

End-of-Year
Summary Report
2009-2010

**VICTORIA
COLLEGE**

Table of Contents

Strategic Initiatives	1
Measures of Institutional Excellence	4
Additional Data	
Enrollment Trends.....	6
Transfer Students	10
Developmental Education	11
Distance Education	11
Workforce Programs	12
Licensures	15
Adult Education Programs	16
Continuing Education	18
Completion Rates	20
Student and Employee Surveys	22
Cultural Events.....	22
Future Plans	25

I. Strategic Initiatives

In 2009-2010 Victoria College operationalized many of the initiatives that had been underway in previous years. The college also focused on developing and enhancing partnerships that can lead to greater educational attainment for our region.

A new program in **Physical Therapist Assistant (PTA)** was created to meet emerging demand and capitalize on the added space provided by the completed **Health Careers Complex**. During 2009-2010, the college hired faculty, developed the curriculum, equipped the teaching lab, received Candidate for Accreditation status, and recruited the first class of 17 students, who began classes in Fall 2010. Also, the Associate Degree Nursing program was able to accept additional students, increasing acceptance from 40 Level 1 students in Fall 2008 to 65 students for Fall 2009. By adding additional sections in the sciences, the number of students served increased by almost 10% in general biology and over 20% in anatomy and physiology. Beyond the increase in numbers, the new facilities also provided more fully equipped labs for allied health and science, including simulation rooms and an electrophysiology lab.

With the **Victoria College Wilkins Industrial Training Center** as well as additional teaching space, the Calhoun County Center was also able to expand in 2009-2010. VC partnered with Calhoun County ISD and the Career and Technical Coalition to assess business and industry training needs. The results of this partnership are new skills training programs and the opening of the Victoria College Wilkins Industrial Training Center. Employees and volunteers from local industry assisted CCISD and VC in converting a portion of the former Wilkins school into an industrial crafts lab and classrooms where VC will teach pipefitting and millwright courses under the NCCER curriculum, leading to industry recognized certification. These courses are added to the established electrical, HVAC and welding courses offered in Calhoun County. The Coalition is forming advisory committees for each of these programs and will continue to work with area business and industry to identify additional training opportunities. Additionally, Calhoun County ISD provided two more classrooms, a tutoring center, and a computer lab at the existing Calhoun County Center complex.

Another **Title V Grant** was awarded to VC for 2009 to 2014 in the amount of \$2,720,931. This grant allowed VC to pursue two important activities for student success.

In activity one, VC has developed partnerships with Gonzales ISD, Calhoun County ISD, and Victoria ISD, to open VC-operated **College Access Resource and Success (CARS) Centers** at the high schools. The CARS Centers will provide students with college entrance testing, career exploration and other assessments that will help establish and enhance their academic skills. The Gonzales CARS center opened for Fall 2010, with the others scheduled as shown:

Gonzales High School CARS Center 2010-2011
Calhoun High School CARS Center 2011-2012
Victoria East High School CARS Center 2012-2013
Victoria West High School CARS Center 2013-2014

Activity two, the **Comprehensive Transitions Initiative**, follows several paths to foster student success:

- Through **Supplemental Instruction**, students receive assistance from experienced students who collaborate with instructors in the college's most challenging courses. Supplemental Instruction was piloted in 2008-2009. For 2009-2010 the number of participating courses and trained Supplemental Instructors increased to cover more of the college's gateway courses.
- The **Emerging Scholars Intervention Program** is designed to help students on scholastic probation succeed. This program was piloted in Spring 2010 with 21 students.
- The course **SDEV 0300 (EDUC 1300)**, was piloted in Fall 2009. This course familiarizes students with the college experience and helps them develop strategies for success throughout their college career. Some of the specific topics included are time management, motivational skills, interdependence, and emotional intelligence. As students discover their own needs and learning styles they will learn how to enhance note-taking skills, study skills, and problem solving. SDEV 0300 is required for all FTIC (first-time-in-college) students in Fall 2010.
- The **Academic Foundations Transition Initiative (AFTI)** helps students transition from Academic Foundations into college level courses by providing targeted advising services to students that are in exit level Academic Foundation classes. The Academic Pathways Transition team acts as a link between students in the classroom and support services that are provided at Victoria College. By conducting both in-class and individual advising sessions students are better able to navigate their academic careers.

A **Student Support Services (KEY) Center grant** was awarded to Victoria College for a third time. The college will receive \$1,277,535 over 5 years to provide support services to 160 first generation, low income students and/or students with documented disabilities. The goal of the program is to increase the retention and graduation rates for the participants.

Increased federal funding, growing enrollment, and a strategic focus on **Financial Aid** service allowed the college to award 48% more aid to students during 2009-2010 than in the previous year. The college awarded almost \$3,000,000 dollars more in Pell grants and over \$750,000 in additional loans.

Project **PEARL**, which began in 2008, was completed in 2010. PEARL represents replacement of VC's entire information management system with the Banner integrated system. The first Banner modules came into use in September 2009, with most of the remaining components operational in November 2009. VC enrolled all students for Spring 2010 using the new Banner system and Pirate Portal. By summer of 2010 all modules for all departments were operational. The PEARL project entailed many hours of dedicated effort from VC staff in all departments and demonstrated VC's willingness to take on complex changes to stay on the leading edge of

educational technology. Although more needs to be done to add even more functionality, PEARL can be considered successfully completed.

Implementation of the **Strategic Plan** began in earnest in 2009-2010. Teams were formed to address each of the strategic action items, as described separately in the strategic plan action item progress reports produced in May and December 2010.

President Tom Butler played a prominent role in the activities of the **Crossroads Commission on Education**. The Commission was formed by Representative Geanie Morrison to examine educational needs for the crossroads region. Three initiatives supported by the Commission align with VC's strategic priorities:

- Developing a scholarship program to provide aid to all Victoria area students who wish to attend VC.
- Creating a regional council, similar to a P-16 council, to coordinate activities that will encourage greater educational attainment at all levels.
- Creating a business training center to enhance the skills of the regional workforce

Victoria College's long history of fiscal stewardship and community responsiveness contributed to two exciting developments in 2009-2010.

The college received an **upgraded bond rating** three times during the fiscal year.

- In January 2010, Standard & Poor's performed their biannual evaluation of the College's Combined Fee Revenue Bonds, Series 1999. Based on the College's revenue diversity, growth in enrollment, history of operating surpluses, manageable debt burden and other factors, the rating agency raised the underlying rate on these bonds from "BBB+" to "A-" with a "Stable" outlook.
- In June 2010, Standard & Poor's performed their biannual evaluation of the College's Limited Tax Bonds, Series 2006. Based on the College's stable economic base, revenue-raising flexibility and strong reserves, the rating agency raised the underlying rate on these bonds from "A+" to "AA" with a "Stable" outlook.
- Based on the College's improved bond rating and low interest rates, the College was able to re-fund its 1999 revenue bonds in October 2010. During that process S&P reevaluated the underlying rating on these bonds and kept the rating at "A-", but changed the outlook from "Stable" to "Positive" mainly due to its significant growth in enrollment and the College's growth in the service area. The bond re-funding saved the College \$300,000 over the remaining life of the new bonds.

