

Wyoming Community College

Data Collection and Reporting Handbook

*Comprehensive guidance
to regularly scheduled data reporting
by the Wyoming Community College System*

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Handbook

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Annual Reporting Projects

<p style="text-align: center;">January</p> <p>CCSSE course lists due* Review of Data Collection and Reporting Handbook begins Enrollee Success Rate Report request</p>	<p style="text-align: center;">February</p> <p>Winter IPEDS due: Student Financial Aid 15th Fall Enrollment Data Due Enrollee Success Rate Report Due Hathaway Fall End-of-Term Hathaway Spring Mid-Term (enrolled and non-enrolled) CCSSE* conducted (open Feb-May)</p>	<p style="text-align: center;">March</p> <p><i>1st Fall Enrollment Report to Colleges for Review</i> <i>1st Fixed and Variable Cost Request</i> 15th Fall Enrollment Report Feedback Due 15th Fixed and Variable Cost Data Due</p>
<p style="text-align: center;">April</p> <p>Annual Institutional Data Update (HLC) Spring IPEDS: Fall enrollment, GRS, GRS 200, Finance, HR <i>Request for HLC Accreditation Summary Reports</i></p>	<p style="text-align: center;">May</p> <p>HLC Accreditation Summary Reports Due <i>HLC Summary Report to Colleges for Review</i> <i>Data Collection and Reporting Handbook Revisions</i> <i>15th Fixed and Variable Cost Data to Colleges for Review</i></p>	<p style="text-align: center;">June</p> <p>HLC Summary Report Feedback Due WDE Form 679 Request WDE Form 679 Completed NCCBP due Facilities Reporting 1st Fixed and Variable Cost Data Feedback Due</p>
<p style="text-align: center;">July</p> <p>1st Spring Enrollment Data Due Fall F/T & P/T Faculty Headcounts Due <i>Partnership Data Request</i> Perkins reporting begins and continues every month Hathaway Spring end-of-term New Data Collection and Reporting Revisions implemented</p>	<p style="text-align: center;">August</p> <p><i>Spring Enrollment Report to Colleges for Review</i> <i>Annual Enrollment Report to Colleges for Review</i> Spring Enrollment Report Feedback Due Annual Enrollment Report Feedback Due 15th Concurrent/Dual Enrollment (SEA52) due</p>	<p style="text-align: center;">September</p> <p>Partnership Data Due <i>Performance Indicator Data Request</i> <i>Partnership Report to Colleges for Review</i> <i>Completion report request</i> <i>Workforce Development report matrix request</i> CLERY Act/Student Right to Know due Academic Program Review – Graduates, majors, and enrollment</p>
<p style="text-align: center;">October</p> <p>Performance Indicator Data Due Partnership Report Feedback Due 15th Summer Enrollment Data Due Fall IPEDS due: Institutional Characteristics, Completion, 12-month enrollment Completions report due Workforce Development Report Matrix 15th Gainful Employment due Net Price Calculator Updates due WUE fall enrollment Equity in Athletics Hathaway Fall mid-term Hathaway Summer end-of-term</p>	<p style="text-align: center;">November</p> <p><i>Summer Enrollment Report to Colleges for Review</i> Summer Enrollment Report Feedback Due <i>Performance Indicator Report to Colleges for Review</i> Graduate Surveys Conducted (Nov*-Mar^)</p>	<p style="text-align: center;">December</p> <p>Performance Indicator Report feedback due</p>

Black (regular) = College Tasks *Red (italicized)* = WCCC Tasks Green (underlined) = Other entity requests
^Even Years *Odd Years

Data Collection and Reporting Procedures

Background and Authority

The Wyoming Community College Commission (WCCC) is required by W.S. 21-18-202(e)(v)(B) to maintain a management information system and each community college shall maintain accurate administrative records to provide the necessary data to the WCCC for these studies and reports. The colleges shall provide the WCCC with all data required to prepare each of the reports the WCCC shall request. The WCCC and the colleges shall safeguard all institutional and individual student record data under the provisions of the Privacy Act of 1974 and the Family Educational Rights and Privacy Act (FERPA) or subsequent similar enactments.

The Data Collection and Reporting Handbook (the Handbook) provides guidance in order to complete statutory reporting requirements and to respond to data requests from the WCCC, the Wyoming community colleges, the Governor, Legislature, and other local, state, and national entities with a legitimate interest in aggregate community college data.

Policy Concerning the Privacy of Student Records

The WCCC collects data for the purpose of evaluating and auditing state-supported programs. Evaluations and reports are produced by the WCCC as part of its responsibility to report to the Governor, the Legislature, and the public as to the effectiveness of the community college system in carrying out the statewide goals of quality and access.

In collecting and maintaining this data, the WCCC follows relevant state and federal statutes to protect and keep confidential the data of individuals on the database. FERPA (20 U.S.C. § 1232g(a)) delineates the “conditions for availability of funds to educational agencies or institutions; inspection and review of education records; specific information to be made available; [and] procedure for access to education records...”

The following procedures will be followed by the WCCC to guarantee the protections of individual and institutional data:

- Personally identifiable information from student educational records will not be disclosed to any other party or state agency. Published reports will use aggregate data that do not allow individuals to be personally identified. Aggregate reports that contain categories with less than 5 individuals will be suppressed to protect those individuals' identities. No personally identifiable information will be made available on the agency website.
- The long-term trend analyses of student educational attainment patterns necessitate the need for student records to be maintained for 10 years. Personally identifiable student records will be destroyed when they are no longer needed for the study, audit, or evaluation for which they were requested, and in no case be maintained longer than ten years.
- All records collected by the WCCC shall be protected in such a manner that affected individuals shall not be identifiable by persons other than appropriate WCCC staff (to include information technology (IT) and research staff). Records that include personally identifiable information will be secured on agency database and available only to IT and research staff.

