

INDIANA COLLEGE EQUITY REPORT 2020



Educational Equity Creates Economic Opportunity



It's often said that education is the great equalizer, but it can also be the great divider.

We know that adults without education beyond high school have limited opportunities. The recent economic impact of COVID-19 has further exposed this stark reality that economic outcomes are linked to educational attainment. The pandemic has also driven home that some Hoosiers — depending on their race or ethnicity, in particular — have fared far worse economically (either through job loss or reduced hours), than other groups.

Over the past decade, Indiana has become more racially and ethnically diverse. At the same time, the proportion of low-income households in Indiana has also grown and demographic projections indicate this disparity will continue, particularly as the state and nation recover economically from the impact of COVID-19.

Data show Black and Hispanic Hoosiers are less likely to complete college on-time than the statewide average. We also know low-income Hoosiers face burdens in accessing college and succeeding while in school. Women of color are least likely to enter the high-paying fields of science, technology, engineering and math (STEM).

These outcomes — among other disparities — demonstrate the need to focus on equity and student success for all students.

As Indiana's economy and populations diversify, the importance of engaging underrepresented populations and all regions of the state through education will be essential to our future. To meet our state goal of having at least 60 percent of Hoosiers with quality education and training beyond high school by 2025, Indiana must be sharply focused on driving educational equity and closing achievement gaps.

Disaggregating and reporting this data is the first step toward closing opportunity and achievement gaps.

The 2020 College Equity Report — our third iteration of this report — will show the following:

- **Students from certain demographics are less likely to go to college and less likely to graduate at the same or similar rates to their peers**
- **Hoosiers in the state’s early college promise program, 21st Century Scholars, are the only ones on track to close the achievement gaps by 2025**
- **The data intersect in important and informative ways, providing a fuller picture of Hoosier students and underlining what hinders their success**

Earlier this year, the Commission released its fourth strategic plan, *Reaching Higher in a State of Change*. Within the plan, three priority areas are outlined: completion, equity and talent.

Equity is critical to Indiana’s success, and it requires targeted supports. At the end of this report, we’ve outlined the equity-focused strategies and policy recommendations the Commission has been focusing on throughout 2020. We will begin releasing annual report cards in 2021 to show the progress we’ve made on these selected action items.

The Commission’s outreach to students and families, institutions and community partner organizations has been and will continue to be a key component of our work. For instance, the second year of our Padres Estrellas (translated to “Star Parents”) initiative is now underway. “Padres” work within their local communities to help enroll Hispanic and Latino students and families in the 21st Century Scholars program and the state’s Next Level Jobs Workforce Ready Grant, in an effort to increase student access and statewide educational attainment.

This is just one of the many ways we are following through on our definition of equity: that “life’s circumstances or obstacles should not dictate opportunity to succeed.”

Higher education must play a role in resolving the issues of disparity in Indiana. It is a moral and economic imperative to ensure our education and workforce systems are not increasing income disparity and social stratification but rather preparing all Hoosiers for better futures.



Teresa Lubbers, Indiana Commissioner for Higher Education

2020 College Equity Report

Key Takeaways

High school pipeline and college preparation

- **Indiana has become more diverse.** Low-income and non-White Hoosiers make up a larger share of the state's college pipeline than ever before.
- **Hoosier students are not equally prepared for college.** Not surprisingly, students who earn more demanding diplomas are better prepared and more likely to succeed in college. Achievement gaps in this area run along demographic lines, in particular. Black Hoosiers and non-Scholar, low-income Hoosiers are the least likely groups to earn an Academic Honors diploma (18 percent and 14 percent, respectively, compared to a statewide average of 37 percent). They're also the two groups least likely to meet early college success benchmarks.
- **Dual credit is an effective tool to bridge equity gaps.** About two-thirds of Indiana's high schoolers (64 percent) earn college credit in high school. Students who take either dual credit or Advanced Placement courses are more likely to complete college and more likely to graduate on time or early.

College access and success

- **College-going rates have declined for every race and ethnicity.** Indiana has seen overall declines in college-going rates for the past several years, from a peak of 65 percent in 2015 to 61 percent in 2018. This

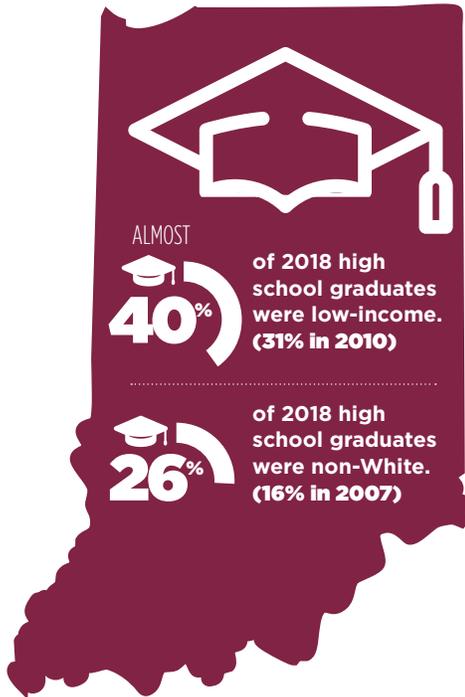
decline is happening across every race and ethnicity, but at different rates. The college-going rate for Hispanic and Latino students is the lowest for race and ethnicity (51 percent). However, there was a 9 percentage point decline in Black college-going rates over the past five years—a far more significant decline than for any other race or ethnicity.

- **Socioeconomic status plays a role in college-going rates.** Low-income students who are not enrolled in the 21st Century Scholars program are much less likely to go to college than their 21st Century Scholar peers and high-income peers who are not Scholars. The college-going rate for low-income, non-Scholar White men was the lowest of all other races/ethnicities and genders in 2018; only 29 percent of White, non-Scholar, low-income men went to college.
- **Women go to college at higher rates than men.** College-going rates for men in Indiana are significantly lower than for women. In 2018, 67 percent of women and 55 percent of men went to college. The disparities track along all races and ethnicities, with women outpacing men in college-going rates across the board. Black women, for instance, go to college at a rate almost 10 percentage points higher than Black men (57.2 percent and 47.5 percent, respectively).

- **Black students are less likely to persist to the second year of college.** Just 60 percent of Black students in the 2017 cohort persist to the second year, compared to the statewide average of 75 percent. Comparatively, Hispanic and Latino Hoosiers persist at a rate lower than the statewide average, but by a smaller margin (72.3 percent).
- **21st Century Scholars are closing achievement gaps for rural students and across all races and ethnicities.** Students in the 21st Century Scholars program are far more likely to go to college than either their low- or higher-income peers—with 86 percent of Scholars going to college, compared to 38 percent of low-income and 68 percent of higher-income students. While there are gaps between rural and non-rural students who are not Scholars, rural and non-rural Scholars go to college at almost the same rate, around 86 percent.
- **Scholars are more likely to go to an Indiana public or private institution.** Over 80 percent of college-bound high school graduates who were Scholars in the class of 2018 attended either a two- or four-year institution in Indiana. Just 3 percent of college-bound Scholars attended college out of state.
- **Education, STEM and health-related fields lack diversity.** Inequity in the pipeline creates a lack of diversity in the professions. Nearly 90 percent of education (teaching) graduates at Indiana's four-year institutions are White. STEM (science, technology, engineering and math) and health fields are slightly more diverse in this metric, with 73 percent of bachelor's graduates being White, 6 percent Asian, 4 percent Black and 5 percent Hispanic and Latino.

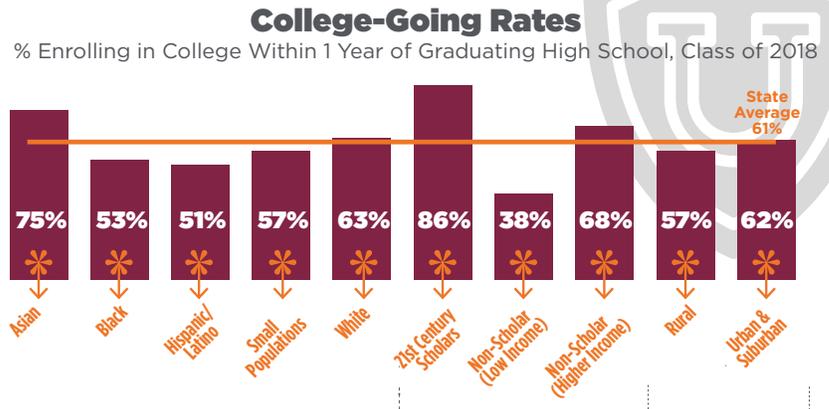
College completion

- **Completion rates for every race and ethnicity have improved over time, but gaps remain and, in fact, have grown.** Significant improvements have been made in on-time and extended-time completion rates for all races and ethnicities and the overall Hoosier population in recent years. The on-time completion rate at four-year institutions, for example, has more than doubled for Black Hoosiers. The largest gap in on-time completion rates occurs between Black students and the overall statewide average. Black students complete college on-time at a rate 21 percentage points lower than the statewide average. This is the widest gap in at least a decade.



