



Wharton County Junior College

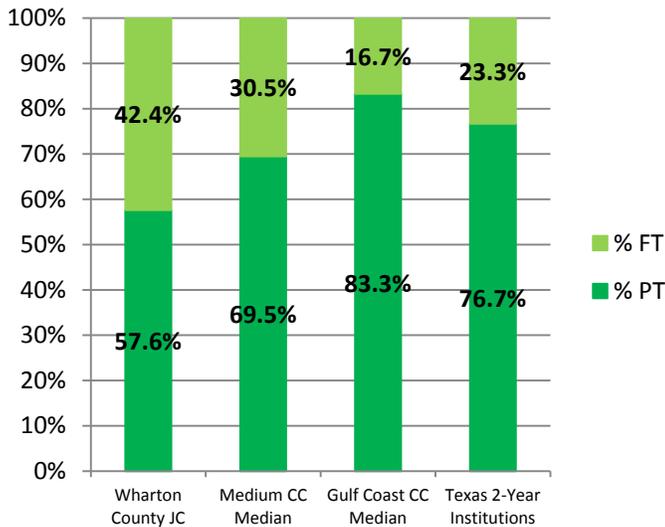
Office of Planning and Institutional Effectiveness

Monthly Newsletter

Texas Public Higher Education Almanac

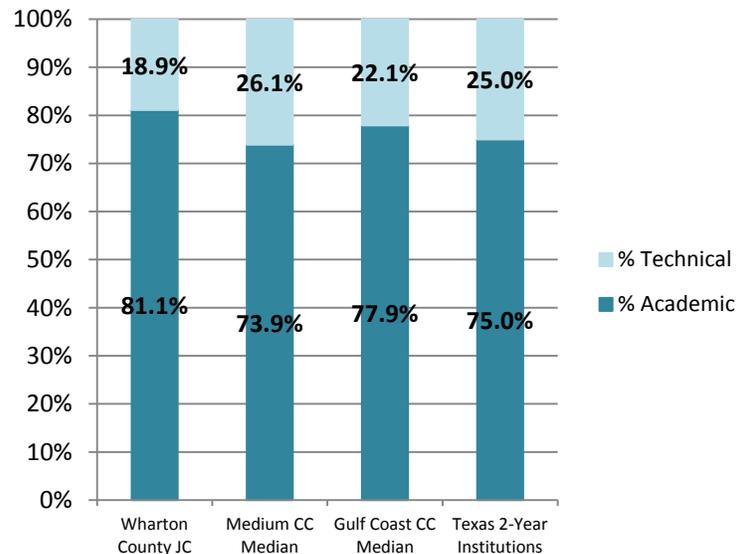
The Texas Higher Education Coordinating Board (THECB) releases an annual Almanac which details performance and characteristic data, both at the institution and state levels. The metrics in the Almanac provide a consistent set of performance indicators that can be used to monitor longitudinal progress, while also providing an opportunity for comparisons among peers. At WCJC, two comparison groups are used to evaluate annual performance: Medium (n = 22) and Gulf Coast (n = 15) Community Colleges. These groups provide a holistic perspective through which to view successes and opportunities. This year's report, published in Spring 2019, includes data from academic year (AY) 2018. Various THECB Reports can be found on the WCJC Intranet under "[Institutional Research > Accountability Measures](#)".

**Percent Enrollment by FT/PT Status;
WCJC vs Peers (AY 2018)**



WCJC maintains a significantly higher full-time population than the median for both peer groups and the state. Full-time status (12+ hours per semester) is linked to improved outcomes in both persistence and completion; therefore, it is important for WCJC to leverage this enrollment trend toward improved student success.

**Percent Enrollment by Program Type;
WCJC vs Peers (AY 2018)**



WCJC maintains a significantly higher percentage of students enrolled in academic programs when compared to our peers. There has been a net decrease in technical program enrollment at WCJC since AY 2014 that has outpaced the growth in academic enrollment and is strongly correlated (r = 0.88) with the overall decrease in total student enrollment.