- If individuals obtain copies of their data under the provisions of the Wyoming Public Records Act and then request changes or corrections to the data, the WCCC will refer the requests to the institutions that originally provided the data. If an institution makes a data correction, the WCCC will correspondingly update its files.
- In order to protect the usage of the data, the WCCC staff will, prior to release, provide the community college from which data is being requested an opportunity to comment on data to be released when said data has not been previously reviewed. No further review will be necessary when requested data has been previously reviewed or published in reports.

Common Data System Code Tables Procedures

The Wyoming community colleges' Institutional Research (IR) Committee has identified a number of data tables that must be common in order to facilitate the accurate pulling and utilization of data needed for reporting. Every effort has been made to include all tables that impact data gathering and to take a future-oriented view of what will probably be required for the Statewide Longitudinal Data System and other key reporting venues. The required approaches to data entry and use of common code tables apply to all operations of each institution including distance, online and any other mode of instruction.

Other areas of uniformity include common interpretations and reporting of data to national entities such as IPEDS. These definitional items will also be maintained by the WCCC and posted on the IR website.

Included in the common data structure are tables in the human resources, finance and student systems in Colleague.

Other tables not included in the common data set may be utilized by each institution in the manner that best facilitates their ability to do business.

Some of the commonality needed may go beyond code tables (for example: calculation of grade point average). This may necessitate involvement of the three major consultation councils (administrative services, student services, and academic affairs) and ultimately a final decision by the Executive Council. Agreed upon decisions will be summarized and posted on the IR website.

Common Code Table = Table utilized in data entry within the Colleague system that limits the selected options for the identified data field. Example: Gender: M=Male; F=Female

Initial Approval

1. The common code tables are identified and approved by the IR Committee.
2. Tables are maintained by the WCCC staff and provided on the WCCC website for the access of all stakeholders. See Appendix II for a detailed listing of agreed upon data elements and common coding.
3. The IR representative from each institution is charged with working with staff on their individual campus to assure that the table in the individual Colleague database reflects the required codes and that data entry is done in a manner consistent with how data will be used for reports.

4. Each institution will develop and utilize data quality checks to assure that data is consistent and clean for submission as needed.
5. The WCCC staff will assure that tables are kept current and accessible.

Changes to Code Tables

1. If an institution(s) identifies a need for additional code or adjustment to current codes, the request must be reviewed by the IR Committee prior to implementation.
2. The IR Committee will meet once in the fall semester and once in the spring semester to review tables and consider any code changes for the following year. Whenever possible, a change in codes will not go into effect until the beginning of the following academic reporting cycle (Summer, Fall, and Spring).
3. Immediate needs will be considered by the IR Committee during the next monthly meeting.
4. No changes should be made to code tables or reports, until the change is approved.
5. Each IR representative must take the information back to his/her campus to assure that the code is added for each institution.

Adding a Code Table to the Common Elements

On occasion a new table may be identified that needs to be included. The process will be the same as the initial approval for code tables assuring that all colleges are informed and able to make the changes without major disruptions in processes.

Innovation/New Direction

When an institution is considering a new use for code tables and data structure that might be of interest to the other institutions, the College will place the topic on an IR committee agenda to brainstorm and discuss the best strategy for utilizing the system. This is done to foster cooperation and commonality. Commonality is not designed to limit creativity, innovation, or competitiveness.

Timelines

Code table or data utilization changes may be proposed and considered at any time. Each February, the IR committee will have a review meeting to incorporate changes to go into effect for the following academic reporting year. Any exceptions will have a clearly identified start date.

Communication/Consultation on the Common Data Structure

The IR Committee via designated representative(s), will meet regularly (at least once annually) with the standing Councils of the WCCC to keep them informed and involved in decision-making that impacts how information is reported on behalf of the colleges. Whenever a Council is considering a data request or how to utilize the Colleague system to accomplish an initiative, a representative from the IR committee should be included to provide insight and guidance into what the system is capable of and what data is readily available. These people are also key to helping enforce commonality on individual campuses and to be able to interpret data that is produced.

All standard reports will be published on the WCCC website.

All ad hoc reports must be approved by the Presidents' Council through their meeting process before data will be gathered. A standard form will be completed by the requestor and submitted to the WCCC Policy Analyst and sent to the Presidents' Council for approval. After approval, the ad hoc request form is returned to the WCCC office.

Procedure for Handbook Changes

Each February, the IR Committee will review and update the handbook. Changes will go into effect for the subsequent academic reporting year and will be online by April 1 each year. The following procedure will ensure all handbooks remain updated and valid.

- 1.) All pages in the Handbook will have a date (e.g., Current as of...).
- 2.) Colleges are encouraged to submit recommendations for changes to the Handbook any time the need arises. Changes received by February 1 will be considered for the following academic year. Changes received after February 1 will be held for a subsequent year unless they are critical in nature. Changes should be submitted to the WCCC Policy Analyst.
- 3.) When a change occurs, the WCCC will distribute the complete handbook electronically to the colleges' IR representatives and post to the website. The changes will be reflected in the updated handbook as follows:
 - An updated Table of Contents, if necessary, and
 - An updated Summary of Changes, which will list the actual changes.IR personnel will assure that the information is appropriately distributed on their campuses.
- 4.) The WCCC will maintain the master copy on the WCCC website (communitycolleges.wy.edu), which contains current information.

Changes that impact data gathering and reporting will have a date stamp on the change so that it is clear when a revision or new requirement occurred.

