

**Graduation Rates by Region
For Student Right to Know
Ivy Tech Community College**

Sections 668.41, 668.45, and 668.48 of the Student Assistance General Provision were amended to implement the Student Right-to-Know Act, as amended by the Higher Education Amendments of 1991 and further by the Higher Education Technical Amendments of 1993. The final regulations require an institution that participates in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, to disclose information about graduation or completion rates to current and prospective students.

<u>Region</u>	<u>2003 Cohort*</u>	<u>Graduate Total**</u>	<u>Graduation Rate</u>	<u>Transfer Total***</u>	<u>Transfer Rate</u>	<u>Graduate/Transfer Total</u>	<u>Graduate/Transfer Rate</u>
1 - Gary	365	31	8%	58	16%	89	24%
2 - South Bend	281	17	6%	26	9%	43	15%
3 - Fort Wayne	281	36	13%	34	12%	70	25%
4 - Lafayette	443	47	11%	45	10%	92	21%
5 - Kokomo	192	29	15%	17	9%	46	24%
6 - Muncie	862	84	10%	111	13%	195	23%
7 - Terre Haute	421	35	8%	44	10%	79	19%
8 - Indianapolis	893	45	5%	137	15%	182	20%
9 - Richmond	83	6	7%	11	13%	17	20%
10 - Columbus	88	9	10%	6	7%	15	17%
11 - Madison	131	10	8%	17	13%	27	21%
12 - Evansville	316	39	12%	27	9%	66	21%
13 - Sellersburg	227	29	13%	19	8%	48	21%
14 - Bloomington	250	20	8%	25	10%	45	18%
Total	4,833	437	9%	577	12%	1,014	21%

* Fall ten-day count: full-time, first-time degree/certificate-seeking students. Part-time students and students who transfer into the College are excluded from this analysis. Deceased students are also excluded from the beginning cohort.

** Completer specifications to comply with Student Right-to-Know regulations: students who received a degree/certificate within 150% of normal program time. Technical Certificates were completed in four terms (1 1/2 years) and Associate Degrees were completed in 9 terms (3 years).

*** Transfer specifications: students who transferred to a non Ivy Tech institution (two- or four-year, public, private, or in- or out-of-state) within 150% of normal program time and not already counted as a graduate. Beginning Technical Certificate students transferred within 2 years. Beginning Associate Degree students transferred within 3 years.

Note: Transfer data was compiled by using Ivy Tech's beginning cohort and matching the cohort to Indiana Commission for Higher Education (ICHE) and National Student Clearinghouse (NSC) transfer data.



Office of Institutional Research And Planning

Graduation and Transfer Rates As Prepared for IPEDS and Student Right to Know Requirements 2003 Cohort At 150% of “Normal Timeframe”

Background: Each year all institutions of higher education whose students receive federal financial aid must submit to IPEDS (Integrated Post-Secondary Education Data System) its graduation and transfer rates prepared according to common specifications. The latest report, based on the 2003 cohort, followed out to 150% of the “normal” completion time is just now being submitted and will be posted on Ivy Tech’s website shortly to meet Student Right to Know (SRK) requirements. These SRK measurements are the only easily available and reasonably consistent outcome measures for all community colleges.

Key Findings:

- Ivy Tech’s graduation rate within 150% of the “normal timeframe” (3 years, or 9 terms, for associate degrees; 4 terms or 1 ½ years for technical certificates) has declined from 12% for the 2001 cohort to 9% for the most recent cohort, 2003. So the 10% increase in the number of graduates reported in the 2005-06 Graduate Profile and Trend Report is largely a function of increasing enrollment levels.
- The national average on this measure among public, two year institutions for the 2002 cohort is 22.9%

Graduate Rate at 150% of “Normal Timeframe”

