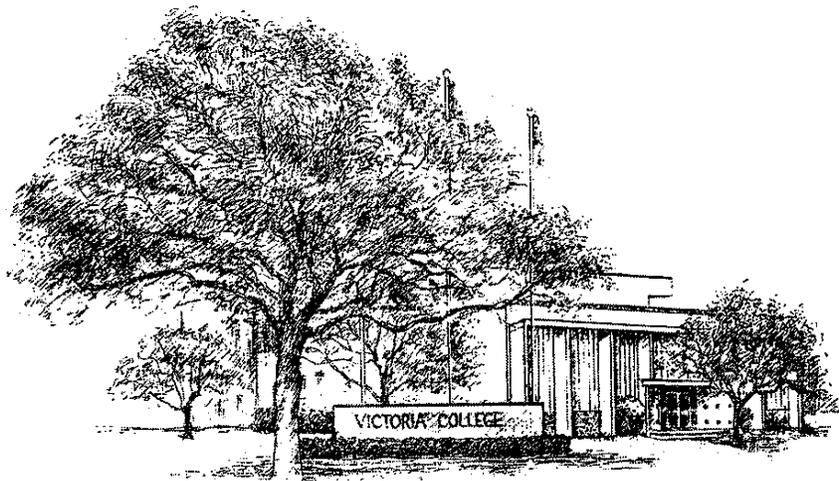




# **THE VICTORIA COLLEGE**

**2002-2003  
Institutional Effectiveness Plan  
End-of-Year  
SUMMARY REPORT**



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# 2002-2003 End-of-Year Summary Report

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### **MISSION**

The Victoria College's mission is to create and provide high-quality educational programs and services which fulfill the needs of the individual and the community for intellectual growth, workforce training, and cultural and personal enrichment.

### **STATEMENT of VALUES**

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

- Integrity and honesty, teamwork and loyalty, openness and equal opportunity;
- Respect for the unique characteristics and abilities of individuals regardless of age, gender, race, religion, or disabling conditions;
- The right of individuals to pursue their desired levels of education; and
- Stewardship of entrusted resources.

### **GOALS**

#### **GOAL 1 – University Transfer**

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

#### **GOAL 2 – Workforce Education**

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

#### **GOAL 3 – Developmental Education**

Provide quality developmental education courses designed to prepare students effectively for success in college-level studies.

#### **GOAL 4 – Continuing Education**

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

#### **GOAL 5 – Adult Education**

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

#### **GOAL 6 - Community**

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

#### **GOAL 7 – Educational Support**

Provide educational support services that ensure all students the opportunity to pursue their higher education goals.

#### **GOAL 8 – Administrative Support**

Provide administrative support services that effectively promote the mission of the College.

## EXECUTIVE SUMMARY

- I. **Introduction.** The Victoria College's "End-of-Year Report" is a snapshot of the evaluation of goal attainment, analysis of evaluation results, and the comprehensive introspection that occurs continually at the College. It validates the strengths of the academic and support programs as well as acknowledges specific areas that need improvement. Following the "Executive Summary," all departments under Instructional Services, Administrative Services, Student Services and Administrative Staff provide unit-level summaries indicating progress in supporting the College's Mission.
- II. **Evaluation Results.** The information below describes College-wide performance results as they pertain to the Success Factors put forth in the "2002-2003 Institutional Effectiveness Action Plan" where data are available.

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

- Due to new privacy laws, information pertaining to transfer students has been difficult to access and incomplete, or in many cases inaccessible.
- Historical data proves that an overwhelming majority of Victoria College transfer students outperform students indigenous to the transferring University, as well as all first-time transfers.

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

- Due to changes in data reporting by two State agencies, the number of graduates employed, pursuing higher education, or serving in the military can only be collected through a follow-up survey.
- Over 95% of individuals responding to this follow-up survey indicated they were employed, seeking higher education, or serving in the military within one year of graduation.
- Over 90% of graduates and employers feel the graduate's competency on the job after completing the workforce program was average or better.
- Eighty-three percent of the Allied Health graduates attempting the licensure exam passed upon the first attempt. While this is short of the Success Factor benchmark for first time attempts, the 90% pass rate objective was attained when subsequent attempts are taken into account.
- One-hundred percent of Police Academy graduates that attempted the certification exam passed within a year of completing the Academy.

**Success Factor 3:** Seventy percent of students who are assessed into and who pass an exit developmental course with a C or better will pass their retake of TASP. Seventy percent of students who are assessed into and who are enrolled in developmental courses ENGL 0301, MATH 0303, or READ 0301, and who earn a grade of B or better, will earn a grade of C or better in the first college corollary course that they complete.

- Sixty-seven percent of students passed an exit level developmental course with a C or better and passed their retake of TASP. This is up from last year, but short of the listed benchmark.
- Fifty-five percent of students passed their exit level developmental education classes with a B or better and earned a C or better in the first college corollary course. Also up from last year, but short of the listed benchmark.

**Success Factor 4:** The number of Adult Education students who demonstrate progress on the Test of Adult Basic Education (TABE) or the Basic English Skills Test (BEST), who progress to the next skill level, and who pass the GED, will increase annually.

- The Adult Education Program achieved increases in the number of students who demonstrated progress on the Test of Adult Basic Education (TABE) or the Basic English Skills Test (BEST), who progress to the next skill level, and who pass the GED.
- The number of students enrolled in the program dropped, but the total contact hours accumulated increased by a sizable margin.
- A new division, English Literacy Civics (EL-Civics ), was added to Adult Education and contributed to the overall increase in contact hours of the program.

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

- Victoria College's campus-wide Continuing Education Program experienced a slight increase in its annual enrollment for the 2002-2003 planning year.
- More than 90% of students surveyed indicated they were satisfied with instructor performance and course content.
- Due to a lack of response from employers, there is insufficient data to report on satisfaction of employees' performance.

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

- Minority student enrollment decreased slightly in the 2002-2003 year.
- An addendum to the "Institutional Effectiveness Plan" was instituted early in the Fall 2002 Semester. This addendum specifically addressed issues relating to ethnic diversity.
- Results from the increased efforts to diversify The Victoria College campus are more readily seen in the Fall 2003 Semester.

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

- The withdrawal and course load reduction rates were less than 7% and 19% respectively for both fall and spring semesters.
- Eighty-eight percent of students completed their non-developmental and non-orientation credit courses.

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

- All Victoria College faculty members met or exceeded the SACS standards for teaching credentials.
- The full-time faculty taught nearly 80% of the contact hours generated by college credit courses.

**Success Factor 9:** The College will maintain a comprehensive technology program for core services, students, faculty, and staff which equals or exceeds the programs offered by other Texas community colleges.

- The Victoria College spent over \$650,000 on equipment, faculty and staff salaries, software, services and infrastructure.
- A new Technology Center was constructed to ensure Victoria College will have a comprehensive technology program that rivals or surpasses those offered at peer institutions across the state.

**Success Factor 10:** The present level and variety of College-sponsored and College-hosted cultural events and activities designed for the enrichment of both the student and general communities will remain the same or increase.

- Construction of the Museum of The Coastal Bend began during the 2002-2003 year to increase the number of cultural events offered on campus.
- The Victoria College continued to enrich the local and surrounding communities by offering a wide variety of events such as the Lyceum Lecture Series, drama productions, and choral concerts.

**Success Factor 11:** Victoria College will increase the combined percentage of classes offered in the afternoon, evening, on Saturday, and through non-traditional means (such as mini-semester and online and interactive television courses), out of total classes offered, in order to ensure efficient utilization of classroom space based on student needs.

- A decrease in the demand for traditional or lecture-based classes translated to a reduction in classroom utilization in nearly all time slots, afternoons, evenings, etc.
- The increased availability of, and enrollment in the non-traditional courses, most notably on-line and ITV, was most likely the cause for the decrease in class utilization.

**Success Factor 12:** Victoria College will maintain a “Net Total Current Fund Revenues to Total Current Fund Revenues” positive ratio, and a “Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)” ratio of 1:1 or greater.

- Success Factor 12 was attained with ratios of 2.64 and 3.16 respectively.

**Success Factor 13:** Ninety percent of survey respondents (students, faculty, and staff) will indicate satisfaction with the programs and services provided by Instructional Services, Student and Information Services, Administrative Services, Development Office, and Recruiting/Marketing.

- The overall quality of Administrative Services, Instructional Services, Student Services, Institutional Advancement, and Planning and Institutional Assessment received a combined 93% satisfaction rating from students and a 95% satisfaction rating from faculty and staff.

**Success Factor 14:** Eighty-five percent of the faculty and staff will rate as good or better the College’s efforts to recruit, retain, develop, and reward well-qualified employees.

- Eighty-two percent of respondents indicated they felt Victoria College’s efforts in recruiting well-qualified employees were good or better.
- Sixty-eight percent of respondents felt the College’s efforts to retain well-qualified employees were good or better.
- Seventy-four percent of respondents felt the College’s efforts to develop well-qualified employees were good or better.
- Fifty-eight percent of respondents felt the College’s efforts to reward well-qualified employees were good or better.

**III. Future Plans.** Three strategic issues were identified as significant to the future success of Victoria College. These strategic issues are 1) service area demographics, 2) decrease in state appropriations, and 3) advances in instructional technologies.

The College instituted a “Strategic Enrollment Management” (SEM) Plan in October 2002 to address the issue of the changing demographics of the College’s service-area. The plan will focus college-wide initiatives on improving how the College addresses all aspects of student access, recruitment, retention, and success. The strategic objectives from SEM Plan have been added to the “2003-2005 Institutional Effectiveness Planning” to ensure these issues are at the forefront of the College’s strategic efforts.

Victoria College will also continue its efforts to address the decrease in State appropriations and the ensuing challenge to do more with fewer resources. There will continue to be additional in-house technology training for faculty in order to address the continuing advancement in instructional technologies. This training is intended to increase their knowledge and understanding of online courses and how best to structure, maintain and teach courses utilizing these advanced technologies.

#### **IV. Strengths.**

- Course Completion: For a fourth consecutive year, the annual college-wide course completion rate for students met the Success Factor standard of 85% or greater.

- Workforce Programs: The College continues to prepare large numbers of students with the technical skills necessary for success in business and industry. The Police Academy's commitment to excellence was demonstrated in the graduates 100% pass rate for those attempting the corresponding licensing exam. Slightly more than 97% of 111 responding 2001-2002 graduates reported that they were working and/or attending further higher education (VC Workforce Graduate Follow-up Survey.)
- Continuing Education: Victoria College continues to meet the Continuing Education (CE) needs of its constituents. College-wide CE course annual unduplicated enrollment increased from 3,359 in 2001-2002 to 3,383 in 2002-2003.
- Adult Education Program: The Adult Education Program continues to offer a great service to the community by providing educational opportunities to individuals wishing to increase their level of education or proficiency in the English language. In doing so, the program strengthens the workforce in the service area.
- Support Services: Victoria College continues to provide a wide range of high quality educational and administrative support services. All areas received high satisfaction ratings on both the Student and Faculty & Staff Opinion Surveys.
- Well-maintained facilities and grounds continue to contribute to the quality and pride of Victoria College's higher education environment. The Technology Center was opened in September 2003 and has proven to be a significant addition to the Victoria College campus. Development of the Quadrangle began during the 2002-2003 year to increase the attractiveness of the College's landscape.
- College-hosted cultural and intellectual events: The continued popularity of and strong attendance at these activities are clear indicators that Victoria College continues to enhance the community's quality of life.

### V. Areas Needing Improvement.

- Developmental Education: Students success in this area has been minimal in recent years. However, the College recently received a Title V grant that provides additional funding to advance the success achieved by the Developmental Education students.
- Employee Diversity: The demographic diversity of the professional level staff at the College does not reflect the demographics of the College's service area. There was a decline in the ethnic diversity of faculty and staff in the 2002-2003 year when compared to the previous year.
- College Recruitment: While the College has seen success in recent semesters of increasing the ethnic diversity of the student body, room for improvement remains. The Hispanic and Other student enrollment has climbed to slightly more than 30% and 2% respectively in the Fall 2003 Semester, while the Black student enrollment dropped below 4.5%.

## 2002-2003 End-of-Year Summary Report

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

**Administrative Services:** The Business Office expanded its online availability by introducing online payment processing as an option to students registering at Victoria College. The online payment option is combined with the online registration process that was introduced in the previous planning year. The WEB registration system has achieved a 97% satisfaction rate on the Student Opinion Survey. The combination of these two processes enables Victoria College to utilize advanced technologies that increase efficiencies in the registration process. Physical Plant personnel successfully renovated the Administration I Building and converted it to the Museum of the Coastal Bend.

**Student Services:** Counseling Services successfully instituted New Student Navigation (NSN), a one-day course designed to inform new Victoria College students of campus policies, procedures, programs of study, and student services. The new course also guides students through an initial advising session. This one-day event was adopted in response to student evaluations and replaced the historical two-day Freshman Orientation. The Outreach and Recruitment Coordinator achieved an important strategic goal by increasing the enrollment of December high school graduates. Enrollment of December graduates nearly doubled from 30 in 2002 to 59 in 2003. In addition, of the 311 prospective students tracked, 114 enrolled for the 2003 Fall semester. The Student Activities Office was successful in establishing four new campus organizations: the Asian Culture Club, Kung Fu/Wu Shu/Lion Dance Club, Victoria College Firefighter's Association, and the TRIO club.

**Instructional Services:** The Technology Training Department aided faculty in developing online and ITV courses, thereby contributing to another year of substantial enrollment and contact hour growth. Last year's "End-Of-Year Report" listed Distance Education in the "Needs Improvement" section, but given the increases in enrollment and contact hours it is clear the Distance Education Program has achieved substantial improvements. The Workforce Development's Continuing Education Department completed its yearlong Skills Development training project for Sonoco, which involved specialized training on high tech bag machines and utilized incumbent employees as primary instructors. This complex project was recognized as an outstanding example of local partnerships in economic development. The Library added a serials management service, TDNet, which maintains a periodicals list and allows students and faculty to link directly to the online journals available through TexShare and library subscriptions. The Division of Humanities and Fine Arts was able to add two new kilns to the pottery studio. The Adult Education Program added a new series of courses, English Literacy Civics (EL-Civics), which is a component of the existing English as a Second Language (ESL) program. The purpose of the EL-Civics curriculum is to improve student awareness of the history and government of the United States, as well as inform students of requirements for citizenship.

**Institutional Advancement:** Approximately 5,300 solicitations were mailed to individuals and businesses during the 2002-2003 "Tradition of Excellence" Annual Giving Campaign. A total of \$101,200 was received from 224 donors. The Victoria College Foundation purchased the building and property that houses The Victoria College Adult Education Program. The support provided by the Foundation's purchase presented growth opportunities for the Adult Education Program. The Institutional Advancement Office also supported various programs and departments on campus by providing grants that are made available through The Victoria College Foundation.

## ADMINISTRATIVE SERVICES AUDITORIUMS

- I. **Introduction.** Auditoriums encouraged the use of the Fine Arts Auditorium and Johnson Symposium Center for the intellectual and cultural growth of students. Auditoriums Management made several improvements and policy changes in accordance with its stated objectives to encourage the use of these facilities.
- II. **Evaluation Results.** Auditoriums Management utilized its post rental survey question and comment file to ensure the satisfaction of all renters. Rental surveys showed a problem with the sound equipment. The problem was traced to defective amplifiers. Per Objective 1.1, the equipment is being replaced with new models.
- III. **Future Plans.** It is the goal of Auditoriums Management to continue upgrading equipment and improving facilities as funding allows. In addition, the unit will continue to improve customer service by emphasizing the importance of customer service and providing training as needed.
- IV. **Strengths.**
  - Communication
  - Flexibility
  - Positive relationship with our community of renters
- V. **Areas Needing Improvement.**
  - Long Term Facilities Improvement Plan
- VI. **Success Stories.**
  - The replacement of lighting fixtures in the Johnson Symposium Lighting slit was completed. Many of the existing fixtures were ten to fifteen years old and older. They were also a potential fire hazard.
  - A new treatment for the Fine Arts Auditorium stage floor is being applied so that no further damage can occur until a complete replacement is possible.
  - Hand held wireless microphones have been acquired for use at Lyceums and other appropriate events.
  - An expanded employee training system including a “points” system has been implemented to ensure qualified personnel for all events.
  - All of these changes were made after reviewing the post rental survey outlined in the unit plan.

## ADMINISTRATIVE SERVICES BOOKSTORE

- I. Introduction.** The Bookstore had a very good year financially and in customer and faculty satisfaction. By operating a friendly and profitable service oriented department which fulfills the needs of our students and staff, the Bookstore has been able to contribute to the overall college mission of serving our students and faculty while providing the college with essential financial resources.
- II. Evaluation Results.** According to results from both the Faculty & Staff and Student Opinion Survey, the Bookstore has achieved our objectives of providing excellent service. On the Faculty & Staff Opinion Survey we received a 99% satisfaction rating on quality of service and a 98.4% on courtesy, professionalism, and/or cooperation of personnel. On the Student Opinion Survey, we received a 92.2% satisfaction rating.
- III. Future Plans.** The Bookstore will continue to provide excellent customer service while focusing on supplying students with affordable books and supplies in a timely manner.
- IV. Strengths.**
- High satisfaction ratings on Faculty & Staff and Student Opinion Surveys.
  - Expanded gift and supply lines which have been well received by students, faculty, and staff.
  - Continued profitability in a time of increased competition from on-line stores and shrinking availability of used books due to publishers packaging textbooks and frequent edition changes.
  - Huge increases in phone orders shipped to University of Houston Sugar Land students.
  - Knowledgeable and friendly staff.
- V. Areas Needing Improvement.**
- As funds become available, the Bookstore will need to improve lighting.
  - Also, expand our website to make it a true E-Commerce site. Students could place an order on-line versus by phone.

## ADMINISTRATIVE SERVICES CAMPUS SECURITY

- I. **Introduction.** This year we were able to add another member to Campus Security, bringing the total number of officers to five, four full time and one part time. The part time officer covers the different shifts during vacation time, and for events that require an extra man during the year. Campus Security has also been able to adjust the work schedule to provide more visible security force.
- II. **Evaluation Results.** The Faculty and Staff Opinion Survey 2002-2003 reports a 93.7% rate of satisfaction and the Student Opinion Survey reports a 92.7% rate of satisfaction for the Campus Security office.
- III. **Future Plans.** Campus Security will continue to provide courteous service to students, faculty and staff. New services will be added as needed.
- IV. **Strengths.** The length of service to the College of three of the five employees in this department is a strength in that they are able to cover for one another when needed.
- V. **Areas Needing Improvement.** Security officers still need to be more visible to students and employees, especially at night. Department employees need to attend CPR/AED training on a regular basis throughout the year.
- VI. **Success Story.** With an enrollment of over 4,000 students, there have been very few incidents on campus.

## ADMINISTRATIVE SERVICES COMPTROLLER/BUSINESS OFFICE

**I. Introduction.** By establishing and achieving its objectives related to customer service and stewardship of assets, the Comptroller/Business Office supports the College Mission, Goals and Success Factors established in the 2002-2003 Institutional Effectiveness Plan. This report particularly supports the Success Factors related to stewardship, quality support and customer satisfaction.

**II. Evaluation Results.** The Comptroller/Business Office had two primary objectives for 2002-2003. The first was to provide excellent service to all customers. This objective was achieved. There are three levels of customers that the Comptroller/Business Office serves, being students, faculty/staff and outside regulators. Both the students and faculty/staff gave the Office 90.2% to 92.4% satisfaction results in their surveys. Also, as noted in the annual independent audit and in files to outside agencies, the Office has filed all required reports on a timely basis with no findings. Although there was no specific customer service training this year, there was in the previous year and there is training planned for 2003-2004. However, customer service is a continuous process and all employees are reminded of this objective on a regular basis.

The second objective was to promote stewardship of College assets and this was achieved. The Comptroller and the Business Office Manager performed surprise cash counts during the year, which resulted in no findings. The annual independent audit did not report any findings related to internal control or the Public Funds Investment Act (PFIA). The Investment Officers of the College received training related to the PFIA. The College's financial institution had adequate amounts of pledged collateral during the year and at no time did the College earn less than stated benchmark earnings on its funds.

**III. Future Plans.** The primary future goal of the Comptroller/Business Office is for all students to be able to pay any tuition, fee or fine online, without having to go to the Business Office. However, before this can be accomplished, several smaller steps must be accomplished as follows.

Working with the Financial Aid Office, the Comptroller/Business Office has begun to streamline some of its processes so that students who receive financial aid do not have to walk back and forth between offices. The goal is to allow Financial Aid to approve aid in VCCIMS so that students do not have to bring paperwork to the Business Office to pay fees. Working with the Programming Office, the Comptroller/Business Office will allow students to pay online for their installment payments as well as other non-registration related fees and fines.

### **IV. Strengths.**

- Experienced staff
- Willing to be flexible with processes and procedures
- Ability to process paperwork quickly
- Cross-trained

### **V. Areas Needing Improvement.**

- Customer Service Training
- Current Interest Rates

**VI. Success Story.** The primary future goal of the 2001-2002 plan was to offer an online payment option to all students. At the beginning of the 2002-2003 plan year students registering for continuing education courses could register and pay online. During the winter break, the Business Office began accepting online payments from all students registering at Victoria College. This new payment process has been very successful and has greatly reduced the foot traffic and lines for students in the Business Office.

## ADMINISTRATIVE SERVICES DATABASE ADMINISTRATION AND PROGRAMMING

- I. **Introduction.** The Database Administration and Programming department supported the college-wide in-house information retrieval system.
- II. **Evaluation Results.** The following is a survey summary of all jobs completed by the programming department.
  - Ninety nine percent of respondents indicated they were satisfied with the solution provided for the programming request.
  - One hundred percent of respondents indicated they were satisfied with the time required to complete the programming request.
  - One hundred percent of respondents indicated they were satisfied with the programmer's technical abilities in resolving the request.
  - One hundred percent of respondents indicated they were satisfied with the programmer's ability to work closely with you in resolving the programming request.
- III. **Future Plans.** The Database Administration and programming department will continue to support in-house software development. One project of note is the development of a student portal system.
- IV. **Strengths.** Our ability to support, and develop, and maintain VCCIMS is of great importance to Victoria College. Software purchased off the shelf would cost millions and would not be as flexible. A typical user can simply make a programming request change to our department. Personnel from our department handle the request in a timely and efficient manner.
- V. **Areas Needing Improvement.** We receive requests to change and add functionality to VCCIMS on a daily basis. These changes can cause unexpected problems. We need to do a better job of testing for such problems. Documentation is something that needs to become a higher priority for the Database Administration and Programming department.
- VI. **Success Story.** The student WEB registration system has proven to be a big success. The web platform has enabled students to register in a more convenient manner. As of August 19, 2003, 3,314 unique student registrations were performed. Approximately 54% of these students used the web registration system in some manner. A reduction in student traffic in the Administration building has been noticed. Students also have a favorable opinion of the WEB registration process. The Student Opinion Survey indicates a 97.6% satisfaction rate.