Standard Reports to the WCCC

ACADEMIC PROGRAM REPORT

A process is being developed by the Academic Affairs Council to collect data about academic programs to measure student success and program quality and improvement.

The Academic Program Report will most likely include a list of discontinued programs, student enrollment by program, and an overview of program assessments, with each individual academic program reviewed once every three to five years.

Also included in the Academic Program Report will be the number of program graduates by Classification of Instructional Programs (CIP) code in each degree or certificate category. The number of graduates is reported by academic year and the individuals included in this graduate report will mirror the data reported to IPEDS in the Completions component each fall.

ACCREDITATION REPORTING

W.S. 21-18-202(e)(i) requires the Commission to “report on the findings of institutional and specialized accreditation studies.” Commission rules state that each college will provide the Commission with “a copy of any institutional or specialized accreditation study and any subsequent college or accrediting agency follow-up reports required as a condition of initial or continuing accreditation within thirty days (30) of receipt from the accrediting body.” The Commission “shall prepare summary reports for distribution to the Governor, the legislature and other interested parties.” And “all reports shall be available for inspection by interested parties at the Commission office.”

Background

The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The HLC accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Wyoming’s seven community colleges.

Institutional accreditation is a voluntary process that serves the critical purposes of quality assurance and institutional and program improvement. Colleges that are accredited by the HLC continually evaluate their programs and overall institutions according to accreditation criteria from the HLC.

At the direction of the Executive Council, WCCC staff will review the official, final team report, and any follow-up reports including college responses. Based upon this information, the WCCC staff will draft a summary of all reports, forward it for review by the college(s) under review. The institution(s) will respond within four weeks to the WCCC with proposed changes or corrections in the draft report. Proposed changes will be specific (offering language to be inserted into the report or referring to specific passages that should be deleted or changed from the draft report) and supported by documentation.

The WCCC will respond with a revised draft within two weeks of receipt of college comments that will be sent to the presidents. The final report will be distributed to the Governor's Office, Legislators and other interested parties.

DEADLINES

Summary of HLC activity submitted by colleges to WCCC	First week of May
WCCC sends compilation of summaries submitted to colleges	Last week of May
Colleges provide feedback on summary report	First week of Jun
Report presented to WCCC for acceptance	Fall WCCC Meeting
Final report published by WCCC	<i>subsequent to WCCC acceptance</i>

ANNUAL PERFORMANCE INDICATOR REPORT

Background

In 2010, the Wyoming Legislature amended W.S. 21-18-202(e)(v)(B), which now requires the colleges and the WCCC to report on eight specific performance indicators. These are:

- A. Student goal attainment and retention;
- B. Student persistence;
- C. Degree and completion rates;
- D. Placement rate of graduates in the workforce;
- E. Licensure and certification pass rates;
- F. Demonstration of critical literacy skills;
- G. Success in subsequent, related coursework; and
- H. Number and rate of transfer.

Data for the annual Performance Indicator (PI) Report are collected through a variety of methods. Some of the data are collected through scripted Colleague data queries prepared by the WCCC with the help of college personnel. Other data sources include graduate surveys conducted by college staff, the Community College Survey of Student Engagement (CCSSE), the National Community College Benchmark Project (NCCBP), the University of Wyoming, the National Student Clearinghouse, and the Integrated Postsecondary Educational Data System (IPEDS).

Surveys are conducted biannually, with the graduate data is submitted to the WCCC in the spring of even-numbered years, and CCSSE in the summer of odd-numbered years. All other data are collected annually, with the colleges submitting data to the NCCBP by June and submitting all other data to the WCCC each fall.

Each year, the WCCC Policy Analyst will officially request from the colleges all data not collected by the CCSSE. The request will include a reporting template for the colleges to complete. Performance indicator data will be sent electronically to the WCCC Policy Analyst.

Technical References – Persistence (PI B) and Success in Subsequent Coursework (PI G)

See Appendix III, Persistence (PI B) Technical Reference. In this appendix are the tables of custom software items, the sample output, and the reference to the relevant data elements in the data element dictionary.

See Appendix IV, Success in Subsequent Coursework Report (PI G) Technical Reference. In this appendix are the tables of custom software items, the sample output, and the reference to the relevant data elements in the data element dictionary.

DEADLINES	
WCCC requests Performance Indicator data	Early Sep
Colleges submit all other data to WCCC	Early Oct
WCCC sends report to colleges for review	Mid-Nov
Colleges submit feedback on report to WCCC	Mid Dec
Report presented to the WCCC for acceptance	Mar/Apr meeting
Final report published by WCCC	<i>Subsequent to WCCC acceptance</i>

DUAL/CONCURRENT ENROLLMENT PROGRAMS (SEA52) REPORT

Background

In its 2010 session, the Wyoming Legislature passed Senate Enrolled Act No. 52, relating to the Wyoming post-secondary education options. In part, the act reads (*italics and bold added for emphasis*):

“A student participating in the program shall be counted within the average daily membership of the resident school district as defined under W.S. 21-13-101(a)(i) and concurrently by the participating higher education institution for its full-time equivalent enrollment count.

Effective September 1, 2012 and each September 1 thereafter, any school district or institution participating in an enrollment options program agreement under this section, including any board of cooperative educational services established under W.S. 21-20-104 and involved in the program shall **file a report with the community college commission** on *student participation and completion and on revenues and expenditures attributable to program activities* for the immediately preceding school year. The report shall be based upon policy and guidelines developed by the statewide discussions conducted pursuant to section 2 of 2010 Senate File 39 as enacted into law. Not later than October 1 of each school year, the commission shall report to the joint education interim committee, the community colleges, the department of education and the University of Wyoming on statewide program revenues, expenditures and student participation and completion.

