

Institutional Update: 2017-2018 IPEDS and VFA

Quri Wygonik

Coordinator of Institutional Research, Evaluation and Assessment

Board of Trustees

June 24, 2019

Integrated Postsecondary Education Data System (IPEDS)

- ▶ Submission each Fall (October), Winter (February) and Spring (April)
- ▶ Data Reported:
 - ▶ Institution Characteristics
 - ▶ Student Charges
 - ▶ Student Financial Aid
 - ▶ Net Price and Military Service Members and Veteran's Benefits
 - ▶ 12-Month Enrollment and Fall Enrollment
 - ▶ Completions
 - ▶ Retention and Graduation
 - ▶ Outcome Measures
 - ▶ Finance
 - ▶ Human Resources
 - ▶ Academic Libraries

2018-2019 IPEDS: Institution Characteristics

- ▶ Title IV Institution: Participates in Title IV Federal Financial Aid Programs
- ▶ Public
- ▶ At least 2 but less than 4 year
- ▶ Degree-granting, associate's and certificates
- ▶ Carnegie Classification: Associate's College: High Transfer/Nontraditional
- ▶ Semester
- ▶ Rural
- ▶ Offers distance learning undergraduate courses and/or programs
- ▶ Awards:
 - ▶ Less than one year certificate
 - ▶ One but less than two years certificate
 - ▶ Associate's degree

2018-2019 IPEDS: Student Charges

Estimated expenses for academic year for full-time, first-time students:

- ▶ In-district tuition and fees: \$3,965 (\$3,965 average)
- ▶ In-state tuition and fees: \$6,515 (\$6,515 average)
- ▶ Out-of-state tuition and fees: \$7,175 (\$7,175 average)
- ▶ Books and supplies: \$936
- ▶ Off-campus room and board: \$6,876
- ▶ Off-campus other expenses: \$3,024
- ▶ Off-campus with family other expenses: \$1,944

2018-2019 IPEDS: Student Financial Aid

Summary:

- ▶ Total grant aid received by all undergraduate students: \$4,115,339
- ▶ Number of undergraduate students who received a Pell Grant: 826
- ▶ Percentage of first-time, full-time students receiving any financial aid: 81%

First-time, full time students:

- ▶ Federal Government (71%): \$4,087 (average amount)
 - ▶ Pell (38%): \$4,447
 - ▶ Other Federal (2%): \$500
- ▶ State/Local Government (14%): \$2,736
- ▶ Institutional (46%): \$1,852
- ▶ Federal Loan Aid (19%): \$4,437
- ▶ Non-Federal Loan Aid (0%)

2018-2019 IPEDS:

Net Price and Military/Veteran's Benefits

Average net price for first-time, full-time students who receive:

- ▶ Grant Aid: \$4,468
- ▶ Title IV Federal Student Aid, by student income range:
 - ▶ \$0-30,000: \$2,595
 - ▶ \$30,001-48,000: \$2,307
 - ▶ \$48,001-75,000: \$6,316
 - ▶ \$75,001-110,000: \$8,202
 - ▶ \$110,001 and more: \$8,584

Military Service Member and Veteran's Benefits:

- ▶ Post- 9/11 GI Bill Benefits (40 students): \$100,740 (total)
- ▶ Department of Defense Tuition Assistance Program (9 students): \$13,230

2017-2018 IPEDS: 12-Month Enrollment

12-Month (July 1, 2017- June 30, 2018) Unduplicated Headcount and Full-Time Equivalent Students (enrolled for credit):

- ▶ Total unduplicated headcount: **4,156** (4,255 prior year)
 - ▶ Male: 42%
 - ▶ Female: 58%
 - ▶ Non-resident alien: 0.14%
 - ▶ Hispanic/Latino: 2.77%
 - ▶ American Indian or Alaska Native: 0.51%
 - ▶ Asian: 0.87%
 - ▶ Black or African American: 3.87%
 - ▶ Native Hawaiian or Other Pacific Islander: 0%
 - ▶ White: 84.14%
 - ▶ Two or more races: 0.75%
 - ▶ Race and ethnicity unknown: 6.95%

- ▶ Total full-time equivalent (FTE) student enrollment: **1,791** (1,844 prior year)

