

IPEDS DATA TREND ANALYSIS

Prepared by: Brian Trzebiatowski
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Data System Reports 2001 - 2008

Introduction

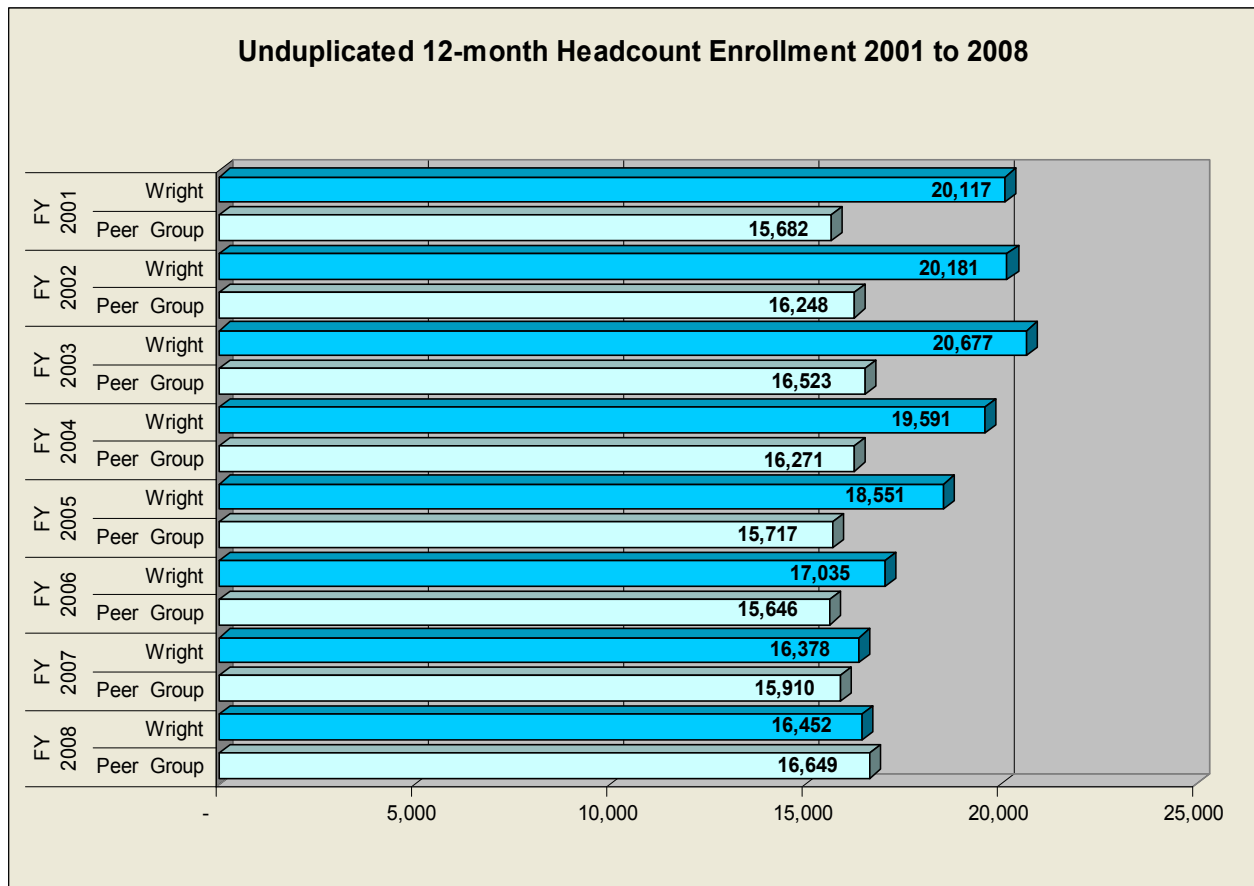
This analysis utilizes selected variables created for the 2008 IPEDS Data Feedback Report produced by the National Center for Education Statistics (NCES). The data feedback report is an annual document that draws comparisons between Wright and a peer group of colleges based on data submitted to the Integrated Postsecondary Education Data System (IPEDS). The report is a snapshot of the college and its peer group that covers one IPEDS reporting cycle.

