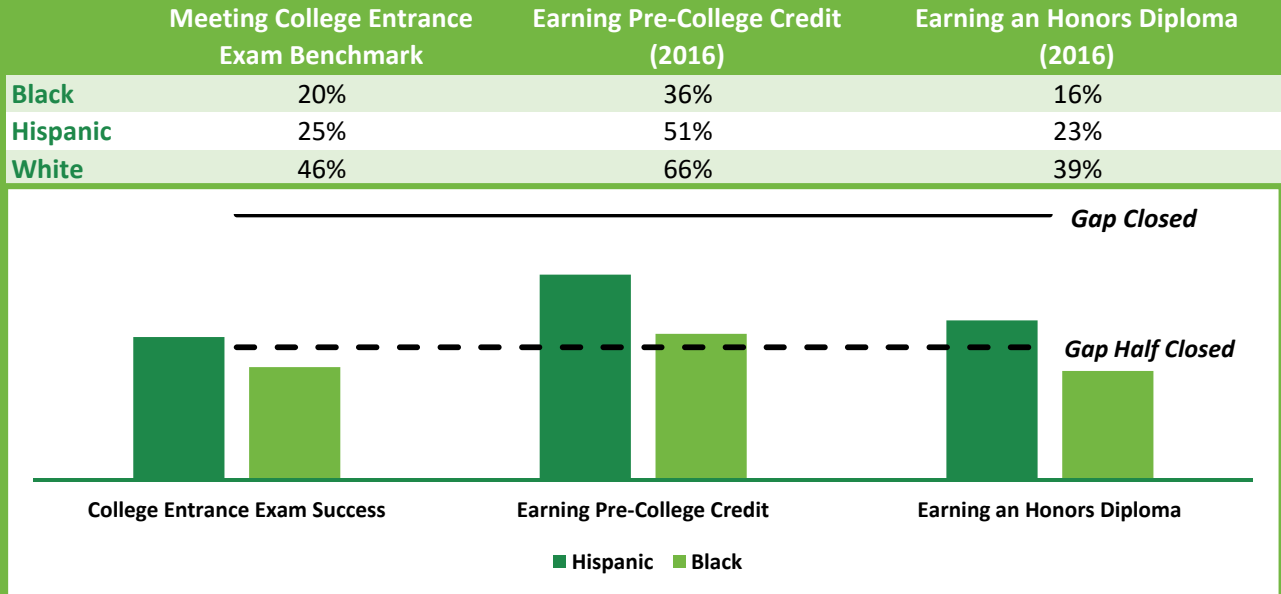


# EQUITY REPORT

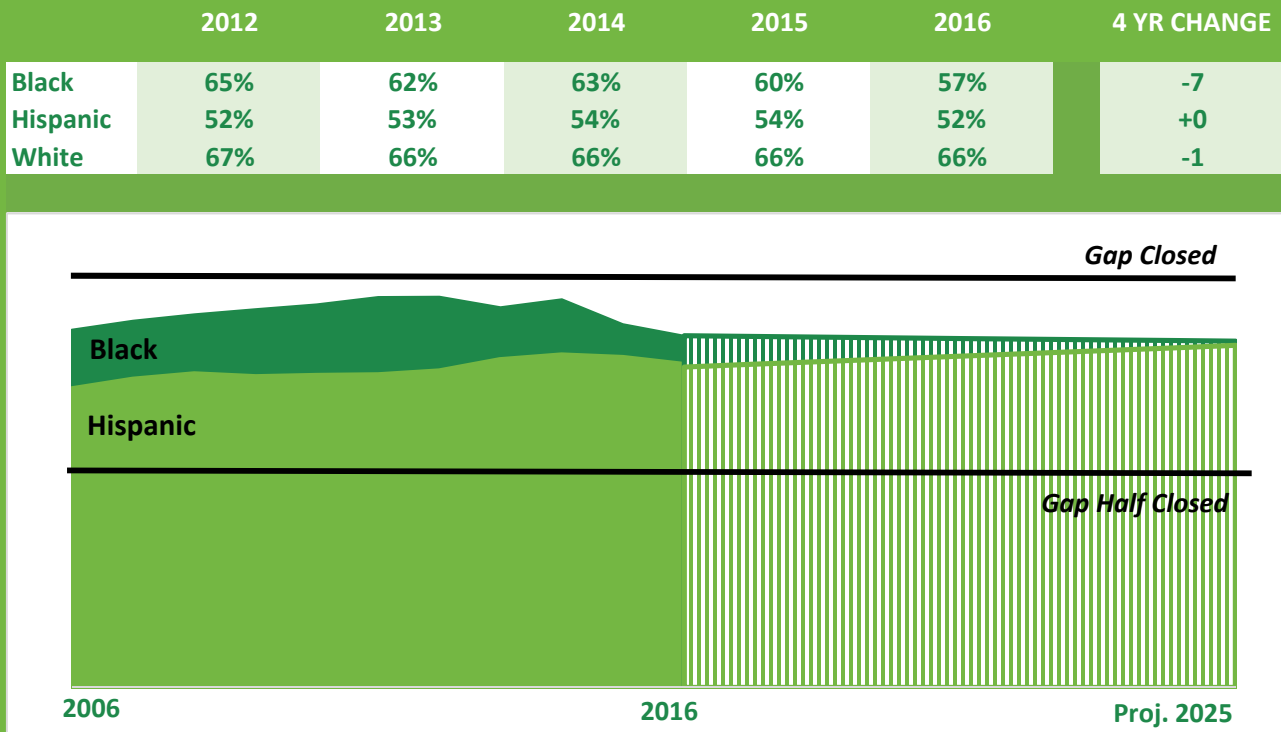
## Equity At A Glance

### Minority Students

#### PRE-COLLEGE SUCCESS INDICATORS



#### COLLEGE GOING



Note: Gap visuals represent ratio comparisons of statistics for individual groups (Black/Hispanic) compared to the White student group. Projections are based on avgs of 1yr progress in ratio statistics.

