

# End-of-Year Summary Report 2020-2021



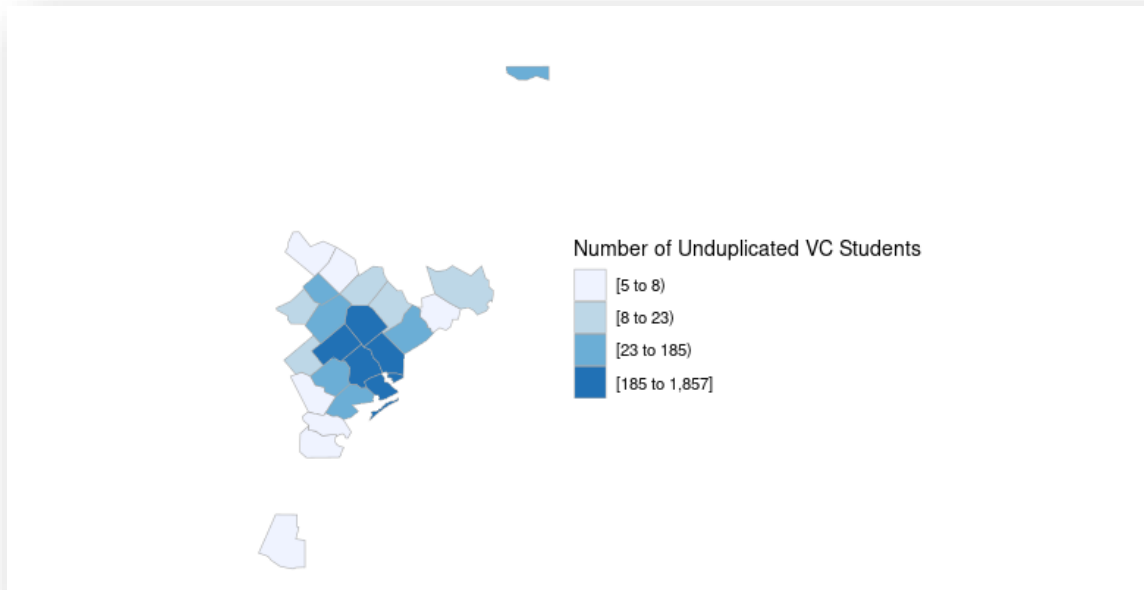
*An Equal-Opportunity Institution*

## CONTENTS

|  |   |
|--|---|
| Forward .....                                  | 1 |
| Our Community, Our College .....               | 1 |
| Texas Pathways .....                           | 1 |
| Seeking Support .....                          | 2 |
| Regional Partnerships .....                    | 2 |
| Leadership .....                               | 3 |
| Board of Trustees .....                        | 3 |
| President .....                                | 3 |
| Administrative Council .....                   | 3 |
| Guiding Principles .....                       | 4 |
| Vision .....                                   | 4 |
| Mission .....                                  | 4 |
| Values .....                                   | 4 |
| Strategic Plan .....                           | 5 |
| Outstanding Outcomes From Across VC .....      | 5 |
| Administrative Services – Keith Blundell ..... | 5 |
| VC Foundation & Grants – Amy Mundy .....       | 6 |
| Marketing – Darin Kazmir .....                 | 6 |
| Human Resources – Terri Kurtz .....            | 6 |
| Instruction – Cindy Buchholz .....             | 6 |
| Student Services – Edrel Stoneham .....        | 8 |
| Appendices .....                               | 9 |
| Student Achievement Appendix .....             | 9 |

## FORWARD

**Why an *End of Year* report?** Past, Present, and Future are moments in time from which Victoria College (VC) learns, acts, and grows. In end of year reporting, VC learns from our shared Past and works to understand why our efforts played out the way they did. Thus, along with Present actions in unit planning and Future growth from strategic planning, the End of Year Report is part of a full view of our college.



Serving approximately 8,000 students a year through credit, non-credit, and adult basic education involves a lot of moving parts working together smoothly. While this report acknowledges and respects those efforts, it cannot pretend to document every action. Instead, the End of Year Report seeks to highlight the most impactful achievements of the college, with a preference for those actions and results that best guide and shape Present and Future actions and growth. This focus allows the End of Year Report to serve as a foundation each year for Victoria College's continuous improvement. It captures results and achievements from across the college in efforts ranging from unit planning to metric assessment to strategic planning to daily activities.

The VC Family continued to find ways to thrive during a global pandemic – growing and enhancing the college's ability to support learning throughout our seven county service area.

The 2020 – 2021 academic year also saw the college reaching out across that service area to conduct a comprehensive environmental scan in support of the new strategic plan.

## OUR COMMUNITY, OUR COLLEGE

### TEXAS PATHWAYS

Victoria College continued working with the Texas Success Center implementing the Texas Pathways model. Over the course of the year, meetings focused on mapping pathways to students' end goals (e.g., university transfer and career transition) and tools for informed advocacy for college trustees. This work was influential in how VC developed the new strategic plan.

