



# **Measuring Student Access and Success**

**A Longitudinal View  
Fall Terms  
1995-2005**

**Western Nevada Community College  
Office of Institutional Research**

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# 1 Student Access

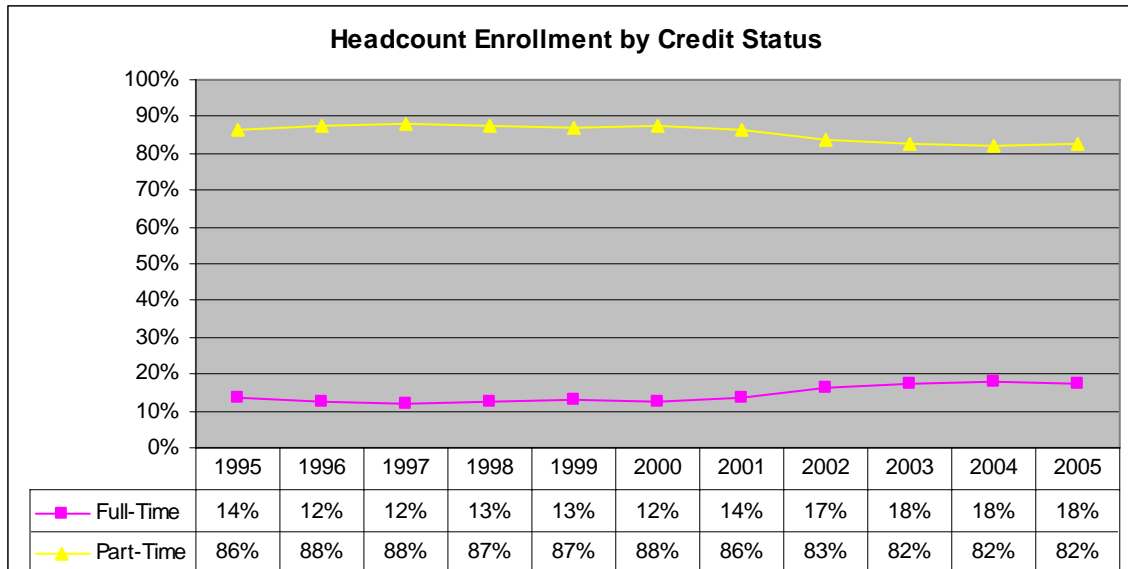
## 1.1 Headcount Enrollment by Credit Status

**Definition of Measure:** This measure shows unduplicated headcount enrollment as of fall census date for full-time and part-time load categories. A student carrying 12 or more units is defined as full-time and less than 12 as part-time.

**Uses of Measure:** This measure shows the level of participation for different load status.

**Analysis:** The overall percentage of full-time and part-time students has remained at 18% and 82% respectively for the last three years.

**Source:** Department of Institutional Research, Student Information System



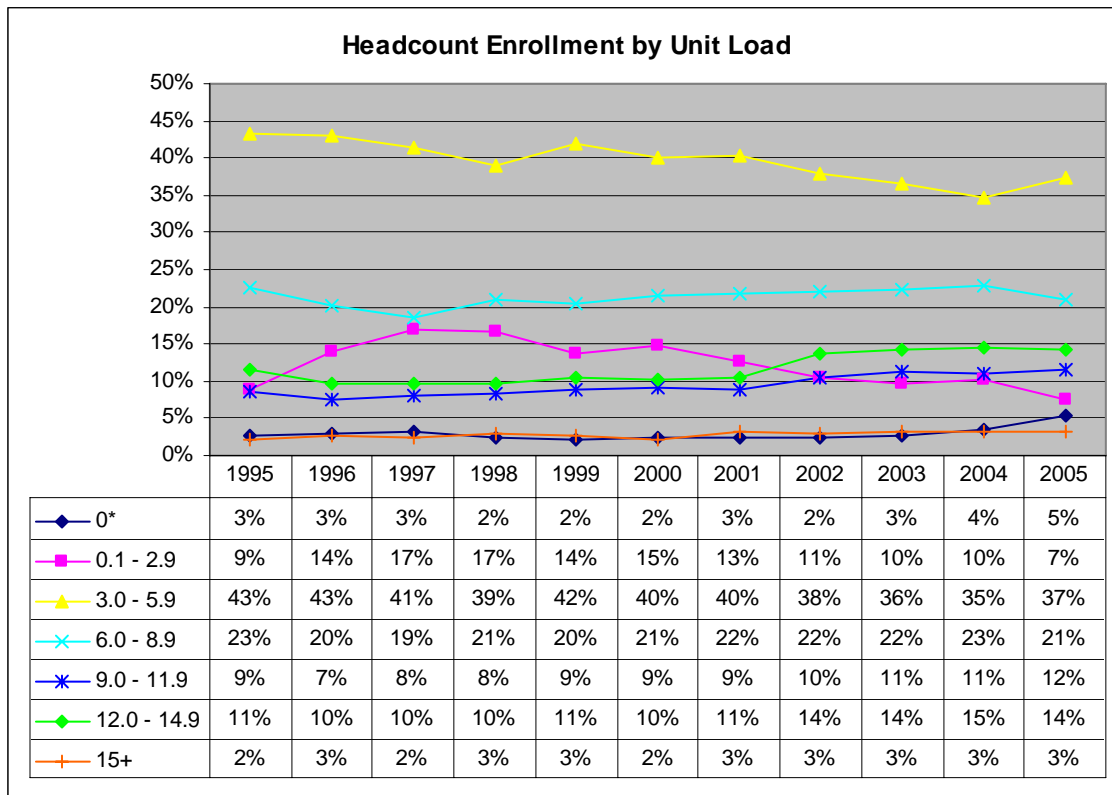
## 1.2 Headcount Enrollment by Unit Load

**Definition of Measure:** This measure shows unduplicated headcount enrollment by unit load carried.

**Uses of Measure:** This measure shows the level of student participation by unit load.

**Analysis:** The majority of students enroll in at least 3.0 but less than 6.0 credits. There has been a 6% increase in the percentage of students enrolled in at least 9 but less than 15 credits.

**Source:** Department of Institutional Research, Student Information System



\* Students who withdrew after 100% refund date

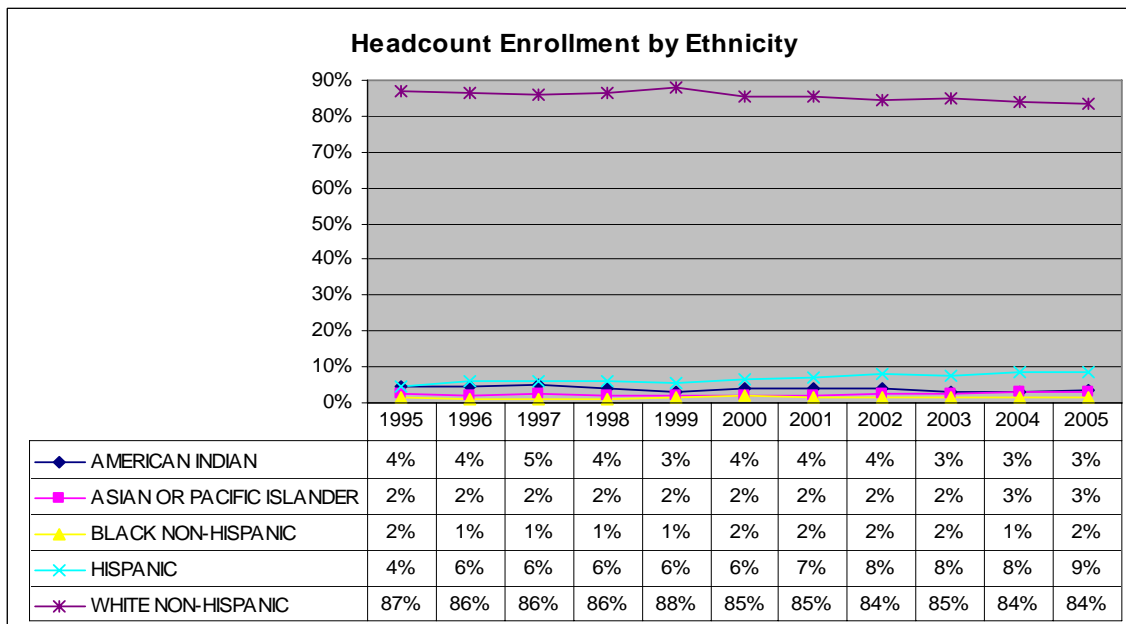
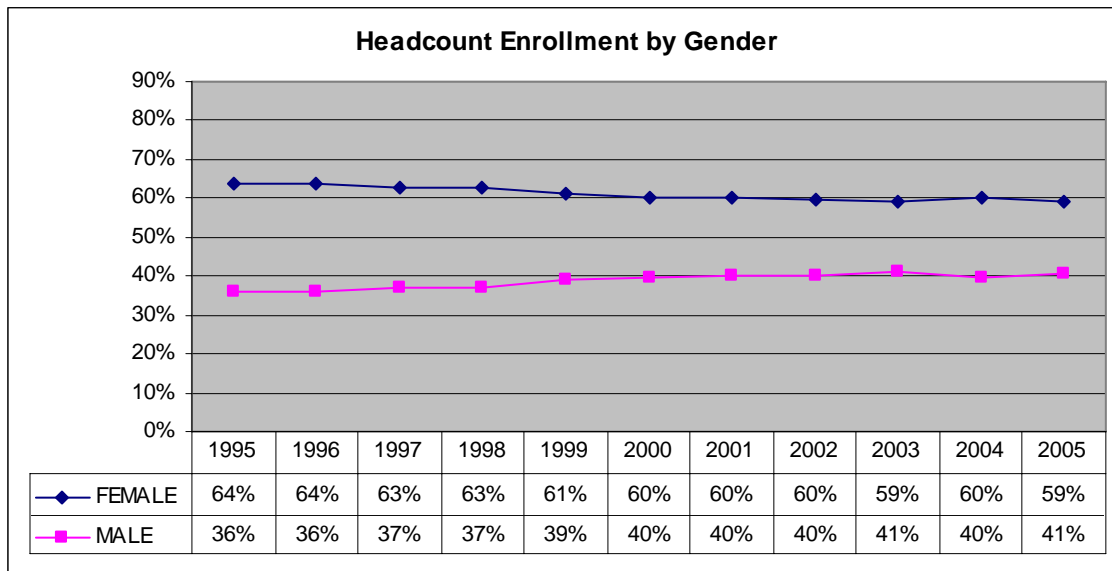
### 1.3 Headcount Enrollment by Gender and Ethnicity