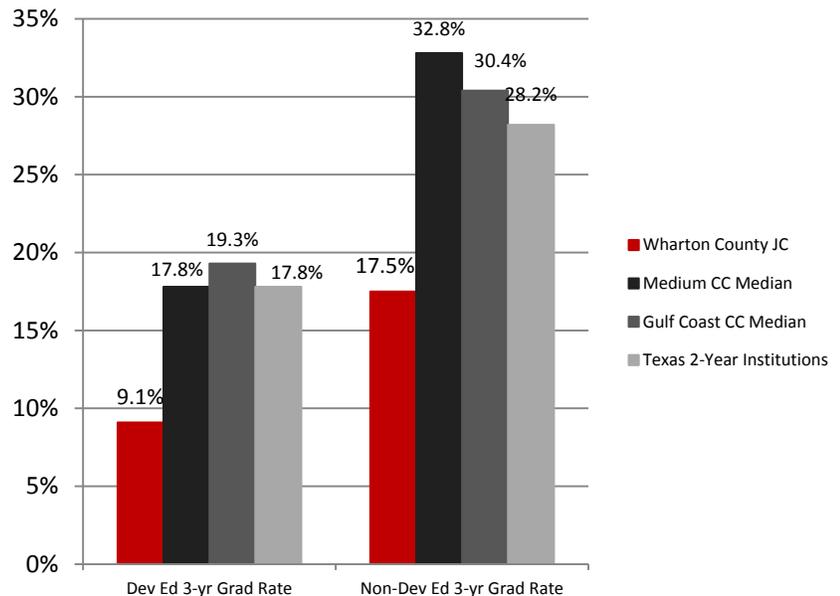
Developmental Education

The Almanac also provides data regarding the percentage of students enrolled in developmental education who meet their TSI obligation and those who complete a college gateway course within two years of entry into the college. These data, provided for math, reading, and writing, indicate exemplary performance within WCJC, which surpasses median performance for both peer groups and the state across *all metrics and subject areas*.

	Math TSI Obl Met	Complete College Math Course	Reading TSI Obl Met	Complete College Reading Course	Writing TSI Obl Met	Complete College Writing Course
Wharton County JC	62.5%	35.1%	62.5%	35.1%	62.5%	35.1%
Medium CC Median	49.3%	24.6%	49.3%	24.6%	49.3%	24.6%
Gulf Coast CC Median	43.8%	23.2%	43.8%	23.2%	43.8%	23.2%
Texas 2-Year Institutions	44.5%	24.3%	44.5%	24.3%	44.5%	24.3%

Dev Ed and Non-Dev Ed Graduation Rates;

WCJC vs Peers



Completion Rate by Dev Ed Status

A comparison of the three-year graduation rates for students in developmental education compared to those who are not indicates a significant disparity. The three-year graduation rate for WCJC students who entered as “college-ready” is 17.5%. For students who began in developmental education courses, that rate drops to 9.1%. This is a common trend among institutions, serving as one impetus for co-requisite requirements across the state.

On the whole, three-year completion rates for all WCJC students fall significantly below that of our peers and the state as a whole.

SWOT Session Follow-Up

I want to extend my most sincere thanks to everyone who attended the SWOT sessions in January. The discussions arising from the sessions were thoughtful, insightful, and productive. The full report containing an analysis of the sessions has been posted on the WCJC Intranet under [“Institutional Effectiveness > Strategic Plan Refresh”](#).

