



COLLEGE EQUITY



REPORT 2019



INDIANA COMMISSION *for*
HIGHER EDUCATION

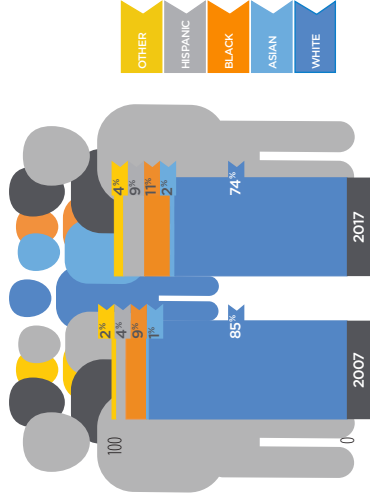


HIGHLIGHTS: HOW INDIANA GRADUATES ARE CHANGING

- 1. Race/ethnicity:** Nearly **10,000** more students graduated high school in 2017 than in 2007; virtually all of the growth was among minority students.
- 2. Socioeconomic status:** Almost **one-third** of all high school graduates were from low-income households in 2017.
- 3. Gender:** Indiana's college-going rate dropped one percentage point from the previous year to **63 percent**. The amount the state decreased can be almost entirely attributed to a decrease in men's college-going rates.
- 4. Geography:** Nearly a quarter of all high school graduates in 2017 were rural students. Over half (**59 percent**) of rural graduates went to college within one year – lower than the state average (**63 percent**).

LEARNERS ARE MORE DIVERSE

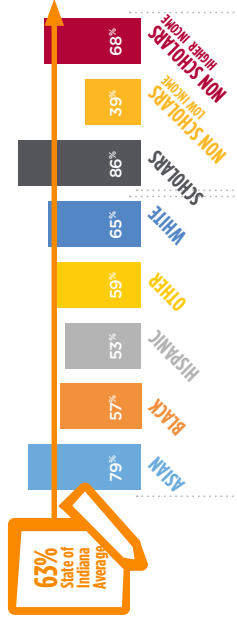
Indiana high school graduates by race/ethnicity



21ST CENTURY SCHOLARS HAVE HIGHEST COLLEGE-GOING RATE

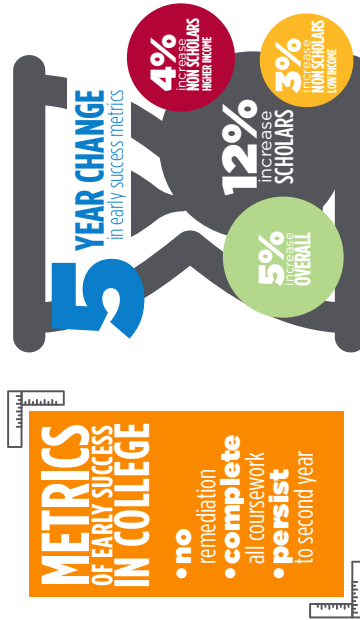
Indiana high school graduate trends by low-income status

86% OF SCHOLARS ENROLL IN COLLEGE WITHIN 1 YEAR OF HIGH SCHOOL GRADUATION



EARLY SUCCESS IN COLLEGE

Scholars are exceeding their low-income and minority peers in nearly every measure in the equity report.

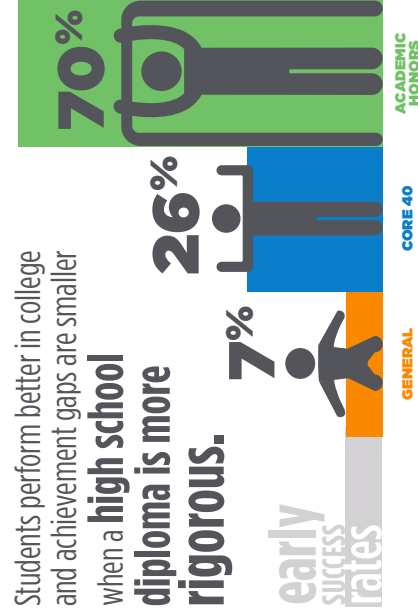


HIGH SCHOOL DIPLOMA TYPE MATTERS

By high school diploma type (2016 cohort)

Students perform better in college and achievement gaps are smaller when a **high school diploma is more rigorous.**

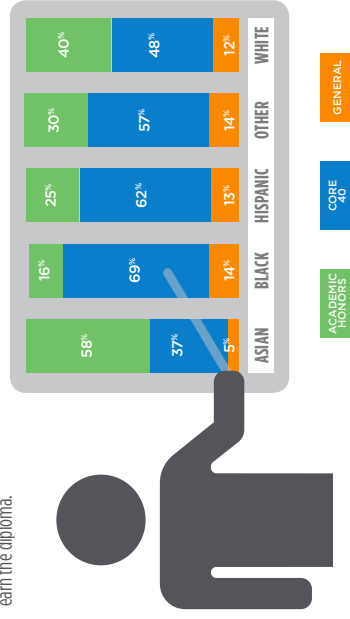
early success rates



DISPARITY EXISTS AMONG DIPLOMA EARNERS

By high school diploma type and select demographics (2016 cohort)

Only 16 percent of Black students and 25 percent of Hispanic students earn the state's most rigorous high school diploma, the Academic Honors Diploma, while 40 percent of White students earn the diploma.



Sources: Indiana Department of Education (IDOE) Indiana Department of Higher Education (IDHE) Indiana Bureau of State Planning (IBSP) Indiana Commission on Higher Education (ICHE) Indiana Department of Workforce Development (IDWD) Indiana Department of Health (IDOH) Indiana Department of Transportation (INDOT) Indiana Department of Agriculture (IDAG) Indiana Department of Environmental Management (IDEM) Indiana Department of Military Affairs (IDMA) Indiana Department of Public Safety (IDPS) Indiana Department of Revenue (IDRE) Indiana Department of Social Services (IDSS) Indiana Department of Technology (IDTE) Indiana Department of Veterans Affairs (IDVA) Indiana Department of Workforce Development (IDWD) Indiana Department of Health (IDOH) Indiana Department of Transportation (INDOT) Indiana Department of Agriculture (IDAG) Indiana Department of Environmental Management (IDEM) Indiana Department of Military Affairs (IDMA) Indiana Department of Public Safety (IDPS) Indiana Department of Revenue (IDRE) Indiana Department of Social Services (IDSS) Indiana Department of Technology (IDTE) Indiana Department of Veterans Affairs (IDVA)

INTRODUCTION

The **Indiana Commission for Higher Education (ICHE)** has adopted goals and policy strategies focused on increasing college access, success, and completion for underrepresented students. **In 2013, the Commission passed a resolution to eliminate achievement gaps among Indiana’s learner populations by 2025.**

Designed as a companion piece to the Commission’s annual College Readiness and College Completion reports, the College Equity Report provides a snapshot of Indiana’s college achievement gap progress – measured by the college-going rate, early success in college and college completion – for low-income and minority students.

WHAT ARE EQUITY AND ACHIEVEMENT GAPS?

Equity is the idea that a student’s life circumstances should not dictate their chance of succeeding. It is often measured by observing areas where it does not exist: the gaps among learners from varying geographies, between genders, races or ethnicities, and by income level. **These differences in outcomes are known as achievement gaps.**

Particularly for low-income learners, ICHE has strengthened financial aid programs by modifying requirements to increase college readiness and success. The value Indiana places on closing achievement gaps is also reflected in the state’s postsecondary performance funding formula, which allocates dollars for increased degree production and on-time degree completion among federal Pell Grant recipients.

To measure equity, this report presents high school demographics and then looks at achievement gaps on the five main indicators below.

High School Demographics

What are young Hoosiers – the next generation of college students – like? Did they grow up in a rural household? Did they grow up in a low-income household? Has this changed over time?

High School Academic Preparation

What types of diplomas do Hoosier high school graduates earn and how do they affect college performance? What percentage of students earn college credit while in high school? How many students take the SAT or ACT, and do they meet “college and career ready” benchmarks on those exams?

College Access

What percentage of Hoosiers enroll in college within one year of graduating high school? What types of colleges do Indiana high school graduates initially attend?

Early Success in College

What percentage of recent high school graduates 1) do not need remediation; 2) complete all coursework they attempt; or 3) persist to their second year? What percentage succeed on all three?

On-Time College Graduation Rates

What percentage of college students graduate on time (i.e., four years for a bachelor’s, two years for an associate)? Please note, while the other indicators look only at Indiana residents, graduation rates in this report include out-of-state students.

Extended-Time College Graduation Rates

What percentage of students graduate, even if it is not on time (e.g., within six years of starting college)? Please note, while the other indicators look only at Indiana residents, graduation rates in this report include out-of-state students.

This Equity Report focuses on the following demographic groups:

Gender: Female and Male

Race/Ethnicity: Asian, Black, Hispanic, Other, and White

- For the purposes of this report, these categories are mutually exclusive. The "Other" racial/ethnic group includes students with an undeclared race/ethnicity; Native American/Alaskan Native; Two or More Races; and Native Hawaiian race/ethnic groups. Where possible in this report, each race/ethnicity is shown separately.

Socioeconomic Status: 21st Century Scholar, Non-Scholar Low-Income, and Higher Income

- **21st Century Scholar:** The 21st Century Scholars program is open to all Hoosiers who come from households with incomes that qualify for Free-or-Reduced-Price-Lunch (FRL) in seventh or eighth grade. To become a Scholar, students must enroll during seventh or eighth grade (unless they have a history of foster care).

While in high school, Scholars must complete the Scholars Success Program (SSP) to help prepare them for college. For more information, visit LearnMoreIndiana.org. For college-going and early success in college indicators, this report looks at Scholars who completed the SSP, also known as "affirmed" Scholars. For graduation rate metrics, this report looks at students who received a 21st Century Scholarship in their first year of college.

- **Non-Scholar (Low-Income):** This report has two mutually-exclusive types of low-income students: Scholars and non-Scholar low-income students. This report has two different ways of identifying non-Scholar low-income students:
 - For college-going and early success in college metrics, this report looks at whether the students are FRL-eligible during their senior year of high school. This makes the Scholars and non-Scholar low-income groups financially very similar, since often students who are FRL-eligible in middle school are also FRL-eligible in high school. There are some students who experience life events that can move them above or below the FRL eligibility line over the course of their teenage years.
 - For on-time graduation rate statistics, this report defines non-Scholar low-income as students who received a Pell grant in their first year of college. Low-income data for all metrics are broken into 21st Century Scholars and non-Scholars groups, and Scholars are not double-counted in both groups.
- **Non-Scholar (Higher Income):** While recognizing many middle-class families struggle financially, this report does not separate out middle-class students from wealthy students. This report sometimes refers to non-low-income students as "higher income." Please note, this does not mean that the students in this group are wealthy; only that they come from families with higher incomes than the other two groups. Due to data limitations, in some instances this group may include low-income students who did not apply for financial aid (via the Free Application for Federal Student Aid [FAFSA]).

Geography: Rural and Non-Rural

- The Indiana Commission for Higher Education is committed to equity for all rural, suburban, and urban students. Where possible, the Commission has provided information based on where students come from. For this report, rural/non-rural status is based on whether a student's graduating high school is located in a county that falls within a Metropolitan Area established by the U.S. Office of Management and Budget. Any county that is not part of a Metropolitan Area is considered rural.

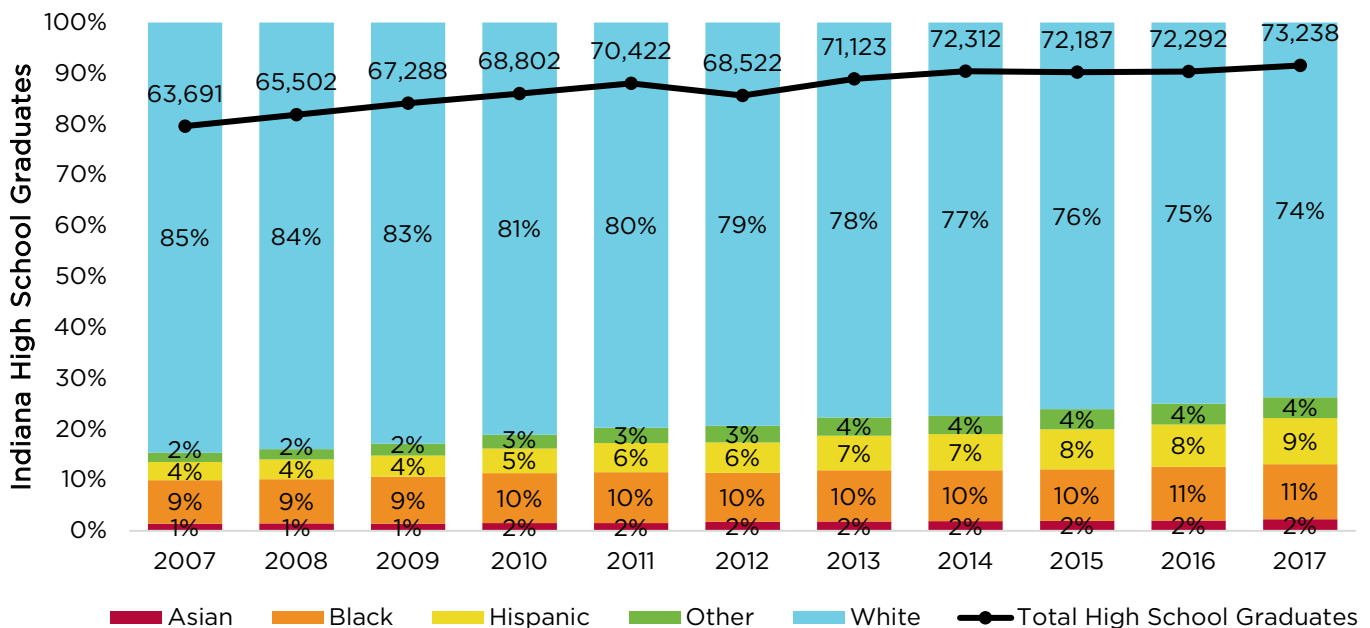
HIGH SCHOOL DEMOGRAPHICS

As the total number of high school graduates flattens and traditionally at-risk populations make up a larger share of the talent pipeline for higher education and the workforce, **Indiana must remain committed to closing achievement gaps to better serve all Hoosiers.**

Learners are more diverse

Between 2007 and 2017, the share of high school graduates associated with non-White racial/ethnic groups grew by about 1 percentage point each year. Hispanic students were the fastest growing demographic, growing 5 percentage points in ten years. The percentage of students identifying as Black grew from 9 percent to 11 percent and the percentage identifying as Other¹ racial/ethnic categories went from 2 percent to 4 percent. **Indiana produced nearly 10,000 more high school graduates in 2017 than in 2007; virtually all of that growth was among minority students.** See Figure 1.

Figure 1. Indiana high school graduate trends by race/ethnicity



Learners are more economically challenged

In 2017, 38 percent of high school graduates were identified as low-income either through enrollment and affirmation in the 21st Century Scholars program or through receiving free and reduced-price meals (FRL) in their senior year. This compares to just over 30 percent in 2010.

