

# THE VICTORIA COLLEGE

2004 - 2005

Institutional Effectiveness Plan

End-of-Year

SUMMARY REPORT



**Start here. Go far.**

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## VICTORIA COLLEGE MISSION

The Victoria College is a multipurpose open-access public community college serving Victoria and the surrounding counties. Its mission is to create and provide high-quality educational programs and services that fulfill the needs of the individual and the community for intellectual growth, workforce training, and cultural and personal enrichment.

*I. The College will use the traditional classroom and distance education technologies to provide the following credit and non-credit educational programs.*

- **University Transfer** - Academic courses applicable to the baccalaureate degree that effectively meet the educational needs of students planning to transfer to a university and ensure that all College associate degree graduates are competent in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.
- **Workforce Education** - Workforce education designed to satisfy local and regional employer demands, effectively meet individuals' workforce training needs, and ensure that all College Associate of Applied Science degree graduates are competent in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.
- **Developmental Education** - Developmental education courses designed to prepare students effectively for success in college-level studies.
- **Continuing Education** - Continuing education courses that effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training.
- **Adult Education** - Adult education, basic skills, and English as a second language instructional programs that effectively accomplish these specific educational needs of our adult constituency.

*II. The College will provide all educational and administrative support services that are necessary to effectively promote its mission and to ensure all students have the opportunity to pursue their higher education goals.*

*III. The College will provide opportunities to enhance the community's quality of life through intellectual and cultural events.*

## VICTORIA COLLEGE STRATEGIC GOALS

As Victoria College works to effectively accomplish its day-to-day operations and to pursue initiatives designed to address strategic issues, it will continuously strive to improve the following goals.

1. **Outreach:** Victoria College outreach initiatives\* will increasingly improve access to College educational programs and student services. (\*Recruiting, dual-credit, distance education, and adult education programs; related grant initiatives; and cultural events)
2. **Retention:** Victoria College will improve student retention and increase the numbers of its students who persist until they successfully complete their educational program, transfer to a university, and/or enter the workforce.
3. **Excellence:** Victoria College will strive for excellence in all instruction and services provided.
4. **Efficiency:** Victoria College will continue to be a good steward of entrusted resources, and look for new ways to streamline processes and accomplish more with the same or fewer resources.
5. **Service:** Victoria College faculty and staff will make every effort to be courteous and provide timely service to all students and fellow staff members.

## VICTORIA COLLEGE STATEMENT OF VALUES

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

- Integrity and honesty, teamwork and loyalty, openness and equal opportunity;
- Respect for the unique characteristics and abilities of individuals regardless of age, gender, race, religion, or disabling conditions;
- The right of individuals to pursue their desired levels of education; and
- Stewardship of entrusted resources.

## EXECUTIVE SUMMARY

- I. Introduction.** The Victoria College's End-of-Year Report is a snapshot of the evaluation of goal attainment, analysis of evaluation results, and the comprehensive introspection that occurs continually at The Victoria College. It validates the strengths of the academic and support programs as well as acknowledges specific areas which are in need of improvement. After the executive summary, each Division under Instructional Services, Administrative Services, Student Services and Administrative Staff provides its own unit-level summary indicating its progress in supporting the College Mission.
- II. Evaluation Results.** The information below describes College wide performance results as they pertain to the Success Factors put forth in the 2003-2005 Institutional Effectiveness Action Plan where data are available.

### Success Factor 1:

#### 1. University Transfer Student Retention and Success:

- a. Academic-Transfer student retention
- b. Annual number of core-curriculum completers
- c. First-year university outcomes of students who transfer from Victoria College

#### **Benchmarks:**

- c. University first and second semester GPA and retention will be as good or better than other transfer and native students (When data are available).
- Due to new privacy laws, information pertaining to transfer students has been limited. However, Texas State College was willing to share data on transfer student performance.
  - According to the most recent data received, Victoria College transfer students maintained a GPA above GPA's achieved by other transfer students at the reporting institution.
  - The university reporting fall to fall retention rates indicated that Victoria College students achieved a 93% retention rates and students transferring from other 2 year institutions achieved only an 81% retention rate.

### Success Factor 2:

#### 2. Workforce Education Student Retention and Success:

- a. Workforce student retention
- b. Number of graduates per workforce program
- c. Workforce graduates' employment/success rates
- d. Workforce graduate and employer follow-up survey results
- e. Licensure/certification results

#### **Benchmarks:**

- b. Five graduates per year per program
- c. Employment/success rate – 85%
- d. Satisfaction rate of graduates and their employers – 80%
- e. Licensure/certification pass rate – 90%

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- The numbers of graduates per program met or exceeded the target of five in all areas except Process Technology, Criminal Justice AAS, Accounting AAS, and Emergency Medical Tech AAS. Due to historically low enrollment, the Criminal Justice AAS and Accounting AAS Programs were dropped as degree options and expired on August 31, 2005. They are currently only available to students that were enrolled in those programs prior to elimination of the degree option.
- Due to changes in data reporting by two state agencies, the number of graduates employed, pursuing higher education, or serving in the military can only be collected through a follow-up survey. Results from the follow-up survey indicate that 92% of respondents were employed, serving in the military or seeking additional higher education.
- One hundred percent of graduates and employers indicated the graduate's overall competency on the job after completing the workforce program was average or better.
- The percent of total Allied Health graduates passing the licensure exam on the first attempt remained at 89%, but fell short of the Success Factor target of 90%. The total pass rate for Allied Health graduates attempting the licensure exam was 91%. Seventy-nine percent of graduates from the Public Service Programs attempting the licensure exam passed on their first attempt, falling short of the Success Factor target. The total passing rate for Public Service graduates attempting the licensure exam on subsequent attempts increased from 81% to 92%.

#### Success Factor 3:

#### 3. Developmental Education Student Access, Retention, and Success:

- a. Developmental student retention
- b. Progress within the developmental program
- c. Passing the THEA
- d. Access to and outcomes in first college corollary course

#### **Benchmarks**

- a. 70% of students who are enrolled in an 0301 level developmental education course will become TSI complete
  - b. 70% of students who enrolled in MATH 0301 and earn a B or better will earn a C or better in MATH 0303 or MATH 1332.
  - c. 70% of students who are enrolled in and successfully complete ENGL 0301, READ 0301, or MATH 0303 will earn a C or better in the first college corollary course.
- 73% of students enrolled in ENGL 0301 completed the course
  - 52% of students enrolled in ENGL 0301 passed the writing portion of THEA
  - 88% of students enrolled in READ 0301 completed the course
  - 68% of students completing READ 0301 passed with a C or better
  - 90% of students enrolled in READ 0300 completed the course
  - 61% of students completing READ 0300 passed the course with a C or better
  - 54% of students completing READ 0301 passed the reading portion of THEA with a score of 230 or better
  - 46% of students completing READ 0300 passed the reading portion of THEA
  - 51% of all students receiving a B or better in READ 0301 completed their first college corollary course
  - 43% of those students received a C or better in their first college corollary course
  - 68% of students enrolled in a developmental math course completed the course with a C or better

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- 54% of students completed Math 0301 with a B or better and became TSI complete in Math
- 43% of students who completed Math 0303 made a C or better in their first college corollary course
- Future Plans and Success Stories address new strategies that are being implemented to achieve 70% success in all defined areas

**Success Factor 4:**

**4. Adult Education Student Success and Eventual Access to College Credit Courses:**

- a. Adult education student demonstrated progress
  - b. Number of adult education students who pass the GED
  - c. Number of adult education students who enroll in VC
  - d. Access to and outcomes in first college corollary course
- The number of students demonstrating progress, progressing to the next level, and passing the GED fell from the previous year.
  - The total number of students enrolled in the Adult Education program dropped by 68 from 898 to 830, but contact hours increased from 71,668 to 73,056. The percentage of students progressing to the next level and passing the GED increased from the previous year.

**Success Factor 5:**

**5. Continuing Education Student Access and Success:**

- a. Annual number of contracts for training with businesses and organizations
- b. Open enrollment in non-credit courses by quarter and annually
- c. Course completer satisfaction with course content and instructor performance
- d. Contract business/organization satisfaction with College provided training

**Benchmarks**

- c. Course completers' satisfaction rate – 85%
  - d. Contract organizations' satisfaction rate – 85%
- Continuing Education experienced a 98% satisfaction rate from students as well as a 98% satisfaction rate from employers surveyed, thereby exceeding the Success Factor target.

**Success Factor 6:**

**6. Student Access, and Diversity:**

- Enrollment of total credit students and various sub-groups by semester and by ethnicity

**Benchmarks**

- Student body to reflect service-area ethnicity
- Strategic Enrollment Management Objectives 1-3

1. Increase the total number of fall first time in college (FTIC) freshmen by 5% each year.
2. Increase the total fall enrollment by 2% each year.

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3. Increase the percent of Black and Hispanic student representation in total fall enrollment and in fall FTIC enrollment until these groups reflect the ethnicity of the service area.
  - Minority student enrollment increased as a percent of total enrollment in the Fall 2004 Semester, reaching 38.18%. This constitutes a 1.33 percentage point increase over the Fall 2003 Semester.
  - FTIC enrollment decreased by 5.4% from 778 in fall 2003 to 736 in fall 2004.
  - Total fall enrollment decreased by 4.9% from 4,244 in fall 2003 to 4,036 in fall 2004.
  - The percent of Black and Hispanic student representation increased from 34.8% of total enrollment in fall 2003 to 36.42% in fall 2004. The Black student representation rose from 4.3% to 4.4%.
  - The percent of Black and Hispanic student representation increased from 41.2% of FTIC enrollment in fall 2003 to 43.75% in fall 2004.

**Success Factor 7:**

**7. Student Retention and Success:**

- Retention rates of total credit students and various sub-groups by ethnicity

**Benchmarks:**

- No more than 12% total withdrawals and 25% course load reductions
- Course completion rate – 85%
- Strategic Enrollment Management Objectives 4 – 7

4. The percent of fall course completers, and fall-to-spring and fall-to-fall retention rates will increase, and there will be no significant differences between ethnic categories.
5. The rate at which first time in college (FTIC) students graduate, transfer, and persist within three years will increase and there will be no significant differences between ethnic categories.
6. The total number of students and the number of Black and Hispanic students within the total who complete Associate Degrees and certificates in an academic year will increase until the College's Closing the Gaps Success Targets are reached.
7. The total number of students who complete Associate Degrees and certificates in Electronics and Instrumentation, Computer Science, Process Technology, and Allied Health Programs will increase annually until the numbers reach the College's Closing the Gaps Success Targets.

- Unduplicated total withdrawal rate was 7.7%
- Unduplicated course load reduction rate was 20%
- Fall course completers rose from 80.93% in the fall of 2003 to 83.97% in the fall of 2004
- Fall to spring retention rate rose from 70.7% in 2003-2004 to 71.92% in 2004-2005
- Fall to fall retention rate increased from 43.82% in 2003-2004 to 44.4% in 2004-2005
- Less than 3 percentage points separated all ethnic groups in 2004-2005 course completion rates with Hispanic students completing at the lowest level (82.37%) and whites completing at 84.87%
- Less than 5 percentage points separated all ethnic groups in 2004-2005 fall to spring retention rates with Blacks being retained at the rate of 67.98% and whites being retained at the highest level (72.84%)
- More than 12 percentage points separated the ethnic groups in the 2004-2005 fall to fall retention rates with Hispanics having the highest retention rate of 48.41% followed by whites with a rate of 42.79%. The ethnic category of Other, with a very small population, had the lowest retention rate at 36.62%.

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- FTIC graduating within three years fell from 13.2% in the fall of 2001 cohort to 12.69% in the fall of 2002 cohort but the Hispanic rate increased from 5.56% to 9.82%.
- Fall to spring First Time in College (FTIC) retention rates increased from 78.15% in 2003-2004 to 78.94% in 2004-2005
- Fall to fall FTIC retention rates increased from 49.74% in 2003-2004 to 50.14% in 2004-2005
- The largest differences in the major ethnic groups for FTIC retention rates was less than 1% in fall to spring and less than 4% in fall to fall retention rates.
- The total number of degrees and certificates awarded to minority students decreased from 186 in 2003-2004 to 166 in 2004-2005.
- The total number of Workforce and Allied Health degrees and certificates decreased from 444 in 2003-2004 to 435 in 2004-2005 with Workforce certificates declining by 14 and AAS degrees increasing by 5.

#### Success Factor 8:

##### 8. Faculty and Staff Diversity:

- Annual number of faculty and staff by category of employment and by ethnicity

##### **Benchmark:**

- Faculty and staff to reflect service-area ethnicity
- While the ethnicity of the faculty and staff does not currently reflect the ethnicity of the service area, advances have been made over the last three years.
- The percent of the staff population that is Hispanic has gone from 29% to 30%, and the percent of the staff population that is Black or Asian has remained at 6%.
- The percent of the faculty population that is Hispanic has gone from 8% to 6%, and the percent of the faculty population that is Black or Other has remained at 3%.

#### Success Factor 9:

##### 9. Quality Cultural Programs:

- List annual College-sponsored and College hosted events and attendance
- Within its objective to provide diverse opportunities and activities to students, Student Activities, along with the rest of Student and Instructional Services provided various cultural activities throughout the year. These were in the form of musical and drama productions, informational lectures and workshops, cultural day celebrations and art shows.
- The K.E.Y. Center provided over 687 contact hours in cultural activities for 155 students participating in the Student Support Services Program.
- The Museum of the Coastal Bend provided students, faculty, staff, community members and area schools the opportunity to learn and experience local history through permanent and traveling exhibits, as well as numerous lectures and activity days.
- The Victoria College continued to enrich the local and surrounding communities by offering a wide variety of events such as the Lyceum Lecture Series, drama productions, art shows and choral concerts

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**Success Factor 10:**

**10. Stewardship**

- a. Classroom utilization
- b. Fiscal ratio – Total current assets (current funds) to total current liabilities (current funds)
- c. Utility consumption and energy management data

**Benchmark:**

- b. Fiscal ratio = 1:1 or greater

- Classroom utilization during daytime hours increased every day; increases ranged from 5% to 11%.
- Week day evening classroom utilization decreased every day but Friday when it remained the same. There continues to be a significant increase in on-line class enrollment which probably reflects the student population who in the past enrolled in a significant number of night classes. This increased space availability leads to the possibility of increasing continuing education offerings in the evenings throughout the campus.
- The fiscal ratio for 2004-2005 was 1:1.81 which is well above the success factor target.
- Utility consumption and energy management data continue to be tracked and monitored by the physical plant to ensure the college is operating efficiently.

**Success Factor 11:**

**11. Quality Support and Customer Service in Administrative and Student Services:**

- a. Annual “Student Opinion Survey” results
- b. Annual “Faculty & Staff Opinion Survey” results
- c. Focus group interviews

**Benchmark:**

- a. Student satisfaction rate – 90%
  - b. Faculty & staff satisfaction rate – 90%
- Over 90 percent of student respondents indicated they were neutral, satisfied, or very satisfied with the Administrative Services listed on the Student Opinion Survey.
  - Ninety-six percent of faculty and staff respondents indicated they were neutral, satisfied, or very satisfied with the overall quality of Administrative Services provided.
  - Eighty-six to ninety-nine percent of student respondents indicated they were neutral, satisfied, or very satisfied with the quality of various support and customer services provided by Student Services.
  - Ninety-five percent of faculty and staff respondents indicated they were neutral, satisfied, or very satisfied with the overall quality of Students Services.

**Success Factor 12:**

**12. Overall Employee Satisfaction:**

- a. Annual “Faculty & Staff Opinion Survey” results
- b. Employee turnover/retention rate

**Benchmark:**

- a. Employee satisfaction with overall College work experience – 85%
- The following percentages from Faculty and Staff respondents indicated they were neutral, satisfied, or very satisfied with the College’s efforts to: recruit new employees -

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86%; provide professional development opportunities - 83% and retain employees - 72%.

**III. Future Plans.** The college has many plans in its future. One of the most exciting plans is the restructuring of the strategic planning process for the college. Beginning in the Spring of 2006 the college will begin pursuing efforts to obtain a Quality Texas distinction. The Criteria supporting the Texas Award for Performance Excellence provides a Baldrige-based methodology for organizations to achieve and sustain world-class performance. The Criteria are built upon the following set of interrelated Core Values and Concepts: visionary leadership, learning-centered education, organizational and personal learning, valuing faculty and staff, agility, focus on the future, managing for innovation, management by fact, social responsibility, focus on results and creating value, and systems perspective. The values and concepts are embedded beliefs and behaviors found in high-performing organizations. They are the foundation for integrating key requirements within a results-oriented framework that creates a basis for action and feedback. The benefits Victoria College will receive by implementing this process are immense. This process will provide the college with a working document for planning and assessment that will carry the college through decades of improvement and overall organizational effectiveness and capabilities.

Developmental Education continues to be a significant issue. The Victoria College Educational Specialist has been working with the Title V programmer to develop the Diamondback program. This program will allow faculty to view student success according to a variety of criteria. This will be extremely helpful in analyzing the effectiveness of the developmental courses and help identify areas where curriculum alignment may need adjustment. With support from The Victoria College Foundation, the Title V counselors established a summer bridge program in which at-risk high school seniors were targeted to participate in a summer math course to assist in obtaining a college-ready status. The program proved very successful and will not only be conducted again, but will be enhanced to include reading and writing.

#### IV. Strengths.

- **Workforce programs:** The Victoria College continues to strive for excellence in preparing students to enter the workforce. Faculty continues to upgrade their skills and knowledge in an effort to remain current with emerging technologies. Workforce faculty also advise students within their specific programs to ensure that students complete their degree/certificates in an efficient manner.
- **Continuing Education:** Victoria College, through its Continuing Education program, is developing online courses to better serve the needs of its constituents. Well qualified, highly skilled adjunct faculty provide excellent instruction in this area.
- **Career Center:** The Career Center has been revitalized to include many valuable training and career tips for students seeking employment. Employers throughout the service area provide job postings which are then made available to students. The job fair hosted by the College continues to grow each year and attracts employers of many facets to search for potential employees among the college's students. By helping students connect with potential employers, a financial opportunity to in fact stay in school may have also been created.
- **Campus Security:** The Victoria College has employed three state commissioned peace officers to be a part of our new staff. The police officers are vested with all the powers,

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### EXECUTIVE SUMMARY

privileges, and immunities of state peace officers and have the authority to enforce all applicable local, state, and federal laws as well as college rules and regulations. Together, they bring a combined (55) years of law-enforcement experience to The Victoria College. In addition, this transition has also included the hiring of two new civilian security officers with a third to be added in the very near future. Each member will be uniformed and readily identifiable.

- Museum: The mission of The Museum of the Coastal Bend is to enhance the appreciation and enjoyment of the region's heritage. The museum showcases the rich multi-cultural heritage of the mid-region of Texas. Since its opening on October 11, 2003, the museum has been host to many cultural events that help promote not only an appreciation for the region's past but also for the college's involvement in such enriching projects.

#### V. Areas Needing Improvement.

- Student Engagement: A study was performed during the Spring 2004 Semester to gauge the College's effectiveness in student engagement. More specifically, the study was conducted to see how involved students are with College faculty and staff, with other students, and with the subject matter being learned. The research tool used was provided by the Community College Survey for Student Engagement. Victoria College scored below the Consortium College average in 4 of the 5 categories. These four categories are Active and Collaborative Learning, Student Effort, Student-Faculty Interaction, and Support for Learners. The one category where Victoria College scored above the Consortium average was in Academic Challenge. The College will participate in this study again in the Spring of 2006 and anticipates marked improvements in all areas. The opportunity to participate in this national study provides the institution with data that will assist in focusing on what specific needs are important to our students.
- Developmental Education: Developmental Education has been a continuous concern of faculty and staff at Victoria College. In the Fall of 2005 a team of VC employees attended the Commissioner's Summit in Austin which focused on Developmental Education. Many strategies and concerns were discussed. Issues with Developmental Education have garnered the attention of institutions nationwide as well as state and national lawmakers. The VC team is investigating the possibility of becoming certified nationally in Developmental Education (NADE) to enhance the Developmental program. This is a highly complex certification and could take several years to accomplish.
- College Recruitment: While the College has seen success in recent semesters in total population numbers, the 2004-2005 academic semesters showed a slight drop in students. However, it is worth noting that since the Fall of 1999 there has been an overall increase of 6.3% and since the Spring of 2000 the increase has been 7.9%. The college continues to persist in recruitment efforts that will introduce higher learning to students who would not otherwise consider pursuing post-secondary educational opportunities. The College Connection program that is being piloted with Gonzales High School will allow VC employees to work with students to complete testing, financial aid applications, and an application to Victoria College. A large percentage of those high school seniors, if not all of them, will receive their high school diploma with an acceptance letter to Victoria College.

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- **Child Care:** Campus child care is becoming an increasingly larger need for our students. With the social and economic factors that students face today, we are seeing many more students who have to drop out or stop out due to child care issues.

#### VI. Success Stories. *Representative of each major area - more can be read in the unit summaries that follow.*

**Administrative Services:** The “People Make the Difference” promotions on the Human Resources web site have brought many compliments. It has encouraged employees to recognize others. An online maintenance form was implemented which allows the user to identify a problem and the appropriate supervisor to respond. As a result of student input, an outdoor sand volleyball court was designed and constructed by the grounds employees. Victoria College’s Physical Plant served as the general contractor for the renovation project of the Continuing Education Center which is anticipated for completion in October 2005. The College as a whole responded well to the threat from hurricane Rita. Campus Security, Physical Plant and Technology Services employees are to be commended for the job they did preparing the College for the hurricane.

**Instructional Services:** The ADN program received accreditation from the National League for Nursing Accreditation Commission. A site visit was conducted in October 2004 and confirmation of continuing accreditation was granted. This accreditation is valid for 8 years. In cooperation with Victoria Independent School District 60 High School freshmen students enrolled in Profit Magnet High School on the VC campus. The curriculum, Expeditionary Learning, engages students in activities that cross over multiple disciplines. College faculty has provided supplemental learning experiences for some of these classes.

**Student Services:** The College’s Early Alert System was piloted in Spring 2005. This computerized reporting system was designed to monitor and intervene with developmental education students at risk due to attendance, test performance, and/or other issues. This intervention initiative involved Faculty, the Title V Counselor and a designated counselor within Counseling Services. Based on its initial success, this strategy will be institutionalized beginning Spring 2006.

**Institutional Advancement:** The success of the annual campaign continues to grow. During the past seven years, over \$820,000.00 has been donated by local and area businesses, individuals and foundations. Through these contributions, the Foundation has been able to support approximately \$235,000.00 in scholarships, \$400,000.00 in endowed scholarships, \$95,000.00 in faculty/staff grants, and \$90,000.00 in program, facility and technology enhancements. In addition to the annual campaign, contributions in support of the Foundation’s efforts have increased the Foundation’s assets to nearly \$1.6 million.

## Auditorium

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Victoria College Auditoriums assist fulfilling the College's mission by providing quality service to its customers. The Fine Arts Auditorium and Johnson Symposium Center are multi purpose facilities serving the College departments and community groups. These facilities provide the opportunity to promote intellectual and cultural growth for the individual and the community.

#### **Objective 1**

Provide excellent service to all customers.

#### **Evaluation**

The evaluation method used to determine success of this objective is the post rental Question and Comment Survey completed by each renter. A satisfaction rating of 90% or higher is desired.

#### **Evaluation Results**

Comments from two renters indicate that they feel our policy on the use of "tripods" is too strict. However, per city ordinance and on the advice of the Victoria Fire Department, the policy will remain unchanged at this time.

#### **Strategy**

In order to achieve this objective, the department must act in a kind and courteous manner when interacting with all customers. The department will provide excellence to all customers by requiring employee training throughout the year in areas of service warranted, with an emphasis on customer service. The department will provide all Fine Arts Auditoriums and Johnson Symposium Center users with efficient personnel and proper equipment to ensure the retention of satisfied renters.

#### **Strategy Results**

Three new Auditorium Assistants have been hired. All have completed the standard written and "hands on" training program required of all new hires.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

It is the goal of the Auditoriums Management to procure and update all necessary equipment and make general improvements to both facilities as funding allows. Also, a campus wide Auditoriums Satisfaction Survey will be done each year in January to further track our progress.

#### **Strengths**

Communication  
Flexibility  
Positive relationship with community of renters and other local organizations

#### **Areas Needing Improvement**

Long term facilities improvement plan

#### **Success Story**

The Fine Arts Auditorium stage was replaced. In addition, a new, complete set of stage curtains has been installed.

## Bookstore

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Provide students and faculty with the necessary books, supplies and other related materials to meet the educational missions of The Victoria College and the University of Houston-Victoria while maintaining a high level of excellence in customer service. Provide quality food service to the campus community.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

The Student Opinion Survey and Faculty and Staff Opinion Survey will be used to evaluate the success of the objective listed above. A satisfaction rate of 90% or higher is desired. Records of employee training offered and attended will also be used to evaluate the success of this objective.

#### Evaluation Results

According to the survey results, we reached and exceeded our goal of 90% not dissatisfied in all areas except one. The bookstore hours of operation received an 89.6%. The other categories received the following marks.

STUDENT SURVEY (% not dissatisfied)

Overall store environment was welcoming - 95.9%

Helpfulness and courtesy of Bookstore Personnel - 96.5%

Quality and selection of store inventory - 94.8%

Quality & usefulness of Bookstore information on VC Web site- 94.0%

FACULTY SURVEY

Quality of Bookstore services provided to faculty and staff - 98.2%

Courtesy, professionalism, and/or cooperation of Bookstore personnel - 99.4%

#### Strategy

In order to achieve this objective, the departments must act in a kind and courteous manner when interacting with all customers. The departments primarily serve two different customers – students and faculty/staff.

The departments will provide excellence to all customers by requiring employee training throughout the year in all areas of service as warranted, with an emphasis on customer service training. The Bookstore will carry as many used books as possible to offer a lower cost option to our students. The Bookstore will also maintain a variety of affordable, quality gifts and convenience items to meet the needs of their customers. Food Service will provide fast food choices at a reasonable price.

#### Strategy Results

According to the survey results, our strategy of providing a friendly and courteous atmosphere is working.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Promote stewardship of College assets.

#### Evaluation

## Bookstore

### 2004-2005 Institutional Effectiveness End of Year Summary

This objective will be evaluated by using the end of year financial statement to compare the sales of used books as a percentage of sales versus new books. In addition, the end of semester buyback totals compared to previous buyback totals and the level of inventory remaining after each semester rush period will be used to evaluate this objective.

#### **Evaluation Results**

Used book sales, as a percentage of all textbook sales, increased by 4%. Our student buyback purchases increased by \$42,929 over the previous year which is a 15% increase.

#### **Strategy**

The Bookstore will promote stewardship of assets by educating students of the importance of selling books back during the buyback periods and by maintaining efficient inventories of required course materials.

#### **Strategy Results**

It seems that our students are understanding the importance of selling their books back in a timely manner. We had more buybacks during finals and less buybacks when the students came back for the beginning of the Fall semester.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

During this coming year, The Cove will be adding a Subway Sandwich shop which should have a huge impact on satisfying the majority of students and faculty.

Also this year, the Bookstore will be adding the new textbook management and Point of Sale system. The system will run faster which will decrease the amount of time students spend standing in line and it will introduce a true e-commerce site that will allow students to purchase books on-line and browse our inventory.

The Bookstore will also be going through its first major remodel and expansion. The expansion will allow for a more organized, attractive and comfortable shopping experience.

#### **Strengths**

The store's main strength is our ability to maintain a knowledgeable and friendly staff who care about our students and staff. The staff is conscious of its financial responsibilities and its responsibilities to students and staff.

#### **Areas Needing Improvement**

We can always try and improve our ability to streamline processes such as shipping, receiving and special orders.

#### **Success Story**

Even with decreases in enrollment and increases in online competition, the bookstore has been able to remain profitable by providing excellent customer service and expanding the gift item selections.

# Administrative Services

## Business Office/Comptroller

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Victoria College Comptroller/Business Office assist in fulfilling the College's mission by providing quality service to its stakeholders. The purpose of the Comptroller/Business Office is to account for, safeguard, and report the inflows and outflows of the financial resources of the College.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

The evaluation method that will be used to determine success of the objective listed above will be as follows:

1. The Student Opinion Survey and Faculty and Staff Opinion Survey will have at least 90% as satisfied or above.
2. Records of Business Office employee training offered and attended will reflect adequate training.
3. Dates on reports filed as compared to due dates will reflect the timely submission of information.
4. The Annual Independent Audit will show no findings related to reporting in the Schedule of Findings and Questioned Costs.
5. The Business Office web page will include employee access to a comprehensive package of financial information.

#### Evaluation Results

STUDENT OPINION SURVEY (% not dissatisfied)

Fee payment policies & procedures/on-line payments - 96.8%

Quality and usefulness of Business Office information on VC website - 96.3%

Overall environment was welcoming - 93.6%

Courtesy, professionalism, and/or cooperation of Business Office personnel - 93.6%

FACULTY/STAFF SURVEY (% not dissatisfied)

Quality of Business Office services provided - 95.9%

Courtesy, professionalism, and/or cooperation of Business Office personnel - 92.7%

Employee Training Record

Dec 04 - Government Treasurers Org. of Texas Winter Seminar (3 days) - Keith

Feb 05 - Fundware Users Meeting (2.5 days) - Keith, Laura, Lynda, Joanie

Jun 05 - Texas Public Funds Investment Act Training (1 day) - Keith

Jun 05 - TACCBO annual Conference (2.5 days) - Keith

Aug 05 - Today's Multi-Generational Workforce (1hour) - All Staff

Aug 05 - Cash Handling Seminar (1day) - Laura

Aug 05 - Truth in Taxation Seminar (1day) - Keith

The Business Office maintained a ten day turnaround for check processing to vendors.

Annual independent audit and files to outside agencies show that all required reports were filed on a timely basis with no findings.

#### Strategy

# Administrative Services

## Business Office/Comptroller

### 2004-2005 Institutional Effectiveness End of Year Summary

In order to achieve this objective, the Office must foremost act in a kind and courteous manner when interacting with all customers. The Office primarily serves four different customers/stakeholders as follows:

1. Students (Internal) - Registration and payment process
2. Faculty and Administration (Internal) - Procurement, payroll and information for planning
3. Vendors (External) - Procurement
4. Regulators (External) - Information reporting and compliance

The Office will provide excellence to all customers by requiring employee training throughout the year in all areas of service as warranted, with an emphasis on customer service training. Students will be better served by effectively and efficiently managing the College's registration payment process.

The Office will introduce an on-line payment option for credit students (non-credit payments went on-line in 2002.) After on-line payments have been successfully implemented, we will then offer access to on-line payment and management of all fees and fines including installment payments.

The faculty, administration, vendors and regulators will be served by providing accurate and timely financial information that is relevant to the user. The Office will continue to expand its web-based information to provide accurate current and historical data to users.

#### **Strategy Results**

This objective was met as the student and faculty/staff surveys indicate customer service satisfaction levels above the required 90%. In addition, all Business Office staff received adequate training in either customer service or areas specific to their duties when performing customer service. Outside vendors were served appropriately as shown by our quick accounts payable turnaround. All outside agencies requiring communication or reporting from the Business Office received accurate and timely filings.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Promote stewardship of College assets.

#### **Evaluation**

The evaluation method that will be used to determine success of the objective listed above will be as follows:

1. The Comptroller's internal control testing files will reflect adequate test results.
2. The Annual Independent Audit will show no findings related to internal control.
3. The Annual Independent Audit will show no findings related to the PFIA.
4. The Annual Independent Audit will show adequate collateral at the date of highest cash balance.
5. When awarding bids for depository contract, the Comptroller will recommend a financial institution that provides market value interest earnings and adequate collateral levels.

#### **Evaluation Results**

The Comptroller and the Business Office Manager performed surprise cash counts during the year, which resulted in no material findings. Immaterial findings were corrected by requiring additional training from supervisors.

The annual independent audit did not report any findings related to internal control or the Public Funds Investment Act (PFIA). The Investment Officers of the College received training related to the PFIA. The College's financial institution had adequate amounts of pledged collateral during the year and at no time did the College earn less than stated benchmark earnings on its funds.

# Administrative Services

## Business Office/Comptroller

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

The proper stewardship of assets involves two separate strategies. The first of which is to safeguard assets that would have a normal risk of loss. For the College these assets consist of cash, bank deposits, investments, inventories and fixed assets. The Comptroller/Business Office will minimize these risks by establishing policies and procedures that ensure a separation of duties and limit access to these high-risk assets. In addition, the Comptroller will test internal controls to assure the proper safeguarding of assets. All College funds will be deposited and invested in accordance with the Public Funds Investment Act (PFIA).

The second strategy of stewardship is to invest all earning assets to provide an adequate return on investment. As such, the Comptroller will deposit College funds needed for operations with a financial institution that provides adequate earnings and collateral.

#### **Strategy Results**

This objective was met. All evaluation results either met or exceeded expectations. Assets are being safeguarded appropriately and funds are being invested with prudence.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The primary future goal of the Comptroller/Business Office is for all students to be able to pay any tuition, fee or fine online, without having to go to the Business Office. However, the system is still not totally integrated with financial aid. We are also working towards a single system for payments. We currently have one system for credit courses and another for non-credit courses.

Working with the Financial Aid Office, the Comptroller/Business Office has begun to streamline some of its processes so that students who receive financial aid do not have to walk back and forth between offices. The goal is to introduce a new student system (ISIS) that will be totally integrated with Financial Aid. Students will be able to pay both credit and non-credit fees in one system. The system will be web enabled and students will be able to apply their financial aid online before payments are made.

Currently, the Business Office only allows credit cards for online payments. We will introduce E-Checks as an inexpensive alternative to credit cards. This method would allow students to enter check information online and payment would be immediate. In addition, the Business Office will start accepting American Express, debit cards and gift cards in 2005-2006.

#### **Strengths**

- Experienced staff
- Willing to be flexible with processes and procedures
- Ability to process paperwork quickly
- Cross-trained
- Investment experienced

#### **Areas Needing Improvement**

- Integration of payment process with Financial Aid
- Customer Service Training
- Current Interest Rates

#### **Success Story**

## Business Office/Comptroller

### **2004-2005 Institutional Effectiveness End of Year Summary**

In Fall 2003, the Financial Aid Office hired an outside peer group to examine our procedures related to Title IV. During that examination it was noted that Title IV refunds were prepared and batched in the Financial Aid Office around mid-semester then sent to the Business Office, electronically, for printing. The peer group asked that the Business Office take over the entire refund process and have the checks ready within two weeks of the ORD. We worked with the College programmers and implemented the new procedures starting with the Fall 2004 semester. We can now have the Title IV refund checks mailed to students within two days of receiving notice from the Financial Aid Office that awards are correct.

## Campus Security

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Victoria College Campus Security office assists in fulfilling the College's mission by providing quality service to its customers. The purpose of Campus Security is to provide security to all buildings on the campus, patrol parking areas and to provide assistance to anyone on campus.

#### **Objective 1**

Provide excellent service to all customers.

#### **Evaluation**

The evaluation method that will be used to determine success of the objective listed above will be the Student Opinion and Faculty and Staff Opinion Surveys. A satisfaction rating of 90% or above is desired. Records of employee training offered and attended will reflect that adequate training has taken place.

#### **Evaluation Results**

The evaluation results taken from both Faculty and Student surveys showed the Campus Security to be operating above the 90% satisfaction mark. The extended hours of operation and the increased visibility were a definite factor.

#### **Strategy**

In order to achieve this objective, Campus Security must act in a kind and courteous manner when interacting with all customers. Campus Security will provide excellence to all customers by requiring employee training throughout the year in all areas of service as warranted, with an emphasis on customer service training. By enforcing College rules and regulations, Security personnel are able to maintain order on campus.

#### **Strategy Results**

Campus Security is in the process of scheduling training in the Campus rules and regulations in order to provide better customer service to the college population.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Police and security personnel will be taking a refresher course in CPR/AED procedures and the proper use of the equipment. Training in customer relations and customer service will also be made available. Video cameras have been installed in the Technology Center and in the Continuing Education Center. In FY 2005-2006 Police and Campus Security will consist of (3) certified police officers and (3) security officers. Campus Security personnel will be more visible to students, employees and community members on campus.

#### **Strengths**

Campus Security increased its staff to better serve the campus community with increased visible security and extended hours of operation. Video cameras are now in operation in the new Technology Center and will soon be in operation in the Continuing Education Center.

#### **Areas Needing Improvement**

With the reorganization of Campus Security, training issues and visibility issues will be eliminated.

## Campus Security

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Success Story

We have hired a certified police officer as Chief of Police and Campus Security. Two additional police officers will be hired soon.

# Administrative Services

## Database Administration

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within The Victoria College Goals of providing educational and administrative support services that effectively promote the mission of the College, the purpose of the Database Administrator and Programmer is to design, implement, manage, and maintain the college wide information retrieval system.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

The goal of the department is to have at least 90% of respondents to the Annual Faculty and Staff Opinion Survey be satisfied or above with the services provided. Direct user feedback is obtained through the programming request survey which is submitted at the completion of each programming request.

#### Evaluation Results

Survey satisfaction ranged from 89.6% to 93.4% satisfied.

#### Strategy

In order to achieve this objective, the department must act in a kind and courteous manner when dealing with all customers. The department will provide quality work on all programming jobs to ensure user satisfaction. Programs will be developed according to agreed upon specifications and will be completed in a timely basis. In addition to programming, the department will maintain and support existing programs and keep current on emerging technologies.

#### Strategy Results

We recognize in this time when we are curtailing additions to VCIMS that there will be some people that may not be happy about lack of improvements provided. We had a department meeting to discuss the survey results and discussed ways to offset the impact of asking people to wait or do without system enhancements until the new system could be developed. We discussed the promptness of our responses and our attitude when dealing with customers.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

The Database Administration and programming department will continue to support the in-house software system. However, continued development and enhancement of the system will be halted.

#### Evaluation

The goal of the department is to have at least 90% of respondents to the Faculty and Staff Opinion Survey be satisfied or above with the services provided.

#### Evaluation Results

Curtailing enhancements to VCIMS has negatively impacted our customers satisfaction. Unfortunately, we do not anticipate improvement in these numbers until ISIS is in place.

# Administrative Services

## Database Administration

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy

The Database Administration and programming department will continue to support the in-house software system. However, continued development and enhancement of the system will be halted

#### Strategy Results

VCIMS has continued to run and perform adequately. We have had little to no down time in the last year.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Provide new and advanced functionality to faculty, staff and administration.

#### Evaluation

The design of the database will be compared to the rules of database normalization. The database design team will perform this review.

#### Evaluation Results

The database design is complete and has been reviewed for use in the Business Office and Financial Aid. 90% of the background software for the Business Office is complete and 65% of the background software for Financial Aid complete. 25% of the user screens for each of these areas have been completed. Only 10% of the reports for these areas are in place.

#### Strategy

Design a Database to be used in the new Integrated Student Information System (ISIS) for storing student and faculty information. The Database will allow storage of the student's academic record and financial obligations to the college. The database will be designed using established "Best Practice" techniques and will be normalized.

#### Strategy Results

One of our biggest concerns moving forward is user testing. Each area needs to devote time and resources to verifying the code meets the requirements and functions correctly and without errors. If errors are not identified early, our timeline will be missed.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

ISIS requirements for the Business Office and the Financial Aid Office will be gathered and documented.

#### Evaluation

The department head will sign off on the content and completeness of the document.

#### Evaluation Results

## Database Administration

### 2004-2005 Institutional Effectiveness End of Year Summary

Both the Business Office and Financial Aid have signed off on our requirements document. We are working to implement these requirements. There have been some minor additions/changes to the requirements.

#### **Strategy**

A committee of three representatives from each area has been chosen to participate in the gathering of system requirements. The department head, the department manager, and a system user comprise the group. There will be at least 3 meetings to cover each topic area of requirements. These meetings will be used to discuss area policy and system needs. A document will be produced describing system requirements from these meetings.

#### **Strategy Results**

These meetings have concluded and we currently are implementing the requirements.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

High level code design / plan for ISIS will be completed.

#### **Evaluation**

The final requirements documents will be reviewed and approved by the ISIS design team.

#### **Evaluation Results**

The code plan is complete and has been reviewed.

#### **Strategy**

Using the requirements design document, the ISIS design team will develop the following technical documents: Use case scenarios, class diagrams, and flow charts.

#### **Strategy Results**

We are currently implementing the code plan.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

We will continue to make progress toward the implementation of ISIS. This next year will be devoted to bringing the system online for the Business Office and Financial Aid. We will resolve any issues and make any enhancements needed to ISIS. The results of this implementation should be the elimination of a significant amount of manual work.

#### **Strengths**

We are doing a good job of defining the task. We are working well as a team to get these items implemented as quickly as possible.

#### **Areas Needing Improvement**

## Database Administration

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Success Story

The new ISIS system is extremely configurable. This will make system maintenance and enhancements in the future much easier. While it takes longer and is more difficult to program the system this way, the effort will be worth the benefits for both the users and the programmers.

# Administrative Services

## Human Resources/Payroll

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Human Resources/Payroll Department helps fulfill the mission of The Victoria College by:

1. upholding the College's commitment to equal employment opportunity and a diverse faculty and staff,
2. ensuring ethical employment practices and monitoring legal compliance,
3. expediting services to applicants, improving efficiency in payroll and benefits services to employees, and efficiency in reporting to external government agencies,
4. providing effective stewardship of information used and stored in the department.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

The department will use applicant-tracking system to measure the number of minority applicants for each position. The Department also will use completed Hiring Checklists to monitor the diversity among Screening and Selection Committees. The Texas Commission on Human Rights EEO Report will be used to measure annual increases in minority hiring. The Payroll Coordinator and Human Resources Director will use feedback from applicants to determine whether the in-house and the on-line job listing and application are helpful. The annual Faculty and Staff Survey will be used to measure the department's efficiency and service to employees.

#### Evaluation Results

Recruitment/Applicant Tracking: The HR Dept. recruited 1143 applicants which included overall minority representation as follows:

Asian or Other	21	(2%)
African American	68	(7%)
Hispanic	317	(33%).

Service to Applicants: Some favorable comments from applicants were made about the option of either using the online application in printable Word format or editable PDF format.

#### Strategy

The department will support the College's goal to increase diversity of faculty and staff through use of broadest recruitment methods and sources to obtain the desired applicant pools; by providing oversight and guidance to ensure diversity among the screening and selection committees, and during the screening and selection process to ensure inclusion of qualified persons from underrepresented groups, including persons with impairments. The department will also support the College's attainment of excellence by providing applicants easier and more efficient ways to apply for positions, by providing special assistance to applicants with language or other difficulties, and by providing efficient delivery of payroll and other employee services.

#### Strategy Results

Diversity: We filled 36 full time positions, but even though half of them were filled by minority applicants, this did not increase representation of Hispanics or African Americans in faculty jobs.

Service to Applicants: The scanning and electronic filing of applications has made it easier for applicants to apply for multiple positions during their 12-month active status (without needing to duplicate the application materials.) It has also reduced expense of copying applications for screening committee members.

Service to Employees: Faculty and Student Survey for 2004-05 showed a 95.8% satisfaction rate for Quality/Efficiency of benefits and payroll services; and a 95.7% satisfaction rate for Courtesy, Professionalism and Cooperation of staff.

# Administrative Services

## Human Resources/Payroll

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Promote stewardship of College resources.

#### **Evaluation**

The Payroll Coordinator and Human Resources Director will use ratings in the annual Faculty and Staff Survey to determine quality of service to employees. A reduction of paper forms for reporting time and attendance will be evident. The Human Resources Director will record Cost of Hire and Turnover Rate annually as part of the Year End HR Report. Effectiveness of staff training will be measured by participant surveys.

#### **Evaluation Results**

Reduction of Paper Forms: (paperless absence reporting system is not complete yet.)

Service to Employees: Faculty and Student Survey for 2004-05 showed a 95.8% satisfaction rate for Quality/Efficiency of benefits and payroll services; and a 95.7% satisfaction rate for Courtesy, Professionalism and Cooperation of staff.

#### **Strategy**

The department will Support the College's need to operate more efficiently by:

1. reducing costs of employee turnover and staffing,
2. improving the efficiency of payroll and attendance processing,
3. converting to more secure and efficient information storage, and
4. by training employees on the use of self-serve features available (ERS Online, Blue Access, HR web page).

#### **Strategy Results**

Costs of Employee Turnover: Our recruitment and staffing process for 36 hires cost \$57,793, or an average cost per hire of \$1,605. Employee turnover rate increased from 12% to 15%, so no decrease in cost occurred.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The paperless absence reporting system is within a few weeks of completion.

We will continue efforts to recognize and promote employee performance and quality service.

#### **Strengths**

Staff and Technology to continue high quality services.

#### **Areas Needing Improvement**

Recruitment efforts did not produce enough applicants, particularly for faculty jobs.

Employees' perceptions of our recruiting, hiring and orientation of employees received only a 79% satisfaction rating on the Faculty & Staff Survey.

A rate of employee turnover of 15% is too high.

# Administrative Services

## Human Resources/Payroll

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Success Story**

I thought the transition to performance-based pay went well. The first round of performance evaluations (Feb. '04) were higher quality evaluations than before. Merit Pay increases were given that totaled \$12,254. to nine employees, which proved to employees that performance does matter and will be rewarded.

The "People Make the Difference" promotions on the HR/VC web sites have brought many compliments. It has encouraged employees to recognize others. I think this will continue to improve morale.

# Administrative Services

## Mail/Telephone

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Victoria College Mail/Telephone departments assist in fulfilling the College's mission by providing quality service to its customers. The purpose of these departments is to provide mail and telephone services to the campus.

#### **Objective 1**

Provide excellent service to all customers.

#### **Evaluation**

The evaluation method that will be used to determine success of the objective listed above will be the Student Opinion and Faculty and Staff Opinion Surveys. A satisfaction rate of 90% or above is desired. Records of employee training offered and attended will reflect that adequate training has taken place.

#### **Evaluation Results**

The Faculty and Staff Opinion Survey (Spring, 2005) indicated a satisfaction rate of 98.8% for quality of services offered and 99.4% rate of satisfaction for courtesy, professionalism, and/or cooperation of personnel.

#### **Strategy**

In order to achieve this objective, the departments must act in a kind and courteous manner when interacting with all customers. The departments will provide excellence to all customers by requiring employee training throughout the year in all areas of service as warranted, with an emphasis on customer service training. These employees handle all incoming and outgoing mail for the campus and are the first contact for constituents calling the College.

#### **Strategy Results**

There has been no formal training during this period, but courtesy, professionalism, and cooperation with the mail and telephone constituents is an ongoing goal of the department personnel.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Continue giving the best service possible to our mail and telephone customers, even through the transition period of moving to another building on campus.

#### **Strengths**

The Mailroom/Telephone personnel can work effectively as a team or independently and are always willing to "go the extra mile" to help a customer.

#### **Areas Needing Improvement**

None

#### **Success Story**

By instigating the end of our mailing equipment lease with Pitney Bowes early, through a buy out plan with Office Systems 2000, we were able to save the College around \$1500 over a five month period at the end of the '04-'05 Plan Period.

# Administrative Services

## Physical Plant

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Victoria College Physical Plant Department's purpose is to provide comfortable, clean, functional facilities and an aesthetically pleasing landscape for all campus users. To accomplish this we will use the support services of Building Maintenance, Custodial, HVAC, Electrical, Landscape, Central Receiving and Stores, Recycling, and Construction Teams. These teams will continually improve their operations as they fulfill our purpose.

#### Objective 1

Provide excellent service to all our customers.

#### Evaluation

The two most significant tools for evaluations from outside the department are the Student Opinion Survey and the Faculty/Staff Survey. Our goal from both surveys is a satisfaction rate of 90% or higher in all stated categories. Achieving that indicates we are being successful with our two biggest customer groups. Records of employee training offered and attended will reflect adequate training.

#### Evaluation Results

The Faculty Survey showed there was an overall rating of 96.9% satisfaction with overall exterior and interior areas. This survey also showed there was less than a 90% satisfaction rating on the interior cleanliness of the buildings. Student Survey results showed there was a 98.1% satisfaction rating with the campus appearance.

#### Strategy

In order to achieve this objective, the department must act in a kind and courteous manner when interacting with all customers. The department will provide excellence to all customers by requiring employee training throughout the year in all areas of service warranted, with an emphasis on customer service and safety training.

Physical Plant employees will maintain clean and environmentally safe buildings. They will strive to maintain all HVAC systems at peak efficiency to provide comfortable temperatures in all buildings. Campus wide mail delivery service and central stores receiving and delivery will operate on a set daily basis. Special delivery and pick up needs will be handled upon request. Maintenance requests will be prioritized and responded to on a timely basis.

#### Strategy Results

There is continual effort to relate to the employees that they must provide courteous service to campus personnel and students. The Faculty Survey states this objective was met by a rating of 96.9%. Safety training meetings are set bi-monthly, with other meetings set to address any specific needs.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Promote stewardship of, and efficient use of, College resources.

#### Evaluation

Evaluations from outside the department come from direct administrative input from the Dean and President's Offices. Reports prepared by the Comptroller show usage and trends regarding use of electricity. Each supervisor is responsible for keeping records in their areas of responsibility to document activities and the results of daily business.

## Physical Plant

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Evaluation Results

Departments are cognizant of the funds needed to operate and maintain utilities, maintenance and support areas. Methods are found to perform the required tasks with the allotted budgeted funds. However, there are instances in construction and grounds where sufficient funds were not available to supply the needs of both areas.

#### Strategy

To achieve this objective, Physical Plant employees will promote efficient use of electricity by fully utilizing the energy management system, monitoring usage reports and using that information to adjust our systems. A sound preventative maintenance program will be maintained to anticipate equipment needs before failures occur and to identify potential hazards. To promote compliance with environmental laws, Physical Plant employees will collect recyclable materials and deliver to the appropriate recycling centers. Physical Plant employees will continue to support projects undertaken as part of the College Master Plan.

#### Strategy Results

The energy management system is not being used to its fullest extent at this time. There are plans to bid a non-proprietary system. Once the new system is in place appropriate personnel will implement the areas where cost savings could be noticeable.

A preventative maintenance plan is not in place at this time.

Recycle materials are collected and transported to recycling centers as required by law.

The Interim Physical Plant Director participated in identifying areas that needed to be addressed for the campus master plan.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

There are many future plans that will be needed in the next fiscal year.

1. Construction of half walls in the Student Center.
2. Cove renovations
3. Bookstore renovations
4. Media Service renovations to accommodate the Mail Room requirements
5. Display boxes for the Museum
6. Renovation of Allied Health
7. Renovations to VP Workforce Development office in Admin Building
8. Renovations to Language & Tutoring Center
9. Interior & exterior signage
10. Construction of furniture for Hallettsville and electrical lab
11. Construction of conference tables for CEC & VP Workforce Development

#### Strengths

There are several areas of strengths that should be addressed:

1. Supervisory personnel have the ability to direct employees in the tasks that are required to maintain the campus.
2. The employees are courteous and polite to all staff & students.
3. Priority daily maintenance requirements were handled in addition to the ongoing construction of the Continuing Education Center.
4. Hurricane preparedness plan was placed in operation in this fiscal year. Employees understood and responded to the plan to secure the campus in an orderly fashion.

## Physical Plant

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Areas Needing Improvement**

Particular areas of concern for needed improvement are:

1. Faculty survey indicated there was less than a 90% rating in regards to the cleanliness of all buildings. This is one area of concern and needs immediate attention.
2. The current grounds supervisor is identifying and correcting areas that have been neglected in the past fiscal years.
3. Identifying and cataloging all hazmat materials so they can be viewed in a single location by law enforcement personnel in an emergency situation.

#### **Success Story**

Continuing Education Center, a two story building, was gutted in the early spring. Physical Plant was directed to be the general contractor for this renovation project on April 19, 2005. The building was completed so that employees could occupy the building on October 10, 2005.