## SEEKING SUPPORT

Victoria College is committed to seeking financial support at no impact to our students' tuition or taxpayers through both private foundation gifts and federal and state competitive grants. These efforts paid off throughout the academic year, as VC found ways to continue and enhance student supports through external funding.

- VC receives \$1.47 million TRIO Student Support Services grant to fund KEY Center for next five years.
- VC art professor receives \$5,000 grant through "New Normal: Rockport" initiative.
- VC's Gonzales Center receives \$26,000 donation in memory of Evelyn Kridler.
- VC receives \$375,000 from Dow Seadrift Operations for William Wood Building renovations.
- VC's Associate Degree Nursing Program receives \$90,000 grant from THECB.
- VC receives \$3.6 million through CRRSA Act; students can apply for grants.
- VC receives \$250,000 donation from Formosa Plastics for renovation of William Wood Building.
- ConocoPhillips donates 11-ton industrial equipment to VC

## REGIONAL PARTNERSHIPS

As part of the Texas Pathways work, Victoria College worked to develop cooperative partnerships with service area schools and area universities. Going further, VC also worked to further develop supports for students.

- VC, Nixon-Smiley CISD enter dual-enrollment partnership.
- VC, Edna ISD enter dual-enrollment partnership.
- VC, Cuero ISD renew dual-enrollment partnership.
- VC president testifies at House hearing on lowering dual-credit costs for rural students.
- VC, Texas A&M-Kingsville enter alliance to address shortage of engineers in Crossroads.
- Citizens Medical Center, VC announce partnership to create on-campus clinic for students, employees.

## LEADERSHIP

### BOARD OF TRUSTEES



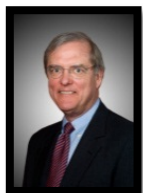
**Mr. V. Bland Proctor**  
Chair, District 3  
Occupation: Attorney  
Member since 2011  
Term expires in 2026



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



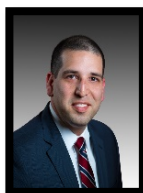
**Mr. Luis A. Guerra**  
Vice Chair, District 2  
Occupation: Engineer  
Member since 2008  
Term expires in 2024



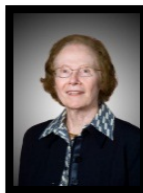
**Mr. Ronald B. Walker**  
Member, District 7  
Occupation: Attorney  
Member since 1985  
Term expires in 2026



**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 2026



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

### PRESIDENT



**Dr. Jennifer Kent**  
*President*

### ADMINISTRATIVE COUNCIL

Ms. Cindy Buchholz  
Mr. Keith Blundell  
Dr. Edrel Stoneham  
Ms. Terri Kurtz

Executive Vice President – Chief Academic Officer  
Vice President of Administrative Services  
Vice President of Student Services  
Executive Director of Human Resources

## GUIDING PRINCIPLES

### 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.

### MISSION

Victoria College is a public, 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.

### 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 community.

## STRATEGIC PLAN

Victoria College started our 2020-2025 strategic plan in fall 2020. The plan is progressing through several milestones and represents an opportunity for our college to listen, learn, plan, act, and achieve. The plan is intended to be dynamic and agile to best serve our community.

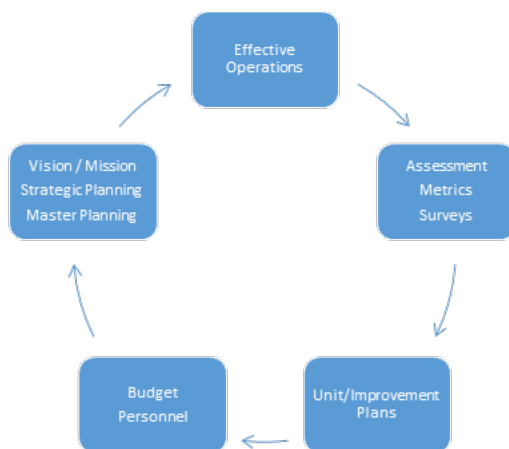
In fall 2020, the VC Administrative Council reviewed exemplar strategic plans from peer institutions, directly engaged one such college over multiple conversations, and completed a deep data dive into current college performance indicators. Additionally, college leadership engaged in a book review, identifying current topics and best practices for higher education.

Spring 2021 saw the college conducting a comprehensive environmental scan. This scan included six weeks of live video conference forums and multiple, digital feedback forms with the campus community (i.e., students and employees), direct meetings with key stakeholders, and a bilingual, community-wide survey promoted via an online marketing campaign. The video-conference forums were attended by approximately 150 employees and students each week. Student responses alone represented almost 170 responses in our secure survey solution, representing 45 pages of written feedback from VC students. The community digital outreach campaign put the survey in front of over 37,000 English readers and 16,000 Spanish readers, which led to over 1,400 English language clicks and over 800 Spanish language clicks. In total, 236 submissions were recorded in our secure survey solution, representing 33 pages of written feedback from our community.

