



INDIANA

STATE SUMMARY
2025

Indiana at a glance

THE STATE OPPORTUNITY INDEX combines research-backed strategies for improving education-to-career outcomes with benchmarking measures to track progress for all 50 states, giving policymakers and institutions a framework for strengthening the link between education and opportunity.

For each state, the Index reports the percentage of students who experience a positive return on investment and summarizes progress in five key areas for improving success beyond completion: Clear Outcomes, Quality Coaching, Affordability, Work-Based Learning, and Employer Alignment. States are grouped into four categories: Leading (at the forefront, demonstrating strong progress); Advanced (substantial progress); Developing (early stages of improvement); and Foundational (just beginning their journey).

Positive ROI

66%



State
Opportunity
Index

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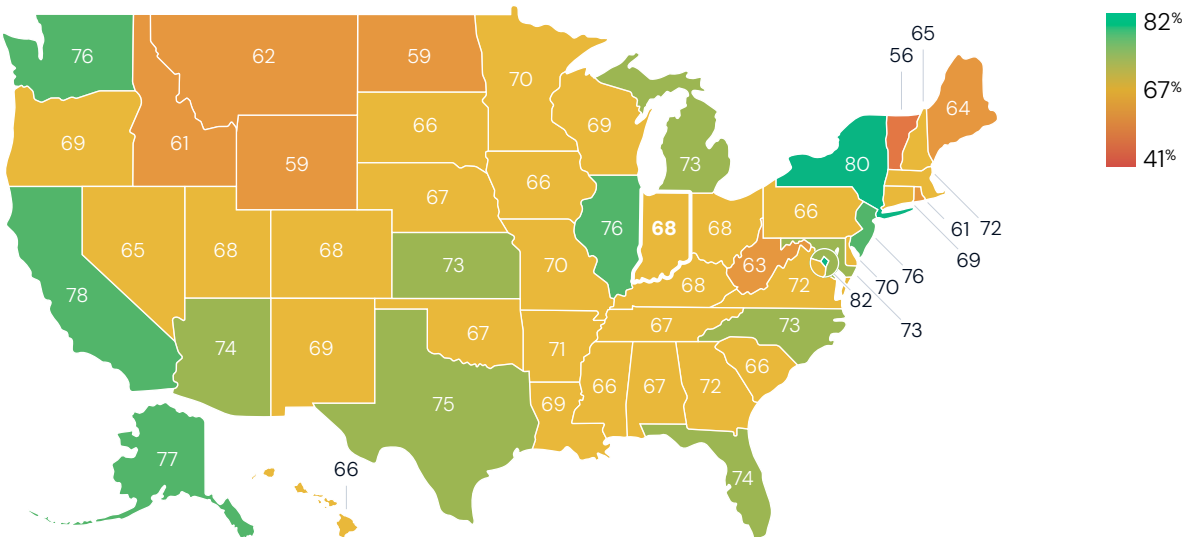
Positive ROI

Indiana

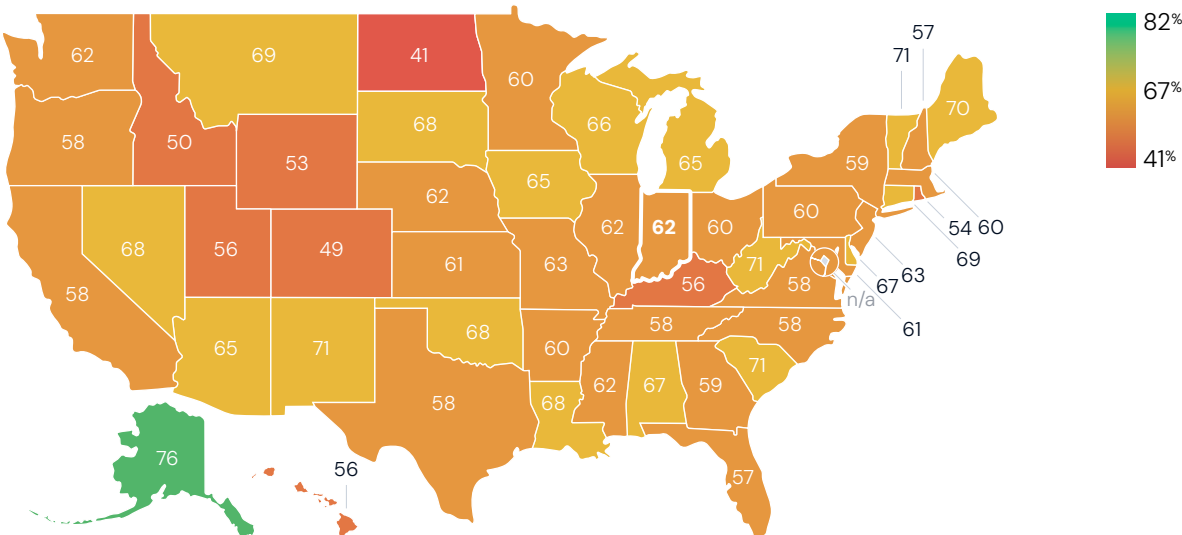
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Indiana	U.S.
Overall	66%	70%
Bachelor's	68%	73%
Associate	62%	60%