## ADMINISTRATIVE SERVICES HUMAN RESOURCES & PAYROLL

- I. **Introduction.** Obtaining an ethnically diverse pool of qualified applicants was Objective #1 in the Human Resources(HR)/Payroll Plan. Affirmative action email lists are used to promote faculty job vacancies and the exposure is global. Minority applicants made up 30% of the overall applicant pool during 2002-03. The significant result is that ten of the 35 new hires were Asian American, African American, or Hispanic. This strengthens the diversity of the College. Maintaining high levels of satisfaction with services to employees and efficiency of operation were also goals of the HR/Payroll Department.
- II. **Evaluation Results.** An applicant-tracking database is used, and on-line recruitment is done for all faculty and some staff positions. Reducing average cost-of-hires was also achieved by relying on online recruiting instead of print media. Paperwork and interdepartmental teamwork has improved payroll processing. Faculty and Staff Opinion Survey shows satisfaction with HR/Payroll Department's services to employees is 93% and satisfaction with its staff is 95%.

Survey ratings also show only 88% satisfaction with employees access to College policies and the communication of revisions to the policies, however, an improved method of submitting revisions, overseeing, archiving, and communicating these was implemented in Spring 2003. These improvements may increase future satisfaction ratings.

Faculty and Staff Opinion Survey shows a drop from 79% in 2001-02 to 68% satisfaction rate with the College's efforts to *retain* qualified employees. There is a similar drop from 64% to 58% in satisfaction rate with the College's efforts to *reward* qualified employees. Employee turnover increased slightly from 11.8% in 2002 to 13%. This reflects lay offs of six employees whose jobs were eliminated, and two retirements that resulted directly from the State's retirement incentive and cost containment efforts (SB1370).

### III. Future Plans.

- The Director of HR is working with a consortium of community college HR staff members to explore ways to combine purchasing power for a paperless recruitment and application system.
- Time will be set aside for training and practice on Fundware, ERS-online so that cross training can be achieved.
- Remodeling of Payroll/HR space to allow for a part-time clerical assistant, and also to better accommodate job applicants and other traffic, is needed as soon as possible.

- IV. **Strengths.** The efficiency with which payroll is processed for over 400 employees each month, combined with the numerous inquiries, attendance reporting, workers compensation, external reports, research and other services to employees performed by a single Payroll Coordinator is remarkable. The coordination of benefits, investigation of student and employee complaints, external reports, recruitment, research, compliance oversight and record keeping for 270 benefits-eligible employees, reconciliation of State funding for benefits, and communication with applicants and employees by a single HR Director is remarkable. (The industry standard is one HR/Payroll FTE per 100 employees.)

### V. Areas Needing Improvement.

- Employee training needs to be available via online or videoconferencing so no employees are excluded.
- Better use of existing Fundware (payroll software) could reduce the duplication of data entry time.
- We need to upgrade the paper job application process to a more user-friendly system for both applicants and screening/selection committees.

### VI. Success Stories.

- Despite major cuts in employee benefits and other State mandated cost containment efforts, employees have learned about and accepted the changes. No resignations, and only two retirements resulted from them.
- One hundred and sixty employees attended Employee Training in May. Included were sessions on Employee Benefits, Privacy Act (HIPAA), Equal Opportunity, and Performance Measurement.
- Many employees are able to navigate the online Employee Handbook and other features of the HR departmental website. New hires are given a “tour” of the Employee Handbook during initial new hire enrollment, and also are directed to a section called “Tips and Resources for New Employees”.

## ADMINISTRATIVE SERVICES CENTRAL MAIL AND TELEPHONE

- I. **Introduction.** The Central Mail/Telephone department has supplied campus mail and USPS mail processing services on a daily basis, Monday-Friday, throughout the 2002-2003 year. The same department also handles the phone services for the college, its departments and individuals. Our services support the Mission of The Victoria College by keeping open the lines of communication between the community and college personnel who offer educational, workforce and enrichment training.
- II. **Evaluation Results.** Faculty and Staff Opinion Survey 2002-2003 reports a 98.5% rate of satisfaction for the mailroom and phone operators services and a 97.4% rate of satisfaction for the courtesy, professionalism and/or cooperation of the mailroom/phone operator personnel.
- III. **Future Plans.** We will continue to provide complete, accurate and speedy mail service and phone services for faculty and staff to the best of our abilities. New services will be added as needed.
- IV. **Strengths.** The Mailroom/phone system personnel always maintain a good rapport with the local USPS personnel and phone system technicians to keep up to date with services that are offered to Victoria College personnel.
- V. **Areas Needing Improvement.** To my knowledge, there are no needed improvements at this time.
- VI. **Success Story.** Streamlining of Bulk Mail processing methods by the USPS has helped speed up our services in that area. Having installed a modem to the Telephone Coordinator's computer will facilitate name and number changes immediately, avoiding a service call and charge.

## ADMINISTRATIVE SERVICES PHYSICAL PLANT DEPARTMENT

- I. Introduction.** As the 2002-2003 fiscal year comes to a close we can state that it has been another successful year in achieving our purpose and meeting our objectives. Major construction will be ready for the fall opening in September. Renovation and remodel projects continue to make better use of our spaces and support growing programs. Even facing hurricanes and construction progress setbacks, our campus landscape has improved and will flourish as our projects reach completion. Our buildings continue to be clean, comfortable and increasingly functional. We are on track with the Campus Master Plan. Our utility and infrastructure systems are intact, well maintained and monitored for efficiency and effectiveness. We received a very favorable report from the SACS visiting committee in February
- II. Evaluation Results.** Our success is supported by the responses from both the Faculty and Staff Survey 2002-2003 and the Student Opinion Survey 2002-2003. Out of 579 responses more than 97% were satisfied, or very satisfied, with the condition and appearance of campus buildings and landscape. The same rating held true for our overall quality of service and courtesy/professionalism of personnel. Interior cleanliness of buildings and classrooms received a 91.6% overall satisfied rating.
- III. Future Plans.** The first half of 2003-2004 will see occupancy of the brand new Technology Center, the grand opening of the Museum of the Coastal Bend, the completion of the Quadrangle Project and other assorted exterior space improvements. By early Spring 2004 grasses, shrubs, trees and other landscape components will have been added and bring us to a level of visual completion. The campus will look its lifetime best to date. We will plan, develop and execute smaller construction projects to support programs like the ACT Test Center, our own Testing Center and the consolidation of departments like Distance Education and Media Services. In the second half, with major construction paused, we will focus more on internal needs. We will continue our custodial improvements in work methods and quality control as we face the challenge of more square footage to care for and a stabilized work force. Daily and preventative maintenance will continue and receive more planning and execution. We will further commit in making better use of our Energy Management System and contributing to energy cost savings. We will improve methods of operation in our Central Receiving and Warehouse areas.
- IV. Strengths.** Without a doubt our greatest strength is our personnel. They are knowledgeable, experienced, and driven to do a good job for the college. Other strengths include:
- Ability to plan and execute in house construction projects
  - Ability to maintain in house HVAC and electrical systems
  - Ability to install, maintain and improve in house landscaping
  - A state of the art and well tooled shop and finishing area
  - A state of the art receiving and warehousing facility
  - Radio, cell phone, land line and computer communications
  - Administrative support and guidance

**V. Areas Needing Improvement.**

- How work orders are managed – convert to an electronic format
- Better drawing documentation of the campus – master drawing and underground systems
- Additional personnel needed for the workload in the HVAC/Electrical department
- Dedicate more time and resources to utilizing our Energy Management System
- Continued computer training for all staff
- Strengthen safety, air quality, emergency and hazardous material handling policies
- Training and seminar attendance was greatly curtailed this past year due to budget constraints

**VI. Success Story.** The most significant and all-inclusive project of the year for our Physical Plant Department was the renovation and conversion of the Administration I Building to the Museum of the Coastal Bend. It required the participation of everyone in our group at one time or the other and provided a change of routine for many. Not only did we handle the demolition, basic preparation, and many phases of construction but we also successfully took on the role of general contractor. We worked with local architects, engineers, and various subcontractors to complete and finish out a museum venue that will be the largest in a several county area. It will house many locally discovered artifacts and will continue to be a partnership of the community and the College for many years to come. It was a good effort resulting in a beautiful facility that will be enjoyed by all users.

## ADMINISTRATIVE SERVICES PURCHASING

- I. **Introduction.** The Purchasing Office assisted faculty and staff in necessary purchases throughout the year and ensured the College's compliance to the State purchasing laws.
- II. **Evaluation Results.** According to the Faculty and Staff Opinion Survey our numbers were in the 90% and up. The Purchasing Office is working to make the Purchasing web site more user friendly. Purchasing has always had an "open door" policy and we will continue to do so.
- III. **Future Plans.** The Purchasing Office is always looking to improve customer service to the campus. We will continue to offer "Purchasing 101" to new employees to better understand the College's purchasing practices. We will continue to conduct our annual bid workshops to better utilize the budgets we have to work with and ensure that quality products are purchased. We will keep attending our annual Purchasing Conference to keep abreast of new legislative issues that will greatly influence our current purchasing laws. The Director of Purchasing will continue to attend the annual Texas Association of Community College's Business Officers meeting to stay in touch of the new laws affecting Community Colleges.
- IV. **Strengths.** Almost 30 years combined experience in Purchasing. The versatility of the Department to give courteous attention to customers problems and able to find a solution usually the same day if not less. Personnel can and will be available before and after regular hours and weekends, upon request. The lengths taken to prepare bids to have commodities available for use by the consumer as soon as legally possible.
- V. **Areas Needing Improvement.** A campus requisition system would improve ease and flexibility of purchasing required items. This would reduce the amount of paper copies required.
- VI. **Success Story.** One of the major accomplishments of the Purchasing Office has been the savings of approximately \$2500.00 per year, for the past three years, in the cost of postage, man-hours and supplies in distribution of the College's annual bids for goods and services by gathering information from our vendors to enable us to e-mail bids. The Purchasing Office has not received any exceptions in our annual audits.

## ADMINISTRATIVE SERVICES TECHNOLOGY SERVICES

- I. **Introduction.** The Technology Services Department has met the task of providing and supporting computer and network communication services for the College. These services have become important in the day-to-day operation of every department at the College.
- II. **Evaluation Results.** With the exception of the quality of some student computer labs, over 90% of faculty and students were satisfied with the services and support provided by Technology Services.
- III. **Future Plans.** For 2003-2004, we will be upgrading the student computers in four labs plus upgrading 24 computer systems used for classroom presentations. This is part of the replacement cycle and will address concerns regarding the quality of student lab equipment.
- IV. **Strengths.** Technical knowledge and ability to solve most problems without outside assistance.
- V. **Areas Needing Improvement.** Timely call-backs regarding service requests.
- VI. **Success Story.** By using existing interactive television, ITV, equipment and strategic placement of recording equipment, we have the ability to record any audio and video that is presented in an ITV room. Assuming that we are allowed to record the course, we have backup course material for distant sites in the event there is a technical problem between Victoria College and that site. (Examples at remote sites include: fire alarm, no electricity, hurricane damage, and severed communication lines.) Once the problem has been corrected, the students at that site have the ability to see and listen to the course material that they missed. This implementation can also be used to allow students to review lectures at a later date in preparation for an exam or classroom assignments. This is analogous to a web-based course where a student has the ability to review previous week's course material and any correspondence with the instructor. In short, we have the technical capability to provide additional services that could allow students to learn more out of their courses.

## INSTRUCTIONAL SERVICES DIVISION OF ALLIED HEALTH AND PHYSICAL EDUCATION

- I. **Introduction.** Despite budgetary constraints and challenges, the Allied Health and Physical Education Division continued in 2002-2003 to “create and provide high quality educational programs which fulfill the needs of the individual and the community for intellectual growth and workforce training,” including a wide variety of courses that promote personal fitness. Shortages of health care workers continued as a national problem during the past year. However, with a slowing economy and the lack of jobs in many previously strong areas of technology, interest in the health field has increased and with that increase has come a larger applicant pool for all the health careers at Victoria College, which includes Associate Degree Nursing (RN), Continuing Education (CE) in Allied Health (Certified Nurse Aid/Home Health Aid, Medical Assisting, and Medication Aid), Medical Laboratory Technology, Respiratory Care and Vocational Nursing (LVN).

These programs provide essential employees in each of these professions for Victoria and the surrounding area with all graduates who desire finding employment. As the importance of wellness, physical fitness and weight control emerges as a national priority; physical education classes continue to be an important resource for the community.

- II. **Evaluation Results.** Recruitment efforts for all Allied Health Programs, with an emphasis on the Associate Degree Nursing Program, have been enhanced with the use of THECB grant funds. The Outreach and Retention Coordinator, Karina Stiles-Cox, has been extremely helpful in assisting with recruiting for these programs by contacting area high schools and attending many career activities in the area. In addition, each program has been engaged in a variety of recruiting activities such as the Pecan Valley AHEC summer camp and the University of Houston-Victoria LEAD tours.

The Physical Education Department met their program objectives with their classes at an average efficiency rating of 84% and with 86% retention. The number of Summer Sports Camps held in the Summer of 2003 was decreased from four with less than 100% capacity to two with all slots filled. This number proved much more efficient while still providing a public service and exposing potential students to a positive experience at the College. Each Allied Health Program was above the national retention average of 70% with specific rates at 91% for ADN, 80% for MLT, 91% for RC, 71% for VN, and 94% for CE.

Licensure pass rates in 2001-2002 for first time writers was 88% for the credit programs and 80% for continuing education students. Adding subsequent testers brought the credit programs pass rate to 93% and the continuing education programs to 90%. All credit programs have capstone experiences that have assisted the students in their preparation for licensure. The Associate Degree Nursing Program in the Spring of 2002 instituted an on-line support and testing program each semester of the program that has already significantly raised the NCLEX-RN pass rate for first time writers from 80% in 2000-2001 to 85% for the Fall of 2002 and to 92% for the Spring of 2003.

Advisory Committees are very active and supportive of each program indicating a continuing need for each type of health care worker that the College prepares. Overall the employers are pleased with the skills of the graduates as were the graduates themselves. Graduates who seek employment have no difficulty in finding jobs in Victoria or the surrounding area. Small enrollment programs such as the Medical Laboratory Technology Program and the

Respiratory Care Programs continue to meet community needs for highly qualified employees. There remains a national shortage of both Medical Lab Technologists and Respiratory Care Technologists which, coupled with extensive recruiting efforts, has resulted in increased enrollments in both of these programs for the Fall 2003 semester; 20 students in the RC Program and 12 in the MLT Program.

All credit programs have either completely on-line courses as a part of their curriculum or several courses within the curriculum that have significant web based components. The first on-line physical education course was offered in the Fall of 2003 with 25 students enrolling. Interactive Television (ITV) was significantly decreased as an educational delivery method for the Vocational Nursing Programs in the 2002-2003 academic year and it will be used very occasionally in 2003-2004. This will give students more individualized attention and increased opportunities to have greater interaction with other students and teachers which will assist them in developing higher level problem solving skills.

Testing for applicants to the Vocational Nursing Program has been assumed by the Testing Center which has provided a consistent environment and procedure for all applicants. In addition, it has freed up valuable time for the part-time Vocational Nursing secretaries to provide more support and assistance to both faculty and students. Beginning in the Fall of 2003 students were required to have higher test scores for admission to the VN Program. This should increase both student success and retention.

Support from the Student Services area including the Tutoring Center, the K.E.Y. Center, the Educational Opportunities Center, Counseling, the Financial Aid Office, and the Testing Center has been instrumental in increasing student success. Off-campus Vocational Nursing Programs have all hired professional tutors with Perkins Grant money and this support is increasing student success in those programs.

**III. Future Plans.** Overall the Division will continue to strive to improve course and program efficiency with continued student recruitment and retention activities that have been successful while providing courses and programs that meet the needs of the community. With the success and popularity of the first physical education course on-line the faculty will look at developing another on-line course to assist students who wish to complete the "core curriculum" on-line.

As the Allied Health Continuing Education offerings continue to grow exponentially, on-line course development for selected courses or components of courses will be implemented. Students in these courses are often unfamiliar with computer operation so this skill must be built in to the course itself so that students are successful in the content and the method of delivery.

The Associate Degree Nursing Program will be preparing for their National League for Nursing accreditation survey visit in the fall of 2004. They will be spending 2003-2004 writing their Self Study in preparation for the visit. The Program will also be completing the on-line LVN to ADN track by putting RNSG 2514 online by the Spring of 2004. LVNs who enroll in this program in the fall will be able to take all the nursing theory courses on-line and graduate by the following summer. Grant funds from the Texas Higher Education Coordinating Board have again been applied for to assist students in this program with living expenses.

The Medical Laboratory Technology Program will continue recruiting efforts to keep program enrollment as high as possible. A clinical affiliation for this program has been established with Gulf Coast Medical Center in Wharton to meet the needs of students from that area. Since Wharton County Junior College closed their MLT Program there have been an increased number of applicants from that area. There has been a great deal of interest in the continuing education Phlebotomy course with over 100 people on the waiting list. The Program will look at ways that this interest can be channeled into qualified applicants for the MLT Program.

The Respiratory Care Program will continue the successful recruiting activities that have been instituted to build their enrollment. This Program will implement a unique software package in the Fall of 2003 that allows tracking of student s' clinical performance and competency achievement through out the semester.

Beginning in the Fall of 2003 all testing for applicants of the Vocational Nursing Program will be done on the computer. This will assist students with computer familiarity prior to enrolling in the program. There are currently four on-line courses in the curriculum and the licensure examination is given on the computer as well. Applicants will be allowed to test only twice in one calendar year for Program admission with strong tutoring support available. The VN faculty and the Tutoring Center staff have jointly developed a comprehensive study packet that is available on each campus, at the Tutoring Center and at the Testing Center. In addition, students are encouraged to come to the Tutoring Center for assistance (free of charge) prior to their testing. The Vocational Nursing Program curriculum will be changed as of the Fall of 2003 with more time in the classroom (where students have not been successful) and more focused time in the clinical area to further enhance problem-solving skills. This will give students a reasonable amount of study time and the faculty at least some preparation time, rather than having the students and faculty scheduled for 40 hours of contact every week.

#### **IV. Strengths.**

- Dedicated and knowledgeable faculty and staff who are open to learning new technologies and educational delivery methods and who are committed to the students and the mission of the College.
- Well-designed, contemporary and challenging curriculum in each program.
- Community support as demonstrated by active advisory boards and high enrollment in community activities such as our sports camps.
- Outstanding support from the College administration.
- Strong program support from all areas of the College including technology, financial aid, counseling, testing, admissions and records, bookstore, library, media services, tutoring center, purchasing, human resources, physical plant, the business office, and all instructional divisions.
- Student and faculty access to state-of-the-art technology and technical assistance.
- Excellent collaborative relationship among the Allied Health Programs.
- Excellent collaborative relationships between the Allied Health Programs and the community.
- Well-qualified and dedicated students.
- Graduates who provide support and assistance to the programs.
- Program Coordinators who are leaders in their professions and keep their programs on the "cutting edge."

### V. Areas Needing Improvement.

- Recruitment of more qualified students from diverse backgrounds for all programs.
- Retention of students admitted to the programs.
- Increased first-time licensure pass rates.
- Financial efficiency with supply sharing and consolidated ordering procedures.
- Innovative scheduling to maximize use of equipment, supplies, and space.
- Recruitment and retention of diverse and well-qualified faculty.
- Consistently updated web pages for all programs.

**VI. Success Story.** In the past year the Allied Health Continuing Education Programs have increased dramatically in their enrollment, due to both the slumping economic conditions and the appointment of a full-time coordinator/instructor for that area. Since that particular individual, Marilyn Powell, has many years of experience with the nursing programs she can provide counseling and assistance for these students to move into the credit programs so that students can expand their educational goals and the college can develop a large pool of more qualified applicants.

Graduates of all the programs gain a sense of life-long learning that stimulates their enrollment in both formal educational programs to attain higher credentials and continuing education programs that improve their job performance and provide them with new skills.

## INSTRUCTIONAL SERVICES DIVISION OF HUMANITIES AND FINE ARTS

**I. Introduction.** In 2002-2003 the Division of Humanities and Fine Arts continued to serve the Victoria College Mission to “create and provide high-quality educational programs,” specifically supporting the College Goals of University Transfer, Workforce Education, Developmental Education, and Community. Humanities and Fine Arts offered lower-division transfer courses in art, drama, English, music, philosophy, Spanish, and speech, as well as developmental courses in English and reading. In addition, the Division provided cultural enrichment opportunities to the community through music concerts, drama productions, art shows, conversational Spanish classes, and educational trips to Mexico.

As a division, contact hours increased slightly. The division also continued to show steady growth in distance education courses through increased offerings in online and ITV courses. Developmental education success rates were mixed.

**II. Evaluation Results.** A 25% increase in contact hours for Art courses accounts for the overall increase for the division. Fine arts faculty and students continue to increase their participation in community and public school functions, including more than 20 music concerts and performances, two plays, and several art shows.

Distance education course offerings increased from the previous year, including 4 new sites: Bloomington, Goliad, Yoakum, and Industrial. Dual credit enrollment increased by 3.5%. In addition, ENGL 2328 was offered in the fall as an online course, and ENGL 2327 was included in the spring. Distance Learning courses had an average retention rate of 82%.

In entry-level Developmental English 0300, fall retention rates dropped from 87% to 75%, the number of students who passed with a C or better increased from 63% to 68%, and skills as measured by the COMPASS test improved from 78% to 80%. In entry-level Developmental Reading 0300, fall retention rates increased from 76% to 83%, the number of students who passed with a C or better decreased from 61% to 57%, and skills as measured by the COMPASS test improved from 78% to 82%. In exit-level Developmental English 0301, the students who passed TASP dropped from 88% to 77%; however, the students passing their first college course increased from 58% to 67%. In exit-level Developmental Reading 0301, those students who passed TASP increased from 58% to 67%, yet those who passed their first college course decreased from 65% to 24%.

**III. Future Plans.** The Humanities and Fine Arts Division is already working on ways to improve recruitment and retention in several disciplines and is actively engaged in creating new online courses and increasing dual credit offerings. With the assistance of the Title V grant, the Division will continue to seek methods to increase the success of developmental students.

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

**V. Areas Needing Improvement.**

- Improve recruitment in drama and retention in speech and developmental courses
- Increase enrollment and contact hours

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- Improve developmental education program
- Increase online offerings

**VI. Success Stories.** The Fine Arts Department continues to find creative avenues to showcase their students' abilities, including participation in the Victoria Fine Arts Association and Victoria Chamber of Commerce's first annual Jazz Festival; the creation of a Children's Festival that has interactive elements from art, music, and drama; and music concerts at such diverse locations as Mission Espiritu Santo, in conjunction with the Civic Chorus, and Jackson-Roosevelt Elementary School in Port Lavaca during the Cinco de Mayo festivities. In addition, 2 new kilns were added to the pottery studio.

## INSTRUCTIONAL SERVICES DIVISION OF SCIENCE & MATHEMATICS

- I. **Introduction.** The Division of Science & Mathematics met its goals during the past year. The division offered high-quality courses that provide knowledge that prepared the students for transfer to other institutions as well as preparing them to enter other programs at The Victoria College. These courses are also suitable to The Victoria College core curriculum requirements.
- II. **Evaluation Results.** Faculty members have received positive reports from students who have transferred to other institutions concerning the preparation they received at The Victoria College. Some institutions have requested course syllabi from our faculty, but there is no known instance of an institution denying credit for one of our courses.