Across summer 2021, VC leadership categorically sorted the results of the spring discussions and data. Additionally, leadership continued to review new data provided by VC's Institutional Effectiveness, Research, and Assessment Office. This information and research will form the basis of the college's new strategic plan theme and topics.

## OUTSTANDING OUTCOMES FROM ACROSS VC

At VC, planning informs budget through a regular, annual process. Through annual unit planning, VC leaders document the purpose of their unit, list the core activities the unit performs, identify measurable outcomes for core activities, evaluate the extent to which the unit succeeded at achieving aspirational targets or minimum performance thresholds, and outline improvement plans for the unit based on those data. Core activities have one or more evaluation methods, and evaluation methods or outcomes have aspirational targets set as well as minimum performance thresholds identified.



What follows is a brief, non-comprehensive selection of current metrics and qualitative achievements from VC's employees as captured in the annual unit plans.

## ADMINISTRATIVE SERVICES – KEITH BLUNDELL

- Bookstore



- Created a student survey to better respond to student needs.
- Business Office
  - Business Office activities remain consistent year-to-year, and there are no activities that are subject to sunset. Activities in this department are governed by rules-based accounting principles.
- Campus Police Security
  - Service calls increased, as did offense reports. This is balanced by fewer calls to security and fewer citations.
- Cultural Affairs
  - Cultural Affairs venues (museum, conference center, performing arts center) continue to be significantly affected by the COVID-19 pandemic. The Cultural Affairs staff continue to implement creative solutions for visitors and clients, such as hosting hybrid virtual/in-person events and increased sharing of staff resources to ensure the three venues are fully-staffed and capable of meeting demands. Teleconferencing equipment has become standard to facilitate online meetings and events. FY21 was a year of constant adaptation as the needs of our clients and audiences changed.
- Physical Plant
  - Grant opportunities are reducing our accumulated deferred maintenance amount. Monthly building maintenance inspections are reducing our emergency repair costs. Older equipment is starting to hamper effectiveness.
- Purchasing
  - Purchasing is currently scanning and electronically saving file copies of purchase orders and quotes on our S: drive. The opportunity to upload receipts to the procurement card program is still being explored.
- Technology
  - CARES Act funding allowed several vital system installs/upgrades. However, multiple systems are still at end of support and represent an operational backlog.

#### VC FOUNDATION & GRANTS – AMY MUNDY

- Foundation
  - The VC Foundation had a 22% increase in new donors compared to last fiscal year.
- Grants Development
  - The Grants Development Office manages cumulative public grants totaling more than \$25 million.

#### MARKETING – DARIN KAZMIR

- The Call Center was renamed the Communication Center to reflect responsibilities that have evolved over time.

#### HUMAN RESOURCES – TERRI KURTZ

- HR improved VC's recruitment efforts from an equity perspective by utilizing minority associations and journals when posting positions. Additionally, the department rolled out three phased NIMS training including online FEMA training, a best practices training by UHV's fire marshal, and a mandatory TEEX Workshop for college leadership.

#### INSTRUCTION – CINDY BUCHHOLZ

- Academic Support and Student Success
  - The Success Coaching students' persistence rate met the fall to spring target and surpassed the fall to fall threshold with almost meeting the target. The Academic Warning, Probation, and Suspension students being coached are already at risk of missing this target GPA because their cumulative GPAs range from 0.00 to 1.9. The student's average GPA for fall 2021 of 1.92 exceeded the threshold but did not meet the target.
- Adult Education