Percentage of graduates with positive 10-year ROI by state – bachelor's degrees



Percentage of graduates with positive 10-year ROI by state – associate degrees





Everyone should have access to accurate information on employment outcomes that can help them make informed decisions about education after high school. The Clear Outcomes measure is based on 10 critical elements that contribute to the capacity of state education-to-employment data systems to strengthen the connection between education and opportunity.

COLLECT

State data system elements	State description	Rating
1 Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs	Indiana, through the Ivy Tech Community College system, currently collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; and (ii) college-issued, noncredit nondegree credentials. The state is implementing a collection of other third-party credentials. Indiana links both college-issued, for-credit and noncredit nondegree credentials to employment outcomes.	ADVANCED
2 Examines earnings by occupation, pay rate, and work location	Indiana has collected occupation (SOC), work location, and worker type (full time, part time, seasonal) on a voluntary basis since 2017. In 2025, the state passed legislation mandating the collection of SOC or job title and pay rate. This bill also added apprentice or intern to the worker-type collection.	LEADING

INTEGRATE

State data system elements	State description	Rating
3 Integrates and delivers information on learner's earnings and employment after postsecondary education and training completion, and over time	Indiana integrates information on learners' earnings and employment with its (i) public four-year institutions; and (ii) community colleges. The state provides multiple interactive reporting tools, including through Hoosiers by the Numbers' Indiana University Workforce Outcomes and through the EdData Platform, the Education-Workforce Pipelines Report . These outcomes are not available disaggregated by race/ethnicity, gender, family income, or economically disadvantaged status.	ADVANCED
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	Indiana has launched several public interactive reporting tools via the EdData platform. These tools include employment outcomes of high school graduates as well as an Education-Workforce Pipelines Report . Additionally, the Sustained Employment dashboard available through the Indiana Graduated Prepared to Succeed interactive reporting tool includes the employment rate of high school graduates with disaggregation by race/ethnicity, family income or economically disadvantaged status, and English language learner status.	ADVANCED
5 Partners with national and multi-state initiatives to assess education-to-opportunity outcomes for graduates and non-graduates of postsecondary education and training programs who relocate or work outside the state	Indiana partners with PSEO (>75% graduate coverage), Multi-State Data Collaborative, and State Wage Interchange System.	LEADING

CATEGORY KEY

Extent to which elements are present in state data infrastructure.

- **Leading**
Fully present
- **Advanced**
Partially present
- **Developing**
In development
- **Foundational**
Not in development



PROVIDE

State data system elements	State description	Rating
6 Provides comprehensive and timely open data files containing anonymized education-to-opportunity statistics that anyone can access, download, and otherwise use	The Indiana Management Performance Hub (MPH) maintains the Indiana Data Hub , the state's open data portal, and publishes open data files containing aggregate statistics. In 2025, Indiana directed MPH to produce aggregate, downloadable public use data sets on employment outcomes for both high school graduates and earners of postsecondary credentials. While not meeting the criteria of this element, the Commission for Higher Education also publishes reports . The published files, however, contain only enrollment, persistence, and completion metrics with no employment outcomes.	DEVELOPING
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Indiana has dashboards containing education-to-employment outcomes for (i) public four-year institutions; and (ii) community colleges.	ADVANCED
8 Gives researchers access to individual-level matched education-to-opportunity datasets	The Indiana Management Performance Hub has established an Education and Workforce Development database and has a clear description of request and approval processes for both row-level de-identified data and confidential data. Researchers may also request access to row-level de-identified higher education data through the Commission for Higher Education's online data request form .	LEADING

