

COLLEGE READINESS

REPORT 2018



INDIANA COMMISSION *for*
HIGHER EDUCATION

KEY TAKEAWAYS

1 High school courses matter.

While 93% of students with an Honors Diploma enroll in college within a year of graduating high school, only 55% of those with a Core 40 Diploma and 20% of students with a General diploma did so. **Only about a third of students graduating high school earned an Honors Diploma yet over half of the high school graduates who went straight to college had an Honors Diploma.**

2 More students are earning college credit in high school.

More students than ever before are earning college credit while in high school. Among 2016 high school graduates, **61% earned AP or Dual Credit**. Four years ago, that figure was 47%.

3 College is not just about bachelor's degrees.

Among Hoosiers going straight to college, two-thirds are pursuing a bachelor's degree. **Nearly 30% are pursuing an associate degree, while almost 4% are going specifically for certificates or other awards.** Many students who are pursuing associates or bachelor's will earn certificates along the way. Not detailed in the College Readiness Reports are students who do not go directly to college: these students pursue certificates and associates in large numbers.

4 Fewer students need remediation.

Among 2016 high school graduates, 13% needed remediation, compared to 28% in the 2012 high school class. About 7% of all college enrollees needed remediation in math only, 4% needed it in English/Language Arts only, and another 2% needed it in both subjects. Of those enrolling in college, about 3% of Honors Diploma students, 20% of Core 40 Diploma students, and 48% of General Diploma students needed remediation. Honors Diploma students were also more likely to complete their remedial courses. 21st Century Scholars were less likely than non-Scholars to need remediation.

5 Racial and ethnic gaps remain.

About 77% of Asian students, 66% of White students, 57% of Black students and 52% of Hispanic students go straight to college. **Hispanic and Black students are the fastest growing high school populations, but college-going rates among these groups did not grow as rapidly over the past year.** Over the past year, gaps in remediation rates did close: nearly all racial and ethnic groups saw decreases in the percentage needing remediation and increases in the percentage completing remedial credits.

6 21st Century Scholars are completing more credits.

New credit completion requirements appear to have had an effect on 21st Century Scholars: those who graduated high school in 2012 earned 19.81 credits in their freshman year, while those who graduated high school in 2016 earned 22.84 credits in their freshman year. Over that same time, the average number of credits earned by all freshmen increased slightly from 21.10 to 21.94. Similarly, Scholars' freshman GPAs increased from 2.3 to 2.5 over those four years, while the overall freshman GPA stayed flat at 2.6.

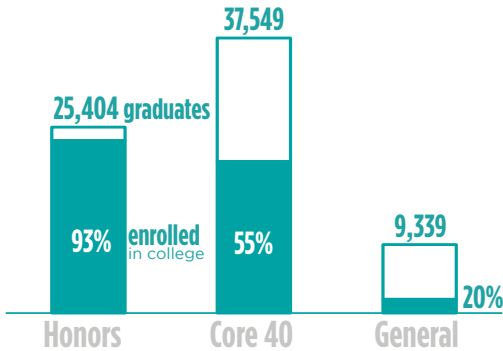
7 More detailed information is available online.

These pages provide a brief, statewide overview. More details, along with high school, corporation, and county level reports can be found on the Readiness PDF reports and dashboard at che.in.gov.

COLLEGE READINESS AT A GLANCE

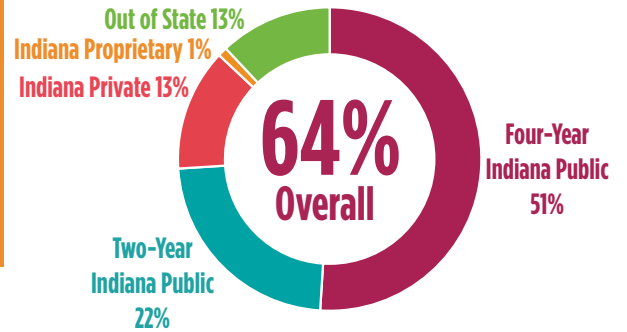
ACCESS How many are going to college?

