

THE VICTORIA COLLEGE END-OF-YEAR SUMMARY REPORT 2006-2007



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EXECUTIVE SUMMARY

I. Introduction. The Victoria College's End-of-Year Report provides highlights of the goal attainment of each organizational area of the College, analysis of evaluation data, and the comprehensive introspection that occurs continually at The Victoria College. It validates the strengths of the academic and support programs as well as acknowledging specific areas which are in need of improvement. After the executive summary, Student Services, Instructional Services, College Advancement & External Affairs, the Museum of the Coastal Bend, and Business and Administrative Services provide a short summary highlighting their efforts to support the College Mission.

II. Evaluation. The Planning and Assessment Committee has spent much of the past year developing a more user-friendly and systematic process of strategic planning that addresses benchmarks in achieving measures for excellence. This process continues to evolve and will be complemented by the study and removal of barriers to student success.

Developmental education continues to be a significant issue with many College resources focused on assisting students to become academically ready for college level work. Enrollment in "fast-track" (8 week) developmental courses increased during this past year with increased success of these students having more concentrated course work. The Summer Bridge Program to assist students to be college ready by the fall semester continues to be effective for most students.

Overall student retention remains slightly below the College goal of 85% at 83.4%. Several of the programs put in place by Student Services and Instructional Services will continue to provide support for students to successfully complete each semester.

In response to the economic climate in the area the Workforce Division is refocusing several curriculum areas to encourage more students to enroll. This will remain a continuing process for the next several years to be sure that local employer needs are being met.

Dual credit courses, using both on-line and ITV delivery modes, continue to be very popular with local high schools. During the past year Faith Family Academy was added to our dual credit offerings.

In the continuing efforts to provide better service to the community and students College Central is now a reality. Students now are able to enter one office location and receive initial counseling, financial aid forms and guidelines, registration assistance, payment processing, and other student related assistance.

The Victoria College Gonzales Center became fully operational in the Summer of 2007 with both workforce and academic courses being offered in that facility through ITV, on-line and face-to-face. In August a few Allied Health continuing education courses were held at the

Victoria College Calhoun County Center with course offerings being expanded over the next several semesters.

Over 25 separate College events were held at the Fine Arts Auditorium with a total attendance of 9,697 individuals for the 2006-2007 academic year. As always many community events also took place at the auditorium.

III. Future Plans. The College remains committed to the pursuit of increased excellence in educational access, service, and academic rigor. During the 2006-2007 academic year, the College was accepted into the Achieving the Dream – Community Colleges Count Initiative. Achieving the Dream is a national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have faced the most significant barriers to success. A Steering Committee consisting of senior leadership was formed and attended the kickoff institute held in the summer of 2007. This initiative will continue for the next few years to assist the College in becoming a student learning focused institution.

Progress continues on the new Health Sciences Center with anticipated date of occupancy in the Spring of 2009. This new facility will allow increased space for expanded learning experiences for both the Associate Degree and Vocational Nursing Programs. There will also be enough space to house new Allied Health Programs such as a Physical Therapist Assistant Program and a Radiologic Technology Program. Additional space will also be available for increased science offerings to meet the growing demand for these courses.

IV. Division Summaries.

Instructional Services

Title V

Title V had another successful year providing services to students. The second Summer Bridge Program in math for area students was offered summer 2006. In Summer 2007 the program was expanded to include English and reading. Originally a Title V initiative serving students between their senior year in high school and their first year in college, a special summer bridge program for rising 11th graders was added with a grant from THECB in the Summer of 2007.

Gonzales Center

In May 2007, the College held the grand opening for The Victoria College Gonzales Center. The Gonzales cohort of the College's LVN program moved into its new home at the Center beginning May 11, 2007 and started classes there on May 21. In addition to the regular LVN classes, several Allied Health courses – both credit and continuing education – were offered. In addition, five core courses were offered during the summer I and summer II sessions: Chemistry 1405, English 1301 and 1302, History 1302, and Math 1314.

Online Courses

Over the past two years the instructional area of the College has increased its online offerings by adding, among others, online sections of Economics 2302, Psychology 2319 and History 2301. Additional sections of courses in high demand such as English 1301 and English 1302, to name just two, were added to increase online opportunities for students. Evening sections of ITV courses were offered in both Gonzales and Port Lavaca in the Summer of 2007.

Partnerships in Science

The Science Department expanded its outreach activities by partnering with Region III Education Service Center to offer training for public school science teachers, partnering with the Southeast Phytoplankton Monitoring Network to train area volunteers to monitor the Texas gulf coast, and hosting the regional high school science fair. Several dual credit Biology classes were added to the schedule. Theory in these dual credit classes was taught online by a full-time VC faculty member while the lab portion of the class was taught at the high school in the high school science lab by a local VC adjunct instructor. In response to a request from local industry, a special Organic Chemistry class was developed and offered in a hybrid format – lecture in the online environment and lab on campus on several Saturdays during the semester.

Student Services

K.E.Y. Center

The K.E.Y. Center is a federally funded program that has been in operation since 2001. The number of K.E.Y. Center participants who graduated in the 2006-2007 school year is evidence of the program's success. The K.E.Y. Center graduated (16) sixteen students at our May graduation ceremony, one student in July, one student in August, and four graduated with their LVN certificates in August 2007. Graduates received either Associates Degrees or a Certification (LVN) in their respective field.

The K.E.Y. Center students success can be attributed to the extensive support services provided through this program. Student participation is encouraged and is required in order for the students to remain an active member of the K.E.Y. Center. The services provided vary each semester and are dependent on the needs of the students.

In the 2006-2007 school year, fifty-two percent (52%) of the K.E.Y. students utilized tutoring services. The K.E.Y. Center offers individualized tutoring as well as group tutoring. Tutors are assigned to the students according to their academic needs by either the Program Director or the Counselor.

K.E.Y. students are required to do academic advising each semester before being permitted to do early registration. The K.E.Y. Center spent a total of 311 hours doing academic advising. Students are required to participate in three advising sessions throughout the semester. Students who are on scholastic probation are required to check

in with the K.E.Y. Center staff on a weekly basis. This provides the staff the opportunity to provide encouragement for the students and remind them of the support services that are available.

A total of 18 Career Workshops sponsored by Alcoa, were held during the Fall and Spring semesters of 2006-2007. Approximately 153 students attended these workshops. A total of 39 Informational/Skills workshops were offered to students to assist them with study skills, time management, anxiety etc.,.

The following are some comments from students who were K.E.Y. participants and graduated in the 2006-2007 school year.

“Victoria College offered me, a first generation college student, so many wonderful experiences coupled with great facilities for learning.” Felicia Largent

“The Victoria College is a wonderful institution in which to begin one’s college career. It provides support to first generation students to insure retention and success until graduation.” Leeann Hernandez

“I am the first student to receive an Associates of Arts in Teaching from The Victoria College. I will also receive an Associates of Science degree on Saturday, May 12th, 2007”. Erin Goldman

“As a 1989 high school graduate and a single parent of two daughters, college was the most challenging obstacle of my life. There were times when I just wanted to give up, but I knew I had to set a good example for my girls. Quitting was not an option. I had to work harder to make my dream a reality. Through the support of family, friends, and the K.E.Y. Center my dream will come true on Saturday, May 12th, 2007. Graduation day is very special because it is my oldest daughter’s eighth birthday as well. I am excited to begin my career in Respiratory Care and be an asset to the medical community.” Ann Marie Garza

College Advancement & External Affairs

Marketing and Communications

The benefits of the consolidation of the Marketing and Public Information Department along with media services and telephone and mail services were realized during the year through various team projects. The new Marketing and Communications department provides college wide integration of marketing and outreach services in all areas of campus communication both internal and external.

The “What’s Your Story?” campaign continues to play an integral role in the delivery of a consistent image and compelling story of student success. All College publications including the web site incorporated this marketing campaign. The effectiveness of the

“What’s Your Story?” campaign received recognition on a regional and local level through awards by The National Council for Marketing and Public Relations, an affiliate of AACC, and the Victoria Advertising Federation.

Victoria College Foundation

The Victoria College Foundation’s Tradition of Excellence Annual Giving Campaign entered its ninth year in 2006 and raised a record \$309,189.64 that directly impacts the mission of The Victoria College. Employee support of the giving program tripled. Community support increased. New partners were added to our growing Excellence program and can be viewed on the recognition wall at the VC Student Center. The generosity of our donors will support \$100,000 in student supplies, \$8,000 in faculty and staff professional development, \$32,000 in program support, \$23,000 to advance campus technology, and \$28,000 in support of the new Health Sciences Center.

Several new scholarship endowments were also established during the year including the Miguel & Emilia Rojas Scholarship Endowment – established by Dr. and Mrs. Peter Rojas in memory of his parents to support minority students interested in the medical professions; the Grizzle Communications Scholarship Endowment – established by Earline Grizzle for communication students; the Club Sembradores de Amistad de Victoria Scholarship Endowment – established by the organization of the same name for students graduating from a Victoria high school; and the Gladys Bhatia Memorial Scholarship Endowment – established by her family and friends. This nursing scholarship endowment was named after a former nursing instructor of The Victoria College and will help fund the education of a 4th level ADN student.

The Victoria College Foundation implemented the ability to donate on-line and also purchased a planned giving software – “Crescendo” – that will enable community members to access planned giving information and calculate opportunities for giving from the privacy of their own home.

Continuing Education

Total revenue within Continuing Education reached \$1,141,000.00, of which \$1,037,809 was eligible for State contact hour funding. The rest consisted of \$85,000 in non-fundable personal enrichment course and approximately \$18,000.00 in Kids Summer Camps. A total of 4,791 people received training through the Department’s programs.

In addition to these open enrollment and contract training programs, the Department administered a Texas State Skills Development Grant. Income received for the training of 2,500 people (including 1,190 incumbent workers) totaled nearly \$700,000.00. The total number of contact hours eligible for reimbursement totaled 40,250.

Business and Administrative Services

Human Resources

The 2006 and 2007 Rise and Shine Annual Employee Recognition Breakfasts both were well attended and received many positive comments. Recognition included the Victoria College “20-Year Society” which had 29 charter members. Another 3 members were inducted in 2007.

