

End-of-Year Summary Report 2012-2013



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I. Executive Summary/Highlights:

The fiscal year (FY) 2012-2013 was a year of significant accomplishment for Victoria College (VC). The Victoria College community engaged actively to carry out the VC mission and worked to achieve goals designed to foster student success, meet community needs and ensure institutional excellence. The college has successfully provided a quality education and offered critical services to many students and businesses/industries in the Crossroads area since 1925. During the fall 2012, strategic planning teams reviewed findings from the 2009-2012 Strategic Plan and other institutional data. It was determined that the three strategic goals (Foster Student Success, Meet Community Needs and Ensure Institutional Excellence) from the previous plan were still relevant, and would align programs and services of Victoria College successfully with the mission. A new strategic plan was developed that included new strategic action items, for each of the goals. Implementation of the plan started immediately after the Victoria College Board of Trustees approved the new plan and was instrumental in guiding many of the action plans and activities occurring in 2012-2013.

Victoria College experienced steady enrollment increases in credit courses during FY11 with a fall enrollment of 4,290 students, and in FY12, with a fall enrollment of 4,514 students. Increases above the FY10 fall enrollment of 4,032 students were noted for both semesters. This upward trend coincided with national and state economic declines. A similar increased enrollment trend was experienced across many higher education institutions nationally, as well as in Texas, during this same time period. Rapid industrial expansion in the Golden Crescent area, occurring during the later FY12 and FY13, resulted in increased employment opportunities for many of the citizens of the area. This contributed to a leveling of enrollment rates at Victoria College. However, FY13 fall enrollment of 4,381 students, remained above FY11 rates. The number of first time in college (FTIC) students, 692 students, enrolling in Victoria College in fall 2013 decreased significantly, with a drop from 906 students in fall 2011. A new strategic marketing campaign (Victoria College offers students MORE) was launched in May 2013. This campaign is designed to respond to graduating high school students planning to attend a university and designed to address decreasing FTIC enrollment.

Great strides were taken by all in 2012-2013. The entire college community continued to work diligently to complete all documentation required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This documentation is needed to verify that Victoria College remains in compliance with reaffirmation requirements. Great news was received in May 2013 from SACSCOC. Members of the offsite team identified only four areas

that required additional documentation. This is an unusually low number attesting to the hard work of many Victoria College employees.

A quality enhancement plan (Students Engaged in Active Learning) designed to foster student success and transform student learning was developed as part of the strategic plan and designed to satisfy additional reaffirmation requirements. Key general education courses (Math 1314, Psychology 2301, Biology 2401, Biology 2404 and History 1301) with lower student success rates have been identified as targeted courses, for implementation of this plan. Once fully implemented, this plan is predicted to improve critical thinking in students taking these key courses, an essential competency needed for success.

Victoria College submitted a focused report addressing the four questionable areas, along with the quality enhancement plan to the onsite visiting team. In September 2013, the onsite visiting team found Victoria College in full compliance with all principles of accreditation and recommended approval of the quality enhancement plan to SACSCOC. This is quite an accomplishment for Victoria College. SACSCOC will review the onsite team recommendations in late spring 2014 and announce the status of Victoria College's reaffirmation in June, 2014.

Completion of the renovation of the Fine Arts building concluded in fall 2012. The new Betsy Wright Center for Academic and Professional Excellence (CAPE) was refurbished, operationalized and officially opened on August 19, 2013. The mission of this center is to cultivate excellence in learning and support services by providing faculty and staff with development opportunities and supports that foster student success. In August of 2013, 177 faculty and staff participated in the opening training sessions held in the CAPE Center.

Groundbreaking for the new Emerging Technology Center occurred in the summer 2013. The Center will offer workforce training for in-demand areas such as Industrial Systems Mechanic, Machinist, Oil and Gas Technicians and Logistics and Operations Management. It will be approximately 112,000 square feet and consist of two structures – an Industrial Training Building and Conference & Classroom Building – connected by a second-floor walkway. The facility is expected to be in operation in spring 2015.

The following report details these highlighted activities. It provides a snapshot overview and analysis of Victoria College's progress, in 2012-2013, in carrying out the VC mission and meeting strategic planning goals. Additional detailed performance findings and progress on the strategic planning key performance indicators may be located in the Victoria College Fact Book and the 2012-2015 Strategic Plan Year One Progress Report.

II. Victoria College Leadership

Board of Trustees



Mr. Robby Burdge
Member, District 4
Occupation: Business Owner
Member since 2009
Term expires in 2016



Mr. V. Bland Proctor
Member, District 3
Occupation: Attorney
Member since 2011
Term expires in 2014



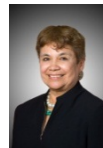
Mr. Luis A. Guerra
Vice Chairman, District 2
Occupation: Engineer
Member since 2008
Term expires in 2018



Mr. Ronald B. Walker
Chairman, District 7
Occupation: Attorney
Member since 1985
Term expires in 2014



Mrs. Catherine McHaney
Member, District 6
Occupation: Newspaper Co-owner
Member since 1985
Term expires in 2016



Dr. Josie Rivera
Secretary, District 1
Occupation: Educator
Member since 2006
Term expires in 2018



Mr. Thomas M. O'Connor
Member, District 5
Occupation: Banker, Rancher
Member since 1965
Term expires in 2014 (Retired-2013)

President



Dr. Tom Butler
President



John A. Villafranca
Member, District 5
Occupation: Healthcare Administration
Member since 2013
Term expires in 2014

Administrative Council

Dr. Patricia A Vandervoort.....Vice President of Instruction
Dr. Florinda CorreaVice President of Student Services
Mr. Keith BlundellVice President of Administrative Services
Ms. Jennifer Yancey.....Vice President of College Advancement & External Affairs
Dr. Larry Garrett.....Executive Director of Special Projects

III. Our Mission

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

Associate Degrees and Certificates

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

University Transfer

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

Career & Technical Education

Credit courses and programs designed to satisfy local and regional employer demands and meet individuals' workforce training needs.

Academic Foundations

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

Continuing Education

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

Adult Education

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

Student Support

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

Cultural and Intellectual Outreach

Educational activities and events that enhance our community's quality of life.

IV. Victoria College Values

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

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

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

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

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

V. Victoria College Strategic Goals and Will Statements:

In order to fulfill its mission, VC has identified three priority goals and “will” statements that describe the College’s commitment in each area:

To foster Student Success, VC will:

- Empower students to take ownership of their learning
- Provide supports that lead to academic success (and successful completion within term)
- Improve student retention at the course and program level, term to term
- Align courses and programs with external standards and professional requirements
- Provide learning paths and career paths that foster continuous learning

To meet Community Needs, VC will:

- Identify and respond quickly to the existing and changing needs of our regional economy
- Partner with businesses, public and higher education institutions, community groups and other agencies to leverage resources and address community needs
- Recruit students from throughout our service area
- Improve public awareness and understanding of the college
- Offer programs and events that enhance our community’s quality of life

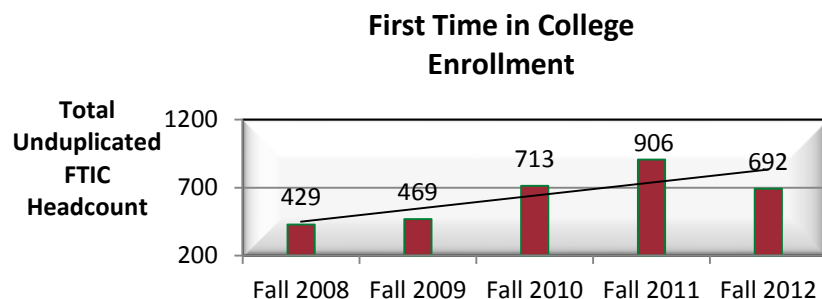
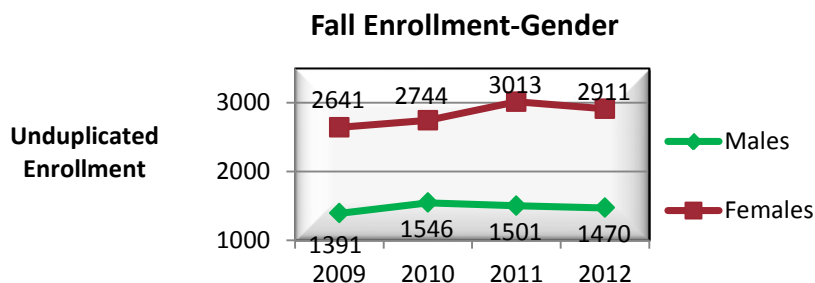
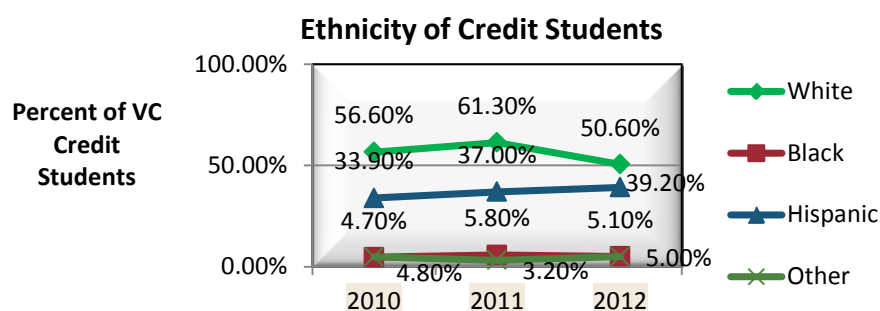
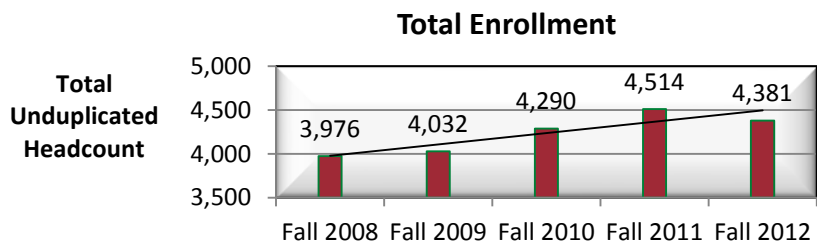
To ensure Institutional Excellence, VC will:

- Strive for high performance levels that ensure efficient, accurate and supportive services to internal and external customers
- Provide professional development to improve performance of employees and work groups
- Develop and use internal policies and practices that are consistent, well communicated and in keeping with our values
- Maintain our physical, equipment and technology infrastructure to meet the needs of students, employees and community



VI. Student Success

STUDENT SUCCESS: HOW SUCCESSFUL ARE OUR STUDENTS?



ENROLLMENT TRENDS

Total enrollment has generally followed an increasing trend from Fall 2008; however, the Fall 2012 enrollment was below the projected regression and decreased from the previous year.

Closing the Gaps:
VC Overall Target 2015: >4600
VC Overall Target 2020: > 4800

White and Hispanic students continue to be the predominant ethnicities enrolled at VC. The percentage of White students enrolled during FY 2013 has dropped since FY 2012, whereas percentages for African American students and students classified as "Other" have consistently remained low.

Closing the Gaps:
VC African American Target 2015: >270
VC African American Target 2020: >288
VC Hispanic 2015 >1600
VC Hispanic 2020 > 1700

The number of females enrolled at VC during the fall semester continues to be much greater than the number of males enrolled during the fall semester.

Like the total enrollment, FTIC enrollment has generally followed an increasing trend from Fall 2008, peaking during Fall 2011 and then decreasing in Fall 2012 below the projected regression.

Victoria College's Phi Theta Kappa chapter ranks among top Texas chapters, earns five star rating!

**STUDENT
ACHIEVEMENT TRENDS**

2012-13: Achievement in all courses, Foundations courses, Academic courses, & Technical courses remained fairly consistent from the previous year.

The BIOL 2401 & HIST 1301 QEP courses yielded increases in student achievement from the previous semester, while the remaining QEP courses yielded decreases in student achievement.

Although none of the course types achieved the student achievement targets, the courses with consistent achievement & the HIST 1301 QEP course approached the targets.

Victoria College is in the process of implementing a quality enhancement plan targeting students' performances in the academic courses identified as QEP course. It is expected that greater success will occur in the QEP courses once the Quality Enhancement Plan is fully implemented.



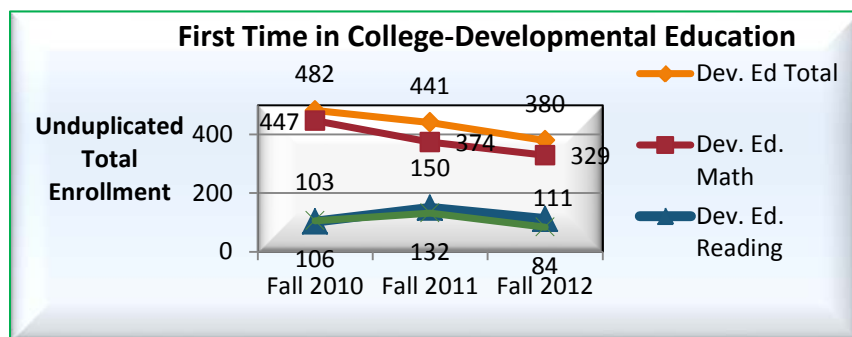
Pictures of PTK members drawn from Victoria College website: <http://www.victoriacollege.edu/>

| Total students | Target | Total | Total | Total | Total |
|---|--------|---------|---------|---------|---------|
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| A, B or C, S (all courses) | 75% | 72% | 73% | 72% | 72% |
| A, B or C, S Foundations (Dev. Ed.) | 65% | 60% | 61% | 59% | 59% |
| A, B or C, S Academic | 70% | 68% | 69% | 69% | 68% |
| A, B or C, S Technical | 90% | 90% | 88% | 87% | 88% |
| A, B or C, S Math 1314 (QEP course) | 70% | 54% | 57% | 52% | 49% |
| A, B or C, S Psychology 2301 (QEP course) | 70% | 59% | 70% | 74% | 69% |
| A, B or C, S Biology 2401 (QEP course) | 70% | 53% | 58% | 44% | 47% |
| A, B or C, S Biology 2404 (QEP course) | 70% | 53% | 59% | 59% | 54% |
| A, B or C, S History 1301 (QEP course) | 70% | 59% | 58% | 60% | 67% |

VC Students Not TSI Complete at Beginning of Semester *

| Semester | Math | Reading | Writing |
|-------------|------|---------|---------|
| Fall 2010 | 437 | 221 | 220 |
| Fall 2011 | 567 | 329 | 321 |
| Fall 2012 | 552 | 297 | 282 |
| Spring 2011 | 319 | 165 | 183 |
| Spring 2012 | 490 | 284 | 279 |
| Summer 2011 | 174 | 103 | 106 |
| Summer 2012 | 142 | 82 | 76 |

*Contains duplicated students when students are not TSI complete in multiple areas. Students enrolling in developmental math courses are considered TSI complete after successfully completing Level II Math 0301 with a SC or better. Therefore, students enrolling in Level III Math 0303 are excluded from this data. Students wishing to take a college level MATH may enroll in LEVEL III Math 0303 as one path to satisfying college level math prerequisites.



Persistence-Developmental Education

(These include students who have graduated and taken at least one developmental education course and persisted to a degree and/or certificate).

| Sem. | Total Enroll | Graduated with an Associate Degree** | | | Completed with a Certificate** | | |
|---------|--------------|--------------------------------------|---------------------|--------------------|--------------------------------|---------------------|-------------------------|
| | | VC Total | Took a Dev. Class * | % of Total Degrees | VC Total | Took a Dev. Class * | % of Total Certificates |
| Fall 10 | 4,335 | 96 | 41 | 42.70% | 24 | 13 | 54.20% |
| Spr. 11 | 4,163 | 191 | 61 | 31.90% | 33 | 11 | 33.30% |
| Sum. 11 | 1,919 | 31 | 13 | 41.90% | 145 | 47 | 32.40% |
| Fall 11 | 4,566 | 104 | 36 | 34.60% | 19 | 8 | 42.10% |
| Spr. 12 | 4,264 | 185 | 62 | 33.50% | 23 | 10 | 43.50% |
| Sum. 12 | 1,607 | 20 | 9 | 45.00% | 128 | 40 | 31.30% |
| Fall 12 | 4,464 | 98 | 35 | 35.70% | 14 | 7 | 50.00% |
| Spr. 13 | 4,076 | 187 | 78 | 41.70% | 38 | 35 | 92.10% |

*Includes MATH0303 **Note-Students earning two degrees in one semester are only counted once. Students earning a certificate and a degree in same area are included in both awards.

ACADEMIC FOUNDATIONS DEVELOPMENTAL EDUCATION ENROLLMENT AND ACHIEVEMENT TRENDS

In 2012-2013 Victoria College students met Texas Success Initiative (TSI) placement requirements in a variety of ways. National tests such as the SAT, ACT, Compass, Accuplacer and ASSET; and state exams such as the TAKS and THEA have been used to determine TSI status. Other exemptions, such as prior coursework and military service also exist.

Fall 2012 FTIC enrollment in Developmental Education for Math, Reading, and English has decreased from the Fall 2011 semester. Developmental Education unduplicated total enrollment has followed a downward trend from Fall 2010 to Fall 2011 to Fall 2012.

The percentage of Developmental Education students that persisted to an associate degree or certificate increased from Fall 2011 to Fall 2012 and from Spring 2012 to Spring 2013.

**STUDENTS EARNING AN A, B, C OR S IN ACADEMIC
FOUNDATIONS COURSES TARGET: 70% WILL MAKE A
“C” OR BETTER**

(SUCCESS RATE % BASED ON OFFICIAL ENROLLMENT)

**ACADEMIC
FOUNDATIONS
EDUC1300 & SDEV0301
ENROLLMENT AND
ACHIEVEMENT TRENDS**

Numbers of students enrolled in Academic Foundations EDCU1300 & SDEV0301 courses during the Fall 2012 & Spring 2013 semesters decreased from the previous Fall 2011 & Spring 2012 semesters. However, the percentage of students retained increased in the Fall 2012 & Spring 2013 online, and Fall 2013 face to face courses.

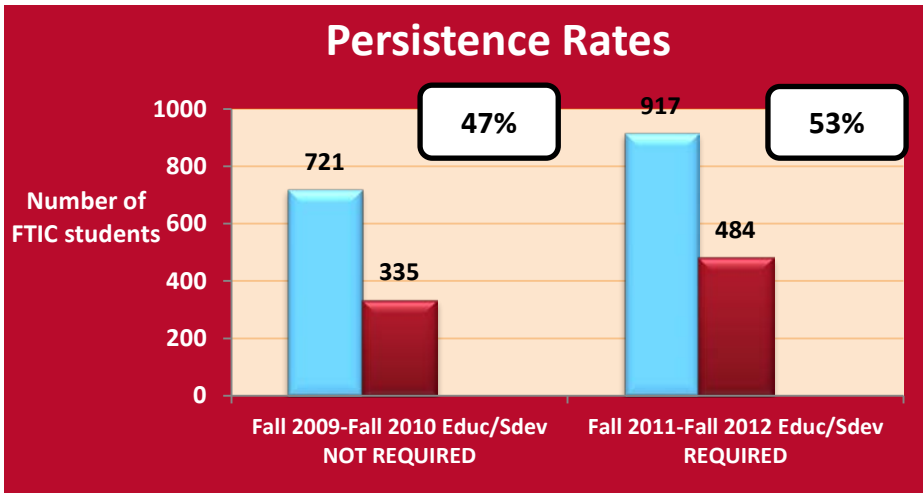
The face to face courses yielded higher success rates than the online courses for students who completed. Success rates for the face to face courses increased from the previous year and surpassed the target of 70% of students making a “C” or better. On the other hand, the online courses yielded decreased success rates from the previous year and did not meet the target.

The Fall to Fall persistence rates of First-Time-In-College Students increased after requiring all FTICs to take the EDUC1300/SDEV0301 courses.

| EDUC1300 & SDEV0301 Online | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
|------------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Enrollment | 36 | 35 | 104 | 116 | 82 | 41 |
| Completers (Retention) | # 35 | 35 | 89 | 99 | 71 | 36 |
| | % 97.22% | 100% | 85.58% | 85% | 86.6% | 87.8% |
| Successful Completers (A, B, C, S) | # 22 | 25 | 71 | 78 | 52 | 26 |
| | % 61.11% | 71% | 68.27% | 67% | 63.4% | 63.4% |

| EDUC1300 & SDEV0301 Face to Face | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
|----------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Enrollment | 578 | 312 | 676 | 328 | 622 | 257 |
| Completers (Retention) | # 562 | 275 | 617 | 316 | 574 | 231 |
| | % 97.23% | 88% | 91.27% | 96.3% | 92.3% | 89.9% |
| Completers (A, B, C's) | # 443 | 238 | 524 | 224 | 505 | 203 |
| | % 76.64% | 76% | 77.51% | 68.3% | 81.2% | 79.0% |

*Fall 2011:
EDUC1300/SDEV0301
Becomes Mandatory for
First-Time-In-College Students*

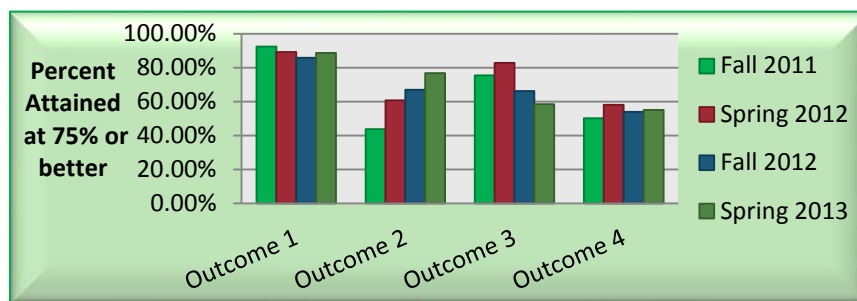


STUDENTS EARNING AN A, B, C OR S IN ACADEMIC FOUNDATIONS COURSES
TARGET: 70% WILL MAKE A “C” OR BETTER
(SUCCESS RATE % BASED ON OFFICIAL ENROLLMENT)

| Academic Foundations Developmental Educational Regular | | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
|--|---|-----------|-------------|-----------|-------------|-----------|-------------|
| Enrollment | # | 1115 | 1037 | 1393 | 1091 | 1124 | 864 |
| Completers (Retention) | # | 1038 | 961 | 1211 | 919 | 980 | 734 |
| Completers (A, B, C's) | % | 93.09% | 93% | 86.93% | 84% | 87.2% | 85% |
| | # | 655 | 604 | 855 | 605 | 649 | 520 |
| | % | 58.74% | 58% | 61.38% | 55% | 57.7% | 60.2% |

****NOTE: GRADING SCALE MOVED TO ABCF INSTEAD OF ABCDF IN SPRING 2012. C=75-80**

**DEVELOPMENTAL EDUCATION
PROGRAM LEARNING OUTCOMES***



**See appendix for student learning outcomes.*

Fall 2012: Outcomes 1 and 3 decreased from Fall 2011, while Outcomes 2 and 4 have increased. Outcomes 1, 3, and 4 have decreased from Spring 2012, while Outcome 2 increased. Outcomes 1 and 3 exceeded the target of 60% of student attainment of 75% or better per outcome.

Spring 2013: Outcomes 1 and 2 increased from Spring 2012, while Outcomes 3 and 4 decreased. Outcomes 1, 2, and 4 have increased from Fall 2012, while Outcome 3 decreased. Outcomes 1 and 2 exceeded the target of 60% and 70% of student attainment of 75% or better per outcome.

Trends for Outcome 1 and 4 have remained relatively stable from Fall 2011- Spring 2013. Most of the change has occurred for Outcome 2, with an upward trend from semester to semester. Although Outcome 3 increased from Fall 2011to Spring 2012, the overall trend was a downward slope.

**ACADEMIC
FOUNDATIONS
DEVELOPMENTAL
COURSEWORK
ENROLLMENT AND
ACHIEVEMENT
TRENDS**

The number of students enrolled in Academic Foundations Developmental Courses during the Fall 2012 & Spring 2013 semesters decreased from the previous Fall 2011 & Spring 2012 semesters. However, the percentage of students retained increased, as did the percentage of successful students in Spring 2013 courses.

Regardless of the increase, neither the Fall 2012 nor Spring 2013 success rates met the target of 70% of students making a “C” or better. Changes in developmental education implemented at the state level and now required of institutions beginning in the fall 2013 may help support student success in academic foundations courses in the future. For more information about these changes visit the THECB

**PERSISTENCE IN ACADEMIC FOUNDATIONS
STUDENTS ENROLLED FALL RETURNING NEXT SPRING**

| | White | | | African American | | | Hispanic | | | Other | | | Total | | | Disadvantaged | | |
|--------------------------|------------|-------------|-------|------------------|-------------|-------|------------|-------------|-------|------------|-------------|-------|------------|-------------|-------|---------------|-------------|-------|
| | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % |
| Fall 09- Spr. 10 | 274 | 179 | 65.3% | 62 | 42 | 67.7% | 331 | 239 | 72.2% | 12 | 8 | 66.7% | 679 | 468 | 68.9% | 414 | 304 | 73.4% |
| Fall 10- Spr. 11 | 384 | 269 | 70.1% | 61 | 44 | 72.1% | 375 | 272 | 72.5% | 16 | 13 | 81.3% | 836 | 598 | 71.5% | 466 | 355 | 76.2% |
| Fall 11- Spr. 12 | 404 | 293 | 72.5% | 80 | 55 | 68.8% | 353 | 238 | 67.4% | 32 | 24 | 75.0% | 869 | 610 | 70.2% | 497 | 358 | 72.0% |
| Fall 12- Spr. 13 | 267 | 203 | 76.0% | 73 | 51 | 69.9% | 387 | 258 | 66.7% | 39 | 24 | 61.5% | 766 | 536 | 70.0% | 382 | 264 | 69.1% |
| OVERALL AVERAGE | | | | | | | | | | | | | | | | 70.2% | | |
| 2009-2012 Average | | | | | | | | | | | | | | | | 70.2% | | |
| 2010-2013 Average | | | | | | | | | | | | | | | | 70.6% | | |

**FOUNDATIONS
ENROLLED FALL RETURNING NEXT FALL**

| | White | | | African American | | | Hispanic | | | Other | | | Total | | | Disadvantaged | | |
|--------------------------|------------|-------------|-------|------------------|-------------|-------|------------|-------------|-------|------------|-------------|-------|------------|-------------|-------|---------------|-------------|-------|
| | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % | # enrolled | # returning | % |
| Fall 09 | 274 | 112 | 40.9% | 62 | 23 | 37.1% | 331 | 149 | 45.0% | 12 | 6 | 50.0% | 679 | 290 | 42.7% | 414 | 168 | 40.6% |
| Fall 10 | 384 | 192 | 50.0% | 61 | 25 | 41.0% | 375 | 192 | 51.2% | 16 | 9 | 56.3% | 836 | 418 | 50.0% | 466 | 238 | 51.1% |
| Fall 11 | 404 | 196 | 48.5% | 80 | 32 | 40.0% | 353 | 171 | 48.4% | 32 | 14 | 43.8% | 869 | 413 | 47.5% | 497 | 237 | 47.7% |
| Fall 12 | 267 | 149 | 55.8% | 73 | 35 | 47.9% | 387 | 185 | 47.8% | 39 | 17 | 43.6% | 766 | 386 | 50.4% | 382 | 178 | 46.6% |
| OVERALL AVERAGE | | | | | | | | | | | | | | | | 47.6% | | |
| 2009-2012 Average | | | | | | | | | | | | | | | | 46.7% | | |
| 2010-2013 Average | | | | | | | | | | | | | | | | 49.3% | | |

Fall 2012-Spring 2013 persistence rates in Academic Foundation courses increased as enrollment decreased for the White & African American populations from the previous year. Persistent rates decreased as enrollment increased for the Hispanic & Other populations. Both enrollment and persistence fell for the Disadvantaged population.

Similar to the Fall to Spring persistence, the Fall to Fall 2012 persistence rates increased as enrollment decreased for the White & African American populations from Fall 2011. Likewise, persistent rates decreased as enrollment increased for Hispanic & Other populations, whereas both enrollment and persistence fell for the Disadvantaged population.