The percentage of high school graduates coming from low-income households increased rapidly during and after the Great Recession of 2008 through 2010. The percentage of 21st Century Scholars peaked with the high school class of 2014, due to the years those students would have been in middle school (students must have financial need and apply to the 21st Century Scholars program during seventh and eighth grade).

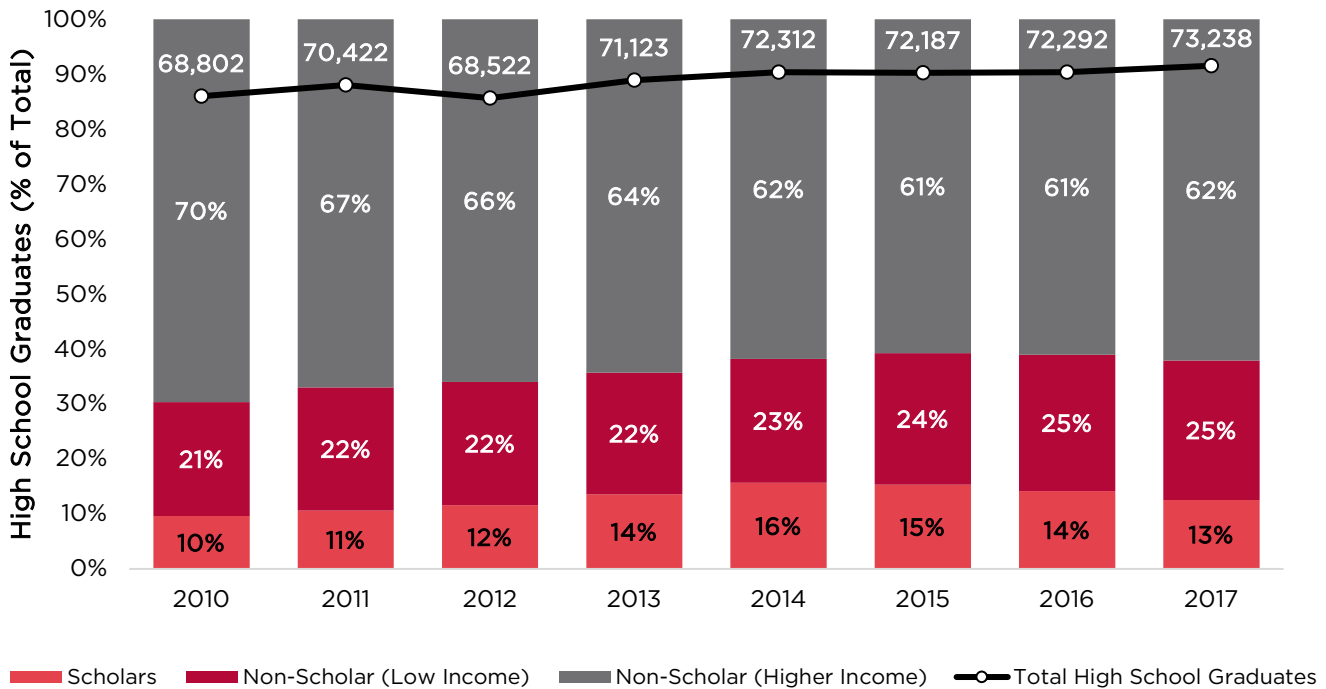
Efforts to reduce high school drop-out rates and assist more low-income students in graduating from high school may be contributing to the growth in the percentage of high school graduates who are low income.² In some cases, implementation of the U.S. Department of Agriculture's (which administers the FRL program) Community Eligibility Provision might affect FRL eligibility data.³ See Figure 2.

¹ Other racial/ethnic group includes undeclared, Native American/Alaskan Native, Two or More Races, Native Hawaiian

² Indiana Department of Education shows high school graduation rates are 83% for students receiving free/reduced price meals and 95% for students who did not qualify for FRL. (<https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>)

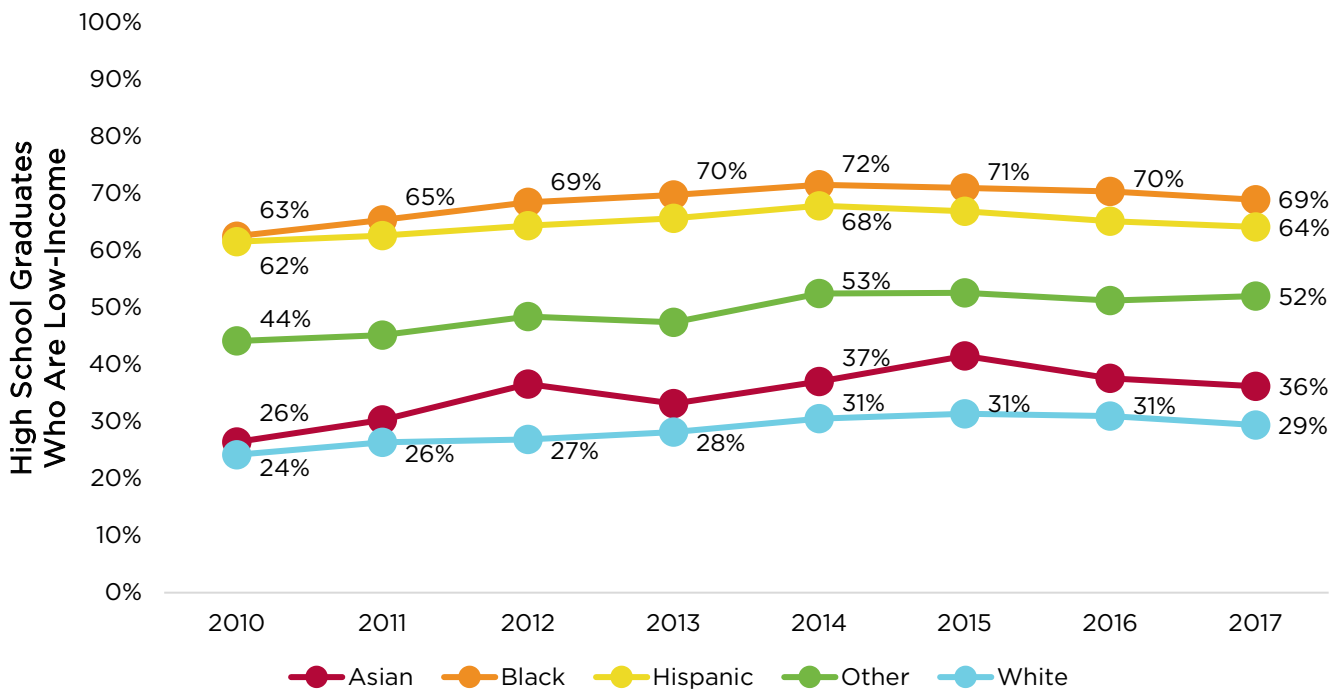
³ Indiana Department of Education. <https://www.doe.in.gov/nutrition/community-eligibility-provision-cep>

Figure 2. Indiana high school graduate trends by low-income status



The share of low-income⁴ high school graduates grew across all racial/ethnic categories during the Great Recession. At least 29 percent of graduates from all racial/ethnic groups were from low-income households in 2017. Black and Hispanic students – two of the fastest growing racial/ethnic populations – were also the most likely to come from low-income households. See Figure 3.

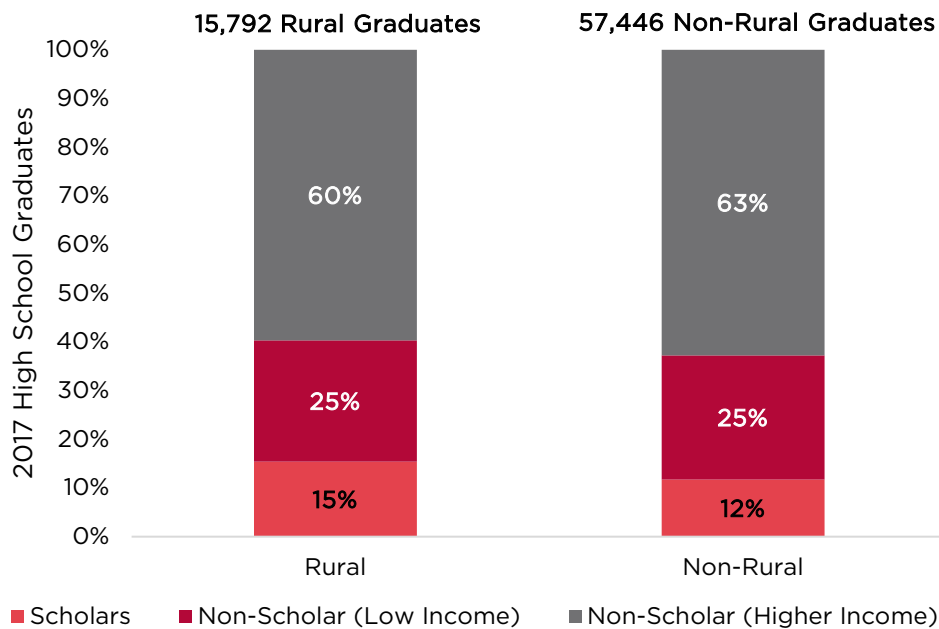
Figure 3. Share of low-income students by race/ethnicity and high school graduation year



⁴ Low-income is measured through enrollment and affirmation in the 21st Century Scholars program or receiving free or reduced-price meals in the senior year of high school. See “What Are Equity and Achievement Gaps?” section.

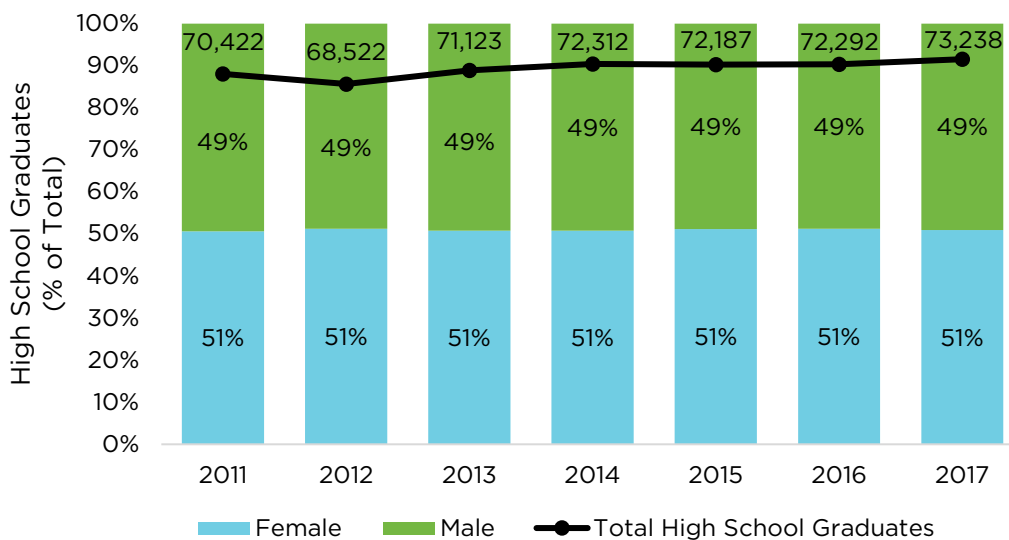
Low-income status differs slightly between rural and non-rural populations. Rural students make up 22 percent of all high school graduates but 27 percent of all 21st Century Scholars. Over 15 percent of rural students are Scholars while less than 12 percent of non-rural students are Scholars. **In other words, the 21st Century Scholars Program is a key tool in closing gaps between rural and non-rural students.** (Figure 4.)

Figure 4. Indiana high school graduates by rural/non-rural status and low-income status



The U.S. Census Bureau estimates that females make up 49 percent of Hoosiers aged 15 to 19.⁵ Yet females make up 51 percent of high school graduates. This may be partly explained by higher high school graduation rates among females.⁶ Trends in the share of high school graduates by gender have remained unchanged since at least 2010. See Figure 5.

Figure 5. Indiana high school graduate trends by gender



⁵ U.S. Census Bureau. American Community Survey 2017, 1-Year Estimate. Table S0101.

⁶ The Indiana Department of Education shows 2017 high school graduation rates of 89% and 86% for females and males, respectively (<https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>).

HIGH SCHOOL ACADEMIC PREPARATION

College achievement gaps for underrepresented minority and low-income students are impacted by disparities in high school academic preparation. **K-12 and higher education partners must work together to close these gaps.**

The Indiana State Board of Education has adopted four distinct high school diplomas: General; Core 40; Core 40 with Technical Honors; and Academic Honors. All Indiana students are required to earn the Core 40 unless their parents or guardians choose to opt-out, in which case the student may pursue a General Diploma. In the charts below, the Core 40 and the Technical Honors diplomas are grouped together as “Core 40.” In the charts below, “Academic Honors” includes any student who earned an Academic Honors or an International Baccalaureate Diploma.

Learners need rigorous coursework

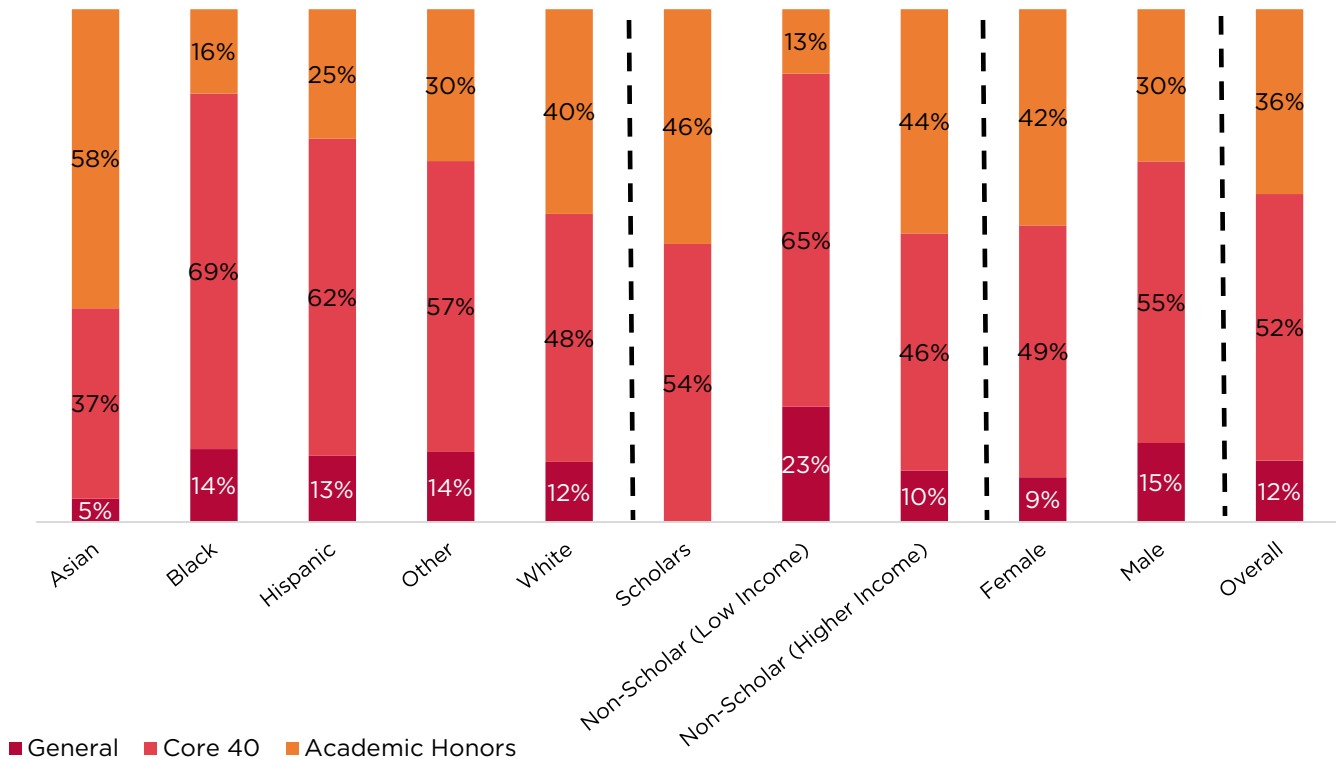
Only 16 percent of Black students and 25 percent of Hispanic students earn the state’s most rigorous diploma, the Academic Honors Diploma, while 40 percent of White students earn the diploma.

