

Are Indiana high school graduates ready for college?

This brochure was developed by the

**Southeast
Indiana
Postsecondary
★ Regional ★
Partnership**

See page three.

Supported by the
Center of Excellence in Leadership of
Learning (CELL) at the University of Indianapolis.
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Is your student college ready?



A college-ready student can qualify for and succeed in a range of credit-bearing college general education courses leading to a degree or certification without the need for remediation. College-ready students are adaptive learners with attitudinal characteristics, key learning behaviors, strategies, and skills that enable them to successfully complete college-level coursework.

Adapted from "A Complete Definition of College and Career Readiness," David T. Conely, Ph.D., Educational Policy Improvement Center (EPIC)

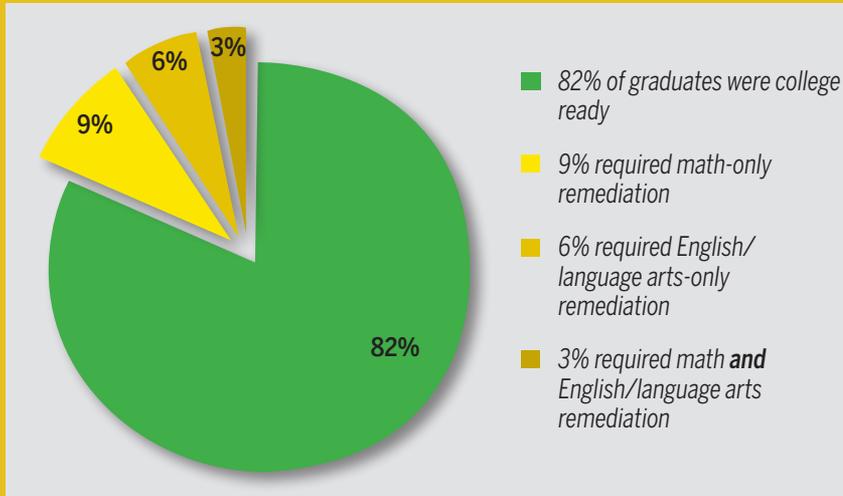
Did you know...

In 2014, about one in five Indiana high school graduates required remediation upon enrolling in Indiana public colleges directly following high school graduation.

Students who are not prepared to handle the rigor of credit-bearing college courses in English/language arts and math (as determined by placement test scores) are advised or required to take one or more remedial courses before enrolling in college-level classes. Remedial courses do not typically earn credits toward certificate or graduation requirements. However, tuition for remedial classes is usually equal to the cost for courses that do apply toward graduation. Participation in remedial courses adds cost, potentially escalates student loan debt, increases time to completion, and can have a demoralizing impact on student confidence and motivation.

Adapted from "Significant Discussions," League for Innovation in the Community College (2010)

2014 Indiana High School Graduates Requiring Remediation



Source: Indiana Commission for Higher Education 2014 Indiana College Readiness Report https://secure.in.gov/che/files/2014StateofIndiana_IN.pdf

By bringing college instructors and high school teachers in the math and English/language arts departments together, the Southeast Indiana Postsecondary Regional Partnership aims to improve college readiness, reduce the need for remediation, and enhance student success in college and beyond.

About the Partnership: The Center for Teaching and Learning (CTL) at Indiana University Purdue University Columbus (IUPUC) along with Ivy Tech Community College Columbus/Southeast, Bartholomew Consolidated School Corporation, Decatur County Community Schools, and Jac-Cen-Del Community School Corporation are working to define college readiness and promote better curriculum alignment between K-12 and higher education.

The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis (<http://cell.uindy.edu/>) is the project management organization in partnership with the Indiana Commission for Higher Education (ICHE). This initiative is funded by Lumina Foundation (<https://www.luminafoundation.org/>).





Indiana's High School Diplomas

"The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. The newest set of requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016 and younger). Under current requirements, students have the option of earning four diploma types:

- General;
- Core 40;
- Core 40 with Academic Honors (AHD);
- Core 40 with Technical Honors (THD).