A Staff Council was formed as a way to improve interdepartmental communication. The mission of the Staff Council is to serve as a communication link between all levels of non-faculty employees and the campus community including administrative leaders. The group meets monthly.

Physical Plant

Physical Plant employees earned a 100% satisfaction rating for their courtesy, professionalism and/or cooperation on the Student Opinion Survey for 2006-2007.

Technology Services

Technology Services’ “Tip of the Week” is an effort to share little bits of information that can be helpful. It has received many positive comments.

Bookstore

The Victoria College Bookstore added a true e-commerce site to help accommodate textbook ordering from students at off campus locations, internet students, and the UH-V Sugar Land students. By switching from the labor intensive phone order process to the 24 hour online order system, the bookstore was able to double the previous fall order count and increased our dollar sales.

Despite the continued increase in competition from online textbook sellers, the bookstore has remained profitable. New textbook sales have declined due to rising prices, slow enrollment growth and increased competition. To compensate for this downturn, the bookstore has concentrated its efforts on increasing the availability of used textbooks and expanding gift and supply items.

August marked the end of the first full year of operations in the newly remodeled bookstore. The added floor space has been put to good use by increasing inventories of gift and supply items which have translated into increased sales. Customer comments have been very positive especially concerning the brightness, openness and pleasant atmosphere within the store. The much improved checkout/customer service area with the new point of sale terminals have greatly reduced the time customers spend in lines. All of these factors have contributed to a much more customer friendly experience at the bookstore.

Campus Police and Security

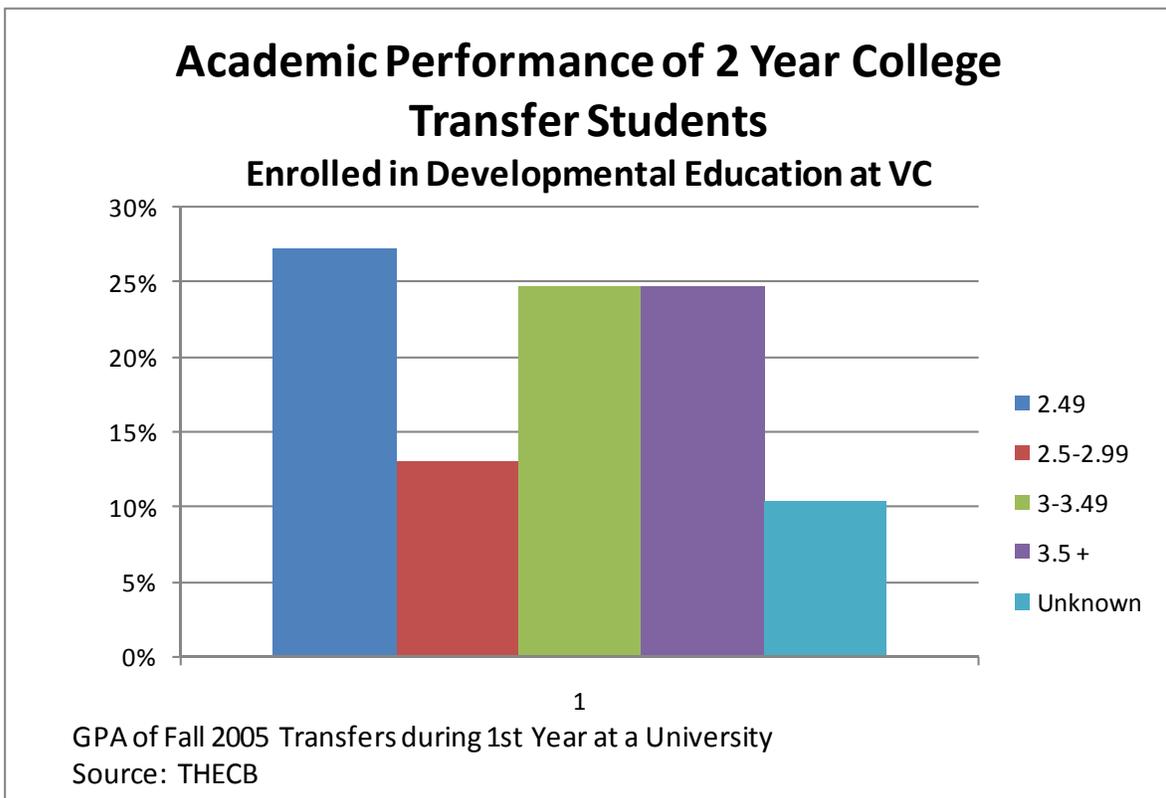
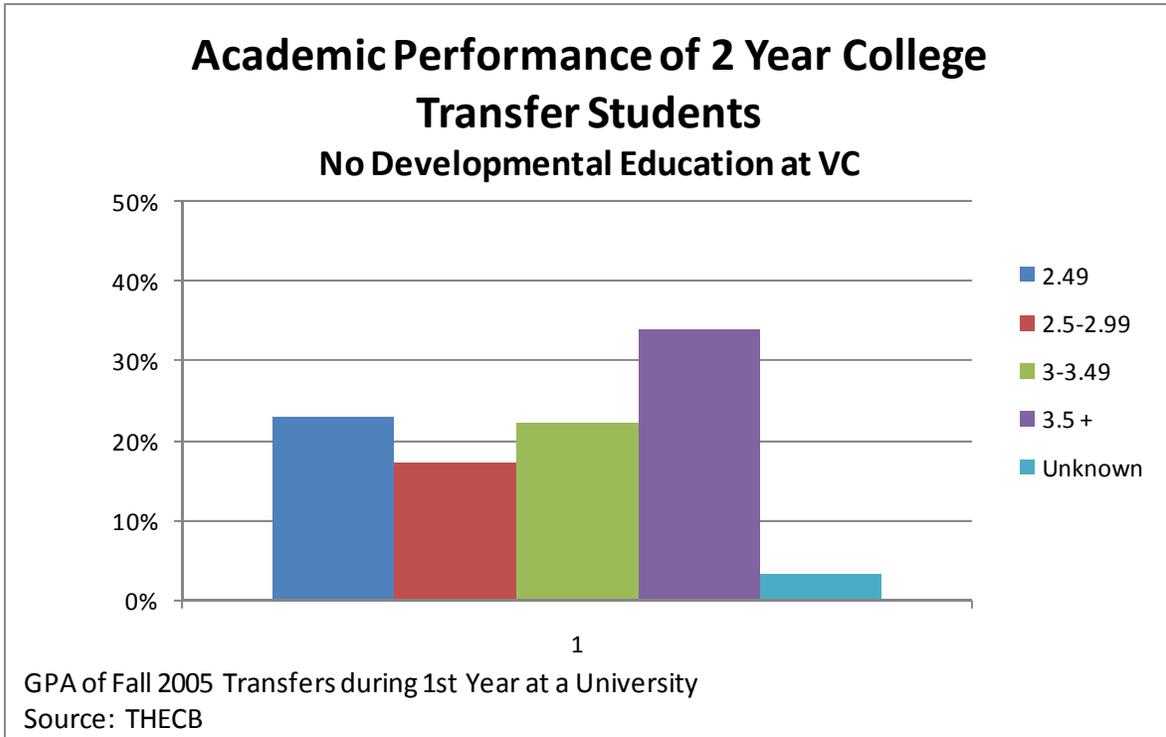
The Campus Police and Security Department moved into the Academic Building (A210). The new location provides a more visible police/security presence and is in a more centralized location on campus.

Museum of the Coastal Bend

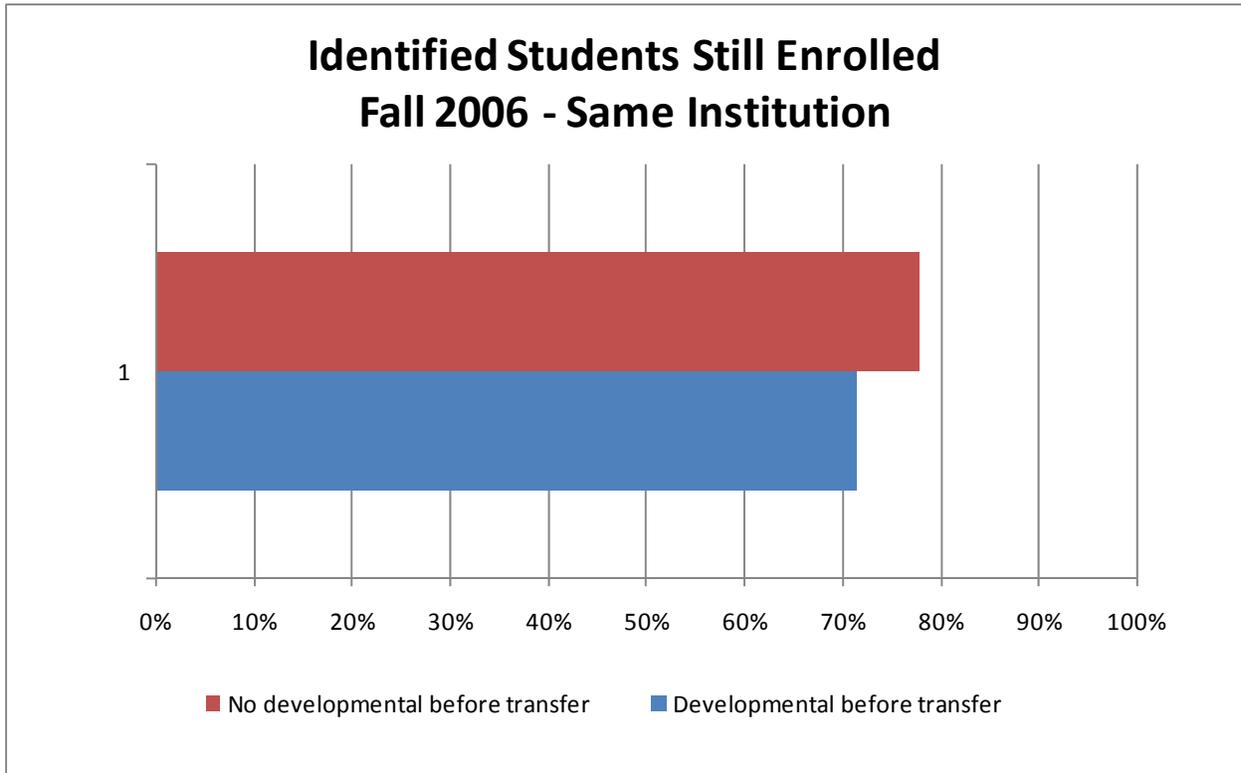
A new Director and Education Coordinator were hired for the Museum of the Coastal Bend during the year. Together they bring years of experience in museum administration and event planning.