An online maintenance form was created and implemented. This online form allows the user to identify a problem and identify the supervisor that should respond. The majority of the areas needing attention are corrected within the same day they occur.

A volleyball court was designed with proper drainage and constructed by the grounds supervisor and employees. This court was constructed at a reduced cost than by an outside contractor.

# Administrative Services

## Purchasing Office

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Victoria College Purchasing Office assists in fulfilling the College's mission by providing quality service to its customers. The purpose of the Purchasing Office is to assist faculty and staff with their purchasing needs and to ensure that all state purchasing laws are followed.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

The evaluation method that will be used to determine success of the objective listed above will be the Faculty and Staff Opinion Survey. A satisfaction rate of 90% or higher is desired. Records of employee training offered and attended will reflect adequate training.

#### Evaluation Results

A satisfaction rating of 90% was not achieved but plans are ongoing to achieve this rating in the future. The total overall survey result was 88.95%. Employees are reminded to be courteous and professional.

#### Strategy

In order to achieve this objective, the Office must act in a kind and courteous manner when interacting with all customers. The Office will provide excellence to all customers by requiring employee training throughout the year in all areas of service as warranted, with an emphasis on customer service training. The Office conducts in-service training for new employees to improve the efficiency of the purchasing process. Bid workshops are held to help employees write specifications that ensure quality products are received. The Office would like to initiate and implement a web based purchasing shopping cart for Central Stores items that will improve the efficiency of the ordering process.

#### Strategy Results

Employee in-service training was offered to all divisions as new employees were hired. Very few actually participated in the training. There were instances where specific training was offered to individuals to solve any potential vendor problems.

Bid workshops were held with several departments. The specifications that were obtained through the bid workshops were much better than those that were not obtained through a bid workshop. The better specifications improved the quoted cost and the vendor participation.

The shopping cart was not developed because the programmers had a higher priority. Since this was known, a statement was issued in each specification if the vendor could offer a shopping cart as part of its regular service. There were some vendors that submitted a positive response and plans will be made to initiate the process.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

Coordinate with Technology and/or Distance Ed to:

1. implement fax capabilities on the computers located in the purchasing office to distribute bids
2. find additional methods to distribute bids by email without monopolizing email bandwidth storage
3. identify a means to have the bid specifications downloaded from the web with password protection that will identify the vendors that have picked up specifications.
4. create and publish a streaming video of purchasing procedures, policies and laws.

## Purchasing Office

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strengths**

1. Twenty-five years experience in purchasing
2. The versatility of the department to give courteous attention to customers' problems and the ability to find a solution to challenges, usually within one day.
3. Purchasing personnel can and will be available before and after regular hours and weekends, upon request.
4. The lengths taken to prepare bids to have commodities available for use by the consumer as soon as legally possibly
5. Considerable dollar bid awards were made to local vendors indicating more local vendor participation in the bid process.

#### **Areas Needing Improvement**

1. Continue to develop and reduce the amount of paper needed to distribute bids and bid information.
2. Communication between the purchasing office and the departments to provide valid information that will result in bid awards that will be a benefit to the end user. Invalid information given by the departments resulted in twenty re-bids. The re-bid process results in additional dollars being spent on advertising, paper, time, postage, phone cost and office supplies.

#### **Success Story**

1. No audit exceptions in the past fiscal year.
2. Ninety-five bid awards in a two month period for the next fiscal year.
3. Web page re-design has been accomplished and is more user friendly and informative than before.

# Administrative Services

## Technology Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Victoria College Technology Services department assists in fulfilling the College's mission by providing quality service to its customers. The purpose of the Technology Services department is to provide the College with the best computing and technology support possible within the framework of the priorities and resources of the College and to provide support for campus-wide administrative and academic computing as well as campus networking for data and video.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

The evaluation method that will be used to determine success of the objective listed above will be the Student Opinion and Faculty and Staff Opinion Surveys. A satisfaction rating of 90% or higher is desired. Records of employee training offered and attended will reflect adequate training.

#### Evaluation Results

Survey results ranged between 94.1% and 98.2% satisfied. The highest marks were for the staff's technical skill and the department's overall performance. The lower marks were for the availability and quality of student computer labs.

#### Strategy

In order to achieve this objective, the department must act in a kind and courteous manner when interacting with all customers. The department will provide excellence to all customers by requiring employee training throughout the year in all areas of service as warranted, with an emphasis on customer service training.

The students, faculty and staff are served by providing internet access and internet-based services, remote access to network services, reliable and uninterrupted services during scheduled class times, centralized file and print services and reliable network services to remote learning centers. In addition, this department installs software and repairs and updates computer hardware.

#### Strategy Results

The survey revealed that courtesy and professionalism were relatively high (95% satisfied - Student Survey, 96.3% Faculty/Staff Survey). The customers that were disgruntled with the department's service either didn't get the answer they wanted to hear or we weren't able to respond to their problem within the time frame that they wanted. Timeliness is generally a function of the number and severity of other problems that occurred around the same time as a particular customer's issue.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

2005-2006 will be a busy year for Technology Services; however, most of the campus will not physically see the results of the work. We will be upgrading the Business Office server, upgrading the Financial Aid System, upgrading the room management system, upgrading the WebCT (both hardware and software), replacing the wide-area network telephone system and network equipment, installing a new point-of-sale system for the Bookstore, and beta testing the latest version of Docuware, the College's document archival system.

We also plan to practice system restoration procedures for various servers. A practice schedule has not been drawn up, but we're thinking about restoring two systems each month. This would not impact any live systems. It should help us document restoration procedures and determine restoration time for each server. There are 35 servers on campus.

# Administrative Services

## Technology Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strengths**

The department's technical prowess remains its dominant strength.

#### **Areas Needing Improvement**

Need to document system interdependency to easily determine the effects of different servers and services being down.

#### **Success Story**

The response to hurricane Rita was very good. The time allowed to secure equipment before evacuation and the time allowed to reactivate the equipment allowed the entire college to return to normal business.

## Adult Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Adult Education Program is designed to provide learner-centered, holistic instruction in the core content areas and workforce education identified as Adult Basic Education (ABE) and Adult Secondary Education (ASE) and in English as a Second Language (ESL) for the purposes of providing the individuals and the communities with an opportunity to increase intellectual growth, workforce training, and cultural and personal enrichment.

#### Objective 1

Assist students in obtaining their General Education Development (GED).

#### Evaluation

1. Twenty percent of ABE students will obtain the GED.
2. Twenty-Eight percent of ABE students will complete an education functioning level (literacy level, beginning, low intermediate, high intermediate, low adult secondary, high adult secondary).
3. Fifty percent of ABE students will make progress within an educational functioning level (show gain in Reading, Language, or Math).

#### Evaluation Results

1. 12% of all ABE students obtained the GED; 38% of ABE students performing at the Adult Secondary Level (sub-category within ABE) obtained the GED; 9% of ABE students performing below the Adult Secondary Level obtained the GED.
2. 61% of ABE students completed at least one educational functioning level.
3. Of all ABE students, 51% showed gains in Reading, 47% showed gains in Language, and 43% showed gains in Math.

#### Strategy

Offer quality instruction in math, reading, science, social studies, and writing to provide students the skills and knowledge necessary to obtain the GED.

#### Strategy Results

As far as obtaining the GED, of the students entering at the Adult Secondary Level (ASE), the strategies indicate success, keeping in mind that many of those students may still be participating in class and that 91% of students enter the program functioning below the 9th grade level, while 9% enter at the 9th grade level or above.

The strategy results indicate that ABE students are improving basic skills to the degree that they are advancing through the educational functioning levels as established by the National Reporting System (NRS).

The strategies to ensure students achieve gains in Reading, Language, and Math worked for Reading in that the goal was met. The goal was not met in Language, but students showed a 2% increase from last year's performance. The math goal was not met; however steps have been taken to improve content delivery in this area.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Improve students use of the English language.

## Adult Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

1. Thirty percent of ESL students will complete an educational functioning level (literacy, beginning, low intermediate, high intermediate, low advanced, high advanced). b. Seventy percent of ESL students will show gain in Oral and 50% will show gain in literacy.

#### **Evaluation Results**

1. 67% of ESL students completed an educational functioning level.
2. 63% of the students showed gains in Oral functioning skills and 49% have shown gains in Literacy functioning skills.

#### **Strategy**

English as a Second Language (ESL) offers quality instruction in conversation fluency, reading, and writing to provide students with limited English proficiency the language skills necessary to live and work in this country.

#### **Strategy Results**

The strategies to deliver quality content are viable. Students are completing functioning levels. Goals were not met for showing gains in Oral and Literacy. These same strategies have proven successful according to past years' student performance. Lack of goal achievement in these two areas can be traced to data collection problems and turnovers in personnel that have already been addressed.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Increase enrollment/contact hours in the ABE Program.

#### **Evaluation**

1. The number of participants served will increase by 5% each program year; contact hours will increase 10%

#### **Evaluation Results**

The number of participants decreased by 7%, while contact hours increased by 2%.

#### **Strategy**

1. Continue expansion of services in Victoria and surrounding counties.
2. Continue recruitment efforts through community collaborations, advertisements, announcements, and brochures.

#### **Strategy Results**

1. Expansion of services was not feasible due to funding.
2. Recruitment strategies need to be re-evaluated, targeting community locations frequented by the target audience. Although the number of participants decreased, the retention rate of participants at the Adult Education Center increased on average by 25 contact hours per student (day and evening classes).

#### **Budget Results**

No funding outside the normal operational budget was required.

## Adult Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 4**

Counseling will be provided to move students through this program with greater satisfaction.

#### **Evaluation**

1. Collect data on students serviced and contact hours accrued.
2. Collect data on information requested/provided.

#### **Evaluation Results**

Data not available

#### **Strategy**

Schedule a counselor to be available to serve students at the sites that offer adult education programs in Victoria (Victoria County Jail, Family Connection Center, Silver City Neighborhood Resource Center, and the Adult Education Center) for a specified time during each week to provide information for local service agencies, referrals, and personal growth.

#### **Strategy Results**

Program restructuring and personnel changes resulted in on-site counseling services by one particular individual no longer being available. Instructors and staff members continued to provide information on local services agencies and make referrals, but these activities were carried out during regularly schedule class periods and not as an additional service.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Learning opportunities will be provided for students who have completed their GEDs and more computer, workforce, or life skills will be added.

#### **Evaluation**

1. Collect data on students referred to EOC and/or other VC departments
2. Collect data on the number of post-GED students served and contact hours accrued.

#### **Evaluation Results**

1. Approximately 35 students were referred to pursue post-GED opportunities with Victoria College.
2. One post-GED student remained in the program for an additional 43 contact hours to prepare for a college entrance exam.

#### **Strategy**

Provide opportunities for students to transition to post-GED education or work.

#### **Strategy Results**

The strategy for transitioning students is not successful. Specific opportunities need to be planned with more effective data collection procedures.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Adult Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 6**

Training and networking opportunities will be made available for instructors to increase excellence in the program we provide.

#### **Evaluation**

1. Collect data on professional development offered
2. Collect data on instructors' participation in professional development opportunities.
3. Collect data on student performance to analyze areas of strengths and weaknesses.

#### **Evaluation Results**

1. 43 professional development activities were attended by adult education staff members. These activities were provided by a variety of sources: Texas Learns; South-Central Project GREAT Center; State, National, and International Conferences; local ESC and/or I.S.D.s; the Victoria College; and the VC Adult Education Program. The activities fall under these categories: Principles of Adult Learning; Teaching/Learning Transaction; Diverse Learning, Abilities, and Culture; Integrating Technology into Adult Learning; and Accountability Systems.
2. All staff members met or exceeded the minimum number of professional development hours as required by the SBOE. Over 1,000 professional development hours were accrued by VC Adult Education staff members.
3. Data on student performance came from ACES tables and was used to plan 05-06 professional development activities.

#### **Strategy**

Provide professional development opportunities for instructors to increase/improve their ability to provide services to program and participants.

#### **Strategy Results**

The strategies for this objective are successful.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 7**

The Adult Education Program will be managed, expanded, and refined in order to increase efficiency.

#### **Evaluation**

1. Collect data on professional development activities provided/attended.
2. Work with supervisors to clarify job duties and responsibilities.
3. Discuss performance evaluations with supervisor(s)

#### **Evaluation Results**

Of 43 professional development activities available to adult education staff members, 13 activities were attended by the director who accrued 55 hours of training. The majority of the sessions pertained to fulfilling grant goals and state initiatives such as collaborating with workforce development centers. One one-hour session pertained to personnel management.

The director communicated with her direct supervisor mainly by email and met approximately three times to discuss the program and/or job performance.

## Adult Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

Clarify job duties and responsibilities, attend professional development trainings to improve performance.

#### **Strategy Results**

1. The strategies for improving the administration of the Adult Education Program are successful for keeping the director in touch with state and federal initiatives and meeting goals set forth by the grant applications.
2. The strategies for increasing management performance were not effective; however, college restructuring has addressed this issue.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Develop referral and data collection methods with other VC departments to increase the number of students participating in post-secondary educational opportunities.
2. Research "best practices" of other Adult Education programs regarding partnerships among Higher Education, Workforce, and Community Agencies/Businesses.

#### **Strengths**

1. Qualified and dedicated personnel and program reputation as evidenced by word-of-mouth referrals.
2. Restructured content delivery system at the Adult Education Center resulted in a real-world scholastic setting and contributed toward increased student retention.

#### **Areas Needing Improvement**

1. Continued refinement of data collection procedures.
2. Streamlining student transitions from basic education to post-secondary educational opportunities.

#### **Success Story**

The Victoria College Adult Education Program strives to implement services in accordance with federal and state objectives to increase literacy and educational attainment of the population.

Student retention was one of the areas targeted for local improvement. Adult Basic Education Classes at the Center were restructured to provide instruction based on content delivery rather than student performance level. Students rotated classes, coming into contact with three instructors for one hour each, as opposed to remaining with one instructor for three hours. The goal was to provide an educational setting that adhered more to public and post-secondary educational settings. Students responded positively to the change and the average number of contact hours per student increased 25 hours from the previous year.

When compared to state averages of Adult Education Programs in Texas, this program exceeded that performances in 13 areas in excess of 1 to 18%. This program fell below the state average performance in only 10 areas by a difference ranging from 1 to 14%.

## Allied Health - Continuing Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

Provide quality allied health continuing education offerings to meet the needs of individuals interested in non-credit health occupation course work, health care providers, business and industry, and professionals seeking to expand knowledge and skills and/or meet mandatory re-licensure/re-certification requirements.

#### **Objective 1**

Continuing education contact hours will increase over the next two years (2003-2005). Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students participating in higher education by 150,000 by 2005. It will also contribute to meeting Strategic Enrollment Objective 2 to increase fall enrollment by 2% every year.

#### **Evaluation**

In the Allied Health Programs the number of applicants admitted to the program each year or semester will be evaluated by each program director to determine if maximum program capacity has been achieved. If capacity has not been achieved, then program need will have to be studied as well the effectiveness of recruitment strategies. Ethnicity of students admitted to the programs can be compared to the ethnicity of the service area. If significant differences exist, recruitment efforts can be revised to target specific ethnic groups. In the continuing education offerings, a running tally of the number of contact hours can be kept by the program coordinator and compared with the previous year to determine if additional courses should be offered.

#### **Evaluation Results**

Contact hours have increased. Content areas such as phlebotomy, health unit coordinator, medical terminology and CE for physical therapists have been added. Planning for Fall 2005 implementation for course content areas such as CE for dental assistants/hygienists and geriatric nurses and additional courses such as first aid/CPR was completed. New delivery sites for course content such as phlebotomy and nurse aide were started at Gonzales High School and at the Victoria College Vocational Nursing School at Gonzales.

#### **Strategy**

Continuing Education Needs Assessment Surveys, Community Advisory Board member input and inquiry from prospective students will guide frequency and content of continuing education activities. Continuing to improve collaboration with other Victoria College departments such as Adult Education and Workforce and participation in additional recruitment opportunities is planned.

#### **Strategy Results**

Strategies were used to determine course content and offerings.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

By the fall of 2005, Allied Health Continuing Education courses will retain at least 85% of students enrolled. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students completing allied health and nursing degrees and certificates to 13,500 by 2005.

#### **Evaluation**

The program director or department coordinator can determine retention every semester analyzing the reason that each student is lost and determining if some intervention could have retained the student. This information can then be used the following semester with early interventions to retain more students.

## Allied Health - Continuing Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

Greater than 85% of students were retained in AHCE courses.

#### **Strategy**

Student performance will be monitored and appropriate interventions applied to improve success rate for students of all ethnic backgrounds. High risk students will be identified early in the course so that students can be referred to appropriate support services such as financial aid, tutoring, or counseling.

#### **Strategy Results**

Strategies were used to help with student retention.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Improve course content delivery.

#### **Evaluation**

A variety of methods are currently in place to evaluate excellence of program and course offerings. All students who participate in a continuing education offering complete a course evaluation form. The results of that form are used by the continuing education coordinator to make appropriate changes in the courses. Excellence is also demonstrated by the accreditation of the ADN, MLT and RC Programs by external accrediting agencies.

#### **Evaluation Results**

Additional teaching/learning techniques such as more use of power-point presentations, workbooks and guest lectures by career professionals on specific subject such as the most current assessment of diabetes, utilization of additional tools for accurate coding of medical records, and career professional attire and behavior have been included. A search for faculty with the best current professional practice and classroom/clinical teaching skills continues.

End of course evaluation by students' data shows that students like hands on class lab practice and the clinical experiences included in many of the courses.

#### **Strategy**

Students' evaluations of teaching/learning strategies and meeting of student expectations will be utilized in plans to improve content delivery. In addition, input will be gathered from employers through the Advisory Committee as to completers' performance on the job and appropriate changes will be made as needed.

#### **Strategy Results**

Strategies were used to plan course content improvement.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Allied Health - Continuing Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 4**

The Allied Health Continuing Education program will demonstrate increased efficiency in all aspects of operations including, but not limited to, the use of technology to improve faculty efficiency; the sharing of faculty, when appropriate; the coordination of ordering and distributing supplies.

#### **Evaluation**

Program and department budgets can be evaluated annually by the Division Chair to determine if all programs are using their allotted resources widely within the division and maintaining budgetary integrity. Monthly financial information provides an ongoing mechanism for the Division Chair to track funds and be sure that all programs are using their funds appropriately or transfer funds from one budget to another area where the money is needed.

#### **Evaluation Results**

The AH CE program operates very efficiently.

#### **Strategy**

Using the computer programs that have been designed to track budgetary costs and revenue estimates, continuing education costs will be monitored to determine that courses are cost effective prior to offering. Faculty substitutes have not been necessary for these courses as the program coordinator continues to provide instruction when faculty are ill or cannot attend. Outside funding sources continue to provide assistance for books with the Nurse Aide course and supplies are often shared from other nursing programs.

#### **Strategy Results**

Strategies were used to achieve program efficiency. Making financial aid available for the medical terminology course resulted in a significant enrollment increase.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Allied Health Continuing Education program provide high quality, courteous and complete information and service to all students inquiring about course or program information.

#### **Evaluation**

Student surveys within the program and those that are conducted on a college wide basis provide some feed-back regarding satisfaction with the educational information and services available. In the Allied Health Programs, it becomes quickly apparent when there is inadequate or confusing information because applicants point out areas where clarification is needed. Also students today do not hesitate to voice concerns of unmet needs. Student concerns that are identified are often the impetus for making changes that improve the service to the students. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

#### **Evaluation Results**

The AHCE program is very student friendly.

#### **Strategy**

## Allied Health - Continuing Education

### 2004-2005 Institutional Effectiveness End of Year Summary

Currently brochures are available that provide basic information about continuing education courses at the college including fees, schedules, admission requirements, etc. A web page will be designed to provide easily accessible information that is accurate and current to decrease the number of individual contacts that staff members have with interested parties. Students who are unable to complete the course work will be referred to support services that could enhance their chance for success and individuals who are successful will be given information about courses or programs that could further enhance their skills and employability.

#### **Strategy Results**

Strategies were used to market the program in a user friendly manner.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans are to continue to offer the current array of courses and CE conferences to continue to meet community needs and to expand to additional content and to additional sites.

#### **Strengths**

Program strengths include flexible time schedules for class and clinical experience, faculty with current related career skills, and linkage to other college services and programs.

#### **Areas Needing Improvement**

Space is needed for skills practice labs that utilize shared training equipment and more and better qualified faculty.

#### **Success Story**

Guadalupe Gonzales a single parent of 4 young children came to the Nurse Aide class in Summer 2005 using Financial Aide. "Becoming a nurse aide would give me a chance to better myself for me and my children." "I have always worked in restaurants and enjoyed working with people so I wanted to go into nursing and work even more with people."

Lupe finished the nurse aide class with good grades and excellent attendance. She passed all parts of the Nurse Aide state exams and went to work in Long Term Care as a nurse aide.

"I feel so good about myself being a nurse aide. My children say Mom you look so beautiful as a nurse aide. I will always remember the pink back-pack my dad got for me to carry my books in for nurse aide school. (He was not able to buy me a back-pack when I was young, so now I appreciate the one he got for me to go to school now.)"

Lupe went on to complete the Phlebotomy course Sept 2005 and plans to apply for a part-time job as a Phlebotomist.

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College mission to "create and provide high-quality educational programs which fulfill the needs of the individual and the community for intellectual growth and workforce training" and specifically within College goals to provide: quality workforce education designed to satisfy employer demands and individual needs; quality academic courses applicable to the associate and bachelor's degrees; the opportunity for all graduates to obtain general education skills; and quality continuing education, the purpose of the Associate Degree Nursing Program is to partner with students to:

1. Prepare graduates to pass the NCLEX-RN and assume the responsibility of functioning as a member of the health care team and demonstrate a commitment to life-long learning.
2. Prepare graduates with entry-level skills through a variety of learning experiences in the cognitive, psychomotor, and affective domains that enable graduates to meet the nursing care needs of the local and regional community.
3. Prepare graduates who demonstrate personal behaviors consistent with professional and employer expectations.
4. Prepare graduates who are competent in reading, writing, oral communication, fundamental math skills and basic use of computers.
5. Provide an educational program to meet the needs of students who wish to pursue nursing as a means of personally satisfying intellectual, financial, and self-esteem needs.
6. Provide an educational experience that emphasizes the development of an inquiring mind that recognizes that the educational process of a contemporary, safe, and effective nurse requires the continual pursuit of knowledge.

#### Objective 1

Allied Health Programs will increase their enrollment each semester or admission period up to their capacity over the next two years (2003-2005). Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students participating in higher education by 150,000 by 2005. It will also contribute to meeting Strategic Enrollment Objective 2 to increase fall enrollment by 2% every year.

#### Evaluation

In the Associate Degree Nursing Program the number of applicants admitted to the program each year or semester will be evaluated by each program director to determine if maximum program capacity has been achieved. If capacity has not been achieved, then program need will have to be studied as well the effectiveness of recruitment strategies. Ethnicity of students admitted to the programs can be compared to the ethnicity of the service area. If significant differences exist, recruitment efforts can be revised to target specific ethnic groups.

#### Evaluation Results

In the spring 2005, the Program had a record enrollment 171 students, the largest number of ADN students enrolled in a single semester. This was due, in part, to the market scarcity policy that was adopted by the Board of Trustees. As a result of this policy, the Program was able to hire an additional faculty member and retain those currently employed. Without this policy it is doubtful if replacement faculty could have been hired or all those employed be kept. The following chart defines the ethnicity of the newly admitted students.

Fall 2004 - Black - 3 (7%); Caucasian - 32 (71%); Hispanic - 8 (18%); Asian - 2 (4%)  
Spring 2005 - Black - 5 (13%); Caucasian - 26 (65%); Hispanic - 9 (22%)

Increasing minority student numbers remain an area for continued improvement. The NCLEX-RN pass rate for first time test takers for 2004-2005 was 90% with the rate increasing to 93% when subsequent takers were added. Employers continue to provide feedback, through surveys and at formal meetings with Program personnel that they are indeed satisfied with the graduate entry level skills and overall job performance of the graduates.

#### Strategy

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

Recruitment will involve participating in area junior and senior high school career days. During these activities program brochures are available and a short upbeat film which includes an ethnically diverse group of both male and female nurses is shown. These career days will be attended by the Director or ADN recruiter and when possible current nursing students. The Program will also continue to participate in the Pecan Valley Area Health Education Center Summer Camps for high school students interested in Allied Health Careers. The ADN Program will be represented at numerous recruitment activities held on the Victoria College campus. Also, area High Schools have "college days" when students can arrange a visit to a specific college campus. The Counseling Office contacts the Program Director so that either she or a faculty member can meet with these groups or with individual students when they are on campus. The Program continues a strong working relationship with the Counseling Office. The Program currently responds to people interested in admission by providing them with a brochure, which shows Associate Degree Nursing students from both genders and from ethnically diverse backgrounds. Additionally, the entire Associate Degree Nursing Faculty, Director and secretary provide program information and course advisement to any interested person who comes to the Program office. At least once every semester an information night is held for prospective students to answer any questions that applicants or their families might have about the program. Individuals are selected for the program from the qualified applicant pool based on their grade point average and the number of support courses they have completed. Utilizing the Learning Laboratory Specialist, who is Hispanic, as a recruiter for all the Allied Health Programs has assisted all Programs in recruiting a more diverse student body. A few years ago HPRS 2200 was put on-line and now the ADN Program has RNSG 1327 – Transition from Vocational to Professional Nursing on-line. By the end of the spring 2003 semester RNSG 2535 will be online and by the end of the fall 2003 semester RNSG 2514 will be on-line. These courses provide flexibility for students in both time and distance. Students can chose to do their work when it is convenient for them and they no longer have to drive to campus daily for information. These courses have provided outreach into areas that were previously nearly inaccessible. On-line course development for the remainder of the curriculum will be evaluated for appropriateness and then a timetable will be developed.

#### Strategy Results

Recruitment is an ongoing process. It involves participating in area junior and senior high school career days. During these activities program brochures were available and a short upbeat film which includes an ethnically diverse group of both male and female nurses was shown. These career days were attended by the Director, Coordinator or ADN Faculty and when possible current nursing students. The Program also continues to participate in the Pecan Valley Area Health Education Center Summer Camps for high school students interested in Allied Health Careers. The ADN Program is also represented at numerous recruitment activities held on the Victoria College campus. Also, area High Schools have "college days" when students can arrange a visit to a specific college campus. The Counseling Office contacts the Program Coordinator so that either she or a faculty member meets with these groups or with individual students when they are on campus. The program continues a strong working relationship with the Counseling Office. The Program currently responds to people interested in admission by providing them with a brochure, which shows Associate Degree Nursing students from both genders and from ethnically diverse backgrounds. Additionally, the entire Associate Degree Nursing Faculty, Director, Coordinator and secretary provide program information and course advisement to any interested person who comes to the Program office. Utilizing the Learning Laboratory Instructor, who is Hispanic, as a recruiter for all the Allied Health Programs has assisted all programs in recruiting a more diverse student body. An information night was held for prospective students to answer any questions that applicants or their families might have about the program. Individuals were selected for the program from the qualified applicant pool based on their grade point average and the number of support courses they have completed. The nursing theory component of the LVN-ADN transition program is now completely on-line. These students can enter the program in the Fall and complete the end of July. HPRS 2200, Pharmacology for Health Professions, is offered on-line and face-to-face. These courses provide flexibility for students in both time and distance. Students can chose to do their work when it is convenient for them and they no longer have to drive to campus daily for information. These courses have provided outreach into areas that were previously nearly inaccessible. Online course development for the remainder of the curriculum will be evaluated for appropriateness and then a timetable will be developed.

#### Budget Results

No funding outside the normal operational budget was required.

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

By the fall of 2005, Allied Health Programs will retain at least 85% of students enrolled. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students completing allied health and nursing degrees and certificates to 13,500 by 2005. Meeting this objective also contributes to the Strategic Enrollment Objective 4 increasing student retention rates with no significant difference among ethnic groups and Objective 7 increasing the number of students who complete certificates and associate degrees in Allied Health.

#### **Evaluation**

The program director or department coordinator can determine retention every semester analyzing the reason that each student is lost and determining if some intervention could have retained the student. This information can then be used the following semester with early interventions to retain more students.

#### **Evaluation Results**

The retention rate for 2004-2005 was 89% compared to 86.7% from the previous year. Although this meets the 85% objective, efforts continue to increase retention even more with such activities as tutoring, personal counseling, and increased financial assistance and scholarships for students to decrease their work hours.

#### **Strategy**

Efforts to increase retention in the program are ongoing with several new strategies recently implemented. In addition to individual tutoring of students by the faculty, professional tutors, and the learning lab instructor, students have access to the College tutoring center for assistance with non-nursing content such as math, anatomy and physiology, microbiology, and writing. In the Spring of 2003 a comprehensive, internet based assessment and testing system (Assessment Technology Institute) was put in place to give students feedback on their progress in specific content areas as well as to provide tutorials in the actual content. Students in every level of the program take an unproctored test specific to their level, go through the appropriate tutorials for assistance in identified areas of weakness and then take a proctored secure test that counts a portion of their course grade. This gives students content review as well as increased experience with computerized testing.

#### **Strategy Results**

The program director determines retention every semester, analyzing the reason that each student is lost and determining if some intervention could have retained the student. Students complete a withdrawal form and discussion with the director ensues. This information can then be used the following semester with early interventions to retain more students.

Other efforts to increase retention in the program are ongoing with the continuation of several new strategies recently implemented. In addition to individual tutoring of students by the faculty, professional tutors, and the learning lab instructor, students had access to the College tutoring center for assistance with non-nursing content such as math, anatomy and physiology, microbiology, and writing. A comprehensive, internet based assessment and testing system (Assessment Technology Institute) continues to give students feedback on their progress in specific content areas as well as to provide tutorials in the actual content. Students in every level of program taking an unproctored test specific to their level, go through the appropriate tutorials for assistance in identified areas of weakness and then take a proctored secure test that counts as portion of their course grade in Level IV. This gives students content review as well as increased experience with computerized testing.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 3**

Programs and courses within the Associate Degree Nursing Program will provide excellent educational offerings and the majority of students, graduates, and employers will rank skills and competencies gained from courses taken in the Associate Degree Nursing Program as good or very good. Accreditation of the ADN Program by external agencies meets the Closing the Gap target of one program in each community college gaining national recognition.

#### **Evaluation**

A variety of methods are currently in place to evaluate excellence of program and course offerings. In the Allied Health Programs licensure pass rate on first attempt is used as a measure of performance both by accrediting agencies and the College. Graduate and employer surveys are used to determine the graduates' entry-level skills. In addition to this information, each Allied Health Program Advisory.

Committee spends extensive time discussing graduate performance and possible program changes that could enhance performance in the work place. Some programs have students complete a course content evaluation every semester that allows students to give input into the course rather than the teaching. This information can be very valuable in curriculum revisions. Excellence is also demonstrated by the accreditation of the ADN Program by external accrediting agencies.

#### **Evaluation Results**

Graduates and employers continue to indicate that they are satisfied with the program. Employers continue to provide anecdotal feedback at Advisory Board meetings and at Faculty-Agency meetings that the graduates are well prepared and meet their expectations of beginning practitioners. NCLEX-RN pass rate for 2004-2005 was 90% for first time testers and 93% for subsequent testers. During the past two years students have been involved every semester with an academic nursing assessment system that tests them on material during that semester and then provides remediation in areas where they have a low score. This system appears to be providing needed assistance for students in preparing for the NCLEX-RN.

#### **Strategy**

Many of the strategies implemented to improve retention will also improve the excellence of the program. Recently the Program conducted a self-study to evaluate factors contributing to a decline in NCLEX-RN pass rates. Results of this study indicated several factors that could have contributed to the declining scores: 1) a perceived lack of experience by students with computer testing; 2) having all faculty members teach in the same level for several years without rotation; 3) using the same basic teaching strategies for today's students who come with different skills, greater time demands, and different program expectations than in previous years and a health care system that has changed dramatically over the past five years, and 4) the lack of consistent communication among faculty members regarding curriculum adjustments. The Assessment Technology Institute System that has been implemented is addressing the perceived lack of experience with computer testing. At least one faculty member from each level was rotated to another level in the Fall of 2002. The faculty is completing a review of the curriculum level by level in terms of both the revised state competencies for ADN graduates and the revised NCLEX-RN test plan. Appropriate curriculum adjustments are being made as this study progresses. As units are revised new teaching strategies will be implemented. In addition, the Program will begin the self-study process for re-accreditation by the National League for Nursing in the fall of 2004. The Victoria College 2003-2005 Institutional Effectiveness Plan 23

#### **Strategy Results**

Many of the strategies implemented to improve retention also improve the excellence of the program. Excellence is in part based on NCLEX-RN pass rates which have improved over the last two years. The report from National League of Nursing after their site visit October 2004 recommended eight years continued accreditation with a report due in two years on progress of the new systematic plan of evaluation. The standard on evaluation had been identified in the self study as needing revision. The Evaluation Committee is presently implementing the new Systematic Plan of Evaluation.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 4**

The Associate Degree Nursing Program will demonstrate increased efficiency in all aspects of operations including, but not limited to, the use of technology to improve faculty efficiency; the sharing of faculty, when appropriate; the coordination of ordering and distributing supplies.

#### **Evaluation**

Program and department budgets can be evaluated annually by the Division Chair to determine if all programs are using their allotted resources widely within the division and maintaining budgetary integrity. Monthly financial information provides an ongoing mechanism for the Division Chair to track funds and be sure that all programs are using their funds appropriately or transfer funds from one budget to another area where the money is needed.

#### **Evaluation Results**

The increased use of technology has resulted in several nursing theory courses to be offered on-line with students coming to Victoria for a few face-to-face classes at the beginning of the semester, for clinical experiences, and for testing. This has provided great flexibility for LVNs who wish to enter the ADN Program and has saved them hundreds of dollars in travel, babysitters and lost wages. Currently all theory classes in the LVN to ADN Transition Program are available on-line. For the past several years the Resource Laboratory Instructor has coordinated the ordering of all nursing supplies for all the VN and the ADN Programs. This has decreased the total amount of money that has been spent on supplies since this system was instituted.

#### **Strategy**

Over the past few years the relationship between the ADN and VN Programs has strengthened allowing students greater flexibility in moving from one program to another. Faculty work closely together on the clinical areas to enhance the experiences for students from both programs. Faculty members from both nursing programs often serve on committees in both nursing programs to provide needed expertise when curriculum revisions are being made. In addition, supplies are ordered for both programs by the ADN Learning Laboratory Specialist who provides assistance to students in both programs when remediation or skills practice is needed. The secretarial staffs of all the allied health programs work closely together and are always willing to help one another in times of illness or heavy workloads.

#### **Strategy Results**

Over the past few years the relationship between ADN and VN Programs has strengthened allowing students greater flexibility in moving from one program to another. Faculty work closely together in the clinical areas to enhance the experiences for students from both programs. Faculty members from both nursing programs often serve on committees in both nursing programs to provide needed expertise when curriculum revisions are being made. In addition, supplies are ordered for both programs by the ADN Learning Laboratory Instructor who provides assistance to students in both programs when remediation or skills practice is needed. The secretarial staffs of all the allied health programs work closely together and are always willing to help one another in times of illness or heavy workloads.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Associate Degree Nursing Program will provide high quality, courteous and complete information and service to all students inquiring about course or program information.

#### **Evaluation**

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

Student surveys within the program and those that are conducted on a college wide basis provide some feed-back regarding satisfaction with the educational information and services available. In the Allied Health Programs, it becomes quickly apparent when there is inadequate or confusing information because applicants point out areas where clarification is needed. Also students today do not hesitate to voice concerns of unmet needs. Student concerns that are identified are often the impetus for making changes that improve the service to the students. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

#### Evaluation Results

The Associate Degree Nursing Program continues to provide high quality, courteous and complete information and service to all students inquiring about the program. As the licensing application process has increased in complexity, the Program has made every effort to keep students and applicants informed of the new rules and procedures as they are developed. Quarterly information sessions were held to keep potential students apprised of new regulations, and brochures are updated as needed.

#### Strategy

Both an ADN specific brochure as well as an Allied Health Careers Brochure is available for students interested in the Program. The department web page also provides information for admission to the program and an application can be printed from the web site. There are plans to make an application available on the web site that could be submitted electronically to the Program office. The Learning Laboratory Specialist is responsible for maintaining the web site and the program director revises and orders additional brochures. Students inquiring about the program in the counseling office are referred to the program director or a faculty member for further information. The ADN Program prides itself on the individual attention and assistance that each applicant receives from the staff. All students, regardless of their background, are treated with respect and encouraged to reach their full potential in the program.

#### Strategy Results

Both an ADN specific brochure as well as an Allied Health Careers Brochure is available for students interested in the Program. The department web page also provides information for admission to the program and an application can be printed from the web site. The Learning Laboratory Instructor is responsible for maintaining the web site and the program coordinator revises and orders additional brochures. Students inquiring about the program in the counseling office are referred to the program coordinator or a faculty member for further information. The ADN Program prides itself on the individual attention and assistance that each applicant receives from the staff. All students, regardless of their background, are treated with respect and encouraged to reach their full potential in the program.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

1. Implement revised Systematic Plan of Program Evaluation and use this information for program improvement and prepare to submit the plan and its results to National League for Nursing as a follow up report.
2. Having implemented the last course of the on-line Transition (LVN to ADN) Program, compare achievement of students in the on-line program with achievement of students in the traditional face-to-face program.
3. Continue to use computer internet based assessment and testing to identify and remediate students at risk and keep abreast of the new 2004 NCLEX-RN test plan.
4. Continue to use career fairs, information sessions, and internet web pages to recruit an adequate, diverse, and well prepared applicant pool.
5. Collect and trend data collected from class and clinical evaluations, Advisory Council Meetings, Clinical Agency Meetings and Student Faculty Liaison Committee Meetings to make appropriate program changes to meet the changing needs of our student population and the graduates' employers.

#### Strengths

## Allied Health - Associate Degree Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Dedicated, knowledgeable and experienced faculty who are willing to try new ideas and who work as a team to prepare our graduates.
2. Use of innovative teaching styles, technology, and individualized assistance to increase student retention and success.
3. Strong partnerships with community clinical agencies.
4. Well designed, contemporary and challenging curriculum.
5. Graduates who provide support to the Program and serve as mentors in the clinical agencies.
6. Large qualified applicant pool with significant employment opportunities following graduation and licensure.
7. Outstanding support from the College administration and the Board of Trustees.

### Areas Needing Improvement

1. Recruitment of diverse faculty to assist in the recruitment of qualified applicants from minority groups.
2. Use the information from the Systematic Plan of Program Evaluation and trending patterns to increase program outcomes and increase retention.

### Success Story

The true success of the Associate Degree Nursing Program is evident in the safe and compassionate care the graduates of the program give to a multitude of clients in various health care settings throughout the community. It is the blending of knowledge and compassion so evident in their nursing care that is the essence of the Program. Without the ADN Program the community would lose its major source of Registered Nurses and many students would never have an opportunity to achieve their educational goals.

## Allied Health - Medical Laboratory Technology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

The purpose of the Medical Laboratory Technology Program is to offer the student planned learning experiences and to provide knowledge, skills, and attitudes that will culminate in successful employment of the graduate as a Medical Laboratory Technician. The program will partner with students to:

1. Prepare graduates to pass the Board of Registry credentialing examination and demonstrate a commitment to life-long learning.
2. Prepare graduates to meet the entry-level performance expectations of local and regional healthcare providers.
3. Prepare graduates who demonstrate personal behaviors consistent with professional and employer expectations.
4. Prepare program graduates who are competent in reading, writing, oral communication, fundamental math skills, and basic use of computers.
5. Provide an educational program to meet the needs of students who wish to pursue medical laboratory technology as a means of satisfying personal intellectual, financial, and self-esteem needs.
6. Provide an educational experience that emphasizes the development of an inquiring mind that recognizes that the educational process of a contemporary, safe, and effective medical laboratory technician requires the continual pursuit of knowledge.

#### **Objective 1**

Over the next two years (2003-2005) the MLT program will increase enrollment each semester or admission period up to its capacity. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students participating in higher education by 150,000 by 2005. It will also contribute to meeting Strategic Enrollment Objective 2 to increase fall enrollment by 2% every year.

#### **Evaluation**

In the MLT program the number of applicants admitted to the program each year or semester will be evaluated by the program director to determine if maximum program capacity has been achieved. If capacity has not been achieved, then program needs will have to be studied as well the effectiveness of recruitment strategies. Ethnicity of students admitted to the programs can be compared to the ethnicity of the service area. If significant differences exist, recruitment efforts can be revised to target specific ethnic groups.

#### **Evaluation Results**

Enrollment in the first year class increased from 12 in Fall 2003 to the maximum of 14 in Fall 2004. Total enrollment (first and second year classes) increased from 19 in Fall 2003 to 24 in Fall 2004. The ethnicity of the 24 students in the Fall 2004 semester were: White (54%), Hispanic (38%), Black (0%), Other (8%, Pakistani, Vietnamese).

#### **Strategy**

The program will utilize a variety of recruitment methods and activities to continue to ensure a diverse pool of qualified applicants that accurately reflects the demographics of the profession and the College service area. The MLT program will utilize the Public Information office to advertise in the local and surrounding communities, the Marketing department to advertise on campus through local publications and the college web page, and the Outreach and Retention Coordinator to interact with local and area schools. The MLT program will maintain an up to date and professional web page to provide a resource for prospective and current students. The MLT program will interact with the biology and chemistry departments as a means of providing program information to this targeted student population. The MLT program will continue to participate in the summer AHEC medical careers camp as well as campus tours from local and area schools. The MLT program will continue to work closely with the counseling department.

#### **Strategy Results**

The MLT program continues to interact with the Marketing Department, Counselors and Outreach and Retention Coordinator to promote the program. The MLT program participates in the summer AHEC medical careers camp as well as high school campus tours.

## Allied Health - Medical Laboratory Technology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

By the fall of 2005, the MLT program will retain at least 85% of students enrolled. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students completing allied health and nursing degrees and certificates to 13,500 by 2005. Meeting this objective also contributes to the Strategic Enrollment Objective 4 increasing student retention rates with no significant difference among ethnic groups and Objective 7 increasing the number of students who complete certificates and associate degrees in Allied Health.

#### **Evaluation**

The program director or department coordinator can determine retention every semester analyzing the reason that each student is lost and determining if some intervention could have retained the student. This information can then be used the following semester with early interventions to retain more students.

#### **Evaluation Results**

Of the 24 students beginning the Fall 2004 semester, 18 completed the 2004-05 year. The retention rate was 75%. Three students left for academic reasons and three for personal reasons. Historic retention rates have ranged from 65% to 85%.

#### **Strategy**

The MLT program will offer individual tutoring. WebCT will be used to enhance the presentation of course materials. The MLT curriculum has been changed and now only requires one semester of chemistry (CHEM 1405) instead of a year of general college chemistry. Students will be counseled about courses to take if they plan to continue on to the baccalaureate level. Changing the chemistry requirement should increase retention in the first year where the majority of the attrition occurs.

#### **Strategy Results**

Individual tutoring continues to be offered. WebCT supplemental materials, primarily in second year courses, continues to be increased.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The MLT program will provide excellent educational offerings and the majority of students, graduates, and employers will rank skills and competencies gained from courses taken as good or very good. Accreditation of the MLT Program by external agencies meets the Closing the Gap target of one program in each community college gaining national recognition.

#### **Evaluation**

A variety of methods are currently in place to evaluate excellence of program and course offerings. In the Allied Health Programs licensure pass rate on first attempt is used as a measure of performance both by accrediting agencies and the College. Graduate and employer surveys are used to determine the graduates' entry-level skills. In addition to this information, each Allied Health Program Advisory Committee spends extensive time discussing graduate performance and possible program changes that could enhance performance in the work place. Some programs have students complete a course content evaluation every semester that allows students to give input into the course rather than the teaching. This information can be very valuable in curriculum revisions. Excellence is also demonstrated by the accreditation of the MLT program by external accrediting agencies.

## Allied Health - Medical Laboratory Technology 2004-2005 Institutional Effectiveness End of Year Summary

### Evaluation Results

Graduate surveys evaluating 18 program areas resulted in an overall 87% of the responses rating the areas as very good or good. Five out of six (83%) graduates rated the overall program as very good or good. Employer surveys evaluating 23 program areas resulted in an overall 94% of the responses rating the areas as very good or good. 100% of the employer surveys rated the overall work performance of graduates as very good or good.

### Strategy

The MLT program will continue to offer a curriculum that provides the student/graduate with the opportunity to gain a high level of proficiency and knowledge that will help them pass a national certification exam, find employment in the medical laboratory, and/or continue their education at the baccalaureate level. The MLT program will continue to meet all state guidelines and national accrediting standards. The program will continue to seek input from the Advisory Committee as well as student, graduate, and employer surveys. Currently the MLT Program is accredited by the National Accrediting Agency for Clinical Laboratory Science. During the last survey visit in January of 2002 the program received the maximum seven years of accreditation with NO recommendations.

### Strategy Results

The MLT program continues to offer a curriculum that affords students the opportunity to gain employment, pass the Registry exam, and continue their education if desired.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 4

The MLT program will demonstrate increased efficiency in all aspects of operations including, but not limited to, the use of technology to improve faculty efficiency; the sharing of faculty, when appropriate; the coordination of ordering and distributing supplies.

### Evaluation

Program and department budgets can be evaluated annually by the Division Chair to determine if all programs are using their allotted resources wisely within the division and maintaining budgetary integrity. Monthly financial information provides an ongoing mechanism for the Division Chair to track funds and be sure that all programs are using their funds appropriately or transfer funds from one budget to another area where the money is needed.

### Evaluation Results

Overall budget was exceeded primarily due to increased costs of supplies in the medical lab field, equipment service for aging equipment as well as, having a full class entering the program.

### Strategy

The MLT program will fulfill its mission by providing the students with relevant laboratory experiences that are consistent with training at the associate degree level. The program will work within the budgetary guidelines of the college to maintain the supplies and equipment in the campus lab.

### Strategy Results

The MLT program will continue to attempt to adapt campus lab experiences to fit the program budget in the environment of increasing costs of lab supplies and the increased expense of maintaining equipment in working order.

## Allied Health - Medical Laboratory Technology 2004-2005 Institutional Effectiveness End of Year Summary

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 5**

The MLT program will provide high quality, courteous and complete information and service to all students inquiring about course or program information.

### **Evaluation**

Student surveys within the program and those that are conducted on a college wide basis provide some feedback regarding satisfaction with the educational information and services available. In the Allied Health Programs, it becomes quickly apparent when there is inadequate or confusing information because applicants point out areas where clarification is needed. Also students today do not hesitate to voice concerns of unmet needs. Student concerns that are identified are often the impetus for making changes that improve the service to the students. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

### **Evaluation Results**

The needs of students inquiring about the MLT program are being met through appointments with the Program Coordinator, phone calls from the Program Coordinator and the Administrative Assistant, and mailings from the Administrative Assistant.

### **Strategy**

The MLT program will conduct itself with a philosophy that puts student learning and success as the top priority. Students, current and prospective, will be treated with dignity, respect, and professionalism. The individual MLT student will receive the appropriate support at the program level, division level and campus level. Program information is available on the program web site as well as available in a program specific brochure and an Allied Health Careers brochure. The program director counsels with every student interested in applying to the program providing individual information and support.

### **Strategy Results**

MLT Web site, program brochure, and Allied Health brochure are currently up to date and will be revised as needed.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Future Plans**

Expand WebCt course materials and update campus lab equipment.

### **Strengths**

1. Strong support from local and area hospital labs.
2. Dedicated Program Coordinator/Instructor
3. Strong support from VC administration
4. Dedicated Clinical instructors

### **Areas Needing Improvement**

1. Replace some existing equipment in the campus lab that is nearing the end of its service life.
2. Continue to improve retention.
3. Continue to improve 1st time pass rates on the Board of Registry
4. Continue to expand WebCt supplemental materials

## Allied Health - Medical Laboratory Technology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Success Story**

A student who graduated in May 2005 overcame many obstacles to reach her goal. She passed her Registry Exam on the first try. During the program she overcame many personal challenges that would have discouraged many people and caused them to quit. She has three young children, one of which had some emotional problems that resulted in many difficult situations at school that the student had to deal with. The student's husband had some legal problems that resulted in jail time as well as a separation from his wife. For a good part of the time the student was in school she raised 3 young children on her own. Yet through all of this, the student worked extremely hard to master the material. She knew that this program could provide her with some independence and the ability to take care of her family on her own. She worked hard in school, took care of her children through trying circumstances, and never gave up on her husband. She went the extra mile in school and with her family. She is currently working full time in an area hospital lab. She and her husband are back together and her family is still intact due to her attitude of never giving up.

## Allied Health - Physical Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Physical Education department will offer a variety of physical activity courses that fulfill associate and baccalaureate degree physical education requirements, are enjoyable, and promote a lifelong commitment to personal fitness and well-being, health, and safety. The Physical Education department will also provide a safe and healthful setting for students and faculty to participate in a variety of lifetime athletic/personal fitness activities by offering an adult intramural program. To meet community interest and need, the Physical Education department will offer a variety of youth sports summer camps in order to improve athletic skills and stimulate interest in competitive athletics.

#### Objective 1

Physical Education Strategic Objective 1: Outreach Physical education courses will increase their enrollment each semester or admission period up to their capacity over the next two years (2003-2005). Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students participating in higher education by 150,000 by 2005. It will also contribute to meeting Strategic Enrollment Objective 2 to increase fall enrollment by 2% every year.

#### Evaluation

In the Physical Education program the number of students enrolled each year or semester will be evaluated by the program director to determine if maximum program capacity has been achieved. If capacity has not been achieved, then program need will have to be studied as well the effectiveness of recruitment strategies. Ethnicity of students admitted to the programs can be compared to the ethnicity of the service area. If significant differences exist, recruitment efforts can be revised to target specific ethnic groups. In the physical education courses the efficiency of the course can be determined by the department coordinator and courses with low efficiency can be offered less frequently or sections combined.

#### Evaluation Results

The total number of students enrolled in Physical Education classes for the 2004-005 year was 1,324. In the 2004 Fall semester the Physical Education department had an efficiency percent of 94.6%. 32% of Physical Education sections were at 100% efficiency. In the Spring semester of 2005, the Physical Education department had an efficiency percent of 85.8%, with 28% of sections at 100% efficiency.

#### Strategy

The Physical Education department is continuing to offer a variety of fitness and individual/team skill sports that transfer to four-year institutions. These classes promote a life-long commitment to personal fitness and wellness. In the instructional program, there are also classes that teach activities that give students many years of personal leisure-time enjoyment. The Physical Education program also reaches out to the community by providing quality summer sports camps for school age children of the surrounding area. Students who have taken physical education courses are the best recruiters for these activities and many students enroll semester after semester.

#### Strategy Results

At the present time there is a balance between the individual skill activities and the personal fitness classes offered by the Physical Education department. The enrollment figures indicate these classes are equally popular with the students at Victoria College. In the Summer of 2005, the Victoria College Physical Education conducted 3 successful Sports Camps. The camps were 100% full with another camp created to fill the demand.

#### Budget Results

No funding outside the normal operational budget was required.

## Allied Health - Physical Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

By the fall of 2005, physical education courses will retain at least 85% of students enrolled. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students completing allied health and nursing degrees and certificates to 13,500 by 2005. Meeting this objective also contributes to the Strategic Enrollment Objective 4 increasing student retention rates with no significant difference among ethnic groups and Objective 7 increasing the number of students who complete certificates and associate degrees in Allied Health.

#### **Evaluation**

The program director or department coordinator can determine retention every semester analyzing the reason that each student is lost and determining if some intervention could have retained the student. This information can then be used the following semester with early interventions to retain more students.

#### **Evaluation Results**

For the 2004-2005 year, retention for the Physical Education department was at 87%. Retention for the Fall 2004 semester was at 89% and 83% for the Spring semester and 96% for the summer.

