DOCUMENT RESUME

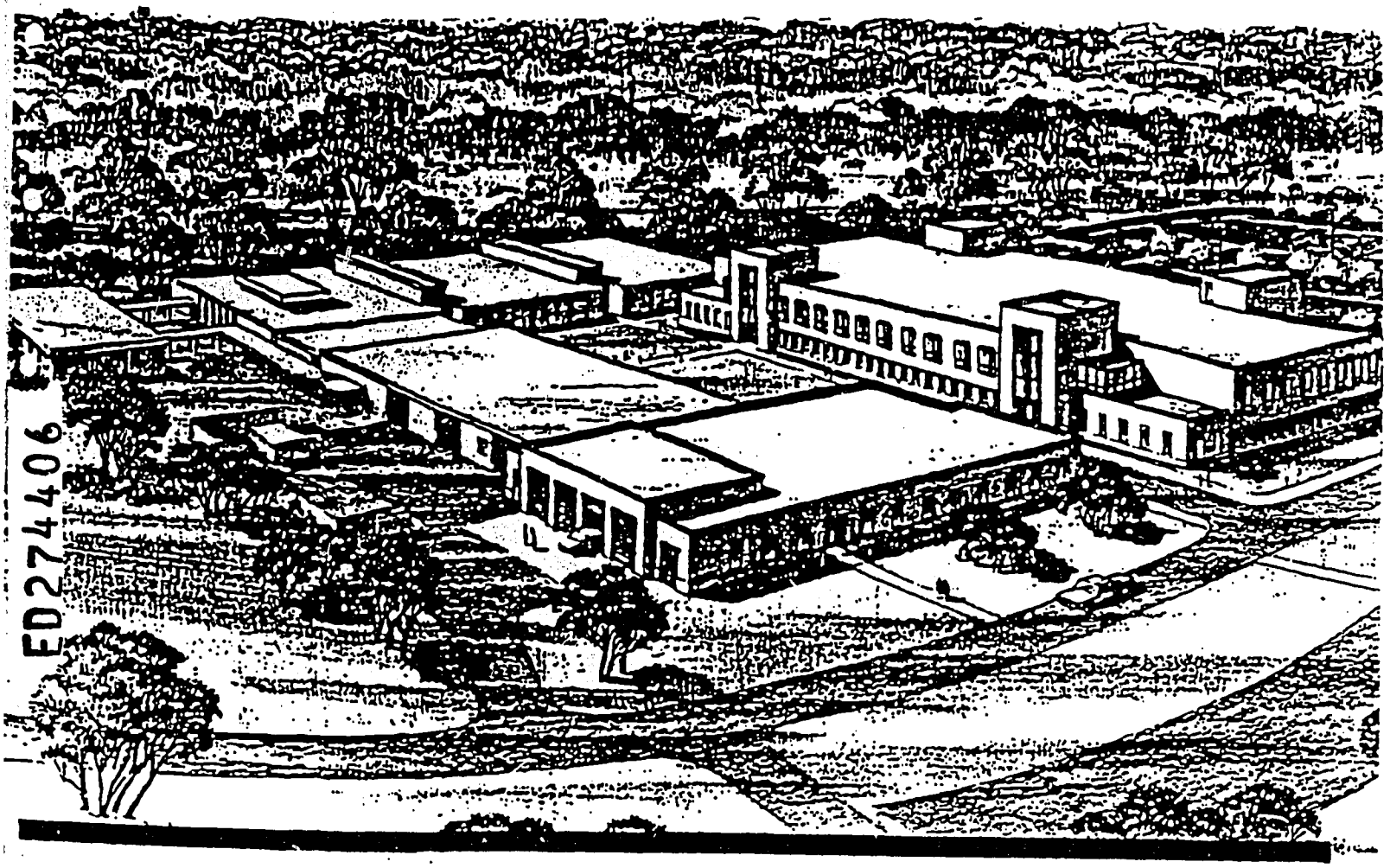
ED 274 406 JC 860 539

AUTHOR Hollins, Carol S., Comp.
TITLE Know the Facts. Volume I, Issues 83-1 thru 83-13.
INSTITUTION John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE 83
NOTE 46p.; Tables on pages 24-26 and 28 contain small print. For related documents, see JC 860 539 and JC 860 545.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Faculty; *College Graduates; College Programs; Community Colleges; *Educational Trends; *Enrollment Trends; Followup Studies; Grades (Scholastic); Institutional Research; Research Utilization; Space Utilization; Summer Programs; Trend Analysis; Two Year Colleges; *Two Year College Students

ABSTRACT

Designed to assist personnel at John Tyler Community College (JTCC) in their decision-making processes, this report provides a compilation of research briefs on current and former students, faculty, and programs of study. The following research summaries are presented: (1) 1982 Graduate Follow-Up Study; (2) A Few Things You Should Know about JTCC; (3) A Comparison of JTCC's Curriculum Headcount Enrollment; (4) Cost per Student Credit Hour of Instruction; (5) Our Students: From Whence They Came; (6) An Analysis of Fall Grade Distributions over a 5-Year Period, 1978-82; (7) Composition of JTCC's Student Enrollment by Quarter: 1981-82 and 1982-83; (8) Comparison of Headcount and Full-Time Equivalent Student Enrollment: JTCC and Other Virginia Community College System Institutions, Fall Quarter 1982; (9) A Description of JTCC's Full-Time Faculty by Average Salary, Rank, Sex, and Years of Service, 1982-83; (10) JTCC's Full-Time Faculty by Degree, Age, Race, and Sex; (11) JTCC Graduates by Degree and Program: A Five-Year Trend; (12) A Comparison of Facts about Summer Quarter Enrollments, 1982 and 1983; and (13) Some Important Facts about Space Utilization at JTCC, Fall 1982. (LAL)



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Know the facts

VOLUME I

ISSUES 83-1 THRU 83-13

CAROL S. HOLLINS
COORDINATOR OF INSTITUTIONAL RESEARCH
John Tyler Community College • Chester, Virginia 23831

INTRODUCTION

The Research Briefs (entitled "KNOW THE FACTS") that have been compiled in this document cover a variety of information about John Tyler Community College in an effort to aid management in its decision-making processes. Detailed profiles and trend analyses are provided on current and former students, faculty, and programs of study.

"KNOW THE FACTS" is distributed bi-weekly to all college personnel and selected off-campus constituents. There are a number of reasons why the format presented herein was chosen, chief of which was brevity. The College staff appears to be genuinely interested in knowing general statistics about the College, but does not have time to tunnel through reams of data. An effort is made to share condensed but cogent information about the College to keep interested persons informed.

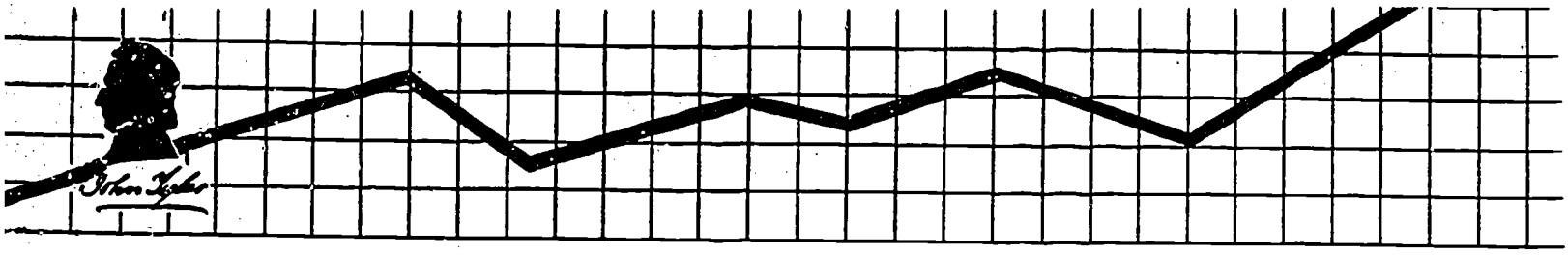
The Office of Institutional Research will continue to publish "KNOW THE FACTS" and provide descriptions of various topics about the College in 1983-84. In subsequent issues, efforts will be made to provide substantive recommendations for improvement, where warranted.

More detailed descriptions of the College's characteristics are published in "STATISTICAL HIGHLIGHTS" and the John Tyler Community College "MASTER PLAN, 1982-88", both of which are updated in alternate years.

Suggestions for improvement are welcomed!

CONTENTS

Research Report



know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-1 January 20, 1983

1982 GRADUATE FOLLOW-UP STUDY

The 1982 Follow-Up Survey of graduates of John Tyler Community College was conducted in November and December 1982. Of the 235 graduates who were administered questionnaires, 160 (or 68 percent) responded after three mailings (sent at two week intervals, i.e., November 15, December 1, and December 15, 1982). This response represented a 68 percent return rate. (Two additional questionnaires were returned, but were too late for data processing.)

Of those who responded, 82.5 percent were A.A.S. graduates, 3.8 percent were A.A. or A.S. graduates, 10.6 percent were Certificate graduates, and 3.1 percent did not specify their degree. These percentages are representative of JTCC's graduate population. Additional demographic data are available on this group of former students in the Office of Institutional Research.

Principal Findings and Conclusions. The following findings and conclusions were ascertained from results of the survey:

- Academic Services

  - Almost half of the respondents said that their primary reason for choosing to attend JTCC was because of its course offerings and programs. An additional one-third of the graduates said this was their secondary reason. Of those who said that courses and programs at JTCC was their primary reason for choosing the College, the majority were enrolled in Nursing, Funeral Services, Data Processing, or a branch of Engineering.

  - Faculty advising was rated as "superior" or "good" by 65.7 percent of the graduates, 26.3 percent rated it as "fair," and 7.5 percent said it was "poor." Included among those programs that received "superior" or "good" ratings were: In the A.A.S. programs, Accounting (5/5 or 100%), Secretarial Science (4/5 or 80%), Electronics (13/15 or 87%) and Funeral Services (15/17 or 88%). High ratings among the transfer graduates were found in General Studies (2/2 or 100%) and in the Certificate programs, Machine Shop (3/3 or 100%), Food Services (2/2 or 100%), Clerical (2/2 or 100%), and Welding (1/1 or 100%). Of those who said faculty advising was poor, over 80 percent were enrolled in A.A.S. programs. Included among those programs that received a percentage

of "fair" or "poor" ratings were: Mental Health (1/1 or 100%), Human Services (2/6 or 33.3%), Data Processing (10/17 or 59%), Business Management (7/19 or 37%), Secretarial Science (1/5 or 20%), Police Science (3/5 or 60%), Nursing (12/21 or 57%), Architecture (2/6 or 33.3%), Automotive (1/4 or 25%), Civil Engineering (1/3 or 33.3%), Electronics (2/15 or 13%), Industrial (1/1 or 100%), General Engineering (2/6 or 33%), and Funeral Service (2/17 or 12%). Among the transfer programs that received a percentage of "fair" or "poor" ratings were Business Administration (1/2 or 50%), Liberal Arts (1/2 or 50%), and General Studies (1/3 or 33.3%). The Certificate program that received a percentage of "fair" ratings in faculty advising was Child Care (3/9 or 33.3%).

- In a similar vein, graduates were asked to rate access to faculty, and, as expected, they responded in a manner similar to their evaluation of faculty advising. Seventy-five percent (75%) rated access to faculty as "superior" or "good," almost 19 percent rated it as "fair," 4 percent said it was "poor," and 2.5 percent did not provide a response. "Superior" or "good" ratings were given by a large percentage of the A.A.S. graduates in the following programs: Accounting (5/5 or 100%), Secretarial Science (3/4 or 75%), Nursing (15/20 or 75%), Electronics (12/15 or 80%), Funeral Services (15/16 or 94%), and 100% of the respondents in Architecture (6/6), Automotive (4/4), General Engineering (6/6), and Mechanical Engineering (2/2). In the transfer programs, 87.5 percent of all graduates rated access to faculty as "superior" or "good." This includes the following programs: Business Administration (1/2 or 50%). Liberal Arts (2/2 or 100%), General Studies (3/3 or 100%), and Science (1/1 or 100%). In addition, 82.4 percent of the Certificate graduates rated access to faculty as "superior" or "good," including Clerical Studies (2/3 or 66.7%), Food Services (2/2 or 100%), Child Care (7/9 or 78%), and Machine Shop (3/3 or 100%).

  Among those who rated access to faculty as "fair" or "poor," almost 90 percent were enrolled in the following A.A.S. programs: Mental Health (1/1 or 100%), Human Services (2/6 or 33.3%), HRIM (1/1 or 100%), Data Processing (7/17 or 41%), Business Management (6/19 or 32%), Secretarial Science (1/4 or 25%), Police Science (2/5 or 40%), Nursing (5/20 or 25%), Civil Engineering (2/3 or 67%), Electronics (3/15 or 20%), Industrial Engineering (1/1 or 100%), and Funeral Services (1/16 or 6%). A percentage of "fair" ratings were given in the following Certificate programs: Clerical (1/3 or 33.3%) and Child Care (2/9 or 22%).

