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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 by Division, 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 Administrative Services, Instructional Services, President's Office, and Student Services provides its own unit-level summary indicating its progress in supporting the College Mission.
- II. Evaluation.** During the 2005-2006 academic year, the College entered into a new method of strategic planning that is based upon the Baldrige Criteria for Excellence in Education. This newly adopted planning and assessment methodology focuses efforts towards greater systems awareness, perspective and integration as the College continues to pursue increasing levels of excellence. The information presented below highlights the framework of the Baldrige model and the strides taken as the College begins to move towards earning the Texas Quality Award.

Early in January of 2006, the College hosted Baldrige – Texas Quality Consultants at our campus for an in-depth overview of the criteria and framework. Several key members of the College actively participated in this two day workshop and came away with renewed focus on the processes associated with pursuing excellence. From that original workshop, a new Planning & Assessment Committee was formed from a cross section of the College with one over arching goal of implementing the framework for excellence introduced by the Consultants.

According to the Baldrige National Quality Program, necessary characteristics or integrated core values within a high-performing organization include: visionary leadership; learning-centered education; organizational and personal learning; valuing faculty, staff, and partners; agility; focus on the future; managing for innovation; management by fact; social responsibility; focus on results and creating value; and a systems perspective. With this framework in mind, which has been substantially detailed through the Consultants' workshop and subsequent literature review, the Planning and Assessment Committee has actively addressed how the planning process can become more systemically integrated in general, communications and College community based identity can be enhanced, and current Success Factors be adjusted to better fit the newly adopted measures for excellence. There is much work yet to be done but the process continues to move forward.

- III. Future Plans.** The College is committed to the pursuit of increased excellence in educational access, service, and academic rigor. Towards the endeavor to increase educational access, the College has recently begun the process of further enhancing course offerings at remote locations. The Victoria College Gonzales Center will soon be housed in the old Gonzales Armory which is currently being renovated with plans of offering summer

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2007 classes at the site. At the same time, course offerings in Calhoun County remain an increasing focus and discussions about possible collaborations remain active. Additionally, new course term structures are being successfully introduced and developed which increase the number of classes a student can take per academic year by allowing for “mini-mesters” (2 or more terms per semester) in addition to the previously introduced Winter-Break type terms, summer sessions, and regular semester schedules. These “mini-mesters” are hopefully going to prove very beneficial particularly to Developmental Education students because it potentially reduces the time required to become TSI complete.

With respect to the pursuit of increased excellence in service, the College remains committed to providing better service to the community and students. For instance, the One Stop Shop should become completely functional within this next year. Students will be allowed to enter one office location and receive initial Counseling, financial aid forms and guidelines, registration assistance, payment processing, and many other student related assistance. Additionally, as part of the Texas Quality endeavor, there is an increased focus on College process integration as a whole which should positively impact the work environment for faculty, staff, and students.

Developmental Education continues to be a significant issue. While there has been a delay in the creation or attainment of an automated system for Developmental Education reporting, this remains a major focus for effectiveness and is under renewed administrative review. Once developed or obtained this program will allow faculty to view student success according to a variety of criteria, which will be extremely helpful in analyzing the effectiveness of the developmental courses and will help identify areas where curriculum alignment may need adjustment. Continued enhancement of the summer bridge program, in which at-risk high school seniors are targeted to participate in summer course work to assist in obtaining a college-ready status, is planned.

**IV. Divisional Summaries.** Strengths, areas needing improvement, and success stories are summarized below in the Division Summaries for Administrative Services, Instructional Services, the President’s Office, and Student Services. More in-depth information follows the Executive Summary.

### **Administrative Services:**

In 2005-2006 the Administrative Services Division operated under the following objectives as they related to each specific department:

- Provide excellent customer service to all constituents
- Exercise good stewardship of all College resources
- Develop a new, integrated Student Information System while maintaining the current system
- Improve alignment of human resources with College mission and goals
- Increase employee satisfaction, workplace quality and working relationships
- Increase level of automation of college services

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#### Auditoriums

Results from surveys of internal and external users of these campus facilities were positive. Additional student staff underwent comprehensive training to be better prepared to assist renters and patrons. Staff is working to create a more professional atmosphere with additional signage and equipment.

#### Bookstore, including The Cove and Café Espresso

The Victoria College Bookstore underwent complete renovation to better serve Victoria College and University of Houston – Victoria students. Limited interruption of services was experienced during the temporary move. The result of the remodel is a more student-friendly, attractive, useful space.

In response to students' needs for extended food service, the College began a Subway franchise that is operated out of the Student Center. This service, combined with The Cove and Café Espresso offerings, has proved successful and appreciated by the students, faculty, and staff, as indicated on the annual surveys.

#### Business Office

The Business Office was one of the first departments to go live with the new student information system, ISIS. While some issues were discovered during the registration and payment periods, most were addressed in a timely manner with minimal disruption to the students. The installment payment option has been expanded to better serve the students. New options include multiple plans within a semester, online application and online payments.

#### Campus Security

Campus Security was enhanced significantly during the year. The department was restructured to include three state certified, licensed peace officers and three civilian security officers. A departmental vehicle, uniforms and required technology were purchased. This formidable police presence created a more timely response to all emergency situations and created a better sense of security for College students, faculty, staff and the community.

#### Database Administration

The Database Administration department continued to work towards completion of a new student information system. Several milestones were met during the year, and initial startup deadlines were met. Some issues were identified as a result of misunderstandings/communication issues between departments and the database administration team. Programmers continue to meet with affected departments to solve identified problems and help prevent future issues.

#### Human Resources

The Human Resource department made great strides in automating timesheet and payroll processing. Several departments are currently piloting these processes that should be made available to the entire campus during the next year. In addition, several training opportunities were offered to faculty and staff including use of online benefit web sites, sexual harassment prevention, and legal and ethical ramifications of search committees.



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### Physical Plant

The College's Physical Plant staff experienced some turnover during the year. A new director was hired and has begun evaluating responsibilities and processes. A quarterly employee satisfaction survey was developed and administered to all campus employees. Results are tallied and shared with the campus. Improvements to services were implemented based on the survey results.

### Purchasing Office

The Purchasing Office facilitated the advertising and securing of numerous commodity bids throughout the year. Several training sessions were held with faculty and staff to assist in preparation of bid specifications. Plans to establish a web based shopping cart were not completed due to the programmers' involvement in the new student information system.

### Technology Services

The Technology Services department provides technical assistance and training opportunities to faculty, staff and students at all sites. Survey results indicated satisfaction with the services provided by the department.

### **Instructional Services:**

In 2005-2006 Instructional Services focused on the following:

- Student Recruitment – Increasing both the numbers and diversity of the student population in each course or program, especially those with small enrollments with the assistance of the Marketing Department and through faculty participation in community activities
- Student Retention – Increasing the number of students who successfully complete courses, both traditional and on-line courses, and are able to move on to subsequent college level courses and complete those courses successfully as a result of individual student contact and tutoring; providing students with opportunities for increased engagement in college activities
- Student Access – Increasing the number of totally on-line courses as well as adding on-line components to many traditional courses; increasing the number of on-line sections of a course to provide students with instructor choice
- Curricular Excellence – Making appropriate changes in both curriculum offerings and content based on input from local business and industry through Advisory Committees as well as graduate and employer surveys and also based on the students ability to succeed in subsequent courses
- Accurate Information Regarding Educational Offerings – Working closely with the Marketing Department to insure that information is accurate, easy to understand and widely distributed
- Operational Efficiency – Prioritizing resource needs, sharing resources, evaluating student demands for course sections, and demonstrating flexibility in utilizing physical space results in operational efficiency

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#### Adult Education

As a grant funded project the Adult Education department must meet state mandated objectives regarding program participation and achievement. This department meets and, in many cases, exceeds those parameters. With an emphasis on increasing enrollment in the program as well as program completers, Adult Education continues to increase contact hour production and student literacy. This past year there has been a significant effort to provide positive experiences on the main Victoria Campus for Adult Education students in every area of college life from registration to attendance in some regular college credit classes. These experiences will assist students in developing a comfort level with the college concept so that additional education will be seen as an achievable goal.

#### Allied Health

All Allied Health Programs continue to focus on student recruitment and retention, curricular excellence producing a satisfied graduate who enters the workforce with appropriate new graduate skills, and a high first time testers pass rate on all licensing and certification exams. Because of physical space limitations the current programs are close to maximum student capacity so significant efforts in all programs is spent on student retention. The \$2 million Department of Labor Grant which was awarded to the College in October of 2005 has as one of its main components the Nursing Student Retention Center. This Center has been developed over the past year and is making an impressive contribution to student retention. Specific data will be available in next year's EOY Report regarding this grant's impact on retention. All programs continue to increase access to students by providing more on-line courses or on-line activities within courses. Employer and graduate surveys as well as Advisory Committee members indicate Allied Health Program graduates continue to be well prepared to enter the workforce. Overall pass rate on licensing and certification exams for all Allied Health Programs for 2004-2005 (the last year for which complete data are available) was 83% on first testing and 92% on all testing. Preliminary data from 2005-2006 indicates that the overall Allied Health pass rate for first time testers is 87% and 92% for all testers. During the next year a regional needs assessment will be conducted to determine which, if any, additional Allied Health Programs need to be offered at the College once additional space is available in the new Allied Health Science Complex.

#### Business and Computer Programs

This department is focusing significant efforts on student retention with particular emphasis on on-line course retention. If students do not log in to the course for a short time, a faculty member contacts them to see if assistance is needed. Increasing on-line course offerings as well as increased use of internet resources within courses is a departmental priority. This will assist with student recruitment and retention efforts that are currently underway. The department is also working with the Marketing Department to increase public awareness of the diverse educational opportunities that are available in this area as well as other recruitment activities such as attending school career fairs. Faculty are also providing more exposure in their courses to working professionals who reinforce workplace expectations of employers. The number of completers in this department has increased by 15 individuals from the previous year. Schedule efficiency improves each semester as data from previous semesters is trended and appropriate adjustments are made.

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### Distance Education & Technical Training

This department continues to assist faculty in using distance learning technologies in providing basic course content and tutoring activities that enhance student retention. Faculty support for developing on-line courses and components of courses comes from the individuals in this department and is essential to improving student access. This department also helps insure SACS and THECB compliance in all distance education activities. With the support provided by this department the number of on-line courses continues to increase each semester.

### Humanities and Fine Arts – Developmental Education (English and Reading)

This program strives to assist students in developing their fundamental reading and writing skills so that they will be successful in all subsequent college work. Increasing the number of completers in each course is an important goal. A Title V counselor now routinely visits developmental classrooms to assist students and provide support for their continued attendance. Over the past year several new strategies have been developed and others that have been used for some time have been refined to enhance student performance. All of these various strategies have increased students' success. A focus in Developmental English on critical reading, analysis of text, critical thinking, essay writing, academic style, documentation and editing, and revision has given students more confidence in their ability to do college writing. In the Developmental Reading classes, tutoring has provided assistance to students and improved their skills dramatically, resulting in tutoring becoming mandatory for students who are having difficulty. Increased communication between the faculty teaching the developmental courses and the faculty teaching the corollary first college level courses has contributed to increased student success.

### Humanities and Fine Arts – Fine Arts

In order to increase student recruitment, all Fine Arts faculty participated in a variety of community activities that gave them an opportunity to interact with potential students and their parents. The department is prioritizing their equipment needs (both new and replacements) to enhance their student recruitment and retention, and to diversify their offerings. Increasing on-line course offerings will improve student recruitment while enhancing access. Scheduling efficiency has been very good for the past year and vigilance with increased course offerings will keep it at an appropriate level.

### Humanities and Fine Arts – Humanities

This department has as its priority responding to identified student needs. More on-line courses are offered every semester which also increases student access. This increase in on-line delivery resulted in the need to identify retention strategies specifically for on-line courses. All on-line faculty met and discussed ways to increase retention. The first step was to provide more student guidance on the course information pages including some of the special skills such as time management that on-line students would need to be successful. This increased communication among the faculty resulted in access to many ways of improving classes and thus higher quality learning experiences for students. Course efficiency for both traditional and dual credit courses has been high. Student demand indicated the need for more ENGL 1302 sections in the fall semester and more ENGL 1301

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sections are needed in the spring semester. This will be reflected in the next academic schedule.

#### Industrial and Public Service

This department is working with the Marketing Department to increase student enrollment and diversify the student population in these courses. On-line offerings are being expanded to improve student access and based on a local business and industry needs assessment and current student input, program offerings are being expanded. Input from Advisory Committee members and available data are used to make appropriate curriculum changes and add new programs. The Commercial Truck Driving Program that started in March of 2006 is an example of the College's ability to respond to identified local business and industry needs. Strategies are being reviewed to increase the return of graduate and employer surveys. The Police Academy has increased admission requirements that will lead to increased student retention and higher passing rates on the TCLEOSE. The \$1 million Skills Development Grant awarded to the College in January of 2006 and administered through the Continuing Education Department demonstrates and strengthens the close partnership between the College and the area petrochemical plants. The Continuing Education Department continues to offer many short courses to meet local training needs while developing new programs such as Hospitality that could grow and expand if enrollment increases.

#### Library

In their effort to improve student access the Library made significant improvements to their webpage that provides clear directions to the students regarding database access. Results of the student usability study are used to continuously improve this resource. This change should also support all College efforts regarding student retention. Increased communication with faculty and their students enhanced customer service, student retention, and curriculum quality. As part of its goal of preserving historical resources, the Library continues to digitize photographs and enhance the Victoria Regional History Center webpage. As library services move out of buildings into more distance education delivery modes, new technologies are constantly evaluated to determine their potential value to Victoria College.

#### Media Services

In an effort to expand the array of services provided by Media Services to support student retention, increase student access, support College excellence, increase overall operational efficiency, and improve customer service several changes have been made. These changes include cost estimates for large jobs, extended hours of operation for evening faculty, and developing campus signage internally.

#### Science and Math - Biology

Curriculum excellence, student access, schedule efficiency, student recruitment, and student engagement are the areas of concentration for the Biology Department. Classroom presentations have been enhanced with multimedia presentations, classroom discussions, and student presentations. A study room with laboratory models and charts has been set up for student use. Tutors are also available in this room. The theory component of both semesters of Human Anatomy and Physiology is now available on-line with students having face to face laboratory experiences. Additional on-line courses, including Nutrition, are planned for

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implementation in the next academic year. The Science Club has been very active this past year sponsoring several local and national speakers on a variety of contemporary biology topics. The biology department has established an outreach program with area science teachers to improve science education in the area and to generate interest in dual credit biology offerings. Through a Victoria College Foundation grant, College students were paid to serve as tutors for area high school science students who were having academic difficulty. Some College instructors have participated in community science fairs. Class enrollments indicate high efficiency in the course schedule. Student retention remains a challenge and will continue to be addressed.

#### Science and Math

The Math Department has developed a schedule that is efficient in terms of the number of students enrolled and adequate to meet student demands. Based on the data that is available, successful students are well prepared to succeed in subsequent math courses either at the College or in other institutions. This is true whether students entered College with adequate math skills for college level work or whether those skills were developed through the Developmental Program at the College. Student retention remains low and new strategies will be developed to address this issue. Developmental math instructors have made great strides in assisting students in developing adequate math skills to successfully complete college level work. The Math Learning Center, where tutoring available in the late afternoon and evening, provides additional engagement experiences for students to improve their skills. The Summer Bridge Math Class was very successful with 100% of enrolled students successfully completing the course and meeting TSI successfully. Fast Track courses offered, for 8 weeks rather than 16 weeks, provide another alternative for students to be fully engaged in math for a concentrated period of time.

#### Science and Math – Natural Science

Limited available data indicate that courses in the natural sciences are preparing successful students to succeed in subsequent courses. Faculty use a variety of delivery methods to provide content and engage students in learning. These methods include multimedia presentations in class, discussions, students' presentations, and field trips. Access to natural science courses continues to improve as more courses are offered on-line. Currently there are six natural science courses available in the on-line format and there is no apparent student demand for additional courses at this time. Class efficiency indicates an appropriate number of classes are being offered to meet student needs. This department continues to increase student access by providing more information on the College web site. A new chemistry course designed specifically for students entering Allied Health Programs will be offered in the next academic year. Student retention remains an area for improvement as well as student recruitment in organic chemistry and calculus based physics courses.

#### Social and Behavioral Sciences

Increasing student access has been a priority of this division with impressive results. This Division offers on-line versions of nine core curriculum courses with more than one section of several courses thus offering the student a choice of instructor. In addition to the previously offered dual credit courses, high school students in Gonzales are now enrolling in American history and government and ITV instruction has been initiated at Memorial High

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School. In cooperation with Title V staff and the Office of Planning and Institutional Assessment, a mechanism is being developed to track students through their developmental course work and into college academic transfer courses. This mechanism should provide valuable data regarding the alignment of developmental courses and college level academic courses. Schedule efficiency remains high without concomitant student demand confirming the adequacy of the course schedule. Although several changes in scheduling have been made in the Stormont Lectures specifically to encourage high school student attendance, it appears that high school class schedules tend to preclude student participation at this conference. Other activities for student recruitment, such as participation with the College recruiter at community events, will be investigated.

Tech-Prep

This grant funded program participates in major recruiting activities throughout the academic year to encourage students to identify possible career choices and match these choices with potential course work at the high school level that would result in college credit at Victoria College. These activities support student recruitment as well as improving access to students in remote areas with limited resources to provide on-line opportunities for students. Individual school career workshops, the annual Victoria College Tech Prep High School Freshman Career Day, and the Golden Crescent Tech-Prep Partnership Regional Conference are three of the activities of this program.

Title V

A federally funded grant program focusing on providing quality developmental education and on-line courses to strengthen academic outcomes, Title V assists and supports areas of instructional services. This program helped establish the Math Learning Center and develop hybrid math courses that combine the use of conventional lectures with computer assisted instructional enhancement. Results indicate higher student achievement with the hybrid courses compared to the totally computer-assisted courses. This program also funded the training and employment of Peer Mentor/Tutors who provide support in the Math Learning Session. The Title V Counselor and the Academic Alert System had a positive effect on student retention and increased the number of developmental course completers. Faculty training activities were provided to developmental course faculty in areas such as classroom assessment techniques and small group instructional diagnosis. The number of students who are able to develop college level skills in reading, writing and math continues to increase with the multiple forms of assistance and support that continue to be developed and refined using the resources of this program. On-line student retention, another focus of this program, has been improved in nearly all the on-line classes that were targeted using multi-media on-line course enhancement, faculty training in on-line course development and delivery, use of mandatory on-line student orientation sessions, registration screening of on-line students, continued refinement and wider distribution of the online course guide for students, and development and implementation of technology workshops for enrolled online students.

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### The President's Office:

In 2005-2006 the President's Office, including the Victoria College Foundation, Marketing and Public Information, Website Management, the Museum of the Coastal Bend and Planning and Institutional Assessment, operated under the following objectives as they related to each specific department:

- Utilize varied marketing methods to effectively promote College programs and services and increase student recruitment and retention
- Secure non-traditional funding sources to support College students and initiatives
- Exercise good stewardship of all College resources
- Develop strong relationships between the College and the service area community
- Increase educational opportunities to the region in the area of Texas Coastal Bend history
- Provide increased leadership to the College through research and analysis of the internal and external environment

### Institutional Advancement – Foundation & Marketing/Public Information

The Marketing and Public Information department contracted with Sandra Golden & Associates to provide consulting services in the areas of market research, product delivery, marketing communications, promotions and retention. Several sub-committees were developed to address action plans identified during the workshop. The department incorporated a “college look” for all publications including flyers, brochures, web pages, and schedules. In addition, a new campaign (“What’s Your Story”), television and radio ads were developed. The department’s efforts were recognized by the National Council for Marketing and Public Information, an affiliate of the American Association of Community Colleges, with a Bronze Medallion Award.

The Victoria College Foundation continues to successfully engage in activities designed to secure non-traditional funding for College programs and initiatives. Since 1998, over \$1 million has been donated, of which \$288,000 has been allocated to student scholarships, \$540,000 to endowments, \$125,000 to faculty/staff grants and over \$100,000 to other programs and departments. Six new endowments were established during the 2005-2006 annual giving campaign, which upon its completion brought in a record \$256,000. The College also experienced increased interest in the memorial/honorarium program. The department acknowledged over 315 such donations.

### Museum of the Coastal Bend

The Museum of the Coastal Bend experienced increased attendance from the 2004-2005 year by nearly 60%. An active advisory board, numerous dedicated volunteers, advanced marketing efforts, and the new “Echoes” exhibit contributed to this success.

### Office of Planning and Assessment

The purpose of the Office of Planning and Assessment is to provide qualitative and quantitative research and analysis to aid administrators, faculty, and staff in making well informed decisions to promote College self-assessment and excellence. Additionally, the Office provides reports to external governing bodies as statutorily required. During 2005-

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2006, the Office went through leadership transitions and office relocation yet remained diligent and effective in providing excellence of service in essential duties.

#### **Student Services:**

In 2005-2006 the Student Services Division continued its commitment to ultimately enabling student success through the following focused endeavors:

- Increased efficiency of student records management processes;
- Improved registration information and processes;
- Improved access to Counseling and related staff development;
- Increased awareness in the community of educational opportunities and access options;
- Improved access to Developmental Education Counseling and knowledge of academic progression options;
- Improved coordination of Student Activities and Student Center Operations.

#### **Admissions and Records**

The Admissions and Records department plays a critical role in servicing the students by being very actively involved in the admittance, registration, and initial processing of students as well as maintaining student records on an ongoing basis. Additionally, the department makes regular required reports to external state agencies. In 2005-2006 the increased staff training and continued commitment to excellence earned them a 96.4% approval rating on the Annual Student Opinion Survey by the Veterans' Affairs related responders and a 96.9% approval rating by foreign student responders. Improved self assessment, a key element of the Baldrige model, continues to be a focus for the Admissions and Records department as they continue to improve service through specialized staff training and staff cross-training.

#### **Counseling Services**

The Counseling Services department plays a critical role in the ultimate success of students by actively aiding students in Testing, Educational/Personal/Career Counseling, Services for Disabled Students, Recruitment, Instruction in the form of Orientation and Strategic Learning methods, and Tutoring coordination. Through the commitment to excellence of service to students, the College's ACT Center has been rated above the national average with respect to facility access, helpfulness of staff, and effectiveness of the testing environment. Because of changes in legislated developmental course requirements, persistence of students as a result of Counseling Services cannot be adequately measured against previous levels. Additionally there was some evaluation oriented data that could not be obtained due to an inability to retrieve necessary data during the College's computer conversion process. Even so, Counseling Services has made improvements in servicing students through process restructuring, continual staff training enhancements, implementing a faculty assisted counseling program, and increasing the availability of testing formats and dates.

#### **Educational Opportunity Center (EOC)**

The expressed purpose of the EOC is to provide quality services which actively promote higher educational opportunities to residents of the Golden Crescent region while specifically targeting first generation and low-income individuals through innovative enhanced marketing campaigns. During 2005-2006, the EOC, in collaboration with the Financial Aid Office,



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tracked its contacts through the admission, registration, and financial aid assistance processes and verified successfully contacting 956 participants through these efforts. Additionally, the Student Opinion Survey results indicated an effectiveness of support services provided as 97.2% with all other ratings at 95.7% and better. Moreover, EOC met its target goal of enrolling 175 college-ready participants in a post-secondary program by making 750 academic advising contacts and holding participant workshops throughout 2005-2006.

#### Financial Aid

The purpose of the Financial Aid Office is to provide quality services and assistance in enabling students to obtain access to various sources of financial resources to enable their higher education goals. With the goal of continuing excellence of service to students, during 2005-2006, all staff attended two workshops sponsored by the Texas Guaranteed Student Loan Corporation, progressed the digital imaging project to more effectively manage financial aid and related student documents, and worked actively in further strengthening collaborations with Texas Guaranteed Loan Corporation and several regional lenders. The success of these efforts was indicated in a survey of customers that reported a 3.64 rating (on a 4.00 scale) for Friendliness of Staff and Knowledge/Expertise of Staff at 3.75. Additionally, the Faculty Staff Opinion Survey rated the Financial Aid Office's service at a 93.3% to 98.8% range as "Not Dissatisfied".

#### K.E.Y. Center

The purpose of the K.E.Y. Center is to provide targeted services to first generation, low-income and disabled students who have not completed their Texas Success Initiative requirements and are enrolled in developmental education. In an effort to assist students through the TSI completion process, the K.E.Y. Center successfully had 57% and 67% of its students attend tutoring sessions in Fall 2005 and Spring 2006. The Center has also focused on excellence of service by improving student tracking through the process of gaining TSI complete status. Additionally, the Center offers numerous workshops, mentoring, computer based tutoring, and extensive personal tutoring.

#### Student Activities

Student Activities' purpose it to offer enrolled students a wholesome extracurricular activities program which includes a diverse base of student organizations and activities. At least in part to the non-traditional proportion of students at the College, VC's student body profile is relatively inactive. The Office has recently taken very proactive steps to increase student activity involvements. A new Student Activities Director was hired in 2005-2006 and a web-based Calendar of Events has been activated. Additional effort has been focused on recruitment and retention through such groups as the G-Force and Go Centers which has had positive student body impacts.

#### Student Center Operations

The purpose of the Student Center is to provide facilities that meet campus and community needs for meetings, banquets, conferences, and workshops. In an effort to better serve its constituents, the Student Center underwent major renovations during the 2005-2006 school year. The result has been an improvement that includes four updated and well equipped

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**EXECUTIVE SUMMARY**

meeting rooms as well as areas for socializing or relaxing and refurbishment of the dining area. Additionally, scheduling processes have been substantially improved.

Title V

The Title V program exists for the purpose of expanding educational opportunities and attainment for Hispanic students while enhancing academic offerings, increasing program quality, and maintaining stability at the institutional level. A Student Portal has been developed to improve student information access and registration services. Access to technological resources has been a major focus during 2005-2006. Keeping with that focus, wireless access has been made available in the student commons areas, helpdesk hours have been extended, and eleven PCs were purchased with six placed in the Math Lab in Johnson Hall and five set up for student use in the Student Center. Additional improvements to aid in retention and educational attainment are planned for 2006-2007.

## Auditorium

### 2005-2007 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**

Post rental question and comment survey.

#### **Evaluation Results**

Post rental question and comment survey has been replaced with an annual online auditorium satisfaction survey.

#### **Strategy**

To achieve this objective, the department must act in a kind and courteous manner when interacting with all customers. Create and maintain an annual online Auditoriums satisfaction survey

#### **Strategy Results**

The results of the first annual survey show that users of both the Fine Arts Auditorium and The Johnson Symposium Center would like to see upgrades in both equipment and appearance. Multiple responses asked for cosmetic changes, especially more color. In addition, multiple responses point to the need for an outdoor marquee. More attractive signage was also suggested.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Requests have been made on campus to replace existing signage with neater, more professional signage. It is the intent of Auditoriums Management to make upgrades to both facilities in the areas of equipment and appearance as funding allows.

#### **Strengths**

Strong communication with renters.

Flexibility of all staff to deal with the inherent uncertainties of the department as it relates to rentals.

#### **Areas Needing Improvement**

Communication with scheduling coordinator.

#### **Success Story**

1. The fifteenth student worker to complete the Auditorium comprehensive training program began work on October 12th.
2. The written post rental survey was replaced with a more efficient annual on-line survey

# Administrative Services

## Bookstore

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

Bookstore/Cove/Cafe Espresso Statement of Purpose

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

Provide quality food service and customer 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. A satisfaction rate of 90% or higher is desired. Records of employee training attended will also be used to evaluate the success of this objective.

#### Evaluation Results

According to the survey results, we exceeded our goal of 90% not dissatisfied in all areas except one. The bookstore hours of operation received an 89.9% not dissatisfied. The other categories received the following scores.

STUDENT SURVEY (% not dissatisfied)

Overall store environment was welcoming - (Bkst)99.0% (Cove/Subway)98.3% (Cafe Espresso)98.1%

Courtesy, helpfulness, professionalism - (Bkst)97.8% (Cove/Subway)97.0% (Cafe Espresso)98.1%

FACULTY/STAFF SURVEY (% not dissatisfied)

Courtesy, professionalism, cooperation of personnel (Bkst)100% (Cove/Subway)99.3% (Cafe Espresso)97.3%

Quality of products and services offered (Bkst)98.5% (Cove/Subway)96.3% (Cafe Espresso)98.2%

#### 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, supplies and convenience items to meet the needs of the customers.

Food service will offer a selection of fast food, snack and drink choices at a reasonable price.

#### Strategy Results

According to our survey results we are exceeding our goals of providing friendly and courteous customer service in all areas.

#### Budget Results

No funding outside the normal operational budget was required.

## Bookstore

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Promote stewardship of college assets.

#### **Evaluation**

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 rush period will be used to evaluate this objective.

Food service will constantly monitor the amount of waste and inventory on hand.

A satisfaction rate of 90% or higher on the Student Opinion and Faculty/Staff Opinion surveys is desired.

#### **Evaluation Results**

Used book sales, as a percentage of textbooks sold, increased by 3% from 28% in 2005 to 31% in 2006. Every effort is being made to stock and sell used books when possible.

#### **Strategy**

The Bookstore will promote stewardship of assets by educating the students of the importance and value of selling books back during the peak buyback periods, stocking supplies, gift items and textbooks in sufficient quantities to meet demand without overstocking.

Food Service will promote stewardship of assets by making wise purchasing decisions that meet the demands of the customers while minimizing product waste.

#### **Strategy Results**

Total textbook sales have decreased slightly due to rising textbook prices and online competition. Used book sales have increased while new books sales have dropped off. We have strived to carry as many used texts as possible.

Since adding the Subway to The Cove, sales attributed to The Cove have dropped off as expected while The Subway has picked up and added to the total sales volume. The waste from The Cove has been drastically reduced while Subway operates on a very lean inventory on hand and controls waste very well.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Bookstore - Plans are to replace the outdated textbook management and point-of-sale software. This will give the store a true e-commerce site which should streamline the off-campus textbook order process.

Cafe Espresso- Continue to market to the campus community. There are plans to expand with a second coffee bar in the new allied health building. This location will serve an entirely new part of the campus that probably has not had the time or ability to utilize the current coffee bar due to the distance from this area and the time constraints between classes.

The Cove/Subway - Continue to market on campus and increase the number of campus caterings using Subway party platters.

#### **Strengths**

## Bookstore

### 2005-2007 Institutional Effectiveness End of Year Summary

Bookstore - High satisfaction ratings on all surveys.

Experienced, knowledgeable and friendly staff

Newly remodeled store which is brighter, warmer, roomier and more inviting

Cafe Espresso - A great nationally branded product

Friendly and knowledgeable staff

Great location

Great facility

The Cove/Subway - Nationally recognized brand

National and local advertising

Attractive facilities and signage

Knowledgeable, friendly and well trained staff

### **Areas Needing Improvement**

Bookstore - Streamline the phone order process. This should be accomplished when the new software arrives.

Cafe Espresso - Increase campus advertising

The Cove/Subway - Work to increase on-campus catering using the Subway meals and platters.

### **Success Story**

Bookstore - With the help of many we successfully packed up the bookstore, relocated, lived through Summer registrations, remodeled the old store and moved back into the bookstore just in time for the Fall rush. All of this was done with very little interruption of services.

Cafe Espresso - Hired a new manager who has made the transition very smooth and is doing a great job.

The Cove/Subway - Added the Subway which was a cooperative effort from several different departments. Started a Subway franchise from scratch and having it turn into such a success in it's first year. Hired a new manager who has done a great job. Almost totally eliminated the student, and faculty/staff complaints concerning food services.

# Administrative Services

## Business Office/Comptroller

### 2005-2007 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 methods that will be used to determine success of the objective listed above will be as follows:

The Student Opinion Survey and Faculty and Staff Opinion Survey will have at least 90% as satisfied or above.

Records of Business Office employee training offered and attended will reflect adequate training.

Dates on reports filed as compared to due dates will reflect the timely submission of information.

The Annual Independent Audit will show no findings related to reporting in the Schedule of Findings and Questioned Costs.

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 - 96.3%

Quality and usefulness of Business Office information on VC website - 96.8%

Overall environment was welcoming - 96.4%

Courtesy, professionalism, and/or cooperation of Business Office personnel - 96.4%

FACULTY/STAFF SURVEY (% not dissatisfied)

Quality of Business Office services provided - 94.9%

Courtesy, professionalism, and/or cooperation of Business Office personnel - 93.0%

Employee Training Record

Oct 05 - TACCBO Quarterly CFO Update (1 day) - Keith

Nov 05 - Leading to Greatness (1 day) - Keith

Dec 05 - Preventing Sexual Harassment (1 hour)- All

Dec 05 - Government Treasurers Org. of Texas Winter Seminar (3 days) - Keith

Dec 05 - Meeting Room Manager - Sonia

Jan 06 - Payroll - Direct Deposit Processing - Lynda

Feb 06 - TACCBO Quarterly CFO Update (1 day) - Keith

Mar 06 - Time Management Seminar - Phyliss, Kristi

Apr 06 - Fiscal Officer's Training - Laura, Keith

May 06 - TG Customer Service Training - All

Jun 06 - HR Selection Committee Seminar - Kristy, Laura, Keith

Jun 06 - Truth in Taxation Seminar (1day) - Keith

Jun 06 - Texas Public Funds Investment Act Training (1 day) - Keith

Jun 06 - TACCBO annual Conference (2.5 days) - 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.

# Administrative Services

## Business Office/Comptroller

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Strategy

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 expand its on-line payment options for students. After the implementation of ISIS and the Portal (Summer 2006), we will then offer access to on-line payment and management of all fees and fines including paperless installment plans and 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 provide its web-based information to give 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 methods that will be used to determine success of the objective listed above will be as follows:

The Comptroller's internal control testing files will reflect adequate test results.

The Annual Independent Audit will show no findings related to internal control.

The Annual Independent Audit will show no findings related to the PFIA.

The Annual Independent Audit will show adequate collateral at the date of highest cash balance.

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.

#### Strategy



# Administrative Services

## Business Office/Comptroller

### 2005-2007 Institutional Effectiveness End of Year Summary

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**

Having successfully implementing almost all of last year's future plans, the Comptroller/Business Office will now focus on transferring the primary bursar functions (student fee payments) to the new One Stop Shop. The new One Stop Shop will be housed in the current Business Office and will be trained in taking fee receipts, financial aid, admissions, etc. Its purpose will be to provide a single stop for the student for the most common tasks. The Business Office will be heavily involved with training the One Stop Shop staff. Because of this move, the Comptroller/Business office will remodel the old Purchasing and Human Resources suites to accommodate the Comptroller/Business Office staff.

Although we did begin taking most all credit and debit cards for tuition and fees, we will continue to pursue gift cards and electronic checks as a means of payment.

We will continue to work with the programmers with the new ISIS system to help stabilize the error rate during the early implementation phase. We will need to identify and track errors and improve reporting.

#### **Strengths**

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

#### **Areas Needing Improvement**

Documentation of procedures and practices  
Student interface in ISIS

#### **Success Story**

Since the inception of the installment plan created by the State of Texas in 1997, the College has required students to go to the Business Office and sign a one-time note for tuition and fees. The student could only have one installment plan per semester and any schedule changes had to be paid in full. Beginning with the implementation of ISIS in the Fall 2006, students can now initiate and agree (e-signature) to installment plans online. Once initiated, students can choose to add schedule changes to their existing installment plan. Students can also make any payment at any time online using all of the major credit cards or their financial aid.

## Campus Security

### 2005-2007 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 the office is to provide security to all building on the campus, patrol parking areas, and to provide assistance to anyone on campus.

#### **Objective 1**

Provide excellent service to all customers

#### **Evaluation**

A satisfaction rating of 90% or higher should be attained on the Student Opinion and Faculty/Staff Opinion surveys.

#### **Evaluation Results**

The evaluation results taken from both the Faculty and Student surveys showed Campus Police & Security to be operating above the 90% satisfaction mark.

#### **Strategy**

Act in a kind and courteous manner when interacting with all customers.

Provide excellence to all customers by requiring training throughout the year in all areas of service, with an emphasis on customer service training.

Enforce College rules and regulations to maintain order on campus.

#### **Strategy Results**

All Campus Police & Security officers attended professional development with an emphasis on how to handle difficult customers. Police Officers also attended State mandated professional development training as required by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). Each officer in the department attended and completed customer service and related training.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

A photographic catalog is in the process of being completed and has been placed on the departmental shared network drive. This catalog, when complete, will contain digital photographs of every building (interior and exterior) on campus. Officers will continue to conduct CPTED surveys as each of the buildings are inspected and photographed. The digital catalog will be a useful resource to first responders.

#### **Strengths**

## Campus Security

### **2005-2007 Institutional Effectiveness End of Year Summary**

With the reorganization of Campus Security, training issues and visibility issues have been greatly reduced. A formidable police presence has created a more timely response to all emergency situations. An enforcement and investigative resource is now available for the entire campus community.

Although dispatched and self-initiated police service calls have increased, this is attributed to a highly visible resource which is now readily available. A systematic procedure for recording and tracking police and security service calls has been developed. This allows the accurate tracking of monthly statistics. The campus community is now provided a resource which has not been available in the past.

The addition of uniformed police and security officers has been well received by both students, staff and faculty. Approval ratings above 90% were expressed in both the Faculty and Student Campus Security Opinion Surveys.

### **Areas Needing Improvement**

The campus crime statistics brochure needs to be redesigned and additional information needs to be included.

Crime Prevention training such as sexual assault prevention needs to be offered to each of our campus communities.

The department will hopefully receive grant funding in order to purchase "less than lethal" devices such as the "Taser", which will provide an alternative component to the use of force mechanism.

### **Success Story**

Three state certified, licensed peace officers and three (3) civilian security officers were hired. A reorganization of the existing campus security department was completed. A departmental vehicle, uniforms, equipment and technology have also been purchased.

Policies and procedures were written and implemented to streamline a more efficient process to serve the entire community.

Funds were received from the Victoria County 100 Club which were used to purchase protective, ballistic vests for each police officer.

All certified, licensed police officers have earned Master Peace Officer licenses through the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE).

# Administrative Services

## Database Administration

### 2005-2007 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

The Annual Faculty and Staff Opinion Survey showed a 92.2% satisfaction rate in programmer courtesy and professionalism.

#### 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

Staff is courteous. Staff provides quality solutions. Specifications change too rapidly causing some dissatisfaction from both users and programming staff.

#### 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

91.9 % of respondents were satisfied with the departments ability to maintain systems to meet campus needs.

#### Strategy

In order to achieve this objective, the department must act in a kind and courteous manner when dealing with all customers.

# Administrative Services

## Database Administration

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

VCIMS and other campus programs have been maintained to an adequate level.

#### **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**

ISIS is a normalized database. The design team conducted a review of the database and agreed to the high quality of the design. Continued design and review will need to occur as other area functionality is added.

#### **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**

An ER diagram was generated for the database. The current database design is up to date and meets best practice standards.

#### **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**

Both financial aid and the business office signed off on the design specifications for ISIS. ISIS was built to meet these specifications. Specifications were changed after the implementation and continue to change. This has resulted in significant changes to the system.

#### **Strategy**

## Database Administration

### 2005-2007 Institutional Effectiveness End of Year Summary

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 were conducted as planned. Everyone reviewed the document and had any questions/ concerns addressed.

#### **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**

Class diagrams for the entire system were generated. Flow diagrams for the payment screens were generated. Use case scenarios were found to be of limited value.

#### **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**

An extensive class diagram was designed. This proved to be of the most value in the design process. Some flow charting was done for major modules, but system flow was mainly arrived at by working with the end user. Use case scenarios were verbally discussed and were covered in the requirements document.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Write code for user interfaces, user reports and implement functionality described in the requirements document.

#### **Evaluation**

The department head and/or the user representative from the department will sign off on the content and completeness of the system to meet the design specifications.

#### **Evaluation Results**

The code for the business office and financial aid was implemented per the users specifications.

# Administrative Services

## Database Administration

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy**

Using the requirements design document, the ISIS design team will develop the code and reports needed to satisfy the requirements.

#### **Strategy Results**

The requirements given to the department were satisfied. Requirements have continued to be revised and to be added by the users. This has made it impossible to complete this portion of the system. Users did not supply specifications for reports and this aspect of the project is also still underway.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Over the next year, we will wrap up work on the Financial aid and Business office modules of ISIS. Then we will begin to gather requirements for other areas on campus. Each of these activities is expected to take about 6 months.

#### **Strengths**

We have done an excellent job of meeting startup deadlines. We have been extremely flexible as system requirements have changed and have worked very hard to accommodate user requests

#### **Areas Needing Improvement**

We would like to be able to improve our ability to get users to be forthcoming with hidden requirements. Many of the issues we faced were situations where the user did not realize the implications of the requirements they gave us. We need to work on getting users to consider and inform us of even the scenarios that don't occur very often as we must write code that includes these situations.

#### **Success Story**

While most system startups have delays in release dates, ISIS went live on the time table specified nearly two years ago. There were minor issues mostly caused by changes in requirements. However, the system correctly calculated fees, financial aid and allowed payments as intended. For this large of a system to have been implemented with 2 programmers and no additional institutional funds is remarkable.

# Administrative Services

## Human Resources/Payroll

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

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

1. assisting all departments to continuously improve job performance, employees' job satisfaction, and overall workplace quality,
2. expediting payroll and benefits services to employees, providing excellent job placement service and job orientation to students,
3. providing secure stewardship of information used and stored in the department, and by providing efficient and accurate reporting to internal and external users of this information,
4. ensuring ethical employment practices and monitoring legal compliance and equal employment opportunity.

#### **Objective 1**

Maintain College-wide high performance levels via the alignment of job descriptions and performance expectations with the College's mission, values and goals

#### **Evaluation**

Monitor job descriptions and qualifications; Survey supervisors after 2005 performance evaluations to determine their needs

#### **Evaluation Results**

Most job descriptions have been revised to include job qualifications. No negative feedback was received from supervisors in 2006 regarding the evaluation form or process.

#### **Strategy**

Provide support to supervisors in their efforts to communicate expectations, implement action plans, and improve performance

#### **Strategy Results**

Over 120 annual performance evaluations of non-faculty employees were completed and filed with HR Dept. in 2006. This was an increase over 2005.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Increase job satisfaction

#### **Evaluation**

Faculty & Staff Survey will measure overall satisfaction with efforts to retain employees and satisfaction with HR services.

#### **Evaluation Results**

Of the employees who were surveyed, over 81% are satisfied with the college's benefits and working conditions to retain employees.

Percentage of employees satisfied with the HR Dept.'s benefits and payroll services is 97.9%.

#### **Strategy**



# Administrative Services

## Human Resources/Payroll

### 2005-2007 Institutional Effectiveness End of Year Summary

Communicate to employees that they are valued as "entrusted resources" of the College, and get involvement from employees in improving morale, retention, and overall satisfaction

#### **Strategy Results**

An Employee Service Recognition was added to the End of the Year Breakfast in May. Five-, Ten-, and Fifteen-Year lapel pins were given to employees who reached those anniversaries in 2006. A Twenty Year Society was created and members recognized at the Breakfast also. The "People Make the Difference" page on the college web site is also used to recognize valuable employees.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Provide faster, better payroll, benefits and employment services

#### **Evaluation**

Faculty and Staff Survey will measure satisfaction with timely and efficient services to employees.

#### **Evaluation Results**

Employees satisfied with the HR Dept.'s benefits and payroll services: 97.9%.

Communication of policies: 91.7%

Courtesy, professionalism of HR staff: 95.1%

#### **Strategy**

Adopt a paperless absentee reporting and timesheet process, and a paperless application storage and retrieval system  
Train the HR Clerk to become an HR Info Specialist to expedite reports, surveys, budgeting and other data handling projects  
Continue training and encouraging employees to use the ERS Online, TRS and BCBS web sites for services

#### **Strategy Results**

Paperless absentee reporting is being tested by select departments now and will be implemented Fall 2006.

Paperless application storage/retrieval is already in use by HR IS/Staffing Coordinator.

HR IS/Staffing Coordinator is proficient in payroll and related reports.

Training was offered in August for employees interested in using ERS OnLine.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Improve job satisfaction, work relationships, and overall workplace quality

#### **Evaluation**

Faculty & Staff Survey will measure satisfaction with courtesy and professionalism, and overall satisfaction with job satisfaction.