- One of the challenges faced during the ending of this program year was getting students to return either virtually or physically in time to post-test. Although testing was attempted throughout the year, this was one area that challenged staff with securing post-tests. Several students were unable to complete prior to June 30th and will be tested before resuming services in July. A more effective process will be implemented for the upcoming program year.
- Allied Health
  - Continuing Education
    - Nurse Aide remains a high target area.
  - Credit / Undergraduate
    - The Allied Health overall enrollment is slightly down. We implemented a second ADN transition cohort in the spring 2020 in addition to the routine admission in the summer. This was in effort to make up for lost enrollment of fall 2019. However, we continued to lose students due to COVID related issues. Also, students' pass rates are significantly down. PTA program had three students out of twelve not pass their national licensure exam.
- Arts, Humanities, and Social Sciences
  - Shifts due to COVID19 continued to impact the division's students, even as condensed-time courses saw early success. The division saw improvement and met targets for the majority of discipline areas, which indicates faculty are identifying strengths and weaknesses and making necessary alterations to increase student success.
- Career and Technical Education
  - Academy of Lifelong Learning
    - Emerging out of COVID19, ALL has 139 members at the Victoria site and 15 members as the new Gonzales site.
  - Credit – Career and Technical Education
    - The division is developing an industrial advisory committee comprised of local businesses. Completion of the Wood Building renovation leaves the Liberty Street Industrial Training Center mostly unoccupied – this is an opportunity as this represents new space that is open.
  - Continuing Education - Industrial Programs
    - Multiple ISD partnerships are in operation and new explorations (e.g., ASE Testing site) occur regularly.
  - Continuing Education – Workforce
    - Classes have moved back into the Wood Building where appropriate, obstacles due to faculty illness have been overcome, and the program is recovering enrollment paused during covid.
- Distance Education and Instructional Technology
  - Looking back at last year's data, the department sees the number of responses to the Employee Opinion Survey as a challenge. All faculty are required to use Canvas but only 20/21 actually complete the survey for our department. Therefore, we need to proactively work to get employees to complete the survey.
- Gonzales Center
  - The VCGC continues to strategically and purposefully maintain a strong presence in our servicing area. We are doing this through our involvement with Noon Lions, Rotary, the Gonzales Economic Development Corporation, onsite events at local high schools, and now our very own VCGC Academy of Lifelong Learning (ALL) program. The center strives to strengthen those vital community partnerships. VCGC's main objective moving forward is bringing students back to the center. ITV (WebEx), face-to-face offerings, added ITV offerings in Business, Criminal Justice, and EMT will help increase our enrollment for spring 2022.
- Institutional Effectiveness, Research, and Assessment
  - IERA conducted a comprehensive environmental scan for VC in support of strategic plan. Additionally, the office facilitated multiple meetings regarding the same. Academic assessment continues to operate according to the timeline, and departments are taking ownership of quality improvement planning. Feedback from the employee survey on data provided by IERA shows there is a growth opportunity to share out more human-friendly data displays; this is something the office is working to achieve, even with limited staff.

- Library
  - The Library is adapting to the new normal and adapting to having people back inside the library. There is now a book budget, which is a solid move forward.
- Science, Mathematics, and Physical Education
  - Content delivery method changes due to COVID-19 had a negative impact on mathematics courses; this area will need to be closely monitored. Classes have returned to the traditional face-to-face mode of delivery in most cases for the upcoming academic year.

## STUDENT SERVICES – EDREL STONEHAM

- Admission and Records
  - The office implemented monthly meetings to complete web-based professional development work via Prior+ and go over departmental updates. This will improve service to students.
- Advising and Counseling
  - During this academic year, Advising and Counseling Services transitioned from our current advising model to a more case-management style where student will be assigned content expert advisors based on majors. Meta-Major advisors will be more entrenched within Instructional conversations and curriculum leading to richer career and transfer advising discussions.
- Athletics
  - VC athletics
- Financial Aid
  - Engaged in professional development with the mentoring program and also the classes offered through the FA organization NASFAA. Each counselor has shown proficiency in their area by taking certification courses and will continue to take courses and join in the online presentations.
- KEY Center
  - Financial literacy session/modules for students occurred in spring 2021 after challenges in fall 2020. All objectives for the US Department of Education APR sections were met and exceeded.
- Pre-College Programs
  - The Community Outreach Specialist was moved within the Pre-College Programs department. This position will support initiatives to reach and recruit community members outside the high school environment within our service area.
- Student Life
  - Covid greatly impacted how we do things in Student Life, clubs and organizations, and the Student Center. We added a new club called the National Society of Leadership and Success. We have close to 300 members that have joined this Leadership Honor Society. Although everything has been virtual it has been a blessing to be able to provide these students a place to grow and develop their leadership skills even though we cannot meet face to face. We have learned to use our social media platforms to communicate and engage our VC students.
- Testing
  - The Testing Center staff continued to offer excellent customer service in a professional and helpful manner to non-VC testers, national testers, and VC students who qualified for accommodations.

## APPENDICES

### STUDENT ACHIEVEMENT APPENDIX

The following document is publicly available online (<http://www.victoriacollege.edu/Explore/AboutVC/InstitutionalResearch>) in compliance with VC's accrediting agency regulations. The included key performance indicators for student achievement, along with the setting of aspirational targets and performance thresholds, are chosen and set internally by VC's Administrative Council after being briefed by IERA. Thus, the live version of the document online may well have changes as measures cycle on and off the student achievement document depending on current relevancy to VC students. Finally, while the format and layout leave something to be desired, an important new feature of this document is the automated tie-in to VC's database systems. Thus, VC employees may access up-to-date information and make data-informed decisions.

# *Student Achievement: Key Performance Indicators*

*Prepared By: Victoria College Office of Institutional Effectiveness, Research, and Assessment*

*20 Oct 20*

Consistent with our mission<sup>1</sup> as a public, open-admission, college, Victoria College (VC) identified key performance indicators (KPIs) and comparison benchmarks to ensure we provide educational opportunities and services for our students and the communities we serve. This document is publicly available online at the IERA Landing Page.

