

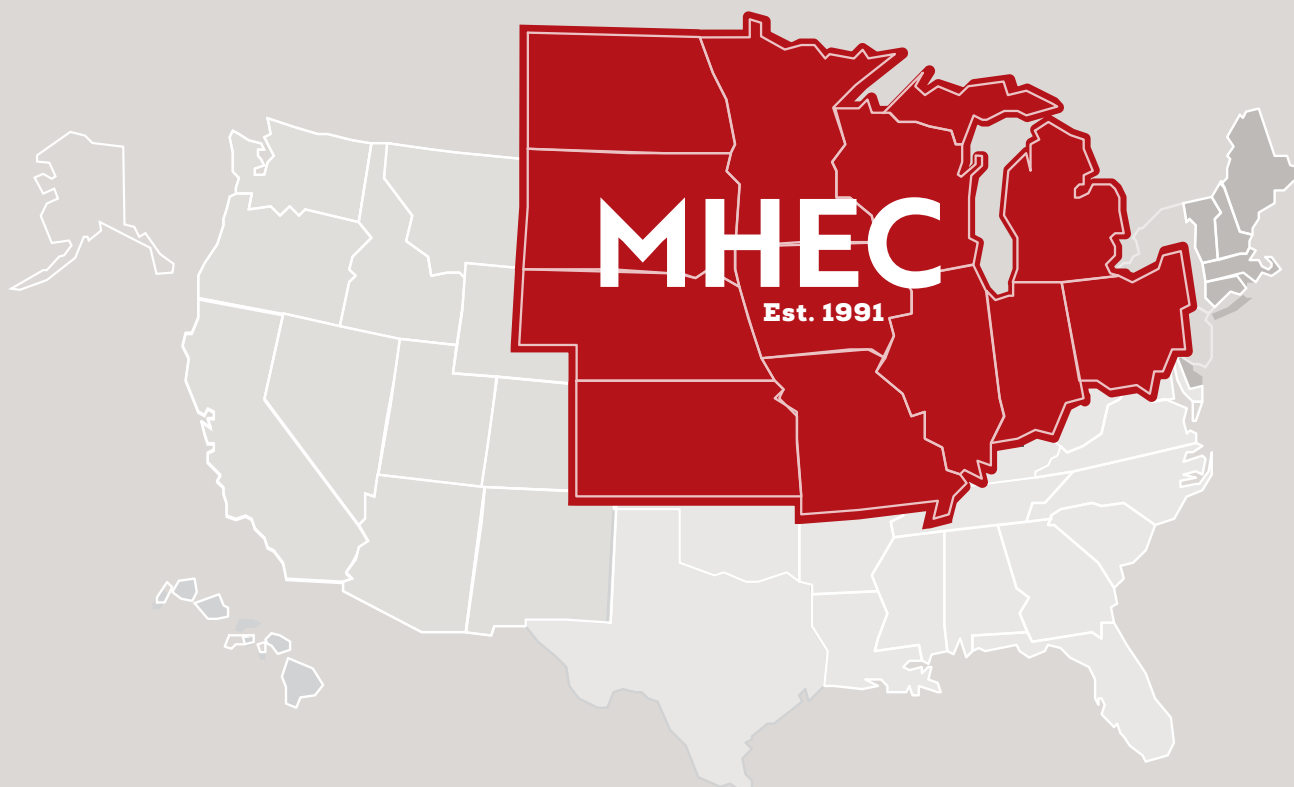


# 2021 State Performance Update

*Supplement to Higher Education in Focus 2019*



**INDIANA**



## ABOUT THE MIDWESTERN HIGHER EDUCATION COMPACT

As an interstate compact, the Midwestern Higher Education Compact (MHEC) brings together midwestern states to develop and support best practices, collaborative efforts, and cost-sharing opportunities. Through these efforts it works to ensure strong, equitable postsecondary educational opportunities and outcomes for all.

Member states of MHEC are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

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Data analyses were conducted by Shaun Williams-Wyche, Associate Director of Research and Data Analysis.

MHEC would like to acknowledge the helpful feedback of members of the [Review Panel](#) for State Policy and Performance Data.

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Additional indicators are available in the MHEC Interactive Dashboard: <https://www.mhec.org/dashboard>.

Updates to this report may be found at: <https://www.mhec.org/policy-research>.

# About this Report

This supplement to *Higher Education in Focus 2019* provides the latest data on a subset of indicators relevant to the goal of improving educational attainment in Indiana. Performance indicators are categorized within five areas: Preparation, Participation, Affordability, Completion, and Finance. Most indicators provide the national and Midwest regional values as well as the median of the top five states in the nation as

possible benchmarks. Most performance indicators are disaggregated by family income and race/ethnicity to assess critical opportunity and achievement gaps.

For additional background, sources, and technical notes, see [MHEC.ORG/policy-research](http://MHEC.ORG/policy-research) for the full report. Additional indicators are available through the online [interactive dashboard](#).

## Selected Performance Indicators

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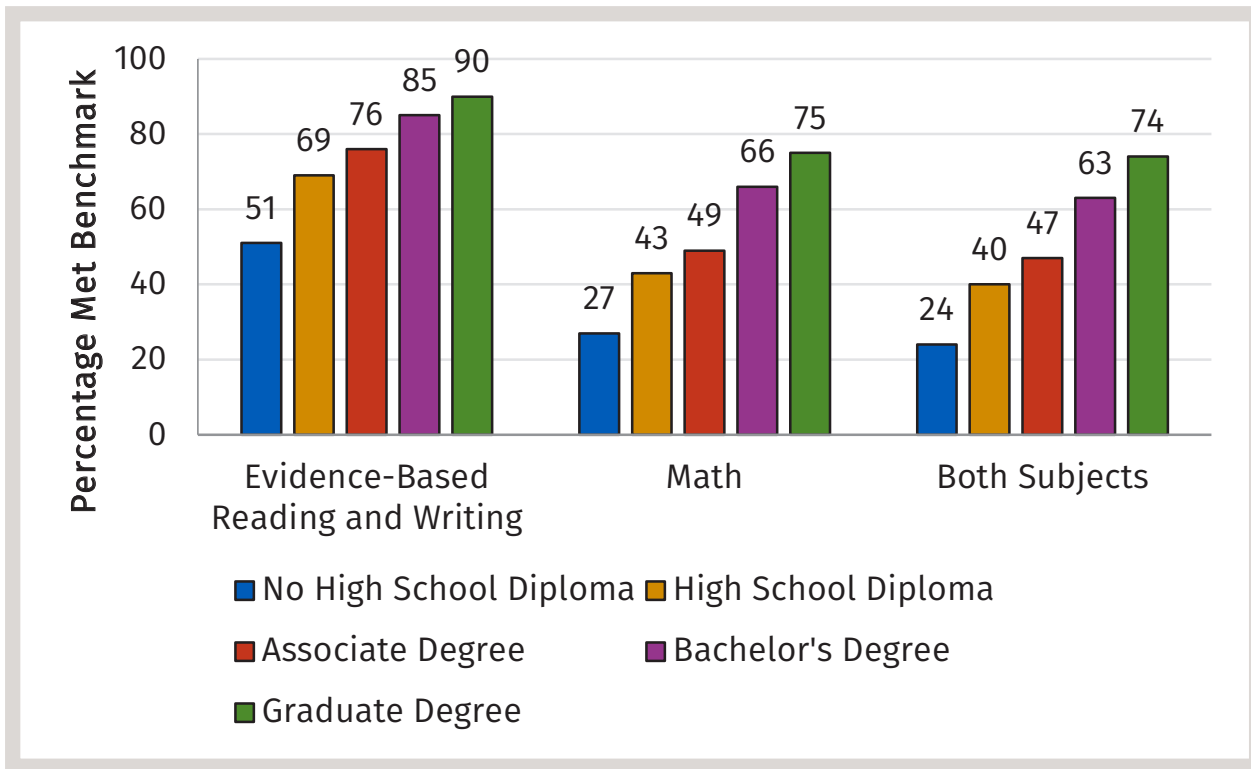
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# Preparation

