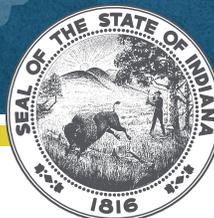


Indiana's Commitment to College Consumers

INDIANA COLLEGE VALUE INDEX

**INFORMING HOOSIERS,
PROMOTING PROGRESS**

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION



Introduction

The Complicating Question of Value

“Is college still worth it?” It’s a question asked with increasing regularity by everyone from parents to policy-makers in recent years. By any meaningful measure, higher education has never been more essential: incomes are higher, job security is greater, health is better and civic engagement is stronger for college graduates than for those lacking education beyond high school.

And yet, the value of college—both in Indiana and across the U.S.—is complicated by legitimate concerns: disparities in graduation rates, unprecedented student loan debt and nagging questions about whether graduates are equipped to meet the demands of a 21st century economy. These realities are the backdrop of the Indiana College Value Index.

The Indiana College Value Index

The value of higher education can be gauged in many ways, including such essential measures as college completion rates, labor market returns and alumni satisfaction. The Indiana College Value Index brings these quantitative and qualitative data together to help Hoosiers answer some of the most fundamental questions in higher education today:

- **Will I graduate?**
- **Will I learn what I need to know?**
- **Will I find fulfilling employment?**

Ensuring that every Hoosier student can answer these questions with a resounding YES is the ultimate goal of the Indiana College Value Index. As the Index continues to evolve in the years ahead, each iteration will strive to provide a fuller and more instructive view of higher education outcomes for both students and the state.

The Commitment to College Consumers

The Indiana Commission for Higher Education’s *Reaching Higher, Delivering Value* strategic plan is built on a commitment to using compelling data to increase transparency, inform practice and drive change with a clear focus on: 1) closing the college completion achievement gap and 2) increasing the number of Hoosiers with quality education and training beyond high school to 60 percent of the state’s population by 2025.

The Indiana College Value Index is the latest in an ongoing series of consumer-friendly reports that spotlight progress at each stage of the state’s postsecondary pipeline:

- **College Readiness Reports** that show where Indiana high school graduates go to college, whether they’re prepared for college-level coursework and how they’re performing.
- **College Completion Reports** that show how many Indiana college students graduate, how long it takes them to earn their degrees and where there are gaps in student achievement.
- **Return on Investment (ROI) Reports** that show how much college costs by campus, the average student debt, and the job prospects and earning potential associated with different degrees.

Acknowledgments

The Indiana College Value Index was made possible with support from USA Funds, Gallup, Inc. and Indiana’s colleges and universities. The Indiana Commission for Higher Education extends a special thanks to the public and private colleges that participated in the inaugural Gallup-Indiana Alumni Survey: Ball State University, Butler University, Calumet College of St. Joseph, Grace College, Indiana University East, Indiana University Kokomo, Indiana University-Purdue University Fort Wayne, Ivy Tech Community College, Manchester University, Marian University, Purdue University West Lafayette,* Taylor University, Vincennes University and WGU Indiana.

* Purdue University West Lafayette provided data from the 2014 and 2015 Gallup-Purdue Index



Frequently Asked Questions

What is the purpose of the Indiana College Value Index?

The Indiana College Value Index aims to help Hoosiers answer the most fundamental questions in higher education today using the best quantitative and qualitative data available. In partnership with Indiana's colleges and universities, the Indiana Commission for Higher Education is committed to providing state- and campus-level college value profiles on an ongoing basis.

How can/should the Index be used?

By combining quantitative data (e.g., college completion rates and graduate earnings) with qualitative data (e.g., alumni satisfaction surveys), the Indiana College Value Index is designed to provide a more complete view of higher education outcomes for both students and the state. Students and families can consider the information included in the Index as one factor in determining where to pursue postsecondary education and the anticipated outcomes based on those decisions. Institutional leaders and policymakers can use insights gleaned from the Index to inform policy, programming and practice decisions that increase student success.

What should readers keep in mind when reviewing the Index?

As with any report, the data have limitations when applied to individuals. A student's personal choices, circumstances, and other factors influence individual experiences and outcomes. The Indiana College Value Index provides a picture of typical experiences and outcomes for certain groups of students. For example, completion rates are based on those who started at a college as first-time, full-time students. Workforce and salary data are based on graduates of Indiana public colleges who chose to stay and work in Indiana. Alumni survey respondents vary by age, background and chosen career path.

Given these limitations, readers should consider the data in this report as one factor when making decisions about investing in higher education and determining their actual return on investment. Students and families should consider such factors as campus size and location; degree programs offered; average class size; research, internship and study abroad opportunities; university advising and student services available; and the student's desired learning outcomes. Policymakers and members of the public should also consider a university's fidelity to its mission; the contribution of the university to the well-being of the state and regional economy; research and scholarship activities conducted by university staff; and the role of the institution in increasing the educational attainment of Hoosiers.

What are the data sources for the Index?

The data come from a variety of sources. Institution-specific completion data come primarily from submissions to the Commission's longitudinal data system (CHEDSS). National completion data are sourced mainly through the National Student Clearinghouse and National Center for Education Statistics' IPEDS. All alumni data are from the Gallup-Purdue Index and Gallup-Indiana Surveys. See the Index's Data Notes for more details on data sources and definitions.

