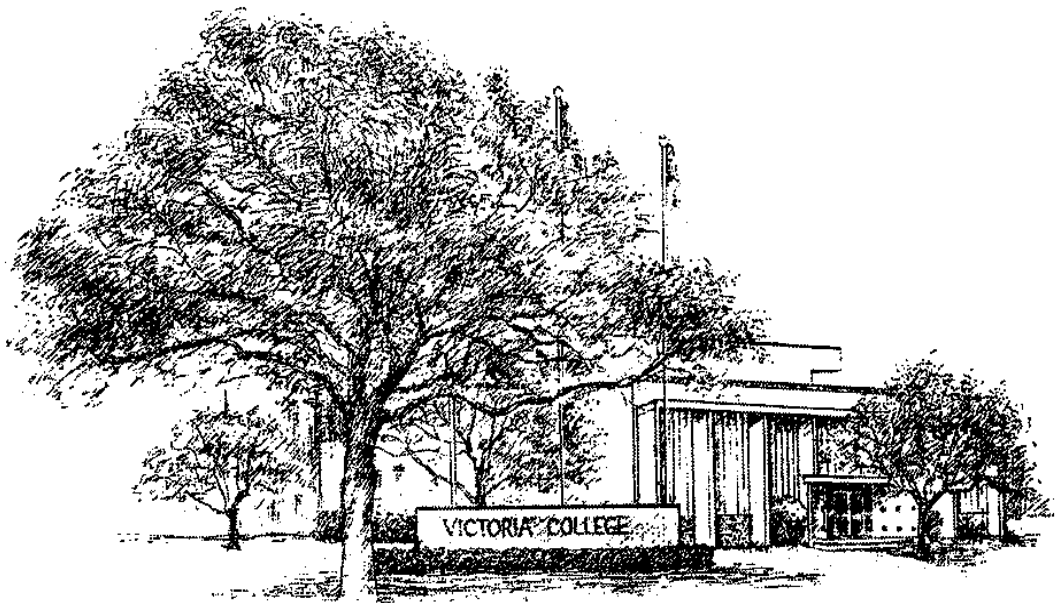# The Victoria College

2001-2002
Institutional Effectiveness Plan
End-of-Year
SUMMARY REPORT

January 15, 2003

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2001-2002 INSTITUTIONAL EFFECTIVENESS PLAN
END-OF-YEAR SUMMARY REPORT:

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MISSION

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

STATEMENT of VALUES

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

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

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

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

- Stewardship of entrusted resources.

GOALS

GOAL 1 – University Transfer
Provide quality academic courses applicable to the baccalaureate degree which effectively meet the educational needs of students planning to transfer to a university and ensure that all College associate degree graduates are competent in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

GOAL 2 – Workforce Education
Provide quality workforce education designed to satisfy local and regional employer demands, meet effectively individuals' workforce training needs, and ensure that all College associate of applied science degree graduates are competent in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

GOAL 3 – Developmental Education
Provide quality developmental education courses designed to prepare students effectively for success in college-level studies.

GOAL 4 – Continuing Education
Provide quality continuing education courses that effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training.

GOAL 5 – Adult Education
Provide quality adult education, basic skills, and English as a second language instructional programs that effectively accomplish these specific educational needs of our adult constituency.

GOAL 6 - Community
Provide opportunities to enhance the community's quality of life through intellectual and cultural events.

GOAL 7 – Educational Support
Provide educational support services that ensure all students the opportunity to pursue their higher education goals.

GOAL 8 – Administrative Support
Provide administrative support services that effectively promote the mission of the College.

**Success Factor Results – Victoria College Student Outcomes and Trends
See Appendix Pages A-1 - A-15**

End-of-Year Victoria College Executive Summary

I. Introduction.   The Victoria College continues to fulfill its Mission in 2001-2002.   Success Factor student outcomes data and qualitative feedback from constituents were analyzed to determine that the College is attaining its Goals.   The 2001-2002 End-of-Year Report is presented in a format different from previous years' reports.   After the executive summary, each Instructional Services Division, and office in Administrative Services, Student Services, and the Administrative Staff, provide their own unit-level executive summary of how well they achieved their purpose in support of the College Mission.

II. Evaluation Results.   This annual report is a snapshot of the evaluation of goal attainment, analysis of evaluation results, and the comprehensive introspection that occurs continually at The Victoria College.   It both validates the strengths of academic programs and support services and reveals areas needing improvement.

III. Future Plans.   One of the most significant issues that rose to the surface this past year is the changing demographics of the College service-area and its impact on how Victoria College addresses all aspects of student access, recruitment, retention, and success.   In response, the College instituted a Strategic Enrollment Management Plan in October 2002 that focuses college-wide initiatives aimed at improvement in this area.   Victoria College is also making plans to address the expected decrease in state appropriations and the ensuing challenge to do more with fewer resources.

IV. Strengths.
- Course Completion: For three consecutive years, the annual college-wide course completion rate for students met our Success Factor standard of 85% or greater.

- Transfer Programs: Victoria College continues to prepare students for success in university-level academics.   Students transferring from Victoria College earned an average first semester GPA equal to or better than their peer groups at UH-Victoria, Texas A&M University, University of North Texas, Southwest Texas State University, TAMU-Corpus Christi and TAMU-Kingsville.   In Fall 2001, Coordinating Board data showed 927 students enrolled in Texas Public Universities who had taken 15 or more credit hours from Victoria College.

- Workforce programs: The College continues to prepare large numbers of students with the technical skills necessary for success in business and industry. Ninety-seven percent of 198 responding 2000-2001 graduates reported that they were working and/or attending further higher education (VC Workforce Graduate Follow-up Survey.)

- Continuing Education: Victoria College continues to meet the continuing education (CE) needs of its constituents. College-wide CE course annual unduplicated enrollment increased from 3,309 in 2000-2001 to 3,359 in 2001-2002.

- The Victoria College Adult Education Program taught 1,052 students in three different levels during 2001-2002: 751 students received Adult Basic (elementary) level instruction, 233 students were given English-as-a-Second-Language instruction, and 68 students received Adult Secondary (high school) level instruction. One hundred and eleven students passed the GED.

- Support Services: Victoria College continues to provide a wide range of high quality educational and administrative support services. All areas received high satisfaction ratings from both the 2001-2002 Student Opinion and Faculty & Staff Opinion surveys.

- Well-maintained facilities and grounds continue to contribute to the quality and pride of VC's higher education environment. The College is successfully implementing the approved 2000-2010 Facilities Master Plan. The Technology Center Building was begun and should be by completed by May 2003.

- College-hosted cultural and intellectual events: The continued popularity of and strong attendance at these activities are strong indicators that Victoria College continues to enhance the community's quality of life.

V. Areas Needing Improvement.

- <u>College recruitment and retention</u> of a student body that accurately reflects the demographics of its service area has made small incremental progress over the years, but has again reached a plateau considerably short of the objective. Hispanic student enrollment, as a percent of total enrollment has remained at 29% from Fall 2000 through Fall 2002. During the same time period, Black student enrollment has fluctuated between 4.6% and 4.8% of total enrollment.

- <u>Developmental Education</u>: The College continues to have limited success in helping the large number of students who require developmental education in order to achieve their higher education objectives. However, one third of VC graduates over the past four academic years, and a total of 879 graduates over the past seven years took at least one developmental education course along the way. These students would not have graduated had they not been successfully prepared for college-level studies.

- <u>Distance Education:</u> Although there has been steady progress, the College needs to offer more on-line and ITV courses, and continue to improve programs and services for distance education students.

- <u>Employee Diversity:</u> The College made some progress towards increasing the number of minority faculty and staff members in 2001-2002. However, VC has a long way to go before the demographics of professional level staff representatively reflect that of our service area.

VI. Success Stories. *Representative of each major area - more can be read in the unit summaries that follow.*

Administrative Services: College programmers moved the VC registration process to a web-based version with on-line registration for non-credit courses available this past summer and on-line registration for credit courses available for the Spring 2003 semester. Technology Services orchestrated the activation of several new ITV sites through the Region III network, allowing the College to offer ITV courses to more dual-credit students in outlying areas. Additionally, VC saved money by using internal Maintenance staff to completely renovate the Administration Annex building and to complete initial demolition work required for the Museum of the Coastal Bend project.

Instructional Services: The Medical Laboratory Technology Program received a seven-year accreditation for the second time in a row. The Visual Arts Program successfully added a Photography course that helps fulfill College Transfer and Workforce Goals. Science faculty members brought in several grants to greatly improve laboratory equipment enabling students to have laboratory experiences with updated equipment. Social and Behavioral Sciences faculty taught 37 sections of ITV courses, a 35% increase over the preceding year. Drafting students successfully completed an intern project with the College Physical Plant, gaining valuable job experience by diagramming floor plans and emergency evacuation routes for all campus buildings. The Continuing Education Department successfully responded to a critical need for entry-level welders by participating in a cooperative venture with area employers, and the local Workforce Center and Economic Development Corporation. Technology Training helped numerous faculty develop online and ITV courses contributing to substantial distance education enrollment growth. The Library successfully implemented remote access to its electronic resources, resulting in multiple thousands of off-campus Internet searches of library digital databases.

Student Services: Admissions and Records scanned thousands of non-credit student records into digital form resulting in more efficient student record storage and retrieval. The Financial Aid Office is more student-focused and efficient after surviving a year of transition with the turnover of three of its five positions. The Tutoring Center hired the largest number of tutors who served the most hours and students in its history. The K.E.Y. Center (Knowledge Exploration & You) was successfully established with grant money and is providing services to help 160 low-income first-generation college students stay in college and graduate.

Institutional Advancement: Approximately 5,200 solicitations were mailed to individuals and businesses during the 2001-2002 *Tradition of Excellence Annual Giving Campaign*. A total of $96,590.10 was received from 212 donors. Response to this campaign has increased each year.

ADMINISTRATIVE SERVICES

I. **Introduction.** Administrative Services consists of twelve departments with approximately 70 employees. Our purpose is to provide administrative support services that effectively promote the mission of Victoria College. We accomplish this by providing quality support services that lead to student and employee satisfaction and by effective stewardship of College resources.

II. **Evaluation Results.** The goal of 90% student satisfaction on the Student Opinion Survey was met by all but one department. Of students responding to the survey, 88% were satisfied with the quality of the computer labs. The goal of 90% satisfaction on the Faculty and Staff Opinion Survey was met by all but three departments. Of faculty and staff responding, 87% were satisfied with the quality of services provided by Food Services, 85% were satisfied with the customer service of the Business Office and 86% were satisfied with the quality of training and workshops conducted by the Purchasing department.

III. **Future Plans.** Administrative Services will continue training in customer service, EEO topics and safety issues. The Technology Center, Museum of the Coastal Bend and quadrangle landscape projects will be completed in fiscal year 2003.

IV. **Strengths:**
   - Ongoing effective stewardship of College resources is demonstrated by an unqualified audit opinion for FY 2001 and no need to increase the College's tax rate.
   - Compliments have been received for the well-maintained and attractive grounds, especially the new landscaping around the College Services and Training building area north of the Student Center.
   - Surveys show high customer satisfaction for Auditoriums Management, the Bookstore, Database Programmers, Human Resources, Mail/Phone Services, Media Services, Physical Plant and Security.

V. **Areas Needing Improvement:**
   - Improve customer satisfaction of the Business Office, Food Service and Purchasing
   - Strive to attract a diversified pool of qualified employment applicants
   - Improve building cleanliness
   - Provide more training for employees
   - Improve employee satisfaction with the College's efforts to develop and reward employees

VI. **Success Stories.** The programmers have worked hard the past year to move the VCCIMS registration process to a web-based version. On-line registration for non-credit courses is currently available and on-line registration for credit courses will be available for the Spring 2003 semester.

   It has been a busy year for Technology Services.   Several new ITV sites have come on board through the Region III network, allowing the College to offer more courses to students in outlying areas.   Recently, the Technology Services department recovered from a catastrophic equipment failure in less than five hours. The recovery plan in place proved to be reliable. The plan provides for an equipment service agreement on critical pieces of equipment with a four-hour response time.   The vendor had a replacement piece of equipment on campus in less than four hours and the Technology Services staff had the campus back up an hour later.

The College saved money by having internal Maintenance staff completely renovate the Administration Annex building and by using these personnel to complete the initial demolition work required for the Museum of the Coastal Bend project.

INSTRUCTIONAL SERVICES
DIVISION OF ALLIED HEALTH AND PHYSICAL EDUCATION

I. **Introduction.** The Allied Health and Physical Education Division continues to fulfill its role of preparing high quality allied health workers, both professionals and non-professionals, for the community and to offer a wide variety of courses that promote personal fitness. There continues to be a nation-wide shortage of health care workers in all fields with a crisis shortage of Registered Nurses (RNs). At the same time shortages are increasing, interest in health care occupations is decreasing. To address this a concerted effort has been made to recruit more applicants into the selective admission programs, with positive results. The Respiratory Care Program Director gave a short presentation to each of the First Aid classes and most of the Anatomy and Physiology classes. Nursing faculty attended many career fairs and made presentations at several junior high schools, also with positive results. In the fall of 2001 there were 367 students enrolled with 207 graduates in the spring of 2002. At the same time, enrollment in the Allied Health Continuing Education courses (specifically Nurse Aide/Home Health Aide and Medication Aide courses) has gone from 90 in 1999-2000 to 188 in 2001-2002, while 333 students successfully completed the Medical Assisting, Medication Aide Update, and Insurance Coding courses during the 2001-2002 academic year. As these continuing education courses have increased their enrollment they have been able to maintain a pass rate on state certification exams over 90%. Allied Health Programs continue to meet community needs for highly trained employees in the health care field by providing individuals with marketable skills that can ensure their ability to gain and maintain employment.

Enrollment in physical education courses remain constant with a 77% overall efficiency in all courses and a 93% efficiency in golf, tennis, bowling, volleyball and karate. This past year 243 students participated in the Adult Intramural Sports Program and over 83 junior high students participated in the Victoria College volleyball and basketball camps. Physical education courses and activities provide both young people and adults with a sense of well being, knowledge related to the importance of safety in athletic activities, as well as an emphasis on the importance of life long personal fitness.

II. **Evaluation Results.** With the continuing shortage of health care workers, all graduates of the Allied Health Programs or continuing education courses who seek employment are able to find employment in the area. Many students are offered employment even before they graduate and become licensed. Employer surveys indicate a high degree of satisfaction with the graduates and Advisory Board members report positive experiences with the graduates as they move into the work force. Graduates indicate the programs are demanding and stressful, but after six months in the work force indicate they have been well prepared for today's complex and very stressful health care environment. 2000-2001 licensure pass rates on first attempt:

- Associate Degree Nursing Program - 86% (100% after subsequent attempts)
- Vocational Nursing Program - 84% (90% after subsequent attempts)
- Medical Laboratory Technology (MLT) Program - 100%
- Respiratory Care Program - 100% for entry level and 53% for advanced practitioner (63% after subsequent attempts for the advanced practitioner).

These pass rates are illustrative of declining pass rates nationally in many health care occupations. There is some evidence in the ADN Program that several years of full-time faculty assuming overloads and the use of different part-time faculty for each semester may be adversely affecting the pass rate. This situation is a result of difficulty in recruiting faculty prepared at the required Master's degree level into the academic setting. All the Allied

Health Programs and particularly the Associate Degree Nursing Program and the Vocational Nursing Programs have had a decreasing number of applicants for the past several years. Smaller numbers of applicants often means less qualified individuals are admitted than in years when applicant pools are large. Although the applicant pools are increasing as a result of significant recruitment efforts, these applicants will not be graduating from the programs for at least another year. In the meantime, efforts are underway to diversify teaching strategies in the Vocational and Associate Degree Nursing Programs by using fewer lectures and more interactive class discussions centered on case studies. In addition, in the Associate Degree Nursing Program, the score on the comprehensive assessment test is now a part of the overall capstone course grade. The Vocational Nursing Programs have increased the time spent with students in small groups on individual campuses and decreased the time spent using interactive television (ITV) for lectures to nearly 170 students at one time. In the Respiratory Care Program the capstone course now requires passing both self-assessment examinations prior to graduation. As a result of the growing number of individuals enrolling in allied health continuing education courses, one faculty member has been assigned to the coordination of those courses. Counseling can now be provided to those continuing education students regarding the next educational option available to them at Victoria College including application to one of the selective admission Allied Health Programs. In an effort to increase student access, Vocational and Associate Degree Nursing faculty converted two Vocational Nursing courses (Nutrition and Mental Health) and one ADN course (Transition from Vocational to Professional Nursing) to an on-line format during the summer of 2002. This format requires the student to be fully engaged in the learning process in order to be successful. Preliminary feedback from the students is positive regarding this type of course delivery. The Medical Laboratory Technology Program received the highest possible accreditation (7 years) from the National Accrediting Agency for Clinical Laboratory Science for the second time in a row and had no deficiencies in the Self Study/Site Visit Process. Two additional clinical sites have been established for this program at Cuero Community Hospital and at Gulf Coast Medical Center in Wharton (Wharton Junior College has closed their Medical Laboratory Program). These two sites will benefit students who live in the area by decreasing the number of times they must travel to Victoria, while providing increased visibility for the Medical Laboratory Program and assisting in the recruitment of students.

In the physical education skills classes such as bowling, tennis, golf, and basketball 100% of the students were able to demonstrate knowledge of the rules and scoring systems used in those sports and demonstrate a 70% skills level or higher. Of the students who completed the First Aid courses, 97% of them were able to demonstrate first aid knowledge and skills at 70% or higher.

III. **Future Plans.** Student recruitment and retention efforts will continue to be a major emphasis for all programs in the Allied Health.

Past activities that will continue include participation in the AHEC Summer Camp, UHV-LEAD Program, junior high and high school career fairs, presentations to individual classes at area high schools, participation in Victoria College night, and presenting activities for elementary and junior high school students who tour the campus.

Use of Carl Perkins Funds for professional tutoring will continue to be a major method of increasing retention for those students with academic challenges.

The ADN Program will have the entire LVN to ADN Program theory courses on-line by the fall of 2003, graduating students every summer.

The VN Program will offer their Pharmacology course in the on-line format in spring of 2003 and the Anatomy and Physiology course in that format in the fall of 2003.

The Respiratory Care Program is moving toward offering all course examinations in the WebCT format and will offer their capstone course in the on-line format in the spring of 2003.

The second year courses in the Medical Laboratory Technology Program will have an on-line component that students will access through WebCT on the Internet.

The Respiratory Care Program will offer additional simulation practice through the purchase of appropriate software packages.

During the past year the Medical Laboratory Program has offered two phlebotomy classes as non-credit, continuing education classes that are open to the public without having to be enrolled in the Program. These classes have increased the number of trained phlebotomists in the area, giving individuals not enrolled in the program an opportunity to gain a marketable skill, and giving students in the program the opportunity to increase their skills and gain employment.

The ADN Program will be developing a specific framework for all faculty to assist in academic counseling to increase student retention. This program will also identify and track potential at-risk students to increase the first attempt licensure pass rate.