<u>Region Number/Name</u>	<u>2001 Cohort Graduate Rate</u>	<u>2002 Cohort Graduate Rate</u>	<u>2003 Cohort Graduate Rate</u>
Starting Cohort Size - Statewide	4,132	4,461	4,833
Ivy Tech – Statewide	12%	10%	9%
1 – Northwest (Gary, etc.)	9%	10%	8%
2 – North Central (South Bend, etc.)	11%	9%	6%
3 – Northeast (Fort Wayne)	18%	14%	13%
4 – Lafayette	15%	13%	11%
5 – Kokomo	12%	10%	15%
6 – East Central (Muncie, etc.)	9%	8%	10%
7 – Terre Haute	9%	12%	8%
8 – Central Indiana (Indianapolis)	9%	8%	5%
9 – Richmond	20%	15%	7%
10 – Columbus	16%	10%	10%
11 – Southeast (Madison, etc.)	14%	11%	8%
12 – Southwest (Evansville)	11%	12%	12%
13 – South Central (Sellersburg)	7%	9%	13%
14 – Bloomington	20%	8%	8%

Note: This graduation rate is focused entirely on first-time, degree/certificate seeking students, who are classified as full-time students during their first term of attendance. (Part-time students and students who transfer into the College are excluded from this calculation.)

Combined Graduate/Transfer Rate At 150% of “Normal Timeframe”

This Student Right to Know report also cites Transfer Rates and a combined Graduation and Transfer Rate among the same cohorts, or starting groups. For this report, students who transfer are counted in the transfer rate, only if they were not already counted among the graduates. Therefore, the combined Graduate/Transfer Rate provides an unduplicated summary of students who graduate and/or transfer within the 150% timeframe. On this measure, Ivy Tech statewide has eroded from 22% for the 2001 cohort to 21% for both the 2002 and 2003 cohorts. The national average for this measure among public, two year institutions is estimated at 43%, nearly twice the level at Ivy Tech. (The transfer data is not unanimously reported and is subject to significant quality issues, particularly if the school is not acquiring transfer data from the National Student Clearinghouse.)

<u>Region Number/Name</u>	<u>2001 Cohort Graduate/Transfer Rate</u>	<u>2002 Cohort Graduate/Transfer Rate</u>	<u>2003 Cohort Graduate/Transfer Rate*</u>	<u>2003 Graduate Rate as % of Combined Grad/Transfer Rate</u>
Starting Cohort Size - Statewide	4,132	4,461	4,833	--
Ivy Tech - Statewide	22%	21%	21%	43%
1 – Northwest (Gary, etc.)	22%	19%	24%	33%
2 – North Central (South Bend, etc.)	19%	19%	15%	40%
3 – Northeast (Fort Wayne)	30%	27%	25%	52%
4 – Lafayette	25%	24%	21%	52%
5 – Kokomo	21%	18%	24%	63%
6 – East Central (Muncie, etc.)	21%	21%	23%	43%
7 – Terre Haute	18%	20%	19%	42%
8 – Central Indiana (Indianapolis)	21%	19%	20%	25%
9 – Richmond	30%	25%	20%	35%
10 – Columbus	25%	16%	17%	59%
11 – Southeast (Madison, etc.)	20%	19%	21%	38%
12 – Southwest (Evansville)	17%	22%	21%	57%
13 – South Central (Sellersburg)	19%	20%	21%	62%
14 – Bloomington	29%	23%	18%	44%

* Note: This 2003 cohort is the first for which transfer data was available to Ivy Tech from both the Indiana Commission for Higher Education (ICHE) and the National Student Clearinghouse (NSC) for this report, so some part of the modest increase in transfer rates may be attributable to the more complete transfer data available.

Conclusions and Implications:

- Clearly, the graduation rate for the period reflected is shifting in the wrong direction. Ivy Tech needs to examine what practices and influences may be at work in those regions that have relatively higher, and/or improving rates, as well as best practices elsewhere. It should be noted that the graduation rates cited reflect the experience with the most recent student cohort that preceded the implementation of Ivy Tech’s Strategic Plan 2010 which increased focus on successful student outcomes. It also reflects a time period in which Ivy Tech has experienced significant enrollment growth.
- Among the regions, graduates represent anywhere from one third to nearly two thirds of the combined Graduate/Transfer rates, as shown above. It appears that the educational objectives of the students at the different regions vary significantly on the relative importance of graduation versus transferring to a 4 year institution. So regional strategies need to reflect the profile of their own students’ objectives.
- We know from other analyses that the vast majority of students who leave Ivy Tech without graduating or transferring, do so within the first year (many in the first term), so it is essential that particular focus is given to the first year student experience in seeking ways that the College can improve the likelihood of student retention and success.