(...) IMPACT

State data system elements	State description	Rating
9 Enables learners and earners to access and utilize their own verified data, unlocking opportunities for college and career advancement	Western Governors University (WGU) received a SkillsFWD grant to further develop the Indiana Achievement Wallet, with a particular focus on employer engagement. Project partners include WGU, the Indiana Chamber of Commerce, Ivy Tech Community College and Purdue Global. Employers will discover this growing set of learners (regardless of which digital wallet they hold) via the Skills Talent Pipeline (STP), deployed on the web. The STP is designed to focus employers' job search on the skills required for job roles. Employers can upload job descriptions and parse these descriptions for skills. With their permission, learners will be matched to employers as candidates, and employers can request a Smart Resume or standard resume from these candidates. The STP will be piloted with a group of employers before launching to all interested employers. The STP uses open APIs, allowing employers to integrate with existing applicant tracking systems or human resource information systems and enable other interoperable wallet providers to integrate.	LEADING
10 Designates a unit with responsibility and dedicated, full-time capacity for generating education-to-employment insights to inform state policymaking and resource allocation decision-making	In 2025, the Indiana legislature passed State Bill 448 , directing the Management Performance Hub (MPH), Commission for Higher Education, Department of Education, Department of Workforce Development, and other relevant agencies and entities to develop a unified comprehensive statewide talent plan and to produce education-to-employment insights including labor market information and supply/demand analyses. MPH, through its Education and Workforce Development database, has ready access to integrated education-to-employment data and strong partnerships with higher education, workforce development, and economic development agencies. MPH and these partner agencies produce reports and other tools for E2E stakeholders, including the Education-Workforce Pipelines Report , which captures labor market supply and demand. To carry out these functions, MPH relies on dedicated funding and staffing as well as a cross-agency Data Governance Council.	ADVANCED

CATEGORY KEY

- **Leading**
Fully present
- **Advanced**
Partially present
- **Developing**
In development
- **Foundational**
Not in development

Extent to which elements are present in state data infrastructure.



FOUR-YEAR

DEVELOPING

TWO-YEAR

UNAVAILABLE

Everyone should have access to coaching that helps them reflect on their talents and interests, choose a career goal, chart a path, and navigate challenges. Graduates who receive such guidance are more likely to land a job that requires a degree and feel satisfied with their career trajectory. The Quality Coaching measure is based on the percentage of two-year students and four-year senior students who reported receiving personalized guidance, timely labor market information, and support to create a plan and overcome barriers.

Personalized guidance		Four-year	Two-year
Percentage of students at public institutions who report receiving personalized coaching or guidance to help select the education that will help prepare them for a successful career.		40% DEVELOPING	UNAVAILABLE
Timely labor market information		Four-year	Two-year
The average share of students at public institutions who receive timely labor market information, across the various types below, before enrolling or during their first year.		23% FOUNDATIONAL	UNAVAILABLE
Education-to-career paths that might be a good fit for student's strengths and interests		26%	
Job opportunities that a particular education program could lead to		27%	
Potential earnings in different careers related to student's education program		18%	
Career outcomes of students from their own institution		19%	
Support		Four-year	Two-year
The average share of students at public institutions who receive at least some support in setting goals and in overcoming obstacles.		75% ADV./LEAD.	UNAVAILABLE
Setting education and career goals and developing a plan to achieve these goals		75%	
Identifying and overcoming barriers		75%	
CATEGORY KEY			
When the margin of error crosses a category threshold, states are given a combined category.			
● Leading ≥75%		● Advanced 50% to <75%	● Developing 25% to <50%
			● Foundational <25%
National results		Four-year	Two-year
Personalized guidance		34%	45%
Timely labor market information		21%	33%
Support		71%	74%



Affordability

Indiana

FOUR-YEAR

ADVANCED

TWO-YEAR

LEADING

Quality post-high school programs should be within everyone's financial reach, allowing for equitable opportunities for success. The Affordability measure is based on how many hours a week the average student would need to work to cover the in-state net price (total cost of attendance minus any grants and scholarships), how many hours a student from a low-income family would need to work to cover their typical in-state net price, and the percentage of students that complete their degree on time – a critical factor in the cost of a degree.

