

# THE VICTORIA COLLEGE END-OF-YEAR

## SUMMARY

## REPORT

# 2007-2008



THE VICTORIA COLLEGE  
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For 2007-2008, Victoria College identified several strategic initiatives designed to assist the College in meeting its institutional mission. This end-of-year report provides a summary of the progress and outcomes of those strategic initiatives. The College also identified several measures of excellence based on the State accountability measures for community colleges to serve as benchmarks for the College's long term improvement. Although, these measures are reported annually, they must be reviewed over time to determine the College's achievement of excellence. Additionally, data of interest regarding other areas of the College's performance has been included.

## **I. Strategic Initiatives**

### **Academic Foundations**

All strategies have been implemented with good success. The Academic Foundations Division continues to work closely with Tutoring Services. To increase the potential for student success, math faculty voluntarily staffed the Math Tutoring Center at regularly scheduled times; a Student Success Specialist was hired; a one unit Strategies for Success class was developed and offered, an ESOL class was added to the schedule; and guidelines for the Academic Foundations program were finalized. Faculty have attended a number of national conferences to continue their opportunities in developing unique strategies to improve developmental student success at Victoria College. The Academic Foundations Division in collaboration with the Title V program sponsored a very successful three day professional development activity for faculty and staff.

### **Achieving the Dream**

The college successfully completed its first year as part of the Achieving the Dream initiative. All data submission deadlines were met and strategies were identified. When it became evident that full funding for Victoria College was not going to be awarded, the decision was made to discontinue the formal relationship with the Achieving the Dream initiative. The college recognizes the importance of the work and is committed to promoting student success. An enrollment management task force has been appointed by the college president and will be addressing many of the same student success issues pertinent to Achieving the Dream. Other areas from the Achieving the Dream initiative will continue to be addressed by the College.

### **Adult Education**

The Adult Education program has shifted from an open entry/open exit enrollment model to a managed enrollment model. As a result of this change, coupled with a move from an instructional model that defined students by their lowest skill level to one that acknowledges differences in skill levels from subject to subject, significant student learning gains have been achieved in Reading, Language, and Mathematics. Adult Education direct services to DeWitt, Goliad, Jackson, Lavaca, and Calhoun counties have been replaced by distance learning services as a result of the loss of a competitive grant from the English Literacy and Civics Adult Education Program in the amount of \$345,320. This change in delivery method has resulted in a decrease in enrollment. The program continues to strive to increase the percentage of



participants who attain their GED within one year of enrollment. This past year 88 participants earned a GED and 1 participant earned US citizenship. To increase the number of testers, the college is investigating ways to facilitate the students' ability to test immediately following program completion. The portable building formerly housing the GRIN program has been moved to the Adult Education facility and now houses ESL classes. The addition of this building has enabled the program to triple the size of the ESL classes offered by the Adult Education program.

### **Calhoun County Center**

The Calhoun County Center offered its first classes in June 2007 although construction was still in progress in the facility. The final rooms, the science laboratory and the building trades laboratory, were completed in November with a grand opening held November 27<sup>th</sup> with 150 people attending. A silent auction of donated items during this event raised \$5,400 for student scholarships. Of that amount, more than \$1,350 was given in local scholarships. One hundred eighteen students enrolled in a total of 18 classes (12 credit and 8 non-credit) for the spring 2008 semester while 167 students took advantage of the opportunities in the summer of 2008 through enrollment in 14 credit classes and 8 non-credit classes. Tutoring and on-site test administration for online students were made available in the spring. Additional items for the resource room and the laboratories continue to be procured to provide a full array of learning experiences for the Calhoun Center students.

### **Club Sports**

In the spring 2008 semester, there was renewed interest in participation in the women's volleyball team. With additional female volleyball athletes, the VC club volleyball team had a very successful spring season, winning the South Texas Club Sports League (STCSL) championship. It was the first championship for Victoria College since the beginning of the club sports program. The women's volleyball club will continue to compete as a member of the STCSL.

The men's club basketball team saw a decrease in participation and struggled to complete its schedule in the STCSL. The 2008-2009 men's club basketball will schedule games independent from the STCSL to attempt to strengthen the program. Should participation increase, joining the STCSL will be reconsidered.

The co-ed soccer team was unable to schedule any games due to a lack of teams from other community colleges in the area. The club co-ed soccer team and men's baseball team will not be offered for 2008-2009. Attempts will be made to upgrade the intramural program to include these activities. The spring intramural program enjoyed an increase in participation compared to the spring 2007 semester. Participation also increased in co-ed basketball, tennis, and bowling.

### **College Advancement**

The College Advancement Office and VC Foundation realized another successful year. The total number of donors topped 660 to both the College and Foundation and contributions to the annual



campaign hit a record \$361,903. Five new endowed scholarships were established: Edwin W. and Diane M. Dentler; Jimmy and Michelle Goodson; Frank and Alma Lee Marshall Memorial; Esther, Glen and David Sunderman Memorial; and Susan Hunt Windwehen Memorial.

The Advancement Office coordinated the awarding of over \$278,000 in scholarships to nearly 450 students during the year. Over 700 applications were received through the new web service, doubling the application pool.

The VC Foundation Board of Directors held a mini-retreat to assess progress in meeting goals established in their strategic plan and determine an appropriate direction. Several committees were created to address finance, stewardship and resource development. These committees will work throughout the year to develop strategies to meet the Board goals.

The planned giving program continues to gain interest in the community, specifically among financial and estate planners. One of the new Board committees will work with staff to enhance this program.

The Sponsored Research Office was created and will be staffed with a full-time grant writer during 2008-2009. The office will work with College faculty and staff to identify areas of need, research opportunities for funding and partnerships, and facilitate the writing and management of all grants.

### **College Central**

College Central has been open since August 2007. There has been a significant increase in student traffic, especially with students needing assistance with the FASFA and regarding information on Continuing Education classes. College Central has worked with this office to streamline the payment and receipting process for their classes.

College Central is publicized as the first stop for students in all publications. In addition to student visits, we also have experienced an increase in phone calls. During heavy registration periods, a phone bank of volunteers from other areas of the College is utilized to answer phone calls. This allows College Central staff to assist those students who are on campus.

Training for College Central staff is an on-going process. As they become familiar with college processes, additional training is provided to enhance their understanding of all departments to create a positive experience for each student. College Central continues to experience new and different student issues allowing the staff to build a broader block of knowledge that will allow them to meet the needs of students. The Admissions and Financial Aid Office staff provide support to College Central to maintain adequate staff coverage during the regular semester. The Business Office staff assists during registration peak times.

### **College Connection**

Created in Fall 2005 consisting of one school district, Gonzales ISD, College Connection has been a successful college transition program for high school seniors for the last 3 years. Every



fall semester, VC's College Connection team comprised of representatives from Pre-College Programs, Admissions, Testing, Recruiting, Financial Aid and Counseling Services has a planning meeting with each participating high school's staff to schedule critical college entrance activities. Most of the sessions occur on the high school campus, except for the campus tour. The scheduling of these sessions remains a challenge because most high schools have very tight calendars and few dates available. Examples of the activities offered through College Connection include guidance in completing the Apply Texas Application, THEA assessment, advising, financial aid, and registration to the students. Several new schools were added to the program during the 2007-2008 year. These schools include Calhoun HS, Yorktown HS, Bloomington HS, Profit Magnet HS, Waelder HS, and Industrial HS. This makes a total of 8 schools serviced in the Victoria College service area. In the Spring 2007, a total of 234 students participate in College Connection. Of these students, 55 students attended Victoria College in the Fall 2007, 54 in the Spring 2008, and 44 in the Fall 2008. For this 2007-2008 year, we had a total of 328 students participate in Spring 2008 College Connection Program, 78 are enrolled fall 2008. Students who may not be able to attend Victoria College immediately following high school for whatever reason know that Victoria College is here to serve their educational needs as this is evident in our enrollment numbers of these students for the spring 2008 and fall 2008 semesters who originally attending the College Connection Program in previous years.

### **Construction Projects**

By August 2008, the Health Science Center was in its final construction phases. Interior finish work was in progress throughout the building with scheduled substantial completion in October 2008. The building remains on track to offer classes in the new HSC in January 2009. Upon occupying the building, the College will move faculty and equipment from the existing Allied Health building so that remodeling of that building can commence in December.

The Main entry project was bid and let in spring 2008. Don Krueger Construction of Victoria won the bid and began construction in May. The project was substantially complete in August 2008, with total completion scheduled for November 2008. This project provided improved traffic flow and lighting to the Red River side of campus in addition to developing an architecturally striking entryway to the College. The Main Entry project has a significant role in defining the Victoria College campus in the public mind. In addition to the construction at the Main entrance, this project also included identifier monuments at the other major campus entrances.

### **Continuing Education and Business Development**

Total revenue within Continuing Education, including Workforce, Allied Health, Public Service and Skills Development increased by \$46,000 from \$1,130,447 during 2006-2007 to \$1,177,339 in 2007-2008. A total of 159,543 contact hours were generated, compared to 156,857 the previous year. Nearly 4,350 people received training through the Department's programs.

An e-newsletter has been designed and is being sent to potential and existing clients. The newsletter highlights successful programs, provides testimonials, and lists upcoming training opportunities. It has been received quite well. An open house was held to introduce the



community to all the course offerings and provide an opportunity for them to visit with the staff and instructors. Several leads on contract training resulted. In 2008-2009, the department will undergo some additional reorganization to streamline operations to provide better service to its constituents and increase net revenue.

### **Distance Education**

The college continues to add distance education opportunities every semester. Delivery of ITV courses in the centers in Gonzales and Calhoun County has been expanded. The distance education committee has implemented a new process for online course approval and review designed to insure the quality of the courses offered in this modality. There have been no changes in online retention patterns recently. However, online courses have begun to fill before face-to-face courses in general, which indicates high levels of interest from students. The maximum enrollment for online courses has been increased to accommodate student needs within the past year, also indicating a high level of student interest in online courses.