The Science and Math Division has offered several programs that enhanced the educational opportunities for Victoria College students and members of the community. Dr. Sam Rhine presented a Genetics Update Conference for our students and advanced biology students from area high schools. Dr. Margaret Janowski-Bell and Ms. Jennifer DiSilvestro gave biology-related presentations sponsored by the Biology Club. Dr. Anne Gillis provided an opportunity for students and community members to see Mars as it approached the earth recently.

Scheduling in the division allowed students to take the classes they needed while maintaining efficient class sizes. Two new physics courses were introduced to serve non-science majors: PHYS 1315 (Physical Science) in the fall and PHYS 1411 (Introductory Astronomy I) in the spring.

- III. **Future Plans.** The division will continue to work closely with the other divisions on campus as well as UHV. The division will continue to develop new ways to provide educational opportunities for the individuals in the service area. This includes more ITV, dual-credit, &/or online classes. A Title V grant will provide funds to alter the method used to teach developmental math courses.
- IV. **Strengths.** The Science and Mathematics division does an excellent job of providing academic preparation of the students. The division offers a wide variety of courses and uses a variety of methods for delivering those courses. The faculty members in the division have taken advantage of the technology and training provided by the college. Many of the faculty use technology in their classroom and laboratory teaching. Several individuals teach online courses. There is a vast amount of information and supplemental material available to students and the community on the departmental web pages. Dr. Coons and Dr. Gillis have been very successful in winning grants that have provided a means for improving the laboratories of the division.
- V. **Areas Needing Improvement.** There is a continuing effort to improve retention rates and grade distributions. Several areas within the math division continue to struggle with low enrollments. Retention and success rates in both developmental math classes and college-level math classes need to increase. Concern about the low enrollment in calculus-based physics is being addressed through discussions with other members of the division and other programs similarly affected. The continued offering of courses for science and engineering majors needs to be a priority in order to offer local citizens the opportunity to

satisfy the future demand for technology. Geology enrollment continues to show a decline. Emphasis will be placed on drawing more students to geology. Mr. Wagner will develop a new three-hour geology course for the spring of 2004. He will also develop an online geology course.

The Biology Department would like to see improvements in our retention rates and grade distributions while maintaining the integrity of our courses. The number of students taking freshman biology for non-science majors needs to increase.

**VI. Success Story.** The grant from the Department of Defense has made a tremendous difference in the Biology Department. We purchased 150 new microscopes, 5 computers, and 8 physiographs with the money from the grant. The department received computer animations of biological processes with the physiographs that were placed on the departmental web site. These purchases made an immediate impact on all biology students. The grant was also used to buy video imaging equipment and software to manipulate those images. The animations and these images will improve the departmental web site.

Two math instructors successfully completed the requirements for the Virtual Instructor Certification Program co-sponsored by The Center for Distance Learning Research and Texas A & M University in 2003.

An online astronomy course, PHYS 1411, was offered for the first time during the spring semester. It was very popular and provides a mechanism for students at Victoria College to complete a four-hour science course with a laboratory component online.

## INSTRUCTIONAL SERVICES DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

- I. **Introduction.** The Division of Social and Behavioral Sciences contributes to the fulfillment of the Victoria College mission by providing high quality educational programs and services that encourage “intellectual growth, workforce training, and cultural and personal enrichment.” The division strives to provide these opportunities by offering high quality instruction in academic transfer courses. By expanding interactive television (ITV) and online distance education offerings, the division is actively involved in increasing student opportunities to enroll in college courses. The division also enhances individual and cultural enrichment by organizing and hosting the Stormont Lectures, coordinating the Jim Lehrer Award for Journalism, and publishing the *South Texas Studies Journal*.
- II. **Evaluation Results.** Several factors are examined when assessing the extent to which the division is providing high-quality academic courses. An analysis of Spring 2003 student evaluations of division faculty reveals that, on average, ninety percent of the students rated the overall quality of instruction as being “good” or “very good.” This approval rating is a slight increase over the spring 2002 approval rating of eighty-eight percent. These results exceed the division goal of eighty-five percent. An analysis of division retention rates reveals that in the spring of 2003, eighty-three percent of the students completed the courses they took. This is a noticeable increase over the spring 2002 retention rate of seventy-eight percent, and again exceeds the college goal of seventy-five percent. Division faculty report that students completing their classes did well mastering course objectives. Overall, ninety-one percent of those completing their classes in the spring of 2003 mastered the course objectives. That figure dropped slightly from the ninety-two percent level of mastery in the spring of 2002. New efforts to increase student competencies in writing and mathematics show promise. There are writing components integrated into every subject taught in this division, except in economics. Students of economics are expected to develop fundamental mathematics skills, and thirty percent of their course grade is based on the ability to make mathematical calculations. On average, writing accounts for about twenty-five percent of the course grade in division courses.

In order to provide educational opportunities to a greater number of students, the division has increased its offering of distance education classes. A total of thirty-six sections of division courses were taught via ITV this past year. There was an increase in the number of remote locations to which these classes were transmitted and an increase in the number of students enrolled. A total of 395 students attended division provided classes at eight distant ITV campuses two years ago. This past year, 496 students completed classes at ten ITV locations. The division also offered new online courses in geography, government, history and sociology, bringing to seven the number of online courses developed and taught by division faculty this past year. Overall, eleven division faculty taught nineteen distance education classes in the spring of 2003. This means that, on average, each instructor taught 1.7 distance education classes out of her or his standard five course teaching load.

The division also engaged in a variety of activities that contribute to the college mission to meet individual and community needs for “cultural and personal enrichment.” The public was invited to attend, free of charge, the division’s presentation of the 26th annual *John W. Stormont Lectures on South Texas* this past spring. Nine guest lecturers presented research findings on a variety of topics relevant to South Texas during the two-day event. The conference concluded with the presentation of the *Jim Lehrer Awards for Journalism*

and the awarding of the prize for the outstanding graduate student manuscript. Many of the papers presented during the lectures were accepted for publication in the 14th volume of Victoria College's Division of Social and Behavioral Sciences' *South Texas Studies* journal. Overall attendance at the conference was better compared to last year due in part to a VISD grant supported program. This program provides funds for teachers of American history to attend the conference. Thus, the division goal of increasing student and community attendance at the lectures was met. Those who attended expressed satisfaction with the event.

**III. Future Plans.** The division's highest priorities remain focused on distance education. Great emphasis will be placed on developing and implementing online courses, especially those that are part of the college's core curriculum. The division will also strive to provide numerous online sections of the same courses being taught by different instructors. There should also be an expansion of ITV course offerings as more remote sites are brought on line. The division will also emphasize student computer utilization in the completion of course objectives. Retention rates and quality of instruction indicators will continue to be monitored and efforts are underway to improve the organization of, and attendance at, the *Stormont Lectures on South Texas*. The division is also discussing the possibility of bringing ITV dual enrolled students on campus to attend some of these presentations. This could result in better attendance at the conference and also complement the college's recruiting efforts.

**IV. Strengths.**

- Quality of Instruction
- Community Outreach via the Stormont Lectures
- Participation in ITV offerings

**V. Areas Needing Improvement.**

- Online Course Development
- Computer Based Course Assignments

**VI. Success Story.** The quality of the division's instruction was publicly acknowledged this past year. The Who's Who of College Teachers recognized six of the division's eleven full time faculty members. Instructors were nominated for this award by former students who maintained college grade point averages high enough to be in the Who's Who of College Students. To put this in perspective, almost half of the Victoria College full time faculty who received this recognition last year taught in this division.

## INSTRUCTIONAL SERVICES DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Business and Computer Information Systems

I. **Introduction.** The Business & Computer Programs area experienced both a challenging and rewarding year. The academic Computer Science program, as well as the Business Management program, was the only areas within this unit which experienced growth in both Semester Credit and Contact hours. All other programs saw a decline in both of these measures. The SACS visit served as an impetus to evaluate all courses, competencies and faculty qualifications. A faculty advising system was established to improve retention. Students were assigned to faculty advisors predicated upon their declared major. The system was a success, and SACS suggested that it be used as a model in other areas. The faculty spent significant time reviewing and revising courses for appropriateness of competencies, and reviewed programs for currency with industry needs and the increasing need for development of teamwork and communication skills. As a result, the quality of the existing programs has been enhanced. Additionally, faculty worked diligently in mentoring adjuncts to ensure the consistency of quality in all courses taught by part time faculty. Increased standardization of processes between the two areas of Workforce Development occurred. Development of online courses proceeded according to schedule, and additional faculty were trained in the skills necessary to successfully teach online courses. One program area (Legal Assisting) completely revamped its course offerings, while another, Professional Office Technology, experienced the first year of offering a program which had been totally revised the previous year. The goals established for the unit were basically met, and more importantly, new challenges and goals were discovered/established. The unit continues to be focused on improving quality, retention, and outreach.

### II. Evaluation Results

- **Retention:** The unit, as a whole, did not meet the college's goal of 85% retention rate. Retention rates were as follows: Business Management-88.5%, Computer Information Systems (COSC) Academic-84.6%, Networking-90%, Programming-77.1%, Legal Assisting-82.7% and Professional Office Technology-78.3%.
- **Quality Instruction:** The College's goal of having all faculty members meet or exceed the SACS required minimum standards for teaching credentials was met (with a waiver for one faculty member). The qualifications of all adjuncts were reviewed and adjunct faculty met the SACS qualifications (with one waiver needed).
- **Workforce Student Success:** Graduate surveys were sent out for 2001-2002 graduates. Of the graduates responding to the survey, 96% were either employed or pursuing higher education. This exceeded the college goal of having 85% employed, pursuing higher education or in the military. Eighty eight percent of the responding graduates believed that the skills obtained at Victoria College were 'Very Good' or 'Good'.

Employer follow-up surveys of 2001-2002 graduates found that 100% of responding employers rated graduate work performance as "Very Good" or "Good." This exceeded the College's success factor target of 80%. Twenty five percent responded that our graduates seemed better prepared in relation to other employees who had not received the same training (with 67% stating that they had no basis for comparison). No employer responded that our graduates were less prepared.

- **Completion:** There were varying degrees of success within the unit as related to students completing programs. As compared to 2001-2002, the following statistics apply: Business Management completers-66.7% increase; Networking completers-69% decline; Programming completers-200% increase; Legal Assisting completers-12.5% increase; Professional Office Technology completers-41.2% increase. While the completers in Programming increased to three from one, the program is still not in compliance with the guidelines as set forth by the Texas Higher Education Coordinating Board. A Sunset Review of the Programming program will be requested.

**III. Future Plans.** The unit will aggressively add online courses to its inventory, improving access to our programs. Additionally, by the end of 2003-2004, all but two faculty members will have developed online courses, improving flexibility with scheduling and accessibility to students.

To increase retention and graduation, faculty advising will continue, with faculty providing degree audits and developing semester-by-semester plans for students seeking these services. The inclusion of semesters in which a course is offered in the college catalog will facilitate student planning.

Faculty has always been willing to tutor students informally. In the future, formal availability of instructors for tutoring within selected courses will be publicized. The formation of informal learning communities by students enrolled in various sections of these courses, will hopefully increase retention rates. Faculty will be actively involved in contacting graduates to increase responses to the graduate follow-up surveys.

#### **IV. Strengths.**

- Dedicated and highly skilled faculty
- Faculty relationships with students
- Highly active advisory committees
- State-of-the-art technical equipment
- Highly dedicated and skilled adjunct faculty
- Versatility and receptiveness of faculty to changing environment and the need to update/revise programs
- Faculty receptivity to development and delivery of online courses
- Standardization of processes within the two units of Workforce

#### **V. Areas Needing Improvement**

- Recruitment and marketing of programs
- Recognition and tracking of faculty and program successes
- Increased responses on graduate follow-up surveys
- Creation of marketable skills certificates, as appropriate
- Better data collection for performance measurement

**VI. Success Stories.** Computer Science students worked on graphics and publishing projects for VISD, De-Go-La Resource Development and Conservation Project and The Texas Zoo. At least one student obtained certification as a Certified Network Administrator(Novell), 1 student obtained A+ certification, and three students earned their CCNA. Three members of the Computer Science faculty completed, respectively, a Masters in Computer Science, CCNP certification, and A+ certification. Four faculty members were trained in development of online courses, and six additional online courses were added to the college's inventory.

## 2002-2003 End-of-Year Unit Summary Report

The student advising program implemented within Workforce during the 2002-2003 school year was suggested by SACS as a model for implementation in the college. Several faculty members have stories of one-on-one successes, either resulting in improvement of student grades or, more importantly, retention of students not only in the courses but also at the college.

Adjuncts received official orientations, with the creation of an adjunct manual and the assignment of adjunct mentors among full time faculty. This resulted in standardized quality of instruction among various sections of courses. Teamwork and writing projects were incorporated into all courses. Web Page Design Program had its first graduates. A Computer Science faculty member was awarded the Star Teacher Award from the Tech Prep Consortium.

A Computer Science faculty member published articles about the importance of technology and education in the Golden Crescent region. A Computer Science faculty member authored an article published at the Genetic and Evolutionary Computation Conference. A Computer Science faculty member co-presented "WebPages: How Did They Do That?" at the Math/Computer Science Awareness Day held at UHV.

**INSTRUCTIONAL SERVICES**  
**DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION**  
**Adult Education**

- I. Introduction.** The Adult Education Program succeeded in meeting or exceeding the majority of the federal and state minimum requirements required through the grant funding process.
- II. Evaluation Results.** TEA evaluates Adult Education programs according to 26 criteria. These criteria apply to each of the four grants received during the 2002-03-program year. Specific information relating to these criteria, divided by grant, is attached. Four “future plans” were stated in the 2001-02 IEP EOY Report. All four of the objectives have been enacted:
- Expanding the number of classes – one ESL and one ABE class were added to the Adult Education Center night class schedule, one EL-Civics class added in Edna meets once a week, and the EL-Civics curriculum has been integrated into existing morning ESL classes at the Center. However, due to financial constraints, the morning ABE class in Port Lavaca was closed, the Port Lavaca ESL evening class meets once a week instead of twice a week, and extended holidays were added to all Adult Education classes.
  - Increasing the percentage of students who are progress tested – the percentage of progress assessment rose from 57% to 71%. The purpose was to better capture the relationships between services and student achievements. Of the 25 criteria related to progress assessment and student achievement, most of the percentages across all four grants were higher than the last program year; however, 3 measures were still below federal minimums (reading, language, and math – see section V for improvement plan).
  - Developing an orientation component for ESL students – orientation for ESL students is provided at the Adult Education Center during weekly day-class registration and once monthly for evening-class registrants.
  - Implementing a Civics component to the services already offered – An EL-Civics instructor spends one day a week with each of the four morning ESL classes available in Victoria, and with the EL-Civics class in Edna.
- III. Future Plans.**
- Pursuing other grant opportunities to supplement existing funds;
  - Producing an updated brochure in English and Spanish;
  - Adjusting the progress testing percentage to both exceed the federal minimum standard and allow students more classroom time to better capture the relationship between instruction and student achievement;
  - Implementing the Texas Standardized Curriculum Framework; and,
  - Providing a greater range of Professional Development opportunities for instructors by communicating PD opportunities from more outside agencies and specifically targeting the disciplines (reading, language, math) in which minimum standards were not met in 02-03.
- IV. Strengths.** Collaboration with V.I.S.D., C.I.S.D. and Even Start Programs to provide qualified instruction to Adult Basic Education and English as a Second Level students at the Even Start facility on North St., the Silver City Resource Center on Callis St., and the Cuero

## 2002-2003 End-of-Year Unit Summary Report

High School Campus. Continued funding for the English-Literacy Civics Grant from TEA is another strength of the Adult Education Program.

Effective communication within the department ensures everyone is aware of responsibilities, duties, and opportunities. Collaboration with entities such as the Victoria County Sheriff's Office and Lighthouse of the Blind allows the program to fulfill its purpose as it relates to special populations. A Saturday morning class was opened specifically for employees and clients of the Lighthouse for the Blind program.

- V. Areas Needing Improvement.** Physical reconfiguration and/or expansion of existing space needed to accommodate increasing number of participants and program expansion. (A similar need was noted in the 2001-02 IEP EOY Report for Edna. The Edna ABE classes were relocated from the Workforce Center to the Sam Houston School. The room is approximately five times larger than the one available at the Workforce Center.) A need for additional classroom space for mornings at the Adult Education center is still pressing.

As noted in the 2001-02 IEP EOY Report, an increase in the progress assessment percentage rate was needed. This goal was accomplished and the majority of the criteria used to evaluate this program showed increased percentages. The areas not met – gain in reading, language, and math – are targeted for improvement through two methods: 1) lowering the progress test rate to allow more instruction time per student before assessment; and, 2) implementation of the Texas Standardized Curriculum Framework for Adult Education.

**VI. Success Stories.**

- The Regular Adult Education Program shows an increase of average contact hours per student from 65 hours in 01-02 to 74 hours in 02-03.
- Due to an expanded definition of who may be served with TANF grant money, the number of participants rose from 28 to 101 – a 360% increase.
- The average number of contact hours per student from the TANF program increased from 53 hours in 01-02 to 94 hours in 02-03.
- Instructors and staff members completed a total of 788.5 hours of professional development. The actual number of completed hours is higher, but many people do not report hours beyond the state's minimum requirement.
- Twenty-six professional development opportunities in various formats and addressing different topics were provided to employees including: self-study, small and large group work/meetings, out-of-town conferences, TETN conferences, and web casts.
- Monthly sub-group meetings were held during the 02-03 year. These meetings gave administrators and instructors who teach specific groups a change to meet and discuss issues only pertinent to that group.
- Postcards were used to contact students who had stopped attending class. This effort was extremely successful in that 80% of those contact responded with a telephone call. Additionally, this program obtained information such as students earning a GED, obtaining employment, entering college, and/or moving away from the service area. Students also began attending again based on the facts that they were contacted, were missed, and still had a "place" in class.
- Two instructors were nominated and chosen as "Educator of the Week" for KAVU. Besides being well deserved, the exposure brought this adult education program to the attention of people in the community.

## 2002-2003 End-of-Year Unit Summary Report

- A beginning ABE class (grade level equivalency 0-3.9) earned money to attend a ballet production by making and selling greeting cards with donated materials. They learned a skill and the value of working to meet a goal. They also received personal enrichment and community interaction experience by attending the Nutcracker Suite.
- These same students also made a quilt to donate to the Linus Project, a project providing quilts to injured children (as in Linus from "Peanuts"). The students applied measuring and math skills to complete this project.
- Students and staff members participated in two blood drives held on the Adult Education Center premises. Participation was voluntary; however, all students received information on the use of donated blood and the procedures. Forty units of blood were donated.

## INSTRUCTIONAL SERVICES DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Continuing Education

- I. Introduction.** Several factors contributed to decreased enrollment and contact hours, however the department continued to provide quality instruction and service and remain profitable. Significant improvements in the areas of Air Conditioning, Food Service, and Computer Training highlight this year's accomplishments.
- II. Evaluation Results.**
- While the number of contracted courses held steady at 91 per year, overall enrollment decreased by 10.3% from 2,029 in 2001-2002 to 1,819 in 2002-2003 and overall contact hours decreased by 22%.
  - The course completion rate was 97.86%, with all instructional areas exceeding the College's Success Factor benchmark of 85%.
  - Ninety-five percent of responding students were satisfied with instructor performance and 92% rated course content as satisfactory.
  - The Air Conditioning program voluntarily participated in the nationally recognized Industry Competency Exam (ICE) with its Level 4 students. During 2002-2003, 6 of 7(85.7%) passed the exam, surpassing both state and national averages of 62% and 69% respectfully.
- III. Future Plans.** A new Leadership Series, consisting of four major training areas, is planned for spring 2004. The need for such training has been identified and verified with numerous community leaders. One phase of curriculum development (Communication) is now complete while a more specific curriculum needs assessment for the other sections continue with the industrial and business sectors.
- IV. Strengths.**
- Collaboration with local, state, and national organizations is a departmental strength.
  - External curriculum and credentialing insure integrity and consistency in instruction and provide recognition on both state and national levels.
  - The department's ability to effectively function with multiple organizations that require adherence to numerous non-College policies and procedures for utilization of curriculum, registration, assessment, and reporting.
- V. Areas Needing Improvement.**
- Increased centralization of data and automation of internal reporting.
  - Enhanced departmental web presence.
  - Communication with and education of potential College referral points.
- VI. Success Stories.** Through the department's collaboration with the Air Conditioning and Refrigeration Institute (ARI), new equipment was obtained at no cost to the College for the HVAC Lab. Implementation of the Food Protection Management initiative was done in a very timely manner, which was crucial to the programs success. The development of Computer Combo Courses enabled the department to implement a piggyback system of layering courses. Students have a choice of registering for a Combo Course (the bundling of 3-4 like courses) or registering for a single course.

## INSTRUCTIONAL SERVICES DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Industrial and Public Services

I. **Introduction.** During the 2002-2003 school year, the Victoria area was in the midst of an economic and employment down turn. Recruiting interest in programs with industrial-based employment was difficult, while public service programs, which usually result in municipal employment, had record enrollment. All instructional programs provided a quality learning experience resulting in student retention, success on licensure/certification exams, job placement and graduate & employer satisfaction. The Air Quality Program's Air Victoria campaign effectively promoted ozone awareness through a wide array of highly visible media. All programs made a positive contribution toward the College's goals of Workforce Education and Continuing Education (CE).

### II. Evaluation Results.

- **Outreach:** Interest and enrollment in the Public Service Programs was high. The Police Academy and EMS & Firefighting Programs each had marked increases in enrollment and contact hours. Enrollment in the Electronics/Instrumentation Program was steady. Early Childhood Development, Drafting, and Welding had slight decreases. A 40+% decrease in enrollment and contact hours in the Process Technology Program more than offset gains in the Public Service Programs.

The continuing education sector of the EMS, Law Enforcement, and Early Childcare Programs served more students, but had an overall decline in contact hours. Law Enforcement CE was up from 2001-2002, but still below the level of two years ago. For economic reasons, two industrial contracts for EMS CE were not renewed in 2002-2003. Early Childcare CE declined, but performed well, given a more than 50% reduction in grant funding from the Golden Crescent Workforce Board.

The Air Quality Program promoted ozone awareness and prevention through a wide variety of bi-lingual efforts; including billboards, radio and TV PSAs, tray liners at McDonalds, signs on Victoria Transit buses, voluntary car inspection with tune-up coupons, "Stop At The Click" stickers on gas pumps, gas can exchange, presentations to schools and civic groups, and booths at community events.

Although faculty from all programs participated in numerous on and off campus recruitment activities, overall course enrollment decreased by 110(2.5%) and contact hours decreased 12,782(6.2%).

- **Retention/Completion:** Based on Grade Distribution and Retention Reports provided by the Institutional Research and Planning Office, retention of students in I&PS program courses increased from 92.4% in 2001-2002 to 93.3% in 2002-2003. All programs exceeded the College's benchmark success factor of 85%. The number of degrees and certificates awarded decreased by three. Forty-five degrees and 97 certificates were awarded in 2002-2003; slightly below the 59 degrees and 86 certificates awarded in 2001-2002. Each program exceeded the College's success factor benchmark of five graduates.
- **Excellence:** Follow-up survey of Workforce Development (WFD) Division graduates from 2001-2002 found 89.3% of respondents employed or continuing higher education.

## 2002-2003 End-of-Year Unit Summary Report

This is down from 95% in 2000-2001, but still exceeds the College's benchmark success factor of 85%. Seventy nine percent of the graduates reported being employed in a job related to their field of technical training. Eight seven percent of the graduates rated their overall preparedness for their job as "Very Good" or "Good." This exceeds the College's benchmark success factor of 80% graduation satisfaction.

