

End-of-Year Summary Report 2010-2011



**VICTORIA
COLLEGE**

Table of Contents

Highlights of 2010-2011	3
Strategic Initiatives	4
Challenges	5
Future Plans	6
Measures of Institutional Excellence	8
Additional Data	
Enrollment Trends.....	10
Transfer Students	14
Developmental Education	15
Distance Education	15
Career & Technical and Allied Health Programs	16
Licensures	19
Adult Education Programs	20
Workforce Training and Continuing Education	22
Completion Rates	24
Student and Employee Surveys	27
Cultural Events.....	28

Highlights of 2010-2011

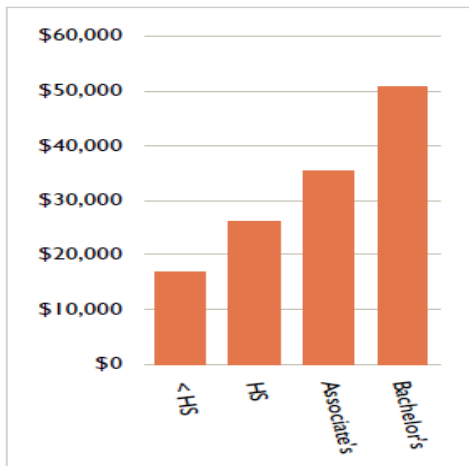
The college’s focus on student success, community needs, and institutional excellence resulted in continued **enrollment growth** for 2010-2011. The college grew at a rate of 6% in headcount and 7% in contact hours. This sustained growth over two and one-half academic years (since Spring 2009) is very significant because the college had not grown appreciably during the previous decade. Although the Victoria county population only gained 3.2% since the 2000 census, the college has grown almost 8% in the same period.

In 2010-2011 Victoria College received external validation in several ways for the college’s status as an excellent institution:

Victoria College was selected as a candidate to compete for the **Aspen Prize for Community Colleges**. VC was one of 120 candidates chosen from among 1,200 colleges in 32 states. The prize recognizes community colleges with outstanding results in academic achievement along with high graduate employment rates. The prize honors excellence by focusing on student success, with particular attention given to colleges that ensure the success of minority and first-generation students. Although VC did not advance into the final award, selection as a candidate is strong support for the effectiveness of VC’s practices.

In late 2010, VC contracted with EMSI to perform a region-specific **economic impact study** in conjunction with a statewide- study of community colleges. The study identified that VC provides significant benefits to the students, taxpayers, and communities it serves in all areas that were examined. From a student perspective, the cost of attending VC (including deferred earnings while attending classes) yielded a 4.5 to 1 cost:benefit ratio, or a 14.2% lifetime return on investment. Chief among the benefits to students is the markedly higher earning potential realized following a VC education. Earnings in the Victoria region at each level of education from less than a high school diploma to a bachelor’s degree are indicated in the chart below.

Average Earnings in Victoria College Service Area



Additionally, the higher incomes and higher standard of living enjoyed by VC graduates leads to \$20.1M added income to the regional economy and \$1.1M in social savings (lowered unemployment, public assistance, healthcare, and crime costs) for each annual cohort of VC students. The associated higher tax revenues and lower expenditures for these students more than offset the local and state tax funds collected by VC. From the taxpayer perspective, VC provides a 1.6 to 1 cost: benefit ratio, giving taxpayers a 5.6% return on investment for their VC-related tax dollars.

The college also has a direct economic impact through its activities and the activities of its graduates. College operations alone provide an annual \$17.4M regional impact, and the cumulative effect of VC and student expenditures, plus the boost in economic activity associated with the higher education levels of VC graduates contributes a net \$91.2M to regional income.

I. Strategic Initiatives

Several activities during 2010-11 focused directly on VC's efforts to foster student success:

The main **Tutoring Center** was relocated to Johnson Hall. Innovative planning has turned three classrooms into an attractive, functional, yet student-friendly center that offers free tutoring with a personal touch. The move came from requests expressed on student surveys for a central location, quieter spaces for individual study, and longer hours.

Reorganization in Student Services allowed shifting a staff position to create a designated **Veterans Affairs Advisor**. The College is committed to assisting veterans' transition to an educational setting. The advisor will help process veterans' benefits, serve as the liaison with community agencies to identify resources for veterans, develop and coordinate activities on campus and assist with the Veterans Student Club.

The **FREE (Focused Risk-Reduction Education and Empowerment) Initiative**, funded by an \$85,000 Minority Serving Institution Federal Grant, focuses on activities that will increase awareness of the consequences of high-risk behaviors and promote the importance of an overall healthy lifestyle. VC partners with the Texas Department of Health Services on outreach and awareness activities; free and confidential HIV, hepatitis and other health screening opportunities; and health related workshops and events for VC students and residents of the surrounding communities.

Victoria College has been a **TexPREP (Texas Prefreshman Engineering Program)** site since 2006. For 2010-2011, \$70,000 in additional funding from Dow, Alcoa and the K.R. and Laura Miller Foundation allowed VC to increase the number of students served to 54. This nationally recognized program provides a challenging academic program designed to motivate and prepare 6th, 7th and 8th grade students for advanced studies and careers in science, technology, engineering or mathematics.

Established as part of VC's Title V grant for Hispanic-serving institutions, the **College Access Resource Success (CARS) Centers** allow for collaborative efforts with school districts assist struggling students in becoming college ready. The second CARS Center opened in 2011 at **Calhoun High School**.

The instructional divisions also continued their **focus on student success**. To improve success in individual courses as well as successful progress through subsequent courses, faculty worked with advisers and student services staff to expand the supplemental instruction program, targeted advising, and faculty-student mentoring initiatives. To better meet student needs, the college also increased the offerings in 8-week Academic Foundations courses; increased the course offerings in social and behavioral sciences; and physically consolidated several departments to improve instructional collaboration.

The **Physical Therapist Assistant** program received 63 applications and accepted 17 students for its first cohort that began classes in fall 2010. All 17 members of this first cohort successfully completed the first year of the program.

The college pursued its strategic priority area of **meeting community needs** by emphasizing workforce development for established and emerging businesses in the region.

In response to a clear need for a top quality business meeting and training space, the college remodeled two classrooms into a **Corporate Training Room** that seats 48 with multimedia and flexible configuration. The room is suitable for meetings, business training, classroom, board room, and workshop venues.

The Workforce and Continuing Education division successfully completed a Texas Workforce Commission Skills Development Fund – **Petro Grant** that provided over 62,000 hours of training for 1190 area trainees. The division also broadened the range of the **truck driving** program to include the Gonzales Center; began offering **additional courses**, including an electronic medical records course; and added Level 2 courses in Millwright and Pipefitting at the Wilkins Industrial Training Center.

II. Challenges

Victoria College faced two significant challenges this year:

Fall 2010 was the first semester that University of Houston - Victoria offered freshman and sophomore classes under their **downward expansion** plan. UHV recruited heavily outside the VC service area and enrolled over 300 underclassmen. VC tracked the impact of UHV activities and found that UHV had gained significantly more undergraduates from within the VC service area than VC had gained from out-of-area students co-enrolled with UHV. Beyond this, VC has not experienced particular operational impacts, either positive or negative from UHV expansion activities. Despite the fact that the University of Houston - Victoria was also engaged in an aggressive expansion, VC enrolled increasing numbers of students, unrelated to UHV activities.

Most challenging to Victoria College activities in 2010-2011 was the continuing **reduction in state support** associated with budget shortfalls at the state level. In mid 2011 the state of Texas ordered community colleges to return 2.5% of their prior allocations to the state (on top of a 5% return ordered in the previous fiscal year). During the legislative session an additional 21% was removed from allocations for the future biennium. Declining state funding and accompanying uncertainty while community colleges statewide awaited final funding allocations created difficulties with planning and hiring. Since 2000 -2001 the portion of VC's operating budget provided by state allocations has declined from 36% to 24%. This has resulted in a shift of funding sources from state-wide to local revenues, leading to increases in tuition, fees, and local taxes in order to maintain an appropriate level of service.

III. Future Plans

One of the dominating activities of 2011-2012 will be **reaffirmation of accreditation** with the Southern Association of Colleges and Schools (SACS). This process requires a campus-wide focus on documenting the college's institutional effectiveness, assessment of student learning outcomes, and compliance with the standards for accreditation. For the 2011-2012 and 2012-2013 academic years, almost all VC personnel will participate on some aspect of the re-affirmation process or its associated Quality Enhancement Plan (QEP).

Victoria College will continue to pursue the action items for the **Strategic Plan 2009-2012**. Milestones expected during 2011-2012 will include full implementation of the first-year experience program, development of the faculty advising program, and completion of the revised policy and procedures manual.

As the last phase of construction funded by the 2006 bond issue, the **Fine Arts** complex will receive a much-needed expansion and renovation. This project has been in development for several years and will commence in November 2011. The old auditorium will be demolished, and approximately 7000 square feet of new additions and 7000 square feet of renovations will be made to the fine arts instructional areas. When complete, the college will have new or renovated rooms for all music programs, including a new band hall. The facility will also house a new art gallery and a kiln/work yard for the ceramics program.

A revised **facilities master plan** will be finalized in early 2012 to guide the college through upcoming years of growth and improvement. Among the anticipated recommendations, is one which the college has already begun pursuing as part of the strategic plan - seeking partners to create a **business and workforce training center** in Victoria.

At the **Gonzales Center**, efforts will continue to make expansion plans a reality. The Gonzales center plan calls for partnership with the City of Gonzales, Gonzales Economic Development

Corporation, and private donors to construct a new science lab, and classrooms and shops to teach welding and construction trades.

Also in 2012, Cuero Community Hospital will construct a new building to house VC's **Cuero Vocational Nursing** program.

The college has begun developing curriculum and training plans for the **Caterpillar Skills Development Fund Project**. This project will result in training over three hundred new hires at Caterpillar.

The college anticipates that further continuing **financial challenges** at the state level will result in reduced state support in coming years. Victoria College must operate within the resources available to it. By continuing its efforts to maintain high enrollment, offer exceptional value, and wisely manage funds Victoria College intends to continue offering the community a full array of educational opportunities at an affordable price.

II. Measures of Institutional Excellence

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

Enrollment and Participation

Credit enrollment increased again in 2010-11. A 6% increase from Fall 2009 to Fall 2010 was followed by similar increases in Spring and Summer 2011 (relative to prior years). This represents a continuation of significant enrollment growth that began in 2009. With the exception of an enrollment spike in 2003, headcount had previously remained within 1 percent of 4000 students since Fall of 2000. Equally significant was an increase in the number of full-time students, whose ranks increased by 12% compared to the previous year. Enrollment growth among males and Hispanics outpaced growth in other demographics, resulting in increasing representation of those two traditionally underrepresented groups.

While whites remain overrepresented relative to county population in total enrollment, the ratio of white to Hispanic FTIC (First Time In College) students matches the demographics of the general population. The total number of African-American students at VC is relatively small. There was an overall decrease in African American enrollment for 2010-2011. However, this may not be statistically significant, especially in the context of new census reporting procedures for ethnicity which have resulted in some individuals reclassifying themselves.

The Gonzales and Calhoun County Centers also participated in this trend of rising enrollment, matching growth at the main campus.

The exceptional growth experienced since 2009 is likely driven by economic situations that favor community college enrollment. While the college should capitalize on this growth, it should also keep in mind that these enrollment increases may represent a trend that could reverse when the economy improves.

In **non-credit** courses, enrollment in continuing education recovered from a decline in the previous year to reach levels slightly above those for 2008-2009. The greatest rebounds occurred in public service and workforce training, with slight declines seen in health care and leisure learning. Overall the college served 5099 individuals in all CE programs for 2010 -2011, a 35% increase over the prior year, but only 29 individuals more than in 2008-2009. Additionally, the college reached a new peak in workforce contract training, participating in 497 contracts with 18 clients.

Student Success

Data collected at the statewide level indicate that VC transfer students perform well at their receiving universities. Over 85% of academically prepared students achieved grade point ratios of 2.0 or better after one year at their receiving institution. Approximately 50% earned a 3.0 or

better. Although a higher percentage of transfers who had required developmental education at VC earned below 2.0, 45% of this group also earned 3.0 or higher.

In developmental education at VC completion rates are high (approximately 90%), however pass rates (C or better) are below 60%. An area of focus for VC is to increase the pass rate in developmental courses as well as the number of students who enroll in and pass college-level courses following their developmental coursework.

In college-level courses, completion rates have continued a steady improvement, reaching an all-time high of 91.6% in 2010-11 (in comparison to a low of 83.4% in 2006-2007). Pass rates in college-level courses average 72%.

Graduation and Certification

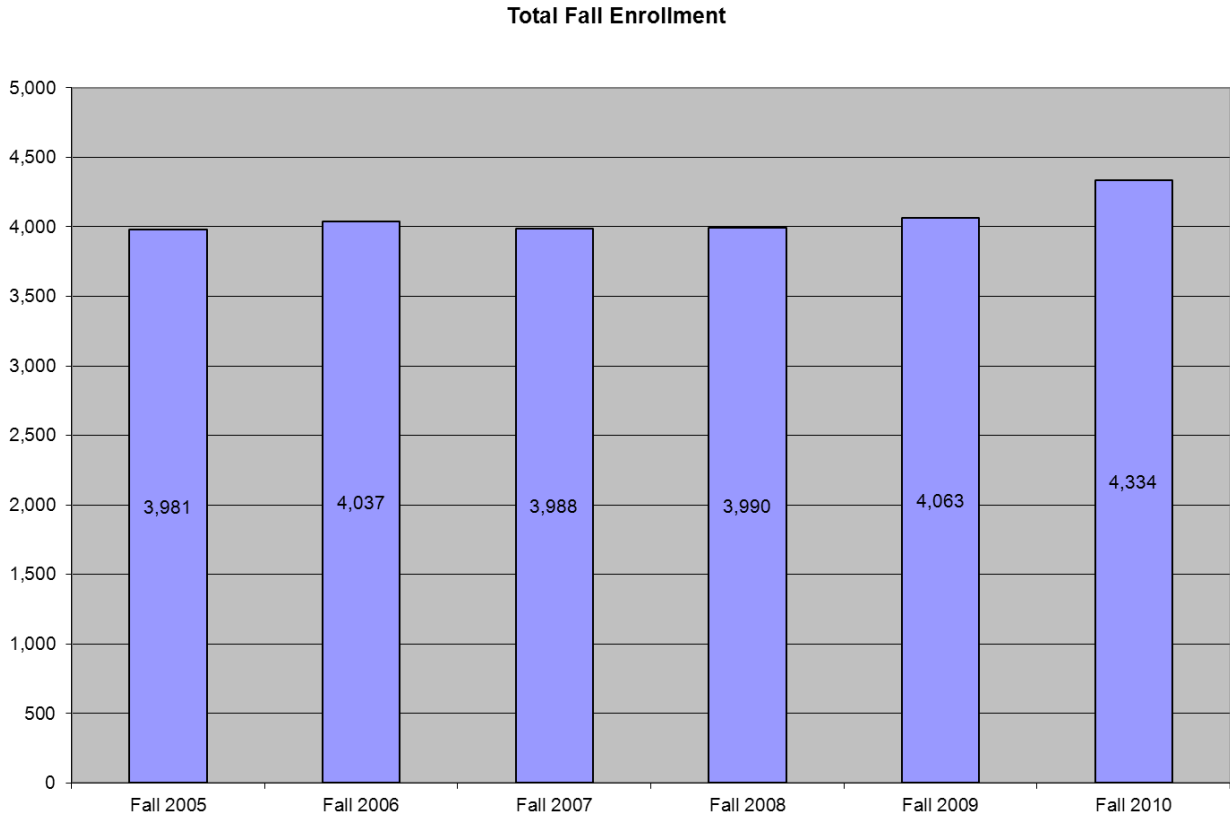
Victoria College awarded a total of 512 degrees and certificates in 2010-2011, 442 of which were in Career and Technical Education or Allied Health. Over the past three years there has been a notable increase in graduates for the Process Technology and Electronics/Instrumentation programs (fields which are in high demand locally) while overall graduation in office and information technology fields has declined, possibly due to lower employment demand in those areas. Allied Health and Nursing graduation numbers remain steady due to enrollment caps dictated by program capacity.

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

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

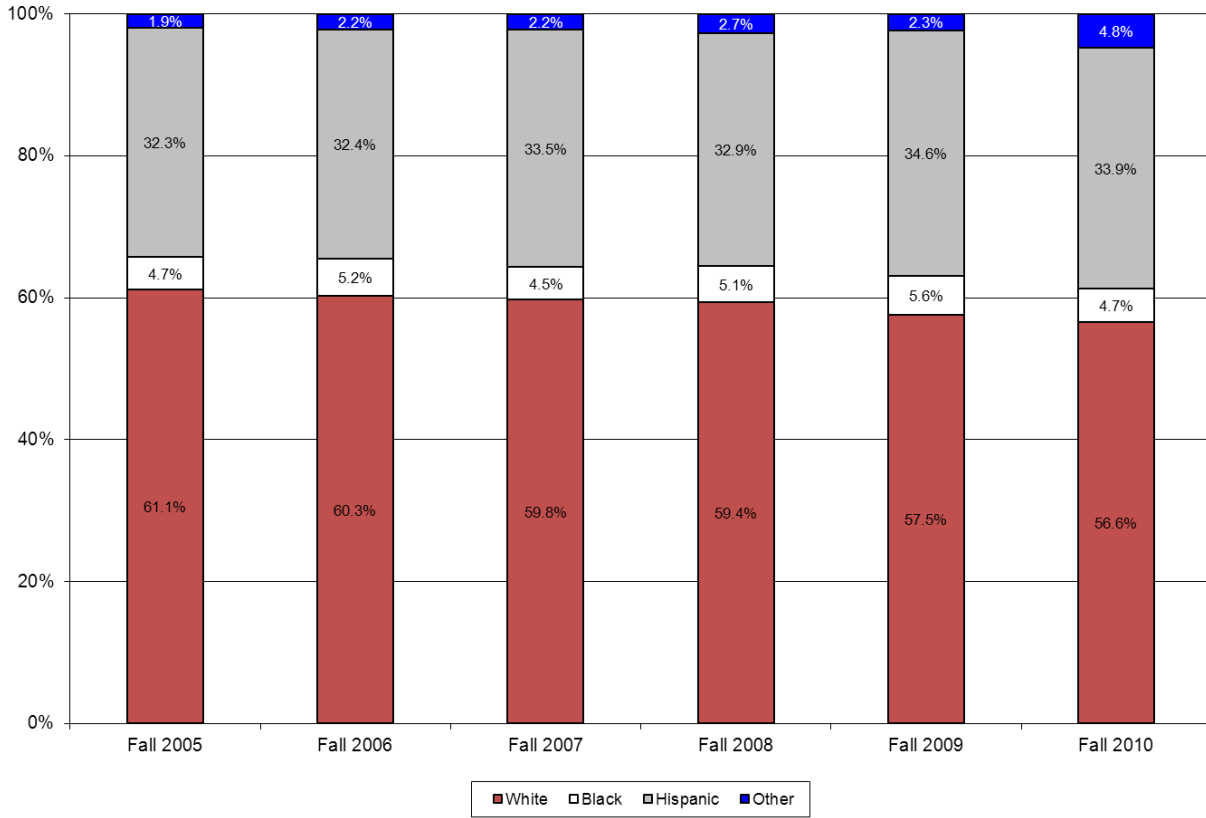
III. Additional Data

Enrollment Trends

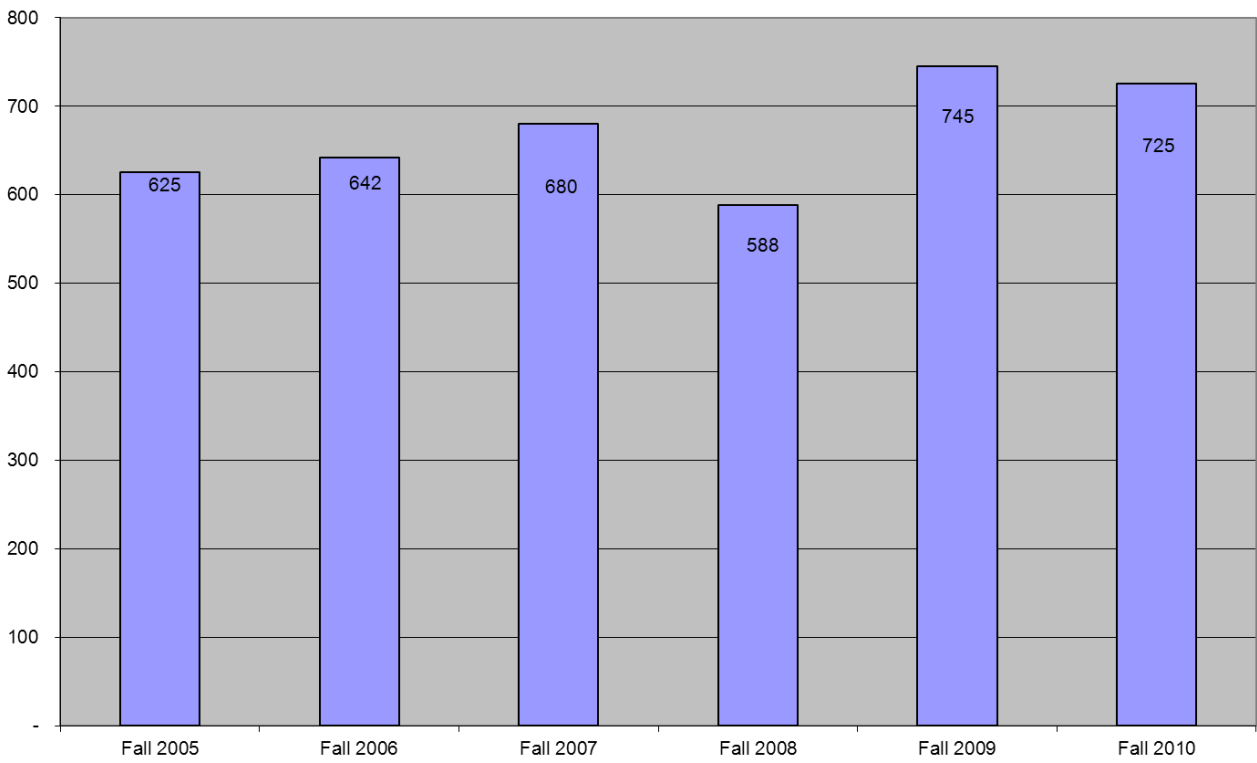


Victoria College Fall Enrollment Trends in Race/Ethnic Group Representation

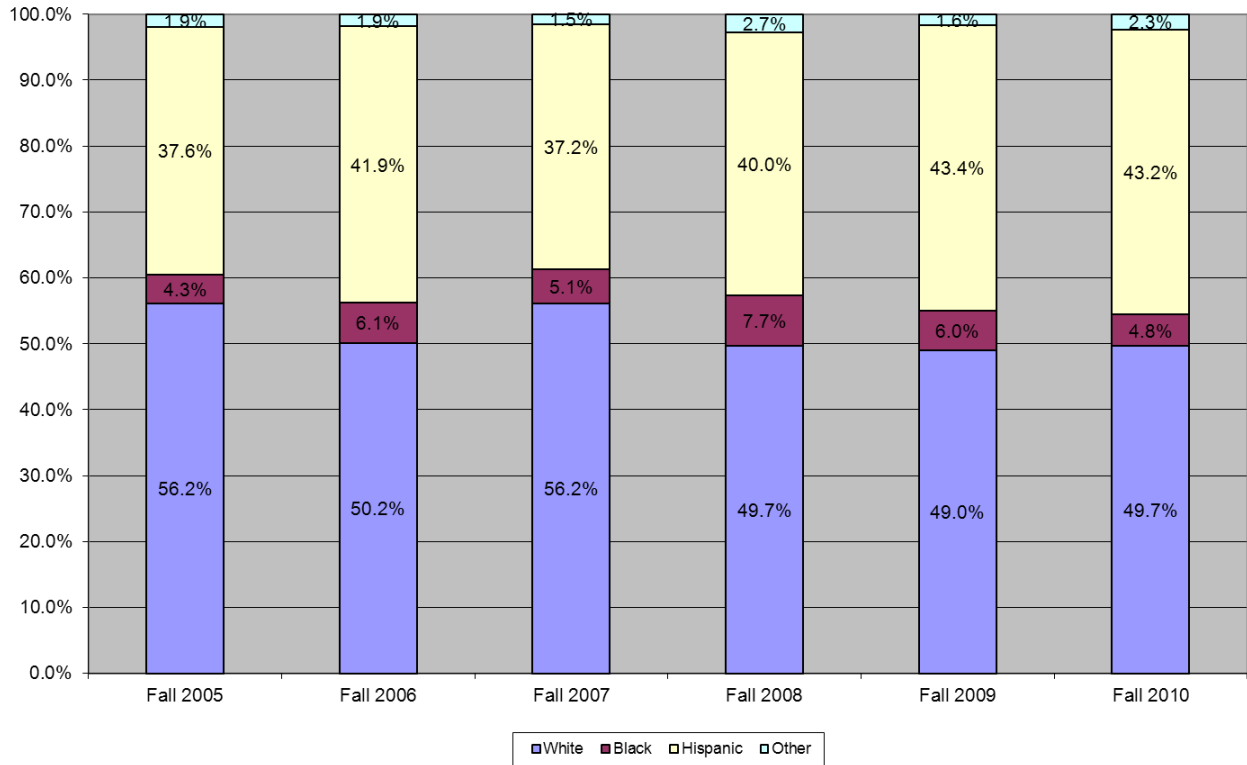
2010 U.S. Census data for VC service area :
 White 47.9% Black - 6.4% Hispanic - 43.9% Other - 1.8%



Total FTIC Enrollment



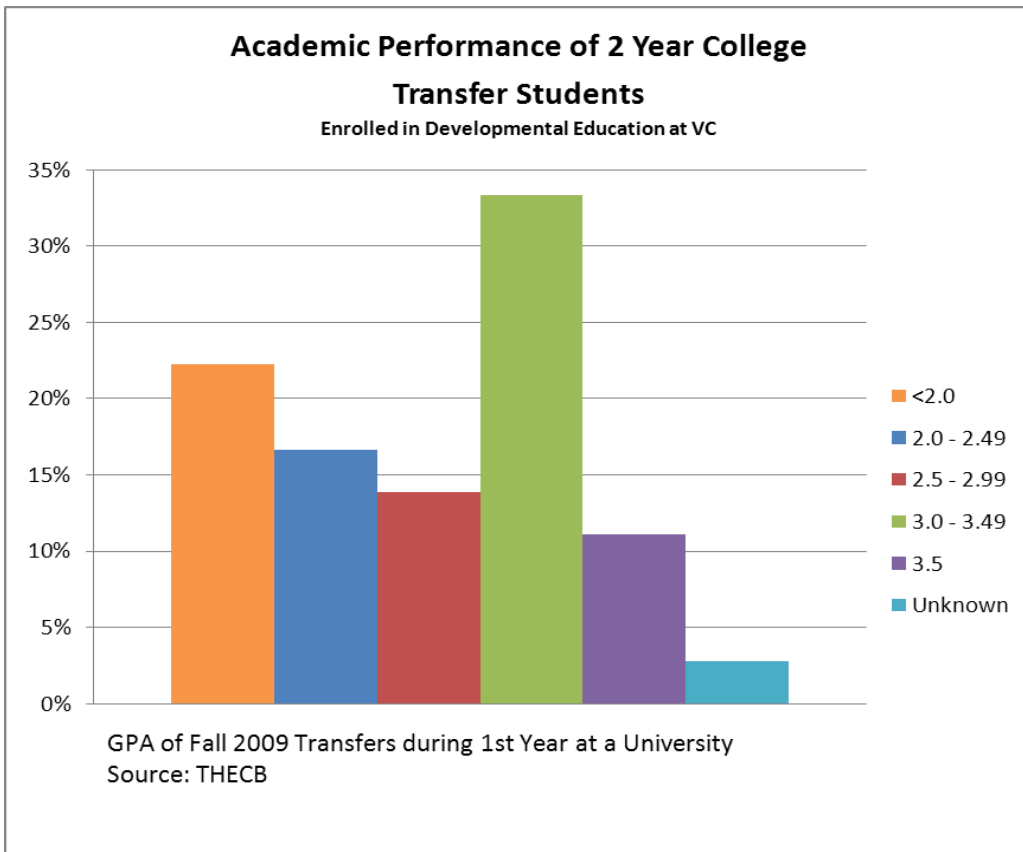
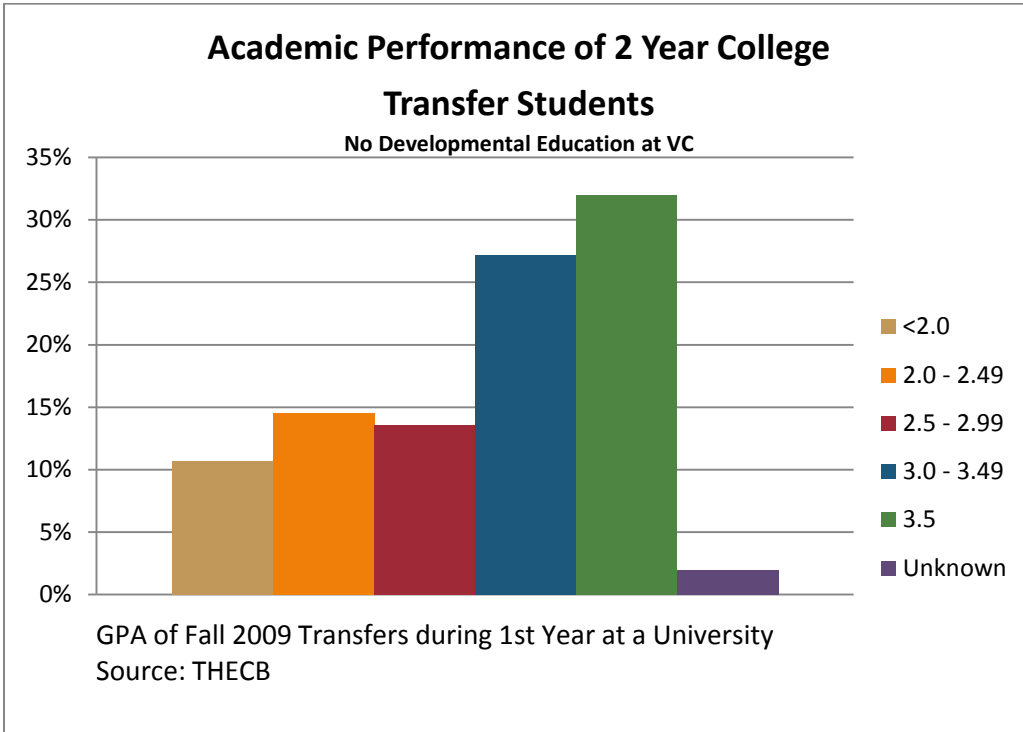
Ethnicity of Total FTIC Enrollment



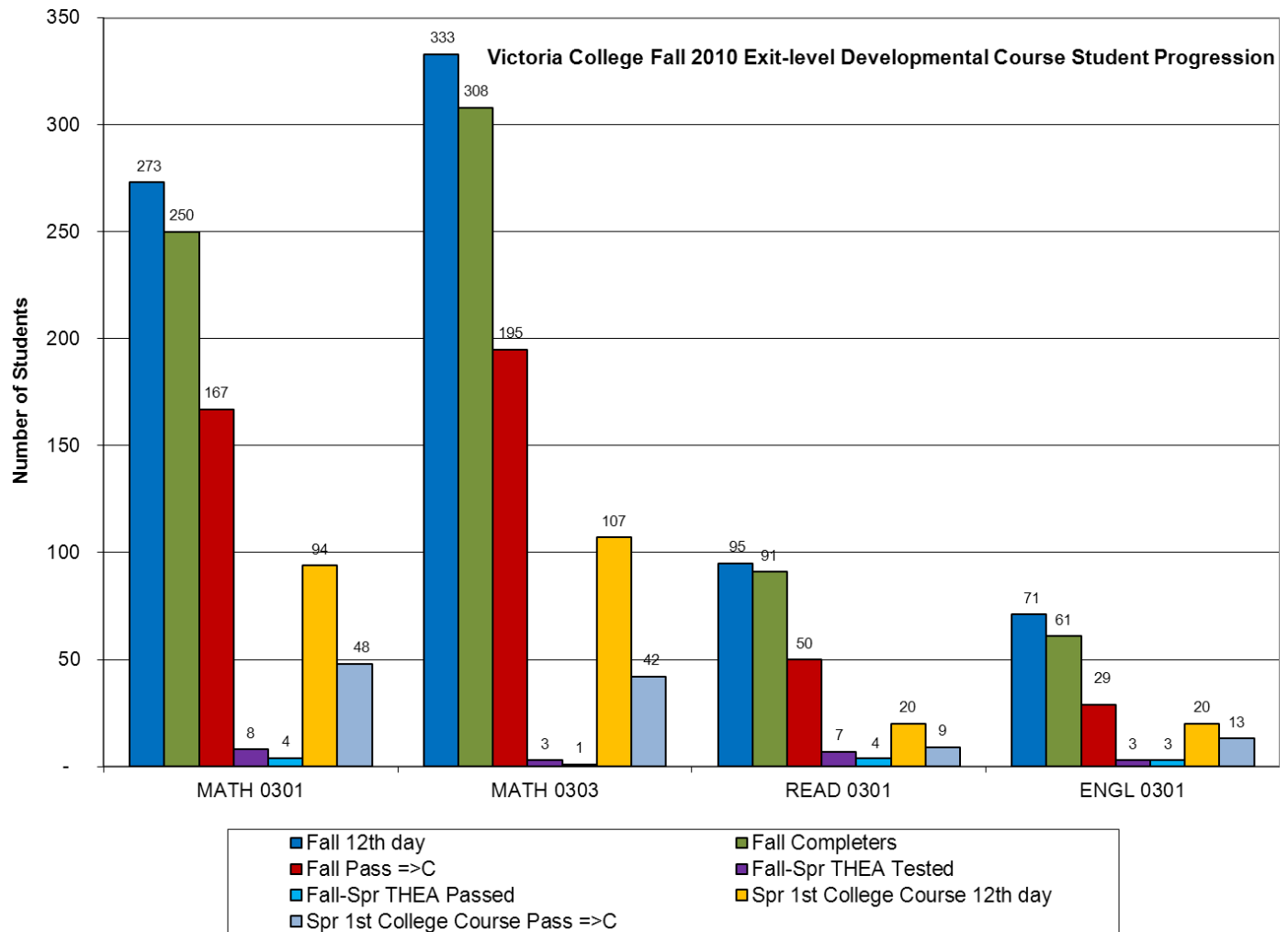
For Fall 2010 41% of all enrolled students were classified as economically disadvantaged and 36% were classified as academically disadvantaged.

78% of student contact hours at VC were by full-time faculty in Fall 2010

Transfer Student Success



Developmental Student Success



Distance Education

Victoria College Distance Education Academic Year Enrollment							
Distance Education Type	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
ITV Off Campus	766	811	782	1,105	982	1,097	1,188
On line	4,200	5,165	5,621	5,759	6,458	6,177	6,653
Virtual College of Texas - Hosted ⁽¹⁾	667	289	120	52	62	48	14
Grand Total	5,633	6,265	6,523	6,916	7,502	7,322	7,855
Virtual College of Texas - Provided ⁽²⁾	315	288	90	55	69	28	14

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

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

Degrees and Certificates (Divisions of Career and Technical Education and Allied Health)

Victoria College Career/Technical and Allied Health Degrees & Certificates by Coord Board Program Grouping

CIP VC Program Name	ACADEMIC YEAR								
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
1102 Computer Programming: CIS--Computer Programming AAS	-	1	-	-	-	-	-	-	-
1108 Computer and Information Sciences CIS--Web Application	3	5	8	13	5	12	22	13	2
1503 Electronic Related Technology: Electronics/Instrumentation AAS & Cert	19	16	23	15	10	18	20	17	32
2002 Child Care & Guidance: Child Care Cert	14	18	8	11	4	2	6	-	-
2201 Law & Legal Studies: Legal Assisting AAS & Cert	11	10	5	3	2	-	-	-	-
4103 Physical Science Technologies: Process Technology AAS & Cert	17	21	11	13	9	10	16	24	23
4301 Criminal Justice & Corrections: Criminal Justice AAS	5	2	2	-	-	-	-	-	-
Police Acad (Fall, Spr, & Reserve) Cert	42	42	56	46	26	23	31	36	27
4302 Fire Protection: FireFighting Cert	12	11	-	7	8	6	7	12	7
4801 Drafting: Drafting Technology AAS & Cert	16	17	9	7	-	-	-	-	-
4805 Welder/Welding: Welding Cert	7	9	8	2	13	16	14	25	11
5202 Business Administration/Mgt: Management AAS & Cert	15	17	19	29	18	21	33	24	28
5203 Accounting: Accounting AAS & Cert	4	4	2	2	-	-	-	-	3
5204 Admin Secretarial Services: Office Systems Technology AAS & Cert	26	5	20	14	22	19	37	4	15
1109 Bus Info. & Data Processing: CIS--Micro _Network Admin AAS & Cert	15	13	31	38	30	20	34	15	22
510904 Emergency Medical Technology: Emergency Medical Tech AAS & Cert	7	16	1	-	24	21	22	16	12
510908 Respiratory Therapy Tech: Respiratory Care AAS & Cert	9	15	13	15	9	14	14	12	13
5110 Medical Laboratory Technologies: Medical Lab Technology AAS	9	6	9	10	10	10	7	10	11
511601 Nursing, General: Nursing AAS	77	70	76	80	76	104	93	91	101
511613 Practical Nurse Training: Vocational Nursing Cert	117	151	137	132	129	114	123	141	135

Graduates' Success Rate

Academic Year	Total VC Career/Technical and Allied Health Programs' Graduates	Electronically "Found" the next Fall Semester			
		Graduates Employed and/or Additional Higher Education		Graduates Not Found	
2009-2010	489	446	91.2%	43	8.79%
2008-2009	483	451	93.4%	32	6.63%
2007-2008	443	418	94.4%	25	5.64%
2006-2007	441	408	92.5%	33	7.48%
2005-2006	481	436	90.6%	45	9.36%
2004-2005	449	422	94.0%	27	6.01%
2003-2004	481	457	95.0%	24	4.99%
2002-2003	439	415	94.5%	24	5.47%
2001-2002	464	449	96.8%	15	3.23%
2000-2001	429	411	95.8%	18	4.20%
1999-2000	445	432	97.1%	13	2.92%
1998-1999	417	401	96.2%	16	3.84%
1997-1998	384	364	94.0%	20	5.21%
1996-1997	390	368	94.4%	22	4.30%
1995-1996	341	330	96.8%	11	3.20%
1994-1995	303	285	94.1%	18	5.90%
1993-1994	325	309	95.1%	16	4.90%
1992-1993	317	305	96.2%	12	3.80%

Data from Automated Student and Adult Learner Follow-Up System Report from Texas Higher Education Coordinating Board

**Results from The Victoria College
2010-2011 Workforce (Career/Technical and Allied Health) Graduate and Employer
Follow-up Surveys
(2009-2010 Graduates)**

	Graduate Rate Entry-Level Job Competencies:								Employer Rate Entry-Level Job							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
Allied Health Programs:																
Associate Degree Nursing	43	10	25	8	0	0	43	100.0	26	12	9	3	1	1	26	100.0
Vocational Nursing																
Cuero	7	2	4	1	0	0	7	100.0	7	2	4	1	0	0	7	100.0
Gonzales	19	8	9	2	0	0	19	100.0	12	3	9	0	0	0	12	100.0
Hallettsville	8	4	4	0	0	0	8	100.0	6	5	1	0	0	0	6	100.0
Victoria Day	8	4	2	2	0	0	8	100.0	2	0	2	0	0	0	2	100.0
Victoria Night	8	5	3	0	0	0	8	100.0	5	3	1	1	0	0	5	100.0
Vocational Nursing Total	50	23	22	5	0	0	50	100.0	32	13	17	2	0	0	32	100.0
Medical Laboratory Technology	5	4	1	0	0	0	5	100.0	2	2	0	0	0	0	2	100.0
Respiratory Care	11	8	3	0	0	0	11	100.0	8	4	2	2	0	0	8	100.0
Allied Health Programs Total:	109	45	51	13	0	0	109	100.0	68	31	28	7	1	1	68	100.0

	Graduates Rate Entry-Level Competencies								Employers Rate Entry-Level Competencies							
	Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better		Total	Very Good	Good	Avg	Poor	Very Poor	Average or Better	
							#	%							#	%
Basic Skills																
Reading	28	11	12	5	0	0	28	100.0	16	13	3	0	0	0	16	100.0
Writing	28	9	14	5	0	0	28	100.0	16	12	4	0	0	0	16	100.0
Math	28	9	12	7	0	0	28	100.0	15	10	4	1	0	0	15	100.0
Oral Communications	29	14	12	3	0	0	29	100.0	16	12	4	0	0	0	16	100.0
Use of Computers	28	9	12	7	0	0	28	100.0	16	13	2	1	0	0	16	100.0
Basic Skills Total	141	52	62	27	0	0	141	100.0	79	60	17	2	0	0	79	100.0
Profession-specific Knowledge/Skills																
Theoretical Background/Understanding	27	14	11	2	0	0	27	100.0	16	10	5	1	0	0	16	100.0
Critical Thinking/Application of Knowledge	28	12	14	2	0	0	28	100.0	16	13	2	1	0	0	16	100.0
Technical Skills/Equipment Operation	28	14	10	4	0	0	28	100.0	16	12	3	1	0	0	16	100.0
Profession-specific Knowledge/Skills Total	83	40	35	8	0	0	83	100.0	48	35	10	3	0	0	48	100.0
Soft Skills																
Professionalism (appearance, punctuality, work ethics, etc.)	29	14	12	3	0	0	29	100.0	16	11	4	1	0	0	16	100.0
Human Relations/Teamwork	29	12	14	2	1	0	28	96.6	16	12	3	1	0	0	16	100.0
Commitment to Life-long Learning	29	11	14	3	1	0	28	96.6	16	12	2	2	0	0	16	100.0
Soft Skills Total	87	37	40	8	2	0	85	97.7	48	35	9	4	0	0	48	100.0
OVERALL RATING	28	12	14	2	0	0	28	100.0	16	13	3	0	0	0	16	100.0