### **ERP Project (PEARL)**

Following demonstrations and proposal review in February, the College selected SunGard Higher Education as its vendor for an Enterprise Resource Planning (ERP) system. SunGard and their partners will provide a full suite of software, implementation assistance, consulting services, and staff training to replace all of VC's information management systems with a unified software system. The project, known as PEARL (Pirate Enterprise and Academic Resource Link) officially began in April 2008, and includes several components. During May and June, SunGard consultants conducted intensive discovery sessions in order to begin configuring the Banner database component of this project. Work on banner continued throughout the summer as consultants worked with VC staff to elicit requirements, examine business practices, and begin training. Also during this time, new hardware was installed to accommodate the new Oracle and Banner database software, which was loaded in June. This project will continue through 2009 as Banner and the other project components are completed.

### **Gonzales Center**

In the fall of 2007, the Gonzales Center served 193 credit students in 13 courses and 64 continuing education students in six courses for a total of 257 students in 19 courses. In the spring of 2008, the Center served 278 credit students in 18 courses and 164 continuing education students in 15 courses for a total of 442 students in 33 courses. Summer courses reflected equally strong enrollments with 225 students enrolled in 20 credit courses and 76 continuing education students taking advantage of 9 non-credit courses. The center also offers advising, business office services, testing services, and orientation programs. In addition, the center is used frequently by Gonzales groups for a variety of community activities. The constant flow of students and potential students as well as the growing demand for more courses keeps the center staff very busy. An additional staff member was added in June 2008. Two additional interactive television classrooms were added this past summer and facilities to house a Building Trades Academy anchored by a welding lab are being planned.



### **Marketing and Communications**

The Marketing and Communications department launched a new web site in February based on feedback and suggestions from faculty, staff and students. The new site continues to be enhanced to serve as the main medium of information to College constituents. Several new departmental pages have been developed and staff is being trained to update information.

Cross-training of individuals in the print, media and campus phone/mail areas has been completed. During registration the switchboard operators delivered messages to in-coming callers in regard to registration dates. The College's spring newsletter received a National Council for Marketing and Public Relations Silver Award.

A recruitment video featuring nursing, medical lab technology, firefighting, police academy, respiratory care, and welding was created with Federal Perkins grant money providing part of the funding. A new web and graphic design specialist was hired during the year to assist in enhancing the web to include video and audio pieces.

### **Physical Therapist Assistant Program**

Efforts to recruit a program director are ongoing. Although several individuals have applied, none of the applicants has the required educational experience mandated by the accrediting body. Other alternatives, such as collaborations with an already established program are being explored and it our hope that we will be able to begin the process of becoming an accredited program during this next academic year.

### **Program Review**

The past year has been a discovery and planning year for program review. The purpose of program review is to systematically evaluate the educational programs and services of the college based on college data and community needs assessments. A program review model has been identified and will be piloted by one of the academic divisions in the spring 2009 semester. After evaluating the usefulness of the model, adjustments will be made if necessary and implementation will occur across all instructional divisions in the next academic year.

### **TexPrep Program**

The TexPREP Program, UTSA/VC collaboration, grew from seven students the first year to sixteen students this past summer. Three of the seven students who participated last year returned this summer and 13 new students were recruited for Year 1. The program was not able to meet the goal set to increase the participation by at least 20 students. This program is funded partially by UTSA, VC Foundation and USDA grant funds. Funding for this program is a challenge. The VC Foundation grant has been exhausted and the UTSA and USDA funding is limited. Program expenses include field trips, instructor stipends, supplies, and lunch for the students. The program evaluations for TexPREP have been very positive. Efforts to seek funding to supplement the existing grants will continue.



A database of TexPREP students who complete the program will be maintained, and their progress will be monitored as they progress through their high school and college career.

Quotes from TexPREP students:

“Summer is a good time for people to lose knowledge,” said Wyatt Fraga. “This program is a great way to keep my brain active.”

“I had fun meeting new people and learning about logic and upper level science,” said Annalicia Aguilar. My friends can laugh if they want because I’m having fun and earning high school credits. Through this experience I was able to learn about subjects that I won’t be introduced to until high school.”

### **Texas A & M University – Kingsville (TAMU-K) Partnership**

The partnership agreement has been reviewed and revised by Victoria College legal counsel. Currently TAMU-K legal counsel is reviewing the suggested changes. Once this agreement has been finalized, a public event will be scheduled for officials to sign the agreement and move forward with the program development. The signed agreement will result in a two-way articulation agreement in science, technology, engineering, and math. A strong component of this program will be the marketing to create student awareness of the program and its advantages for the student. No significant changes have occurred since the mid-year report was completed.

### **Tutoring Center**

The 2007-2008 academic year ended on a positive note in all of the Tutoring Centers. With the establishment of the Academic Foundations Division for all developmental level courses under one umbrella, and its dedication to the value of tutoring by requiring tutoring sessions for all enrolled in non-credit courses, the number of tutee visits increased dramatically. The Reading/Writing Center (RWC) experienced a successful increase in attendance, reflected in the retention rates and the grades of those who used the RWC. In the Fall 07 semester, 51 reading students attended tutoring an average of 6-8 times, 46 of these 51 students received a passing grade. In the Spring 08 semester, the number of students increased slightly to 55, with 53 students passing, and the average number of visits rose to 13 per student. The retention rate was an unexpected 89% for the students who completed the course. The English statistics rose from fall to spring also, but the greatest improvement here came in the passing rate. Fall 07 saw 64 student passing among the 78 students who attended tutoring. But, Spring 08 showed 76 students passing of the 78 students who finished their class. The retention rate for all English developmental students who came to tutoring was again a surprising 82%, as many students became TSI complete, dropped the developmental course, but still re-enrolled the next semester in credit courses. This trend can also be noted in the Math Tutoring Center (MTC). Fall 07 recorded 43 students attending a total of 514 visits, for an average of 11 visits per student. This rose dramatically in Spring 08 when tutoring became mandatory, with 102 students attending a total of 1,392 visits, for an average of 13 visits per student. The retention rate was above 75% overall, so the addition of the required sessions not only increased traffic in the MTC, the



students were more successful in one level and moved on to the next one. Much of this success is also to be attributed to the Title V initiative that funded the Lead Tutors for both the RWC and the MTC and paid for both peer and professional tutors in the Centers. Training under the CRLA International Certification Program grew, as the requirement for certification became a condition of rehiring in the Fall 07 semester. The Victoria College received a full five-year extension of its certification program in the summer of 2008, and to-date has issued 112 certificates to tutors at both Level I and Level II. This certification indicates that the tutor has met rigorous requirements to attend trainings, interact with other tutors in an effort to build a strong team, and create unique tutor aids in the form of handouts, study groups, or workshops. This commitment to excellence has also been documented in the application for the THECB STAR Award under the title – *VC Tutorial Services – Title V Expansion* which emphasizes the contributions of the tutorial services in the *Closing the Gaps by 2015* initiative.

Training opportunities included the annual CRLA conference, attended by the Tutor Coordinator, which yearly provides the latest research and materials in the tutoring field, and allows for the open exchange of ideas between professionals all across the country. This information is then translated into training sessions for the VC tutors in a variety of venues.

**Testimonials from those using the tutoring services:**

Debora Owen states: “As a student at Victoria College, I have found the Tutoring Center to be my support on campus. The rich learning environment, attentive tutors, and convenient hours have helped me to successfully complete my courses while maintaining an honor’s GPA.”

Sylvia Herrera adds: “The Tutoring Center is where I go to get support mentally, emotionally, and academically.”

Candis Harrod concludes: “The Tutoring Center has been a great atmosphere for all students who are [in] need of extra help. The tutors are friendly and helpful. . . . Because of the Tutoring Center, students are more successful in their classes and achieving their goals.”

These students are favorably reacting to the atmosphere created by cooperation, collaboration, and dedication of administration, faculty, and tutors working together to help students stay *On Course*.



## II. Measures of Institutional Excellence

The college collects and analyzes a multitude of data to determine overall institutional effectiveness. For the 2007-2008 academic year, the following measures related to participation, success, excellence and resource stewardship were used to assess institutional excellence.

Outcomes of the Key Measures are in red.

### Participation – Key Measures

#### 1. Enrollment

A. Annual unduplicated semester enrollment including credit, non-credit, and dual credit students will hold constant or increase.

Credit enrollment headcount decreased slightly from 4,031 in Fall 2006 to 3,988 in Fall 2007, a decrease of 1.0%.

Non-credit enrollment increased slightly from 4,138 to 4,344, an increase of 5%.

There was a 2.4% increase in dual credit/early admission numbers from 502 in 2006 to 514 in 2007.

This relatively stable enrollment is indicative of a strong economy and low unemployment rate. Non-credit enrollment also remained stable, maintaining the significant increase in student headcount from the previous year. The strength of the non-credit enrollment is due in part to a second Skills Development Grant from the Texas Workforce Commission. The grant allowed the College to offer specialized training to ten industry partners within its service area, thereby increasing the skill level of incumbent and new workers.

B. Service area penetration will increase; the gap between the population service area and the students enrolled in the college will decrease.

Service area penetration remained relatively stable from 2006 to 2007.

Ethnicity	Population	% of Enrollment Relative to Population	
		2007	2006
White	50.8%	7.2%	7.7%
Black	6.9%	-1.3%	-1.6%
Hispanic	40.8%	-6.3%	-6.2%
Other	1.6%	0.4%	0.1%

#### 2. Semester Credit Hours and Contact Hours

A. Annual number of semester credit hours and contact hours for credit programs and annual contact hours for continuing education programs will hold constant or increase.