Employer follow-up survey of 2001-2002 WFD graduates found 90% of responding employers rated graduate overall preparedness as "Very Good" or "Good." This exceeds the College's success factor target of 80%. Twenty five percent of employers rated WFD graduates as "Better Prepared" in relation to other employees who did not receive the same training. No employer responded that a WFD graduate was less prepared.

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

Thirty-seven of forty (92.5%) Police Academy graduates passed Texas Commission on Law Enforcement Standards and Education (TECLOSE) certification exam on their first attempt. Including retests taken to date, 39 of 40 (97.5%) of graduates have passed the TECLOSE exam, which exceeds the College's success factor benchmark of 90% passing the certification exam within one year of completion.

Fourteen of nineteen (73.8%) graduates of the Firefighting Program passed all parts of the Texas Commission on Fire Protection certification exam on their first attempt. 15 of 19 passed the written exam and 17 of 19 passed all three practical exercises on their first attempt. Two students have retaken the written exam, one passed. Both students failing a part of the practical passed on retest. To date, 16 of 19 (84.2%) students have passed all parts of the TCFP Certification exam, which is below the College's success factor benchmark of 90%.

Nine of sixteen (56.3%) graduates of the EMT-Intermediate or Paramedic Certificate passed their first attempt on the certification exam administered by the National Registry of EMT's (NREMT). May 2003 graduates were the first group to take exams administered by NREMT. Previously, certification exams were administered by the Texas Department of Health (TDH), but in 2002 TDH transferred that responsibility to the NREMT. Retest results are not known at this time; however, the initial results do not meet the College's success factor target of 90%.

- **Efficiency:** During the summer of 2003, as a component of a comprehensive program review, an enrollment efficiency and cost analysis was conducted for each program. Although the 2002-2003 enrollment resulted in a 9.6% decline in projected revenue, the fiscal impact was minimized by a 7.1% reduction in expenses. Most of the cost reduction is attributable to more efficient course scheduling. Course sections declined by 10.5% resulting in a 4% increase in average class size and a 2.8% increase in enrollment efficiency to 75.4%.

## 2002-2003 End-of-Year Unit Summary Report

- **Service:** The 2002-2003 Faculty/Staff Opinion Survey found increased cooperation and timeliness of communication between the Workforce Division and the rest of the college. Satisfaction in quality of cooperation increased from 89.1% in 2001-2002 to 95.5%. Timeliness of information/communication increased from 89.0% to 94.7% satisfaction. 2002-2003 Student Opinion Survey did not evaluate customer service provided by instructional programs.

**III. Future Plans.** Collaboration with Student Services and Marketing to increase public awareness of the programs and student recruitment, counseling, and advising. Seek input from program Advisory Committees and business/industry to determine support for curriculum changes to include, but not limited to:

- Addition of Geographic Information System (GIS) and surveying courses to the Drafting Program.
- Revision of the Instrumentation Program curriculum or addition of a specialization in Manufacturing Technology with the addition of courses in hydraulics and robotics.

**IV. Strengths.** The primary strength of the Industrial & Public Service Programs is in the faculty. Faculty has maintained good student evaluations, routinely participates in recruitment activities and is active in professional and community affairs. Facilities and equipment are adequate. The Process Technology & Instrumentation programs share an excellent lab facility. Computer-Aided Drafting equipment and software are current.

**V. Areas Needing Improvement.** Preparation of EMS and Firefighting students for certification exams is below the College's success factor benchmark. Instruction will be modified to implement more instructor-facilitated, interactive student activities and include more scenario-based evaluation that requires critical thinking and application of cognitive content.

Twenty-six of 168 (15.5%) 2001-2002 graduate follow-up surveys were returned; with many programs having only one or two respondents. Also, student placement is not tracked and in many cases unknown. To address these issues, at the end of each semester, program faculty will announce the importance of keeping the college abreast of graduates' status and address changes and return of the graduate follow-up survey. Several 2001-2002 Graduate Follow-up Survey respondents expressed dissatisfaction with the College's job placement services. Students are instructed that program completion is a pre-requisite to, but not a guarantee of employment; however, to assist graduates' job search, development of a database of potential employers is planned.

Enrollment in Welding courses is limited to 13 due to available lab space and equipment. Enrollment in introductory courses has been at capacity for the past three years. The program would be more cost effective if enrollment capacity was increased.

**VI. Success Stories.** Process Technology Program held a Summer Institute to introduce high school girls to science and math applications in process technology as well as career opportunities in the field. As a course project, welding students fabricated sculptures for the Texas Zoo that are displayed during the zoo's annual "wild lights" Christmas exhibit.

The Police Academy was diligent in promoting student success. Through tutoring a cadet was successful on his third attempt through the program. Other students, who were struggling with the 40 hour/week pace of the day academy, were successful after transferring to the night section.

## 2002-2003 End-of-Year Unit Summary Report

The Air Quality Program gave away or exchanged 750 CARB-compliant gas cans, conducted free inspections to 225 cars, made presentations to 40 school and civic groups and had educational booths at 5 community events.

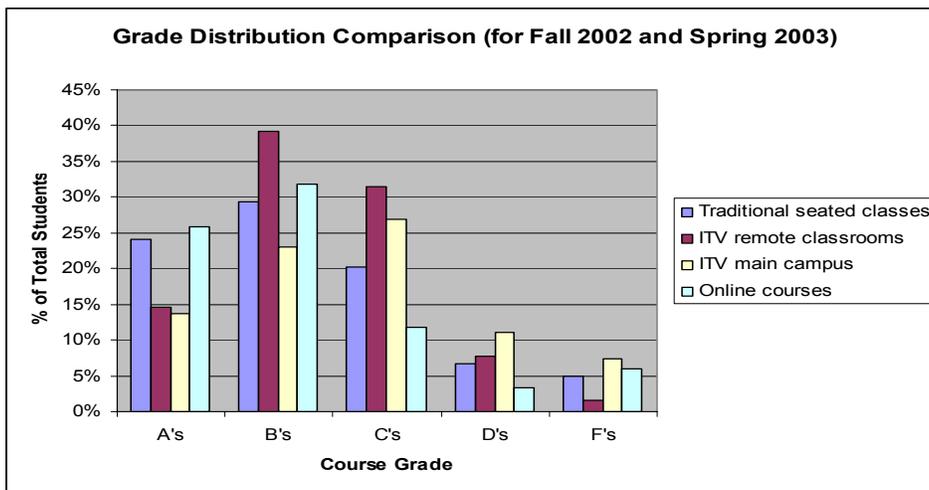
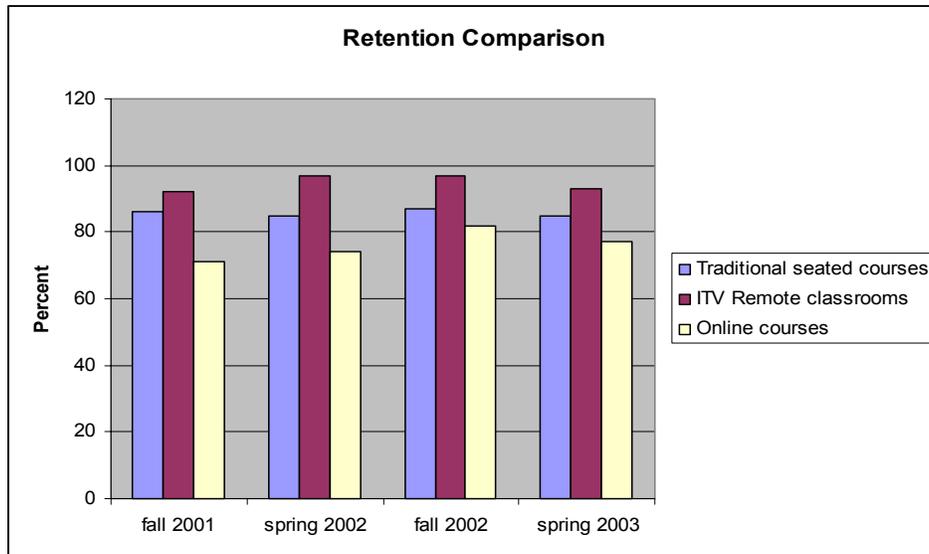
## INSTRUCTIONAL SERVICES TECHNOLOGY TRAINING AND DISTANCE EDUCATION

- I. Introduction.** A key strategic issue identified by the College in September 2002 was distance education and increased online competition. Instructional Services addressed this issue by focusing on the creation of several new online courses and the support services provided by this Department were instrumental in facilitating their development. Training and support efforts, which had historically been generic and of interest to many computer users, were aimed primarily at faculty who were developing the new courses. This shift in focus, together with an increase in the numbers of employees seeking training and assistance, may explain why the annual survey results for faculty/staff overall satisfaction with Technology Training/Distance Education, while still meeting the 90% goal, showed a slight decrease. Despite this, more than one instructor made a point to personally express appreciation for the time and efforts of training staff. The increase in distance courses and their enrollment impacted the resources of Instructional Services as might be expected but the effects were also felt in Admissions, Counseling, Financial Aid, and the Business Office. The Distance Education program has rapidly become an integral part of both Instructional Services and Student Services.
- II. Evaluation Results.** A majority of students expressed satisfaction with the College's Distance Education Program however; there was a decrease from 94.8% to 90.9% in the overall satisfaction as indicated from the Faculty and Staff Opinion Survey respondents with technology training efforts. The greatest change occurred in satisfaction with the variety, time and location of training classes, which went down from 95% to 86%. Due to the nature of the training program, where classes are offered during the work day to employees with a variety of office hours and class schedules, it has not been possible to find a time that is good for everyone. The college totals on the semester Grade Distribution and Retention Reports showed that generally, distance education students who persist are successful. The overall retention rate was highest for remote ITV classes (fall 97%, spring 93%) followed by traditional courses (fall 87%, spring 85%) and online courses (fall 82%, spring 77%). As a group, online students had a greater percentage of A's than traditional or ITV students. Those enrolled in ITV courses at remote locations had the highest percentage of B's and C's. Conversely, students enrolled in ITV classes on the main campus had the highest percentage of D's and F's.
- III. Future Plans.** Departmental staff will develop one or two online training courses as a pilot project. Using distance education technologies to deliver these courses will eliminate the barriers of time and place. A large part of the core curriculum was online as of fall 2003; therefore the emphasis can be shifted from development to enhancement. Students will soon be able to earn a two-year degree from Victoria College completely online. That is a substantive change that requires prior approval from SACS. The request for approval will be submitted early in fall 2003. Quality and retention will be the subject of training classes and discussion sessions. Efforts will continue to be made to expand the number of high schools participating in dual credit classes.
- IV. Strengths.**
- Facilitated the development of 17 new online courses
  - Quality of hardware and software located in the IT Resource Center
  - Qualified and well-trained staff

**V. Areas Needing Improvement.**

- Training courses targeting a larger audience
- Distance Education web site needs to be repurposed to reflect the reorganization of Media Services

**VI. Success Story.** One major accomplishment was the development of the Distance Education Plan that was reviewed and approved by the Distance Education Advisory Committee early in the spring semester. The Texas Higher Education Coordinating Board (THECB) requirements and the SACS criteria related to distance education are specifically addressed. Eight goals for distance education are listed along with expected outcomes and evaluation plans, all of which were incorporated into the Institutional Effectiveness Plan for 2003-2004. Another was the submission of the College's Institutional Plan for Distance Education and Off-Campus Instruction to the THECB.



## INSTRUCTIONAL SERVICES MEDIA SERVICES

- I. **Introduction.** The stated goal of Media Services has been to provide excellent customer service in supporting the instructional and administrative functions of the College. That was very successfully achieved as evidenced by the annual survey results. A departmental reorganization occurred in June, expanding the role that Media Services will play in supporting distance education and instructional technology. Future goals will reflect those changes as well as address more of the strategic issues affecting Victoria College.
- II. **Evaluation Results.** Faculty and Staff Opinion Survey summaries showed an overall satisfaction rate above 97% which greatly exceeded the 90% goal. Results from a Media Services Survey distributed in June indicated that approximately 50% of the respondents used a copier in their building for the majority of their copying needs instead of sending materials to Media Services. It is not clear whether this is because of convenience or cost but the practice warrants a closer look to determine if this is a developing trend and how that might affect the demand for copying services from Media Services.
- III. **Future Plans.** Ways to improve accessibility to copying services will be explored along with the possibility of updating equipment to begin providing in-house printing services. To fully incorporate audio/visual services in order to provide a wider range of instructional support that not only consists of supporting ITV classes but also includes online classes.
- IV. **Strengths.**
  - Excellent customer service skills
- V. **Areas Needing Improvement.**
  - Methods/procedures for receiving copy requests and returning copied materials need to be updated to include electronic submission and perhaps multiple deliveries.
  - Procedures for tracking equipment checkout and repair need to be developed.
  - The types of services/equipment available need to be better publicized.
- VI. **Success Story.** There were several written comments submitted with the June surveys and many of them contained similar remarks regarding the exceptional customer service they consistently received from Media Services. Credit should be given to all the staff, however, Sherlyn Harrold's friendly and courteous attitude was specifically mentioned by many. The respondents were asked what they would not want Media Services to change. Sherlyn's helpfulness topped the list and for that she should be commended.

## INSTRUCTIONAL SERVICES VC/UHV LIBRARY

- I. Introduction.** The VC/UHV Library continues to provide a wide range of quality resources and services for the students, faculty, and staff of Victoria College.
- II. Evaluation Results.** In the annual survey of students, the three questions on library services and resources averaged 95.4% satisfaction, with the lowest being 94.5%. In the annual survey of faculty and staff, the six questions on library services and resources averaged 93.9% satisfaction, with the lowest being 90.2%. Other achievements and progress on library objectives include the following:
- Improved access to the library's online full-text periodicals, through the purchase of a serials maintenance service, TDNet.
  - Continued review, analysis, and updating of the library's book collection.
  - Expanded electronic reserves to include musical examples for one of the music classes.
  - Enhanced the library website, including: adding additional forms, tutorials, and study guides; providing more content in the "What's New!" section; providing enhanced access to periodicals (revised search for in-house titles; added TDNet for online titles); improved layout and instructions for online photograph collection; publishing the library newsletter online; and a complete redesign of the library web page (to be published in the fall of 2003).
  - Developed and revised library informational brochures.
  - Continued replacement of public microcomputers (half of the Main Library computers by Victoria College; half of the Media Library computers by UHV).
  - Continued cooperation and work with the Museum of the Coastal Bend, including; updating/maintenance of the museum's web page; participation with the museum in the Macaroni Fest; assistance with the museum's Kid's Camp.
- III. Future Plans.** The Library's plans include the following, which will maintain the excellence of the library collection, improve the quality of the library's services and outreach, and increase efficiency in library planning and operations:
- Redesign of the library's website, to improve access to resources and services.
  - Expand and promote e-mail and chat reference services.
  - Continue to provide the best array of databases and other electronic services possible within budget constraints.
  - Complete the migration of journal holdings to electronic form so that full-text holdings can be easier to locate.
  - Continue to enhance the content of library web pages.
  - Develop a replacement cycle for servers, particularly those that are part of the integrated library automation system shared with Victoria Public Library.
  - Review and revise library procedures for efficiency and improvement in services.
  - Improve the quality of the library's planning and assessment process, using the framework of the *ACRL Standards for College Libraries* (2000).
- IV. Strengths.** The Library provides excellent resources and services to students, faculty, staff, and the community at large. This is due, in part, to the combined funding and cooperative arrangements between Victoria College and UH-Victoria for the joint operation of the Library. The Library provides an online catalog, through continued cooperation with the Victoria Public Library.

## 2002-2003 End-of-Year Unit Summary Report

The library has a staff of service-oriented employees who constantly strive to meet the needs of all constituents. The Library continues to enhance services and resources for a growing number of distance education students.

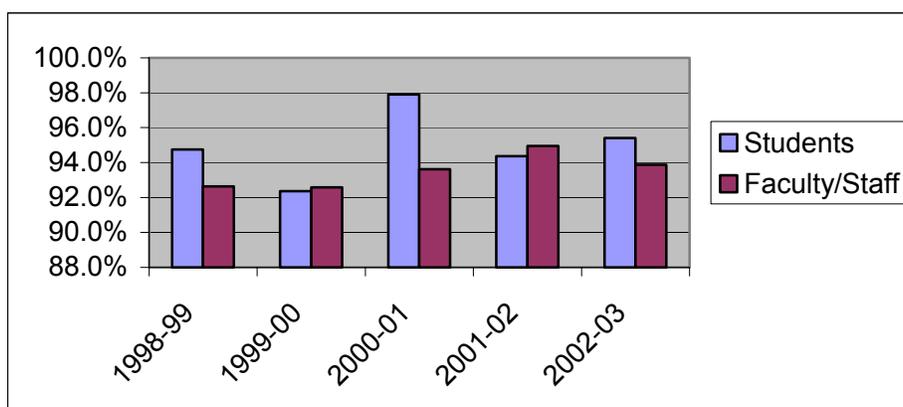
**V. Areas Needing Improvement.** Although the Library's overall satisfaction ratings in the Student and the Faculty and Staff Opinion Surveys remain high, the Library has identified several areas for improvement:

- The Library will work toward a refinement of its planning and assessment process.
- The Library will strive to maintain (and possibly expand) resources and services in a time of tight budgets, so that the quality of education received by College students will not be diminished.

**VI. Success Story.** The most useful and helpful addition to the Library's services this year has been the acquisition of TDNet. This serials management service was a consortium purchase (with UH-Clear Lake and UH-Downtown). The in-house periodicals list that the library previously maintained was difficult to keep up to date. The current list, maintained through TDNet, allows students and faculty to link directly to the online journals available through TexShare and library subscriptions. The growing number of off-campus, online students, and students who prefer to conduct research from home have found this to be a valuable aid in accessing the library's online journal resources.

**Library – Victoria College Surveys**  
(Average of responses to annual surveys)

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
<b>Students</b>	94.8%	92.4%	97.9%	94.4%	95.4%
<b>Faculty/Staff</b>	92.6%	92.6%	93.6%	95.0%	93.9%



## STUDENT SERVICES ADMISSIONS AND RECORDS

- I. Introduction.** The Admissions and Records office satisfactorily accomplished its purpose and objectives of admitting students, accurately maintaining credit and non-credit records, and providing required reports to external state agencies. These accomplishments help fulfill the college mission by providing an important administrative support role within the Colleges strategic goals established in the Institutional Effectiveness Plan.
- II. Evaluation Results.** Evaluation results from objectives outlined in the Admissions and Records action plan showed a satisfactory level of achievement in all areas. One of the most significant areas of increased satisfaction involved the registration process. A college-wide survey indicated a higher level of satisfaction when compared to last year's rate. Web registration, which began with the Spring 2003 Semester, has been successful and an influencing factor in the increased percentage of students participating in self-registration. Spring 2003 figures indicated 41% of students self-registering (using web) compared to 30% (using EZREG) for spring 2002.

College-wide and departmental survey results also indicated high satisfaction rates with staff courtesy and service. Other areas measured by the college-wide survey included accuracy and timeliness of information in publications concerning registration/admission procedures and student notification of transfer/admission status.

An evaluation was also conducted on student record security which was thoroughly reviewed in preparation for the re-accreditation visit this past year and was deemed adequate. The area of daily operations continues to be carried out smoothly and efficiently with few complaints, as well. External reporting, which includes mandatory state reports; continue to be submitted in a timely and accurate manner with few errors as indicated by the Coordinating Board edits.

A departmental survey of available storage space for records revealed a limited amount of file space for incoming transcripts and related documents. Although the imaging project (which would greatly alleviate this problem) has begun, staff time to work on it is limited.

- III. Future Plans.** Plans to expand on-line services include a degree audit program to aid students in course selection as well as save the student advising time in many cases. The web registration program will also continue to be tweaked and refined to become as efficient and user-friendly as possible. The office of Admissions and Records will also work with other Student Services departments to increase utilization of web registration, work with programmers to refine current automated student records and develop a plan for proofing and the destruction of documents that have been imaged.

### **IV. Strengths.**

- Accurate and timely submission of student records and reports
- Extended hours of operation
- Excellent customer service
- Addition of online services for semester grades, unofficial transcripts, and web registration
- In addition to serving students with the admissions process, the staff also provides comprehensive solutions when assisting faculty and staff

**V. Areas Needing Improvement.**

- Time Management – Staff time needs to be better allocated to tasks with high priority with less time spent duplicating tasks that are automated
- Staff Development – Time and effort should be made to schedule regular staff meetings as well as provide opportunities to attend workshops

**VI. Success Story.** The Admissions and Records office has seen significant technological progress in the admission and registration process this past year. Although well-deserved credit goes to the Computer Programming area, the Admissions and Records office had an integral part in the planning and testing of new programs and responded well to the resulting changes. Web registration, the most significant advance, brought about a greatly increased number of on-line applications. The need to quickly and efficiently process and respond to these applications was met. Another milestone was providing student semester grade reports on-line. This, too involved planning and input from the Admissions office.

In all, the Admissions and Records office has been receptive and responsive in meeting challenges posed by progressive changes and will continue to do so this next year.

## STUDENT SERVICES COUNSELING SERVICES

- I. Introduction.** Counseling Services plays a crucial role in the overall mission of Victoria College by providing high quality educational, career and personal counseling to current and prospective students. Counseling Services also provides an additional crucial role for all students who self identify as having a disability by coordinating services for those students. Counseling Services includes tutoring, testing, career counseling, CCTA, educational and personal counseling, recruiting, student support, and disability services provided by the College.
- II. Evaluation Results.** The 2002-2003 Student Opinion Survey showed 91% satisfaction on the availability and quality of academic counseling—a 2% overall increase from the previous year. The quality and usefulness of counseling information on the Victoria College web site received a 94.2% satisfaction rating. The two areas rated weaker by students were the availability and quality of both career and personal counseling with satisfaction ratings of 89.7% and 89.1% respectively. However, individual items listed in the Career Counseling section of the survey on the DISCOVER program, career resource library, job listings, the annual Career Fair, career information on the Victoria College web site and quality and usefulness of information about Victoria College Workforce and Allied Health programs and related career opportunities all received satisfaction ratings ranging from 94.1% to 96.7%. The Faculty and Staff Opinion Survey reported a satisfaction rating of 93.7% for the quality of faculty advisor update sessions and a 97.2% satisfaction rating for courtesy, professionalism, and/or cooperation of Counseling Services personnel.

New Student Navigation, which replaced Freshman Orientation, saw an increase of 40 students participating over last year's numbers. Counseling Services recorded 19,951 student contacts for the 2002-2003 Year—an increase of almost 2,000 contacts over the previous year. The Counseling Services website received 493 hits during the year and [counselorhelp@boa.victoriacollege.edu](mailto:counselorhelp@boa.victoriacollege.edu) received 407 e-mails.

Specialized accommodations for 110 students with disabilities were delivered during 2002-2003 and included the administration of 271 tests in the Counseling Services Office. The Faculty and Staff Opinion Survey showed a 96.6% satisfaction rating for Support Services provided for students with disabilities and a 96.2% rating for quality/adequacy and timeliness of Support Services information provided by counselors.