COLLEGE-GOING RATE

21st Century Scholars have the highest college-going rates in Indiana.



Students of color are less likely than the statewide average to earn dual credit while in high school, go to college and complete college on time.

RACIAL AND ETHNIC GAPS

Dual credit and AP:

Statewide average: 64%
 Black: 39%
 Hispanic and Latino: 53%

College-going:

Statewide average: 61%
 Black: 53%
 Hispanic and Latino: 51%

4-year on-time completion:

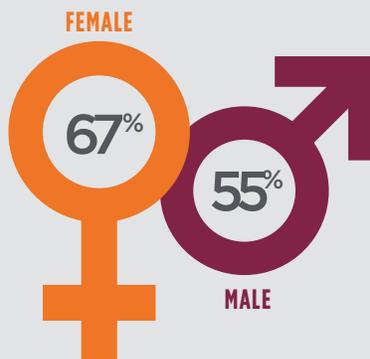
Statewide average: 48%
 Black: 27%
 Hispanic and Latino: 37%

2-year on-time completion:

Statewide average: 16%
 Black: 6%
 Hispanic and Latino: 16%

GENDER DISPARITIES

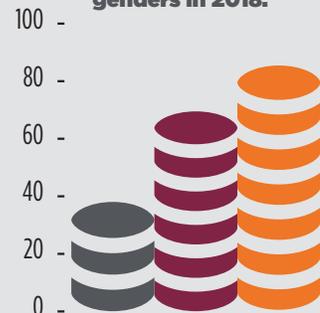
Among new high school graduates, 67% of women and 55% of men went to college in 2018. **Gender disparities track across all races and ethnicities.**



SOCIOECONOMIC IMPACT

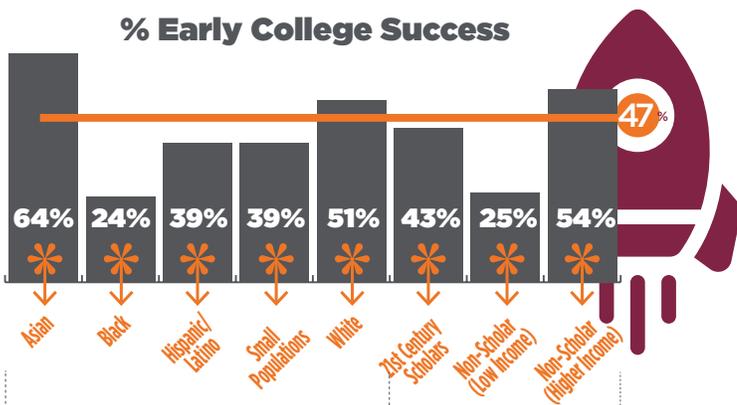
Poverty has a direct impact on college-going rates. Hoosier students who are low-income and not part of the 21st Century Scholars program go to college at **38%**, compared to **68%** for higher-income peers and **86%** for 21st Century Scholars.

White, low-income, non-Scholar men had the lowest college-going rates of all races/ethnicities and genders in 2018.



EARLY SUCCESS METRICS

Early success in college is measured by three metrics: no remediation, completing all coursework and persisting to the second year.

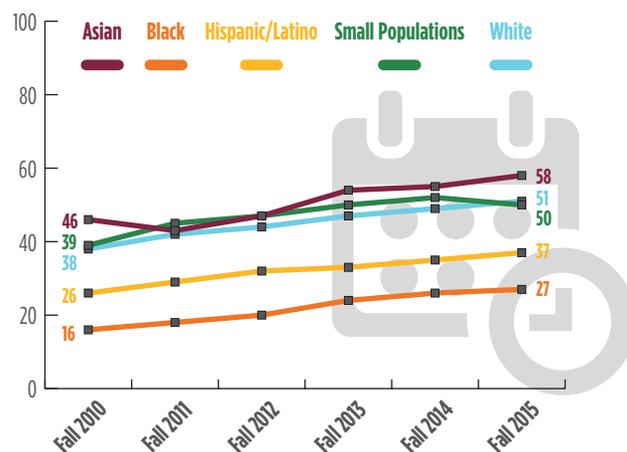


Students struggle the most with completing all coursework attempted. This is associated with the largest achievement gaps in early success.

COMPLETION RATES

All races and ethnicities have improved completion rates over the past five years at two- and four-year colleges. However, gaps have increased for Black Hoosiers seeking both associate and bachelor's degrees.

Bachelor's Degree Seekers On-Time Completion Rates



EARLY COLLEGE CREDIT

Black and Hispanic students who earn AP or Dual Credit are more likely to complete on-time at two- and four-year campuses.

On-Time Completion at Four-Year Institutions

Black Students



Earned AP or Dual Credit: **32%**
Did not earn AP or Dual Credit: **18%**

Hispanic/Latino Students

Earned AP or Dual Credit: **37%**
Did not earn AP or Dual Credit: **23%**

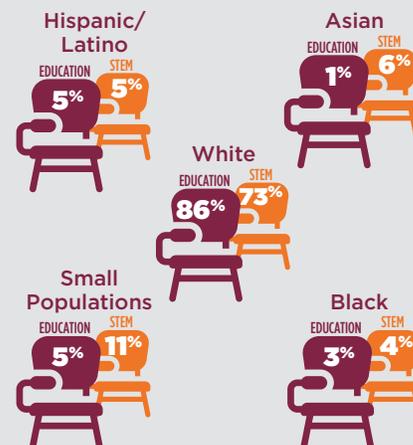


21st CENTURY SCHOLARS



86% of 21st Century Scholars go to college, above the statewide average of 61%. 21st Century Scholars are **the only group on track to close Indiana's college-going achievement gaps** by 2025.

PROGRAMS OF STUDY



Less than 15% of all of Indiana's teaching graduates are non-White. **26% of STEM or health** graduates are non-White.

2020 College Equity Report Statewide Analysis

What are equity achievement gaps?

Equity is the idea that circumstances or obstacles should not dictate opportunity to succeed. 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.

Equity is critical to Indiana's success, but it also requires targeted student supports and the Indiana Commission for Higher Education (Commission) 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.

The Commission has strengthened financial aid programs by modifying requirements to improve college readiness and success. Indiana's commitment to closing achievement gaps is reflected in the state's strategic plan for higher education, *Reaching Higher in a State of Change*, and in its 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 analyzes high school demographics and five main indicators:

High School Demographics

What is the race or ethnicity of young Hoosiers? Did they grow up in a rural household? Are they from a low-income household?

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?

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)? 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, Small Populations, and White

For the purposes of this report, these categories are mutually exclusive. “Undeclared/Unknown Race” students are included in statewide averages, but are not broken out. “Small Populations” includes students who identify as Native American/Alaskan Native; Native Hawaiian; and Two or More Races. This is because these groups are often too small to report separately in ways that would provide statistically meaningful data while still protecting privacy.

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. Students must enroll during their seventh or eighth grade year (there is an exception for students with a history of foster care). During high school, Scholars must complete the Scholar Success Program (SSP); for college-going and early success in college indicators, this report takes into account Scholars who completed the SSP—known as “affirmed” Scholars. Graduation rate metrics includes students who received a 21st Century Scholarship during their first year of college.
- **Non-Scholar (Low-Income):** Two mutually-exclusive types of low-income students are identified in this report: Scholars and non-Scholar low-income students. This report identifies non-Scholar low-income students in two ways:
 - 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.
- **Higher Income:** This report refers to all non-low-income students as “higher income.” Note that this does not mean 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, this group may include low-income students who did not apply for financial aid through the Free Application for Federal Student Aid (FAFSA).

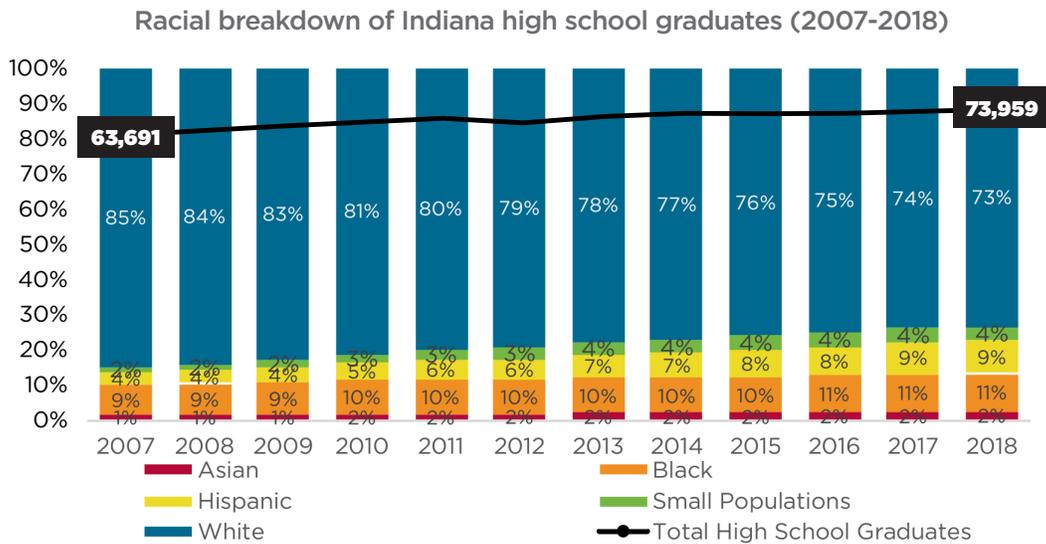
Geography: Rural and Non-Rural

- 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 reside. 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

Low-income and non-White populations make up a larger share of Indiana’s talent pipeline for college and the workforce than ever before.