Credit hours decreased slightly from 77,388 in 2006 to 76,371 in 2007, a decrease of 1.3%. Contact hours were similar, from 1,838,413 in 2006 to 1,807,900 in 2007, a decrease of 1.7%.

### 3. First-Time-in-College

A. Number and percentage of first-time, credential-seeking student will increase.

The number of first-time in college, credential-seeking students increased approximately 13%, from 148 in Fall 2006 to 170 in Fall 2007 (both full-time and part-time students).

### 4. Non-Funded and Non-Reported Community College Activities

A. Number of students who engage in non-funded non-reported college activities such as GED, adult basic education, and contract training who go on to enroll in funded and reported college activities will increase.

The College currently has no baseline data for this measure. Students engaging in the activities are stored, but we do not have the ability to track them as they enroll in other college activities. Implementation of Banner will provide the ability to track the students.

## Success – Key Measures

### 1. Graduation and Persistence

A. Percentage of first-time credential-seeking students will increase.

The number of first-time in college, credential-seeking students increased approximately 13%, from 148 in Fall 2006 to 170 in Fall 2007 (both full-time and part-time students).

B. Number of first-time credential-seeking students who attain a credential within three, four, or six years will increase.

This is a new measure established and provided to the College by the Coordinating Board. The information lags 2 years. This data only includes a limited sample of VC students, as only those that complete 60 hours with the College are counted. Because of the limited scope and long lag time, this measure, as tracked by the Coordinating Board, is not usable for internal, institution specific analysis.

2. Number of students who receive an associate degree, certificate, complete the core curriculum, or complete a field of study will increase.

The number of students meeting these criteria decreased from 499 in FY 2006 to 463 in FY 2007, a decrease of 7.2%.



3. Percentage of under-prepared students who satisfy TSI obligation within two years of college enrollment will increase.

The baseline information (2003 cohort) is the only data available from the Coordinating Board at this time.

4. Number of under-prepared students who complete a college-level course within three years of college enrollment will increase.

The baseline information (2003 cohort) is the only data available from the Coordinating Board at this time.

5. Number of degrees and certificates awarded in *Closing the Gaps* critical fields will increase.

Degrees and certificates awarded in CTG critical fields increased 4.7%, from 317 to 332.

6. Number of nursing and allied health degrees and certificates awarded will hold constant or increase.

There was a 3.9% increase in nursing and allied health degrees and certificates awarded, from 259 in 2006 to 269 in 2007.

Degrees and certificates in nursing and other allied health programs decreased slightly from 251 Fall 2006 to 241 in Fall 2007.

### **Excellence – Key Measures**

1. Annual percentage of graduates who pass required licensing or certification exams will remain at or above the state average.

The percentage of students passing licensing and certification exams in the Allied Health Division increased from 92% to 94%.

2. Number of programs that seek or maintain professional accreditation will increase.

The number of programs holding professional accreditation remained the same. The College will seek accreditation for additional programs, such as Physical Therapy Tech in the near future. This and other Allied Health Programs will be housed in the new Health Sciences Center.

3. Number of students eligible for Phi Theta Kappa membership will increase.

The number of students eligible increased from 40 in Fall 2006 to 49 in Fall 2007.



**Resource Stewardship – Key Measures**

1. Administrative costs as a percentage of total expenditures will hold constant or decrease.

The College's administrative costs as a percentage of total costs remained approximately 10%.

2. Tuition and fees will remain at or below the state average.

Victoria College remains well below the state average for tuition and fees. The in-district semester credit hour charge for Fall 2007 was \$51 or \$612 for 12 credit hours, compared to the state average of \$57 or \$683. Out-of-district charges were below as well with Victoria College charging \$73 per semester credit hour or \$876 for 12 credit hours, compared to the state average of \$83 or \$1,000.

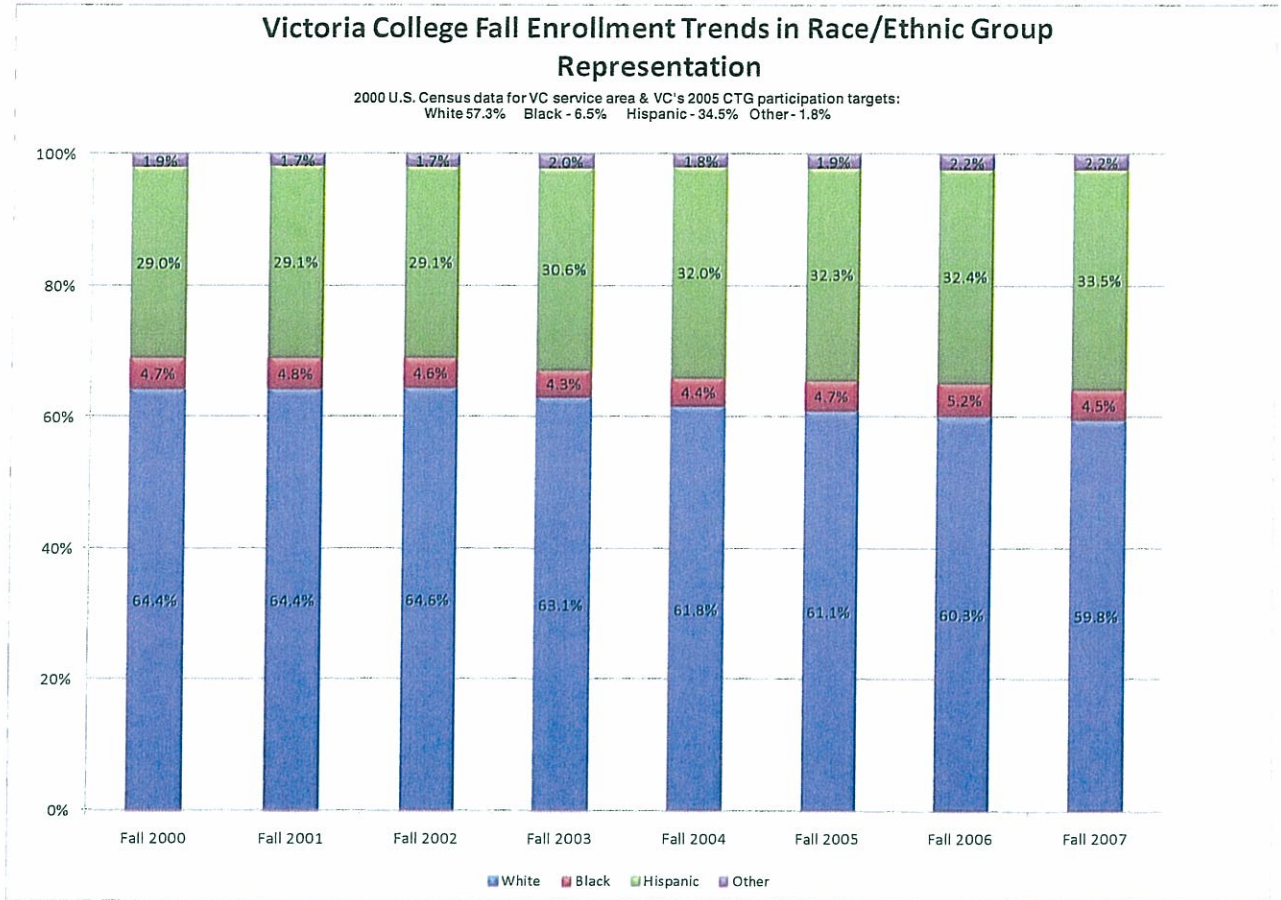
3. Percentage of contact hours taught in semester credit courses by instructors classified as full-time will be higher than the percentage of contact hours taught by instructors classified as part-time.

Full-time faculty taught nearly 85% of contact hours, remaining consistent with prior years.