What data elements are included in the Index?

The Index pulls together data from existing Commission reports as well as from the Gallup-Indiana Alumni Survey, input from Indiana public institutions and other sources to provide a more complete picture of the college-value proposition. Specific data elements include:

- **Completion** - On-time and extended-time degree completion rates, percentage of alumni who say they received high levels of support from a professor and/or mentor and types of support provided by the institution.



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Frequently Asked Questions

- **Competency** - Percentage of alumni who say that their college prepared them well for life outside of college and whether they worked on a project that took a semester or more to complete, and institution responses to questions related to measurement of learning gains and competency-based programs.
- **Career** - Percentage of programs whose graduates typically earn above the state median wage, percentage of alumni who say they had an internship or other workplace experience and percentage of employed alumni who say they are fulfilled in their current work. Also included are institution responses related to smoothing the transition from college to career.

Why are data not available for every metric for every institution?

The Index has the most complete information for colleges who chose to participate in the 2015 Gallup-Indiana Alumni Survey. Among Indiana's public institutions, those campuses include Ball State University, Indiana University East, Indiana University Kokomo, Indiana University-Purdue University Fort Wayne (IPFW), Ivy Tech Community College and Vincennes University. Purdue University West Lafayette data is sourced from the Gallup-Purdue Index Survey.

What is the relationship between the Index and the other data reports produced by the Commission?

The Index combines quantitative data from the Commission's College Completion and Return on Investment reports with qualitative data from the Gallup-Indiana Alumni Survey, Gallup-Purdue Index and other sources.

How is the Index expected to evolve in the future?

The Commission aims to develop an increasingly comprehensive picture of the value of postsecondary education through incorporating, when available, more information on learning outcomes and competency measures, current student perspectives in addition to alumni perspectives, and greater detail on campus support inventories and utilization of such resources. Additional measures on the regional and statewide economic impact of Indiana's colleges and universities are also expected to be folded into the Index, with the ultimate goal of more clearly identifying value at multiple levels for multiple stakeholders.

What are other available resources for learning more about the college experience in Indiana?

The state's Learn More Indiana website (LearnMoreIndiana.org) has a wealth of helpful information and free resources to guide Hoosiers of all ages as they plan and prepare to complete education and training beyond high school.



Takeaways

"We are the first state to measure college value in a way that goes beyond the numbers to show not just how well our campuses are doing but also how they can do better."

—Indiana Commissioner for Higher Education, Teresa Lubbers

INDIANA VS. THE NATION

WORTH THE INVESTMENT



81% 



77% 

More than 3/4 of college alumni in Indiana and nationwide say their higher education was worth the cost.

The value of postsecondary education can be measured many ways. High reported alumni satisfaction, consistent labor market returns and positively trending degree completion rates are some indicators highlighting the value of Indiana colleges and universities. The vast majority (81%) of Indiana college alumni surveyed agree or strongly agree that their undergraduate education was worth the cost.

Labor market data confirm the financial return of a college degree. At Year 1 after graduation, the typical salary of an Indiana public associate or bachelor's degree holder is \$32,647. At Year 5, the typical salary increases by 25% (\$8,151). By Year 10, data show even higher returns, with an additional 25% (\$8,449) return on investment.



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GREATER WELL-BEING

Well-Being Elements		IN	U.S.
	Purpose Well-Being Liking what you do each day and being motivated to achieve your goals	63%	54%
	Social Well-Being Having strong and supportive relationships and love in your life	58%	50%
	Financial Well-Being Effectively managing your economic life to reduce stress and increase security	52%	44%
	Community Well-Being The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community	55%	47%
	Physical Well-Being Having good health and enough energy to get things done on a daily basis	40%	34%

Higher education not only pays financially, it also provides graduates with the means to meet lifetime goals and the opportunity to thrive in life. The majority of college alumni, both in Indiana and nationwide, report they are motivated to achieve their goals (purpose well-being) and that they are surrounded by supportive people (social well-being). Indiana college alumni outpace their national peers on each of Gallup's five levels of well-being.

Thriving in financial and physical well-being remains the biggest challenge for graduates, and it should not go unnoticed. Only 4 in 10 Indiana college alumni and only 1 in 3 national college alumni report that they have sufficient health and energy to complete daily tasks. Over 1 in 10 Indiana alumni and nearly 2 in 10 national alumni report they are suffering in their ability to feel financially secure.

According to Gallup's findings at the national level, graduates with student loan debt are considerably less likely to thrive in their physical and economic well-being.¹ Approximately 65% of Indiana public college graduates take out student loans, with an average loan balance of \$24,307. Loan data for both public and private college graduates statewide are similar to national averages.² Indiana must remain committed to making college affordable so college graduates realize the full value of their degrees.

