



**IVY TECH COMMUNITY COLLEGE  
PROGRAM REVIEW REPORT TO INDIANA  
COMMISSION FOR HIGHER EDUCATION  
2016**

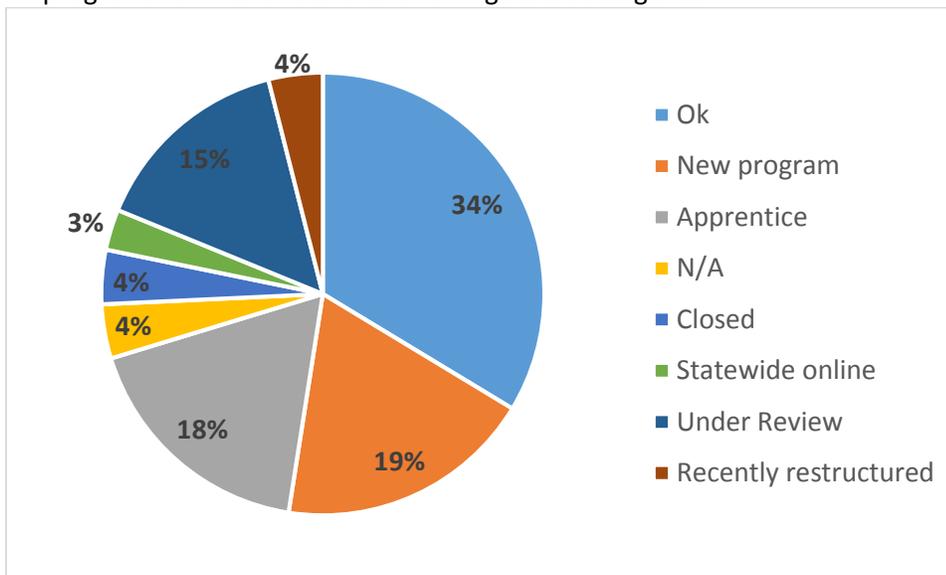
## Executive Summary

Ivy Tech Community College (Ivy Tech) submits the following report on its academic programs in compliance with House Bill 1001-2015. At the invitation of the Indiana Commission for Higher Education (CHE), in August 2015, Ivy Tech began collaborating with the CHE to enhance existing program review process with specific metric reviews of enrollment, graduation rates and labor market outcomes. Through that collaboration, the College added clarifications about benchmark targets and improved internal and external communication at the program level.

### Results

Upon review by the chairs of each academic program, as well as regional and statewide leaders, each program in each region received a status. Some status categories either reflect 1.) a program characteristic that makes review of it at a regional level inappropriate (ex. most apprenticeships, statewide online programs); 2.) Lags in data reported that mean the metrics on the scorecard are not yet truly indicative of program health (ex. New program, restructured recently, closed), though Ivy Tech is tracking shorter term outcomes as well as instituting supports for students currently enrolled; or 3.) A more in-depth program evaluation or restructure is already underway.

All programs fall into one of the following status categories:



**Ok:** Program meets benchmark on both enrollment and completion rate.

**New program:** Program opened (statewide, or in that specific region) in Fall 2010 or later, and is thus not yet able to report six-year graduation rates.

**Apprenticeships:** Programs are collaborations with unions and industrial partners. Ivy Tech is reviewing the overall structure of apprenticeship programs to ensure efficiency of offerings and best match with workforce needs.

**Closed:** Program has closed to new enrollment at some point since Fall 2010.

**N/A:** Program is not offered in region listed, though a student assigned to that region is pursuing it through cross-regional course-taking. Ivy Tech will improve data tracking of these students to better align with programs and measure success.

**Statewide Online:** Program is available online; however, students are still “assigned” to one region. Online programs and courses will be reviewed at a statewide level.

**Under Review or Under Review/Developing Action Plan:** Ivy Tech academic leaders will develop an action plan to improve student outcomes or enrollment.

**Recently Restructured or Restructure Planned or Underway:** Programs were restructured recently or are currently being restructured to improve student success. Continued monitoring is necessary.

The College will continue carefully monitoring all academic programs and student outcomes, including on-going evaluation of new and restructured programs. Priority attention is on the “under review/developing action plan” category (112 of the 768 programs listed).