Each KPI has both a goal/target<sup>2</sup> and a threshold<sup>3</sup>. These dynamic indicators are set by VC's Administrative Council<sup>4</sup> through regular, comprehensive reviews of VC's internal environment, seven county external environment, and comparisons to local, state, and national benchmarks. In some cases, VC's curriculum and instructional council<sup>5</sup> has set a mastery performance level for student learning outcomes, including general education competences (e.g, Texas Core).

While each metric is ultimately evaluated for its effectiveness in supporting achievement of VC students, the Texas Education Code defines performance indicators including access and retention, skills attainment, student learning outcomes, graduation, transfer and employment. Additionally, the Texas Higher Education Coordinating Board (THECB) classifies VC with the medium-size cohort of Texas community colleges. Similarly, national standards are used in some cases, including Community College Survey of Student Engagement (CCSSE), Survey of ENtering Student Engagement (SENSE), and National Student Clearinghouse Total Completion Rate<sup>6</sup>.

<sup>1</sup> VC Mission

<sup>2</sup> setting the ideal, stretch, end state.

<sup>3</sup> setting the minimum expected performance level.

<sup>4</sup> College President's Cabinet

<sup>5</sup> predominantly comprised of faculty elected from all instructional divisions

<sup>6</sup> SACSCOC Completion Metric

Enrollment<sup>7</sup>

<sup>7</sup> Source: Internal Banner Data

Goal/target is a 2% annual increase in enrollment. Threshold is a 3% drop in the three year moving average<sup>8</sup>.

<sup>8</sup> arithmetic mean

Table 1: Fall Enrollment Data

| longTerm  | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Headcount | 4039      | 3983      | 3860      | 3725      | 3274      |
| Indicator |           |           | Threshold | Threshold | Threshold |

VC does not currently disaggregate targets/thresholds.

Table 2: Fall Enrollment Disaggregate

| Ethnicity | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Asian     | 75        | 76        | 76        | 70        | 53        |
| Black     | 202       | 211       | 200       | 192       | 185       |
| Hispanic  | 1820      | 1832      | 1839      | 1850      | 1651      |
| Other     | 84        | 70        | 86        | 85        | 87        |
| White     | 1858      | 1794      | 1659      | 1528      | 1298      |

Table 3: Fall Enrollment Disaggregate

| Gender | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------|-----------|-----------|-----------|-----------|-----------|
| F      | 2646      | 2629      | 2599      | 2530      | 2230      |
| M      | 1389      | 1354      | 1261      | 1195      | 1044      |

*Retention*<sup>9</sup>

Cohort retention is compared between Victoria College and the peer group of medium<sup>10</sup> colleges across the state of Texas from the annual, federal Data Feedback Reports [see for Education Statistics, 2019].

- Goal/Target: Meeting or exceeding peer group rates.
- Threshold: Falling below peer group benchmark.

| Cohort    | Type     | Peer | VC   | Indicator  |
|-----------|----------|------|------|------------|
| Fall 2014 | FullTime | 0.53 | 0.63 | Target Met |
|           | PartTime | 0.42 | 0.43 | Target Met |
| Fall 2015 | FullTime | 0.56 | 0.66 | Target Met |
|           | PartTime | 0.46 | 0.46 | Target Met |
| Fall 2016 | FullTime | 0.58 | 0.64 | Target Met |
|           | PartTime | 0.47 | 0.51 | Target Met |
| Fall 2017 | FullTime | 0.55 | 0.69 | Target Met |
|           | PartTime | 0.42 | 0.47 | Target Met |

<sup>9</sup> Source: IPEDS

<sup>10</sup> THECB assigns the 50 community colleges in Texas to small, medium, large, or very large peer groups

Table 4: IPEDS Cohort Retention Rate

*Service Area High School Graduates Enrolled in Higher Education*<sup>11</sup>

These data are collapsed for VC's seven county (plus Goliad) service area. \* Goal/Target: 1% annual increase in high school service area graduates in support of 60x30. \* Threshold: Decrease below the three year running average<sup>12</sup>.

<sup>11</sup> Source: txhighereddata.org

<sup>12</sup> flag column holds indicators

| Institution               | GradsRatio | Year | Indicator |
|---------------------------|------------|------|-----------|
| VICTORIA COLLEGE (003662) | 0.219      | 2013 |           |
|                           | 0.210      | 2014 |           |
|                           | 0.210      | 2015 | Threshold |
|                           | 0.203      | 2016 | Threshold |
|                           | 0.189      | 2017 | Threshold |
|                           | 0.170      | 2018 | Threshold |
|                           | 0.171      | 2019 | Threshold |

Table 5: Service Area High School Graduates enrolled in Higher Education the Following Fall

*Course Success Rates by Course Type*<sup>13</sup>

<sup>13</sup> Source: Internal Banner Data

- Goal/Targets: Developmental Courses have a 65% at ‘SC’ or better. Academic Courses are set at 70% at ‘C’ or better. Technical courses are set at 80% at ‘C’ or better.
- Thresholds: Falling below the three year moving average<sup>14</sup>.

