

# Victoria College

## 2012-2015 STRATEGIC PLAN YEAR TWO INTERIM PROGRESS REPORT

Victoria College

Spring 2014

# Our 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.

## Academic Foundations

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.

# 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.

# Victoria College Will Statements:

In order to fulfill its mission, VC has identified three priority goals and “will” statements that describe the College’s commitment in each area:

## **To foster Student Success, VC will:**

- Empower students to take ownership of their learning
- Provide supports that lead to academic success (and successful completion within term)
- Improve student retention at the course and program level, term to term
- Align courses and programs with external standards and professional requirements
- Provide learning paths and career paths that foster continuous learning

## **To meet Community Needs, VC will:**

- Identify and respond quickly to the existing and changing needs of our regional economy
- Partner with businesses, public and higher education institutions, community groups and other agencies to leverage resources and address community needs
- Recruit students from throughout our service area
- Improve public awareness and understanding of the college
- Offer programs and events that enhance our community’s quality of life

## **To ensure Institutional Excellence, VC will:**

- Strive for high performance levels that ensure efficient, accurate and supportive services to internal and external customers
- Provide professional development to improve performance of employees and work groups
- Develop and use internal policies and practices that are consistent, well communicated and in keeping with our values
- Maintain our physical, equipment and technology infrastructure to meet the needs of students, employees and community

## **Victoria College Priority Goals:**

- 1. Foster Student Success***
- 2. Meet Community Needs***
- 3. Ensure Institutional Excellence***

**Action Item 1.1:**  
Improve student success through student engagement.

**Activity 1.1.1:**  
Fully implement and deploy a faculty-advising component. **IN PROGRESS**

**Activity 1.1.2:**  
Implement an Intervention Plan for At-Risk Students. **IN PROGRESS**

**Activity 1.1.3:**  
Implement learning communities that improve student success and enhance student engagement. **IN PROGRESS**

# GOAL 1: FOSTERING STUDENT SUCCESS

*Action Plan 1.1.1.1-Evaluation and implementation of revised faculty advising plan and early alert system.*

**Faculty Advising Plan:**

- Faculty advisor trainings have occurred with pre/post- test.
- Faculty advisors have been assigned.
- Students in EDUC/SDEV classes have an approved degree plan on file.

*Action Plan 1.1.2.1-Identify and support students who are at-risk.*

The image shows a form titled "Victoria College Early Intervention Request". It includes fields for Student's First Name, Student's Last Name, Student's V Number (Optional), Your Name, First and Last, and Your Email Address. There is a section for "Association with Student" and "Class and Section (Mandatory, if you are Student's Instructor)". A checklist asks if the student has excessive absences, erratic behavior, late assignments, disclosed personal issues, or classroom behavior issues. It also asks if the concerns have been discussed with the student, with "Yes" and "No" radio buttons. An "Other Comments" field is at the bottom.

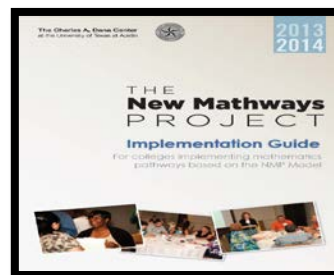
**Early Alert System:**

- Acceptance/welcome letters now being sent to all new students.
- “Early Alert Form” and completed and approved and ready for full fall 2014 roll-out.

*Action Plan 1.1.3.1-Attend National Learning Communities Conference in Corpus Christi, Texas (November 7-9, 2013)-Explore best practices for learning communities.*

**Learning Communities:**

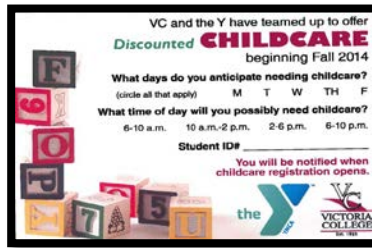
- Faculty/Staff attend National Learning Communities Conference-fall 2013!
- VC initiates The New Mathways Project and will pilot “linked courses-EDUC1300 & MATH 1332/1342” in fall 2014.



**Action Plan 1.1.4.1; 1.1.4.2; 1.1.4.3- Needs Assessment, Process for accessing additional resources to pay for childcare; VC will work with YMCA committee to develop an operating model for childcare.**

**Childcare Assistance:**

- Needs assessment completed
- Information flyer advertising discounted childcare for VC students developed and distributed.
- Roll-out of discounted childcare in fall 2014.



VC students help paint the newly renovated YMCA building.

**Action Plan 1.2.1.1: Operationalize a Teaching and Learning Center.**

**Center for Academic & Professional Excellence:**

-CAPE fully operationalized (from top left) with an Administrative Assistant (Karen Duffie), Dean of Academic Foundations and Student Success (Babette Lowe), Alternative Media Specialist (Liz Prickett); (from bottom left) Instructional Technology Specialist (Alex Suchon), Curriculum and Instruction Design Specialist (Sandra Rippamonti) and a Curriculum and Instruction Specialist (Deb Butler).



**Activity 1.1.4:**

Implement childcare assistance for VC students. **IN PROGRESS**

**Activity 1.1.5:**

Upgrade Library's current programs and services. **MOVED TO MASTER PLAN**

**Activity 1.1.6:**

Operationalize Bring Your Own Device (BYOD) and Student Collaboration Areas. **IN PROGRESS**

**Action Item 1.2:**  
**Create a Teaching and Learning Center**

**Activity 1.2.1:**

Operationalize a Teaching and Learning Center. **COMPLETED**

**Activity 1.2.2:**

Develop and implement an adjunct faculty/new faculty orientation certification program. **IN PROGRESS**

**Activity 1.2.2:**

Develop and implement an adjunct faculty/new faculty orientation certification program. **IN PROGRESS**

**Activity 1.2.3:**

Develop and implement an online instructor certification program. **IN PROGRESS**

**Activity 1.2.4:**

Develop and implement relevant training workshops. **COMPLETED**

**Activity 1.2.5:**

Implement the VC Quality Enhancement Plan. **IN PROGRESS**

**Action Item 1.3:**  
**Create a Veteran Resource Connection**

**Activity 1.3.1:**

Create a Comprehensive Transition Assistance Program (TAP) designed to assist veterans. **IN PROGRESS**

**Activity 1.3.2:**

Develop and implement an Outreach Program designed to provide specialized student support services. **IN PROGRESS**

***Action Plan 1.2.1.1-Operationalize a Teaching and Learning Center; 1.2.2.1-Develop and implement a new faculty orientation certification program; 1.2.3.1-Develop and implement an online instructor certification program; 1.2.4.1-Provide relevant training sessions; 1.2.5.1-Implement VC Quality Enhancement Plan.***

**VC Quality Enhancement Plan Students Engaged in Active Learning (SEAL) Pilot initiated in Spring 2014:**

Members of the SEAL Academy pilot program are, seated, from left: Brian Hutcheson, Debbie Pena, Tempi McLeod, and Sharon Hyak. Standing from left, are: Dan Murphy, Lisa DeVries, Bobby Cubriel, Marty Stockbauer, Jeremy Gould, and Jeff Mendenhall.