**Definition of Measure:** This measure shows headcount enrollment by gender/ethnicity. Percent does not include unknowns.

**Uses of Measure:** This measure shows the level of student participation by gender and ethnicity.

**Analysis:** The male to female headcount ratio has remained relatively stable. The percentage of Hispanic students has increased 5% while the percentage of other ethnic minorities has been stable.

**Source:** Department of Institutional Research, Student Information System



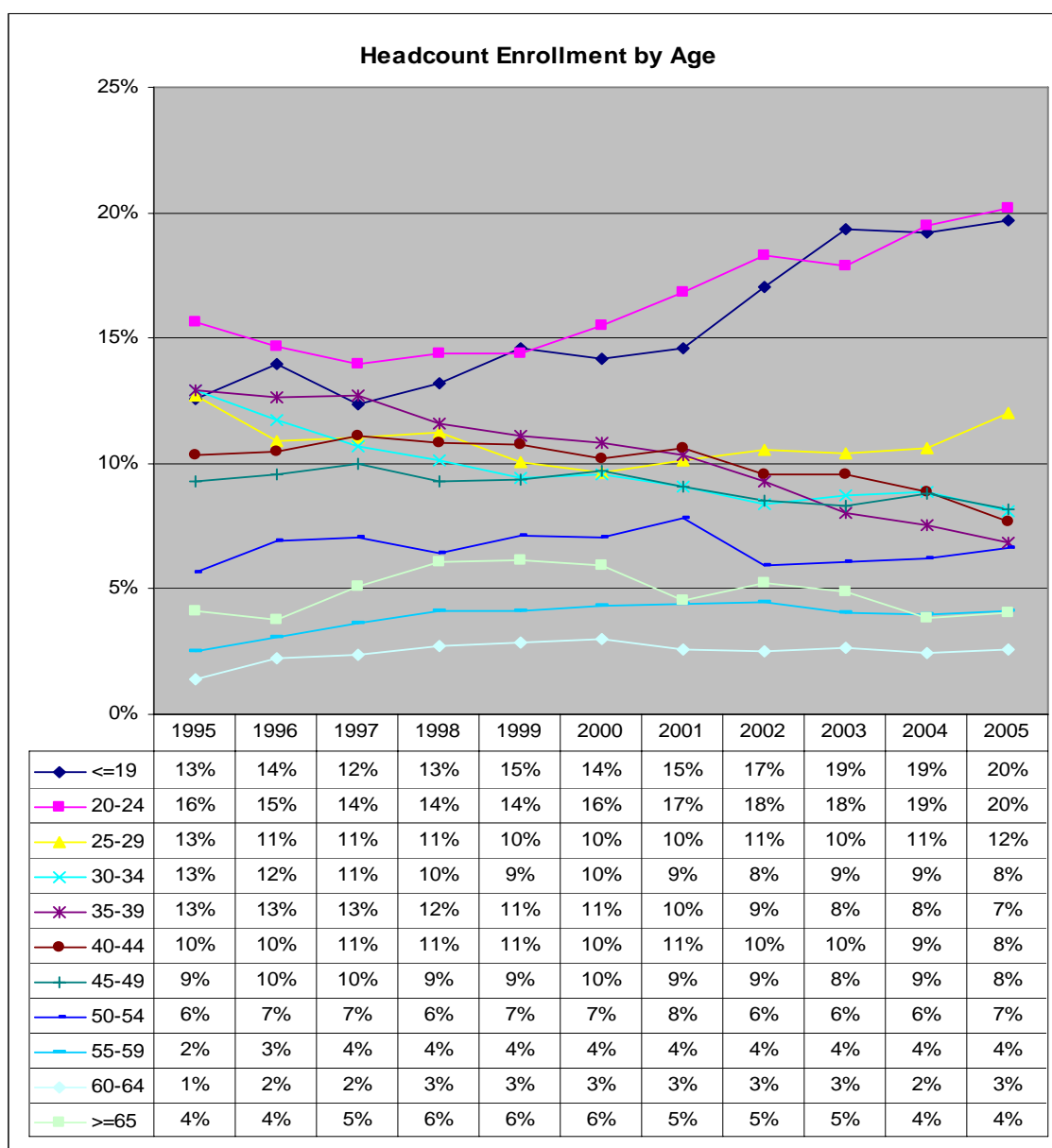
## 1.4 Headcount Enrollment by Age

**Definition of Measure:** This measure shows unduplicated headcount enrollment of all students by age categories. To be counted, a student was enrolled with at least .5 units on the Fall census date. Nineteen and under includes co-enrolled high school students. Percent does not include unknowns.

**Uses of Measure:** This measure shows the level of participation for different age categories.

**Analysis:** The percentage of students 24 and under has increased by 11%, while the percentage of students 30 to 44 has decreased by 13%.

**Source:** Department of Institutional Research, Student Information System.



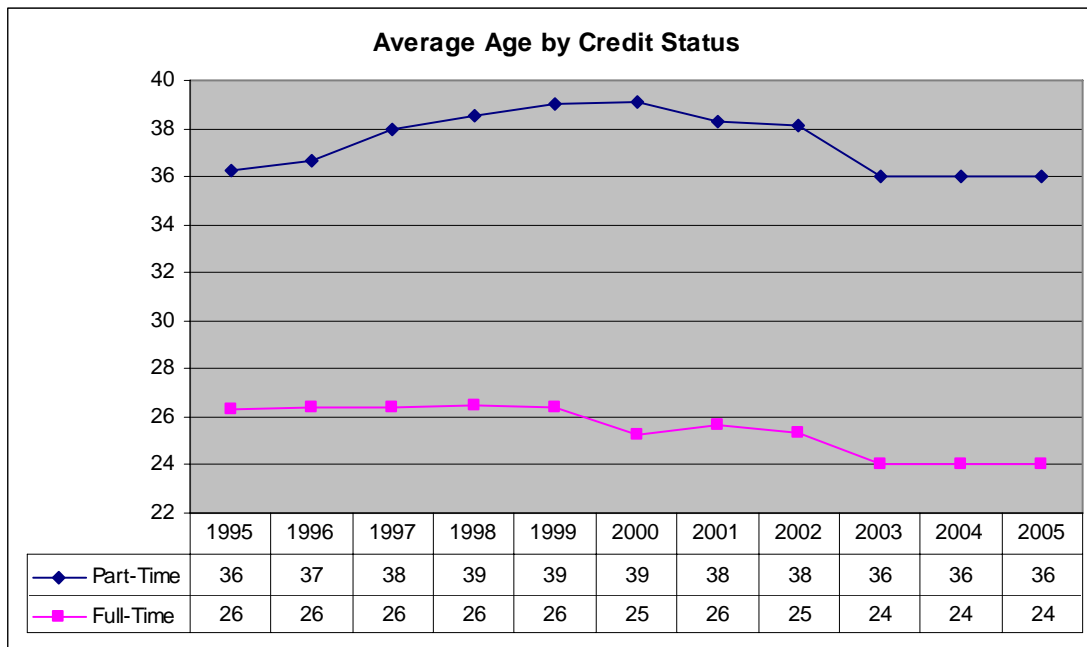
## 1.5 Average Age of Student by Credit Status

**Definition of Measure:** This measure shows the average age for students in the full-time and part-time load categories.