**Academic proficiency of high school graduates.** The proportion of high school graduates taking the SAT who meet college readiness benchmarks provides a key measure of the academic preparation of college-bound students. Benchmark scores in Evidence-Based Reading

and Writing (480) and Math (530) delineate a 75 percent likelihood of attaining at least a grade of “C” or higher in first-year college-level courses. Benchmark scores are provided by the highest level of parental education as a proxy for socioeconomic status and by race and ethnicity.

**Figure 1: Percentage of SAT-Tested High School Graduates in Indiana Who Met or Exceeded College Readiness Benchmark Scores by Highest Level of Parental Education**



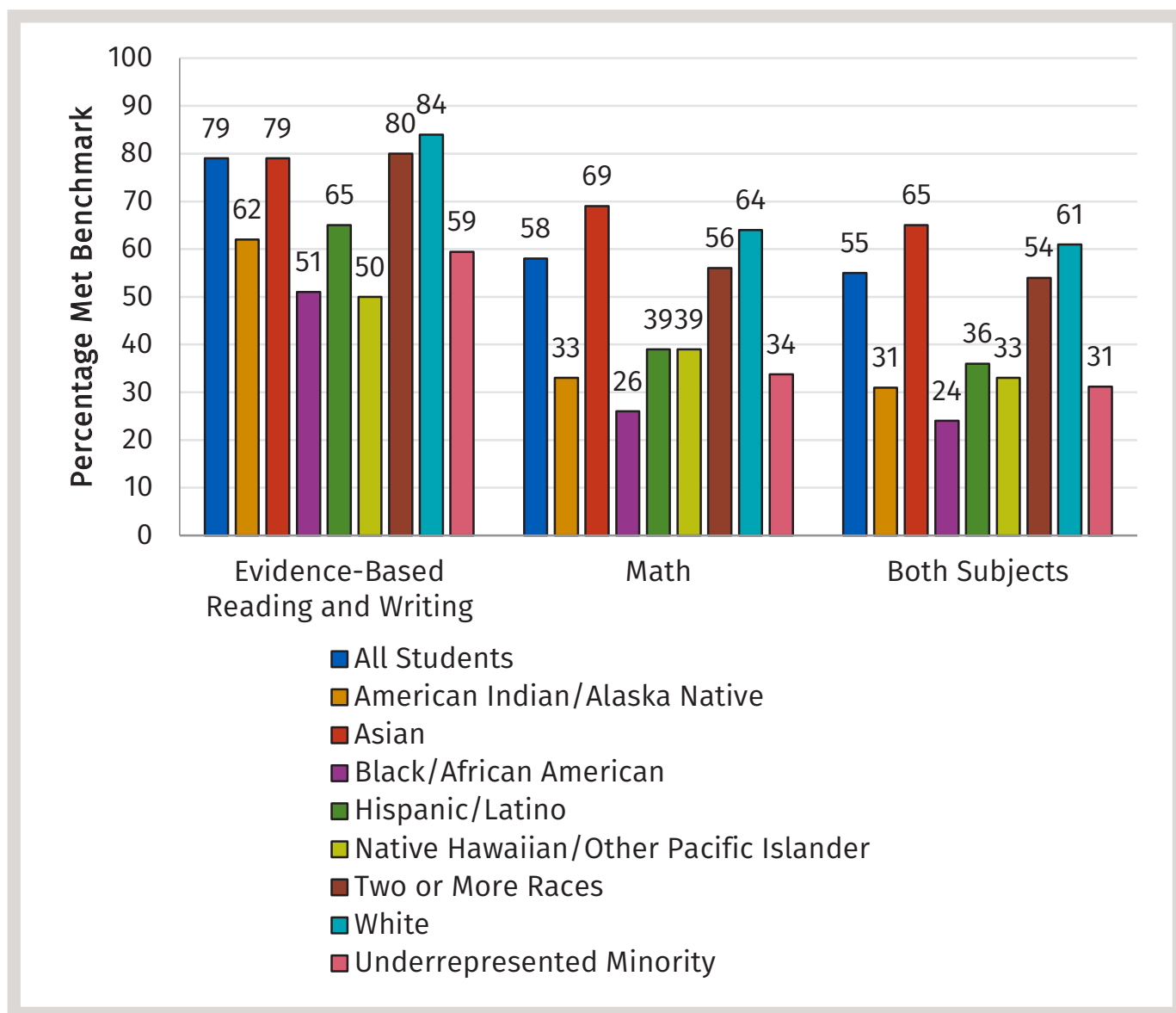
Source: College Board. (2021). SAT suite of assessments annual report, 2021.



Over half of tested graduates across all parental education levels in Indiana met the college readiness benchmark in Evidence-Based Reading and Writing. However, academic preparation is strongly correlated with socioeconomic status, as the percentage of tested high school graduates who met or exceeded college readiness benchmarks consistently increases with higher levels of parental education.

# Preparation

**Figure 2. Percentage of SAT-Tested High School Graduates in Indiana Who Met or Exceeded College Readiness Benchmark Scores by Race and Ethnicity**



Source: College Board. (2021). SAT suite of assessments annual report, 2021. Note: The underrepresented minority category comprises American Indian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander graduates. Some Asian subgroups are underrepresented in higher education (e.g., Hmong) but cannot be separated from the Asian category.