The 2008 IPEDS Data Feedback Report is the fourth such report to be produced by NCES. While the reports provide valuable data each year, direct comparisons cannot be made from year to year, nor can they be used to conduct trend analyses because the peer group of institutions changes from year to year. To create the historic or trend data included in this report, we have utilized the peer group established for the 2008 report (a list of the peer group institutions can be found at the back of this report) and generated historic trend data for selected variables using NCES' executive peer analysis tool. The variables selected for this analysis consider enrollment trends over time, graduation and transfer rates, retention rates, and degrees awarded.

IPEDS Data Trend Analysis

Enrollment

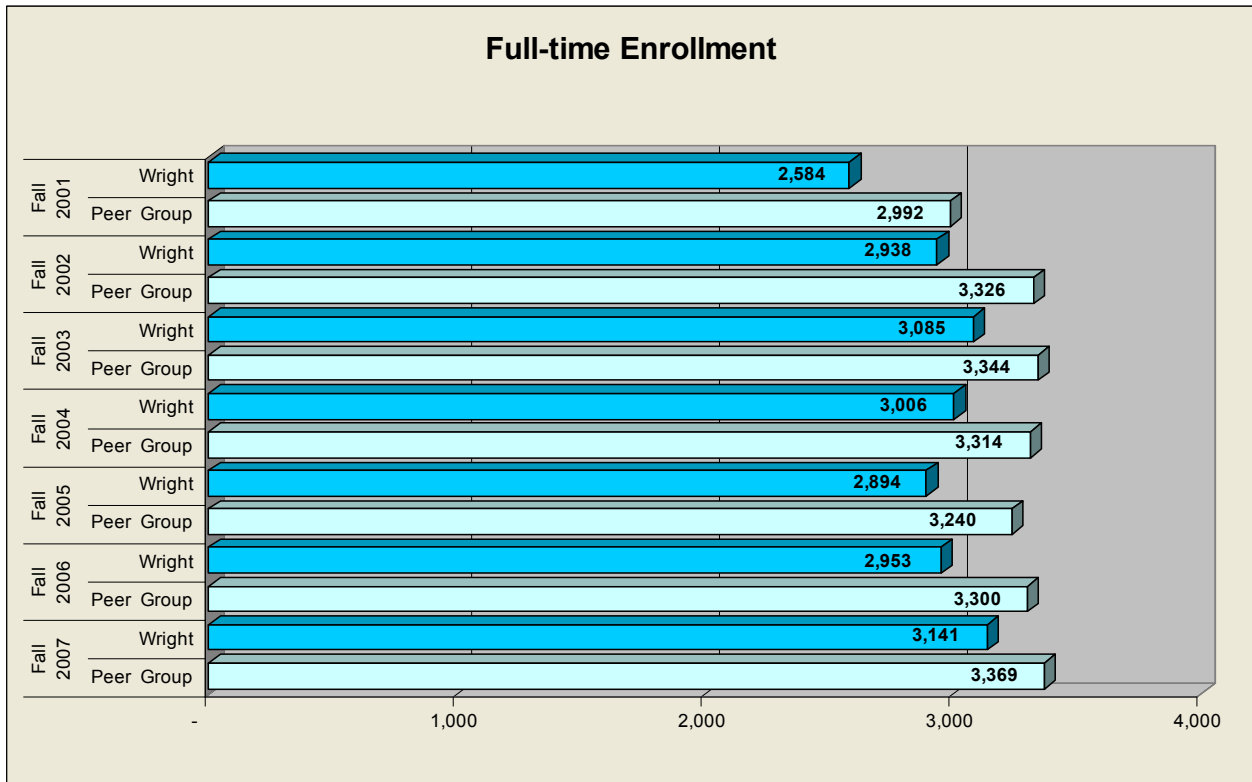
Between fiscal years 2003 and 2007, Wright's unduplicated 12 month headcount declined by 20.8% from 20,677 to 16,378. During this same time period, average enrollments among our peer group of institutions remained largely stable; changing less the 5% in any given year. Until fiscal year 2007, Wright had maintained enrollment levels that were higher than the average for our peer group. Since fiscal year 2007, there has been little difference in Wright's total enrollment and the average for our peer group.