- Graduates were asked if they would recommend the College to a person seeking to complete the same program. All of the transfer and certificate graduates said "yes," they would recommend the College to a prospective student. However, 14 (or 11 percent) of the A.A.S. graduates said "no," they would not recommend the College, and 4 (or 3 percent) of the A.A.S. graduates did not respond to this item. Among those graduates who said they would not recommend the College

to a person seeking to complete the same program were four in Data Processing, three in Electronics, two in Civil Engineering, and one each in Police Science, HRIM, Mental Health, Nursing, and Industrial Technology. (Two of the respondents in Data Processing cited outdated equipment as the reason why they would not recommend the program.

- It is significant to note that 91 percent of all of the respondents rated the overall quality of instruction at John Tyler Community College as "superior" or "good." Only 9 percent of the graduates rated instruction at JTCC as "fair," and none of them gave it a "poor" rating.

Student Services

Among the services and facilities at JTCC, those that received the most positive ratings by the 1982 graduates were (in descending order):

- Admissions & Records
- Parking
- Bookstore
- Library/Learning Resources
- Business Office

Among those services/facilities that received the most negative ratings were (in descending order):

- Student Lounge and Food Service
- Job Placement
- Recreational Facilities
- Student Activities

Those services/facilities which had the largest number of non-respondents (presumably because they are designed to serve only a segment of the student body were:

- Co-op Program
- Veterans Affairs
- Continuing Education
- Financial Aid
- Student Activities

Employment Status

- A total of 125 of the 160 graduates (78 percent) who responded said they are employed full or part time. As expected, A.A.S. graduates account for the majority of those employed (91 percent of those employed full time were A.A.S. graduates, as were 53 percent of those employed part time). Of those graduates completing one of the Certificate programs, 23.5 percent are employed full time and 41 percent are employed part time. Of the few respondents in the transfer programs, 2 (or 33.3 percent) are employed full time, 1 (or 16.7 percent) is employed part time, and 1 or (16.7 percent) is in the military. Almost 17 percent of all of the graduates did not respond to this item (presumably because they are in school).

- Among those graduates who are employed, the following breakdown was observed for the A.A.S. graduates: In Data Processing, 15 (or 88 percent) of the graduates are employed full time, 1 (or 6 percent) is unemployed and seeking employment, and 1 (or 6 percent) did not respond to this item. In Business Management, 15 (or 79 percent) of the graduates are employed full time, 1 (or 5 percent) is employed part time, and 3 (or 16 percent) did not provide a response. In Accounting, 4 (or 80 percent) of the respondents said they are working full time, and 1 (or 20 percent) did not respond. All of the respondents in Secretarial Science indicated they are employed (4 or 80 percent said they are employed full time and 1 or 20 percent is employed part time). In Police Science, 2 (or 40 percent) of the respondents said they are employed full time and 3 (or 60 percent) chose not to respond to this item. All of the respondents in Nursing are employed (86 percent said they are working full time and 14 percent are employed part time). In Architecture, 4 (or 67 percent) are full time employees and 2 (or 33 percent) did not provide a response. Four (or 100 percent) of the Automotive Technology graduates are employed. Similarly, in Civil and Mechanical Engineering, all of the respondents said they are employed (3 and 2, respectively). In Electronics, 7 (or 47 percent) of the respondents are employed full time, 2 (or 13 percent) are working part time, and 1 (or 7 percent) each is in the military and unemployed (not seeking a job). Four (or 27 percent) of the respondents in Electronics did not respond. In Industrial Engineering, only 1 graduate responded indicating he is working full time. In General Engineering, 3 (or 50 percent) of the respondents said they are working full time, 1 (or 17 percent) is unemployed and seeking a job, and 2 (or 33 percent) did not provide a response to this item. In Funeral Services, 15 (or 88 percent) of the respondents are working full time and 2 (or 12 percent) did not respond to this question.

- Relative to those graduates' employment status who completed one of the College's transfer programs, in Business Administration, 1 graduate indicated full-time and 1 part-time employment status. In Liberal Arts, 1 graduate is employed part time; and in General Studies there was 1 graduate employed full time and 1 in the military. There was one student employed full time who completed the transfer program in Science. Employment of the transfer graduates should be interpreted in light of the fact that all of them indicated they are also currently in school.

- The employment status of graduates in the Certificate programs included: 1 graduate working full time and 1 part time in Clerical Studies, 1 full-time employee and 1 who did not respond in Food Services, 1 full-time and 5 part-time employees in Child Care. Also in Child Care, there was 1 graduate who is not employed and not seeking, and 2 who did not respond. There were 2 working full time who completed the Machine Shop program and 1 who did not respond. Finally, 1 graduate completed the questionnaire who was in Welding, but he chose not to respond to this item.

- Almost one-third of the graduates cited "confidentiality" as the chief reason why they chose not to give their gross annual salary. Among those who did provide their salary, the largest percentage (22 percent) of the respondents said they earn $15-20,000 per year, followed by those earning $10-15,000 per year (19 percent) and $5-10,000 per year (14 per cent).

- None of the transfer or certificate graduates responding who sought employment immediately after graduation reported that they earned more than $10,000 per year. However, over half of the A.A.S. graduates earn in excess of $10,000 (including both full and part-time employment).

- At least 10 (or 8 percent) of the A.A.S. graduates said they earn more than $20,000 per year. Also, at least 4 (or 3 percent) of this same group reported gross annual salaries that exceed $30,000 per year. It should be noted that several of the graduates stated that they held their current jobs while enrolled at JTCC.

- Graduates in those programs of study that account for the highest salaries of graduates (greater than $25,000) were enrolled in: Data Processing, Business Management, Electronics, General Engineering, and Funeral Services.

- Over 50 percent of those employed said that their current job is directly related to the field in which they were trained. Sixteen percent (16%) said that their present job is somewhat related, and 11 percent said that their current job is not related to their training. Twenty percent (20%) of the respondents did not address this item (presumably because they are not working).

Educational Status

- Approximately one-fourth of the graduates reported that they are currently in school. Of this number, 13 percent said they are juniors, 8 percent are sophomores, 4 percent are seniors and 2.5 percent are freshmen.

- The breakdown of those currently enrolled in school by degree includes 100 percent of the transfer graduate respondents, 23.5 percent of the A.A.S. graduates, and almost 30 percent of the Certificate graduates.

- A total of 25 (or 15 percent) of the graduates are currently in school full time, and 25 (or 15 percent) are part time. For the remainder of the graduates, this item was not applicable.

- When asked if they are pursuing the same field of study at their current institution as they did at JTCC, almost as many said "no" as did "yes" (24 or 15 percent, and 28 or 17.5 percent, respectively).

- Students were asked if they had problems transferring to their current institution. Of those who responded, 39 (or 24 percent) said

they had no problems transferring, 3 (or 2 percent) said all of their credits were not accepted, and 5 (or 3 percent) cited other problems. None of those who are in school said they had problems meeting admissions requirements.

- The majority of those graduates who are pursuing further study gave Virginia Commonwealth University (11 students), Virginia State University (11 students), and John Tyler Community College (16 students) as their current institution.

RECOMMENDATIONS

The following recommendations are presented based on the preceding list of findings and conclusions:

- That a special ad hoc committee be appointed (or an existing one charged) to address specific ways to improve upon Job Placement for students.
- That students be given information on occupational trends in various fields and for different locales in classes, seminars, and in advisement settings.
- That periodic seminars be developed so that students are kept abreast of career opportunities, salaries, and prospective employers.
- That creative ways be explored, implemented, and evaluated to improve upon Student Activities, Student Lounge and Food Service, and Recreational facilities/activities.
- That articulation efforts continue to be pursued at area institutions in order that graduates are not unduly penalized when transferring credits.
- As a part of periodic program review and evaluation, that the division chairmen solocit input from current students in order to evaluate faculty advising (at least annually).

know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-2

February 8, 1983

A FEW THINGS YOU SHOULD KNOW ABOUT JTCC

* JTCC offers approximately 30 different programs of study and confers degrees in the college transfer, occupational/technical, and certificate fields.

* 30 percent of the student body is full-time and 70 percent is part-time.

* 60 percent of the students attend classes during the day and 40 percent attend in the evening.

* 43 percent of the students are male and 57 percent are female.

* 77 percent of the students are white, 21 percent are black, and 2 percent other (Asian and Pacific Islander, American Indian, Alaskan, Hispanic, etc.)

* The average student age is 29 years old.

* In-state students comprise 98 percent of the student body and out-of-state students, 2 percent.

* On-campus students account for 91 percent of all students; off-campus students comprise 9 percent of the student body.

* First-time students account for 36 percent of the student body, returning students, 62 percent, and transfers, 2 percent.

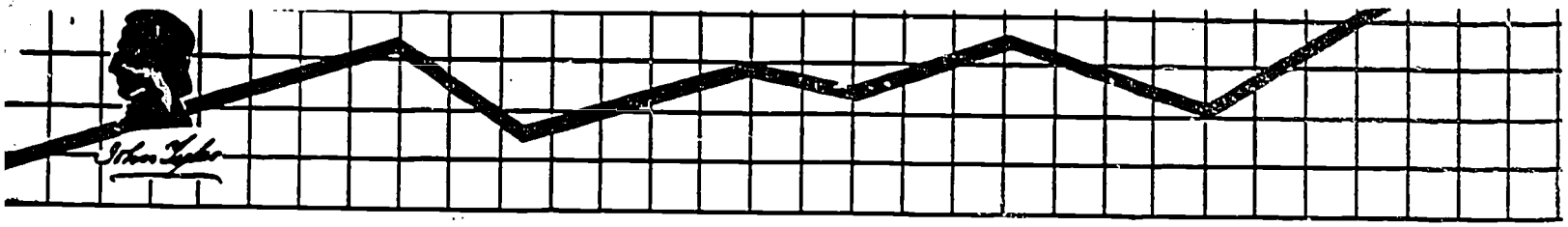
* Unclassified students comprise 42 percent of all students, occupational/technical students account for 33.5 percent, developmental, 20.5 percent, and college transfer, 4 percent.

* 95 percent of the degrees conferred are in an occupational/technical or certificate field; 5 percent are to college transfer students.

* Approximately 21 percent of all students at JTCC receive some type of financial assistance.

* Between 10 to 12 percent of JTCC's students are veterans.

* Of the 975 first-time freshmen who applied and were accepted at JTCC (Fall '82), 565 enrolled (or 58 percent); of the 57 transfer students who applied and were accepted, 23 enrolled (or 40 percent); and of the 959 unclassified students who applied for admission and were accepted, 100% enrolled in Fall 1982.



know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-3 February 22, 1983

A COMPARISON OF JTCC's CURRICULUM HEADCOUNT ENROLLMENT (Fall 1981 and Fall 1982)

A comparison was made of the curriculum headcount enrollment at John Tyler Community College (on and off campus) in the Fall 1981 and Fall 1982. General findings include:

- Enrollment in the Division of Business was up by 86 students or 9.3 percent over last fall. (This Division is the largest at the College relative to student headcount.)
- Student headcount in the Division of Communications and Social Sciences was down by 41 students or 15.2 percent. (This Division is largely supportive in that it provides much of the student's general curricula offerings. A study of student credit hours generated is needed in order to realize the impact of this Division on the College.)
- Enrollment in the Division of Engineering Technologies/Mathematics and Natural Sciences was up by 93 students or 11.6 percent. (This Division realized slightly more growth in curriculum headcount than any other division over the past year.)
- Developmental Studies headcount enrollment was up by 153 students over last fall, or 22.8 percent (from 670 students in Fall 1981 to 823 students in Fall 1982).
- Unclassified students at JTCC were down by 476 students or 20.1 percent (from 2,365 students in Fall 1981 to 1,889 students in Fall 1982).
- Total College headcount was down by 342 students or 7.8 percent (from 4,362 students in Fall 1981 to 4,020 students in Fall 1982.)

DIVISION OF BUSINESS

Data Processing is the largest program at JTCC relative to curriculum headcount. However, the program that experienced the greatest percentage of growth over the past year in the Division of Business was Business Administration (up by 24 students or 24.2 percent), followed by Police Science (up by 11 students or 18.0 percent), Data Processing (up by 58 students or 16.2 percent), Accounting (up by 8 students or 10.7 percent), and Secretarial Science (up by 4 students or 5.5 percent.)

Declines in curriculums in the Division of Business were in Food Service (down by 3 students or 37.5 percent), Clerical Studies (down by 7 students or 20.0 percent), and Hotel Restaurant Institutional Management (down by 1 student or 7.7 percent).

DIVISION OF BUSINESS (Continued)

CURRICULUM	Fall '81	Fall '82	Percent of Change
Accounting (A.A.S.)	75	83	10.7
Beverage Marketing (A.A.S.)	--	6	N/A
Business Administration (A.S.)	99	123	24.2
Business Management (A.A.S.)	200	186	- 7.0
Clerical Studies (C)	35	28	-20.0
Data Processing (A.A.S.)	359	417	16.2
Food Service (C)	8	5	-37.5
Hotel Restaurant Inst'l Mgmt* (A.A.S.)	13	12	- 7.7
Police Science (A.A.S.)	61	72	18.0
Secretarial Science (A.A.S.)	73	77	5.5
TOTAL	923	1,009	9.3

*Discontinued Fall 1982

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

Each of the curriculums in the Division of Communications and Social Sciences experienced a decline during this period with the exception of the Education Major (up by 6 students or 35.3 percent). The largest percentage of decline was in the Child Care curriculum (down by 17 students or 32.1 percent), followed by Human Services (down by 13 students or 25.5 percent), Teacher Aide (down by 1 student or 20.0 percent), Liberal Arts (down by 7 students or 18.4 percent), Mental Health (down by 7 students or 17.9 percent) and General Studies (down by 2 students or 3.0 percent).

