



2024

STATE OF HIGHER EDUCATION

in Indiana



INDIANA COMMISSION *for*
HIGHER EDUCATION

LOOKING TO 2025: A LETTER ON THE STATE OF HIGHER EDUCATION IN INDIANA FROM COMMISSIONER CHRIS LOWERY

Indiana's higher education landscape has undergone many changes throughout the years. As it continued to evolve to meet the needs of students and our economy, it became apparent the work of the Indiana Commission for Higher Education (Commission, CHE) must adapt as well.

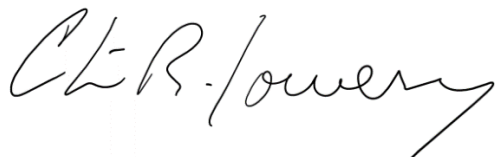
Shortly after stepping into the role of Commissioner in 2022, the agency underwent a situation assessment and two reorganizations to bring greater intentionality and create a level of ownership in how the Commission develops, enhances, and implements strategic initiatives to support Hoosier students of all ages, employers, and our communities. Also, Career and Technical Education (CTE) found its permanent home at the Commission in July 2023. The alignment of CTE with the Commission's mission and other work is a natural and logical fit for the agency's overall strategic vision.

To guide the Commission's work and to carry the momentum brought by the agency's changes, the HOPE Agenda — Hoosier Opportunities and Possibilities through Education — was introduced during the 2023 State of Higher Education Address. It serves as the strategic plan for the Commission's work through 2030.

The seven long-term goals within the HOPE Agenda, to be a top 10 state in the nation in each area, are borne of the current challenges and opportunities facing higher education in Indiana. The key pillars of the HOPE Agenda — enrollment, completion, and graduate retention — ensure all Hoosiers can seize the hope higher education provides, employers have access to a better-prepared workforce, and communities are strengthened.

The Commission is facing head-on the challenges outlined in the HOPE Agenda through the implementation of a new strategic management process (SMP). Goals six and seven of the HOPE Agenda serve as the vision for the SMP, and HOPE Agenda goals one through five as the strategic objectives to achieve that vision. Every full-time employee in the agency has three specific performance goals that are mapped to the HOPE Agenda, so they know how the work they are doing each day helps move the needle on the strategic plan. Members of the Commission's senior leadership team are assigned as primarily and secondarily responsible for ensuring the Commission achieves each goal. This has driven accountability and measurability of progress. Our fellow Hoosiers should expect nothing less.

This inaugural **2024 State of Higher Education Report** serves as a reflection of the progress the Commission, with support from its partners, has made within each of the seven HOPE Agenda goals. The report addresses specific policies and programs that have driven change and mentions upcoming strategic initiatives to keep progress moving forward. Great strides have been made in recent years to improve outcomes for Hoosier students, employers, communities, and our state. As you'll see in the report, we are on the right path, but work remains. Let's use these findings to pinpoint areas of growth and solutions for progress to create more opportunities and possibilities for economic and social mobility and prosperity for every one of our fellow Hoosiers.



Chris R. Lowery
Commissioner
Indiana Commission for Higher Education

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The key pillars of the Commission’s HOPE (Hoosier Opportunities & Possibilities through Education) Agenda - enrollment, completion, and graduate retention - will ensure all Hoosiers have the opportunity to access the hope higher education provides, employers will have access to a better-prepared workforce, and communities will be stronger.



7 HOPE GOALS

The HOPE Agenda calls for Indiana to become a **Top 10 State by 2030:**

| | GOAL | MEASURE | RANK |
|---|--|---|------|
| 1 | Post-high school education and training going rates for youth and adults | College-Going Rate, Youth | 37 |
| | | College-Going Rate, Adults | 11 |
| 2 | Postsecondary attainment for veterans, individuals with disabilities, and the justice-involved | Educational Attainment, Veterans | 48 |
| | | Educational Attainment, People with Disabilities | 43 |
| | | Educational Attainment, Justice-Involved | 42 |
| 3 | Utilization of credit for prior learning | Usage of Credit for Prior Learning | TBA |
| 4 | The rate at which Hoosiers successfully complete their chosen areas of study | Degree Completion Rate | 10 |
| 5 | Retaining talent once someone has graduated | Retention and Migration of College Graduates | 40 |
| 6 | Measurable distinction of economic and social mobility and prosperity | Economic and Social Mobility, Prosperity Outcomes | 35 |
| 7 | A recognized state for growing or starting a business based upon the strength of human capital | Strength of Human Capital - Total Credential Attainment | 28 |
| | | Strength of Human Capital - Associate Degree+ Attainment | 39 |
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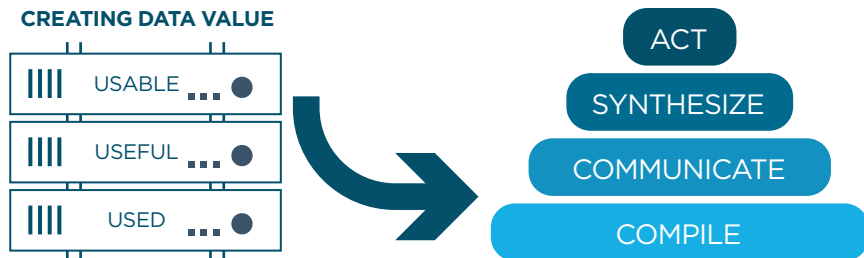
2024 State of Higher Education **DATA STRATEGY**

The Commission has a clear destination in mind to advance the educational and economic opportunities for Hoosiers across the state by aligning with Lumina Foundation’s 60 percent educational attainment goal. When Indiana first adopted this goal in 2012, the measure concentrated on associate degrees or higher and Indiana ranked 39th. The latest data from 2022 showed Indiana still ranks 39th in the nation. That is unacceptable. Now, sub-associate credentials and certifications are included in that attainment rate, and Indiana has made significant progress in that area. Indiana ranks 5th in the nation in sub-associate degree attainment. When looking at total credential attainment, the state ranks 28th.

Indiana’s Strength in Human Capital National Rankings



In the fall of 2023, the Commission formally signaled a significant shift in its data strategy, introducing the new role of Associate Commissioner for Business Intelligence as lead of the Commission’s data team. The shift from the Commission’s legacy focus on policy and research to business intelligence was an intentional pivot announcing a paradigm shift in how it values data and creates value from its data.



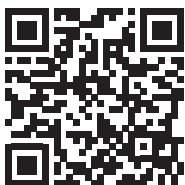
The Commission’s new lens prioritizes relevant data for use across the agency and assigns value to its data:

- Usable: integrated, ability to connect with other operational systems,
- Useful: understood by spectrum of data users, and
- Used: actively utilized in future decision-making and strategic action.

To expand capacity for business intelligence and analytics, the Commission has intentionally disrupted its annual publication cycle of research reports capturing historical trends with a backward focus. Instead, the Commission will now focus historical data analysis only on key research initiatives, such as the college-going rate and college completion rate. This refocus will increase agency capacity to identify and integrate more timely, relevant data as a source of indicators (leading and lagging) to adjust operational execution, for use in modeling and predictive analytics (forecasting), and to perform quarterly evaluations of strategic performance.

The Commission’s HOPE Agenda data strategy will build its data assets and technology architecture to achieve this future state, empowering the agency to:

- Democratize trustworthy data across the units to generate timely, actionable insights,
- Strategically position the Commission for agility in responding to evolving circumstances, and
- Streamline data collection and integration to reduce duplication, improving operational efficiency.



The HOPE Agenda dashboard measures Indiana’s progress towards becoming a top 10 state in the nation by 2030 in seven goal areas and is updated quarterly.

www.in.gov/che/HOPEDashboard

2024 State of Higher Education **HOPE AGENDA GOAL 1**

Post-high school education and training going rates for youth and adults

CURRENT RANKINGS:

37th in college-going rate for youth (2022)

11th in undergraduate enrollment of adults compared to working-age population (2021)

Importance of high going-rates for youth and adult populations

Over a decade ago, Indiana set an ambitious goal to have over 60 percent of working-age adults obtain some form of credential or degree beyond a high school diploma by 2025. At the time that goal was set, the Commission had not set forth a strategy to reach that rate beyond the continuation of existing initiatives. Today, Indiana remains well short (53 percent) of achieving this goal and lags the national attainment rate (54 percent).

Higher education attainment is clearly linked to quality of life and the ability to grow measurable distinction in economic and social mobility and prosperity, and expand capacity to support economic growth based on the strength of human capital. In 2023, the state recorded an increase in enrollment for the first time in 13 years, and saw an additional increase of over two percent in enrollment for the fall 2024 school semester. While most of the going-rate data lags by a full academic year, enrollment rates reflect an early indicator of success and a hopeful reflection of recent strategic programmatic and legislative initiatives.

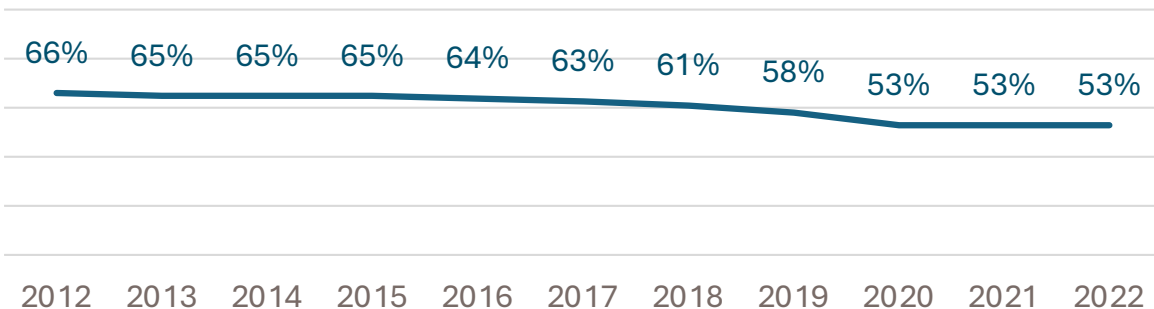
With this renewed sense of urgency, the Commission is doubling down on its HOPE Agenda goals with clear target measures and strategies to improve educational attainment in the state.

The Commission separates its attention on college-going rates into two categories, youth college-going rates and adult college-going rates, due to differing lifestyle and career goals for each group.

COLLEGE-GOING RATE – YOUTH

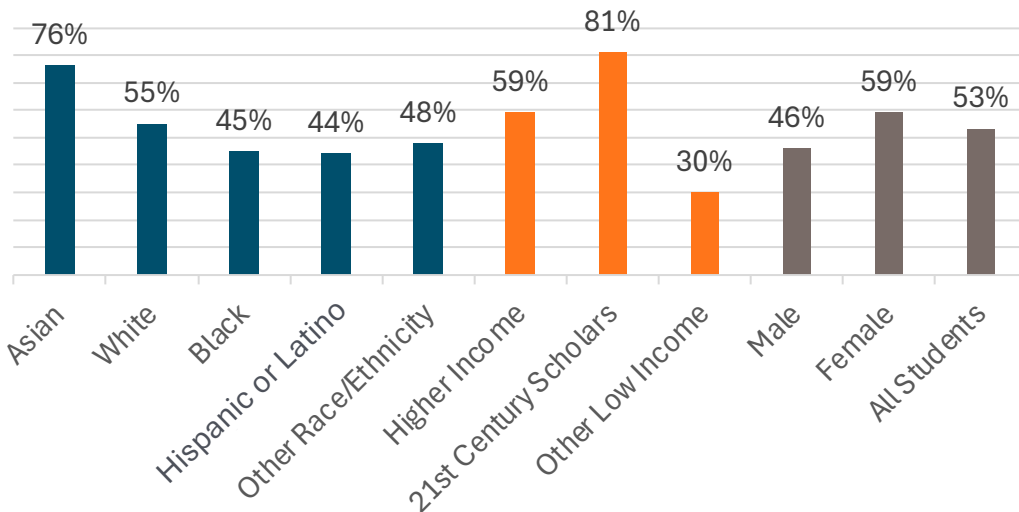
Indiana’s youth college-going rate, the rate at which high school graduates enroll in college after graduation, has declined since its height in 2012. As of the latest data from the graduating class of 2022, it has held steady at 53 percent for the past three cohorts. To reverse this trend, the Commission recognizes the importance of honing its college-going outreach, implementation, and marketing strategies and funding opportunities to Indiana’s recent high school graduates, accounting for the unique values and challenges of this age group. Further demographic breakouts of recent high school graduates require more specialized consideration, as students in various racial and ethnic groups, income levels, and genders vary in college-going rates, as seen in the chart below. Additional college-going rate data can be found in the Commission’s online College-Going Dashboard.