**Uses of Measure:** This measure shows the average age for different load status.

**Analysis:** The average age of full-time students is more than 12 years younger than the average age of part-time students

**Source:** Department of Institutional Research, Student Information System



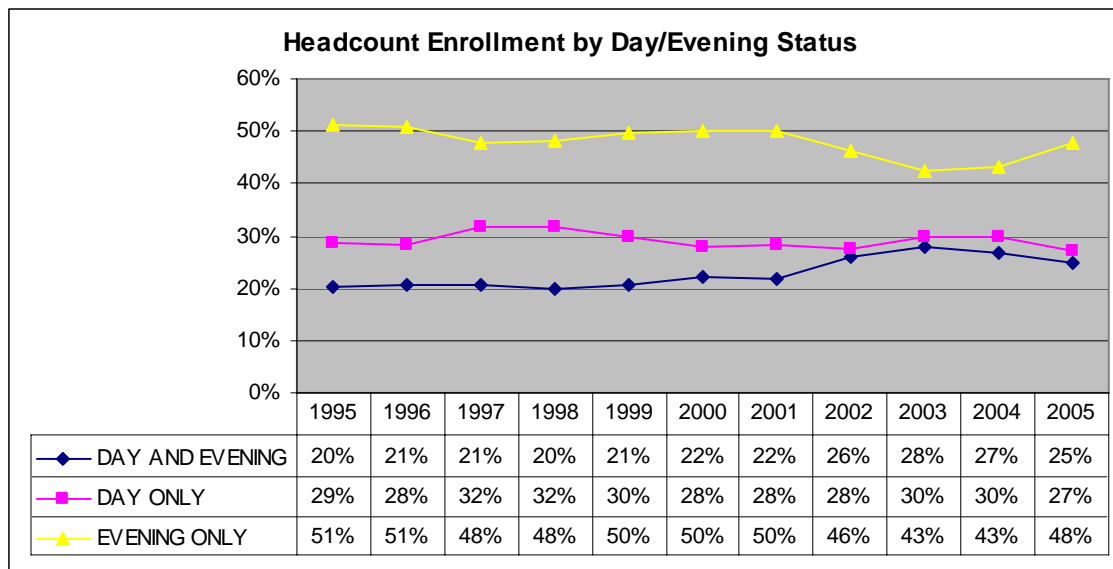
## 1.6 Headcount Enrollment by Day/Evening Status

**Definition of Measure:** Classes scheduled to begin after 4:30 p.m. are defined as evening classes. Headcount enrollment is an unduplicated count. Percent does not include unknowns.

**Uses of Measure:** This measure shows the level of student participation by the time of day classes are attended. It also illustrates the institutional effort to offer instruction to nontraditional students during evening hours.

**Analysis:** About half of our students attend classes during the evening only, one quarter attend classes during the day only, and one quarter attend day and evening classes.

**Source:** Department of Institutional Research, Student Information System



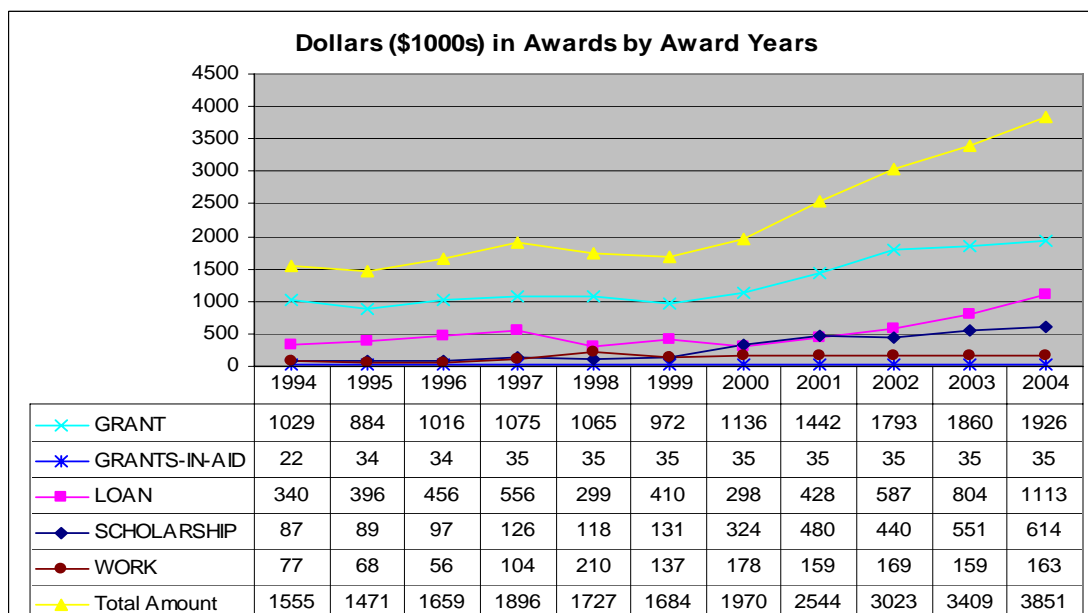
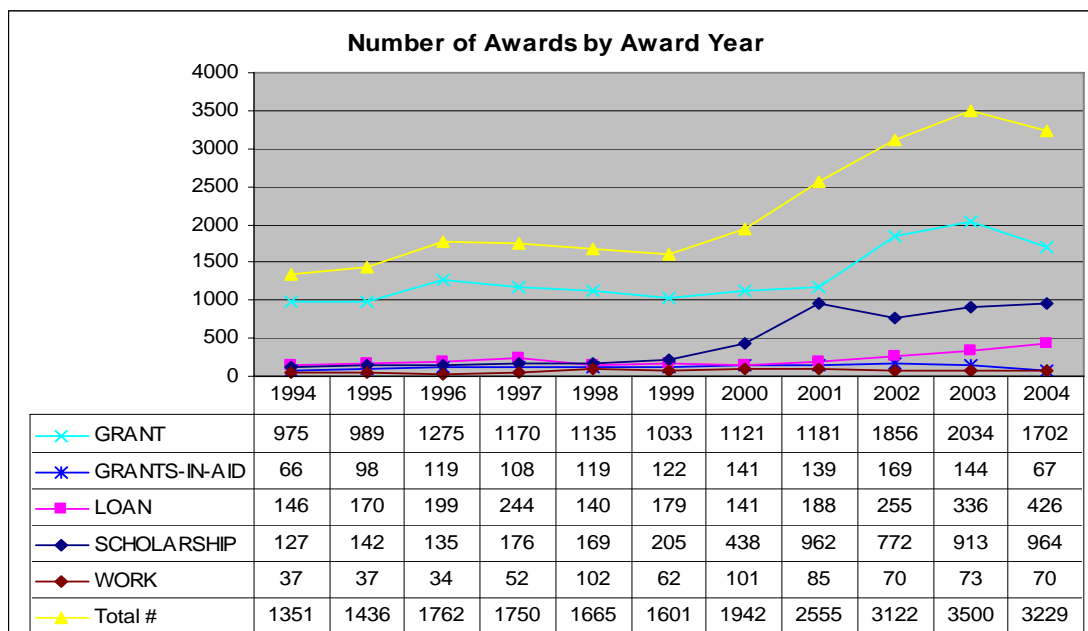
## 1.7 Number of Awards and Dollars Provided in Financial Aid by Aid Types by Award Years

**Definition of Measure:** This measure shows the number of financial aid awards and the total dollar amount of aid provided, by type of aid. An award year is Jul 1 to Jun 30. A student often receives more than one award.

**Use of Measure:** This measure shows changes in the number of financial aid awards and aid dollars.

**Analysis:** The total dollar amount of financial aid awards has increased by \$2,296,000. This total excludes aid provided by the Veterans Administration.

**Source:** Department of Institutional Research, Student Information System



## 1.8 Percent of Recent Service Area High School Graduates

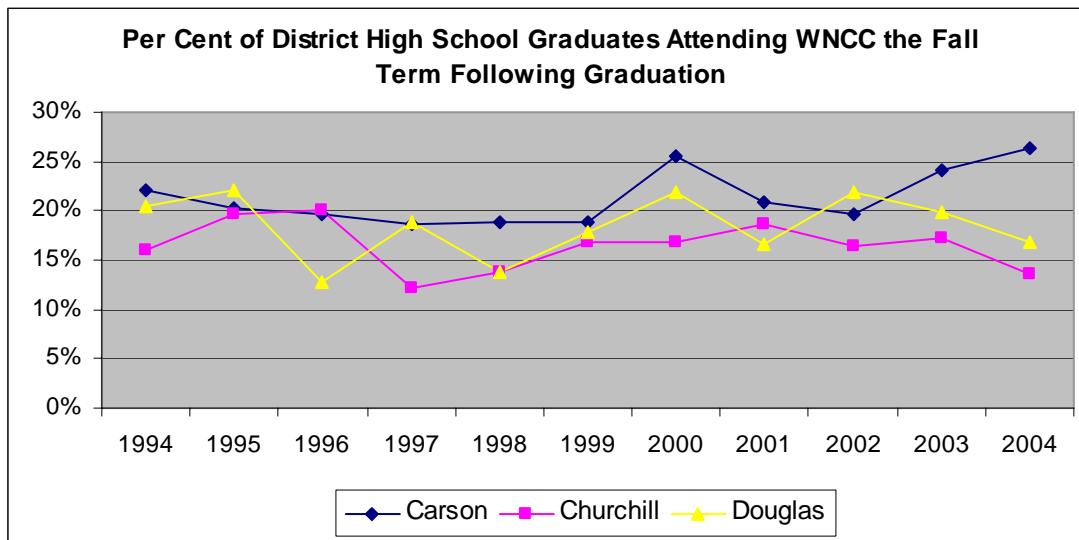
**Definition of Measure:** This measure shows the Fall term enrollment of recent high school graduates as a percentage of service area high school graduates.