During the past year, the MCB organized and displayed two major temporary exhibitions that showcase the region's rich cultural heritage. *Echoes: Memories of a Black Culture*, a year-long exhibition, was displayed through the end of 2006. Organized by Louise O'Connor, the exhibition celebrated the black culture through the memories of individual community members, photographs, artifacts and reconstructions of places and activities. *Before the Cowboy: The Origins of Ranching 1722 – 1845* explores the origins of ranching through the land, the stock and the people of the region. It tells the fascinating story of the explorers who brought cattle and horses to the New World, the vaqueros who taught the friars and native people during the mission era, and the early ranchers who settled in the coastal bend. *Before the Cowboy* is a year-long exhibition that is on display through the end of December 2007.

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.



Success Factor 1 (continued)



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 by Coordinating Board Program Grouping

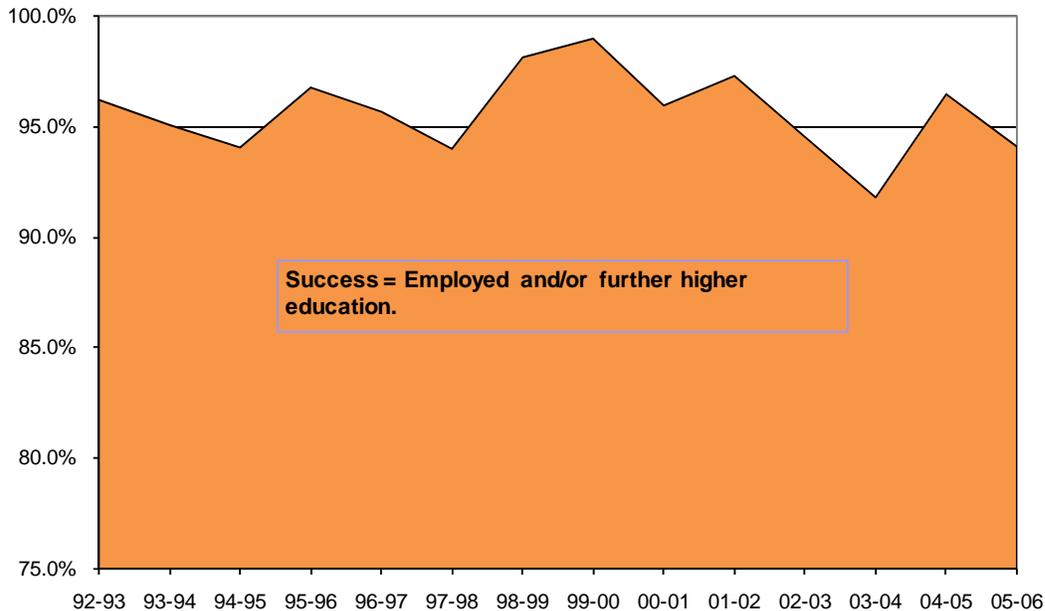
CIP VC Program Name	ACADEMIC YEAR							
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
1102 Computer Programming: CIS--Computer Programming AAS	3	1	1	-	1	-	-	-
1108 Computer and Information Sciences CIS--Web Application	-	-	-	3	5	8	13	5
1503 Electronic Related Technology: Electronics/Instrumentation AAS & Cert	14	18	13	19	16	23	15	10
2002 Child Care & Guidance: Child Care Cert	3	7	19	14	18	8	11	4
2201 Law & Legal Studies: Legal Assisting AAS & Cert	18	13	9	11	10	5	3	2
4103 Physical Science Technologies: Process Technology AAS & Cert	28	32	32	17	21	11	13	9
4301 Criminal Justice & Corrections: Criminal Justice AAS	8	9	10	5	2	2	-	-
Police Acad (Fall, Spr, & Reserve) Cert	31	35	30	42	42	56	46	26
4302 Fire Protection: FireFighting Cert	10	6	7	12	11	-	7	8
4801 Drafting: Drafting Technology AAS & Cert	17	18	17	16	17	9	7	-
480508 Welder/Welding: Welding Cert	4	5	9	7	9	8	2	13
5202 Business Administration/Mgt: Management AAS & Cert	8	12	9	15	17	19	29	18
5203 Accounting: Accounting AAS & Cert	1	7	3	4	4	2	2	-
5204 Admin Secretarial Services: Office Systems Technology AAS & Cert	25	15	17	26	5	20	14	22
5212 Bus Info. & Data Processing: CIS--Micro_Network Admin AAS & Cert	11	20	42	15	13	31	38	30
510904 Emergency Medical Technology: Emergency Medical Tech AAS & Cert	12	15	18	7	16	1	-	24
510908 Respiratory Therapy Tech: Respiratory Care AAS & Cert	12	30	13	9	15	13	15	9
5110 Medical Laboratory Technologies: Medical Lab Technology AAS	7	3	7	9	6	9	10	10
511601 Nursing, General: Nursing AAS	55	50	81	77	70	76	80	76
511613 Practical Nurse Training: Vocational Nursing Cert	138	137	113	117	151	137	132	129

Success Factor 2 (continued)

Academic Year	Total VC Workforce Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
2005-2006*	152	143	94.1%	NA	NA
2004-2005*	170	164	96.5%	NA	NA
2003-2004*	183	168	91.8%	NA	NA
2002-2003*	128	121	94.5%	NA	NA
2001-2002*	111	108	97.3%	NA	NA
2000-2001*	198	190	96.0%	NA	NA
1999-2000	393	389	99.0%	4	1.00%
1998-1999	375	368	98.1%	7	1.90%
1997-1998	Undocumented		94.0%	Undocumented	
1996-1997	324	310	95.7%	14	4.30%
1995-1996	341	330	96.8%	11	3.20%
1994-1995	303	285	94.1%	18	5.90%
1993-1994	325	309	95.1%	16	4.90%
1992-1993	317	305	96.2%	12	3.80%

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

College Workforce Graduates' Success Rate



Success Factor 2 (continued)

Results from The Victoria College
2006-2007 Workforce Graduate and Employer Follow-up Surveys
(2005-2006 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	32	8	16	8	0	0	32	100.0	19	7	8	2	2	0	17	89.5
Vocational Nursing																
Cuero	8	2	6	0	0	0	8	100.0	2	0	2	0	0	0	2	100.0
Gonzales	6	2	4	0	0	0	6	100.0	5	1	3	1	0	0	5	100.0
Hallettsville	11	6	3	2	0	0	11	100.0	5	3	2	0	0	0	5	100.0
Victoria Day	10	5	3	1	1	0	9	90.0	7	5	1	1	0	0	7	100.0
Victoria Night	16	8	4	4	0	0	16	100.0	6	3	3	0	0	0	6	100.0
Vocational Nursing Total	51	23	20	7	1	0	50	98.0	25	12	11	2	0	0	25	100.0
Medical Laboratory Technology	6	3	2	1	0	0	6	100.0	6	2	3	1	0	0	6	100.0
Respiratory Care	16	6	8	2	0	0	16	100.0	15	5	8	1	1	0	14	93.3
Allied Health Programs Total:	105	40	46	18	1	0	104	99.0	65	26	30	6	3	0	62	95.4