COLLEGE-GOING RATES – YOUTH



By High School Cohort

COLLEGE-GOING RATE BY DEMOGRAPHIC GROUP



2022 High School Cohort

College Credit in High School

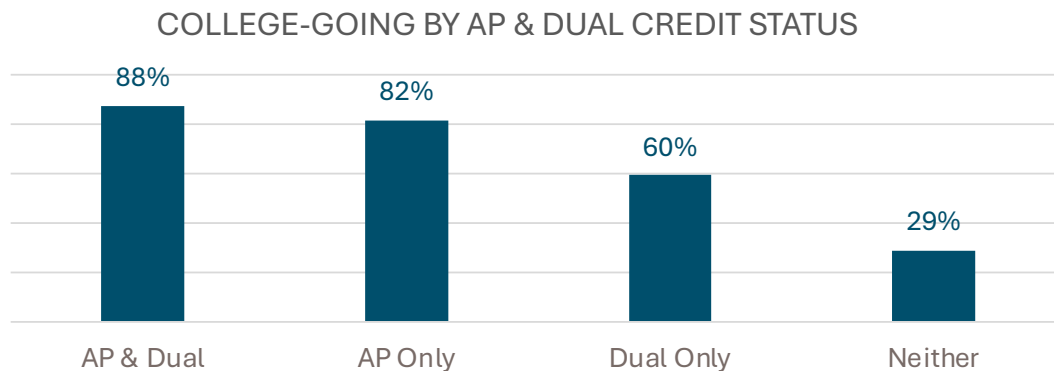
Indiana high school students have several opportunities to earn college credit while enrolled in high school including:

- **Advanced Placement (AP):** Students can earn college credit that can be transferred to institutions nationwide. The amount of college credit earned depends on the score the student earns on an AP exam.
- **Dual Credit:** Students can complete college-level coursework that may transfer to their postsecondary pathway. Students who earn a satisfactory grade in a course listed on the Core Transfer Library ensure their credits will currently transfer to any Indiana public institution and six Indiana private institutions.

The state’s biennial budget provides funding to cover the exam fees for AP exams taken by Indiana students in grades 9 through 12 who are enrolled in an accredited public or non-public school. A maximum of three exams per student per year may be funded. As funding allows, the Indiana Department of Education (IDOE) will also cover exam fees for any AP course taken by Indiana students enrolled in an accredited public or non-public school and receiving free and reduced lunch (up to three additional exams per student).

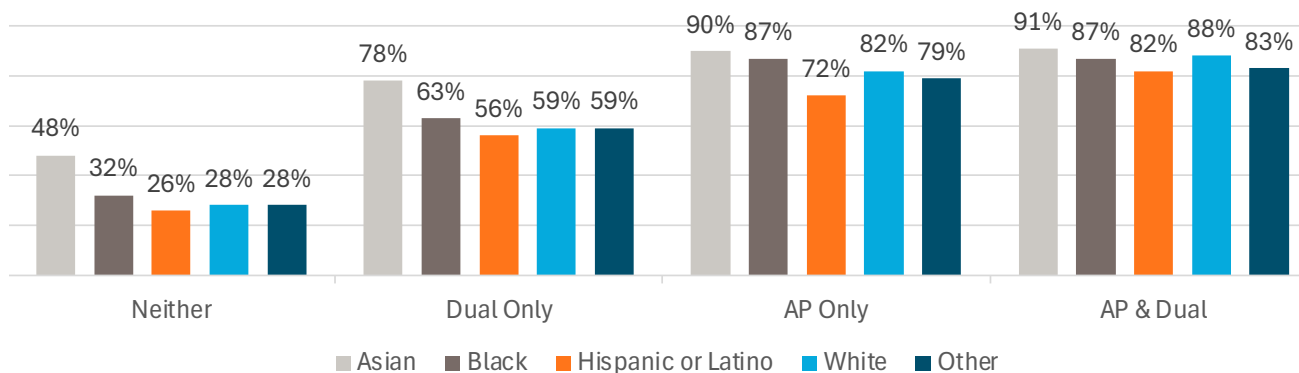
Most Indiana high school students are also able to access dual credit at no cost, as the Indiana University system, Ivy Tech Community College, and University of Southern Indiana all offer dual credit at no cost for Hoosier students. Furthermore, all technical and priority liberal arts dual credit courses are offered at no cost to qualifying students from low-income households. All other students are offered the courses at a maximum rate of \$25 per credit hour. The low cost of dual credit coursework in Indiana provides students the opportunity to earn early college credit without the financial barrier of tuition.

Students who earn college credit while in high school enroll in postsecondary institutions at higher rates. Indiana high school graduates from the class of 2022 who earned dual credit enrolled in college at a rate of 60 percent, while students who earned no form of college credit in high school enrolled in college at a 29 percent rate. Students who graduated with AP credit enrolled at a rate of 82 percent, and students who earned both AP and dual credit enrolled in college at an 88 percent rate.



2022 High School Cohort

COLLEGE-GOING RATE BY CTE STATUS & RACE/ETHNICITY



2022 High School Cohort

While students who earn college credit in high school enroll in college at higher rates, breaking out demographic categories adds another layer of understanding. When examining race and ethnicity breakouts, early college credit – particularly a combination of dual and AP credit – helps to close college-going gaps with populations who have historically lower college-going rates including in Black and Hispanic or Latino student groups.

Indiana College Core and Career and Technical Education (CTE)

Indiana also offers several credential programs that encourage high school students to choose the types of dual credit courses that will count toward degrees at postsecondary institutions, such as the Indiana College Core and CTE programs.

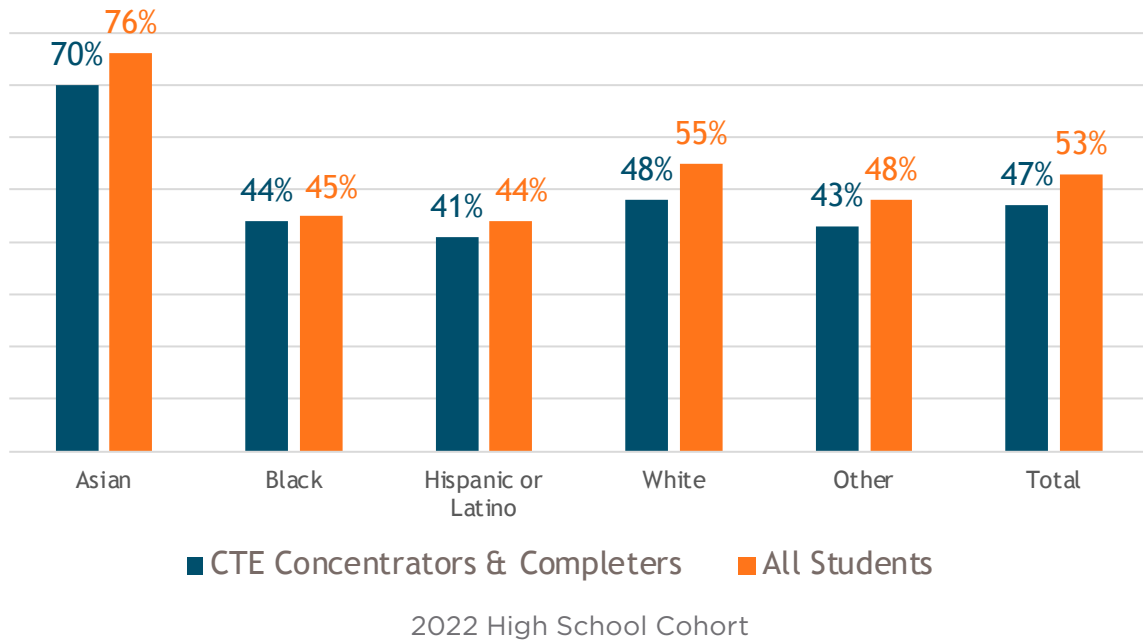
The Indiana College Core is a block of 30 credit hours of college-level general education coursework that transfers seamlessly to all Indiana public institutions and some private institutions. The certificate allows high school students to earn a full year of general education credits for little to no cost. Data show students who earn the Indiana College Core in high school have much higher college-going and completion rates than students who do not

earn the certificate. Because of the success of high school students who earn the Indiana College Core, the Commission has dramatically increased the number of high schools offering the certificate. After a decade of existence, the Indiana College Core was offered at only 84 Indiana high schools (2021). That number has since increased to 141 schools in 2022, 222 schools in 2023, and is now currently offered at 281 Indiana high schools in fall 2024. Recently passed legislation, Senate Enrolled Act (SEA) 8-2024, now requires all Indiana high schools to either offer the Indiana College Core in 2024-25, submit an implementation plan to offer the Indiana College Core by the 2026-27 school year, or submit a feasibility report if unable to offer the certificate.

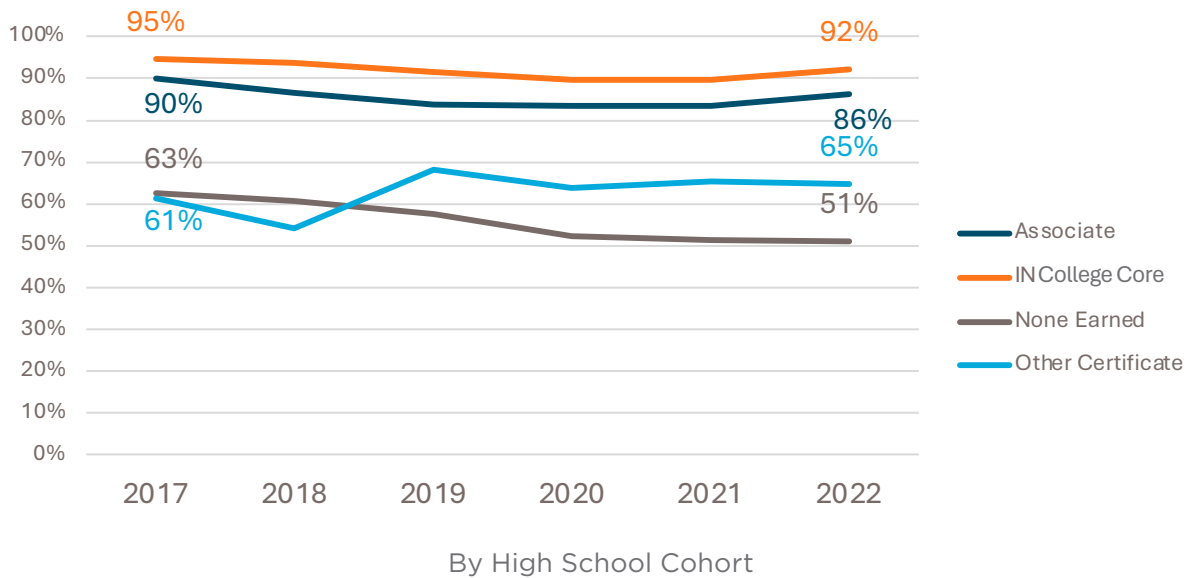
Secondary CTE programs offer students opportunities to earn college credit, obtain postsecondary credentials and industry certifications, and participate in work-based learning through guided coursework-focused pathways. The foci of available credentials can range from healthcare and information technology (IT) to skilled trades and help prepare students for further credentials at accredited postsecondary institutions. CTE programs prepare students for postsecondary and career success within in-demand career fields and ensure Indiana has a well-qualified talent pipeline to meet employer needs.

In 2022, the college-going rate of CTE concentrators and completers was 47 percent – just below the overall college-going rate for all high school students in Indiana. A student achieves concentrator status when they complete the first three courses in a CTE program of study. Completer status is achieved when the student takes at least two credits of the pathway capstone course. While the CTE concentrator/completer college-going rate is still slightly lower than the overall state average, CTE remains a model for students to either enter straight into the workforce after high school with a credential or certificate or build upon those skills toward a more advanced degree. As CTE transferred to the Commission after the 2023 legislative session, 2022 was the first year CTE data were available in this measure. By moving CTE under the Commission, this will better allow for strategic initiatives and data tracking to align for all postsecondary pathways.

