



# IPAS TRANSFER REPORT

## Characteristics and Destinations of STUDENTS WHO TRANSFER Across Indiana's Public Colleges and Universities

Growing interest in student mobility, both nationally and across the state, is the catalyst for a series of reports from the Indiana Project on Academic Success (IPAS) on student transfer throughout Indiana's public colleges and universities. This descriptive report is the first of several reports to the Indiana Commission for Higher Education (ICHE) on transfer across the State of Indiana and is intended to lay the foundation for a follow-up multivariate analysis. IPAS is also pleased to be providing separately to each of its partner institutions a campus-specific descriptive report on the characteristics and destinations of transfer students.

With data provided by ICHE and the State Student Assistance Commission of Indiana, we focus in this report on the cohort of first-time, first-year students who enrolled during the 2004–2005 academic year across the state. We follow this cohort to the 2005–2006 academic year to see which students transferred and to which institutions they transferred. To begin, we provide an overview of the types of institutions to which students transferred—community college, state university, regional campus, urban university, and research university—with the rates at which students transferred to them (page 4). Next, we provide information on the transfer destinations of students by the type of institution where they began in 2004 (page 5). For example, we show the proportion of students who began at research universities and transferred to other research institutions. We also provide information on student transfers to specific campus destinations, such as Indiana University Bloomington or Purdue University Calumet (page 6). Finally, we disaggregate students by selected characteristics—gender, race/ethnicity, income, and major declaration status—to show differences across these characteristics in transfer rates (page 7) and in transfers to two-year compared to four-year institutions (page 8).

### EXECUTIVE SUMMARY

In all, just 4.3 percent ( $n=2,296$ ) of students first enrolled in 2004–2005 transferred in 2005–2006. Of these, 68.8 percent transferred to four-year institutions, while the remaining transferred to two-year colleges. Although a greater number of transfer students went to four-year institutions overall, when we look at transfer destinations disaggregated by institution of origin we find that the Ivy Tech Community College of Indiana (ITCCI) system is the single largest institutional recipient of transfer students, receiving just over 28 percent of all transfers. We find differences in transfer when data are disaggregated by gender, income, race/ethnicity, as well as other key characteristics. Women transferred at slightly higher rates than men, students from families with incomes over \$70,000 transferred at the highest rate of any income group, and a greater proportion of White students transferred than did any other racial or ethnic group.

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## DEFINITIONS, METHODS, AND LIMITATIONS

For this study we define transfer students as students who were reported to ICHE by their institution in 2005 as transfer students. ICHE instructs campuses to report as transfers “students who have enrolled for the first time at the reporting campus, but have received credit while enrolled at another campus” and “students transferring from one campus to another, within the same institution, in pursuit of the same or similar degree” (2006, p. 14). State universities are defined here as public higher education institutions that are not part of the Indiana University or Purdue University systems, and regional campuses are four-year institutions that are part of the IU or Purdue system. The technical appendix, on pages 9 through 12, provides detailed definitions and an explanation of our research method.

Absent student information system data from independent and proprietary institutions, we cannot determine whether a student who has left a public institution and did not apply for aid enrolled in one of these types of institutions; access to data from independent colleges could improve understandings of student mobility statewide. Similarly, we are unable to include in our figures students who transferred to a public institution out of state but did not apply for aid. Also, while we acknowledge the major role of Ivy Tech Community College of Indiana (ITCCI)—in student transfers in the state, it is beyond the scope of this study to determine how many of the students who transferred to ITCCI eventually transferred to a four-year college.

## IMPLICATIONS

The findings for this report—displayed on pages 4 through 8—highlight a number of areas of potential interest and concern for policy makers, campus practitioners, and researchers. Although nearly 70 percent of the transfer students in this study’s cohort transferred to four-year institutions, ITCCI—the only public two-year system in the state—is by far the largest single institutional recipient of transfer students in Indiana. This is not surprising, given Ivy Tech’s mission, but it does suggest that policies and programs aimed at improving the success of transfer students need to acknowledge the unique role and position of Ivy Tech as the state’s largest institutional feeder and recipient of transfer students.