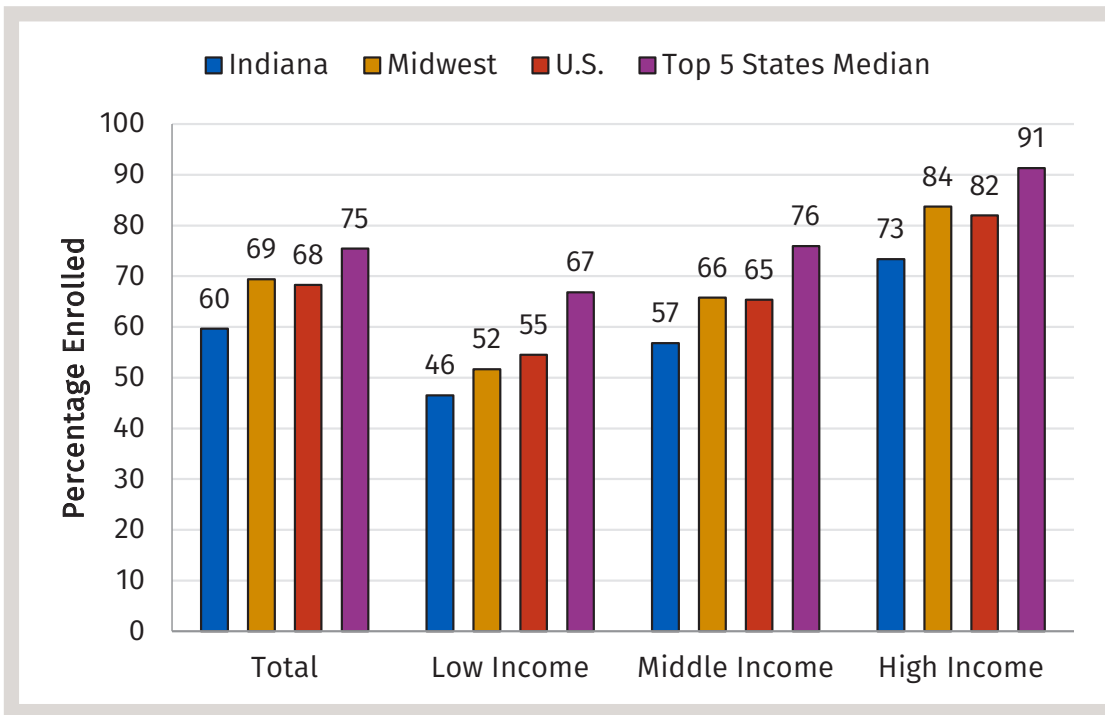
About 65 percent of tested Asian graduates in Indiana met or exceeded college readiness benchmarks in both tested subjects, compared to 61 percent of White graduates and 31 percent of underrepresented minority graduates.

# Participation

**Young adult enrollment.** The participation of young adults in college is defined as the percentage of all 18- to 24-year-old adults in the state who are currently enrolled in college or have completed some college coursework/credit or a credential. Enrollment rates are provided for family income and racial/ethnic groups. The enrollment

gap by income is gauged by comparing college enrollment rates among dependent 18- to 24-year-old residents by the family income quartiles of all households in the state. Low income is delineated by the bottom quartile, middle income by the second and third quartiles, and high income by the top quartile.

**Figure 3. Percentage of Dependent 18- to 24-Year-Old Residents Who Are Currently Enrolled or Have Completed Some College or Higher by Family Income**



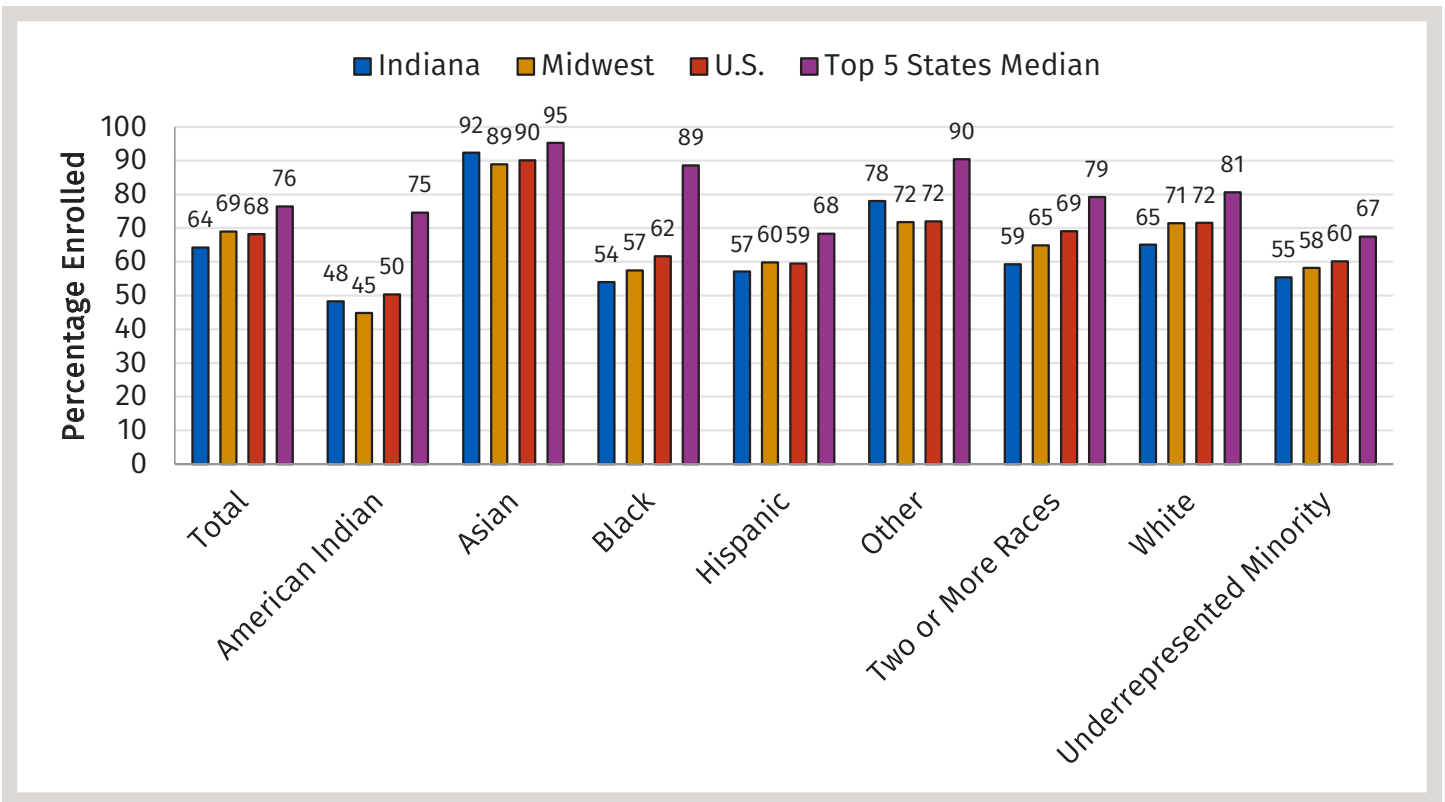
Source: U.S. Census Bureau. (2015, 2016, 2017, 2018, 2019). Current population survey. Five-year estimates. Top 5 States, 2015-2019: Total Population: NJ, IL, NY, RI, CT; Low Income: RI, NJ, MA, IL, NY; Middle Income: IL, NJ, CT, NH, NY; High Income: IL, NJ, KY, MD, MN.