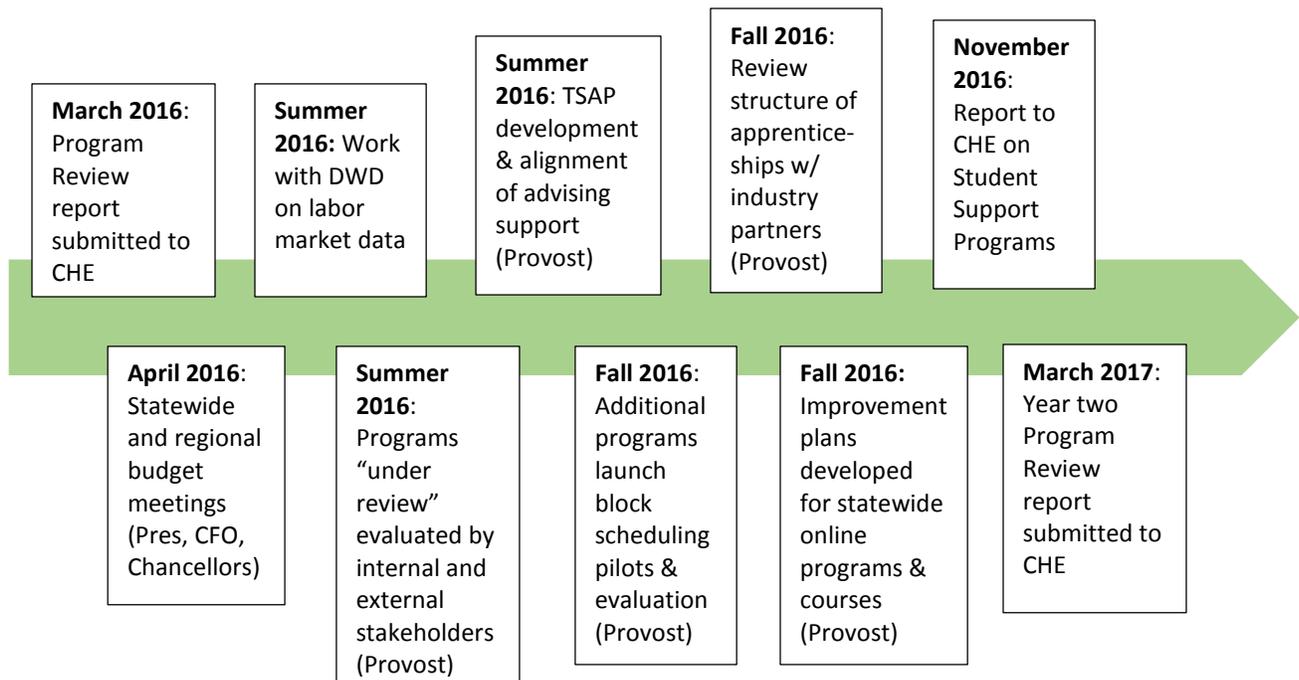
#### *Action Plans and Recommendations*

Ivy Tech has made an enormous effort to improve student outcomes over the past six years, including a complete restructure of our developmental education placement, implementation of co-requisite courses, and the creation of Math Pathways. Since the completion rates for this report include cohorts that began at the College prior to those and other substantive student success initiatives, we expect positive effects on these metrics as we begin reporting on future cohorts. In the meantime, there are clear action steps the College will take to improve academic programs, and additional recommendations to address student success on a large scale.

- **Action 1:** Academic leaders at the College will work closely with programs that have received the “under review/developing action plan” status. In future years the action plans may be available at the time of submission of the Program Review report to CHE, but as this process is new and under development, the College will be careful and deliberate about working with all relevant stakeholders as we get onto the new reporting cycle. In April, the agenda for each regional budget meeting for the next fiscal year includes programs under review at the regional level.
- **Action 2:** Statewide online only programs with poor completion rates must be reviewed primarily at a statewide level. An example of this is Manufacturing and Production Operations (MPRO). Ivy Tech will carefully review this program with our workforce partners to assess the right path forward for the students and Indiana workforce needs. Continued review of online course completion in any program must occur at the statewide level with identified interventions for increased student success.
- **Action 3:** Apprenticeship programs are important partnerships that meet critical training and development needs in labor market demand areas. However, the College needs to review the apprenticeship offerings as a whole to ensure efficiency of offerings, alignment with regional employer needs, and clarity of pathway to students. This review will occur over the next 6-8 months.
- **Action 4:** The College is committed to working with the statewide Transfer Single Articulation Pathway (TSAP) leadership team convened by the CHE to offer all transfer oriented associate degrees as TSAPs. Several high enrollment/high need programs already transitioned to TSAP, and the College wants to provide aligned pathways for any Hoosier entering higher education via the community college to transfer a completed associate degree seamlessly toward the applicable bachelor’s degree. The combination of guaranteed transfer of credits to Indiana public institutions, clearly defined degree maps, and focused advising support by Ivy Tech suggest significant improvements in student success rates are possible once TSAPs become standard student pathways.
- **Action 5:** In cooperation with the Department of Workforce Development (DWD), and in accordance with Senate Bill 301-2016, DWD will provide job placement data needed to add this element to the review of all academic programs by 2017.

- **Action 6:** Ivy Tech will audit the programs listed in the CHE Academic Program Inventory against the internal program inventory to ensure a common understanding about what programs are available to students, and improve the data quality for both CHE and Ivy Tech.
- **Recommendation 1:** Drilling down to a program level with completion rates introduces a number of interpretive complications that limit the utility of the metric. The College will recommend more applicable completion metrics that can account for students, and hence program outcomes, missed in this current program review process.
- **Recommendation 2:** The College, CHE and K-12 partners need to discuss the relationship of dual credit/high school student, courses only, and guest student enrollments in consideration of overall program health. For data tracking purposes, these students are not part of a specific academic program, but comprise thousands of annual enrollments in Ivy Tech courses, oversight of dual credit offerings is a role full-time faculty fulfill, and dual credit and guest student offerings are a critical piece of the postsecondary access, completion, and value proposition in Indiana.
- **Recommendation 3:** In some fields with high labor market demand, it is possible to complete a national certification through successful completion of Ivy Tech coursework plus a national or state exam. Ivy Tech and CHE should explore ways to account for these successes, also acknowledging challenges to changing these certifications and related credentials, such as access to financial aid and performance funding metric policy.

### Next Steps and Action Item Timeline



## Program Review Report to the Indiana Commission for Higher Education

### Introduction

As part of the standard process of continuous quality assurance and improvement, and in accordance with expectations of the Higher Learning Commission, Ivy Tech Community College (Ivy Tech) established procedures for periodic review of academic programs many years ago. Academic program review includes extensive examination of data on student demand/enrollment and student outcomes (learning, completion, transfer, and career outcomes). In addition, the review examines characteristics such as employer demand (industry/businesses employing graduates and current and future labor market needs), full-time and part-time faculty counts, program accreditation status, equipment or space needs, student learning, and other qualitative information (see appendix A for a sample 2014 Ivy Tech Program Review summary). Following legislation adopted in the 2015 session, in August 2015, Ivy Tech began collaborating with the Indiana Commission for Higher Education (CHE) to enhance this process with specifically identified metric reviews of student demand/enrollment, graduation rates and employer demand/labor market outcomes. Through that collaboration, the College added clarifications about benchmark targets and improved internal and external communication at the program level.

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*“The College is committed to an ongoing partnership to ensure Hoosiers have access to a high quality postsecondary education, a clear pathway to successful transfer or completion, and workforce pathways linked to Indiana’s workforce needs.”*

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This report details the outcomes of the most recent review of academic programs that ensures compliance with House Enrolled Act 1001-2015. In addition, the report includes context in which Ivy Tech operates and the process by which academic program reviews occur. Emphasis for this review is on the criteria outlined by the CHE in the *Strengthening Indiana’s Community College System: A Report in Response to House*

*Enrolled Act 1001-2015* (December 10, 2015). CHE and Ivy Tech engaged in a deeply collaborative process to respond to this legislative mandate, and the College is committed to an ongoing partnership to ensure Hoosiers have access to a high quality postsecondary education, a clear pathway to successful transfer or completion, and workforce pathways linked to Indiana’s workforce needs.