COLLEGE-GOING RATE BY CTE STATUS & RACE/ETHNICITY

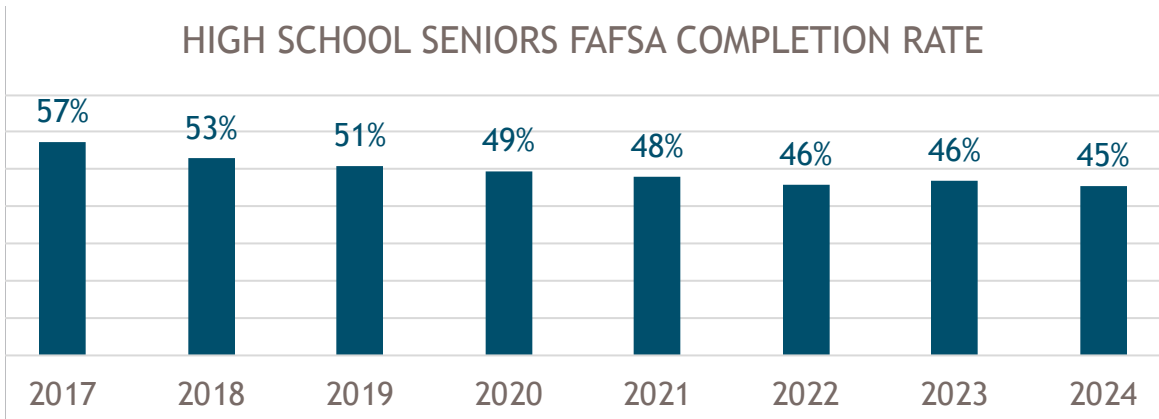


COLLEGE-GOING RATE EARLY CREDENTIAL EARNERS



Free Application for Federal Student Aid (FAFSA)

An early indication of college-going rates for high school seniors is the rate at which they complete the FAFSA. To persuade high school seniors to start thinking about postsecondary options sooner, the Commission successfully advocated for passage of SEA 167-2023, which requires all high school seniors to submit the FAFSA with broad opt-out provisions. However, multiple issues at the federal level severely limited students' ability to complete the FAFSA for the 2024-25 academic year.



The U.S. Department of Education revamped the FAFSA form for the 2024-25 academic year with the goal of making the submission process simpler. However, the new form was released months behind schedule with significant errors and technical issues, postponing students' submission dates until the issues were fixed. Furthermore, the process for students to make corrections to their submitted FAFSAs was again delayed, postponing students' FAFSA completion and the ability for states and institutions to award financial aid. These federal FAFSA delays presented challenges for getting Indiana's high school seniors to submit the FAFSA on time by the state's April 15 priority deadline. Across the nation, FAFSA completion rates are lower than last year. While Indiana's completion rate also dipped from the previous year, by the federal FAFSA submission deadline of June 30, Indiana was still within one percent of 2023 completion rates. Indiana ranks first in the country in closing both the submission and completion gaps from 2023-24 according to the National College Attainment Network (NCAN) FAFSA Tracker. Indiana also ranked first in the nation in change compared to the previous year for FAFSA completions for low-income high schools and fourth in the nation for high-minority high schools, increasing completion rates in both those categories.

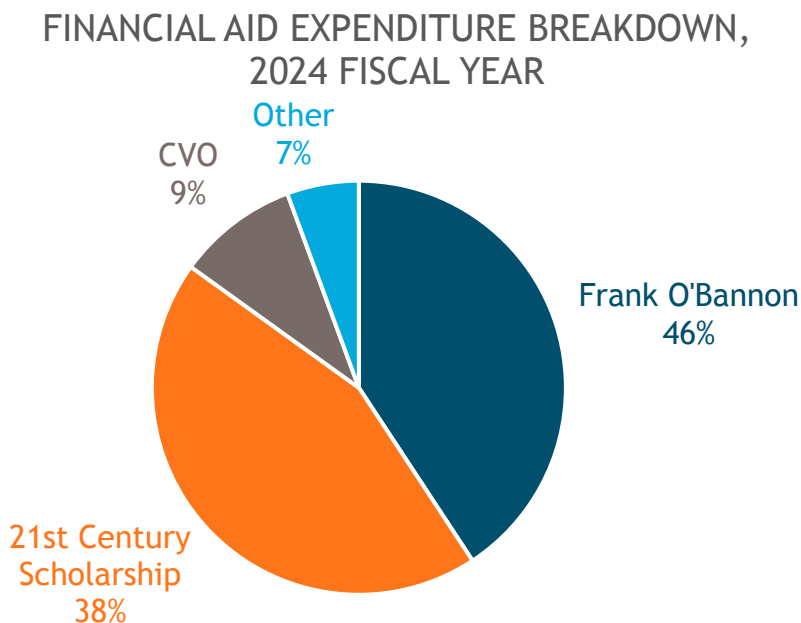
Indiana's 2024-2025 FAFSA Completion Campaign

Presented with the challenging launch of the FAFSA, the Commission undertook an aggressive and comprehensive statewide FAFSA completion communications and outreach campaign that combined both long-term and new strategies such as College Goal Sunday, grassroots efforts and partnerships, direct mail, bilingual Facebook Live events, and media interviews. Those efforts are now being referenced as a national model.

Financial Aid Fiscal Impact

Most of Indiana's financial aid budget is distributed between two broad programs that provide need-based financial assistance, the Frank O'Bannon Grant and the 21st Century Scholars Award. This year marked an historic increase in Frank O'Bannon Grant distributions.

In 2022, the Indiana State Budget Committee approved the Commission's request for a 35-percent increase to the grant's maximum base-award amounts starting in the 2024 fiscal year, restoring cuts made during the Great Recession while also adjusting for inflation. The full distribution of financial aid expenditures for the 2024 fiscal year can be seen in the chart below. About a tenth of the funding was accounted for by Indiana's Child of a Disabled Veteran Program and Public Safety Officer Supplemental Grant Program, jointly referred to as CVO, and another 6 percent for all other financial aid programs.



Pre-Admissions: Your Path to College

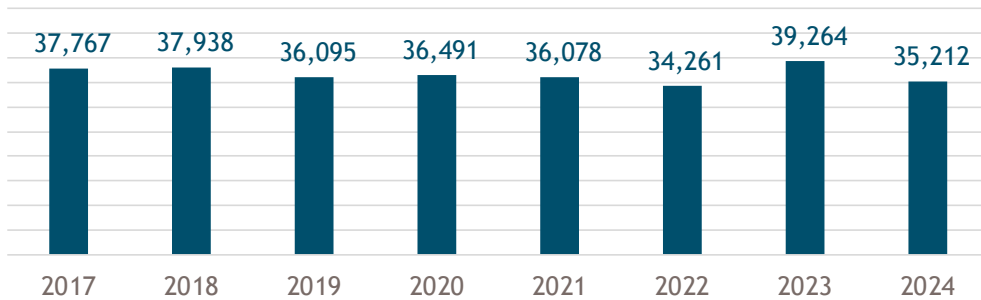
Indiana launched its Indiana Pre-Admissions: Your Path to College initiative for the first time with the high school class of 2024 to address Indiana's low college-going rate and encourage high school students to apply for college. During its first year, the pre-admissions initiative notified 56,000 students from 327 participating high schools of their admissions eligibility for up to 38 public and private institutions in the state. For the second year of this initiative, 390 high schools participated in the program, and 67,000 students in the 2025 high school class were notified that they were, on average, pre-admitted to 24 campuses. Approximately 24 percent of students in these participating high schools were pre-admitted to all, now 39, participating campuses, and all students were pre-admitted to Ivy Tech Community College, Vincennes University, and Martin University. Through this program, many students who previously thought they would not be admitted to college received letters telling them that they were pre-accepted to dozens of Indiana institutions.

COLLEGE-GOING RATE - ADULTS

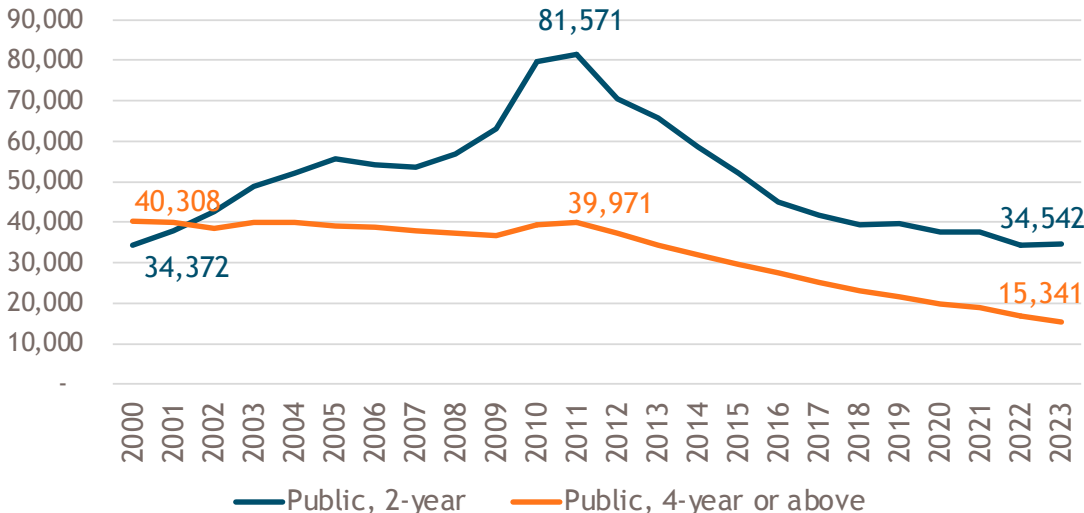
The Commission recognizes increasing the college-going rate for adults as a crucial component to Indiana achieving its 60 percent educational attainment goal. Without skilling up more Hoosier adults, Indiana is at risk of not reaching the goal. Reasoning behind the motivation for enrolling in college at an older age can vary, but adult students come from different places in life with their own values and goals, and strategies to encourage their postsecondary enrollment account for their unique motivations. Currently, there are over 15,000 Hoosier adults who are working toward a bachelor’s degree.

While working-age adults occupy most of the state’s population, adult college enrollment has been declining since the Great Recession of the late 2000s and the number of adults ages 25-64 who have submitted the FAFSA has also decreased overall. To accelerate an increase in postsecondary educational attainment in the next several years, college enrollment outreach must adapt to meet the unique needs, lifestyles, and goals of Indiana’s working-age adults. Indiana’s adult enrollment efforts focus on upskilling the working-age adult population for the state’s most in-demand employment sectors to ensure we set the state for a thriving economic future.

ADULT FAFSA SUBMISSIONS, FIRST-YEAR UNDERGRADUATES
AGES 25-64



ADULT UNDERGRADUATE ENROLLMENT, AGES 25-64



Adult Student Grant

Introduced in 2015, the Adult Student Grant offers funding to primarily adult students who earned some amount of college credit but never completed a credential. The program provides up to \$2,000 in tuition assistance dependent on the students' financial need.

Workforce Ready Grant

The Workforce Ready Grant was introduced in 2017 to fund the need for increased Hoosier talent in high-demand industries such as advanced manufacturing, building and construction, health and life sciences, IT and business services, and transportation and logistics. The grant covers tuition for both credit-bearing and non-credit-bearing certificates, leveraging opportunities for Hoosiers to skill up and move into high-priority industries for the state. The state increased its investment in the 2023-25 biennium by increasing appropriations by \$5 million each year.

Outcomes-Based Performance Funding (OBPF)

To encourage improvement in statewide educational attainment, the Commission financially incentivizes Indiana's public postsecondary institutions to improve student outcomes through a performance funding formula. In 2023, the Commission implemented significant revisions to the OBPF formula to expand on the already existing area of completion. With the support of the General Assembly, this accountability and incentive structure now focuses on enrollment, completion, graduate retention, and research. This is the most comprehensive revamp of the formula in its more than twenty-year history, reflecting the critical challenges and opportunities in Indiana's higher education landscape. Additionally, for the first time, adult enrollment and completion were individually counted and incentivized.

Adult student enrollment is also factored into the enrollment metric. For fiscal year 2025, only 15 percent of available OBPF was earned in the adult enrollment measurement. The Commission is maintaining its commitment to strengthen its outreach to adult learners across the state.

Indiana State University’s Early Childhood Education Center (ECEC) provides a nearby childcare option for student-parents, faculty, and community members, while also providing teacher training experience to current students. This center was created to address the challenge student-parents and faculty face in finding accessible childcare that fits with their course schedules.

“At Indiana State University’s Early Childhood Education Center, we’re dedicated to providing high-quality care and early education that gives student-parents the confidence to pursue their dreams,” said Holly Curtsinger, ECEC Director. “We understand the importance of creating a nurturing and safe environment for their children, which allows our students to focus on their studies and succeed. Our work is an integral part of Indiana State’s mission to make higher education accessible and supportive for all.”



