



THE VICTORIA COLLEGE

2003-2004

Institutional Effectiveness Plan

End-of-Year

SUMMARY REPORT



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2003-2004 End-of-Year Summary Report

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VICTORIA COLLEGE MISSION

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

I. The College will use the traditional classroom and distance education technologies to provide the following credit and non-credit educational programs.

- **University Transfer** - Academic courses applicable to the baccalaureate degree that 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.
- **Workforce Education** - 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.
- **Developmental Education** - Developmental education courses designed to prepare students effectively for success in college-level studies.
- **Continuing Education** - Continuing education courses that effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training.
- **Adult Education** - Adult education, basic skills, and English as a second language instructional programs that effectively accomplish these specific educational needs of our adult constituency.

II. The College will provide all educational and administrative support services that are necessary to effectively promote its mission and to ensure all students have the opportunity to pursue their higher education goals.

III. The College will provide opportunities to enhance the community's quality of life through intellectual and cultural events.

VICTORIA COLLEGE STRATEGIC GOALS

As Victoria College works to effectively accomplish its day-to-day operations and to pursue initiatives designed to address strategic issues, it will continuously strive to improve the following goals.

1. **Outreach:** Victoria College outreach initiatives* will increasingly improve access to College educational programs and student services. (*Recruiting, dual-credit, distance education, and adult education programs; related grant initiatives; and cultural events)
2. **Retention:** Victoria College will improve student retention and increase the numbers of its students who persist until they successfully complete their educational program, transfer to a university, and/or enter the workforce.
3. **Excellence:** Victoria College will strive for excellence in all instruction and services provided.
4. **Efficiency:** Victoria College will continue to be a good steward of entrusted resources, and look for new ways to streamline processes and accomplish more with the same or fewer resources.
5. **Service:** Victoria College faculty and staff will make every effort to be courteous and provide timely service to all students and fellow staff members.

VICTORIA COLLEGE 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.

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 Victoria College. It validates the strengths of the academic and support programs as well as acknowledges specific areas which are in need of improvement. After the executive summary, each Division under Instructional Services, Administrative Services, Student Services and Administrative Staff provides its own unit-level summary indicating its progress in supporting the College Mission.
- II. **Evaluation Results.** The information below describes College wide performance results as they pertain to the Success Factors put forth in the 2003-2005 Institutional Effectiveness Action Plan where data are available.

Success Factor 1: Victoria College transfer students' first and second semester GPA and retention will be as good or better than other transfer and native students.

- Due to new privacy laws, information pertaining to transfer students has been limited. However, a few schools have been willing to share data on transfer student performance.
- According to the most recent data collected, Victoria College transfer students maintained a grade point average (GPA) at or above GPAs achieved by other transfer students and students native to the transfer university at three of the five transfer universities providing data.
- Only one university reported fall to fall retention rates, and Victoria College students achieved a 79% retention rate. This was slightly lower than all other transfer students at 80%.

Success Factor 2: The Workforce Development & Education department will graduate five students per year per program; achieve an employment/success rate of 85%; achieve an 80% satisfaction rating from graduates and their employers; and 90% of program completers will pass the licensure/certification exam upon the first attempt.

- The numbers of graduates per program met or exceeded the target of five in all areas except Computer Programming AAS & Certificates, Criminal Justice AAS, and Accounting AAS & Certificates at three, two, and four respectively. Due to historically low enrollment, the Criminal Justice AAS and Accounting AAS Programs were dropped as degree options and will expire on August 31, 2005. They are currently only available to students that were enrolled in those programs prior to elimination of the degree option.
- 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. Results from the follow-up survey indicate that 94.5% of respondents were employed or seeking additional higher education.
- One Hundred percent of graduates and employers indicated the graduate's overall competency on the job after completing the workforce program was average or better.
- The percent of total Allied Health graduates passing the licensure exam on the first attempt increased over the previous year to 89%, but fell short of the Success Factor target of 90%. The total pass rate for Allied Health graduates attempting the licensure exam was 93%. Seventy-four percent of graduates from the Public Service Programs attempting the licensure exam passed on their first attempt. The total passing rate for Public Service graduates attempting the licensure exam was 81%.

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Success Factor 3: Seventy percent of students who are assessed into and who pass an exit developmental course with a B or better will pass their retake of TASP, and 70% will earn a grade of C or better in the first college corollary course that they complete.

- Fifty-six percent of students earning a B or better passed their retake of the TASP or THEA test. This is short of the Success Factor target and constitutes an eleven percentage point drop from the previous year.
- Fifty-nine percent of students who earned a B or better in an exit course earned a C or better in the first college corollary course they completed. This is up four percentage points from the previous year, but short of the listed benchmark.
- This Success Factor has been rewritten to accommodate the new Texas Success Initiative (TSI). More information is available in the Addendum to the 2003-2005 Victoria College Institutional Effectiveness Plan.

Success Factor 4: The number of Adult Education students who demonstrate progress, who progress to the next skill level, and who pass the GED will increase annually.

- The number of students demonstrating progress, progressing to the next level, and passing the GED fell from the previous year.
- It should be noted that the total number of students enrolled in the Adult Education program also dropped by 108 students from the previous year. The percent of students progressing to the next level and passing the GED increased from the previous year.

Success Factor 5: Continuing Education student success will be demonstrated by achieving an 85% satisfaction rating from course completers and contract organizations.

- Continuing Education experienced a 94% satisfaction rate from students surveyed, thereby exceeding the Success Factor target.
- Workforce Development Contract Training increased the number of contracts over the previous year by 33%. This does not include the Association of Builders and Contractors (ABC) or Child Care contracts.
- Due to a lack of response from employers, there is insufficient data to report with regard to employer satisfaction.

Success Factor 6: Student diversity will increase until the student population reflects the ethnicity of the service area. Strategic Enrollment Management Objectives 1-3 will be accomplished:

1. Increase the total number of fall first time in college (FTIC) freshmen by 5% each year.
 2. Increase the total fall enrollment by 2% each year.
 3. Increase the percent of Black and Hispanic student representation in total fall enrollment and in fall FTIC enrollment until these groups reflect the ethnicity of the service area.
- Minority student enrollment increased as a percent of total enrollment in the Fall 2003 Semester, reaching 36.8%. This constitutes a 1.4 percentage point increase over the Fall 2002 Semester.
 - FTIC enrollment increased by 11.1% from 700 in fall 2002 to 778 in fall 2003.
 - Total fall enrollment increased by 5.7% from 4,015 in fall 2002 to 4,244 in fall 2003.

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- The percent of Black and Hispanic student representation increased from 33.6% of total enrollment in fall 2002 to 34.7% in fall 2003. However, the Black student representation fell from 4.5% to 4.3%.
- The percent of Black and Hispanic student representation increased from 37.8% of FTIC enrollment in fall 2002 to 41.2% in fall 2003. However, the Black student representation fell from 6.7% to 4.2%.

Success Factor 7: Student unduplicated withdrawal rate will be no more than 12% and the unduplicated course load reduction rate will be no more than 25%. Strategic Enrollment Management Objectives 4-7 will be accomplished:

4. The percent of fall course completers, and fall-to-spring and fall-to-fall retention rates will increase, and there will be no significant differences between ethnic categories.
 5. The rate at which first time in college (FTIC) students graduate, transfer, and persist within three years will increase, and there will be no significant differences between ethnic categories.
 6. The total number of students and the number of Black and Hispanic students within the total who complete Associates Degrees and certificates in an academic year will increase until the College's Closing the Gaps Success Targets are reached.
 7. The total number of students who complete Associates Degrees and certificates in Electronics and Instrumentation, Computer Science, Process Technology, and Allied Health Programs will increase annually until the numbers reach the College's Closing the Gaps Success Targets.
- The College was successful in terms of unduplicated withdrawal rate from the twelfth class day. The Success Factor target was 12%, but the actual rate was 7.9%.
 - The percent of unduplicated course load reductions from the twelfth class day was 18.1%, better than the Success Factor target of 25%.
 - The percent of fall 2003 course completers dropped from 84% to 81% in fall 2003.
 - Total fall to spring retention remained relatively constant at 71%.
 - Total fall to fall retention remained relatively constant at 44%.
 - The percent of fall 2001 FTIC students graduating within three years increased to 13%.
 - The most recent data reveal the percent of FTIC students transferring within three years increased from 15% to 18%.
 - The fall to spring retention rate increased to 78% in 2003-2004. The fall to fall retention rate increased slightly to 50% for fall 2003 to fall 2004.
 - Substantial differences continue to exist between ethnic categories for Objectives 4 & 5.
 - The total number of degrees and certificates increased by 10 students, and the number of Black and Hispanic students receiving a degree or certificate increased by 14. The number of White students receiving a degree or certificate decreased by four students.
 - The number of graduates or certificate completers in Electronics and Instrumentation decreased by three students to sixteen. The number of graduates or certificate completers in Computer Science increased by one student to nineteen. The number of graduates or certificate completers in Process Technology increased by three students to 20. The number of graduates or certificate completers in Allied Health increased by 30 students to 249.
 - The overall number of graduates or certificate completers in these areas increased by 31 students.

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Success Factor 8: Faculty and staff ethnic diversity will reflect service-area ethnicity.

- While the ethnicity of the faculty and staff does not currently reflect the ethnicity of the service area, advances have been made over the last three years.
- The percent of the staff population that is Hispanic has gone from 26% to 29%, and the percent of the staff population that is Black or Asian has gone from 4% to 6%.
- The percent of the faculty population that is Hispanic has gone from 4% to 8%, and the percent of the faculty population that is Black or Other has gone from 1% to 3%.

Success Factor 9: Provide quality cultural programs for students and the community.

- The Museum of the Coastal Bend, which opened in the fall 2003, has been successful in increasing the number of cultural events offered on campus, including a Native American Trade Networks presentation and a Bach Festival Performance.
- 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 10: Victoria College will ensure efficient utilization of classroom space based on student needs, maintain a fiscal ratio of 1:1, and track utility consumption and energy management data in order to utilize entrusted resources most efficiently.

- Classroom utilization decreased or remained the same in all categories on weekday mornings and afternoons. These categories include Monday-Wednesday-Friday (MWF) mornings, MWF afternoons, Tuesday-Thursday (TTH) mornings, and TTH afternoons. Classroom utilization on weekday evenings increased on all days except Friday, which remained the same. It should be noted that there was a significant increase in online enrollment. The increase in online enrollment and increased utilization of classrooms on weekday evenings are possible explanations for the decrease in daytime classroom utilization.
- The fiscal ratio, which is the ratio of current assets to current liabilities, decreased to 2.63 but remained above the Success Factor target.
- Utility consumption and energy management data continues to be tracked and monitored by the physical plant to ensure the College is operating efficiently.

Success Factor 11: Provide quality support and customer service in Administrative and Student services and receive a 90% satisfaction rating from students and a 90% satisfaction rating from faculty and staff.

- Ninety-five percent of student respondents indicated they were neutral, satisfied, or very satisfied with the Administrative Services listed on the Student Opinion Survey.
- Ninety-seven percent of faculty and staff respondents indicated they were neutral, satisfied, or very satisfied with the overall quality of Administrative Services provided.
- Ninety-two percent of student respondents indicated they were neutral, satisfied, or very satisfied with the quality of support and customer service provided by Student Services.
- Ninety-eight percent of faculty and staff respondents indicated they were neutral, satisfied, or very satisfied with the overall quality of Students Services.

Success Factor 12: The College will maintain an employee satisfaction rating of 85%.

- Less than 85% of Faculty and Staff respondents indicated they were neutral, satisfied, or very satisfied with the College's efforts to recruit, retain, develop, and reward well qualified employees.

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III. Future Plans. The three strategic issues identified as being significant to the future success of The Victoria College in the 2003-2005 Institutional Effectiveness Plan remain a priority for the College. These strategic issues are 1) service area demographics, 2) decreased state appropriations, and 3) advances in instructional technologies. In addition to these issues, the college has also focused new efforts toward addressing issues related to Developmental Education and the Student Information System utilized by faculty, staff, and administrators.

Developmental Education continues to be a significant issue. The College applied for and received a Title V grant to address the needs of students requiring additional instruction to be better prepared for college level course work. The grant was written with two specific, interrelated activities in mind. Both activities focus on improving academic outcomes for Developmental Education at Victoria College. Activity 1 focuses on development of student success by providing students the opportunity to receive peer tutoring, supplemental instruction and practice sessions, and additional training for instructors. Activity 2 focuses on the development of an online student portal that will allow students to retrieve a variety of personal information that relates to the College via the web. Activity 2 also focuses on enhancing technical resources in the tutoring center and extending the Computer Help Desk hours of operation.

The Database Administration and Programming unit has identified a need to create a new database that will store student and faculty information. The unit will also rewrite the existing application used for data entry, student tracking, and reporting on data contained within the database. A committee of three representatives from each area has been chosen to participate in the gathering of system requirements. Once the requirements document is complete the programmers will begin the development phase of the project. The first areas to be addressed will be the Business Office and the Financial Aid Office as they have the greatest need for additional functionality.

IV. Strengths.

- **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' 95% pass rate of the corresponding licensing exam. More than 94% of 128 responding 2002-2003 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. With the new relationship established with the local Association of Builders and Contractors, the CE division has begun to reach new constituents in the Victoria area.
- **Course Completion:** While the course completion rate dropped below 85%, the completion rate of 84% remains a strong indicator of the College's commitment to student retention.
- **Adult Education Program:** The Adult Education Program continues to provide 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

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ratings from both the 2003-2004 Student Opinion and Faculty & Staff Opinion surveys. The new federally funded student service offices, which are intended to offer additional support for students, are now beyond the first year on campus and are providing a strong contribution to student success.

- Well-maintained facilities and grounds continue to contribute to the quality and pride of VC's higher education environment. The Technology Center and Museum of the Coastal Bend have proven to be significant additions to the Victoria College campus.
- College-hosted cultural and intellectual events: The continued popularity of and strong attendance at these activities are good indications that Victoria College continues to enhance the community's quality of life.

V. Areas Needing Improvement.

- Student Engagement: A study was performed during the Spring 2004 Semester to gauge how effective the College is in terms of engaging students. More specifically, the study was conducted to see how involved students are with College faculty and staff, with other students, and with the subject matter being learned. The research tool used was provided by the Community College Survey for Student Engagement. Victoria College scored below the Consortium College average in 4 of the 5 categories. These four categories are Active and Collaborative Learning, Student Effort, Student-Faculty Interaction, and Support for Learners. The one category where Victoria College scored above the Consortium average was in Academic Challenge.
- Developmental Education: Student success in this area has been minimal in recent years. However, the College's Title V office has begun to incorporate new methods and services that are intended to significantly impact the success achieved by the Developmental Education students.
- Employee Diversity: There continues to be a gap between the ethnic diversity of the professional level staff at the College and the ethnicity of the College's service area.
- College Recruitment: While the College has seen success in recent semesters in shifting the ethnic diversity of the student body to closer resemble the ethnicity of the College's service area, there is still much improvement needed in this area. The Hispanic student enrollment has climbed to 32.0% in the Fall 2004 semester, but the Black and Other student enrollments remain below 4.5% and 2.0% respectively.

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

Administrative Services: In January, a change was implemented that allows students to pay all fees and fines, including installment plan payments, online. This new payment process has been very successful and has greatly reduced the foot traffic and lines for students in the Business Office. The Human Resource & Payroll unit replaced an outdated classified salary scale with a more equitable method of comparing the pay for over 100 clerical and staff positions. This will allow education level and job performance to be taken into account when annual performance and pay reviews are being conducted. The change was a direct result of employee comments on the Faculty and Staff Survey. The Physical Plant successfully renovated a portion of the Continuing Education Center and converted it to the ACT Testing Center. The result was a timely space renovation and an operational set up that drew a commendation for the College from the ACT headquarters as an exemplary center. The Cove and Café Espresso have been a nice addition to the food services offered

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on campus. Both have received high satisfaction ratings from students, faculty, and staff on the annual opinion survey.

Instructional Services: The Division of Math and Science purchased a Meade LX 90 8” Schmidt-Cassegrain telescope for astronomy courses. The telescope was also used in events outside of the classroom to broaden the College’s efforts in community outreach. It was first used for a public viewing of Mars when the planet was at its closest approach in several decades. It was also used at the city’s Jazz Festival and at the “Spring Connection” on campus. The Division of Social and Behavioral Sciences had two of their full-time instructors recognized by Who’s Who of College Teachers. This is the second time these instructors have received this honor. According to Who’s Who documentation, less than 10% of America’s instructors receive this honor more than once. This award is especially gratifying due to the fact that nominations are made by former students. The Division of Humanities and Fine Arts was able to add three new potter’s wheels to the pottery studio. The Title V office purchased and installed 26 new computers and workstations in Johnson Hall 209, providing for the establishment of the Math Learning Center that is intended to assist Developmental Education students.

Student Services: In January 2004, the Victoria College Testing Center expanded its capabilities and became a licensed ACT Center. This Center provides opportunities for professional certifications and testing for local and state-wide job opportunities. Title V funds allowed for the purchase of an additional DocuWare license and equipment (an electronic document filing system) and is currently being utilized by the Admissions and Records, Counseling Services, and the Financial Aid Offices. The utilization of DocuWare is allowing for the opportunity to operate in a paper-less environment, thus making their process more efficient and effective. The primary benefit of DocuWare is its affect on the services a student receives. Additionally, student records can be accessed campus-wide. Other benefits are the reduction of labor-intensive processes and the reduction of costs associated with producing and maintaining paper files.

Institutional Advancement: Approximately 5,300 solicitations were mailed to individuals and businesses during the 2003-2004 *Tradition of Excellence Annual Giving Campaign*. A total of \$126,006 was received from 248 donors. This is 24 more donors and nearly \$25,000 over the previous year’s donation total. The Victoria College partnered with the Hispanic Chamber of Commerce and local media providers to better target the growing Hispanic population in our region. As a result, the College is running bilingual television and radio ads. Many of these advertising opportunities were provided at discounted rates or donated at no cost. The Institutional Advancement office also supported various programs and departments on campus by way of grants that are made available through the Victoria College Foundation.

ADMINISTRATIVE SERVICES
2003-2004 End-of-Year Unit Summaries

AUDITORIUMS

- I. Introduction.** Auditoriums encourage the use of the Fine Arts Auditorium and Johnson Symposium Center for the intellectual and cultural growth of its users. 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 as well as verbal responses from renters showed a problem with the sound equipment. The CD players in both facilities were beginning to fail. The equipment was replaced with new models. In addition, a positive response to the use of wireless, handheld microphones has led to the procurement of additional units.
- III. Future Plans.** It is the goal of Auditoriums Management to continue upgrading equipment and improving facilities as funding allows. The upgrades are part of a continuing effort to improve customer service and satisfaction.
- IV. Strengths.**
- Communication
 - Flexibility
 - Positive relationship with our community of renters
- V. Areas Needing Improvement.**
- Long Term Facilities Improvement Plan
- VI. Success Story.** Several steps were made this year in the area of equipment additions and upgrades. All of the changes listed below were made after reviewing the post rental survey comments.
- The replacement of outdated and inefficient lighting fixtures in the Fine Arts Auditorium and Johnson Symposium continued.
 - Compact disc players in both facilities were replaced. Both were nearly ten years old and beginning to fail.
 - The changeover from standard to wireless microphones continued with the procurement of additional units.
 - A laptop computer and LCD projector were acquired to provide a wider range of services to renters.
 - A theatrical stage engineer was contacted to provide consultation and specifications for the replacement of the stage curtains in the Fine Arts Auditorium. The replacement process has begun with the solicitation of sealed bids.

BOOKSTORE/FOOD SERVICES

Bookstore

- I. **Introduction.** The Victoria College Bookstore, according to faculty/staff and student surveys and financial reports, has had a very successful year. Based on these high survey ratings, the Bookstore is helping to fulfill the college mission by providing the services needed by faculty, staff, and students in a customer friendly and efficient manner.
- II. **Evaluation Results.** According to the faculty/staff and student survey results, the bookstore did very well. According to the student survey, the bookstore scored a 93.2% not dissatisfied and on the faculty/staff it scored a 98.3% not dissatisfied.
- III. **Future Plans.** Victoria College Bookstore plans to upgrade the current outdated point-of-sale inventory management system. Technology services can no longer support our current system which has been experiencing periodic technical problems.
- IV. **Strengths.**
 - High satisfaction ratings from faculty/staff survey
 - High satisfaction ratings from student survey
 - Experienced, knowledgeable, and friendly staff
- V. **Areas Needing Improvement.**
 - Bookstore could use a cosmetic update. (Carpet-Lighting)
 - Outdated point-of-sale inventory management system needs to be replaced.
- VI. **Success Story.** Despite increased competition from on-line bookstores, the college bookstore has maintained good textbooks sales. Also, the continued addition of gift items and other non-traditional bookstore items has led to an increase in sales through out the year.

BOOKSTORE/FOOD SERVICES Café Espresso

- I. **Introduction.** New to the campus in Spring 2004, Café Espresso offers students, faculty, and staff a choice of gourmet coffees, teas, and frozen drinks. During its first semester of operation, the Café has been able to establish a loyal customer base. Financially, the Café has yet to make a profit but, this was in part due to the late delivery of the pastry case, sporadic equipment failures, and the obstacles created by building and quad construction that limited student access.
- II. **Evaluation Results.** Being an unknown and untried project, financial expectations were not set too high. According to the surveys from faculty/staff and students Café Espresso has been a hit. On the student survey, the Café shared the same question with the Cove which received a 92.4 % not dissatisfied. On the faculty/staff survey the Café received a 90.7% not dissatisfied with quality of products and services provided while receiving a 98.2% not dissatisfied with courtesy, professionalism, and/or cooperation of personnel.
- III. **Future Plans.** Café Espresso plans to saturate the campus with advertising and coffee ordering education. The Café plans on adding more breakfast and snack pastry items.
- IV. **Strengths.**
 - A proven nationally recognized product
 - Knowledgeable, friendly, and enthusiastic personnel
 - High traffic location
 - New attractive and clean facility
- V. **Areas Needing Improvement.**
 - Increase campus wide advertising
 - Increase selection of food items

BOOKSTORE/FOOD SERVICES The Cove

- I. **Introduction.** The Cove completed its first full year of operation. Although the financials have not totally turned around to show a profit, we have significantly reduced the losses of previous years. Students, faculty, and staff seem to accept the new convenience store concept.
- II. **Evaluation Results.** According to the faculty/staff and student survey results, the cove has successfully met the demands of its customers. In the student survey, 92.4% were not dissatisfied. On the faculty/staff survey the quality of products and services provided had a 79.7% not dissatisfied while receiving a 92.5% not dissatisfied on courtesy, professionalism and/or cooperation of personnel.
- III. **Future Plans.** The Cove plans on adding several quick, yet healthy, items to its menu. Several items that did not meet sales expectations will be dropped. The Cove is working with the Marketing Department to increase the on-campus advertising.
- IV. **Strengths.**
 - Friendly and knowledgeable staff
 - Brand familiar local vendor supported food items
 - Attractive, bright, and clean facilities
- V. **Areas Needing Improvement.**
 - Better inventory control
 - More on-campus advertising
- VI. **Success Story.** Being that this was the first year of an untried convenience store concept with new personnel and new equipment, the relatively smooth transition was a success in itself.

CAMPUS SECURITY

- I. **Introduction.** Campus Security has a total of five officers, four full-time and one part-time. This year it became necessary to extend the hours of operations due to an increase in vandalism on campus. The department is also using contract security for added patrols and special events.
- II. **Evaluation Results.** Results of the Faculty and Staff survey show 92.0% of respondents are satisfied with Campus Security. The Student survey showed 96.7% of respondents are satisfied. Some of the suggested improvements are more presence in the buildings and more visible security at night.
- III. **Future Plans.** Campus Security is in the process of reviewing the areas that need improvement. The Technology Center construction was completed with security cameras installed inside and outside the building. Additional outside security cameras will be installed on campus in fiscal year 2005.
- IV. **Strengths.**
 - Communication
 - Flexibility
 - Positive relationship with local law enforcement agencies.
- V. **Areas Needing Improvement.**
 - More visible security
 - Annual training
- VI. **Success Story.** Campus Security is charged with the safety and welfare of the students, faculty, staff and visitors of the College. Measures are employed to ensure that all persons will continue to enjoy their time on campus. Campus Security is also charged with providing security of the campus buildings and grounds. Even though Campus Security does not operate 24 hours a day, incidents have been kept to a minimum.

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 2003-2004 year. The same department/personnel also handle the phone services for the college, its departments and individuals for the same period. Our services support the mission of the College by keeping open the lines of communication between the community and college personnel who offer educational, workforce and enrichment training.
- II. **Evaluation Results.** The Faculty and Staff Opinion Survey shows a 98.9% satisfaction rate for the mailroom and phone operators and a 97.2% rate of satisfaction for the courtesy, professionalism and/or cooperation of the mailroom/phone personnel.
- III. **Future Plans.** We will continue to provide complete, accurate and timely mail service and phone service for faculty and staff. New services will be added as needed.
- IV. **Strengths.** The mailroom/phone system personnel maintain a good rapport with the local USPS personnel and the phone system technicians. We stay up to date on new services offered by these vendors.
- V. **Areas Needing Improvement.** No known improvements needed at this time.
- VI. **Success Story.** Due to the solid work ethic of the personnel who represent 20 years of experience with the Mail/Phone service, the Victoria College faculty and staff have come to respect our judgment when suggesting ways to make the most economical and timely choices for their mail needs.

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 2003-2005 Institutional Effectiveness Plan. This report particularly supports the Success Factors #10 and #11 related to stewardship, quality support and customer satisfaction.
- II. Evaluation Results.** The Comptroller/Business Office had two primary objectives for 2003-2004. The first was to provide excellent service to all customers. This objective was achieved. There are four levels of customers that the Comptroller/Business Office serves, being students, faculty/staff, vendors and outside regulators. Both the students and faculty/staff gave the Business Office 95.1% and 90.6% satisfaction results in their surveys. This year the Business Office initiated a Registration 101 conference. This was a combined interactive workshop with all users of VCCIMS. The conference was designed to improve customer flow through the registration process and included a specific module of customer service training. The Business Office staff also attended Microsoft Outlook training. Although we do not currently survey our vendors, we provide a maximum ten day turnaround for check processing. 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.

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. There was significant progress made this year, see Success Story below. However, the system is still not totally integrated with financial aid. We are also working towards a single system for payments. We currently have one system for credit courses and another for non-credit courses.

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 introduce a new student system that will be totally integrated with Financial Aid. Students will be able to pay both credit and non-credit fees in one system. The system will be web enabled and students will be able to apply their financial aid online before payments are made.

Currently, the Business Office only allows credit cards for online payments. We will begin to investigate E-Checks as an inexpensive alternative to credit cards. This method would allow students to enter check information online and payment would be immediate.

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IV. Strengths.

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

V. Areas Needing Improvement.

- Integration of payment process with Financial Aid
- Customer Service Training
- Current Interest Rates

VI. Success Story. The primary future goal of the 2003-2004 plan was for all students to be able to pay any tuition, fee or fine online, without having to go to the Business Office. In January a change was completed that allows students to pay all fees and fines, including installment plan payments. This new payment process has been very successful and has greatly reduced the foot traffic and lines for students in the Business Office.

DATABASE ADMINISTRATION AND PROGRAMMING

- I. Introduction.** The Database Administration and Programming department continues to support the college-wide in-house Student Information System. The department is also responsible for integrating this data with other computer systems on campus and providing the state Coordinating Board with statistical college data.
- II. Evaluation Results.** The following is a summary of the Faculty and Staff Opinion Survey for this department.
- Satisfaction in the development and maintenance of computer programs to meet campus needs was up from 87.9 to 93.8%.
 - Timeliness of response and communication regarding status of programming requests was up from 90.3 to 95.4% satisfied.
 - Satisfaction in this department's ability to diagnose and correct programming problems increased from 91.5 to 95.5%.
 - Satisfaction of the courtesy, professionalism and/or cooperation exhibited by programming personnel was up from 92.6 to 98.6%.

The number of students using web functionality generated by the Programming Department has continued to increase. New features have been added to increase the student's ability to get information without coming on campus. This year, 4,715 different students have accessed their grades or transcripts via the web. 764 students have requested course drops from counseling using services provided by the VCCIMS web portal.