### Outcomes of Current Academic Program Review

Ivy Tech developed a scorecard to display program standing on the two benchmarks for which data existed for the 2016 program review. The program review process used by Ivy Tech required each regional program chair to review and comment on a red or yellow indicator for either enrollment or completion, and College leadership paid particular attention to those that had red or yellow flags on both indicators. Figure 1 displays the benchmark levels for the two key indicators. Completion rates are measured within 300% of expected time-to-degree based on credential type (short-term certificate, long-term certificate or associate degree).

**Figure 1: Benchmark levels for scorecard**

Enrollment	Below 20	20-29	30 or more
Completion (in 300%)	Below 20%	20-24.9%	25% or greater

Figure 2 displays the percentage of programs in each of the indicator categories, as counted at the regional level and excluding apprenticeships. Twenty-five percent of programs were red for enrollment and 31% were red for completion, but only 13% of programs were either red/red, red/yellow,

yellow/red, or yellow/yellow. Conversely, when excluding apprenticeships, 40% of programs were green/green.

**Figure 2: Percent of programs by indicator level (excludes apprenticeship students)**

	Red	Yellow	Green	N/A
Enrollment	25%	7%	68%	--
Completion	31%	9%	49%	11%

Scorecard information includes the 2014-15 annual unduplicated enrollment, the completion rate of the combined 2007-2009 cohorts based on the student major at last term of Ivy Tech enrollment, comments from program chairs and regional program advisory committees, and a status label specific to this review process. Status labels are one of the following:

- **Closed:** Programs that were closed previously but may still have students who enrolled prior to program closure. These students either are advised into other similar programs, when available, or provided a specified amount of time to complete the program in which they initially enrolled.
- **Restructure planned or underway:** This label notes when restructure is currently underway or will launch soon. Continued monitoring of these programs is necessary.
- **Restructured recently:** Includes programs that have been restructured within the last five years, where positive benefits or outcomes may not yet have been fully realized. Continued monitoring of these programs is necessary.
- **Online:** Statewide online programs are managed centrally at Ivy Tech, but they are open to enrollment for students from any Ivy Tech region. Some programs are online-only in certain regions, but face-to-face and online in others. Additional detail is in the *Special Programmatic Notes* section below. These programs or courses will be reviewed at a statewide level.
- **Under review:** These programs are within 2 percentage points of meeting the completion metric. A number of college-wide student success efforts are likely to have positive effects on these programs over time. (n.b. Northwest region Mortuary Science program received this status despite a reported completion rate below 20%. There are coding problems discovered in the past that lead this to be inaccurate. They have been fixed for later cohorts and will be resolved for future program review reports.) Continued monitoring of these programs is necessary.
- **Under review/developing action plan:** In the coming weeks, Ivy Tech will initiate additional internal reviews and action plans for programs with this designation. Some of these will be at the regional level, but others are likely to be statewide action plans to address either lack of student demand/enrollment or completion or both.
- **New program:** These programs started 2010 or later, so in several cases enrollment is low and completion is not yet fully measureable in the data, despite having completions from the 2007-09 cohorts. These completers reflect students who began in a different program in 2007-2009 fall terms, and then changed major to a new program upon its launch.
- **Apprentice:** See detailed description below of how apprenticeships vary from traditional academic programs in the *Special Programmatic Notes* section. Ivy Tech is reviewing the overall structure of apprenticeship programs to ensure efficiency of offerings and best match with workforce needs.
- **N/A:** In cases when a program is not offered in the region, but students enroll in that program at a different Ivy Tech region, it is marked N/A for the region with none of those program courses. There are likely some improvements to our tracking mechanisms that could eliminate this category in future reviews.

- **Ok:** Programs which meet both the enrollment and completion rate benchmarks set for 2016, as well as those that meet completion, but have enrollment caps below 30 for accreditation reasons received this designation. Apprenticeships that met both benchmarks were given the “Apprenticeship” label as they will be included in the statewide review over the next year.

All programs fall into one of the following status categories (also displayed in figure 3):

**Ok:** Program is in green on both enrollment and completion rate. (34% in this category)

**New program:** Program opened (statewide, or in that specific region) in Fall 2010 or later. (19%)

**Apprenticeships:** Programs are collaborations with unions and industrial partners. Ivy Tech is reviewing the overall structure of apprenticeship programs to ensure efficiency of offerings and best match with workforce needs. (18%)

**Closed:** Program has closed to new enrollment since Fall 2010. (4%)

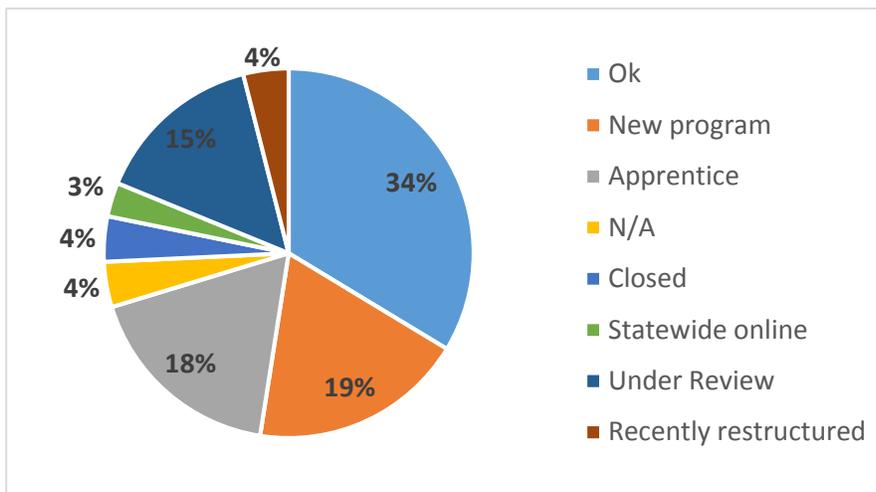
**N/A:** Program is not offered in region listed, though a student assigned to that region is pursuing it through cross-regional course-taking. (4%)

**Statewide Online:** Program is available online; however, students are still “assigned” to one region. (3%)

**Under Review or Under Review/Developing Action Plan:** 15% of programs account for these two categories. Academic leaders will develop an action plan to improve student outcomes or enrollment.

**Recently Restructured or Restructure Planned or Underway:** 4% of programs were restructured recently or are currently being restructured to improve student success.