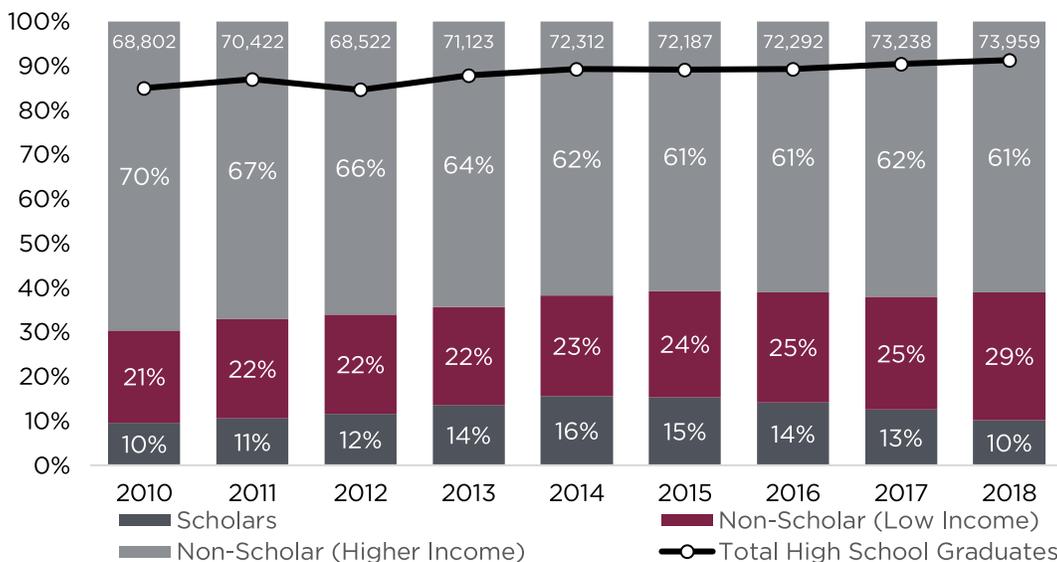
Between 2007 and 2018, the share of White (non-Hispanic and Latino) high school graduates decreased by about one percentage point each year. Hispanic and Latino students were the fastest growing demographic, growing five percentage points. Indiana graduated 10,000 more high schoolers in 2018 than it did in 2007; virtually all of that growth was among minority students.



The Great Recession impacted the income status of young Hoosiers during that financial crisis. As students enroll in the 21st Century Scholars program while in middle school, the percentage of Scholars peaked with those who were in middle school during the depths of

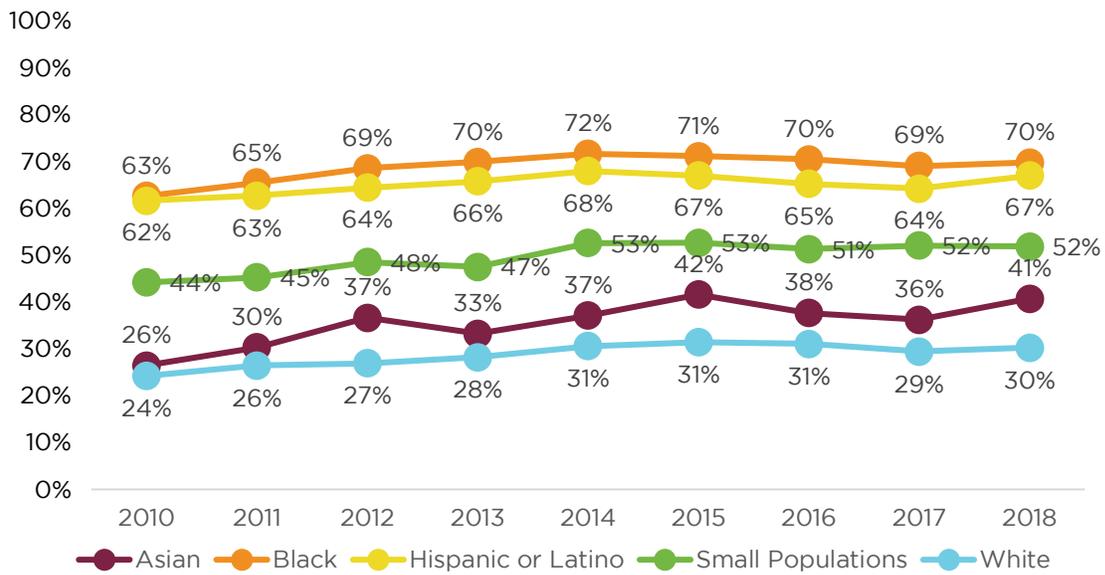
the recession. Recent expansions to the U.S. Department of Agriculture’s National School Lunch Program, a measure for counting non-Scholar low-income high schoolers, may be partially masking the recovery.

Economic breakdown of Indiana high school graduates (2010-2018)



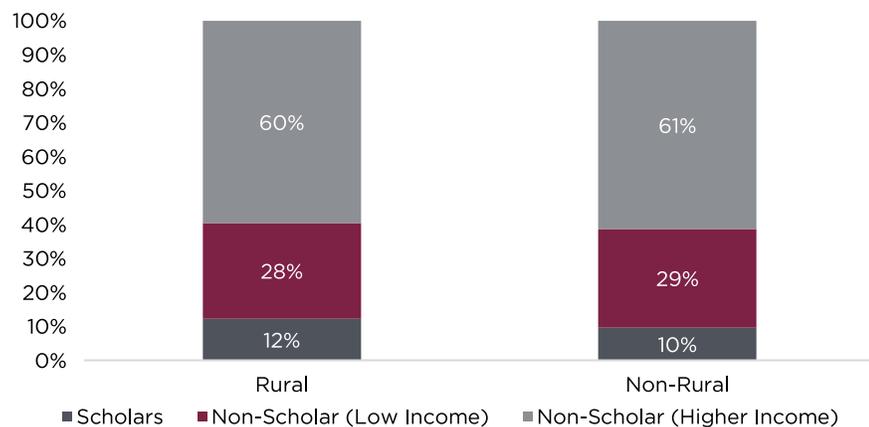
Non-White high school graduates are the most likely to come from low-income households. Since 2014, the percentage of low-income Hoosiers (Scholars and low-income, non-Scholars) has stayed relatively consistent (around 39 percent). Black and Hispanic high school graduates are much more likely to live in low-income households than White and other non-White race/ethnic groups.

Percent of High School Graduates Who Are Low Income for Each Race/Ethnicity
(21st Century Scholars plus non-Scholar low-income students)



Low-income status differs slightly between rural and non-rural populations. Rural students make up 21 percent of all high school graduates but 25 percent of all 21st Century Scholars. More than 12 percent of rural students are Scholars, while less than 10 percent of non-rural students are Scholars. The 21st Century Scholars Program is a key tool in closing gaps between rural and non-rural students.

Rural Students and Non-Rural Students (High School Class of 2018)



High school academic preparation

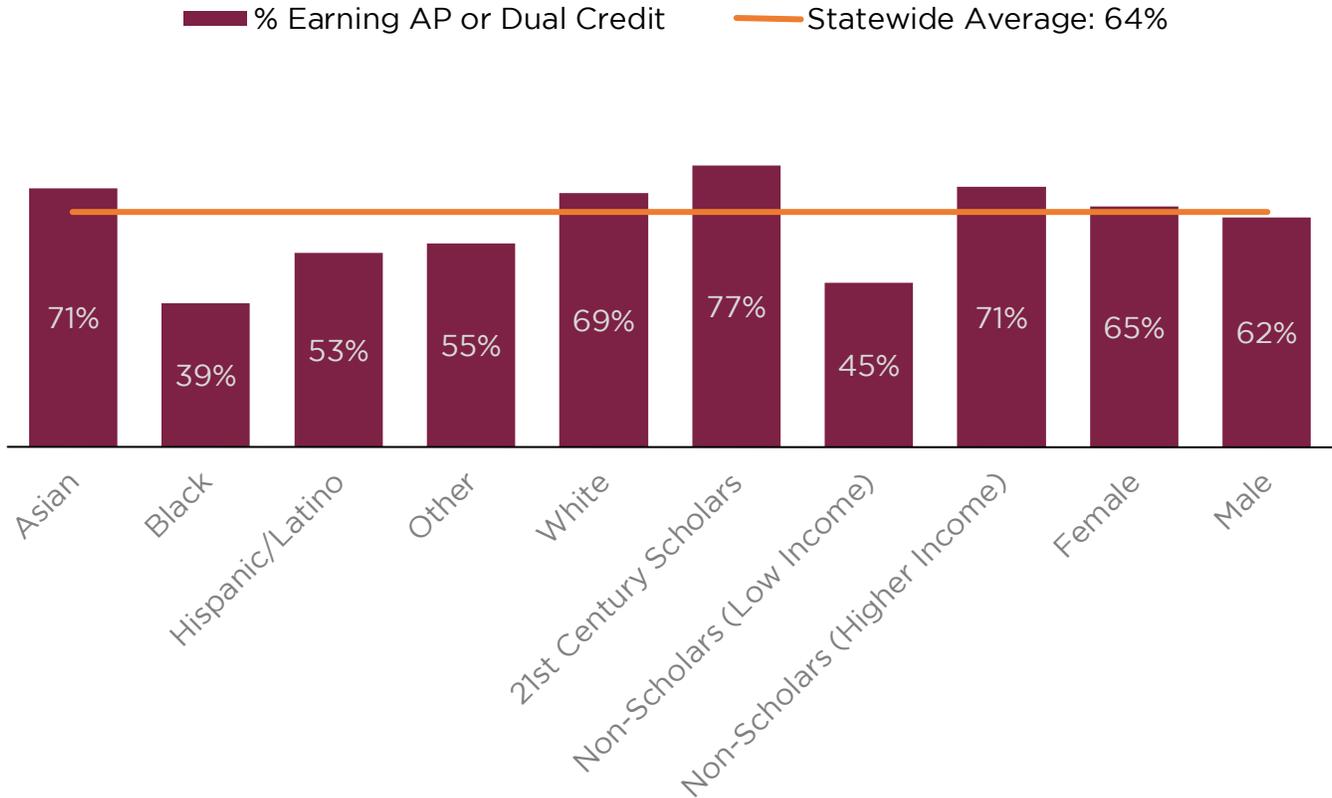
College achievement gaps are partly the result of disparities in high school academic preparation. K-12 and higher education partners must work together to close these gaps.

Students can prepare for college by earning college credit while in high school. Nearly two-thirds of Indiana high schoolers earn college credit through dual credit courses or through Advanced Placement (AP) exams. Students who do so are more likely to complete college, and more likely to graduate early. For additional details, see the Commission’s Early College Credit Reports.

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 students may pursue a General diploma. In the charts below, the Core 40 and the Technical Honors diplomas are grouped together as “Core 40”, and “Academic Honors” includes any student who earned an Academic Honors or an International Baccalaureate Diploma.

Although most Hoosiers earn some college credit before graduating high school, there are wide gaps across race and ethnicities and across socioeconomic status. Since AP and dual credit helps students prepare for college and can help them graduate early, these gaps can compound when students reach college.

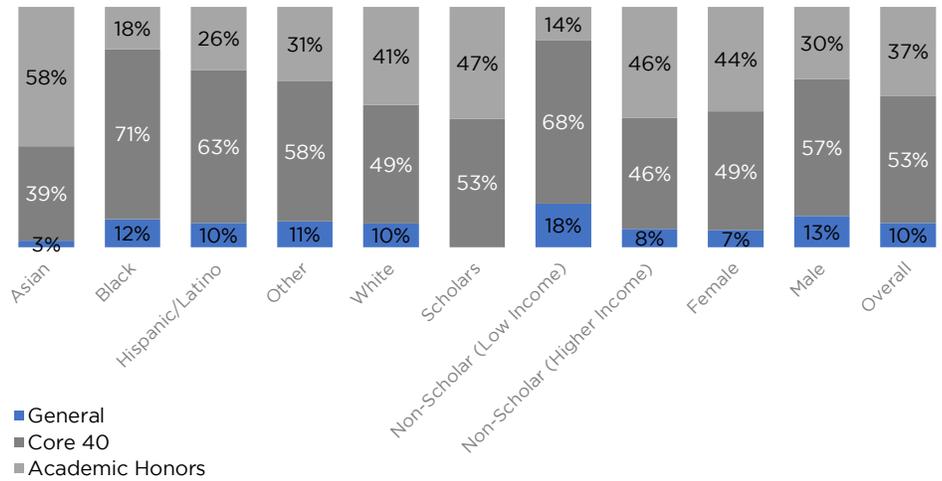
% Earning College Credit While in High School (High School Class of 2018)



Only 18 percent of Black students and 26 percent of Hispanic or Latino students earn the state’s most rigorous diploma, the Academic Honors Diploma, while 41 percent of White students earn the diploma.

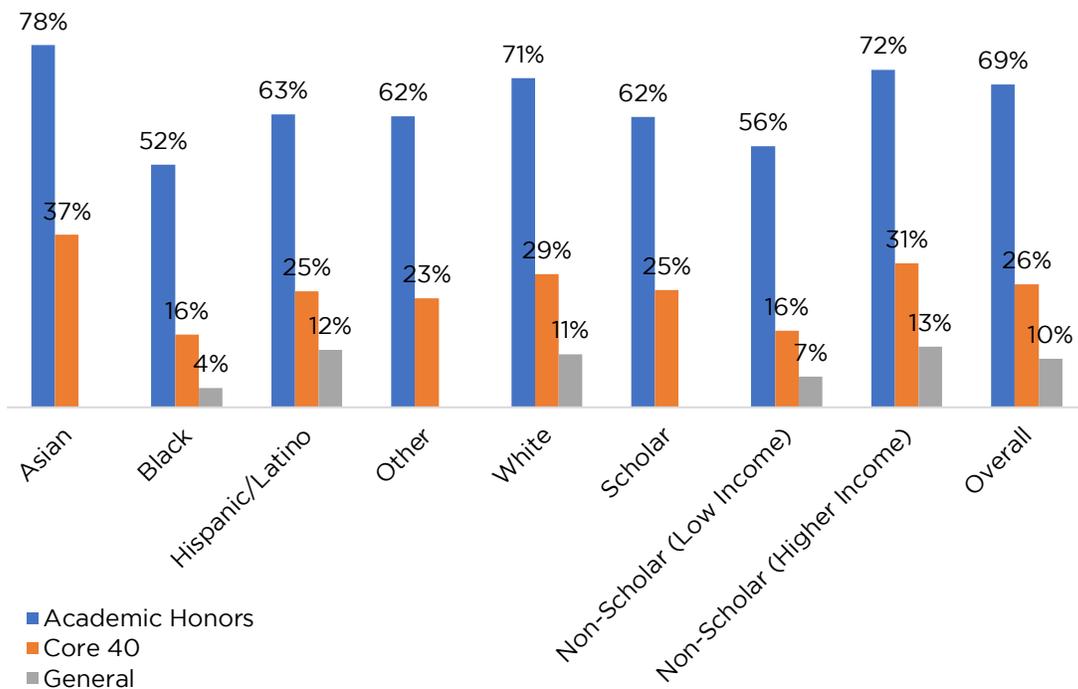
Students who come from middle-class or wealthy backgrounds are more likely to earn an Academic Honors Diploma. This indicates that lack of financial resources at home or in school districts may play a role in the academic performance of Hoosiers.

High School Diploma Type, Class of 2018



A student’s high school diploma can point to how well the student will fare in college. Students with an Academic Honors diploma perform better in college than students with a Core 40 or General diploma, for example. Among General diploma earners who go straight to college, only 10 percent experience early success in college. (Early success in college is covered in detail later in the report. A student demonstrating early college success doesn’t need remediation, completes all attempted credit hours and persists to a second year of college.)

% of College Students Meeting All Early Success Metrics, by High School Diploma (High School Class of 2017)



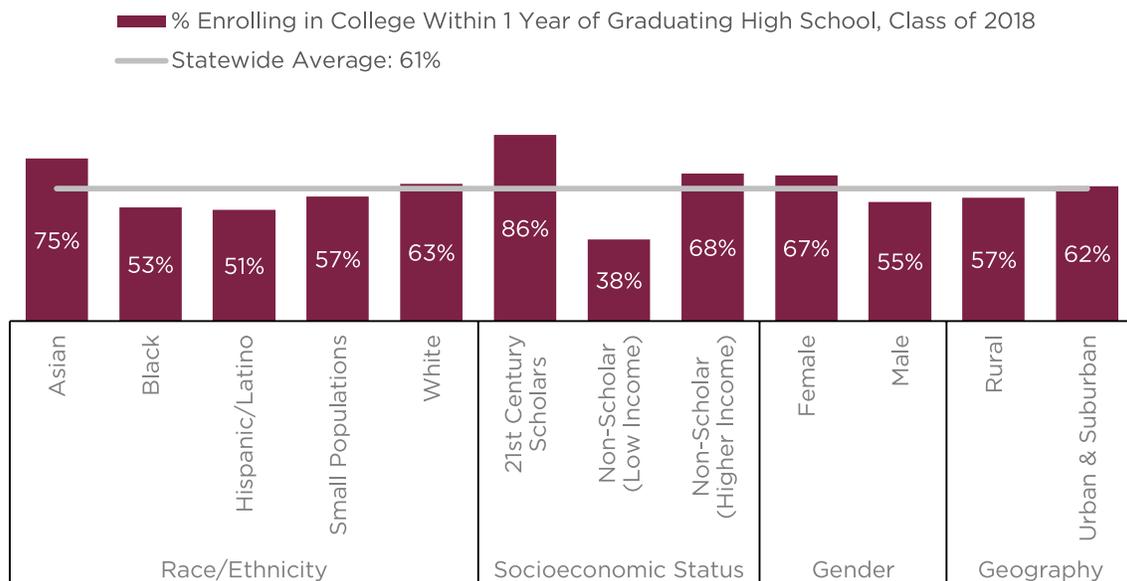
College going rates

The Commission’s college-going metric explores the percentage of high school graduates who go to college within one year of leaving high school. For additional information, including detailed information for each high school, see the Commission’s annual College Readiness Reports.

