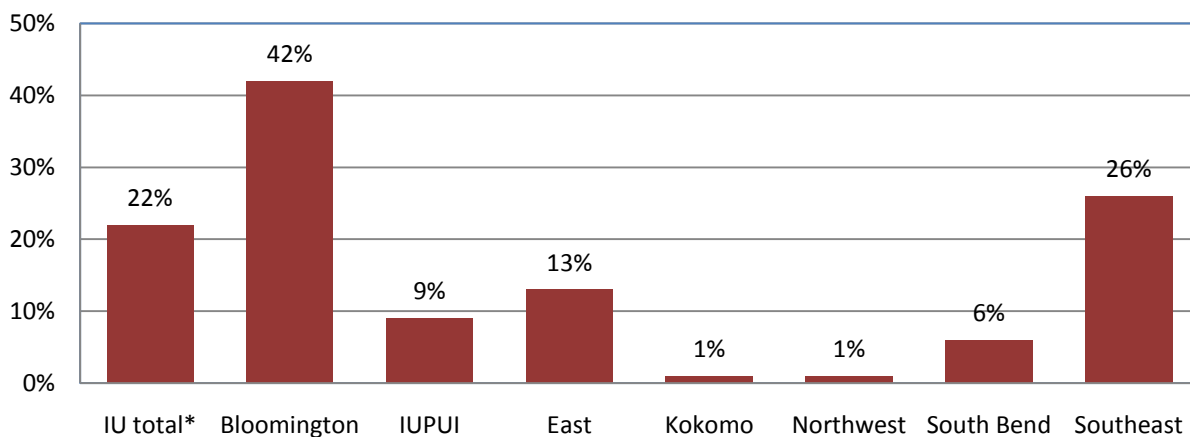


Student Migration

This issue of *FYIU* focuses on the interstate migration of college-bound students from Indiana and contiguous states. The information presented here does not advocate for or against college student migration. The topic, however, is not value-neutral. In- and out-migration of college-bound students has short- and long-term implications for the economic sustainability of institutions of higher education and the states in which they reside.

Indiana University, which manages seven campuses with diverse missions and locations, is the largest in-state provider of postsecondary education to both resident and non-resident students. The Bloomington campus, a primarily residential institution, draws talent from national and international pools of students for its undergraduate, graduate, and professional programs. As of fall 2006, 42% of Bloomington's total enrollment was non-resident – 34% of undergraduates and 68% of graduate/professional students (See Figure 1). IUPUI, which primarily serves the Indianapolis metropolitan area through its undergraduate educational offerings, also draws from larger national and international pools for its graduate and professional programs. Last fall, 9% of IUPUI's total enrollment was from outside the state of Indiana – 3% of undergraduates and 23% of graduate/professional students. IU also has several regional campuses located at or near Indiana's borders (e.g., East, Northwest, South Bend, and Southeast). As a part of their mission, regional campuses offer students within their service regions (including some counties across the state's borders) access to a comprehensive education at the undergraduate and master's levels. The East and Southeast campuses, which participate in tuition reciprocity agreements with counties in Ohio and Kentucky, respectively, are the two regional campuses with the largest shares of non-resident students (at 13% and 26%, respectively) within their fall 2006 total enrollments.