Photo source: Indiana State University

2024 State of Higher Education
HOPE AGENDA GOAL 2

Postsecondary attainment for veterans, individuals with disabilities, and the justice-involved

CURRENT RANKINGS:

Educational Attainment Associate Degree or Above:

- **Veterans & Military-Affiliated (2022): 48th**
- **Individuals with Disabilities (2022): 43rd**
- **Justice-Involved (2022): 42nd**

2024 State of Higher Education
HOPE AGENDA GOAL 3

Utilization of credit for prior learning

CURRENT RANKING:

1 of 8 states to have a comprehensive statewide credit for prior learning policy (2024)

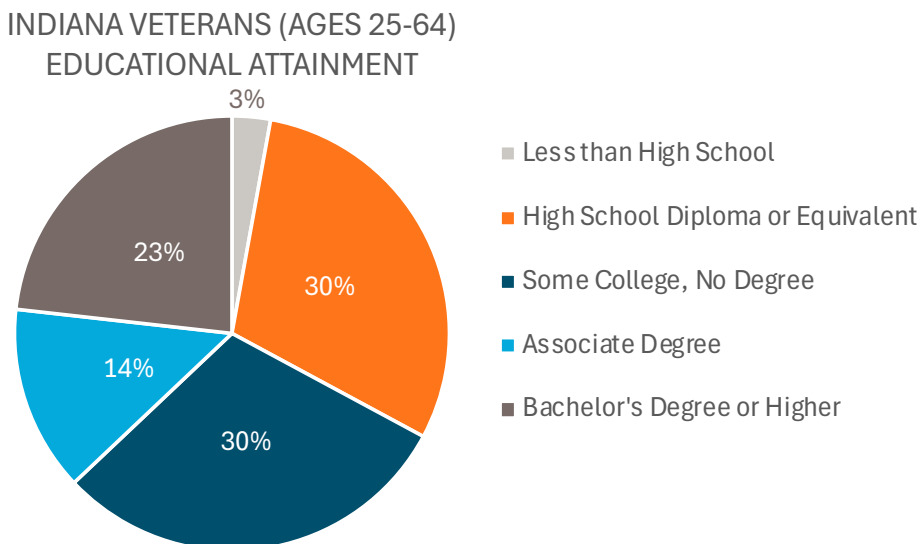
Why These Populations

As illustrated in the narrative and the following data, veterans and military-affiliated Hoosiers, individuals with disabilities, and the justice-involved are three adult populations who face the steepest barriers in higher education. Much more can and must be done to ensure these populations achieve postsecondary educational attainment to improve overall economic and social mobility and prosperity.

VETERANS AND THE MILITARY-AFFILIATED

To ensure veterans and military-affiliated Hoosiers enroll and successfully complete their intended degree programs to secure a better quality of life for themselves, their families, and their communities through meaningful careers, Indiana must become a top 10 state in the nation in educational attainment with veterans who have served and protected our nation and people.

According to the U.S. Census Bureau American Community Survey, in 2022, there were over 158,000 veterans who served in active duty aged 25 and 64 living in Indiana. However, less than forty percent of Hoosier veterans of working age have earned an associate degree or higher. At the same time, almost one-third of Hoosier veterans of working age report having earned some college credit but no degree. There is a significant opportunity to increase educational attainment within this population.



Collegiate Purple Star of Indiana

With the passage of SEA 384-2023 Indiana became one of a few states in the nation to officially champion the relationship between military-affiliated individuals and postsecondary institutions by establishing a higher education Purple Star designation, commonly known as the Collegiate Purple Star of Indiana (CPSI). The CPSI designation recognizes public, private, and for-profit institutions of higher education that provide infrastructure and commitment toward the enrollment, retention, graduation, and career placement of military-affiliated students. In partnership with the Indiana Department of Veteran Affairs, the Commission officially launched the CPSI on April 30, 2024.

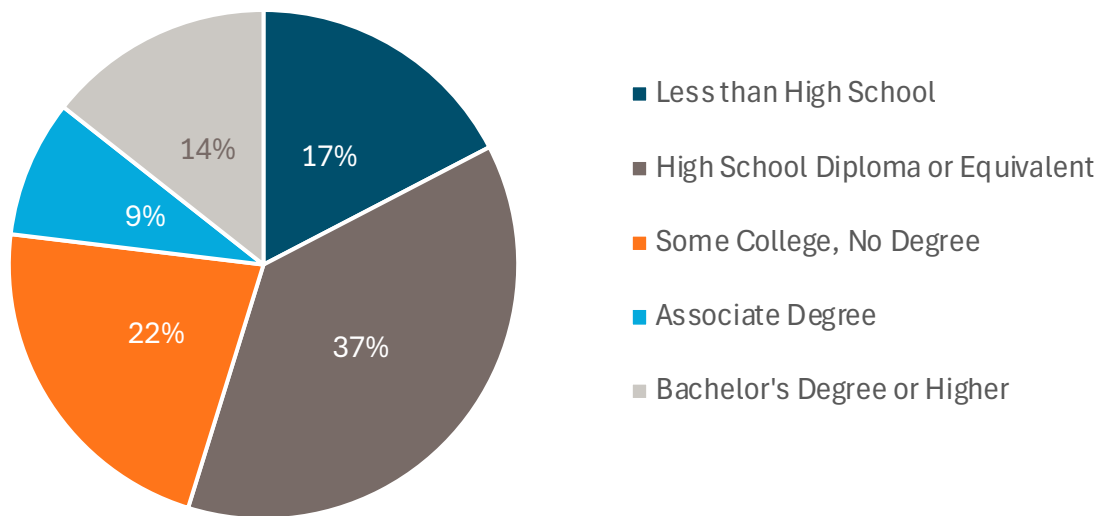
Financial Aid Programs for Veterans

By completing the FAFSA, veterans and children or spouses of veterans can access specific Indiana financial programs. This includes the National Guard Tuition Supplement Grant which provides 100 percent tuition and regularly assessed fees at a public Indiana institution for eligible members of the Indiana Air and Army National Guard. As of July 2023, the grant expanded access to include an annual award of up to \$5,000 toward tuition and regularly assessed fees at an Indiana private, non-profit college or university. Additionally, Indiana offers the Tuition and Fee Exemption for Indiana Purple Heart Recipients which provides up to 100 percent tuition and fees at Indiana public colleges and universities.

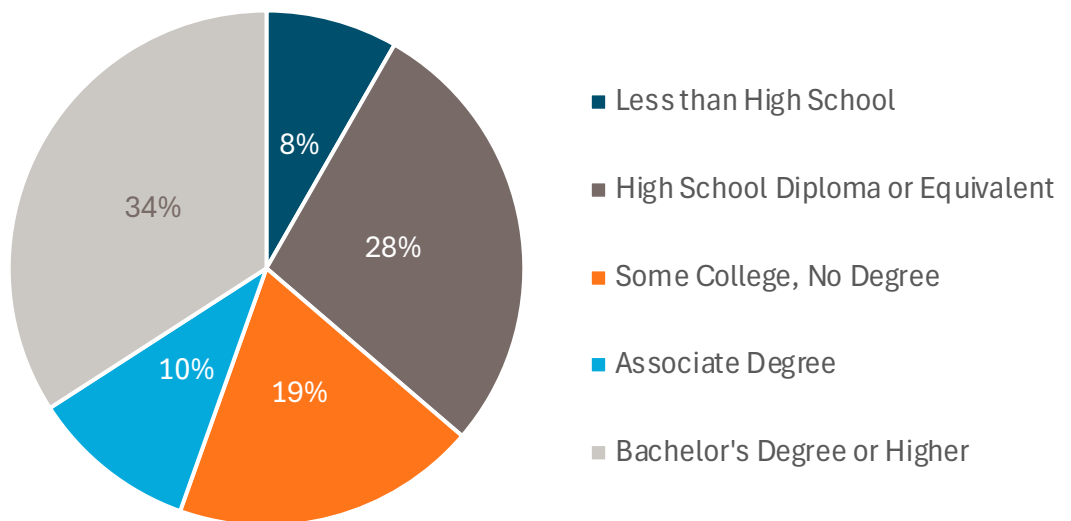
INDIVIDUALS WITH DISABILITIES

In 2022, 13 percent of Hoosiers between the ages of 25 and 64 reported a disability (approximately 440,000 individuals). Educational attainment gaps persist for adult Hoosiers with reported disabilities, especially for bachelor's degrees and higher. Only 14 percent of working-age Hoosiers with reported disabilities report having a bachelor's degree or higher compared to 34 percent of non-disabled Hoosiers. Becoming a top 10 state in the nation in educational attainment for individuals with disabilities will increase the opportunity for economic and social mobility and prosperity for Hoosiers.

INDIANA ADULTS WITH DISABILITIES (AGES 25-64)
EDUCATIONAL ATTAINMENT



INDIANA ADULTS WITHOUT DISABILITIES (AGES 25-64)
EDUCATIONAL ATTAINMENT



Current and Future Commission Initiatives

Over the last several months, the Commission has heard from various stakeholders from education, government, and community organizations on the challenges and opportunities to support educational attainment for individuals with disabilities. To move this work forward, the Commission launched a cross-sector task force in the fall of 2024. One specific initiative to be informed by this task force is the development of a campus recognition program and best practices framework to scale campus support for individuals with disabilities, like the CPSI program for military-affiliated students.

JUSTICE-INVOLVED

Education is highly correlated with lower rates of recidivism. A 2023 study from the *American Journal of Criminal Justice* found that vocational and college education programs produced the largest effects on reducing recidivism and increasing post-release employment. Yet Hoosiers who are justice-involved – both currently and previously incarcerated – face several substantial obstacles to achieving a credential.

The Indiana Department of Correction (IDOC) 2022 Adult Recidivism Summary shows that roughly 30 percent of individuals released in 2019 returned to IDOC for the commission of a new crime by 2022. Indiana can become a national leader in reducing recidivism by increasing educational attainment for justice-involved Hoosiers. This translates to significant cost savings for the state and in terms of individuals' lives.

Becoming a top 10 state in the nation in educational attainment for justice-involved Hoosiers will also increase labor participation rates. This will improve the overall quality of life of individuals who are justice-involved, provide Indiana employers with much-needed talent, and ultimately lead to more prosperous communities across the state.

Indiana Prison Education Program (IPEP)

In 2023, Federal Pell Grant funding eligibility expanded to include students enrolled in prison education programs. Along with this funding expansion to eligible incarcerated individuals, the Commission and IDOC have partnered to develop a stakeholder consortium guiding the implementation of the Indiana Prison Education Program (IPEP). The primary goals of the IPEP consortium are to increase the level of postsecondary attainment of Hoosiers who are incarcerated and to engage all released IPEP participants with transition support to earn a certificate, associate degree, or bachelor's degree at an Indiana public or private college or university.

As part of the IPEP collaboration, the Commission participates in IPLAN, a community of practice among Indiana's private higher education institutions, many of which have been leaders in prison education programming for several years. IPLAN will inform the development of standard best practices and strategies for reaching the broader IPEP goals.

Justice Reinvestment Advisory Councils

Outside the scope of the IPEP, the Commission also is engaging with the state- and county-level Justice Reinvestment Advisory Councils to explore how best to systematically support the re-entry population from non-IDOC facilities (i.e. local and county jails) with postsecondary education and training opportunities.

CREDIT FOR PRIOR LEARNING (CPL)

CPL, also referred to as prior learning assessment (PLA), is awarded for college-level learning gained through knowledge, skills, and competencies obtained outside formal classroom environments, and is one way to honor the previous experiences of adult learners and reach statewide attainment goals. The three key populations from HOPE Agenda Goal 2, along with other adults, can utilize and benefit from CPL. Research from the Western Interstate Commission for Higher Education suggests CPL not only saves individuals time and money while pursuing a degree or credential, but also boosts student retention and completion rates, with positive outcomes regardless of race, ethnicity, and income level. Outcomes include:

- A 17 percent increase in credential completion rates of CPL recipients compared to non-CPL students, and
- An average 17.6 additional credits earned by CPL recipients at an institution compared to non-CPL students.

The benefits of CPL are not limited to only learners. Considering the broader higher education ecosystem – including industry and community partners – implementing transparent, consistent CPL opportunities not only supports educational attainment but also talent attraction and retention, as well as optimization of workforce development funding and other resources.

CPL is not a new concept within higher education, and for years many Indiana institutions have supported some form of CPL practices. Yet CPL policies and procedures for credit granting and transfers are not standardized within states or across institutions, making it difficult for students to understand the availability of CPL and how to obtain such credit. The opportunities are vast, but inertia has served as a barrier. That can no longer occur. The time to act is now.

