

Independence

COMMUNITY COLLEGE



*Integrated PostSecondary Data System
(IPEDS)*

Data Feedback Report

2016

Introduction

The information contained in this report was provided to Independence Community College from the National Center for Education Statistics (NCES) and was compiled from data provided by ICC during academic years 2010 through 2014, and the fall semester of 2015 through the Integrated Postsecondary Education Data Systems (IPEDS). Data from three comparison groups of institutions is included:

- Group One, hereafter known as *NCES Peer Group*, is a group of twenty-nine (29) institutions selected by NCES using some of ICC's institutional characteristics and utilized for comparison data; common characteristics include Carnegie Classification of Associates, Public, Rural, and enrollment of a similar size.
- Group Two, hereafter known as *KS Peer Group*, is a group of nine (9) institutions selected by ICC's Office of Institutional Research (IR); common characteristics include Public, Rural, enrollment of a similar size, and state. Institutions include Coffeyville Community College, Colby Community College, Dodge City Community College, Fort Scott Community College, Garden City Community College, Labette Community College, Neosho County Community College, Pratt Community College, Seward County Community College and Technical School
- Group Three, hereafter known as *KS Direct Competitors*, is a group of three (3) institutions selected by IR; these institutions were selected based on their size and location to ICC. Institutions include Coffeyville Community College, Labette Community College, Neosho County Community College

Section 1: Institutional Characteristics

Figure 1: Student Enrollment Trend, Percent of ICC student body by race/ethnicity and percent who are women: Fall 2011-2015

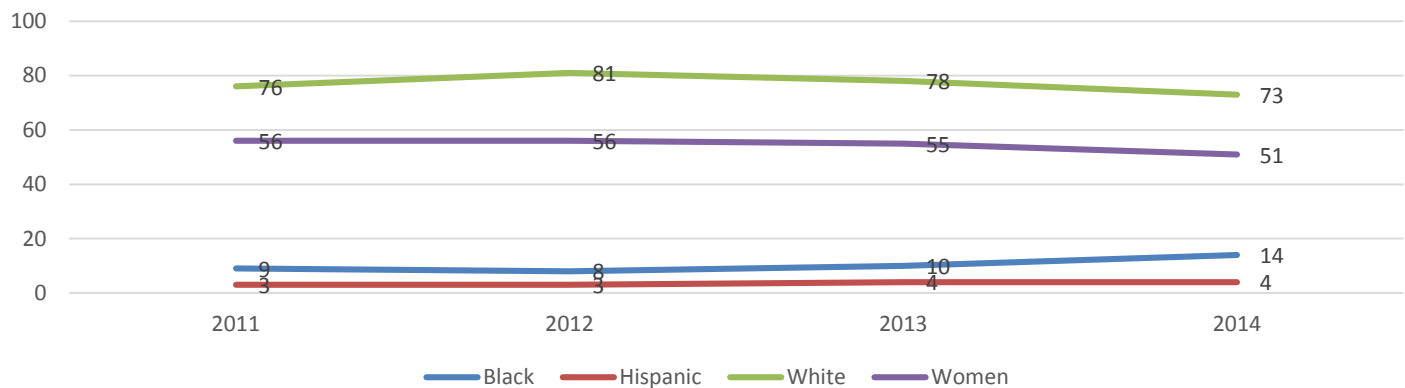


Figure 2a: Unduplicated 12-month headcount, total FTE enrollment (academic year 2014-15) and full- and part-time fall enrollment (Fall 2015)