Students who come from middle-class or wealthy backgrounds are more likely to earn an Academic Honors Diploma. This indicates that lack of financial resources at home or in school districts may play a role in the academic performance of Hoosiers.

21st Century Scholars are more likely than non-Scholar low-income students to earn an Academic Honors Diploma. Scholars are eligible to earn up to four years of college if they complete the Scholars Success Program and maintain a 2.5 GPA (among other requirements). This implies that providing learners with clear expectations, wraparound supports, and the knowledge – as early as seventh grade – that they can afford college are linked to greater success for low-income learners. For more information on the Scholars Success Program, go to LearnMoreIndiana.org. See Figure 6.

Female students are also more likely to earn an Academic Honors Diploma than males, at 42 percent and 30 percent, respectively.

Figure 6. High School Diploma Type by Select Demographics (2017 High School Cohort)



Learners excel with challenging diplomas

A student's high school diploma can point to how well the student will fare in college. Not surprisingly, students with an Academic Honors Diploma perform better in college than students with Core 40 or General Diplomas. **Among General Diploma earners who go straight to college, only 7 percent experience early success in college.** (Early success in college is defined in a previous section of this report as including remediation, course completion and persistence. It is covered in detail later in the report.)

Gaps in high school diplomas across race, ethnicity and income are linked to differences in how these groups perform in college. See Figure 7.

Even when comparing students who earned the same high school diploma, White students have higher rates of early success in college than Black or Hispanic students.

Likewise, middle-class and wealthy students succeed at higher rates than low-income students.

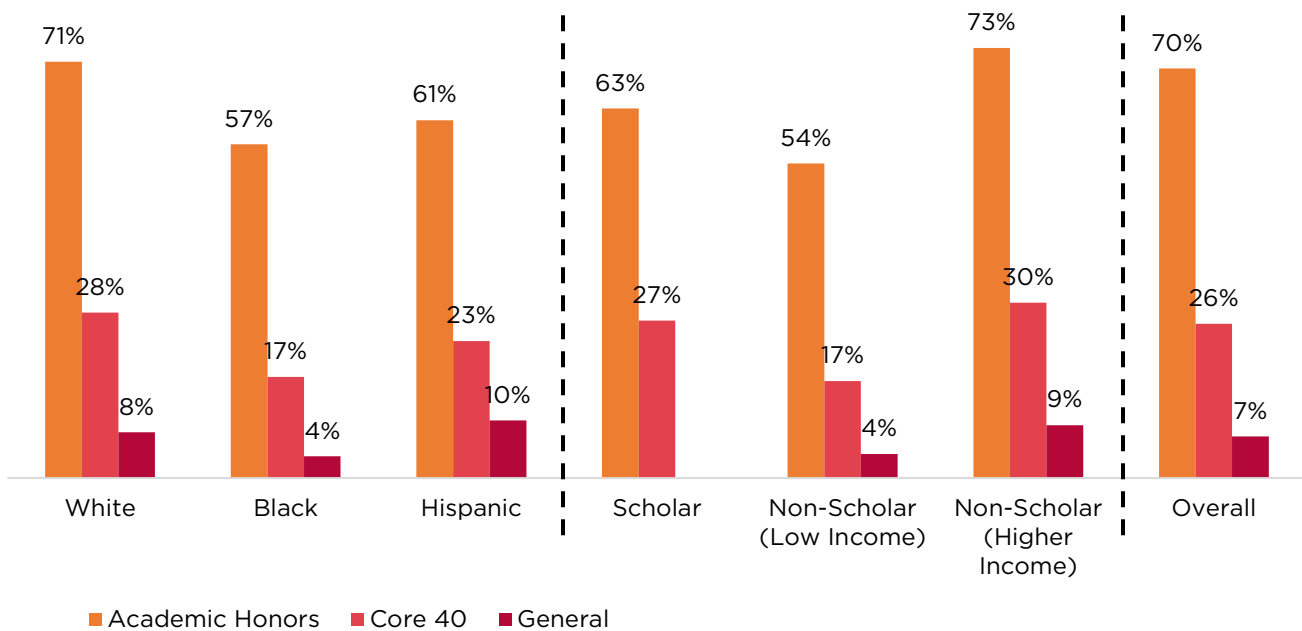
However, the relative size of these gaps often is smaller among Academic Honors Diploma earners than among Core 40 or General Diploma earners. In looking at race/ethnicity, for example:

- White students earning Academic Honors Diplomas meet the early college success benchmarks 71 percent of the time, compared to 57 percent of Black students with Academic Honors Diplomas.
- The gap between White and Black students grows when looking at Core 40 Diploma earners: White students see early college success more than one and a half times that of Black students with Core 40 Diplomas (28 percent divided by 17 percent).
- Finally, when looking at General Diplomas, White earners are twice as likely as Black General Diploma earners to experience early college success (8 percent divided by 4 percent).

Similar trends can be seen between higher income and non-Scholar low-income students.

Students perform better in college and achievement gaps are smaller when a high school diploma is more rigorous.

Figure 7. Early Success in College by Diploma Type (2016 High School Cohort)



Learners need support to succeed

ICHE's annual [College Readiness Reports](#) look at the college-going rates of recent high school graduates. Those reports show that nearly two-thirds of Hoosiers enroll in college within 12 months of graduating high school.

College-going rates differ by the type of high school diploma: over 90 percent of Academic Honors students go straight to college, while just over half of Core 40 earners and about one-fifth of General Diploma earners go straight to college.

General Diplomas are often associated with special education and almost 9,000 General Diplomas were awarded in the 2016-17 academic year. The U.S. Department of Education (U.S. ED) reports that more than 5,500 Hoosiers who were covered under the Individuals with Disabilities Education Act (IDEA) earned any type of high school diploma (General, Core 40, or Honors) that year.⁷

If most of those 5,500 IDEA-designated graduates earned General Diplomas, then gaps in the General Diploma may be explained partially by gaps in IDEA designation. For instance, the U.S. ED indicates White Hoosiers are more likely than Asian Hoosiers to be covered under IDEA. IDEA high school graduates are nearly twice as likely to be male.

Separate ICHE analysis shows similar gaps in high school diploma waivers (awarded to students who do not meet graduation exam/Graduation Pathways requirements). Roughly 1 out of 5 Black high school graduates and low-income graduates received waivers in 2016-17. By comparison, 6 percent of White and 6 percent of higher-income students received waivers.

Of the roughly 9,000 Hoosiers who earn a General High School Diploma each year, no more than a few hundred and perhaps as few as 130 will do all four of the following: go straight to postsecondary education; not need remediation; complete all their attempted college coursework; and persist to their second year of college.

The gaps in who earns the General Diploma implies that many more of these students could have succeeded in college if they had received more student supports, information, guidance, and financial resources at an earlier stage in their education.

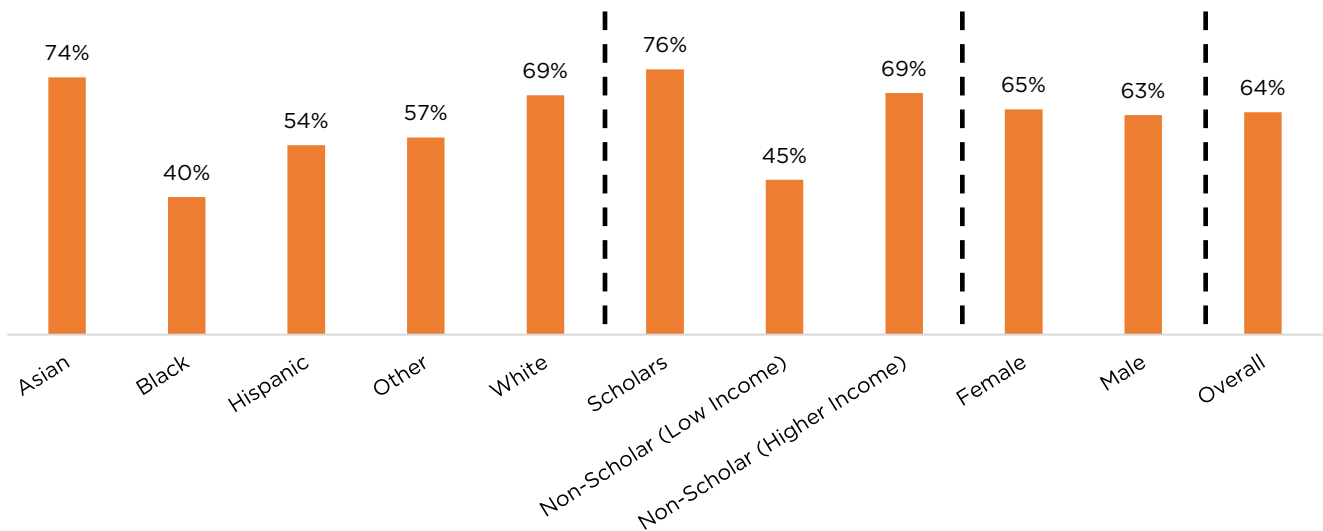
Learners are earning early college credit

Nearly two-thirds of Hoosiers earn college credit before even graduating high school. This is primarily through dual credit and Advanced Placement exams. Earning early college credit can help high school students get accustomed to college-level courses and ultimately help them graduate college on-time or even early. Because of this, achievement gaps in early college credit can be a warning signal.

ICHE's Early College Credit Report shows that Advanced Placement tends to be concentrated among wealthier students while dual credit usage is broader across the state and across socioeconomic statuses. See Figure 8.

⁷ U.S. Department of Education. *IDEA Section 618 Data Products: State Level Data Files*. <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>

Figure 8. Percentage of High School Graduates Earning Early College Credit (2017 High School Cohort)

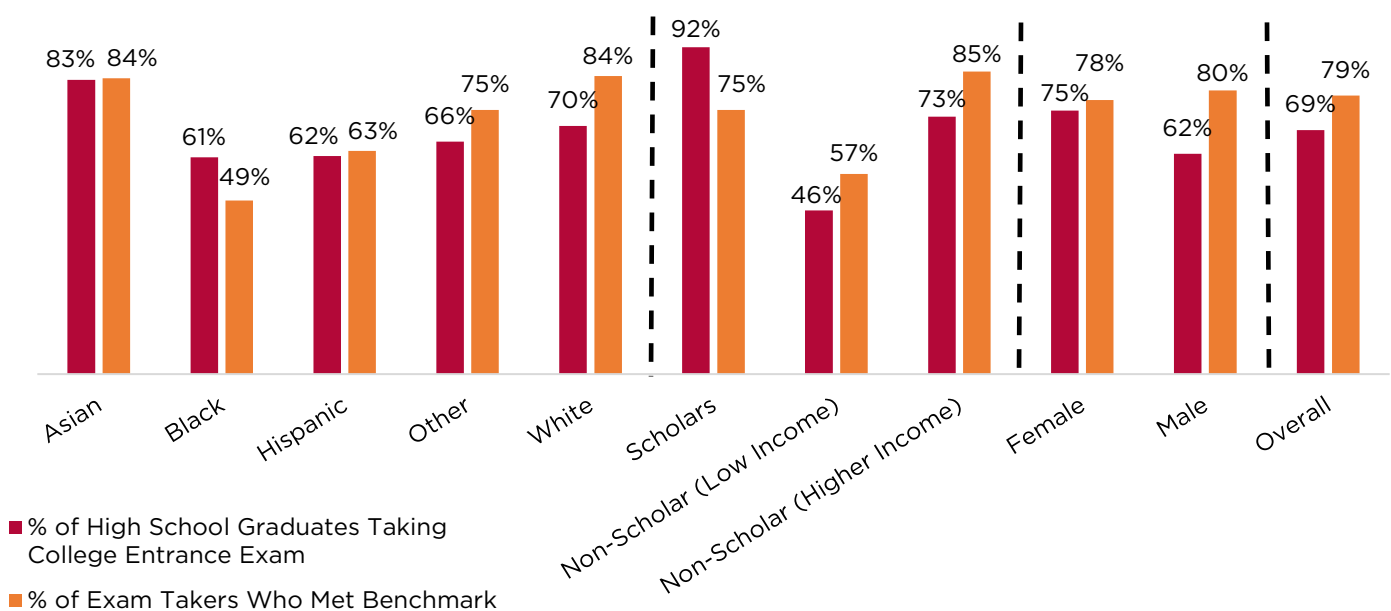


Learners' college entrance exams reveal gaps

Many colleges require a college entrance exam like the SAT or ACT. The companies that administer the SAT/ACT publish benchmark scores to indicate students' college and career readiness. (*Note that not all SAT/ACT scores are reported to ICHE, so the actual percentage of students taking an exam may be slightly higher than shown below. This may be especially true for students who applied exclusively to out-of-state colleges and for students attending open enrollment institutions, such as Ivy Tech.)

Taking a college entrance exam is part of the 21st Century Scholars' Scholars Success Program requirements, so it perhaps is not surprising that ICHE has an SAT/ACT score on file for nearly every Scholar. 69 percent of Hoosiers take a college entrance exam. Of those who take the SAT/ACT, about 79 percent earn a score that indicates they are college and career ready. Gaps here are similar to other high school metrics. See Figure 9.

Figure 9. Taking SAT/ACT & Meeting College and Career Readiness Benchmarks (2017 High School Cohort)



COLLEGE ACCESS

The previous sections focused on high school graduates, a key part of the “college pipeline.” This section will look at the pipeline itself: how many high school graduates go to college.

ICHE’s college-going metric looks at the percentage of high school graduates who go to college within one year of leaving high school.