2017-2018 IPEDS: Fall 2018 Enrollment

- ▶ Total Enrollment: 2,920
 - ▶ Transfer-in enrollment: 82
- ▶ Student-to-Faculty Ratio: 14 to 1
- ▶ Race/Ethnicity:
 - ▶ American Indian or Alaska Native: >0%
 - ▶ Asian: 1%
 - ▶ Black or African American: 3%
 - ▶ Hispanic/Latino: 3%
 - ▶ Native Hawaiian or Pacific Islander: true >0%
 - ▶ White: 85%
 - ▶ Two or more races: 1%
 - ▶ Race and ethnicity unknown: 6%
 - ▶ Nonresident alien: >0%
- ▶ Age:
 - ▶ 24 and under; 77%
 - ▶ 25 and over: 23%
 - ▶ Age unknown: true 0%

2017-2018 IPEDS: Completions

- ▶ **Award, Certificate or Diploma:**
 - ▶ Less than 1 academic year: 19
 - ▶ At least 1 but less than 2 academic years: 28

- ▶ **Associate's Degree: 434**

- ▶ **Total Completers: 455**
 - ▶ Male: 40%
 - ▶ Female: 60%

2017-2018 IPEDS: Retention and Graduation

- ▶ (Fall 2017 to Fall 2018) First-time, full-time retention rate: **68%**
- ▶ (Fall 2017 to Fall 2018) First-time, part-time retention rate: **40%**

- ▶ Overall Graduation Rate: **20%**
 - ▶ Completers within 150% of normal time (3 years; Fall 2015 to Fall 2018): 69/342

- ▶ Graduation Rate 100% normal time (2 years; Fall 2014 to Fall 2016): **4%**
- ▶ Graduation Rate 150% normal time (3 years; Fall 2014 to Fall 2017): **15%**
- ▶ Graduation Rate 200% normal time (4 years; Fall 2014 to Fall 2018): **30%**

- ▶ Overall Transfer-Out-Rate: **22%**
 - ▶ Transfers-out within 150% of normal time: 76/342

2017-2018 IPEDS: Outcome Measures

Award Rate by Pell Grant Recipient Status (2010-2011 Academic Year Cohort):

- ▶ Pell Grant Recipient:
 - ▶ 4-year award: 13%
 - ▶ 6-year award: 16%
 - ▶ 8-year award: 16%
 - ▶ Still enrolled after 8 years (no award): 1%
 - ▶ No award and enrolled at another institution: 33%

- ▶ Non-Pell Grant Recipient:
 - ▶ 4-year award: 15%
 - ▶ 6-year award: 20%
 - ▶ 8-year award: 21%
 - ▶ Still enrolled after 8 years (no award): 0%
 - ▶ No award and enrolled at another institution: 39%

2017-2018 IPEDS: Finance

- ▶ Total Core Revenues: \$38,440,544
 - ▶ Tuition and fees: 19%
 - ▶ State appropriations: 20%
 - ▶ Local appropriations: 47%
 - ▶ Government grants and contracts: 11%
 - ▶ Private gifts, grants, and contracts: 2%
 - ▶ Investment income: >0%
 - ▶ Other core revenues: 1%
- ▶ Core Expenses: \$ 31,104,718
 - ▶ Instruction: 48%
 - ▶ Research: true 0%
 - ▶ Public service: 2%
 - ▶ Academic support: 16%
 - ▶ Institutional Support: 16%
 - ▶ Students services: 15%
 - ▶ Other core expenses: 3%

2017-2018 IPEDS: Human Resources

(Fall 2018) Number of Staff by Occupational Category (Total FT: 159, PT: 137):

- ▶ Instructional:
 - ▶ FT: 50, PT: 98
- ▶ Library, Student, Academic Affairs, and Other Education Services:
 - ▶ FT: 11, PT: 6
- ▶ Management:
 - ▶ FT: 30, PT: 1
- ▶ Business and Financial Operations:
 - ▶ FT: 4, PT: 0
- ▶ Computer, Engineering and Science:
 - ▶ FT: 10, PT: 3
- ▶ Community, Social Service, Legal Arts, Design, Entertainment, Sports and Media:
 - ▶ FT: 4; PT: 9
- ▶ Service:
 - ▶ FT: 18, PT: 14
- ▶ Office and Administrative Support:
 - ▶ FT: 29, PT: 6
- ▶ Natural Resources, Construction and Maintenance
 - ▶ FT: 3, PT: 0

2017-2018 IPEDS: Academic Libraries

Library Collections/Circulation:

- ▶ Books (Physical): 44,639
- ▶ Databases (Digital/Electronic): 60
- ▶ Media (Physical): 1,706
- ▶ Serials (Physical): 144
- ▶ Total Collection (Physical): 46,489; (Digital/Electronic): 60
- ▶ Total Circulation (Physical): 2,207; (Digital/Electronic): 1,224