1 Source: <http://www.gallup.com/poll/174317/student-debt-linked-worse-health-less-wealth.aspx>

2 Source: <http://ticas.org/posd/map-state-data-2015#>

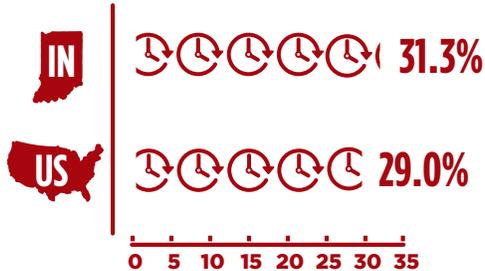


Takeaways

COMPLETION

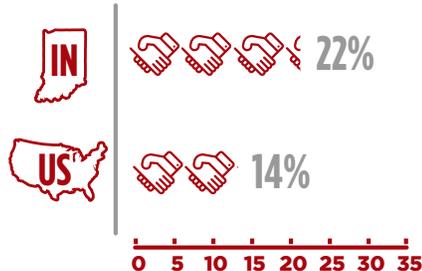
INDIANA VS. THE NATION

GRADUATE ON TIME



Less than 1/3 of college students in Indiana and nationwide graduate on time.

SUPPORT IN COLLEGE



Indiana alumni indicate a higher level of support in college than their national peers in such areas as having caring professors who made them excited about learning and mentors who encouraged them to pursue their goals.

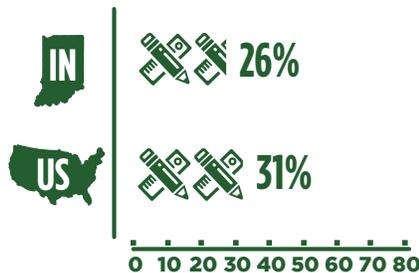
Data from the 2016 College Completion Report indicate substantial progress; on-time completion rates increased by at least 4 percentage points from 2011 to 2013 across all public campus types. Extended-time completion rates increased by at least 2 percentage points across all public campus types in the last three years.

Student supports are crucial to ensuring that students stay on track to graduate. Less than a quarter of Indiana alumni say they received high levels of support, including caring professors who made them excited about learning and encouraging mentors. Students who receive support on campus are almost twice as likely to agree that their higher education was worth the cost.³

COMPETENCY

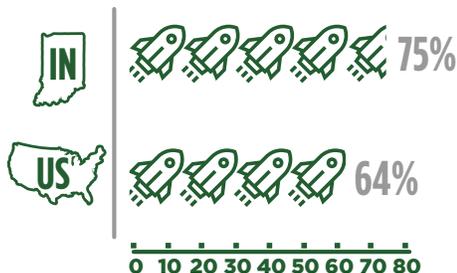
INDIANA VS. THE NATION

MEANINGFUL PROJECT



Less than 1/3 of college alumni in Indiana and nationwide say they worked on a project that took a semester or more to complete.

PREPARED FOR LIFE



3/4 of Indiana alumni say they were prepared well for life outside of college...compared to about 2/3 of alumni nationally.

The traditional college degree shows that an individual had the aptitude and perseverance required to complete a collection of credit hours. Yet, what students mastered is often not particularly clear to graduates or employers.

Though direct comparable measures of student competency are not yet available, 75% of Indiana alumni

say they were prepared well for life outside of college, outpacing the national average by more than 10 percentage points. Yet, less than 1/3 of Indiana alumni report working on a project that took a semester or more to complete and 35% report having an internship or job that allowed them to apply what they learned in the classroom.

³ Source: Gallup-Purdue Index 2015 Report on College Graduates, retrieved from <http://www.gallup.com/services/185888/gallup-purdue-index-report-2015.aspx>



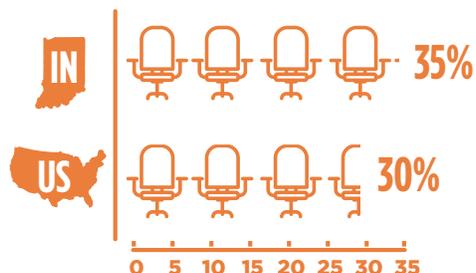
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Takeaways

CAREER

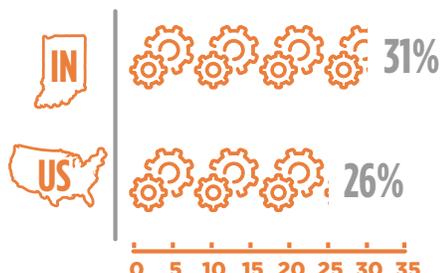
INDIANA VS. THE NATION

INTERNSHIP OR OTHER WORKPLACE EXPERIENCE



Just over 1/3 of Indiana alumni—slightly above their peers nationally—say they had an internship or job while attending college that allowed them to apply what they learned in the classroom.

ENGAGED IN FULFILLING WORK



Less than 1/3 of college alumni in Indiana and nationwide say they are engaged in fulfilling work.

Indiana graduates expect that the credentials they earn will lead to meaningful employment and career advancement. Intentional career planning and integrated workplace experiences are increasingly important for a successful career.

An internship is the number one college experience that leads

to a job, university administrators noted in a recent national survey,⁴ yet just over 1/3 of Indiana alumni say that they had an internship or job while attending college that allowed them to apply what they learned in the classroom. Though 78% of surveyed alumni say they are deeply interested in the work that they do, only about a third report being fulfilled in their current work.