CURRICULUM	Fall '81	Fall '82	Percent of Change
Child Care (C)	53	36	-32.1
Education (A.S.)	17	23	35.3
General Studies (A.S.)	66	64	- 3.0
Human Services (A.A.S.)	51	38	-25.5
Liberal Arts (A.A.)	38	31	-18.4
Mental Health (A.A.S.)	39	32	-17.9
Teacher Aid (C)	5	4	-20.0
TOTAL	269	228	-15.2

DIVISION OF
ENGINEERING TECHNOLOGIES/MATHEMATICS AND NATURAL SCIENCES

Nursing is the largest program in the Division of Engineering Technologies/Mathematics and Natural Sciences and the second largest curriculum at JTCC. The Electronics major has the third largest headcount enrollment at the College.

DIVISION OF
ENGINEERING TECHNOLOGIES/MATHEMATICS AND NATURAL SCIENCES
(Continued)

The largest percent increase in this Division was in the Electronics major (up by 37 students or 28.2 percent), followed by Automotive Technology (up by 15 students or 19.7 percent), Nursing (up by 48 students or 15.7 percent), Welding (up by 2 students or 14.3 percent), General Engineering (up by 7 students or 10.1 percent), Architecture (up by 3 students or 6.4 percent), and Science (up by 1 student or 3.7 percent).

The greatest decline in curriculum headcount in the Division of Engineering Technologies/Mathematics and Natural Science was in Mechanical Engineering (down by 5 students or 83.3 percent), Building Construction (down by 2 students or 33.3 percent), Machine Shop (down by 7 students or 28.0 percent), and Civil Engineering (down by 2 students or 20.0 percent).

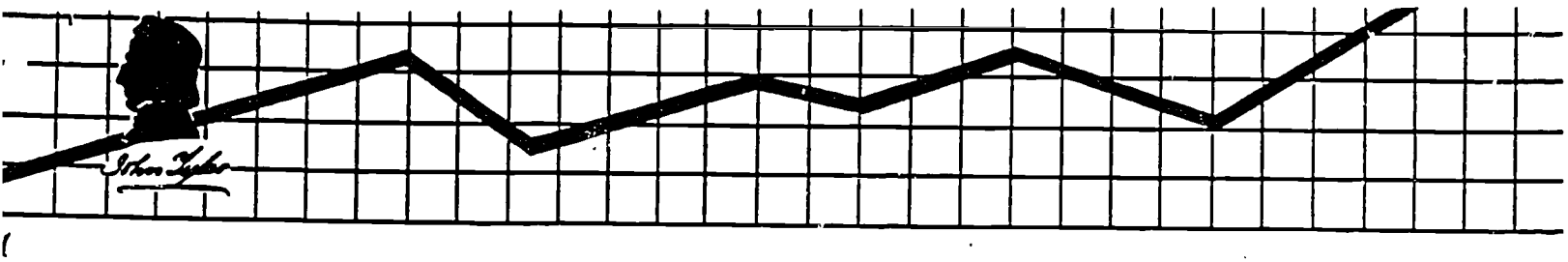
No change was experienced in the Automotive Diagnosis and Tune-up major and the Industrial Engineering major.

CURRICULUM	Fall '81	Fall '82	Percent of Change
Architecture (A.A.S.)	47	50	6.4
Automotive (A.A.S.)	76	91	19.7
Automotive Diagnosis and Tune-up (C)	15	15	N/C
Building Construction (C)	6	4	-33.3
Civil Engineering (A.A.S.)*	10	8	-20.0
Electronics (A.A.S.)	131	168	28.2
Funeral Services (A.A.S.)	63	59	- 6.3
General Engineering (A.A.S.)	69	76	10.1
Industrial Engineering (A.A.S.)	7	7	N/C
Machine Shop (C)	25	18	-28.0
Mechanical Engineering (A.A.S.)	6	1	-83.3
Nursing (A.A.S.)	305	353	15.7
Science (A.S.)	27	28	3.7
Welding (C)	14	16	14.3
TOTAL	801	894	11.6

*Discontinued 1982

Subsequent research reports will review such topics as (1) a comparison of curriculum headcount enrollment five years ago and the present, (2) ten years ago and the present, (3) student credit hours by curriculum, and (4) cost per student credit hour by curriculum.

* * * *



know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-4 March 8, 1983

COST PER STUDENT CREDIT HOUR OF INSTRUCTION

The primary source of John Tyler Community College's program cost data (1980-81) that is discussed herein was the Virginia Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management System (NCHEMS) for the State Council for Higher Education in Virginia (SCHEV). It should be noted that there are two factors that determine cost per student credit hour of instruction: total program direct costs and total student credit hours generated.

Table 1 gives a comparison of JTCC's cost data by funding cluster with similar data for the VCCS. Table 2 shows a comparison of JTCC's cost data by division cluster with comparable system costs. A cursory inspection of the data reveals that all of JTCC's program/division clusters compare favorably with those in the VCCS, with the exception of Foreign Languages. The inflated cost per credit hour for Foreign Languages at JTCC ($43.17/credit hour) may be attributed to the small number of credit hours generated (473). It should also be noted that the total average cost per credit hour for JTCC and the VCCS are almost identical ($24.36 and $24.28, respectively).

Program costs by discipline are displayed in Table 3. The highest cost programs per student credit hour at JTCC were (in descending order): Nursing ($42.74), Mechanical Engineering Technology* ($41.13), Machine Shop ($39.11), Hotel Restaurant Institutional Management* ($35.37), Architectural Technology ($32.05), Building Construction ($31.90), Civil Engineering Technology* ($31.39), General Engineering Technology ($30.27), Electrical/Electronics Technology ($29.35), and Industrial Engineering Technology* ($29.10).

Medium cost programs were (in descending order): Automotive Technology ($26.79), Liberal Arts ($25.37), Police Science ($25.24), Child Care/Teacher Aide Educational Services ($24.32), Secretarial Science ($24.10), and General Studies ($23.02).

The lowest program costs per student credit hour were (in descending order): Education ($22.91), Funeral Services ($22.64), Developmental ($22.12), Air Conditioning and Refrigeration* ($22.10), Mental Health ($21.35), Human Services ($20.98), Business Management ($20.54), Data Processing ($20.54), Business Administration ($20.33), Accounting ($20.11), and Science ($19.71).

The above breakdown does not include unclassified students, although they are presented in Table 3.

---

*Programs discontinued.

The next submission of costs per credit hour data will be completed for 1982-83; data processing will begin August 1983. An update of this report will be provided at that time.

TABLE 1
A COMPARISON OF JTCC/VCCS COST DATA BY FUNDING CLUSTER
1980-81

JTCC's COSTS BY FUNDING CLUSTER

Funding Category	Direct Costs *	Student Credit Hours	Cost per Student Credit Hour
Foundation (15:1)	$ 264,057	13,634	$ 19.37
Fine & Applied Arts (16:1)	32,631	1,274	25.61
Foreign Languages (16:1)	20,420	473	43.17
Bus & Data Proc & Pub Serv Tech (16:1)	428,135	19,582	21.86
Health Technology (10:1)	231,778	5,599	41.40
Mech & Engr & Nat Sci Tech (12:1)	274,400	8,125	33.77
General Residual (22:1)	576,983	26,383	21.72
TOTAL	$1,828,404	75,070	$206.90 (or $24.36 avg)

VCCS COSTS BY FUNDING CLUSTER

Funding Category	Direct Costs	Student Credit Hours	Cost per Student Credit Hour
Foundation (15:1)	$ 4,452,429	234,634	$ 18.98
Fine & Applied Arts (16:1)	1,775,453	63,957	27.76
Foreign Languages (16:1)	811,806	25,706	31.58
Bus & Data Proc & Pub Serv Tech (16:1)	14,620,231	647,730	22.57
Health Technology (10:1)	4,807,891	100,666	47.76
Mech & Engr & Nat Sci Tech (12:1)	8,474,450	255,129	33.22
General Residual (22:1)	20,328,063	949,009	21.42
TOTAL	$55,270,323	2,276,831	$203.29 (or $24.28 avg)

*Direct costs include primarily personnel and their support, e.g., salaries, fringe benefits, travel, clerical and office support, equipment, materials and supplies, etc.

TABLE 2
A COMPARISON OF JTCC/VCCS COST DATA BY DIVISION CLUSTER
1980-81

JTCC's COSTS BY DIVISION CLUSTER

Division Cluster	Direct Costs	Student Credit Hours	Cost per Student Credit Hour
College Transfer	$ 66,444	3,043	$ 21.84
Business Technology	267,717	12,626	21.20
Engineering/Industrial Technology	182,103	6,058	30.06
Health Technology	276,348	7,940	34.80
Public Service Technology	54,439	2,343	23.23
Developmental	331,008	14,967	22.12
Unclassified	650,344	28,093	23.15
TOTAL	$1,828,403	75,070	$176.40 (or $24.36 avg)

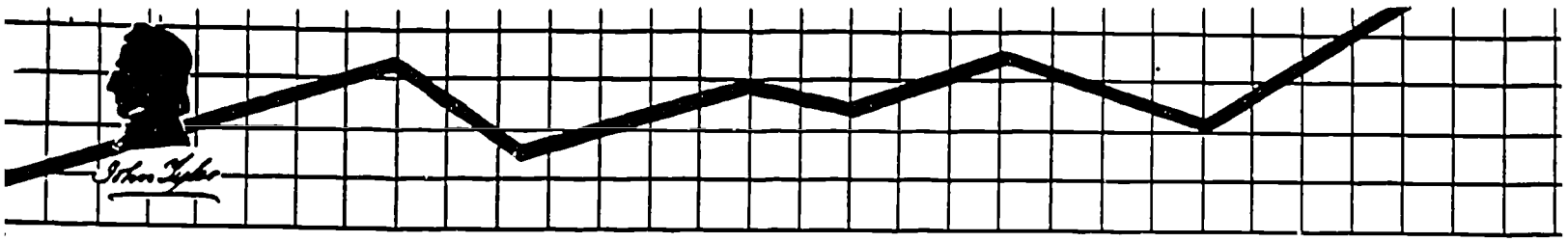
VCCS COSTS BY DIVISION CLUSTER

Division Cluster	Direct Costs	Student Credit Hours	Cost per Student Credit Hour
College Transfer	$9,989,544	442,157	$ 22.59
Agriculture & Natural Resources Technology	450,976	13,423	33.60
Arts & Design Technology	631,623	24,809	25.46
Business Technology	9,059,534	419,042	21.62
Engineering/Industrial Technology	6,935,275	242,983	28.54
Health Technology	4,191,901	93,743	44.72
Public Service Technology	2,664,595	110,348	24.15
Developmental	3,266,621	143,808	22.72
Unclassified	18,068,991	786,518	22.97
TOTAL	$55,259,060*	2,276,831	$246.37 (or $24.28 avg)

*Slight discrepancy in total direct costs by Division Cluster versus Funding Cluster is due to System cross-over codes changes.

TABLE 3
JTCC PROGRAM AND DISCIPLINE CREDIT HOUR COSTS
1980-81

Program	Direct Costs	Student Credit Hours	Cost per Student Credit Hour
Business Administration	$ 25,294.46	1,244	$ 20.33
Education	11,591.84	506	22.91
Science	6,032.28	306	19.71
Liberal Arts	8,676.73	342	25.37
General Studies	14,848.81	645	23.02
Business Management	71,635.82	3,487	20.54
Accounting	29,502.96	1,467	20.11
Secretarial Science	43,492.56	1,805	24.10
Hotel Restaurant Management	6,082.86	172	35.37
Data Processing	117,003.21	5,695	20.54
Nursing	209,156.20	4,894	42.74
Mental Health	29,244.41	1,370	21.35
Funeral Services	37,947.39	1,676	22.64
Mechanical Engineering Tech.	3,290.44	80	41.13
Architectural Technology	26,220.59	818	32.05
Automotive Technology	44,544.61	1,663	26.79
Civil Engineering Technology	6,309.37	201	31.39
Electronics	49,223.95	1,677	29.35
Industrial Engineering Tech.	3,927.91	135	29.10
Machine Shop	14,079.83	360	39.11
Air Conditioning/Refrigeration	729.37	33	22.10
Building Construction	14,735.78	462	31.90
General Engineering	19,041.70	629	30.27
Educational Services	11,917.28	490	24.32
Police Science	21,606.38	856	25.24
Human Services	20,915.81	997	20.98
Developmental	331,008.41	14,967	22.12
Upgrade Skills Present Job	74,612.90	3,024	24.67
Develop Skills New Job	24,111.81	933	25.84
Career Exploration	13,246.58	596	22.23
General Knowledge	210,941.12	8,971	23.51
Transient	5,054.48	222	22.77
Non-Degree Transfer	31,266.85	1,489	21.00
High School Student	8,419.16	295	28.54
Requirement Pending	277,437.96	12,303	22.55
Restricted Enrollment	5,252.76	260	20.20
TOTAL	$1,828,404.58	75,070	$935.89 (or $24.36 avg)



know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-5 March 22, 1983

OUR STUDENTS--FROM WHENCE THEY CAME

John Tyler Community College serves primarily the residents of the cities of Colonial Heights, Hopewell, Petersburg, and Richmond (south of the James River), the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, and Sussex.

