



Wharton County
Junior College

Office of Planning and
Institutional Effectiveness

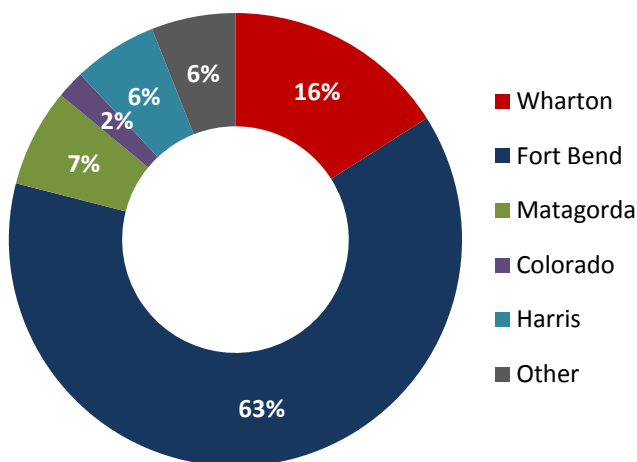
Monthly Newsletter

First-Time-in-College Enrollment

First-time-in-college (FTIC) students, as defined by IPEDS, are those students who enter WCJC with no prior postsecondary experience (but including those students who enter with college credits earned during high school, e.g. dual credit). This population of students serves as a central focus for many WCJC initiatives, including College Connections, Achieving the Dream, Texas Pathways, Houston GPS, and the WCJC QEP. Given this focus, WCJC FTICs have experienced a 13.4% increase in total headcount and a 17.7% increase in semester credit hours (SCH) over the past 5 academic years. Official enrollment reports for FTICs, including complete 5-year longitudinal trends in age, gender, race/ethnicity, and tuition status, can be viewed on the WCJC Intranet under "[Institutional Research – Enrollment Reports](#)".

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change (Fall '14 to Fall '18)
Headcount	1,579	1,684	1,655	1,700	1,791	+13.4%
Academic SCH	16,741	17,074	17,417	19,237	19,694	+17.6%
Technical SCH	1,897	2,419	2,146	1,600	2,252	+18.7%
Total SCH	18,638	19,493	19,563	20,837	21,946	+17.7%

FTIC County of Residence (Fall 2018)



FTIC Fast Facts

75% Registered full-time

52% Female

46% Hispanic

19.1 Years old (average)

Achieving the Dream ICAT

The Office of Institutional Effectiveness recently asked for input from faculty, staff, and administration via the Achieving the Dream Institutional Capacity Assessment Tool (ICAT) and your response was fantastic! A total of 105 WCJC employees participated in the survey, including 27 administrators, 38 faculty, 35 support staff, and 5 “others” responding to the call. **Thank you** to all who took the time to complete the survey; your feedback will serve as a catalyst for future discussions.

Below are the summary results for each of the seven key areas included in the ICAT. Across all areas, the consensus is that the college is between a Level 2 (moderate capacity) and Level 3 (strong capacity), with “Data and Technology” identified as the area in need of greatest improvement. Staff indicated the highest average capacity rating across all seven areas when compared to disaggregated scores within employee groups. Complete data results and summaries can be found on the WCJC website under [“Planning and Institutional Effectiveness – Strategic Plan”](#).

WCJC ICAT – Summary Results



LEVELS KEY
LEVEL 1 Minimal level of capacity in place with a clear need to build strength.
LEVEL 2 Moderate level of capacity established.
LEVEL 3 Strong level of capacity in place.
LEVEL 4 Exemplary level of capacity in place.

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
AVERAGE RATING 2.7	AVERAGE RATING 2.4	AVERAGE RATING 2.6	AVERAGE RATING 2.7	AVERAGE RATING 2.7	AVERAGE RATING 2.9	AVERAGE RATING 2.9

Purpose and Mission

The Office of Planning and Institutional Effectiveness is devoted to ensuring that the college community has access to the information and resources needed to make data-driven decisions across all levels of the institution. As a step toward the fulfillment of this mission, the Office will release a monthly newsletter with data and findings that will help advance institutional planning and promote a culture of continuous quality improvement.

For questions or concerns, please contact:

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