For the class of 2018, the majority of each racial and ethnic group enrolled in college, but did so at different rates. Three-quarters (75 percent) of Asian students enrolled in college within one year of high school compared to 63 percent of White, 53 percent of Black and 51 percent of Hispanic and Latino students.

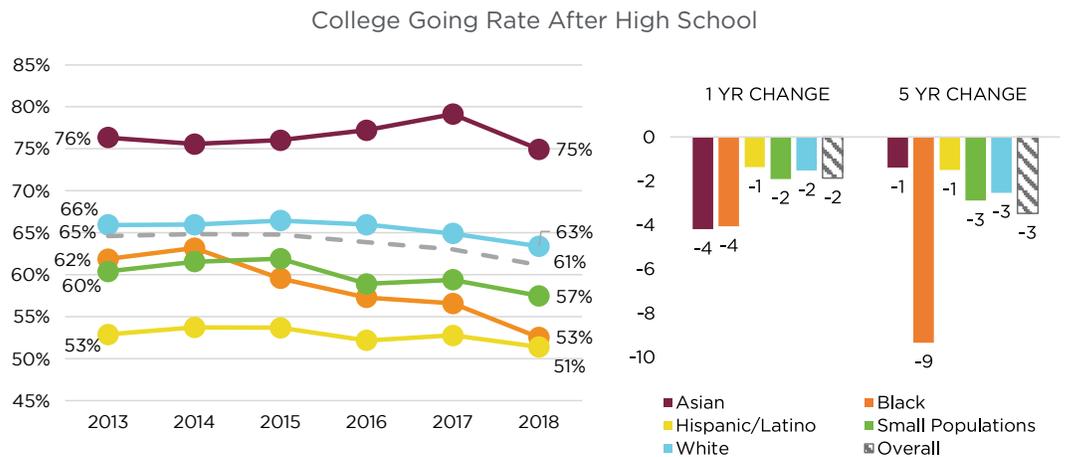
College-going rates differed significantly by socioeconomic status. 21st Century Scholars had the highest college-going rate among all demographic groups at 86 percent. This is more than double the rate of their low-income, non-Scholar peers and is 18 percentage points higher than their higher income peers.

College Going Rate



Every racial and ethnic group saw a decline in college-going rates. Over the past five years, the Black college-going rate has decreased the most, by 9 percentage points and the one-year change from 2017 to 2018 shows a decrease of 4 percentage points.

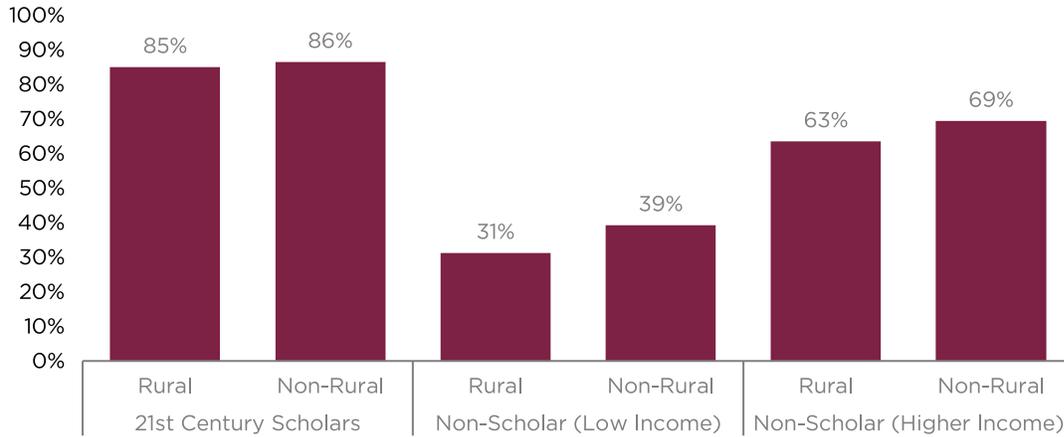
Asian students also experienced a one-year decrease of four percentage points. The Hispanic and Latino rate has decreased slower than the statewide average. As a result, the gap for Black students has grown while the gap for Hispanic and Latino students has shrunk.



21st Century Scholars are far more likely to go to college than either their low-income or higher-income peers. The Scholars program does more than close socioeconomic gaps; it also helps close geographical gaps. Even after accounting for students' household income, rural students are less likely to go to college. However, rural Scholars and

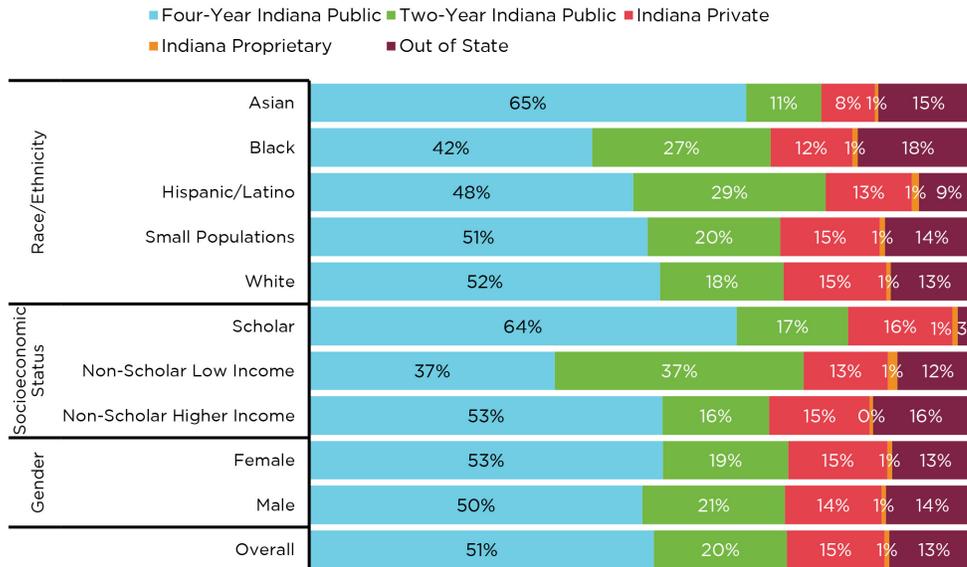
non-rural Scholars go to college at almost the same rate (85 percent and 86 percent, respectively).

21st Century Scholars Closes the College-Going Gap for Rural Students



Demographics also play into where students go to college. The chart below gives clues as to how different factors may affect student choices and student outcomes. One outcome is clear: among high school graduates going straight to college, students in the 21st Century Scholars program are more likely to enroll in Indiana public institutions than either their low-income and higher-income peers. Among all the groups listed, Scholars are the most likely to attend an Indiana public institution. The Scholars program is an important tool for Indiana to retain talented high school graduates.