Caterpillar has announced it will build a new facility in Victoria which will employ nearly 500 full-time people. Representatives from an anonymous company visited the campus several times during the year for tours and to learn how the college partners with area business and is able to customize training to meet the needs of its clients. Victoria College frequently works with the Victoria Economic Development Corporation on its efforts to recruit new business to the area. In

this case the anonymous company was Caterpillar. They stated several times during their announcement that Victoria College and its willingness and ability to develop programs to train a quality workforce was instrumental in their decision to locate the new plant in Victoria.

II. Measures of Institutional Excellence

The college collects and analyzes a variety of data to determine overall institutional effectiveness. The measures discussed below are representative of the major components of the college's operations. Additional data is provided in Part III of this report.

Enrollment and Participation

Credit enrollment increased in 2009-2010. A 2% increase from Fall 2008 to Fall 2009 was followed by a 5% increase in Spring 2010 (relative to Spring 2009) and a 4% increase for summer 2010. This represents the first significant enrollment growth in many years. With the exception of an enrollment spike in 2003, headcount has previously remained within 1 percent of 4000 students since Fall of 2000. Equally significant was an increase in the number of full-time students, whose ranks increased as much as 20% in Spring 2010. The college also saw increased enrollment in two important demographic groups. Male enrollment increased an unprecedented 13% and Hispanic enrollment continued a steadily rising trend by adding another 7% in spring 2010, reaching an all-time high of 43% of the student body.

The **Gonzales and Calhoun County Centers** continued their trend of rising enrollment, outpacing growth at the main campus by adding additional courses and sections that had not been offered at the Centers in prior years.

The exceptional growth experienced in 2009-2010 is likely driven by economic situations that favor community college enrollment. Students declaring their intent to seek Allied Health and Workforce certificates and degrees represented the bulk of the enrollment increases. While the college should capitalize on this growth, it should also keep in mind that these enrollment increases may represent a short-term trend that will reverse when the economy improves.

In **non-credit** courses, VC provided 20% fewer contact hours in 2009-2010 than in the previous year. Much of this decrease was due to the completion of a prior skills development grant early in the year. Training under a subsequent grant did not begin until August 2010. The continuing education and workforce development programs maintain a strong focus on creating industry partnerships, seeking skills development grants from the Texas Workforce Commission, and focusing on local needs for workforce training. Because these workforce training needs are dependent upon local business trends as well as on student demand, it is not unusual for the economic downturn to have affected employer demand for training. In the long term, VC expects

to see rising non-credit enrollments as the college offers increasingly diverse and sophisticated programs in response to community needs.

Graduation and Certification

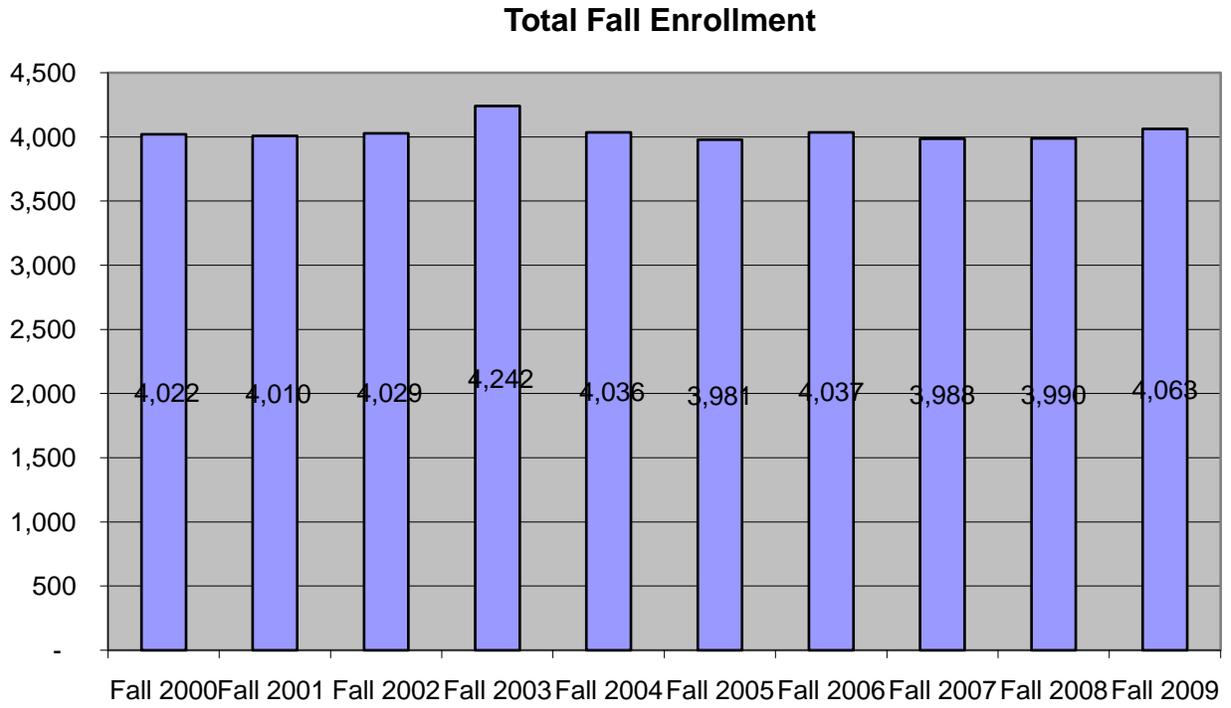
Although the previous year saw a record number of students earning **Certificates** and **AAS** degrees, the 421 workforce degrees and certificates awarded in 2009-2010 fell back toward the long term average of 431 per year. However, numbers of Associate of Arts and Associate of Science graduates have remained steady.

The overall percentage of students passing licensing and certification exams in the Allied Health Division remains over 90%.