The ADN Program, and to a lesser degree the Respiratory Care Program, continues to have significant difficulty recruiting qualified faculty. Although this is a national problem, a successful recruitment plan will need to be developed in order to maintain program admissions. A recent survey of paramedics in the area has indicated an interest in a mobility track into the ADN Program; the program staff will investigate the feasibility of developing this option.

The Allied Health Programs will be promoting the use of program web sites to provide interested individuals basic information about each program so that secretaries can spend their time more productively. Personnel in the testing center have agreed to assist with the NET test for the Vocational Nursing Program which will provide much needed assistance to the program secretaries. As recruitment and retention efforts become successful and as new Allied Health Programs are developed more classroom and office space will be needed. Some Respiratory Care equipment will need to be upgraded within the next few years and some Medical Laboratory equipment will need to be replaced.

Data from the physical education department performance objectives indicate the department is offering a balanced program of fitness and skills classes, with no plans to change the over-all course offerings.

IV. **Strengths:**
- Highly skilled and dedicated Program Coordinators and faculty
- Strong partnerships with clinical agencies
- Very active and involved advisory committees
- Outstanding support from college administration
- Well-equipped campus laboratories
- Excellent support from all college departments: technology, financial aid, counseling, testing, admissions and records, bookstore, library, media services, purchasing, and other instructional divisions

- State-of-the-art technology equipment in all classrooms
- Well designed and challenging curricula
- Knowledgeable and highly skilled graduates who are life long learners

V. Areas Needing Improvement:
- First attempt licensure pass rates
- Retention rates in ADN and VN Programs
- Student recruitment efforts to maintain large, qualified applicant pools
- Allied Health faculty recruitment plan that addresses schedule flexibility, salaries, and other issues that affect individual employment choice

VI. Success Stories. Graduates of the Allied Health Programs and the positive influence they have on the health care provided in this area are the biggest success story of this division. The very intense efforts of the Program Directors and faculty over the past year to recruit students has made a significant contribution to the programs being able to maintain, and in some instances increase, their enrollments.

The Medical Laboratory Technology Program received a seven-year accreditation for the second time in a row with no deficiencies in the Self-Study Report or the Site Visit.

The ADN Program was awarded two Texas Higher Education Coordinating Board grants for $50,000 each that provided funds for recruitment and funds for living expenses for LVNs in the ADN Program so they could reduce their hours of work to less than 20 hours per week. In addition, the College received over $106,000 from the legislature as a result of increased enrollment in the ADN Program.

The VN Program in Gonzales received a $5,000 grant from the Coordinating Board for faculty continuing education on clinical instruction. Two workshops were held on that subject; members of the Allied Health Division and instructors in neighboring VN Programs were invited. Thirty-six people attended these workshops.

INSTRUCTIONAL SERVICES
DIVISION OF HUMANITIES AND FINE ARTS

I. **Introduction.** In 2001-2002 the Division of Humanities and Fine Arts continued to serve the Victoria College Mission to "create and provide high-quality educational programs," specifically supporting the College Goals of University Transfer, Workforce Education, Developmental Education, and Community. Humanities and Fine Arts offered lower-division transfer courses in art, drama, English, music, philosophy, Spanish, and speech, as well as developmental courses in English and reading. The Division also provided cultural enrichment opportunities to the community through music concerts, drama productions, art shows, conversational Spanish classes, and study abroad trips to Mexico.

Although contact hours decreased slightly from 1999-2000 to 2001-2002 for the Division as a whole, the Fine Arts Department increased its total contact hours. Division-wide, more courses were made available online and through interactive television (ITV), thereby increasing student access to the College, and more high school students enrolled in dual credit English courses. The Developmental English Program experienced some success from the previous year while Developmental Reading showed no significant gains.

II. **Evaluation Results.** The Fine Arts Department increased its contact hours to a greater or lesser degree in each discipline with an overall department increase of 2.75%; Speech experienced the greatest increase at 6.8%. Photography was added to the Visual Arts curriculum, and a Macintosh computer lab was added to the Fine Arts Building to support the Computer Graphics Design course. Fine Arts also provided a variety of performances throughout the year, including more than 20 music concerts, two plays, and several art shows.

The number of Distance Education courses increased from the previous year, with 11 more ITV courses in English and three new online courses in ENGL 1301, ENGL 1302, and SPCH 1311. The Visual Arts continued to offer both semesters of Art History online. Dual credit enrollment increased by 4.6%. Distance Learning courses had an average retention rate of 95% for the year.

In entry-level Developmental English 0300, fall retention improved from 75% to 87%, the number of students who passed with a C or better increased from 45% to 63%, and skills as measured by the COMPASS test improved from 75% to 78%. In entry-level Developmental Reading 0300, fall retention decreased slightly from 77% to 76%, the number of students who passed with a C or better increased from 51% to 61%, and skills as measured by COMPASS decreased from 84% to 78%. In exit-level Developmental English 0301, those students who passed TASP increased from 69% to 88%, but students passing their first college course decreased from 92% to 58%. In exit-level Developmental Reading 0301, those students who passed TASP decreased from 70% to 58%, and students passing their first college course decreased from 72% to 65%. Developmental Education courses had an average retention rate of 80% for the year. (See tables on pages 6 and 12 of the Developmental Education Report.)

III. **Future Plans.** The Humanities and Fine Arts Division will seek ways to improve recruitment and retention while maintaining academic standards and seek resources to offer more ITV, online, and dual credit courses. The Division will continue to seek methods to increase the success of developmental students.

IV. Strengths. The Humanities and Fine Arts Division offers a wide range of courses at a variety of times through traditional and non-traditional formats to meet the diverse needs of community college students.

V. Areas Needing Improvement:
- Improve retention while ensuring that grade distributions reflect college-level grading standards
- Increase enrollment and contact hours
- Improve developmental students' success on TASP and in their first college course
- Develop more online offerings, especially for core curriculum courses.

VI. Success Stories. The Visual Arts Program sought to increase the type of courses offered and to locate faculty and physical resources to provide additional courses. Photography, a course that serves the College Goals of University Transfer, Workforce Education, and Community, was added to the Visual Arts curriculum. In the fall and spring semesters, the course filled during the early registration periods.

The high demand for the course warranted the addition of a darkroom to the Fine Arts Building and consequently more photography classes are being offered in 2002-2003. The Visual Arts Program also added a Computer Graphics Design lab to the Fine Arts Building that consists of 15 Macintosh computers with the Adobe Design Collection software. The lab is critical for offering the Computer Graphics Design course, which also supports the University Transfer, Workforce Education, and Community Goals.

INSTRUCTIONAL SERVICES
DIVISION OF SCIENCE AND MATHEMATICS

I. **Introduction.** The Division of Science & Mathematics was successful in accomplishing its purpose and objectives. The division offered a number of high-quality courses that allowed students to prepare for transfer to other institutions as well as preparing students for entry into other programs at The Victoria College. These courses also provide courses suitable to the VC core curriculum requirements.

   The Developmental Math Program as well as several other areas of the division were not able to meet the student success rates that they had set as goals. The faculty continues to seek ways to improve the outcomes for these students.

II. **Evaluation Results.** Faculty members reported positive student feedback concerning preparation for coursework at transfer institutions. Students that transfer to other institutions continue to perform well at those institutions as reported by the Institutional Research and Planning Office. Although some instructors have had to send syllabi and/or a short memo to another university or college, there are no known instances where a transfer institution denied credit for one of our courses.

   The Science & Math Division has made an effort to bring science related topics to the attention of students, faculty and staff at Victoria College. There is an active Biology Club that sponsored a series of speakers including Dr. Wayne McAlister, Dr. Larry Garrett, and Dr. Ralph Beaman. Dr. Sam Rhine also presented a Genetics Update Conference at the college.

   Scheduling practices in the division provided ample opportunity for students to take classes in each of the disciplines. Other than some classes that are offered only once a year, the classes offered were very efficient in terms of class size.

   There was cooperation between the Science & Math Division and the other divisions on campus. The Biology Department and Mathematics Department also worked closely with UHV.

III. **Future Plans.** The Science and Mathematics Division will continue to work closely with the other divisions on campus and with UHV.

   The division will continue to seek ways to provide more opportunities for students. This includes offering more online courses, ITV courses, and dual-credit courses.

IV. **Strengths.** The Science & Mathematics Division does a thorough job of preparing students for further studies in allied health, workforce development, or for continuing work at transfer institutions.

   The Science & Math Division offers a wide variety of courses to accommodate students of diverse backgrounds and interests.

   Dr. Coons has successfully brought in several grants in the past two years. This infusion of money has allowed us to greatly improve our laboratory equipment. Some of this money will be used during the 2002-2003 school year to upgrade equipment.

   The Science and Mathematics Division utilizes available technology and has a number of web pages that have proven useful to many of our students. Many instructors use the

multimedia equipment to deliver lectures and/or demonstrate structures or activities in the laboratory.

V. Areas Needing Improvement:
- Improve retention of students and grade distribution without reducing the quality of the courses.
- Increase in enrollment.
- Develop more online course offerings.

INSTRUCTIONAL SERVICES
DIVISION OF SCIENCE AND MATHEMATICS – *BIOLOGY DEPARTMENT*

I. **Introduction.**   The Biology Department was successful in accomplishing its purpose and objectives. The department offered a number of high-quality courses that allowed students to prepare for transfer to other institutions as well as preparing students for entry into other programs at The Victoria College. Additionally, these courses satisfy VC core curriculum requirements.

II. **Evaluation Results.**   Faculty members reported positive student feedback concerning preparation for coursework at transfer institutions. Students that transfer to other institutions continue to perform well at those institutions as reported by the Institutional Research and Planning Office. There are no known instances where a transfer institution denied credit for one of our courses.

In addition to the speakers sponsored by the Biology Club, Dr. Coons took several students to an undergraduate symposium of the American Society of Microbiologists.

The Biology Department distributed one survey to the Allied Health faculty and another survey to Allied Health students to assess the quality of preparation provided by the Human Anatomy & Physiology courses as well as the Microbiology course. The results were mostly favorable and there will be a meeting between the faculty of our division and the Allied Health faculty during the Fall 2002 semester.

There were scheduling problems in some of the laboratories due to the shortage of quality microscopes. Dr. Coons successfully applied for a grant, which should alleviate this problem during the 2002-2003 school year.

III. **Future Plans.** The Biology Department will continue to survey the Allied Health faculty and students to assess the quality of our preparatory courses. Dr. Coons successfully applied for a grant, which should increase the quality of our laboratory equipment for the 2002-2003 school year. The department will recruit qualified tutors to ensure greater student success as measured by completion rate and grade distribution. We plan to develop a new course to add to our core curriculum. This will provide more opportunities for students majoring in disciplines other than biology.

IV. **Strengths.**   The Biology Department does a thorough job of preparing students for continuing work in biology or allied health.

The Biology Department also cooperates with the Allied Health Division. Courses are offered at specific times and sections have been added to accommodate students enrolled in Allied Health programs.

The Biology Department provides a number of opportunities for students to hear speakers whose topics cover a broad range of biologically important topics.

The Biology Department offers a wide variety of biology courses to accommodate students of diverse backgrounds and interests.

Dr. Coons has successfully brought in several grants in the past two years. This infusion of money has allowed us to greatly improve our laboratory equipment. Some of this money will be used during the 2002-2003 school year to upgrade equipment. Dr. Coons has been

awarded two Department of Defense grants and one Johnson Foundation grant, which together total over $245,000.00.

The Biology Department utilizes available technology and has a number of web pages that have proven useful to many of our students. Many instructors use the multimedia equipment to deliver lectures and/or demonstrate structures or activities in the laboratory.

Dr. Coons and Dr. Garrett sponsor a very active Biology Club that provides many opportunities to our students. There are several members of the club who are also attending UHV as biology majors. This assists in the transition between the two institutions.

The Victoria College Biology Department cooperates with UHV. The faculty sees an opportunity for our constituents to get a biology degree locally. We strive to offer courses that will strengthen the degree and we schedule classes to accommodate the UHV biology students.

V. Areas Needing Improvement:
- Improve retention of students and grade distribution without reducing the quality of the courses.
- Improve the quality of the laboratory equipment available for student use.
- Increase enrollment in BIOL 1411 and BIOL 1413.

INSTRUCTIONAL SERVICES
DIVISION OF SCIENCE AND MATHEMATICS – *MATHEMATICS DEPARTMENT*

I. **Introduction.**   The Math Department offers a number of high-quality courses that allow students to prepare for transfer to other institutions as well as for entry into other programs at The Victoria College.   These courses also satisfy VC core curriculum requirements. There are also developmental math courses for those students who are not proficient in mathematics when they come to college, as measured by TASP or an acceptable alternative test.

Course completion, grade distribution, TASP scores, and the ability to pass a subsequent math course measure student success in the developmental program. For our college-level math courses, the success rates are measured by course completion, grade distribution, and ability to pass a subsequent math course. The Math Department has not achieved the goals that were established for either group of courses. The faculty continues to seek ways to improve the outcomes for these students

II. **Evaluation Results.**   All math courses listed in the catalog are offered at least once an academic year thus ensuring that students needing such courses will have the opportunity to take them. Course descriptions are reviewed and updated annually as needed to ensure that courses offered cover the material needed by the students taking them.

Each year's enrollment figures are reviewed to project the course needs for the next academic year, to ensure that adequate classrooms, faculty and student seats are available in all courses. No lack of openings for students in math courses was encountered.

Faculty are evaluated by students and counseled by the Division Chair in an attempt to ensure high standards of instruction. Success rates in each course are reviewed in order to determine if students are properly prepared by prerequisite courses taken at VC or elsewhere. Success rates for Math 2312 (formerly Math 1348), Math 2413, 2414 and 2415 did not reach the seventy percent goal we had set. No data is available to indicate whether the prerequisite course work was taken, whether at VC or elsewhere.

Placement in a particular math course is made using scores on placement tests and grades in prerequisite courses.   Success rates are not as high as desired. It is difficult to ascertain whether the problem is lack of preparation for the course or lack of motivation to succeed. In addition, many students work and/or have family obligations that take time away from study.

Developmental- Catalog course descriptions for Math 0300 and 0301 were compared with the math skills listed in the Official TASP Test study guide and all required skills are covered in the two courses. The number of students who completed Math 0301 with a grade of C or better and then passed the Math portion of the TASP (56%) was below the level we have set as a goal. We require a B or better in Math 0301 to complete our math remediation for TASP purposes.

The course description for Math 0303 in the Victoria College catalog indicates that the course does cover the fundamental skills needed for success in College Algebra. However, the number of students who completed Math 0303 with a grade of C or better and took another math course did not succeed in the subsequent course at the rate we had set as our goal. Sixty percent passed, while our goal was seventy percent.

During the 2001-2002 year, several changes were made. The computer-assisted instruction (CAI) developmental classes all met at the same time in the same room. This proved to be very advantageous during registration. As long is there is a free computer, we can add a student to any of the three classes, Math 0300, Math 0301, or Math 0303. This provides much greater flexibility and allows us to accommodate more students and have more efficient classes. There may be a disadvantage caused by the mixture of students in the classroom that makes it more difficult to provide group discussion of a topic by the instructor.

Teaching assistants were used for the first time in our CAI classes. This allows us to accommodate more students during each time slot in our scheduling.

Victoria College sponsored a luncheon in the spring for area public school math teachers. We hope to open lines of communication which will help us better manage the number of students who are arriving at VC and need remediation in mathematics. Only a small number of teachers came to the luncheon.

III. **Future Plans:**
- Continue to seek ways to improve student outcomes
- Continue to review courses needed and continue to offer all courses at least once per academic year
- Continue to monitor enrollment to ensure that adequate sections are offered to accommodate all students
- Recruit qualified tutors for all courses and encourage students to utilize the free tutoring that is available to them
- Investigate the possibility of increasing the number of courses that are available online.
- Incorporate more multimedia presentations in lectures
- Consider web related supplements when adopting textbooks to provide an additional resource for the students
- Continue to seek other/better software to improve results
- Consider alternative methods for offering developmental courses, possibly offering a single course that spans the fall and spring semesters
- Continue to sponsor a gathering for area math instructors, seeking ways to improve attendance at the meeting.

IV. **Strengths:**
- The Math Department offers high-quality courses that prepare students for further studies in math at transfer institutions.
- The Math Department cooperates with other divisions on campus and makes an effort to use practical examples that are meaningful to the students in our math classes.
- The Math Department has led the way in willingness to teach ITV classes and online classes.
- The current classroom arrangement for the CAI developmental classes greatly improves our ability to manage more students more efficiently.
- The success rate of VC developmental students continues to compare favorably with other institutions in the state.

V. **Areas Needing Improvement.** The Math Department needs to improve the success rates of students. This includes course completion, grade distribution, and success in subsequent classes.

Although the success rate of VC developmental students compares favorably with other institutions, the success rate is not adequate and needs to be improved.

INSTRUCTIONAL SERVICES
DIVISION OF SCIENCE AND MATHEMATICS – *NATURAL SCIENCES*

I. **Introduction.**   The Chemistry, Geology, and Physics Departments offered a number of high-quality courses that allowed students to prepare for transfer to other institutions as well as preparing students for entry into other programs at The Victoria College. These courses also satisfy VC core curriculum requirements. The Chemistry Department was successful in accomplishing its purpose and objectives. The success rates among the Geology and Physics students as measured by course completion and grade distribution are not as great as the goals we set for ourselves. The faculty continues to seek ways to improve the outcomes for these students.

II. **Evaluation Results.**   Faculty members reported positive student feedback concerning preparation for coursework at transfer institutions. Students that transfer to other institutions continue to perform well at those institutions as reported by the Institutional Research and Planning Office. There are no known instances where a transfer institution denied credit for one of our courses.

Each year's enrollment figures are reviewed to project the course needs for the next academic year, to ensure that adequate classrooms, faculty and student seats are available in all courses. No lack of openings for students in physics courses was encountered.

Several speakers came to The Victoria College campus during the 2001-2002 year. They included Dr. Wayne McAlister, Dr. Larry Garrett, and Dr. Ralph Beaman. Dr. Sam Rhine also presented a Genetics Update Conference at the college.

The Chemistry Department distributed a survey to the Allied Health faculty and another survey to Allied Health students to assess the quality of preparation provided by the Chem 1405 course. The results were mostly favorable and there will be a meeting between the faculty of our division and the Allied Health faculty during the Fall 2002 semester.

All physics courses listed in the catalog are offered at least once an academic year thus ensuring that students needing such courses will have the opportunity to take them. Course descriptions are reviewed and updated annually as needed to ensure that courses offered cover the material needed by the students taking them.

Physics laboratory equipment was upgraded with equipment purchased with money from a Johnson Foundation Grant that was awarded to Dr. Gillis.

Computers were installed and used in the physics lab for the first time.

According to student evaluations, the equipment available in the natural science laboratories was adequate for the courses taught.

III. **Future Plans.** The Chemistry Department will continue to survey the Allied Health faculty and students to assess the quality of our preparatory courses. The department will recruit qualified tutors to ensure greater student success as measured by completion rate and grade distribution. The Chemistry Department currently offers one course online. The department will investigate the possibility of offering Organic Chemistry as an online course.

A new physics course, Phys 1305, will be offered in the fall of 2002. This course should attract more Victoria College students to physics. This course is designed for students who are not majoring in science.