College Access: Cohort Overview

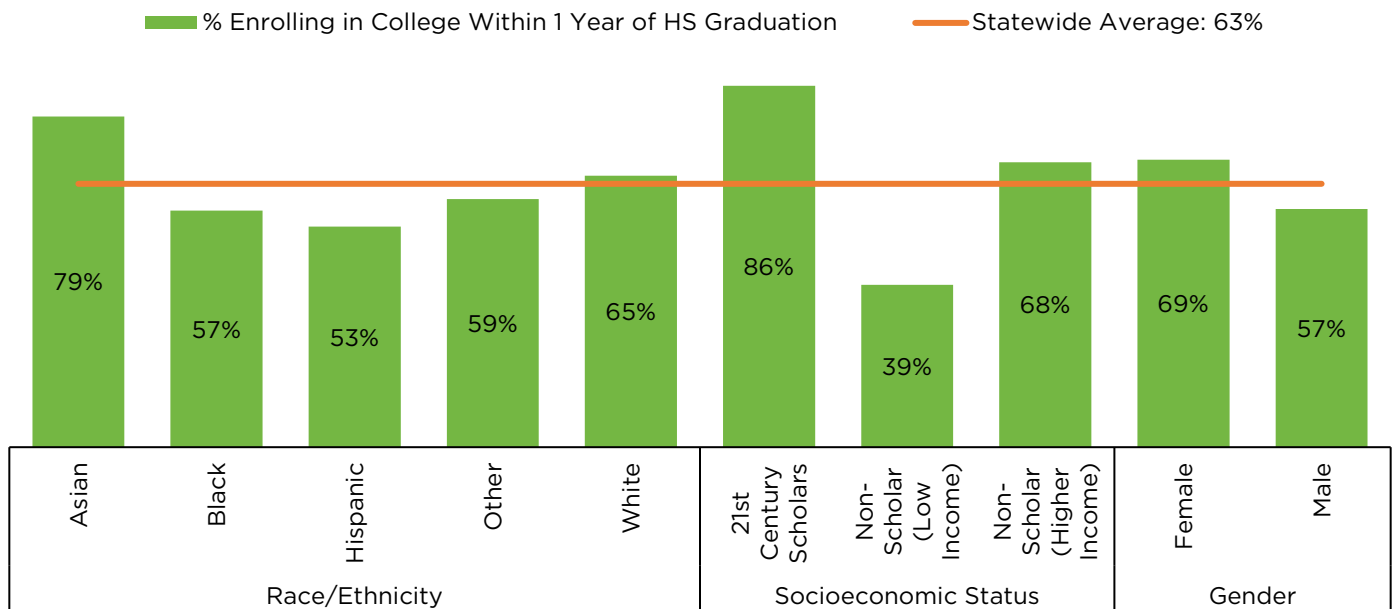
When examining the rate at which Hoosiers enroll in college within a year of graduating high school, there is wide variation among student characteristics.

The majority of each racial and ethnic group enrolled in college, but did so at different rates. Over three-quarters (79 percent) of Asian students enrolled in college within one year of high school compared to 65 percent of White, 57 percent of Black and 53 percent of Hispanic students. See Figure 10.

College-going rates differed significantly by socioeconomic status. **21st Century Scholars had the highest college-going rate among all demographic groups at 86 percent. This is an increase of nearly 5 percentage points from last year’s Equity Report.** This is more than double the rate of their low-income, non-Scholar peers and is 18 percentage points higher than their peers who, as high school seniors, had family incomes above the free and reduced-price lunch threshold.

Females are more likely to enroll in college than males (69 percent to 57 percent).

Figure 10. **College-going** rates by student demographics (2017 High School Cohort)

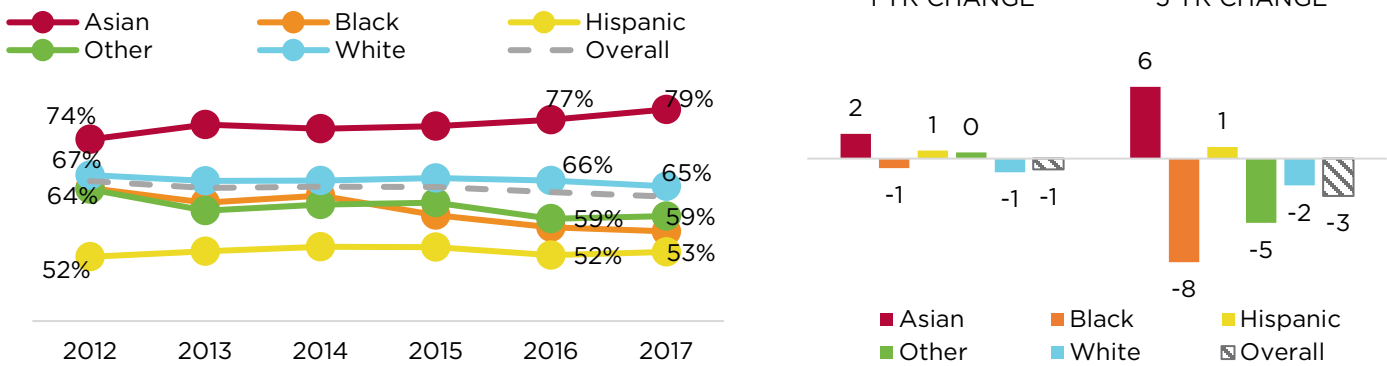


College Access: Long-Term Trends

Trends in college going rates among student demographic groups show that while some gaps are closing, others have widened over the past five years.

Over the past year, the gap in college going rates between Black and White students stayed the same, but both groups went down 1 percentage point. The gap in college going rates between Hispanic and White students did shrink (Hispanic students went up by 1 percentage point, but White students went down by 1 percentage point). **Over the last five years, only Asian students and Hispanic students experienced increases in college-going rates.** See Figure 11.

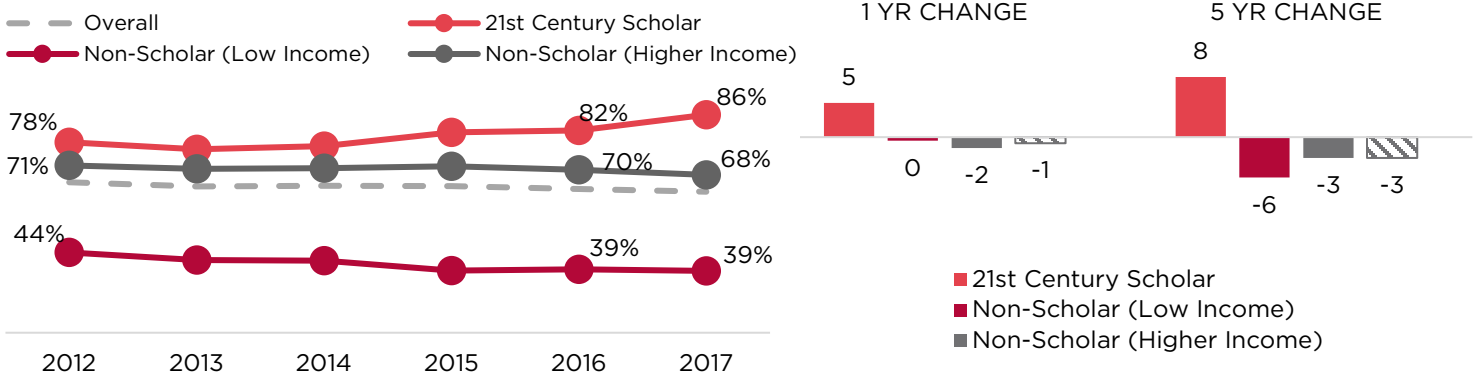
Figure 11. Trends in college-going rates by race/ethnicity



Between 2012 and 2017, inequities in college-going rates increased among non-Scholar low-income students. Only 39 percent of non-Scholar, low-income students enrolled in college within one year of high school graduation in 2017 – down five percentage points in five years.

At the same time, **the college-going rates of 21st Century Scholars increased by 8 percentage points (86 percent)**, with much of the growth in college-going rates for 21st Century Scholars occurring between 2016 and 2017. The college-going rates of higher income students decreased by 3 percentage points in that five-year period. See Figure 12.

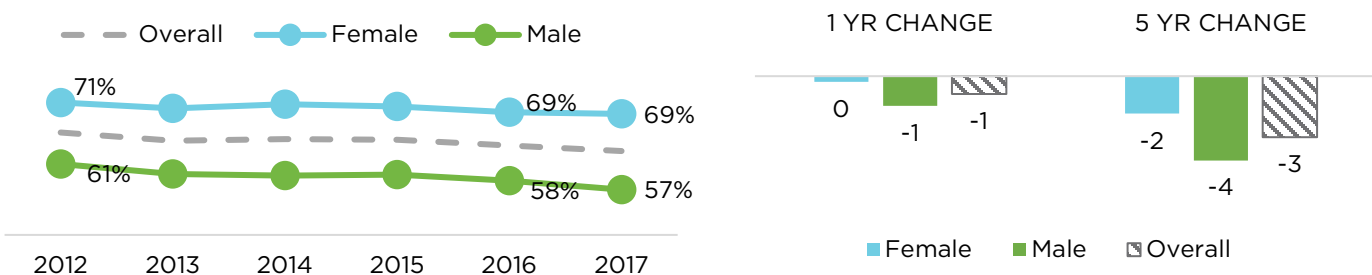
Figure 12. Trends in college-going rates by socioeconomic status



Gaps in college going rates by gender grew slightly from 2012 to 2017, with the percentage of female high school graduates going directly to college decreasing from 71 percent to 69 percent. Males decreased from 61 percent to 57 percent over the same timeframe. See Figure 13.

Between 2016 and 2017, the overall college-going rate declined by 1 percentage point from 64 percent to 63 percent. This one-year decline can almost entirely be attributed to a decrease among males.

Figure 13. Trends in college-going rates by gender



College Access: The 21st Century Scholars Program Fights “Brain Drain”

There are demographic differences not only in which students go to college but in what type of college they attend. The chart below shows 2017 high school graduates who went straight to college.

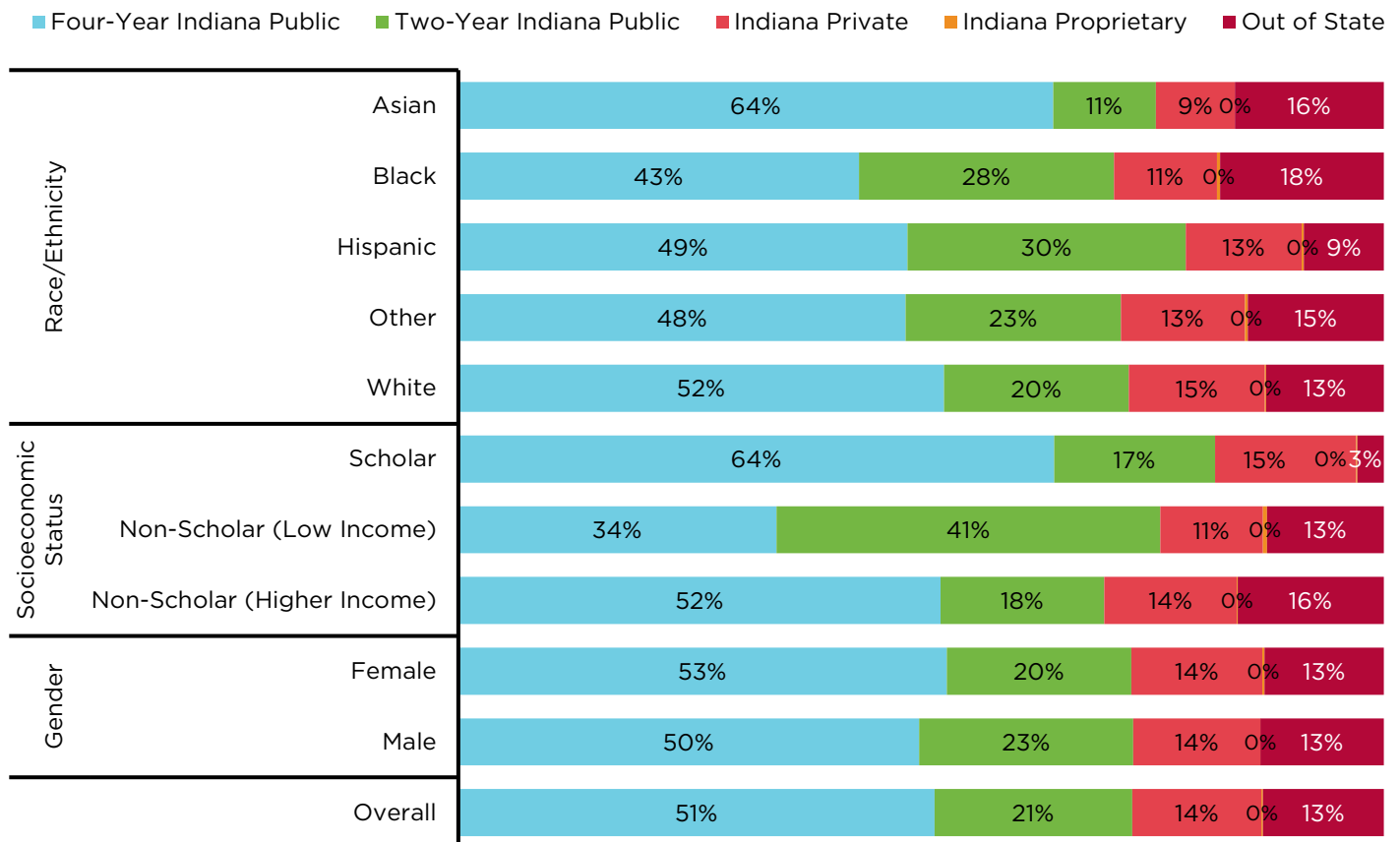
Among racial and ethnic groups, Asian students were the most likely to enroll in four-year Indiana public institutions. College-going Hispanic students were the most likely race/ethnicity to enroll in two-year Indiana public institutions and the most likely to enroll in any (two- or four-year) Indiana public institution. College-going Black students were the most likely race/ethnicity to attend an out-of-state college. This may be, in part, the result of Hoosiers choosing to attend Historically Black Colleges and Universities (HBCUs), which are concentrated in southern and eastern states (Figure 14).

Among high school graduates going straight to college, 21st Century Scholars were more likely to enroll in Indiana public institutions than either their low-income and higher-income peers. Among all the groups listed below, Scholars were the most likely to attend an Indiana public institution, the most likely to attend an Indiana private non-profit institution, tied for the most likely to attend an Indiana four-year public institution, and the least likely to go out-of-state for college. This indicates that **the 21st Century Scholars program may be an important tool in Indiana retaining its talented high school graduates.**

Public two-year institutions remained the top choice among low-income students not enrolled in the 21st Century Scholars program.

Females and males had similar enrollment patterns though females were slightly more likely to enroll in Indiana public four-year institutions and males were slightly more likely to enroll in community colleges.

Figure 14. Institution type among students enrolling in college within one year of high school graduation (2017 High School Cohort)



College Access: Rural Students

Rural students face unique challenges due to geography and resources. **College-bound students are more likely to go to nearby colleges, and many colleges are concentrated in cities and large towns.** High schools with fewer resources – typically in urban and rural environments – may struggle to provide the same educational experiences that suburban students have.