**Figure 3: Program Review Results, by category**



The College will continue to carefully monitor all programs and track student outcomes. Attention to those with the “new program” designation is important, as they will be officially rolled into the completion rate metrics over the coming years. Ivy Tech will carefully evaluate programs with recent or impending changes to gauge progress in student

demand and success. The 15% under review and developing an action plan are the priority group in the coming months. Additional detail on the action plans and recommendations is below in the *Action Plans and Recommendations* section of this report.

### Special Programmatic Notes

The scorecards provided with this report display region-by-region data and feedback on academic programs offered by Ivy Tech. In certain instances, it is more appropriate to provide feedback on programs at a statewide level.

#### Apprenticeships

In partnership with trade unions and industrial employers, Ivy Tech offers a number of apprenticeship programs. Many apprenticeship programs have an enrollment of less than 30 students due to their unique structure. Unions or employers determine enrollment based upon current industry needs, so

there are instances where program capacity is below 30 because the employers drive the enrollments. The unions and industrial partners cover educational costs of these programs, so smaller enrollments do not have a budgetary impact on the College. There are significant on-the-job training aspects of the apprenticeship programs, and strong completion rates are common due to the built-in career path and strong wage growth associated with these professions. Viewed at a statewide level, apprenticeships comprise fifteen of the eighteen programs with statewide enrollment below thirty students in 2014-15. On the scorecard, union construction trades apprenticeship programs have the status “apprentice” and comments refer to this statewide response that program management and control rests primarily with leadership in the Office of the President in coordination with employers and unions. There is little to no regional overhead cost associated with offering apprenticeship programs. For the industrial trades, the apprentices often enroll in industrial classes at a local campus. The employer drives the pathway that serves as the apprentices' related training. As a result, while there may be low numbers showing as industrial apprentices, they are in academic classes with non-apprentice students.

The sheer volume of apprenticeships available through Ivy Tech likely leads to some degree of confusion and may not be the most efficient way for the College to support this important workforce development role. Ivy Tech plans to examine the apprenticeship structure closely over the coming months to determine if any structural or student support changes would strengthen outcomes for students and employers.

#### *Online Programs*

Through our statewide online degree programs, students in all regions of the state are able to register for an academic program not offered in their local region due to a lack of critical mass. Students have access to academic support services, technical support and student services at the local campuses, as well as many support services that are available fully online. Additionally, students may elect to take general education courses and some program courses on campus. Documentation embedded in statewide online courses directs students to supportive resources as well. This is a cost effective approach to expanding the regional program offerings for students, particularly when there is not a critical mass for an on-campus program. Only two programs are exclusively online for all regions in the state (library technical assistant, manufacturing production and operations). For other college-wide online programs, when face-to-face is available but not in a given region, enrollment and completion rates must be considered at a statewide aggregate level to fully assess program success. On the scorecard, these programs are denoted with status “online.”

#### *Undeclared*

The number of students in the “undeclared” program reflects the large number of non-degree-seeking students enrolled at Ivy Tech each year. Indeed, only 3% of the 2014-15 enrollment listed in “undeclared” were actually degree-seeking students. This category is a combination of dual credit students, guest, and Indiana College Network students who are pursuing degrees at other institutions, and courses only students who are taking a few courses but not pursuing a formal degree. Prior to Fall 2014, degree-seeking students were also able to have an undeclared major upon entrance to the College. To develop a clearer pathway to graduation, all students now enroll directly into a major or meta-major. Consequently, the number of degree-seeking students listed in the cohort for “undeclared” will gradually decrease as this policy change works through the system. On the scorecard, this category is denoted with “Closed.”

### *General Studies and Liberal Arts*

The general studies and liberal arts programs serve as a pathway from Ivy Tech to bachelor's-granting institutions for many students. Traditionally this has meant many students transfer from Ivy Tech prior to earning a degree. However, the College used the creation of the state transfer general education core (STGEC) to become even more purposeful about how it advises students in these programs and to educate them on the advantages of completing the core of classes before transferring. Through improving the communication to high school students in dual credit courses, and to all students in general recruitment processes, Ivy Tech anticipates continued growth in the awarding of STGEC, an award recognized as a completion by the CHE. The College also created partnerships with several institutions to ease the process for awarding degrees through reverse transfer, which will help reward students for the total body of work they have completed. In recognition of these on-going efforts, the general studies and liberal arts programs are denoted as "under review/ developing action plan" on the scorecard.

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### *Healthcare Specialist*

Students interested in the limited enrollment programs such as Dental Hygiene, Nursing, Surgical Technician, and Respiratory Care must initially enroll as a Healthcare Specialist with a concentration in one of these selective options while completing prerequisites. After successfully completing the prerequisites, students apply to that program. Students accepted to these limited enrollment programs do not complete the Healthcare Specialist AAS degree. In each region, the Healthcare faculty are working hard to improve the career and academic advising for students not accepted to a limited enrollment program to ensure they can find a pathway to a program with clear and meaningful outcomes.

The degree program is also the default for certain workforce certifications completed in a single course, such as Certified Nurse Assistant (CNA), Emergency Medical Technician (EMT), Home Health Aide and Qualified Medication Assistant (QMA). Today, these students complete the course, sit for the certification exam at a testing center, and go straight to the workplace. Therefore, they do not complete a certificate, technical certificate or AAS degree as a Healthcare Specialist. This is an example of when completion of a certification could be considered a successful outcome and metric. All Healthcare Specialist programs across the state received the "under review/ developing action plan" designation on the scorecard.

### *Computing and Informatics*

The computing sector is dynamic and constantly changing, so Ivy Tech computing programs have changed several times over the years to meet workforce demands. In the past few years, College faculty recognized that the Computer Information Systems (CINS) and Computer Information Technology (CINT) programs were outdated in regards to linking with business and industry IT needs. The CINT and CINS Curriculum Committees proposed a "re-invention" of the programs with the assistance of an Industry/Business Advisory Committee.

The result was a re-mapping of CINT and CINS into six computing/informatics programs. Additionally, the Information Assurance Program was significantly revamped. A School of Computing and Informatics was established by the Ivy Tech Trustees and the new curricula was first offered in fall 2014. Programs include:

- Cyber Security-Information Assurance (CSIA),
- Database Management and Administration (DBMS),
- Server Administration (SVAD),
- Software Development (SDEV),
- Informatics (INFM),
- Information Technology Support (ITSP),
- Network Infrastructure (NETI), and
- Computer Science (CSCI), initially offered in 2012 and now a TSAP.