Physics laboratory equipment will be upgraded with money from a second Johnson Foundation Grant that was awarded to Dr. Gillis.

IV. Strengths:
- The Natural Science Departments do a thorough job of preparing students for continuing work in chemistry or allied health.
- The Natural Science Departments offer a wide variety of courses to accommodate students of diverse backgrounds and interests.
- The Natural Science Departments utilize available technology and have a number of web pages that have proven useful to many of our students. Some instructors also use multimedia presentations to deliver lecture information.
- The Physics Department is making more use of technology in the laboratory and in lecture presentations as equipment becomes available.
- Dr. Gillis has brought in funds through grants that have enabled the college to upgrade the laboratory equipment. This has greatly improved our ability to provide courses comparable to the physics taught at other institutions.
- The Physics Department is actively seeking ways to involve more Victoria College students in physics classes.
- Strong partnerships with area petrochemical plants and Matagorda Island staff support unique student learning experiences.
- Laboratory experiences and field trips support students' understanding of theoretical content.

V. Areas Needing Improvement. Each of the Natural Science Departments needs to improve retention of students and grade distribution without reducing the quality of the courses.

More natural science courses need to be offered online.

VI. Success Story. As a result of the strong partnership with the Dupont-Victoria plant, the faculty has had the opportunity to participate in the development of the Wetlands Project which is now used for student learning experiences in the Environmental Science course at the College. This excellent working relationship also contributed to the selection of Dr. Robert Knight as a Lyceum Program speaker for the College.

INSTRUCTIONAL SERVICES
DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

I. **Introduction.** The Division of Social and Behavioral Sciences contributes to the fulfillment of the Victoria College mission by providing high quality educational programs and services that encourage "intellectual growth, workforce training, and cultural and personal enrichment." The division strives to provide these opportunities by offering high quality instruction in academic transfer and workforce courses. By expanding interactive television (ITV) and online distance education offerings, the division is actively involved in increasing student opportunities to enroll in college courses. Not only has the division worked to make more classes accessible to more students, but the number of courses taught in this division has also increased with the introduction of courses designed to satisfy childhood education certification requirements. The division also enhances individual and cultural enrichment by organizing and hosting the Stormont Lectures, coordinating the Jim Lehrer Award for Journalism, and publishing the *South Texas Studies Journal.*

II. **Evaluation Results.** Several factors are examined when assessing the extent to which the division is providing high-quality academic courses. An analysis of Fall 2001 student evaluations of division faculty reveals that, on average, 86% of students rated the overall quality of instruction as being "good" or "very good." This approval rating increased to 88% in the spring of 2002. These results exceed the division goal of 85%. An analysis of division retention rates reveals that in the fall of 2001, 85% of the students completed the courses they took. The division retention rate fell to 78% in the spring of 2002. Division faculty report that students completing their classes did well mastering course objectives. Overall, 91% of those completing their classes in the fall of 2001 also mastered the course objectives. That figure rose slightly to 92% in the spring of 2002. New efforts to increase student competencies in writing and mathematics show promise. There are writing components integrated into every subject taught in this division, except in economics. Students of economics are expected to develop fundamental mathematics skills, and at least half of their course grade is based on their ability to make mathematical calculations. In an effort to improve the quality of instruction by providing instructors with more classroom technology, the division has been seeking and obtaining funds for the installation of computers and LCD projectors in classrooms used by division faculty. During this past year, the last of the planned technology upgrades in these classrooms was completed. Of the 13 classrooms in the academic building, 11 now have, at a minimum, a computer with internet access and an LCD projector. Several rooms also have a document camera and an electronic marker board.

The Criminal Justice workforce development program exceeded its graduation goal. In all, eight students graduated with A.A.S. degrees in Criminal Justice during the 2001-2002 school year. Follow-up employer surveys of criminal justice graduates contain very few responses, so assessing employer satisfaction with these graduates is difficult. Surveys of employers of the Spring 2002 criminal justice graduates are not yet completed, so it is impossible to know how satisfied they are.

In order to provide educational opportunities to a greater number of students, the division has increased its offering of interactive television classes. A total of 37 sections of division courses were taught via ITV this past year. This represents a 35% increase over the previous year's offering of 24 ITV sections. There was also an increase in the number of remote locations to which these classes were transmitted and an increase in the number of students taking them. A total of 199 students attended division provided classes at six distant ITV campuses two years ago. This past year, 395 students completed classes at eight ITV locations. The division also offered a new online psychology course this past year.

The division also engaged in a variety of activities that contributed to the college mission to meet individual and community needs for "cultural and personal enrichment." The public was invited to attend, free of charge, the division's presentation of the 25th annual *John W. Stormont Lectures on South Texas* this past spring. Fourteen guest lecturers presented research findings on a variety of topics relevant to South Texas during the two-day event. The conference concluded with the presentation of the *Jim Lehrer Awards for Journalism* and the awarding of the prize for the outstanding graduate student manuscript. Many of the papers presented during the lectures were accepted for publication in the thirteenth volume of Victoria College's Division of Social and Behavioral Sciences' *South Texas Studies* journal. Overall attendance at the conference was down compared to previous years, so the division goal of increasing student and community attendance at the lectures was not met. Fortunately, those who did attend expressed satisfaction with the event.

III. **Future Plans.** The division's highest priorities will focus on distance education. Great emphasis will be placed on developing and implementing online courses, especially those that are part of the college's core curriculum.

There should also be an expansion of ITV course offerings as more remote sites are brought on line.

The division will also emphasize student computer utilization in the completion of course objectives.

Retention rates and quality of instruction indicators will continue to be monitored and efforts are underway to improve the organization of, and attendance at, the *Stormont Lectures on South Texas*.

The division is also discussing the possibility of bringing ITV dual enrolled students on campus to attend some of these presentations. This could result in better attendance at the conference and also complement the college's recruiting efforts.

IV. **Strengths:**
- Quality of instruction
- Community outreach via the Stormont Lectures
- Participation in ITV offerings

V. **Areas Needing Improvement:**
- Online course development
- Computer based course assignments

INSTRUCTIONAL SERVICES
DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION

I. **Introduction.** The Workforce Development and Education Division experienced substantial changes during the year. Legal Assisting, Fire Fighting, Emergency Medical Services and Adult Education were moved into the division. Carl Voskamp and Bea McClure were made directors of the Industrial and Public Service Programs, and Business and Computer Programs, respectively. Faculty credentials and the curriculum for several programs were reviewed. Although some positive changes were made, further improvements still need to be made.

II. **Evaluation Results.** In review of faculty credentials, several faculty members did not possess the necessary credentials or up-to-date skills required for their instructional program. These faculty members were given the opportunity to update their skills and/or obtain the required credentials. To date, all faculty possess the required credentials and/or up-to-date skills. In review of curriculum, Electronics/Instrumentation changed the sequence of its courses to better meet the students' needs and hopefully, improve the class size efficiency. The Accounting program, leading to an AAS and Certificate awards, was deactivated due to a low graduation rate. The Office Systems Technology program changed its name to Professional Office Technology, including a major revision of its curriculum. This curriculum revision included several specialization options, including an accounting option so students could still obtain accounting knowledge and skills since the Accounting program was deactivated.

Adult Education, Tech Prep, Early Childhood Training and the Air Quality have reporting requirements to outside entities. These programs have received positive audits and/or reviews concerning their activities. Since Tech Prep is not included in the College strategic plan, but does contribute to the College's mission, the following reflects some of its results:

- 4,121 high school students successfully enrolled in the system
- 72% earned eligible Tech Prep credit at Victoria College (2,960 total students)
- 342 Tech Prep classes were taught in the Golden Crescent high schools
- 122 different high schools teachers taught Tech Prep classes

III. **Future Plans.** With the creation of the two new director positions, an emphasis will be on standardization of processes and procedures between the two departments: including new faculty and adjunct faculty orientation; mentoring program for adjuncts; student program advising responsibilities for faculty; and the creation and standardization of forms, such as Course Substitution and Waiver forms, forms used for external learning experiences, etc. Further review of the curriculum is needed to determine if the sequence of courses and prerequisites is proper. An emphasis will also be placed on similar programs (Process Technology and Instrumentation) where students from these programs may be able to take some of the same courses, thereby increasing the class size efficiency as well as simulating teamwork activities between the disciplines, which are present in the workplace.

Improved teamwork among the WFD&E departments, along with other divisions will be emphasized. WFD&E must capitalize on its ability to provide a seamless pathway for citizens with and without a high school degree or GED to obtain their educational goals. We must strengthen our partnership with workforce development and economic development entities. WFD&E must also strengthen its relationship with business and industry. WFD&E's main performance measures include course completion and retention leading to graduation; however, job placement and wage earnings are equally important and each program's

relationship with business and industry assists graduates in obtaining employment. Continuing Education will continue to increase training opportunities for the currently employed through contract training and regular continuing education classes.

IV. Strengths:
- Dedicated faculty and staff
- Relationship with business and industry, including advisory committees
- Partnership with Victoria Economic Development Corporation and Golden Crescent Workforce Development Board
- Facilities and equipment in certain programs
- Department Directors and Coordinators

V. Areas Needing Improvement:
- Process and Procedures
- Curriculum in some programs
- Communication within and outside the division
- Facilities-lack of space. The new building will help in some areas, but not in others.
- Better data collection for performance measurement
- Equipment – some programs will need to evaluate their future equipment needs

IV. Success Stories. Most of the success stories for WFD&E will be reported in each department's executive summary. However, a few of the success stories for Air Quality and Tech Prep are listed below.
- Air Quality acquired additional funding from EPA for media exposure through television, radio, and billboards.
- Tech Prep and Victoria College were able to target and send a Tech Prep credit reminder to every graduating senior in the Golden Crescent Region who had eligible credit in escrow. No other college in Texas has the ability to do this and a total of 696 cards were sent out.
- Tech Prep staff presented the new Electronic Enrollment Management System at the State Tech Prep Conference. State Tech Prep officials have been impressed with this system and are considering using it for statewide implementation. Currently, six other Tech Prep consortiums in Texas have voluntarily adopted this system.
- Tech Prep planned and hosted an event that brought over 1,600 high school freshman students to Victoria College to hear Chad Foster, a national renowned motivational speaker.

INSTRUCTIONAL SERVICES
DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION –
ADULT EDUCATION

I. **Introduction.** The Adult Education Program accomplished its purpose and objectives within 95% of its goals as set forth in the grant applications to Texas Education Agency.

II. **Evaluation Results.** TEA evaluates Adult Education programs according to many objectives, some of which are highlighted here. This program served over 1,000 students and generated over 51,800 contact hours, which is 100% of the goal set in the grant applications to TEA. Of the five areas in which students are measured and expected to show improvement, this program exceeded its goals in the three areas of gain in Reading, English Oral proficiency, and English Literacy. In the two areas in which the goals were not met, the goal was missed by 4% and 6% in Language and Mathematics, respectively. One hundred per cent of <u>all students enrolling at the Adult Secondary Level</u> earned a GED. Ninety-three per cent <u>of all students with the goal</u> of earning a GED did so. One hundred eleven students earned a GED through The Victoria College.

III. **Future Plans:**
- Expand the number of classes offered in order to provide services to more participants (relocating to a larger facility, or expanding classes into satellite sites within the communities served can accomplish this goal)
- Increase the percentage of students who are progressed tested to better capture the relationships between services and student achievement
- Develop an orientation component for ESL students
- Implement a Civics component to the services already offered.

IV. **Strengths:**
- Collaboration with the V.I.S.D. Even Start Program to provide qualified instruction to Adult Basic Education and English as a Second Language students at the Even Start facility and at the Silver City Resource Center located on the Dudley Magnet School campus
- Acquisition of an English-Literacy Civics (EL-Civics) grant from TEA to enrich existing services by providing classes relating to civics (history and government of the U.S., rights and responsibilities of citizens, and the process of naturalization)
- Effective communication within the department to ensure everyone is aware of responsibilities and duties
- Collaboration with entities such as the Victoria County Sheriff's Office to allow the program to fulfill its purpose as it relates to institutionalized participants

V. **Areas Needing Improvement:**
- Physical relocation or reconfiguration and expansion of existing space needed to accommodate increasing number of participants and program expansion, not only in Victoria, but also in some of the surrounding counties (particularly Edna)
- Increase percentages of progress assessment to better capture the relationship between services and student gains
- Data collection and collaboration regarding transitioning students post-GED into college, work training, or employment

VI. Success Stories:

- Two adult education students were awarded scholarships from the Texas Association of Literacy and Adult Education (TALAE) organization. One student was awarded $300 and the other, who participated in the institutional/correctional program, was awarded $600 for having the highest GED test score in the state of Texas. Increased communication about such opportunities was imperative in encouraging student membership in the organization allowing them qualify for scholarship opportunities.

- Web Pages for this department have been greatly expanded to provide relevant information to staff members, community service agencies, and potential students. Expanding the web pages is another component of increasing communication within the program. www.victoriacollege.edu/dept/adulted

- A student orientation component was added for ABE students to provide them with information regarding the adult education program, developing individual education plans, setting personal and educational goals, improving study and time management skills, identifying learning styles, and counseling opportunities. The goal of student orientation is to provide students with information helping them overcome barriers to their success. Evaluation of data shows that many students drop out within the first 20 hours of enrolling in this program. Early data shows that the length of time new students stay with this program is increasing.

- A yearly graduation ceremony continues to be offered for participants. The 2001-02 graduation had more participants than any past ceremony; **53** graduates participated in this year's ceremony. This public recognition and chance to celebrate the accomplishment with family and friends acts as both an incentive to complete the program and acknowledgement of student achievement.

- One single mother of five and in her thirties obtained her first job. While data on one student may not give an overall picture of the entire program, providing services that are relevant to individual participants must be considered part of the evaluation of the program. This student was able to obtain her first job through the efforts of her instructors to provide workforce and communication skills, as well as increase her self-esteem, to the point where she actually decided she could work. Many other students have been promoted or changed to higher paying jobs with more responsibilities as a result of participating in this program.

INSTRUCTIONAL SERVICES
DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION –
BUSINESS AND COMPUTER PROGRAMS

I. **Introduction.** The Business & Computer Programs area experienced a significant amount of change during the 2001-2002 year. Legal Assisting joined the group in January, melding with Computer Systems, Accounting, Office Systems Technology and Business Management. During the summer, a reorganization was completed, resulting in delegation of administrative and management responsibility to the Director from the Executive Director. Additionally, during this year Accounting was deactivated as a program, with an Accounting Specialization being made in the new, totally revamped Office System Technology Program (now called Professional Office Technology). The deactivation of programs and the creation of a new Professional Office Technology program are totally in alignment with the mission of the College to meet the business and workforce needs of the surrounding community. Due to the amount of change in the Business & Computer Programs, some objectives were not met, others not even attempted, and instead, new objectives with more meaning were accomplished.

II. **Evaluation Results:**
- *Recruitment:* Program faculty participated in numerous on and off campus recruitment activities, resulting in increased declared majors in ALL of the programs under the auspices of Business & Computer Programs. Accounting has not been included because it was deactivated. Recruitment was enhanced, and will continue to be enhanced by the addition of online courses. During 2001-2002, two additional online courses were offered in the Computer Science program. This outreach has reaped excellent benefits for recruitment of students.

- *Retention*: The College's goal of 85% retention rate was surpassed by most of the programs in this area. Legal Assisting had a retention rate of 90.5%, Business Management had a retention rate of 84%, Computer Science 85% and Office System Technology 87%.

- *Completion:* The number of degrees and certificates awarded varied between programs. Business Management decreased from 10 Certificates/AAS in 2000-2001 to 8 in 2001-2002. OFST increased by one award, from 15 to 16. Computer Science increased from 21 to 36 in 2001-2002. Legal Assisting decreased from 13 to 8.

- *Other Results:* The programs in all areas were significantly updated in 2002-2002. New courses were added into the Computer Science programs, and a Personal Computer and Network Technician (A+) Certification option was added to the offerings. Faculty are continually upgrading their skill sets to meet the challenges of the changing technology and the dynamic environment of the business community. Three Computer Science faculty are actively pursuing higher (Masters) degrees. One Accounting teacher fulfilled requirements of SACs to teach Principles of Accounting.

III. **Future Plans.** The programs in place for 2002-2003 are far better suited to prepare students for good employment than ever before. Professional Office Technology is infused with computer technology skills necessary for general office employment, or for specializations in any of possible areas. Two new faculty whose technical skills will soon be cutting edge have been hired for this program. Active recruitment is being planned for the Professional Office Technology area. Computer Science faculty are continually upgrading their skills, and since the college has been accepted as a CCNP (Certified CISCO Network Professional) academy, the computer science faculty will continue to attend training. This

training will provide the courses needed by students to become CCNA (Certified CISCO Network Associate) certificated upon completion of the freshman year, and to pass the CCNP exam upon completion of the sophomore year. With the Personal Computer and Network Technician (A+) certificate, students will have the training necessary to successfully pass the A+, Network+, CCNA, and CCNP professional certifications upon graduation.

Additionally, there is a list of online classes that are earmarked for development in EACH program. It is sincerely hoped that one in Legal Assisting will increase the number of students commencing this program.

A Faculty mentoring system is being implemented which will assist not only in the gathering of data for reporting purposes, but also in the retention of students.

IV. Strengths. The strength of each of the programs in this area is primarily the faculty, with willingness to learn new skills, take on new challenges, and their educational background. Their development does not stop at a Bachelor's degree, and constantly changing technology requires most of the faculty to continue to enhance their skills.

The Business Management program's primary strength is the quality of the adjuncts who are hired (90-95% of classes taught by adjuncts). These adjuncts bring real world experience. The quality of the program and its graduates provide a key marketing tool.

V. Areas Needing Improvement. There is always room for improvement. Computer Science training is critical to keeping the courses current. Standardization and the development of processes is also critical, and it is hoped that the reorganization will help in this matter. To optimize the benefits from the reorganization, it will be critical that the directives to both areas of instruction within Workforce be consistent, timely and proactive.

INSTRUCTIONAL SERVICES
DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION –
INDUSTRIAL AND PUBLIC SERVICES

I.   **Introduction.** For most of 2001-2002, the industrial and public service programs functioned as two separate groups, each under the oversight of a Coordinator. However, during the summer of 2002, the Workforce Development Division implemented a reorganization resulting in the Electronics/Instrumentation, Process Technology, Drafting, Welding, Early Childhood Development, Emergency Medical Service Professions, Firefighting, and Law Enforcement programs being grouped under the administrative responsibility of a Director of Industrial and Public Service(I&PS) Programs.

Although enrollment was down in most programs, all programs provided a quality learning experience resulting in student retention, success on licensure/certification exams, job placement and graduate & employer satisfaction. All programs made a positive contribution toward the College's goals of Workforce Education and Continuing Education.

II. **Evaluation Results:**
- *Recruitment:* Although program faculty participated in numerous on and off campus recruitment activities, the number of declared majors and enrollment declined overall. Compared to Fall 2000, the number of Fall 2001 students declaring majors in Drafting and Firefighting increased, but declined in other programs. Enrollment in Drafting, Firefighting, Welding, and EMS Continuing Education courses increased from the prior year, but decreased in other programs.