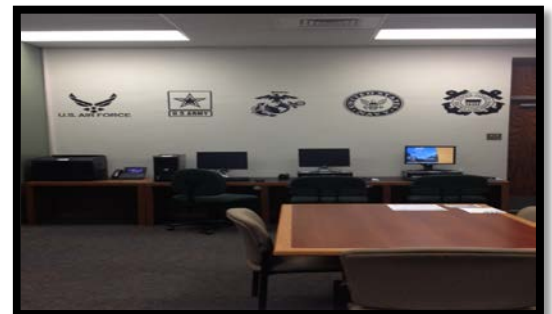
-New Student Information Sessions redesigned-Pirate Orientation (QEP Basic Training) and ready for implementation in August 2014.

***Action Plan 1.3.1.1-Operationalize a Veteran Resource Connection; 1.3.1.2-Converge all Veteran resources into Veteran Resource Connection; 1.3.2.1-Foster participation within the Victoria College Veterans Student Association; 1.3.2.2-Establish and foster partnerships with local agencies that offer support services to veterans and their families.***

**Veteran Resource**

**Connection:**

- Survey completed.
- VRC established in JH102.
- Partnerships developed.
- Veterans Student Association begins expanding.
- DOW Chemical awards VC \$10,000.00 to be used to support the VRC.





**Priority Goal#1 Expected Outcomes:** Victoria College students will demonstrate increasing student engagement and will exceed comparative college benchmarks on student performance indicators, such as completion of coursework, persistence and student success.

<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b>Action Item 1.1 Improve student success through student engagement</b>			
Certificate completion rates-Overall-Target: meet or exceed peer group benchmarks	*209 **198	*336 **269	*142 **88
Certificates in Critical Fields Engineering, Computer Science and Physical Science Closing the Gaps Target: 2015-24, 32, 20 1-CIP Codes 14 & 15; 2-CIP Code 11; 4-CIP Codes 3001 and 40	*7 **7 *13 **12 0	*67 **31 *20 **17 0	*48 **28 *11 **9 0
Certificate completion rates-White- Target: representative of enrolled population	*115 **115	*197 **150	*78 **47
Allied Health associate degrees and certificates: Closing the Gaps Target: 2015-391 CIP Codes 5102, 5106, 5107, 5108, 5109, 5110, 5118, 5123, 5126, 5127, 5131, 5132, 5133, 5134, 5199	*51 **51	*57 **45	*35 **35
Associate degrees and certificates: Closing the Gaps Target: 2015-235-2 CIP Code 5116 (2000 CIP Codes) 5138 and 5139 (2010 Codes)	*229 **229	*229 **229	*93 **93
Certificate completion rates-Hispanic- Target: representative of enrolled population	*75 **70	*96 **83	*60 **36
Certificate completion rates-African American- Target: representative of enrolled population	*8 **8	*25 **22	*6 **3
Certificate completion rates-Asian- Target: representative of enrolled population	*4 **4	*5 **4	1
Certificate completion rates-International- Target: representative of enrolled population	*2 **1	0	0
Certificate completion rates-Other- Target: representative of enrolled population	*13 **13	*13 **10	*2 **1
AA degree completion rates-Overall Target: meet or exceed peer group benchmarks	*45 **45	*50 **50	*45 **45
AA degree completion rates-White- Target: representative of enrolled population	*24 **24	*33 **32	*25 **25
AA degree completion rates-Asian- Target: representative of enrolled population	0	0	0
AA degree completion rates-International- Target: representative of enrolled population	0/3	1/5	0
AA degree completion rates-Other- Target: representative of enrolled population	2	2	2
AA degree completion rates-Hispanic- Target: representative of enrolled population	16	13	19
AA degree completion rates-African American- Target: representative of enrolled population	3	2	0

**\*Unduplicated**

**\*\*Duplicated**

<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr.1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>Action Item 1.1 Improve student success through student engagement continued</i></b>			
<i>AS degree completion rates-Overall Target: meet or exceed peer group benchmarks</i>	<i>*69 **69</i>	<i>*88 **87</i>	<i>*84 **83</i>
<i>AS degree completion rates-White Target: representative of enrolled population</i>	<i>*44 **44</i>	<i>*54 **53</i>	<i>*53 **53</i>
<i>AS degree completion rates-Asian Target: representative of enrolled population</i>	<i>0</i>	<i>3</i>	<i>1</i>
<i>AS degree completion rates-International Target: representative of enrolled population</i>	<i>0</i>	<i>3</i>	<i>0</i>
<i>AS degree completion rates-Other Target: representative of enrolled population</i>	<i>1</i>	<i>1</i>	<i>0</i>
<i>AS degree completion rates-Hispanic Target: representative of enrolled population</i>	<i>23</i>	<i>24</i>	<i>25</i>
<i>AS degree completion rates-African American Target: representative of enrolled population</i>	<i>1</i>	<i>3</i>	<i>4</i>
<i>AAS degree completion rates-Overall Target: meet or exceed peer group benchmarks</i>	<i>*214 **210</i>	<i>*204 **204</i>	<i>*189 **186</i>
<i>AAS degree completion rates-White Target: representative of enrolled population</i>	<i>*128 **126</i>	<i>*139 **139</i>	<i>*119 **119</i>
<i>AAS degree completion rates-Asian Target: representative of enrolled population</i>	<i>4</i>	<i>2</i>	<i>4</i>
<i>AAS degree completion rates-International Target: representative of enrolled population</i>	<i>*3 **2</i>	<i>*1 **1</i>	<i>0</i>
<i>AAS degree completion rates-Other Target: representative of enrolled population</i>	<i>2</i>	<i>4</i>	<i>0</i>
<i>AAS degree completion rates-Hispanic Target: representative of enrolled population</i>	<i>*66 **64</i>	<i>*53 **53</i>	<i>*59 **56</i>
<i>AAS degree completion rates-African American Target: representative of enrolled population</i>	<i>12</i>	<i>5</i>	<i>7</i>
<i>Total AA, AS and AAS degrees African American: Closing the Gaps Target: 2015-20</i>	<i>*16 **16</i>	<i>*10 **8</i>	<i>*11 **11</i>
<i>Total Unduplicated AA, AS and AAS degrees Hispanic: Closing the Gaps Target: 2015-125</i>	<i>*97 **97</i>	<i>*90 **83</i>	<i>*104 **88</i>
<i>Total AA, AS and AAS degrees White: Closing the Gaps Target: 2015-200</i>	<i>*196 **182</i>	<i>*224 **207</i>	<i>*197 **186</i>
<i>Total AA, AS and AAS degrees Other: Closing the Gaps Target: 2015-15</i>	<i>*11 **11</i>	<i>*17 **14</i>	<i>*6 **6</i>
<i>Total Associate Degrees and certificates African American: Closing the Gaps Target: 2015-50</i>	<i>*24 **24</i>	<i>*35 **29</i>	<i>*17 **13</i>

