End-of-Year Summary Report 2017-2018

VICTORIA COLLEGE
Est. 1925

Table **of Contents**

Glance at 2017-2018 4

Leading the Way 7

VC Guiding Principles 8

- Our Vision 8
- Victoria College Values 8
- Our Mission 9
- Our Strategic Priorities, Action Items and Outcomes 10
- Our Student Success Priorities 10

VC Student Achievement Goals and Outcomes 11

- Student Achievement Goals: Access & Retention 11
  - Enrollment 11
  - Retention 12
  - High School graduates enrolled in VC 13
  - Skills Attainment 14
  - Educational Program Success Rates 15
  - Marketable Skills (General Education Competencies) 16
- Student Achievement Goals: Graduation, Transfer & Employment 17
  - Completions 17
  - Credit Allied Health Programs Licensure Rates 18
  - Credit & Non-credit Technical Programs Licensure Rates 18
  - Transfer and Employment 18
- Student Achievement Goals: Continuing Education & Workforce Training 19
  - Overall Continuing Education Contact Hours 19

Workforce Training Proposals 20

Contract Training Hours 21

VC Operational Goals and Outcomes 21

Administrative Services 21

Advancement & External Affairs 24

Human Resources 29

Institutional Effectiveness, Research & Assessment 29

Instruction 31

Student Services 38

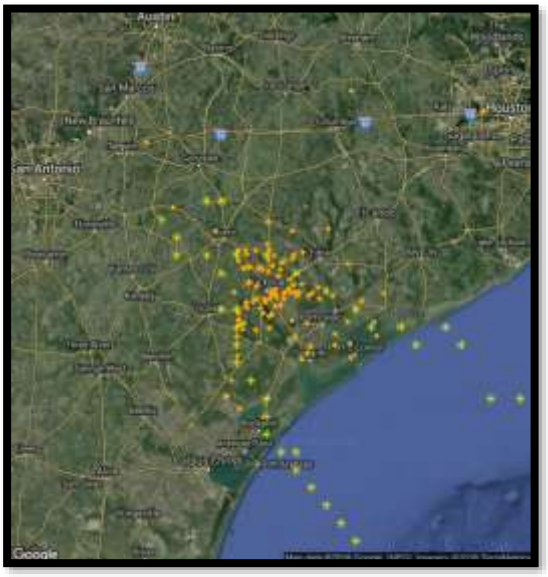
Glance at 2017-2018

The 2017-2018 academic year was an eventful year for the Victoria College community filled with many exciting and challenging events. The fall 2017 semester kicked off on August 21st with a 70% solar eclipse. Many faculty, staff and students found their way outdoors and used a variety of methods to catch a glimpse of this amazing natural phenomena.

A short 4 days later the Victoria College community was faced with another natural event. Unfortunately, this one proved to be one of the challenges of 2017-2018. Hurricane Harvey came ashore near Port Aransas and took a direct path through the VC service area. The college was forced to shut down for six days. On August 31st VC employee/student volunteers and team of 42 volunteers from Laredo Community College worked to clean up the campus. The generosity of Laredo Community College (LCC) was humbling and deeply appreciated. LCC provided truckloads of water, toiletries, food and other essentials for the Victoria College community.

Classes resumed on Sept. 5, 2017 and Victoria College employees worked to distribute the donations to appreciative students and employees.

In the weeks following the hurricane, the Victoria College Foundation and offices across the college worked to provide need based support to impacted students struggling to stay on their educational path. The yellow asterisks in the picture below represent the coordinates of the path of Hurricane Harvey. The orange boxes represent addresses of students supported through the generosity of the Victoria College Foundation.



The resilience of the college community was observed as students and employees worked together to move back on track. Unfortunately, for some students, it proved to be too much of a challenge and a drop in enrollment resulted in the fall 2017 and subsequent semsters. College staff reached out to students and continue to reach out to students and are working to find ways to help all continue on their educational pathway.

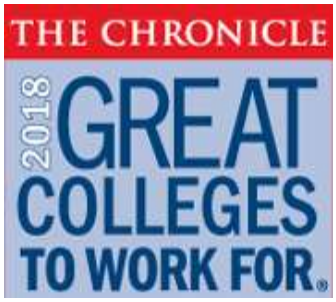
In fall 2017 a strategic decision was made to join other community colleges in Texas in implementing a Pathways Framework. The VC Pathway when fully implemented will provide a clear and coherent integration of academics and all supports throughout the educational experience, beginning with engagement in K-12 and continue to guide students on their journey to higher thinking, employment, and transfer. All employees had an opportunity to weigh in on the decision through focused discussion sessions prior to the decision to participate. Thirty-seven employees attended Pathways Institutes hosted by the Texas Success Center in 2017-2018 and worked to develop strategic pathway action plans. These action plans were incorporated into the 2015-2020 Victoria College Strategic Plan.

In the spring Victoria College entered into a memorandum of understanding (MOU) with the Houston GPS Alliance in the spring 2018. Houston GPS is an integrated system of cohesive strategies (aligned with the Pathways framework) designed to improve college completion

rates and narrow attainment gaps. This partnership allows Victoria College to work more closely with key transfer institutions to support college going behaviors.