Semester	Registration	Increase from Previous Year	Fee Payment	Increase from Previous Year
Fall 2003	2,023	100%	352	100%
Spring 2004	1,655	28%	283	100%
All other	806	3%	293	42%

- III. Future Plans.** The Database Administration and Programming department will continue to support the in-house software system. However, continued development and enhancement of the system will be halted.
- Continually increasing requirements allowing students even greater access to information via the web.
 - VCCIMS was not designed to be flexible and adjust to the changing needs of campus departments.
 - Significant new functionality is needed in VCCIMS to better service several departments on campus – specifically the Business office and Financial Aid.

Because of these issues the college has decided to begin work on a new in-house Student Information System (SIS). This new system has been dubbed "ISIS" (Integrated Student Information System) to distinguish it from VCCIMS and to emphasize the requirement that the system interface with other systems on campus. The creation of ISIS will include:

- Complete database redesign
- Gathering of Department Requirements
- High Level Code Design /Plan
- New Software Coded in Microsoft's .NET environment

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- Data Migration
- Department Testing

IV. Strengths.

- **In-House System:** We continue to feel that an in-house system is a great advantage to Victoria College. The main advantages are cost and system flexibility. Purchased student information system packages have both an initial cost in the millions of dollars, but also considerable yearly maintenance fees. These packages are also limiting in that campus policy must accommodate the software where as a custom coded system can be adjusted as policies change.
- **Training:** Things change rapidly in the technology field. We continually work to keep our skills fresh. Members of this department use the web to research problems and find solutions. We often view Microsoft produced WebCasts which provide interactive topical information sessions on Microsoft products. We have attended several Microsoft sponsored training sessions over the last year. We have also purchased and begun to use training software to prepare us to take Microsoft Certified Professional Exams.

V. Areas Needing Improvement. The re-write of VCCIMS is intended to address the current areas where this department needs to make improvements. Documentation on our plan for ISIS development as well as our coding conventions can be found at our web site – <http://www.victoriacollege.edu/dept/dba/dba.html>.

VI. Success Story. Upgrades and increased use of the web pages generated by this department continue to find favor with students and staff. The latest addition of Degree Audits on the web has been welcomed by students. The convenience of payment of fees over the web has continued to be embraced by students. For fall 2004 registrations to date, almost half of all credit card payments made were made over the web.

HUMAN RESOURCES & PAYROLL

- I. **Introduction.** Efficiency and quality of operation has improved with the addition in May 2004 of a full time HR Clerk. Payroll Coordinator and HR Director are now concentrating on services to employees. Diversity of staff is unchanged, but new hires did include 33% minorities in counseling and staff positions. Recruitment costs are low and diversity of applicants has increased due to internet recruitment. Employee training was held in May (compensation changes) and again in July (benefits). Additional training for sexual harassment and ADA will be provided in August.
- II. **Evaluation Results.** The HR department supported the College's goal to increase diversity of faculty and staff. In January, we held training on screening applicants and diversity for Hiring Supervisors. Minority applicants were tracked by the HR staff, and recruitment efforts brought 36% of minority applicants. The HR department facilitated the process by providing applicants easier and more efficient ways to apply for positions. Many applicants use the PDF version of the application form and these are submitted via email.

Faculty & Staff Survey shows over 93% satisfaction rate for the quality and efficiency and 96.7% for courtesy and professionalism of the HR/Payroll staff. Satisfaction with the communication of college policies and revisions dropped from 88.8 to 87.7%.

Efficiency of payroll and attendance processing was improved for many employees. Paper absentee reports are available to employees on the HR web site and may be submitted electronically. Monthly tabulations of vacation and sick leave usage are converted to an ACCESS database, and final conversion to this form of recordkeeping is pending.

More secure and efficient information storage is still pending. The HR Clerk has been trained to use a document imager. Applications are already being scanned to electronic files now and other records may be done in 2004-05.

III. Future Plans.

- **Performance and Pay:** A volunteer committee will recommend merit pay guidelines, and another committee will review the College's performance evaluation system during fall 2004. This will provide supervisors better evaluating skills and provide many employees greater motivation to excel.
- **Communication of College policies:** Suggestions from employees are needed to determine what improvements the HR department could make to the Employee Handbook.
- **Fact Finding:** Next Faculty & Staff Survey will include more in-depth questions about retaining and rewarding employees and about hiring practices. If the causes for their low satisfaction ratings can be determined, the HR department will develop a plan for improvement.

IV. Strengths.

- **Services and Staff:** HR/Payroll received high satisfaction ratings on the Faculty & Staff Survey.
- **Cross-training:** Director of HR, Payroll Coordinator and HR Clerk are cross-training on web site maintenance, job posting, applicant tracking, and on student employment

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processing/orientation. Back up for the Payroll Coordinator is designated (Lynda Rosenquest) and will complete training during this year.

- **Compliance:** No violations of EEO rights were reported by employees.

V. Areas Needing Improvement.

- **Staffing practices:** Including recruitment, hiring and orienting employees was rated satisfactory by only 83% on the Faculty & Staff Survey. Two complaints from applicants regarding hiring practices were received.
- **Job Satisfaction:** Pay, Job Security and Benefits were identified by Faculty & Staff Survey participants as the factors that contribute most to their job satisfaction, but their satisfaction with College efforts to retain and reward employees fell to 65% and 46% respectively.
- **Achieving a diverse faculty:** Of 10 faculty vacancies filled, only one minority candidate was hired, and two minority faculty members left.
- **Achieving a diverse staff:** Even though 13 minority candidates were hired for the twenty-nine counseling and staff vacancies, we lost 12 minority staff members due to retirement, resignations, etc.

VI Success Stories. An outdated classified salary scale was replaced with a more equitable method of comparing the pay for over 100 clerical and other jobs. This should allow education levels and job performance to affect pay. The change had been suggested by employees via comments on the Faculty and Staff Survey.

PHYSICAL PLANT DEPARTMENT

- I. Introduction.** The end of fiscal year 2003-2004 reflects the successful completion of several tasks and projects planned for and in support of The College's mission and goals. The Technology Center was occupied, the Museum of the Coastal Bend opened, the 2002 Site Project completed, an ACT Center placed in service and our Testing Department relocated. "The Cove" convenience store was opened in the Student Center and the "Café Espresso", featuring Starbucks products, was constructed in the Technology Center. Even facing the challenge of these additional spaces to care for with a stable custodial force our buildings maintained a clean and comfortable condition. The infrastructure and utility systems reaped the benefits of a preventative maintenance program and diligent technicians by functioning well even with the added strain of on going major construction and a slightly increased campus population. The same holds true for our landscaping department. Having completed Phase I we are still on track with our 2000-2009 Campus Master Plan and actually a ways into Phase II due to the completion of the Quadrangle and related site work. It has been an exciting and productive year.
- II. Evaluation Results.** That the campus functions well and maintains an inviting appearance is supported by the results of both the Student Opinion Survey 2003-2004 and the Faculty and Staff Survey 2003-2004. 96.5% of the 725 students who responded to their survey expressed satisfaction with the "conditions/appearance of buildings and grounds. Students do have an opinion about how their campus looks and in our case it is favorable. Likewise the faculty and staff responses reflected a 98.6% "not dissatisfied" ranking of the quality of Central Stores services and 100% satisfaction when it came to courtesy, professionalism and/or cooperation. The exterior conditions and appearance of the grounds and buildings earned a 96.6% favorable rating while overall quality of Physical Plant services was ranked at 97.7%. Though still in the respectable range (86.2% not dissatisfied) our results in building cleanliness and order evoke a future challenge. We have implemented work methods that will get us above the 90% mark during the next reporting period.
- III. Future Plans.** The future remains bright. Our largest forecasted project will be the renovation of the old Technical Building which will function as our Continuing Education Center (CEC) and will become the home of several student and community support services. All of these services have the common goal of helping students to attain the skills needed to be successful in college level work and furthering their education. Completion of this project will modernize the building and make it useable for another 30 years. We will continue to focus on internal needs and objectives like 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 to 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.** As was stated previously our greatest strength is our personnel. They are knowledgeable, experienced, and strive to do a good job for the College. Other strengths still 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 campus landscaping

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- 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
- The ability to adapt to an ever changing campus environment.

V. Areas Needing Improvement.

- How work orders are managed – convert to an electronic format
- Better drawing documentation of the campus – master drawings
- Additional personnel needed for the HVAC/Electrical workload
- Dedicate more time and resources to our Energy Management System
- Continued computer training for all staff
- Strengthen safety, air quality, emergency and hazardous material handling policies
- Training and seminar attendance.

VI. Success Story. While there are several possible success stories to mention, the installation of the ACT Center ranks near the top of the list. This project required a fact finding visit to an existing center at the Houston Community College, extensive coordination with the ACT parent organization and our own Testing Department Director plus a relatively narrow window to make it operational before year end 2003. The result was a timely space renovation and an operational set up that drew a commendation for the College from the ACT headquarters as an exemplary center. It required design, planning, construction, data communication, and cooperation of all the groups involved to achieve this level of success. We are proud to have had a part in this project.

PURCHASING

- I. **Introduction.** The Purchasing Office assisted faculty and staff in making necessary purchases throughout the year and ensured the College's compliance with State purchasing laws.
- II. **Evaluation Results.** According to the Faculty and Staff Opinion Survey our numbers were at or above 85%. The Purchasing Department 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 ongoing goal for the Purchasing Department is to continue to improve customer service to the campus. In addition to providing "Purchasing 101" in a "live" format to new employees, we will be developing an online presentation to better assist new employees in understanding the purchasing process. 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 continue attending the annual Purchasing Conference to keep breast 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 offices meeting to stay in touch with the new laws affecting community colleges. In an effort to streamline the purchasing process, as technology allows, purchase requisitions and central stores order forms will become available for online submittal.
- IV. **Strengths.**
 - Twenty-four years combined experience in Purchasing.
 - The versatility of the department to give courteous attention to customers' problems and the ability to find a solution to challenges, usually within one day, is very important.
 - 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.** As outlined in future plans, a campus-wide, on-line requisition system would improve flexibility of purchasing required items. This would reduce the amount of paper copies required. As we work toward a customer satisfaction rating of 100%, we welcome suggestions from faculty and staff on ways to make the purchasing process more user-friendly, but legally compliant.
- VI. **Success Story.** Once again, the Purchasing Office has seen a substantial savings over the past several years in postage, man-hours and supplies in the distribution of the College's annual bids for goods and services by distributing bids via email and CD-ROM to vendors. The Purchasing Office has not received any exceptions in our annual audits.

TECHNOLOGY SERVICES

- I. **Introduction.** The Technology Services Department continues to meet the task of providing and supporting computer and network communication services for the College. These services are important in the day-to-day operation of every department at the College.
- II. **Evaluation Results.** Both Faculty/Staff and Student surveys reported greater than 90% as being not dissatisfied with the services provided.
- III. **Future Plans.** Implement a wireless network accessible by students, faculty, staff and possibly the general public using their own equipment. Equipment will be installed to protect the College's servers and resources (e.g. Internet bandwidth) from abuse.
- IV. **Strengths.** Technical knowledge and ability to solve most problems without outside assistance.
- V. **Areas Needing Improvement.** There is always room to improve feedback to customers regarding the status of service requests.
- VI. **Success Story.** We recently finished the migration of e-mail services to a new Microsoft Exchange-based system. The added benefits include the ability to share calendars, automatically updated global address lists, and the ability to access old as well as new e-mail via the web.

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2003-2004 End-of-Year Unit Summaries

ALLIED HEALTH AND PHYSICAL EDUCATION Associate Degree Nursing

- I. **Introduction.** The Associate Degree Nursing (ADN) Program continues to advance the Victoria College's mission to "create and provide high-quality educational programs which fulfill the needs of the individual and the community for intellectual growth and workforce training" by preparing graduates to assume the role of the professional nurse. It is especially important to this community with the current local and national shortage of Registered Nurses. The Program assists students in achieving their personal and professional goals. Employers continue to confirm that the graduates are well prepared with entry level skills and are able to demonstrate personal and professional behaviors consistent with expectations. As the nursing shortage continues, it is especially important for nursing programs to keep appropriate admission requirements that predict a reasonable chance of success, to continue to provide a curriculum that is rigorous and challenging, and to ensure academic standards to remain high. It is also incumbent on nursing programs to provide support and assistance for students to be successful. The Victoria College Associate Degree Nursing Program excels in all of those areas.
- II. **Evaluation Results.** In the spring of 2004, the Program had a record enrollment of 159 students, the largest number of ADN students enrolled in a single semester. This was due, in part, to the market scarcity policy that was adopted by the Board of Trustees. As a result of this policy, the Program was able to replace the four faculty members who left at the end of the 2002-2003 academic year. Without this policy it is doubtful if replacement faculty could have been hired. As the number of students in the Program increases, the number of minority students, particularly Hispanic students, has also increased. In the fall of 2003 Hispanics made up 17.9% of newly admitted students and in the spring of 2004 Hispanics made up 34.2% of newly admitted students. This still remains an area for continued improvement. More than 75% of students are completing the program in four years or less. The NCLEX-RN pass rate for first time test takers for 2002-2003 was 90% with the rate increasing to 96% when subsequent takers were added. In the past, NCLEX-RN pass rates have declined with significant faculty turnover. This phenomenon may explain the decrease from 95% for first time takers in 2001-2002 to 90% in 2002-2003. Employers continue to provide feedback, through surveys and at formal meetings with Program personnel that they are indeed satisfied with the graduate entry level skills and overall job performance.

Outreach – Enrollment has continued to increase in the Program as the hiring of additional faculty members has expanded the capacity. In the fall of 2002 there were 149 student enrolled. In the fall of 2003 there were 147 students enrolled; this decrease was the result of implementing a summer offering of the last nursing course in the curriculum allowing 20 students to graduate in the summer instead of December. The spring of 2003 had 136 students enrolled and the spring of 2004 had 159 enrolled. Currently in the fall of 2004 there are 168 students enrolled in the ADN Program. The Program continues to participate in many recruitment events every year to increase visibility of the program and provide applicants with important information regarding the admission process.

Retention – The retention rate for 2003-2004 was 86.7% compared to 87% for the previous year. Although this meets the 85% objective, efforts continue to increase retention even more with such activities as tutoring, personal counseling, and increased financial assistance and scholarships for students to decrease their work hours.

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Excellence – Graduates and employers continue to indicate that they are satisfied with the program. Employers continue to provide anecdotal feedback at Advisory Board meetings and at Faculty-Agency meetings that the graduates are well prepared and meet their expectations of beginning practitioners. NCLEX-RN pass rate for 2002-2003 was 90% for first time writers and 96% for first time and subsequent testers. During the past two years students have been involved every semester with an academic nursing assessment system that tests them on material during that semester and then provides remediation in areas where they have a low score. This system appears to be providing needed assistance for students in preparing for the NCLEX-RN.

Efficiency – The increased use of technology has resulted in several nursing theory courses to be offered on-line with students coming to Victoria for a few face-to-face classes at the beginning of the semester, for clinical experiences, and for testing. This has provided great flexibility for LVNs who wish to enter the ADN Program and has saved them hundreds of dollars in travel, babysitters and lost wages. By the spring of 2005 all theory classes in the LVN to ADN Transition Program will be available on-line. For the past several years the Resource Laboratory Instructor has coordinated the ordering of all nursing supplies for all the VN and the ADN Program. This has decreased the total amount of money that has been spent on supplies since this system was instituted.

Customer Service – The Associate Degree Nursing Program continues to provide high quality, courteous and complete information and service to all students inquiring about the program. As the licensing application process has increased in complexity, the Program has made every effort to keep students and applicants informed of the new rules and procedures as they are developed. Quarterly information sessions will be held to keep potential students apprised of new regulations.

III. Future Plans.

- Revise the Systematic Plan of Program Evaluation using information gleaned from the National League for Nursing Accrediting Commission Self Study completed August 2004.
- Following implementation of the last course of the on-line Transition (LVN to ADN) Program, compare achievement of students in the on-line program with achievement of students in the traditional face-to-face program.
- Continue to use computer internet based assessment and testing to identify and remediate students at risk and keep abreast of the new 2004 NCLEX-RN Test Plan.
- Continue to use career fairs, information sessions, and internet web pages to recruit an adequate, diverse, and well prepared applicant pool.
- Collect and trend data collected from class and clinical evaluations, Advisory Council Meetings, Clinical Agency Meetings, and Student Faculty Liaison Committee Meetings to make appropriate program changes to meet the changing needs of our student population and the graduates' employers.

IV. Strengths.

- Dedicated, knowledgeable and experienced faculty who are willing to try new ideas and who work as a team to prepare our graduates.
- Use of innovative teaching styles, technology, and individualized assistance to increase student retention and success.
- Strong partnerships with community clinical agencies.

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- Well designed, contemporary and challenging curriculum.
- Graduates who provide support to the Program and serve as mentors in the clinical agencies
- Large qualified applicant pool with significant employment opportunities following graduation and licensure.
- Outstanding support from the College administration and the Board of Trustees

V. Areas Needing Improvement.

- Recruitment of diverse faculty to assist in the recruitment of qualified applicants from minority groups.
- Refinement and consolidation of the Systematic Plan of Program Evaluation to include trending, making it a more succinct and practical document.

VI. Success Story. The true success of the Associate Degree Nursing Program is evident in the safe and compassionate care the graduates of the program give to a multitude of clients in various health care settings throughout the community. It is the blending of knowledge and compassion so evident in their nursing care that is the essence of the Program. Without the ADN Program the community would lose its major source of Registered Nurses and many students would never have an opportunity to achieve their educational goals.

ALLIED HEALTH AND PHYSICAL EDUCATION Medical Lab Technology

- I. **Introduction.** The Medical Laboratory Technology (MLT) Program continues to fulfill its role in producing qualified graduates to supply the local and surrounding hospitals and private laboratories with skilled employees. There is a nationwide shortage of medical laboratory personnel of approximately 6%. Although vacancy rates have stabilized from previous years, a significant shortage looms in the years ahead with a projected need for an additional 106,000 technologists by 2010. This is due in part to the fact that half the current workforce will be eligible for retirement at that time. These factors will have a greater impact on laboratory staffing than the current shortage. It is difficult for laboratory managers, regionally and nationwide, to staff their facilities and the competition for graduates of laboratory programs is escalating. The Medical Laboratory Technology Program is vital as a resource for the local and area laboratories and the graduates play a key role in contributing to the excellent healthcare services of the community. Not only does the MLT program support Victoria College's mission by meeting the needs of the community, but it also provides a viable career choice for individuals who have an interest in science and seek to enter the medical field. Graduate and employer surveys continue to demonstrate a high degree of satisfaction. Program enrollment continues to remain fairly stable averaging 20 students for the past three years.
- II. **Evaluation Results.** The class of 2003 had nine graduates, which is the national average from all MLT programs and the class of 2004 had 7 graduates. The employment rate of the graduates who sought employment (7) in the lab field was 100% (2 did not seek employment in the lab field). Graduate and employer surveys demonstrated that 100% rated entry-level competencies "good" or "very good". The pass rate on the Board of Registry exam was 78% (7 of 9). The MLT program maintains accreditation status by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Recruitment activities continue by participating in the AHEC Health Careers summer camp as well as participating in college sponsored events such as College Night. The MLT program is also utilizing the media tools of the college publication FYI and the Victoria College web site to raise the level of awareness of the program to Victoria College students.

Outreach – There were 10 students admitted to the Program in the fall of 2002 and 11 students admitted in the fall of 2003. Recruitment efforts will continue to increase the number of students to 14.

Retention – Of the 11 students who were admitted in the fall of 2003, 9 successfully completed the first year of course work and returned in the fall of 2004. This is an 82% retention rate. Of the 7 second year students who began the fall 2003 semester all 7 or 100% of them graduated in May.

Excellence – Both graduates and employers continue to rank the Program as "Good" or "Very Good" in all aspects of the program.

Efficiency – The Program works closely with all other Allied Health Programs to coordinate the ordering and sharing of supplies as is feasible. The Program Coordinator continues to provide classroom learning experiences for the students in the Associate Degree Nursing

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Program related to blood and blood components as well as information on common laboratory tests.

Customer Service – The MLT Program continues to provide high quality, courteous and complete information and service to all students seeking program information. In addition, students receive individualized assistance throughout the time they are in the program to assist them in successfully achieving program objectives

III. Future Plans. The MLT program will attempt to meet the needs of students in the Wharton area since the closure of the Wharton County Junior College MLT program. The fall 2003 class has one student from the Wharton area. The Victoria College MLT program has established a clinical site at Gulf Coast Medical Center in Wharton to allow the students from that area to have their clinical rotation closer to where they live. The MLT program has also established a relationship with Cuero Community Hospital which is entering its second year as a clinical site. The second year courses MLAB 2371 and MLAB 2372 will have online components that the students will access through Web CT on the internet. The program will continue to work in the area of recruitment to maintain a pool of interested applicants.

IV. Strengths.

- Dedicated Program Coordinator who is knowledgeable and experienced.
- Involved and committed Advisory Committee
- Excellent support by the college administration.
- Well-equipped campus lab.
- State of the art laboratories in the clinical affiliates.
- Highly competent clinical instructors.
- Experienced lab assistant who aids the Program Coordinator in maintaining the lab facilities and equipment and in providing for quality lab experiences for the students.
- Excellent support from local and area laboratory directors/managers.
- Program web page designed to increase marketability of the program and provide valuable resources to prospective and current students.
- Expanded use of computer technology by faculty and students. Students analyze case studies through a discussion format with each other and the Program Coordinator through the internet. Students develop and present a case study using PowerPoint.
- The program received the highest possible accreditation (7 years) for the second time in a row and had no deficiencies in the Self Study/Site Visit process

V. Areas Needing Improvement.

- Continue to improve the overall pass rate on the Registry exam.
- Retention of students admitted to the program.
- Several pieces of lab equipment in the campus lab will need to be replaced within the next 3-5 years.
- Recruitment efforts need to continue as an ongoing process.

VI. Success Story. The greatest success story continues to be the roles and contributions that the graduates of the program make. Several graduates of the program have advanced to an MT level of certification and are making significant contributions as clinical instructors at various clinical sites. It has been rewarding for these individuals to be able to give back to the program that gave them their professional start.

ALLIED HEALTH AND PHYSICAL EDUCATION Physical Education

- I. **Introduction.** The Physical Education (PE) Department continues to offer a wide “variety of courses that fulfill associate and baccalaureate degree physical education requirements, are enjoyable, and promote a lifelong commitment to personal fitness and well-being, health and safety.” Enrollment of 1,321 students for the 2003-2004 academic year was slightly less than the previous year (1,334) but efficiency was dramatically increased and money spent on supplemental salaries was significantly reduced. Retention in physical education courses remains high and students indicate they are very pleased with the experiences in the courses.
- II. **Evaluation Results.** For the fall semester of 2003 all Physical Education classes had an average efficiency rating of 95.02%, an increase of 10.28% from the previous year. The spring semester classes had an efficiency rating of 96.43%, an increase of 17.68% from the spring of 2003. The Intramural program continues to be an integral part of the Physical Education department. Participation in Intramural Programs stayed the same as in the 2002-2003 academic year with approximately 250 students participating. The Physical Education Department continues to provide up-to-date equipment that enhances the learning process. The PE department received a Victoria College Foundation grant to purchase fitness software to track interested individual’s progress in their fitness and nutritional programs. A new aerobic elliptical cross-trainer was also purchased which will hopefully increase the use of the fitness room (weight room) during non-class hours. The Victoria College Sports Camps continue to be popular and successful. Both the volleyball and basketball camps were at 100% capacity.
- Outreach** – Physical Education classes are currently operating at near capacity with a very high efficiency. This continues to provide students adequate courses to choose from to meet their PE requirements.
- Retention** – Overall retention in 2003-2004 was 86% in all PE classes offered. This meets the 85% goal for retention.
- Excellence** – Students continue to provide feedback on their comment forms that the PE classes provide excellent opportunities to learn new skills and improve previously acquired skills.
- Efficiency** – The overall efficiency rating of all PE courses offered in 2003-2004 was over 95% in every semester, a remarkable feat that demonstrates maximum use of available resources.
- Customer Service** - The Physical Education Department provides high quality, courteous and complete information and service to all students inquiring about courses. Student concerns are dealt with quickly and fairly.
- III. **Future Plans.** The Victoria College Physical Education Department continues to offer a balanced program of life-time fitness and life-time skill classes. The department has developed its’ second on-line class and now the entire core curriculum of Victoria College is available on-line. The on-line PE class offered for the 2003-2004 year was at 102% of

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capacity. The department is presently working at developing an on-line First Aid class to be offered in the spring of 2005. The Physical Education Department will continue to monitor fitness trends to make sure that Victoria College has the proper number of classes offered in order to maximize efficiency.

IV. Strengths.

- Dedicated and knowledgeable faculty who are open to learning new technologies and educational delivery methods
- Excellent support from the College administration
- Community support as evidenced by high enrollment in the Sports Camps
- Well designed courses that meet the needs of the students

V. Areas Needing Improvement.

- Upgrade equipment through unique funding opportunities.

VI. Success Story. The major success story for the Physical Education Department has to be the increase in the overall course efficiency rating from 81.75% in 2002-2003 to 95.73% in 2003-2004 an increase of 13.98%.

ALLIED HEALTH AND PHYSICAL EDUCATION Respiratory Care

- I. **Introduction.** The Respiratory Care Program continues to meet the needs of the Victoria College service area for qualified graduates who can deliver safe and effective respiratory care as advanced respiratory therapists. Evaluation of graduates by employers consistently validates the mission of Victoria College to provide high-quality educational programs and services to its constituents. The Respiratory Care Program continues to play an integral role in meeting employer expectations for respiratory therapists who possess technical proficiency in all skills to fulfill the role of an advanced respiratory therapist. Furthermore, surveys indicate that graduates demonstrate professional and ethical behavior in the work setting consistent with employer expectations.
- II. **Evaluation Results.** The employment status of graduates continues to be 100%. All graduates are able to find employment in respiratory care, and many are often hired before graduation. The pass rate for the entry-level examination is excellent and continues to exceed the national average. The graduates achieved 100% pass rate within one year. For May of 2003 graduates we had 6 out of 6 attempt the CRT exam (entry-level) with 5 passing on first attempt (All graduates pass within 1 year). The average score on the exam is above the national average. For the advanced level exam we have had 3 out of 6 graduates attempt the RRT exam (advanced-level) with only 1 receiving the RRT credential so far. A larger percentage of graduates pass the first part (written) rather than the clinical simulation exam. According to the National Board for Respiratory Care, "extensive postgraduate clinical experience, equivalent to completion of a medical residency program, is usually required to successfully pass the Clinical Simulation Examination."

Outreach - Recruitment efforts have resulted in increasing the number of qualified applicants to historical levels with 100% enrollment capacity. Students enrolled in the Respiratory Care Program increased from 29 in the fall of 2002 to 38 in the fall of 2003, which is actually 2 students over the stated capacity of the program. However, because there were 2 students with extraordinary qualifications the faculty agreed to take an overload so that these additional students could be admitted.

Retention – Of the 20 students who were admitted in the fall of 2003, 16 completed the first year courses successfully for an 80% retention rate. Of the 18 students who started the second year of the program, 15 graduated in May for an 84% retention rate.

Excellence – One hundred percent of employers were satisfied with the graduates overall work performance and clinical skills.

Efficiency – The Respiratory Care Program faculty use technology to improve their efficiency, use guest lecturers from the Associate Degree Nursing faculty to provide some classroom learning experiences for their students and provide learning experiences for students in the Associate Degree Nursing Program. To the extent possible medical supplies are shared to increase efficiency.

Customer Service – The Respiratory Care Program provides high quality, courteous, and complete information and service to all students inquiring about the program. Their web site

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is particularly user friendly and easily accessible. In addition, individualized assistance is provided for students at the time of application to the program.

III. Future Plans. The Program is currently exploring the possibility of providing some classes in sleep studies to assist employers and provide additional skills for graduates of the program. The Program also plans to implement articulation agreements with Texas State University-San Marcos and The University of Texas Medical Branch-Galveston. These agreements will allow our graduates to transfer and complete a Bachelor of Science in Respiratory Care.