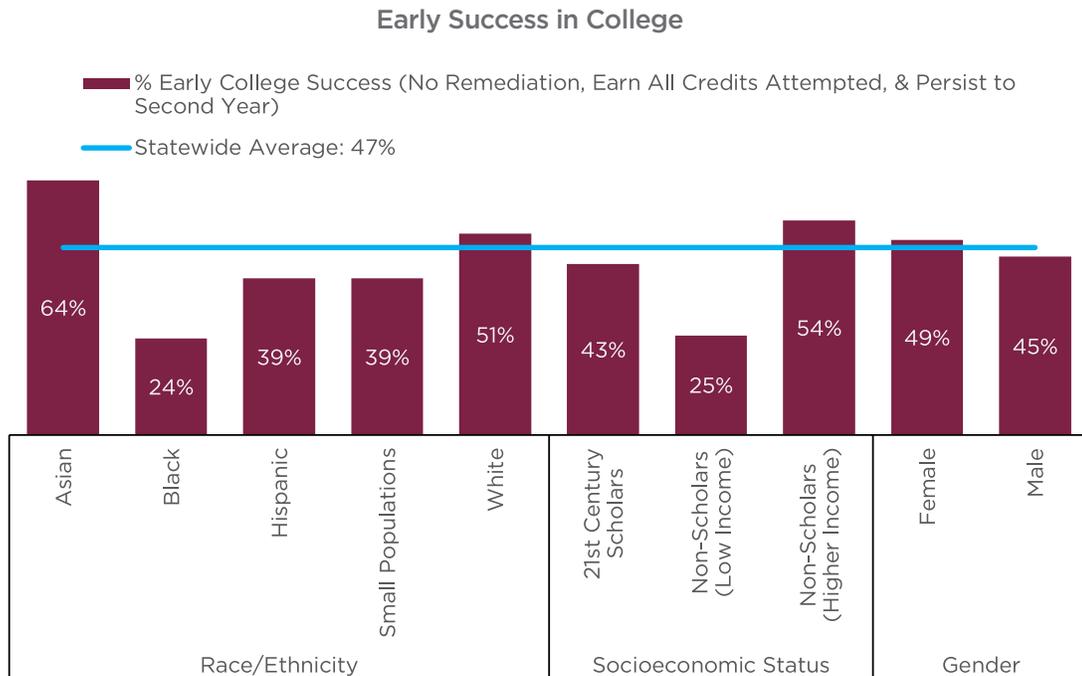
College-Bound High Schoolers (Class of 2018)



Early success in college

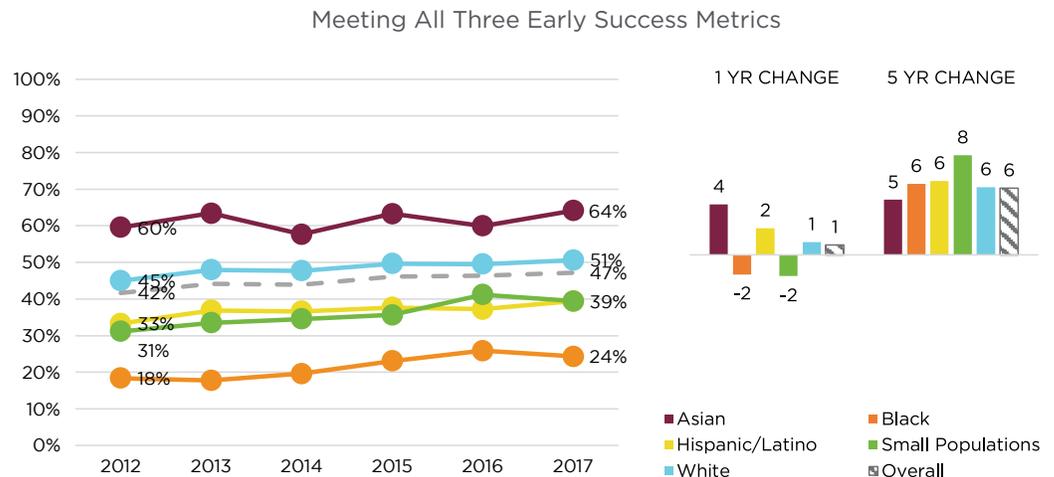
Students are not equally prepared for college coursework. Many do not have equal access to the resources they need for success. The Commission uses a composite early success metric made up of three measures: 1) students not needing remediation; 2) students completing all coursework attempted; and 3) students persisting to their second year. Together, these three measures point to whether students are on track to complete college.

Success rates are particularly low for Black Hoosiers and low-income non-Scholars, 24 percent and 25 percent, respectively, and substantially lower than the statewide average of 47 percent.

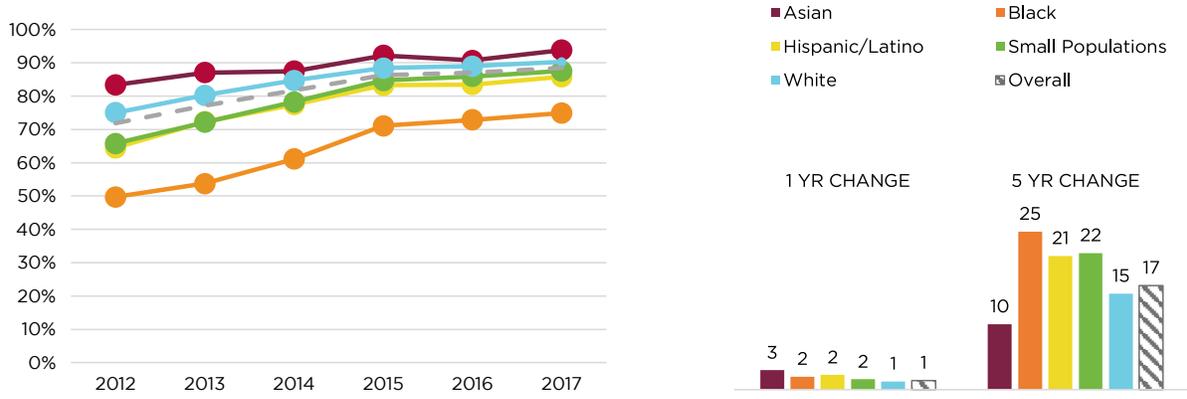


Not needing remediation is one area where all races and ethnicities have made substantial improvements over the past five years and steady improvement over a one-year period. Black Hoosiers, while still below the statewide average, have gained 25 percentage points in this area in five years.

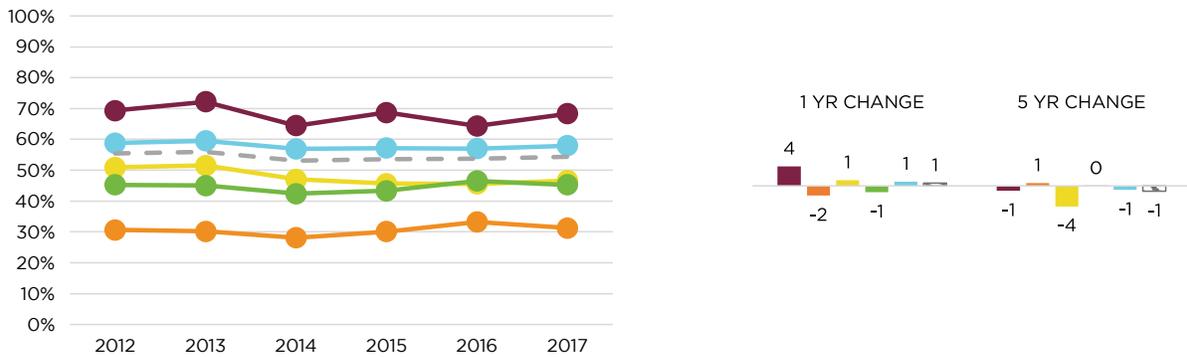
The most challenging component for students is completing all attempted credits. This metric is also associated with the largest achievement gaps by race (Metric 2).



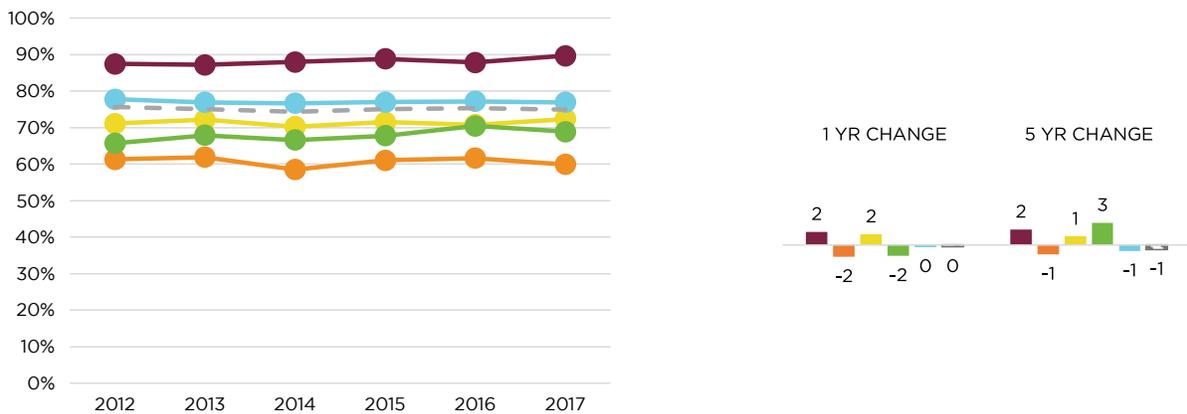
Metric 1: Not Needing Remediation (by high school graduation year)



Metric 2: Completed All Attempted Credits (by high school graduation year)



Metric 3: Persist to Second Year of College (by high school graduation year)



On-time college completion

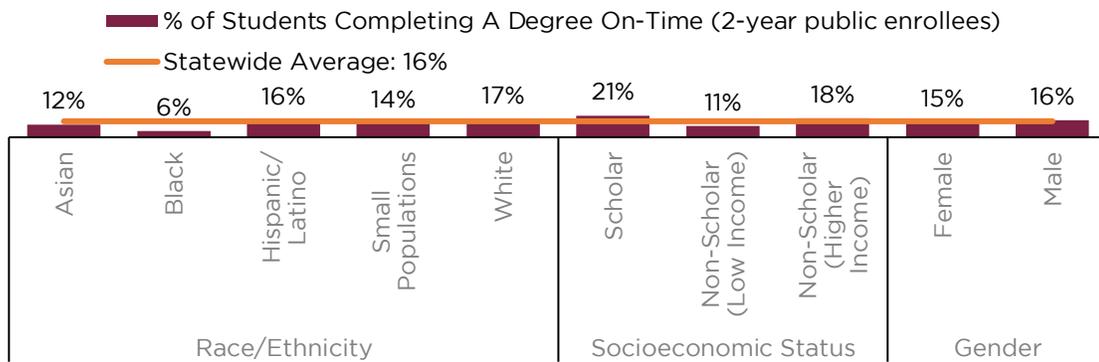
Even after accounting for differences in high school and early success in college, graduation rate gaps remain. Additional postsecondary initiatives and supports are needed to close achievement gaps.