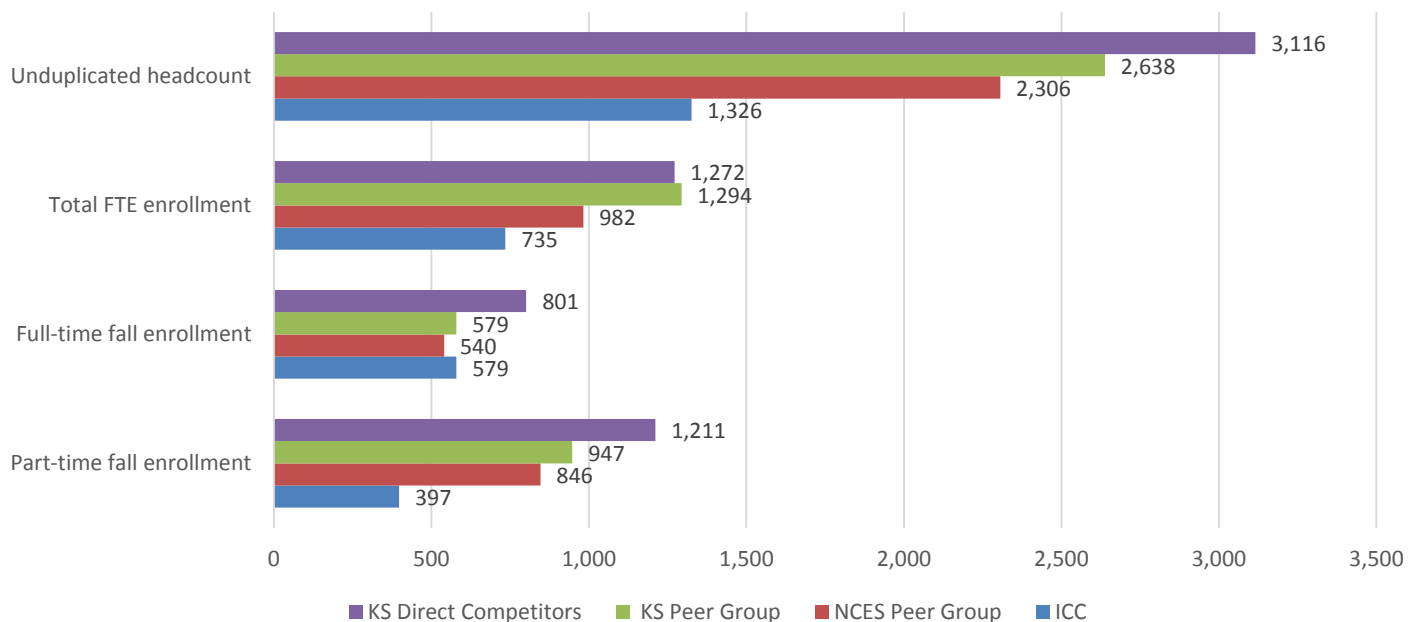


Figure 2b: Unduplicated ICC 12-month headcount trend, AY 2010-2014



Figure 2b: Total ICC FTE enrollment, AY 2010-2014

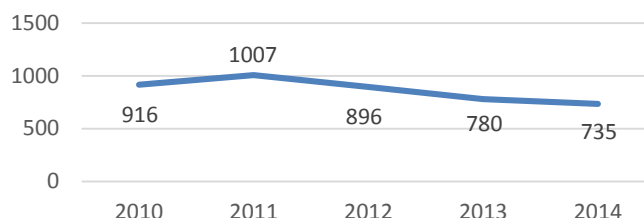


Figure 2c: ICC Full-time fall enrollment, AY 2011 – 2015

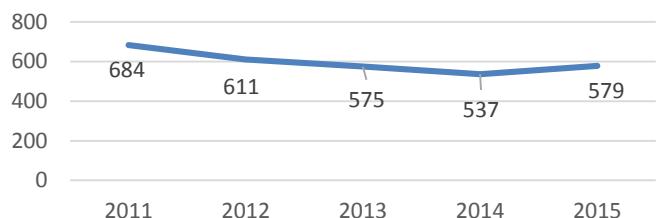
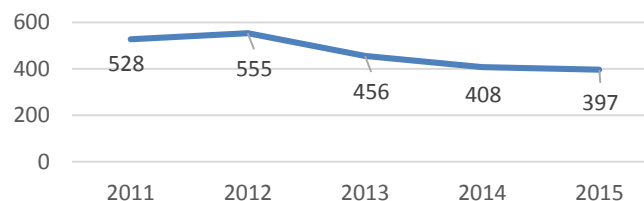