HIGH SCHOOL GRADUATES by Diploma Type 2016



The percentage of Indiana high school graduates who go directly to college continues to hold steady at about 64%, but students with an Honors diploma are far more likely to enroll.

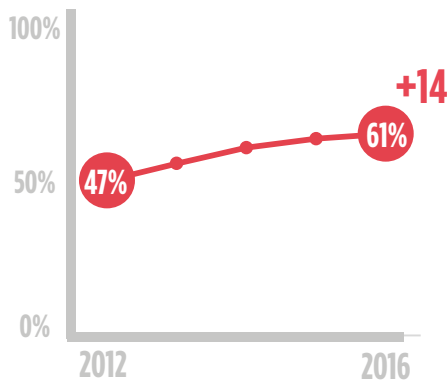
COLLEGE ENROLLMENT by CAMPUS TYPE 2016



READINESS Are they prepared for college-level coursework?

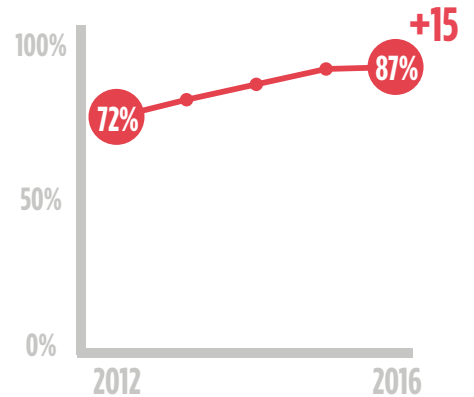
% OF HIGH SCHOOL GRADUATES EARNING AP or DUAL CREDIT

More Hoosiers than ever are earning college credit while in high school.



Remediation needs continue to decline, thanks in part to changes in how students are identified for direct placement into regular college courses.

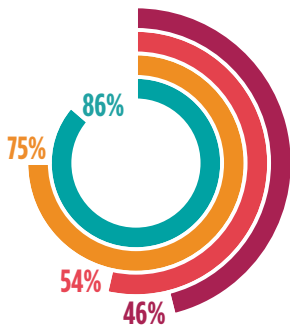
% NOT NEEDING REMEDIATION students enrolling in IN public colleges



SUCCESS How many succeed?

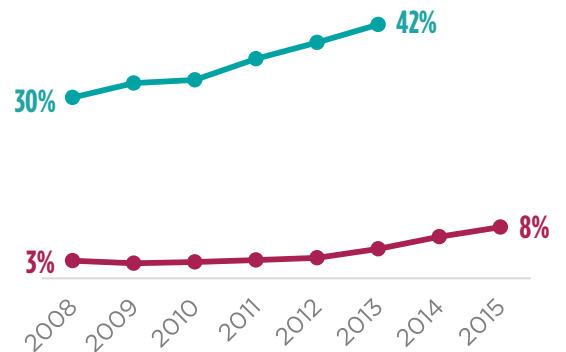
EARLY COLLEGE SUCCESS

2015 high school graduates enrolling in Indiana public colleges



On-time completion rates are improving at both Indiana two-year and four-year public campuses, and more students are staying on track to graduate on time during their first two years of college.

% COMPLETING ON-TIME* same campus and degree level



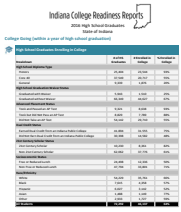
- No Remedial Classes Required
- Persisted to Second Year
- Completed all Coursework Attempted
- Met All Three Early Success Criteria

- Four-Year Public
- Two-Year Public

* includes first-time full-time students enrolling in Indiana public colleges initially pursuing a bachelor's (four-years) or an associate or longer-term certificate (two-years)



HOW TO USE THE REPORTS



Indiana College Readiness Reports
2018 High School Graduates
2019-2020 Academic Year

Category	2018-19	2019-20
Enrollment	100%	100%
Academic Preparation	100%	100%
Student Performance	100%	100%
Online Dashboard	100%	100%

The Indiana Commission for Higher Education's College Readiness Reports are designed to provide information on students entering college. The reports encompass the first year of college for students who graduated from high school during the previous academic year, and the College Readiness dashboard provides a closer look at longer-term outcomes such as early college success and completion.