IV. Strengths.

- Dedicated and knowledgeable faculty that represent the Victoria College statement of values in both campus and community activities. Graduate and employer survey results continue to identify the program faculty as a key strength of the program.
- Excellent support by medical director.
- Very active and involved advisory committee.
- Excellent support by Division Chair, Dean of Instructional Services, and President of the College.
- Ample classroom space and equipment, including technology for classroom instruction.
- Very detailed and user-friendly program web site.
- Good clinical facilities with top-quality preceptors for clinical education.
- Program offers annual seminar for community respiratory care continuing education.
- Well designed curriculum that requires multiple opportunities for development of communication and math skills, especially in the use of a computer. Students must become proficient with e-mail, Internet research, word processing, and eventually develop and present a PowerPoint presentation. Students are required to communicate via e-mail to the clinical coordinator on weekly basis

V. Areas Needing Improvement.

- Improve the number of graduates that attempt the advanced therapist examination and pass on the first attempt.
- Upgrade the mechanical ventilator equipment to reflect the changes in the types of equipment used by our service area. Since the equipment is very expensive we will have to seek unique funding opportunities.

VI. Success Story. The Respiratory Care Program has achieved remarkable success in recruiting applicants to the program. The many recruitment efforts have allowed the Program to improve the applicant pool from 8 applicants in the fall of 2001 to 34 applicants for the fall of 2003. Community activities continue to be an integral part of the program. For example, the Program offers career counseling to elementary, junior high, and high school students and offers asthma and anti-smoking presentations to area elementary schools and summer programs. The Program presented for the first time a very successful preceptor orientation offering free continuing education credit for all attendees. The Program web site has been updated and given a new look, with easier access to view career opportunities in respiratory care, including a video; prospective student links to professional information sites; education requirements; salary information; and other related items of interest. The Program continues to participate in the UHV LEAD program that offers campus tours and opportunities for hands-on activities in respiratory therapy.

ALLIED HEALTH AND PHYSICAL EDUCATION Vocational Nursing

- I. **Introduction.** The Vocational Nursing Programs continue to meet the needs of local employers for Licensed Vocational Nurses and to effectively meet individuals' workforce training needs. The nursing shortage is still very pervasive in this area of the state. Program graduates often have multiple opportunities for employment in acute care, office/clinic settings, long term care or home health agencies. Students are admitted to the Program from all educational levels and participate in a high-quality program that meets their individual needs by providing them marketable skills to enter the workforce. Many students in this program are non-traditional students who may have started their educational experiences in the noncredit Nurse Aid or Medical Assisting programs. After they are successful in the non-credit programs, if they are qualified, they have the opportunity to progress through the VN program and on into the Associate Degree Nursing Program all at Victoria College. Positive employer evaluation of graduates and Advisory Board input demonstrates satisfaction with the graduates from the Program. Graduate follow-up surveys demonstrate a high level of satisfaction with the program preparation for the workforce. Enrollment in the fall of 2003 was 154 students with 151 graduates in August of 2004 resulting in a retention/graduation rate of 98%. That compares to 168 students enrolled in the fall of 2002 with 113 graduates in August of 2003 resulting in a retention rate of 67%.

Each campus of the VN Program is unique, has special challenges and has access to specialized community resources. During the past year the Gonzales Program students demonstrated great flexibility and patience with the many changes that occurred. This Program replaced both their Coordinator and their only full-time faculty member in June, in the midst of their most challenging semester. The faculty members and coordinators of the other programs provided complete support, teaching classes for these students, assisting them with the licensure application process and providing direction for the new faculty. In addition, the part-time faculty member at Gonzales took on a full-time role and provided the stability the program needed for the students to be successful.

- II. **Evaluation Results.** The VN curriculum hours were changed in the fall of 2003 adding classroom theory hours and reducing the number of clinical hours to provide students with more classroom learning experiences to improve their understanding of foundational material. Interactive television was eliminated as an educational delivery method and all classes were taught in small groups on individual campuses. This change has thus far enabled the programs to retain at risk students by also providing additional time for out of class tutoring. Students who are unsuccessful in one course no longer have to repeat every course which increases their chance of success if they return to the program.

Several changes were made in the student selection process. The Nursing Entrance Test (NET) is still used for admission to the program but students can only test twice in a calendar year at Victoria College. They may test at another site, but official scores must be received from the site by the April 1 deadline. A minimum score of 60% was required in both reading and math; students with scores of 55% on both reading and math were considered if slots were still available after all applicants with higher scores had been admitted. The Nursing Entrance Test is available only by computer with immediate results given to the students at the completion of testing. In addition to their scores, students receive information on tutoring sites to improve their test scores, if necessary.

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All of these changes have made a dramatic improvement in student retention and faculty satisfaction.

Outreach – Student enrollment in the Vocational Nursing Programs in the fall of 2003 was 154 (capacity is 168) with 151 graduates in August. Increased admission criteria and limits on the number of times the NET could be taken were the two factors that affected this enrollment. The fall of 2004 finds an enrollment of 167.

Retention – In 2002-2003 there was a 67% retention rate in the VN Programs. In 2003-2004 there was a 98% retention/graduation rate. The retention rate was over 95% in each of the five programs.

Excellence – 100% of employers surveyed were satisfied with VN Program graduates overall work performance. Advisory Boards confirmed that the graduates had good skills to enter the workforce and student comments agreed that they were also satisfied with the program. The NCLEX-PN pass rate for first time testers in all VN Programs was 90%. This figure rose to 96% when subsequent testers were included.

Efficiency – The VN Programs have increased their use of appropriate technology by using conference calling to review tests. The use of the computer for this activity was too time consuming and cumbersome. This system has expedited these reviews so that students receive their grades more quickly. Discontinuing the use of ITV has assisted in the increased retention rate and provides the opportunity for faculty to work closely with students on their campus to ensure that complex material is understood. During the period of transition in Gonzales all VN faculty members, including a former faculty member in Hallettsville and a current Associate Degree Nursing faculty member, provided support and assistance to the students and new faculty. Supplies for all nursing programs are ordered by the Nursing Resource Laboratory Instructor on the Victoria campus. This prevents ordering too much of one item and not enough of others. In addition, campuses share outdated supplies that are donated to them by local hospitals. This dramatically decreases the amount of money that is spent annually on medical supplies.

Customer Service – All of the Vocational Nursing Programs provide high quality, courteous and complete information and service to all students inquiring about the program. The Program Secretaries play a major role in providing this information. Feedback from applicants indicates that they receive more assistance from the Victoria College VN Programs than many other VN Programs in this area. There is currently an up-to-date web site for the Programs that provides admission and program information. In addition, written material is given to the students at the testing center following the NET and material is also mailed to applicants who do not test at Victoria College.

- III. Future Plans.** The College, through the Key Center, the EOC, and the Tutoring Center, will continue to assist students in preparing for the NET to develop a highly qualified applicant pool. The application for licensure process has become much more complex and is still an evolving. The faculty is working very closely with students who have personal issues that can impact their ability to take the licensure exam to send all materials required in a timely manner to the Board of Nurse Examiners. Quarterly Information Nights will be scheduled throughout the year to meet with applicants and provide up to date information regarding these issues and the necessity of receiving the six month Hepatitis B vaccination prior to enrollment in the program.

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The curriculum and admission requirements will continue to be evaluated to ensure that the Program is able to provide a rigorous and contemporary learning experience to prepare safe and effective practitioners.

IV. Strengths.

- Dedicated faculty and staff who are knowledgeable, creative and energetic. They express a “can do” attitude and willingness to try new ideas to meet the needs of the students.
- Support and active involvement from the Advisory Boards
- Excellent working relationship with clinical facilities and support from the clinical nursing administration and staff
- Outstanding community support and scholarship awards
- Well equipped nursing labs and access to new learning technologies
- Excellent administrative support by the Division Chair, the Dean of Instructional Services, and the President
- Rigorous and contemporary curriculum
- Access to all Victoria College student support services
- High NCLEX-PN pass rates
- Faculty, staff, and students who are an integral part of the Victoria College
- Multiple clinical sites that offer students a variety of learning experiences to meet the course objectives

V. Areas Needing Improvement.

- Increase expectations of problem solving and initiative in the clinical area
- Implement new clinical evaluation tool to provide specific feedback to students on clinical performance
- Continue to develop creative methods of class and clinical scheduling as space becomes increasingly scarce

VI. Success Story. Increasing the required NET scores, limiting the number of times the NET can be taken in one year, and increasing the classroom hours in the curriculum has made a very significant difference in the program and has dramatically increased retention. The VN Program provides a way for students to “start here and go far.” Graduates of these programs are consistently offered the best jobs and jobs with a future. Many of the students are disadvantaged with personal and family problems that present nearly overwhelming barriers to their success. But the faculty invests their time, their caring, and themselves in each of their students to help them achieve success.

ALLIED HEALTH AND PHYSICAL EDUCATION Allied Health Continuing Education

- I. **Introduction.** The Allied Health Continuing Education department enjoyed a very busy and productive year continuing to provide “quality offerings to meet the needs of individuals interested in non-credit health occupation course work.” The number of contact hours continues to grow. Enrollment and retention rates were good. State test pass rates for Nurse Aide remain high and rates for the Medication Aide program improved. New courses in Phlebotomy and Medical Terminology were very successful and will continue to be offered several times a year.
- II. **Evaluation Results.** There were a total of 18 Allied Health continuing education classes and 4 continuing nursing education conferences that were held during 2003-2004. These classes ranged in length from 8 hours to 176 hours. There were approximately 1,031 students who attended these activities generating approximately 71,546 contact hours and an income of approximately \$332, 894.

Outreach – 71,546 hours is a significant number of contact hours that is projected to increase next year as new courses are offered. Course offerings appear in the Victoria College Continuing Education Schedule but many students are referred from employers, the Texas Workforce Solutions, or by other students who have had successful experiences in these courses. Also many students who are successful in one course enroll in another course to increase their skills and job opportunities.

Retention – Overall student retention in these courses averaged above 87%. Both the KEY center and the EOC provide support and assistance for student in these programs to help them be successful.

Excellence – Student and employer evaluations indicate that students in these courses are well prepared and possess the appropriate entry level skills. Graduates of the Nursing Assistant course achieved a 99% pass rate and graduates of the Medication Aide class had an 84% pass rate.

Efficiency – Interactive television is routinely used for Medication Aide and Medication Aide Update classes and can be used for some aspects of the other classes, if needed. Using this technology increases the enrollment for the class by providing classes broadcast to Gonzales and Hallettsville. This technology allows individuals from those communities to act as instructors for those courses thereby expanding the pool of instructors that is available. The Allied Health Continuing Education Coordinator teaches several of the nursing based courses, but some classes are offered at the same time and therefore must have an additional instructor. Supplies for these classes are shared from the other nursing programs and are ordered by one individual at the College.

Customer Service – The Allied Health CE Coordinator continues to provide high quality, courteous, and complete information and service on an individual basis to all students inquiring about courses to be offered. This is often the first educational experience after high school for many of these students and they need a great deal of assistance and confidence building that the Coordinator is able to provide.

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III. Future Plans. The Allied Health Continuing Education department will continue to utilize needs assessment survey data from key professional groups and students to plan and implement CE activities and course offerings. Student data will be monitored and appropriate action initiated to achieve student success. End of Program and selected Student and Employer Follow-up Surveys will be continued. An active, participative community advisory committee will be used as a decision making resource. Additional special interest groups such as Physical Therapy, Massage Therapy and Medical Office Nurses will be organized to assist in meeting additional CE needs.

IV. Strengths.

- ITV Medication Aide and Update classes serve students for whom have travel is an educational barrier.
- High level of student satisfaction as a result of the continuity and flow of content established in the Medical Terminology, Medical Assisting, Insurance Coding, Medical Coding, and Medical Transcription classes and clinical assignments
- Community support for the entry level classes as evidenced by the active advisory committee.
- Community support for the nursing continuing education activities as evidenced by the planning committee members involvement in the activities.
- Access to national speakers such as, Haydee Canovas, Hispanic Nurse of the Year, which provides professional development activities for the entire Allied Health faculty on the campus.
- Access to student support services such as EOC and Adult Education assists students in being successful in the classes

V. Areas Needing Improvement.

- Increase Medication Aide pass rate.
- Expand recruitment activities.
- Explore innovative clinical experience opportunities

VI. Success Story. The Allied Health Continuing Education Program continues to provide access to entry level skills for students with limited marketable skills. These students often have little self-confidence and lack a positive experience in the educational arena. Through these programs their lives are changed and many students go on to enroll in credit classes in either Allied Health or business. The graduates of these programs are getting jobs and meeting employers' needs in the community. In one year, having over a thousand students enrolled, generating over 70,000 contact hours and generating over \$300,000 in income truly speaks for itself.

DIVISION OF HUMANITIES AND FINE ARTS

- I. **Introduction.** In 2003-2004, 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, and conversational Spanish classes.

As a division, contact hours increased slightly. In distance education, the number of dual-credit students taking ITV classes decreased minimally. However, the division worked to develop a number of new online courses. The college was awarded a Title V grant, which allowed for change and improvement in the developmental education program.

- II. **Evaluation Results.** Although contact hours slightly increased, no definitive trends were identified. However, proactive plans were put into place in order to increase contact hours significantly. In an attempt to grow the drama and Spanish programs, recruitment plans were implemented. For Spanish, 11 area schools and a total of 500 students were visited in the spring semester. For drama, 15 area schools and drama teachers were visited throughout the year. The division also set an aggressive schedule for developing online courses: SPCH 1318, SPCH 1321, a second ENGL 1301 and second ENGL 1302, ARTS 1301, and ARTS 2357 were all slated for development during the year.

In entry-level developmental English,(ENGL 0301) retention rates dipped slightly from 75% in the previous year to 70% in 2003-04. The percentage of students passing with a C or better dropped from 68% to 48%. However, the THEA pass rate increased from 67% to 71%. Exit-level developmental English (ENGL 0301) retention decreased from 80% to 69%. The percentage of students passing with a C or better increased from 49% to 61%. Students passing the exit-level course with a B or better increased from 22% to 31%. The THEA pass rate for ENGL 0301 was down from 79% to 62%, but when those same students retook THEA, the pass rate went up to 69%. The success rate in the first college corollary course is the area showing the greatest improvement: of the students who passed 0301 with a B or better, 89% of them made a C or better in their first college corollary course, which is up from the previous year's 67%. Ninety-one percent (up from 67%) of fall 2003 students who were enrolled in their first college corollary course in spring 2004 passed with a C or better.

For entry-level developmental reading, retention rates from fall increased from 83% to 85% and for spring, from 70% to 85%. The percentage of students passing with a C or better increased from 57% to 68%. Forty-seven percent of 0300 students took the THEA exam. Of these, 40% passed, compared to 45% in 2002-2003. In exit-level developmental reading, fall to fall rates decreased from 87% to 85%, and spring rates decreased slightly from 83% to 82%. Fifty-five percent of 0301 students took the THEA, and 65% of those passed, which compares to 63% in 2002-03. Of those students who re-tested, 73% passed the reading section of THEA, as compared to 67% in 2002-03. The number of students passing their first college corollary course with a C or better stayed the same at 24%.

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In an effort to improve developmental education through the Title V grant, Doris Rangel was named Developmental Reading Specialist, and Cindy Diener was named Developmental English Specialist. Both specialists attended several conferences, and Dr. Claire Weinstein was brought in for training on Strategic Learning. The specialists worked closely with the new Developmental Education Specialist to develop Learning Community paired courses; to improve diagnostic testing, with PH Works as the new diagnostic tool for English and a continuing search for a tool for Reading; to rework the syllabi, mission, goals, and objectives of the developmental education courses; and to streamline the developmental education tracking system in conjunction with the Institutional Research personnel. The specialists also began researching and creating a tutoring program.

III. Future Plans. The Humanities and Fine Arts Division will continue to actively recruit in both Spanish and drama, with continued visits to schools planned for Spanish and a UIL Drama Festival planned for spring 2005 in which all area schools will be invited to participate. In developmental education, training will be conducted at the beginning of the 2004-2005 school year, and regular English faculty will begin teaching developmental English on a rotating basis. Training and improvement for the developmental program will be ongoing. The 2004-2005 new online course offering will allow students to complete core curriculum requirements for this division online. Additional new online courses are also planned. In Fine Arts, plans are underway to offer a more aggressive schedule due to a continued growth in student interest.

IV. Strengths. The Humanities and Fine Arts Division finds innovative methods to offer a wide range of courses at a variety of times and formats to meet the diverse needs of community college students.

V. Areas Needing Improvement.

- Increase enrollment and contact hours
- Continue to improve developmental education program
- Continue to improve recruitment in drama and Spanish

VI. Success Stories. The Fine Arts Department continues to find creative avenues to reach students and the community. Faculty participate in an array of activities: entertainment director and exhibitors at the Macaroni Fest, featured soloists in region and state, close work with the Cultural Council and local museums, debate coach and mentor with the KEY Center, director of Civic Chorus, and exhibitors at area and state art shows. As instructors, the Fine Arts faculty showcase their students' abilities through participation in various activities, including drama productions such as Chamber Music and the Children's Festival for area public school children, numerous music concerts at the college and throughout the region, and several art exhibits. Visual Arts also were awarded a grant to buy 3 potter's wheels.

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 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. The Victoria College Science Club sponsored several speakers during the year that covered a wide variety of topics.

Scheduling in the division allowed students to take the classes they needed while maintaining efficient class sizes.

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 offering ITV, dual-credit, &/or online classes as needed.

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.

V. Areas Needing Improvement. There is a continuing effort to improve retention rates and grade distributions. Geology continues to struggle with low enrollments.

DIVISION OF SCIENCE & MATHEMATICS Biology

I. Introduction. The Biology Department fulfilled its purpose and objectives. Courses offered by the department prepare students for transfer to other institutions as well as provide students with the knowledge necessary for entry into other programs at Victoria College. The courses offered by the department are also suitable to the Victoria College core curriculum requirements.

II. Evaluation Results. There were a sufficient number of courses and sections to accommodate the students at Victoria College while maintaining efficient class sizes.

There was an extremely active Science Club which sponsored several lectures during the year. Topics included gemology, the effects of water flow on ecosystem of San Antonio Bay, the use of fire to restore a habitat, and a lecture on frogs. Dr. Sam Rhine gave a Genetics Update Conference. Several biology students accompanied Dr. Coons to an undergraduate symposium of the American Society of Microbiologists.

A survey of the students and faculty of the Allied Health Division indicated general approval of the preparation provided by the Human Anatomy & Physiology courses as well as the Microbiology course. The lecture portions of BIOL 2401 & BIOL 2402 (Human Anatomy & Physiology) were offered online for the first time.

III. Future Plans. Faculty of the Biology Department will confer with the faculty of the Allied Health Division to ensure a smooth transition for student into the various programs of the Allied Health Division and to prevent any scheduling conflicts for students in the programs. Continue to enhance the Biology Department web pages with high-quality video images.

IV. Strengths.

- The Biology Department does an excellent job of preparing students for a career in biology or allied health.
- The Biology Department and the Science Club, provide opportunities for students at Victoria College to hear expert speakers discuss current topics in biology.

V. Areas Needing Improvement.

- 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.

DIVISION OF SCIENCE & MATHEMATICS Mathematics

- I. **Introduction.** The Math Department offers a number of courses that allow students to prepare for transfer to other institutions and provide courses suitable to the Victoria College core curriculum requirements. The department also offers developmental math courses for students who do not have sufficient skills in mathematics when they get to college. Math “readiness” is determined by an assessment test.
- II. **Evaluation Results.** All math courses, except Math 2320 (Differential Equations), are taught at least once a year. There has been no demand for MATH 2320. Course descriptions and syllabi are reviewed annually to insure that courses cover the material appropriately.

Each year, prior to developing a schedule, enrollment figures are reviewed to determine the proper number of courses and sections to be offered each semester. This has created efficient classes while providing opportunities for all Victoria College students to take the math classes they need.

Success rates in each course are reviewed to determine if students are properly prepared by prerequisite courses taken at VC or elsewhere. During the past year, 60% of the MATH 0303 (Intermediate Algebra) completers succeeded with a C or better. Students may take MATH 0303 after making a B or better in MATH 0301 or making the appropriate score on an assessment exam. Although students who take the traditional lecture sections of developmental mathematics courses are more successful in the course, students who take the computer-assisted sections are more successful in the next course. The students who take the computer-assisted course are also more likely to pass the THEA exam.

MATH 0303 is a prerequisite course for MATH 1314 and MATH 1324. Over 80% of the completers in MATH 1314 and MATH 1324 were successful with a C or better. Success rates for MATH 2312 (formerly 1348), MATH 2413, 2414, and 2415 were 80% and was an increase over the previous year. Students at Victoria College are being adequately prepared to continue in the field of mathematics.

There was a slight increase in the retention rate for the developmental math classes. The number of successful completers also increased over the previous year. Successful completion is defined as a C or better. The Math Department offered a large number of online sections of developmental mathematics courses and MATH 1314. Finite Mathematics, MATH 1324, was offered online for the first time. The college received a Title V grant which provided funds to hire peer mentors during the spring semester for a pilot group of Math 0301 students.

- III. **Future Plans.** The Math Department will increase the number of courses online. There are plans to have online sections of pre-calculus (Math 2312) and Fundamentals of Mathematics I & II (MATH 1350 & Math 1351).

Title V funds will be used to offer several sections of MATH 0301 as a hybrid course combining computer-assisted instruction with traditional lecture. There will also be peer-mentored sessions for students who are repeating the course.

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The Math Department will continue to offer all courses for which there is a demand. Enrollment figures will be used to insure adequate spaces in each course while maintaining efficient class sizes.

IV. Strengths.

- The Math Department offers high-quality courses that do an excellent job of preparing students for subsequent course in mathematics.
- The Math Department continues to offer ITV classes and online classes.
- The Math Department has been very successful at planning and scheduling. All students are able to take the classes they need, but the class size is financially efficient.
- The success rate of developmental students at Victoria College continues to compare favorably with other similar institutions.

V. Areas Needing Improvement.

- Retention and success rates in both developmental math classes and college-level math classes need to increase.
- Enrollment in MATH 2414 and MATH 2415 continue to have low enrollments.

DIVISION OF SCIENCE & MATHEMATICS Natural Sciences

I. Introduction. The Natural Sciences include Chemistry, Geology, and Physics. These departments offered a variety of high-quality courses that are accepted at the colleges and universities in Texas. These courses are also an integral part of the core curriculum at Victoria College. New online courses provided the college improved access for students to the educational programs of the college.

II. Evaluation Results. Faculty members report contacts from previous students that indicate the student are getting training at Victoria College that provides the basis for their success at the transfer institution. There are no known instances of a student being denied credit for one of our science courses at a transfer institution.

Course scheduling provided opportunities for students to take a wide range of courses in the natural sciences. There was an adequate number of sections to allow students to enroll in the course of their choice. Astronomy was offered in a traditional lecture format for the first time. The two semesters of organic chemistry were offered online for the first time. These online organic chemistry courses were small, but the hope is that they will grow in the future.

Enrollment in chemistry and physics course continued to increase while enrollment in geology courses declined. Brochures on engineering were distributed at a local science fair by Dr. Gillis. Other brochures were distributed by Dr. Gillis at the physics booth during College Night.

Students and faculty of the Allied Health Division were surveyed to assess the quality of preparation provided by the CHEM 1405 course that is part of the ADN program. Both faculty and students indicated that the level of understanding of chemical concepts was sufficient for the program.

Field trips in geology and physics helped students make the connection between classroom knowledge and practical application.

III. Future Plans.

- The number of courses available online will increase.
- We will continue to seek ways to increase interest in physics and geology.

IV. Strengths.

- The Natural Science Departments do an excellent job of preparing students who seek degrees in the natural sciences at transfer universities.
- The Natural Science Departments offer a wide variety of courses for students with different interests and backgrounds.

V. Areas Needing Improvement.

- Enrollment in calculus-based physics continues to be an area of concern.
- 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.

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- The decline in enrollment in geology classes must be addressed. An online geology class is planned.

VI. Success Story. A Meade LX 90 8" Schmidt-Cassegrain telescope was purchased at the end of July, 2003 for the astronomy courses. As the telescope is intended to be used not only for the course work, but also for community outreach, it was first used in this capacity for a public viewing of Mars at its closest approach in August 2003. In the spring of 2004 Dr. Gillis set it up during the city's Jazz Festival to allow the public to have a view of Jupiter and its moons, which proved to be very popular. The telescope was also used during "Spring Connection" at the college. Before sunset, the solar filter was placed on the telescope so those interested could look at sunspots. Astronomy student Estella Noalla assisted that evening.

Contact hours for physics and chemistry were new highs. Dr. Gillis gave a presentation on *Black Holes and Timewarps* at Café Scientifique

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 2003-2004 student evaluations of division faculty reveals that, on average, ninety-three 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 2003 approval rating of ninety percent. These results exceed the division goal of eighty-five percent. An analysis of division retention rates reveals that in the spring of 2004, eighty percent of the students completed the courses they took. This is a decrease from the Spring 2003 retention rate of eighty-three percent, but it again exceeds the college goal of seventy-five percent. Division faculty reported that students completing their classes did well mastering course objectives. Overall, ninety-one percent of those completing their classes in the 2003-2004 school year mastered the course objectives. That figure is consistent with the ninety percent level of mastery in the Spring of 2003. 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. In 2003-2004, a total of forty-one sections of division courses were taught via ITV, compared to thirty-six sections in the previous year. There also was an increase in the number of students enrolled. A total of 395 students attended division provided classes at eight distant ITV campuses during the 2001-2002 school year. In 2002-2003, 496 students completed classes at ten ITV locations. This past year the division provided ITV courses to 581 students. The division also offered new online courses in GOVT 2301, TECA 1318, and TECA1303, bringing to nine the number of online courses developed and taught by division faculty this past year. Overall, ten full time 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. These numbers increased during 2003-2004. Overall, the division’s full time faculty taught forty-eight distance education courses. In other words, each semester division faculty taught an average of 2.1 distance education classes.

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The Division of Social and Behavioral Sciences has also seen an increase in the course scheduling efficiency. During the 2002-2003 year, 57.4 percent of division classes were at or beyond 95 percent enrollment capacity. During the 2003-2004 school year, the division increased this to 65.7 percent. Overall, the division maintained an enrollment efficiency of 90 percent compared to 85 percent in the previous year. This means that, on average, nine out of ten division classroom chairs were occupied during the 2003-2004 year. The division is meeting its goal of increasing the percentage of classes that have a 95 percent enrollment efficiency rating.

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 27th 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 awarding of the prize for the outstanding graduate student manuscript. Many of the papers presented during the lectures were accepted for publication in the 15th 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 enhancing 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. 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.

- Division Distance Education Course Retention Rates
- 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 two of the division’s full time faculty members. This was the second time these instructors received this honor. According to Who’s Who documentation, less than ten percent of America’s instructors receive this honor more than once. This distinction is considered special by many instructors because they are nominated for this award by former students who maintain college grade point averages high enough to be in the Who’s Who of College Students.

DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Adult Education

- I. **Introduction.** The Adult Education Program is responsible for meeting 26 performance measures for each of the four grants under its management.
- II. **Evaluation Results. *Adult Education Strategic Objectives from 03-05***
1. Adult Basic Education (ABE) offers quality instruction in math, reading, science, social studies, and writing to provide students the skills and knowledge necessary to obtain the General Education Development (GED). Achievement of these objectives will indicate students benefited from the program.
 - **Thirty percent** of students entering at the Adult Secondary Education Level (ASE) will obtain the GED. The TEA performance level for this benchmark is 25%. *For 03-4, the passing rate stands at 73%.*
 - Fifty percent of ABE students will make progress within an educational functioning level (show gain in Reading, Math, and Language). TEA has set the performance standard for these objectives at **50%** each. *The 03-04 rate is 42%, 47%, and 48%.*
 - * Performance measures reported consist of the combined average of students in the Regular Adult Education Program and the Institution/Corrections Program
 2. English as a Second Language (ESL) offers quality instruction in conversation fluency, reading, and writing to provide students with limited English proficiency the language skills necessary to live and work in this country. Achievement of these objectives will indicate students benefited from the program.
 - **Seventy percent** of ESL students will show gain in **Oral** and **50%** will show gain in **literacy**. TEA has set the performance level for each of these measures at 50%. *For 03-04, the rates are 66% and 81%.*
 3. Another benchmark for evaluating the success of this program is the category of "completing an education functioning level (literacy level, beginning, low intermediate, high intermediate, low adult secondary, high adult secondary). These levels apply to both ABE and ESL classifications of students. TEA specifies a specific percentage for each functioning level. Those percentages average to **30%**. *For 03-04, the rate averages 64%.*
 4. The number of participants served will increase by **5%** each program year as long as state and federal funds remain constant. The number of participants increased 10% from 2000-01 to 2001-02. *For 03-04 the number of participants decreased by 9%; however the average number of contact hours per participant increased by 10%. When students remain with the program longer, it is more difficult to serve additional students based on the current facilities.*
 - Continue expansion of services in Victoria and surrounding counties.
 - *The program did expand services in Edna, Kenedy, and Yorktown. Based on funding and local performance, two classes were discontinued.*
 - Continue recruitment efforts through community collaborations, advertisements, announcements, and brochures.
 - *All of these goals were met.*
 5. Counseling will be provided to move students through this program with greater satisfaction. Students may make an appointment to visit her or may be referred by an instructor. As part of orientation, information regarding counseling services is provided.