Master Planning also resumed in full swing in the spring with over fifty employees working together to flesh out strategic campus plans for Victoria College. This work is key to implementing strategic student success action plans and positioning Victoria College to meet the emerging needs of the next decade.

In the summer of 2018, Victoria College received news that it once again been selected as a Great College to Work For by the Chronicle of Higher Education. Victoria College was also named to the Chronical of Higher Education's Honor Roll for being one of the top four schools in its two-year institution category.



The Chronicle of Higher Education identified Victoria College as excelling in the following four categories:

- Overall Job Satisfaction
- Respect and Appreciation
- Supervisor or Department Chair Relationship
- Collaborative Governance
- Confidence in Senior Leadership

Victoria College continues to operate effectively and efficiently and remains focused on student success, community needs and institutional excellence. Student achievement and operational goals are in place and provide direction to institutional operations and support ongoing evaluation of institutional effectiveness and efficiency.

Victoria College (VC) evaluates student achievement consistent with its comprehensive college mission. Access and retention, skills attainment, student learning outcomes, graduation, transfer and employment, and continuing education and workforce training goals are defined in the Texas Education Code as performance indicators and are used by Victoria College to evaluate levels of student achievement. Levels of success on student achievement goals in 2017-2018 are detailed in the body of this report.

Operational goals and outcomes are developed by operational units across the institution and are in alignment with the VC mission and institutional priorities (student success, community needs and institutional excellence). Analysis and evaluation of operational unit success in reaching operational goals in 2017-2018 are also detailed in the body of this report.

Victoria College continues to be effective in providing students opportunities to attain associate degrees and/or certificates, successfully transfer to universities, meet regional and employer demands, prepare students through developmental education for successful transition into college-level studies, and to meet the immediate technical and occupational skills needs of employers and the individual.

Leading the Way

Board of Trustees

Mr. V. Bland Proctor
Chair, District 3
Occupation: Attorney
Member since 2011
Term expires in 2020

Mr. Luis A. Guerra
Vice Chair, District 2
Occupation: Engineer
Member since 2008
Term expires in 2024

Mr. John E. Zacek
Secretary, District 4
Occupation: Banking Executive
Member since 2016
Term expires in 2022

Dr. Daniel A. Cano
Member, District 5
Occupation: Physician
Member since 2016
Term expires in 2020

Ms. Catherine R. McHaney
Member, District 6
Occupation: Newspaper Co-owner
Member since 1985
Term expires in 2022

Dr. Josie Rivera
Member, District 1
Occupation: Retired Educator
Member since 2018
Term expires in 2024

Mr. Ronald B. Walker
Member, District 7
Occupation: Attorney
Member since 1985
Term expires in 2020

President

Dr. David Hinds
President

Administrative Council (2017-2018)

Ms. Cindy Buchholz…… Vice President of Instruction
Dr. Edrel Stoneham…..…… Dean of Student Services
Mr. Keith Blundell……Vice President of Administrative Services
Ms. Jennifer Yancey…..……Vice President of College Advancement & External Affairs
Ms. Terri Kurtz…….…….Executive Director Human Resources
Dr. Patricia Rehak……Executive Director Institutional Effectiveness, Research & Assessment

VC Guiding Principles

Our Vision

Our Community, Our College:
Improving Lives, Strengthening Communities

- Empowering each student to achieve excellence in an environment that cultivates personal relationships among students, faculty and staff.
- Being the catalyst for educational attainment, economic growth and cultural enrichment in partnership with business, industry, community groups and all levels of education.

Victoria College Values

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

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

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

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

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

Our Mission

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

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

University Transfer

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

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

Developmental Education

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

Continuing Education

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

Adult Education

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

Student Support

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

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

Our Strategic Priorities, Action Items and Outcomes:

Student Success Priority

- Improve student success through student engagement
- Complete and execute a comprehensive plan to enhance and expand student learning resources and supports
- Implement the Pathways Framework

Outcomes: Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework; attainment of educational, transfer, and career goals; marketable skills; and manageable debt.

Community Needs Priority

- Reinforce the public recognition of Victoria College
- Target recruiting to reach areas of traditionally underserved populations
- Cultivate and strengthen partnerships with key stakeholders
- Provide and facilitate cultural enrichment

Outcomes: Through strategic partnerships, Victoria College will provide an appropriately trained and skilled workforce to meet growing economic demand; seamless transitions; increased educational attainment; and cultural enrichment opportunities.

Institutional Excellence Priority

- Support a culture in which employees are happy and productive
- Provide a welcoming and safe environment
- Provide relevant facilities, technology, and professional development

Outcomes: Victoria College will ensure high performance and high levels of student, employee, and community satisfaction as indicated by appropriate benchmarking.

