

CHE College Readiness Data Elements and Definitions (2016 Report)

Sources: Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC), U.S. Census Bureau; *Selected educational attainment and population characteristics, 2014 American Community Survey (ACS), 1 year estimate (state level), 2010-2014 ACS, 5 year estimates (county level)*

High School Graduates (“Students”): Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR reports for 2011-2014. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

Demographic Context Data Notes:

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

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

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

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

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

% College Ready: Percentage of students attending Indiana public colleges who did not require remediation in English/language arts and/or mathematics. SOURCE: CHE

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

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

College Going Data Notes:

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2014 high school graduates, postsecondary enrollment is counted for 2014-15 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: NSC, CHE

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

Academic Preparation Data Notes:

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

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

Financial Preparation Data Notes:

On-Time FAFSA Completion: Represents percentage of Indiana public high school seniors who submitted a Free Application for Federal Student Aid (FAFSA) on or before Indiana’s March 10th application deadline. FAFSA counts represent first-time students who were 18 years old at the time the FAFSA was completed; counts are not directly tied to the high school graduate cohorts. SOURCE: CHE Grants Reporting and Delivery System

Student Loan Debt: Represents percentage of students reported as receiving at least one Federal (subsidized or unsubsidized), institutional, or private loan during the first year of enrollment at an Indiana public college. SOURCE: CHE

College Performance Data Notes:

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

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

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

Other Data Notes (Disaggregation Categories & Suppression)

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

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

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

College Entrance Exam Readiness Benchmark: Represents students who passed/did not pass at least one college readiness benchmark score established by the testing agencies. The SAT benchmarks are 500 for both the Critical Reading and Mathematics sections. The ACT benchmarks are 18, 22, 22, and 23 for the English, Mathematics, Reading, and Science sections, respectively. If no SAT or ACT score was on file for student, s/he was reported as not taking a college entrance exam. Data available for 2012 high school graduate cohort onward. SOURCE: IDOE

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

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

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