<sup>14</sup> arithmetic mean

| Crs_Type          | ABC_rate | academicYearc | Indicator  |
|-------------------|----------|---------------|------------|
| Academic/Transfer | 0.70     | 2017          | Target Met |
|                   | 0.70     | 2018          | Target Met |
|                   | 0.68     | 2019          | Threshold  |
|                   | 0.71     | 2020          | Target Met |
| Developmental     | 0.70     | 2017          | Target Met |
|                   | 0.72     | 2018          | Target Met |
|                   | 0.54     | 2019          | Threshold  |
|                   | 0.54     | 2020          | Threshold  |
| Technical         | 0.86     | 2017          | Target Met |
|                   | 0.88     | 2018          | Target Met |
|                   | 0.88     | 2019          | Target Met |
|                   | 0.87     | 2020          | Threshold  |

Table 6: Course Success Rate with Flag



*Academic Gateway Courses*<sup>15</sup><sup>15</sup> Source: Internal Banner Data

VC disaggregates academic gateway courses. The high-enrollment courses are common to multiple certificates and degrees are given special attention as student success bellweathers.

- Goal/Target: 70% ABC rate
- Threshold: Falling below the three year rolling average.

Table 7: Course Success Rate with Flag

| Course    | ABC_rate | academicYearc | Indicator  |
|-----------|----------|---------------|------------|
| CHEM 1406 | 0.71     | 2016          | Target Met |
|           | 0.77     | 2017          | Target Met |
|           | 0.84     | 2018          | Target Met |
|           | 0.69     | 2019          | Threshold  |
|           | 0.72     | 2020          | Threshold  |
| ENGL 1301 | 0.71     | 2016          | Target Met |
|           | 0.72     | 2017          | Target Met |
|           | 0.73     | 2018          | Target Met |
|           | 0.64     | 2019          | Threshold  |
|           | 0.67     | 2020          | Threshold  |
| HIST 1301 | 0.69     | 2016          | Target Met |
|           | 0.73     | 2017          |            |
|           | 0.66     | 2018          | Threshold  |
|           | 0.64     | 2019          | Threshold  |
|           | 0.65     | 2020          |            |
| HIST 1302 | 0.74     | 2016          | Target Met |
|           | 0.77     | 2017          | Target Met |
|           | 0.75     | 2018          | Target Met |
|           | 0.74     | 2019          | Threshold  |
|           | 0.77     | 2020          | Target Met |
| MATH 1314 | 0.55     | 2016          | Threshold  |
|           | 0.58     | 2017          |            |
|           | 0.58     | 2018          |            |
|           | 0.49     | 2019          |            |
|           | 0.53     | 2020          |            |
| MATH 1332 | 0.55     | 2016          | Target Met |
|           | 0.56     | 2017          |            |
|           | 0.56     | 2018          |            |
|           | 0.58     | 2019          |            |
|           | 0.72     | 2020          |            |
| MATH 1342 | 0.59     | 2016          | Threshold  |
|           | 0.52     | 2017          |            |
|           | 0.62     | 2018          |            |
|           | 0.51     | 2019          |            |
|           | 0.56     | 2020          |            |

## Texas Core<sup>16</sup>

<sup>16</sup> Source: IERA Texas Core Assessment

Core Courses at Victoria College empower students with universal skillsets that connect and expand course level outcomes. These Texas Core outcomes are assessed every three long semesters through a multi-stage process via rubric scoring of sampled artefacts. While the rubrics are not linear, there is value in understanding the average score for these six competencies. Texas Core competencies are reported on a 1 through 4 factor scale ranging from Developing, Sufficient, Proficient, to Exemplary.

- Goal/Target: Proficient (3) or higher for all six competencies.
- Threshold: Sufficient (2) or higher for all six competencies.

Table 8: Texas Core

| Competency             | 2016 | 2018 | 2020 |
|------------------------|------|------|------|
| Communication          | 2.19 | 2.11 | 3.07 |
| CriticalThinking       | 2.26 | 2.11 | 2.42 |
| EmpiricalQuantitative  | 2.50 | 2.71 | 2.72 |
| PersonalResponsibility | 2.50 | 2.79 | 3.17 |
| SocialResponsibility   | 1.83 | 1.86 | 2.11 |
| Teamwork               | 3.34 | 3.26 | 3.24 |

*Student Engagement Surveys*<sup>17</sup>

<sup>17</sup> Source: CCSSE and SENSE Data - IERA

Note: CCSSE and SENSE are normed to a score of 50. Thus, above 50 represents performing in the top half of colleges. While the disaggregate data displayed in each question is compared to the peer group of small colleges, for this overview, above/below 50 is the target/threshold.