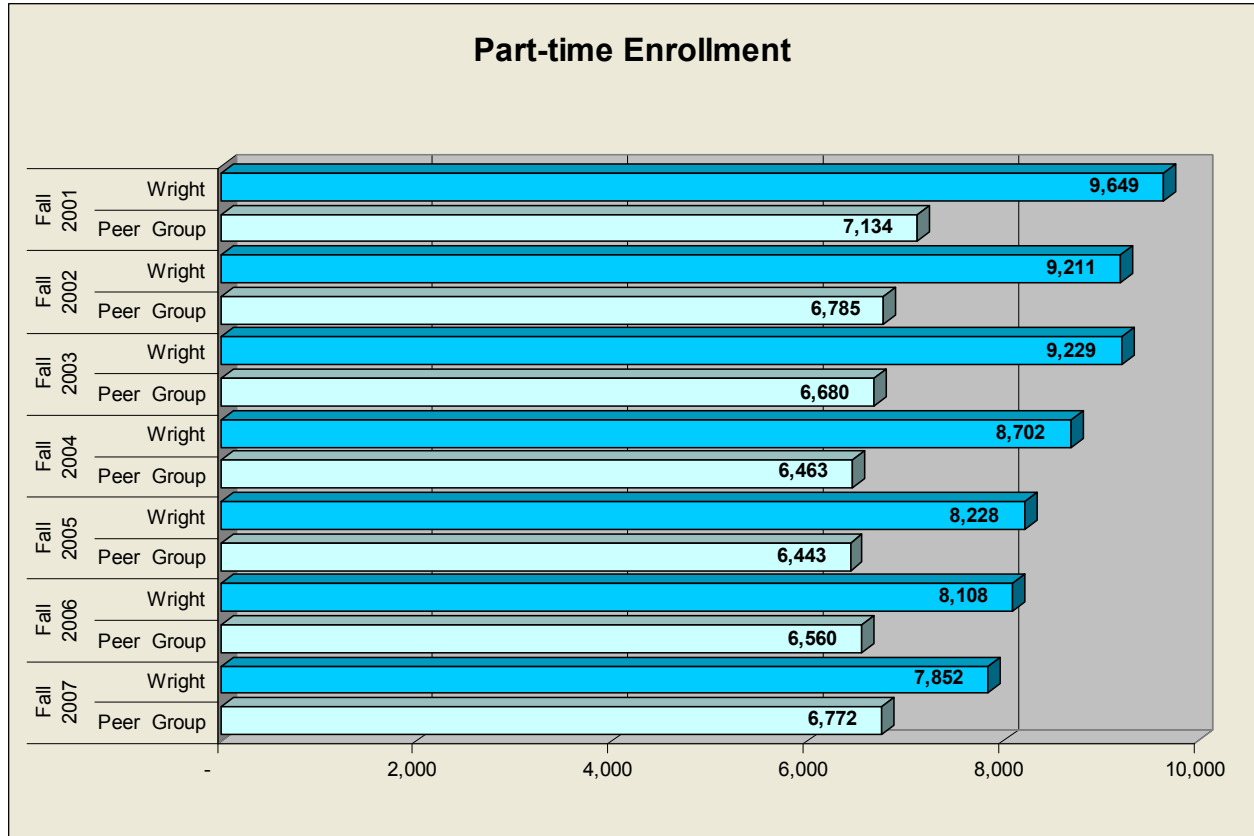
Enrollment Status

Wright tends to enroll slightly fewer full-time students than the institutions within the peer group. Since fall 2002, average enrollment of full-time students among Wright's peer institution have remained relatively stable while Wright's enrollment of full-time students declined slightly from fall 2003 through fall 2005 before rebounding. Full-time students represent between 25 and 28% of Wright's enrollment compared to approximately one-third (33%) of student enrollment among our peer group of institutions. It should be noted that between fall 2001 and fall 2007 overall full-time enrollment at Wright increased by 21.6% compared to an increase in average

enrollments among our peer institutions of 12.6%.



