



INDIANA *for* COMMISSION
HIGHER EDUCATION

USER GUIDE: College Readiness Reports

The Indiana Commission for Higher Education College Readiness Reports are designed to provide information on student matriculation into postsecondary education, as well as students' levels of readiness for postsecondary education. The reports encompass the entire freshman year of college for students who graduated from high school the previous academic year and enrolled in college in the first year after high school graduation. This user guide provides an overview of the data and suggestions for use.

The reports are broken into four sections:

1. Overall Postsecondary Enrollment

This section represents the number and percentage of high school graduates who enrolled in postsecondary education in the school year immediately after high school graduation. In order to be considered "enrolled" in postsecondary education, the student must meet two criteria:

- Enrolled in school year after high school graduation in postsecondary education as a degree-seeking undergraduate student. "Degree-seeking" means the student was pursuing a certificate (less than 30 credit hours or 30-60 credit hours), Associate's, or Bachelor's degree, or was reported as degree-seeking but with an undeclared degree level ("unclassified").
- Enrolled in school year after high school graduation for the equivalent of at least one semester

Data sources: Postsecondary enrollment data for this section come from two sources: data submissions to CHE from Indiana's public colleges and universities, and the National Student Clearinghouse. Enrollment data on students enrolled in Indiana public colleges and universities comes from the CHE data source, while enrollment data for students enrolled in Indiana private and proprietary colleges, as well as out-of-state colleges, comes from the National Student Clearinghouse.

Things to note: Although 92% of postsecondary institutions in the United States participate in the National Student Clearinghouse, not all institutions allow the Clearinghouse to report record-level data. Institutions that do not allow the reporting of record-level data could not be included in the enrollment analyses, nor could institutions that do not participate in the Clearinghouse.

Suggestions for use:

- Schools should review the percentage of their graduates that enrolled in postsecondary education immediately after high school graduation and may want to compare themselves against similar schools in the district, similar schools in the county, or the state.
- Schools should review college enrollment for various student groups and analyze whether certain programs aimed at promoting college readiness are having the desired effect (e.g., AP, high school diploma type, 21st century scholar program, etc.).
- Schools can identify what types of institutions their graduates are enrolling in, and whether the institutions are in Indiana or outside of Indiana. Schools may want to compare the types

and locations of schools in which their graduates are enrolling with other, similar schools or the state.

2. Remediation: Students Enrolling in Indiana Public Institutions

Remediation information is currently available only for students who enrolled in Indiana public institutions of higher education. This section represents the number and percentage of high school graduates who enrolled in Indiana public higher education, and whether those students needed remediation (and in which subjects) and whether the students completed remedial credits (in other words, whether the students who needed remediation were successful at completing that remediation). Typically, credits earned in remedial or developmental courses do not count toward the degree program that a student is pursuing. In general, students who require remediation upon entry into college tend to have lower persistence and completion rates than those who do not.

Data sources: Remediation information for this section comes from data submissions to CHE from Indiana's public colleges and universities. A student was identified as needing remediation if the public institution reported that the student was enrolled in remedial credits in Fall, Spring, or Summer semesters of the school year after high school graduation.

Things to note: Different Indiana higher education institutions have different ways of identifying students needing remediation. Indiana's two public two-year colleges, Vincennes University and Ivy Tech Community College of Indiana, handle the majority of the state's remediation. Ivy Tech uses the ACCUPLACER assessment to identify students needing remediation, and Vincennes uses the Compass test. Students who assess below a particular level in English/Language Arts or Math are placed into remedial or developmental courses. Other institutions may use standardized assessments or department- or school-created assessments (or a combination of those) to identify whether a student requires remediation in Math or English/Language Arts.