A major component of state policy development under subsection (a) of this section shall include the establishment and maintenance of a data system compiling student enrollment, completion and outcome information for high school and post-secondary education dual and concurrent enrollment programs. Efforts shall be coordinated with the transcript center within the department of education, and the longitudinal data collection effort under the Hathaway student scholarship program pursuant to 2008 Wyoming Session Laws, chapter 95, section 901.

[Wyoming Community Colleges are also responsible for] complying with criteria developed by the commission based upon consensus discussions, which prescribe statewide processes, procedures and required components for...reporting and accountability of funding sources available to districts and post-secondary education institutions for program provision.”

DEADLINES

The WCCC sends reporting template to the colleges in August.
Colleges submit the reports to the WCCC September 1.

ENROLLEE SUCCESS RATE REPORT

Note: This report was first completed in 2011 to comply with a statutory requirement that student success be incorporated into the community college funding formula. A more complete description of this report will be included in the next edition of this handbook. See Appendix V, Enrollee Success Rate Technical Reference.

ENROLLMENT REPORTING

Background

The WCCC has compiled an annual report showing enrollment rates for over 10 years. Starting 2003-04, the WCCC generated the first semester enrollment reports that iterate the data for each semester in addition to the annual enrollment report. Starting 2003-04, the Annual Enrollment Report also included data from each semester as well as the annualized data. An introduction to the semester enrollment reports began in summer 2009. Changes and/or additions to the enrollment reports are an ongoing endeavor to ensure the data published remains informative and provides transparency wherever possible.

Enrollment reports have been designed to educate the Governor, Legislators, stakeholders and general public about the extent that Wyoming community colleges are congruent with the needs of their communities as well as contributing to the growth of Wyoming by meeting current and future state interests.

Publishing the enrollment findings each semester and each year promotes accountability. The need for this accountability is referenced in the January 2010 *Wyoming Community College Commission Statewide Strategic Plan* as a state interest for accountability and improvement, page 84 as well as Objective 8(e), requirements for unit-level enrollment, page 86. Moreover, Wyoming Statutes 21-18-202(e)(ii), sections (A) and (B) all reference the use of established enrollment reports.

Formulas and Definitions

- The cycle for the academic year is Summer, Fall, then Spring (ex. Sum12, Fall12, Spr13).
- **Annualized unduplicated figures** = (Summer data + Fall data + Spring data)/2
- **Semester full-time equivalents (FTEs)** = Total credit semester hours/12

- **“Full-time equivalency** means the number of approved academic or vocational-technical credit hours for each class for which students are enrolled divided by twelve.” W.S. 21-8-102(a)(xii)
- **Annual FTEs** = (Summer credits + Fall credits + Spring credits)/24
- **Faculty Headcount** = (F/T plus 1/3 P/T) using the full-time and part-time faculty numbers reported to IPEDS for the current academic year’s fall term.
- **“Duplicated headcount”** means that within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once. WCCC Rules-2010
- **“Unduplicated headcount”** means that within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once. WCCC Rules-2010
- **Audited hours:** Enrollment reporting to IPEDS does not allow colleges to report students that are exclusively auditing hours in their headcount, nor does it allow colleges to report audited hours in the total number of credit hours. However, the WCCC enrollment reports allow audited hours and exclusively auditing students to be counted.
- **Census Date:** Colleges capture enrollment when 12% of the semester has passed. This census date is pre-coded in the Colleague enrollment program.
- **Withdrawals:** Students who were still enrolled in a course at the 12% mark are counted in the enrollment report regardless of whether that student eventually dropped or withdrew from the course that semester.
- **Non-credit Continuing Education courses:** Non-credit courses that provide new job skills or upgrade current job skills including workforce development courses.
- **Non-credit Community Service courses:** Non-credit courses that are intended for personal growth and/or personal interest.
 - Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) enrollments are NOT counted in the non-credit enrollment counts.
- **Continuing Education Units (CEUs)** = Total contact hours for the class/10 = 1 CEU

Guidelines for Enrollment Reporting to the WCCC

- Courses that start at the beginning and end on the last day of the Summer, Fall, or Spring semester are counted during that semester. An unduplicated headcount and an FTE calculation are generated in the enrollment report. An example is a normal fall course that starts the first week of class and ends during finals week.
- When a course does not start and end on the same dates as the semester starts and ends, the course enrollment should be counted in the semester during which the course begins. An unduplicated headcount should be generated for all courses that are in this reporting period, while at the same time maintaining a full FTE calculation. These numbers are included in the enrollment report for that particular semester and are not generated separately when reporting to the WCCC.

- When a term is completely outside of the traditional Summer, Fall, or Spring semesters and does not overlap any of those traditional semesters (i.e. it falls in between semesters), then it will be counted in the following semester. An example of this would be a term that starts at the beginning of January (after the end of the Fall semester) and ends before the Spring semester begins - this enrollment would be counted in the spring enrollment period.
- Credit and non-credit Enrollment reports are submitted by the colleges within 30 days of the end of each instructional period. Reports are submitted electronically by the colleges, compiled by the WCCC and sent to the IR personnel and Executive Council for review. Following the review and feedback process, the WCCC produces final system Semester and Annual Enrollment Reports (Summer, Fall, and Spring) for the Wyoming community college system. The reports are then presented to Commissioners for official acceptance and published on the WCCC's website.

Enrollment Audits Conducted by the WCCC

The WCCC conducts yearly enrollment audits of the seven community colleges to ensure compliance with W.S. 21-18-202(e)(ii):

“In addition to audits required of colleges under W.S. 16-4-121 and to ensure uniformity of audit procedures and reporting formats, conduct enrollment audits and report financial and enrollment audit findings to the legislature and governor. In carrying out this paragraph and maintaining the funding allocation model under paragraph (c)(i) of this section:

(A) The commission shall ensure uniform accounting in recording full-time equivalent students and reporting financial data.”