Figure 2d: ICC Part-time fall enrollment, AY 2011 – 2015



Section 2: Academic Completion and Persistence

Figure 1a: Number of degrees or certificates awarded, by level: Academic year 2014-2015

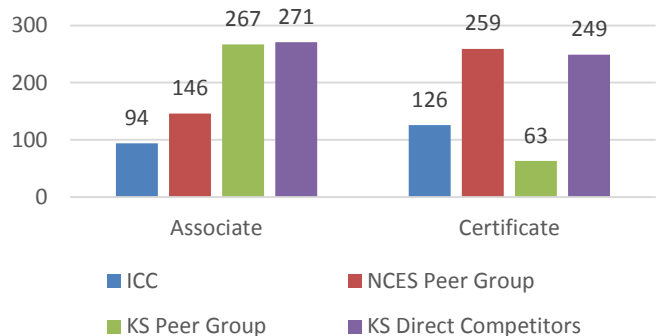


Figure 1b: Number of ICC degrees or certificates awarded, by level: Academic years 2010-2015

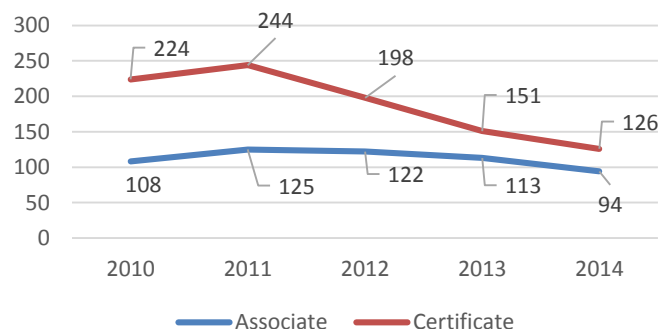


Figure 2: Graduation rate (%) and transfer-out rate (%) (2012 cohort); retention rates of first time students (full- and part-time; Fall 2014)

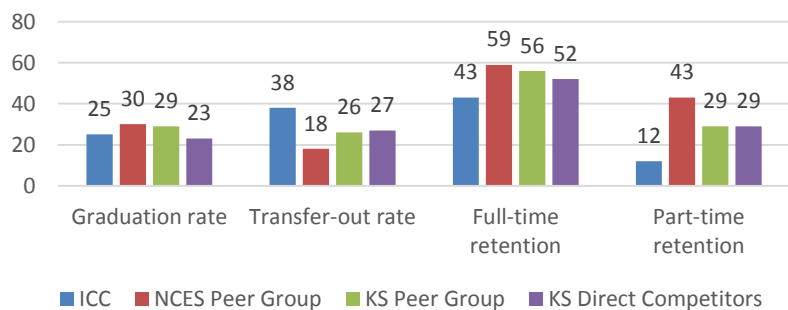
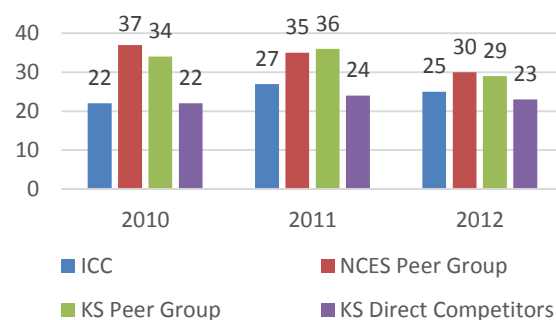