Indiana's Progress

In June 2023, the Commission launched a third phase in a series of statewide CPL initiatives with the support of the Council for Adult and Experiential Learning and a consulting partner. Phase three resulted in three targeted task force working groups focused on developing statewide CPL model policy guidance, data collection guidelines, and strategies to develop a robust CPL navigation portal (CPL Clearinghouse 2.0). Approximately 75 participants from higher education, workforce development, and other community and government agency partners actively participated in task force working groups over a period of six months. The final draft of the CPL model policy guidance was approved by the full Commission on November 9, 2023, and the guidance was published on March 6, 2024.

The new statewide CPL model policy guidelines can greatly enhance Indiana colleges' and universities' capacity to expand awareness, utilization, and consistency of CPL in support of educational attainment. The guidance is considered a living document and will likely undergo modifications as needed as institutions more fully adopt the model practices outlined. The current phase of the Indiana CPL initiative includes a focus on military CPL as a starting point for implementation. The Commission continues to work on specific guidance and guidelines in support of CPL program implementation, data collection and reporting, and consistent marketing resources.


Overview: How CPL Works

CPL is an important tool for helping adults further their education and training beyond a high school diploma by recognizing their college-level learning across a variety of settings – professional work, community service, or military engagement – and accelerating their credential completion.

Common methods for assessing and awarding CPL include:

- **Exams:** Standardized exams include the College Board's College-Level Examination Program (CLEP) exams and Defense Activity for Non-Traditional Education Support (DANTES) DSST exams. Institutions can also award credit based on comprehensive exams developed by campus faculty (challenge/departmental exams).
- **Portfolio or other individualized assessment:** Faculty evaluate and award credit as appropriate for a student's portfolio or demonstration of their learning from a variety of experiences and noncredit activities.
- **Evaluation of non-college and non-credit programs, including certifications, licenses, apprenticeship programs, and employer or military training:** Institutions can award credit for training and credentials that meet the learning objectives of a degree program, based on the institution's evaluations or based on recommendations provided by national organizations that evaluate training offered by employers or the military (e.g., American Council on Education or the National College Credit Recommendation Service).
- **High school exams:** AP and International Baccalaureate are other alternative credit-earning tools. They are sometimes included in the larger definition of CPL/PLA but are typically unavailable to most returning adult learners.

Prison Program Partnerships in Action



The Women's College Partnership, a collaboration between Marian University and the Indiana Department of Correction, provides women at the Indiana Women's Prison the opportunity to earn an associate or bachelor's degree.

"For some of our students, going to college in prison is a way to redirect their paths and offer a second chance at living the life they've always wanted," said Justin McDevitt, program director of the Women's College Partnership at Indiana Women's Prison. For many, though, WCP offers a first chance at going to college and living a life they never thought possible before. That's why we do what we do."



2024 State of Higher Education **HOPE AGENDA GOAL 4**

The rate at which Hoosiers successfully complete their chosen areas of study

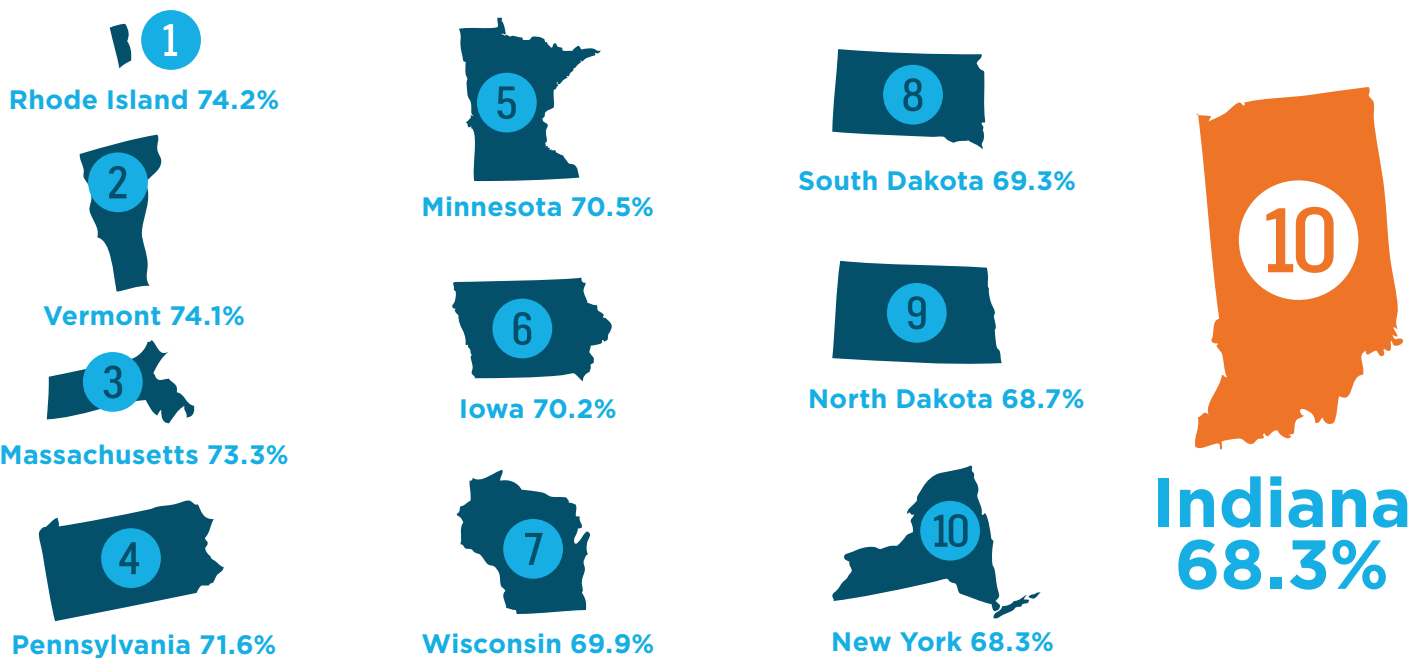
CURRENT RANKING:

10th in extended time completion (2023)

Why Completion Matters

Indiana has set an aggressive goal that at least 60 percent of working-age Hoosiers will have a quality degree or credential beyond a high school diploma by 2025. This goal aims to ensure Indiana has a skilled workforce to strengthen civil society and remain competitive in the global economy. To achieve this, Indiana must become a national leader in the percentage of students who successfully complete their intended degree program within six years of enrollment (referred to as extended-time completion).

COLLEGE COMPLETIONS 2023 STATE RANKINGS



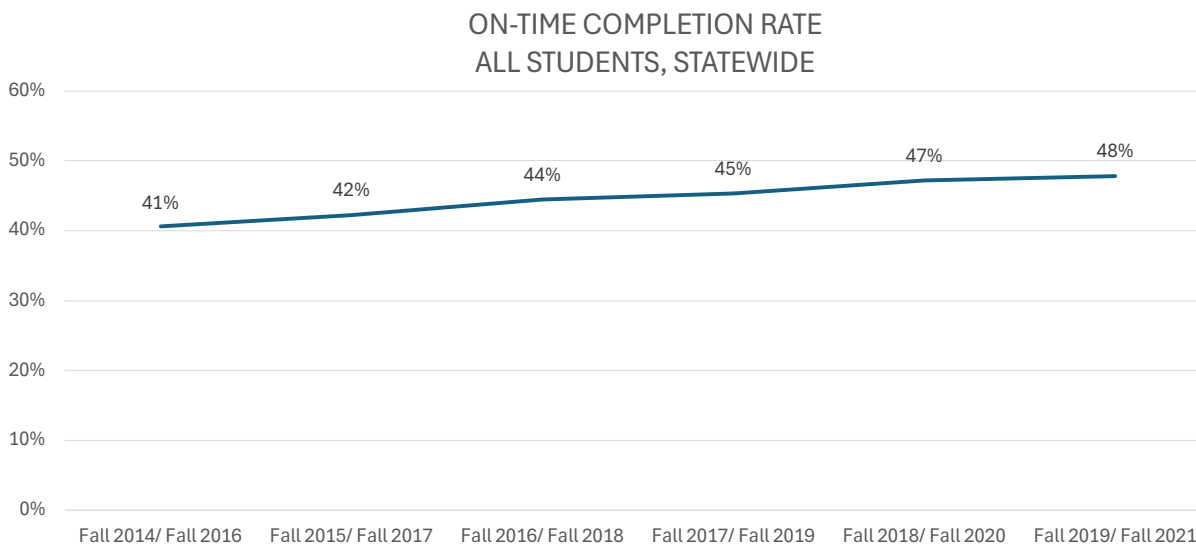
Indiana’s Current Ranking

Indiana has become one of the top 10 states in the nation in extended-time degree completion rate, according to the latest data from the National Student Clearinghouse. This marks the third consecutive year that Indiana’s ranking improved. This rate is inclusive of all students enrolling for the first time in two- or four-year institutions and completing at any institution within six years.

The Commission’s own data show an improvement in extended-time completion rates (within six years) for students enrolled at Indiana public institutions, going from 67 percent to 68 percent. At Indiana’s four-year campuses, 7 in 10 students graduate within six years. Comparatively, around 5 in 10 students at two-year campuses graduate within six years.

ON-TIME COMPLETION RATE

The Commission encourages all students to complete their chosen program of study on time to avoid additional tuition costs and to have the opportunity to enter the workforce quicker than their peers who complete in an extended timeframe. The 21st Century Scholars program and the Frank O’Bannon Grant incentivize students to complete their degrees at a pace corresponding with on-time completion. The Commission’s OPBF formula also incentivizes institutions to graduate students on time.



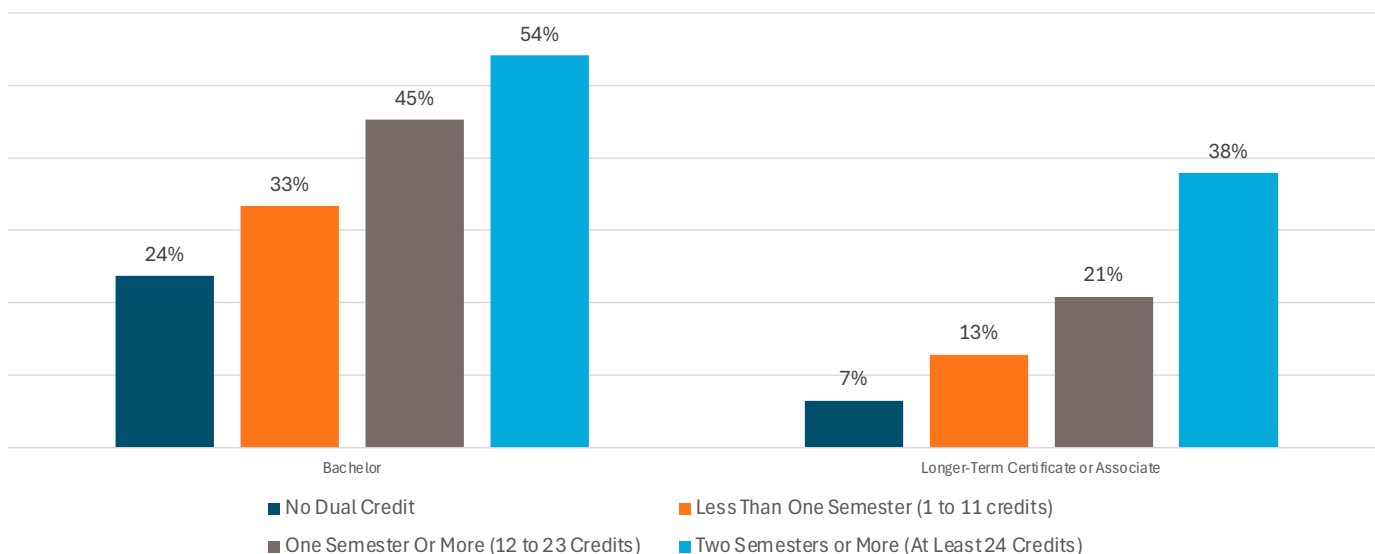
These incentives are important contributors to improvements in on-time completion rates among Hoosier students at Indiana’s public two- and four-year institutions. The statewide on-time completion rate has now reached 48 percent, with the past six student cohorts all improving upon the previous cohort’s rate.

Most key student subgroups improved their on-time completion rates, with Hispanic or Latino students and adult students both experiencing a one-year, 3-percentage-point improvement. However, despite the improvement in both on-time and extended-time completion, much work remains to ensure students are seeing a return on their investments in higher education, and Indiana has a skilled workforce. More Hoosier students need to complete their chosen degree programs, ideally on time.