The college enrollment rates of 18- to 24-year-olds in Indiana from low-income families and middle-income families are considerably lower than the enrollment rates of 18- to 24-year-olds from high-income families. Similar disparities in college enrollment are seen across the Midwest and the nation.

# Participation

**Figure 4. Percentage of Persons Aged 18-24 Who Are Currently Enrolled or Have Completed Some College or Higher by Race and Ethnicity**



Source: U.S. Census Bureau. (2017, 2018, 2019). American community survey single-year public use microdata sample. Top 5 states, 2017-2019: MA, RI, NY, NJ, CT. Note. The underrepresented minority category comprises American Indian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander persons. The estimate for Native Hawaiian/Other Pacific Islander persons is unavailable due to small sample size. Some Asian subgroups are underrepresented in higher education (e.g., Hmong) but cannot be separated from the Asian category.



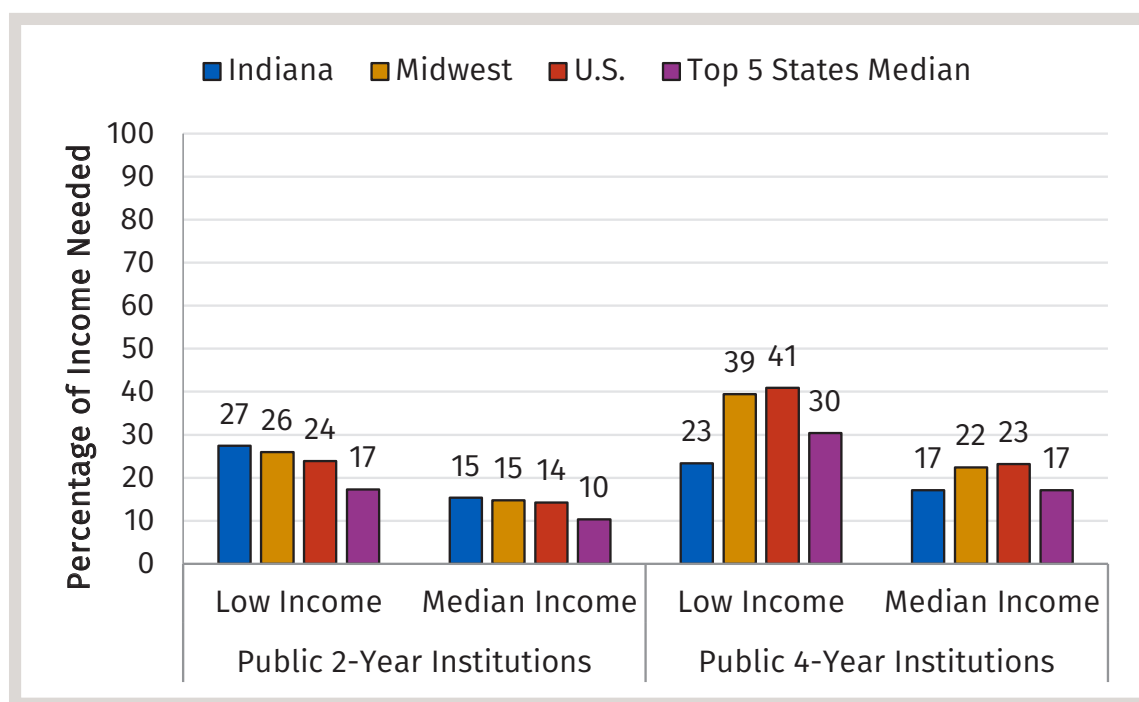
The college enrollment rates of young American Indian and Asian adults (ages 18-24) in Indiana were higher than the Midwest benchmarks. However, about 55 percent of underrepresented minority young adults in Indiana are currently enrolled or have completed some college, compared to 65 percent of White young adults. A similar gap in college enrollment is seen across the Midwest and the nation.

# Affordability

**Ability to pay.** The ability to pay for college is measured by the percentage of family income needed to pay the net price of full-time enrollment at public two- and four-year institutions. The average net price is calculated as the total cost of attendance (tuition and fees, books, supplies, and room and board) minus the average institutional, local, state, and federal grant aid. In order to assess the

degree of affordability for students of different income levels, this indicator is presented for families with median income (\$71,089 for Indiana in 2019) and families with low income, which is defined as an income equal to the federal poverty level for a family of four (\$25,750 in 2019). The indicator is also presented by the median income for families in each racial and ethnic group.

**Figure 5. Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions for Low- and Median-Income Households**



Source: NCES IPEDS. (2019). Net price. U.S. Census Bureau. (2019). American community survey one-year public use microdata sample. Top 5 States, 2018-19: Public two-year institutions: (Low-income students: GA, KY, MS, MI, IL) (Median-income students: GA, CT, MI, KY, VA); Public four-year institutions: (Low-income students: FL, IN, NY, NC, CA) (Median-income students: FL, MO, IN, UT, ND).