Technical Reference

See Appendix VI, Enrollment Report Technical Reference. This includes the tables of custom software items, the sample output, and the reference to the relevant data elements in the data element dictionary.

TARGET DUE DATES	
Colleges submit Summer enrollment data to WCCC	Oct 15
WCCC sends compiled data to college IR personnel	Nov 1
Colleges submit feedback to WCCC	Nov 15
WCCC sends verified data to Executive Council for review	Nov 17
Presidents submit feedback to WCCC	Nov 25
Final report presented to WCCC for acceptance	Jan/Feb meeting
Report published	<i>subsequent to WCCC acceptance</i>

Colleges submit Fall enrollment data to WCCC	Feb 15
WCCC sends compiled data to college IR personnel	Mar 1
Colleges submit feedback to WCCC	Mar 15
WCCC sends verified data to Executive Council for review	Mar 17
Presidents submit feedback to WCCC	Mar 25
Final report presented to WCCC for acceptance	Jun meeting
Report published	<i>subsequent to WCCC acceptance</i>
Colleges submit Spring enrollment data to WCCC	Jul 15
WCCC sends compiled data to college IR personnel	Aug 1
Colleges submit feedback to WCCC	Aug 15
WCCC sends verified data to Executive Council for review	Aug 17
Presidents submit feedback to WCCC	Aug 25
Final report presented to WCCC for acceptance	Oct meeting
Report published	<i>subsequent to WCCC acceptance</i>
WCCC produces official system Annual Enrollment Report for the prior academic year (Summer, Fall, Spring)	Aug 31
WCCC sends compiled data to college IR personnel	Aug 1
Colleges submit feedback to WCCC	Aug 15
WCCC sends verified data to Executive Council for review	Aug 17
Presidents submit feedback to WCCC	Aug 25
Final report presented to WCCC for acceptance	Oct meeting
Report published	<i>subsequent to WCCC acceptance</i>

These target due dates are guidelines only and may change when the needs of an authoritative entity dictate and such needs have been vetted through the college presidents and WCCC.

FACILITIES REPORTING

Background

Each college must maintain an inventory of facilities for analysis of construction and maintenance requests. A Facilities Handbook available on the WCCC website outlines the requirements and deadlines contained in Wyoming statutes and WCCC rules relating to college facilities.

The facilities inventory includes space use codes taken from the Postsecondary Education Facilities Inventory and Classification Manual (FICM) provided by the National Center for Education Statistics. These space use codes and their definitions are also available on the WCCC's website.

The naming conventions used by each college in its facilities inventory must match the building and room designations used by each college in its Colleague database so that student enrollment can be tied to college facilities.

The CapCon database is an online application hosted by the WCCC that facilitates data entry for existing facilities and proposed new capital construction projects. A CapCon User Manual is

maintained on the WCCC’s website and it describes in detail the building and room inventory, factors associated with the space needs model, and requirements for adding a new project.

By June 15 of each year, student headcount and FTE data will be provided to WCCC staff for CapCon model updates. This enrollment data will be from the previous fall semester and will be aggregated in the following categories: campus site, alternative delivery, concurrent enrollment, and other. Headcount and FTE will be unduplicated within each category but may be duplicated between categories.

Comprehensive space utilization studies will be performed on an as needed basis when the WCCC has sufficient funding. These formal studies will require detailed course section enrollment data as specified in the Common Code Tables.

DEADLINES	
Administrative Services Council requests data	May
Colleges will submit reports to the WCCC	June 15

FIXED AND VARIABLE COST REPORT

W.S. 21-18-205(c) states:

“Funds appropriated for each biennium shall be distributed by the commission to community colleges in amounts determined by a funding allocation model adopted by rule of the commission. Funding allocation model components for fixed and variable costs shall be defined by and computed in accordance with guidelines and procedures prescribed by rule and regulation of the commission, applied to the distribution of state appropriations for each biennial budget period and reallocated at a schedule specified by rule and regulation of the commission, but in no event less than once every four (4) years.”

Background

The WCCC will calculate fixed and variable cost proportions based on actual college operational expenditures.

Commission Chapter 5 Rules § 3 (a)(iii) provides definitions of fixed and variable costs, and procedures for determining college-specific fixed and variable costs.

Technical Reference

See Appendix VII, Fixed and Variable Cost Technical Reference. In this appendix are the tables of custom software items, the sample output, and the reference to the relevant data elements in the data element dictionary.

DEADLINES	
WCCC data request	Mar 1

Colleges submit data to WCCC	Mar 15
Data sent to colleges for review	May 15
Feedback from colleges	Jun 1

PARTNERSHIP REPORTING

Background

Partnership data will fulfill statutory reporting requirement (W.S. 21-18-202(e)(iv)): “Develop annual reports to the legislature on the outcomes of partnerships between colleges and the University of Wyoming and other entities.”

Instructions for Creating the Partnership Report

1. Utilizing the spreadsheet provided by the WCCC, find the appropriate tab for your college.
2. For the ten major partnerships please list: Name and/or focus of partnership, the year the partnership began and the partnering category (item 5 below).
3. Please describe the nature of the collaborative activities/efforts and the expected outcomes of the partnership (50 words or less).
4. List the organizations that are involved in each of the ten major partnerships. Name of the organization is all that is required. The organizations should be listed with the associated partnership.
5. Identify the partnership categories. All partnerships must be associated with one of the following three categories (examples in parentheses):
 - a. **Education** (P-12 Education, University of Wyoming, or other Higher Education)
 - b. **Community Participation** (Non-profit, Community, Cultural, or Professional Organizations)
 - c. **Regional Development** (Business & Industry; Economic Development; Workforce Training; Local, State, and Federal Government)
6. After the list is compiled, document the total number of partnerships by category. Document partnership totals in the Total Number of Partnerships section at the top of the spreadsheet.
7. Submit the report electronically on or before the due date to the WCCC Policy Analyst.