Figure 1.
Percent of IU total enrollment that is non-resident



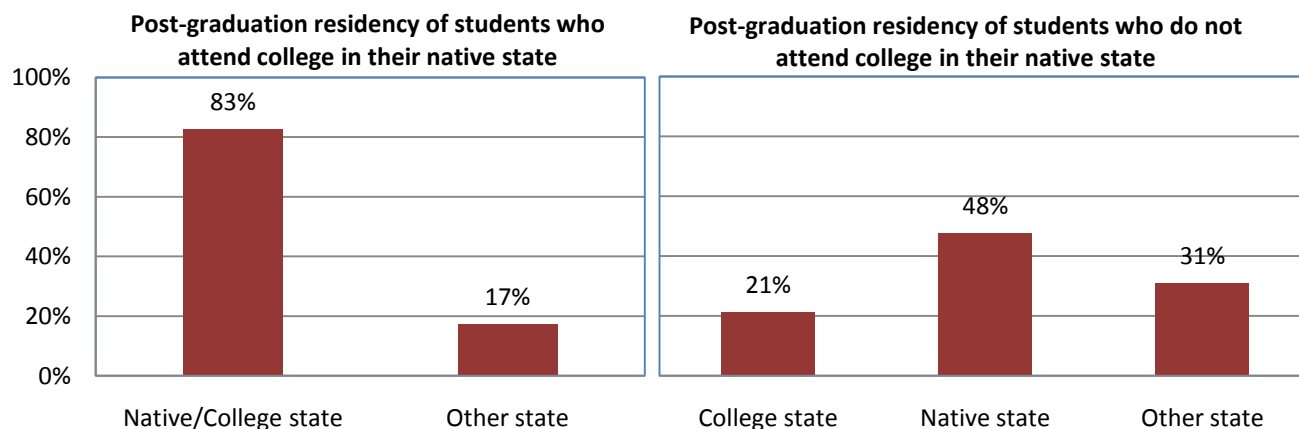
*IU total includes IU enrollments at IPFW, a Purdue-managed campus.

The purpose of this issue of *FYIU* is to present key arguments for and against states facilitating student migration, place these arguments within the context of the state of Indiana, and provide descriptive information on the current migration patterns of students flowing in and out of Indiana.

Position 1: Against facilitating student migration

One position, advocated recently in a report by the Center for the Study of Education Policy at Illinois State University, is that out-migrating college-bound students constitute a talent loss (or an early “brain drain”), and that, in the absence of efforts to retain students transitioning from high school to college, states forego opportunities to benefit economically from the human capital of this student population.¹ (Illinois is second only to New Jersey as the largest net exporter of college-bound students.) This position is partly supported by the findings of a study conducted by the U.S. Department of Education’s Institute of Education Sciences (IES).² Employing a national sample of high school graduates who pursued postsecondary education, the IES study found that 83% of the students who attended college in their native state still resided in their native state eight years after beginning their postsecondary education. Only 48% of the students who left their native state to attend college, however, resided in their native state eight years later (See Figure 2). Based on the IES study and other evidence, the Center recommended to the Illinois Board of Higher Education that Illinois currently withhold from participation in state-wide tuition reciprocity agreements with neighboring states.

Figure 2.



Position 2: For facilitating student migration

Another position, advocated by the Western Interstate Commission for Higher Education (WICHE), is that college student migration patterns are related to limited (or excess) capacity in the postsecondary educational marketplace given the changing demographic patterns of the states, and that student migration should be facilitated to capitalize on these interstate discrepancies in supply and demand for higher education.³ This position is based in part on WICHE’s projections of the number of high school graduates over the next decade, of which there is variation among states within each region of the country.⁴ Consistent with this position, WICHE, along with other interstate commissions for higher education (e.g., Midwestern Higher Education Compact, New England Board of Higher Education, and Southern Regional Education Board) are encouraging more comprehensive tuition reciprocity agreements among the states and their postsecondary institutions. In juxtaposition, we see in these two arguments the need to better understand the relationship between a state’s higher education capacity (as an argument for student migration) and its future stock of human capital

¹ [Committing to Keep Illinois Students In-State: Understanding College Choice, Student Migration Patterns, and Retention Strategies](#)
Center for the Study of Education Policy, Illinois State University (2006)

² [Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000](#)
Washington, DC: U.S. Department of Education, Institute of Education Sciences (2004).