Turnover rates can measure workplace quality also.

# Administrative Services

## Human Resources/Payroll

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Evaluation Results

Turnover rate for 2005-06 is 13% (34 terminations for 271 regular employees). This includes 11 retirements, 16 voluntary resignations, 4 dismissals, 1 layoff, and 2 deaths.

#### Strategy

1. Model integrity and honesty, teamwork, loyalty, openness and respect for the unique characteristics and abilities of individuals, and include orientation to these values for all new employees and student employees
2. Take appropriate action to report and correct any demonstrated lack of honesty, teamwork, loyalty, openness and respect

#### Strategy Results

The HRD is coordinating efforts with Planning and Assessment Committee to develop and improve new hire orientation process. Orientation of student employees was already being conducted by the HRIS/Staffing Coordinator. Some supervisors have used the performance evaluation form and action plan as an interim tool (in addition to the annual evaluation) to correct employees who fail to demonstrate appropriate teamwork and respect.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

1. Provide training for using the paperless absentee reporting. This will give employees access to their own sick and vacation leave and streamline the tracking process.
2. Develop supervisory effectiveness (documenting, coaching, etc.)
3. Continue monitoring job satisfaction and workplace quality issues.

#### Strengths

HR/Payroll Staff continues to get very high satisfaction ratings on the Faculty and Staff Surveys.

#### Areas Needing Improvement

Very few supervisors used the February 2006 performance evaluations to set future goals and improve performance. Maybe some additional coaching is needed for supervisors.

#### Success Story

1. In October 2005, the Prevention of Sexual Harassment online course was rolled out. The course was successfully completed by 268 employees within the year; 44 student employees successfully completed the training.
2. In January 2006, an HR Dept. survey of applicants, interviewees, and new hires revealed dissatisfaction and also a lack of understanding of the college's lengthy selection process (selection committees, competitiveness, equal opportunity, etc.). This created an opportunity to improve and streamline our process; and also created a training opportunity to upgrade performance of selection committees. The new Recruitment and Selection policy was rolled out in May, and was followed by two sessions of training on legal and ethical topics.
3. Merit Pay: Six employees received merit pay raises totaling \$19,687.

# Administrative Services

## Mail/Telephone

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

The purpose of the Mail/Telephone departments is to provide mail and telephone services to the college faculty and staff; thereby, helping to fulfill the College's mission of providing quality service to its customers.

#### **Objective 1**

Provide excellent, efficient service to all customers.

#### **Evaluation**

The method of evaluation for the success of the objective listed above will be reflected in the Faculty and Staff Opinion Survey. A satisfaction rate of 90% or above is desired. Records of employee training offered and attended will reflect that adequate refresher or updated training has taken place.

#### **Evaluation Results**

The Faculty and Staff Opinion Survey 2005-2006 indicated 99.3% satisfaction for Mail Room services and 95.0% satisfaction for Phone Operator services.

Both full time employees have Certificates of Completion for the "Preventing Sexual Harassment" training on November 21 and December 13, 2005.

#### **Strategy**

The Mail/Telephone staff will continue to look for ways to streamline mail processing for accurate, quick service and to be courteous in all contacts with college personnel and the general public who call in to the College.

#### **Strategy Results**

The move to our new location in the College Services and Training Building has given us a chance to reorganize the mail processing layout for easier mobility during mail processing.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Continue as is in our new location.

#### **Strengths**

Dedicated employees

#### **Areas Needing Improvement**

#### **Success Story**

The Mail/Telephone Service was able to continue all services to the faculty, staff, and the public throughout the process of moving to our new location in the College Services and Training Building. In addition, a larger space was gained allowing the mail processing area to be reorganized for better use.

## Physical Plant

### 2005-2007 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 Student Opinion and Faculty and Staff Opinion surveys will have at least 90% as satisfied or above.

#### Evaluation Results

The Student Opinion Survey 2005-2006 has 98% satisfied for conditions/appearance of building and grounds. The Faculty & Staff Opinion Survey 2005-2006 has; 99.3% satisfied for exterior condition/appearance of buildings and grounds; 85.8% satisfied for interior cleanliness and order of buildings and/or classrooms; 93.5% satisfied for overall quality of Physical Plant services provided; 98.6% satisfied for courtesy, professionalism, and/or cooperation of personnel.

#### 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.

#### Strategy Results

The Physical Plant has implemented a quarterly customer survey program to measure customer satisfaction as an on-going process. The program provides a way to recognize areas performing well and to direct resources to areas needing improvement. This has allowed the Physical Plant to ensure quality customer service.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Promote stewardship of, and efficient use of College resources

#### Evaluation

The Student Opinion and Faculty and Staff Opinion surveys will have at least 90% as satisfied or above.

#### Evaluation Results

The Student Opinion Survey 2005-2006 has 98% satisfied for conditions/appearance of buildings and grounds.

The Faculty & Staff Opinion Survey 2005-2006 has; 99.3% satisfied for exterior condition/appearance of buildings and grounds; 85.8% satisfied for interior cleanliness and order of buildings and/or classrooms; 93.5% satisfied for overall quality of Physical Plant services provided; 98.6% satisfied for courtesy, professionalism, and/or cooperation of personnel.

## Physical Plant

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy**

To achieve this objective, department 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 environment laws, department employees will collect recyclable materials and deliver to the appropriate recycling centers. Department employees will continue to support projects undertaken as part of the College master plan.

#### **Strategy Results**

Maintenance Staff have begun routine preventative maintenance for mechanical/electrical/plumbing (MEP) equipment. Material recycling continues. In-house staff continue to undertake projects.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Implement a program to identify/address deferred maintenance issues.

#### **Strengths**

The Physical Plant personnel.

#### **Areas Needing Improvement**

Identify and address deferred maintenance issues.

#### **Success Story**

Per the quarterly customer surveys, the Custodial Services Department achieved a significant improvement during the final quarter of FY 05-06.

The Grounds Maintenance Department completed several campus beautification projects during FY 05-06.

The Building Maintenance Department and HVAC/Electrical Department completed several in-house remodeling projects during FY 05-06.

## Purchasing Office

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Victoria College Purchasing Office assists in fulfilling the mission of the College by providing quality service to its customers. This encompasses fulfilling the needs of the faculty and staff by acquiring quality products and services through the competitive bid process in accordance with the laws of the State of Texas.

#### **Objective 1**

Provide excellent customer service and training to all faculty and staff.

#### **Evaluation**

Faculty/Staff Opinion Survey will have at least 90% as satisfied or above.

#### **Evaluation Results**

The overall customer satisfaction percentage was 87.75%.

#### **Strategy**

Courtesy is extended to all faculty, staff and vendors.

Employees are offered training sessions to improve the efficiency of the purchasing process.

Annual bid specification workshops are held to assist the faculty and staff in writing specifications to ensure quality products and services are received.

#### **Strategy Results**

All faculty, staff & vendors were extended aid and assistance to resolve solutions in a courteous manner.

Numerous purchasing/budget orientation sessions were held during the fiscal year for new employees and current employees.

Annual bid specification workshops were offered to assist in the writing of specifications to ensure quality products and services were received.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Development of a web based shopping cart for all bid items.

#### **Evaluation**

The evaluation method of the web based shopping cart will be accomplished by the cart becoming an integral part of the college's website.

All bid specifications will specifically require each vendor to respond if a shopping cart system can be provided.

#### **Evaluation Results**

The shopping cart did not become an integral part of the college's website because of programmer's prior commitments.

Vendors were provided the opportunity to respond to the availability of an online ordering system in each issued bid specification.

#### **Strategy**

## Purchasing Office

### 2005-2007 Institutional Effectiveness End of Year Summary

Allocate a time to discuss with the programmers the possibility of implementing the web based shopping cart. Awarded vendors will be asked if their company has a shopping cart system available for the College to use when ordering products.

#### **Strategy Results**

The programmers were involved in development of other programs. There was not sufficient time or manpower to devote to the development of the shopping cart.

Vendors were asked if an online ordering program was available for customer needs. The majority of vendors do not have the online ordering capability.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Coordinate with Technology and/or Distance Ed to:

1. 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.
2. Create and publish a streaming video of purchasing procedures, policies and laws.

#### **Strengths**

1. Twenty-six 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. Considerable dollar bid awards were made to local vendors indicating more local vendor participation in the bid process.

#### **Areas Needing Improvement**

1. 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 numerous 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. Implemented a VC website for departmental employees to download current bids and spreadsheets instead of distributing them by paper.
2. No audit exceptions in the past fiscal year.
3. Seventy-five bid commodities were awarded in a two month period.

# Administrative Services

## Technology Services

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Technology Services department assists in fulfilling the College's mission by providing the College with the best computing and technology support possible within the framework of the priorities and resources of the College.

#### **Objective 1**

Provide excellent service to all customers.

#### **Evaluation**

A satisfaction rating of 90% or higher should be attained on the Student Opinion and Faculty/Staff Opinion Surveys.

#### **Evaluation Results**

The 90% satisfaction rating was surpassed.

#### **Strategy**

Act in a kind and courteous manner when interacting with all customers.  
Provide training throughout the year in all areas of service as warranted.

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**

Customers have been more understanding when informed that certain repairs are taking more time than they expect.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

To move student e-mail services to a different platform since e-mail accounts need to be active for much longer periods now. This will require new server hardware.

#### **Strengths**

Technical ability in the Windows and Linux environments.

#### **Areas Needing Improvement**

#### **Success Story**

Transitioned distant learning sites to new wide-area network infrastructure and a new phone system. Added Shiner Catholic School to our list of distant learning sites.



## Adult Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

To provide Adult Education and Workforce Skills that effectively address specific educational needs of adults, businesses and industries in the Golden Crescent Region. The Adult Education Program is committed to providing holistic, learner-centered instruction based on the Texas Curriculum Standards; providing beneficial and relevant instruction in workforce literacy skills; assisting and documenting student goals, progress, and achievements; and increasing the literacy and workskills of the regional adult population.

#### **Objective 1**

Of all students entering the program at the Adult Secondary (ASE) level (9.0-12.9) within one Fiscal Year (July 1- June 30), 55% will earn a General Education Development (GED) certificate.

#### **Evaluation**

GEDs earned and confirmed with a GED data match to TEA and the state adult education data base Texas Adult Education Management System (TEAMS). Final results for a fiscal year will be determined by August 31.

#### **Evaluation Results**

89% of students entering the program at the Adult Secondary Education (ASE) level (9.0-12.9) earned a General Education Development Certificate within one Fiscal Year.

#### **Strategy**

Adult Basic Education (ABE) will offer quality instruction in math, reading, science, social studies, and writing to provide students the skills and knowledge necessary to obtain the General Education Development (GED). Curriculum will be based on the Texas Standardized Curriculum Frame work for ABE. Students will have an Official Practice GED test available for assessing readiness.

#### **Strategy Results**

The strategies in place result in achievement of this objective.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Of all students enrolled in the Adult Basic Education (ABE) program (0.0-12.9), within one Fiscal Year (July 1 -June 30), 67% will complete an educational functioning level.

#### **Evaluation**

Students will be evaluated upon entry into the program and assessed for progress using the state mandated Texas Assessment of Basic Education (TABE) instrument. This data is entered into TEAMS from which program statistics can be obtained.

#### **Evaluation Results**

68% of all students enrolled in the Adult Basic Education (ABE) completed an educational functioning level within one fiscal year.

#### **Strategy**

## Adult Education

### 2005-2007 Institutional Effectiveness End of Year Summary

Adult Basic Education (ABE) will offer quality instruction in math, reading, science, social studies, and writing to provide students the skills and knowledge necessary to obtain the General Education Development (GED). Curriculum will be based on the Texas Standardized Curriculum Framework for ABE.

#### **Strategy Results**

The strategies seem to be effective in accomplishing this objective.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Of all students in the ABE program, 50% will make progress within an educational functioning level within one Fiscal Year (July 1 - June 30) as documented by gains in Reading, Language, or Mathematics.

#### **Evaluation**

Students will be evaluated upon entry into the program and assessed for progress using the state mandated Texas Assessment of Basic Education (TABE) instrument. This data is entered into TEAMS from which program statistics can be obtained by looking at gains in Reading, Language, and Mathematics.

#### **Evaluation Results**

Of all students in the ABE program 46% made gains in Reading, 59% made gains in Language, 49% made gains in Mathematics to show progress within an educational functioning level.

#### **Strategy**

Adult Basic Education (ABE) will offer quality instruction in math, reading, science, social studies, and writing to provide students the skills and knowledge necessary to improve basic skills. Curriculum will be based on the Texas Standardized Curriculum Framework for ABE.

#### **Strategy Results**

Strategy results appear to be effective for accomplishing this goal - especially in Language. Based on qualitative and quantitative information, Mathematics is the area that is most problematic for students. This goal was missed by 1%. The reading goal was missed by 3%. Reading and math will continue to be areas targeted for instructor professional development and training.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Of all students enrolled in the English as a Second Language (ESL) program, 70% will complete an educational functioning level within one Fiscal Year (July 1 - June 30).

#### **Evaluation**

Students will be evaluated upon entry into the program and assessed for progress using the state mandated Basic English Skills Test (BEST) instrument. This data is entered into TEAMS from which program statistics can be obtained.

## Adult Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

71% of all students enrolled in the English as a Second Language (ESL) program completed an educational functioning level within one fiscal year.

#### **Strategy**

Instruction will be provided in conversation fluency, reading, and writing to provide students with limited English the language skills necessary to live and work in this country. Curriculum will be based on the Texas Standardized Curriculum Framework for ESL.

#### **Strategy Results**

The strategies appear to be effective to accomplish this objective. Note, the state required objective (averaged for 4 functioning levels) is 46%.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Of all students in the ESL program, 50% will make progress within an educational functioning level within one Fiscal Year (July 1 - June 30) as evidenced by gains in oral or written English.

#### **Evaluation**

Students will be evaluated upon entry into the program and assessed for progress using the state mandated Basic English Skills Test (BEST) instrument. This data is entered into TEAMS from which program statistics can be obtained.

#### **Evaluation Results**

Of all students in the ESL program 78% made progress in English oral proficiency and 61% made progress in English literacy proficiency.

#### **Strategy**

Instruction will be provided in conversation fluency, reading, and writing to provide students with limited English the language skills necessary to live and work in this country. Curriculum will be based on the Texas Standardized Curriculum Framework for ESL.

#### **Strategy Results**

The strategies appear to be effective to accomplish this objective.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Increase retention of program participants as evidenced by a 10% increase in average contact hours per student. Increasing the amount of hours participants spend in the program is consistent with state priorities for improving participant performance.

## Adult Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation**

Monthly attendance reports by instructors to evaluate student retention and contact hours earned; monthly reports on retention and transition activities; data entered into TEAMS from which program statistics can be obtained.

#### **Evaluation Results**

Average contact hours per student increased from 81 in 2004-05 to 85 in 2005-06. The state average, for adult education participants in 2004-05 was 85. The program exhibited a 5% increase in average contact hours per student.

#### **Strategy**

Add applicable content instruction and activities relating to post-program transitions to higher education and workforce opportunities. Include personal outreach through conversations and mailouts to provide transition assistance, referrals, and information.

#### **Strategy Results**

The strategies for accomplishing this goal were instituted at the beginning of the 06-07 program year (beginning in July), although planning began in the end of the 05-06 program year. The strategies listed may be somewhat effective and need more time to exhibit strength or weakness in contributing toward the accomplishment of this objective. Additional strategies have been implemented.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 7**

Provide professional development opportunities for staff members to meet or exceed State Board of Education Requirements which include a minimum of 6 pre-service (prior to class assignment) hours, and at least 12 hours per year for instructors with a Texas Teaching Certificate and/or with more than two years experience with this program or at least 24 hours for instructors without a Texas Teaching Certificate for the first two years of employment.

#### **Evaluation**

Documentation of professional development trainings through evaluations and data entered into the adult education state database Texas Adult Education Management System (TEAMS) and local documentation in employee files.

#### **Evaluation Results**

33 professional development opportunities were attended by various staff members in order to meet or exceed state requirements for continued employment. Two employees did not meet the professional development requirements; however, they are no longer with the program.

#### **Strategy**

Evaluate staff professional development needs through observations, self-evaluation, and class performance. Collaborate with the South-Central Project GREAT Center to provide trainings. Allow staff members to attend local/state/national conferences where applicable and affordable.

#### **Strategy Results**

The strategies appear to be effective to accomplish this objective. Professional development opportunities continue to be planned according to both program and instructor needs.

## Adult Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 8**

Increase program completers who transition to post-secondary education at Victoria College by 10% as determined by local data matches.

#### **Evaluation**

Monthly reports documenting transition efforts with current participants and follow-up contact with program completers and drop-outs; results of data match with program participant data and VC Office of Planning and Institutional Assessment.

#### **Evaluation Results**

Of students earning a GED in the 05-06 program year, 5 are currently enrolled in credit classes and 10 are enrolled in non-credit classes compared to 04-05 in which 3 were enrolled in credit classes and 4 enrolled in non-credit classes. There are 17 former adult education students currently enrolled in VC.

#### **Strategy**

Provide opportunities to mainstream program participants into the Victoria College campus by providing campus tours, class visits, discussions with program representatives, and library cards and maintain contact with program completers by conversations or mailouts to provide assistance, information, or referrals for transitions.

#### **Strategy Results**

The strategies seem to be effective to improve the progress of completing this objective. An additional strategy has been added by holding afternoon and evening classes on the VC campus.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Continue to develop referral methods with other VC departments to increase the number of students participating in post-secondary educational opportunities including the establishment of an Adult Education Task Force: Seamless Transitions And Retention Team (START).
2. Research "best practices" of other Adult Education programs regarding the accomplishment of meeting federal and state objectives and increased student retention.

#### **Strengths**

1. Qualified and dedicated personnel and program reputation as evidenced by word-of-mouth referrals documented by informal survey of telephone inquiries about the program.
2. Increased involvement of students on the VC campus including tours, class visits, and obtaining library cards.
3. Close involvement with state adult education leadership at Texas Learns; involvement with state initiatives and pilot opportunities.

#### **Areas Needing Improvement**

1. Increasing student retention and achievements: professional development opportunities for new (to Adult Education) instructors and extended learning opportunities (technology, workforce skills).
2. "Fast Track" option for direct GED acquisition to college transition.

## Adult Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### 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 regional population.

Beginning in 2006, a concentrated effort was made to provide adult education students with more experiences on the college campus and more interaction with other college personnel. A marketing survey of 2005 showed that people who came into contact with the college environment are more likely to enroll. Regularly scheduled campus tours have been implemented, along with library tours and obtaining library cards. Class visits are arranged for individual students to visit college classes in the various career fields in which they are interested. Large groups of students participate in campus activities such as Lyceums and job fairs.

When compared to state averages of Adult Education Programs in Texas, this program exceeded the average in 11 objectives in excess of 3 to 32%.

## Allied Health - Continuing Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

The purpose of the Allied Health Continuing Education Department is to provide quality allied health continuing education offerings to meet the needs of

1. individuals interested in non-credit health occupation course work,
2. health care providers seeking to expand their knowledge or meet re-licensure or re-certification requirements
3. business and industry to have a pool of well trained health workers, and
4. professionals seeking to expand knowledge and skills or meet mandatory re-licensure or re-certification requirements.

#### **Objective 1**

The Allied Health Continuing Education Department will increase course offerings and enroll a larger number of students that reflect the ethnic breakdown of the Victoria College service area.

#### **Evaluation**

The Continuing Education Coordinator will, on a monthly basis, compare the number of students enrolled, the number of sections offered, and the number of contact hours generated with the previous year. Based on trending and projections, if numbers decline, appropriate changes can be made to increase recruitment, add additional sections of courses, or add new courses to the schedule.

#### **Evaluation Results**

We continue to serve a high percentage of minority and at-risk students in these programs. The total student population has remained relatively consistent, but the Continuing Education Coordinator is offering a wider array of courses to meet that goal.

#### **Strategy**

1. Use the Continuing Education Needs Assessment Surveys, Community Advisory Board member input, inquiry from prospective students, and proactive collaboration with community health care entities to guide frequency and content of continuing education activities.
2. Continuing to improve collaboration with other Victoria College departments such as Adult Education, Workforce, Counseling and participation in additional recruitment opportunities is planned.
3. Offer new courses to meet area health care facilities' and health care professionals' needs.
4. Work with high school counselors to inform them of continuing education opportunities for high school graduates.

#### **Strategy Results**

The Continuing Education Coordinator uses the Continuing Education Needs Assessment Surveys, Community Advisory Board member input, inquiry from prospective students, and proactive collaboration with community health care entities to guide frequency and content of continuing education activities.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The Allied Health Continuing Education courses will retain at least 85% of students enrolled.

#### **Evaluation**

## Allied Health - Continuing Education

### 2005-2007 Institutional Effectiveness End of Year Summary

The Continuing Education Coordinator will calculate the retention rate for each section that is offered. If the rate drops below 85% individual student records will be reviewed to determine factors that contributed to the decline in retention and those factors will be addressed.

#### **Evaluation Results**

CE has retained 89% of the students.

#### **Strategy**

1. Monitor student performance and take appropriate interventions to improve success rate for students of all ethnic backgrounds.
2. High risk students will be identified early in the course and referred to appropriate support services such as financial aid, tutoring, or counseling.

#### **Strategy Results**

The CE coordinator continues to provide remedial services such as skills practice sessions and tutoring to help at-risk students succeed. All test averages and attendance are reviewed weekly and any problems are identified and intervention takes place.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Allied Health Continuing Education Department will provide high quality courses that provide students with the appropriate knowledge and skills to attain and keep an entry level position in the health care industry.

#### **Evaluation**

The Continuing Education Coordinator will review student and employer feed-back regarding student preparation with entry level job skills. If students' job performance is deficient in any area appropriate adjustments will be made in course content and/or course delivery.

#### **Evaluation Results**

Through follow-up surveys with employers we have learned that entry level skills are sufficient.

#### **Strategy**

1. Continue to review and revise curriculum to provide challenging and contemporary learning experiences for students.
2. Solicit feedback from course instructors and Advisory Board members as to the currency of content in each course.

#### **Strategy Results**

CE coordinator has added to the curriculum to keep current with state agency requirements.

#### **Budget Results**

No funding outside the normal operational budget was required.



## Allied Health - Continuing Education

### 2005-2007 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**

The Continuing Education Coordinator will enter and review accurate monthly data on the Revenue Estimation Report to monitor cost effectiveness of the department.

#### **Evaluation Results**

The CE Coordinator does a revenue generation sheet for each class.

#### **Strategy**

1. Using the computer programs that have been designed to track budgetary costs and revenue estimates, monitor continuing education costs.
2. Solicit resources from health care facilities that are being replaced, but could be used with students.
2. Continue to share supplies with other College Allied Health Programs.

#### **Strategy Results**

All the above continue to be resources to increase efficiency.

#### **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**

The Continuing Education Coordinator will make any appropriate changes suggested by students or Advisory Board members that would increase access to or clarity of course information.

#### **Evaluation Results**

The high volume of phone calls and suggestions continue and the CE Coordinator makes all adjustments required to be successful.

#### **Strategy**

1. Continue to provide accurate and accessible information about course offerings, fees, schedules admission requirements, etc. using brochures and a department web page.
2. Continue to put course schedules and information n the widely distributed Continuing Education Schedule.
3. Provide students enrolled in the continuing education offerings information about College support services that could enhance their chance for success.
4. Provide individuals who are successful with information about additional courses or programs that could further enhance their skills and employability.

## Allied Health - Continuing Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

Information is distributed in the course catalogue, on the college website and through personal visits with students, advisory members and facilities. Mailing lists, including names gathered at job fairs, are also utilized for distribution of information.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Continue to maintain current variety of courses, level of student services, and quality.  
Expand in the areas of Allied Health including replicating what has been successful in other sites.

#### **Strengths**

Pass Rates and Retention Rates are High

#### **Areas Needing Improvement**

Looking for more qualified faculty and more faculty.

#### **Success Story**

Rey Stafford started as a coding student about five years ago and now she completed her college education and is a certified professional coder and now is an instructor.

## Allied Health - Associate Degree Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

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

The Associate Degree Nursing Program will admit highly qualified individuals who reflect ethnic diversity of the area up to the capacity of the program.

#### Evaluation

The ADN Program Coordinator will evaluate enrollment every semester to determine if all available student slots are filled. If all slots were not filled then strategies will be developed to fill all slots in the future. If all slots were filled and qualified students were not admitted then strategies will be developed to admit more qualified students. The Coordinator will also compare the ethnicity of the program student population with the ethnicity of the area population. If the results of the comparison indicate a discrepancy, appropriate recruiting strategies will be developed to increase the targeted populations.

#### Evaluation Results

In the Fall 2005, the Program had a record enrollment of 183 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 2005	Spring 2006
Black - 7 (4.3%)	Black - 9 (4.9%)
Caucasian - 111 (67.2%)	Caucasian - 125 (68.3%)
Hispanic - 11 (26.6%)	Hispanic - 46 (25.1%)
Asian - 2 (1.2%)	Asian - 3 (1.6%)
Am Indian /Alaskan - 1 (.6%)	

Increasing minority student numbers remain an area for continued improvement. The NCLEX-RN pass rate for first time test takers for 2005- 2006 was 85% with the rate increasing to 91% 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

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Advertise Associate Degree Nursing Information Nights one month and two weeks before it is held, send information about this activity to the local high schools, and issue a special invitation to students currently enrolled in the Vocational Nursing Programs.
2. Participate in local high school and Victoria College Career Fairs providing written information and having current students available to provide information and answer questions.
3. Meet with interested groups or individual high school students to assist them in meeting admission requirements.
4. At least annually meet with Counseling Services to update them on any change in the ADN Program requirements.

#### **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 is held once a semester for prospective students to answer any questions that applicants or their families might have about the program.

Beginning in November 2005 the ADN Program was the recipients of a Department of Labor (DOL) Grant entitled "Growing Regional Interest in Nursing (GRIN). The GRIN Project Manager is intricately involved in recruitment activities. She assists the Director, coordinator, faculty and secretary in all areas of recruitment.

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 summer and complete in May. 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.

#### **Objective 2**

The Associate Degree Nursing Program will retain and graduate 85% of students enrolled.

#### **Evaluation**

The ADN Coordinator will determine the retention rate each semester analyzing the factors affecting each student's withdrawal or failure to determine what appropriate interventions, if any, could have been used to retain the students.

#### **Evaluation Results**

## Allied Health - Associate Degree Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

The retention rate for 2005-2006 was 89%. This was the same retention rate as the previous year. Although this exceeds 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

1. Document the reason for any student's withdrawal from the ADN Program including factors such as passing at time of withdrawal, number of hours worked per week, travel distance and time to school, and major family responsibilities.
2. Ensure that high-risk students are referred to student services early in the semester for appropriate assistance to prevent failure or withdrawal.
3. Continue to provide professional tutoring services for students throughout the semester.
4. Encourage the formation of "study groups" to facilitate student success.

#### 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.

Our most recent retention effort is tied to our GRIN Grant. The GRIN retention specialist, a RN with her BSN and extensive clinical and previous VN teaching experience, was hired Spring 2006. She implements a remediation plan for every ADN student who fails a theory, medication administration, or math computation exam. A variety of remediation methods are utilized and the remediation must be completed before the next exam in that area is taken. This will be fully implemented Fall 2006 and the results will be tracked.

Another part of the GRIN grants is the awarding of monetary stipends to LVN's in the Bridge program if they agree to work no more than 20 hours per week. Many of these students had been working 36 - 42 hours per week. This has been detrimental to their ability to have time to study and thereby be successful. The first stipend recipients will graduate December 2006 and their pass rates in nursing course and on NCLEX exams are being followed and evaluated.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

The Associate Degree Nursing Program will provide a high quality curriculum that results in graduates who pass the NCLEX-RN on the first attempt at a rate of 85% or above, demonstrate entry level professional nursing skills, and meet employers expectations of nursing skills and professional competence.

#### Evaluation

## Allied Health - Associate Degree Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

The ADN Coordinator will calculate the NCLEX-RN pass rate for first time testers for each semester, the academic year, and the calendar year. For rates below 80% an in-depth analysis of factors affecting the low pass rate will be conducted so that measures can be instituted to increase the pass rate. Graduate and employer surveys will be used to evaluate graduate entry level skills. In addition to this information, the ADN Advisory Board spends extensive time discussing graduate performance and possible program changes that could enhance new graduate performance in the work place, Enrolled students complete a course content evaluation every semester that gives students an opportunity to have input into the course.

#### 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 2005-2006 was 85% for first time testers and 91% 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.

The GRIN Grant will also be evaluated for changes in success rates of NCLEX-RN exams.

#### Strategy

1. Implement the revised Total Program Evaluation Plan.
2. Conduct a complete curriculum review to ensure the Program is providing challenging and contemporary learning experiences for the students.
3. Solicit continued feed-back regarding graduate preparation and skills from the Advisory Board and clinical facilities staff.
4. Continue to use the ATI System of assessment and remediation to improve the graduates chance of passing NCLEX-RN on the first attempt.

#### 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. 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. Implementation of the revised Total Program Evaluation plan is underway. This plan to gather, trend, report and evaluate data about the ADN Program will serve to improve our program and thereby increase our pass rates on NCLEX-RN.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

The Associate Degree Nursing Program will demonstrate increased efficiency in program operations including the use of technology to improve faculty efficiency; the sharing of faculty, and the coordination of ordering and distributing supplies.

#### Evaluation

The ADN Coordinator will review monthly financial information to ensure that the Program is using its allotted resources effectively to meet program needs.

#### Evaluation Results

## Allied Health - Associate Degree Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

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

1. Continue to have the Learning Laboratory Resource Instructor order supplies for all nursing programs.
2. Evaluate all planned learning laboratory activities for applicability to today's professional nursing practice.
3. Solicit out of date supplies or usable equipment from area health care facilities.
4. Continue to share supplies and equipment between all levels and between the ADN and VN Programs.

#### Strategy Results

Over the past few years the relationship between ADN and VN Programs has strengthened allowing student's 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

Based on student and applicant feed-back appropriate changes and additions will be made to the information that is available and the way it is communicated to the applicants. The Program faculty will continue to meet at least once a semester with student representatives to identify and address student concerns.

#### 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 appraised of new regulations, and brochures are updated as needed.

#### Strategy

## Allied Health - Associate Degree Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Continue to provide information to students in a variety of ways including the department web page, the College catalog and printed materials available through the mail and at various locations around campus.
2. Continue to have an Associate Degree Nursing Program Information Night at least once a semester to provide interested individuals with appropriate information about Professional Nursing and the ADN Program; have attendees complete an evaluation of the Information Night.
3. Survey students who are admitted to the Program to determine if appropriate information is available for applicants and if it is communicated effectively.

#### **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. Continue to implement to 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. Compare Bridge online Students who start in the summer with those who previously started in the fall.
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.
6. Utilize all recruitment and retention activities of the DOL (GRIN) grant and their results.

#### **Strengths**

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.
8. Personnel and equipment support from the DOL (GRIN) grant.

#### **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.



## Allied Health - Associate Degree Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **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 2005-2007 Institutional Effectiveness End of Year Summary

### Purpose

#### 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

The Medical Laboratory Technology program will continue to maintain stable enrollment levels.

### Evaluation

1. In the MLT program the number of applicants admitted to the program each year or semester will be evaluated by the program coordinator to determine if maximum program capacity has been achieved.
2. If capacity has not been achieved, then program needs will have to be studied as well the effectiveness of recruitment strategies.
3. 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 for the Fall of 2005 maintained the maximum of 14 compared to an enrollment of 14 in the Fall of 2004. The total enrollment (first and second year classes) for the Fall of 2005 was 23 (14 and 9) which was a decrease of one compared to 24 in the Fall of 2004 (14 and 10). The ethnicity of the 23 students in the Fall of 2005 were: White (65%), Hispanic (31%), Black 0%, Other 4%, Vietnamese). These percentages are consistent with the Victoria College enrollment for the Fall of 2005, plus or minus 1 student.

### Strategy

## Allied Health - Medical Laboratory Technology

### 2005-2007 Institutional Effectiveness End of Year Summary

1. 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.
2. 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.
3. The MLT program will maintain an up to date and professional web page to provide a resource for prospective and current students.
4. The MLT program will interact with the biology and chemistry departments as a means of providing program information to this targeted student population.
5. The MLT program will promote the laboratory science profession during National Medical Lab week through use of the Victoria College home page.
6. The MLT program will continue to participate in the summer AHEC medical careers camp as well as campus tours from local and area schools.
7. 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. Informal interaction with the Biology and Chemistry departments and the MLT program continues to be a valuable source of prospective students. The MLT program participates in the summer AHEC medical careers camp as well as a variety of high school tours during the year. The MLT program participates in being represented at a variety of high school career days and other community events.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The Medical Laboratory Technology program will retain at least 85 % of students enrolled.

#### **Evaluation**

1. The Program Coordinator will evaluate the retention rate of each class every semester and identify the reasons for attrition.
2. Analysis of reasons for attrition will provide a basis to initiate strategies for early intervention.

#### **Evaluation Results**

Of the 23 students beginning the Fall 2005 semester, 19 completed the 2005-06 year. The retention rate was 83%. Four first year students left for academic reasons. All nine second year students graduated. Historic retention rates have ranged from 65% to 85%.

#### **Strategy**

1. Monitor student performance and identify high risk students so they can be referred to the appropriate support services such as counseling, financial aid, or tutoring.
2. The MLT program will offer individual tutoring.
3. Program Coordinator will provide review sessions to the entire class.
4. WebCT will be used to enhance the presentation of course materials.
5. Encourage the formation of student study groups.

#### **Strategy Results**

The MLT Program Coordinator continues to offer tutoring for lecture material and for lab activities. Students are given feedback and counseling on their grades multiple times throughout the semester to identify high risk students. Students are referred to Victoria College support services as warranted. WebCT supplemental material continues to be increased.

## Allied Health - Medical Laboratory Technology 2005-2007 Institutional Effectiveness End of Year Summary

### **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**

1. A variety of methods are currently in place to evaluate excellence of program and course offerings. Certification pass rate on first attempt is used as a measure of performance by the college and the national accrediting agency.
2. Graduate and employer surveys are used to evaluate the graduate's entry level skills.
3. The MLT program advisory committee discusses student and graduate performance.
4. Excellence is also demonstrated by the continued accreditation of the MLT program by external accrediting agencies. The MLT program has received the maximum accreditation (seven years) during the last two accreditation cycles.

### **Evaluation Results**

Graduate surveys evaluating 18 program areas resulted in an overall 90% of responses rating areas as very good or good. Seven out of seven (100%) graduates rated the overall program as very good or good. Employer surveys evaluating 23 program areas resulted in an overall 78% of the responses rating the areas as very good or good. Five out of seven employer surveys rated the overall work performance of graduates as good or very good. Two were rated as average. Eight out of eight passed their certification exam on the first try. One graduate has not taken the exam yet.

### **Strategy**

1. 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.
2. The use of a capstone comprehensive exit exam will prepare the students for the national certification exam.
3. Faculty will attend professional education seminars.
4. The MLT program will continue to meet all state guidelines as established by the Texas Higher Education Coordinating Board..
5. The program will continue to seek input from the Advisory Committee as well as student, graduate, and employer surveys.
6. The MLT Program will maintain accreditation by the National Accrediting Agency for Clinical Laboratory Science.

### **Strategy Results**

The MLT program continues to offer a curriculum that affords the students the opportunity to gain employment, pass the Registry exam, and continue their education if desired. A comprehensive exit exam is used to help prepare the graduate to pass the Board of Registry exam. The Program Coordinator attended an accreditation workshop presented by NAACLS (National Accrediting Agency for Clinical Laboratory Science) as well as the national Clinical Laboratory Educator's Conference.

### **Budget Results**

No funding outside the normal operational budget was required.

## Allied Health - Medical Laboratory Technology

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 4**

The Medical Laboratory Technology 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**

1. 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.
2. 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 due to increased cost of supplies in the medical lab field ( especially Blood Bank), servicing aging equipment, and having a full class entering the program. The greatest student related supply expense is related to Spring enrollment. The larger the class and the greater the retention, the greater the costs to support their education and training.

#### **Strategy**

1. 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.
2. 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.
3. 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.

#### **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**

1. 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.
2. 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.
3. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

#### **Evaluation Results**

## Allied Health - Medical Laboratory Technology

### 2005-2007 Institutional Effectiveness End of Year Summary

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

#### Strategy

1. The MLT program will conduct itself with a philosophy that puts student learning and success as the top priority.
2. Students, current and prospective, will be treated with dignity, respect, and professionalism.
3. The individual MLT student will receive the appropriate support at the program level, division level and campus level.
4. Program information is available on the program web site as well as available in a program specific brochure and an Allied Health Careers brochure.
5. 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. Current students are counseled in an on-going fashion throughout the school year. Individual or group tutoring sessions are arranged as necessary for lecture and lab activities.

#### Budget Results

No funding outside the normal operational budget was required.

#### Future Plans

Expand WebCT materials and prepare for the renovation of MLT facilities in the Allied Health building.

#### Strengths

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

#### Areas Needing Improvement

1. Continue to work on strategies to improve retention.
2. Continue to work on strategies to improve 1st time pass rates on the exit exam and the Board of Registry.
3. Continue to expand WebCT materials.
4. Replace existing equipment in the campus lab that is nearing the end of its service life.

#### Success Story

J.G. graduated from the Medical Lab Technology program in May 2006. He overcame a very difficult beginning. He completed the 8th grade and had to leave school for personal reasons. J.G. decided he wanted a better life for his three children, so he decided to go back to school. He completed his GED and enrolled at Victoria College in Fall 2003. In the spring of 2004 J.G. investigated the opportunity of applying to the Medical Lab Technology program. He applied to the program and was admitted in the Fall of 2004. J.G. has completed 73 credit hours with a GPA of 3.095. He has overcome many obstacles to even enter the MLT program, and has overcome even more since he has entered the program. Many students faced with the challenges that J.G. has faced would have found it easy to get sidetracked or even quit. J.G. has inspired all who know him by his determination to succeed, no matter what the obstacles. He already has a job working in the lab of a local hospital. J.G. successfully passed his certification exam on the first try and has plans of continuing his education in the future.

## Allied Health - Physical Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

The purpose of the Physical Education department is to

1. 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.
2. 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.
3. meet community interest and needs by offering a variety of youth sports summer camps in order to improve athletic skills and stimulate interest in competitive athletics.

#### Objective 1

Physical education courses will have increased enrollment each semester or admission period up to their capacity over the next two years.

#### Evaluation

The number of students enrolled in each course each year or semester will be evaluated by the department coordinator to determine if maximum course capacity has been achieved. If capacity has not been achieved, then additional recruitment strategies may need to be developed. 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 efficiency percentages for the Physical Education department for 2005-2006 were good. Classes for the Fall semester were at 97.96% and for the Spring semester were at 94.61%. When fitness and skill classes are offered there are always variations in enrollment due to trends in the overall population.

#### Strategy

1. The Physical Education department will continue to offer a variety of fitness and individual/team skill sports that transfer to four-year institutions.
2. Fitness classes will promote a life-long commitment to personal fitness and wellness.
3. Skill classes will promote a life-time of personal leisure-time enjoyment.
4. Physical Education students are the best recruiting tool available to promote the Physical Education classes.
5. The Physical Education department will offer summer sports camps to develop skill and competitiveness.

#### Strategy Results

The Victoria College continues to offer a balanced program of classes that promote a life-long commitment to personal fitness and wellness. These credit classes offered will transfer to four-year institutions.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Physical education courses will have a retention rate of at least 85% of students enrolled.

#### Evaluation

## Allied Health - Physical Education

### 2005-2007 Institutional Effectiveness End of Year Summary

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

Retention for the Fall semester of 2005 was 89.5% for all Physical Education classes and was 87.25% for the Spring semester. Even though this is above our goal of 85%, retention continues to be a concern. It appears that most of the students not finishing the semester do so because of personal reasons or changes in work schedules.

#### Strategy

1. Instructors communicate on an individual basis with students about absences and continue to stress the importance of not missing class.
2. The Physical Education instructor attempts to contact the student by phone if a student misses three consecutive classes.

#### Strategy Results

Instructors continue to communicate with students about absences and are calling individual students when attendance is sporadic .

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Programs and courses within the Physical Education program will provide high quality educational offerings.

#### Evaluation

It is anticipated that student survey results will reveal that the majority of students rank skills and competencies gained from courses taken in the Physical Education program as good or very good.

#### Evaluation Results

The Physical Education department continues to use The Victoria College faculty evaluation procedures in order to rate quality of instruction. All instructors communicate with the department coordinator and discuss pedagogy. Grade distributions are also used to ensure students and instructors are working toward the established goals of the department.

#### Strategy

1. Faculty members will attend available workshops and continuing education certification sessions staying up-to-date on the latest health and fitness information and techniques.
2. Provide contemporary equipment as needed for physical education courses.
3. Survey enrolled students for their feedback on skills and competencies gained from the course.

#### Strategy Results

The Physical Education department has added new cardio equipment to the fitness room to update old equipment and motivate students to improve their level of fitness. The physical education department instructors continue to look for quality workshops in order to stay up-to-date with new skills and methods to teach those skills.



## Allied Health - Physical Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **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 should remain within allotted funds, unless unusual circumstances occur, while still meeting the needs of the department. If there are special or unanticipated needs of the department additional funds will be sought.

#### **Evaluation Results**

At the present time the budget for the physical education department is adequate to supply all needs for the department. If a special need arises, a temporary increase in funds will be requested in order to cover the need.

#### **Strategy**

1. Program and department budgets will 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.
2. Department Coordinator and Division Chair will track funds using monthly financial information making sure that all programs are using their funds appropriately.
3. Division Chair will transfer funds from one budget area to another where the money is needed.

#### **Strategy Results**

The department coordinator continues to work closely with the Division Chair to make sure adequate funds are available to supply the physical education with its needs. Monthly financial information is readily available to track expenditures on a monthly basis.

#### **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

#### **Evaluation Results**

The Physical Education department continues to offer a well rounded curriculum that fulfill degree requirements and promote the lifelong commitment to fitness. Both the intramural programs and sports camps continue to be a success, with approximately 250 students participating in the intramural program and summer sports camps at maximum enrollment.

## Allied Health - Physical Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy**

1. The Physical Education department will provide appropriate information about scheduled courses using the College catalog and the course schedule .
2. The Physical Education department will provide a user-friendly, safe setting for students and faculty/staff to pursue healthful activities.
3. The Physical Education department will schedule organized intramural activities and play-days throughout the school year.
4. The Sports Center facilities will be available for student and faculty/staff use any time classes are not being held.
5. Information regarding physical education courses, Sports Center use, or scheduled activities is available in the college catalog or on the Physical Education website.

#### **Strategy Results**

The Physical Education department continues to provide the students, faculty, and staff a high quality product that meets their needs. All credit classes are listed in the current course catalog and are also available at the department's we site. Other activities offered by the department are listed in the weekly FYI bulletin and on the department website. Student workers are utilized by the department to supervise Sports Center use and to keep the facilities a safe, user-friendly place for student, faculty, and staff. All Sports Center facilities are available for student, faculty, and staff use anytime they are not being used for instruction. Those times are posted in the FYI and on the department website, as well as in the Sports Center.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans in the Physical Education department will change as student needs change. As fitness trends change the department will continue to adjust the curriculum if needed.

#### **Strengths**

The strength of the Physical Education department continues to be it's faculty. Besides qualified, the faculty truly cares about it's students and will go above and beyond the normal boundaries to help any student.

#### **Areas Needing Improvement**

An area where the Physical Education department can improve, is to locate and attend more quality fitness seminars that are reasonably priced.

#### **Success Story**

The history of the club volleyball team that was formed in the Spring of 2004 has to be the success story for the 2005-2006 year. With the core group of girls that started the club in 2004, the VC team was able to win the league championship during the spring semester of 2005. These girls grew very close to each other and represented The Victoria College and the city of Victoria in a very positive manner. They have since gone on to other universities, but will continue to be life-long friends and have many memories to share forever.

## Allied Health - Respiratory Care

### 2005-2007 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

The Respiratory Care Program will continue to maintain enrollment for the admission period up to capacity.