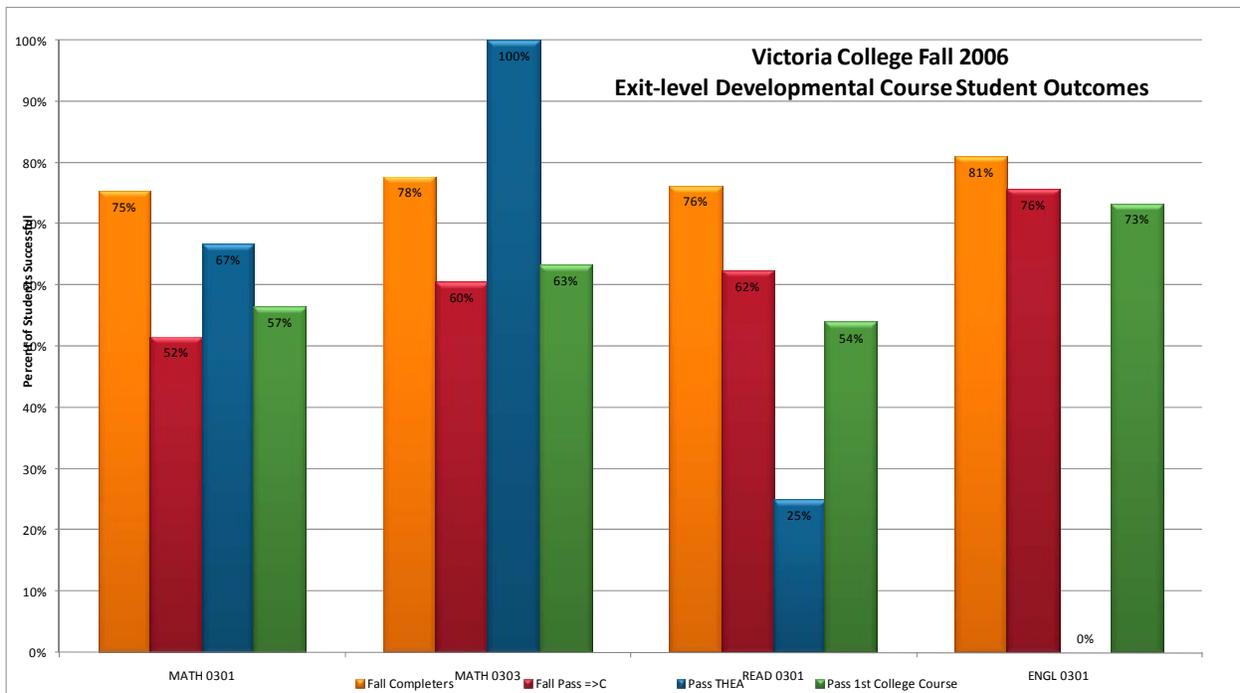
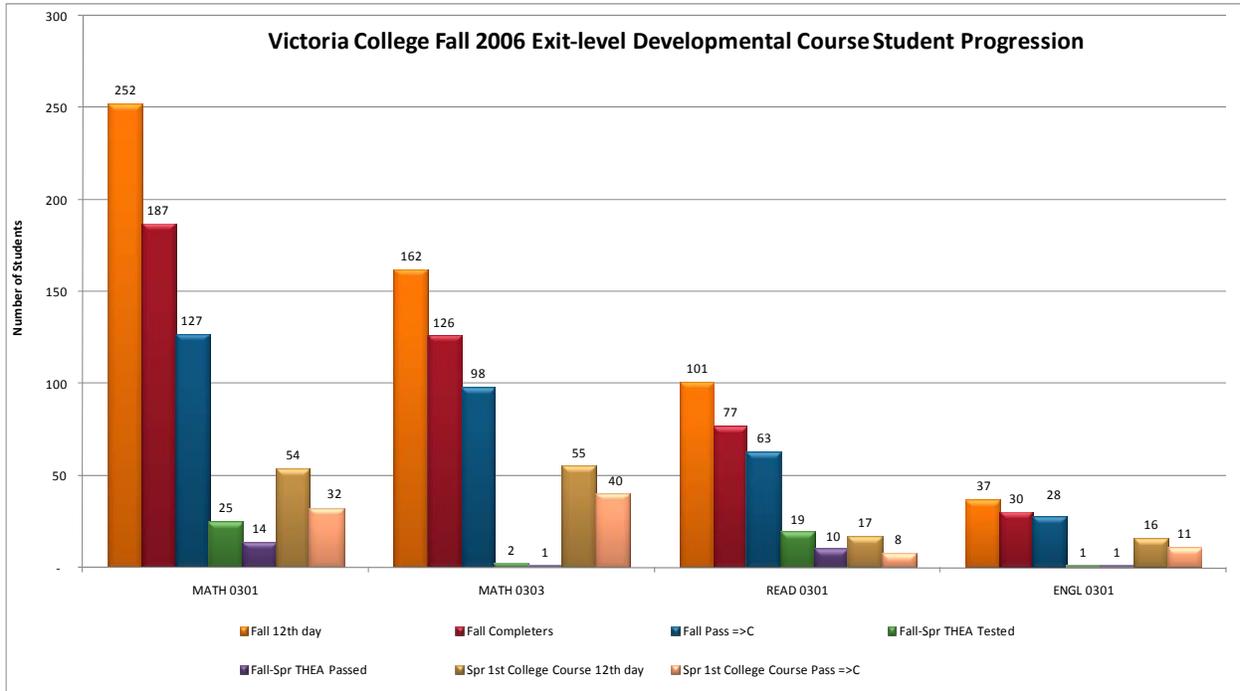
	Graduates Rate Entry-Level Competencies								Employers Rate Entry-Level Competencies							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
Basic Skills																
Reading	39	16	19	4	0	0	39	100.0	10	7	3	0	0	0	10	100.0
Writing	39	15	21	3	0	0	39	100.0	10	7	2	0	1	0	9	90.0
Math	39	16	13	10	0	0	39	100.0	10	7	2	1	0	0	10	100.0
Oral Communications	42	19	13	8	2	0	40	95.2	10	7	3	0	0	0	10	100.0
Use of Computers	42	23	12	5	2	0	40	95.2	10	8	1	1	0	0	10	100.0
Basic Skills Total	201	89	78	30	4	0	197	98.0	50	36	11	2	1	0	49	98.0
Profession-specific Knowledge/Skills																
Theoretical Background/Understanding	41	22	15	4	0	0	41	100.0	10	5	4	1	0	0	10	100.0
Critical Thinking/Application of Knowledge	41	22	14	5	0	0	41	100.0	10	6	3	1	0	0	10	100.0
Technical Skills/Equipment Operation	41	21	15	5	0	0	41	100.0	10	6	3	1	0	0	10	100.0
Profession-specific Knowledge/Skills Totals	123	65	44	14	0	0	123	100.0	30	17	10	3	0	0	30	100.0
Soft Skills																
Professionalism (appearance, punctuality, work ethics, etc.)	41	23	14	3	1	0	40	97.6	10	8	1	1	0	0	10	100.0
Human Relations/Teamwork	41	22	16	2	1	0	40	97.6	10	7	2	1	0	0	10	100.0
Commitment to Life-long Learning	41	21	17	3	0	0	41	100.0	10	7	3	0	0	0	10	100.0
Soft Skills Total	123	66	47	8	2	0	121	98.4	30	22	6	2	0	0	30	100.0
OVERALL RATING	40	22	15	3	0	0	40	100.0	10	7	3	0	0	0	10	100.0

Percentages are based on the number of respondents.

Success Factor 2 (continued)

ALLIED HEALTH DIVISION LICENSURE DATA									
2005 - 2006									
PROGRAM	PROGRAM GRADUATES	ATTEMPTING EXAMINATION		PASSING 1ST ATTEMPT		PASSING SUBSEQUENT ATTEMPT		TOTAL PASSING	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associate Degree Nursing	80	80	100%	71	89%	5	6%	76	95%
Vocational Nursing	139	136	98%	120	88%	10	7%	130	96%
Victoria Day	35	35	100%	31	89%	2	6%	33	94%
Victoria Evening	35	34	97%	27	79%	4	12%	31	91%
Cuero	20	19	95%	18	95%	1	5%	19	100%
Gonzales	25	25	100%	22	88%	3	12%	25	100%
Hallettsville	24	23	96%	22	96%	0	0%	22	96%
Medical Laboratory Technology	9	7	78%	6	86%	0	0%	6	86%
Respiratory Care Technology									
Entry Level	16	16	100%	16	100%	0	0%	16	100%
Advanced Practitioner	16	13	81%	10	77%	2	15%	12	92%
Police Academy	44	44	100%	25	57%		0%	25	57%
Emergency Medical Services									
Emergency Attendant	7	5	71%	4	80%	1	20%	5	100%
Emergency Medical Technician									
Basic	43	41	95%	30	73%	6	15%	36	88%
Intermediate	14	10	71%	4	40%	4	40%	8	80%
Paramedic	9	9	100%	7	78%	2	22%	9	100%
Basic Firefighting Certificate	14	14	100%	14	100%	0	0%	14	100%
Nurse Aide/Home Health Aide	71	67	94%	65	97%	1	1%	66	99%
Medication Aide	69	67	97%	62	93%	1	1%	63	94%
Total Allied Health	531	509	96%	434	85%	32	6%	466	92%
SOURCE: Allied Health Division Chair									
NOTES: VN Program Totals									

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 THEA, and 70% will earn a grade of C or better in the first college corollary course that they complete.



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.

ADULT EDUCATION - ALL PROGRAMS COMBINED					
	Enrollment	Contact Hours	Participants Demonstrating Progress	Participants Completing & Moving to Higher Level	Students Passing GED
2006-07	858	61,459	564	292	122*
Compared to:					
2005-2006	703	50,992	336	279	82
2004-2005	830	73,056	355	152	83
2003-2004	898	71,668	682	478	118
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

* Also includes (30) people who used the free GED practice test service, but did not participate in instructional services

Success Factor 4 (continued)

Grant Funding Sources	Regular, Corrections, TANF, & EL Civics					
	04-05		05-06		06-07	
Program Year	Goal	Met	Goal	Met	Goal	Met
Objective						
1. Number Served	942	830	830	703	930	858
2. Contact Hours Produced	78,834	73,056	n/a	50,992	n/a	61,459
3. 12 hours + Baseline	90%	95%	75%	98%	75%	97%
4. 12 hours, Baseline, + Progress Assessment	55%	80%	55%	71%	65%	49%*
5. Gain in Reading	50%	51%	50%	43%	52%	43%
6. Gain in Language	50%	47%	50%	55%	52%	43%
7. Gain in Mathematics	50%	43%	50%	45%	52%	55%
8. Gain in Oral English	65%	63%	65%	77%	67%	99%
9. Gain in Written English	50%	49%	50%	66%	52%	94%
Completed 1 or more Levels						
10. Beginning Literacy	43%	70%	44%	97%	51%	89%
11. Beginning ABE	40%	60%	41%	77%	43%	66%
12. Low Intermediate ABE	38%	54%	39%	65%	44%	71%
13. High Intermediate ABE	30%	38%	32%	54%	34%	45%
14. Low Adv Secondary	50%	54%	52%	67%	53%	75%
15. High Adv Secondary	n/a	58%	n/a	47%	n/a	65%
16. Beginning Literacy ESL	44%	52%	45%	76%	49%	98%
17. Low Beginning ESL	51%	32%	15%	79%	50%	100%
18. Hi Beginning ESL	51%	48%	52%	80%	50%	100%
19. Low Intermediate ESL	41%	27%	42%	56%	55%	100%
20. High Intermediate ESL	42%	29%	45%	0%	42%	83%
21. Advanced ESL	11%	n/a	15%	40%	n/a	100%
Transitions						
22. Goal of GED	75%	59%	66%	87.0%	58%	91%
23. ASE achieve GED	38%	36%	32%	42.0%	41%	43%
24. Goal of Entering Post-Sec Ed or training	20%	26%	26%	33.0%	20%	79%
25. Goal of Obtain. Employment.	17%	16%	66%	82.0%	30%	79%
26. Retained Employment	78%	81%	61%	77.0%	55%	92%
27. Average Contact Hours per Student		88		73		72

Items 17-21: the ESL Categories reorganized by NRS and & year to year comparison no longer possible

* The Adult Education State Policy on Assessment was released this year and changed the minimum number of hours required before progress testing