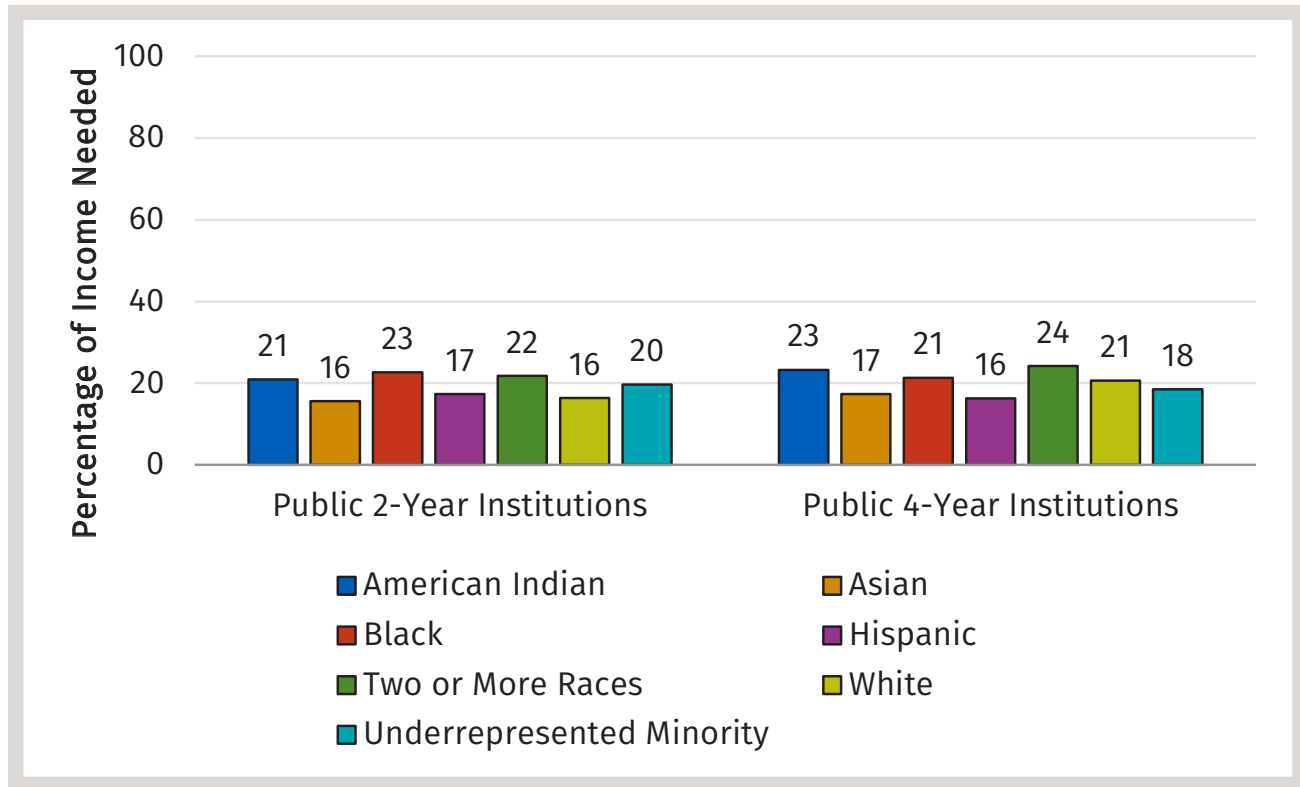


Indiana is a national leader in the affordability of four-year college enrollment. Four-year college attendance in Indiana for students from median-income families requires 17 percent of family income, compared to 23 percent of income for students from low-income families. Two-year college attendance in Indiana for students from median-income families requires 15 percent of family income, compared to 27 percent of income for students from low-income families. Similar differences in college affordability are seen across the Midwest and the nation.



# Affordability

**Figure 6. Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Two- and Four-Year Institutions in Indiana by Race and Ethnicity**



Source. NCES IPEDS. (2019). Net price. U.S. Census Bureau. (2019). American community survey one-year public use microdata. Note. The underrepresented minority category consists of American Indian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander families. Some Asian subgroups are underrepresented in higher education (e.g., Hmong) but cannot be separated from the Asian category.



Indiana ranks among the top five states in the nation in the affordability of enrollment for underrepresented minority students at public four-year institutions. However, attendance at public two-year institutions in Indiana requires a greater share of family income for underrepresented students than for White students. Underrepresented students are disproportionately represented among lower-income students.

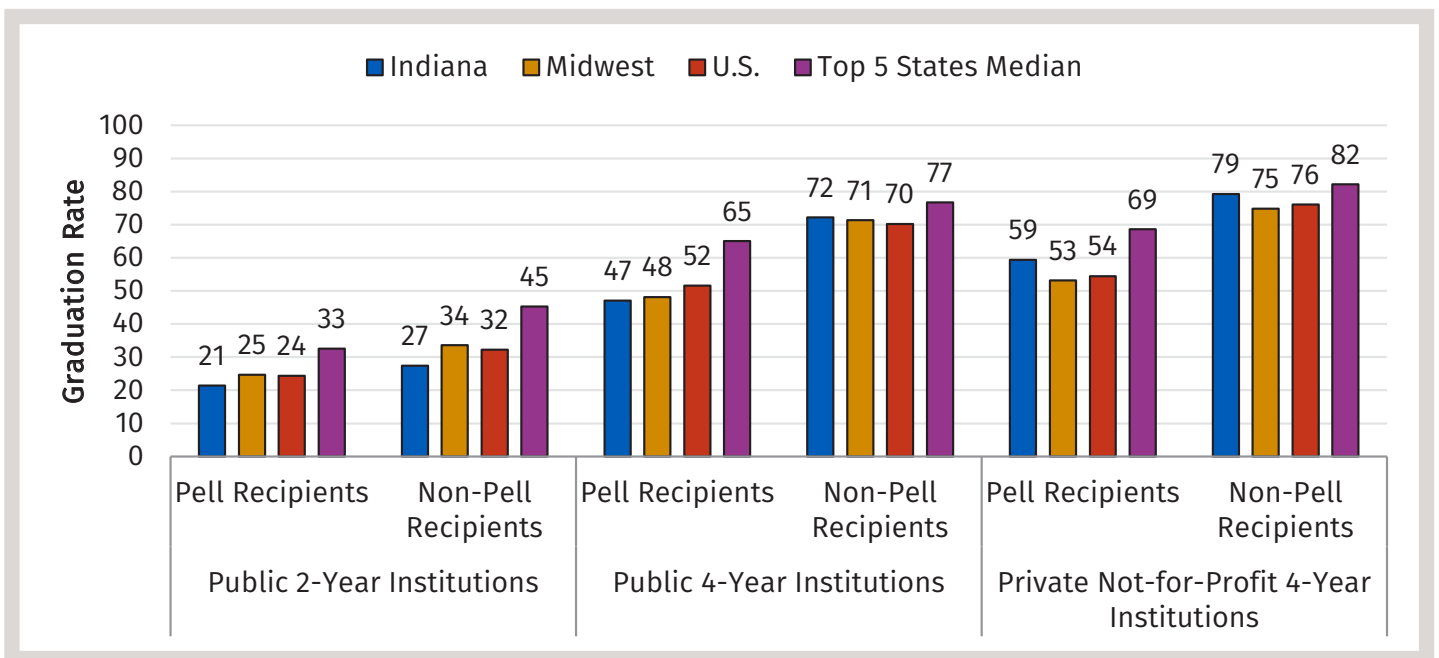
# Completion

**Institutional graduation rates.** Institutional graduation rates are defined by the proportion of first-time, full-time students who graduate at their beginning institution. Specifically, graduation rates at two-year colleges are measured by the proportion of first-time, full-time certificate/degree-seeking students in the fall 2016 cohort who completed an associate degree or certificate at the first public two-year college within three years (Figure 8 also counts students who transferred to another institution). Graduation rates at four-year institutions are defined by first-time, full-time, bachelor's degree-seeking students in the fall 2013 cohort who completed a

bachelor's degree at the first four-year institution within six years (without accounting for transfer to another institution).

These indicators are provided for family income and racial/ethnic groups. The completion gap by income is estimated by comparing graduation rates among federal Pell Grant recipients and non-Pell recipients. In 2018-19, a dependent student from a family with a household size of four (two parents and two children) and an adjusted gross income of \$60,000 or less would be eligible for a Pell Grant.