#### Evaluation

1. 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.
2. If capacity has not been achieved, then the effectiveness of recruitment strategies will be studied.
3. 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

The program's capacity was achieved. Two additional students were accepted on a trial basis bringing the total enrollment to 20 students. The gender and ethnic breakdown includes: Males (4); Females (16); White (9); Hispanic (10); Black (1). The percentage of males entering the program is below the percentage of males attending Victoria College.

#### Strategy

1. The program will continue to implement an aggressive student recruitment campaign, including campus and community advertising. Information packets are distributed following guest presentations to campus first aid and science classes.
2. The Program Coordinator will continue to make guest presentations in first aid, science, and various related CE classes each fall and spring semester.
3. During National Respiratory Care Week, an information and demonstration booth will be set up in the VC student center.
4. 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.
5. Current program students will continue to participate in and present community projects on asthma awareness and hazards of smoking.
6. The Program will continue to participate in Lead Tours sponsored by the University of Houston-Victoria.
7. The Program will increase involvement of high schools counselors and provide them with the latest information on career opportunities in respiratory care.

#### Strategy Results

The current strategies are effective in recruiting a significant student population to meet the needs of the program. However, more males need to be targeted for admission to the program.

## Allied Health - Respiratory Care

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The Respiratory Care Program will retain at least 85% of students enrolled.

#### **Evaluation**

1. The program coordinator will determine retention every semester analyzing the reason that each student is lost to attrition and determine if some intervention could have retained the student.
2. Analysis of information will be used the following semester with early interventions to retain more students.

#### **Evaluation Results**

The current retention rate is 45%. The reasons for attrition are as follows: 2 students changed majors- 1 is now an education major and 1 is a nursing major, and both are attending Victoria College. Eight students failed the respiratory care coursework- 3 have returned for fall admission and 1 will return in the spring. One student withdrew due to family issues and moved to San Antonio.

#### **Strategy**

1. Monitor student performance and apply appropriate interventions 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.
2. Program faculty will continue to offer students tutoring both on a face-to-face basis as well as on-line through WebCT.
3. Program faculty will continue to offer "chat room" discussions prior to each exam to clarify complex subject areas.
4. Develop an action plan for high risk students. These students are identified by receiving a score of less than 75 on a major exam. Action plans are developed jointly by the student and faculty member.
5. Provide students with information regarding access to the College tutoring center for assistance in non respiratory care content areas such as math, anatomy and physiology and writing.
6. Encourage student study groups and have program faculty facilitate their organization.

#### **Strategy Results**

Strategies were properly employed and used to the full extent possible. Unfortunately, there are social, psychological, and behavioral issues in student's lives that are beyond the control of the program. There is not a mechanism in place at this time that can successfully identify the individuals who will not succeed in our program due to personal issues.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Respiratory Care 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 RC Program by external agencies meets the Closing the Gap target of one program in each community college gaining national recognition.

#### **Evaluation**

## Allied Health - Respiratory Care

### 2005-2007 Institutional Effectiveness End of Year Summary

1. A variety of methods are currently in place to evaluate excellence of program and course offerings. Credentialing 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.
2. In addition to this information, the Program Advisory Committee spends extensive time discussing graduate performance and possible program changes that could enhance performance in the work place.
3. Students complete a program resource evaluation every semester that allows students to give input into the course rather than the teaching.
4. Excellence is also demonstrated by the accreditation of the Respiratory Care Programs by external accrediting agencies, which entails submission of an annual report to the agency.

### Evaluation Results

All graduates tested passed the CRT Entry Level Examination on the first attempt. The 100% pass rate on the first attempt represents a significant increase over the past 3 years of 66.7%, 83.3%, and 84.6%, respectively. The overall program pass rate consistently remains 100% for all those who attempt the exam. Passing the CRT exam is essential for employment. 100% of employers who responded rated graduates as having the respiratory care knowledge to function in a healthcare setting, with 91% of employers rating graduates as good or very good in each cognitive category. 100% of employers who responded rated graduates as meeting the threshold for effectively performing a broad range of clinical skills.

### Strategy

1. 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.
2. The use of on-line testing and the capstone comprehensive exam that has been initiated prepares students well for the experience of national credentialing exams.
3. Ongoing feedback will be provided to students for appropriate development of essential skills including professional and ethical behavior in the classroom and clinical settings.
4. Faculty will attend annual state and national education seminars to keep up-to-date with changes in the profession and the healthcare setting.
5. The Respiratory Care Program will maintain accreditation by the Commission on Accreditation of Allied Health Programs, as recommended by the Committee on Accreditation for Respiratory Care.

### Strategy Results

Current strategies adequately provide data to evaluate the program's effectiveness.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 4

The Respiratory Care 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, and the coordination of ordering and distributing supplies.

### Evaluation

1. Program and department budgets will 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.
2. 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.

## Allied Health - Respiratory Care

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

The total expenditures for the fiscal year ending 8/31/06 was 100.2%. Allotted resources were used wisely and budget integrity maintained.

#### **Strategy**

1. Program Faculty work closely with clinical instructors and preceptors to enhance experiences for students in campus labs and in the clinical setting.
2. Faculty members work with other Allied Health and Work Force programs to ensure efficient ordering of supplies.
3. Secretary assists program faculty with the coordinating, ordering, and maintaining of office supplies.
4. Program will work within budgetary guidelines to maintain supplies and equipment in the campus lab.

#### **Strategy Results**

The strategies that are in place are adequate to evaluate the program's efficiency.

#### **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**

1. 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.
2. 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.
3. 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.
4. The Programs will continue to meet frequently with student representatives to identify and address student concerns quickly.

#### **Evaluation Results**

Survey results indicate the program is meeting the objective as stated. All pertinent information is given to each prospective student in a timely and courteous manner.

#### **Strategy**

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

#### **Strategy Results**

The web site is kept current and brochures are available for beginning college students and those who desire a career change. Interviews with prospective students are conducted in a courteous and professional manner.

## Allied Health - Respiratory Care

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Institute an internship program and clinical rotation with a facility in Austin to foster growth in ICU clinical skills and improve the quality of the neonatal clinical rotations.

#### **Strengths**

The program offers a dynamic curriculum that emphasizes development of the psychomotor, cognitive, and affective domains for a competent advanced-level respiratory therapist. Graduates and employers consistently rate the program's overall effectiveness as good or very good in preparing graduates for employment. 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**

Neonatal clinical rotations.

#### **Success Story**

A recent graduate, A. B., began her respiratory care career at Citizen's Medical Center. After a short while she transferred to Houston, Texas, where she is currently working for Memorial Herman Hospital in the Shock Trauma Center. While on a field trip to the Houston Medical Center one of our respiratory care program students had an opportunity to shadow her while she worked. During the course of the day a physician walked up to A. and asked "How is my favorite respiratory therapist doing today?" The physician's name - Dr. Red Duke. The students found it pretty amazing to see how a Victoria College graduate was able to interact with and be respected by such a renowned physician. A. B. is a top notch therapist who is presently working on her bachelor's degree with plans to continue her education to become a physician's assistant.

## Allied Health - Vocational Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

The purpose of the Vocational Nursing Programs is to partner with students to develop a Vocational Nurse who is:

1. prepared to pass 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

The Vocational Nursing Programs will admit highly qualified individuals who reflect the ethnic diversity of the area up to the capacity of the Programs.

#### Evaluation

1. Compare each campus' fall enrollment with number of student slots available.
2. Compare ethnic breakdown of each class admitted with area population's ethnic breakdown.
3. Based on the cost analysis, program capacity will be adjusted appropriately.

#### Evaluation Results

There were a total of 168 slots available for students in all 5 programs and there were 163 students enrolled. The Gonzales Campus enrolled only 31 students leaving 5 slots available. All qualified alternates were given an opportunity to enroll and some were unable to accept a slot in Gonzales because of the distance from their home. Minority students made up 51% of overall enrollment. As faculty turnover stabilizes an increase in program enrollment on all campuses will be evaluated.

#### Strategy

1. Advertise Vocational Nursing Program Information Nights one month and two weeks before they are held in local newspapers, send information about these activities to high school counselors in the area, issue a special invitation to individuals enrolled in Allied Health continuing education courses.
2. Contact local high school science teachers to provide presentations to interested students and parents on Vocational Nursing.
3. Work closely with community groups that could encourage minority students to consider a career in Vocational Nursing.
4. Continue to assist interested individuals prepare for the Nurse Entrance Test (NET) by providing information on tutoring available at the College as well as providing the Tutoring Packet either on-line or through the mail.
5. Based on a new Board of Nurse Examiners clinical ratio of 1:10 effective as of September 1, 2005, evaluate program capacity expansion capabilities.

#### Strategy Results

Identified strategies will continue to be used to increase the qualified applicant pool. The expansion of services to the Gonzales area may assist that program in filling all available slots and make program expansion more feasible.

#### Budget Results

No funding outside the normal operational budget was required.



## Allied Health - Vocational Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 2**

2. The Vocational Nursing Programs will retain and graduate 85% of students enrolled each fall semester.

#### **Evaluation**

1. Calculate the retention rate for each semester as well as the graduation rate for the entire year.
2. Evaluate factors that occur frequently in students who are unsuccessful and take steps to alter these factors or make applicants aware of these factors as high risk for failure.
3. Evaluate the impact of the ATI System on the retention and graduation rate.

#### **Evaluation Results**

The semester retention rate semester to semester for all VN students was above 92% each semester with an overall retention rate of 82%. In evaluating student success in the program the most predictive factor for attrition was the student who has significant personal problems that continue to interfere with school. Many individuals work and are able to be successful, but those with personal problems have a very difficult time. ATI has given students very predictive data regarding their weaknesses and the student have used this information to help them study and be successful, both in the program and on their licensing exam.

#### **Strategy**

1. Keep Nursing Entrance Test (NET) score requirements at 55 percentile on both reading and math for next admission period.
2. Record and trend the NET scores of all students who are unsuccessful in any Vocational Nursing course to determine if score should be raised.
3. In addition to collecting NET scores on each unsuccessful student, collect other information such as number of hours worked per week, travel distance and time to school, and major family responsibilities.
4. Beginning in the fall of 2005 implement the Assessment Technologies Institute (ATI) system to provide assessment of nursing content knowledge and remediation and review of that content each semester of the program.

#### **Strategy Results**

There is no indication that students who score at the 55% in reading and math are not being successful so these scores will remain the scores for program admission. Students with personal problems are the highest risk students for program failure. The faculty will continue to work with students to evaluate resources that can assist them with some of their personal issues.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

1. The Vocational Nursing Programs will provide a high quality curriculum that results in graduates who pass the NCLEX-PN on the first attempt at a rate of 85% or above, demonstrate entry level vocational nursing skills, and meet employers expectations of nursing skills and professional competence.

#### **Evaluation**

1. Calculate NCLEX-PN pass rate for each Vocational Nursing campus as well as for the total Programs.
2. Utilize graduate survey data to review the total Vocational Nursing Program and make appropriate changes.
3. Utilize employer survey data to review the total Vocational Nursing Program and make appropriate changes.
4. Evaluate the impact of the ATI system on the NCLEX-PN pass rate.

#### **Evaluation Results**

## Allied Health - Vocational Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

2004-2005 data is used for this report since 2005-2006 data is not complete. The Cuero Program had a 65% NCLEX-PN pass rate and all other programs were above 90%. A self-study submitted to the board of Nurse Examiners confirmed that the absence and lack of consistent instruction by one of the faculty members who developed health issues was the most significant contributing factor to the low pass rate. This individual has since retired. Overall the campuses had a pass rate of 92% with 86% passing on the first test. Employer and graduate survey data indicate satisfaction with the program and curriculum.

#### **Strategy**

1. Continue to review and revise the curriculum to provide challenging and contemporary learning experiences for the students.
2. Continue the implementation of the clinical evaluation tool to identify student weaknesses and then plan remediation activities.
3. Solicit important feedback regarding graduate preparation and skills from the Advisory Board.
4. Beginning in the fall of 2005 implement the Assessment Technologies Institute (ATI) system to provide assessment of nursing content knowledge and remediation and review of that content each semester of the program.

#### **Strategy Results**

Graduate and employer surveys as well as the NCLEX-PN pass rate confirm that the curriculum is contemporary and challenging. The clinical evaluation tool is providing significant parameters for clinical performance counseling and remediation to increase student success. Members of the Advisory Committees confirm that students are being prepared with appropriate skills. ATI testing is giving students good feedback for remediation and NCLEX-PN preparation,

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Vocational Nursing Programs will demonstrate increased efficiency in program operation including the use of technology to enhance faculty efficient, the sharing of faculty, and the coordination of ordering and distributing supplies.

#### **Evaluation**

1. Evaluate the method of ordering supplies to determine if it is being used as efficiently as possible.
2. Encourage each Vocational Nursing Program to establish and maintain a close working relationship with their clinical facilities to assist in the procurement of supplies and equipment.
3. Encourage programs to share their needs with each other to determine if resources from one program can be used to meet the needs in another program.

#### **Evaluation Results**

Supplies continue to be used in an efficient manner and clinical facilities continue to donate outdated and obsolete materials for student practice. Programs willingly share their supplies with other programs when one program is in need and another program has an excess.

#### **Strategy**

1. Continue to have the Learning Laboratory Resource Instructor order supplies for all nursing programs.
2. Solicit hospitals for out of date supplies that can be used in the Nursing Laboratory.
3. Solicit hospitals for usable equipment that is being replaced is discarded.
4. Faculty and staff will continue to work together to meet the needs of all Vocational Nursing Programs, including the sharing of learning resources when possible.

## Allied Health - Vocational Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

The Learning Laboratory Resource Instructor orders all the supplies for all the nursing programs and this has increased efficiency by having one individual aware of when a certain item was ordered. Hospitals continue to donate items to all programs and all VN Program Coordinators work closely together to insure that all students have the supplies necessary for the identified learning experiences.

#### **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 individuals inquiring about course or program information.

#### **Evaluation**

1. Based on student and applicant feedback make appropriate changes and additions to the information that is available and the ways it is communicated to the applicants.

#### **Evaluation Results**

All materials that provide information regarding the Vocational Nursing Program are reviewed by the Division Chair and the VN Program Coordinators and as much as possible the exact same wording is used for each program. In addition, the Director of Marketing assists with maintaining consistency in all Allied Health publications.

#### **Strategy**

1. Continue to provide information to students in a variety of ways including, the department web page, the College catalog, and printed information available through the mail and at various locations on campus.
2. Continue to have a Vocational Nursing Program Information Night at least once a semester on each campus to provide interested individuals with information about Vocational Nursing and the Program; have attendees complete an evaluation of the Information Night.
3. Survey students who are admitted to the program to determine if appropriate information is available for applicants and if it is communicated effectively.

#### **Strategy Results**

The VN Programs continue to provide information in a variety of ways maintaining a web page as well as information found in the college catalog. All programs continue to have Information Nights at least once a semester to review the admission procedure with attendees and to clarify any questions that interested applicants may have regarding program admission. Students indicate that the information provided was accurate and easy to understand.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

## Allied Health - Vocational Nursing

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Implement increased enrollment on each campus if the qualified applicant pool is sufficient.
2. Provide information regarding the VN Programs to interested individuals in the Corpus Christi area since Delmar College no longer offers a VN curriculum.
3. Work with the Director of Marketing to design and print a VN brochure that could be used to recruit individuals to all campuses.
4. Continue to target minority applicants for recruitment into the VN Programs.
5. Have all students in the 5 Victoria College VN Programs test under one test code to truly reflect the overall pass rate for the common curriculum and program policies.

#### **Strengths**

1. Dedicated and knowledgeable faculty and staff
2. Excellent clinical facilities
3. Strong community support
4. Program Coordinators who are participating in formal educational programs while working as full time faculty
5. Strong administrative support

#### **Areas Needing Improvement**

1. Continue to improve student success and retention while enrolled in the program.
2. Continue to provide a variety of activities to assist students in preparing for the NCLEX-PN.
3. Work closely with the MArketing Department to increase the pool of qualified applicants so that program enrollment can be increased.

#### **Success Story**

A student entered the Hallettsville Program in the fall of 2005 with her baby due in September. After having the baby she continued in both class and clinical. Shortly thereafter, her husband was diagnosed with a brain tumor. She was torn regarding what to do - should she quit nursing school to devote as much time as possible to her husband and his illness or should she continue with nursing school? She chose to continue to go to nursing school and try to go with her husband to as many of his doctor appointments as possible.

In the fall semester, she exceeded absences and was reinstated. In the Spring and Summer semesters, she was very careful not to exceed absences by scheduling appointments after school or on days when there were out of class assignments, or asking her husband's family to go with him. One day shel came to school in tears to take a Med Surg exam, while her husband drove to Houston alone for a treatment. After I talked with her, she called her husband and they drove to Houston together. The ironic and yet, beautiful thing about it all is that he was supportive of her getting her education. He wanted her to finish the nursing program. And she did. She graduated in August and has passed her NCLEX.-PN. She is employed at a local hospital and is presently on family leave. Her husband has been given only a very short time left to live so she has chosen to spend the last of his days with him, caring for him in their home along with their one year old son.

The location of the school and clinical sites aided in her success as well as the strong will of her and her husband. If the student had to drive to any further distance to class or clinical, she would not have been able to succeed due to cost of gas and the distance away from her family

## Business and Computer Programs

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

Business and Computer Programs will offer high quality workforce education designed to provide an educated workforce in alignment with the needs of the local and regional business and industry community.

#### Objective 1

Business and Computer Programs will work to increase student completion of online courses.

#### Evaluation

Grade Distribution and Retention reports will be compared with prior semesters to evaluate and analyze the change in the retention rates.

#### Evaluation Results

Grade Distribution and Retention reports cumulatively for the the programs within this area show an improvement in the completion/retention rates of online classes. Online retention for 2004-2005 year was 71.8% with the 2005-2006 online retention improving to 76.6%.

#### Strategy

\*Evaluate individual instructors' policy for contacting non-participating students, and if necessary, develop a departmental policy covering this.

\*Evaluate prerequisites required for online courses to determine if student are prepared for the online class.

#### Strategy Results

Students who do not log in to an online class within the first week of class are contacted by the instructor or support staff to identify those students who are experiencing difficulty getting started in the online environment and to get them the assistance needed. College-wide measures are being put into place to determine if students are prepared for an online class, and to get them the tools needed to succeed online. It is anticipated that these measure will help to further improve student completion of online courses.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Business and Computer Programs will work to increase online course offerings and to develop hybrid courses.

#### Evaluation

VCCIMS reports will be used to analyze the enrollment trends and efficiency percentages in newly developed online courses.

#### Evaluation Results

Business Management added BMGT 1341 - Business Ethics to its online inventory. Initial efficiency for this course has a base of 50%.

Computer Science added one new security ITSY 1342 - Information Technology Security which had an initial efficiency of 70%. COSC 1301 - Microcomputer Applications was offered as a hybrid with online lecture and face to face lab. Initial efficiency of this course was 67%.

\*These initial efficiency rates will be used to comparatively analyze future course enrollment trends.

## Business and Computer Programs

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Strategy

- \*Business Management - develop remaining Business Management courses online
- \*Professional Office Technology - develop POFT courses online based on student enrollment in VCT courses
- \*Computer Science - develop hybrid courses with lecture online and lab face to face

#### Strategy Results

Business Management - MRKG 1301 - Customer Relations is scheduled to be added to the online course inventory in Spring 2007.

Professional Office Technology is scheduled to add POFT 1309 -Administrative Office Procedures to the online course inventory in Spring 2007.

Computer Science is researching the development of hybrid courses within its CISCO curriculum.

Full-time and adjunct faculty will continue to add to the online inventory and strive to improve efficiency percentages of online classes.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Business and Computer Programs will increase recruitment efforts aimed at traditional and non-traditional students.

#### Evaluation

Faculty will track recruitment activities by documenting the number of students reached and identifying college interested students.

#### Evaluation Results

The faculty within this area has documented by date, event, location, time, participants, and estimated number of contacts each event in which they participated. Students, at target activities, were asked to complete surveys regarding their interest with The College, and this information was disseminated to the appropriate department and additional information was sent to interested students.

#### Strategy

- \*Attend high school careers fairs, open houses, and speaking opportunities
- \*Contact students enrolled in Tech Prep courses
- \*Participate and attend community functions to promote programs to non-traditional potential students
- \*Continue collaboration of the LaCosta VISD/VC project

#### Strategy Results

The faculty participated in eighteen outreach activities reaching over 3000 potential students. These activities included high school college nights, tech-prep activities, hosting regional high school students on campus, and participating in community outreach events.

The Computer Science area continues its collaboration with Victoria Independent School District in the LaCosta project which targets a cohort of male and female Hispanic students from 8th to 10th grade. This year marked year two of this project.

## Business and Computer Programs

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Business and Computer Programs will work to increase the number of completers in certificate and AAS programs.

#### **Evaluation**

VCCIMS reports will be used to identify target students and to analyze completers.

#### **Evaluation Results**

Overall, the programs in this area increased the number of completers of certificates and degrees by 15 from the previous year, with Business Management showing an increase of 4, Computer Science with an increase of 17, and Professional Office Technology showing a decrease of 6.

#### **Strategy**

\*Utilize faculty advising to assist students in schedule preparation and to identify students who are near completion.

\*Contact students who have started a program but failed to complete to encourage completion.

#### **Strategy Results**

The faculty within this area of The College work one-on-one with students to assist them with schedule preparation. Faculty within each program have a proportionate number of students to advise based alphabetically on student's last names. Students are encouraged by faculty in the classroom to meet with their faculty advisor to determine their schedule prior to registration. The faculty also work with the counseling staff to help ensure the most efficient schedule for students. By working with students in this capacity, faculty are able to identify students who are near completion of various certificates, within their degree plan, and guide the student to application for the certificates/degree.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Business Management - Work with Continuing Education to develop a hospitality curriculum. Also, educate the community on the diverse certificates that are offered within the business management area.

Professional Office Technology - Professional Office Technology classes need to continue to grow with technology. Plans include lining up professional speakers from all four specializations to speak about what real world work is like. Learning this material from textbooks is great for teaching the fundamentals, but these students also need to hear about it from someone who is currently working in their respective fields. Additionally, there is a need to successfully recruit and retain more students to seek an accounting degree. This will be necessary to keep up with the growing future demand for accountants nationwide.

Computer Science - This area has plans to revamp its Web Design AAS to broaden the scope of the curriculum to include additional multimedia technologies.

#### **Strengths**

## Business and Computer Programs

### 2005-2007 Institutional Effectiveness End of Year Summary

Business Management - This program has a number of valuable adjunct instructors who bring real life experiences to the classroom.

Professional Office Technology - The instructors and staff in Professional Office Technology have built a great working relationship with their students. This is, in part, the result of offering one-on-one advising. Also, participation in the Mentoring Program with the local chapter of the Texas Society of Certified Public Accountants (TSCPA) has been beneficial to both the students and to the businesses who have participated.

Computer Science - this area has an strong advisory committee who are actively involved in the success of the programs. This area also has devoted faculty to strive to stay current with valid industry certifications.

#### **Areas Needing Improvement**

Business Management - Review the current courses for content and competencies.

Professional Office Technology - Recruiting current students to serve as members of the advisory board.

Computer Science - This area has equipment that is rapidly approaching its end of useful life.

#### **Success Story**

Business Management - A recent business graduate has ventured out to become a successful entrepreneur and valuable employee of a large governmental agency.

Professional Office Technology - A 1999 Yorktown High School graduate who is married with two young children is working as a Charge Receptionist and Medical Assistant for Dr. Ahmad I. Qadri, M.D. & P.A. (Oncology and Hematology), and is a Victoria College December 2005 POFT AAS Medical Records graduate. Also, a former Principles of Accounting I and II student was the recipient of the TSCPA Accounting Education Foundation Accounting Excellence Award for 2006! She got her foundation here at VC!!

Computer Science - over the past year the Computer Science area has seen graduates receive highly visible jobs in network administration. Employers include The Victoria Advocate, Fort Bend County Libraries and Hochheim Prairie Insurance. The faculty has received industry certifications and recertifications with CISCO, CIW Security Professional, CIW Security Analyst, Security +, and with students receiving certifications in CCNA and CCNP. Additionally, this area received a Texas Skills Standards Board Award for its Network Administration AAS and Cybersecurity Certificate.



## Distance Education & Technical Training

### 2005-2007 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**

To promote the use of distance learning technologies.

#### **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**

Fall and spring enrollment data revealed a 52% decrease in the number of students enrolled in VCT courses provided by other institutions. The data also showed an increase in Victoria College online course enrollment, from 3,381 to 4,229. Enrollment in ITV courses also grew from 725 in 04/05 to 847 for the 05/06 year.

#### **Strategy**

Working cooperatively with the Region III Education Service Center in establishing network connectivity with additional high schools to increase dual credit enrollment.

Improving the College's ability to compete by facilitating the development of additional online courses.

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.

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**

The College continued to work cooperatively with staff at Region III to support ITV classes. Plans for establishing classes with Austwell-Tivoli and Refugio High Schools were underway at year end.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Distance Education & Technical Training

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 2**

To provide technology support services to faculty and staff.

#### **Evaluation**

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

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.

#### **Evaluation Results**

According to the Annual Faculty/Staff Opinion Survey, 96% of respondents were not dissatisfied with the Colleges efforts to provide technology training. The greatest number of responses indicating dissatisfaction (10) were found to be related to accessibility of training opportunities, such as time, place, and method of delivery.

#### **Strategy**

Identifying and implementing new technologies and software applications that can be used to enhance or improve the creation or delivery of instructional materials.

Implementing the use of Perception for Web for online testing with enhanced security.

Evaluating and selecting the product(s) appropriate for use in creating educational video (subject to receipt of Title V grant).

Providing technology training to employees to improve or increase their competency with technology required to perform their job functions.

Providing technology training to faculty to ensure that they are competent in using technologies appropriate for the delivery of their course materials.

Working closely with faculty to ensure that all electronically offered courses meet SACS and the THECB requirements.

Working closely with Technology Services and faculty to ensure that the technology utilized in distance education programs is appropriate.

Working with Division Chairs to ensure that the effectiveness of instructional programs provided for distance learners are comparable to those provided for traditional students. Helping them to identify programs with high efficiency potential and identifying courses/programs with low retention and developing an action plan for improvement.

#### **Strategy Results**

A limited number of licenses for Camtasia and SoftChalk software applications were purchased for evaluation, If evaluation results are positive, then efforts will be made to obtain multiple licenses or a site license. Future plans include using Camtasia as one of the tools used in creating PodCasts for instructional purposes.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Distance Education & Technical Training

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 3**

To support faculty as they strive to improve retention.

#### **Evaluation**

Review responses to end-of-course evaluations and help desk evaluations.

#### **Evaluation Results**

Overall faculty were satisfied with training. Five of the nine online courses enhanced as a result of advanced skills training for online teachers showed an increase in the number of students completing the courses.

#### **Strategy**

Providing assistance with creating various instructional materials such as, audio and video clips, and visual aids.

Providing training in the effective use of ITV equipment for teaching.

#### **Strategy Results**

A few faculty members are just beginning to show interest in creating video clips for instruction and have plans for creating PodCasts for use with their classes.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans include:

- 1) Continuing to search for ways to assist with efforts to improve student retention
- 2) Transitioning to a new version of Blackboard for online course management
- 3) Implementing a training/certification program for online faculty
- 4) Revising the online course development/approval process

#### **Strengths**

By far, individuals who worked to provide support services for interactive television and online courses were the greatest assets of the distance education department for the 05/06 academic year. The group exhibited a cohesiveness and camaraderie that was outstanding. Faculty and staff communicated numerous commendations and compliments regarding their positive interactions with the group.

#### **Areas Needing Improvement**

Based on faculty survey responses the following areas need improvement:

- 1) the schedule of technology training course offerings
- 2) the distance education web site.

#### **Success Story**

## Distance Education & Technical Training

### 2005-2007 Institutional Effectiveness End of Year Summary

A record number of online course sections were offered in Spring 06. The 83 sections accounted for 2,036 course enrollments, representing almost 17% of the total enrollment headcount.

Pre- and post-test results of students who attended campus technology sessions during summer orientation classes showed that the sessions were helpful in improving students' knowledge about VC technology resources. The results are summarized below.

Question Topic.....	Pre-Test % Correct.....	Post-Test % Correct.....	Change
How to obtain VC computer ID and password.....	84.11%.....	94.65%.....	10.54%
Technology resources available on campus.....	44.88%.....	94.31%.....	49.43%
Requirements of VC Computer Use Policy.....	94.37%.....	94.00%.....	-0.37%
Availability of technical assistance.....	65.55%.....	85.33%.....	19.78%

## Humanities and Fine Arts - Development Education 2005-2007 Institutional Effectiveness End of Year Summary

### Purpose

The Victoria College Developmental English/Reading Departments' purpose is to provide a quality developmental education opportunity for increasing THEA pass rates and increasing the potential for success in first college corollary courses.

### Objective 1

Students will exhibit readiness for ENGL 1301 after meeting the TSI requirements and/or successfully completing the Developmental English program.

### Evaluation

The Developmental Education Report presents data that can be used to determine THEA pass rates, course completers, and success in the first college corollary course.

1. Course grades can be used to determine the mastery of essay concepts since writing assignments makes up at least 50% of the Developmental English course grade.
2. THEA Writing pass rates and first college corollary success rates can be used to determine the effectiveness of writing workshops on thesis statement, topic sentence, and overall essay development.
3. Course grades and first college corollary success rates can be evaluated to determine the students' abilities to critically analyze a piece of writing and incorporate ideas for revision into the final copy.
4. THEA pass rates and first college corollary success rates can determine whether students benefited from debating as a means to establish critical thinking skills.

### Evaluation Results

82% of students passed their first college corollary course, according to the fall-to-spring data, which is the third highest percentage in the last ten years. Over the entire year, including fall 05, spring 06 and summer 06, ENG 0301 had a total ORD enrollment of 143 students. The completion rate of 104 students represents 72.72%. There were a total of 53 successful completers, which represents 37.06%. One academic explanation for the low pass rates is the fact that the curriculum between developmental and credit level English classes was just beginning to be aligned; during the academic year grading criteria was established for the new curriculum, a detailed rubric was created, and actual student essays were used in norming sessions to aid in standardizing grading among individual teachers. Unfortunately, the data is not available to say whether such changes have resulted in increased successful completion rates in first or even second corollary classes for all 53 successful ENG 0301 completers; however, for the fall cohort (the largest of the year), the results are excellent (as mentioned above 83%). Statistics show that in ENG 0301, the average grade of the first draft of the first essay of the semester is 60; it moves up 10% when compared to the average grade of the first draft of the last essay, which is 70%. This demonstrates that although students may not achieve the standard of successful completion, they are improving their skills. The minimum passing grade for the class is 80%, which few students can achieve on a first draft, but many are able to achieve it through the revision process, so students are permitted to revise as many times as they have time and ambition.

### Strategy

1. Create essay assignments that foster awareness in a variety of areas to aid students' elaboration potential and overall essay concept mastery
2. Facilitate correct thesis statement and topic sentence creation with a writing workshop to be held before the draft of each essay
3. Incorporate peer evaluation sessions into each essay writing revision assignment to improve revision ability and evaluation of writing outcomes
4. Organize in-class debate opportunities on current issues as a means to stimulate the use of critical thinking skills

### Strategy Results

## Humanities and Fine Arts - Development Education

### 2005-2007 Institutional Effectiveness End of Year Summary

During the fall 05 semester, the curriculum for developmental English was officially changed in a way that is more closely aligned with requirements for both the first and second corollary courses, ENG 1301 and 1302. The emphasis is on the development of the following skills: critical reading, analysis of text, critical thinking, essay writing, academic style, documentation, and editing; revision is a foundation of this curriculum. Essays represent 70% of the overall course grade. The writing process takes place both in the classroom and as homework, and includes frequent lessons, workshops, and peer review in all aspects of essay development, including thesis statements and topic sentences. Required modes are cause and effect, comparison and contrast, and argument. Debate was included as a possible means to accomplish the goals of the class.

#### **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 THEA test.

#### **Evaluation**

1. The Developmental Education Report presents data that can be used to determine what percentage of students did not pass the writing portion of THEA.
2. THEA Writing pass rates will determine whether carefully planned, varied topics were helpful in preparing students for writing persuasive essays of the caliber needed to pass THEA.
3. Evaluation of tutoring program that is conducted by the Developmental Education Program Specialist through surveys of students, tutors, and instructors.
4. Evaluation of Learning Communities via surveys of students and instructors, and additional evaluations in the form of student portfolios containing reflection pieces, as well as instructor reflection pieces as required by the learning communities guidelines

#### **Evaluation Results**

Passing the THEA is no longer a state exit requirement for TSI completion. As a result, the revised curriculum concentrates on critical thinking and college readiness. The THEA writing test uses the mode of argument, and this mode is one of three required modes in ENG 0300 and 0301 (See objective 1).

#### **Strategy**

1. Develop group-writing activities that break down concepts of persuasive argument creation
2. Create in-class essay topics that foster awareness in a variety of areas to develop ability to formulate opinions and create support for any issue covered on THEA
3. Developmental English/Reading Tutoring Program: continue to improve on the evolving EM/T program, incorporating mandatory tutoring requirements for all Developmental English students in addition to the requirements for those in paired courses.
4. Continue to evaluate the effectiveness of the learning communities that are currently in place, making changes that would improve the program, and add to the learning community course options as a means for increasing students' opportunities for better conditions for success on the Writing section of THEA.

#### **Strategy Results**

The Reading/Writing Center holds THEA preparation workshops for those who wish to retake the test. Anecdotal reports indicate that some students take ENG 0300 then retake the THEA in order to move on more quickly to college credit courses. Many indicate that ENG 0300 gave them the skills to pass the test and to feel prepared for college writing.

## Humanities and Fine Arts - Development Education

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **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**

1. The Developmental Education Report presents data that can be used to determine the number of students not completing the course which can directly be a result of their comfort in the learning environment.
2. Student answers to survey questions in the Learning Communities Surveys will aid in the evaluation of individual community effectiveness
3. EM/T, student, and faculty survey results from the Tutoring Program Evaluations will provide data on the effectiveness of tutoring program
4. The Title V counselor can provide data on the effectiveness of the Early Alert System as a means to measure the success of the system in relation to course completers.

#### **Evaluation Results**

The number of ENG 0301 course completers for fall 05, spring 06 and summer 06 is 104 students, which is 72.72%, slightly under the target goal. In addition to the academic barriers students face in preparing for college-level work, outside barriers hinder students in their quest for higher education. A survey was conducted of ENG 0300 and 0301 students during their first and fifth weeks. They were asked, "Are there issues outside the classroom that are affecting your ability to go to school, do well in school, or complete school?" In the first week 39% of students reported barriers to obtaining an education, while in the fifth week, that statistic had increased to 93%, and the number of different kinds of barriers reported doubled to 3.3. The average student cites money, work, and family responsibilities. Many students have children whose care sometimes necessitates that they not attend. Others care for family members. Work and money is a continual balancing act; where there is more of one, there is less of the other.

#### **Strategy**

1. Create a relaxed environment that fosters opportunities for students to ask questions and learn in non-traditional, cooperative formats
2. Learning Communities: maintain the community of paired DE and DR while also creating additional pairings in efforts to foster that sense of community that is so vital to retention
3. Developmental English/Reading Tutoring Program: continue to provide tutoring opportunities for DE and DR students, making more mandatory sessions a part of the DE and DR programs, and continually reevaluating the needs of the students and tutoring program; EM/Ts will be available to mentor and tutor students on necessary course material and concepts, thus aiding student success in Developmental English courses and encouraging completion of courses
4. Early Alert System: instructors will establish and maintain good communication with students and use the Early Alert System as a means for referring students to the Title V counselor

#### **Strategy Results**

## Humanities and Fine Arts - Development Education

### 2005-2007 Institutional Effectiveness End of Year Summary

Beginning in the spring 06, counselors visited each developmental English classes twice during the semester, in week 2 and week 8, to give vital information to students about support services, scheduling, and college policies. It was highly successful from the perspective of students, staff, and faculty. Student visits to counseling services increased greatly, and several students reported that counseling visits and the subsequent use of services directly resulted in their staying in school. The Reading/Writing Center is a part of the efforts to increase completion rates. It opened in its own space in the spring semester and recorded 936 visits by developmental students (almost 60 per week or 12 students per day). Students report that it gives them a home base while on campus; there is not doubt that the most frequent users of the RWC create their own informal learning communities. An evaluation survey of the RWC was conducted at the end of the spring semester of all developmental students. They reported high levels of satisfaction, and the most frequent request was for more hours. Mandatory tutoring began in the spring 06 semester and was highly successful. While many completed their minimum required number of tutoring sessions, many voluntarily went more frequently.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 4

At the end of the semester, 70% of Developmental Reading students will complete the course.

### Evaluation

1. Pre and post scores on the Townsend College Preparatory Reading Test taken by students at the beginning and at the end of each semester will be examined and problem areas addressed.
2. The yearly Developmental Education Report will be referenced for the percentage of students completing the course.
3. Within the paired courses, student answers to survey questions will aid in evaluating the effectiveness of the program, with their comments and concerns used to plan future courses of this nature.
4. Tutors will record and pass on to the Reading Specialist or referring instructor such information as the name of the student attending, the skill area tutored, and the tutor's perceived outcome of the session. Such information will become part of the student's file. In addition, tutor evaluations by students and faculty will be reviewed.
5. Under the Early Alert System, the Title V counselor will forward the outcome of her meetings with individual students who seem ready to "drop out," and will make recommendations to the Reading Specialist or referring instructor on how best to proceed to keep that student.

### Evaluation Results

Developmental Reading exceeded this objective. At the end of Fall 2005, 84% of students in Dev. Reading 0301 and 86% of students in Dev. Reading 0300 completed the course. At the end of the Spring 2006, 80% of students in Dev. Reading 0301 and 88% of students in Dev. Reading 0300 completed the course.

1. Pre-test scores were used in the reading classrooms to focus on areas of need.
2. The Developmental Education Report was referenced to obtain the above percentages of students completing Developmental Reading courses.
3. In the Fall 2005 paired Developmental Reading/Developmental English classes, students were surveyed at the end of the semester and adjustments to the class as developed in the Spring of 2006.
4. Tutoring was mandated for all Developmental Reading students in the Spring semester when the Reading/Writing Center moved into its own quarters. Records of tutoring were kept in individual student files, and students were surveyed at the end of the semester to evaluate the program.



## Humanities and Fine Arts - Development Education 2005-2007 Institutional Effectiveness End of Year Summary

### Strategy

1. Efforts will be made through classroom instruction, mandatory tutoring, and supplementary software and hard copy sources to increase students' reading comprehension and vocabulary skills.
2. Paired DE and DR courses will be offered as a non-traditional approach to the skills needed for success in the course.
3. The Early Alert System will be utilized as a means for referring faltering or troubled students to the Title V counselor.

### Strategy Results

The goal of 70% retention in Developmental Reading was exceeded.

1. Classroom instruction incorporated pre-test information regarding student weaknesses. Four tutoring sessions were mandated for all Dev. Reading students, as was the use of Weaver Instructional Systems, a software reading intervention program.
2. A Paired Developmental English/Developmental Reading course was offered in both the Fall and Spring semesters of 05-06.
3. The Early Alert System was utilized when it became apparent that a student was faltering.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 5

At the completion of the semester, 70% of Developmental Reading students who retake the THEA reading test will pass it with a 230 or higher.

### Evaluation

1. THEA reading score results received during the appropriate semester will provide information on how many students are repeating the test while in Developmental Reading.
2. Data obtained from the Developmental Education Report will provide percentages of pass rates, with the information used to encourage students to test or discourage students from testing before they are ready.
3. Tutors are required to submit reports to the Developmental Specialist or referring instructor concerning each tutoring session, referencing the student, the skill tutored, and the tutor's opinion of the outcome of the session. This report will help the instructor counsel the student on his/her readiness for taking the THEA exam and will become part of the student's file.
4. Reflective pieces written by students in the paired course will offer instructors the students' perception of the effectiveness of the above strategies.

### Evaluation Results

Out of 33 students, sixty-four percent from Developmental Reading 0301 retook the THEA and passed it with a 230 or better. 61% of Rdg. 0301 minority students who retook it also passed. In Developmental Reading 0300, the entry level course where retaking the THEA is not encouraged, 10 students retook the test with 30% passing it as opposed to 33% of the minority students.

It should be noted that in the Spring of 2005, the Victoria College policy on students retaking the THEA was undergoing a change and students were not being encouraged to retake the exam unless it was a requirement of their degree plan.

### Strategy

## Humanities and Fine Arts - Development Education

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Test-taking strategies will be a part of classroom instruction.
2. Students will be mandated to attend tutoring sessions in any of the several skill areas covered by the THEA. These sessions are offered by the Tutoring Center as well as by the EM/Ts.

#### **Strategy Results**

1. Various test-taking strategies were a part of all class instruction.
2. Students were mandated to attend 4 sessions, including at least 1 workshop, in the Reading/Writing Center. Several workshops were given on test-taking in general and taking the THEA specifically.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

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

#### **Evaluation**

1. Data provided in the Developmental Education Report as to the percentages of students passing their first corollary course with a C or better will be examined, with low percentages resulting in a change of teaching strategies.
2. Tutors will report on individual tutoring sessions to the Reading Specialist or referring instructor on the progress of each session. This information will be used by the instructor to facilitate curricula and strengthen areas of weakness.
3. Class discussion within paired courses and end-of-semester analysis will help instructors realize where weaknesses are occurring in transfer of knowledge and will give the instructor the opportunity to strengthen the students' learning across course parameters.

#### **Evaluation Results**

Eighteen of the twenty-nine students who completed Reading 0301 with a B or better in the Fall of 2005 went on to take their first corollary course in the Spring of 2006. Of that 18, only 17% passed that course with a C or better. It is unknown how many of the 18 actually completed the course. It should be noted that 32 students who took Reading 0301 at anytime in the past took a first corollary course in the Spring of 2006, with 21 completing the course and 10 of them, 47%, making a C or better.

Tutoring was mandated for all Developmental Reading students in the Spring of 2006, with all instructors working closely with the tutors to provide tutor training in reading process and in developing relevant workshops.

#### **Strategy**

1. Within the Developmental Reading classroom setting, students will prepare for the type of text usage required by the various college disciplines. Preparation will emphasize expanding vocabulary and constructing and deconstructing text-embedded main ideas. Text excerpts from the first college corollary texts will be incorporated into the classroom curricula so that students receive extended practice in these areas.
2. Mandatory tutoring will be assigned to students having problems with the above emphasized areas.
3. Interactive class assignments between the disciplines joined in paired courses will provide students the opportunity use their reading skills outside the reading course but within a related course of study.

#### **Strategy Results**

## Humanities and Fine Arts - Development Education

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Reading passages from college texts in all disciplines were used throughout the semester in classroom instruction and on all tests evaluating comprehension skills and expanded 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 discontinued texts in the various disciplines. Because of the first corollary assessment used in the Developmental Education Report, emphasis was frequently placed on readings from history, government, and psychology.
2. Tutoring became mandatory for all Developmental Reading students.
3. In the paired courses, classroom instruction in Developmental Reading and Developmental English was aligned: in content where possible, and in timing; i.e., in those areas where the writing process and the reading process call for the same strategies.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Future Plans**

Beginning with the fall 06 semester, counseling visits will increase to 3 per semester in each developmental English class. The added visit will come at week five, the point at which many students have begun to feel the full force of the barriers they face. This intervention is intended to help students at the time when they begin to realize they need help.

Attendance at RWC English workshops will be an option for extra credit.

The new curriculum for ENG 0300 and 0301 will be refined to better meet the learning needs of students.

Preliminary results are that it greatly contributes to successful completion rates for the first corollary course, but there is not enough data to see a trend. Those who make it seem to be well prepared.

The successful completion rate of ENG 0301 is the least successful statistic of the summary; to better understand why, more and different data is needed than has been available.

There has been a recent decision to change the teaching rotation in developmental English. Currently it consists of 100% of full-time English faculty. Soon only those full-time faculty who have volunteered will teach (50%). This cadre will teach and train continually, and it is hoped that the subsequent improved consistency and quality of teaching will increase successful completion rates.