Interestingly, just over 40 percent of transfers from state universities went to ITCCI. This phenomenon may warrant further research to determine what prompts these students to transfer and whether they meet their educational goals. Similarly, of the students who transferred from the urban institution, most went to a two-year institution (ITCCI). The urban university, however, contributed relatively few transfer students to the statewide total.

Results from disaggregating transfer status and transfer destination by characteristics such as gender, race/ethnicity, and income indicate that the likelihood of transfer may be structured along social and economic lines. Women, students whose families earned more than \$70,000, and White students had the highest rates of transfer. Unsurprisingly, perhaps, descriptive correlational analysis suggests these findings may be interrelated. A modest positive correlation was found between the highest income category and being White. Interestingly, income, gender, and race/ethnicity were not significantly correlated with whether a student transferred to a two-year versus to a four-year institution. This may suggest that a broad variety of factors such as family income, academic preparation, and student

**To ensure that multi-institutional attendance is purposeful and productive, we require much better student tracking systems than we currently possess and regular contact with students in motion.**

**—C. Adelman**

background play a greater role in the decision to transfer, whereas perhaps other factors like available curriculum, educational goals, and job prospects (none of which are captured in this analysis) may play a greater role in helping students decide which type of institution to transfer to. Although caution is advised in interpreting these simple descriptive findings, they may warrant attention on the part of policy makers and researchers seeking to understand how various factors mitigate or promote student transfer, how these factors influence what institutions students transfer to, and whether factors like program availability and articulation agreements tip the scales toward one institution over another.

Accurate and useful interpretation of these findings will necessarily include readers' specific knowledge of local contexts. Specific programs, for example, campus-based programs—like the Ivy Tech Central–IUPUI Passport Program—that are designed to help students transfer successfully are not considered in this study. Nor does this study consider state transfer policies. These are worthwhile areas of study for future research. Though broad, the perspective presented here can highlight patterns of student movement in relation to institutions and student groups, thus enabling campus practitioners, policy makers, and researchers to ask more focused questions about student transfer across the state. Moreover, the descriptive information provided here will be useful for comparisons with findings from the forthcoming multivariate analysis of student transfer.

## CONCLUSION

Educators and policy makers are seeking better understandings of today's postsecondary students and their emerging enrollment patterns. The complexity and variety of these patterns are reflected in the descriptive names they have been given: vertical, lateral, and reverse transfer; swirling, persisting, stopping-out, and more. In his own work on student enrollment patterns, Clifford Adelman writes,

The basic question . . . Did a student attend only one school or more than one?—begins a process of inquiry to determine how the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion. (2006, p. xxii)

This report helps begin the work of tracking students in motion across the State of Indiana. Clearly, more research is needed to see whether or how student transfer is purposeful. Moreover, local campus expertise is necessary to make sense of transfer patterns in particular contexts. Finally, as Adelman asserts, determining whether transfer leads to successful academic outcomes requires tracking systems that can trace the complex patterns of today's mobile students.

## REFERENCES

- Adelman, C. (2006). *The tool box revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Dept. of Education.
- Indiana Commission for Higher Education. (2006). *Student information system instructions and definitions*. Indianapolis, IN: Author. Available at [http://www.che.state.in.us/academics/SIS%20instruction%20manuals/Instructions2006\\_Layout\\_Order\\_020606Index7.pdf](http://www.che.state.in.us/academics/SIS%20instruction%20manuals/Instructions2006_Layout_Order_020606Index7.pdf).