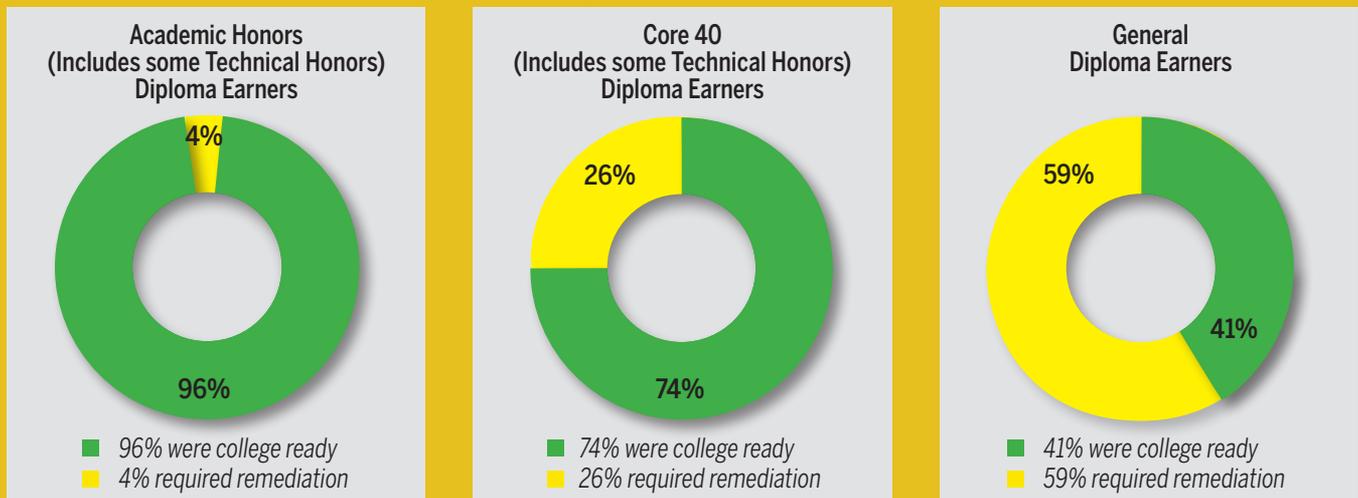
The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those who entered high school in the fall of 2007. The legislation includes an opt-out provision for parents who determine their students could receive a greater benefit from the General Diploma. The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011."

Source: Indiana Department of Education. Visit the website for requirements by diploma type at <http://www.doe.in.gov/ccr/indianas-diploma-requirements>

The type of diploma a student earns has an impact on college readiness.

Students who are not prepared to handle the rigor of credit-bearing college courses in English/language arts and math (as determined by placement test scores) are advised or required to take one or more remedial courses before enrolling in college-level classes.

Remediation Requirements by Diploma Type



Source: Indiana Commission for Higher Education 2014 Indiana College Readiness Report | https://secure.in.gov/che/files/2014StateofIndiana_IN.pdf



Did you know...

Remedial courses can cost as much as other college courses, but do not typically count toward the completion of a degree.

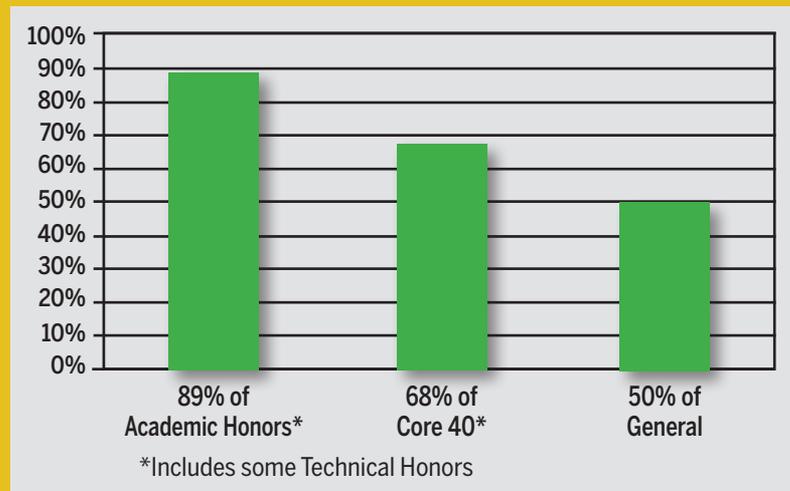
Approximately half of Indiana high school graduates earned a Core 40* diploma in 2014. While a Core 40* diploma is a **minimum** college admission requirement for Indiana's public four-year universities, earning a Core 40* diploma may not be a strong predictor of college readiness.