Student hours of work needed	Four-year	Two-year		
Average student hours of work needed	DEVELOPING 27 hours per week Average annual net price, four-year institutions: \$13,178	LEADING 8 hours per week Average annual net price, two-year institutions: \$6,851		
Low-income student hours of work needed	LEADING 6 hours per week Average annual net price for low-income students, four-year institutions: \$6,379	LEADING 1 hour per week Average annual net price for low-income students, two-year institutions: \$4,725		
CATEGORY KEY	Leading <10 hrs	Advanced 10 to <20 hrs	Developing 20 to <30 hrs	Foundational ≥30 hrs

On-time completion rate		Four-year		
On-time completion rate	ADVANCED			
	50%			
CATEGORY KEY	Leading ≥65%	Advanced 50% to <65%	Developing 35% to <50%	Foundational <35%



Work-Based Learning

Indiana

FOUR-YEAR

DEV./ADV.

TWO-YEAR

UNAVAILABLE

All students should have access to quality work-based learning experiences, such as paid internships and apprenticeships, that are linked to higher earnings, greater job satisfaction, and lower underemployment. The Work-Based Learning measure is based on the percentage of two-year students and four-year senior students who reported participating in at least one of the following types of paid experiences: paid internship, paid apprenticeship, paid co-op, paid practicum, or paid undergraduate research experience.

Quality Work-Based Learning	Four-year	Two-year
Percentage of students at public institutions who participated in at least one of five types of quality paid work-based learning experiences	49% DEV./ADV. Paid internship participation: 44% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 79%	UNAVAILABLE

CATEGORY KEY

When the margin of error crosses a category threshold, states are given a combined category.

● **Leading**
≥75%

● **Advanced**
50% to <75%

● **Developing**
25% to <50%

● **Foundational**
<25%

National results	Four-year	Two-year
Any quality paid work-based learning experience	43%	17%
Paid internship	37%	14%
Any work-based learning experience (paid or unpaid)	72%	33%



In addition to student self-reporting of apprenticeship participation, states have other sources of information on participation in registered apprenticeships via the U.S. Department of Labor. In Indiana, **0.73 percent** of the state labor force is made up of active apprentices, for a total of **25,250 apprentices**. Across the country, this number ranges from 0.9 percent (Hawaii) to 0.12 percent (Oklahoma). In countries with leading apprenticeship systems, such as Germany, Switzerland, Australia, Canada, and England, apprentices constitute about 2.5–3.0 percent of the labor force, so all states in the U.S. have substantial room for improvement.



Employer Alignment

DEVELOPING

Indiana

Students should have access to programs that lead to quality jobs and mobility, and employers should assess and advance individuals based on skills and experiences, not just degrees. The Employer Alignment measure is based on the percentage of terminal bachelor's degree holders aged 25–34 employed in a college-level job as well as the supply/demand ratio for a variety of high-demand, high-wage jobs in each state.

College-level employment

The percentage of bachelor's degree graduates who are employed in college-level positions

ADVANCED

Supply/demand ratio

The overall ratio: the average of the entry-level supply/demand ratios for these nine opportunity occupational groups

DEVELOPING

Information technology and business

Data analytics

LEADING

Finance and accounting professionals

ADVANCED

Finance and accounting support

FOUNDATIONAL

Information and cybersecurity

LEADING

Software development and engineering

LEADING

Health care

Health care technicians and technologists

FOUNDATIONAL

Nursing

FOUNDATIONAL

Manufacturing and engineering

Engineering

LEADING

Manufacturing/Trades technicians and technologists

FOUNDATIONAL

CATEGORY KEY

● **Leading**
≥75%

● **Advanced**
60% to <75%

● **Developing**
50% to <60%

● **Foundational**
<50%