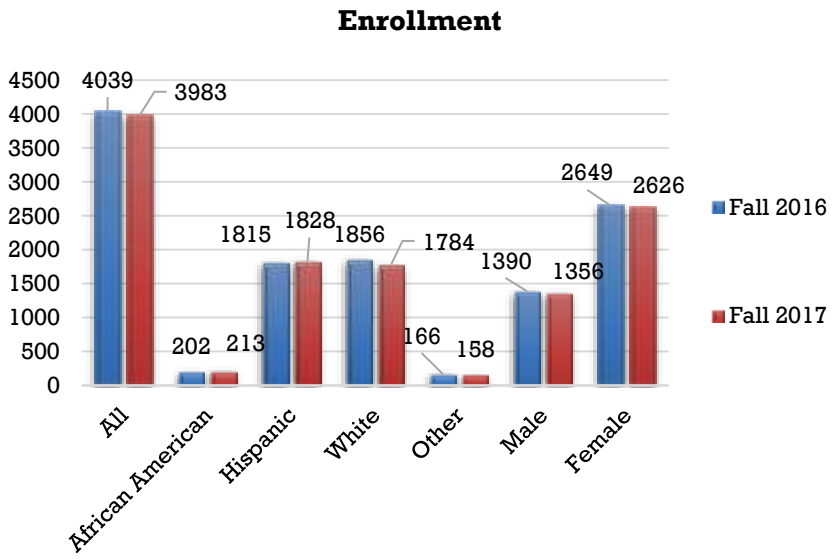
Our Student Success Priorities:

- **Enrollment**
- **Learning**
- **Completion**
- **Employment**
- **Affordability**

VC Student Achievement Goals

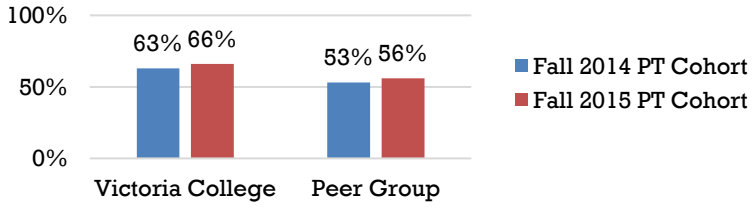
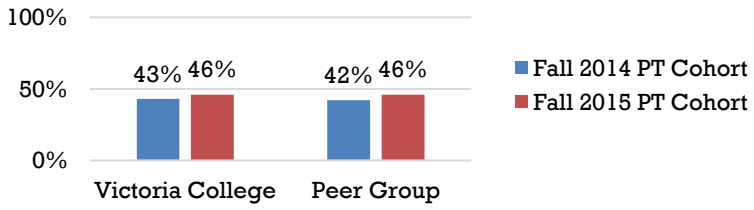
Student Achievement Goals: Access and Retention

Enrollment

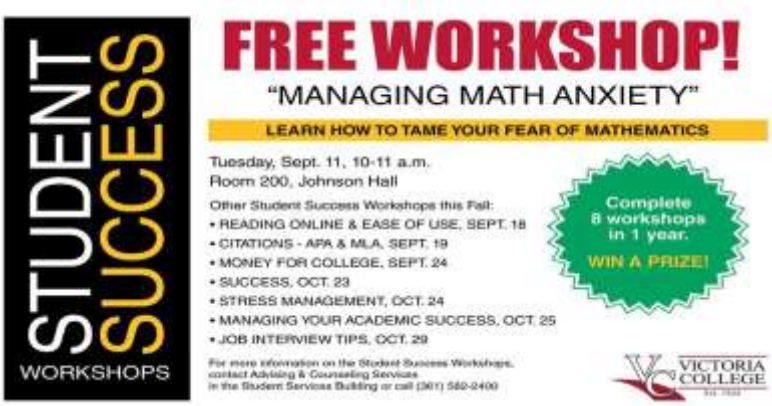
Key Performance Indicator & Target	Outcome
Target: 2% annual increase From: VC Institutional Data	

Analysis and Evaluation: Victoria College is an open access community college and considers access and retention to be important indicators of student achievement. During the recession and early recovery years of 2007-2012 enrollments increased and reached all-time heights. A subsequent strong local economy and the counter cyclical nature of community college enrollment resulted in decreasing numbers of students and a flattening return to expected enrollments in recent years. The VC service area was in the direct path of Hurricane Harvey in fall 2017. This natural disaster occurred the first week of classes and resulted in a 2% decrease in enrollment during that semester. Additional decreases were observed in subsequent semesters. Relevant student support services and financial resources were identified and provided to students during the 2017-2018 year. Enrollment appears to be stabilizing and is anticipated to begin to marginally increase over the next several years.