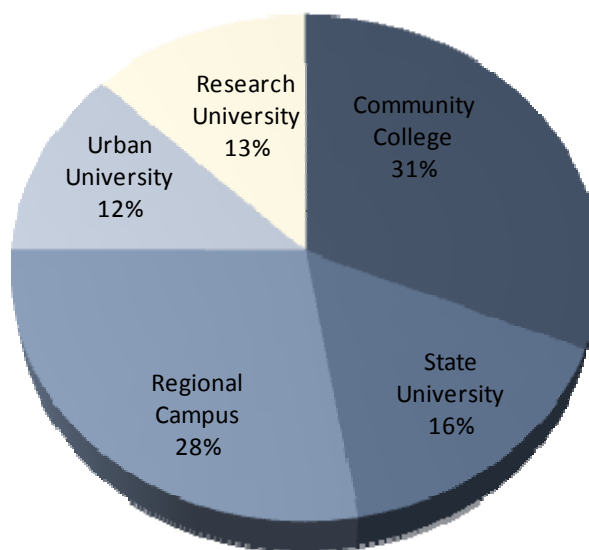
## FINDINGS

### Patterns in Institutional Types as Transfer Destinations

In total, over 1,500 students, or nearly 70 percent, of students who transferred between 2004–2005 and 2005–2006 went to a four-year institution. Campuses that were part of a statewide university system but were not considered the system’s main campus—i.e., regional campuses—received the largest number (n= 637) of transfer students of any type of institution in the four-year sector. The Ivy Tech Community College of Indiana system (ITCCI) received the greatest number of transfer students of any single higher education institution—in total, just over 31 percent of all students who transferred.

**Indiana’s community college system received the greatest number of transfer students of any single higher education institution and the largest proportion of transfers from each of the institutional sectors.**

**Destinations of Indiana’s Transfer Students by Institutional Type Among Transfers Between 2004–2005 and 2005–2006**



### Patterns in Transfer Origins and Destinations

On a statewide basis the greatest number of students who transferred went to a four-year institution. When we look at the destinations of transfer students disaggregated by the sectors of their original institution (that is, where they began in 2004), we find that the largest proportion of students who began at a state university, regional campus, or the urban university transferred to a community college. Around 23 percent of students who began at a community college transferred to another community college, while 77 percent of all students who transferred went to a four-year institution. The two most frequent destinations of students who began at a research institution in 2004 and transferred in 2005 were regional campuses (34%) and community colleges (26%). Overall, research universities contributed the greatest number of transfer students (n=686) to the statewide total, followed by community colleges (n=573), state universities (n=515), regional campuses (n=413), and the urban university (n=109).

**Origins and Destinations of Indiana’s Transfer Students by Institutional Type  
Among Transfers Between 2004–2005 and 2005–2006**

**2005 Transfer Destinations for Students Enrolled in Community Colleges in 2004**

|                     |            |             |
|---------------------|------------|-------------|
| Two-year College    | 130        | 23%         |
| State University    | 146        | 25%         |
| Regional Campus     | 128        | 22%         |
| Urban University    | 104        | 18%         |
| Research University | 65         | 11%         |
| <b>Total</b>        | <b>573</b> | <b>100%</b> |

**2005 Transfer Destinations for Students Enrolled in State Universities in 2004**

|                     |            |             |
|---------------------|------------|-------------|
| Two-year College    | 203        | 39%         |
| State University    | 55         | 11%         |
| Regional Campus     | 90         | 17%         |
| Urban University    | 90         | 17%         |
| Research University | 77         | 15%         |
| <b>Total</b>        | <b>515</b> | <b>100%</b> |

**2005 Transfer Destinations for Students Enrolled in Regional Campuses in 2004**

|                     |            |             |
|---------------------|------------|-------------|
| Two-year College    | 146        | 35%         |
| State University    | 62         | 15%         |
| Regional Campus     | 108        | 26%         |
| Urban University    | 14         | 3%          |
| Research University | 83         | 20%         |
| <b>Total</b>        | <b>413</b> | <b>100%</b> |

**2005 Transfer Destinations for Students Enrolled in Research Universities in 2004**

|                     |            |             |
|---------------------|------------|-------------|
| Two-year College    | 180        | 26%         |
| State University    | 80         | 12%         |
| Regional Campus     | 304        | 44%         |
| Urban University    | 69         | 10%         |
| Research University | 53         | 8%          |
| <b>Total</b>        | <b>686</b> | <b>100%</b> |

**2005 Transfer Destinations for Students Enrolled in the Urban University in 2004**

|                     |            |             |
|---------------------|------------|-------------|
| Two-year College    | 58         | 53%         |
| State University    | 26         | 24%         |
| Regional Campus     | 7          | 6%          |
| Urban University*   | 2          | 2%          |
| Research University | 16         | 15%         |
| <b>Total</b>        | <b>109</b> | <b>100%</b> |

\*Two students who began at the urban university in 2004 were reported as transfer students by the urban university in 2005.