The distribution of our students based upon locale is an item of frequent interest to persons both within and outside the College. Table 1 shows the distribution of Student Headcount Enrollment by Residence for Fall 1982. As expected, the largest percentage of JTCC's students are residents of Chesterfield County (40 percent), followed by Petersburg (13 percent), Richmond South of the James River (12 percent), Hopewell (10 percent), Colonial Heights (8 percent), Prince George County (5 percent), Dinwiddie (3 percent), and Amelia, Charles City, Surry, and Sussex (each accounting for less than 1 percent). A total of 93 percent of all students reside within the College's Service Area, while 5 percent are outside of the Service Area but in state, and 2 percent reside outside the state of Virginia.

Table 1
DISTRIBUTION OF STUDENT HEADCOUNT ENROLLMENT
BY RESIDENCE
FALL 1982

County/City	Percent of Total Enrollment
Amelia	0.8
Charles City	0.4
Chesterfield	39.7
Dinwiddie	3.0
Prince George	4.8
Surry	0.8
Sussex	0.8
Colonial Heights	7.7
Hopewell	10.0
Petersburg	12.7
Richmond*	12.1
TOTAL In Service Area	92.9
Out of Service Area	5.1
TOTAL In State	98.0
Out of State	2.0
GRAND TOTAL	100.0

*Approximately one-third of Richmond, South of the James River

Table 2 gives the percent of change in student headcount enrollment between 1980 and 1982 for each county and city in the College's Service Area. An increase in student headcount has occurred in Charles City County (up by 14 percent), Chesterfield County (up by 8 percent), and Hopewell (up by 3 percent). Student enrollment in each of the remaining cities and counties was down by varying degrees (in descending order): Sussex (down by 56 percent), Amelia (down by 44 percent), Dinwiddie (down by 33.5 percent), Surry (down by 19 percent), Petersburg (down by 14 percent), Richmond (down by 10 percent, Colonial Heights (down by 6 percent), and Prince George (down by 2 percent).

The total In Service Area enrollment was down by 4 percent, while the enrollment Out of the Service Area (but in state) was down by 12 percent. Total in-state enrollment was down by approximately 5 percent, and out-of-state enrollment was down by 51 percent. (The sharp decline in out-of-state enrollment may be attributed to a 106 percent tuition increase for out-of-state students that went into effect in the Fall 1982.) The total college enrollment between 1980 and 1982 is down by 6.5 percent.

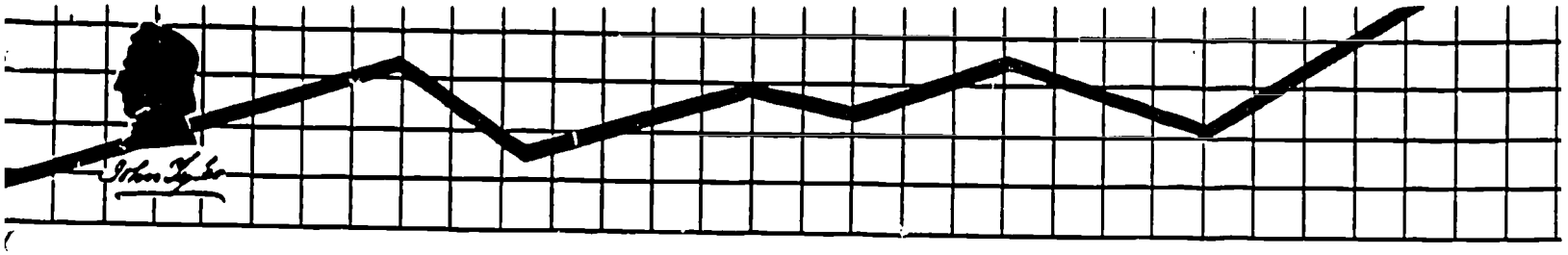
These data should be viewed in light of general system-wide, state, and national decline in college enrollments. For JTCC, they signal to the need to accelerate recruitment and retention efforts throughout the College. Currently, the College serves only about 2.35 percent of all persons over 17 years old in its Service Area.

Table 2
FALL STUDENT HEADCOUNT ENROLLMENT BY RESIDENCE
1980-82

County/City	1980	1981	1982	Percent of Change 1980-1982
Amelia	61	21	34	(44.3)
Charles City	14	15	16	14.3
Chesterfield	1,478	1,567	1,597	8.1
Dinwiddie	179	114	119	(33.5)
Prince George	198	201	194	(2.0)
Surry	42	42	34	(19.0)
Sussex	73	62	32	(56.2)
Colonial Heights	331	338	311	(6.0)
Hopewell	388	386	400	3.1
Petersburg	597	571	511	(14.4)
Richmond*	541	598	486	(10.2)
TOTAL In Service Area	3,902	3,915	3,734	(4.3)
Out of Service Area	232	258	204	(12.1)
TOTAL In State	4,134	4,173	3,938	(4.7)
Out of State	167	189	82	(50.9)
TOTAL ENROLLMENT	4,301	4,362	4,020	(6.5)

*Approximately one-third of Richmond, South of the James River

Sources: Student Enrollment Booklets, Fall Quarter 1980 and 1981, VCCS
SCHEV R-1 Form (Fall 1982)



know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-6 April 5, 1983

AN ANALYSIS OF FALL GRADE DISTRIBUTIONS AT JTCC OVER A FIVE YEAR PERIOD 1978-1981

The Office of Institutional Research analyzed the Fall Grade Distributions at John Tyler Community College over the past five years and discovered a number of interesting trends. Below are some general, collegewide observations as well as comparisons by division.

Table 1
TOTAL NUMBER OF GRADES RECORDED
AT ON AND OFF-CAMPUS LOCATIONS
1978-1982

YEAR	MAIN CAMPUS		OFF CAMPUS		TOTAL	
	Frequency	% Change	Frequency	% Change	Frequency	% Change
Fall 1978	7,878	--	58	--	7,936	--
Fall 1979	7,588	(3.7)	314	441.4	7,902	(0.4)
Fall 1980	8,472	11.6	1,346	328.7	9,818	24.2
Fall 1981	9,138	7.9	1,259	(6.5)	10,397	5.9
Fall 1982	9,057	(0.9)	493	(60.8)	9,550	(8.1)

The largest number of grades were recorded in the Fall 1981 (10,397) when the College's headcount enrollment peaked at 4,362 students. The greatest increase in Main Campus grades occurred in the Fall 1980 (up by 11.6 percent). The largest decline in grades given on the Main Campus was in Fall 1979 (down by 3.7 percent). A four-fold increase in grades given at off-campus locations occurred in the Fall 1979 (up by 441 percent). This pattern virtually repeated itself in the Fall 1980 when grades were up by 329 percent. The greatest decline in grades given at off-campus locations occurred in this past Fall (1982) when off-campus grades given were down by 61 percent. (The latter is consistent with the decline in off-campus students in the Fall 1982.) Overall, the greatest increase in grades given occurred in the Fall 1980. The largest decline in grades given over the past five years occurred in the Fall 1982.

DIVISION OF BUSINESS. The number of grades recorded in the Division of Business has increased steadily, which is consistent with the division's increase in enrollment. Passing grades (A, B, C, and D) in this division increased from 66 percent in 1978 to 75 percent in 1982. Failing grades (F) increased slightly, from 8.1 percent in 1978 to 8.8 percent in 1982. The percentage of students receiving A's also increased from 23.5 percent in 1978 to 30.5 percent in 1982.

(It is hypothesized that throughout the College current students appear to be older, more mature, and more independent--largely positive attributes in students who pursue college work.) Finally, the percentage of students in this division receiving W's has decreased significantly, from 19.3 percent in 1978 to 10.7 percent in 1982.

DIVISION OF DEVELOPMENTAL STUDIES. The total number of grades in this division peaked in the Fall 1980; otherwise, the grades recorded have remained fairly stable over the past five years. The percentage of students who received satisfactory ratings (S) went up slightly over the past five years (from 44.6 percent in 1978 to 51 percent in 1982). There was a slight decline in re-enrollers (R), from 31 percent in 1978 to 29 percent in 1982. Additionally, withdrawals (W) were down significantly, from 17 percent in 1978 to 11.6 percent in 1982.

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES. The number of grades given in this division has remained fairly stable over the past five years, peaking in the Fall 1981. There has been a slight decrease in the percentage of passing grades (A, B, C, and D), from 73.6 percent in 1978 to 69.0 percent in 1982. Conversely, the percentage of failing grades (F) has increased slightly, from 7.1 percent in 1978 to 8.9 percent in 1982. The percentage of students receiving A's has decreased from 21.7 percent in 1978 to 18.1 percent in 1982. The percentage of withdrawals (W) from courses in Communications/Social Sciences has remained relatively stable; 15.6 percent of the grades were W's in 1978 and 15.5 percent were received in 1982.

DIVISION OF ENGINEERING TECHNOLOGIES/MATHEMATICS AND NATURAL SCIENCES. It is somewhat difficult to do a comparative analysis of grades for this division since it was two separate divisions in 1978 and 1979. However, passing grades (A, B, C, and D) went up from 73.7 percent in Engineering Technologies in 1978 and 74.2 percent in Mathematics and Natural Sciences in 1978 to 81.2 percent in 1982. Failing grades (F) differed only slightly in 1978 for the two divisions--accounting for 5.6 percent in Engineering Technologies and 6.0 percent in Math and Natural Sciences--to 8.0 percent for both in 1982. The percentage of A's differed significantly for the two divisions in 1978--from 19.7 percent in Engineering Technologies to 28.4 percent in Mathematics and Natural Sciences--to 29.9 percent for both in 1982. The percentage of withdrawals (W) decreased significantly, from 18.7 percent in Engineering Technologies in 1978 and 13.7 percent in Mathematics and Natural Sciences in 1978 to 9.8 percent for both in 1982.

SUMMARY. Over the past five years, grades at on and off-campus locations experienced a slight increase in A's, up from 21.1 percent in 1978 to 22.5 percent in 1982. Withdrawals (W) declined significantly over the five year period, from 16.8 percent in 1978 to 11.2 percent in 1982. Passing grades (A, B, C, and D) have remained fairly stable at 63.1 percent in 1978 and 62.3 percent in 1982. Failing grades (F) increased slightly (from 5.8 percent in 1978 to 7.1 percent in 1982).

The approximate percentages of grades given at JTCC over the five year period include: A (between 20-25 percent), B (between 19-20 percent), C (12-15 percent), D (4-5 percent), F (5-7 percent), I (1-2 percent), R (3-4 percent), S (6-12 percent), U (1-2 percent), W (10-16 percent), X and * (less than 1 percent each).

JTCC's GRADE DISTRIBUTION
FALL 1978

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	TOTAL
Business	427 (23.5)	403 (22.2)	267 (14.7)	102 (5.6)	147 (8.1)	69 (3.8)	42 (3.8)	0	0	350 (19.3)	8 (0.4)		1,815
Developmental	8 (0.8)	17 (1.6)	10 (1.0)	2 (0.2)	1 (0.1)	7 (0.7)	326 (31.2)	466 (44.6)	28 (2.7)	178 (17.0)	1 (0.1)		1,044
Humanities/ Social Sciences	529 (21.7)	562 (23.0)	531 (21.7)	175 (7.2)	173 (7.1)	82 (3.4)	0	0	0	380 (15.6)	11 (0.5)		2,443
Engineering Technologies	217 (19.7)	308 (28.0)	183 (16.6)	104 (9.4)	62 (5.6)	16 (1.5)	0	0	0	206 (18.7)	5 (0.5)		1,101
Math & Natural Sciences	306 (28.4)	269 (24.9)	177 (16.4)	49 (4.5)	65 (6.0)	11 (1.0)	12 (1.1)	22 (2.0)	0 0	148 (13.7)	20 (1.9)		1,079
Counseling	164 (41.4)	85 (21.5)	52 (13.1)	12 (3.0)	9 (2.3)	4 (1.0)	0	0	0	70 (17.7)	0		396
TOTAL (Main Campus)	1,651 (21.0)	1,644 (20.9)	1,220 (15.5)	444 (5.6)	457 (5.8)	189 (2.4)	380 (4.8)	488 (6.2)	28 (0.4)	1,332 (16.9)	45 (0.6)		7,878
OFF CAMPUS													
Amelia	13 (38.2)	4 (11.8)	16 (47.1)	0	0	0	0	0	0	1 (2.9)	0		34
Chesterfield	4 (40.0)	6 (60.0)	0	0	0	0	0	0	0	0	0		10
Hopewell	11 (78.6)	0	0	0	1 (7.1)	2 (14.3)	0	0	0	0	0		14
GRAND TOTAL	1,679 (21.1)	1,654 (20.8)	1,236 (15.6)	444 (5.6)	458 (5.8)	191 (2.4)	380 (4.8)	488 (6.1)	28 (0.3)	1,333 (16.8)	45 (0.6)		7,936