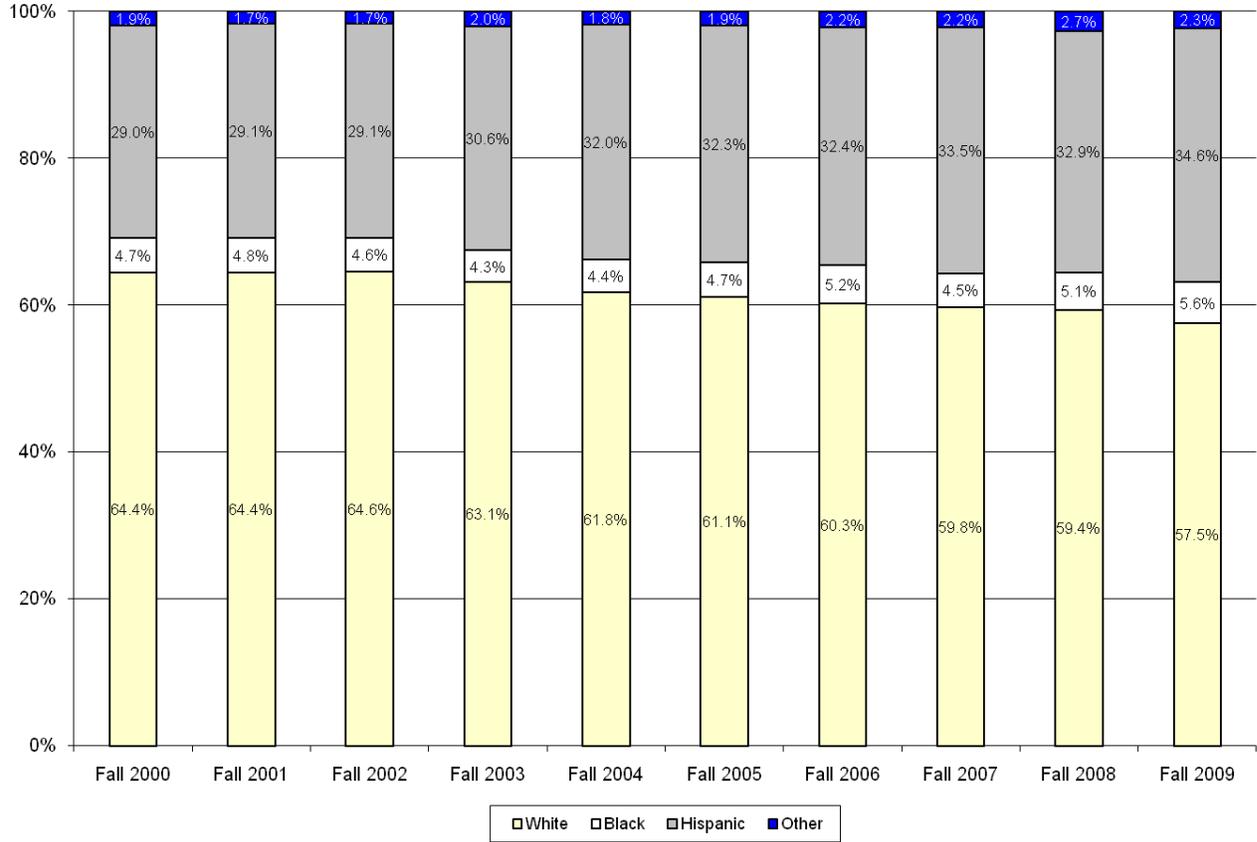
The annual follow-up survey of Allied Health and Workforce graduates indicated that VC graduates and their employers rated VC's programs highly in employment skills preparation. In all categories, graduates and their employers rated VC as average or better, with over 80% of respondents rating VC as good or very good.