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
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available
2002 – 2003	5	30
2003 – 2004	9	37
2004 – 2005	9	39
2005 – 2006	8	43
2006 – 2007	6	39

Workforce Development Contract Training

(Not Including ABC and Child Care Contracts)

Year	Clients	Contracts
1998 – 1999	6	19
1999 – 2000	6	26
2000 – 2001	8	51
2001 – 2002	6	91
2002 – 2003	5	91
2003 – 2004	4	121
2004 – 2005	11	40
2005 – 2006	11	126
2006 – 2007	12	207

2006-2007 EMT Clients:

City of Victoria
 Dupont
 Formosa
 INEOS
 Invista
 Skills Development

2006-2007 WF Clients:

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

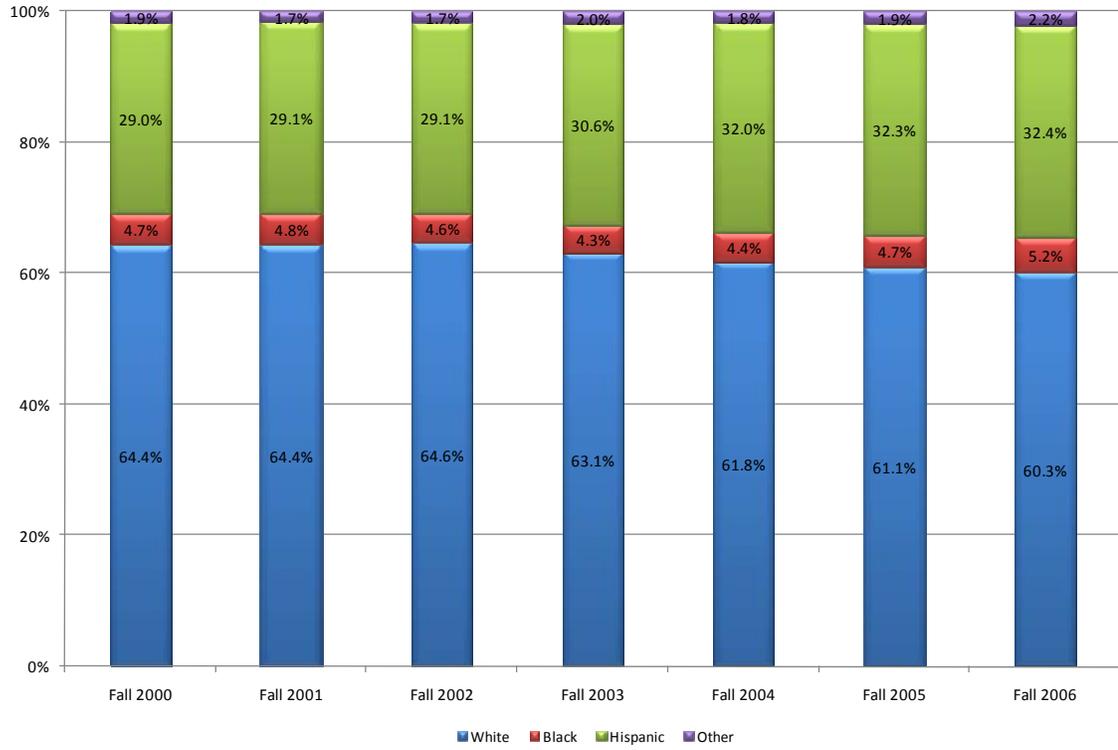
COURSE CATEGORY	2004-2005				2005-2006				2006-2007			
	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)
Allied Health												
Allied Health	471	412	185	290	198	334	170	297	140	318	115	269
Continuing Nursing Ed.	0	0	0	0	0	0	0	0	37	32	10	0
Allied Health Total	471	412	185	290	198	334	170	297	177	350	125	269
Emergency Medical Technology (EMT)												
EMT Total	165	263	189	439	206	156	285	370	224	292	115	432
Fire Fighters												
Fire Fighters Total	2	1	0	0	2	49	92	22	118	25	41	0
Law Enforcement (LE)												
Police Academy	222	375	38	142	27	108	81	55	85	343	116	45
Reserve Police Academy	0	0	0	0	0	0	0	0	0	0	0	0
Police In-Service	12	27	19	11	33	0	0	0	8	0	10	32
Law Enforcement Total	234	402	57	153	60	108	81	55	93	343	126	77
Workforce Development and Education												
Air Conditioning	0	57	0	57	8	0	31	18	12	0	25	34
Business Management	99	72	115	154	125	110	94	205	279	172	128	73
Computer Applications	78	108	88	140	89	63	126	151	326	166	97	147
Construction & Maint.	9	83	37	31	7	50	9	26	58	50	70	39
Drafting/Industrial	0	40	0	0	0	62	154	132	144	89	75	128
Ed. & Child Development	16	144	126	276	132	48	40	225	252	273	187	6
Employability	0	0	0	0	0	0	0	0	0	0	0	0
Food Svc & Dietary	193	20	8	9	0	0	0	0	0	0	0	0
Language Center	9	0	0	11	0	47	26	51	60	60	4	25
Machinist	0	45	0	0	0	34	24	22	10	0	0	0
Motorcycle Safety	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	23	0	0	3	19	79	128	129	61	141	68
Workforce Total	405	592	374	678	364	433	583	958	1270	871	727	520
Grand Total (Duplicated)	1,277	1,670	805	1,560	830	1,080	1,211	1,702	1,882	1,881	1,134	1,298
Annual Unduplicated Total	3,442				3,352				4,145			

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:

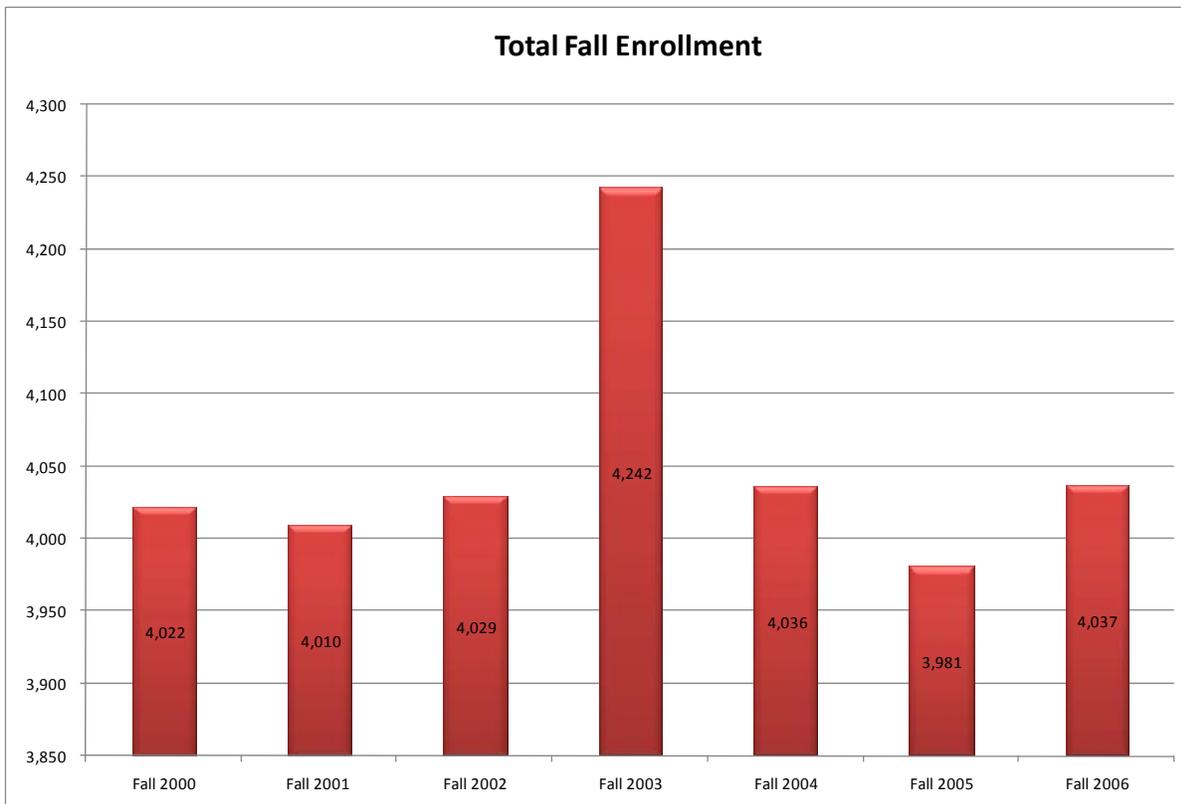
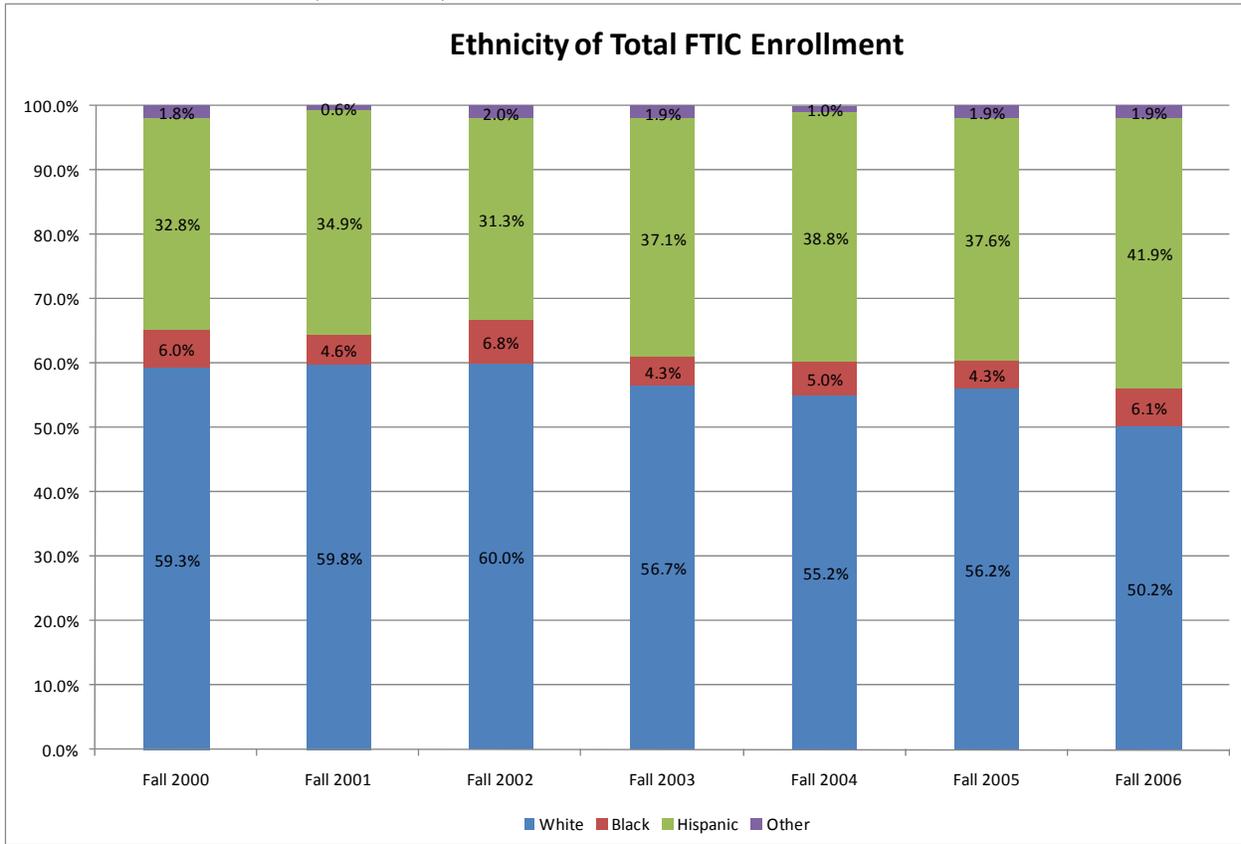
1. Increase the number of first time in college (FTIC) students 5% each year.
2. Increase fall enrollment by 2% each year.
3. Increase the percent of Black and Hispanic student representation in total fall enrollment and in fall FTIC enrollment.