Figure 3: 150% Completion: 2010, 2011, 2012 Cohorts



Section 3: Student Financial Information

Figure 1: Academic year tuition and required fees, AY 2012, 2013, 2014, 2015

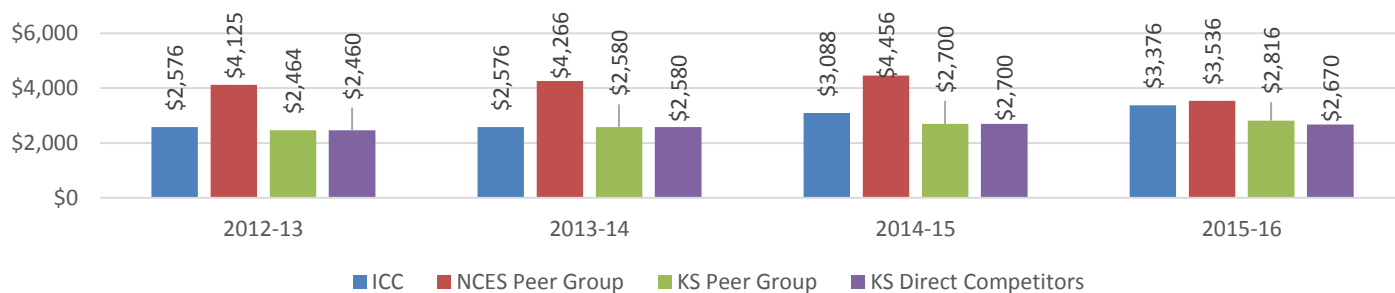


Figure 2: Average net price of attendance, AY 2010, 2011, 2012, 2013, 2014

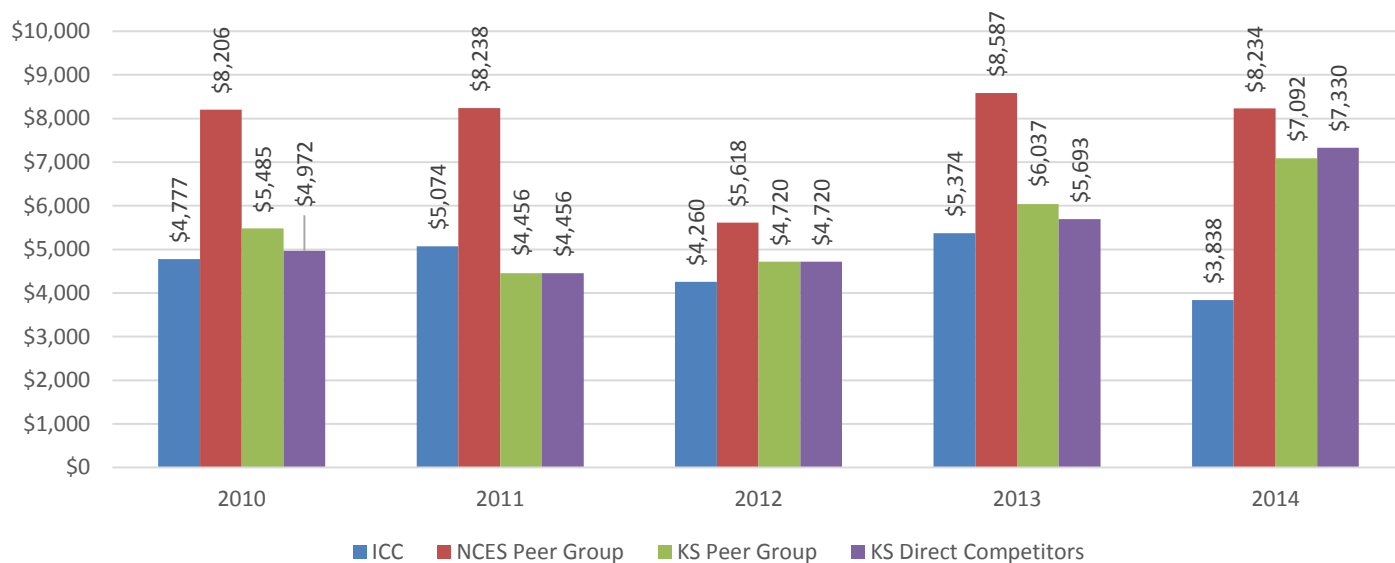


Figure 3a: Percent of full-time, first-time degree/certificate-seeking students who received grant or scholarship aid from the federal government, or the institution, or loans, by type of aid: AY 2014