#### **Strategy**

Retention in the Physical Education program continues to be around 85% or higher. The department is continuing to search for new and different ways to improve the retention rate. Instructors presently communicate on an individual basis with students about absences and continue to stress the importance of not missing class. If a student misses three consecutive classes, the instructor attempts to contact the student by phone.

#### **Strategy Results**

The Physical Education department is successful at retaining those students that can be contacted face-to-face or by phone. There are still too many students that drop without any prior indication of a problem.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Programs and course within the Physical Education program will provide excellent educational offerings and the majority of students, graduates, and employers will rank skills and competencies gained from courses taken in the Physical Education program as good or very good.

#### **Evaluation**

A variety of methods are currently in place to evaluate excellence of program and course offerings. Physical Education courses use grade distribution, retention statistics and student surveys to determine excellence. All students who participate in a continuing education offering complete a course evaluation form.

#### **Evaluation Results**

Sixty-seven percent of students enrolled in physical education classes received A's or B's. Retention for the 2004-2005 year was at 87%. Student evaluations are analyzed to ensure program excellence.

#### **Strategy**

## Allied Health - Physical Education

### 2004-2005 Institutional Effectiveness End of Year Summary

The staff of the Physical Education department continues to work toward excellence. Faculty members attend available workshops and continuing education certification sessions staying up-to-date on the latest health and fitness information and techniques.

#### **Strategy Results**

The Physical Education faculty continues to attend certification workshops to stay current in their areas.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Physical Education program will demonstrate increased efficiency in all aspects of operations including, but not limited to, the use of technology to improve faculty efficiency; the sharing of faculty, when appropriate; the coordination of ordering and distributing supplies.

#### **Evaluation**

Program and department budgets can be evaluated annually by the Division Chair to determine if all programs are using their allotted resources widely within the division and maintaining budgetary integrity. Monthly financial information provides an ongoing mechanism for the Division Chair to track funds and be sure that all programs are using their funds appropriately or transfer funds from one budget to another area where the money is needed.

#### **Evaluation Results**

The Physical Education department continues to receive monthly reports to track department spending.

#### **Strategy**

The efficiency ratings available through the VCCIMS program at Victoria College are used to assess demand for certain Physical Education classes in the instructional program. If the efficiency ratings for certain classes are high, meaning demand is high, the number of sections offered may be adjusted. Conversely, when efficiency ratings are low, the Physical Education staff must analyze the information and make scheduling adjustments to reflect student demand.

#### **Strategy Results**

The Physical Education department continues to look at the efficiency ratings for each class to determine demand.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Physical Education program will provide high quality, courteous and complete information and service to all students inquiring about course or program information.

#### **Evaluation**

Student surveys within the program and those that are conducted on a college wide basis provide some feedback regarding satisfaction with the educational information and services available. Students today do not hesitate to voice concerns of unmet needs. Student concerns that are identified are often the impetus for making changes that improve the service to the students. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

## Allied Health - Physical Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

The Physical Education department continues to survey it's students to determine their needs and concerns.

#### **Strategy**

The Physical Education department must continue to provide the students of Victoria College a high quality product that meet student's needs. The Physical Education department does this through the instructional program and also by providing a user-friendly, safe setting for students and faculty/staff to pursue healthful activities. In addition to the regular instruction program, the Physical Education department schedules organized intramural activities and play-days throughout the school year. The Sports Center facilities are available for student and faculty/staff use any time classes are not being held. Information regarding physical education courses is available in the college catalog.

#### **Strategy Results**

The Physical Education department makes it's facilities available for Victoria College students, faculty, and staff throughout the day whenever facilities are not used by the instructional program. These facilities remain open to the students, faculty, and staff until 8 pm Monday-Thursday and 6 pm on Friday. The Physical Education staff also provide organized activities for students, staff, and faculty through the Intramural program at specific times throughout the semester.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Physical Education department will continue to seek ways to provide more opportunities for students. This includes researching new course offerings as well as improving student life through the Intramural and Extramural programs.

#### **Strengths**

- \* The Physical Education department provides an excellent program for Associate degree students and transfer students throughout its varied course offerings.
- \* A major strength of the Physical Education program is the quality and dedication of the faculty.
- \* Well equipped cardiovascular training equipment in the Fitness Room.

#### **Areas Needing Improvement**

Increase enrollment and contact hours.  
Improve retention.

#### **Success Story**

With the aid of a Victoria College Foundation grant and Victoria College Administration, the Victoria College Physical Education department has been able to equip the Fitness Room available to all students, faculty, and staff a high quality selection of state-of-the-art cardiovascular equipment. Once a weakness of the department, the Fitness Room is now one of the department's strengths.

## Allied Health - Respiratory Care

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The purpose of the Respiratory Care Program is to offer the student planned learning experiences and to provide knowledge, skills, and attitudes that will culminate in successful employment of the graduate as a respiratory therapist. The program will partner with students to:

1. Prepare graduates to pass the national board credentialing examinations and demonstrate a commitment to life-long learning.
2. Prepare graduates to meet the entry-level performance expectations of local and regional healthcare providers.
3. Prepare graduates who demonstrate personal behaviors consistent with professional and employer expectations.
4. Prepare program graduates who are competent in reading, writing, oral communication, fundamental math skills, and basic use of computers.
5. Provide an educational program to meet the needs of students who wish to pursue respiratory therapy as a means of satisfying personal intellectual, financial, and self-esteem needs.
6. Provide an educational experience that emphasizes the development of an inquiring mind that recognizes that the educational process of a contemporary, safe, and effective respiratory therapist requires the continual pursuit of knowledge.

#### Objective 1

Respiratory Care courses will increase their enrollment each semester or admission period up to their capacity over the next two years (2003-2005). Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students participating in higher education by 150,000 by 2005. It will also contribute to meeting Strategic Enrollment Objective 2 to increase fall enrollment by 2% every year.

#### Evaluation

In the Respiratory Care program the number of applicants admitted to the program each year or semester will be evaluated by the program director to determine if maximum program capacity has been achieved. If capacity has not been achieved, then program need will have to be studied as well the effectiveness of recruitment strategies. Ethnicity of students admitted to the programs can be compared to the ethnicity of the service area. If significant differences exist, recruitment efforts can be revised to target specific ethnic groups.

#### Evaluation Results

Initial enrollment exceeded capacity by 2 students. The total number of students enrolled in the beginning semester of the first year was 20. Enrollment by ethnicity: White (60%), Hispanic (30%), Black (5%). These numbers are consistent with Victoria College fall numbers.

#### Strategy

The Respiratory Care Program has implemented an aggressive student recruitment campaign, including campus and community advertising. Information packets are distributed following guest presentations to campus first aid and science classes. The Program Director makes a guest presentation in these classes each fall and spring semester. During National Respiratory Care Week, an information and demonstration booth is set up in the VC student center. The Program will continue to sponsor and coordinate the annual respiratory care seminar that provides a valuable continuing education opportunity as well as placing the program in the public eye. Current program students participate in and present community projects on asthma awareness and hazards of smoking. The Program will continue to participate in Lead Tours sponsored by the University of Houston-Victoria. The CD currently available for high schools counselors will be updated to provide the latest information on career opportunities in respiratory care. The Program currently has the internet and WebCT as a major instructional mode and that will increase into complete on-line course availability as faculty members are able to continue course enhancement.

#### Strategy Results

## Allied Health - Respiratory Care

### 2004-2005 Institutional Effectiveness End of Year Summary

All strategies completed as indicated with the exception of the creation of a CD for the high schools. A new Health Careers Brochure was created instead to increase the availability of program information. A new online version of RSPT 1307 Cardiopulmonary A & P was developed and made available for fall 2005.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

By the fall of 2005, the Respiratory Care program will retain at least 85% of students enrolled. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students completing allied health and nursing degrees and certificates to 13,500 by 2005. Meeting this objective also contributes to the Strategic Enrollment Objective 4 increasing student retention rates with no significant difference among ethnic groups and Objective 7 increasing the number of students who complete certificates and associate degrees in Allied Health.

#### **Evaluation**

The program director can determine retention every semester analyzing the reason that each student is lost and determining if some intervention could have retained the student. This information can then be used the following semester with early interventions to retain more students.

#### **Evaluation Results**

Retention rate for the year was 60%, 12 of the initial cohort remain in the program. Of the 8 lost to attrition, only 4 failed academically, with 4 leaving for personal reasons unrelated to coursework. Overall retention is approximately 75 - 80% because of students returning to complete the program and graduating with a different cohort.

#### **Strategy**

Student performance will be monitored and appropriate interventions applied to improve success rate for students of all ethnic backgrounds. High risk students will be identified early in the course so that students can be referred to appropriate support services such as financial aid, tutoring, or counseling.

Retention in the Program continues to be a challenge with students working many hours per week while carrying a full load of academic courses. Students have access to tutoring both on a face-to-face basis as well as on-line through WebCT. Often, prior to an exam a week-end "chat room" is opened up to discuss and clarify complex subject areas. Both students and faculty participate in these "chat rooms". High risk students are identified as any student receiving a score of less than 75 on a major exam and an action plan is developed jointly by the student and a faculty member. Students also have access to the College tutoring center for assistance in non respiratory care content areas such as math, anatomy and physiology and writing. Student study groups are encouraged and faculty facilitate their organization.

#### **Strategy Results**

High risk students were identified through ongoing monitoring of progress with assistance given in the areas of tutoring and counseling.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Respiratory Care will provide excellent educational offerings and the majority of students, graduates, and employers will rank skills and competencies gained from courses taken as good or very good. Accreditation of the RC Programs by external agencies meets the Closing the Gap target of one program in each community college gaining national recognition.

## Allied Health - Respiratory Care

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

A variety of methods are currently in place to evaluate excellence of program and course offerings. In the Allied Health Programs licensure pass rate on first attempt is used as a measure of performance both by accrediting agencies and the College. Graduate and employer surveys are used to determine the graduates' entry-level skills. In addition to this information, each Allied Health Program Advisory Committee spends extensive time discussing graduate performance and possible program changes that could enhance performance in the work place. Some programs have students complete a course content evaluation every semester that allows students to give input into the course rather than the teaching. This information can be very valuable in curriculum revisions. Excellence is also demonstrated by the accreditation of the Respiratory Care Programs by external accrediting agencies.

#### **Evaluation Results**

100% of employers who responded to the survey rated graduates as meeting the threshold for effectively performing a broad range of clinical skills.

90% of graduates rated the program as good or very good in the ability to prepare them for a broad range of clinical skills. Only 1 student rated the program as average in assessment skills and interpreting diagnostic procedures.

#### **Strategy**

The Program will continue to offer a dynamic curriculum that emphasizes the development of a broad range of clinical skills, patient assessment techniques, and the performance and interpretation of diagnostic procedures based on the needs of the employers and the evolution of the profession. The use of on-line testing and the capstone comprehensive exam that has been initiated prepares students well for the experience of national certification exams. Ongoing feedback will be provided to students for appropriate development of essential skills including professional and ethical behavior in the classroom and clinical settings. Faculty attend annual educational seminars to keep up-to-date with changes in the profession and the healthcare setting. The Respiratory Care Program is accredited by the Commission on Accreditation of Allied Health Programs, as recommended by the Committee on Accreditation for Respiratory Care.

#### **Strategy Results**

Strengths identified in the areas of teaching proper ethics, communication with other health care professionals, patient assessment, troubleshooting ventilator problems, mechanical ventilation class, pediatrics, and overall knowledge of respiratory care to function in the health care setting. Suggestions for improvement include more time for interpreting patient data and more clinical time.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Respiratory Care program will demonstrate increased efficiency.

#### **Evaluation**

Program and department budgets can be evaluated annually by the Division Chair to determine if all programs are using their allotted resources widely within the division and maintaining budgetary integrity. Monthly financial information provides an ongoing mechanism for the Division Chair to track funds and be sure that all programs are using their funds appropriately or transfer funds from one budget to another area where the money is needed.

#### **Evaluation Results**

Budget integrity maintained. Overall budget exceeded due to unexpected increase in supplemental salaries needed to cover substitute pay.

## Allied Health - Respiratory Care

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

1. Use technology to improve faculty efficiency
2. Share faculty, when appropriate
3. Coordinate ordering and distributing supplies

#### **Strategy Results**

The use of computer shared drives improves the overall efficiency of operations since we do not have to duplicate efforts for everyday office procedures. The department secretary does an outstanding job in the coordination and distribution of supplies between the respiratory care and EMS and Firefighting programs.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Respiratory Care program will provide high quality, courteous and complete information and service to all students inquiring about course or program information.

#### **Evaluation**

Student surveys within the program and those that are conducted on a college wide basis provide some feedback regarding satisfaction with the educational information and services available. In the Allied Health Programs, it becomes quickly apparent when there is inadequate or confusing information because applicants point out areas where clarification is needed. Also students today do not hesitate to voice concerns of unmet needs. Student concerns that are identified are often the impetus for making changes that improve the service to the students. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

#### **Evaluation Results**

Students seem satisfied with services available. No changes implemented at this time.

#### **Strategy**

The Program maintains an up-to-date departmental web site for current and prospective students which includes links to professional, classroom, and clinical resources. In addition to the web site a program specific brochure and an Allied Health Careers brochure is available for students. The program director interviews every interested applicant and provides support services information to assist students in being successful in the program.

#### **Strategy Results**

Website is up-to-date with ongoing revisions as needed to make it user friendly. Program brochure and Health Career brochures have been updated to reflect new labor and salary statistics.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Offer additional online respiratory care courses in the summer semester.

## Allied Health - Respiratory Care

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strengths**

The program offers dynamic curriculum that emphasizes development of the psychomotor, cognitive, and affective domains of a competent advanced-level respiratory therapist. The program has very knowledgeable, dedicated, and community minded faculty that are committed to assisting the educational goals of respiratory care students.

#### **Areas Needing Improvement**

Preceptor orientation.

#### **Success Story**

SCOPE members participated in the State Convention's Sputum Bowl. With minimal preparation the team took to the competition and were undefeated going into the final round. The final round proved to be a tough competition. The team was up against student and practitioner teams and held their own. When the final buzzer sounded the VC team was the second placed student team in the state and the fourth place overall team. The members also volunteered to work the convention lending a hand with registration. The event offered the members an excellent opportunity to network and get a first hand account of what is involved in such an undertaking as the state convention.

## Allied Health - Vocational Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Consistent with the stated purpose of the Allied Health and Physical Education Division, the purpose of the Vocational Nursing Program is to partner with students to develop a Vocational Nurse who is:

1. Prepared to pass the NCLEX-PN.
2. Prepared to practice within the legal, ethical, and professional standards of vocational nursing as a health team member in a variety of roles.
3. Prepared to exhibit an awareness of the changing roles of the vocational nurse.
4. Prepared to accept responsibility for personal and professional growth.
5. Prepared to demonstrate the general educational skills of written and oral communication, basic computer literacy, reading, and math appropriate for vocational nursing.
6. Prepared to demonstrate a commitment to life-long learning.

#### Objective 1

Vocational Nursing Programs will increase their enrollment each semester or admission period up to their capacity over the next two years (2003-2005). Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students participating in higher education by 150,000 by 2005. It will also contribute to meeting Strategic Enrollment Objective 2 to increase fall enrollment by 2% every year.

#### Evaluation

In the Vocational Nursing program the number of applicants admitted to the program each year or semester will be evaluated by each program director to determine if maximum program capacity has been achieved. If capacity has not been achieved, then program need will have to be studied as well the effectiveness of recruitment strategies. Ethnicity of students admitted to the programs can be compared to the ethnicity of the service area. If significant differences exist, recruitment efforts can be revised to target specific ethnic groups.

#### Evaluation Results

In the fall of 2004 all five Vocational Nursing Programs filled all of their available student slots and were at full capacity of 168 students. The Victoria Day Program allowed two previously unsuccessful students to enroll in a one credit course that had classroom learning experiences only. Of the 168 total students admitted in the five programs 65% were Caucasian, 27% were Hispanic and 8% were Black. The Victoria College service area projected 2005 ethnic population breakdown is Caucasian 55.2%, Hispanic 37%, Black 6.7% and other 1.2%. The Victoria Evening Program did demonstrate admission of a significant minority population. Of the 36 students admitted to that program 47% were Caucasian, 47% were Hispanic and 6% were Black. The Programs will work closely with the College Marketing Office to develop a marketing plan to target the recruitment of additional minority students.

#### Strategy

Recruitment activities for the Vocational Nursing Programs will include travel by faculty and students to many area junior and senior high schools to participate in career activities. In addition, the Program Coordinators and Secretaries on the satellite campuses provide individuals with program information regarding testing, a small packet of information to help students review and prepare for the required test as well as follow-up assistance for those individuals who do not make the required score. The Tutoring Center provides group sessions for test preparation prior to taking the entrance exam. This tutoring can be done via ITV for individuals outside of Victoria if prior arrangements are made. The VN Program is currently working with the Humanities and Fine Arts Division to offer short developmental courses in reading and math to assist students in achieving a satisfactory entrance score. An information night is held, usually once a semester, in conjunction with the ADN Program, to answer any questions applicants or their families might have about the program. The VN faculty have worked very hard to enhance their outreach capabilities by developing four on-line courses. These courses have engaged students in learning as well as provided much needed computer experience for their clinical components. Faculty members continue to develop on-line courses and hope to have all seven one credit hour courses as well as Pharmacology on-line by the end of the 2003-2004 academic year.

## Allied Health - Vocational Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

The individual Programs continue to provide admission information to interested individuals who come to their campus in person or who contact them by phone or e-mail. In addition, tutoring materials are provided for each applicant to assist them in preparing for the Nursing Entrance Test (NET). A schedule of tutoring sessions specific to the NET as well as the name of the Tutoring Center Director and their phone number is also provided. Students and faculty continue to participate in local school career and health fairs. Because of regulatory and scheduling complexities short developmental courses have not been offered. After evaluating the use of on-line courses in the Vocational Nursing curriculum, it was determined that offering one on-line course in the fall and one course in the spring provides students with adequate computer experience. Beginning in the fall of 2005 students will have additional computer experience with an assessment and remediation system that provides computer testing every semester throughout the program.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

By the fall of 2005, Vocational Nursing programs will retain at least 85% of students enrolled. Meeting this objective will contribute to the Closing the Gaps target of increasing the number of students completing allied health and nursing degrees and certificates to 13,500 by 2005. Meeting this objective also contributes to the Strategic Enrollment Objective 4 increasing student retention rates with no significant difference among ethnic groups and Objective 7 increasing the number of students who complete certificates and associate degrees in Allied Health.

#### **Evaluation**

The program director or department coordinator can determine retention every semester analyzing the reason that each student is lost and determining if some intervention could have retained the student. This information can then be used the following semester with early interventions to retain more students.

#### **Evaluation Results**

In the fall 2004 semester 157 out of 168 students (93%) were retained. In the spring 2005 semester 141 out of 157 students (89%) were retained. And in the summer of 2005 137 out of 141 students (97%) were successful. With 137 of 168 students graduating the overall graduation rate is 81.5%.

#### **Strategy**

## Allied Health - Vocational Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

For the past several years retention has been a serious concern in this program. Several measures have been implemented to reverse this trend. The admission score on the NET has been increased from a 60 composite percentile to a 60 percentile on both the math and reading components. The survey visitor from the Board of Vocational Nurse Examiners suggested this change as it was a much more commonly used admission criteria throughout the state. When records of students who were not academically successful for the past two years were examined, more than 90% of them had a reading score below the 60 percentile. For several years Interactive Television has been used as the major teaching delivery method for all the satellite campuses and the Victoria Day Program. Students have continued to view this method as less than optimal in meeting their learning needs and it has been discontinued. After the Spring 2003 semester this method of delivery will no longer be used. Having faculty on each campus teach the students on the campus will provide more opportunities for interaction between the faculty and the students and between the students themselves. It will expand the types of teaching methods that can be used from just lecture, to small groups, skits, case studies, and individual student presentations. Teaching in small groups will enhance the students problem solving and critical thinking skills now required of this practitioner. Beginning in the fall 2003 semester several curriculum adjustments will be implemented that will provide a more sound educational basis for the curriculum as well as students and faculty more class preparation time. Students have had the most difficulty with theory courses rather than clinical courses so a subsequent re-organization of hours shifted hours from clinical to theory to improve the students chance of success in such complex courses as Anatomy and Physiology, Medical Surgical Nursing I, Pediatric Nursing, and Maternal Newborn Nursing. The overall reduction in scheduled hours will benefit faculty for preparation time and will also assist students who have to work by providing them additional study time. All campuses will be identifying professional tutors in their area that will provide additional tutoring for students to prevent them from falling behind rather than waiting until students are already having significant problems with being successful.

#### **Strategy Results**

Raising the required entrance math and reading test scores, eliminating interactive TV as a delivery method, adding additional classroom time for theory, and providing professional tutors for all programs has helped the programs significantly increase their retention rate. In addition to these strategies, beginning in the fall 2005 semester the Assessment System Technologies' program of assessment and remediation will be implemented in all five Programs. This system provides content specific review books and CDs every semester as well as practice and secure computer tests every semester in the same specific content areas. This system provides constant assessment and remediation to facilitate student success and retention.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Programs and course within the Allied Health and Physical Education Division will provide excellent educational offerings and the majority of students, graduates, and employers will rank skills and competencies gained from courses taken in the Allied Health and Physical Education Division as good or very good. Accreditation of the ADN, MLT and RC Programs by external agencies meets the Closing the Gap target of one program in each community college gaining national recognition.

#### **Evaluation**

A variety of methods are currently in place to evaluate excellence of program and course offerings. In the Allied Health Programs licensure pass rate on first attempt is used as a measure of performance both by accrediting agencies and the College. Graduate and employer surveys are used to determine the graduates' entry-level skills. In addition to this information, each Allied Health Program Advisory Committee spends extensive time discussing graduate performance and possible program changes that could enhance performance in the work place. Some programs have students complete a course content evaluation every semester that allows students to give input into the course rather than the teaching. This information can be very valuable in curriculum revisions. Excellence is also demonstrated by the accreditation of the ADN, MLT and RC Programs by external accrediting agencies.

#### **Evaluation Results**

## Allied Health - Vocational Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

Data for the 2004-2005 year on first time writers passing the NCLEX-PN is not yet complete so, as always, in the End Of Year Report data from the previous year (2003-2004) will be reported. Of the 151 program graduates, 143 or 95% have taken the licensing exam (NCLEX-PN) as of the fall of 2005. Of those graduates 124 or 87% passed the exam on the first testing. 11 additional students subsequently passed on re-testing making the overall pass rate 94% . Graduate and employer surveys continue to report satisfaction with the Vocational Nursing Program and its ability to prepare individuals for entry into practice as a Licensed Vocational Nurse. The Program Advisory Committees continue to support the high level curriculum and the program policies that promote personal responsibility and accountability in all areas. All of the programs remain fully approved by the Board of Nurse Examiners for the State of Texas.

#### **Strategy**

Many of the changes to increase retention of students in the program also contribute to excellence of the program. The curriculum adjustments that have been made reflect a sound educational base for the program with a significant emphasis on the foundational concepts learned in class and then applied in clinical. Although this is a certificate program, the graduates must have very good critical thinking and problem solving skills to be a safe practitioner. The faculty is currently engaged in a curriculum review based on the revised state competencies for VN graduates. This study has been conducted with the assistance of the ADN curriculum chair to ensure that the curricula of both programs mesh well to allow ease of transfer for students between programs. The faculty are using this study to be sure that objectives, learning activities and evaluation methods are at the level of the vocational nurse. The NCLEX-PN pass rate remains high for this program confirming that the program is preparing their graduate well.

#### **Strategy Results**

Evaluation of the strategies for continued excellence in the Vocational Nursing Programs confirm that the high expectations of the Program develop skilled graduates who are able to perform entry level skills and basic problem solving and critical thinking. The programs will continue their continuous evaluation of curriculum and program policies by faculty, students, graduates, employers and members of the Advisory Committees.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Vocational Nursing program will demonstrate increased efficiency in all aspects of operations including, but not limited to, the use of technology to improve faculty efficiency; the sharing of faculty, when appropriate; the coordination of ordering and distributing supplies.

#### **Evaluation**

Program and department budgets can be evaluated annually by the Division Chair to determine if all programs are using their allotted resources widely within the division and maintaining budgetary integrity. Monthly financial information provides an ongoing mechanism for the Division Chair to track funds and be sure that all programs are using their funds appropriately or transfer funds from one budget to another area where the money is needed.

#### **Evaluation Results**

The Vocational Nursing Programs continue to maintain the integrity of their budgets looking closely at monthly financial statements. Programs look for ways to increase efficiency including the central ordering of supplies by the Learning Laboratory Instructor on the Victoria campus. In addition programs share supplies; if one program is in need of a certain item and another program has a surplus the two programs will share rather than order additional supplies.

#### **Strategy**

## Allied Health - Vocational Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

Over the past few years the relationship between the ADN and VN Programs has strengthened allowing students greater flexibility in moving from one program to another. Faculty work closely together on the clinical areas to enhance the experiences for students from both programs. Faculty members from both nursing programs often serve on committees in each others programs to provide needed expertise when curriculum revisions are being made. In addition, supplies are ordered for both programs by the ADN Learning Laboratory Specialist who provides assistance to students in both programs when remediation or skills practice is needed. The secretarial staffs of all the allied health programs work closely together and are always willing to help one another in times of illness or heavy workloads.

#### **Strategy Results**

Faculty in the Vocational and Associate Degree Nursing Programs work closely to share supplies, provide assistance to students, and facilitate transfer of students from one program to another. Secretaries within the Division work closely together and are always willing to assist another program if needed.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Vocational Nursing program will provide high quality, courteous and complete information and service to all students inquiring about course or program information.

#### **Evaluation**

Student surveys within the program and those that are conducted on a college wide basis provide some feed-back regarding satisfaction with the educational information and services available. In the Allied Health Programs, it becomes quickly apparent when there is inadequate or confusing information because applicants point out areas where clarification is needed. Also students today do not hesitate to voice concerns of unmet needs. Student concerns that are identified are often the impetus for making changes that improve the service to the students. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

#### **Evaluation Results**

Results of student surveys confirm that program information is available both at the campuses and on the Program web pages. The Vocational Nursing Program receives dozens of call every semester from individuals from outside our service area seeking information about our program because they have heard that "Victoria College helps you if you need it." Calls are received every semester from individuals who wish to transfer into our program because they have heard we are here to help them.

#### **Strategy**

The program provides an information packet regarding the program that includes admission requirements, cost of the program, a tentative schedule for courses during the year of the program and other important information regarding immunizations, Victoria College enrollment requirement, CPR certification, etc. The program is developing a web page for all campuses that will be maintained by one individual. This web site will provide much greater access to information and again should decrease the time the staff spends in answering repetitive questions over the phone. Students are treated with courtesy and respect encouraging those who are successful to continue educational pursuits and assisting student who are not successful to realize their full potential in the VN Program or other appropriate educational endeavor.

#### **Strategy Results**

The Programs will continue to evaluate their printed material and web pages to constantly improve the clarity of the information for students. In addition, students and their learning will continue to be the focus of the program.

## Allied Health - Vocational Nursing

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Investigate the possibility of enrollment increases in each of the Vocational Nursing Programs.
2. In conjunction with the new Director of Marketing, develop a marketing plan that can be used on the satellite campuses to increase the qualified applicant pool so that all slots can be filled with qualified candidates who have chosen that campus.
3. As a part of the marketing plan that is developed, target minority populations and males for admission to the Programs.
4. Work with the Director of Marketing to provide complete and clear information on the Program and the admission requirements in a highly visible and interesting way.

#### **Strengths**

1. Dedicated and knowledgeable faculty
2. Administrative support
3. Excellent clinical facilities
4. Excellent cooperation among all five programs and within the division and the college
5. Outstanding Program Coordinators

#### **Areas Needing Improvement**

1. Continue to improve student retention
2. Continue to assist students in preparation for NCLEX-PN
3. Develop improved marketing strategies

#### **Success Story**

Xiaohong "Brenda" Irlle, one of the 36 students admitted in the fall of 2004 to the Gonzales campus demonstrated a strong determination to achieve. During lectures, she would translate terms in her Anatomy and Physiology textbook into Chinese in order to facilitate her learning, as she was not yet comfortable with the English language. She consistently attended the weekly tutoring in order to ensure her understanding and pronunciation of terms and medications. All of her efforts paid off, as she was a 2005 Summa Cum Laude vocational nursing graduate.

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College mission to “create and provide high-quality educational programs which fulfill the needs of the individual and the community for intellectual growth and workforce training” and specifically within the College goals to provide: quality workforce education designed to satisfy employer demands and individual needs: quality academic courses applicable to the associate and baccalaureate degrees; the opportunity for all graduates to obtain general education skills; and quality continuing education, the purpose of the Division of Business and Computer Programs is to partner with students to:

1. Prepare graduates to meet the entry-level performance expectations of local and regional employers in the areas of Business Management, Computer Programming, Network & Telecommunications, Professional Office Technology and Legal Assisting.
2. Prepare program graduates who are competent in reading, writing, oral communication, fundamental math skills, and the basic use of computers.
3. Provide an educational structure which offers a variety of exit points in each of the above areas so as to not only meet the varying needs of Golden Crescent students but also to provide an educated workforce in alignment with the needs of the local and regional business and industry community.

#### Objective 1

Increase access by augmenting ITV and online courses.

#### Evaluation

This will be evaluated by measuring the adherence to online course development schedules, whether taught by full time or adjunct faculty. An additional measurement will be the number of sections of online and/or ITV classes held over the two years, and the number of students who have been served by this outreach and an evaluation of the retention rates.

#### Evaluation Results

\*The Unit added five new online courses to its inventory, bring the total online course offerings of the Unit to 23 courses.

\*A total of 921 students enrolled in online courses of the Unit during the 04-05 academic year.

#### Strategy

The Business and Computer Programs Unit fully appreciates the need to respond to the changing demographics of the area. Plans include increased access to distance education, including ITV and online courses offerings. All departments are aggressively adding to the online inventory of courses. The Business Management program has plans to have ninety-percent (95%) of the Business Management courses online by the year 2005. The basic office software support courses found within the Professional Office Technology program will also be online by the year 2005, including Word Processing, Intro to Spreadsheets, etc. Computer Science will have added at least one programming language online course and the very popular Intro to Database course to the college's inventory within this same timeframe. Legal Assisting, which currently has one course online, will add at least one other course by 2005. Students in these programs have experienced success in obtaining their educational objectives which they may not have been able to do without this increased accessibility. By further online course development, and addition of the delivery of basic courses via ITV, more students can be reached, commence or continue their college education in a mode that meets their lifestyle, and will result in a more valuable and educated workforce. Each program will be asked to prepare an online course schedule for the next two years. If full time faculty are not able to develop the needed courses, then adjunct faculty specifically recruited for development/delivery of the courses, will be utilized.

#### Strategy Results

All programs within the Business and Computer Unit contributed to the online course inventory. Business Management is continuing to add to its inventory. The basic office software courses of Professional Office Technology continue to grow with Intro and Advanced Word Processing, Intro to Spreadsheets, and Integrated Software Applications. Computer Science has added the programming language C++ to its inventory, along with Intro to Database. Full time Faculty and Adjunct Faculty continue to develop online courses as needed.

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Develop collaborative relationship with high schools to increase number of high school/Victoria College interactions, recruiting students to our programs.

#### **Evaluation**

Attempts at developing collaboration with the high schools can be documented by faculty tracking the number of college nights, high school panel discussions, etc. at which they participated. Tracking of new tech prep or dual credit courses will also be tracked, so as to measure whether this attempt has been successful.

#### **Evaluation Results**

\*Faculty participated in sixteen high school career fairs and various programs targeting high school students.

\*Tech Prep students are now being tracked more extensively to examine the number of the student who complete tech prep courses in high school, and continue with the sequence at Victoria College.

#### **Strategy**

Establishment of a collaborative relationship with the areas high schools so as to provide high school students the ability to earn college credit via Tech Prep and Dual Credit, while simultaneously affording faculty and current students from Business & Computer Programs to gain access to high school students to develop awareness of the programs available is critical. Our objective is not only to make the current high school student base aware of our programs, but also to help them believe that they, too, can succeed in these programs. This objective includes having faculty and key student(s) currently enrolled in a program gain access to high school students and deliver a short presentation or participate in a panel discussion. Faculty, as well as VC students, will be involved, reaching the audience better than faculty alone.

#### **Strategy Results**

The Business and Computer Programs Unit continues to collaborate with area high schools in their Tech Prep offerings. Faculty also continue to seek recruitment activities with potential students.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Increase availability to and benefit of faculty tutors by formation of Learning Communities.

#### **Evaluation**

Tabulation of participation in faculty tutoring will be compiled and compared with retention rates in the courses prior to implementation of this objective.

#### **Evaluation Results**

The Unit implemented an open lab tutoring schedule available to all students enrolled in any computer software applications course. Lab days and times were posted and announced to online and face to face students. Faculty teaching these courses alternated lab duty.

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy

Plans to increase the retention rate, without sacrificing the quality of the graduates of the program, will reside with the faculty, the front line in ascertaining whether the students entering a class have the skills to succeed, and in developing relationships with students, which often are instrumental in retention. It has been well documented that support groups for students assist in retention and the attainment of better grades. The plan is to establish 'open tutoring' hours per week, for the courses in which there are multiple sections; i.e., Intro to Accounting, Windows, Computer Applications, etc. These tutoring hours will be open to all students enrolled in the course, regardless of their section. Alternating faculty, who will utilize office time to assist these students, will provide the tutoring. Our hope is providing an environment whereby a learning community can be formed, resulting in students supporting students.

It is anticipated that this open tutoring program will not only help the students find assistance in succeeding academically, but will also afford the faculty an additional insight into how the various courses or programs can be modified so as to better meet the needs of the students. This might include the understanding that prerequisites need to be added to courses, study guides which are available from the publisher should be mandatory or even optional (in cases where they are not ordered now), and standardization of assessment and competencies, etc. Therefore, the learning community concept will not only increase retention, but will also allow for an increase in excellence of the programs.

#### Strategy Results

Student participation in this activity was low. Faculty is evaluating the day/time this tutoring was offered to develop a more accessible schedule.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

Assessment of retention trends.

#### Evaluation

Retention rates will be the primary measurement, but also successful completion of courses. Successful completion will be defined as students obtaining a grade of A through C.

#### Evaluation Results

- \*Business Management - Retention 83.4%, Successful Completers 80%
- \* COSC Academic - Retention 83.3%, Successful Completers 84.8%
- \* Networking - Retention 88%, Successful Completers 85.6%
- \*Programming - Retention 76.4%, Successful Completers 88.5%
- \* Legal Assisting - Retention 96%, Successful Completers 100%
- \*Professional Office Technology - Retention 81%, Successful Completers 85.6%

#### Strategy

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

Retention rates of any faculty member for a particular class or during a one-semester perspective are not indicative of either quality of instruction or instructor skills. However, trends in retention rates for classes and/or faculty members should be studied so as to ascertain whether students are coming to a particular class with less than the skills needed to be successful, or whether the requirements of a faculty member may differ significantly from other faculty who teach the same course. Analysis of this data is only to be utilized in increasing the excellence of the program, to assist in development of realistic expectations of students via the syllabi and competencies, and to assist in identifying professional development opportunities for faculty. Care will be taken to ensure that retention rates are viewed in conjunction with grade distributions, so that the quality of the programs is not compromised so as to meet any quantitative criteria that may be established. Plans include the annual review of retention rates for each course taught, and remedial action taken, if needed. This action includes review of the prerequisites for a course, assessment of readiness during the first week and counseling/placement of the student elsewhere, standardization of some portions of tests, and student evaluation of competencies obtained. The faculty will be the reviewers and will modify their programs/courses as needed in order to ensure that quality is balanced with the requirement for higher retention rates. Faculty are the critical factor in developing the methodologies for improvement of retention rates.

#### **Strategy Results**

Overall Unit Retention was 82.7% which falls slightly below the college's goal of 85% retention rate, however, the overall percentage of successful completers was 84.3%.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Establishment and documentation of achievement of program competencies.

#### **Evaluation**

A schedule will be developed for faculty development of program competencies, and then a subsequent schedule will be developed for development of course competencies, using the program competencies as a base. Advisory committees will be utilized as a review and source of competency identification. A survey tool for students will be developed, whereby the students will be polled as to how well they felt certain competencies were covered in the class, and how well they feel they obtained these competencies. Reports will be generated for faculty and administrative review, in order to ascertain whether a course, or a particular teacher, may need to cover a particular competency in a better way.

Faculty will also be asked to develop methods to reliably measure whether particular competencies have been achieved for each course. Results will be tabulated and summarized.

Retention rates, grade distribution rates, and faculty evaluations will continue to be utilized. Additionally, the graduate/employer follow up surveys currently in place, and modified annually, will be analyzed to help ascertain the success of our students and the achievement of the competencies considered important by the employers.

#### **Evaluation Results**

\*A matrix of program competencies has been developed for all unit programs in coordination with the faculty and program specific advisory committees.

#### **Strategy**

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

While each class currently has a listing of competencies, most programs do not currently have a listing of program competencies or exit competencies for each award. The Texas Higher Education Coordinating Board requires that these program competencies be clearly identified, by course. By 2005, each award will have a competency matrix, identifying courses, which teach certain competencies and will give an overview of what exit competencies are expected of a completer. Establishment of these competencies and identification of what competencies are being taught in what classes will help ensure that our graduates are leaving with the competencies which business and industry has identified (via means of the advisory committees). Additionally, it will promote standardization of material covered in multi-section courses. A passing grade in a course may not accurately reflect whether any particular competency has been achieved. The Core Curriculum project (via THECB) is requiring documentation and validation of achievement of competencies in all courses in the Core Curriculum. This methodology will begin to be applied to all courses in the unit. Over the next two years, a plan will be developed/implemented to:

1. Poll the students as to how well they feel they have achieved a particular competency
2. Poll the students as to how well they felt training for a particular competency was covered in the class
3. Develop an evaluation/measurement tool to determine how well a particular student and/or class has achieved each competency

#### **Strategy Results**

A specific evaluation tool to measure achievement of program competencies has not been developed. Comprehensive final exams are being used by faculty to measure a student's grasp of program competencies. These results are reflected in the successful completion of courses (with grades A - C.)

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Employer satisfaction with graduates.

#### **Evaluation**

Program specific responses from graduates and employers will be utilized to ascertain whether the competencies for the programs have been met.

#### **Evaluation Results**

Program specific responses are not available. Results are available for Workforce students in general.

#### **Strategy**

The graduate and employer letters have been sent out each year. It is planned that there will be follow-up by the faculty advisors for each graduate to help increase the number of responses that we obtain by our survey. Additionally, the letters have been modified to have the graduate assess their competency in certain areas, and the employer is being asked to assess the students on these same competencies. By matching these responses over the next two years, and with a greater number of responses, we hope to obtain an objective assessment of the excellence of our programs.

#### **Strategy Results**

Employer's surveys indicate that 36% feel that our graduates are better prepared than their coworkers. Additionally, employers report an 88% overall rating of Very Good to Good in Basic skill, Profession specific skills and Soft skills.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 7**

Review of scheduling, reaffirmation of need for all courses, review of lecture vs. lab hours, and overall development of program review criteria and the conducting of program reviews, with subsequent modification to programs, if applicable.

#### **Evaluation**

Efficiency (balancing with customer service) will be measured by VCCIMS efficiency and contact hour reports, as well as total revenue/expense reports. Tracking reports of lab utilization by students and surveys of students assessing their perception of the need for the current time allotted for labs will also be developed and utilized.

Course/program cost analyses will be developed and then distributed and discussed with faculty to identify improvement opportunities. A summarization of course contact hour changes will be created to present administration with an assessment of the efficiency of our contact hour allocation and proposed modification, if necessary.

#### **Evaluation Results**

VCCIMS reports as well as unit specific reports are used to evaluate course efficiency and scheduling.

#### **Strategy**

The Business & Computer Programs unit has already achieved significant success in efficient scheduling. The number of sections of any particular class has been reduced so as to allow for optimization in teacher/lab/monetary utilization. A spreadsheet of courses offered and their respective efficiency rates has been developed and will be the driving force behind formation of future schedules. The elimination of sections may result in decreased service to our community, also resulting in reduction in our outreach goal. Careful tracking of waiting lists, monitoring of day/night offerings, assuring that students can achieve their educational objectives if they follow the sequence in the catalog and careful advisement by faculty will result in increased efficiency. Our plan is to carefully monitor the efficiency reports produced by VCCIMS as well as monitoring of contact hours so as to achieve the proper balance.

Development of a program review methodology will be developed and the efficiency of courses and programs will be analyzed during the 2003-5 timeframe. Total costs of a course and of our programs will be determined, as well as contact hours/revenue generated. This review process will afford the unit the ability to evaluate the 'payback' for a particular course and/or program, keeping in mind the need to meet the workforce needs of the community. Identification of total course and/or program costs and identification of courses and/or /programs which do not ultimately generate revenue for the college will be a critical administrative process. Additionally, faculty will validate the need for current contact hours for each and every course through obtaining actual verifiable data. This validation may entail tracking the actual hours that students spend in their specified labs and surveying the students. Contact hours for courses where the data does not support the current allocation of lab time will be reduced. Summarization of any and all changes will be documented and presented to administration.

#### **Strategy Results**

\*A detailed analysis of course efficiency and scheduling has been developed and is utilized in scheduling courses to determine the number of courses needed and the optimal time for the course to be held.

\*A review of the lecture/lab ratio has been performed within the Unit, particularly in computer science. Lecture/lab ratios were reduced in many courses which allowed for a lower breakeven enrollment number and lower instructional cost.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

## Business and Computer Programs

### 2004-2005 Institutional Effectiveness End of Year Summary

Business and Computer Programs will work to increase student completion of online courses, work to increase online course offerings and to develop hybrid courses, increase recruitment efforts aimed at traditional and non-traditional students, and work to increase the number of completers in certificate and AAS programs.

#### **Strengths**

The Business and Computer Programs unit has highly qualified faculty who continue to upgrade their skills and knowledge in an effort to remain current with emerging technologies. The unit strives to provide hands on instruction to prepare students for realistic work environments.

#### **Areas Needing Improvement**

The Business and Computer Programs unit needs to actively recruit to increase enrollment and to establish a student body that represents the diversity of the community. Additionally, the unit needs to implement measures to improve retention in online courses.

#### **Success Story**

Computer science had three students receive their A+ certification, one student received a Network + certification, and one student received the CCNP. The recently revamped Professional Office Technology program has begun to graduate students who are receiving employment in executive secretary and administrative assistant positions.

## Continuing Education and Workforce Training 2004-2005 Institutional Effectiveness End of Year Summary

### Purpose

The Department of Continuing Education and Workforce Training fulfills the mission of the College by providing continuing education courses that effectively fulfill business, industry, and individual needs for quick response preparatory, supplemental, or professional development training.

### Objective 1

Eighty-five percent of continuing education course completers and contracting businesses will be satisfied with course content and instructor performance.

### Evaluation

Survey course completers and contracting businesses to collect and analyze evaluative data and compare to established benchmark success factor of eighty-five percent satisfaction. Utilize Continuing Education statistical, narrative, and anecdotal data to revise and improve course content and instructor performance as appropriate. Data will be included in the End of Year Report.

### Evaluation Results

99.75% Satisfaction for course completers rating of instructors.

98.10% Satisfaction for course completers rating of course content.

98.00% Satisfaction for businesses contracting for training (does not duplicate the other two ratings).

### Strategy

Continuing education students and contracting businesses will evaluate course content, instructor performance, and effectiveness of training in a rating format. In addition, students and businesses will be encouraged to provide narrative comments. Evaluative data will be used to identify areas for improvement in outreach, retention, excellence, and customer service.

### Strategy Results

Evaluation results indicate that Objective 1 strategies are effective.

### Budget Results

Expenditure for new evaluative scanning software (in the process of being identified).

### Objective 2

Open enrollment and contract training will increase annually.

### Evaluation

Utilize Continuing Education Contract Training Report to compare current year for increases in contracts and contract training hours. Utilize College Revenue Estimation Report to compare current year for overall and program area increases in courses and contact hours. Data will be included in the End of Year Report. A narrative report on new courses and programs implemented during the current year will be included in the End of the Year Report.

### Evaluation Results

Overall Student enrollment showed a moderate decrease in enrollment (-8%) and contact hours (-9%).

## Continuing Education and Workforce Training 2004-2005 Institutional Effectiveness End of Year Summary

### **Strategy**

Departmental staff, in collaboration with the Office of Institutional Advancement will promote continuing education courses through strategic advertising, schedule distribution, community networking, collaborative projects, personal contacts, public presentations, as well as print and electronic media. Increased use of low-cost and/or free marketing opportunities address outreach, efficiency, and customer service objectives.

### **Strategy Results**

Placement of CE Schedules at Speedy Stops was effective. Consistency of refilling needs improvement. Marketing is now submitting CE course information for inclusion in Chamber of Commerce weekly electronic newsletters.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 3**

New courses and programs will increase annually.

### **Evaluation**

A narrative report on new courses and programs implemented during the current year will be included in the End of the Year Report.

### **Evaluation Results**

Nine new courses were developed and offered.

### **Strategy**

Data from needs assessment surveys as well as anecdotal information will be evaluated on an ongoing basis to identify new training opportunities. Departmental staff will pursue collaborative training partnerships with appropriate organizations. As needs for new courses and programs are identified, they will be developed and implemented based on need and cost effectiveness. Identification and implementation of new courses and programs will address outreach, efficiency, and customer service objectives.

### **Strategy Results**

The following courses were identified and developed:

- Real Estate Principles I
- Real Estate Principles II
- Customer Service - General
- Customer Service - Wait Staff
- News Release Writing
- Emergency Management Communications
- Welding
- Fiber Optics
- Russian.

### **Budget Results**

No funding outside the normal operational budget was required.

## Continuing Education and Workforce Training

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Future Plans**

Leverage Skills Development Grant (to begin January 2006) to increase enrollment and contact hours.

#### **Strengths**

Customer Service  
Instructor and course content  
External partnerships  
Grants for improved instruction

#### **Areas Needing Improvement**

Merging of Continuing Education and Workforce Training with Allied Health Continuing Education will require examination and/or revision of policies and procedures in order to operate at the highest efficiency.

#### **Success Story**

Successful grant award in the amount of \$25,000 for needed lab equipment improvements for Electrical courses.

## Distance Education & Technical Training

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Distance Education Department's primary purpose is to provide technology training and administrative support services for the distance education program including online, Interactive Television and dual credit courses.

Within the College mission to "use the traditional classroom and distance education technologies to provide...credit and non-credit educational programs," the Distance Education Department plays an active role in coordinating the activities of the various departments involved in the creation and delivery of the College's distance education initiatives. Additionally, the Department provides training in the use of technology in the classroom as a means of improving quality and increasing retention.

#### Objective 1

Increase access to distance education.

#### Evaluation

Review VCCIMS enrollment data with the Division Chairs, as a way to determine whether the course needs of distance learners are being met and to identify possible changes needed to distance education course offerings. For example, additional sections may need to be offered for courses that historically fill quickly, leaving students on a waiting list. Conversely, instructional administrators may need to reconsider scheduling courses with repeated low efficiency ratings.

#### Evaluation Results

Enrollment data was shared during Division Chair meetings as well as a list of courses which may warrant consideration for online development. These may serve as a reference when developing future course schedules.

#### Strategy

1. Work cooperatively with the Region III Education Service Center in establishing network connectivity with additional high schools to increase dual credit enrollment.
2. Improving the College's ability to compete by facilitating the development of additional online courses until a sufficient number and variety of such courses are available to allow a student to complete the College's core requirements for either an AA or AS degree completely online.
3. Actively participating in the Coastal Bend Regional Group of the Texas Distance Learning Association as a means of cultivating relationships with other schools, colleges, universities and businesses in the area in order to explore the possibilities for providing, exchanging and sharing of courses.
4. Determining whether the College's participation in the Electronic Campus of the Southern Regional Education Board or TexasDistanceEd.com could potentially result in an increase in enrollment.

#### Strategy Results

Two additional high schools began participating in the College's dual credit program through interactive television courses. Both schools, Nordheim and Moulton, are part of the Region III Education Service Center network and receive their classes via this connection. The development of twenty-one new online courses was funded by a combination of institutional and Title V funds. To date, the College has not participated in the various online groups such as the Southern Regional Education Board or Texasdistanceeducation.com, however recent communication from the Texas Higher Education Coordinating Board indicated that participation may not be voluntary.

#### Budget Results

No funding outside the normal operational budget was required.

## Distance Education & Technical Training

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Assist instructional divisions.

#### **Evaluation**

Review end of course evaluations for all technology training courses. Results will be used to revise training offerings as needed.

#### **Evaluation Results**

Annual survey results indicate that while the vast majority of faculty and staff are satisfied with services from technology training, there was an increase in the number of those dissatisfied with the training course offerings as well as when they were offered.

#### **Strategy**

1. Identify and implementing new technologies and software applications that can be used to enhance or improve the creation or delivery of instructional materials.
  - o Implement the use of Perception for Web for online testing with enhanced security
  - o Evaluate and selecting the product(s) appropriate for use in creating educational video (subject to receipt of Title V grant).
2. Providing technology training to employees to improve or increase their competency with technology required to perform their job functions.
3. Providing technology training to faculty to ensure that they are competent in using technologies appropriate for the delivery of their course materials.
4. Working closely with faculty to ensure that all electronically offered courses meet SACS and the THECB requirements.
5. Working closely with Technology Services and faculty to ensure that the technology utilized in distance education programs is appropriate.
6. Working with Division Chairs to ensure that the effectiveness of instructional programs provided for distance learners are comparable to those provided for traditional students.
  - o Helping them to identify programs with high efficiency potential.
  - o Identifying courses/programs with low retention and developing an action plan for improvement.

#### **Strategy Results**

The recording room was established in Media Services with equipment purchased from Title V funds. These funds were also used to purchase Horizon Windba's Voice Tools, which will be utilized by online instructors to enhanced the interactivity and collaboration of their online courses.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Provide support services to distance learners.

#### **Evaluation**

Review the results of the following surveys and data: Student Evaluation of Instruction, grade distribution and retention data, Student Opinion Survey, Student Evaluation of Online Courses and Student and Instructor Evaluation of ITV Courses. The results will be used to determine things such as, which courses may need redesigning, whether students and/or faculty technical skills need improvement or whether the technology utilized is appropriate and reliable.

## Distance Education & Technical Training

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

94% of student respondents indicated that they were satisfied with the support services available to distance learners.

#### **Strategy**

1. Working with Student Services departments to ensure that the support services provided for distance learners are comparable to those provided for traditional students.
  - o Explore options for providing more tutoring services for ITV students
  - o Work with Testing and Assessment to consolidate exam proctoring for all online students.
2. Work with Technology Services to ensure that Helpdesk personnel are knowledgeable and strive to provide high quality customer service.

#### **Strategy Results**

All of the proctored testing responsibilities for Virtual College students has been assumed by the Testing Center. This provided greater flexibility for our students due to the Center's extended hours.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

A revision of the training schedule to include short courses and more online offerings.

Victoria College's online courses will be entered into the Texasdisanceeducation.com web site as required by THECB.

Will continue to pursue approval of a Substantive Change from SACS.

#### **Strengths**

Facilitated the development of 21 new online courses.

Continued to maintain an up-to-date Resource Center for faculty.

#### **Areas Needing Improvement**

The Distance Education web site is being reviewed for functionality and content with the addition of an area specifically for dual credit students and high school personnel.

#### **Success Story**

Online faculty and their courses benefited from several efforts aimed at improving equipment and software resources. The WebCT server was upgraded to provide a more robust system and to allow enhanced connectivity with our online testing server. The purchase of Voice Tools allows faculty to enhance the interactivity and collaborative activities of their online courses by adding voice capabilities to email, discussions, and lectures. These benefits of these changes are expected to be evidenced by increased persistent rates for online students.