- *Retention:* Based on Grade Distribution and Retention Reports provided by the Institutional Research and Planning Office, retention of students in I&PS program courses increased from 90.9% in 2000-2001 to 92.5% in 2001-2002. All programs exceeded the College's target of 85%.

- *Completion*: The number of degrees and certificates awarded decreased slightly. Fifty-seven degrees and 64 certificates were awarded in 2001-2002, slightly below the 59 degrees and 72 certificates awarded in 2000-2001.

- *Licensure/Certification Exam Results:* EMT-Intermediate, Paramedic, Firefighting and Police Academy certificate completers must pass a certification exam administered by a state agency prior to fulfilling their role as a public service professional. Although not all results have been report to the programs, preliminary data is as follows:

   - Thirteen of 14 (92.8%) graduates of the EMT-Intermediate or Paramedic Certificate passed their first attempt at the certification exam administered by the Texas Department of Health. Retest results are not known at this time. This meets the College's success factor target of 90% on first attempt for Allied Health programs.
   - Seven of 9 (77.8%) graduates of the Firefighting Certificate passed their first attempt at the certification exam administered by the Texas Commission on Fire Protection. All graduates passed the written exam, but two failed one of three components of the practical exam. Both of these graduates passed the retest. Although 100% of the graduates ultimately passed the certification exam, the initial results did not meet the College's success factor target of 90% on first attempt.
   - During 2001, the Texas Commission on Law Enforcement Standards and Education changed the complexity of the certification exam for law enforcement officers. Prior to 2001, the College's Police Academy had a record of almost 100% first time success. The Fall 2001 day class was the first group to take the new test and only 4

of 10(40%) passed the first attempt or retest. Similar results were reported across the state. Results for the Spring 2002 day class improved to 8 of 11(73%) passing the first attempt and 100% passing after retesting. In the night class, 7 of 8(88%) passed the first attempt or retest. Although the results of the last two classes are on target, the overall results known to date do not meet the College's success factor target of 90% passing the certification exam within one year of completion.

- *Graduate & Employers Satisfaction:* Follow-up survey of Workforce Development (WFD) Division graduates from 2000-2001 found 95% employed or continuing higher education. This exceeds the College's success factor target of 85%. Seventy-nine percent of the graduates reported being employed in a job related to their field of technical training. Eighty-seven percent of the graduates were "Very Satisfied" or "Satisfied" with how the college prepared them for their job.

Employer follow-up survey of 2000-2001 WFD graduates found 90% of employers rated graduate work performance as "Very Good" or "Good". This exceeds the College's success factor target of 80%. Thirty-five percent of employers rated our graduates as "Better Prepared" in relation to other employees who did not receive the same training. No employer responded that our graduate was less prepared.

Graduate and Employer follow-up survey results are reported only in aggregate for all WFD graduates. Results for any one program cannot be extrapolated.

III. Future Plans:
- Collaboration with Student Services and Marketing to increase public awareness of the programs and student recruitment, counseling and advising
- Review/revise curriculum and course prerequisites to assure appropriate sequencing of courses
- Develop a two-year course schedule
- Standardize policy and procedures within the Workforce Development Division

IV. Strengths:
- The primary strength of the Industrial & Public Service Programs is in the faculty. All faculty have good student evaluations, routinely participate in recruitment activities and are active in professional and community affairs.
- Facilities and equipment are adequate. The Process Technology program has an excellent lab facility. Computer-Aided Drafting equipment and software are current.

V. Areas Needing Improvement:
- Program personnel seem to be held accountable for declines in enrollment, but are not given any financial support with which to conduct marketing and recruitment. Allocation of funds to program budgets is needed if we are responsible for addressing this issue.
- Classroom space in the Wood Building and first floor of the Johnson Hall are insufficient. Early Childhood and Process Technology courses have to be scheduled across campus in the Academic building. The Welding program currently uses a hallway as a lecture room.   The EMS and Firefighting programs use all available classrooms on most evenings. There is no space to accommodate additional evening courses. This needs to be addressed in the College's next revision of the Facilities Master Plan.
- Some students are out of sync with their current curriculum plan. Implementation of faculty advising prior to registration should help to resolve this problem.

VI. Success Stories:

- Two Drafting Technology students completed an internship project with the College's Physical Plant Department in which the students diagramed floor plans and laid out emergency evacuation routes for all buildings on campus.
- The Police Academy responded very well to changes in TCLEOSE testing. Exam pass rates went from 40% to 100% within one cycle of classes.
- The Early Childhood Development program had 16 students complete requirements for a Certificate, substantially higher than the 3-5 in prior years.
- One hundred percent of Paramedic Certificate graduates passed the TDH certification test on their first attempt.
- The Drafting Technology program conducted a "Kids Camp" for 7th to 9th grades. The students developed plans, elevations, and a 3D computer model of play/tree house.
- Marketing/Recruitment by the Police Academy paid off. From a low of 28 applicants in Fall 2001, 58 applications were received for Fall 2002 courses.
- As a class project, students in an Instrumentation class helped build a process simulation trainer in the Process Technology lab. Both programs now use the trainer for lab exercises.
- The EMS Continuing Education program increased contact hours by 17% over last year; including a contract with Victoria Fire Department to conduct on-going medical continuing education. Each session is repeated 6 times as firefighters are rotated to the campus while on duty.
- Team building projects were incorporated into all PTAC lab courses.
- New full-time faculty were hired to fill vacancies in the Process Technology and Welding programs.

INSTRUCTIONAL SERVICES
DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION –
CONTINUING EDUCATION

I. **Introduction.** The Department of Continuing Education and Workforce Training is functioning exceptionally well as it meets the steadily increasing need for the College to "provide quality continuing education courses that effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training."

II. **Evaluation Results:**
   - Overall satisfaction with CE instructor performance remains strong with 99% in 2000-01 and 100% in 2001-02.
   - Overall satisfaction with CE courses also remains strong at 99% over the past two years.
   - Number of Contracts – increased from 51 to 91 (+78%)
   - Number of Training Hours – increased from 905 to 1384 (+53.9%).
   - Overall satisfaction rating for 2001-2002 contract training is 97.9%.
   - New courses and programs identified and implemented as the result of comprehensive needs assessment include Activity Director, Food Protection Management Certification, Parliamentary Procedure, Notary Public, Welding, and Woodworking.
   - In addition, ongoing evaluation and needs assessment resulted in a variety of computer courses being revised by length, level, and content, and the selection of Child Care and Texas School Food Service Association courses to be offered during 2002-03.

III. **Future Plans.** Maintain and/or improve on current needs assessment and evaluative processes to measure and ensure quality of services by the Department of Continuing Education and Workforce Training.

   Utilize all available marketing resources to expand outreach and increase enrollment.

IV. **Strengths:**
   - Responsiveness
   - Customer service
   - Quality of instruction
   - Revenue generation

V. **Areas Needing Improvement:**
   - Time to pursue and develop new customized and contract training opportunities.
   - Improve operational processes and procedures.

VI. **Success Stories.** The Department of Continuing Education and Workforce Training Department responded to the critical need for entry-level plate welders by participating in a cooperative venture with welding employers, the Golden Crescent Workforce Center, and Victoria Economic Development Corporation. The department accomplished its rapid response for this training from initial meeting to start of training in nine weeks. The Welding Academy successfully concluded in December 2001. This project has earned both local and statewide recognition.

   The Department of Continuing Education and Workforce Training responded to the immediate training needs of Sonoco, Victoria Plant, by developing a training plan, obtaining grant funding, and starting instruction in six weeks. This project is an important example of promoting economic development through customized training.

INSTRUCTIONAL SERVICES
OFFICE OF TECHNOLOGY TRAINING AND DISTANCE EDUCATION

I. Introduction. The Technology Training Department met the goals listed in the annual IE plan. During the 2001-2002 academic year, the Technology Training Department evolved into Technology Training and Distance Education. The change was due to internal shifting of responsibilities, which resulted in the Director of Technology Training assuming responsibility for overseeing the Title III grant. The shift, which created a change not only in the name of the department but also in the scope of duties for the Director, was appropriate given the nature of the Title III project. The major goals of the Title III grant project are to increase student success and improve access. The College chose to focus on distance education and the use of technology in instruction as a way to meet those goals. The 2001-2002 goals and strategies for Technology Training were written before the full transfer of responsibilities had taken place and therefore do not include goals or strategies written specifically for distance education. There have, however, been many developments in the College distance education program that warrant inclusion in an end-of-year summary, and because the two functions have been grouped into the same department for 2002-2003, those developments have been included in this report along with the end-of-year summary for Technology Training.

II. Evaluation Results. The most widely recognized function of Technology Training is providing technology-related training. Ninety-six percent of annual College Faculty and Staff Opinion Survey respondents were satisfied with the number and type of training opportunities offered and ninety-four percent were satisfied with the time and location.

III. Future Plans. Time, location, job requirements and skill level have previously been factors that influenced the training schedule. For 2002-2003, the growing demand for distance education has proven to be the primary factor. It has become apparent that faculty, who are developing online courses, benefit most from individual, one-on-one training. A reduction in the number of scheduled training classes will increase the availability of Technology Training personnel to provide faculty with advice in instructional design.

IV. Strengths:
- Quality of technical assistance, hardware and software available in the Faculty Resource Center
- Number of training opportunities offered
- Training offered met the needs of faculty and staff
- Distance Education program organization and oversight

V. Areas Needing Improvement:
- Training for ITV instructors needs to be more structured
- Registration process for dual credit students needs to be redesigned
- An orientation for dual credit students needs to be developed

VI. Success Stories. The Director of Technology Training and Distance Education served as a resource to the College regarding current distance education issues, emerging technologies and trends in technology and education. In this capacity, she was part of the committees charged with developing assessment instruments used to evaluate distance education courses, the College Copyright Policy and the Technology Plan narrative. A Distance Education Advisory Committee, with broad-based membership and chaired by the Director of Technology Training and Distance Education, was created specifically to consider and make recommendations regarding distance education issues.

The distance education program experienced substantial growth, as illustrated in Figure 1. In an effort to organize the program, several documents were created and changes made in various procedures.

	2000-2001	2001-2002	Percent Increase
ITV Off Campus	425	682	60%
Online	781	835	7%
Virtual College of Texas – Hosted	105	382	264%
Virtual College of Texas – Provided	15	53	253%
Total Distance Education Enrollment	1326	1952	47%

Figure 1

- A Dual Credit Agreement was developed and approved by the administration from each of the high schools with dual enrolled students.
- Developed a Memorandum of Understanding for students enrolling in online courses containing information about computer system requirements and other pertinent information.
- Developed guidelines for online course development that were distributed to faculty planning to develop a course.

INSTRUCTIONAL SERVICES
VC/UHV LIBRARY

I. **Introduction**. The VC/UHV Library continues to provide a wide range of quality resources and services for the students, faculty, and staff of Victoria College.

II. **Evaluation Results**. Because of the combined resources of Victoria College and University of Houston-Victoria, the College has the largest print collection of any community college in Texas and ranks fourth in the number of microform units, based on data from the Texas State Library's "Texas Academic Library Statistics" for 2001 – http://www.tsl.state.tx.us/ld/pubs/als/index.html. (Additionally, in the statistics for state universities, UH-Victoria ranks first in the number of cataloged items per student.) In surveys of students and faculty, the library has achieved a satisfaction rating in excess of 92% in each of the past four years. During the past year, the Library has improved its provision of services and resources through the achievement of the following:

- Two hundred seventy-five percent increase in the use of electronic (netLibrary) books (from 689 to 2,586).
- One hundred sixty-four percent increase in the number of faculty using electronic reserves (from 14 to 37) and an increase of 185% in the number of items placed on electronic reserve (from approximately 110 to 313).
- Began providing electronic document delivery of interlibrary loan materials.
- Continued updating of the collection, with particular emphasis this year in the following areas: psychology, biological sciences, chemistry, education, and children's literature.
- Successful completion of two grants: (1) TexTreasure grant to digitize historical photographs, and (2) TIF grant to expand the Library's video distribution capabilities.
- Continued expansion of electronic resources.
- Development of informational brochures on library services for students, faculty, and area residents.

III. **Future Plans**. The Library recognizes the trend toward more off-campus and online classes and will continue to improve and expand services and resources to meet the needs of these students as well as the traditional on-campus students.

- Further development of electronic resources and online library services
- Upgrade of furnishing and equipment in the Library's lecture hall (room L-2)
- Additional promotion of the Library's services and resources for students, faculty, and area residents
- Continued close working relationship between the Library and the Museum of the Coastal Bend
- Closer contact with faculty, through individual visits from librarians
- Use of the ACRL (Association of College and Research Libraries) *Standards for College Libraries* for assessment

IV. **Strengths:**

- The Library provides excellent resources and services to students, faculty, and staff. This is due, in part, to the combined funding and cooperative arrangements between Victoria College and UH-Victoria for the joint operation of the Library.
- The statewide library resource-sharing initiative (TexShare) plus library subscriptions provide a wide range of online indexes and full-text resources for students, faculty, and staff.
- The Library provides an online catalog, through continued cooperation with the Victoria Public Library.

- The Library's online resources are accessible remotely through the library's proxy server.
- High level of technology available to all library users (through institutional funding and TIF grants).

V. Areas Needing Improvement. Although the library's overall satisfaction ratings with students and faculty is excellent, the Library needs to do a better job in publicizing and promoting its services to all its constituencies. In particular, the Library sees the following as areas for improvement:
- The Library needs to improve its communications with faculty, to better acquaint them with resources in their area, services available (electronic reserves, assistance in developing library research assignments, assistance with their research, etc.), and the services the library provides for their students.
- Upgrade of furnishing and equipment in the library lecture hall (room L-2), which serves as the Library's primary instructional location and in anticipation of its use for programming by the Museum of the Coastal Bend.
- The annual student and faculty surveys provide broad assessment of the Library's resources, services, and facilities. Additionally, the Library conducts a variety of other assessments. As a framework for systematic assessment and evaluation of library services, resources, and activities, the Library will begin using the Association of College and Research Libraries' *Standards for College Libraries*.

VI. Success Story. The single most popular thing the library has done is the implementation of remote access to its electronic resources. Two years ago, TIF grant funding allowed us to purchase a server and software which makes it possible to recognize valid off-campus users (students and faculty) and allow them access to our subscription electronic resources. This service has resulted in numerous positive comments from students and faculty, and an explosion in the use of library resources. During FY 2001-2002, our users conducted 111,426 searches through two of our most popular database vendors, EBSCO and GaleGroup. These searches resulted in the retrieval of over 75,000 full-text articles. Off-campus usage (usage through the proxy server) accounted for almost half of the searches in the EBSCO group of databases. These databases were accessed 23,742 times, and 10,253 were from off-campus locations.

STUDENT SERVICES
ADMISSIONS AND RECORDS

I. **Introduction.** The Admissions and Records Office was overall successful in accomplishing major goals and objectives this past year, thereby contributing to the College Mission in the area of providing open-access to the public as well as of providing Administrative support.

II. **Evaluation Results.** Registration, record update, degree audit and state reporting processes ran smoothly with few problems. However, programming is needed to further automate record updates and to complete the web registration program. Staff professionalism and courtesy shown toward students and faculty continue to receive high ratings.

III. **Future Plans.** Web registration, which will be implemented this upcoming year, should improve satisfaction rates with the registration process for those who self-register (about 30% of students). With the web registration package, other services will become available – grade reports, degree audits, and possibly application response letters sent by email to those who apply on-line, etc. Once the web programming is completed, it is anticipated that programming efforts will be made to further automate record updates which will save staff time and decrease chances for errors.

The document imaging process should continue. SAC's requirements of having all records accessible through the Admissions and Records Office will be met, transfer documents for enrolled students will be available on-line for advising and retrieval purposes, and storage space problems should be alleviated.

Sending transcripts electronically has begun; currently, only a limited number of schools are involved in this exchange - this should expand over the next year.

Staff development workshops planned for the near future should be beneficial. Although Admissions and Records ratings remain high, reinforcement and 'moral boosters' will be appreciated and helpful.

IV. **Strengths:**
- Efficiency – Student records and state-mandated reports reflect a high degree of accuracy.
- Timeliness – Internal office deadlines for registration procedures, record updates, etc. are consistently met. External deadline for reports, schedule entry are also met.
- Professionalism and Work Ethic – Students and faculty are consistently treated with courtesy and professionalism.

V. **Areas Needing Improvement:**
- Streamlining of tasks is needed. Too much time is spent on some projects. Important aspects should be identified and with the use of technology, checked for errors and corrected as needed. Examples of this are CBM reporting and non-credit course entry.
- Storage space organization. Due to a lack of staff time, the storage area is often unorganized and messy.
- Communication to staff from administration. Often, news items are not promptly relayed to staff. Again, this is usually due to a lack of time for staff meetings. There is little time during office hours to hold staff meetings.

VI. Success Stories. The Admissions and Records office has had a successful and productive year. In addition to routine duties performed daily and semesterly, some significant accomplishments have taken place.

Probably, the most important one is the document scanning project. The scanning of non-credit hard-copy records, which was required for SAC's compliance, is near completion and the scanning of transfer transcripts for enrolled students is underway. This has been a long-term goal for Admissions and Records. The hiring of an additional staff member definitely helped get this project underway.

Data entry for degree audits for the last three years has also been accomplished. This will enable use of the degree audit program. The provision for additional hours and training for a student worker made it possible to achieve this objective.

Legislative issues concerning student verification of receiving Bacterial Meningitis information, student notification of their right to review and change certain information, and how ethnic information is obtained have presented challenges concerning collection and distribution of this required information. This is particularly challenging since most registration procedures are now on-line. However, with programming support, this information is collected and distributed on-line as well.

In summary, the Admission and Records office has done well this past year in spite of a key staff member's absence through the summer months to assume a temporary interim position on campus. Although additional staff have been provided, the strain during these extremely busy months has been great. It is anticipated that once all staff is back in place and new ones fully trained, the Admissions and Records office will continue to accomplish established objectives as well as set new ones.

STUDENT SERVICES
COUNSELING SERVICES

I. **Introduction.** Victoria College Counseling Services provided high quality educational, career and personal counseling services, as well as free tutoring, testing, and disability services for all current and prospective students.

II. **Evaluation Results.** The 2001-2002 Student Opinion Survey indicated 89% satisfaction on receiving accurate and up-to-date advising concerning admissions procedures, Victoria College degrees and certificates, and transfer information. The 2001-2002 Faculty-Staff Opinion Survey indicated 95% satisfaction with the quality of faculty advisor update sessions. Two additional articulation agreements were established with Southwest Texas State University for the Interdisciplinary Studies major and 11 universities were represented on Victoria College Transfer Admissions Day. Counseling Services recorded over 18,000 student contacts for the 2001-2002 year (over 1,500 more than the previous year. Fifty-six students with disabilities received specialized services including adapted testing and note taking assistance.

III. **Future Plans:**
- Research is planned to explore what other community colleges are doing with career fairs and job planning workshops in order to serve students and area business and industry better.
- Plans are underway to reevaluate and revamp the freshman orientation process.
- The new Outreach /Retention Coordinator will pursue a variety of initiatives to increase the visibility of Victoria College on area high school campuses and to more aggressively and personally recruit students.
- Additional student services and specialized credit courses will be developed, specifically designed for students who fail the TASP and/or who are on scholastic probation.