ALLIED HEALTH DIVISION LICENSURE DATA

2009-2010									
PROGRAM	PROGRAM GRADUATES	ATTEMPTING EXAMINATION		PASSING 1ST ATTEMPT		PASSING SUBSEQUENT ATTEMPT		TOTAL PASSING	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associate Degree Nursing	91	91	100%	81	89%	8	9%	89	98%
Vocational Nursing	141	132	94%	119	90%	4	3%	123	93%
Victoria Day	29	28	97%	28	100%		0%	28	100%
Victoria Evening	29	25	86%	22	88%		0%	22	88%
Cuero	19	19	100%	18	95%		8%	18	95%
Gonzales	37	35	95%	27	77%	4	11%	31	89%
Hallettsville	27	25	93%	24	96%		0%	24	96%
Medical Laboratory Technology	10	7	70%	4	57%	1	14%	5	71%
Respiratory Care Technology									
Entry Level	12	12	100%	12	100%		0%	12	100%
Advanced Practitioner	12	12	100%	8	67%	2	17%	10	83%
Police Academy	35	35	100%	33	94%	2	6%	35	100%
Emergency Medical Services									
Basic	55	44	80%	31	70%	8	18%	39	89%
Intermediate	19	13	68%	11	85%		0%	11	85%
Paramedic	15	14	93%	8	57%	1	7%	9	64%
Basic Firefighting Certificate	16	16	100%	16	100%		0%	16	100%
Nurse Aide/Home Health Aide	133	117	88%	101	86%	8	7%	109	93%
Medication Aide			0%		0%		0%	0	0%
Total Allied Health	539	493	91%	424	86%	34	7%	458	93%

SOURCE: Allied Health Division Dean

NOTES: VN Program Totals

141

Adult Education Programs

ADULT EDUCATION - ALL PROGRAMS COMBINED			
	Enrollment	Contact Hours	Students Passing GED
2010-2011	1,072	44,844	128*
2009-2010	1,041	43,730	79
2008-2009	809	33,751	131
Compared to:			
2007-2008	924	33,334	88
2006-2007	858	61,459	122*
2005-2006	703	50,992	82
2004-2005	830	73,056	83
2003-2004	898	71,668	118
2002-2003	1,006	71,317	122
2001-2002	1,052	64,236	111
2000-2001	959	61,849	137
1999-2000	983	75,597	102
1998-1999	1,382	95,182	96
1997-1998	909	55,318	NA
* Also includes (48) people who used the free GED practice test service, but did not participate in instructional services			

Adult Education Participation

	10-11			09-10		
	Goal	Met Fed Calculations	Met State Calculations	Goal	Met Fed Calculations	Met State Calculations
1. Number Served	755	1,072	n/a	680	1,041	n/a
2. Contact Hours Produced	n/a	44,843.50	n/a	n/a	43,730	n/a
3. 12 hours + Baseline Assessment	75%	n/a	58%	75%	n/a	54%
4. 12 hours, Baseline, + Progress Assessment	68%	n/a	53%	68%	n/a	48%
5. Gain in Reading	57%	n/a	77%	57%	n/a	68%
6. Gain in Language	59%	n/a	88%	59%	n/a	75%
7. Gain in Mathematics	59%	n/a	83%	59%	n/a	72%
8. Gain in Oral English	72%	n/a	92%	72%	n/a	96%
9. Gain in Written English	67%	n/a	88%	67%	n/a	95%
Completed 1 or more Levels [i]						
10. Beginning Literacy	61%	54%	100%	53%	52%	100%
11. Beginning ABE	50%	46%	92%	45%	31%	91%
12. Low Intermediate Adult Basic Education (ABE)	52%	45%	92%	46%	30%	85%
13. High Intermediate ABE	43%	33%	86%	36%	19%	77%
14. Low Advanced Secondary Education (ASE)	52%	41%	88%	58%	56%	94%
15. Beginning Literacy ESL	53%	55%	90%	51%	51%	93%
16. Low Beginning ESL	61%	62%	96%	55%	72%	100%
17. Hi Beginning ESL	64%	70%	93%	53%	74%	100%
18. Low Intermediate ESL	67%	83%	91%	57%	70%	88%
19. High Intermediate ESL	52%	67%	100%	46%	50%	100%
20. Low Advanced ESL	61%	n/a	n/a	49%	0%	0%
Transitions [ii]						
21. Goal of GED	89%		n/a	90%	24%	n/a
22. ASE achieve GED	61%	n/a		61%	n/a	34%
23. Goal of Entering Post-Sec Ed or training	46%	-	n/a	32%	-	n/a
24. Goal of Obtain. Employment.	68%	-	n/a	69%	-	n/a
25. Retained Employment	69%	-	n/a	71%	-	n/a
26. Average Contact Hours per Student [iii]		65			42	

Workforce Training and Continuing Education

CONTINUING EDUCATION ENROLLMENT by Program

COURSE CATEGORY	2008-2009				2009-2010				2010-2011			
	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)
Health Care												
Healthcare Professions	367	602	124	614	256	544	248	665	342	531	124	594
Health Care Total	367	602	124	614	256	544	248	665	342	531	124	594
Public Service												
Emergency Medical Service	404	158	302	465	101	144	320	535	225	241	329	531
Firefighters	0	0	0	0	0	0	0	0	148	210	386	41
Law Enforcement	171	65	165	121	273	102	36	132	132	224	75	179
Police Academy	48	36	30	27	58	33	33	28	53	47	41	23
Public Service Total	623	259	497	613	432	279	389	695	558	722	831	774
Workforce Training												
Business	117	61	53	54	49	11	25	52	212	261	202	123
Child Development & Education	323	198	145	142	174	59	91	378	88	0	0	51
Computer Applications	281	169	147	65	121	19	30	62	263	211	217	59
Industrial	431	332	748	364	50	156	158	429	372	510	1,023	664
Language	11	24	31	15	2	0	18	3	6	23	19	8
Real Estate	16	12	14	13	12	12	12	4	0	0	0	4
Truck Driving	21	18	45	28	66	73	38	0	18	35	92	1
Workforce Training Total	1,200	814	1,183	681	474	330	372	928	959	1,040	1,553	910
Leisure Learning												
Leisure Learning	13	23	22	62	84	70	72	17	68	2	12	42
Motorcycle Safety	33	16	40	41	36	18	62	53	43	25	58	90
Youth Camps	0	0	0	106	0	0	0	131	0	0	0	119
Leisure Learning Total	46	39	62	209	120	88	134	201	111	27	70	251
GRAND TOTAL (Duplicated)	2,236	1,714	1,866	2,117	1,282	1,241	1,143	2,489	1,970	2,320	2,578	2,529
Annual Unduplicated Total	5070				3800				5099			

Contract Training

Emergency Medical Technology Contract Training

Year	Clients	Sessions
1999 – 2000	4	45
2000 – 2001	6	48
2001 – 2002	4	Not Available
2002 – 2003	5	30
2003 – 2004	9	37
2004 – 2005	9	39
2005 – 2006	8	43
2006 – 2007	6	39
2007 – 2008	6	46
2008 – 2009	8	48
2009 – 2010	5	41
2010-2011	6	62

Workforce Development Contract Training

Year	Clients	Contracts
1998 – 1999	6	19
1999 – 2000	6	26
2000 – 2001	8	51
2001 – 2002	6	91
2002 – 2003	5	91
2003 – 2004	4	121
2004 – 2005	11	40
2005 – 2006	11	126
2006 – 2007	12	207
2007 – 2008	12	197
2008 – 2009	19	234
2009 – 2010	15	98
2010 – 2011	18	427

Completion and Graduation Rates

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

COMPLETERS BY DIVISION BY SEMESTER - PERCENT OF 12 th Class day										
Academic Year Summary	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Academic Foundations							90.0%	93.4%	93.5%	94.5%
Allied Health	92.5%	93.2%	93.4%	92.7%	92.3%	92.0%	94.5%	95.9%	98.2%	97.7%
Developmental	81.1%	78.5%	79.2%	77.8%	77.8%	75.3%				
Humanities & Fine Arts	86.3%	83.0%	81.7%	81.2%	81.2%	77.7%	83.4%	88.0%	89.1%	90.4%
Orientation	97.5%	97.2%	0.0%	0.0%	0.0%	89.7%				
Science & Mathematics	77.8%	80.7%	78.9%	80.2%	78.0%	77.9%	80.8%	85.9%	88.4%	88.6%
Social & Behavioral Sciences	85.1%	84.0%	81.3%	81.3%	80.5%	81.3%	83.5%	88.3%	90.1%	91.6%
Career & Technology Education	86.7%	86.7%	85.8%	85.7%	84.8%	85.5%	87.7%	92.6%	94.3%	94.1%
Totals, College-wide	86.3%	85.8%	84.1%	84.0%	83.6%	83.0%	86.3%	90.4%	91.8%	92.3%
Less Developmental & Orientation	86.4%	86.0%	84.6%	84.6%	84.0%	83.4%	85.5%	90.0%	91.4%	91.6%