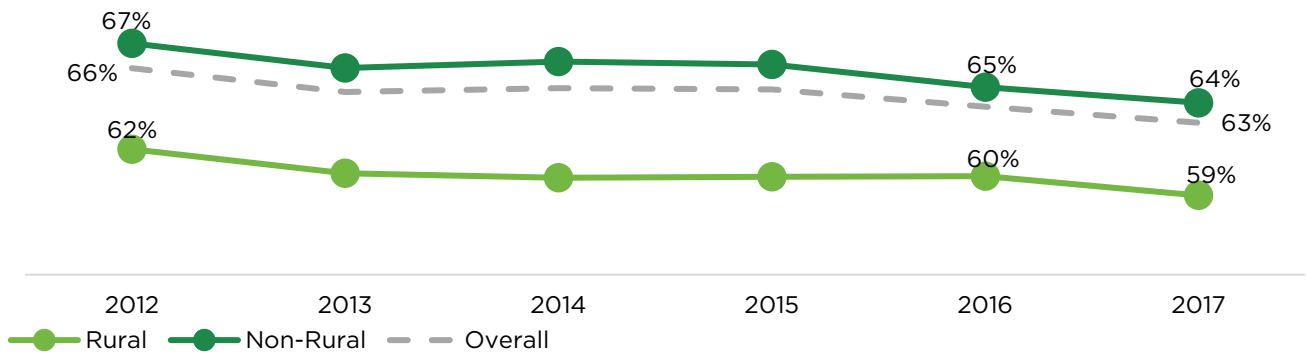
While recognizing that there are differences between urban and suburban environments, this section combines these groups into a “non-rural” group.

Learners from rural communities are less likely to go to college

In 2017, 22 percent of Indiana’s high school graduates came from high schools located in rural counties and over half (59 percent) of rural high school graduates enrolled in college within one year of graduating high school. This is lower than the statewide average (63 percent) and the percentage of non-rural high school graduates (64 percent).

The gap in college going rates among rural and non-rural student populations has remained consistent over the last five years. See Figure 16.

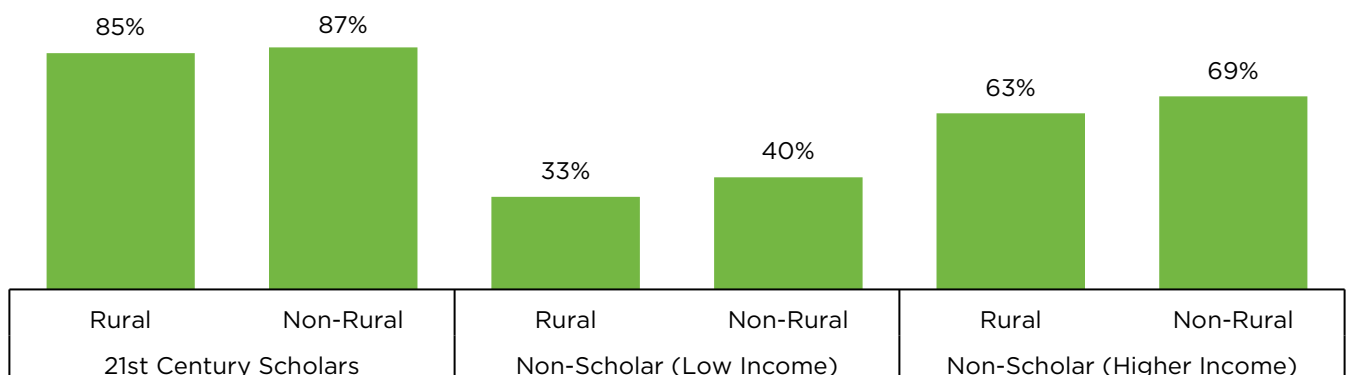
Figure 16. College-going rates of high school graduates from rural and non-rural counties



The gap in college-going rates by rural/non-rural status was most apparent for non-21st Century Scholars: 33 percent of low-income, non-Scholar students in rural areas went straight to college while 40 percent of their non-rural peers did so. Similarly, 63 percent of higher-income students in rural areas went straight to college while 69 percent of higher-income, non-rural students enrolled in college after high school.

By contrast, 21st Century Scholars located in rural areas were only 2 percentage points less likely than their non-rural peers to immediately enroll in college. **Rural 21st Century Scholars were more than twice as likely to go to college as rural low-income non-Scholars** (see Figure 17). Since rural students are more likely to be 21st Century Scholars (see Figure 4), the Scholars Program may be a key tool in closing gaps between rural and non-rural students.

Figure 17. College going rates by rural/non-rural locale and socioeconomic status (2017 High School Cohort)



EARLY SUCCESS IN COLLEGE

Students are not equally prepared for college coursework according to a composite measure of early success in college. ICHE uses a composite metric made up of three measures: 1) students not needing remediation; 2) students completing all coursework attempted; and 3) students persisting to their second year. Because the last metric follows students into their sophomore year, it takes an extra year to collect. As a result, this section will focus on students who graduated high school in 2016 and enrolled in college within 12 months (by mid-2017).

The first four bar charts in this section show just the high school class of 2016 and the gaps within that cohort of students. The final three figures in this section show the one- and five-year trends leading up to and including the class of 2016.

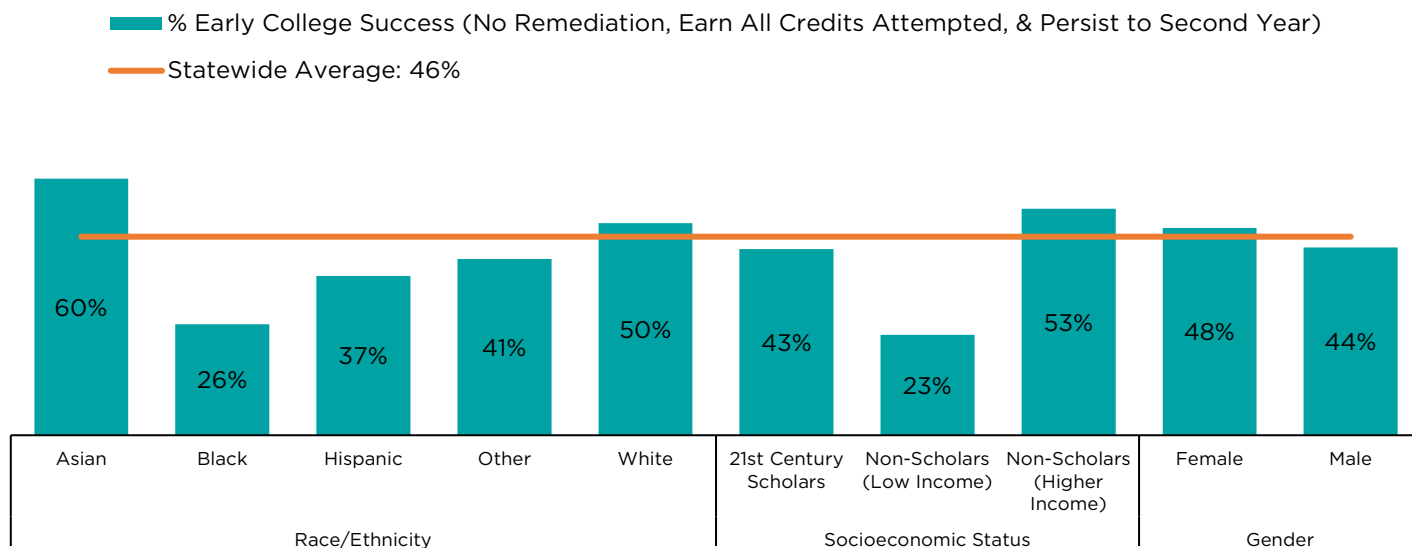
Early Success in College: Cohort Overview

Asian, White, and higher-income demographics were the only groups in which a majority of students attained all three areas of early college success. Success rates were particularly low for Black students and for low-income students not participating in the 21st Century Scholars program: 26 percent and 23 percent, respectively.

Forty-three percent of 21st Century Scholars met all three components, just under the state average of 46 percent.

Females outpaced males in the percentage of students meeting all three early success in college indicators (48 percent compared to 44 percent). See Figure 18.

Figure 18. **Early success in college (Composite)** rates by student demographics (2016 High School Cohort)



Learners are requiring less remediation

Each of the three individual components of early success in college are presented in detail in Figures 19, 20, and 21. Relatively few students in any demographic group required remediation, and the achievement gaps in remediation have shrunk slightly since the 2018 Equity Report.

The component that posed **the biggest challenge for all students was completing all coursework attempted. It was also the metric associated with the largest achievement gaps.** Students identifying as Black, Hispanic, or Other had course completion rates at least 7 percentage points below the state average

and 10 percentage points below the success rates of White students. **Black students climbed 3 percentage points on this component since the 2018 Equity Report.**

The third component, persisting to sophomore year, has significant gaps. The majority of each group returns for a sophomore year. Once again, these gaps have shrunk slightly since the 2018 Equity Report.

Figure 19. **Early success in college (1. no remediation needed)** by student demographics (2016 High School Cohort)

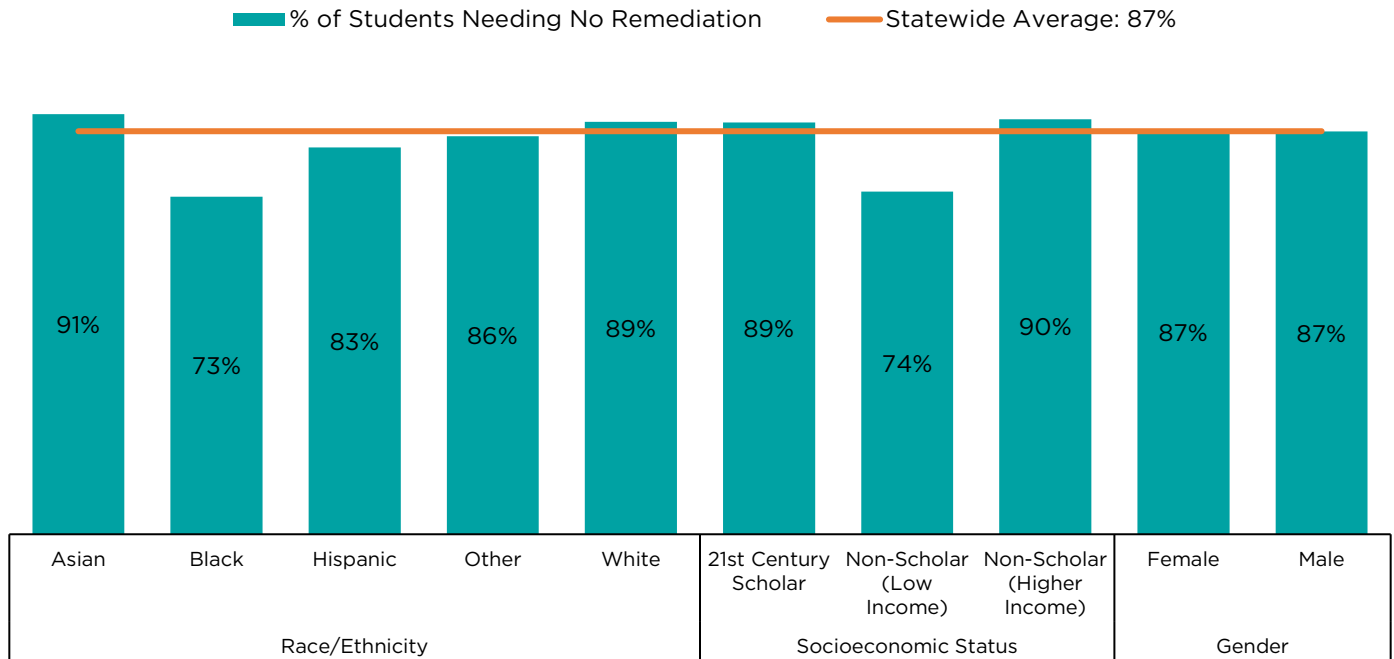


Figure 20. **Early success in college (2. completing all coursework)** by student demographics (2016 High School Cohort)

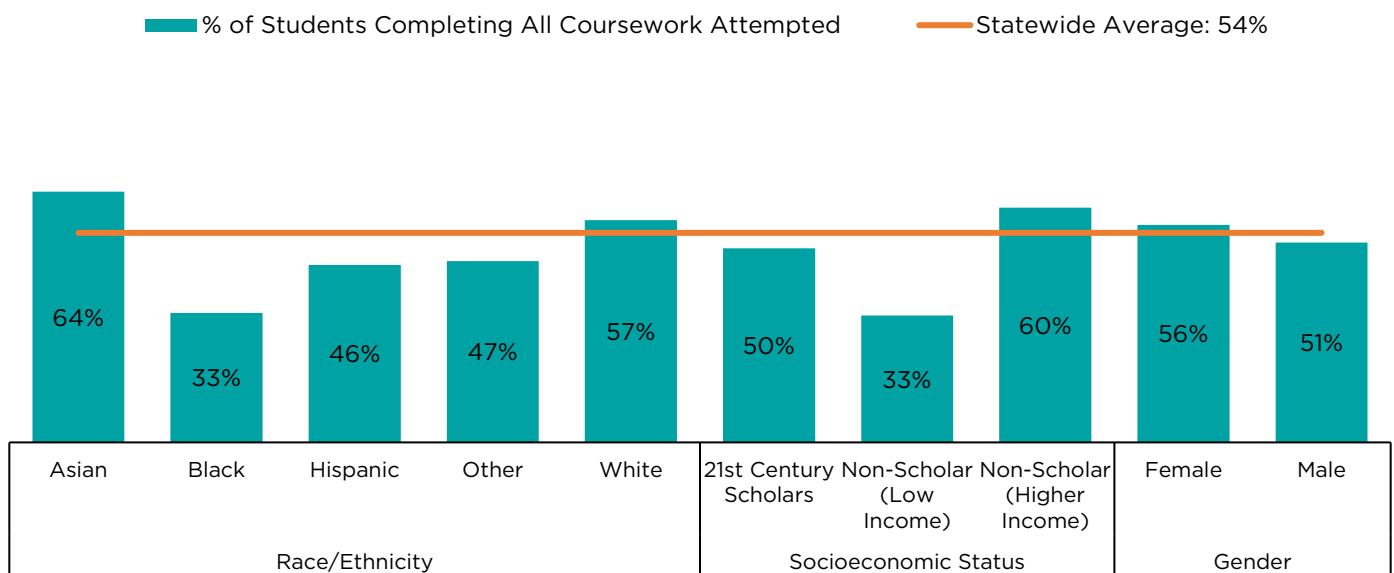
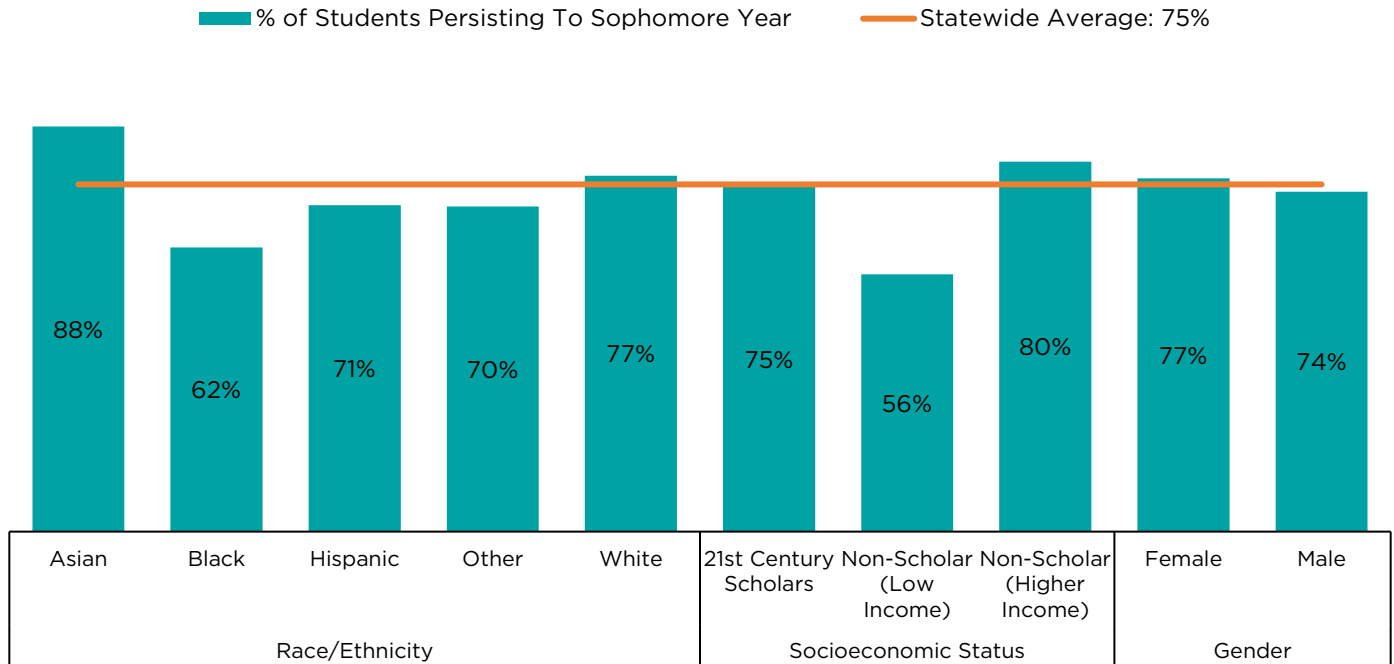