### III. Future Plans.

- Develop on-line degree plans for all students
- Further implementation of the advising hold to ensure that all students have the opportunity to be advised by counseling staff and/or faculty
- Implementation of the counselor-alert system
- Further development of the On-line Advising Center

### IV. Strengths.

- Addition of a full-time Outreach/Retention Coordinator to the Counseling Services staff
- Power Learning class targeting students in one or more developmental courses was offered for first time during spring semester
- Fifty five employers and 241 students participated in the annual Career Fair held in April

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- Transfer Admissions Day brought eleven universities to campus providing Victoria College students the opportunity to interact with admissions staff from those institutions
- Implementation of New Student Navigation one-day sessions, which resulted in 420 students attending the six sessions
- Disability training for new faculty in fall semester and disability update training for all faculty in spring
- Three dual-credit orientation sessions held for high school students
- New format for faculty advising update
- Counselor participation in programs for the K.E.Y. Center

### **V. Areas Needing Improvement.**

- Career Center/career counseling
- On-line New Student Navigation
- Advisor Notebooks
- Counseling services availability to off-campus vocational nursing programs

**VI. Success Story.** Four hundred twenty (420) new Victoria College students attended six one-day sessions of New Student Navigation (NSN). They spent a half-day in information sessions about Victoria College policies, procedures, programs of study, and student services as well as going through an advising session. While students ate a catered lunch with Victoria College faculty, staff and administrators, the college bookstore presented a fashion show. During the afternoon, students registered for fall classes. Evaluation results showed improved satisfaction with the new process. NSN has replaced the historical format of freshman orientation. Students no longer receive one hour of developmental credit nor do they spend two days in attendance. The one-day format was adopted in response to student evaluations. Students continue to receive the most pertinent information necessary to be successful at Victoria College as well as being able to early register for the fall semester. Students who did not attend summer NSN will complete an on-line version of NSN prior to registering for the spring semester.

## STUDENT SERVICES TESTING SERVICES

- I. **Introduction.** The objective of the Test Center at The Victoria College is to facilitate the academic pursuits of service area constituents by providing assessment opportunities for various testing instruments.
- II. **Evaluation Results.** A total of 4,781 tests (not including GED) were administered during the 2002-2003 school year. Testing Services has experienced an average increase of 9.86% in tests administered over the past three years. Testing Services has administered the following tests to the associated total of individuals:
- College and university entrance and scholarship requirements
    - SAT = 1,083
    - ACT = 875
  - State-mandated placement testing
    - TASP = 1,876
    - COMPASS - TASP Alternative = 412
    - COMPASS - Certificate Assessment = 110
  - Nursing Entrance Test for Vocational Nursing Program
    - NET = 108
  - College course credit (CLEP), correspondence course testing, continuing education assessment opportunities for individuals interested in educational opportunities outside of the traditional classroom
    - CLEP = 41
    - Correspondence Course Exam Proctoring = 52
    - MOUS (Microsoft Office User Specialist) = 31
    - EPA Technician Certification = 27
    - ICE (Air Conditioning Certification) = 7
    - Automotive Service Exam (ASE) = 111
    - Dantes (Standardized Testing for College Credit) = 4
  - High school equivalency exams
    - GED – Took all or part of battery = 363
    - GED – Received = 167

According to the 2002-2003 Student Opinion Survey, 94.3% of respondents indicated they were satisfied with the availability of testing opportunities and the quality of test administration at The Victoria College. In addition, 97.3% were satisfied with the quality and usefulness of testing information on the Victoria College web site.

### III. Future Plans.

- The Testing Center will continue to offer conveniently scheduled assessment opportunities that meet the needs of the service area population.
- The Assessment Department will open an ACT Testing Center in the 2003-2004 school year.
- The Testing Center will integrate testing for Victoria College on-line courses and Virtual Colleges of Texas in a way that is helpful to instructors and convenient to students.
- The Assessment Department will be moving to the Continuing Education Center which will provide more space to allow for the testing of more students at a given time.

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- The Testing Center plans to offer the Quick THEA with on-line registration beginning in the Fall 2003 Semester. This will provide yet another opportunity for students to meet their TASP/THEA liability.

**IV. Strengths.** The Victoria College Testing Center now offers a computerized version of the Nursing Entrance Test (NET). This allows for quicker testing and quicker score reporting for our students. The Testing Center now offers registration on-line for the Nursing Entrance Exam and the Alternative TASP Assessment. This helps eliminate paperwork and handling cash at exam time. This also helps streamline the time allotted for use of the testing center for testing as opposed to registration.

**V. Areas Needing Improvement.** Purchase appropriate furnishings to meet the needs of students. Specifically, computer desks for left-handed students and a wheel-chair accessible desk. As the number of students testing and the variety of tests given, continues to grow, it will be necessary to evaluate the need to increase technological and/or staff resources.

**VI. Success Story.** The Victoria College Testing Center has successfully transitioned into administering the Vocational Nursing Exam, as well as testing for the Virtual College of Texas. We expect to see many students who are part of these programs as well as Victoria College on-line students in the upcoming school year.

## STUDENT SERVICES FINANCIAL AID

- I. **Introduction.** The Financial Aid office plays an integral role in the mission of The Victoria College by developing and maintaining financial aid policies and procedures that assure equal access by all students admitted to the College. The office also plays a critical role in the recruitment mission of the College by disseminating information to prospective students and their parents, and participating in a variety of visits to area high schools within the service area.
- II. **Evaluation Results.** According to the 2002-2003 Student Opinion Survey, 82% of the students who applied for financial aid expressed overall satisfaction with the financial aid process, with 12.6 % expressing dissatisfaction. When asked to evaluate the overall quality of the College Student Employment/Work Study program, 94.6% of the respondents expressed satisfaction.

The Financial Aid office staff participated in a number of College Nights at high schools in the service area. In addition, financial aid presentations were made at off-campus LVN sites, the K.E.Y. Center, Allied Health Advisory Board Meetings, and New Student Navigation (formerly Freshman Orientation).

Staff members also attended several regional, state and national conferences to stay abreast of current state and federal financial aid programs and guidelines. New Aid Officers Workshops, the Texas Association of Certifying Veterans Program Officials Conference, state and national Financial Aid Officers conferences, and Texas Higher Education Coordinating Board (THECB) Workshops were among those attended.

Transportation assistance was phased out due to lack of funds and participation in the program. The demand for childcare assistance continues to grow, and additional funds are required to fully serve the needs of all students who qualify. According to respondents in the 2002-2003 Student Opinion Survey, 91% expressed satisfaction with the awareness of childcare, transportation and community resource referral services available.

- III. **Future Plans.** The Financial Aid Office will participate in a Standards of Excellence Review Program (SOE) of the National Association of Student Financial Aid Administrators. The SOE Review will highlight strengths, detail compliance issues, and suggest ways the department can improve its delivery and customer service.

In Spring 2004, the department will implement the Loans by Web Program. Students will be able to complete their loan applications online, making it more convenient for them while reducing the amount of paperwork, paper handling and processing time for staff. The loan default management program will be reviewed to ensure that appropriate activities, assignment of responsibilities and measurement tools are instituted.

- IV. **Strengths.** The 2001-2002 independent audit reported no material non-compliance with federal and state awards. For fiscal year 2002-2003, 100% of Financial Aid applicants who submitted complete files by the priority deadlines and were eligible for Pell Grant assistance were able to use the funds during the registration process. Federal loan applicants, scholarship recipients, and Veterans benefits applicants were also provided adequate and timely assistance with availability of Financial Aid for registration purposes when applicable.

- V. Areas Needing Improvement.** While 82% of those who applied for aid expressed overall satisfaction with the financial aid process in the Student Opinion survey, areas remain that need improvement. Specifically, communication regarding financial aid application status and the availability of financial aid staff to answer questions are two key concerns. The fiscal year 2001 cohort default rate rose to 11.2% from the 8.3% in fiscal year 2000. This contrasts with a downward trend across the state and nationally.
- VI. Success Story.** Change and transition were the hallmarks for the Financial Aid Office in 2002-2003. For the second year in a row, a new Director was appointed, with the office successfully adapting to the understandable adjustments. In addition, the staff began a series of cross-training procedures to more effectively serve the needs of the students. Perhaps the greatest achievement of the Office in 2002-2003 was that, despite the challenges and trials that were endured, the staff was able to successfully provide optimum services to an increasing number of students seeking financial aid at the College.

## STUDENT SERVICES TUTORING SERVICES

- I. **Introduction.** The Tutoring Center, with the assistance of the Math Department, started a program of hiring, training, and supervising Teaching Assistants (TAs) for the CAI math classes and then required these TAs to serve as tutors as well. This served as a bridge between the two programs and resulted in a record number of developmental math students using tutoring services. To meet the changes occurring in the TASP/THEA test and its requirements, the Tutoring Center responded with a trial program to provide weekly review sessions for all placement-type tests. This was a collaborative effort, with the nursing and workforce departments providing input into a newly created set of study materials. Tutoring hours were expanded to include the first late night openings, as well as Saturday and Sunday afternoon hours. An Open House, a "9-11" observation, and several holiday celebrations all added to the success of the 2002-2003 year by welcoming students into the program.
- II. **Evaluation Results.** Tutoring Reports for 2002-2003 revealed a consistent rise in student usage. The percentage of students in the fall reached 12.5%, the highest percentage ever, and the spring reached the 11% mark. This shows that the trend to reach over 10% of the student body is holding. These numbers are meeting the targeted objectives, especially when coupled with the overall percentages of 90%+ passing rate in subjects for which students receive tutoring. Reports show that 91.6% of students who received tutoring in the fall passed that course and 90% in the spring. Results like this encourage students to stay in school and succeed.

Tutoring updated its web pages to provide more downloadable information for students both on campus, at the DLCs, or working at home in an online course. An Open House announced the expanded schedule of the center, including Saturday and Sunday afternoon sessions and two evenings until 10:00 pm. A "Cram Night" and ITV for TASP review sessions helped prepare students for testing. The coordinator attended a worker-training workshop, thus helping to assure qualified and motivated tutors.

TASP Review sessions were provided before the major test dates, and non-student participation in the sessions and use of the Tutoring Center increased. A total of 112 non-students attended the review sessions, logging in more than 150 hours of tutoring. Many non-students also visited the Tutoring Center, called for materials, and asked questions, thus creating a community service opportunity and a way to introduce potential students to Victoria College. The summer sessions provided an opportunity to try out a pilot program of weekly review sessions, open to all who needed to prepare for a variety of tests. A total of 66 students attended the math review sessions for a total of nearly 80 hours of tutoring. The Reading and Writing sessions were held concurrently and had 35 students studying 52 hours.

Tutors were better trained and more qualified, due in part to more faculty involvement in recommending students for tutoring positions. The coordinator also led workshops for several classes, thus providing a variety of opportunities for students to take advantage of the services available.

The Tutoring Center received special Perkins funding to add to the Science and Mathematics video collection. A total of 11 science-related videos were purchased with

these funds. These materials are targeted at the nursing and biology majors who require specialized study materials. Additional institutional funds were used to purchase 30 more videos on a wide variety of reading, literature, and basic math topics.

The coordinator also participated in New Student Navigation and campus tours in an effort to expose students to the opportunities available to them and familiarize students with information concerning student services. The coordinator also led several workshops for students here on campus, dealing with such subjects as time management and study skills. The LVN classes were again targeted early in the semester with learning styles inventories and time management materials. This met the goal of attracting and retaining students at all levels of study by providing services geared to their specific needs, many times at the request of faculty.

**III. Future Plans.** The Tutoring Center has established a program that reaches out and helps recruit and retain students. The On-Line Info Rack will contain most of the materials that are available in paper form in the lab to reach out to both traditional and distance students.

With the success of the summer sessions, weekly review sessions will be conducted in the fall semester, led by tutors, and aided by the array of study helps in the lab setting. The success of the TA math program and the bridge program with the Tutoring Center will be continued and expanded as funds allow.

The video check out system continues to be a strong drawing card for the Tutoring Center, thus additional videos will be added during 2003-2004. A total of 103 checkouts were recorded during 2002-2003, and many students used the videos in the room where a tutor was available. The use of videos will be included in the placement test review sessions in the future. With cooperation from the department heads in the nursing and workforce programs, comprehensive study guides for placement and assessment testing in these areas will be developed and made available in paper form and also placed on the web page for the convenience of those preparing for entry into a program. The Tutoring Center will be available for non-student use as more students come in to review sessions or to pick up materials.

#### **IV. Strengths.**

- Raised criteria for tutors which included a higher GPA and a recommendation from instructors who commented on both academic skills and personality traits.
- Support of administration
- Ability to reach out into the community and help potential students prepare for college admission
- Tutoring hours expanded and include evening and Saturdays and Sundays
- Inviting and supportive atmosphere

#### **V. Areas Needing Improvement.**

- Lab space will need to be looked at as numbers continue to grow, overcrowding will become an issue
- Consider longer hours of operation during the week

**VI. Success Story.** Falisa came into the Tutoring Center as a nursing student who needed to get her core courses finished quickly in order to enter the ADN program in the fall of 2004. She has had more than her share of medical problems but remains a fighter for what she

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sees as fair. Her confidence and energy levels were low due to medical treatment she was receiving, but Falisa decided she would tackle English 1302, research paper and all, in the summer session. She never wavered in her determination to see it through and often stayed hours in the Tutoring Center working on research and homework without a break. Even as she worked on her busy schedule, she began to help other students in the class. By the end of the semester, she had filled the lab with her fellow students, wrote a really remarkable research paper, and earned her well-deserved “A” in the course. Her joy of discovery and her growing love of reading were inspirational to see. Her smile lit up the room as she came in to tell the tutors the good news of her “A” in the course. It is difficult to know who benefited more from her determination, since she served as an inspiration to all.

## STUDENT SERVICES STUDENT ACTIVITIES AND STUDENT CENTER

- I. Introduction.** The Student Center and Student Activities department accomplished many things this past year. Cultural events, community volunteerism, and establishing club scholarships marked the year as rewarding and fulfilling. A departmental goal was to offer the campus more health awareness and preventative medicine opportunities. The Student Center facility continues to be a popular venue for the community to utilize for dinners, banquets, and conferences.
- II. Evaluation Results.** This past year's evaluations indicate that students are more aware of Student Activities events, active campus organizations and campus-wide events. The 2002-2003 year saw an average increase of 1.24% in each of the rated questions for an overall total departmental increase of 6.2%. Ratings reflected are:
- 91.4% of surveyed students felt that the available campus organizations reflected our diverse student population.
  - Activities such as Club Week and the Leadership Workshops received a 92.3% satisfaction student rating.
  - 96.6% of students were satisfied with Student Activities and the Student Center facility.
  - 93.6% of enrolled students utilize the Victoria College website and obtain club information from that venue.
  - 89.7% of students recognized the Student Government Association's importance and its effectiveness.

The Victoria College faculty and staff gave slightly higher evaluation scores to the Student Activities and Student Center department. Ratings were:

- 100% of campus advisors were satisfied with interaction with the Student Activities Director;
  - Student Center room reservations and procedures were given a 98.3% satisfaction rating; and,
  - 98.6% of surveyed faculty and staff felt that the Student Activities and Student Center operated the department professionally and efficiently.
- III. Future Plans.** Students continue to be the driving force behind campus events and organizations in this area. By incorporating student requests, ideas, and suggestions, this department remains a prominent College retention tool. Student Activities will continue to meet with student focus groups so their needs are met. Future events planned are a newly organized Spring Fest, the annual Health Awareness Fair, Club Weeks, Leadership Workshops, community displays, student artwork displays, and bi-weekly student giveaways.
- IV. Strengths.**
- Diversity of clubs and events.
  - Quality customer service ratings for Student Activities and the Student Center staff.
  - Exemplary rating from students and the community regarding the Student Center facilities.

**V. Areas Needing Improvement.**

- Increase student and staff attendance to events
- Develop activities for off-campus sites
- Identify club members needing assistance with tutoring and/or financial aid as a retention tool

**VI. Success Story.** This has been a banner year for Student Activities. Four campus organizations were chartered and established: the Asian Culture Club, Kung Fu/Wu Shu/Lion Dance Club, Victoria College Firefighter's Association, and the TRIO Club. The Circle K International Organization, a Kiwanis college-level organization, has found new life. Even though these are special interest groups, all College organizations serve the College or community in some form or capacity. All campus organizations encourage the community to visit the Student Center and the campus.

## STUDENT SERVICES KNOWLEDGE, EXPLORATION, YOU (K.E.Y.) CENTER

- I. Introduction.** The K.E.Y. Center, a Student Support Services Program, successfully completed its second year of a five (5) year federally funded TRIO grant. The program saw staff changes and an increase in services offered as it continued to provide quality educational services and opportunities to its participants. The K.E.Y. Center has accomplished its projected goals for the year, and in many areas, surpassed the targeted objectives.
- II. Evaluation Results.** Progress and student participation are tracked using the Blumen software purchased exclusively for the K.E.Y. Center program. This program tracks students from the initial intake through completion of a degree or certificate or exit from the program. Many of the participants reported success in completing the program or advancing in their studies. Overall contact hours totaled 3,598 hours. The contact hours are from services that include, but are not limited to, the following: academic advising, campus visitations, cultural activities, financial aid counseling, information workshops, tutoring, personal counseling, and supplemental instruction. The Victoria College's internal tracking program, VCCIMS, was also utilized to record attendance and use of the program services. A total of 174 students during the Fall/Spring 2002-2003 Semesters used K.E.Y. Center resources and reported totals of 1,346.58 hours in the Fall 2002 Semester and a total of 2,222.95 hours in the Spring 2003 Semester. Participants completed surveys following activities and end of semester program evaluations. The availability of knowledgeable tutors, a friendly and helpful atmosphere, and the quality of counseling services were identified as strengths of the program. All students responding to the evaluation stated they would recommend the K.E.Y. Program to others.
- III. Future Plans.** The primary focus of the Program is to continue improving academic services and support. The goal is to help students pass their coursework by providing effective tutoring and supplemental instruction. The use of innovative, flexible and academically effective strategies will be used to form a strong program, along with continued cultural and enrichment activities:
- Expand mentoring activities to include more faculty involvement and an increase in opportunities for meeting and socializing
  - Expand Web page with more downloadable information for student access away from campus
  - Field trips targeting specific careers, such as local hospitals and workplaces
  - A more focused effort in Interpersonal workshops to include areas in which students have indicated an interest or need
- IV. Strengths.** The K.E.Y. Center enjoys a unique relationship with its students and forms a close knit working relationship with the participants. Its strengths include:
- Academic Support:
    - Tutoring one-on-one to establish an on-going academic relationship
    - TASP/THEA review sessions and individualized tutoring to master this placement test
    - Growing resource library for student use in-house with a check-out service
    - Increased emphasis on technology through the addition of a technology tutor specializing in computer help for students
    - Supplemental Instruction in class and in tutor-led reviews of classroom materials

- Counseling and Mentoring:
  - Mentoring opportunities for meeting and exchanging ideas and support
  - Development of a Parenting Support Group
- Cultural Enrichment and Activities
  - Reading Round Table encourages love of literature and expression of opinion
  - Peer motivation through example and shared experiences
  - Attendance at campus and community events to broaden the academic experience

**V. Areas Needing Improvement.** In an effort to continue the growth and expansion of the project, the K.E.Y. Center hopes to:

- Expand Supplemental Instruction to include more core subjects
- Increase tutoring hours, providing more opportunities for students to receive individualized help
- Continue to expand the mentoring recruitment until a network of college and community participants is built to accommodate the needs of an ever-changing population.

**VI. Success Story.** The program ended this year on a high note. Several students who enrolled in the program in the first year have achieved their goals of graduation and/or have transferred to four-year institutions. Many others have passed their TASP tests or have completed the B or better criteria.

One of the best-proven tools for advertisement is word of mouth. The program staff takes pride in having participants refer family members and friends to the program. The true measure of success for any program is the unsolicited support and recruitment of its members to their family and friends. Through the efforts of this program the members have all become a family.

Ismael is just one of many of our success stories. Ismael started his college career the same year the K.E.Y. Center began. He has been accepted into the respiratory care program after being able to complete his TASP requirements and completing the necessary course prerequisites. He has been the recipient of scholarships within the K.E.Y. Center and with The Victoria College. He has become a leader within the program and is one of the programs strongest recruiters. He has become a voice for the importance of education within and outside the program. It is such a strong voice that his daughter is following his same path for success. She is enrolled at The Victoria College and is also a K.E.Y. Center tutor.

## STUDENT SERVICES EDUCATIONAL OPPORTUNITY CENTER (EOC)

- I. Introduction.** Victoria College was awarded the Educational Opportunity Center grant in 2002-2003. The goal of the EOC is to increase the number of eligible adult participants who enroll in postsecondary education institutions. The EOC targets first-generation and/or low-income participants in the Golden Crescent region. An important objective of EOC is to counsel participants on financial aid options and to assist in the application process.
- II. Evaluation Results.** In Year 1, the EOC utilized point-of-contact surveys to evaluate the delivery of services. Feedback from participants receiving assistance with admissions, career counseling, and financial aid was positive. Year 1 proved beneficial in providing a clear understanding of the Projects objectives and identifying areas needing improvement. Additionally, conferences that were attended shed light on best practices and a clearer direction for helping the evolution of the Project.
- III. Future Plans.**
- A section will be added to the annual Student Opinion Survey and the annual Faculty and Staff Opinion Survey to evaluate the EOC
  - To establish an applicant pool from area agencies
  - Hold informational workshops geared toward financial aid and admissions
  - Establish working relationship with all area high schools
  - Generate more media exposure through newspaper, television, radio, and community events
  - Hire tutors to help in the areas of assessment testing and GED
- IV. Strengths.**
- One hundred forty two (142) EOC participants enrolled at The Victoria College in Fall 2003
  - EOC conducted presentations and/or set up information booths at Head Start, Adult Education Centers, the Victoria College Allied Health Program, area high schools, and Workforce Centers (in Victoria, Cuero, Hallettsville, Goliad, Gonzales, and Port Lavaca) reaching 250 potential participants
- V. Areas Needing Improvement.**
- Increase EOC participants
  - Networking with area businesses and agencies
  - Develop client follow up procedures
  - Develop and implement a plan to regularly review the progression of the grant objectives and address any deficiencies
- VI. Success Story.** Crystal was a seventeen year-old high school dropout when she first visited the Educational Opportunity Center. She had a tough childhood, and was twelve years old before she had a permanent home. She knew she wanted to take college courses, but neither she nor her family had the means to pay for them. Crystal was informed of financial aid, and her parents agreed to let her apply. With the help of the EOC staff, Crystal completed the financial aid process. Since the tuition payment deadline was fast approaching, Crystal was worried because she did not want to be dropped from her classes. The financial aid office reviewed her file in time, and Crystal was awarded a Pell

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Grant. The next day Crystal came to the EOC office with her books, her schedule in hand, school supplies and a great smile. She said that without the help of the EOC she would not be here fulfilling her dreams. Her long-term goal is to get a bachelor's degree and apply to law school. She is currently enrolled for twelve hours.