**\*Unduplicated**

**\*\*Duplicated**



<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011- 2012</i>	<i>Yr. 1 2012- 2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>Action Item 1.1 Improve student success through student engagement continued</i></b>			
<i>Total Unduplicated Associate Degrees and certificates-Hispanics: Closing the Gaps Target: 2015-50</i>	<b>*161</b> <b>**161</b>	<b>*186</b> <b>**155</b>	<b>*164</b> <b>**106</b>
<i>% of students on scholastic probation fall</i>	<b>16.9%</b> <b>(776/4584)</b>	<b>16%</b> <b>(715/4464)</b>	<b>18%</b> <b>(794/4407)</b>
<i>% of students on scholastic probation spring</i>	<b>17.1%</b> <b>(728/4266)</b>	<b>16.5%</b> <b>(673/4076)</b>	<b>16.7%</b> <b>(654/3922)</b>
<i>% of students on enforced withdrawal fall</i>	<b>5.7%</b> <b>(261/4584)</b>	<b>6%</b> <b>(270/4464)</b>	<b>6.3%</b> <b>(276/4407)</b>
<i>% of students on enforced withdrawal spring</i>	<b>7.1%</b> <b>305/4266</b>	<b>6%</b> <b>261/4076</b>	<b>6.4%</b> <b>(252/3922)</b>
<i># of students who complete 15 SCH (Success Point Funding)</i>	<b>1438 (FY11)</b>	<b>1,278 (FY12)</b>	<b>TBD</b>
<i># of students who complete 30 SCH (Success Point Funding)</i>	<b>940 (FY11)</b>	<b>859 (FY12)</b>	<b>TBD</b>
<i>Fall to Fall Persistence rates certificate majors Target: meet or exceed peer group benchmarks</i>	<b>33.1%</b>	<b>29.5%</b>	<b>TBD</b>
<i>Fall to Fall Persistence rates AAS majors Target: meet or exceed peer group benchmarks</i>	<b>49.8%</b>	<b>50.1%</b>	<b>TBD</b>
<i>Fall to Fall Persistence rates Transfer and General Studies Majors Target: meet or exceed peer group benchmarks</i>	<b>45.5%</b>	<b>47.4%</b>	<b>TBD</b>
<i>Fall to Spring Persistence rates Target: meet or exceed peer group benchmarks</i>	<b>72.03%</b>	<b>70.6%</b>	<b>70.76%</b>
<i>Students Who Transfer to a 4-year institution Target: meet or exceed peer group benchmarks</i>	<b>522 (FY11)</b>	<b>TBD</b>	<b>TBD</b>
<i>CCSSE-Active and Collaborative Learning-Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.)</i>	<b>n/a</b>	<b>VC: 45.6</b> <b>Peer:</b> <b>51.3</b>	<b>n/a</b>
<i>CCSSE-Student Effort- Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.)</i>	<b>n/a</b>	<b>VC: 48.0</b> <b>Peer: 51.1</b>	<b>n/a</b>
<i>Total Institutional Awards: Closing the Gaps Target: 2015-625</i>	<b>*535</b> <b>**491</b>	<b>*677</b> <b>**534</b>	<b>TBD</b>
<i>SENSE- Target: Meet or exceed peer benchmarks</i>	<b>n/a</b>	<b>VC:</b> <b>Peer:</b>	
<i>Licensure Rates-Associate Degree Nursing Attempting Examination</i>	<b>114</b>	<b>85</b>	<b>TBD</b>
<i>Licensure Rates- Associate Degree Nursing Passing First Attempt</i>	<b>111</b>	<b>76</b>	<b>TBD</b>

**\*Unduplicated**

**\*\*Duplicated**

<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011- 2012</i>	<i>Yr. 1 2012- 2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>Action Item 1.1 Improve student success through student engagement continued</i></b>			
<i>Licensure Rates- Associate Degree Nursing Total Passing for year</i>	<b>99%</b>	<b>96%</b>	<b>TBD</b>
<i>Licensure Rates-Vocational Nursing Attempting Examination (Overall, Victoria, Cuero, Gonzales, Hallettsville)</i>	<b>110</b>	<b>140</b>	<b>TBD</b>
<i>Licensure Rates- Vocational Nursing Passing First Attempt (Overall, Victoria, Cuero, Gonzales, Hallettsville)</i>	<b>102</b>	<b>117</b>	<b>TBD</b>
<i>Licensure Rates- Vocational Nursing Total Passing (Overall, Victoria, Cuero, Gonzales, Hallettsville)</i>	<b>96%</b>	<b>83%</b>	<b>TBD</b>
<i>Licensure Rates-Medical Laboratory Technology attempting Examination</i>	<b>7</b>	<b>6</b>	<b>TBD</b>
<i>Licensure Rates- Medical Laboratory Technology Passing First Attempt</i>	<b>5</b>	<b>6</b>	<b>TBD</b>
<i>Licensure Rates- Medical Laboratory Technology Total Passing</i>	<b>71%</b>	<b>100%</b>	<b>TBD</b>
<i>Licensure Rates-Respiratory Care Technology attempting Examination (Overall, Entry Level, Advanced Practitioner)</i>	<b>11</b>	<b>7</b>	<b>TBD</b>
<i>Licensure Rates- Respiratory Care Technology Passing First Attempt (Overall, Entry Level, Advanced Practitioner)</i>	<b>11</b>	<b>7</b>	<b>TBD</b>
<i>Licensure Rates- Respiratory Care Technology Total Passing (Overall, Entry Level, Advanced Practitioner)</i>	<b>100%</b>	<b>100%</b>	<b>TBD</b>
<i>Licensure Rates-Police Academy attempting Examination</i>	<b>31</b>	<b>25</b>	<b>TBD</b>
<i>Licensure Rates- Police Academy Passing First Attempt</i>	<b>31</b>	<b>25</b>	<b>TBD</b>
<i>Licensure Rates- Police Academy Total Passing</i>	<b>100%</b>	<b>100%</b>	<b>TBD</b>
<i>Licensure Rates-Emergency Medical Services attempting Examination (overall, Basic, Intermediate, Paramedic)</i>	<b>51</b>	<b>13</b>	<b>TBD</b>
<i>Licensure Rates- Emergency Medical Services Passing First Attempt (overall, Basic, Intermediate, Paramedic)</i>	<b>35</b>	<b>8</b>	<b>TBD</b>
<i>Licensure Rates- Emergency Medical Services Total Passing (overall, Basic, Intermediate, Paramedic)</i>	<b>78%</b>	<b>69%</b>	<b>TBD</b>
<i>Licensure Rates-Basic Firefighting attempting Examination</i>	<b>10</b>	<b>14</b>	<b>TBD</b>
<i>Licensure Rates- Basic Firefighting Passing First Attempt</i>	<b>9</b>	<b>14</b>	<b>TBD</b>
<i>Licensure Rates- Basic Firefighting Total Passing</i>	<b>90%</b>	<b>100%</b>	<b>TBD</b>
<i>Licensure Rates- Physical Therapist Technician/Assistant Attempting Examination</i>	<b>17</b>	<b>14</b>	<b>TBD</b>
<i>Licensure Rates- Physical Therapist Technician/Assistant First Attempt</i>	<b>16</b>	<b>14</b>	<b>TBD</b>
<i>Licensure Rates- Physical Therapist Technician/Assistant Total Passing</i>	<b>94%</b>	<b>100%</b>	<b>TBD</b>
<i>Adult Education enrollment</i>	<b>576</b>	<b>553</b>	<b>TBD</b>