The reports and dashboard can be found at che.in.gov. Some suggestions for use by schools and corporations are listed below:

COLLEGE GOING

1

- Compare percentage of graduates who enrolled in college against similar schools or the state.
- Review college enrollment for student groups to analyze whether college readiness programs are having the desired effect (e.g., AP, dual credit, high school diploma type, 21st Century Scholars).
- Identify the types and locations of institutions where graduates are enrolling and compare with similar schools or the state.

ENROLLMENT DETAIL

2

- Identify institutions that enroll the highest number of graduates and collaborate on college readiness and student supports.
- Review enrollment status of graduates. While some students may need to attend college part-time, data suggest the students who attend college full-time are much more likely to persist and complete on time or within 150% of program length.
- Review the degree and program types in which freshman enroll. Schools that specialize in a specific discipline may be interested in identifying if students are enrolling in college in these areas. If a school has a large percentage of students enrolling in a certain area, they should consider collaborating with colleges to ensure program alignment.

ACADEMIC PREPARATION

3

- Review number and percentage of graduates and student groups who required remediation and compare with similar schools or the state.
- Review the percentage of students who required remediation and completed those courses.
- Review the percentage of students who required remediation by subject. The majority of students who require remediation need it in Math or in both English/Language Arts and Math.

STUDENT PERFORMANCE

4

- Review average freshman GPA to determine how graduates are performing in their freshman year and compare to similar schools or the state.
- Review the average number of credits earned during their freshman year. Students should complete at least 30 credit hours their freshman year to stay on track to graduate on time. Completing all credits attempted is often the biggest hurdle for students.

ONLINE DASHBOARD

5

The online interactive dashboard provides multi-year trends for college going, academic preparation, and college performance. Explore the data by school, corporation, county, and state level, with additional data elements such as:

- Early college success benchmarks—the percentage of students who only enrolled in non-remedial courses, earned all credits attempted, and persisted to sophomore year;
- Degree completion rates, both on-time and extended over six years.
- Average GPA and freshman credits earned distributions.
- Additional disaggregations such as gender and rural/urban county classifications.

Indiana College Readiness Reports

2016 High School Graduates
State of Indiana



College Going (within a year of high school graduation)



High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	25,404	23,544	93%
Core 40	37,549	20,717	55%
General	9,339	1,876	20%
High School Graduation Waiver Status			
Graduated with Waiver	5,943	1,510	25%
Graduated without Waiver	66,349	44,627	67%
Advanced Placement Status			
Took and Passed an AP Test	9,321	8,638	93%
Took but Did Not Pass an AP Test	8,829	7,789	88%
Did Not Take an AP Test	54,142	29,710	55%
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	41,894	31,555	75%
Did Not Earn Dual Credit from an Indiana Public College	30,398	14,582	48%
21st Century Scholar Status			
21st Century Scholar	10,230	8,361	82%
Non 21st Century Scholar	62,062	37,776	61%
Socioeconomic Status			
Free or Reduced Lunch	24,498	12,336	50%
Non Free or Reduced Lunch	47,794	33,801	71%
Race/Ethnicity			
White	54,229	35,761	66%
Black	7,615	4,358	57%
Hispanic	6,027	3,142	52%
Asian	1,488	1,149	77%
Other	2,933	1,727	59%
All Students	72,292	46,137	64%



Indiana College Readiness Reports

2016 High School Graduates
State of Indiana



High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	33,551	46.4%
Indiana Private College (non-profit)	6,195	8.6%
Indiana Private College (for-profit)	504	0.7%
Out-of-State Public College	3,222	4.5%
Out-of-State Private College (non-profit)	2,533	3.5%
Out-of-State Private College (for-profit)	105	0.1%
Non-degree Granting School	27	0.0%
Did Not Enroll in College	26,155	36.2%