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The counselor disseminated information about services to 100% of students enrolled in Victoria. At the Silver City location, 50%-70% of students in each of five classes contacted her for social services and 30% for personal counseling. At the Victoria County Jail and the Adult Education Center 80%-85% of students from eighteen classes contacted her for personal counseling, 10% for social services, and 10% for educational reasons.

6. Learning opportunities will be provided for students who have completed their GEDs and want more computer, workforce, or life skills. Materials are modular to accurately fit the needs of individual students. Information will be presented in a holistic manner adapted to different learning styles, including in-class and homework. Course topics will include: creating resumes, participating in interviews, completing job applications, managing a checking account, understanding credit and pitfalls, retaining a job, avoiding stress, coping on the job, getting along with co-workers, providing customer service, enrolling in college or technical school, using professional telephone skills, setting goals, solving problems, learning to budget, using the Internet and E-mail, gaining skills in keyboarding, making professional presentations, participating in the community, practicing healthy hygiene, and presenting a professional appearance.
 - *Many students were helped on an individual basis regarding the above mentioned topics in relation to individual needs. Two group sessions were conducted on personal money management, one group session each was held for creating resumes, participating in job interviews and applications, and job retention. Two group sessions were held on professional appearance.*
7. Training and networking opportunities will be made available for instructors to increase excellence in the program we provide and meet TEA requirements. Professional development activities for the 2001-02 and 2002-03 are listed on the Adult Education web page at <http://www.victoriacollege.edu/dept/adulted/faculty%20inservice.html>
 - TEA has specific requirements based on instructors' certification and experience in adult education.
 - *Sixteen training sessions were offered by this department, nine sessions through Region III, seven sessions through The Victoria College, two state conferences, and one session through Texas Workforce.*
8. The Adult Education Program will be managed, expanded, and refined in order to increase efficiency. Data collection is a year-round ongoing process. Data concerning number of participants, assessment, and progress is examined as a whole and by several categories including teacher, site, and student group breakdowns. Expansion is based on community needs and site performance. Instructors are observed in the classrooms and evaluated officially once a year and unofficially on a continual base. Meetings are held with a variety of instructor groups to improve service.

Data collection indicated changes were needed to improve performance measures for gains in reading, writing, and math. The program will be changed in order to successfully meet performance measures. Expansions and closings of classes were in response to data and performance. Class observations were conducted, and instructor groups met four times during the year.
9. Follow-up information regarding program GED graduates will be implemented by collaboration between The Victoria College Institutional Research and Planning Department. Data specifying the numbers of program participants who transition to The Victoria College would greatly enhance the ability to evaluate the success and areas for improvement of the Adult Education Program and assist Victoria College in its "Closing the Gap" initiative. *No progress on meeting this goal.*

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III. Future Plans.

- Evaluate program changes as they affect performance measures for gains in reading, language, and math.
- Continue to increase average contact hours per student and total contact hours.
- Contact IR department to arrange to obtain follow up information on students transitioning to Victoria College.

IV. Strengths.

- Administrative staff has the experience needed to continue to improve this program.
- Several staff members are serving on state organizations and/or task forces which will ensure this program stays current with trends.

V. Areas Needing Improvement.

- Need more space to accommodate demand for services
- Need to target student gains in math, reading, and language
- Need to work with IR to obtain information on participants who transition to Victoria College

VI. Success Stories.

- The program received community grants from Dollar General Corp. (\$1,000), Victoria Rotary Club (\$600) and Sandalphon Study Club (\$300). The funds have been applied toward rewarding students with perfect attendance with copies of their own texts used in class.
- Average number of contact hours increased an average of 10 hours per student to approximately 80 hours per student).
- 118 participants earned a GED. Since 1997 this program has helped 714 participants earn a GED.
- 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.

DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Business and Computer Information Systems

I. Introduction. The Business & Computer Programs area once again experienced a challenging and rewarding year. The academic Computer Science program and the Business Management programs continued to experience growth in both semester credit and contact hours. The revised Professional Office Technology program also showed significant growth in those areas. All other programs saw a decline. The Legal Assisting Program was selected for deactivation with a schedule in place for current students to complete by 2006. No new students will be accepted into the program. Program revisions throughout the unit resulted in increased certificate and degree offerings in line with needs of the community. The faculty continued meeting one-on-one with students to help in schedule preparation, answer questions or concerns regarding courses, and to identify students who are near completion of a certificate or associates degree. The unit's on-line inventory continued to grow in an effort to meet the changing needs of today's college student and night course offerings were increased to draw from the community in increasing our student base. The unit continues to work towards achieving its goals and setting new ones that are in line with 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	82.0%
COSC Academic	82.9%
Networking	88.8%
Programming	77.2%
Legal Assisting	79.4%
Professional Office Technology	87.1%

- Outreach - Online courses
The unit aggressively added to the online course inventory utilizing full-time, as well as adjunct faculty in developing online courses.

- Outreach - Recruitment
The faculty actively participated in recruiting new students. Cumulatively they visited 13 high schools, contacting over 1,100 students. In addition, the faculty participated in high school career fairs and various programs reaching an additional 650 students.

- Completion – There were varying degrees of success within the unit as related to students completing programs. The unit awarded 53 certificates and degrees. As compared to the previous year: Business Management and Legal Assisting completers remained relatively the same; Networking completers decreased by 26.7%; Programming completers increased by 167%, primarily due to the new web page design awards; Professional Office Technology completers decreased by 70%. This figure is artificially inflated due to the fact that in previous years any one student could earn up to five degrees in this program. This decrease is not reflective of the number of students currently enrolled in the program.

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III. Future Plans. The unit will continue adding online courses to its inventory as well as increasing night offerings to draw from the community. To increase retention and graduation, faculty will continue advising students one-on-one. Additionally, faculty will contact students who have started a program but failed to complete to see if they are interested in returning. The faculty will actively participate in marketing the various unit programs by continuing with high school visits, career fairs and college days. Informal learning communities for selected courses will be put in place to increase retention rates.

IV. Strengths.

- Dedicated and highly skilled faculty
- Faculty relationships with students
- Active advisory committees
- State-of-the-art technical equipment
- Highly dedicated and skilled adjunct faculty
- Receptiveness of faculty to take on new challenges

V. Areas Needing Improvement

- Increased responses on graduate follow-up surveys
- Recruitment and marketing of programs
- Increased responses on employer follow-up surveys

VI. Success Stories. A recent Web Page graduate and one current Web Page Student have started their own web page design business. A Networking student received his A+ certification. Another Networking student went to work in computer warehousing for a major engineering firm located in Kuwait and United Arab Republic.

A Business Management student completed his AAS after five years of attending at night and online and is now continuing his education at UH-V. This student attributes his completion to the plethora of online courses we now offer which allowed him to finish earlier.

A POFT student was in jeopardy of dropping out because she had lost her job. A faculty member helped the student revamp her resume, gave her job leads, and the student was able to obtain a new job within two weeks and stay in school.

Another student was being forced to drop out because of inadequate transportation. A faculty member was able to find another student who was willing to provide him transportation for the semester, enabling the student to remain in school.

A COSC faculty member graduated with his Master of Arts in Interdisciplinary Studies as the Outstanding Graduate of the School of Art and Sciences. Three faculty members obtained their "Virtual Instructor Certification" from Texas A & M. Three COSC faculty members attended the Working Connections Conference, and one who pursued the Security + track passed the Security+ certification in conjunction with the conference. A unit administrator attended the TACTE Fall Conference. A POFT faculty member attended a workshop in Austin on terrorism and Homeland Security.

DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Continuing Education

I. **Introduction.** The 2003-2004 year was very productive for the Continuing Education Department. Fueled by marked increases in enrollment and contact hours in the Computer Training and Construction Trades sectors, this department had total enrollment of 1,978 students in 280 courses, generating 53,654 contact hours. This is a 6.1% increase in the number of courses, 4.7% increase in the number of students served, and a 21.9% increase in contact hours over the 2002-2003 school year. Over ninety-one percent, 91.8%, of students successfully completed the course(s) in which they enrolled. The net profit, department revenue minus direct expense, increased 108.6% contributing an estimated \$141,961 toward college's overhead expense.

II. Evaluation Results.

- **Outreach/Enrollment:** Through expanded affiliations with other agencies, substantial increases in enrollment and contact hours were achieved in Computer Training and Construction Trades. In affiliation with the Texas Workforce Solutions of the Golden Crescent, training was provided to improve the skills of incumbent workers. A total of 79 courses, serving 578 workers, were provided to 18 area companies. Although the college has worked with the Mid-Coast Chapter of the Associated Builders and Contractors for years, providing training for member company employees, in January 2004, the affiliation expanded to offer training open to the public. A total of 31 courses were offered with enrollment of 367 students.

Increased enrollment and/or contact hours were also achieved in courses relating to Accounting, Activity Director, Food Service, Personnel Enrichment, and Summer Camps. Decreases were seen in courses relating to Professional Office Technology, General Business/Management, and Language/Communication.

- **Retention:** Grade Distribution Reports indicate high retention rates for courses in Continuing Education and Workforce Training. Only 2.9% of student withdrew from courses and 91.8% students successfully completed the course(s) in which they enrolled. Each instructional area exceeded the College's benchmark success factor of 85% course completion.
- **Excellence:** Each student, at the end of each course, evaluated instructor performance and course content. Regular monitoring of course evaluations and grade reports identified any potential problems that were addressed throughout the year. Ninety-four percent of responding students were satisfied with instructor performance and course content. These results exceed the College's benchmark success factor of 90% satisfaction.
- **Efficiency:** With a 41.7% increase in total revenue and only a 22.9% increase in expense, the department's efficiency resulted in a 108.6% increase in estimated net profit. Total revenue minus direct department expenses, provided a profit margin of approximately \$141,961. With an 8% increase in enrollment, but only a 3.9% increase in the number of courses, the average class size increased to 7.1, an increase of 4.2% over previous year.

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- **Service:** As reported earlier, instructor and course satisfaction data consistently exceeds the College's benchmark success factor 90%. Departmental customer service data collected through the non-credit system is not specific enough to provide detailed information for customer service functions. However, anecdotal data from customers in the form of voluntary expressions of appreciation are abundant.

III. Future Plans.

- Collaborate with the college's Student Services, Marketing, and Recruitment offices to increase public awareness of the course offerings and enhance student recruitment, counseling, and advising.
- Implement the affiliation recently established with the American Management Association to offer management training.
- Expand on-line course offerings by affiliating with the continuing education sector of the Virtual College of Texas.
- Pursue development of more on-line instruction. Development of two Real Estate courses is scheduled for Fall '04 and Spring '05.
- Expand offering of mirror non-credit courses concurrent with credit-hour courses that have not achieved maximum enrollment efficiency.
- Explore addition of courses or programs of study listed on the Texas Workforce Commission's Targeted List of Occupations.

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.
- Collaboration with external entities requires considerable effort in order to function properly.
- The department's strength is the 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. Over the past two years, the staff assigned to the Continuing Education Office has declined, while the workload has increased. To better serve the needs of students and clients and to pursue new initiatives, additional staff is needed in this department.

VI. Success Stories. Numerous positive comments from students and employers involved in the incumbent worker training funded by Texas Workforce Solutions indicate that this project is very successful. Workers appreciated the training and employers state that efficiency and/or productivity have improved.

DIVISION OF WORKFORCE DEVELOPMENT AND EDUCATION Industrial and Public Services

- I. **Introduction.** During the 2003-2004 school year, the Victoria region had not recovered from a multi-year economic and employment down turn. Recruiting interest in programs with industrial-based employment continued to be difficult, while public service programs, which usually result in municipal employment, had strong enrollment.

All instructional programs provided a quality learning experience resulting in student retention, success on licensure/certification exams, job placement, and graduate & employer satisfaction. All programs made a positive contribution toward the College's goals of Workforce Education (Goal 2) and Continuing Education (Goal 4). In January 2004 the Air Quality Awareness & Education program was transferred to the City of Victoria

II. Evaluation Results.

- **Outreach:** Interest and enrollment in the public service programs was high. The Police Academy and Emergency Medical & Firefighting Programs each had increases in enrollment and contact hours. Increases in enrollment and/or contact hours were also seen in the Process Technology, Electronics/Instrumentation, and Welding Programs, while Early Childhood Development experienced a slight decrease. A 50+% decrease in enrollment and contact hours in the Drafting Program more than offset gains in other programs.

The continuing education sector of the EMS, Law Enforcement, and Early Childcare Programs generated 37,887 contact hours, a 26.8% increase over last year. EMS continuing education had record enrollment and contact hours, largely due to contract courses, including a Paramedic course for the Victoria Fire Department. Early Childcare CE increased enrollment and contact hours despite a reduction in grant funding from the Golden Crescent Workforce Board.

Overall, enrollment in credit and non-credit courses declined by 324(7.7%), but contact hours increased by 6,685(3.5%) to a total of 198,772. See Attachment "A" for detail.

- **Retention/Completion:** Based on Grade Distribution and Retention Reports provided by the Institutional Research and Planning Office, retention of students in industrial or public service (I&PS) program courses decreased from 93.3% in 2002-2003 to 91.8% in 2003-2004; however, each program exceeded the College's benchmark success factor of 85%. The number of degrees and certificates awarded increased by five, with 44 associate degrees and 112 certificates awarded in 2003-2004. Each program exceeded the College's success factor benchmark of five graduates per year. See Attachment "A" for detail.
- **Excellence:** Follow-up survey of Workforce Development (WFD) Division graduates from 2002-2003 found 91.5% of respondents employed or continuing higher education. This is a slight increase from 89.3% in 2001-2002 and exceeds the College's benchmark success factor of 85%. Only 59.6% of the graduates reported being employed in a job related to their field of technical training, a marked decrease from 79.2% reported by prior year, but the respondents attributed this to a lack of jobs vacancies. 91.3% of the

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graduates rated their overall preparedness for their job as “Very Good” or “Good”, which exceeds the College’s benchmark success factor of 80% graduation satisfaction.

Employer follow-up survey of 2002-2003 WFD graduates found 81.3% of responding employers rated graduate overall preparedness as “Very Good” or “Good.” This exceeds the College’s success factor target of 80%. 34.8% 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 or national organization prior to fulfilling their role as a public service professional. Although not all results have been reported to the programs, available data is as follows:

Thirty-eight of forty-two (90.5%) Police Academy graduates passed the Texas Commission on Law Enforcement Standards and Education (TECLOSE) certification exam on their first attempt. Including retests taken to date, 40 of 42(95.2%) 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.

Although 100% of the Firefighting Program graduates passed all three practical exercises on their first attempt, only 14 of 21(66.7%) passed the written component of the Texas Commission on Fire Protection certification exam. Two students have retaken the written exam and both passed. To date, 16 of 21(76.2%) 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). This rate exceeds the national average of 52.1% on first attempt, but is far below the College’s success factor target of 90%.

- **Efficiency:** Although projected revenue declined by less than 1%, direct program expenses declined by 10.9%, resulting in a projected balance of \$359,332 for use toward the college’s overhead expense. Most of the cost reduction is attributable to the elimination of a full time instructional position and efficient course scheduling. The number of course sections declined by 10.3% resulting in a 5.9% increase in average class size and overall enrollment efficiency of 75.4%.
- **Service:** The 2003-2004 Faculty/Staff Opinion Survey found good cooperation and timely communication between the Workforce Division and the rest of the college. 92.7% of respondents were satisfied in quality of cooperation. Timeliness of information and communication was also rated at 92.7% satisfaction. The 2003-2004 Student Opinion Survey did not evaluate customer service provided by instructional programs.

III. Future Plans.

- Collaborate with the college’s Student Services, Marketing, and Recruitment offices to increase public awareness of the programs and enhance student recruitment, counseling, and advising.

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- Pursue development of more on-line instruction; complete courses for those with lecture only and the lecture component of lecture/lab courses.
- Seek input from advisory committees and business/industry to determine support for curriculum changes to include, but not limited to:
 - Offering mirror non-credit courses concurrent with credit-hour courses that have not achieved maximum enrollment efficiency.
 - Revision of the Electronics/Instrumentation Program or addition of a specialization in manufacturing technology with the addition of training in hydraulics, robotics and/or computer-aided manufacturing.
 - Revision of the Process Technology Program or addition of a specialization to include training related to oil/gas exploration and production.
 - Addition of courses or programs of study listed on the Texas Workforce Commission's Targeted List of Occupations.
 - Exploration of the support and feasibility of a regional facility dedicated to training public/emergency service personnel.

IV. Strengths. The primary strength of the Industrial & Public Service Programs is in the faculty. All faculty have good student evaluations, routinely participate in recruitment activities and are active in professional and community affairs.

Industry support of programs is another significant strength. Advisory committee participation is strong in all programs and industry frequently provides financial and advisory support. In the past year, BP Chemical donated process control equipment valued at \$100,000+ dollars for use by the Process Technology & Instrumentation Program labs and the Alcoa Foundation donated \$27,000 for renovation of the Welding Lab. The college has strong support as the sole regional provider of entry-level training of law enforcement officers, firefighters, and paramedics. The EMS Program contracted to provide initial and continuing education for several area emergency medical providers. The Early Childcare Program frequently collaborates with school districts and daycare providers to offer continuing education for early childhood educators and daycare providers.

The Process Technology & Instrumentation programs share an excellent lab facility. During the summer of 2004, the Welding lab was renovated to improve smoke handling and increase workstations.

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-five of 130(19.2%) 2002-2003 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.

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.

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VI. Success Stories. Two drafting program graduates were admitted to universities to pursue degrees in engineering and architecture.

Process Technology Program held a Science and Technology Preview (STeP) summer camp to introduce high school students to science and math applications in process technology as well as career opportunities in the field. Fourteen Process Technology students completed 640-hour internships in area petrochemical plants.

Electronics, Drafting, Childcare, and Welding faculty visited every Tech-Prep class in the Golden Crescent area to recruit students and promote the college programs.

The EMS Program contracted with the Victoria Fire Department (VFD) to offer a paramedic program specific to their needs. This is in addition to an ongoing contract to provide continuing medical education for all VFD employees.

Faculty participated in professional development activities. The Process Technology instructor completed an internship at the BP Green Lake Chemical Plant. A drafting instructor completed training in the use of Geographic Information System (GIS) software. Drafting and Electronics/Instrumentation faculty attended a seminar on problem-based learning.

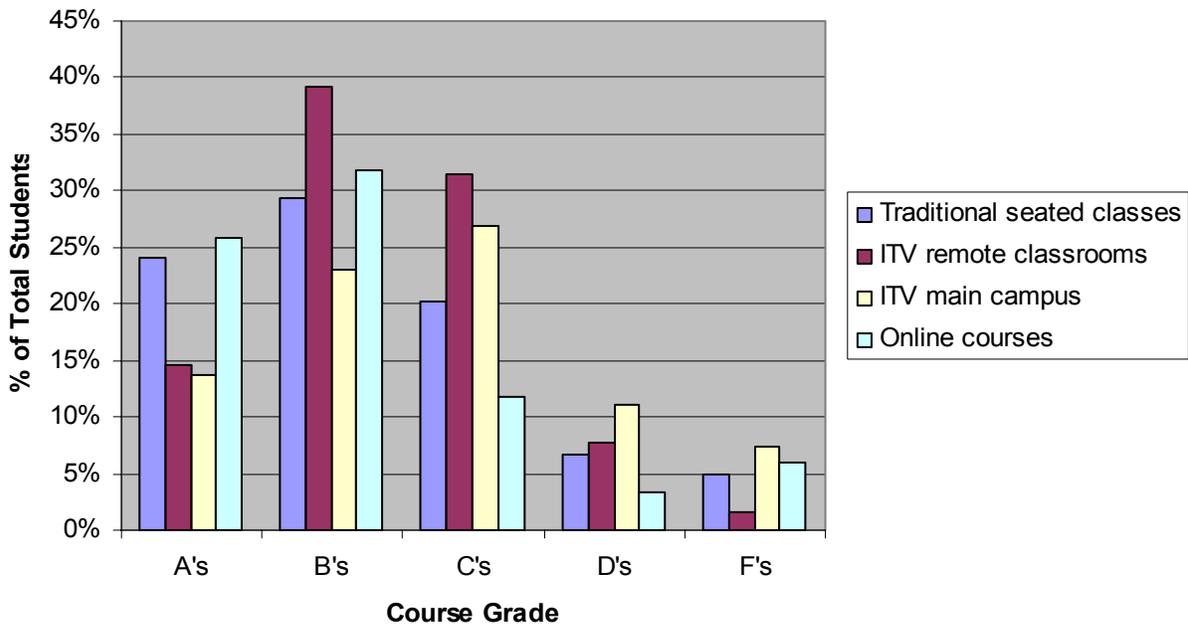
TECHNOLOGY TRAINING/DISTANCE EDUCATION

- I. **Introduction.** The Distance Education Department assisted the College in attaining its goal to improve access through efforts to increase distance education offerings. Eighteen new online courses were offered during the academic year and cap sizes were increased allowing 3,072 students to enroll. This represented an increase of 1,477, a 92% increase. Total ITV enrollment remained relatively stable going from 872 to 873 with 14 local high schools participating in dual credit by ITV. Fewer students enrolled in VCT courses provided by other institutions. Enrollment went from 638 to 581. This is seen as a positive change resulting from the increased enrollment of students in VC online classes. One hundred eighty seven faculty and staff participated in technology training classes. Thirty three of these participated in classes conducted during the campus wide rollout of Microsoft Outlook. Proctored exams for VC and VCT online courses are now administered in the Testing Center. Distance Education staff work cooperatively with Testing Center staff to coordinate delivery of materials and scheduling.
- II. **Evaluation Results.** A majority of students expressed satisfaction with the College's Distance Education Program. The highest rate, 97%, was in the area of courtesy and professionalism exhibited by Distance Education Personnel. Each one of the student satisfaction measures was above 91%. Ninety six percent of the faculty/staff respondents to the end-of-course survey indicated they were satisfied with their training. Time of training classes still seems to be the area where most expressed dissatisfaction. Due to the nature of the training program, where classes are offered during the workday 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.

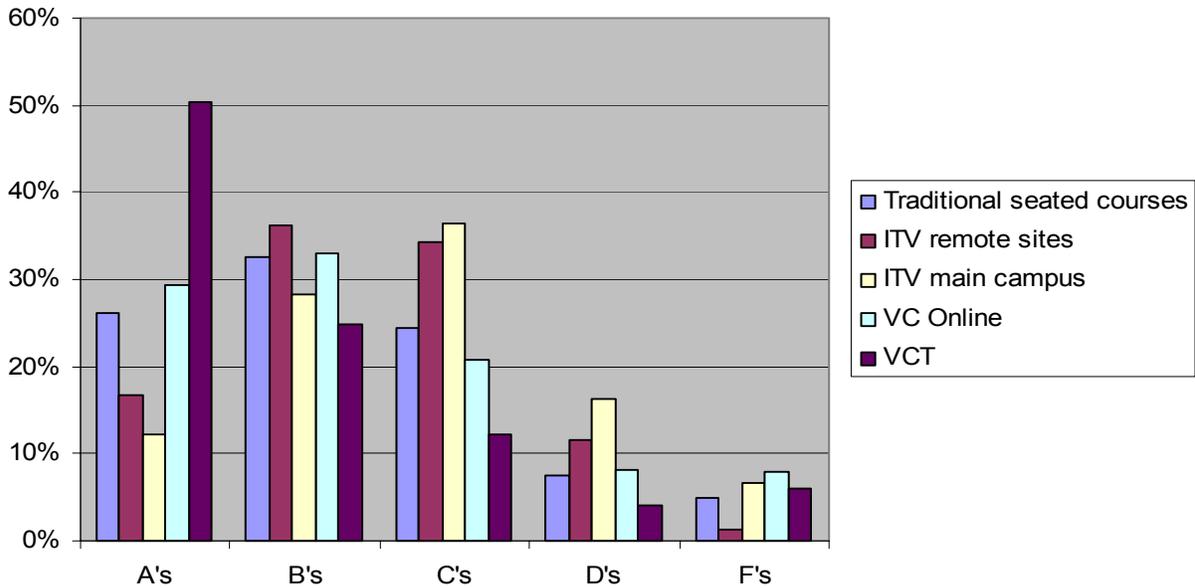
The college totals on the semester Grade Distribution and Retention Reports showed that, comparable to students enrolled in traditional seated courses, generally, distance education students who persist are successful (see charts). However, there was a shift in the distribution of grades for students enrolled in remote ITV courses in that the percentages of B's decreased, while A's, C's and D's increased. Another notable distribution is that of VCT students—50% earned A's. Prior to fall 2003 VCT grades were combined with VC online courses, therefore data for VCT courses is unavailable for comparison. Retention rates fell in all categories. The overall retention rate was highest again for remote ITV classes, however; it fell from 97% to 89%. Even with the decrease, it was still higher than the retention in traditional courses. VC online courses and on-campus ITV classes tied for the lowest retention rate at 76%.

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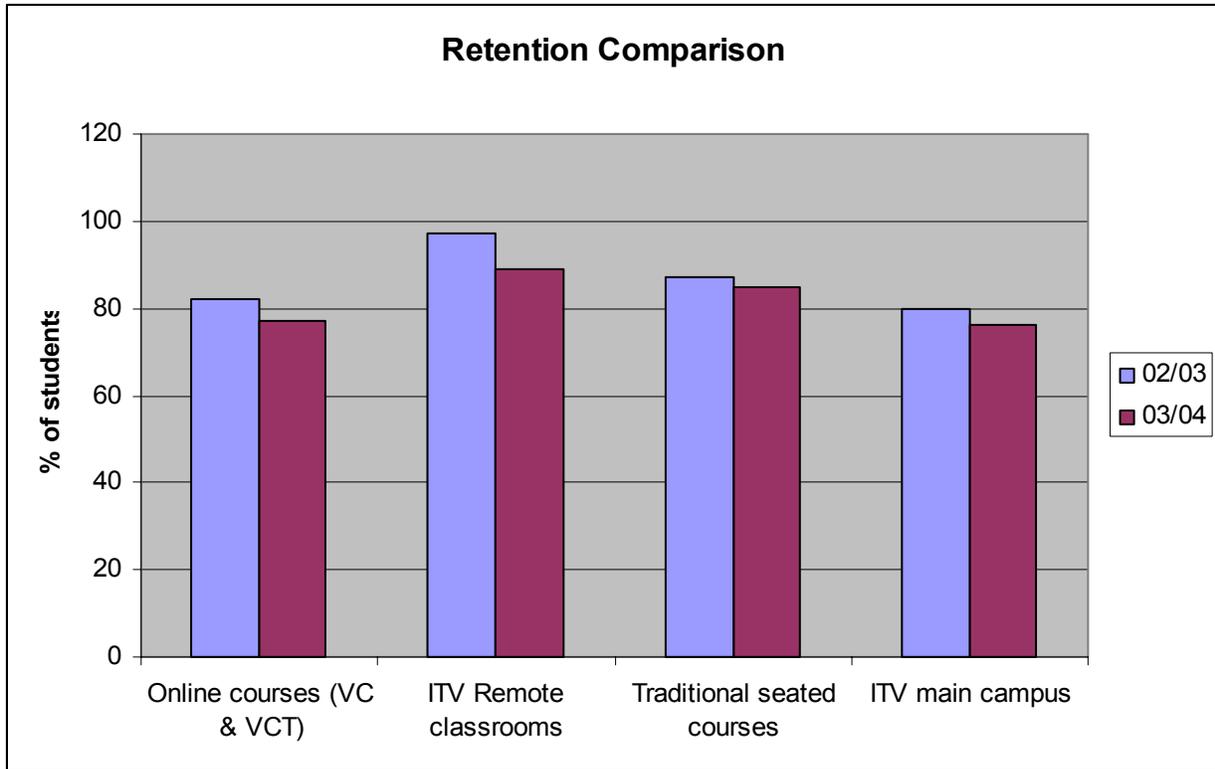
Grade Distribution Comparison (for Fall 2002 and Spring 2003)



Grade Distribution Fall 03/Spring 04



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III. Future Plans. An upgrade to the WebCT server in early summer will allow connectivity with the Questionmark Perception server for online tests. This should further enhance the abilities of online faculty to administer online exams more securely. The prospectus for the substantive change for awarding degrees to online students will be submitted to SACS in early spring. 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 and plans are already underway to establish a learning center at Memorial High School.