Mandatory tutoring will continue.

The Developmental Reading Specialist plans to meet with representatives from the first college corollary courses to seek input regarding course areas where instructors feel students are not succeeding. With this knowledge, and where these weaknesses fall within the parameters of the reading/writing Developmental program, the specialists can then create teaching strategies and make syllabi adjustments to address specific corollary course needs. Future meetings with these corollary course instructors will also be used to encourage sending struggling students to the Reading/Writing Tutoring Center for extra help. Tutoring has proven successful in Developmental course work at Victoria College and national statistics have shown its effectiveness for success of college and university students across the board.

Still in the planning stage is the possibility of adding a third level to the Developmental Reading curriculum for students who go into their first college corollary course on the basis of a B or better in exit level Developmental Reading. Such a third level class could link with any corollary class the student is taking, using the corollary text as the basis for their reading classwork, thus taking academic reading from abstract practice to practical application.

### **Strengths**

## Humanities and Fine Arts - Development Education

### 2005-2007 Institutional Effectiveness End of Year Summary

The developmental English curriculum change is intended to be aligned more closely with ENG 1301 and 1302, the first and second corollary courses.

The fall to spring successful completion rate of 82% is the third highest in 10 years. Anecdotal evidence as reported from former developmental English students is that they have made the same grade or even higher in ENG 1301.

The use of the Reading/Writing Center has had a statistically significant impact on successful completion rates for the second year in a row. In looking at statistics for the fall of 2005, 64% of successful completers used tutoring services, an increase of 7% over those who did not use tutoring services.

The Reading/Writing Center has provided wonderful opportunities for Developmental Reading students. The Developmental Education Report showed that in Fall 2005, 93% of Reading 300 students and 92% of Reading 301 students who went for tutoring passed their course with a C or better. While statistics were not available for Spring 2006 in this area, based on grade book data, the Reading Specialist believes the percentages to be equally as high.

#### **Areas Needing Improvement**

RWC workshop attendance for developmental English students is low although students could benefit from the information. There is currently no incentive to attend.

Successful completion rates in ENG 0301 are the biggest area needing improvement. The data has not been adequate to study why the successful completion rate in ENG 0301 remains well below target.

Certainly the area that is most in need of improvement is that of first corollary course grades made by B or better exit level Reading students. It is unknown why the percentage of passing grades is so low, though possibly it comes from the disconnect between the reading class, per se, and actual reading application. It must also be noted that first corollary course success incorporates other student responsibilities besides reading.

#### **Success Story**

Tutoring: Of minority successful completers of ENG 0300 students in fall 05, tutoring played a major role: 68% of successful minority completers used tutoring services, an increase of 12% over those who did not use tutoring services. Moreover, for the first time in the last eight years, the percentage of minorities helped by tutoring was greater than the total population.

The Reading/Writing Center is Developmental Reading's greatest success story. See above Strengths for statistics.

# Instructional Services

## Humanities and Fine Arts - Fine Arts

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Fine Arts Department will offer high quality, lower-division courses so that students can earn college credit applicable to associate and baccalaureate degree programs and meet the academic requirements of college workforce programs. The Fine Arts Department will also provide exhibitions and performances that offer students practical experience and community members cultural opportunities.

#### **Objective 1**

Fine Arts Department will vigorously recruit students for all fine arts programs in our service area.

#### **Evaluation**

Faculty Profiles will indicate all recruitment efforts made by each faculty member.

#### **Evaluation Results**

See Strategy Results. Drama recruitment needs improvement. We built a UIL set, but we discovered we need to offer a UIL Festival later in the spring to be effective.

#### **Strategy**

Each area of Fine Arts will make at least 2 recruitment efforts per semester.

#### **Strategy Results**

Fine Arts faculty made many more than 2 recruitment efforts in the 2005-2006 school year. For example, Marylynn Fletcher was a presenter-teacher at both District 14 All-State Choir Clinics in the fall, a judge and host of VMTA on the VC campus throughout the year, and she set up and conducted regional Texas Two Year College Choral Directors Association All-State choir auditions. Karen Sikora organized student exhibit at KSpace's "Too Cool for School" art exhibit in Corpus Christi, taught Continuing Education classes in Advanced Painting here at VC and CE Photoshop Class in Yoakum, served as judge for both Port Lavaca's and El Campo's Art League Annual Art Show, and served as judge for Texas Art Education Association's Region 3 Visual Art Scholastic Event held at Memorial High School. Debra Jahn participated in Trinity Episcopal's Career Day; demonstrated at UHV's Fiesta Day 2006; led tours for school groups at VC; and acted as committee member, chair, and donator of bowls for the 2nd annual Empty Bowls. Robert Hodde judged 2 UIL One Act Play Contests, attended the TETA convention to network with area high school speech and drama teachers, and attempted to host a UIL Festival in the spring, but it was cancelled due to few agreements to participate. Jona Anderson visited many high schools, including Goliad, Memorial, Calhoun, St. Joseph, Yoakum, Edna, and West Oso. As director of the ATSSB Jazz Ensemble, facilitator of the 4th annual Jazz Festival, and collaborator with the bi-annual Miariachi Concert, he worked closely with area students throughout the year.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The Fine Arts Department will improve quality of equipment and services available to students and the community.

#### **Evaluation**

## Humanities and Fine Arts - Fine Arts

### 2005-2007 Institutional Effectiveness End of Year Summary

Grade Distribution and Retention Report will be examined to identify increases in course completers. Student evaluations will provide feedback from students to determine if learning is improved and enhanced.

#### Evaluation Results

In fall, we had to lower the cap in MUSI 1181 from 6 to 5 due to deteriorating pianos. We offered 3 sections of MUSI 1181; 2 had an 100% retention, and 1 had 80%. In spring, all 3 section had 100% retention. Ann Johanssen's student evaluations showed an overall rating of 4.97 out of 5. However, Marylynn Fletcher, who taught 2 sections, was not evaluated during the 2005-2006 year.

#### Strategy

Purchase 8 pianos to replace 30 year old decrepit pianos with sticking keys

#### Strategy Results

Six new pianos were purchased during the 2005-2006 school year. We had planned to buy more under the assumption that we would have new facilities and therefore a larger piano lab; however, that did not materialize.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

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

#### Evaluation

VCCIMS report will indicate whether Fine Arts Department 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

Our online art classes made with 95% efficiency in fall and 109% in spring. Our VCT enrollment numbers peaked in 2003-2004, with 5 classes in fall and 4 in spring. The numbers decreased to 2 in fall 2004 and 1 in spring 2005. Because we were not able to offer ARTS 1303 in fall 2005, VCT enrollment rose to 3, but went back down to 1 in spring 2006.

#### Strategy

1. Increase types of online art courses offered by scheduling Computer Graphics online
2. Increase sections of online art course offerings.

#### Strategy Results

A Computer Graphics online class was offered in the spring. However, overall our online art offerings did not increase in 2005-2006. In fall 2004, we offered 1 ARTS 1301, 2 ARTS 1303, and 1 ARTS 2356, and in spring 2005, we offered 2 ARTS 1304, and 1 ARTS 2357, which totals 7 online classes. In fall 2005, we offered 1 ARTS 1301, 1 ARTS 2313, and 1 ARTS 2348, and in spring 2006, we offered 1 ARTS 1301, 1 ARTS 1304, 1 ARTS 2313, and 1 ARTS 2348, which totals 7. We lost our online instructor for ARTS 1303 in the fall, and we had planned to offer 2 sections.

#### Budget Results

No funding outside the normal operational budget was required.

## Humanities and Fine Arts - Fine Arts

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 4**

The Fine Arts Department will improve technology and facilities for student and community use.

#### **Evaluation**

- 1 and 2. Student evaluations will demonstrate satisfaction with technology and facility.
3. Master Plan Review Committee report will delineate improvements needed in Fine Arts facility.

#### **Evaluation Results**

Student comments on both fall and spring evaluations for the ceramics classes clearly indicate dissatisfaction with the storage capabilities in the classroom and with the fact that all the kilns are in the same room and share space with storage. All of the facility issues in the Fine Arts Building were carefully articulated in the Master Plan Review Committee meetings. It was first thought that Fine Arts would be able to utilize the existing Allied Health Building once a new one is built. Therefore, Fine Arts faculty met to plan how they could use the space, and then they all met with the architect, Rawley McCoy to discuss plans to do so. However, after deliberation, it was decided that the Allied Health Building was unsuitable for Fine Arts needs.

#### **Strategy**

1. Install computer, LCD projector and screen in 3 visual arts studios and Band Hall
2. Install kiln patio and glaze lab in ceramics classroom
3. Explore options to improve overall Fine Arts facilities

#### **Strategy Results**

1. Computers were not installed in the 3 art rooms or the Band Hall.
2. The kiln patio and glaze lab were not realized.
3. The Fine Arts Building will be included in Phase 2 of the Master Plan.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Art has seen sustained growth in Photography, both black and white and digital, and plans to add a new full-time position strictly for Photography. They plan to update the Digital Art lab once a faculty member is hired to further grow the program. In addition, they hope to have a kiln yard/patio built to alleviate the space and storage concerns in the ceramics studio. We plan to offer Music Appreciation online and a new American Music class. In addition, Music plans faculty concerts for full-time and adjunct faculty; there are also plans to increase the numbers in Latin Jazz. Drama plans to offer the UIL Festival again in the spring and a drama production in fall and spring.

#### **Strengths**

Dedicated, flexible faculty and strong recruitment are definite strengths in Fine Arts. Having purchased new pianos is also a strength for us and should also help with bringing in students. The Fine Arts faculty is committed to providing high-quality education and outreach.

#### **Areas Needing Improvement**

## Humanities and Fine Arts - Fine Arts

### 2005-2007 Institutional Effectiveness End of Year Summary

Every issue in Fine Arts revolves around facilities. Our old, outdated facilities stifle growth. Fine Arts faculty find it difficult to promote our programs when area high schools have bigger, more modern facilities than we do. Old easels, an insufficient dark room, a piano lab that only accommodates 6 students, a band hall too small to hold a medium sized group of students and their instruments, a stage without a dressing room, no dedicated drama classroom space and the continuing problem of having drama classes moved out of the FA Auditorium or the JSC because a community group needs one of them, and the lack of a kiln yard and patio all limit our offerings.

#### Success Story

In spite of our facilities needs, the Fine Arts faculty were involved in numerous activities and found creative ways to utilize their talents. The art instructors judged art shows and exhibited their own art. They have been instrumental in bringing Empty Bowls to Victoria and have been integrally involved in it these last two years. They requested and received Foundation funding for potters' wheels and art supplies. Our drama faculty member judged UIL One Act Play contests and offered high-quality productions in fall and spring. Choir students participated in Valentine Vocals and performed jointly with the Victoria Civic Chorus in a spring concert at Mission Espiritu Santo in Goliad State Park. Music faculty performed, conducted and/or directed at numerous events. The Jazz Ensemble and Latin Jazz Ensemble received "Outstanding Honors" and "Best Band" at the Island Jazz Festival in Corpus Christi. Music faculty had more than 40 students audition for scholarships in the fall.



## Humanities and Fine Arts - Humanities

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

The Humanities Department will offer high quality, lower-division courses so that students can earn college credit applicable to associate and baccalaureate degree programs and meet the academic requirements of college workforce programs.

#### Objective 1

The Humanities Department will expand its online courses offerings to meet student demand.

#### Evaluation

VCCIMS reports will indicate whether Humanities Department online course 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

In fall 2004, our ENGL 1301 online class made with a 92% efficiency, and in spring 2005, our ENGL 1302s made at 90% efficiency, which is an average of 91%. In fall 2005, our 1301s made with a 103% efficiency, and our 1302s in spring 2006 made at 90% efficiency, which shows an overall average of 97%.

In fall 2004, VC students enrolled in 3 VCT ENGL 1301 classes and in spring, 8 ENGL 1302s. In fall 2005, students enrolled in 2 VCT 1301s and in spring, 2 VCT 1302s, thus indicating that increased offerings of online classes here through Victoria College did impact VCT enrollment.

#### Strategy

Increase the number of online ENGL 1301s for fall semesters and ENGL 1302s for spring semesters.

#### Strategy Results

In fall 2004, we offered 1 ENGL 1301 class, and in spring 2005, we offered 2 ENGL 1302s. In fall 2005, we offered 3 ENGL 1301 classes, and in spring 2006, we offered 3 ENGL 1302 classes.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

The Humanities Department will strive to ensure that retention rates in online classes are more in line with traditional classes.

#### Evaluation

Retention rates will be examined in the Bi-Weekly Enrollment Report and in the Grade Distribution and Retention Reports to determine if improving communication in the course information page was useful.

#### Evaluation Results

Retention rates for fall 2004 were 64% and for spring 2005, 60%. In fall 2005, they rose to 66% and in spring 2006, they rose to 69%. Therefore, we did see a modest gain in our online retention rate of 6%.

## Humanities and Fine Arts - Humanities

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy**

Faculty will change their course information pages for their online classes so that they clearly state the amount of time and work required in their online classes.

Meetings will be scheduled with online instructors in the division to discuss other ways to improve retention rates.

#### **Strategy Results**

Faculty members made numerous changes to their course information pages so that students would better understand up front the amount of work and time required of their online English classes. Heidi Ajrami added that ENGL 1302 is a reading and writing intensive course that includes a research paper, and that students need to be well-organized and have good time management skills to take the course successfully. Jacob Flores included information that stressed active learning and presentation assignments, the requirement for discussion through the class discussion threads, and that missing a week of class discussion would result in a week of absence. Both Jacob and Jackie Robinson reminded students that after two weeks of absences, they could be dropped from the class. Michelle Paulsen included several new sections on her information page that address the work and attendance required, such as an assignment overview and a section discussing how often they need to login. In addition, Michelle participated in Title V funded training aimed at improving retention in online courses. She subsequently added PowerPoint presentations and sound files to provide better course orientations and ancillary materials.

A meeting of all online instructors, both full-time or adjunct, in the Humanities and Fine Arts division was held in the fall. Faculty discussed why students mistakenly believe online classes are easier, how to improve course information pages, using Wimba Voice Tools to help make the instructor seem more real to students, the possibility of syllabi quizzes prior to entering the course so that students have at least read the syllabus, how to improve communication within online courses, and the problems of plagiarism in online classes.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

The Humanities Department will continue to efficiently schedule courses in English, philosophy, reading, and Spanish based on student demand.

#### **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**

More school districts are requesting dual credit, more English classes are offered online, and developmental reading and English enrollment have remained steady; therefore, scheduling has reflected these changes. Fewer English classes are offered face-to-face to accommodate these changes. Spanish course enrollment trends indicate that most students sign up for freshman level Spanish classes, indicating that a change needs to be made to the Spanish schedule. In addition, the trend of offering more ENGL 1301s in fall and fewer 1302s and more 1302s and fewer 1301s in spring seems to have changed. The schedule needs to reflect this change and more ENGL 1302s need to be offered in fall and more 1301s in spring.

#### **Strategy**

Examine current THEA requirements, Core Curriculum requirements, associate degree requirements, and suggested transfer plans.

## Humanities and Fine Arts - Humanities

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

School districts requesting dual credit enrollment with Victoria College increased. In 2004-2005, Hallettsville, Sacred Heart, Yoakum, Goliad, Calhoun, Bloomington, Edna, Industrial, Cuero, Gonzales, Nordheim, and Shiner all requested participation in dual credit. In 2005-2006, Yorktown, Moulton, and Memorial also requested participation. Otherwise, there have been no changes to THEA, the core curriculum, associate degree, and transfer plan requirements.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Humanities Department will maintain high quality academically rigorous credit courses.

#### **Evaluation**

1. 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.
2. 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.

#### **Evaluation Results**

According to VCCIMS bi-weekly reports and grade distribution reports for spring and fall, there were no sharp drops in enrollment in English, Spanish, or philosophy. As stated earlier in this report, retention rates for online classes continue to be lower than for traditional face-to-face classes.

#### **Strategy**

1. Maintain 12th day enrollment numbers
2. Maintain completion rates

#### **Strategy Results**

Dual credit enrollment averaged 102% completion rates in fall and 94% in spring. The Humanities Department as a whole averaged 82% for fall and 89% for spring.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Curriculum alignment with VISD is an area of priority for next year. We also hope to expand our Reading/Writing Center so that it can accommodate students in credit level English classes in addition to developmental English and Reading students. We will need to continue to find ways to improve retention rates in online classes. We need to advertise for Spanish and Philosophy adjuncts.

#### **Strengths**

The Humanities faculty are comprised of a dedicated group of individuals who work together as a team. This faculty is open-minded about finding ways to improve their classes while maintaining high academic standards. Open communication between faculty is a definite strength. Meeting the constantly changing distance education needs, whether through online or ITV classes, is also a strength. Raphael Venegas is carrying 21 hours in order to meet the need for Spanish classes.

## Humanities and Fine Arts - Humanities

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Areas Needing Improvement**

Scheduling of classes needs to reflect the changing patterns of student enrollment. There is a trend toward more students wanting to take ENGL 1302 in the fall and more students wanting ENGL 1301 in the spring. In addition, with only one Spanish instructor and with increased requests for him to teach Command Spanish through Continuing Education, we need an adjunct to help teach all the classes. Retention rates in online classes continues to be an area needing improvement.

#### **Success Story**

Our Writer's Club continues to grow and expand its scope. Several members of the English faculty, Heidi Ajrami, Catherine Heath, and Janice Hill, scored essays for the VFW Patriot Pen contest and judged the VFW Voice of Democracy speaking contest. Michelle Paulsen presented at poetry conferences, and Uppinder Mehan served as a judge for the Sunburst Award for Excellence in Canadian Literature of the Fantastic and for the best essay of the year for Foundation: the International Review of Science Fiction. Raphael Venegas recruited in Industrial, Cuero, and St. Joseph.

## Industrial and Public Services Program

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

The purpose of the Industrial, Public Service, and Continuing Education 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 Continuing Education, Criminal Justice, Early Childhood Development, Electronics, Emergency Medical Services, Firefighting, Instrumentation, Law Enforcement, Process Technology, 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

1. The Industrial, Public Service, and Continuing Education Programs increase student enrollment.

#### Evaluation

- a. 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%. An increase in promotional efforts in '05-'07 is attainment of Objective 1(a).
- b. 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)
- c. Compare the number of class sections offered via distance education with prior semesters. An increase is attainment of Objective 1(c).
- d. Implementation of any new program deemed appropriate is attainment of Objective 1(d).

#### Evaluation Results

The faculty within this area has document by date, event, location, time, participants and estimated number of contact each event that it participated in. Students, at target activities, were asked to complete surveys regarding their interest with The College, and this information was disseminated to the appropriate department and additional information was sent to interested students.

For continuing education, our enrollment is up from last year. We have also increased our marketing initiatives and we are working closer with local business to set up contract training.

#### Strategy

- a. 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.
- b. Increase declared majors and enrollment in program-specific courses at a rate that meets the College's "Closing the Gaps" participation targets.
- c. Increase the number of class sections offered via distance education.
- d. Research and develop new course/program offerings as recommended by the local business, industry, and workforce development board. Examples include; Automotive Technology, Carpentry, Natural Gas Compression, Plumbing, and Professional Truck Driving,

#### Strategy Results

## Industrial and Public Services Program

### 2005-2007 Institutional Effectiveness End of Year Summary

The faculty participated in eighteen outreach activities reaching over 3000 potential students. These activities included high school college nights, tech prep activities, hosting regional high school students on campus and participating in community outreach events.

The faculty worked with marketing to recruit a diverse pool of student.

A Commercial Truck Driving Program was established through a partnership with Houston Community College. Classes began in March 2006. To date, eighteen students have graduated from the program.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

The Industrial, Public Service, and Continuing Education Programs will increase retention of students until they meet their educational goal.

#### **Evaluation**

- a. 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).
- b. Compare current rosters of students declaring an I&PS major with prior semesters to determine the percentage of students making continuous progress until graduation. In increase in the percentage is attainment of Objective 2(b).
- c. Review graduation data and compare the number and student demographics of graduates to prior semesters and College's "Closing the Gaps" retention targets. An increase in graduates or progress toward the college's retention targets is attainment of Objective 2(c).

#### **Evaluation Results**

A review of grade distribution reports indicates an overall retention rate of successful completers to be 83% which is down from the 91.3% successful completion rate of the previous year.

The number of students completing certificates or degrees within this area declined by 13 from the previous year. CE is at 93,116 fundable contact hours to-date this BASE year, up from 71,465 last year

#### **Strategy**

- a. Increase the percentage of students successfully completing program-specific courses with a final grade of "C" or better.
- b. Increase the percentage of students that register each semester until their educational goal is met.
- c. Review program curriculum to identify new opportunities for completion awards; Marketable Skills Certificates, Level One & Two Certificates, Associate Degrees, and Enhanced Skills Certificates. Consider converted the Police Academy to a Level One Certificate and add an AAS degree option by using existing Criminal Justice and Core Curriculum courses.
- d. 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 percentage of students successfully completing program-specific courses declined, and is slightly lower than the 85% college goal.

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

CE course completion is over 90%.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Industrial and Public Services Program

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 3**

The Industrial, Public Service, and Continuing Education Programs will strive to maximize excellence.

#### **Evaluation**

- a. 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(a).
- b. Acquisition of needed budgeted equipment is attainment of Objective 3(b).
- c. Development of "Competency Profiles" for at least two programs each academic year is attainment of Objective 3(c).
- d. Review results of student's evaluation of instruction. An average overall rating of faculty of 4.0 is attainment of Objective 3(d).
- e. 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).
- f. Review results of graduate and employer follow-up surveys:
  1. 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).
  2. 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).
- g. 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).
- i. Accreditation EMS and Process Technology programs is attainment of Objective 3(g).

#### **Evaluation Results**

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

Formal program reviews are not available in this area due to organizational reassignments.

CE has created new advisory committees in the areas of hospitality and retail.

Competencies are maintained for each program.

Graduate and employer follow-up survey responses were not returned in a number sufficient to analyze.

#### **Strategy**

## Industrial and Public Services Program

### 2005-2007 Institutional Effectiveness End of Year Summary

- a. Maintain active Advisory Committees that annually review program objectives, resources, curriculum, and completion competencies.
- b. Update and/or add lab equipment needed to better achieve course objectives or to teach new/revised course competencies. This includes purchasing lab equipment for the Electrical, Firefighting, Police Academy, and Process Technology Programs.
- c. Develop and implement "Competency Profiles" for at least two programs per year until all programs use them to validate exit competencies.
- d. Survey student satisfaction of instruction according to the schedule outlined in the Faculty Handbook. Achieve an average overall rating of faculty of 4.0
- e. Provide professional development for faculty, with overall rating of 3.9 or less, that is targeted to improve identified areas of weakness.
- f. Survey graduates and their employers to validate achievement of the following benchmarks:
  1. 90% of graduates will be employed, serving in the military or pursuing higher education within six months of graduation.
  2. 90% of graduates and their employers will be "Very Satisfied" or "Satisfied" with their overall entry-level job competencies.
  3. 90% of graduates of the Paramedic, Firefighting and Police Academy Certificate programs will pass the required licensure/certification exam within one year of graduation.
- g. Where available, seek program accreditation from external professional organizations. This includes the Emergency Medical Services and Process Technology Programs.

#### **Strategy Results**

Active advisory committees are maintained for each program in this area.  
Updated lab equipment is acquired as budgets allow, or grant funds are acquired.  
Professional development of faculty is provided as budgets allow.  
The Skills Development Grant purchased new equipment and software for the Process Technology Program.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

The Industrial, Public Service, and Continuing Education Program will strive to maximize efficiency.

#### **Evaluation**

- a. 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).
- b. 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 programs in this area are only offered once per year in a course sequence. Often times courses are made at less than average efficiency to allow a student to complete the sequence.  
CE courses have a zero based budget and we only offer courses that can break even on instructional costs.

#### **Strategy**

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



## Industrial and Public Services Program

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

Cost saving measures were implemented whenever possible.  
CE has conducted research to make sure our course fees are in line with other similar programs.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The Industrial, Public Service, and Continuing Education Programs will strive to provide excellent customer service.

#### **Evaluation**

- a. Completion of an annual Program Information Update is attainment of Objective 5(a).
- b. Review results of Student and Staff Satisfaction Surveys. A rating of at least 95% "Very Satisfied" or "Satisfied" is attainment of Objective 5.
- c. The Director will log all customer service related complaints, including findings and resolution. At decrease in complaints is attainment of Objective 5.

#### **Evaluation Results**

Due to a reorganization within this area there is no Program Information Update available.\*A review of satisfaction surveys indicate that 95% of students and staff are "Not Dissatisfied" with this area.  
Due to a reorganization within this area there is no log of customer service related complaints.  
The CE department does not have customer service issues that were not resolved.

#### **Strategy**

- a. Collaborate with the Student Services Division and Marketing/Public Information Offices to route prospective students, applicants and current students to the appropriate office or faculty member for career, curriculum and course schedule information and advice. Conduct an annual information update for all staff members that provide program information to students.
- b. Develop an information/communication system to respond to walk-in, phone, e-mail and Internet inquiries, requests and complaints.
- c. Acknowledge receipt of inquiries, requests and complaints within 24 hours. Respond within 48 hours unless otherwise stated.
- d. Increase the percentage of student and staff satisfaction, as indicated on Student and Staff Satisfaction Surveys.

#### **Strategy Results**

Faculty members in this area continue to advise students in program specific areas.  
Faculty members in this area participate in registering students for the courses needed to complete the curriculum.  
Due to a reorganization within this area, there is no available record of additional strategy results.  
The CE department logs all calls and walk-in requests.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

## Industrial and Public Services Program

### 2005-2007 Institutional Effectiveness End of Year Summary

Early Childhood Development - Work with Student Services to begin an on-site child development center for students and staff which will also provide a training lab for early childhood students.

Electronics/Instrumentation - Explore the addition of curriculum in bio-medical technology, field bus technology and electrical certification.

Law Enforcement/Criminal Justice - Increase enrollment back up to at least 25 cadets for each of the three academies that are offered.

Process Technology - Replace out-dated DCS computer control system for lab. Increase enrollment to meet local industry needs. More active recruitment involvement by local industry (recruiting for students to enter the program). Need help finding night instructors.

Welding - Targeted and specific marketing supported and initiated at all levels of the college.

#### **Strengths**

Early Childhood Development - This program stresses the need for everyone to be successful. Students have opportunity to create and share ideas and materials for classroom use.

Electronics/Instrumentation - The strength of this program is the positive outlook for future Instrumentation Techs. With the anticipated turnover in the next 3 years it will difficult but incumbent on all the colleges that offer Instrumentation Technology to provide the numbers that industry will need. This will continue to give our program strength as we will continue to provide graduates for the Chemical and Power Plant Industries.

Law Enforcement/Criminal Justice - The strength of the Police Academy lies in the quality of cadet that is being retained and provided to area agencies. Criminal Justice is fortunate to have two dedicated adjunct instructors who are devoted to growing the criminal justice program at Victoria College.

Process Technology - Excellent instruction and instruction materials (lab and simulators).

Welding - Comprehensive training is provided with multiple processes which provides portability in the industry. Also, short-term completion is appealing to students.

#### **Areas Needing Improvement**

Early Childhood Development - Recruit students who want to pursue a career in child care.

Electronics/Instrumentation - The pool of adjunct instructors in this area needs to be increased, and lab equipment needs to be updated to better achieve course objectives.

Law Enforcement/Criminal Justice - New strategies have been implemented for preparing the cadets for the TCLEOSE exam. These include intense review sessions prior to each major exam as well as the TCLEOSE exam. This is an area that we will be focusing on for both the Peace Officer course and the Corrections course.

Process Technology - Improve online courses, possibly add Quality (PTAC 2314) online, need more students in program, need focused recruiting for night program, need more equipment (examples of real world equipment) for hands on instruction.

Welding - Updated welding equipment is needed to better achieve course objectives.

#### **Success Story**

Early Childhood Development - Last year, there was non-traditional student who began this program as a second career. When she first began, she would attend each class, but participation was almost non-existent. She was very shy and had very little knowledge of child development, appropriate practices, curriculum activities and planning for an early childhood classroom. She is now finishing her last courses in order to graduate with a certificate in Early Childhood Development. She has truly blossomed in the classes. She is talkative, has wonderful and creative ideas and shares her knowledge with others in the classroom. She has a 3 year old granddaughter and often discusses course content as it relates to her granddaughter's development levels. She will truly be a model caregiver.

Electronics/Instrumentation - Of the eight recent graduates, all received gainful employment. One in particular was chosen as a co-op and immediately approved for hire.

Law Enforcement/Criminal Justice - One Spring graduate is a young man whose mother was killed in a car accident midway through the academy. He was able to pass TCLEOSE on his second attempt and is now employed as a Police Officer for the City of Cuero. He is also raising his younger brother and sister.

Process Technology - Over last year the process lab has added a \$20,000 glass distillation simulator, a \$40,000 distillation training/simulator software through funding from the Skills Development Grant, and five Simtronics computer simulators were purchased through a Victoria College Foundation Grant.

Welding - Students are completing this program and obtaining gainful employment in a high demand occupation.

## Library

### 2005-2007 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

- a. Documentation of the development of online instruction modules.
- b. Online survey of users.
- c. Document methods used to publicize copyright information.

#### Evaluation Results

While additional work is needed in the area of online library instruction, much additional instructional content has been added to the library's webpage (<http://vcuhvlibrary.uhv.edu/study/home.cfm>). An online survey of users will be addressed in the second year of this plan. The library has a copyright webpage (<http://vcuhvlibrary.uhv.edu/libraryservices/copyright.cfm>). During the fall of 2006, a webpage usability study has been conducted to aid in design and content of the library's website.

#### Strategy

- a. Begin developing online library instruction to meet needs of both distance education and on-campus students.
- b. Continue to enhance the Library's website to improve its effectiveness.
- c. Increase awareness of copyright information and compliance services for faculty and staff.

#### Strategy Results

The library's webpage is providing greater assistance to students and faculty. As the webpage is constantly under review to ascertain the best ways to provide access to the library's services and resources, a revision of the webpage is underway that should be available in the second year of this plan (near the beginning of the 2007 spring semester). The student usability study is aiding in the design of the webpage.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

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

#### Evaluation

Documentation through database usage statistics; documentation of subscription changes.

## Library

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

The TexShare databases continue to provide our core of online library resources. In addition to the changes in TexShare resources (starting in July, 2006), the library has added subscriptions to "ACM Digital Library," "Elsevier Science Direct College Edition - Nursing & Life Sciences Collection," and "Resources for College Libraries."

#### **Strategy**

Continue providing the best array of databases and other electronic services at a time when the State of Texas may be reducing the funding for TexShare.

#### **Strategy Results**

The library's subscriptions plus the resources provided through TexShare provide an excellent collection of resources for students and faculty. Usage varies by database. Statistics from top ten databases show an increase in searches of 5.8% over the previous year, although full-text retrievals show a small decrease (1%) over the same period.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Continue to improve Library customer service.

#### **Evaluation**

- a. Student surveys; documentation of training/development provided.
- b. Faculty surveys.

#### **Evaluation Results**

Results from both the student and faculty surveys were uniformly high for the library. For the six questions relating to the library in the faculty survey, the percentages of "not dissatisfied" respondents ranged from 94.3% to 97.4%. For the four questions relating to the library in the student survey, the percentages of "not dissatisfied" respondents ranged from 94.9% to 97.8%.

#### **Strategy**

- a. Provide an effective and knowledgeable staff through the identification and provision of appropriate training and development for all library staff.
- b. 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**

Although funds have not been available for much off-campus staff training, the on-campus training that is available has met many of the library staff training needs. Satisfaction with the library's resources and services continues to remain high.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Library

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 4**

Increase retention and student success.

#### **Evaluation**

Documentation of the development of online instruction modules; student evaluations of library instruction sessions; faculty surveys.

#### **Evaluation Results**

The library has continued to develop online aids to research and, during the second year of this plan, will be developing online modules for library instruction. The College's survey of faculty shows that 95.8% of the faculty are "not dissatisfied" with the "quality of library instruction."

#### **Strategy**

Develop ways for students to improve research skills through more comprehensive library instruction (including the development of online instruction modules) and encourage its inclusion in course curricula.

#### **Strategy Results**

With the growing number of off-campus and online classes being offered, the library continues to provide greater access to its resources and services through its webpage. Work will continue in this area during the second year of this plan.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Continue excellence in providing and preserving resources.

#### **Evaluation**

- a. Documentation of additions to the Victoria Regional History webpage.
- b. Documentation of additions of digitized photographs.

#### **Evaluation Results**

The library's webpage provides links to the resources of the Victoria Regional History Center's resources that are in digital format (<http://vrhc.uhv.edu/search.htm>) and to its digitized photographs (<http://vrhc.uhv.edu/photographs/home.htm>).

#### **Strategy**

- a. The Library will continue to enhance the online content on the webpage of the Victoria Regional History Center.
- b. Continue digitization of the photograph collection.

#### **Strategy Results**

A new form has been developed to aid in the indexing of photographs, and this is essential for inventory purposes and providing appropriate subject access to the collection. Work on the collection will continue during the second year of this plan.

## Library

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Maintain excellence in Library technology.

#### **Evaluation**

- a. Documentation of plan and funding in place to assure systematic replacement of printers.
- b. Documentation of updates to the Library Technology Plan.

#### **Evaluation Results**

The technical plan for the Victoria Shared Library System continues to be updated and funded. Portions of the library's overall technical plan have been updated but the current format does not provide the data needed for future planning.

#### **Strategy**

- a. Develop a replacement cycle for printers, particularly those that serve students.
- b. Continue to update the Library's technology plan.

#### **Strategy Results**

While the library has not implemented a printer replacement cycle that assures funding, most printer needs are able to be met within the regular budget. The technology plan for the Victoria Shared Library System continues to be updated and provides the basis for equipment replacements and budget requests. The library's technology plan is currently based on equipment needs and, it now is apparent that the library's future direction in technology should be based on services. To provide additional and expanded services, the library's greatest needs are expected to be in the areas of staffing and staff training.

#### **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 data from peer institutions; documentation of the use of these data in planning.

#### **Evaluation Results**

Comparisons with the College's peer institutions have been made, using data from the Texas Academic Library Survey (<http://www.tsl.state.tx.us/ld/pubs/als/2003/>) and is published on the Texas State Library's website. The most recent data is from the 2003 Survey. (Data was incomplete or not reported for four of the seventeen peer institutions.)

#### **Strategy**

The Library will continue to make comparisons with peer institutions and use those data in the Library's planning and assessment process.

## Library

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

These results are informative but not particularly helpful in planning. Because of the library collaboration between Victoria College and the University of Houston-Victoria, the library is particularly impressive when compared with the College's peer institutions. A few examples: In a comparison of library items per FTE and library expenditures per FTE, we lead the peer group. In a comparison of circulated items per FTE, we are second among our peer group. The library will continue to evaluate through peer comparisons.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Finish the revision and updating of the library webpage.
2. Continue to assess the effectiveness of library services and resources
3. Determine which new technologies can be used to improve library services and access to resources.

#### **Strengths**

1. Dedicated library staff.
2. Excellent library resources and services, due in large part to the library collaboration between Victoria College and University of Houston-Victoria.

#### **Areas Needing Improvement**

1. More online tutorials and online library instruction.
2. Additional staff training.

#### **Success Story**

1. "Chat" sessions are becoming a more popular method of receiving reference assistance. Chat sessions increased from 12 in FY2005 to 22 in FY 2006 - 183% increase.
2. E-mail reference (part of Ask-A-Librarian) continues to receive favorable comments from students. A sampling of comments includes:
  - \* Thank you so much. When I was searching, I did not choose the MLA box. Thanks again.
  - \* Thanks for the info. You seem to have captured what i was looking for? Did you find the World almanac stats using the libraries resources or databases? Or did you find that info on the web? I ask, since I am trying to find the source.
  - \* All I can say is BLESS YOU!!!! I don't know how you did it, but wow!
  - \* I will look over everything and see if it fits where I need it. If I need anything else, I will contact you. I am also going to tell everyone what a GREAT experience this was!! Thank you!

## Media Services

### 2005-2007 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 timely and courteous manner.

#### Objective 1

To continually scan the environment to expand the array of services offered to meet the changing needs of faculty, staff, and students.

#### 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 92% or higher is desired.

#### Evaluation Results

Since very few students use Media Services, no questions were included on that survey. Results from the Faculty/Staff survey are (% not dissatisfied):

quality of materials produced - 94.2%

variety of services provided - 97.5%

quality of assistance from personnel - 98.3%

courtesy, professionalism and/or cooperation of personnel - 97.5%

#### Strategy

Developing procedures for providing cost estimates for large jobs before the work is completed.

Considering extending the hours of operation to provide evening instructors with access to Media Services.

Exploring the possibility of providing copying services to students.

Providing copy-on-demand services using a networked copier.

Installing a self-service copier for walk-in customers.

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.

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

This objective was met. Cost estimates are available upon request.

Hours of operation have been increased to provide evening instructors access to Media Services. The Faculty/Staff Survey showed that 100% of respondents were satisfied with the methods available for submitting materials to Media Services and 96.7% were satisfied with the hours of operation.

#### Budget Results

No funding outside the normal operational budget was required.



## Media Services

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Future Plans**

The task of making both interior and exterior signage for the campus has been assigned to Media Services. An employee was hired recently to fill the position of sign maker and also work on copy jobs. Beginning September 1, 2006, the department was placed back under Administrative Services.

#### **Strengths**

Experienced staff

Additional full time staff person assigned to the department

Growing use of technology to add versatility and speed to the processes used in the department

#### **Areas Needing Improvement**

Still struggling with the sign making process, but with the addition of a full time employee, this should be resolved.

#### **Success Story**

The power of one - highly motivated and dedicated employee. At times during the year, Sherlynn Harrold was the only employee in Media Services. The result of her hard work - superior satisfaction ratings.

## Science and Math - Biology

### 2005-2007 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, classroom discussions, and student presentations. The Biology Department also has material available to students through the Victoria College website. During the 2005-2006 year, a study room was completed in the Science Building. Biology tutors are located in this room, and students have access to laboratory models and charts. This room is in continuous use. This room also contains a computer with internet access.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

The Biology Department outreach initiatives will improve access to biology courses offered at Victoria College.

## Science and Math - Biology

### 2005-2007 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. The Division Chair will evaluate the level of interaction between Dr. Coons and the area science teachers.

#### **Evaluation Results**

The lecture component of each of the two semesters of Human Anatomy & Physiology is offered online. There is a high demand for these two courses. It was determined that interest in an online nutrition course was sufficient to warrant development of such a course to be offered for the first time during the fall semester of 2006. An online version for the lecture components of the two semesters of general biology for non-science majors is also planned for the 2006-2007 school year. This will be offered as a dual-credit course, and the laboratory components will be offered on the campuses of several local public schools.

Dr. Coons has established contacts with the area science teachers and administrators. He has generated interest in the dual-credit biology course. Dr. Coons also received a grant to hire Victoria College students to go to some of the area campuses to act as tutors.

#### **Strategy**

The Biology Department will offer a variety of distance education courses.

The Biology Department will develop plans for engaging biology students in the area high schools.

If funding is approved, Dr. Coons plans to establish communication with a group of area science teachers. The group will identify ways in which Victoria College might improve science education in the area. Dr. Coons anticipates becoming actively involved with students and teachers in science fair projects. The group will determine if there is a course that could be offered by Victoria College to the area high school students with the goal of offering a course by the fall of 2006.

#### **Strategy Results**

The lecture component of each of the two semesters of Human Anatomy & Physiology is offered online. An online nutrition course will be offered for the first time during the fall semester of 2006. An online version for the lecture components of the two semesters of general biology for non-science majors is also planned for the 2006-2007 school year. This will be offered as a dual-credit course, and the laboratory components will be offered on the campuses of several local public schools.

Dr. Coons has taken an active role in the area science fair. He has web pages for students interested in developing a science fair project, and he advises students concerning their science fair projects.

#### **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**

The Division Chair will review enrollments to ensure the availability of courses for Victoria College students 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.

## Science and Math - Biology

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **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.

#### **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 two 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 sciences.

#### **Evaluation Results**

The Science Club was very active during the academic year. They sponsored several speakers. Millicent Goldschmidt, PhD gave a presentation on "The Mighty Microbe, The Ultimate Predator" during the fall semester and Joanne Settles presented "Standing on the Brink of Victory: The Global Eradication Of Polio" during the spring semester.

Dr. Sam Rhine gave a Genetics Update Conference during the spring semester. This presentation was attended by Victoria College students as well as more than 300 students from the area high schools.

Students have access to notes, images, and animations on the Biology Department web pages.

#### **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. They sponsored several speakers. Millicent Goldschmidt, PhD gave a presentation on "The Mighty Microbe, The Ultimate Predator" during the fall semester and Joanne Settles presented "Standing on the Brink of Victory: The Global Eradication Of Polio" during the spring semester.

Dr. Sam Rhine gave a Genetics Update Conference during the spring semester. This presentation was attended by Victoria College students as well as more than 300 students from the area high schools.

Students have access to notes, images, and animations on the Biology Department web pages.

## Science and Math - Biology

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **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**

A survey of the students of the Allied Health Division indicated a general approval of the preparation provided by the Human Anatomy & Physiology courses as well as the Microbiology course. A significant number of the respondents to a survey given to the faculty of the Allied Health Division indicated dissatisfaction with the level of entry -level knowledge in Human Anatomy & Physiology for their students. The survey indicated a somewhat more favorable view when comparing students who took the course at Victoria College compared to student who had taken the course at another institution.

#### **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**

A survey of the students of the Allied Health Division indicated a general approval of the preparation provided by the Human Anatomy & Physiology courses as well as the Microbiology course. A significant number of the respondents to a survey given to the faculty of the Allied Health Division indicated dissatisfaction with the level of entry -level knowledge in Human Anatomy & Physiology for their students. The survey indicated a somewhat more favorable view when comparing students who took the course at Victoria College compared to student who had taken the course at another institution.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

The Biology Department will provide course work 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.

#### **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.

## Science and Math - Biology

### 2005-2007 Institutional Effectiveness End of Year Summary

#### 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, classroom discussions, and student presentations. The Biology Department also has material available to students through the Victoria College website. During the 2005-2006 year, a study room was completed in the Science Building. Biology tutors are located in this room, and students have access to laboratory models and charts. This room is in continuous use. This room also contains a computer with internet access.

#### Budget Results

No funding outside the normal operational budget was required.

#### 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.

We will continue to enhance the interaction with the science instructors of the high schools in our service 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

Hello Dr. Garrett,  
My name is Ariza Perez and I took your biology courses in 2001. I just wanted to write you to tell you that I graduated from Texas A&M University-Corpus Christi with a Bachelors of Biology in 2004 and have recently been accepted to the University of Texas Medical Branch-Galveston medical school. Your class was the spark that begun my biology journey and I wanted to thank you for your inspirations. You are a wonderful professor!! Best of luck!  
Thanks again for everything,  
Mariana Perez

## Science and Math - Mathematics

### 2005-2007 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 will offer the courses that meet the needs of students in all academic and vocational programs.

#### **Evaluation**

The Program Coordinator and Division Chair will verify that an adequate number of sections of each course are offered.

#### **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 are offered at least once a year.

#### **Strategy**

The Math Department will develop schedules with sufficient sections to meet the needs of students while maintaining efficient class sizes. The number of open spaces during registration will be monitored and new sections will be opened if needed. Registration data will be used to prepare future schedules.

#### **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 will review the student evaluations of faculty as part of the process of insuring high standards of instruction. In addition, grade distributions and syllabi are reviewed to determine if students are adequately prepared by prior courses. Grades are also tracked at transfer institutions to determine if Victoria College students are adequately prepared.

#### **Evaluation Results**

Data and contact with previous students indicate that students at Victoria College are receiving an excellent foundation in the mathematics. Currently there is no systematic way to get comprehensive information concerning our students' performance at transfer institutions.

#### **Strategy**

## Science and Math - Mathematics

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Faculty will develop diverse means to increase the level of student engagement in mathematics classes.
2. VC will hire competent tutors and increase student awareness of free tutoring available on campus.
3. Faculty will maintain current syllabi and course content to ensure that courses cover appropriate material to provide a foundation in mathematics.