# EQUITY REPORT

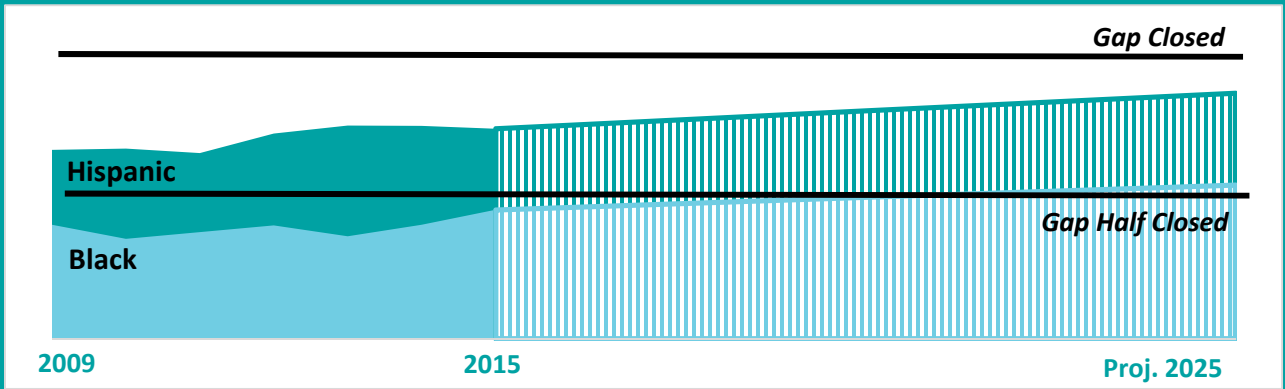
## Equity At A Glance

### Minority Students

**COLLEGE READINESS COMPOSITE**

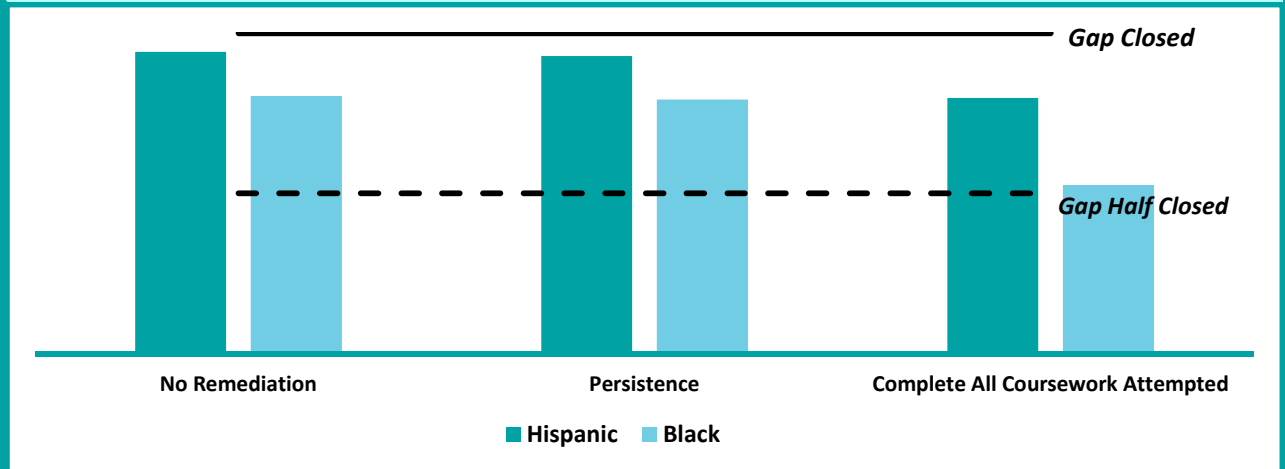
1) No remediation, 2) Persistence, and 3) Complete All Coursework

	2011	2012	2013	2014	2015	4 YR CHANGE
Black	17%	18%	18%	20%	23%	+6
Hispanic	30%	33%	37%	37%	38%	+7
White	45%	45%	48%	48%	50%	+5



**COLLEGE READINESS INDIVIDUAL METRICS (2015)**

	No Remediation	Persistence	Complete All Coursework
Black	71%	61%	30%
Hispanic	83%	71%	46%
White	88%	77%	57%



Note: Gap visuals represent ratio comparisons of statistics for individual groups (Black/Hispanic) compared to the White student group. Projections are based on avgs of 1yr progress in ratio statistics.