DEADLINES	
WCCC requests Partnership data from college academic deans	1 st Mon in Aug
College academic deans submit Partnership data to WCCC	1 st Mon in Sep

WCCC sends report to college academic deans for review	Last Mon in Sep
Feedback from academic deans submitted to WCCC	2 nd Mon in Oct
WCCC sends report to presidents for review	1 st Mon in Nov
Feedback from presidents submitted to WCCC	3 rd Mon in Nov
Report presented to the WCCC for acceptance	Jan/Feb Meeting
Final report published by WCCC	<i>Subsequent to WCCC acceptance</i>

Notes:

1. Reports will be submitted electronically on or before the due date to the WCCC Policy Analyst.
2. WCCC will send the section of the previous year's report pertaining to the individual colleges to the respective institutions for revision with the data request.

WORKFORCE DEVELOPMENT REPORT

Background

In 2002, the Wyoming community colleges created a Workforce Development Task Force. The task force identified several priorities and deliverables for the colleges to address. One deliverable was for a Workforce Development Report to be created. The college workforce development coordinators and the college institutional researchers worked together to develop consistent reporting standards and definitions for this report. This report continues to evolve as additional progress is made toward making this a permanent part of state reporting.

See Appendix VIII, Workforce Development Report Definitions, for more information on reporting elements.

DEADLINES	
WCCC requests Workforce Development data	Sep
Colleges submit Workforce Development data	Mid-Oct

Standard Reports to External Audiences

COLLEGE ACHIEVEMENT OF PRIOR YEAR WYOMING GRADUATES (WDE FORM 679) REPORTING

Background

Each year, Wyoming Community Colleges and the University of Wyoming report to the Wyoming Department of Education (WDE) data about the preparation and performance of students who graduated from Wyoming high schools during the prior year. The data, intended to reflect student performance in post-secondary institutions, is used in the Every Student Counts report, and is collected to meet requirements of 21-2-202 (a)(xxi):

“Establish and maintain a uniform statewide reporting system based upon the statewide student assessment implemented by the state board under W.S. 21-2-304(a)(v).”

Each year in May, the WDE sends an email to the colleges with directions for downloading the reporting template for form WDE679, College Achievement of Prior Year Wyoming Graduates, and the due date for submitting the data. Data are submitted electronically as an email attachment.

DEADLINES

WDE sends reminder email	Early to Mid-May
Colleges submit data	Mid-Jul

HATHAWAY SCHOLARSHIP REPORT

Background and Authority

Each year, Wyoming Community Colleges and the University of Wyoming report to the Wyoming Department of Education (WDE) data about the number and performance of students who are receiving aid through the Hathaway Scholarship Program as required by W.S. 21-16-1308:

“(c) The department (of education) shall establish annual reporting procedures for purposes of policy analysis and program evaluation and providing accurate data to the legislature and governor relative to the program’s impact on the state and on students.

In developing the annual reporting procedure the department shall consult with the University of Wyoming and community college financial aid officers and registrars or their designees. It is the intention of the legislature that the reporting system and the requirements thereof shall be applicable to all recipients of scholarships under this article. Compliance with this section shall be made a condition of receiving a scholarship under this article.

Rules & Regulations - Chapter 38, Section 22, Data Gathering and Reporting Procedures

“(a) In consultation with school districts and the financial aid officers and registrars of the eligible institutions, or their designees, the Department shall develop annual reporting procedures for purposes of policy analysis and program evaluation. The annual report on the Hathaway Scholarship Program shall be presented by the Department in accordance with the budget timeframes identified in W.S. § 9-2-1014.

(b) Data reporting is a requirement for receipt of scholarship funds.”

The Reports

The Mid Term Report – Enrolled Students: This report includes enrolled Hathaway students, attempted hours, and the instructional program. The institutions receive the difference between the prepayment already made (per estimate report) and the sum of scholarship amounts provided in this report.

The Mid Term Report – Non-Enrolled New Applicants: This report is to accompany the Mid Term Report for Enrolled Students. It provides information about new applicants (or newly screened students) who did not qualify or did not accept the scholarship and includes data indicating the reason for non-enrollment. The purpose of this report is to complete the set of applicants for the semester being reported:

All Students in the **Mid Term Non-Enrolled New Applicants** file
+ All New Students in the **Mid Term Enrolled Students** file
= **New Applicants for the reporting term**

The End-of-Term Report – Enrolled Students: The main purpose of this report is for the institutions to submit student performance data that is analyzed by the WDE for the statutorily required annual academic progress statistic

This report includes all students who:

- have initiated the scholarship (in the past or in the current semester), whether they received a scholarship during the semester or not, **and**
- have not used up their 8 semester (96 credit hours) limit, **and**
- are inside of the 6 year deadline.

