



**Analysis of the
Coordinator Evaluation of the
Virtual College of Texas – Fiscal Year 2005-2006**

Office of Institutional Effectiveness and Accountability



Coordinator Evaluation of the Virtual College of Texas - FY 2006

I. Number of colleges your institution has worked with through VCT.	1 to 4 colleges		5 to 8 colleges		9 to 12 colleges		13 to 16 colleges		17 to 20 colleges		more than 20 colleges		Total			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
1. Number of provider colleges that your institution worked with during the 2005-2006 academic year (your college serving as a host):	5	17.2%	6	20.7%	3	10.3%	2	6.9%	4	13.8%	9	31.0%	29	100.0%		
2. Number of host colleges that your institution worked with during the 2005-2006 academic year (your college serving as a provider):	5	19.2%	4	15.4%	5	19.2%	2	7.7%	2	7.7%	8	30.8%	26	100.0%		
Scale 1 = Very Low, 2 = Low, 3 = Somewhat Low, 4 = Somewhat High, 5 = High, 6 = Very High																
II. Integration of VCT into Your College's Processes.	Very Low		Low		Somewhat Low		Somewhat High		High		Very High		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
3. Your college's general commitment to VCT's basic mission and operation					2	6.3%	9	28.1%	12	37.5%	9	28.1%	32	100.0%	4.88	4.71
4. Your college's effectiveness in advocating that staff and faculty cooperate with other colleges through VCT to address students' needs that go beyond local course offerings					5	15.6%	9	28.1%	13	40.6%	5	15.6%	32	100.0%	4.56	4.66
5. Your college's effectiveness in promoting and publicizing VCT to students needing distance learning courses not available at your college	1	3.3%	4	13.3%	3	10.0%	11	36.7%	6	20.0%	5	16.7%	30	100.0%	4.07	3.76
II. Subtotal	1	1.1%	4	4.3%	10	10.6%	29	30.9%	31	33.0%	19	20.2%	94	100.0%	4.51	4.41

Notes

- Total responses exclude non-responses and "non-observed" responses. A total of 32 colleges responded to the survey.
- For questions 3 - 5, the mean is computed from a rating scale where 1 = "Very Low" through 6 = "Very High"
- For questions 6 - 47, the mean is computed from a rating scale where 1 = "Very Dissatisfied" through 6 = "Very Satisfied"

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III. Host's Perspective: Inter-Institutional Communication and Processes	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
6. Efficiency of enrolling students in courses offered through VCT							4	13.8%	14	48.3%	11	37.9%	29	100.0%	5.24	5.42
7. Timeliness of providers returning signed official day-of-record rosters			1	3.2%	2	6.5%	7	22.6%	14	45.2%	7	22.6%	31	100.0%	4.77	4.28
8. Timeliness of getting textbooks to students					3	9.7%	9	29.0%	9	29.0%	10	32.3%	31	100.0%	4.84	4.58
9. Timeliness of receiving rosters with grades assigned by providers' instructors			1	3.2%	3	9.7%	10	32.3%	10	32.3%	7	22.6%	31	100.0%	4.61	4.22
10. Effectiveness of general student support services (e.g., advising, learning resources, financial)			1	3.2%			3	9.7%	13	41.9%	14	45.2%	31	100.0%	5.26	4.62
11. Effectiveness of addressing students' special needs (e.g., tutoring, technical assistance)					1	3.2%	6	19.4%	11	35.5%	13	41.9%	31	100.0%	5.16	4.57
12. Effectiveness of efforts to retain students enrolled in courses through VCT			1	3.2%	3	9.7%	9	29.0%	9	29.0%	9	29.0%	31	100.0%	4.71	4.35
III. Subtotal			4	1.9%	12	5.6%	48	22.3%	80	37.2%	71	33.0%	215	100.0%	4.94	4.59
Scale: 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Somewhat Dissatisfied, 4 = Somewhat Satisfied, 5 = Satisfied, 6 = Very Satisfied																
IV. Provider's Perspective: Inter-institutional Communication and Processes	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
13. Efficiency of enrolling students in courses offered through VCT							3	10.3%	13	44.8%	13	44.8%	29	100.0%	5.34	5.33
14. Timeliness of receiving preliminary rosters from host colleges					1	3.6%	5	17.9%	15	53.6%	7	25.0%	28	100.0%	5.00	4.62
15. Timeliness of receiving official day-of-record rosters from host colleges			1	3.6%	1	3.6%	7	25.0%	11	39.3%	8	28.6%	28	100.0%	4.86	4.52
16. Timeliness of getting textbooks to students			1	3.6%	1	3.6%	6	21.4%	8	28.6%	12	42.9%	28	100.0%	5.04	4.56
17. Timeliness of hosts administering tests and returning them to your college (provider) for grading					1	3.6%	1	3.6%	9	32.1%	17	60.7%	28	100.0%	5.50	5.00
18. Timeliness of receiving grade rosters from host colleges							9	32.1%	10	35.7%	9	32.1%	28	100.0%	5.00	4.62
19. Effectiveness of addressing students' special needs (e.g., tutoring, technical assistance)					1	3.6%	4	14.3%	9	32.1%	14	50.0%	28	100.0%	5.29	4.68
20. Effectiveness of efforts to retain students enrolled in courses through VCT			1	3.6%	3	10.7%	4	14.3%	9	32.1%	11	39.3%	28	100.0%	4.93	4.18
IV. Subtotal			3	1.3%	8	3.6%	39	17.3%	84	37.3%	91	40.4%	225	100.0%	5.12	4.70