**FALL TO FALL GRADUATION, PERSISTENCE, AND SUCCESSFUL PROGRESS OF STUDENTS
(BY MAJOR) SUCCESSFUL PROGRESS=
GRADUATION, TRANSFER, OR PERSISTENCE (RETURN)**

| Certificate Majors | Successful Progress Rate | Cohort Size | # Graduated | Graduation Rate | # Returning | Persistence (Return) Rate | # Transfer | Transfer Rate |
|---------------------|--------------------------|-------------|-------------|-----------------|-------------|---------------------------|------------|---------------|
| FALL 10- FALL 11 | 71.80% | 326 | 146 | 44.80% | 71 | 21.80% | 17 | 5.20% |
| FALL 11- FALL 12 | 59.80% | 396 | 96 | 24.20% | 131 | 33.10% | 10 | 2.50% |
| FALL 12- FALL 13 | 64.00% | 458 | 147 | 32.10% | 135 | 29.50% | 11 | 2.40% |
| 3 YEAR AVERAGE | 65.20% | | | 33.70% | | 28.10% | | 3.40% |
| TARGET | 83.00% | | | | | | | |

| AAS Majors | Successful Progress Rate | Cohort Size | # Graduated | Graduation Rate | # Returning | Persistence (Return) Rate | # Transfer | Transfer Rate |
|---------------------|--------------------------|-------------|-------------|-----------------|-------------|---------------------------|------------|---------------|
| FALL 10- FALL 11 | 76.7% | 1,418 | 275 | 19.4% | 709 | 50.0% | 103 | 7.3% |
| FALL 11- FALL 12 | 69.6% | 1,599 | 247 | 15.4% | 797 | 49.8% | 69 | 4.3% |
| FALL 12- FALL 13 | 69.7% | 1,470 | 218 | 14.8% | 737 | 50.1% | 69 | 4.7% |
| 3 YEAR AVERAGE | 72.0% | | | 16.6% | | 50.0% | | 5.40% |
| TARGET | 83.00% | | | | | | | |

| AA and AS Majors | Successful Progress Rate | Cohort Size | # Graduated | Graduation Rate | # Returning | Persistence (Return) Rate | # Transfer | Transfer Rate |
|---------------------|--------------------------|-------------|-------------|-----------------|-------------|---------------------------|------------|---------------|
| FALL 10- FALL 11 | 71.6% | 2,595 | 130 | 5.0% | 1,127 | 43.4% | 601 | 23.2% |
| FALL 11- FALL 12 | 65.1% | 2,580 | 96 | 3.7% | 1,173 | 45.5% | 410 | 15.9% |
| FALL 12- FALL 13 | 69.4% | 2,532 | 104 | 4.1% | 1,200 | 47.4% | 452 | 17.9% |
| 3 YEAR AVERAGE | 68.70% | | | 4.3% | | 45.4% | | 19.0% |
| TARGET | 80.00% | | | | | | | |

Successful progress rates increased from the previous year for Certificate, AAS, AA & AS majors. The Fall 2012 to Fall 2013 graduation rates increased from the previous year for Certificate, AA & AS majors; but decreased for AAS majors. The Fall 2012 to Fall 2013 persistence rates decreased from the previous year for Certificate majors, but increased slightly for AAS, AA & AS majors. The Fall 2012 to Fall 2013 transfer rates decreased from the previous year for Certificate majors, and increased for AAS, AA & AS majors.

With the exception of persistence rates, Fall 2012 to Fall 2013 successful progress rates, graduation rates, and transfer rates were lower for all majors than the rates from Fall 2010 to Fall 2011. Furthermore for all majors, successful progress rates for neither the 3 year averages nor the individual Fall to Fall years reached the target rates.

**ASSOCIATE OF ARTS &
ASSOCIATE OF SCIENCE DEGREE PROGRAMS:
PERCENTAGE OF STUDENTS EARNING A "C" OR BETTER IN COURSES
TARGET: 70% OR MORE OF STUDENTS TO EARN A C OR BETTER.**

**ASSOCIATE OF ARTS
AND ASSOCIATE OF
SCIENCE DEGREE
PROGRAMS
ENROLLMENT AND
ACHIEVEMENT TRENDS**

Fall 2012 & Spring 2013

Arts/Hum/Social Sciences:

Online—enrollment increased in fall & spring, retention rate decreased in fall, and success decreased rate in fall & spring from the previous year. ITV Offsite—enrollment and retention rate increased in fall & decreased in spring, while success rate increased in fall & spring from the previous year. ITV On-Campus—enrollment decreased in fall & spring, while retention and success rates decreased in fall & increased in spring from the previous year.

Science/Math:

Online—enrollment decreased in fall & spring, retention rate increased in fall & spring, and success rate increased in fall & decreased in spring from the previous year. ITV Offsite—enrollment increased in fall & decreased in spring, and retention and success rates decreased in fall & increased in spring from the previous year. ITV On-Campus— enrollment increased in fall & decreased in spring, retention rate increased in fall & spring, and success rate decreased in fall & increased in spring from the previous year.

| Academic Courses-Online | | | Fall 2010 | Spr. 2011 | Fall 2011 | Spr. 2012 | Fall 2012 | Spr. 2013 |
|---|-------------|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Enrollment | Arts/Hum/SS | # | 1121 | 1035 | 1229 | 1110 | 1332 | 1340 |
| | Sci/Math | # | 563 | 493 | 559 | 616 | 504 | 443 |
| Completers (Retention) | Arts/Hum/SS | # | 997 | 898 | 1078 | 929 | 1073 | 1125 |
| | | % | 88.90% | 86.76% | 87.70% | 84% | 80.6% | 84.0% |
| | Sci/Math | # | 473 | 406 | 454 | 486 | 416 | 352 |
| | | % | 84.00% | 82% | 81.20% | 79% | 85.5% | 79.5% |
| Completers (A, B, C's) | Arts/Hum/SS | # | 717 | 642 | 806 | 701 | 770 | 828 |
| | | % | 64.00% | 62.03% | 65.60% | 63% | 57.8% | 61.8% |
| Completers (A, B, C's) | Sci/Math | # | 302 | 260 | 293 | 322 | 272 | 222 |
| | | % | 53.60% | 53% | 52.40% | 52% | 54.0% | 50.1% |
| Academic Courses-Distance (ITV Offsite) | | | Fall 2010 | Spr. 2011 | Fall 2011 | Spr. 2012 | Fall 2012 | Spr. 2013 |
| Enrollment | Arts/Hum/SS | # | 449 | 448 | 477 | 467 | 523 | 445 |
| | Sci/Math | # | 101 | 77 | 47 | 27 | 52 | 22 |
| Completers (Retention) | Arts/Hum/SS | # | 430 | 423 | 453 | 440 | 500 | 401 |
| | | % | 95.80% | 94.42% | 95.00% | 94% | 95.6% | 90.1% |
| | Sci/Math | # | 90 | 72 | 43 | 22 | 46 | 19 |
| | | % | 89.10% | 94% | 91.50% | 81% | 88.5% | 86.4% |
| Completers (A, B, C's) | Arts/Hum/SS | # | 360 | 334 | 375 | 345 | 435 | 337 |
| | | % | 80.20% | 74.55% | 78.60% | 74% | 83.2% | 75.7% |
| Completers (A, B, C's) | Sci/Math | # | 86 | 61 | 35 | 18 | 30 | 16 |
| | | % | 85.10% | 79% | 74.50% | 67% | 57.7% | 72.7% |
| Academic Courses-ITV On-Campus* | | | Fall 2010 | Spr. 2011 | Fall 2011 | Spr. 2012 | Fall 2012 | Spr. 2013 |
| Enrollment | Arts/Hum/SS | # | 523 | 541 | 598 | 594 | 485 | 369 |
| | Sci/Math | # | 146 | 73 | 73 | 74 | 104 | 54 |
| Completers (Retention) | Arts/Hum/SS | # | 492 | 486 | 557 | 538 | 445 | 339 |
| | | % | 94.10% | 89.83% | 93.10% | 91% | 91.8% | 91.9% |
| | Sci/Math | # | 125 | 62 | 59 | 55 | 92 | 43 |
| | | % | 85.60% | 85% | 80.80% | 74% | 88.5% | 79.6% |
| Completers (A, B, C's) | Arts/Hum/SS | # | 346 | 322 | 418 | 396 | 307 | 261 |
| | | % | 66.20% | 59.52% | 69.90% | 67% | 63.3% | 70.7% |
| Completers (A, B, C's) | Sci/Math | # | 81 | 44 | 51 | 34 | 65 | 33 |
| | | % | 55.50% | 60% | 69.90% | 46% | 62.5% | 61.1% |

**ASSOCIATE OF ARTS & ASSOCIATE OF SCIENCE
DEGREE PROGRAM ACADEMIC COURSES:
PERCENTAGE OF STUDENTS EARNING A “C” OR BETTER IN COURSES
TARGET: 70% OR MORE OF STUDENTS TO EARN A C OR BETTER.**

| Academic courses-Regular | | | Fall 2010 | Spr. 2011 | Fall 2011 | Spr. 2012 | Fall 2012 | Spr. 2013 |
|-----------------------------------|-------------|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Enrollment | Arts/Hum/SS | # | 2756 | 2569 | 2649 | 2394 | 2479 | 2412 |
| | Sci/Math | # | 1845 | 1857 | 1888 | 1862 | 1893 | 1797 |
| Completers (Retention) | Arts/Hum/SS | # | 2498 | 2327 | 2381 | 2127 | 2189 | 2172 |
| | | % | 90.60% | 90.58% | 89.90% | 89% | 88.3% | 90% |
| | Sci/Math | # | 1646 | 1657 | 1687 | 1622 | 1665 | 1567 |
| | | % | 89.20% | 89% | 89.40% | 87% | 88% | 87.2% |
| Completers (A, B, C's) | Arts/Hum/SS | # | 1862 | 1736 | 1826 | 1650 | 1660 | 1675 |
| | | % | 67.60% | 67.57% | 68.90% | 69% | 67% | 69.4% |
| Completers (A, B, C's) | Sci/Math | # | 1192 | 1287 | 1292 | 1287 | 1318 | 1196 |
| | | % | 64.60% | 69% | 68.40% | 69% | 69.6% | 66.6% |

**ASSOCIATE OF ARTS
AND ASSOCIATE OF
SCIENCE DEGREE
PROGRAM ACADEMIC
COURSES
ENROLLMENT AND
ACHIEVEMENT
TRENDS**

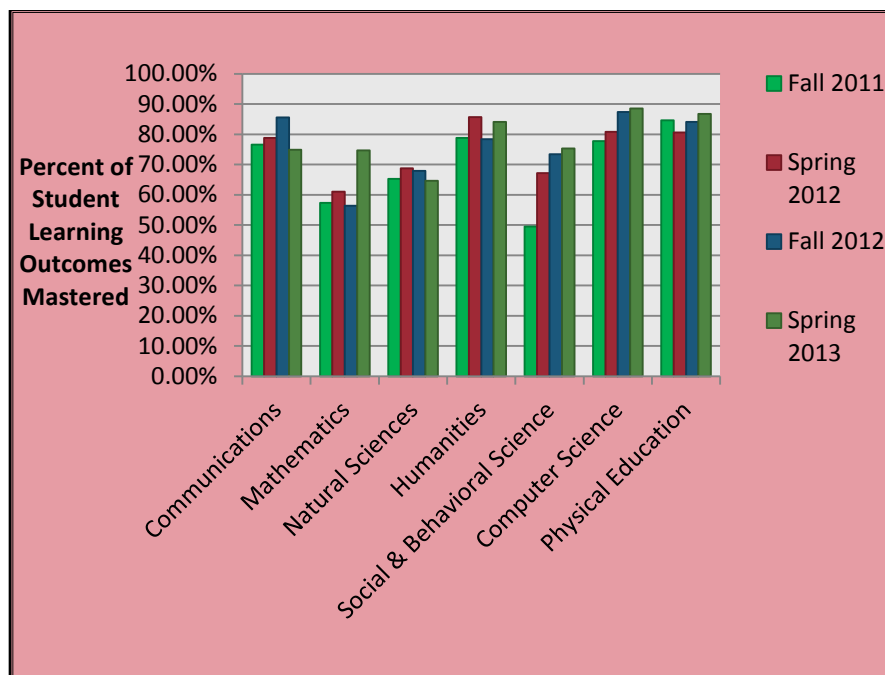
Arts/Hum/SS:

The Fall 2012 enrollment, retention rate, and the success rate of completers decreased from Fall 2011. The Spring 2013 enrollment, retention rate, and the success rate of completers slightly increased from Spring 2012.

Sci/Math:

The Fall 2012 enrollment and the success rate of completers increased while the retention rate decreased from Fall 2011. The Spring 2013 enrollment and success rate of completers decreased while the retention rate increased from Spring 2012.

**ASSOCIATE OF ARTS AND SCIENCES DEGREE
PROGRAM LEARNING OUTCOMES***



*See appendix for student learning outcomes

CAREER, HEALTH AND TECHNICAL PROGRAMS
PERCENTAGE OF STUDENTS EARNING A “C “OR BETTER IN COURSES
TARGET: 90% OR MORE OF STUDENTS TO EARN A C OR BETTER

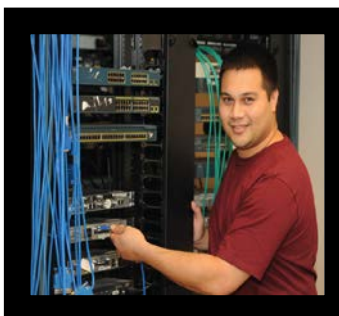
**CAREER, HEALTH AND
TECHNICAL
PROFESSIONS**

**Spring 2013 Divisions
Combined:**

Only the regular courses yielded a student success rate meeting the 90% target. Distance Learning courses yielded the highest retention rate but did not meet the 90% target success rate. ITV courses yielded the lowest retention and success rates of completers.

Fall 2012 Career and Technical:

The retention and success rates for regular courses remained relatively consistent from Fall 2011, while Online, Distance Learning ITV in house, and Distance Learning ITV offsite courses yielded noticeable increases in the retention and success rates of completers.

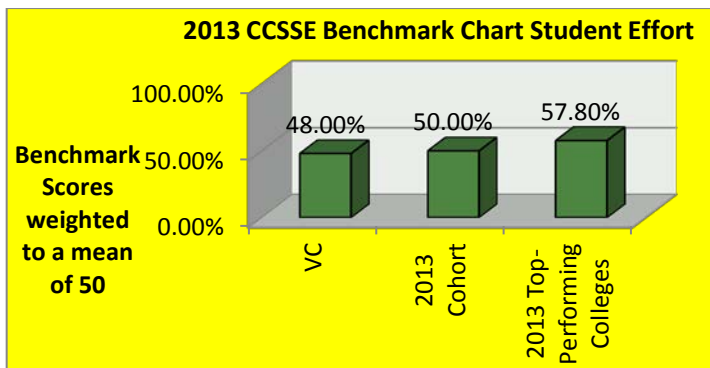


| Career, Health and Technical Professions Spring 2013 Divisions Combined | | Spring 2013 Regular | Spring 2013 Online | Spring 2013 Distance Learning | Spring 2013 ITV |
|---|---|---------------------|--------------------|-------------------------------|-----------------|
| Enrollment | | 2,614 | 820 | 8 | 16 |
| Completers (Retention) | # | 2,507 | 745 | 8 | 14 |
| | % | 95.9% | 90.9% | 100.0% | 87.5% |
| Completers (A, B, C's) | # | 2,379 | 627 | 7 | 9 |
| | % | 91.0% | 76.5% | 87.5% | 56.3% |
| Career and Technical Regular | | Fall 2010 | Spr. 2011 | Fall 2011 | Spr. 2012 |
| Enrollment | | 1,176 | 1,179 | 1,453 | 1,301 |
| Completers (Retention) | # | 1,125 | 1,127 | 1,341 | 1,212 |
| | % | 95.7% | 95.6% | 92.3% | 93.2% |
| Completers (A, B, C's) | # | 921 | 969 | 1,135 | 1,031 |
| | % | 78.3% | 82.2% | 78.1% | 79.2% |
| Career and Technical Distance Learning ITV in house | | | | | |
| Enrollment | | 18 | 16 | 23 | 38 |
| Completers (Retention) | # | 17 | 13 | 21 | 28 |
| | % | 94.4% | 81.3% | 91.3% | 73.7% |
| Completers (A, B, C's) | # | 12 | 8 | 15 | 26 |
| | % | 66.7% | 50.0% | 65.2% | 68.4% |
| Career and Technical Online | | | | | |
| Enrollment | | 678 | 704 | 630 | 674 |
| Completers (Retention) | # | 636 | 632 | 551 | 580 |
| | % | 93.8% | 89.8% | 87.5% | 86.1% |
| Completers (A, B, C's) | # | 472 | 468 | 440 | 455 |
| | % | 69.6% | 66.5% | 69.8% | 67.5% |
| Career and Technical Distance Learning ITV offsite | | | | | |
| Enrollment | | 4 | 9 | 6 | 14 |
| Completers (Retention) | # | 3 | 7 | 6 | 10 |
| | % | 75.0% | 77.8% | 100% | 71.4% |
| Completers (A, B, C's) | # | 2 | 3 | 4 | 8 |
| | % | 50.0% | 33.3% | 66.7% | 57.1% |

CAREER, HEALTH AND TECHNICAL PROGRAMS
PERCENTAGE OF STUDENTS EARNING A “C “OR BETTER IN COURSES
TARGET: 90% OR MORE OF STUDENTS TO EARN A C OR BETTER

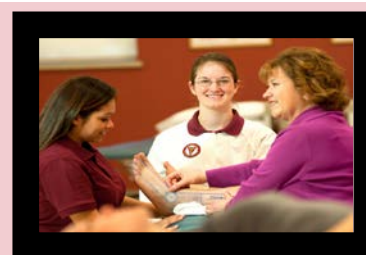
| | Fall 2010 | Spr. 2011 | Fall 2011 | Spr. 2012 | Fall 2012 |
|--|-----------|-----------|-----------|-----------|-----------|
| Allied Health Online | | | | | |
| Enrollment | 189 | 198 | 208 | 179 | 189 |
| Completers | # 186 | 195 | 195 | 172 | 176 |
| (Retention) | % 98.4% | 98.5% | 93.8% | 96.1% | 93.1% |
| Completers | # 176 | 185 | 180 | 148 | 173 |
| (A, B, C's) | % 93.1% | 93.4% | 86.5% | 82.7% | 91.5% |
| Allied Health ITV Offsite | | | | | |
| Enrollment | 10 | - | - | - | - |
| Completers | # 10 | - | - | - | - |
| (Retention) | % 100% | - | - | - | - |
| Completers | # 9 | - | - | - | - |
| (A, B, C's) | % 90.0% | - | - | - | - |
| Allied Health Distance Learning On-Campus | | | | | |
| Enrollment | 65 | - | - | - | - |
| Completers | # 65 | - | - | - | - |
| (Retention) | % 100% | - | - | - | - |
| Completers | # 63 | - | - | - | - |
| (A, B, C's) | % 96.92% | - | - | - | - |
| Allied Health Regular | | | | | |
| Enrollment | 1,419 | 1,426 | 1,454 | 1401 | 1,369 |
| Completers | # 1,381 | 1,384 | 1,369 | 1370 | 1,285 |
| (Retention) | % 97.3% | 97.1% | 94.2% | 98% | 93.9% |
| Completers | # 1,344 | 1,350 | 1,313 | 1,289 | 1,250 |
| (A, B, C's) | % 94.7% | 94.7% | 90.3% | 92.0% | 91.3% |

2013 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT



CAREER, HEALTH AND TECHNICAL PROFESSIONS

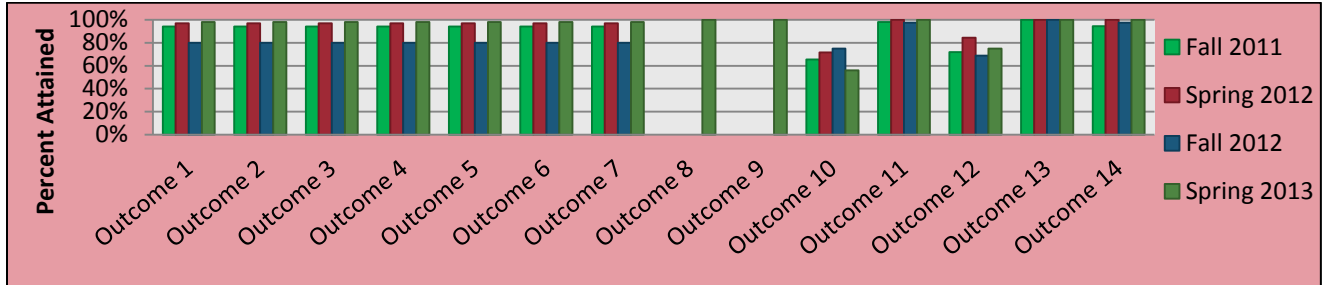
Fall 2012 enrollment and retention rates decreased, while the success rates increased from the Fall 2011 semester for both the Online and the Regular Allied Health courses. Furthermore, the Fall 2012 retention and success rates are lower than during Fall 2010. Enrollment in Online courses was the same in Fall 2012 as in Fall 2011, while the enrollment for Regular courses decreased.



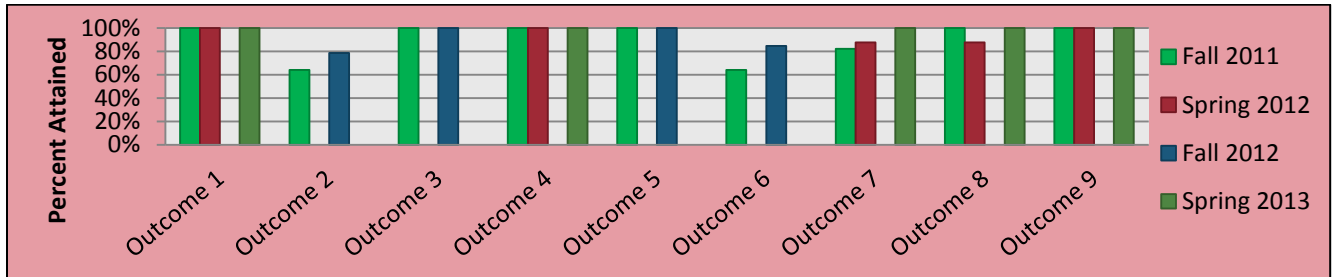
Victoria College fell below the 2013 CCSSE benchmarks established by the 2013 CCSSE cohort by 2 % points and 2013 CCSSE top performing colleges by 9.8% for student effort. According to CCSSE: *“Students’ behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. “Time on task” is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. Eight survey items that indicate how frequently students engage in a number of activities important to their learning and success are associated with this benchmark.”*

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

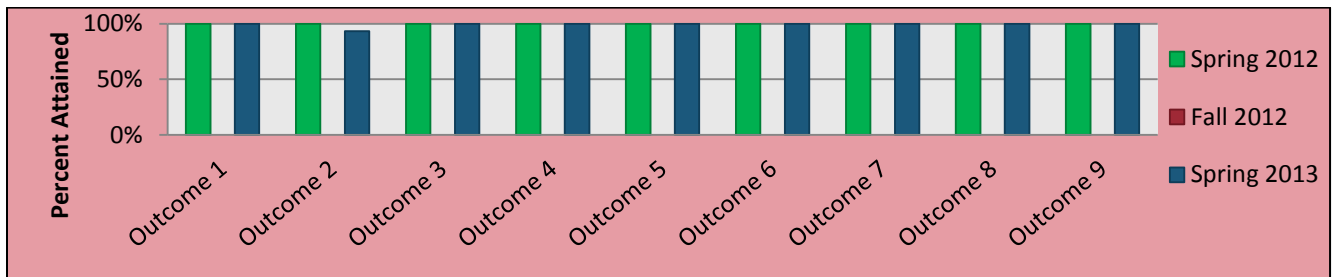
ASSOCIATE DEGREE NURSING*



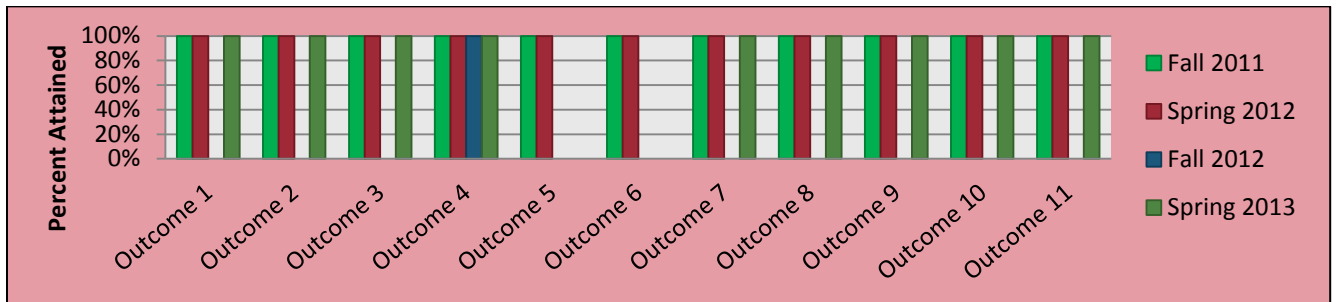
MEDICAL LAB TECHNOLOGIES AAS *



PHYSICAL THERAPY ASSISTANT AAS DEGREE (NEW PROGRAM)*



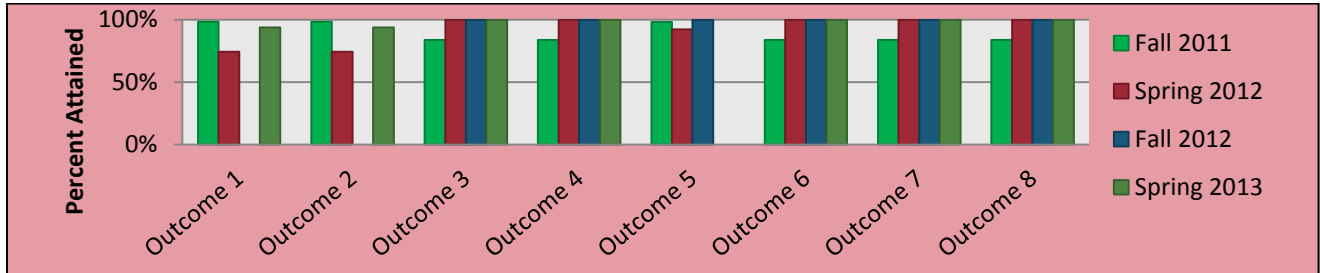
RESPIRATORY CARE AAS DEGREE*



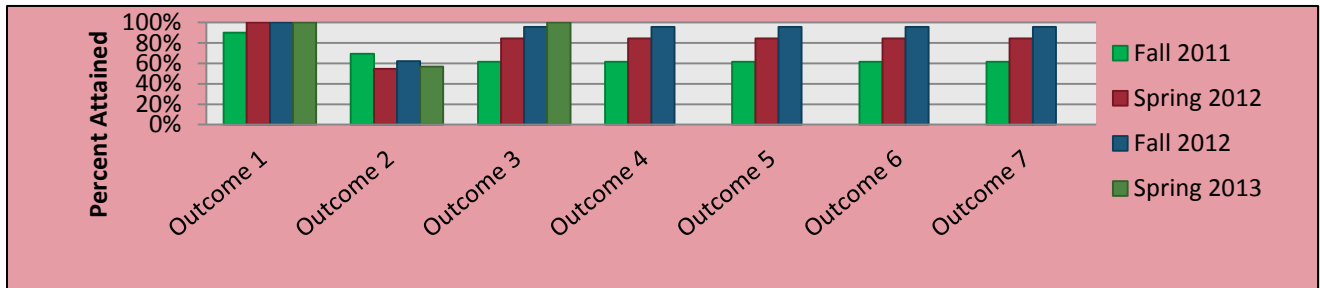
*SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

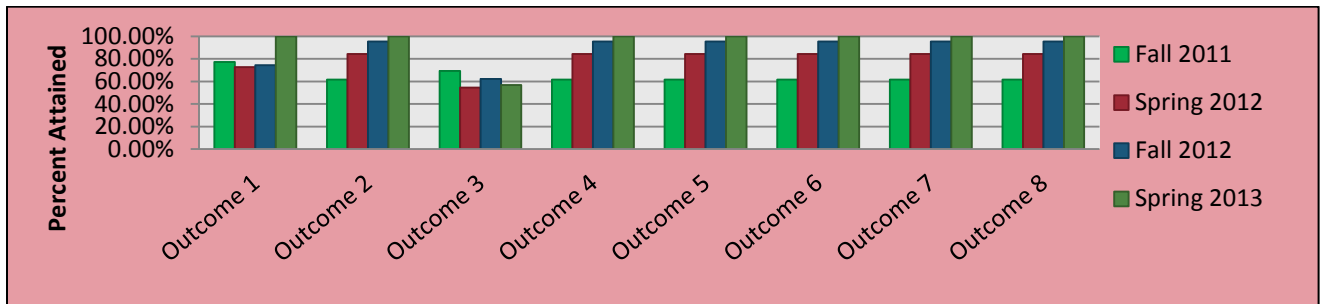
VOCATIONAL NURSING CERTIFICATE*



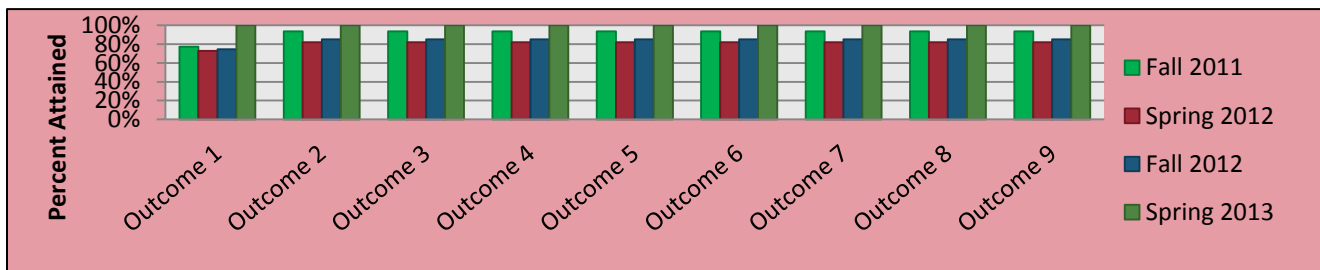
BUSINESS MANAGEMENT AAS DEGREE*



BUSINESS MANAGEMENT CERTIFICATE*



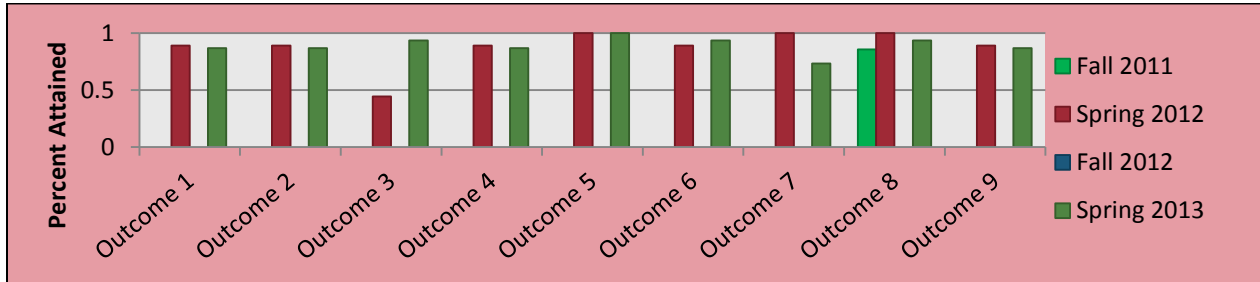
BUSINESS MANAGEMENT SKILLS CERTIFICATE*



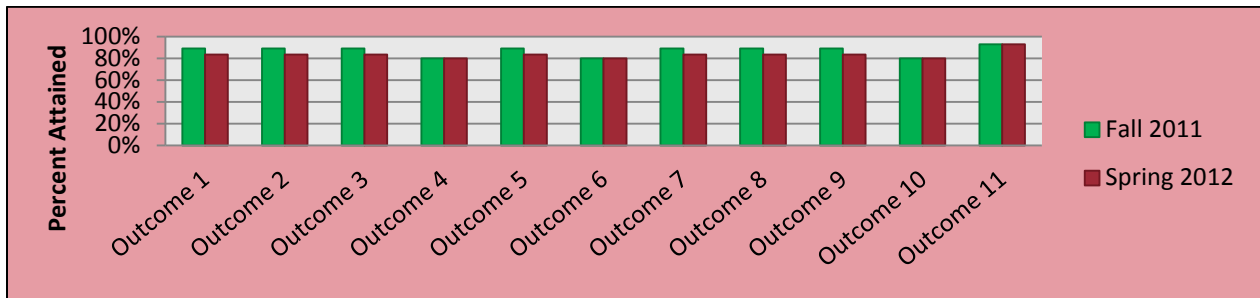
*SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