IV. **Strengths:**
- Efforts to market financial aid opportunities at all recruitment activities positively impacted the number of financial aid applications. Applications increased in 2001-2002 to 3,331 – compared to 2,609 in 2000-2001.
- The annual Career Fair resulted in a total of 60 employers and 225 students participating.

V. **Areas Needing Improvement.**
- The Freshman Orientation process
- Recruitment and retention efforts to ensure a diverse student body that reflects the demographics of the College service area

STUDENT SERVICES
TESTING SERVICES

I. **Introduction.** The objective of the Test Center at The Victoria College is to facilitate the academic pursuits of service area constituents by providing assessment opportunities for:

- College and university entrance and scholarship requirements (SAT, ACT)

Name of Test	# of Administrations, 2001-2002
SAT	1,128
ACT	952

- State-mandated placement testing (TASP, COMPASS (TASP Alternative and Certificate Assessment)

Name of Test	# of Administrations, 2001-2002
TASP	1,702
COMPASS (TASP Alternative)	298
COMPASS (Certificate Assessment)	63

- College course credit (CLEP), correspondence course testing, continuing education assessment opportunities for individuals interested in educational opportunities outside of the traditional classroom

Name of Test	# of Administrations, 2001-2002
CLEP	36
Correspondence Course Exam Proctoring	27
MOUS (Microsoft Office User Specialist)	29
EPA Technician Certification	48
ICE (Air Conditioning Certification)	3
Automotive Service Exam (ASE)	109

- High school equivalency exams (GED)

Name of Test	# of Students, 2001 - 2002
GED	689 (took all or part of battery) 552 (received GED)

II. **Evaluation Results.** A total of 4,395 tests (not including GED) were administered during the 2001-2002 school year. This compares to a total of 3,948 tests in 2000-2001, and 3,606 in 1999-2000.

According to the 2001-2002 student opinion survey, 95.4% of respondents indicated they were satisfied with the availability of testing opportunities and the quality of test administration at The Victoria College. In addition, 95.7% were satisfied with the quality and usefulness of testing information on the VC web site.

III. Future Plans:
- The Center will continue to offer conveniently scheduled assessment opportunities that meet the needs of the service area population .
- The Center will begin to share responsibility for the administration of the Nursing Entrance Test (NET) with the Nursing Department.
- The Center will coordinate the administration of exams for Victoria College on-line classes.
- A new credit-by-exam program (DANTES) will be introduced.
- A Test Center brochure will be designed which will provide information about the assessments offered (test schedules, locations, costs, etc.).

VI. Areas Needing Improvement
- Additional on-line assessment registration opportunities are needed so students and prospective students do not need to come to campus to register.
- The WorkKeys program should be integrated into the Freshman Orientation classes during the Fall and Spring semesters in order to provide an assessment of their skill levels in Listening and Writing.

STUDENT SERVICES
FINANCIAL AID

I. **Introduction.** The Financial Aid Office serves a crucial role in Victoria College's mission of providing support and services to current and prospective students to enable them to fulfill educational needs that may not be possible without Financial Assistance. Awareness of Financial Aid programs and adequate and timely assistance as well as availability of Financial Aid for registration purposes are key to students' success.

II. **Evaluation Results.** According to the Student Opinion Survey, 94% of students responding indicated satisfaction or were neutral with availability of information on Financial Aid programs. However, the Financial Aid process seems to be more of an issue based on the fact that 46% of those responding and having applied for aid indicated that they were satisfied or very satisfied (13% indicated neutral, 32% indicated not applicable and 8% were dissatisfied or very dissatisfied).

Financial Aid staff participated in service area visits and college nights as well as seminars for Victoria College Maintenance and Food Service staff members. Coordination with the Counseling Services Office and with Pecan Valley AHEC was/is crucial to students' and prospective students' knowledge and awareness about Financial Aid.

For the fiscal year 2001-2002, 100% of Financial Aid applicants who submitted complete, on-time files and were eligible for Pell grant assistance were able to use the funds during the registration process. Federal loan applicants, scholarship recipients and Veteran's Benefits applicants were also provided adequate and timely assistance with availability of Financial Aid for registration purposes when applicable.

The 2000-2001 independent audit reported no material non-compliance with Federal and State Awards. With respect to compliance, Financial Aid staff attended minimal regional and state meetings; however, two representatives attended the national convention to obtain the latest information regarding Financial Aid regulations and changes.

Staff members were not able to monitor delinquent and pending default students due to lack of time and employee turnover. However, Entrance and Exit Loan Counseling sessions continue to be conducted in order to maintain Borrower awareness and responsibility.

Limited childcare and transportation assistance funds provided services for 54 vocational nursing and other workforce program students during the year. However, additional funds are needed as evidenced by the 144 students who applied for assistance.

Scholarships were awarded to 115 out of 166 high school seniors who applied, and to 125 out of 180 returning students who applied.

III. **Future Plans.** To maintain the satisfactory rate of awareness about Financial Aid programs, the Financial Aid office will continue to work with the Counseling Services Office and Pecan Valley AHEC to provide information to area high schools. The office will also coordinate with the Vocational Nursing department during pre-entrance testing sessions provided throughout the service area. Establishment of a once monthly visit to the VN and/or distance education sites is in the process. In addition, Financial Aid applications and scholarship applications will be provided to the Distance Learning sites.

In order to maintain processes for timely use of aid, the procedures of file review will be reviewed, researched and replaced with a more efficient yet effective method. In essence,

consideration is being given to the transition from 100% verifying to review of those files selected for verification as well as those with a "comment" flag and/or conflicting data. Also, cross-training efforts, customer service training and incorporation of childcare and transportation assistance will occur. Additional sources of funding for childcare and transportation assistance will be sought. The number of student eligible for these services increases annually.

Finally, the Financial Aid office will take a closer look at the trends associated with loan delinquency and default and consider ways to provide aversion methods in order to assist students.

IV. **Strengths:**
- Victoria College's Cohort Default Rate is slightly higher (8%) than last year's (6%); however, it is below the state average of 10%.
- The Financial Aid Office maintained relatively good student relations/feedback considering the major transition period.
- Victoria College's 2000-2001 audit identified no material non-compliance with Federal or State programs. (The 2001-2002 audit will be completed in late Fall 2002).

V. **Areas Needing Improvement:**
- Based on evaluation results, better customer service is needed to more effectively meet the demands of students.
- A more efficient, less stressful yet effective method of file review is needed for more timely review of files while maintaining high compliance with Federal and State regulations.

VI. **Success Story.** Survival of the Financial Aid Office throughout a year of transition, especially considering three of the five permanent positions have seen change, seems to be a good success story. Specifically, the Financial Aid Office director, counselor, and secretary positions were filled during 2001-2002.

STUDENT SERVICES
TUTORING

I. **Introduction.** Tutoring Services has met and/or exceeded its five (5) objectives for the 2001-2002 year, helping this division play a part in the overall mission statement of The Victoria College. Tutoring services has had a productive year, starting with a new location in September. The Tutoring Center moved from L102 to L101 to accommodate the new Student Support Services grant program, which shares a common goal and helps to meet the needs of developmental students. Through this, more of the students in the developmental classes were reached, part of Objective 2 of the tutoring program. Another new addition to the services is the newly designed, expanded web site, including the introduction of the On-Line InfoRack. This link from the tutoring homepage provides a choice of many of the handouts available here in the room. By providing this service, students can access important information by downloading it at home, thereby helping with all of the objectives, in an effort to strengthen retention and provide an outreach for the students when off-campus. The on-line TASP Registration form, put into use on a trial basis for the Summer II TASP review sessions, provided additional opportunities for students to prepare for TASP, and the sessions helped to meet the College's mission statement to reach out into the community and serve the general public. Since the library has shared some of its videotape collection with the Tutoring Center, checkout rates have jumped from 0 (not one video from these sets was checked out the previous year) to over 100 names on the Tutoring Center's checkout list. These tapes, used in conjunction with a tutoring session or as a reinforcement practice, help meet Objective 4 by providing additional tutoring assistance and enhance services. Increased traffic, added tutorial materials, and the largest force of trained tutors employed in one semester made 2001/2002 a productive year for the Tutoring Center.

II. **Evaluation Results.** The Spring, 2002 Tutoring Report revealed, for the first time, that tutoring served over 10% of the student body. This has been a major goal which helps to meet all the targeted objectives, especially retention. Reports from past semesters show that students who receive tutoring are more likely to do better in their class work and succeed in school.

Tutoring expanded its web pages to ensure that students know tutoring is available at no cost to them. An Open House announced the relocation of the center, and several other student activities based in the Tutoring Center, such as "Cram Night" for TASP review, helped improve student and faculty awareness. Tutors were required to participate in three (3) training sessions or workshops, thereby increasing their effectiveness. The coordinator attending and participating in an annual tutor retreat provided materials and ideas to increase the effectiveness of Orientation and tutor training, thus helping to assure qualified and motivated tutors. Techniques such as requiring all tutors to take a "Learning Styles" survey and the "buddy system" of introducing new tutors to the processes of the Center helped to provide a better qualified staff of tutors.

TASP Review sessions were provided before the major test dates, and non-student participation in the sessions and use of the Tutoring Center increased. This created a community service opportunity and a way to attract new students.

This past year saw the Tutoring Center hire the largest number of tutors who served the most hours in its history. The Center also provided several locations and means to access tutoring, such as a special tutoring e-mail account, and served more students by providing a variety of opportunities for them to take advantage of the services available.

The Tutoring Center received $1,000.00 from the Foundation to enhance services, and the money was used to purchase tutorial videos in the areas of basic and intermediate ESL help and provide some tutorial instruction in the science field, which students had requested and had not been available previously.

All of the above services help to build and maintain the reputation of The Victoria College and attract new and returning students. The coordinator also participated in the Summer Orientation sessions and campus tours in an effort to expose students to the opportunities available to them and familiarize students with information concerning student services. The coordinator also led several workshops for students here on campus, dealing with such subjects as time management and study skills. The LVN Orientation on campus was another area touched by the Tutoring Center, as the coordinator provided a session on learning styles for the whole class and later traveled to the off-site campuses to conduct workshops on note taking and study skills. This met the goal of attracting and retaining students at all levels of study by providing services geared to their specific needs, many times at the request of faculty.

III. **Future Plans.** The Tutoring Center has several definite plans to improve its effectiveness in reaching its goal of providing quality services for developmental and credit course students:
- Increase hours to include at least one evening when the center will be open until 10 pm. This idea came from a comment on the most recent *Student Survey.* Expand the On-Line InfoRack with more information sheets and make more workshops available to meet diverse student population needs.
- Coordinate TASP Review sessions with the KEY Center and the DLCs to provide more opportunities for TASP preparation. All instructors will receive an e-mail before the semester begins to encourage participation in referring students to the Tutoring Center.
- Prepare a brochure, advertising the services of the Center, to be used as an outreach tool. Distribute more effective signage to advertise the on-line tutoring and how it can be accessed from the DLCs.
- Purchase additional videos and workbooks that target basic skills and ESL so that developmental students can acquire the necessary tools to succeed.
- Expand Tutor Orientation to include some interactive and role-play to increase tutor confidence level and help tutor and tutee establish rapport at the beginning of the semester. This effort will make the initial tutoring experience more positive for the student, hopefully helping the student realize his/her educational goal.

IV. **Strengths:**
- Support of administration and faculty, including the President, Dean of Student Services and Dean of Instruction, all of whom regard tutoring as part of the overall plan to enhance student recruitment and retention
- Addition of two instructors to lead TASP review sessions this past year
- Quality equipment and excellent technical support
- Budget requests approved not only for basic services, but also for amenities that help to create an environment that is student-friendly and conducive to learning
- $1,000.00 Foundation gift that provided additional tutorial videos and a short story collection to enhance the new Reading Round Table beginning in the fall.

V. **Areas Needing Improvement:**
- The use of the Tutoring Center has increased, which has resulted in the need for additional space. The KEY Center next door will help relieve some of the crowding problems, but eventually, the Tutoring Center will need more space.

- Improve communication with adjunct faculty to make them aware of the services provided by the Tutoring Center. This will be partially addressed in the memo to be sent to all faculty members, full time and adjunct, at the beginning of the year.

VI. Success Story. Cheryl Tesch came to the Tutoring Center two years ago as a shy student who had a dream of getting her education and helping her children & husband. She was overwhelmed with responsibilities. She faced setbacks and stumbling blocks, but Cheryl took advantage of various opportunities, including tutoring, and she has succeeded in not only getting over the "hurdle" of passing TASP, but she now has a 3.0 GPA and is well on her way to fulfilling her dreams. Not only will she be returning to VC in the fall as a student, but she has also accepted the job of peer tutor in the KEY Center and will begin to give back some of the help she credits with getting her to this point in her life. One only has to look at her face to see the pride that shines in her eyes and the smile that expresses her joy. Cheryl is truly one of our success stories!

STUDENT SERVICES
STUDENT ACTIVITIES AND STUDENT CENTER

I. **Introduction.** The Student Center and Student Activities department accomplished many goals this year. By offering opportunities to attend cultural events as well as participate in community events, students enjoyed a variety of wholesome entertainments. The Student Center's availability for community events also encouraged community groups to familiarize themselves with the campus.

II. **Evaluation Results.** The students and community find the programs and facility satisfactory. Student Activities will endeavor to increase student ratings regarding programs and activities.

III. **Future Plans.** Student event improvements can be presented from the student's point of view. Focus groups consisting of the Director and student officers are initiating activity changes that incorporate student suggestions. One hundred percent of Student Center renters are satisfied with the facilities and events.

IV. **Strengths:**
   - Director's ability to connect with incoming and returning students
   - Retention rate of returning club members
   - Diversity of clubs and events
   - Exemplary Student Center community event rating
   - High quality customer services
   - High satisfaction rating from students and community regarding Student Center services

V. **Areas Needing Improvement:**
   - Need to increase student and staff attendance at planned events
   - Need to visit off-site campuses
   - Review club member grade listing in a more timely manner to increase retention and encourage tutoring
   - Encourage the Student Government Association to take more initiative in the state association

VI. **Success Stories.** Student Activities continues to offer diverse and enjoyable events to students. Along with the annual Halloween Carnival, Party in the Quad, and other various club events, Student Activities has begun incorporating more interactive workshops focusing on health awareness subjects. The first Health Awareness Fair was held this past spring and evaluations from vendors and students were positive. Retention and connection to current and new club members will only enable Student Activities and the clubs and organizations a strong and productive upcoming year.

The Student Center continues to offer the community a pleasing and comfortable environment to hold annual events. Customer service is first priority for Student Center events and all evaluated renters indicated that they would return and utilize the Center.

INSTITUTIONAL ADVANCEMENT

I. **Introduction.** The Development Office and the Marketing/Recruiting Office were combined into the Office of Institutional Advancement during the year. This reorganization brings together various administrative support services aimed at effectively promoting the mission of the College. Responsibilities of the department include marketing, public relations, advertising, publication development, community relations, web site development and promotion, community awareness, grant research and preparation, and the management of the Victoria College Foundation.

II. **Evaluation Results.** The Development Office and the Marketing/Recruiting Office both received 90% satisfaction ratings on the Faculty and Staff Opinion Survey.

Six new endowments were established during the 2001-2002 year:
1. The community joined in an effort to show appreciation for DuPont's 50 years in operation - Contributions totaled $35,000.
2. C.L. Thomas, Inc., along with a match from Exxon established the C.L. Thomas/Exxon Mobil Endowment in the amount of $10,000.
3. Les Richter endowed a $10,000 scholarship in the name of ICT, Inc. (Infiniti Communications).
4. Family and friends of Warren Young established the Warren Young Memorial Endowment. To date, over $14,000 has been donated.
5. Robert Kucera established the Kucera Family Endowment in the amount of $40,000.
6. Allen and Karol Slavik established the Chad Slavik Memorial Endowment in memory of their son totaling $10,000.

Marketing/Public Relations:

Free Publicity
- Approx. 181 news releases were distributed to The Victoria Advocate & the seven surrounding counties newspapers. Approx. 3,620 releases were printed. In addition to the newspapers the releases were distributed to nine area radio stations to be broadcasted as Public Service Announcements.
- VC received approximately 64 feature articles in The Victoria Advocate focusing on various events on campus last year.

Paid Advertising
- Ads – $8,000 Advocate & surrounding newspapers
- Radio - $6,000 for Fall & Spring
- Television – Cable $2,480 & KAVU $3,600
- Billboards - $4,000 & $1,600 Workkeys
- Cinemark Theatre Screens – 6 screens $7,200
- Victoria Mall Advertisement - $1,500

Publications
- Catalog
- Fall/Spring/Summer Schedules
- CE Schedules – distributed to area papers for insertion - $1,750
- Student Handbook
- Lyceum Brochures
- Technical Brochures
- Tech Prep Postcards – mailed to upcoming high school seniors

Events
- College Night – Over 60 colleges and universities participated.
- Party in the Quad
- Campus Tours – VC participates with the UH-V LEAD program by providing a tour of the campus to various schools, grades ranging from 7th to 11th .
- Freshmen Orientation
- Lyceum

III. Future Plans:
- Develop and implement market research of community awareness and need for College services.
- Develop an effective campus communication plan to address marketing needs, encourage timely information release of events and activities, produce detailed publications for internal and external audiences, and better utilize resources.
- Enhance the College's web site to encourage use as a primary source of information and communication.
- Develop a comprehensive system for researching, preparing, submitting and tracking grant proposals.

IV. Strengths. The reorganization has allowed an already professional and capable staff to accomplish any project set before them in a more effective and efficient manner.

V. Areas Needing Improvement:

Campus communication:
- Ensure everyone understands the process of scheduling the maximum media coverage including deadlines, news releases, interviews etc… for all campus events.
- Ensure all proposals, awards, donations, and denials are communicated to the Institutional Advancement office for tracking purposes and proper acknowledgement.

VI. Success Stories. Approximately 5,200 solicitations were mailed to individuals and businesses during the 2001-2002 *Tradition of Excellence Annual Giving Campaign*. A total of $96,590.10 was received from 212 donors. Response to this campaign has increased each year. During the past four years, more than $450,000 has been donated to the VC Foundation in support of College initiatives. Over $80,000 has been allocated to student scholarships, $230,000 to endowed scholarships, $35,000 for faculty/staff grants, and more than $100,000 to other College programs and departments.

Interest in memorial and honorarium contributions to the College and the Foundation increased during the year. The Institutional Advancement office acknowledges all memorials. The Foundation received over $2,700 in memorial/honorariums and the College received $5,900 during 2001-2002 compared to $1,700 and $900, respectively during 2000-2001.

INSTITUTIONAL RESEARCH AND PLANNING

I. **Introduction.** The Institutional Research and Planning (IRP) Office continues to help fulfill the College Mission by accomplishing an important administrative support role within the College by conducting research and analysis in order to provide accurate student demographic, student outcomes, and related internal and external data for use in planning and decision-making by College personnel.