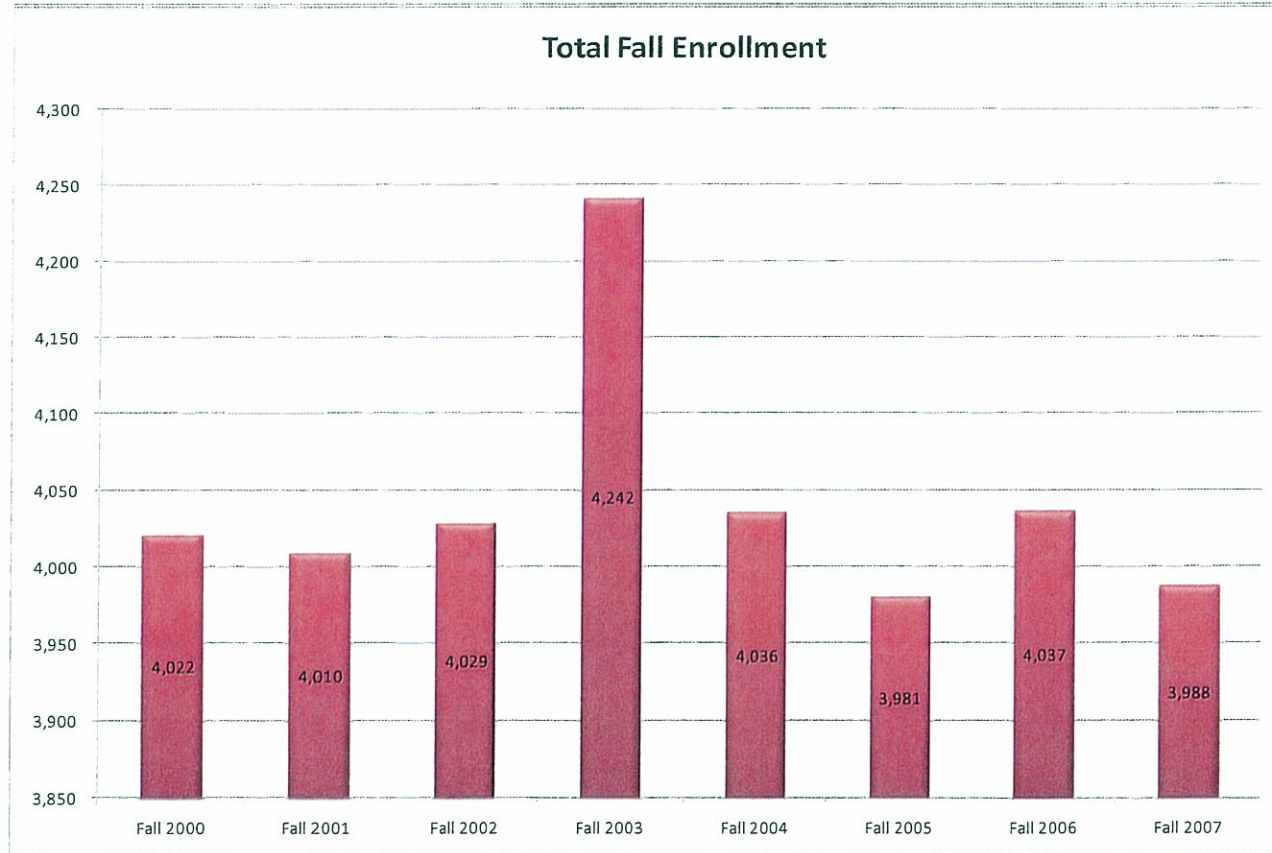
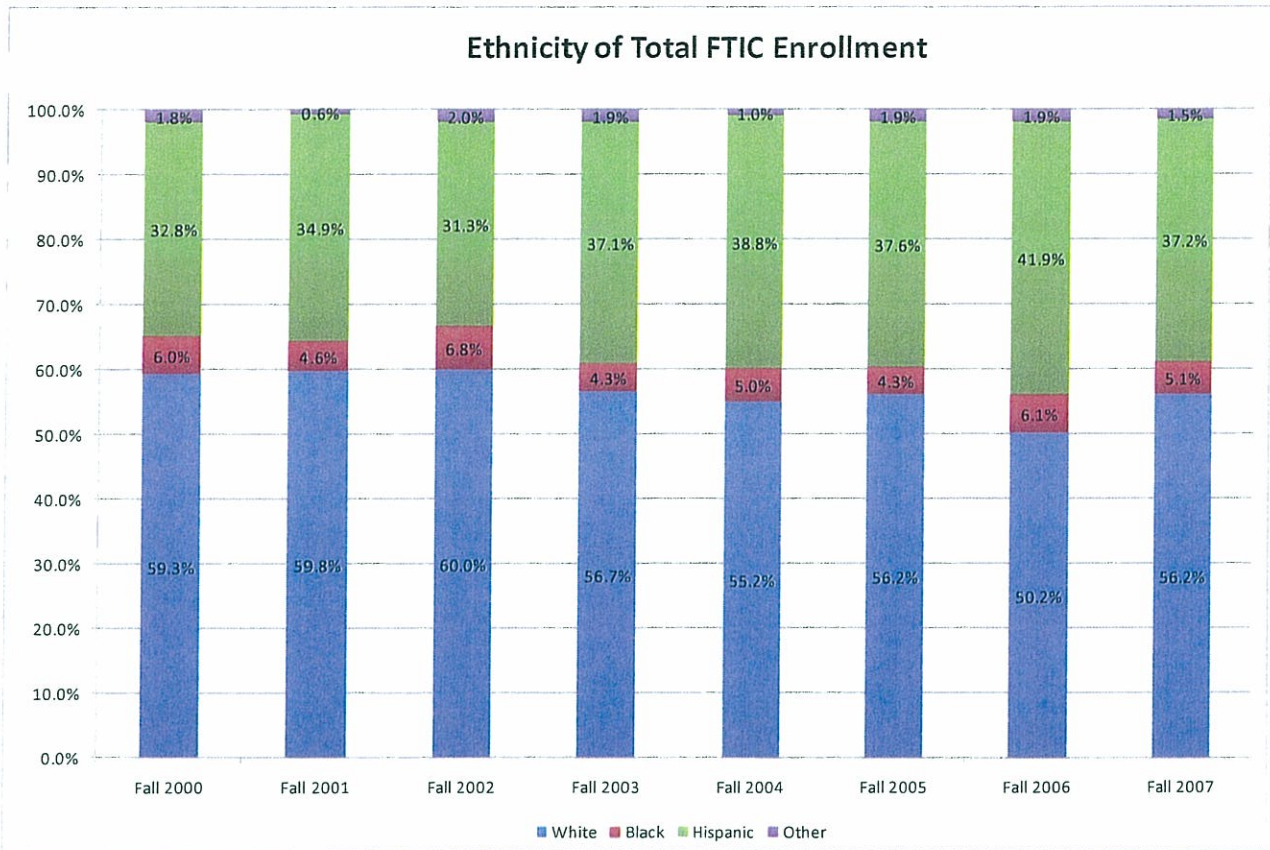


### III. Additional Data

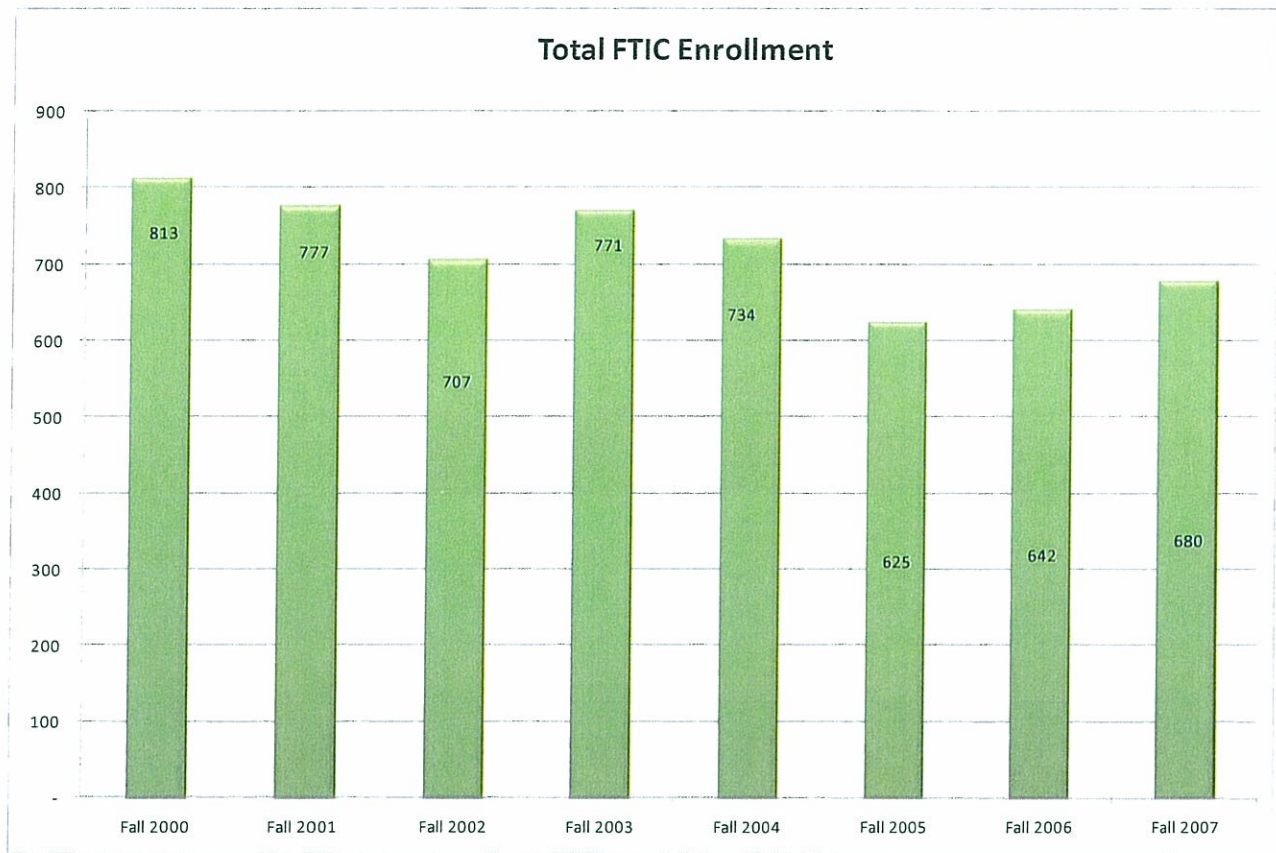
#### Enrollment Trends











## Distance Education

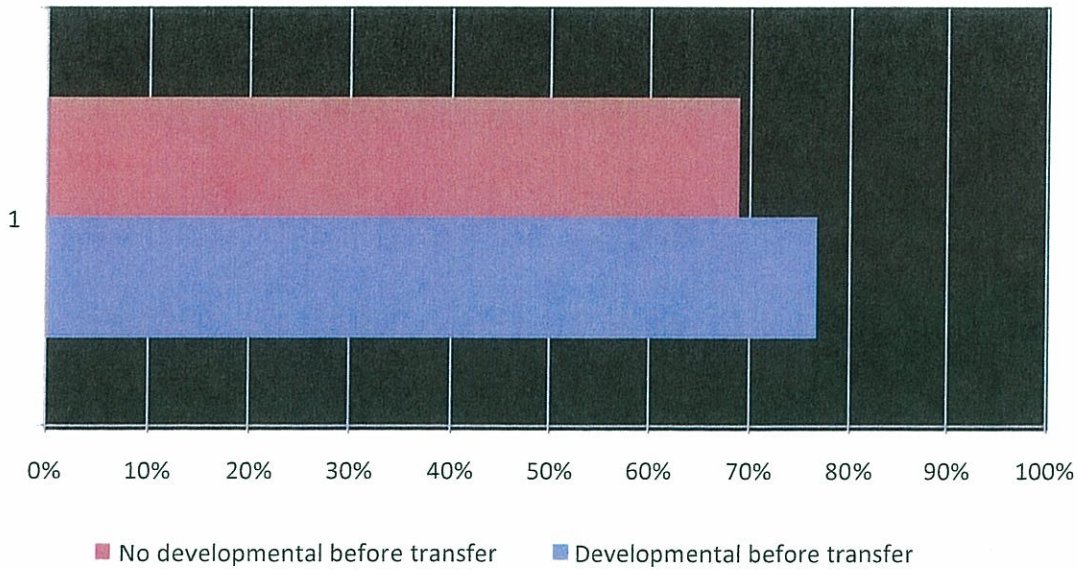
Victoria College Distance Education Academic Year Enrollment							
Distance Education Type	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
ITV Off Campus	682	872	873	766	811	782	1,105
On Line	835	1,595	3,072	4,200	5,165	5,621	5,759
Virtual College of Texas - Hosted (1)	382	638	581	667	289	120	52
Grand Total	1,899	3,105	4,526	5,633	6,265	6,523	6,916
Virtual College of Texas - Provided (2)	53	55	226	315	288	90	55

(1) VC students enrolled in other colleges' courses offered through VCT.