DEADLINES	
Fall Semester	
Submit Mid Term (“30 Day”) Report – Enrolled Students	9/25
Submit Mid Term (“30 Day”) Report – Non-Enrolled Students	9/25
Submit End-of-Term Report – Enrolled Students	2/28
Spring Semester	
Submit Mid Term (“30 Day”) Report – Enrolled Students	2/5
Submit Mid Term (“30 Day”) Report – Non-Enrolled Students	2/5
Submit End-of-Term Report – Enrolled Students	6/20
Summer Semester	
Submit End-of-Term Report – Enrolled Students	10/20

Technical References

For further and complete information on the reports, see the “HSP Reference Manual – Data Collection,” which is posted at http://edu.wyoming.gov/sf-docs/hathaway/HSP_Data_Manual_2010_v1_30_05-11-10.pdf?sfvrsn=0. All the data elements in all the Hathaway reports are listed and described in this data manual.

See also Appendix IX, Hathaway Scholarship Report Technical Reference. This includes the tables of custom software items, the sample output, and the reference to the relevant data elements in the HSP data manual.

HLC ANNUAL INSTITUTIONAL DATA UPDATE

Background

The Annual Institutional Data Update (AIDU) is a required part of the HLC accreditation process; every affiliated institution must complete the Institutional Update as an obligation of affiliation. It contains basic demographic information on the institution and is the reference location for distance learning. The report has several sections, including questions regarding headcount, certificates and degrees, off-campus activities, dual credit, distance education, and financial information. After submission, you can create a PDF of the data for your own records.

Information provided in the Institutional Update serves multiple purposes.

- Some information is used to update the Organizational Profile that is posted on the HLC’s website.
- Certain financial and non-financial indicators of organizational health are reviewed to determine whether there are any trends that suggest the HLC follow up.
- Some changes may require review through the HLC’s policies and procedures on institutional change.
- Some information is collected and monitored in compliance with Federal requirements.
- Student enrollment data are used to calculate membership dues.

Instructions for Completing the AIDU

Institutions submit the report online through the HLC website. Instructions for each category are included as part of the online form.

DEADLINES	
HLC emails information to access the online system	Feb-Mar
Institutions submit updated information	Mid-Apr

WUE FALL ENROLLMENT REPORTING

Background

The Wyoming Community Colleges and the University of Wyoming participate in the Western Undergraduate Exchange (WUE), a regional tuition-reciprocity agreement through the Western Interstate Commission for Higher Education (WICHE). Each fall the colleges submit a report of the

number of students from WICHE states, by program of study. WICHE staff request the enrollment data by email, providing updated instructions for accessing the online reporting site.

The data are published in the annual WUE Fall Enrollment Report.

DEADLINES

WICHE requests enrollment data	Late Sep
Colleges submit data	Mid-Oct

GAINFUL EMPLOYMENT REPORTING

Note: At the time of publication of this handbook (December 2012), Gainful Employment Reporting has been suspended due to legal challenges made to the reporting requirements. The information below is included for reference until these challenges have been resolved.

Background

In order to be eligible for funding under the Title IV programs, an educational program must lead to a degree (associate, bachelor, graduate, or professional) or prepare students for "gainful employment in a recognized occupation." In addition, virtually all programs - degree and nondegree - offered by proprietary institutions must prepare students for "gainful employment in a recognized occupation."

Collectively, we refer to these programs, all nondegree educational programs offered by public and nonprofit institutions and virtually all academic programs offered by proprietary institutions, as "GE Programs." Many institutions that participate in the Title IV student assistance programs, even those that are public or nonprofit and that predominantly offer degrees, will likely have one or more GE Programs. In fact, fewer than 1,000 out of the approximately 6,000 institutions that are currently participating in the Title IV programs have no GE Programs. Therefore, all institutions must be aware of the new regulatory requirements and the information in this letter to ensure that they will be in compliance with the new gainful employment regulations.

Final regulations published in the Federal Register on October 29, 2010, (75 FR 66665 and 66832), by the U.S. Department of Education (the Department), require institutions that participate in the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965, as amended (the HEA), to report certain information about students who enrolled in Title IV-eligible educational programs that lead to gainful employment in a recognized occupation (GE Programs). Those regulations also provide that institutions must disclose to prospective students certain information about their GE Programs. Finally, the new regulations require an institution to notify the U.S. Secretary of Education (the Secretary) if it wishes to add additional GE Programs to its list of Title IV-eligible programs.

The regulations include a provision, at 34 CFR 668.6(b), that requires institutions to disclose, for each of their GE Programs, certain information about the programs to prospective students. The institution must include the information required in promotional materials it makes available to prospective students and on its Web site. The regulations also provide that the institution must "Use the disclosure form issued by the Secretary to provide the information ... when that form is available" (34 CFR 668.6(b)(2)(iv)). Institutions are responsible for meeting these disclosure requirements using their own form until the Department releases its form.

All of these requirements are effective July 1, 2011.

Instructions for Gainful Employment Reporting

For each student who enrolled in a Gainful Employment program (identified in 34 CFR 668), during an award year, the institution must report the following information to the National Student Loan Data System (NSLDS).

- A. Information needed to identify the student and the institution the student attended
- B. The name and the Classification of Instructional Program (CIP) code of that program
- C. The amounts the student received from private education loans and the amount from institutional financing plans that the student owes the institution upon completing the program
- D. Whether the student matriculated to a higher credentialed program at the institution or if available, evidence that the student transferred to a higher credentialed program at another institution
- E. For each program, by name and CIP code, the total number of students that are enrolled in the program at the end of each award year and identifying information for those students.