JTCC's GRADE DISTRIBUTION
FALL 1979

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	TOTAL
Business	531 (30.0)	381 (21.5)	233 (13.1)	92 (5.2)	139 (7.8)	107 (6.0)	0	0	0	273 (15.4)	16 (0.9)	0	1,772
Developmental	10 (1.0)	8 (0.8)	11 (1.1)	4 (0.4)	5 (0.5)	4 (0.4)	339 (33.0)	407 (39.6)	98 (9.5)	141 (13.7)	1 (0.1)	0	1,028
Humanities/ Social Sciences	433 (19.7)	575 (26.1)	476 (21.6)	192 (8.7)	194 (8.8)	37 (1.7)	0	0	0	269 (12.2)	26 (1.2)	0	2,202
Engineering Technologies	167 (18.6)	245 (27.3)	189 (21.0)	73 (8.1)	91 (10.1)	13 (1.4)	0	0	0	116 (12.9)	5 (0.6)	0	899
Math & Natural Sciences	372 (31.4)	293 (24.7)	192 (16.2)	68 (5.7)	57 (4.8)	4 (0.3)	5 (0.4)	47 (4.0)	0	183 (11.6)	9 (0.8)	0	1,185
Counseling	381 (63.3)	74 (14.7)	39 (7.8)	6 (1.2)	2 (0.4)	0	0	0	0	63 (12.5)	0	0	502
TOTAL MAIN CAMPUS	1,831 (24.1)	1,576 (20.8)	1,140 (15.0)	435 (5.7)	488 (6.4)	165 (2.2)	344 (4.5)	454 (6.0)	98 (1.3)	1,000 (13.2)	57 (0.8)	0	7,588
OFF CAMPUS													
Amelia	6 (37.5)	3 (18.8)	3 (18.8)	1 (6.3)	2 (12.5)	1 (6.3)	0	0	0	0	0	0	16
Chesterfield	40 (76.9)	8 (15.4)	2 (3.8)	0	0	0	0	0	0	2 (3.8)	0	0	52
Petersburg	39 (32.8)	34 (28.6)	16 (13.4)	4 (3.4)	1 (0.8)	4 (3.4)	0	9 (7.6)	3 (2.5)	8 (6.7)	1 (0.8)	0	119
Richmond	68 (66.7)	17 (16.7)	1 (1.0)	3 (2.9)	6 (5.9)	0	0	0	0	7 (6.9)	0	0	102
Charles City	12 (92.3)	0	1 (7.7)	0	0	0	0	0	0	0	0	0	13
Dinwiddie	10 (83.3)	1 (8.3)	1 (8.3)	0	0	0	0	0	0	0	0	0	12
GRAND TOTAL	2,006 (25.4)	1,639 (20.7)	1,164 (14.7)	443 (5.6)	497 (6.3)	170 2.2)	344 (4.4)	463 (5.9)	101 (1.3)	1,017 (12.9)	58 (0.7)	0	7,902

X - audits
* - missing grades
Source: Office of Institutional Research

JTCC's GRADE DISTRIBUTION
FALL 1980

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	TOTAL
Business	591 (30.1)	413 (21.0)	259 (13.2)	95 (4.8)	183 (9.3)	68 (3.5)	34 (1.7)	0	0	281 (14.3)	8 (0.4)	32 (1.6)	1,964
Developmental	13 (1.1)	14 (1.2)	7 (0.6)	5 (0.4	5 (0.4)	5 (0.4)	254 (21.0)	636 (52.6)	149 (12.3)	114 (9.4)	1 (0.1)	5 (0.4)	1,208
Communications Social Sciences	492 (20.7)	656 (27.6)	529 (22.3)	162 (6.8)	179 (7.5)	28 (1.2)	0	0	0	255 (10.7)	22 (0.9)	54 (2.3)	2,377
Engineering Tech/ Math & Nat. Sci.	631 (28.8)	533 (24.3)	350 (16.0)	100 (4.6)	152 (6.9)	11 (0.5)	12 (0.5)	63 (2.9)	0	250 (11.4)	18 (0.8)	69 (3.2)	2,189
Continuing Education	98 (42.4)	50 (21.6)	23 (10.0)	5 (2.2)	27 (11.7)	10 (4.3)	0	0	0	15 (6.5)	2 (0.9)	1 (0.4)	231
Counseling	458 (91.1)	5 (1.0)	3 (0.6)	0	0	0	0	0	0	37 (7.4)	0	0	503
TOTAL (Main Campus)	2,283 (26.9)	1,671 (19.7)	1,171 (13.8)	367 (4.3)	546 (6.4)	122 (1.4)	300 (3.5)	699 (8.3)	149 (1.8)	952 (11.2)	51 (0.6)	161 (1.9)	8,472
OFF CAMPUS													
Amelia	20 (52.6)	12 (31.6)	1 (2.6)	1 (2.6)	0	0	0	0	0	4 (10.5)	0	0	38
Chesterfield	33 (46.5)	23 (32.4)	2 (2.8)	0	6 (8.5)	1 (1.4)	0	0	0	4 (5.6)	2 (2.8)	0	71
Prince George	6 (0.9)	10 (1.6)	4 (0.6)	0	0	1 (0.2)	0	357 (55.6)	47 (7.3)	2 (0.3)	0	215 (33.5)	642
Surry	0	0	0	0	0	0	4 (21.1)	11 (57.9)	3 (15.8)	1 (5.3)	0	0	19
Hopewell	2 (6.5)	10 (32.3)	0	0	2 (6.5)	0	0	15 (48.4)	0	2 (6.5)	0	0	31
Petersburg	90 (27.1)	73 (22.0)	52 (15.7)	13 (3.9)	16 (4.8)	2 (0.6)	3 (0.9)	21 (6.3)	0	61 (18.4)	0	1 (0.3)	332
Richmond	80 (59.3)	31 (23.0)	8 (5.9)	5 (3.7)	5 (3.7)	0	0	0	0	6 (4.4)	0	0	135
Dinwiddie	18 (47.4)	9 (23.7)	3 (7.9)	2 (5.3)	5 (13.2)	0	0	0	0	0	0	1 (2.6)	38
Sussex	35 (87.5)	4 (10.0)	0	0	1 (2.5)	0	0	0	0	0	0	0	40
GRAND TOTAL	2,567 (26.1)	1,843 (18.8)	1,241 (12.6)	388 (4.0)	581 (5.9)	126 (1.3)	307 (3.1)	1,103 (11.2)	199 (2.0)	1,032 (10.5)	53 (0.5)	378 (3.9)	9,818

X - audits
* - missing grades
Source - Office of Institutional Research

JTCC's GRADE DISTRIBUTION
FALL 1981

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	TOTAL
Business	673 (28.6)	568 (24.1)	295 (12.5)	121 (5.1)	211 (9.0)	104 (4.4)	33 (1.4)	0	0	339 (14.3)	10 (0.4)	3 (0.1)	2,355
Developmental	4 (0.4)	3 (0.3)	7 (0.7)	2 (0.2)	2 (0.2)	0	296 (27.7)	549 (51.4)	87 (8.1)	116 (10.9)	0	2 (0.2)	1,068
Communications/ Social Sciences	498 (18.7)	610 (22.9)	576 (21.7)	188 (7.1)	235 (8.8)	29 (1.1)	0	0	0	490 (18.4)	24 (0.9)	8 (0.3)	2,658
Engineering Tech/ Math & Nat. Sci.	750 (29.5)	635 (25.0)	456 (17.9)	169 (6.6)	178 (7.0)	17 (0.7)	0	0	0	303 (11.9)	6 (0.2)	30 (1.2)	2,544
Counseling	0	0	0	0	0	0	0	354 (69.0)	0	158 (30.8)	0	1 (0.2)	513
TOTAL (Main Campus)	1,925 (21.1)	1,816 (19.9)	1,334 (14.6)	480 (5.3)	626 (6.9)	150 (1.6)	329 (3.6)	903 (9.9)	87 (1.0)	1,404 (15.4)	40 (0.4)	44 (0.5)	9,138
OFF CAMPUS													
Chesterfield	9 (52.9)	1 (5.9)	5 (29.4)	0	1 (5.9)	0	0	0	0	1 (5.9)	0	0	17
Prince George	48 (7.5)	34 (5.3)	24 (3.8)	4 (0.6)	12 (1.9)	2 (0.3)	0	410 (64.2)	57 (8.0)	25 (3.9)	0	29 (4.5)	639
Surry	1 (6.3)	10 (62.5)	2 (12.5)	0	3 (18.8)	0	0	0	0	0	0	0	16
Petersburg	49 (26.1)	46 (24.5)	40 (21.3)	5 (2.7)	13 (6.9)	1 (0.5)	2 (1.1)	20 (10.6	5 (2.7)	6 (3.2)	1 (0.5)	0	188
Richmond	160 (44.8)	83 (23.2)	35 (9.8)	10 (2.8)	21 (5.9)	2 (0.6)	0	0	0	46 (12.9)	0	0	357
Colonial Heights	8 (47.1)	5 (29.4)	3 (17.6)	1 (5.9)	0	0	0	0	0	0	0	0	17
Sussex	19 (76.0)	6 (24.0)	0	0	0	0	0	(	)	0	0	0	25
GRAND TOTAL	2,219 (21.3)	2,001 (19.2)	1,443 (13.9)	500 (4.8)	676 (6.5)	155 (1.5)	331 (3.2)	1,333 (12.8)	143 (1.4)	1,482 (14.3)	41 (0.4)	73 (0.7)	10,397

JTCC's GRADE DISTRIBUTION
FALL 1982

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	TOTAL
Business	789 (30.5)	629 (24.3)	364 (14.1)	158 (6.1)	227 (8.8)	86 (3.3)	38 (1.5)	0	0	276 (10.7)	4 (0.2)	17 (0.7)	2,588
Developmental	0	0	0	0	0	0	299 (29.2)	522 (57.0)	80 (7.8)	119 (11.6)	0	3 (0.3)	1,023
Communications Social Sciences	460 (18.1)	553 (21.8)	557 (21.9)	184 (7.2)	225 (8.9)	142 (5.6)	0	0	0	393 (15.5)	20 (0.8)	4 (0.2)	2,538
Engineering Tech/ Math & Nat. Sci.	694 (29.9)	594 (25.6)	447 (19.3)	149 (6.4)	186 (8.0)	11 (0.5)	0	0	0	227 (9.8)	7 (0.3)	5 (0.2)	2,320
Counseling	0	0	0	0	5 (0.9)	0	0	580 (98.6)	0	2 (0.3)	0	1 (0.2)	588
TOTAL MAIN CAMPUS	1,943 (21.5)	1,776 (19.6)	1,368 (15.1)	491 (5.4)	643 (7.1)	239 (2.6)	337 (3.7)	1,102 (12.2)	80 (0.9)	1,017 (11.2)	31 (0.3)	30 (0.3)	9,057
OFF CAMPUS													
Chesterfield	21 (42.0)	12 (24.0)	6 (12.0)	4 (8.0)	5 (10.0)	0	0	0	0	1 (2.0)	1 (2.0)	0	50
Prince George	38 (22.4)	34 (20.0)	23 (13.5)	18 (10.6)	20 (11.8)	6 (3.5)	0	0	0	30 (17.6)	0	1 (0.6)	170
Richmond	140 (54.5)	44 (17.1)	18 (7.0)	6 (2.3)	12 (4.7)	2 (0.8)	0	0	0	23 (8.9)	0	12 (4.7)	257
Dinwiddie	5 (31.3)	7 (43.8)	1 (6.3)	0	0	0	0	0	0	1 (6.3)	0	2 (12.5)	16
GRAND TOTAL	2,147 (22.5)	1,873 (19.6)	1,416 (14.8)	519 (5.4)	680 (7.1)	247 (2.6)	337 (3.5)	1,102 (11.5)	80 (0.8)	1,072 (11.2)	32 (0.3)	45 (0.5)	9,550