**Uses of Measure:** Recent high school graduates are an important source of new students at WNCC. Changes in the participation rate reflect changes in access for the different service area high schools.

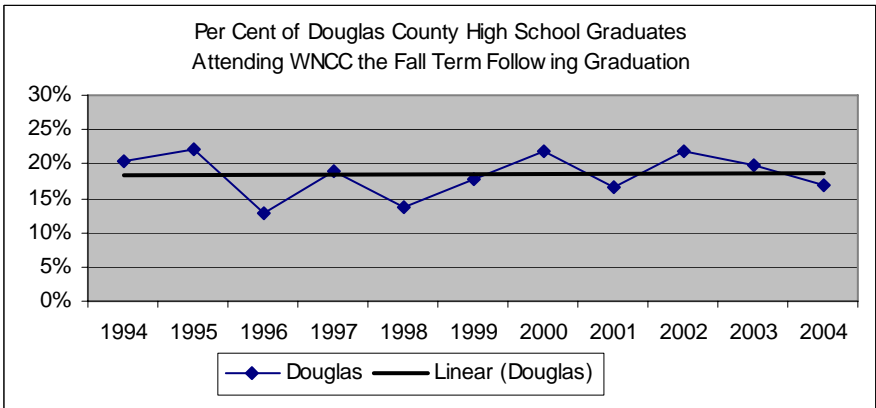
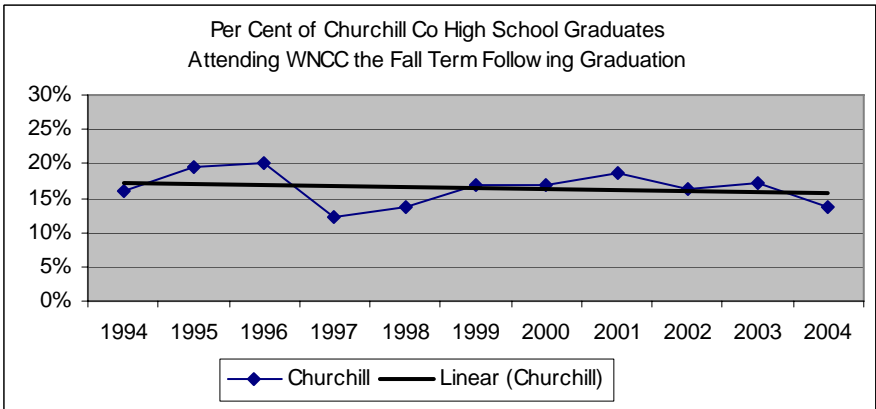
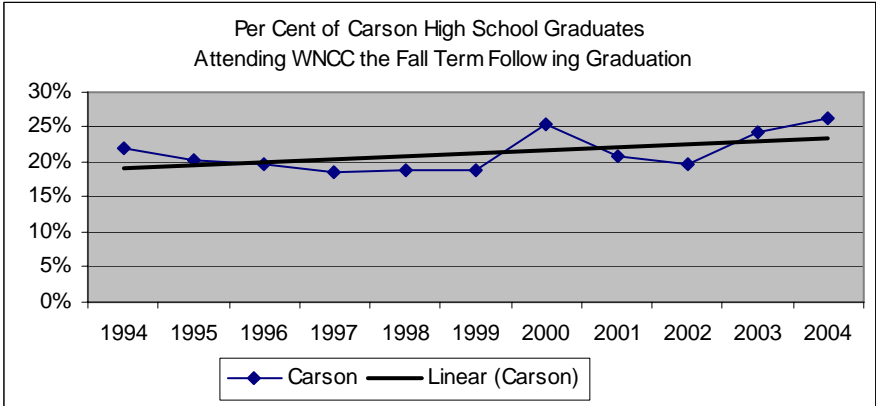
**Analysis:** The participation of recent graduates from Carson high school continued to increase by just under 2% in 2004. The participation rate of recent graduates from Churchill and Douglas high schools decreased by 3.6% and 3% respectively in 2004.

The number of students attending WNCC from Fernley, Mineral, Pershing, Smith Valley, Storey, Yerington and Whittell high schools is too small to create a reliable percentage.

**Source:** NV Department of Education, Department of Institutional Research, Student Info System



NV Department of Education.  
2005 high school graduate information is not yet available.



## 2 Student Success

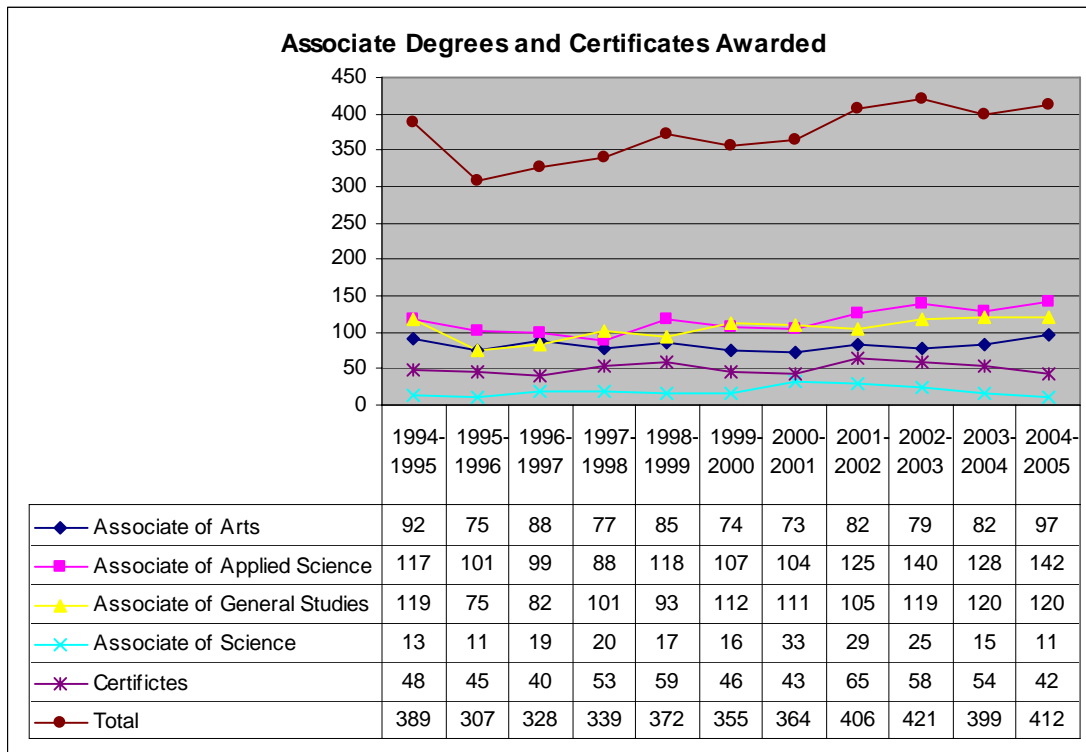
### 2.1 Number of Associate Degrees and Certificates Awarded

**Definition of Measure:** This measure shows the total degrees and certificates awarded in an academic year by type. An academic year was defined as fall, spring, and summer.

**Use of Measure:** An award represents a completed educational goal for students and an achieved product for the institution.

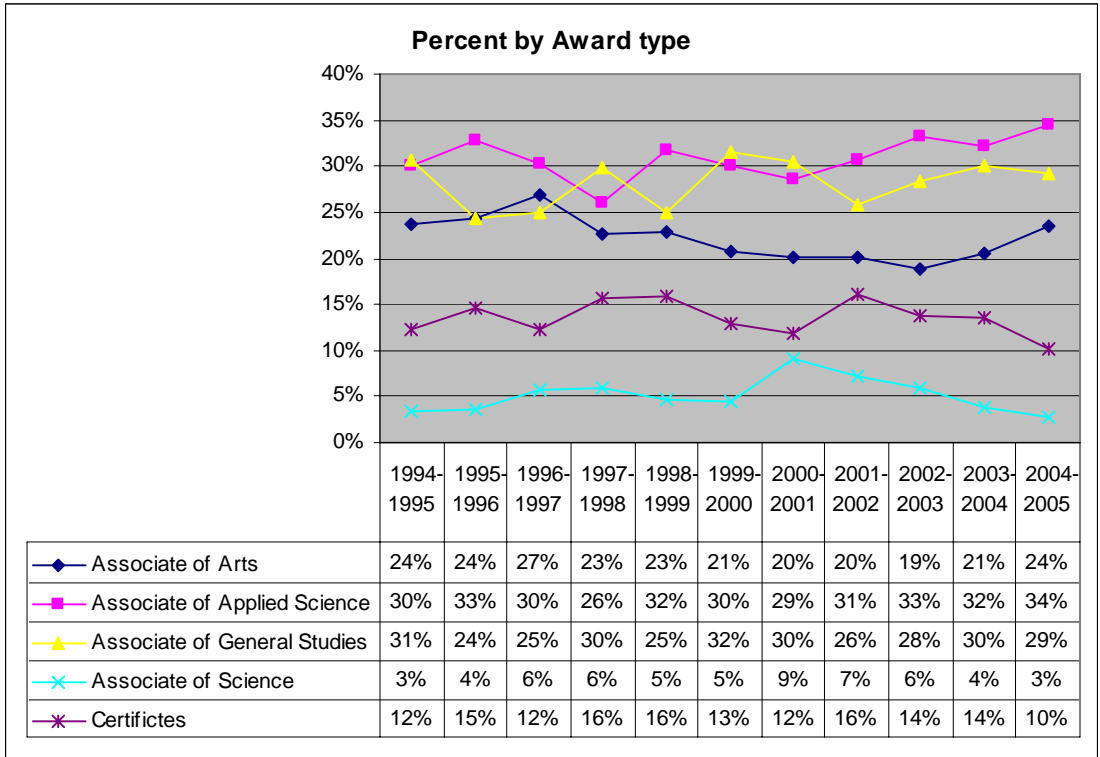
**Analysis:** There has been a gradual increase in the number of degrees granted overall with the greatest increases occurring in Associate of Applied Science (AAS) and Associate of Arts (AA) degrees.