For each Gainful Employment program offered by the institution, the institution must provide prospective students with the following:

- A. The occupations (by names and SOC codes) that the program prepares students to enter, along with links to occupational profiles on O*NET or its successor site.
- B. The on-time graduation rate for students completing the program
 - An institution calculates an on-time completion rate for each program subject to this section by—
 - (1) Determining the number of students who completed the program during the most recently completed award year;
 - (2) Determining the number of students who completed the program within normal time, as defined under §668.41(a), regardless of whether the students transferred into the program or changed programs at the institution. For example, the normal time to complete an associate degree is two years and this timeframe applies to all students in the program. If a student transfers into the program, regardless of the number of credits the institution accepts from the student's attendance at the prior institution, those transfer credits have no bearing on the two-year timeframe. The student would still have two years to complete from the date he or she began attending the two-year program. To be counted as completing on time, a student who changes programs at the institution and begins attending the two-year program must complete within the two-year timeframe beginning from the date the student began attending the prior program; and
 - (3) Dividing the number of students who completed the program within normal time by the total number of students who completed the program, and multiplying the result by 100.
- C. The tuition and fees it charges a student for completing the program within normal time as defined in §668.41(a), the typical costs for books and supplies (unless those costs are included as part of tuition and fees), and the cost of room and board, if applicable.

- D. The placement rate for students completing the program, as determined under a methodology developed by the National Center for Education Statistics (NCES) when that rate is available.
- E. The median loan debt incurred by students who completed the program

NOTES:

Reports must include information about all students enrolled in gainful employment programs - not just those receiving Title IV aid, which has raised questions about student privacy. The years of enrollment colleges must report on include 2006-07, 2007-08, 2008-09, and 2009-10. For 2006-07, colleges only need to report whatever information they have available, and must provide explanations for those years they don't have data. Data will be reported through the existing Enrollment Reporting Process that schools use to report enrollment information to the National Student Loan Data System (NSLDS).

For prospective students, institutions are required to disclose specific information on gainful employment programs in promotional material and on their websites. That information includes official job codes, on-time graduation rates for program completers, tuition and fees, cost for books and supplies, the cost of room and board, job placement rates for program completers, and the median loan debt of completers by type of loan. The disclosures are to be in place no later than July 1, 2011.

DEADLINES

Title IV-eligible institutions with gainful employment programs must report information for their 2011-12 award year programs by October 15 (but no earlier than September 30), according to a March 15, 2012 announcement by the Education Department.

Subsequent reporting periods will be no earlier than September 30, but no later than the date established by the Secretary of Education through a notice published in the Federal Register.

IPEDS REPORTING

Background

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES).

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, § 487(a)(17).

The collection and reporting of racial/ethnic data are mandatory for all institutions that receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any Department of Education regulations implementing Title IX of the Education Amendments of 1972. The collection of racial/ethnic data in vocational programs is mandated by § 421(a)(1) of the Carl D. Perkins Vocational Education Act.

The Fall Staff section of the Human Resources component is also mandated by P.L. 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of

1972 (29 CFR 1602 §§(O), (P), and (Q)), in odd-numbered years (i.e., 2007-08, 2009-10, etc.), for institutions with fifteen (15) or more full-time employees.

For those institutions not required to complete this survey on the basis of the above requirements, completion is voluntary and authorized by P.L. 103-382, National Education Statistics Act of 1994, § 404(a).

IPEDS data are not collected under a pledge of confidentiality.

Procedures for Responding to IPEDS Collections

Data may be submitted **only** during the appropriate data collection period. Keyholders (or other institutional representatives with a valid UserID and password) must enter data, edit and resolve any errors, and lock the data for each survey component before the collection closes. **No** extensions/waivers are possible.

For institutions to fully comply with the mandate to respond to IPEDS, the status for **each of the surveys** listed on the Surveys page (in the data collection system) **MUST** read **Not Applicable, Locked, or Complete** before the data collection period closes. Any other status indicates an incomplete response. **Note:** Keyholders receive an email confirmation when **each** survey is locked; thus, if you are required to complete three surveys in the fall, you should receive three email confirmations.

During each data collection, periodic email reminders to keyholders and letters to CEOs are sent if all reporting requirements have not been satisfied; that is, each applicable survey must show a **locked** or **complete** status. In some cases, phone calls to keyholders and CEOs are also made. **Please do not ignore these communications** as they indicate a concern that one or more of the required surveys is not complete. Failure to meet IPEDS deadlines may result in a fine of up to \$27,000.

DEADLINES

Fall Collection:

- Institutional Characteristics
- Completions
- 12-month Enrollment

Opens in the beginning of September and closes mid-October.

Winter Collection:

- Student Financial Aid

Opens in the beginning of December and closes in the beginning of February.

Spring Collection:

- Fall Enrollment
- Graduation Rates
- 200% Graduation Rates
- Finance
- Human Resources

Opens in the beginning of December and closes in the beginning of April.

Ad Hoc Reporting

To reduce the burden of Ad Hoc Reporting on the colleges the process outlined below will be followed for Ad Hoc Reporting Requests. The WCCC Policy Analyst will attempt to satisfy the request with existing standard reports.

The Ad Hoc Data Request Form (found in Appendix X) will be the instrument used by the WCCC Policy Analyst to obtain the description of the study or report, the specific purpose, and to whom the report will be disseminated. The data report will be provided electronically to the requesting party. Confidential or personally identifiable data will not be provided.

1. The form will be completed by the WCCC Policy Analyst in consultation with the requestor.
2. The form will then be emailed to the Presidents, President Assistants, and IR Directors.
3. IR Directors may apprise other college employees of the data request, as necessary.
4. Presidents will be asked to approve, deny, or opt out of the request within one week. Certain circumstances may justify a shorter response time.
5. Presidents may also request that the data inquiry be put on an Executive Council agenda for further discussion.
6. If the WCCC does not receive any feedback from the President in the time allotted, the WCCC Policy Analyst will request the community college IR Director to follow-up with that President.
7. The WCCC Policy Analyst will inform the IR Directors of the final decision.
8. If a single President opts out, the other colleges will still provide the data.