CONCLUSION

Now, more than ever, higher education has become the dividing line between those with greater economic independence and a higher quality of life and those with fewer opportunities and options. The question, then, is not about whether Hoosiers need higher education, but about how Indiana can deliver greater value and a fuller return on investment. The Indiana College Value Index highlights both areas of strength and opportunities for improvement:

- **In four out of the five measures of well-being, over 50% of Indiana alumni** indicate they are “thriving”: purpose, community, financial and social. (Physical well-being tested the lowest, with over half of graduates indicating they were “struggling.”)
- **Student choices and engagement matter** more than where they attend college. Regardless of where students go to college, the data show that short-term and long-term satisfaction and return on investment are more closely tied to what students choose to study, their course load and their use of campus resources.
- **Students who receive support on campus are almost twice as likely** to strongly agree that their higher education was worth the cost—even if they have student loan debt. Yet, less than half of Indiana graduates report having support outside the classroom to graduate or help finding an internship or job. This is a clear area for improvement across the state.

As the Indiana College Value Index continues to evolve in the years ahead, each iteration will strive to provide a fuller and more instructive view of higher education outcomes for both students and the state.

⁴ Source: <http://www.chronicle.com/items/biz/pdf/Employers%20Survey.pdf>





What You Can Do

The Indiana College Value Index aims to increase student success by promoting more informed decision making and practical steps for both individuals and institutions.

STUDENTS & FAMILIES



Intentionality matters: Students' individual choices and level of engagement on campus matter more than where they attend college.

What to do: Students who get involved on campus, stay within a related program area and gain relevant workplace experience during college are more likely to graduate and have higher levels of well-being after college.

COLLEGES & UNIVERSITIES



Support matters: Students who receive high levels of support on campus are almost twice as likely to believe that their education was worth the cost—even if they have student debt.

What to do: Colleges that have engaging professors, provide proactive support outside the classroom and ensure all students gain workplace experience produce better-prepared graduates and more satisfied alumni.

BUSINESS & COMMUNITY PARTNERS



Engagement matters: Students who have mentors who encourage them to pursue their goals and provide opportunities to apply their learning outside the classroom are more likely to graduate and become engaged at their jobs and in their communities.

What to do: Business and community organizations that support mentoring, internships and related experiences help produce more successful graduates, productive employees and engaged community members.



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Data Notes

SPECIAL NOTES

Whenever possible, statewide statistics in the Indiana College Value Index include data for four-year private colleges as well as public (two-year and four-year) colleges to provide a more comprehensive picture. Data for four-year private, non-profit colleges could not be incorporated into all of the Indiana College Value Index statewide measures. The following icons are used throughout the data notes to indicate which sectors are included in statewide totals for each measure:



While data for four-year private colleges and public (two-year and four-year) colleges were incorporated whenever possible, data for all institutions were sometimes not available. Thus, statewide estimates do not always include data for all institutions. For example, statewide statistics from the Gallup-Indiana Survey only include alumni who received degrees from thirteen Indiana institutions. Refer to pages p. 6-p. 8 of the Data Notes for specific information about Gallup's survey methodology as well as detailed descriptions of alumni samples for each institution. Because Purdue University-West Lafayette participated in a different Gallup survey (Gallup-Purdue Index Survey) than the other institutions (Gallup-Indiana Survey), Gallup survey results for Purdue University-West Lafayette are not included in statewide totals.

COMPLETION

% of students who complete college on time:



Represents students who completed, within 100% time, (4 years for a bachelor's, 2 years for a long-term certificate or associate) a degree at the same level initially sought at the same college/university system at which they initially enrolled. Cohorts include students enrolling as first-time degree-seeking students in the fall semester who were enrolled full-time (12 or more credit hours) as of the institution census date. Institution-specific completion rates include data for the most recent cohort available: fall 2011 cohort for four-year colleges and fall 2013 cohort for two-year colleges. Indiana statewide rates as well as national comparison rates include data for 2013 completers beginning their studies at two-year public and four-year public and private colleges.

Data for individual Indiana public institutions were sourced from the *Indiana Commission for Higher Education Data Submission System (CHEDSS)*. For more info, For more information, see CHE's 2016 Completion Report: <http://in.gov/che/3032.htm>.

Indiana statewide rates and national comparison rates were sourced from the National Center for Education Statistics' Integrated Post-secondary Education System (IPEDS) via The Chronicle of Higher Education's College Completion data tool (<http://collegecompletion.chronicle.com/about#download>); Rates represent combined estimates of published 2-year public and 4-year public and private graduation rates.

% of students who complete college extended time:



Represents students who completed, within 6 years, any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse. Cohorts include students enrolling as first-time degree-seeking students in the fall semester who were enrolled full-time (12 or more credit hours) as of institution census date. Data for the fall 2009 cohort are displayed. Both Indiana statewide rates as well as national comparison rates include data for two-year public and four-year public and private colleges.

Data for individual Indiana public institutions were sourced from the *Indiana Commission for Higher Education Data Submission System (CHEDSS)* and the *National Student Clearinghouse (NSC)*. For more information, see CHE's 2016 Completion Report: <http://in.gov/che/3032.htm>.