Suggestions for use:

- Schools should review the number and percentage of their graduates that require remediation upon college entry. Schools may want to compare their graduates with other, similar schools in the district or county, and also with the state.
- Schools may want to review the percentage of students requiring remediation at the various disaggregated levels, including reviewing remediation status by diploma type and for those who received waiver diplomas vs. non-waiver diplomas.
- Schools should also review the percentage of students who required remediation who subsequently completed those remedial courses. Students who complete the required remedial courses are then in a position to move on to credit-bearing courses toward their degrees, while students who fail to complete required remedial courses will be required to take them again, meaning that the student will likely take longer to complete college, if the student persists and completes at all.

- Schools should review the percentage of students who require remediation by subject, at the bottom of the page. The majority of students who require remediation need it in Math or in both English/Language Arts and Math. A school may want to compare its graduates with the state averages, or with similar schools.

3. Enrollment Detail: Indiana Public Institution Enrollees

This section represents enrollment detail for high school graduates who enrolled in Indiana public postsecondary education the first year after high school graduation. The section provides information on the number and percentage of students enrolling at particular campuses; in which degree levels the students enrolled; whether the students were enrolled full time or part time; and in which program area of study the students enrolled.

Data sources: Data for this section comes from data submissions to CHE from Indiana’s public colleges and universities. A student’s institution of enrollment is the Indiana public campus in which the student first enrolled in the school year after high school graduation. The degree type is the degree type in which the student first enrolled. Enrollment status (full time or part time) is based on the number of credit hours in which a student was enrolled in his/her first semester of enrollment. Students who enrolled in 12 or more credit hours are considered full time, while students enrolled in fewer than 12 credit hours are considered part time. Enrollment by program type is based on the academic program in which the student enrolled in his/her first semester of enrollment.

Things to note: In order to maintain unduplication of data, a student was identified as enrolled in a particular institution, program type, degree level, and enrollment status based on the first semester in which s/he appeared in the public institution data. It is possible that a student enrolled in a particular institution, degree level, program, or number of credits in that semester but then changed in a subsequent semester.

Suggestions for use:

- Schools may be interested to note the institutions in which the highest numbers of their students enroll. If a school notices that a large percentage of its graduates enroll in particular institutions, the school (if it does not already do so) may want to ensure that it engages those institutions in conversations about college readiness and student support.
- Schools may be interested in comparing themselves with the state or other, similar schools regarding the degree type in which the majority of graduates enroll.
- Schools should review the enrollment status of their graduates. While some students may need to enroll in postsecondary education on a part-time basis due to financial need or economic hardship, data suggest that students who attend college full time are much more likely to persist and complete on time or within 150% of program length.
- Schools may be interested to review the program types in which students are enrolling as freshman. A school that specializes in a particular discipline or area (e.g., new tech schools, magnet schools, etc.) may be particularly interested to identify whether students are

enrolling in those areas after high school graduation. If a school has a particularly large percentage of students enrolling in a certain major area, the school may want to enter into dialogues with Indiana public institutions to ensure that high school programming is aligned with those major areas.

4. Freshman Year Performance: Indiana Public Institution Enrollees

This section represents information on how students who enrolled in Indiana public institutions performed in their freshman year, including average freshman year grade point average (GPA) and average number of credits earned in the freshman year.

Data sources: Data for this section comes from data submissions to CHE from Indiana's public colleges and universities.

Things to note: Average freshman year GPA is based on the student's latest GPA for the school year after high school graduation. Average credit hours earned is based on the cumulative total of credit hours earned during the freshman year.

Suggestions for use:

- This section provides valuable information on how students are performing during their freshman year of college. A school may want to review the average GPA of its graduates, especially by various disaggregations, to determine how its recent graduates are performing in their freshman year. A school may also want to compare its graduates' average GPA with the state level or other, similar schools.
- A school should review the average number of credits that its graduates earned during the freshman year. Keep in mind that a typical Bachelor's degree program is 120 or more credit hours, and a typical Associate's degree program is 60 or more credit hours. If a student hopes to complete on time, the student should aim to complete 30 credit hours in the freshman year.
- A school may also be interested to review the average credit hour completion of its graduates at various disaggregation levels to determine how various student populations performed during their freshman year.