Early College in High School

There is a clear correlation of on-time completion rates for students who earn dual credit while in high school. At both four-year and two-year institutions, students who entered with some form of dual credit graduated on-time at higher intervals, with on-time rates increasing with the amount of dual credit earned. For many students, this saves them time and money with dual credit typically costing students significantly less than tuition and fees. This also allows students who wish to stay enrolled for the full term to pursue additional certificates and degrees.

PERCENT OF STUDENTS COMPLETING ON-TIME, SAME CAMPUS AND DEGREE LEVEL BY AMOUNT OF DUAL CREDIT EARNED BACHELOR (2018 COHORT) & CERTIFICATE OR ASSOCIATE (2020 COHORT)



TRANSFER STUDENT ATTAINMENT

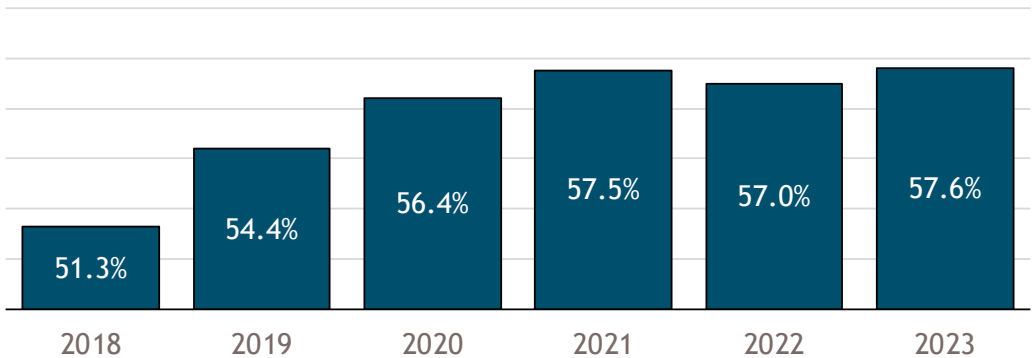
Indiana students are increasingly utilizing transfer coursework to complete their degree attainment pathways. Close to 57 percent of students completing a bachelor’s degree at one of Indiana’s public will use transfer credits toward their degree attainment. This is an increase of 12 percentage points over six years.

Reverse Transfer

The Commission defines the reverse transfer pathway as the practice of awarding a degree to an individual who left or transferred from an institution before earning a degree, but after leaving, fulfilled the degree requirements from that institution by earning college credit at another Indiana public institution. Students can earn reverse transfer from any Indiana public two-year college while enrolled at an Indiana four-year institution.

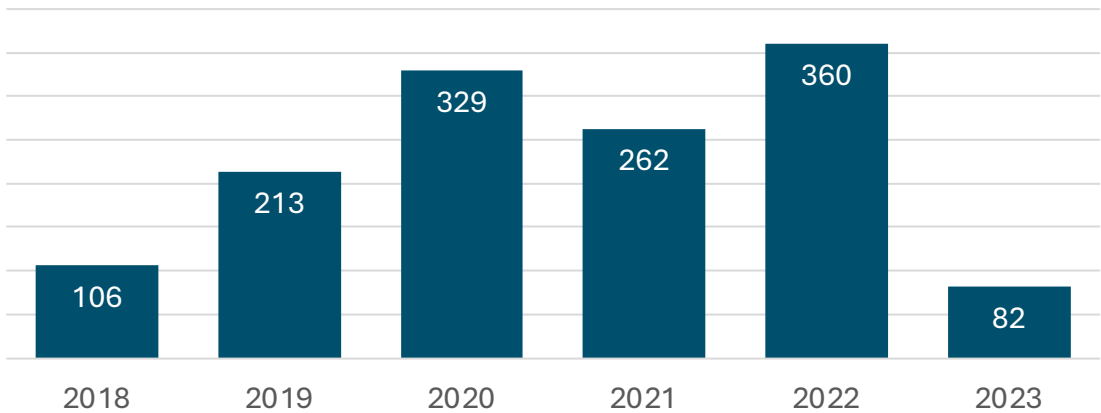
This pathway is also one example of how the Commission is building the Indiana college landscape to embrace stackable credentials where students add to their degree and credential attainment portfolio over time by “stacking” them on top of one another.

PERCENT OF BACHELOR'S DEGREE RECIPIENTS WITH TRANSFER CREDIT



In response to the impact reverse transfer has on increasing college completion, the Commission advocated for statutory and has taken on the task of establishing and administering a statewide reverse transfer process as part of SEA 8-2024. While there are undoubtedly challenges ahead, the creation of this program will represent a significant opportunity to access the benefits provided by reverse transfer.

REVERSE TRANSFER DEGREES AWARDED



THREE-YEAR DEGREE PROGRAMS

The Commission has heard from Hoosier students, families, and elected officials regarding their concerns about the time it takes to complete certain higher education degree programs. One of the ways the Commission responded to these concerns was to include the Commission's suggested language in SEA 8-2024 for all public four-year institutions to review each of their bachelor's degree programs to determine the feasibility of offering those programs for completion in three years instead of four. Additionally, by July 2025 all public four-year institutions must offer at least one bachelor's degree program that can be completed in three years.

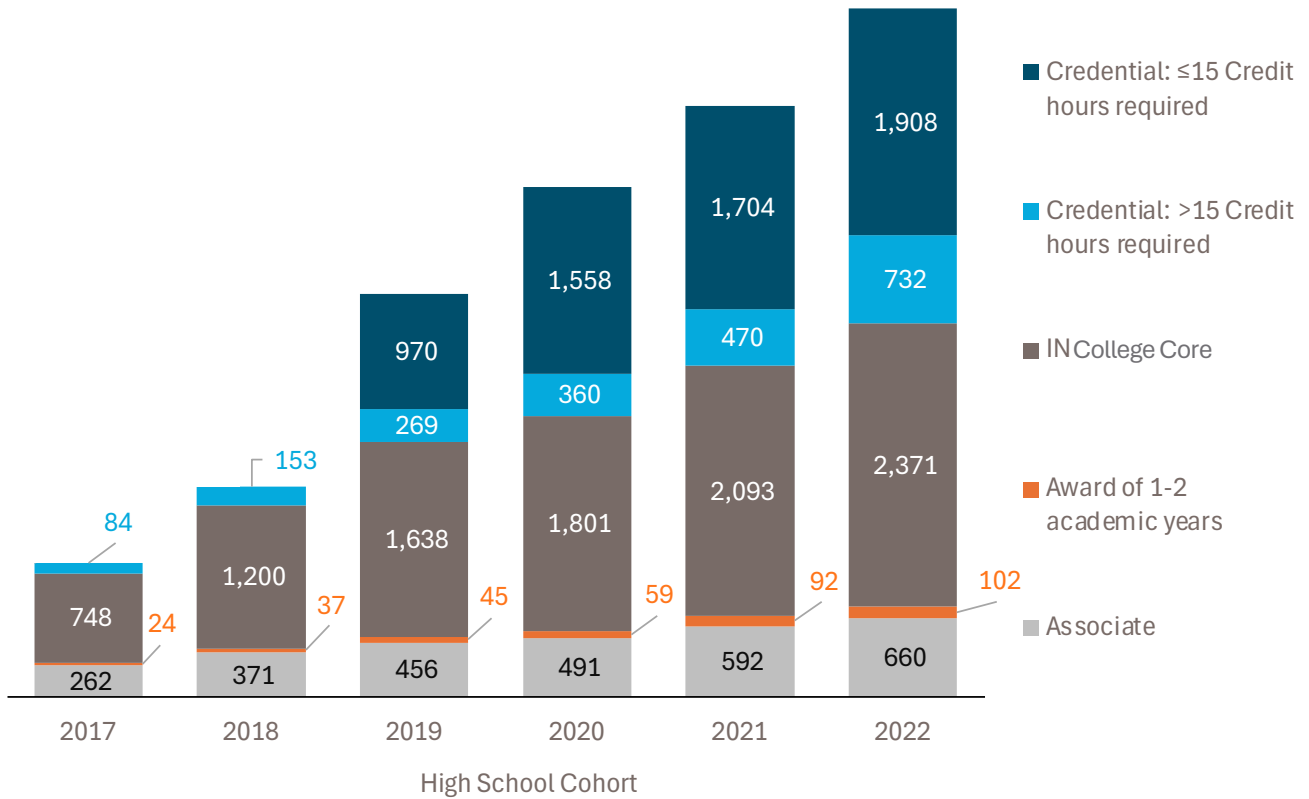
POSTSECONDARY COMPLETION WHILE IN HIGH SCHOOL

High school students continue to earn more degrees and credentials while in high school.

Ivy Tech Community College began offering very short-term certificates (less than or equal to 15 credit hours) to high school students starting in 2018. These short-term certificates drove a significant amount of the growth in credentials completed by high school students. Additionally, more students are earning the Indiana College Core while in high school. Students can earn the Indiana College Core at little to no cost, reducing the expense and time toward earning a degree.

Indiana has taken measures to incentivize and increase access and completion of credentials during high school.

STUDENTS EARNING DEGREES FROM INDIANA PUBLIC COLLEGE IN HIGH SCHOOL BY HIGH SCHOOL GRADUATION YEAR



Crossing the Finish Line

The Crossing the Finish Line initiative covers tuition, fees, and books at Ivy Tech Community College or Vincennes University for high school students who are within nine credits of earning a credential of value. Since its creation in 2021, nearly 4,100 credentials have been awarded to Hoosier students, saving students and families nearly \$12 million.

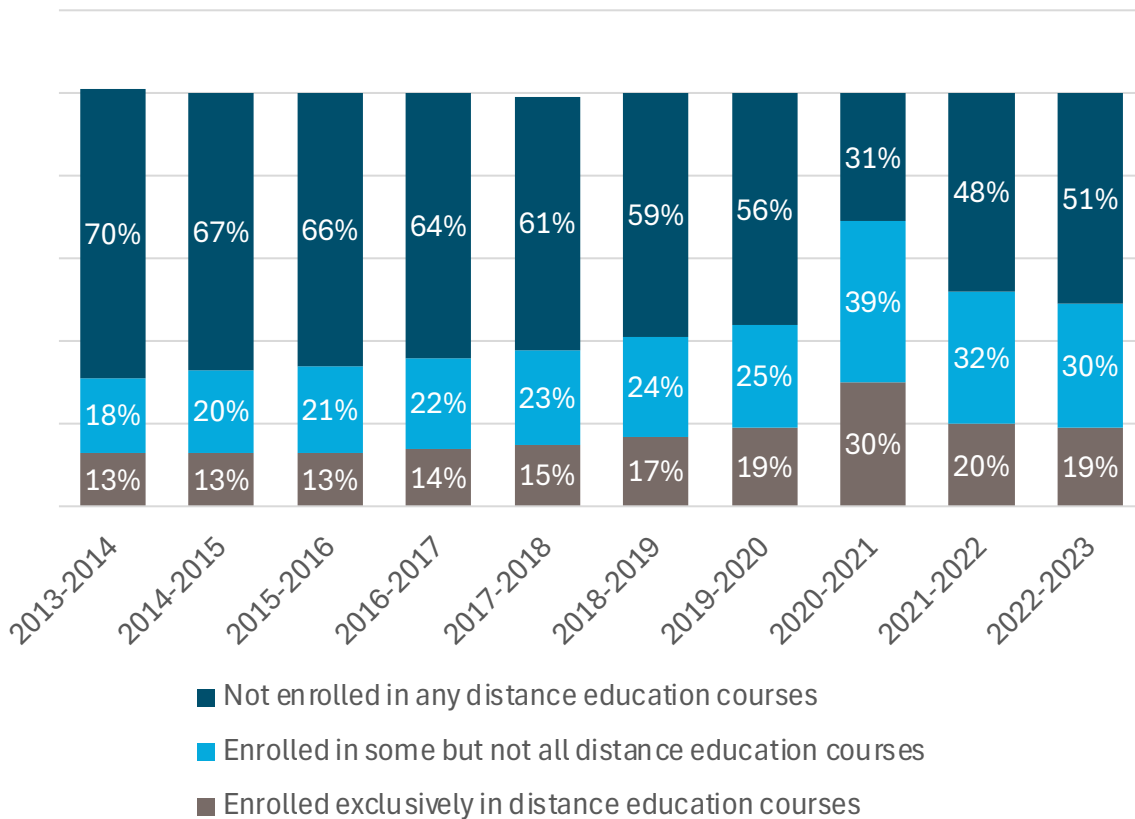
Academic Performance Grants

During the 2023 legislative session, the Indiana General Assembly outlined academic performance grants that will incentivize school corporations to increase completions of higher education credentials. Schools receive \$1,500 per student who completes the Indiana College Core and \$2,500 for every student who earns an associate degree while still in high school.

