



LIFE CHIROPRACTIC COLLEGE WEST

2018-19
FACT BOOK

Fall Edition
October 2018

Office of Institutional Research

Executive Summary

This is the Fall Edition of Life Chiropractic College West 2018-19 Fact Book. This edition uses the final data from the most recently completed academic year and the preliminary release for the current academic year. It is intended to:

- 1) provide insights of student enrollment, their performance, the College's quality of education through faculty & staff profile, and
- 2) illustrate trends that may warrant further monitoring and research.

The data used to prepare the Fact Book derive from internal and external data sources—each with differing dates of available updates of new data. Federal data from the IPEDS Data Center updates to the institutional data of Life West every February.

Part One of the Fact Book includes all reports regarding student enrollment and demographics. Part Two follows with summaries on student entering background, the quarter-to-quarter retention rates and completion rate trends. Part Three provides the faculty and staff profile derived from the annual IPEDS Human Resource survey of the most recent three years. Lastly, the appendix appears in Part Five. It contains specific information regarding the caveats on data comparisons, logistics of data collection, the schedule of publishing the semiannual Fact Book, and a glossary.

Based on reviews and feedback from the previous editions, Institutional Research Department has worked with Academic Affairs, Enrollment, Health Center, and other departments to improve integration and processes in data collection. The report layout and content of this edition were revised to include additional visualization, statistics, and comparisons in support of the college's continuous improvement initiatives. Details of these changes are provided in the Change Log of the Appendix.

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PART 1: STUDENT ENROLLMENT

This section presents data of

- student enrollment trend
- student gender profile
- student ethnicity profile
- demographics trends.

Enrollment headcounts of the most recent five academic years are summarized based on each academic year and entering quarter.

Enrollment census data of each quarter is obtained from Registrar; the end-of-quarter data is from the SIS (CAMS Enterprise).

Enrollment Summary

Census Enrollment from Registrar's Office as of 8/07/2018

New Student Enrollment

New Student Headcount	AY 2017-18	AY 2016-17	AY 2015-16	AY 2014-15	AY 2013-14
	HC	HC	HC	HC	HC
Fall term	62	86	90	65	89
Winter term	36	54	37	42	47
Spring term	26	23	29	27	28
Summer term	39	32	41	37	43
Total HC	163	195	197	171	207

All Student Enrollment

All Student Headcount	AY 2017-18	AY 2016-17	AY 2015-16	AY 2014-15	AY 2013-14
	HC	HC	HC	HC	HC
Fall term	620	634	564	503	456
Winter term	629	640	568	502	470
Spring term	609	618	585	494	470
Summer term	600	604	584	509	464
Total HC	2,458	2,496	2,301	2,008	1,860

All Student FTE	AY 2017-18	AY 2016-17	AY 2015-16	AY 2014-15	AY 2013-14
	FTE	FTE	FTE	FTE	FTE
Fall term	604	625	556	488	446
Winter term	616	631	559	488	460
Spring term	590	604	575	487	463
Summer term	585	588	577	497	456
Total FTE	2,396	2,448	2,267	1,960	1,825

Abbreviations:

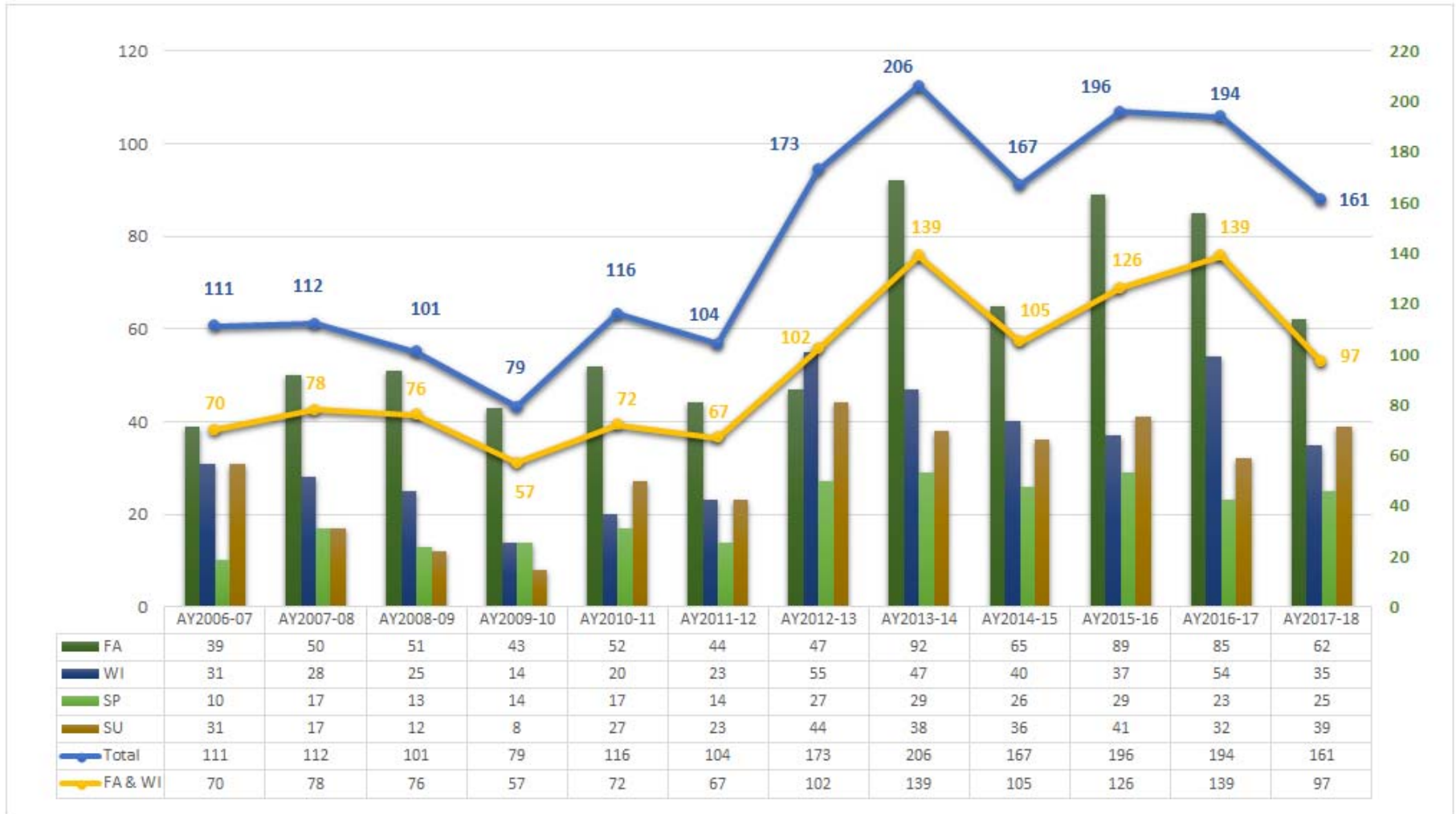
AY: academic year

HC: head count

FTE: full-time equivalent

Student Enrollment Trend

Quarter End Data from CAMS as of 8/22/2018



Abbreviations:

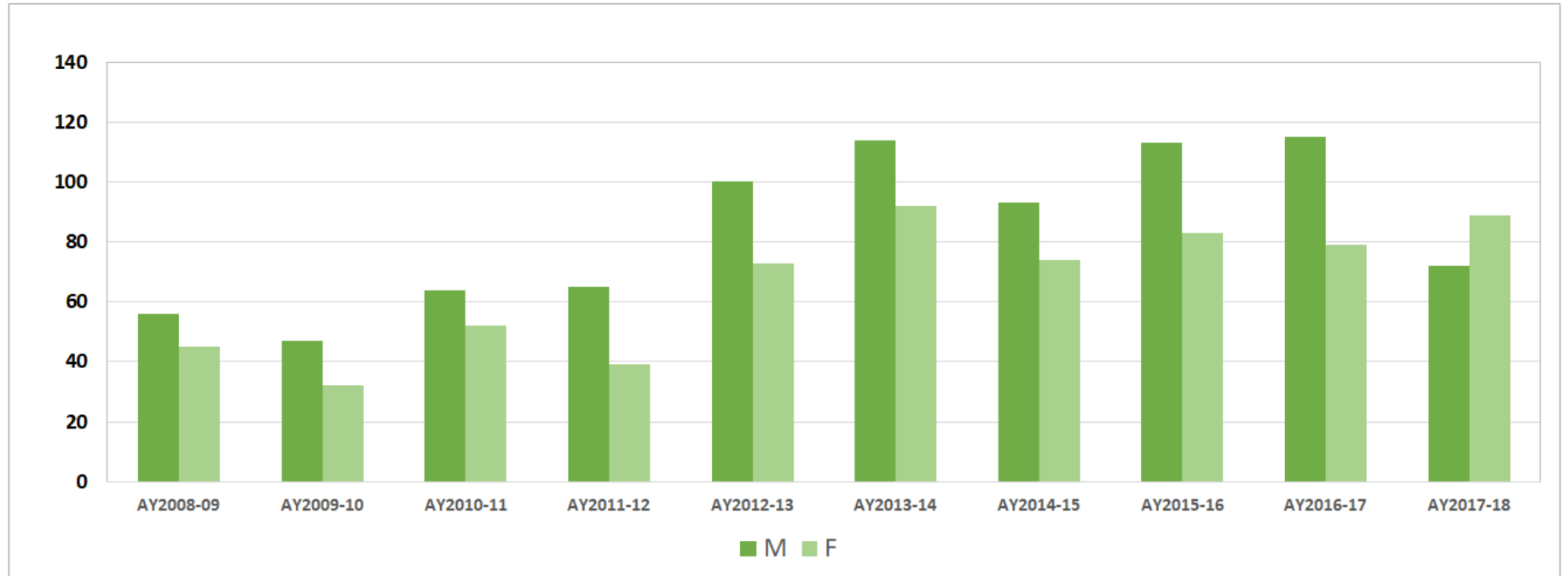
AY: academic year

FA, WI, SP, SU: fall, winter, spring, summer quarter respectively

Student Gender Profile

Quarter End Data from CAMS as of 8/22/2018

Quarter	AY 2008-09			AY 2009-10			AY 2010-11			AY 2011-12			AY 2012-13			AY 2013-14			AY 2014-15			AY 2015-16			AY 2016-17			AY 2017-18		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total			
Fall	24	27	51	26	17	43	25	27	52	27	17	44	32	15	47	49	43	92	29	36	65	51	38	89	48	37	85	30	32	62
Winter	16	9	25	7	7	14	13	7	20	15	8	23	36	19	55	32	15	47	28	12	40	18	19	37	30	24	54	16	19	35
Spring	10	3	13	8	6	14	10	7	17	7	7	14	13	14	27	14	15	29	17	9	26	18	11	29	16	7	23	6	19	25
Summer	6	6	12	6	2	8	16	11	27	16	7	23	19	25	44	19	19	38	19	17	36	26	15	41	21	11	32	20	19	39
Total	56	45	101	47	32	79	64	52	116	65	39	104	100	73	173	114	92	206	93	74	167	113	83	196	115	79	194	72	89	161
PERCENTAGE	55%	45%	100%	59%	41%	100%	55%	45%	100%	63%	38%	100%	58%	42%	100%	55%	45%	100%	56%	44%	100%	58%	42%	100%	59%	41%	100%	45%	55%	100%



Abbreviations:
 AY: academic year
 M: male, F: female

Student Ethnicity Profile

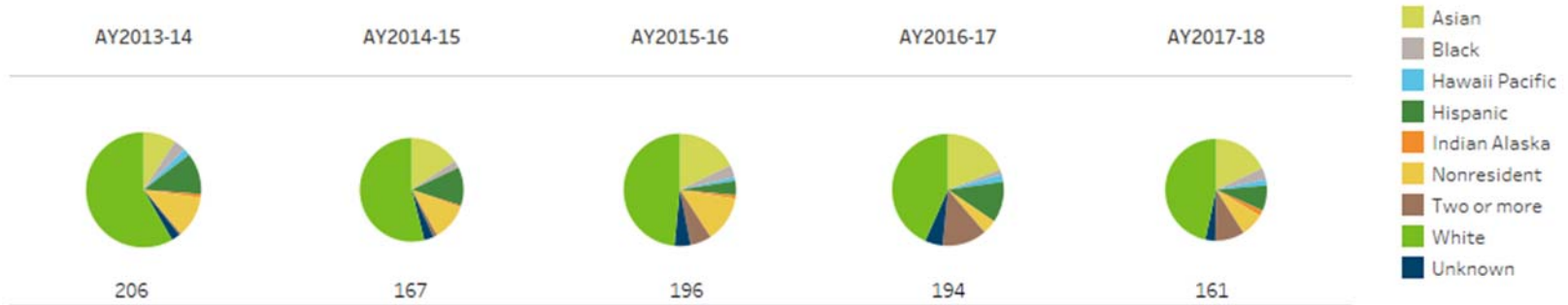
Quarter End Data from CAMS as of 8/22/2018