### Rates of Transfer to Specific Destinations

Not surprisingly, many of the postsecondary institutions with the largest enrollments in the state received the greatest numbers of transfer students. In total, IUPUI, IUPU Fort Wayne, Ball State University, Purdue West Lafayette, ITCCI Region Four, IU Bloomington, and ITCCI Region Eight received 63 percent of all students who transferred between 2004–2005 and 2005–2006. Most other campuses received between 4 and 2 percent of the statewide transfer total.

**Over half of all students who transferred went to seven campuses with the largest enrollments among Indiana postsecondary institutions.**

#### Specific Institutional Destinations of Indiana’s Transfer Students Among Transfers Between 2004–2005 and 2005–2006

| Postsecondary Institution                        | Number of Students | Proportion of All Transfer Students |
|--|--------------------|-------------------------------------|
| IUPUI  | 279                | 12%                                 |
| IUPU Fort Wayne                                  | 183                | 8%                                  |
| Ball State University                            | 175                | 8%                                  |
| Purdue West Lafayette                            | 170                | 7%                                  |
| Purdue Calumet                                   | 166                | 7%                                  |
| ITCCI Region 04 – Lafayette                      | 141                | 6%                                  |
| IU Bloomington                                   | 124                | 5%                                  |
| ITCCI Region 08 – Indianapolis (Central Indiana) | 107                | 5%                                  |
| University of Southern Indiana                   | 105                | 5%                                  |
| Purdue North Central                             | 91                 | 4%                                  |
| Indiana State University                         | 89                 | 4%                                  |
| ITCCI Region 03 – Fort Wayne (Northeast)         | 67                 | 3%                                  |
| ITCCI Region 06 – Muncie (East Central)          | 63                 | 3%                                  |
| Vincennes University                             | 62                 | 3%                                  |
| ITCCI Region 14 – Bloomington                    | 60                 | 3%                                  |
| IU Northwest (Gary)                              | 59                 | 3%                                  |
| IU South Bend                                    | 57                 | 2%                                  |
| ITCCI Region 12 – Evansville (Southwest)         | 51                 | 2%                                  |
| ITCCI Region 01 – Gary (Northwest)               | 45                 | 2%                                  |
| IU Kokomo  | 38                 | 2%                                  |
| ITCCI Region 07 – Terre Haute (Wabash Valley)    | 34                 | 1%                                  |
| IU Southeast (New Albany)                        | 30                 | 1%                                  |
| ITCCI Region 10 – Columbus                       | 26                 | 1%                                  |
| ITCCI Region 13 – Sellersburg (South Central)    | 22                 | 1%                                  |
| ITCCI Region 02 – South Bend (North Central)     | 20                 | 1%                                  |
| IU East (Richmond)                               | 13                 | 1%                                  |
| ITCCI Region 09 – Richmond (Whitewater)          | 10                 | 0%                                  |
| ITCCI Region 11 – Madison (Southeast)            | 7                  | 0%                                  |
| ITCCI Region 05 – Kokomo                         | 2                  | 0%                                  |
| <b>Total</b>                                     | <b>2,296</b>       | <b>100%</b>                         |

### Transfer Rates Across Student Characteristics

**Transfer rates were highest among female students, White students, high-income students, and students who had not declared majors.**

We find some differences in mobility when transfer students are disaggregated by gender, race/ethnicity, income level, and declared major. Overall, more women than men transferred. White students and Native American and other students transferred at the highest rate of any racial or ethnic group, followed by Asian American, Pacific Islander, African American, and Hispanic students. Hispanics transferred at the lowest rate of any group. Students whose families earned over \$70,000 transferred at the greatest rate, while students whose families earned under \$30,000 were least likely to transfer among all reported income groups. Finally, students who had not declared a major were somewhat more likely to transfer than students who had chosen a field of study during their first year.

#### Transfer Behaviors by Selected Student Characteristics Among Transfers Between 2004–2005 and 2005–2006

|                       |                                  | Did Not Transfer |       | Transferred |       |
|-----------------------|----------------------------------|------------------|-------|-------------|-------|
|                       |                                  | Count            | Row % | Count       | Row % |
| <b>Gender</b>         | Undeclared                       | 103              | 98.1  | 2           | 1.9   |
|                       | Female                           | 25,705           | 95.4  | 1,237       | 4.6   |
|                       | Male                             | 25,254           | 96.0  | 1,057       | 4.0   |
| <b>Race/Ethnicity</b> | Native American, other           | 191              | 95.5  | 9           | 4.5   |
|                       | Asian American, Pacific Islander | 1,000            | 95.6  | 46          | 4.4   |
|                       | African American                 | 4,708            | 96.3  | 181         | 3.7   |
|                       | Hispanic                         | 1,652            | 96.5  | 60          | 3.5   |
|                       | Race missing                     | 2,229            | 98.5  | 33          | 1.5   |
|                       | White                            | 41,282           | 95.5  | 1,967       | 4.5   |
| <b>Income Level</b>   | Not reported or missing          | 15,176           | 97.2  | 440         | 2.8   |
|                       | Below \$30,000                   | 15,761           | 96.8  | 515         | 3.2   |
|                       | \$30,000-\$70,000                | 10,352           | 93.8  | 680         | 6.2   |
|                       | Over \$70,000                    | 9,773            | 93.7  | 661         | 6.3   |
| <b>Declared Major</b> | Undecided or missing             | 11,212           | 95.3  | 548         | 4.7   |
|                       | Declared major                   | 39,850           | 95.8  | 1,748       | 4.2   |
| <b>Total</b>          |                                  | 51,062           | 95.7  | 2,296       | 4.3   |

### Transfer Rates Across Student Characteristics to Two-year and Four-year Institutions

**Hispanic students, high-income students, low-income students, and students with declared majors transferred to four-year institutions at higher rates.**

When we examine whether students transferred to two-year or to four-year institutions, we find some differences along selected student characteristics. Women transferred to four-year institutions at a slightly higher rate than men. White students transferred to four-year institutions in greater proportion than any other reported racial or ethnic group, while Asian Americans and Pacific Islanders had the lowest rate of transfer to four-year institutions of any racial or ethnic group, followed by African Americans. Students with family incomes greater than \$70,000 transferred to four-year schools at higher rates than other income groups. Students with no reported incomes (often those who did not need aid and therefore did not apply for it) transferred to four-year schools at a rate of just over 69 percent, followed at over 67 percent by students whose family incomes were under \$30,000 and at over 63 percent by students whose families earned between \$30,000 and \$70,000. Finally, students with a declared major transferred to four-year institutions at a higher rate than their undeclared peers—70.8 percent compared to 62.4 percent.

#### Transfers to Two-year and Four-year Institutions by Selected Student Characteristics Among Transfers Between 2004–2005 and 2005–2006