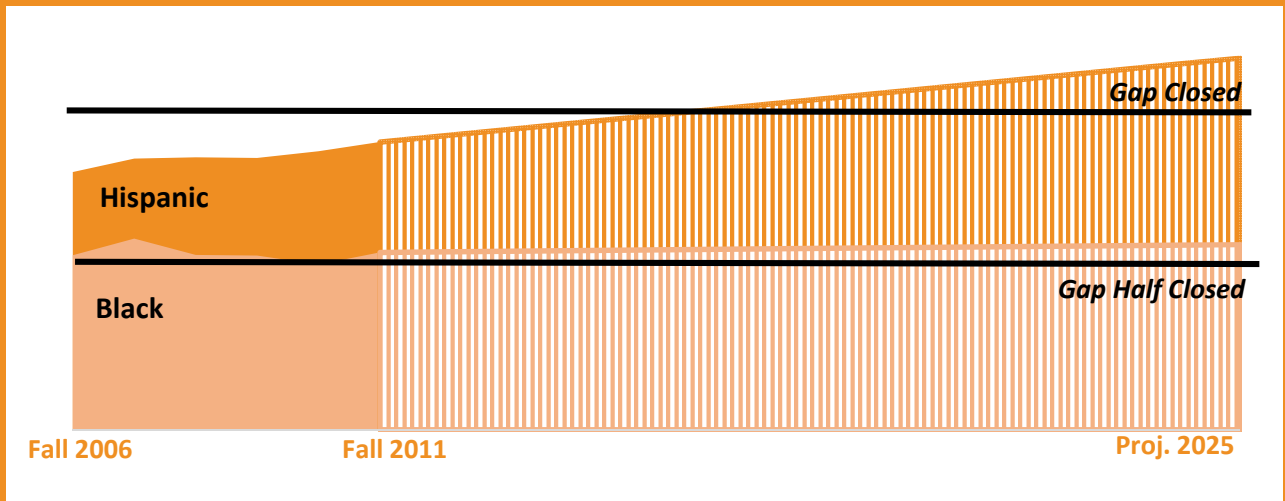
# EQUITY REPORT

## Equity At A Glance

### Minority Students

EXTENDED-TIME COMPLETION

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	4 YR CHANGE
Black	35%	32%	30%	29%	34%	-1
Hispanic	49%	50%	47%	49%	54%	+5
White	59%	59%	57%	57%	61%	+2



Note: Gap visuals represent ratio comparisons of statistics for individual groups (Black/Hispanic) compared to the White student group. Projections are based on avgs of 1yr progress in ratio statistics.

## 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 degree-seeking students in the fall of the year listed who were 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. 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). Cohorts were tracked longitudinally for on-time completion using subsequent data submitted by public institutions. SOURCE: ICHE

### **Pre-College Academic Success: (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, 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 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 the student, s/he was reported as not taking a college entrance exam. Data are only available between 2012 and 2014. SAT and ACT scores and benchmarks are presented on the scale associated with the 2014 high school cohort as that is the latest year of data available. SOURCE: IDOE

### **College Going Data: (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 Data: (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 sophomore 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 Sophomore 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 Data: (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 Data: (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

## **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 21<sup>st</sup> Century Scholar (in which they had to have been Free or reduced lunch-eligible in 7<sup>th</sup> or 8<sup>th</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Scholars and non-21<sup>st</sup> 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: <ftp://ftp.hrsa.gov/ruralhealth/Eligibility2005.pdf>

## **Achievement Gap Ratio:**

**Calculation and Interpretation:** The achievement gap (AG) measure is calculated as a ratio of metric success rates of the "underrepresented" population and the "majority" population:

$$\frac{\text{Success Rates of Underrepresented Population}}{\text{Success Rates of Majority Population}}$$

In statistical terms, the ratio measure is often called relative risk. The measure is used to compare the likelihood of a particular event occurring between two groups of interest. An achievement gap measure of less than 1 signifies that the success rate of the underrepresented population (Ex: minority students) is less than the success rate of the majority population (Ex: White students). In other words, the success event is less likely for a student from the underrepresented population compared to a student from the majority population. Conversely, an achievement gap measure greater than 1 means that the success rate of the underrepresented population (Ex: minority students) exceeds the completion rate of the majority population (Ex: White students), meaning that a student from the underrepresented population is more likely to experience the success event than a student from the majority population. The achievement gap is closed when the AG measure = 1 or the outcome of success is equally likely for both groups of interest.

As stated above, the achievement gap measure is used to compare the likelihood of success between the underrepresented population and the majority population. If the value of the AG measure is  $xAG$ , the AG measure value has the following interpretation: "The underrepresented student population is  $xAG\%$  as likely as the majority student population to experience success." For example, the interpretation of a data point of  $AG = .5$ , would be the following: the underrepresented student population is .5 times (as likely) as the majority student population to experience success.

#### Motivation for Using a Ratio AG Measure:

There are other metrics that could be used to investigate the achievement gap. Another more common metric is the percentage point difference of success rates between two student groups. Generally, ratio statistics yield more accurate results when comparing rate difference across observational units whose rates differ vastly in scale. Metrics and groups with larger success rates in scale will naturally produce larger percentage point differences. Below are two examples:

**Example 1:** 4% vs 1% and 50% vs 47%

Group 1: 4% vs 1%: 3 percentage point difference; 4.0 ratio value

Group 2: 50% vs 47%: 3 percentage point difference; 1.1 ratio value

These groups of statistics yield the same percentage point difference but very different ratio values.

**Example 2:** 23% vs 9% (low scale) and 63% vs 46% (high scale)

Group 1: 23% vs 9%: 14 percentage point difference; 2.5 ratio value