ETHNICITY	Asian		Amer.Indian/ Alaska Native		Black/African American		Hispanic of Any Race		Hawaiian or Pac. Islander		White		Two or more races		International		Unknown		ALANA*		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
AY 2017-18																						
FALL	17	16.7%	0	0.0%	0	0.0%	5	8.1%	1	1.6%	29	46.8%	2	3.2%	6	9.7%	2	3.2%	23	37.1%	62	
WINTER	3	8.6%	0	0.0%	3	8.6%	1	2.9%	2	5.7%	17	48.6%	4	11.4%	4	11.4%	1	2.9%	9	25.7%	35	
SPRING	5	20.0%	2	8.0%	0	0.0%	0	0.0%	0	0.0%	15	60.0%	3	12.0%	0	0.0%	0	0.0%	7	28.0%	25	
SUMMER	4	10.3%	1	2.6%	3	7.7%	7	17.9%	0	0.0%	14	35.9%	6	15.4%	2	5.1%	2	5.1%	15	38.5%	39	
TOTAL	29	18.0%	3	1.9%	6	3.7%	13	8.1%	3	1.9%	75	46.6%	15	9.3%	12	7.5%	5	3.1%	54	33.5%	161	
AY 2016-17																						
FALL	16	18.8%	0	0.0%	1	1.2%	12	14.1%	1	1.2%	36	42.4%	11	12.9%	3	3.5%	5	5.9%	30	35.3%	85	
WINTER	9	16.7%	0	0.0%	2	3.7%	5	9.3%	1	1.9%	24	44.4%	6	11.1%	4	7.4%	3	5.6%	17	31.5%	54	
SPRING	6	26.1%	0	0.0%	0	0.0%	2	8.7%	1	4.3%	10	43.5%	3	13.0%	1	4.3%	0	0.0%	9	39.1%	23	
SUMMER	6	18.8%	0	0.0%	0	0.0%	4	12.5%	1	3.1%	14	43.8%	5	15.6%	0	0.0%	2	6.3%	11	34.4%	32	
TOTAL	37	19.1%	0	0.0%	3	1.5%	23	11.9%	4	2.1%	84	43.3%	25	12.9%	8	4.1%	10	5.2%	67	34.5%	194	
AY 2015-16																						
FALL	18	20.2%	2	2.2%	4	4.5%	4	4.5%	1	1.1%	41	46.1%	4	4.5%	12	13.5%	3	3.4%	29	32.6%	89	
WINTER	5	13.5%	0	0.0%	1	2.7%	1	2.7%	1	2.7%	19	51.4%	4	10.8%	3	8.1%	3	8.1%	8	21.6%	37	
SPRING	4	13.8%	0	0.0%	1	3.4%	3	10.3%	0	0.0%	11	37.9%	2	6.9%	8	27.6%	0	0.0%	8	27.6%	29	
SUMMER	8	19.5%	0	0.0%	1	2.4%	0	0.0%	0	0.0%	24	58.5%	2	4.9%	3	7.3%	3	7.3%	9	22.0%	41	
TOTAL	35	17.9%	2	1.0%	7	3.6%	8	4.1%	2	1.0%	95	48.5%	12	6.1%	26	13.3%	9	4.6%	54	27.6%	196	
AY 2014-15																						
FALL	6	9.2%	0	0.0%	1	1.5%	10	15.4%	0	0.0%	35	53.8%	1	1.5%	11	16.9%	1	1.5%	17	26.2%	65	
WINTER	4	10.0%	1	2.5%	1	2.5%	5	12.5%	0	0.0%	27	67.5%	1	2.5%	1	2.5%	0	0.0%	11	27.5%	40	
SPRING	6	23.1%	0	0.0%	0	0.0%	1	3.8%	0	0.0%	14	53.8%	0	0.0%	2	7.7%	3	11.5%	7	26.9%	26	
SUMMER	10	27.8%	0	0.0%	2	5.6%	4	11.1%	0	0.0%	14	38.9%	0	0.0%	5	13.9%	1	2.8%	16	44.4%	36	
TOTAL	26	15.6%	1	0.6%	4	2.4%	20	12.0%	0	0.0%	90	53.9%	2	1.2%	19	11.4%	5	3.0%	51	30.5%	167	
AY 2013-14																						
FALL	13	14.1%	1	1.1%	2	2.2%	8	8.7%	1	1.1%	56	60.9%	1	1.1%	9	9.8%	1	1.1%	25	27.2%	92	
WINTER	1	2.1%	1	2.1%	0	0.0%	10	21.3%	1	2.1%	28	59.6%	0	0.0%	3	6.4%	3	6.4%	13	27.7%	47	
SPRING	4	13.8%	0	0.0%	3	10.3%	5	17.2%	0	0.0%	12	41.4%	0	0.0%	5	17.2%	0	0.0%	12	41.4%	29	
SUMMER	1	2.6%	0	0.0%	2	5.3%	1	2.6%	2	5.3%	24	63.2%	0	0.0%	7	18.4%	1	2.6%	6	15.8%	38	
TOTAL	19	9.2%	2	1.0%	7	3.4%	24	11.7%	4	1.9%	120	58.3%	1	0.5%	24	11.7%	5	2.4%	56	27.2%	206	