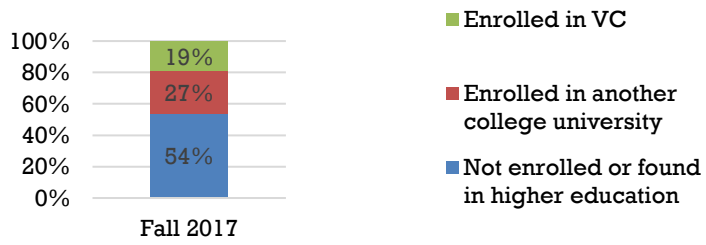
Retention

Key Performance Indicator & Target	Outcome
Credit Student Retention (fall to fall) Rates (first time degree/certificate seeking students) Target: Meet or exceed peer benchmarks Source: IPEDS (most current published data)	**Retention** **Full Time Cohort Retention Rate**  **Part Time Cohort Retention Rate** 

Analysis and Evaluation: Victoria College considers retention to be critical achievement measures of its community college open access mission. The College is successfully making gains in meeting access and retention goals. Retention rates for both part time students and full time students continue to remain at or above the medium sized peer group in Texas. A college work team is examining retention data and an enrollment retention plan is in development. Student success workshops are offered regularly to help students develop key retention strategies.

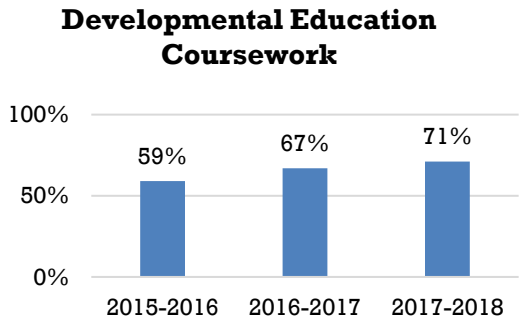


High School Graduates Enrolled in VC

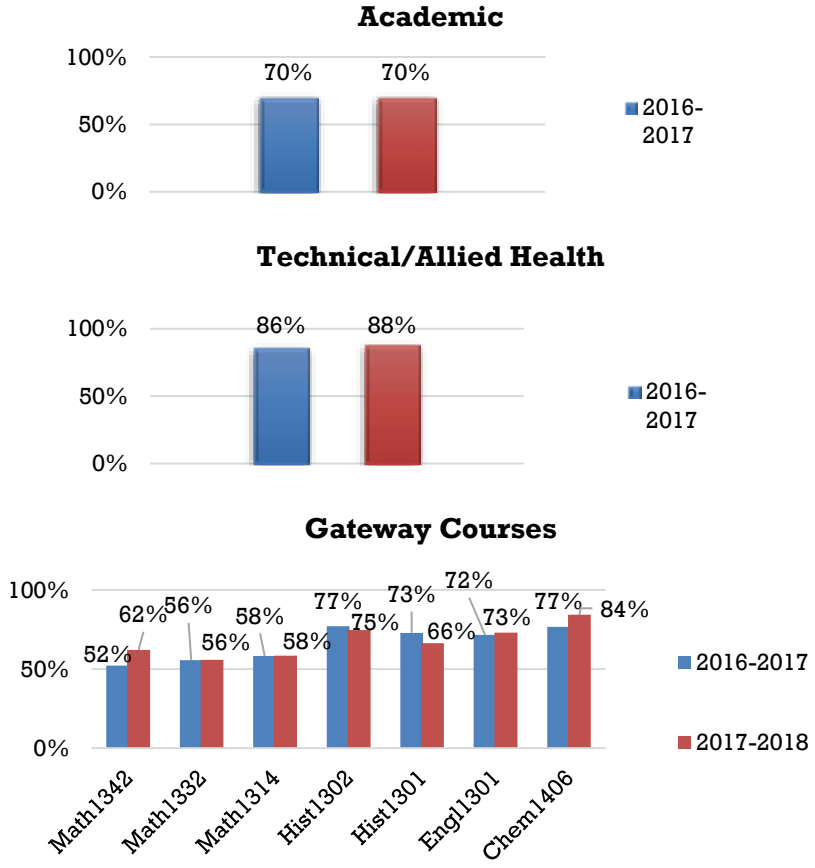
Key Performance Indicator & Target	Outcome
High School Graduates enrolled in Victoria College 2030 Target HS Grads in HE: 65% enrolled in HE From THECB Reports	**Service Area High School Graduates Enrolled in Higher Education** 

Analysis and Evaluation: Victoria College has a service area comprised of seven rural counties. High school to higher education enrollment rates for high school May 2016 service area graduates was at 51.1%. Victoria College enrolled 24.2% of the area college going students. High school to higher education enrollment rates for May 2017 graduates the Victoria service area decreased to 46% the next fall. Victoria College enrolled 19% of the area college going students. In 2017-2018 Victoria College joined the Texas Pathways Collaboration and the Houston GPS Alliance. These partnerships provide structure to Victoria College's efforts to increase college going rates and retention. Goals of each of the partnerships are to help students connect to, enter, progress through and succeed in higher education. Strategic action plans resulting from the collaborations are designed to increase college going rates and are in development by VC Strategic Planning Teams. Examples of these include action items that work toward alignment among EC-12, VC, and transfer/career stakeholders and critically analyzing intake and connection for college going students.