The Commission tracks college completion rates for state higher education goals 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.

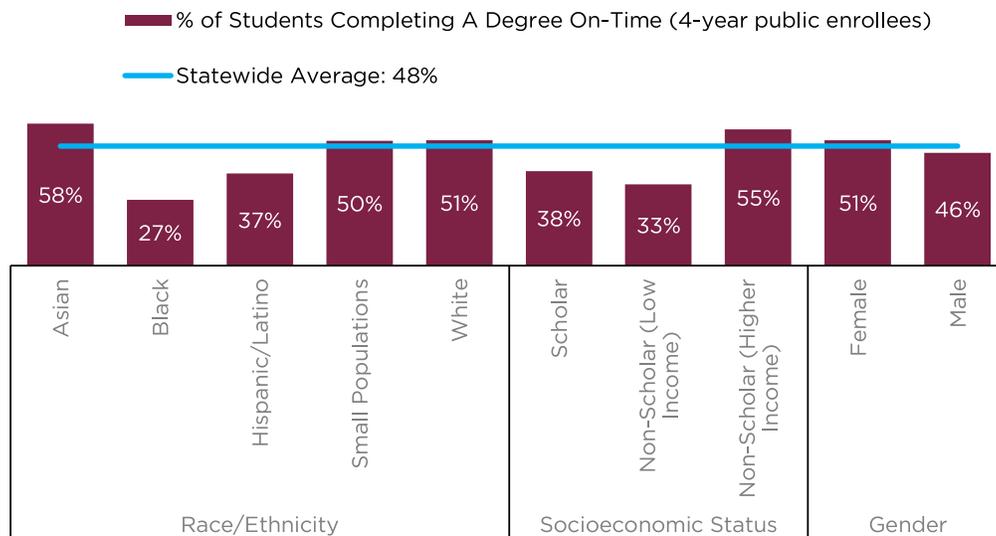
On-time degree completion saves students time and money and is a core pillar of Indiana’s strategic plan for higher education. Therefore, this report examines on-time degree completion (same campus, same degree level) gaps. On-time rates include students who complete a degree at the same level initially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

For additional in-depth information on college completion, see the Commission’s annual College Completion Report.

Two-Year Institutions: On-Time Completion Rates

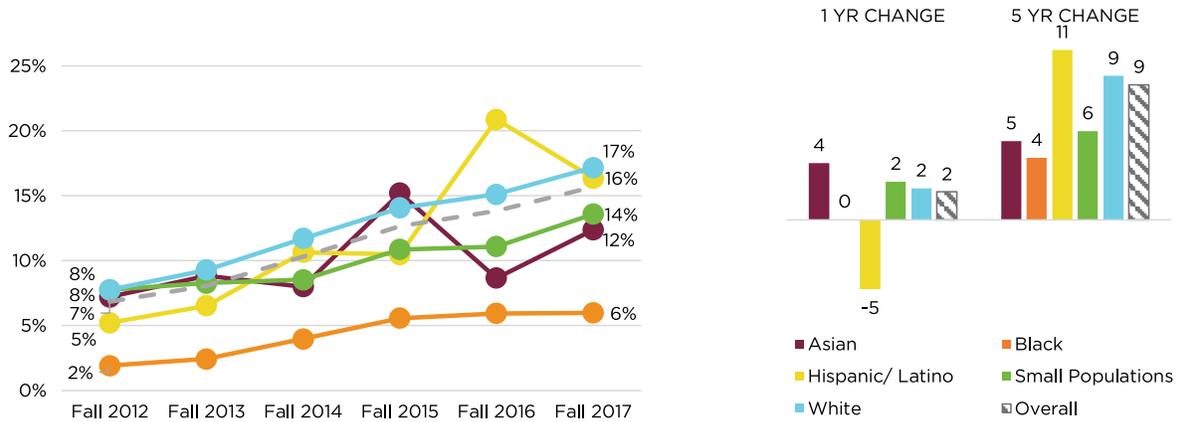


Four-Year Institutions: On-Time Completion Rates

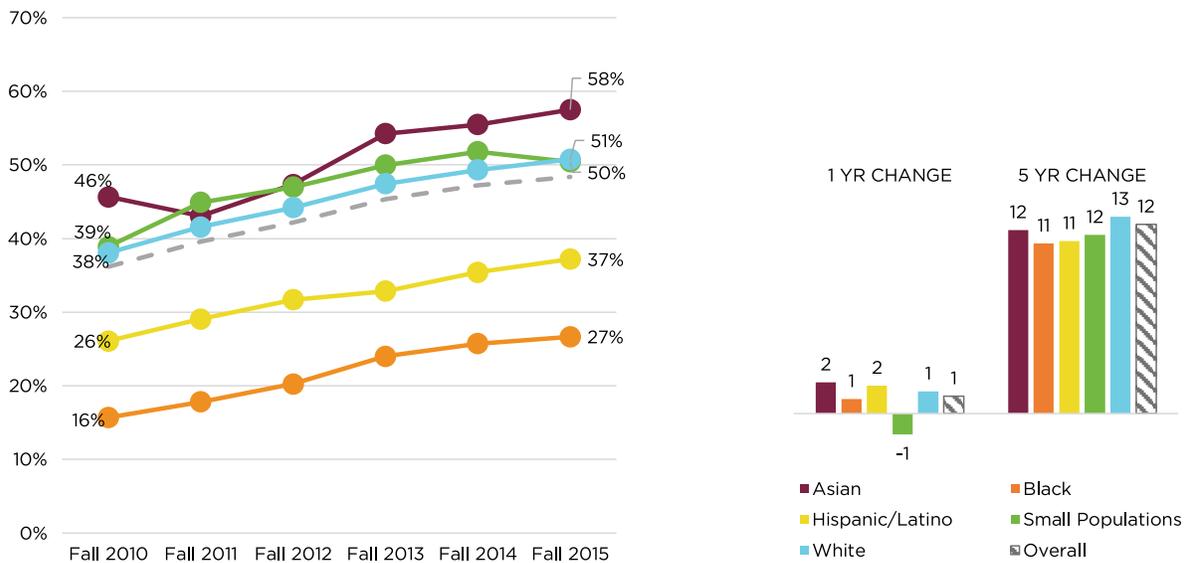


Over the past five years, on-time completion rates at two-year institutions and at four-year institutions improved across all racial and ethnic groups, but at different rates. To fully close existing gaps, on-time completion rates for Black Hoosiers will need to improve faster than the rate the statewide average improves.

Two-Year Institutions: On-Time Completion (by Starting Fall)



Four-Year Institutions: On-Time Completion (by Starting Fall)