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

VI. Success Story. The College's Institutional Plan for Distance Education and Off-Campus Instruction, which was submitted to the THECB was approved.

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. Future goals will address more of the strategic issues affecting Victoria College.
- II. **Evaluation Results.** Faculty and Staff Opinion Survey responses indicated satisfaction rates between 95.7% and 98.2% .The overall satisfaction rate was 97.3%, a slight increase over last year.
- III. **Future Plans.** Current pricing is being reviewed with plan to reduce interdepartmental charges. The feasibility of updating equipment to begin providing in-house printing services will be studied.
- IV. **Strengths.**
 - Excellent customer service skills
- V. **Areas Needing Improvement.**
 - Procedures for handling cash deposits need to be formalized.
 - Data tracking for usage and billing needs to be kept for comparison purposes.
- VI. **Success Story.** Accessibility to copying services was enhanced by adding an additional pick-up in the afternoon and by creating an online form for submitting copy requests.

VC/UHV LIBRARY

- I. Introduction.** For the Library, the year was characterized by accomplishments in less visible areas and refinements in many areas of library services and operations. The Library has made significant progress in expanding library services by increasing online reference services and electronic reserves materials, enhancing the library's webpage, excellence in developing and preserving library collections and resources, and maintaining the appropriate technology to meet the needs of students and faculty.
- II. Evaluation Results.** The Library documents results through the collection of statistical data on the usage of services, student evaluations of instruction, and peer comparisons. Highlights include:
- The satisfaction with library services and resources, based on faculty, staff, and student surveys for 2004 (see Table 1), show the following:
 - Students – 95.5%
 - Faculty & Staff – 93.3%
 - The use of electronic reserves increased by 340% over the previous year. (Combined data for VC and UHV.)
 - Excellence of resources available to students. In a comparison of the cataloged collections of community colleges in Texas, Victoria College is second in collection size (see Table 2).
 - Data are being collected from Victoria College's and UH-Victoria's peer institutions, which will allow for additional comparisons with the VC/UHV Library.
- III. Future Plans.** The Library will be continuing its 2003-2005 plan during the 2004-05 academic year, which will include:
- Continued enhancements for the library webpage.
 - Pursuing the conversion of the Library's two print publications, *Victoria Advocate Index* and *Index to Texas Magazines and Documents*, into electronic resources searchable through the Library's webpage.
 - Continue improving the Library's planning and assessment processes.
- IV. Strengths.**
- The cooperation between Victoria College and UH-Victoria in the joint operation of the Library, which provides students and faculty with greater resources and services than either institution could provide on its own.
 - A service-oriented staff with the technical skills to provide for the information needs of on-site, off-site, and online students.
 - Providing services to the entire community and region, particularly through the resources and services of the Victoria Regional History Center.
 - Meeting student needs and interests through the development of a "Leisure Reading" section on the first floor of the Main Library.
- V. Areas Needing Improvement.**
- Additional enhancement in several areas of the Library's webpage.
 - Developing appropriate ways to make instruction in the use of information resources an integral part of the curriculum (as required in the SACS standards).
 - Developing assessment measures using the data collected from peer institutions.

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- Continue to provide the best array of databases and other electronic services possible within budget constraints

VI. Success Story. The Library sees a growing success story with our “Ask-a-Librarian” service. This service centers primarily on e-mail responses to questions from a variety of library users. In FY 2004, the Library responded to 223 questions, a 26% increase over the previous year. Almost 80% (177) of the questions were from students, 4% (9) were from faculty and staff, and the remaining questions – over 16% (37) – were from persons not affiliated with either Victoria College or UH-Victoria.

Of the 223 questions, 55% were reference questions, 28% concerned electronic access to databases, and the remaining questions concerned various other library or institutional requests. A selection of responses to our “Ask-a-Librarian” service is provided below:

- Thank you very much for a quick response.
- Thanks for your prompt reply.
- It WORKED!! Thank you so much. Now I can access my articles, make a good grade, graduate and become rich and famous. And you can say you knew me when he couldn't even log on to the school library!!!!
- Thank you so much for your help. Once you got me going on the first search, I found my second article as well. Thank you for your help and continued persistence. It is great to have a knowledgeable person to turn to.
- Thank you very much for responding to my question.
- I have to turn my paper in by Sunday, so I promise I will quit bugging you. You and the rest of the library staff are so efficient. You're so willing to help and are always so prompt. I really appreciate that.
- Thanks, with your instructions I was able to create the login and password.
- Thank you for responding to my request so quickly.
- Thank you very much. I greatly appreciate the help.
- Thanks for all your help and yes I did gain access. Hope you have a pleasant Spring Break.
- Thank you very much. This is helpful.
- Yes, I have been using it. Thanks you so much for help and following it up!

Table 1 – Annual Survey Results (6-Year Comparison)

**Library – Victoria College Annual 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>	<u>2003-04</u>
Students	94.8%	92.4%	97.9%	94.4%	95.4%	95.5%
Faculty/Staff	92.6%	92.6%	93.6%	95.0%	93.9%	93.3%

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Table 2 – Comparison of 2003 Collection Size with Other Community Colleges in Texas

Institution Name	Books, Serial Backfiles, & Other Paper Matls. (Incl. Govt. Documents)	Total FTE Enrollment	Cataloged Items Per FTE Enrollment
SAN ANTONIO COLLEGE – ACCD	241,876	15,561.0	15.5
VICTORIA COLLEGE	216,357	2,997.0	72.2
NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE Dist	203,554	21,249.0	9.6
TARRANT COUNTY COLLEGE	201,289	18,479.0	10.9
DEL MAR COLLEGE	181,354	8,068.0	22.5
BLINN COLLEGE	166,980	9,158.0	18.2
EL PASO COMMUNITY COLLEGE	160,806	14,866.2	10.8
COLLIN COUNTY COMMUNITY COLLEGE - SPRING CREEK	154,854	9,673.0	16.0
HOUSTON COMMUNITY COLLEGE SYSTEM	146,095	30,416.0	4.8
SAN JACINTO COLLEGE - CENTRAL CAMPUS	140,723	11,283.0	12.5
AUSTIN COMMUNITY COLLEGE	119,580	19,942.0	6.0
SAINT PHILIP'S COLLEGE - ACCD	117,737	6,527.0	18.0
LAREDO COMMUNITY COLLEGE	108,628	3,464.0	31.4
LEE COLLEGE	95,620	4,000.0	23.9
RICHLAND COLLEGE – DCCCD	93,285	8,383.0	11.1
AMARILLO COLLEGE	91,401	5,428.0	16.8
BRAZOSPORT COLLEGE	89,521	2,085.0	42.9
PALO ALTO COLLEGE – ACCD	86,709	5,890.0	14.7
CENTRAL TEXAS COLLEGE	79,845	7,118.0	11.2
MCLENNAN COMMUNITY COLLEGE	79,749	5,083.0	15.7
ODESSA COLLEGE	72,421	3,652.0	19.8
EL CENTRO COLLEGE - DCCCD	70,361	3,786.0	18.6
EASTFIELD COLLEGE – DCCCD	70,251	3,193.0	22.0
SOUTH PLAINS COLLEGE	69,374	5,960.0	11.6
SAN JACINTO COLLEGE - NORTH CAMPUS	68,028	7,450.0	9.1
SAN JACINTO COLLEGE SOUTH CAMPUS	67,087	4,101.0	16.4
HILL COLLEGE	65,661	2,340.0	28.1
PANOLA COLLEGE	65,151	1,694.0	38.5
KILGORE COLLEGE	63,597	3,908.0	16.3
WEATHERFORD COLLEGE	62,775	4,302.0	14.6
MIDLAND COLLEGE	59,767	3,658.0	16.3
BROOKHAVEN COLLEGE - DCCCD	58,848	5,580.0	10.5
TEMPLE COLLEGE	56,684	2,668.4	21.2
TRINITY VALLEY COMMUNITY COLLEGE - ATHENS	54,273	3,776.0	14.4
TEXAS STATE TECHNICAL COLLEGE - WACO	53,163	4,203.0	12.6
COLLEGE OF THE MAINLAND	52,773	2,453.0	21.5
GRAYSON COUNTY COLLEGE	51,000	2,240.0	22.8
NORTH CENTRAL TEXAS COLLEGE	50,300	4,640.0	10.8
SOUTHWEST TEXAS JUNIOR COLLEGE	47,148	2,550.0	18.5
LAMAR STATE COLLEGE - PORT ARTHUR	47,008	1,566.0	30.0
MOUNTAIN VIEW COLLEGE - DCCCD	46,596	3,213.0	14.5
GALVESTON COLLEGE	45,534	1,585.0	28.7
CEDAR VALLEY COLLEGE - DCCCD	45,032	2,150.0	20.9
PARIS JUNIOR COLLEGE	42,957	2,509.0	17.1
ANGELINA COLLEGE	41,631	3,386.0	12.3
LAMAR STATE COLLEGE - ORANGE	38,461	1,976.0	19.5
HOWARD COLLEGE	37,254	1,135.0	32.8
FRANK PHILLIPS COLLEGE	33,400	1,006.0	33.2
NORTH LAKE COLLEGE - DCCCD	31,944	5,768.0	5.5
NORTHEAST TEXAS COMMUNITY COLLEGE	30,473	2,512.0	12.1
WESTERN TEXAS COLLEGE	30,191	1,071.0	28.2
RANGER COLLEGE	28,500	not reported	
CISCO JUNIOR COLLEGE	27,395	2,461.0	11.1
ALVIN COMMUNITY COLLEGE	26,871	2,701.0	9.9
JACKSONVILLE COLLEGE	23,947	192.0	124.7
TEXAS STATE TECHNICAL COLLEGE - SWEETWATER	12,600	770.0	16.4
NORTHWEST VISTA COLLEGE	11,250	4,562.0	2.5
TEXAS STATE TECHNICAL COLLEGE - HARLINGEN	36	2,435.0	0.0

TITLE V – ACTIVITY 1

I. Introduction. Title V will successfully complete its first year of a five (5) year federally funded grant program in September of 2004. The program is now fully staffed and has begun to implement the first of several initiatives intended to strengthen academic outcomes and prepare students effectively for success in college-level studies. The Title V staff, administrators, and instructors involved with Activity 1 successfully met the projected goals for the year and the program is well on its way to accomplishing the ultimate goal of institutionalizing initiatives that will affect lasting improvement for students who enter Victoria College under-prepared for college-level study.

II. Evaluation Results.

Objective 1: Twenty-six (26) new computers and workstations were purchased and installed in Johnson Hall room 209, providing for the establishment of the Math Learning Center as outlined in the Title V grant objectives. In the spring of 2004, students enrolled in a developmental math course for at least the third time were required to register for an additional one hour lab (MAII) session twice a week. Peer mentors/tutors were hired to staff these labs, held primarily in the Math Learning Center. Students enrolled in these sessions were given the opportunity for additional practice in areas of weakness, small group and individualized tutoring, and study skills enhancement aimed at increasing the probability of success in the developmental math course in which they were enrolled. Of the 74 students enrolled in an MAII session, 46% successfully completed the developmental math course in which they were enrolled. While this is a significant accomplishment, there is still much room for improvement.

Objective 2: In January of 2004, Danette Johnson was hired as the Developmental Education Program Specialist, working directly with Instructional Services faculty and administration to develop and implement developmental education program initiatives designed to enhance the overall effectiveness of the Victoria College Developmental Education Program. In addition, three faculty specialists were selected—Cindy Diener, English; Dan Murphy, math; and Doris Rangel, reading. Each specialist has been provided release time and issued an extended contract in order to facilitate the implementation and coordination of efforts aimed at improving academic outcomes for students enrolled in developmental coursework. According to time and effort reports, an estimated 2000 hours will have been specifically devoted to the improvement of developmental education by the end of the first year of our Title V grant. This intense devotion of human resources to the developmental education program represents a significant increase in time and effort specifically allocated for the purposes of improving developmental education outcomes.

Objective 3: In addition to the increase in human resources and technology, Title V has also implemented training programs for both peer mentors and math faculty. The original intent of this training was to increase awareness of the operating procedures and possibilities for the use of the Math Learning Center as a tool in the instructional process. The training has gone beyond its original intent by providing peer mentors with specific instruction in the areas of the nature and needs of developmental and other special population students, assertiveness, and learning styles. Faculty and adjunct training included the policies and procedures established for the Math Learning Center and the fall 2004 MAII sessions, the role of the Peer Mentors in these sessions, the new hybrid (CAI/lecture) course format and delivery method, and an update on the summer training

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attended by Dan Murphy and Babette Lowe (Revitalizing Your Developmental Mathematics Courses: A Context-Driven, Activity Based Approach). Evaluations conducted after the training sessions reveal a 100% overall satisfaction with the training. All participants responding indicated that the information presented was relevant to their job responsibilities and useful in helping them to prepare for the upcoming semester. Continued effectiveness will be measured through retention and grade data analysis and student evaluations conducted at the end of the semester. As the program grows, we should see an overall improvement in academic outcomes for those students served by our peer mentors and faculty who participate in the Title V initiated training sessions.

III. Future Plans. The primary focus of the Title V, Activity 1 grant initiatives will remain in the areas of strengthening academic outcomes and improving retention and completion rates for students enrolled in developmental course work. The training program for peer mentors will continue to evolve with monthly training sessions conducted by the Developmental Education Program Specialist and training for faculty and adjuncts will continue on a regular basis.

In years two and three of the Title V grant, plans are being made to: expand the peer mentoring and lab components implemented in the math department to the reading and English areas; continue to improve the training components of the peer mentor and tutoring programs; implement interdisciplinary learning communities/paired courses on the VC campus; improve faculty effectiveness in working with under-prepared students through a comprehensive professional development plan to include professional trainers, conference attendance, and on-campus "faculty expert" training sessions; and expand and improve the existing Distance Education program through innovative technology enhancements and training on the use of those enhancements.

IV. Strengths. The strengths of the Title V program are numerous, but perhaps the most important are:

- Strong institutional commitment to the success of Title V initiatives
- Dedicated and talented staff, faculty and administration directly involved with the implementation of Title V initiatives
- Proven, research-based strategies and initiatives
- Willingness of all involved to implement innovative and creative solutions to existing concerns and/or problem areas

V. Areas Needing Improvement. Now that the groundwork for implementation of the Title V grant has been established, we can focus our efforts on some of the areas that will better enable us to meet the stated objectives for years 2-5. Some of those areas include:

- Revision and improvement to existing Developmental Education tracking system
- Establishment of consistent and effective communication system between all parties involved in Title V grant implementation (administration, faculty, staff, peer mentors/tutors, etc.)
- Establishment of clear and concise procedures for implementation of grant-related initiatives
- Establishment of specific and realistic timelines for specific tasks

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ADMISSIONS AND RECORDS

- I. Introduction.** The Victoria College Admissions & Records Office supports the mission of the College to provide high quality services by assisting students with the admissions process, maintaining credit and non-credit records and submitting reports to external state agencies.
- II. Evaluation Results.** Evaluation results from Strategic Objective 1 outlined in the Admissions and Records (A&R) action plan can be reflected on as work in progress. Coordinating Board reports will continue to require additional programming as legislation and Coordinating Board regulations require change. The rewrite of the VC student management system (VCCIMS) has delayed the Admissions & Records Office requests to automate tasks to increase efficiency of existing processes.

The Admissions and Records staff have conducted training sessions and developed a training manual to assist areas of the college responsible for non-credit schedule entries.

Strategic Objective 2: document scanning was revised to alleviate record storage problems and to improve current operating processes. The A&R Office began the scanning of entrance documents for Fall 2004 entering students and will continue to do the same for future semesters as opposed to beginning the scanning of documents beginning with Fall 1996 to present.

College-wide and departmental survey results indicated high satisfaction with staff courtesy and service. In May, administrative offices held an in-service to share each department's responsibilities to our Victoria College customers. This information-sharing session proved and should continue to prove beneficial to college constituents. Additional customer service, diversity and change management training sessions will be scheduled for the 2004-2005 year to fully meet the A&R Strategic Objective 3.

The Student Opinion Survey for 2003-2004 continues to reflect that admission and registration information in college publications, the A&R web site, and the web registration process are satisfactory.

- III. Future Plans.** The Admissions and Records Office will be focusing on full utilization of the DocuWare imaging system as evidenced by the addition of Strategic Objective 4. Continued training on advanced features of DocuWare, its research and utilization capabilities with electronically submitted documents and establishment of secure access for end users will be the focus. Cross-training of A&R staff will be the other objective, particularly in the area of reporting. The intent of this objective is to provide the training necessary to eliminate reliance on just a few members of the Admissions and Records Office to accomplish reporting requirements and to make the process as seamless as possible.

IV. Strengths.

- Accurate and timely submission of student records and reports to external agencies
- Continuation of extended hours of operation
- Added features to the Admissions and Records web page for customer convenience

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V. Areas Needing Improvement.

- Staff Development – Time will be set aside and effort will be made to schedule and attend training sessions for customer service, advanced features of DocuWare, change management and cross-training objectives.
- Time Management – Develop a proactive plan allowing for staff development for designated initiatives

VI. Success Story. Student transcripts received from high schools and colleges/universities area now accessible for viewing by counselors, faculty, and staff. Prior to utilization of DocuWare the transcripts were filed and access was only available by contacting A &R staff. Now transcripts are scanned as they are received and are available for college personnel to view electronically as needed.

Admissions and Records established a process referred to as OCAS (On Campus Application Submission) in which Admissions and Records staff would request submission of and/or assist students with the web-version of the application for admission. This method proved to be a time-saver in processing the applications. Additionally, programming was requested to computerize a task that was performed manually for the registration process. This new procedure eliminated paper and filing while providing an essential component for a smooth Fall registration.

COUNSELING SERVICES

I. Introduction. Counseling Services plays a crucial role in the overall mission of Victoria College by providing high quality services to students from the time they indicate an interest in testing on our campus or attending Victoria College through the time of reaching their individual goals. Those services include Outreach and Retention; testing; educational, career and personal counseling; support services for those students who identify as having a disability; and tutoring.

II. Evaluation Results.

- The ACT Center gave a total of 82 assessments to individuals from the entire region encompassing all of south and central Texas.
- According to evaluations from the ACT Center on-line surveys, 98.88% of the examinees were extremely satisfied with the testing conditions and the quality of the test administrations that took place at the Center. There were no responses that indicated any dissatisfaction.
- The Tutoring Center continued to consistently serve over 10% of the student body in both the spring and fall semesters. Victoria College provided tutoring to 279 students from the targeted areas of Allied Health, Process Technology, Electronics/Instrumentation and Computer Science. In addition, approximately 163 prospective students for those targeted programs received tutoring assistance predominately in the areas of test preparation. The prospective number is an approximation due to the computerized tutor tracking system's tracking of only students enrolled at Victoria College. Another factor to consider is that materials prepared by the Tutoring Center are distributed via the web site and by telephone calls; this makes it difficult to track usage.
- Ninety-eight percent of the students and faculty/staff who responded to the annual surveys were satisfied with tutoring services.
- Ninety-four percent of students responding to the Student Survey indicated satisfaction with the availability and effectiveness of advising. Ninety-eight percent of the faculty and staff indicated satisfaction with the faculty advisor update sessions.
- All faculty received an advising update for both fall and spring semesters. New faculty for Fall 2003 received a separate training which included an overview of VCCIMS and information specific to the Victoria College registration procedure. Faculty Advisor Notebooks were updated in Fall 2003 for spring registration and are housed in the Counseling Services Office so that they can be kept current. This met with very favorable response from the faculty.
- There was a slight increase in the number of students who completed certificates and degrees from 2002-2003 to 2003-2004. This number only reflects students who applied to receive their certificates and degrees; thus omitting students who have completed all their required certifications and associate degree course work.
- Preliminary data indicates the PowerLearning Class (EDUC 1300/PSYC 1300) may increase the retention rate of students returning to Victoria College. This data is available on the Planning and Institutional Assessment webpage and will continue to be collected and assessed to determine the effectiveness of the PowerLearning Class.
- Additionally, 38% of the fall group passed additional sections of TASP/THEA/Alternative Assessment in either fall or spring semester and 22% maintained or improved their grades from fall to spring. In the spring group, 24% passed additional sections of the THEA/Alternative Assessment during the spring or summer.

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III. Future Plans.

- The Testing Center will continue to offer conveniently scheduled assessment opportunities that meet the needs of the service area population.
- The Testing Center will begin to offer the Nursing Entrance Test on a walk-in basis in order to better meet the needs of the Vocational Nursing students.
- The Testing Center will begin the utilization of DocuWare software to begin a paperless document tracking process with regards to the GED records and transcripts for more accurate, secure record-keeping which will benefit students as well as the Testing Center.
- The Tutoring Center will seek College Reading and Learning Association (CRLA) Certification for VC so that the tutors can earn at least a Level 1 certification their first year while working in the tutoring program, thereby strengthening the tutor training by using established CRLA guidelines and more tutor input into developing study materials.
- The need for “increased physical space” for the Tutoring Center will be accomplished with the move to the new Tutoring Center to be located in the Continuing Education Building. The Tutoring Center plans to designate areas of the new space as study group rooms and to introduce tutor-led study sessions on a regular basis, designed to include note taking and test taking tips. The Center will create storage areas, including a room designated as a library to house check-out materials and a kitchen to house the “snack table” hospitality area.
- Students with declared majors will be able to web register more efficiently and accurately now that programming is completed for students using web registration to access an audit of their degree plans.
- Students enrolled in Power Learning will reap the benefits of instructors completing 3 intensive days of training with Dr. Claire Weinstein, Professor in the U. T. Austin School of Educational Psychology and author of the LASSI (Learning and Study Strategies Inventory). All students enrolled in Power Learning will take the inventory as a part of the class. The inventory measures ten strategies necessary for success in college classes all of which can be improved. Funding for the training was provided by Title V.
- The G-Force (peer recruiters) will work to establish GO Centers at Calhoun and Bloomington High Schools and will serve as mentors to the high schools’ G-Forces. They will also work with the state-wide Green Ribbon campaign (drive for FAFSA completion) to develop at least one elementary college-bound activity.
- The Outreach and Retention Office will develop college-bound activity booklets for Pre-K through 4th grades.
- The Outreach and Retention Office plans to host an open house for December graduates.

IV. Strengths.

- The Victoria College Testing Center offers the Quick THEA several times each month which allows students more opportunities to meet their college-entrance requirements.
- The Testing Center introduced new tests during the 2003-2004 school year. In order to better serve Police Academy graduates, the Center now offers the TCLEOSE exam which provides the mandated certification for all graduating police cadets. By offering this exam locally, students save time and money that would be incurred by traveling to Austin. The Center created walk-in testing twice each week for COMPASS exams and NET exams. The addition of these two weekly walk-in sessions allows students to take mandated entrance assessments and/or nursing qualifying exams at times that better suit student schedules. The Center significantly increased the number of on-line exams

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administered for Victoria College instructors. The Testing Center continued to provide students with disabilities fair and discrete testing opportunities. The Testing Center provided students with disabilities opportunities to test in COMPASS, Quick THEA, and assessments for VC courses and Virtual College of Texas courses

- Counseling Services experienced a 52% increase in counseling contacts for the 2003-04 year.
- Disability Support Services developed a *Faculty Handbook for Students with Disabilities* and updated and revised the *Handbook for Students with Disabilities*.

V. Areas Needing Improvement.

- The Testing Center will be focusing on streamlining the paper flow for GED administrations. Currently, many documents are created that contain much of the same information. DocuWare will be purchased to address this.
- A more efficient computerized tracking system for the Tutoring Center that will incorporate all who use the Center must be developed.
- Tutoring Center hours need to be reconsidered to better utilize personnel and funding. In the future, the Center will try different approaches, such as designated study groups, in an effort to meet student needs.
- The Transfer Center begun in summer 2004 will be further developed and will host recruiters from other institutions on the VC campus

VI. Success Story.

- In January 2004 the Victoria College Testing Center became a licensed ACT Center. This Center provides opportunities for professional certifications and testing for local and state-wide job opportunities. The Center serves all of our surrounding communities. As the Center has gained strength in establishing its presence in Victoria, it has enjoyed high praises from the national headquarters as an outstanding ACT Center in regard to testing facilities and testing administration. National representatives have visited the Center for the purpose of documenting the Victoria College ACT Center site to use as an example for new sites opening across the country.
- The concept of a partnership between the nursing school and tutoring began when the LVN program requested help with entering LVN students who are required to test at a certain level in basic reading and math skills. Many applicants were not meeting minimum standards and were being denied entrance, so the potential students needed some form of remediation before retesting. After reviewing existing materials, the tutors did extensive research into the testing criteria and wrote sample exercises, developed a vocabulary list, and gave test taking tips to promote success. The Center submitted a final draft for approval, and with only a few minor corrections, the NET Packet became a reality. Perkins funds helped print the packets, and the webmaster put the entire packet on the on-line InfoRack, breaking it down into sections for easy retrieval. As of Summer II 04, the Center has handed out over 200 packets and provided tutoring for an estimated 90 of the prospective students. The satellite campuses are also providing the packet to all applicants, and others are referred to the web page. The bright yellow packet of testing information has become a real "success story" for the Center, and its popularity has led to packets for THEA and other assessment tests.

EDUCATIONAL OPPORTUNITY CENTER (EOC)

- I. Introduction.** The Educational Opportunity Center (EOC) 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 higher education informational services to its participants. The EOC Program has accomplished its projected goals for the year, and in many areas, surpassed the targeted objectives.
- II. Evaluation Results.** All staff members participated in training workshops provided by the TRIO parent organization and in teleconferences to aid in program administration and reporting. From these experiences, the Director led an extensive program review, resulting in new and improved tracking and record keeping systems. The staff also participated in a programmatic evaluation using the Council for the Advancement of Standards in Higher Education (CAS).
- III. Future Plans.** The primary focus for the program is to continue improving Higher Education recruitment strategies.

The goal of the EOC is to provide accurate and extensive information about postsecondary educational opportunities. The EOC provides personal assistance with financial aid and admission procedures.

Innovative marketing strategies will continue to be used to develop a strong program presence, along with continued community support and activities. Strategies include the following:

- Promote program services through television, radio, newspapers
- Expand Higher Education Orientation sessions to include more faculty involvement from various institutions and an increase in opportunities for meeting and socializing
- Expanded web page with more downloadable information for off campus access
- Expand college entrance exam assistance through review sessions
- Provide field trips to hospitals and area businesses to target specific careers
- Provide interpersonal workshops in areas which students have indicated an interest or need

- IV. Strengths.** In order to achieve academic success, the EOC offers a unique one-on-one partnership with its participants. A strong working relationship is encouraged by providing:
- Academic Support
 - Tutoring individually to establish an on-going academic relationship
 - Offering THEA review sessions to master this placement test

- V. Areas Needing Improvement.** In an effort to continue the growth and expansion of the project, the EOC hopes to:
- Increase networking opportunities
 - Continue to expand the tutoring component

- VI. Success Story.** EOC program services were marketed to 42,000 residents. Financial aid information was distributed to 3,000 residents. The EOC had 1,067 participants. Staff assisted 479 individuals with applying for college admission and financial aid application completion. Career counseling was provided to 676 individuals. Staff provided numerous

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college information sessions and financial aid workshops for individuals throughout the Golden Crescent region. The EOC was actively involved in community awareness events and with area high school students. Career orientation sessions were provided and were a great success. The Victoria College faculty and staff provided enormous support and assistance in coordinating these events. The review sessions for the NET and THEA tests were also beneficial and will be continued and expanded for this next year.

FINANCIAL AID

- I. **Introduction.** The Financial Aid Office (FAO) continues to play an integral role in the mission of The Victoria College by developing and maintaining financial aid procedures and policies that assure equal access to financial resources by all students. This access, in turn, supports enrollment, retention, and the achievement of educational objectives by our students. The FAO functions within the stated regulatory framework for each aid program administered by 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.** Results of the 2003-2004 Student Opinion Survey show that 83% of the students who responded expressed satisfaction with the financial aid process. This is a slight increase (1%) over last year's survey results. The FAO implemented document imaging during the 2003-2004 year. It is expected that overall satisfaction of the financial aid process will continue to show improvement as a result of increased efficiency within the office brought about by the use of the imaging technology.