Skills Attainment

Key Performance Indicator & Target	Outcome
Target: 65% at C or better in developmental education courses From: VC Institutional Data	

Analysis and Evaluation: Developmental education courses at Victoria College are designed to prepare students who are not academically ready for success in college-level studies. Victoria College's ABC success rates for students completing developmental education courses was lower than desired at 55% in the 2014-2015 academic year. The ABC success rates have increased to 71% in 2017-2018. Much of the increase can be attributed to the implementation of an innovative Mathways curriculum and pedagogy, along with targeted professional development for faculty. Additionally, the college began combining developmental and credit courses together in the same semester. Most recently VC began implementing a co-requisite model of instruction allowing a student to simultaneously enroll in a developmental education course along with a credit course. The expansion of the co-requisite model will continue over the next several years.

Key Performance Indicator & Target	Outcome
Educational Program Success Rates	

Academic Courses	70% of students at C or better
Technical/ Allied Health Courses	90% of students at C or better
Gateway Courses Math1342 Math1332 Math1314 Hist1302 Hist1301 Engl1301 Chem1406	70% of students at C or better

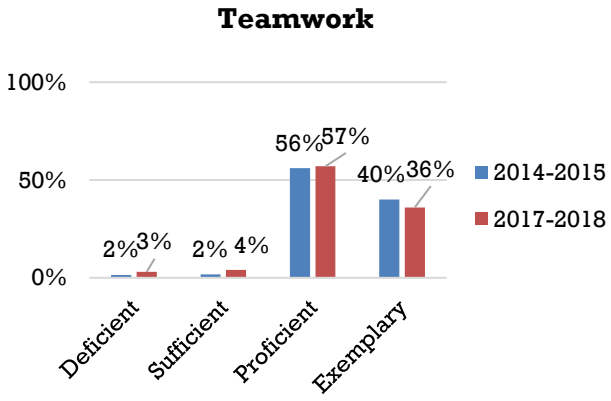
Analysis and Evaluation: Victoria College uses a variety of measures to understand student learning and performance competencies. Indirect measures, such as course ABC rates, and direct measures such as rubric scored assignments are used to measure student learning by examining actual samples of student work.

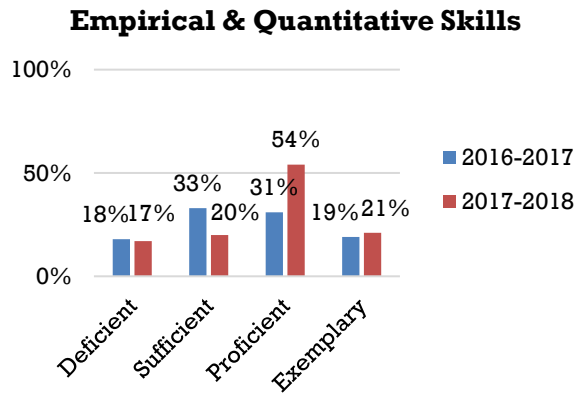
Academic courses are transfer courses and often transfer plans require an A, B or C in the transferring course. The academic courses are also used to satisfy the general education requirements in career, technical and allied health programs. Most of these programs require at least a C in the general education courses. Therefore, a threshold for ABC rates has been set with the expectation that 70% of grades earned by VC students will reach this threshold. Victoria College has been able to maintain this threshold for the last two academic years.

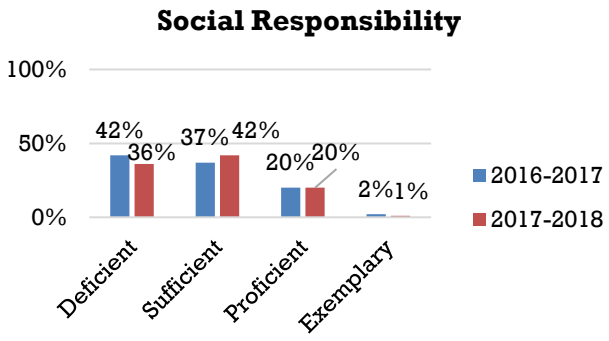
Credit Associate Degree Nursing, Vocational Nursing, Respiratory Care, Physical Therapist, Emergency Medical Services programs and the Policy Academy continuing education program require an external certification or licensure upon completion of the program in order to move into the profession. Students taking these external exams must demonstrate a specific level of performance on the exam in order to be certified or licensed. Because of this, a higher threshold of 90% has been set for ABC rates in career, technical and allied health courses. While this threshold has not been reached yet, ABC rates for these technical courses have increased from 86% in 2016-2017 to 88% in 2017-2018.

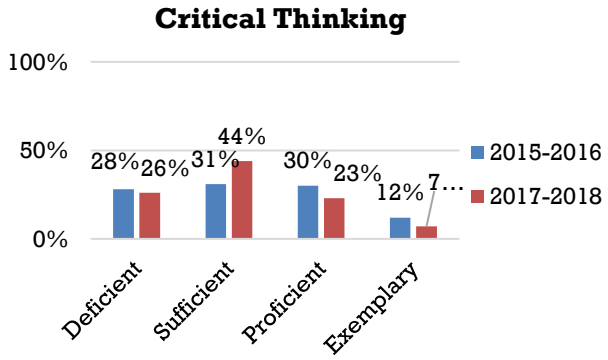
Marketable Skills (General Education Competencies)