<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011- 2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>Action Item 1.2 Create a Teaching and Learning Center</i></b>			
CCSSE-Support for Learners Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.)	<i>n/a</i>	<i>VC: 55.7 Peer: 52.0</i>	<i>n/a</i>
CCSSE-Academic Challenge- Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.)	<i>n/a</i>	<i>VC: 46.7 Peer: 50.4</i>	<i>n/a</i>
CCSSE-Student-Faculty Interaction- Target: Meet or exceed peer benchmarks (Scores based on weighted means of 50.)	<i>n/a</i>	<i>VC: 49.8 Peer: 51.9</i>	<i>n/a</i>
Program Student Learning Outcomes- Target: all-75% at mastery; Academic 70% at mastery; Technical 90% at mastery	<i>57.14% Acad. 58.19% Tech.</i>	<i>78.57% Acad. 81.48% Tech.</i>	<i>TBD</i>
General Education Competency-Writing (Local Assessment)- Target: 70% proficiency	<i>77%</i>	<i>79%</i>	<i>TBD</i>
General Education Competency-Writing (ETS assessment)- Target: Meet or exceed national benchmark (proficient or marginally proficient)	<i>16%</i>	<i>28%</i>	<i>13%</i>
General Education Competency-Reading (ETS assessment) Total- Target: Meet or exceed national benchmark (proficient or marginally proficient)	<i>38%</i>	<i>52%</i>	<i>38%</i>
General Education Competency-Critical Thinking (Local Assessment) Target: 70% proficiency	<i>61%</i>	<i>69.2%</i>	<i>TBD</i>
General Education Competency-Critical Thinking (qualitative/quantitative) (ETS assessment)- Target: Meet or exceed national benchmark for critical thinking and math	<i>7% 8%</i>	<i>21% 18%</i>	<i>13% 10%</i>
General Education Competency-Computer Literacy (Local Assessment)- Target: 70% proficiency	<i>93%</i>	<i>88.24%</i>	<i>TBD</i>
Percentage of ALL students earning a C or better in all courses: Target: Target: 75% or more of students to earn a C or better.	<i>73%</i>	<i>72%</i>	<i>70%</i>
Percentage of White students earning a C or better in all courses: Target: 75% or more of students to earn a C or better.	<i>77%</i>	<i>77%</i>	<i>75%</i>

<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011- 2012</i>	<i>Yr. 1 2012- 2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>Action Item 1.2 Create a Teaching and Learning Center Continued</i></b>			
Percentage of African American students earning a C or better in all courses: Target: 75% or more of students to earn a C or better.	<b>64%</b>	<b>66%</b>	<b>61%</b>
Percentage of Hispanic students earning a C or better in all courses: Target: 75% or more of students to earn a C or better.	<b>69%</b>	<b>67%</b>	<b>65%</b>
Percentage of students earning a C or better in Foundations Target: 65% or more of students to earn a C or better.	<b>59%</b>	<b>59%</b>	<b>63%</b>
Percentage of students earning a C or better in Academic: Target: 70% or more of students to earn a C or better.	<b>69%</b>	<b>68%</b>	<b>69%</b>
Percentage of students earning a C or better in Technical: Target: 90% or more of students to earn a C or better.	<b>87%</b>	<b>88%</b>	<b>84%</b>
Percentage of students earning a C or better in Math 1314 (QEP course): Target: 70% or more of students to earn a C or better.	<b>52%</b>	<b>49%</b>	<b>50%</b>
Percentage of students earning a C or better in Math 1314 (QEP course): Regular, ITV, ITV F-F, Online Target: 70% or more of students to earn a C or better.	<b>57% (Reg) 50% (ITV) 54% (ITVf-f) 24%(Online)</b>	<b>54% (Reg) 37%(ITV) 37%(ITVf-f) 36%(Online)</b>	<b>54% (Reg) 61% (ITV) 68%(ITVf-f) 67%(Online)</b>
Percentage of students earning a C or better in Psychology 2301 (QEP course): Target: 70% or more of students to earn a C or better.	<b>74%</b>	<b>69%</b>	<b>75%</b>
Percentage of students earning a C or better in Psychology 2301 (QEP course): Regular, ITV, ITV F-F, Online Target: 70% or more of students to earn a C or better.	<b>82% (Reg) 82% (ITV) 81% (ITVf-f) 65%(Online)</b>	<b>73% (Reg) 73% (ITV) 75% (ITVf-f) 63%(Online)</b>	<b>80% (Reg) 61% (ITV) 68% (ITVf-f) 67% (Online)</b>
Percentage of students earning a C or better in Biology 2401 QEP course): Target: 70% or more of students to earn a C or better.	<b>44%</b>	<b>47%</b>	<b>56.4%</b>
Percentage of students earning a C or better in Biology 2401 (QEP course): Regular and Online Target: 70% or more of students to earn a C or better.	<b>40% (Reg) 47%(Online)</b>	<b>57%(Reg) 25%(Online)</b>	<b>58% (Reg) 49% (Online)</b>
Percentage of students earning a C or better in Biology 2404 (QEP course): Target: 70% or more of students to earn a C or better.	<b>59%</b>	<b>54%</b>	<b>50.7%</b>
Percentage of students earning a C or better in Biology 2404 (QEP course): Regular and Online Target: 70% or more of students to earn a C or better.	<b>64% (Reg) 35%(Online)</b>	<b>58% (Reg) 34% (Online)</b>	<b>54% (Reg) 30% (Online)</b>
Percentage of students earning a C or better in History 1301(QEP course): Target: 70% or more of students to earn a C or better.	<b>60%</b>	<b>67%</b>	<b>69%</b>
Percentage of students earning a C or better in History 1301 (QEP course): Regular, ITV, ITV F-F, Online Target: 70% or more of students to earn a C or better.	<b>52% (Reg) 65% (ITV) 62% (ITVf-f) 67% (Online)</b>	<b>63% (Reg) 58% (ITV) 62% (ITVf-f) 72% (Online)</b>	<b>74% (Reg) 82% (ITV) 62% (ITVf-f) 63% (Online)</b>