Indiana statewide comparison data were sourced from CHEDSS and *A National View of Student Attainment Rates Fall 2009 Cohort, National Student Clearinghouse*: <https://nscresearchcenter.org/signaturereport10/>; Rate represents a combined estimate of published 2-year public and 4-year public and private graduation rates.

National comparison data sourced from *A National View of Student Attainment Rates Fall 2009 Cohort, National Student Clearinghouse*: <https://nscresearchcenter.org/signaturereport10/>; Rate represents a combined estimate of published 2-year public and 4-year public and private completion rates.



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Data Notes

% of alumni who say they received high levels of support while attending college:



Represents the share of students surveyed through the Gallup survey reporting that they received all three support experiences (had a professor that cared about them as a person, at least one professor that made them excited about learning, and a mentor who encouraged them to pursue their goals and dreams).

"?" indicates that the institution did not participate in the Gallup-Indiana Survey. "N/A" indicates that the data are not available because a comparable cohort (e.g. All Alumni) was not surveyed.

Data were sourced from the *Gallup-Indiana Survey*: Indiana statewide estimates for the "Recent Alumni" cohort represent a weighted average of institution-specific 10 year cohort statistics. Data for the "All Alumni" cohort represent statistics reported on the 2016 Statewide Aggregate Results Report, which can be found here: http://in.gov/che/files/GPI_Scorecard_All_Schools_Aggregate_FINAL.pptx.pdf. Data for both public and private Indiana colleges are included in statewide totals. See Table 1 for more information on the range of graduating cohorts sampled for each institution.

Provides proactive advising to support majority of students/Provides transition support to majority of entering students:

Y/N flag indicating whether institution provides each of the support services to the majority ($\geq 51\%$) of their students.

Data were sourced from a special data submission by Indiana public colleges and universities, August 2016.

Support in college (Indiana vs. The Nation):



Represents the share of students surveyed through the Gallup-Indiana survey reporting that they received all three support experiences (reported that they had a professor that cared about them as a person, at least one professor that made them excited about learning, and a mentor who encouraged them to pursue their goals and dreams). Data are displayed for the "All Alumni" cohort. US comparison rates represent "Gallup-Purdue Index (GPI) National" statistics reported on the 2016 Statewide Aggregate Results Report.

COMPETENCY

% of graduates who demonstrate mastery of core competencies:

Represents share of graduates who have demonstrated, upon graduation, they have mastered the learning outcomes associated with their area of study.

Data for this metric are not yet available.

% of alumni who say that their college prepared them well for life outside of college:



Represents share of students surveyed through Gallup-Indiana Survey reporting that their college prepared them well for life outside of college.

"?" indicates that the institution did not participate in the Gallup-Indiana survey. "N/A" indicates that the data are not available because a comparable cohort (e.g. All Alumni) was not surveyed.

Data for all institutions except Purdue West-Lafayette were sourced from the *Gallup-Indiana Survey*. Data for Purdue West-Lafayette were sourced from the *Gallup-Purdue Index Survey*. Indiana statewide estimates were calculated based on student survey responses on the *Gallup-Indiana Survey* (Purdue West Lafayette data are not included in statewide totals). "Recent Alumni" cohort represent a weighted average of institution-specific 10 year cohort statistics for institutions surveyed through the *Gallup-Indiana Survey*. Data for the "All Alumni" cohort represent statistics reported on the 2016 Statewide Aggregate Results Report, which can be found here: http://in.gov/che/files/GPI_Scorecard_All_Schools_Aggregate_FINAL.pptx.pdf. Data for both public and private Indiana colleges are included in statewide totals. See Table 1 for more information on the range of graduating cohorts sampled for each institution.

Measures learning gains of all students/Offers competency-based programs?:



Y/N flags indicating whether (1) the institution has a campus-wide assessment of learning outcomes and (2) provides a competency-based program on campus.

Data were sourced from a special data submission by Indiana public colleges and universities, August 2016.



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Data Notes

Meaningful project/Prepared for life (Indiana vs. The Nation):



Represents share of students surveyed through the Gallup-Indiana survey reporting that they (1) worked on a project that took a semester or more to complete/(2) were prepared for life outside of college. Data are displayed for the “All Alumni” cohort. US comparison rates represent “GPI National” statistics reported on the 2016 State-wide Aggregate Results Report.

CAREER

% of majors that earn above the state median salary:



Represents share of program majors (six digit CIP code) with graduates earning a median wage that is above the state median wage (\$32,500 in 2015). Two-year college statistics include graduates of associate degree programs and four-year college statistics include graduates of bachelor’s degree programs. Programs with fewer than 10 students were excluded. All data are limited to Indiana resident graduates from Indiana public colleges.

Graduate cohort data were sourced from the *Commission for Higher Education Data Submission System (CHEDSS)*. The “After 1 Year” cohort represent students who graduated from an Indiana public college between 2011 and 2013. The “After 10 Years” cohort represent students who graduated between 2002 and 2004. A student is counted only once between 2002 and 2013 in the latest year and institution at which the student completed a credential. If a student earned more than one degree in a given measured period, the student is counted at the highest degree level. For more info, see CHE’s 2016 ROI Report: <http://in.gov/che/3019.htm>.