#### **Strategy Results**

The faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture, computer-assisted instruction, and peer-mentored labs. Many courses are offered online and the college provides math tutors.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Retention of students will improve.

#### **Evaluation**

The Counseling Department and the Math Department will monitor the reasons given when a student drops a course to assist in determining if a problem exists with the counseling/placement process.

#### **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 to be in the best interest of the student.

#### **Strategy**

Students should be placed in the proper math courses with regard to their program requirements, math background and skill level. Individual instructors will determine if students have been misplaced and corrective action can be taken if done before the official reporting date.

#### **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 to be in the best interest of the student.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Of the students who successfully complete MATH 0301 with a B or better, 70% will become TSI complete.

#### **Evaluation**

The Program Coordinator and Division Chair will insure that the skills tested on the Math portion of assessment exams are adequately covered by MATH 0300 & MATH 0301. TSI completion rates will be reviewed to determine if those students who complete MATH 0301 with a B or better then go on to become TSI complete.



## Science and Math - Mathematics

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

Students who take developmental mathematics courses at Victoria College are well-prepared for college-level courses. These students become TSI complete and are as successful in their first college-level class as those students who enter college-level class by assessment.

#### **Strategy**

1. MATH 0300 and 0301 together will be designed to adequately prepare students to become TSI complete.
2. MAII sessions for Math 0301 repeaters - Math Learning Center
3. Increase use of Math Learning Center
4. Hybrid course offerings - CAI and Lecture methods combined
5. Implementation of Learning Communities - paired courses
6. Title V Counselor interventions

#### **Strategy Results**

Students who take developmental mathematics courses at Victoria College are well-prepared for college-level courses. These students become TSI complete and are as successful in their first college-level class as those students who enter college-level class by assessment.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

The retention rate will improve for 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**

Retention rates for developmental math classes remains basically unchanged when compared to the 2004-2005 academic year.

#### **Strategy**

1. MAII sessions for Math 0301 repeaters - Math Learning Center
2. Increase use of Math Learning Center
3. Hybrid course offerings - CAI and Lecture methods combined
4. Implementation of Learning Communities - paired courses
6. Title V Counselor interventions

#### **Strategy Results**

Retention rates for developmental math classes remains basically unchanged when compared to the 2004-2005 academic year. The Mathematics Department will continue to seek ways to improve retention and success within the developmental courses.

#### **Budget Results**

No funding outside the normal operational budget was required.

## Science and Math - Mathematics

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 6**

MATH 0303 will adequately prepare students for success in college level mathematics courses.

#### **Evaluation**

The Program Coordinator and the Division Chair will review grade distributions in MATH 1314 and MATH 1324 to determine if students who took MATH 0303 as a prerequisite are adequately prepared for these courses.

#### **Evaluation Results**

Students who take developmental mathematics courses at Victoria College are well-prepared for college-level courses. These students are as successful in their first college-level class as those students who enter college-level class by assessment.

#### **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**

Students who take developmental mathematics courses at Victoria College are well-prepared for college-level courses. These students are as successful in their first college-level class as those students who enter college-level class by assessment.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Summer Bridge Math class was a success again. All fourteen students completed the course successfully: 100% completion rate; 100% academic success rate (B or better); 100% TSI complete rate; and twelve of the fourteen (86%) were TSI complete in all three areas.

Fast Track courses in Math 0301 and Math 0303 were successful in Spring 06 and have been continued with an expanded offering this semester. There were 22 of 36 students in our Fast Track Math 0301 who were TSI complete in math upon completion of the 8 weeks. That is 61 % TSI complete in math.

The Open Math Lab was successfully started in Spring 06 and has continued this semester. The Math Learning Center (JH209) was open from 3-7 p.m. Monday through Thursday and a peer mentor tutor was available to help student with math.

The faculty introduced the Structured Learning Activities Program in our MAII tutoring sessions. These activities were specific activities for our developmental math students and scheduled at strategic times. Peer mentor tutors and math faculty provided supplemental support activities open to all of our students.

#### **Strengths**

## Science and Math - Mathematics

### 2005-2007 Institutional Effectiveness End of Year Summary

The Math Department continues to offer high-quality courses that prepare Victoria College students for further studies in mathematics.

The Mathematics Department is able to deliver most of the math courses online.

#### **Areas Needing Improvement**

Success rates and retention rates continue to be disappointing. The faculty will continue to seek ways to address retention rates and grade distribution.

#### **Success Story**

Our Summer Bridge Math class was a success again. All fourteen students completed the course successfully: 100% completion rate; 100% academic success rate (B or better); 100% TSI complete rate; and twelve of the fourteen (86%) were TSI complete in all three areas.

Fast Track courses in Math 0301 and Math 0303 were successful in Spring 06 and have been continued with an expanded offering this semester. There were 22 of 36 students in our Fast Track Math 0301 who were TSI complete in math upon completion of the 8 weeks. That is 61 % TSI complete in math.

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We introduced the Structured Learning Activities Program in our MAII tutoring sessions. These activities were specific activities for our developmental math students and scheduled at strategic times. Peer mentor tutors and math faculty provided supplemental support activities open to all of our students.

## Science and Math - Natural Science

### 2005-2007 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 The Victoria College and any institution to which a student may transfer.

#### **Evaluation**

The Division Chair will review student evaluations of faculty, syllabi, 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 natural science classes.
2. VC will hire competent tutors and increase student awareness and use 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 the natural sciences.

#### **Strategy Results**

The faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture, classroom discussions, student presentations and field trips. Support materials are available to students through the Victoria College website. Tutors are also available.

#### **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**

## Science and Math - Natural Science

### 2005-2007 Institutional Effectiveness End of Year Summary

Victoria College currently offers several courses online. These include three chemistry courses, a geology course, and two physics courses in astronomy. There is little evidence of a strong demand for other natural science courses at this time based on local requests and enrollment of our students in courses through the Virtual College of Texas.

#### **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 physics courses in astronomy. There is little evidence of a strong demand for other natural science courses at this time based on local requests and enrollment of our students in 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

### 2005-2007 Institutional Effectiveness End of Year Summary

At the end of the 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 variety of science courses taught at Victoria College.

#### Strategy

1. Provide coursework relevant to the needs of students who major in disciplines other than science.
2. Invite guest speakers to discuss current topics in science that affect the general population.

#### Strategy Results

The faculty use a variety of means to engage the students at Victoria College including multimedia presentations in lecture, classroom discussions, student presentations and field trips. Support materials are available to students through the Victoria College website. Tutors are also available.

The Genetic Update Conference that was presented by Dr. Sam Rhine is available to all Victoria College students. Millicent Goldschmidt, PhD gave a presentation on "The Mighty Microbe, The Ultimate Predator" during the fall semester and Joanne Settles presented "Standing on the Brink of Victory: The Global Eradication Of Polio" during the spring semester.

#### 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. Mr. Lee will develop two astronomy classes to be taught online during the 2006-2007 academic year. He still has plans to develop the online versions of the two calculus-based physics courses to attract a greater number of students.

There are plans to begin teaching a new freshman chemistry course, CHEM 1406, specifically designed for students who plan to enter an allied health field.

#### 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 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

Dr. Pigott helped develop a customized version of organic chemistry to be delivered online for local industrial employees. The course will be offered for the first time during the Fall of 2006.

## Social and Behavioral Science

### 2005-2007 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. Online and ITV enrollment figures will be examined to determine the participation rate of the high school students in ITV and online classes.

#### Evaluation Results

The division offered new online courses in ECON 2302 and PSYC 2319, bringing to seventeen the total number of online courses developed and taught by division faculty. The division now offers online versions of nine core curriculum courses.

#### Strategy

1. Develop online course in ECON 2302 and offer more sections of online courses.
2. Develop and offer online versions of every division course that is included in the VC core curriculum.
3. Provide online courses to Gonzales High School with on site supervision of students provided by the G.H.S.
4. Provide ITV courses to Memorial High School.

#### Strategy Results

1. The division increased by two the number of online courses offered by adding ECON 2302 and SOCI 2319. PSYC 2301 is offered by two instructors, the result of which is an increase in the number of sections available online to students. Overall, twenty-nine sections (thirty-nine including summer sessions) of online courses were offered during the 2005-2006 school year compared to twenty-six sections in 2004-2005.
2. Online versions of Social and Behavioral Science core curriculum courses are available in nine of the twelve 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.
3. Online courses to Gonzales High School are available and are being offered in American history and government.
4. We have provided ITV instruction in economics and government to Memorial High School.

#### 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

## Social and Behavioral Science

### 2005-2007 Institutional Effectiveness End of Year Summary

The division will work with Institutional Research to develop measures that will allow the tracking of students taking courses offered by this division. Retention rates of students enrolled in Division courses who were previously in developmental reading or writing classes will be compared to those who were not.

#### Evaluation Results

The Division will continue to work with Planning and Institutional Assessment to develop reliable tracking mechanisms of students taking division courses. Coordinated efforts with Title V should result in the development of a mechanism to track students as they move through developmental courses and into college academic transfer courses. The development of this instrument is underway.

#### Strategy

1. Increase the retention rates of minority students enrolled in division courses.
2. Work with the English Department to determine if preparation in developmental courses is adequate for success in Division courses.

#### Strategy Results

1. An examination of course withdrawal rates taught by division faculty showed improvement in minority retention. The overall minority retention in division courses in the 2004-2005 was 76.2 percent. The retention rate increased to 77.9 percent during the 2005-2006 year. Thus, the division met this objective with modest success.
2. Discussions with instructors of developmental reading and writing have taken place. There is ongoing dialogue aimed at improving developmental reading and writing curricula to better prepare students for Social and Behavioral Science academic transfer courses.

#### 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

Comparison of supplemental salary expenditures from previous years.

#### Evaluation Results

Supplemental expenditures increased during the 2005-2006 year. While the goal to reduce supplemental salaries was not achieved, the efficacy of this expenditure is evident: the increase in classroom efficiency suggests that this money was well spent.

#### 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



## Social and Behavioral Science

### 2005-2007 Institutional Effectiveness End of Year Summary

Overall, 59.1 percent of the classes offered by the division during the 2005-2006 year were at or above 95 percent efficiency compared to 52.8 percent the previous year. The percentage of classes at or above 100 percent efficiency increased to 52 percent from 50 percent. Division efforts to improve efficiency through scheduling appear to be moving in a positive direction. Overall, increased classroom efficiency indicates these strategies were successfully executed.

#### **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 and compared to previous attendance rates. Journal distribution figures will also be examined.

#### **Evaluation Results**

There was a slight increase in attendance at the 2006 conference. The average number of persons attending each session was 60.

#### **Strategy**

Encourage greater attendance at the Stormont Lectures. The Division will reorganize the session schedule, change the days during which the conference occurs, and offer sessions at customer friendly times. The Division will consider printing additional copies of the South Texas Journal for distribution during the conference. The Division will also encourage more high school student attendance.

#### **Strategy Results**

The 29th annual John W. Stormont Lectures on South Texas was presented this past Spring. Seven 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 17th volume of Victoria College's Division of Social and Behavioral Sciences' South Texas Studies journal. Overall attendance at the conference showed a slight increase compared to the previous year. The division reorganized the conference in 2006. Three sessions are now presented on Thursday and four sessions are on Friday. Eliminating the Saturday morning session did not appear to adversely affect conference attendance. Due to budget constraints we were unable to print additional journals for distribution. High school student attendance did not appreciably change. High school class schedules tend to preclude widespread student participation at the conference.

#### **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. Increase interdepartmental cooperation to improve retention rates. Quality of instruction indicators will continue to be monitored. Special emphasis will be given to monitoring the progress of minority students taking division courses. We will continue to improve the organization of, and attendance at, the Stormont Lectures on South Texas.

## Social and Behavioral Science

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strengths**

Quality of Instruction  
Community Outreach via the Stormont Lectures  
ITV offerings  
Online Course Offerings

#### **Areas Needing Improvement**

Tighten academic standards within certain disciplines in the division.

#### **Success Story**

A substantial part of the divisions' core curriculum is available online. This provides students with the ability to complete core curriculum requirements online. Students 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.

## Tech Prep

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

The Golden Crescent Tech-Prep Partnership purpose is the reform of our educational system to involve all aspects of our regional community in a workforce preparation process that includes (a) career-coherent linkages between school-based and work-based learning; (b) rigorous, relevant, and integrated and occupational learning; and (c) a seamlessly integrated sequence of secondary and postsecondary education.

#### Objective 1

Track students by specific discipline that enter Victoria College and claim Tech-Prep credit and follow through certification or AAS degree completion and job placement.

#### Evaluation

Annually review Tech-Prep student matriculation rates from local secondary institutions to Victoria College.

Annually review Tech-Prep student major declaration as well as course and program completion rates.

Annually review student gender and ethnicity rates.

Analyze Tech-Prep component of the workforce department student follow-up survey data.

#### Evaluation Results

\*Reviewed and analyzed student matriculation rates with a snapshot of the CATEMA system graduates for school years 2004/2005 and 2005/2006.

\*Reviewed reports above to concentrate on gender; The CATEMA system also gives us the data for student ethnicity.

\*Arranged to have a statement about Tech-Prep be added to the Student Workforce Department Follow-Up Survey next year.

#### Strategy

\*Manage student data through the secondary portion of the Tech-Prep path utilizing the Career and Technology Education Management Application (CATEMA) System.

\*Manage Tech-Prep student data through the post-secondary portion of the Tech-Prep path utilizing the Victoria College VCIMS System.

\*Follow a student or cohort of students through the complete educational portion of a Tech-Prep concentration utilizing both databases for cross reference purposes.

\*Include Tech-Prep identification criteria to the existing Victoria College Workforce Development Follow-up Survey currently sent out to program graduates.

\*Provide student tracking data to Victoria College Workforce Development Department program areas.

#### Strategy Results

## Tech Prep

### 2005-2007 Institutional Effectiveness End of Year Summary

- \*The Golden Crescent Tech-Prep Partnership used the CATEMA system as the primary program to manage student data.
- \*The partnership worked with Planning and Institutional Assessment, to develop data to identify students entering Victoria College. A snapshot of the CATEMA system provided a list of students graduating with Tech-Prep credit which, by using VCIMS, was matched with entering Victoria College students.
- \*The data was extracted to follow a student or cohort of students through their educational plan.
- \*A Tech-Prep statement is to be added to the Victoria College Workforce Follow-Up Survey currently in use.
- \*Student data from CATEMA is being made available to all Workforce Development Departments. Programs use the data to develop mailing labels to solicit students for recruitment.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 2

Maximize recruitment efforts towards students who are near completion or have completed a secondary Tech-Prep sequence.

### Evaluation

Partnership staff will document outreach and recruitment mailing efforts.

Cross reference student outreach and recruitment mailing list with annual Victoria College Tech-Prep student entrance data.

Partnership staff will document student list distribution to Victoria College faculty and administration.

Annually review Tech-Prep student matriculation rates from local secondary institutions to Victoria College.

### Evaluation Results

- \*The Golden Crescent Tech-Prep Partnership documented all school visits and recruitment efforts via the State Tech-Prep Quarterly Reports.
- \*A mass mailing was done at the end of the 2004/2005 school years to all graduating seniors with Tech-Prep credit, inviting them to attend Victoria College and claim their Tech-Prep credit.
- \*A snapshot of the graduating seniors was compiled and matched with the entering freshmen class via the VCIMS data.
- \*The department sent out a notice that the end of the year data was compiled and took request from departments for mailing labels.

### Strategy

- \*Partnership staff will mail personalized Tech-Prep outreach and recruitment correspondence to 100% of graduating seniors with recommended credit.
- \*Partnership staff will mail Tech-Prep outreach and recruitment correspondence to parents of 100% of graduating seniors with recommended credit.
- \*Provide each Victoria College Tech-Prep program area instructor with a student list and mailing labels for additional recruitment contact.
- \*Increase matriculation rate for Golden Crescent high school graduates with recommended Tech-Prep credit to Victoria College by 5%.

## Tech Prep

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Strategy Results

\*Provided Victoria College instructors list and mailing labels for recruitment when requested by Workforce Programs.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Maximize career awareness efforts for Victoria College Tech-Prep program areas at the secondary level.

#### Evaluation

Material distribution reports will be maintained by partnership staff.

Career awareness workshop and professional development event logs will be maintained by partnership staff.

Maintain student attendance logs for workshops and cross reference with annual Victoria College Tech-Prep student entrance data.

#### Evaluation Results

\*The Golden Crescent Tech-Prep Partnership keeps files of all career and education materials given to schools. These records are kept by the program coordinator in the form of school visit reports. A document showing all items purchased with Carl Perkins monies is sent to the Victoria College Comptroller each year.

\*The Partnership maintains files and attendance records of participants in workshops and professional development programs. These include the Golden Crescent Tech-Prep Partnership Regional Conference, Chad Foster/Victoria College Career/Tech-Prep High School Freshman Career Day (student numbers only), and other events.

\*The Partnership holds student workshops in large groups however, enrollment is not maintained by the partnership.

#### Strategy

\*Distribute labor market information (LMI) materials to 100% of participating Tech-Prep schools and counseling departments.

\*Distribute Victoria College Advisory Committee materials to 100% of participating Tech-Prep schools and counseling departments.

\*Distribute Victoria College and Tech-Prep literature to participating Tech-Prep schools and counseling departments.

\*Provide career awareness workshop opportunities for all participating Tech-Prep schools.

\*Provide career awareness professional development opportunities for all participating Tech-Prep instructors and counselors.

#### Strategy Results

## Tech Prep

### 2005-2007 Institutional Effectiveness End of Year Summary

- \*The Partnership provided career and educational materials to schools including area Labor Market Pamphlets and information. This is recorded on the school visit reports, and the report is sent to the Victoria College Comptroller.
- \*The Partnership provided advisory information to school counselors, teachers, and staff via the school visit program.
- \*The Partnership provided career and educational materials to all area public high schools. These materials included Tech-Prep materials and pamphlets and brochures from Victoria College in English and Spanish when available.
- \*The Partnership attended most of the area's College and Career programs, including making at least one school visit to each participating school. This year these visits have increased to a minimum of two each year.
- \*Presentations such as "Careers in the 21st Century," "Resume Writing", and "Job Interviewing" were provided to students.
- \*The Partnership held its annual conference for all area Tech-Prep teachers, counselors, and staff. This professional development program brought the high school teachers and college instructors together so they could review each program taught in the Tech-Prep program.
- \*Area high school teachers, counselors, and staff from the college have been sent to out of town Tech-Prep conferences, including the State Tech-Prep Conference.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 4**

Increase access to Victoria College Tech-Prep program areas for underserved populations through targeted outreach and recruitment efforts.

### **Evaluation**

Annually review Tech-Prep student matriculation rates from local secondary institutions to Victoria College.

Local television station will provide commercial run logs to partnership staff.

Partnership staff will maintain a distribution log for all English and Spanish materials.

### **Evaluation Results**

- \*The Partnership works with The College to compile reports to identify high school graduates entering Victoria College.
- \*The local television station ran a Tech-Prep commercial aimed at special populations in both English and Spanish.
- \*Distribution logs of all commercials are maintained in the Tech-Prep offices.

### **Strategy**

- \*Increase matriculation rate of underserved population students with Tech-Prep recommended credit to Victoria College by 2%.
- \*Produce English as well as Spanish television commercial outreach campaigns.
- \*Air outreach commercials on local ABC, NBC, and Fox affiliate stations as well as both Univision and Telemundo stations.
- \*Distribute Tech-Prep outreach brochures and materials in both English and Spanish.
- \*Distribute Victoria College English and Spanish materials.

### **Strategy Results**

## Tech Prep

### 2005-2007 Institutional Effectiveness End of Year Summary

\*Outreach commercials on local television station featured a specific Tech-Prep commercial aimed at special populations in both English and Spanish last year.

\*The Partnership provided brochures in both English and Spanish all participating schools and area GO Centers.

\*The Partnership helped to distribute both Tech-Prep and Victoria College program materials in both English and Spanish.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Golden Crescent Tech-Prep Partnership would like to be a leader in the new Career Pathway initiative. Plans were underway to send our local high school teachers to a Region III conference this year to show them how to implement the program. Implementation is supposed to start in the 2008 school year.

#### **Strengths**

The strength of the Golden Crescent Tech-Prep program is the head start the partnership has in identifying students entering secondary education with Tech-Prep credit. We are the concept developers of the CATEMA system and have the best tracking system from 9th through 12th grade in Texas.

We have a strong relationship with the area high school teachers and staff. Strong community relations, and experience in marketing in the local area.

#### **Areas Needing Improvement**

The Partnership needs to develop a better way to follow tech-prep students entering and leaving the Victoria College programs.

#### **Success Story**

The partnership has been featured in several national studies and has been praised for its work in accountability, specifically the CORD book, Career Pathways by Dan Hull.

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

In accordance with the Victoria College mission "to provide high-quality educational programs and services," Title V focuses on providing quality developmental education and online courses and services to strengthen academic outcomes and prepare students effectively for college-level studies.

#### Objective 1

Increase by 2% over baseline the percentage of A grades and the percentage of B grades in 0301 level developmental courses  
Baseline = 5 year average (1999-2003)

#### Evaluation

Analysis of grade distribution reports as provided by the office of Institutional Research

#### Evaluation Results

The Math 0301 courses were the focus of Year 3 of the Title V grant program. The fall A&B grade baseline was established at 30.4% and the spring A&B grade baseline was established at 26.3%. Fall '05 data shows the total percentage of A&B grades for Math 0301 courses to be 35.2% and the spring '06 percentage of A&B grades to be at 36.8%. Each of these indicates a substantial rate increase over the established baselines. When the data is analyzed further, there is sufficient evidence to indicate that the Hybrid math courses and the MAII sessions (both Title V initiatives) are effective in helping students to achieve the B or better grade standard.

Hybrid Math 0301 courses A&B grades = 41% (fall '05); 42% (spring '06)

MAII students Math 0301 A&B grades = 39% (fall '05); 40% (spring '06)

#### Strategy

1. MAII sessions for Math 0301 repeaters - Math Learning Center
2. Increase use of Math Learning Center
3. Hybrid course offerings - CAI and Lecture methods combined
4. Implementation of Learning Communities - paired courses
5. Title V Counselor interventions
6. Develop and implement specialized tutoring program for developmental English and reading

#### Strategy Results

1. As mentioned in the Evaluation Results section, students who attended mandatory MAII sessions completed the Math 0301 course with a grade of B or better at a rate of 39% fall '05 and 40% spring '06.

2. The Math Learning Center was used by a total of 114 students in the spring '06 semester. The spring '06 semester is the first semester in which the use of TutorTrac software was fully implemented for accurate tracking of student visits to the Center.

A total of 51 students used the MLC 6 or more times in the spring '06 semester. Of those 51, 26 students (51%) made a B or better in their Math 0301 course and 63% of those students were retained for the fall '06 semester, substantially higher than the average retention rate of around 44%.

3. Again, as mentioned in the Evaluation Results section, Hybrid Math 0301 course offerings show a 41% A&B grade completion for fall '05 and a 42% A&B grade completion for spring '06. These rates compare with the CAI course offerings as follows:

fall '05 CAI = 36.8% A&B grade completion rate

spring '06 CAI = 32.6% A&B grade completion rate

In both cases, A&B grade completion is higher in the Hybrid Math 0301 courses than in the CAI offerings.



## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Increase by 2% over baseline semester-to-semester (fall to spring) retention of students assigned to the Math Learning Center (Math 0301 repeaters)

Baseline = 5 year average (1999 - 2003)

#### **Evaluation**

Analysis of retention data as provided by the office of Institutional Research (as requested by Title V office)

#### **Evaluation Results**

Fall '05 results for students assigned to MAII sections are as follows:

Total enrolled = 93

Total to complete Math 0301 course = 72 (77%)

Total to earn a grade of B or better in Math 0301 course = 28 (39%)

Total returned to VC spring '06 = 43 (46.2%)

Spring '06 results for students enrolled in MAII sections are as follows:

Total enrolled = 70

Total to complete Math 0301 course = 48 (68.6%)

Total to earn grade of B or better in Math 0301 = 28 (40%)

Total returned to VC fall '06 = 37 (52.9%)

\*\*Note: Students who used the Math Learning Center 6 or more times in the spring '06 semester returned to VC in fall '06 at a rate of 63% and completed the Math 0301 course with a grade of B or better at a rate of 51%.

#### **Strategy**

1. Continue implementation of comprehensive training program for peer mentor and professional tutors assigned to the Math Learning Center
2. Structure MAII (Math Individualized Instruction) sessions to include at least three "workshop" sessions per semester (Winning at Math curriculum)
3. Develop consistent attendance keeping policy and tracking system for those students not attending MAII (Math Individualized Instruction) sessions on a regular basis (Early Alert System); Tutor Trac software
4. Title V Counselor interventions

#### **Strategy Results**

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Peer Mentor/Tutors continued CRLA certified training program in the fall '05 and spring '06 semesters. All PM/Ts working during those semesters were certified at CRLA Level I and some began work on Level II certification.
2. By the spring '06 semester, a lead tutor was hired for the Peer/Mentor Tutor program. Under her direction, and in coordination with the Math Faculty Specialist and the Title V Director/Dev Ed Specialist, the Structured Learning Assistance Program (SLAP) was initiated. This model allows for at least one structured session a week in the MAII lab setting. Structured sessions focus on math topics that students are having trouble mastering, such as fractions, word problems, etc. and are led by a PM/T or faculty member.
3. TutorTrac was fully functional and implemented in the spring '06 semester. This system allows for the accurate tracking of student attendance at MAII sessions, as well as other drop-in visits to the MLC.
4. The Title V Counselor, in conjunction with the Counseling Services department implemented the Academic Pathways program in the fall '05. This program allows for counselor visits to all 0301 level classrooms at the beginning of each semester. In the classroom presentations, counselors share important student services information with students and invite them to schedule a one-on-one appointment with a counselor before mid-term. Students who set up the one-on-one appointment are then eligible for priority registration and are tracked for course completion, persistence, and overall success at VC. The idea is that the earlier students are put in touch with appropriate campus resources, the more likely they are to persist to goal completion.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 3**

Increase by 2% over baseline the percentage of students becoming TSI complete within an academic year  
Baseline = Initial TSI data (Spring 2004)

### **Evaluation**

Analysis of TSI completion data as included in the Developmental Education Report

### **Evaluation Results**

Baseline Math = 14.07%

Baseline English = 31.52%

Baseline Reading = 32.13%

Year 3 Results

Math = 42.7%

English = 43.6%

Reading = 46.5%

Some of the significant increases seen here can be attributed to the different ways in which students can become "college ready" according to the VC Developmental Education Plan. Prior to spring '04, students had to actually pass each section of the THEA to be deemed "college ready." In subsequent semesters, students could meet college readiness standards by having a cut-off score (201, 205, 206) on THEA combined with a B or better in an exit level developmental course for the area of deficiency.

Beginning in the fall '06 semester, students can meet college readiness standards by making the B or better in an exit level developmental course, regardless of THEA score.

### **Strategy**

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

1. THEA Review Sessions
2. Mandatory tutoring requirements in developmental English and reading
3. Continued implementation of specialized tutoring programs (EM/T, PM/T)
4. Faculty training - Classroom Assessment Techniques, Small Group Instructional Diagnosis, etc.
5. Learning Community implementation - paired courses
6. Analysis and development of Power Learning curriculum and teaching methodologies (shared objective/strategy with Counseling Services)

#### **Strategy Results**

1. THEA Review Sessions continue to be offered in collaboration with EOC and KEY Center tutors and staff.
2. Mandatory tutoring for developmental English and reading students was implemented in fall '05 and continues. Initial results show that students who attend tutoring in the Reading/Writing Center at least four times a semester are meeting the college readiness standard at a rate of 67%.
3. The Reading/Writing Center opened in the spring '06 and the Math Learning Center, which opened in spring '04, remains open and has added open lab hours from 3pm-7pm Monday - Thursday.
4. Some faculty training has taken place, but this remains an area in need of improvement. No systematic training is offered and/or required for developmental instructors.
5. Learning Communities remain a challenge for the VC campus. One paired course was offered and taught in the fall '05 and spring '06 semesters (Reading 0301/English 0301). Results vary, but indicate that students enrolled in the pairing perform better in reading than those in the stand-alone reading courses.
6. The Power Learning course has been re-named as Strategic Learning. The Title V counselor attended training in the spring '06 and re-designed this curriculum, following the "OnCourse" Student Motivation model. The course is being offered as a pilot of the new curriculum in the fall '06 semester.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Increase by 2% over baseline the completion rate of students in selected online courses  
Baseline = 3 year average of selected online courses (2002 - 2004)

#### **Evaluation**

Analysis of completion rate reports for online courses as provided by the office of Institutional Research

#### **Evaluation Results**

Courses selected are as follows (baseline completion rates in parentheses):

ARTS 2313 - Sikora (54.5%) - 68.75 % spring '06  
ENGL 1302 - Paulsen (55.3%) - 85.71% spring '06  
ENGL 2328 - Paulsen (63.9%) - 56.75% fall '05  
ITSW 1307 - Swickheimer (81.3%) - 94.47% spring '06  
MATH 1314, 1316, 1324 - Lowe (72.2%, 33.3%, 67.9%) - 1314 - 69.7% fall '05, 81.48% spring '06; 1316 - 88.89% spring '06; 1324 - 65.63% fall '05, 69.23% spring '06  
MATH 2312 - Pagel, D (67.9%) - 80% fall '05, 50% spring '06  
SPCH 1315 - Voss (53.0%) - 68% fall '05, 60.87% spring '06

#### **Strategy**

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Multi-media online course enhancement equipment and training
2. Faculty training in online course development and delivery
3. Continued implementation of "Orientation to Online Learning" sessions
4. Registration screening process
5. Continued development and utilization of Online Course Guide for students
6. Development and implementation of technology workshops for students registered for online courses

#### **Strategy Results**

1. and 2. Each of the selected course instructors participated in a multi-tiered training process in the summer of 2005. After attending the training, instructors implemented a new multi-media component into their online course environment for the selected course/s.
- 3., 4. , and 5. Orientation to Online Learning sessions were offered prior to the fall '05 and spring '06 semesters. Students registering for online courses in person were asked to complete a survey with a technology staff representative to determine their readiness and level of skill for participation in an online course. Students were advised into Orientation to Online Learning sessions, given the Online Course Guide, and shown various resources through the Distance Education website.
6. In the summer of 2006, a lab assistant was hired and plans made to open a room in the Technology building for various hours throughout the week to serve as a place for online students to go for face-to-face technology instruction and help in navigating and functioning in the online environment. The Internet Skills Center was officially open in the fall of 2006. Results of this initiative will be monitored and reported next year.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 5**

Increase by 2% over baseline the completion rates of students in 0301 level developmental classes  
Baseline = 5 year average (1999 - 2003)

#### **Evaluation**

Analysis of completion rates as included in the Developmental Education Report

#### **Evaluation Results**

Completion rates are defined for this objective as percent of students who enroll in a developmental class who are still enrolled at the end of the semester, regardless of grade. The idea is that by helping students to complete the course, whether or not they make the requisite A, B or C grade, they are gaining knowledge and experience that will help them to either successfully complete the course on their next attempt or allow them to pass the THEA in that subject area on their next attempt, thus bypassing the need for further remediation. The baselines were established for this objective as follows:

Math - fall (81.6%) spring (79%)  
English - fall (78.2%) spring (84.4%)  
Reading - fall (83.8%) spring (76.6%)

Results for Year 3 are as follows:

Math - fall (75.3%) spring (75.99%)  
English - fall (68.12%) spring (75.41%)  
Reading - fall (80%) spring (75.7%)

#### **Strategy**

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Creation and distribution of a comprehensive Developmental Studies Information Guide for students in the developmental education program
2. Expansion of tutoring services
3. Learning Communities implementation
4. Title V Counselor interventions
5. Faculty training

#### **Strategy Results**

1. Developmental Studies Information Guide has been developed and is in the process of revisions necessary to reflect the most recent changes to the VC Developmental Education plan. It will be distributed in the spring '06 as a part of the Academic Pathways initiative.
2. The Reading/Writing Center opened in spring '06 to offer specialized tutoring services to developmental reading and writing students and The Math Learning Center expanded its hours of operation by adding open math lab hours from 3pm-7pm Monday-Thursday.
3. Learning Communities continue to be implemented on a limited basis in the developmental courses (English 0301/Reading 0301).
4. and 5. See explanations of Academic Pathways and Faculty Training given in Strategy Results section of Objectives 2 and 3, respectively.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 6**

Increase by 2% the use of VC tutoring resources by students enrolled in developmental education courses

#### **Evaluation**

Analysis of Tutor Trac software reports

#### **Evaluation Results**

Baselines established for this objective are as follows:

10.5% - fall

16.3% spring

Results for Year 3 are as follows:

35.2% - fall '05

36.8% - spring '06

#### **Strategy**

1. Develop and implement a mandatory tutoring plan for developmental English and reading
2. Develop and implement a comprehensive training plan for English/reading tutors (EM/Ts)
3. Develop and implement a campus-wide marketing plan for the Tutoring Center and other tutoring resources
4. Implementation and training on use of Tutor Trac software

#### **Strategy Results**

1. Mandatory tutoring was implemented for developmental English and reading in the fall '05 semester.
2. All English/reading tutors are CRLA certified at Level I, some are certified at Level II.
3. Campus-wide marketing plans began in the summer of 2006. New brochures were developed and distributed, faculty handouts and flyers were distributed, and tutor referral forms were developed and distributed to faculty to aid in the ease of referral to tutoring services.
4. TutorTrac software is fully implemented and all tutors are trained on its use as of spring 2006.

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Future plans for Title V initiatives include:

1. Continued implementation of the Structured Learning Assistance model in math, and mandatory tutoring components for developmental English and reading.
2. Improved and expanded faculty training for those teaching developmental courses, including the development of a faculty training manual.
3. Development of web presence for specialized tutoring services (RWC and MLC).
4. Continued efforts at internal curriculum alignment for English and reading programs.

#### **Strengths**

1. Focus and attention to developmental education, including instructional and student support services initiatives
2. Specialized tutoring services and training for tutors
3. Counseling initiatives, including Academic Pathways program
4. Strategic Learning class
5. Hybrid math course offerings
6. Professional development opportunities

#### **Areas Needing Improvement**

1. Academic Alert system
2. Faculty training initiatives
3. Learning Community initiatives
4. Internet Skills Lab - Distance Education improvement initiatives

#### **Success Story**

In the spring of 2006, the Reading/Writing Center opened its doors to serve VC students in the areas of critical reading, thinking, and writing skills. The mission of the Center is to increase the academic success of students at all levels of preparedness by working to strengthen students' critical reading, writing, and study skills. A total of 879 visits were logged for the Center in the spring 2006 semester. Services provided included one-on-one tutoring for writing and reading assignments, small group study sessions, test preparation, and student success workshops. In the summer of 2006, the Center was remodeled to include a comfortable space for students to work on computers, several round tables for one-on-one and group tutoring, and a smaller, quieter, conference area space in which workshops, meetings, and tutoring can take place.

For students who attended tutoring sessions in the RWC at least four times during the spring '06 semester, academic success results look promising:

Total % TSI complete within the semester in ENGL = 69%  
Total % TSI complete within the semester in READ = 38%  
ENGL 0300 Successful Course Completers = 73%  
ENGL 0301 Successful Course Completers = 58%  
READ 0300 Successful Course Completers = 100%  
READ 0301 Successful Course Completers = 47%

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2005-2007 Institutional Effectiveness End of Year Summary**

#### **Purpose**

The Office of Institutional Advancement consists of the Victoria College Foundation, Inc. and the departments of Marketing and Public Information and website management. Each department provides administrative support services that effectively promote the goals of the College in achieving excellence in education.

The Victoria College Foundation, through its board of directors, secures non-traditional funding sources to support College students and initiatives.

The Office of Marketing/Public Information coordinates 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.

The Webmaster maintains the College's website to ensure timely, accurate, user friendly availability of information for the students, faculty, staff and community. In addition, the Webmaster serves as a resource to other departments in the development and maintenance of user controlled pages and plays an integral part in the operations of the Office of Marketing and Public Information.

#### **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**

## Institutional Advancement - Foundation & Marketing/Public Information

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Survey Results:

Faculty and Staff survey results indicated that the overall opinion of the marketing department was positive. The lowest rating received was 80.3% not dissatisfied in the area of process for producing course schedules and catalog. This is an area which is being addressed under the guidance of the new Vice President of Arts and Sciences.

Student opinion was very high with all areas scoring overall 94% not dissatisfied.

The radio stations that were mentioned by the students are all utilized for advertising and guest appearance purposes by the Marketing Department.

#### Enrollment:

After a decrease in Spring 06 registration, a marked increase was seen for Summer I and Summer II sessions. Summer I head count increased by over 4% and Summer II Head count increased by nearly 10%. Registration conducted during August 06 indicated an increase in enrollment for Fall 06 as well.

#### Web Counter:

The VC Website received approximately 346,944 user visits, averaging 28,912 a month. During their visits, there was an approximate total of 2,766,257 web pages opened by users (not that many pages on the website, but the number of views), averaging 230,521 a month.

Since creating a hit counter on the Pirates Plank site (current student site, and their own server: pirates), the site has received approximately 58,964 user visits, averaging 4,914 a month. During the visits, there was an approximate total of 95,196 page views by users, averaging 7,933 a month.

Since creating a hit counter on the Campus News site, the site has received approximately 32,346 user visits, averaging 3,235 a month. During the visits, there was an approximate total of 58,133 page views by users, averaging 5,813 a month.

Since creating a hit counter on the Admissions site, the site has received approximately 25,991 user visits, averaging 1,624 a month.

During the visits, there was an approximate total of 50,371 page views by users, averaging 3,148 a month.

Since creating a hit counter on the Financial Aid site, the site has received approximately 10,705 user visits, averaging 1,071 a month.

During the visits, there was an approximate total of 23,851 page views by users, averaging 2,385 a month.

Since creating a hit counter on the Museum of the Coastal Bend site, the site has received approximately 3,191 user visits, averaging 266 a month. During the visits, there was an approximate total of 4,442 page views by users, averaging 370 a month.

#### Internal Communications and Requests:

Marketing Procedures and Guidelines were created in connection with the Marketing Request form. The Marketing Department completed over 215 internal marketing requests submitted by faculty and staff between September 2005 - August 2006. Requests included media relations, website additions/changes, posters, flyers, events, brochures, and advertising.

### Strategy

- 1.1 Develop and implement marketing strategies based on results of third party consultant research.
- 1.2 Research innovative methods of information delivery via web services.
- 1.3 Increase campus communication through the use of the Marketing/Public Information forms to encourage timely release of information.
- 1.4 Continue enhancement of the College website.

### Strategy Results



## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2005-2007 Institutional Effectiveness End of Year Summary**

#### Marketing Plan:

Sandra Golden & Associates conducted a two-day workshop. From this workshop several committees were created and each of these committees developed an action plan to be incorporated into the overall college marketing plan. These committees focused on the areas of market research, product curriculum and delivery, product services, marketing communications and promotions, and retention.

#### External Communications:

Over 200 press releases were distributed to The Victoria Advocate, surrounding area newspapers and various media outlets. In May, the website was updated to include a copy of all press releases sent out.

Email distribution of information was expanded to include high school principals and chambers throughout the service area as well as all Victoria Independent School District campuses.

#### Publicity:

Victoria College links were added to an additional 10 websites in the areas of real estate agencies and chambers of commerce.

Schools and chambers of commerce throughout the service area included Victoria College information in their newsletters and flyers for distribution.

Approximately 700 press releases, 15 guest articles, and 75 feature stories, of which 32 were front page news, were printed in the Victoria Advocate and surrounding newspapers. Marketing also monitors and tracks the mention of or reference to The Victoria College in all area publications.

Radio and television outlets also ran news releases and covered numerous campus events. Live guest appearances were made on radio stations, Community Crossroads and KAVU news.

#### PSAs:

The Victoria College participated in the Solutions for Our Future Campaign of the American Council on Education and ran 3 separate PSAs with the VC logo attached on 4 television stations over a three month period. The airtime was generously donated by The Victoria Television Group.

#### Materials:

The Marketing Department incorporated a "college look" for all publications including flyers, brochures and schedules. Four new cluster brochures were created for the areas of Academics, Student Services, Workforce and Fine Arts as well as individual brochures for Commercial Truck Driving and Dual-Credit.

Additional publications: Academic Schedule, Continuing Education Schedule, Lyceum Publications, Fine Arts Publications and Programs, Graduation Programs, Annual Report, Newsletter, various event flyers.

#### On Campus Events:

The Marketing Department participated in and/or covered over 80 campus events.

#### Community Presence:

The Victoria College Marketing Department participated in community events outside of campus and worked with a variety of organizations such as the Victoria Chamber of Commerce, Victoria Mall, Region III, Texas Independent Music Concert Series, VISD, Gonzales Chamber of Commerce and City of Victoria. These events included information tables and distribution of materials and promotional items as well as sponsorships.

The Marketing Department conducted a total of 5 "Meet Your Local College Nights" at the following schools: Vickers Elementary, Industrial High School, St. Joseph High School, Waelder High School and Memorial High School. These events included a PowerPoint presentation and distribution of college materials and literature.

The partnership between The Victoria College and Victoria Mall was strengthened by increased advertising and presence in the mall including directory duratrans, several information booths and a registration event. The Victoria College held registration at the mall on a Saturday from 11 am - 4 pm. Posters were posted in the mall and flyers were distributed to

## Institutional Advancement - Foundation & Marketing/Public Information

### 2005-2007 Institutional Effectiveness End of Year Summary

patrons announcing the event. The event was also featured on the mall's electronic billboards. The Marketing Department also participated in the mall's yearly Victoria Idol event by providing all contestants with a VC gift bag, donating a \$250 scholarship for the winner and Kimberly Haschke was a judge for the event.

#### Website:

The website underwent a complete redesign and upgrade.

#### Campaign:

The Marketing Department designed, developed and implemented a new marketing campaign, "What's your story?" This campaign was incorporated into the web, promotional items, print materials, billboards, radio and television.

The Marketing Department wrote, designed and oversaw the production of 8 "What's your story?" commercials involving students, alumni and staff. These commercials were recognized by the National Council for Marketing and Public Information an affiliate of the American Association of Community College with a Bronze Medallion Award.

The website page [www.victoriacollege.edu/yourstory](http://www.victoriacollege.edu/yourstory) was developed to collect success stories and was also recognized by the National Council for Marketing and Public Information an affiliate of the American Association of Community College with a Bronze Medallion Award.

A VC video was created by the marketing staff to be incorporated into presentations and the website.

#### Paid Advertising:

Victoria College spent approximately \$85,200.00 on advertising. The funds were used in the following areas (figures have been rounded):

Newspaper/Print \$ 27,500

Advertising was increased in smaller outlying area newspapers and web advertising on [www.victoriaadvocate.com](http://www.victoriaadvocate.com) was utilized

School, Church and Civic Organizations - Ads and Sponsorships \$3100.00

Promotional Items \$10,950

Billboards (Indoor and Outdoor) \$9,550.00

Billboards were placed throughout the eight county service area

Radio \$7,000

This included live remotes and web advertising on radio station web pages

Television \$18,500

This included media buys and the filming and production of 8 television commercials

Publications \$6425

Large scale publications such as phonebooks and magazines

Events \$2,400

Sponsorship and booth costs for community events

### **Budget Results**

The Board of Trustees authorized an expenditure of \$30,000 for the consultant services. As a result of the recommendations, College administration authorized additional advertising and printing expenses.

### **Objective 2**

Provide professional development and training opportunities for all employees.

### **Evaluation**

Report new ideas to administration and the Marketing Committee and analyze any that are implemented.

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2005-2007 Institutional Effectiveness End of Year Summary**

#### **Evaluation Results**

Attendees of several conferences and local/regional meetings summarized ideas and best practices following participation. Many suggestions were implemented.

#### **Strategy**

Opportunities for local and state professional development courses/seminars will be researched. Additionally, in-house training will be utilized by all staff.

#### **Strategy Results**

Staff from Marketing/Public Information attended the National Council for Marketing and Public Relations conference. Several ideas were brought back and implemented on campus. Some include website enhancements, awareness sessions at area high schools and community agencies, and "acceptance" letters to area high school seniors.