<i>Priority Goal #1 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>Action Item 1.2 Create a Teaching and Learning Center Continued</i></b>			
IDEA Progress on Relevant Objectives: Target % of classes at or above the IDEA database average	<b><i>69%; 64% (Fall 11, Spr12)</i></b>	<b><i>64%; 64% (Fall12, Spr13)</i></b>	<b><i>70%; (Fall 13)</i></b>
IDEA Excellent Teacher: Target % of classes at or above the IDEA database average	<b><i>72%; 71% (Fall 11, Spr12)</i></b>	<b><i>68%;66% (Fall12, Spr13)</i></b>	<b><i>70%; (Fall 13)</i></b>
IDEA Excellent Course: Target % of classes at or above the IDEA database average	<b><i>65%; 64% (Fall 11, Spr12)</i></b>	<b><i>63%; 64% (Fall12, Spr13)</i></b>	<b><i>63%; (Fall 13)</i></b>
IDEA Summary: Target % of classes at or above the IDEA database average	<b><i>69%; 67% (Fall 11, Spr12)</i></b>	<b><i>67%; 66% (Fall 12, Spr13)</i></b>	<b><i>70%; (Fall 13)</i></b>
Math Readiness (Success Point Funding)	<b><i>148(FY11)</i></b>	<b><i>247(FY12)</i></b>	<b><i>TBD</i></b>
Reading Readiness (Success Point Funding)	<b><i>39.5(FY11)</i></b>	<b><i>112.5(FY12)</i></b>	<b><i>TBD</i></b>
Writing Readiness (Success Point Funding)	<b><i>34.5(FY11)</i></b>	<b><i>89(FY12)</i></b>	<b><i>TBD</i></b>
Students Who Pass First College-Level Math Course (Success Point Funding)	<b><i>730 (FY11)</i></b>	<b><i>700 (FY12)</i></b>	<b><i>TBD</i></b>
Students Who Pass First College-Level Read Course (Success Point Funding)	<b><i>556 (FY11)</i></b>	<b><i>598.5(FY12)</i></b>	<b><i>TBD</i></b>
<b><i>Action Item 1.3 Create a Veteran Student Services Center</i></b>			
Certificate completion rates-Veterans Target: representative of enrolled population	<b><i>8</i></b>	<b><i>9</i></b>	<b><i>12</i></b>
AA degree completion rates-Veterans Target: representative of enrolled population	<b><i>7</i></b>	<b><i>4</i></b>	<b><i>5</i></b>
AS degree completion rates-Veterans Target: representative of enrolled population	<b><i>8</i></b>	<b><i>7</i></b>	<b><i>4</i></b>
AAS degree completion rates-Veterans Target: representative of enrolled population	<b><i>7</i></b>	<b><i>7</i></b>	<b><i>8</i></b>
Fall to Fall Persistence rates for Veterans Target: representative of enrolled population	<b><i>40%</i></b>	<b><i>TBD</i></b>	<b><i>TBD</i></b>
GPA rates of Veterans	<b><i>TBD</i></b>	<b><i>TBD</i></b>	<b><i>12</i></b>

**Action Item 2.1:**  
**Reinforce the public recognition of Victoria College as a superior academic and career training institution.**

**Activity 2.1.1:**  
 Implement a comprehensive marketing and recruiting campaign. **IN PROGRESS**

**Activity 2.1.2:**  
 Implement a plan for communicating with prospective and current students. **IN PROGRESS**

**Action Item 2.2:**  
**Target recruiting to areas of high need and high impact.**

**Activity 2.2.1:**  
 Implement a plan to identify areas of high need and high impact. **COMPLETED**

**Activity 2.2.2:**  
 Implement a plan to offer financial incentives to target populations. **MOVED TO VC FOUNDATION**

## GOAL 2: MEET COMMUNITY NEEDS

*Action Plan 2.1.1.1-Launch Campaign; 2.1.2.1-Finalize new student communication plan.*

**Re-launched email & direct mail campaign April 2014:**

- 2 postcards featuring academic transfer students
- 10 emails promoting VC programs & services

**GenTX Day – May 2, 2014**

- VC led regional efforts
- Community-wide partnership promotes college-going culture



**CareerFocus-Two issues:**

- Winter 2014: academic transfer & adult learn
- Spring 2014: health careers, KEY Center

**Recruitment Activities/Events:**

- Fire Academy Field Day
- Nursing Field Day
- College & Career Expo
- Pirate Preview Days
- College-for-a-Day Events
- VC 101
- Apply Texas Day
- Scholarship Day
- TexPREP
- Math/Computer Science Day
- Ongoing Campus Tours

**Advertising:**

Movie theaters, Pandora, YouTube, Facebook, and radio used for “MORE” Campaign

*Action Plan 2.2.1.1-Identify target populations and target careers and develop/implement plan.*

**Target populations identified:**

<b>Victoria, Gonzales &amp; Calhoun HS Graduates</b>	<b>Ages 18-24, no college</b>	<b>Female householders, no male present</b>
<b>Ages 25+, no college</b>	<b>Males in all of the above categories</b>	





*Action Plan 2.3.1.1: Identify key stakeholders by category (school districts, business and industry, service organizations, municipalities, and economic development partners) and develop a contact list for the identified stakeholder entities, including descriptions of possible partnership initiatives and the roles each may play in the development of educational and economic improvement initiatives*

*Identification of key Victoria County stakeholders is on course for completion by June 2014.*

*Action Plan 2.3.2.1-Research educational and economic improvement initiatives, including Career Pathways, regional P-16 Councils, and “cradle to career” education models.*

***Nursing Career Pathway identified:***

-CNA will be a prerequisite for the LVN program beginning in fall 2014.



-Plans to develop at least one career pathway with an industrial trades focus.

*Action Plan 2.3.3.1-Identify high-growth, high-demand, and target industry sectors and occupations for the region and prioritize educational and training program development based on projected job openings, qualifications, and existing capacity and/or resources.*

-On track to present a finalized recommendation report to Administrative Council by the end of June 2014.

*Action Plan 2.3.4.1-Establish a research and development team and begin the communication process with area school districts to discuss dual credit expansion, including the development of dual credit for NCCER industrial trades courses/programs.*

-VISD recognizes VC with a “You Make a Difference Award” for being a partner in the education of VISD students for generations.

-Process Technology and Instrumentation courses scheduled for dual credit Fall 2014.



**Action Item 2.3:**  
**Cultivate and strengthen relationships with key stakeholders.**

**Activity 2.3.1:**

Identify key stakeholders.

