

**SCHEV REPORTS OF
INSTITUTIONAL EFFECTIVENESS:
VCCS COLLEGE PERFORMANCE MEASURES**



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SCHEV Reports of Institutional Effectiveness (ROIE):

This report provides college-level performance data for the required May 2004 update of SCHEV ROIE measures. ROIE System measures are those required by State Council. Institution measures are those that the VCCS selects and defines. Performance levels reported to SCHEV for both types of measures are at the System-level. The SCHEV site has not been updated yet with results from the 2004.update. It is scheduled to be ready by mid-July. When complete, SCHEV descriptions of the measures, current VCCS performance, and, for most measures, comparisons of VCCS performance over the last five years can be viewed at <http://research.schev.edu/roie/>.

A brief description of SCHEV's System measures for the VCCS follows:

The Student Experience

1. Student Advancement Rate

The student advancement rate provides insights to what actually happens to new community college students in degree and certificate programs and what occurs in the Virginia Community College System across time as these students enroll, transfer, complete, and graduate from their programs.

The VCCS advancement rate approximates the rate identified by the Southern Regional Education Board (SREB). The rate is based on the 1998 cohort of all full-time, first-time degree or certificate seeking community college students who transfer, graduate, or are still enrolled three years later. This rate reflects the nature of community college students who often delay graduation due to juggling family and work obligations. Approximately 70% of VCCS students work while attending classes.

2. Number of Transfer Students to four-year institutions in VA

This shows the percent of students who transfer annually from VCCS to four-year in-state institutions. This does not include those students who transfer into two-year programs or who transfer out-of-state.

This measure counts all first-time students entering the VCCS in 1995, completing at least 12 credits within four years, and transferring to a Virginia public, four-year institution. The VCCS rate of 23.4% approximates the national rate from the 2001 Ford Foundation Transfer Assembly study based on nearly 350 community colleges. The Assembly has reported estimates as high as 25 to 26 percent for transfers to both public and private institutions. For the VCCS, the rate is 27.5 percent when private institutions are included.

3a. Percentage of Undergraduate Courses with fewer than 20 Students

3b. Percentage of Undergraduate Courses with 50 or more Students

The distribution of undergraduate class size is a strong set of indicators that describe the learning environment in ways that simple student-to-faculty ratios do not, without placing perhaps undue emphasis on class size. Smaller class sizes may be indicative of higher academic quality, whereas larger class sizes may be indicative of increased institutional efficiency.

The percentage of courses with less than 20 students included courses with one

enrollment, such as independent study or internship. Because most classrooms are designed to accommodate an average of 22 students, the community colleges have few opportunities to use large lectures to improve efficiencies. However, keeping classes small reflects the VCCS commitment to a quality, learner-centered environment.

4. Percent of Lower-Division Courses Taught by Full-time Faculty

A complementary measure to the class size measure above is the percentage of lower-division courses taught by full-time faculty. This measure indicates the number of full-time faculty versus adjunct faculty teaching lower division courses. A higher percentage of courses taught by full-time faculty is assumed to be a positive indicator of academic quality, whereas a lower percentage of courses taught by full-time faculty may be a positive indicator of fiscal efficiency, since part-time faculty are generally less expensive than full-time faculty.

The objective of the Commonwealth is that a standard of 70 percent full-time faculty be established for the VCCS. Currently, the VCCS varied substantially from the Commonwealth's objective indicating a need for additional state resources to pay for more full-time faculty as enrollment grows.

5. First-Time, Full-Time Graduation Rate after Three Years

This measure is an indicator of how well institutions serve students in achieving their presumed goals for higher education -- namely, an associate's degree -- within a reasonable amount of time. The calculation is based in federal methodology and is required to be published by all Title IV eligible institutions as a response to Public Law 101-142 The Student-Right-to-Know and Campus Security Act. Additional information on graduation rates for the 1997 Cohort is available in the profile section.

This traditional measure captures only first time, full-time students placed in a program. Most VCCS students (70%) work and attend college part-time and discontinuously, with increasing numbers never planning to complete a degree (i.e. students taking three or four courses to prepare for a job, upgrade skills, or to test whether college is for them). The rate compares favorably to rates found at other community colleges whose missions provide universal access, flexible schedules, and quality instruction.