Online Programs Contributing Toward Credential Completion

Students enrolling at Indiana public institutions are increasingly using online coursework and programs toward their credential completion. During the 2023 fiscal year, 49 percent of enrolled students utilized online delivery of coursework as part of their degree program compared to only 31 percent just ten years earlier.

CHE ANNUAL ENROLLMENT DATA FOR INDIANA PUBLIC INSTITUTIONS BY INSTRUCTIONAL MODALITY



2024 State of Higher Education
HOPE AGENDA GOAL 5

Retaining talent once someone has graduated from a postsecondary education or training program

CURRENT RANKING:

40th in graduate retention and migration (2022)

Indiana’s Current Ranking

Indiana currently ranks **8th best in the nation** in attracting out-of-state students to attend one of the state’s colleges or universities, according to the National Center for Education Statistics. This shows that Indiana is home to competitive, attractive institutions that bring people to the state. However, retaining college graduates is a challenge for Indiana. According to the most recent data available from the U.S. Census Bureau’s American Community Survey, Indiana’s ranking for talent retention and migration of college graduates dropped from 36th to 40th. The disparity between attraction and retention was at the center of the Commission’s focus on this challenge and opportunity.

TALENT RETENTION RATES OF RESIDENT VS. NON-RESIDENT STUDENTS

According to data from the Indiana Department of Workforce Development, Indiana retains 65 percent of its annual undergraduates and over 35 percent of its graduates from public institutions in the state one year after graduation. These figures have slightly improved over the last few years across all degree levels. As shown below, resident students have significantly higher retention rates than non-resident students, making it even more critical for Indiana to increase enrollment rates of Hoosier youth and adult students.

| RETENTION OF INDIANA GRADUATES BY DEGREE LEVEL | | | | | | |
|--|-----------------------|--------------|--------------------|--------------|------------------|--------------|
| | Undergraduate degrees | | Bachelor's degrees | | Advanced degrees | |
| | Resident | Non-Resident | Resident | Non-Resident | Resident | Non-Resident |
| FY 2017 | 71% | 15% | 64% | 13% | 63% | 16% |
| FY 2022 | 74% | 19% | 67% | 15% | 67% | 16% |
| 5-year change | 3% | 3% | 3% | 2% | 4% | 0% |

Undergraduate degrees defined as Certificate, Associate, and Bachelor's degree programs
 Advanced degrees defined as Master's and Doctoral degree programs


Despite these graduate retention gains, Indiana’s attainment rate for young adults living in Indiana is three points lower than the attainment rate for young adults who were born in Indiana. This is sometimes referred to as brain drain. Eighteen other states, including North Carolina and Georgia, show the opposite: these states have higher attainment rates for those living in the state compared to the attainment rate of those born in the state. This is sometimes referred to as brain gain.

The HOPE Agenda aims to transform Indiana from a 'brain drain' into a 'brain gain' state.


Incentivizing Talent Retention

Indiana’s strength of human capital and its ability to compete in the global economy largely depends upon attracting and retaining talent within the state. The response of Indiana’s postsecondary institutions, employers, and philanthropic partners to the Commission’s call to aggressively address graduate retention has been tremendous – with all of Indiana’s bachelor’s offering public institutions adopting or furthering existing efforts to address graduate retention.

The Commission has further incentivized this initiative by adding graduate retention as one of its OBPF formula metrics. Currently, Indiana is the only state to include graduate retention in an outcomes-based funding formula.



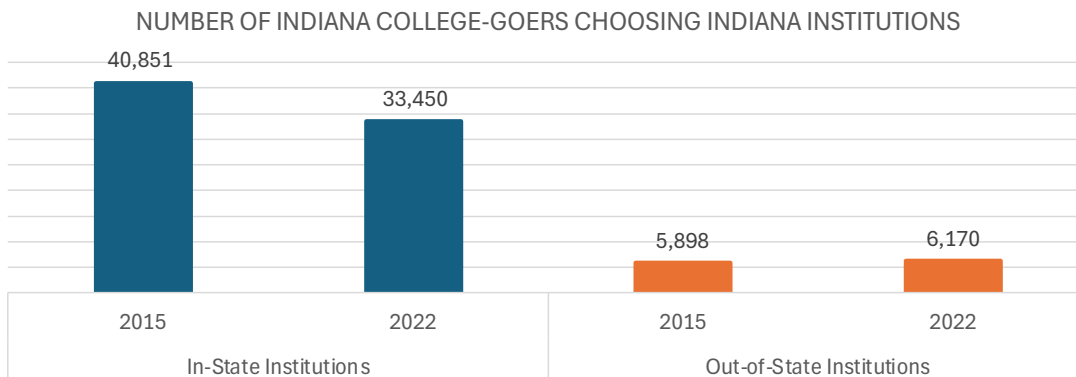
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Postsecondary Graduate Retention Starts in High School

Keeping the highest possible percentage of Indiana postsecondary graduates in-state after graduation is only one part of the retention equation. To maximize graduate retention, Indiana must also increase the pool of graduates available to retain.

Since 2015, among those choosing to attend college the percentage of Indiana high school graduates who enroll in a postsecondary education or training program, specifically at an Indiana public or private institution, has dropped from 87 percent to 84 percent.



The Commission, in partnership with the Indiana General Assembly, is committed to reversing this trend through continued investment in state financial aid programs and supporting proactive postsecondary intervention strategies such as 21st Century Scholars automatic enrollment, a 35-percent increase to the Frank O’Bannon Grant, dramatically increasing access to the Indiana College Core, and requiring all high school seniors to file the FAFSA. Investment in state financial aid programs provides a large return on investment to the state and is a critical tool in talent retention. More than 75 percent of in-state students who received state financial aid remained in Indiana after graduation, based on the Commission’s *2020 College Values Report*.

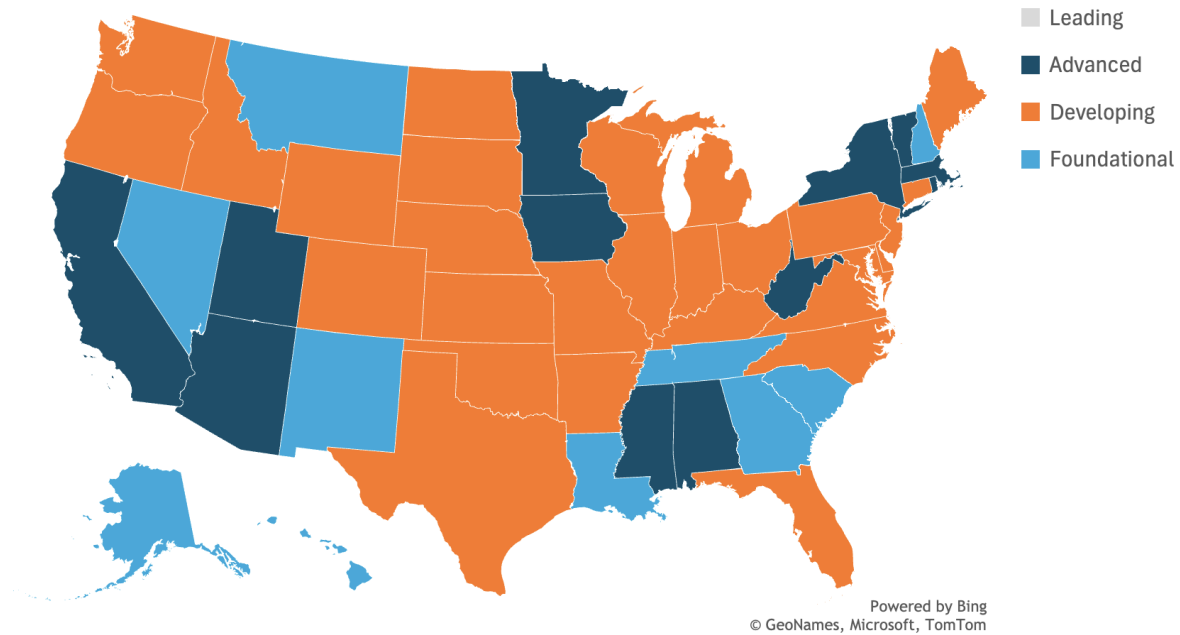
EMPLOYER ALIGNMENT

The 2024 release of the *Strada Education Foundation's State Opportunity Index* rates Indiana's employer alignment as Developing (on a scale of Foundational, Developing, Advanced, and Leading). This rating is an average score based on the supply and demand ratio for high-demand, high-wage jobs.

For Indiana to move from Developing to Leading in this area, and subsequently increasing the chance of improving graduate retention, Indiana must prioritize proactive connections between institutions and employers. The programs being offered by Indiana's higher education institutions should align with the future demands of the market to ensure the state has the educated workforce it needs to fill the jobs of tomorrow. Opportunities for greater alignment exist.

Work-based learning, specifically paid educational work opportunities, also plays a critical role in talent retention and ensuring students are provided the greatest likelihood they utilize their degree for employment purposes, thus driving higher wages. The 2024 Partnership Pentagon report – *The Partnership Pentagon: Strategic Recommendations to Bolster Indiana's Higher Education HOPE Agenda* – includes a recommendation to embed work-based learning in every Indiana degree program, including but not limited to internships, co-ops, apprenticeships, assistantships, fellowships, clinicals, and employer-driven project-based learning.

CATEGORIZATION OF EMPLOYER ALIGNMENT BY STATE
STRADA EDUCATION FOUNDATION, STATE OPPORTUNITY INDEX



SOURCE: STRADA EDUCATION FOUNDATION 2024 STATE OPPORTUNITY INDEX: STRENGTHENING THE LINK BETWEEN EDUCATION AND OPPORTUNITY, MAY 2024. [HTTPS://STRADAEDUCATION.ORG/REPORT/STATE-OPPORTUNITY-INDEX/](https://stradaeducation.org/report/state-opportunity-index/)

INCENTIVIZING INNOVATION AND CONNECTING EMPLOYERS WITH TALENT

The Commission has taken significant steps to improve Indiana's ranking of employer alignment through strategic initiatives and policy.

Research

The Commission's revised OBPF model added a research incentive metric for Indiana's two R1 research institutions – Indiana University Bloomington and Purdue University West Lafayette. This metric recognizes the important contribution both institutions make to the state's overall research and development landscape. This is critical for attracting future business creation and investment in Indiana.

Intermediary Capacity Building Grants

The 2023 Indiana General Assembly created the Intermediary Capacity Building Grant to which it appropriated \$5 million in funding. The Commission awarded these grants to 25 approved intermediaries to expand their ability to improve the connection between high school students and employers. An emphasis was placed on increasing the ability to carry out the following programs and goals outlined in House Enrolled Act 1002-2023.

Career Scholarship Accounts (CSAs)

The CSA program provides \$5,000 annually to 10th-, 11th-, and 12th-grade students enrolled in eligible course sequences, career courses, modern youth apprenticeships, apprenticeships, and programs of study leading to industry-recognized credentials. The CSA program is administered by the Indiana Treasurer of State in partnership with the IDOE and the Commission.

Career Discovery Meetings

Students enrolled in 11th and 12th grade must meet with a postsecondary educational institution or an approved intermediary, employer, or labor organization to discuss current and future career opportunities and the corresponding education levels.

Career Coaching

The 2023 Indiana General Assembly charged the Commission with developing a system for providing comprehensive and relevant information about career pathways to Hoosier students. To achieve this goal, the Commission, in coordination with IDOE and other stakeholders, created Indiana's Career Coaching Framework. The Career Coaching Framework includes activities for grade bands PK-12 which elevate career exploration, engagement, and experience. To begin implementation efforts, the Commission awarded \$25 million in Career Coaching Grants to 28 intermediaries across the state.

Ball State University County Ambassador Program

Ball State University (Ball State) introduced its County Ambassador Program in 2023. The program is a student-to-student engagement initiative that provides all 92 Indiana counties the opportunity to attract Ball State graduates upon the completion of their degrees. Each county is paired with a Ball State Student Ambassador who serves as a representative for the county.

“Working in partnership with Ball State on the Ambassador Program has been extremely fulfilling, successful, and easy to manage,” said Executive Director of Visit Shipshewana Sonya Nash. “Our goals for participating included reaching a younger audience who either currently lives here but might not know or appreciate all LaGrange County has to offer, or to others who have never visited who would find it a compelling and wonderful place to live, work, and play.”