**IN PROGRESS**

**Activity 2.3.2:**

Develop and Implement new Career Pathways Initiatives. **IN PROGRESS**

**Activity 2.3.3:**

Expand partnerships and contracts agreements with business and industry. **IN PROGRESS**

**Activity 2.3.4:**

Expand dual credit. **IN PROGRESS**

**Action Item 2.4:**  
**Strengthen partnerships with regional economic development entities.**

**Activity 2.4.1:**

Construct, equip, open and market availability and functionality of the Emerging Technology Complex. **IN PROGRESS**

**Activity 2.4.2:**

Identify, assess and respond to economic development opportunities and workforce needs throughout the service area. **IN PROGRESS**

**Activity 2.4.3:**

Ensure appropriate multi-media availability at the Welder Center to increase rental agreements. **IN PROGRESS**

***Action Plan 2.4.1.1-Construct Emerging Technology Complex and identify and develop new educational/training programs.***

***Emerging Technology Complex:***

- Complex construction is underway and progressing on-time/on-budget.
- Three new credit programs in development: ***Industrial Maintenance Mechanic, Machining and Oil & Gas Technology.***
- Introduction to Manufacturing***, a non-credit program, is in development.
- Safety courses will be designed for delivery in the Complex.
- Industrial Training Center building scheduled for substantial completion in August 2014.
- Conference and Education Center in Complex scheduled for substantial completion in January 2015.
- Tours underway to specific individuals and governmental/business/industry representatives to bring awareness of the Complex functionality and identify private philanthropic support/sponsorships.



***Action Plan 2.4.2.1-Identify and develop economic development, education and workforce training opportunities; 2.4.2.2-Implement listening sessions.***

***Presentations made to regional economic entities:***

- Presentations on programs, services, partnerships and philanthropic opportunities have been made to area economic development and governmental entities.
- VC leadership continues to meet with potential new business/industry to discuss VC's ability to meet workforce education and training needs.

***Action Plan 2.4.3.1-Conduct a gap analysis of Welder Center resources.***

***Gap analysis completed and improvements made to Welder Center:***

- Technology and infrastructure resource needs identified.
- Funding required for resources is approximately \$407,000.00.
- \$257,000.00 has been secured from public and private sources.
- The acoustical ceiling, AV system and sound improvements and a cinema projector have been procured and installed.
- A cinema screen, digital outdoor signage, assistive listening and in-house communication improvements and cinema surround sound will be purchased as donations/grants are secured.

<b>Priority Goal #2 Expected Outcomes:</b> <i>Victoria College will experience increases in student enrollment, academic transfer, and student completion in targeted programs leading to in-demand careers, as well as increases in resources, partnerships, and regional, state, and national recognition.</i>			
<i>Priority Goal #2 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012- 2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<i>Action Item 2.1 Reinforce the public recognition of Victoria College as a superior academic and career training institution.</i>			
Regional recognitions	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
State recognitions	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
National recognitions Closing the Gaps Target: at least one program or service nationally recognized	<i>1</i>	<i>TBD</i>	<i>TBD</i>
<i>Action Item 2.2 Target recruiting to areas of high need and high impact.</i>			
Target program student enrollment	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
Target program academic transfer	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
Target program student completion	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
Overall Participation: Closing the Gaps Target: 2015-4,600	<i>4,514 (fall11)</i>	<i>4,381 (fall12)</i>	<i>4,344 (fall13)</i>
African American Participation: Closing the Gaps Target: 2015-270	<i>221 (fall11)</i>	<i>215 (fall12)</i>	<i>229 (fall13)</i>
Hispanic American Participation: Closing the Gaps Target: 2015-1,600	<i>1,635 (fall11)</i>	<i>1,715 (fall 12)</i>	<i>1,807 (fall13)</i>
White American Participation: Closing the Gaps Target: 2015-2,700	<i>2,390 (fall11)</i>	<i>2,232 (fall12)</i>	<i>2,139 (fall13)</i>
Non-Credit Course Enrollment Total (unduplicated)	<i>3,736 (fall11)</i>	<i>TBD</i>	<i>2380*(1st &amp; 2nd Quarter Fall 2013)</i>
Fundable Contact Hours-Credit Courses Overall	<i>1,783,312</i>	<i>1,719,232</i>	<i>1,483,632</i>
Fundable Contact Hours-Academic Foundations Credit Courses	<i>194,688</i>	<i>158,064</i>	<i>136,592</i>
Fundable Contact Hours-Career, Health and Technical Professions Credit Courses	<i>705,344</i>	<i>686,112</i>	<i>553,264</i>
Fundable Contact Hours-Science, Math, and PE Credit Courses	<i>373,840</i>	<i>363,440</i>	<i>333,104</i>
Fundable Contact Hours-Arts, Humanities and Social Science Credit Courses	<i>509,440</i>	<i>511,616</i>	<i>460,672</i>
Continuing Education Funded Contact Hours Overall	<i>130,771</i>	<i>159,512</i>	<i>98,420</i>
Continuing Education Non-Funded Contact Hours Overall	<i>42,346</i>	<i>28,870</i>	<i>26,474</i>
Continuing Education Funded Workforce Development Contact Hours Overall	<i>43,153</i>	<i>56,738</i>	<i>32,369</i>
Continuing Education Funded Law Enforcement Contact Hours Overall	<i>24,789</i>	<i>26,331</i>	<i>23,029</i>
Continuing Education Funded Emergency Medical Contact Hours Overall	<i>7,368</i>	<i>9,215</i>	<i>9,024</i>
Continuing Education Funded Allied Health Contact Hours Overall	<i>55,461</i>	<i>67,228</i>	<i>43,022</i>

<i>Priority Goal #2 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<i>Action Item 2.2 Target recruiting to areas of high need and high impact continued.</i>			
Adult Education Enrollment	<b>576</b>	<b>553</b>	<b>TBD</b>
Non-credit Licensure Rates Licensure Rates-Nurse Aide/Home Health Aide attempting Examination	<b>69%</b>	<b>100%</b>	<b>TBD</b>
Non-credit Licensure Rates Licensure Rates- Nurse Aide/Home Health Aide Total Passing	<b>90%</b>	<b>95.6%</b>	<b>TBD</b>
Non-credit Licensure Rates Licensure Rates- Medication Aide attempting Examination	<b>57%</b>	<b>100%</b>	<b>TBD</b>
Non-credit Licensure Rates Licensure Rates- Medication Aide Total Passing	<b>100%</b>	<b>97.7%</b>	<b>TBD</b>
<i>Action Item 2.3 Cultivate and strengthen relationships with key stakeholders.</i>			
Number of Early Enrollment/Dual Enrollment Students Fall/Spring (unduplicated)	<b>549/496</b>	<b>619/572</b>	<b>640/593</b>
FTIC enrollment total (fall)	<b>906</b>	<b>692</b>	<b>760</b>
Cohort Transfer rates/Non-transfer completer rates-(5 year cohort)	<b>22.3%/</b> <b>17.2%</b>	<b>23.5%(174)/</b> <b>15.4%(114)</b> <b>(FY13)</b>	<b>TBD</b>
Percentage and number of VISD students who graduated and enrolled at VC the following fall semester.	<b>28.5%</b> <b>210/737 (FY 12</b> <b>grads-fall 12)</b>	<b>30.9%</b> <b>232/749 (FY13</b> <b>grads-fall13)</b>	<b>TBD</b>
Resources: Grants Received	<b>\$1,131,302.00</b>	<b>TBD</b>	<b>TBD</b>
Resources: Total Number of Students Receiving Financial Aid Awards (May reflect duplicated headcount)	<b>4,022</b>	<b>4,493</b>	<b>TBD</b>
Resources: Total Dollar Amount of Financial Aid Disbursed ( May reflect duplicated students)	<b>\$13,194,453.00</b>	<b>\$11,177,750.00</b>	<b>TBD</b>
Number of 2 + 2 plans and number of students completing targeted 2 + 2 plans.	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<i>Action Item 2.4 Strengthen partnerships with regional economic development entities.</i>			
Allied Health Employer Surveys-% average or better	<b>98.5%</b>	<b>100%</b>	<b>TBD</b>
Career and Technology Programs Employer Surveys-% average or better	<b>100%</b>	<b>100%</b>	<b>TBD</b>
Number of Welder Center events	<b>n/a</b>	<b>127 events</b>	<b>TBD</b>
Number of Museum of the Coastal Bend events	<b>108</b>	<b>86</b>	<b>TBD</b>