Certificates incorporated in most programs prepare students to earn IT certifications and “stack” toward the applicable AAS degree. Pathways are available for students to transfer to a university to pursue a bachelor’s degree and beyond.

Ivy Tech proposed the revised curricula to CHE. Subsequent to CHE approval, CINS and CINT programs were closed to new enrollment across all fourteen regions (fall 2014) when the new programs listed above officially opened. Also in Fall 2014, a Trade Adjustment Assistance Community College and Training Program Round 4 (TAACCCT R4) grant was awarded to Ivy Tech for the School of Computing and Informatics. The \$2.5M grant focuses on establishing/expanding data centers for computing programs, expanding the College-wide virtual data center, and faculty professional development. The IT workforce needs across the state are promising opportunities for increased program enrollment. New programs such as these in computing and informatics are not applicable for the six-year completion rates and are denoted on the scorecard with “new program.”

#### *Cross-regional Program Enrollments*

Ivy Tech assigns each enrolled student to one of its fourteen regions or to the statewide Ivy Online. Irrespective of the assigned region, an Ivy Tech student may choose any major offered by the College. Instances in which a student desires a major not available at any campus in his/her home region are somewhat common. These situations are typically accommodated by students taking all available coursework at the home region or online, and then traveling to the nearest available region that offers remaining courses. At the time of degree conferral, the student is awarded a degree from the campus approved for that program, but until that time, enrollment is typically assigned to the home campus and region. In such cases, completion rates and enrollment levels are not effective measures of program health or resource efficiency for the home region. Improvements in data tracking by Ivy Tech would bring more clarity to this practice and improve evaluation of the programs. The College will work to improve this tracking in 2016-17. On the scorecard, students in a program that is not available at the region to which they are assigned are denoted with “N/A.”

#### **Initial Action Plans and Recommendations**

**Action 1:** The provost, vice presidents of academic divisions, and regional academic officers will work closely with programs that have received the “under review/developing action plan” status to make the necessary modifications to improve student demand/enrollment or to increase student outcomes. Historically, programs that were under review worked closely with the provost and regional faculty and advisory boards to assess local workforce needs, college capacity to meet those needs, and make necessary action plans throughout the year. In future years the action plans may be available at the time of submission of the Program Review report to CHE, but as this process is new and under development, the College will be careful and deliberate about working with all relevant stakeholders as we get onto

the new reporting cycle. In April, the agenda for each regional budget meeting for the next fiscal year includes programs under review at the regional level.

**Action 2:** Statewide online only programs with poor completion outcomes will need to be reviewed primarily at a statewide level. An example of this is the statewide, online only program in Manufacturing and Production Operations (MPRO). It is tightly aligned with Industrial Technology (completion rate: 29.1%) and Advanced Automation and Robotics Technology (new program). As the largest exclusively online program, MPRO is designed to be a pipeline to manufacturing careers for dual credit high school students. However, students have been much less persistent in this program outside of that environment in a strengthened Indiana economy where hands-on jobs that appeal to this student demographic are much easier to obtain. Ivy Tech will carefully review this program with our workforce partners (including Conexus) to assess the right path forward for the students and Indiana workforce needs. Continued review of online course completion in any program must occur at the statewide level with identified interventions for increased student success.

**Action 3:** Apprenticeship programs are important industry partnerships that meet critical training and development needs in labor market demand areas. Typically, students are recruited and funded for these positions by employers or labor unions. Due to the high work demands of the apprenticeship, the timeline for coursework completion is extended beyond a typical “on-time” map, and may include student attainment of a journeyman’s card, a workforce credential that provides best access to the desired career paths. The College needs to review the apprenticeship offerings as a whole to ensure efficiency of offerings, alignment with regional employer needs, embedded stackable credentials, and clarity of pathway to students. This review will occur over the next 6-8 months.

**Action 4:** The College is committed to working with the statewide Transfer Single Articulation Pathway (TSAP) leadership team as convened by the CHE to offer high-need and/or high-enrollment TSAP programs as that team determines will meet the higher education needs of the state and the legislative requirements. The Vice President of the University/Transfer division and faculty leaders from across the state will engage with CHE staff and Indiana public universities to map identified competencies to curriculum structures. In addition to the several high enrollment programs already transitioned to TSAP, the College plans to provide as many TSAP pathways as we can to support Hoosiers entering higher education via the community college and transferring a completed TSAP associate degree seamlessly toward the first two years of the applicable bachelor’s degree. The combination of guaranteed transfer of credits to Indiana public institutions, clearly defined degree maps, and focused advising support by Ivy Tech suggest significant improvements in student success rates are possible once TSAPs become standard student pathways. This spring the College rolled out its new marketing campaign that emphasizes and clarifies the transfer pathways available to students.

**Action 5:** In cooperation with DWD, and in accordance with Senate Bill 301-2016, DWD will provide job placement data needed to add this element to the review of all academic programs by 2017. At present the DWD has not committed to sharing individual level data with Ivy Tech, although the legislation requires they develop an agreement on a general process for how to accomplish the data exchange in collaboration with Ivy Tech by July 1, 2016. If the College obtains the necessary data by mid-September 2016, we will have sufficient time to incorporate it in the standard program review processes we have in place.

**Action 6:** Ivy Tech will audit the programs listed in the CHE Academic Program Inventory against the internal program inventory to ensure a common understanding about what programs are available to students, and improve the data quality for both CHE and Ivy Tech. Programs in which new enrollments are suspended, but which can still have degrees granted to students currently in the pipeline can be moved into “suspended” status with CHE.

**Recommendation 1:** Completion rates, as traditionally defined using first-time students in a fall term, are a useful metric and easily comparable to peer institutions. Drilling down to a program level introduces a number of interpretive complications that limit traditional completion rate utility. (These challenges are described with more depth in the *Ivy Tech in Context* section of this report.) The College will recommend more applicable completion metrics that can account for students, and hence program outcomes, missed in this current program review process. Through a current Lumina Foundation grant, Ivy Tech has a partnership with the Aspen Institute and Achieving the Dream that will inform this work with the best practices in data tracking, analysis and reporting from national community college leaders. Ivy Tech will present alternative completion metrics to CHE prior to the 2017 program review.