The average enrollments for part-time students at our peer institutions have tended to lag behind that of Wright. Over time, average part-time enrollments at our peer institutions declined slightly, particularly from 2001 through 2005. Between fall 2001 and fall 2007 average enrollments at our peer institutions declined by 5.1%. At Wright, the enrollment of part-time students has declined at a much quicker rate. Between fall 2001 and fall 2007, the enrollment of part-time students at Wright declined by 18.6%. Despite declining part-time enrollment Wright still continues to enroll more part-time students than members of the peer group do on average.



Race/Ethnic & Gender Distribution

Wright continues to follow a trend of increasing Hispanic and declining White, non-Hispanic student representation. Between 2004 and 2007, the proportion of Hispanic students increased from 45% to 50%. At the same time, White, non-Hispanic students declined from 39% to 33%. All other racial/ethnic groups remained unchanged during this time.

Wright is different from its peer institutions. On average, our peer institutions enroll more than twice as many Black, non-Hispanic students than Wright, and Wright enrolls more than twice as many Hispanic students than do our peers. Another difference is that racial/ethnic enrollment at Wright continues to shift while the enrollment patterns of racial/ethnic groups at our peer institutions have remained largely unchanged over time.

Enrollment of males and females at Wright is not all that different from overall enrollments at our peer institutions. On average, females represent 59% of Wright's total enrollments. Among our peers, females represent 58% of total student enrollments.

Percentage Distribution of Students by Race/Ethnicity and Gender								
	2004		2005		2006		2007	
	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group
White, non-Hispanic	39%	42%	35%	42%	34%	41%	33%	41%
Black, non-Hispanic	9%	18%	8%	18%	8%	17%	8%	17%
Hispanic	45%	20%	49%	21%	50%	22%	50%	22%
Asian/Pacific Islander	7%	9%	7%	9%	7%	9%	8%	9%
American Indian/Alaskan Native	1%	-	1%	1%	-	-	-	-
Non-resident Alien	-	1%	-	2%	-	2%	-	1%
Unknown	-	5%	-	5%	-	5%	-	5%
Women	-	-	58%	58%	60%	58%	59%	58%
Men	-	-	42%	42%	40%	42%	41%	42%

Graduation & Transfer Rates

Wright's graduation rate averaged 9.25% between 2001 and 2005. This rate is almost half of the average rate for our peer group (17%). The closest Wright's graduation rate has come to the average for its peer group was in 2007, but even then there was a five percentage point difference.

Overall Graduation and Transfer Out Rates Graduation Rates by Race/Ethnicity & Gender								
	2004		2005		2006		2007	
	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group
Overall Graduation Rate	11%	18%	10%	18%	7%	18%	9%	14%
Transfer Out Rate	27%	23%	29%	27%	35%	23%	29%	25%
White, non-Hispanic	12%	19%	12%	21%	10%	21%	11%	17%
Black, non-Hispanic	7%	13%	12%	12%	5%	12%	4%	10%
Hispanic	10%	15%	8%	19%	5%	17%	8%	11%
Asian/Pacific Islander	12%	25%	7%	19%	1%	20%	13%	17%
American Indian/Alaskan Native	-	7%	-	8%	-	25%	25%	10%
Non-resident Alien	-	17%	-	26%	-	26%	-	28%
Unknown	-	17%	-	15%	-	24%	-	13%
Women	12%	20%	10%	19%	8%	19%	11%	15%
Men	9%	16%	9%	17%	5%	18%	7%	13%