- Goal/Target: Meet or exceed top performer averages.
- Threshold: Below 50.

Table 9: CCSSE and SENSE Results

| Source | Benchmark                       | 2013 | 2015 | 2017 | 2019 |
|--------|---------------------------------|------|------|------|------|
| CCSSE  | AcademicChallenge               | 46.7 | 49.4 | 52.3 | 52.6 |
| CCSSE  | ActiveLearning                  | 45.6 | 48.3 | 51.2 | 51.3 |
| CCSSE  | LearnerSupport                  | 55.7 | 54.9 | 52.1 | 55.6 |
| CCSSE  | StudentEffort                   | 48.0 | 48.6 | 50.3 | 52.1 |
| CCSSE  | StudentFacultyInteraction       | 49.8 | 47.1 | 49.3 | 49.9 |
| SENSE  | AcademicPlanPathway             | 61.2 | 61.0 |      | 60.3 |
| SENSE  | AcademicandSocialSupportNetwork | 55.4 | 57.1 |      | 55.3 |
| SENSE  | EarlyConnections                | 55.3 | 53.8 |      | 49.5 |
| SENSE  | EffectiveTrackCollegeReadiness  | 47.3 | 56.4 |      | 54.5 |
| SENSE  | EngagedLearning                 | 53.8 | 54.3 |      | 50.6 |
| SENSE  | HighExpectationsAspirations     | 49.4 | 52.3 |      | 49.6 |

### *Total Completion Rate*<sup>18</sup>

<sup>18</sup> Source: <https://www.studentclearinghouse.org/>

In 2018, VC selected the National Student Clearinghouse Total Completion Rate as one of our completion measures. The methodology of this count tracks students from an entering first-time cohort at VC. The cohorts are tracked through any transfers and seeks to measure degree or certificate completion within a six year timespan. The mixed enrollment cohort is comprised of first time students who change intensity in their first year.

- Goal/Target: 2 points above the national average for two-year institutions.
- Threshold: 2 points below the national average for two-year institutions.

Table 10: Total Completion Rate

| Cohort    | EnrollmentIntensity   | Peer   | VC     | VC N | Indicator  |
|-----------|-----------------------|--------|--------|------|------------|
| Fall 2013 | Exclusively Full-Time | 0.6206 | 0.7012 | 66   | Target Met |
|           | Exclusively Part-Time | 0.2095 | 0.1375 | 95   | Threshold  |
|           | Mixed Enrollment      | 0.3546 | 0.3926 | 408  | Target Met |
|           | Overall               | 0.4076 | 0.3857 | 568  | Threshold  |
| Fall 2012 | Exclusively Full-Time | 0.6080 | 0.6542 | 60   | Target Met |
|           | Exclusively Part-Time | 0.1915 | 0.0900 | 78   | Threshold  |
|           | Mixed Enrollment      | 0.3419 | 0.4403 | 371  | Target Met |
|           | Overall               | 0.3922 | 0.4118 | 509  |            |
| Fall 2011 | Exclusively Full-Time | 0.5847 | 0.6439 | 107  | Target Met |
|           | Exclusively Part-Time | 0.1866 | 0.1837 | 82   |            |
|           | Mixed Enrollment      | 0.3265 | 0.3628 | 477  | Target Met |
|           | Overall               | 0.3753 | 0.3860 | 666  |            |
| Fall 2010 | Exclusively Full-Time | 0.5453 | 0.3819 | 147  | Threshold  |
|           | Exclusively Part-Time | 0.2031 | 0.0921 | 109  | Threshold  |
|           | Mixed Enrollment      | 0.3693 | 0.4170 | 627  | Target Met |
|           | Overall               | 0.3929 | 0.3712 | 883  | Threshold  |