## Humanities and Fine Arts - Development Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College mission to "create and provide high-quality educational programs," and specifically within the College goals to provide "quality academic courses applicable to the baccalaureate degree; quality workforce education designed to satisfy employer demands and individuals' needs; the opportunity for all graduates to obtain general education skills; and opportunities to enhance the community through cultural events," the purpose of the Division of Humanities and Fine Arts encompasses the following areas:

1. High quality lower-division and Fine Arts courses where students can earn college credit applicable to associate and baccalaureate degree programs.
2. High quality lower-division courses that meet the language requirements of college workforce programs.
3. High quality developmental reading and English courses that prepare students to pass the TASP and to succeed in college-level academics.
4. Fine Arts exhibitions and performances that offer students practical experience and community members cultural opportunities.
5. Provide all Humanities and Fine Arts students with the opportunity to obtain the general education skills in the areas of reading, written and oral communications, basic computer and information literacy, and workplace communication, while fostering critical thinking skills and a commitment to lifelong learning.

#### Objective 1

Students will exhibit readiness for ENGL 1301 and will be prepared to meet the success factor for students who exit the Developmental English program.

#### Evaluation

Developmental Education Report on TASP pass rate, improvement in COMPASS and DWS scores, and success in first college corollary course.

#### Evaluation Results

THEA: The THEA is covered in Objective 2.

COMPASS: The COMPASS test is no longer being used as an evaluative tool. (See Future Plans.)

DWS: Comparative scores for diagnostic writing samples are not available to the new Developmental Writing Specialist. (See Future Plans.)

First college corollary course: Of students who passed Developmental English II (exit-level) with a B or better, 80% passed their first college corollary course with a C or better; this exceeds the 70% target rate by 10%. This is a decrease from last year in which 89% made a C or better.

#### Strategy

Writing readiness and critical thinking practice will be encouraged within the Developmental English courses to aid students' preparedness for future college corollary courses.

#### Strategy Results

Five essays and one paragraph are required in Developmental English II (exit-level) in such modes as description, narration, illustration, comparison and contrast, classification, and persuasion. Active reading is taught.

Success Factor 3.b., was 44% in 04/05, 26% below the target of 70%. SF3.b. is the percentage of exiting developmental English students who earn a C or better in their first college corollary courses. The low success factor could possibly indicate that personal essay topics in the modes is not challenging enough to fully prepare students for the challenges of their first college corollary courses. (See future plans).

## Humanities and Fine Arts - Development Education 2004-2005 Institutional Effectiveness End of Year Summary

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 2**

Seventy percent of Developmental English II (exit-level) students will pass the writing portion of the TASP test.

### **Evaluation**

TASP pass rate as reported in the Developmental Education Report.

### **Evaluation Results**

52% of Developmental English II (exit-level) students passed the writing portion of the THEA test. The previous year's percentage was 62%. This represents a 10% drop in one year. (See Areas Needing Improvement).

### **Strategy**

Incentives will be provided to encourage more students to register for the TASP Test and more options on TASP Review Sessions will be implemented.

### **Strategy Results**

Syllabi specifies that students who pass the THEA are exempt from the final exam. To the best of the new Developmental Writing Specialist's knowledge, neither the developmental writing program, nor the developmental reading and writing center ran any programs on THEA preparation. (See areas needing improvement.).

While the incentive in the syllabi to be exempt from the final exam will motivate students to retake the THEA, on its own, this is not enough to reach target percentages. (See areas needing improvement.)

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 3**

Seventy-five percent of Developmental English II (exit-level) students will complete the course.

### **Evaluation**

Retention/course completers as reported in the Developmental Education Report.

### **Evaluation Results**

71% of the total number of fall 04 Developmental English II students (exit-level) completed the course.  
74% of the total number of spring 05 developmental English students (exit-level) completed the course.  
73% of the total number of 04-05 developmental English students (exit-level) completed the course, 2% short of the 75% goal. 2% is equivalent to 3 students, indicating that the difference may be statistically insignificant. This is an increase from 03-04 in which 69% of developmental English students completed the course.

The previous year's percentage of completers was 69%, which represents a 2% increase.

## Humanities and Fine Arts - Development Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

Efforts will be made to encourage not only class attendance, but also course completion.

#### **Strategy Results**

Syllabi of individual teachers contain specific incentives including such policies as adding 5 points to the final exam grades of any student with perfect attendance. Policies for absence, tardiness, and make-up work are spelled out.

While such strategies are an effective means of promoting retention, and while the goal was nearly met in 04/05, the department should continue to look for and implement strategies to retain students.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

At the completion of the semester, Developmental Reading students will increase their reading comprehension and vocabulary skills.

#### **Evaluation**

COMPASS pre and post-test scores at the beginning and the end of the semester.

#### **Evaluation Results**

At mid-year, the Compass test was replaced by the Townsend College Preparatory Reading Test,. The 2003 cohort gives us only COMPASS information for Reading 0300 in Fall 03 and no information at all is available regarding COMPASS in the 2004 cohort. However, what results we do have for Fall 03 shows an 83% skills improvement. Using one semester's data from the Townsend test, there was a 56% improvement rate. It should be noted that the COMPASS tested only for reading comprehension and vocabulary improvement, while the Townsend tests for all six reading skill areas covered on the THEA exam, thus making it a more difficult but more comprehensive examination.

#### **Strategy**

Classroom instructors will provide an array of reading passages from which to test comprehension skills and improve vocabulary.

#### **Strategy Results**

Reading passages from college texts in all disciplines were used throughout the semester in the classroom setting and on all tests to evaluate comprehension skills and expand vocabulary. Courses represented were psychology, sociology, health sciences, life sciences, earth sciences, history, education, literature, and criminal justice. These passages were obtained from the reading course text, the guide to the reading THEA text, and from used course texts from various disciplines kept in the classroom.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Humanities and Fine Arts - Development Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 5**

Developmental Reading students will complete the course and pass it with a grade of C or better.

#### **Evaluation**

Completion of requirements as set forth in the class syllabus.

#### **Evaluation Results**

Eighty-eight percent of 12th day Reading 0301 students completed the course, up from 85% in 2003, and 68% passed it with a C or better, up from 66% in 2003. For Reading 0300, though 90% completed the course, only 61% passed it with a C or better. This is down from 68% of the previous year, though the percentage of completers improved over the 85% completion rate of 2003.

#### **Strategy**

Efforts will be made to encourage class participation and course completion. Students will be encouraged to seek one-to-one assistance with instructors and to utilize tutoring.

#### **Strategy Results**

Ninety percent of 12th day Reading 0300 students and eighty-eight per cent of 12th day Reading 0301 students completed the course. This compares with the 85% completion rate in both levels in 2003. Teaching strategies were used that incorporated and encouraged student participation. In addition, students were given the option of excused and unexcused absences so that family emergencies would not impact their attendance in a negative way. In the spring semester, tutors trained specifically to help Developmental Reading students were hired and students encouraged to take advantage of their availability. 89% of those tutored passed exit level Reading with a C or better and 93% of minority students tutored passed with a C or better. This is an increase from the 78% in 2003 and the 67% of minority students. For Reading 0300, 67% of those tutored and 64% minority students tutored passed with a C or better. This is down from 71% in 2003, though minority student percentages remained the same at 64%.

#### **Budget Results**

No funding outside the normal departmental operational budget was required. However, Title V funds were used to implement the tutoring program.

#### **Objective 6**

At the completion of the semester, Developmental Reading students who retake the TASP reading test will pass it with a score of 230 or higher.

#### **Evaluation**

TASP reading score results received during the appropriate semester. Scores are returned approximately two weeks after the test is completed.

#### **Evaluation Results**

Fifty-four percent of 12th day exit level students who took the THEA exam passed it with a score of 230 or better. This is down from the 65% of the year before. However, in Reading 0300 where taking the THEA is not encouraged, 46% of 12th day students who took the THEA passed it. This is up from 40% in 2003.

#### **Strategy**

## Humanities and Fine Arts - Development Education

### 2004-2005 Institutional Effectiveness End of Year Summary

Students will be encouraged to attend TASP Review Sessions and tutoring.

#### **Strategy Results**

Students were encouraged to attend tutoring sessions for taking the THEA made available through the Tutoring Center and through the designated English/Reading tutors. In addition, test taking strategies as a whole were incorporated into classroom instruction. While numbers are not available as to what percentage of Developmental Reading students went to THEA review sessions specifically, we do know that 89% of Reading 0301 students and 61% of Reading 0300 students who went for tutoring in reading passed their reading classes with a C or better. It is presumed that these same students took advantage of the THEA sessions.

#### **Budget Results**

No funding outside the normal department operational budget was required. Title V funds were used to pay those tutors trained for Developmental English and Reading students

#### **Objective 7**

Developmental students receiving a grade of B or better in the course but who have not passed the reading section of the TASP within the course semester will pass their first college corollary course with a grade of B or better.

#### **Evaluation**

Cumulative data as tracked in the Victoria College Developmental Education Report.

#### **Evaluation Results**

Objective 7 calls for data on Developmental reading students who make a B in the course and do not retake THEA and who go on to make a B or better in their first college corollary course. However, as of the 04-05 college year, information is tracked on students who receive a C or better in their first college corollary course. In addition, current tracking includes all Developmental students who receive a B in reading whether or not they have passed the reading portion of the THEA exam. With that in mind, 51% of all 12th day B students, who may or may not have passed the reading portion of the THEA exam, completed their first college corollary course. Forty-three percent of these students earned a C or better in it, compared to 2003-2004 where 24% passed with a C or better.

#### **Strategy**

Reading passages from the college corollary disciplines will be utilized for reading comprehension and class discussions.

#### **Strategy Results**

Reading passages from the college corollary disciplines as well as from the other major disciplines were used in classroom discussion and on reading skill examinations to test for comprehension and expansion of vocabulary. These passages were taken from texts in the health science, social science, literature and criminal justice fields with an emphasis in discussions on psychology, government and history; i.e., courses currently used as first college corollary for Developmental Reading students. As a result, 43% of reading students passed their first college corollary with a C or better. This is a 12% increase over 2003.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

## Humanities and Fine Arts - Development Education

### 2004-2005 Institutional Effectiveness End of Year Summary

The new Developmental English Specialist will conduct interviews and meetings with English faculty to determine what skills are needed for success in corollary English courses, both 1301 and 1302. The developmental English curriculum will be vertically integrated and a course-design template will be created in order to guide faculty in making critical reading, writing, and thinking skills central to the course. The course-book choice for developmental English will be re-evaluated, and critical reading and academic engagement with text will be central to any future book selections. Because several important evaluative indicators of developmental English are based on grades, it is important to ensure that grades are fair and consistent among sections taught by different faculty. The new Developmental English Specialist will hold regular morning sessions with developmental English faculty. In consultation with the entire English department, she will develop a rubric to be used in developmental English that is based on the Developmental English II (exit-level) required grade of B. She will hold regular morning sessions with developmental English faculty to help faculty develop and maintain consistent grading standards. The efficacy of the current diagnostic writing tests (a replacement for COMPASS and diagnostic writing samples) will be assessed and a systematic and computerized method of reporting scores will be developed. The data will be stored in the English department common drive.

The Developmental Reading Specialist, too, plans to meet with representatives from the first college corollary courses to seek input regarding course areas where the instructors feel students are not succeeding. With this knowledge, and where these weaknesses fall within the parameters of the writing/reading Developmental program, the specialists can then create teaching strategies and make syllabi adjustments to address specific corollary course needs.

Also in the planning stage is the possibility of adding a third level to the Developmental Reading curriculum to further prepare students for their first college corollary courses or for any future college courses that rely heavily on reading.

With the advent of the new Reading/Writing Tutoring Center opening in Spring, 2006, tutoring will be mandated for all reading students. With this supplement to instruction, which will include one-on-one tutoring, group tutoring, reading software programs, and THEA preparation, it is hoped that several areas listed below as needing improvement can be addressed and improvements made.

#### **Strengths**

The Developmental Education Report, the Fall 2004 Cohort, showed an excellent retention rate in Developmental Reading. Reading 0300 showed an 88% retention rate, and Reading 0301 showed a 90% retention rate. In addition, 43% of Developmental Reading students who made a B in the course, with or without passing the reading portion of THEA, passed their first college corollary course with a C or better. This is up from 35% last year.

#### **Areas Needing Improvement**

Developmental writing fell short of its goal of a 70% pass rate for students retaking the THEA (52%). Although encouragement for THEA retesting is built into the developmental English syllabus--incentive to be exempt from the final exam--there is no evidence of a systematic departmental effort to help students through the process of registration and preparation for retaking the THEA. Two possible ways to address this problem are for developmental English to design and implement such a systematic effort, or to re-evaluate its reliance on the THEA as an exit requirement and instead develop an internal system of assessment of writing readiness and critical thinking.

Diagnostic writing tests need to be housed in a central location, and a computerized method of data collection need to be developed. The data needs to be easily accessed by all involved personnel. (See future plans.)

Success Factor 3.b., is the percentage of students exiting from ENG 0301 with a B or better who earn a C or better in a first college corollary course. The targeted is set at 70%; unfortunately the percentage for English in 04/05 was 44%, 26% below target. The curriculum needs to be vertically integrated in a way that better prepares students for the freshman English sequence of 1301/1302.

While over half of the Developmental Reading students who retook the reading portion of the THEA passed it with a score of 230 or better, this is still a percentage that needs improvement as per the success factor of 70%. Another area badly needing improvement is the percentage of Developmental reading students who do not do well in their first college corollary class. (See future plans)

## Humanities and Fine Arts - Development Education

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Success Story

Statistics in the Exit-Level Developmental Education Report show that tutoring in writing has a highly positive effect on pass rates in Developmental English II (exit-level): While 47% of all completers passed with a C or better, 57% of completers who participated in tutoring passed with a C or better, an increase of 10%. Additionally, while 36% of minority completers passed with a C or better, 48% of minorities who participated in tutoring passed with a C or better, an increase of 12%.

Perhaps the greatest success in Developmental Reading was the pairing of one class with a Developmental English class. This was a first for Victoria College. Using corresponding materials and paired but individual instruction, both instructors worked together to help students understand the tight correlation between the two disciplines. Written feedback from students in these paired courses indicated that many of them felt they understood this correlation for the first time and, by the end of the semester, were comfortable in transferring analytical reading skills to their own compositions -- and vice versa.

Through the Title V grant, a tutoring program was initiated with tutors trained specifically to meet the needs of Developmental Reading and Developmental English students. Though the tutoring was done through the Tutoring Center, knowledge was gained as to what works and what doesn't, thus giving us direction for planning and implementing our own facility to be opened in the Spring of 2006.

## Humanities and Fine Arts - Fine Arts

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College mission to "create and provide high-quality educational programs," and specifically within the College goals to provide "quality academic courses applicable to the baccalaureate degree; quality workforce education designed to satisfy employer demands and individuals' needs; the opportunity for all graduates to obtain general education skills; and opportunities to enhance the community through cultural events," the purpose of the Division of Humanities and Fine Arts encompasses the following areas:

1. High quality lower-division and Fine Arts courses where students can earn college credit applicable to associate and baccalaureate degree programs.
2. High quality lower-division courses that meet the language requirements of college workforce programs.
3. High quality developmental reading and English courses that prepare students to pass the TASP and to succeed in college-level academics.
4. Fine Arts exhibitions and performances that offer students practical experience and community members cultural opportunities.
5. Provide all Humanities and Fine Arts students with the opportunity to obtain the general education skills in the areas of reading, written and oral communications, basic computer and information literacy, and workplace communication, while fostering critical thinking skills and a commitment to lifelong learning.

#### Objective 1

Fine Arts will continue to offer online courses to meet student demand.

#### Evaluation

VCCIMS reports will indicate whether Fine Arts online courses make, the enrollment trends and efficiency percentages of the courses that do make, and will also indicate increases in student demand as evidenced by enrollment numbers in Virtual College of Texas courses.

#### Evaluation Results

VCCIMS indicates all online courses made in 2004-2005, averaging 93% efficiency. ARTS 2357 grew from 5 students in the fall to 19 in the spring, indicating an increase in student demand. MUSI 1300 enrollment in VCT went from 0 in 2003-04 to 5 in fall 2004, but in spring 2005, no VCT spaces were offered due to in-house student demand. ARTS 2357 had no VCT students in fall, but 6 enrolled in spring.

#### Strategy

Art Histories 1303 & 1304, and Foundations of Music 1300 are already offered. Art Appreciation ARTS 1301 and Music Appreciation MUSI 1306 will be added online as funds permit.

#### Strategy Results

Online course offerings were as follows:

Fall 2003: 2 ARTS 1303; 1 MUSI 1300; 1 SPCH 1315

Spring 2004: 1 ARTS 1304; 1 MUSI 1300; 1 SPCH 1315

Fall 2004: 1 ARTS 1301; 2 ARTS 1303; 1 ARTS 2357; 1 MUSI 1300; 1 SPCH 1315; 1 SPCH 1318; 1 SPCH 1321

Spring 2005: 2 ARTS 1304; 1 ARTS 2357; 1 MUSI 1300; 1 SPCH 1315; 1 SPCH 1318; 1 SPCH 1321

In summary, the results indicate an increase in online sections from 7 to 15 annually. Two new arts courses were developed instead of one art and one music: ARTS 1301 and ARTS 2357 were offered instead of MUSI 1306. And 2 new speech classes were offered.

#### Budget Results

No funding outside the normal operational budget was required.

## Humanities and Fine Arts - Fine Arts

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Improve Instructional Excellence, Retention Efficiency and Customer Service.

#### **Evaluation**

By 2005 funding permitting: All classrooms will be equipped with computers, projectors and screens. Fifty percent of class pianos will be replaced. Gas kilns will be permanently installed outside. Safety barriers and roof will be installed around outdoor kilns. Doors from courtyard to classroom side of building will be made handicapped accessible. Lighting in hallway improved to allow exhibit of work. Student Evaluation of Instructor forms will indicate that equipment and technology was sufficient for the goals of the course.

#### **Evaluation Results**

One projector was mounted in the Choir Room; no other classrooms received projectors.  
No new computers were added to classrooms, which means that 2 out of the 5 classrooms in the Fine Arts Building were without faculty computers.  
No class pianos were replaced.  
Gas kilns remained indoors, safety barriers and roof were not been installed.  
Doors from courtyard to classroom were not made handicapped accessible.  
Lighting in hallway was not improved to allow exhibit of work.

#### **Strategy**

Ensure that the physical plant and available technology meets instructional and student needs.

#### **Strategy Results**

Maintenance and Technology requests were made but denied or postponed due to lack of funds.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Improve Performance Quality, Outreach and Customer Service.

#### **Evaluation**

By Fall 2004, drama productions will be supported with students from acting classes, and the musical will be supported with musical theater students. Production quality will improve indicated by qualitative comparison of performances without acting students by faculty.

#### **Evaluation Results**

Acting students comprised approximately 50% of performers in productions, which makes it difficult to ascertain its impact on production quality. Acting students are encouraged but not required to audition for performances.

#### **Strategy**

Offer Acting DRAM 1351/2 in Fall and Spring Semesters respectively, and Musical Theater MUSI 1159-2159 in Fall.

#### **Strategy Results**

## Humanities and Fine Arts - Fine Arts

### 2004-2005 Institutional Effectiveness End of Year Summary

DRAM 1351 was offered and 16 students enrolled in fall 2004. In spring 2005, DRAM 1352 was offered and 17 students enrolled. MUSI 1159-2159 was not offered due to budgetary and faculty constraints.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Improve Outreach, Recruitment and Customer Service.

#### **Evaluation**

Produce Children's Festival every April. Examine attendance data and guest comments.

#### **Evaluation Results**

The quality of the drama portion of the 2004 Children's Festival was significantly lower than the prior year. Comments from teachers and students were not favorable; therefore, the spring 2005 production was scheduled as a standard, family/adult program. However, this is strictly a temporary break from the festival; all fine arts personnel expect to offer the program again in spring 2006.

#### **Strategy**

Offer students and community members a cultural opportunity through an annual Fine Arts Festival for Children in April. Festival will be collaborative to include drama, visual arts and music. This objective is justified based on community needs as expressed by the Cultural Council of Victoria, elementary teacher comments, and attendance of the Children's Fine Arts Festival in Spring 2003.

#### **Strategy Results**

Fine Arts Festival was introduced in spring 2003, and produced again in spring 2004. Festival included visual arts and instrumental music accompanying the drama production. No Festival was produced in spring 2005 but will be produced in spring 2006.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Increase recruiting efforts.

#### **Evaluation**

Faculty Profiles will indicate two recruitment efforts annually. Eventually VCCIMS data will show an increase in Fine Arts enrollment.

#### **Evaluation Results**

Faculty more than exceeded expectations for recruitment.

#### **Strategy**

Vigorously recruit students for all fine arts programs in our service area.

## Humanities and Fine Arts - Fine Arts

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy Results

Faculty Profiles indicate the following recruitment contacts per faculty:

Karen Sikora: 3, primarily on campus utilizing art club activities to stimulate current student interest

Debra Jahn: 15, both on and off campus demonstrations to school groups and events, talks to school groups and media contacts

Robert Hodde: 2, hosting UIL festival and judging UIL contest

Marylynn Fletcher: 5, both on and off campus, at local schools, and with Civic Chorus and through publicized VC choir performances

Jona Anderson: 12, both on and off campus, at local schools, and with a variety of performance groups at multiple events

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

Art faculty plan to participate in Empty Bowls in 2006. Drama faculty will offer the UIL Festival again in spring 2006 for local school districts. Music faculty plan faculty concerts for full-time and part-time college faculty for the 2005-2006 school year.

#### Strengths

All faculty spend considerable time in the community, working with local schools providing numerous art demonstrations, performing jointly with high school choirs, hosting events for students grades 1-12 on campus in conjunction with the Texas Music Association, and judging UIL one-act plays; adjudicating for college music festivals; organizing and participating in community events such as the Macaroni Fest; and exhibiting their own art and performing their music as artists in their own right.

#### Areas Needing Improvement

Enrollment in music and drama courses.

#### Success Story

Enrollment in the visual arts has increased, as well as the quality of work at the student art exhibits. Exhibit attendance has nearly doubled since the prior year. Nine students went to TTCDA All-State Choir. Matt Thomas, a VC music student, was chosen as the "concerto" contest award winner and performed with the All-State Concert Band at the TMEA. Jazz groups performed at numerous local events. El Mariachi de Victoria raised \$607 for the Salvation Army at their 3rd annual toy drive. Drama students performed Cinderella Waltz in the spring. The drama department held its first UIL Festival in April for area high school drama students. Choir students participated in Valentine Vocals and performed jointly with the Victoria Civic Chorus in a spring concert accompanied by a string quartet at Mission Espiritu Santo in Goliad State Park. Art faculty participated in Empty Bowls as committee members and donators of bowls, painted a mural for the Museum of the Coastal Bend, created art work for VRMA's annual Day of the Death exhibit, and organized student Art Association donations of artwork to Bluebonnet Youth Ranch Silent Auction. Speech faculty attended the Expeditionary Learning Outward Bound Summer workshop in Boston as a Victoria College representative.

## Humanities and Fine Arts - Humanities

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College mission to "create and provide high-quality educational programs," and specifically within the College goals to provide "quality academic courses applicable to the baccalaureate degree; quality workforce education designed to satisfy employer demands and individuals' needs; the opportunity for all graduates to obtain general education skills; and opportunities to enhance the community through cultural events," the purpose of the Division of Humanities and Fine Arts encompasses the following areas:

1. High quality lower-division and Fine Arts courses where students can earn college credit applicable to associate and baccalaureate degree programs.
2. High quality lower-division courses that meet the language requirements of college workforce programs.
3. High quality developmental reading and English courses that prepare students to pass the TASP and to succeed in college-level academics.
4. Fine Arts exhibitions and performances that offer students practical experience and community members cultural opportunities.
5. Provide all Humanities and Fine Arts students with the opportunity to obtain the general education skills in the areas of reading, written and oral communications, basic computer and information literacy, and workplace communication, while fostering critical thinking skills and a commitment to lifelong learning.

#### Objective 1

The Language Department, which currently offers online courses in ENGL 1301, 1302, 2327, and 2328, will continue to offer online courses to meet student demand. The department will offer an additional section of ENGL 1301 in Fall 2003 and ENGL 1302 in Spring 2004 and will offer SPAN 1411 online in Fall 2004.

#### Evaluation

VCCIMS reports will indicate whether Language Department online courses made, the enrollment trends and efficiency percentages of the courses that do make, and will also indicate increases in student demand as evidenced by enrollment numbers in Virtual College of Texas courses.

#### Evaluation Results

VCCIMS reports show that all Language Department online courses for fall 2004 made. In spring 2005, all course except SPAN 1411.100 made. Efficiency percentages of all courses that made were over 90%. None of the English online courses were open to Virtual College of Texas students. Demand for online English courses remains at a consistently high level, with students during registration attempting to enroll in already closed online courses.

#### Strategy

New online courses will be developed for ENGL 1301 and ENGL 1302.

#### Strategy Results

In fall 02 we offered 1 ENGL 1301, 1 ENGL 1302, and 1 ENGL 2328 online. In spring 03 we offered 1 ENGL 1301, 1 ENGL 1302, and 1 ENGL 2327. In fall 03, we offered 2 1301s, 1 1302, and 1 SPAN 1411. In spring 04, we offered 1 1301, 2 1302s, and 1 2328. In fall 04, we offered 1 1301, 2, 1302s, and 1 2327. In spring 05, we offered 1 1301, 2 1302s, and 1 2328. Therefore, we increased our offerings in 03-04 and held steady in 04-05.

#### Budget Results

No funding outside the normal operational budget was required.

## Humanities and Fine Arts - Humanities

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

The Language Department will continue to offer online and ITV courses that provide quality instruction equal to that offered in traditional on-campus classes.

#### **Evaluation**

The Student Evaluation of Instruction results and the Grade Distribution and Retention Report results for instructors teaching both traditional and distance education courses will be qualitatively compared and used in faculty evaluations to ensure quality instruction in distance education courses.

#### **Evaluation Results**

Grade Distribution Reports show that overall grade distribution between traditional face-to-face instruction and distance education classes tend to be equal. However, dual credit students enrolled in ITV classes have overall higher grades than traditional face-to-face students. These students plan to enroll at universities after completing high school and therefore set high standards for themselves. Retention in online classes remain lower than traditional classes: for fall face-to-face classes, the retention rate was 84% but for online, the retention rate was 63%; and for spring face-to-face, the retention rate was 78%, while online retention was 63%. However, retention rates in ITV classes remain high: 99% in fall and 93% in spring.

#### **Strategy**

Informal discussions with faculty teaching online and ITV will be conducted throughout the year.

#### **Strategy Results**

Departmental syllabi were created for the English department to establish departmental standards, guidelines, and requirements for all English classes. They were created to provide guidelines for instruction regardless of the method of delivery. All syllabi for the year were examined to ensure that departmental standards were being followed.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Language Department will continue to efficiently schedule courses in English, philosophy, reading, and Spanish based on student demand, taking into account TASP requirements, Core Curriculum requirements, associate degree requirements, and suggested transfer plans.

#### **Evaluation**

VCCIMS reports will be examined during registration periods, during semesters, and at the completion of semesters to analyze enrollment trends and efficiency levels.

#### **Evaluation Results**

Enrollment trends have shown the following: THEA results indicate an increasing need for reading classes. Reading class caps had to be raised to accommodate developmental student needs. English classes continue to have a steady enrollment, with increases in the ITV format. In fall 2003, we offered 11 ITV classes and in fall 2004 we offered 16. Spanish enrollment has increased due in part to recruitment in the spring of 2003. In the previous two years, enrollment in Spanish classes declined, which resulted in the Spanish instructor not having a full course load. However, due to recruitment efforts, all Spanish classes made and the Spanish instructor taught his full course load.

## Humanities and Fine Arts - Humanities

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

TASP requirements, Core Curriculum requirements, associate degree requirements, and suggested transfer plans will be examined.

#### **Strategy Results**

Enrollment trends, the number of students passing assessment exams, and the number of courses exceeding their caps, such as reading, are all examined when creating course schedules. Associate degree programs indicate that ENGL 1301 and 1302 are required in numerous plans, including Process Technology, Professional Office Technology, Instrumentation, EMS Certification, Computer Programming, Networking, Business Management, Respiratory Care, and Associate Degree Nursing.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Language Department will maintain 12th day enrollment numbers in keeping with the high-quality, academically rigorous credit courses.

#### **Evaluation**

VCCIMS bi-weekly reports will be used to analyze enrollment prior to the 12th class day to identify any sharp drops in enrollment and their possible causes.

#### **Evaluation Results**

According to the VCCIMS Bi-Weekly Report for fall 2004 and spring 2005, there were no sharp drops in enrollment in English, Spanish, or philosophy.

#### **Strategy**

The issue of retention will be addressed at the first of the year division meeting.

#### **Strategy Results**

When the division met at the beginning of the year, retention was discussed, especially as it pertains to online courses. Reasons why students may drop prior to the 12th class day were addressed, even though historically, 12th day enrollment is not problematic for Humanities.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Language Department will maintain completion rates in keeping with high-quality, academically rigorous credit courses.

#### **Evaluation**

Grade Distribution and Retention Reports will be analyzed to identify substantial declines in course completion and their possible causes. This data is a required part of faculty evaluations.

## Humanities and Fine Arts - Humanities

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

Grade Distribution and Retention Reports are consistently used in faculty evaluations. These reports show that one area with substantial declines in retention is online classes. This issue is handled case by case with online instructors. However, since retention continues to be low in online classes, this issue needs to be addressed on the division level.

#### **Strategy**

The issue of completion rates will be discussed in the first of the year division meeting.

#### **Strategy Results**

Online course completion rates were discussed at the division meeting at the beginning of the year. Training for online course delivery was also discussed.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

For the 2005-2006 school year, we plan to offer an additional ENGL 1301 and 1302 so that we will have 3 1301s in the fall semester and 3 1302s in the spring semester. Spanish recruitment will continue. Retention in online courses will be addressed more directly with all online instructors in the division.

#### **Strengths**

Academic rigor in English courses remains consistently high. Faculty show continued willingness to stretch their boundaries by offering courses through ITV and online formats. The Humanities Department works as a team to confront issues on retention, academic rigor, and consistency in course content.

#### **Areas Needing Improvement**

Retention in online courses needs to be improved.

#### **Success Story**

We have begun a Writer's Club for Victoria College students, faculty, and staff. The club received a \$1,000 Victoria College Foundation grant to fund a literary magazine and to purchase a portable, magnetic poetry wall.

## Industrial and Public Services Program

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The purpose of the Industrial and Public Service Programs unit is to contribute to the components of the College's mission relating to Workforce and Continuing Education. This unit is comprised of the Drafting, Early Childhood Development, Electronics, Emergency Medical Services, Firefighting, Instrumentation, Law Enforcement, Process Technology, and Welding programs. These programs will use traditional classroom and distance education technologies to satisfy local and regional employer demands and individuals' workforce training needs by preparing competent entry-level professionals, as well as, providing continuing education for professional development and/or maintenance of a certification or license. In addition to technical training, each program will ensure that graduates are competent, to the level expected in that profession, in reading, writing, and math; plus have the personal and interpersonal qualities necessary to be successful in the workplace. Furthermore, associate degree programs will verify graduate competence in oral communications and basic use of computers.

#### Objective 1

Support of the College's strategic goal of Outreach.

#### Evaluation

1. Log all participation in promotional efforts; including date, location, target audience and number of contacts made. Increase promotional efforts until enrollment efficiency reaches at least 90%. Since this has not been formally tracked before, the '03-'04 will be a base year. An increase in promotional efforts in '04-'05 is attainment of Objective 1(a).
2. Compare the number and demographics of declared majors and enrollment in program-specific courses to prior semesters and the College's "Closing the Gaps" participation targets. Overall improvement is attainment of Objective 1(b).
3. Compare the number of class sections offered via distance education with prior semesters. An increase is attainment of Objective 1(c).

#### Evaluation Results

\*The Industrial and Public Service Programs units has been a part of a college initiated reorganization. No formal tracking of promotional efforts is available. The faculty did participate in several recruitment activities including career fairs and high school visits.

\*Overall the enrollment in this unit is predominately Anglo males. Hispanic males represent the next largest group.

\*Online course development was initiated through the creation of an Early Childhood Development course.

#### Strategy

1. Collaborate with the Divisions of Institutional Advancement and Student Services to promote program awareness and recruit a culturally and gender diverse pool of qualified applicants.
2. Increase declared majors and enrollment in program-specific courses at a rate that meets the College's "Closing the Gaps" participation targets.
3. Increase the number of class sections offered via distance education.

#### Strategy Results

Through participation in recruitment activities, this unit seeks to recruit a culturally and gender diverse pool.

#### Budget Results

No funding outside the normal operational budget was required.

## Industrial and Public Services Program

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Support of the College's strategic goal of Retention

#### **Evaluation**

1. Review Grades Distribution Reports and compare the percentage of students successfully completing program-specific courses with the rate from prior semesters. Successful completion is defined as a final grade of "C" or better. An increase in the percentage rate is attainment of Objective 2(a).
2. Compare current rosters of students declaring an I&PS major with prior semesters to determine the percentage of students making continuous progress until graduation. An increase in the percentage is attainment of Objective 2(b).

#### **Evaluation Results**

\* A review of grade distribution reports indicates that the Unit retention rate is 91.8%, with the percentage of successful completers being 91.3%. This rate above the college retention goal of 85%.

\*The number of students completing certificates or degrees within the unit declined by 15.

#### **Strategy**

1. Increase the percentage of students successfully completing program-specific courses with a final grade of "C" or better.
2. Increase the percentage of students that register each semester until their educational goal is met.
3. Review program curriculum to identify new opportunities for completion awards; Marketable Skills Certificates, Level One & Two Certificates, Associate Degrees, and Enhanced Skills Certificates.
4. Increase the percentage of students that achieve a completion award at a rate that meets the College's "Closing the Gaps" retention targets.

#### **Strategy Results**

The rate of successful completers exceed the college's retention goal.

Program curriculum is continually under review to meet the needs of workplace competencies.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Support of the College's strategic goal of Excellence.

#### **Evaluation**

## Industrial and Public Services Program

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Maintain a log of meetings/contacts with industry where curriculum and programs awards were discussed. Maintenance of the log is attainment of Objective 3(a).
2. Review minutes of Advisory Committees to determine if program objectives, resources, curriculum, and completion competencies are reviewed annually. Annual review of all programs is attainment of Objective 3(b).
3. Development of "Competency Profiles" for at least two programs each academic year is attainment of Objective 3(c).
4. Review results of student's evaluation of instruction. An average overall rating of faculty of 4.0 is attainment of Objective 3(d).
5. Review the Performance Evaluation/Development Plan and subsequent Faculty Profile of faculty with overall rating of 3.9 or less to determine if professional development was completed that targeted identified areas of weakness. Completion of targeted development is attainment of Objective 3(e).
6. Review results of graduate and employer follow-up surveys:
  - o A minimum of 90% of graduates employed, serving in the military or pursuing higher education within six months of graduation is attainment of Objective 3(f-1).
  - o A minimum of 90% of graduates and employers being "Very Satisfied" or "Satisfied" with overall entry-level job competencies is attainment of Objective 3(f-2).
7. Review reports of licensure/certification exam results of graduates in the Paramedic, Firefighting and Police Academy Certificate programs. A minimum of 90% pass rate within one year of graduation in each program is attainment of Objective 3(f-3).

### Evaluation Results

All programs within the unit have active advisory committees that meet regularly to review course objectives, workplace competencies, and job market availability.

### Strategy

1. Interact with area business and industry to validate the continued need for current program awards and identify need for new trends for existing programs and/or new programs of study.
2. Maintain active Advisory Committees that annually review program objectives, resources, curriculum, and completion competencies.
3. Develop and implement "Competency Profiles" for at least two programs per year until all programs use them to validate exit competencies.
4. Survey student satisfaction of instruction according to the schedule outlined in the Faculty Handbook. Achieve an average overall rating of faculty of 4.0
5. Provide professional development for faculty with overall rating of 3.9 or less that is targeted to improve identified areas of weakness.
6. Survey graduates and their employers to validate achievement of the following benchmarks:
  - o 90% of graduates will be employed, serving in the military or pursuing higher education within six months of graduation.
  - o 90% of graduates and their employers will be "Very Satisfied" or "Satisfied" with their overall entry-level job competencies.
  - o 90% of graduates of the Paramedic, Firefighting and Police Academy Certificate programs will pass the required licensure/certification exam within one year of graduation.
7. Where available, seek program accreditation from external professional organizations.

### Strategy Results

Based on the Drafting Program Advisory Committee findings of decreased job opportunities for drafting completers, the drafting program has been deactivated.

Due to reorganization within the unit, competency profiles are not available.

### Budget Results

No funding outside the normal operational budget was required.

## Industrial and Public Services Program

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 4**

Support of the College's strategic goal of Efficiency.

#### **Evaluation**

1. Review course efficiency ratings each semester for each program. An average efficiency rating of 80% or, for program with less than an 80% average, an increase in the average efficiency rating is attainment of Objective 4(a).
2. Compare the instructional cost per contact hour to the state reimbursement rate for each program. A cost equal to or less than the state rate is attainment of Objective 4(b). For programs with instructional costs higher than the state rate, a decrease in the cost per contact hour is marginal attainment of Objective 4(b).

#### **Evaluation Results**

- \* The majority of the courses taught in the unit programs are only offered one per year in course sequence.
- \*Cost savings measures were implemented whenever possible.

#### **Strategy**

1. Refine the one-year Course Schedule to maximize student access, yet increase the average efficiency rating for each program.
2. Identify and implement cost saving measures to decrease instructional cost per contact hour until the state reimbursement rate is achieved.

#### **Strategy Results**

Reviews of course efficiency are used to economically generate the next year's schedule.  
This unit attempts to manage the budget effectively.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Support of the College's strategic goal of Customer Service.

#### **Evaluation**

1. Review results of Student and Staff Satisfaction Surveys. A rating of at least 95% "Very Satisfied" or "Satisfied" is attainment of Objective 5.
2. The Director will log all customer service related complaints, including findings and resolution. At decrease in complaints is attainment of Objective 5.

#### **Evaluation Results**

- \*A review of satisfaction surveys indicates that 97.6% are Not Dissatisfied.
- \*Due to reorganization within the unit, there is no available record of customer service complaints.

#### **Strategy**

## Industrial and Public Services Program

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Collaborate with recruiters, the Admissions/Records Office and Counseling Services to route prospective students, applicants and current students to the appropriate faculty member for career, curriculum and course schedule information and advise.
2. Develop an information/communication system to respond to walk-in, phone, e-mail and Internet inquiries, requests and complaints.
3. Acknowledge receipt of inquiries, requests and complaints within 24 hours. Respond within 48 hours unless otherwise stated.
4. Increase the percentage of student and staff satisfaction, as indicated on Student and Staff Satisfaction Surveys.

#### **Strategy Results**

\*Faculty members have been advising students in program specific areas.

\*Due to reorganization within the unit, there is no available record of additional strategies results.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Industrial and Public Service Programs unit will work to increase student enrollment, increase retention of students until they meet their educational goals, increase advisory committee participation, maximize efficiency and provide excellent customer service.

#### **Strengths**

The Industrial and Public Service Programs unit has dedicated faculty who continue to strive for student success. The unit provides hands on instruction in labs that simulate real life scenarios.

#### **Areas Needing Improvement**

Updated lab equipment is needed to better achieve course objectives. Recruitment efforts need to increase to improve enrollment in unit programs.

#### **Success Story**

Nine process technology students received internships with area petrochemical plants during the year, with five graduates continuing employment following internships.

## Library

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The VC/UHV Library is committed to anticipating and satisfying the information and research needs of the Victoria College and University of Houston-Victoria communities, and supporting these institutions in their respective missions.

The Victoria College/UH-Victoria Library serves as a primary research resource for Victoria County and a region of fourteen other surrounding counties. The major role of the Library is to serve the curricular and research needs of students, faculty, and staff of Victoria College and UH-Victoria. An important but secondary role is to provide informational services to the community and region, with the limits allowed by the Library's resources. To serve the patrons of the Library in the best possible way, the Library is committed to cooperation and the sharing of resources with other libraries in the city, region, state, and nation.

#### Objective 1

Improve quality of Library outreach and services to students and faculty.

#### Evaluation

1. Documentation of usage; survey built into program with each reference/chat contact.
2. Usability studies (during design phase); online survey of users (after implementation).
3. Documentation of completion.
4. User survey distributed with each delivery.
5. Brown-bag lunch; workshop (with evaluation for each).

#### Evaluation Results

1. 50% increase from previous fiscal year in Ask-a-Librarian questions (total of 334 questions - 63 from VC; 233 from UHV; 38 from non-affiliated persons). Selected comments from those using e-mail "Ask-a-Librarian" are included in the "Strengths" section of this report.
2. While the library will continue to offer "chat" reference, its minimal usage has resulted in the postponement for further development of this service.
3. Library outreach services will continue to center around "Ask-a-Librarian" (e-mail and telephone reference) and services provided in person and through the library webpage.

#### Strategy

1. Enhance online chat service and develop virtual reference services to meet needs of both distance education and on-campus students.
2. Redesign of the Library's website to improve its effectiveness.
3. Complete transformation of journal holdings information to electronic form so that full text holdings can be easier to locate; provide linkages between online catalog and electronic journal holdings list.
4. Redesign interlibrary loan workflow and recordkeeping to increase efficiency and service.
5. Increase awareness of copyright information and compliance services for faculty and staff.

#### Strategy Results

1. More visibility for "Ask A Librarian" on the library's webpage.
2. Current website design is almost 2 years old. Redesign is underway and will be completed in 2006.

#### Budget Results

No funding outside the normal operational budget was required.

## Library

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Maintain excellence of the Library collection through continued enhancement and improvement of resources.

#### **Evaluation**

Documentation through database usage statistics.

#### **Evaluation Results**

1. 14% increase in usage of library's primary databases (Ebsco & Gale)
2. 8.5% increase in circulation (including use of e-books)

#### **Strategy**

Continue providing the best array of databases and other electronic services possible within budget constraints.

#### **Strategy Results**

Added the following electronic resources: Oxford Reference Online, D&B Financial Ratios, Magill on Literature Plus, Biography Resource Center, New York Times, Wall Street Journal, Houston Chronicle, Los Angeles Times, Washington Post

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Continue to improve Library customer service.

#### **Evaluation**

1. Student surveys; annual evaluations by supervisors.
2. Assessment by supervisors of student employees.
3. Faculty surveys.

#### **Evaluation Results**

1. VC Student Survey. Average rating of the four questions pertaining to the library - 97.1% "not dissatisfied" (range of 96.5% to 98.1%).
2. All library supervisors of student employees have identified and are providing the needed training for student employees.
3. VC Faculty/Staff Survey. Average rating of the six questions pertaining to the library - 94.7% "not dissatisfied" (range of 91.9% to 94.7%).

#### **Strategy**

1. Provide an effective and knowledgeable staff through an assessment of training needs; develop and implement training sessions for all library staff.
2. Initiate regular training and orientation sessions for library student employees.
3. Continue to develop relationships with faculty to that they and their students are aware of the services and resources of the Main Library and the Media Library.

#### **Strategy Results**

## Library

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Most library training/development needs have been met with on-campus technology training and professional workshops and conferences. The major unmet training need is refresher training for modules in the library automation system, which is planned for FY 2005-06.
2. Training and orientation for library student employees is provided by library departments employing the students. This includes both initial and refresher training.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Increase retention and student success.

#### **Evaluation**

1. Documentation of the inclusion of information literacy in library instruction; student evaluations of library instruction sessions; faculty surveys.
2. Survey of students (for online orientation); survey of class and instructor (for class related modules).

#### **Evaluation Results**

1. The concepts of Information Literacy are included in library instruction for both VC and UHV.
2. Student surveys of library instruction have been minimal. Revised evaluation procedures are in place for FY 2005-06.

#### **Strategy**

1. Develop ways for students to improve skills in information literacy through library instruction and encourage its inclusion in course curricula.
2. Improve existing and develop new online modules for student library orientation and for specific classes/subject areas.

#### **Strategy Results**

1. The ACRL Information Literacy Standards form the basis for library instruction.
2. Because of the time involved in developing online library instructional modules, this strategy will continue to be addressed in FY 2005-06.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Continue excellence in providing and preserving resources through the formulation of a plan for long-term preservation of digital materials.

#### **Evaluation**

Documentation of the development of a digital preservation plan.

#### **Evaluation Results**

The library's digital preservation plan includes: (1) Continued digitization of photographs; (2) Identification of unique and/or fragile materials that can best be preserved through digitization; digitize as time permits; (3) Maintaining a digital history of the library's webpage; and (4) Maintaining a digital archive copy of materials digitized elsewhere on campus and provided to the library for archiving.

## Library

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

1. The Library will continue to digitize, organize, and make accessible photographs and other materials in the Victoria Regional History Center.
2. The Library will develop a plan, consistent with the plans and mission for the College and the University, for preserving digital resources (web page and official documents) of both Victoria College and University of Houston-Victoria.

#### **Strategy Results**

1. The library continues to digitize photographs and other materials in the Victoria Regional History Center.
2. Developed Library Digital Preservation Plan.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Maintain excellence in Library technology.

#### **Evaluation**

1. Documentation of plan and funding in place to assure systematic replacement of servers.
2. Documentation of the completion of update to Library Technology Plan.

#### **Evaluation Results**

1. Plan in place for replacement of servers, including those shared with the Victoria Public Library for the shared automation system.
2. Library Technology Plan partially updated.

#### **Strategy**

1. Develop a replacement cycle for servers, particularly those that are part of the integrated library automation system shared with Victoria Public Library.
2. Update the Library's technology plan.

#### **Strategy Results**

1. Plan has been developed for server replacement and replacements have begun during this fiscal year.
2. Library Technology Plan cannot be completely updated until college technology plan can schedule and fund replacements for the remainder of the main library's public workstations.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 7**

Improve efficiency and quality of the Library's planning and assessment processes.

#### **Evaluation**

Revised process implemented for 2003-2005.

## Library

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Evaluation Results

The library assessment process now includes additional assessment of instruction and comparisons with peer institutions (the peer institutions of VC and UHV, as well as additional institutions selected by the library).

#### Strategy

The Library will revise its planning and assessment process, using as a framework, the Association of College and Research Libraries' ACRL Standards for College Libraries (2000).

#### Strategy Results

Library planning and assessment, while using the ACRL Standards, will be oriented toward compliance with the Core Requirement and Comprehensive Standards relating to libraries in the new standards of SACS Commission on Colleges. With additional emphasis on library instruction in the standards, additional work will be done in assessing the library's instructional program.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

1. Recarpeting the first floor of the library.
2. Creation of a campus blog hosted by the library's website.
3. Adding the capability of streaming video from the Media Library.

#### Strengths

1. Customer service
2. Ask-a-Librarian. People working from home are particularly appreciative of the assistance we provide by phone and e-mail.

A sampling of comments from those using our e-mail "Ask-a-Librarian" show the types of responses we are receiving:

- o Thank you so much-- I tried looking on the online journals and could not get the process right. Thanks for the steps.
- o Thank you for your help. I will follow the process you suggested. If I need further help, I will come back to you.
- o Oh, bless you! I'll come by and pick those up sometime tomorrow, Tuesday, April 26.
- o Wow, that is great work. Actually, the course does not require a text, but thank you for the direction. I will use it.
- o Thank you very much for your assistance. The step-by-step explanation of the search process has been very helpful. I think I understand the process now.
- o Okay, I see what the problem is... I wasn't putting the "uhv\" before my username. I am able to log-in now, thank you. Your instructions helped.
- o Thanks so much for taking care of that. You are a sweetheart.
- o Yes, you are correct. Thank you, thank you and thank you! Have a great day.
- o YES!!! Thank you, thank you. It worked. Thanks for all your time and all your help!
- o Perfect and thank you for your help.

3. Variety and depth of full-text online databases.

#### Areas Needing Improvement

1. Improved assessment of library instruction.
2. Additional library-specific training for library staff and library student assistants.

#### Success Story

## Library

### **2004-2005 Institutional Effectiveness End of Year Summary**

In 2005, the 20th year of its publication, the INDEX TO TEXAS MAGAZINES AND DOCUMENTS went online. Produced by the VC/UHV Library since 1986, the INDEX provides subject coverage for approximately 40 Texas magazines and publications of state agencies. While earlier indexing was provided to libraries in paper format by subscription only, the online service is posted for open access as the only long-term index available for Texas periodicals. Among universities compiling state indexes, VC/UHV is by far the smallest. The index is available at:  
<http://vcuhvlibrary.uhv.edu/Txindex/home.htm>

Lori Williamson, Distance Education Librarian and resident expert on copyright law as it applies to usage of library materials, has won a prestigious honor from the Copyright Advisory Committee of OITP (the American Library Association's Office for Information Technology Policy). Lori has been designated a Copyright Scholar (one of seven, nationwide) and named to the Copyright Advisory Network, which responds to copyright inquiries, via an online bulletin board, from librarians all over the United States.

The Library's collection of audio books has been popular and is meeting a real need. A university employee provided the following comments on this collection: "Over the last several years I have checked out many books on audio for entertainment and personal growth. I have always found something of interest in the Media Library. Having struggled with reading my whole life due to dyslexia, I always felt left behind when it came to reading because it was so difficult. Until a co-worker told me about the audio books available in the library I would look at bookstores or online. However, the cost was prohibitive. The audio books available in the library have given me an opportunity I never had and removed that feeling of being left out because my dyslexia and the expense."

## Media Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The primary purpose of the Media Services department is to support the instructional and administrative areas of the College with timely, quality duplicating, audio/visual, printing, multimedia and publishing services in a courteous manner.

#### Objective 1

To meet the changing Media Services needs of the College by expanding the array of services offered and developing procedures that are more customer-friendly.

#### Evaluation

The Student Opinion Survey and Faculty and Staff Opinion Survey will be used to evaluate the success of the objective listed above. A satisfaction rate of 90% or higher is desired. Records of Media Services employee training offered and attended will reflect adequate training.

#### Evaluation Results

Survey results indicated that 97.4% of respondents were satisfied with the quality of services provided, the variety of services provided, and the hours of operation . 98.6% were satisfied with the multiple methods for submitting copy requests.

115. Quality of assistance from personnel	81	48.258	34.511	6.5	2	1.2	1	0.6	15	8.9	168	98.0
116. Courtesy, professionalism, and/or cooperation of personnel	91	54.254	32.17	4.2	1	0.6	1	0.6	14	8.3	168	98.7

#### Strategy

1. Accept copying and equipment requests submitted in non-traditional ways, such as email and electronic forms.
2. Develop procedures for collecting/delivering materials twice daily and for providing cost estimates for large jobs before the work is completed.
3. Extend the hours of operation to provide evening instructors with access to Media Services.
4. Exploring the possibility of providing copying services to students.
5. Providing copy-on-demand services using a networked copier.
6. Installing a self-service copier for walk-in customers.
7. Providing printing services with a digital copier for items currently being sent to a printing company, which will result in an overall reduction in College printing costs.
8. Revising the website to provide pertinent information to customers such as a price list for services and a list of equipment available for checkout.

#### Strategy Results

A color copier was installed in spring and departments began sending some materials to Media Services rather than to outside print shops. Efforts have also been made to monitor networked copier usage across campus to ensure efficient use of all copier resources. Operating hours were extended beginning fall 06 and services have been extended to students.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Support the College's nursing, distance education, dual-credit and continuing education programs.

## Media Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

The Student Opinion Survey and Faculty and Staff Opinion Survey will be used to evaluate the success of the objective listed above. A satisfaction rate of 90% or higher is desired. Records of Media Services employee training offered and attended will reflect adequate training.