III. Additional Data

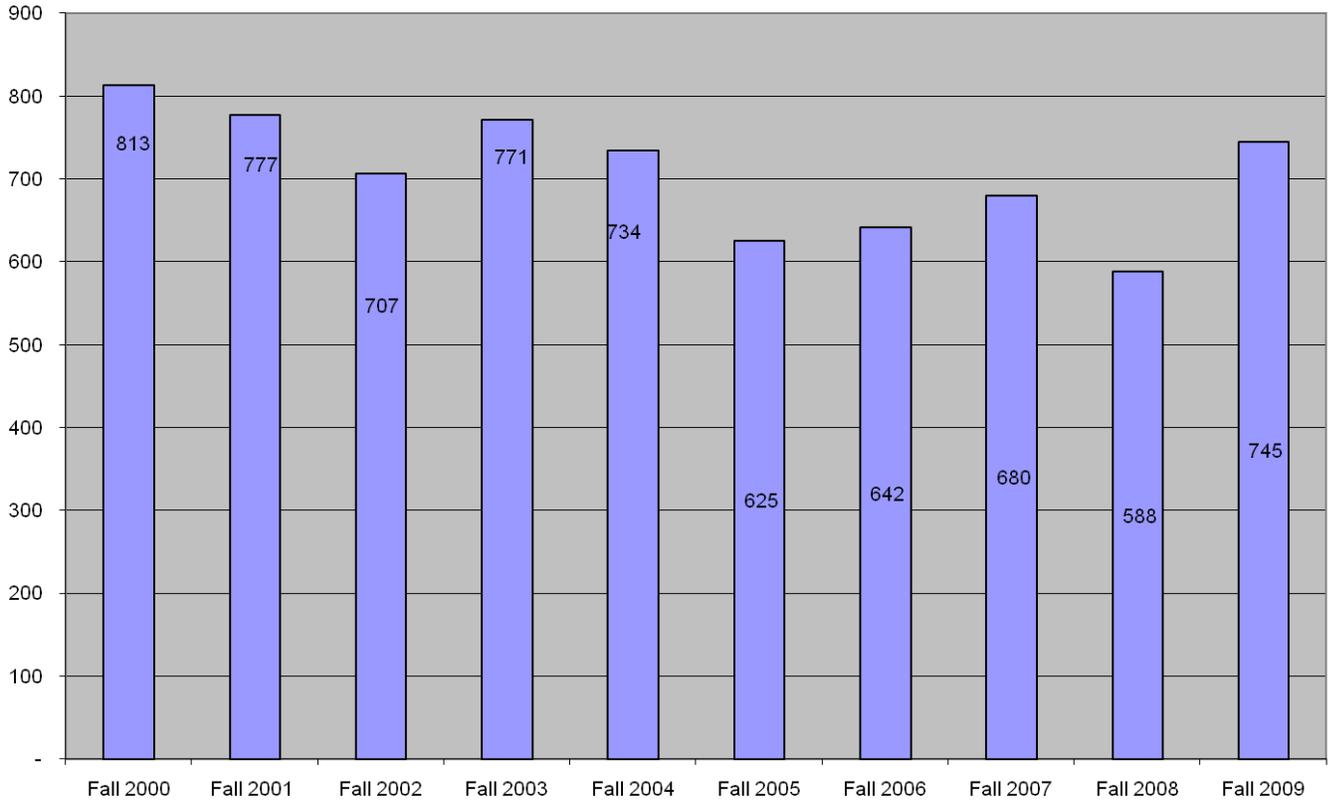
Enrollment Trends



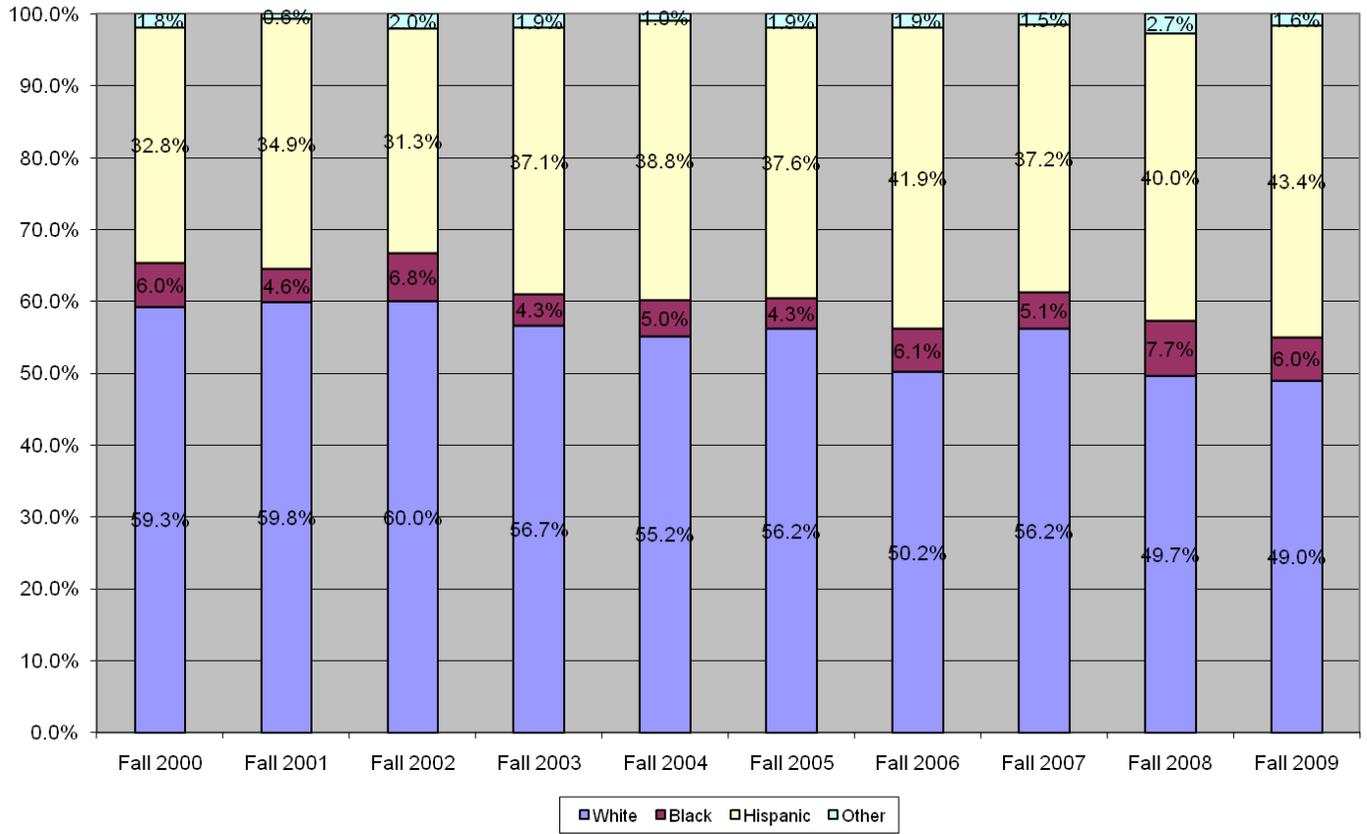
Victoria College Fall Enrollment Trends in Race/Ethnic Group Representation



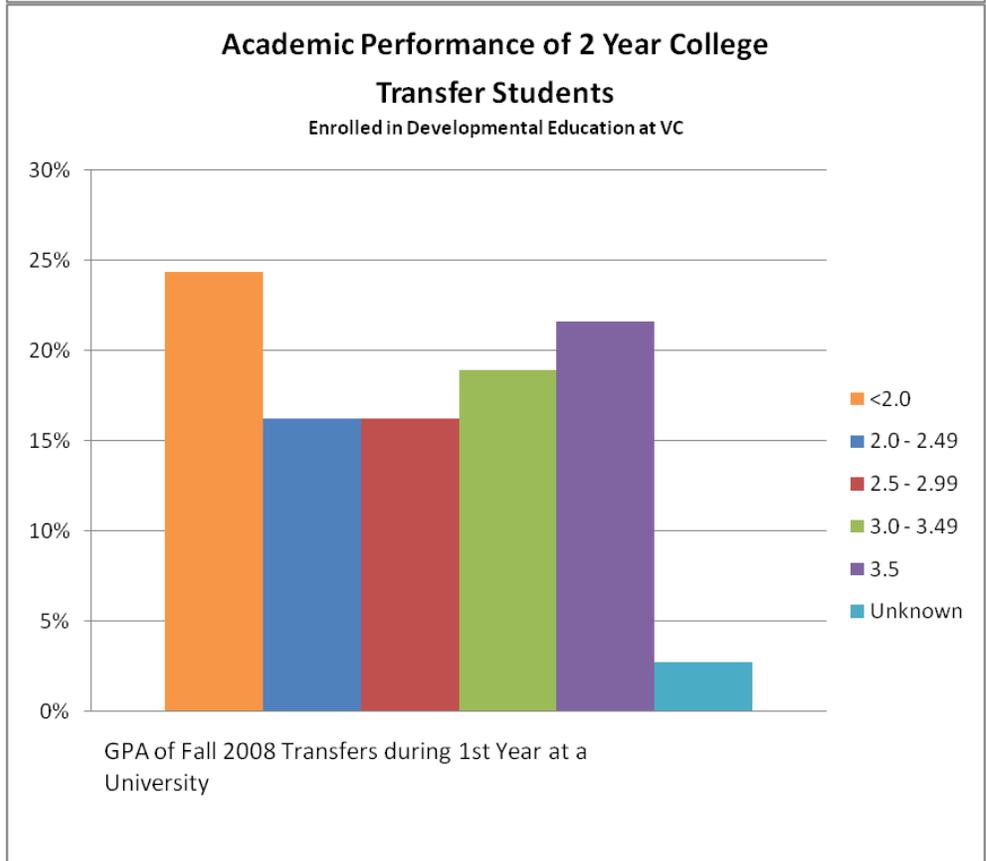
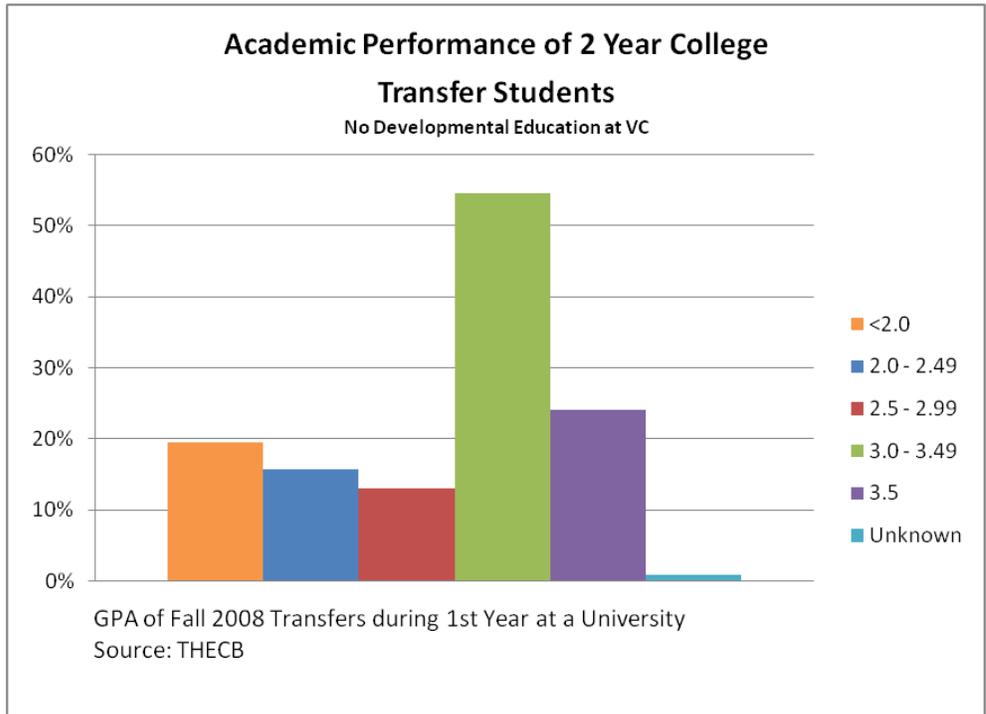
Total FTIC Enrollment