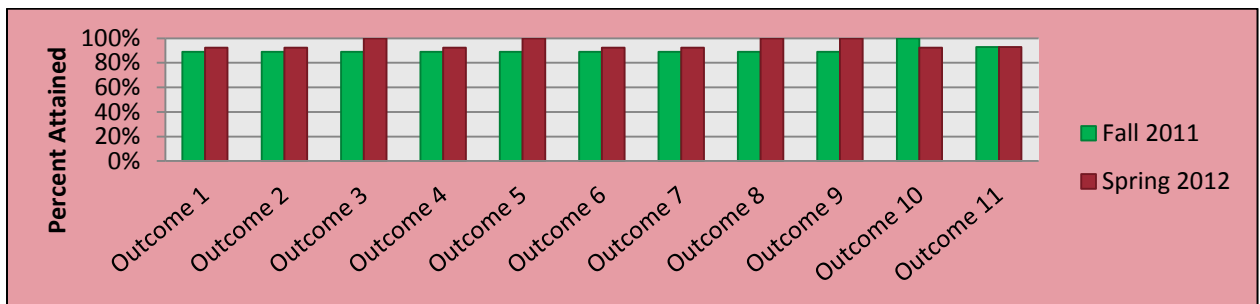
PERSONAL COMPUTER AND LOCAL AREAS NETWORK TECHNICIAN CERTIFICATE



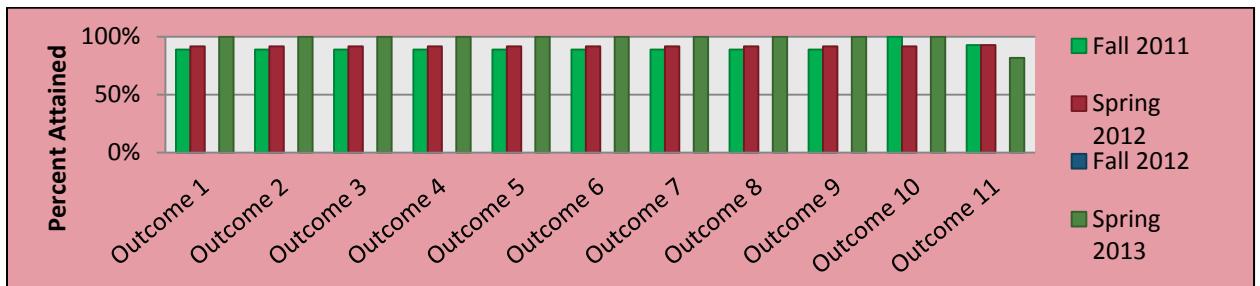
EMS AAS DEGREE*



EMS INTERMEDIATE CERTIFICATION*



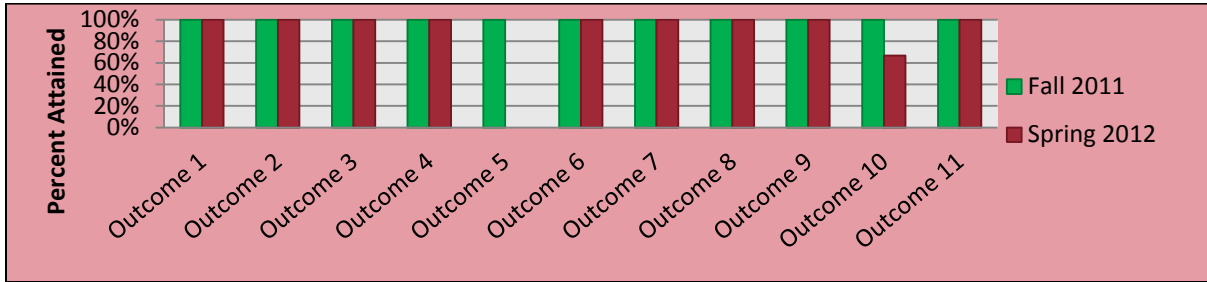
EMS PARAMEDIC CERTIFICATION*



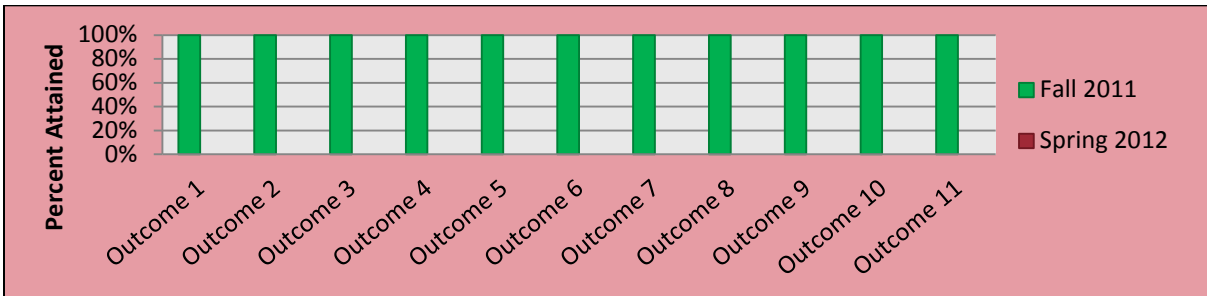
*SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

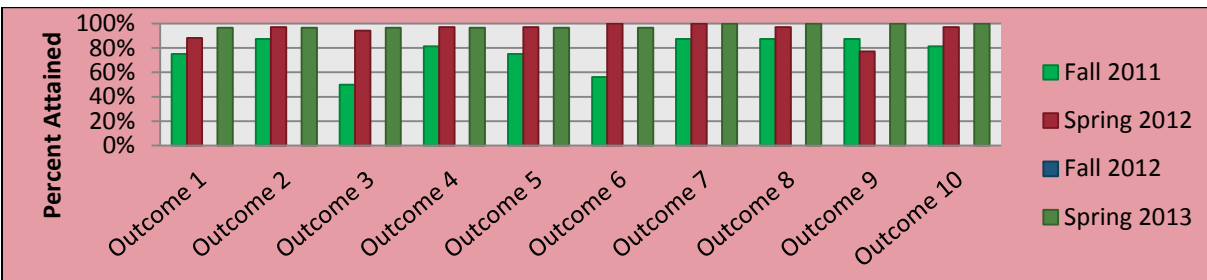
ELECTRONICS TECHNOLOGY AAS DEGREE*



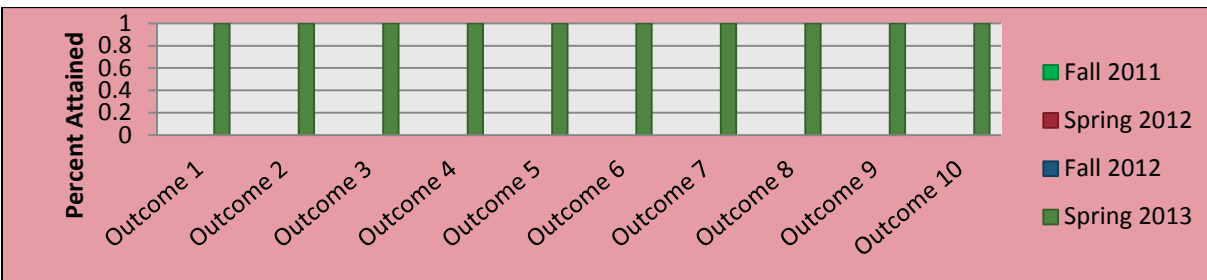
ELECTRONICS TECHNOLOGY CERTIFICATE*



INSTRUMENTATION AAS DEGREE*



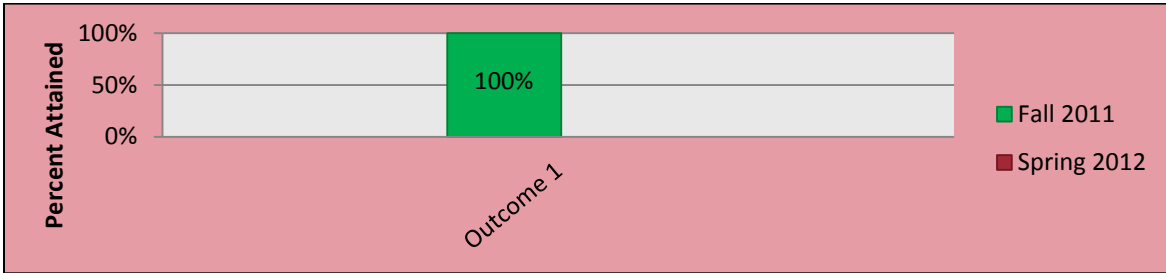
INSTRUMENTATION CERTIFICATE*



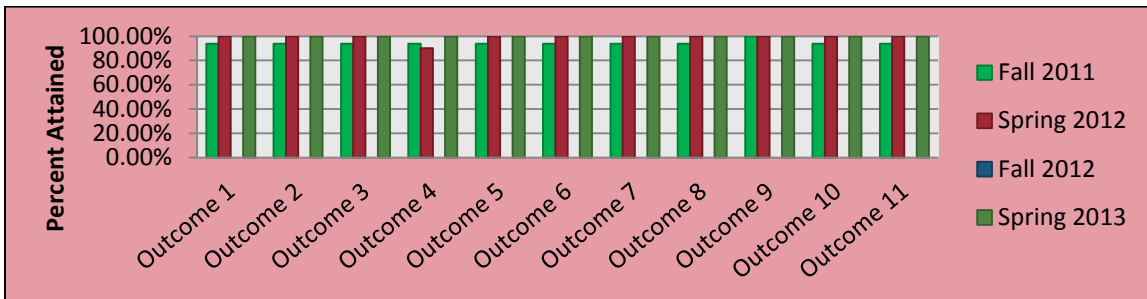
*SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

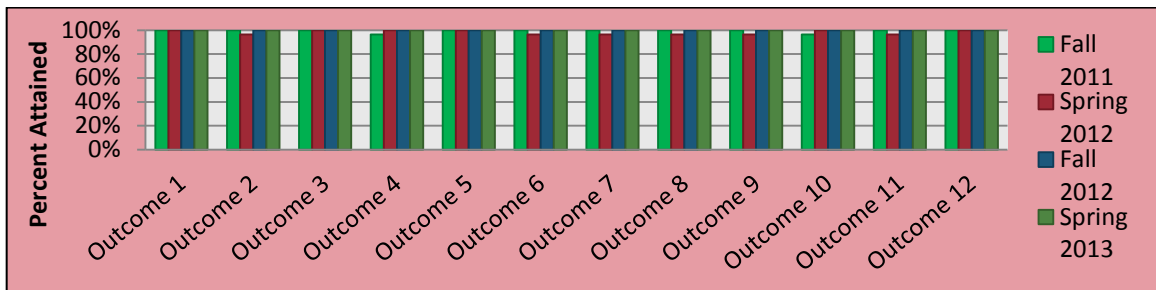
INSTRUMENTATION ENHANCED SKILL CERTIFICATE *



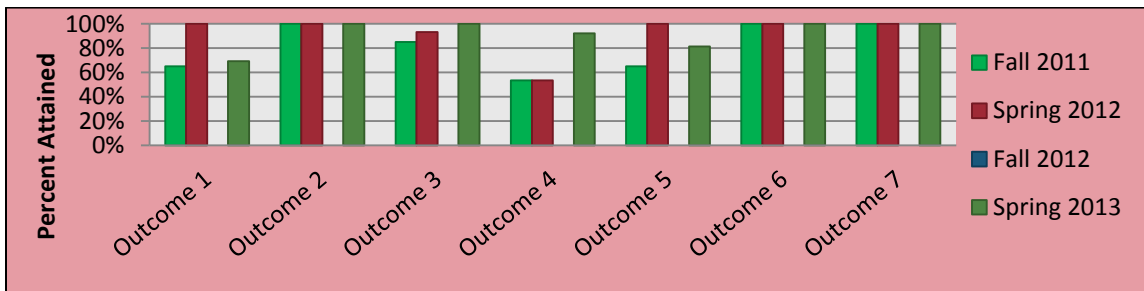
FIREFIGHTING CERTIFICATE*



POLICE ACADEMY CE CERTIFICATE*



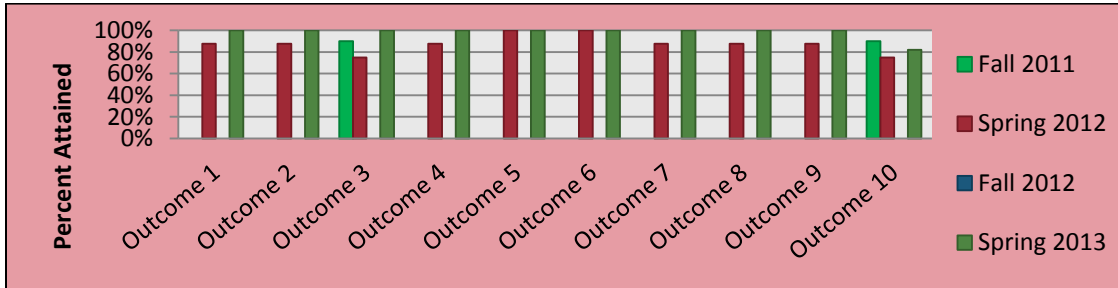
PROCESS TECHNOLOGY AAS*



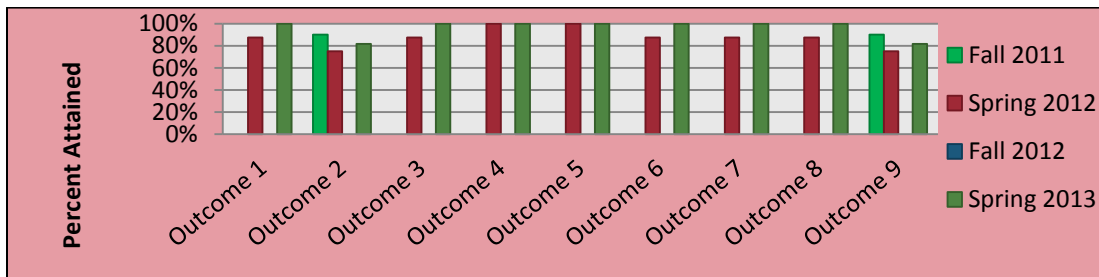
*SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

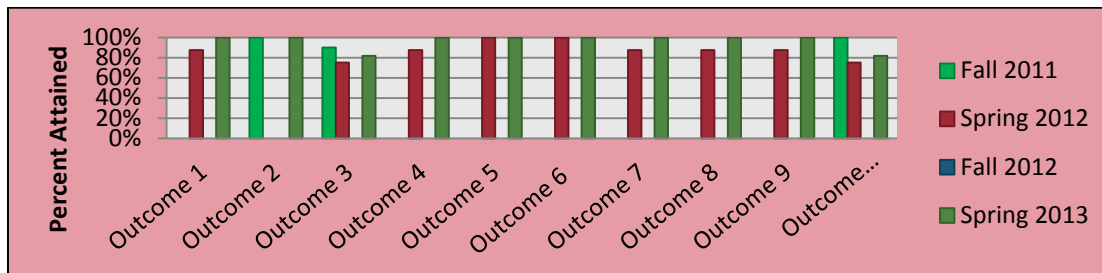
PROFESSIONAL OFFICE TECHNOLOGY-ACCOUNTING SPECIALIZATION AAS DEGREE*



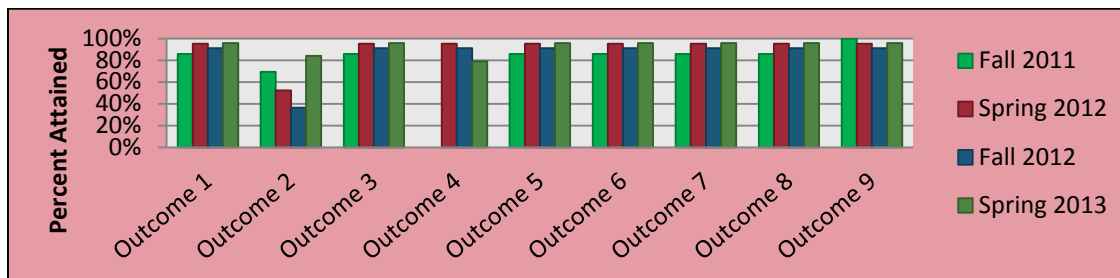
ADMINISTRATIVE ASSISTANT SPECIALIZATION AAS DEGREE*



MEDICAL OFFICE SPECIALIZATION AAS DEGREE*



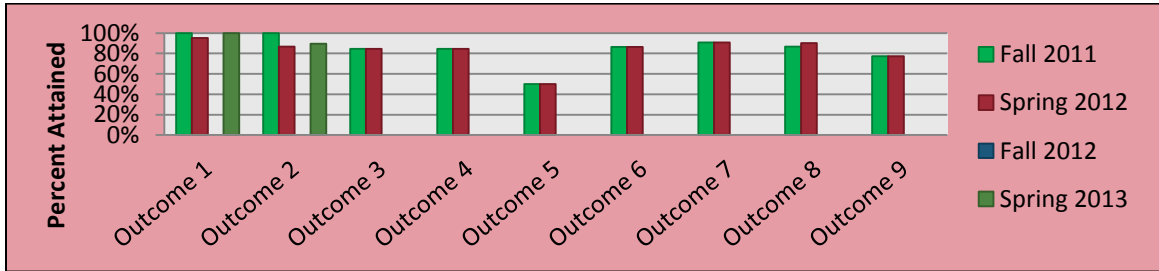
PROFESSIONAL OFFICE TECHNOLOGY CERTIFICATE*



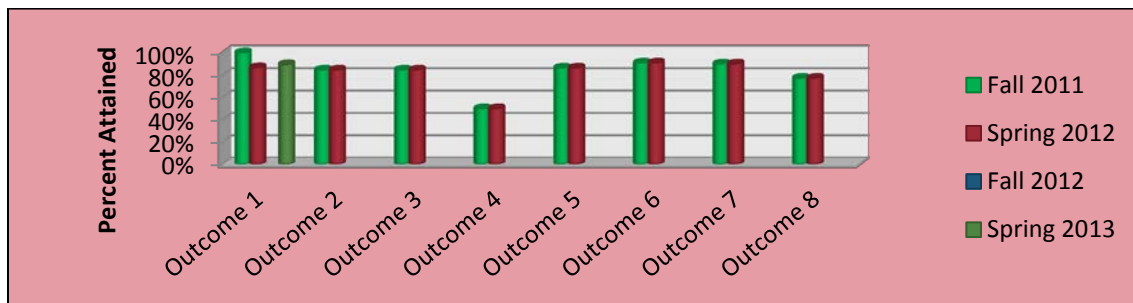
*SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES

**CAREER AND TECHNOLOGY PROFESSIONS
PROGRAM LEARNING OUTCOMES**

ADVANCED WELDING CERTIFICATE*



BASIC WELDING CERTIFICATE*

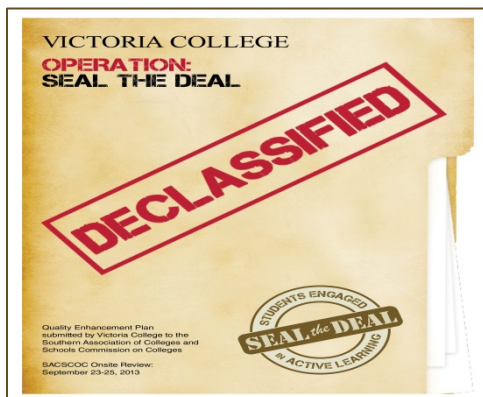
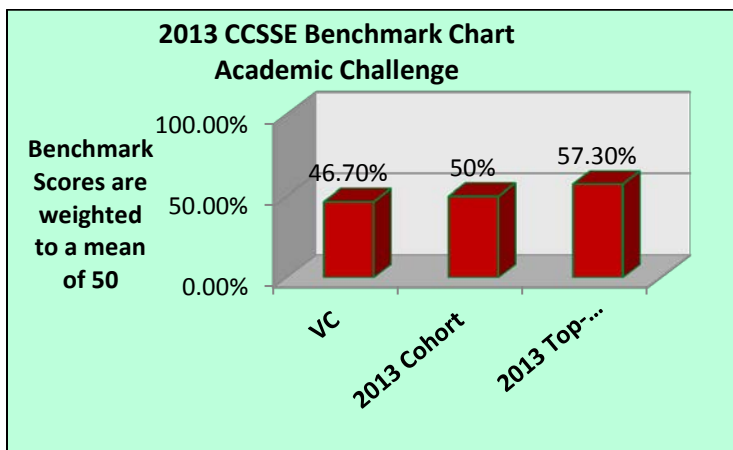


**SEE APPENDIX FOR PROGRAM LEARNING OUTCOMES*

Overall, the majority of Career and Technology Professions program learning outcomes for Fall 2012 & Spring 2013 were achieved. Across the Instrumentation AAS Degree, the Instrumentation Enhanced Skill Certificate, the Firefighting Certificate program, the Police Academy CE Certificate, the Welding programs, the Medical Laboratory Technology AAS Degree program, the Physical Therapist Assistant AAS Degree program, the Respiratory Care AAS Degree program, and the Vocational nursing Certificate program—100% of program learning outcomes were achieved. Amongst the Professional Office Technology programs, 97.87% of learning outcomes were achieved. Furthermore, 90.91% of program learning outcomes were both achieved amongst the Business Management programs and for the Emergency Medical Services Paramedic Certificate. Additionally, the Process Technology AAS Degree program achieved 75% of program learning outcomes, while the Associate Degree Nursing AAS Degree program achieved 73.10% of program learning outcomes.

CHALLENGING OUR STUDENTS

2013 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)



In the spring 2013 Victoria College students participated in the CCSSE. Victoria College performed lower than the peer benchmark by 3.3% and the 2013 top performing colleges benchmark by 10.6% on the Academic Challenge scale.

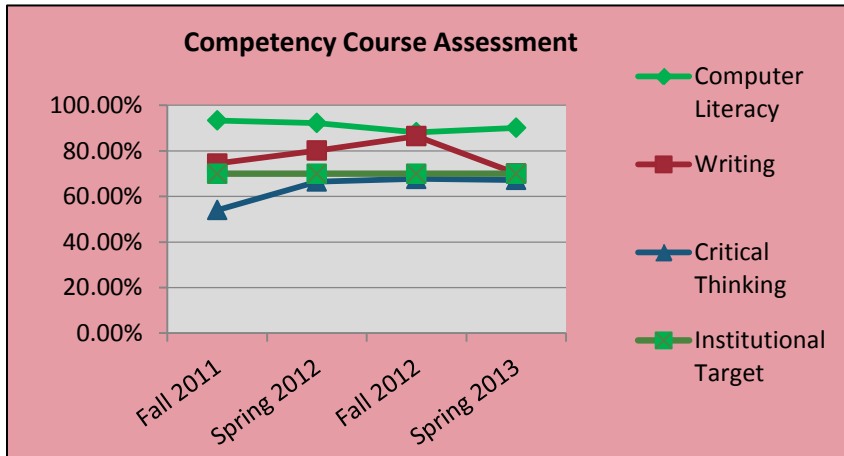
According to CCSSE:

“Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.”

In 2012-2013, Victoria College developed a Quality Enhancement Plan called Operation Seal the Deal. This plan will be implemented in fall 2014. The plan will focus on incorporating active learning strategies into the classroom to improve students' critical thinking skills. Professional development for this plan will be facilitated through the Betsy Wright Center for Academic & Professional Excellence.

From: www.victoriacollege.edu

Competency Assessment



COMPETENCY ASSESSMENT

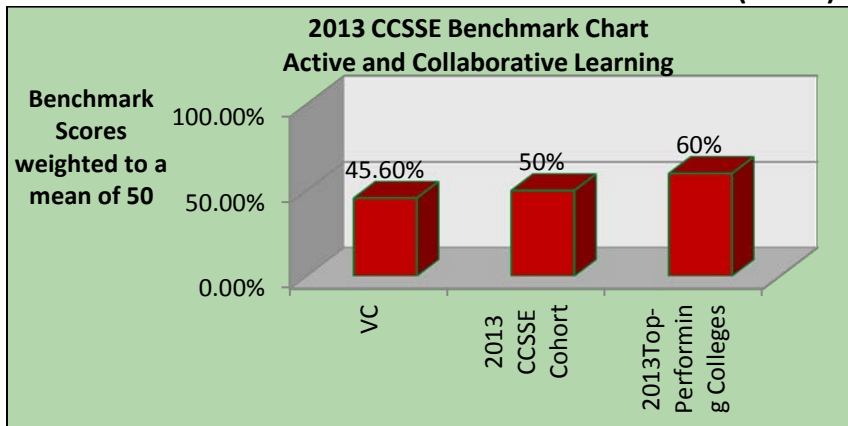
Competency Course Assessment trends of **Writing** and **Critical Thinking** scores increased from Fall 2011 to Spring 2012 to Fall 2012 with critical thinking falling short of institutional targets every semester. Assessment trends in computer literacy remain well above institutional targets. Analysis of results from the fall administration of the ETS Proficiency Profile confirm that students are performing below proficiency levels significantly in critical thinking & quantitative analysis (mathematics).

| ETS® Proficiency Profile | | | |
|--------------------------|----------------------------|----------|----------------|
| Skill Dimension | Proficiency Classification | | |
| | Proficient | Marginal | Not Proficient |
| Reading, Level 1 | 61% | 16% | 22% |
| Reading, Level 2 | 29% | 23% | 49% |
| Critical Thinking | 4% | 17% | 79% |
| Writing, Level 1 | 59% | 29% | 13% |
| Writing, Level 2 | 17% | 34% | 49% |
| Writing, Level 3 | 5% | 23% | 72% |
| Mathematics, Level 1 | 44% | 31% | 25% |
| Mathematics, Level 2 | 22% | 20% | 58% |
| Mathematics, Level 3 | 6% | 12% | 82% |

In the spring 2013 VC students participated in the CCSSE. Students performed lower than the peer benchmark by 4.4% and the 2013 top performing colleges benchmark by 14.4% on the Active and Collaborative Learning scale. **According to CCSSE:**

“Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.”

2013 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)



**DEGREES &
CERTIFICATES AWARDED**

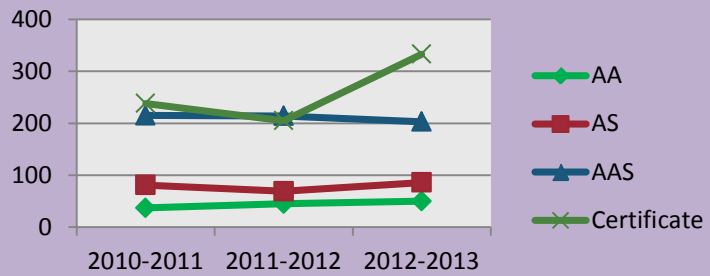
The number of Victoria College students who graduated during the 2012-2013 academic year with a certificate increased from both the 2011-2012 & 2010-2011 academic years. The slopes of the number of students graduating with AA, AS, and AAS degrees remained relatively shallow, illustrating only slight changes from one year to the next.

The majority of students continue to graduate with AAS or certificate degrees rather than AA or AS degrees.

The number of students graduating with an AAS or a certificate degree was relatively similar between the 2010-2011 and 2011-2012 years. During the 2012-2013 year, however, the number of students graduating with a certificate dramatically increased compared to number of students graduating with an AAS degree.

More students continue to graduate with an AS degree than an AA degree.