#### **Evaluation Results**

According to annual survey results, more than 90% of respondents were not dissatisfied with services, training, and support provided by Distance Education and Technology Services staff.

#### **Strategy**

1. Providing training and support to Admissions, Counseling and remote ITV facilitators in the use of the KIOSK systems for registration from the College's Learning Centers.
2. Upgrading the ITV classroom equipment to include a user-friendly touch panel interface, replacing the switch boxes and remote controls.
3. Improving the utilization of ITV classrooms/equipment
  - o Working closely with each instructional division during the scheduling process.
  - o Working closely with the Allied Health Division to arrange for relocation of ITV equipment from room AH122 and the Nursing Schools to other classrooms.
4. Upgrade the instructor computer systems in the ITV classrooms.
5. Providing support for evening ITV classes by creating a rotating work schedule that includes extended hours.

#### **Strategy Results**

Since the advent of Web registration interest in KIOSK registration has declined. Therefore KIOSK registration has been discontinued due to lack of participation. Budget restraints prevented upgrading ITV equipment in all of the classrooms however, classrooms in the Johnson Hall and Academic buildings benefited from a change in the furniture configuration to consolidate and upgrade the instructor's station. Plans are in place to relocate ITV equipment from AH122 to TC 126 for spring 06 classes. Support is available to evening ITV classes by technicians who work a rotating schedule, which includes evening hours.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Fully utilize personnel in order to provide high quality services in a timely manner.

#### **Evaluation**

The Student Opinion Survey and Faculty and Staff Opinion Survey will be used to evaluate the success of the objective listed above. A satisfaction rate of 90% or higher is desired. Records of Media Services employee training offered and attended will reflect adequate training.

#### **Evaluation Results**

According to annual survey results, more than 90% of respondents were not dissatisfied with services, training, and support provided by Distance Education and Technology Services staff.

#### **Strategy**

## Media Services

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Requiring the Media Services Coordinator, Media Services Specialist and Media Services Technician to be cross-trained in key support areas.
2. Expanding the duties of the Media Services Secretary to include equipment checkout/check in and tracking.

#### **Strategy Results**

The Media Services Coordinator, Media Services Specialist, and Media Services Technician are cross-trained as documented by cross-training checklists. The Media Services Office Manager has assumed responsibility for checking out laptops and projectors to faculty and staff.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Support faculty as they strive to improve retention.

#### **Evaluation**

The Student Opinion Survey and Faculty and Staff Opinion Survey will be used to evaluate the success of the objective listed above. A satisfaction rate of 90% or higher is desired. Records of Media Services employee training offered and attended will reflect adequate training.

#### **Evaluation Results**

A total of 70 individuals attended or participated in technology training activities. End of course evaluations indicated a 98% satisfaction rate with the course and instructor.

#### **Strategy**

1. Providing assistance with creating various instructional materials such as, audio and video clips, and visual aids.
2. Providing training in the effective use of ITV equipment for teaching.

#### **Strategy Results**

Assistance and training in the use of ITV equipment and creating multimedia materials was provided throughout the year in the form of training classes, one-on-one support, and assistance with creating materials for specific classes such as Babette Lowe's online college algebra.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Media Services will continue to increase its ability to provide in-house printing services and will soon assume duties for producing institutional signage.

#### **Strengths**

Most if not all of the requests submitted are completed within 12 hours.

#### **Areas Needing Improvement**

With the relocation of the switchboard to the Media Services storage room, a new location for storing paper and equipment must be identified.

## Media Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Success Story**

Victoria College was able to produce and print the fall course schedule using its own equipment--saving money on printing costs.

## Science and Math - Biology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Biology Department has a threefold purpose:

1. To provide high-quality academic programs, advisement, and academic development for students majoring in biology and other related disciplines, so that these students will be adequately prepared for transfer to institutions offering baccalaureate, graduate, or professional degrees.
2. To provide the requisite coursework for students entering or enrolled in programs of the Division of Allied Health at VC or similar programs at other institutions.
3. To contribute to the general education objectives of the college by providing biology courses suitable to the VC core curriculum requirements, and oriented toward students majoring in disciplines other than biology.

Included in each of these areas is the general divisional purpose of developing critical thinking and experiential learning skills through lab exercises.

#### Objective 1

The Biology Department will offer high-quality courses that adequately prepare students for future coursework at Victoria College and any institution to which a student may transfer.

#### Evaluation

The Division Chair will review student evaluations of faculty, grade distributions and data from transfer institutions to determine if Victoria College students are getting adequate preparation.

#### Evaluation Results

Data and contact with previous students indicate that students at Victoria College are receiving an excellent foundation in the biological sciences. Currently there is no systematic way to get comprehensive information concerning our students' performance at transfer institutions.

#### Strategy

1. Faculty will develop diverse means to increase the level of student engagement in biology classes.
2. VC will hire competent tutors and increase student awareness of free tutoring available on campus.
3. Faculty will maintain current syllabi/course content to ensure that our courses cover appropriate material to provide a foundation in biology.

#### Strategy Results

The faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture. The Biology Department also makes a great deal of material available to students through the Victoria College website. During the 2004-2005 year, there were excellent tutors available in the Science Building. These tutors actively "recruited" other students and were used extensively. Dr. Garrett was awarded a Victoria College Foundation grant to enhance the room used by tutors. Money from the grant will be used to purchase a computer and biological models that are used in biology laboratories.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

The Biology Department outreach initiatives will improve access to biology courses by offering courses online &/or as ITV courses.

## Science and Math - Biology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

At the end of the academic year, the Division Chair will compare the number of courses available through distance education to demand for such courses.

#### **Evaluation Results**

The lecture component of each of the two semesters of Human Anatomy & Physiology is offered online. There was significant interest in the online sections for these two courses. There is little evidence of a strong demand for other biology courses at this time based on Victoria College student enrollment in other biology courses through the Virtual College of Texas.

#### **Strategy**

1. The Biology Department will offer a variety of distance education courses.
2. The Biology Department will develop plans for engaging biology students in the area high schools.

#### **Strategy Results**

The Biology Department offers the lecture component of each of the two semesters of Human Anatomy & Physiology online. Several other courses, lecture and lab, have web-based supplements.

Dr. Coons is in the process of establishing an area "Science Collaborative" with the high schools in the Victoria College service area. One of the goals of the Science Collaborative is to enhance the ability of high school students to take a college-level course without leaving their campus. The first course of this type is tentatively scheduled for the fall of 2006.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Biology Department will develop schedules that provide a sufficient number of sections of classes to accommodate the needs of our students while being conscious of the need to offer only those sections that are needed.

#### **Evaluation**

At the end of each academic year the Division Chair will use information from enrollment reports to determine the appropriate number of sections that should be offered during registration for the following year. The chair will consider the availability of courses for student enrollment as well as the efficiency of the sections that were taught.

#### **Evaluation Results**

The number of courses and sections offered was sufficient to meet the needs of the Victoria College students while maintaining efficient class sizes.

#### **Strategy**

At the end of each academic year the Division Chair will use information from enrollment reports to determine the appropriate number of sections that should be offered during registration for the following year.

#### **Strategy Results**

The number of courses and sections offered was sufficient to meet the needs of the Victoria College students while maintaining efficient class sizes.

## Science and Math - Biology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Biology Department will offer opportunities for students to enhance their awareness and experience in the biological sciences beyond what is traditionally taught in the classroom.

#### **Evaluation**

At the end of each academic year the Division Chair will record whether the evaluation criteria listed below have been met for that academic year. The biology department and/or the college will provide at least 2 of the following each academic year:

1. An active student science club
2. National quality speakers addressing topics within the biological sciences
3. A web site facilitating student access to information within the biological science

#### **Evaluation Results**

The Science Club was very active during the academic year.

Dr. Sam Rhine gave a Genetics Update Conference during the spring. In addition to Victoria College students, over three hundred area high school students attended the conference.

The Biology Department website continues to expand. Students have access to images from the laboratory as well as lecture notes from several of the instructors in the department.

#### **Strategy**

1. Maintain an active Science Club.
2. Invite speakers to present current topics in science.
3. Faculty will maintain and expand a web site that provides information concerning the biological sciences.

#### **Strategy Results**

The Science Club was very active during the academic year.

Dr. Sam Rhine gave a Genetics Update Conference during the spring. In addition to Victoria College students, over three hundred area high school students attended the conference.

The Biology Department website continues to expand. Students have access to images from the laboratory as well as lecture notes from several of the instructors in the department.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Biology Department will offer coursework that will adequately prepare students for future coursework in programs of the Division of Allied Health at Victoria College or similar programs at other institutions.

#### **Evaluation**

During the spring semester, a survey of Allied Health faculty and students will be given regarding preparation of VC students entering Allied Health programs.

#### **Evaluation Results**

The survey was not distributed during the 2004-2005 year.

## Science and Math - Biology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy

1. Faculty will develop diverse means to increase the level of student engagement in biology classes.
2. VC will hire competent tutors and increase student awareness of free tutoring available on campus.
3. Faculty will maintain current syllabi/course content to ensure that our courses cover appropriate material.

#### Strategy Results

The faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture. The Biology Department also makes a great deal of material available to students through the Victoria College website. During the 2004-2005 year, there were excellent tutors available in the Science Building. These tutors actively "recruited" other students and were used extensively. Dr. Garrett was awarded a Victoria College Foundation grant to enhance the room used by tutors. Money from the grant will be used to purchase a computer and biological models that are used in biology laboratories.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 6

The Biology Department will provide coursework relevant to the needs of students who major in disciplines other than biology. Courses and special programs will encourage a general understanding of biology as it relates to the public in general and Victoria College students in particular. This component is designed to improve excellence and retention.

#### Evaluation

At the end of each academic year, the Division Chair will use student survey responses to evaluate the relevance of material in biology courses. The chair will also consider other programs, such as the Lyceum, offered by the college or the biology department that address issues in the biological sciences. The grading formula in the syllabi for biology courses will include components that require knowledge of the reading assignments.

#### Evaluation Results

The Biology Department offers a broad variety of courses. A new course of Environmental Biology, BIOL 2306, was created and taught as a result of the number of Victoria College students who had taken the course through the Virtual College of Texas. The Genetic Update Conference that was presented by Dr. Sam Rhine is available to all Victoria College students. This conference attracts a wide variety of students.

#### Strategy

1. Faculty will develop diverse means to increase the level of student engagement in biology classes.
2. VC will hire competent tutors and increase student awareness of free tutoring available on campus.
3. Faculty will maintain current syllabi/course content to ensure that our courses cover appropriate material.

#### Strategy Results

The faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture. The Biology Department also makes a great deal of material available to students through the Victoria College website. During the 2004-2005 year, there were excellent tutors available in the Science Building. These tutors actively "recruited" other students and were used extensively.

#### Budget Results

No funding outside the normal operational budget was required.

## Science and Math - Biology

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Future Plans**

Biology faculty will continue to work with the faculty in Allied Health to ensure a smooth transition for students into the various programs. There will be a continued effort to enhance the material available on the Victoria College website. The room used by biology tutors will be improved using money from the Victoria College Foundation grant. The room will be equipped with models that are used in the biology laboratories. This will give students additional time to study the models. Dr. Coons is forming a Science Collaborative with the science instructors of the high schools in our service area. The goal of this initiative is to improve science education in the area.

#### **Strengths**

The Biology Department continues to do an excellent job in preparing students for a career in biology or allied health.

#### **Areas Needing Improvement**

The Biology Department continues to seek ways to increase retention rates and improve grade distributions.

#### **Success Story**

Dr. Larry Garrett was awarded a grant from The Victoria College Foundation to equip a study room in the Science Building. This is the room used by science tutors, and money from the grant will be used to stock the room with models and charts that are identical to the models used in the biology laboratories. This will allow student access to the models throughout the day. There will also be tutors available at the location to help them study the models. Funds from the grant will also be used to purchase a computer. Students will have internet access and access to the Biology Department information pages that are available on the web.

## Science and Math - Mathematics

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

The purpose of the Department of Mathematics at Victoria College is to provide high quality instruction in Mathematics that meets the various needs of all students.

#### **Objective 1**

The Math Department should offer the courses that meet the needs of students in all academic and vocational programs.

#### **Evaluation**

The Program Coordinator and Division Chair can verify that an adequate number of sections of each course are offered, the number of open spaces during registration can be monitored and new sections can be opened if needed. Registration data will be used to prepare future schedules.

#### **Evaluation Results**

Each year, prior to developing a schedule, enrollment figures are reviewed to determine the proper number of courses and sections to be offered each semester. This has created efficient class sizes while providing opportunities for all Victoria College students to take the math classes that they need.

All math courses, except MATH 2320 (Differential Equations), are offered at least once a year. Due to inquiries by several students and potential students, the Math Department will offer MATH 2320 during the spring semester of 2006.

#### **Strategy**

The Math Department will develop schedules with sufficient sections to meet the needs of the students while maintaining efficient class sizes.

#### **Strategy Results**

The number of courses and sections offered was sufficient to meet the needs of the Victoria College students while maintaining efficient class sizes.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Adequately prepare students for future coursework at Victoria College or any institution to which a student may transfer.

#### **Evaluation**

The Division Chair reviews the student evaluation of faculty as part of the process of insuring high standards of instruction. In addition, grade distributions can be reviewed to determine if students were adequately prepared by prior courses. Grades can also be tracked at transfer institutions to determine if Victoria College students were adequately prepared.

#### **Evaluation Results**

Data and contact with previous students indicate that students at Victoria College are receiving an excellent foundation in mathematics. Currently there is no systematic way to get comprehensive information concerning our students' performance at transfer institutions.

## Science and Math - Mathematics

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy

Standards of instruction should be high.

#### Strategy Results

Successful completion of mathematics courses was slightly higher than in the previous year.

The number of students who successfully completed college-level mathematics courses was 85.9%. During the previous year, the success rate was 84.9%.

In developmental mathematics courses, the success rate was 67.9%. The success rate in developmental mathematics courses during the previous year was 66.9%.

Successful completion is represented by a grade of A, B, or C in the class.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Improve Retention

#### Evaluation

The Counseling Department and the Math Department can monitor the reasons given when a student drops a course to assist in determining if a problem exists with the counseling/placement process. In addition, individual instructors are in a position to determine if students have been misplaced and corrective action can be taken if done before the official reporting date.

#### Evaluation Results

In practice, the reasons given on the drop slips are too general to be of much use in evaluating why a student actually drops. Instructors can and do recommend schedule changes before the official reporting date if it is determined that a student is misplaced.

#### Strategy

Students should be placed in the proper math course with due regard to their program requirements, math background and skill level.

#### Strategy Results

In practice, the reasons given on the drop slips are too general to be of much use in evaluating why a student actually drops. Instructors can and do recommend schedule changes before the official reporting date if it is determined that a student is misplaced.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

Our goal should be that 70% of students who successfully complete Math 0301 with a B or higher should then pass the Math portion of the TASP test.

## Science and Math - Mathematics

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

The Program Coordinator and Division Chair should insure that the skills tested on the Math portion of the TASP are adequately covered by Math 0300 and 0301. In addition, the pass rates on the TASP exam can be reviewed to determine if those students who complete Math 0301 with a B or better then go on to pass the TASP exam.

#### **Evaluation Results**

The percentage of students who completed MATH 0301 with a B or better and became TSI complete was 53.6%.

#### **Strategy**

Math 0300 and 0301 together should adequately prepare students for success on the Math portion of the TASP test.

#### **Strategy Results**

The percentage of students who completed MATH 0301 with a B or better and became TSI complete was 53.6%. During the previous year, the rate was 59.7%. The Mathematics Department continues to try to improve the success rate. Since the summer bridge program was so successful, there are plans to deliver the course material using the eight-week format during a long semester.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The retention rate should improve for the math developmental courses.

#### **Evaluation**

The Program Coordinator and Division Chair will monitor retention rates as well as success rates in the developmental math courses.

#### **Evaluation Results**

In developmental mathematics courses, the success rate was 67.9%. Successful completion is represented by a grade of A, B, or C in the class. This is an increase of 1% over the previous year.

#### **Strategy**

The Math Department will continue to seek methods that will increase the success rates in the developmental math courses.

#### **Strategy Results**

In developmental mathematics courses, the success rate was 67.9%. Successful completion is represented by a grade of A, B, or C in the class. This is an increase of 1% over the previous year when the success rate was 66.9%.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Science and Math - Mathematics

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 6**

Math 0303 will adequately prepare students for success in college level Mathematics courses; in particular, for Math 1314 and Math 1324.

#### **Evaluation**

The program Coordinator and the Division Chair can review grade distributions in Math 1314 and Math 1324 to determine if students who took Math 0303 as a prerequisite are adequately prepared for those courses.

#### **Evaluation Results**

Slightly more than 43% of the students who completed MATH 0303 made a C or better in their first college-level corollary course.

#### **Strategy**

1. Faculty will develop diverse means to increase the level of student engagement in math 0303 classes.
2. VC will hire competent tutors and increase student awareness of free tutoring available on campus.
3. Faculty will maintain current syllabi/course content to ensure that our courses cover appropriate material to provide a foundation in mathematics.

#### **Strategy Results**

Slightly more than 43 % of the students who completed MATH 0303 made a C or better in their first college-level corollary course. During the previous 2 academic years, 64% (2003-2004) and 54% (2002-2003) of the students who completed MATH 0303 made a C or better in their first college-level corollary course.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 7**

The Math Department outreach initiatives will improve access to mathematics courses.

#### **Evaluation**

At the end of the academic year, the Division Chair will determine if the number of distance education classes has increased. Requests for specific courses from outside sources will also be considered in this evaluation process.

#### **Evaluation Results**

During the 2004-2005 academic year, the Mathematics Department offered three developmental courses and five college-level courses online. Three new courses will be offered online during the fall of 2005. College Algebra (MATH 1314) was also offered as an ITV class.

#### **Strategy**

At the end of the academic year, the Division Chair will compare the number of courses available through distance education to demand for online and/or ITV classes.

## Science and Math - Mathematics

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

During the 2004-2005 academic year, the Mathematics Department offered three developmental courses and five college-level courses online. Three new courses will be offered online during the fall of 2005. College Algebra (MATH 1314) was also offered as an ITV class.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Mathematics Department will continue to offer a greater variety of courses online.

The Mathematics Department will continue to seek ways to improve retention and success in developmental courses. There are plans to offer some developmental math courses over an eight week period instead of the traditional sixteen weeks. Students would come every day, and the instructors in the Math Department believe that this will increase the success rate.

#### **Strengths**

The Math Department continues to offer high-quality courses that prepare Victoria College students for further studies in mathematics.

The Mathematics Department has developed a large number of mathematics classes that are delivered online.

Scheduling of mathematics classes continues to be very efficient. There was an average class size of 29.8 students, but there were enough sections to allow Victoria College students to take the courses that were needed.

#### **Areas Needing Improvement**

Success rates are still too low. Members of the Mathematics Department continue to seek ways to address retention and grade distribution.

Enrollment in several courses remains relatively low. Several of these classes will be offered through the Virtual College of Texas to try to attract more students from throughout the state.

#### **Success Story**

## Science and Math - Mathematics

### 2004-2005 Institutional Effectiveness End of Year Summary

The following report was submitted by Mr. Dan Murphy, Developmental Math Specialist. It is a summary of a new program for developmental math students that began during the summer of 2005.

Victoria College Summer Bridge Math Success  
by Dan Murphy, Developmental Math Specialist

Have you ever been part of something that you knew was truly special? The Summer Bridge Math Program was that way for me. Immediately, from first recruiting contacts, there was no doubt that the experience would be unique and have a positive impact on all of the participants. Students were recent high school graduates who qualified for Math 0301 Beginning Algebra.

The program was designed to help students successfully transition from high school to college and be ready to take college-level mathematics classes. In addition to the mathematics curriculum taught by a combination of lecture, computer aided instruction, and peer mentoring and tutoring, students were able to work with Title V counselor, Gail Janecka. A variety of transitional and support activities such as math study skills and learning styles were experienced during the extended sessions. College orientation and visits by top VC administrators and other key people helped students feel welcome and comfortable.

After program completion, students took the Texas Higher Education Assessment (THEA) again. Of the fifteen students who completed the Summer Bridge Math Program, fourteen students were considered Texas Success Initiative (TSI) complete for math, and nine scored high enough to be eligible to take College Algebra. Only one student is not continuing college enrollment this fall. The missing student is planning on returning to Victoria College next semester. One student is attending another institution.

It was a wonderful experience working with these students and building positive relationships. It was great being part of something truly special, the VC Summer Bridge Math Program 2005.

Some of the indicators of success are as follows:

1. 94% course completion (15 students)
2. 87% academic success (13 students made A or B)
3. 93% Texas Success Initiative (TSI) complete in math (14 students)
4. 60% college math ready (9 students ready to take college algebra)
5. 87% retention (13 students) at The Victoria College, 93% retention (14 students) in college Fall 2005

## Science and Math - Natural Science

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

Natural science includes the disciplines of chemistry, geology, and physics. The purpose of the natural science programs is to provide high-quality academic programs, advisement, and academic development for students majoring in the natural sciences so that these students will be adequately prepared for transfer to institutions offering baccalaureate, graduate, or professional degrees. The natural sciences will also contribute to the general education objectives of the college by providing science courses suitable to The Victoria College core curriculum requirements, and oriented toward students majoring in disciplines other than science.

#### **Objective 1**

The Natural Sciences will adequately prepare students for future coursework at Victoria College &/or any institution to which a student may transfer.

#### **Evaluation**

The Division Chair will review student evaluations of faculty, grade distributions and data from transfer institutions to determine if Victoria College students are getting adequate preparation.

#### **Evaluation Results**

Data and contact with previous students indicate that students at Victoria College are receiving an excellent foundation in the natural sciences. Currently there is no systematic way to get comprehensive information concerning our students' performance at transfer institutions.

#### **Strategy**

Offer high-quality courses.

#### **Strategy Results**

Members of the faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture. There is a great deal of material available to students through the Victoria College website. During the 2004-2005 year, there were excellent tutors available in the Science Building.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The Natural Sciences will improve access to science courses.

#### **Evaluation**

At the end of the academic year, the Division Chair will compare the number of courses available through distance education to demand for such courses.

#### **Evaluation Results**

Victoria College currently offers several courses online. These include three chemistry courses, a geology course, and two astronomy courses. There was significant interest in the online sections for these courses. There is little evidence of a strong demand for other natural science courses at this time based on Victoria College student enrollment in other biology courses through the Virtual College of Texas.

## Science and Math - Natural Science

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

Outreach initiatives will include offering courses online &/or as ITV courses.

#### **Strategy Results**

Victoria College currently offers several courses online. These include three chemistry courses, a geology course, and two astronomy courses. There was significant interest in the online sections for these courses. There is little evidence of a strong demand for other natural science courses at this time based on Victoria College student enrollment in other biology courses through the Virtual College of Texas.

Due to small enrollment, there are plans to create and offer the calculus-based physics courses (PHYS 2425 & PHYS 2426) as online courses to increase the number of students that we can reach.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Natural Sciences will accommodate the scheduling needs of our students.

#### **Evaluation**

At the end of each academic year the Division Chair will use information from enrollment reports to determine the appropriate number of sections that should be offered during registration for the following year. The chair will consider the availability of courses for student enrollment as well as the efficiency of the sections that were taught.

#### **Evaluation Results**

The number of courses and sections offered was sufficient to meet the needs of the Victoria College students while maintaining efficient class sizes.

#### **Strategy**

Develop schedules that provide a sufficient number of sections of classes while being conscious of the need to offer only those sections that are needed.

#### **Strategy Results**

The number of courses and sections offered was sufficient to meet the needs of the Victoria College students while maintaining efficient class sizes.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Natural Sciences will encourage a general understanding of science as it relates to the public in general and Victoria College students in particular.

#### **Evaluation**

## Science and Math - Natural Science

### 2004-2005 Institutional Effectiveness End of Year Summary

At the end of each academic year, the Division Chair will use student survey responses to evaluate the relevance of material in science courses. The chair will also consider other programs, such as the Lyceum, offered by the college or the sciences that address issues in the sciences. The grading formula in the syllabi for science courses will include components that require knowledge of the reading assignments.

#### Evaluation Results

There is a great variety of courses taught at Victoria College. A new course of Environmental Geology, GEOL 1305, was created and taught as a result of the number of Victoria College students who had taken the course through the Virtual College of Texas. The Genetic Update Conference that was presented by Dr. Sam Rhine is available to all Victoria College students.

#### Strategy

Provide coursework relevant to the needs of students who major in disciplines other than science.

#### Strategy Results

Members of the faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture. Instructors also make a great deal of material available to students through the Victoria College website. During the 2004-2005 year, there were excellent tutors available in the Science Building and the Tutoring Center.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

There will be a continued effort to enhance the material available on the Victoria College website. The room used by tutors in the Science Building will be improved using money from a Victoria College Foundation grant.

Mr. Lee will develop and offer the calculus-based physics courses (PHYS 2425 & PHYS 2426) as online courses to increase the number of students that we can reach.

Dr. Coons is forming a Science Collaborative with the science instructors of the high schools in our service area. The goal of this initiative is to improve science education in the area.

#### Strengths

The natural science courses offered at Victoria College continue to do an excellent job in preparing students for a career in the sciences. There are also classes that provide experience in the sciences for students who intend to major in other disciplines.

#### Areas Needing Improvement

Faculty members who teach courses in the natural sciences continue to seek ways to increase retention rates and improve grade distributions. There is also a need to encourage growth in enrollment for organic chemistry and the calculus-based physics courses.

#### Success Story

Mr. Harry Wagner developed Environmental Geology, GEOL 1305, to be taught online. This course has been very popular and many of the students prefer the online course to the traditional lecture. We now have online courses in biology, chemistry, geology, and physics.

Dr. Dale Pigott integrated a classroom performance system (CPS) into his chemistry classes. This system allows students to enter responses electronically when quizzed. The instructor is able to ask individual questions throughout a lecture instead of the typical quiz given at the beginning or end of a class period. This is intended to increase student engagement during the lecture.

## Social and Behavioral Science

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Division of Social and Behavioral Sciences seeks “to provide high-quality educational programs and services which fulfill the needs of the individual and the community for intellectual growth, and cultural and personal enrichment.” The division will contribute to this by focusing on increasing community outreach, student retention, and excellence in instruction.

#### Objective 1

The division will increase student access to the college.

#### Evaluation

This objective will be measured by examining course schedules and counting the number of online courses taught each semester. To determine the degree to which core curriculum courses are offered in an online form, the published core curriculum will be compared to the course schedule.

#### Evaluation Results

The division offered a new online course in HIST 1302, bringing to fifteen the total number of online courses developed and taught by division faculty. The division now offers online versions of eight core curriculum courses.

#### Strategy

1. Develop online courses and offer more sections of online courses.
2. The division will develop and offer online versions of every division course that is included in the VC core curriculum.

#### Strategy Results

The division increased by one the number of online courses offered by adding another HIST 1302 course. GOVT 2301, HIST 1301, and HIST 1302 are offered online by two instructors, the result of which is an increase in the number of sections available online to students. Overall, twenty-six sections of online courses were offered during the 2004-2005 school year compared to twenty sections in 2003-2004. Online versions of Social and Behavioral Science core curriculum courses are available in eight of the eleven core courses provided by the division. Not only can students complete the division core curriculum requirements online, they have a greater number of choices of courses and instructors.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

The division will contribute to "closing the gaps" and strive to improve the quality of instruction.

#### Evaluation

The division will work with Institutional Research to develop measures that will allow the tracking of students taking courses offered by this division.

#### Evaluation Results

## Social and Behavioral Science

### 2004-2005 Institutional Effectiveness End of Year Summary

Changes in Institutional Research delayed efforts to develop reliable tracking mechanisms of students taking division courses. However, coordinated efforts among the academic divisions and Title V have resulted in the preliminary development of tracking students as they move through developmental courses and into college academic transfer courses. The development of a refined instrument is underway and should be in place some time during the 2005-2006 year.

#### Strategy

1. Increase the retention rates of minority students enrolled in division courses.
2. Efforts will be made to increase the attention given by faculty to diversity issues in their classes.

#### Strategy Results

An examination of course withdrawal rates taught by division faculty show little change in minority retention. The overall minority retention in division courses in the 2003-2004 year was 77 percent. The retention rate fell slightly to 76.2 percent during the 2004-2005 year. While this is not a statistically significant drop, the modest change does not indicate that efforts to improve minority retention were effective.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

The division will improve efficiency and reduce budgetary expenditures on supplemental salaries.

#### Evaluation

An examination of VCCIMS course efficiency data and budget expenditures on supplemental salaries will provide the data necessary to measure the degree to which this objective is accomplished.

#### Evaluation Results

Comparison of scheduling efficiency rates are defined as the percentage of students enrolled in a course out of the total possible (usually 35 students) are available and utilized. Likewise, data on supplemental salary expenditures are available from annual budget reports. Overall, the proportion of classes attaining a 95 percent efficiency rating dropped as did supplemental salary expenditures.

#### Strategy

1. Refine the scheduling of classes so that there will be an increase in the percentage of classes that are at or above 95% efficiency enrollment.
2. The division will track previous enrollment patterns and schedule classes and sections at times that have been in heavy demand (i.e. times when classes were filled by the end of early registration).

#### Strategy Results

Overall, 52.8 percent of the classes offered by the division during the 2004-2005 year were at or above 95 percent efficiency compared to 63 percent the previous year. The percentage of classes at or above 100 percent efficiency declined from 50 percent to 44.7 percent. The decline in efficiency may be explained by the overall decline in enrollment that occurred in 2004-2005 as compared to 2003-2004. The ability of the division to modify schedules to increase efficiency is further restricted by ITV demands and the increase in online course offerings. Expenditures on supplemental salary were reduced by \$12,969 compared to the previous year.

## Social and Behavioral Science

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The division will contribute to recruiting efforts and community outreach.

#### **Evaluation**

Data will be gathered on those attending the conference. The number of public school teachers and students attending each lecture will be counted.

#### **Evaluation Results**

Twenty VISD teachers attended the Stormont Conference. Precise counts of VC student attendance were not possible because most of the persons completing sign-in sheets failed to indicate whether or not they were VC students.

#### **Strategy**

Encourage greater attendance by middle school and high school students and teachers in the Stormont Lectures. This will be accomplished by building on a federally funded partnership that aims, in part, at increasing social studies teachers' professional development by supporting their attendance at the conference.

#### **Strategy Results**

The 28th annual John W. Stormont Lectures on South Texas was presented this past Spring. Nine guest lecturers presented research findings on a variety of topics relevant to South Texas during the two-day event. The conference concluded with the awarding of the prize for the outstanding graduate student manuscript. Many of the papers presented during the lectures were accepted for publication in the 16th volume of Victoria College's Division of Social and Behavioral Sciences' South Texas Studies journal. Overall attendance at the conference was about the same as last year. The VISD grant program still provides funds for teachers of American history to attend the conference. Thus, the division maintained its level of participation and attendance at the lectures.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The division's highest priorities remain focused on distance education. Greater emphasis will be placed on enhancing online courses. The division will also strive to increase the number of online sections of the same courses being taught by different instructors. Retention rates and quality of instruction indicators will continue to be monitored. Special emphasis will be given to monitoring the progress of minority students taking division courses. Efforts are underway to improve the organization of, and attendance at, the Stormont Lectures on South Texas which should improve attendance at the conference. This also complements the college's recruiting efforts.

#### **Strengths**

Quality of Instruction  
Community Outreach via the Stormont Lectures  
ITV offerings  
Online Course Offerings

## Social and Behavioral Science

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Areas Needing Improvement**

Division Distance Education Course Retention Rates

#### **Success Story**

A substantial part of the divisions' core curriculum is now available online. This provides students with the ability to complete core curriculum requirements online. They are also able to choose from among various instructors when selecting their core curriculum classes. Enrollment increases in these courses indicates that student interest is being addressed.

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within The Victoria College mission "to provide high-quality educational programs and services," Title V focuses on providing quality developmental education courses to strengthen academic outcomes and prepare students effectively for success in college level studies.

#### Objective 1

Semester-to-semester retention of students who use the Tutoring Center or the new Math Learning Center 4 or more times will increase by 2% over baseline.

#### Evaluation

Developmental Education Specialist will monitor use of the Math Learning Center and Tutoring Center through attendance records. Retention data will be collected and reported.

#### Evaluation Results

Attendance records for both the Tutoring Center and the Math Learning Center were monitored and reviewed; data was collected in order to formulate a baseline for reporting purposes. In analyzing the collected data, the need to change a portion of this objective became apparent. Two critical factors were determined:

1) Students who were using the Tutoring Center at least four times a semester showed a semester-to-semester retention rate of up to 100%, and 2) only 10% of students enrolled in developmental coursework were taking advantage of tutoring services. A decision was made in early 2005 to submit to the Title V program officer a change request for this objective that would reflect the goal of increasing the use of tutoring resources by those students enrolled in developmental coursework. Because there seems to be a correlation between consistent use of the Tutoring Center and both retention and academic success, we have now focused our efforts on strategies that should result in an increase in the use of VC's tutoring resources. As of the spring 2005 semester, use of the Tutoring Center by students enrolled in developmental coursework was reported at an average rate of 28.2%, an increase of close to 18% over the previous five years' usage.

Students using the Math Learning Center (JH 209) four or more times are those students assigned to VC's MAII (Math Individualized Instruction) sessions. These sessions are currently a mandatory tutoring lab component of the Math 0301 course for any student who is repeating this course for at least the second time. Peer and/or professional tutors, under the supervision of the Developmental Math Specialist, Dan Murphy, facilitate the MAII sessions. This arrangement began in the spring of 2004 and continues in the current semester. By measuring the success of this initiative, VC math faculty hope to determine whether a similar arrangement may be advantageous for a larger Math 0301 student population. To establish a baseline for this objective, five years of fall to spring retention data of Math 0301 repeaters (2 or more times), five years of fall to spring retention data of all other (non-repeater) Math 0301 students, and retention data of MAII students beginning in the spring of 2004 was analyzed.

The baseline was established at 45%. Data available for fall '04 indicates the following:

Students who used the MLC four or more times in the fall 2004 semester returned to Victoria College in spring 2005 at a rate of 57.3%, far surpassing the desired 2% increase established in this objective. While this retention rate falls below the average retention rate of first-time Math 0301 students (69.2%), it indicates a great deal of progress is being made in retaining some of VC's most at-risk students (those repeating Math 0301). It also indicates the effectiveness of the Structured Learning Assistance Model being employed in the MAII sessions and has implications for use as a component of the broader Math 0301 program.

#### Strategy

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Mandatory MAII (Math Individualized Instruction) sessions for students repeating a Math 0301 course
2. Title V Counselor Interventions
3. Implement comprehensive training for tutors (CRLA Certification)
4. Increase use of Math Learning Center - open tutoring sessions, small group workshops, etc.

#### **Strategy Results**

1. Mandatory MAII sessions for students repeating a Math 0301 course - implemented spring 2004
2. Title V Counselor Interventions  
Early Alert System - pilot program implemented spring 2005 - computerized reporting system available for all faculty teaching developmental courses; Gail Janecka receives reports from faculty concerning student absences, class performance, etc. - Gail follows up with students, identifying problems and resources available and reports back to instructors. In fall 2005, the Early Alert System was streamlined to be available only to Math 0301 instructors to provide a smaller group of students with which to conduct the continuing pilot program.

Academic Pathways Program - implemented fall 2005 - coordinated effort with VC Counseling Services department; features include degree planning, review of core curriculum, transfer information, career exploration, and math success workshops for Math 0301 students - priority registration will be offered for spring 2006 for students participating in the program.

3. Implement comprehensive training for tutors (CRLA Certification) - Level I Certification awarded fall 2004 - 22 tutors earned Level I Certification status by the end of spring 2005; Level II Certification applied for spring 2005 - awaiting award notification
4. Increase use of Math Learning Center - open tutoring sessions, small group workshops  
Sessions open to all Math 0301 students spring 2005  
Structured workshops held beginning fall 2005

Workshop #1 - Math Specific Study Skills

September 7th and 8th, 2005

52 students attended

Workshop #2 - Math Test Taking and Test Analysis

October 5th and 6th, 2005

55 students attended

Workshop #3 - Math Learning Strengths and Weaknesses

To be held October 26th and 27th, 2005

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The percentage of successful completers in selected developmental courses will increase by 2% over baseline.

#### **Evaluation**

Grade analysis of selected developmental courses will show a 2% increase over baseline.

#### **Evaluation Results**

## Title V

### **2004-2005 Institutional Effectiveness End of Year Summary**

For the 2004-2005 school year, the selected developmental courses were designated as the Math 0301 courses. A baseline for successful completion (B or better) was established through analysis of five years of grade distribution and completion data for Math 0301 students. After reviewing the data, the decision was made to use percentages calculated from the five-year totals for the baseline.

The successful completion baseline for Math 0301 comparisons for fall semesters is established at 30.4% and for spring semesters at 26.3%.

Results: In the fall of 2004, 37.2% of Math 0301 students earned a B or better in the course; in the spring of 2005, 32.9% of Math 0301 students earned a B or better in the course.

In both cases the goal of a 2% increase has been surpassed.

### **Strategy**

1. MAII (Math Individualized Instruction) sessions for Math 0301 repeaters - Math Learning Center
2. Increase use of Math Learning Center - open tutoring sessions, small group workshops, etc.
3. Hybrid course offerings for Math 0301 - CAI/Lecture combined
4. Implementation of Learning Communities
5. Title V Counselor Interventions - Early Alert System
6. Develop specialized tutoring program for developmental English/reading

### **Strategy Results**

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

1. MAII sessions for Math 0301 repeaters - Math Learning Center - MAII sessions mandatory for Math 0301 repeaters as of spring 2004 and made available to all other Math 0301 students as of spring 2005.
2. Increase use of Math Learning Center - open tutoring sessions, small group workshops  
Sessions open to all Math 0301 students spring 2005  
Structured workshops held beginning fall 2005  
  
Workshop #1 - Math Specific Study Skills  
September 7th and 8th, 2005  
52 students attended  
Workshop #2 - Math Test Taking and Test Analysis  
October 5th and 6th, 2005  
55 students attended  
Workshop #3 - Math Learning Strengths and Weaknesses  
To be held October 26th and 27th, 2005
3. Hybrid course offerings for Math 0301 - CAI/Lecture combined - implemented spring 2004 continued implementation expected
4. Title V Counselor Interventions - Early Alert System  
Early Alert System - pilot program implemented spring 2005 - computerized reporting system available for all faculty teaching developmental courses; Gail Janecka receives reports from faculty concerning student absences, class performance, etc. - Gail follows up with students, identifying problems and resources available and reports back to instructors. In fall 2005, the Early Alert System was streamlined to be available only to Math 0301 instructors to provide a smaller group of students with which to conduct the continuing pilot program  
  
Academic Pathways Program - implemented fall 2005 - coordinated effort with VC Counseling Services department; features include degree planning, review of core curriculum, transfer information, career exploration, and math success workshops for Math 0301 students - priority registration will be offered for spring 2006 for students participating in the program.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 3**

The percentage of under prepared (TSI deficient) students who become college ready (TSI complete) will increase by 2% over baseline.

### **Evaluation**

Data concerning the number of students successfully completing the developmental education program (TSI completion) will be collected, monitored, and reported.

### **Evaluation Results**

## Title V

### **2004-2005 Institutional Effectiveness End of Year Summary**

The baseline for this objective was established by reviewing the spring 2004 TSI data (first semester of TSI implementation). Because the ways in which a student could be deemed college ready changed with the elimination of the TASP statute and the onset of the Texas Success Initiative, the decision was made to rely only on the data gathered in that first semester of change in order to establish a basis for comparison in future semesters. The baseline is therefore established at 46%, meaning that of the 939 students enrolled in developmental courses in the spring 2004 semester, 430 (46%) of them became TSI complete by the beginning of the following semester.

In the fall 2004 semester, a total of 1157 students were enrolled in at least one developmental education course. Of those, 479 students (41%) became TSI complete by the beginning of the following semester.

In the spring 2005 semester, a total of 977 students were enrolled in at least one developmental education course. Of those, 493 (50%) became TSI complete by the beginning of the following long semester.

While the fall 2004 semester indicates a decline in the percentage of students becoming TSI complete, the spring 2005 semester indicates that strategies put in place after the fall 2004 semester are proving to be valuable in better preparing students for THEA testing and/or developmental sequence completion.

#### **Strategy**

1. THEA Review Sessions
2. Mandatory tutoring requirements in developmental English/reading
3. Implementation of specialized tutoring programs for developmental math (PM/T) and English/reading (E/RT)
4. Faculty development - conferences, workshops, etc.
5. Learning Community implementation

#### **Strategy Results**

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

1. THEA Review Sessions - collaboration with EOC

Sessions were implemented in fall 2004 and since that time, 94 students have attended. Sessions are conducted by trained English/reading tutors under the supervision of the EOC staff.

2. Mandatory tutoring requirements in developmental English/reading - to be implemented spring 2006

3. Implementation of specialized tutoring programs for developmental math (PM/T) and English/reading (E/RT)

Programs established for math in spring 2004 and in English/reading in spring 2005. A total of seven (7) tutors have been hired and trained (Level I Certified) in the math department. A total of four (4) tutors have been hired and trained for the English/reading program.

4. Faculty development - conferences, workshops

The following professional conferences were attended by VC representatives:

CASP - College Academic Success Programs - 4 attendees

NADE - National Association of Developmental Education - 5 attendees

CRLA - College Reading and Learning Association - 3 attendees

Advanced Kellogg Institute (National Center for Developmental Education training program) - 1 attendee

National Conference on Learning Communities - 2 attendees

College Survival Conference - 2 attendees

Four (4) on-campus training sessions have been conducted for faculty, adjuncts, and counselors as a result of materials and information gathered through conference attendance. More workshops and training sessions are planned for the fall 2005 and spring 2006 semesters.

5. Learning Community implementation

The first set of paired courses was offered on the VC campus in the spring of 2005:

Paired Course #1 - English 0301 paired with Reading 0301

Paired Course #2 - English 0301 with EDUC 1300 (Strategic Learning)

Results of this pilot project are currently being compiled and will be shared in the Title V Year Two Performance Report.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 4**

The percentage of successful completers in selected online courses will increase by 2% over baseline.

### **Evaluation**

Grade analysis of selected online courses will show a 2% increase over baseline in A, B, & C grades.

### **Evaluation Results**

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

A request for a change to this objective has been submitted to the Title V program officer to reflect two things: 1) a change from measuring successful completion (grade of C or better) to measuring course completion (finishing the course regardless of grade), and 2) allow time for analysis of online course completion data, designation of course enhancement candidates, and appropriate training for those faculty with courses selected as online course enhancement candidates. The objectives for the 2004-2005 school year and the 2005-2006 school year are therefore revised to read as follows:

By September 2005, online courses will be analyzed in order to designate some as course enhancement candidates; course enhancement plans will be developed.

By September 2006, the completion rate of selected online courses will increase by 2% over baseline.

The following has been completed with regards to the objectives:

In the summer of 2005, a total of nine (9) full-time and two (2) adjunct faculty members completed various levels of online course development training. As a part of their training, each faculty member was required to develop a course enhancement project to be implemented in their next online class. Results of this project will be shared in the Title V Year Two Performance Report.

#### **Strategy**

1. Multi-media online course enhancement equipment and training
2. Faculty training in online course development and delivery
3. Implementation of "Orientation to Online Learning" sessions
4. Registration screening/intervention process
5. Development of Online Course Guide for students

#### **Strategy Results**

1. Horizon Wimba Voice Tools purchased and training sessions scheduled.
2. A total of nine full-time and two adjunct faculty members completed training in online course development and delivery methods.
3. "Orientation to Online Learning" orientation sessions were offered in spring '05 and fall '05--continued development and implementation of these sessions is planned.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans for Title V Activity I include the following:

1. Completion of revised Developmental Education Tracking System
2. Continued and expanded implementation of Learning Communities
3. Establishment of Reading/Writing Center in the Language building
4. Implementation of mandatory tutoring for developmental English and reading
5. Continued and expanded implementation of math study skills workshops and expanded use of the Math Learning Center
6. Expanded implementation of Hybrid Math 0301 course offerings
7. Implementation of a one-semester Math 0301/Math 0303 "fast-track" course
8. Development of a yearly professional development calendar

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strengths**

The Title V program has many strengths, but perhaps the greatest strengths of the program include the following:

1. Focused and coordinated efforts on behalf of students enrolled in Developmental Education courses
2. Intentional integration and collaboration of Student Services and Instructional Services
3. Establishment of Developmental Education as an institutional priority
4. Provision of state-of-the-art technology for faculty, staff, and students

#### **Areas Needing Improvement**

1. Finalized version of automated Developmental Education tracking system
2. Coordination of Learning Center/Tutoring efforts (Math Learning Center, Reading/Writing Center, Tutoring Center, KEY Center, EOC) - Tutor Trac software implementation

#### **Success Story**

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

There have been many successes within the Title V program as a whole, including successful Learning Communities implementation, establishment of the Math Learning Center, and development of a specialized English/reading tutoring program. Along with these successes, has been the successful coordination of Student Support Services and Instructional initiatives that provide students in developmental education courses a comprehensive system of support. An excellent example of such an initiative is the implementation of the Summer Bridge Program. This program was piloted in the summer of 2005 and was designed to provide incoming freshman who tested into Math 0301 with the opportunity to complete the developmental math sequence successfully and expeditiously. The program was funded by a VC Foundation grant in conjunction with Title V funding and staffing.

A total of sixteen students were enrolled in the initial offering of the Summer Bridge Math program, Beginning Algebra, Math 0301. Students qualified for Math 0301 by THEA scores between 193 and 228. The purpose of the Summer Bridge program was to provide a cohesive support system for entering freshmen who qualified for the developmental math course, Math 0301. Collaboration with the Victoria College Educational Opportunity Center (EOC), Testing and Assessment Center, the Office of Financial Aid, and the office of Counseling and Recruitment Services was essential to the success of this initiative.

Students experienced the Math 0301 instructional content through the Hybrid course delivery method, a combination of lecture by VC Developmental Math Specialist Dan Murphy, and computer-assisted instruction. In addition to the traditional course material, Bridge students were provided a teaching assistant during the course and a peer mentor/tutor for the extended portion of the daily routine Monday through Thursday. The Summer Bridge class was held from 10:00 a.m. to 1:00 p.m. from June 6 through July 6 with two hours and ten minutes of math instruction daily. The remaining time of the three hour block allowed students to experience individualized tutoring and transitional and academic support activities led by the Title V Counselor, Gail Janecka. Ms. Janecka's interventions provided an embedded learning strategies course relevant to the mathematics discipline based on Paul Nolting's Winning at Math, in addition to opportunities for extensive college orientation experiences and sessions that fostered both academic and personal enrichment.

The results of the Summer Bridge Math program are as follows:

94% (15 students) completed the course

87% (13 students) completed the course with a B or better - successful completion

93% (14 students) became TSI (Texas Success Initiative) complete in math

60% (9 students) became college math ready - scored 250 or better on THEA

87% (13 students) enrolled in courses at VC for the fall 2005 semester and 93% (14 students) total enrolled in college for the fall 2005 semester

As a result of the Summer Bridge program, a series of math workshops based on Paul Nolting's Winning at Math curriculum has been incorporated into the Math Individualized Instruction sessions for the fall 2005 semester. In addition, plans are being made to expand the Summer Bridge concept offerings not only for math, but in other developmental areas as well (English 0301 and Reading 0301).

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2004-2005 Institutional Effectiveness End of Year Summary**

#### **Purpose**

Within The Victoria College goal of providing administrative support services that effectively promote the mission of the College, the purpose of the Office of Institutional Advancement is to assist the College in achieving excellence in education by developing community support through financial assistance for College initiatives, by coordinating the dissemination of College information to internal and external audiences, by producing informational marketing materials, and directing all marketing and publicity activities for all College services and programs.

#### **Objective 1**

Utilize varied marketing and public relations methods to promote service-area awareness of the educational opportunities, services and community service programs available at the College to a diverse population of students, prospective students and citizens.

#### **Evaluation**

Analysis of enrollment figures; faculty/staff and student survey results; web counter; utilization and effectiveness of Marketing/Public Information forms.

#### **Evaluation Results**

Questions were added to the Student Opinion Survey to determine student use of the College web site, radio station preferences and overall satisfaction with the College's publications and marketing efforts. The results indicated more than 94% of the respondents were Very Satisfied, Satisfied or Neutral. Faculty and Staff Opinion survey results indicated some dissatisfaction in the process for producing schedules and catalogs. Department staff will continue to work with administration and faculty to refine this process. Overall, the survey revealed over 90% satisfaction rate.

#### **Strategy**

1. Develop and implement market research of community awareness and need for College services.
2. Research innovative methods of information delivery and replace or supplement current advertising modes.
3. Develop an effective campus communication plan to address marketing needs, encourage timely information release of events and activities, produce detailed publications for internal and external audiences, and better utilize resources.
4. Enhance the College's web site to encourage use as a primary source of information and communication.

#### **Strategy Results**

## Institutional Advancement - Foundation & Marketing/Public Information

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Marketing/Public Relations

##### Internal/External Communication:

Victoria College created a Marketing and Public Information Events, Publications & Website Information Request Form to address marketing needs and promote timely and accurate publicity for events and activities. The Marketing and Public Information Office completed over 210 internal marketing requests submitted by faculty and staff from September 2004 to August 2005. Requests included media PSAs, posters, flyers, mail outs, publication changes, web site additions/changes, brochures, etc.

Victoria College created a Promotional Items request form in April 05 and completed 67 requests.

##### Free Publicity:

Approximately 260 news releases were distributed to The Victoria Advocate and the seven surrounding county newspapers. Approximately 4,200 releases were printed. In addition to the newspapers, the releases were distributed to nine area radio stations to be broadcasted as PSAs.

Victoria College received approximately 95 feature articles in The Victoria Advocate and surrounding county papers focusing on various events on campus. Victoria College also produced 22 Q&A articles in the Victoria Advocate. Each article was approximately one fourth of a page.

Victoria College received an average of 2 television interviews/feature stories per month during spring and fall semesters. The Victoria College also received 52 live radio interviews from Texas Radio via the "College Minute", which is a corporate sponsored weekly radio segment. The Victoria College received approximately 11 radio interviews and 2 live remotes from local radio stations.

Victoria College created marketing materials (Posters, Flyers, Banners, Programs, T-Shirts) for approximately 50 events, registration and campus programs. The materials were distributed throughout the College service region to businesses, schools and other public areas, as well as the C.L. Thomas Petroleum (Speedy Stops) VC display racks.

##### Paid Advertising:

Victoria College spent approximately \$41,800 on paid advertisements.

- o Ads/Inserts – \$27,000 in The Victoria Advocate & surrounding newspapers
- o Radio - \$7,500
- o Television/Cable - \$3,500
- o Billboards - \$1,900
- o Victoria Mall Advertisement - \$1,800
- o Street Banners in Victoria and Port Lavaca - \$300

##### Community Market Research:

Victoria College contracted with the marketing consultant group, Sandra Golden, & Associates, to administer a Marketing Audit on VC. They conducted a phone survey, met with various groups on campus including college and high school, faculty, staff, administrators, board members, and community members, and assessed all marketing materials and media distribution. They will be returning to the campus in January with results and recommendations for a marketing plan. They will accomplish this with a two day workshop intended for all administrators, faculty and staff.

Victoria College continued the working relationship with industry leaders through the board of ABC Texas Mid Coast Construction Education Foundation (CEF), to market and promote continuing education construction training classes for both commercial and industrial sectors of the construction industry.

Victoria College hosted a community forum to promote the Criminal Justice Program. Community members who participated in the forum represented the CJ fields of probation, law enforcement, social work, Homeland Security, and law. Students and community members made positive comments about the opportunity to meet and interact on local and current criminal justice issues.

