

**Performance of Western Nevada Community College
on Selected Measures
Fall 2000 and Fall 2001**

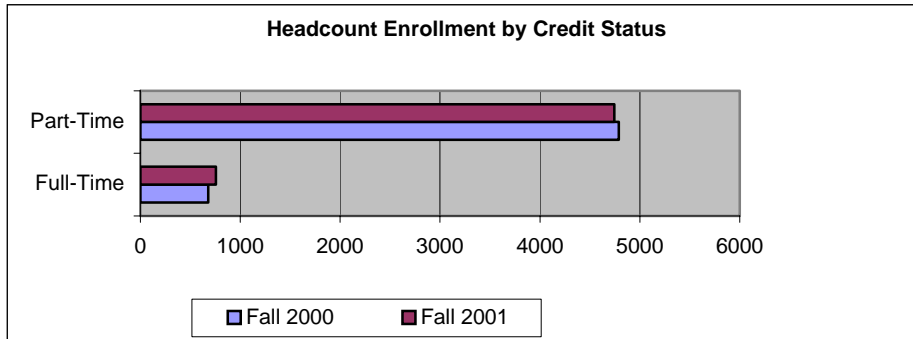
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1 Student Access

1.1 Headcount Enrollment by Credit Status and Load for Fall 2000 and Fall 2001



Load	Fall 2000		Fall 2001		Change	
	Enroll	Percent	Enroll	Percent	Number	Percent
Full-Time	678	12.4%	756	13.7%	78	11.5%
Part-Time	4788	87.6%	4744	86.3%	-44	-0.9%
Total	5466	100.0%	5500	100.0%	34	0.6%

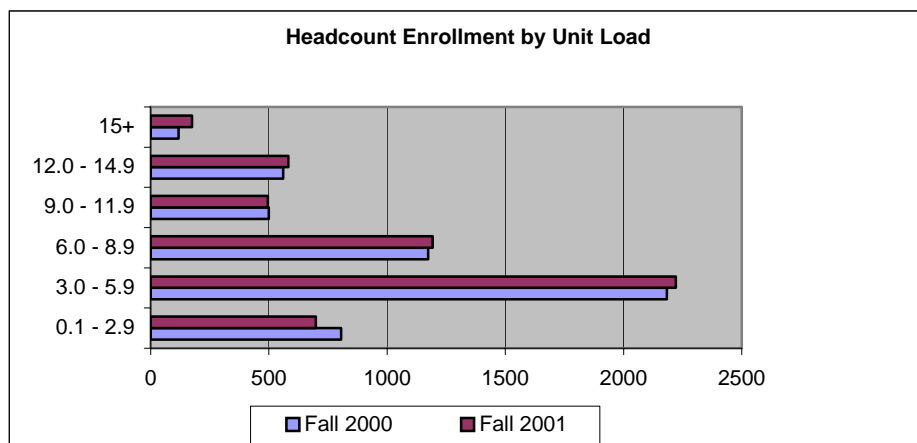
Definition of Measure: This measure shows unduplicated headcount enrollment as of census date for full-time and part-time load categories. A student carrying 12 or more credit units is defined as full-time and less than 12 as part-time. Carry over was not included.

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

Analysis: The percent of full-time students increased by 1.3%.

Source: Department of Institutional Research, Student Information System

1.2 Headcount Enrollment by Unit Load of Students for Fall 2000 and Fall 2001



Load	Fall 2000		Fall 2001		Change	
	Enroll	Percent	Enroll	Percent	Number	Percent
0	127	2.3%	138	2.5%	11	8.7%
0.1 - 2.9	805	14.7%	698	12.7%	-107	-13.3%
3.0 - 5.9	2183	39.9%	2221	40.4%	38	1.7%
6.0 - 8.9	1173	21.5%	1192	21.7%	19	1.6%
9.0 - 11.9	500	9.1%	495	9.0%	-5	-1.0%
12.0 - 14.9	560	10.2%	582	10.6%	22	3.9%
15+	118	2.2%	174	3.2%	56	47.5%
Total	5466	100.0%	5500	100.0%	34	0.6%