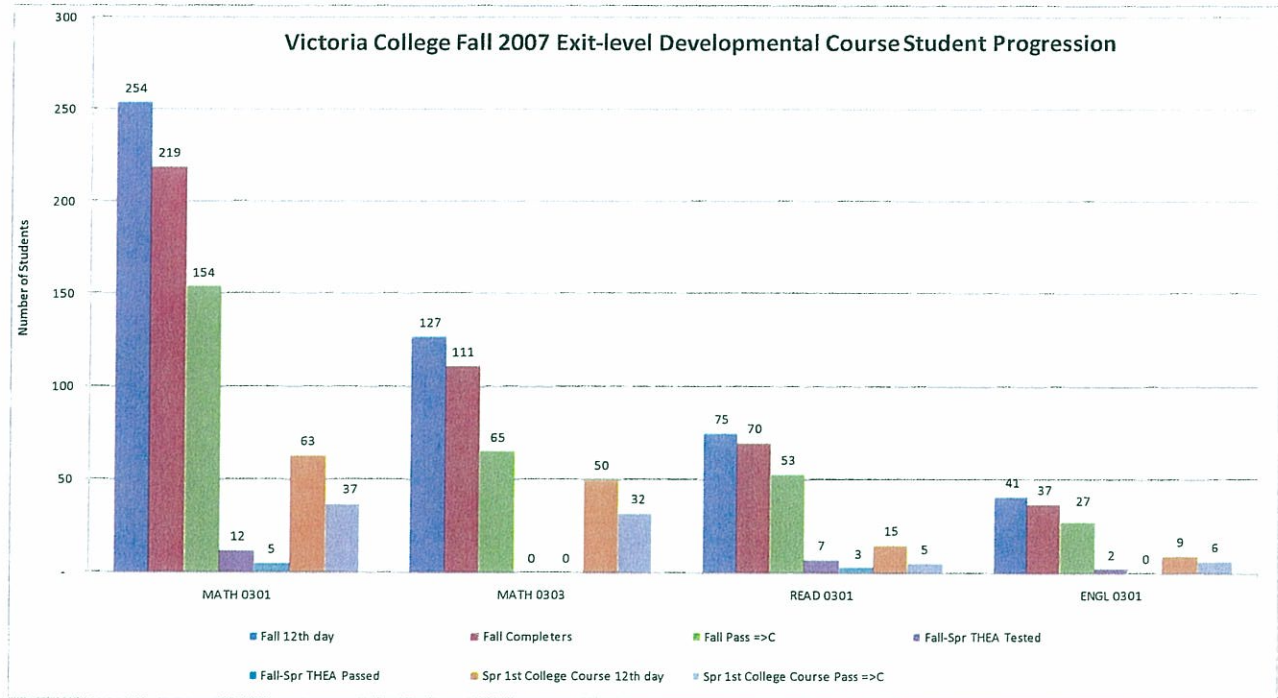
(2) Other colleges' students enrolled in VC courses offered through VCT.



### Identified Students Still Enrolled Fall 2007 - Same Institution



### Developmental Student Success





**VICTORIA COLLEGE NON-DEVELOPMENTAL STUDENT  
WITHDRAWALS and COURSE LOAD REDUCTION TRENDS by SEMESTER**

one count = one student (unduplicated)

SEMESTER	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%
<b>FALL</b>										
Official enrollment 12th day	3,382		3,182		3,248		3,474		3,467	
Course load reductions 13th day 12th week	588	17.4%	597	18.8%	665	20.5%	674	19.4%	624	18.0%
Withdrawals 13th day 12th week	252	7.5%	221	6.9%	227	7.0%	288	8.3%	224	6.5%
Course load reductions 13th week - end sem.	50	1.5%	57	1.8%	63	1.9%	64	1.8%	41	1.2%
Withdrawals 13th week - end sem.	13	0.4%	17	0.5%	23	0.7%	23	0.7%	26	0.7%
Ending Enrollment	3,117	92.2%	2,944	92.5%	2,998	92.3%	3,160	91.0%	3,217	92.8%
Total withdrawals from 12th day	265	7.8%	238	7.5%	250	7.7%	314	9.0%	250	7.2%
Unduplicated total course load reductions from 12th day	610	18.0%	632	19.9%	693	21.3%	712	20.5%	635	18.3%
<b>SPRING</b>										
Official enrollment 12th day	3,264		3,162		3,095		3,301		3,269	
Course load reductions 13th day 12th week	571	17.5%	604	19.1%	554	17.9%	669	20.3%	587	18.0%
Withdrawals 13th day 12th week	228	7.0%	218	6.9%	196	6.3%	239	7.2%	266	8.1%
Course load reductions 13th week - end sem.	56	1.7%	73	2.3%	159	5.1%	69	2.1%	32	1.0%
Withdrawals 13th week - end sem.	35	1.1%	31	1.0%	54	1.7%	32	1.0%	11	0.3%
Ending Enrollment	3,001	91.9%	2,913	92.1%	2,845	91.9%	3,030	91.8%	2,992	91.5%
Total withdrawals from 12th day	263	8.1%	249	7.9%	250	8.1%	271	8.2%	277	8.5%
Unduplicated total course load reductions from 12th day	592	18.1%	638	20.2%	647	20.9%	699	21.2%	610	18.7%
<b>FALL &amp; SPRING COMBINED TOTALS</b>										
Total withdrawals from 12th day	528	7.9%	487	7.7%	500	7.9%	585	8.6%	527	7.8%
Unduplicated total course load reductions from 12th day	1,202	18.1%	1,270	20.0%	1,340	21.1%	1,411	20.8%	1,245	18.5%



## Workforce Degrees and Certificates

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

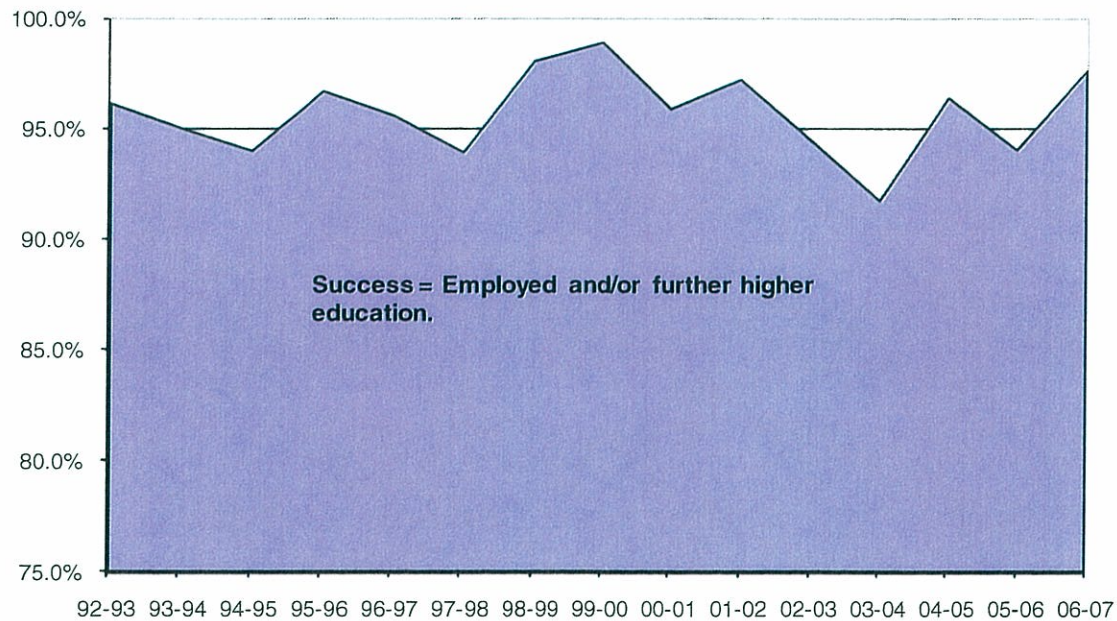
CIP	ACADEMIC YEAR							
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
VC Program Name								
1102 Computer Programming: <b>CIS--Computer Programming AAS</b>	1	1	-	1	-	-	-	-
1108 Computer and Information Sciences <b>CIS--Web Application</b>	-	-	3	5	8	13	5	12
1503 Electronic Related Technology: <b>Electronics/Instrumentation AAS &amp; Cert</b>	18	13	19	16	23	15	10	18
2002 Child Care & Guidance: <b>Child Care Cert</b>	7	19	14	18	8	11	4	2
2201 Law & Legal Studies: <b>Legal Assisting AAS &amp; Cert</b>	13	9	11	10	5	3	2	-
4103 Physical Science Technologies: <b>Process Technology AAS &amp; Cert</b>	32	32	17	21	11	13	9	10
4301 Criminal Justice & Corrections: <b>Criminal Justice AAS</b>	9	10	5	2	2	-	-	-
<b>Police Acad ( Fall, Spr, &amp; Reserve) Cert</b>	35	30	42	42	56	46	26	
4302 Fire Protection: <b>FireFighting Cert</b>	6	7	12	11	-	7	8	6
4801 Drafting: <b>Drafting Technology AAS &amp; Cert</b>	18	17	16	17	9	7	-	-
480508 Welder/Welding: <b>Welding Cert</b>	5	9	7	9	8	2	13	16
5202 Business Administration/Mgt: <b>Management AAS &amp; Cert</b>	12	9	15	17	19	29	18	21
5203 Accounting: <b>Accounting AAS &amp; Cert</b>	7	3	4	4	2	2	-	-
5204 Admin Secretarial Services: <b>Office Systems Technology AAS &amp; Cert</b>	15	17	26	5	20	14	22	19
5212 Bus Info. & Data Processing: <b>CIS--Micro _Network Admin AAS &amp; Cert</b>	20	42	15	13	31	38	30	20
510904 Emergency Medical Technology: <b>Emergency Medical Tech AAS &amp; Cert</b>	15	18	7	16	1	-	24	21
510908 Respiratory Therapy Tech: <b>Respiratory Care AAS &amp; Cert</b>	30	13	9	15	13	15	9	14
5110 Medical Laboratory Technologies: <b>Medical Lab Technology AAS</b>	3	7	9	6	9	10	10	10
511601 Nursing, General: <b>Nursing AAS</b>	50	81	77	70	76	80	76	104
511613 Practical Nurse Training: <b>Vocational Nursing Cert</b>	137	113	117	151	137	132	129	114