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V. Effectiveness of VCT Administrative Staff (Director, Assistant to the Director/Website Manager)	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
21. Provides appropriate level and degree of initiative and leadership							2	6.3%	5	15.6%	25	78.1%	32	100.0%	5.72	5.74
22. Applied appropriate management principles and practices							3	9.4%	4	12.5%	25	78.1%	32	100.0%	5.69	5.68
23. Communicates appropriately and effectively with colleges					1	3.2%	2	6.5%	7	22.6%	21	67.7%	31	100.0%	5.55	5.76
24. Provides appropriate support to colleges as needed							2	6.3%	7	21.9%	23	71.9%	32	100.0%	5.66	5.78
25. Follow up with appropriate action in response to problems/issues identified					1	3.2%	1	3.2%	4	12.9%	25	80.6%	31	100.0%	5.71	5.80
26. Supports activities within your region, if requested (e.g., program speaker, training)							1	3.1%	5	15.6%	26	81.3%	32	100.0%	5.78	5.81
V. Subtotal					2	1.1%	11	5.8%	32	16.8%	145	76.3%	190	100.0%	5.68	5.76
Scale: 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Somewhat Dissatisfied, 4 = Somewhat Satisfied, 5 = Satisfied, 6 = Very Satisfied																
VI. Clarity and Usefulness of MOU, Guidelines, and Procedures	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
27. Basic agreements documented in the VCT Memorandum of Understanding							2	6.5%	12	38.7%	17	54.8%	31	100.0%	5.48	5.32
28. Procedural guidelines as documented in the VCT Operations Manual							3	9.4%	16	50.0%	13	40.6%	32	100.0%	5.31	5.25
29. Procedures for creating and maintaining a current online course schedule each semester							5	15.6%	15	46.9%	12	37.5%	32	100.0%	5.22	5.22
30. Procedures for facilitating student enrollments through the online reservation system					1	3.1%	3	9.4%	12	37.5%	16	50.0%	32	100.0%	5.34	5.46
VI. Subtotal					1	0.8%	13	10.2%	55	43.3%	58	45.7%	127	100.0%	5.34	5.31