System-wide Measures - Facilities and Operations

6. Classroom and Laboratory Space Utilization

This measure assesses how many hours a week an institution offers courses in its classrooms and laboratories and the extent to which those classes and labs are fully occupied. The 'weekly hours of room use' represents the average number of hours that classrooms or laboratories are used for courses. The 'weekly hours of station use' represents the average number of hours that available seats within classrooms and laboratories are used by students in courses. The 'percent of occupancy' is the result of dividing the station use hours by the room use hours.

Although utilization rates vary from institution to institution based on its facilities and academic offerings, the State Council of Higher Education for Virginia has recommended that institutions should, on average, use their classrooms 40 hours per week at an occupancy rate of at least 60 percent for an average station use of 24 hours per week. Similarly, for laboratories, the Council recommends that, on average, institutions should use their lab space 24 hours a week with 75 percent of the lab stations for an average station use of 18 hours per week. Utilization rates serve as one of several criteria for assessing institutions' requests to construct new or renovate existing facilities. Fall 2000 data will be added later in Summer 2001 as the final data become available.

Although the Virginia Community College System use rooms well above the standard for laboratory space, classroom use is slightly below the standard. For Fall 2000, station use for classrooms and laboratories exceed performance targets.

7. Percentage of E&G Spending on Instruction and Academic

Support

Dollars spent on instruction and academic support as a percentage of an institution's total E&G expenditures assesses the focus an institution places on instruction as opposed to other 'educational and general' activities, such as administration, departmental research, and public service. Additional information on expenditures is available in the profile section.

This measure calculates the percentage of money spent on instruction and academic support by total E&G expenditures. The number and size of our 40 college campuses, ranging from 500 to 13,000 students, influence this measure, as does the support received from the state for enrollment growth.

8. Percentage of Management Standards Met

The percentage of management standards met is an assessment of how well the institution manages fiscal affairs by assessing five specific management practices relative to commonly agreed upon standards. The five practices are: 1) institution receives unqualified opinion from the State Auditor of Public Accounts; 2) institution has no significant management comments in the audit report; 3) institution meets the financial reporting requirements established by the Virginia Department of Accounts directive; 4) institution's percentage of accounts receivables outstanding more than 120 days are less than 10%; and 5) institutions' prompt pay percentage is 95% or greater.

The attainment of this standard since its inception continues to reflect the integrity of the financial management of the VCCS.

9. Debt Service to Expenditures Ratio

This ratio assesses an institution's total capacity to handle debt by comparing the institution's debt service commitments for facilities to its total expenditures. The Commonwealth uses this ratio as an indicator of fiscal health when reviewing requests for new debt-financed capital projects. Currently, the Commonwealth recommends that debt service not exceed seven percent of expenditures.

This low ratio reflects the VCCS' conservative fiscal approach in order to keep student fees low. In addition, as community colleges our mission does not include residence halls and intercollegiate athletics.

Faculty Productivity

10. Credit Hours Taught per FTE Faculty

Total student credit hours taught per full-time equivalent faculty assesses the average teaching productivity of faculty. One should be aware that this measure is often at odds with measures of class size. Further, it may tend to overshadow the fact the faculty have other responsibilities beside teaching. This is the number of credit hour courses multiplied by the number of students in each course, both undergraduate and graduate. It directly conflicts with a previous measure 3. Size Distribution of Undergraduate Courses because smaller class sizes are seen as indicative of higher academic quality, whereas larger class sizes, this measure, are seen as indicative of increased institutional efficiency. A university is always balancing these two measures to be most effective AND efficient.

This statistic means that each faculty member taught on average five, three-credit classes per week during the fall semester with about 19 students enrolled in each class (295 credit hours). In addition to exceeding the faculty productivity standard, all faculty spend significant time advising students, developing curricula, keeping current in their fields, serving on committees, and working with the community.

College performance on SCHEV System and Institution Measures

A summary table providing college-specific information for each ROIE measure follows. The last section provides some notes on data sources and additional definition details for the measures. This report is also available at <http://www.so.cc.va.us/vccsast/Research/index.html>.