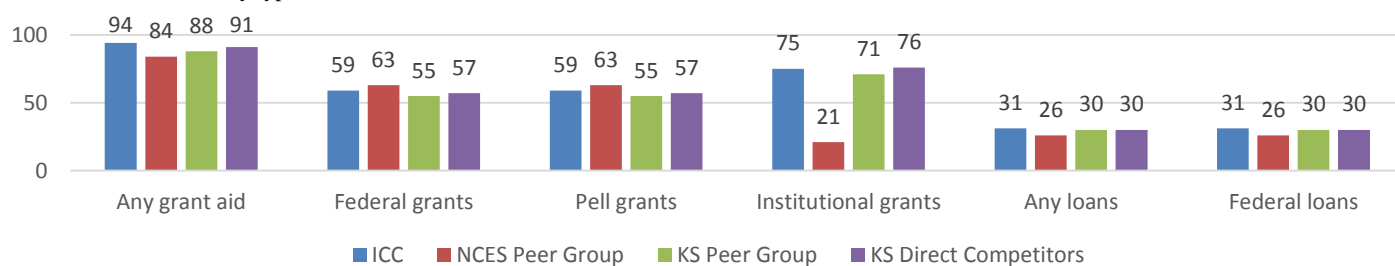
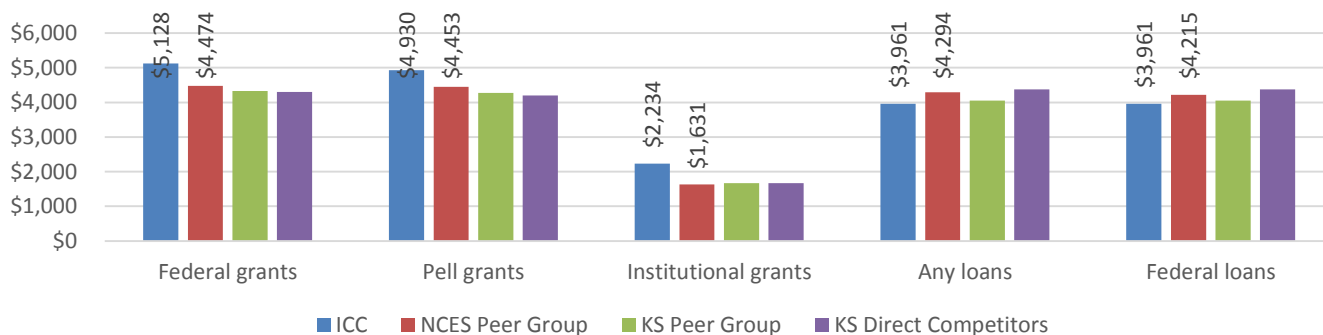


Figure 3c: Average amounts of aid received by full-time, first-time degree/certificate-seeking students: AY 2014



Section 4: Human Resources

IPEDS changed the methodology for collecting Human Resources data to a classification based on the Bureau of Labor Statistics' Standard Occupational Codes (SOC). The SOC system, developed in 2010, is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 840 detailed occupations according to their occupational definition. In addition, IPEDS collaborated with CUPA-HR, the College and University Professional Association for Human Resources, to provide a crosswalk to assist institutions in the classification of higher education professions not found in the SOC system.

- Postsecondary Teachers and Staff: Full- and part-time faculty and instructional staff
- Instructional Support Occupations: Academic Advising, Entrepreneurial, Financial Aid, Library, Registrar, Tutoring, Upward Bound
- Management: President, Vice President, Chief Academic Officer, Dean/Associate Deans
- Business and Financial Operations: Book Store (Full-time), Foundation Director, Human Resources
- Computer, Engineering and Science: Institutional Research, Information Technology, MIS Coordinator
- Community Service, Legal, Arts, and Media: Athletics, Inge
- Healthcare: Athletic Trainers
- Other: Bookstore (Part-time), Business Office, Maintenance, Office and Administrative Support, Recruiting