Victoria College Graduates



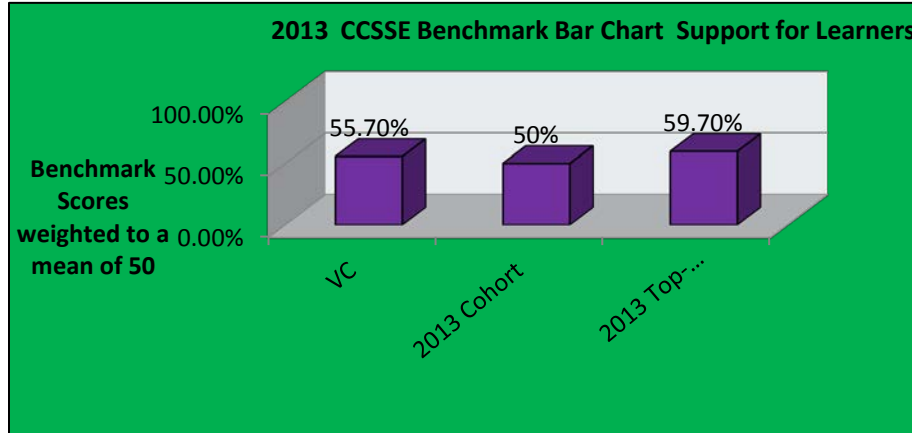
2012-2013 GRADUATION



Pictures from: www.victoriacollege.edu

MEETING OUR STUDENTS' NEEDS WITH STUDENT SERVICES

2013 Community College
Survey of Student Services (CCSSE)



STUDENT SERVICES

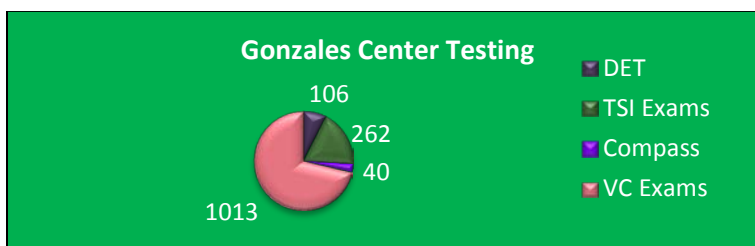
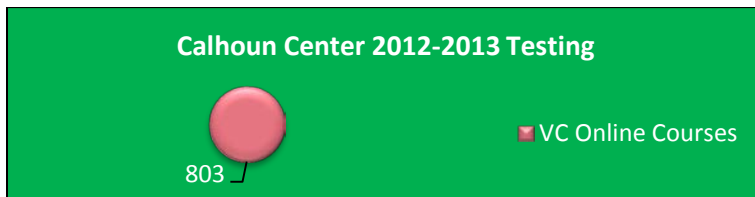
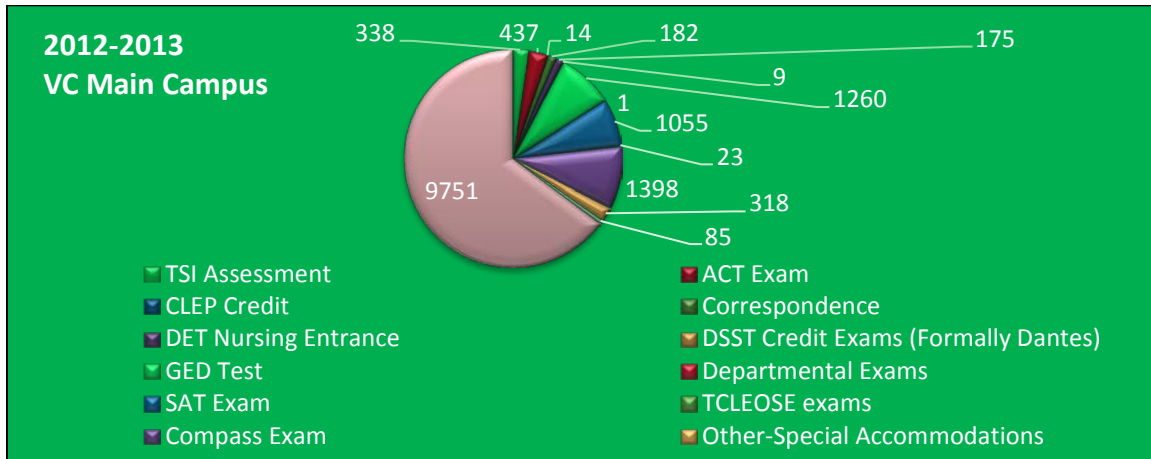
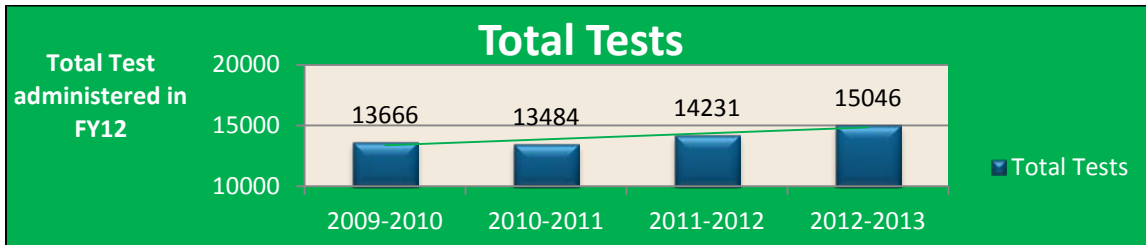
From CCSSE: *“Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention. There are seven survey items that contribute to this benchmark.”*

Comparisons of the 2013 CCSSE benchmark scores for “support of learners” among Victoria College, the 2013 Cohort, and the Top-Performing peer institutions of 2013 indicate that ***Victoria College has performed well above the 2013 Cohort average***; however, the college is still underperforming compared to the top-performing peer institutions of 2013 on the Support for Learners scale.



VICTORIA COLLEGE STUDENT CENTER

TESTING SERVICES*



Testing Services continued to increase the number of test proctored in the centers. Victoria College exams administered for Victoria College students remain the primary types of exams administered at all locations. A significant number of these exams are administered to students in distance education courses.

Requiring students enrolled in distance learning coursework to take exams in a proctored environment, supports compliance with federal requirements that require colleges to ensure that students enrolled in higher education courses are the students completing the coursework. College readiness exams (such as TSI and Compass) comprised the next largest group of tests facilitated.

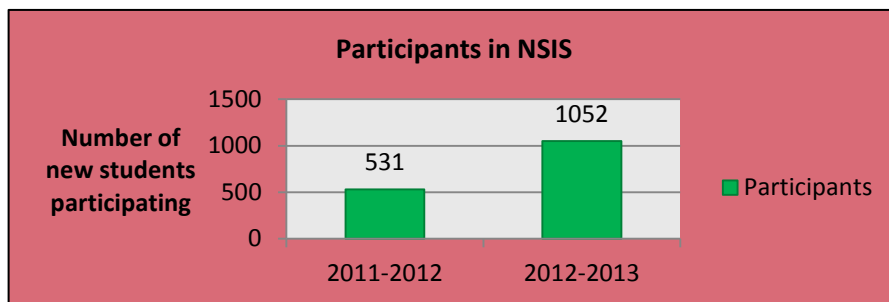
*COMPLETE BREAKDOWN OF TESTING SERVICES IN APPENDIX



From: VC Website

REGISTRATION AND ADVISING SERVICES

NEW STUDENT INFORMATION SESSIONS (NSIS)

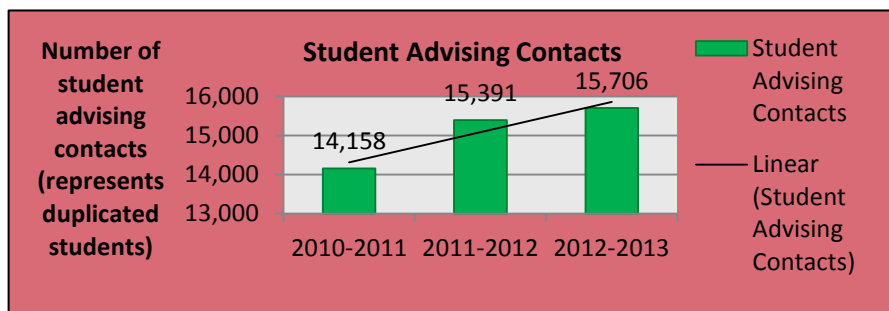


STUDENT SERVICES

Almost twice as many new students participated in NSIS during the 2012-2013 academic year than during the 2011-2012 academic year.

The number of student advising contacts continues to grow, although the 2% rate of increase from 2011-2012 to 2012-2013 has slowed compared to the 8.71% rate of increase from 2010-2011 to 2011-2012.

STUDENT ADVISING CONTACTS



From: www.victoriacollege.edu

STUDENT ACTIVITIES

“The VC Pirates men's basketball, women's basketball, and volleyball teams brought home all three Conference Championship Trophies in weekend games held in San Antonio” (from: www.victoriacollege.edu).



Victoria College students, faculty and staff crowd into Rep. Todd Hunter's capitol building office for a friendly visit during Community College Day in Austin (from: www.victoriacollege.edu).

Victoria College Gonzales Center students met with Rep. Tim Kleinschmidt in his capitol building office during Community College Day in Austin (from: www.victoriacollege.edu).



Children attending last year's Halloween Carnival at VC look on as Captain Vic shows off his "costume" (from: www.victoriacollege.edu).

SUPPORTING OUR STUDENTS' FINANCIAL NEEDS

| Number of Students Receiving Financial Aid Awards by Award Type | | | |
|---|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Federal Pell Grant | 2,122 | 2,358 | 2,062 |
| Federal SEOG | 146 | 170 | 168 |
| Federal Loans | 1,689 | 823 | 773 |
| Texas Grants | 804 | 652 | 810 |
| Texas Loans | 0 | | |
| Work Study (Federal & State) | 80 | 83 | 52 |
| Scholarships | 562 | 545 | 628 |
| Duplicated Headcount | 5,403 | 4,631 | 4,493 |

| Total Dollar amount of Financial Aid Disbursed | | | |
|--|--------------|---------------|--------------|
| | 2010-11 | 2011-12 | 2012-13 |
| Federal Pell Grant | \$7,013,745 | \$7,312,141 | \$6,127,036 |
| Federal SEOG | \$102,692 | \$102,692 | \$102,692 |
| Federal Loans | \$5,077,785 | \$5,095,901 | \$3,814,479 |
| Texas Grants | \$634,871* | \$547,983 | \$600,336 |
| Texas Loans | \$0 | | |
| Work Study (Federal & State) | \$88,625 | \$92,639 | \$100,704 |
| Scholarships | \$346,907 | \$381,708 | \$432,503 |
| Total Disbursed | \$13,264,625 | \$13,533,064* | \$11,177,750 |

*May Reflect Duplicated Data

Overall the total number of students receiving financial aid decreased with the total dollar amount of financial aid from the previous two years. However, the actual amount of Federal SEOG disbursed remained the same while the amount of Texas Grants, Work Study, and Scholarship aid disbursed increased. The decrease in disbursement of Federal Pell Grant and Federal Loans may account for the overall decrease.

The overall trend of the average award per financial aid recipient displays a similar overall downward trend as the number of students receiving financial and the total dollar amount of aid disbursed from the previous year. However, the 5 year view reveals FY2013 continues the overall upward trend started in FY2009.

| Average Award Per Financial Aid Recipient by Award Type | | | | | |
|---|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Federal Pell Grant | \$2,488 | \$3,229 | \$3,305 | \$3,100 | \$2,971 |
| Federal SEOG | \$524 | \$597 | \$703 | \$604 | \$611 |
| Federal Loans | \$3,190 | \$2,818 | \$3,006 | \$6,191 | \$4,935 |
| Texas Grants | \$836 | \$784 | \$790 | \$1,596 | \$741 |
| Texas Loans | | | | | |
| Work Study (Federal & State) | \$1,230 | \$1,289 | \$1,108 | \$1,116 | \$1,937 |
| Scholarships | | | \$617 | \$787 | \$689 |
| Average Award per Recipient | \$2,283 | \$2,474 | \$2,455 | \$2,922 | \$2,488 |

**STUDENT SUCCESS:
WHAT ARE OUR STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS?**

Student Success

| SWOT | Description | Data Source |
|-------------|--|--|
| Strength | Credit (EDUC1300) courses success rates: 79.1%, exceeded 70% target. | Academic Foundations Unit Plan |
| Strength | Fall 2012 & Spring 2013 IDEA Objectives #9, #6, #10, #11, & #12 for ENGL, READ, MATH, & EDUC/SDEV & Fall 2012 IDEA Objective #3 for ENGL: all subjects scored >= 4.0, except ENGL for #11. | Academic Foundations Unit Plan |
| Strength | AF MATH 0303 students transitioning to MATH 1314: 7.9% more successful than College Ready students. | Academic Foundations Unit Plan |
| Strength | AF students transitioning to CHEM 1406 & ENGL 1301 were within 2% of success of College Ready students. | Academic Foundations Unit Plan |
| Strength | Students who attended SI sessions were more successful (i.e. ABC rates & KPIs > 70%) than students who did not attend. | Academic Foundations Unit Plan |
| Strength | AF ENGL & READ students had more success when attending 2 or more hours of tutoring as opposed to less than 2 hours. | Academic Foundations Unit Plan |
| Strength | Academic Foundation transition rate for READ 0301: 47.16%; exceeded the 35.4% target. | Academic Foundations Unit Plan |
| Strength | Academic Foundation persistence rate for non-credit to credit courses: 2.9% increase, exceeded the 2% target increase. | Academic Foundations Unit Plan |
| Strength | 85% of AF full-time & adjunct faculty attended the Academic Foundations Instructor Summer Academy. | Academic Foundations Unit Plan |
| Strength | Student satisfaction of staff exceeded the 2013 CCSSE cohort in helpfulness, consideration, and flexibility. | Admissions & Records Unit Plan |
| Strength | The program has successfully increased student retention. | Adult Education Unit Plan |
| Strength | 83.53% of students met federal guidelines for level completions, reading, language, math, oral, and literacy skills. | Adult Education Unit Plan |
| Strength | Persistent students took additional & online classes (increasing contact hours) & did well on standardized assessments. | Adult Education Unit Plan |
| Strength | Case management: Advisors track students & offer solutions to obstacles preventing success, retention, or persistence. | Adult Education Unit Plan |
| Strength | Met & trained instructors throughout the year to align Course curricula with students' goals & performance objectives. | Adult Education Unit Plan |
| Strength | Implemented a more detailed analysis & review of student performance. | Adult Education Unit Plan |
| Strength | The 6-week class option yielded successful student outcomes from consistent instruction. | Adult Education Unit Plan |
| Strength | Two additional Supplemental Instruction sections were offered for English classes Spring 2013. | Arts, Humanities, & Social Sciences Division Unit Plan |
| Strength | The number of student visits to Advising & Counseling increased 2.04% from the previous year. | Advising & Counseling Unit Plan |
| Strength | Student satisfaction with Academic Advising and Career Counseling exceeded the CCSSE benchmarks. | Advising & Counseling Unit Plan |
| Strength | 96.16% of FTIC enrolled during Fall 2012, Summer 2012, or Spring 2013 participated in NSIS. | Advising & Counseling Unit Plan |

| | | |
|----------|--|---|
| Strength | Student satisfaction with Disability Services exceeded the CCSSE benchmark. | Advising & Counseling Unit Plan |
| Strength | Faculty/staff were satisfied with the academic progress of students who utilized tutoring services. | Advising & Counseling Unit Plan |
| Strength | CCSSE results: VC students used tutoring services more than students at similar small institutions. | Advising & Counseling Unit Plan |
| Strength | CCSSE results: VC students rate Career Counseling as more important than students at similar institutions. | Advising & Counseling Unit Plan |
| Strength | CCSSE results: VC students utilize career counseling & job placement services more often than at similar institutions. | Advising & Counseling Unit Plan |
| Strength | CCSSE results: VC students are satisfied with career counseling & job placement services more than at similar institutions. | Advising & Counseling Unit Plan |
| Strength | CCSSE results indicate that VC students are more satisfied with Disability Services provided than at similar institutions. | Advising & Counseling Unit Plan |
| Strength | All faculty participated in at least 2 professional development activities, surpassing the target of 80% participation. | Arts, Humanities, & Social Sciences Division Unit Plan |
| Strength | Hired Government & Psychology instructors; helped to address the flexibility of student course offerings & instructor overload. | Arts, Humanities, & Social Sciences Division Unit Plan |
| Strength | Offered more government & psychology sections in Spring 2013 than the previous semester. | Arts, Humanities, & Social Sciences Division Unit Plan |
| Strength | 58 titles were rented and exceeded the 15 title target. | Bookstore Unit Plan |
| Strength | Offered 961 online tests, exceeding the target of 300. | Calhoun Center Unit Plan |
| Strength | Surveyed local businesses for training needs: added Workforce & Continuing Education classes & increased enrollment. | Calhoun Center Unit Plan |
| Strength | Provided NSIS, loan entrance counsel, financial aid, tutoring, advising, registration, & testing services. | Calhoun Center Unit Plan |
| Strength | 2013-13 Online Courses: IDEA Raw Mean = 3.80 & Adjusted Mean = 3.56, surpassing target means | Distance Education & Instructional Technology Unit Plan |
| Strength | Human Anatomy & Physiology instructors' emphasis on critical thinking skills resulted in a 2.3% increase on students' critical thinking assessment scores. | Division of Science, Mathematics, & P.E. Unit Plan |
| Strength | CCSSE results: VC students more satisfied with Financial Aid advising & support than the small college mean & 2013 cohort. | Financial Aid Unit Plan |
| Strength | CCSSE results: VC provided more Financial Aid advising to students than the small college average & 2013 cohort. | Financial Aid Unit Plan |
| Strength | Will provide outreach in conjunction with Title V counselors & Pre-College Programs recruiters to increase Pell recipients. | Financial Aid Unit Plan |
| Strength | Contracted with SALT in December 2012 to provide financial services to students & decrease the student loan default rate. | Financial Aid Unit Plan |
| Strength | Offered 120 credit & 37 non-credit courses to 985 unduplicated enrolled students. | Gonzales Center Unit Plan |
| Strength | Hosted & offered Gonzales High School seniors THEA testing meeting Title V grant requirements. | Gonzales Center Unit Plan |
| Strength | Added Craft Skills, HVAC, & Electrical training classrooms to the Gonzales Workforce Training Center; & plans to add the Building Trades Academy. | Gonzales Center Unit Plan |
| Strength | Enrolled 4 CDL & 1 Craft Skills students by partaking in the SAIL/VAST program grant opportunity. | Gonzales Center Unit Plan |

| | | |
|----------|---|--------------------------------|
| Strength | Offered students varied course offerings, tutoring, Compass review, NSIS, testing, advising, and financial aid services. | Gonzales Center Unit Plan |
| Strength | Course offerings and other opportunities were effectively advertised via Gonzales newspapers and the VC Website. | Gonzales Center Unit Plan |
| Strength | Fall 2012: 28.6% student participation and 95% satisfaction. Spring 2013: 25% student participation and 90% satisfaction. | KEY CENTER SSS Unit Plan |
| Strength | KEY Center student Fall to Fall retention: 93.75%. | KEY CENTER SSS Unit Plan |
| Strength | Spring 2013: 100% faculty/staff satisfaction with KEY Center | KEY CENTER SSS Unit Plan |
| Strength | Annual Performance Report: 93% retained, 45.83% graduated, and 40.9% transferred. | KEY CENTER SSS Unit Plan |
| Strength | Advising: 89.5% of students were advised in Fall 2012 for Spring 2013, 90% advised in Spring 2013 for Summer 2013, and 96% advised in Spring 2013 for Fall 2013. | KEY CENTER SSS Unit Plan |
| Strength | Tutoring: 83% & 76% of students received 4 hours or more in Fall 2012 & Spring 2013; 54% received 2 or more hours in Summer 2013. | KEY CENTER SSS Unit Plan |
| Strength | Will continually withdraw obsolete materials to create up-to-date & relevant book collections for the curriculums of our supporting institutions. | Library Unit Plan |
| Strength | 95.5% & 92.3% book & article fill rates exceed the 90% target. | Library Unit Plan |
| Strength | InterLibrary Loan turnaround is 4.2 days (< 5 day target). | Library Unit Plan |
| Strength | The percentage of database searches & the number of full-text journals increased 10% & 4%, respectively. | Library Unit Plan |
| Strength | The library purchased the Statistical Abstract of the United States database as an electronic resource from Proquest. | Library Unit Plan |
| Strength | Databases: Upgraded from Education Index Full (H.W. Wilson) to Education Source (EBSCO) with 1,452 more full text journals. Purchased Lexis Nexis Academic per faculty request. | Library Unit Plan |
| Strength | Library instruction sessions increased by 16%, suggesting increased faculty contact & promotion of library instruction. | Library Unit Plan |
| Strength | Library instruction sessions helped 90% of survey respondents prepare to use the library for research projects. | Library Unit Plan |
| Strength | Standardized assessment of library instruction; & a short form administration for classes not fitting the standard instruction. | Library Unit Plan |
| Strength | Fall 2013: opened a 20 person hands-on library instruction lab. | Library Unit Plan |
| Strength | Fall to Fall and Spring to Spring early admission increased 13% and 15%. Fall and spring enrollment decreased 2.9% and 3.5%. | Pre-College Programs Unit Plan |
| Strength | 25 high schools serviced; participation remained constant. | Pre-College Programs Unit Plan |
| Strength | Students enrolled in 1 st Yr.: 3% increase exceeded 2% target. | Pre-College Programs Unit Plan |
| Strength | Staff action plan: developed to guide the office for the year. | Pre-College Programs Unit Plan |
| Strength | Hosted 38 mandatory orientations at high school sites and VC campus. | Pre-College Programs Unit Plan |
| Strength | Collaborated with 7 Victoria area middle schools, 2 Calhoun area middle schools, and the Goliad and Cuero Intermediate middle schools to promote TexPREP program. | Pre-College Programs Unit Plan |

| | | |
|----------|---|---|
| Strength | TexPREP Yr. 4: 100% student retention in program from Yr. 3. | Pre-College Programs Unit Plan |
| Strength | TexPREP students participated in summer projects (e.g. Lego Robotics) and field trips (e.g. NASA, and Rice University). | Pre-College Programs Unit Plan |
| Strength | Served as TJCSGA Region VI President School, with an Advisor Elect position held. | Student Activities/Student Center Unit Plan |
| Strength | Completed 10+ leadership projects, including a service project. | Student Activities/Student Center Unit Plan |
| Strength | 30 clubs were maintained during the year. | Student Activities/Student Center Unit Plan |
| Strength | 40.8% of CCSSE respondents perceived more support to thrive socially than small college (37.3%) and 2013 cohorts (35.2%). | Student Activities/Student Center Unit Plan |
| Strength | Be A Pirate Be Leader Training for club/organization leadership was developed and implemented. | Student Activities/Student Center Unit Plan |
| Strength | Helpfulness of staff: 100% student satisfaction. | Testing Center Unit Plan |
| Strength | Use of Appointment Plus: 88% student satisfaction. | Testing Center Unit Plan |
| Strength | VC Main Testing Center: 15,046 administered exams. 318 Special Accommodations: 10% increase the previous year. | Testing Center Unit Plan |
| Strength | Proctored tests for 67 online courses, including 26 correspondence exams. | Testing Center Unit Plan |
| Strength | Testing room environment: 100% student satisfaction. | Testing Center Unit Plan |
| Strength | GHS students meeting TSI Higher Education standard through College Placement Testing: 6% increase of student achievement was met and surpassed in Reading and Math. | Title V unit Plan |
| Strength | GHS who met the TSI Higher Education standard: 78 students took the TAKS test, of which 55 (70%) students became TSI ready in ELA; scoring 2200. In Math, 12(15%) of students became TSI ready scoring 2200. | Title V Unit Plan |
| Strength | CHS students meeting TSI Higher Education Standard: 4% increase of student achievement was met and surpassed in Reading, Writing, and Math. | Title V Unit Plan |
| Strength | Aligned Math curriculums between Gonzales, Calhoun, & West Victoria high school campuses. | Title V Unit Plan |
| Strength | VISD West HS students meeting TSI Higher Education standard: 2% increase of student achievement was met in Reading & Writing; 1 % increase in Math. | Title V Unit Plan |
| Strength | Graduates from GHS 2011-2012 Report: 58 of 145 students (43%) that graduated from Gonzales High School in spring 2012 enrolled in Higher Education in Fall 2012. | Title V Unit Plan |
| Strength | Graduates from CHS 2011-2012 Report: 107 of 225 students (47.5%) that graduated from Calhoun High School in spring 2012 enrolled in Higher Education in Fall 2012. | Title V Unit Plan |
| Strength | Of 724 students completing the FYE course in Fall 2012, 451 students (62.3%) persisted to Fall 2013, exceeding the 58.9% target – of which, 3 graduated, 31 transferred to another 2-year college, and 15 transferred to a 4-year university. | Title V Unit Plan |

| | | |
|----------|---|--|
| Strength | 1,931 out of 3,078 students (62.74%) completed key gateway courses with a C or better, exceeding the 60.0% target. | Title V Unit Plan |
| Strength | 47.16% enrolled in READ 0301 in 2012-2013 transitioned to a correlated course, exceeding the 35.4% target | Title V Unit Plan |
| Strength | Academic Coaches were effective: success of students using Academic Intervention Service (AIS) again exceeded the 50% target of completing Algebra II &/or English with a 70 or better. | Title V Unit Plan |
| Strength | LASSI assessments & career interest inventories help students with non-academic skills & to choose a future career that matches their interests, abilities, values, and personality. | Title V Unit Plan |
| Strength | Student Success Workshop attendance increased to 342 from 165 the previous year. | Title V Unit Plan |
| Strength | Student Success Workshops helpfulness: 89% approval. | Title V Unit Plan |
| Strength | Student Success Workshops effectiveness: 74% approval. | Title V Unit Plan |
| Strength | CCSSE respondents used tutoring services 39.9% > small college & 2013 cohort (29.6% & 29.1%). 56.6% respondent satisfaction > small college and 2013 cohort (45.5% & 44%). | Tutoring Services Unit Plan |
| Strength | CHEM 1406, ENGL 1301, and MATH 1332 students with tutoring had higher % of ABC grades than students with no tutoring. | Tutoring Services Unit Plan |
| Strength | All peer tutors CRLA certified within first year of hire/rehire. | Tutoring Services Unit Plan |
| Strength | Summer 2013: 100% of printed resources are relevant. | Tutoring Services Unit Plan |
| Strength | 78.4% CCSSE respondents satisfied with campus computer labs > small colleges and 2013 cohort (75.5% and 73%). | Tutoring Services Unit Plan |
| Strength | Updated informational brochure emailed to instructors. Faculty participation in at least one activity: 21% > 9% target. | Tutoring Services Unit Plan |
| Strength | Conducted 48 marketing actions to increase student utilization. | Tutoring Services Unit Plan |
| Strength | Student satisfaction: Advising/Planning = 85.1%, Career Counseling = 64.4%, Job Placement = 27.9%, Tutoring = 56.6%, Childcare = 13.6, Financial Aid Advising = 67.7, Student Organizations = 36.6, Transfer assistance = 33.5%, & Disability services = 20.1%. | VP of Student Services Unit Plan |
| Strength | Advising & Counseling: 2% & 6% increases in advising contacts & NSIS participation. | VP of Student Services Unit Plan |
| Strength | Responsibilities & student rights: 100% compliant with Student Handbook, THECB, DOE, SACS requirements, policies, & laws. | VP of Student Services Unit Plan |
| Strength | Contact hours for fundable courses increased by 2,874 from the previous year. | Workforce & Continuing Education Unit Plan |
| Strength | The majority of students received licensure or certification. | Workforce & Continuing Education Unit Plan |
| Strength | The overall passing rate of students increased by .3% from the previous year. | Workforce & Continuing Education Unit Plan |
| Strength | 98.64% of surveyed students were satisfied with the quality of instruction they received. | Workforce & Continuing Education Unit Plan |
| Strength | Successfully hired Core Skills and Welding instructor for craft training programs at the Gonzales Center. | Workforce & Continuing Education Unit Plan |

| | | |
|----------|--|---|
| Weakness | AF overall courses success rate: 59.1%; did not meet the 65% target. | Academic Foundation Unit Plan |
| Weakness | Spring 2013 IDEA Objective #3 for ENGL: 3.978; did not meet the 4.0 target. | Academic Foundation Unit Plan |
| Weakness | 2012 & 2013 IDEA Objectives #6 (fall & spring) & #10 (fall) for MATH: 3.627, 3.646, & 3.978 did not meet the 4.0 target. | Academic Foundation Unit Plan |
| Weakness | AF students transitioning to HIST 1301 & PSYC 2301 were 25.1% & 22.8% less successful than College Ready student. | Academic Foundation Unit Plan |
| Weakness | AF transition rate for MATH 0301, MATH 0303, & ENGL 0301: 38.27%, 45.03%, & 44.45%; did not meet the 40.6%, 47.0%, & 47.9% targets. | Academic Foundation Unit Plan |
| Weakness | Low student participation (attendance) in SI sessions. | Academic Foundation Unit Plan |
| Weakness | Did not meet the target of a 760 student enrollment. | Adult Education Unit Plan |
| Weakness | Did not meet the target of 45,500 Contact Hours. | Adult Education Unit Plan |
| Weakness | Students are not retained long enough to administer the progress assessment. | Adult Education Unit Plan |
| Weakness | Student performance assessment data was not entered consistently or timely enough to analyze key time periods. | Adult Education Unit Plan |
| Weakness | The number of SI sections decreased. | Arts, Humanities, And Social Sciences Division Unit Plan |
| Weakness | The number of History SI sections decreased from Spring 2012 (9) to Spring 2013 (4); no change from Fall 2012 to Spring 2013. | Arts, Humanities, And Social Sciences Division Unit Plan |
| Weakness | CCSSE results indicate that VC students' belief in the level of importance of Disability Services had slightly decreased. | Advising & Counseling Unit Plan |
| Weakness | The center should work to increase the number of credit course offerings to meet the target of 72 credit courses. | Calhoun Center Unit Plan |
| Weakness | The center should work to increase the number of tutoring sessions offered to meet the target of 300 tutor sessions. | Calhoun Center Unit Plan |
| Weakness | IDEA Raw Mean & Adjusted Mean declined 4.17 to 3.80 & 4.05 to 3.0 from the previous year, partly due to implementation of a new version of the learning management system. | Distance Education and Instructional Technology Unit Plan |
| Weakness | The failure of Sonic Wall and VC's limited number of software licenses prevented the department from making course-required software available online to students. | Distance Education and Instructional Technology Unit Plan |
| Weakness | Funds are needed to hire an additional instructor who can teach physics and math classes to alleviate overloads. | Division of Science, Mathematics, & P.E. Unit Plan |
| Weakness | 2,062 students awarded PELL; decreased from 2,341 last year. | Financial Aid Unit Plan |
| Weakness | PELL award amount: \$6.1 million, decreased from \$7.3 million to from the previous year. | Financial Aid Unit Plan |
| Weakness | Total # of scholarship surveys: 32.12% decrease from last year. | Foundations Unit Plan |
| Weakness | Borrowing of journals declined by 33%, perhaps related to curriculum changes in English 1302, which removed the research paper requirement from the course standards. | Library Unit Plan |
| Weakness | 2% & 3.19% decrease of database sessions & full-text delivery. | Library Unit Plan |
| Weakness | Use of the AskALibrarian chat service declined by 9%; which | Library Unit Plan |