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.

#### **Objective 3**

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 and analyze referrals from area attorneys, financial planners and accountants.

#### **Evaluation Results**

Community response to the VC Foundation's Tradition of Excellence Annual Giving Campaign has been tremendous. Since its inception in 1998, over \$1 million has been donated in support of College initiatives. Of this, \$288,000 has been allocated to student scholarships, \$540,000 to endowments, \$125,000 in support of faculty/staff grants, and over \$100,000 to other College programs and departments.

There is continued interest in support of the Foundation through its memorial/honorarium program. During the 2005-2006 year, the Institutional Advancement Office received and acknowledged 315 donations totaling \$20,585.

#### **Strategy**

3.1 Increase efforts by the Victoria College Foundation to include additional friend raising/fundraising events and increased participation in the annual campaign.

3.2 Educate the Foundation board of directors and staff on planned giving opportunities to include a comprehensive program for implementation.

#### **Strategy Results**

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2005-2007 Institutional Effectiveness End of Year Summary**

Approximately 5,500 solicitations were mailed to area individuals and businesses during the 2005-2006 campaign. Record donations were received - 286 donors contributed over \$256,000. This is substantially more than previous years. The campaign's allocations to date include \$53,000 in student scholarships, \$139,000 to endowments, and \$30,000 for faculty/staff grants.

Several new endowments were established during the year:

- \* Margaret Sunderman contributed \$20,000 to establish a scholarship endowment in memory of her husband David M. Sunderman.
- \* Charles E. Butt - HEB - donated \$10,000 to create a scholarship endowment that will benefit nursing students.
- \* Dorothy T. Arnold created a scholarship endowment with a \$10,000 contribution.
- \* Mr. and Mrs. Bruce Chinn established the Hallie and Beatrice Chinn Scholarship endowment with \$10,000.
- \* The K.R. and Laura Miller Foundation created an endowment for students graduating from Industrial High School and attending The Victoria College. This endowment was created with an initial \$10,000 contribution and a promise of an additional \$20,000 over the next two years.
- \* Regional Steel Products, The Michael Joy Fine Arts Fund, and an anonymous donor made initial contributions towards the establishment of scholarship endowments.

In addition to Foundation donations, the department acknowledges all donations to the College and the Museum of the Coastal Bend.

The VC Foundation Board of Directors held a retreat which was facilitated by a community college fundraising consultant. The retreat involved examining current Foundation activities, benchmarking with other like institutions, developing objectives for future growth, and establishing long-term goals. A strategic planning task force made up of board members will be developed to create time-lines and strategies for obtaining these goals.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 4**

Develop strong relationships between the College and the service area community, including businesses, citizens and other educational institutions.

### **Evaluation**

Measure and compare success each fiscal year by number of new donors, referrals and partnerships.

### **Evaluation Results**

The Director continues to remain active in the service area. Success of the annual campaign, other year-round fundraising, and the influx of new donors signifies that the message is being heard and well received.

### **Strategy**

- 4.1 Present information on College activities and operations to area service organizations and professional groups.
- 4.2 Serve on various community boards and committees.

### **Strategy Results**

A PowerPoint presentation highlighting College and Foundation activities, including financial, program and services activities was developed. Presentations were made to several service organizations in Victoria and surrounding counties. Increased support from the areas outside of Victoria indicate the presentations are effective.

## **Institutional Advancement - Foundation & Marketing/Public Information**

### **2005-2007 Institutional Effectiveness End of Year Summary**

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The department continues to seek external funding for program and service development and enhancements. A new process has been developed to streamline the grant seeking process. New forms have been created that will assist the Executive Director and Vice Presidents in determining which grants will be written. Faculty and staff will submit initial information, including any required VC resources, for review by the VPs and the Executive Director of Institutional Advancement. Once approved, the employee, along with other applicable campus personnel, will prepare the full grant application.

#### **Strengths**

Over the past year, the Institutional Advancement Office has expanded to include the Office of Institutional Planning and Assessment and Marketing and Public Information. This partnership provides ease in sharing of information and resources to better analyze enrollment trends, market awareness, funding opportunities, and success. Early identification of trends and opportunities will assist in marketing, recruiting, retention and fundraising efforts.

#### **Areas Needing Improvement**

The Victoria College, like many other institutions of higher education, is not experiencing substantial growth. The College is also not experiencing large increases in minority enrollment, as it compares to area demographics. All of these issues were at the forefront in the decision to utilize professional consultants for marketing and strategic planning. These issues will continue to play a significant role when designing media promotions.

Additionally, the Institutional Advancement staff is relatively new. The Director of Marketing and Public Information, as well as the Director of Institutional Planning and Assessment were hired during the year. The department is committed to providing the resources necessary to train all staff.

#### **Success Story**

The Victoria College Foundation has established a short term loan program that provides no-cost, no-interest loans to students in need of assistance until their other financial aid becomes available. We began this program with \$1,000 but have added \$27,500 in the names of Claud Jacobs, Robert Kucera, and the Schaffner Estate. Since 2001, the Foundation has processed over \$80,000 in loans to more than 180 students, and the funds continue to roll over.

In addition to the success of the Foundation's annual giving campaign, the department continues to play a significant role in garnering support for scholarships, endowments, buildings, equipment, etc... The College was awarded a \$1 million 3-year challenge grant from the M.G. and Lillie A. Johnson Foundation to assist in equipping and furnishing the new Health Sciences Center.

Museum of Coastal Bend

2005-2007 Institutional Effectiveness End of Year Summary

**Purpose**

The Mission of the Museum of the Coastal Bend is to enhance the appreciation and enjoyment of the region's heritage.

The Museum of the Coastal Bend contributes to the overall mission of The Victoria College. A part of The Victoria College's stated mission is "to create and provide high-quality educational programs and services which fulfill the needs of the individual and the community for intellectual growth, workforce training, and cultural and personal enrichment." To support this mission, one of the College's goals is to "provide opportunities to enhance the community's quality of life through intellectual and cultural events."

As an educational component of the Victoria College, the purpose of the Museum of the Coastal Bend is fourfold: to collect, to preserve, to exhibit, and to interpret the history and heritage of the region.

**Objective 1**

The Museum of the Coastal Bend will continue to provide educational opportunities for the Coastal Bend area. The Museum will offer educational exhibits and programs for kindergarten through 12th grade, college and university students, and the general public to learn the history of the Texas Coastal Bend.

**Evaluation**

The Museum will monitor attendance of both individual visitors and organized school groups. Comment cards and teacher evaluation forms will also be reviewed.

**Evaluation Results**

Attendance at the museum for the year ending 8/31/06:

- Adults - 354
- Seniors - 448
- Students - 116
- Group Tours - 588
- School Tours - 1,539
- Off-site Special Events - 1,507

Visitation of the museum increased 59.9% over the previous year.

Comment cards and teacher evaluation forms were not used.

**Strategy**

- 1.1 Encourage V/C and UHV Students and Professors to utilize the Museum as an educational resource for art, history, science, and other disciplines.
- 1.2 Offer Student workers/Student Assistants the opportunity to gain skills in museum operations.
- 1.3 Provide educational opportunities for community volunteers through training sessions.

**Strategy Results**

## Museum of Coastal Bend

### 2005-2007 Institutional Effectiveness End of Year Summary

1.1 The Museum invited V/C and UHV students and professors to attend lectures, special events and the current exhibit. V/C and UHV faculty and staff were invited to use the museum facilities as needed during the year. Attendance total - 747.

1.2 Student workers assisted in on-going exhibit refurbishing and new exhibit installation. They also helped conduct museum tours, data entry for archeology research and assistance with special events. Student workers also run the front desk at the museum Tuesday through Saturday from 10 a.m. to 4 p.m.

1.3 Volunteers were given training on museum daily operations, museum audio visual equipment and tour guide instruction.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Future Plans**

The Echoes Exhibit will end December 30, 2006 and a new exhibit on ranching will be assembled and ready to open in the Spring of 2007. The new exhibit will offer exciting opportunities to create interesting educational programs, lecture series and community wide events. The archeology research group will continue to expand their collections on Early Peoples of the region. The MCB plans to hire a curator and a part-time education coordinator.

### **Strengths**

The MCB has very active advisory board that hosts several committees including Collections, Exhibits, Education, Membership and Marketing. Volunteers from the community also serve on these committees. The Museum's relationship with Victoria College is instrumental in providing services and support in all aspects of day to day operations. The MCB strives to provide exhibits, lectures and special events that are of interest to the community while providing educational opportunities for area students at all levels.

### **Areas Needing Improvement**

The MCB needs to concentrate on providing more educational opportunities for area students as well as recruiting volunteers to help with student tours and daily operations.

### **Success Story**

The MCB increased overall attendance from the previous year by 59.9%. This is due in part by a consistent advertising campaign with the Echoes exhibit.

## Planning and Institutional Assessment

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Purpose**

The Victoria College Institutional Research and Planning (IRP) Office provides administrative support services that effectively promote the mission of the College. The department conducts 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**

Faculty/staff survey will indicate satisfaction with streamlined process and ease of navigation on website.

#### **Evaluation Results**

This objective has not been successfully accomplished due in large part to repeated turn-over in the Office of Planning & Assessment Director position during the past two and a half years.

#### **Strategy**

Continue to automate PIA recurring reports.  
Begin to re-design web page to be more user friendly and archive old reports.

#### **Strategy Results**

Most PIA recurring reports have not been fully automated.  
The PIA web page has been re-designed only in terms of appearance but not structural organization.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Focus PIA efforts towards research and analysis on retention, persistence, and success.

#### **Evaluation**

Track the number of non-returning students and efforts to retrieve these students.  
This office will now be able to track students as they progress through other public institutions of higher learning.

#### **Evaluation Results**

This objective has also been negatively impacted by turn-over in the PIA's Director's position over the past two and a half years but has shown some improvement. The College now participates in a Clearinghouse Database that allows for tracking through other participating educational institutions.

#### **Strategy**



## Planning and Institutional Assessment

### 2005-2007 Institutional Effectiveness End of Year Summary

Identify and track historical trends of feeder high school students while monitoring drop/stop out rates. Information will be filtered directly to VP's of each area in order to communicate college-wide data-driven research that can directly impact decision making in all areas with regard to retention issues.

#### **Strategy Results**

This strategy has not been activated in a systematic manner. Instead, ad hoc reporting at the request of various VPs and the President has remained the mode of operation.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Evaluate the current planning process and participate in committee efforts to streamline.

#### **Evaluation**

Assistance from Quality Texas consultants will allow for outside evaluation of process. The committee will form a sub-committee to evaluate and streamline this process.

#### **Evaluation Results**

Again, success in this objective has been limited due to repeated turn-over in the PIA Director's position during the past two and a half years. There has been some limited success in this area as a benefit from having Quality Texas consultants on campus and focused PIA Committee efforts to work towards implementing the framework presented by Quality Texas.

#### **Strategy**

Assist chairperson of Institutional Effectiveness Committee in aligning planning process with the Quality Texas initiatives. Design and streamline unit planning to be a working document that is based upon the missions and goals of the college.

#### **Strategy Results**

This strategy's success was abbreviated due to the mid-year loss of the PIA Director and resulting vacancy. Evenso, the PIA Committee continued to work towards streamlining institutional planning towards agreement with the mission and goals of the college.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Objectives set at the beginning of the year are still valid to a large extent and more urgent. Increased automation of recurring reports is critical to base-line efficiency as well as increasing effectiveness to do more meaningful analysis and reporting. The PIA website needs to be restructured and cleaned up so that information is more readily identifiable and accessible. General management of the processes related to the operational environment of the Office of Planning & Institutional Assessment need to be reviewed and revised for increased effectiveness and efficiency.

#### **Strengths**

## Planning and Institutional Assessment

### 2005-2007 Institutional Effectiveness End of Year Summary

The greatest strength of the Office of Planning & Institutional Assessment is its staff and the College administration's positive encouragement to enable effective research, planning, and communication. The new PIA Director is highly qualified in quantitative and qualitative analysis and management including within higher education. The PIA Research Analyst is extremely knowledgeable and diligent in data management, analysis, and college communications while exhibiting the highest level of commitment to the College.

#### **Areas Needing Improvement**

Lack of continuity in the leadership of the department has hindered overall management of the department while reducing overall efficiency and effectiveness.

#### **Success Story**

During the midst of all the transitions in the Office of Planning and Institutional Assessment over the past few years, our Research Analyst has remained diligent, focused, knowledgeable, and responsive to reporting needs. Joyce Miller has in many respects kept PIA functional by providing the following reports in a timely manner: IPEDS; End of Year Report Data; Inside Numbers; Grade Reports; Base Year Comparison Data; Faculty and Staff Opinion Survey; Student Opinion Survey; Nursing Need Survey; Graduate and Employer Follow Up Survey; various Development Education Reports; Retention Data Reports; National Clearinghouse Student Tracker Reports; Classroom Utilization Reports; and various customized adhoc reports for all departments and divisions; Early Admission Reports; and others. She essentially has kept the base line intact for the Office of Planning & Institutional Assessment.

## Admissions and Records

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

The Victoria College Admissions and 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

Develop an effective and efficient Admissions and Records Office records management plan.

#### Evaluation

Assessment will be based on the progression through a developed schedule.

#### Evaluation Results

The 1993 Retention Schedule of Admissions and Records documents were reviewed and updated to take into account any new documents developed as a result of policies and procedures changes. Documents no longer used were deleted from the list.

The Texas State Library and Archives Commission website and AACRAO's Retention of Records Guide were reviewed for recommended and/or required retention periods per document. Decisions about retention periods for Victoria College Admissions and Records documents were then made and will be submitted to the Records Retention Committee for final approval. This objective remains in progress with the intention of completing this process during 2006-07.

#### Strategy

A manual of processes and procedures which will include the retention and destruction schedules will be developed and incorporated in the Admissions and Records Office schedule of work to be accomplished.

#### Strategy Results

The Admissions and Records Office has specifically addressed the procedures for the processing of Coordinating Board reports. In October 2005, staff provided MS-Excel training applicable to report processing. More recently, Admissions and Records staff members have become involved in recording the day-to-day processes/procedures from assisting students to processing courses for registration. This project is in its early stages of development and will take quite some time to be all inclusive.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Continue staff development and further cross-training efforts in areas such as Veterans Affairs and foreign student training to enhance efficiency and to provide timely services to all Admissions and Records Office customers.

#### Evaluation

Survey questions on the Annual Faculty and Staff Opinion Survey, Annual Student Opinion Survey and Veteran Affairs Customer Survey will be used to determine effectiveness and efficiency of services offered by the Admissions and Records Office. Cross-training efforts will be assessed with an internal assessment instrument and return a score of at least 80%.

#### Evaluation Results

## Admissions and Records

### 2005-2007 Institutional Effectiveness End of Year Summary

Results of the Annual Student Opinion Survey reflect high satisfactory customer service percentage levels for Veterans' Affairs (96.4%) and foreign students (96.9%). However, based on the actual numbers of VA and foreign students, these percentages are not reflective of the particular student population served. Surveys for VA and foreign students have been developed but have not been provided to these specific groups of individuals at this time.

External training has been provided to certain staff members for both VA and foreign student matters in October 2005 and November 2005, respectively. Although basic information has been shared among Admissions and Records staff, cross-training has occurred at a rather slow rate; and, therefore, no internal assessment instrument has been given.

#### **Strategy**

Internal and external staff development workshops will be a necessary component in order for the Admissions and Records Office to meet this objective.

#### **Strategy Results**

External Veterans' Affairs staff development was provided for key staff members in October 2005. This training enabled internal training of the VA student worker to assist with basic VA-Once and VA file activities. In addition, an internal staff training with Admissions & Records staff occurred on a very limited basis. Further training is needed before an assessment can be provided.

External foreign student staff development was provided for another key staff member in November 2005. No formal internal training has occurred with Admissions and Records staff; however, general information has been provided to them to assist with very basic foreign student questions.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Restructure the regular registration process to provide more correct, effective and efficient registration for students who register on the first day of regular registration (objective shared with Counseling Services).

#### **Evaluation**

Compare the number of students who do schedule changes because of a scheduling error in Fall 2005 with the number who did schedule changes for that reason in Fall 2004.

Survey questions on Annual Student Survey and Faculty/Staff Survey will be used to determine effectiveness and efficiency of services.

#### **Evaluation Results**

A comparison of schedule changes from Fall 2004 to Fall 2005 is not available due to the great amount of programming required to capture and retrieve it.

The Annual Student Survey of the registration process reflects a 94.5% satisfaction rate while the Faculty/Staff Survey reflects a 79% satisfaction rate. The low satisfaction rate by Faculty and Staff is due in large part to the change made from the usual arena registration process in the Technology Center to departmental areas during the Spring 2006 regular registration. Due to major dissatisfaction with this process, Fall 2006 arena registration was held in the Technology Center.

#### **Strategy**

## Admissions and Records

### 2005-2007 Institutional Effectiveness End of Year Summary

Collaboration with Counseling Services will be a necessary component for the success of this objective and will be accomplished by:

providing more comprehensive training for faculty who will work registration;  
training support staff to perform the responsibilities previously performed by counselors to enable counselors to register students; and, eliminating Virtual College of Texas on-line courses from the drop-down list of open courses.

#### **Strategy Results**

Counseling Services has provided very specific advisor training with emphasis on capturing new faculty members in the first semester of employment as well as inviting veteran faculty for a "refresher course". This training process remains ongoing as does the reviewing and revising of the regular registration process.

VCT online courses were eliminated from the web registration drop-down list of courses available; thus, no confusion about the availability of these particular courses will occur.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Continue to devote time for cross-training in the areas of Veterans' Affairs and foreign student issues as well as other areas, as needed.
2. Continue to develop and fully implement the records management plan.
3. Dedicate time to various types of training and review of processes and procedures performed by peer institutions to improve efficiency and effectiveness.
4. Collaborate with High School Programs Director to broaden the College Connection program and dual credit program.
5. Implement the Community College common application online.

#### **Strengths**

1. Cross-trained staff
2. Improved customer service
3. Accurate and timely submission of reports to external agencies and completion of student records
4. Availability of comprehensive solutions for and assistance to faculty and staff
5. Promotion of DocuWare utilization

#### **Areas Needing Improvement**

Veterans' Affairs and foreign student cross-training efforts continue to be a necessity for this portion of the student population. More effort will be made to address these areas. In addition, the records management plan (including the retention schedule and destruction log) continues to be an essential element of a smooth Admissions and Records Office operation.

#### **Success Story**

A foreign student, from Japan, arrived at Victoria College as a transfer student on a visa for the Fall 2005 semester. His persistence, self-discipline, budget-savvy and courage brought him to Texas to study at Victoria College. Personalized assistance from the Registrar and the Admissions & Records Office staff made his transition/adjustment to VC successful. This determined student has been enrolled since that time earning an exceptional academic record of 4.0.

# Student Services

## Counseling Services

### 2005-2007 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:

Assessment (Testing)--to provide comprehensive assessment and training opportunities to facilitate the academic and continuing education needs of service-area constituents.

Educational/Personal/Career Counseling--to provide comprehensive counseling services to current and prospective students regarding educational opportunities that meet their individualized needs.

Support Services for Students with Disabilities--to provide support services for persons with disabilities to ensure full participation and equal access.

Recruitment--to provide information and assistance to increase enrollment and to promote enrollment of underrepresented populations.

Instruction--to provide New Student Orientation and Strategic Learning classes that will teach learning strategies and student success skills.

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

Improve the effectiveness and efficiency of assessment services to students, faculty, staff and service-area constituents.

#### Evaluation

Administer point-of-contact surveys with ACT courseware users.

Track the number of assessments and training courses administered and the number of individuals served by the Testing Center on an annual basis.

Survey faculty to determine the effectiveness and efficiency of services offered by the Testing Center.

Survey students through the annual Student Survey about the availability of testing opportunities in the Testing Center.

#### Evaluation Results

Survey results regarding the ACT Center indicates that The Victoria College ACT Center has been rated above national averages regarding ease of facility access (4.45 VC rating/4.32 national rating), facility check-in process (4.66 VC rating/4.66 national rating), helpful Center staff (4.72 VC rating/4.68 national rating), and effective testing environment (4.66 VC rating/4.49 national rating).

The Testing Center served 10, 817 students this past year. The majority of testing was from VC online students and national assessments (i.e. SAT, ACT and THEA).

The Testing Center received high ratings from faculty this past year. A 100% satisfactory rate was given to the Testing Center for having friendly, helpful staff; 91% satisfactory rate was given for convenient testing times, adequate testing times, prompt return and availability of tests, and meeting testing needs; and, 73% rated the Center location and technical needs as satisfactory.

#### Strategy

## Counseling Services

### 2005-2007 Institutional Effectiveness End of Year Summary

Launch courseware for the ACT Center by advertising through the Chamber of Commerce and by direct contact with business and industry.

Assist with course testing for students with disabilities to support the efforts of the College in providing specialized accommodations to enable all students to overcome obstacles to their education.

Introduce new testing programs to provide an expanded and comprehensive system of assessments and evaluation.

Streamline on-line course testing opportunities to increase the efficiency of the Testing Center and its staff.

#### **Strategy Results**

There has been little response from area businesses and industries regarding the ACT Center. With the addition of a ACT Center brochure and some additional strategies, such as presentations, contacts and interest will increase in the coming year.

The Testing Center has incorporated the COMPASS tests as well as the Transportation Security Assessment (TSA) for Homeland Security and area airports. The Testing Center will continue to research and investigate additional testing opportunities as they become available.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

Improve retention and performance of developmental education students.

#### **Evaluation**

Compare 2005-06 students who enroll in the Strategic Learning course with those from the previous semesters to see if the following percentages show increases:

- percent of students who complete the course
- percent of students who persist by semester and year
- percent of students who improve their THEA scores
- percent of students who improved their academic performance by grade distributions

#### **Evaluation Results**

1. Fall 04 to Fall 05 saw similar numbers of students enrolled, but 2% less completed the course with a grade of C or better. Spring 05 to Spring 06 saw a decrease in numbers enrolled as well as a decrease in the percentage of students completing with a grade of C or better (13% decrease).

2. 2005-06 saw both a decrease in Fall to Spring persistence and Spring to Fall persistence from the previous year (7% decrease Fall to Spring and 13% decrease Spring to Fall).

3. This cannot be compared since students no longer have to retest if they make a B or better in the exit level developmental course. If we compare those who are TSI complete with those who improved their THEA scores, then Fall 05 shows a 13% improvement and Spring 06 shows an 18% improvement. Those comparisons are not valid. It would appear to show that students have a better chance of making a B or better than to improve their test scores.

#### **Strategy**

Analyze Strategic Learning curriculum and teaching methodologies (strategy shared with Title V).

Develop Strategic Learning curriculum and teaching methodologies to bring about increased retention of developmental students (strategy shared with Title V).

#### **Strategy Results**

## Counseling Services

### 2005-2007 Institutional Effectiveness End of Year Summary

The curriculum and teaching methodologies were analyzed resulting in new curriculum and teaching methodology for 2006-07.

On Course training was obtained by the lead instructor who is teaching two sections of the class this Fall with pre- and post-surveys to determine the effectiveness for students.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Restructure the regular registration process to provide more correct, effective and efficient registration for students who register on the first day of regular registration (objective shared with Admissions and Records).

#### **Evaluation**

Compare the number of students who do schedule changes because of a scheduling error in Fall 2005 with the number who did schedule changes for that reason in Fall 2004.

Survey students and faculty/staff on the annual college-wide survey about their satisfaction with the registration process.

#### **Evaluation Results**

Data to compare the number of schedule changes from year-to-year is difficult to gather because of the rewrite of the student information system (ISIS) and the inability to retrieve data.

Results from the student survey showed a 94.5% satisfaction rate for the registration process while the faculty/staff rate was only 79%. This was largely due to the shift from the usual arena-style registration to registration in various buildings for the spring semester. A separate survey was done immediately after spring registration, and the results showed overwhelmingly (approximately 95%) that faculty and staff preferred the arena-style registration done in the Technology Services Building.

#### **Strategy**

Provide more comprehensive training for faculty who will work registration.

Train support staff to perform the responsibilities previously performed by counselors to enable counselors to register students.

Eliminate Virtual College of Texas on-line courses from the drop-down list of open courses.

#### **Strategy Results**

While we continue to offer comprehensive training for faculty, work continues to need to be done. The training for support staff that was done prior to Spring registration met with success, but overall faculty nor staff liked the regular registration day moved from the arena-style registration used in previous semester.

Programmers did not remove VCT course from the drop-down list of open courses. However, due to decreased VCT offerings this has become less problematic and plans were developed to eliminate errors in VCT enrollment in other ways.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Provide more effective and efficient advising for students.



## Counseling Services

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation**

Survey students through questions on the annual college-wide survey about their awareness of advising during non-registration periods and the availability of the VCCIMS automated degree plan audit.

Survey students through questions on the annual college-wide survey about their satisfaction with academic advising.

#### **Evaluation Results**

The question on the awareness of advising during non-registration periods and availability of automated degree plan audits was not added to the survey. The degree plan audits are problematic; and in an effort to keep the number of questions on the survey down, the other part was not added.

The results of the survey showed a 91.3% satisfaction rate for academic advising up from 90% the previous year.

#### **Strategy**

Increase publicity of advising during non-registration periods and of the availability of the VCCIMS automated degree plan audit.

Develop temporary degree plans to use until ISIS is complete.

#### **Strategy Results**

The best publicity for advising during non-registration periods came about as a result of web registration starting two weeks prior to advisor-assisted registration last Fall. Post cards were mailed to students eligible for web registration, and those students came in for assistance so that they would be ready to register when the web opened. Advertising of the automated degree plan audit was not done due to it being problematic for students.

One of the counselors developed an Associate of Science and Associate of Arts degree plan template that is on the shared drive for all counselors to use. VCCIMS also calculates core course completion, and that allows students to quickly work with counselors to see what they need to complete the core.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

Advertise an advising period two-weeks prior to the opening of web registration. Advertise and hold group advising sessions for students in specific major areas.

In conjunction with College Connection, hold advising sessions at participating high schools so students will know what they need to enroll in when they register prior to High School graduation .

The Testing Center will be the primary source of testing for students with disabilities.

Two counselors will be assigned to assist faculty advisors in each advising area to help ensure that students are placed in appropriate courses.

Upon the completion of the student information system (ISIS) and improvement of the degree audit; the availability of this tool will be publicized to students.

#### **Strengths**

## Counseling Services

### 2005-2007 Institutional Effectiveness End of Year Summary

97% satisfaction rate was received on the survey related to VA counseling availability.

A record number of tests (10,817) were administered in the Testing Center. The ACT Center received evaluation results better than the national average for ACT Centers.

The VC Tutoring Center received CRLA Level 2 certification in July 2005 and continues to provide training in the form of an Orientation for Tutors at the beginning of each semester and on-going assignments throughout the semester. To date 41 tutors have Level I certification and 15 have Level II certification.

The Science Tutoring Lab began in Fall 2005. Approximately 375-400 student sign-ins occurred each semester since the inception of the project. From all reports, the following factors are responsible for the success of the project: convenience of tutoring lab space; tutors on site in the Science Building; the addition of materials in the study area; and easy access to the science labs.

#### **Areas Needing Improvement**

Academic advising prior to registration periods

Registration is an ongoing area in need of improvement--particularly regular registration done arena style

Training for faculty advisors needs to be more hands on at a computer perhaps with sample student scenarios

#### **Success Story**

A total of 419 new VC students attended summer New Student Orientation with a record number of parents/family members attending those sessions (104). All areas of the college were involved which made for a good overall experience for students and parents who attended. Overall survey results were positive from students and very positive from parents. Inclusion of a student panel on a day it rained received such a positive response that plans will include it in future summer New Student Orientations.

One student who utilized Tutoring Services aptly defines the VC mission and the dedication of VC to help its students succeed. A student who entered VC on scholastic probation transferred to UHV with a 3.2 grade point average. The student still comes to the Tutoring Center for occasional help and to report that he is doing well in his studies at UHV. He says that he would have dropped out had it not been for the support of VC personnel and the tutors who literally adopted him into the Center and made him feel successful. There were many days when the student did not have money for lunch and continued to study even though he was tired and hungry. The tutors and other students in the Center saw to it that he had a snack, a laugh, and any assistance he required. This exemplifies that teamwork and perseverance paid off for a promising young man who needed a helping hand and received it from VC.

## Educational Opportunity Center (EOC)

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College mission to "create and provide high quality educational programs and services" and specifically with the College goal to provide "educational support services that ensure all students the opportunity to pursue higher educational goals," the purpose of the Educational Opportunity Center (EOC) is to provide quality services promoting higher education opportunities to residents in the Golden Crescent region specifically targeting first generation and low-income individuals.

#### Objective 1

To provide assistance in completing financial aid and/or admissions each projected year to a minimum of 500 prospective college students.

#### Evaluation

1. Track the number of financial aid counseling and admissions contacts on a weekly basis
3. Develop and facilitate surveys addressing financial aid and admissions awareness efforts and program effectiveness
4. Assess goal attainment on a weekly basis
5. Track the number of EOC participants who applied and received financial aid assistance
6. Track the number of students attending workshop
7. Track the number of EOC participants who have applied for admission

#### Evaluation Results

1. The EOC program reached this objective goal by providing assistance with financial aid and/or admissions to a total of 956 participants.
2. The surveys are being developed and will be conducted with local community partners and past participants to gauge program awareness and effectiveness as well as prepare for program closeout. Based on the Faculty Staff Opinion Survey and the Student Opinion Survey, the EOC Program satisfaction rates for services are as follows.

Faculty Survey:

Quality of support provided to faculty and staff 94.4%

Quality of support provided to students and prospective students 95.7%

Courtesy, professionalism, and/or cooperation of EOC personnel 94.9%

Student Opinion Survey:

Effectiveness of support services provided 97.2%

Knowledge and helpfulness of EOC personnel 95.7%

Hours of operation are convenient for my needs 97.1%

Overall office environment was welcoming 96.4%

3. The program targets per the objectives were reviewed weekly and progress presented to staff and key leaders on a regular basis via email and report card information posted on the portal.
4. A total of 956 EOC participants applied for and received financial aid. A total of 137 applied and received financial aid from The Victoria College.
5. A total of 70 EOC participants attended workshops.
6. A total of 956 participants applied for admission to an institute of higher education. 363 EOC participants applied for admission to The Victoria College.

#### Strategy

1. Expand networking within the community and educational institutions to increase program awareness
2. Include EOC inserts in higher education institutions financial aid packets
3. Increase number of financial aid and admission workshops delivered
4. Increase education specialist outreach to weekly site visits as opposed to bi-monthly

## Educational Opportunity Center (EOC)

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

1. The EOC increased networking within the community and educational institutions by outreaching to local churches, obtaining a significant number of free PSAs on English and Spanish language television, and radio, as well as enhanced work with agencies such as TWS, Texas Rehabilitation Services, halfway houses, and homeless shelters. This year has been a banner year for two way communication and cooperation from our service area communities and media.
2. The EOC provided inserts for outreach campaigns at the Victoria College, the University of Houston- Victoria, and Wharton County Junior College.
3. The EOC participated in a total of 18 financial aid and admission workshops held at local high schools (public and private), the University of Houston- Victoria, and local churches. This is 3 more than last year with 3 of the events being joint projects with the University of Houston- Victoria, VISD, and the Latina Forum. Scholarships totaling \$5,000.00 were awarded in this process.
4. Specialist traveled more frequently to conduct outreach, and during peak periods traveled weekly to accommodate workloads. This flexibility allowed the EOC staff to be more responsive to requests from local high schools and Texas Workforce Solution Offices.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 2**

To enroll 175 "college-ready" participants in a program of postsecondary education each project year

#### **Evaluation**

1. Track the number of academic advising contacts using the computerized database
2. Track the number of student attendance at workshops
3. Develop and facilitate surveys addressing postsecondary information awareness efforts and program effectiveness.
4. Assess goal attainment on a weekly basis
5. Track the number of students who early register
5. Track the number of participants who applied and were accepted to their school of choice

#### **Evaluation Results**

The program reached its stated target goal in objective 2 of enrolling 175 college- ready participants in a program of postsecondary education.

1. The EOC staff facilitated a total of 750 academic advising contacts during the program year.
2. A total of 70 EOC participants attended workshops.
3. As referenced in Objective 1/Evaluation Result 2, surveys are being developed and will be conducted with local partners and past participants to gauge program awareness and effectiveness as well as prepare for program closeout. The satisfaction rating is above 90%.

#### **Strategy**

1. Provide early registration for participants
2. Increase education specialist outreach to weekly site visits as opposed to bi-monthly
3. Increase number of informational workshops addressing postsecondary admission procedures and opportunities
4. Send reminder postcards to all students on registration dates and admission procedures
5. Education Specialists will assess preparedness levels and flag students to determine level of follow-up contact

#### **Strategy Results**

## Educational Opportunity Center (EOC)

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Participants were allowed to early register with KEY Center Students prior during early registration for the Fall and Spring. Many students were eligible to web register and took advantage of that opportunity.
2. EOC Specialists traveled more frequently to conduct outreach, and during peak periods traveled weekly to accommodate workloads. This flexibility allowed the EOC staff to be more responsive to requests from local high schools and Texas Workforce Solution Offices.
3. The EOC participated in a total of 18 financial aid and admission workshops held at local high schools (public and private), the University of Houston- Victoria, and local churches. This is 3 more than last year with three of the events being joint projects with the University of Houston- Victoria, VISD, and the Latina Forum. Scholarships totaling \$5,000.00 were awarded in this process.
4. Reminder postcards and bulk email were sent prior to each semester, Fall, Spring, Interim, Summer I and Summer II to remind students of registration dates as well as the admission and financial aid processes and assistance available for the EOC program.
5. Education Specialists assessed the preparedness levels and flagged students who were in need of follow-up contact. These students were referred to Adult Education for GED preparation assistance, and The Victoria College Tutoring Center for THEA and NET tutoring via EOC and campus tutors.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Objective 3**

To identify, select, and enroll 1000 participants in the EOC

### **Evaluation**

1. Track the number of academic advising contacts using the computerized database
2. Track the number of student attendance at workshops
3. Develop and facilitate surveys addressing postsecondary information awareness efforts and program effectiveness
4. Assess goal attainment on a weekly basis

### **Evaluation Results**

The EOC program reached and exceeded its target goal of enrolling 1,000 participants.

1. The EOC staff facilitated a total of 750 academic advising contacts during the program year.
2. A total of 70 EOC participants attended workshops.
3. As referenced in Objective 1/Evaluation Result 2, surveys are being developed and will be conducted with local partners and past participants to gauge program awareness and effectiveness as well as prepare for program closeout.
4. The program targets per the objectives were reviewed weekly and progress presented to staff and key leaders on a regular basis via email and report card information posted on the portal showed weekly goal attainment.

### **Strategy**

1. Increase education specialist outreach to weekly site visits as opposed to bi-monthly
2. Increase attendance in existing EOC presentations
3. Develop and facilitate events which generate attendance exceeding 25 participants
4. Expand focus on high school juniors
5. Develop innovative marketing strategies
6. Target advertising on important dates such as financial aid deadline and fall registration

### **Strategy Results**

## Educational Opportunity Center (EOC)

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Specialist traveled more frequently to conduct outreach, and during peak periods traveled weekly to accommodate workloads. This flexibility allowed the EOC staff to be more responsive to requests from local high schools and Texas Workforce Solution Offices.
2. Increased attendance in existing EOC presentations has been increase via the free and paid marketing PSAs as well through the enhanced cooperative and collaborative efforts with local community partners to include ISDs, Texas Workforce Solutions, Texas Rehabilitation Services, Adult Education centers and programs and local chambers of commerce organizations.
3. Events during Hispanic heritage month, a cooperative agreement between VISD, The Victoria College, the Latina Forum and the University of Houston- Victoria generated audiences as high as 300 to hear about the benefits of higher education and the services provided by the EOC.
4. High School Juniors have been incorporated into the regular service outreach to local communities and high schools and Adult Education centers and programs.
5. The EOC developed innovative marketing strategies which included increased networking. within the community and educational institutions by outreaching to local churches, obtaining a significant number of free PSAs on English and Spanish language television, and radio, as well as enhanced work with agencies such as TWS, Texas Rehabilitation Services, halfway houses, and homeless shelters. This year has been successful in establishing two-way communication and cooperation from our service area communities and media. A cooperative partnership with The Victoria College, the Latina Forum and the University of Houston-Victoria facilitated a Hispanic heritage month highlighting the Hispanic culture and the benefits of higher education. During this month, a Boys and Girls Academies, bilingual FAFSAs with corporate sponsors (Bank of America, Wells Fargo), and cultural events such as plays, mariachi concert and ballet Folklorico performances highlighted higher education and served as an advertising and outreach mechanism for the EOC.
6. Target advertising for important dates such as financial aid deadlines and fall, spring, interim, and summer registrations has been facilitated via the enhanced marketing campaign via free and paid PSAs. In addition, a monthly newsletter is published, posted on the web, and distributed to local high schools as well as community agencies.

### **Budget Results**

No funding outside the normal operational budget was required.

### **Future Plans**

1. Comply with all program closeout requirements via Department of Education.
2. Complete follow up or exit plans for participants to assist in facilitating retention and graduation in programs of higher education.
3. Enhanced outreach via high school and community agencies.

### **Strengths**

The EOC current strengths include its innovate and enhanced marketing campaign as well as increased cooperation and collaboration from community agencies and the private sector. There is an increase in walk-ins as a result of the PSAs that appear via radio, tv, and print advertising as well the internet. The EOC will continue to work on outreach efforts and a new outreach to veterans has been launched this year. The satisfaction rate is outstanding for the EOC program from both faculty, staff and students.

### **Areas Needing Improvement**

Additional work on archiving files via imaging and preparing for program closeout will be challenges to deal with this year.

In addition, facilitating follow up plans for current participants will be implemented to help ensure retention and graduation via programs of higher education.

### **Success Story**

## Educational Opportunity Center (EOC)

### **2005-2007 Institutional Effectiveness End of Year Summary**

EOC worked with a Memorial High School senior to research scholarship opportunities, complete the Federal Application for Free Student Aid (FAFSA), and scholarship applications. The student received the Gates Millennium Scholarship which is renewable for up to 10 years and pays for all college-related living expense. This scholarship is very competitive and only 1000 are awarded nationwide.

## Financial Aid

### 2005-2007 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 and assistance to students in obtaining access to the financial resources to attend college. The Financial Aid Office functions within the stated regulatory framework for each aid program administered by the office and provides 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, scholarships, child-care assistance, and student employment.

#### **Objective 1**

Provide excellent customer service to all customers.

#### **Evaluation**

Each of the training sessions offered will be evaluated by one or more of the following methods:

1. Financial Aid Office Customer Survey
2. Review of Yearly Graduate Survey, 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**

1. Respondents to the Financial Aid Office Customer Survey ranked the office in four separate areas of customer service, using a scale of 1-4, with 1 = Poor and 4 = Excellent. The areas ranked, and the average assessed to each, were : Friendliness/courteousness of staff (3.64), Knowledge/expertise of staff (3.75), Helpfulness of Staff (3.65) and Quality of Service (3.55).
2. Results from the Student Opinion Survey indicated respondents were generally very satisfied or satisfied with the services offered by the Financial Aid Office. The percentages of individuals who were "Not Dissatisfied" ranged from 87.2% to 93.8% in the seven different categories that were assessed. The Faculty and Staff Opinion Survey had a "Not Dissatisfied" range from 93.3% to 98.8% on the two categories assessed.

#### **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. Continue the process of cross-training within the department to develop the skills and enhance the performance of staff for providing excellent customer service.

#### **Strategy Results**

All Financial Aid staff attended two workshops sponsored by the Texas Guaranteed Student Loan Corporation. "Today's Multi-Generational Workforce" centered on distinguishing between generations and gaining understanding on how team members became who they are today. The values and work ethics of each generation was explored. "What Do You Say" covered a variety of situations and challenges, and the importance of the first few seconds and first few words in determining success or failure in providing excellent customer service.

#### **Budget Results**

No funding outside the normal operational budget was required.



## Financial Aid

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 2**

Utilize available technology to improve efficiencies in the Financial Aid Office.

#### **Evaluation**

1. Financial Aid Office Customer Survey
2. Review of Yearly Graduate Survey, Yearly Student Opinion Survey, and Yearly Faculty and Staff Survey with a 3.5 average response to all questions.
3. Imaging of student records from 2002-2003 will be completed by December 15, 2005. Imaging of student records from 2003-2004 will be completed by July 31, 2006.

#### **Evaluation Results**

Respondents to the Financial Aid Office Customer Survey ranked the office in four separate areas of customer service, using a scale of 1-4, with 1 = Poor and 4 = Excellent. The areas ranked, and the average assessed to each, were : Friendliness/courteousness of staff (3.64), Knowledge/expertise of staff (3.75), Helpfulness of Staff (3.65) and Quality of Service (3.55).

2. Results from the Student Opinion Survey indicated respondents were generally very satisfied or satisfied with the services offered by the Financial Aid Office. The percentages of individuals who were "Not Dissatisfied" ranged from 87.2% to 93.8% in the seven different categories that were assessed. The Faculty and Staff Opinion Survey had a "Not Dissatisfied" range from 93.3% to 98.8% on the two categories assessed.

3. All 2004-2005, 2005-2006, and 2006-2007 files have been imaged. Approximately 1,000 files from years prior to 2004-2005 have been imaged as well. Additional imaging of files from these prior years will continue once a determination is made as to what information needs to be stored in order to meet federal, state and institutional guidelines.

#### **Strategy**

Continue the process of converting student financial aid records into digital documents. Document imaging allows for faster retrieval of records and more secure storage of student records. The ability to electronically locate and retrieve information eliminates time delays, confusion and misinformation which frustrates customers and ultimately translates into providing better customer service.

Establish detailed imaging schedule to ensure process is proceeding in a timely manner.

Expand the imaging process to include federal and state-mandated financial aid reports which must be maintained according to established record retention schedules.

#### **Strategy Results**

There have been beneficial aspects to the imaging process for the Financial Aid Office. First, there has been a reduction in the amount of space needed to store records. Second, imaging allows for concurrent access to the documents, lessening the need for photocopying of documents and the amount of paperwork in the office. Third, there is increased security from fire and flood, and imaging provides a disaster recovery tool. These benefits equate to a more effective and efficient office in providing excellent customer service.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

Establish Stafford Loan default aversion program.

## Financial Aid

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation**

The college's annual cohort default rate will remain below 10%.

#### **Evaluation Results**

The cohort default rate for FY 2004 is 8.2%.

#### **Strategy**

1. Review regulatory guidance on default prevention
2. Evaluate current institutional practices
3. Develop process for identifying and communicating with graduates and non-completers regarding Stafford Loan repayment options and responsibilities

#### **Strategy Results**

The Financial Aid Office is currently in the process of updating its loan default program. In collaboration with Texas Guaranteed Student Loan Corporation and several lenders/servicers, technical assistance and support is being received in developing a campus-wide default management plan.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 4**

Revise and update Financial Aid Policy and Procedures Manual

#### **Evaluation**

Success will be measured by timely completion of manual.

#### **Evaluation Results**

The Financial Aid Policy and Procedure manual is currently being updated. Anticipated completion date is January 2007.

#### **Strategy**

1. Review current policies and procedures with regard to federal regulatory updates
2. Produce final documents
3. Establish project timeline to complete policy and procedures manual

#### **Strategy Results**

Current policies are being reviewed to ensure compliance with all federal, state, and institutional regulations and guidelines. Office procedures are being examined and put in writing to enhance cross-training efforts.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

## Financial Aid

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Additional professional development opportunities will be offered to the Financial Aid staff with the objective of developing the skills and enhancing the performance of staff in providing excellent customer service.
2. Completion of the imaging project and the Policy and Procedure manual will assist the Financial Aid staff in their endeavor to provide effective and efficient services to students.
3. Implementation of the loan default aversion program will ensure the college remains a good steward of federal loan funds and guarantees continuation of this vital source of aid for many students.

#### **Strengths**

The Financial Aid Office continues to see an upward trend in the number of students applying for and receiving financial aid at the college. Pell Grant and student loan disbursements have steadily increased over the last few years. The office has been able to meet the demand on resources (such as time) this increased activity has brought with it, while still providing effective services to our students as measured by opinion surveys.