### 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	
2006-2007*	131	128	97.7%	NA	NA
2005-2006*	152	143	94.1%	NA	NA
2004-2005*	170	164	96.5%	NA	NA
2003-2004*	183	168	91.8%	NA	NA
2002-2003*	128	121	94.5%	NA	NA
2001-2002*	111	108	97.3%	NA	NA
2000-2001*	198	190	96.0%	NA	NA
1999-2000	393	389	99.0%	4	1.00%
1998-1999	375	368	98.1%	7	1.90%
1997-1998	Undocumented		94.0%	Undocumented	
1996-1997	324	310	95.7%	14	4.30%
1995-1996	341	330	96.8%	11	3.20%
1994-1995	303	285	94.1%	18	5.90%
1993-1994	325	309	95.1%	16	4.90%
1992-1993	317	305	96.2%	12	3.80%

\*Data on graduates employed or enrolled in additional higher education are no longer available from ASALFS or Texas Workforce Commission after the 1999-2000 planning year. Data beyond that year is from the VC Workforce Graduate Follow-up Survey.





**Results from The Victoria College  
2007-2008 Workforce Graduate and Employer Follow-up Surveys  
(2006-2007 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>	24	8	11	5	0	0	24	100.0	17	4	8	5	0	0	17	100.0
<b>Vocational Nursing</b>																
Cuero	6	4	2	0	0	0	6	100.0	2	2	0	0	0	0	2	100.0
Gonzales	10	3	5	2	0	0	10	100.0	2	0	2	0	0	0	2	100.0
Hallettsville	15	6	9	0	0	0	15	100.0	14	4	6	4	0	0	14	100.0
Victoria Day	18	14	4	0	0	0	18	100.0	9	5	3	1	0	0	9	100.0
Victoria Night	6	3	3	0	0	0	6	100.0	4	2	1	1	0	0	4	100.0
<b>Vocational Nursing Total</b>	<b>55</b>	<b>30</b>	<b>23</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>100.0</b>	<b>31</b>	<b>13</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>100.0</b>
<b>Medical Laboratory Technology</b>	8	4	3	1	0	0	8	100.0	7	2	5	0	0	0	7	100.0
<b>Respiratory Care</b>	8	5	3	0	0	0	8	100.0	5	1	4	0	0	0	5	100.0
<b>Allied Health Programs Total:</b>	<b>95</b>	<b>47</b>	<b>40</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>95</b>	<b>100.0</b>	<b>60</b>	<b>20</b>	<b>29</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>100.0</b>

	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	25	5	13	7	0	0	25	100.0	6	4	2	0	0	0	6	100.0
Writing	22	8	10	3	1	0	21	95.5	6	2	4	0	0	0	6	100.0
Math	22	4	13	5	0	0	22	100.0	6	2	3	1	0	0	6	100.0
Oral Communications	27	7	15	5	0	0	27	100.0	6	2	3	1	0	0	6	100.0
Use of Computers	27	12	11	3	1	0	26	96.3	6	2	3	1	0	0	6	100.0
<b>Basic Skills Total</b>	<b>123</b>	<b>36</b>	<b>62</b>	<b>23</b>	<b>2</b>	<b>0</b>	<b>121</b>	<b>98.4</b>	<b>30</b>	<b>12</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>100.0</b>
<b>Profession-specific Knowledge/Skills</b>																
Theoretical Background/Understanding	26	8	14	4	0	0	26	100.0	7	2	2	3	0	0	7	100.0
Critical Thinking/Application of Knowledge	26	7	16	3	0	0	26	100.0	7	2	2	3	0	0	7	100.0
Technical Skills/Equipment Operation	27	9	15	3	0	0	27	100.0	7	3	2	2	0	0	7	100.0
<b>Profession-specific Knowledge/Skills Total</b>	<b>79</b>	<b>24</b>	<b>45</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>79</b>	<b>100.0</b>	<b>21</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>100.0</b>
<b>Soft Skills</b>																
Professionalism (appearance, punctuality, work ethics, etc.)	26	11	13	2	0	0	26	100.0	7	3	1	3	0	0	7	100.0
Human Relations/Teamwork	27	12	12	3	0	0	27	100.0	7	3	1	3	0	0	7	100.0
Commitment to Life-long Learning	27	11	13	3	0	0	27	100.0	7	3	2	2	0	0	7	100.0
<b>Soft Skills Total</b>	<b>80</b>	<b>34</b>	<b>38</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>80</b>	<b>100.0</b>	<b>21</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>100.0</b>
<b>OVERALL RATING</b>	<b>27</b>	<b>12</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>100.0</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>100.0</b>

Percentages are based on the number of respondents.



## ALLIED HEALTH DIVISION LICENSURE DATA

2007 - 2008									
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>	104	103	99%	88	85%	12	12%	100	97%
<b>Vocational Nursing</b>	116	102	88%	95	93%	0	0%	95	93%
Victoria Day	29	27	93%	25	93%	0	0%	25	93%
Victoria Evening	24	21	88%	20	95%	0	0%	20	95%
Cuero	18	16	89%	14	88%	0	0%	14	88%
Gonzales	26	21	81%	20	95%	0	0%	20	95%
Hallettsville	19	17	89%	16	94%	0	0%	16	94%
<b>Medical Laboratory Technology</b>	10	9	90%	6	67%	1	11%	7	78%
<b>Respiratory Care Technology</b>									
Entry Level	14	14	100%	14	100%	0	0%	14	100%
Advanced Practitioner	14	14	100%	13	93%	1	7%	14	100%
<b>Police Academy</b>	41	41	100%	41	100%	0	0%	41	100%
<b>Emergency Medical Services</b>									
Basic	25	17	68%	8	47%	2	12%	10	59%
Intermediate	13	7	54%	7	100%	0	0%	7	100%
Paramedic	11	9	82%	7	78%	1	11%	8	89%
<b>Basic Firefighting Certificate</b>	16	16	100%	8	50%	2	13%	10	63%
<b>Nurse Aide/Home Health Aide</b>	93	77	83%	69	90%	6	8%	75	97%
<b>Medication Aide</b>	70	68	97%	58	85%	8	12%	66	97%
<b>Total Allied Health</b>	<b>527</b>	<b>477</b>	<b>91%</b>	<b>414</b>	<b>87%</b>	<b>33</b>	<b>7%</b>	<b>447</b>	<b>94%</b>

SOURCE: Allied Health Division Chair

NOTES: VN Program Totals

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### Adult Education Programs

ADULT EDUCATION - ALL PROGRAMS COMBINED			
	Enrollment	Contact Hours	Students Passing GED
<b>2007-08</b>	<b>924</b>	<b>33,334</b>	<b>88</b>
<b>2006-07</b>	<b>858</b>	<b>61,459</b>	<b>122*</b>
Compared to:			
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

Objective	07-08			06-07	
	Goal	Met Fed Calculations	Met State Calculations	Goal	Met Fed Calculations
1. Number Served		924	-	930	858
2. Contact Hours Produced	n/a	33,334	-	n/a	61,459
3. 12 hours + Baseline Assessment	75%	64% <sup>i</sup>	-	75%	97%
4. 12 hours, Baseline, + Progress Assessment	65%	27% <sup>ii</sup>	-	65%	49%
5. Gain in Reading	55%	73% <sup>iii</sup>	-	52%	43%
6. Gain in Language	57%	69%	-	52%	43%
7. Gain in Mathematics	57%	71%	-	52%	55%
8. Gain in Oral English	68%	85% <sup>iv</sup>	-	67%	99%
9. Gain in Written English	55%	80%	-	52%	94%
<b>Completed 1 or more Levels<sup>v</sup></b>					
10. Beginning Literacy	52%	19%	100%	51%	89%
11. Beginning ABE	44%	21%	76%	43%	66%
12. Low Intermediate Adult Basic Education (ABE)	45%	16%	86%	44%	71%
13. High Intermediate ABE	35%	15%	68%	34%	45%
14. Low Advanced Secondary Education (ASE)	54%	47%	100%	53%	75%
15. Beginning Literacy ESL	50%	29%	83%	49%	98%
16. Low Beginning ESL	51%	33%	100%	50%	100%
17. Hi Beginning ESL	51%	42%	83%	50%	100%
18. Low Intermediate ESL	56%	43%	100%	55%	100%
19. High Intermediate ESL	42%	46%	81%	42%	83%
20. Low Advanced ESL	47%	25%	50%	n/a	100%