Indiana Public College Enrollment



Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,130	9.3%
Indiana State University	1,989	5.9%
University of Southern Indiana	1,394	4.2%
Indiana University-Bloomington	4,245	12.7%
Indiana University-East	298	0.9%
Indiana University-Kokomo	428	1.3%
Indiana University-Northwest	546	1.6%
Indiana University-Purdue University-Indianapolis	3,503	10.4%
Indiana University-South Bend	805	2.4%
Indiana University-Southeast	648	1.9%
Indiana University-Purdue University-Fort Wayne	1,422	4.2%
Purdue University-Northwest	1,033	3.1%
Purdue University-Polytechnic Statewide	135	0.4%
Purdue University-West Lafayette	3,658	10.9%
Ivy Tech Community College	8,847	26.4%
Vincennes University	1,470	4.4%



Indiana College Readiness Reports

2016 High School Graduates
State of Indiana



Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	22,573	67.3%
Associate Degree (two-year)	9,761	29.1%
Award of at least 1 but less than 2 academic years	554	1.7%
Award of less than 1 academic year	148	0.4%
Unclassified undergraduate	515	1.5%



Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	5,894	18%
Business and Communication	5,343	16%
Education	2,135	6%
Health	5,663	17%
Science, Technology, Engineering, and Math (STEM)	7,036	21%
Social and Behavioral Sciences and Human Services	2,840	8%
Trades	1,975	6%
Undecided	2,665	8%



Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	28,193	84%
Part-Time Students	5,358	16%

Academic Preparation



Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	2,366	7%	1,740	74%
English/Language Arts Only	1,341	4%	878	65%
Both Math and English/Language	652	2%	441	68%
No Remediation	29,192	87%	--	--

Indiana College Readiness Reports

2016 High School Graduates
State of Indiana



Indiana Public College Students Needing Remediation

Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	16,101	514	3%	455	89%
Core 40	15,983	3,140	20%	2,188	70%
General	1,467	705	48%	416	59%
High School Graduation Waiver Status					
Graduated with Waiver	1,156	629	54%	398	63%
Graduated without Waiver	32,395	3,730	12%	2,661	71%
Advanced Placement Status					
Took and Passed an AP Test	5,652	143	3%	130	91%
Took but Did Not Pass an AP Test	5,528	293	5%	244	83%
Did Not Take an AP Test	22,371	3,923	18%	2,685	68%
Dual Credit Status					
Earned Dual Credit from an Indiana Public College	23,145	1,931	8%	1,469	76%
Did Not Earn Dual Credit from an Indiana Public College	10,406	2,428	23%	1,590	65%
21st Century Scholar Status					
21st Century Scholar	6,877	765	11%	561	73%
Non 21st Century Scholar	26,674	3,594	13%	2,498	70%
Socioeconomic Status					
Free or Reduced Lunch	9,636	1,895	20%	1,211	64%
Non Free or Reduced Lunch	23,915	2,464	10%	1,848	75%
Race/Ethnicity					
White	25,822	2,839	11%	2,080	73%
Black	3,155	857	27%	506	59%
Hispanic	2,464	407	17%	294	72%
Asian	861	80	9%	65	81%
Other	1,249	176	14%	114	65%
All Students	33,551	4,359	13%	3,059	70%

Indiana College Readiness Reports

2016 High School Graduates
State of Indiana



Student Performance



Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	16,101	3.1	27.52
Core 40	15,983	2.2	17.52
General	1,467	1.8	8.91
High School Graduation Waiver Status			
Graduated with Waiver	1,156	2.0	11.84
Graduated without Waiver	32,395	2.6	22.30
Advanced Placement Status			
Took and Passed an AP Test	5,652	3.2	28.67
Took but Did Not Pass an AP Test	5,528	2.8	25.15
Did Not Take an AP Test	22,371	2.4	19.45
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	23,145	2.8	23.82
Did Not Earn Dual Credit from an Indiana Public College	10,406	2.3	17.78
21st Century Scholar Status			
21st Century Scholar	6,877	2.5	22.84
Non 21st Century Scholar	26,674	2.7	21.71
Socioeconomic Status			
Free or Reduced Lunch	9,636	2.3	18.28
Non Free or Reduced Lunch	23,915	2.8	23.42
Race/Ethnicity			
White	25,822	2.7	22.68
Black	3,155	2.1	17.29
Hispanic	2,464	2.4	19.41
Asian	861	2.9	26.03
Other	1,249	2.4	20.52
Enrollment Status			
Full-Time Students	28,193	2.7	24.46
Part-Time Students	5,358	2.1	8.69
All Students	33,551	2.6	21.94