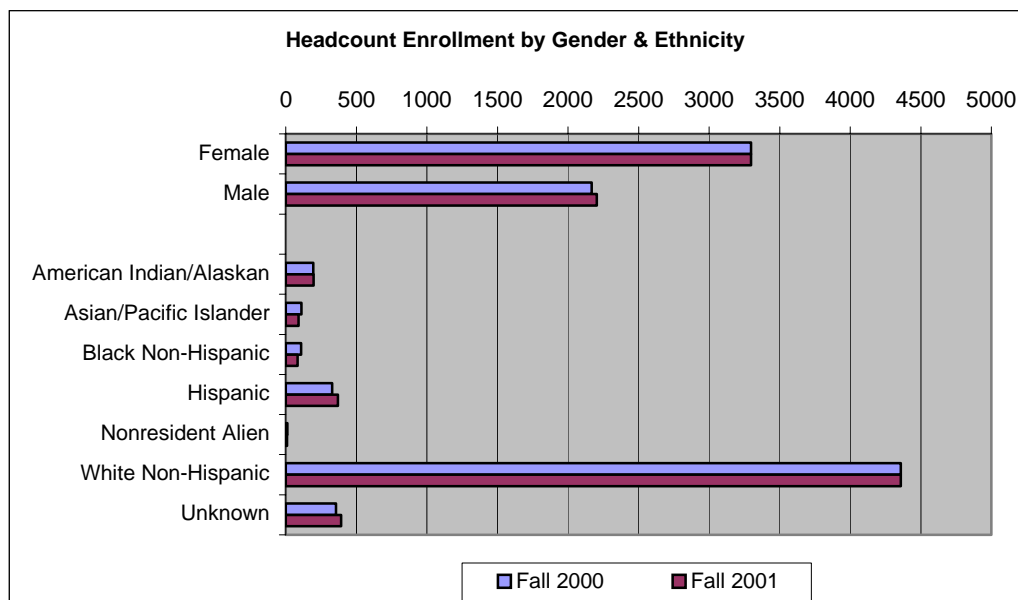
Definition of Measure: This measure shows unduplicated headcount enrollment by unit load carried. Students with zero units withdrew after 100% refund date.

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

Analysis: There was a slight increase in the percentage of students taking 12 or more credits, and a slight decrease in the number taking more than 0 but less than 3 credits.

Source: Department of Institutional Research, Student Information System

1.3 Headcount Enrollment by Gender and Ethnicity for Fall 2000 and Fall 2001



Gender/Ethnicity	Fall 2000		Fall 2001		Change	
	Number	Percent*	Number	Percent*	Number	Percent
Female	3298	60.0%	3297	59.9%	-1	0.0%
Male	2168	39.4%	2203	40.1%	35	1.6%
Unknown	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan	194	3.8%	198	3.9%	4	2.1%
Asian/Pacific Islander	111	2.2%	90	1.8%	-21	-18.9%
Black Non-Hispanic	109	2.1%	83	1.6%	-26	-23.9%
Hispanic	328	6.4%	370	7.2%	42	12.8%
Nonresident Alien	11	0.2%	8	0.2%	-3	-27.3%
White Non-Hispanic	4358	85.3%	4358	85.3%	0	0.0%
Unknown	355		393		38	10.7%
Total	5466	100.0%	5500	100.0%	34	0.6%

*Percent does not include unknowns.

Definition of Measure:

This measure shows headcount enrollment by gender/ethnicity.

Uses of Measure:

This measure shows the level of student participation by gender and ethnicity.

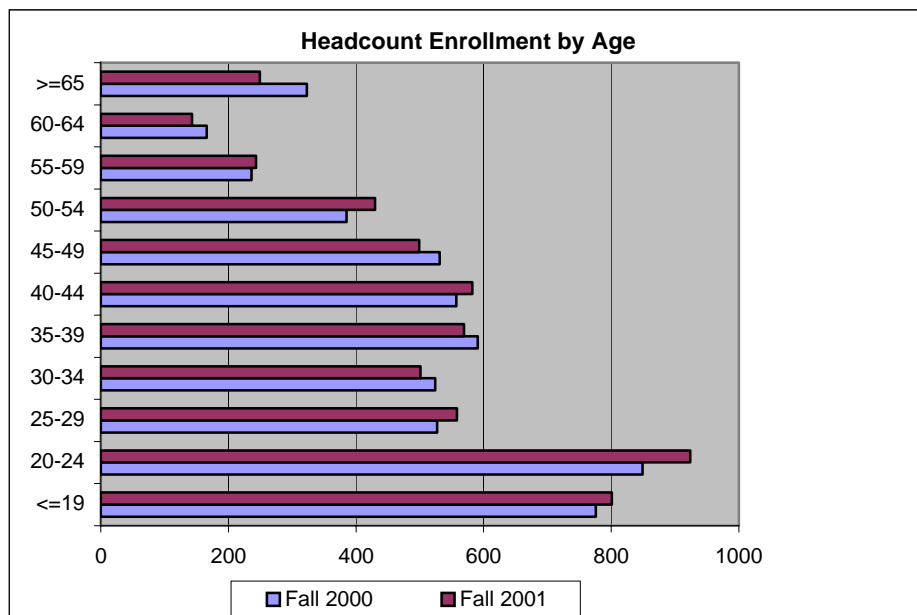
Analysis:

There was a small decrease in the percentage of Black and Asian students, and a small increase in the percentage of Hispanic students.

Source:

Department of Institutional Research, Student Information System

1.4 Headcount Enrollment by Age for Fall 2000 and Fall 2001



Age	Fall 2000		Fall 2001		Change	
	Number	Percent*	Number	Percent*	Number	Percent
<=19	776	14.2%	801	14.6%	25	3.2%
20-24	849	15.5%	924	16.8%	75	8.8%
25-29	527	9.6%	558	10.1%	31	5.9%
30-34	524	9.6%	501	9.1%	-23	-4.4%
35-39	591	10.8%	569	10.3%	-22	-3.7%
40-44	557	10.2%	582	10.6%	25	4.5%
45-49	531	9.7%	499	9.1%	-32	-6.0%
50-54	385	7.0%	430	7.8%	45	11.7%
55-59	236	4.3%	243	4.4%	7	3.0%
60-64	166	3.0%	143	2.6%	-23	-13.9%
>=65	323	5.9%	249	4.5%	-74	-22.9%
Unknown	1		1		0	
Total	5466	100.0%	5500	100.0%	34	0.6%

*Percent does not include unknowns.

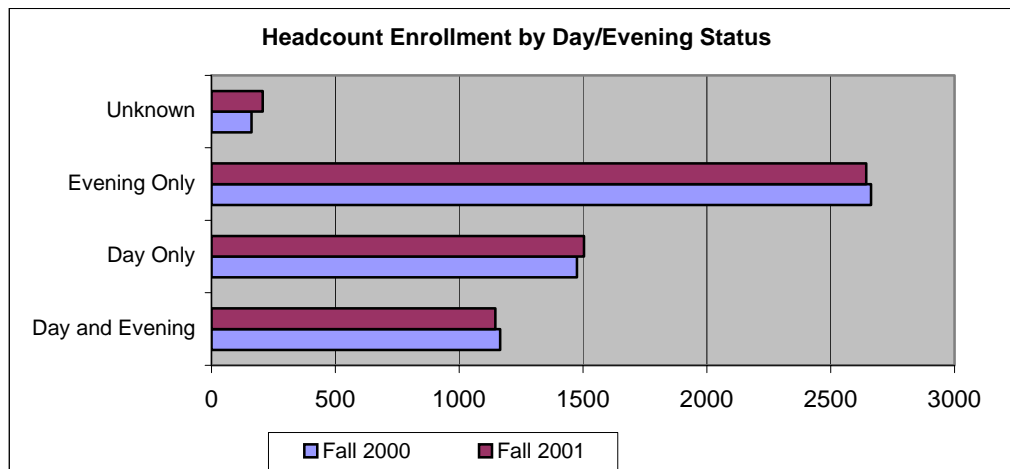
Definition of Measure: This measure shows unduplicated headcount enrollment of all students by age categories. To be counted a student was enrolled with at least .5 units on the Fall census date. Nineteen and under includes co-enrolled high school students. Carry over was not included.

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

Analysis: There was an 8% increase in the 20-29 range, a 12% increase in the 50-54 age group, and a 20% decrease in students 60 or older.

Source: Department of Institutional Research, Student Information System

1.5 Headcount Enrollment by Day/Evening Status for Fall 2000 and Fall 2001



Day/Evening Status	Fall 2000		Fall 2001		Change	
	Number	Percent*	Number	Percent*	Number	Percent
Day and Evening	1166	22.0%	1146	21.7%	-20	-1.7%
Day Only	1475	27.8%	1504	28.4%	29	2.0%
Evening Only	2663	50.2%	2643	49.9%	-20	-0.8%
Unknown	162		207		45	27.8%
Total	5466	100.0%	5500	100.0%	34	0.6%

*Percent does not include unknowns.

Definition of Measure:

Classes scheduled to begin after 4:30 p.m. are defined as evening classes. Headcount enrollment is an unduplicated count. Unknown status includes, among other things, Web, work experience, and open entry open exit classes.

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.

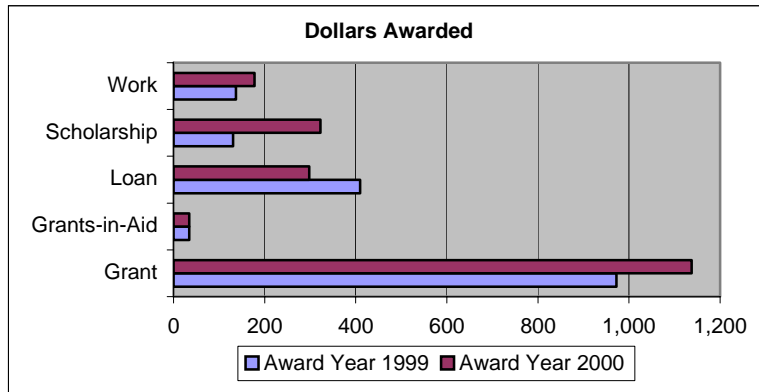
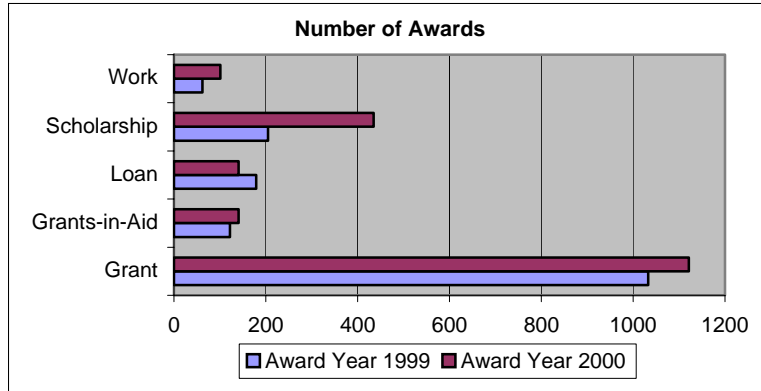
Analysis:

50% of students attend only evening classes.

Source:

Department of Institutional Research, Student Information System

1.6 Number of Awards and Dollars Provided in Financial Aid by Aid Types for Award Years 1999 and 2000



Type	Award Year 1999			Award Year 2000			Dollars Change	
	Amount	(\$1,000s)	Percent	Amount	(\$1,000s)	Percent	(\$1,000s)	Percent
Grant	972,359	972	57.7%	1,137,239	1,137	57.7%	165	17.0%
Grants-in-Aid	34,763	35	2.1%	34,623	35	1.8%	0	-0.4%
Loan	409,618	410	24.3%	298,031	298	15.1%	-112	-27.2%
Scholarship	130,822	131	7.8%	322,139	322	16.4%	191	146.2%
Work	136,907	137	8.1%	177,870	178	9.0%	41	29.9%
Total	1,684,468	1,684	100.0%	1,969,902	1,970	100.0%	285	16.9%

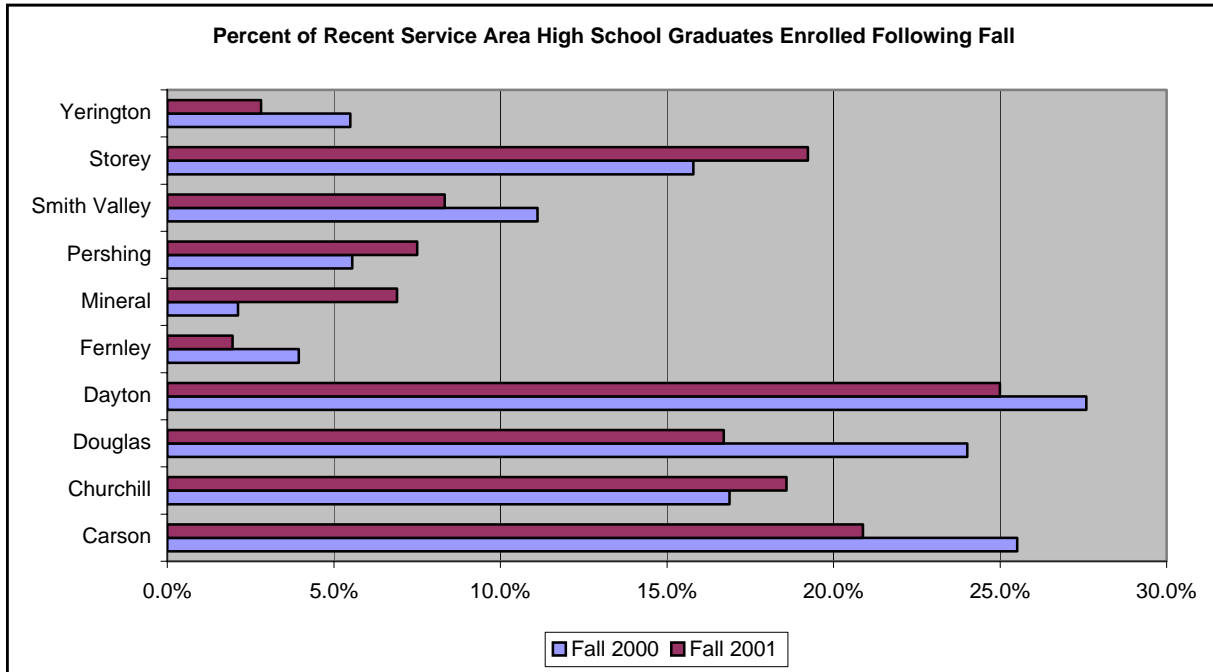
Definition of Measure: This measure shows the number of financial aid awards and the total dollar amount of aid provided, by type of aid. An award year is Jul 1 to Jun 30. A student often receives more than one award.

Use of Measure: This measure shows changes in the number of financial aid awards and aid dollars. These data reflect efforts to assist low-income and economically disadvantaged students to finance their post-secondary education.

Analysis: There was a 146% increase in scholarship money. The Millennium Scholarship was introduced Fall, 2000, and provided more than \$128,000 to 195 students.

Source: Department of Institutional Research, Student Information System

1.7 Percent of Recent Service Area High School Graduates



High School	1999-2000 Graduates	Fall 2000 First-time	Percent Enrolled	2000-2001 Graduates	Fall 2001 First-time	Percent Enrolled	Change
Carson	392	100	25.5%	383	80	20.9%	-4.6%
Churchill	237	40	16.9%	226	42	18.6%	1.7%
Douglas	354	85	24.0%	401	67	16.7%	-7.3%
Dayton	87	24	27.6%	104	26	25.0%	-2.6%
Fernley	76	3	3.9%	102	2	2.0%	-2.0%
Mineral	47	1	2.1%	29	2	6.9%	4.8%
Pershing	54	3	5.6%	40	3	7.5%	1.9%
Smith Valley	27	3	11.1%	12	1	8.3%	-2.8%
Storey	19	3	15.8%	26	5	19.2%	3.4%
Yerington	91	5	5.5%	71	2	2.8%	-2.7%
Total	1384	267	19.3%	1394	230	16.5%	-2.8%

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

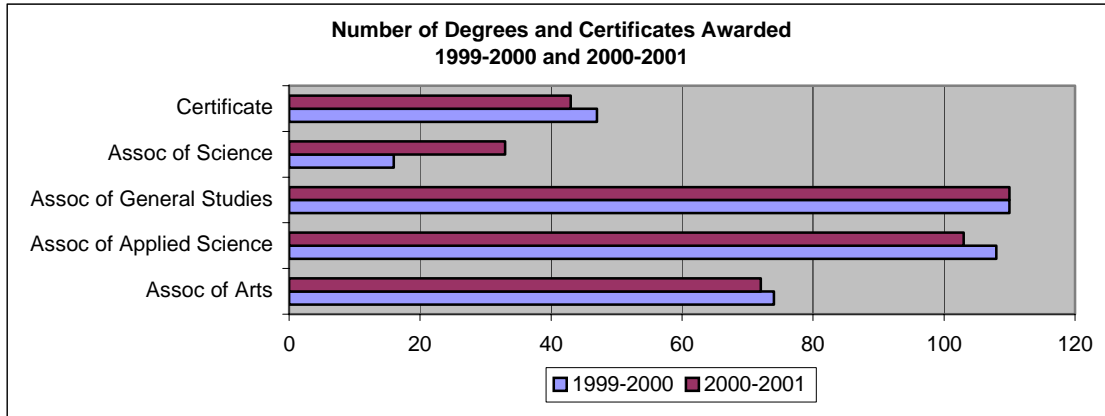
Uses of Measure: Recent high school graduates are an important source of new students at WNCC. Changes in the participation rate reflect changes in access for the different service area high schools.

Analysis: The number of students attending WNCC from Fernley, Mineral, Pershing, Smith Valley, Storey and Yerington high schools is too small to create a reliable percentage. The overall participation of recent graduates from service area high schools decreased 2.8%.

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

2 Student Success

2.1 Number of Associate Degrees and Certificates Awarded for 1999-2000 and 2000-2001



Type	1999-2000		2000-2001		Change	
	Number	Percent	Number	Percent	Number	Percent
Assoc of Arts	74	20.8%	72	19.9%	-2	-2.7%
Assoc of Applied Science	108	30.7%	103	28.5%	-5	-4.6%
Assoc of General Studies	110	29.2%	110	30.5%	0	0.0%
Assoc of Science	16	4.2%	33	9.1%	17	106.3%
Certificate	47	15.0%	43	11.9%	-4	-8.5%
Total	355	100.0%	361	100.0%	6	1.7%

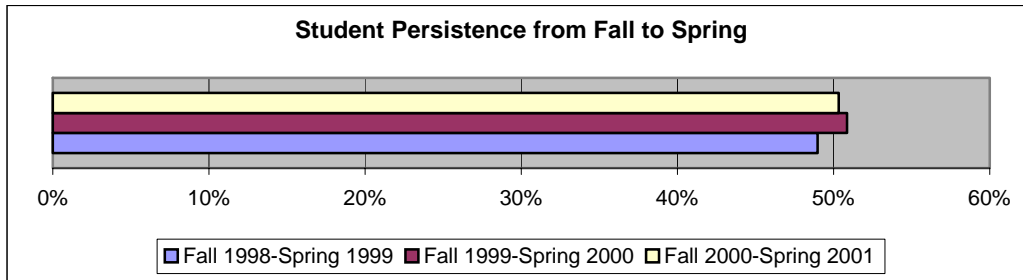
Definition of Measure: This measure shows the total degrees and certificates awarded in an academic year by type. An academic year was defined as fall, spring, summer.

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

Analysis: There was a significant increase in the number of Associate of Science degrees. The number of AS Pre-Engineering degrees increased from 5 to 15.

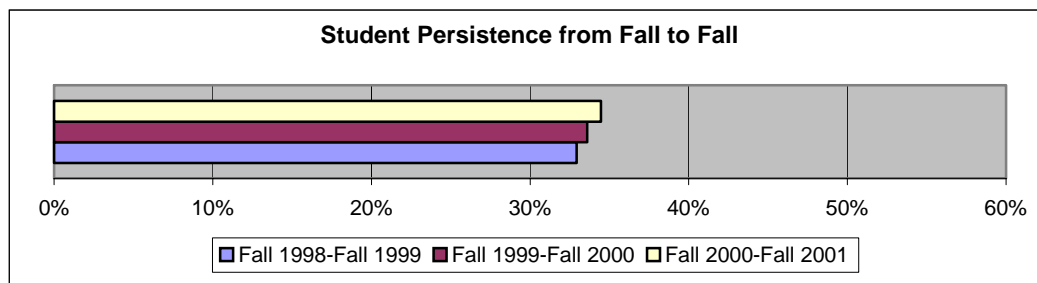
Source: Department of Institutional Research, Student Information System

2.2 Student Persistence from Fall to Spring



	Fall 1998-Spring 1999	Fall 1999-Spring 2000	Fall 2000-Spring 2001
Enrollment Headcount Fall	5364	5358	5466
Graduates End of Fall Semester	43	46	48
Fall Students Re-enrolled Spring Semester	2606	2702	2727
Persistence Fall to Spring	49%	51%	50%

2.3 Student Persistence from Fall to Fall



	Fall 1998-Fall 1999	Fall 1999-Fall 2000	Fall 2000-Fall 2001
Enrollment Headcount Fall	5364	5358	5466
Graduates	146	120	121
Fall Students Re-enrolled Fall Semester	1719	1760	1842
Persistence Fall to Fall	33%	34%	34%

Definition of Measure:

A student persists from term to the term if he/she is enrolled in at least one course during each term and receives a letter grade of A, B, C, D, F, P, W or I upon completion of the course. Persistence rate is calculated as the headcount enrollment persisting in the second term, divided by the total headcount enrollment during the first term minus the number of graduates.

Use of Measure:

Persistence 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.

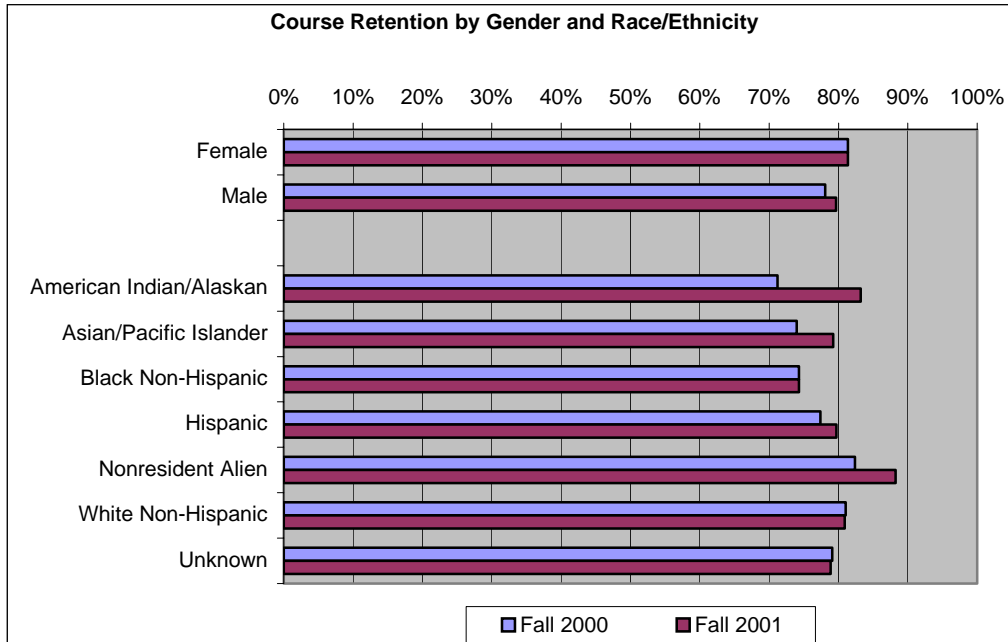
Analysis:

Persistence rates are relatively stable.

Source:

Dept of Institutional Research, Student Information System

2.4 Course Retention by Gender and Race/Ethnicity



Category	Fall 2000			Fall 2001		
	Attempted	Retained	% Retention	Attempted	Retained	% Retention
Female	6603	5371	81.3%	6503	5292	81.4%
Male	4322	3374	78.1%	4550	3623	79.6%
American Indian/Alaskan	396	282	71.2%	512	426	83.2%
Asian/Pacific Islander	223	165	74.0%	178	141	79.2%
Black Non-Hispanic	249	185	74.3%	249	185	74.3%
Hispanic	716	554	77.4%	833	664	79.7%
Nonresident Alien	17	14	82.4%	17	15	88.2%
White Non-Hispanic	8698	7050	81.1%	8671	7016	80.9%
Unknown	626	495	79.1%	662	522	78.9%
Total	10925	8745	80.0%	11122	8969	80.6%

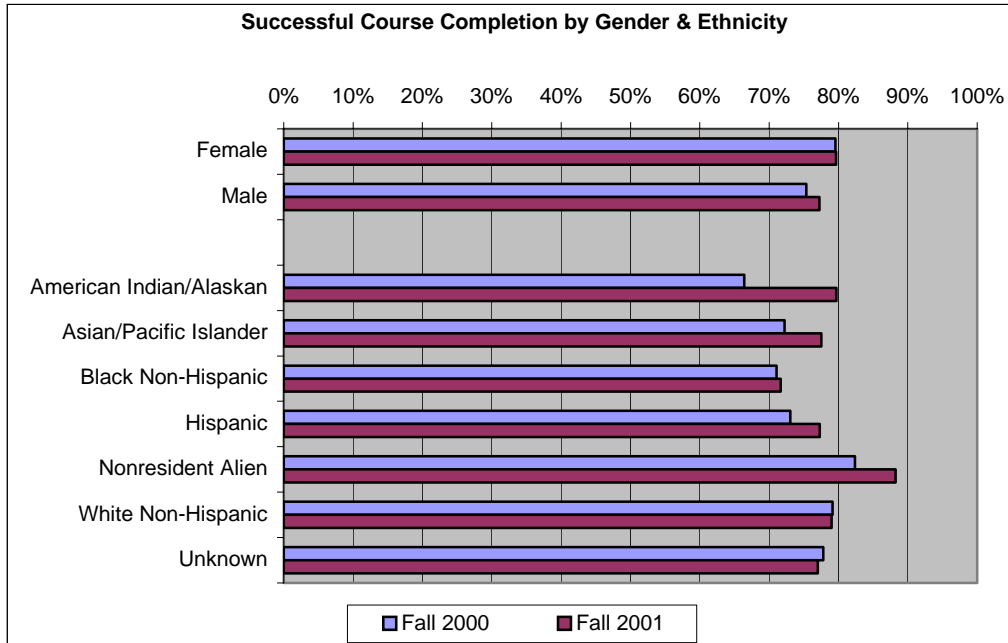
Definition of Measure: The course retention rate is the initial course enrollment that remains enrolled at the end of the course (end of term grade of A, B, C, D, F, P or I).

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: The female course retention rate was slightly higher than for males. Among race/ethnic groups, the retention rate was highest for the nonresident alien and American Indian/Alaskan.

Source: Department of Institutional Research, Student Information System

2.5 Successful Course Completion by Gender & Ethnicity



Category	Fall 2000			Fall 2001		
	Attempted	Successful	% Retention	Attempted	Successful	% Retention
Female	6603	5252	79.5%	6503	5179	79.6%
Male	4322	3257	75.4%	4550	3515	77.3%
American Indian/Alaskan	396	263	66.4%	512	408	79.7%
Asian/Pacific Islander	223	161	72.2%	178	138	77.5%
Black Non-Hispanic	249	177	71.1%	180	129	71.7%
Hispanic	716	523	73.0%	833	644	77.3%
Nonresident Alien	17	14	82.4%	17	15	88.2%
White Non-Hispanic	8698	6884	79.1%	8671	6850	79.0%
Unknown	626	487	77.8%	662	510	77.0%
Total	10925	8509	77.9%	11053	8694	78.7%

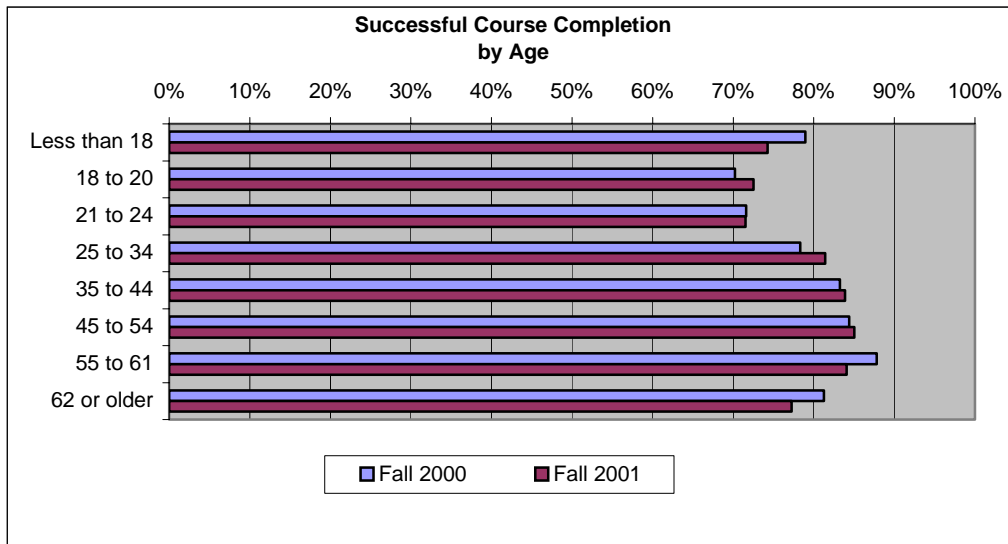
Definition of Measure: Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment.

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

Analysis: The course completion rate improved for the following categories: American Indian/Alaskan, Asian/Pacific Islander, Hispanic, and Nonresident Alien.

Source: Department of Institutional Research, Student Information System

2.6 Successful Course Completion by Age



Category	Fall 2000			Fall 2001		
	Attempted	Successful	% Successful	Attempted	Successful	% Successful
Less than 18	361	285	78.9%	474	352	74.3%
18 to 20	2517	1767	70.2%	2473	1793	72.5%
21 to 24	1422	1018	71.6%	1556	1113	71.5%
25 to 34	2083	1631	78.3%	2188	1781	81.4%
35 to 44	2042	1700	83.3%	2086	1750	83.9%
45 to 54	1492	1259	84.4%	1521	1293	85.0%
55 to 61	459	403	87.8%	421	354	84.1%
62 or older	549	446	81.2%	334	258	77.2%
Total	10925	8509	77.9%	11053	8694	78.7%