##### Publications:

## Institutional Advancement - Foundation & Marketing/Public Information

### 2004-2005 Institutional Effectiveness End of Year Summary

The following publications were produced by the department:

Academic Schedule, Continuing Education Schedules ( mass mailing to selected area within Victoria and distributed to area papers for insertion), Lyceum Brochures, Graduation Programs, Program Flyers, Annual Report to the Community, Bi-Annual Newsletters, VC Brochure Template

Over 80 events were covered by the department. For many, posters, announcements, flyers, programs, advertisements were developed and printed. Additionally, each event was photographed and placed on the College website "Right Now" photo scrapbook.

Various Web Site Enhancements were accomplished during the year:

- o Improvements and Additions to VC Front Page (Home Page)
- o Pirates Plank now serves as Current Students Website until Title V Portal becomes public access
- o Links below the marquee for course schedules and Student Frequently Asked Questions
- o Button Links off of Front Page to Health Careers and Workforce Development
- o QuickLinks to Emergency Procedures, Master Plan Review Committee Report, Museum of the Coastal Bend, Veterans Affairs
- o VC search engine now powered by Google via Google's University Search, a free SiteSearch and WebSearch for educational institutions and non-profit organizations.

New Sites were also developed during the year:

- o Emergency Procedures
- o People Make the Difference
- o Student Frequently Asked Questions
- o Transfer Center
- o Veterans Affairs
- o Not Your Average College promo site
- o Promotional Items

Revamped Sites

- o Change from Dean to Vice President: Vice President, Business and Administrative Services; Vice President, Arts and Sciences; Vice President, Workforce and Economic Development; and Vice President, Student Services Web Pages
- o Addendum to Faculty Syllabus now includes revision dates for time accuracy
- o Health Careers Continuing Education (Allied Health CE)
- o Educational Opportunity Center
- o Police Academy is the first accessible website implemented on the VC Website
- o Physics Departmental website
- o Pirates Plank (Current Students website)
- o Physical Plant
- o Virtual Tour now includes new campus map (map is joint effort of VC and UHV)

Additionally, changes/updates were made on a regular basis to many sites, including:

- o College Publications (Annual Report, College Catalog, Credit and Non-Credit Schedules, Newsletters, FYI, Student Handbook)
- o All Student Services sites
- o All Humanities/Fine Arts Departmental websites
- o Continuing Education & Skills Training website
- o Workforce Development & Education website
- o Human Resources
- o Office of Institutional Advancement
- o Planning and Institutional Assessment
- o Board of Trustees
- o VC Forms for Faculty & Staff
- o Faculty Senate
- o Technology Services

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2004-2005 Institutional Effectiveness End of Year Summary**

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Secure non-traditional funding sources to support students and College initiatives.

#### **Evaluation**

Measure and compare success each fiscal year by number of donors and dollars raised; compare grant proposals written to those funded and benchmark against peer institutions; analyze referrals from area attorneys and financial planners.

#### **Evaluation Results**

The community response to the campaign has been tremendous. Since its inception in 1998, over \$853,000.00 has been donated in support of College initiatives. Of this, nearly \$235,000.00 has been allocated to student scholarships, \$402,000.00 to endowments, \$95,000.00 in support of faculty/staff grants, and over \$100,000.00 to other College programs and departments.

Interest in support of the Foundation through its memorial/honorarium program has increased as well. During the 2004-2005 year, the Institutional Advancement Office received and acknowledged nearly 200 donations totaling \$25,000.00.

#### **Strategy**

1. Increase efforts of The Victoria College Foundation, Inc. to include additional fundraising/friend raising events, campaigns and giving programs.
2. Develop a comprehensive system for researching, preparing, submitting and tracking grant proposals.
3. Develop a plan of action for planned giving opportunities within the Foundation.

#### **Strategy Results**

Approximately 5,000 solicitations were mailed to area individuals and businesses during the 2004-2005 Tradition of Excellence Annual Giving Campaign. A total of \$174,000.00 was received from 264 donors. This is substantially more than previous campaigns. This year's allocation to date included \$45,000.00 in student scholarships, \$94,000.00 to endowed scholarships, and \$25,000.00 fo faculty/staff grants.

Several new endowments were established during the year:

- \* William L. '51 and Ana Crawford established a \$20,000.00 endowment in support of student scholarships.
- \* Friends and family of Jacques Robinson established a scholarship endowment supporting students from the VC service area. Donations totaled \$10,650.00.
- \* Ms. Margaret Sunderman established a \$15,000.00 endowment in memory of her grandparents, Mr. and Mrs. Geryk.
- \* Ms. Carol Wagner established a scholarship endowment in memory of her mother, Lota Gibson, in the amount of \$10,000.00.
- \* Bruce and Sandra Chinn established a \$10,000.00 endowment in memory of his parents, Hallie and Beatrice Chinn.

In addition to Foundation donations, copies of all donations to the College and the Museum of the Coastal Bend were recorded and acknowledged by the office.

The restructuring of the Institutional Advancement Office has created a better means of identifying, notifying key personnel and monitoring submission of grants. The Director of Planning and Institutional Assessment now reports to the Exec. Dir. of IA and will be attending a grant writing certification course in 2006. Together they will work to enhance the College's grant writing activities.

**Institutional Advancement - Foundation & Marketing/Public Information**  
**2004-2005 Institutional Effectiveness End of Year Summary**

**Budget Results**

No funding outside the normal operational budget was required.

**Objective 3**

Develop strong relationships between the College and the service area community.

**Evaluation**

Analyze community contacts, follow-ups, successes and referrals each fiscal year.

**Evaluation Results**

The Director continues to remain active in the service area. Success of the campaign and the influx of new donors signifies that the message is being heard and is well received.

**Strategy**

The Director will present informational programs to area service organizations. Additionally, the Director will serve on various community boards/committees.

**Strategy Results**

A PowerPoint presentation was developed to highlight College and Foundation activities. Financial, program and service activities are highlighted. Presentations were made to several Rotary clubs in Victoria and surrounding counties. The Foundation Board Members are assisting in scheduling presentations in their respective communities.

In addition, the Director served as this years Chamber of Commerce Board Chair. This position offered many opportunities to network with key business leaders in the Victoria area as well as stay abreast of issues. Several partnerships, specifically in the area of education, were established.

**Budget Results**

No funding outside the normal operational budget was required.

**Objective 4**

Encourage professional development and growth of Institutional Advancement staff.

**Evaluation**

Report new ideas to administration and analyze any that are implemented.

**Evaluation Results**

Attendees summarized ideas and best practices following participation in training sessions. Many suggestions were implemented. During the current year, the need for outside consulting services was identified. A Marketing Consultant has been contracted and will begin work in the Fall. Additionally, the College will undergo an internal assessment for strategic planning purposes. Plans are to use an outside facilitator in Spring 2006.

**Strategy**

Opportunities for local and state professional development courses/seminars will be researched. Additionally, in-house training will be utilized by all staff.

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2004-2005 Institutional Effectiveness End of Year Summary**

#### **Strategy Results**

Staff from Marketing and Public Information attended the National Council for Marketing and Public Relations conference. Several ideas were brought back and implemented on campus. In addition, several other ideas were presented following the Marketing Consultant visit. Many will be implemented during the next academic year.

The Webmaster attended an accessibility seminar to identify best practices for web development. Several modifications to the website were made following the training. The Webmaster will help inform the campus and address these issues consistently when developing sites.

The Executive Director continues to be actively involved in local, state and national associations and attends conferences and workshops as applicable.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

A Marketing Consultant will perform an audit of all College materials, services and activities, as well as perform a community perception survey. Upon completion of the audit and research analysis, the consultant will hold a two-day workshop with the entire campus to help develop a comprehensive marketing plan.

A new Director of Marketing and Public Information has been hired and will assume the responsibility of implementing the new marketing plan. The Director will work closely with the administrators, faculty, staff and the service area community to promote awareness of programs, services and events.

The Director will work with the Director of Planning & Institutional Assessment to develop a comprehensive system for researching, preparing, submitting and tracking grant proposals.

#### **Strengths**

Over the past year, the Institutional Advancement Office has grown to include the Office of Institutional Planning and Assessment. This partnership will provide ease in sharing of information and resources to better analyze enrollment trends, market awareness, and success. Early identification of trends will assist in marketing and fundraising efforts.

#### **Areas Needing Improvement**

Victoria College, as like many other institutions of higher education, is not experiencing substantial growth. Nor is the College making great strides in increasing its minority enrollment, as it compares to area demographics. All of these issues are at the forefront in the decision to utilize professional consultants.

Additionally, the staff is relatively new. The Department is committed to providing the resources necessary to train all staff.

#### **Success Story**

The success of the annual campaign continues to grow. During the past seven years, over \$820,000.00 has been donated by local and area businesses, individuals and foundations. Through these contributions, the Foundation has been able to support approximately \$235,000.00 in scholarships, \$400,000.00 in endowed scholarships, \$95,000.00 in faculty/staff grants, and \$90,000.00 in program, facility and technology enhancements. In addition to the annual campaign, contributions in support of the Foundation's efforts have increased the Foundation's assets to nearly \$1.6 million.

## Planning and Institutional Assessment

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Victoria College Institutional Research and Planning (IRP) Office helps fulfill the College Mission by accomplishing an important administrative support role by conducting research and analysis in order to provide accurate student demographic, student outcomes, and related internal and external data in an easily understood format for use in planning and decision-making by College personnel. The IRP Office also provides leadership and assistance for the College's Institutional Effectiveness Planning and Assessment process, and it is the coordinator for all Victoria College external reporting requirements.

#### **Objective 1**

Make PIA Office More Efficient.

#### **Evaluation**

Executive Director of PIA uses the Annual Faculty and Staff Opinion Survey satisfaction ratings for PIA survey items and any comments directed towards PIA office; informal feedback from data request customers; periodic visits with Deans and Directors; annual evaluation with the President, and PIA web use statistics to determine if College institutional research needs are being met.

#### **Evaluation Results**

Faculty and staff survey results indicate an overall satisfaction with the PIA office. All comments made were favorable and satisfaction rates are above 96% in all areas addressed. The position of Director for the PIA office was vacant for a large portion of the past year and has recently been filled. We anticipate building stronger relationships with Vice Presidents, Directors, and Departmental Chairs in order to determine if institutional research needs are being met.

#### **Strategy**

Continue work to automate PIA recurring reports. Stop producing PIA reports, and tables and charts within "Profiles" that are rarely or never used. Refocus College IE planning toward addressing strategic issues, streamline the IE planning process, and make better use of PIA time spent in support of it.

#### **Strategy Results**

PIA is continuing to review reports based on faculty and staff needs. PIA reports continue to be automated and available on-line to reduce the large volume of paper distributed campus wide. IE plans include investigating pursuing the Quality Texas initiative to incorporate into our institutional planning.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Focus PIA efforts towards research and analysis on credit student retention, persistence, and success.

#### **Evaluation**

Improvement in outcomes that gauge VC credit student retention, persistence, and success is an indirect measure of the usefulness of PIA data that are regularly produced to aid deans in their efforts focused on these areas.

#### **Evaluation Results**

## Planning and Institutional Assessment

### 2004-2005 Institutional Effectiveness End of Year Summary

Reports such as Grade Distribution and Retention Reports continue to be produced to assist Vice Presidents in obtaining data that can be directly linked to decision making processes concerning efforts to maintain student retention. Some reports have been modified to better meet the needs of VC faculty.

#### Strategy

Identify and track representative cohorts of students across multiple years. Perform research on non-returning students. Conduct various representative student, faculty and staff, and other focus groups i.e. parents, employers, etc. Research student retention best-practices from across the country. Analyze trends and input from all sources in order to: Identify what works in terms of student persistence and success; Identify barriers to student persistence and success. Determine the profiles of a successful student and of an unsuccessful student. Coordinate with appropriate managers and act on the findings as soon as possible.

#### Strategy Results

Much of the research needing to be conducted on non-returning students was not able to be accomplished as the Director's position in the PIA office was vacant for most of the past year leaving the office extremely short-staffed. This position has recently been filled and will allow for additional help in follow-up surveys for non-returning students. Involvement in organizations such as South Texas Consortium of Institutional Researchers, Texas Association of Institutional Researchers, and the Association of Institutional Researchers allows Victoria College to compare data and trends with other community colleges and identify successful practices for student success and retention.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Conduct an analysis of multi-year grade distribution and course completion trends.

#### Evaluation

Continue to monitor grade distribution and course completion trends and report to administration,

#### Evaluation Results

Grade distribution and course completion trends are reported regularly to administration in an effort to identify trends that may negatively impact the student population.

#### Strategy

Identify specific courses, course delivery formats, and instructors where students repeatedly have the most trouble completing a class successfully. Explore all possible means to reduce these barriers, while upholding course standards. Determine the profile of the typical student that has the most difficulty in these courses. Work with Deans to develop early intervention programs to assist these types of students in difficult courses.

#### Strategy Results

The PIA office is working in conjunction with Title V to establish a reporting system that identifies specific developmental courses and instructors that repeatedly have higher incompleteness rates. This system should be fully functional and accessible to faculty and staff by Spring 2006. Discussions are currently being conducted on faculty and staff training of this system. Title V along with the PIA office plans to train each faculty member in order to assure the availability of research and data to faculty members to use when establishing/revising course material to help ensure student success while upholding course standards.

**Planning and Institutional Assessment**

**2004-2005 Institutional Effectiveness End of Year Summary**

**Budget Results**

No funding outside the normal operational budget was required.

**Future Plans**

The PIA office is currently investigating the Quality Texas excellence program. Plans to visit institutions that have already accomplished this award are pending. Plans to implement this program campus-wide are being established for the upcoming year.

**Strengths**

The PIA office enjoys the stability of our Research Analyst. She brings immeasurable knowledge to the office and works extremely well with the faculty and staff. Survey results consistently show that she is one of our strongest attributes.

**Areas Needing Improvement**

The PIA office is looking for new ways for planning and assessment for the college. We anticipate a significant learning curve as we proceed in this new process coupled with the training of new staff. We are looking forward to gaining new insight to the inner workings of the college and researching trends of other campus trends throughout the state of Texas.

**Success Story**

Completion of the current End of Year plan. Victoria College was invited to participate in the CCSSE (College Survey of Student Engagement). This survey focuses on teaching, learning, and retention in community colleges and examines student engagement and retention issues. Victoria College was invited to participate in this survey again in the upcoming year.

## Admissions and Records

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The Victoria College Admissions & Records office helps fulfill the College Mission by accomplishing an important administrative support role within College Goal #8 by admitting students and accurately maintaining both credit and non-credit records. The Admissions and Records Office also provides reports required by external state agencies.

#### Objective 1

To improve and increase efficiency of services, automation of tasks is needed.

#### Evaluation

1. CBM reports will be carefully checked to determine if new programming is performing accurately.
2. Schedule entry for non-credit courses will be checked thoroughly for errors and accuracy.
3. Student record updates will be proofed for errors as well.
4. Progression of programming requests will be evaluated.

All programming 'glitches' will be noted and worked out with the programmers.

#### Evaluation Results

1. CBM reports were and continue to be submitted with accuracy, completeness and timeliness.
2. Departmental levels will continue to complete schedule entry for non-credit and will be monitored for Coordinating Board compliance.
3. Student record updates will be an issue addressed in ISIS.

#### Strategy

Programming will be required in the following areas:

1. CBM state reports (CBM008, CBM001, CBM00C and CBM00A),
2. Non-credit schedule entry, allowing entry at departmental level, and
3. Student record updates: adjusting courses that are taken in sequence, repeats, etc.

Programming service requests have been submitted to the Data Administration Office. Programming completion will be requested.

#### Strategy Results

Programming changes have been limited to those which are state-required only, due to much needed progression of ISIS, the VCCIMS program re-write. In lieu of programming changes, specific queries are being used to assist with CBM reports and record updates.

Non-credit schedule entry is performed at departmental levels. Activation of the courses is performed by Admissions and Records Office staff once the course is approved.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Reduce reliance on paper documentation.

## Admissions and Records

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

1. Scanned documents will be checked by accessing them using the internet program. Errors/omissions will be documented and corrected.
2. Completion date will be set and progression of project will be monitored.

#### **Evaluation Results**

1. As documents are indexed, Admissions and Records staff verify documents for clarity. Errors and omissions are corrected immediately to avoid confusion.
2. Progress has been steady; documents are scanned/indexed as received. Progression has also been made toward scanning of Fall 2000 to the more current Summer 2004 documents.

#### **Strategy**

For storage, retrieval, and space utilization and efficiency purposes, document scanning will continue in order to digitize entrance documents. In addition to regular staff, student workers will be trained to assist with this project. The ongoing result will also allow staff more time for student and customer interaction.

#### **Strategy Results**

Admissions and Records (A&R) staff received additional monitors to aid in the review and proofing of student records. The monitors have proven to be most convenient and have eliminated unnecessary searching for files or the reliance on paper documentation.

Other departments have been granted access to DocuWare (DW) which decreases response time for acquiring requested documents from the A&R staff and has reduced their reliance on A&R staff.

The addition of a counter scanner and an additional DW license, provided by Title V funds, has allowed for more convenient, flexible, and real-time scanning/indexing of student records, further eliminating the reliance on paper documentation.

All of these efforts have increased internal and external customer response times and have provided for more time for student and customer interaction.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Provide excellent service to all customers.

#### **Evaluation**

Each of the training sessions offered will be evaluated by one or more of the following methods:

1. Implementation of unit specific surveys (measures to be determined)
2. Review of Yearly Graduate Surveys, Yearly Student Opinion Survey, and Yearly Faculty and Staff Survey with a 3.5 average response to all questions.
3. Training session attendance of 100%.

#### **Evaluation Results**

## Admissions and Records

### 2004-2005 Institutional Effectiveness End of Year Summary

Results of the Student Opinion Survey, Faculty/Staff Opinion Survey and Admissions & Records Survey reflect high satisfactory customer service levels. More specifically, student satisfaction with the courtesy/professionalism of the A&R staff was 95.8%, while faculty and staff satisfaction for the same was 98%. Student satisfaction with A&R services such as transcript requests and enrollment verifications was 96.9%. The intention of the A&R staff has been to provide quality services in a courteous manner, that they too would expect.

#### Strategy

Provide training sessions to all staff covering customer service, diversity, and change management in order to improve the quality of services provided, to better align with the Closing the Gaps initiatives, and to offer tools toward attainment of College Goals of Outreach, Retention, Excellence, Efficiency, and Service.

#### Strategy Results

Customer service training has included several presentations provided by Texas Guaranteed Student Loan covering acceptance of change--"Who Moved My Cheese?", "Dealing with Difficult Students", "Keys to Customer Service", and "Today's Multi-Generational Workforce". In addition, Dr. Steve Murdoch, discussed Texas's changing demographics in August 2005. Training has proven beneficial in daily application of better customer service.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

Enhance the efficiency of current office processes.

#### Evaluation

Survey questions on the Annual Student Opinion Survey and the Annual Faculty and Staff Opinion Survey to determine effectiveness and efficiency of services offered by the Admissions and Records Office.

#### Evaluation Results

Results of the Student Opinion Survey reveal that the Admissions & Records office does a satisfactory job of assisting its students. In regard to faculty/staff, the survey reveals that A&R staff courtesy and professionalism ranks high. The catalog/schedule production procedures ranking shows a possible need to consider further revision or improvements to the process; more research is needed.

#### Strategy

Purchase new computers, fully utilizing DocuWare software, and the continuation of staff training.

#### Strategy Results

The purchase of new computers and monitors, an additional Docuware license and a higher quality counter scanner added important resources to enhance office efficiency. Additional Docuware training was provided and has been applied toward better utilization of Docuware. Cross-training has also played a major role in improving the efficiency of the process (See Objective 5 results).

#### Budget Results

No funding outside the normal operational budget was required.

## Admissions and Records

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 5**

Provide timely services to Admissions and Records Office customers.

#### **Evaluation**

1. Foreign student issues – designated staff will be cross-trained by the Spring 2005 semester.
2. Veteran Affairs - designated staff will be cross-trained by the Spring 2005 semester.
3. Coordinating Board reports – newly designated and trained staff will be producing and submitting necessary reports.
4. Continuing Education - designated staff will be cross-trained by the Spring 2005 semester.
5. Credit and non-credit scheduling - designated staff will be cross-trained by the end of the Fall 2004 semester and will participate in the development of the Spring 2005 semester schedule.

An instrument will be developed which will contain general information, rules, regulations, and policies regarding foreign student issues, Veteran Affairs, Coordinating Board reports, Continuing Education, and credit and non-credit scheduling. This instrument will be used to assess the knowledge of the designated staff that received cross-training and will return an 80% score on the assessment. DocuWare will be the primary means for achieving efficiency in each of the areas.

#### **Evaluation Results**

In addition to the Coordinating Board's various manuals, which include rules, regulations and reporting requirements, the Admissions & Records office has developed reporting notes to aid in completion of CBM reports, continuing education course entry/activation, and credit scheduling. Employees were assessed; and results in those areas exceeded 90%. However, more effort will be made to address Veteran Affairs and foreign student issues. Faculty/Staff Opinion Survey results indicate an 85% satisfactory rating in the procedures of the catalog/schedule production. A&R will continue to review and revise the process as necessary.

#### **Strategy**

Provide cross-training to staff in order to increase efficiency in the areas of foreign student issues, Veteran Affairs, Coordinating Board reports, Continuing Education, and credit and non-credit scheduling.

#### **Strategy Results**

Cross-training efforts have been successful in the areas of Coordinating Board reports, continuing education course entry/activation and credit course scheduling. However, due to time demands for those areas, cross-training for Veteran Affairs and foreign student issues have become secondary but will be a focus for the 2005-06 year.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

- Adjust catalog procedures as necessary to facilitate a seamless production of the catalog/schedule.
- Devote time to cross-training in the areas of Veteran Affairs and foreign student issues as well as other areas, as needed.
- Incorporate the processing of diplomas on-site.
- Develop a records management plan which will include a revised retention schedule and destruction log.
- Restructure regular registration process to be more customer friendly/student oriented.
- Dedicate time to attending various types of training to improve our efficiency and effectiveness.

#### **Strengths**

## Admissions and Records

### 2004-2005 Institutional Effectiveness End of Year Summary

- Timely and accurate submission of reports to external agencies and completion of student records
- Excellent customer service
- Enhancement of online services and features for college admission and Veteran Affairs information/processes
- Promote more faculty and staff utilization of DocuWare to decrease response time to students and eliminate the reliance on A&R staff for document retrieval.
- Offering comprehensive solutions for and assistance to faculty and staff
- Cross-trained staff

### Areas Needing Improvement

Veteran Affairs and foreign student cross-training efforts have been progressing at a slower pace than other initiatives. More emphasis will be placed on these areas as evidenced by the 2005-06 Objective 2. In addition, based on Faculty/Staff Opinion survey feedback, some focus will be placed on improving the catalog/schedule production procedures. The expectation is that with time, the recent changes in this process will become more familiar to the instructional area, thus improving survey ratings.

### Success Story

During the 2004-2005 academic year, the Victoria College Admissions and Records Office did not have just one success story, but an array of success stories/ventures, brought about by many changes which should continue to support and improve accurate maintenance of credit and non-credit records, submission of required reports to external agencies in a timely and efficient manner and excellent customer service. Some of the improvements include:

- a change in the catalog and schedule (non-credit and credit) entry process;
- modifications to the Veteran Affairs web page for customer convenience;
- clean-up and destruction of old Veteran Affairs files as well as credit files;
- much greater progress in sending electronic transcripts;
- increased use of the web version of the application for admission;
- an increase in Docuware scanning of older files as well as Veteran Affairs files;
- promotion of the use of Docuware campus-wide;
- cross-training efforts for customer convenience and internal precautions.

Many of those changes have brought about new ideas and ways of doing the same job to ultimately provide better customer service to all.

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Consistent with The Victoria College mission to "create and provide high-quality educational programs and services and . . . provide educational and administrative support services that are necessary to promote its mission and to ensure all students have the opportunity to pursue their higher education goals," the purpose of Counseling Services is to provide quality accessible services to all students of the College in the following areas:

1. Assessment (Testing)—to provide comprehensive assessment and training opportunities to facilitate the academic and continuing education needs of service-area constituents.
2. Educational/Personal/Career Counseling—to provide comprehensive counseling services to current and prospective students regarding educational opportunities that meet their individualized needs.
3. Support Services for Students with Disabilities—to provide support services for persons with disabilities to ensure full participation and equal access.
4. Recruitment—to provide information and assistance to increase enrollment and to promote enrollment of underrepresented populations.
5. Tutoring—to provide free tutoring to all students with well-qualified and trained tutors, utilizing a variety of methods and a schedule to meet student needs.

#### Objective 1

Provide effective and efficient assessment services to students, faculty, staff and service-area constituents.

#### Evaluation

1. Track the number of assessments and training courses administered and the number of individuals served by the Testing Center on an annual basis.
2. Survey questions on Faculty/Staff and Test Center User Surveys to determine effectiveness and efficiency of services offered by the Testing Center.

#### Evaluation Results

1. The total number of exams administered in the Testing Center for the 2004-2005 academic year came to 9733. This number represents an increase of over 800 exams from the 2003-2004 academic year.
2. No items were included on the Faculty/Student survey that addressed the Testing Center. The Testing Center conducted a survey of on-line and VCT students who use the Testing Center and the overwhelming results were favorable. VC instructors who utilize the Testing Center were also surveyed. These surveys also produced favorable results in all areas except for one item addressing the location of the Testing Center. Most instructors were not pleased with the Testing Center location. This issue will be resolved in Fall 2005 when the completion of the remodeling project for the CEC Building will be complete allowing the Testing Center to relocate to that building.

#### Strategy

1. Become a licensed ACT Center. In doing so, the College will be able to provide computerized training and testing services to individuals, employers, and professional organizations. The Center will be a dynamic resource for the College's service area workforce and economy.
2. Assist with testing for students with disabilities. The Center will support the efforts of the College in providing specialized testing accommodations to enable all students to overcome obstacles to their education.
3. Introduce new testing programs in order to provide an effective and comprehensive system of assessment and evaluation.
3. Provide additional opportunities for on-line course test. (Customer Service)

#### Strategy Results

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

1. The Testing Center became a licensed ACT Center in January of 2004. Since this date there have been 180 high-stakes exams administered to area residents that were testing to seek employment with area businesses or to improve their current employment options.
2. The Testing Center will have two private testing rooms to provide testing for students with disabilities. For the majority of the 2004-2005 academic year the Testing Center was relocated to the Academic Building while remodeling was taking place in the CEC Building. The facilities in the Academic Building did not provide any space for this type of testing. Upon the return to the CEC the Testing Center staff anticipates testing for students with disabilities to increase.
3. New testing programs introduced in 2004-2005 include walk-in testing for the Nursing Entrance Test and Compass retests, and the Food Protection Test for Certified Food Managers. The Testing Center continues to increase in the area of testing for students enrolled in Victoria College on-line courses. The Testing Center administered 2637 exams for VC on-line instructors in 2004-2005. This number represents an increase of 53.13% over the number of students tested the previous year for VC on-line instructors.
4. The Testing Center has provided additional opportunities for on-line course testing by expanding the hours of operation. The Center is now available to serve students Monday through Thursday 8 a.m. - 8 p.m., Friday 8 a.m. - 4 p.m., and Saturday 7 a.m. - 1 p.m. This schedule has proven very favorable among students who have traditional jobs and were previously not able to test due to work-related schedules.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 2

Increase the percentage of students using Tutoring Services with specific emphasis on the targeted degree areas of Allied Health, Process Technology, Electronics/Instrumentation and Computer Science.

### Evaluation

1. Track student usage using the computerized tutor tracking system.
2. Survey questions on the annual Student Survey and Faculty/Staff Survey and departmental survey about the satisfaction of tutoring services provided.

### Evaluation Results

Additional Carl Perkins Grant funds made it possible to provide more tutoring for the areas listed in this objective. The percentage of students using the Tutoring Center has consistently risen, peaking in Fall 2004 at 19.6%, due partly to increased efforts to reach out to the outlying campuses for the LVN programs. Five separate orientations were presented to all the classes in September 2004, and these students were counted and added in to the total number of students receiving services from the Tutoring Center. For Spring 2005, the students from all programs came together for one orientation where sign-ins were not required, so these students were not entered even though they were served as part of the Allied Health initiative. Even so, 14.5 % of the total enrollment was served. Considering the crowded conditions limiting the number of students who could physically fit in the space and the inherent noise and congestion that occur with these conditions, these numbers show the success of several initiatives. One is the "E-Tutoring" program made available to Distance Education students who can reach the Center by e-mail; this number jumped dramatically as students in these classes e-mailed questions and papers to the "Tutor Computer." Telephone calls asking for information on review sessions for THEA, COMPASS, and NET tests also showed a marked jump, although no record is kept of these calls. The web site offering "OnLine InfoRack" handouts and preparation packets for entrance tests expanded the outreach of the Center by offering downloadable handouts on a variety of subjects, but, again, this is not measurable. Responses to the Student Survey showed an overall satisfaction of both tutors and services, with an average 93.5% for the eight categories provided for evaluation. The Faculty/Staff Survey also showed a favorable 96.1% average for four categories. The questions ranged from quality of tutors to space and hours.

### Strategy

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Increase physical space.
2. Provide additional computers.
3. Maintain evening and weekend hours.
4. Add preparation for the Nursing Entrance Exam (NET) for prospective Vocational Nursing Students. (Retention)

#### **Strategy Results**

1. Move to renovated space was delayed.
2. Additional computers could not be installed until more space and better wiring are available.
3. The Center was open 7 days a week from 7:30 a.m. (earliest of Student Services) until 10 p.m. (2 evenings), 8 p.m. (2 evenings) and 4 p.m. on Fridays and 1 p.m.-5 p.m. on Saturdays and Sundays during Fall 2004. This schedule did not prove to be cost effective, with few students taking advantage of the late night hours, so the hours were standardized so that students can remember the schedule better and the information is more easily given out in phone messages and e-mails. The Center was open from 7:30 am-8:00 p.m. Mondays through Thursdays and until 4 p.m. on Fridays, with Saturdays and Sundays remaining 1 p.m.-5 p.m.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Provide more effective and efficient advising for students.

#### **Evaluation**

1. Survey questions on annual Student Survey and Faculty/Staff Survey about availability and effectiveness of advising.
2. Track the percentage of faculty who are trained by Counseling Services to effectively perform as advisers. Counseling Services Evaluation Method
3. Compare the number and percentage of students who complete degrees and certificates on a yearly basis to track increase/decrease.

#### **Evaluation Results**

1. 90% of students who responded to the Student Survey in Spring 2005 were satisfied with the advising component of Counseling Services. In addition, 89.8% of the faculty and staff who responded to the Faculty/Staff Survey were satisfied with the advisor-training updates presented by Counseling Services.
2. All faculty were given the opportunity to be trained as advisors with special training being given to those faculty advisors who worked during early Fall 2004 registration. No formal evaluations were performed. However, the number of errors found continues to be lower for those who work during early registration opposed to those who work during regular registration.
3. The number of students who received certificates and degrees in 2004-05 was 470 compared to 487 for 2003-04. These numbers reflect only those students who applied to receive their certificates and degrees, thus omitting students who have completed all required coursework for a certificate or degree but did not apply to graduate. This number may increase during the year as students realize they met requirements for graduation.

#### **Strategy**

1. Increase the publicity of advising during non-registration periods.
2. Develop a more user-friendly automated degree-plan audit.
3. Increase the use of faculty advisors.
4. Create a mechanism to identify and alert students who are within 6-9 hours of completing degree or certificate requirements. (Efficiency, Customer Service, Retention)

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy Results

1. Publicity for advising during non-registration periods was done through postcards reminding students of the availability of web registration dates thus encouraging students to come in to be advised prior to that time. Posters were also displayed over campus reminding students of upcoming registration periods again with hopes that it would encourage students to be advised by a counselor or faculty advisor prior to the registration periods. Strategic Learning (formerly Power Learning) instructors encouraged students enrolled in those classes to be advised early. The Title V Counselor visited developmental classes encouraging students to do the same.
2. The automated degree-plan audit currently in use is helpful to students. When ISIS is in place the audit will be much better.
3. Faculty advisors in the areas of Allied Health and Workforce continue to do much of the advising for their students.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

Improve retention of developmental education students.

#### Evaluation

Track the students who enroll in the EDUC 1300/PSYC 1300 course in the following ways:

1. Percent of students who complete the course with a grade of C or better.
2. Percent of students who persist by semester and year.
3. Percent of students who improve their TASP scores.
4. Percent of students who improve their academic performance by grade distributions.

#### Evaluation Results

1. In Fall 2004, 74% of the students passed the course with a grade of C or better compared to 59% in Fall 2003. In Spring 2005, 64% passed the course with a grade of C or better compared to 63% in Spring 2004.
2. In Spring 2005, 78% of those enrolled in Fall 2004 returned to VC, and 58% of those enrolled in Fall 2004 were still enrolled in Fall 2005. This compares to 68% and 46% for the previous year respectively. In Fall 2005, 57% of those enrolled in Spring 2005 returned to VC. This compares to 53% from the previous year. In addition, 45% of those enrolled in Spring 2004 were enrolled in VC in Spring 2005.
3. In Fall 2004, 46% of the students enrolled improved or passed on TSI assessments. This compares to 41% for the previous fall semester. In Spring 2005, 16% improved or passed on TSI assessments comparing to 27% for the previous spring semester.
4. This was not tracked in 2003-04. It is questionable that evaluation methods 3 and 4 are accurate evaluators of this objective. Persistence appears to be the best evaluator--being retained in the course and being retained in college.

#### Strategy

Require all students who do not pass two or more parts of TASP to enroll in a three-hour credit course - EDUC 1300/PSYC 1300 (Power Learning). The instructor will serve as a resource person and a connection to enhance students' chances of retention and success. (Retention)

#### Strategy Results

Students who do not pass two or more parts of the TSI assessment are strongly encouraged to take EDUC 1300 or PSYC 1300. Counselors who teach the course have proven to be excellent resources for students in these classes providing them valuable information to enhance their chances of success and providing a personal connection to the Counseling Services Office.

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Develop a Transfer Center to provide more effective and efficient transfer advising for students whose intent is to complete a Bachelor's degree.

#### **Evaluation**

1. Track the number of students who use the Transfer Center by either a sign-in register or computer log-in system.
2. Survey students who use the Transfer Center about the effectiveness of the Center on a follow-up survey.
3. Track the number of college/university sessions and transfer workshops offered by the Transfer Center and the number of students who attend.

#### **Evaluation Results**

1. Since March 30, 2005 (when the Transfer Center was complete and tracking began), twenty students used the Transfer Center on an individual basis. Those numbers do not reflect the number of students who accessed the Transfer Center during recruitment visits by representatives from upper-level institutions. In addition, 500 students accessed the Transfer Center via the Transfer Center website.
2. A survey was not conducted during the 2004-05 year.
3. The Transfer Center hosted visits from four major universities in addition to hosting seven universities on Transfer Admissions Day in February 2005.

#### **Strategy**

1. Providing a comfortable environment with necessary resources for students to research transfer institutions.
2. Hosting college representatives from a variety of transfer institutions on our campus to meet with students individually and in groups to facilitate transfer opportunities.
3. Providing workshops for students whose intent is to transfer to assist them in making good choices for transfer in line with their major.
4. Providing workshops for students who are undecided to assist them in making decisions about majors and aligning those with universities offering their major.

#### **Strategy Results**

1. The Transfer Center, located within Counseling Services, provides students the opportunity to research admission and degree requirements from various universities and community colleges. A wealth of information is available via catalogs, CD ROM, information request cards, and the internet. Thanks to the ALCOA grant, the furnishings and computers provide a student-friendly environment.
2. As stated in the evaluation results, the Center hosted representatives from four major universities in addition to hosting Transfer Admissions Day with seven institutions on campus.
3. This strategy was not used.
4. This strategy was not used.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 6**

Improve the testing efficiency and atmosphere.

#### **Evaluation**

Survey questions on the Annual Student Opinion Survey and Annual Faculty and Staff Opinion Survey to determine effectiveness and efficiency of services offered by the Testing Center.

#### **Evaluation Results**

There were no testing questions on the Annual Student Opinion Survey or the Annual Faculty and Staff Opinion Survey. A survey for students and faculty who actually used the Testing Center was completed near the end of the spring 2005 semester. Both surveys showed overwhelmingly positive responses for the efficiency and atmosphere of the Testing Center.

#### **Strategy**

Replace existing/outdated computers and purchasing computer privacy screens in the Testing Center.

#### **Strategy Results**

Computers were replaced and computer privacy screens put in place to increase the efficiency and integrity of testing administered in the Testing Center. Funding was provided by Title V.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 7**

Increase the number of tutors for developmental students.

#### **Evaluation**

Track student usage using the computerized tutor tracking system.

#### **Evaluation Results**

The need to increase the number of tutors for developmental students in the VC Tutoring Center was alleviated by the Title V Math Peer Mentor/Tutor (PM/T) program. Under this program, seven peer and/or professional tutors have been hired to facilitate a total of five Math Individualized Instruction (MAII) sessions. These sessions are designed to provide structured learning assistance for Math 0301 students repeating the course for at least the second time. The sessions are mandated for Math 0301 repeaters and open to all other Math 0301 students. The tracking of these students and the effectiveness of the program is a Title V project and initiative.

#### **Strategy**

Collaborate with the Mathematics Department and Title V Program.

#### **Strategy Results**

Title V and the Mathematics Department work in conjunction with the Tutoring Center to ensure that developmental students needs are met.

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 8**

Strengthen the current tutoring program.

#### **Evaluation**

Assess the number of tutors receiving certification through CRLA 2004-2005.

#### **Evaluation Results**

The first semester of the new CRLA certification, 19 tutors received certification at Level I. This required 10 hours of training, starting with a day-long orientation for the semester and weekly assignments from which tutors could choose. In addition, each tutor had to work in a tutoring environment a minimum of 25 hours and produce a handout to be used in tutoring sessions with the tutor's area of expertise. In the Spring, three additional tutors completed the requirements, resulting in a total of 22 tutors completing Level I. The application for a three-year continuance was granted in the summer of 2005, and an application for Level II was completed and sent in for acceptance. The Tutor Coordinator, under the direction of the Title V Director, kept records of all training and assignments, and tutor hours worked can be verified from payroll information.

#### **Strategy**

Enter into a tutor certification program. The program provides a tutor training regimen and certification process governed by the College Reading and Learning Association (CRLA).

#### **Strategy Results**

The CRLA program is funded as a Title V initiative, and all records are kept in the office of the Tutor Coordinator, who attended the CRLA Conference and participated in the training to oversee the certification process. The Coordinator, with assistance from the Developmental Education Program Specialist, wrote the Level I preliminary application, the three-year renewal, and the Level II application. At orientation, tutors are presented information based on the CRLA Tutor Training Handbook and in workshops presented by the Developmental Education Program Specialist.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 9**

Enhance technical services of the Tutoring Center computer lab.

#### **Evaluation**

Track student usage using the computerized tutor tracking system.

#### **Evaluation Results**

With the addition of 18 new computers complete with workstations designed to enhance work space, the Tutoring Center increased its percentage of students receiving services from a previous high of 12.5 % of the students receiving services to Fall 2004, when 19.6% students were served and Spring 2005 when 14.5 % were served.

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

Replace existing/outdated computers.

#### **Strategy Results**

The Title V funding allowed the Center to receive 18 computers with workstations in an effort to reach out to more developmental students, but the entire student body benefited from the faster, more efficient computers and workspace. The transition was smooth, with the new installation only requiring one half-day to have the new computers ready for student use.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Outreach and Retention plans to begin College Connection with select area high schools. All seniors in those selected schools will apply for entrance to Victoria College giving them the experience of completing a college application. Other services such as financial aid and testing will also be incorporated into this outreach project.

The Career Center will offer a variety of career-oriented workshops throughout the year in a variety of time slots to better meet the needs of VC students.

Counseling Services will work closely with Title V to retain developmental students. A designated counselor will work in conjunction with the Title V counselor to provide intervention and prevention counseling (Early Alert and Academic Pathways).

Additional plans to streamline the regular registration process will continue to be developed to make the process more student friendly and efficient.

An additional counselor will be trained to work with VA students to provide them with easier accessibility to services.

The Testing Center will be installing a video monitoring system that will greatly enhance the security of test administration. Cameras will be placed strategically throughout the room and in each private testing room. This will also be a great benefit for students as they will not be as distracted by roving proctors.

The Tutoring Center plans to add more testing review sessions and targeted study groups as the expanded space is utilized. The Summer 2005 THEA review sessions brought in 94 non-students who took advantage of the opportunity to prepare for entrance into college. The application for CRLA Level II was submitted in June 2004, and the tutors will begin to work on attaining the next step in training as the 2005-2006 year begins.

#### **Strengths**

# Student Services

## Counseling Services

### **2004-2005 Institutional Effectiveness End of Year Summary**

Development of college-bound activity booklets for Pre-K through 4th grades has enabled VC's outreach and retention area to better reach younger children in an effort to "plant the seed" of a college education for all. In events where they have been used, the booklets have met with very positive response.

The Testing Center expanded its hours to give students enrolled in on-line classes more opportunities to test into the evenings and on Saturday mornings. The hours were initially extended under a pilot program. The extended hours were met with very favorable response by students and faculty and in the Fall 2005 semester, the hours were permanently implemented. In addition, the Center began administering the NET test on a walk-in basis giving prospective Vocational Nursing students more opportunities to test.

The Tutoring Center continues to reach increased numbers and percentages of VC students. The number of students reached by tutoring services averaged nearly 15% for the 2004-2005 semesters. The larger space and more opportunities will only increase this number.

Counseling for VA students has been strengthened by coordination of their services between Counseling Services, Admissions and Financial Aid. In addition, a website for Veteran's Affairs was added to the Counseling Services site.

The Testing Center is currently moving all records to Docuware, the electronic imaging software utilized by the college. At this point 75% of all documents have been imaged and the hard copies have been destroyed. This has created additional space by the elimination of file cabinets as well as allowing for immediate retrieval of documents when needed.

### **Areas Needing Improvement**

Advising and registration of students to include students taking more responsibility for making plans and schedules for each semester, revising the registration process to make it more accurate and efficient, and continued encouragement of students to seek advising prior to registration periods.

The Counseling Services website needs to be updated to eliminate duplication of material.

Student participation in workshops provided on campus needs to be increased.

Opportunities for outreach need to be provided on a regular basis, and advertisement to the general public needs to be more uniform and available.

### **Success Story**

## Counseling Services

### 2004-2005 Institutional Effectiveness End of Year Summary

Counseling Services, in conjunction with all areas of the college, hosted six summer orientation programs for incoming students. Approximately 300 students attended the sessions with the largest number of parents attending the Family Day Orientation on Saturday. A highlight of the week day sessions was the Bookstore Style Show. Survey responses from the parents were overwhelmingly high. Survey responses from students were overall good and better than in past years.

The Testing Center administered an all time high number of tests--9733. This included administering 2631 exams for VC on-line instructors, an increase of 53.13% over the previous year. The hours for the Testing Center were expanded to give students more flexibility in scheduling exams. The Center is open from 8 a.m. to 8 p.m. Mondays through Thursdays, from 8 a.m. to 4 p.m. on Fridays, and from 7 a.m. to 1 p.m. on Saturdays. This enables students who live in outlying areas and work full-time to schedule testing without having to take time off work. Instructors have positively responded to the change in hours, and students are appreciative of the extended hours. This enables students who previously could not enroll in classes because of scheduling difficulties to enroll in classes. More on-line instructors are considering using the Testing Center to administer their exams because of the flexibility it affords student. Extended hours and flexible schedules are becoming increasingly important in community colleges to maintain and increase enrollment.

The Testing Center also re-designed the registration process for GED students in such a way that now allows students to take all 5 GED exams in one day if they wish. This has received overwhelming praises from GED examinees and High School Equivalency Programs as well.

The Tutoring Center had 22 tutors complete the College Reading and Learning Association (CRLA) Certification to strengthen tutor training by using established CRLA guidelines and to give more tutor input into developing study materials. Fourteen of those newly trained tutors have returned to tutor, and many will go on to CRLA Level II in the 2005-2006 year.

One designated counselor in Counseling Services began working with Veteran's Affairs students during the 2004-2005 year. This counselor provides more in-depth counseling and assists the students on the front-end of the process of enrollment in filling out all the necessary applications to enter college and receive Veteran's benefits. In addition, the opportunity for students to receive advance payment (allowing students to receive educational benefits prior to the start of classes) was implemented. At least twenty students took advantage of the opportunity thus alleviating financial stress as they begin the school year.

## Educational Opportunity Center (EOC)

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within The Victoria College mission to "create and provide high quality educational programs and services" and specifically within the College goal to provide "educational support services that ensure all students the opportunity to pursue their higher education goals" the purpose of the Educational Opportunity Center is to provide quality accessible services to participants served by the project in the following areas:

1. Public information Campaign
2. Identification and Enrollment of Program Eligible Students
3. Financial aid application assistance
4. Enrollment into higher education

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

Each of the training sessions offered will be evaluated by one or more of the following methods:

1. Implementation of unit specific surveys (measures to be determined)
2. Review of Yearly Graduate Surveys, Yearly Student Opinion Survey, and Yearly Faculty and Staff Survey.
3. Training session attendance of 100%

#### Evaluation Results

According to the Victoria College Student Opinion Survey for 2004-2005, 94.5% of students were not dissatisfied with the effectiveness of support services provided by program staff. Ninety-four percent of students were not dissatisfied with the knowledge and helpfulness of EOC personnel.

According to the Victoria College Faculty and Staff Opinion Survey for 2004-2005, 94.6% of respondents were not dissatisfied with the program staff in areas of courtesy, professionalism, and/or cooperation.

#### Strategy

Provide training sessions to all staff covering customer service, diversity, and change management in order to improve the quality of services provided, to better align with the Closing the Gaps initiatives, and to offer tools toward attainment of College Goals of "Outreach, Retention, Excellence, Efficiency, and Service."

#### Strategy Results

Program staff meet on a consistent basis. These meetings provide an opportunity to address effective practices to improve services to students. Program staff have also attended professional development trainings to increase knowledge of best practices in recruitment efforts.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Provide an effective public information campaign.

## Educational Opportunity Center (EOC)

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Evaluation**

Track the different medium utilized by number of individuals reached. By contacting advertising agencies and obtaining the number of individuals reached by a specific type of advertising.

#### **Evaluation Results**

The EOC program utilizes efficient methods to track its public information outreach. Over 30 community events were coordinated and/or attended by program staff. These events allow staff to make direct contacts with potential post secondary recruits. The EOC program used various methods of marketing program services. Through these marketing efforts over 80,000 people were reached.

#### **Strategy**

In order to inform the Golden Crescent Region about opportunities for postsecondary education and training the Educational Opportunity Center will utilize a variety of marketing strategies to 35,000 residents who have a desire to pursue postsecondary education and/or training. Educational Opportunity Center services will be publicized through radio, newspaper, television public services announcements, outdoor advertising, brochures, flyers and participation in community events.

#### **Strategy Results**

The EOC program continues to develop innovative strategies to increase program awareness in the community. Through the use of various mediums such as radio, television, and newspapers; EOC information is made available to all income and social groups.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Identification and Enrollment of Program Eligible Students.

#### **Evaluation**

1. Maintain applicant pool from the various agencies
2. Enrolling potential clients by having participants apply for the program
3. Track information mailed to potential clients about services available
4. Track number of new applicants enrolled in program.

#### **Evaluation Results**

Utilizing efficient tracking methods allows EOC staff to identify, enroll and maintain an adequate pool of eligible applicants. The program served over one thousand participants and of these participants 67% were first-generation and low-income students.

#### **Strategy**

## Educational Opportunity Center (EOC)

### 2004-2005 Institutional Effectiveness End of Year Summary

To enroll 1,000 low income, first generation, 19 years and older participants who meet the eligibility requirements for the Educational Opportunity Center project who have a desire to pursue postsecondary education and/or training. The process will be to establish an applicant pool through a pre-established network of 1) adult education programs, 2) community agencies, 3) churches, 4) libraries, 5) community centers, 6) businesses, 7) neighborhood associations, 8) veterans groups, and 9) associations for disabled citizens who need retraining, and to select applicants from the qualified pool. Each year:

1. Applicant pool with 200 referrals from pre established network organizations
2. Information workshops to the Golden Crescent Region high school graduating seniors.
3. 667 low income and first generation students will be enrolled

#### **Strategy Results**

The EOC program staff has built a strong networking relationships with various agencies in the community. These relationships have allowed EOC staff to have an on-site presence at these agencies. The following is a list of agencies that have allowed an EOC representative to be on-site to recruit potential applicants: Texas Workforce, all seven county area high schools, Texas Rehabilitation Center, Head Start, Even Start, Victoria College Adult Education Center, and Texas Department of Human Services.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Counsel participants on financial aid options and to assist in the application process.

#### **Evaluation**

1. Track number of financial aid workshops held along with number of individuals in attendance.
2. Track the number of participants who applied for financial aid, by working with The Victoria College Financial Aid office and acquiring the status of individuals' applications.

#### **Evaluation Results**

EOC program staff have provided over 352 hours of financial aid counseling and information to program participants. Approximately 978 students received financial aid information and/or assistance with the financial aid process and application. EOC program services included financial aid workshops and individualized assistance.

#### **Strategy**

The Free Application for Federal Student Aid (FAFSA) via mail in and internet will be provided to all participants at convenient times and accessible locations. The Victoria College Financial Aid and Educational Opportunity Center office computers and staff will be made available to assist participants in filling out the required information.

1. Four workshops (2 in the fall and 2 in the spring semester) will be available to participants.
2. 80% of college ready project participants will receive assistance in applying for financial aid per year.

#### **Strategy Results**

The EOC program computer lab allows participants to complete their FAFSA online with the assistance of program staff. Through collaborative relationships with the Victoria College Financial Aid office and the University of Houston, financial aid workshops were coordinated and facilitated by EOC staff. The EOC Assistant Director worked diligently in promoting the Spanish FAFSA workshops with UHV and VC. These workshops have been a great success

## Educational Opportunity Center (EOC)

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Increase the number of adult participants who enroll in postsecondary education institutions.

#### **Evaluation**

1. Track the number of participants who applied and were accepted to their school of choice.
2. Track number of workshops held to assist in the application process.

#### **Evaluation Results**

Utilizing efficient tracking methods allows EOC staff to identify the number of students who enrolled in their program of choice and track their attendance at program events.

#### **Strategy**

The process will include providing information on the admission process, especially college academic requirements, testing requirements, and application information (admissions and financial aid). The Educational Opportunity Center Education Specialists will encourage participants to register early, will provide course schedules for area institutions of higher education, and will monitor the participants to verify enrollment in higher education.

1. Six workshops (3 in the fall and 3 in the spring semester) will be available to participants.
2. 45% participants of high school (and high school equivalency) graduates will enroll in a program of post secondary education each year.
3. 45% of post secondary stop outs will re-enter a program of post secondary education each year.

#### **Strategy Results**

The EOC staff successfully met its target numbers. EOC staff were present and/or facilitated over 30 events providing postsecondary information. EOC staff also traveled to off-site locations on a weekly basis and provide information sessions to groups and individuals. 47% of postsecondary education stopouts will re-enter a program of postsecondary education this project period. 50% of high school and high school equivalency graduated will enroll in a program of postsecondary education this project period.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans include continued and enhanced collaboration with the University of Houston-Victoria student services programs, Chamber of Commerce, local school districts and community agencies. A new centralized location of the TRIO programs, the EOC and the KEY Center (SSS) programs will cultivate their working partnership to best serve the targeted populations.

#### **Strengths**

The EOC program has benefited from its dedicated staff and their expertise. Outreach has increased in services provided to the bilingual and Hispanic population.

#### **Areas Needing Improvement**

To increase community awareness by further developing marketing and networking relationships.