Figure 1: Full-time equivalent staff, by occupational category, Fall 2015

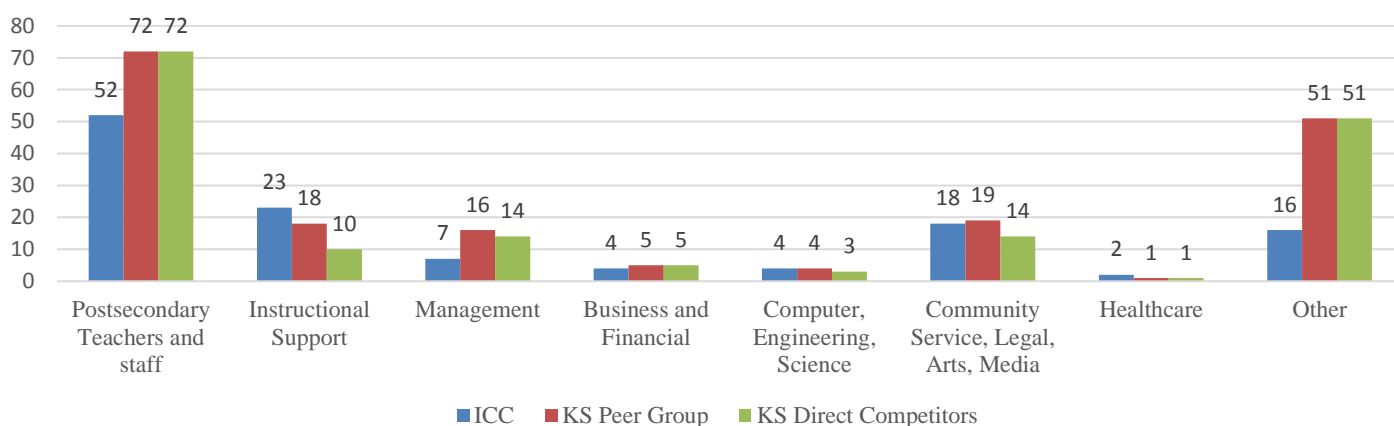
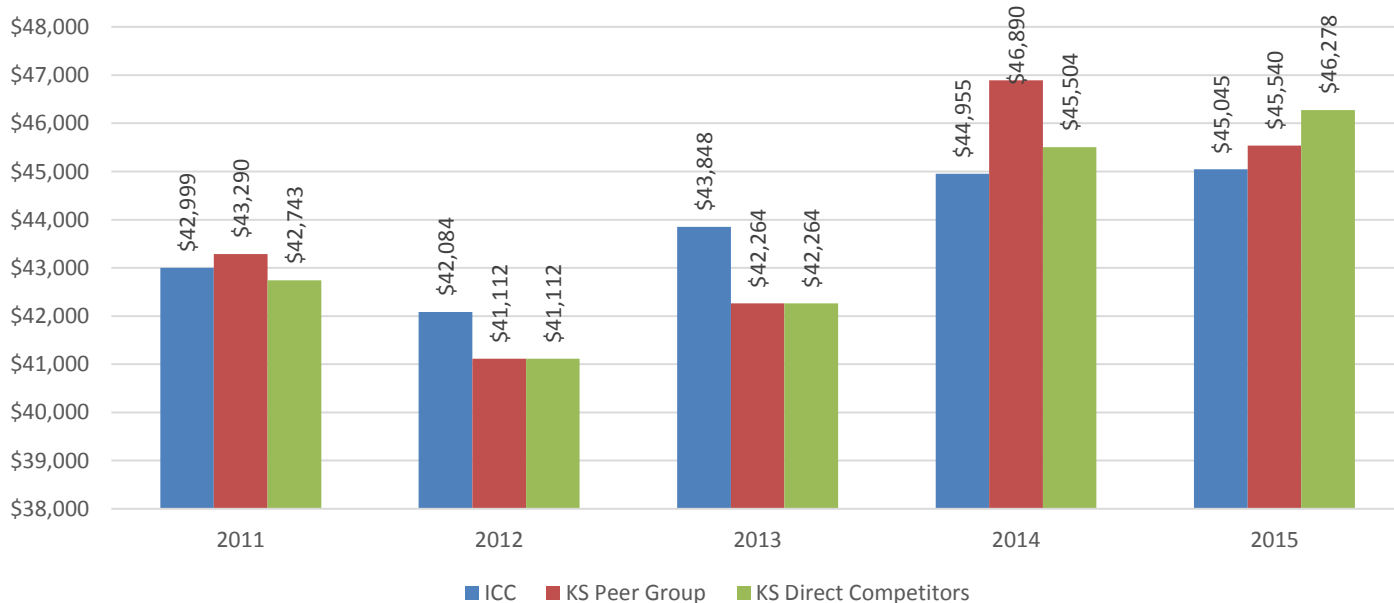