Victoria College Fall Enrollment Trends in Race/Ethnic Group Representation

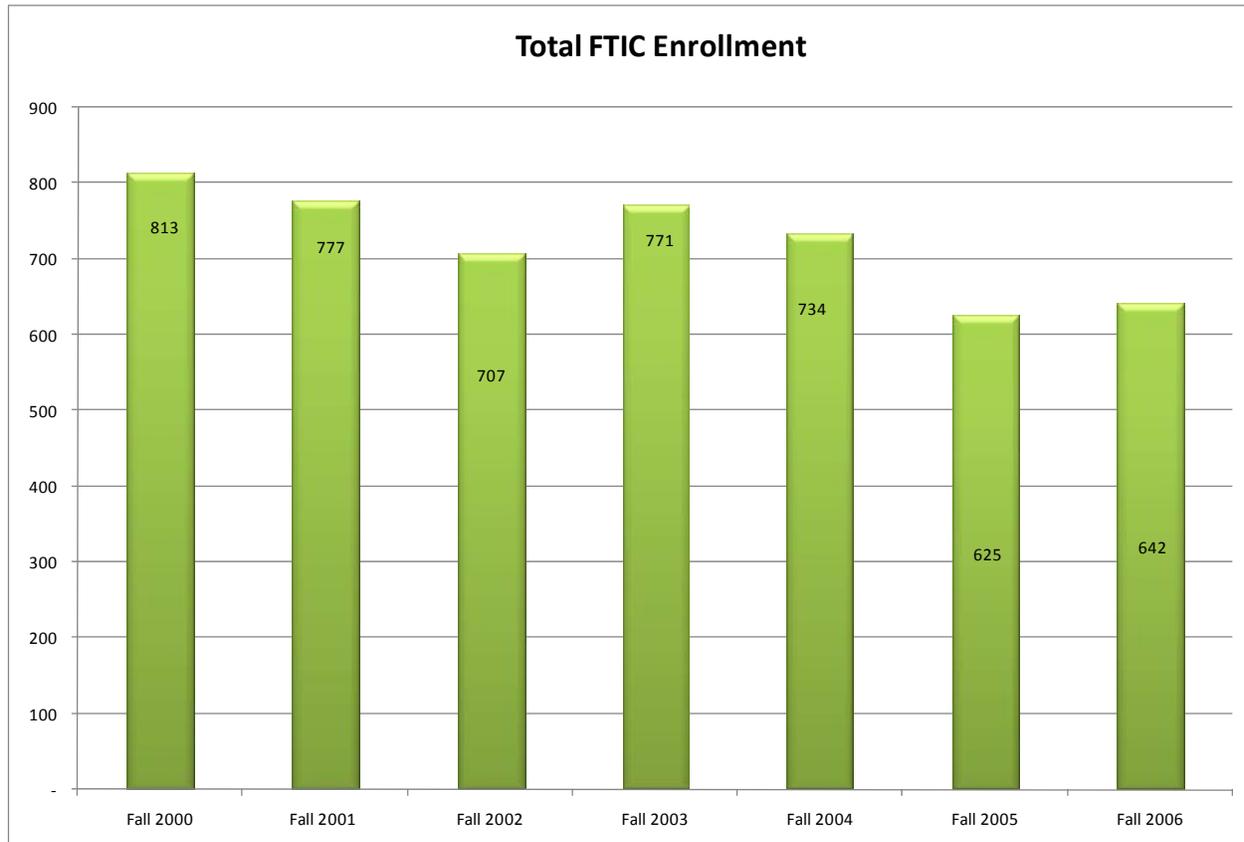
2000 U.S. Census data for VC service area & VC's 2005 CTG participation targets:
 White 57.3% Black - 6.5% Hispanic - 34.5% Other - 1.8%



Success Factor 6 (continued)



Success Factor 6 (continued)



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

one count = one student (unduplicated)

SEMESTER	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	#	%	#	%	#	%	#	%	#	%
FALL										
Official enrollment 12th day	3,219		3,382		3,182		3,248		3,474	
Course load reductions 13th day 12th week	523	16.2%	588	17.4%	597	18.8%	665	20.5%	674	19.4%
Withdrawals 13th day 12th week	185	5.7%	252	7.5%	221	6.9%	227	7.0%	288	8.3%
Course load reductions 13th week - end sem.	45	1.4%	50	1.5%	57	1.8%	63	1.9%	64	1.8%
Withdrawals 13th week - end sem.	21	0.7%	13	0.4%	17	0.5%	23	0.7%	23	0.7%
Ending Enrollment	3,013	93.6%	3,117	92.2%	2,944	92.5%	2,998	92.3%	3,160	91.0%
Total withdrawals from 12th day	206	6.4%	265	7.8%	238	7.5%	250	7.7%	314	9.0%
Unduplicated total course load reductions from 12th day	544	16.9%	610	18.0%	632	19.9%	693	21.3%	712	20.5%
SPRING										
Official enrollment 12th day	3,233		3,264		3,162		3,095		3,301	
Course load reductions 13th day 12th week	584	18.1%	571	17.5%	604	19.1%	554	17.9%	669	20.3%
Withdrawals 13th day 12th week	206	6.4%	228	7.0%	218	6.9%	196	6.3%	239	7.2%
Course load reductions 13th week - end sem.	45	1.4%	56	1.7%	73	2.3%	159	5.1%	69	2.1%
Withdrawals 13th week - end sem.	19	0.6%	35	1.1%	31	1.0%	54	1.7%	32	1.0%
Ending Enrollment	3,008	93.0%	3,001	91.9%	2,913	92.1%	2,845	91.9%	3,030	91.8%
Total withdrawals from 12th day	225	7.0%	263	8.1%	249	7.9%	250	8.1%	271	8.2%
Unduplicated total course load reductions from 12th day	600	18.6%	592	18.1%	638	20.2%	647	20.9%	699	21.2%
FALL & SPRING COMBINED TOTALS										
Total withdrawals from 12th day	431	6.7%	528	7.9%	487	7.7%	500	7.9%	585	8.6%
Unduplicated total course load reductions from 12th day	1,144	17.7%	1,202	18.1%	1,270	20.0%	1,340	21.1%	1,411	20.8%

Success Factor 7 (continued)

COMPLETERS BY DIVISION BY SEMESTER - PERCENT OF 12th Class day									
Academic Year Summary	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Allied Health	90.8%	91.5%	93.4%	92.5%	93.2%	93.4%	92.7%	92.3%	92.0%
Developmental	77.2%	80.4%	79.5%	81.1%	78.5%	79.2%	77.8%	77.8%	75.3%
Humanities & Fine Arts	83.6%	84.0%	85.8%	86.3%	83.0%	81.7%	81.2%	81.2%	77.7%
Orientation	98.0%	98.1%	97.2%	97.5%	97.2%	0.0%	0.0%	0.0%	89.7%
Science & Mathematics	78.1%	79.3%	77.9%	77.8%	80.7%	78.9%	80.2%	78.0%	77.9%
Social & Behavioral Sciences	80.1%	84.2%	85.2%	85.1%	84.0%	81.3%	81.3%	80.5%	81.3%
Workforce Development & Educ	86.9%	86.0%	86.1%	86.7%	86.7%	85.8%	85.7%	84.8%	85.5%
Totals, College-wide	84.2%	85.3%	86.3%	86.3%	85.8%	84.1%	84.0%	83.6%	83.0%
Less Developmental & Orientation	84.4%	85.3%	86.6%	86.4%	86.0%	84.6%	84.6%	84.0%	83.4%

Success Factor 7 (continued)

Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2006	7,139	6,064	84.94%	777	600	77.22%	4,114	3,246	78.90%	257	221	85.99%	12,287	10,131	82.45%
Fall 2005	7,310	6,565	89.81%	699	565	80.83%	4,055	3,290	81.13%	225	181	80.44%	12,289	10,601	86.26%
Fall 2004	7,735	6,565	84.87%	578	478	82.70%	4,152	3,420	82.37%	218	187	85.78%	12,683	10,650	83.97%
Fall 2003	7,954	6,472	81.37%	587	480	81.77%	3,983	3,168	79.54%	268	232	86.57%	12,792	10,352	80.93%
Fall 2002	8,265	6,979	84.44%	711	602	84.67%	3,766	3,060	81.25%	234	199	85.04%	12,976	10,840	83.54%
Fall 2001	8,576	7,274	84.82%	731	568	77.70%	4,033	3,369	83.54%	185	147	79.46%	13,525	11,358	83.98%
Fall 2000	8,525	7,204	84.50%	717	593	82.71%	4,106	3,406	82.95%	263	223	84.79%	13,611	11,426	83.95%

Retention Counts & Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2006 to 2007	2,458	1,764	71.77%	210	145	69.05%	1,316	875	66.49%	90	65	72.22%	4,074	2,849	69.93%
2005 to 2006	2,434	1,742	71.57%	186	129	69.35%	1,286	862	67.03%	77	51	66.23%	3,983	2,784	69.90%
2004 to 2005	2,496	1,818	72.84%	178	121	67.98%	1,293	917	70.92%	71	48	67.61%	4,038	2,904	71.92%
2003 to 2004	2,678	1,934	72.22%	183	122	66.67%	1,296	880	67.90%	85	63	74.10%	4,242	2,999	70.70%
2002 to 2003	2,603	1,903	73.11%	183	121	66.12%	1,173	792	67.52%	71	52	73.20%	4,030	2,868	71.17%
2001 to 2002	2,652	1,887	71.15%	193	120	62.18%	1,195	833	69.71%	69	41	59.40%	4,109	2,881	70.11%
2000 to 2001	2,593	1,848	71.27%	189	127	67.20%	1,166	830	71.18%	75	57	76.00%	4,023	2,862	71.14%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2006 to 2007	2,458	1,069	43.49%	210	71	33.81%	1,316	606	46.05%	90	40	44.44%	4,074	1,786	43.84%
2005 to 2006	2,434	1,099	45.15%	186	78	41.94%	1,286	570	44.32%	77	36	46.75%	3,983	1,783	44.77%
2004 to 2005	2,496	1,068	42.79%	178	73	41.01%	1,293	626	48.41%	71	26	36.62%	4,038	1,793	44.40%
2003 to 2004	2,678	1,166	43.54%	183	73	39.89%	1,296	581	44.83%	85	39	45.88%	4,242	1,859	43.82%
2002 to 2003	2,603	1,137	43.68%	183	80	43.72%	1,173	535	45.61%	71	35	49.30%	4,030	1,787	44.34%
2001 to 2002	2,652	1,159	43.70%	193	71	36.79%	1,195	572	47.87%	69	28	40.58%	4,109	1,830	44.54%
2000 to 2001	2,593	1,108	42.73%	189	75	39.68%	1,166	528	45.28%	75	34	45.33%	4,023	1,745	43.38%

Success Factor 7 (continued)

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 2004 FTIC	407	61	14.99%	37	7	18.92%	285	32	11.23%	7	1	14.29%	736	101	13.72%
Fall 2003 FTIC	440	66	15.00%	33	7	21.21%	286	27	9.44%	15	2	13.33%	774	102	13.18%
Fall 2002 FTIC	423	55	13.00%	48	13	27.08%	224	22	9.82%	14	0	0.00%	709	90	12.69%
Fall 2001 FTIC	461	77	16.70%	36	10	27.78%	270	15	5.56%	6	0	0.00%	773	102	13.20%
Fall 2000 FTIC	698	63	9.03%	50	12	24.00%	289	37	12.80%	22	1	4.55%	1059	113	10.67%

First Time In College Transferring within 3 Years

Fall Cohorts Transferring in 3 years	White			Black			Hispanic			Other			Total		
	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%
Fall 2004 FTIC	407	144	35.38%	37	5	13.51%	285	54	18.95%	7	3	42.86%	736	206	27.99%
Fall 2003 FTIC	440	107	24.32%	33	4	12.12%	286	27	9.44%	15	8	53.33%	774	146	18.86%
Fall 2002 FTIC	423	105	24.82%	48	8	16.67%	224	25	11.16%	14	3	21.43%	709	141	19.89%
Fall 2001 FTIC	461	71	15.40%	36	2	5.56%	270	30	11.11%	6	0	0.00%	773	103	13.32%
Fall 2000 FTIC	698	160	22.92%	50	1	2.00%	289	20	6.92%	22	7	31.82%	1,059	188	17.75%
Fall 1999 FTIC	615	113	18.37%	37	2	5.41%	251	17	6.77%	19	3	15.79%	922	135	14.64%

First Time In College Retention Counts and Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2006 to 2007	322	249	77.33%	39	28	71.79%	268	203	75.75%	12	6	50.00%	641	486	75.82%
2005 to 2006	350	281	80.29%	27	20	74.07%	235	170	72.34%	12	4	33.33%	624	475	76.12%
2004 to 2005	407	322	79.12%	37	29	78.38%	285	225	78.95%	7	5	71.43%	736	581	78.94%
2003 to 2004	442	349	78.96%	33	26	78.79%	288	220	76.39%	15	13	86.67%	778	608	78.15%
2002 to 2003	421	329	78.15%	47	30	63.83%	218	157	72.02%	14	12	85.71%	700	528	75.43%
2001 to 2002	461	363	78.74%	36	18	50.00%	270	212	78.52%	6	3	50.00%	773	596	77.10%
2000 to 2001	698	542	77.65%	50	38	76.00%	289	230	79.58%	22	19	86.36%	1059	829	78.28%

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

Success Factor 7 (continued)

"Closing The Gaps" Degree Target Areas

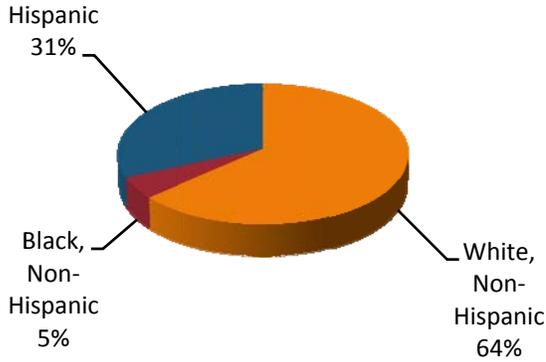
CTG Degree Target Area Victoria College Degrees and Certificates	Actual						
	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Engineering							
Biomedical Technology AAS	-	-	-	-	-	1	-
Electronics Technology AAS	4	2	1	-	1	2	-
Electronics/Instrumentation Technology AAS	4	2	1	2	5	3	-
Instrumentation Technology AAS	9	7	13	11	12	8	10
Electronics/Instrumentation Technology Cert	1	2	2	1	4	1	-
Electronics/Instrumentation Technology Adv Skills Cert	-	-	2	-	1	-	-
Engineering Total	18	13	19	14	23	15	10
Computer Information Systems							
Computer Information Systems AAS	-	-	-	-	-	-	-
Comp Info Sys--Computer Programming AAS	-	1	-	1	-	-	-
Comp Info Sys--Microcomputer Technology AAS	-	-	-	-	-	-	-
Comp Info Sys--Network Administration	7	16	7	4	3	8	-
Comp Info Sys - Web Application	-	-	3	2	2	3	1
Comp Info Sys--Wide Area Telecom AAS	3	12	2	3	10	6	-
Comp Info Sys--Local Area Network Operations Cert	5	6	3	2	4	7	20
Comp Info Sys--Microcomputer Technology Cert	-	-	-	2	-	-	-
Comp Info Sys -- Network & Telecommunications	-	2	2	-	-	-	10
Comp Info Sys -- Personal Computer & Networking	-	-	2	-	7	7	-
Comp Info Sys -- Web Page Development Cert	-	-	-	3	1	2	-
Comp Info Sys -- Web Page Database	-	-	-	-	-	2	-
Comp Info Sys -- Web Page Graphic Design	-	-	-	-	-	6	4
Comp Info Sys--Wide Area Telecommunication Cert	5	6	1	2	7	8	-
Computer Program Tech Cert	1	-	-	-	-	-	-
Comp Info Sys--Network Administration Adv Skills Cert	-	-	-	-	-	2	-
Computer Information Systems Total	21	43	20	19	34	51	35
Physical Science							
Process Technology AAS	32	31	17	18	8	12	9
Process Technology Adv Skill Certificate	-	-	-	1	1	1	-
Process Technology Total	32	31	17	19	9	13	9
Allied Health							
Nursing (ADN) AAS	50	81	77	70	76	80	76
Vocational Nursing Cert	137	113	117	151	137	132	129
Medical Lab Technology	3	7	9	6	9	10	10
Respiratory Care AAS	15	13	9	15	13	15	9
Respiratory Care Cert (not counted in total -duplicative)	15	-	-	-	-	-	-
Emergency Medical Technology AAS	1	4	3	1	-	-	1
Emergency Medical Tech--Intermediate Cert	-	8	-	-	-	-	-
Emergency Medical Tech--Paramedic Cert	14	6	4	6	-	-	23
Firefighting Cert	6	7	12	11	-	7	8
Allied Health Total	220	232	219	249	235	244	256

* 2014-2015 Target = a 50% increase over 2000-2001 actual numbers of completers

** As of Sept. 2, 2004

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

Staff Ethnicity



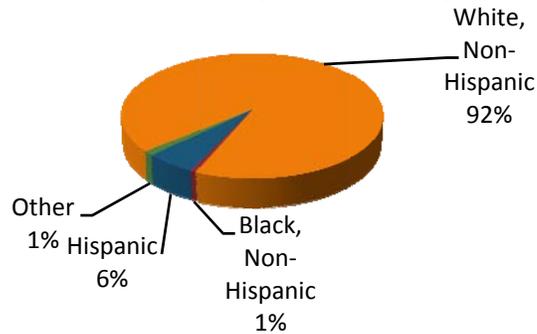
Fall 2006

Total Staff (Non-Faculty)	178
<u>Ethnicity</u>	
White, Non-Hispanic	113
Black, Non-Hispanic	9
Hispanic	56

Fall 2006

Total Faculty	175
<u>Ethnicity</u>	
White, Non-Hispanic	162
Black, Non-Hispanic	1
Hispanic	10
Other	2