Annual median salary data were sourced from the Indiana Workforce Intelligence System (IWIS). Wages are annualized after 2 quarters of wages. Year 1 is based on 2-5 quarters of wages and Year 10 is based on 38-41 quarters of wages. Graduates with an annualized wage below \$13,195 are excluded from employment and wage calculations. The \$13,195 threshold is based on the part-time minimum wage at \$7.25/hour * 35 hours/week * 52 weeks/year. For more info, see CHE’s 2016 ROI Report: <http://in.gov/che/3019.htm>.

The \$32,500 Indiana state median wage estimate was sourced from the May 2015 Occupational Employment Statistics Survey, Bureau of Labor Statistics. The estimate represents the May 2015 Occupational Employment Statistics (OES) survey estimate for the median wage at the time that CHE’s 2016 Return on Investment report was released (January 2016). OES wage estimates from previous panels are periodically updated to reflect wages of the current panel. Thus, \$32,500 may not necessarily match the current published Indiana median wage for all occupations in the state of Indiana.

% of employed who say that they are fulfilled in their current work:



Represents share of employed students surveyed through Gallup-Indiana Survey reporting that they are fulfilled in their current work.

“?” indicates that the institution did not participate in the Gallup-Indiana Survey. “N/A” indicates that the data are not available because a comparable cohort (e.g. All Alumni) was not surveyed.

Data for all institutions except Purdue West-Lafayette were sourced from the *Gallup-Indiana Survey*. Data for Purdue West-Lafayette were sourced from the *Gallup-Purdue Index Survey*. Indiana statewide estimates were calculated based on student survey responses on the Gallup-Indiana Survey (Purdue West Lafayette data are not included in statewide totals). “Recent Alumni” cohort represent a weighted average of institution-specific 10 year cohort statistics for institutions surveyed through the *Gallup-Indiana Survey*. Data for the “All Alumni” cohort represent statistics reported on the 2016 Statewide Aggregate Results Report. Data for both public and private Indiana colleges are included in statewide totals. See Table 1 for more information on the range of graduating cohorts sampled for each institution.

Helped the majority of students find their first job after graduation:



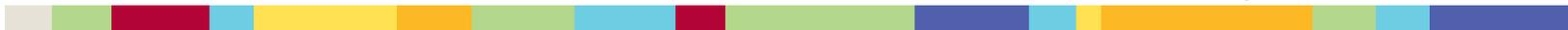
Y/N flag indicating whether the majority (>=51%) of students surveyed through the Gallup-Indiana Survey reported that the institution helped find them their first job after graduation.

“?” indicates that the institution did not participate in the Gallup-Indiana survey. “N/A” indicates that an estimate for Purdue-West Lafayette is not available because a comparable question was not included in the Gallup-Purdue Index survey.

Data were sourced from the *Gallup-Indiana Survey*. Data reported represent the responses from the “All Alumni” cohort.



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Data Notes

Require students to gain workplace experience:



Y/N flag indicating whether the institution requires the majority ($\geq 51\%$) of students to gain workplace experience before graduation.

Data were sourced from a special data submission by Indiana public colleges and universities, August 2016.

Internship or other workplace experience/Engaged in fulfilling work (Indiana vs. The Nation):



Represents share of students surveyed through Gallup-Indiana Survey reporting that (1) they had an internship or job that allowed them to apply what they learned inside the classroom/(2) they are fulfilled in their current work (responded yes to all three work fulfillment experiences). Data are displayed for the “All Alumni” cohort. US comparison rates represent “GPI National” statistics reported on the 2016 Statewide Aggregate Results Report.

INVESTMENT and RETURN

Annual cost of college BEFORE financial aid:



Represents the total annual cost of attendance for in-state, full-time, first-time undergraduate degree-seeking students. Total price is based on students living on campus (for institutions with on-campus housing) or students living off campus not with parents. Data for the 2012-2013 academic year are displayed.

Annual cost data were sourced from the Integrated Postsecondary Education Data System (IPEDS). Statewide statistics were obtained by weighting institution-specific total price and average net price statistics by the IPEDS financial aid cohort sizes and only include data for two-year and four-year public institutions.

Annual cost of college AFTER financial aid:



Represents the total annual cost of attendance after financial aid (aid that students do not need to pay back) for in-state, full-time, first-time undergraduate degree-seeking students. This statistic is often referred to as average net price. Data for the 2012-2013 academic year are displayed.

Annual cost data were sourced from the Integrated Postsecondary Education Data System (IPEDS). Statewide statistics were obtained by weighting institution-specific total price and average net price statistics by the IPEDS financial aid cohort sizes and only include data for two-year and four-year public institutions.

Average debt upon graduation (for students with debt):



Represents the total amount of debt amassed by graduates with debt divided by the total number of graduates with debt. Data include Indiana resident graduates from an Indiana public college who graduated with an associate (two-year colleges) or bachelor's (four-year colleges) degree in the 2012-2013 academic year. Indiana resident students who graduated in 2012-2013 but did not start as a full-time student are excluded from the calculations.

Debt data were sourced from a special data submission by Indiana public colleges, October 2015.

Percentage of students with debt at graduation:



Represents the total number of graduates with loan debt divided by the total number of graduates. Data include Indiana resident graduates from an Indiana public college who graduated with an associate (two-year colleges) or bachelor's (four-year colleges) degree in the 2012-2013 academic year. Indiana resident students who graduated in 2012-2013 but did not start as a full-time student are excluded from the calculations.

Debt data were sourced from a special data submission by Indiana public colleges, October 2015.



Data Notes

Typical salaries of graduates:



Represents the median salary of Indiana resident graduates from an Indiana public college who obtained an associate (two-year colleges) or bachelor's (four-year colleges) degree.

Graduate cohort data were sourced from the *Commission for Higher Education Data Submission System (CHEDSS)*. All cohorts represent Indiana resident students who graduated from an Indiana public college during a range for specified for each measured period: Year 1: graduated between 2011 and 2013, Year 5 graduated between 2007 and 2009, Year 10: graduated between 2002 and 2004. A student is counted only once between 2002 and 2013 in the latest year and institution at which the student completed a credential. If a student earned more than one degree in a given measured period, the student is counted at the highest degree level.

Annual median salary data were sourced from the Indiana Workforce Intelligence System (IWIS). Wages are annualized after 2 quarters of wages. Year 1 is based on 2-5 quarters of wages and Year 10 is based on 38-41 quarters of wages. Graduates with an annualized wage below \$13,195 are excluded from employment and wage calculations. The \$13,195 threshold is based on the part-time minimum wage at \$7.25/hour * 35 hours/week * 52 weeks/year.

Table 1: 2016 Gallup-Indiana Survey: Graduating Cohorts Surveyed by Institution

INSTITUTION	ALL ALUMNI	RECENT ALUMNI
Ball State University	1970-2014	2006-2014
IU East	1980-2015	2006-2015
IU Kokomo	1970-2015	2006-2015
IPFW	1960-2015	2006-2015
Ivy Tech Community College	-	2010-2015
Purdue West Lafayette*	1975-2013	2010-2015
Vincennes University	1950-2015	2006-2015
Butler University	1950-2015	2006-2015
Calumet College of Saint Joseph	2000-2015	2006-2015
Grace College	1950-2015	2006-2015
Manchester University	1950-2015	2006-2015
Taylor University	1939-2015	2006-2015
Western Governor's University	-	2010-2015

*Sourced from Gallup-Purdue Index; All Alumni estimates based on results from 2014 GPI; Recent Alumni results based on 2015 GPI.

National comparison data for "Indiana vs. the Nation" represent estimates reported in "GPI National" columns in the 2016 Statewide Aggregate Results Report. These estimates were based on a custom comparison group of respondents on the national Gallup-Purdue Index survey with similar characteristics to the Indiana survey participants (participants graduating roughly between 1939-2015, graduates receiving degrees from Title IV degree-granting four-year public, private, for-profit or nonprofit institution in the United States as defined by the United States Department of Education, etc.).



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Data Notes

GALLUP METHODOLOGY

Gallup-Purdue Index

Results for the 2016 Gallup-Indiana study are based on Web surveys conducted Nov. 30, 2015-April 12, 2016, with a sample of 22,436 undergraduate degree alumni from All Participating IN Schools. The sample of alumni email addresses was provided by All Participating IN Schools. Alumni were included in the study if the institution had an email address on file.

Results for the Gallup-Purdue Index, the national study used for comparison purposes, are based on Web surveys conducted Dec. 16, 2014-June 29, 2015, with a random sample of 30,151 respondents with a bachelor's degree or higher, aged 18 and older, with Internet access, living in all 50 U.S. states and the District of Columbia.

The Gallup-Purdue Index sample was recruited via the Gallup Daily tracking survey. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 50% cellphone respondents and 50% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using random-digit-dial methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree, who agreed to future contact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted via the Web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. bachelor's degree or higher population.

All reported margins of sampling error for the Gallup-Purdue Index of all college graduates include the computed design effects for weighting.

- For results based on the total sample of those with a bachelor's degree, the margin of sampling error is +/- 0.8 percentage point at the 95% confidence level.
- For results based on employee engagement of those with a bachelor's degree, the margin of sampling error is +/- 1.1 percentage points at the 95% confidence level.
- For results based on the sample of those with a bachelor's degree from an institution in Indiana, the margin of sampling error is +/- 4.8 percentage points at the 95% confidence level.
- For results based on employee engagement of those with a bachelor's degree from an institution in Indiana, the margin of sampling error is +/- 6.4 percentage points at the 95% confidence level.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

Ball State University

Results for the Ball State University study are based on Web surveys conducted November 30 - December 28, 2015 with a sample of 4,216 Ball State University undergraduate degree alumni who received their undergraduate degrees from 1970-2014. The sample of alumni email addresses was provided by Ball State University. Alumni were included in the study if the institution had an email address on file.