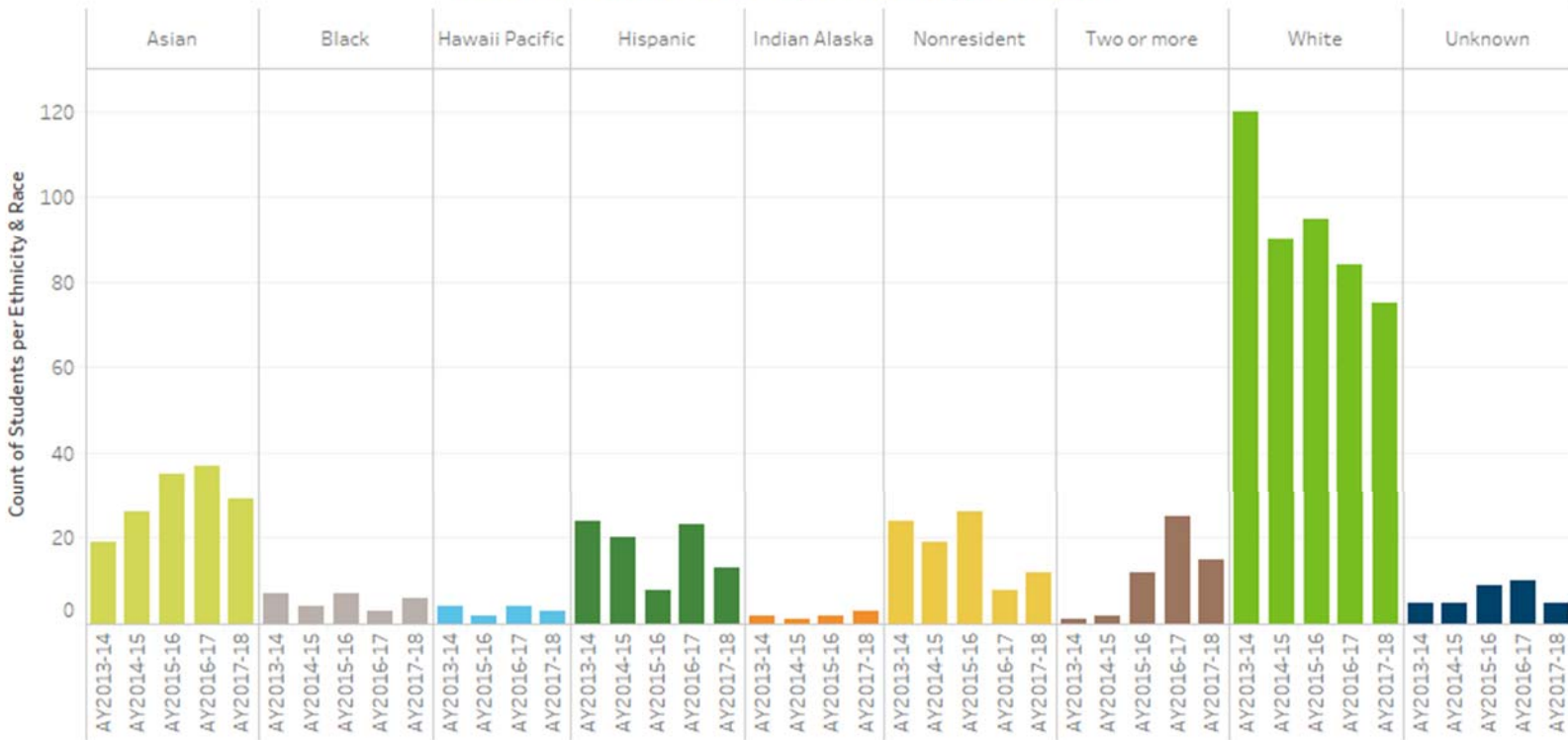
Abbreviation: ALANA is diverse ethnicity or race (see Glossary)

Ethnicity & Race Breakdown by Academic Year

Quarter End Data from CAMS as of 8/22/2018



Enrollment Trend by Ethnicity & Race



PART 2: RETENTION & GRADUATION

This section presents data of

- entering cohorts to the distinct academic programs (Accelerated-12Q, Standard-14Q, and AATP),
- student retention quarter-by-quarter,
- program completion rates (100CR, 150CR and 200CR); completion rates are aggregated—duration is 12 quarters for Accelerated and 14 quarters for other programs.