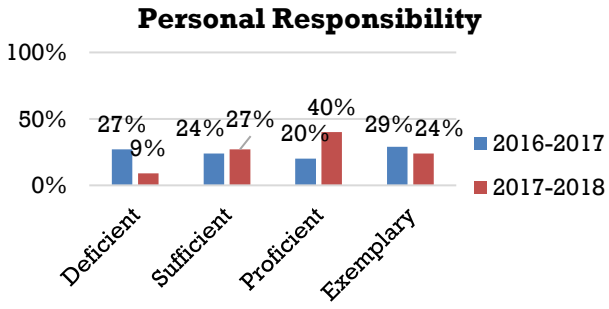
Source-VC Internal Assessment

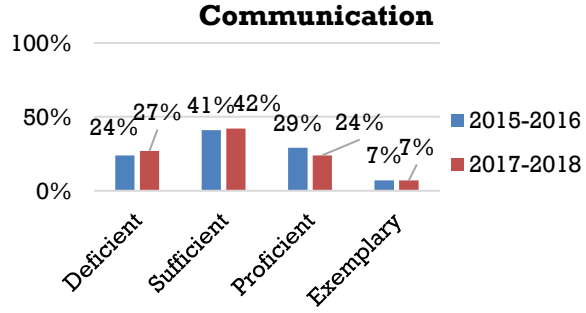










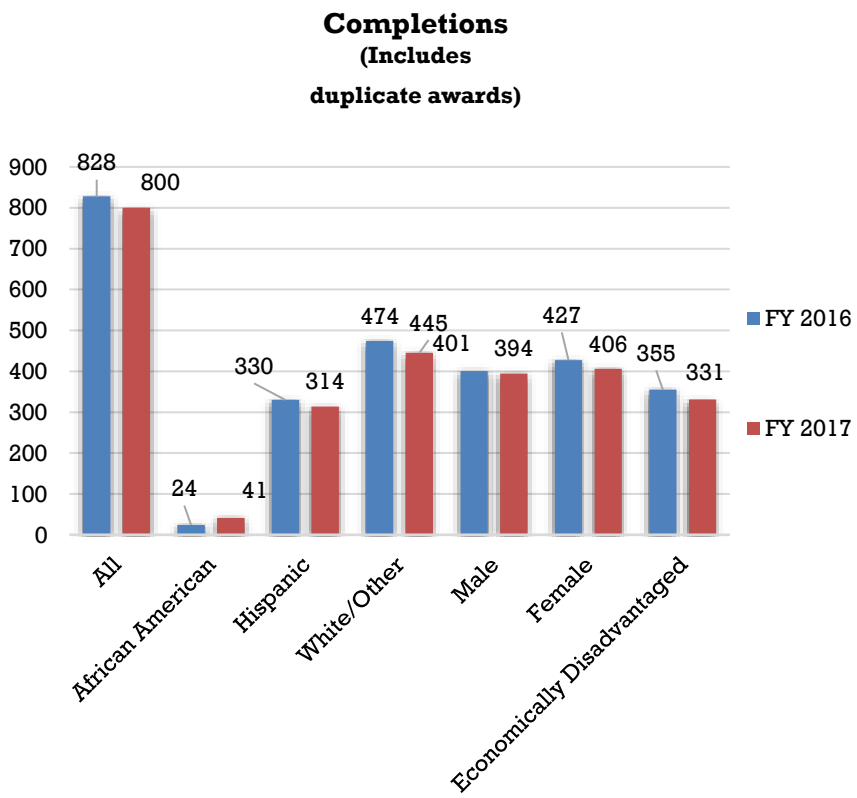


Analysis and Evaluation: Students completing degree programs at Victoria College are expected to attain general education competencies. These competencies have been identified by the THECB as essential and are embedded into general education courses and directly assessed and evaluated by faculty. Assessment findings are examined by faculty scoring teams, an institutional assessment team and other college stakeholders such as the Administrative Council. Improvement plans are identified and implemented following each evaluation. Students continue to demonstrate sufficient levels of competency with 70% or more of students scoring sufficient or higher for all competencies.

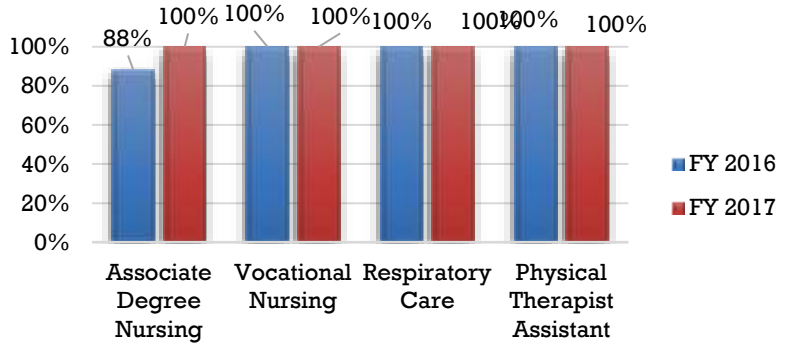
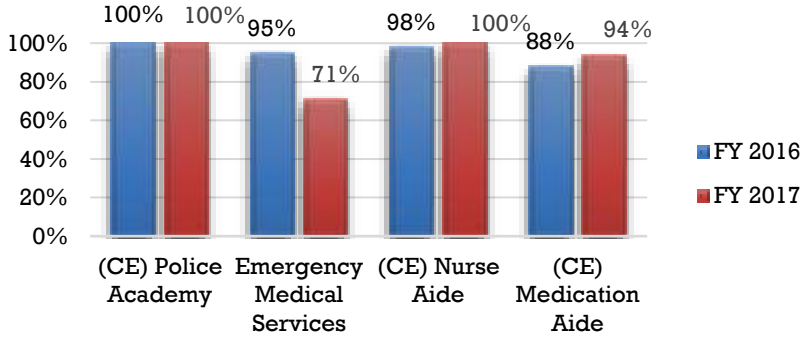
Student Achievement Goals: Graduation, Transfer & Employment