SCHEV ROIE: System and Institution Measures
College Performance- June 2004

	System1: Advancement Rate Fall 99 cohort	System2: Transfer Rate Fall 97 class	System3: Class Size Fall 2003 Percent: (<20,>49)	System4: FT Faculty Share of Instruction Fall 03	System5: Graduation Rate(IPEDS) Fall 99 Cohort	System6: Weekly Station Use Hours (Classroom,Lab) Fall 00	System7: Instruction As a Percent of Spending FY03	System8: Mgt. Standards Met FY02
COLLEGE								
BLUE RIDGE	57.2	19.6	44.8,2.0	54.8	25.8	31,29	63.3	N/A
CENTRAL VIRGINIA	49.5	12.8	64.4,0.5	46.1*	21.1	11,19	65.1	N/A
D. S. LANCASTER	56.2	15.7	79.4,0.3	51.9*	29.5	17,14	55.5	N/A
DANVILLE	47.8	9.1	69.4,1.8	49.3	23.2	13,25	70.1	N/A
EASTERN SHORE	37.7	7.3	68.6,0.0	52.2	15.1	17,11	64.3	N/A
GERMANNA	53.0	26.7	36.4,0.0	38.6	20.7	33,25	58.3	N/A
J. S. REYNOLDS	37.1	20.7	57.8,0.0	39.0	9.3	17,22	69.5	N/A
JOHN TYLER	40.8	20.2	51.1,1.1	34.7	10.3	19,21	63.4	N/A
LORD FAIRFAX	46.9	20.3	49.9,1.1	48.4*	24.3	35,54	63.6	N/A
MOUNTAIN EMPIRE	37.5	19.3	79.9,0.1	56.2	17.2	19,15	66.2	N/A
NEW RIVER	45.1	25.5	53.6,3.6	52.1	15.2	20,17	65.4	N/A
NORTHERN VA.	48.0	23.9	36.1,3.8	57.1	8.3	44,22	67.3	N/A
PATRICK HENRY	46.8	12.0	70.1,0.5	53.2	21.3	11,20	61.2	N/A
PAUL D CAMP	44.2	18.2	76.8,0.0	44.5**	16.8	30,27	57.3	N/A
PIEDMONTR VA	43.0	23.8	54.3,1.0	42.9	15.2		67.1	N/A
RAPPAHANNOCK	58.9	26.0	73.4,1.9	49.7	20.0	9,14	58.1	N/A
SOUTHSIDE VA.	44.7	18.8	72.5,1.5	41.1	17.0	17,17	65.8	N/A
SOUTHWEST VA.	40.2	13.2	80.3,2.2	53.7	18.3	17,22	71.0	N/A
THOMAS NELSON	35.3	13.2	34.4,0.0	47.8	8.0	33,29	58.8	N/A
TIDEWATER	40.6	17.0	53.6,0.8	42.3	9.0	28,22	60.7	N/A
VA. HIGHLANDS	43.2	14.0	67.7,1.1	58.9	19.6	16,17	68.0	N/A
VIRGINIA WESTERN	41.0	20.6	49.3,0.6	42.7	12.8	24,37	62.4	N/A
WYTHEVILLE	49.1	27.8	75.4,0.8	33.2*	33.3	16,18	68.3	N/A
xxVCCSxx	43.6	19.8	68.4,5.5	47.9*	13.7	28,22	64.5	100

* Fall 2002

** Fall 2001

SCHEV ROIE: System and Institution Measures
College Performance- June 2004

COLLEGE	System9: Debt Service As a Percent of Spending FY03	System10: Faculty Productivity Student Credits per Faculty Fall 03	Institution1: Credits Earned as a percent of Credits Required AA,AS,AAS	Institution2: SCHEV supplied Not avail.	Institution3: Workforce Activities: Numbers Trained FY03	Institution4: Technical Graduate Outcomes 2001-02
BLUE RIDGE	0.0	295			11,981	83.6
CENTRAL VIRGINIA	0.0	264*	discontinued		2,160	75.7
D. S. LANCASTER	0.0	241*	for 2004		487	73.2
DANVILLE	0.0	249	update		1,956	73.1
EASTERN SHORE	0.0	223			1,677	76.0
GERMANNA	0.0	283			4,112	76.8
J. S. REYNOLDS	0.7	271			14,817*	78.8
JOHN TYLER	0.2	291			14,817*	78.4
LORD FAIRFAX	0.1	353*			9,007	80.4
MOUNTAIN EMPIRE	0.0	218			3,770	53.0
NEW RIVER	0.1	323			2,374	69.3
NORTHERN VA.	1.0	363			229,798	62.9
PATRICK HENRY	0.0	271			2,908	70.0
PAUL D CAMP	0.0	236**			24,661	72.3
PIEDMONT VA.	1.5	287			2,445	80.9
RAPPAHANNOCK	0.0	262			3,231	79.2
SOUTHSIDE VA.	0.0	258			706	66.3
SOUTHWEST VA.	0.0	228			1,034	59.0
THOMAS NELSON	2.2	304			14,560	58.1
TIDEWATER	2.8	306			10,819	64.3
VA. HIGHLANDS	0.0	238			1,487	64.3
VIRGINIA WESTERN	1.1	301			181	76.0
WYTHEVILLE	0.0	246*			799	68.3
xxVCCSxx	0.9	305*			360,058	68.8