Expenses:

- ▶ Salaries and wages: \$421,055
- ▶ Fringe benefits: \$183,091
- ▶ Materials/services expenses: \$187,934
- ▶ Operations and maintenance expenses: \$35,397
- ▶ Total expenses: \$827,477

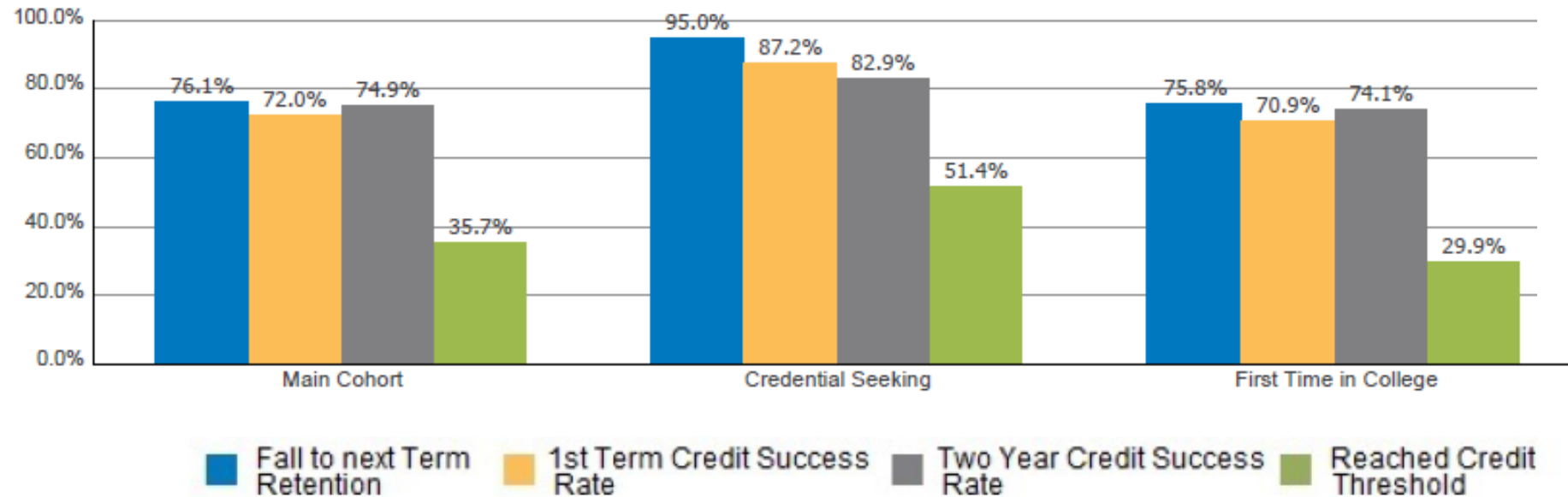
Voluntary Framework of Accountability

- American Association of Community College (AACCC)
- Submission each August
- Data Reported:
 - Retention and Progression (2-Year Cohort, students entering Fall 2015)
 - Persistence and Attainment Outcomes (2-Year Cohort)
 - Developmental Mathematics Need (6-Year Cohort, students entering Fall 2011)
 - Developmental Mathematics Outcomes (6- Year Cohort)
 - Developmental English Need (6-Year Cohort, students entering Fall 2011)
 - Developmental English Outcomes (6- Year Cohort)
 - Developmental Reading Need (6-Year Cohort, students entering Fall 2011)
 - Developmental Reading Outcomes (6- Year Cohort)
 - End of 6-Year Cohort Outcomes and Comparison (6-Year Cohort)

Retention and Progression: VFA 2-Year Cohort (Students Entering Fall 2015)

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at **reporting** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

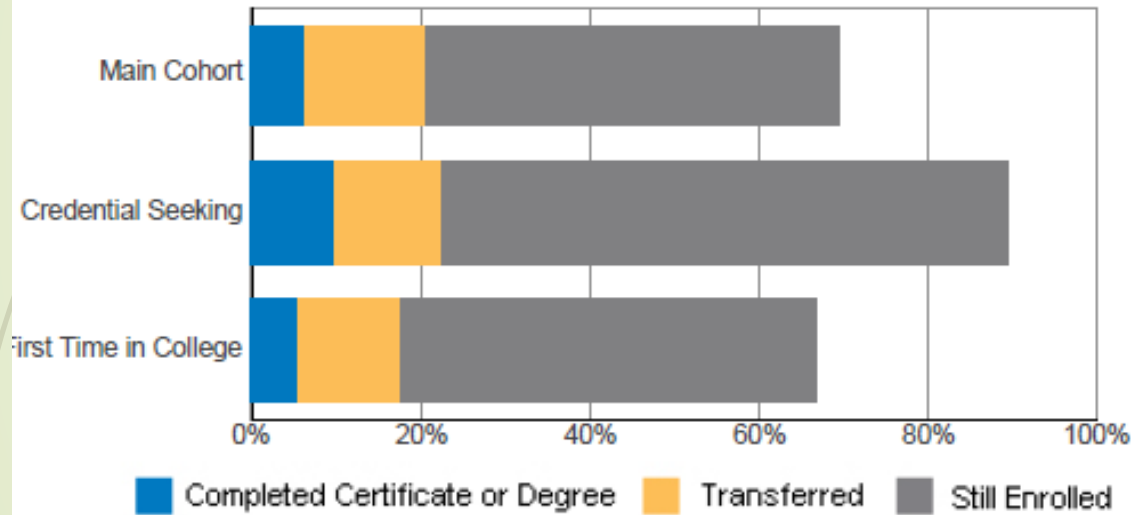
C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Persistence/Attainment Outcomes: VFA 2-Year Cohort (Students Entering Fall 2015)

Two-Year Progress Measures

Persistence/Attainment Outcomes by End of Year Two by Cohort Type



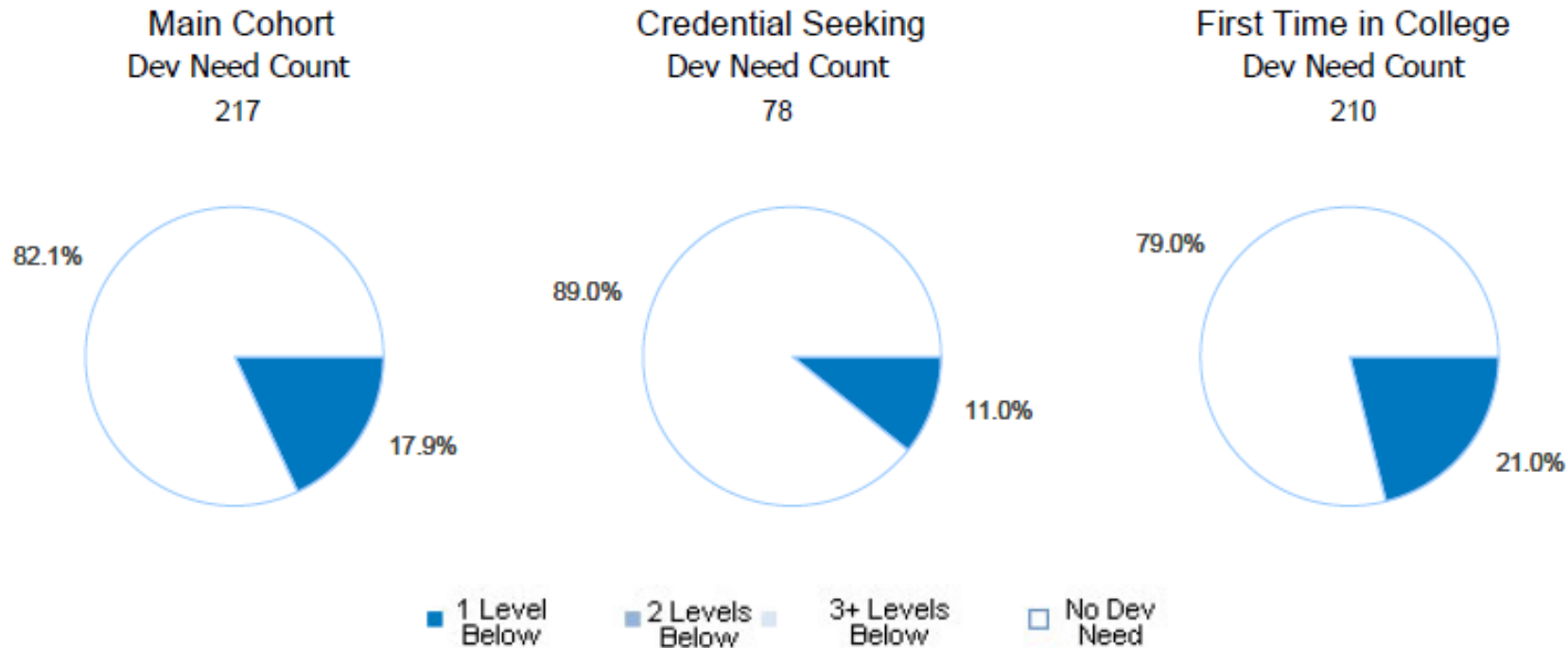
	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	746	6.3%	14.1%	49.1%
Credential Seeking	481	9.8%	12.9%	66.9%
First Time in College	645	5.4%	12.1%	49.5%

- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

Developmental Mathematics Need: VFA 6-Year Cohort (Students Entering Fall 2011)

Developmental Math

Developmental Need in Math by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Math Need*

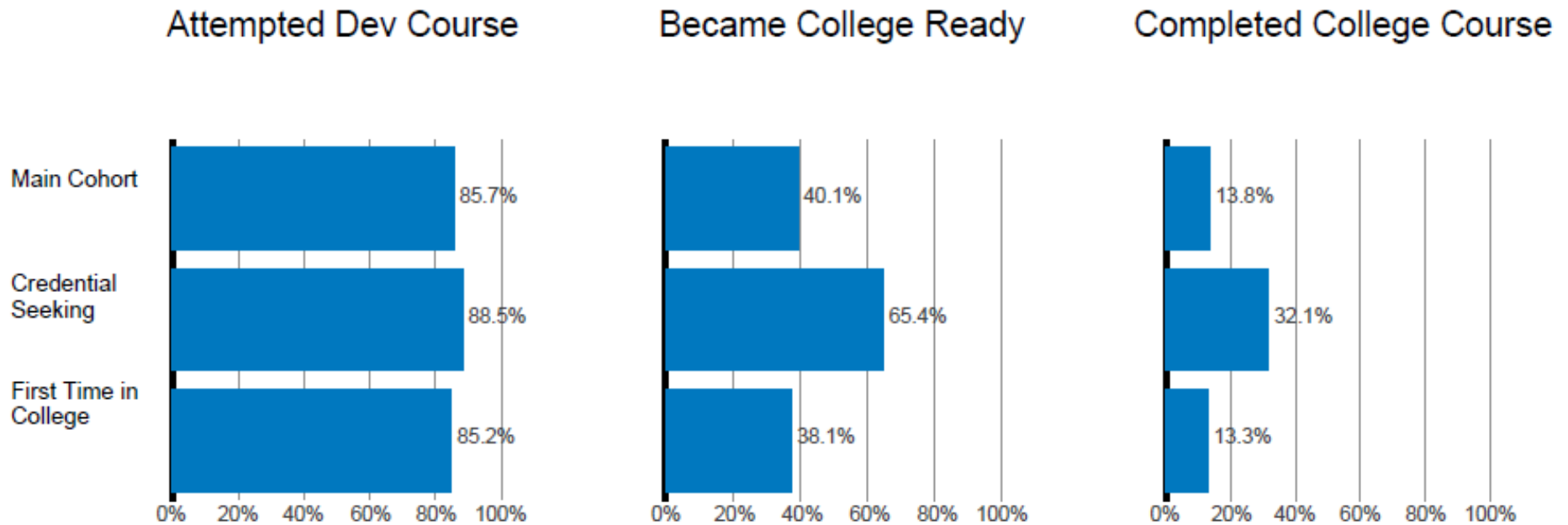
Percent of students in cohort that were referred/placed into developmental math

Developmental need is broken down further into three levels of need, below college level.

Developmental Mathematics Outcomes: VFA 6-Year Cohort (Students Entering Fall 2011)