Figure 21. **Early success in college (3. persisting to second year)** by student demographics (2016 High School Cohort)

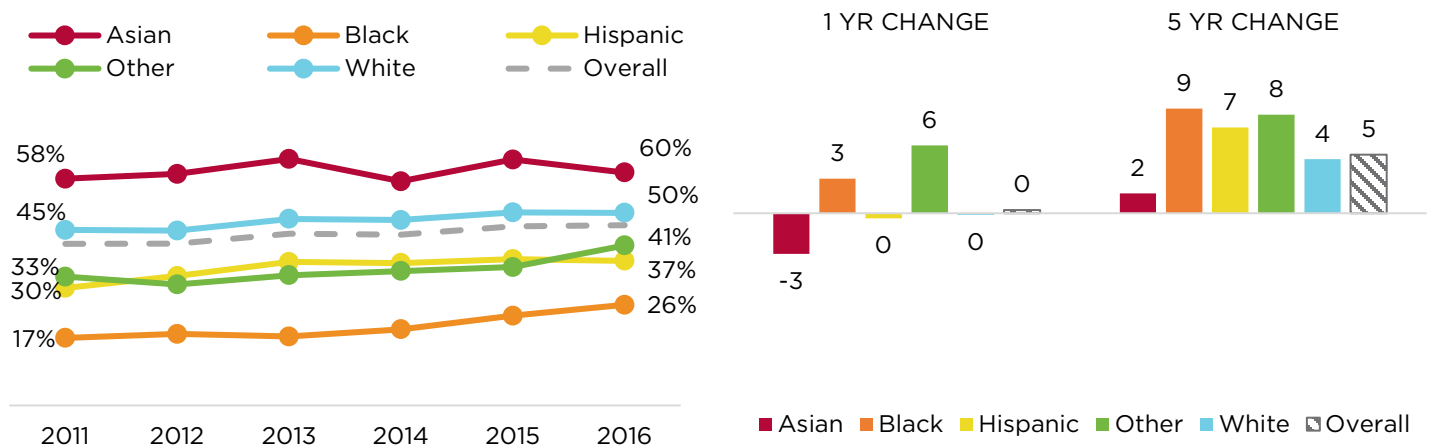


Early Success in College: Long-Term Trends

Gaps are generally closing when it comes to early success metrics. Between 2011 and 2016, the percentage of Black and Hispanic students hitting all three areas of early success in college increased by 9 and 7 percentage points, respectively.

During the same timeframe, early success in college rates increased by roughly 4 percentage points for White students and 5 percentage points for the state overall. See Figure 22.

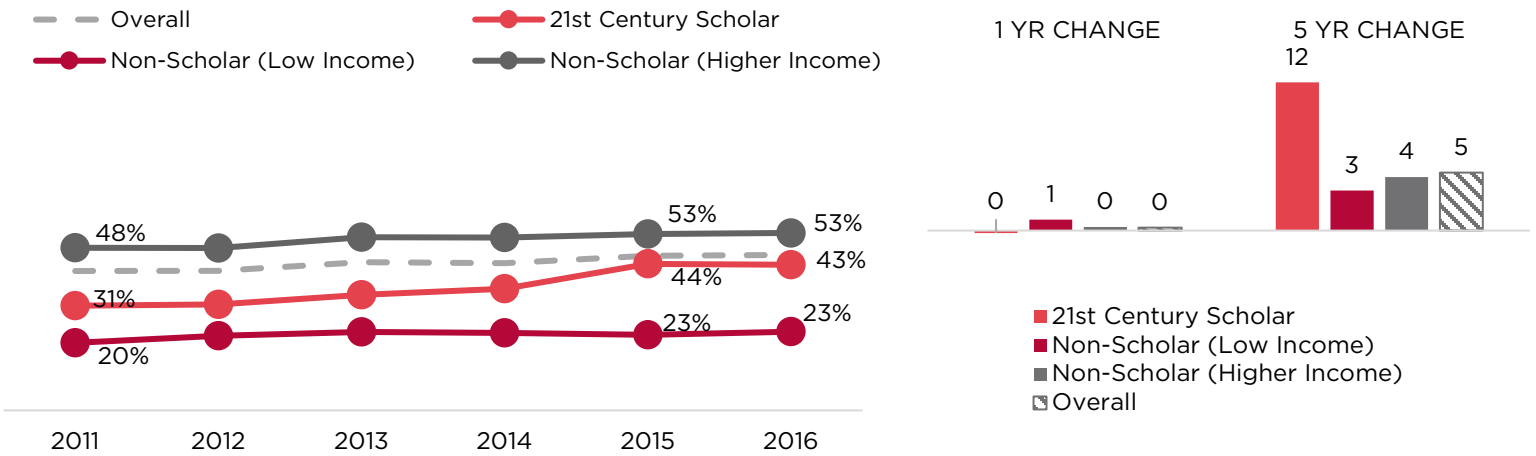
Figure 22. Trends in **early success in college (Composite)** metric by race/ethnicity and high school cohort



Inequities in early success rates have substantially narrowed for 21st Century Scholars but gaps remain for low-income non-Scholars. Between 2011 and 2016, the percentage of 21st Century Scholars meeting all three areas of college success increased by 12 percentage points. This growth was roughly three times the increase for their higher-income peers (up 4 percentage points) and well above the statewide average (up 5 percentage points).

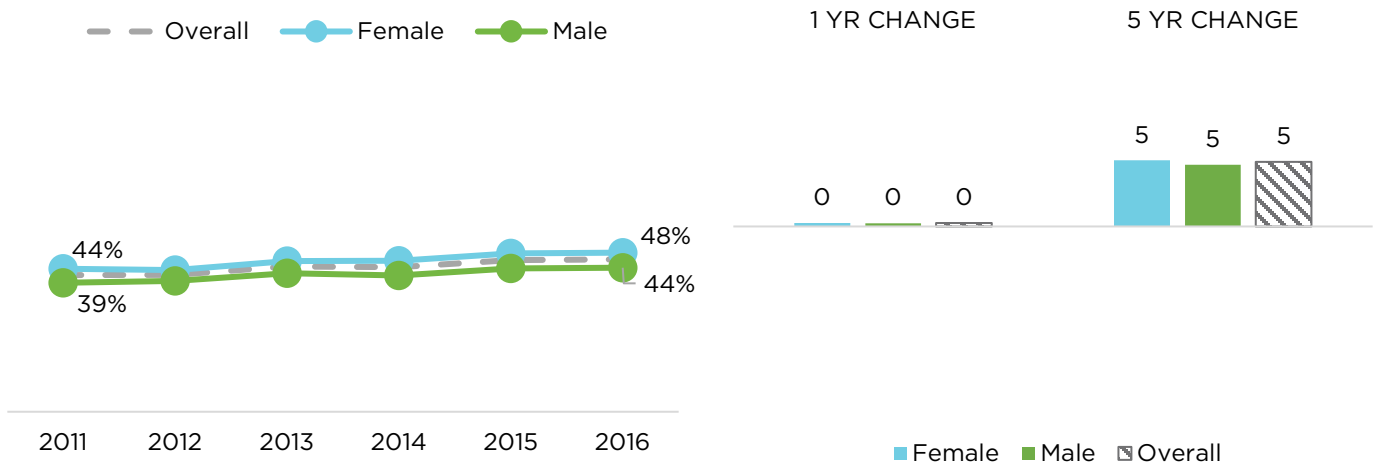
Between 2014 and 2015, the gap in early success rates between 21st Century Scholars and the overall population shrank to about 2 percentage points and remained static the following year. Low-income non-Scholars have seen progress in the composite metric but at much slower rates (a 3 percentage point increase in five years). See Figure 23.

Figure 23. Trends in **early success in college (Composite)** metric by socioeconomic status and high school cohort



Increases in early college success by gender tend to parallel the state average. Between 2011 and 2016, both females and males saw increases of 5 percentage points in the composite metric. See Figure 24.

Figure 24. Trends in **early success in college (Composite)** metric by gender and high school cohort



ON-TIME COLLEGE COMPLETION

Even after accounting for differences in high school and early success in college, graduation rate gaps remain. Additional postsecondary initiatives and supports are needed to close achievement gaps.

College completion rates for state higher education goals are tracked by ICHE through cohorts of fall, first-time, full-time students who are pursuing bachelor’s degrees at four-year Indiana public colleges or pursuing associate degrees or longer-term certificates at Indiana public two-year colleges.

On-time degree completion saves students time and money and is a core pillar of Indiana’s strategic plan for higher education. Therefore, this report examines on-time degree completion (same campus, same degree level) gaps. On-time rates include those students who complete a degree at the same level initially sought at the same Indiana public college/university system in which they originally enrolled.

For additional in-depth information on college completion, see ICHE’s annual [College Completion Report](#).

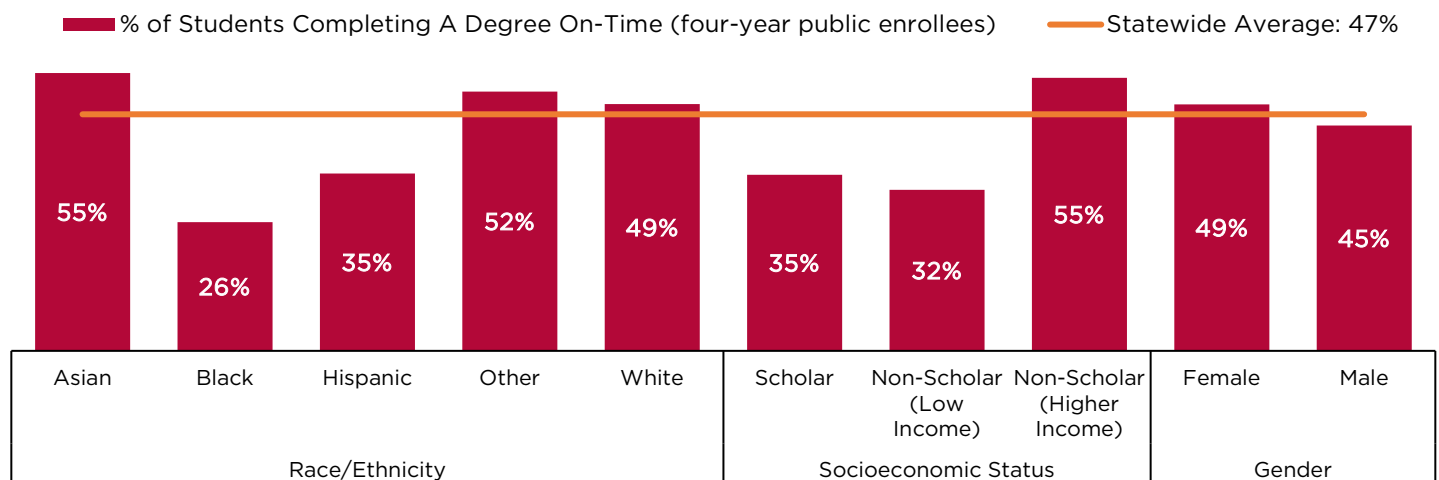
On-Time Completion: Cohort Overview for Four-Year Institutions

Roughly half of students identifying as Asian, Other, and White graduated on-time at four-year public colleges. **Only 35 percent of Hispanic students and 26 percent of Black students graduated on-time from a four-year public college.**

Gaps in on-time college completion also differed by socioeconomic status. Over half (55 percent) of students not receiving 21st Century Scholarships or Pell grants completed a degree on-time. Many of these students did not apply for financial aid and, as a group, are generally believed to come from wealthier families than 21st Century Scholars and Pell recipients. Roughly 35 percent of students receiving 21st Century Scholarships earn a bachelor’s degree on time, while low-income non-Scholars had the lowest on-time completion rate (32 percent).

Similar to other metrics in this report, females were slightly above the average and males slightly below. See Figure 25.