**Source:** Department of Institutional Research, Student Information System



**Analysis:**

Applied Science is our most popular degree followed by General Studies.



## 2.2 Student Retention

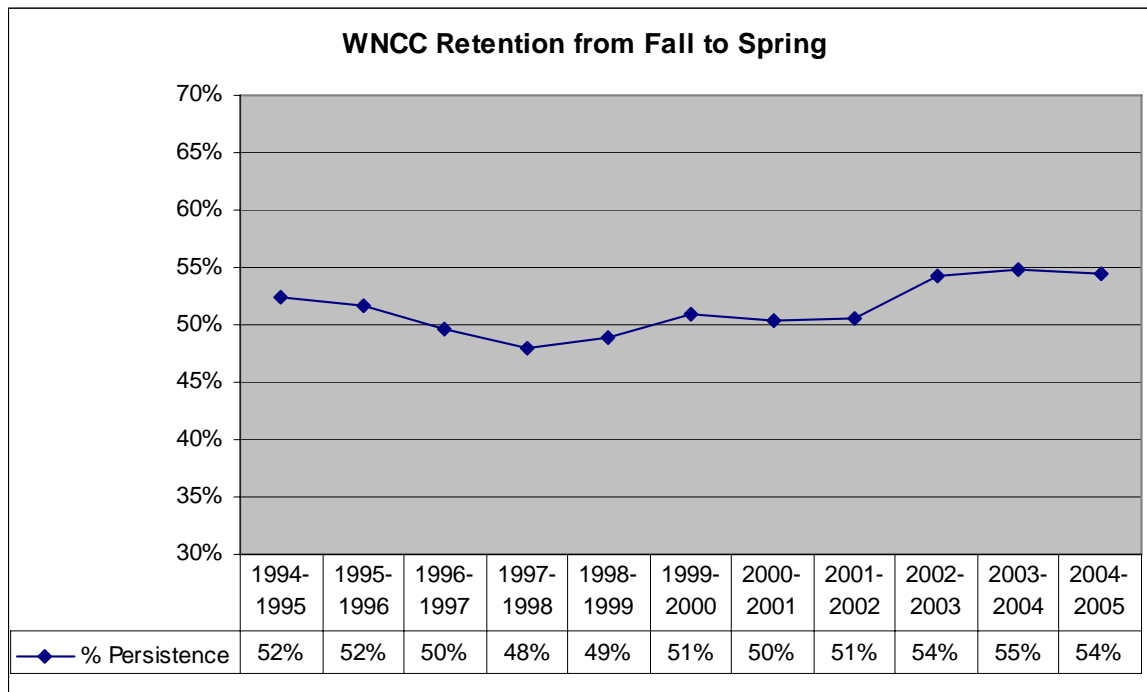
**Definition of Measure:** Retention rate is calculated as the headcount enrollment of students who return for the second term, divided by the total headcount enrollment during the first term minus the number of graduates from the first term.

**Use of Measure:** Retention rate is a measure of endurance by students in their continued pursuit of studies (from term to term) towards the completion of an educational goal or training objective.

**Analysis:** There has been a gradual increase in fall to spring retention.

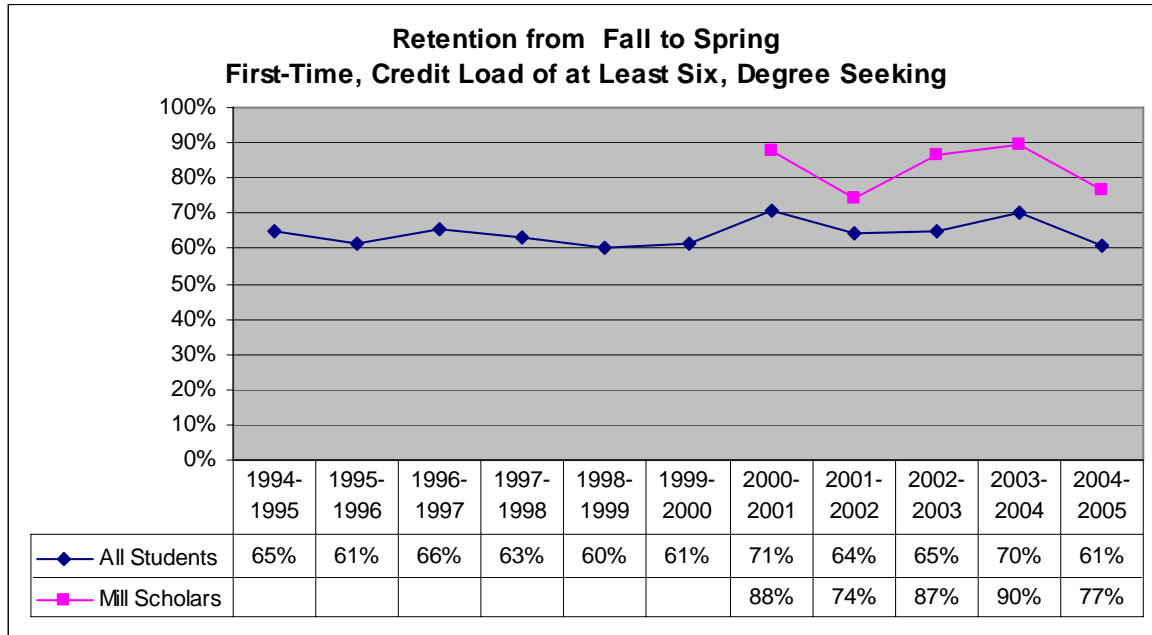
**Source:** Dept of Institutional Research, Student Information System

### 2.2.1 Retention from Fall to Spring



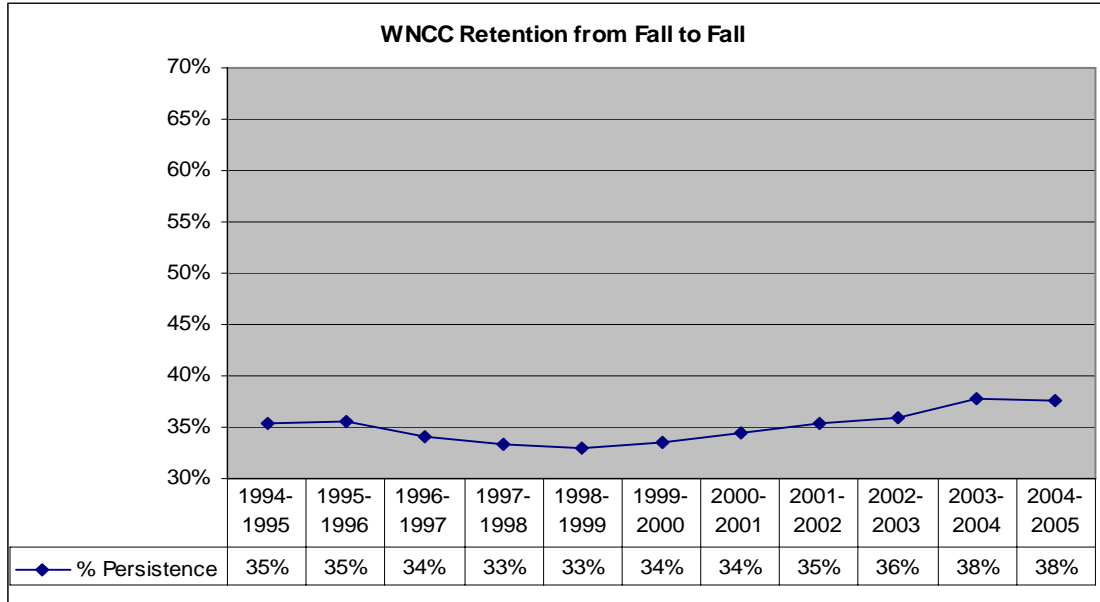
## 2.2.2 Retention from Fall to Spring: First-time, Credit Load of at Least Six, Degree Seeking

**Analysis:** Millennium scholars have a significantly higher fall to spring retention rate than non-millennium scholars.