#### **Areas Needing Improvement**

Additional work needs to be performed in the area of imaging documents. Determination of record retention schedules and the establishment of institutional policies will provide guidance on this matter.

Employee turnover in the Financial Aid Office will necessitate increased cross-training efforts in order to ensure seamless transitions and provide uninterrupted quality customer service.

#### **Success Story**

The Financial Aid Office instituted a new process for the Satisfactory Academic Progress Appeals Committee to consider appeals from students who have been placed on financial aid suspension. Previously, copies of the appeal form, appeal letter, and transcripts of each student were photocopied for each SAPAC member. These papers were then distributed to each member at the meeting, who then reviewed the letter and transcripts before voting. As a result, a large amount of paper was utilized and the meetings took up a considerable amount of time (60 to 90 minutes or more, dependent upon the number of appeals).

Now, all paperwork is scanned and stored in Docuware. Each SAPAC member has access to Docuware, to review the student's file in advance of the meeting. At the meeting, the SAPAC members simply vote on the student's appeal, unless there is a request for more information. The result has been a significant reduction in the amount of resources (time and paper) used in preparing for the meeting and a more efficient meeting (usually lasting less than 30 minutes).

## K.E.Y. Center

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

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 Student Support Services Program purpose is to provide quality services to first generation, low-income and disabled students who have not completed their Texas Success Initiative (TSI) liability and are enrolled in developmental education.

#### Objective 1

Reduce number of K.E.Y. students on scholastic probation

#### Evaluation

1. Track the number of students who attend tutoring sessions using computerized system
2. Track the number of counseling contacts using computerized database
3. Track mid-term grades
4. Monitor academic progress by grade checks and faculty, student and tutor feedback

#### Evaluation Results

Fall '05 - K.E.Y. Center had 141 students. 57% attended tutoring.

Spring '06 - K.E.Y. Center had 134 students. 67% attending tutoring.

159 participants received 493:43 hours of Academic Advising. 45 participants received 42:43 hours of Personal Counseling.

In the Fall '05, at mid-term, K.E.Y. participants had 39 failing grades out of a total of 518 classes taken (8%). At semester end 17 of 39 Fs were brought up to passing (44%). 11 F's were dropped after mid-term.

In the Spring '06, at mid-term, K.E.Y. participants had 49 failing grades out of a total of 422 classes taken (12%). 9 of those 49 failing grades were brought up to passing (18%). 28F's were dropped after mid-term.

#### Strategy

1. Contact students on scholastic probation on a bi-monthly basis
2. Require individual and group tutoring for students on scholastic probation
3. Monitor mid-term grades for all program participants
4. Students at-risk of failing based on mid-term grades will have bi-monthly counselor contacts to assess academic progress
5. Students at-risk of failing based on mid-term grades will enrolled in individual and group tutoring; or increase tutoring time if necessary

#### Strategy Results

## K.E.Y. Center

### 2005-2007 Institutional Effectiveness End of Year Summary

14 students were removed from Scholastic Probation in the Fall '05 from previous semesters. In the Fall '05 semester, 35 students out of 141 enrolled (25%) were placed on Scholastic Probation. 9 of those 35 were removed from Scholastic Probation in the Spring '06 semester. 9 were placed on Enforced Withdrawal, 4 enrolled with special permission. In Spring '06, 17 students out of 134 enrolled (13%) were placed on Scholastic Probation. Of those 17, 14 either did not enroll at all or did not enroll for six hours. Any student on Scholastic Probation in the K.E.Y. Center is notified by mail or telephone to come in for academic advising and to check in bi-monthly with a K.E.Y. Counselor. They are then encouraged to enroll with a tutor and meet with a tutor at least bi-weekly. It is also suggested that if possible they come to the Center for group study.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 2

Assist eligible participants with satisfaction of the TSI liability by completion of the developmental education sequence and/or passing of the THEA

### Evaluation

1. Track the number of student attending THEA review sessions
2. Track the number of students attending developmental education tutoring sessions
3. Monitor developmental education course progress
4. Monitor students progress in passing the THEA test by evaluating THEA scores

### Evaluation Results

In prior years, VCCIMS was used to track students attending tutoring sessions. In 05-06, we began using Tutor Trac. Tutor Trac did not distinguish between the various sections of Math, Reading, or English. Changes have been made in Tutor Trac which will allow us once again to distinguish between the various sections of courses which are tutored.

Developmental Education course progress for the 05-06 school year:

84 K.E.Y. Center students took Developmental Courses in the 05-06 school year  
67% (56 of the 84) attended tutoring in the K.E.Y. Center for Developmental classes  
37 students made a B or better In Math 0301  
13 students made a B or better in English 301  
11 students made a B or better in Reading 301  
This resulted in 61 students becoming TSI complete.

Of the 49 new 05-06 cohort, 29 became THEA complete either through testing or making a B or better in their developmental coursework.

31 of the 04-05 cohort became THEA complete  
7 of the 03-04 cohort became THEA complete  
8 of the 02-03 cohort became THEA complete  
2 of the 01-02 cohort became THEA complete  
This is a total of 77 students.

### Strategy

1. Provide individual and group tutoring that will focus on the content of the THEA test or alternative test
2. Conduct THEA review sessions by professional tutors and faculty
3. Require frequent testing of students skills in tutoring sessions
4. Provide individual and group tutoring that focuses on developmental education
5. Require bi-monthly student self-reports on course progress
6. Limit the number of students to 3 per group tutoring session

## K.E.Y. Center

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Strategy Results**

In the Spring of '06 the K.E.Y. Center sponsored THEA tutoring on Tuesday nights from 4:00 p.m. to 8:00 p.m. In the Summer, the K.E.Y. Center in collaboration with the Tutoring Center, and EOC. sponsored Skill Builders which were THEA and NET Review Sessions. These Sessions were held from 1:00 to 3:00 p.m. Monday through Thursday for two weeks in June and two weeks in July. K. E. Y. Center, EOC, and VC students were in attendance. The K.E.Y. Center tutors are qualified to tutor our students for all college entrance tests.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The K.E. Y Center has now made it mandatory for new participants to have a mentor. Mentoring is an additional retention strategy that will provide our participants with encouragement to realize their goals. It is our hope that we will get both faculty and staff to join us in this very important and rewarding retention strategy. When reviewing the mentees applications, a majority of them want a mentor who has experience in the academic major they have chosen.

#### **Strengths**

The K.E.Y. Center offers a plethora of workshops and activities to build the skills of our participants. Those workshops include study skills, time management, motivation, goal setting, money management, information processing, selecting the main idea, study aids, anxiety, and concentration. Computer workshops are offered to enhance our students computer skills. "The Reading Round Table" provides students with an opportunity to read and discuss short stories they may be reading in their English classes.

Personal, academic, and financial aid counseling is available for K.E.Y. Center participants. Degree plans and academic advising are seen as a number one retention strategy.

K.E.Y. Center tutors go above and beyond the call of duty to help our students be successful. One-on-one tutoring and small group tutoring ensures that students get the valuable help they need.

#### **Areas Needing Improvement**

The K.E.Y. Center needs to increase the number of students who attend the enrichment activities provided by the program. The majority of the K.E.Y. Center students are working and have families making it difficult for them to participate in these activities. The K.E.Y. Center will explore scheduling these events on Saturdays or evenings.

#### **Success Story**

In 2002, a young Hispanic male became a part of the K.E.Y. Center. He was a first generation, low-income student with a disability and he had not passed two parts of his TASP (now known as THEA). Through his dedication and commitment and the K.E.Y. Center staff's commitment and the Center's various resources, he achieved academic success. In Spring 2006, this young man graduated with an Associates of Applied Science degree with a 2.88 GPA. While in his last year of school, he worked for the City of Victoria as a draftsman and now resides in San Anonio, Texas; employed as a draftsman. The student has since shared that he plans to pursue a degree in engineering.

## Student Activities

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

Within the Victoria College Goal of providing educational support that effectively promotes 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

Develop a Calendar of Events for the 2005-2006 School Year.

#### Evaluation

1. Conduct point-of-contact surveys after each event.

#### Evaluation Results

After each event students are asked to fill out a survey regarding the activity. These surveys help us to better serve our students/community by informing us of our strengths and areas that we can improve on.

#### Strategy

1. Advertise for board participation representative of the VC student body profile.
2. Provide training.
3. Develop Calendar of Events
4. Develop method of event evaluation.

#### Strategy Results

1. A new Student Activities Director was hired and is in the process of evaluating existing practices. The VC student body profile is inactive. Further action will begin in the Spring 2007.
2. The University of Houston- Clear Lake offered a Leadership Institute Training Session last year. Eight students participated in the institute.
3. Each year a calendar of events is created to highlight the upcoming activities on campus. The calendar is placed on the VC website and informational flyers are distributed prior to each event.
4. After each event a survey is given to assess the strengths and areas needing improvement to help better serve the students and the community.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Increase recruitment and retention of high school and college students through G-Force and Go Centers, developed to assist with the Closing the Gaps initiative.

#### Evaluation

1. Track number of high school students participating in G-Force.
2. Using baseline data, determine percentage increase of Calhoun and Bloomington High School's students attending VC.
3. Maintain database identifying distribution sites and number of coloring books distributed, and conduct follow-up survey to obtain feedback.

## Student Activities

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Evaluation Results

1. The G-Force organization keeps track of the high school students participating in G-Force activities. The overall results for this past year were positive and the G-Force had a total of 1,694 high school and middle school students participate in G-Force activities which include LEAD Tours.
2. There was a .4 increase in the number of students attending VC from Calhoun for a current percentage of 10.7%. Bloomington numbers indicate an 8.43% decrease over last years attendance.
3. The VC color books are distributed to students at VC campus events as well as elementary schools that attend the LEAD program. Overall, a total of 1,492 color books were distributed at various events.

#### Strategy

1. Maintain and continue to recruit new members into G-Force, a student recruiting group.
2. Increase number of students recruited from Calhoun and Bloomington High School's Go Centers.
3. Develop and implement plan to distribute VC coloring books to elementary schools.

#### Strategy Results

1. The VC G-Force club continues to maintain and recruit new members by giving campus tours, posting flyers around campus and by advocating the club to students on campus. This semester the G-Force club has recruited seven new member.
2. The G-Force Club Advisor travels to Calhoun and Bloomington High School to inform students of the importance of going to college, as well as answer any questions they may have about programs/degrees offered, admissions information and financial aid information. The Advisor also tries to recruit students to join G-Force once they are enrolled at The Victoria College.
3. The G-Force members and the advisor utilize the VC color books on their visits to local area elementary schools. They provide information about attending college and the importance of a college education.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 3

Enhance the efficiency of the current scheduling system for room and building scheduling.

#### Evaluation

The evaluation method for this objective will be based on Annual Faculty and Staff Survey responses--75% satisfaction rating.

#### Evaluation Results

The evaluation results from the Annual Faculty and Staff Survey indicate:  
94.6% of faculty and staff were satisfied with the current Student Center system for scheduling rooms and handling building reservations.

#### Strategy

Continue updating and upgrading established software package.

#### Strategy Results



## Student Activities

### **2005-2007 Institutional Effectiveness End of Year Summary**

The current software used for scheduling is Meeting Room Manager. The software is kept up to date by the technology department. The software has proven to be effective. The reservations can be put in by the Director of the Student Center, or individuals on campus who have access to Meeting Room Manager can make reservations themselves. An email is generated through Meeting Room Manager to let me know a reservation has been made so I can follow up with the details needed for the specific event.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Student Activities Office continues to listen and respond to student's needs. Suggestions by students are reviewed and incorporated, if budget and College policies allow it. Future activities planned by student organization are varied and initiated by students. These events continue to be a retention tool for our students.

#### **Strengths**

Annual Student Opinion Survey results indicate that 94.6% of students are satisfied with the Student Center communication. Annual Student Opinion Survey results indicate a 94.2% overall satisfaction rating with the Student Center operations.

#### **Areas Needing Improvement**

Increase faculty and staff participation at events.

Continue to monitor student club membership to be able to offer assistance to students at-risk of losing their membership status.

Strongly encourage advisors to establish consistent meeting times and advertise club activities.

#### **Success Story**

Three new club organizations have been established: The African American Club, The Muslim Student Association and The Faith Family College Ministry.

## Student Center Operations

### 2005-2007 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 provide outstanding services to students.

#### Evaluation

Evaluation methods will include the following:

1. Suggestion box review and dissemination of suggestions and comments to appropriate departments or divisions.
2. Yearly Annual Student Opinion Surveys -- 99% satisfaction rating.
3. Yearly Faculty and Staff Opinion Surveys -- 99% satisfaction rating.

#### Evaluation Results

1. Renovations in the Student Center limited the use by the College and the community. The suggestion box was not utilized. Nonetheless, feedback after events indicate that the limited customers were satisfied with the services.

2. Annual Student Opinion Survey ratings:

-94.2% of students were satisfied with the Student Center hours and availability

-94.3% of students were satisfied with the overall office environment and felt it was professional and welcoming

Annual Faculty/Staff Opinion Survey:

-94.6% were satisfied with Student Center reservations and set-ups

-98.8% were satisfied with the atmosphere and professionalism of the Student Activities and Student Center Operations personnel

#### Strategy

1. Provide an environment for students to study and relax.
2. Provide local newspaper and publications for educational and enjoyment purposes.
3. Provide suggestion box for students to offer suggestions and comments regarding facility and services.

#### Strategy Results

1. The Student Center is currently being renovated to provide a welcoming environment for students. The Student Center was painted, new lighting was installed and the Bookstore was expanded to better serve our students and the community. A computer lab in the Student Center will be renovated for student use.

2. The Student Center provides the students with reading materials which include the local newspaper, numerous magazines and other educational related publications.

3. Renovations in the Student Center limited use by the College and the community; the suggestion box was not utilized.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 2

Provide outstanding services to the community.

## Student Center Operations

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation**

Evaluation of services by Student Center Operation users -- 100% satisfaction rating.

#### **Evaluation Results**

The evaluation results for Student Center Operations this past year were positive overall. The rating was: 96.9% of users were satisfied with the services provided by Student Center Operations.

#### **Strategy**

1. Provide a facility for the community to utilize for banquets, conferences, workshops, meetings, and luncheons.
2. Ensure all events are efficiently run by communicating with appropriate departments and staff.
3. Review and revise current operating policy as needed.

#### **Strategy Results**

1. The Student Center has four meeting rooms as well as a dining area that is utilized for conferences, workshops, meetings and luncheons. The recent renovations in the Student Center make the facility a more comfortable, relaxing, and user friendly environment.
2. A Student Center Operating Policy was created which enhanced communication and aided staff with ensuring efficiency of events for the College and the community.
3. The current operating policy was reviewed and no necessary revisions were made.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

The Student Center is in the process of completing renovations which will include a computer lab. The Student Center will offer wireless technology and a close circuit television making it a welcoming environment to students and staff.

#### **Strengths**

Annual Student Opinion Survey results indicate that 94.6% of students are satisfied with the Student Center communication. Annual Student Opinion Survey results indicate a 94.2% overall satisfaction rating with the Student Center operations. Annual Faculty and Staff Opinion Survey results indicate a 94.6% overall satisfaction rating with the Student Center operations.

#### **Areas Needing Improvement**

Thoroughly utilize the online master calendar for all student events to ensure accurate and successful event coordination. Improve the scheduling and coordination of simultaneous events to eliminate the frustrations of students concurrently utilizing the Center for study and relaxation.

#### **Success Story**

The Student Center has hosted H-E-B on campus as an employee recruiting center. Prospective H-E-B employees have also been provided with information regarding The Victoria College to encourage college attendance. The Student Center staff have developed an effective working relationship with H-E-B employees.

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

#### Purpose

Consistent with The Victoria College mission "to create and provide high-quality educational programs and services," the Title V program purpose is to expand educational opportunities for, and improve the academic attainment of Hispanic students, and expand and enhance the academic offerings, program quality, and institutional stability

#### Objective 1

To develop and deploy a Virtual Campus/ Portal System

#### Evaluation

1. Assess available features to determine effectiveness
2. Conduct survey to determine portal effectiveness

#### Evaluation Results

1. A Student Portal test site is now available for review and evaluation. This site includes functionality in the areas of (1) student personal records, including iSam account information, (2) registration services, (3) student academic records, including grades, transcripts, (4) financial records system, including financial aid award status and holds, and (5) general campus information. The site will be evaluated by Activity II Advisory Committee members, technology staff, faculty and student focus groups in early spring '07.
2. Because of delays in portal development resulting from ISIS implementation delays and staff turnover, no survey has been made available at this time. This evaluation method will be re-evaluated as the test site is reviewed by various departments, staff, faculty, and students.

#### Strategy

1. Virtual Campus (VC) Advisory Committee will meet and evaluate progress of the Virtual Campus
2. Programmers will work on the design and components of the student portal and evaluation tool
3. Purchase necessary infrastructure/systems.

#### Strategy Results

1. The Virtual Campus Advisory Committee has been eliminated and the task of evaluating the progress and effectiveness of the Virtual Campus project has been turned over to the Activity II Advisory Committee, the Activity II Director, and the newly appointed Title V grant Technology Coordinator, Andy Farris.
2. In June of 2006, a Title V grant Technology Coordinator was appointed and portal development and implementation was divided into three main areas as follows: the Title V Help Desk Specialist will be responsible for the layout of the various portal components; the Title V programmer will be responsible for the portal system interaction (with ISIS), and another programmer will be responsible for portal systems integration. A decision for whether or not the portal test site is ready to go live will be made prior to the spring '07 semester.
3. All necessary equipment and/or training related to portal development/implementation has been funded through the Title V budget.

#### Budget Results

No funding outside the normal operational budget was required.

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Objective 2**

To improve technology accessibility and services

#### **Evaluation**

1. Conduct survey to determine helpdesk services effectiveness
2. Monitor technology usage time

#### **Evaluation Results**

1. The annual student opinion survey reflects the following in regards to helpdesk services quality and effectiveness:  
2004 - 2005 - 94.7% of students surveyed expressed satisfaction with the quality of help desk assistance  
2005 - 2006 - 96.5% of students surveyed expressed satisfaction with the quality of help desk assistance

2. Because Title V funds have been expended to add and/or increase the wireless capacity of VC academic and student commons areas, the technology usage monitored for the purposes of this Title V objective include wireless usage. Since the introduction of wireless capacity to the VC campus in late 2004, the average monthly wireless usage has increased from approximately 2 users per month to the current average of approximately 21 users per month.

#### **Strategy**

1. Increase number of student accessible computers 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. During the 2005-2006 year, Title V Activity II funds were used to purchase a total of six (6) PC's for the Math Lab classroom located in JH 208, five (5) PC's for the Student Center.
2. Wireless equipment was purchased to allow two buildings to gain wireless capabilities (Johnson Hall and Science building).
3. Helpdesk hours were extended in 2004 with the addition of a Title V funded helpdesk specialist. These hours have been maintained throughout the grant period.

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Objective 3**

To improve class completion of students in on-line courses

#### **Evaluation**

1. Conduct data analysis to determine effectiveness
2. Track on-line screening contacts
3. Track number of students participating in training/workshops

#### **Evaluation Results**

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Complete data analysis has not been completed. Online completion data has been collected and a baseline completion rate for all VC online courses is established at 78.28% for fall semesters and 74.15% for spring semesters. These numbers are based on the average online completion rate from fall 2001 - fall 2003 and spring 2002 - spring 2004. Completion is defined for this objective as enrollment from official reporting date through the end of the course, regardless of grade earned.

2. and 3. All contacts made during the registration screening process and all "Orientation to Online Learning" participants are recorded for tracking purposes; however, at this point, very little has been done with this information. A thorough evaluation of this objective should be conducted and an action plan should be established for how future screening contacts and orientation participants will be monitored and how the data can be used to determine the effectiveness of the initiatives.

Data analysis of initiatives implemented beginning in spring 2005, including screening at the point of registration for online students and implementation of "Orientation to Online Learning" sessions at the beginning of each semester has also not been completed.

#### Strategy

1. Provide technology training/workshops
2. Provide on-line screening at point of registration

#### Strategy Results

1. Technology training/workshops have not been offered outside of the "Orientation to Online Learning" sessions; however in the fall of 2006, a lab assistant was hired and a space designated for an Internet Skills Center. This is an on-campus classroom/lab designated throughout the week at various times for online students to receive face-to-face technology assistance. Various technology training modules are also being developed to provide similar assistance for those students who can not come to campus for the F2F assistance.

2. Screening was provided to a total of 349 students in the fall 2005 registration period and for 78 students in the spring '06 registration period. Students who voluntarily participated in the process were asked a series of questions pertaining to their online course readiness, given an Online Course Guide and introduced to the Distance Education website as a place to go for assistance. In addition, students were encouraged to enroll in an "Orientation to Online Learning" session if this was to be their first online course experience or if they had prior online course experience that was negative. Of the students screened in fall 2005, a total of 116 enrolled in an "orientation" session and of the students screened in the spring '06 semester, a total of 33 registered for an "orientation" session.

#### Budget Results

No funding outside the normal operational budget was required.

#### Objective 4

To improve student retention in 0301 level developmental education courses

#### Evaluation

1. Conduct data analysis to determine effectiveness
2. Track counseling contacts
3. Track number of referrals made through the early warning system

#### Evaluation Results

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

1. Retention is defined for this objective as semester-to-semester persistence at VC for fall to spring semesters. A baseline was established for each developmental subject area (exit level), based on analysis of five years of previous retention data. The baselines are as follows:

Math = 66.9%  
English = 60.8%  
Reading = 65.2%

Fall 2005 to spring 2006 retention results for exit level developmental courses are as follows:

Math = 61.1%  
English = 60.9%  
Reading = 63.2%

2. and 3. Students who participate in the Academic Pathways counseling intervention program or who are referred to the Academic/Early Alert system will be tracked for course completion, grade point average, and semester-to-semester persistence/retention. Data for students involved in the Academic Pathways and/or Early Alert system intervention programs for the spring '05, fall '05, and spring '06 semesters has not been collected and/or analyzed, but should be ready for thorough evaluation by the end of the fall 2006 semester.

### 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.

### Strategy Results

1. Through the Academic Pathways process, counselors make visits to all exit level developmental classes, and some entry level ones to provide students with information and resources relevant to their developmental class and campus experience. Students are offered the opportunity to follow-up these classroom visits with a one-on-one appointment with a VC counselor to further discuss and plan the students' VC experience. Students are connected with appropriate resources, guided through the course selection process, and introduced to a variety of relevant campus and outside resources. If a student completes a one-on-one Academic Pathways session, they are then eligible for priority registration for the next semester.

2. An electronic Early Alert system has been developed and implemented for three full semesters. In the summer of 2006, the system was evaluated and revised based on faculty and staff input. The system is now known as the Academic Alert System and is being used for the first time as such in the fall 2006 semester. The system will continue to be evaluated and revised, as needed.

### Budget Results

No funding outside the normal operational budget was required.

### Objective 5

To assist in the improvement of Student Service departmental efficiency

### Evaluation

1. Conduct testing to determine staff knowledge
2. Survey students, faculty and staff to determine program effectiveness

## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

#### **Evaluation Results**

1. All staff currently using Docuware scanning software have been trained and tested to determine knowledge and mastery. Docuware licenses were recently purchased for the Counseling Services office and the Office of Institutional Advancement. These staff members will undergo training and complete testing by the beginning of the fall 2007 semester.
2. No specific survey was developed to measure the effectiveness of Docuware; however, student opinion survey results can be analyzed to determine if Docuware is aiding in the overall efficiency of those offices fully implementing its use. In the area of overall quality of services provided by Admissions and Records staff, 2004-2005 results indicate a 96.9% satisfaction rate; in 2005 - 2006, the same results indicate a 96.0% satisfaction rate. Further results will need to be collected to determine the effectiveness of the Docuware purchases and its use.

#### **Strategy**

1. Train Student Service departmental staff in the use of scanning equipment and software.
2. Complete testing processes on staff trained on appropriate software.

#### **Strategy Results**

1. and 2. All staff has been trained and tested, except for the recently added departments (Counseling and Institutional Advancement).

#### **Budget Results**

No funding outside the normal operational budget was required.

#### **Future Plans**

1. Continue and complete student portal development and implementation. Go live with the test site by spring '07, conduct thorough evaluation, and make available to all students by fall 2007 or spring 2008.
2. Continue efforts to institutionalize successful counseling interventions, including Academic Pathways program and Academic Alert system.

#### **Strengths**

1. Improved access and availability to technology resources across campus.
2. Additional focus on developmental education student support services, specifically in-class counseling interventions, electronic referral system, and designated developmental education registration team.

#### **Areas Needing Improvement**

1. Data collection and analysis to allow for discreet tracking of Title V funded initiatives.
2. Institutionalization plans.

#### **Success Story**



## Title V

### 2005-2007 Institutional Effectiveness End of Year Summary

Victoria College conducted its second Summer Bridge math program in the summer of 2006. This program was funded by Title V, the VC math departmental budget, and a grant from the Mary and Albert Dick Charitable Trust. The purpose of the program was to provide a cohesive support system for entering freshmen placing into the developmental Math 0301 course. In collaboration with several campus departments, students were tested, referred, and encouraged to enroll in this 4-week summer opportunity. A Developmental Math Specialist taught the course and VC counselors provided an orientation component that introduced students to the VC campus and the many resources available to them as a VC student. A total of 14 students enrolled in the program and results were as follows:

Completion rate = 100%

Grade of B or better in course = 100%

College math readiness (THEA score of 250 or C or better in Math 0303) = 21.4%; 78.6% scored high enough to place into Math 0303

Average pre/post THEA test score gain = 32 points

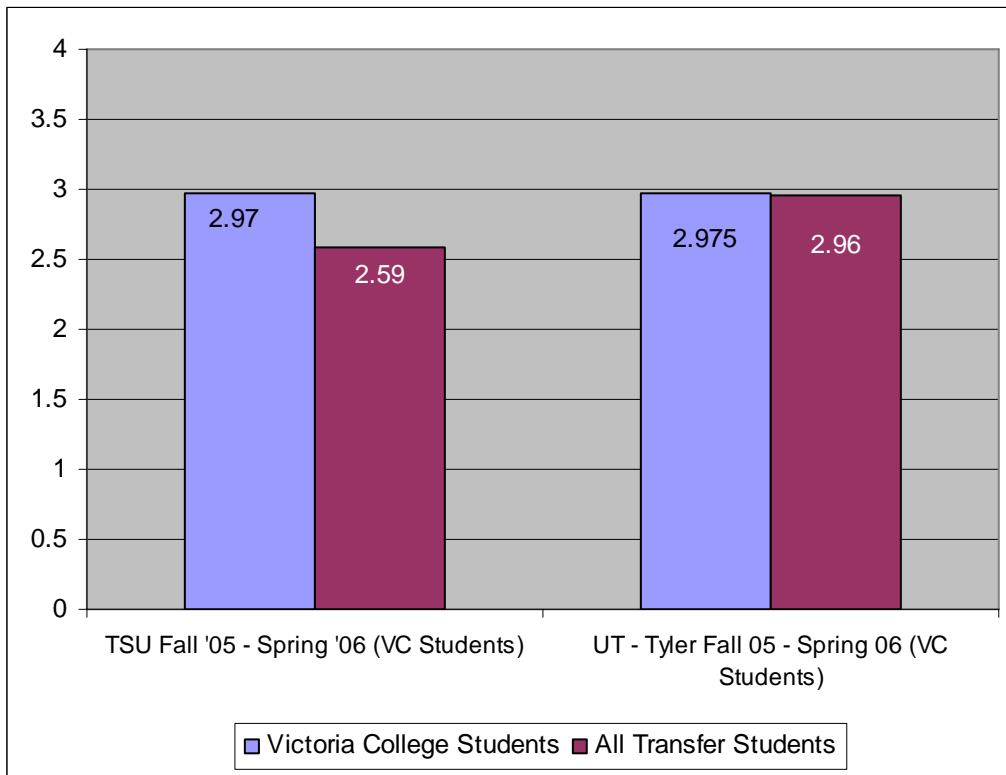
# APPENDIX

## 2005-2006 End-of-Year Executive Summary

**2005-2006 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)**



**2005-2006 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 VC Program Name	ACADEMIC YEAR										
	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
1102 Computer Programming: <b>CIS-Computer Programming AAS</b>	3	3	5	3	3	1	1	-	1	-	-
1108 Computer and Information Sciences <b>CIS-Web Application</b>	-	-	-	-	-	-	-	3	5	8	13
1503 Electronic Related Technology: <b>Electronics/Instrumentation AAS &amp; Cert</b>	12	13	14	15	14	18	13	19	16	23	15
2002 Child Care & Guidance: <b>Child Care Cert</b>	2	7	5	5	3	7	19	14	18	8	11
2201 Law & Legal Studies: <b>Legal Assisting AAS &amp; Cert</b>				5	18	13	9	11	10	5	3
4103 Physical Science Technologies: <b>Process Technology AAS &amp; Cert</b>				13	28	32	32	17	21	11	13
4301 Criminal Justice & Corrections: <b>Criminal Justice AAS</b>	10	10	16	4	8	9	10	5	2	2	-
<b>Police Acad ( Fall, Spr, &amp; Reserve) Cert</b>	58	56	51	34	31	35	30	42	42	56	46
4302 Fire Protection: <b>FireFighting Cert</b>				4	10	6	7	12	11	-	7
4801 Drafting: <b>Drafting Technology AAS &amp; Cert</b>	9	17	5	13	17	18	17	16	17	9	7
480508 Welder/Welding: <b>Welding Cert</b>	10	7	-	4	4	5	9	7	9	8	2
5202 Business Administration/Mgt: <b>Management AAS &amp; Cert</b>	10	8	3	13	8	12	9	15	17	19	29
5203 Accounting: <b>Accounting AAS &amp; Cert</b>	2	2	1	3	1	7	3	4	4	2	2
5204 Admin Secretarial Services: <b>Office Systems Technology AAS &amp; Cert</b>	23	26	33	35	25	15	17	26	5	20	14
5212 Bus Info. & Data Processing: <b>CIS-Micro Network Admin AAS &amp; Cert</b>	-	-	3	10	11	20	42	15	13	31	38
510904 Emergency Medical Technology: <b>Emergency Medical Tech AAS &amp; Cert</b>	-	-	8	5	12	15	18	7	16	1	-
510908 Respiratory Therapy Tech: <b>Respiratory Care AAS &amp; Cert</b>	28	24	16	21	12	30	13	9	15	13	15
5110 Medical Laboratory Technologies: <b>Medical Lab Technology AAS</b>	12	9	10	8	7	3	7	9	6	9	10
511601 Nursing, General: <b>Nursing AAS</b>	95	40	67	68	55	50	81	77	70	76	80
511613 Practical Nurse Training: <b>Vocational Nursing Cert</b>	143	156	157	149	138	137	113	117	151	137	132

**2005-2006 End-of-Year Summary Report  
APPENDIX**

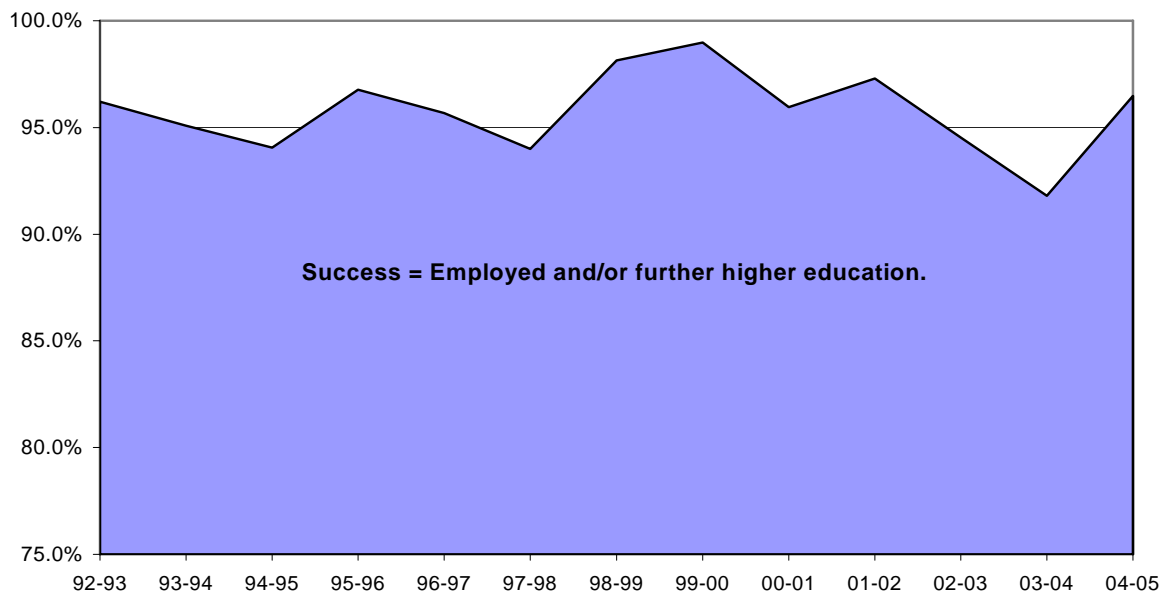
Success Factor 2 (continued)

**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	
2004-2005*	170	164	96.5%	NA	NA
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**



**2005-2006 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 2 (continued)

**Results from The Victoria College**  
**2005-2006 Workforce Graduate and Employer Follow-up Surveys**  
**(2004-2005 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>	38	7	24	6	1	0	37	97.4	23	7	9	7	0	0	23	100.0
<b>Vocational Nursing</b>																
Cuero	6	3	3	0	0	0	6	100.0	4	3	1	0	0	0	4	100.0
Gonzales	11	3	6	2	0	0	11	100.0	7	3	2	1	1	0	6	85.7
Hallettsville	14	10	4	0	0	0	14	100.0	10	3	6	1	0	0	10	100.0
Victoria Day	14	9	5	0	0	0	14	100.0	10	6	4	0	0	0	10	100.0
Victoria Night	14	5	7	2	0	0	14	100.0	11	4	2	5	0	0	11	100.0
<b>Vocational Nursing Total</b>	<b>59</b>	<b>30</b>	<b>25</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>59</b>	<b>100.0</b>	<b>42</b>	<b>19</b>	<b>15</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>41</b>	<b>97.6</b>
<b>Medical Laboratory Technology</b>	7	2	5	0	0	0	7	100.0	7	4	1	2	0	0	7	100.0
<b>Respiratory Care</b>	8	5	3	0	0	0	8	100.0	11	7	3	1	0	0	11	100.0
<b>Allied Health Programs Total:</b>	<b>112</b>	<b>44</b>	<b>57</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>111</b>	<b>99.1</b>	<b>83</b>	<b>37</b>	<b>28</b>	<b>17</b>	<b>1</b>	<b>0</b>	<b>82</b>	<b>98.8</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	42	12	21	9	0	0	42	100.0	28	14	14	0	0	0	28	100.0
Writing	40	9	22	9	0	0	40	100.0	29	11	17	1	0	0	29	100.0
Math	40	8	17	15	0	0	40	100.0	27	13	12	2	0	0	27	100.0
Oral Communications	41	17	16	6	2	0	39	95.1	29	14	10	5	0	0	29	100.0
Use of Computers	41	18	11	10	2	0	39	95.1	28	17	8	3	0	0	28	100.0
<b>Basic Skills Total</b>	<b>204</b>	<b>64</b>	<b>87</b>	<b>49</b>	<b>4</b>	<b>0</b>	<b>200</b>	<b>98.0</b>	<b>141</b>	<b>69</b>	<b>61</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>141</b>	<b>100.0</b>
<b>Profession-specific Knowledge/Skills</b>																
Theoretical Background/Understanding	41	15	20	6	0	0	41	100.0	29	12	10	7	0	0	29	100.0
Critical Thinking/Application of Knowledge	42	16	21	5	0	0	42	100.0	29	11	11	7	0	0	29	100.0
Technical Skills/Equipment Operation	40	18	15	5	2	0	38	95.0	29	16	8	5	0	0	29	100.0
<b>Profession-specific Knowledge/Skills Totals</b>	<b>123</b>	<b>49</b>	<b>56</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>121</b>	<b>98.4</b>	<b>87</b>	<b>39</b>	<b>29</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>100.0</b>
<b>Soft Skills</b>																
Professionalism (appearance, punctuality, work ethics, etc.)	42	22	14	4	2	0	40	95.2	29	18	8	3	0	0	29	100.0
Human Relations/Teamwork	41	23	12	5	1	0	40	97.6	29	16	11	2	0	0	29	100.0
Commitment to Life-long Learning	41	18	16	6	1	0	40	97.6	28	17	9	1	1	0	27	96.4
<b>Soft Skills Total</b>	<b>124</b>	<b>63</b>	<b>42</b>	<b>15</b>	<b>4</b>	<b>0</b>	<b>120</b>	<b>96.8</b>	<b>86</b>	<b>51</b>	<b>28</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>85</b>	<b>98.8</b>
<b>OVERALL RATING</b>	<b>38</b>	<b>17</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>37</b>	<b>97.4</b>	<b>29</b>	<b>17</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>100.0</b>

\*Percentages are based on the number of respondents to the surveys.

**2005-2006 End-of-Year Summary Report  
APPENDIX**

Success Factor 2 (continued)

**Victoria College Licensure Pass Rates**

2004 - 2005									
PROGRAM	PROGRAM GRADUATES	ATTEMPTING EXAMINATION		PASSING 1ST ATTEMPT		PASSING SUBSEQUENT ATTEMPT		TOTAL PASSING	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Associate Degree Nursing</b>	76	76	100%	67	88%	5	7%	72	95%
<b>Vocational Nursing</b>	137	130	95%	112	86%	8	6%	120	92%
Victoria Day	31	31	100%	30	97%	1	3%	31	100%
Victoria Evening	30	28	93%	22	79%	6	21%	28	100%
Cuero	21	20	95%	13	65%	0	0%	13	65%
Gonzales	25	23	92%	20	87%	1	4%	21	91%
Hallettsville	30	28	93%	27	96%	0	0%	27	96%
<b>Medical Laboratory Technology</b>	9	7	78%	7	100%	0	0%	7	100%
<b>Respiratory Care Technology</b>									
Entry Level	13	13	100%	13	100%		0%	13	100%
Advanced Practitioner	13	13	100%	6	46%	5	38%	11	85%
<b>Emergency Medical Services</b>									
Emergency Attendant	0	0	0%	0	0%	0	0%	0	0%
Emergency Medical Technician									
Basic	77	68	88%	41	60%	18	26%	59	87%
Intermediate	6	5	83%	3	60%	1	20%	4	80%
Paramedic	5	5	100%	2	40%	2	40%	4	80%
<b>Basic Firefighting Certificate</b>	17	17	100%	14	82%	3	18%	17	100%
<b>Nurse Aide/Home Health Aide</b>	98	81	83%	73	90%	0	0%	73	90%
<b>Medication Aide</b>	67	67	100%	62	93%	1	1%	63	94%
<b>Total Allied Health</b>	<b>518</b>	<b>482</b>	<b>93%</b>	<b>400</b>	<b>83%</b>	<b>43</b>	<b>9%</b>	<b>443</b>	<b>92%</b>

SOURCE: Allied Health Division Chair

NOTES: VN Program Totals

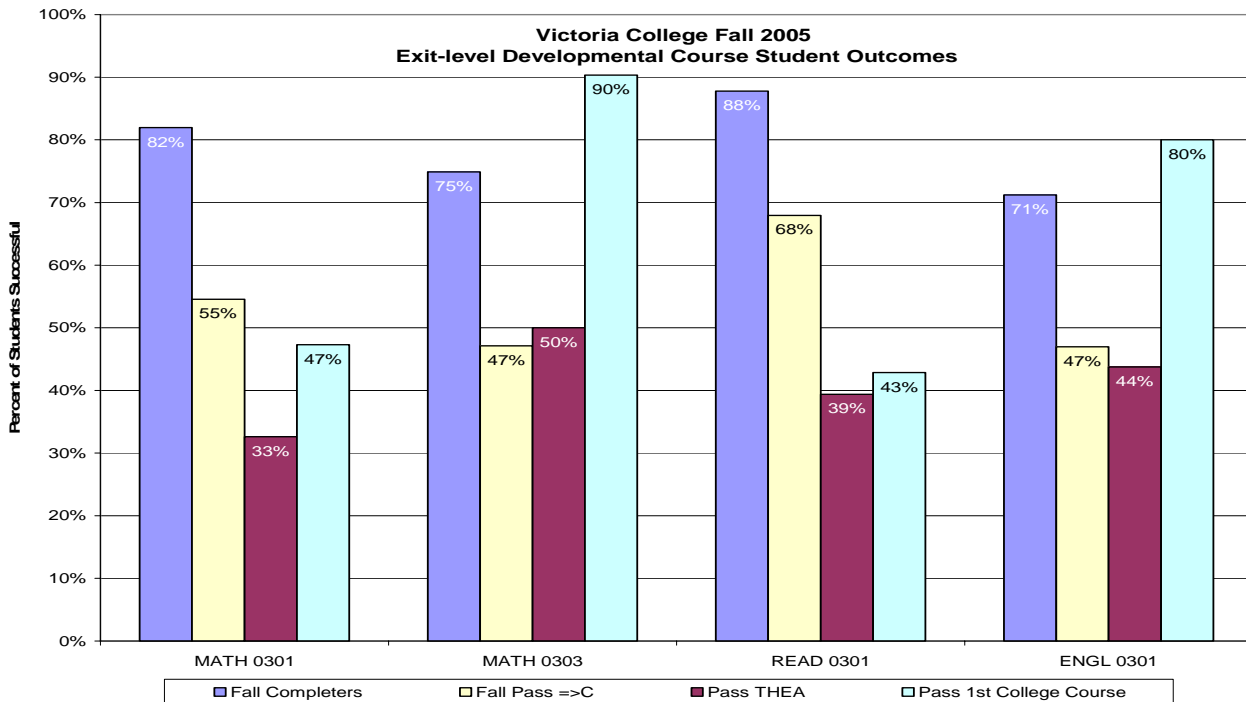
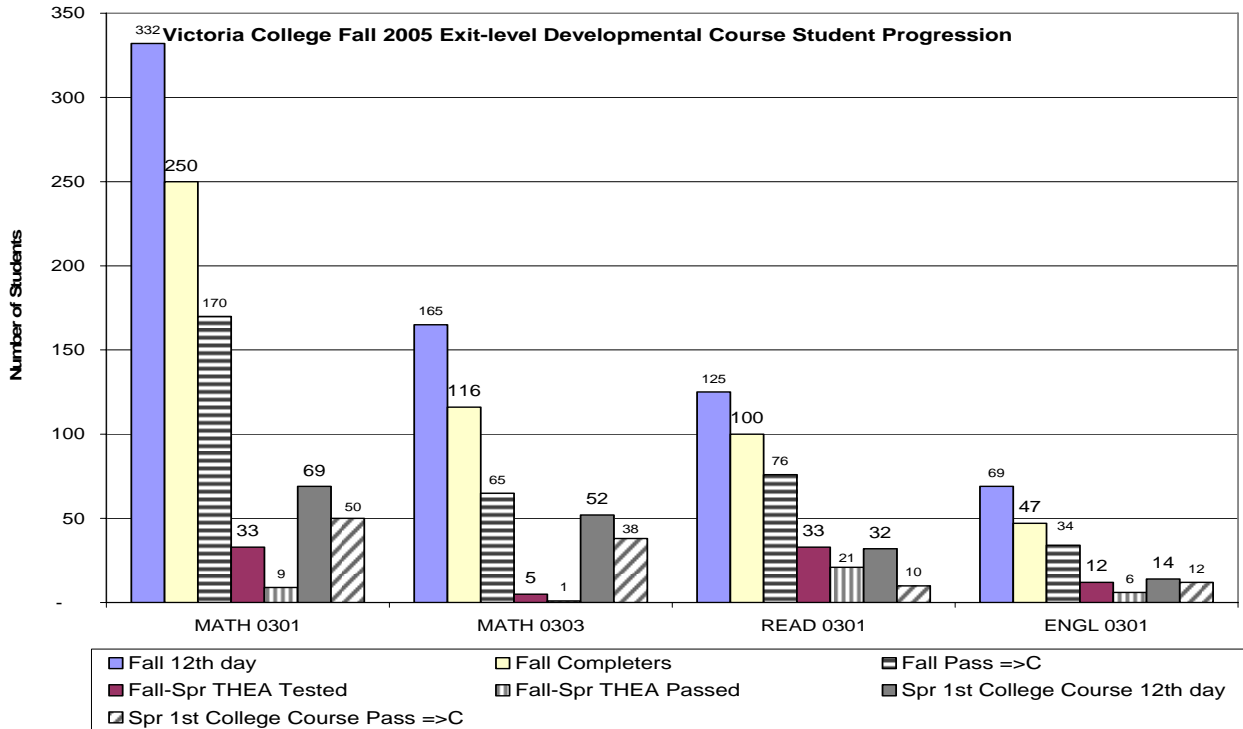
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Public Service Programs 2004-2005									
Program	Program Graduates	Attempting Examination		Passing 1 <sup>st</sup> Attempt		Passing Subsequent		Total Passing	
	#	#	%	#	%	#	%	#	%
<b>*Police Academy</b>									
Fall – day	20	20	100%	16	80%	3	15%	19	95%
Spring – day	18	18	100%	12	67%	4	22%	16	89%
Fall/Spring – night	22	21	95%	19	90%	0	0%	19	90%

\*TCLEOSE = Texas Commission on Law Enforcement Standards and Education.