**Figure 7. Percentage of First-Time, Full-Time Degree/Certificate-Seeking Students Who Graduated Within Three Years at First Public Two-Year Institution and Graduated Within Six Years at First Four-Year Institution by Pell Grant Recipient Status**



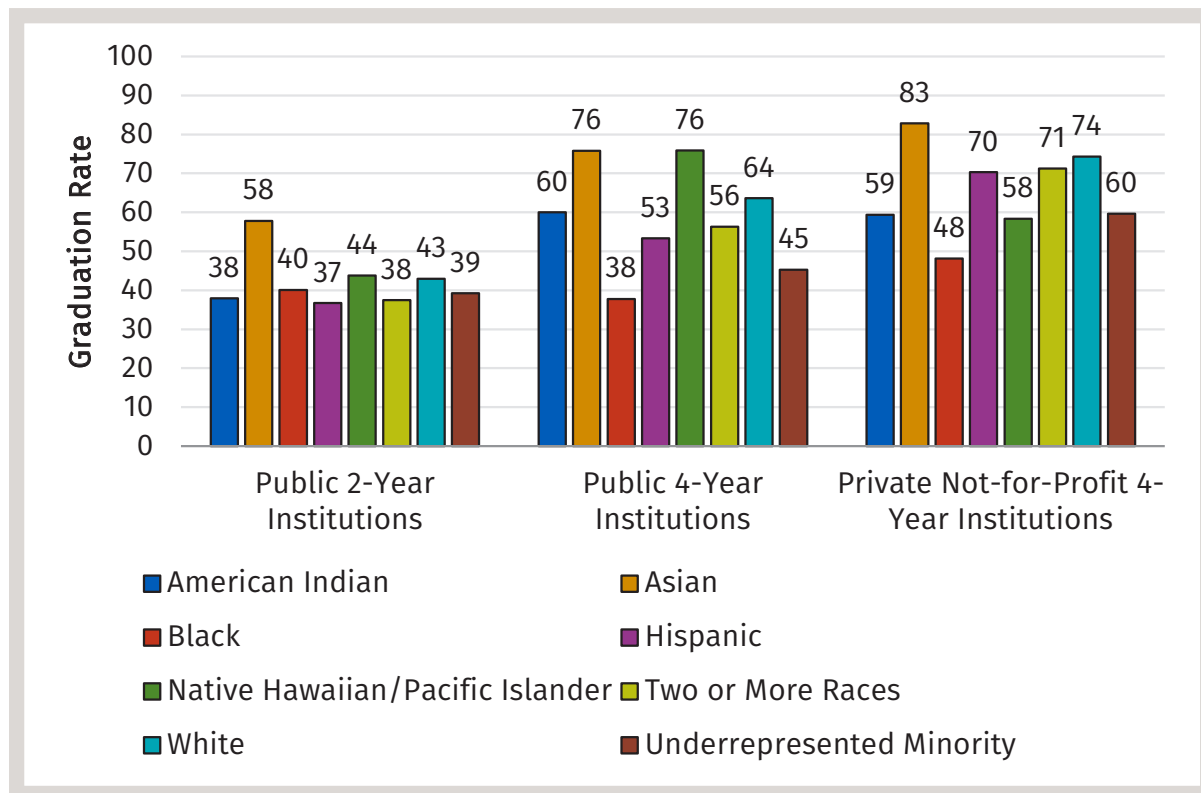
Source: NCES IPEDS. (2019). Graduation rate. Top 5 States, 2019 Public two-year: (Pell recipients: SD, ND, MS, KS, KY) (Non-Pell recipients: SD, ND, MS, WY, FL); Public four-year: (Pell recipients: FL, CA, NJ, IA, NH) (Non-Pell recipients: DE, VA, CA, IA, NJ); Private not-for-profit four-year: (Pell recipients: RI, MA, CA, MD, VT) (Non-Pell recipients: MA, ME, RI, VT, CA).



The graduation rate of non-Pell students at public four-year institutions in Indiana is above the Midwest and national benchmarks. However, the graduation rates of low-income students (i.e., Pell Grant recipients) in Indiana lag behind the graduation rates of higher-income students at two- and four-year institutions. Similar disparities in college graduation rates are seen across the Midwest and the nation.

# Completion

**Figure 8. Percentage of First-Time, Full-Time, Degree/Certificate-Seeking Students in Indiana Who Transferred or Graduated Within Three Years at First Public Two-Year Institution and Graduated Within Six Years at First Four-Year Institution by Race and Ethnicity**



Source: NCES IPEDS. (2019). Graduation rate. Note. The underrepresented minority category comprises American Indian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander students. Some Asian subgroups are underrepresented in higher education (e.g., Hmong) but cannot be separated from the Asian category.



The graduation rates of underrepresented minority students in Indiana were lower than the graduation rates of White and Asian students across all types of institutions. However, data available in [MHEC's Interactive Dashboard](#) show that the graduation rates for American Indian, Asian, Black, and Pacific Islander students exceeded the national benchmarks at public two-year colleges, and the graduation rates for American Indian, Asian, Hispanic, and Pacific Islander students at public four-year institutions met or exceeded the Midwest benchmarks.

# Finance

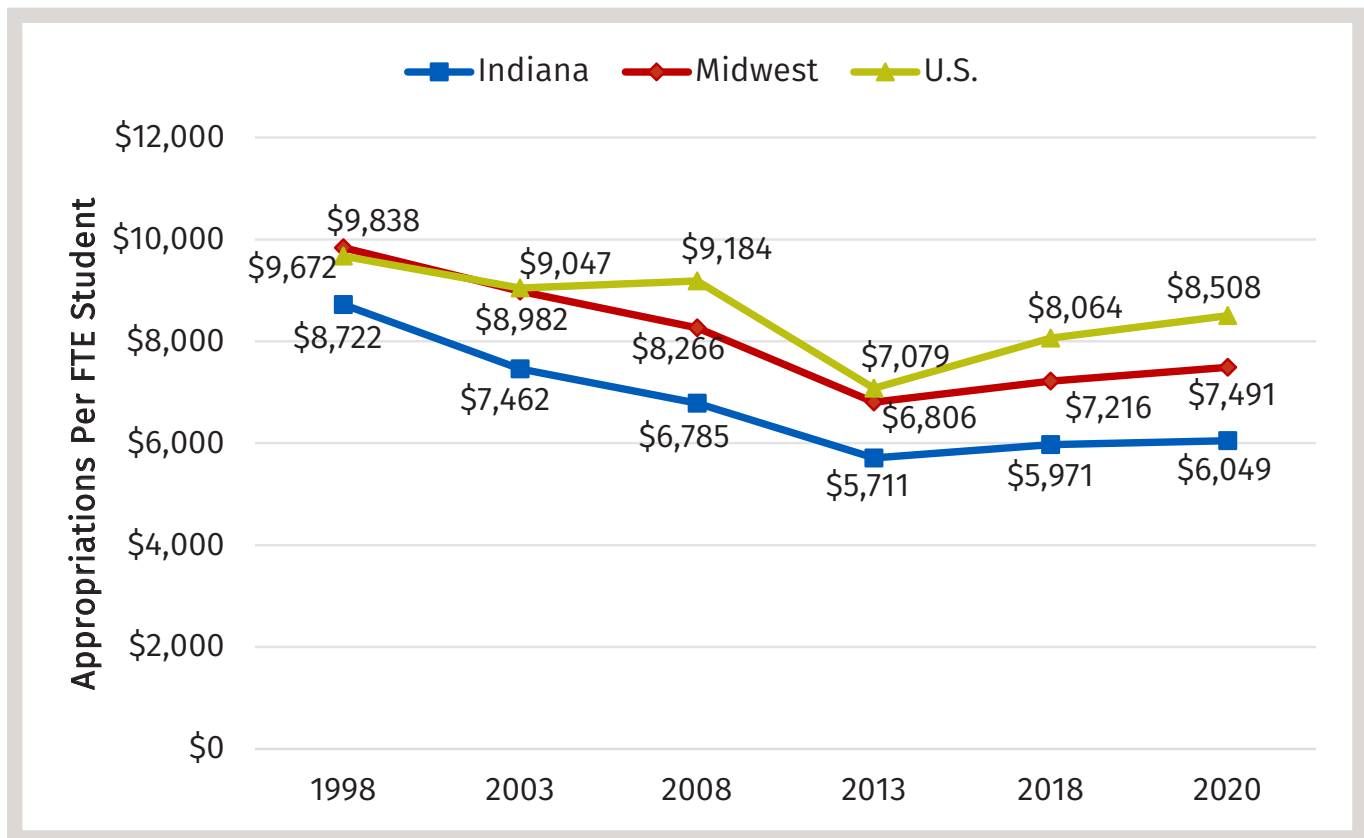
**Educational appropriations.** State and local educational appropriations for higher education include funds used for public institutional operating expenses and public student financial aid. These appropriations exclude spending for research, agriculture-related programs, and medical education, as well as support for independent institutions or students attending them.