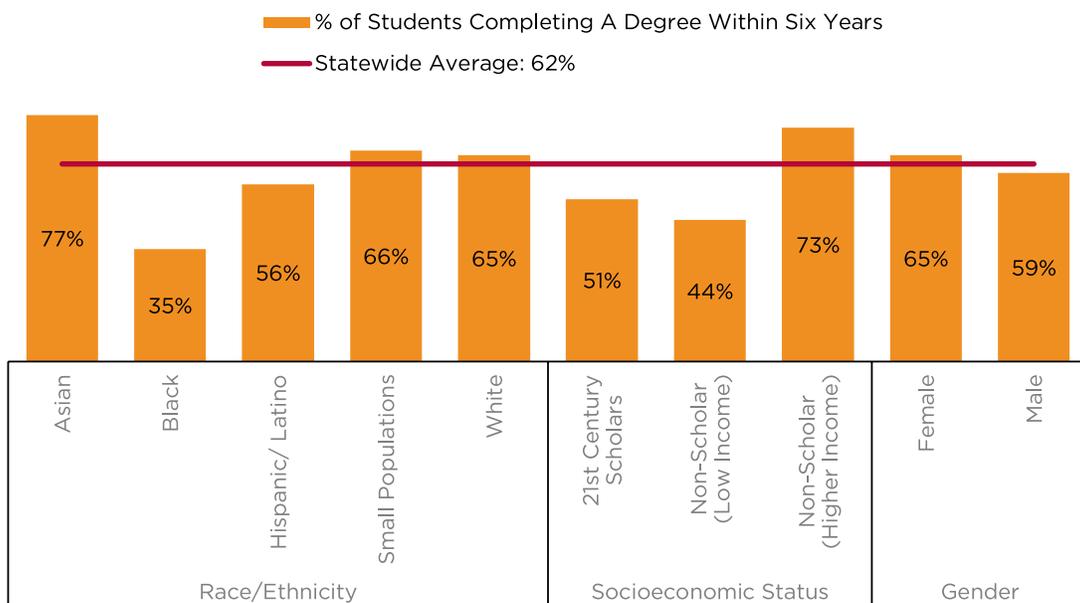


Extended-time college completion

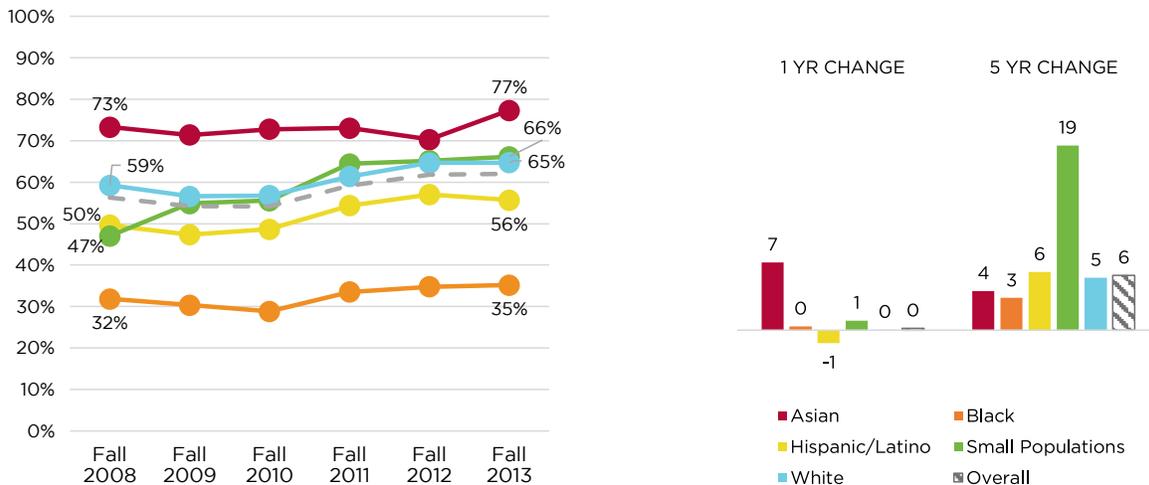
The extended-time completion rate examines completion of any college credential within a six-year period and includes students who transferred before completing or obtained a degree at a level lower than initially pursued. For the purposes of this analysis, the completion rates of two-year institutions and four-year institutions are not disaggregated, though additional information can be found in the Commission’s annual College Completion Report.

Similar to on-time completion trends, extended-time completion rates have improved for every race and ethnicity over the past five years, but at different intervals.

Extended-Time Completion Rates



Extended-Time Completion Rates (by Starting Fall)



Educational attainment and the workforce

College preparation, access and success help drive the make-up of Indiana’s workforce. Indiana has adopted a big goal that by 2025 at least 60 percent of working-age Hoosiers to have quality credentials beyond a high school diploma. In 2018, the most recent year available, 48.5 percent of Hoosiers had a certificate, certification, associate or bachelor’s degree.

Equity gaps in education create an uneven playing field in the job market. In some fields, such as teaching, the inequitable pipeline has exacerbated a lack of diversity in the profession itself.

Postsecondary certificates and other types of quality education or training beyond high school may offer an on-ramp to Hoosiers who have been left behind in a changing economy.

Working-Age Adults with an Associate Degree or Higher, 2018

Attainment rates

Due to data limitations, this table only shows associate degree and higher, but it is clear that race and ethnicity has shaped college attainment rates both in Indiana and nationally for decades.

	Indiana	U.S.
Asian/Pacific Islander	62%	64%
Black	30%	32%
Hispanic or Latino	20%	25%
American Indian	29%	25%
White	39%	48%
Overall	39%	43%

Students at Indiana Four-Year Institutions

(Fall 2013 Starters)	% of Starters	% of Graduates	% of Education (Teaching) Graduates	% of STEM or Health Graduates
Asian	3%	4%	1%	6%
Black	7%	5%	3%	4%
Hispanic or Latino	6%	5%	5%	5%
Small Populations	10%	11%	5%	11%
White	73%	76%	86%	73%

STEM, health and education majors

Among Education majors who earn a bachelor’s degree within six years, only 5 percent are Black and 5 percent are Hispanic and Latino students. STEM and health fields are more diverse overall, but gaps remain.

Workforce Ready Grant

Although race and ethnic data are more difficult to come by for certificates and certifications, Indiana’s Next Level Jobs Workforce Ready Grant program, which covers the cost of high-demand certificates, appears to be a rare instance in which both Black students and males are overrepresented. The lessons learned from this program may provide a path forward for Indiana as it addresses inequities in its educational system.

Workforce Ready Grant Enrollments

2018-19	Female	Male	Total
Asian	1%	1%	2%
Black	9%	7%	15%
Hispanic or Latino	2%	3%	4%
Small Populations	3%	4%	7%
White	33%	38%	71%
Overall	47%	52%	100%

Equity Report Recommendations

Actions and Policies to Affect Change

The information in this report points to the conclusion that Indiana has not yet met its goal of ensuring an equitable system of education for all Hoosiers. It also points to areas where the state has made progress and paves the way for a path forward.

The Commission has established a set of commitments for itself and recommendations for Indiana's institutions and the many organizations focused on equity and student success. This multifaceted work will be accomplished through consistent strategies, engaged partnerships and a coordinated commitment to equitable outcomes.

- The Commission will **increase its outreach** to Black and Hispanic or Latino learners and increase awareness of financial aid programs among these students.
- The Commission applauds lawmakers' **long-standing commitment to financial aid** for college and calls for that commitment to be maintained even amid budget constraints. Financial aid's return on investment makes it a significant economic driver for the state and a key tool for closing equity gaps.
- The Commission calls for **sustained and adequate funding for dual credit** and helping more educators get the training they need to teach these courses.
- Whenever feasible, the Commission will **break out data by race and ethnicity**. Providing racial and ethnic breakouts provides the context for funding and program priorities.
- The Commission will help **increase diversity in the teaching profession** by improving awareness of state scholarship opportunities for aspiring teachers.

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); United States Census Bureau and Lumina Foundation.

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. 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

High School Demographics and Preparation: (Indiana High School Graduates): *High School Diploma Type:* High school diploma type received upon high school graduation. Academic 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. 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 Going Rates and Enrollment: (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 2017 high school graduates, postsecondary enrollment is counted for 2017-18 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

Attainment Rates: *Attainment rates*: Working-age adults (ages 25-64) who have earned a credential beyond high school. SOURCES: United States Census Bureau and Lumina Foundation.

Dual Credit Status: *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 or Latino, Small Populations, and White. The Small Populations race/ethnicity category includes Native American/Alaskan Native, Two or More Races, Native Hawaiian groups and, in some instances, Undeclared.

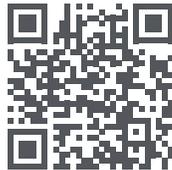
Socioeconomic Status: For college-going and early success in college indicators, the report defines low-income in one of two ways: whether the student is an enrolled and affirmed 21st Century Scholar (in which they had to have been Free-or-Reduced-Lunch-eligible in 7th or 8th grade) or whether the student 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 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>

ABOUT THIS REPORT

The Indiana Commission for Higher Education builds a policy agenda on a commitment to using compelling data to increase transparency, inform practice and drive change for the benefit of all Hoosiers. By publishing a series of **consumer-friendly reports**, the Commission spotlights progress at each stage of the postsecondary pipeline.



The **College Equity Report** disaggregates demographic data from the Commission's College Readiness and Completion reports to highlight outcomes in Indiana for race and ethnicity, gender, geography and socioeconomic status. The report also tracks the state's progress in closing the educational achievement gaps in Indiana.

Reaching Higher in a State of Change is the Commission's fourth strategic plan. It is the guiding document for Indiana to reach the goal of at least 60 percent of Hoosiers with education and training beyond high school by 2025. With

ADDITIONAL RESOURCES

the priorities of completion, equity and talent, its "Blueprint for Change" outlines action steps to achieve Indiana's attainment goal.

The **College Value Report** provides a clearer picture of the returns a college degree yields after graduation and beyond, both to the individual and the state. These benefits include greater earnings, job security, enhanced social mobility, increased civic engagement, improved health and wellness, a higher quality of life and more.

The **College Completion Reports** provide a clearer and more comprehensive picture of college completion in order to advance Indiana's collective efforts to boost educational attainment.

The **College Readiness Reports** help schools and communities understand how students are performing in college, while informing state and local policies that increase college readiness, access and success.

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MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, administer state financial aid, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.



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