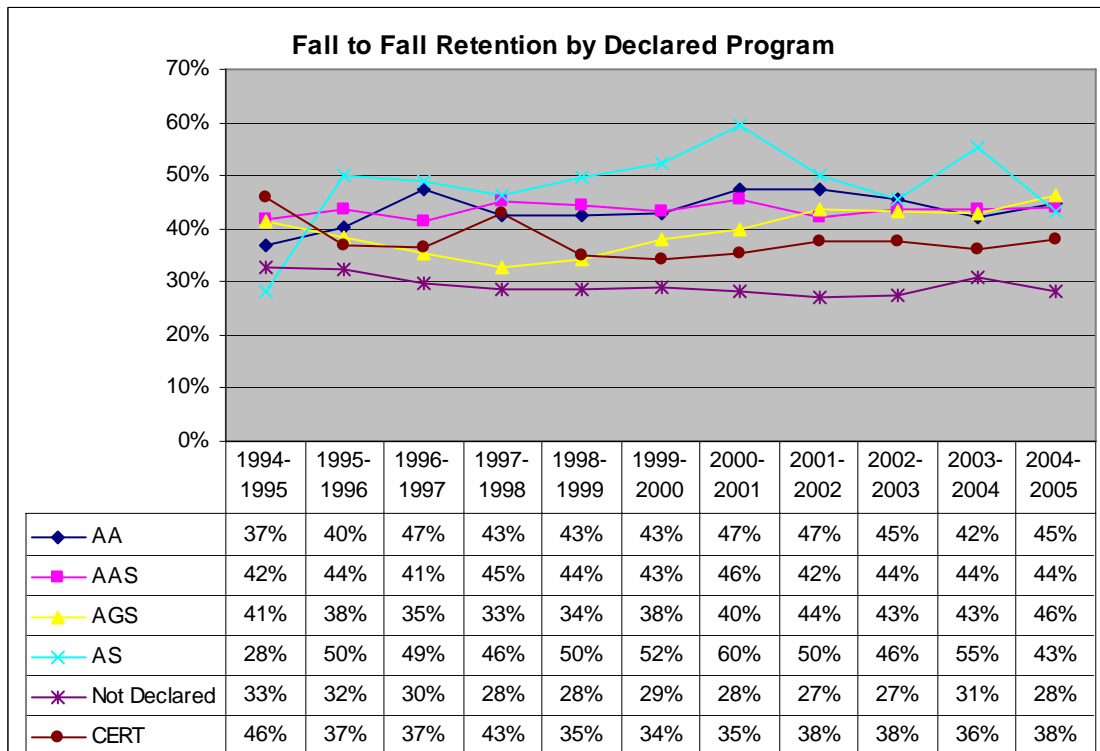
### 2.2.3 Retention from Fall to Fall

**Analysis:** Retention from fall to fall rates have been steadily increasing since 1999.



### 2.2.4 Retention from Fall to Fall by Declared Program

**Analysis:** Fall to fall retention of degree seeking students is improving in all programs.



## 2.3 Course Retention

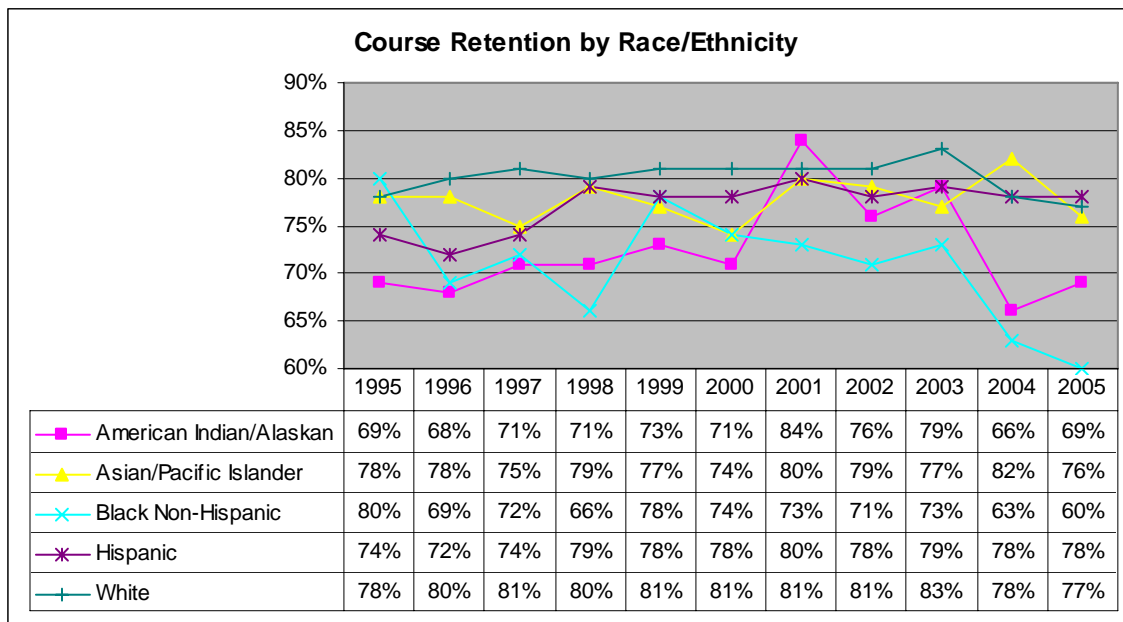
**Definition of Measure:** The course retention rate is the initial course enrollment that remains enrolled at the end of the course (end of term grade of A, B, C, D, F, P).

**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students.

**Analysis:** Course retention rate is highest for Hispanic, White, and Asian/Pacific Islander students.

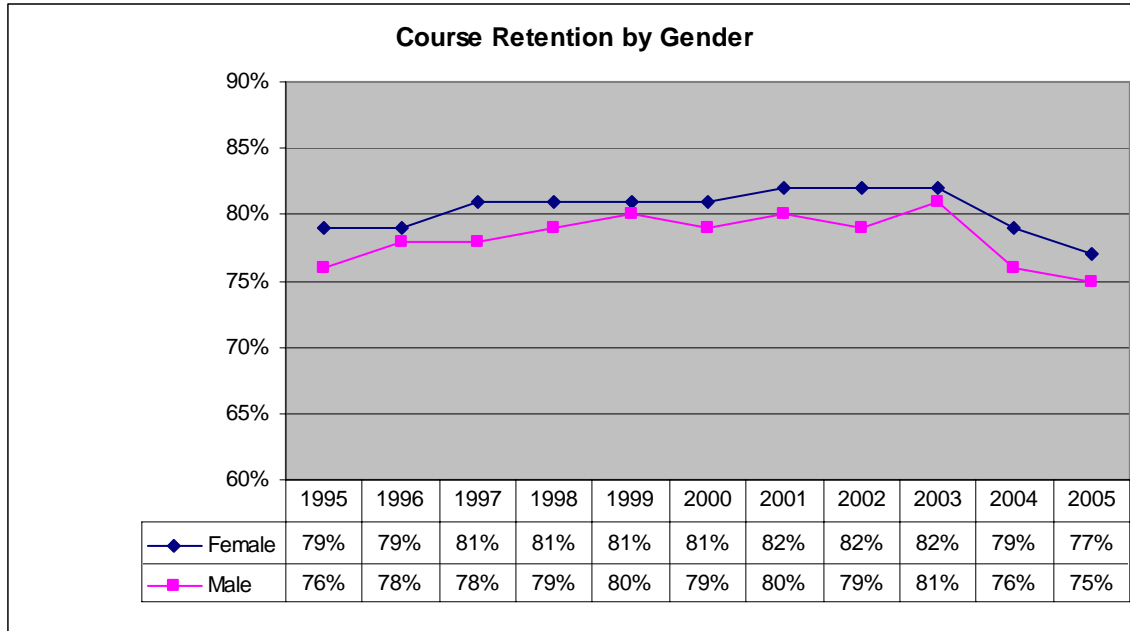
**Source:** Department of Institutional Research, Student Information System

### 2.3.1 Course Retention by Race/Ethnicity



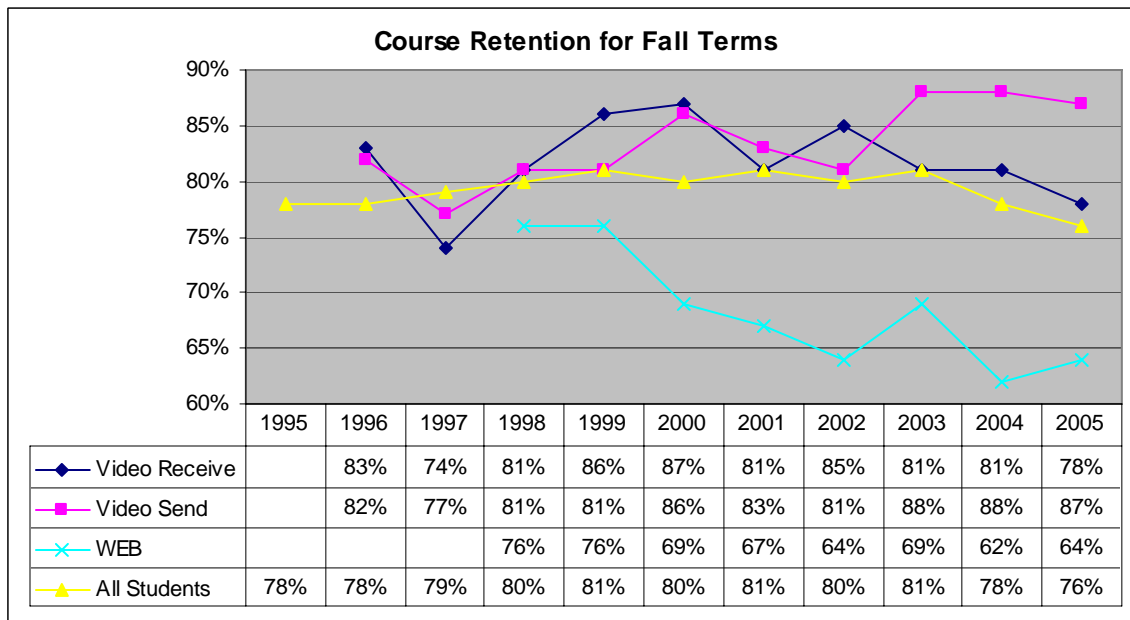
### 2.3.2 Course Retention by Gender

**Analysis:** The female course retention rate is consistently higher than the male retention rate.



### 2.3.3 Course Retention for Distance Education

**Analysis:** The course retention rate for web courses is significantly lower than the retention rate for other distance education courses.