Key Performance Indicator & Target	
2020 Duplicated Target	
All	1062
African American	30
Hispanic	438
White/Other	594
Male	496
Female	566
Economically Disadvantaged	434
2025 Duplicated Target	
All	1285
African American	36
Hispanic	629
White/Other	620
Male	635
Female	651
Economically Disadvantaged	564
2030 Duplicated Target	
All	1554
African American	47
Hispanic	905
White/Other	601
Male	812
Female	742
Economically Disadvantaged	731

Outcome

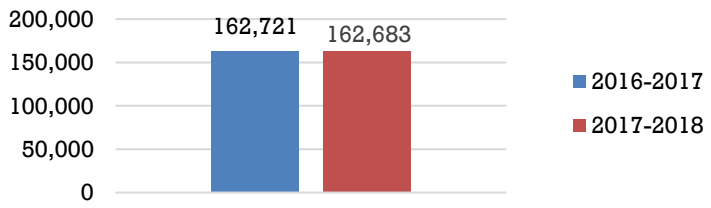
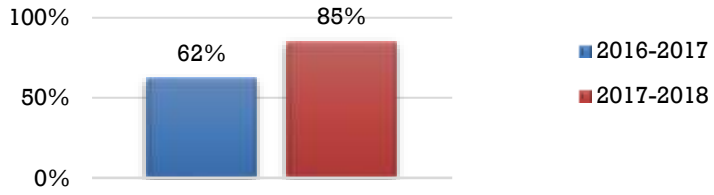
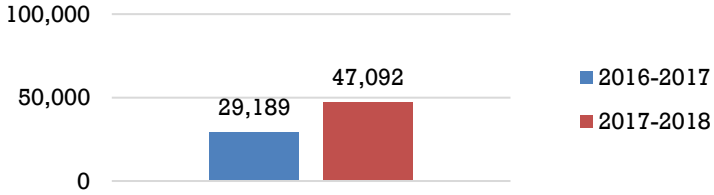


Analysis and Evaluation: Graduation, transfer and employment are strong indicators that students are achieving their goals. New thresholds for graduates and certificate completers have been established beginning in 2018-2019. These align with regional and state thresholds established by the THECB to support the goals of the Texas 60x30 Strategic Plan. While the plan expects increased numbers of students completing degrees and certificates, decreases in enrollment may impact these numbers. There were 828 degrees and certificates awarded in 2016-2017 and 800 awarded in 2017-2018.This decrease was expected due to the extraordinary year in 2016-2017. During the 2015-2016 and 2016-2017 years the college registrar conducted an auditing project resulting in increased degrees and certificates.

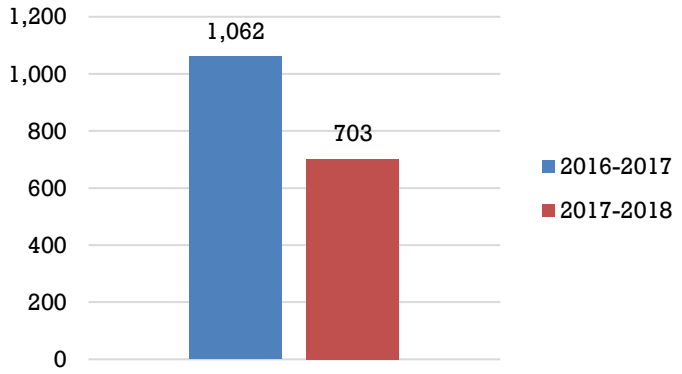
Key Performance Indicator & Target	Outcome
Target: Meet or exceed required licensure and/or certification rates	**Credit Allied Health Programs**  **Credit & Non-credit Technical Programs** 
Target: Meet or exceed peer group benchmark	**Transfer and Employment** Benchmarks and information relating to, "Time to Degree & Certificate Completion, University Transfer Student Information, and Employment and/or Pursuing Additional Higher Education Rates" may be viewed at: http://www.thecb.state.tx.us/apps/resumes/

Analysis and Evaluation: All credit allied health programs maintain program accreditation or certification and continue to maintain high licensure and certification rates with all above a 90% pass rate. Rates for the Emergency Medical Services career and technical program dropped in 2016-2017, however the rates still fell within the acceptable range according to program accreditation standards and the program was fully reaccredited in 2017-2018. Rates for non-credit technical programs also continue to meet required licensure and/or certification rates and remain above 90%. VC Transfer and employment rates of 95% remain competitive with the medium sized peer group rate of 90.1%.