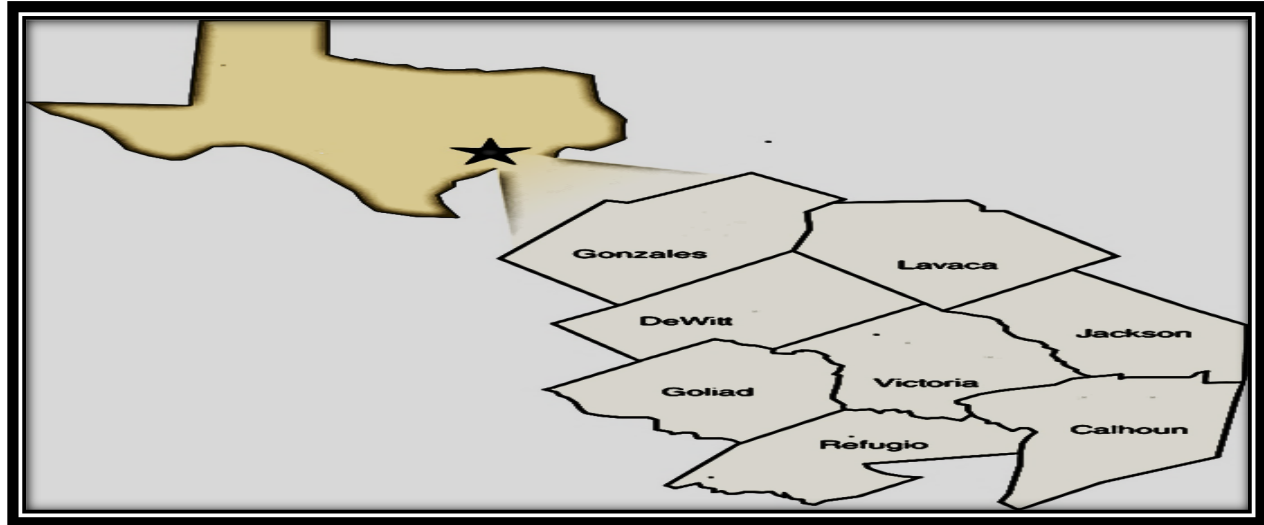
| | | |
|-------------|--|--|
| | may be attributed to the change of curriculum of English 1302. | |
| Weakness | Problems with catalog records showing whether an item was purchased as a recommendation in core collection material (i.e. Resources in College Libraries & Choice) affect the accuracy of statistics; RCL & Choice may not represent the best core collection available for certain subject areas & disciplines. | Library Unit Plan |
| Weakness | Study room usage declined 7%, reflecting students' dissatisfaction with room amenities and sound quality. | Library Unit Plan |
| Weakness | 78% graduation rate: failed to meet the target 95%. | Pre-College Programs Unit Plan |
| Weakness | High staff turnover delayed Calhoun & West HS's full function. | Title V Unit Plan |
| Weakness | 212 of the 554 students (38.27%) enrolled in Math 0301 transitioned into a correlated course, missing the 40.6% target. | Title V Unit Plan |
| Weakness | 263 of 584 students (45.03%) enrolled in Math 0303 transitioned into a correlated course; missed the 47.0% target. | Title V Unit Plan |
| Weakness | 80 of 180 students (44.45%) enrolled in English 0301 transitioned into a correlated course; missed the 47.9% target. | Title V Unit Plan |
| Weakness | An additional 5% of space was needed to meet special accommodation testing demands. | Testing Center Unit Plan |
| Weakness | Multiple student Appointment Plus records create inaccuracies. | Testing Center Unit Plan |
| Weakness | Tutoring only increased % of ABCs for 3 of 5 gateway classes. | Tutoring Services Unit Plan |
| Weakness | HelpDesk tickets are typically not related to student issues, but failed resolution issues misrepresent the center's performance. | Tutoring Services Unit Plan |
| Weakness | Licensure & certificate rates decreased from the previous year for several programs, especially Welding (63% from 100%). | Workforce & Continuing Education Unit Plan |
| Weakness | Necessary equipment and supplies should be procured for the Electrical classes at the Gonzales Center. | Workforce & Continuing Education Unit Plan |
| Weakness | Gonzales Center: Electrical & HVAC training instructors are needed. | Workforce & Continuing Education Unit Plan |
| Opportunity | Plans to revise funding could allow the distance learning option for Adult Education classes to be fully utilized. | Adult Education Unit Plan |
| Opportunity | Digital textbook program offers students an affordable way to purchase required textbooks. | Bookstore Unit Plan |
| Opportunity | Advertising can increase awareness of programs to potential students seeking to complete core curriculum or the general education component of workforce education. | Calhoun Center Unit Plan |
| Opportunity | VC can benefit from the findings of the library's pilot projects for the direct assessment of library instruction with UHV. | Library Unit Plan |
| Opportunity | The computer instruction lab offers instructors an opportunity to bring students to the library for interactive instruction. | Library Unit Plan |
| Opportunity | Redesigned home page will provide students clearer & more precise directions, & improve appointment time searches. | Testing Center Unit Plan |
| Opportunity | Grants and endowments could fund program expansion and improvement across all Victoria College centers. | Workforce & Continuing Education Unit Plan |
| Threat | Newly Mandated TSI Assessment Initiatives should increase the success rates & persistence rates of AF students. | Adult Education Unit Plan |
| Threat | Enhance Academic Foundations Instructor Summer Academy offerings to include best practices, student engagement activities & technology in the classroom activities. | Adult Education Unit Plan |
| Threat | VC's student population faces many obstacles that encourage | Adult Education Unit Plan |

drop-out and threaten their persistence.

| | | |
|--------|---|--|
| Threat | A higher percentage of students failed to return rented titles as rental inventory increased. | Bookstore Unit Plan |
| Threat | Radio advertising of course offerings & other opportunities might be an ineffective way to reach the Gonzales population. | Gonzales Center Unit Plan |
| Threat | Faculty is reluctant to give up class time, preventing the library from providing students more face-to-face library instruction. | Library Unit Plan |
| Threat | Increasing administration and ADA accommodations will require more additional resources and facilities in the future. | Testing Center Unit Plan |
| Threat | TutorTrac glitch: Tutoring Services usage stats are unavailable. | Tutoring Services Unit Plan |
| Threat | New policy gave students not attending class after the ORD an Unsatisfactory grade, affecting pass/fail percentages. | Workforce & Continuing Education Unit Plan |

VII: Meet Community Needs

HOW ARE WE MEETING COMMUNITY NEEDS?



VC Calhoun County
Center holds Summer
Kids College Camp



From: www.victoriacollege.edu

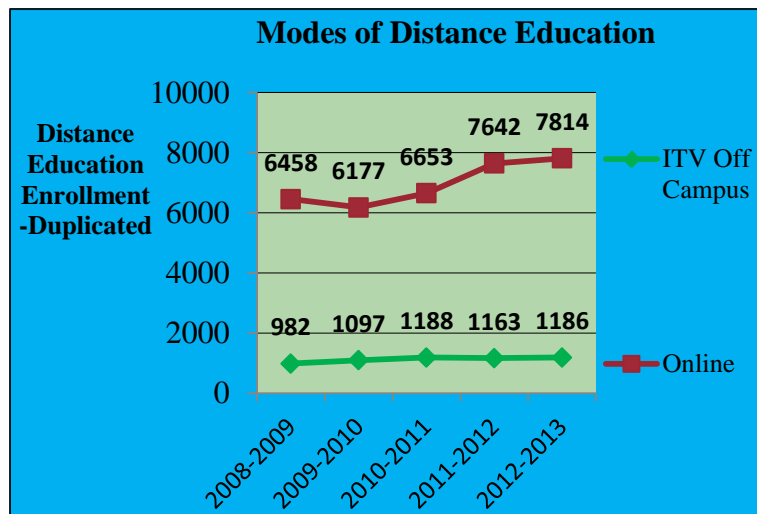
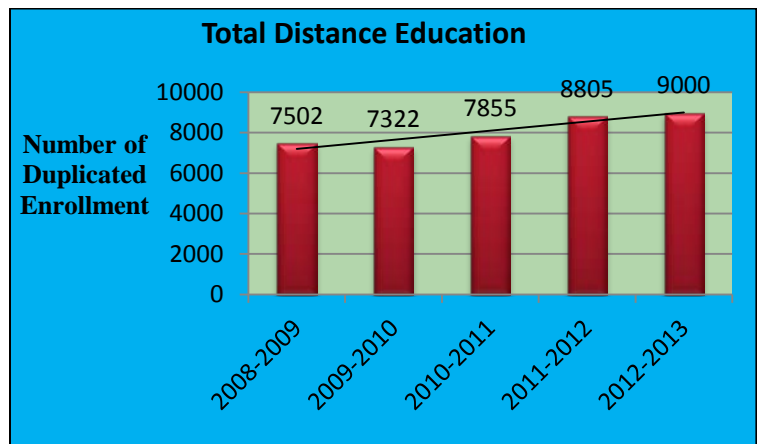
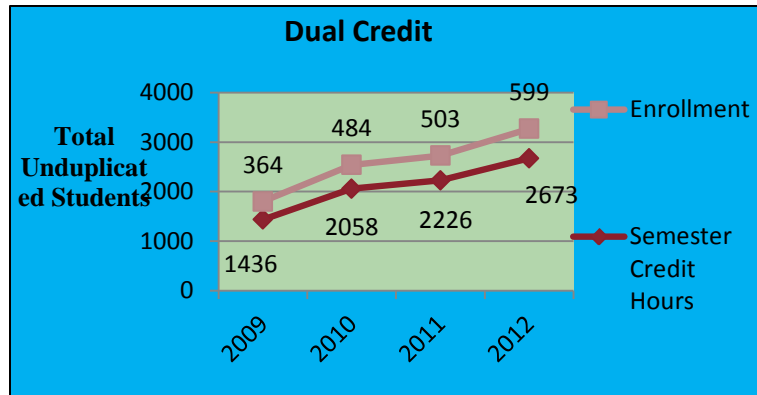
| FUNDABLE <i>Contact Hours Generated by Year</i> | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| <i>Target: 2,200,000 Total Contact Hours</i> | | | | | |
| | 2009-10 | 2010-11 | 2011-12 | 2012-2013 | 3 year percent of change |
| Credit Courses | 1,709,968 | 1,804,992 | 1,783,312 | 1,719,232 | -4.75% % |
| Continuing Education | 141,756 (funded) | 208,860 (funded) | 130,771 (funded) | 159,512 (funded) | -23.62% (funded) |
| | 16,411 (Non-fundable) | 12,367 (Non-fundable) | 42,346 (Non-fundable) | 28,870 (Non-fundable) | 133.44% (Non-fundable) |
| Total | 1,868,135 | 2,026,219 | 1,956,429 | 1,907,614 | -5.85% |

MEETING OUR COMMUNITY DISTANCE EDUCATION NEEDS

Both the number of Dual Credit students enrolled at VC and the number of Dual Credit semester credit hours has continued to increase from year to year, with greater increases from 2011 to 2012 than the increases from 2010 to 2011.

The total (duplicated) number of Distance Education students enrolled at VC has continued to increase since FY2010, although the rate of increase in FY2013 from FY2012 diminished from the previous year to year increases.

Enrollment in Online Distance Education courses has continued to increase since FY2010, although like the total Distance Education enrollment, the rate of increase has diminished from previous year to year increases. Enrollment in ITV Off Campus courses continues to remain relatively steady from year to year; however there has been a 204 increase in (duplicated) enrollment from FY2009 to FY2013, with the greatest changes occurring from FY2009 to FY2010 and FY2010 to FY2011 (average change of 103). This contrasts with the changes from FY2011 to FY2012 and FY2012 to FY2013 (average change of 24).



MEETING OUR COMMUNITY CREDIT COURSE NEEDS

| Contact Hours Generated in Credit Courses by Division and Year | | | | |
|--|------------------|------------------|------------------|--------------------------|
| | 2010-11 | 2011-12 | 2012-13* | 3 Year Percent of Change |
| Academic Foundations | 176,128 | 194,688 | 158,064 | -10.26% |
| Allied Health | 406,896 | 385,536 | 151,088 | -62.87% |
| Arts, Humanities, & Social Science | 526,496 | 509,440 | 511,616 | 2.82% |
| Career and Technical Education | 308,656 | 319,808 | 139,856 | -54.69% |
| Science, Mathematics, & Physical Education | 386,816 | 373,840 | 363,440 | -6.04% |
| Career, Health and Technical Professions | | | 395,168 | |
| Victoria College Credit Course Total | 1,804,992 | 1,783,312 | 1,719,232 | -4.75% |

*In Spring 2013 Allied Health and Career and Technical Education combined to form Career, Health and Technical Professions

From 2011-2012 to 2012-2013, the number of contact hours decreased as the completion rates increased for the Academic Foundations division. Similarly, from 2011-2012 to 2012-2013, the number of contact hours decreased for the Science, Mathematics, & Physical Education division, however, the completion rate slightly decreased.

From 2011-2012 to 2012-2013, the number of contact hours increased as the completion rate decreased for the Arts, Humanities & Social Sciences division.

Taken together, this suggests that VC has continued to retain students to the 12th day of class despite changes in contact hours.

| COMPLETERS BY DIVISION BY SEMESTER - PERCENT OF 12 th Class day (total courses) | | | |
|--|--------------|--------------|--------------|
| Academic Year Summary | 10-11 | 11-12 | 12-13 |
| Academic Foundations | 94.5% | 87.3% | 87.8% |
| Allied Health | 97.7% | 96.3% | 96.3% |
| Arts, Humanities & Social Sciences | 90.4% | 89.5% | 87.8% |
| Science, Mathematics and PE | 88.6% | 86.5% | 86.3% |
| Social & Behavioral Sciences | 91.6% | | |
| Career & Technology Education | 94.1% | 91.0% | 92.0% |
| Totals, College-wide | 92.3% | 89.7% | 89.4% |
| Less Developmental | 91.6% | 90.2% | 89.7% |

Note: Completers by Division are "Total Courses".



From: www.victoriacollege.edu

MEETING OUR COMMUNITY EMPLOYMENT AND TRANSFER NEEDS

| Victoria College Career/Technical and Allied Health Degrees & Certificates by THECB Program Grouping | | | | |
|--|------------|------------|------------|------------|
| VC Program Name by CIP Code | 09-10 | 10-11 | 11-12 | 12-13 |
| 1108 Computer and Information Sciences CIS--Web Application | 13 | 3 | 4 | 10 |
| 1503 Electronic Related Technology: Electronics/Instrumentation AAS & Cert | 17 | 32 | 27 | 102 |
| 4103 Physical Science Technologies: Process Technology AAS & Cert | 24 | 27 | 19 | 14 |
| 4301 Criminal Justice & Corrections: Criminal Justice AAS/ Police Acad (Fall, Spr, & Reserve) Cert | 36 | 27 | 29 | 24 |
| 4302 Fire Protection: Fire Fighting Cert | 12 | 7 | 1 | 8 |
| 4805 Welder/Welding: Welding AAS & Cert | 25 | 11 | 14 | 14 |
| 5202 Business Administration/Mgt: Management AAS & Cert | 24 | 25 | 22 | 38 |
| 5203 Accounting: Accounting AAS & Cert | - | 3 | 2 | 3 |
| 5204 Admin Secretarial Services: Office Systems Technology AAS & Cert | 4 | 24 | 9 | 22 |
| 1109 Bus Info. & Data Processing: CIS--Micro _Network Admin AAS & Cert | 15 | 22 | 13 | 17 |
| 5108 Physical Therapist Assistant Physical Therapist Assistant AAS | | | 17 | 14 |
| 510904 Emergency Medical Technology: Emergency Medical Tech AAS & Cert | 16 | 12 | 16 | 28 |
| 510908 Respiratory Therapy Tech: Respiratory Care AAS & Cert | 12 | 13 | 11 | 7 |
| 5110 Medical Laboratory Technologies: Medical Lab Technology AAS | 10 | 11 | 7 | 8 |
| Nursing AAS | 91 | 101 | 115 | 84 |
| 513901 (511613) Practical Nurse Training: Vocational Nursing Cert | 141 | 135 | 112 | 143 |
| Total Associate of Arts Degrees | 43 | 37 | 45 | 50 |
| Total Associate of Science Degrees | 95 | 81 | 69 | 86 |
| Total: | 578 | 571 | 532 | 672 |

VC CAREER/TECHNICAL AND ALLIED HEALTH GRADUATES' SUCCESS RATE

| Academic Year | Total VC Career/Technical and Allied Health Programs' Graduates | Electronically "Found" the next Fall Semester | | | |
|---------------|---|---|-------|---------------------|-------|
| | | Graduates Employed and/or Additional Higher Education | | Graduates Not Found | |
| 2011-2012 | 488 | 447 | 91.6% | 41 | 8.4% |
| 2010-2011 | 489 | 449 | 91.8% | 40 | 8.18% |
| 2009-2010 | 489 | 446 | 91.2% | 43 | 8.79% |

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



2+2 Transfer Agreements, aligning VC coursework with university coursework, have been developed with many universities. These agreements save students time and money. Students attend VC two years before transferring to one of the participating universities as a junior.

MEETING OUR COMMUNITY NON-CREDIT COURSE NEEDS

| <i>Contact Hours Generated in Continuing Education Courses by Division and Year</i> | | | | |
|---|----------------|----------------|----------------|--------------------------|
| | 2010-11 | 2011-12 | 2012-13 | 3 Year Percent of Change |
| Workforce Development | 83,973 | 43,153 | 56,738 | -32.43% |
| Law Enforcement | 49,471 | 24,789 | 26,331 | -46.77% |
| Emergency Medical | 9,966 | 7,368 | 9,215 | -7.54% |
| Allied Health | 65,449 | 55,461 | 67,228 | 2.72% |
| Victoria College CE Total | 208,859 | 130,771 | 159,512 | -23.63% |

NON-CREDIT COURSE COMPLETION RATE
(DUPLICATED):

TARGET 99%

| | | | |
|-----------------------|-------|-------|--------------|
| Quarter 1 2010 | 1,836 | 1,833 | 99.8% |
| Quarter 2 2011 | 2,158 | 2,156 | 99.9% |
| Quarter 3 2011 | 2,545 | 2,523 | 99.1% |
| Quarter 4 2011 | 2,371 | 2,367 | 99.8% |

| | | | |
|-----------------------|-------|-------|--------------|
| Quarter 1 2011 | 1,149 | 1,106 | 96.3% |
| Quarter 2 2012 | 1,349 | 1,292 | 95.8% |
| Quarter 3 2012 | 1,605 | 1,581 | 98.5% |
| Quarter 4 2012 | 2,433 | 2,199 | 90.4% |

| | | | |
|-----------------------|-------|-------|--------------|
| Quarter 1 2012 | 2,085 | 2,045 | 98.1% |
| Quarter 2 2013 | 1,849 | 1,829 | 98.9% |
| Quarter 3 2013 | 1,574 | 1,570 | 99.7% |
| Quarter 4 2013 | 2,383 | 2,370 | 99.5% |

Overall, the total number of contact hours and the course completion rates in CE courses increased from FY2012 to FY2013, albeit the FY2013 contact hours remain dramatically lower than in FY2011. Despite the negative 3 year percent of change in contact hours observed in all divisions except Allied Health, the increase in completion rates from the previous year is large enough that the FY2013 rates approach the FY2011 rates, with the Quarter 3 2013 completion rate actually surpassing the Quarter 3 2011 completion rate.

NURSE AIDE STUDENT GRADUATES



CROSSROADS AREA DENTAL CONFERENCE



Pictures drawn from: www.victoriacollege.edu

**MEETING COMMUNITY NEEDS: CULTIVATING AND STRENGTHENING RELATIONSHIPS
WITH KEY STAKEHOLDERS**



Pictured in the award presentation are, from left, Helen Hahn, VC Gonzales Center administrative assistant; Lewis Borgfeld, GVEC; Letty Gonzales, Victoria College; Jackie Mikesh, VC Gonzales Center manager; Edward Gonzales, VC building maintenance supervisor; Dr. Tom Butler, Victoria College president; Schauer, Dr. Larry Garrett, VC executive director of special projects; and Jennifer Yancey, VC vice president of College Advancement and External Affairs.

The Guadalupe Valley Electric Cooperative presented its Public Service Award to Victoria College. Victoria College, GVEC's community partner, was recognized for the higher learning and training opportunities it offers to meet the diverse employment needs in the Guadalupe Valley. GVEC General Manager and CEO Darren Schauer presented the 2013 GVEC Public Service Award to Victoria College President. Schauer said it was a pleasure to present the Public Service Award because "it's a reminder of how fortunate we are to have organizations and individuals so willing to give of their time and efforts to make our communities a better place for us all".

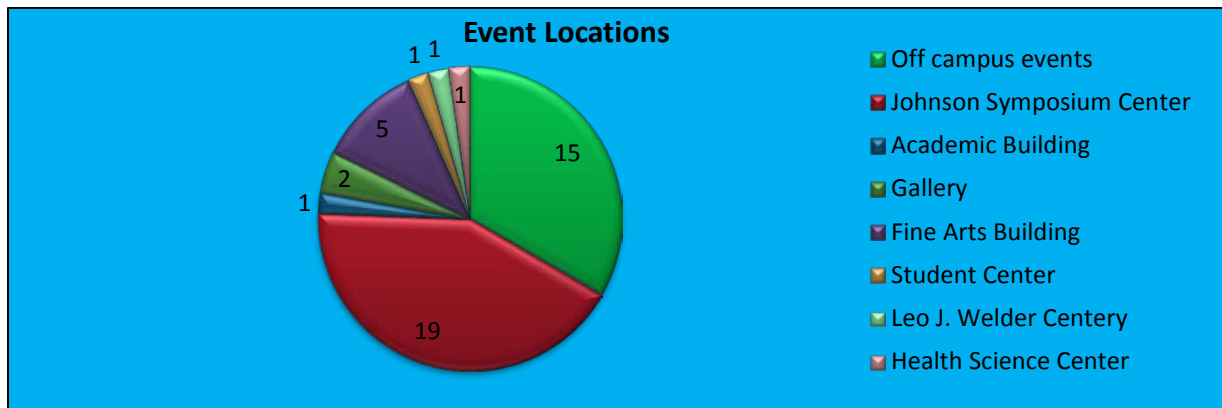
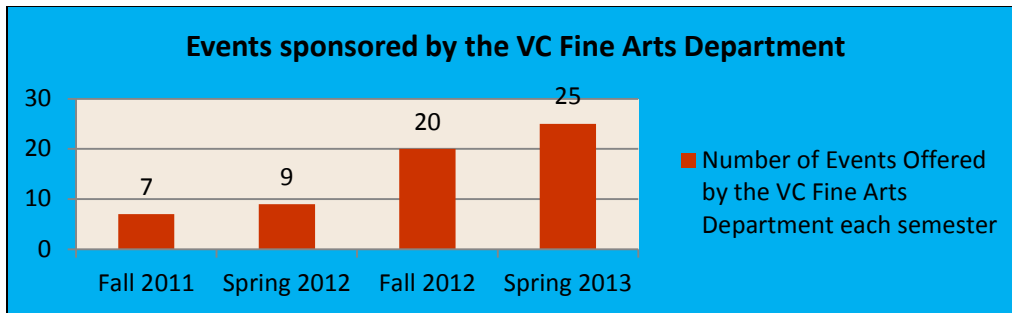
From: www.victoriacollege.edu

"Victoria College has been named among the Ten Outstanding Southern Community Colleges for Workforce Training in the Southern Business & Development magazine. The magazine recognized VC's partnerships with area businesses and industry to meet the region's current and future workforce training needs. VC has collaborated with numerous business and industry partners on Skills Development Fund projects, and the Texas Workforce Commission recently recognized VC with a Partnership Award for providing innovative training solutions and for serving as an example for success in the management of SDF projects."

From: www.victoriacollege.edu



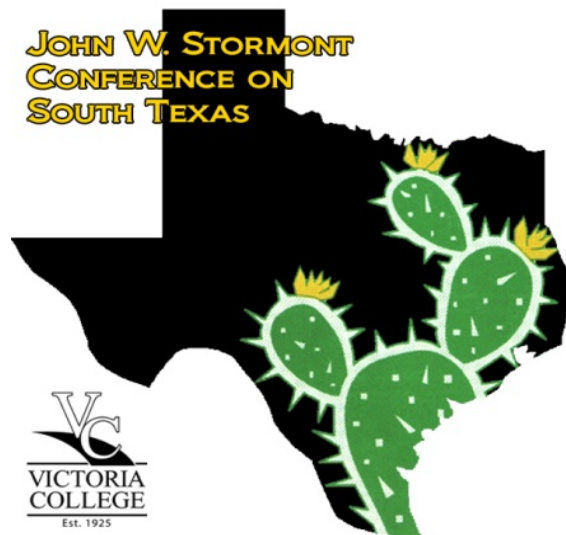
MEETING OUR CULTURAL AND INTELLECTUAL OUTREACH NEEDS



Note: Please see the Appendix for a complete listing of Fine Arts Department events.

Victoria Empty Bowls project fights hunger.





2013 JOHN W. STORMONT CONFERENCE ON SOUTH TEXAS: MEDICINE & HEALTH CULTURE



Presenters standing from left: Eric Ray, Dr. Christine Reiser Robbins, Sam Coffman, Linda Wolff, Gwenn Scott, Pamela Herring, Lori Garcia and Encarnacion Hernandez. Not pictured is Carroll Scogin-Brincefield, who was unable to attend the conference. Her paper was given by Linda Wolff. (Picture from: www.victoriacollege.edu)

“The John W. Stormont Lecture Series on South Texas began as a two-day lecture series held annually in February and sponsored by the Victoria College Division of Arts, Humanities, and Social Sciences and funded in part by the College, the Kathryn Stoner O'Connor Endowment and the John W. Stormont Endowment. The lecture series began on February 4, 1978, as the Social Sciences Symposium. The conference gave students, faculty, and the community an opportunity to hear presentations on social sciences. Due to an endowment received from the family of Kathryn Stoner O'Connor, a Distinguished Texas History lecture was added to the symposium and is named in Mrs. O'Connor's honor. Dr. Archie McDonald was the first Kathryn Stoner O'Connor Distinguished Texas History lecturer.

Publication of symposium presentations began in 1986 with Dr. McDonald's paper in Victoria College's journal, *Victoria College Social Sciences Symposium*. The symposium changed names and direction in 1990 and became the Conference on South Texas Studies, and the topics remain concentrated on South Texas.

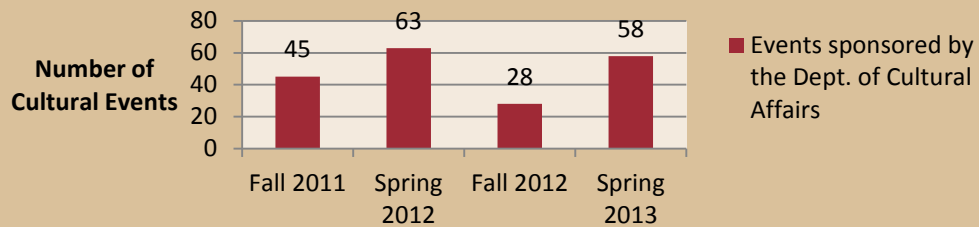
The title of the journal which includes the papers presented at the Conference was also changed to *South Texas Studies*. With the additional funding by the John W. Stormont family in 1995, the conference name was changed to honor Dr. Stormont, a former dean at Victoria College.”

From :

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



Museum Events sponsored by the Dept. of Cultural Affairs

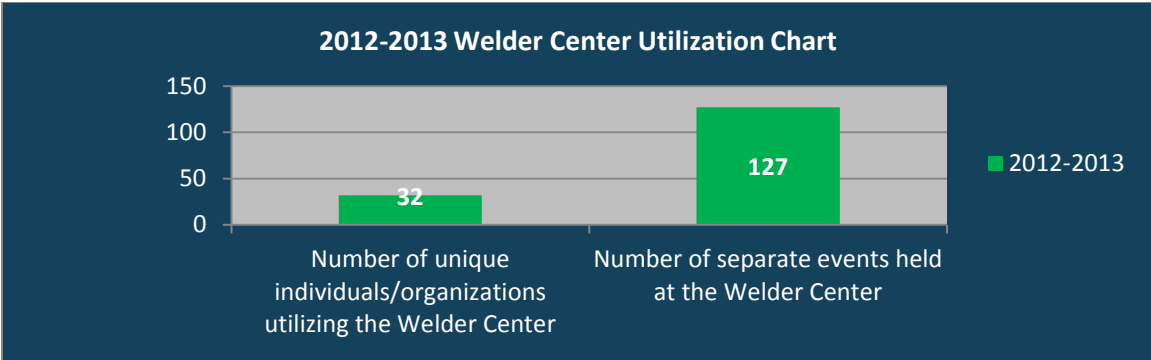


Note: A complete listing of all museum events sponsored by the Department of Cultural Affairs is located in the appendix.