TCC and SRCC are 1/2 of Workforce Alliance total

* Fall 2002

** Fall 2001

SCHEV ROIE: System and Institution Performance Measures

Notes on Definitions and Data Sources

The table of college performance for the ROIE measures includes the most recent or most recently reported data. In a few instances, the measure used for college performance differs slightly from the VCCS measures reported to SCHEV, for example one year of data vs. a 4-year average.

System1: Advancement Rate—IPEDS GRS-2 data are combined from the ‘completers’, ‘transfers’, and ‘still enrolled’ sections of the report. Data and further info are on AS&R web site. <http://www.vccs.edu/vccsasr/Research/retention.htm>

System2: Transfer Rate—Rate is the Cohen Transfer measure. Data and further info are on AS&R web site. VCCS Research Report Series -http://www.vccs.edu/vccsasr/Research/trfcoh04_3yr_rrs.pdf

System3: Class Size—Data are from AKT Fall end-of-term files.

System4: Full-time Faculty Instruction— Numbers are from PAS500 reports for fall semester. Specifically, number is percentage student credit hours taught located under “STUDENT HOURS GENERATED” at top of page.

System5: Graduation Rate — SCHEV has tabled the average over the last four years of the IPEDS-GRS2 rate. College table has most recent year. Info and data are at <http://www.vccs.edu/graduates/rates.asp>

System6: Facilities Utilization—SCHEV has posted data for earlier years from the SCHEV utilization software in ROIE. Fall 2000 data using new software has not been posted. Fall 2000 measures from the older SCHEV software are in the college table. Only station use, the product of occupancy and room use, is included. Discussions about which elements to include in ROIE continue. Info and data are available at http://www.so.cc.va.us/vccsasr/Research/util00_rrs.pdf

System7: E&G Spending for Instruction— These are IPEDS Finance survey numbers which are produced by Financial Services and were distributed to the colleges. Specifically, instruction and academic support are expressed as a percentage of total expenditures less Aux. and scholarships. Additional info and data are available at <http://nces.ed.gov/ipeds/>

System8: Management Standards— Performance designated by Office of Public Auditor, no designations are made for individual colleges.

System9: Unrestricted E&G Spending for Debt Service— Numbers are prepared by Fiscal Services and are from the IPEDS Finance survey. Expenditures and mandatory transfers divided into debt service. Info and data are at <http://nces.ed.gov/ipeds/>

System10: Faculty Productivity— Performance Ratios from PAS500 reports for fall semester are used. The ratio is multiplied by 15 to produce student credit hours per FTEF.

Institution1: Degree Efficiency— Graduates' total hours earned are compared to hours-for-degree using the VCCS graduate files. Graduate record values are compared by degree type. Graduates with total or college hours that are more than 15 hours less than degree hours (possible transfers) are dropped. Discontinued in 2004

Institution2: Transfer Performance— Information not available

Institution3: Workforce Training— In ROIE, ten separate numbers are given for this measure. I have taken the numbers that colleges supplied to WDS and simply combined the numbers for employees/participants receiving non-credit contract training, the number of in open enrollment activities, and those served in workforce service activities.

Institution4: Technical Graduate Outcomes— The ROIE (Perkins Measure 3P1) measure is the percentage of technical graduates who are employed and/or continuing study in Virginia the fall after their graduation year. .