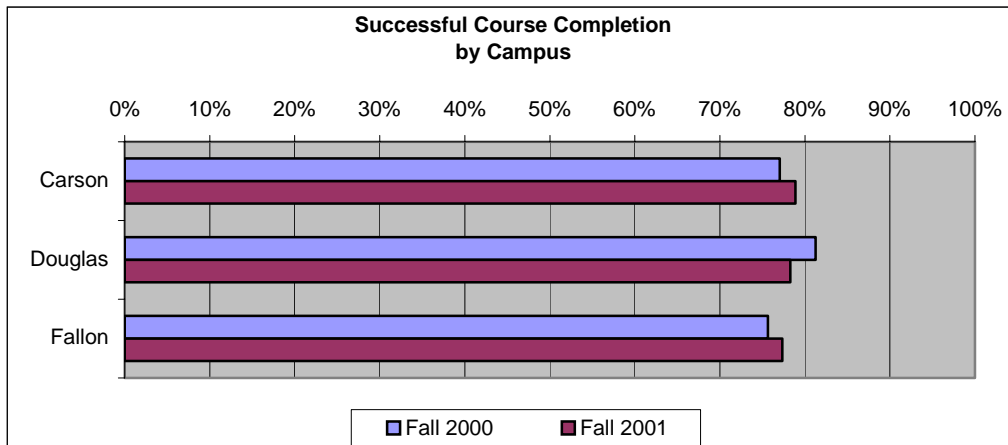
Definition of Measure: Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment.

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

Analysis: Students in the 18 to 24 year range have the lowest rates of successful course completion.

Source: Department of Institutional Research, Student Information System

2.7 Successful Course Completion by Campus



Category	Fall 2000			Fall 2001		
	Attempted	Successful	% Successful	Attempted	Successful	% Successful
Carson	6559	5054	77.1%	6755	5328	78.9%
Douglas	1223	994	81.3%	1197	937	78.3%
Fallon	1868	1413	75.6%	1901	1470	77.3%
Total	9650	7461	77.3%	9853	7735	78.5%

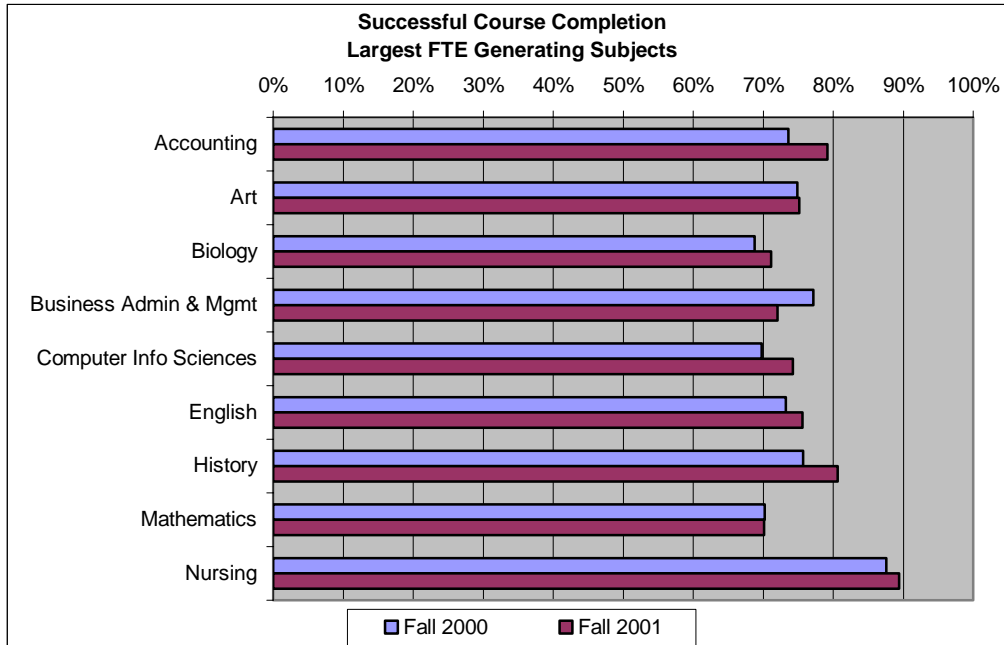
Definition of Measure: Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment.

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

Analysis: The successful course completion rate is very similar across the campuses.

Source: Department of Institutional Research, Student Information System

2.8 Successful Course Completion by Subject



Category	Fall 2000			Fall 2001		
	Attempted	Successful	% Successful	Attempted	Successful	% Successful
Accounting	292	215	73.6%	417	330	79.1%
Art	474	355	74.9%	491	369	75.2%
Biology	384	264	68.8%	395	281	71.1%
Business Admin & Mgmt	368	284	77.2%	365	263	72.1%
Computer Info Sciences	916	639	69.8%	816	606	74.3%
English	969	710	73.3%	964	729	75.6%
History	400	303	75.8%	403	325	80.6%
Mathematics	836	587	70.2%	898	630	70.2%
Nursing	226	198	87.6%	255	228	89.4%
Total	4865	3555	73.1%	5004	3761	75.2%

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 most significant improvement in completion rate was in accounting and history. Business had a decrease in course completion rate.

Source: Department of Institutional Research, Student Information System

3 Appendix

3.1 Table 1 – Headcount and Full-Time Equivalent Students (FTES) from Fall 1994 to Spring 2002