Transitions <sup>vi</sup>					
21. Goal of GED	89%	94%	-	58%	91%
22. ASE achieve GED	43%	33%	-	41%	43%
23. Goal of Entering Post-Sec Ed or training	30%	-	-	20%	79%
24. Goal of Obtain. Employment.	54%	-	-	30%	79%
25. Retained Employment	56%	-	-	55%	92%
26. Average Contact Hours per Student <sup>vii</sup>		66			72

### Continuing Education Programs

COURSE CATEGORY	2005-2006				2006-2007				2007-2008			
	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	198	334	170	297	140	378	115	269	208	390	117	425
Continuing Nursing Education	0	0	0	0	37	32	10	0	8	0	38	3
<b>Allied Health Total</b>	<b>198</b>	<b>334</b>	<b>170</b>	<b>297</b>	<b>177</b>	<b>410</b>	<b>125</b>	<b>269</b>	<b>216</b>	<b>390</b>	<b>155</b>	<b>428</b>
<b>Emergency Medical Technology (EMT)</b>												
EMT Total	206	156	285	370	224	292	115	432	117	179	266	412
<b>Fire Fighters</b>												
Fire Fighters Total	2	49	92	22	118	25	41	0	0	67	264	19
<b>Law Enforcement (LE)</b>												
Police Academy	27	108	81	55	85	343	116	45	66	202	130	42
Reserve Police Academy (Night)	0	0	0	0	0	0	0	0	0	0	0	0
Police In-Service	33	0	0	0	8	0	10	32	9	0	29	22
<b>Law Enforcement Total</b>	<b>60</b>	<b>108</b>	<b>81</b>	<b>55</b>	<b>93</b>	<b>343</b>	<b>126</b>	<b>77</b>	<b>75</b>	<b>202</b>	<b>159</b>	<b>64</b>
<b>Workforce Development and Education</b>												
Air Conditioning	8	0	31	18	12	0	25	34	9	16	19	6
Business Management	125	110	94	204	279	112	128	73	39	106	135	346
Computer Applications	89	63	126	151	326	166	97	147	97	145	176	168
Construction & Maintenance	7	50	9	83	58	50	70	38	56	97	101	160
Drafting/Industrial*	0	62	154	75	144	89	75	126	0	49	255	281
Education & Child Development**	132	48	205	154	248	273	187	6	246	175	136	106
Employability	0	0	0	0	0	0	0	0	0	0	0	0
Food Service & Dietary	0	0	0	0	0	0	0	0	0	10	0	10
Language Center**	0	47	26	51	60	60	4	25	26	13	30	28
Machinist	0	34	24	22	10	0	0	0	0	0	0	0
Transportation (Motorcycle Safety)	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	19	79	128	129	61	141	68	64	44	19	17
<b>Workforce Total</b>	<b>364</b>	<b>433</b>	<b>748</b>	<b>886</b>	<b>1,266</b>	<b>811</b>	<b>727</b>	<b>517</b>	<b>537</b>	<b>655</b>	<b>871</b>	<b>1,122</b>
<b>Grand Total (Duplicated)</b>	<b>830</b>	<b>1,080</b>	<b>1,376</b>	<b>1,630</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>2,045</b>
<b>Annual Unduplicated Total</b>		<b>3,352</b>			<b>4,138</b>				<b>4,344</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

### 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

#### 2007-2008 EMT Clients:

City of Victoria  
 Dupont  
 Formosa  
 INEOS  
 Invista  
 Skills Development

#### 2007-2008 WF Clients:

Associate Plum  
 Bumgardner Morrison  
 City of Victoria  
 Dupont  
 Golden Crescent  
 Workforce  
 Goldman Hunt  
 Invista  
 JW Operating Company  
 Seadrift Coke  
 Southern Clay  
 Skills Development  
 Victoria County Appraisal



## 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	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Academic Foundations										90.0%
Allied Health	90.8%	91.5%	93.4%	92.5%	93.2%	93.4%	92.7%	92.3%	92.0%	94.5%
Developmental	77.2%	80.4%	79.5%	81.1%	78.5%	79.2%	77.8%	77.8%	75.3%	
Humanities & Fine Arts	83.6%	84.0%	85.8%	86.3%	83.0%	81.7%	81.2%	81.2%	77.7%	83.4%
Orientation	98.0%	98.1%	97.2%	97.5%	97.2%	0.0%	0.0%	0.0%	89.7%	
Science & Mathematics	78.1%	79.3%	77.9%	77.8%	80.7%	78.9%	80.2%	78.0%	77.9%	80.8%
Social & Behavioral Sciences	80.1%	84.2%	85.2%	85.1%	84.0%	81.3%	81.3%	80.5%	81.3%	83.5%
Workforce Development & Educ	86.9%	86.0%	86.1%	86.7%	86.7%	85.8%	85.7%	84.8%	85.5%	87.7%
<b>Totals, College-wide</b>	<b>84.2%</b>	<b>85.3%</b>	<b>86.3%</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>Less Developmental &amp; Orientation</b>	<b>84.4%</b>	<b>85.3%</b>	<b>86.6%</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>

### Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
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	%
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	%
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 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 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**

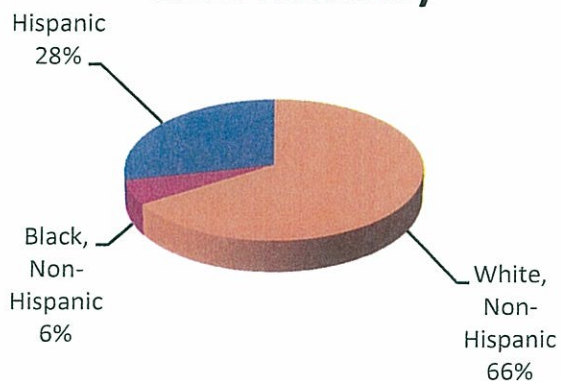
Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2007 to 2008	382	293	76.70%	35	29	82.86%	252	175	69.44%	10	7	70.00%	679	504	74.23%
2006 to 2007	322	249	77.33%	39	28	71.79%	268	203	75.75%	12	6	50.00%	641	486	75.82%
2005 to 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%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2007 to 2008	382	181	47.38%	35	19	54.29%	252	113	44.84%	10	5	50.00%	679	318	46.83%
2006 to 2007	322	149	46.27%	39	18	46.15%	268	129	48.13%	12	8	66.67%	641	304	47.43%
2005 to 2006	350	189	54.00%	27	9	33.33%	235	114	48.51%	12	10	83.33%	624	322	51.60%
2004 to 2005	407	196	48.16%	37	18	48.65%	285	149	52.28%	7	6	85.71%	736	369	50.14%
2003 to 2004	442	221	50.00%	33	14	42.42%	288	140	48.61%	15	12	80.00%	778	387	49.74%
2002 to 2003	421	220	52.26%	47	18	38.30%	218	95	43.58%	14	7	50.00%	700	340	48.57%
2001 to 2002	461	215	46.64%	36	9	25.00%	270	130	48.15%	6	2	33.33%	773	356	46.05%
2000 to 2001	698	283	40.54%	50	18	36.00%	289	135	46.71%	22	12	54.55%	1059	448	42.30%



## Employee Diversity

### Staff Ethnicity



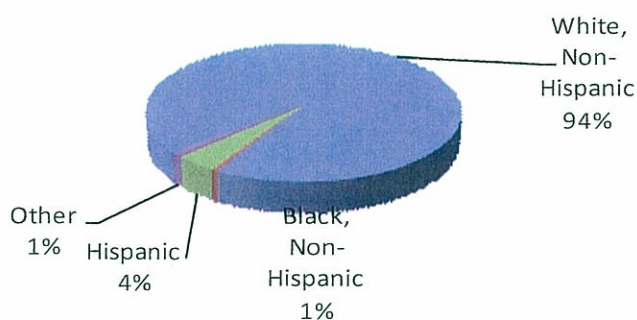
### Fall 2007

Total Staff (Non-Faculty)	176
<b><i>Ethnicity</i></b>	
White, Non-Hispanic	116
Black, Non-Hispanic	10
Hispanic	50

### Fall 2007

Total Faculty	174
<b><i>Ethnicity</i></b>	
White, Non-Hispanic	164
Black, Non-Hispanic	1
Hispanic	7
Other	2