Figure 2: Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank, AY 2011-2015



Section 5: Fiscal Information

Figure 1a: Percent distribution of core revenues, by source: FY 2015

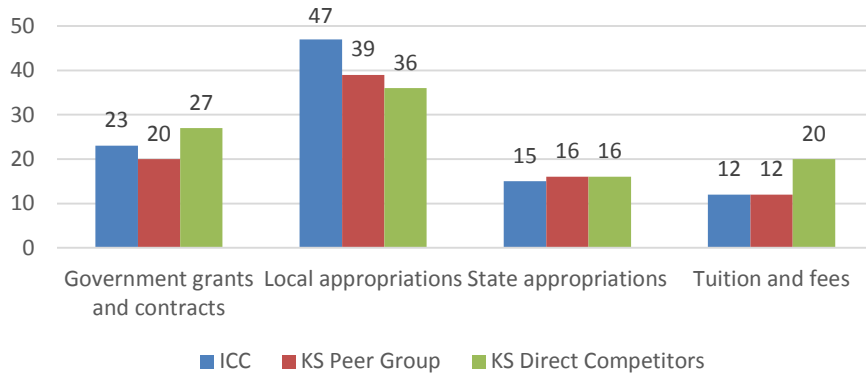


Figure 1b: Percent distribution of ICC core revenues, by source: FY 2006-2012

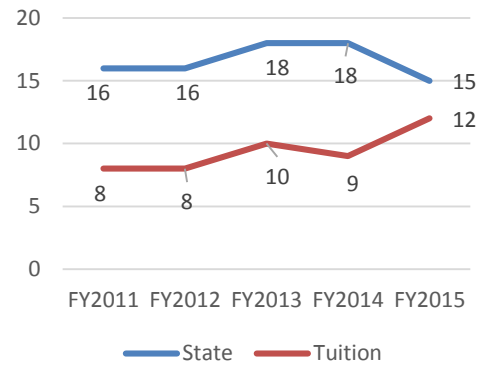


Figure 2a: Core expenses per FTE enrollment, by function: FY 2015

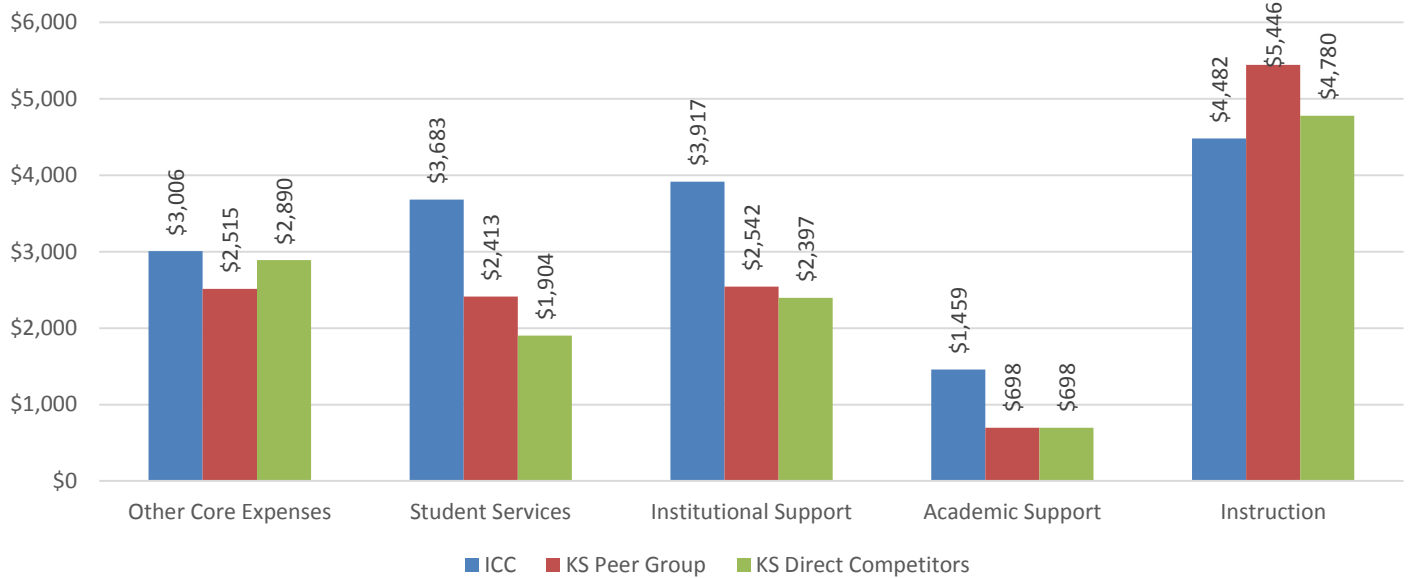
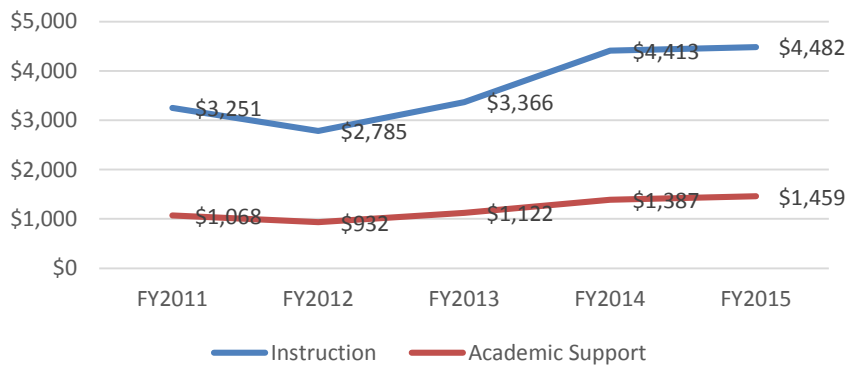


Figure 2b: ICC Core expenses per FTE enrollment, by function: FY 2011-2015



IPEDS is a system of survey components that collects data from all institutions in the United States and other jurisdictions, such as Puerto Rico. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances. Each year nearly 6,700 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator, to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

METHODOLOGICAL NOTES

The statistics and indicators in this report are based on data supplied by institutions to IPEDS during the 2010-11 survey year. Response rates exceeded 99 percent for most surveys..

- Calculating FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 12 month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity.

- Calculating FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position section of the Human Resources component and adding one-third of the total number of part-time staff.

- Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts are based on the reporting type of the institution. For institutions that report based on an academic year, student counts and cohorts are based on fall term data.

- Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average room and board and other expenses. For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

- Core Expenses

Core expenses for public institutions (using the Governmental Account Standards) include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and non-operating expenses.

- Graduation Rates and Transfer-out Rates

Graduation rates are those developed to satisfy the requirements of the Student Right-to Know Act and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within 150 percent of normal time before the ending status date of August 31, 2008, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution with the same time period, divided by the same adjusted cohort.

- Retention rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall, as either full or part time, divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance.

- Student-to-Faculty Ratio

An institution's student-to-faculty ratio is calculated by determining the number of FTE students divided by the total FTE instructional staff for this calculation, FTE for students is equal to the number of full-time students plus one-third of the number of part-time students; FTE for instructional staff is similarly calculated.

- Total Entering Students

Total entering students are all students coming into the institution for the first time. This includes students who initially attended the prior summer term and returned again in the fall; all first-time, first-year students; students transferring into the institution at any undergraduate level for the first time; both full-time and part-time students; and all degree/certificate-seeking as well as non-degree/certificate-seeking students.

- Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure.

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