

Data Profile

J. Sargeant Reynolds
Community College



J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Quality Enhancement Plan

Category	Data
Demographics	<p>Seventy-six percent (76%) of students are part-time.</p> <p>Two percent (2%) of students are classified as English as a Second Language.</p> <p>Seventeen percent (17%) of students are receiving some type of financial aid.</p> <p>Over 1/2 of the students enrolled at are working full-time, 2/3 are working at least half-time, and over 1/2 are caring for dependents living with them.</p> <p>The racial breakdown of the student population (SP) closely mirrors the racial distribution of the college's service area (SA)</p> <ul style="list-style-type: none"> • White: 59% (SP), 63% (SA) • Black/African American: 32% (SP), 33% (SA) • Other: 9% (SP), 4% (SA) <p>The racial breakdown of the teaching faculty (TF) does not mirror the racial distribution of the college's service area (SA):</p> <ul style="list-style-type: none"> • White: 84% (TF), 63% (SA) • Black/African American: 14% (TF), 33% (SA) • Other: 2% (TF), 4% (SA) <p>Sixty percent (60%) percent of credit courses are taught by part-time faculty.</p> <p>Of the 690 faculty members, 561 are part-time.</p> <p>Twenty percent (20%) of high school graduates in the college's service area plan to attend a two-year college.</p> <p>Two of the 6 regions that Reynolds serves (City of Richmond, Henrico County) have dropout rates higher than the state average.</p> <p>Two of the 6 regions that Reynolds serves (City of Richmond, Henrico County) have higher percentages than the state average of students who indicated that they had no plans after graduating high school.</p>
Enrollment	<p>Since 1996-97, the college's fall enrollment has increased by 34%.</p> <p>In five years, the percentage of enrollment attributable to dual enrollment has doubled. Dual enrollment accounts for 16% (2,822) of the college's enrollment.</p> <p>In five years, the percentage of enrollment attributable to distance learning has almost doubled. Distance learning accounts for 22% (3,994) of the college's enrollment.</p>
Retention	<p>The overall college retention rate is 38.3%, compared to 40% for all VCCS institutions.</p> <p>The retention rate for first-time, full-time, curricular students is 55%; the goal is to increase this rate to 65% by 2009.</p> <p>The retention rate for first-time, part-time, curricular students is 40%; goal is to increase this rate to 45% by 2009.</p>
Distance Learning	<p>During the 1998-1999 academic year there were 222 distance learning sections offered, compared to 510 for the 2006-2007 academic year.</p> <p>From spring 2004 to fall 2005, approximately 75% of grades received in on-campus 100 and 200-level sections were A, B and C compared to approximately 68% for distance learning sections.</p> <p>In 2003-2004 there were 13 adjunct and 30 full-time faculty teaching distance learning courses, compared to 41 adjunct and 36 full-time faculty for 2006-2007; there is no consistent standard for program heads to document the technology skill level of distance learning instructors.</p>



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Dual-Enrollment	<p>Thirty-eight percent (38%) of former dual-enrollment students indicated that they would like dual-enrollment courses to be more difficult and challenging.</p> <p>In most instances dual-enrollment students earn comparable rates of A, B, C grades in subsequent courses following the completion of prerequisites, but in most cases they out-perform their on-campus counterparts.</p> <p>In fall 2005, 125 courses with 198 sections were offered through dual-enrollment at 30 sites within 11 different localities.</p>
Student Support	<p>In comparison with 29 like institutions, JSRCC is spending more on instruction (5% difference) and less on academic support (6.5% difference), institutional support (2% difference) and student services (30.6% difference).</p> <p>Forty-one percent (41%) of students indicated that they never talked about career plans with an advisor or instructor.</p> <p>Of the 5 broad categories assessed by CCSSE, the largest gap compared with consortium institutions was in the “support for learners” category.</p> <p>Of the 15 student service items in the 2005-2006 graduate follow-up study, 87% (13) increased from the 2004-2005 study.</p>
Student Success	<p>Since identifying high risk courses in 1998-99, 52% (15) of the identified courses have improved success rates, 38% (11) have success rates that have declined and 10% (3) have success rates that have remained constant.</p> <p>Reynolds Core Competency Test results (R) compared to state-wide (SW) (testing at proficient or advanced levels):</p> <ul style="list-style-type: none"> • Information Literacy: 26%(R), 53% (SW) (spring 2003); 76.9% (R), 46% (SW) (spring 2004) • Scientific Reasoning: 76% (R), 79% (SW) • Quantitative Reasoning: 67% (R), 67% (SW) • Oral Communications: 58% (R), 61% (SW) • Critical Thinking: 15.33 (R), 15.39 (SW), 14.75 (test norm) • Writing: 3.54 mean score (R), 3.94 mean score (SW)
Graduates	<p>The graduation rate for first-time, full-time, curricular students is 12.3%; the goal is to increase this rate to 20% by 2009.</p> <p>Graduates from transfer programs had lower GPAs (2.5) at transfer institutions than graduates from OT programs (2.75).</p> <p>The transfer rate for all graduates is 28% and for graduates of transfer programs is 73%, compared to 33% and 64% for the Virginia Community College system respectively.</p> <p>Seventy percent (70%) of graduates are employed in a job either directly or somewhat related to their curriculum.</p> <p>Ninety-one percent (91%) of graduates are currently employed either full or part-time.</p>
Community College Workforce Alliance (CCWA)	<p>During the 2006-2007 academic year CCWA served:</p> <ul style="list-style-type: none"> • 65 employers with customized programs • 520 employers through open enrollment courses • 33 employers through consulting services • 3,746 participants in open enrollment training • 10,653 participants in customized training