## 2.4 Successful Course Completion

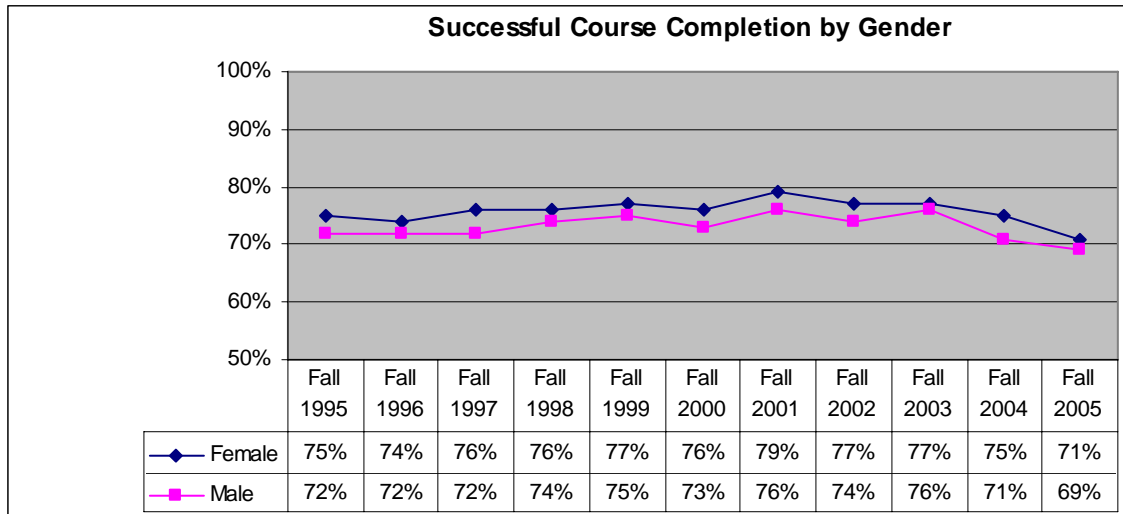
**Definition of Measure:** Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment.

**Uses of Measure:** Successful course completion is an indicator of student academic performance.

**Analysis:** The female successful course completion rate has consistently been higher than the rate for males.

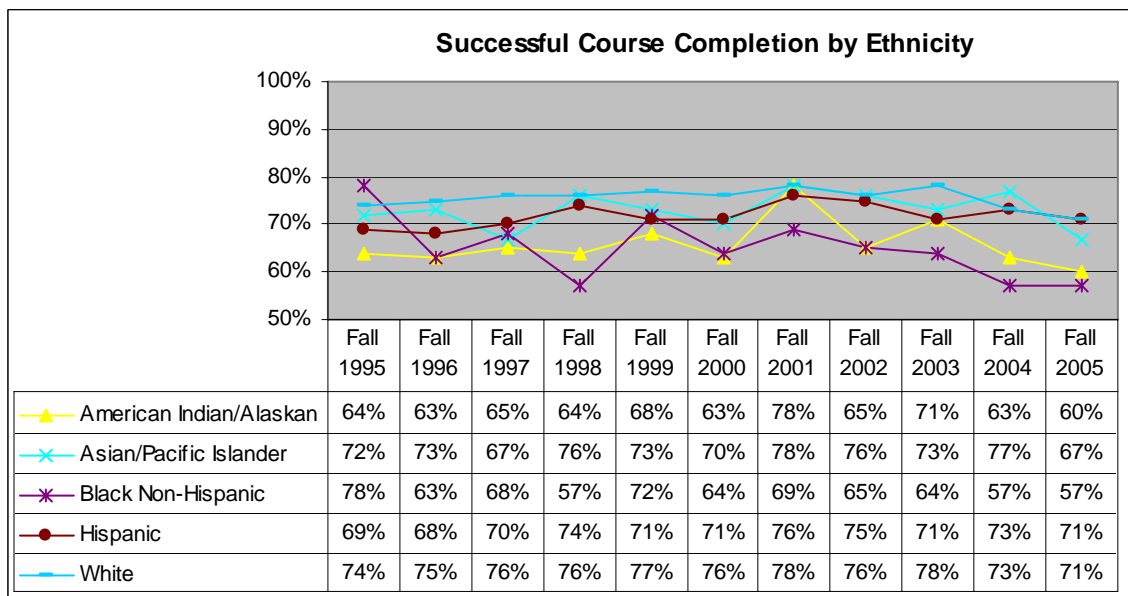
**Source:** Department of Institutional Research, Student Information System

### 2.4.1 Successful Course Completion by Gender



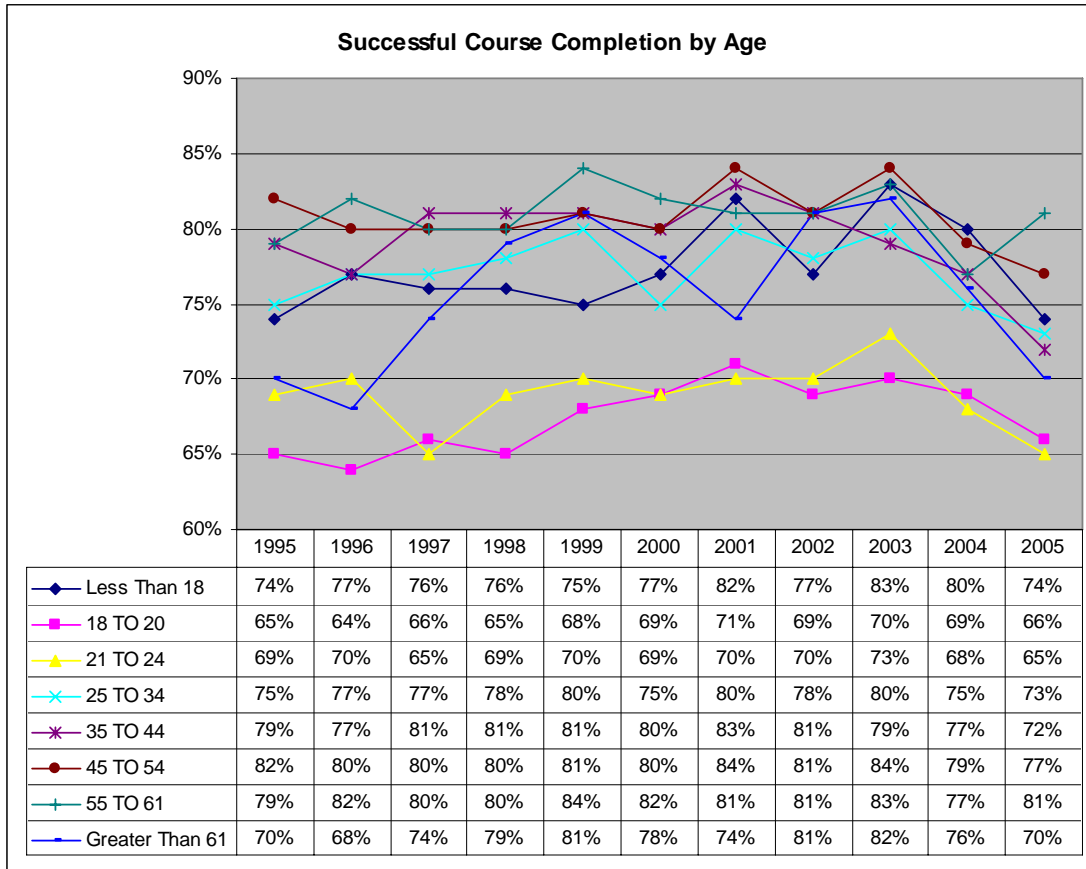
### 2.4.2 Successful Course Completion by Ethnicity