**State funding effort.** The state's overall effort to fund higher education is portrayed as state fiscal support for higher education per \$1,000 of personal income. This is one measure for assessing the level of funding for higher education relative to available resources. State fiscal support consists of state tax appropriations, local tax support, additional non-tax funds such

as lottery revenue that support higher education, and funds appropriated to other state entities for specific higher education expenditures or benefits. State and local appropriations in this indicator are used for general operations, agriculture-related programs, public student aid, medical education, and support for independent institutions or students attending them.

**Need-based aid.** Two indicators reflect state investments in student grant aid. First, the level of state funding for grant aid based on financial need (relative to solely merit or other criteria) is measured by the amount of need-based grant aid per full-time equivalent (FTE) student. Second, the state's commitment to providing need-based aid is measured by need-based aid as a percent of total grant aid allocations.

**Figure 9. State and Local Educational Appropriations for Higher Education Per FTE Student**



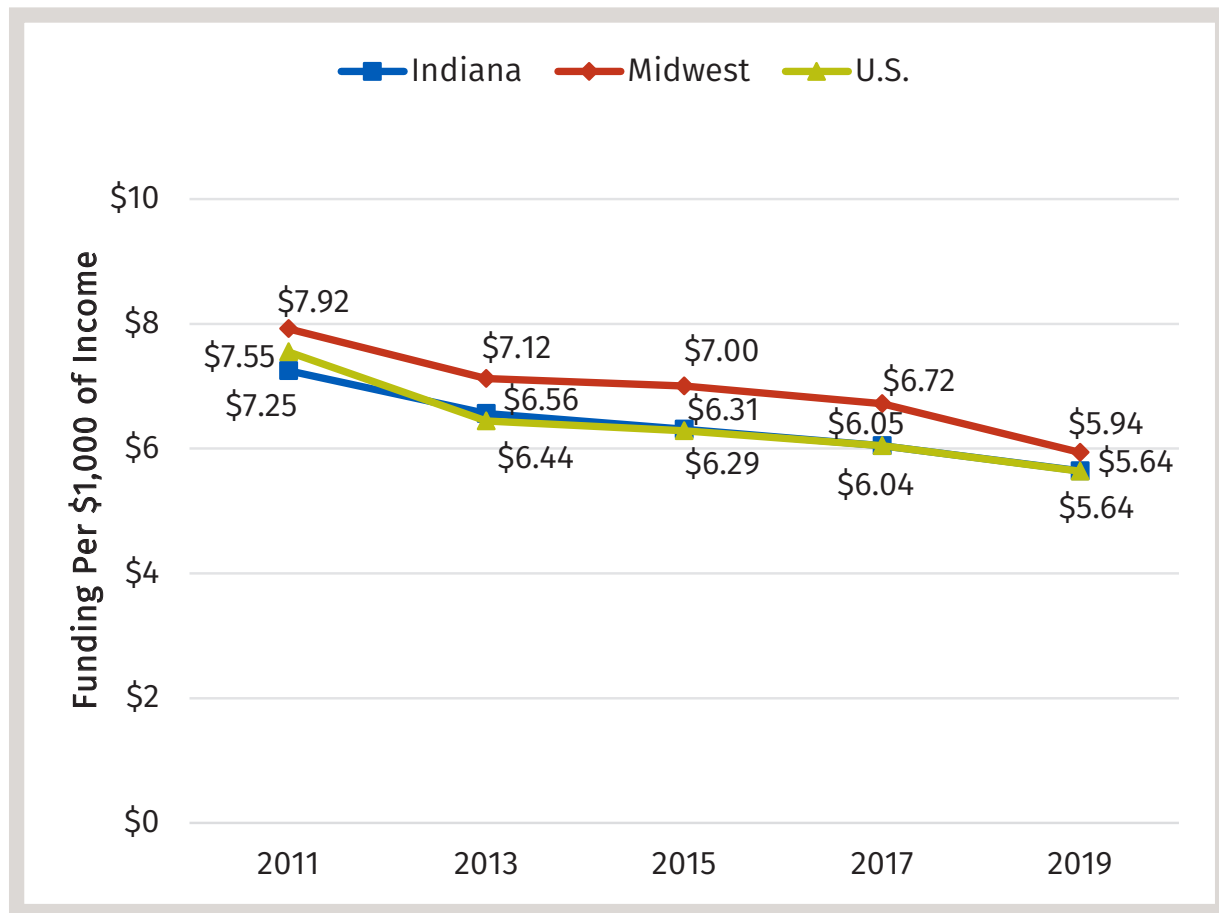
Source: SHEEO. (2021). State higher education finance: FY 20. Estimates have been adjusted for inflation to 2020 dollars using the Higher Education Cost Adjustment.



Consistent with the overall trend in the Midwest, state and local funding for higher education per FTE in Indiana increased since 2018 but remains below the regional and national levels.