Entering Cohort Summary

Quarter End Data from CAMS as of 8/22/2018

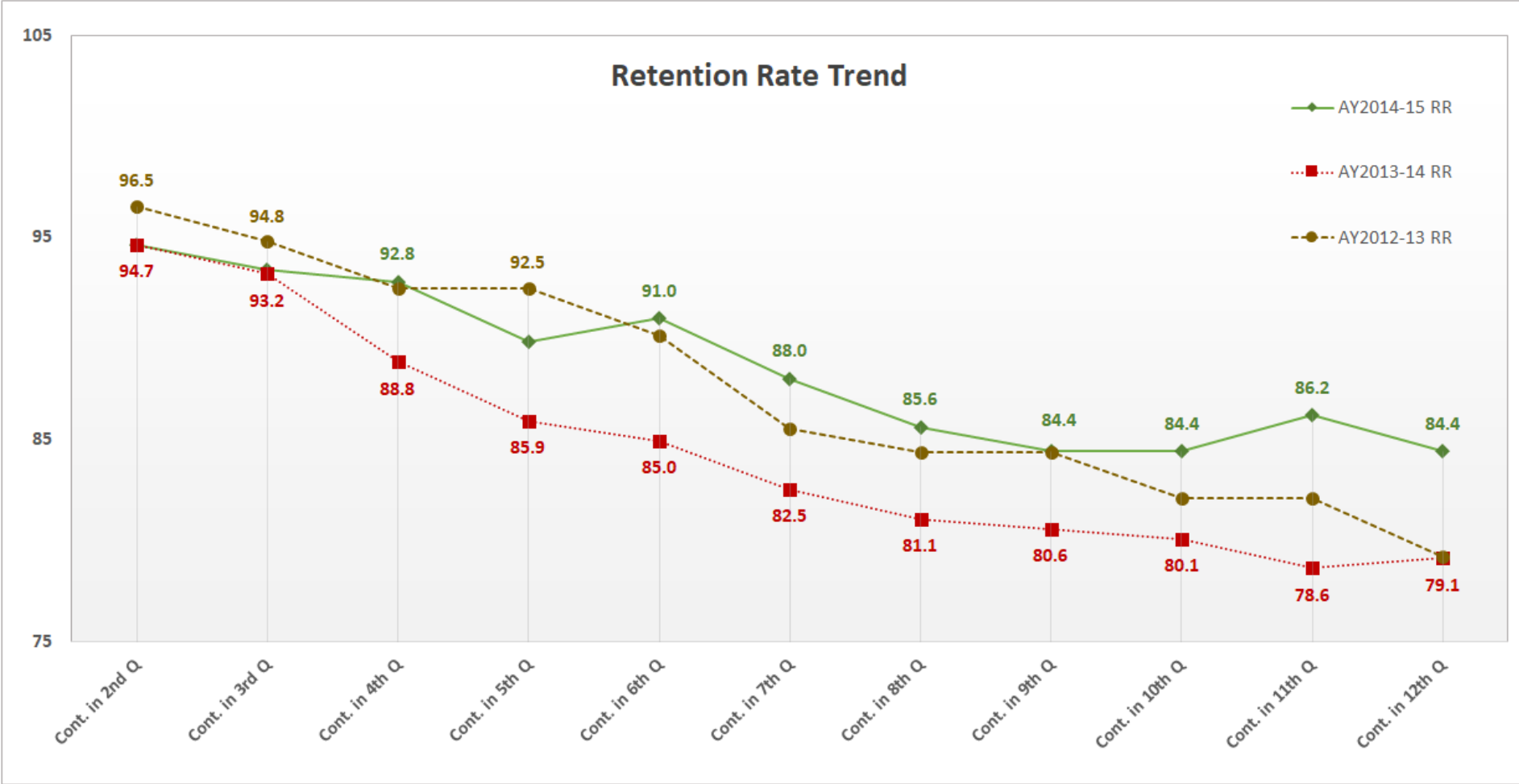
ENTERING COHORT		Gender				AATP				Non-AATP				Transfer*				Non-Transfer			
Academic Year	HC	Headcount				Headcount				% ALL	Headcount				% ALL	Headcount				% ALL	
		M	F	T	%	M	F	T	%		M	F	T	%		M	F	T	%		
2017-18	161	72	44.7	89	55.3	13	20	33	20.5	59	69	128	79.5	8	4	12	7.5	64	85	149	92.5
2016-17	194	115	59.3	79	40.7	34	19	53	27.3	81	60	141	72.7	9	0	9	4.6	106	79	185	95.4
2015-16	196	113	57.7	83	42.3	38	23	61	31.1	75	60	135	68.9	2	2	4	2.0	111	81	192	98.0
2014-15	167	93	55.7	74	44.3	28	15	43	25.7	65	59	124	74.3	5	4	9	5.4	88	70	158	94.6
2013-14	206	114	55.3	92	44.7	40	26	66	32.0	74	66	140	68.0	5	3	8	3.9	109	89	198	96.1
2012-13	173	100	57.8	73	42.2	15	15	30	17.3	85	58	143	82.7	11	3	14	8.1	89	70	159	91.9
2011-12	104	65	62.5	39	37.5	0	0	0	0.0	65	39	104	100.0	10	6	16	15.4	55	33	88	84.6
2010-11	116	64	55.2	52	44.8	0	0	0	0.0	64	52	116	100.0	4	1	5	4.3	60	51	111	95.7
2009-10	79	47	59.5	32	40.5	0	0	0	0.0	47	32	79	100.0	1	0	1	1.3	46	32	78	98.7
2008-09	101	56	55.4	45	44.6	0	0	0	0.0	56	45	101	100.0	1	0	1	1.0	55	45	100	99.0

ENTERING COHORT		Gender				International				Domestic				Accelerated (12-Quarter)				Standard Admits (14-Quarter)			
Academic Year	HC	Headcount				Headcount				% ALL	Headcount				% ALL	Headcount				% ALL	
		M	F	T	%	M	F	T	%		M	F	T	%		M	F	T	%		
2017-18	161	72	44.7	89	55.3	8	4	12	7.5	64	85	149	92.5	26	34	60	37.3	46	55	101	62.7
2016-17	194	115	59.3	79	40.7	3	5	8	4.1	112	74	186	95.9	23	20	43	22.2	92	59	151	77.8
2015-16	196	113	57.7	83	42.3	18	8	26	13.3	95	75	170	86.7	29	30	59	30.1	84	53	137	69.9
2014-15	167	93	55.7	74	44.3	8	11	19	11.4	85	63	148	88.6	27	24	51	30.5	66	50	116	69.5
2013-14	206	114	55.3	92	44.7	15	9	24	11.7	99	83	182	88.3	21	26	47	22.8	93	66	159	77.2
2012-13	173	100	57.8	73	42.2	10	5	15	8.7	90	68	158	91.3	41	23	64	37.0	59	50	109	63.0
2011-12	104	65	62.5	39	37.5	3	1	4	3.8	62	38	100	96.2	58	33	91	87.5	7	6	13	12.5
2010-11	116	64	55.2	52	44.8	0	1	1	0.9	64	51	115	99.1	48	46	94	81.0	16	6	22	19.0
2009-10	79	47	59.5	32	40.5	0	0	0	0.0	47	32	79	100.0	44	30	74	93.7	3	2	5	6.3
2008-09	101	56	55.4	45	44.6	1	0	1	1.0	55	45	100	99.0	52	38	90	89.1	4	7	11	10.9

- Note:**
- (1) There was one 12-quarter program before Winter 2013, called "Standard". After that, the 12-quarter program was renamed to "Accelerated" and "Standard" became 14-quarter program.
 - (2) Some students may have changed their program from the 12-quarter to 14-quarter program and vice versa.