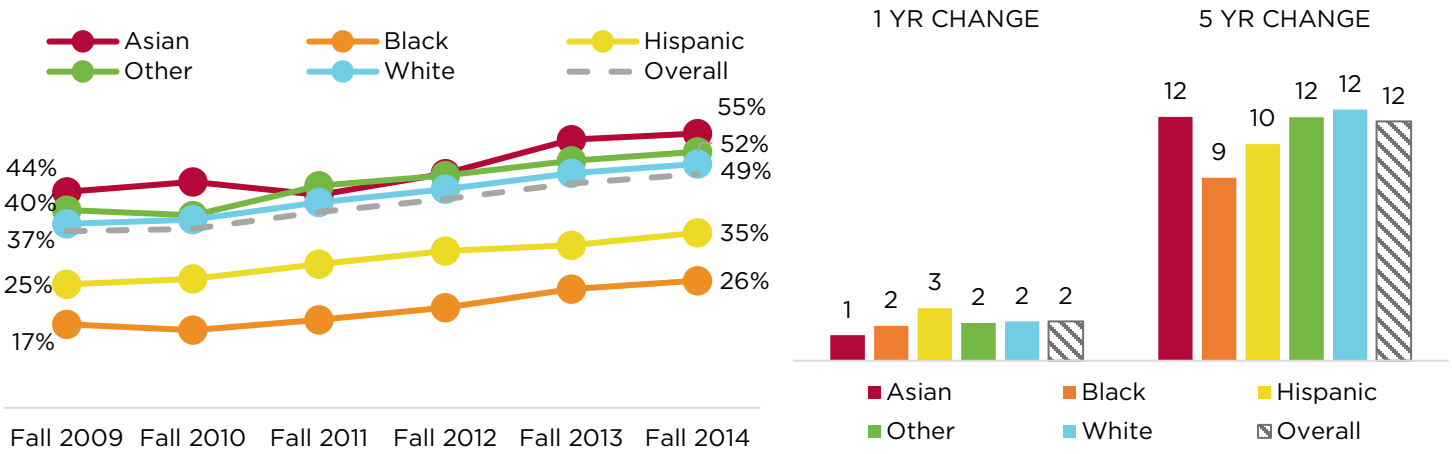
Figure 25. **On-time completion rates: (four-year public enrollees)** by student demographics (Fall 2014 Cohort)



On-Time Completion: Long-Term Trends for Four-Year Institutions

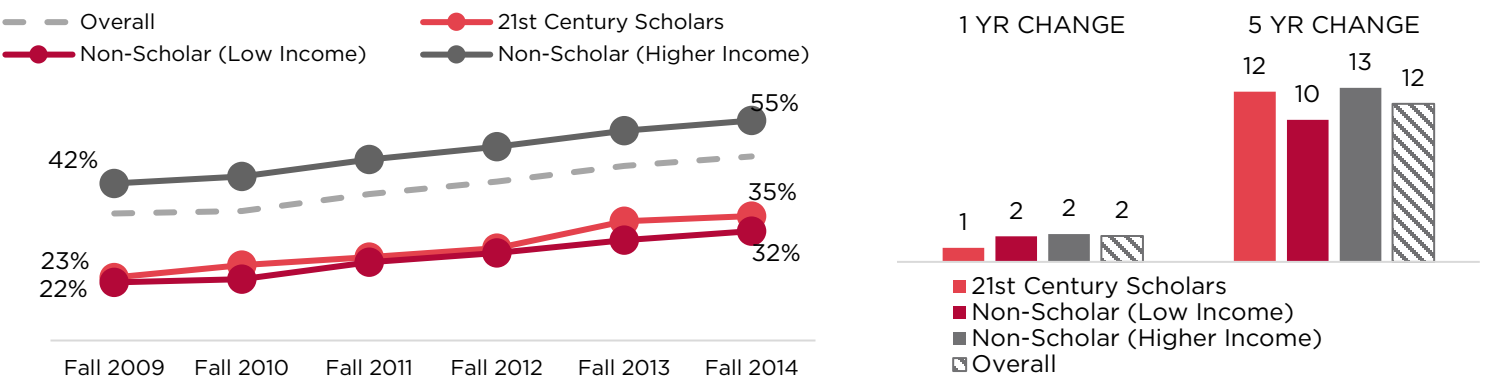
Over the past five years, on-time rates among four-year public college enrollees improved across all demographic groups, but at slightly different rates. Black and Hispanic on-time graduation rates have not grown as fast as the overall state average. See Figure 26.

Figure 26. Trends in **on-time completion rates (four-year enrollees)** by race/ethnicity and starting fall term



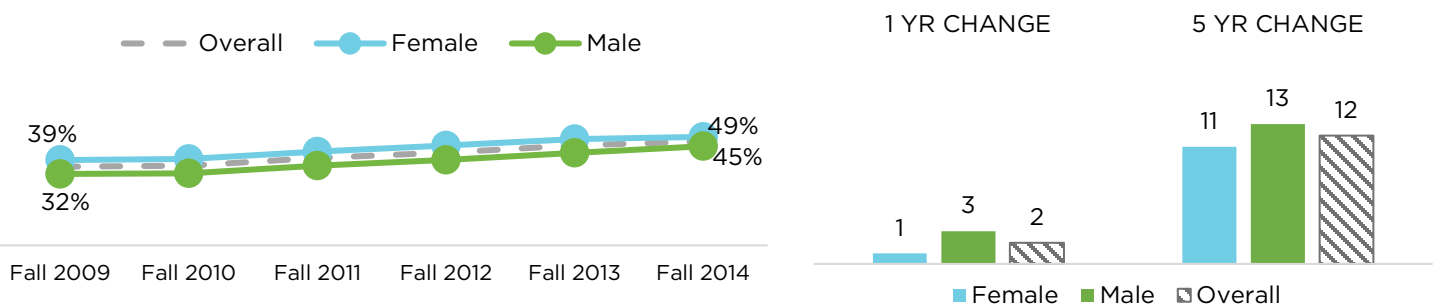
On-time completion rates for 21st Century Scholars increased by 12 percentage points over five years, compared to 10 percentage points for their low-income peers. See Figure 27.

Figure 27. Trends in **on-time completion rates (four-year enrollees)** by socioeconomic status and starting fall term



Females consistently have higher on-time completion rates than males. See Figure 28.

Figure 28. Trends in **on-time completion rates (four-year enrollees)** by gender and starting fall term



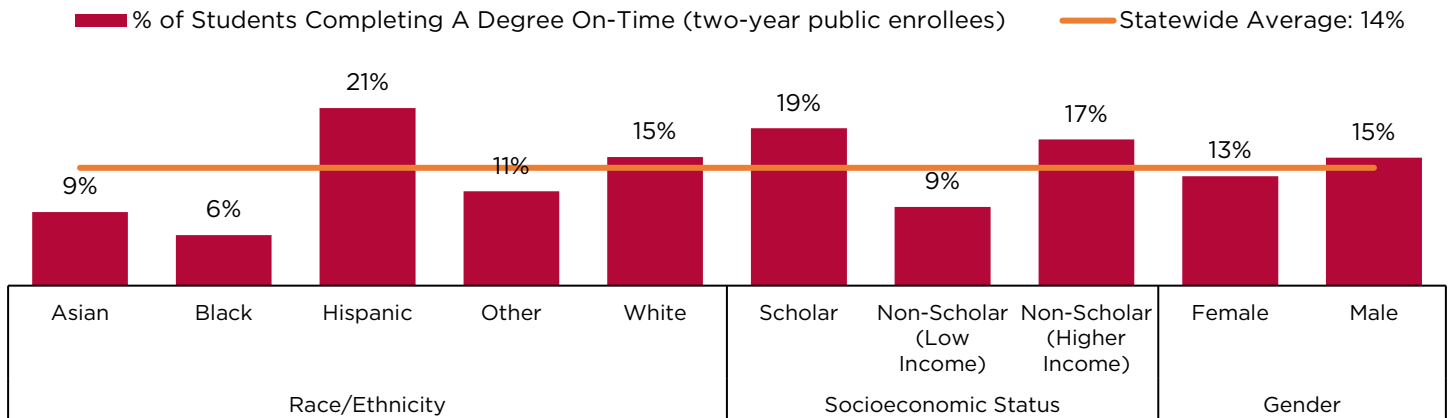
On-Time Completion: Cohort Overview for Two-Year Institutions

Hispanic students have the highest on-time completion rates among Indiana’s two-year public institutions. This is an especially promising result since Hispanic students are much more likely than their peers to attend two-year institutions (see Figure 11 in the “College Access” section).

21st Century Scholars have higher rates than both their low-income peers and their higher-income peers.

Breaking the typical pattern, males have a slightly higher on-time completion rate than females at two-year institutions. See Figure 29.

Figure 29. **On-time completion rates: (two-year public enrollees)** by student demographics (Fall 2016 Cohort)



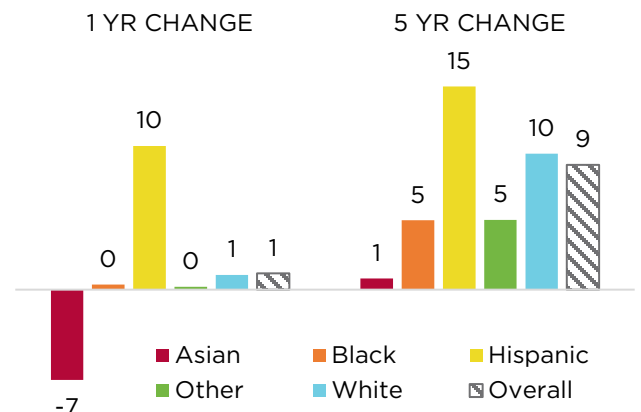
On-Time Completion: Long-Term Trends for Two-Year Institutions

Trends in on-time completion rates at two-year public institutions show minority completion rates increasing but not at the same rates.

Between the 2011 and 2016 cohorts, Hispanic on-time completion rates increased by 15 percentage points, far above all other groups. While completion rates have also increased among Black Hoosiers, the achievement gap between Black and White students has grown as White students gained 10 percentage points in five years. (Figure 30.)

Figure 30. Trends in **on-time completion rates (two-year enrollees)** by race/ethnicity and starting fall term

Cohort Year	Race/Ethnicity					
	Asian	Black	Hispanic	Other	White	Overall
Fall 2011	8%	1%	6%	6%	5%	5%
Fall 2012	7%	2%	5%	8%	8%	7%
Fall 2013	9%	2%	7%	8%	9%	8%
Fall 2014	8%	4%	11%	9%	12%	10%
Fall 2015	15%	6%	10%	11%	14%	13%
Fall 2016	9%	6%	21%	11%	15%	14%
1 YR CHANGE	-7	0	10	0	1	1
5 YR CHANGE	1	5	15	5	10	9



On-time completion rates for 21st Century Scholars increased by substantial margins (up 14 percentage points since 2011). **Scholars are now more likely to graduate on time when compared to students overall and to their high-income peers.** These increases might be attributable to recent changes to credit completion requirements for 21st Century Scholars, which went into effect with first-year students in the fall of 2013. See Figures 31 and 32.

Figure 31. Trends in on-time completion rates (two-year enrollees) by socioeconomic status and starting fall term

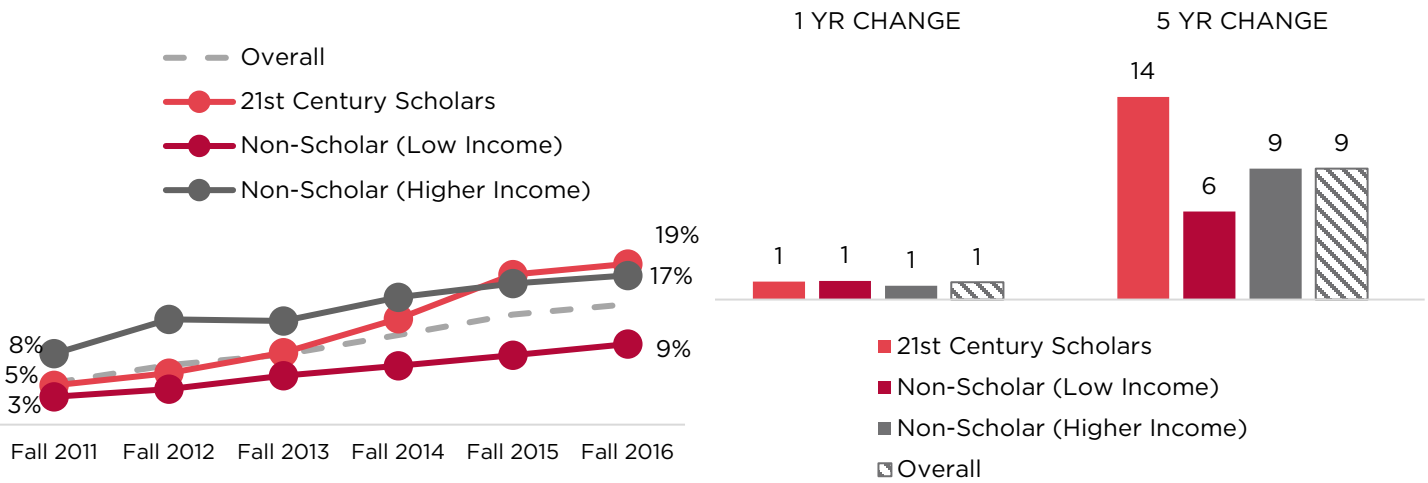
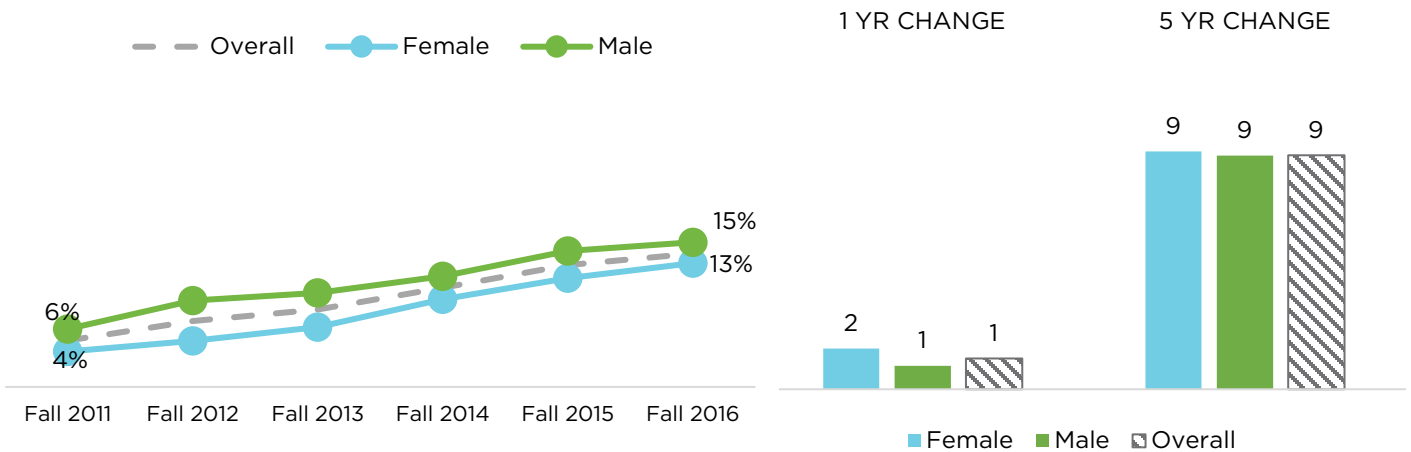


Figure 32. Trends in on-time completion rates (two-year enrollees) by gender and starting fall term



EXTENDED-TIME COLLEGE COMPLETION

The extended-time completion rate examines completion of any college credential within a six-year period.

Further, the extended-time completion rate includes students who transferred before completing or obtained a degree at a level lower than initially pursued. For the purposes of this analysis, the completion rates of two-year institutions and four-year institutions are not disaggregated, though some additional information can be found in ICHE’s annual [College Completion Report](#).