Fall Completion Counts & Rates

	White			Black			Hispanic			Other			Total		
	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%	ORD #	Final #	%
Fall 2010	7,311	6,747	92.29%	657	597	90.87%	4,533	4,189	92.41%	299	283	94.65%	12,800	11,816	92.31%
Fall 2009	6,813	6,235	91.52%	739	660	89.31%	4,176	3,772	90.33%	266	252	94.74%	11,994	10,919	91.04%
Fall 2008	6,942	6,241	89.90%	779	700	89.86%	4,033	3,530	87.53%	299	272	90.97%	12,053	10,743	89.13%
Fall 2007	6,933	6,011	86.70%	633	560	88.47%	4,126	3,508	85.02%	230	207	90.00%	11,922	10,286	86.28%
Fall 2006	7,139	6,064	84.94%	777	600	77.22%	4,114	3,246	78.90%	257	221	85.99%	12,287	10,131	82.45%
Fall 2005	7,310	6,565	89.81%	699	565	80.83%	4,055	3,290	81.13%	225	181	80.44%	12,289	10,601	86.26%
Fall 2004	7,735	6,565	84.87%	578	478	82.70%	4,152	3,420	82.37%	218	187	85.78%	12,683	10,650	83.97%
Fall 2003	7,954	6,472	81.37%	587	480	81.77%	3,983	3,168	79.54%	268	232	86.57%	12,792	10,352	80.93%
Fall 2002	8,265	6,979	84.44%	711	602	84.67%	3,766	3,060	81.25%	234	199	85.04%	12,976	10,840	83.54%
Fall 2001	8,576	7,274	84.82%	731	568	77.70%	4,033	3,369	83.54%	185	147	79.46%	13,525	11,358	83.98%
Fall 2000	8,525	7,204	84.50%	717	593	82.71%	4,106	3,406	82.95%	263	223	84.79%	13,611	11,426	83.95%

Retention Counts & Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2010 to 2011	2,501	1,806	72.21%	208	147	70.67%	1,516	1,098	72.43%	109	86	78.90%	4,334	3,137	72.38%
2009 to 2010	2,353	1,705	72.46%	235	159	67.66%	1,408	994	70.60%	93	71	76.34%	4,089	2,929	71.63%
2008 to 2009	2,361	1,670	70.73%	202	142	70.30%	1,303	899	68.99%	113	78	69.03%	3,979	2,789	70.09%
2007 to 2008	2,402	1,703	70.90%	180	122	67.78%	1,351	908	67.21%	88	65	73.86%	4,021	2,798	69.58%
2006 to 2007	2,458	1,764	71.77%	210	145	69.05%	1,316	875	66.49%	90	65	72.22%	4,074	2,849	69.93%
2005 to 2006	2,434	1,742	71.57%	186	129	69.35%	1,286	862	67.03%	77	51	66.23%	3,983	2,784	69.90%
2004 to 2005	2,496	1,818	72.84%	178	121	67.98%	1,293	917	70.92%	71	48	67.61%	4,038	2,904	71.92%
2003 to 2004	2,678	1,934	72.22%	183	122	66.67%	1,296	880	67.90%	85	63	74.10%	4,242	2,999	70.70%
2002 to 2003	2,603	1,903	73.11%	183	121	66.12%	1,173	792	67.52%	71	52	73.20%	4,030	2,868	71.17%
2001 to 2002	2,652	1,887	71.15%	193	120	62.18%	1,195	833	69.71%	69	41	59.40%	4,109	2,881	70.11%
2000 to 2001	2,593	1,848	71.27%	189	127	67.20%	1,166	830	71.18%	75	57	76.00%	4,023	2,862	71.14%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2010 to 2011	2,501	1,114	44.54%	208	88	42.31%	1,516	770	50.79%	109	50	45.87%	4,334	2,022	46.65%
2009 to 2010	2,353	1,062	45.13%	235	74	31.49%	1,408	658	46.73%	93	45	48.39%	4,089	1,839	44.97%
2008 to 2009	2,361	1,049	44.43%	202	90	44.55%	1,303	596	45.74%	113	50	44.25%	3,979	1,785	44.86%
2007 to 2008	2,402	1,068	44.46%	180	71	39.44%	1,351	623	46.11%	88	43	48.86%	4,021	1,805	44.89%
2006 to 2007	2,458	1,069	43.49%	210	71	33.81%	1,316	606	46.05%	90	40	44.44%	4,074	1,786	43.84%
2005 to 2006	2,434	1,099	45.15%	186	78	41.94%	1,286	570	44.32%	77	36	46.75%	3,983	1,783	44.77%
2004 to 2005	2,496	1,068	42.79%	178	73	41.01%	1,293	626	48.41%	71	26	36.62%	4,038	1,793	44.40%
2003 to 2004	2,678	1,166	43.54%	183	73	39.89%	1,296	581	44.83%	85	39	45.88%	4,242	1,859	43.82%
2002 to 2003	2,603	1,137	43.68%	183	80	43.72%	1,173	535	45.61%	71	35	49.30%	4,030	1,787	44.34%
2001 to 2002	2,652	1,159	43.70%	193	71	36.79%	1,195	572	47.87%	69	28	40.58%	4,109	1,830	44.54%
2000 to 2001	2,593	1,108	42.73%	189	75	39.68%	1,166	528	45.28%	75	34	45.33%	4,023	1,745	43.38%

First Time In College Graduating within 3 Years

Fall Cohorts Graduating in 3 years	White			Black			Hispanic			Other			Total		
	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%	Total	Grads	%
Fall 2008 FTIC	293	32	10.92%	45	6	13.33%	235	26	11.06%	16	1	6.25%	589	65	11.04%
Fall 2007 FTIC	382	64	16.75%	35	6	17.14%	252	17	6.75%	10	0	0.00%	679	87	12.81%
Fall 2006 FTIC	322	46	14.29%	39	7	17.95%	268	29	10.82%	12	0	0.00%	641	82	12.79%
Fall 2005 FTIC	350	48	13.71%	27	5	18.52%	235	21	8.94%	12	0	0.00%	624	74	11.86%
Fall 2004 FTIC	407	61	14.99%	37	7	18.92%	285	32	11.23%	7	1	14.29%	736	101	13.72%
Fall 2003 FTIC	440	66	15.00%	33	7	21.21%	286	27	9.44%	15	2	13.33%	774	102	13.18%
Fall 2002 FTIC	423	55	13.00%	48	13	27.08%	224	22	9.82%	14	0	0.00%	709	90	12.69%
Fall 2001 FTIC	461	77	16.70%	36	10	27.78%	270	15	5.56%	6	0	0.00%	773	102	13.20%
Fall 2000 FTIC	698	63	9.03%	50	12	24.00%	289	37	12.80%	22	1	4.55%	1059	113	10.67%

First Time In College Transferring within 3 Years

Fall Cohorts Transferring in 3 years	White			Black			Hispanic			Other			Total		
	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%	Total	Transfers	%
Fall 2008 FTIC	293	80	27.30%	45	6	13.33%	235	52	22.13%	16	6	37.50%	589	144	24.45%
Fall 2007 FTIC	382	140	36.65%	35	7	20.00%	252	55	21.83%	10	3	30.00%	679	205	30.19%
Fall 2006 FTIC	322	122	37.89%	39	8	20.51%	268	44	16.42%	12	4	33.33%	641	178	27.77%
Fall 2005 FTIC	350	97	27.71%	27	8	29.63%	235	38	16.17%	12	3	25.00%	624	146	23.40%
Fall 2004 FTIC	407	144	35.38%	37	5	13.51%	285	54	18.95%	7	3	42.86%	736	206	27.99%
Fall 2003 FTIC	440	107	24.32%	33	4	12.12%	286	27	9.44%	15	8	53.33%	774	146	18.86%
Fall 2002 FTIC	423	105	24.82%	48	8	16.67%	224	25	11.16%	14	3	21.43%	709	141	19.89%
Fall 2001 FTIC	461	71	15.40%	36	2	5.56%	270	30	11.11%	6	0	0.00%	773	103	13.32%
Fall 2000 FTIC	698	160	22.92%	50	1	2.00%	289	20	6.92%	22	7	31.82%	1,059	188	17.75%
Fall 1999 FTIC	615	113	18.37%	37	2	5.41%	251	17	6.77%	19	3	15.79%	922	135	14.64%