Developmental Math

Developmental Outcomes for Students Referred to Dev. Math by Cohort Type

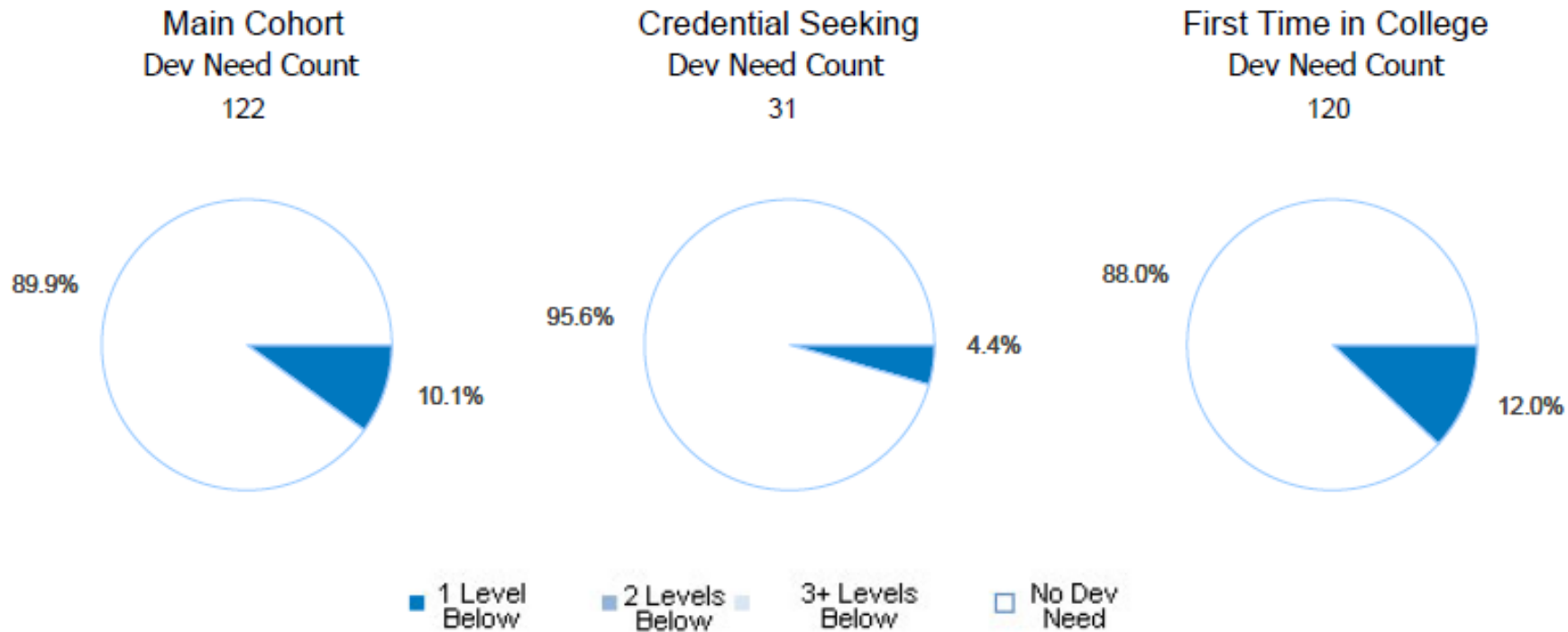


*The method of identifying students with a developmental need is "referral".

Developmental English Need: VFA 6-Year Cohort (Students Entering Fall 2011)

Developmental English

Developmental Need in English by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental English Need*

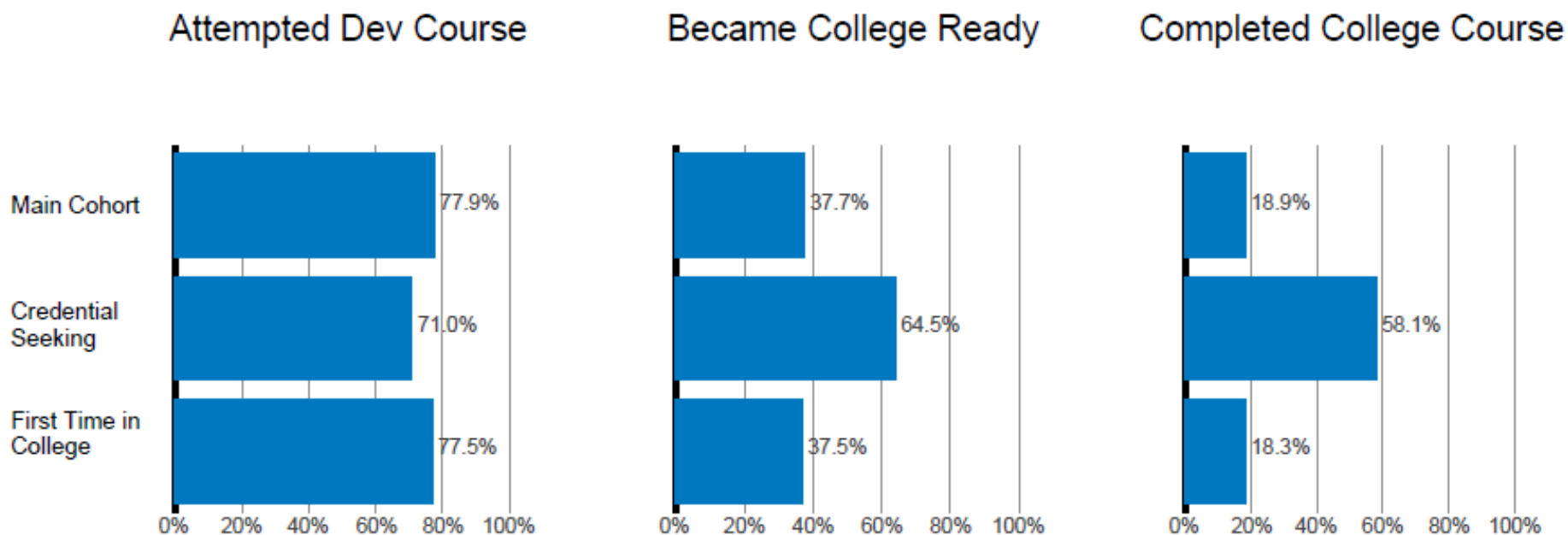
Percent of students in cohort that were referred/placed into developmental English