One of the issues with the graduation rate is how the student cohort is created. The graduation rate cohort only considers *full-time, first-time, degree-seeking* students. For Wright, this is less than ten percent of our student population. Another issue with the graduation rate is that it does not consider students who take more than three years to complete a degree. As such, a student who switches to part-time status or who stops out for one or more terms but still completes a degree will count against

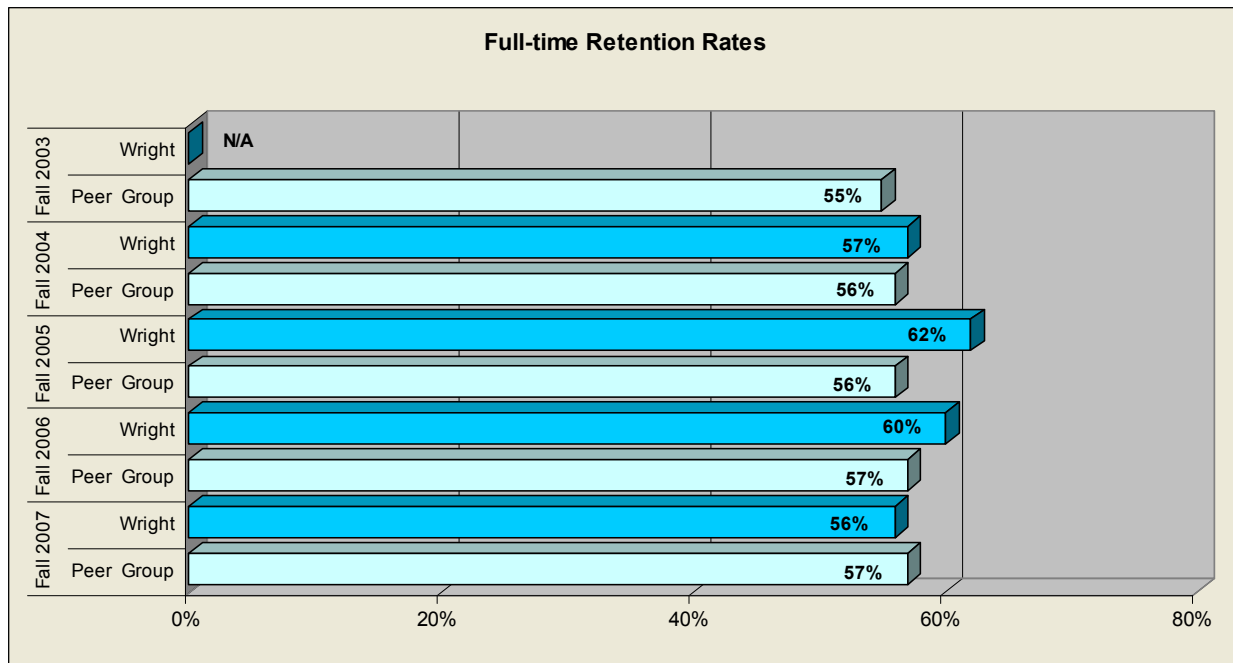
the college's graduation rate if that student does not complete their degree within three years.