## GOAL 3: ENSURE INSTITUTIONAL EXCELLENCE

**Action Plan 3.1.1.1-Increase collaboration between departments;**  
**3.1.1.2- Increase communication.**

### ***Increased communication:***

- Eric Jensen, Marketing & Communications Specialist, volunteered to answer the questions under the alias of Captain Vic. Questions are submitted to Captain Vic who then researches the answer and reports back to the faculty.



**Action Plan 3.2.1.1-Implement Facilities Master Plan**

-Master Planning will resume in summer 2014.

**Action Plan 3.2.2.1-Implement Campus Master Plan**

### ***Creating a Safe Campus Environment:***

- Requirements for creating a safe campus physical environment studied and defined by the campus safety and security committee.
- Implementation of this activity incorporated into the campus safety plan.
- Emergency Management Plan completed and approved, additional electronic access control entrances were installed, and Phase 2 of the hardware/key system upgrade was completed. Phase 3 of the hardware/key system upgrade is planned for summer 2014.
- Training on several emergency response topics has occurred.



**Action Item 3.1:**  
Create a campus climate in which employees collaborate and communicate effectively.

**Activity 3.1.1:**  
Implement a plan to increase collaboration and communication. **IN PROGRESS**

**Action Item 3.2:**  
Create a unified, welcoming, and safe campus physical environment.

**Activity 3.2.1:**  
Create a unified and welcoming campus and physical environment. **IN PROGRESS**

**Activity 3.2.2:**  
Create a safe campus physical environment. **IN PROGRESS**

**Action Item 3.3:**  
**Implement a comprehensive plan for improving employee job performance.**

**Activity 3.3.1:**  
 Develop and implement an effective system of performance evaluation.  
**IN PROGRESS**

**Activity 3.3.2:**  
 Develop and implement an effective system of professional development, including a program designed to prepare employees for advancement and leadership roles.  
**IN PROGRESS**

**Action Plan 3.3.1.1-Gather, analyze and survey performance evaluation systems; 3.3.1.2-Develop and pilot performance evaluation system; 3.3.1.3-Implement an effective system of performance evaluation.**

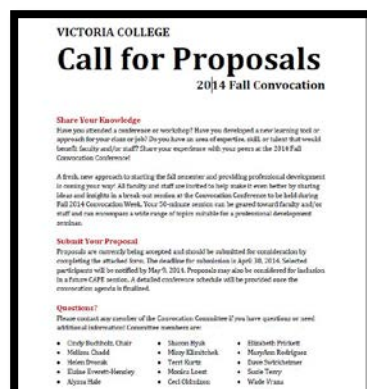
**Performance evaluation system:**

- Informal interviews of supervisors conducted to identify areas of concern with old performance evaluation process.
- New form/processes modified.
- New form/processes piloted in spring 2014.

**Action Plan 3.3.2.1-Create an environment and culture of continuous employee development by designing a training and development program that provides levels of training; 3.3.2.2- Design and implement a leadership development program that will give employees an opportunity to be better equipped to maximize their contributions to Victoria College. 3.3.2.3- Provide live and online seminars and workshops.**

**System of Professional Development:**

- Started New Employee Orientation sessions to introduce new employees to VC basics.
- Currently providing via CAPE and HR.
- A Call for Proposals has been sent out on 4/2014 to obtain staff and faculty who are interesting in conducting workshops.
- In May, 2014 a committee meeting was held to determine seminars/workshops to be offered from VC experts. These workshops are being provided during Fall Convocation 2014.





<b>Priority Goal #3 Expected Outcomes:</b> <i>Victoria College will exceed comparative college benchmarks on internal and external constituents' satisfaction with college infrastructure and campus climate and experience improved performance of employees and work groups</i>			
<i>Priority Goal #3 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b>3.1 Create a campus climate in which employees collaborate and communicate effectively</b>			
Pace Survey (5 point Likert-type scale)-Overall-does not include custom items Target: meet or exceed national benchmarks	<b>3.91</b>	<i>n/a</i>	<i>n/a</i>
Pace Survey (5 point Likert-type scale)- Institutional Structure (all employees) Target: meet or exceed national benchmarks	<b>3.63</b>	<i>n/a</i>	<i>n/a</i>
Pace Survey (5 point Likert-type scale)- Supervisory Relationships (all employees) Target: meet or exceed national benchmarks	<b>3.98</b>	<i>n/a</i>	<i>n/a</i>
Pace Survey (5 point Likert-type scale)- Teamwork (all employees) Target: meet or exceed national benchmarks	<b>4.03</b>	<i>n/a</i>	<i>n/a</i>
Pace Survey (5 point Likert-type scale)- Student Focus (all employees) Target: meet or exceed national benchmarks	<b>4.11</b>	<i>n/a</i>	<i>n/a</i>
Pace Survey (5 point Likert-type scale)- Custom (all employees) Target: meet or exceed national benchmarks	<b>3.57</b>	<i>n/a</i>	<i>n/a</i>
<b>3.2 Create a unified, welcoming, and safe campus physical environment</b>			
Noel-Levitz-Student Centeredness Scale Target: meet or exceed national benchmarks	<b>Gap .78</b>	<i>n/a</i>	<b>Gap .5***</b>
Noel-Levitz-Safety and Security Scale Target: meet or exceed national benchmarks 2011-2012***indicates mean difference between VC and national community colleges (gap=1.05) was significant at .001 and below benchmark	<b>Gap 1.46***</b>	<i>n/a</i>	<b>Gap .97***</b>
Noel-Levitz-Campus Climate Scale Target-Meet or exceed Nat. Benchmark 2010-2011 ***indicates the mean difference between VC and national community colleges (gap=.71) was significant at .001	<b>Gap .77***</b>	<i>n/a</i>	<b>Gap .5***</b>
VC Facilities Master Planning process as a useful process of institutional improvement.	<b>92.9</b>	<b>92.6</b>	<b>87.7</b>