Student Achievement: Continuing Education & Workforce Training

Key Performance Indicator & Target	Outcome
Target: 21,500 contact hours annually	**Continuing Education & Workforce Training Contact Hours** 
Target: 75% of training proposals will be accepted	**Workforce Training Proposals** 
Target: Minimum of 7,000 contract training hours	**Contract Training Hours** 

Analysis and Evaluation: Victoria College provides noncredit courses and programs that meet the immediate technical and occupational skills needs of students and employers in the Victoria College service area. Enrollment, workforce training proposals and contract training hours are used to evaluate student achievement. Unduplicated enrollment in continuing education courses increased from an annual unduplicated enrollment of 2,730 in 2016-2017 to an annual unduplicated enrollment of 3,337 students in 2017-2018. Workforce training continue to meet local programming needs with 53 training proposals submitted in 2017-2018 and 45 of these accepted. Contract training hours increased from 29,189 in 2016-2017 to 47,092 in 2017-2018. This was a 61% increase and demonstrates that Victoria College continues to meet student achievement goals and educational needs of the service area workforce and industry.

Key Performance Indicator & Target	Outcome
Target: 1. Adult Education and Literacy Enrollment Target: (July 1-June 30): 16-17: 685 17-18: 651 18-19: 606 2. Accelerate Texas AEL to college enrollment Target: 123 by 2/28/2019 3. Measureable Skills Gains (MSG) (new for 2018-2019) Target: 95% will obtain a MSG (Pre/Post, HSE, Progress in Class, Credential)	**Adult Education and Literacy to Credit and Continuing Education Enrollment** 

Analysis and Evaluation: The VC Adult Education and Literacy (AEL) program is in support of the college's educational mission to provide educational access to qualified individuals. These are students lacking basic skills equivalent to high school graduates or the ability to successfully participate in the community using the English Language. The program provides educational instruction in core components in order to prepare individuals for the General Educational Development (GED) certificate and/or improve their ability to function as parents, employees, and members of the community. The VC program continues to meet enrollment goals. In 2016-2017 an enrollment goal of 651 was met with an annual enrollment of 1,062 and an enrollment goal of 606 in 2017-2018 was met with an annual enrollment of 703 student. These enrollment goals are based on federal guidelines and collaboration with the Texas Workforce Commission. Other student achievement goals for AEL include matriculation from AEL into continuing education or credit programming and the acquisition of measurable skills as identified by federal and state guidelines. A matriculation target of 123 students is the most recent target set based on guidelines and collaboration with the Texas Higher Education Coordinating Board. The VC AEL program expects that 95% of enrolled students will achieve a measurable skill while participating in the AEL program.

Outstanding Outcomes

Victoria College engages in outcome-oriented, evidence-based, effective unit planning aligned with operational goals, college mission, and college vision. Unit plans update front-line data points that feed up to key performance indicators and operational plans. In parallel, unit plans also suggest modifications to activities and outcomes based on evaluation of recent and historical performance as well as future-facing analysis.

This cycle of environmental scanning, assessment/analysis, and outcome achievement evaluation creates a strong work environment focused on practical practices. Throughout the planning process, significant effort goes into aligning actions to mission, mapping resource needs (including budget) to actions, and thoughtfully evaluating outcomes against thresholds and targets.

A non-exhaustive list of successes to highlight are shown below by divisional area:

- **President**
    - 2018 Great Colleges To Work For: Confidence in Senior Leadership
  - **Administrative Services**
    - No audit findings or management letter comments.
  - **Advancement & External Affairs**
    - The Victoria College Foundation started the Raisers Edge conversion and built an Impact Team and awareness campaign to help support the Victoria College Master Plan.
    - Marketing was pleased to see 100% of 141 respondents to an internal survey were "not dissatisfied" with the "courtesy, professionalism and/or cooperation of marketing personnel."
  - **Human Resources**
    - Excellent working relations with Victoria Advocate, Chamber of Commerce, Texas Workforce of the Golden Crescent, local and state HR associations, UHV, Small Business Development Center, and ABWA.
  - **Institutional Effectiveness, Research, & Assessment**
    - VC's faculty did tremendous work in core assessment thereby increasing our understanding of student success in teamwork, personal responsibility, empirical and quantitative skills, and social responsibility.
  - **Instruction**
    - The faculty embraced the 12 best practices concept and appear ready to figure out how to tackle the more difficult of the concepts.
  - **Student Services**
    - 156 degrees and 94 Occupational Skills Achievement Awards were located who had not previously applied for graduation. 5 students were located who had not been core complete. All reports were certified and submitted by THECB deadline.
    - Advising started important Guided Pathways work through collaborations with UHV regarding transfer plans.
    - Financial Aid verification has had a tremendous impact on turnaround time with a 4 to 6 week turnaround time down to 3 days.