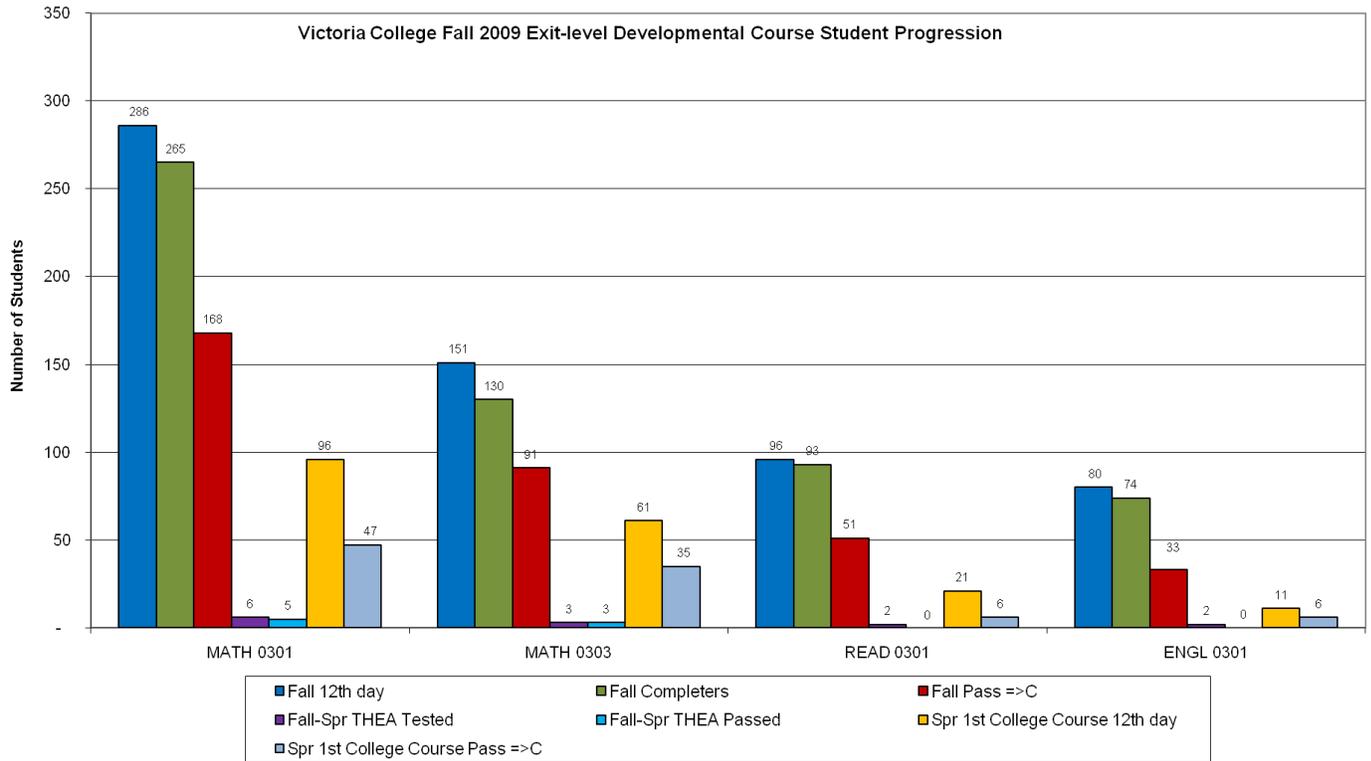
Ethnicity of Total FTIC Enrollment



Transfer Student Success



Developmental Student Success



Distance Education

Victoria College Distance Education Academic Year Enrollment						
Distance Education Type	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ITV Off Campus	766	811	782	1,105	982	1,097
On line	4,200	5,165	5,621	5,759	6,458	6,677
Virtual College of Texas - Hosted ⁽¹⁾	667	289	120	52	62	48
Grand Total	5,633	6,265	6,523	6,916	7,502	7,822
Virtual College of Texas - Provided ⁽²⁾	315	288	90	55	69	28

⁽¹⁾ VC student enrolled in other colleges' courses offered through VCT.

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

Workforce Degrees and Certificates

Victoria College Workforce Degrees & Certificates by Coordinating Board Program Grouping

CIP VC Program Name	ACADEMIC YEAR							
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
1102 Computer Programming: CIS--Computer Programming AAS	-	1	-	-	-	-	-	-
1108 Computer and Information Sciences CIS--Web Application	3	5	8	13	5	12	22	13
1503 Electronic Related Technology: Electronics/Instrumentation AAS & Cert	19	16	23	15	10	18	20	9
2002 Child Care & Guidance: Child Care Cert	14	18	8	11	4	2	6	-
2201 Law & Legal Studies: Legal Assisting AAS & Cert	11	10	5	3	2	-	-	-
4103 Physical Science Technologies: Process Technology AAS & Cert	17	21	11	13	9	10	16	19
4301 Criminal Justice & Corrections: Criminal Justice AAS	5	2	2	-	-	-	-	19
Police Acad (Fall, Spr, & Reserve) Cert	42	42	56	46	26	23	31	36
4302 Fire Protection: FireFighting Cert	12	11	-	7	8	6	7	11
4801 Drafting: Drafting Technology AAS & Cert	16	17	9	7	-	-	-	-
4805 Welder/Welding: Welding Cert	7	9	8	2	13	16	14	25
5202 Business Administration/Mgt: Management AAS & Cert	15	17	19	29	18	21	33	22
5203 Accounting: Accounting AAS & Cert	4	4	2	2	-	-	-	-
5204 Admin Secretarial Services: Office Systems Technology AAS & Cert	26	5	20	14	22	19	37	1
1109 Bus Info. & Data Processing: CIS--Micro _Network Admin AAS & Cert	15	13	31	38	30	20	34	16
510904 Emergency Medical Technology: Emergency Medical Tech AAS & Cert	7	16	1	-	24	21	22	14
510908 Respiratory Therapy Tech: Respiratory Care AAS & Cert	9	15	13	15	9	14	14	12
5110 Medical Laboratory Technologies: Medical Lab Technology AAS	9	6	9	10	10	10	7	10
511601 Nursing, General: Nursing AAS	77	70	76	80	76	104	93	91
511613 Practical Nurse Training: Vocational Nursing Cert	117	151	137	132	129	114	123	123

Workforce Graduates' Success Rate

Academic Year	Total VC Workforce Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
2008-2009	483	451	93.4%	32	6.63%
2007-2008	443	418	94.4%	25	5.64%
2006-2007	441	408	92.5%	33	7.48%
2005-2006	481	436	90.6%	45	9.36%
2004-2005	449	422	94.0%	27	6.01%
2003-2004	481	457	95.0%	24	4.99%
2002-2003	439	415	94.5%	24	5.47%
2001-2002	464	449	96.8%	15	3.23%
2000-2001	429	411	95.8%	18	4.20%
1999-2000	445	432	97.1%	13	2.92%
1998-1999	417	401	96.2%	16	3.84%
1997-1998	384	364	94.0%	20	5.21%
1996-1997	390	368	94.4%	22	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 from Automated Student and Adult Learner Follow-Up System Report from Texas Higher Education Coordinating Board