# Finance

Figure 10. State Fiscal Support for Higher Education Per \$1,000 of Personal Income

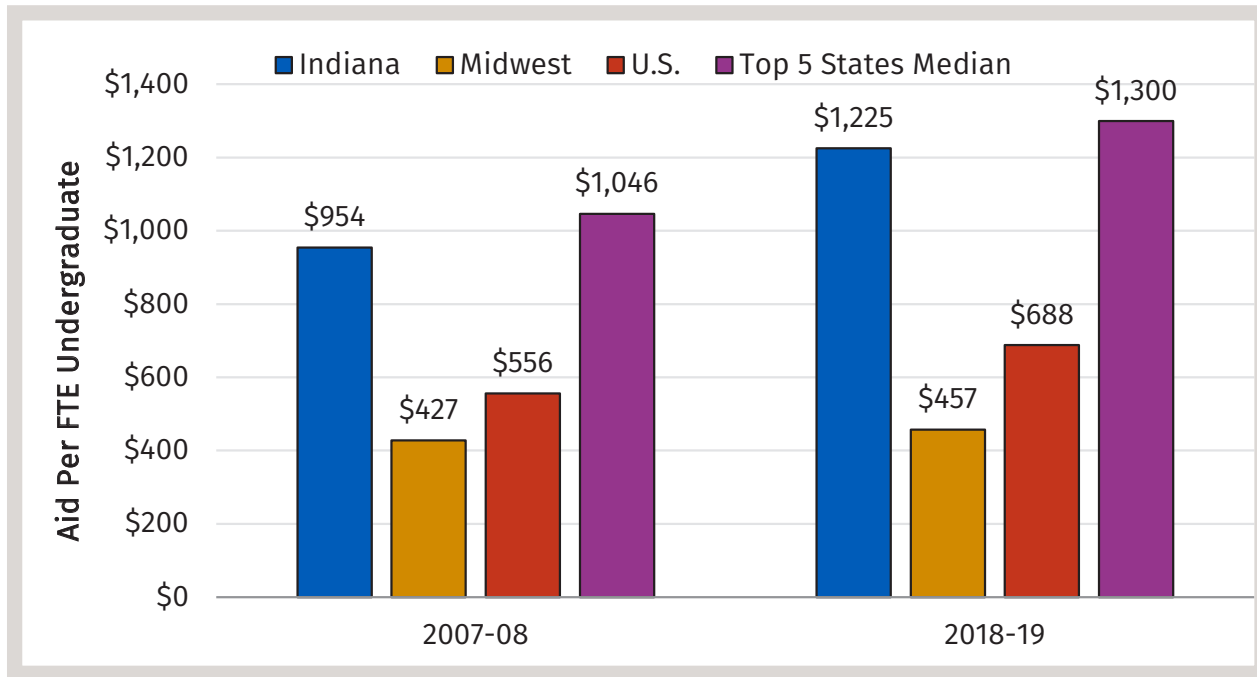


Source: SHEEO. (2021). State higher education finance: FY 20. Estimates have been adjusted for inflation to 2019 dollars using the Consumer Price Index.



Funding per \$1,000 of personal income in Indiana met the national level in 2019.

**Figure 11. State Need-Based Grant Aid Per FTE Undergraduate Student**

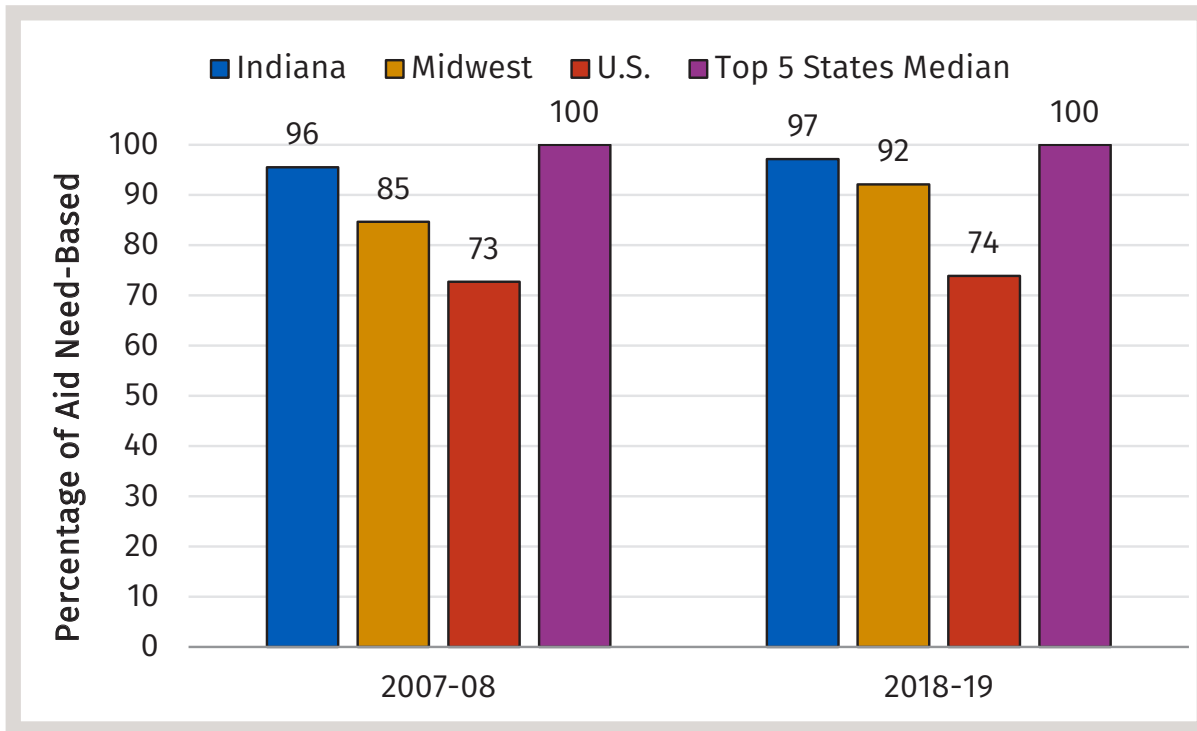


Source: National Association of State Student Grant and Aid Programs. (2008, 2019). Annual survey report on state-sponsored student financial aid. Estimates have been adjusted for inflation to 2019 dollars using the Consumer Price Index. Top 5 States, 2018-19: NJ, WA, CA, IN, VA.



State need-based grant aid in Indiana increased over the past decade, and the current funding level places Indiana among the top five states in the nation.

Figure 12. Percentage of State Aid Defined as Need-Based



Source. National Association of State Student Grant and Aid Programs. (2008, 2019). Annual survey report on state-sponsored student financial aid. Top 5 States, 2018-19 (includes ties): AZ, HI, ME, MT, RI, TX, KS, CA, IL, NE.



Indiana allocates 97 percent of its grant aid based on financial need (rather than solely merit or other criteria), which is above the regional and national benchmarks.

*Higher Education in Focus* is produced on a periodic basis. The 2021 supplement supports Higher Education in Focus 2019. As MHEC prepares for the next version of Higher Education in Focus, feedback and ideas are welcomed on the content that will help support your state's work.



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