## STUDENT SERVICES OUTREACH AND RETENTION

- I. Introduction.** Within the overall mission of Victoria College, Outreach and Retention engages in various on-campus and off-campus recruiting activities designed to give increasing numbers of service-area residents, especially minorities, the opportunity to enroll and successfully pursue their higher education objectives at Victoria College in order to increase student diversity and accurately reflect the ethnicity of service-area constituents.
- II. Evaluation Results.** Enrollment numbers show progress toward Victoria College's "Closing the Gaps" Participation targets. The ethnic breakdown percentage targets for 2005 are: 57.3% White, 6.6% Black, 34.4% Hispanic, and 1.7% other. Fall 2003 enrollment reflects the following percentages: 63.24% White, 4.31% Black, 30.44% Hispanic, and 2% other. The total enrollment for Fall 2003 is 4,244 up from 4,028 in Fall 2002. By ethnicity: White increased from 2,603 to 2,684; black decreased from 184 to 183; Hispanic increased from 1,173 to 1,292. In addition, Asian increased from 51 to 62; Indian increased from 9 to 14; and Non-Resident also increased. The high school counselor survey had a 34% return rate. On a scale from 1 (lowest) to five (highest) the average score was a four.
- III. Future Plans.**
- Host Student Academy in Spring 2004 targeting minority, low income, first generation juniors and seniors from area high schools.
  - Continue regular high school campus visits and expand number of high schools visited
  - Strengthen financial aid presentations to area high schools
  - Include FAFSA and Victoria College application in high school presentation packets and as part of the presentation, provide assistance with filling out applications
- IV. Strengths.**
- Over 8,200 prospective students contacted through various recruitment events
  - Established regular visits with eight area high schools (visited individually with more than 400 students through these regular visits)
  - "College Information" presentations conducted at 21 area high schools
  - Attended 32 College Fairs and community events
  - Hosted 26 LEAD tours on Victoria College campus
  - Tracked 311 prospective students, of those 113 enrolled for classes in Fall 2003
  - Addition of Student Advisors to help with campus tours and recruitment events
  - Coordinated efforts with recruitment by Victoria College counselors, faculty, and staff
  - Outreach and Retention Coordinator and Students Advisors helped with New Student Navigation
- V. Areas Needing Improvement.**
- Increase presentation delivery to area high schools
  - Modify format of high school counselor luncheon from information session to training session
  - Include FAFSA and college applications in high school presentation packets
  - Increase faculty involvement in recruitment efforts
  - Actively integrate retention efforts into role of Outreach and Retention Coordinator

**VI. Success Story.** The Outreach and Retention Coordinator developed a plan to increase high school December graduate enrollment at The Victoria College. The two high schools targeted were Memorial High School and Calhoun High School. Admission packets were mailed to identified graduates, followed by visits to the high schools. Information and assistance in completing admissions, financial aid, and scholarship applications was provided. Enrollment of December graduates nearly doubled from 30 in 2002 to 59 in 2003. Six of those students were awarded scholarships to Victoria College.

## OFFICE OF INSTITUTIONAL ADVANCEMENT

I. **Introduction.** The purpose of the Office of Institutional Advancement is to assist the College in achieving excellence in education by developing community support through financial assistance for College initiatives, by coordinating the dissemination of College information to internal and external audiences, by producing informational marketing materials, and directing all marketing and publicity activities for all College services and programs. The Office consists of the Victoria College Foundation, Inc., Marketing and Public Relations.

### II. Evaluation Results.

- **Development Office:**

Approximately 5,300 solicitations were mailed to individuals and businesses during the 2002-2003 *Tradition of Excellence Annual Giving Campaign*. A total of \$101,200 was received from 224 donors. Response to this campaign has increased each year. During the past five years, more than \$552,000 has been donated to the Victoria College Foundation in support of College initiatives. Over \$149,000 has been allocated to student scholarships, \$263,000 to endowed scholarships, \$50,000 for faculty/staff grants, and nearly \$90,000 to other College programs and departments.

Interest in the Memorial and Honorarium Program continues to increase. During the 2002-2003 year, the Institutional Advancement Office received and acknowledged nearly \$5,100 in contributions.

Four new endowments were established during the 2002-2003 year.

- Dr. George Boozalis established the Victoria Eye Center Endowment in the amount of \$10,000.
- Mr. Willard Levin endowed a \$150,000 scholarship in memory of his wife, Anne Elkowitz Levin.
- An anonymous friend of Ms. Eunice M. Willis established a scholarship endowment in her memory in the amount of \$10,500.
- Atzenhoffer Chevrolet contributed funds to fully endow the Milton S. and Elizabeth A. Greeson Scholarship Endowment.

Copies of all donations to the College, including scholarships, are forwarded to the Institutional Advancement office for acknowledgement and tracking. During the 2002-2003 year, approximately 225 thank-you notes were mailed to donors.

On July 17, 2003, the Victoria College Foundation purchased the building and property that houses the Victoria College Adult Education Program. The building was purchased from AEP/Central Power & Light for \$250,000.00, which was approximately \$100,000 below appraisal. AEP had expressed intentions to sell the building. The Foundation board felt that the program was in the best location to serve its clients and pursued options for purchasing the facility. The Adult Education Program will continue to rent the facility from the Foundation. Rental payments will provide a monthly income stream to the Foundation once the note is paid in full.

- **Marketing/Public Relations:**

### **Free Publicity**

Approximately 210 news releases were distributed to The Victoria Advocate & the seven surrounding county newspapers. Approximately 3,000 of the releases were printed. In addition to the newspapers, the releases were distributed to nine area radio stations to be broadcasted as PSAs.

Victoria College received approximately 50 feature articles in The Victoria Advocate focusing on various events on campus. Victoria College also produced 15 Q&A articles in the Victoria Advocate. Each article was approximately one fourth of a page.

Victoria College received an average of 2 television interviews/feature stories per month from January to August. Victoria College also received 27 live radio interviews from Texas Radio via the College Minute, which is a corporate sponsored weekly radio segment. The College Minute Series began in March 2003. In addition, Victoria College received approximately 5 radio interviews from Victoria Radioworks from September 2002 to August 2003.

### **Paid Advertising**

Victoria College spent approximately \$37,000 on paid advertisements.

- Ads/Inserts – \$15,500 Victoria Advocate & surrounding newspapers
- Radio - \$4,900 for fall, summer & spring
- Television/Cable - \$6,500
- Billboards - \$600
- Cinemark Theatre Screens – \$7,800
- Victoria Mall Advertisement - \$1,600

### **Publications**

The following publications were produced by the department.

- Victoria College 2 year Catalog: 2003-2005
- Fall/Spring/Summer Schedules & 2002-2003 academic year schedule (Research of other community college's publications resulted in a new format and student friendly design.)
- Continuing Education Schedules – distributed to area papers for insertion
- Student Handbook
- Lyceum Brochures
- Program Brochures
- Tech Prep Postcards – mailed to upcoming high school seniors
- Process Technology/Instrumentation Postcards
- Annual Report to the Community
- Bi-Annual Newsletters

### **Events**

Some of the campus events covered by the department include:

- College Night – Over 60 colleges and universities participated
- Party in the Quad
- Campus Tours – The Victoria College participated in the UH-V LEAD program by providing a tour of the campus to various schools, grades ranging from 7<sup>th</sup> to 11<sup>th</sup>.
- New Student Navigation
- Lyceum Lectures

- Victoria Chamber of Commerce Breakfast Event – Victoria College Report
- Commencement
- Various department/program graduations
- 9/11 Ceremony

### **Web Site Enhancements**

The department added one staff member, a part-time Webmaster, to assist in web site design and management. The Webmaster has begun working with other departments to enhance and maintain the various sites. Major emphasis has been put on maintaining a consistent image, keeping all information current and designing the best method for information distribution.

### **III. Future Plans.**

- Develop and implement market research to evaluate community awareness and the need for College services. This may be accomplished through community forums. The purpose is to gain feedback and insight as well as educate the communities about services provided.
- Continue to address the campus communication plan to address marketing needs, encourage timely information release of events and activities, produce detailed publications for internal and external audiences, and better utilize resources.
- Work with all departments to enhance the College's web site to encourage use as a primary source of information and communication.
- Develop a comprehensive system for researching, preparing, submitting and tracking grant proposals.

## PLANNING AND INSTITUTIONAL ASSESSMENT

**I. Introduction.** The Office of Planning and Institutional Assessment (PIA) aids in fulfilling the Victoria College Mission by conducting relevant research and analysis in order to provide accurate data relating to student demographics and achievements. The PIA Office also provides internal and external data to be used as indicators for College wide planning. The PIA Office leads the development of the College's Institutional Effectiveness Plan, and is also the coordinator for all Victoria College's external reporting requirements.

### **I. Evaluation Results.**

- The Planning and Institutional Assessment Office continues to receive positive comments on the timeliness of data delivery and accessibility of data on the PIA website.
- However, the PIA reporting structure is in need of refurbishing in order to simplify access to pertinent data.

### **II. Future Plans.**

- Automating the reports generated from the PIA office, and making that automation available on the web will be high priority item. This will include reviewing all reports to eliminate those that are irrelevant and are no longer used by offices on campus.
- Focus PIA efforts towards investigating opportunities to work with the Marketing, Institutional Advancement and Counseling offices to provide non-traditional Institutional Research in order to gain a better understanding of tastes, preferences, and academic or training needs of current and potential students.
- Incorporate focus group studies as one of the PIA offices' research tools. Research student retention best-practices from across the country.
- Establish a set of characteristics, or profile, to identify successful students and unsuccessful students.
- Identify specific courses, course delivery formats, and instructors to be used along with course completion trends in an effort to reduce barriers to success, while maintaining course standards. Use this data, along with the student profiles, to work with Deans and Counselors to develop a proactive, early intervention program designed to assist these students in successfully completing the given course.

### **IV. Strengths.**

- The staff has proven to be very knowledgeable, responsive, and proficient at meeting the data and analytical needs that are presented.
- The PIA office has established a thorough understanding of the data, the database structure and strong familiarity with the general data needs across campus and from external oversight agencies.

### **V. Areas Needing Improvement.**

- Update reporting mechanisms to better utilize live database reporting on the web instead of static web pages.
- Discontinue producing reports, charts and/or graphs that are not needed by offices on campus.
- The PIA website needs to be updated and reorganized so that the layout will simplify a user's search for information.
- Develop a manual containing comprehensive documentation of the PIA office's reports, survey methodologies and general processes and responsibilities.

### VI. Success Story.

- The PIA office has established a request email link on our site that anyone with a data need can click on and reach everyone in the PIA office. This was done in an effort to organize the type of data requests that PIA office receives, and to ensure that each request receives the proper attention.
- The PIA office also received a commendation from the SACS committee in their exit report, which was distributed on February 20, 2003. The commendation refers specifically to the PIA office and its efforts to make data available on the web. It sites “an impressive array of data, data analysis, and Institutional Effectiveness documents for faculty, staff and public access”. The data available on the web is part of a continuing process to improve the PIA website. The PIA office is committed to maintaining a data rich website, and will continue to seek more efficient ways to disseminate all pertinent information.

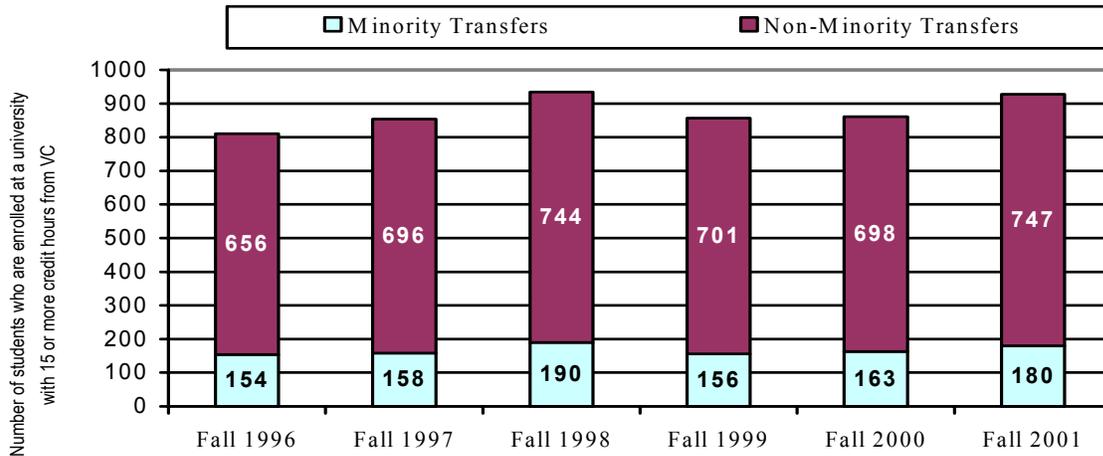
# APPENDIX

## 2002-2003 Success Factors

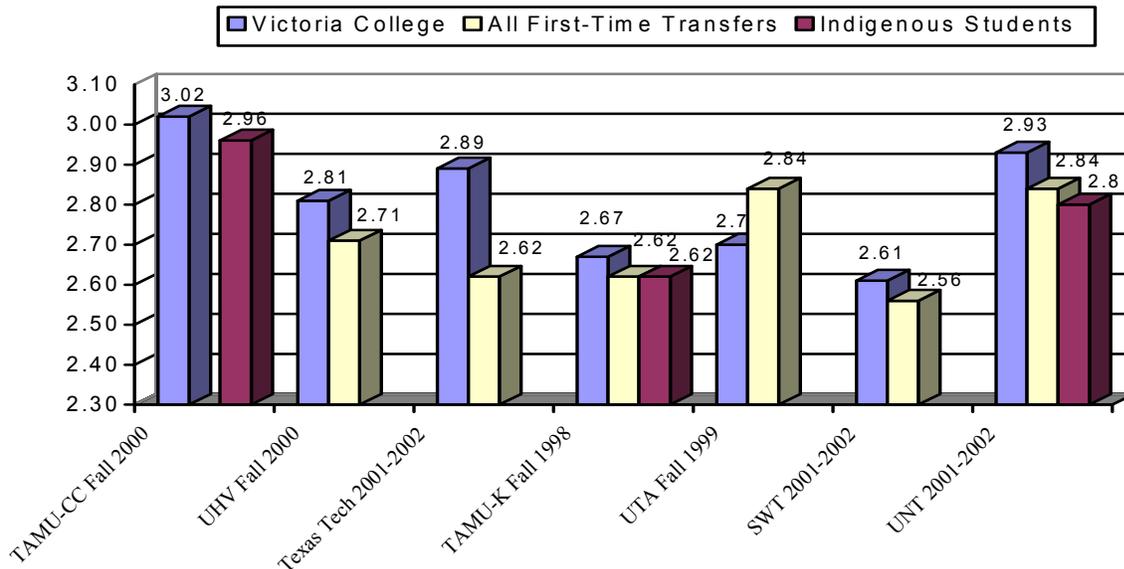
## 2002-2003 End-of-Year Unit Summary Report

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

**Victoria College Students Who Transfer to a Texas Public University  
(Most recent data available)**



**First-Time Transfer Students From Victoria College Success by Grade Point Average (GPA)  
(Most recent data available)**



## 2002-2003 End-of-Year Unit Summary Report

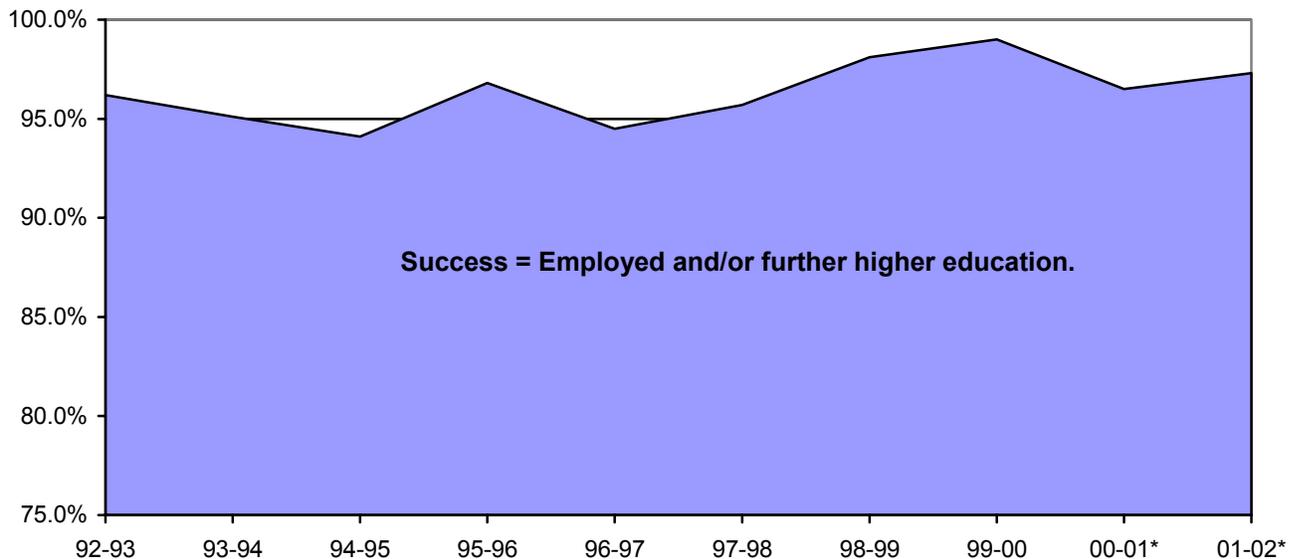
**Success Factor 2: Workforce Student Success** – Eighty-five percent of workforce program AAS and Certificate completers will be employed, pursuing additional higher education, or serving in the military within one year of graduation. Eighty percent of responding employers will be satisfied with the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

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

Academic Year	Total VC Workforce Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
1992-1993	317	305	96.2%	12	3.8%
1993-1994	325	309	95.1%	16	4.9%
1994-1995	303	285	94.1%	18	5.9%
1995-1996	341	330	96.8%	11	3.2%
1996-1997	324	310	95.7%	14	4.3%
1998-1999	375	368	98.1%	7	1.9%
1999-2000	393	389	99.0%	4	1.0%
2000-2001*	198	190	97.0%	NA	NA
2001-2002*	111	108	97.3%	NA	NA

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

### College Workforce Graduates' Success Rate



## 2002-2003 End-of-Year Unit Summary Report

### Success Factor 2 (continued)

#### Results from The Victoria College 2002-2003 Workforce Graduate and Employer Follow-up Surveys (2001-2002 Graduates)

	Total	Graduates Rate Entry-Level Job Competencies							Total	Employers Rate Entry-Level Job Competencies						
		Very Poor	Poor	Avg	Good	Very Good	Average or better*			Very Poor	Poor	Avg	Good	Very Good	Average or better*	
							#	%							#	%
<b>Allied Health Programs: Associate Degree Nursing</b>	<b>17</b>		<b>1</b>	<b>5</b>	<b>9</b>	<b>2</b>	<b>16</b>	<b>94%</b>	<b>8</b>				<b>3</b>	<b>5</b>	<b>8</b>	<b>100%</b>
<b>Vocational Nursing</b>																
Victoria Day	4				2	2	4	100%	10			3	5	2	10	100%
Victoria Evening	14				6	8	14	100%	18		2	3	7	6	16	89%
Gonzales	7			1	1	5	7	100%	5			5			5	100%
Hallettsville	12			1	3	8	12	100%	16		1	3	6	6	15	94%
Cuero	13			1	4	8	13	100%	16			9	5	2	16	100%
<b>Vocational Nursing Total</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>16</b>	<b>31</b>	<b>50</b>	<b>100%</b>	<b>65</b>	<b>0</b>	<b>3</b>	<b>23</b>	<b>23</b>	<b>16</b>	<b>62</b>	<b>95%</b>
<b>Medical Laboratory Technology</b>	<b>5</b>				1	4	5	100%	4				2	2	4	100%
<b>Respiratory Care</b>	<b>13</b>				6	7	13	100%	13			1	5	7	13	100%
<b>Allied Health Programs Total:</b>	<b>85</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>32</b>	<b>44</b>	<b>84</b>	<b>99%</b>	<b>90</b>	<b>0</b>	<b>3</b>	<b>24</b>	<b>33</b>	<b>30</b>	<b>87</b>	<b>97%</b>

	Total	Graduates Rate Entry-Level Competencies							Total	Employers Rate Entry-Level Competencies						
		Very Poor	Poor	Avg	Good	Very Good	Average or better*			Very Poor	Poor	Avg	Good	Very Good	Average or better*	
							#	%							#	%
<b>Basic Skills</b>																
Reading	24	0	1	4	15	4	23	96%	12	0	0	1	5	6	12	100%
Writing	24	0	2	3	13	6	22	92%	11	0	0	1	6	4	11	100%
Math	23	0	1	5	12	5	22	96%	12	0	0	3	4	5	12	100%
Oral Communications	24	0	1	4	12	7	23	96%	12	0	1	1	6	4	11	92%
Use of Computers	25	0	3	3	11	8	22	88%	11	0	0	0	6	5	11	100%
<b>Basic Skills Totals</b>	<b>120</b>	<b>0</b>	<b>8</b>	<b>19</b>	<b>63</b>	<b>30</b>	<b>112</b>	<b>93%</b>	<b>58</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>27</b>	<b>24</b>	<b>57</b>	<b>98%</b>
<b>Profession-Specific Knowledge Skills</b>																
Theoretical Background/Understanding	25	0	2	6	10	7	23	92%	12	0	0	1	5	6	12	100%
Critical Thinking/Application of Knowledge	25	0	2	3	11	9	23	92%	12	0	0	1	6	5	12	100%
Technical Skills/Equipment Operation	26	0	2	2	9	13	24	92%	12	0	0	0	5	7	12	100%
<b>Profession-Specific Knowledge Skills Totals</b>	<b>76</b>	<b>0</b>	<b>6</b>	<b>11</b>	<b>30</b>	<b>29</b>	<b>70</b>	<b>92%</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>18</b>	<b>36</b>	<b>100%</b>
<b>Soft Skills</b>																
Professionalism (appearance, punctuality, work ethic, etc.)	25	0	2	1	12	10	23	92%	12	0	0	4	2	6	12	100%
Human Relations/Teamwork	25	0	2	2	6	15	23	92%	12	0	0	1	6	5	12	100%
Commitment to Life-Long Learning	25	0	1	4	8	12	24	96%	12	0	0	1	6	5	12	100%
<b>Soft Skills Totals</b>	<b>75</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>26</b>	<b>37</b>	<b>70</b>	<b>93%</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>14</b>	<b>16</b>	<b>36</b>	<b>100%</b>
<b>OVERALL RATING</b>	<b>271</b>	<b>0</b>	<b>19</b>	<b>37</b>	<b>119</b>	<b>96</b>	<b>252</b>	<b>93%</b>	<b>130</b>	<b>0</b>	<b>1</b>	<b>14</b>	<b>57</b>	<b>58</b>	<b>129</b>	<b>99%</b>