In 2014, 96% of Academic Honors* diploma earners enrolled in Indiana public colleges did not require remedial courses. Of the 4% who did require remediation, 89% were successful at earning remedial credits.

During the same year, 26% of Core 40* diploma earners needed remediation. Among those students who required remediation, 32% failed to earn remedial credits while 68% were successful at earning remedial credits.

Approximately one-third of Indiana high school graduates earned an Academic Honors* diploma in 2014. Many more Academic Honors* diploma earners were college-ready and had greater success in their freshman year of college.

Success Earning Remedial Credits by Diploma Type

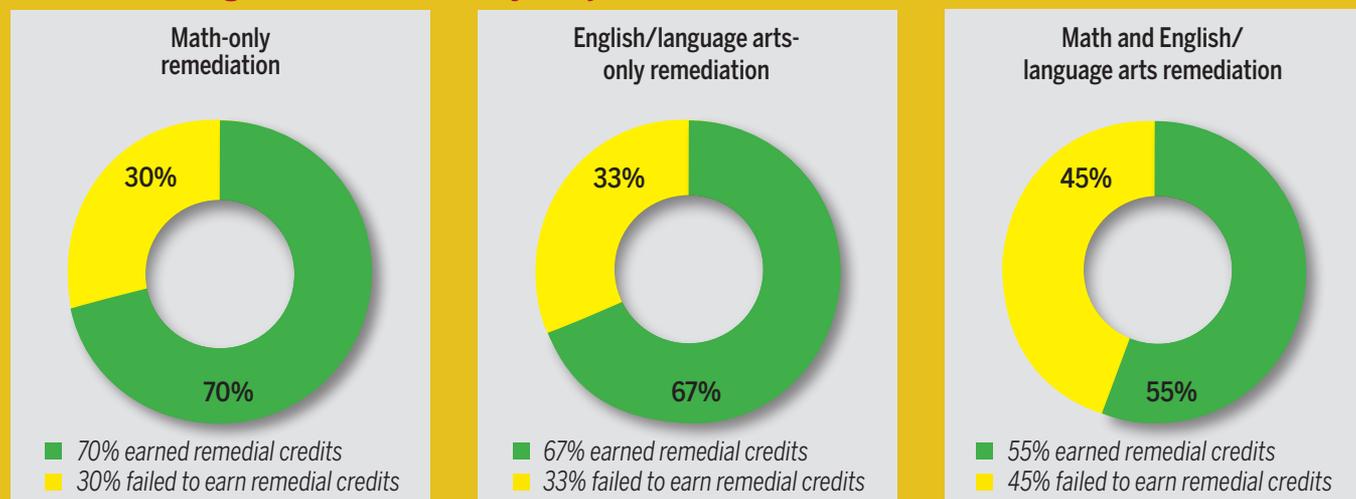


Source: Indiana Commission for Higher Education 2014 Indiana College Readiness Report https://secure.in.gov/che/files/2014StateofIndiana_IN.pdf

Many college students enrolled in remedial classes do not earn credits.

Among students who required math-only or English/language arts-only remediation, about one-third failed to earn remedial credits. For students who required remediation in both math and English/language arts, the situation was worse. Nearly one-half of students failed to earn remedial credits.

Success Earning Remedial Credits by Subject



Source: Indiana Commission for Higher Education 2014 Indiana College Readiness Report | https://secure.in.gov/che/files/2014StateofIndiana_IN.pdf

*Includes some Technical Honors



Diploma Type Impacts College Freshman Success

Diploma Types Earned by College Freshman	2011	2014
Academic Honors (Includes some Technical Honors)	39%	48%
Core 40 (Includes some Technical Honors)	52%	46%
General Diploma	9%	5%

The percentage of students earning an Academic Honors* diploma has increased nearly 10% since 2011.

The percentage of graduates earning a General Diploma has decreased by 4% since 2011.