In order to streamline the loan application process, the FAO entered into an agreement with the Texas Guaranteed Student Loan Corporation (TG) to institute the Loans by Web program. As a result, students have less paperwork to complete, and information is transmitted electronically between the college and TG to expedite the process and increase efficiency.

The FAO took part in a Standards of Excellence (SOE) Review Program, sponsored by the National Association of Student Financial Aid Administrators (NASFAA) in October of 2003. Compliance exceptions, recommendations and strength of the FAO were identified in the review team's report. All compliance exceptions have been addressed, and many of the recommendations adopted. Additional recommendations will be implemented given additional time, training, and resources.

Packaging and awarding processes were altered to target students with the greatest financial need; as a result, Texas Public Education Grant funds are now available to students to use toward the payment of tuition, fees, and books at the beginning of each semester.

Changes to the scholarship program are in process. A major review of policies, procedures, and practices is being conducted. Processes will be improved to allow for better coordination of the awarding and disbursing of scholarship funds.

- III. **Future Plans.** The FAO received a grant from The Victoria College Foundation for PowerFaid's training. Training for all staff members on this financial aid software was one of the recommendations of the SOE review team. PowerFaid's training will provide the FAO staff with the information and expertise they need to provide higher quality services to students, staff, and the administration. In addition, increased integration of PowerFaid's with the college's student information system (VCCIMS) will allow the college to maximize resources, increase efficiency, and streamline interactions between the Financial Aid Office, the Business Office, and the Admissions and Records Office.

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A compliance exception noted by the SOE review team was the timing of the disbursement of Title IV funds to students. Beginning in the Fall of 2004, students will receive their Title IV monies within the stated regulatory deadlines.

The FAO will evaluate and revise its loan default management plan and policy and procedure manual to reflect current policies and procedures to ensure that staff has a reference to use in performing their job.

The FAO will review record keeping requirements and discontinue retaining unnecessary documentation in student files and purge financial aid files that are maintained beyond the period required by federal, state and local laws and regulations or institutional policy. As a result, additional space can be opened up by eliminating documents and files that are no longer needed.

IV. Strengths.

- The official cohort loan default rate for FY 2002 dropped to 8.2% from 11.2% for FY 2001.
- The 2002-2003 independent audit reported no material non-compliance issues with federal and state awards
- For fiscal year 2003-2004, 100% of Financial Aid applicants who submitted completed files by the priority deadlines and were eligible for Pell grant assistance were able to use the grant funds during the registration process.

V. Areas Needing Improvement.

- Additional work still needs to be done to improve the delivery, timeliness and understanding of the services the FAO offers.
- Continue to provide training for staff and student workers to ensure students receive correct and complete financial aid information.
- Many students still do not apply for financial aid in time for fee payment deadlines to be met. The FAO will publicize deadlines, and the benefits of meeting those deadlines; and in different formats in an effort to increase the number of students who complete their financial aid file in a timely manner.

VI. Success Story. As a result of the NASFAA Standards of Excellence report, numerous changes to policies and procedures were implemented within the FAO. The staff worked diligently to ensure that these changes were instituted with minimum disruption to regular office routine.

KNOWLEDGE, EXPLORATION, YOU (K.E.Y.) CENTER

I. Introduction. The Student Support Services Program/K.E.Y. Center successfully completed its third 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. Participants completed surveys following activities and were also asked to evaluate the program at semester-end. The program received many positive comments, such as the availability of knowledgeable tutors, a friendly and helpful atmosphere, and the quality of counseling services readily available. The end of semester survey also had a 100% favorable response to the question of whether a student would recommend the program to others.

All staff members participated in training workshops provided by the TRIO parent organization and in teleconferences to aid in program administration and reporting. From these experiences, the Director led an extensive program review, resulting in new and improved tracking and record keeping systems. The staff also participated in a programmatic evaluation using the Council for the Advancement of Standards in Higher Education (CAS).

III. Future Plans. The primary focus for the program is to continue improving academic services and support. The goal is to help students pass their coursework by providing effective tutoring with the use of peer tutors and professional tutors. The use of innovative, flexible and academically effective strategies will be used to form a strong program, along with continued cultural and enrichment activities:

- Expanded mentoring activities to include more faculty involvement and an increase in opportunities for meeting and socializing
- Expanded 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
- Job Shadowing
- Integration of the Learning and Study Strategies Inventory (LASSI) tool and modules

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:

- TASP/THEA review sessions and individualized tutoring to master this placement test
- Growing resource library for student use in-house and for check-out service
- Increased emphasis on technology through the addition of a technology tutor specializing in computer help for students

Counseling and Mentoring:

- Mentoring opportunities for meeting and exchanging ideas and support
- Support group formed

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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:

- 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 TRIO club began its first year and has been a great success. Members include not only participants of the K.E.Y. Center but also students from the general population. The TRIO Club sponsored several cultural activities and initiated the K.E.Y. Debate group.

STUDENT ACTIVITIES AND STUDENT CENTER

I. Introduction. The Student Activities and Student Center Departments support the mission of the College by providing quality programs and services to students, staff, and the community. Student Activities Office plays an active role in the College's recruitment and retention efforts. The Student Activities programs and activities are designed to develop/promote leadership skills, good citizenship and community service. The Student Center serves as a multi purpose facility serving the College and community.

II. Evaluation Results. The 2003-2004 Student Opinion Survey showed an overall positive rating with the following percentages:

- 89.7% satisfaction rating with the Student Government Association
- 90.6% satisfaction rating with planned student activities
- 92.2% satisfaction with the Victoria College website for acquiring information on Student Activities
- 93.1% satisfaction rating with the Student Center hours of operation
- 94.6% of students felt that the office atmosphere was professional and welcoming.

The 2003-2004 Victoria College Faculty and Staff Opinion Survey gave high ratings with the following percentages.

- 99% were satisfied with the procedures for acquiring Student Center reservations.
- 96.9% were satisfied with the atmosphere and professionalism of the department.

III. Future Plans. The Student Activities Office continues to listen and respond to the needs of students. Suggestions by students are reviewed and incorporated if the budget and College policy allow. Future activities planned by student organizations are varied and initiated by students. These types of events continue to be a retention tool for our students.

The Student Center facility is in need of modernization which will offer a student-friendly environment but more importantly provide wireless technology, closed-circuit television, and an overall atmosphere more cognizant of student needs.

IV. Strengths.

- Effective recruitment of new students into established organizations
- Diversity of organizations and events
- Repeated exceptional Student Center ratings
- Returning student retention into organizations
- Establishment new organizations
- Listening and responding to students needs
- Effective interdepartmental communication
- Effective rapport with students and regularly attended off-campus sites

V. Areas Needing Improvement.

- Increase faculty, staff, and student attendance to events
- Continue to monitor at-risk students who may need assistance with tutoring and financial aid or other student services so they may continue their organizational membership.
- Establishment of consistent meeting times and advertisement of club activities.
- Utilization of the online master calendar for all student events

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VI. Success Story. The 2004 Spring Connection was sponsored by Student Activities and the Recruitment and Retention Coordinator. This one day event for at-risk high school students began with a lunch for attendees, a guest speaker presentation by Sylvia Martinez, a panel discussion with area professionals, college workshops, and concluded with a family carnival. Each facet of this event was well attended and many positive comments were shared.

TITLE V – ACTIVITY 2

- I. **Introduction.** The Victoria College's Title V program has two specific, interrelated activities. Both activities focus on improving academic outcomes for Developmental Education at VC. The Title V grant was awarded to VC in October of 2003 in the amount of \$2,022,137, to be distributed over five years. Title V successfully completed its first year in September of 2004.

Activity I focuses on the creation of learning environments that will improve success for the diverse student population at Victoria College. The end of year report for Activity I can be found in Instructional Services.

Activity II focuses on the improvement and enhancement of student services. A primary goal is to establish a Virtual Campus for Online Student Services which will address the problems of unequal and inadequate access focusing on development of online services. Additional targets include:

- Departmental improvement of student services
- Enhance and increase accessibility of technology services
- Improvement of student academic success

- II. **Evaluation Results.** The evaluation method to determine program success was the completion of objectives specific to Activity II.

Progress was made to improve student services method of delivery. Student Services departments are currently incorporating several methods to provide efficient services.

DocuWare (electronic document imaging system) is being utilized by the Financial Aid and Admissions Offices. The Student Activities department is utilizing a scheduling software program to improve the facility arrangement process.

Progress was made to ensure the number of student services available through the Virtual Campus/ Student Portal.

Technology Services Departments' evaluation of VCCIMS (VC's student information system) resulted in the recommendation to rewrite the system. Administrative Council approved the rewrite of VCCIMS. By redesigning the database and rewriting the code in the .net framework, a stable platform will be in place, making the establishment of the portal much easier and cleaner. The rewrite will put the revised Student Information System (renamed Integrated Student Information System-ISIS) in a web based environment, which is necessary for the portal. The estimated completion time for the rewrite is approximately two years thus delaying plans for the completion of the student portal by the end of year one.

The development and enhancement of on-line services continued and were available to students via the web site. These services included: registration, grade checks, unofficial transcripts, degree audits, business services such as tuition, fees and fines payment, and on-line application for admission. The Student Portal marketing campaign will be developed by students, community focus groups, and the Title V Advisory Group as portal components become complete.

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The services from the Help Desk, Tutoring Center and Testing Center were updated and expanded which served to enhance and increase accessibility of technology services.

The full-time technology Help Desk Specialist was hired and is working extended hours to help students enrolled in online courses and assist with technical difficulties. The Help Desk specialist also works with VC faculty and staff to resolve technology issues. With the addition of this full-time position, an increase in retention of students who are taking distance education courses is anticipated.

Eighteen computer workstations and computers were purchased and established in the Tutoring Center. Twenty-seven computer workstations, computers, and privacy screens were purchased and established in the Testing Center. In spring 2004, approximately 10% of the entire student enrollment used the Tutoring Center. Also, 12% of all students enrolled in developmental education courses utilized the services provided in the Tutoring Center. With the addition of these new computers and workstations, an increase in tutoring services usage and satisfaction is expected.

III. Future Plans. The primary focus for the program is to complete all yearly objectives for Activity I and Activity II. To address student academic success innovative strategies will be utilized to affect student change. The Title V Counselor will provide support services to students enrolled in development education classes. An Early Warning system will be developed, targeting students enrolled in developmental educational classes. Program Staff, Counseling Services and faculty will collaborate to provide proactive interventions to increase retention for at-risk students.

IV. Strengths.

- Strong institutional commitment and support to the success of the Title V goals.
- Provides additional staff (Developmental Specialist, Counselor, Programmer, Help Desk Specialist) to all areas of the institution.
- Collaboration/integration of Title V staff with all areas of the College ensures the success of the Title V initiatives.
- The restructuring of all federal grants under one director allowing for improved coordination and accountability of programs

V. Areas Needing Improvement. With the successful completion of year one, Title V will now focus on the following:

- Development of a marketing campaign promoting program goals and objectives.
- Develop procedures for implementation of grant initiatives, monitor timelines and provide effective communication to all parties involved with Title V

VI. Success Story. Title V funds were used to purchase computers and a printer for the Tutoring Center. The Tutoring Center has seen an increase in student activity and has received positive comments from students.

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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.

- **Victoria College Foundation and Development Office:**

Approximately 5,300 solicitations were mailed to area individuals and businesses during the 2003-2004 *Tradition of Excellence* Annual Giving Campaign. A total of \$126,006.50 was received from 248 donors. This year's allocations to-date included \$37,500 for student scholarships, \$41,510 to endowed scholarships, \$20,000 for faculty/staff grants, and nearly \$20,000 for other College programs and services.

The community's response to the campaign since its inception in 1998 has been overwhelming. During the past six years, more than \$675,000 has been donated in support of College initiatives. Of this, nearly \$182,000 has been allocated to student scholarships, \$306,000 to endowed scholarships, \$70,000 for faculty/staff grants, and over \$100,000 to other College programs and departments.

Interest in support of the Foundation through the Memorial and Honorarium Program continues. During the 2003-2004 year, the Institutional Advancement Office received and acknowledged nearly \$4,400 in memorial contributions.

Several new endowments were established during the 2003-2004 year.

- The Works of Mercy Endowment, in the amount of \$25,000, was established to offer emergency assistance to students enrolled in Allied Health programs.
- The Tim and Cherie Von Dohlen Endowment for Disadvantaged Youth, in the amount of \$16,725, was transferred from Victoria College to the Victoria College Foundation.
- Mr. Thomas Marion O'Connor endowed a scholarship in memory of his late wife. The Madeline Fleming O'Connor Endowment, in the amount of \$25,000, benefits VC art students.
- The Morris and Camille Roberts Endowment, in the amount of \$30,820, was transferred from the Victoria College to the VC Foundation. This scholarship benefits VC students residing in Victoria, Calhoun, Goliad, Refugio, DeWitt, Lavaca, Jackson, Wharton and Bee Counties.
- Rotarians and members of the Victoria Sunrise Rotary established a \$10,000 scholarship endowment to benefit students studying in the medical field.

Additional donations to the Foundation included:

- \$10,000 from the Victoria County Genealogical Society to benefit the Texas History Center.

Copies of all donations to The Victoria College and the Museum of the Coastal Bend, including scholarships and memberships, are forwarded to the Institutional Advancement

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office for acknowledgement and tracking. During the 2003-2004 year, approximately 320 thank-you notes were mailed to donors.

- **Marketing/Public Relations:**

- **Internal/External Communication**

Victoria College created a Marketing and Public Information Events, Publications & Website Information Request Form to address marketing needs and promote timely and accurate publicity for events and activities. The Marketing and Public Information Office completed over 300 internal marketing requests submitted by faculty and staff from September 2003 to August 2004. Requests include media PSAs, posters, flyers, mail outs, publication changes, web site additions/changes, brochures, etc...

- **Free Publicity**

Approximately 315 news releases were distributed to The Victoria Advocate and the seven surrounding county newspapers. Approximately 4,500 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 120 feature articles in The Victoria Advocate and surrounding county papers focusing on various events on campus. Victoria College also produced 22 Q&A articles in the Victoria Advocate. Each article was approximately one fourth of a page.

Victoria College received an average of 4 television interviews/feature stories per month during spring and fall semesters. The Victoria College also received 52 live radio interviews from Texas Radio via the "College Minute", which is a corporate sponsored weekly radio segment. Many of these interviews featured faculty from numerous divisions and programs on campus. In addition, The Victoria College received approximately 15 radio interviews and 4 live remotes from local radio stations including Hispanic radio from September 2003 to August 2004.

Victoria College created approximately 25 posters for publicizing events, registration and campus programs. The posters were displayed at The Victoria Mall. In addition, hundreds of posters were distributed throughout the College service region to businesses, schools and other public areas.

Victoria College partnered with C.L. Thomas Petroleum (Speedy Stop) to enable VC to display publications at all Victoria area Speedy Stops at no charge. The display racks provide contact information and are updated weekly or as needed. These displays are a unique way to provide current information to the general public.

- **Paid Advertising**

Victoria College spent approximately \$45,000 on paid advertisements.

- Ads/Inserts – \$23,500 in The Victoria Advocate & surrounding newspapers
- Radio - \$5,600
- Television/Cable - \$5,500
- Billboards - \$8,550
- Victoria Mall Advertisement - \$1,800
- Street Banners in Victoria and Port Lavaca - \$320

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Community Market Research

Victoria College created an advertising campaign promoting the Workforce Division utilizing outdoor media, radio, television, print and internet media to generate awareness and increase enrollment. The campaign targeted Hispanic and non-Hispanic audiences focusing on affordability, improved earnings potential and improved standards of living.

Victoria College recently partnered with the Hispanic Chamber of Commerce and local media providers to better target the growing Hispanic population in our region. As a result, the College is running bilingual television and radio ads. Several of these advertising opportunities have been provided at discounted rates or donated at no cost. These new partnerships represent about \$2,000 in advertising savings to the College.

Victoria College worked closely with industry leaders through the board of ABC Texas Mid Coast Construction Education Foundation (CEF), to develop a marketing campaign to promote a series of new continuing education construction training classes for both commercial and industrial sectors of the construction industry.

Victoria College hosted a community forum to promote the Criminal Justice Program. Community members who participated in the forum represented the CJ fields of probation, law enforcement, social work, Homeland Security, and law. Students and community members made positive comments about the opportunity to meet and interact on local and current criminal justice issues.

The Marketing and Public Information Office attended a non-profit community leadership forum, *Storytelling: The Key to Success*. The training forum focused on marketing non-profits through media and community events.

Publications

The following publications were produced by the department.

- Academic Schedule
- Continuing Education Schedules – mass mailing to selected area within Victoria and distributed to area papers for insertion
- Lyceum Brochures
- Graduation Programs
- Program Flyers
- Counseling Brochure
- Annual Report to the Community
- Bi-Annual Newsletters
- VC Postcard and Templates
- Event Posters & Flyers

Events

Some of the campus events covered by the department include:

- Convocation
- Welcome Week
- Spring Connection
- Kids Camps
- College Night – About 40 colleges and universities participated
- New Student Navigation
- Museum of the Coastal Bend Opening Activities
- Scholarship Reception

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- Lyceum Lectures
- Victoria Chamber of Commerce Breakfast Event – Victoria College Report
- Transfer Admissions Day
- Stormont Lectures
- Victoria County Spelling Bee
- Military Order of the Purple Heart July 4th Ceremony
- Commencement
- Various department/program graduations

Web Site Enhancements

The part-time Webmaster added during 2003 was converted to a full-time employee. The Webmaster actively works 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. Over the past year, the VC website has averaged 2,775 visits per day.

The VC Front Page now has Random News Content and a marquee of current news and events. Many updates and improvements have been made to the Website, including: the Front Page, Student Support Services, The Computer Help Desk, Planning and Institutional Assessment, Title V, Physical Education, Math, Adult Education, Vocational Nursing, the Tutoring Center, Humanities and Fine Arts, the Business Office, Fine Arts Auditorium, Johnson Symposium Center, Human Resources, the addition of the Career Services System, and the addition of Meeting Room Scheduling.

In addition to the Website updates and improvements the following pages and Websites were created: Artists of the Month, Campus Events Calendar, Academic Calendar, Campus News, Workforce Division, The Museum of the Coastal Bend, Continuing Education, Educational Opportunity Center, Online Advising Resource Center, Student Government Association and other student clubs, the ACT Center, and the Cove and Café Espresso. A live auction site for surplus items was also created which generated approximately \$5,000.00 in revenues for the College.

Students can now view current changes to the online versions of the college publications. The College is now implementing PHP to create a more user-friendly and internally compatible resource for technology services communication. In addition, the Pirates Plank, a new portal page, allows students to access academic and student related online services. The Pirates Plank incorporates student suggestions for user ease and accessibility

III. Future Plans.

- A Marketing / Website Committee has been created and will begin meeting in September 2004. Major emphasis will be placed on VC website enhancements, image consistency of the various web pages, best use of the advertising and printing budget, and new methods of promoting the College and its offerings.
- Continue to promote academic and workforce programs to increase awareness as well as enrollment.
- Work with a local printing company to select and saturate various postal codes in the area to make best use of mailings.
- Begin coding marketing mailers for tracking purposes.
- 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. PIA 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.

II. Evaluation Results.

- The Planning and Institutional Assessment office continues to receive positive comments on the timeliness of data delivery and the new web site configuration.
- The PIA office has made progress in terms of refurbishing the reporting structure in order to simplify access to pertinent data. However, additional work is needed due to the extensive amount of data that is reported from this office

III. Future Plans.

- Automating the reports generated from the PIA office and making that automation available across campus will be a high priority item for this office. This will also include reviewing all reports to eliminate those that are irrelevant and are no longer used by offices on campus.
- The PIA office will look for 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 students' tastes, preferences and academic or training needs.
- The PIA office will also look to incorporate focus group studies as a research tool, and work with other offices when grant opportunities become available by providing pertinent data in a timely manner.
- The PIA office will retool the planning process in order to have a set institutional plan over an extended period, and yearly unit plans that are focused on achieving the institutional goals and objectives. This new process will also include a user application that will act as a data repository for unit plans. This application will replace MS Word documents being emailed from unit planners to administrators and then to the PIA office.

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 maintains a thorough understanding of the data, the database structure and strong familiarity with the general data needs across campus.
- Technical capabilities within the office are being utilized in new ways to create a more efficient reporting structure and planning process.

V. Areas Needing Improvement.

- Update reporting mechanisms to better utilize live database reporting through VCIMS and on the web instead of static web pages.
- The office lacks adequate documentation of PIA reports, survey methodologies and general processes and responsibilities.

VI. Success Story.

- The PIA office reorganized the web site so that data and information are more readily available. At this point there is no new functionality within the website, but the new structure is much easier for users to navigate with menus that are always displayed and organized for greater user access. The new structure also allows for future automated reports to be plugged in without impacting the layout and content of the website.
- The PIA office also coordinated the administration of the 2004 Community College Survey of Student Engagement (CCSSE). CCSSE's survey instrument provides information on student engagement, and asks questions that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. The results of the CCSSE survey will be used to identify the College's strengths and weaknesses with respect to engaging students through instruction and student services. The results will prove valuable in future institutional effectiveness planning.

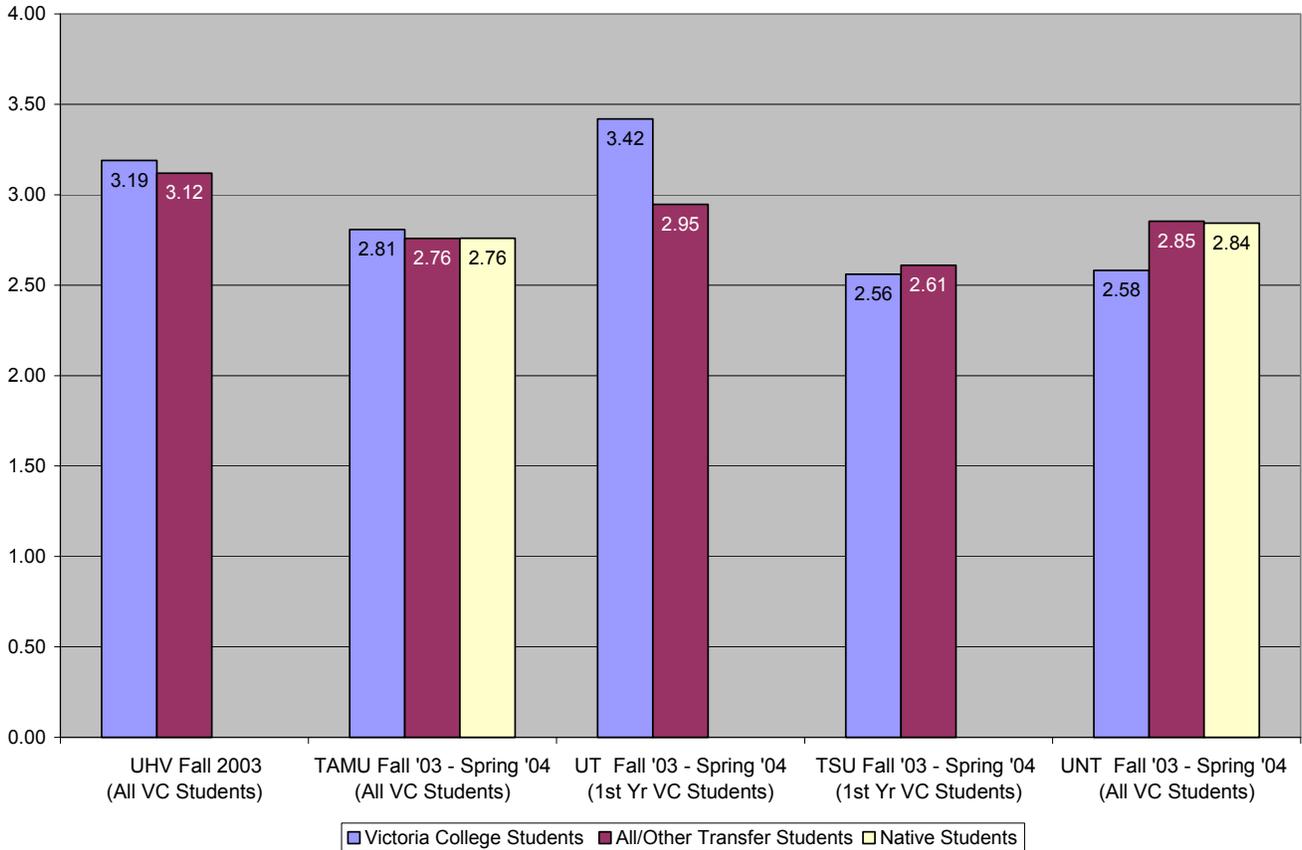
APPENDIX

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APPENDIX

Success Factor 1: University Transfer Student Success – Victoria College transfer students' first and second semester GPA and retention will be as good or better than other transfer and native students.

Transfer Students from Victoria College Success by Grade Point Average (GPA)
 (Most recent data available)



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APPENDIX

Success Factor 2: Workforce Student Success – The Workforce Development & Education department will graduate 5 students per year per program; achieve an employment/success rate of 85%; achieve an 80% satisfaction rating from graduates and their employers; and 90% of program completers will pass the licensure/certification exam upon the first attempt.