From: www.victoriacollege.edu

LEO J. WELDER CENTER FOR THE PERFORMING ARTS



Note: A complete 2012-2013 Calendar of Events for the Leo J. Welder Center is included in the Appendix.



Drawn from: Victoria College Office of Cultural Affairs

**MEETING COMMUNITY NEEDS:
WHAT ARE OUR STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS?**

Community Needs

| SWOT | Description | Data Source |
|-------------|---|---|
| Strength | 100% of employers indicate that the quality & quantity AH Program graduates meets their needs. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | Licensure/certification first-time pass rate for the AH program overall: 87%; exceeded 85% target. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | Licensure/certification first-time pass rate for ADN, VN, & RC Basic programs: 91%, 93%, & 100%; exceeded the 85% target. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | 100% of established AH Programs maintained state and/or national accreditation status; PTA program attained candidate status. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | 98 clinical affiliation agreements; exceeded the 92 target. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | 100% of faculty participated in 2 or more professional development activities. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | Presentation of campus resources that foster student success (e.g. Tutoring Center, Key Center, etc.): credentialing exam pass rates became consistent. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | Held annual programmatic advisory committee meetings to align courses and programs with external standards and professional requirements. | Allied Health Division & Career & Technical Education Unit Plan |
| Strength | Facilitated 12 community events, and shared information and opportunities about VC programs that meet community needs. | Calhoun Center Unit Plan |
| Strength | In collaboration with AE, the center offers GED & ESL classes. | Calhoun Center Unit Plan |
| Strength | 93.1% of professional development attendees rated training (Adobe, Blackboard, Clickers, and ITV) as above average, 5.8% as average, and 2.9% as below average. | Distance Education and Instructional Technology Unit Plan |
| Strength | As of Fall 2013, the department has successfully and completely implemented Blackboard Learn 9.1. | Distance Education and Instructional Technology Unit Plan |
| Strength | Hosted Gonzales High School seniors & offered THEA testing meeting Title V grant requirements. | Gonzales Center Unit Plan |
| Strength | Hosted community events, & shared information & opportunities about VC programs. | Gonzales Center Unit Plan |
| Strength | Effectively advertised course offerings & opportunities in the Gonzales newspapers, & on the VC Website. | Gonzales Center Unit Plan |
| Strength | 100% compliance with all grant requirements. | KEY CENTER SSS Unit Plan |
| Strength | The library subscribed to the America's News newspaper, & gained backfile access to the Victoria Advocate, Houston Chronicle, San Antonio Express, & Corpus Christi Caller Times. | Library Unit Plan |

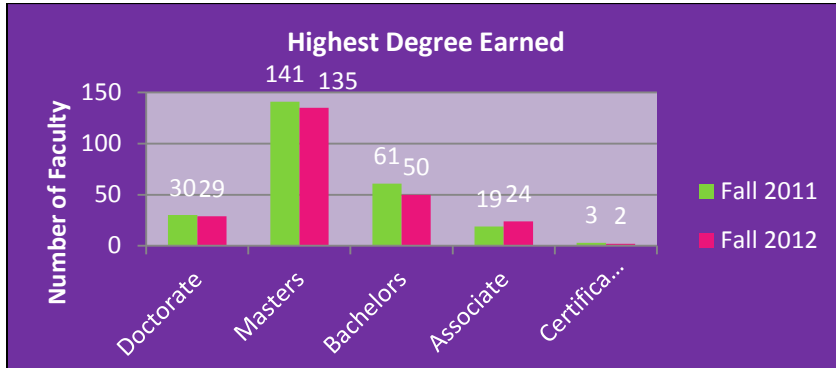
| | | |
|----------|---|---|
| Strength | Library study & research guide migration to LibGuides' content management system allows non-web skilled librarians to create web documents, & improved research & study guide availability. | Library Unit Plan |
| Strength | Public computers replaced & retained the same nomenclature for continuity of statistical gathering. | Library Unit Plan |
| Strength | Site map added to Victoria Regional History Center website. | Library Unit Plan |
| Strength | VRHC homepage visits increased 12%, Indianola Collection site visits tripled, Browsing Manuscripts site visits doubled, & VC Archives search page visits increased 60% from last year. | Library Unit Plan |
| Strength | Digitized & published 334 VC & 84 UHV student newspapers to Digital Collections to remove fragile newspapers from being handled & improve access for researchers & casual users. | Library Unit Plan |
| Strength | 1,028 "Ask VC" Online inquiries; exceeded the 900 target. | Marketing & Communications Unit Plan |
| Strength | VC information Night was well attended in the fall and spring. | Marketing & Communications Unit Plan |
| Strength | Local news coverage & ~ 4 articles in the Victoria Advocate weekly. | Marketing & Communications Unit Plan |
| Strength | VictoriaCollege.edu/Emergencies was updated with information about VC's new emergency alert system. | Marketing & Communications Unit Plan |
| Strength | The museum exhibitions successfully attained the targeted annual attendance of 5,000 individuals for exhibitions. | Museum of the Coastal Bend Unit Plan |
| Strength | The museum maintained state curatorial facility certification. | Museum of the Coastal Bend Unit Plan |
| Strength | Obtained funding to expand the La Salle Odyssey exhibit, offering teachers, students, residents, & visitors more relevant & accessible resources. | Museum of the Coastal Bend Unit Plan |
| Strength | Hired a full-time curator to fulfill curator & programming responsibilities for exhibitions & collections, & to direct the public archeology laboratory. | Museum of the Coastal Bend Unit Plan |
| Strength | Newly purchased truck allows the HVAC/Electrical Shop to support the college's off-site learning centers & Welder Center. | Physical Plant Unit Plan |
| Strength | Hosted at least 2 community events in each service area city. | Pre-College Programs Unit Plan |
| Strength | Collaboration with Marketing and Financial Aid to improve services and marketing VC to service area communities. | Pre-College Programs Unit Plan |
| Strength | TexPREP Fall 2012: secured transportation funding with CCISD. | Pre-College Programs Unit Plan |
| Strength | Main Campus held one event weekly. Gonzales & Port Lavaca centers held one event per semester. Gonzales & Calhoun centers expanded their number of activities. | Student Activities/Student Center Unit Plan |
| Strength | Newly created Student Center evaluation indicated personnel, equipment, and building usage met customer needs. | Student Activities/Student Center Unit Plan |
| Strength | A plan to upgrade the Student Center facility was developed and implemented. Carpet was replaced in Meeting Rooms A-D (summer 2013) and new tables were purchased for events. | Student Activities/Student Center Unit Plan |
| Strength | 2014: full-time staff will be certified to administer new GED. | Testing Center |
| Strength | Collaboration with AEC to promote GED testing. | Testing Center |

| | | |
|-------------|---|---|
| Strength | Café Con Leche & Conversational English help students' parents understand & take an active part in their children's education, & understand English to break down communication barriers. | Title V Unit Plan |
| Strength | The department oversaw the transition of ownership & operation of the Welder Center for the Performing Arts. | VP of Administrative Services Unit Plan |
| Strength | Parking warnings remained steady yet citations declined; more compliance attributable to recent promotions of parking rules and regulations via information booths and literature. | Victoria College Police and Security Unit Plan |
| Strength | Will continue MOU with UHV Office of Risk Management to provide continuous security to shared campus areas. | Victoria College Police and Security Unit Plan |
| Strength | Collaborated with Workforce Solutions Golden Crescent to reach consensus that VC's Workforce & CE courses are meeting regional training needs for Millwright training. | Workforce & Continuing Education |
| Strength | 85% of the submitted training proposals resulted in training contracts, exceeded the 75% target. | Workforce & Continuing Education |
| Weakness | Licensure/certification first-time pass rate for MLT & RC Advanced programs: 71% & 80%; did not meet the 85% target. | Allied Health Division & Career & Technical Education |
| Weakness | The fill rate of articles declined from last year. | Library Unit Plan |
| Weakness | Usage of updated public computers: 14% decrease. | Library Unit Plan |
| Weakness | There was a 38% decrease in the number of search brochure business reply cards returned to VC. | Marketing & Communications Unit Plan |
| Weakness | 88 of BRM cards were returned from CareerFocus magazine (39% decrease from the previous year). | Marketing & Communications Unit Plan |
| Weakness | The museum did not attain the targeted attendance of 3,000 individuals for educational opportunities. | Museum of the Coastal Bend Unit Plan |
| Weakness | The portable stage shows wearing and should be replaced. | Student Activities/Student Center Unit Plan |
| Weakness | A plan for club/organization recruitment of students was not developed. | Student Activities/Student Center Unit Plan |
| Weakness | There is no method to assess VA services. | VP of Student Services Unit Plan |
| Weakness | Evening GED pre-registration dates posted on flyer and websites for Spanish speakers: no Spanish night GED tests administered. | Testing Center Unit Plan |
| Weakness | Need funds to hire way-finding consultant & implement signage plan to create a unified & welcoming campus environment. | VP of Administration Services Unit Plan |
| Opportunity | A survey instrument was created to be included in the 2013-2015 Strategic Plan to measure student satisfaction with, frequency of use, & the importance of current VA services. | Advising & Counseling Unit Plan |
| Opportunity | In addition to surveying local businesses, environmental scanning can direct the center on how to focus course offering advertising and marketing initiatives. | Calhoun Center Unit Plan |

| | | |
|-------------|--|--|
| Opportunity | Grant funding for a preservation consultant will enable the library to preserve items of considerable historical interest, such as the architectural drawings of Jules Leffland. | Library Unit Plan |
| Opportunity | Media preference surveys identified the need to advertise on Pandora and cable TV networks viewed frequently by students. | Marketing & Communications Unit Plan |
| Opportunity | Use TEA English & Spanish CBT Registration Instruction to increase Spanish speaking population awareness of GED testing. | Testing Center Unit Plan |
| Opportunity | Calls for service and requests for written reports and offenses have increased. Rise in calls is contributed to a heightened awareness of the Campus Police and Security and promotions to call security for assistance. | Victoria College Police Unit Plan |
| Opportunity | 2012-2015 Strategic Plan provides another opportunity to fund hiring a way-finding consultant & implement a signage plan. | VP of Administration Services Unit Plan |
| Opportunity | Internal surveys will be developed to assess VA services. | VP of Student Services Unit Plan |
| Opportunity | Continue seeking grants & endowments to fund program expansion & improvement across all the areas VC serves. | Workforce & Continuing Education Unit Plan |
| Threat | Mobile devices & laptops with internet & Wi-Fi capability, & the lack of public knowledge of the upgraded public computers' increased processing speeds & resolutions to printing problems, may contribute to decreased usage of public computers. | Library Unit Plan |

VIII: Ensure Institutional Excellence

VICTORIA COLLEGE EMPLOYS QUALITY FACULTY, STAFF AND ADMINISTRATORS



National Oncourse
Ambassadors of the Year
Award 2012 Recipients
(Betty East, Paul Janda, Gail
Janecka, Bridgette Marshall,
Jackie Mikesh, Ceci Oldmixon)



Diana Pagel is the
recipient of the
2012-2013
Distinguished
Teaching
Award.

Pictured, from left, are Jennifer Yancey, vice president of College Advancement & External Affairs; Catherine McHaney, VC Board of Trustees member; Diana Pagel, math professor, and Dr. Ruth Constant, VC Foundation president.



They Publish!
Victoria College art professor's
(Debra Chronister) article to be
published in Ceramics Monthly

Victoria College professor's
(Michelle Paulsen) poem
published in Texas Poetry
Calendar Magazine.

'One Professor'
movement honors 2 Victoria
College faculty (Anita
Brunsting, Sharon Hyak).



Annual American Society
for Microbiology
awards Victoria College science professor
(William Coons) Faculty Enhancement
Travel Award



ADMINISTRATION

| Administration | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | 5 Year Change |
|--|-----------|-----------|-----------|-----------|-----------|---------------|
| Executive/Administrative/Managerial Status | 35 | 34 | 37 | 36 | 38 | 8.6% |
| Full Time | 34 | 33 | 36 | 35 | 37 | 8.8% |
| Part Time | 1 | 1 | 1 | 1 | 1 | 0.0% |
| Gender | | | | | | |
| Female | 27 | 24 | 27 | 28 | 28 | 3.7% |
| Male | 8 | 10 | 10 | 8 | 10 | 25.0% |
| Ethnicity | | | | | | |
| White | 34 | 31 | 34 | 33 | 34 | 0.0% |
| African American | 0 | 0 | 0 | 0 | 3 | - |
| Hispanic | 1 | 3 | 3 | 3 | 0 | - |
| Other | 0 | 0 | 0 | 0 | 0 | - |

SUPPORT/SERVICE STAFF (NON-EXEMPT EMPLOYEES)

| Support/Service Staff | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | 5 Year Change |
|------------------------|-----------|-----------|-----------|-----------|-----------|---------------|
| Support/Service Status | 45 | 49 | 49 | 50 | 41 | -8.9% |
| Full Time | 44 | 48 | 48 | 49 | 41 | -6.8% |
| Part Time | 1 | 1 | 1 | 1 | 0 | - |
| Gender | | | | | | |
| Female | 31 | 33 | 30 | 32 | 26 | -16.1% |
| Male | 14 | 16 | 19 | 18 | 15 | 7.1% |
| Ethnicity | | | | | | |
| White | 32 | 37 | 36 | 36 | 30 | -6.3% |
| African American | 2 | 2 | 1 | 2 | 1 | -50.0% |
| Hispanic | 11 | 10 | 12 | 12 | 10 | -9.1% |
| Other | 0 | 0 | 0 | 0 | 0 | - |

For the most part, the composition of the Administration has remained relatively similar for the past years, with the biggest change being the addition of 3 African American employees and the loss of 3 Hispanic employees in Fall 2012. The number of full time and male employees also increased by 2 from the previous year, and increased by 4 since the low of 33 for full time employees in Fall 2009.

The number of Support/Service Staff reached a 5 year low of 41 employees during the Fall 2012, with the biggest disparity between Fall 2011 and Fall 2012. This reflects decreases in the number of Full Time, female, White, African American, and Hispanic employees. Although the number of male employees decreased from the previous year, there was an overall increase over the 5 year period.

CLERICAL AND SECRETARIAL STAFF (NON-EXEMPT EMPLOYEES)

| Clerical and Secretarial Staff | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | 5 Year Change |
|--|-----------|-----------|-----------|-----------|-----------|---------------|
| Clerical and Secretarial Status | 59 | 58 | 63 | 58 | 57 | -3.4% |
| Full Time | 57 | 55 | 60 | 55 | 55 | -3.5% |
| Part Time | 2 | 3 | 3 | 3 | 2 | 0.0% |
| Gender | | | | | | |
| Female | 56 | 56 | 61 | 54 | 53 | -5.4% |
| Male | 3 | 2 | 2 | 4 | 4 | 33.3% |
| Ethnicity | | | | | | |
| White | 43 | 38 | 37 | 34 | 29 | -32.6% |
| African American | 1 | 2 | 3 | 3 | 2 | 100.0% |
| Hispanic | 15 | 18 | 23 | 21 | 26 | 73.3% |
| Other | 0 | 0 | 0 | 0 | 0 | - |

SERVICE/MAINTENANCE STAFF (NON-EXEMPT EMPLOYEES)

| Service/Maintenance Staff | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | 5 Year Change |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|---------------|
| Service Maintenance Status | 33 | 38 | 38 | 40 | 37 | 12.1% |
| Full Time | 33 | 38 | 38 | 40 | 37 | 12.1% |
| Part Time | 0 | 0 | 0 | 0 | 0 | - |
| Gender | | | | | | |
| Female | 12 | 16 | 16 | 17 | 17 | 41.7% |
| Male | 21 | 22 | 22 | 23 | 20 | -4.8% |
| Ethnicity | | | | | | |
| White | 6 | 10 | 11 | 11 | 10 | 66.7% |
| African American | 8 | 7 | 5 | 5 | 5 | -37.5% |
| Hispanic | 19 | 21 | 22 | 24 | 22 | 15.8% |
| Other | 0 | 0 | 0 | 0 | 0 | - |

Overall, the number of Clerical and Secretarial staff changed little from the previous year, with the most noticeable changes being the decrease in White employees and the increase in Hispanic employees. Across the past 5 years however, there has been a notable change the percentage of male, White, African American, and Hispanic employees seen between Fall 2009 to Fall 2010 to Fall 2011.

The overall number of Service/Maintenance staff in Fall 2012 is lower than the previous four years, but it still continues the overall upward trend from 2008. Full time, female, White, and Hispanic employees noticeably increased over the five year period, while the most noticeable decrease was percentage of African American employees.

ENSURING INSTITUTIONAL EXCELLENCE



From: www.victoriacollege.edu "Those VC offices or areas received the grants and the amounts are:

- **EMS/Public Service** - \$1,200 Course tuition to attend the Critical Care Emergency Medical Transport course. The course helps prepare paramedics and nurses to meet the needs of critical care patients undergoing inter-facility transfer.
- **Advising & Counseling** - \$1,600 Purchase of special regalia for Victoria College military veteran student graduates. The stoles will be service branch specific and provide a way to honor and recognize veterans' sacrifice and commitment.
- **Student Activities** - \$1,600 Receptions for each of the 2013-14 VC Lyceum Lecture speakers to provide students an opportunity to interact with the speakers and further develop their leadership skills. The series provide impressive lecturers who are entertaining, inspirational and educational.
- **Museum of the Coastal Bend** - \$1,500 Funding will allow the MCB curator to attend the Society of Historical Archeology conference. The conference will allow MCB to organize a conference session on the intersection of museums and archeology including MCB's efficient model.
- **Marketing & Communications** - \$1,610 Purchase of a utility vehicle to be shared by Marketing & Communications, Pre-College Programs & Recruitment, Student Activities, and College Advancement & External Affairs for events and support services.
- **Physical Education** - \$1,618 Purchase of a tennis ball machine to improve the quality of instruction, increase active learning during class, and increase the skill level of advanced players.
- **Physical Education** - \$1,049 Purchase of a TV/monitor, iPad, & DVD player to upgrade its present technology resources and incorporate more interactive technology into classroom activities.
- **Fire Program** - \$2,048 Provide StageIT Emergency Response Stimulator program to exposes students to a more realistic emergency response/different scenarios in the classroom without actually exposing the students to the life-threatening hazards in an environmental setting.
- **Vocational Nursing Program** - \$2,610 Funds will purchase 15 Kindle Fire Tablets to support instructors use of the DocuCare electronic health record system specifically designed for nursing education which will better prepare them for the workplace.
- **Gonzales Center** - \$1,630 Funds to purchase 2 Swift M3700 Advanced Microscopes to enhance student learning opportunities in VC Gonzales Center science labs which will help improve achievement, retention, transfer, and completion rates.
- **Calhoun Center** - \$1,576 Funds to become a "True Colors Certified Facilitator" to assist students in identifying their core personality traits to further understand their strengths, weaknesses, and stressors as well as assist them in making career decisions.
- **Academic Foundations** - \$1,500 Funds for on-campus professional development workshop based on "Mindset and Motivation." The topic focuses on shifting to more of a growth mindset and how community college educators can influence growth mindset in students.
- **Library** - \$1,754 Funds to attend the national Special Libraries Association conference which will provide exposure to new ideas and concepts, find new products and services for the Library to consider, and gain access to a wealth of resources and experience from other librarians."

Twelve Victoria College offices were awarded grants totaling \$21,295 from the Victoria College Foundation to be used for upgrades, equipment, improvements and conference attendances. "Since 1999, the VC Foundation has awarded nearly \$270,000 in faculty and staff grants," said Cara Frederick, VC Foundation development director. "These awards are made possible through the generosity of College faculty and staff, area businesses, and community members. Our donors are proud supporters of the Tradition of Excellence Annual Giving Campaign and the quality of education provided by Victoria College. This past year, the employee giving campaign raised more than \$13,000 just for Faculty & Staff grants."

From: www.victoriacollege.edu

VICTORIA COLLEGE MAINTAINS FINANCIAL EXCELLENCE

| Revenue by Source | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------------|
| For the Year Ended August 31, (amounts expressed in thousands) | | | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | % Change 5 Years |
| Tuition and Fees (Net of Discounts) | \$ 4,767 | \$ 5,125 | \$ 8,047 | \$ 8,571 | \$ 9,631 | 102.0% |
| Governmental Grants and Contracts | | | | | | |
| Federal Grants and Contracts | 799 | 392 | 2,452 | 3,293 | 1,512 | 89.2% |
| State Grants and Contracts | 1,210 | 1,477 | 1,032 | 2,629 | 1,420 | 17.4% |
| Non-Governmental Grants and Contracts | 6 | 124 | 205 | 314 | 402 | 6600.0% |
| Sales and services of educational activities | 356 | 340 | 360 | 368 | 795 | 123.3% |
| Auxiliary enterprises | 3,114 | 3,125 | 4,220 | 4,010 | 3,811 | 22.4% |
| Other Operating Revenues | 568 | 355 | 263 | 271 | 261 | -54.0% |
| Total Operating Revenues | 10,820 | 10,938 | 16,579 | 19,456 | 17,832 | 64.8% |
| State Appropriations | 8,995 | 9,049 | 8,605 | 8,504 | 7,415 | -17.6% |
| Ad Valorem Taxes | 6,541 | 7,207 | 7,620 | 7,781 | 8,376 | 28.1% |
| Title IV | 4,444 | 4,449 | 9,734 | 12,337 | 12,601 | 183.6% |
| Gifts | 150 | 1,020 | 426 | 715 | 384 | 156.0% |
| Equity Transfer In | 0 | 0 | 0 | 0 | 580 | - |
| Investment Income | 582 | 300 | 354 | 428 | 99 | -83.0% |
| Other non-operating revenues | 12 | 0 | 0 | 0 | 0 | - |
| Total Non-Operating Revenues | 20,724 | 22,025 | 26,739 | 29,765 | 29,455 | 42.1% |
| Total Revenues | \$ 31,544 | \$ 32,963 | \$ 43,318 | \$ 49,221 | \$ 47,287 | 49.9% |

| Distribution of Expenditures | 2010-11 | 2011-12 | 2012-13 |
|---|---------------------|---------------------|---------------------|
| Instruction | \$8,831,369 | \$8,602,343 | \$8,999,793 |
| Public Service | \$95,575 | \$109,495 | \$150,738 |
| Academic Support | \$1,931,489 | \$1,970,408 | \$2,308,904 |
| Student Services | \$1,948,696 | \$1,643,076 | \$1,839,487 |
| Institutional Support | \$3,128,628 | \$3,756,737 | \$4,092,449 |
| Operation & Maintenance of Plant | \$3,322,812 | \$3,449,435 | \$3,676,375 |
| Unallocated Staff Benefits | \$1,786,000 | \$3,051,281 | \$2,721,354 |
| Scholarships and Fellowships | \$290,000 | \$295,000 | \$330,000 |
| Auxiliary Enterprises | \$3,681,886 | \$3,525,737 | \$3,387,513 |
| Debt Service | \$2,227,490 | \$2,227,490 | \$2,162,493 |
| Reserve for Contingency | \$0 | \$100,000 | \$258,466 |
| Total Approved Budget Expenditures | \$27,243,945 | \$28,702,836 | \$29,927,572 |

**INSTITUTIONAL EXCELLENCE: WHAT ARE OUR STRENGTHS, WEAKNESSES,
OPPORTUNITIES AND THREATS?**

Institutional Excellence

| SWOT | Description | Data Source |
|-------------|---|---|
| Strength | 100% of full-time faculty & staff attended at least 2 professional development activities. | Academic Foundations Unit Plan |
| Strength | The office continued to improve end of semester processes and office procedures. | Admissions & Records Unit Plan |
| Strength | The Fall 2012 and Spring 2013 Clearing Reports reflected 100% accuracy within the first 4 weeks of the semester. | Admissions & Records Unit Plan |
| Strength | All CBM001, 004, 008 A & C reports for Fall 2012 and Spring 2013 were submitted and certified on time. | Admissions & Records Unit Plan |
| Strength | Increased communication and better understanding from faculty improved grade submission. | Admissions & Records Unit Plan |
| Strength | Admissions Staff was fully trained to use Degreeworks for degree auditing, starting in January 2014. | Admissions & Records Unit Plan |
| Strength | 100% staff participation and satisfaction with training; 70% maintained a 3.0 or higher evaluation score in all categories. | Advising & Counseling Unit Plan |
| Strength | Spring 2013: 93.8% of faculty/staff were satisfied with the cooperation with Testing Center Personnel. | Advising & Counseling Unit Plan |
| Strength | Spring 2013: 96.6% of faculty/staff were satisfied with communication with Testing Center personnel. | Advising & Counseling Unit Plan |
| Strength | 100% faculty/staff satisfaction with tutoring center tutors' quality/knowledge. | Advising & Counseling Unit Plan |
| Strength | All full-time faculty attended "Terms of Engagement" professional development seminar. | Allied Health Division & Career & Technical Education |
| Strength | Held division meetings for 9 out of 10 months during the fall & spring semesters. | Allied Health Division & Career & Technical Education |
| Strength | Funded all faculty requests to participate in off campus professional development activities. | Allied Health Division & Career & Technical Education |
| Strength | Past due balances .09% rate of increase slowed from .18%. | Business Office Unit Plan |
| Strength | Past due balances were 26% of Student Accounts Receivable. | Business Office Unit Plan |
| Strength | 95.5% faculty/staff satisfaction for timely response, 95.3% for quality and effective trouble shooting. | College Information Systems Unit Plan |
| Strength | Mandatory stakeholder participation: 100% meeting attendance rate. | College Information Systems Unit Plan |
| Strength | 94.1% workshop participant/end-user satisfaction with training and support; 92.8% end-user satisfaction with work received. | College Information Systems Unit Plan |
| Strength | 100% end-user satisfaction with new report creation, training, handouts, and gains in understanding of Discoverer. | College Information Systems Unit Plan |
| Strength | Grant applications: 77% success rate exceeded 70% target. | College Advancement & External Affairs Unit Plan |
| Strength | Availability of professional development: 3.71 PACE score exceeded the 3.50 target score. | College Advancement & External Affairs Unit Plan |
| Strength | 97.1% and 95.6% satisfaction ratings for Marketing and Continuing Education exceeded the 90% target. | College Advancement & External Affairs Unit Plan |

| | | |
|----------|---|--|
| Strength | Annual audit report: unmodified opinion – no findings. | College Advancement & External Affairs Unit Plan |
| Strength | 2014: Emerging Technology Complex naming and scholarship opportunities will continue. Spring 2015: anticipated opening. | College Advancement & External Affairs Unit Plan |
| Strength | 100% of full-time faculty participated in 2 professional development activities; over 7 employees attended off-campus professional development activities. | Division of Science, Mathematics, & P.E. Unit Plan |
| Strength | College facilities & service: 100% renter satisfaction. Physical equipment & technology optimizes facilities & resource usage. | Event Services Unit Plan |
| Strength | The office submitted the FISAP. | Financial Aid Unit Plan |
| Strength | The office balanced all Title IV funds to COD. | Financial Aid Unit Plan |
| Strength | 100% of Financial Aid staff participated in training. | Financial Aid Unit Plan |
| Strength | Subway: average of <2 demerits monthly and yearly. | Food Service Unit Plan |
| Strength | Staff training: increased sales & coffee shop ratings, > 95% customer satisfaction of Subway’s products & services quality. | Food Service Unit Plan |
| Strength | Total contributions: 89.01%, exceeded the 1% target increase. | Foundation Unit Plan |
| Strength | Annual Employee giving campaign 2013: 164 donors; 2012: 52. | Foundation Unit Plan |
| Strength | Amount of employee gifts from the annual employee giving campaign: 8.10% increase exceeded the targeted 5% increase. | Foundation Unit Plan |
| Strength | Number of online site visits: 1,647, from 715 visits last year. | Foundation Unit Plan |
| Strength | New giving society members: 38 members, from 4 last year. | Foundation Unit Plan |
| Strength | Number of giving society members: 21.59% increase. | Foundation Unit Plan |
| Strength | The number of endowments increased from the previous year. | Foundation Unit Plan |
| Strength | Endowment per student ratio, cost basis, and market value: 29.39%, 24.75%, and 15.7% increases exceeded the 5% targets. | Foundation Unit Plan |
| Strength | Faculty/Staff Grant award amount: 7.23% increase. | Foundation Unit Plan |
| Strength | Total amount of scholarship awarded: 7.36% increase. | Foundation Unit Plan |
| Strength | 11.62% increase in the scholarship amount awarded per student; exceeded the target 5% increase. | Foundation Unit Plan |
| Strength | Number of Alumni donors: 50% increase from previous year. | Foundation Unit Plan |
| Strength | Giving initiatives (i.e. Online promotion, long-term VC Foundation promotional material, improved relationships with Alumni, & the Planned Giving website) have made progress. | Foundation Unit Plan |
| Strength | 17 proposals submitted; exceeded the target 15 proposals. 70% of proposals funded; exceeded the target of 60%. | Grants Development Unit Plan |
| Strength | Awarded \$5,756,178; exceeded the target of \$1,500,000. ROI of 62:1; exceeded the target ROI of 15:1. 52 grant development projects; exceeded the target of 45. 31 grant-related compliance activities; exceeded the target of 25. | Grants Development Unit Plan |
| Strength | 0 unfair hiring complaints. 0 confidentiality breaches. 0 EEO or FLSA lawsuits against VC. | Human Resources Unit Plan |
| Strength | Employee Opinion Survey 2007/2008: HR #1 (Benefits, and payroll & balances) – 2.2% & 3.1%, met 5% or lower dissatisfaction goal. | Human Resources Unit Plan |
| Strength | Reviewed & updated Salary Structure for Fall 2013-Summer 2013. | Human Resources Unit Plan |
| Strength | Improved Banner Processes (e.g. IPEDS, and FLAC). | Human Resources Unit Plan |