Coordinator Evaluation of the Virtual College of Texas -- FY 2006

	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
VII. VCT Website																
31. Online Course Schedule							2	6.3%	14	43.8%	16	50.0%	32	100.0%	5.44	5.60
32. Reservation System							2	6.3%	13	40.6%	17	53.1%	32	100.0%	5.47	5.71
33. Procedures for designating personnel to fill VCT positions at the website							4	12.9%	9	29.0%	18	58.1%	31	100.0%	5.45	5.28
34. Procedures for creating new users of the website's secure areas, assigning access authority and establishing passwords							2	6.3%	13	40.6%	17	53.1%	32	100.0%	5.47	5.35
35. Usefulness of online rosters and related functions							1	3.1%	11	34.4%	20	62.5%	32	100.0%	5.59	5.43
36. Usefulness of online Day of Record Rosters							1	3.1%	12	37.5%	19	59.4%	32	100.0%	5.56	5.07
37. Usefulness of online email Grade Reports							1	3.1%	10	31.3%	21	65.6%	32	100.0%	5.63	5.09
38. News and Reports area of website							4	12.9%	14	45.2%	13	41.9%	31	100.0%	5.29	5.12
39. Overall usefulness of the VCT website							2	6.3%	11	34.4%	19	59.4%	32	100.0%	5.53	5.52
VII. Subtotal							19	6.6%	107	37.4%	160	55.9%	286	100.0%	5.49	5.38
Scale: 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Somewhat Dissatisfied, 4 = Somewhat Satisfied, 5 = Satisfied, 6 = Very Satisfied																
VIII. Value of Meetings																
40. Summer Meeting (Austin Community College, May 22-23, 2006)					1	3.2%			11	35.5%	19	61.3%	31	100.0%	5.55	5.29
41. If you participated in any of the above meetings via audio conference, how satisfied were you with the experience?							1	3.2%	3	9.7%	27	87.1%	31	100.0%	5.84	4.83
VIII. Subtotal					1	1.6%	1	1.6%	14	22.6%	46	74.2%	62	100.0%	5.69	5.18

* Note: An additional question was asked in FY 2005 that was not included in FY 2006. To facilitate the comparison between FY 2005 and FY 2006 the FY 2005 mean was recalculated to reflect only the mean for questions 40 and 41.

Coordinator Evaluation of the Virtual College of Texas -- FY 2006

IX. Impact of VCT on your College	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
42. Increasing availability of courses needed by your students					1	3.1%	3	9.4%	10	31.3%	18	56.3%	32	100.0%	5.41	5.16
43. Increasing number of students taking distance learning courses at your college			1	3.1%	1	3.1%	4	12.5%	14	43.8%	12	37.5%	32	100.0%	5.09	4.95
44. Increasing your college's interest, willingness, and skill in collaborating with other colleges statewide			2	6.3%	2	6.3%	5	15.6%	14	43.8%	9	28.1%	32	100.0%	4.81	4.92
45. Increasing use of instructional software			1	3.3%	1	3.3%	7	23.3%	10	33.3%	11	36.7%	30	100.0%	4.97	4.90
IV. Subtotal			4	3.2%	5	4.0%	19	15.1%	48	38.1%	50	39.7%	126	96.8%	5.07	4.99
Scale: 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Somewhat Dissatisfied, 4 = Somewhat Satisfied, 5 = Satisfied, 6 = Very Satisfied																
Recommendations for improving impact of VCT on your College:	Very Dissatisfied		Dissatisfied		Somewhat Dissatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Total		FY 2006 Mean	FY 2005 Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
46. Overall satisfaction with VCT							4	12.5%	7	21.9%	21	65.6%	32	100.0%	5.53	5.57
47. Usefulness/appropriateness of data collected by this evaluation instrument							6	18.8%	15	46.9%	11	34.4%	32	100.0%	5.16	5.15

Coordinator Evaluation of the Virtual College -- FY 2006: Comments

Recommendations for VCT services/support that would help strengthen commitments:

The local catalog that we can develop is a plus.
Do not host at present.
I think we need to re-assess those who are still participating in VCT and those who are not. There are local college contacts listed on the VCT website who have indicated directly to students they no longer participate in the Virtual College of Texas and should seek another means to take a particular class. I have had students contact me from their local college(s) with this information.
Encourage students who have taken VCT classes write to the college administration; i.e. President, VP of Instruction, Provost and let them know how VCT courses have helped them achieve their educational goals.

