reinforcing the college's reputation as a premier educational institution, identifying areas of high need and high impact for targeted recruitment, playing a greater leadership role in the crossroads area P-16 council, and establishing a crossroads region economic development council.

**Ensure Institutional Excellence** by creating a campus climate in which employees collaborate and communicate more effectively, creating a more unified and welcoming physical campus environment, implementing a comprehensive professional development plan for all employees, and developing a clear and concise policy and procedures manual.