|                       |                                  | Two-year |       | Four-year |       |
|-----------------------|----------------------------------|----------|-------|-----------|-------|
|                       |                                  | Count    | Row % | Count     | Row % |
| <b>Gender</b>         | Undeclared                       |          |       | -         | 100.0 |
|                       | Female                           | 371      | 30.0  | 866       | 70.0  |
|                       | Male                             | 346      | 32.7  | 711       | 67.3  |
| <b>Race/Ethnicity</b> | Native American, other*          | -        | 11.1  | -         | 88.9  |
|                       | Asian American, Pacific Islander | 20       | 43.5  | 26        | 56.5  |
|                       | African American                 | 68       | 37.6  | 113       | 62.4  |
|                       | Hispanic                         | 19       | 31.7  | 41        | 68.3  |
|                       | Race missing                     | 9        | 27.3  | 24        | 72.7  |
|                       | White                            | 600      | 30.5  | 1367      | 69.5  |
| <b>Income Level</b>   | Not reported or missing          | 135      | 30.7  | 305       | 69.3  |
|                       | Below \$30,000                   | 167      | 32.4  | 348       | 67.6  |
|                       | \$30,000-\$70,000                | 249      | 36.6  | 431       | 63.4  |
|                       | Over \$70,000                    | 166      | 25.1  | 495       | 74.9  |
| <b>Declared Major</b> | Undecided or missing             | 206      | 37.6  | 342       | 62.4  |
|                       | Declared major                   | 511      | 29.2  | 1237      | 70.8  |
| <b>Total</b>          |                                  | 717      | 31.2  | 1579      | 68.8  |

\*Not reported because of low cell sizes.

## TECHNICAL APPENDIX

### Data Sources

The data for this report come from the Indiana Commission for Higher Education (ICHE) Student Information System (SIS). Transactional data from all public postsecondary institutions are reported to ICHE and compiled into a longitudinal student unit record database that can be used to track students across the state. These SIS data were the primary source of enrollment information for this report.

### Cohort: Definition

The analysis focused on first-time freshman entrants at public postsecondary institutions enrolled part time or full time in associate's or baccalaureate degree programs in 2004–2005. Specific variables and selection criteria used in the SIS database (2005–2006 data dictionary definitions) are provided.

- Entry type in 2004=2
- Student level in 2004=4 or 6

Our selection criteria for the cohort excludes students (n=3,303) who—through dual enrollment or advanced placement courses in high school—may as sophomores have been classified as first-time entrants enrolled in associate's or baccalaureate degree programs (student level=5 or 7). Of the 3,303 students who entered at the sophomore level in 2004–2005, 73 transferred in 2005–2006. Finally, our cohort definition also excludes dual-enrolled students—students enrolled in college while completing high school.

### Campus Sector: Definition

Institutions were grouped in campus sectors using their FICE codes according to similarity in institutional mission or purpose. The sectors and the specific institutions in them are

- *State University*: Ball State University, Indiana State University, University of Southern Indiana
- *Regional University*: IU East, IU Northwest, IU South Bend, IU Southeast, Indiana University–Purdue University Fort Wayne, Purdue University Calumet, Purdue University North Central
- *Research University*: Indiana University Bloomington, Purdue University West Lafayette
- *Urban University*: Indiana University–Purdue University Indianapolis
- *Two-year College*: Ivy Tech Community College of Indiana (all campuses), Vincennes University

## Transfer Students: Definition

This report defines transfer students according to ICHE’s *Student Information System Instructions and Definitions* (2006), which instructs campuses to report as transfers “students who have enrolled for the first time at the reporting campus, but have received credit while enrolled at another campus” and “students transferring from one campus to another, within the same institution, in pursuit of the same or similar degree” (p. 14). We used the entry variable (entry type=3) for the 2005 reporting year. In total, there were 2,296 students reported as transfers. This number differs from the number of transfer students reported by ICHE (n=2,963) for the same year, which is 667 cases more than what we report here. This may be a result of differences in selection criteria, in data query approaches, or in approaches to matching the longitudinal data. Further inspection reveals that the 667 cases are distributed evenly among campuses and therefore do not substantively change the descriptions made or the conclusions drawn in this report. Finally, we know from FAFSA data that at least 796 students who began at a public institution in 2004–2005 enrolled in a private or proprietary institution in 2005–2006, though we excluded these students from our analysis.

It is possible that in using the ICHE definition of transfer we have underestimated the true number of transfer students. Some institutions—particularly multicampus systems like Purdue University, Indiana University, and ITCCI—may not systematically report as transfers students who move intra-institutionally. Moreover, transfer can also be reported and defined as the transfer of credits from one institution to another. In order to assess to what extent if at all transfer students are not being reported as such by their campuses, we looked at whether students classified according to “entry type” as transfers had a transfer institution reported in the “transfer institution CEEB code 1” field and whether the student had any transfer credit reported in the “transfer credits recognized from transfer institution 1” field.