## Educational Opportunity Center (EOC)

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Success Story

Rolando and Mercedes are first cousins who are U.S. citizens but their parents are Mexican nationals. These young people graduated from high school in Mexico and have come back to the U.S. to stay with family and attend college. These students came to the EOC as a result of the bilingual FAFSA. EOC provided help in researching and obtaining international transcript evaluation services as well as entry into Victoria College. Both students have completed the THEA test and are currently working on English speaking skills through the EOC referral to the VC Adult Learning Center. They have also completed their FAFSA and VC financial aid applications and received awards that will cover much of their educational expenses. These students received bilingual services and much follow up care and encouragement to ensure that their needs were met. There are many other students with similar needs that have begun to come into the EOC offices as the result of ongoing efforts to promote the bilingual FAFSA. A greater public awareness for the EOC and higher education has been cultivated via free and paid advertising efforts of the EOC. The second FAFSA was better attended than the first. A third bilingual FAFSA is tentatively scheduled for February 2006.

## Financial Aid

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

Within The Victoria College mission to "create and provide high-quality educational programs and services," and specifically within the College to provide all students the opportunity to pursue their higher education goals, the purpose of the Financial Aid office is to provide quality services to students in obtaining the financial aid necessary to attend college.

1. Financial Aid Assistance - to provide efficient services in the identification of financial aid recipients and the awarding of financial aid to eligible students. Financial Aid assistance is available in the form of grants, loans, and scholarships. The financial aid office administers the Veteran Affairs (VA) benefits as the VA Certifying Official.
2. Child Care and Transportation Assistance - to provide need-based child care and transportation assistance to eligible students.
3. Student Employment - to provide an educational work environment with a flexible schedule.

#### **Objective 1**

Provide excellent service to all customers.

#### **Evaluation**

Each of the training sessions offered will be evaluated by one or more of the following methods:

1. Implementation of unit specific surveys (measures to be determined)
2. Review of Yearly Graduate Surveys, Yearly Student Opinion Survey, and Yearly Faculty and Staff Survey with a 3.5 average response to all questions.
3. Training session attendance of 100%

#### **Evaluation Results**

A Financial Aid Office survey was developed and implemented. On a scale of 1 (Poor) to 4 (Excellent), students were asked to rate four factors as they related to their visit to the office. Survey results were: Friendliness/courteousness of staff (3.60); Knowledge/Expertise of staff (3.53); Helpfulness of staff (3.57); and Quality of Service (3.50).

In the 2004-2005 Student Opinion Survey, a total of 53.6% of respondents said they were satisfied or very satisfied that the overall office environment was welcoming. This was an increase from 40.3% of respondents in the 2003-2004 survey.

In the Faculty/Staff Survey, 63.7% of respondents were satisfied or very satisfied with the courtesy, professionalism, and/or cooperation of Financial Aid personnel. This compares to 54.2% of respondents in the previous year.

#### **Strategy**

Provide training sessions to all staff covering customer service, diversity, and change management in order to improve the quality of services provided, to better align with the Closing the Gaps initiatives, and to offer tools toward attainment of College Goals of "Retention, Excellence, ...

#### **Strategy Results**

Two members of the Financial Aid Staff attended customer service training sessions, including the topics of "Keys to Customer Service" and "Dealing with Difficult Students". These staff members shared their experiences and knowledge learned with the remaining staff.

All office staff attended a presentation of "Who Moved My Cheese", a workshop in which participants learned how to cope with change, both at work and in their personal life.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Financial Aid

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Utilize available technology to improve efficiencies in the Financial Aid office.

#### **Evaluation**

1. All reports will be carefully reviewed to determine that reports are accurately providing the intended information.
2. Reports will be designed to offer a user-friendly format.
3. A project plan will track the progression of programming requests as well as target dates.
4. All programming anomalies will be noted and worked out with the programmers.

#### **Evaluation Results**

With the cooperation and assistance of the programmers, new and/or enhanced reports within VCCIMS were developed to improve the ability of the staff to provide accurate, up-to-date information to students, staff and faculty. Better use of technology and a better-trained staff resulted in 51.6% of the respondents in the Student Survey expressing satisfaction with the ability of the office staff to answer questions. This compares to 39% in the previous year's survey.

#### **Strategy**

To improve the use of technology by creating and/or improving reports that will assist in the identification and awarding of financial aid. Programming requests will be submitted to the Database Administration Office. In many instances, the programming request will require that programs compare data from the financial aid software, PowerFaid, to the data on the College's software. Programming will be required in the following areas:

1. Installment payment report
2. Enrollment verification reports
3. Improved scholarship report
4. Pell reconciliation reports
5. Texas Grant reports
6. Add/Drop reports for financial aid students

#### **Strategy Results**

Planning for the implementation of ISIS and its increased capabilities took place with the programmers, Business Office, and Admissions Office to insure that the financial aid process is smoothly integrated with the functions of other departments.

In addition, four of the five full-time staff members (and a temporary worker) took part in one-on-one Powerfaids training funded by a Victoria College Foundation grant. Two members of the staff also attended the national Powerfaids Users Conference.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

To provide an accurate, informative, and user-friendly format for The Victoria College Financial Aid web site.

#### **Evaluation**

1. To track the number of times that the web page is hit via a web counter on a periodic basis. The number of times should be compared to previous months on an academic year basis.
2. Review of Annual Faculty and Staff Opinion Survey with financial aid receiving an 80% satisfaction rating.
3. Review of Annual Student Opinion Survey with financial aid receiving an 80% satisfaction rating.

## Financial Aid

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Evaluation Results

The Financial Aid website has received over 38,000 hits since the counter was activated. This averages out to more than 1,000 hits per month. In the Student Opinion Survey, 49% of respondents expressed satisfaction with the quality and usefulness of the information on the website. This compares to 38.1% in the previous year's survey.

#### Strategy

1. Content of the website will be reviewed on a monthly basis to assure accurate, relevant, and timely information is being provided.
2. Information on the website will be clear and concise, with links to additional details if needed.

#### Strategy Results

The website's content was reviewed monthly, insuring that the information presented was current, factual, and informative. Additional links, such as to the Loan Entrance Counseling website and the Loans by Web site were added to ease the application process for students.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

Provide students a streamlined scholarship application process.

#### Evaluation

1. Track the number of applicants and recipients and compare to the previous year.
2. Review end-of-year scholarship reports to confirm that 95% of donated funds were awarded.
3. Review of Annual Student Opinion Survey with financial aid receiving an 80% satisfaction rating.
4. Review yearly endowment reports.

#### Evaluation Results

In 2004-2005, 1153 students received scholarships in the amount of \$248,187. This compared to 727 students receiving \$201,002 in 2003-2004.

In the 2004-2005 Student Survey, 86.8% of respondents said they were "not dissatisfied" with the financial aid process.

#### Strategy

1. The revised scholarship application will offer students the opportunity to apply for scholarships three times a year.
2. In an effort to effectively manage scholarship donations the following will be implemented:
  - o A new donor criteria sheet will be distributed to each donor.
  - o The existing scholarship report will be redesigned to provide a user-friendly format.

#### Strategy Results

Scholarship donor files are better maintained with donor criteria sheets that are sent to each scholarship donor every year to insure that information is accurate and up-to-date.

Programmers created and/or enhanced some scholarship reports to make the awarding and reporting processes more user-friendly. Additional changes will have to wait until ISIS is implemented.

## Financial Aid

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Implement a more efficient process for students to complete loan applications. The target date is set for the Fall 2003 semester.

#### **Evaluation**

1. Track the number of students completing loan entrance counseling sessions on-line.
2. Track the number of students completing the loan application process on-line.
3. Track the number of students completing loan exit counseling sessions on-line.
4. Review of Annual Student Opinion Survey with financial aid receiving an 80% satisfaction rating.
5. Review the Cohort Default Rate with the goal being 10% or lower. The report has a two-year delay in reflecting the Cohort Default Rate, so changes made in the application process for the 2003-2004 year will not be evident until the Cohort Default Rate is published in 2006.

#### **Evaluation Results**

Over 750 students received federal loans during the 2004-2005 school year. Each of these students completed their loan entrance counseling sessions and loan application process on-line. There were 75 students who completed the on-line exit counseling session during this same time period.

#### **Strategy**

The new product will allow students a fast accurate method to complete student loan applications online.

#### **Strategy Results**

The Loans By Web process was successfully implemented during the 2004-2005 school year. While no specific question on the Student Survey concentrated on the loan process, 51% of the respondents indicated overall satisfaction with the financial aid process. This compares to 38.6% of the respondents in the previous year's survey.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Reduce reliance on paper documentation and begin storing information electronically.

#### **Evaluation**

1. Imaged documents will be reviewed for quality. Anomalies will be documented and corrected.
2. The project of imaging documents will be set with target dates and progression will be monitored.

#### **Evaluation Results**

All documents for 2005-2006 are being imaged within 72 hours of being received. In addition, 90% of the documents for 2004-2005 have been imaged. Also, imaging has been completed for the 2001-2002 school year for students whose last name begins with the letter A through M.

## Financial Aid

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Strategy

Over the next two years, the implementation of an imaging system would allow paper documents to be converted into digital documents. Imaging will provide the users the ability to scan, store, organize and retrieve paper documents on computers. A benefit of Imaging would be organization and efficiency in document retrieval that should result in better customer service.

#### Strategy Results

The imaging process has resulted in easier access of student records plus a decrease in requests to students to resubmit documents.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 7

Increase recruitment and retention efforts.

#### Evaluation

1. The number of events the Financial Aid staff attends will be tracked.
2. The number of attendees at Financial Aid information sessions will be tracked.
3. Comment cards will be reviewed to insure the office is providing excellent services to customers.

#### Evaluation Results

The office staff attended 18 events, both on-campus and off-campus, during the year to provide information and assistance to approximately 175 students, prospective students, and parents about the financial aid processes.

A Financial Aid Office survey was developed and implemented. On a scale of 1 (Poor) to 4 (Excellent) students were asked to rate four factors as they related to their visit to the office. Survey results were: Friendliness/courteousness of staff (3.60); Knowledge/Expertise of staff (3.53); Helpfulness of staff (3.57); and Quality of Service (3.50).

#### Strategy

Provide information sessions to students and/or parents:

1. Continuing to provide financial aid representation at high schools, career fairs and community events.
2. Offering financial aid orientation sessions to groups, such as the LVN off-site campuses, as well as VA orientation sessions.
3. Offer students the opportunity to turn in comment cards.

#### Strategy Results

Financial aid presentations were made at high schools in Victoria, Edna, Port Lavaca, Cuero, Hallettsville, Shiner, and Gonzales. In addition, the office staff made presentations at College Night, Head Start, the Latina Forum, and Health Careers Summer Camp. Information booths were set up at Spring Connection and the EOC Open House.

There were no financial aid presentations at off-campus LVN sites offered nor were there any VA orientation sessions held; but accommodations will be made for any request for such sessions in the future.

#### Budget Results

No funding outside the normal operational budget was required.

## Financial Aid

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 8**

Overall satisfaction with the Financial Aid office will increase by increasing efficiencies in office operations.

#### **Evaluation**

Overall satisfaction will be measured by making use of the annual Faculty/Staff Opinion Survey and the Student Opinion Survey. These survey instruments will be used to determine if satisfaction with the overall financial aid process is increasing.

#### **Evaluation Results**

Of the respondents in the 2004-2005 student survey, 51% of the respondents said they were "very satisfied" or "satisfied" with the financial aid process. This compares to 38.6% in the 2003-2004 student survey.

#### **Strategy**

Enhance efficiency through improved workflow and document tracking within the Financial Aid Office with new document imaging equipment that was purchased.

#### **Strategy Results**

The imaging process has resulted in easier access of student records plus a decrease in requests to students to resubmit documents. In addition, less paper is being used as the staff is able to retrieve documents electronically rather than printing them out.

In addition, with grant funding from SBC, a three-station computer lab was established within the Financial Aid Office. Students may use these computers to file their FAFSAs on line, complete the Loans By Web process, and perform on-line searches for scholarships. The computer lab has been used extensively in the four months since it was opened.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Review and modify as necessary the office operations and procedures to insure that optimum service is being provided to students in the most effective manner.
2. Continue to provide, promote, and encourage staff development opportunities.
3. Continue to enhance service to students, staff and faculty utilizing technology
4. Successfully implement ISIS with its increased integration with the PowerFaid system

#### **Strengths**

The FY2003 loan cohort default rate was 5.9%. This compares to 8.2% for FY 2002 and 11.2% for FY 2001. The 2003-2004 independent audit reported no material non-compliance issues with federal and state awards. For 2004-2005, 100% of financial aid applicants who submitted completed applications by the priority deadlines and were eligible for Pell grant assistance were able to use the grant funds during the registration process.

#### **Areas Needing Improvement**

Devote time to the records and retention management of files and the necessity for keeping various documents. Cross-training of staff needs to continue. Only limited progress was made in this endeavor over the past year. Office policies and procedures need to be reviewed and standardized to insure consistency.

#### **Success Story**

## Financial Aid

### **2004-2005 Institutional Effectiveness End of Year Summary**

The Loans By Web program was successfully implemented during the 2004-2005 school year. This has resulted in less paperwork for the office, increased efficiency in the loan application process, and convenience for the student. A student can now apply for a loan, complete a loan entrance counseling session, choose a lender, sign a promissory note, and receive their loan funds without ever having to come into the office.

## K.E.Y. Center

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

The KEY Center - Student Support Services Program is a federally funded TRIO grant. The purpose of the program is consistent with The Victoria College mission to "create and provide high-quality educational programs and services," and specifically the goal to provide all students the opportunity to pursue their higher education goals. The program plan is to provide quality services to students in the following areas:

1. Academic Success - to provide academic support services to ensure students fulfill their TASP liability and pass academic course work
2. Retention - to provide academic support services to ensure students enrolled in program are retained; to facilitate and encourage students to continue their academic careers; to provide academic support services to assist students in reaching their graduation or transfer goals.
3. Program Effectiveness - to provide efficient services in the identification, selection, enrollment and the assessment of program-eligible students
4. To conduct program internal and external evaluations
5. Financial Aid Assistance - to provide financial aid assistance to ensure low-income students receive adequate financial aid in order to retain and graduate students

#### Objective 1

Continue to Identify and Enroll Program Eligible-Students

#### Evaluation

1. Track new and continuing students enrolled in program using computerized database
2. Maintain adequate applicant pool to fill vacancies by maintaining a waiting list
3. Track the number of intake and assessment contacts using computerized database
4. Track number of new applications
5. Conduct annual survey to determine program effectiveness

#### Evaluation Results

The SSS program successfully met all targets. Through the use of the database, staff maintained adequate applicant pool of new and continuing students. Computerized methods also improved methods of tracking and monitoring students success. The SSS program served 160 first-generation, low-income and disabled students. Of the 160 students, 74% were first-generation and low-income or disabled and low-income. Federal regulations require a minimum of 67% FGLI or disabled and low-income students. Ninety-three students were continuing students and 67 were new to the program.

#### Strategy

1. Identify and select new and continuing students
2. Conduct intake interviews and assessments
3. Publicize program goals, services, and eligibility criteria

#### Strategy Results

SSS program staff actively recruited new students and maintained strong relationships with continuing students. Program staff conducted intakes and assessments within a timely manner. Through various marketing methods, the SSS program goals were promoted throughout the institution and community. Referral by SSS participants has been the strongest recruitment tool.

#### Budget Results

## K.E.Y. Center

### 2004-2005 Institutional Effectiveness End of Year Summary

No funding outside the normal operational budget was required.

#### **Objective 2**

Improve Retention

#### **Evaluation**

1. Track the number of students who attend supplemental instruction and tutoring sessions using computerized system
2. Track the number of counseling contacts using computerized database
3. Track the number of completed financial aid applications by collaborating with the financial aid office to determine numbers of completed applications
4. Track the number of student participation contacts in cultural activities using computerized system
5. Track the number of student participation contacts in mentoring activities using computerized system

#### **Evaluation Results**

Eighty-three percent of eligible participants persisted towards completion of their academic programs in which they were enrolled from the fall semester to the spring semester. Of the 156 enrolled in the 2004-2005 academic year, 124 or 80% met academic performance levels of 2.0 or better.

#### **Strategy**

1. Provide supplemental instruction, individual and group tutoring
2. Conduct individual and group counseling sessions addressing academic, personal, and career topics
3. Conduct informational workshops addressing academic, personal, and career topics
4. Conduct financial aid informational workshops and individual assistance
5. Provide cultural activities
6. Provide mentoring activities

#### **Strategy Results**

The SSS program provides professional and peer tutoring in individual and group settings. Supplemental instruction was not provided this academic year due to the strong emphasis in providing professional tutors with the inclusion of VC faculty. Peer tutoring contact hours in an individual setting totaled 552 hours for 86 students. Peer tutoring contact hours in a group setting totaled 451 hours for 66 students. Professional tutoring contact hours in an individual setting totaled 540 hours for 75 students. Professional tutoring contact hours in a group setting totaled 637 hours for 72 students. Students received over 637 hours of counseling and mentoring services. Every student in the program received academic advising and financial aid counseling. Sixty-three students participated in SSS orientation and study skill workshops.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Satisfaction of TASP Liability

#### **Evaluation**

## K.E.Y. Center

### 2004-2005 Institutional Effectiveness End of Year Summary

1. Track the number of students who attend supplemental instruction and tutoring sessions using computerized system
2. Track the number of students who attend TASP review sessions using computerized system
3. Monitor students progress in passing the TASP test by evaluating TASP scores using academic computerized information system (VCCIMS)

#### Evaluation Results

For the entering cohort completing their 1st year at VC, 22 of 67 students satisfied the Texas State Initiative.

#### Strategy

1. Provide supplemental instruction, individual, and group tutoring that will focus on the content of the TASP test or alternative test
2. Conduct TASP review sessions

#### Strategy Results

The SSS program provides THEA review sessions in conjunction with the EOC program and the Tutoring Center. Also, SSS tutors provide academic assistance to students in 0301 developmental education classes. The SSS program provides professional and peer tutoring in individual and group settings. Supplemental instruction was not provided this academic year due to the strong emphasis in providing professional tutors with the inclusion of VC faculty. Peer tutoring contact hours in an individual setting totaled 552 hours for 86 students. Peer tutoring contact hours in a group setting totaled 451 hours for 66 students. Professional tutoring contact hours in an individual setting totaled 540 hours for 75 students. Professional tutoring contact hours in a group setting totaled 637 hours for 72 students.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

Provide Financial Aid Counseling

#### Evaluation

1. Track the number of financial aid sessions using computerized system
2. Track the number of students who attend the workshop using computerized system

#### Evaluation Results

Financial aid contact hours totaled 84 hours serving 160 participants. Of the 160 participants, 126 are identified as low-income. Program staff made every effort to provide financial aid information to all students regardless of their income status.

#### Strategy

1. Conduct financial aid counseling sessions with each student
2. Conduct financial aid informational workshops

#### Strategy Results

The SSS program staff in conjunction with EOC and the VC financial aid office provided three financial aid information workshops to program participants. Program staff also provided one-on-one financial aid counseling services.

## K.E.Y. Center

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The SSS program will be moving to a new office space that will also be utilized by the Educational Opportunity Program, the second TRIO program at the institution. Both programs will share a study area and computer lab. The new move will assist both programs in collaborating on program initiatives, events and resources.

#### **Strengths**

The SSS program has done a fantastic job of providing cultural activities and involving its participants. Over 687 contact hours in cultural activities occurred with 155 students participating in a cultural event. Fifty-four students also participated in informational workshops provided by the program.

Program staff also completed a policy and procedure manual.

#### **Areas Needing Improvement**

A target area in need of improvement is in marketing the program to faculty, staff and students. Another area is in the provision of tutoring services. A structured plan is needed to improve tutoring scheduling and documentation of tutoring contacts. With the integration of a software package (Tutor Trac), efforts are being made to improve this area.

#### **Success Story**

Program staff have integrated the Learning Assessment Study Skills Inventory (LASSI) tool in assessing students academic needs. It was determined that a structured process was needed to assist students with their Individualized Education Plan (IEP). The program staff have done a phenomenal job in integrating the LASSI tool in students IEP plans and also providing workshops utilizing the LASSI modules.

## Student Activities

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College Goal of providing educational support that effectively promote the mission of the College, the purpose of Student Activities is to offer enrolled students a wholesome extracurricular activities program which includes a diverse base of student organizations and activities.

#### Objective 1

Provide excellent service to all customers.

#### Evaluation

Each of the training sessions offered will be evaluated by one or more of the following methods:

1. Implementation of unit specific surveys (measures to be determined)
2. Review of Yearly Graduate Surveys, Yearly Student Opinion Survey, and Yearly Faculty and Staff Survey with a 3.5 average response to all questions.
3. Training session attendance of 100%

#### Evaluation Results

89.8% of reporting students were satisfied with the Student Activities office and its services; in addition, 97.7% of faculty and staff were satisfied with student activities services and information.

#### Strategy

Provide training sessions to all staff covering customer service, diversity, and change management in order to improve the quality of services provided, to better align with the Closing the Gaps initiatives, and to offer tools toward attainment of College Goals of "Retention, Excellence, ...

#### Strategy Results

Even though campus employees and students were satisfied with services received as evidenced in the surveys, efficiency and cooperation are skills that can still be improved upon. Current student workers will attend customer service workshops to aid in this effort.

The establishment of the Campus Activity Board, which is comprised of students and staff, will help increase involvement and interaction at campus events and the Board will help improve the distribution of information for campus events. The Campus Activity Board, with the involvement of students, will also help Student Activities more closely identify with overall student needs and expectations.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Provide diverse opportunities and activities to all currently enrolled students for retention and recruiting purposes.

#### Evaluation

## Student Activities

### 2004-2005 Institutional Effectiveness End of Year Summary

Evaluation methods for campus activities would be determined by:

1. Program evaluation form by Director—this includes estimation of attending students and immediate verbal feedback from attending students.
2. Student survey distribution after workshops - 85% students satisfied.
3. Vendor surveys from Fair events - 90% vendors satisfied.
4. Actual number of all events and activities.
5. Number of established events consistent with focus group suggestions.
6. Number of club information forms completed.
7. Estimation of students assisted from information booths.
8. Number of campus organization members.
9. Review of Annual Student Opinion Surveys, Annual Faculty and Staff Survey with Student Activities receiving 95% satisfaction rating.

### Evaluation Results

In the 2004-2005 Student Opinion Survey, 88.4% of students reported that they were satisfied with Student Activities and the events offered.

Twenty five students attended, which was an increase of 10 students from the previous year, and comments provided were based upon connections made with other officers and members. Evaluation results indicated that 100% of attending students were satisfied with event.

### Strategy

1. Offer campus organizations, community service projects, events such as bi-annual Leadership Workshops, Health Awareness Fair, Club Weeks, informational workshops, and a list of available community projects.
2. Continue to promote membership availability of diverse campus organizations by SAO website and on-site club registrations.
3. Addition of events such as cultural displays and welcome back booths.
4. Continued utilization of focus groups, which will give the Director a more defined picture for student-friendly events.
5. Offering information tables during scheduled registrations, orientations, and various other recruiting events. Recruiting for campus organizations will also be available at this time.

### Strategy Results

## Student Activities

### 2004-2005 Institutional Effectiveness End of Year Summary

With the addition of Aloha Days and Welcome Back Days, Student Activities is taking a pro-active role with member recruiting. During these events, campus organizations have an opportunity to recruit new students and returning members; 46 students were provided with club information or general college information. In addition, Student Activities sponsored 36 events during the year, six of which were established because of student focus groups.

The establishment of the Victoria College Sports Club and the Victoria College Pool Club addressed specific student requests and aided in retaining students. The Victoria College G-Force, a student recruiting team, is assisting with recruiting and retention goals by supporting the Outreach and Retention Coordinator with area recruiting events.

A Leadership Workshop was offered to student organization officers and members and provided the opportunity to network and meet other Victoria College students. The meeting covered college guidelines and policies and students provided verbal feedback which was positive and stated that they felt the information shared met their needs as officers.

Student Activities continues to offer community events such as the Halloween Carnival and the Health Awareness Fair, which are well attended. Halloween Carnival survey results show that 49% of attendees appreciate a safe and enjoyable environment in which to bring their children. All Health Fair vendor respondents felt that the event was beneficial to them.

Recruiting for campus organizations is an on-going process. With the establishment of an information table outside the Student Activities office and the department website, students are inquiring about club availability and requirements. During student orientation, student leaders, such as the Student Government Association President, visit with incoming freshmen and encourage organization participation.

The Student Activities Director has established the Campus Activity Board for the upcoming fiscal year. This board is comprised of students and staff and its goal is to discuss and offer more diverse and student-friendly events. This group will evaluate its effectiveness in the next fiscal year.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 3**

Ensure the Student Government Association's goals and responsibilities are consistent with current College mission statement and guidelines.

### **Evaluation**

Student Government's effect on the student body will be evaluated by the following methods:

1. Retention of returning officers
2. Number of officers and club representatives attending meetings and conferences
3. Number of incoming students participating in SGA
4. Number of SGA sponsored events
5. Number of SGA members serving on campus committees
6. Campaign for state level position and outcome
7. Review of Annual Student Opinion Surveys with SGA receiving 90% satisfaction rating

### **Evaluation Results**

## Student Activities

### 2004-2005 Institutional Effectiveness End of Year Summary

90.2% of students were satisfied with the Student Government and its initiatives.

This past year SGA only had two returning students, the President and the Treasurer; all other offices were held by freshmen students. Six officers attended the Texas Junior College Student Government Association Region VI conference held in Corpus Christi.

Eight students attended the Texas Community College Day in Austin.

Members served on the Master Planning committee, the Marketing and Recruiting committee, the Spring Connection committee, and the Student Center Design committee.

SGA sponsored the Coffee with the President events, scheduled blood drives, co-sponsored Welcome Back Days and Aloha Days, and facilitated the fall Leadership Workshop.

#### **Strategy**

1. Promoting retention of current members and recruit freshmen students by volunteering for campus recruiting events, counseling events, and campus committee appointments.
2. Continuing to campaign yearly at the Texas Junior College Student Government Association for a state level position.
3. Taking a more active role with local and state legislative issues.

#### **Strategy Results**

Returning officers were able to offer consistency and continuity to the Student Government Association. New officers offered new objectives, such as the Coffee with the President events, and an updated recruiting pamphlet. Attending the Texas Community College Day gave attending students a snapshot of what state legislators are responsible for and capable of supporting. Attending students felt the event, which was co-sponsored by the Texas Junior College Student Government Association, was beneficial.

Student Government continues to be the voice of the students. The Master Planning committee was able to utilize members for campus surveys and discussion. The Student Center Design committee relied upon student suggestions and opinions to make the Center more inviting to students and the community.

SGA did not attend the yearly TJCSGA state convention. Therefore, we did not campaign for a state level position.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Increase recruitment and retention.

#### **Evaluation**

Track weekly visits to Memorial, Bloomington, and Calhoun High Schools, the recruitment of new college G-Force members, the development of high school G-Force groups, newly established G-Force groups, recruitment and retention activities, and enrollment of new students to The Victoria College from the targeted high schools.

#### **Evaluation Results**

## Student Activities

### 2004-2005 Institutional Effectiveness End of Year Summary

The collegiate G-Force had difficulty establishing within Bloomington High School due to lack of communication from the high school counselor. A Go Center was established at Calhoun High School and collegiate members visited monthly. Our current members consist of targeted area school graduates from Calhoun High School and Memorial High School.

G-Force members published a coloring book targeting students of pre-kindergarten through fourth grade. The group was able to visit area grade schools in May with the VISD parent liaisons, LaVerne Teague and Grace Gallardo, and inform that age group of the importance of attending college.

G-Force membership increased from four members to eight members during the summer months and we continue the new school year with all members as well as utilizing student activity events for new member recruiting purposes.

#### **Strategy**

Establish the G-Force, a new student organization/recruitment team to assist with the "Closing the Gaps" campaign.

#### **Strategy Results**

The collegiate G-Force continues to assist the Outreach and Retention Coordinator by assisting with campus tours, attending recruiting events, and making presentations. New initiatives include working with VISD's Profit Magnet High School and establishing a G-Force scholarship for new members.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Enhance the efficiency of the current scheduling system for room and building scheduling.

#### **Evaluation**

The effectiveness of this new software will be evaluated by faculty and staff by completion of survey questions included in the Annual Faculty and Staff Opinion Survey.

#### **Evaluation Results**

This software initiative is an on-going project. Due to software upgrades and system glitches, this program is only available to specific staff. Information Technology is working on the glitches and re-evaluation will be within the year.

#### **Strategy**

Purchase Meeting Room Manager software.

#### **Strategy Results**

Purchase of the software and an upgrade six months later have been concluded. Re-evaluation of system will be forthcoming.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

## Student Activities

### 2004-2005 Institutional Effectiveness End of Year Summary

Student Activities and organizations continues to be retention tools for students. With the establishment of the Campus Activity Board, student input regarding activities will be more forthcoming and specific to student needs.

The Student Activities Director has incorporated individual meetings with student organization advisors. Initial response has been positive.

More student specific activities are being planned by the Campus Activity Board. These are events planned by students, for students.

#### **Strengths**

Student Activities strengths lie with staff and the ability to offer quality customer service to all who contact the Student Activities Office. Student Activities continues to be fortunate to have quality student workers who wish to learn and offer excellent service and are willing to accept additional responsibilities. With continued student input and cooperation, Student Activities will continue to recruit and retain quality students workers who will continue to uphold this high standard of customer service while achieving their education.

#### **Areas Needing Improvement**

Communication with various campus divisions and departments are key elements in having positive attendance to campus activities.

More participation from staff and faculty is needed.

#### **Success Story**

Former student workers, Mary Ellen and Christian have both accepted full time positions within the community. Mary Ellen recently graduated with her Associate Degree in Nursing and is employed at a Rehabilitation Center in Weslaco. Christian has accepted a full-time position with the City of Victoria as a drafting assistant. Student Activities is proud to have supported and employed these students; it was a positive experience for all.

## Student Center Operations

### 2004-2005 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College Goals of providing educational and administrative support services that effectively promote the mission of the College, the purpose of the Student Center is to provide facilities that meet campus and community needs for meetings, banquets, conferences, and workshops.

#### Objective 1

The Student Center will continue to offer outstanding services to the students.

#### Evaluation

Evaluation methods for the Student Center will include:

1. Suggestion box review and dissemination of suggestions to appropriate departments
2. Yearly Annual Student Opinion Surveys - 99% satisfaction rating
3. Yearly Faculty Staff Opinion Surveys - 99% satisfaction rating

#### Evaluation Results

Suggestions for Student Center facility and food services have been addressed. With the addition of a new Food Service Manager, student suggestions regarding food choices are being addressed.

The addition of new Student Center furniture created a much needed welcoming environment for students. As a result, there is a visible increase of student interaction and utilization of the new furniture in the Student Center.

98.1% were satisfied with services provided by Student Center Operations.

#### Strategy

1. Provide an environment for students to study, relax, and participate in college activities.
2. Provide periodicals and the local newspaper for educational and enjoyment purposes.
3. Continue to provide a forum for students to register complaints or comments about the facility by checking the Center's suggestion box and listening to student suggestions.

#### Strategy Results

Updated furniture has provided a more relaxing and enjoyable environment for students to study and relax. The addition of an air hockey table has also provided additional entertainment for students. The addition of building awnings has also offered students opportunities to sit outside in shaded areas. In addition, students now purchase their own newspapers from the paper stand provided by The Victoria Advocate.

Suggestions and comments are still monitored by the Student Activities office and are directed to appropriate departments for review.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Provide outstanding services to the community.

#### Evaluation

## Student Center Operations

### 2004-2005 Institutional Effectiveness End of Year Summary

Ensure that we are meeting the community and the campus level of service, evaluation methods will include:

1. Student Center evaluations - these evaluations are department generated and an immediate feedback on the renter's satisfaction level - 100% satisfaction rating
- b. Yearly Faculty Staff Opinion Surveys - 99% satisfaction level

#### **Evaluation Results**

The 2004-2005 Faculty/Staff Opinion Survey which rates campus, community and student organizations indicate 100% satisfaction with facilities and 98.1% satisfaction with service.

#### **Strategy**

1. Providing the campus and community a facility to utilize for banquets, meetings, conferences, and workshops.
2. Ensuring that all events are run efficiently. Staff will continue to correspond and communicate with appropriate departments about events.
3. Current operating policy will continue to be reviewed and revised as needed.

#### **Strategy Results**

Student Center events and conferences continue to run efficiently and conscientiously. Comments from community and campus members are positive regarding set ups and environment.

With the recent addition of the furniture, the Student Center Operating Policy has been updated to reflect the new holding capacity of the Student Center for community groups usage.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans for the Student Center include the addition of a Subway sandwich shop in Cove, the expansion of the Bookstore, and a designated computer lab/student study area. Focus will continue to be placed on delivery of quality customer service as future plans are enacted.

#### **Strengths**

By listening to student and campus suggestions, the Center has revitalized its purpose. Student Center Operations is able to focus on a majority of the requests from the campus community as well as continuing to offer a versatile community meeting facility. Student Center evaluations and verbal comments continue to be positive and many community organizations are repeat renters. Excellent customer service is consistently offered.

#### **Areas Needing Improvement**

The Center will have many challenges this coming year with planned renovations. To continue to offer quality services during construction will be the main concern and it will also be important to place the Meeting Room Manager upgrade on the priority list for the year to aid in this endeavor.

#### **Success Story**

The Student Center was able to acquire new furniture as well as an air hockey table, washer pitching courts, and a horseshoe pitching court. With the help of the Student Center Design Committee, which was comprised of students, faculty, and staff; we were able to offer a more student-friendly environment. This new environment is enjoyed by many and has increased student traffic within the building, which results in more traffic for the Cove and the Bookstore. Comments from students and staff have been positive and complimentary regarding the new additions. Working with students on the Student Center Design Committee has given those returning students more ownership and pride regarding the building and this accomplishment.

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Purpose**

Within The Victoria College mission "to provide high-quality educational programs and services", Title V focuses on retention of students by creating a virtual campus by expanding the current online student services and enhancing technology resources.

#### **Objective 1**

By September 2005, the improvement of records management /departmental streamlining will be utilized by 50% of student service departments to improve program services.

#### **Evaluation**

By September 2005, 50% of Student Services staff will be trained in the use of appropriate software programs and score 80% on the training exam. The Student Activities and Counseling departments will have integrated the appropriate software and usage will be 100%.

#### **Evaluation Results**

Of the seven student service departments, four are currently utilizing computer software packages that greatly enhance their efficiency and effectiveness. Financial Aid, Admissions and Records, and Testing are utilizing Docuware software and Student Activities is currently utilizing a scheduling software package. The Counseling Department has not integrated the software at present time. The Title V Program has developed a plan for integration of new software and although the Counseling Department is not yet on target, the Testing Department is a year ahead of schedule.

#### **Strategy**

1. A training schedule will be established to include designated student services personnel.
2. An examination schedule will be established to include designated student services personnel.

#### **Strategy Results**

Student Services' departmental staff have attended training opportunities to increase their skill level in working with the available software packages. These staff members have also trained other staff members within their departments.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

To ensure that the number of student services available through the Student Portal on-line service will increase by 40%.

#### **Evaluation**

By September 2005, 40% of portal components will be completed. 40% of Student Service departmental information will be accessible online.

#### **Evaluation Results**

Student information currently available online: information on student holds, VC catalog, VC schedule, closed class list, grades/unofficial transcripts, and degree plans.

Student activities available: web registration, web drop requests, fee payment, and application submission.

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Strategy**

1. Establish Virtual Campus (VC) Advisory Committee
2. Programmers will continue to work on the design and components of the student portal and evaluation tool
3. Purchase necessary infrastructure/systems.

#### **Strategy Results**

The advisory committee was established and has had meetings to address portal development

Programmers and technology staff continue to work on components of the portal. The portal development team has been expanded to include marketing and distance education staff. The development of student accounts was completed in the summer but due to security concerns it was not available for access. A security software was recommended by the Technology Department in September 2005 and has been purchased. This will allow students to begin to have portal access.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

To improve and enhance technology accessibility and services to students by 5%.

#### **Evaluation**

By September 2005, student computer accessibility/utilization will increase by 5% from the previous year.

#### **Evaluation Results**

Wireless usage has steadily increased since the initial installation of wireless components. Wireless access was not available in previous years. Presently there are approximately 524 desk top computers in departmental lab areas and 83 desk top computers located in open lab areas.

#### **Strategy**

1. Increase number of student accessible computers by 5% by purchasing or upgrading on-site computers.
2. Enhance technology accessibility by integrating wireless capability,
3. Expand helpdesk services by extending hours to provide technical support by phone and/or e-mail and in the provision of person classroom support and student-centered technology training.

#### **Strategy Results**

1. Monies from the Title V Program were used to purchase six desktop computers and three laptops for the Student Center. The Student Activities Director is developing a laptop checkout program for students.
2. Wireless components were purchased for two buildings: Language building and the Continuing Education Center.
3. Help desk services have been expanded to include extended hours.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

#### **Objective 4**

To ensure an increase by 2% in student retention in designated developmental education courses.

#### **Evaluation**

The retention rate of students enrolled in designated developmental education classes will increase 2% compared to baseline data.

#### **Evaluation Results**

The baseline data is based upon average Fall to Spring retention rates for years 1999-2003 establishing a 66.9% retention rate.

#### **Strategy**

1. Provide counseling services to students in designated developmental education/ supplemental instruction courses.
2. Provide referral initiated counseling services to developmental education students by incorporating an early warning system.
3. Conduct baseline study of the College's fall '04 and spring '05 retention in developmental courses.

#### **Strategy Results**

1. The Title V Counselor provided counseling services to targeted Math Individualized Instruction (MAII) students and was available to students in all levels of development education. Counselor also began to utilize the Early Alert system to provide counseling services to referred students.
2. The Early Alert system was implemented this academic year.
3. It was determined that fall to spring data will be used to form a baseline study.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

To ensure a 2% class completion of students in designated on-line courses.

#### **Evaluation**

Class completion rate of students enrolled in online courses will increase 2% compared to baseline data.

#### **Evaluation Results**

## Title V

### 2004-2005 Institutional Effectiveness End of Year Summary

Fall 2002-2003 baseline data indicates an 81% completion rate and a 75% completion rate for Spring 2003-2004.

The on-line assessment initiative began Spring 2005. The total number of students enrolled in online classes for Spring 2005 was 964. The on-line screening intervention was provided for 369 students. The following is data for both groups. The first column indicates the number of students enrolled in on-line courses and the second column indicates the total percentage of students completing intervention.

5%	10%	Total dropped a class before class day
13%	8%	Total dropped a class between first class and official class day
14%	10%	Total dropped class between official class day and mid-term
13%	9%	Total dropped a class after mid-term
45%	38%	Total dropped
55%	62%	Total still enrolled

### Strategy

1. Provide technology training to students enrolled in on-line classes to begin the first week prior to the first day of class lasting for three weeks.
2. Provide technology information session addressing the expectations for taking on-line courses prior and during registration.
3. Conduct baseline study of the College's fall '04 and spring '05 class completion in designated on-line courses.

### Strategy Results

Provided on-line assessments during Spring semester. Students who registered on-site for on-line courses were assessed for their level of technology knowledge. Students were encouraged to attend technology workshops facilitated by the Distance Education Department. Students were also provided with an on-line resource manual developed by the Technology Department.

### Budget Results

No funding outside the normal operational budget was required.

### Future Plans

To increase collaboration and facilitation efforts with other institutional departments.

### Strengths

The Title V program has a knowledgeable and flexible staff. Due to the intricacies of the program objectives and outcomes it is imperative to have a staff who delivers in areas of innovation, knowledge and adaptability.

### Areas Needing Improvement

Improve data gathering and analysis. To improve effectiveness and efficiency of interventions, the Title V program must become data driven.

### Success Story

## Title V

### **2004-2005 Institutional Effectiveness End of Year Summary**

Victoria College conducted its first Summer Bridge Math program funded primarily by a Victoria College Foundation. The purpose of the Summer Bridge program was to provide a cohesive support system for entering freshmen enrolled in the developmental Math 0301 course. Collaboration with the VC Educational Opportunity Center, Testing and Assessment, the Financial Aid Office, Counseling and Recruitment Services were essential to the success of this initiative. The class consisted of hybrid instruction (a combination of lecture and computer assisted instruction), and was taught by Dan Murphy, VC Developmental Math Specialist. The additional classroom support was provided by Gail Janecka, Title V Counselor and a teaching assistant and peer mentor/tutor, Marie Bridges. The Summer Bridge schedule was from 10:00 to 1:00, Monday through Thursday, with students receiving two hours and ten minutes of math instruction and the remaining time dedicated to individualized tutoring and transitional and academic support activities. A learning strategies course (Winning at Math) was embedded into the Summer Bridge program. In addition, students received sessions that fostered academic and personal enrichment and an extensive college orientation experience.

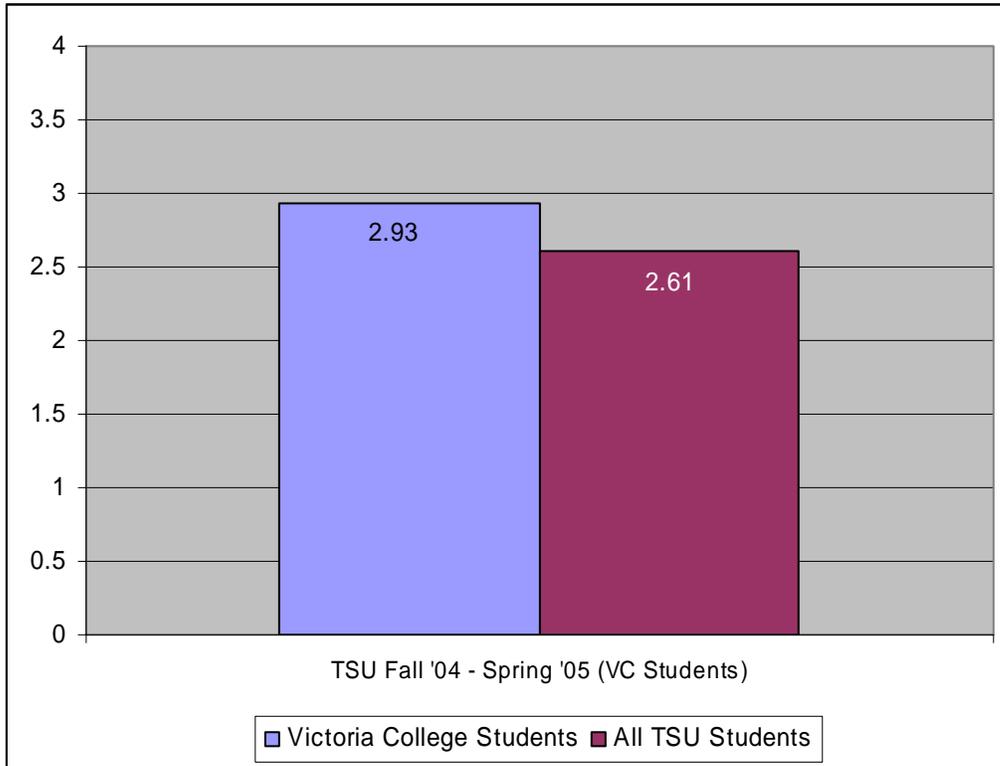
# APPENDIX

## 2004-2005 End-of-Year Executive Summary

**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 1: University Transfer Student Success – Victoria College transfer students' first and second semester GPA and retention will be as good or better than other transfer and native students.

**Transfer Students from Victoria College Success by Grade Point Average (GPA)**  
**(Most recent data available)**



**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 2: Workforce Student Success – The Workforce Development & Education department will graduate 5 students per year per program; achieve an employment/success rate of 85%; achieve an 80% satisfaction rating from graduates and their employers; and 90% of program completers will pass the licensure/certification exam upon the first attempt.

**Victoria College Workforce Degrees & Certificates**  
**Grouped by Coordinating Board Program CIP Categories**

CIP	ACADEMIC YEAR									
	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
1102 Computer Programming: <b>CIS--Computer Programming AAS</b>	3	3	5	3	3	1	1	3	3	-
1503 Electronic Related Technology: <b>Electronics/Instrumentation AAS &amp; Cert</b>	12	13	14	15	14	18	13	19	16	23
2002 Child Care & Guidance: <b>Child Care Cert</b>	2	7	5	5	3	7	19	14	18	8
2201 Law & Legal Studies: <b>Legal Assisting AAS &amp; Cert</b>				5	18	13	8	10	9	5
4103 Physical Science Technologies: <b>Process Technology AAS</b>				13	28	32	31	17	20	2
4301 Criminal Justice & Corrections: <b>Criminal Justice AAS</b>	10	10	16	4	8	9	9	5	2	2
<b>Police Acad ( Fall, Spr, &amp; Reserve) Cert</b>	58	56	51	34	31	35	30	42	42	56
4302 Fire Protection: <b>FireFighting Cert</b>				4	10	6	7	12	11	-
4801 Drafting: <b>Drafting Technology AAS &amp; Cert</b>	9	17	5	13	17	18	17	16	16	-
480508 Welder/Welding: <b>Welding Cert</b>	10	7	-	4	4	5	9	7	9	8
5202 Business Administration/Mgt: <b>Management AAS &amp; Cert</b>	10	8	3	13	8	12	9	15	17	19
5203 Accounting: <b>Accounting AAS &amp; Cert</b>	2	2	1	3	1	7	3	4	4	2
5204 Admin Secretarial Services: <b>Office Systems Technology AAS &amp; Cert</b>	23	26	33	35	25	15	17	26	5	20
5212 Bus Info. & Data Processing: <b>CIS--Micro _Network Admin AAS &amp; Cert</b>	-	-	3	10	11	20	42	15	16	8
510904 Emergency Medical Technology: <b>Emergency Medical Tech AAS &amp; Cert</b>	-	-	8	5	12	15	18	7	7	1
510908 Respiratory Therapy Tech: <b>Respiratory Care AAS &amp; Cert</b>	28	24	16	21	12	30	13	9	15	13
5110 Medical Laboratory Technologies: <b>Medical Lab Technology AAS</b>	12	9	10	8	7	3	7	9	6	9
511601 Nursing, General: <b>Nursing AAS</b>	95	40	67	68	55	50	81	77	70	76
511613 Practical Nurse Training: <b>Vocational Nursing Cert</b>	143	156	157	149	138	137	113	117	151	137

**2004-2005 End-of-Year Summary Report  
APPENDIX**

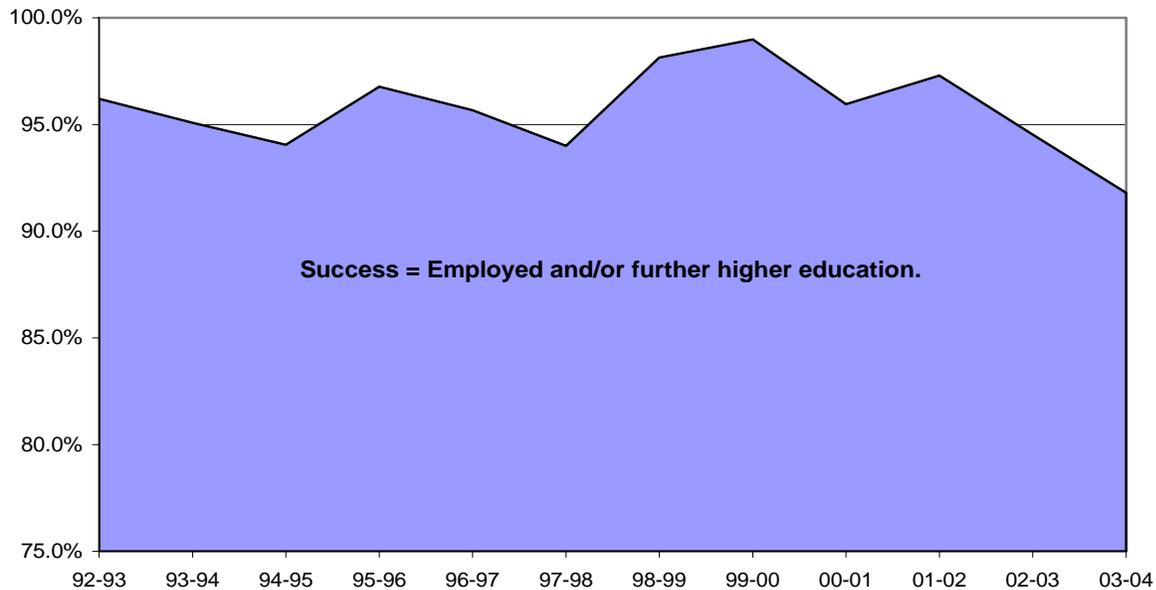
Success Factor 2 (continued)

**Texas Higher Education Coordinating Board  
Automated Student and Adult Learner Follow-up System  
Electronic match of THECB student records and  
Texas Workforce Commission Unemployment Insurance Wage Records**

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

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

**College Workforce Graduates' Success Rate**



**2004-2005 End-of-Year Summary Report  
APPENDIX**

Success Factor 2 (continued)

**Results from The Victoria College  
2004-2005 Workforce Graduate and Employer Follow-up Surveys  
(2003-2004 Graduates)**

	Graduate Rate Entry-Level Job Competencies:								Employer Rate Entry-Level Job Competencies:							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
<b>Allied Health Programs:</b>																
<b>Associate Degree Nursing</b>	27	4	15	5	2	1	24	88.9	24	10	8	6	0	0	24	100.0
<b>Vocational Nursing</b>																
Cuero	10	4	5	1	0	0	10	100.0	3	0	2	1	0	0	3	100.0
Gonzales	14	5	6	3	0	0	14	100.0	6	3	1	1	1	0	5	83.3
Hallettsville	14	7	5	2	0	0	14	100.0	12	4	2	5	1	0	11	91.7
Victoria Day	17	15	2	0	0	0	17	100.0	10	3	4	3	0	0	10	100.0
Victoria Night	13	11	0	2	0	0	13	100.0	9	4	3	2	0	0	9	100.0
<b>Vocational Nursing Total</b>	<b>68</b>	<b>42</b>	<b>18</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>100.0</b>	<b>40</b>	<b>14</b>	<b>12</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>38</b>	<b>95.0</b>
<b>Medical Laboratory Technology</b>	6	1	4	1	0	0	6	100.0	3	0	3	0	0	0	3	100.0
<b>Respiratory Care</b>	10	4	4	2	0	0	10	100.0	9	6	2	1	0	0	9	100.0
<b>Allied Health Programs Total:</b>	<b>111</b>	<b>51</b>	<b>41</b>	<b>16</b>	<b>2</b>	<b>1</b>	<b>108</b>	<b>97.3</b>	<b>76</b>	<b>30</b>	<b>25</b>	<b>19</b>	<b>2</b>	<b>0</b>	<b>74</b>	<b>97.4</b>

	Graduates Rate Entry-Level Competencies								Employers Rate Entry-Level Competencies							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
<b>Basic Skills</b>																
Reading	57	16	31	10	0	0	57	100.0	27	14	12	1	0	0	27	100.0
Writing	55	13	28	14	0	0	55	100.0	27	10	14	1	2	0	25	92.6
Math	56	12	29	14	1	0	55	98.2	26	9	15	1	1	0	25	96.2
Oral Communications	55	19	28	7	1	0	54	98.2	27	8	15	4	0	0	27	100.0
Use of Computers	56	24	20	11	0	1	55	98.2	24	10	10	4	0	0	24	100.0
<b>Basic Skills Total</b>	<b>279</b>	<b>84</b>	<b>136</b>	<b>56</b>	<b>2</b>	<b>1</b>	<b>276</b>	<b>98.9</b>	<b>131</b>	<b>51</b>	<b>66</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>128</b>	<b>97.7</b>
<b>Profession-specific Knowledge/Skills</b>																
Theoretical Background/Understanding	60	22	31	7	0	0	60	100.0	26	7	14	5	0	0	26	100.0
Critical Thinking/Application of Knowledge	55	21	29	4	1	0	54	98.2	27	9	14	3	1	0	26	96.3
Technical Skills/Equipment Operation	57	21	27	9	0	0	57	100.0	28	9	17	2	0	0	28	100.0
<b>Profession-specific Knowledge/Skills Totals</b>	<b>172</b>	<b>64</b>	<b>87</b>	<b>20</b>	<b>1</b>	<b>0</b>	<b>171</b>	<b>99.4</b>	<b>81</b>	<b>25</b>	<b>45</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>80</b>	<b>98.8</b>
<b>Soft Skills</b>																
Professionalism (appearance, punctuality, work ethics, etc.)	60	32	22	5	1	0	59	98.3	28	13	12	3	0	0	28	100.0
Human Relations/Teamwork	56	28	22	4	1	1	54	96.4	28	12	10	5	1	0	27	96.4
Commitment to Life-long Learning	55	26	24	5	0	0	55	100.0	26	14	7	4	0	1	25	96.2
<b>Soft Skills Total</b>	<b>171</b>	<b>86</b>	<b>68</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>168</b>	<b>98.2</b>	<b>82</b>	<b>39</b>	<b>29</b>	<b>12</b>	<b>1</b>	<b>1</b>	<b>80</b>	<b>97.6</b>
<b>OVERALL RATING</b>	<b>55</b>	<b>20</b>	<b>29</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>100.0</b>	<b>25</b>	<b>11</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>100.0</b>

\*Percentages are based on the number of respondents to the surveys.