### Faculty Ethnicity



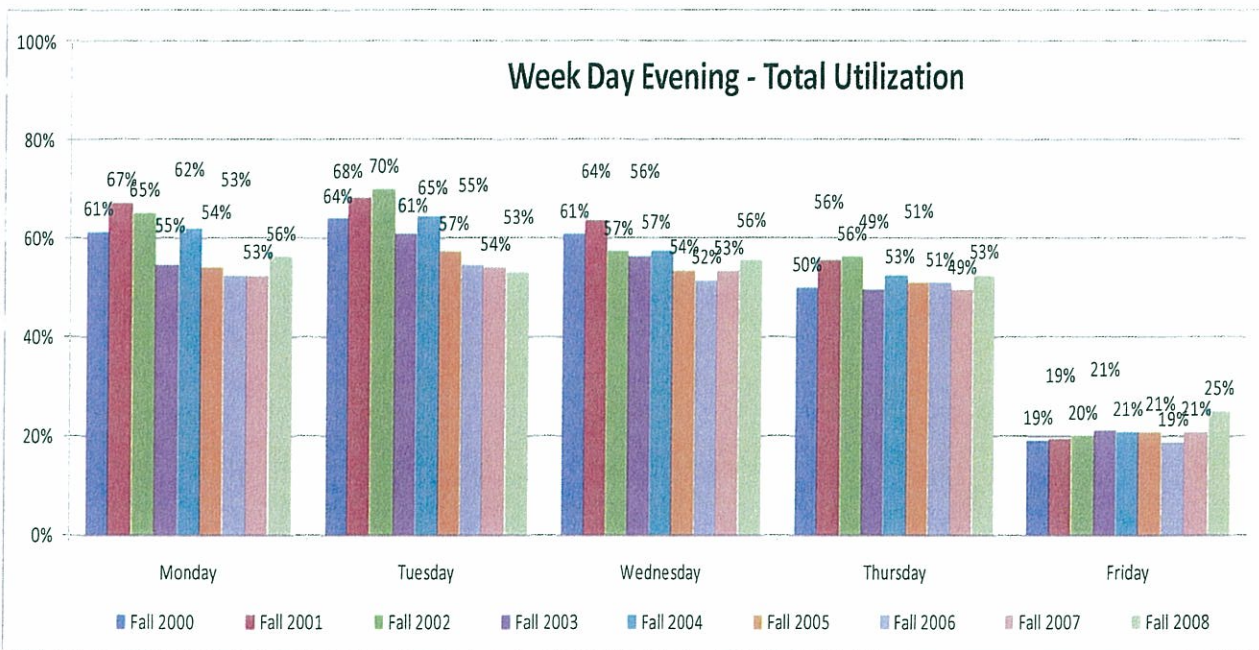
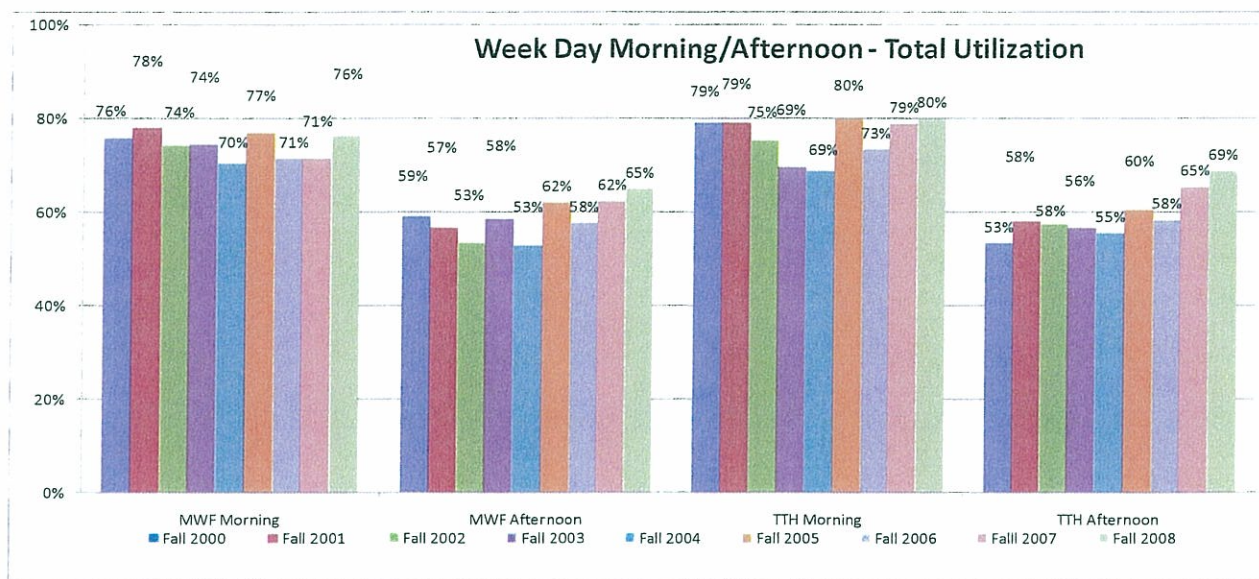


## Student and Employee Satisfaction

See details of the 2007-2008 Annual Faculty & Staff Opinion and Student Opinion Survey at:

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

## Classroom Utilization





## Cultural Events

### Fine Arts Department Calendar of Events Fall 2007 and Spring 2008

Date	Attendance	Event	Time	Location
<b>Fall 2008</b>				
September 26	N/A	Translations submission deadline	n/a	n/a
October 2	82	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
November 16	150	Wind Ensemble Concert	7:30pm	Fine Arts Auditorium
November 6	105	Fall Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium
November 7 - December 12	1000	Fall Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium
November 18	200	Jazz Concert & Faculty Recital	3:00pm	Fine Arts Auditorium
November 21	40	Music Department Recital	1:00pm	Fine Arts Auditorium
November 30	400	Vivaldi's Gloria Choral Concert	8:00pm	Our Savior's Lutheran Church
December 9	150	Wind Ensemble Concert- Holiday Concert	3:00pm	Fine Arts Auditorium
<b>Spring 2009</b>				
February 6 - March 27	1000	Advanced Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium
February 17	500	Empty Bowls		
April 3	66	Spring Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium
April 4 - May 2	1000	Spring Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium
March 27	464	Children's Festival (Cinderella Wore Combat Boots)	9:30am	Fine Arts Auditorium
March 28	693	Children's Festival (Cinderella Wore Combat Boots)	9:30am	Fine Arts Auditorium
March 28	257	Children's Festival (Cinderella Wore Combat Boots)	7:00pm	Fine Arts Auditorium
March 28	176	Children's Festival (Cinderella Wore Combat Boots)	2:00pm	Fine Arts Auditorium
April 6	230	VC Jazz Combo Concert	3:00pm	Fine Arts Auditorium
April 20	100	Mission Espiritu Santo- Choral Concert	3:00pm	Goliad State Park
April 22	30	Music Department Recital	1:00pm	Fine Arts Auditorium
April 28	125	Songs from the Stage- Choral Concert	7:30pm	Fine Arts Auditorium
May 1	150	Wind Ensemble	7:30pm	Fine Arts Auditorium

## Lyceum Series

### **Robert Kirshner**

Astronomer

October 4, 2007

### **Kurt Eichenwald**

Journalist

November 8, 2007

### **Sarah Weddington**

Attorney

February 14, 2008

### **Ray Suarez**

Journalist

April 10, 2008



**Museum of the Coastal Bend  
2007-2008 Events**

<b>2007</b>	
Oct 13	Hispanic Heritage Celebration
Oct 18	Lecture, Caroline Castillo-Crimm, historian, "Texas Women on the Cattle Trails"
Oct 20	Archaeology Month Celebration
Oct 30	Spooky Guided Flashlight Tour
Oct 31	Book Club: Gary Hall, author, "Murder & Malice"
Nov 1	Lecture, Mike Cox, author "Texas Disasters"
Nov 6	Bus Tour "Lucy's Legacy" exhibit at Houston Museum of Natural Science
Nov 14	Texas Style: Fall Holiday Decorations
Nov 15	Lecture, Elton Prewitt, archaeologist, "Introduction to the Lower Pecos and the Shumla School"
Nov 28	Texas Artisan's Market
Nov 29	Lecture, Bob Shook, historian "Early Cattle Trailing in Texas"
Nov 1	French Holiday Tea
Nov 12	Book Club, Mary Sue Koontz Nelson, "Stolen Recipes"
Nov 14	Texas Wines & Wild Game Dinner
<b>2008</b>	
Jan 24	Teacher Workshop, Pam Wheat, "La Salle in Texas"
Feb 20	MCB Book Club, Bob Shook, "The Spanish Legacy"
Mar 19	Texas Style: Decorating for Easter
Apr 9	Texas Artisan's Spring Market
Apr 10	Lecture, Felix Almaraz, "Kaleidoscopic Images of the Texas Coastal Bend"
Apr 16	MCB Book Club, Dr. Stephen Hardin, author, "Texian Macabre"
Apr 17	Lecture, CoBalt Archaeology Group, "Collision Course"
Apr 24	Lecture, Gary Dunnam, "Calle de Los Diez Amigos"
May 1	Lecture, Gloria Candelaria, genealogist, "Citizens of Martin de Leon's Colony"
Jun 9	"Collect & Recollect" with Victoria Advocate, genealogy & Victoria history lectures
Jul 4	VC Fourth of July Ceremony/Reception
Aug 12	Senator Kay Bailey Hutchison Legislative Update



### **III. Future Plans**

#### **Enrollment Management**

Academic year 2008-2009 brings with it a change in leadership at the College and a renewed sense of urgency for improved recruitment and retention strategies. The new president and his leadership team will focus on recruitment and retention of students, working cooperatively with service area school districts, universities, Workforce Boards and community-based organizations. Currently, the Victoria College service area lags behind the state in both its high school graduation rate, and college going rate. With the growth of the petro-chemical and healthcare industries and the addition of the nuclear industry to the area, it is imperative that the college develop strategies and initiatives to prepare more students for these fields, as well as prepare students for transfer to baccalaureate programs. In addition, students need comprehensive student support services to help them be successful in their college endeavors and reach their educational goals. The College remains committed to providing these services and seeking resources to expand them to reach all service area students.

#### **Resource Development**

The College remains sensitive to the need to keep the cost of higher education affordable, to both minimize the financial hardship on its students and increase the college-going rate of the communities it serves. Decreasing State financial support, increasing costs of technology and other costs of doing business, make this difficult. The College must rely on other revenue sources to supplement those from taxpayers and students. The community is extremely supportive and donations to the College and College Foundation continue to increase. In addition to this private support, the College continues to research local, State and Federal grants to assist in developing new programs and ensuring student scholarships are available. The College has committed resources to employ a full-time grant writer to address this need.