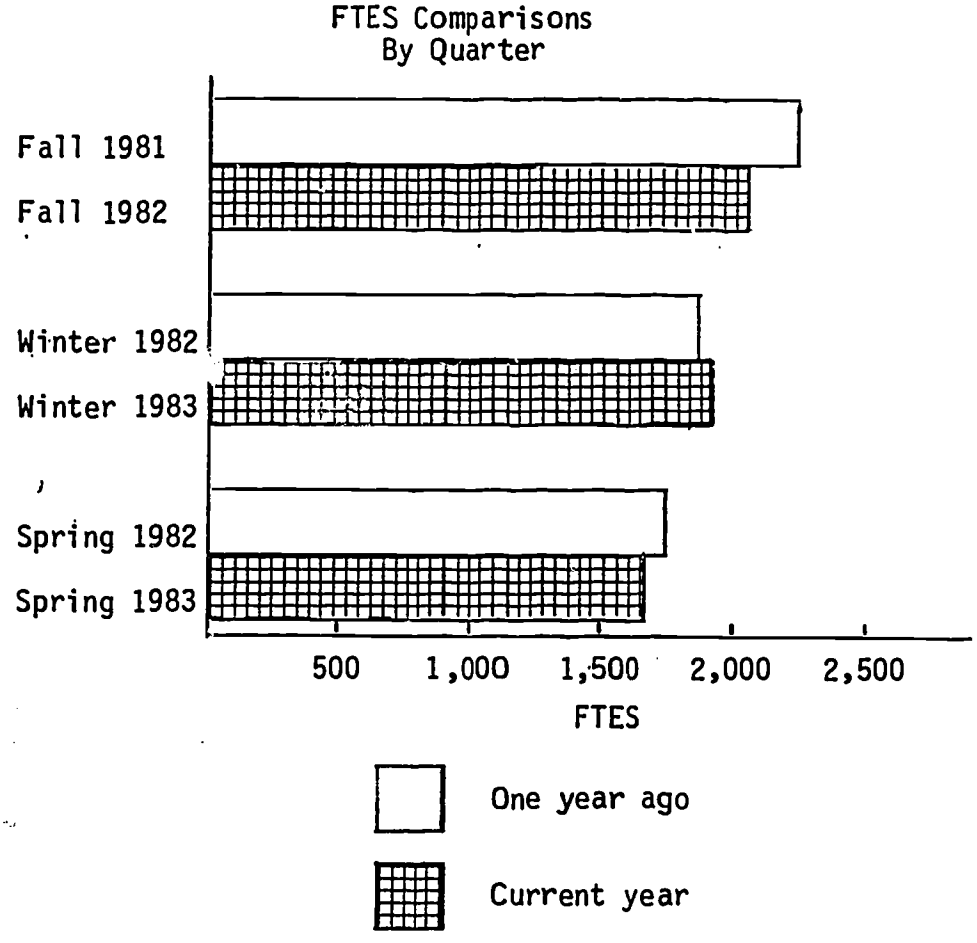
X - audits
* - missing grades
Source: Office of Institutional Research

know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-7 April 19, 1983

COMPARISON OF JTCC's STUDENT ENROLLMENT BY QUARTER (1981-82 & 1982-83)

A comparison of John Tyler Community College's student enrollment by quarter for 1981-82 and 1982-83 is shown in the graph that follows. By and large, the percent of change decreased by quarter with the greatest decline occurring in fall quarter comparisons, less of a decrease in winter quarter enrollments, and an even smaller decline in spring quarter comparisons. (See Quarterly Comparisons of Student Enrollment on page 2.)



Specific variable comparisons between Fall 1981 and Fall 1982 include: full time students (down by 8.8 percent), part-time students (down by 7.4 percent), males (down by 10.4 percent), females (down by 5.9 percent), in-state students (down by 5.6 percent), out-of-state students (down by 56.6 percent), on-campus students (down by 0.4 percent),

off-campus students (down by 46.9 percent), day students (down by 6.8 percent), and evening students (down by 9.4 percent). A decrease of 7.8 percent is shown in Fall 1981 and Fall 1982 headcount figures (from 4,362 to 4,020). FTES declined by 8.1 percent (from 2,216 to 2,036). The following factors should be noted in the interpretation of the above: (1) JTCC's enrollment reached its peak in the history of the College in the Fall 1981; (2) a 106 percent increase in tuition went into effect for out-of-state students in the Fall 1982, seriously affecting out-of-state enrollments; and (3) the College lost enrollment from the B-SEP program (Fort Lee) in the Fall 1982.

Winter Quarter (1982 and 1983) comparisons revealed full-time students (down by 1.3 percent), part-time students (up by 2.5 percent), males (down by 1.4 percent), females (up by 3.6 percent), in-state students (up by 2.4 percent), out-of-state students (down by 42.4 percent), on-campus students (up by 4.9 percent), off-campus students (down by 20.7 percent), day students (up by 4.7 percent), evening students (down by 4.2 percent), total headcount (up by 1.4 percent), and total FTES (up by .2 percent).

Spring Quarter (1982 and 1983) comparisons indicate full-time students (down by 5.2 percent), part-time students (up by 1.9 percent), males (down by .9 percent, females (up by .3 percent), in-state students (up by .9 percent), out-of-state students (down by 41.2 percent), on-campus students (up by 3.0 percent), off-campus students (down by 37.8 percent), day students (down by 2.0 percent), and evening students (up by 3.1 percent). A comparison of total headcount enrollment for Spring 1982 and 1983 shows a decrease of .2 percent; FTES were down by 1.3 percent.

The underlying theme is similar to that pointed out in previous research briefs: increased recruitment efforts must be geared toward addressing all segments of the Service Area, with special emphasis on impacting the Fall 1983 enrollment. In addition, retention practices must be carefully studied and policies adapted in order to address the changing needs of students.

QUARTERLY COMPARISONS OF STUDENT ENROLLMENT
1981-82 & 1982-83

	FALL			WINTER			SPRING		
	1981	1982	% Change	1982	1983	% Change	1982	1983*	% Change
Full-Time	1,296	1,182	(8.8)	1,106	1,092	(1.3)	988	937	(5.2)
Part-Time	3,066	2,838	(7.4)	2,583	2,648	2.5	2,315	2,360	1.9
Male	1,921	1,722	(10.4)	1,655	1,632	(1.4)	1,407	1,395	(0.9)
Female	2,441	2,298	(5.9)	2,034	2,108	3.6	1,896	1,902	0.3
In-State	4,173	3,938	(5.6)	3,604	3,691	2.4	3,218	3,247	0.9
Out-of-State	189	82	(56.6)	85	49	(42.4)	85	50	(41.2)
On Campus	3,667	3,651	(0.4)	3,181	3,337	4.9	3,049	3,139	3.0
Off Campus	695	369	(46.9)	508	403	(20.7)	254	158	(37.8)
Day	2,599	2,422	(6.8)	2,318	2,427	4.7	2,124	2,082	(2.0)
Evening	1,763	1,598	(9.4)	1,371	1,313	(4.2)	1,179	1,215	3.1
TOTAL HEADCOUNT	4,362	4,020	(7.8)	3,689	3,740	1.4	3,303	3,297	(0.2)
FTES	2,216	2,036	(8.1)	1,870	1,873	0.2	1,678	1,656	(1.3)

*As of 4-12-83

Source: Office of Institutional Research

Research Report 83-8

May 3, 1983

know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

A COMPARISON OF HEADCOUNT AND FTES ENROLLMENT FOR JTCC AND OTHER VCCS INSTITUTIONS Fall Quarter 1982

John Tyler Community College ranks 6th of the 23 colleges in the Virginia Community College System in terms of student headcount and full-time equivalent students (FTES). The top-ranking college in the VCCS is Northern Virginia Community College (NVCC), followed by Tidewater Community College (TCC), J. Sargeant Reynolds Community College (JSRCC), Thomas Nelson Community College (TNCC), and Virginia Western Community College (VWCC).

Those colleges that follow JTCC in rank order include: Central Virginia Community College, Danville Community College, Southwest Virginia Community College, Piedmont Virginia Community College, New River Community College, Blue Ridge Community College, Mountain Empire Community College, Wytheville Community College, Virginia Highlands Community College, Lord Fairfax Community College, Germanna Community College, Southside Virginia Community College, Patrick Henry Community College, Rappahannock Community College, Paul D. Camp Community College, Dabney S. Lancaster Community College, and Eastern Shore Community College.

John Tyler Community College assumed 6th place over Central Virginia Community College in the Fall 1978 and has retained its slight lead since then. By and large, enrollment rankings of other colleges in the VCCS have been stable over the past decade.

The ratio of student headcount enrollment to FTES ranges from approximately 2 to 1 for those colleges with a larger proportion of part-time students to slightly over 1 to 1 for those colleges with a greater percentage of full-time students. At JTCC, the ratio is 2 to 1, or approximately 2 (headcount) students to every 1 FTES.

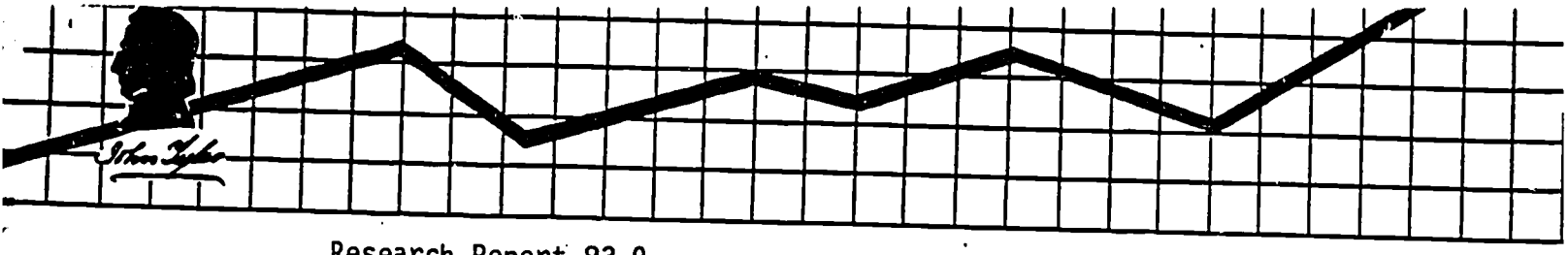
Percentages of the full-time/part-time student distribution at JTCC for Fall 1982 was 29 percent and 71 percent, respectively. Other colleges' full-time/part-time distribution include: Blue Ridge (40/60), Central Virginia (33/67), Dabney S. Lancaster (50/50), Danville (53/47) Eastern Shore (40/60), Germanna (28/72), J. Sargeant Reynolds (28/72), Lord Fairfax (33/67), Mountain Empire (28/72), New River (33/67), Northern Virginia (26/74), Patrick Henry (33/67), Paul D. Camp (37/63), Piedmont Virginia (25/75), Rappahannock (37/63), Southside Virginia (42/58), Southwest Virginia (37/63), Thomas Nelson (35/65), Tidewater (31/69), Virginia Highlands (59/41), Virginia Western (38/62), Wytheville (47/53), and total VCCS (31/69).

JTCC ranks eighth relative to headcount enrollment for off-campus instruction and ninth for FTES off-campus instruction. The interpretation of "off-campus instruction" is varied in the VCCS with many colleges viewing the entire Service Region as "the campus."

SUMMARY OF HEADCOUNT AND FTES ENROLLMENT
FALL QUARTER 1982 END OF QUARTER

	HEADCOUNT			FTES		
LLEGE	ON-CAMPUS	OFF-CAMPUS	TOTAL	ON-CAMPUS	OFF-CAMPUS	TOTAL
CC	1911	106	2017	1143	28	1171
CC	3367	316	3683	1900	103	2003
LCC	849	77	926	575	41	616
C	2218	159	2377	1662	45	1707
CC	345		345	188		188
C	1643		1643	811		811
RCC	10328		10328	5025		5025
CC	3651	369	4020	1940	95	2035
CC	1646	117	1763	896	34	930
CC	1700	731	2431	903	204	1107
CC	2884	232	3116	1481	50	1531
CC	33764	718	34482	16862	213	17075
CC	1290	54	1344	710	20	730
CCC	622	491	1113	343	288	631
CC	2717	700	3417	1420	206	1626
C	1096	158	1254	660	46	706
VCC	979	279	1258	720	67	787
VCC	2349	554	2903	1485	135	1620
CC	5619	709	6328	3276	269	3545
C	14669	429	15098	8162	146	8308
CC	1372	66	1438	1037	8	1045
CC	5338	147	5485	3072	44	3116
C	1714		1714	1071		1071
CS	102071	6412	108483	55342	2042	57384

URCE: "Student Enrollment Data," Planning and Evaluation Division, Virginia Community College System,
ll Quarter 1982, end of quarter



Research Report 83-9

May 17, 1983

Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

A DESCRIPTION OF JTCC's FULL-TIME FACULTY BY AVERAGE SALARY, RANK, SEX, AND YEARS OF SERVICE 1982-83

John Tyler Community College has a very committed and stable faculty which provides not only intellectual stimulation for students but also continuity in the instructional programs of the College. There are a number of factors to be investigated to generate a comprehensive faculty profile. Some of these variables include age, race, sex, degree level, experience, and length of service. This report is part one of a two part series to highlight information about JTCC's faculty.

Below is a description of JTCC's faculty by sex, rank, mean (average) salary, and years of service. Table 1 gives the Salaries of Full-Time Instructional Faculty by Rank and Sex.

- Of the 75 full-time faculty, 8 (or 11 percent) are Professors. Seven of the Professors are male (or 87.5 percent) and 1 (or 12.5 percent) is female.
- A total of 28 (or 37 percent) of the faculty are Associate Professors. Twenty (or 71 percent) of the Associate Professors are male and 8 (or 29 percent) are female.
- Assistant Professors at JTCC total 27 (or 36 percent) of all faculty. Of this number, 12 (or 44 percent) are male and 15 (or 56 percent) are female.
- A total of 12 faculty have the rank of Instructor. Fifty percent of the Instructors are male and 50 percent are female.
- Thirty-six or 48 percent of the faculty hold the rank of Professor or Associate Professor (closely approaching the limits set by the Virginia Community College System of no more than 50 percent of a college's faculty in the upper ranks).
- In summary, of the 75 full-time faculty, 45 (or 60 percent) are male and 30 (or 40 percent) are female.