**2004-2005 End-of-Year Summary Report  
APPENDIX**

Success Factor 2 (continued)

**Victoria College Licensure Pass Rates**

<b>Allied Health Programs 2004-2005</b>									
Program	Program Graduate #	Attempting Examination		Passing 1 <sup>st</sup> Attempt		Passing Subsequent Attempt		Total Passing	
		#	%	#	%	#	%	#	%
*Associate Degree Nursing	76	73	96%	65	89%	3	4%	68	93%
*Vocational Nursing	137	112	82%	100	89%	0	0%	100	89%
*Medical Laboratory Tech.	9	6	67%	6	100%	0	0%	6	100%
*Respiratory Care Tech.									
Entry Level	13	13	100%	13	100%	0	0%	13	100%
Advanced Practitioner	13	12	92%	6	50%	3	25%	9	75%
Nurse & Home Health Aide	98	81	83%	73	90%	2	2%	75	93%
Medication Aide	67	67	100%	62	93%	0	0%	62	93%
<b>TOTAL ALLIED HEALTH</b>	<b>413</b>	<b>364</b>	<b>88%</b>	<b>325</b>	<b>89%</b>	<b>8</b>	<b>2%</b>	<b>333</b>	<b>91%</b>

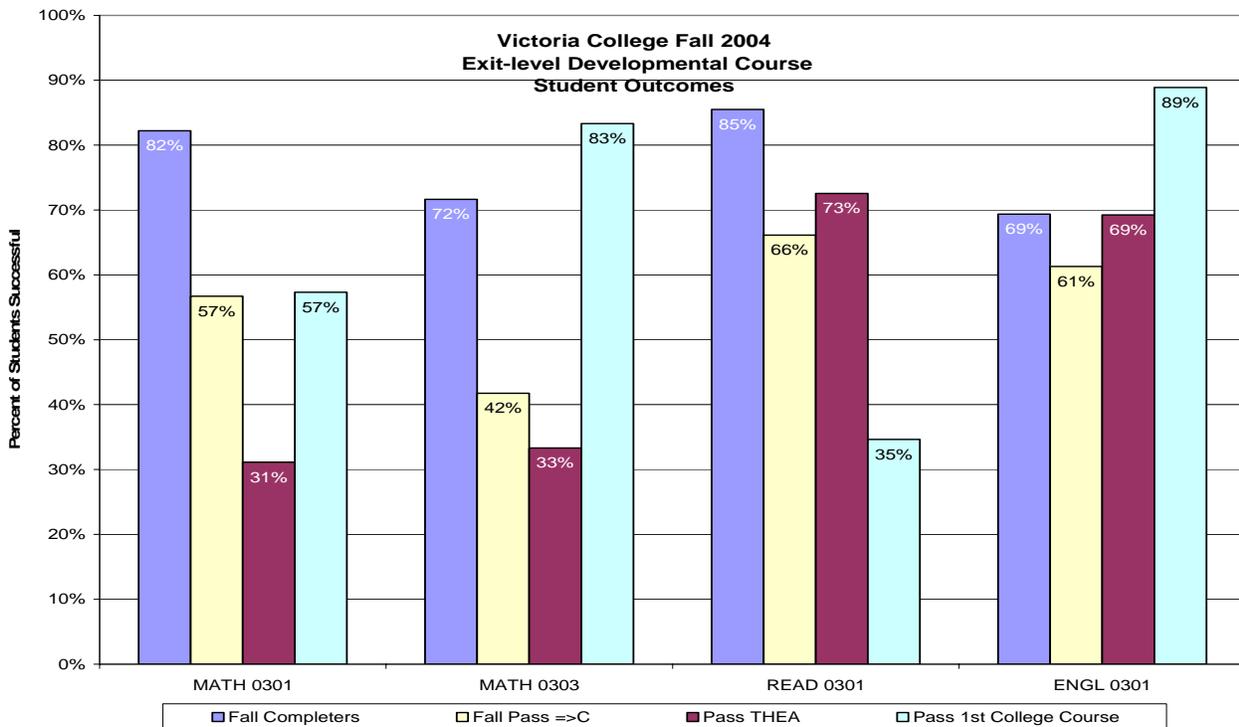
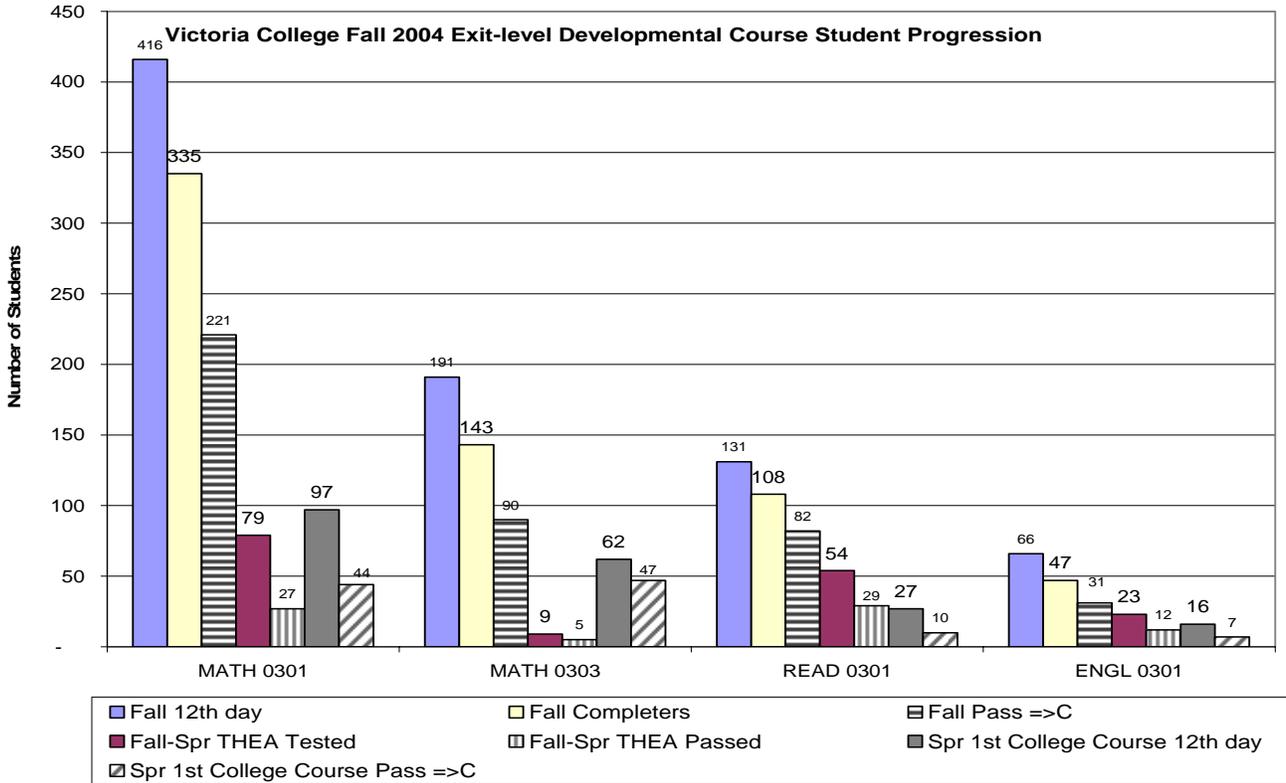
\*Selective Admissions Program

<b>Public Service Programs 2004-2005</b>									
Program	Program Graduate #	Attempting Examination		Passing 1 <sup>st</sup> Attempt		Passing Subsequent Attempt		Total Passing	
		#	%	#	%	#	%	#	%
*Police Academy									
Fall – day	20	20	100%	16	80%	3	15%	19	95%
Spring – day	18	18	100%	12	67%	4	22%	16	89%
Fall/Spring – night	22	21	95%	19	90%	0	0%	19	90%
Emergency Medical Tech.									
Intermediate	6	6	100%	4	67%	1	17%	5	83%
Paramedic	5	4	80%	3	75%	0	0%	3	75%
Basic Firefighting	17	17	100%	14	82%	3	18%	17	100%
<b>TOTAL PUBLIC SERVICE</b>	<b>88</b>	<b>86</b>	<b>98%</b>	<b>68</b>	<b>79%</b>	<b>11</b>	<b>13%</b>	<b>79</b>	<b>92%</b>

\*TCLEOSE = Texas Commission on Law Enforcement Officer Standards and Education.

## 2004-2005 End-of-Year Summary Report APPENDIX

Success Factor 3: Developmental Student Success and Access to College Credit Courses – Seventy percent of students who are assessed into and who pass an exit developmental course with a B or better will pass their retake of THEA, and 70% will earn a grade of C or better in the first college corollary course that they complete.



**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 4: Adult Education Student Success and ultimate Access to College Credit Courses – The number of Adult Education students who demonstrate progress, who progress to the next skill level, and who pass the GED will increase annually.

**Participant Enrollment, Contact Hours and Progress for All Educational Functioning Levels**

<b>ADULT EDUCATION - ALL PROGRAMS COMBINED</b>					
	<b>Enrollment</b>	<b>Contact Hours</b>	<b>Participants Demonstrating Progress</b>	<b>Participants Completing &amp; Moving to Higher Level</b>	<b>Students Passing GED</b>
<b>2004-2005</b>	<b>830</b>	<b>73056</b>	<b>355</b>	<b>152</b>	<b>83</b>
Compared to:					
<b>2003-2004</b>	898	71,668	682	478	118
<b>2002-2003</b>	1,006	71,317	769	497	122
<b>2001-2002</b>	1,052	64,236	644	368	111
<b>2000-2001</b>	959	61,849	530	378	137
<b>1999-2000</b>	983	75,597	518	192	102
<b>1998-1999</b>	1,382	95,182	NA	423	96
<b>1997-1998</b>	909	55,318	NA	196	NA

**Adult Education**  
**Participant Enrollment, Contact Hours and Progress**

<b>Grant Funding Sources</b>	<b>Regular, Corrections, TANF, &amp; EL Civics</b>					
	<b>02-03</b>		<b>03-04</b>		<b>04-05</b>	
	<b>Goal</b>	<b>Met</b>	<b>Goal</b>	<b>Met</b>	<b>Goal</b>	<b>Met</b>
<b>Program Year</b>						
Objective						
1. Number Served	1,216	990	1,216	897	942	830
2. Contact Hours Produced	61,200	71,789	61,200	71,668	78,834	73,056
3. 12 hours + Baseline	95%	97%	91%	99%	90%	95%
4. 12 hours, Baseline, + Progress Assessment	55%	77%	60%	77%	55%	80%
5. Gain in Reading	50%	43%	51%	42%	50%	51%
6. Gain in Language	50%	45%	51%	45%	50%	47%
7. Gain in Mathematics	50%	39%	51%	44%	50%	43%
8. Gain in Oral English	70%	75%	65%	69%	65%	63%
9. Gain in Written English	50%	56%	51%	56%	50%	49%
<b>Completed 1 or more Levels</b>						
10. Beginning Literacy	20%	88%	25%	93%	43%	70%
11. Beginning ABE	30%	57%	29%	58%	40%	60%
12. Low Intermediate ABE	30%	74%	28%	67%	38%	54%
13. High Intermediate ABE	22%	44%	25%	47%	30%	38%
14. Low Adv Secondary	30%	65%	30%	74%	50%	54%
15. High Adv Secondary	n/a	54%	n/a	60%	n/a	58%
16. Beginning Literacy ESL	30%	78%	28%	87%	44%	52%
17. Beginning ESL	30%	70%	28%	69%	51%	32%
18. Low Intermediate ESL	30%	96%	34%	81%	51%	48%
19. High Intermediate ESL	28%	68%	34%	61%	41%	27%
20. Low Adv ESL	30%	66%	33%	77%	42%	29%
21. Hi Adv ESL	17%	66%	33%	57%	11%	n/a
<b>Transitions</b>						
22. Goal of GED	30%	89%	25%	76%	75%	59%
23. ASE achieve GED	25%	49%	25%	49%	38%	36%
24. Goal of Entering Post-Sec Ed or training	20%	51%	25%	67%	20%	26%
25. Goal of Obtain. Employment.	15%	17%	25%	16%	17%	16%
26. Retained Employment	12%	89%	26%	82%	78%	81%
27. Average Contact Hours per Student		73%		80%		88%

## 2004-2005 End-of-Year Summary Report

### APPENDIX

Success Factor 5: Continuing Education Student Access and Success – Continuing Education student success will be demonstrated by achieving an 85% satisfaction rating from course completers and contract organizations.

#### Emergency Medical Technology Contract Training

Year	Clients	Sessions
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available
2002 – 2003	5	30
2003 – 2004	9	37
2004 – 2005	9	39

#### Workforce Development Contract Training (Not Including ABC and Child Care Contracts)

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

#### 2004-2005 EMT Clients:

BP Chemical  
Dupont  
Formosa  
Gonzales County  
Innovene  
Invista  
South Texas Electric  
Victoria County  
Victoria Fire Department

#### 2004-2005 WF Clients:

BP Chemical  
Cuero State Bank  
Formosa  
Golden Crescent Work  
Gulf State Inc  
KGS Electric  
Service Supply  
Texas Glass & Tinting  
UNOCal  
Victoria Library  
Yoakum National Bank

#### Victoria College Continuing Education Enrollment

COURSE CATEGORY	2001-2002				2002-2003				2003-2004				2004-2005			
	Q1 (Sep- Nov)	Q2 (Dec- Feb)	Q3 (Mar- May)	Q4 (Jun- Aug)												
<b>Allied Health</b>																
Allied Health	246	255	204	59	377	246	199	71	33	0	104	124	471	412	185	290
Continuing Nursing Ed.	101	0	37	149	0	0	52	171	445	366	173	96	0	0	0	0
<b>Allied Health Total</b>	<b>347</b>	<b>255</b>	<b>241</b>	<b>208</b>	<b>377</b>	<b>246</b>	<b>251</b>	<b>242</b>	<b>478</b>	<b>366</b>	<b>277</b>	<b>220</b>	<b>471</b>	<b>412</b>	<b>185</b>	<b>290</b>
<b>Emergency Medical Technology (EMT)</b>																
<b>EMT Total</b>	<b>158</b>	<b>244</b>	<b>257</b>	<b>241</b>	<b>98</b>	<b>197</b>	<b>272</b>	<b>292</b>	<b>102</b>	<b>147</b>	<b>301</b>	<b>313</b>	<b>165</b>	<b>263</b>	<b>189</b>	<b>439</b>
<b>Law Enforcement (LE)</b>																
Police Academy	0	79	0	84	52	48	22	0	86	44	52	0	222	375	38	142
Reserve Police Academy	0	16	16	0	0	0	0	0	26	20	0	0	0	0	0	0
Police In-Service	87	61	184	24	93	237	80	7	41	202	37	0	14	28	19	11
<b>LE Total</b>	<b>87</b>	<b>156</b>	<b>200</b>	<b>108</b>	<b>145</b>	<b>285</b>	<b>102</b>	<b>7</b>	<b>153</b>	<b>266</b>	<b>89</b>	<b>0</b>	<b>236</b>	<b>403</b>	<b>57</b>	<b>153</b>
<b>Workforce Development and Education</b>																
Air Conditioning	39	8	55	19	32	26	17	10	43	2	35	30	0	57	0	57
Business Management	45	26	22	41	22	20	21	3	79	51	89	93	99	72	115	154
Computer Applications	117	205	339	235	275	174	63	161	92	29	247	387	78	108	88	140
Construction & Maint.	44	61	0	92	12	69	36	11	23	79	108	44	9	83	37	31
Drafting/Industrial	0	2	0	0	0	0	0	0	0	27	41	47	0	40	0	0
Ed. & Child Development	145	182	205	269	134	178	75	320	221	27	195	379	16	144	126	276
Employability	58	56	25	45	24	63	44	116	0	0	0	0	0	0	0	0
Food Svc & Dietary	79	21	19	6	47	21	29	5	9	0	0	0	193	20	8	9
Language Center	30	14	8	11	24	0	0	10	0	0	0	49	9	0	0	11
Machinist	35	11	0	17	9	0	14	0	22	0	0	0	0	45	0	0
Motorcycle Safety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	5	0	0	0	0	41	0	1	23	0	0
<b>Workforce Total</b>	<b>592</b>	<b>586</b>	<b>673</b>	<b>735</b>	<b>579</b>	<b>556</b>	<b>299</b>	<b>636</b>	<b>489</b>	<b>215</b>	<b>756</b>	<b>1029</b>	<b>405</b>	<b>592</b>	<b>374</b>	<b>678</b>
<b>Grand Total (Duplicated)</b>	<b>1,184</b>	<b>1,241</b>	<b>1,371</b>	<b>1,292</b>	<b>1,199</b>	<b>1,284</b>	<b>924</b>	<b>1,177</b>	<b>1,222</b>	<b>994</b>	<b>1,423</b>	<b>1,562</b>	<b>1,277</b>	<b>1,670</b>	<b>805</b>	<b>1,560</b>
<b>Annual Unduplicated Total</b>	<b>3,359</b>				<b>3,383</b>				<b>3,437</b>				<b>3,442</b>			

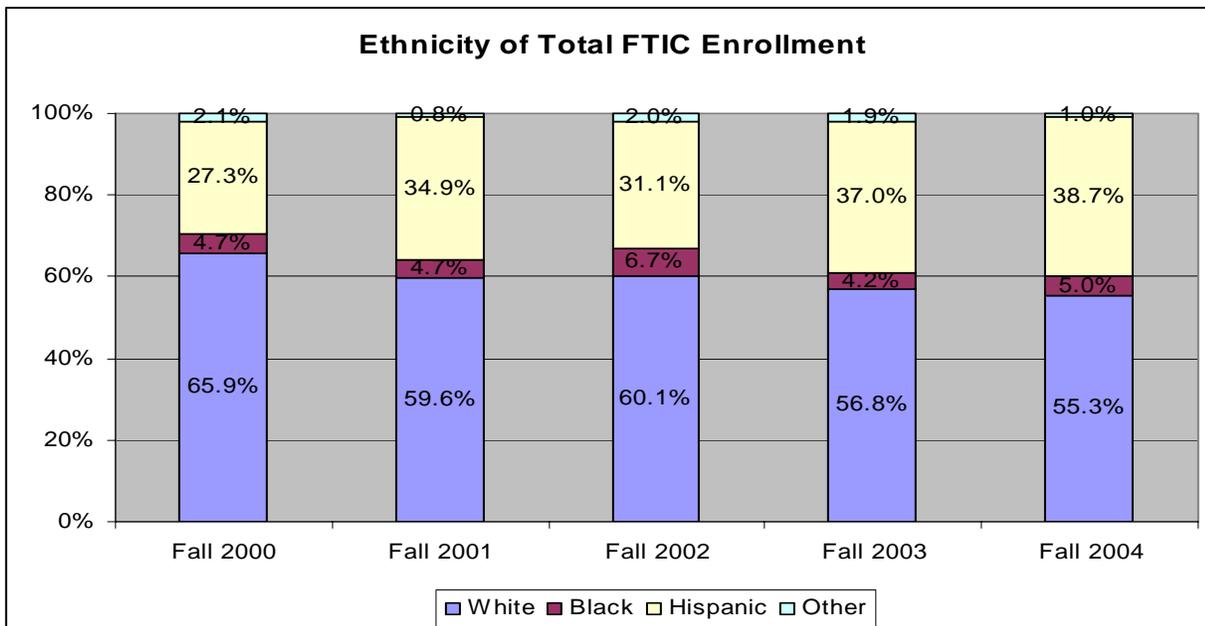
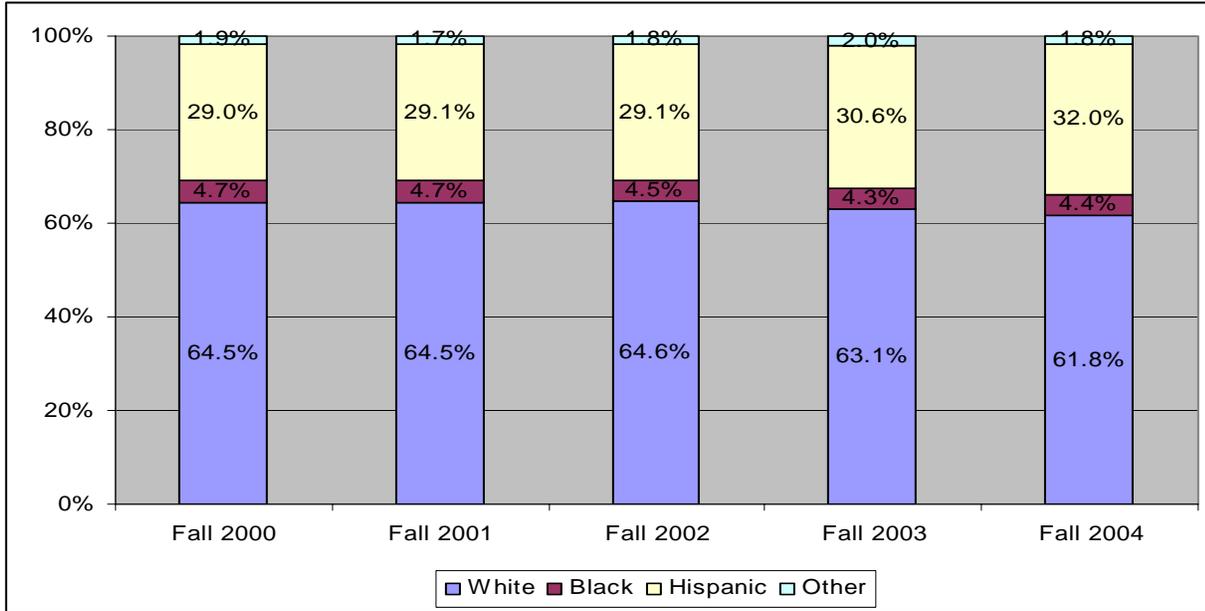
**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 6: Student Access and Diversity – Student diversity will increase until the student population reflects the ethnicity of the service area. Strategic Enrollment Management Objectives 4-7 will be accomplished:

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

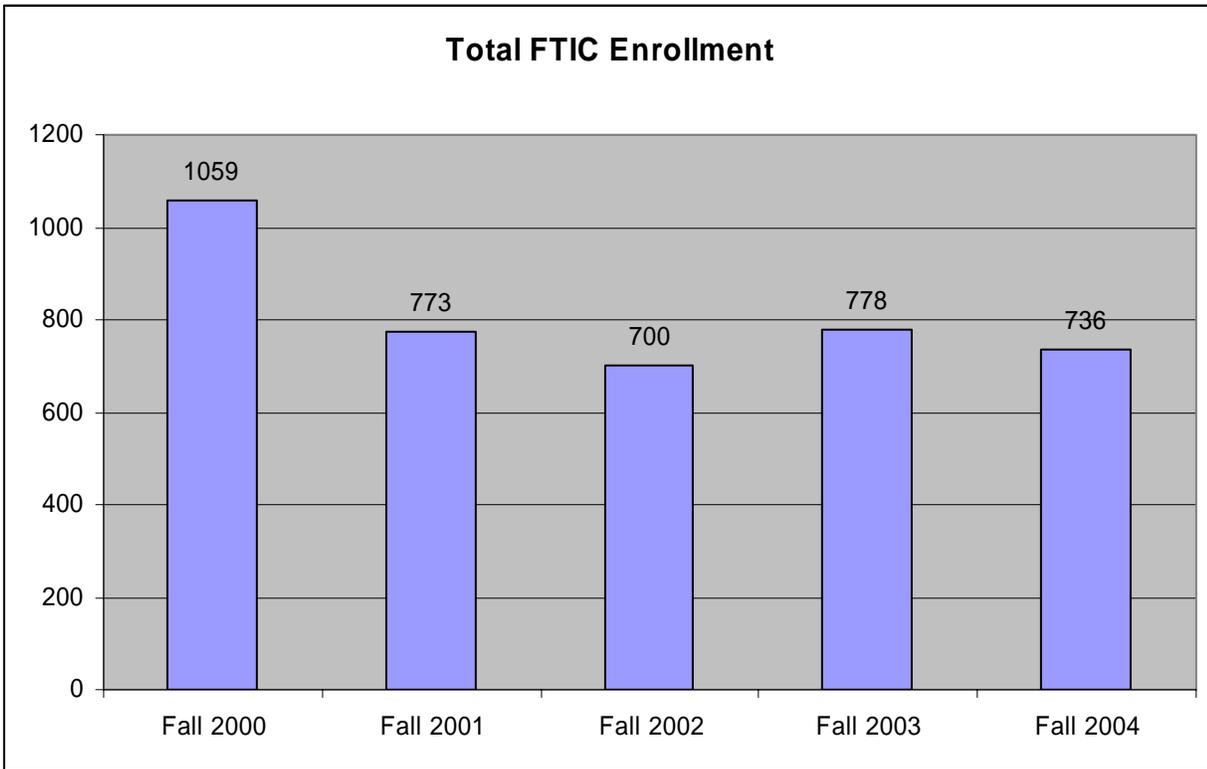
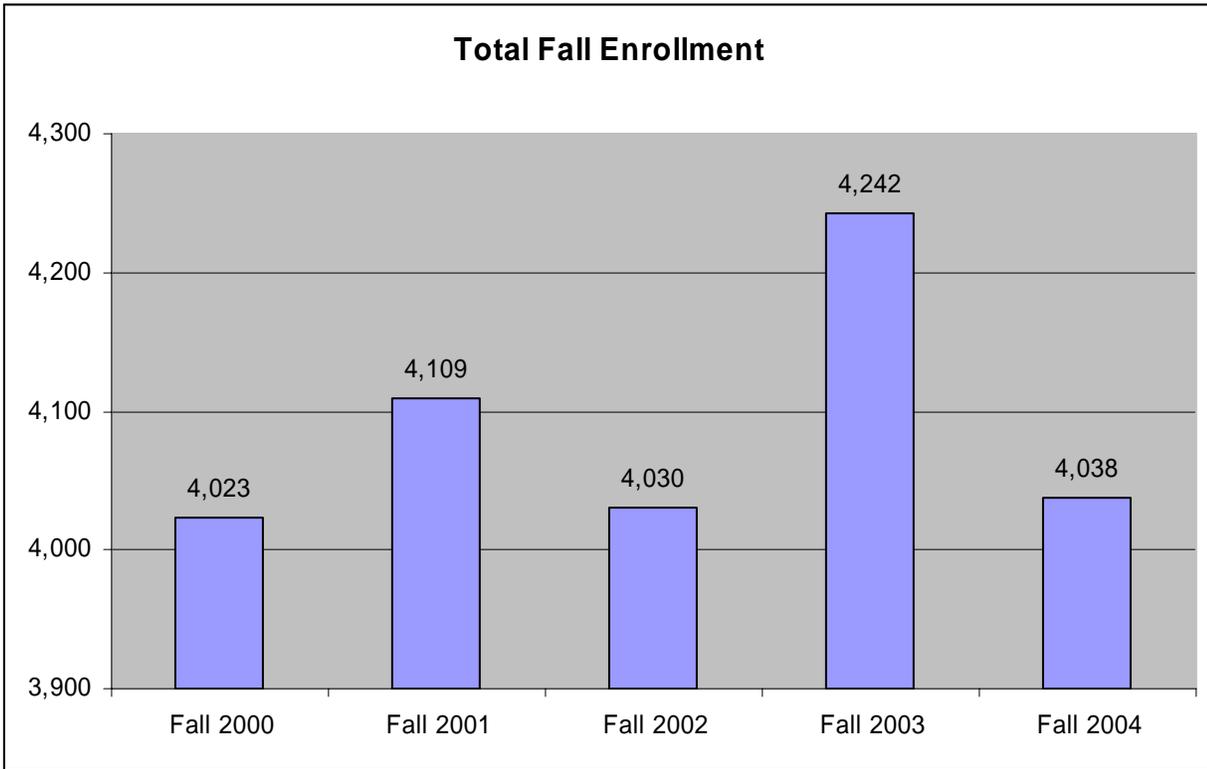
**Victoria College Fall Enrollment**  
**Trends of Ethnic Group Representation**

*Texas A&M Data Center 2005 Projection for VC Service Area:*  
 White – 54.1%   Black – 6.9%   Hispanic – 37.7%   Other – 1.3%



**2004-2005 End-of-Year Summary Report  
APPENDIX**

Success Factor 6 (continued)



**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 7: Student Retention and Success – Student unduplicated withdrawal rate will be no more than 12% and the unduplicated course load reduction rate will be no more than 25% of first day enrollment. Strategic Enrollment Management Objectives 4-7 will be accomplished:

4. The percent of fall course completers, and fall-to-spring and fall-to-fall retention rates will increase, and there will be no significant differences between ethnic categories.
5. The rate at which FTIC students graduate, transfer, and persist within three years will increase, and there will be no significant differences between ethnic categories.
6. The total number of students and the number of Black and Hispanic students within the total who complete associates degrees and certificates in an academic year will increase until the College's Closing the Gaps Success Targets are reached
7. The total number of students who complete associates degrees and certificates in Electronics, Instrumentation, Computer Science, Process Technology, and Allied Health fields will increase annually until the numbers reach the College's Closing the Gaps Success Targets.

**VICTORIA COLLEGE NON-DEVELOPMENTAL STUDENT**  
**WITHDRAWALS and COURSE LOAD REDUCTION TRENDS by SEMESTER**

SEMESTER	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%
<b>FALL</b>										
Official enrollment 12th day	3,076		3,128		3,219		3,382		3,182	
Course load reductions 13th day 12th week	553	18.0%	542	17.3%	523	16.2%	588	17.4%	597	18.8%
Withdrawals 13th day 12th week	192	6.2%	198	6.3%	185	5.7%	252	7.5%	221	6.9%
Course load reductions 13th week - end sem.	56	1.8%	62	2.0%	45	1.4%	50	1.5%	57	1.8%
Withdrawals 13th week - end sem.	28	0.9%	17	0.5%	21	0.7%	13	0.4%	17	0.5%
Ending Enrollment	2,856	92.8%	2,913	93.1%	3,013	93.6%	3,117	92.2%	2,944	92.5%
Total withdrawals from 12th day	220	7.2%	215	6.9%	206	6.4%	265	7.8%	238	7.5%
Unduplicated total course load reductions from 12th day	577	18.8%	581	18.6%	544	16.9%	610	18.0%	632	19.9%
<b>SPRING</b>										
Official enrollment 12th day	2,939		2,985		3,233		3,264		3,162	
Course load reductions 13th day 12th week	495	16.1%	520	16.6%	584	18.1%	571	16.9%	604	19.0%
Withdrawals 13th day 12th week	150	4.9%	179	5.7%	206	6.4%	228	6.7%	218	6.9%
Course load reductions 13th week - end sem.	69	2.2%	40	1.3%	45	1.4%	56	1.7%	73	2.3%
Withdrawals 13th week - end sem.	17	0.6%	11	0.4%	19	0.6%	35	1.0%	31	1.0%
Ending Enrollment	2,772	90.1%	2,795	89.4%	3,008	93.4%	3,001	88.7%	2,913	91.5%
Total withdrawals from 12th day	167	5.4%	190	6.1%	225	7.0%	263	7.8%	249	7.8%
Unduplicated total course load reductions from 12th day	530	17.2%	541	17.3%	600	18.6%	592	17.5%	638	20.1%
<b>FALL &amp; SPRING COMBINED TOTALS</b>										
Total withdrawals from 12th day	387	6.4%	405	6.6%	431	6.7%	528	7.9%	487	7.7%
Unduplicated total course load reductions from 12th day	1,107	18.4%	1,122	18.4%	1,144	17.7%	1,202	18.1%	1,270	20.0%

**Victoria College Duplicated Course Completers**  
**Instructional Division Numbers Include Non-Developmental Credit Courses Only**

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

**2004-2005 End-of-Year Summary Report  
APPENDIX**

Success Factor 7 (continued)

Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2004	7,735	6,565	84.87%	578	478	82.70%	4,152	3,420	82.37%	218	187	85.78%	12,683	10,650	83.97%
Fall 2003	7,954	6,472	81.37%	587	480	81.77%	3,983	3,168	79.54%	268	232	86.57%	12,792	10,352	80.93%
Fall 2002	8,265	6,979	84.44%	711	602	84.67%	3,766	3,060	81.25%	234	199	85.04%	12,976	10,840	83.54%
Fall 2001	8,576	7,274	84.82%	731	568	77.70%	4,033	3,369	83.54%	185	147	79.46%	13,525	11,358	83.98%
Fall 2000	8,525	7,204	84.50%	717	593	82.71%	4,106	3,406	82.95%	263	223	84.79%	13,611	11,426	83.95%

Retention Counts & Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2004 to 2005	2,496	1,818	72.84%	178	121	67.98%	1,293	917	70.92%	71	48	67.61%	4,038	2,904	71.92%
2003 to 2004	2,678	1,934	72.22%	183	122	66.67%	1,296	880	67.90%	85	63	74.10%	4,242	2,999	70.70%
2002 to 2003	2,603	1,903	73.11%	183	121	66.12%	1,173	792	67.52%	71	52	73.20%	4,030	2,868	71.17%
2001 to 2002	2,652	1,887	71.15%	193	120	62.18%	1,195	833	69.71%	69	41	59.40%	4,109	2,881	70.11%
2000 to 2001	2,593	1,848	71.27%	189	127	67.20%	1,166	830	71.18%	75	57	76.00%	4,023	2,862	71.14%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2004 to 2005	2,496	1,068	42.79%	178	73	41.01%	1,293	626	48.41%	71	26	36.62%	4,038	1,793	44.40%
2003 to 2004	2,678	1,166	43.54%	183	73	39.89%	1,296	581	44.83%	85	39	45.88%	4,242	1,859	43.82%
2002 to 2003	2,603	1,137	43.68%	183	80	43.72%	1,173	535	45.61%	71	35	49.30%	4,030	1,787	44.34%
2001 to 2002	2,652	1,159	43.70%	193	71	36.79%	1,195	572	47.87%	69	28	40.58%	4,109	1,830	44.54%
2000 to 2001	2,593	1,108	42.73%	189	75	39.68%	1,166	528	45.28%	75	34	45.33%	4,023	1,745	43.38%

First Time In College Graduating within 3 Years

Fall Cohorts Graduating in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2002 FTIC	423	55	13.00%	48	13	27.08%	224	22	9.82%	14	0	0.00%	709	90	12.69%
Fall 2001 FTIC	461	77	16.70%	36	10	27.78%	270	15	5.56%	6	0	0.00%	773	102	13.20%
Fall 2000 FTIC	698	63	9.03%	50	12	24.00%	289	37	12.80%	22	1	4.55%	1059	113	10.67%

First Time In College Transferring within 3 Years

Fall Cohorts Transferring in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2001 FTIC	461	71	15.40%	36	2	5.56%	270	30	11.11%	6	0	0.00%	773	103	13.32%
Fall 2000 FTIC	698	160	22.92%	50	1	2.00%	289	20	6.92%	22	7	31.82%	1,059	188	17.75%
Fall 1999 FTIC	615	113	18.37%	37	2	5.41%	251	17	6.77%	19	3	15.79%	922	135	14.64%

## 2004-2005 End-of-Year Summary Report APPENDIX

### Success Factor 7 (continued)

#### First Time In College Retention Counts and Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2004 to 2005	407	322	79.12%	37	29	78.38%	285	225	78.95%	7	5	71.43%	736	581	78.94%
2003 to 2004	442	349	78.96%	33	26	78.79%	288	220	76.39%	15	13	86.67%	778	608	78.15%
2002 to 2003	421	329	78.15%	47	30	63.83%	218	157	72.02%	14	12	85.71%	700	528	75.43%
2001 to 2002	461	363	78.74%	36	18	50.00%	270	212	78.52%	6	3	50.00%	773	596	77.10%
2000 to 2001	698	542	77.65%	50	38	76.00%	289	230	79.58%	22	19	86.36%	1059	829	78.28%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2004 to 2005	407	196	48.16%	37	18	48.65%	285	149	52.28%	7	6	85.71%	736	369	50.14%
2003 to 2004	442	221	50.00%	33	14	42.42%	288	140	48.61%	15	12	80.00%	778	387	49.74%
2002 to 2003	421	220	52.26%	47	18	38.30%	218	95	43.58%	14	7	50.00%	700	340	48.57%
2001 to 2002	461	215	46.64%	36	9	25.00%	270	130	48.15%	6	2	33.33%	773	356	46.05%
2000 to 2001	698	283	40.54%	50	18	36.00%	289	135	46.71%	22	12	54.55%	1059	448	42.30%

#### Associate Degrees and Certificates by Ethnicity

RACE	Total Associate Degrees & Certificates											
	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
<b>White</b>	315	65.50%	317	63.50%	354	68.30%	332	66.10%	328	64.10%	363	68.49%
<b>Black</b>	19	4.00%	36	7.20%	28	5.40%	29	5.80%	35	6.80%	18	3.40%
<b>Hispanic</b>	142	29.50%	141	28.30%	132	25.50%	136	27.10%	144	28.10%	141	26.60%
<b>Other</b>	5	1.00%	5	1.00%	4	0.80%	5	1.00%	5	1.00%	8	1.51%
<b>Total Degrees &amp; Certificates</b>	481		499		518		502		512		530	

**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 7 (continued)

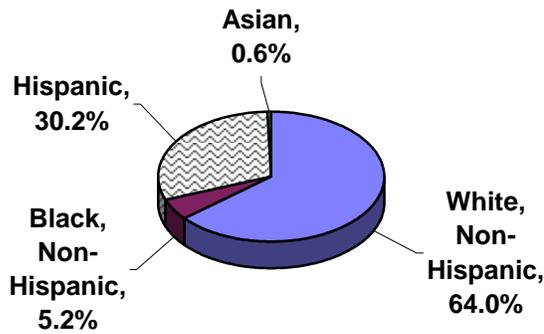
<b>CTG Degree Target Area</b>	<b>Actual</b>				
	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
Victoria College Degrees and Certificates					
<b>Engineering</b>					
Biomedical Technology AAS	-	-	-	-	-
Electronics Technology AAS	4	2	1	-	1
Electronics/Instrumentation Technology AAS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

**2004-2005 End-of-Year Summary Report  
APPENDIX**

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

**ETHNICITY OF VICTORIA COLLEGE FACULTY & STAFF**

**STAFF ETHNICITY**



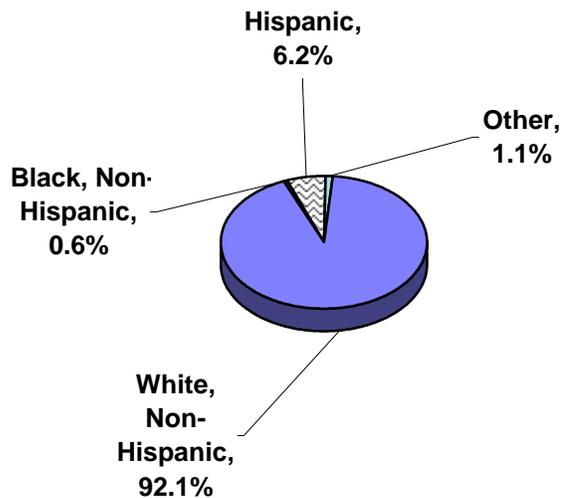
**Fall 2004**

Total Staff (Non-Faculty)	172
<b><u>Ethnicity</u></b>	
White, Non-Hispanic	110
Black, Non-Hispanic	9
Hispanic	52
Asian	1

**FACULTY ETHNICITY**

**Fall 2004**

Total Faculty	177
<b><u>Ethnicity</u></b>	
White, Non-Hispanic	163
Black, Non-Hispanic	1
Hispanic	11
Other	2



**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

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

*Lyceum*  
**The Victoria College 2004-2005 Lecture Series**

<b>KEVIN PHILLIPS</b>	<b>SEPTEMBER 21, 2004</b>	<b>9:00 A.M.</b>
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Kevin Phillips is the author of AMERICAN DYNASTY. He focuses on the last four generations of the Bush family. He reveals how the family's connections have helped shaped national and foreign policy for decades and argues that the family's consolidation of wealth and power represents a dangerous trend toward the dynasticization of American politics. He is also the author of numerous books that analyze the role of wealth in democracy. His best-selling books have influenced presidential campaigns and changed the way America sees itself. Phillips is a regular commentator for National Public Radio and a former commentator for CBS News, a contributing columnist for the Los Angeles Times and The Wall Street Journal, and was the strategic advisor to President Nixon.

<b>WILLIAM KILPATRICK</b>	<b>NOVEMBER 4, 2004</b>	<b>9:00 A.M.</b>
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William Kilpatrick is the author of WHY JOHNNY CAN'T TELL RIGHT FROM WRONG. He argues that our schools are failing to provide the moral education they once did. Kilpatrick is a Professor of Education at Boston College, where he teaches courses in human development and moral education. He is the author of three previous books and is a frequent lecturer to university and parent audiences. Kilpatrick is a past recipient of a fellowship from the National Endowment for the Humanities.

<b>JAMES MALINCHAK</b>	<b>FEBRUARY 8, 2005</b>	<b>9:00 A.M.</b>
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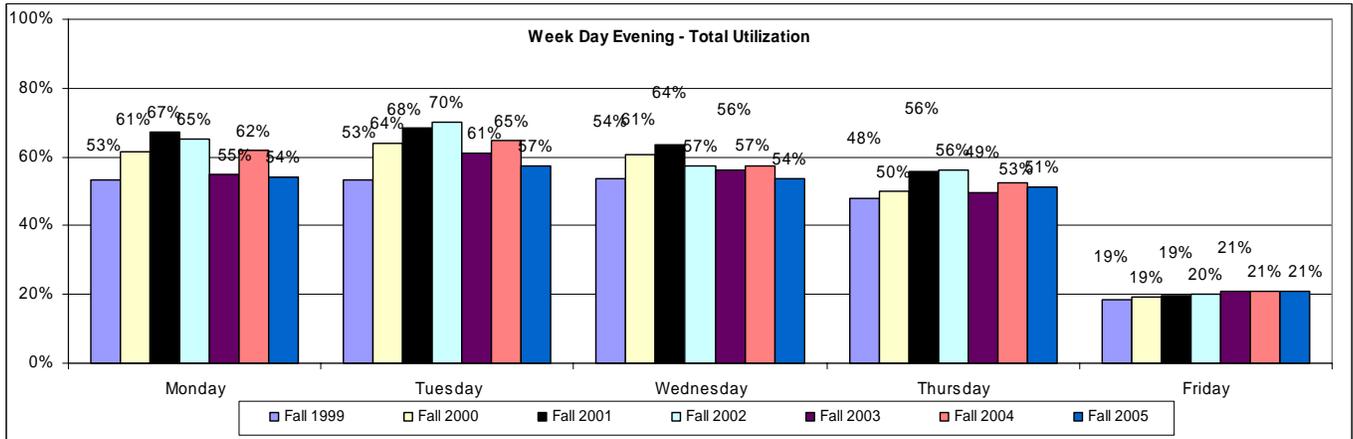
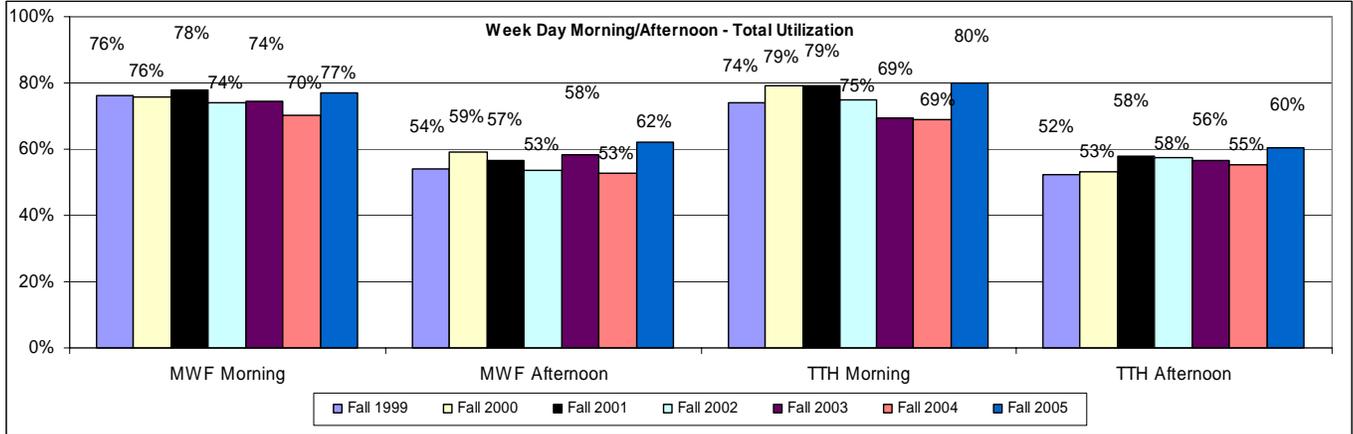
James Malinchak is the author of SUCCESS STARTS WITH ATTITUDE. He is Contributing Author to, and Associate Editor for the #1 Best-selling book series CHICKEN SOUP FOR THE SOUL & Co-Author of CHICKEN SOUP FOR THE ATHLETE'S SOUL, and contributing Editor of CHICKEN SOUP FOR THE COLLEGE SOUL. Malinchak is one of the most requested speakers on the college circuit and has delivered over 1,100 presentations at colleges and college conferences. He uses enthusiasm, humor, and inspirational stories to deliver his message that empowers students to achieve extraordinary results.

<b>JEFF LYON</b>	<b>APRIL 7, 2005</b>	<b>9:00 A.M.</b>
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Jeff Lyon is a respected and honored writer for the Chicago Tribune. He is the co-author of Altered Fates, which predicted the potential cloning of animals two years before "Dolly" was successfully created in 1997. He won a 1987 Pulitzer Prize for his series (with partner Peter Gorner) on gene therapy. Jeff was the winner of the 1983 National Headliner Award and is also the author of Playing God in the Nursery. He has appeared on major television shows and has taught at Northwestern University, his alma mater, and Columbia College.

## 2004-2005 End-of-Year Summary Report APPENDIX

Success Factor 10: Stewardship – Victoria College will ensure efficient utilization of classroom space based on student needs, maintain a fiscal ratio of 1:1, and track utility consumption and energy management data in order to utilize entrusted resources most efficiently.



<b>Victoria College Distance Education Academic Year Enrollment</b>						
Distance Education Type	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
ITV Off Campus*	768	873	872	682	425	303
On Line*	4,036	3,072	1,595	835	781	516
Virtual College of Texas - Hosted (1)	667	581	638	382	105	56
<b>Grand Total</b>	<b>5,471</b>	<b>4,526</b>	<b>3,105</b>	<b>1,899</b>	<b>1,311</b>	<b>875</b>
Virtual College of Texas - Provided (2)	315	226	55	53	15	5

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

## 2004-2005 End-of-Year Summary Report

### APPENDIX

Success Factor 10 (continued) – The ratios listed below were previously provided by the state auditor's office and each school was compared to the other 50 community colleges in the state. Last year the state auditor's office discontinued using that reporting system and began development on a new reporting application. Numbers for 2002 and 2003 were taken directly from Victoria Colleges Annual Financial Report (AFR).

#### Multi-Year Ratio Trend Analysis Report The Victoria College

##### Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)

**Objective:** This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds.

**Formula:** Total Current Assets / Total Current Liabilities

**Assessment Instructions:** Ideally, this ratio should be 1:1 or greater. As the ratio value becomes significantly less than 1:1, it suggests that the institution may be trouble meeting its current liabilities.

**Issue Areas:** This ratio can be used in assessing issues related to Cash Management.

Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results	Overall Ranking	Ratio Warnings (if applicable)
2003	9,714,873	3,690,676	2.63	*	
2002	11,140,022	3,526,564	3.18	*	
2001	9,276,932	2,938,174	3.16	13 of 50	
2000	7,885,289	2,889,526	2.73	18 of 50	
1999	6,504,422	3,047,123	2.13	27 of 50	
1998	6,109,857	2,598,802	2.35	21 of 50	

#### Multi-Year Ratio Trend Analysis Report The Victoria College

##### Net Total Current Fund Revenues to Total Current Fund Revenues

**Objective:** This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?"

**Formula:** Net Total Current Fund Revenues / Total Current Fund Revenues

**Assessment Instructions:** A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bad sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances.

**Issue Areas:** This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Fiscal Year	Ratio Numerator	Ratio Denominator	Ratio Results (As %)	Overall Ranking	Ratio Warnings (if applicable)
2003	772	26,358,840	0.00	*	Completing construction of the Museum of the Coastal Bend had the most significant affect on Net Total Current Fund Revenues (Ratio Numerator).
2002	651,523	25,519,432	2.55	*	
2001	352,243	24,550,394	1.43	24 of 50	
2000	799,776	23,575,340	3.39	17 of 50	
1999	576,148	22,579,684	2.55	27 of 50	
1998	566,800	20,986,144	2.70	31 OF 50	Ratio of 1 Below Recommended Threshold

**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 11: Quality Support and Customer Satisfaction – Provide quality support and customer service in Administrative and Student services and receive a 90% satisfaction rating from students and a 90% satisfaction rating from faculty and staff.

See details of the 2003-2004 Annual Faculty & Staff Opinion and Student Opinion Surveys at:

<http://www.victoriacollege.edu/dept/ir/>

This will take the user to the Planning and Institutional Research home page. On the left menu the Surveys & Results option will take you to a page containing the most recent survey information. Under the COLLEGE-WIDE heading, links for the Student Opinion Survey and the Faculty & Staff Opinion Survey will take the user to the survey results.

**2004-2005 End-of-Year Summary Report**  
**APPENDIX**

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

**2004-2005 Victoria College Faculty and Staff Opinion Survey**  
**Employee Satisfaction Results**

<b>COLLEGE-WIDE</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>N/A</b>	<b>Total</b>	<b>% Not Dissatisfied*</b>
118. Methods currently used to recruit new employees...	21	75	39	16	6	11	168	<b>86.0</b>
119. Quality of benefits and working conditions to retain employees...	12	76	30	32	14	4	168	<b>72.0</b>
120. Quality of technical training and/or educational opportunities for the development of employees...	29	81	27	17	11	3	168	<b>83.0</b>
121. Communication with employees about the salaries paid to employees, and communication of the College's funding issues that affect salaries...	22	66	29	28	17	5	167	<b>72.2</b>