**Recommendation 2:** The College, CHE and our K-12 partners need to discuss the relationship of dual credit/high school student, courses only, and guest student enrollments in consideration of program health. For data tracking purposes, these students are not part of a specific academic program, but comprise thousands of annual enrollments in Ivy Tech courses, and as a critical piece of the postsecondary access, completion, and value proposition in Indiana. Full-time faculty in all Ivy Tech regions engage in supervisory and support capacities for our dual credit instructors in high schools. In some regions, the College developed innovative approaches to bringing high school students directly onto Ivy Tech campuses to take courses. As the College examines academic program health and viability internally, dual credit enrollment and faculty effort plays an important role in program review processes and a full understanding of the enrollment benchmarks.

**Recommendation 3:** In some fields with high labor market demand, it is possible to complete a national certification through successful completion of Ivy Tech coursework plus a national exam. Ivy Tech and CHE should explore ways to account for these successes, also acknowledging challenges to changing these certifications and related credentials, such as access to financial aid and performance funding metric policy. Programs in which changes like this could have an important effect on completion rates include Healthcare Specialist (with national certifications in Emergency Medical Technician and Certified Nursing Assistant, for example), and Early Childhood Education (with a certification as Child Development Associate).

#### *Past Efforts at Addressing Poor Completion Rates or Low Enrollment*

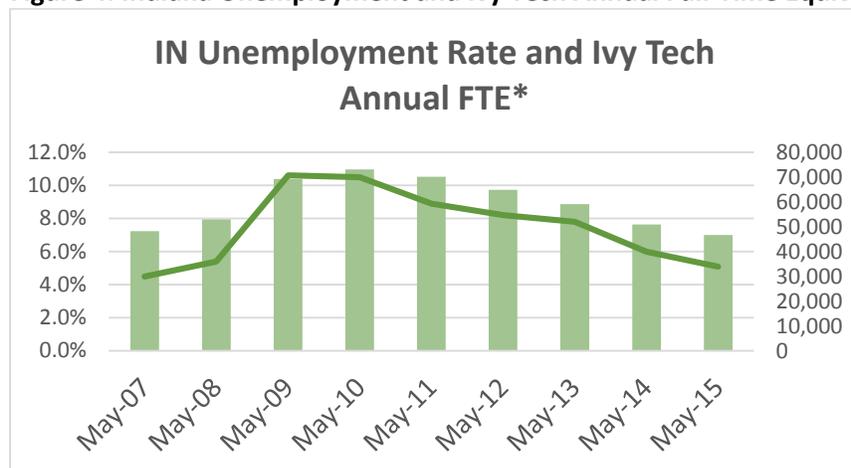
The decision to suspend new enrollment to a program after assessment of the enrollment and completion rate and additional factors noted later in this report, results in a number of important steps to ensure currently enrolled students can complete the program. Accrediting standards and the moral obligation of the College dictate that we “teach-out” those students within a prescribed time period.

For some programs in which labor market demand and employer support remains high, but enrollment is lacking, the College has historically worked directly with employers to identify incumbent workers in need of skill development, or re-tooled admissions and marketing targeted at new student populations and high school counselors to increase interest. The College will continue to work with our workforce partners to provide this level of support to Hoosiers when appropriate.

## Ivy Tech in Context

Community colleges around the country are currently dealing with the shifting enrollment patterns associated with a strengthening economy and drop in the unemployment rate. Research on community college enrollment nationally shows this pattern consistently over the past thirty-five years.<sup>1</sup> Ivy Tech experienced this quite significantly during the eight year period starting prior to the recession, and up to spring 2015 (figure 4). As the Indiana unemployment rate balanced out to pre-recession levels, so has the annual full-time equivalent enrollment of the College.

**Figure 4: Indiana Unemployment and Ivy Tech Annual Full-Time Equivalent Enrollment**



The effects of this re-balancing of enrollment are important to consider. Programs that lead to credentials with strong labor market connections continue to have strong enrollment and completion when credential completion is a requirement to attain the associated career (nursing, dental assisting and other healthcare fields are examples). Other programs with strong labor market connections, but for which credential completion is not required for career entry also have strong enrollment, but typically lower completion (several technology and hospitality fields are examples). The theme of these two cases is the same: many students come to Ivy Tech to receive career education, and they leave when they meet the bar for access to gainful employment in their field of choice. As part of the academic program review process, access to labor market data from the Department of Workforce Development will be critical to assess and ensure that the College's programmatic offerings match to areas with strong labor market needs.

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### Dual Credit

As part of a statewide strategy to improve access, achievement, and on-time completion for Hoosiers, Ivy Tech developed one of the largest institutional programs of dual credit education in the nation. Ivy Tech expanded dual credit offerings to more than 95% of high schools in the state of Indiana, with enrollment increasing 568% from 2006-07 to 2013-14. More than half of the dual credit offerings are in

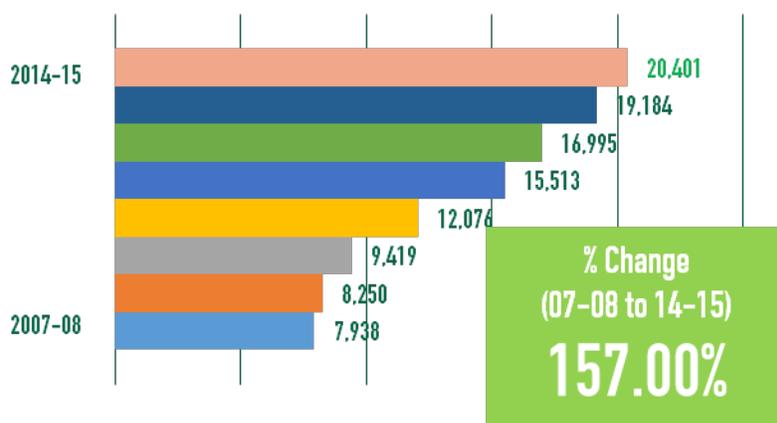
<sup>1</sup> Hillman, N. and E. Orians (2013). *Community colleges and labor market conditions: how does enrollment demand change relative to local unemployment rates?* Research in Higher Education, 54: 765-780.

the area of career and technical education, strongly emphasized by the College’s workforce development mission. For some programs, dual credit enrollment is greater than that of degree-seeking students. Providing a jumpstart on postsecondary success and early workforce training to Indiana high school students is critical to the state’s integrated educational system. Ivy Tech’s full-time faculty are critical partners in making dual credit successful in Indiana. It is important to note that the vast majority of dual credit students may never enter the College as full-time students, and thus, credit for completion and workforce outcomes goes to our four-year partners, not Ivy Tech.