ABOUT THE DATA

General Notes and Sources:

Sources: Indiana Commission for Higher Education (CHE); Independent Colleges of Indiana (ICI); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC), U.S. Census Bureau; Selected educational attainment and population characteristics, 2016 American Community Survey (ACS), 1 year estimate (state level), 2012-2016 ACS, 5 year estimates (county level)

High School Graduates (“Students”): Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR reports. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

Demographic Context Data:

% Associate or Higher: Percentage of residents, ages 25-64, with an associate degree or higher. SOURCE: U.S. Census Bureau, ACS

% Non-White: Percentage of residents who self-identified as multiple races or a single race other than White. SOURCE: U.S. Census Bureau, ACS

% Earning Dual Credit: Percentage of students who earned credit hours awarded by Indiana public colleges recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana public colleges. SOURCE: CHE

% Passing an AP Test: Percentage of students receiving a score of 3 or higher on at least one Advanced Placement exam. SOURCE: IDOE

% Enrolling in College: Percentage of students enrolled in postsecondary education, regardless of institution type, within the year following high school graduation. SOURCES: CHE, ICI, NSC

% Meeting All Early College Success Criteria: students who met all three indicators of 1) no remedial coursework, 2) earned all credits attempted, and 3) persisted to sophomore year. SOURCE: CHE

Rural/Urban Classification: Identifies whether a county falls within a Metropolitan Area established by the Office of Management and Budget. Any county that is not a part of a Metropolitan Area is considered rural. The rural/urban classifications for Indiana counties are listed in Section I of the following document: <ftp://ftp.hrsa.gov/ruralhealth/Eligibility2005.pdf>.

Regions: Represent the Economic Growth Regions established by the Indiana Department of Workforce Development

College Going Data:

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2015 high school graduates, postsecondary enrollment is counted for 2015-16 school year). A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year. SOURCES: CHE, ICI, NSC

Indiana Public College Enrollment: Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: CHE

Academic Preparation Data:

Remediation Enrollment: Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

Remediation Success: Represents Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/language arts and math needed to successfully complete both English/language arts and math in order to be counted as earning remedial credit. SOURCE: CHE

ABOUT THE DATA

College Performance:

Freshman GPA: Represents cumulative grade point distribution for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

Freshman Credit Hours Earned: Represents distribution of institutional credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

Persistence: Represents percentage of students who started their freshman year at an Indiana public college and who continued enrollment into the fall semester of the second year at any Indiana public college. SOURCE: CHE

Early College Success Benchmark: Represents students who met all three indicators of 1) no remedial coursework, 2) earned all credits attempted, and 3) persisted to sophomore year. SOURCE: CHE

Completion Rates: Calculations based on a subgroup of students who were enrolled in the fall of the year listed full-time (12 or more credit hours) as of institution census date. On-time, Same Campus and Degree Level: Represents students in cohort who completed, within 100% time (4 years for a bachelor's, 2 years for a longer-term certificate or associate) a degree at the same level initially sought at the same college/university system at which they initially enrolled. Any Campus or Degree Level within Six Years: Represents students in cohort who completed, within 6 years, any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse. SOURCE: CHE, ICI, NSC

Other Data Notes (Disaggregation Categories & Suppression)

High School Diploma Type: High school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, an Academic and Technical Honors Diploma, or an International Baccalaureate Diploma. Core 40 represents students who received a Core 40 Diploma or a Technical Honors Diploma. SOURCE: IDOE

21st Century Scholar Status: Represents students who were eligible for affirmation and affirmed. Students who were enrolled in K-12 as Scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st Century Scholars for this report. SOURCE: CHE

AP Test Status: Represents students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

Dual Credit Status: Represents students who earned/did not earn credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana publics. SOURCE: CHE

Full-time/Part-time Enrollment Status: Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

Socioeconomic Status: Enrollment status in the Federal Free and Reduced Price School Meals program during a student's senior year in high school. SOURCE: IDOE

Not Applicable/Suppressed Data: Data may be missing on dashboards and individual .pdf reports either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules.