WHO ARE TODAY’S STUDENTS?
Nationally, today’s students are more diverse than any previous generation of college students: in age, race, and income level. They’re more mobile and may not live on campus. Most participate in the workforce, either full-time or part-time. Work and family responsibilities beyond the classroom—whether that is on-campus or online—often compete with today’s students’ educational goals.

NATIONWIDE, TODAY’S STUDENTS ARE:

37% OLDER THAN 25
64% WORKING WHILE IN COLLEGE
24% PARENTING
13% LIVING ON CAMPUS
40% PART-TIME

IN INDIANA...
Teresa Lubbers, Commissioner of the Indiana Commission for Higher Education and Higher Learning Advocates’ Board Member, advocates for using data to create a student-centered higher learning system that is aligned to workforce needs.

By analyzing the data, we were able to refocus our attention on student success to better align Indiana’s higher education system to improve completion and better meet the needs of the state’s economy.

Jamie Merisotis, President and CEO of the Indianapolis-based Lumina Foundation, advocates for linking outcomes-focused K-12 and higher education; locally managed workforce development programs; and highly focused global recruitment strategies to improve America’s talent pipeline.

Fulfilling America’s talent potential offers even greater returns in the form of eliminating unfair and unequal educational outcomes among African-Americans, Hispanics, and American Indians.
SNAPSHOT: How do Indiana’s numbers stack up?

To better understand how Indiana compares to the national higher education landscape, look to the data below detailing trends in enrollment, federal student aid, tuition and fees, earnings, and attainment comparing national and state level data.

**ENROLLMENT**

Indiana’s total student enrollment is **402,142**

66% Indiana students attend full-time.

**FEDERAL STUDENT AID**

About **63%** of Indiana’s college students and their families take out federal student loans,¹ compared to **70%** nationwide.²

¹Includes Direct Subsidized Loan, Direct Unsubsidized Loans, Parent PLUS, Grad PLUS, and Perkins Loan.

²https://www.cnbc.com/2017/07/03/this-is-the-age-most-americans-pay-off-their-student-loans.html

Source: U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Data System (IPEDS), Enrollment by Student Level survey, Fall 2017 preliminary data. Includes undergraduate and graduate fall enrollment.
SNAPSHOT: How do Indiana’s numbers stack up?

TUITION & FEES

Indiana’s institutions of higher education tuition & fees are above the national average unless a student attends an in-state public four-year institution.

Source: College Board. Trends in College Pricing 2018. Figure 5 and 6. https://trends.collegeboard.org/college-pricing

ATTAINMENT

In 2016-2017, above-average rates of Indiana students obtained bachelor’s degrees and certificates compared to the rest of the nation.

Note: Certificates only include less than one year and at least one year but less than 4 years.
ATTAINMENT continued

As of February 2019, 43.4% of Indiana residents ages 25-64 have obtained a certificate or postsecondary degree.

NATIONALLY, 47.6% of Americans ages 25-64 have obtained a certificate or postsecondary degree.

SNAPSHOT: How do Indiana’s numbers stack up?

EARNINGS AND EMPLOYMENT

Americans who earn a postsecondary degree or credential have higher earnings potential.

Source: Georgetown University Center for Education and Workforce. Certificates: Gateway to Gainful Employment and College Degrees. https://cew.georgetown.edu/cew-reports/certificates/

Indiana workers with higher levels of postsecondary attainment have more earning power than their peers with less than a bachelor’s degree. However, the median earnings of Indiana residents is below the national average for residents with some college and/or postsecondary degree.


The majority of jobs nationwide in 2020 will require education beyond high school.

WHAT CHALLENGES DO TODAY’S STUDENTS FACE?

<table>
<thead>
<tr>
<th>AFFORDABILITY</th>
<th>PART-TIME VS.</th>
<th>COMPLETION</th>
<th>WORK</th>
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<tbody>
<tr>
<td>49% FINANCIALLY INDEPENDENT</td>
<td>40% PART-TIME</td>
<td>38% OF STUDENTS with additional financial, work, and family obligations leave school in their first year</td>
<td>64% WORK WHILE IN COLLEGE</td>
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<tr>
<td>31% AT OR BELOW FEDERAL POVERTY LINE</td>
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PARENTING
24%

EMERGENCY COSTS
Early data from the University Innovation Alliance (UIA), a coalition of eleven public research universities, shows that about 4,000 Pell-eligible college seniors, who are in good academic standing, are at risk of being dropped from their classes or not allowed to graduate because less than $1,000 is owed to their institutions.\(^4\)

VETERAN-STATUS
4% OF UNDERGRADS ARE VETERANS

HOW CAN FEDERAL POLICY HELP SET TODAY’S STUDENTS UP FOR SUCCESS?

Outcomes are critical for today’s students—including completion, employment, equity, and value—to be gained from higher learning. Federal policy needs to catch up to the way that today’s students are learning and reward institutions and systems that deliver the strongest career and educational outcomes.

FEDERAL FINANCIAL AID
should be redesigned with a focus on the needs of a wide range of students, especially those who work full- or part-time, are financially independent, or need to enroll in courses outside the traditional two-semester approach. Redesign approaches could include rethinking Pell eligibility for workforce programs, or simpler loan repayment to match today’s students’ needs.

DATA
gathered through federal, state, and workforce data systems should cover the full spectrum of today’s students, not just first-time, full-time students. Today’s students, families, schools, and taxpayers need clear information to make informed choices about higher learning.

\(^4\) https://www.insidehighered.com/sites/default/server_files/files/Completion%20Grants%20release%208_16_17%20FINAL.pdf

\(^5\) https://www.luminafoundation.org/todays-student-statistics