(Host) Recommendations for improving inter-institutional communication and processes:

Do not host at present.
The DOR/Final grade roster feature is outstanding -- very efficient.
Have faculty communicate with VCT coordinators regarding student participation. I have had faculty members tell me that a VCT student enrolled in the course but never participated in the class even though the faculty signed a date of record roster. As the provider VCT coordinator, the first knowledge of the non-participation was when the instructors were assigning an "F" for the student. If the provider VCT coordinator knows the students were not participating, they could contact the host VCT coordinator and/or the student to see if they can help get the student participating or help the student drop the course.
Textbook support services could be improved.
I would like to keep record on the VCT system the day that a seat is reserved for the student.
I think some of the new procedures will help with grade reporting. There is a direct relationship between the number of problems with VCT courses and the amount of time between registering for a VCT course and the start date of the course. I don't think there is anything VCT can do to change this fact. I have probably not been very proactive in seeing what I can do to increase retention.

(Provider) Recommendations for improving inter-institutional communication and processes:

Multiple DOR/Grade Forms still. Not all were onboard the online system yet.
I would like students to communicate with either the instructor or if necessary the Provider VCT coordinator before dropping a course. Often we can make accommodations to retain this student. I would also like a way of communicating with the library, access office, and tutoring centers. It would be great if we could forward assignment descriptions, or communicate issues that we believe students need assistance with to the appropriate parties, so that they could be prepared to assist our VCT students.
Often the first time a VCT coordinator becomes aware there is a problem with a student is when we are getting grades. As a VCT coordinator, we need to be more pro-active in checking on the status of the VCT students, both students we are hosting and students we are providing instruction.
Textbook services could be improved. Instructors could post students grades in a more timely fashion.
We would like to see the grade rosters released the week before final exams. This will allow some faculty to input their grades early, especially if they need to input the final grades for students who will be graduating.

Coordinator Evaluation of the Virtual College -- FY 2006: Comments

Recommendations for improving VCT staff's effectiveness:

Your assistance and appropriate intervention was the catalyst in getting my institution (and me) through the Individual Compliance Certification phase of the SACS review of VCT practices. THANK YOU ALL!!
The VCT staff does a great job.
Give Ron and Aleta a raise!!!
Great Job VCT Staff!!! Another great year! Thank you for your services.
I have had a great deal of success communicating with Aleta Garcia and Ron Thomson, they have been very supportive of my campus's activities involving VCT and other important matters.

Recommendations for improving clarity and usefulness of guidelines and procedures:

Individual differences between campuses makes reservations and registration less efficient than it could be.
My only suggestion is to have a link to add a student in the student administration panel, it took me about thirty minutes to figure it out and the process to add a new student is not really documented in the VCT manual

Recommendations for improving Website:

Need to be able to list more than one counselor at the website. Additional counselors have been put under other.
seems to be coming together... Need all colleges to participate in the online rosters/grades.
The DOR response is a bit confusing since you leave no mark if a student attends. I think I have received a couple marked in error since the instructor thought they should fill in the dot if the student had attended. Main problem with the grading is that too many are still not using it. I think that will improve this year.
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I think the VCT Coordinator should have the capability to access all areas of the VCT website without another username/password (i.e., registrar's area, etc.)... just a thought.
Browser security has to be lowered to access the VCT website and that makes our computer more vulnerable to hackers. With identity theft such an issue this should be corrected.
I would just like to suggest that colleges always keep the most updated contact information on the VCT website. It was a little hard to get a hold of representatives from 2 colleges. Besides that, its great.
The only problem I ran into was Internet Explore 6's aversion to 3rd party cookies, if that could be resolved on the host side it would help my instructors to use the site without having to all but disable security (or switch Internet browsers).

Coordinator Evaluation of the Virtual College -- FY 2006: Comments

Recommendations for improving impact of VCT on your college:

VCT has provided the impetus for more local distance education classes.

Participation in VCT was my institution's first real experience with building an online program. It still serves as a great way to communicate with other colleges and share policy and best practices in order to improve our distance learning effort.

Do more in service training on VCT and how it works. VCT training was done early in the development of VCT but has not continued to be offered. Training should continue to be offered to advisors, faculty, and department chairs.

The increase in SACS requirements has made many schools strengthen their own distance learning programs.