Quarter-to-Quarter Retention Rate

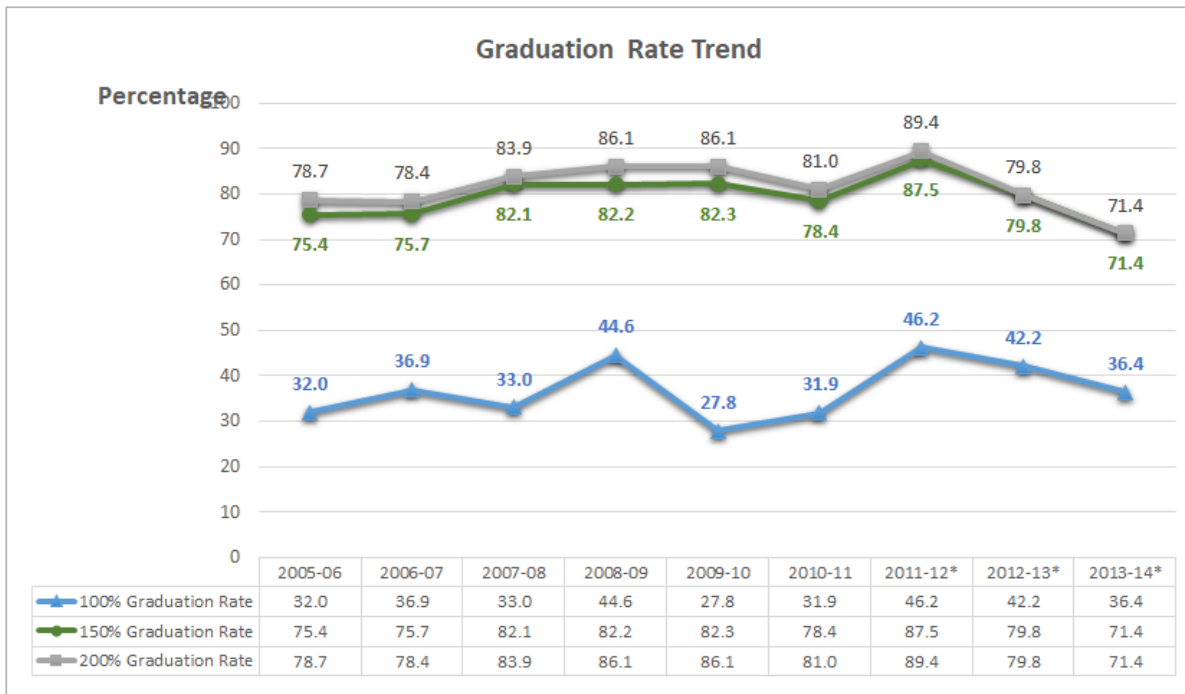
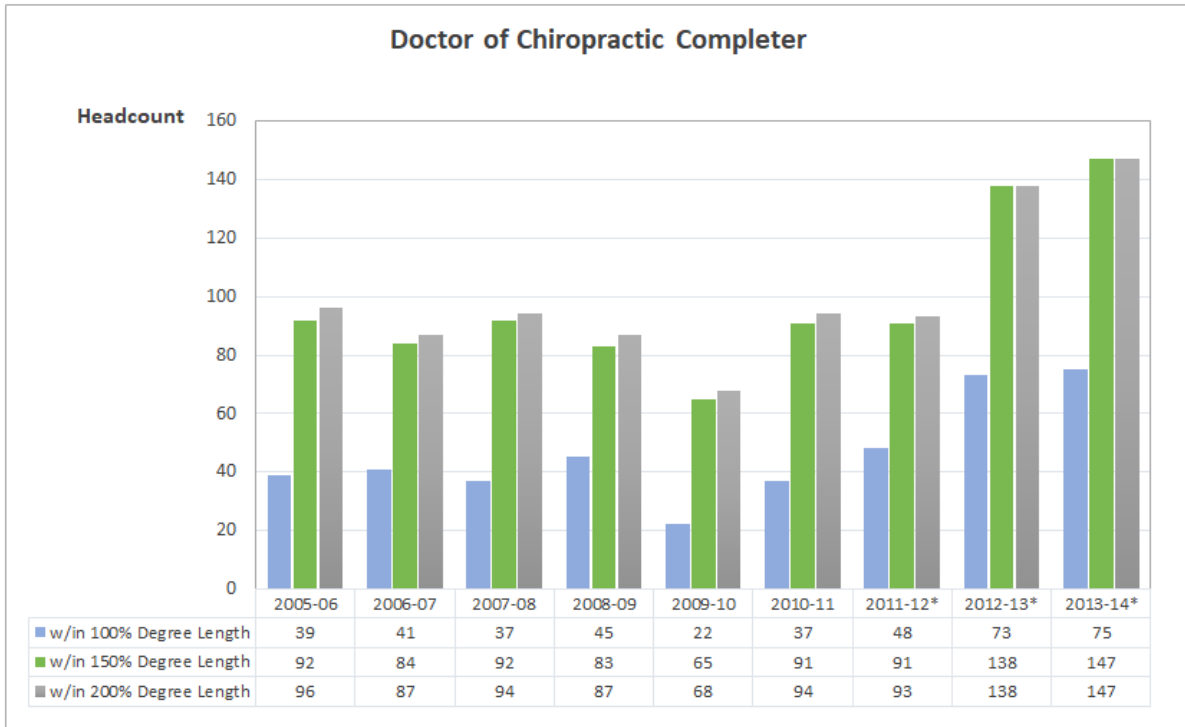
Quarter End Data from CAMS as of 8/22/2018



Note:
 (*) Data collection in progress
 "RR" stands for the retention rate, which is the percentage of the entering cohort returned/continued in a specific quarter.

Completion and Graduation Trend

Quarter End Data from CAMS as of 8/22/2018



(*) The cohorts haven't passed 100%, 150%, or 200% of 14-quarter program length

(1) Graduation Rates were calculated as the quotient of the number of graduates over its starting cohort headcount.

(2) Graduating Status of a student was defined based on his/her enrolled designed program length (12 or 14 quarters).

PART 3: FACULTY & STAFF

This section presents Life West's faculty and staff profile from the most recent three IPEDS Human Resources surveys:

The profile provides statistics on employees'

- Gender,
- Employment status of full-time vs. part-time, and
- Categories of employment based on Standard Occupational Classifications (SOCs) (see: <https://www.bls.gov/soc/>)

IPEDS data is publically available from the IPEDS Data Center and is managed by the National Center of Education Statistics (NCES).