## 2005-2006 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.





**2005-2006 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>2005-2006</b>	<b>703</b>	<b>50,992</b>	<b>336</b>	<b>279</b>	<b>82</b>
Compared to:					
2004-2005	830	73,056	355	152	83
2003-2004	898	71,668	682	478	118
2002-2003	1,006	71,317	769	497	122
2001-2002	1,052	64,236	644	368	111
2000-2001	959	61,849	530	378	137
1999-2000	983	75,597	518	192	102
1998-1999	1,382	95,182	NA	423	96
1997-1998	909	55,318	NA	196	NA

**Adult Education  
Participant Enrollment, Contact Hours and Progress**

<b>Grant Funding Sources (statistics from all funding sources combined to get program average)</b>	<b>Regular, Corrections, TANF, &amp; EL Civics</b>					
	<b>03-04</b>		<b>04-05</b>		<b>05-06</b>	
<b>Program Year</b>	<b>Goal</b>	<b>Met</b>	<b>Goal</b>	<b>Met</b>	<b>Goal</b>	<b>Met</b>
Objective						
1. Number Served	1,216	897	942	830	830	703
2. Contact Hours Produced	61,200	71,668	78,834	73,056	n/a	50,992
3. 12 hours + Baseline	91%	99%	90%	95%	75%	98%
4. 12 hours, Baseline, + Progress Assessment	60%	77%	55%	80%	55%	71%
5. Gain in Reading	51%	42%	50%	51%	50%	43%
6. Gain in Language	51%	45%	50%	47%	50%	55%
7. Gain in Mathematics	51%	44%	50%	43%	50%	45%
8. Gain in Oral English	65%	69%	65%	63%	65%	77%
9. Gain in Written English	51%	56%	50%	49%	50%	66%
<b>Completed 1 or more Levels</b>						
10. Beginning Literacy	25%	93%	43%	70%	44%	97%
11. Beginning ABE	29%	58%	40%	60%	41%	77%
12. Low Intermediate ABE	28%	67%	38%	54%	39%	65%
13. High Intermediate ABE	25%	47%	30%	38%	32%	54%
14. Low Adv Secondary	30%	74%	50%	54%	52%	67%
15. High Adv Secondary	n/a	60%	n/a	58%	n/a	47%
16. Beginning Literacy ESL	28%	87%	44%	52%	45%	76%
17. Beginning ESL	28%	69%	51%	32%	15%	79%
18. Low Intermediate ESL	34%	81%	51%	48%	52%	80%
19. High Intermediate ESL	34%	61%	41%	27%	42%	56%
20. Low Adv ESL	33%	77%	42%	29%	45%	0%
21. Hi Adv ESL	33%	57%	11%	n/a	15%	40%
<b>Transitions</b>						
22. Goal of GED	25%	76%	75%	59%	66%	87.0%
23. ASE achieve GED	25%	49%	38%	36%	32%	42.0%
24. Goal of Entering Post-Sec Ed or training	25%	67%	20%	26%	26%	33.0%
25. Goal of Obtain. Employment.	25%	16%	17%	16%	66%	82.0%
26. Retained Employment	26%	82%	78%	81%	61%	77.0%
27. Average Contact Hours per Student		80		88		73

## 2005-2006 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
2005 – 2006	8	43

#### Workforce Development Contract Training (Not Including ABC and Child Care Contracts)

Year	Clients	Contracts
1998 – 1999	6	19
1999 – 2000	6	26
2000 – 2001	8	51
2001 – 2002	6	91
2002 – 2003	5	91
2003 – 2004	4	121
2004 – 2005	11	40
2005 – 2006	11	126

#### 2005-2006 EMT Clients:

BP Chemical  
City of Victoria  
Dupont  
Innovene  
Invista  
Skills Development  
Victoria Regional  
Waelder ISD

#### 2005-2006 WF Clients:

Baker Oil Tools  
CL Thomas  
Golden Crescent Workforce Comm.  
Industrial High School  
Innovene  
JW Operating Company  
Skills Development

Cole Cole & Easley  
Cuero State Bank  
First Victoria  
Frost Insurance

### Victoria College Continuing Education Enrollment

COURSE CATEGORY	2003-2004				2004-2005				2005-2006			
	Q1 (Sep- Nov)	Q2 (Dec- Feb)	Q3 (Mar- May)	Q4 (Jun- Aug)	Q1 (Sep- Nov)	Q2 (Dec- Feb)	Q3 (Mar- May)	Q4 (Jun- Aug)	Q1 (Sep- Nov)	Q2 (Dec- Feb)	Q3 (Mar- May)	Q4 (Jun- Aug)
<b>Allied Health</b>												
Allied Health	33	0	104	124	471	412	185	290	198	334	170	297
Continuing Nursing Ed.	445	366	173	96	0	0	0	0	0	0	0	0
<b>Allied Health Total</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>198</b>	<b>334</b>	<b>170</b>	<b>297</b>
<b>Emergency Medical Technology (EMT)</b>												
<b>EMT Total</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>206</b>	<b>156</b>	<b>285</b>	<b>370</b>
<b>Fire Fighters</b>												
<b>Fire Fighters Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>49</b>	<b>92</b>	<b>22</b>
<b>Law Enforcement (LE)</b>												
Police Academy	86	44	52	0	222	375	38	142	27	108	81	55
Reserve Police Academy	26	20	0	0	0	0	0	0	0	0	0	0
Police In-Service	41	202	37	0	12	27	19	11	33	0	0	0
<b>LE Total</b>	<b>153</b>	<b>266</b>	<b>89</b>	<b>0</b>	<b>234</b>	<b>402</b>	<b>57</b>	<b>153</b>	<b>60</b>	<b>108</b>	<b>81</b>	<b>55</b>
<b>Workforce Development and Education</b>												
Air Conditioning	43	2	35	30	0	57	0	57	8	0	31	18
Business Management	79	51	89	93	99	72	115	154	125	110	94	205
Computer Applications	92	29	247	387	78	108	88	140	89	63	126	151
Construction & Maint.	23	79	108	44	9	83	37	31	7	50	9	26
Drafting/Industrial	0	27	41	47	0	40	0	0	0	62	154	132
Ed. & Child Development	221	27	195	379	16	144	126	276	132	48	40	225
Employability	0	0	0	0	0	0	0	0	0	0	0	0
Food Svc & Dietary	9	0	0	0	193	20	8	9	0	0	0	0
Language Center	0	0	0	49	9	0	0	11	0	47	26	51
Machinist	22	0	0	0	0	45	0	0	0	34	24	22
Motorcycle Safety	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	41	0	1	23	0	0	3	19	79	128
<b>Workforce Total</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>364</b>	<b>433</b>	<b>583</b>	<b>958</b>
<b>Grand Total (Duplicated)</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>830</b>	<b>1,080</b>	<b>1,211</b>	<b>1,702</b>
<b>Annual Unduplicated Total</b>	<b>3,437</b>				<b>3,442</b>				<b>3,352</b>			

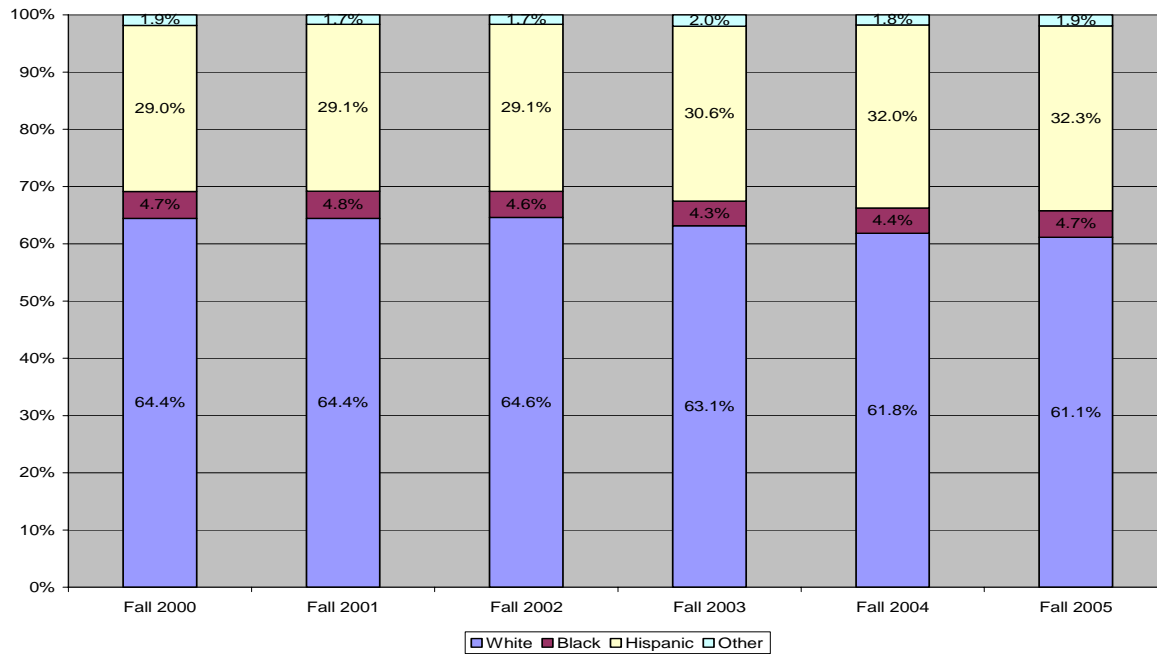
## 2005-2006 End-of-Year Summary Report APPENDIX

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:

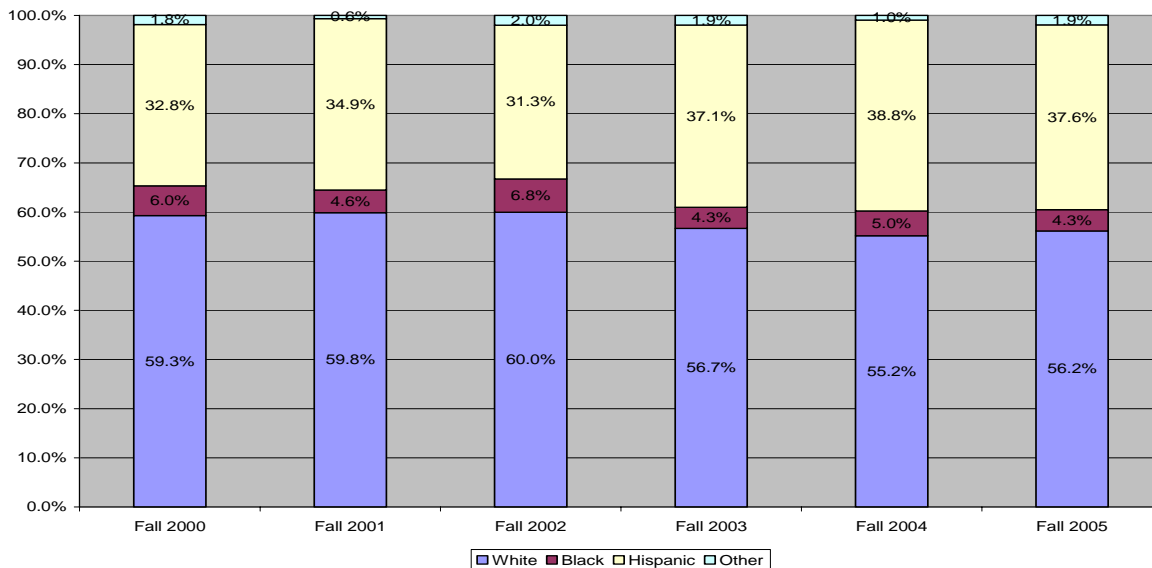
1. Increase the number of first time in college (FTIC) students 5% each year.
2. Increase fall enrollment by 2% each year.
3. Increase the percent of Black and Hispanic student representation in total fall enrollment and in fall FTIC enrollment.

### 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%



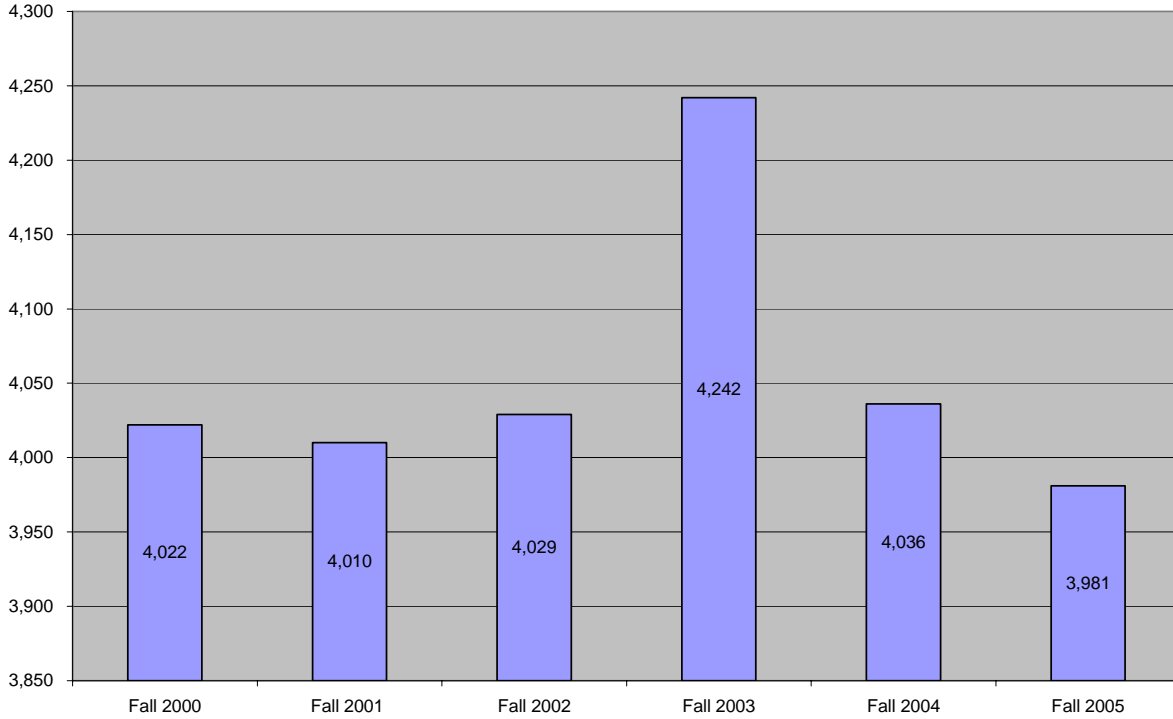
### Ethnicity of Total FTIC Enrollment



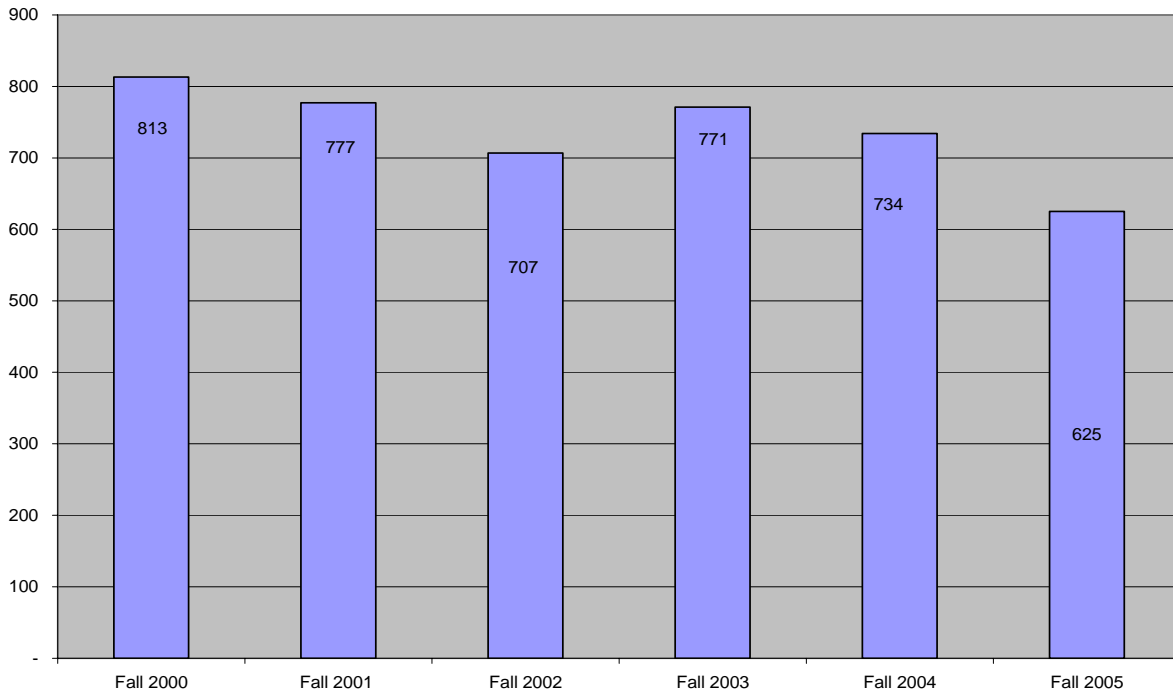
**2005-2006 End-of-Year Summary Report  
APPENDIX**

Success Factor 6 (continued)

**Total Fall Enrollment**



**Total FTIC Enrollment**



## 2005-2006 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	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%
<b>FALL</b>										
Official enrollment 12th day	3,128		3,219		3,382		3,182		3,248	
Course load reductions 13th day 12th week	542	17.3%	523	16.2%	588	17.4%	597	18.8%	665	20.5%
Withdrawals 13th day 12th week	198	6.3%	185	5.7%	252	7.5%	221	6.9%	227	7.0%
Course load reductions 13th week - end sem.	62	2.0%	45	1.4%	50	1.5%	57	1.8%	63	1.9%
Withdrawals 13th week - end sem.	17	0.5%	21	0.7%	13	0.4%	17	0.5%	23	0.7%
Ending Enrollment	2,913	93.1%	3,013	93.6%	3,117	92.2%	2,944	92.5%	2,998	92.3%
Total withdrawals from 12th day	215	6.9%	206	6.4%	265	7.8%	238	7.5%	250	7.7%
Unduplicated total course load reductions from 12th day	581	18.6%	544	16.9%	610	18.0%	632	19.9%	693	21.3%
<b>SPRING</b>										
Official enrollment 12th day	2,985		3,233		3,264		3,162		3,095	
Course load reductions 13th day 12th week	520	16.6%	584	18.1%	571	16.9%	604	19.0%	554	17.1%
Withdrawals 13th day 12th week	179	5.7%	206	6.4%	228	6.7%	218	6.9%	196	6.0%
Course load reductions 13th week - end sem.	40	1.3%	45	1.4%	56	1.7%	73	2.3%	159	4.9%
Withdrawals 13th week - end sem.	11	0.4%	19	0.6%	35	1.0%	31	1.0%	54	1.7%
Ending Enrollment	2,795	89.4%	3,008	93.4%	3,001	88.7%	2,913	91.5%	2,845	87.6%
Total withdrawals from 12th day	190	6.1%	225	7.0%	263	7.8%	249	7.8%	250	7.7%
Unduplicated total course load reductions from 12th day	541	17.3%	600	18.6%	592	17.5%	638	20.1%	647	19.9%
<b>FALL &amp; SPRING COMBINED TOTALS</b>										
Total withdrawals from 12th day	405	6.6%	431	6.7%	528	7.9%	487	7.7%	500	7.9%
Unduplicated total course load reductions from 12th day	1,122	18.4%	1,144	17.7%	1,202	18.1%	1,270	20.0%	1,340	21.1%

#### Victoria College Duplicated Course Completers

Instructional Division Numbers Include Non-Developmental Credit Courses Only

Academic Year Summary	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
Allied Health	90.8%	91.5%	93.4%	92.5%	93.2%	93.4%	92.7%	92.3%
Developmental	77.2%	80.4%	79.5%	81.1%	78.5%	79.2%	77.8%	77.8%
Humanities & Fine Arts	83.6%	84.0%	85.8%	86.3%	83.0%	81.7%	81.2%	81.2%
Orientation	98.0%	98.1%	97.2%	97.5%	97.2%	0.0%	0.0%	0.0%
Science & Mathematics	78.1%	79.3%	77.9%	77.8%	80.7%	78.9%	80.2%	78.0%
Social & Behavioral Sciences	80.1%	84.2%	85.2%	85.1%	84.0%	81.3%	81.3%	80.5%
Workforce Development & Educ	86.9%	86.0%	86.1%	86.7%	86.7%	85.8%	85.7%	84.8%
<b>Totals, College-wide</b>	84.2%	85.3%	86.3%	86.3%	85.8%	84.1%	84.0%	83.6%
<b>Less Developmental &amp; Orientation</b>	84.4%	85.3%	86.6%	86.4%	86.0%	84.6%	84.6%	84.0%

## 2005-2006 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 2005	7,310	6,565	89.81%	699	565	80.83%	4,055	3,290	81.13%	225	181	80.44%	12,289	10,601	86.26%
Fall 2004	7,735	6,565	84.87%	578	478	82.70%	4,152	3,420	82.37%	218	187	85.78%	12,683	10,650	83.97%
Fall 2003	7,954	6,472	81.37%	587	480	81.77%	3,983	3,168	79.54%	268	232	86.57%	12,792	10,352	80.93%
Fall 2002	8,265	6,979	84.44%	711	602	84.67%	3,766	3,060	81.25%	234	199	85.04%	12,976	10,840	83.54%
Fall 2001	8,576	7,274	84.82%	731	568	77.70%	4,033	3,369	83.54%	185	147	79.46%	13,525	11,358	83.98%
Fall 2000	8,525	7,204	84.50%	717	593	82.71%	4,106	3,406	82.95%	263	223	84.79%	13,611	11,426	83.95%

#### Retention Counts & Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2005 to 2006	2,434	1,742	71.57%	186	129	69.35%	1,286	862	67.03%	77	51	66.23%	3,983	2,784	69.90%
2004 to 2005	2,496	1,818	72.84%	178	121	67.98%	1,293	917	70.92%	71	48	67.61%	4,038	2,904	71.92%
2003 to 2004	2,678	1,934	72.22%	183	122	66.67%	1,296	880	67.90%	85	63	74.10%	4,242	2,999	70.70%
2002 to 2003	2,603	1,903	73.11%	183	121	66.12%	1,173	792	67.52%	71	52	73.20%	4,030	2,868	71.17%
2001 to 2002	2,652	1,887	71.15%	193	120	62.18%	1,195	833	69.71%	69	41	59.40%	4,109	2,881	70.11%
2000 to 2001	2,593	1,848	71.27%	189	127	67.20%	1,166	830	71.18%	75	57	76.00%	4,023	2,862	71.14%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2005 to 2006	2,434	1,099	45.15%	186	78	41.94%	1,286	570	44.32%	77	36	46.75%	3,983	1,783	44.77%
2004 to 2005	2,496	1,068	42.79%	178	73	41.01%	1,293	626	48.41%	71	26	36.62%	4,038	1,793	44.40%
2003 to 2004	2,678	1,166	43.54%	183	73	39.89%	1,296	581	44.83%	85	39	45.88%	4,242	1,859	43.82%
2002 to 2003	2,603	1,137	43.68%	183	80	43.72%	1,173	535	45.61%	71	35	49.30%	4,030	1,787	44.34%
2001 to 2002	2,652	1,159	43.70%	193	71	36.79%	1,195	572	47.87%	69	28	40.58%	4,109	1,830	44.54%
2000 to 2001	2,593	1,108	42.73%	189	75	39.68%	1,166	528	45.28%	75	34	45.33%	4,023	1,745	43.38%

#### First Time In College Graduating within 3 Years

Fall Cohorts Graduating in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2003 FTIC	440	66	15.00%	33	7	21.21%	286	27	9.44%	15	2	13.33%	774	102	13.18%
Fall 2002 FTIC	423	55	13.00%	48	13	27.08%	224	22	9.82%	14	0	0.00%	709	90	12.69%
Fall 2001 FTIC	461	77	16.70%	36	10	27.78%	270	15	5.56%	6	0	0.00%	773	102	13.20%
Fall 2000 FTIC	698	63	9.03%	50	12	24.00%	289	37	12.80%	22	1	4.55%	1059	113	10.67%

#### First Time In College Transferring within 3 Years

Fall Cohorts Transferring in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2002 FTIC	423	105	24.82%	48	8	16.67%	224	25	11.16%	14	3	21.43%	709	141	19.89%
Fall 2001 FTIC	461	71	15.40%	36	2	5.56%	270	30	11.11%	6	0	0.00%	773	103	13.32%
Fall 2000 FTIC	698	160	22.92%	50	1	2.00%	289	20	6.92%	22	7	31.82%	1,059	188	17.75%
Fall 1999 FTIC	615	113	18.37%	37	2	5.41%	251	17	6.77%	19	3	15.79%	922	135	14.64%

**2005-2006 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	%
2005 to 2006	350	281	80.29%	27	20	74.07%	235	170	72.34%	12	4	33.33%	624	475	76.12%
2004 to 2005	407	322	79.12%	37	29	78.38%	285	225	78.95%	7	5	71.43%	736	581	78.94%
2003 to 2004	442	349	78.96%	33	26	78.79%	288	220	76.39%	15	13	86.67%	778	608	78.15%
2002 to 2003	421	329	78.15%	47	30	63.83%	218	157	72.02%	14	12	85.71%	700	528	75.43%
2001 to 2002	461	363	78.74%	36	18	50.00%	270	212	78.52%	6	3	50.00%	773	596	77.10%
2000 to 2001	698	542	77.65%	50	38	76.00%	289	230	79.58%	22	19	86.36%	1059	829	78.28%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2005 to 2006	350	189	54.00%	27	9	33.33%	235	114	48.51%	12	10	83.33%	624	322	51.60%
2004 to 2005	407	196	48.16%	37	18	48.65%	285	149	52.28%	7	6	85.71%	736	369	50.14%
2003 to 2004	442	221	50.00%	33	14	42.42%	288	140	48.61%	15	12	80.00%	778	387	49.74%
2002 to 2003	421	220	52.26%	47	18	38.30%	218	95	43.58%	14	7	50.00%	700	340	48.57%
2001 to 2002	461	215	46.64%	36	9	25.00%	270	130	48.15%	6	2	33.33%	773	356	46.05%
2000 to 2001	698	283	40.54%	50	18	36.00%	289	135	46.71%	22	12	54.55%	1059	448	42.30%

Associate Degrees and Certificates by Ethnicity

RACE	Total Associate Degrees & Certificates											
	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
White	317	63.50%	354	68.30%	332	66.10%	328	64.10%	363	68.49%	335	63.21%
Black	36	7.20%	28	5.40%	29	5.80%	35	6.80%	18	3.40%	32	6.04%
Hispanic	141	28.30%	132	25.50%	136	27.10%	144	28.10%	141	26.60%	137	25.85%
Other	5	1.00%	4	0.80%	5	1.00%	5	1.00%	8	1.51%	6	1.13%
<b>Total Degrees &amp; Certificates</b>	499		518		502		512		530		510	

**2005-2006 End-of-Year Summary Report**  
**APPENDIX**

Success Factor 7 (continued)

CTG Degree Target Area Victoria College Degrees and Certificates	Actual					
	00-01	01-02	02-03	03-04	04-05	05-06
<b>Engineering</b>						
Biomedical Technology AAS	-	-	-	-	-	1
Electronics Technology AAS	4	2	1	-	1	2
Electronics/Instrumentation Technology AAS	4	2	1	2	5	3
Instrumentation Technology AAS	9	7	13	11	12	8
Electronics/Instrumentation Technology Cert	1	2	2	1	4	1
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>15</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	8
Comp Info Sys - Web Application	-	-	3	2	2	3
Comp Info Sys--Wide Area Telecom AAS	3	12	2	3	10	6
Comp Info Sys--Local Area Network Operations Cert	5	6	3	2	4	7
Comp Info Sys--Microcomputer Technology Cert	-	-	-	2	-	-
Comp Info Sys -- Network & Telecommunications	-	2	2	-	-	-
Comp Info Sys -- Personal Computer & Networking	-	-	2	-	7	7
Comp Info Sys -- Web Page Development Cert	-	-	-	3	1	2
Comp Info Sys -- Web Page Database	-	-	-	-	-	2
Comp Info Sys -- Web Page Graphic Design	-	-	-	-	-	6
Comp Info Sys--Wide Area Telecommunication Cert	5	6	1	2	7	8
Computer Program Tech Cert	1	-	-	-	-	-
Comp Info Sys--Network Administration Adv Skills Cert	-	-	-	-	-	2
<b>Computer Information Systems Total</b>	<b>21</b>	<b>43</b>	<b>20</b>	<b>19</b>	<b>34</b>	<b>51</b>
<b>Physical Science</b>						
Process Technology AAS	32	31	17	18	8	12
Process Technology Adv Skill Certificate	-	-	-	1	1	1
<b>Process Technology Total</b>	<b>32</b>	<b>31</b>	<b>17</b>	<b>19</b>	<b>9</b>	<b>13</b>
<b>Allied Health</b>						
Nursing (ADN) AAS	50	81	77	70	76	80
Vocational Nursing Cert	137	113	117	151	137	132
Medical Lab Technology	3	7	9	6	9	10
Respiratory Care AAS	15	13	9	15	13	15
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	-	-
Firefighting Cert	6	7	12	11	-	7
<b>Allied Health Total</b>	<b>220</b>	<b>232</b>	<b>219</b>	<b>249</b>	<b>235</b>	<b>244</b>

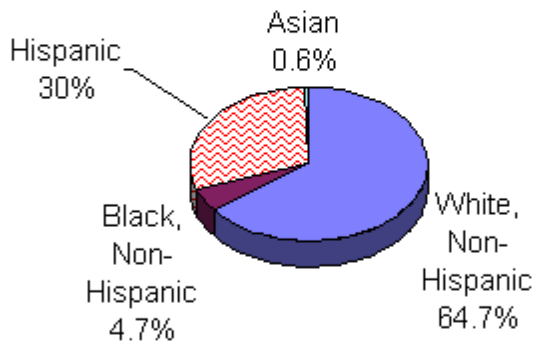


**2005-2006 End-of-Year Summary Report  
APPENDIX**

Success Factor 8: Employee Diversity – Faculty and staff ethnic diversity will reflect service-area ethnicity.

**ETHNICITY OF VICTORIA COLLEGE FACULTY & STAFF**

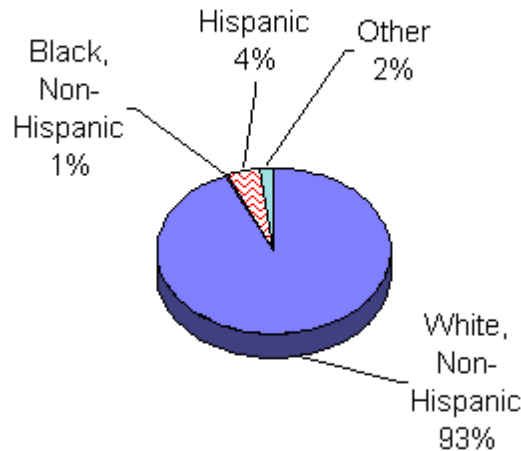
**STAFF ETHNICITY**



**Fall 2005**

<b>Total Staff (Non-Faculty)</b>	<b>170</b>
<b><u>Ethnicity</u></b>	
White, Non-Hispanic	110
Black, Non-Hispanic	8
Hispanic	51
Asian	1

**FACULTY ETHNICITY**



**Fall 2005**

<b>Total Faculty</b>	<b>158</b>
<b><u>Ethnicity</u></b>	
White, Non-Hispanic	147
Black, Non-Hispanic	1
Hispanic	7
Other	3

**2005-2006 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 2005-2006 Lecture Series**

<b>MARTIN LUTHER KING, III: <i>Human Rights Advocate</i></b>	<b>Thursday, November 3, 2005</b>	<b>9:00 A.M.</b>
<p>Martin Luther King, III, the second oldest child of Martin Luther King, Jr. and Coretta Scott King, has been motivating audiences around the world with his insightful message of hope and civility for nearly twenty years. He has taken the torch lit by his father and continued the quest for equality and justice for all people.</p> <p>A human rights advocate, community activist, and a political leader, Mr. King has been actively involved in significant policy initiatives to maintain the fair and equitable treatment of all citizens, at home and abroad.</p>		
<b>THE ART GUYS: <i>Performance Art Lecturers</i></b>	<b>Thursday, March 23, 2006</b>	<b>9:00 A.M.</b>
<p>Working as artists together for over 20 years, The Art Guys understand the need of organizations and institutions for quality lectures.</p> <p>"The Art Guys make very funny work that straddles the boundaries between art and life, esthetics and commercialism, the rational and the absurd." -<i>ArtNews</i></p> <p>There are some artists one loves to hate. Then there are the Art Guys, whom one hates to love. Just exactly how the Art Guys manage to give rise to such grudges? The Art Guys always challenge you to become less attached to whatever it is you're inclined to think. And since there's always a vague sense that the Guysian mockery is being directed at the audience, you must also be able to laugh at yourself.</p> <p>The real focus of the Art Guys is inspired intervention. They confront the taxidermy trophies as unsentimentalized objects. The ideal of the Art Guys is the pure game, the postulating of a set of rules or guidelines--quite often ridiculous, nonsensical, no-win rules or guidelines. The Art Guys traffic in charged subjects, playing against you with loaded dice, always trying to trick you into leaving your baggage at the door.</p>		
<b>LINDA CHAVEZ: <i>Political Analyst, Author</i></b>	<b>Thursday, April 20, 2006</b>	<b>9:00 A.M.</b>
<p>Linda Chavez is president of the Center for Equal Opportunity, a non-profit public policy research organization in Sterling, Virginia. She also writes a weekly syndicated column that appears in newspapers across the country, is a political analyst for FOX News Channel, and hosts a nationally syndicated, daily radio show on Liberty Broadcasting. Chavez's latest book, <i>Betrayal: How Union Bosses Shake Down Their Members and Corrupt American Politics</i> (Crown Books, 2004), describes how unions divert hundreds of millions of dollars into political campaigns, often without their members' knowledge or permission, and the public policy consequences that ensue. In 2000, Chavez was honored by the Library of Congress as a Living Legend for her contributions to America's cultural and historical legacy.</p> <p>Ms. Chavez had held a number of appointed positions, among them Chairman, National Commission on Migrant Education (1988-1992); and White House Director of Public Liaison (1985). In 1992, she was elected by the United Nations' Human Rights Commission to serve a four-year term as U. S. Expert to the U.N. Sub-commission on the Prevention of Discrimination and Protection of Minorities.</p>		

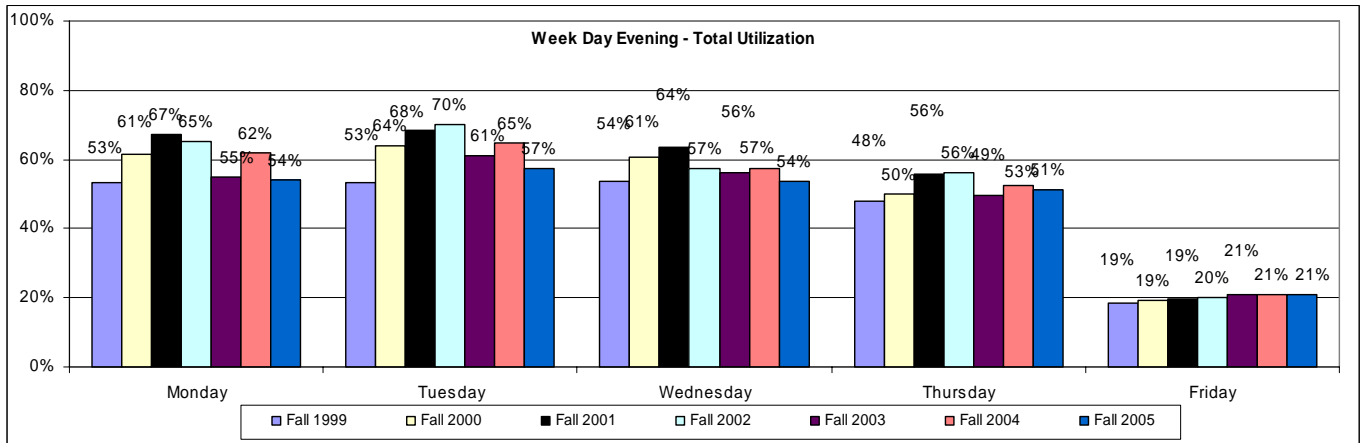
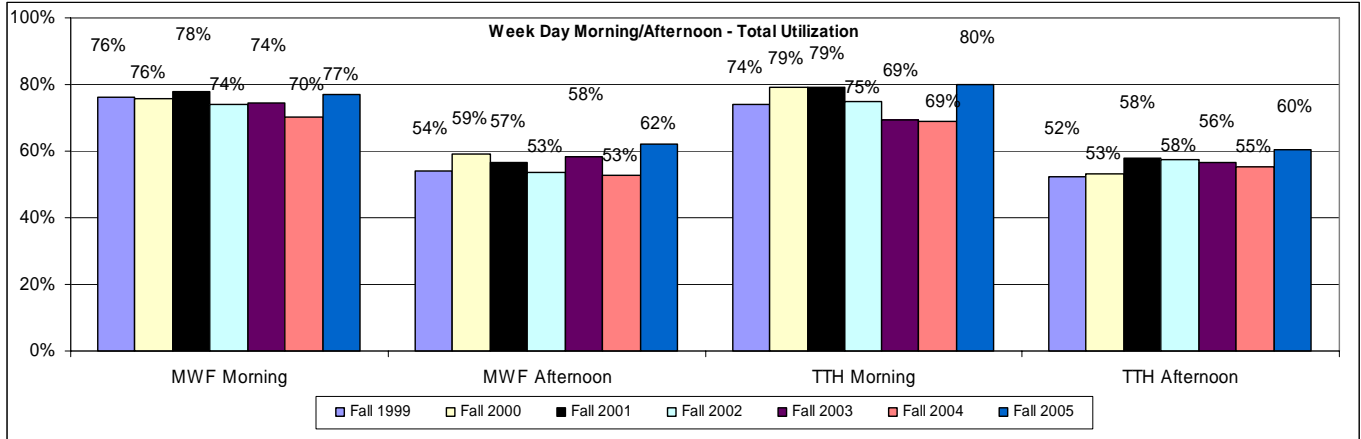
**2005-2006 End-of-Year Summary Report**  
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**Fine Arts Department Calendar of Events**  
**Fall 2005 and Spring 2006**

<b>Date</b>	<b>Attendance</b>	<b>Event</b>	<b>Location</b>
<b>Fall 2005</b>			
August 30	30	Music Faculty Recital	FA
October 6	100	TRANSLATIONS Art Show Reception	FA
October 6 - 28	1,000	TRANSLATIONS Art Show Gallery	FA
October 20 - 22	203	Drama Production (8 One Act Plays)	FA
November 3	118	Fall Student Art Exhibit Opening Reception	FA
November 3 - December 2	151	Fall Student Art Exhibit	FA
November 10	275	Civic Chorus & VC Choir Concert	FA
November 22	25	Music Departmental Recital	FA
December 1	100	Choral Concert	JSC
December 2	250	Jazz Concert	FA
December 6	50	Guitar Concert	TBA
December 7	350	Mariachi Concert	FA
December 8	75	Wind Ensemble Concert	FA
<b>Total Fall 2005</b>	<b>2,727</b>		
<b>Spring 2006</b>			
February 14	45	Valentine Vocals	Various around town
February 2 - March 31	1,000	Advanced Student Art Exhibit	FA
April 1	100	Choral Concert - Cuero	St. Michael's Catholic Church
April 2	125	Choral Concert - Goliad	Mission Espiritu Santo
April 6-8	1,481	Children's Festival (Fisherman and His Wife)	FA
April 6	70	Spring Student Art Exhibit Opening Reception	FA
April 6 - May 5	1,000	Spring Student Art Exhibit	FA
April 20	3,500	Jazz Festival	Downtown Square
April 21	300	Jazz Festival	Power Avenue Warehouse
April 22	700	Jazz Festival	Leo J. Welder Center
April 25	25	Music Department Student Recital (Sophomore)	FA
April 30	50	Wind Ensemble Concert	FA
April 26	500	Mariachi Concert	FA
May 1	50	VC Choral Concert - Songs from the Stage	JSC
May 2	50	Guitar Concert	JSC
<b>Total Spring 2006</b>	<b>8,996</b>		
<b>Total 2005-2006</b>	<b>11,723</b>		

## 2005-2006 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	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
ITV Off Campus*	303	425	682	872	873	766	904
On Line*	516	781	835	1,595	3,072	4,200	5,164
Virtual College of Texas - Hosted (1)	56	105	382	638	581	667	289
<b>Grand Total</b>	<b>875</b>	<b>1,311</b>	<b>1,899</b>	<b>3,105</b>	<b>4,526</b>	<b>5,633</b>	<b>6,357</b>
Virtual College of Texas - Provided (2)	5	15	53	55	226	315	288

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

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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).

<b>Multi-Year Ratio Trend Analysis Report</b>					
<b>The Victoria College</b>					
<b>Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)</b>					
<b>Objective:</b>		This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds.			
<b>Formula:</b>		Total Current Assets / Total Current Liabilities			
<b>Assessment Instructions:</b>		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.			
<b>Issue Areas:</b>		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	

<b>Multi-Year Ratio Trend Analysis Report</b>					
<b>The Victoria College</b>					
<b>Net Total Current Fund Revenues to Total Current Fund Revenues</b>					
<b>Objective:</b>		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?”			
<b>Formula:</b>		Net Total Current Fund Revenues / Total Current Fund Revenues			
<b>Assessment Instructions:</b>		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.			
<b>Issue Areas:</b>		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

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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 2005-2006 Annual Faculty & Staff Opinion and Student Opinion Surveys at:

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

This will take the user to the Planning and Institutional Assessment 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.

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Success Factor 12: Employee Satisfaction – Maintain an employee satisfaction rating of 85%.

**2005-2006 Victoria College Faculty and Staff Opinion Survey**  
**Employee Satisfaction Results**

COLLEGE-WIDE College-wide efforts to maintain a workforce that is well-qualified to carry out the College's mission and meet its strategic objectives	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		N/A		Total	% Not Dissatisfied*
	#	%	#	%	#	%	#	%	#	%	#	%	#	
Methods currently used to recruit new employees...	27	14.1	76	39.8	34	17.8	16	8.4	6	3.1	32	16.8	191	86.2
Quality of benefits and working conditions to retain employees...	34	17.8	71	37.2	38	19.9	22	11.5	10	5.2	16	8.4	191	81.7
Quality of technical training and/or educational opportunities for the development of employees...	35	18.3	82	42.9	24	12.6	22	11.5	11	5.8	17	8.9	191	81.0
Communication with employees about the salaries paid to employees, and communication of the College's funding issues that affect salaries...	29	15.2	71	37.2	41	21.5	23	12.0	10	5.2	17	8.9	191	81.0