The mean salary by sex is $22,008 for males and $19,223 for females. The salary by rank for males ranges from $16,659 to $25,134. The salary by rank for females ranges from $15,838 to $21,389+ (the salary for female professors was omitted because only 1 person occupies that position).

These data must be interpreted in light of years of service, a deciding factor in the salary discrepancy for males and females. Table 2 displays the average years of service for all full-time instructional faculty by sex and rank. The average years of service for all male full-time instructional faculty is 10.15 years compared to 7.35 years for females. The years of service for males outnumber those for females for all ranks.

Table 1
SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY
BY RANK AND SEX
1982-83

RANK	MALE			FEMALE			TOTAL
	No. of Persons	Mean Salary	Total Salary Outlay	No. of Persons	Mean Salary	Total Salary Outlay	
Professor	7	$25,134	$175,936	1	*	*	8
Associate Professor	20	23,827	476,535	8	$21,389	$171,114	28
Assistant Professor	12**	19,379	232,544	15	19,143	287,149	27
Instructor	6	16,659	99,953	6	15,838	95,027	12
TOTAL	45	$22,008	$984,968	30	$19,223	*	75

*Omitted because person identifiable.
**One of the persons in this category is on a 12-month salary contract.

Source: Salaries and Tenure of Full-Time Instructional Faculty, OE 2300-3

TABLE 2
FULL-TIME INSTRUCTIONAL FACULTY
BY SEX, RANK, AND AVERAGE YEARS OF SERVICE
1982-83

RANK	SEX	
	Male	Female
Professor	12.6 years	11.0 years
Associate Professor	13.6 years	12.5 years
Assistant Professor	7.5 years	6.7 years
Instructor	3.3 years	1.7 years
TOTAL	10.15 years	7.35 years
AVERAGE FOR ALL FACULTY	9.0 years	

Source: JTCC Personnel Office

TABLE 3
COMPARISON OF NINE-MONTH INSTRUCTIONAL FACULTY MEAN SALARIES
5 YEARS AGO, 10 YEARS AGO, AND PRESENT

RANK	10 Years Ago 1972-73	5 Years Ago 1977-78	Current 1982-83	Rate of Change 1972-82
Professor	$13,808	$15,880	$25,134	82.0
Associate Professor	12,143	15,102	23,130	90.5
Assistant Professor	10,203	13,214	19,248	88.7
Instructor	8,946	11,430	16,248	81.6

Source: Fifth Year Interim Report submitted to the Southern Association of Colleges and Schools, August, 1978; and Salaries and Tenure of Full-Time Instructional Faculty, 1982-83, OE 2300-3

A comparison of nine-month instructional faculty mean salaries is shown in Table 3 for 1971-72, 1977-78, and 1982-83. Relative to comparisons by years, the greatest increase in faculty salaries occurred in the last five years when salaries went up by an average of 50 percent for all ranks. Over the past 10 years, the salaries of Associate Professors have increased by 90.5 percent, followed by Assistant Professors, up by 88.7 percent, Professors, up by 82 percent, and Instructors, up by 81.6 percent.

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-10 May 31, 1983

JTCC's FULL-TIME FACULTY BY DEGREE, AGE, RACE, AND SEX

"John Tyler Community College has an enthusiastic, dedicated, and qualified faculty." (This statement was made by a member of the SACS Visiting Team during the exit interview on May 4, 1983.)

While an indication of the faculty's dedication is years of service (See Research Report 83-9), a measure of the faculty's competence is degree level. Table 1 gives JTCC's Full-Time Instructional Faculty by Degree and Sex. Of the 75 full-time faculty, highest degrees obtained include 8 (or 11 percent) who hold the earned Doctorate degree, 56 (or 75 percent) who possess the Master's, 9 (or 12 percent) who hold the Bachelor's degree, and 2 (or 3 percent) who have specialized degrees.

It should be noted that a number of faculty have completed course work beyond the highest degree obtained. Some faculty members possess more than one Master's degree; several have completed extensive course work beyond the Master's. Almost all Bachelor's degree holders are in school. Faculty members with specialized certificates in occupational areas such as welding, machine shop, and automotive technology are in compliance with VCCS guidelines.

The age of JTCC's full-time faculty ranges from 27 to 65 years old. (See Table 2) Both the mean and median age of faculty is 43 years old. This data suggests that the College has a mature and stable faculty (See Research Report 83-9).

JTCC's full-time instructional and administrative faculty by race and sex is shown in Table 3. Of the 96 instructional and administrative faculty, 86 (or 90 percent) are white, 9 (or 9 percent) are black, and 1 (or 1 percent) is in an "other" race category. The distribution of instructional and administrative faculty by sex includes 56 males (or 58 percent) and 40 females (or 42 percent).

Note: The last Research Report (83-9) concerning JTCC's faculty raised a few questions among readers. The following clarifications are provided:

- The salary range by rank for males and females (page 1) should have read "mean salary" in both instances.
- Years of Service (page 3) referred to the total service with the State of Virginia.
- Also, trend information concerning the Consumer Price Index is available upon request to be reviewed in conjunction with faculty salary comparisons (5 years ago, 10 years ago, and present).

"Know the Facts" will be published monthly during the Summer (June, July, and August)

Table 1
JTCC's FULL-TIME INSTRUCTIONAL FACULTY
BY DEGREE AND SEX
1982-83

DEGREE	SEX		
	Male	Female	Total
Doctorate	7	1	8
Row Percent	(87.5)	(12.5)	(100.0)
Column Percent	(15.6)	(3.3)	(10.7)
Master's	30	26	56
Row Percent	(53.6)	(46.4)	(100.0)
Column Percent	(66.7)	(86.7)	(74.7)
Bachelor's	6	3	9
Row Percent	(66.7)	(33.3)	(100.0)
Column Percent	(13.3)	(10.0)	(12.0)
Specialized	2	0	2
Row Percent	(100.0)	(0)	(100.0)
Column Percent	(4.4)	(0)	(2.7)
Total	45	30	75
Row Percent	(60.0)	(40.0)	(100.0)
Column Percent	(100.0)	(100.0)	(100.0)

Source: JTCC Personnel Office

Table 2
AGE DISTRIBUTION OF JTCC's FULL-TIME FACULTY
1982-83

AGE CATEGORY	FREQUENCY	PERCENT
26-30	4	5.3
31-35	12	16.0
36-40	13	17.3
41-45	20	26.7
46-50	9	12.0
51-55	10	13.3
56-60	3	4.0
61-65	4	5.3
Total	75	99.9
Mean and Median Age of Faculty = 43 years old		

Source: JTCC Personnel Office

Table 3
TOTAL FULL-TIME INSTRUCTIONAL AND ADMINISTRATIVE FACULTY
BY RACE AND SEX*
1982-83

RACE	SEX		
	Male	Female	Total
White	53	33	86
Row Percent	(61.6)	(38.4)	(100.0)
Column Percent	(94.6)	(82.5)	(90.0)
Black	3	6	9
Row Percent	(33.3)	(66.7)	(100.0)
Column Percent	(5.4)	(15.0)	(9.0)
Other	0	1	1
Row Percent	(0)	(100.0)	(100.0)
Column Percent	(0)	(2.5)	(1.0)
Total	56	40	96
Row Percent	(58.3)	(41.7)	(100.0)
Column Percent	(100.0)	(100.0)	(100.0)

* As of 10-31-82

Source: VCCS/EEO

* * * *

Research Report 83-11

June 20, 1983

Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

JTCC GRADUATES BY DEGREE AND PROGRAM: A FIVE-YEAR TREND

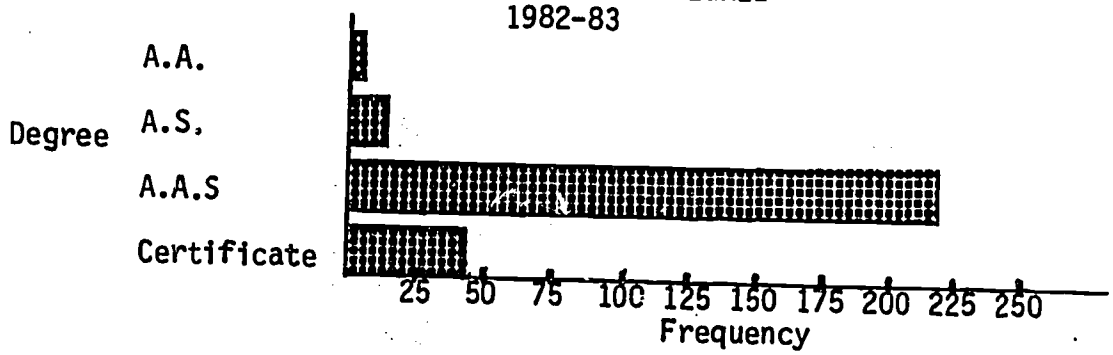
The number of degrees conferred at John Tyler Community College's Graduation Exercises has increased by 21 percent over the past five years, from 243 graduates in 1978 to 294 in 1983. The A.A.S. degree recipients have accounted for an average of 78 percent of all degrees conferred over the past five years, followed by Certificate graduates who have averaged 15 percent of all graduates. The A.S. and A.A. degrees have accounted for 6 percent and 1 percent, respectively, of all degrees conferred. Overall, graduates in one of the varied occupational-technical fields averaged 93 percent of all graduates; transfer graduates accounted for approximately 7 percent.

Table 1
JTCC AWARDS CONFERRED BY DEGREE
1978-79 to 1982-83

Year	Award By Degree									
	A.A.		A.S.		A.A.S.		Certificate		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1978-79	3	1.2	18	7.4	177	72.8	45	18.5	243	99.9
1979-80	2	0.9	8	3.5	189	81.8	32	13.8	231	100
1980-81	3	1.3	14	6.3	177	79.4	29	13.0	223	100
1981-82	2	0.8	13	5.0	214	83.3	28	10.9	257	100
1982-83	5	1.7	21	7.1	222	75.5	46	15.6	294	99.9

Source: VCCS Graduation Awards Conferred Booklets; JTCC Graduation Programs

JTCC GRADUATES BY DEGREE
1982-83



Shown above is a histogram (bar graph) of JTCC's 1983 graduates by degree. The distribution is similar to previous years: A.A.S. (75 percent), Certificates (16 percent), A.S. (7 percent), and A.A. (2 percent).

Table 2
JOHN TYLER COMMUNITY COLLEGE
AWARDS CONFERRED BY CURRICULUM
1978-79 to 1982-83

Award/Curriculum	1978-79	1979-80	1980-81	1981-82	1982-83	Percent of Change
A.A./A.S.						
Business Admin.	8	7	7	4	6	(25.0)
Education	9		4	1	3	(66.7)
Engineering			1			*
General Studies			2	7	9	*
Liberal Arts	3	2	3	2	5	66.7
Science	1	1		1	3	200.0
Sub Total	21	10	17	15	26	23.8
A.A.S.						
Accounting	3	10	9	9	7	133.3
Architecture	4	8	10	7	6	50.0
Automotive	3	6	6	10	5	40.0
Civil Engineering	3		2	4	1	(66.7)
Data Processing	11	7	14	25	34	209.1
Electronics	11	9	16	20	16	45.5
General Engineering		1	3	11	10	*
Hotel/Restaurant Institutional Mgt.				1	3	*
Human Services			5	7	5	*
Industrial Engineer.	3	3	1			*
Management	29	27	23	22	32	10.3
Mechanical Engineer.	3	3	2			*
Mental Health	25	43	14	4	6	(76.0)
Mortuary Science	22	18	19	26	18	(18.2)
Nursing	39	37	39	44	56	43.6
Police Science	15	11	8	7	13	(13.3)
Secretarial Science	6	6	6	6	10	66.7
Sub Total	177	189	177	203	222	25.4
Diploma/Certificate						
Air Cond. & Refrig.	5	6	1		1	(80.0)
Automotive Diagnos.	6	3				*
Building Construc.					2	*
Child Care	5	6	9	11	16	220.0
Clerical Studies	5	1	5	2	8	60.0
Food Service Mgt.	3	1		6	1	(66.7)
Machine Shop	4	5	3	4	8	50.0
Teacher/Instructional Aide	13	5	9	4	7	(46.2)
Welding	4	5	2	1	3	(25.0)
Sub-Total	45	32	29	28	46	2.2
TOTAL	243	231	223	257	294	21.0

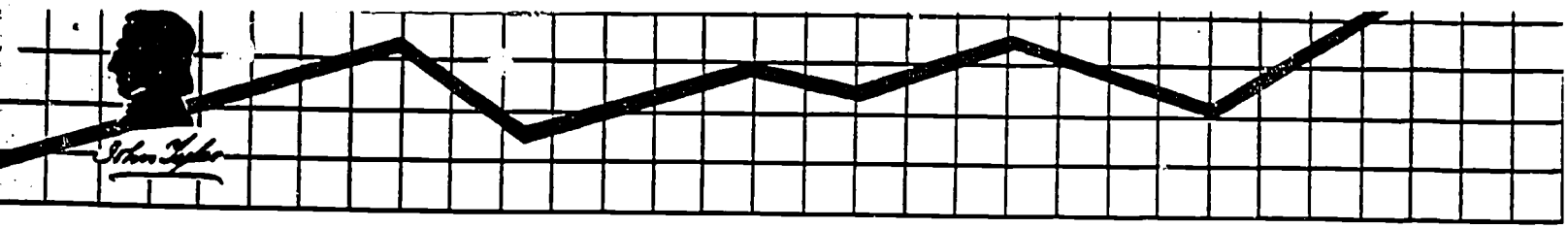
*Data missing for one or more years.