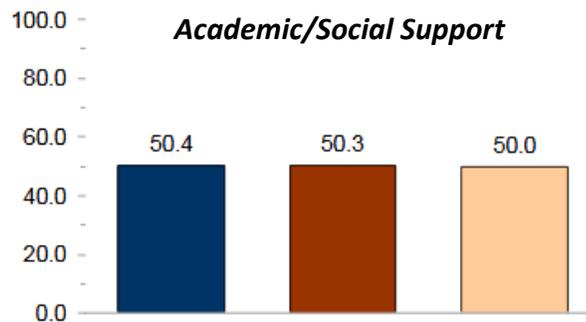
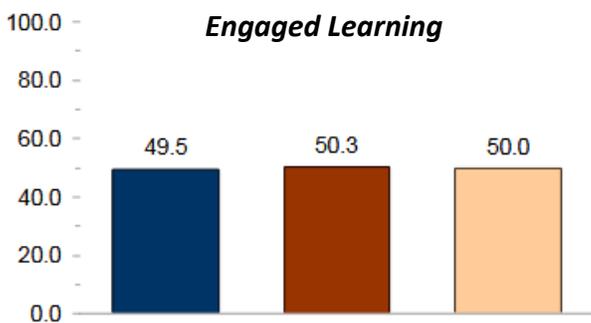
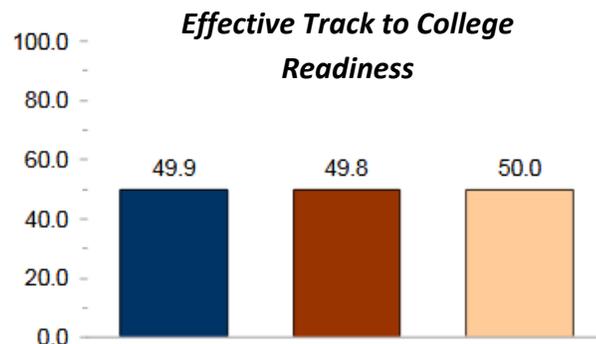
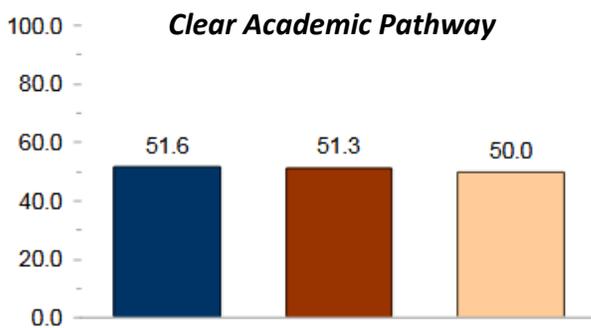
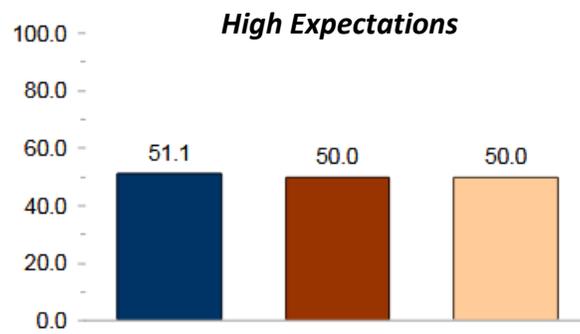
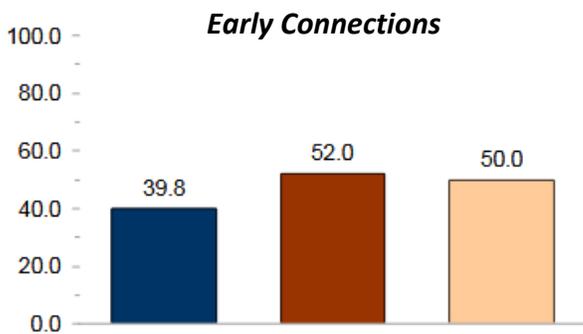
In addition to this report, the Executive Cabinet is developing a comprehensive action plan in response to various themes identified within the analysis. Once complete, the plan will be disseminated to the campus community.



SENSE Results

In Fall 2018, the college administered the Survey of Entering Student Engagement (SENSE) to a sample of first-semester WCJC students. Students were asked to respond regarding their experiences as an incoming student in six areas: Early Connections, High Expectations, Clear Academic Pathway, Effective Track to College Readiness, Engaged Learning, and Academic/Social Support. The graphs below provide a summary of the average satisfaction reported for each area. WCJC performed within a reasonable margin of error of both our Medium CC peers and the 2018 Survey Cohort in all areas, with the exception of “Early Connections”. **Translation:** *There many exceptional individuals working to ensure that our students feel welcome and on track when entering WCJC! Thank you for that!!*

SENSE data will be the topic of conversation at the inaugural “Data Days” beginning this month! Stay tuned for details regarding dates, locations, and times for these sessions.



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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