**Results from The Victoria College
2009-2010 Workforce Graduate and Employer Follow-up Surveys
(2008-2009 Graduates)**

	Graduate Rate Entry-Level Job Competencies:								Employer Rate Entry-Level Job							
	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	34	9	18	7	0	0	34	100.0	11	6	5	0	0	0	11	100.0
Vocational Nursing																
Cuero	5	4	1	0	0	0	5	100.0	5	2	2	1	0	0	5	100.0
Gonzales	11	8	2	1	0	0	11	100.0	5	4	1	0	0	0	5	100.0
Hallettsville	10	3	7	0	0	0	10	100.0	8	3	5	0	0	0	8	100.0
Victoria Day	11	7	4	0	0	0	11	100.0	7	3	4	0	0	0	7	100.0
Victoria Night	9	7	2	0	0	0	9	100.0	6	3	1	2	0	0	6	100.0
Vocational Nursing Total	46	29	16	1	0	0	46	100.0	31	15	13	3	0	0	31	100.0
Medical Laboratory Technology	5	3	1	1	0	0	5	100.0	4	1	2	1	0	0	4	100.0
Respiratory Care	11	7	3	1	0	0	11	100.0	7	4	3	0	0	0	7	100.0
Allied Health Programs Total:	96	48	38	10	0	0	96	100.0	53	26	23	4	0	0	53	100.0

	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	22	12	9	1	0	0	22	100.0	7	3	4	0	0	0	7	100.0
Writing	22	11	9	2	0	0	22	100.0	7	3	2	2	0	0	7	100.0
Math	22	9	7	5	1	0	21	95.5	7	3	0	4	0	0	7	100.0
Oral Communications	22	14	6	2	0	0	22	100.0	7	2	4	1	0	0	7	100.0
Use of Computers	22	14	4	4	0	0	22	100.0	6	4	0	2	0	0	6	100.0
Basic Skills Total	110	60	35	14	1	0	109	99.1	34	15	10	9	0	0	34	100.0
Profession-specific Knowledge/Skills																
Theoretical Background/Understanding	22	13	6	3	0	0	22	100.0	7	2	4	1	0	0	7	100.0
Critical Thinking/Application of Knowledge	22	14	7	1	0	0	22	100.0	7	2	4	1	0	0	7	100.0
Technical Skills/Equipment Operation	22	14	6	1	1	0	21	95.5	7	2	4	1	0	0	7	100.0
Profession-specific Knowledge/Skills Total	66	41	19	5	1	0	65	98.5	21	6	12	3	0	0	21	100.0

ALLIED HEALTH DIVISION									
LICENSURE DATA									
2008 - 2009									
PROGRAM	PROGRAM GRADUATES	ATTEMPTING EXAMINATION		PASSING 1ST ATTEMPT		PASSING SUBSEQUENT ATTEMPT		TOTAL PASSING	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associate Degree Nursing	96	94	98%	90	96%	4	4%	94	100%
Vocational Nursing	124	124	100%	115	93%	4	3%	119	96%
Victoria Day	30	30	100%	26	87%	3	10%	29	97%
Victoria Evening	25	25	100%	24	96%	0	0%	24	96%
Cuero	12	12	100%	10	83%	1	8%	11	92%
Gonzales	31	31	100%	30	97%	0	0%	30	97%
Hallettsville	26	26	100%	25	96%	0	0%	26	100%
Medical Laboratory Technology	7	5	71%	5	100%	0	0%	5	100%
Respiratory Care Technology									
Entry Level	14	14	100%	14	100%	0	0%	14	100%
Advanced Practitioner	14	13	93%	12	92%	1	8%	13	100%
Police Academy	30	30	100%	29	97%	1	3%	30	100%
Emergency Medical Services									
Basic	59	55	93%	40	73%	8	15%	48	87%
Intermediate	11	7	64%	7	100%		0%	7	100%
Paramedic	10	10	100%	7	70%	1	10%	8	80%
Basic Firefighting Certificate	10	10	100%	8	80%	1	10%	9	90%
Nurse Aide/Home Health Aide									
Medication Aide									
Total Allied Health	375	362	97%	327	90%	20	6%	347	96%

Adult Education Programs

ADULT EDUCATION - ALL PROGRAMS COMBINED			
	Enrollment	Contact Hours	Students Passing GED
2009-2010	1,041	43,730	79
2008-2009	809	33,751	131
2007-2008	924	33,334	88
Compared to:			
2006-2007	858	61,459	122*
2005-2006	703	50,992	82
2004-2005	830	73,056	83
2003-2004	898	71,668	118
2002-2003	1,006	71,317	122
2001-2002	1,052	64,236	111
2000-2001	959	61,849	137
1999-2000	983	75,597	102
1998-1999	1,382	95,182	96
1997-1998	909	55,318	NA

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

	09-10			08-09		
	Goal	Met Fed Calculations	Met State Calculations	Goal	Met Fed Calculations	Met State Calculations
1. Number Served	680	1,041	n/a	650	809	n/a
2. Contact Hours Produced	n/a	43,730	n/a	n/a	33,751	n/a
3. 12 hours + Baseline Assessment	75%	54%	n/a	75%	64%	n/a
4. 12 hours, Baseline, + Progress Assessment	68%	48%	n/a	68%	52%	n/a
5. Gain in Reading	57%	n/a	68%	57%	n/a	73%
6. Gain in Language	59%	n/a	75%	59%	n/a	76%
7. Gain in Mathematics	59%	n/a	72%	59%	n/a	72%
8. Gain in Oral English	72%	n/a	96%	72%	n/a	98%
9. Gain in Written English	67%	n/a	95%	67%	n/a	100%
Completed 1 or more Levels [i]						
10. Beginning Literacy	53%	52%	100%	53%	56%	100%
11. Beginning ABE	45%	31%	91%	45%	46%	81%
12. Low Intermediate Adult Basic Education (ABE)	46%	30%	85%	46%	46%	91%
13. High Intermediate ABE	36%	19%	77%	36%	35%	75%
14. Low Advanced Secondary Education (ASE)	58%	56%	94%	58%	39%	86%
15. Beginning Literacy ESL	51%	51%	93%	51%	48%	97%
16. Low Beginning ESL	55%	72%	100%	55%	42%	100%
17. Hi Beginning ESL	53%	74%	100%	53%	78%	100%
18. Low Intermediate ESL	57%	70%	88%	57%	86%	100%
19. High Intermediate ESL	46%	50%	100%	46%	29%	67%
20. Advanced ESL	49%	0%	0%	49%	38%	100%
Transitions [ii]						
21. Goal of GED	90%	24%	n/a	90%	96%	n/a
22. ASE achieve GED	61%	34%	n/a	61%	51%	n/a
23. Goal of Entering Post-Sec Ed or training	32%	-	n/a	32%	-	n/a
24. Goal of Obtain. Employment.	69%	-	n/a	69%	-	n/a
25. Retained Employment	71%	-	n/a	71%	-	n/a
26. Average Contact Hours per Student [iii]		42			41	