### Graduation and Completion

When it comes to graduation and completion, the total of Ivy Tech credentials awarded annually has continuously increased to 20,401 in 2014-15 (figure 5). The decline in enrollment that began in 2011 has not yet dampened this growth, in part due to aggressive work by Ivy Tech faculty and staff in developing

**Figure 5: Total Credentials Awarded, 2007-08 to 2014-15**



meaningful, short-term certificates that prepare students for success in the labor market. In 2007-08 the College awarded about 350 stackable, workforce certificates. By 2014-15, the number of workforce certificates awarded exceeded 3,000 (an 800% increase). This model allows students to earn meaningful workforce certificates on the path to an associate degree, or as stand-alone credentials.

Nationally, the growth in associate degrees awarded from 2002-03 to 2012-13 was 59%<sup>2</sup>. Ivy Tech grew associate degree production by 153% during that same time period (from 3,656 in 2002-03 to 9,265 in 2012-13).

Graduation rates, a common measure of educational production, tell a different story. The National Student Clearinghouse reported that six-year completion rates for students who start at a community college are 38%, but only 26% at the same institution at which the student began. The remaining 12% complete either at another 2-year institution or at a 4-year institution to which they transferred.<sup>3</sup> This rate decreased by 1 percentage point from each prior year cohort, starting with the 2007 fall cohort, with most of the decrease occurring among those who transfer to a 4-year institution, according to the National Student Clearinghouse.

In National Community College Benchmarking Project (NCCBP) data, 6-year graduation rates (at the institution where the student began) for full-time and part-time students shows Ivy Tech at the 30<sup>th</sup> percentile for students who start full-time, and at the 70<sup>th</sup> percentile for part-time. With the addition of

<sup>2</sup> National Center for Education Statistics (2015). *The Condition of Education*.

<sup>3</sup> Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A. & Hwang, Y. (2015, November). *Completing College: A National View of Student Attainment Rates – Fall 2009 Cohort* (Signature Report No. 10). Herndon, VA: National Student Clearinghouse Research Center.

transfer outcomes, Ivy Tech lands at the 40<sup>th</sup> percentile for full-time and 66<sup>th</sup> percentile for part-time (NCCBP 2015).

Reliance on graduation rates to measure educational production at a community college introduces some interpretive challenges.

- Late start fall terms and spring starts: While many students new to college do start at the beginning of a fall semester each year, the number of students who start during a late-start fall term or any time in the spring is substantial. A focus on traditional graduation rates leaves these thousands of students out entirely, though that group is captured when examining total completions or completion ratios (calculated with annual enrollment and annual completion figures).
- Program level identification: Another interpretive challenge is introduced when drilling completion rates down to a program level. Students often start college with an intent to explore career choices through coursework. Others may enter with intent to join a program for which they must qualify at a later point in their education. Determining the best way to “count” a student as part of a program must consider these realities, including the reality that many students at a community college also stop and start in their educational journey as they experience challenges or barriers outside of school.
- Nonlinear patterns of enrollment: Nonlinear patterns of enrollment make the timeframe for completion less predictable. At Ivy Tech, the average number of elapsed terms from first enrollment to degree is seventeen, but students are only enrolled at the college for nine of those terms. If those nine terms were done consecutively, the vast majority of Ivy Tech students, whether enrolling full-time or part-time, would graduate in three years. Due to the patterns of stopping and starting, the average elapsed years-to-degree is six.

In the program review comments given by program faculty in the attached scorecards, some of the strategies employed to reduce time-to-degree and keep more students enrolled in more hours each term are briefly described. A more in depth review of college-wide student support efforts will be reported to CHE in November 2016, as requested in *Strengthening Indiana’s Community College System: A Report in Response to House Enrolled Act 1001-2015*.

#### *Labor Market Outcomes*

The final element of the program review process deals with labor market outcomes. As part of Senate Bill 301-2016, Ivy Tech is working closely with the DWD and other relevant state agencies to examine employment and earnings data on former students. Analysis of this data will enable improved evaluation of program outcomes, student success, and collaboration with CHE in developing future performance funding metrics. Past aggregate data available through return on investment reports demonstrated that Ivy Tech graduates earn strong wages in Indiana (<http://www.in.gov/che/3019.htm>). Additional career-cluster information found at Learn More Indiana (<http://www.learnmoreindiana.org/roi>) gives a deeper level of insight that can inform faculty and academic program leaders until the full labor market data is available. The College also has contracts with [Burning Glass](#) and [Economic Modeling Statistics International \(EMSI\)](#) to review up-to-date labor market data and information in our regional and statewide service areas.

#### *Program Advisory Committees*

In respect of Ivy Tech’s mission and charge to provide workforce development for Hoosiers in support of the Indiana economy, a combination of regional and statewide advisory committees support each program area offered. Participation in federal Perkins Grant programs also mandate active engagement

with industry advisory committees—a provision with which Ivy Tech has always been in compliance. Membership lists of regional and statewide program advisory committees are in appendix B. These advisory committees represent a wide-range of employers and stakeholders across the state; the charge of these committees is providing feedback on curricular needs, local and statewide labor market needs, and academic program quality. While not typically engaged directly in the program review process described above, selected committees were asked to provide reflective comments on the scorecards and engage in discussions with regional and statewide Ivy Tech leadership teams about enrollment or completion rate concerns. The work of the program advisory committees will continue in the future, and include the involvement of the commissioner of the Department of Workforce Development (or designee) per Senate Bill 301-2016.

A final layer of advisory board engagement occurred for this specific review through convening a statewide taskforce of employers, industry advocates, and education experts. The list of participants is also in appendix B. Feedback from this group of respected Ivy Tech partners was useful in ensuring the College is attuned to perceptions Ivy Tech-educated students in high-need, high-impact career paths, including both the scale of workforce need and the importance of particular coursework, certifications, short/long-term certificates, or full associate degree attainment.

Feedback gathered from this group included suggestions for possible reorganization of apprenticeship programs in ways that serve industry equally as well as the current format, but may be less confusing for students. Another example of feedback was on the Aviation Technology program, for which they suggested that industry need was high, but Ivy Tech needs an action plan for recruitment of students into the program.

