



Category	Data
Demographics	<ul style="list-style-type: none"> <li>• Over one-half of the students enrolled at JSRCC are working full-time, two-thirds are working at least half-time, and over one-half are caring for dependents living with them. (<a href="#">Community College Survey of Student Engagement 2005</a>)</li> <li>• The racial breakdown of the student population (SP) closely mirrors the racial distribution of the college's service area (SA)                      White: 59% (SP), 63% (SA)                      Black/African American: 32% (SP), 33% (SA)                      Other: 9% (SP), 4% (SA) (<a href="#">Comparison of Racial Distributions in College Service Area and the MSA with College Enrollments</a>)</li> <li>• The racial breakdown of the teaching faculty (TF) does not mirror the racial distribution of the college's service area (SA):                      White: 84% (TF), 63% (SA)                      Black/African American: 14% (TF), 33% (SA)                      Other: 2% (TF), 4% (SA) (<a href="#">Executive Summary, Diversity @ J. Sargeant Reynolds Community College, April, 3, 2006</a>)</li> <li>• Students classified as English as a Second Language comprise 2% (248) of the fall 2007 enrollment (unduplicated). (<a href="#">Fall 2007 Enrollment Summary</a>)</li> <li>• 27% of the college's FTES and 17% of the headcount are receiving some type of financial aid. (<a href="#">VCCS Financial Aid Student Summary 2005-06</a>)</li> <li>• 20% of high school graduates in the college's service area plan to attend a two-year college. (<a href="#">Graduates and Completers as Percent of Ninth Grade Membership Four Years Earlier</a>)</li> <li>• In 2005-2006 of the 6 regions that Reynolds serves the dropout rates for City of Richmond (2.46%) and Henrico County (3.05%) were higher than the state average of 1.88% (<a href="#">Virginia Department of Education 2005-2006 Dropout Statistics</a>)</li> <li>• In 2005-2006 of the 9<sup>th</sup> grade class of 2002-2003 in the 6 regions that Reynolds serves, 16.2 % of Henrico county students and 25.2% of Richmond City students indicated that they had no plans after graduating from high school, compared to a state average of 5.9% (<a href="#">Graduates and Completers as Percent of Ninth Grade Membership Four Years Earlier</a>)</li> <li>• 76% of students are part-time (fall 2006) (<a href="#">Enrollment Summary</a>)</li> <li>• In 2005-2006, 60% percent of credit courses were taught by part-time faculty. (<a href="#">Distribution of Student and Course Credit Hours by Full-time and Part-time Faculty</a>)</li> <li>• In 2005-2006, of the 690 faculty members, 561 were part time. (<a href="#">Distribution of Student and Course Credit Hours by Full-time and Part-time Faculty</a>)</li> </ul>
Enrollment	<ul style="list-style-type: none"> <li>• In ten years, since 1996-97, the college's fall headcount has increased by 34% and the annual FTES has increased by 27.5%. It is anticipated that the college will serve a record high credit enrollment in 2007-08. (<a href="#">VCCS Enrollment History by College</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>• In five years, the percentage of enrollment attributable to dual enrollment has doubled. Dual enrollment accounts for 16% (2,822) of the college's headcount, up from 8% in 2001-02, and 11% (690) of the college's FTES, up from 5.5% in 2001-02. (<a href="#">VCCS Dual Enrollment Headcount &amp; FTES 2006-07</a>)</li> <li>• 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 headcount, up from 13% in 2001-02, and 12% (771) of the college's FTES, up from 6% in 2001-02. (<a href="#">VCCS Distance Learning Enrollments and FTES 2006-07</a>)</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• The overall college retention rate (fall 2005-fall 2006) is 38.3% (<a href="#">Fall 2005-Fall 2006 Retention Rates</a>)</li> <li>• Retention rate for 1<sup>st</sup>-time, full-time, program placed students from fall 2005-fall 2006 is 55.4%; goal is to increase this rate to 65% by 2009. (<a href="#">Retention Rates, 2005-2006</a>)</li> <li>• Retention rate for 1<sup>st</sup>-time, part-time, program place students from fall 2005- fall 2006 is 40.2%; goal is to increase this rate to 45% by 2009. (<a href="#">Retention Rates, 2005-2006</a>)</li> </ul>
Distance Learning	<ul style="list-style-type: none"> <li>• During the 1998-1999 academic year there were 222 distance learning sections offered, compared to 510 for the 2006-2007 academic year. (<a href="#">Distance Learning at Reynolds, Summer 2007</a>)</li> <li>• From spring 2004 to fall 2005, 72% of grades received in on-campus 100-level sections were A, B and C compared to 67% for distance learning. (<a href="#">The Relationship of Different Factors to Student Success in Distance Learning Courses</a>)</li> <li>• From spring 2004 to fall 2005, 77% of grades received in on-campus 200-level sections were A, B and C compared to 70% for distance learning. (<a href="#">The Relationship of Different Factors to Student Success in Distance Learning Courses</a>)</li> <li>• In 2003-2004 there were 13 adjunct and 30 full-time instructors teaching distance learning courses, compared to 41 adjunct and 36 full-time for 2006-2007; there is no consistent standard for program heads to document the technology skill level of distance learning instructors. (<a href="#">Faculty Rosters</a>)</li> </ul>