Source: VCCS Graduation Awards Conferred Booklets; JTCC Graduation Programs

Table 2 shows "Graduate Awards by Curriculum" for the past five years. Those curriculums that reflected the largest numerical increase in graduates were (in descending order): Data Processing (A.A.S.), Nursing (A.A.S.), Child Care (Certificate), Electronics (A.A.S.), Machine Shop (Certificate), Clerical Studies (Certificate), Liberal Arts (A.A.), Science (A.S.), Architecture (A.A.S.), and Automotive (A.A.S.).

Numerical decreases in graduates occurred in the following curriculums (in descending order): Mental Health (A.A.S.), Education (A.S.), Teacher Aide (Certificate), Mortuary Science (A.A.S.), Air Conditioning and Refrigeration (Certificate), Business Administration (A.S.), Civil Engineering (A.A.S.), Police Science (A.A.S.), Food Service Management (Certificate), and Welding (Certificate).

Those curriculums not alluded to here had no graduates in one or more of the years specified, which precluded comparisons.



know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-12 July 25, 1983

A COMPARISON OF FACTS ABOUT SUMMER QUARTER ENROLLMENTS (1982 & 1983)

A comparison of the present and immediate past Summer Quarter enrollments at John Tyler Community College indicates a number of interesting contrasts. Table 1 provides a listing of selected variables for the 1982 and 1983 Summer Quarters and the percent of change. Each of the comparisons reflected an increase over last year with the exception of full-time students (down by 13.2 percent) and evening students (down by 8.6 percent). The greatest percentage increase was observed in out-of-state students, which doubled, as well as day students (up by 20.2 percent). Other groups that showed increases compared to last Summer were part-time students (up by 12.9 percent), females (up by 13.6), and off-campus students (up by 12.3 percent). FTES remained almost unchanged, although headcount enrollment went up by 9.2 percent. The latter observation refers to the fact that although we have a larger headcount enrollment, more of our students are part-time and are taking fewer credit hours on the average.

Table 1
A COMPARISON OF SELECTED VARIABLES
Summer 1982 & 1983

Variable	1982	1983	Percent of Change
1. Total Headcount	1695	1851	9.2
2. Total FTES	701	706	0.7
3. Total Full-time	242	210	(13.2)
4. Total Part-time	1453	1641	12.9
5. Total Males	701	721	2.8
6. Total Females	994	1130	13.6
7. Total In-State	1676	1813	8.1
8. Total Out-of-State	19	38	100.0
9. Total On-Campus	1590	1733	8.2
10. Total Off-Campus	105	118	12.3
11. Total Day Students	1049	1261	20.2
12. Total Evening Students	646	590	(8.6)

( ) Indicates decrease
Source: VCCS 302 (Tuition Reconciliation Reports)

Table 2 shows a comparison of the city/county distribution of JTCC students for Summer 1982 and 1983. The greatest increase occurred in out-of-state students (up by 100.0 percent), followed by students from the following counties: Dinwiddie (up by 54.1 percent), Colonial Heights

(up by 41.0 percent), Prince George (up by 27.3 percent), Petersburg (up by 14.3 percent), Richmond, South of the James (up by 8.2 percent), and Hopewell (up by 4.0 percent). Decreases in Summer enrollments are shown in Chesterfield (down by 2.1 percent) and other "in-state" students (e.g., Amelia, Surry, Sussex, etc., down by 3.8 percent).

TABLE 2
CITY/COUNTY DISTRIBUTION OF JTCC STUDENTS
Summer 1982 & 1983

City/County	1982	1983	Percent of Change
1. Chesterfield	664	650	(2.1)
2. Petersburg	216	247	14.3
3. Richmond*	205	222	8.2
4. Colonial Heights	129	182	41.0
5. Hopewell	173	180	4.0
6. Prince George	84	107	27.3
7. Dinwiddie	48	74	54.1
8. Others - In-State	157	151	(3.8)
9. Out-of-State	19	38	100.0
TOTALS	1695	1851	9.2

*Approximately one-third of Richmond, South of the James
Source: VCCS 335 (Jurisdiction Distribution)

Table 3 gives a comparison of 1982 and 1983 Summer Curriculum Headcount enrollments. The first 10 categories describe unclassified students, which are up overall by 8.4 percent. The greatest increase occurs in those students who enrolled to upgrade employment skills.

The greatest percentage increases in enrollment were shown in Human Services (up by 126.6 percent), Building Construction (up by 100.0 percent), and Mental Health (up by 70.0 percent). The greatest numerical increases occurred in Data Processing (up by 53 students or 30.1 percent) and Electronics (up by 20 students or 32.7 percent).

Percentage decreases are shown in Civil Engineering Technology (down by 75.0 percent), Food Service Management (down by 50.0 percent), Machine Shop (down by 35.7 percent), General Studies (down by 23.8 percent), Automotive Technology (down by 22.5 percent), Secretarial Science (down by 18.5 percent), Architecture (down by 15.3 percent), and General Engineering Technology (down by 10.7 percent).

The foregoing Summer trend data provide implications for JTCC's recruitment and retention practices. Data for prior years are available upon request.

TABLE 3
A COMPARISON OF 1982 & 1983
SUMMER CURRICULUM HEADCOUNT

Curriculum	Summer		
	1982	1983	Percent of Change
1. Upgrading Emp. Skills	114	330	189.0
2. Develop. Job Skills	106	72	(32.0)
3. Career Exploration	18	13	(27.7)
4. Personal Satisfaction	297	221	(25.5)
5. Transient Student	25	22	(12.0)
6. Non Degree Transfer	42	34	(19.0)
7. High School Student	25	25	N/C*
8. Pending Curr. Approval	114	87	(23.6)
9. Restricted Enrollment	3	4	33.3
10. Audit	4	3	(25.0)
11. Mental Health	10	17	70.0
12. Mortuary Science	42	43	2.3
13. Nursing	219	231	5.4
14. Accounting	28	36	28.5
15. Data Processing	176	229	30.1
16. Management	98	89	(9.1)
17. Business Administration	42	50	19.0
18. Clerical Studies	8	11	37.5
19. Hotel & Rest. Management **	9	**	--
20. Beverage Marketing	***	6	--
21. Food Service Management	2	1	(50.0)
22. Secretarial Science	27	22	(18.5)
23. Police Science	30	31	3.3
24. Human Services	15	34	126.6
25. Education	5	5	N/C
26. Teacher Instruc. Aide	3	3	N/C
27. Child Care	23	23	N/C
28. Liberal Arts	6	7	16.6
29. General Studies	21	16	(23.8)
30. Science	10	12	20.0
31. Architecture	13	11	(15.3)
32. Automotive	31	24	(22.5)
33. Automotive Tune-Up	5	7	40.0
34. Civil Eng. Tech.**	4	1	(75.0)
35. Machine Shop	14	9	(35.9)
36. Industrial**	2	**	--
37. General Engineering Tech	28	25	(10.7)
38. Electronics	61	81	32.7
39. Building Construction	1	2	100.0
40. Welding	14	14	N/C
TOTAL	1695	1851	9.2

*No Change
**Discontinued
***Commenced Fall 1982
( )Indicates decrease

Source: JTCC Computer Center

Research Report 83-13 August 22, 1983

Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

SOME IMPORTANT FACTS ABOUT SPACE UTILIZATION AT JOHN TYLER COMMUNITY COLLEGE Fall 1982

Background:

The latest Space Utilization Study was conducted in the Fall 1982 by the Virginia Community College System Offices and the State Council of Higher Education in Virginia in conjunction with each of the state-supported community colleges. The data provides comparisons of actual versus standard utilization levels for classroom and laboratory space and both day and extended day time periods. The following summaries provide comparisons of JTCC's average weekly station use hours (WSUH) and the expected average use levels based on SCHEV standards. Comparisons are made for both day (7 a.m. - 6 p.m.) and extended day (beyond 6 p.m.) time periods, and for each type of instructional space (classroom, regular labs, and heavy labs). Regular class labs are those associated with the traditional arts and sciences (e.g., biology and chemistry). Heavy class labs are those used by engineering and vocational/technical labs. In addition, an analysis of space usage for Main Campus facilities only is given as well as JTCC's position relative to other colleges in the VCCS.

SCHEV's standards stipulate that: (1) the average regular classroom will be used from 30 to 32 hours per week (40 to 42 for the extended day); (2) the average number of hours per station use will range from 18 to 21 hours per week for classrooms (12 to 19 hours for regular and heavy labs); and (3) rooms be filled to between 60 to 65 percent of capacity (70 to 80 percent for classroom laboratories).

> Hypothetical example: SCHEV expects a regular classroom to be used 32 hours per week between 7 a.m. to 6 p.m. It also states that 63 percent of the stations will be occupied when the room is used. Therefore, each station should be used 20.15 hours per week or 32 x .63 = 20.15 WSUH (weekly station use hours).

Principal Findings:

1. JTCC's actual station use for day classroom space was 13.70 WSUH compared to the SCHEV standard of 20.15 WSUH. The College utilized approximately 68 percent of its day classroom space in relation to the SCHEV standard. When compared to the other state-supported community colleges, JTCC ranked 11th in day classroom space usage.

2. When off-campus facilities are removed for day classroom space usage, JTCC ranks 18th of the 23 community colleges. Note that although the rank decreases the percentage utilization remains the same for JTCC whether off-campus sites are included or not. This perceived

decrease in rank may be attributed to our limited number of off-campus facilities compared to other colleges in the VCCS. In addition, other colleges appear to better utilize on-campus facilities (over which they have greater control) so that removal of off-campus locations provides them with a more reliable and valid measurement.

3. Data on extended day classroom usage at JTCC shows actual station use was 20.59 WSUH compared to SCHEV's standard of 26.65 WSUH, or 77 percent of the guideline. JTCC ranks 10th of the 23 community colleges in terms of extended day usage.

4. Again, when off-campus locations are removed for extended day classroom space, JTCC falls in rank to 16th place (although percentage utilization remains unchanged) due to fewer off-campus locations in relation to the other state community colleges.

5. JTCC's use of regular day laboratory space was 71 percent of SCHEV's standard. To reiterate, regular labs are those utilized in biology, chemistry, etc. JTCC's actual use was 11.70 WSUH as contrasted with SCHEV's standard of 16.5 WSUH. JTCC ranked 18th of the 23 state-supported community colleges relative to regular day laboratory space.

6. When off-campus facilities were excluded, JTCC ranked 19th of the 23 community colleges in terms of regular day lab space usage. Again, percentage utilization remained unaffected by the exclusion of off-campus locations.

7. JTCC ranked 17th of the 23 community colleges in terms of extended day regular lab usage. The College achieved 87 percent of the SCHEV standard. JTCC's actual station use for extended day regular lab space was 17.58 WSUH; SCHEV's standard was 20.25 WSUH.

8. The College fell slightly to 18th place in the VCCS when off-campus locations were excluded for extended day regular lab space, although the percentage utilization remained steady at 87 percent.

9. Data on the use of day heavy lab space shows that JTCC ranked 11th of the 23 community colleges, or the College realized 89 percent of the SCHEV standard. Actual station use was 14.72 WSUH and the SCHEV standard was 16.5 WSUH.

10. Excluding off-campus locations for day heavy lab space does not alter the College's ranking (11th place) or its percent utilization (89 percent).

11. The College's use of extended day heavy lab space shows that JTCC ranked 9th of the 23 community colleges. JTCC's actual station use of heavy lab space for extended day hours was 22.98 WSUH compared to SCHEV's standard of 20.25 WSUH. JTCC achieved 113 percent of the SCHEV guideline.

12. Eliminating off-campus facilities does not affect extended day heavy lab space usage.

13. Those colleges of similar size whose utilization levels consistently exceeded JTCC's included: Virginia Western, Central Virginia, Danville, and Southwest Virginia Community Colleges.

Note: Raw data are available upon request.

Conclusions and Recommendations:

These data provide some clear directives for the College in order to ensure the more effective use of buildings and space. Underlying these data is the fact that a large percentage of JTCC's students work full and part-time jobs, which dictates a sharp decline in classes after 12 noon. After 6 p.m., enrollments peak to accommodate evening students. The reality of these facts suggest that:

1. Earnest attempts should be made to augment enrollment during under-utilization periods (2 p.m. - 5 p.m. Mondays through Fridays) through concentrated efforts by each of the divisions and Continuing Education.

2. Caution should be taken in reporting room use data, especially the number of square feet allotted per student station.

3. Fiscal (budgetary) provisions should be pursued in those instances where the College is over-utilized, such as heavy labs for extended day periods.