Concerns raised by our statewide taskforce included a desire to assure that students were able to leave Ivy Tech and obtain jobs that pay a living wage or better. Indeed, they are anxious for an opportunity to see more program specific job placement and earnings data for both completers and non-completers. Taskforce participants voiced strong support for improving Ivy Tech’s capacity to encourage students who want to transfer to complete a certificate or associate degree first, though several expressed interest in strengthening state policy for transfer of other credits outside of TSAP or STGEC format.

## **Process**

### *New Program Approval Process*

Ivy Tech currently completes a robust process prior to approving a new program to ensure it meets appropriate standards for quality, employer demand, College capacity, and student demand. The regional leadership team or the statewide division leadership must first address:

- characteristics of the proposed program,
- rationale for the proposed program (including an analysis of labor market need using Burning Glass or EMSI data analysis),
- cost of and regional support for the program,
- a review of similar and related programs at the College or available at other institutions,
- a review of the academic quality of the program (includes program competencies, learning outcomes, certifications and licensures, assessment, and potential program accreditation),
- projected demand (anticipated headcount and FTE enrollments), and
- an estimate of degrees likely to be conferred.

Review and approval of this documentation and recommended new program is required from several groups:

1. Senior academic leaders in each division in the Office of the President
2. Regional trustees in each region wishing to implement the program
3. Statewide Executive Council (senior vice president and regional chancellors management group)
4. Planning and Education Committee of the State Board of Trustees
5. Full State Board of Trustees
6. CHE authorizes for each site from which the new program wants to grant degrees

If CHE approves the program, Ivy Tech determines if HLC approval is required, and submits to the U.S. Department of Education (ED) to seek approval for the Title IV program participation agreement (This is the process for CTs and TCs. Associate degrees require only notification to ED.). Upon receipt of CHE approval and ED decision, the College initiates necessary hiring, infrastructure development, and recruiting for the program in the appropriate regions.

#### *Program Accreditations*

Ivy Tech actively sought and attained programmatic accreditation for programs across all academic divisions and throughout the state. Obtaining and maintaining programmatic accreditation is a critical part of assuring program quality, and oftentimes is required for students to meet licensure requirements upon program completion. A full listing of Ivy Tech programmatic accreditations is available online

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*The Higher Learning Commission last affirmed Ivy Tech's college-wide accreditation status in 2008-09. The next full assurance review takes place in 2018-19.*

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(<https://www.ivytech.edu/about/3869.html>). Due to the importance of accreditation to the quality of program and to student outcomes, there are instances in which program size must be limited to a level prescribed by the accrediting body. Specific cases in which this applies are identified on the program review scorecard.

#### *Updated Program Review Process and the Faculty Role*

A core tenet of postsecondary education in the United States, and reaffirmed by accrediting bodies, is faculty ownership of the curriculum. Program review, as exercised at Ivy Tech and colleges throughout Indiana, is a key mechanism in ensuring faculty expertise and leadership drives the curriculum, guided by evidence of student learning, success, and College mission alignment.

Ivy Tech has long been committed to providing high quality academic programs, in alignment with the College's obligations of accreditation by the Higher Learning Commission and many programmatic accreditors. As part of that quality assurance and continuous process improvement, each academic program is part of a review cycle. For many years that process occurred once every three years such that one-third of programs were reviewed each year. In late 2013, the College changed the cycle for program review to each program, each year. At the same time, the format for program review was updated to automate more of the data capture and reporting, and to enhance the integration of labor market outcomes and transfer information. This shift enables faculty and program chairs in each department to more deeply engage in the reflection and planning needed for continuous improvement. (See an updated draft of the process diagram of program review in appendix C.) These changes to the internal program review process provided a good baseline for the integration of new CHE Program Review metric tracking.

Starting in 2016-17, this integrated process will begin with receipt of labor market outcome data from DWD in the early fall. Prior to November 1 of each year, the Office of Institutional Research and the DWD will gather and analyze program data. Going forward each Ivy Tech program will be evaluated at the regional level on the three following criteria: enrollment in each program, number of completions / learning outcomes for each program, and actual job placements for Ivy Tech students graduating from that program.

The Office of Institutional Research will provide the programs/regions identified with a “yellow” or “red” status to the appropriate Regional Academic Officer (RAO) each fall. In some cases, regional faculty and leadership may initiate program improvements immediately and inform the provost, chancellor, dean, and program chair. In other cases, regional administration will generate a program review action plan (PRAP) for longer term improvement plans or program suspension decisions. In generating the PRAP, there are nine additional factors to consider about the program.

1. Funded or unfunded faculty positions
2. Licensure results – NCLEX (healthcare), technology, external certifications
3. Student outcome - quartile data (a variety of data sources)
4. Economic viability, i.e. are those receiving technical certificates employable?
5. Program margin / direct cost
6. Social/community need
7. Financial aid ineligibility
8. Distance option for the program
9. Mission attainment

Development of the PRAP will include appropriate regional staff, i.e. program chairs, deans, RAO, Executive Directors of Finance, and Campus Presidents. The RAO will receive the signed PRAPs by February 1 of each year.

By February 15<sup>th</sup> of each year, the RAO will provide the standardized scorecard and PRAP to the Provost and the four divisional vice presidents. In addition to the Provost/RAO reviews, an ad-hoc statewide committee of industry experts will review the scorecards and findings. Ivy Tech senior leaders will forward the scorecard and finding report to the Commission for Higher Education by March 1 each year.

For program/campuses identified as “red” for two years in a row (except those started within the past few years, apprenticeships, and those limited due to program accreditation requirements), the RAO will inform the provost, chancellor, dean, and program chair. In this situation, the provost will meet with the chancellor, RAO and divisional vice president to make a recommendation whether or not to “suspend/close” the program. For each program in this scenario, the provost will be responsible to generate a report, detailing the decision to continue or to “suspend/close” the program. RAO and regional teams/boards will be informed if the decision is made to continue with the program. The provost’s report serves as recommendation to “suspend/close” a program to the president, RAO, regional teams/boards, and state Board of Trustees.

## **Conclusion**

This report includes expansive data and feedback on the academic programs of Ivy Tech Community College. Delivery of quality academic programs is the core function of the college as we “prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education” (Ivy Tech mission statement:

<https://www.ivytech.edu/about/3869.html>). The outstanding faculty and staff of Ivy Tech are deeply committed to this mission and to serving students from where they are when they enroll at the College. Further reviews will take place, action plans developed, and in some cases, changes enacted over the coming months, providing a basis for future conversations with CHE.