II. **Evaluation Results.** The Institutional Research and Planning Office received high satisfaction ratings on the Annual Faculty and Staff Opinion Survey. It also regularly receives positive feedback from customers who use the data and reports produced by IRP.

III. **Future Plans.** Make the IRP Office more efficient by continuing work to automate IRP recurring reports and making information available online in a timely manner.

Focus IRP efforts towards research and analysis on credit student retention, persistence, and success. Identify and track representative cohorts of students across multiple years. Perform research on non-returning students. Conduct various representative student, faculty and staff, and other focus groups i.e. parents, employers, etc. Analyze trends and input from all sources in order to: Identify what works in terms of student persistence and success; Identify barriers to student persistence and success; and Determine the profiles of a successful student and of an unsuccessful student.

Work with Deans to comprehensively review the entire VC credit student registration process looking for barriers and ways to improve registration. This includes anything that a student is required to accomplish or might experience while registering for classes – everything from how an individual is first notified about the registration process and what courses are available until their first day of class, and everything in between.

Conduct an analysis of multi-year grade distribution and course completion trends. Identify specific courses, course delivery formats, and instructors where students repeatedly have the most trouble completing a class successfully. Explore all possible means to reduce these barriers, while upholding course standards. Determine the profile of the typical student that has the most difficulty in these courses. Work with Deans to develop early intervention programs to assist these types of students in difficult courses.

IV. **Strengths:**
- We now have nine academic years (from 1993-1994) of comprehensive student and course specific data that can be queried and analyzed for a variety of administrative and research purposes
- A very capable, responsive, and professional staff that can effectively satisfy College data and information needs

V. **Areas Needing Improvement:**
- Stop producing IRP reports, and tables and charts within "Profiles" that are rarely or never used
- Make better use of electronic media and the Internet to share information

VI. **Success Stories.** The office has received many favorable comments from College faculty and staff who accessed data and information for their Self-Study research via the VC Self-Study web site Resources page. Last summer this office produced a comprehensive online index of all IRP data and reports available. This effort proved fruitful in many ways. First, motivated by the Self-Study requirements, many faculty and staff became aware of the data

and information produced by this office for the first time. Next, the IRP office did not receive a deluge of data requests during the Self-Study because much of the data individuals needed were already available online. Finally, the IRP office learned many important lessons about making data and reports available online, and we are presently using these lessons to improve the way the IRP web site is organized.

Appendix
2001-2002 Success Factors

Success Factor 1: University Transfer Student Success – Students who have earned at least 30 semester hours at Victoria College who transfer to a 4-year college or university will earn cumulative GPAs equal to or exceeding the cumulative GPA earned by (a) transfer from other community colleges with 30 hours or more and (b) indigenous students who began their college studies at the 4-year college or university.

Victoria College Students Who Transfer to a Texas Public University

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Non-Minority Transfers	656	696	744	701	698	747
Minority Transfers	154	158	190	156	163	180

Number of students who are enrolled at a university with 15 or more credit hours from VC
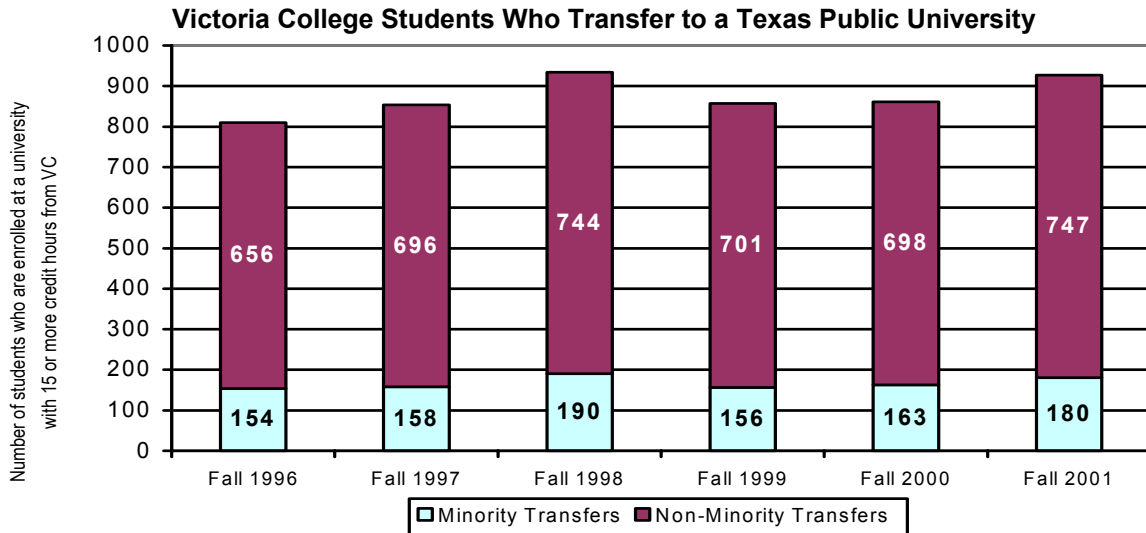
First-Time Transfer Students From Victoria College Success by Grade Point Average (GPA)

■ Victoria College   □ All First-Time Transfers   ■ Indigenous Students

	Victoria College	All First-Time Transfers	Indigenous Students
TAMU-CC Fall 2000	3.02	2.96	
UHV Fall 2000	2.81	2.71	
Texas Tech 2001-2002	2.89	2.62	
TAMU-K Fall 1998	2.67	2.62	2.62
UTA Fall 1999	2.7	2.84	
SWT 2001-2002	2.61	2.56	
UNT 2001-2002	2.93	2.84	2.8
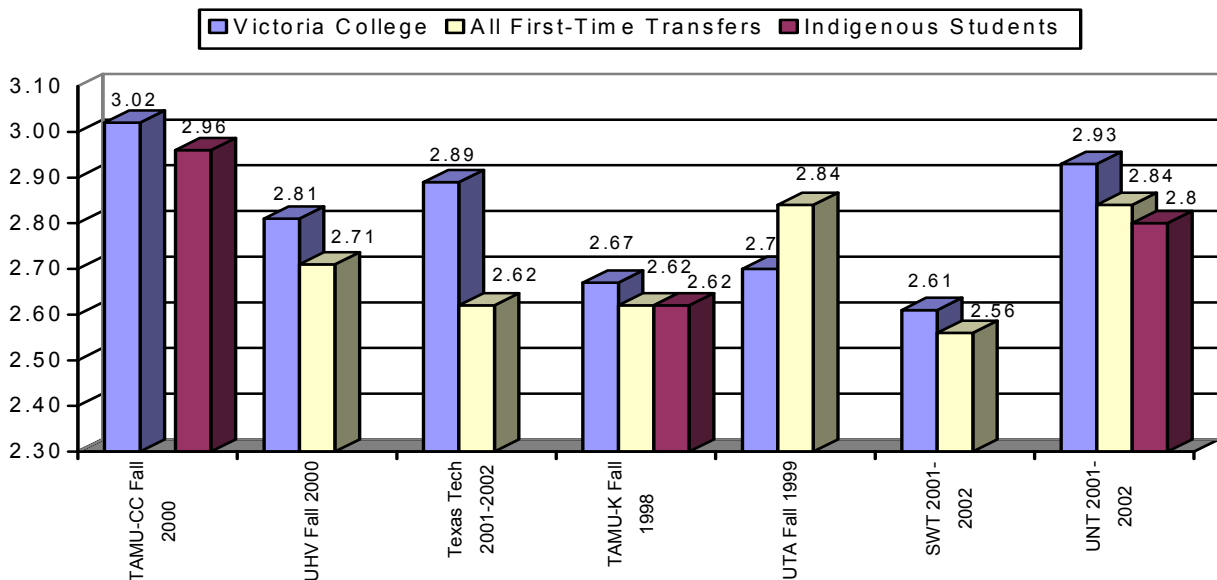
Transfer Students from Victoria College Earning Baccalaureate Degrees

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

Fall 1998 – 66	*Spring 1999* – 37	*Summer 1999* – 27
Fall 1999 – 62	*Spring 2000* – 49	*Summer 2000* – 21
Fall 2000 – 61	*Spring 2001* – 47	***Three Year Total*** – 370

TAMU – Corpus Christi Graduates from Victoria College

1997-1998 – 5   *1998-1999* – 6   *1999-2000* – 10   *2000-2001* – 4   ***Four Year Total*** – 25

Success Factor 2: Workforce Student Success – Eighty-five percent of workforce program AAS and Certificate completers will be employed, pursuing additional higher education, or serving in the military within one year of graduation. Eighty percent of responding employers will be satisfied with the performance of newly hired workforce program completers. Ninety percent of program completers will pass the licensure/certification exam upon the first attempt for Allied Health programs and within one year of completion for the Police Academy.

Texas Higher Education Coordinating Board
Automated Student and Adult Learner Follow-up System
Electronic match of THECB student records and
Texas Workforce Commission Unemployment Insurance Wage Records

Academic Year	Total VC Workforce Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
1992-1993	317	305	96.2%	12	3.8%
1993-1994	325	309	95.1%	16	4.9%
1994-1995	303	285	94.1%	18	5.9%
1995-1996	341	330	96.8%	11	3.2%
1996-1997	324	310	95.7%	14	4.3%
1998-1999	375	368	98.1%	7	1.9%
1999-2000	393	389	99.0%	4	1.0%
2000-2001*	198*	190	97.0%	NA	NA

* 2000-2001 data are from the VC 2000-2001 Workforce Graduate Follow-up Survey

College Workforce Graduates' Success Rate

Success = Employed and/or further higher education.
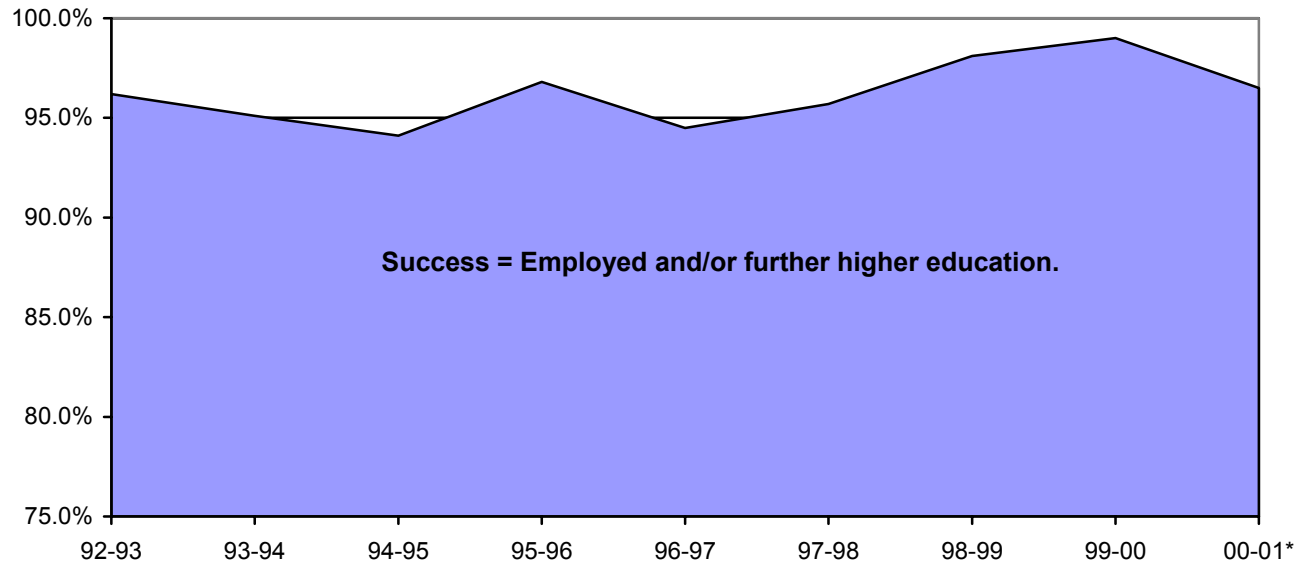
Success Factor 2 (continued)

Results from The Victoria College
2001-2002 Workforce Graduate and Employer Follow-up Surveys
(2000-2001 Graduates)

		Graduates Rate Entry-Level Job Competencies						Employers Rate Entry-Level Job Competencies						
	Total	Very Poor	Poor	Avg	Good	Very Good	Average or better*	Total	Very Poor	Poor	Avg	Good	Very Good	Average or better*
Allied Health Programs:														
Associate Degree Nursing														
Fall 2000	9			3	3	3	9	100%	8				6	2	8	100%
Spring 2001	10			1	7	1	9	90%	7			2	1	4	7	100%
ADN Total	**19**			4	10	4	**18**	**95%**	**15**			2	7	6	**15**	**100%**
Vocational Nursing														
Victoria Day	19			2	11	6	19	100%	17			4	11	2	17	100%
Victoria Evening	19			1	9	9	19	100%	14		1	3	7	3	13	93%
Gonzales	20			4	8	8	20	100%	21			7	7	7	21	100%
Hallettesville	16			2	7	7	16	100%	16			3	5	8	16	100%
Cuero	17			3	6	8	17	100%	15			3	6	6	15	100%
Vocational Nursing Total	**91**			12	41	38	**91**	**100%**	**83**		1	20	36	26	**82**	**99%**
Medical Laboratory Technology	**3**				2	1	**3**	**100%**	**3**				1	2	**3**	**100%**
Respiratory Care	**12**				6	6	**12**	**100%**	**12**			2	5	4	**11**	**92**
Allied Health Programs Total:	**125**			16	59	49	**124**	**99%**	**113**		1	24	49	38	**111**	**98%**
Workforce Development and Education Div Programs:														
Paramedic Certificate Program	**12**				8	4	**12**	**100%**	**10**			1	3	6	**10**	**100%**
Firefighting Program	**8**				4	4	**8**	**100%**	**4**				2	2	**4**	**100%**
Other WFD Programs	**53**		1	6	22	24	**52**	**98%**	**31**			2	19	10	**31**	**100%**
WFD Division Total:	**73**		1	6	34	32	**72**	**99%**	**45**			3	24	18	**45**	**100%**
Victoria College Workforce Programs Total:	**198**		1	22	93	81	**196**	**99%**	**158**		1	27	73	56	**156**	**99%**

*Percentages are based on the number of respondents to the surveys.

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

CIP	Academic Year									
VC Program Name	**92-93**	**93-94**	**94-95**	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**	**01-02**
1102 Computer Programming:										
CIS—Computer Programming AAS & Cert	**1**	**-**	**-**	**3**	**3**	**5**	**3**	**3**	**1**	**1**
1503 Electronic Related Technology:										
Electronics/Instrumentation AAS & Cert	7	10	9	12	13	14	14	12	18	13
2002 Child Care & Guidance:										
Child Care Cert	2	3	2	2	7	5	5	3	6	4
2201 Law & Legal Studies:										
Legal Assisting AAS & Cert							5	18	13	8
4103 Physical Science Technologies:										
Process Technology AAS							13	28	31	30
4301 Criminal Justice & Corrections:										
Criminal Justice AAS	11	13	11	10	10	14	4	8	8	9
Police Academy (Fall, Spring, & Reserve) Cert	70	52	49	58	56	51	34	31	35	30
4302 Fire Protection:										
Firefighting Cert							4	10	6	5
4801 Drafting:										
Drafting Technology AAS & Cert	8	8	15	9	17	5	13	17	17	14
480508 Welder/Welding:										
Welding Cert	**5**	**7**	**9**	**10**	**7**	**-**	**4**	**4**	**4**	**9**
5202 Business Administration/Management:										
Management AAS & Cert	4	6	4	9	8	3	12	8	11	9
5203 Accounting:										
Accounting AAS & Cert	4	7	5	2	2	1	2	1	7	3
5204 Admin Secretarial Services:										
Office Systems Technology AAS & Cert	16	14	23	23	26	33	35	25	15	16
5212 Bus Info. & Data Processing:										
CIS—Micro & Network Admin AAS & Cert	-	1	-	-	1	3	10	11	20	38
510904 Emergency Medical Technology:										
Emergency Medical Tech AAS & Cert	-	-	-	-	-	8	5	12	15	14
510908 Respiratory Therapy Tech:										
Respiratory Care AAS & Cert	26	15	9	28	24	16	21	12	30	13
5110 Medical Laboratory Technologies:										
Medical Lab Technology AAS	**8**	**7**	**6**	**12**	**9**	**10**	**8**	**7**	**3**	**7**
511601 Nursing, General:										
Nursing AAS	78	83	83	95	40	37	68	55	50	81
511613 Practical Nurse Training:										
Vocational Nursing Cert	135	154	129	143	156	157	149	138	137	113

Victoria College Licensure Pass Rates

Allied Health Programs 2000-2001 (Emergency Medical Services and Emergency Medical Technician numbers are for the Academic Year 2001-2002)								
Program	**Program Graduates**	**Attempting Examination**		**Passing 1st Attempt**		**Passing Subsequent Attempt**		**Total Passing**	
	#	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
***Selective Admissions Program**									
***Associate Degree Nursing**	50	50	100%	43	86%	7	14%	50	100%
***Vocational Nursing**	137	135	99%	113	84%	8	6%	121	90%
***Medical Laboratory Technology**	3	3	100%	3	100%			3	100%
***Respiratory Care Technology**									
Entry Level	14	14	100%	12	86%	2	14%	14	100%
Advanced Practitioner	15	8	53%	5	63%			5	63%
Emergency Medical Services									
Emergency Attendant	22	20	91%	15	75%	2	10%	17	85%
Emergency Medical Technician									
Basic	68	41	60%	35	85%	1	2%	36	87%
Intermediate	9	6	67%	5	83%			5	83%
Paramedic	8	8	100%	8	100%			8	100%
Basic Firefighting	11	11	100%	11	100%			11	100%
Nurse Aide/Home Health Aide	71	66	93%	55	83%	4	6%	59	89%
Medication Aide	57	53	93%	43	81%			43	81%
TOTAL ALLIED HEALTH	*465*	*415*	*89%*	*348*	*84%*	*24*	*6%*	*372*	*90%*

Police Academy TCLEOSE 2001-2002							
Program	**Program Entrants**	**Program Graduates**		**Attempting Examination**		**Total Passing**	
	#	**#**	**%**	**#**	**%**	**#**	**%**
Police Academy (Fall)	11	10	91%	10	100%	10	100%
Police Academy (Spring	19	13	68%	13	100%	12	92%
Reserve Police Academy (Year-long)	11	8	73%	8	100%	8	100%
TOTAL ALL POLICE ACADEMIES	*41*	*31*	*76%*	*31*	*100%*	*30*	*97%*

TCLEOSE = Texas Commission on Law Enforcement Officer Standards and Education.

Success Factor 3: Developmental Student Success and Access to College Credit Courses –

Seventy percent of students who are assessed into and who pass an exit developmental course with a C or better will pass their retake of TASP. Seventy percent of students who are assessed into and who are enrolled in developmental courses ENGL 0301, MATH 0303, or READ 0301, and who earn a grade of B or better, will earn a grade of C or better in the first college corollary course that they complete.