First Time In College Retention Counts and Rates

Fall to Spring	White			Black			Hispanic			Other			Total		
	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%	Fall	Spring	%
2010 to 2011	360	268	74.44%	35	26	74.29%	313	244	77.96%	17	15	88.24%	725	553	76.28%
2009 to 2010	356	267	75.00%	45	35	77.78%	308	228	74.03%	12	7	58.33%	721	537	74.48%
2008 to 2009	293	211	72.01%	45	28	62.22%	235	164	69.79%	16	10	62.50%	589	413	70.12%
2007 to 2008	382	293	76.70%	35	29	82.86%	252	175	69.44%	10	7	70.00%	679	504	74.23%
2006 to 2007	322	249	77.33%	39	28	71.79%	268	203	75.75%	12	6	50.00%	641	486	75.82%
2005 to 2006	350	281	80.29%	27	20	74.07%	235	170	72.34%	12	4	33.33%	624	475	76.12%
2004 to 2005	407	322	79.12%	37	29	78.38%	285	225	78.95%	7	5	71.43%	736	581	78.94%
2003 to 2004	442	349	78.96%	33	26	78.79%	288	220	76.39%	15	13	86.67%	778	608	78.15%
2002 to 2003	421	329	78.15%	47	30	63.83%	218	157	72.02%	14	12	85.71%	700	528	75.43%
2001 to 2002	461	363	78.74%	36	18	50.00%	270	212	78.52%	6	3	50.00%	773	596	77.10%
2000 to 2001	698	542	77.65%	50	38	76.00%	289	230	79.58%	22	19	86.36%	1059	829	78.28%

Fall to Fall	White			Black			Hispanic			Other			Total		
	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%	Fall	Fall	%
2010 to 2011	360	182	50.56%	35	16	45.71%	313	166	53.04%	17	7	41.18%	725	371	51.17%
2009 to 2010	356	164	46.07%	45	19	42.22%	308	146	47.40%	12	6	50.00%	721	335	46.46%
2008 to 2009	293	140	47.78%	45	17	37.78%	235	98	41.70%	16	6	37.50%	589	261	44.31%
2007 to 2008	382	181	47.38%	35	19	54.29%	252	113	44.84%	10	5	50.00%	679	318	46.83%
2006 to 2007	322	149	46.27%	39	18	46.15%	268	129	48.13%	12	8	66.67%	641	304	47.43%
2005 to 2006	350	189	54.00%	27	9	33.33%	235	114	48.51%	12	10	83.33%	624	322	51.60%
2004 to 2005	407	196	48.16%	37	18	48.65%	285	149	52.28%	7	6	85.71%	736	369	50.14%
2003 to 2004	442	221	50.00%	33	14	42.42%	288	140	48.61%	15	12	80.00%	778	387	49.74%
2002 to 2003	421	220	52.26%	47	18	38.30%	218	95	43.58%	14	7	50.00%	700	340	48.57%
2001 to 2002	461	215	46.64%	36	9	25.00%	270	130	48.15%	6	2	33.33%	773	356	46.05%
2000 to 2001	698	283	40.54%	50	18	36.00%	289	135	46.71%	22	12	54.55%	1059	448	42.30%

Student and Employee Surveys

Student Opinion Surveys were conducted in Spring 2009 and Fall 2011. Employee Opinion surveys were conducted in Spring 2008 and Spring 2010. See details of these surveys at:

http://www.victoriacollege.edu/surveyresults_2

Cultural Events

FINE ARTS DEPARTMENT CALENDAR OF EVENTS FALL 2010		
DATE	EVENT	LOCATION
OCT 7th-29th	Translations Art Show	Gallery
10/11	Choir concert	Auditorium
10/21	Wind Ensemble	Auditorium
Oct 21 - 23	Drama Production "The Heidi Chronicles"	JSC
Nov. 4th - Dec. 10th	Fall Art Show	Gallery
12/2	Choral Concert	Auditorium
12/6	Concert Band	Auditorium
12/7	Jazz concert	Auditorium

FINE ARTS DEPARTMENT CALENDAR OF EVENTS SPRING 2011		
2/1 - 4/1	Advanced Student Art Show	Gallery
2/10 - 2/12	Vagina Monologues	JSC
3/28	Choir Concert	Auditorium
4/4	Band Concert	Auditorium
4/7 - 5/9	Student Art Show	Gallery
4/15	Choir Concert	Our Savior's Lutheran Church
4/25	Band Concert	Auditorium
4/26	Department Recitals	Auditorium
4/24 - 4/26	Drama Production "House of Blue Leaves"	JSC
5/3	Jazz Concert/Guitar Concert	Quad
5/4	Piano Recital	Auditorium
5/5	Hamelwright/Kaminski Sophomore Recital	Auditorium
5/6	VC Film Club - "Hedwig and the Angry Inch"	JSC

Lyceum Series

Hector Cantu

October 7, 2010

Pete Earley

November 16, 2010

Elizabeth Gilbert

March 30, 2011

Jim "The Rookie" Morris

April 28, 2011

Museum of the Coastal Bend 2010 - 2011 Activities & Events	
2010	
Sept. 1, 2010 – Jan. 29, 2011	Exhibit: Victoria, Where Texas History Began (exhibit opened Mar. 4, 2010)
Sept. 7 - 11	Exhibit: Bianchi Blacksmithing
Sept. 9	Presentation at VISD Secondary Principal's Meeting
Sept. 9	Lecture - Bruce Bartlett, Bianchi Spurs
Sept. 9	Booth at Chamber/UHV Orientation
Sept. 18	Attendance at Bob Bullock Texas State History Museum Education Conference
Sept. 21	Presentation at VISD Elementary Principal's Meeting
Sept. 21	Attendance at Board Service Workshop (UHV)
Sept. 23	Booth at Rockport Maritime Museum Gumbo Cook-Off
Sept. 28	Lecture - Debra Chronister, Ceramic Discoveries
Sept. 30	Lecture - Peter Fix, Update on conservation of the Belle hull
Oct. 6	Venue for Hector Cantu reception (Lyceum)
Oct. 7	Hispanic Heritage Event for 4th & 5th grades featuring Sue Young, storyteller
Oct. 16	Venue for SGA Officer's Retreat
Oct. 18	Rental, Delta Kappa Gamma meeting
Oct. 19	Archeology Awareness Day - demos of flintknapping, atlatl-throwing, fire-starting
Oct. 28	Spooky Guided Flashlight Tour
Oct. 30	Children's Activity Tent at Dia de los Muertos Festival (Nave Museum)
Nov. 4	Lecture - Steven L. Davis, J. Frank Dobie: A Liberated Mind
Nov. 12	SGA Conference "Night at the Museum"
Nov. 16	"Happy Trails" breakfast for VC students
Nov. 16	TX Archeological Society awards presentation to MCB volunteers
Nov. 18	Holiday Artisan's Market and Member's Reception, performance by Barbershop Chorus
Nov. 19, 20	Attendance at Spirit Inn Fall Historical Retreat
Nov. 20 - 24	Free Admission Special for VC Faculty, Staff, Students & their guests
Dec. 8	Venue for UHV reception, Charles Spurlin "Port of Victoria" book publication
Dec. 10	Venue for VC Employees Holiday Party
2011	
Jan. 6 - Mar. 5	Exhibit: Photographs from the Fort St. Louis Archeological Project
Jan. 13	Lecture - Gary Dunnam, Waterways of Victoria County
Jan. 25	Attendance at Texian Rally, Washington on the Brazos
Jan. 27	Lecture - Steve Davis, Cabeza de Vaca in Texas, circa 1530
Feb. 7	Venue for HeART Gallery of South TX photo shoot
Feb. 10	Attendance at TX Assc. Of Museums Community Engagement Workshop
Mar. 3	Venue for Victoria CVB Arts Meeting
Mar. 31	Presentation to Delta Kappa Gamma Teacher's Sorority
Apr. 7	Grand Opening, Cattle Boom exhibition
April 8 - Dec. 2012	Exhibit: Cattle Boom! Ranching in the Coastal Bend, 1845 - 1929
Apr. 13	Venue for TX Historical Commission meeting, La Salle Odyssey planning 2013
Apr. 14 - May 28	Exhibit: A Photographic Journey Along El Camino Real de los Tejas
Apr. 20	Booth at Earth Day Celebration, Community Center
Apr. 21	Lecture - Dennis Riedesel, Cowhand Gambling
May 5	Lecture - Steven Gonzales & Gary Dunnam, El Camino Real
May 5	Members' Reception, El Camino Real
May 12	Lecture - Gary Dunnam, the John H. Wood Family
May 19	Lecture - Henry Wolff, Brahmas in South TX
May 19	Venue, Sons of the Republic of TX meeting
May 22	Attendance at TX Assc of museums Council mtg, Am Assoc of Museums Conf, Houston
May 26	Tour of Gault Archeological Site, Florence, TX
June 2	Lecture/Book-signing - Jim Moloney, 1919-The Storm
June 4	Disability Awareness Event, PTA students & Boy Scouts
June 23 - July 23	Exhibit: Heart & Soul Gallery of South TX
June 23	Opening reception with CASA & Devereux, Heart & Soul Gallery
July 7	Venue, Devereux Foundation Board meeting
August 2 - 4	Attendance at C-Scope State Conference, San Antonio
August 4 - 6	Attendance at TX Association of Museums Annual Conference
August 11	Attendance at C-Scope Social Studies Connections, Region 3 ESC workshop