Dual-Enrollment	<ul style="list-style-type: none"> <li>• 38% of former dual-enrollment students indicated that they would like dual-enrollment courses to be more difficult and challenging. (<a href="#">Dual Enrollment Status Report</a>)</li> <li>• In most instances dual-enrollment students not only earn comparable rates of A, B, C grades in a subsequent course following the prerequisite, but in most cases they out-perform their on-campus counterparts. (<a href="#">Dual Enrollment Pre-Requisite and Subsequent Course Grade Comparisons</a>)</li> <li>• In fall 2005, 125 courses with 198 sections were offered at through dual-enrollment at 30 sites within 11 different localities. (<a href="#">Dual Enrollment Evaluation and Audit Results</a>)</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>• 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). (<a href="#">IPEDS Data Feedback Report, 2006</a>)</li> <li>• 41% of students indicated that they never talked about career plans</li> </ul>

	<p>with an advisor or instructor. (<a href="#">Community College Survey of Student Engagement 2005</a>)</p> <ul style="list-style-type: none"> <li>• Of the 5 broad categories assessed by CCSSE, the largest gap compared with consortium institutions was in the “support for learners” category. (<a href="#">Community College Survey of Student Engagement 2005</a>)</li> <li>• Of the 15 student services items in the 2005-2006 graduate follow-up study, 87% (13) increased from the 2004-2005 study. (<a href="#">Graduate Follow-Up Study Full Report, 2005-2006</a>)</li> </ul>
Student Success	<ul style="list-style-type: none"> <li>• 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. (<a href="#">High Impact High-Risk Courses 1998-99 through 2004-05</a>)</li> <li>• Reynolds Core Competency Test Results Compared to State-Wide (testing at proficient or advanced levels) <ul style="list-style-type: none"> <li>○ Information Literacy: 26% (R), 53% (SW) (spring 2003); 76.9% (R), 46% (SW) (spring 2004)</li> <li>○ Scientific Reasoning: 76% (R), 79% (SW)</li> <li>○ Quantitative Reasoning: 67% (R), 67% (SW)</li> <li>○ Oral Communications: 58% (R), 61% (SW)</li> <li>○ Critical Thinking: 15.33 (R), 15.39 (SW), 14.75 (test norm)</li> <li>○ Writing: 3.54 mean score (R), 3.94 mean score (SW)</li> </ul> <p><b>(Office of Institutional Effectiveness Assessment Webpage)</b></p> </li> </ul>
Graduates	<ul style="list-style-type: none"> <li>• The overall college graduation rate for 2006 was 12.3% compared to 16.0% for all VCCS institutions. (<a href="#">Virginia Community College System Graduation Rates by College</a>)</li> <li>• <b>The graduation rate for first-time, full-time, program placed students is 14% (2007); goal is to increase this rate to increase this rate to 20% by 2009.</b> (<a href="#">Graduation Data, 2003</a>)</li> <li>• Graduates from transfer programs had lower GPAs (2.5) at transfer institutions than graduates from OT programs (2.75). (<a href="#">Transfer Information from Senior Institutions, 2004-2005</a>)</li> <li>• Reynolds’ transfer rate for 2005-2006 was 28% for all graduates and 73% for graduates of transfer programs, compared to 33% and 64% for the Virginia Community College system respectively. (<a href="#">Transfer Rates for VCCS Graduates Transferring in Virginia, Graduation Year 2005-2006</a>).</li> <li>• 70% (172) of graduates are employed in a job either <i>directly</i> or <i>somewhat</i> related to their curriculum (<a href="#">Graduate Follow-Up, 2005-2006</a>)</li> <li>• 91% (246) of graduates are currently employed either full- or part-time. (<a href="#">Graduate Follow-Up, 2005-2006</a>)</li> </ul>
Community College Workforce Alliance	<ul style="list-style-type: none"> <li>• Employers served with customized programs <b>65</b></li> <li>• Employers served through Open Enrollment courses <b>520</b></li> <li>• Employers served through consulting services <b>33</b></li> <li>• Employers served through facilities use <b>81</b></li> <li>• Governor’s Career Readiness Certificates awarded <b>920</b></li> <li>• Number of <b>WorkKeys®</b> job profiles conducted <b>15</b></li> </ul>

	<ul style="list-style-type: none"><li>• Number of training participants served through Open Enrollment <b>3,746</b></li><li>• Number of training participants served through Customized training <b>10,653</b></li><li>• Number of training contact hours provided <b>128,675</b> (<a href="#"><i>Community College Workforce Alliance Productivity Facts, 2006-2007</i></a>)</li></ul>
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Note: Possible need to add definitions for certain items, including FTES, headcount. Are there others?