Victoria College Fall 2001 Exit-Level Developmental Course Student Progression
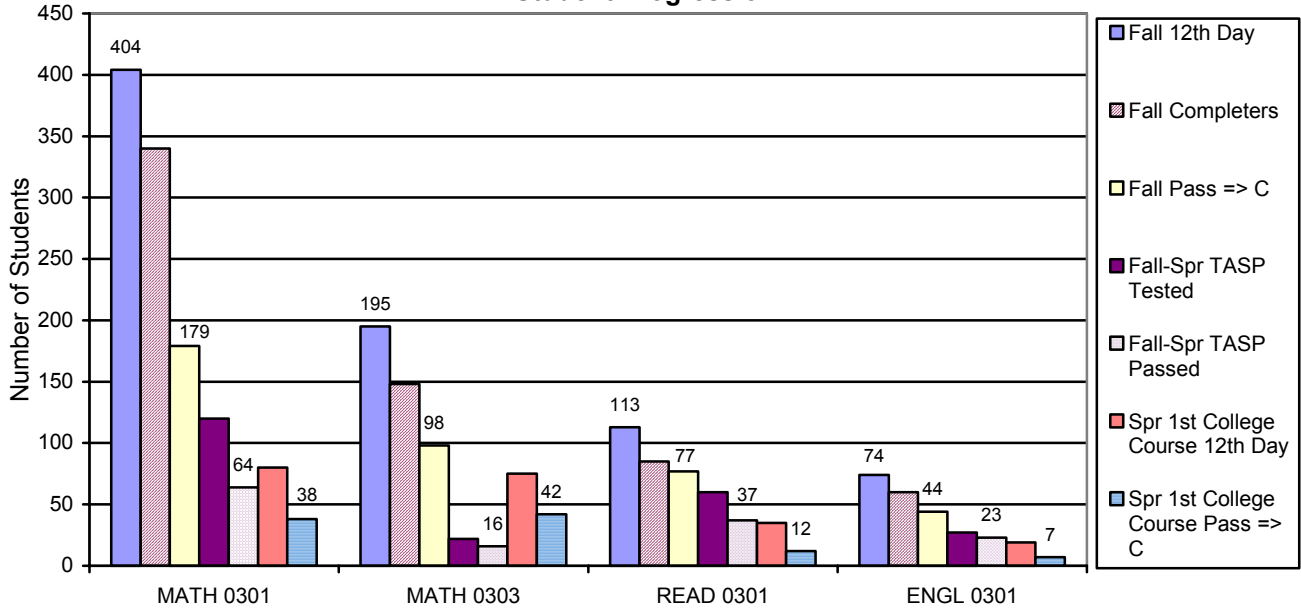
Victoria College Fall 2001 Exit-level Developmental Course Student Outcomes
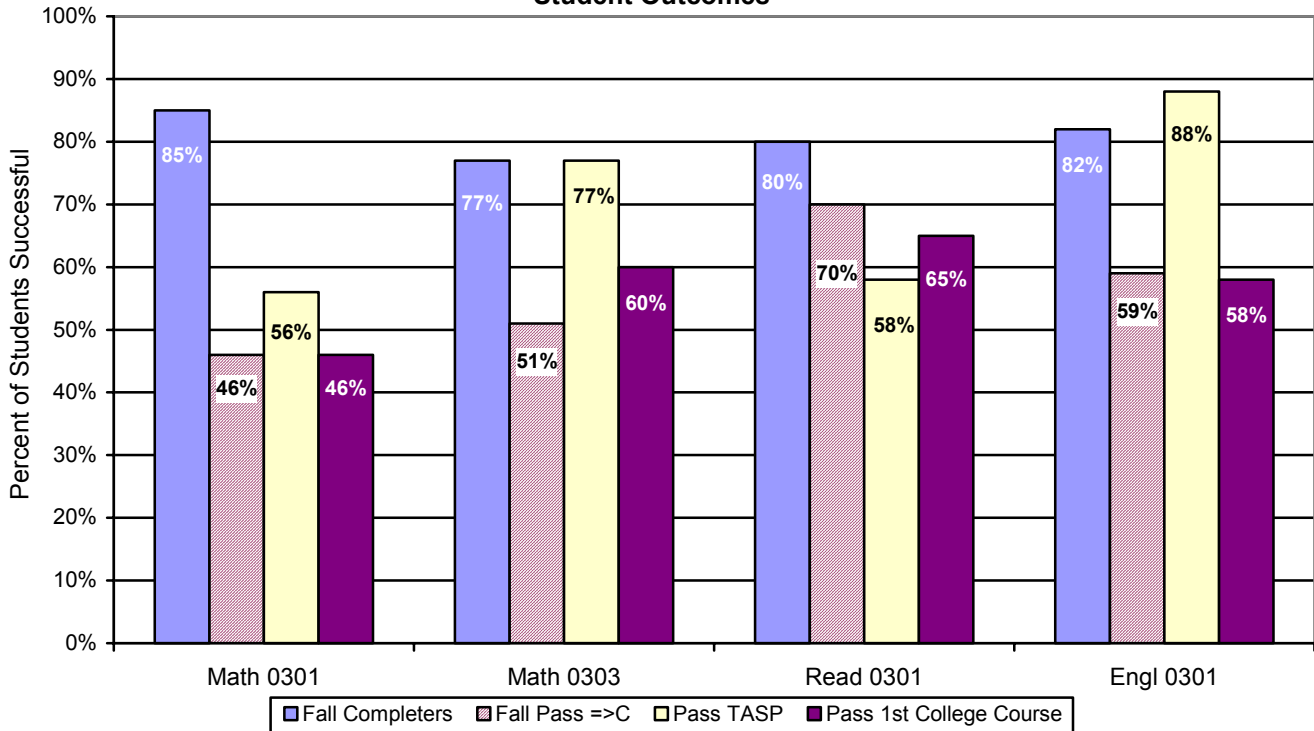
Success Factor 4: Adult Education Student Success and ultimate Access to College Credit Courses – The number of adult education students who demonstrate progress on the Test of Adult Basic Education (TABE) or the Basic English Skills Test (BEST), who progress to the next skill level, and who pass the GED, will increase annually.

Participant Progress, Separation, and Attendance by Educational Functioning Level

Educational Functioning Level at Start of the Fiscal Year (FY)	Total Contact Hours	Number Starting Program	Number w/Outcome (Have Progress Assessment)	Number Who Completed Level(s)		Of Those Who Completed, Number Who Moved to Higher Level		Passed GED
ADULT EDUCATION – ALL PROGRAMS 2001-2002								
	#	#	#	#	%	#	%	#
Adult Basic Education								
Beginning Literacy	3362	60	42	36	86%	33	92%	
Beginning ABE	11228	164	98	60	61%	55	92%	
Intermediate Low	13517	240	142	86	61%	79	92%	
Intermediate High	14148	287	169	71	42%	64	90%	
English as a Second Language								
Beginning Literacy	6120	79	43	27	63%	25	93%	
Beginning ESL	5852	73	45	32	71%	25	78%	
Intermediate Low	2397	31	21	16	76%	12	75%	
Intermediate High	2693	28	20	5	25%	5	100%	
Advanced Low	726	9	3	1	33%	1	100%	
Advanced High	1008	13	5	0	0%	0	0%	
Adult Secondary Education								
ASE Low	1978	40	31	20	65%	15	75%	
ASE High	1210	28	25	14	56%	9	64%	
TOTAL	64,236	1,052	644	368	57%	323	88%	111
Compared to:								
2000-2001 TOTAL	61,849	959	530	378	39%	200	53%	137
1999-2000 TOTAL	75,597	983	518	192	20%	102	53%	102
1998-1999 TOTAL	95,182	1,382	NA	423	31%	68	16%	96
1997-1998 TOTAL	55,318	909	NA	196	22%	94	48%	NA

Success Factor 5: Continuing Education Student Access and Success - Contract training for businesses and open enrollment in non-credit training will increase annually. Ninety percent of continuing education course completers will be satisfied with course content and instructor performance. Eighty-five percent of responding businesses/organizations will indicate overall satisfaction with their employees' performance after these employees complete Victoria College-provided contract training.

Emergency Medical Technology Contract Training

Year	Clients	Sessions
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available

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

2001-2002 EMT Clients:
Texas A&M Extension Service
Victoria Fire Department
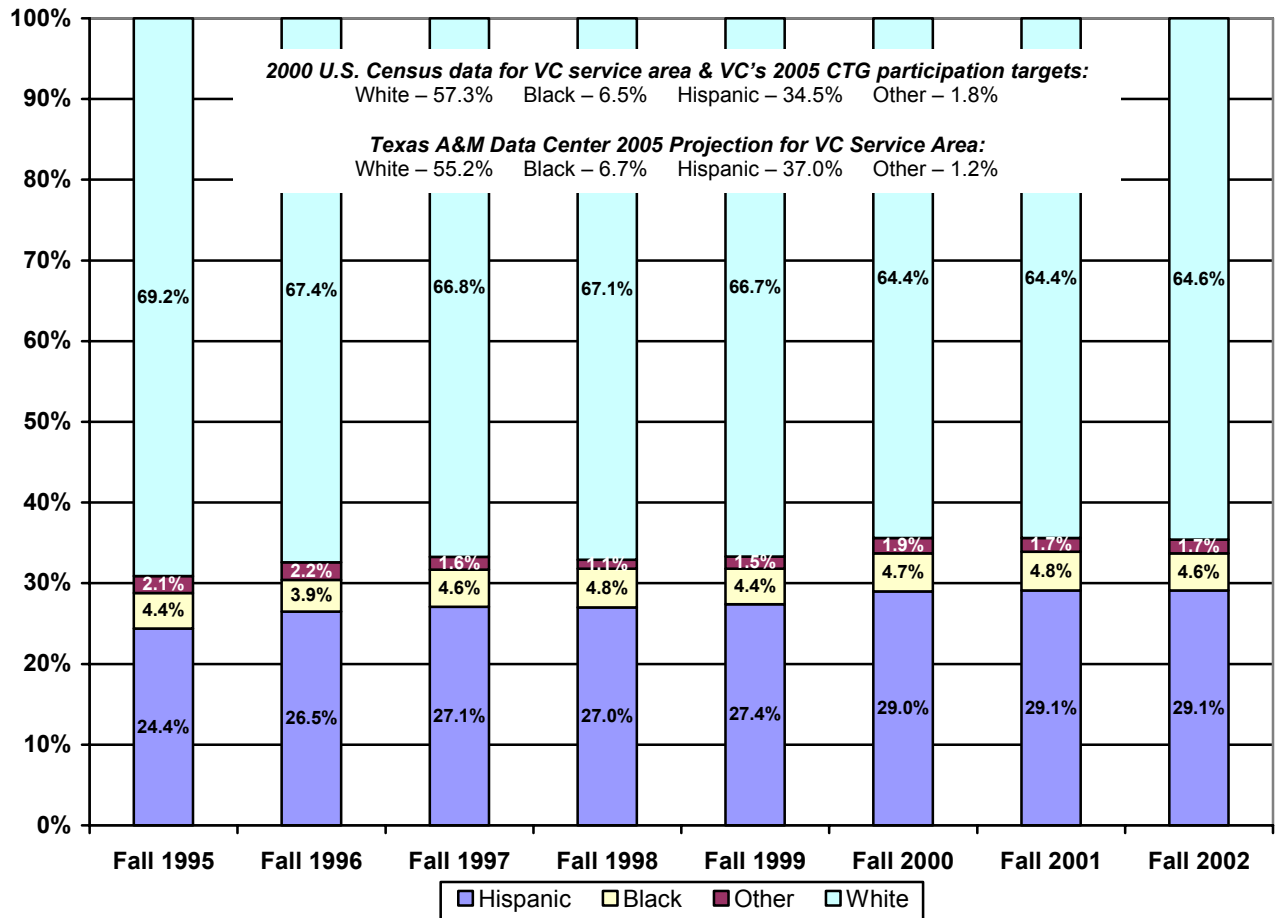Victoria Regional Airport
BP/Amoco, Green Lake

2001-2002 WF Clients:
Columbus ISD
DuPont
Golden Crescent Work Force Center
Infiniti Communications
Spherion
Victoria Advocate

Victoria College
Continuing Education Enrollment

COURSE CATEGORY	1998-1999				1999-2000				2000-2001				2001-2002			
	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)
ALLIED HEALTH																
Allied Health	227	122	46	25	266	61	23	16	292	216	157	89	246	255	214	59
Continuing Nursing Ed	33	0	87	256	68	0	123	178	65	74	46	185	101	0	27	149
Allied Health Total	**429**	**498**	**185**	**398**	**617**	**158**	**357**	**573**	**567**	**464**	**358**	**481**	**505**	**501**	**598**	**449**
EMERGENCY MEDICAL TECHNOLOGY (EMT)																
EMT Total	**169**	**376**	**52**	**117**	**283**	**97**	**211**	**379**	**210**	**174**	**155**	**207**	**158**	**246**	**257**	**241**
LAW ENFORCEMENT (LE)																
Police Academy	58	45	0	0	68	48	0	0	0	68	0	0	0	79	0	81
Reserve Police Academy (Night)	11	6	6	0	30	20	20	92	0	24	24	69	0	16	16	0
Police In-Service	97	186	103	0	149	108	45	0	134	142	260	94	87	61	184	23
LE Total	**166**	**237**	**109**	**0**	**247**	**176**	**65**	**92**	**134**	**234**	**284**	**163**	**87**	**156**	**200**	**104**
WORKFORCE DEVELOPMENT AND EDUCATION																
Air Conditioning	19	27	30	0	57	0	45	12	41	63	6	15	39	8	55	10
Bus. Management	36	23	5	0	10	9	5	39	12	24	30	47	45	26	54	59
Comp. Applications	184	221	203	201	177	183	193	293	187	118	170	207	117	205	280	216
Construction & Maint.	131	120	99	167	131	123	87	106	97	79	41	117	44	61	0	63
Drafting/Industrial*	6	10	0	0	0	0	0	0	0	0	0	0	0	2	0	38
Ed.& Child Dev.	0	0	0	0	0	0	178	131	336	87	167	205	145	182	224	269
Employability	14	0	34	9	0	0	0	10	38	26	23	35	58	56	25	45
Food Svc & Dietary	126	79	126	0	116	62	23	0	91	10	0	0	79	21	0	6
Language Center	0	0	0	0	0	0	26	6	4	11	16	10	30	14	8	11
Machinist	143	80	70	43	36	18	35	33	8	23	15	10	35	11	0	17
Motorcycle Safety	6	5	6	6	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	28	0	0	0	0	0	0	14	0	0	0	0	0	27	1
Workforce Total	**665**	**593**	**573**	**426**	**527**	**395**	**602**	**630**	**828**	**441**	**468**	**646**	**592**	**586**	**673**	**735**
Grand Total Duplicated	**1260**	**1328**	**867**	**824**	**1391**	**729**	**1024**	**1295**	**1529**	**1139**	**1110**	**1290**	**1184**	**1241**	**1371**	**1288**
Annual Unduplicated Total	**3201**				**3045**				**3309**				**3359**			

Success Factor 6: Student and Employee Access and Diversity – By using race-neutral criteria, the percentage of ethnic minority students, faculty, and staff will increase 1 to 2 percentage points per year until college enrollment and employee makeup more accurately reflect the ethnicity of service-area constituents.

Victoria College Fall Enrollment – Trends of Ethnic Group Representation

2000 U.S. Census data for VC service area & VC's 2005 CTG participation targets:
White – 57.3%   Black – 6.5%   Hispanic – 34.5%   Other – 1.8%

Texas A&M Data Center 2005 Projection for VC Service Area:
White – 55.2%   Black – 6.7%   Hispanic – 37.0%   Other – 1.2%

Legend: ■ Hispanic □ Black ■ Other □ White

Enrollment Trends by Gender and Ethnicity
Victoria College

	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TOTAL	3,642		3,598		3,822		3,733		3,801		4,022		4,010		4,029	
Female	2,399	65.9%	2,301	64.0%	2,498	65.4%	2,375	63.6%	2,352	61.9%	2,530	62.9%	2,554	63.7%	2,554	63.4%
Male	1,243	34.1%	1,297	36.0%	1,324	34.6%	1,358	36.4%	1,449	38.1%	1,492	37.1%	1,456	36.3%	1,475	36.6%
White	2,519	69.2%	2,424	67.4%	2,552	66.8%	2,504	67.1%	2,537	66.7%	2,592	64.4%	2,584	64.4%	2,602	64.6%
Black	**160**	**4.4%**	**142**	**3.9%**	**174**	**4.6%**	**180**	**4.8%**	**167**	**4.4%**	**189**	**4.7%**	**191**	**4.8%**	**185**	**4.6%**
Hispanic	**888**	**24.4%**	**952**	**26.5%**	**1,035**	**27.1%**	**1,008**	**27.0%**	**1,041**	**27.4%**	**1,116**	**29.0%**	**1,168**	**29.1%**	**1,174**	**29.1%**
Asian/Pacific Islander	53	1.5%	51	1.4%	42	1.1%	22	0.6%	38	1.0%	49	1.2%	44	1.1%	51	1.3%
Indian/Alaskan Native	11	0.3%	15	0.4%	11	0.3%	12	0.3%	6	0.2%	15	0.4%	9	0.2%	8	0.2%
Non-resident Alien	11	0.3%	14	0.4%	8	0.2%	7	0.2%	12	0.3%	11	0.3%	14	0.3%	9	0.2%

Success Factor 7: Student Retention and Success – For Fall and Spring semesters, the non-developmental student unduplicated withdrawal rate will be no more than 12%, and the unduplicated course-load reduction rate will be no more than 25% of 12th day enrollment. The annual course completion rate (duplicated for students enrolled in non-developmental and non-orientation credit courses on the official census day will be 85% or more.