| | | |
|----------|---|--|
| Strength | Combined summer payrolls to improve efficiencies. | Human Resources Unit Plan |
| Strength | Sent Leave Reporter reminders to increase leave report submissions. | Human Resources Unit Plan |
| Strength | Training & development opportunities increased from spring 2012 | Human Resources Unit Plan |
| Strength | 2012-2015 Strategic Plan will address Performance Evaluation tool, & form committee to plan Campus Communication Meetings. | Human Resources Unit Plan |
| Strength | The Fall 2013 SACSOC onsite committee commended the college instructional effectiveness processes. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | Plan for two-part process for the Instructional Planning and Evaluation will improve instructional program effectiveness: curriculum reviewed by the Curriculum and Instruction Council, and program evaluation by the Institutional Assessment Team. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | The department oversaw the development, documentation, and implementation of operational processes in full compliance according to the SACSCOC off-site team review | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | Employee & staff satisfaction with the VC Operational Planning & Assessment process as a useful planning, budgeting, & decision making tool (92.5%) improved from last year (87.8%). | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | The Xitracs database management system will make documentation and rollover into history of planning data more efficient. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | The 2009-2012 strategic plan was completed along with a final comprehensive report. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | The 2012-2015 strategic plan was developed, and year 1 of a 3 year work plan was implemented in compliance with the SACSCOC offsite and onsite reviews. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | The Employee and Staff Survey results indicate continued satisfaction with the VC Strategic Planning process. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | The department is working to increase the integration of an institution wide comprehensive planning, assessment, and evaluation system. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | Improved planning & assessment processes have increased the use of data in decision making/reporting across the institution. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | Satisfaction rates in the quality of and timely response to data needs improved from 86.7% to 89.5%. Satisfaction rates for courtesy improved from 75.8% to 86.4%. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | Administering benchmark surveys (Noel-Levitz, CCSSE, CCFSSSE, SENSE, & PACE) every other year will grant units time to review & understand assessment findings, & develop & implement appropriate improvement plans before assessing again. | Institutional Effectiveness, Research & Assessment Unit Plan |

| | | |
|----------|---|--|
| Strength | Employee satisfaction of the department's support of college-wide & unit-level planning & assessment increase from 71.9% to 77.3%. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Strength | Politeness & manners as outstanding: 87%; proficiency as outstanding: 83%. | Marketing & Communications Unit Plan |
| Strength | Spring 2013: launched new & improved Pirate Portal launched. | Marketing & Communications Unit Plan |
| Strength | More support money per number of museum members garnered (\$36,155/210) than the target (\$35,000/220). | Museum of the Coastal Bend Unit Plan |
| Strength | Routine services: 85% campus satisfaction. | Physical Plant Unit Plan |
| Strength | Preventative maintenance program has improved overall. | Physical Plant Unit Plan |
| Strength | Accumulated deferred maintenance & Building Replacement Value: reduced beyond target & met THECB threshold. | Physical Plant Unit Plan |
| Strength | Continuing to replace old/obsolete equipment; maintaining physical facilities & infrastructure. | Physical Plant Unit Plan |
| Strength | Independent annual audit revealed 0 audit findings. | Purchasing Unit Plan |
| Strength | Spring 2012: 95.4% satisfaction for excellent customer service. | Purchasing Unit Plan |
| Strength | Increased number of procurement cards were effective in overall vendor & VC employee satisfaction | Purchasing Unit Plan |
| Strength | 93% campus knowledge of the QEP; exceeded the target 70%. | Quality Enhancement Plan Unit Plan |
| Strength | 61 faculty members participated in focus groups to develop plan strategies, exceeding the target of 40 faculty members. | Quality Enhancement Plan Unit Plan |
| Strength | 5 students participated in the fall logo contest, 1783 quizzes were submitted for SEAL t-shirts, and 148 responses to the SEAL Challenge were received. | Quality Enhancement Plan Unit Plan |
| Strength | The office attended 2 information sessions promoting college activities. | Quality Enhancement Plan Unit Plan |
| Strength | The office contributed to the NewsFlush, three news releases, the Campus Connection newsletter, announcement monitor, and email announcements for Mornings with Marty and Matt. | Quality Enhancement Plan Unit Plan |
| Strength | The office successfully updated web content monthly. | Quality Enhancement Plan Unit Plan |
| Strength | The office successfully conducted Development team meetings monthly. | Quality Enhancement Plan Unit Plan |
| Strength | The office documented and posted all meeting minutes and assessment data on the QEP website. | Quality Enhancement Plan Unit Plan |
| Strength | QEP Cube distributed to all faculty & staff regarding plan activities; the website was kept current with plan activities; & convocation addresses were made in January & August 2013. | Quality Enhancement Plan Unit Plan |
| Strength | 94% of student and 98% of employee satisfaction with user support received exceeded the 85% target of satisfaction. | Technology Services Unit Plan |
| Strength | Institutional & external regulation compliance: 99.99% no testing irregularity. 100% ACT protocol & guidelines compliant. | Testing Center Unit Plan |
| Strength | 100% of resources and facilities met testing demands. | Testing Center Unit Plan |
| Strength | GHS Survey: 30% increase in overall effectiveness of the CARS Center from fall to spring & 83% overall satisfaction of services. | Title V Unit Plan |
| Strength | CHS survey conducted during fall 2012 revealed 68% satisfaction of the overall effectiveness of the CARS Center. | Title V Unit Plan |

| | | |
|----------|--|---|
| Strength | August 2013: CARS Center on the East High School campus began operation. January-February 2013: hired three Pre-College Advisors, provided an in-depth training questionnaire (with a written report), & read the LASSI Instructional Manual & power points to present LASSI Module Workshops. | Title V Unit Plan |
| Strength | The department successfully increased satisfaction on Faculty/Staff Opinion Survey to 100% not dissatisfied. | VP of Administrative Services Unit Plan |
| Strength | State funding (tax & revenue bonds) maintained at premium level. 3% employee raise due to property tax base growth. | VP of Administrative Services Unit Plan |
| Strength | EMP, Business Continuity Plan, training, and Campus Safety Plan affords funding current and future purchases for security. | VP of Administrative Services Unit Plan |
| Strength | An approved EMP will enable the Marketing department to develop materials to communicate to the campus & Police, & enable HR to develop the NIMS compliant training modules. | VP of Administrative Services Unit Plan |
| Strength | 98% of staff participated in professional development; 100% participated in required DegreeWorks training & maintained evaluation scores of 3.0 or higher. | VP of Student Services Unit Plan |
| Strength | Faculty/Staff satisfaction rates increased by 0.1% for "Personal security/safety at the college" and by 1.1% for "Courtesy, professionalism, and /or cooperation of Security personnel." | Victoria College Police and Security Unit Plan |
| Strength | Training of department employees has risen. | Victoria College Police and Security Unit Plan |
| Strength | Trained 52 faculty/staff for Active Shooter Response & will continue training to identify security issues. | Victoria College Police and Security Unit Plan |
| Strength | The department replaced 80% door locks with a more secure lock, and mounted convex mirrors in all stairwells. | Victoria College Police and Security Unit Plan |
| Strength | 95.6% & 95.1% faculty & staff satisfaction in the cooperation & timeliness of information/communication. | Workforce & Continuing Education |
| Weakness | Technical Banner issues & human error cause minor inaccuracies in academic records. | Admissions & Records Unit Plan |
| Weakness | Only 89.7% of faculty and staff indicated satisfaction with the convenience of meeting their testing needs (95% targeted). | Advising & Counseling Unit Plan |
| Weakness | Past due balances increased from the previous year. | Business Office Unit Plan |
| Weakness | Police Academy Advisory Committee Meeting minutes were not signed by the recorder. | Allied Health Division & Career & Technical Education |
| Weakness | 44% of the adjunct instructors participated in the adjunct orientation/ professional development activities. Adjunct-faculty need more professional activities. | Allied Health Division & Career & Technical Education |
| Weakness | Revenue from CE and contact courses (\$1,187,242) decreased from the previous year (\$1,227,460). | College Advancement & External Affairs Unit Plan |
| Weakness | Advancement's quality of services: 81.3% satisfaction, failed to meet the 90% target. | College Advancement & External Affairs Unit Plan |
| Weakness | 71% of staff participation in professional development activities; failed to meet the 75% target of participation. | College Advancement & External Affairs Unit Plan |
| Weakness | The finance department needs a report writing assistance follow-up. | College Information Systems Unit Plan |

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| Weakness | The office should work to increase the total number of donors for giving initiatives & gain more participation in the annual giving campaign from Foundation Board members. | Foundation Unit Plan |
| Weakness | 55% of employees donated to annual employee giving campaign, missed the 100% target. | Foundation Unit Plan |
| Weakness | Number of online gifts: 62.96% decrease from last year. | Foundation Unit Plan |
| Weakness | The scheduling process & execution of rental spaces for events did not meet the target 100% renter satisfaction. | Event Services Unit Plan |
| Weakness | One incident of an over award in loans. | Financial Aid Unit Plan |
| Weakness | Food service managers & crew leaders need more training on counting & ordering correct product amount to decrease costs. | Food Service Unit Plan |
| Weakness | Continued staff training on up-selling is needed. | Food Service Unit Plan |
| Weakness | Seek more efficient grants management, project research, record maintenance, and development software. | Grants Development Unit Plan |
| Weakness | 14% turnover rate, did not meet the target 2% decrease. 16 internal advancements, decrease from previous year. Average performance evaluation score: 3.91, did not meet goal of 4.0. | Human Resources Unit Plan |
| Weakness | Employee Opinion Survey 2007/2008 sections did not meet 10% or less dissatisfaction goal: HR #3 – 18.7%; College Wide #1 – 11.1%; College Wide #3 – 15.6%; HR #2 – 11.3%; College Wide #2 – 16.3%; HR #4 – 7.8%; College Wide #4 – 14.8%. | Human Resources Unit Plan |
| Weakness | An Employee and Staff Survey item related to the quality, accuracy, & usefulness of IR reports/publication: satisfaction declined from Spring 2012 (82.9%) to Spring 2013 (69.9%). | Institutional Effectiveness, Research & Assessment Unit Plan |
| Weakness | The unreliability of ISBN matches and out of print status of select titles prevents the Bowker Book Collection Analysis System from being utilized as an absolute guide for purchasing. | Library Unit Plan |
| Weakness | HVAC/Electrical Shop's priority to purchase a new truck postponed the replacing of worn out carts until FY 2014. | Physical Plant Unit Plan |
| Weakness | Homepage: needs to be more concise and easier to follow. | Testing Center Unit Plan |
| Weakness | Faculty/Staff satisfaction rates decreased by 1.5% for "Visibility of Security personnel in the parking areas and buildings." | Victoria College Police and Security Unit Plan |
| Weakness | More training is required to provide emergency response techniques to both campus security officers and police officers; more advanced training from Clery experts is needed. | Victoria College Police and Security Unit Plan |
| Opportunity | Professional Development opportunities for faculty should increase due to the presence of more activities available on campus at the C.A.P.E. center. | Division of Science, Mathematics, & P.E. Unit Plan |
| Opportunity | Improved suggestive selling efforts can increase sales by utilizing better advertising for its products. | Food Service Unit Plan |
| Opportunity | Demand for tacos and fruit provides a good climate and justification to continue offering these products | Food Service Unit Plan |
| Opportunity | Interest in the energy industry provides continued opportunities for Skills Development Fund projects. | Grants Development Unit Plan |
| Opportunity | Improving Springshare's statistical reporting functionality will allow the library to check unused links, and edit/update guides. | Library Unit Plan |
| Opportunity | The tax base growth in the service area, and the positive financial position and history of the college contributed to an increase in ratings of revenue bonds from A- to A+. | VP of Administrative Services Unit Plan |

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| Opportunity | A Clery knowledgeable lawyer can provide the department with legal advice and identify Clery training companies. | Victoria College Police and Security Unit Plan |
| Threat | TEAMS database transition follow-up was unresolved; AE will maintain local records until state reporting system revision. | Adult Education Unit Plan |
| Threat | Interest in the energy industry detracts from other institutional priorities, efforts to conduct training & creating new resources. | Grants Development Unit Plan |
| Threat | Additional evaluation & revision of previous processes detracted from developing training for grant project managers, & completing the grants development webpage & resources. | Grants Development Unit Plan |
| Threat | Increased workload (i.e. SACSCOC reaffirmation) delayed assessments of response rates & other measures for employer & graduate follow-up surveys, student & employee opinion, & climate surveys, etc. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Threat | Reporting is a process shared by multiple groups across the institution, which can complicate discerning where reporting problems may exist. | Institutional Effectiveness, Research & Assessment Unit Plan |
| Threat | The cost of Bowker Book Analysis System limits its role in analyses to once every 5 years. | Library Unit Plan |
| Threat | In-house construction and remodeling projects detract from department's capacity to address work orders, routine maintenance, and the preventative maintenance program. | Physical Plant Unit Plan |
| Threat | Campus growth, customer expectations, and increased workload demands more staff in Custodial Services, Building Maintenance and General Services. | Physical Plant Unit Plan |
| Threat | In-house remodeling projects continue to pull staff away from maintenance and preventative maintenance. | Physical Plant Unit Plan |
| Threat | The Board of trustees did not award the department the roof replacement bid/contract for the Student Center nor the Student Services Building because of budget restrictions. | Physical Plant Unit Plan |
| Threat | Lack of affordable training in the area is largest obstacle. | Victoria College Police and Security Unit Plan |
| Threat | Lack of Clery training provided in the region. | Victoria College Police and Security Unit Plan |

Appendix:

A. NEW 2012-2015 STRATEGIC GOAL ACTION PLANS:

Priority Goal 1: Foster Student Success

Action Item 1.1 Improve student success through student engagement.

Action Item 1.2 Create a Teaching and Learning Center.

Action Item 1.3 Create a Veteran Student Services Center.



Ribbon Cutting ceremony for The Betsy Wright Center

Priority Goal #1

Expected Outcomes:

Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence, and student success.

Priority Goal 2: Meet Community Needs

Action Item 2.1 Reinforce the public recognition of Victoria College as a superior academic and career training institution.

Action Item 2.2 Target recruiting to areas of high need and high impact.

Action Item 2.3 Cultivate and strengthen relationships with key stakeholders.

Action Item 2.4 Strengthen partnerships with regional economic development entities.



Groundbreaking ceremony for Victoria College's Emerging Technology Center.

Priority Goal #2

Expected Outcomes:

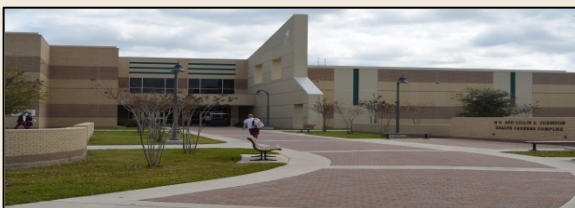
Victoria College will experience increases in student enrollment, academic transfer, and student completion in targeted programs leading to in-demand careers, as well as increases in resources, partnerships, and regional, state, and national recognition.

Priority Goal 3 : Ensure Institutional Excellence

Action Item 3.1 Create a campus climate in which employees collaborate and communicate effectively.

Action Item 3.2 Create a unified, welcoming, and safe campus physical environment.

Action Item 3.3 Implement a comprehensive plan for improving employee job performance



Victoria College's Health Sciences Center

Priority Goal #3

Expected Outcomes:

Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups.

**B. VICTORIA COLLEGE ACADEMIC & CAREER AND TECHNICAL
PROGRAM LEARNING OUTCOMES****1. Academic Foundations**

SLO 1- SDEV/EDUC- 60% of students will know various theoretical models of strategic learning, cognition, and motivation, and apply these to learning situations.

SLO 2- Reading-70% of students will, upon successful completion of this course, be able to utilize common patterns of organization to understand the interrelationship of ideas in text and analyze arguments, draw valid, logical conclusions and inferences based on relationships of ideas in various texts using an appropriate mode of writing.

SLO 3- English-60% of students will, upon successful completion of this course, be able to evaluate a text and respond using an appropriate mode of writing.

SLO 4- Mathematics-60% of students will, upon completion of this course, be able to implement critical thinking skills to evaluate the sensibility of an answer and utilize critical thinking skills to critique and correct inaccurate solutions.

2. Business Management**a. AAS Degree**

SLO 1- 70% of students will demonstrate mastery of business principles including management, marketing, finance, and basic business practices.

SLO 2-70% of students will demonstrate mastery of basic accounting principles.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 5-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 6-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 7-70% of students will demonstrate proficiency in Basic use of computers.

b. Business Management Certificate

SLO 1-70% of students will demonstrate mastery of business principles including management, marketing, finance, and basic business practices.

SLO 2-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 3-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 4-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 5-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 6-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 7-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 8-70% of students will demonstrate proficiency in Basic use of computers.

c. Business Management Skills Certificate

SLO 1-70% of students will demonstrate mastery of business principles including management, marketing, finance, and basic business practices.

SLO 2-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-70% of students will demonstrate proficiency in Basic use of computers.

3. Emergency Medical Services**a. AAS Degree:**

SLO 1-80% of students will apply fundamental knowledge of the EMS system, safety/well-being of the EMT/Paramedic, and medical/legal and ethical issues to manage an emergency scene. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SLO 2-80% of students will perform a comprehensive history and physical exam on a diverse array of patients. Manage the scene of an emergency; perform a comprehensive history and physical exam; integrate pathophysiological principles and assessment findings to analyze differential diagnoses; develop, implement, and evaluate treatment plans within the scope of practice authorized by medical control; and communicate and document all pertinent information.

SLO 3-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-80% of students will demonstrate proficiency in Basic use of computers.

SLO 11-90% of students will rate the program as satisfying the needs of stakeholders.

b. Emergency Medical Services- Intermediate Certificate

SLO 1-80% of students will apply fundamental knowledge of the EMS system, safety/well-being of the EMT/Paramedic, and medical/legal and ethical issues to manage an emergency scene. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SLO 2-80% of students will perform a comprehensive history and physical exam on a diverse array of patients. Manage the scene of an emergency; perform a comprehensive history and physical exam; integrate pathophysiological principles and assessment findings to analyze differential diagnoses; develop, implement, and evaluate treatment plans within the scope of practice authorized by medical control; and communicate and document all pertinent information.

SLO 3-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-90% of students will demonstrate proficiency in Basic use of computers.

SLO 11-90% of students will rate the program as satisfying the needs of stakeholders.

c. Emergency Medical Services- Paramedic Certificate

SLO 1-80% of students will apply fundamental knowledge of the EMS system, safety/well-being of the EMT/Paramedic, and medical/legal and ethical issues to manage an emergency scene. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SLO 2-80% of students will perform a comprehensive history and physical exam on a diverse array of patients. Manage the scene of an emergency; perform a comprehensive history and physical exam; integrate pathophysiological principles and assessment findings to analyze differential diagnoses; develop, implement, and evaluate treatment plans within the scope of practice authorized by medical control; and communicate and document all pertinent information.

SLO 3-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-90% of students will demonstrate proficiency in Basic use of computers.

SLO 11-90% of students will rate the program as satisfying the needs of stakeholders.

4. Electronics Technology

a. AAS Degree

SLO 1-65% of students will analyze AC circuits using applicable mathematical formulas.

SLO 2-65% of students will define terms applicable to microprocessor/microcomputer systems.

SLO 3-65% of students will describe the purpose of microprocessor internal registers.

SLO 4-65% of students will explain how programmable logic controllers control the process environment.

SLO 5-65% of students will explain the operation and function of various motor control devices.

SLO 6-65% of students will identify telecommunications system components.

SLO 7-65% of students will define, explain and use common telecommunication terms.

SLO 8-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-75% of students will demonstrate proficiency in Basic use of computers.

b. Electronics Technology Certificate

SLO 1-65% of students will analyze AC circuits using applicable mathematical formulas.

SLO 2-65% of students will explain how programmable logic controllers control the process environment.

SLO 3-65% of students will identify telecommunications system components.

SLO 4-65% of students will define, explain and use common telecommunication terms.

SLO 5-75% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 6-75% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 7-65% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 8-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-75% of students will demonstrate proficiency in Basic use of computers.

c. Instrumentation AAS Degree

SLO 1-65% of students will describe the calibration process for various types of instrumentation.

SLO 2-65% of students will describe the purpose of microprocessor internal registers.

SLO 3-65% of students will analyze AC circuits using applicable mathematical formulas.

SLO 4-65% of students will describe the control loop as applied to selected process variables.

SLO 5-65% of students will explain how programmable logic controllers control the process environment.

SLO 6-65% of students will define terms applicable to microprocessor/microcomputer systems.

SLO 7-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-80% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-75% of students will demonstrate proficiency in Basic use of computers.

d. Instrumentation Enhanced Skills Certificate

SLO 1-75% of students will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

5. Fire Science Certificate

SLO 1-80% of students will demonstrate mastery of all knowledge content necessary to comprehend, apply and evaluate information relevant to them as a firefighter.

SLO 2-80% of students will demonstrate mastery of all Firefighter I, Firefighter II, Hazardous Materials Awareness and Hazardous Materials Operations skills as required by the Texas Commission on Fire Protection.

SLO 3-80% of students will learn to organize and improve comprehension skills and be able to integrate the didactic material so they can apply it to the psychomotor skills they are expected to perform.

SLO 4-80% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 5-80% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 6-80% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 7-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 8-80% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-100% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-80% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-100% of students will demonstrate proficiency in Basic use of computers.

6. Police Academy CE Certificate

SLO 1-80% of students will demonstrate mastery of all knowledge content necessary to comprehend, apply and evaluate information relevant to them as a basic peace officer.

SLO 2-80% of students will demonstrate technical proficiency in all skills as required by TCLEOSE necessary to fulfill the role of a Basic Peace Officer.

SLO 3-80% of students will demonstrate personal behavior consistent with professional and employer expectations of a Basic Peace Officer.

SLO 4-80% of students will learn to organize and improve comprehension and be able to integrate the didactic material so they can apply it to the psychomotor skills they are expected to perform.

SLO 5-80% of students will be proficient in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 6-80% of students will be proficient in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 7-80% of students will be proficient in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 8-80% of students will be proficient in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 9-80% of students will be proficient in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 10-80% of students will be proficient in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 11-80% of students will be proficient in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 12-100% of students will be proficient in Basic use of computers.

7. Process Technology

a. AAS Degree

SLO 1-70% of students will demonstrate knowledge of applied chemistry and physical principles that relate to process industries.

SLO 2-80% of students will use theoretical and technical knowledge to safely operate, maintain, and troubleshoot process units.

SLO 3-70% of students will be proficient in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will be proficient in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will be proficient in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 6-80% of students will be proficient in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 7-80% of students will be proficient in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

8. Professional Office Technology

a. Accounting AAS Degree

SLO 1-75% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will utilize accounting documents and practices.

SLO 3-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-75% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-75% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-75% of students will demonstrate proficiency in Basic use of computers.

b. Administrative Assisting AAS Degree

SLO 1-75% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-80% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-75% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-75% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-75% of students will demonstrate proficiency in Basic use of computers.

c. Medical Office AAS Degree

SLO 1-70% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will utilize accounting documents and practices.

SLO 3-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-75% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 8-75% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-75% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 10-75% of students will demonstrate proficiency in Basic use of computers.

d. Professional Office Technology Certificate

SLO 1-70% of students will demonstrate mastery of office software applications, records management, business practices, and documents used in an office environment.

SLO 2-70% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will demonstrate proficiency in Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-70% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-70% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-70% of students will demonstrate proficiency in Basic use of computers.

9. Welding

a. Advanced Certificate

SLO 1-70% of students will use welding equipment to produce industry code qualified welds with the GTAW process in an open-butt single V-groove joint in the 6G position on stainless steel pipe.

SLO 2-70% of students will use welding equipment to produce industry code qualified welds with the SMAW process in an open-butt single V-groove joint in the 6G position on carbon steel pipe.

SLO 3-70% of students will demonstrate proficiency in Reading: Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 4-70% of students will demonstrate proficiency in Writing: Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 5-60% of students will demonstrate proficiency in Arithmetic or Mathematics: Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 6-70% of students will demonstrate proficiency in Speaking and Listening: Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 7-70% of students will demonstrate proficiency in Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.

SLO 8-70% of students will demonstrate proficiency in Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 9-70% of students will demonstrate proficiency in Workplace Competencies: Resources; interpersonal skills; information; systems; and technology.

b. Basic Certificate

SLO 1-70% of students will use welding equipment to produce industry code qualified welds with the SMAW process in an open-butt single V-groove joint in the 6G position on carbon steel pipe.

SLO 2-70% of students will locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-70% of students will communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-60% of students will perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-70% of students will organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-70% of students will think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate workplace competencies-interpersonal skills, information; systems and technology.

10. Medical Laboratory Technology AAS Degree

SLO 1-70% of students will apply knowledge in the areas of Microbiology, Chemistry, Hematology, Blood Bank, Serology, and Body Fluids in preparation for the national certification examination.

SLO 2-60% of students will demonstrate proficiency in Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts (Assessed by the completion of ENGL 1301 prior to enrollment in the course).

SLO 4-Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques (Assessed by the completion of MATH 1314 or 1332 prior to enrollment in the course).

SLO 5-60% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-60% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-70% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 8-70% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 9-70% of students will demonstrate proficiency in basic use of computers (Assessed by the completion of HITT 1211 or equivalent prior to enrollment in the course).

11. Associate Degree Nursing AAS Degree

SLO 1-90% of students will apply principles of safe, ethical practice for diverse patients or groups.

SLO 2-90% of students will evaluate principles of safe, ethical practice for diverse patients or groups.

SLO 3-90% of students will evaluate implications of the Nursing Practice Act.

SLO 4-90% of students will evaluate the effectiveness of communication skills among the interdisciplinary health care team.

SLO 5-95% of students will evaluate the effectiveness of the patient and family teaching in relation to health maintenance and restoration.

SLO 6-90% of students will relate the importance of individual professional development to the advancement of learning.

SLO 7-90% of students will apply evidence based patient care to the profession of nursing.

SLO 8-95% of students will demonstrate competence in Reading- Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 9-95% of students will demonstrate competence in Writing- Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 10-100% of students will demonstrate proficiency in Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 11-95% of students will demonstrate proficiency in Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 12-90% of students will demonstrate proficiency in Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 13-100% of students will demonstrate proficiency in Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 14-90% of students will demonstrate proficiency in Workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 15-90% of students will demonstrate proficiency in Basic Use of Computers.

12. Physical Therapist Assistant AAS Degree

SLO 1-80% of students will be competent, safe, legal and effective generalist student physical therapist assistants who work under the supervision of a physical therapist and will perform their duties within the scope of practice of a PTA.

SLO 2-80% of students will demonstrate proficiency in reading-locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 3-80% of students will demonstrate proficiency in writing-communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

SLO 4-80% of students will demonstrate proficiency in arithmetic or mathematics- perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 5-80% of students will demonstrate proficiency in speaking and listening- organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 6-80% of students will demonstrate proficiency in thinking skills- a worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 7-80% of students will demonstrate proficiency in personal qualities- a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

13. Respiratory Care AAS Degree

SLO 1-70% of students will utilize clinical simulations to enhance information gathering and decision making skills.

SLO 2-70% of students will apply knowledge of entry-level content examination matrix to take the national board exam.

SLO 3-70% of students will apply knowledge of registry content examination matrix to take the national board exam.

SLO 4-70% of students will demonstrate proficiency in reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.

SLO 5-Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts (Assessed in the core curriculum).

SLO 6-70% of students will demonstrate proficiency in arithmetic or mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.

SLO 7-70% of students will demonstrate proficiency in speaking and listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.

SLO 8-70% of students will demonstrate proficiency in thinking skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively.

SLO 9-70% of students will demonstrate proficiency in personal qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

SLO 10-70% of students will demonstrate proficiency in workplace Competencies- Resources; interpersonal skills; information; systems; and technology.

SLO 11-70% of students will demonstrate proficiency in basic use of computers.

14. Vocational Nursing Certificate

SLO 1-90% of students will identify the components of the health-illness continuum at a 70% or above.

SLO 2-90% of students will identify prevalent medical-surgical conditions affecting the adult at a 70% or above.

SLO 3-90% of students will utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions at a 70% or above.

SLO 4-90% of students will relate the appropriate concepts of anatomy and physiology, pharmacology and nursing skills, nutrition, psychosocial implications and communication skills in the plan of care at a 70% or above.

SLO 5-90% of students will apply the theory, concepts and skills involving specialized materials, equipment, procedures, and regulation, laws, and interactions within and among political, economic, environmental, social and legal systems associated with the particular occupation and the business/industry with a completion grade of satisfactory or better.

SLO 6-90% of students will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry with a completion grade of satisfactory or better.

SLO 7-90% of students will score a 70% or above with the basic use of computers.

SLO 8-Reading-Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 9-Writing-Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 10-Arithmetic or Mathematics- Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.90% of students will score a 90% or above on the four dosage quizzes.

SLO 11-Speaking and Listening- Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 12-Thinking Skills- A worker must think creatively, make decisions. Solve problems, visualize, know how to learn, and reason effectively. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 13-Personal Qualities- A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

SLO 14-Workplace Competencies- Resources; interpersonal skills; information; systems; and technology. 90% of students will achieve this outcome with a completion grade of satisfactory or better.