Continuing Education Programs

COURSE CATEGORY	2008-2009				2009-2010			
	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)	Q1 (Sep-Nov)	Q2 (Dec-Feb)	Q3 (Mar-May)	Q4 (Jun-Aug)
Health Care								
Healthcare Professions	280	374	50	359	161	360	138	338
Health Care Total	280	374	50	359	161	360	138	338
Public Service								
Emergency Medical Service	209	125	142	154	73	90	157	205
Police Academy	48	36	30	27	58	33	33	28
Public Service Total	257	161	172	181	131	123	190	233
Workforce Training								
Business	117	61	53	43	49	11	25	40
Computer Applications	262	116	125	47	120	18	20	47
Industrial	431	269	588	341	42	156	72	376
Language	11	24	31	15	2	0	18	3
Real Estate	16	12	14	13	12	12	12	4
Truck Driving	21	18	33	28	66	63	33	0
Workforce Training Total	858	500	844	487	291	260	180	470
Leisure Learning								
Leisure Learning	13	23	22	62	84	70	72	17
Motorcycle Safety	33	16	40	41	36	18	62	53
Youth Camps	0	0	0	106	0	0	0	131
Leisure Learning Total	46	39	62	209	120	88	134	201
Continuing Educ./Prof. Development								
Accounting	0	0	0	11	0	0	0	12
Child Development & Education	323	198	145	142	174	59	91	378
Computer Applications	19	53	22	18	1	1	10	15
Emergency Medical Service	195	33	160	311	28	54	163	330
Healthcare Professions	87	228	74	255	95	184	110	327
Industrial	0	63	160	23	8	0	86	53
Law Enforcement	171	65	165	121	273	102	36	132
Truck Driving	0	0	12	0	0	10	5	0
Continuing Educ./Prof. Development Total	795	640	738	881	579	410	501	1,247
GRAND TOTAL (Duplicated)	2,236	1,714	1,866	2,117	1,282	1,241	1,143	2,489
Annual Unduplicated Total			5070			3800		

Contract Training

Emergency Medical Technology Contract Training

Year	Clients	Sessions
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available
2002 – 2003	5	30
2003 – 2004	9	37
2004 – 2005	9	39
2005 – 2006	8	43
2006 – 2007	6	39
2007 – 2008	6	46
2008 – 2009	8	48
2009 – 2010	5	41

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
2007 – 2008	12	197
2008 – 2009	19	234
2009 – 2010	15	98

Completion and Graduation Rates

Note: Completers by Division and Fall Completion Counts are “Total Courses”. Other completion rates are “student”.

COMPLETERS BY DIVISION BY SEMESTER - PERCENT OF 12 th Class day									
Academic Year Summary	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Academic Foundations							90.0%	93.4%	93.5%
Allied Health	92.5%	93.2%	93.4%	92.7%	92.3%	92.0%	94.5%	95.9%	98.2%
Developmental	81.1%	78.5%	79.2%	77.8%	77.8%	75.3%			
Humanities & Fine Arts	86.3%	83.0%	81.7%	81.2%	81.2%	77.7%	83.4%	88.0%	89.1%
Orientation	97.5%	97.2%	0.0%	0.0%	0.0%	89.7%			
Science & Mathematics	77.8%	80.7%	78.9%	80.2%	78.0%	77.9%	80.8%	85.9%	88.4%
Social & Behavioral Sciences	85.1%	84.0%	81.3%	81.3%	80.5%	81.3%	83.5%	88.3%	90.1%
Career & Technology Education	86.7%	86.7%	85.8%	85.7%	84.8%	85.5%	87.7%	92.6%	94.3%
Totals, College-wide	86.3%	85.8%	84.1%	84.0%	83.6%	83.0%	86.3%	90.4%	91.8%
Less Developmental & Orientation	86.4%	86.0%	84.6%	84.6%	84.0%	83.4%	85.5%	90.0%	91.4%

Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2009	6,813	6,235	91.52%	739	660	89.31%	4,176	3,772	90.33%	266	252	94.74%	11,994	10,919	91.04%
Fall 2008	6,942	6,241	89.90%	779	700	89.86%	4,033	3,530	87.53%	299	272	90.97%	12,053	10,743	89.13%
Fall 2007	6,933	6,011	86.70%	633	560	88.47%	4,126	3,508	85.02%	230	207	90.00%	11,922	10,286	86.28%
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	%
2009 to 2010	2,353	1,705	72.46%	235	159	67.66%	1,408	994	70.60%	93	71	76.34%	4,089	2,929	71.63%
2008 to 2009	2,361	1,670	70.73%	202	142	70.30%	1,303	899	68.99%	113	78	69.03%	3,979	2,789	70.09%
2007 to 2008	2,402	1,703	70.90%	180	122	67.78%	1,351	908	67.21%	88	65	73.86%	4,021	2,798	69.58%
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	%
2009 to 2010	2,353	1,062	45.13%	235	74	31.49%	1,408	658	46.73%	93	45	48.39%	4,089	1,839	44.97%
2008 to 2009	2,361	1,049	44.43%	202	90	44.55%	1,303	596	45.74%	113	50	44.25%	3,979	1,785	44.86%
2007 to 2008	2,402	1,068	44.46%	180	71	39.44%	1,351	623	46.11%	88	43	48.86%	4,021	1,805	44.89%
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%

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 2007 FTIC	382	64	16.75%	35	6	17.14%	252	17	6.75%	10	0	0.00%	679	87	12.81%
Fall 2006 FTIC	322	46	14.29%	39	7	17.95%	268	29	10.82%	12	0	0.00%	641	82	12.79%
Fall 2005 FTIC	350	48	13.71%	27	5	18.52%	235	21	8.94%	12	0	0.00%	624	74	11.86%
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 2007 FTIC	382	140	36.65%	35	7	20.00%	252	55	21.83%	10	3	30.00%	679	205	30.19%
Fall 2006 FTIC	322	122	37.89%	39	8	20.51%	268	44	16.42%	12	4	33.33%	641	178	27.77%
Fall 2005 FTIC	350	97	27.71%	27	8	29.63%	235	38	16.17%	12	3	25.00%	624	146	23.40%
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	%
2009 to 2010	356	267	75.00%	45	35	77.78%	308	228	74.03%	12	7	58.33%	721	537	74.48%
2008 to 2009	293	211	72.01%	45	28	62.22%	235	164	69.79%	16	10	62.50%	589	413	70.12%
2007 to 2008	382	293	76.70%	35	29	82.86%	252	175	69.44%	10	7	70.00%	679	504	74.23%
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	%
2009 to 2010	356	164	46.07%	45	19	42.22%	308	146	47.40%	12	6	50.00%	721	335	46.46%
2008 to 2009	293	140	47.78%	45	17	37.78%	235	98	41.70%	16	6	37.50%	589	261	44.31%
2007 to 2008	382	181	47.38%	35	19	54.29%	252	113	44.84%	10	5	50.00%	679	318	46.83%
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%

Student and Employee Surveys

See details of the 2009-2010 Student Opinion Survey and the 2008 employee PACE survey at:

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

Cultural Events

Fine Arts Department Calendar of Events Fall 2009 and Spring 2010

Date	Attendance	Event	Time	Location
Fall 2009				
1-Oct		Remnants opening reception	4:00pm - 6:00pm	Fine Arts Auditorium gallery
October 2 - October 30	78	Remnants art exhibit	8:00am - 4:00pm	Fine Arts Auditorium gallery
22-Oct	67	Drama Production "Tartuffe"	7:30pm	Johnson Symposium Center
23-Oct	69	Drama Production "Tartuffe"	7:30pm	Johnson Symposium Center
24-Oct	95	Drama Production "Tartuffe"	7:30pm	Johnson Symposium Center
27-Oct	155	Crossroad's Wind Symphony	7:00pm	Fine Arts Auditorium
19-Oct	143	Fall Choral Concert	7:30pm	Fine Arts Auditorium
5-Nov	190	Fall Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium gallery
November 6 - December 11	1000	Fall Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium gallery
17-Nov	32	Department Recital	1:00-3:30pm	Fine Arts Auditorium
1-Dec	50	Guitar Concert	7:00pm	Fine Arts Auditorium
3-Dec	450	Handel's Messiah Choral concert	3:00pm	Our Savior's Lutheran Church
7-Dec	250	Jazz Combo concert	7:00pm	Fine Arts Auditorium
8-Dec	125	Holiday Band Concert	7:00pm	Fine Arts Auditorium
Spring 2010				
4-Feb	59	Advanced Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium gallery
February 5-March 26	800	Advanced Student Art Exhibit	8:00am-4:00pm	Fine Arts Auditorium gallery
14-Feb	500	Empty Bowls	11am-2pm	VC Student Center
March 21-27	200	Drama Production	8pm	Fine Arts Auditorium
29-Mar	150	Songs from the Stage- Choral Concert	7:30pm	Fine Arts Auditorium
1-Apr	63	Spring Student Art Exhibit Opening Reception	4:00pm - 6:00pm	Fine Arts Auditorium gallery
April 2 - May 7	1000	Spring Student Art Exhibit	8:00am - 4:00pm	Fine Arts Auditorium gallery
April 9-10	90	TPSMEA	All day	Fine Arts Auditorium
11-Apr	245	Choral concert	3pm	Mission Espiritu Santo Goliad, TX
17-Apr	20	Music Scholarship Auditions	9am-12pm	Band Hall
20-Apr	43	Guitar Concert	7:30pm	Fine Arts Auditorium
27-Apr	30	Music Department Recital	1:00-3:00pm	Fine Arts Auditorium
28-Apr	265	Jazz Combo concert	7:30pm	Fine Arts Auditorium
7-May	7	Music Scholarship Auditions	4-8pm	Band Hall
8-May	5	Music Scholarship Auditions	9am-12pm	Band Hall
Every Monday & Thursday	20	VISD Kid's Symphony	4-5pm	Band Hall and/or Choir room

Lyceum Series

David Relin

October 1, 2009

Zonnie Gorman

November 10, 2009

Edward Albee

February 2, 2010

Dr. James Galbraith

March 30, 2010

Museum of the Coastal Bend	
2009 - 2010 Events	
2009	
Sep. 1, 2009 - Jan 30, 2010	Exhibit: Wings Over Victoria: WWII in Photographs & Memories
Sep. 1 - Oct 15	Exhibit: Images of Valor, U.S. Latinos & Latinas of WWII
Sept 16	Young Artists Workshop: Art in a Bottle/Pondering UV Rays
Sept 19, Oct. 3 & 17	Archeology Field Crew Certification Class
Oct. 1, 15, 29, Nov. 12	Wine Tasting Tour of Texas Continuing Education Class
Oct. 8	Hispanic Heritage Celebration - storytelling, folklore and music
Oct. 10	Texas Historical Commission WWII Oral History Training Workshop
Oct. 14	Young Artists Workshop, Charcoal Rubbings/La Catrina
Oct. 20	Archeology Awareness Day
Oct. 22	Lecture: El Dia de Los Muertos, lecture by Raphael Venegas
Oct. 23 – Nov. 2	El Dias de Los Muertos – Las Ofrendas. Altar exhibit and competition.
Oct. 29	Announcement of Winners, Las Ofrendas Competition and Spooky Guided Flashlight Tour
Nov. 5 – Dec. 10	Exhibit: Morhiss, American Archeology on the Eve of WWII
Nov. 5	Lecture – Introduction to Archeology by Pat Braun
Dec. 2	Holiday Artisan’s Market
2010	
Jan. 12 – 30	Photographs of WWII from the Collection of William G. “Bob” Roberts
Jan. 26	VC Pirates Day – Museum hosts coffee lounge for students and VC alumni. FREE.
Jan. 28	Lecture: Photography Through Time by Shreepad Joglekar
Feb. 13 - 20	Affairs of the Heart Art Exhibit
Mar. 4, 2010 – Jan. 29, 2011	Exhibit: Victoria, Where Texas History Began
Mar. 1	Lecture: Martha Jones, “Oh Give Me Land, Lots of Land”
Mar. 30 – Apr. 20	Wine Tasting Class “Wines Around the World.”
Apr. 16	Murder Mystery Dinner Theatre “Madness and Murder: The Mystery of Mary Hensoldt”
Apr. 17, May 1 & 15	Archeology Class – Ceramics
Apr. 22	Lecture: Ceramic Discoveries -- Debra Chronister
Jun. 2	Read Aloud Activity Hour at MCB, Ages 5 to 8 – The Legend of the Bluebonnet
Jun. 8 – Jul. 31	Exhibit: Victorians in the Korean War
Jun. 15 – Jun. 18	Learn About Texas! Ages 6 to 9
Jun. 16	Read Aloud Activity Hour at MCB, Ages 5 to 8 – Cloudy With a Chance of Meatballs
Jun. 24	Korean War Exhibit Opening/Conference reception.
Jun. 30	Read Aloud Activity Hour at MCB, Ages 5 to 8 – The Girl Who Loved Wild Horses
Jul. 13 – Jul. 16	Archeology 101, Ages 10 to 12
Jul. 14	Read Aloud Activity Hour at MCB, Ages 5 to 8 – Cock a Doodle Moo: A Mixed Up Menagerie
Jul. 28	Read Aloud Activity Hour at MCB, Ages 5 to 8 – Musicians of the Sun
Aug. 11	Read Aloud Activity Hour at MCB, Ages 5 to 8 – The Stinky Cheese Man
Aug. 19	Ceramic Discoveries Television Segment Premiere

III. Future Plans

Victoria College will continue to focus on the Strategic Plan 2009-2012. Implementation of the action items in this plan is in progress and will continue through the next several years.

To fulfill the plan goals, the college will undertake the following:

- **Foster Student Success** by implementing a first year experience program to guide students towards life-long educational success, customizing support services toward individual student success, and providing professional development targeted toward improving student success.
- **Meet Community Needs** by reinforcing the college's reputation as a premier educational institution, identifying areas of high need and high impact for targeted recruitment, playing a greater leadership role in the crossroads area P-16 council, and establishing a crossroads region economic development council.
- **Ensure Institutional Excellence** by creating a campus climate in which employees collaborate and communicate more effectively, creating a more unified and welcoming physical campus environment, implementing a comprehensive professional development plan for all employees, and developing a clear and concise policy and procedures manual.

Additionally, the college will pursue several **facility initiatives** to meet current and future educational needs. As the last phase of construction funded by the 2006 bond issue, the Fine Arts complex will receive a much-needed expansion and renovation; the Gonzales Center will develop community partnerships to create a building trades and welding school, as well as add a science lab; and the college will seek partners to create a business training center in Victoria. These projects and other facility needs will be integrated into a revised **facilities master plan** that will be developed during 2010-2011.

The college anticipates financial challenges in the next biennium due to budget cuts at the state level. Victoria College must operate within the resources available to it. By continuing its efforts to maintain high enrollment, offer exceptional value, and wisely manage funds Victoria College intends to continue offering the community a full array of educational opportunities at an affordable price.