We focused on ITCCI as the single largest institutional recipient of transfer students to determine whether intra-institutional movement was reported to ICHE as transfer. Using FICE codes, we first selected students in the 2004 cohort who began at ITCCI and were reported as transfer students by ITCCI in 2005 (entry type in 2005 equal to 3). Next, we ran a simple frequency distribution on the “transfer institution CEEB code 1” field to determine which institution the student had previously attended.

**Intra-institutional Transfer**

The table below indicates that students who began at ITCCI in 2004 and transferred to ITCCI in 2005 are reported as transfer students in the “transfer institution CEEB code 1” field. Using this data field, we find that 53 students were reported as having transferred from one ITCCI campus to another, 53 students were reported as having transferred from Vincennes University, and 24 students had an unknown institution of origin. This suggests that intra-institutional transfer is being reported to some extent, though we cannot be certain to what extent. Our use of the “entry type” field may understate or overstate the true number of transfer students.

**Intra-institutional Movement of Students  
Who Transferred to Two-year College  
in 2005**

| Institution from Which Student Transferred | Number of Students |
|--|--------------------|
| IUPUI                                      | 1                  |
| ITCCI Bloomington                          | 2                  |
| ITCCI Evansville                           | 4                  |
| ITCCI Fort Wayne                           | 1                  |
| ITCCI Gary                                 | 1                  |
| ITCCI Indianapolis                         | 22                 |
| ITCCI Kokomo                               | 2                  |
| ITCCI Lafayette                            | 3                  |
| ITCCI Madison                              | 1                  |
| ITCCI Muncie                               | 4                  |
| ITCCI Richmond                             | 1                  |
| ITCCI Sellersburg                          | 2                  |
| ITCCI South Bend                           | 3                  |
| ITCCI Terre Haute                          | 7                  |
| University of Southern Indiana             | 1                  |
| Vincennes University                       | 53                 |
| Unknown                                    | 24                 |
| <b>Total</b>                               | <b>132</b>         |

### Transferred Credits

Another way to assess transfer is to explore whether students transferred credits from another institution. Using the preceding selection criteria, we cross-tabulated the “transfer institution CEEB code 1” field with the number of transfer credits reported in the “transfer credits recognized from transfer institution 1” field. Our findings suggest that campuses in the ITCCI system may not report credits earned by a student at another ITCCI campus as transfer credits, highlighting the need for cautious interpretation of transactional data aggregated at the state level.

#### Cross-Tabulation of Transfer Institution by Number of Credits Transferred in 2005

| Institution from Which Student Transferred | Credit Hours Transferred |           |
|--|--------------------------|-----------|
|  | No Credits               | 3 or More |
| IUPUI                                      | 1                        | 0         |
| ITCCI Bloomington                          | 2                        | 0         |
| ITCCI Evansville                           | 4                        | 0         |
| ITCCI Fort Wayne                           | 0                        | 1         |
| ITCCI Gary                                 | 1                        | 0         |
| ITCCI Indianapolis                         | 22                       | 0         |
| ITCCI Kokomo                               | 2                        | 0         |
| ITCCI Lafayette                            | 3                        | 0         |
| ITCCI Madison                              | 1                        | 0         |
| ITCCI Muncie                               | 4                        | 0         |
| ITCCI Richmond                             | 1                        | 0         |
| ITCCI Sellersburg                          | 2                        | 0         |
| ITCCI South Bend                           | 3                        | 0         |
| ITCCI Terre Haute                          | 7                        | 0         |
| University of Southern Indiana             | 1                        | 0         |
| Vincennes University                       | 34                       | 19        |
| Unknown                                    | 20                       | 4         |
| <b>Total Number of Students</b>            | <b>108</b>               | <b>24</b> |