



Knocking at the College Door

Projections of High School Graduates

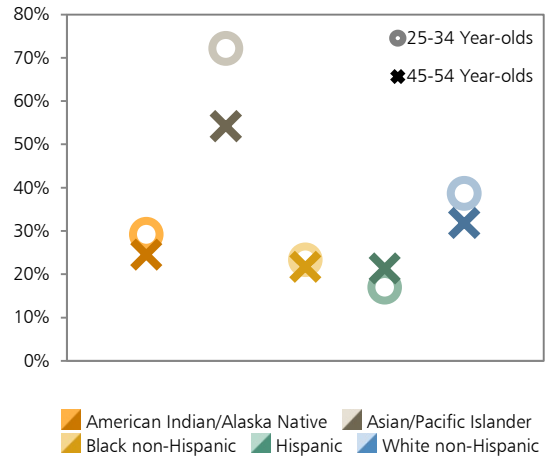
INDIANA

National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for Indiana related to: current levels of educational attainment, our projections of high school graduates into the future, and two common barriers to student access and success – insufficient academic preparation and inadequate finances.

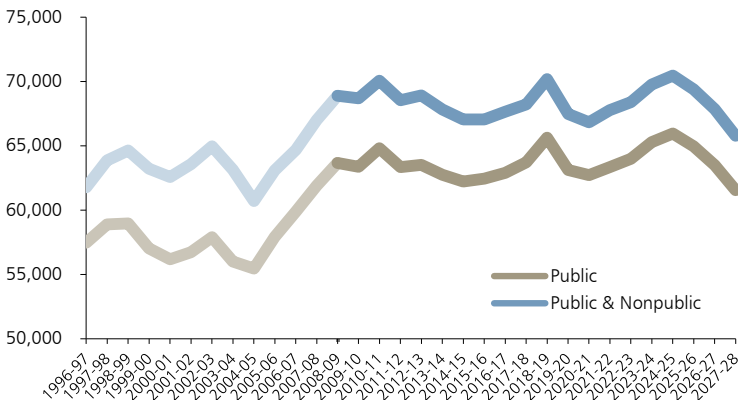
Educational Attainment by Race/Ethnicity¹

Workforce projections indicate there will be a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. Overall in Indiana between 2008 and 2010, about 36% of Indiana's younger adults (aged 25-34) had at least an associate's degree, somewhat more than the 31% of the state's older working-age population (aged 45-54).

- These overall rates mirror White non-Hispanic degree attainment rates, which are 39% for younger and 32% for older adults; and to a lesser extent the much higher rates of degree attainment among Asian/Pacific Islanders compared to older: 74% and 54%, respectively.
- Estimates are not precise enough to determine as much about the educational gaps between the age groups among American Indians/Alaska Natives, Black non-Hispanics and Hispanics, but it is clear that both younger and older adults in these groups are less likely to have a postsecondary degree than White non-Hispanics.



Production of High School Graduates

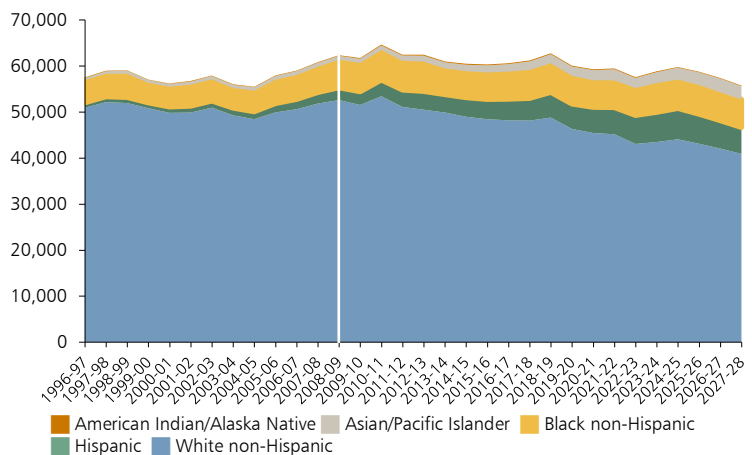


According to our projections, Indiana's graduating class size increased about 11% between 2005-06 and 2010-11, a period of fairly rapid growth, from class sizes around 63,000 to above 68,000. Indiana is now projected to enter a relatively stable period with little change in the overall size of graduating classes through 2019-20 and the remainder of the projected period.

- Nonpublic graduates were as much as 11% of the total through 2003-04, but have been decreasing in number and as a proportion of the total since that time. Indiana's 5,200 nonpublic graduates were 8% of the total in 2008-09, and are projected to decline to 4,200, 6% of the total, by the end of the projections.

Public High School Graduates by Race/Ethnicity

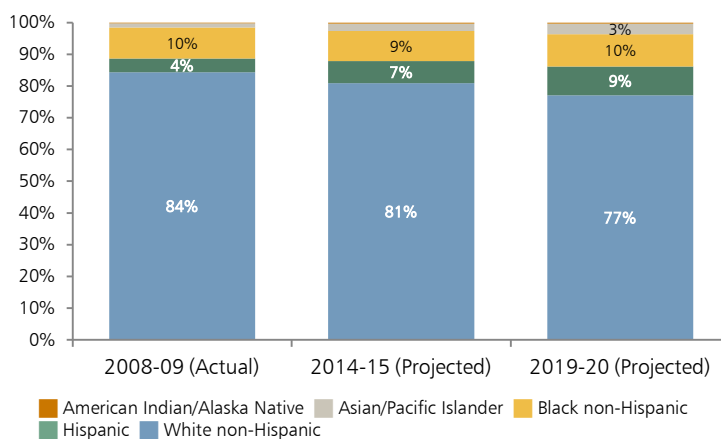
- White non-Hispanic public high school graduates will consistently decline, from their high of 52,600 in 2008-09, to 46,300 (a 12% decline) by 2019-20, and to 41,000 (a 22% total decline) by the last projected year.
- The number of Black non-Hispanic public graduates will remain about the same throughout the projected period, hovering around 6,000 each year.
- Hispanic and Asian/Pacific Islander graduates are the source of any increase for Indiana. Hispanic graduates will increase from 2,700 in 2008-09 to 5,400 by 2019-20, and then to the mid-6,000s in the last several projected years. There will also be rapid increases of Asian/Pacific Islander graduates, more than doubling from 830 to 2,000 by 2019-20, and to almost 3,000 towards the end of the projections.



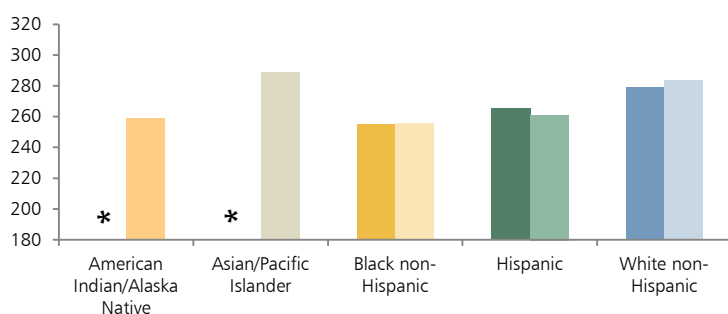
Composition of Public High School Graduates by Race/Ethnicity

Indiana's public graduating class remains majority White non-Hispanic throughout the projections, although White non-Hispanics will decline from 84% of the total in 2008-09 to 77% by 2019-20, and then to 73% by the end of the projections, due both to declines in the number of White graduates and increases in the number non-White graduates.

Most of the change results from Hispanic public high school graduates, which increase as a percent of the total from 4% in 2008-09 to 9% by 2019-20, and may be 10% or more of the total by the end of the projected period. Increases in the number of Asian/Pacific Islander public graduates mean that they increase in share from 1% to 5% over the course of the projections.



Composite Math and Reading Scores by Race/Ethnicity²



Note: Indiana in darker shades; U.S. in lighter shades. *Reporting standards were not met and no score is available.

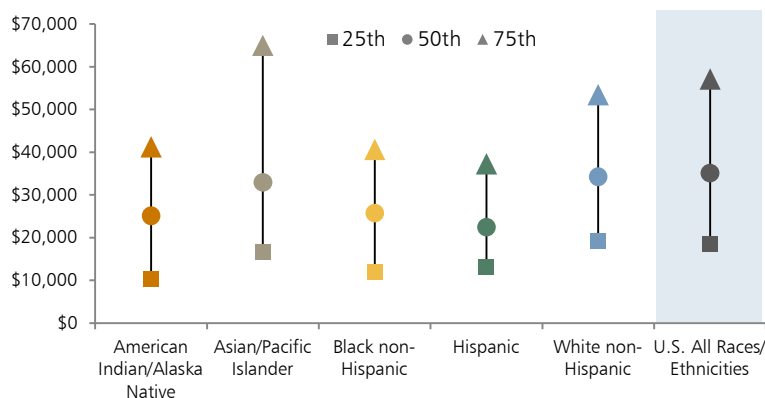
Academic preparation is a major factor in college access and success, and the National Assessment of Educational Progress (NAEP) provides some measure of differences by race/ethnicity.

- The average composite math and reading scores for 8th graders in Indiana in 2011 were 255 for Black non-Hispanics, 265 for Hispanics and 279 for White non-Hispanics. (No scores were available for American Indian/Alaska Natives or Asian/Pacific Islanders.)
- The average score for eighth graders of each of these race/ethnicities was generally about the national average for the group.

Annual Income by Race/Ethnicity³

A second major barrier is access to the financial resources needed to pay for college. Precise estimates are difficult to come by for smaller populations, so comparisons between groups can be problematic. But estimates for working-age adults from 2006 to 2010 suggest that underrepresented populations in Indiana earn considerably less than White non-Hispanics, much like national trends.

- The statewide median income was \$32,950, compared with \$35,147 for the nation.
- Hispanics were the least well off financially: their median income was \$22,453, just over two-thirds of the statewide median.
- American Indian/Alaska Natives and Black non-Hispanics were also concentrated toward the bottom of the statewide income spectrum.



Projections of high school graduates are from WICHE, *Knocking at the College Door: Projections of High School Graduates*, 2012. 1996-97 to 2008-09 are actual reported graduates and 2009-10 to 2027-28 are projections. The National Center for Higher Education Management Systems supplied the data used in the first and last figures. State-level estimates for those figures are only reported for a racial/ethnic group when the coefficients of variation for all estimates do not exceed 25% and sample size is 50 or greater. Readers should understand that estimates for small samples can be imprecise due to large standard errors. WICHE provides relevant data tables at <http://wiche.edu/knocking-8th/technicalNotes>.

¹Source: U.S. Census Bureau, 2008-10 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File. Average annual percent of population aged 25-34 and 45-54 with an Associate's degree or higher in 2008-10.

²Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Mathematics and Reading Assessments, generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>. Notes: Composite scores are the average of the Math and Reading scores for 8th graders tested in 2011, scale of 0 to 500; scores for 12th graders taking NAEP were not available for this state.

³Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Public Use Microdata Sample File. Note: Percentiles for wage/salary income were calculated for persons age 25-64 with positive earnings; unemployed persons with \$0 income were also included. Figures are in 2010 dollars. Native Hawaiians are included in Asian/Pacific Islander.

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Visit <http://wiche.edu/knocking> to obtain the full publication and download these projections as [graphs](#) or [data files](#).