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

## 2002-2003 End-of-Year Unit Summary Report

### Success Factor 2 (continued)

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

CIP	Academic Year									
	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
1102 Computer Programming: <b>CIS—Computer Programming AAS &amp; Cert</b>	-	-	3	3	5	3	3	1	1	3
1503 Electronic Related Technology: <b>Electronics/Instrumentation AAS &amp; Cert</b>	10	9	12	13	14	14	12	18	13	19
2002 Child Care & Guidance: <b>Child Care Cert</b>	3	2	2	7	5	5	3	6	4	14
2201 Law & Legal Studies: <b>Legal Assisting AAS &amp; Cert</b>						5	18	13	8	9
4103 Physical Science Technologies: <b>Process Technology AAS</b>						13	28	31	30	16
4301 Criminal Justice & Corrections: <b>Criminal Justice AAS Police Academy (Fall, Spring, &amp; Reserve) Cert</b>	13 52	11 49	10 58	10 56	14 51	4 34	8 31	8 35	9 30	5 42
4302 Fire Protection: <b>Firefighting Cert</b>						4	10	6	5	11
4801 Drafting: <b>Drafting Technology AAS &amp; Cert</b>	8	15	9	17	5	13	17	17	14	16
480508 Welder/Welding: <b>Welding Cert</b>	7	9	10	7	-	4	4	4	9	7
5202 Business Administration/Management: <b>Management AAS &amp; Cert</b>	6	4	9	8	3	12	8	11	9	15
5203 Accounting: <b>Accounting AAS &amp; Cert</b>	7	5	2	2	1	2	1	7	3	4
5204 Admin Secretarial Services: <b>Office Systems Technology AAS &amp; Cert</b>	14	23	23	26	33	35	25	15	16	25
5212 Bus Info. & Data Processing: <b>CIS—Micro &amp; Network Admin AAS &amp; Cert</b>	1	-	-	1	3	10	11	20	38	13
510904 Emergency Medical Technology: <b>Emergency Medical Tech AAS &amp; Cert</b>	-	-	-	-	8	5	12	15	14	7
510908 Respiratory Therapy Tech: <b>Respiratory Care AAS &amp; Cert</b>	15	9	28	24	16	21	12	30	13	9
5110 Medical Laboratory Technologies: <b>Medical Lab Technology AAS</b>	7	6	12	9	10	8	7	3	7	9
511601 Nursing, General: <b>Nursing AAS</b>	83	83	95	40	37	68	55	50	81	79
511613 Practical Nurse Training: <b>Vocational Nursing Cert</b>	154	129	143	156	157	149	138	137	113	116

## 2002-2003 End-of-Year Unit Summary Report

### Success Factor 2 (continued)

#### Victoria College Licensure Pass Rates

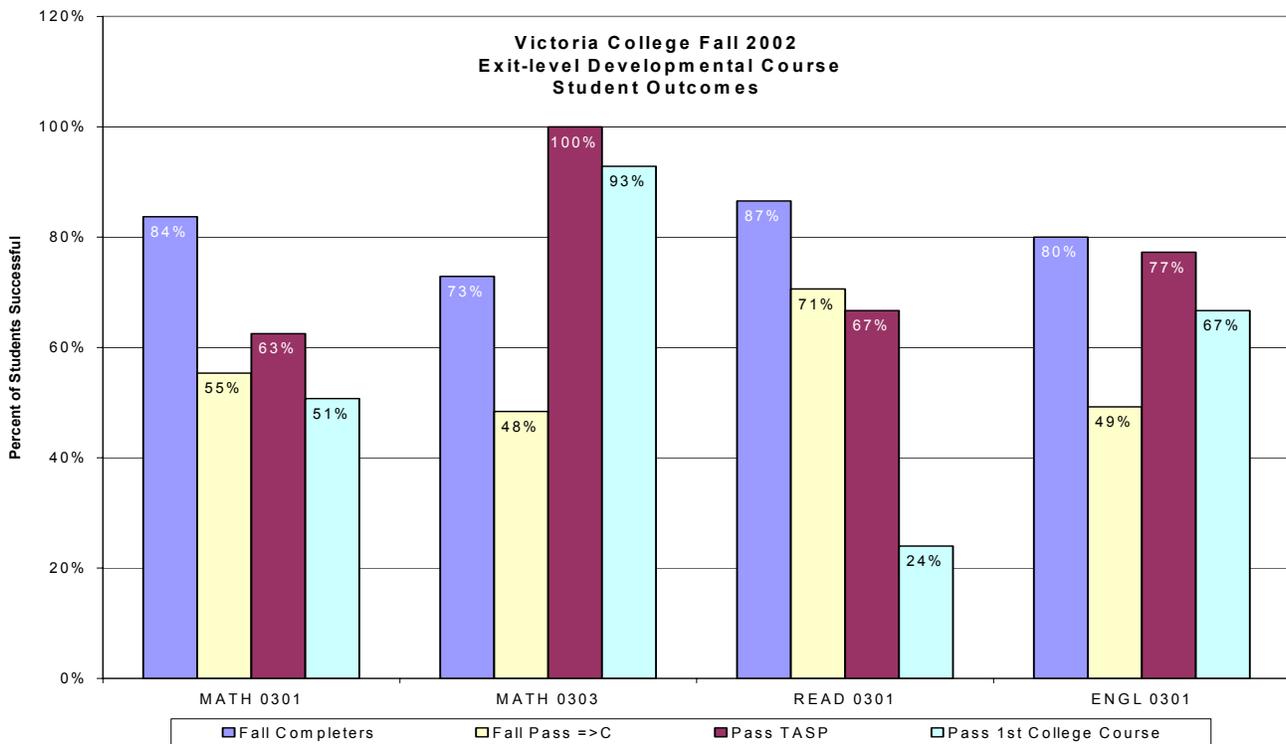
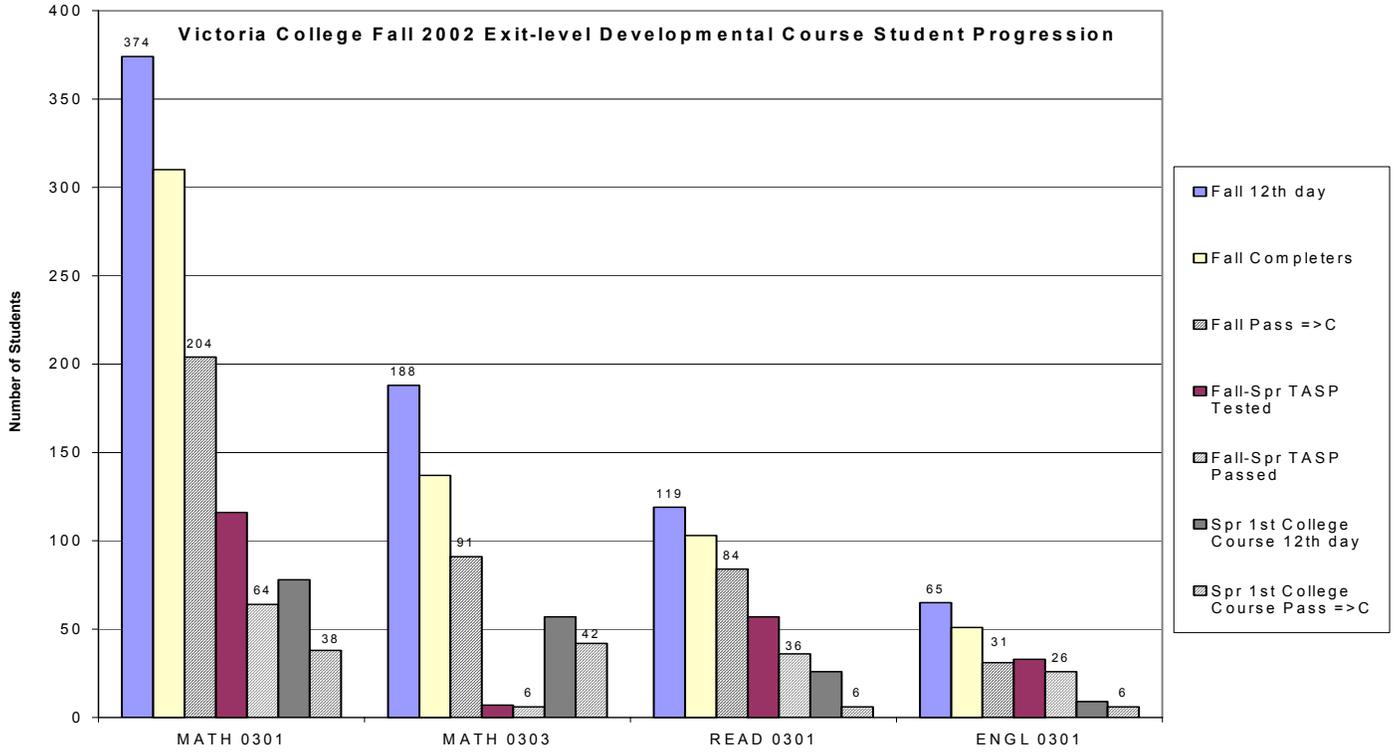
Allied Health Programs 2002-2003 (Emergency Medical Services and Emergency Medical Technician numbers are for the Academic Year 2002-2003)									
Program	Program Graduates	Attempting Examination		Passing 1 <sup>st</sup> Attempt		Passing Subsequent Attempt		Total Passing	
		#	%	#	%	#	%	#	%
<b>*Selective Admissions Program</b>	#	#	%	#	%	#	%	#	%
<b>*Associate Degree Nursing</b>	74	74	100%	59	80%	6	8%	65	88%
<b>*Vocational Nursing</b>	112	111	99%	106	95%	2	2%	108	97%
<b>*Medical Laboratory Technology</b>	7	7	100%	6	86%	0	0%	6	86%
<b>*Respiratory Care Technology</b>									
Entry Level	13	13	100%	11	85%	2	15%	13	100%
Advanced Practitioner	13	9	69%	8	89%	0	0%	8	89%
<b>Emergency Medical Technician</b>									
Intermediate	10	8	80%	5	63%	0	0%	5	63%
Paramedic	8	8	100%	4	50%	1	13%	5	63%
<b>Basic Firefighting</b>	20	19	95%	15	79%	2	11%	17	89%
<b>Nurse Aide/Home Health Aide</b>	108	102	94%	97	95%	3	3%	100	98%
<b>Medication Aide</b>	80	79	99%	48	61%	14	18%	62	78%
<b>TOTAL ALLIED HEALTH</b>	<b>445</b>	<b>430</b>	<b>97%</b>	<b>359</b>	<b>83%</b>	<b>30</b>	<b>7%</b>	<b>389</b>	<b>90%</b>

Police Academy TCLEOSE 2002-2003						
Program	Program Entrants (all academies combined)	Program Graduates	Attempting Examination		Total Passing	
			#	%	#	%
<b>Police Academy (Fall)</b>	<b>52</b>	25	25	100%	25	100%
<b>Police Academy (Spring)</b>		9	7	78%	7	100%
<b>Reserve Police Academy (Year-long)</b>		6	6	100%	6	100%
<b>TOTAL ALL POLICE ACADEMIES</b>		<b>40</b>	<b>39</b>	<b>98%</b>	<b>39</b>	<b>100%</b>

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

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 3: Developmental Student Success and Access to College Credit Courses** – Seventy percent of students who are assessed into and who pass an exit developmental course with a C or better will pass their retake of TASP. Seventy percent of students who are assessed into and who are enrolled in developmental courses ENGL 0301, MATH 0303, or READ 0301, and who earn a grade of B or better, will earn a grade of C or better in the first college corollary course that they complete.



## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 4: Adult Education Student Success and Ultimate Access to College Credit Courses** – The number of adult education students who demonstrate progress on the Test of Adult Basic Education (TABE) or the Basic English Skills Test (BEST), who progress to the next skill level, and who pass the GED, will increase annually.

### Participant Enrollment, Contact Hours and Progress for All Educational Functioning Levels

<b>ADULT EDUCATION - ALL PROGRAMS COMBINED</b>					
	<b>Enrollment</b>	<b>Contact Hours</b>	<b>Participants w/ Outcome (Have Progress Assessment)</b>	<b>Participants Completing and Moving to Higher Level</b>	<b>Students Passing GED</b>
<b>2002-2003 TOTAL</b>	1,006	71,317	769	497	122
Compared to:					
<b>2001-2002 TOTAL</b>	1,052	64,236	644	368	111
<b>2000-2001 TOTAL</b>	959	61,849	530	378	137
<b>1999-2000 TOTAL</b>	983	75,597	518	192	102
<b>1998-1999 TOTAL</b>	1,382	95,182	NA	423	96
<b>1997-1998 TOTAL</b>	909	55,318	NA	196	NA

## 2002-2003 End-of-Year Unit Summary Report

### Success Factor 4 (continued)

#### Adult Education

#### Participant Enrollment, Contact Hours and Progress by Educational Functioning Levels

Grant Funding Source	Regular				Corrections				TANF				EL-Civics			
	01-02		02-03		01-02		02-03		01-02		02-03		First Year of Funding 02-03			
Objective	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met
Number Served	750	728	700	588	266	283	270	250	73	28	73	101			173	67
Contact Hours Produced	36,260	47,356	36,500	43,675	13,300	14,476	13,500	12,527	7,200	1,491	7,200	9,504			4,000	5,611
12 hours + Baseline	95%	94%	95%	98%	95%	100%	95%	99%	100%	89%	95%	98%			95%	80%
12 hours, Baseline, + Progress Assessment	80%	57%	55%	71%	80%	75%	55%	84%	80%	29%	55%	87%			55%	80%
Gain in Reading	42%	46%	50%	43%	42%	45%	50%	45%	42%	50%	50%	44%			50%	100%
Gain in Language	47%	40%	50%	42%	47%	45%	50%	47%	47%	75%	50%	52%			50%	0%
Gain in Mathematics	42%	33%	50%	38%	42%	38%	50%	42%	42%	100%	50%	42%			50%	100%
Gain in Oral English	47%	70%	70%	72%	47%	47%	70%	60%	47%	0% *	65%	70%			70%	88%
Gain in Written English	47%	42%	50%	56%	47%	73%	50%	25%	47%	0% *	50%	71%			50%	65%
<i>Completed 1 or more Levels</i>																
Beginning Literacy	14%	84%	24%	84%	14%	85%	24%	89%	14%	100%	24%	0% *			24%	0% *
Beginning ABE	19%	53%	30%	49%	19%	66%	30%	68%	19%	100%	30%	55%			27%	100%
Low Intermediate ABE	22%	62%	30%	79%	22%	59%	30%	67%	22%	50%	30%	71%			28%	0% *
High Intermediate ABE	22%	45%	24%	45%	22%	37%	24%	39%	22%	0%	24%	50%			33%	0% *
Low Adv Secondary	26%	67%	30%	67%	26%	56%	30%	67%	26%	0%	29%	33%			27%	0% *
High Adv Secondary	26%	75%	0%	83%	67%	38%	0%	20%	0%	0%	0%	50%			0%	0%
Beginning Literacy ESL	16%	68%	30%	79%	17%	33%	30%	53%	16%	0% *	30%	33%			27%	100%
Beginning ESL	21%	81%	33%	54%	19%	50%	33%	50%	21%	0% *	30%	76%			33%	100%
Low Intermediate ESL	22%	69%	33%	100%	22%	100%	33%	100%	22%	0% *	33%	66%			24%	100%
High Intermediate ESL	22%	33%	32%	74%	22%	0%	32%	50%	22%	0% *	33%	80%			32%	50%
Low Adv ESL	23%	33%	32%	50%	16%	0%	32%	0% *	23%	0% *	32%	100%			32%	100%
Hi Adv ESL	23%	0%	29%	64%	21%	0%	29%	0% *	23%	0% *	29%	33%			29%	33%
<i>Transitions</i>																
Goal of GED	25%	91%	30%	91%	25%	93%	30%	81%	26%	31%	30%	100%			24%	0% **
ASE achieve GED	31%	94%	25%	55%	31%	76%	25%	35%	31%	0%	25%	100%			24%	0% *
Goal of Entering Post-Sec Ed or training	16%	67%	25%	55%	16%	100%	25%	0% **	16%	0%	25%	71%			25%	0% **
Goal of Obtain. Employment.	15%	17%	25%	14%	15%	60%	23%	22%	15%	27%	23%	32%			23%	22%
Retained Employment	16%	97%	12%	90%	16%	0% **	12%	0% **	16%	0%	12%	95%			12%	73%

## 2002-2003 End-of-Year Unit Summary Report

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

### Emergency Medical Technology Contract Training

Year	Clients	Sessions
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available
2002 – 2003	5	30

### Workforce Development Contract Training (Not including ABC and Child Care Contracts)

Year	Clients	Contracts
1998 – 1999	6	19
1999 – 2000	6	26
2000 – 2001	8	51
2001 – 2002	6	91
2002 – 2003	5	91

#### 2002-2003 EMT Clients:

Victoria County First Responders  
Victoria Fire Department  
Victoria Regional Airport  
Victoria Independent School District  
BP/Amoco, Green Lake

#### 2002-2003 WF Clients:

Golden Crescent Work Force Center  
DuPont  
PFG  
Infiniti Communications

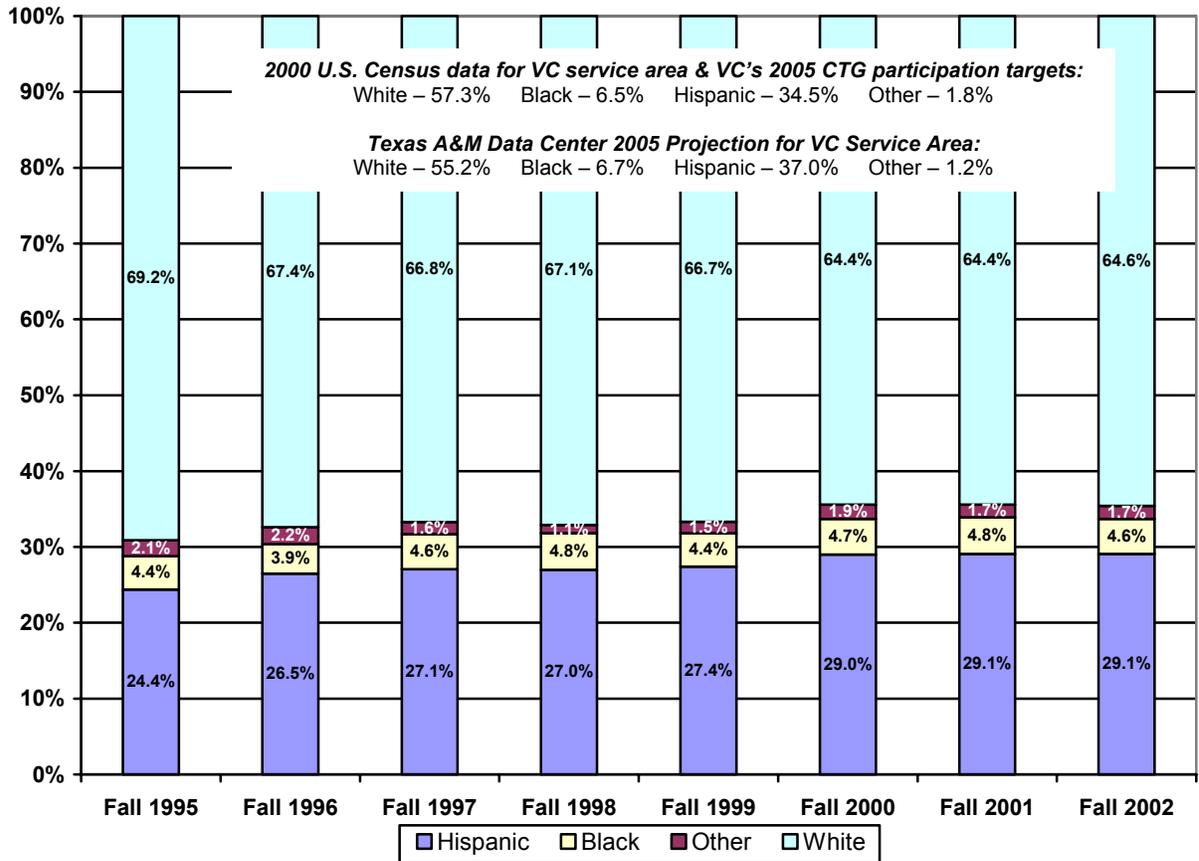
### Victoria College Continuing Education Enrollment

COURSE CATEGORY	1999-2000				2000-2001				2001-2002				2002-2003			
	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)
<b>ALLIED HEALTH</b>																
Allied Health	266	61	23	16	292	216	157	89	246	255	204	59	377	246	199	71
Continuing Nursing Ed	68	0	123	178	65	74	46	185	101	0	37	149	0	0	52	171
<b>Allied Health Total</b>	<b>334</b>	<b>61</b>	<b>146</b>	<b>194</b>	<b>357</b>	<b>281</b>	<b>203</b>	<b>274</b>	<b>347</b>	<b>255</b>	<b>241</b>	<b>208</b>	<b>377</b>	<b>246</b>	<b>251</b>	<b>242</b>
<b>EMERGENCY MEDICAL TECHNOLOGY (EMT)</b>																
<b>EMT Total</b>	<b>283</b>	<b>97</b>	<b>211</b>	<b>379</b>	<b>210</b>	<b>174</b>	<b>155</b>	<b>207</b>	<b>158</b>	<b>244</b>	<b>257</b>	<b>241</b>	<b>98</b>	<b>197</b>	<b>272</b>	<b>292</b>
<b>LAW ENFORCEMENT (LE)</b>																
Police Academy	68	48	0	0	0	68	0	0	0	79	0	84	52	48	22	0
Reserve Police Academy (Night)	30	20	20	92	0	24	24	69	0	16	16	0	0	0	0	0
Police In-Service	149	108	45	0	134	142	260	94	87	61	184	24	93	237	80	7
<b>LE Total</b>	<b>247</b>	<b>176</b>	<b>65</b>	<b>92</b>	<b>134</b>	<b>234</b>	<b>284</b>	<b>163</b>	<b>87</b>	<b>156</b>	<b>200</b>	<b>108</b>	<b>145</b>	<b>285</b>	<b>102</b>	<b>7</b>
<b>WORKFORCE DEVELOPMENT AND EDUCATION</b>																
Air Conditioning	57	0	45	12	41	63	6	15	39	8	55	19	32	26	17	10
Bus. Management	10	9	5	39	12	24	30	47	45	26	22	41	22	20	21	3
Comp. Applications	177	183	193	293	187	118	170	207	117	205	339	235	275	174	63	161
Construction & Maint.	131	123	87	106	97	79	41	117	44	61	0	92	12	69	36	11
Drafting/Industrial*	0	0	10	0	0	0	0	0	0	2	0	0	0	0	0	0
Ed. & Child Dev.	0	0	178	131	336	87	167	205	145	182	205	269	134	178	75	320
Employability	0	0	0	10	38	26	23	35	58	56	25	45	24	63	44	116
Food Svc & Dietary	116	62	23	0	91	10	0	0	79	21	19	6	47	21	29	5
Language Center	0	0	26	6	4	11	16	10	30	14	8	11	24	0	0	10
Machinist	36	18	35	33	8	23	15	10	35	11	0	17	9	0	14	0
Motorcycle Safety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	14	0	0	0	0	0	0	0	0	5	0	0
<b>Workforce Total</b>	<b>527</b>	<b>395</b>	<b>602</b>	<b>630</b>	<b>828</b>	<b>441</b>	<b>468</b>	<b>646</b>	<b>592</b>	<b>586</b>	<b>673</b>	<b>735</b>	<b>579</b>	<b>556</b>	<b>299</b>	<b>636</b>
<b>Grand Total Duplicated</b>	<b>1,391</b>	<b>729</b>	<b>1,024</b>	<b>1,295</b>	<b>1,529</b>	<b>1,139</b>	<b>1,110</b>	<b>1,290</b>	<b>1,184</b>	<b>1,241</b>	<b>1,371</b>	<b>1,292</b>	<b>1,199</b>	<b>1,284</b>	<b>924</b>	<b>1,177</b>
<b>Annual Undup. Total</b>	<b>3,045</b>				<b>3,309</b>				<b>3,359</b>				<b>3,383</b>			