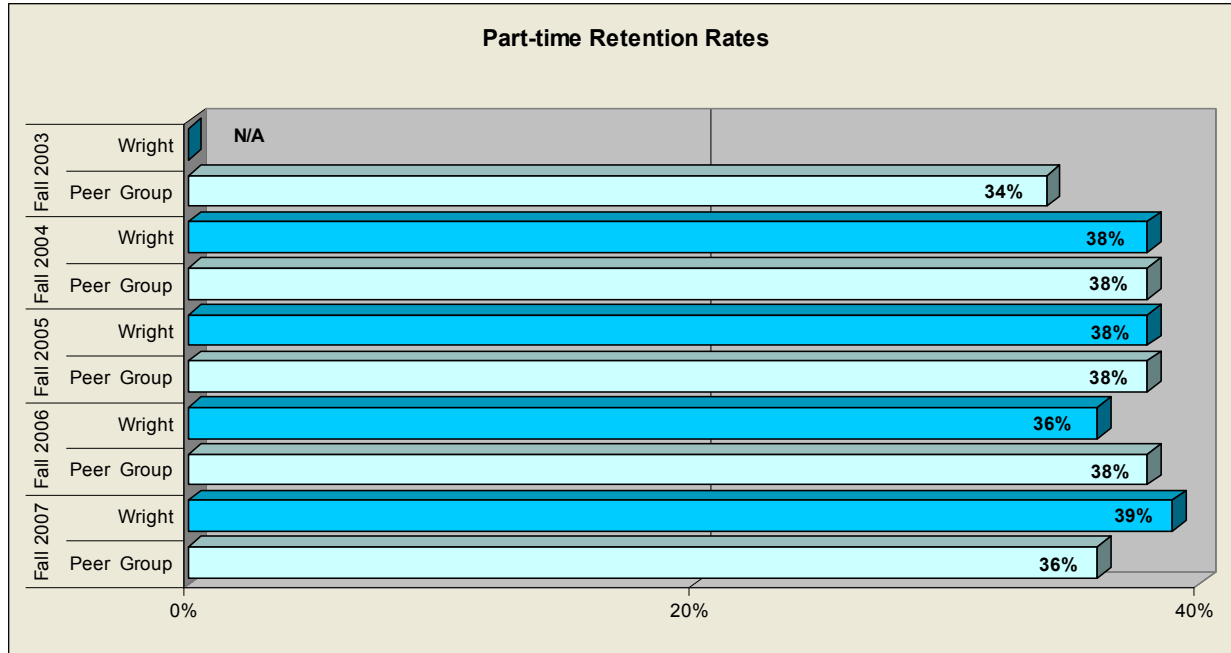
Another issue that impacts graduation rates is the College's transfer out rate. Typically, Wright tends to have a slightly higher transfer rate than the average for the peer group. From 2004 to 2007, Wright's transfer rates ranged from 27% to 35% (four year average of 27.5%) while the average transfer rates for our peer group ranged 23% to 27% (four year average of 24.5%). If more transfer students were retained through graduation rather than lost to transfer, not only would Wright's overall graduation rate increase, but it is also likely that the College's overall rate would be comparable to that of the average for our peer group.

Regardless of issues with how the graduation rate cohort is created, Wright's graduation rate is still lower than the average for our peer groups. When graduation rates are considered by race/ethnicity and gender, it is also noted that across the board, Wright has lower graduation rates when compared to other groups of students.

Retention

Wright's retention of full-time students is not greatly different from the average retention rate of our peer institutions. Over time, Wright has averaged a retention rate of 58.5% compared to an average rate of 56.5% for our peer institutions. Among part-time students, Wright has averaged a retention rate of 37.8% which is not much different from the average for our peers (37.5%).





Degrees Awarded

The number of degrees awarded differs from the graduation rate. Degrees awarded counts all students receiving a degree/award in a given year. This can include full- and part-time students as well as students that take more than 3 years to complete a degree.

The number of degrees and certificates awarded will always vary from year to year as the data below demonstrate. While award rates will tend to vary, it must be noted that the total number of associate's degrees Wright has awarded in the past has been significantly lower than the average number awarded by our peer group.

While the number of certificates also varies from year to year, the number of certificates Wright has awarded has been comparable to the average number awarded by our peer group in most cases. In the case of one-year certificates, Wright has comparable award rates, though in 2005 and 2007 Wright's award rates were significantly lower than the average for our peer groups.

Wright's rate of awards for certificate program lasting less than one year is comparable to the average number of awards among the peer group. In some cases, Wright even surpasses the average for the peer group.