Developmental need is broken down further into three levels of need, below college level.

Developmental English Outcomes: VFA 6-Year Cohort (Students Entering Fall 2011)

Developmental English

Developmental Outcomes for Students Referred to Dev. English by Cohort Type

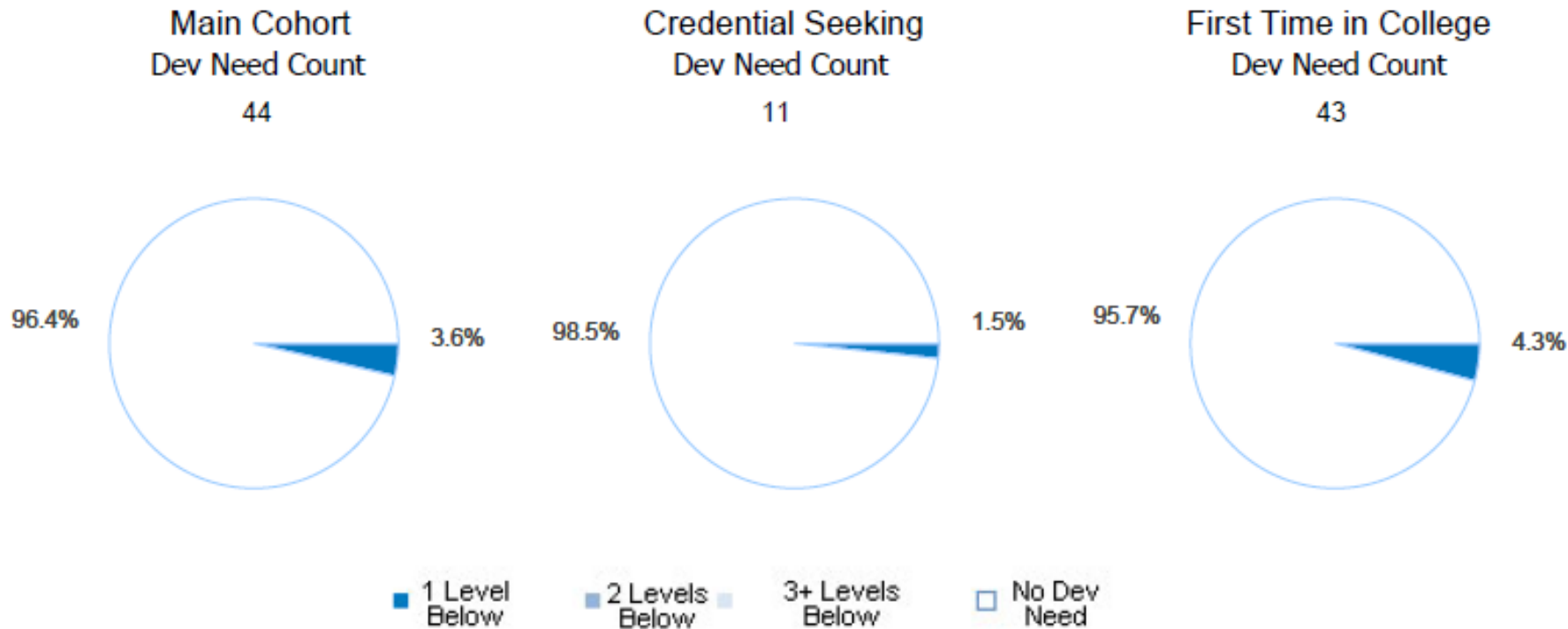


*The method of identifying students with a developmental need is "referral".