Butler University

Results for the Ball State University study are based on Web surveys conducted November 30 - December 28, 2015 with a sample of 4,216 Ball State University undergraduate degree alumni who received their undergraduate degrees from 1970-2014. The sample of alumni email addresses was provided by Ball State University. Alumni were included in the study if the institution had an email address on file.



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Calumet College of St. Joseph

Results for the Calumet College of St. Joseph study are based on Web surveys conducted March 14 - April 12, 2016 with a sample of 158 Calumet College of St. Joseph undergraduate degree alumni who received their undergraduate degrees from 2000-2015. The sample of alumni email addresses was provided by Calumet College of St. Joseph. Alumni were included in the study if the institution had an email address on file.

Grace College

Results for the Grace College and Theological Seminary study are based on Web surveys conducted January 18 - February 16, 2016 with a sample of 1,135 Grace College and Theological Seminary undergraduate degree alumni who received their undergraduate degrees from 1950-2015. The sample of alumni email addresses was provided by Grace College and Theological Seminary. Alumni were included in the study if the institution had an email address on file.

Indiana University-Purdue University Fort Wayne (IPFW)

Results for the Indiana University-Purdue University Fort Wayne study are based on Web surveys conducted January 18 - February 16, 2016 with a sample of 1,293 Indiana University-Purdue University Fort Wayne undergraduate degree alumni who received their undergraduate degrees from 1960-2015. The sample of alumni email addresses was provided by Indiana University-Purdue University Fort Wayne. Alumni were included in the study if the institution had an email address on file.

Indiana University East

Results for the Indiana University East study are based on Web surveys conducted February 1 - March 1, 2016 with a sample of 292 Indiana University East undergraduate degree alumni who received their undergraduate degrees from 1980-2015. The sample of alumni email addresses was provided by Indiana University East. Alumni were included in the study if the institution had an email address on file.

Indiana University Kokomo

Results for the Indiana University Kokomo study are based on Web surveys conducted February 1 - March 1, 2016 with a sample of 402 Indiana University Kokomo undergraduate degree alumni who received their undergraduate degrees from 1970-2015. The sample of alumni email addresses was provided by Indiana University Kokomo. Alumni were included in the study if the institution had an email address on file.

Ivy Tech Community College

Results for the Ivy Tech Community College study are based on Web surveys conducted November 30 - December 28, 2015 with a sample of 809 Ivy Tech Community College associate degree alumni who received their associate degrees from 2000-2015. The sample of alumni email addresses was provided by Ivy Tech Community College. Alumni were included in the study if the institution had an email address on file.

Manchester University

Results for the Manchester University study are based on Web surveys conducted January 25 - February 23, 2016 with a sample of 2,500 Manchester University undergraduate degree alumni who received their undergraduate degrees from 1950-2015. The sample of alumni email addresses was provided by Manchester University. Alumni were included in the study if the institution had an email address on file.



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Marian University

Results for the Marian University study are based on Web surveys conducted March 14 - April 12, 2016 with a sample of 1,237 Marian University undergraduate degree alumni who received their undergraduate degrees from 1950-2015. The sample of alumni email addresses was provided by Marian University. Alumni were included in the study if the institution had an email address on file.

Purdue West Lafayette

Results for the Purdue West Lafayette study are based on Web surveys conducted June 25 - August 4, 2014 with a sample of 19,819 Purdue West Lafayette undergraduate degree alumni. The sample of alumni email addresses was provided by Purdue West Lafayette. Alumni were included in the study if the institution had an email address on file.

Taylor University

Results for the Taylor University study are based on Web surveys conducted February 8 - March 8, 2016 with a sample of 4,260 Taylor University undergraduate degree alumni who received their undergraduate degrees from 1939-2015. The sample of alumni email addresses was provided by Taylor University. Alumni were included in the study if the institution had an email address on file.

Vincennes University

Results for the Vincennes University study are based on Web surveys conducted January 25 - February 23, 2016 with a sample of 981 Vincennes University associate degree alumni who received their associate degrees from 1950-2015. The sample of alumni email addresses was provided by Vincennes University. Alumni were included in the study if the institution had an email address on file.

WGU Indiana

Results for the Western Governors University Indiana study are based on Web surveys conducted February 1 - March 1, 2016 with a sample of 457 Western Governors University Indiana undergraduate degree alumni who received their associate degrees from 2010-2016. The sample of alumni email addresses was provided by Western Governors University Indiana. Alumni were included in the study if the institution had an email address on file.

National Comparison

For the purposes of this report, data from All Participating IN Schools are compared with data collected from the national Gallup-Purdue Index study of college graduates. Some differences may exist between the national comparison points included in this report and national estimates that Gallup has previously released because this report focuses on graduates who received their undergraduate degrees from 1939-2015. Comparison groups included in this scorecard are:

- Gallup-Purdue Index National: Bachelor's degree holders surveyed via the national Gallup- Purdue Index which includes those who participated in the national study and reported they have a bachelor's degree only from a Title IV degree-granting four-year public, private, for-profit or nonprofit institution in the U.S. as defined by the U.S. Department of Education
- Indiana Universities: Bachelor's degree holders surveyed via the national Gallup-Purdue Index who indicated that they obtained a bachelor's degree from a university located in Indiana



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