College Freshman Grade Point Average (4.0 scale)	
Academic Honors (Includes some Technical Honors)	3.1 GPA
Core 40 (Includes some Technical Honors)	2.2 GPA
General Diploma Earner	1.9 GPA

In their freshman year of college, Academic Honors* diploma earners enrolled in Indiana public colleges had a Grade Point Average (GPA) of 3.1, Core 40* diploma earners had a 2.2, while General diploma earners had a 1.9 GPA. **A college GPA below 2.0 generally places a student on academic probation subject to dismissal due to inadequate progress toward degree completion.**

Credit Hours Earned as College Freshman	
Academic Honors (Includes some Technical Honors)	27.35 credit hours
Core 40 (Includes some Technical Honors)	17.33 credit hours
General Diploma Earner	9.53 credit hours

In their freshman year of college, Academic Honors* diploma earners enrolled in Indiana public colleges earned an average of 27.35 credit hours, Core 40* diploma earners had an average of 17.33 credit hours, while General diploma earners had 9.53 credit hours. **In order to graduate on time (4 years) with a minimum of 120 credits, students should successfully complete at least 15 credits each semester for a total of 30 credit hours per academic year.** (www.15tofinishIndiana.org)

REMEDIAL CREDITS: Credits earned in remedial courses do not typically count toward certificate or graduation requirements.

Source: Indiana Commission for Higher Education 2014 Indiana College Readiness Report https://secure.in.gov/che/files/2014StateofIndiana_IN.pdf

*Includes some Technical Honors

Check out the English, Finite Math, College Algebra, Calculus, and Predictive Evidence rubrics that outline the knowledge, skills, attitudes, and behaviors that contribute to College Readiness.

www.iupuc.edu/ctl/collegereadiness





College Readiness Matters to All of Us

Indiana will need more students to complete programs of study in order to close the skills gap and sustain a strong economy (see table below). While undergraduate enrollment nationwide has doubled from 1970 to 2009, completion has remained unchanged. When students are not prepared for credit-bearing college-level courses, (as determined by placement test scores), they are directed toward remedial classes.

Remedial education is often referred to as the “Bermuda Triangle of Higher Education.” For too many students, the path through college ends in a cycle of remedial classes with no degree and often accumulated student loan debt.

Complete College America was established in 2009 to work with Indiana and other states to increase the number of Americans with quality career certificates or college degrees.

Complete College America’s report *Remediation: Higher Education’s Bridge to Nowhere* (2012) found that in the fall 2006 cohort, 46.4% of community college and 12.4% of 4-year college students enrolled in Indiana public colleges and universities required remediation when entering post-secondary education. Students who take remedial education courses are less likely to graduate from college.

According to **Complete College America’s** report *Time is the Enemy* (2011), while 13.9% of all community college students (fall 2004 cohort) graduated within three years, only 9.5% of those taking remedial classes graduated within the same time period.

Four-year college students (fall 2002 cohort) showed a similar trend – 55.7% graduated within six years while only 35.1% of students taking remedial classes graduated. Marginally prepared students can easily become lost in remediation.

So what can be done to improve these numbers?

In *Remediation: Higher Education’s Bridge to Nowhere* (2012) researchers recommended that states work to strengthen high school preparation by aligning requirements for high school graduation with college expectations thus reducing the need for remediation.

The **Southeast Indiana Postsecondary Regional Partnership** has developed rubrics* aimed to improve alignment so that more high school graduates are ready for credit-bearing postsecondary courses from day one. This will help students be prepared to succeed in college coursework and complete degrees leading to employment opportunities.

*www.iupuc.edu/ctl/collegereadiness

For a strong economy, the skills gap must be closed

58%	By 2020, jobs requiring a career certificate or college degree
36%	Indiana adults who currently have an associate degree or higher
22%	Skills gap

Data: See *Time is the Enemy* Methodology (2011)

Sources: www.completecollege.org/docs/CCA-Remediation-summary.pdf | www.completecollege.org/docs/Time_Is_the_Enemy.pdf

Southeast Indiana Postsecondary Regional Partnership (www.iupuc.edu/ctl/collegereadiness) 2016





The Center for Teaching and Learning (CTL) at
Indiana University Purdue University Columbus (IUPUC)

Ivy Tech Community College Columbus/Southeast

Bartholomew Consolidated School Corporation

Decatur County Community Schools

Jac-Cen-Del Community School Corporation

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