Faculty and Staff Profile

Data from IPEDS Human Resources reports from AY2015-16 to AY2017-18

FACULTY AND STAFF		AY2015-16 (as of Nov 1, 2015)				AY2016-17 (as of Nov 1, 2016)				AY2017-18 (as of Nov 1, 2017)			
		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Faculty	Male	15	51.7%	26	100.0%	15	46.9%	47	100.0%	17	53.1%	46	97.9%
	Female	14	48.3%			17	53.1%			16	50.0%		
	ALL	29	100.0%	26	100.0%	32	100.0%	47	100.0%	33	100.0%	46	100.0%
Total Faculty	Total Headcount of FT and PT Faculty	55				79				79			
	FTE Faculty	38				48				48			
Non-instructional Staff	Research Staff	2	2.5%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	25.0%
	Public Service Staff	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Library and Student, Academic Affairs, and Other Education Services	16	20.0%	0	0.0%	29	36.3%	1	12.5%	32	40.0%	0	0.0%
	Management	17	21.3%	0	0.0%	26	32.5%	0	0.0%	26	32.5%	0	0.0%
	Business and Financial Operations	11	13.8%	0	0.0%	4	5.0%	0	0.0%	5	6.3%	0	0.0%
	Computer, Engineering, and Science	2	2.5%	0	0.0%	6	7.5%	0	0.0%	6	7.5%	0	0.0%
	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media	6	7.5%	0	0.0%	8	10.0%	3	37.5%	3	3.8%	0	0.0%
	Natural Resources, Construction, and Maintenance Occupations	0	0.0%	0	0.0%	2	2.5%	0	0.0%	3	3.8%	0	0.0%
	Services	3	3.8%	1	50.0%	0	0.0%	0	0.0%	1	1.3%	0	0.0%
	Sales and Related	2	2.5%	1	50.0%	0	0.0%	0	0.0%	5	6.3%	0	0.0%
	Office and Administrative Support	21	26.3%		0.0%	19	23.8%	2	25.0%	20	25.0%	0	0.0%
	ALL	80	100.0%	2	100.0%	94	100.0%	8	100.0%	101	100.0%	2	100.0%
Total Staff	Total Headcount of FT and PT Staff	82				102				103			
	FTE Staff	82				96				102			
LCCW Total	Total Headcount of Faculty and Staff	137				181				182			
	Total FTE of Faculty and Staff	120				144				150			

Note:

- (1) Some occupational categories with zero headcount aren't listed.
- (2) The listed Faculty and Staff head counts are for "instructional staff" and "non-instructional staff" respectively as defined in the IPEDS HR reports.
- (3) The above breakdown are based on the official figures reported to Department of Education's database and the preliminary IPEDS HR for AY2017-18 report.
- (4) Some interim changes of AY2015-16 faculty headcounts are not included.

PART 4: APPENDIX

This section contains the caveats on data and report comparisons, change logs, common definitions, and the schedule of Fact Book publishing. Change Log and Glossary are often added in every edition to provide readers better understanding with the latest updates.

Glossary

Part 1

Term	Definition/Description
Academic Year	The period of time that begins late August and concludes the following July, equated to fall, winter, spring, and summer quarters.
ALANA	This includes the ethnic groups of Asian, Latino/Hispanic of Any Race, Alaska Native/Native American, Native Hawaiian/Pacific Islander, and African American/Black.
Cohort	A specific group of students established for tracking purposes. Cohorts usually consist of separate full-time or part-time groups of undergraduate or graduate students who begin college during the same given semester.
Continuing/Returning Student	A student who was enrolled prior to the previous term and has returned to study in the current term, regardless of the number of credit hours they have earned.
Faculty FTE	The full-time-equivalent instructional faculty per semester is calculated by summing the total number of units taught divided by 15.
Full-Time Student	A student must be enrolled in 12 or more credits per quarter to be considered full-time.
Graduation Rate (GR)	The percentage of students in a given cohort graduating within a time period of designed degree length. Three years, or 100% graduation rate is one of the typical measurements for graduation rates. 100% graduation rate (of an initial 12-quarter cohort) is the percentage of 12-quarter students of the entering cohort who graduated within 12 quarters.
IPEDS	"IPEDS" stands for Integrated Postsecondary Education Data System. The core postsecondary education data collection program for NCES—a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances.
Race/Ethnicity	Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
	American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
	Black or African American: A person having origins in any of the black racial groups of Africa.
	Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Glossary

Part 2

Term	Definition/Description
Race/Ethnicity (cont.)	Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
	Nonresident alien (aka. International) : A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above. In some reports, "International" was used in place of "Nonresident Alien."
	Race/ethnicity unknown: The category used to report students or employees whose race and ethnicity are not known.
	White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Student FTE	"FTE" stands for full-time-equivalent. The FTE student is the sum of all part-time units divided by 12 (total part-time student FTE) plus the head count of full-time students.
Student-to-faculty ratio	The ratio of FTE students to FTE instructional staff, i.e., students divided by staff.
Clinical Examination	Written: multiple choice exam for students in Student Clinic 1 to take before they can take the entrance practical exam and pass SC 1.
	X-Ray: x-ray test
	TOG: toggle (technique)
	DIV: diversified (technique)
	GON: gonstead (technique)
	DRP: drop table (technique)
	S/A: spinal analysis
	VIT: vital signs
	AB/TH: ab/thorax
	EENT: ears, eyes, nose, throat
	O/N: ortho/neuro
	EXT: extremities
	PT: physical therapy
	Case Mgt. History: case management history (taking history)
Case Mgt. Exam: case management exam	
Case Mgt. Written.: case management written	
Peer Institution	College and universities whose Canergie classification, student body, and program offering are comparable with Life West as of the comparison period.
Aspirational Institution	College and universities whose Canergie classification, student body, and program offering are comparable with Life West's strategic goals.
Weighted Difference Score	A metric of aggregated performance of 1st-time NBCE test-takers (candidates) on a given subject test. It is the quotient of the sum of the category scores within a subject test divided by the total number of categories in that particular subject test. (Category scores are assigned -1/0/1 when LCCW candidates performed below/no statistically different/above those of all other chiropractic colleges, respectively.)