“I’ve always felt very passionate about the community in LaGrange County and Indiana as a whole – especially after seeing other locations and local cultures around the country,” said LaGrange County Ambassador and Ball State University Junior Isaac Rogers. “This opportunity connected me with the perfect individuals to achieve both the local businesses’, tourism bureaus’, and locals’ goals as well as my personal goals of making the story of my hometown seen.”





2024 State of Higher Education
HOPE AGENDA GOAL 6

Measurable distinction in economic and social mobility and prosperity outcomes

CURRENT RANKINGS:

35th on the Subnational Human Development Index (2021)

2024 State of Higher Education
HOPE AGENDA GOAL 7

Recognized as a state for growing or starting a business, based on the strength of human capital

CURRENT RANKING:

39th in the nation for associate degree or higher attainment (2022);

5th in the nation for sub-associate credential attainment (2022); and

28th in total educational attainment beyond a high school diploma among working-age adults (2022)

Why It Matters

The overarching purpose of the HOPE Agenda is to ensure all Hoosiers have the belief and ability to achieve economic and social mobility and prosperity, employers have access to a better-prepared workforce, and communities grow stronger. The Commission structured the HOPE Agenda goals so the first five address the key areas of enrollment, completion, and graduate retention. By becoming a top 10 state in the nation in those areas, HOPE Agenda goals 6 and 7 can be met.

Current Ranking

According to the Subnational Human Development Index, recognized metrics for comparing nations and states, Indiana currently ranks 35th among states based on education, health, and standard of living measurements. The United States ranks 20th among all nations. These comparative metrics underscore the reality that Hoosiers are not thriving economically or socially as well as individuals in several other states. Increased access to higher education is a catalyst for driving change for these important indicators.


The Commission uses the Lumina Foundation’s educational attainment estimates to measure the strength of Indiana’s human capital. Indiana currently ranks:


- 39th in the nation for associate degree or higher attainment;
- 5th in the nation for sub-associate credential attainment; and
- 28th in the nation for total credential attainment beyond a high school diploma.

While we celebrate achieving a top 10 ranking in sub-associate attainment, Indiana’s attainment rates for associate degrees or higher lag most states, and Indiana’s rankings changed little in the past decade. In 2012, Indiana was 41st in associate degree or higher attainment and only moved up to 39th by 2022. On the other hand, North Carolina was 27th in 2012 but was able to move up to 19th by 2022. Much work remains to build a workforce with the skills needed for jobs of the future and for Indiana to remain competitive in the global economy.

ECONOMIC AND SOCIAL MOBILITY AND PROSPERITY

The economic data are clear – individuals with a postsecondary degree have lower unemployment levels, higher earnings, and higher net worths. Across all major measures of economic prosperity, individuals with postsecondary degrees perform better than individuals without. The true measure of success for higher education is whether education and training beyond a high school diploma can serve as an engine of economic mobility for all Hoosiers – not just Hoosiers coming from higher-income backgrounds.

|  ECONOMIC METRICS by EDUCATION LEVEL 11-07-24 | | | | |
|--|----------------------------------|---|--|---|
| EDUCATION LEVEL | INDIANA UNEMPLOYMENT RATE (2024) | INDIANA LABOR PARTICIPATION RATE (2024) | WAGES – MEDIAN INCOME (U.S.) (2022) (AGES 25+) | WAGES - AVERAGE NET WORTH (U.S.) (2022) |
| LESS THAN A HIGH SCHOOL DIPLOMA | 9.5% | 44.1% | \$37,240 | \$175,627 |
| HIGH SCHOOL DIPLOMA | 3.2% | 56.4% | \$46,640 | \$413,275 |
| SOME COLLEGE OR ASSOCIATE DEGREE | 3.2% | 65.9% | \$53,650 | \$540,873 |
| BACHELOR’S DEGREE + UP | 1.9% | 72.9% | \$83,570 | \$1,929,335 |

|  SOCIAL METRICS <small>BY EDUCATION LEVEL</small> 11-07-24 | | | | |
|---|--|---|---|-------------------------------|
| EDUCATION LEVEL | INDIANA EDUCATIONAL ATTAINMENT (2022) (AGES 25+) | PERCENT OF WORKING-AGE ADULTS USING SNAP BENEFITS (U.S.) (2021) | INFANT MORTALITY (PER 1,000 BIRTHS) (U.S.) (2021) | LIFE EXPECTANCY (U.S.) (2005) |
| LESS THAN A HIGH SCHOOL DIPLOMA | 10% | 21% | 11.7 | 72 years |
| HIGH SCHOOL DIPLOMA | 32% | 15% | 7.0 | 79 years |
| SOME COLLEGE OR ASSOCIATE DEGREE | 29% | 11% | 6.6 | 80 years |
| BACHELOR'S DEGREE + UP | 30% | 2% | 4.1 | 85 years |

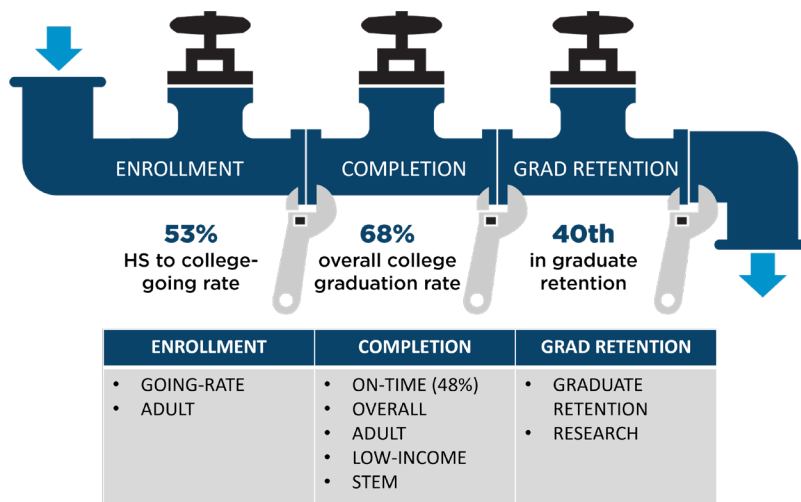
Moving up the economic ladder provides more than just increased incomes and higher labor force participation rates. People who improve their economic situation through education can also create a better quality of life for themselves and their families. Postsecondary degree holders have longer life expectancies, lower levels of infant mortality, and lower usage of public assistance programs.

GROWING BUSINESS

While the Commission recognizes Indiana’s strength in sub-associate credential attainment (5th in the nation), it must remain focused on improving its associate degree or higher attainment to elevate Indiana’s strength for new business development. According to Ascend Indiana and EmployIndy’s *2022 Indiana Evolving Labor Market* report, about 40,000 new jobs paying above minimum wage across the state will require at least an associate degree in 2028. This is compared to over 9,000 new jobs for those with sub-associate credential attainment. This landscape will continue to shift in the coming years. Broadening that scope nationally, by 2031, only 11 percent of good jobs will require a high school degree and 19 percent will require a credential or associate degree, both areas decreasing in demand from today, according to Georgetown University’s *The Future of Good Jobs* report. However, jobs that require a bachelor’s degree or higher will make up 66 percent of good jobs by 2031, an increase from today’s landscape.

Additionally, Hoosiers who are business owners possess higher levels of educational attainment. According to state data in 2021, almost half of all businesses in Indiana are owned by Hoosiers with at least a bachelor’s degree. Only through improving the skills and capabilities of Indiana’s workforce through education today can we meet the labor market needs of tomorrow and increase its overall economic footprint.

To successfully grow its existing businesses and industries, Indiana needs access to a skilled workforce that aligns with state, regional, and local economic needs. To do this, the Commission is working with its business and economic development partners across the state to understand where we need talent and incentivizing talent retention with its institutional partners. As the Commission looks ahead, it will continue bridging connections between economic partners with institutional programs that show strong alignment with regional and local needs as well as strong economic and social outcomes for students.



Economic and social mobility and prosperity, and the strength of Indiana’s human capital, are inextricably linked to enrollment, completion, and graduate retention. Therefore, without achieving the first five HOPE Agenda goals, Indiana will not be able to reach the final two. The Commission remains laser-focused using the seven audacious goals outlined in the HOPE Agenda to drive its policies, programs, and partnerships through 2030. Based on the rankings shared in this report, much work remains, but the Commission is committed to the work necessary and providing democratized, transparent data as it seeks to ensure all Hoosiers can access the hope higher education provides, employers have access to a better-prepared workforce, and communities will be stronger.

Partnership Pentagon

First announced in 2022, Indiana’s Partnership Pentagon is comprised of more than 100 thought leaders from five sectors of Indiana society, including business, education, government, non-profits (community- and faith-based organizations), and philanthropy to discuss issues and solutions impacting higher education and the workforce in Indiana.



Appendix

Definitions

Advanced Placement (AP) Credit Advanced Placement credit in this report indicates that the student passed at least one AP exam with a score of 3 or above.

Career and Technical Education (CTE) Educational programs that focus on providing students with the knowledge and skills necessary for specific careers or industries. These programs are available at both the high school and postsecondary levels and aim to prepare students for the workforce by offering hands-on training and real-world experience. CTE covers a wide range of fields, including healthcare, information technology, manufacturing, and more

College-Going Rate

Youth College-Going Rate The percentage of high school graduates who enroll in a postsecondary institution within the year following their graduation

Adult College-Going Rate Total enrollment of students ages 25-64 at the state's degree-granting Title IV institutions divided by the state's working age population.

21st Century Scholars Of high school graduates that successfully completed all requirements of the Scholar Success Program, the percent that enrolled in an accredited postsecondary institution the year following high school graduation

Completion Rate

Extended Time Completion Rate The percentage of students who graduate within six years of starting any degree program, regardless of the degree type.

On-Time Completion Rate The percentage of students who graduate within four years for a bachelor's degree or within two years for an associate degree or certificate.

Credit for Prior Learning (CPL) The recognition of college-level learning that individuals have gained outside of the traditional classroom. This can include knowledge, skills, and competencies acquired through work experience, military service, independent study, or other non-academic activities. Allows students to earn college credit for this learning, potentially accelerating their path to a degree

Dual Credit Credit hours from Indiana public colleges that were recognized by both the high school and the postsecondary institution.

Career and Technical (CTE) Dual Credit Credit hours earned from Indiana public colleges that are recognized by both the high school and postsecondary institution, taken at the high school, a learning center or other high school location, such as a career center, and that meet the definition of CTE (technical), as defined by the Indiana Commission for Higher Education. Examples include construction trades, health sciences, information technology and manufacturing.

Priority Liberal Arts Dual Credit Credit hours earned from Indiana public colleges that are recognized by both the high school and postsecondary institution, taken at the high school, a learning center or other high school location, such as a career center, and that meet the definition of priority liberal arts (priority), as defined by the Indiana Commission for Higher Education. Examples of priority dual credit include advanced English, math, science, history, and world languages.

Early College Credit Any college credit earned by high school students while they are still in high school. This includes credits from dual credit courses and Advanced Placement (AP) exams.

Educational Attainment The highest level of education an individual has completed, measured by degrees, diplomas, or certificates earned from accredited educational institutions.

Free/Reduced Lunch A program providing eligible students with either free or reduced-price meals at school. Eligibility is based on household income. Students from low-income families can receive meals at no cost or at a reduced price. Often a qualifier for income status.

Indiana College Core A block of 30 credit hours of general education, college-level coursework which is guaranteed to transfer between all Indiana public colleges and universities.

Justice-involved Individuals who have had interactions with the criminal justice system. This includes people who have been arrested, charged, or convicted of a crime, as well as those who are on probation or parole.

Military-affiliated Individuals who have served within the armed forces, including active-duty personnel, veterans, reservists, and National Guard members.

Outcomes-Based Performance Funding (OBPF) A funding model for public higher education institutions that provides financial incentives based on specific student outcome-driven metrics. The goal is to encourage institutions to improve key performance indicators such as graduation rates, retention rates, and the number of degrees awarded

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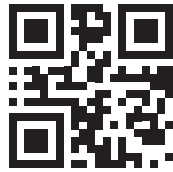
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Questions?

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The Indiana Commission for Higher Education consists of fourteen members appointed by the Governor. The Governor directly appoints twelve members, nine representing a Congressional District and three at-large members, to serve terms of four years. In addition, the 1990 legislature added a student and a faculty representative who are appointed by the Governor for terms of two years, with support from a nominating committee.



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