**Analysis:** In 2005, White and Hispanic students have the highest course completion rates.



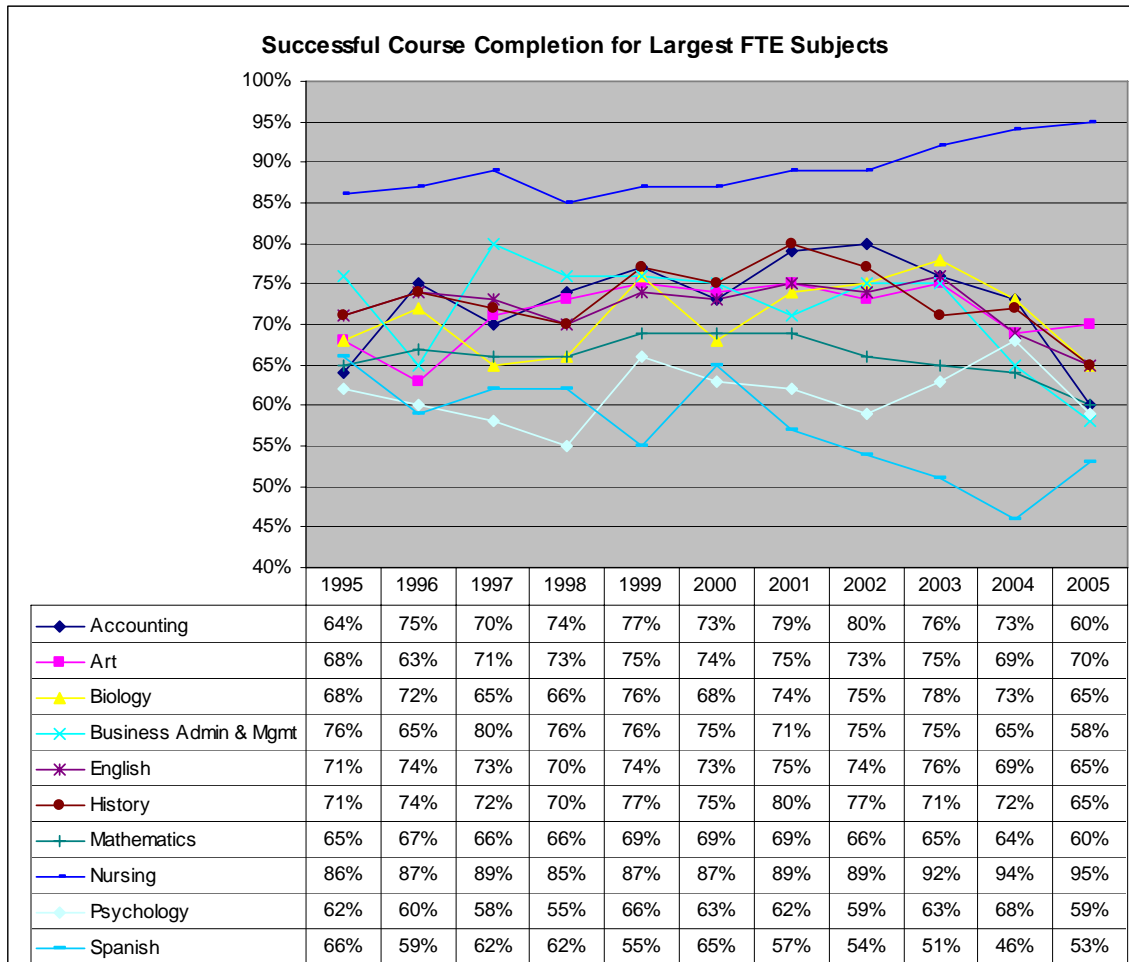
## 2.4.3 Successful Course Completion by Age

**Analysis:** Completion rate is lowest for students 18 to 24.



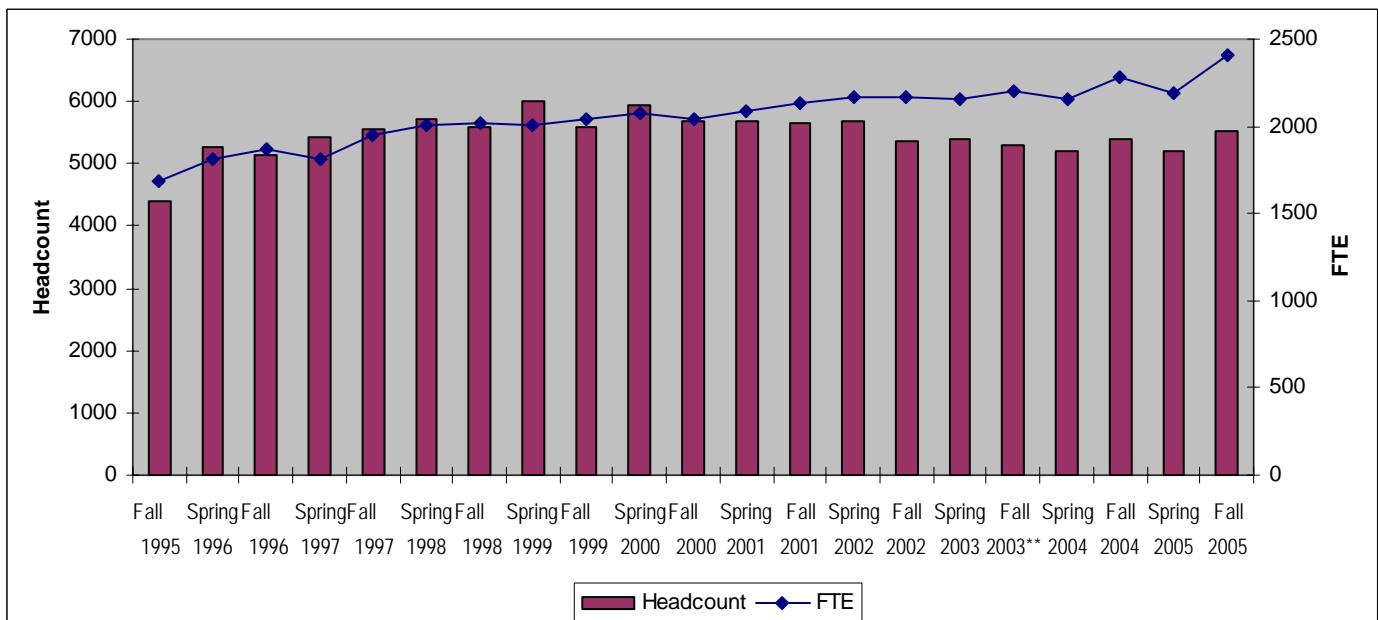
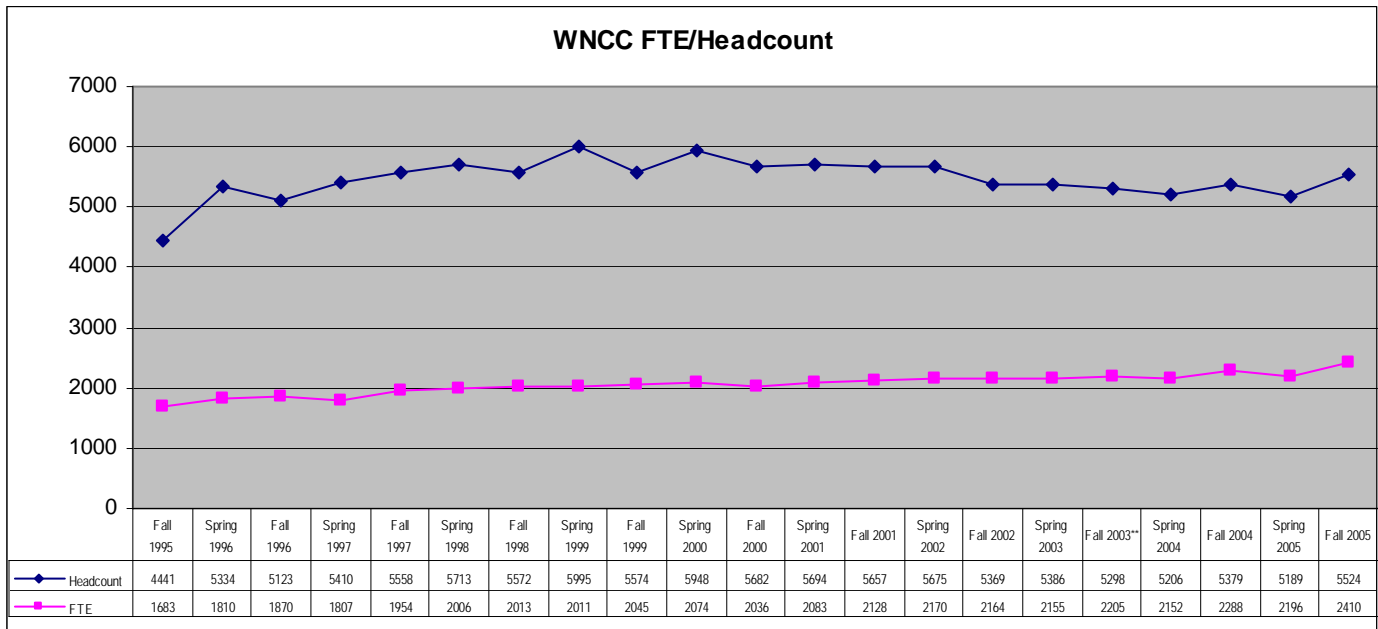
## 2.4.5 Successful Course Completion by Subject

**Analysis:** Nursing has the highest successful course completion rate.



### 3 Tables

#### 3.1 Headcount and Full-Time Equivalent Students (FTES)



\*\* Fall 2003 official enrollment represents end of semester enrollment plus carryover from Spring 2003