15. Associate of Arts/ Associate of Science Degree

SLO 1-70 % of students will communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

SLO 2-70 % of students will demonstrate quantitative literacy and apply basic mathematical tools in the solution of real-world problems.

SLO 3-70 % of students will understand, construct, and evaluate relationships in the natural sciences, enabling them to understand the basis for building and testing theories.

SLO 4-70 % of students will expand knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Students will engage in critical analysis, form aesthetic judgments and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society.

SLO 5-70 % of students will increase knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.

SLO 6-70 % of students will establish a working knowledge of the use of computers as a means of information processing and problem solving evidenced through mastery of computer science exemplary educational objectives.

SLO 7-70 % of students will increase knowledge of, and participation in, fitness and/or health activities.

SLO 8-70 % of students will successfully complete periphery courses (non-core general education) of the AA program with a 70% or better.

C. GENERAL EDUCATION COMPETENCY OUTCOMES:

Reading: Students will analyze and interpret a variety of printed materials-books, articles, and documents. Students would have the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter.

Proficiencies for Reading:

Level 1- Students who are proficient can:

- Recognize factual material explicitly presented in a reading passage.
- Understand the meaning of particular words or phrases in the context of a reading passage.

Level 2- Students who are proficient can:

- Synthesize material from different sections of a passage.
- Recognize valid inferences derived from material in the passage.
- Identify accurate summaries of a passage or of significant sections of the passage.
- Understand and interpret figurative language.
- Discern the main idea, purpose or focus of a passage or a significant portion of the passage.

Critical Thinking-Students will apply both **qualitative** and **quantitative** skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

Qualitative Proficiencies for Critical Thinking:

Students who are proficient can:

- Evaluate competing causal explanations.
- Evaluate hypotheses for consistency with known facts.
- Determine the relevance of information for evaluating an argument or conclusion.
- Determine whether an artistic interpretation is supported by evidence contained in a work.
- Recognize the salient features or themes in a work of art.
- Evaluate data for consistency with known facts, hypotheses or methods.
- Recognize flaws and inconsistencies in an argument.

Quantitative Proficiencies (Mathematics):**Level 1- Students who are proficient can:**

- Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded.
- Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fraction to percent, such as converting "1/4" to 25%).
- Solve problems requiring a general understanding of square roots and the squares of numbers.
- Solve a simple equation or substitute numbers into an algebraic expression.
- Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level 2- Students who are proficient can:

- Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
- Interpret a trend represented in a graph, or choose a graph that reflects a trend.
- Solve problems involving sets; problems have numeric answer choices.

Level 3- Students who are proficient can:

- Solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving.
- Solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease.
- Generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- Solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- Interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease.
- Solve problems requiring insight or logical reasoning.

Writing Competencies: Students will produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

Level 1- Students who are proficient can:

- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions).
- Recognize appropriate transition words.
- Recognize incorrect word choice.
- Order sentences in a paragraph.
- Order elements in an outline.

Level 2- Students who are proficient can:

- Incorporate new material into a passage.
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases.

- Combine simple clauses into single, more complex combinations.
- Recast existing sentences into new syntactic combinations.

Level 3- Students who are proficient can:

- Discriminate between appropriate and inappropriate use of parallelism.
- Discriminate between appropriate and inappropriate use of idiomatic language.
- Recognize redundancy.
- Discriminate between correct and incorrect constructions.
- Recognize the most effective revision of a sentence.

Computer Literacy: Students will use computer-based technology in communicating, solving problems and acquiring information. Students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

D. VICTORIA TESTING CENTER ADMINISTRATIONS

MAIN CAMPUS

| 2011-2012 Victoria Testing Center | 2009- 10 Totals | Exam Type | 2010- 11 Totals | Exam Type | 2011- 12 Totals | Exam Type | 2012- 2013 Totals | Exam Type |
|---|-----------------------|--------------|-----------------------|--------------|-----------------------|-----------------------------------|-----------------------------------|--------------|
| ACT | 780 | Paper | 405 | Paper | 599 | Paper | 416 | Paper |
| ACT Center | 49 | Computer | 19 | Computer | 4 | Computer | | |
| ACT Residual | 19 | Paper | 23 | Paper | 11 | Paper | 21 | Paper |
| ASE | 116 | Paper | 89 | Paper | 23 | Paper | | |
| Castle WorldWide | 0 | Computer | 0 | Computer | 0 | Computer | | |
| CLEP | 23 | Computer | 19 | Computer | 27 | Computer | 14 | Computer |
| Compass | 376 | Computer | 436 | Computer | 484 | Computer | 1398 | Computer |
| Correspondence | 101 | Computer | 103 | Computer | 116 | Computer | 182 | Computer |
| Dantes | 8 | Computer | 4 | Computer | 2 | Computer | 9 | Computer |
| DET | 385 | Computer | 333 | Computer | 205 | Computer | 175 | Computer |
| Disability -- (Special Accom) | 134 | | 250 | | 289 | 55 computer 234 paper | 318 | |
| EPA | 0 | | 0 | | 0 | | | |
| Food Protection Test | 0 | | 0 | | 0 | | | |
| GED Tests | 1273 | Paper | 967 | Paper | 1038 | Paper | 1260 | Paper |
| PAN | 87 | Computer | 37 | Computer | 59 | Computer | 85 | Computer |
| Quick Thea | 1084 | Paper | 750 | Paper | 1056 | Paper | 338 | Paper |
| SAT | 1235 | Paper | 972 | Paper | 1003 | Paper | 1055 | Paper |
| Starr (one time pilot) | 0 | Computer | 0 | Computer | 30 | Computer | | |
| TCLOSE | 65 | Computer | 31 | Computer | 39 | Computer | 23 | Computer |
| THEA | 161 | Paper | 33 | Paper | 0 | Paper | | |
| VC | 7700 | | 8980 | | 9243 | 6217 Computer 3026 Paper | 6715 Computer 3036 paper | |
| VCT | 68 | | 29 | | 0 | | | |
| Departmental Exams | 2 | | 4 | | 3 | 2 computer 1 paper | 1 | Computer |
| Totals: | 13666 | | 13484 | | 14231 | | 15046 | |

CALHOUN CENTER TESTING CENTER DATA:

| 2011-2012 | Sept. Total | Oct. Total | Nov. Total | Dec. Total | Jan. Total | Feb. Total | Mar. Total | Apr. Total | May Total | June Total | July total | Aug. Total | Grand Total |
|------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Special Accommodations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Online Courses - V.C. | 70 | 79 | 40 | 126 | 1 | 72 | 60 | 61 | 123 | 129 | 40 | 21 | 822 |
| Total | 70 | 79 | 40 | 126 | 1 | 72 | 60 | 61 | 123 | 129 | 40 | 21 | 822 |
| 2012-1313 | Sept. Total | Oct. Total | Nov. Total | Dec. Total | Jan. Total | Feb. Total | Mar. Total | Apr. Total | May Total | June Total | July total | Aug. Total | Grand Total |
| Special Accommodations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Online Courses - V.C. | 48 | 44 | 35 | 106 | 2 | 42 | 43 | 37 | 130 | 56 | 0 | 0 | 803 |
| | C | C | C | C | | C | C | C | C | C | | | |
| | 22 | 29 | 25 | 35 | | 36 | 28 | 40 | 38 | 7 | | | |
| | P | P | P | P | | P | P | P | P | P | | | |
| Total | 70 | 73 | 60 | 141 | 2 | 78 | 71 | 77 | 168 | 63 | 0 | 0 | 803 |

GONZALES CENTER TESTING CENTER DATA:

| Gonzales Testing Center | 2012-2013 Totals |
|------------------------------|------------------|
| DET | 106 |
| THEA | 262 |
| Compass | 40 |
| Paper/Pen and Online testing | 1013 |
| Totals: | 1421 |

E. VICTORIA FINE ARTS DEPARTMENT CALENDAR OF EVENTS

FALL 2012

| FINE ARTS DEPARTMENT CALENDAR OF EVENTS FALL 2012 | | |
|---|--|--------------------------------------|
| DATE | EVENT | LOCATION |
| Sept. | Jazz Concert - "Tunes at Noon" | DeLeon Plaza |
| Sept. | JCM Jazz Trio – Grand Opening | Country Club |
| 10/2 | Voice Master Class | Johnson Symposium Center |
| 10/3 | Piano Master Class | Johnson Symposium Center |
| 10/4-10/6 | Bootfest – 78 music students volunteered for 3 day event | DeLeon Plaza |
| 10/20 | JCM - Jazz Trio gig-Pumphouse | Pumphouse |
| 10/27 | Piano Recital | Johnson Symposium Center |
| 10/26 | 2 Year College All-State Choir Region Auditions | Johnson Symposium Center |
| 11/5 | Piano and Voice Master Class | Johnson Symposium Center |
| 11/10 | TMTA Music Theory Tests for grades 1-12, Fall test | Academic Building |
| 11/8-11/25 | Fall Art Show | Gallery |
| 11/13 | Music Department Recital | Johnson Symposium Center |
| 11/30 | Choral Concert | Our Saviour’s Lutheran Church |
| 12/2 | Guest soloist - Church | First United Methodist |
| 12/4 | Piano and Voice Master Class | Johnson Symposium Center |
| 12/8 | VMTA Christmas Carol-Hymn Festival | Fine Arts Building (all music rooms) |
| 12/10 | Semester Juries for MUAP lessons | Johnson Symposium Center |
| 12/14 | JCM – Jazz Trio | Victoria Country Club |
| 12/20 | Jazz and Commercial concert “HEB Feast of sharing” | Victoria Community Center |
| 12/24 | JCM Jazz Trio – Jazz Christmas Eve Mass | First United Methodist |

SPRING 2013

| FINE ARTS DEPARTMENT CALENDAR OF EVENTS SPRING 2013 | | |
|---|--|------------------------------------|
| 1/25-1/26 | Jonathan Anderson Guest Clinician Region 3 ATTSB – San Antonio | San Antonio |
| 1/19 | Piano Recital | Johnson Symposium Center |
| 2/2 | TMTA Music Theory Tests for grades 1-12, Spring test | Fine Arts Building All Music Rooms |
| 2/6 | Piano and Voice Master Class | Johnson Symposium Center |
| 2/9 | Adjudicator for solo and ensemble region 14 | Victoria East High School |
| 2/10 | Empty Bowls | Student Center |
| 2/13-16 | TTCCDA All-State Choir (took 3 students) | San Antonio, TX |
| 2/15 | Jonathan Anderson Guest artists/soloists with South Texas All-Star Big Band | The Lexington, Corpus Christi |
| 3/1-3/2 | Vagina Monologues | Leo J. Welder Center |
| 3/2 | Baroque – Sonatina Piano Festival | Johnson Symposium Center |
| 3/2 | JCM – Jazz Trio for Jr. League Charity Ball | Victoria Country Club |
| 3/3 | Grand opening for Ethel Lee Tracy Park – Victoria College Commercial Music Ensemble | Ethel Lee Tracy |
| 3/20 | Piano and Voice Master Class | Johnson Symposium Center |
| 3/26 | Student Recital for Victoria Music Club | Johnson Symposium Center |
| 4/12-4/13 | VC Music Scholarship Auditions | VC Choir/Band Room |
| 4/13 | Piano Recital | VC Choir Room |
| 4/17 | Piano and Voice Master Class | Johnson Symposium Center |
| 4/12-4/29 | Student Art Show | Gallery |
| 4/23 | Music Department Recital | Johnson Symposium Center |
| 4/26 | Sophomore Music Major Recital: Matthew Crigger, Arturo Fonseca, Kelli Nevarez | Johnson Symposium Center |
| 5/2 | Choral Concert | Health Science Center Atrium |
| 5/3 | Choral Concert | Johnson Symposium Center |
| 5/4 | VMTA Honors Recital (Piano) | Johnson Symposium Center |
| May | Jazz & Commercial Music Ensemble concert | Outside Porch Concert |
| 5/6 | Semester Juries for MUAP lessons | Johnson Symposium Center |

F. MUSEUM OF THE COASTAL BEND CALENDAR OF ACTIVITIES AND EVENTS

FALL 2012

| 2012 Museum of the Coastal Bend Activities and Events | |
|---|---|
| 9/1-12/15/2012 | <i>Cattle Boom!</i> Exhibit |
| 9/6/2012 | Lecture: Texas Women Remembered |
| 9/19/2012 | Attendance at VISD Secondary Principals meeting |
| 9/20/2012 | Lecture: Marie Talon by Sara Massey |
| 9/27/2012 | Torres Elementary School Tour |
| 10/4/2012 | Atlatl-throwing demo for Banned Books Week |
| 10/5/2012 | Schulenberg Elementary School tour for VC Day |
| 10/6/2012 | Venue Merit Badge College |
| 10/9/2012 | Attendance at VISD Elementary Principals Meeting |
| 10/16/2012 | Participation in VC Information Night |
| 10/17/2012 | UHV Elementary Science Methods Class tour |
| 10/18/2012 | Tile Branding and Lecture: Statewide Dipping Vat Inventory by Alan Skinner |
| 10/19-20/2012 | Participation in Zoo Boo at Texas Zoo |
| 10/20/2012 | Attendance at Alton C. Allen Historical Conference in Hallettsville |
| 10/23-25/2012 | Brand Wall exhibited at South Texas Farm & Ranch Show |
| 10/25/2012 | Goliad Retired Teachers' Assn. Tour |
| 10/30/2012 | Toured site of Fort St. Louis |
| 10/30/2012 | Attendance VPI annual membership meeting |
| 11/1/2012 | Lecture: Eric Ray |
| 11/2/2012 | Venue for Partners in History Regional Itineraries & Bootfest 2013 meeting at MCB |
| 11/8/2012 | Vicker's Elementary School tour |
| 11/8-12/1/2012 | Venue for VC Fall Student Art Show and opening reception |
| 11/9/2012 | Cypress Top Historic Park Senior tour |
| 11/12/2012 | Attendance at Victoria County Genealogical Society meeting |
| 11/14/2012 | Texas Highways writer, Jennifer Babisak, visits MCB for article |
| 12/5/2012 | Venue for Mary Sue Koontz Nelson luncheon |
| 12/13/2012 | Venue for Partners in History lunch meeting |
| 12/14/2012 | Palacios 7th grade tour |

SPRING 2013

| 2013 Museum of the Coastal Bend Activities and Events | |
|---|---|
| 1/24/2013 | Aransas Nat'l Wildlife Refuge volunteers tour |
| 1/26/2013 | Participation in Native American Day at Texas Zoo |
| 1/29/2013 | Venue for Texas Archeological Society Academy meeting |
| 1/29/2013 | Houston Senior Citizen Group Tour |
| 1/30/2013 | Seniors We Are, Etc. Tour Group |
| 1/31/2013 | Attendance at Nave Museum exhibit opening |
| 2/12/2013 | Winning the West Exhibit opening |
| 2/15/2013 | Attendance TAM Council meeting in Austin |
| 2/19/2013 | Shields 4th grade tour |
| 2/26/2013 | Venue for Dig Our History Days planning meeting |
| 3/2/2013 | TX Archeological Society Academy tour |
| 3/3/2013 | Attendance at Ethel Lee Tracy Park Amphitheater Grand Celebration |
| 3/5/2013 | Sun City Community Association tour group |
| 3/7/2013 | Lecture: Telling Stories with the Past by Eric Ray |
| 3/21/2013 | O'Connor Elementary Kindergarten tour |
| 3/22/2013 | Home School group tour led by Jimmy Bluhm |
| 3/26/2013 | Venue for CVB Travel Council meeting |
| 3/26/2013 | Participation in VC Information Night |
| 3/28/2013 | Lecture: Pass Cavallo Shipwreck by Amy Borgens |
| 4/2-5/2013 | Attendance at TAM Conference in Beaumont |
| 4/9/2013 | Hopkins Elementary 4th grade tour |
| 4/9/2013 | Venue for National Poetry Month event |
| 4/17/2013 | Eleanor Brackenridge Literary Club tour |
| 4/17/2013 | Venue for Dig Our History Days planning meeting |
| 4/18/2013 | Lecture: Desegregation of Victoria's Swimming Pools by Ed Byerly |
| 4/24/2013 | VC Ceramics class tour |
| 4/27/2013 | Participation at Earth Day at Texas Zoo |
| 4/30/2013 | VC Adult Education tour |
| 4/30/2013 | Trinity Episcopal 4th grade tour |
| 5/2/2013 | Industrial 4th grade tour |
| 5/5/2013 | Participation in CVB Familiarization tour |
| 5/6/2013 | Rotary group tour |
| 5/7/2013 | Palacios 4th grade tour |
| 5/8/2013 | John Paul II Catholic School tour |
| 5/10/2013 | Participation in Crain Elementary Science Spectacular |

Victoria College is a public, open-admission college.

SUMMER 2013

| 2012 - 2013 Museum of the Coastal Bend Activities and Events | |
|--|--|
| 2013 Continued | |
| 5/14/2013 | Mission Valley Elementary 3rd grade tour |
| 5/15/2013 | Venue for Dig Our History Days planning meeting |
| 5/16/2013 | Crain Elementary 4th grade tour |
| 5/16/2013 | Lecture on Fort St. Louis archaeological site by Jim Bruseth |
| 5/18/2013 | Participation in Nave Museum's Art Car Parade activities |
| 5/18/2013 | Floresville High School students tour |
| 5/23/2013 | O'Connor Elementary 4th grade tour |
| 5/24/2013 | Mission Valley Church group tour |
| 6/14-17/2013 | Dig Our History Days event at DeLeon Plaza |
| 6/14/2013 | Participation in Vietnam Conference |
| 6/25/2013 | Meeting with AAA travel writer |
| 6/26/2013 | Atlatl throwing with Texas Highways magazine writer |
| 7/9/2013 | Port Lavaca tour group |
| 7/16/2013 | Attendance at Victoria County Clerk's Preservation Project meeting |
| 7/16/2013 | San Marcos tour group |
| 7/18/2013 | Paint Texas! Children's class |
| 7/18/2013 | Attendance at Hilton Garden Inn Grand Opening event |
| 7/30/2013 | Venue for LaSalle Odyssey Museum meeting |
| 8/10/2013 | Coastal Bend College tour group |
| 8/15/2013 | Venue for McNeill Ranch archeological site 10-year celebration |
| 8/17/2013 | AAA photographer at MCB for article in magazine |
| 8/28/2013 | Venue for ED Tech Conference Steering Committee meeting |
| 8/29/2013 | Attendance at Texas Maritime Museum lecture |

G. LEO J. WELDER CENTER CALENDAR OF EVENTS

| Date | Presenting Organization | Event | Area |
|---------------|-------------------------------|-------------------------------|---|
| 9/2/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 9/6/2012 | Devereux | Board Meeting | Board room |
| 9/7/2012 | Victoria Jaycees | Magic Show | Performance hall, Lobby |
| 9/9/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 9/10/2012 | Court of Six flags | Board Meeting | Board room |
| 9/16/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 9/23/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 9/24/2012 | Bret Baldwin | "Never Fly Solo" | Lobby, Performance hall |
| 9/30/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 10/1/2012 | VC | Lyceum: Rick Shenkman | Lobby, Green room, Performance hall |
| 10/5-6/2012 | Bootfest | Green room for performers | Green Room |
| 10/6-21/2012 | VC Museum of the Coastal Bend | Harold Nichols art exhibit | Lobby (reception only) |
| 10/7/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 10/7/2012 | People to People | People to People seminar | Lobby, Performance hall |
| 10/14/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 10/19-21/2012 | Theatre Victoria | "On Golden Pond" performances | Lobby, rehearsal hall, green room, performance hall |
| 10/21/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |

LEO J. WELDER CENTER CALENDAR OF EVENTS CONTINUED

| Date | Presenting Organization | Event | Area |
|---------------|---|-------------------------------|---|
| 10/22/2012 | VC/League of Women Voters | Candidates Forum with VC SGA | Performance Hall |
| 10/25-27/2012 | Theatre Victoria | "On Golden Pond" performances | Lobby, rehearsal hall, green room, performance hall |
| 10/28/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 10/30/2012 | Theatre Victoria | Board meeting | Board room |
| 10/30/2012 | Theatre Victoria board of governors | Board meeting | Board room |
| 11/1/2012 | Devereux | Board Meeting | Board room |
| 11/2-3/2012 | Victoria Ballet Theatre | Dominic Walsh Dance | Lobby, rehearsal hall, green room, performance hall |
| 11/4/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 11/8-10/2012 | St.Joseph high school | "Goldilocks" performances | Lobby, rehearsal hall, green room, performance hall |
| 11/11/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 11/12/2012 | Court of Six Flags | Board Meeting | Lobby, rehearsal hall, green room, performance hall |
| 11/13/2012 | City of Victoria Environmental Services | Vocal Trash concert | Performance Hall |
| 11/16/2013 | Theatre Victoria | Youth Camp performance | Lobby, Performance hall, green room, rehearsal hall |
| 11/17/2012 | Lifepointe | Women's Conference | Lobby, Performance hall |
| 11/18/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 11/19/2012 | Charity Concert series | Larry Gatlin performance | Lobby, Green room, Performance hall |
| 11/23/2012 | VC Museum of the Coastal Bend | Holiday Artisan's Market | Lobby |
| 11/25/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |

LEO J. WELDER CENTER CALENDAR OF EVENTS CONTINUED

| Date | Presenting Organization | Event | Area |
|---------------|-------------------------|---------------------------------------|---|
| 11/27/2012 | AAF Victoria | ADDY awards committee meeting | board room |
| 11/30/2012 | VC | Employee Christmas Party | Lobby, Rehearsal Hall |
| 12/2/2012 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 12/6-9/2012 | Victoria Ballet Theatre | "Nutcracker" performances | Lobby, rehearsal hall, performance hall, green room |
| 12/9/2012 | Lifepointe | Church service | Lobby, Green room, Performance hall, rehearsal hall |
| 12/10/2012 | Theatre Victoria | "Marvelous Wonderettes" auditions | Lobby, rehearsal hall |
| 12/12/2012 | VC A.D.N. | A.D.N. Pinning Ceremony | Performance Hall, Rehearsal Hall |
| 12/13-15/2012 | Theatre Victoria | "Winter Wonderland" show | Lobby, Green room, Performance hall |
| 12/15/2012 | Theatre Victoria | Volunteer and members Christmas party | Lobby |
| 12/16/2012 | Lifepointe | Church service | Lobby, green room, rehearsal hall, performance hall |
| 12/16/2012 | Lifepointe | Evening worship | Lobby, Performance hall |
| 12/17/2012 | Theatre victoria | Board Meeting | Board room |
| 12/23/2012 | Lifepointe | Church service | Lobby, green room, rehearsal hall, performance hall |
| 12/30/2012 | Lifepointe | Church service | Lobby, green room, rehearsal hall, performance hall |
| 1/6/2013 | Lifepointe | Church service | Lobby, green room, rehearsal hall, performance hall |
| 1/7/2013 | VC | Convocation | Performance Hall, Rehearsal Hall, Lobby |
| 1/9/2013 | Leo J. Welder Center | Advisory Board meeting | Board room |

LEO J. WELDER CENTER CALENDAR OF EVENTS CONTINUED

| Date | Presenting Organization | Event | Area |
|-----------------------|---------------------------|------------------------------------|---|
| 1/11/2013 | AAF Victoria | Meeting | Board room |
| 1/13/2013 | Lifepointe | Church service | Lobby, green room, rehearsal hall, performance hall |
| 1/14/2013 | Court of Six Flags | Meeting | board room |
| 1/17/2013 | Victoria Bach Festival | Victoria Bach Festival | Lobby, green room, performance hall, |
| 1/19/2013 | Victoria Symphony | Auditions | performance hall, board room, rehearsal hall |
| 1/20/2013 | Lifepointe | Church service | Lobby, rehearsal hall, green room, performance hall |
| 1/20/2013 | USAF | Gateway Brass Performance | Lobby, rehearsal hall, green room, performance hall |
| 1/21/2013 | Victoria Ballet Theatre | Dance adjudication | performance hall |
| 1/23/2013 | VC Marketing | Dept. retreat | Board Room |
| 1/27/2013 | Lifepointe | church service | performance hall |
| 1/27/2013 | Lifepointe | small groups meeting | lobby |
| 2/3/2013 | Lifepointe | church service | performance hall |
| 2/7/2013 | Ad Federation of Victoria | ADDY awards | performance hall, rehearsal hall, lobby |
| 2/15 - 17, 2/21-23 | Theatre Victoria | "Marvelous Wonderettes" production | performance hall |
| 2/17/2013 | Lifepointe | church service | performance hall |
| 2/24/2013 | Lifepointe | church service | performance hall |
| 2/25- 3/2/2013 | VC Film Club | VDAY | Performance Hall, Rehearsal Hall |
| 2/26/2013 | Theatre Victoria | "Harvey" auditions | lobby, rehearsal hall |
| 3/3/2013 | Lifepointe | Church service | performance hall |
| 3/4 - 3/9/2013 | St. Joseph High School | Spring Production | all |
| 3/16/2013 | Victoria Christian School | Heart of Texas Chorus, fundraiser | performance hall |
| 3/21/2013 | VC Advancement | Strategic Planning meeting | Board Room |

LEO J. WELDER CENTER CALENDAR OF EVENTS CONTINUED

| Date | Presenting Organization | Event | Area |
|---------------------|---------------------------|--|---|
| 3/21 - 3/23/2013 | Victoria Ballet Theatre | Spring Gala | all |
| 3/27/2013 | Austwell-Tivoli ISD | UIL 1-act play contest | all |
| 3/31/2013 | Lifepointe | Church service | all |
| 4/4-7/2013 | VTXIFF | film festival | Performance Hall, Rehearsal Hall, Lobby |
| 4/7/2013 | Lifepointe | Church service | all |
| 4/11/2013 | Charity Concert series | Moe Bandy concert | Performance Hall |
| 4/14/2013 | Lifepointe | Church service | all |
| 4/19-21,4/25- 27 | Theatre Victoria | Harvey production | all |
| 4/20/2013 | JAM FEST | cake walk; children's activities; VISD art exhibit | Rehearsal Hall, Lobby |
| 4/21/2013 | Lifepointe | Church service | all |
| 4/28/2013 | Lifepointe | Church service | all |
| 4/30/2013 | League of Women Voters | Candidates Forum with VC SGA | Performance Hall |
| 5/1/2013 | WC Advisory Board | Advisory Board meeting | board room |
| 5/1/2013 | VC Phi Theta Kappa | Induction Ceremony | Performance Hall |
| 5/3/2013 | VC Adult Education | Nat'l Adult Ed Honors Society ceremony | Performance Hall |
| 5/4/2013 | Our Lady of Sorrow Church | Ballet Folklorico performance | Performance Hall |
| 5/5/2013 | Lifepointe | Church service | all |
| 5/9/2013 | Paint & Sip | art class | lobby |
| 5/10,5/11/2013 | Busby Dance | dance recital | Performance Hall, rehearsal hall |
| 5/14/2013 | Theatre Victoria | "Beauty & The Beast" auditions | lobby, rehearsal hall |
| 5/18, 5/19/2013 | Jan Moore School of Dance | dance recital | all |
| 5/19/2013 | Lifepointe | Church service | all |
| 5/26/2013 | Lifepointe | Church service | all |
| 5/30/2013 | Victoria Advocate | DMX social media workshop | performance hall, rehearsal hall |
| 5/30/2013 | VC Precollege | Precollege Programs Retreat | Board Room |

LEO J. WELDER CENTER CALENDAR OF EVENTS CONTINUED

| Date | Presenting Organization | Event | Area |
|---------------------|--------------------------------------|---|--|
| 6/2/2013 | Lifepointe | Church service | all |
| 6/4 - 6/7/2013 | Victoria Bach Festival | Victoria Bach Festival | all |
| 6/9/2013 | Lifepointe | Church service | all |
| 6/10 - 6/22/2013 | Theatre Victoria | Triple Threat theatre camp and performances | all |
| 6/14 - 6/17/2013 | Museum of the Coastal Bend | Dig Our History Days | lobby, board room |
| 6/14/2013 | VC/UHV Library Vietnam Conference | presentation & reception | performance hall, lobby |
| 6/16/2013 | Lifepointe | Church service | all |
| 6/23/2013 | Lifepointe | Church service | all |
| 6/27/2013 | Paint & Sip | art class | lobby |
| 6/30/2013 | Lifepointe | Church service | all |
| 7/7/2013 | Lifepointe | Church service | all |
| 7/11/2013 | Welder Center Advisory Board | Advisory Board meeting | board room |
| 7/11/2013 | Paint & Sip | art class | lobby |
| 7/14/2013 | Lifepointe | Church service | all |
| 7/21/2013 | Lifepointe | Church service | all |
| 7/28/2013 | Lifepointe | Church service | all |
| 8/1-4, 8/7-10 | Theatre Victoria | "Beauty & The Beast" production | all |
| 8/4/2013 | Lifepointe | Church service | all |
| 8/7/2013 | VC Board of Trustees | Board Retreat | Board Room |
| 8/11/2013 | Lifepointe | Church service | all |
| 8/13-15/2013 | VC Title V | On Course workshop | Rehearsal Hall, Lobby |
| 8/15/2013 | Paint & Sip | art class | lobby |
| 8/17/2013 | VC Adult Ed | Graduation | Performance Hall |
| 8/18/2013 | Lifepointe | Church service | all |
| 8/19/2013 | VC | Convocation | Performance Hall, Rehearsal Hall, Lobby |
| 8/23/2013 | Billy T. Cattan Outreach Recovery | Dancing with the Stars | all |
| 8/25/2013 | Lifepointe | Church service | all |
| 8/27/2013 | Theatre Victoria | auditions for "Ballyhoo" | lobby, rehearsal hall |