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

SEMESTER	1995-1996		1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
FALL Official enrollment 12th day	2,955		2,879		2,964		2,874		2,957		3,076		3,128	
Course load reductions 13th day 12th week	523	17.7%	485	16.8%	505	17.0%	526	18.3%	535	18.1%	553	18.0%	542	17.3%
Withdrawals 13th day 12th week	179	6.1%	180	6.3%	190	6.4%	188	6.5%	177	6.0%	192	6.2%	198	6.3%
Course load reductions 13th week - end sem.	43	1.5%	45	1.6%	55	1.9%	68	2.4%	52	1.8%	56	1.8%	62	2.0%
Withdrawals 13th week - end sem.	20	0.7%	25	0.9%	45	1.5%	24	0.8%	32	1.1%	28	0.9%	17	0.5%
Ending Enrollment	2,756	93.3%	2,674	92.9%	2,729	92.1%	2,662	92.6%	2,748	92.9%	2,856	92.8%	2,913	93.1%
Total withdrawals from 12th day	199	6.7%	205	7.1%	235	7.9%	212	7.4%	209	7.1%	220	7.2%	215	6.9%
Unduplicated total course load reductions from 12th day	543	18.4%	500	17.4%	527	17.8%	551	19.2%	556	18.8%	577	18.8%	581	18.6%
SPRING Official enrollment 12th day	2,845		2,906		2,862		2,768		2,899		2,939		2,985	
Course load reductions 13th day 12th week	514	17.4%	491	17.1%	428	14.4%	517	18.0%	512	17.3%	495	16.1%	520	16.6%
Withdrawals 13th day 12th week	222	7.5%	250	8.7%	199	6.7%	207	7.2%	168	5.7%	150	4.9%	179	5.7%
Course load reductions 13th week - end sem.	44	1.5%	62	2.2%	151	5.1%	59	2.1%	64	2.2%	69	2.2%	40	1.3%
Withdrawals 13th week - end sem.	24	0.8%	29	1.0%	69	2.3%	16	0.6%	22	0.7%	17	0.6%	11	0.4%
Ending Enrollment	2,598	87.9%	2,627	91.2%	2,594	87.5%	2,545	88.6%	2,709	91.6%	2,772	90.1%	2,795	89.4%
Total withdrawals from 12th day	246	8.3%	279	9.7%	268	9.0%	223	7.8%	190	6.4%	167	5.4%	190	6.1%
Unduplicated total course load reductions from 12th day	530	17.9%	525	18.2%	499	16.8%	553	19.2%	542	18.3%	530	17.2%	541	17.3%
FALL & SPRING COMBINED TOTALS Total withdrawals from 12th day	445	7.7%	484	8.4%	503	8.6%	435	7.7%	399	6.8%	387	6.4%	405	6.6%
Unduplicated total course load reductions from 12th day	1,073	18.5%	1,025	17.7%	1,026	17.6%	1,104	19.6%	1,098	18.8%	1,107	18.4%	1,122	18.4%

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

COMPLETERS BY DIVISION BY SEMESTER – Percent of 12th Class day								
Academic Year Total	**94-95**	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**	**01-02**
Allied Health	95.2%	95.5%	95.2%	91.7%	90.8%	91.5%	93.4%	92.5%
Developmental	72/6%	77.5%	72.9%	73.4%	77.2%	80.4%	79.5%	81.1%
Humanities & Fine Arts	79.8%	84.1%	85.1%	82.9%	83.6%	84.0%	85.8%	86.3%
Orientation	99.3%	98.9%	98.8%	98.5%	98.0%	98.1%	97.2%	97.5%
Science & Mathematics	82.1%	82.7%	81.2%	79.1%	78.1%	79.3%	77.9%	77.8%
Social & Behavioral Sciences	84.9%	84.0%	84.8%	82.5%	80.1%	84.2%	85.2%	85.1%
Workforce Development & Education	84.6%	85.4%	85.8%	86.5%	86.9%	86.0%	86.1%	86.7%
Totals, College-wide	**84.2%**	**85.4%**	**85.2%**	**84.6%**	**84.2%**	**85.3%**	**86.3%**	**86.3%**
Less Developmental & Orientation	**84.6%**	**85.5%**	**85.8%**	**85.1%**	**84.4%**	**85.3%**	**86.6%**	**86.4%**

Success Factor 8: Quality Instruction – All faculty will meet or exceed the Southern Association of Colleges and Schools (SACS) required minimum standards for teaching credentials. Full-time faculty will teach a minimum of 75 percent of contact hours generated by college credit courses.

VC Contact Hours Generated by Full-time and Part-time Faculty

	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	#	%	%	#	%	#	%
Fall												
Full-Time	648,400	**87.5%**	677,328	**86.0%**	678,496	**86.1%**	671,184	**85.2%**	676,992	**83.2%**	674,880	**83.4%**
Part-Time	92,544	**12.5%**	109,808	**14.0%**	109,440	**13.9%**	116,640	**14.8%**	136,416	**16.8%**	134,160	**16.6%**
Total	740,944		787,136		787,936		787,824		813,408		808,040	
Spring												
Full-Time	597,440	**85.0%**	595,248	**83.1%**	621,696	**86.1%**	613,200	**84.9%**	613,568	**83.2%**	598,800	**83.7%**
Part-Time	105,152	**15.0%**	121,436	**16.9%**	100,064	**13.9%**	109,344	**15.1%**	124,192	**16.8%**	116,848	**16.3%**
Total	702,592		716,684		721,760		722,544		737,760		715,648	
Summer I												
Full-Time	148,720	**90.1%**	142,032	**89.5%**	150,160	**84.9%**	135,680	**80.7%**	150,016	**82.0%**	121,552	**79.4%**
Part-Time	16,288	**9.9%**	16,672	**10.5%**	26,672	**15.1%**	32,512	**19.3%**	32,944	**18.0%**	31,552	**20.6%**
Total	165,008		158,704		176,832		168,192		182,960		153,104	
Summer II												
Full-Time	22,272	**80.6%**	22,176	**85.2%**	15,104	**54.3%**	13,952	**56.8%**	15,648	**63.8%**	19,248	**85.1%**
Part-Time	5,376	**19.4%**	3,840	**14.8%**	12,720	**45.7%**	10,608	**43.2%**	8,880	**36.2%**	3,360	**14.9%**
Total #	27,648		26,016		27,824		24,560		24,528		22,608	
Annual												
Full-Time	1,416,832	**86.6%**	1,436,784	**85.1%**	1,465,456	**85.5%**	1,434,016	**84.2%**	1,456,224	**82.8%**	1,414,480	**83.2%**
Part-Time	219,360	**13.4%**	251,756	**14.9%**	248,896	**14.5%**	269,104	**15.8%**	302,432	**17.2%**	285,920	**16.8%**
Total	1,636,192		1,688,540		1,714,352		1,703,120		1,758,656		1,700,400	

Student Evaluation of Instructional Services	2001-2002 Student Opinion Survey	Spring 2002 Student Evaluation of Instructors - Item #29
Allied Health & Kinesiology	NA	95%
Humanities & Fine Arts	NA	99%
Science & Mathematics	NA	96%
Social & Behavioral Sciences	NA	98%
Workforce Development & Education	NA	96%
Library	95%	NA
Instructional Services as a whole	**NA**	**97%**

Success Factor 9: Quality Cultural Programs – The present level and variety of College-sponsored and College-hosted cultural events and activities designed for the enrichment of both the student and general communities will remain the same or increase.

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Lyceum
The Victoria College 2001-2002 Lecture Series

Edward James Olmos – Actor, producer, director, community activist, Executive Director of Lives in Hazard Educational Project, US Goodwill Ambassador for UNICEF, spokesperson for Juvenile Diabetes Foundation. *We're All In the Same Gang,* September 18, 2001. Estimated attendance for lecture: 751.

Dr. Robert Knight – Founder and president of Wetland Solutions, Inc., certified professional wetland scientist, consultant. *Constructed Wetlands for Water Quality Improvement in Texas – A Win/Win Proposition*, October 9, 2001. Estimated attendance for lecture: 444.

Dr. Morris Dees – Civil rights activist, attorney against the KKK, founder and chief trial counsel for The Southern Poverty Law Center. *Responding to Hate: Voices of Hope and Tolerance*, January 29, 2002. Estimated attendance for lecture: 322.

Kate Dillon – Plus-size model, founder of Echo (a non-profit organization benefiting arts programs for children). *Eating Disorders, Body Image, and Self-Esteem*, February 21, 2002. Estimated attendance at lecture: 457.
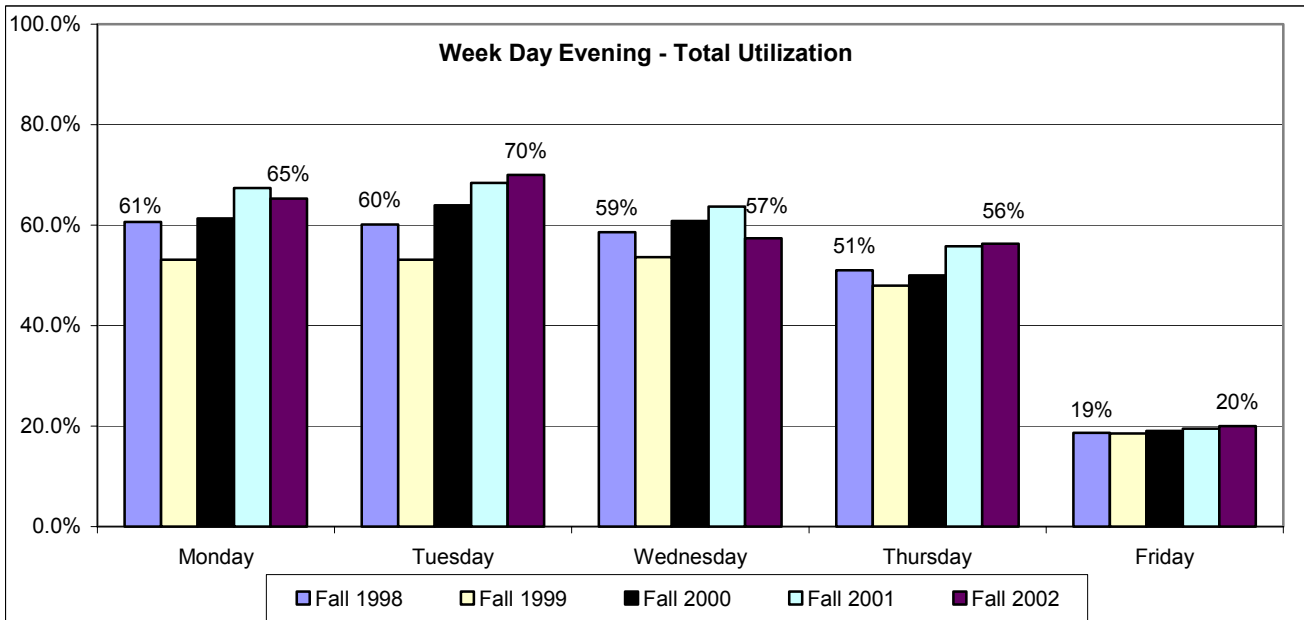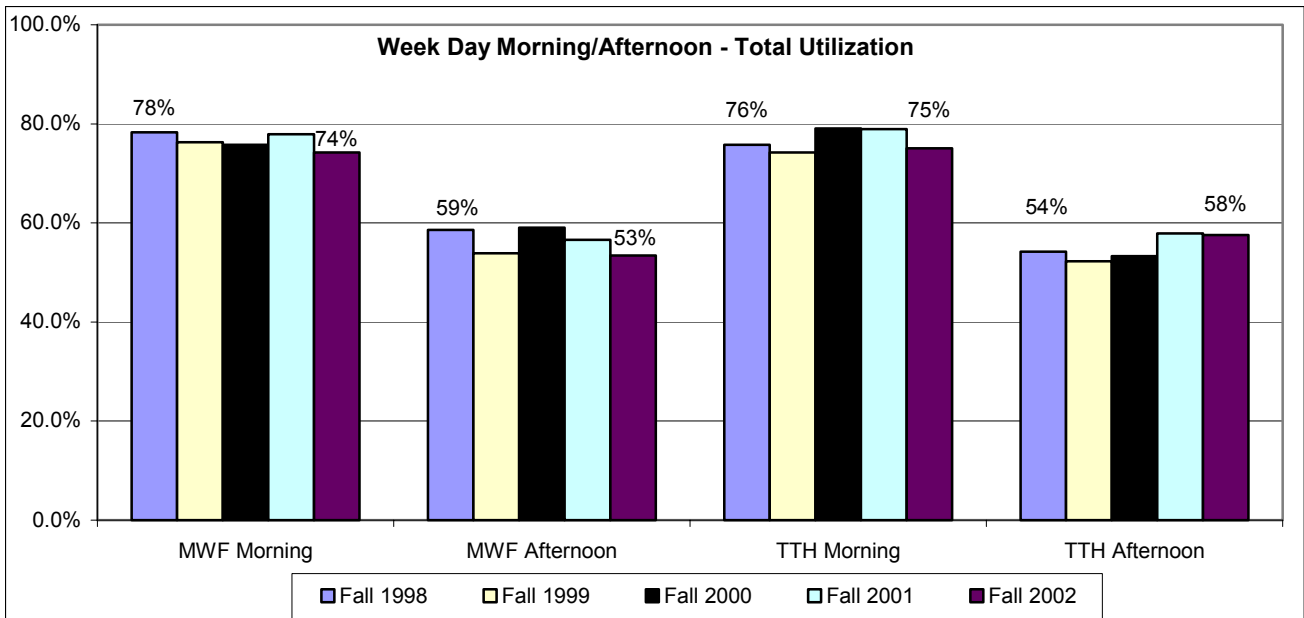
Dr. Thomas Murray – Bioethicist, serves on the Ethics Committee of the Human Genome Organization, chair of Social Issues Committee of the American Society for Human Genetics, chair of Genetics Subcommittee of the President's National Bioethics Advisory Committee. *Genetics and the Moral Future of Mankind*, March 12, 2002. Estimated attendance at lecture: 247.

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The Victoria College Fine Arts Department 2001-2002 Events

Dates	Attendance	Production	Facility
FALL 2001			
September 2-30	1000+	Art Show	FA
October 1-30	1000+	Art Show	FA
October 11-14	180	Drama Production – *Hold Me*	JSC
October 30	20	Choraliers – Music Club Performance	FA
November 1-20	1000+	Art Show	FA
November 8	164	Small Ensemble Concert	JSC
November 11	220	Sound of Swing and VC Jazz Ensemble	JSC
November 14	200	Mariachi Concert	Stroman Room 101
November 14-18	1500	Musical – *Mirette*	FA
November 26	250	VC Wind Ensemble Concert	FA
November 27	40	Department Recitals	FA
November 26 – December 3	1000+	Art Show Sale	FA
December 7	90	Christmas Feast	Student Center
SPRING 2002			
January 8 – 30	1000+	Art Show	FA
February 11 – March 4	1000+	Art Show	FA
February 14	101	Valentine Vocals	FA
April 11 – May 6	1000+	Art Show	FA
April 11	80	Art Show Reception	FA
April 11 – 14	232	*California Suite*	JSC
April 18	120	Small Ensemble Concert	JSC
April 19	50	Frisenhahn Sophomore Recital	FA
April 23	180	Choral Concert	JSC
April 24	200	Jazz Ensemble Concert	JSC
April 29	220	Wind Ensemble Concert	FA
May 2	25	Department Recitals	FA
May 2	50	Harp Sophomore Recital	FA

NOTE: FA = Fine Arts Auditorium; JSC = Johnson Symposium Center

Success Factor 10: Stewardship – Victoria College will increase the combined percentage of classes offered in the afternoon, evening, on Saturday, and through non-traditional means (such as mini-semesters, online and interactive television courses), out of total classes offered, in order to ensure efficient utilization of classroom space based on student needs.

Week Day Morning/Afternoon - Total Utilization

MWF Morning: 78% ... 74%
MWF Afternoon: 59% ... 53%
TTH Morning: 76% ... 75%
TTH Afternoon: 54% ... 58%

Legend: ■Fall 1998 □Fall 1999 ■Fall 2000 □Fall 2001 ■Fall 2002

Week Day Evening - Total Utilization

Monday: 61% ... 65%
Tuesday: 60% ... 70%
Wednesday: 59% ... 57%
Thursday: 51% ... 56%
Friday: 19% ... 20%

Legend: ■Fall 1998 □Fall 1999 ■Fall 2000 □Fall 2001 ■Fall 2002

Success Factor 11: Stewardship – Victoria College will maintain a "Net Total Current Fund Revenues to Total Current Fund Revenues" positive ratio, and a "Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds) ratio of 1:1 or greater.

The Texas State Auditor's Office
THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM
Multi-Year Ratio Trend Analysis Report
The Victoria College

Ratio #1   Net Total Current Fund Revenues to Total Current Fund Revenues

Objective: This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?"

Formula: Net Total Current Fund Revenues / Total Current Fund Revenues

Assessment Instructions: A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bid sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances (see also ratio numbers 16 and 18).

Issue Areas: This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results (As %)	Overall Ranking	Ratio Warnings (if applicable)
2001	352,243	24,550,394	1.43	24 of 50	
2000	799,776	23,575,340	3.39	17 of 50	
1999	576,148	22,579,684	2.55	27 of 50	
1998	566,800	20,986,144	2.70	31 OF 50	
1997	288,218	17,833,525	1.62	27 OF 50	
1996	655,505	17,670,821	3.71	18 OF 50	
1995	779,309	16,286,863	4.78	10 OF 50	
1994	542,110	15,720,664	3.45	13 OF 50	
1993	269,225	14,846,975	1.81	26 OF 49	
1992	(175,077)	13,622,841	(1.28)	43 OF 48	Ratio 1 Below Recommended Threshold

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The Texas State Auditor's Office
THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM
Multi-Year Ratio Trend Analysis Report
The Victoria College

Ratio # 11   Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)

Objective: This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds.

Formula: Total Current Assets / Total Current Liabilities

Assessment Instructions: Ideally, this ratio should be 1:1 or greater. As the ratio value becomes significantly less that 1:1, it suggests that the institution may be trouble meeting its current liabilities.

Issue Areas: This ratio can be used in assessing issues related to Cash Management.

Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results (As %)	Overall Ranking	Ratio Warnings (if applicable)
2001	9,276,932	2,938,174	3.16	13 of 50	
2000	7,885,289	2,889,526	2.73	18 of 50	
1999	6,504,422	3,047,123	2.13	27 of 50	
1998	6,109,857	2,598,802	2.35	21 of 50	
1997	6,624,436	1,631,335	4.06	6 of 50	
1996	4,215,343	1,314,815	3.21	9 of 50	
1995	3,316,764	1,152,471	2.88	10 of 50	
1994	2,935,464	1,298,933	2.26	19 of 50	
1993	2,294,877	1,011,881	2.27	18 of 49	
1992	2,136,769	1,014,461	2.11	22 of 48	

Success Factor 12: Quality Support and Customer Satisfaction – Ninety percent of survey respondents (students, faculty, and staff) will indicate satisfaction with the programs and services provided by Instructional Services, Student and Information Services, Administrative Services, Institutional Advancement, and Institutional Research and Planning.

All areas in Administrative Services, Student Services, Institutional Advancement, and Institutional Research and Planning received no less than an 88% satisfaction rating from students and an 84% satisfaction rating from faculty and staff.

However, there were enough written comments concerning poor customer service that Victoria College administration began some personnel development initiatives in this important area.

See details of the 2001-2002 Annual Faculty & Staff Opinion and Student Opinion Surveys at:
http://vc.cc.tx.us/dept/ir/HTML/Surveys/surveys.html

Success Factor 13: Employee Satisfaction – Eighty-five percent of the faculty and staff will rate as good or better the College's efforts to recruit, retain, develop, and reward well-qualified employees.

2001-2002 Victoria College Faculty and Staff Opinion Survey
Employee Satisfaction Results

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A	Total Responses	Rating
Likert Rating Scale	**5**	**4**	**3**	**2**	**1**			
90. College efforts to RECRUIT well-qualified employees...	20	58	27	8	0	4	117	3.8
91. College efforts to RETAIN well-qualified employees...	17	50	26	18	6	0	117	3.5
92. College efforts to DEVELOP well-qualified employees...	19	53	28	15	2	0	117	3.6
93. College efforts to REWARD well-qualified employees...	11	28	36	28	13	0	118	3.0
OVERALL VC EMPLOYEE SATISFACTION	67	189	117	69	21	4	467	**3.5**

Victoria College employees note d their overall satisfaction with the College at 3.5 (5 = Very Satisfied and 1 = Very Dissatisfied).