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

CIP VC Program Name	Academic Year									
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
1102 Computer Programming: CIS—Computer Programming AAS & Cert	-	3	3	5	3	3	1	1	3	3
1503 Electronic Related Technology: Electronics/Instrumentation AAS & Cert	9	12	13	14	15	14	18	13	19	16
1907 Child Care & Guidance: Child Care Cert	2	2	7	5	5	3	7	19	14	18
2201 Law & Legal Studies: Legal Assisting AAS & Cert					5	18	13	8	10	9
4103 Physical Science Technologies: Process Technology AAS					13	28	32	31	17	20
4301 Criminal Justice & Corrections: Criminal Justice AAS Police Academy (Fall, Spring, & Reserve) Cert	11 49	10 58	10 56	16 51	4 34	8 31	9 35	9 30	5 42	2 42
4302 Fire Protection: Firefighting Cert					4	10	6	7	12	11
1513 Drafting: Drafting Technology AAS & Cert	15	9	17	5	13	17	18	17	16	16
480508 Welder/Welding: Welding Cert	9	10	7	-	4	4	5	9	7	9
5202 Business Administration/Management: Management AAS & Cert	4	10 9	8	3	13	8	12	9	15	17
5203 Accounting: Accounting AAS & Cert	5	2	2	1	3	1	7	3	4	4
5204 Admin Secretarial Services: Office Systems Technology AAS & Cert	24	23	26	33	35	25	15	17	26	5
5212 Bus Info. & Data Processing: CIS Micro & Network Admin AAS & Cert	-	-	-	3	10	11	20	42	15	16
510904 Emergency Medical Technology: Emergency Medical Tech AAS & Cert	-	-	-	8	5	12	15	18	7	7
510908 Respiratory Therapy Tech: Respiratory Care AAS & Cert	9	28	24	16	21	12	30	13	9	15
5110 Medical Laboratory Technologies: Medical Lab Technology AAS	6	12	9	10	8	7	3	7	9	6
511601 Nursing, General: Nursing AAS	83	95	40	67	68	55	50	81	77	70
511613 Practical Nurse Training: Vocational Nursing Cert	129	143	156	157	149	138	137	113	117	151

**2003-2004 End-of-Year Summary Report
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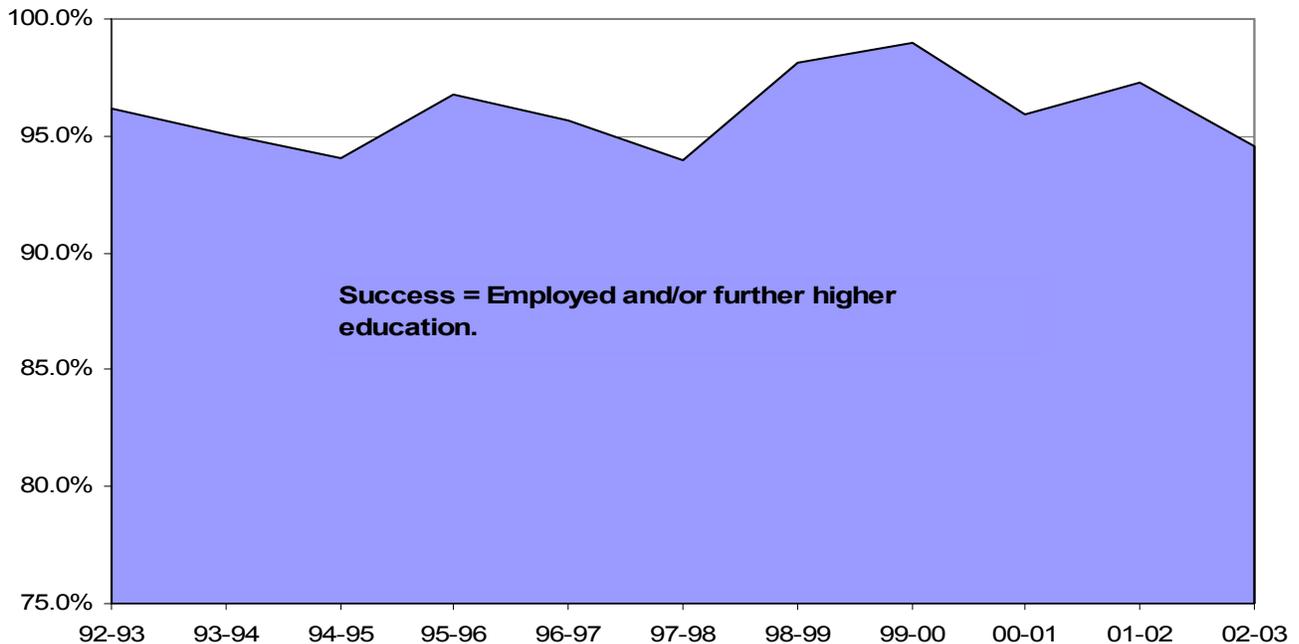
Success Factor 2 (continued)

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

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

College Workforce Graduates' Success Rate



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Success Factor 2 (continued)

Results from The Victoria College
2003-2004 Workforce Graduate and Employer Follow-up Surveys
(2002-2003 Graduates)

	Graduate Rate Entry-Level Job Competencies:								Employer Rate Entry-Level Job Competencies:							
	Total	Very Good	Good	Avg.	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg.	Poor	Very Poor	Average or Better	
							#	%							#	%
Allied Health Programs: Associate Degree Nursing	11	1	10	0	0	0	11	100%	2	2	0	0	0	0	2	100%
Vocational Nursing																
Cuero	7	3	4	0	0	0	7	100%	1	0	0	1	0	0	1	100%
Gonzales	3	0	3	0	0	0	3	100%	3	2	0	1	0	0	3	100%
Hallettsville	8	4	4	0	0	0	8	100%	4	3	0	1	0	0	4	100%
Victoria Day	10	3	7	0	0	0	10	100%	14	3	9	2	0	0	14	100%
Victoria Night	5	4	1	0	0	0	5	100%	9	4	4	1	0	0	9	100%
Vocational Nursing Total	33	14	19	0	0	0	33	100%	31	12	13	6	0	0	31	100%
Medical Laboratory Technology	7	3	4	0	0	0	7	100%	6	4	2	0	0	0	6	100%
Respiratory Care	5	3	2	0	0	0	5	100%	4	2	0	2	0	0	4	100%
Allied Health Programs Total	56	21	35	0	0	0	56	100%	43	20	15	8	0	0	43	100%

	Graduates Rate Entry-Level Competencies								Employers Rate Entry-Level Competencies							
	Total	Very Good	Good	Avg.	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg.	Poor	Very Poor	Average or Better	
							#	%							#	%
Basic Skills																
Reading	47	16	21	10	0	0	47	100%	16	11	5	0	0	0	16	100%
Writing	46	13	24	9	0	0	46	100%	17	10	7	0	0	0	17	100%
Math	47	16	19	12	0	0	47	100%	16	11	5	0	0	0	16	100%
Oral Communication	46	14	19	10	3	0	43	94%	17	9	7	1	0	0	17	100%
Use of Computers	46	15	17	9	3	2	41	89%	16	9	4	3	0	0	16	100%
Basic Skills Total	232	74	100	50	6	2	224	97%	82	50	28	4	0	0	82	100.0
Profession-specific Knowledge/Skills																
Theoretical Understanding	47	16	20	10	1	0	46	98%	15	7	5	3	0	0	15	100%
Critical Thinking	46	15	22	9	0	0	46	100%	17	7	6	4	0	0	17	100%
Technical Skills	47	18	19	7	2	1	44	94%	17	8	8	1	0	0	17	100%
Profession Knowledge/ Skills Totals	140	49	61	26	3	1	136	97%	49	22	19	8	0	0	49	100.0
Soft Skills																
Professionalism	45	22	16	7	0	0	45	100%	16	10	2	4	0	0	16	100%
Human Relations/ Teamwork	45	23	17	4	1	0	44	98%	17	10	5	1	1	0	16	94%
Commitment to Life-long Learning	45	20	17	7	1	0	44	98%	16	9	4	2	0	1	15	94%
Soft Skills Total	135	65	50	18	2	0	133	99%	49	29	11	7	1	1	47	96%
OVERALL RATING	46	17	25	4	0	0	46	100%	16	9	4	3	0	0	16	100%

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

**2003-2004 End-of-Year Summary Report
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Success Factor 2 (continued)

Victoria College Licensure Pass Rates

Allied Health Programs 2003-2004									
Program	Program Graduates	Attempting Examination		Passing 1 st Attempt		Passing Subsequent Attempt		Total Passing	
	#	#	%	#	%	#	%	#	%
*Associate Degree Nursing	77	77	100%	69	90%	5	6%	74	96%
*Vocational Nursing	115	112	97%	101	90%	5	4%	106	95%
*Medical Laboratory Tech.	9	9	100%	6	67%	1	11%	7	78%
*Respiratory Care Tech.									
Entry Level	6	6	100%	5	83%	1	17%	6	100%
Advanced Practitioner	6	3	50%	1	33%	0	0%	1	33%
Nurse & Home Health Aide	141	123	87%	117	95%	2	2%	119	97%
Medication Aide	98	97	99%	83	86%	1	1%	84	87%
TOTAL ALLIED HEALTH	452	427	95%	382	89%	15	4%	397	93%

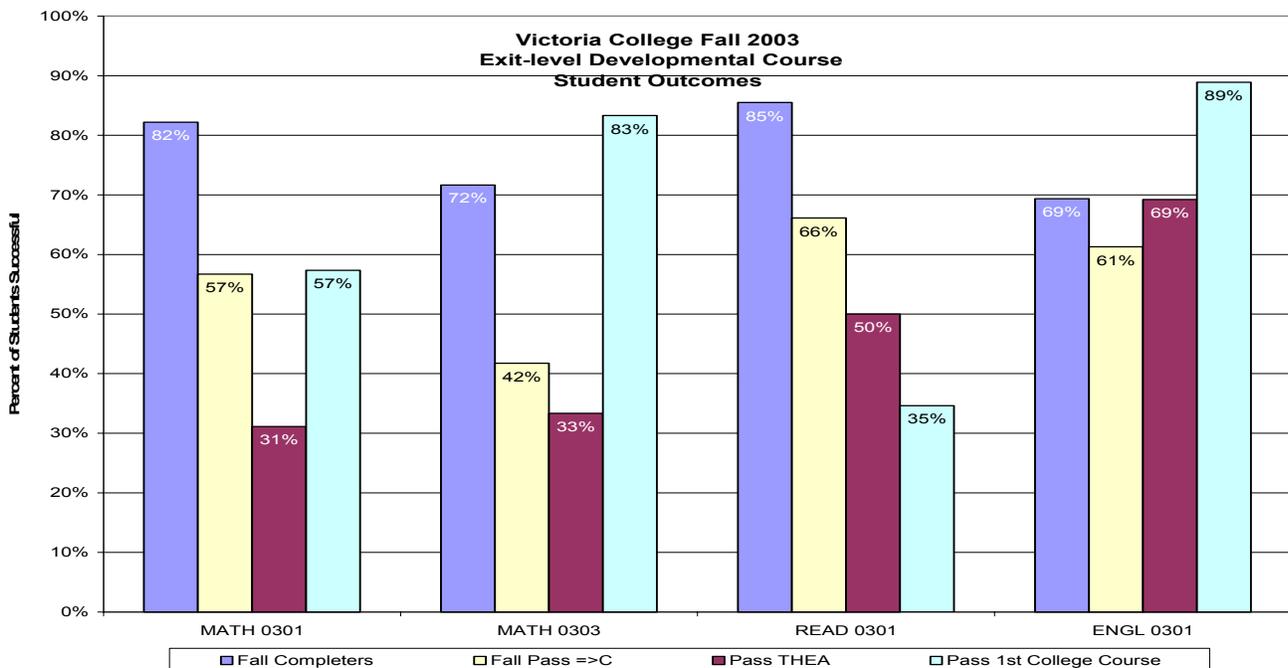
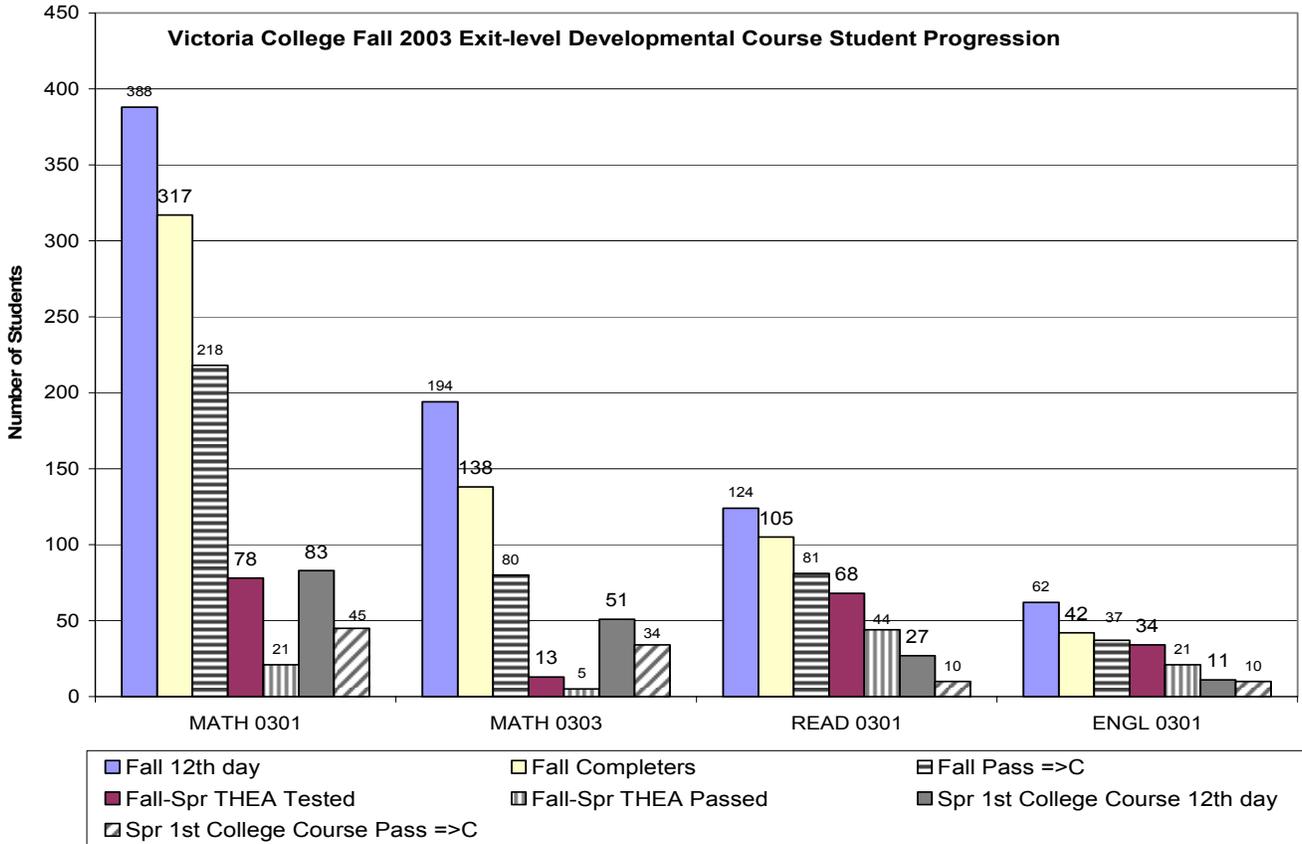
*Selective Admissions Program

Public Service Programs 2003-2004									
Program	Program Graduates	Attempting Examination		Passing 1 st Attempt		Passing Subsequent Attempt		Total Passing	
	#	#	%	#	%	#	%	#	%
Police Academy									
Fall – day	20	20	100%	20	100%	0	0%	20	100%
Spring – day	14	14	100%	14	100%	0	0%	14	100%
Fall/Spring – night	8	8	100%	4	50%	2	25%	6	75%
Emergency Medical Tech.									
Intermediate	9	6	67%	3	50%	1	16%	4	66%
Paramedic	16	16	100%	9	56%	1	6%	10	62%
Basic Firefighting	21	21	100%	13	62%	2	10%	15	72%
TOTAL PUBLIC SERVICE	88	85	97%	63	74%	6	7%	69	81%

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

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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 B or better will pass their retake of TASP, and 70% will earn a grade of C or better in the first college corollary course that they complete.



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Success Factor 4: Adult Education Student Success and ultimate Access to College Credit Courses – The number of Adult Education students who demonstrate progress, 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

ADULT EDUCATION - ALL PROGRAMS COMBINED					
	Enrollment	Contact Hours	Participants Demonstrating Progress	Participants Completing & Moving to Higher Level	Students Passing GED
2003-2004	898	71,668	682	478	118
Compared to:					
2002-2003	1,006	71,317	769	497	122
2001-2002	1,052	64,236	644	368	111
2000-2001	959	61,849	530	378	137
1999-2000	983	75,597	518	192	102
1998-1999	1,382	95,182	NA	423	96
1997-1998	909	55,318	NA	196	NA

Adult Education
Participant Enrollment, Contact Hours and Progress

Grant Funding Sources	Regular, Corrections, TANF, & EL Civics			
Program Year	02-03		03-04	
Objective	Goal	Met	Goal	Met
1. Number Served	1,216	990	1,216	897
2. Contact Hours Produced	61,200	71,789	61,200	71,668
3. 12 hours + Baseline	95%	97%	91%	99%
4. 12 hours, Baseline, + Progress Assessment	55%	77%	60%	77%
5. Gain in Reading	50%	43%	51%	42%
6. Gain in Language	50%	45%	51%	45%
7. Gain in Mathematics	50%	39%	51%	44%
8. Gain in Oral English	70%	75%	65%	69%
9. Gain in Written English	50%	56%	51%	56%
Completed 1 or more Levels				
10. Beginning Literacy	20%	88%	25%	93%
11. Beginning ABE	30%	57%	29%	58%
12. Low Intermediate ABE	30%	74%	28%	67%
13. High Intermediate ABE	22%	44%	25%	47%
14. Low Adv Secondary	30%	65%	30%	74%
15. High Adv Secondary	n/a	54%	n/a	60%
16. Beginning Literacy ESL	30%	78%	28%	87%
17. Beginning ESL	30%	70%	28%	69%
18. Low Intermediate ESL	30%	96%	34%	81%
19. High Intermediate ESL	28%	68%	34%	61%
20. Low Adv ESL	30%	66%	33%	77%
21. Hi Adv ESL	17%	66%	33%	57%
Transitions				
22. Goal of GED	30%	89%	25%	76%
23. ASE achieve GED	25%	49%	25%	49%
24. Goal of Entering Post-Sec Ed or training	20%	51%	25%	67%
25. Goal of Obtain. Employment.	15%	17%	25%	16%
26. Retained Employment	12%	89%	26%	82%
27. Average Contact Hours per Student		73%		80%

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APPENDIX

Success Factor 5: Continuing Education Student Access and Success – Continuing Education student success will be demonstrated by achieving an 85% satisfaction rating from course completers and contract organizations.

Emergency Medical Technology Contract Training

Year	Clients	Sessions
2003 – 2004	9	37
2002 – 2003	5	30
2001 – 2002	4	Not Available
2000 – 2001	6	48
1999 – 2000	4	45

Workforce Development Contract Training

(Not including ABC and Child Care Contracts)

Year	Clients	Contracts
2003 – 2004	4	121
2002 – 2003	5	91
2001 – 2002	6	91
2000 – 2001	8	51
1999 – 2000	6	26

2003-2004 EMT Clients:

Baker Oil
 BP Chemical
 Calhoun County
 Formosa
 Golden Crescent Work Force Center
 Jackson County
 Victoria County
 Victoria Fire Department
 Victoria Regional

2003-2004 WF Clients:

DuPont
 Golden Crescent Work Force Center
 Tyler Jr College
 Victoria Eye Center

Victoria College Continuing Education Enrollment

COURSE CATEGORY	2000-2001				2001-2002				2002-2003				2003-2004			
	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)
ALLIED HEALTH																
Allied Health	292	216	157	89	246	255	204	59	377	246	199	71	33	0	104	124
Continuing Nursing Ed	65	74	46	185	101	0	37	149	0	0	52	171	445	366	173	96
Allied Health Total	357	290	203	274	347	255	241	208	377	246	251	242	478	366	277	220
EMERGENCY MEDICAL TECHNOLOGY (EMT)																
EMT Total	210	174	155	207	158	244	257	241	98	197	272	292	102	147	301	313
LAW ENFORCEMENT (LE)																
Police Academy	0	68	0	0	0	79	0	84	52	48	22	0	86	44	52	0
Reserve Police Academy	0	24	24	69	0	16	16	0	0	0	0	0	26	20	0	0
Police In-Service	134	142	260	94	87	61	184	24	93	237	80	7	41	202	37	0
LE Total	134	234	284	163	87	156	200	108	145	285	102	7	153	266	89	0
WORKFORCE DEVELOPMENT AND EDUCATION																
Air Conditioning	41	63	6	15	39	8	55	19	32	26	17	10	43	2	35	30
Bus. Management	12	24	30	47	45	26	22	41	22	20	21	3	79	51	89	93
Comp. Applications	187	118	170	207	117	205	339	235	275	174	63	161	92	29	247	387
Construction & Maint.	97	79	41	117	44	61	0	92	12	69	36	11	23	79	108	44
Drafting/Industrial*	0	0	0	0	0	2	0	0	0	0	0	0	0	27	41	47
Ed. & Child Dev.	336	87	167	205	145	182	205	269	134	178	75	320	221	27	195	379
Employability	38	26	23	35	58	56	25	45	24	63	44	116	0	0	0	0
Food Svc & Dietary	91	10	0	0	79	21	19	6	47	21	29	5	9	0	0	0
Language Center	4	11	16	10	30	14	8	11	24	0	0	10	0	0	0	49
Machinist	8	23	15	10	35	11	0	17	9	0	14	0	22	0	0	0
Motorcycle Safety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	14	0	0	0	0	0	0	0	0	5	0	0	0	0	41	0
Workforce Total	828	441	468	646	592	586	673	735	579	556	299	636	489	215	756	1029
Grand Total Duplicated	1,529	1,139	1,110	1,290	1,184	1,241	1,371	1,292	1,199	1,284	924	1,177	1,222	994	1,423	1,562
Annual Unduplicated Total	3,309				3,359				3,383				3,437			

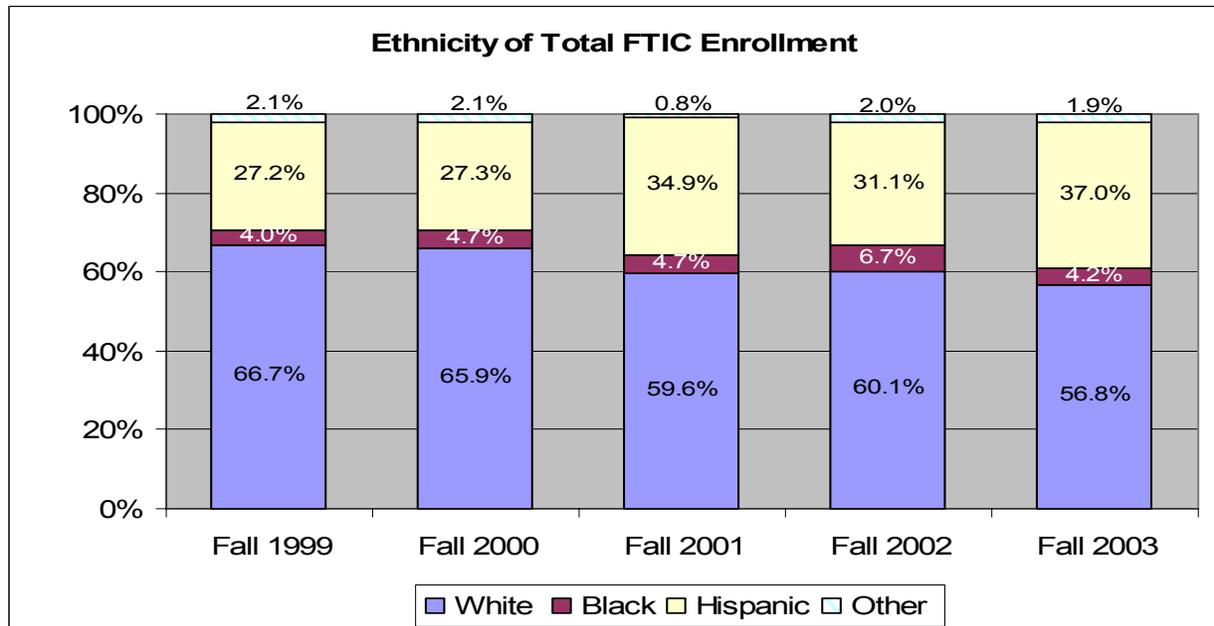
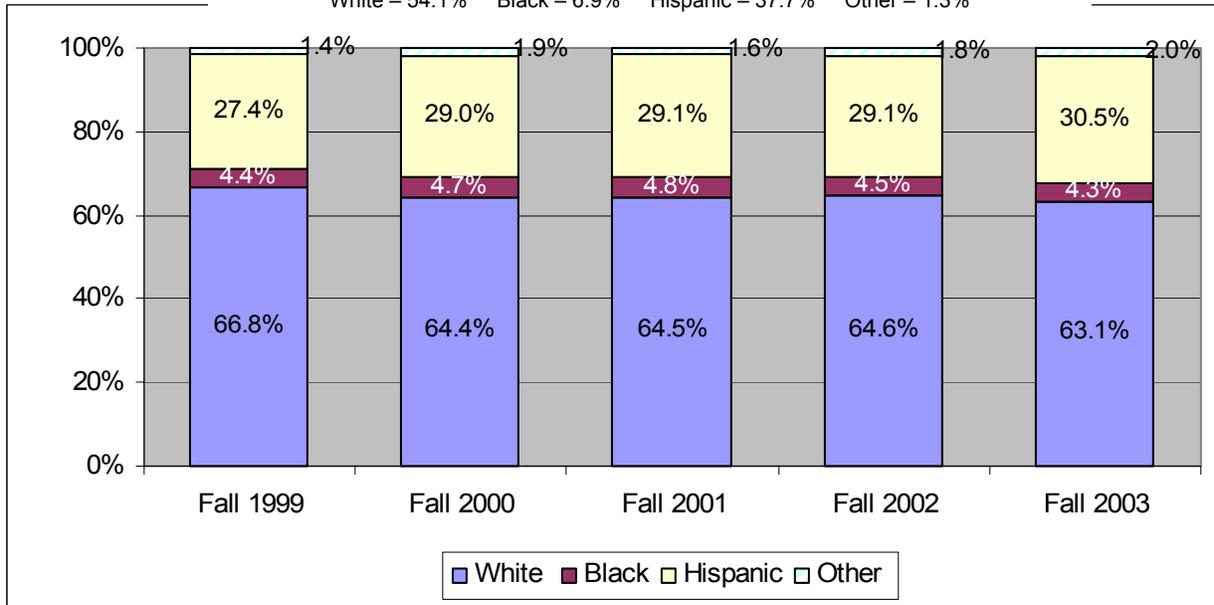
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Success Factor 6: Student Access and Diversity – Student diversity will increase until the student population reflects the ethnicity of the service area. Strategic Enrollment Management Objectives 4-7 will be accomplished:

1. Increase the number of first time in college (FTIC) students 5% each year.
2. Increase fall enrollment by 2% each year.
3. Increase the percent of Black and Hispanic student representation in total fall enrollment and in fall FTIC enrollment.

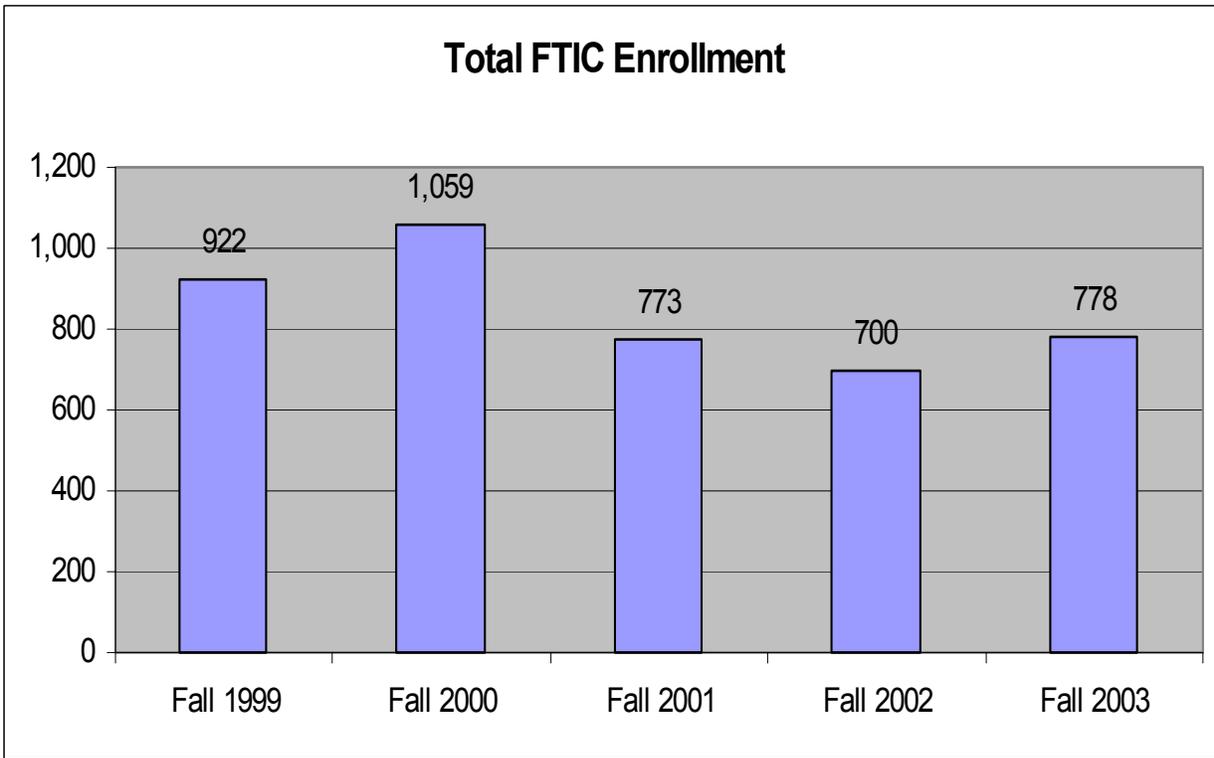
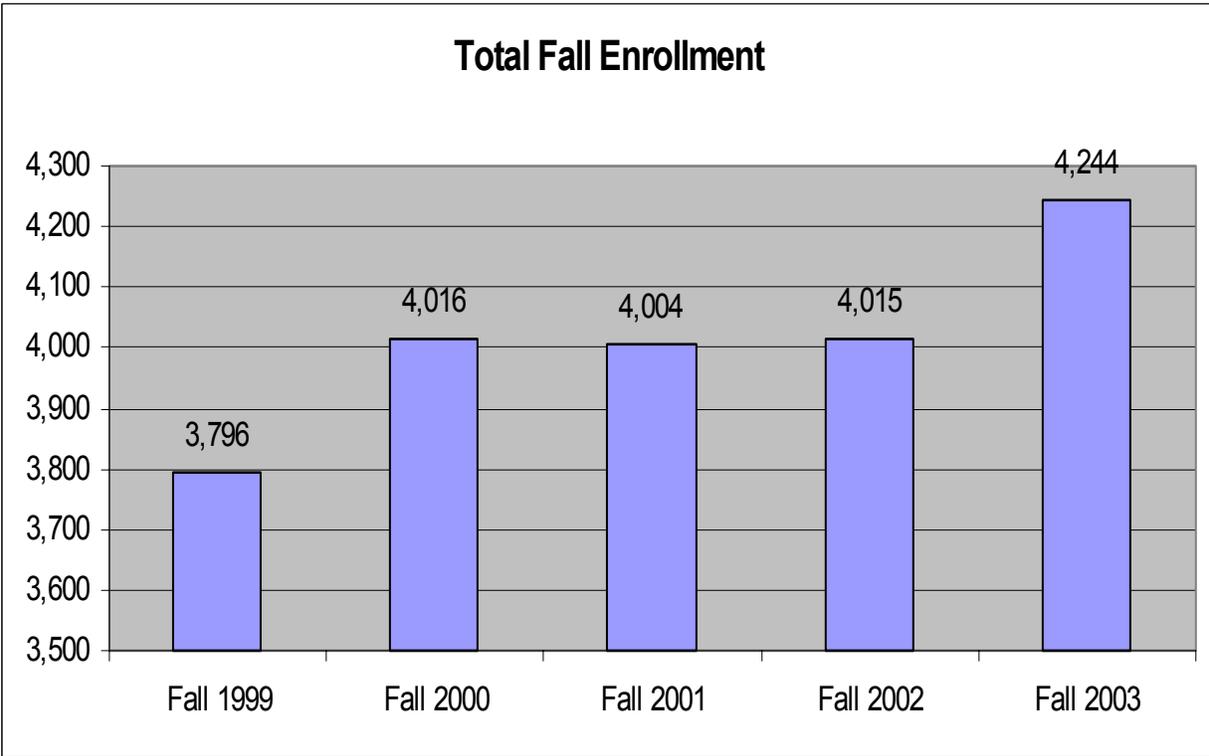
Victoria College Fall Enrollment
Trends of Ethnic Group Representation

Texas A&M Data Center 2005 Projection for VC Service Area:
White – 54.1% Black – 6.9% Hispanic – 37.7% Other – 1.3%



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Success Factor 6 (continued)



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Success Factor 7: Student Retention and Success – 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. Strategic Enrollment Management Objectives 4-7 will be accomplished:

4. The percent of fall course completers, and fall-to-spring and fall-to-fall retention rates will increase, and there will be no significant differences between ethnic categories.
5. The rate at which FTIC students graduate, transfer, and persist within three years will increase, and there will be no significant differences between ethnic categories.
6. The total number of students and the number of Black and Hispanic students within the total who complete associates degrees and certificates in an academic year will increase until the College's Closing the Gaps Success Targets are reached
7. The total number of students who complete associates degrees and certificates in Electronics, Instrumentation, Computer Science, Process Technology, and Allied Health fields will increase annually until the numbers reach the College's Closing the Gaps Success Targets.