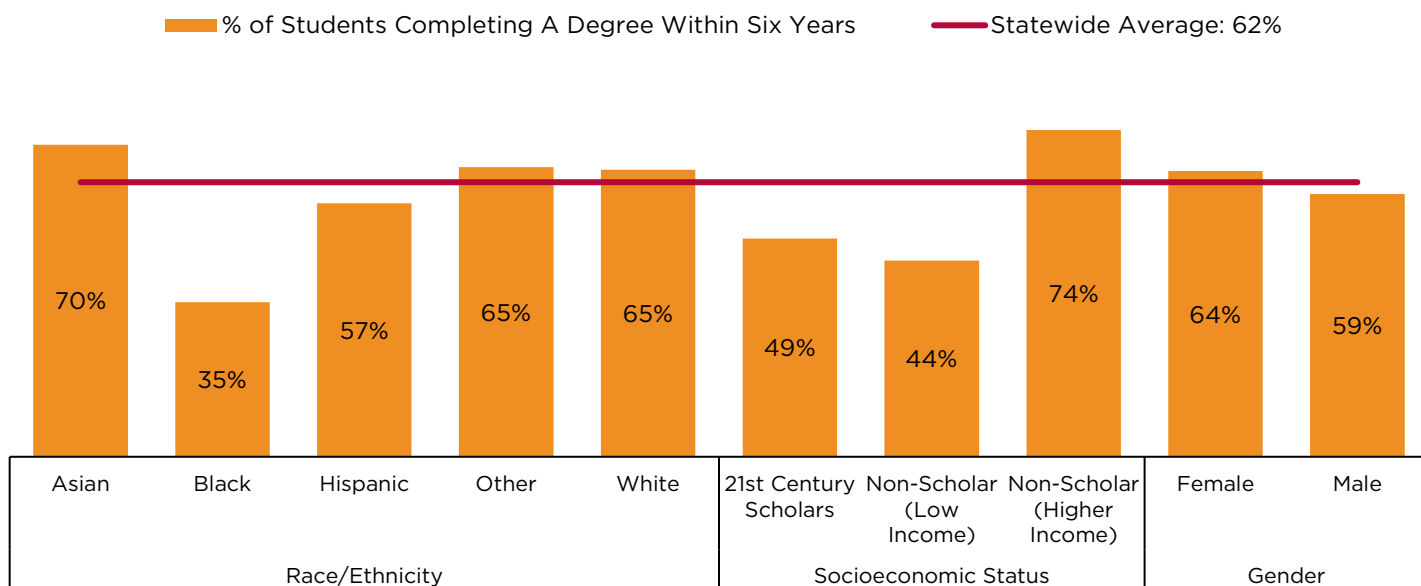
Extended-Time Completion: Cohort Overview

Roughly two-thirds of Asian, Other, and White students complete a college credential within six years (70 percent, 65 percent, and 65 percent, respectively) and 57 percent of Hispanic students complete in extended-time, while **only 35 percent of Black students complete within six years**.

Nearly three-quarters (74 percent) of students not receiving 21st Century Scholarships or Pell grants completed a degree in extended time. Half (49 percent) of 21st Century Scholars earn a degree or certificate within six years, while low-income non-Scholars did so 44 percent of the time.

Females performed about five percentage points higher than males. See Figure 33.

Figure 33. Extended-time completion rates by student demographics (Fall 2012 Cohort)



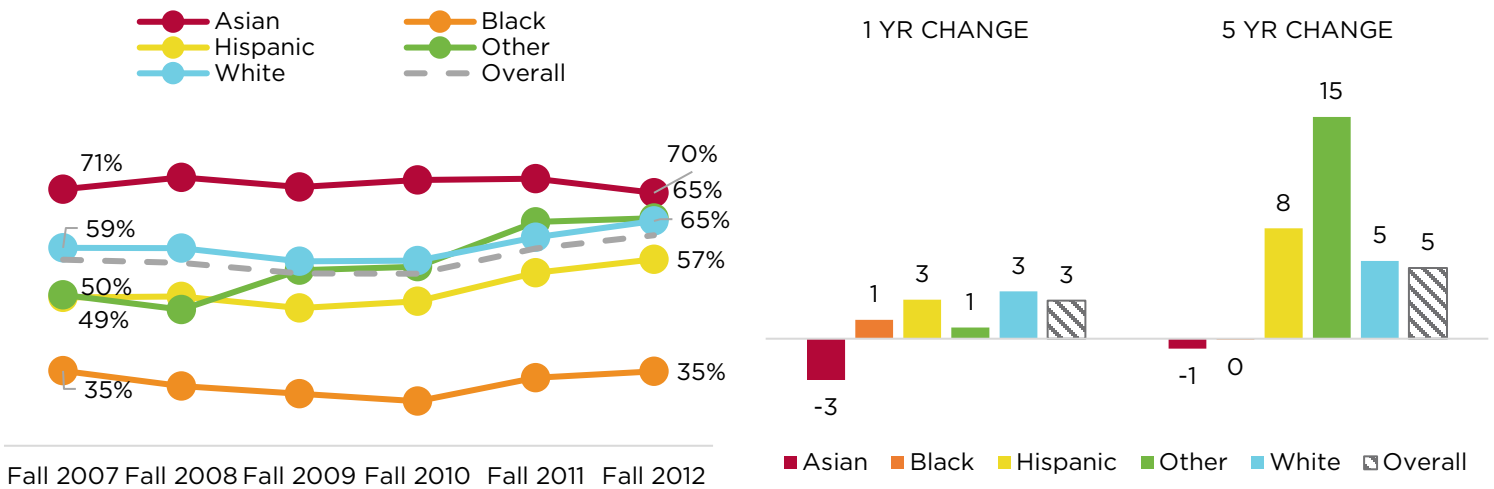
Extended-Time Completion: Long-Term Trends

Over the past year, extended-time rates among public college enrollees improved across most demographic groups, but the increases occurred at different rates and the gap between Black and White students grew over the five-year period.

Students in the “Other” and in the Hispanic race/ethnicity categories experienced the largest gains in extended-time completion and most race/ethnicity categories improved over the past two years (starting with students who began college in Fall 2011).

Prior to that, extended-time completion rates for most groups was generally flat or even falling. That stagnation may have been the result of enrollment surges during and following the Great Recession. As the economy began to improve, many students may have returned to the workforce rather than completing a degree. See Figure 34

Figure 34. Trends in **extended-time completion rates** by race/ethnicity and starting fall term



On this metric, 21st Century Scholars did not improve as rapidly. Scholars only have four years of eligibility for their financial aid, so it may not be surprising that the gains have not been as robust as on the on-time graduation metric.

Recent reforms to the Scholars program have focused on pre-college preparation, early success in college, and on-time graduation. Many of the reforms to the 21st Century Scholars program occurred for the fall 2013 cohort and after. Enough time has not elapsed to examine six-year completion outcomes of these cohorts. See Figures 35 and 36.

Figure 35. Trends in **extended-time completion rates** by socioeconomic status and starting fall term

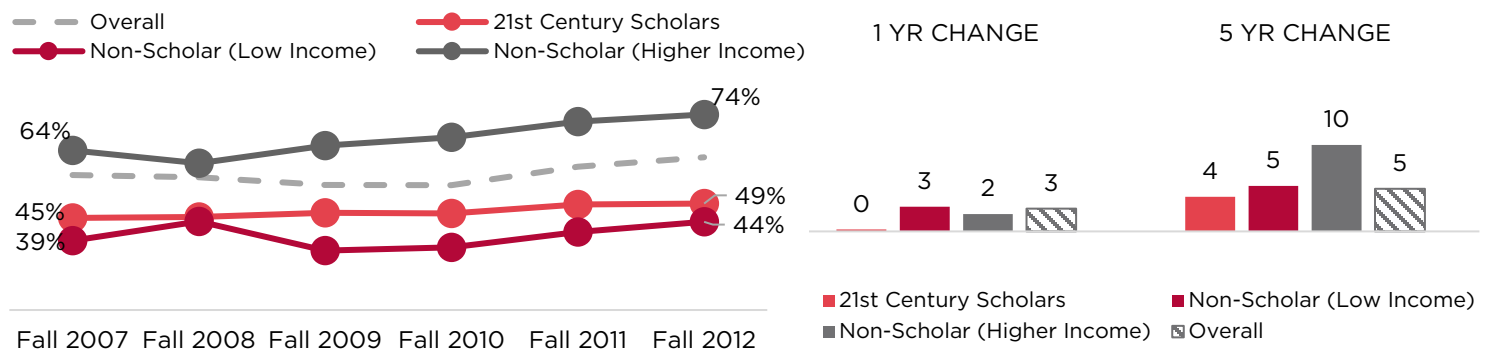
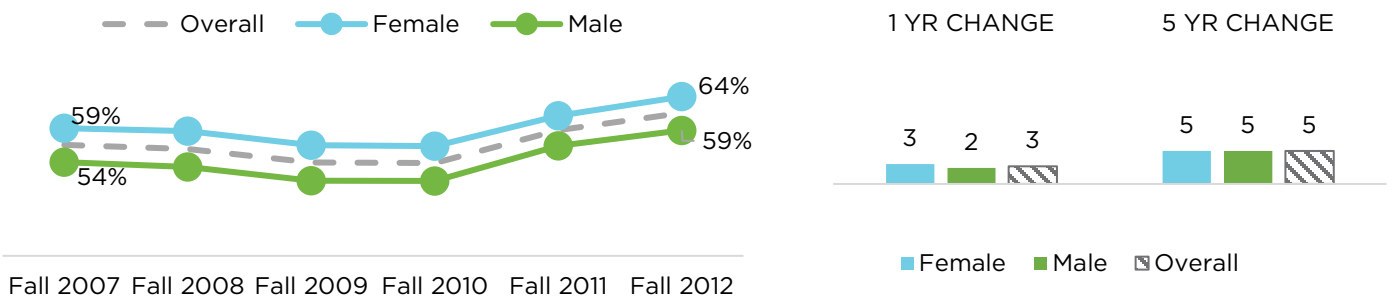


Figure 36. Trends in **extended-time completion rates** by gender and starting fall term



DATA NOTES

General Notes and Sources:

Sources: Indiana Commission for Higher Education (ICHE); Independent Colleges of Indiana (ICI); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC).

Indiana High School Graduates: Count of Indiana high school graduates 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 reported in other places, such as DOE compass. SOURCE: IDOE

College Completion Cohorts: Cohorts were created using data submitted by Indiana public institutions to the Indiana Commission for Higher Education (ICHE) through the CHE Data Submission System (CHEDSS). Student cohorts include students enrolling as first-time students in their entry year and who were degree-seeking students in the fall semester listed enrolled full-time (12 or more credit hours) as of institution census date. For the purposes of data consistency across multiple years, student enrollment status reported as end of term instead of census date was used for Vincennes University. In addition, fall 2014 cohort data for Purdue University-West Lafayette and Purdue University-Polytechnic are specific to first-time enrollments as of the fall semester to ensure data consistency. Degree-seeking status represents students seeking a bachelor's degree (four-year institutions) and seeking a longer-term certificate or associate degree (two-year institutions). Two-year institutions represent Ivy Tech Community College and Vincennes University, and four-year institutions represent all other public institutions. Cohorts were tracked longitudinally for on-time completion using subsequent data submitted by public institutions. SOURCE: ICHE

Disaggregations:

Gender: represents gender, male or female, as reported by IDOE (college going, early success in college) or by Indiana public institutions to ICHE (on-time college completion).

Race/Ethnicity: represents race/ethnicity as reported by IDOE (college going, early success in college) or by Indiana public institutions to ICHE (on-time college completion). Groups include five mutually exclusive race/ethnicity categories: Asian, Black, Hispanic, Other, White. The "Other" race/ethnicity category includes undeclared, Native American/Alaskan Native, Two or More Races, Native Hawaiian groups. The "Minority" roll-up includes students who were reported as Black or Hispanic.

Socioeconomic Status: For college-going and early success in college indicators, the report defines low-income in one of two ways: whether the student is an enrolled and affirmed 21st Century Scholar (in which they had to have been Free or reduced lunch-eligible in seventh or eighth grade) or whether the student received Free or reduced lunch during their senior year of high school. For on-time college completion, the report defines low-income in one of two ways: whether the student received a 21st Century Scholarship in their year of entry or whether the student received a Pell grant in their year of entry. Low-income data for all metrics are broken into 21st Century Scholars and non-21st Century Scholars groups.

Rural/Non-Rural Classification: identifies whether a student's high school of graduation is located in a county that falls within a Metropolitan Area established by the U.S. Office of Management and Budget. Any county that is not a part of a Metropolitan Area is considered rural. The rural/non-rural classifications for Indiana counties are listed in section I of the following document:

<https://www.hrsa.gov/sites/default/files/hrsa/ruralhealth/resources/forhpeligibleareas.pdf>

High School Academic Preparation: (Indiana High School Graduates)

High School Diploma Type: High school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, both 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. A small number of students were mis-categorized as being both Scholars and General Diploma earners. The Scholars program requires students to earn a Core 40 or Honors Diploma. When disaggregating data for Scholars by diploma type, these students were removed from the analysis. SOURCE: IDOE

Pre-College Credit: Identification of whether a student earned dual credit from an Indiana public institution prior to graduation or passed (received a score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

AP Participation/Passing Exam Status: Represents students who sat for and/or passed (received a 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 institutions. Dual credit calculations include credits awarded by Indiana public colleges. SOURCE: ICHE

College Entrance Exam Status/College Entrance Exam Readiness Benchmark: Represents students who sat for an ACT or SAT exam before high school graduation; if no SAT or ACT score was on file for the student, s/he was reported as not taking a college entrance exam. Breakdowns of the data by college entrance exam readiness benchmark status represent students who passed at least one of the college readiness benchmark scores established by the testing agencies. The SAT benchmarks are 530 for the Mathematics section and 480 for the Evidence-Based Reading and Writing section. The ACT benchmarks are 18, 22, 22, and 23 for the English, Mathematics, Reading, and Science sections, respectively. For reporting purposes, all SAT scores were standardized to the new SAT score scales established by the College Board in March 2016. SOURCE: IDOE

College Access: (Indiana High School Graduates)

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2016 high school graduates, postsecondary enrollment is counted for 2016-17 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: ICHE, ICI, NSC

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

Early Success in College: (Indiana High School Graduates)

Early Success in College Composite: Represents Indiana public college students who met all three indicators of 1) no remedial coursework, 2) earned all credits attempted, and 3) persisted to second year. SOURCE: ICHE

No Remedial Coursework: Represents Indiana public college students NOT identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Both credit and non-credit remedial coursework are accounted for in calculations. SOURCE: ICHE

Earned All Credits Attempted: Represents Indiana public college students who had earned credit hours equal to that of credit hours attempted as of end of term. SOURCE: ICHE

Persistence to Second Year: Represents percentage of Indiana public college students who continued enrollment into the fall semester of the second year at any Indiana public college. SOURCE: ICHE

On-Time College Completion: (College Completion Cohorts)

On-Time (same campus, same degree level): Represents students in college completion cohorts (see above) who completed a degree on time at the same level initially sought at the same Indiana public college/university system in which they initially enrolled. SOURCE: ICHE

Extended-Time College Completion: (College Completion Cohorts)

Extended-Time (Any campus, any degree level within six years): Represents students in college completion cohorts (see above) 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: ICHE