Change Log

Part 1

No.	Change Description	Type	Last Changed	Reason	Comment/Impact
1	Adding benchmarking reports on Peer Comparison and Aspirational Institutions	Report Content	2/5/2016	Comparing financial breakdown among similar institutions offering chiropractic and health professional programs	Additional Benchmarking reports 4 and 5
2	Using official grades of the courses HC501, HC502, and HC503 for all reports regarding Clinical Exams	Data Source	2/29/2016	Historical data were collected using "Doc Code" and some color codings that required intensive manual data preprocess.	Pass rate per testing station is no longer reported in Health Center Exam reports
3	Updating algorithms to re-create quarter-end data snapshots (entering cohorts)	Data Quality	6/9/2016	Modifying some conditions in a SQL query to capture enrollment information in CAMS	Changes in the last 10-year entering cohorts and all reports using this data source, such as Entering Cohort Summary, Graduation Rate, Retention and Performance, Gender, Ethnicity, etc.
4	Updating Academic Status data and adding missing records that were reviewed and approved by OAA	Data Quality	6/27/2016	Some historical records were missing or inaccurate in the last version of the Academic Status list	Changes in sub-categories of the Licensing Success Rates report
5	Comparison of NBCE Subject Tests Using Weighted Difference Score	Report Content	6/28/2017	NBCE used various categories per subject test that were changed in some administrations. Thus, comparing LCCW students' performance with those at other chiropractic colleges (other CCs) on the same subject or category was very difficult and often inconsistent.	Using Weighted Difference Score is essential for creating an overview of what subject test LCCW students consistently performed higher or lower than their counterparts at other CCs over time.
6	NBCE Test Categories LCCW Students Performed Higher/Lower than Other CCs	Report Content	6/28/2017	NBCE only publishes the descriptive statistics of all examinees, including LCCW students, so it is hard to see LCCW students' performance trends and comparisons with their counterparts at other CCs.	Separating LCCW students' statistics from their counterparts provides more insight, such as struggling categories or subject tests; Visualizing the Weighted Difference Score per category grouped by subject test and exam dates reveals performance trends
7	Correcting over 100 students with inaccurate program (12-, 14-quarter, AATP, etc.) in CAMS	Data Quality	8/19/2016	Original program for many students were not updated after enrollment, so their programs in CAMS are not accurate. (First change was on 5/9/2016.)	Changes in the last 10-year entering cohorts and all reports using this data source, such as Entering Cohort Summary, Graduation Rate, Retention and Performance, Gender, Ethnicity, etc.
8	Correcting admissions "stage" of 53 students in EMAS that were enrolled in Summer 2016	Data Quality	8/19/2016	EMAS showed wrong application/admissions "stage" for 53 enrolled students	Changes in sub-categories of Admissions Head Count and Admissions Trend by Market Segment reports
9	A breakdown of indebtedness is useful for students, Financial Aid Office, and other stakeholders.	Report Content	8/19/2016	Providing details on borrower and loan amounts	New Student Financial Aid Profile and digram showing descriptives statistics of student loans

Change Log

Part 2

No.	Change Description	Type	Last Changed	Reason	Comment/Impact
10	Adding data from the last IPEDS report	Report Content	8/19/2016	Creating a 2-year comparison	Additional data in Faculty and Staff Profile
11	Adding "Academically Concerned" to the new Licensing Success Rates report	Report Layout	8/22/2016	Including this status provides further details on all "at-risk" students.	Changes in sub-categories of the Licensing Success Rates report
12	Using the Entering Cohorts instead of Matriculant Files in CCE reports	Data Source	8/22/2016	Unifying multiple data sources to improve the data consistency	Changes in sub-categories of the Licensing Success Rates report
13	Using student head counts and FTEs from Registrar's Office Enrollment Reports	Data Source	8/22/2016	Unifying multiple data sources to improve the data consistency	Changes in sub-categories of the Licensing Success Rates, Entering Student Head Count and All Student FTE Enrollment reports
14	Adding new data to the current "Faculty and Staff Profile"	Data Source	2/1/2017	Limited uses from a year-to-year comparison	Providing a trend instead of year-to-year comparison
15	Adding new report on "Retention Rate Trend"	Report Content	12/5/2017	Limited uses of Retention and Performance tables	Providing a trend line per academic year (AY) showing the retention rates of all students entering in the same AY
16	NBCE Test Categories LCCW Students Performed Higher/Lower than Other CCs	Report Content	12/5/2017	New categories are often added to the detail reports on Weighted Difference Score that were grouped by exam dates and subject test.	Only summary report is included, but all detail reports are excluded from the Fact Book.
17	Student Loan and Financial Aid Profile	Report Content and Layout	12/5/2017	Box plots and summary statistics were reported on separated pages and calculations using averages were confusing.	Providing a summary statistics table with additional details for box plots; revising Student Financial Aid Profile to improve consistency with the Student Loan report
18	Course and Instructor Evaluation	Report Content	12/5/2017	Upcoming data collection on course and instruction evaluation has been changed	Two reports using paper-format surveys were removed.
19	Enrollment Summary	Report Content and Layout	12/5/2017	Enrollment headcounts in Admissions Summary are based on the Admissions Stage "Enrolled", which is the preliminary enrollment status as of orientation. These headcounts are often different from the official matriculation/enrollment as of census dates in Enrollment Summary.	Separating Admissions and Enrollment Summaries; Adding "all student headcount" to Enrollment Summary report
20	Demographics Summary	Report Content and Layout	10/10/2018	Adding visualization and charts to track changes in student demographics by academic year and ethnicity & race group.	Providing insight on student demographics and diversity.

Fact Book Guide

Description

Most reports include student head counts by gender and race/ethnicity. Each report page contains its data source and collection date, which is the date when the data was exported from LCCW's systems.

Interpret and Compare Data

The reader is cautioned that some data may not be comparable across institutions because there can be differences in definitions, cohorts, and dates when snapshots of data are taken. The definitions from external and internal sources sometimes change, so care should be taken when comparing figures across reporting cycles. If you have any questions or feedback, please contact Institutional Research staff directly.

Location and Access

The current edition of the Fact Book is available on the Institutional Research department's drive, T:\Fact Book.

Data Sources

- EMAS Pro
 - Admissions data
 - Preliminary enrollment data
- CAMS Enterprise
 - Final enrollment/matriculation data
 - Retention, graduation, and student GPAs data
 - Financial aid data
- Registrar's Office: official enrollment and FTE students as of census dates
- Academic Affairs: attrition data and student statuses
- Human Resources: annual staff and faculty summary
- ACC-NYCC: Multi-College Alumni Satisfaction Survey reports
- NBCE Score: Data published on the National Board of Chiropractic Examiners' web site.
- IPEDS Data Center: primary data source of National Center for Education Statistics

Update Schedule

The Institutional Research Department revised the schedule of publishing Fact Books to provide up-to-date information from the Multi-College Alumni Survey, National Board of Chiropractic Examiners, and the National Center of Education Statistics.

- Fall edition (Sep-Nov): preliminary release for the recently completed academic year
- Summer edition (April-June): final release of the most recently completed academic year

Change Log

If there is any change in a released Fact Book, a change log will be included at the end of the Fact Book and a footnote will be added on the updated report.