<i>Priority Goal #3 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b>3.3 Implement a comprehensive plan for improving employee job performance</b>			
Noel-Levitz-Instructional Effectiveness Target: meet or exceed national benchmarks 2011-2012* indicates the mean difference between VC and national community colleges (gap=.75) was significant at .05 and below benchmark	<b>Gap .77*</b>	<b>n/a</b>	<b>Gap .56***</b>
Noel-Levitz-Academic Advising Effectiveness Scale Target: meet or exceed national benchmarks	<b>Gap .80</b>	<b>n/a</b>	<b>Gap .73***</b>
Noel-Levitz-Admissions and Financial Aid Effectiveness Scale Target: meet or exceed national benchmarks	<b>Gap .93</b>	<b>n/a</b>	<b>Gap .91***</b>
Noel-Levitz-Campus Services Scale Target-Meet or exceed Nat. Benchmark	<b>Gap .64</b>	<b>n/a</b>	<b>Gap .38***</b>
Noel-Levitz-Registration Effectiveness Scale Target-Meet or exceed Nat. Benchmark 2010-2011-**indicates the mean difference between VC and national community colleges (gap=.84) was significant at .01 and below benchmark	<b>Gap .90**</b>	<b>n/a</b>	<b>Gap .54***</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Administrative Services Overall	<b>98.9</b>	<b>100</b>	<b>96.6</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Student Services Overall	<b>100</b>	<b>100</b>	<b>99</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Instructional Services Overall	<b>97.1</b>	<b>98.2</b>	<b>97.9</b>
VC Operational Planning & Assessment process (unit plans) as a useful planning, budgeting, and decision making tool.	<b>92.9</b>	<b>92.5</b>	<b>87</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Business Office Services Quality/Courtesy, professionalism, and/or cooperation	<b>98.8/94.2</b>	<b>96.5/97.8</b>	<b>97.9/96.5</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Central Stores Quality/Courtesy, professionalism, and/or cooperation	<b>100/100</b>	<b>100/100</b>	<b>98.8/98.6</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with College Bookstore Quality/Courtesy, professionalism, and/or cooperation	<b>98.7/98.5</b>	<b>94.2/100</b>	<b>96.2/97.8</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Purchasing Department Quality/Courtesy, professionalism, and/or cooperation	<b>93.6/95.4</b>	<b>100/97.4</b>	<b>95.2/98.7</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Payment Center Quality/Courtesy, professionalism, and/or cooperation	<b>90.6/91.1</b>	<b>100/96.8</b>	<b>96.1/98.5</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Human Resources Quality/Courtesy, professionalism, and/or cooperation	<b>97.8 &amp; 92.0/98.9</b>	<b>96.9 &amp; 80.6/98.4</b>	<b>94.9 &amp;92/98.3</b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with The Cove/Subway Quality/Courtesy, professionalism, and/or cooperation	<b>87.0/74.0</b>	<b>82.0/83.3</b>	<b>93.3/90.0</b>

<i>Priority Goal #3 Key Performance Indicators</i>	<i>Baseline 2011-2012</i>	<i>Yr. 1 2012-2013</i>	<i>Yr. 2 Interim (does not include summer 2014)</i>
<b><i>3.3 Implement a comprehensive plan for improving employee job performance continued</i></b>			
VC Faculty-Staff Opinion Survey-% not dissatisfied with Café Espresso Quality/Courtesy, professionalism, and/or cooperation	<b><i>96.0/94.1</i></b>	<b><i>93.1/93.1</i></b>	<b><i>96.7/98.4</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with The Grind Quality/Courtesy, professionalism, and/or cooperation	<b><i>97.0/96.0</i></b>	<b><i>86.7/86.7</i></b>	<b><i>92.6/94.4</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Physical Plant Quality/Courtesy, professionalism, and/or cooperation	<b><i>97.6/96.4</i></b>	<b><i>98.2/96.6</i></b>	<b><i>97.4/99.1</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Technology Services Quality/Courtesy, professionalism, and/or cooperation	<b><i>98.9/98.9</i></b>	<b><i>96.8/96.8</i></b>	<b><i>99.2/99.2</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Security Quality/Courtesy, professionalism, and/or cooperation	<b><i>96.7/95.6</i></b>	<b><i>96.8/96.7</i></b>	<b><i>100/100</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Institutional Effectiveness, Research and Assessment Quality/Courtesy, professionalism, and/or cooperation	<b><i>82.9/75.8</i></b>	<b><i>69.6/86.4</i></b>	<b><i>91.6/96.9</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Special Projects Quality/Courtesy, professionalism, and/or cooperation	<b><i>83.3/84.8</i></b>	<b><i>78.9/84.2</i></b>	<b><i>90.1/91.9</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Marketing/Public Information Quality/Courtesy, professionalism, and/or cooperation	<b><i>98.4/100</i></b>	<b><i>97.1/97.1</i></b>	<b><i>93.1/98.2</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Phone and Mail Communications Quality/Courtesy/professionalism, and/or cooperation	<b><i>100/100</i></b>	<b><i>97.1/96.9</i></b>	<b><i>98.9/99.0</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Print and Graphics Quality/Courtesy, professionalism, and/or cooperation	<b><i>100/100</i></b>	<b><i>100/100</i></b>	<b><i>100/100</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Institutional Advancement Quality/Courtesy, professionalism, and/or cooperation	<b><i>97.0/97.0</i></b>	<b><i>81.3/93.3</i></b>	<b><i>97.5/98.8</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Admissions and Records/Welcome Center Quality/Courtesy, professionalism, and/or cooperation	<b><i>88.5/91.5 (welcome center only- 93.9/92.3)</i></b>	<b><i>92.1/95.0</i></b>	<b><i>96.5/94.3 (welcome center only- 96.5/94.3)</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Advising and Counseling Quality/Courtesy, professionalism, and/or cooperation	<b><i>92.5 &amp; 93.3/95.2</i></b>	<b><i>90.6/97.5</i></b>	<b><i>94.7/97.8</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Student Employment and Childcare Quality/Courtesy, professionalism, and/or cooperation	<b><i>100/100</i></b>	<b><i>n/a/95.7</i></b>	<b><i>n/a/98.2</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Financial Aid Quality/Courtesy, professionalism, and/or cooperation	<b><i>91.5/96.2</i></b>	<b><i>96.6/96.8</i></b>	<b><i>100/98.7</i></b>
VC Faculty-Staff Opinion Survey-% not dissatisfied with Student Activities and Student Center Operations Quality/Courtesy, professionalism, and/or cooperation	<b><i>81.8/93.1</i></b>	<b><i>81.8/88.9</i></b>	<b><i>93.8/92.6</i></b>