

DATA NOTES

Data Sources: Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)

High School Graduates (“Students”): Count of Indiana high school graduates are based on the IDOE-GR report for 2019. The IDOE-GR report includes public schools, accredited nonpublic schools and third-party accredited choice nonpublic schools. Graduate counts are the number of students who graduated in a certain year regardless of how long it took to graduate, and are not cohort graduate counts, which are based on when a student started high school. Thus, Readiness Report figures may not match cohort graduate figures reported in other places, such as IDOE INview. SOURCE: IDOE

Socioeconomic Status: Enrollment status in the Federal Free and Reduced-Price School Meals (FRL) program during a student’s senior year in high school. FRL status is generally used to indicate a student comes from a low-income household. Where noted, socioeconomic status may be broken into three distinct groups: students who participated in the FRL program during senior year but did not graduate as a 21st Century Scholar; students who graduated as a 21st Century Scholar (most of whom were FRL participants during senior year and nearly all of whom were FRL in middle school); and non-FRL, non-Scholar students, who may also be referred to as middle- or higher income students. SOURCE: CHE, IDOE

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. Technical Honors are grouped with Core 40 in part because their college-going rates are closer to those of Core 40 recipients than to Academic Honors recipients. SOURCE: IDOE

College Enrollment: Students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2019 high school graduates, postsecondary enrollment is counted for 2019-20 school year). Student were considered enrolled only if: a) they were enrolled as a degree- or certificate-seeking undergraduate student and b) they were enrolled for the equivalent of at least one semester during the school year. SOURCES: NSC, CHE

Indiana College Core: Formerly known as the Statewide Transfer General Education Core (STGEC), the Indiana College Core consists of 30 credit hours of general education credit. Once completed, the Indiana College Core can be transferred as a block to any public institution and some private institutions.

Rural/non-rural: 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.

Graduation Waiver: A high school graduation waiver may be awarded to students who otherwise have not met Indiana high school graduation requirements. For the high school classes of 2019 - 2022, students must either pass the Grade 10 ISTEP+ test in English/Language Arts and Mathematics or complete a graduation pathway. Students who retake the Grade 10 ISTEP+ in grades 11 and 12 may be eligible for a waiver even if they do not receive a passing score. Students who pursue, but do not complete a graduation pathway may likewise be eligible for a waiver. Please refer to IDOE’s “Meeting Indiana’s Graduation Exam Requirements” and to the IDOE memo dated June 20, 2018 for more information.

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

Dual Credit Status: Students who earned 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 public institutions. SOURCE: CHE

Indiana Private College (for-profit): Due to data limitations, the number of 2019 high school graduates enrolling in an Indiana private college (for profit) in the “High School Graduates Enrollment by College Type” table is an estimate based on previous years’ enrollments. (In past years, this has been less than half a percent.) All other tables, including “High School Graduates Enrolling in College,” do not include this estimate. As a result, the numbers in the College Type table will differ slightly from numbers elsewhere in the report. This estimate is made for the statewide version only.

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

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: 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 to be counted as earning remedial credit. SOURCE: CHE

Freshman GPA: 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: Average number of credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

***Not Applicable/Suppressed Data: Data may be missing 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.

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 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.

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

ADDITIONAL RESOURCES

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 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.

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.



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