Faculty Ethnicity



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

FINE ARTS SUMMARY

**Fine Arts Department Calendar of Events
Fall 2006 and Spring 2007**

Date	Attendance	Event	Location
Fall 2006			
August 1-2	45	High School All-State Choir Music Camp	Fine Arts Auditorium
September 5	11	Drama Auditions	Johnson Symposium
September 6	11	Drama Auditions	Johnson Symposium
September 29	0	Translations submission deadline	n/a
October 5	40	Translations opening reception	Fine Arts Auditorium
October 5 - October 27	1142	Translations art exhibit	Fine Arts Auditorium
October 25-28	204	Drama Production	Johnson Symposium
November 2	50	Fall Student Art Exhibit Opening Reception	Fine Arts Auditorium
November 2 - December 8	1159	Fall Student Art Exhibit	Fine Arts Auditorium
November 21	50	Music Departmental Recital	Fine Arts Auditorium
November 29	450	Mariachi Concert (& Toy Drive)	Fine Arts Auditorium
December 3	650	Choral Concert (Messiah)	Our Saviour's Lutheran Church
December 3	200	Jazz Concert	Fine Arts Auditorium
December 5	25	Guitar Concert	Johnson Symposium
December 7	50	Wind Ensemble Concert	Fine Arts Auditorium
Total Fall 2006 Attendance	4087		
Spring 2007			
January 23 - 24	25	Drama Auditions	Johnson Symposium
February 2 - March 30	1000	Advanced Student Art Exhibit	Fine Arts Auditorium
March 29 - 31	240	Drama Production	Student Student
April 1	200	Choral Concert	Fine Arts Auditorium
April 5	70	Spring Student Art Exhibit Opening Reception	Fine Arts Auditorium
April 9 - May 4	1070	Spring Student Art Exhibit	Fine Arts Auditorium
April 12 - 14	700	Jazz Festival	TBA
April 20	1000	TAPS	Fine Arts Auditorium Johnson Symposium
April 23	300	Jazz Band & Ensemble Concert	Rockport
April 24	30	Music Departmental Recital	Fine Arts Auditorium
April 29	200	Jazz Band Concert	Beeville
April 30	100	Choral Concert	Johnson Symposium
May 2	600	Mariachi Concert	Fine Arts Auditorium
May 4	100	Piano Recital	Fine Arts Auditorium
Total Spring 2007 Attendance	5610		
Total Attendance for Year	9697		

LYCEUM SERIES**Gary Telgenhoff – “Dr. T”**

Consultant for *CSI: Crime Scene Investigation*
September 26, 2006.

John Berendt

Bestselling Author
November 2, 2006

Deborah Copaken Kogan

Photojournalist, TV Journalist, Producer
November 9, 2006

Donald Johanson

Internationally Acclaimed Paleontologist, Discoverer of 3.2 million-year-old “Lucy”
February 13, 2007

Michael Loman

Executive Producer, *Sesame Street*, Emmy Award Winner, Instructor
Your Tour Guide to *Sesame Street*..
April 3, 2007

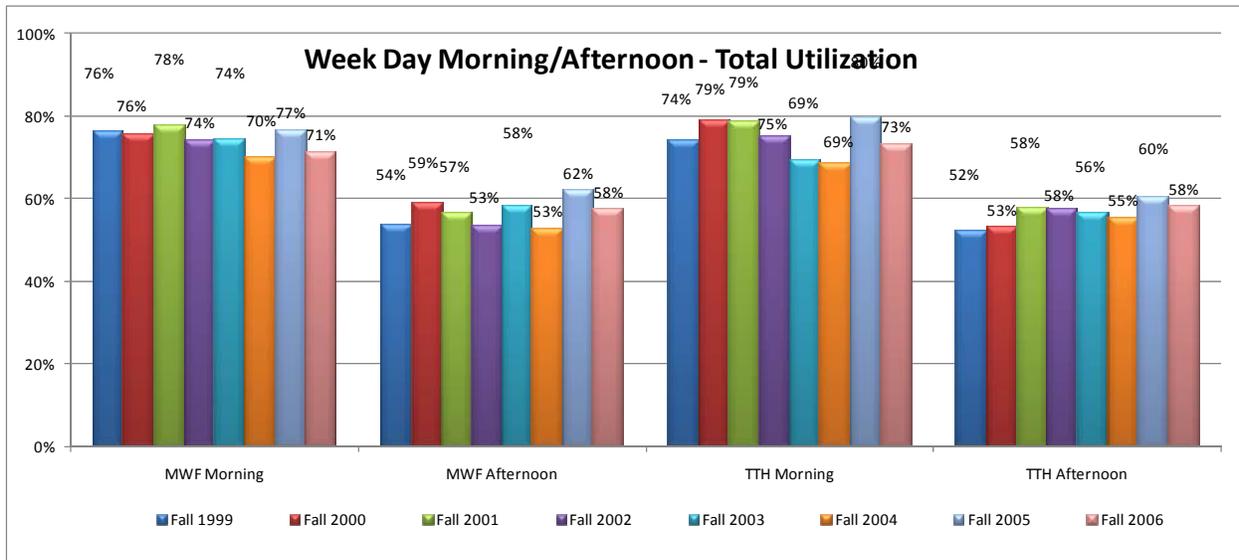
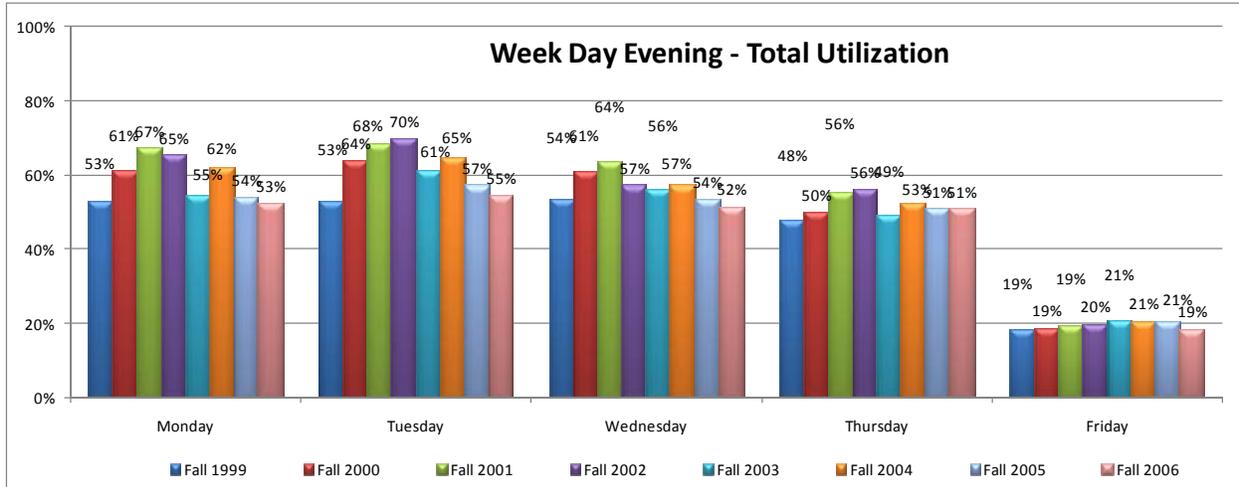
MUSEUM OF THE COASTAL BEND SPEAKER SERIES**2006**

Oct. 19	Dr. Joni L. Jones, performance historian, “African-American Performance History”
Nov. 16	Dr. Alwyn Barr, historian, “African-American Accomplishments in Texas”
Dec. 7	Ellen Beasley, photographer and author, “Living on the Alley: African-Americans and the Galveston Landscape”

2007

Apr. 19	Kurt House, author, “Spurs, Bits & Other Gear from the Spanish Colonial Era”
May 3	Gary Dunnam, historian, “The Way We Were: Historic Maps of Victoria County”
May 17	Jesus F. (Frank) de la Teja, historian, “Early Texas Ranches”
May 31	Henry Wolff, photographer and journalist, “The First Great Cattle Ranch in Texas”
Oct. 18	Dr. Caroline Castillo Crimm, historian, “Texas Women on the Cattle Trails”
Oct. 31	Gary Hall, author, “Murder & Malice”
Nov. 1	Mike Cox, author, “Texas Disasters”
Nov. 15	Elton Prewitt, archaeologist, “Introduction to the Lower Pecos and the Shumla School”
Nov. 29	Dr. Robert Shook, historian, “Early Cattle Trailing in Texas”
Dec. 12	Mary Sue Koontz, author, “Stolen Recipes”

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	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
ITV Off Campus*	303	425	682	872	873	766	811	782
On Line*	516	781	835	1,595	3,072	4,200	5,165	5,621
Virtual College of Texas - Hosted (1)	56	105	382	638	581	667	289	120
Grand Total	875	1,311	1,899	3,105	4,526	5,633	6,265	6,523
Virtual College of Texas - Provided (2)	5	15	53	55	226	315	288	90

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

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 2006-2007 Annual Faculty & Staff Opinion and Student Opinion Survey at:

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

This will take the user to the Planning and Institutional Assessment home page. On the left menu, the Surveys & Results option will take the user 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.

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

COLLEGE-WIDE College-wide efforts to maintain a workforce that is well-qualified to carry out the College's mission and meet its strategic objectives	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		N/A		Total	% Not Dissatisfied*
	#	%	#	%	#	%	#	%	#	%	#	%	#	
Methods currently used to recruit new employees...	28	21.5	44	33.8	14	10.8	6	4.6	4	3.1	34	26.2	130	89.6
Quality of benefits and working conditions to retain employees...	25	19.2	37	28.5	19	14.6	8	6.2	1	0.8	40	30.8	130	90.0
Quality of technical training and/or educational opportunities for the development of employees...	30	23.1	45	34.6	14	10.8	4	3.1	3	2.3	34	26.2	130	92.7
Communication with employees about the salaries paid to employees, and communication of the College's funding issues that affect salaries...	16	12.3	41	31.5	31	23.8	17	13.1	9	6.9	16	12.3	130	77.2

* N/A was not included in calculation of % Not Dissatisfied