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

SEMESTER	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	#	%	#	%	#	%	#	%	#	%
FALL										
Official enrollment 12th day	2,957		3,076		3,128		3,219		3,382	
Course load reductions 13th day 12th week	535	18.1%	553	18.0%	542	17.3%	523	16.2%	588	17.4%
Withdrawals 13th day 12th week	177	6.0%	192	6.2%	198	6.3%	185	5.7%	252	7.5%
Course load reductions 13th week - end sem.	52	1.8%	56	1.8%	62	2.0%	45	1.4%	50	1.5%
Withdrawals 13th week - end sem.	32	1.1%	28	0.9%	17	0.5%	21	0.7%	13	0.4%
Ending Enrollment	2,748	92.9%	2,856	92.8%	2,913	93.1%	3,013	93.6%	3,117	92.2%
Total withdrawals from 12th day	209	7.1%	220	7.2%	215	6.9%	206	6.4%	265	7.8%
Unduplicated total course load reductions from 12th day	556	18.8%	577	18.8%	581	18.6%	544	16.9%	610	18.0%
SPRING										
Official enrollment 12th day	2,899		2,939		2,985		3,233		3,264	
Course load reductions 13th day 12th week	512	17.3%	495	16.1%	520	16.6%	584	18.1%	571	16.9%
Withdrawals 13th day 12th week	168	5.7%	150	4.9%	179	5.7%	206	6.4%	228	6.7%
Course load reductions 13th week - end sem.	64	2.2%	69	2.2%	40	1.3%	45	1.4%	56	1.7%
Withdrawals 13th week - end sem.	22	0.7%	17	0.6%	11	0.4%	19	0.6%	35	1.0%
Ending Enrollment	2,709	91.6%	2,772	90.1%	2,795	89.4%	3,008	93.4%	3,001	88.7%
Total withdrawals from 12th day	190	6.4%	167	5.4%	190	6.1%	225	7.0%	263	7.8%
Unduplicated total course load reductions from 12th day	542	18.3%	530	17.2%	541	17.3%	600	18.6%	592	17.5%
FALL & SPRING COMBINED TOTALS										
Total withdrawals from 12th day	399	6.8%	387	6.4%	405	6.6%	431	6.7%	528	7.9%
Unduplicated total course load reductions from 12th day	1,098	18.8%	1,107	18.4%	1,122	18.4%	1,144	17.7%	1,202	18.1%

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

COMPLETERS BY DIVISION BY SEMESTER – Percent of 12 th Class day							
Academic Year Total	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Allied Health	91.7%	90.8%	91.5%	93.4%	92.5%	93.2%	93.4%
Developmental	73.4%	77.2%	80.4%	79.5%	81.1%	78.5%	79.2%
Humanities & Fine Arts	82.9%	83.6%	84.0%	85.8%	86.3%	83.0%	81.7%
Orientation/Counseling	98.5%	98.0%	98.1%	97.2%	97.5%	97.2%	0.0%
Science & Mathematics	79.1%	78.1%	79.3%	77.9%	77.8%	80.7%	78.9%
Social & Behavioral Sciences	82.5%	80.1%	84.2%	85.2%	85.1%	84.0%	81.3%
Workforce Development & Education	86.5%	86.9%	86.0%	86.1%	86.7%	86.7%	85.8%
Totals, College-wide	84.6%	84.2%	85.3%	86.3%	86.3%	85.8%	84.1%
Less Developmental & Orientation	85.1%	84.4%	85.3%	86.6%	86.4%	86.0%	84.6%

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Success Factor 7 (continued)

Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2003	7,954	6,472	81.4%	587	480	81.8%	3,983	3,168	79.5%	268	232	86.6%	12,792	10,352	80.9%
Fall 2002	8,265	6,979	84.4%	711	602	84.7%	3,766	3,060	81.3%	234	199	85.0%	12,976	10,840	83.5%
Fall 2001	8,576	7,274	84.8%	731	568	77.7%	4,033	3,369	83.5%	185	147	79.5%	13,525	11,358	84.0%
Fall 2000	8,525	7,204	84.5%	717	593	82.7%	4,106	3,406	83.0%	263	223	84.8%	13,611	11,426	83.9%

Retention Counts & Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2003 to 2004	2,678	1,934	72.2%	183	122	66.7%	1,296	880	67.9%	85	63	74.1%	4,242	2,999	70.7%
2002 to 2003	2,603	1,903	73.1%	183	121	66.1%	1,173	792	67.5%	71	52	73.2%	4,030	2,868	71.2%
2001 to 2002	2,652	1,887	71.2%	193	120	62.2%	1,195	833	69.7%	69	41	59.4%	4,109	2,881	70.1%
2000 to 2001	2,593	1,848	71.3%	189	127	67.2%	1,166	830	71.2%	75	57	76.0%	4,023	2,862	71.1%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2003 to 2004	2,678	1,166	43.5%	183	73	39.9%	1,296	581	44.8%	85	39	45.9%	4,242	1,859	43.8%
2002 to 2003	2,603	1,137	43.7%	183	80	43.7%	1,173	535	45.6%	71	35	49.3%	4,030	1,787	44.3%
2001 to 2002	2,652	1,159	43.7%	193	71	36.8%	1,195	572	47.9%	69	28	40.6%	4,109	1,830	44.5%
2000 to 2001	2,593	1,108	42.7%	189	75	39.7%	1,166	528	45.3%	75	34	45.3%	4,023	1,745	43.4%

First Time In College Graduating within 3 Years

Fall Cohorts Graduating in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2001 FTIC	461	77	16.7%	36	10	27.8%	270	15	5.6%	6	0	0.0%	773	102	13.2%
Fall 2000 FTIC	698	63	9.0%	50	12	24.0%	289	37	12.8%	22	1	4.5%	1,059	113	10.7%

First Time In College Transferring within 3 Years

Fall Cohorts Transferring in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2000 FTIC	698	160	22.9%	50	1	2.0%	289	20	6.9%	22	7	31.8%	1,059	188	17.8%
Fall 1999 FTIC	615	113	18.4%	37	2	5.4%	251	17	6.8%	19	3	15.8%	922	135	14.6%

**2003-2004 End-of-Year Summary Report
APPENDIX**

Success Factor 7 (continued)

First Time In College Retention Counts and Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2003 to 2004	442	349	79.0%	33	26	78.8%	288	220	76.4%	15	13	86.7%	778	608	78.1%
2002 to 2003	421	329	78.1%	47	30	63.8%	218	157	72.0%	14	12	85.7%	700	528	75.4%
2001 to 2002	461	363	78.7%	36	18	50.0%	270	212	78.5%	6	3	50.0%	773	596	77.1%
2000 to 2001	698	542	77.7%	50	38	76.0%	289	230	79.6%	22	19	86.4%	1,059	829	78.3%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2003 to 2004	442	221	50.0%	33	14	42.4%	288	140	48.6%	15	12	80.0%	778	387	49.7%
2002 to 2003	421	220	52.3%	47	18	38.3%	218	95	43.6%	14	7	50.0%	700	340	48.6%
2001 to 2002	461	215	46.6%	36	9	25.0%	270	130	48.1%	6	2	33.3%	773	356	46.1%
2000 to 2001	698	283	40.5%	50	18	36.0%	289	135	46.7%	22	12	54.5%	1,059	448	42.3%

Associate Degrees and Certificates by Ethnicity

RACE	Total Associate Degrees & Certificates									
	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
White	315	65.5%	317	63.5%	354	68.3%	332	66.1%	328	64.1%
Black	19	4.0%	36	7.2%	28	5.4%	29	5.8%	35	6.8%
Hispanic	142	29.5%	141	28.3%	132	25.5%	136	27.1%	144	28.1%
Other	5	1.0%	5	1.0%	4	0.8%	5	1.0%	5	1.0%
Total Degrees & Certificates	481		499		518		502		512	

2003-2004 End-of-Year Summary Report
APPENDIX

Success Factor 7 (continued)

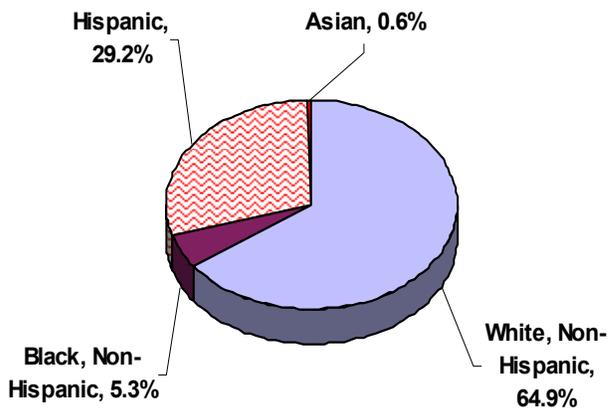
CTG Degree Target Area	ACTUAL				
	99-00	00-01	01-02	02-03	03-04
Victoria College Degrees and Certificates					
Electronics					
Biomedical Technology AAS	-	-	-	-	-
Electronics Technology AAS	2	4	2	1	2
Electronics/Instrumentation Technology AAS	10	4	2	1	2
Instrumentation Technology AAS	-	9	7	13	11
Electronics/Instrumentation Technology Cert	1	1	2	2	1
Electronics/Instrumentation Technology Adv Skills Cert	1	-	-	2	-
Electronics Total	14	18	13	19	16
Computer Information Systems					
Computer Information Systems AAS	1	-	-	-	-
Comp Info Sys--Computer Programming AAS	2	-	1	-	1
Comp Info Sys--Microcomputer Technology AAS	1	-	-	-	-
Comp Info Sys--Network Administration	8	7	16	7	4
Comp Info Sys - Web Application	-	-	-	3	2
Comp Info Sys--Wide Area Telecom AAS	-	3	12	2	3
Comp Info Sys--Local Area Network Operations Cert	-	5	6	3	2
Comp Info Sys--Microcomputer Technology Cert	1	-	-	-	2
Comp Info Sys -- Network & Telecommunications	-	-	2	2	-
Comp Info Sys -- Web Page Development Cert	-	-	-	-	3
Comp Info Sys--Wide Area Telecommunication Cert	-	5	6	1	2
Computer Program Tech Cert	-	1	-	-	-
Comp Info Sys--Network Administration Adv Skills Cert	1	-	-	-	-
Computer Information Systems Total	14	21	43	18	19
Physical Science					
Process Technology AAS	28	32	31	17	18
Process Technology Adv Skill Certificate	-	-	-	-	2
Process Technology Total	28	32	31	17	20
Allied Health					
Nursing (ADN) AAS	55	50	81	77	70
Vocational Nursing Cert	138	137	113	117	151
Medical Lab Technology	7	3	7	9	6
Respiratory Care AAS	12	15	13	9	15
Respiratory Care Cert (not counted in total -duplicative)	-	15	-	-	-
Emergency Medical Technology AAS	2	1	4	3	1
Emergency Medical Tech--Intermediate Cert	-	-	8	-	-
Emergency Medical Tech--Paramedic Cert	10	14	6	4	6
Allied Health Total	224	220	232	219	249

**2003-2004 End-of-Year Summary Report
APPENDIX**

Success Factor 8: Employee Diversity – Faculty and staff ethnic diversity will reflect service-area ethnicity.

ETHNICITY OF VICTORIA COLLEGE FACULTY & STAFF

STAFF ETHNICITY



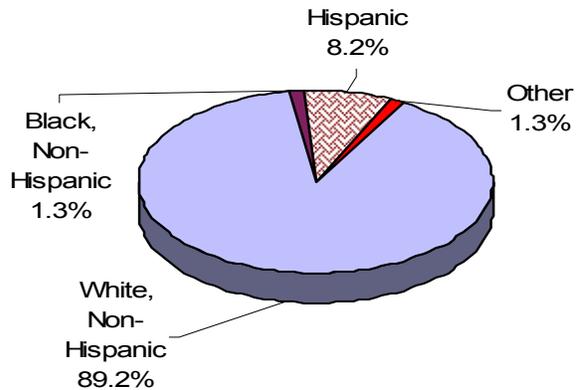
FALL 2003

TOTAL STAFF (Non-Faculty)	171
<u>Ethnicity</u>	
White, Non-Hispanic	111
Black, Non-Hispanic	9
Hispanic	50
Asian	1

FACULTY ETHNICITY

FALL 2003

TOTAL FACULTY	158
<u>Ethnicity</u>	
White, Non-Hispanic	141
Black, Non-Hispanic	2
Hispanic	13
Other	2



2003-2004 End-of-Year Summary Report

APPENDIX

Success Factor 9: Quality Cultural Programs – Provide quality cultural programs for students and the surrounding community.

Lyceum

The Victoria College 2003-2004 Lecture Series

KEVIN PHILLIPS	SEPTEMBER 21, 2004	9:00 A.M.
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Kevin Phillips is the author of AMERICAN DYNASTY. He focuses on the last four generations of the Bush family. He reveals how the family's connections have helped shaped national and foreign policy for decades and argues that the family's consolidation of wealth and power represents a dangerous trend toward the dynasticization of American politics. He is also the author of numerous books that analyze the role of wealth in democracy. His best-selling books have influenced presidential campaigns and changed the way America sees itself. Phillips is a regular commentator for National Public Radio and a former commentator for CBS News, a contributing columnist for the Los Angeles Times and The Wall Street Journal, and was the strategic advisor to President Nixon.

WILLIAM KILPATRICK	NOVEMBER 4, 2004	9:00 A.M.
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William Kilpatrick is the author of WHY JOHNNY CAN'T TELL RIGHT FROM WRONG. He argues that our schools are failing to provide the moral education they once did. Kilpatrick is a Professor of Education at Boston College, where he teaches courses in human development and moral education. He is the author of three previous books and is a frequent lecturer to university and parent audiences. Kilpatrick is a past recipient of a fellowship from the National Endowment for the Humanities.

JAMES MALINCHAK	FEBRUARY 8, 2005	9:00 A.M.
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James Malinchak is the author of SUCCESS STARTS WITH ATTITUDE. He is Contributing Author to, and Associate Editor for the #1 Best-selling book series CHICKEN SOUP FOR THE SOUL & Co-Author of CHICKEN SOUP FOR THE ATHLETE'S SOUL, and contributing Editor of CHICKEN SOUP FOR THE COLLEGE SOUL. Malinchak is one of the most requested speakers on the college circuit and has delivered over 1,100 presentations at colleges and college conferences. He uses enthusiasm, humor, and inspirational stories to deliver his message that empowers students to achieve extraordinary results.

JEFF LYON	APRIL 7, 2005	9:00 A.M.
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Jeff Lyon is a respected and honored writer for the Chicago Tribune. He is the co-author of Altered Fates, which predicted the potential cloning of animals two years before "Dolly" was successfully created in 1997. He won a 1987 Pulitzer Prize for his series (with partner Peter Gerner) on gene therapy. Jeff was the winner of the 1983 National Headliner Award and is also the author of Playing God in the Nursery. He has appeared on major television shows and has taught at Northwestern University, his alma mater, and Columbia College.

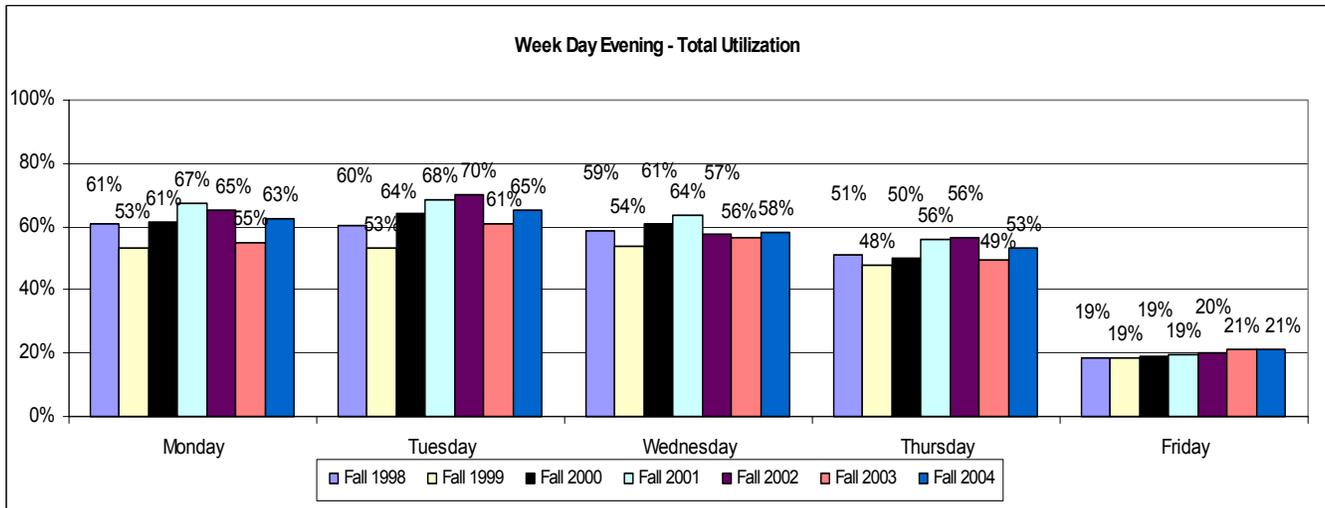
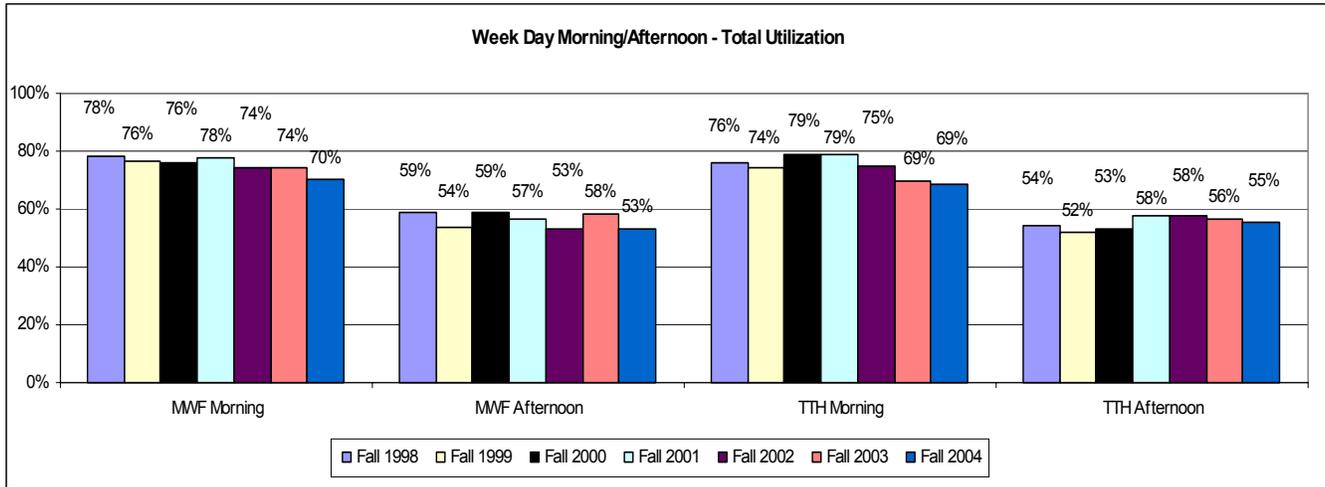
The Victoria College 2003 - 2004 Cultural Events

<u>Dates</u>	<u>Attendance</u>	<u>Production</u>	<u>Facility</u>
FALL 2003			
Aug. 25 – Nov. 2, 2003	1,000+	African Art Show	FA
September 15, 2003	50	Celebrando la Herencia Hispana sponsored by L.A.S.O.	FA
September 25, 2003	100+	Mexico: memorias de nuestro pais sponsored by L.A.S.O.	SC
October 14, 2003	100	Guest Artist Series - The Hill Country Brass Quintet	JSC
October 24, 25, 2003	187	Town Tales – Drama Production	JSC
November 4, 2003	45	Guest Artist Series - Robert Gibson Guitar Concert	JSC
November 6, 8, 2003	123	Chamber Music - A Play in One Act	JSC
Nov. 06 – Dec. 8, 2003	1,000+	Student Art Show	FA
November 18, 2003	800	Mariachi Concert	FA
November 22, 2003	275	Jazz Concert	FA
November 25, 2003	60	Wind Ensemble Concert	FA
December 4, 2003	130	Choir Concert	JSC
December 8, 2003	150	Percussion Concert	JSC
December 9, 2003	60	Guitar Concert	JSC
SPRING 2004			
Feb. 2 – March 28, 2004	1,000+	Advanced Student Art Show Reception & Raku Party	FA
February 6, 7, 2004		John W. Stormont Lectures on South Texas	JSC
February 13, 2004	100	Valentine's Vocals	FA
February 20, 21, 2004	500	Mariachi Festival	FA
March 20, 21, 2004	850	Mariachi Concert	FA
March 28, 2004	200	Victoria College Choral Concert	Goliad
April 15, 2004	50	Student Art Show Reception & Raku Party	FA
April 15, 16, 2004	250	Fine Arts Children's Festival	FA
April 17, 2004	400	Jazz Festival	FA
April 22, 2004	120	Choral Concert	JSC
April 27, 2004	40	Guitar Concert	JSC
April 27, 2004	35	Fine Arts Departmental Recitals	FA
May 20, 2004	60	Native American Trade Networks by William Foster	MCB
June 3, 2004	103	Bach Festival Performance - The Music of La Salle's Time	MCB
July 3, 2004	20	Story time "July 4th History and Games"	MCB
July 12-16, 2004	60	Kids College with the Victoria Cultural Council	MCB

NOTE: FA = Fine Arts Auditorium; JSC = Johnson Symposium Center; MCB = Museum of the Coastal Bend; SC = Student Center

2003-2004 End-of-Year Summary Report APPENDIX

Success Factor 10: Stewardship – Victoria College will ensure efficient utilization of classroom space based on student needs, maintain a fiscal ratio of 1:1, and track utility consumption and energy management data in order to utilize entrusted resources most efficiently.



Victoria College Distance Education Academic Year Enrollment				
Distance Education Type	2003-2004	2002-2003	2001-2002	2000-2001
ITV Off Campus*	873	872	682	425
On Line*	3,072	1,595	835	781
Virtual College of Texas - Hosted (1)	581	638	382	105
Virtual College of Texas - Provided (2)	226	55	53	15
Off Campus - Live (in person)*	145	94	184	360
Off Campus Nursing (unduplicated)	91	108	98	93
Grand Total	4,988	3,362	2,234	1,779
Non-Nursing Total*	4,897	3,254	2,136	1,686

* Excluding Nursing

2003-2004 End-of-Year Summary Report
APPENDIX

Success Factor 10 (continued) – The ratios listed below were previously provided by the state auditor’s office and each school was compared to the other 50 community colleges in the state. Last year the state auditor’s office discontinued using that reporting system and began development on a new reporting application. Numbers for 2002 and 2003 were taken directly from Victoria Colleges Annual Financial Report (AFR).

Multi-Year Ratio Trend Analysis Report					
The Victoria College					
Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)					
Objective:		This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds.			
Formula:		Total Current Assets / Total Current Liabilities			
Assessment Instructions:		Ideally, this ratio should be 1:1 or greater. As the ratio value becomes significantly less than 1:1, it suggests that the institution may be trouble meeting its current liabilities.			
Issue Areas:		This ratio can be used in assessing issues related to Cash Management.			
Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results	Overall Ranking	Ratio Warnings (if applicable)
2003	9,714,873	3,690,676	2.63	*	
2002	11,140,022	3,526,564	3.18	*	
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	

Multi-Year Ratio Trend Analysis Report					
The Victoria College					
Net Total Current Fund Revenues to Total Current Fund Revenues					
Objective:		This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question “Did the reporting institution live within its means during the year?”			
Formula:		Net Total Current Fund Revenues / Total Current Fund Revenues			
Assessment Instructions:		A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a 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.			
Issue Areas:		This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.			
Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results (As %)	Overall Ranking	Ratio Warnings (if applicable)
2003	772	26,358,840	0.00	*	Completing construction of the Museum of the Coastal Bend had the most significant affect on Net Total Current Fund Revenues (Ratio Numerator).
2002	651,523	25,519,432	2.55	*	
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	Ratio of 1 Below Recommended Threshold

2003-2004 End-of-Year Summary Report
APPENDIX

Success Factor 11: Quality Support and Customer Satisfaction – Provide quality support and customer service in Administrative and Student services and receive a 90% satisfaction rating from students and a 90% satisfaction rating from faculty and staff.

See details of the 2003-2004 Annual Faculty & Staff Opinion and Student Opinion Surveys at:

<http://www.victoriacollege.edu/dept/ir/>

This will take the user to the Planning and Institutional Research home page. On the left menu the Surveys & Results option will take you to a page containing the most recent survey information. Under the COLLEGE-WIDE heading, links for the Student Opinion Survey and the Faculty & Staff Opinion Survey will take the user to the survey results.

2003-2004 End-of-Year Summary Report
APPENDIX

Success Factor 12: Employee Satisfaction – Maintain an employee satisfaction rating of 85%.

2003-2004 Victoria College Faculty and Staff Opinion Survey
Employee Satisfaction Results

COLLEGE-WIDE	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A	Total	% Not Dissatisfied
113. College efforts to RECRUIT well-qualified employees...	24	89	27	21	10	10	181	81.9
114. College efforts to RETAIN well-qualified employees...	17	58	39	35	25	7	181	65.5
115. College efforts to DEVELOP well-qualified employees...	19	65	37	35	19	5	180	69.1
116. College efforts to REWARD well-qualified employees...	12	34	34	50	42	6	178	46.5