Developmental Reading Need: VFA 6-Year Cohort (Students Entering Fall 2011)

Developmental Reading

Developmental Need in Reading by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Reading Need*

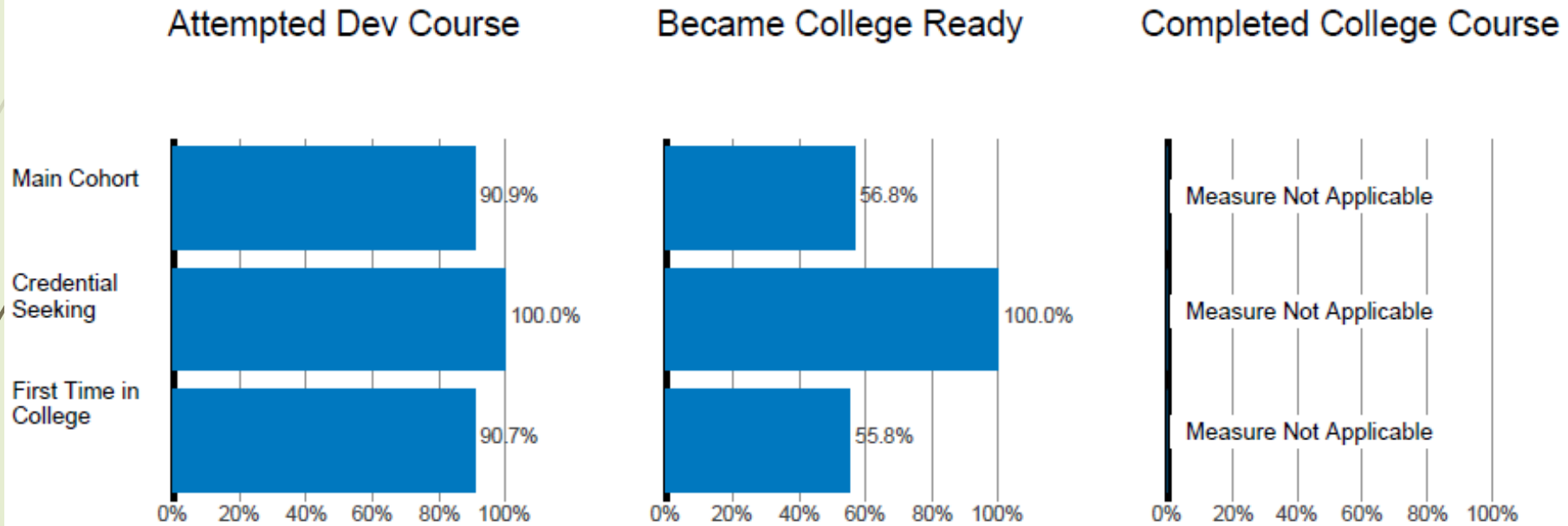
Percent of students in cohort that were referred/placed into developmental Reading

Developmental need is broken down further into three levels of need, below college level.

Developmental Reading Outcomes: VFA 6-Year Cohort (Students Entering Fall 2011)

Developmental Reading

Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type












*The method of identifying students with a developmental need is "referral".

End of 6-Year Cohort Outcomes:

VFA 6-Year Cohort (Students Entering Fall 2011)

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	1,210	711	1,001
Bachelor's 	N/A	N/A	N/A
Associate (Transfer) 	10.9%	18.3%	9.2%
Associate (No Transfer) 	9.1%	15.0%	7.5%
Certificate (Transfer) 	0.2%	0.3%	0.2%
Certificate (No Transfer) 	0.9%	1.1%	0.8%
No Award (Transfer) 	29.3%	27.0%	27.8%
Still Enrolled 	4.0%	5.1%	4.4%
Left with > or = 30 credits 	8.6%	13.2%	7.3%
Left with < 30 credits 	37.1%	20.0%	42.9%

Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the **reporting** college

End of 6-Year Cohort Outcomes Comparison: VFA 6-Year Cohort (Students Entering Fall 2011) MCCC vs. All VFA Colleges

MCCC

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	11.7%	4.0%	5.1%	4.4%
No Award (Transfer)	21.0%	29.3%	27.0%	27.8%
Total Earned Awards**	13.8%	21.1%	34.7%	17.7%

All VFA Colleges

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.2%	25.1%	22.0%	21.8%
Total Earned Awards**	20.8%	23.1%	37.0%	22.9%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.