Level of Award										
	2004		2005		2006		2007		2008	
	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group	Wright	Peer Group
Associate's Degree	396	596	422	598	369	586	435	616	387	626
Certificates of Two but Less Than Four Years	-	18	-	23	-	23	-	21	-	-
Certificates on One but Less Than Two Years	91	102	37	97	138	119	124	127	69	134
Certificates of Less Than One Year	497	281	258	276	256	260	323	262	283	314

Peer Group

The peer group for this analysis was developed by NCES for use in Wright's 2008 IPEDS Data Feedback Report. The group was established using the following characteristics: Carnegie Classification of Associates – Public Urban-serving Multi-campus and institutions having with enrollments similar in size to Wright. Using these characteristics, NCES came up with a peer group of 29 institutions that include the following:

Brookhaven College (Farmers Branch, Texas)
Bunker Hill Community College (Boston, MA)
City Colleges of Chicago – Harold Washington College
City Colleges of Chicago – Malcolm X College
City Colleges of Chicago – Richard J Daley College
Community College of Denver (Denver, CO)
Consumnes River College (Sacramento, CA)
CUNY Bronx Community College (Bronx, NY)
Eastfield College (Mesquite, TX)
Harrisburg Area Community College – Harrisburg (PA)
J Sargeant Reynolds Community College (Richmond, VA)
Jefferson State Community College (Birmingham, AL)
Laney College (Oakland, CA)
Los Angeles Harbor College (Wilmington, CA)
Manatee Community College (Bradenton, FL)
North Lake College (Irving, TX)
Onondaga Community College (Syracuse, NY)
Pellissippi State Technical Community College (Knoxville, TN)
Phoenix College (Phoenix, AZ)
Pikes Peak Community College (Colorado Springs, CO)
San Bernardino Valley College (San Bernardino, CA)
San Diego City College (San Diego, CA)
San Diego Miramar College (San Diego, CA)
San Jose City College (San Jose, CA)
Scottsdale Community College (Scottsdale, AZ)
Seattle Community College (Seattle, WA)
St Philips College (San Antonio, TX)
Ventura College (Ventura, CA)
West Los Angeles College (Culver City, CA)

Definitions

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking Student: Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

Fall Enrollment: This annual component of IPEDS collects data on the number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. Institutions report annually the number of full- and part-time students, by gender, race/ethnicity, and level (undergraduate, graduate, first-professional); the total number of undergraduate entering students (first-time, full- and part-time students, transfer-ins, and non-degree students); and retention rates. In even-numbered years, data are collected for state of residence of first-time students and for the number of those students who graduated from high school or received high school equivalent certificates in the past 12 months. Also in even-numbered years, 4-year institutions are required to provide enrollment data by gender, race/ethnicity, and level for selected fields of study. In odd-numbered years, data are collected for enrollment by age category by student level and gender.

First-time Student: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Full-time Student: Undergraduate – a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate – a student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution. First-professional – a defined by the institution.

Graduation Rate: This annual component of IPEDS was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. The GRS automatically generates worksheets that calculate rates, including average rates over 4 years.

IPEDS: The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12); Completions (C); Human Resources (HR) composed of Employees by Assigned Position (EAP), Fall Staff (S), and Salaries (SA); Fall Enrollment (EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA).

NCES: The National Center for Education Statistics (NCES), in the Institute of Education Sciences, is the statistical agency of the U.S. Department of Education and the primary federal provider of education statistics on the condition of American education.

Part-time Student: Undergraduate – a student enrolled for either 11 semester credits or less, or 11 quarter credits or less, or less than 24 contact hours a week each term. Graduate – a student enrolled for either 8 semester credits or less, or 8 quarter credits or less.

Retention Rate: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall

Transfer Rate: Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the revised graduation rate cohort minus allowable exclusions (allowable exclusions are limited to students who died or were totally and permanently disabled; those who left school to serve in the armed forces (including those called to active duty); those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission.).