## 2002-2003 End-of-Year Unit Summary Report

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

### Victoria College Fall Enrollment – Trends of Ethnic Group Representation



### Enrollment Trends by Gender and Ethnicity VICTORIA COLLEGE

	Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>TOTAL</b>	<b>3,598</b>		<b>3,822</b>		<b>3,733</b>		<b>3,801</b>		<b>4,022</b>		<b>4,010</b>		<b>4,029</b>		<b>4,244</b>	
Female	2,301	64.0%	2,498	65.4%	2,375	63.6%	2,352	61.9%	2,530	62.9%	2,554	63.7%	2,554	63.4%	2,749	64.8%
Male	1,297	36.0%	1,324	34.6%	1,358	36.4%	1,449	38.1%	1,492	37.1%	1,456	36.3%	1,475	36.6%	1,495	35.2%
White	2,424	67.4%	2,552	66.8%	2,504	67.1%	2,537	66.7%	2,592	64.4%	2,584	64.4%	2,602	64.6%	2,684	63.2%
Black	142	3.9%	174	4.6%	180	4.8%	167	4.4%	189	4.7%	191	4.8%	185	4.6%	183	4.3%
Hispanic	952	26.5%	1,035	27.1%	1,008	27.0%	1,041	27.4%	1,116	29.0%	1,168	29.1%	1,174	29.1%	1,292	30.4%
Asian/Pacific Islander	51	1.4%	42	1.1%	22	0.6%	38	1.0%	49	1.2%	44	1.1%	51	1.3%	62	1.5%
Indian/Alaskan Native	15	0.4%	11	0.3%	12	0.3%	6	0.2%	15	0.4%	9	0.2%	8	0.2%	14	0.3%
Non-resident Alien	14	0.4%	8	0.2%	7	0.2%	12	0.3%	11	0.3%	14	0.3%	9	0.2%	5	0.1%

## 2002-2003 End-of-Year Unit Summary Report

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

### VICTORIA COLLEGE NON-DEVELOPMENTAL STUDENT

SEMESTER	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>FALL</b>														
Official enrollment 12th day	2,879		2,964		2,874		2,957		3,076		3,128		3,219	
Course load reductions 13th day 12th week	485	16.8%	505	17.0%	526	18.3%	535	18.1%	553	18.0%	542	17.3%	523	16.2%
Withdrawals 13th day 12th week	180	6.3%	190	6.4%	188	6.5%	177	6.0%	192	6.2%	198	6.3%	185	5.7%
Course load reductions 13th week - end sem.	45	1.6%	55	1.9%	68	2.4%	52	1.8%	56	1.8%	62	2.0%	45	1.4%
Withdrawals 13th week - end sem.	25	0.9%	45	1.5%	24	0.8%	32	1.1%	28	0.9%	17	0.5%	21	0.7%
Ending Enrollment	2,674	92.9%	2,729	92.1%	2,662	92.6%	2,748	92.9%	2,856	92.8%	2,913	93.1%	3,013	93.6%
Total withdrawals from 12th day	205	7.1%	235	7.9%	212	7.4%	209	7.1%	220	7.2%	215	6.9%	206	6.4%
Unduplicated total course load reductions from 12th day	500	17.4%	527	17.8%	551	19.2%	556	18.8%	577	18.8%	581	18.6%	544	16.9%
<b>SPRING</b>														
Official enrollment 12th day	2,906		2,862		2,768		2,899		2,939		2,985		3,233	
Course load reductions 13th day 12th week	491	17.1%	428	14.4%	517	18.0%	512	17.3%	495	16.1%	520	16.6%	584	18.1%
Withdrawals 13th day 12th week	250	8.7%	199	6.7%	207	7.2%	168	5.7%	150	4.9%	179	5.7%	206	6.4%
Course load reductions 13th week - end sem.	62	2.2%	151	5.1%	59	2.1%	64	2.2%	69	2.2%	40	1.3%	45	1.4%
Withdrawals 13th week - end sem.	29	1.0%	69	2.3%	16	0.6%	22	0.7%	17	0.6%	11	0.4%	19	0.6%
Ending Enrollment	2,627	91.2%	2,594	87.5%	2,545	88.6%	2,709	91.6%	2,772	90.1%	2,795	89.4%	3,008	93.4%
Total withdrawals from 12th day	279	9.7%	268	9.0%	223	7.8%	190	6.4%	167	5.4%	190	6.1%	225	7.0%
Unduplicated total course load reductions from 12th day	525	18.2%	499	16.8%	553	19.2%	542	18.3%	530	17.2%	541	17.3%	600	18.6%
<b>FALL &amp; SPRING COMBINED TOTALS</b>														
Total withdrawals from 12th day	484	8.4%	503	8.6%	435	7.7%	399	6.8%	387	6.4%	405	6.6%	431	6.7%
Unduplicated total course load reductions from 12th day	1,025	17.7%	1,026	17.6%	1,104	19.6%	1,098	18.8%	1,107	18.4%	1,122	18.4%	1,144	17.7%

### WITHDRAWALS and COURSE LOAD REDUCTION TRENDS by SEMESTER

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

COMPLETERS BY DIVISION BY SEMESTER – Percent of 12 <sup>th</sup> Class day								
Academic Year Total	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Allied Health	95.5%	95.2%	91.7%	90.8%	91.5%	93.4%	92.5%	95.8%
Developmental	77.5%	72.9%	73.4%	77.2%	80.4%	79.5%	81.1%	82.2%
Humanities & Fine Arts	84.1%	85.1%	82.9%	83.6%	84.0%	85.8%	86.3%	84.8%
Orientation/Counseling	98.9%	98.8%	98.5%	98.0%	98.1%	97.2%	97.5%	95.5%
Science & Mathematics	82.7%	81.2%	79.1%	78.1%	79.3%	77.9%	77.8%	83.8%
Social & Behavioral Sciences	84.0%	84.8%	82.5%	80.1%	84.2%	85.2%	85.1%	86.8%
Workforce Development & Education	85.4%	85.8%	86.5%	86.9%	86.0%	86.1%	86.7%	90.5%
<b>Totals, College-wide</b>	<b>85.4%</b>	<b>85.2%</b>	<b>84.6%</b>	<b>84.2%</b>	<b>85.3%</b>	<b>86.3%</b>	<b>86.3%</b>	<b>88.3%</b>
<b>Less Developmental &amp; Orientation</b>	<b>85.5%</b>	<b>85.8%</b>	<b>85.1%</b>	<b>84.4%</b>	<b>85.3%</b>	<b>86.6%</b>	<b>86.4%</b>	<b>88.0%</b>

## 2002-2003 End-of-Year Unit Summary Report

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

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

	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	#	%	%	#	%	#	%
<b>Fall</b>												
Full-Time	677,328	86.0%	678,496	86.1%	671,184	85.2%	676,992	83.2%	674,880	83.4%	627,704	81.2%
Part-Time	109,808	14.0%	109,440	13.9%	116,640	14.8%	136,416	16.8%	134,160	16.6%	145,656	18.8%
<b>Total</b>	<b>787,136</b>		<b>787,936</b>		<b>787,824</b>		<b>813,408</b>		<b>808,040</b>		<b>773,360</b>	
<b>Spring</b>												
Full-Time	595,248	83.1%	621,696	86.1%	613,200	84.9%	613,568	83.2%	598,800	83.7%	581,080	79.3%
Part-Time	121,436	16.9%	100,064	13.9%	109,344	15.1%	124,192	16.8%	116,848	16.3%	151,448	20.7%
<b>Total</b>	<b>716,684</b>		<b>721,760</b>		<b>722,544</b>		<b>737,760</b>		<b>715,648</b>		<b>732,528</b>	
<b>Summer I</b>												
Full-Time	142,032	89.5%	150,160	84.9%	135,680	80.7%	150,016	82.0%	121,552	79.4%	123,744	74.4%
Part-Time	16,672	10.5%	26,672	15.1%	32,512	19.3%	32,944	18.0%	31,552	20.6%	42,000	25.3%
<b>Total</b>	<b>158,704</b>		<b>176,832</b>		<b>168,192</b>		<b>182,960</b>		<b>153,104</b>		<b>165,744</b>	
<b>Summer II</b>												
Full-Time	22,176	85.2%	15,104	54.3%	13,952	56.8%	15,648	63.8%	19,248	85.1%	27,072	83.0%
Part-Time	3,840	14.8%	12,720	45.7%	10,608	43.2%	8,880	36.2%	3,360	14.9%	5,536	17.0%
<b>Total #</b>	<b>26,016</b>		<b>27,824</b>		<b>24,560</b>		<b>24,528</b>		<b>22,608</b>		<b>32,608</b>	
<b>Annual</b>												
Full-Time	1,436,784	85.1%	1,465,456	85.5%	1,434,016	84.2%	1,456,224	82.8%	1,414,480	83.2%	1,359,600	79.8%
Part-Time	251,756	14.9%	248,896	14.5%	269,104	15.8%	302,432	17.2%	285,920	16.8%	344,640	20.2%
<b>Total</b>	<b>1,688,540</b>		<b>1,714,352</b>		<b>1,703,120</b>		<b>1,758,656</b>		<b>1,700,400</b>		<b>1,704,240</b>	

Student Evaluation of Instructional Services	2002-2003 Student Opinion Survey	Spring 2003 Student Evaluation of Instructors - Item #29
Allied Health & Kinesiology	NA	96%
Humanities & Fine Arts	NA	98%
Science & Mathematics	NA	98%
Social & Behavioral Sciences	NA	98%
Workforce Development & Education	NA	97%
Library	95%	NA
<b>Instructional Services as a whole</b>	<b>NA</b>	<b>97%</b>

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 9: Quality Technology** – The college will maintain a comprehensive technology program for core services, students, faculty, and staff which equals or exceeds the programs offered by other Texas community colleges.

<b>Technology Plan Budget 2002-2003</b>			
	Budget	Total	Difference
<b>Institutional Fund Total</b> .	538,000	499,210	38,790
<b>Perkins Fund Total</b> .	159,000	156,300	2,700
<b>Budget Total 2002-2003</b> .	<b>697,000</b>	<b>655,510</b>	<b>41,490</b>

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 10: Quality Cultural Programs** – The present level and variety of College-sponsored and College-hosted cultural events and activities designed for the enrichment of both the student and general communities will remain the same or increase.

### *Lyceum*

#### The Victoria College 2002-2003 Lecture Series

**Dr. Drew Pinsky** – Psychologist, Talk-Show Host, Medical Director for the Department of Chemical Dependency Services and the Chief of Service in the Department of Medicine at Las Encinas Hospital in Pasadena, CA, Clinical Assistant Professor of Pediatrics at Los Angeles Children's Hospital. *Loveline With Dr. Drew*, September 17, 2002.

**Dr. William Pollack** – Psychologist, Professor, Assistant Clinical Professor (Psychology) in the Department of Psychiatry at Harvard Medical School, Diplomate in Clinical Psychology (ABPP, Board Certified), a Founding Member of The Society for the Psychological Study of Men and Masculinity, and Past President of the Massachusetts Psychological Association. Served on US presidential initiative called The National Campaign Against Youth Violence. Consultant on the Safe School Initiative (a collaborative effort between the US Secret Service and the Department of Education.) *Teen Suicide*, October 8, 2002.

**Robert F. Kennedy, Jr.** – Environmentalist, author. Played a key role in The New York City Watershed Agreement, graduate of Harvard University, studied at the London School of Economics, law degree from University of Virginia School of Law, supervising attorney for the Environmental Litigation Clinic at New York's Pace University School of Law, chief prosecuting attorney for the Hudson Riverkeeper, and senior attorney for the Natural Resources Defense Council. *Our Environmental Destiny*, February 6, 2003.

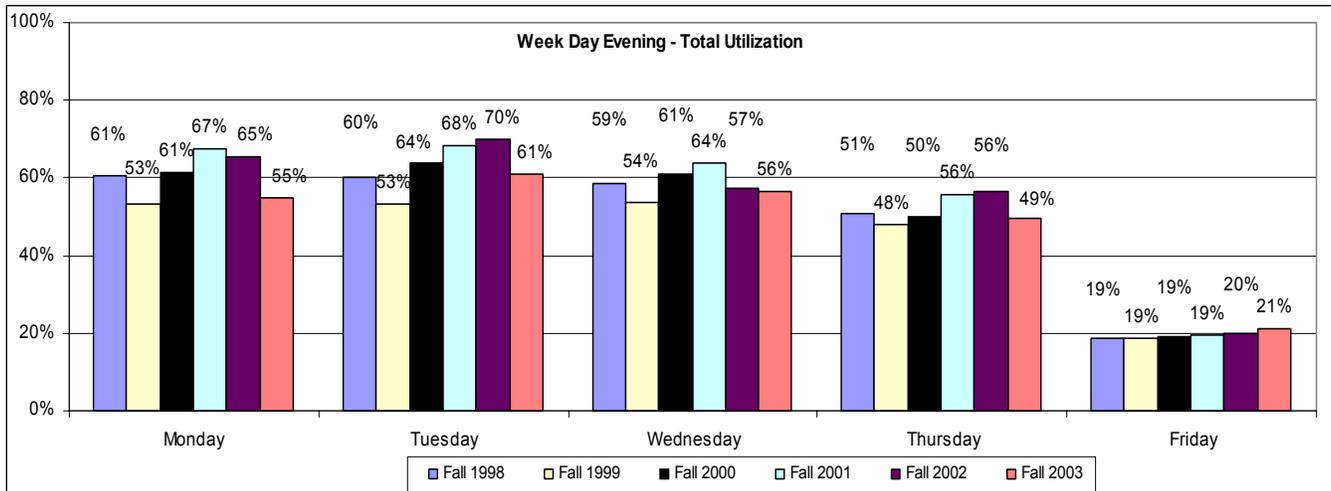
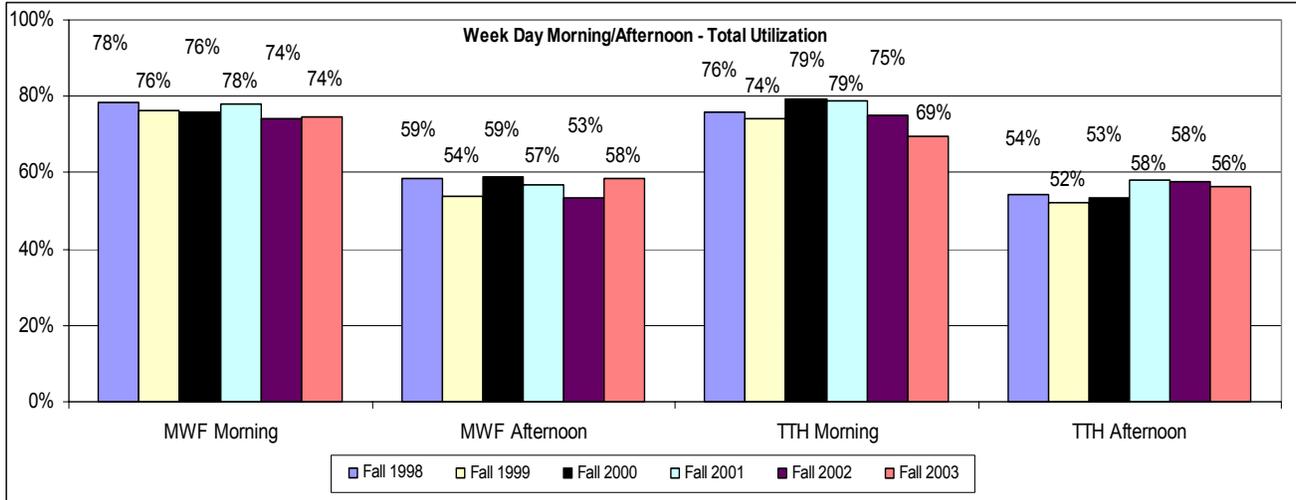
#### The Victoria College Fine Arts Department 2002-2003 Events

Dates	Attendance	Production	Facility
<b>FALL 2002</b>			
August 24, 2002	1000+	Art Show – Area Art Instructors	FA
October 17, 2002	15	Drama Production – Seascape	JSC
October 18, 2002	9	Drama Production – Seascape	JSC
October 19, 2002	45	Drama Production – Seascape	JSC
October 20, 2002	26	Drama Production – Seascape	JSC
November 19, 2002	567	Mariachi Concert	FA
November 25, 2002	967	Wind and Guitar Ensemble Concert	FA
November 26, 2002	40	Music Department Recitals	FA
December 2, 2002	196	Jazz and Sharp 5 Concert	JSC
December 5, 2002	110	Choral Concert	JSC
December 6, 2002	196	Tommy Faegan Recital	JSC
December 8, 2002	40	Brass Ensemble	JSC
<b>SPRING 2003</b>			
February 14, 2003	102	Valentine Vocals	FA
February 24, 2003	1000+	Art Show	FA
March 17, 2003	967	Percussion Concert	JSC
April 6, 2003	100	College Choir and Civic Chorus, Mission Espiritu Santo	Goliad
April 7, 2003	1000+	Student Art Show	FA
			St. Michael's Catholic
April 10, 2003	100	<b>College Choir and Civic Chorus</b>	Church, Cuero
April 10, 2003	940	Drama Children's Production "Benjamin's Box"	FA
April 11, 2003	940	Drama Children's Production "Benjamin's Box"	FA
April 11, 2003	250	Drama Production for Community "Benjamin's Box"	FA
April 12, 2003	800	Jazz Festival	FA
		Sophomore Instrumental Recitals Sanchez, Alarcon,	
April 15, 2003	30	Thomas	FA
April 17	30	Aeris Concer – Issac Villarreal and Justin Aguayo	JSC
April 22, 2003	40	Music Department Recitals	FA
April 23, 2003	40	Guitar Ensemble Concert	JSC
April 24, 2003	110	VC Choral Concert	JSC
April 24, 2003	1000+	Student Art Show	FA
			1 <sup>st</sup> United Methodist
April 27, 2003	45	Sophomore Recital Garcia	Church, Victoria

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

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 11: Stewardship** – Victoria College will increase the combined percentage of classes offered in the afternoon, evening, on Saturday, and through non-traditional means (such as mini-semesters, online and interactive television courses), out of total classes offered, in order to ensure efficient utilization of classroom space based on student needs.



<b>Victoria College Distance Education – Academic Year Enrollment</b>				
<b>Distance Education Type</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
* Excluding Nursing				
ITV Off Campus*	303	425	682	872
On Line*	516	781	835	1,595
Virtual College of Texas - Hosted (1)	56	105	382	638
Virtual College of Texas - Provided (2)	5	15	53	55
Off Campus - Live (in person)*	306	360	184	94
Off Campus Nursing (unduplicated)	110	93	98	108
<b>Grand Total</b>	<b>1,296</b>	<b>1,779</b>	<b>2,234</b>	<b>3,362</b>
<b>Non-Nursing Total*</b>	<b>1,186</b>	<b>1,686</b>	<b>2,136</b>	<b>3,254</b>

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 12: Stewardship** – Victoria College will maintain a “Net Total Current Fund Revenues to Total Current Fund Revenues” positive ratio, and a “Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds) ratio of 1:1 or greater.

The Texas State Auditor's Office THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM Multi-Year Ratio Trend Analysis Report The Victoria College					
<b>Ratio #1</b>		<b>Net Total Current Fund Revenues to Total Current Fund Revenues</b>			
<b>Objective:</b>		This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?"			
<b>Formula:</b>		Net Total Current Fund Revenues / Total Current Fund Revenues			
<b>Assessment Instructions:</b>		A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bad sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances (see also ratio numbers 16 and 18).			
<b>Issue Areas:</b>		This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.			
Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results (As %)	Overall Ranking	Ratio Warnings (if applicable)
2002	650,587	24,594,866	2.64	*	
2001	352,243	24,550,394	1.43	24 of 50	
2000	799,776	23,575,340	3.39	17 of 50	
1999	576,148	22,579,684	2.55	27 of 50	
1998	566,800	20,986,144	2.70	31 OF 50	
1997	288,218	17,833,525	1.62	27 OF 50	
1996	655,505	17,670,821	3.71	18 OF 50	
1995	779,309	16,286,863	4.78	10 OF 50	
1994	542,110	15,720,664	3.45	13 OF 50	
1993	269,225	14,846,975	1.81	26 OF 49	
1992	(175,077)	13,622,841	(1.28)	43 OF 48	Ratio 1 Below Recommended Threshold

The Texas State Auditor's Office THE TEXAS PUBLIC COMMUNITY COLLEGE DATA BASE SYSTEM Multi-Year Ratio Trend Analysis Report The Victoria College					
<b>Ratio # 11</b>		<b>Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)</b>			
<b>Objective:</b>		This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds.			
<b>Formula:</b>		Total Current Assets / Total Current Liabilities			
<b>Assessment Instructions:</b>		Ideally, this ratio should be 1:1 or greater. As the ratio value becomes significantly less than 1:1, it suggests that the institution may be trouble meeting its current liabilities.			
<b>Issue Areas:</b>		This ratio can be used in assessing issues related to Cash Management.			
Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results (As %)	Overall Ranking	Ratio Warnings (if applicable)
2002	11,140,022	3,506,564	3.16	*	
2001	9,276,932	2,938,174	3.16	13 of 50	
2000	7,885,289	2,889,526	2.73	18 of 50	
1999	6,504,422	3,047,123	2.13	27 of 50	
1998	6,109,857	2,598,802	2.35	21 of 50	
1997	6,624,436	1,631,335	4.06	6 of 50	
1996	4,215,343	1,314,815	3.21	9 of 50	
1995	3,316,764	1,152,471	2.88	10 of 50	
1994	2,935,464	1,298,933	2.26	19 of 50	
1993	2,294,877	1,011,881	2.27	18 of 49	
1992	2,136,769	1,014,461	2.11	22 of 48	

\* Rankings no longer available

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 13: Quality Support and Customer Satisfaction** – Ninety percent of survey respondents (students, faculty, and staff) will indicate satisfaction with the programs and services provided by Instructional Services, Student and Information Services, Administrative Services, Institutional Advancement, and Institutional Research and Planning.

See details of the 2002-2003 Annual Faculty & Staff Opinion and Student Opinion Surveys at:  
<http://vc.cc.tx.us/dept/ir/HTML/Surveys/surveys.html>

## 2002-2003 End-of-Year Unit Summary Report

**Success Factor 14: Employee Satisfaction** – Eighty-five percent of the faculty and staff will rate as good or better the College’s efforts to recruit, retain, develop, and reward well-qualified employees.

### 2002-2003 Victoria College Faculty and Staff Opinion Survey Employee Satisfaction Results

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A	Total Responses	% Satisfied
91. College efforts to RECRUIT well-qualified employees...	26	88	38	19	13	10	194	82.61
92. College efforts to RETAIN well-qualified employees...	18	61	48	41	17	9	194	68.65
93. College efforts to DEVELOP well-qualified employees...	24	66	49	35	12	9	195	74.73
94. College efforts to REWARD well-qualified employees...	11	50	47	42	36	8	194	58.06
<b>OVERALL VC EMPLOYEE SATISFACTION (91. – 94.)</b>	<b>79</b>	<b>265</b>	<b>182</b>	<b>137</b>	<b>78</b>	<b>36</b>	<b>777</b>	<b>70.99</b>