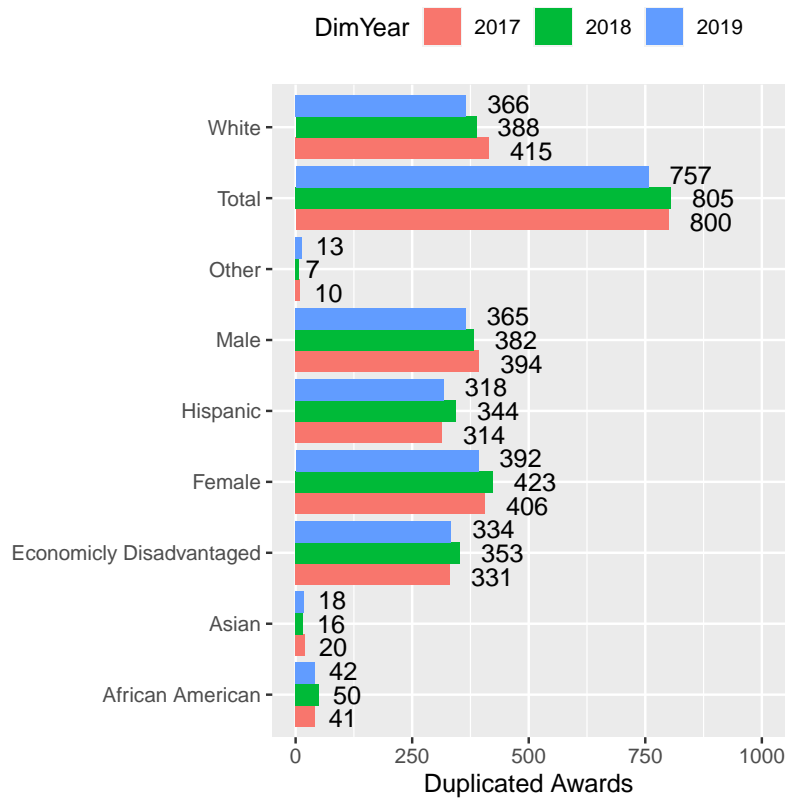
## Graduation<sup>19</sup>

VC disaggregates graduation performance by ethnicity, gender, and economic advantage. Targets were set as part of Texas' 60x30 initiatives.

<sup>19</sup> Source:  
www.txhigheredaccountability.org  
interactive data (Degrees and Certificates)

| Category                   | 2020 | 2025 | 2030 |
|----------------------------|------|------|------|
| Total                      | 1062 | 1285 | 1554 |
| White/Other                | 594  | 620  | 601  |
| Male                       | 496  | 635  | 812  |
| Hispanic                   | 438  | 629  | 905  |
| Female                     | 566  | 651  | 742  |
| Economically Disadvantaged | 434  | 564  | 731  |
| African American           | 30   | 36   | 47   |

- Thresholds: Decrease below three year running average.



### *Licensure*<sup>20</sup>

<sup>20</sup> Source:  
www.txhigheredaccountability.org

This top-level measure comes from THECB and is the overall licensure rate. Each of VC's programs that result in licensure track disaggregated results (most often for program-specific accreditation).

- Goal/Target: Meet or exceed required licensure and/or certification rates. These are watched by the individual programs.
- Thresholds: Licensure or certification rates do not meet accreditor/agency standard(s).

| Year | Rate  |
|------|-------|
| 2015 | 93.8% |
| 2016 | 94.2% |
| 2017 | 95.3% |
| 2018 | 93.0% |

### *Working or Enrolled in Texas within One Year after Award*<sup>21</sup>

<sup>21</sup> www.txhigheredaccountability.org  
Accountability Report

- Goal/Target: Meet or exceed statewide benchmark.
- Thresholds: Institutional performance drops below benchmark

As of 2019, the statewide employed/enrolled for two year colleges is between 88.8% and 90.0% <sup>22</sup>.

<sup>22</sup> Source: THECB Almanac 2019

| Year | Rate  |
|------|-------|
| 2015 | 94.2% |
| 2016 | 95.9% |
| 2017 | 93.9% |
| 2018 | 94.6% |



### *Continuing Education and Workforce Contact Hours*<sup>23</sup>

<sup>23</sup> Source: Internal Banner Data

- Goal/Target: 175,000 contact hours annually
- Threshold: Below 155,000 contact hours annually.

| academicYeari               | 2017   | 2018   | 2019   | 2020   |
|-----------------------------|--------|--------|--------|--------|
| ContractTrainingFundable    | 26211  | 43613  | 35440  | 2702   |
| ContractTrainingNONFundable | 3258   | 3478   | 7056   | 2304   |
| KidsCamp                    | 752    | 360    | 796    |        |
| LifeLongLearning            | 2426   | 7075   | 15122  | 15653  |
| NonFundable                 | 4758   | 6366   | 4806   | 3617   |
| NotReportable               | 17424  | 13126  | 14850  | 14934  |
| Reportable                  | 107891 | 88158  | 82881  | 89356  |
| Total                       | 162720 | 162177 | 160951 | 128566 |

Table 14: Continuing Education and Workforce

### *Adult Education and Literacy*<sup>24</sup>

<sup>24</sup> Source: Texas Workforce Commission

AEL year runs July 1-June 30

| Year  | Goal/Target |
|-------|-------------|
| 16-17 | 685         |
| 17-18 | 651         |
| 18-19 | 606         |

| Year  | Actual Achievement |
|-------|--------------------|
| 16-17 | 1062               |
| 17-18 | 703                |
| 18-19 | 862                |

Note: TWC and AEL set the goals/targets as requirements. .

Please direct questions about this report to IERA at extension 2515

### *References*

National Center for Education Statistics. Iped data feedback report, 2019. URL <https://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx>.