Student Achievement: Key Performance Indicators

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09 Mar 20

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

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

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

[1] VC Mission

[2] setting the ideal, stretch, end state.
[3] setting the minimum expected performance level.
[4] College President's Cabinet

[5] predominantly comprised of faculty elected from all instructional divisions

[6] SACSCOC Completion Metric

Enrollment[7]

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

[8] arithmetic mean

longTerm	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Headcount	4039	3983	3860	3725
Indicator			Threshold	Threshold

Table 1: Fall Enrollment Data

Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Asian	75	76	76	70
Black	201	211	199	192
Hispanic	1821	1832	1838	1848
Other	86	71	88	86
White	1856	1793	1659	1529

VC does not currently disaggregate targets/thresholds.

Table 2: Fall Enrollment Disaggregate

Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F	2646	2629	2599	2530
M	1389	1354	1261	1195

Table 3: Fall Enrollment Disaggregate

Retention[9]

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

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

Table 4: IPEDS Cohort Retention Rate

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

Service Area High School Graduates Enrolled in Higher Education[11]

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

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

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

Course Success Rates by Course Type[13]

- Goal/Targets: Developmental Courses have a 65% at 'SC' or better. Academic Courses are set at 70% at 'C' or better. Technical courses are set at 80% at 'C' or better.

- Thresholds: Falling below the three year moving average[14].

[14] arithmetic mean

Table 6: Course Success Rate with Flag

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

Academic Gateway Courses[15]

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

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

Table 7: Course Success Rate with Flag

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

Texas Core[16]

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

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

- Threshold: Sufficient (2) or higher for all six competencies.

Table 8: Texas Core

Competency	2016	2018	2020
Communication	2.19	2.11	
CriticalThinking	2.26	2.11	
EmpiricalQuantitative	2.50	2.71	
PersonalResponsibility	2.50	2.79	
SocialResponsibility	1.83	1.86	
Teamwork	3.34	3.26	3.24

Student Engagement Surveys[17]

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

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

Table 9: CCSSE and SENSE Results

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

Total Completion Rate[18]

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

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

Table 10: Total Completion Rate

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

Graduation[19]

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

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

- Thresholds: Decrease below three year running average.
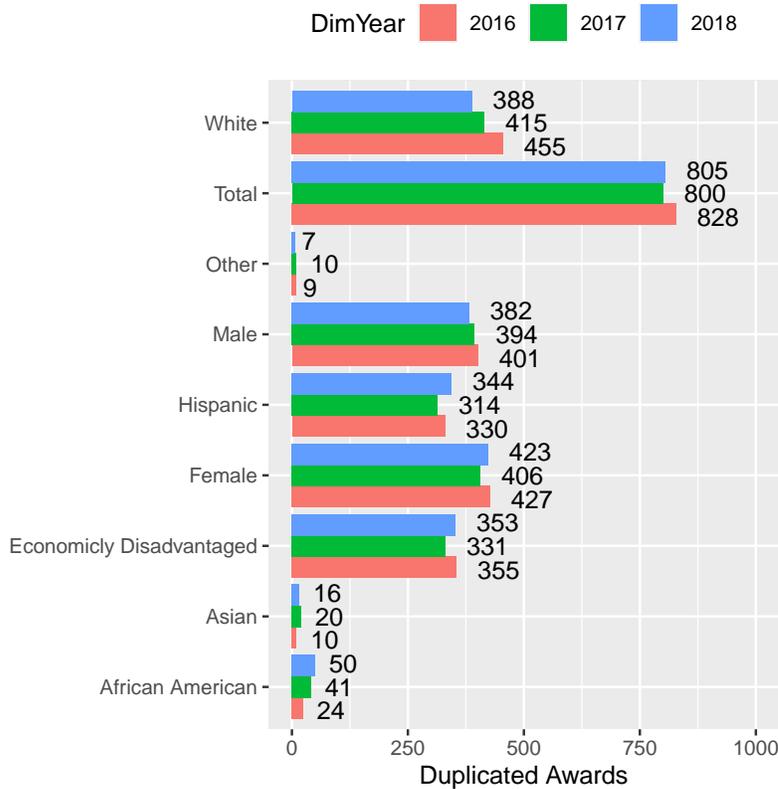
Licensure[20]

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

- Goal/Target: Meet or exceed required licensure and/or certification rates. These are watched by the individual programs.

- Thresholds: Licensure or certification rates do not meet accreditor/agency standard(s).

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

Working or Enrolled in Texas within One Year after Award[21]

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

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

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

Continuing Education and Workforce Contact Hours[23]

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

Table 14: Continuing Education and Workforce

academicYeari	2017	2018	2019
ContractTrainingFundable	26211	43613	35440
ContractTrainingNONFundable	3258	3478	7056
KidsCamp	752	360	796
LifeLongLearning	2426	7075	15122
NonFundable	4758	6366	4806
NotReportable	17424	13126	14850
Reportable	107891	88158	82881
Total	162720	162177	160951

Adult Education and Literacy[24]

AEL year runs July 1-June 30

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

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

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

Please direct questions about this report to IERA at extension 2515

References

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