³ [Student Migration: Relief Valve for State Enrollment and Demographic Pressures](#)
Western Interstate Commission for Higher Education (2005)

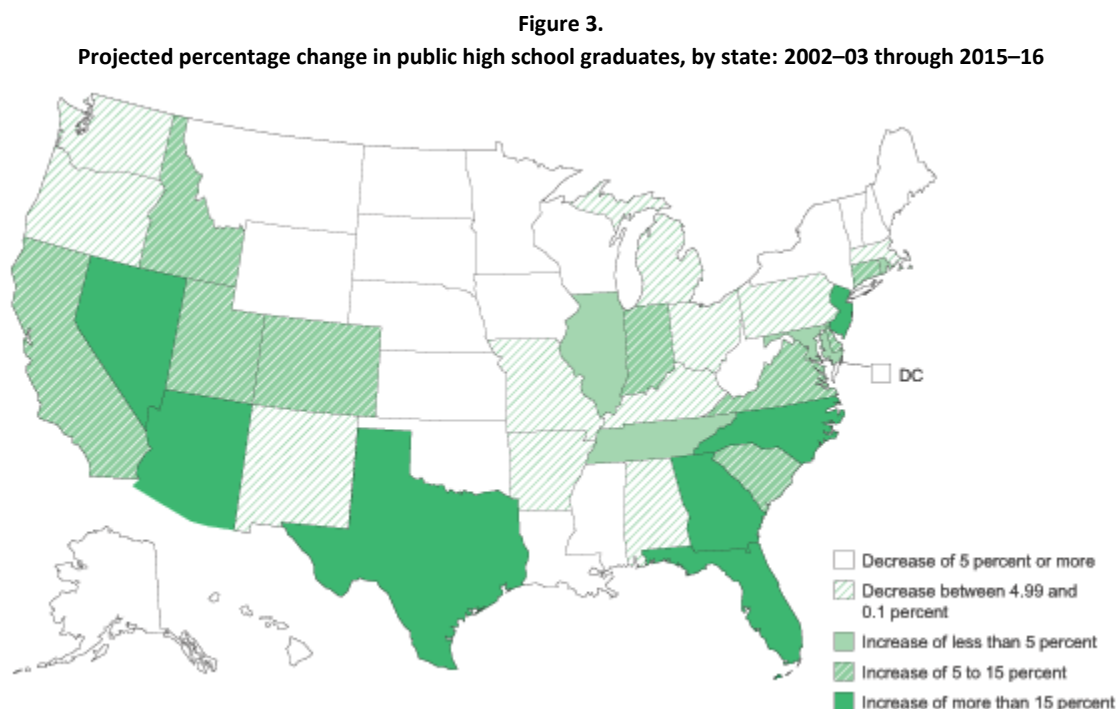
⁴ [Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity](#)
Western Interstate Commission for Higher Education (2003)

(as an argument against student migration). Indeed, simultaneously managing postsecondary educational capacity among neighboring states and fostering local economies by working toward a better equilibrium of “brain drain” and “brain gain” will be a delicate balance that states and their postsecondary institutions will need to face in the coming years. Achieving this balance becomes more of an imperative as communities continue to expand around local economies situated at or near state borders.

The Indiana Context

As we look toward the next decade of higher education in Indiana, two trends place the state in a fairly unique position within the Great Lakes region. First, Indiana is historically among the larger net *importers* of college-bound students in the country. As of 2004, when mandatory student migration data were last collected and reported, only Pennsylvania, North Carolina, and the District of Columbia had greater net gains in first-time college students due to migration. Three of Indiana’s contiguous states – Illinois, Ohio, and Michigan – are net *exporters* of college-bound students. Kentucky, like Indiana, is a net importer of college-bound students. Indiana is the largest importer of students from Illinois (just above Iowa), and it is the second largest importer of students from Ohio (just below Pennsylvania) and Michigan (just below Ohio).

Second, the state of Indiana is expected to be an enrollment hot spot in a region of the country where high school enrollments are otherwise curtailing. According to the National Center for Education Statistics (NCES), public high school graduates in the state of Indiana are projected to increase by 8% between the 2002-03 and 2015-16 academic years (See Figure 3).⁵ Public high school graduates are projected to increase by only 5% in Illinois over the same time, and graduates are projected to *decrease* by 1% in Michigan, 3% in Kentucky, and 4% in Ohio.



SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2003–04; and State Public High School Graduates Model, 1980–81 through 2002–03.

⁵ [Projections of Education Statistics to 2015](#)
National Center for Education Statistics (2006)

Taken together, these trends will provide several challenges that the state and its institutions of higher education must face in the coming decade. A first challenge to the state is the reduction of “brain drain,” the loss of college graduates to other states. Although not mentioned specifically in the report by the Illinois State University Center for the Study of Education Policy, the findings of the IES national study do not necessarily bode well for the economic development of states that are net *importers* of college-bound students, such as Indiana. As Figure 2 illustrates, only 21% of all students who migrated to another state to attend college still resided in that same state eight years after beginning college. Within eight years, the other 79% of these migrant students either returned to their native state or resided in another state in pursuit of further educational or employment opportunities. These percentages are even more askew when looking only at the state of Indiana. Although somewhat dated, a report by the Indiana Fiscal Policy Institute (IFPI) found that 11% of Indiana’s non-resident students stayed in state, whereas 89% of these students left after graduation.⁶ The IFPI report also found that resident and non-resident college graduates left Indiana mostly for employment-related reasons. Although a number of initiatives to reduce the state’s “brain drain” have been enacted since the publishing of the IFPI report, a follow-up to the IFPI study is necessary to evaluate the state’s progress toward retaining its college graduates.

A second challenge facing the state is whether institutions of higher education have the capacity to educate an increasing number of high school graduates who will be attending college. In addition to the NCES projections of high school graduates, which are based only on demographic shifts in the population, students in Indiana are graduating high school and entering college at higher rates.⁷ Between 1994-95 and 2004-05, the graduation rate at public high schools increased from 83% to 90%, and the percentage of those high school graduates who enrolled in college increased from 59% in 1995-96 to 75% in 2005-06.⁸ Further, there is evidence that future graduating cohorts will be different from those historically served by postsecondary institutions in Indiana. Between academic years 1994-95 and 2004-05, the number of White students enrolled in public K-12 schools decreased by 3%, whereas the number of students of color increased by 58%. Much of this growth was among Hispanics students, whose enrollment increased by 150% over this time. Between 1996-97 and 2006-07, the number of public K-12 students who were receiving a free or reduced lunch increased by 47%, while the number of students who paid in full increased by only 7%. There is a presumption that more of the students in these future cohorts of high school graduates will be place bound and will begin their higher education at community colleges. The recent growth in enrollment within Indiana’s community college sector provides some support to this claim. Between 1995-96 and 2005-06, there was a 41% increase in the number of high school graduates reporting that they matriculated to a two-year institution. The number of high school graduates reporting matriculation to a four-year institution increased by only 15% over the same time.

If the number of high school graduates in Indiana increases as NCES projects, and if the college-going rate remains unchanged or increases, a question facing the state is how its postsecondary institutions will handle this increase in demand. Does the state currently have the capacity to increase undergraduate enrollments, or will the state need to increase its higher education capacity? And if capacity needs to be increased, at what level or levels of postsecondary education? If a greater number of these students are place bound and begin their postsecondary education at community colleges, will limited capacity be an issue for the state’s

⁶ [Graduate Migration from Indiana’s Postsecondary Institutions.](#)

Indiana Fiscal Policy Institute (1999)

⁷ [Accountability System for Academic Progress.](#)

Indiana Department of Education

⁸ High school graduation rates for the years reported are based on a calculation that was recommended by the National Center for Education Statistics. For any particular graduating class, the graduation rate is calculated as the product of the cohort’s retention rates across four years of high school. This is not the same calculation as a four-year completion rate, which requires following individual students from 9th grade through graduation.

community colleges? What will this increasing demand for education at community colleges mean for the maintenance of undergraduate enrollments at four-year institutions in the state, and what will it mean for transfer and articulation between two-year and four-year institutions? Will institutions in the state turn away more non-resident college-bound students in favor of educating more Hoosiers, will the decline in high school graduates in neighboring states provide the state with the needed capacity to educate more residents, or will Indiana need to join some of its neighboring states and become a net exporter of college-bound students?

A final challenge to the state of Indiana – suggested earlier – is in better understanding and achieving a balance between these two inextricably linked forces within the state. The relationship between Indiana's higher education capacity and its future stock of human capital is complex. For example, how might the limits of the state's higher education capacity affect its ability to retain local talent and attract college-bound students from outside the state? If the state increases its higher education capacity and remains a net importer of college-bound students, how will the state hold on to its non-resident college graduates? If, due to constraints in capacity the state becomes a net exporter of college-bound students, how will the state win back its lost Hoosier talent? How might the location of communities along Indiana's borders (e.g., Gary, South Bend, Richmond, and New Albany) contribute to the exchange of college-bound students and college graduates with neighboring states? How might vehicles such as tuition reciprocity agreements with neighboring states impede or facilitate the exchange of college-bound students, and what will these agreements mean for Indiana's future stock of human capital in these border communities and elsewhere in the state?

The remainder of this issue provides descriptive information on the migration patterns of college-bound students from Indiana and neighboring states. This information, aggregated by state, was extracted from the Integrated Postsecondary Educational Data System (IPEDS). For more information on student migration, visit the links provided in footnotes to this issue of *FYIU*.

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Total Interstate Migration

In the fall of 1994, 32,393 students from the state of Indiana who had graduated from high school within the prior 12 months attended a degree-granting postsecondary institution in the U.S. for the first time (See Table 1). Of this group of college-bound students, 27,774 (86%) students matriculated at an institution within the state of Indiana, whereas 4,619 (14%) enrolled at an institution outside of the state of Indiana. Twelve other states in the U.S. educated a greater percentage of their college-bound high school graduates than Indiana, with two of Indiana's contiguous states – Kentucky and Michigan – being among this group.

Although by 2004 the state of Indiana was producing a greater number of college-bound high school graduates (36,057) who were attending degree-granting postsecondary institutions in the U.S. for the first time, the percentage of this group that migrated out of the state of Indiana to attend college remained relatively constant (13%, compared to 14% in 1994). Indiana dropped in rank during this time, however, as fifteen other states educated a greater percentage of their college-bound high school graduates than Indiana. Kentucky and Michigan continued to be among those states that ranked higher than Indiana on this measure.

In the fall of 1994, 9,188 first-time students from the other 49 states and the District of Columbia matriculated at a degree-granting postsecondary institution in the state of Indiana. Absolute migration between Indiana and the other states resulted in an exchange of 13,807 college-bound students. Indiana's in-migrants represented approximately two-thirds (67%) of all students in this exchange, for a net *gain* of 4,569 students due to college-bound student migration. The state of Indiana ranked 10th with regard to in-migration as a percentage of absolute migration, and the state ranked 5th with regard to its net migration. Only North Carolina, Massachusetts, the District of Columbia, and Pennsylvania had positive net migrations that were greater than that of Indiana. Kentucky was the only one of Indiana's contiguous states to have in-migration that represented over 50% of its absolute migration, thus being the only adjacent state to have a net gain in students due to college-bound student migration. All other contiguous states lost more students than they gained due to migration, with Illinois ranked lower than every state except New Jersey with regard to net migration.

By the fall of 2004, 9,826 first-time students from elsewhere in the U.S. matriculated at a degree-granting postsecondary institution in the state of Indiana, resulting in an absolute migration of 14,608 college-bound students between Indiana and other states. Indiana's in-migrants again represented two-thirds (67%) of all students in this exchange, for a net gain of 5,044 students due to college-bound student migration. Although the state dropped in rank from 10th to 12th with regard to in-migration as a percentage of absolute migration, the state rose in rank from 5th to 4th with regard to its net migration. Compared to Indiana, only Pennsylvania, North Carolina, and the District of Columbia had greater net gains in first-time college students due to migration. Again, Kentucky was the only one of Indiana's contiguous states to have a net gain in students due to college-bound student migration. All other contiguous states lost more students than they gained due to migration, with Illinois still being ranked lower than all but New Jersey with regard to the state's net migration.

Table 1.
Total Interstate Migration of Fall 2004 First-time Degree/Certificate-Seeking Undergraduate Students for Indiana and Contiguous States

| State | First-time college students from state ^a | In-state students | Out-migrants | In-state students as % of first-time college students from state | | In-migrants | Absolute migration ^b | In-migration as % of absolute migration | | Net migration ^c | |
|-------------|---|-------------------|--------------|--|------------|-------------|---------------------------------|---|------------|----------------------------|------------|
| | | | | Percent | State rank | | | Percent | State rank | Count | State rank |
| 1994 | | | | | | | | | | | |
| Illinois | 74,503 | 58,566 | 15,937 | 79% | 30 | 5,994 | 21,931 | 27% | 48 | -9,943 | 50 |
| Indiana | 32,393 | 27,774 | 4,619 | 86% | 13 | 9,188 | 13,807 | 67% | 10 | 4,569 | 5 |
| Kentucky | 20,488 | 18,011 | 2,477 | 88% | 8 | 3,753 | 6,230 | 60% | 17 | 1,276 | 20 |
| Michigan | 55,328 | 49,171 | 6,157 | 89% | 7 | 4,946 | 11,103 | 45% | 36 | -1,211 | 41 |
| Ohio | 61,706 | 51,925 | 9,781 | 84% | 18 | 9,242 | 19,023 | 49% | 32 | -539 | 34 |
| 2004 | | | | | | | | | | | |
| Illinois | 77,261 | 58,157 | 19,104 | 75% | 33 | 7,284 | 26,388 | 28% | 49 | -11,820 | 50 |
| Indiana | 36,057 | 31,275 | 4,782 | 87% | 16 | 9,826 | 14,608 | 67% | 12 | 5,044 | 4 |
| Kentucky | 21,696 | 19,349 | 2,347 | 89% | 11 | 4,725 | 7,072 | 67% | 13 | 2,378 | 15 |
| Michigan | 63,788 | 57,300 | 6,488 | 90% | 7 | 5,771 | 12,259 | 47% | 35 | -717 | 37 |
| Ohio | 70,345 | 58,905 | 11,440 | 84% | 20 | 9,583 | 21,023 | 46% | 37 | -1,857 | 43 |

Source: Integrated Postsecondary Educational Data System, 1994, 2004

^a Total students from state = In-state students + Out-migrants

^b Absolute migration = In-migrants + Out-migrants

^c Net migration = In-migrants – Out-migrants

Regional Interstate Migration

Of the 9,188 non-residents who matriculated as first-time students at degree-granting postsecondary institutions in the state of Indiana in 1994, 54% were from Indiana's four contiguous states. Combined, these four states also received 55% of Indiana's 4,619 out-migrant college-bound students. Indiana's contiguous states were among the top five states to send first-time students to Indiana and were the top four states to receive first-time students from Indiana (See Table 2). By 2004, 56% of the 9,826 non-resident matriculants were from Indiana's contiguous states, and these states received 58% of Indiana's 4,782 out-migrant students. By 2004, Indiana's contiguous states were still the top four states to receive first-time students from Indiana. Kentucky, however, had fallen from a rank of 5th in 1994 to a rank of 8th in 2004 with regard to other states that send first-time students to Indiana.

Although Illinois is one of the larger recipients of Indiana's out-migrant students, it is consistently the largest supplier of non-resident students to the state of Indiana, and the discrepancy between in- and out-migrants provides Indiana with the largest net gains – 1,662 in 1994 and 2,027 in 2004 – among all exchanges of college-bound students with other states. This net gain appears to be increasing over time, as the supply of students from Illinois has increased at a faster rate than the supply of Indiana out-migrants to Illinois between 1994 and 2004.

Indiana also receives net gains from the exchange of college-bound students with the states of Michigan and Ohio. Two different patterns in the exchange of students between Indiana and these states have emerged, however. Between 1994 and 2004, the supply of students from Michigan has decreased while the supply of Indiana out-migrants to Michigan has increased – resulting in a slight decrease in Indiana's net gain. Ohio, however, has supplied a greater number of first-time students and has received fewer Indiana out-migrants over time – resulting in an increase in Indiana's net gain.

Unlike the other contiguous states, Kentucky, has consistently supplied Indiana with a disproportionately smaller share of first-year students than it has received from the state, providing Indiana with the largest net losses – 202 in 1994 and 553 in 2004 – among all exchanges of college-bound students between Indiana and other states. This net loss for the state appears to be increasing over time, too, as Kentucky has supplied a greater number of first-time students and has received fewer first-time students from Indiana between 1994 and 2004.

This shift toward Kentucky and away from Ohio as an alternative to a postsecondary education in Indiana may be the result of advancements in tuition reciprocity agreements over the past decade between Indiana and Kentucky.⁹ For example, Indiana students along the Kentucky border may be gravitating toward Louisville, the regional center of commerce, which offers a greater mix of postsecondary institutions than New Albany. This hypothesis is supported in part by the shift in the top ten postsecondary institutions chosen by Indiana out-migrants in 1994 and 2004 (See Appendix).¹⁰ In 1994, only three postsecondary institutions in Kentucky made the list of the top ten institutions attended by Indiana out-migrating college-bound students. By 2004, five Kentucky institutions made the list, many of which participate in the Indiana-Kentucky state tuition reciprocity agreement (e.g., University of Louisville) or in campus-based non-resident tuition incentive programs (e.g., Western Kentucky University).

⁹ Ohio entered into its first agreement with Indiana in 2004, at the time of the most recent data collection on student migration.

¹⁰ Also included in the Appendix is the list of the top ten institutions attended by college-bound students migrating to Indiana.

Table 2.
Regional Interstate Migration of Fall 2004 First-time Degree/Certificate-Seeking Undergraduate Students for Indiana and Contiguous States

| State | Indiana in-migrants from contiguous state | | | Indiana out-migrants to contiguous state | | | Absolute migration ^a | Indiana in-migrants as % of absolute migration | | Indiana Net migration ^c | |
|-------------|---|---------------------------------|------------|--|----------------------------------|------------|---------------------------------|--|------------|------------------------------------|------------|
| | Count | As % of all Indiana in-migrants | State rank | Count | As % of all Indiana out-migrants | State rank | | Percent | State rank | Count | State rank |
| <u>1994</u> | | | | | | | | | | | |
| Illinois | 2,367 | 26% | 1 | 705 | 15% | 2 | 3,072 | 77% | 15 | 1,662 | 1 |
| Kentucky | 380 | 4% | 5 | 582 | 13% | 3 | 962 | 40% | 38 | -202 | 50 |
| Michigan | 926 | 10% | 3 | 347 | 8% | 4 | 1,273 | 73% | 19 | 579 | 2 |
| Ohio | 1,327 | 14% | 2 | 884 | 19% | 1 | 2,211 | 60% | 32 | 443 | 3 |
| <u>2004</u> | | | | | | | | | | | |
| Illinois | 2,751 | 28% | 1 | 724 | 15% | 3 | 3,476 | 79% | 16 | 2,027 | 1 |
| Kentucky | 333 | 3% | 8 | 886 | 19% | 1 | 1,227 | 27% | 47 | -553 | 50 |
| Michigan | 915 | 9% | 3 | 390 | 8% | 4 | 1,308 | 70% | 24 | 525 | 3 |
| Ohio | 1,519 | 15% | 2 | 760 | 16% | 2 | 2,281 | 67% | 27 | 759 | 2 |

Source: Integrated Postsecondary Educational Data System, 1994, 2004

^a Absolute migration = Indiana in-migrants + Indiana out-migrants

^b Net migration = Indiana in-migrants – Indiana out-migrants

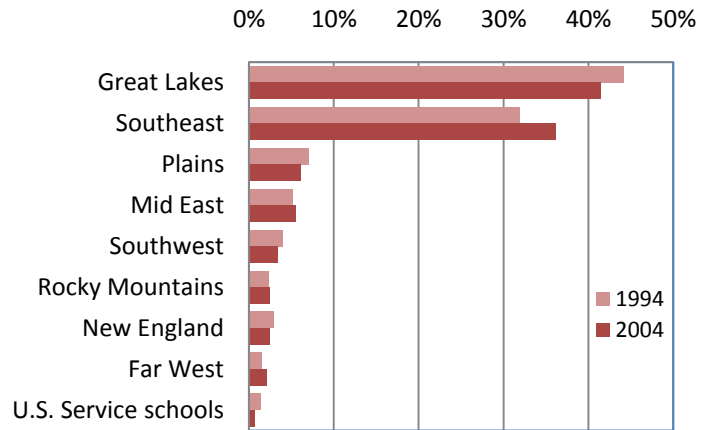
Characteristics of Institutions Attended by Indiana Out-migrants

Location.¹¹ In 2004, 41% of Indiana’s out-migrants selected an institution located within the Great Lakes region, down from 44% in 1994. The Southeast region received 36% of Indiana’s out-migrants in 2004, up from 32% in 1994. This shift from the Great Lakes region to the Southeast region is partly due to decreasing numbers of Indiana students migrating to Ohio and increasing numbers of Indiana students migrating to Kentucky (See Table 2). By 2004, Kentucky was the leading importer of Indiana out-migrants, accounting for one-half of all Indiana out-migrants attending college in the Southeast.

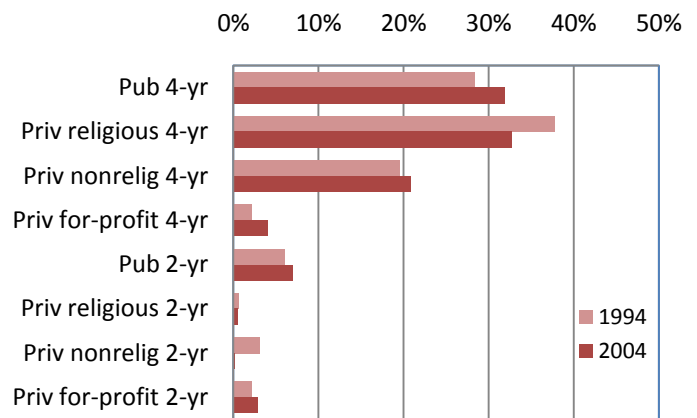
Sector. The public sector had an increase in the share of Indiana out-migrants between 1994 and 2004. The share of these students attending public four-year institutions increased from 28% to 32%, whereas the share attending public two-year institutions increased from 6% to 7%. Despite having a decrease in the share of Indiana out-migrants over time, the private sector still educated the majority of these students in both 1994 and 2004. Within this sector, however, only for-profit institutions had an increase in the share of Indiana out-migrants at both the four-year (from 2% to 4%) and two-year (from 2% to 3%) levels. Religiously affiliated institutions had a decreased share of Indiana out-migrants at both the four-year (from 38% to 33%) and two-year (from 1% to 0.5%) levels, whereas the share of these students at private, nonreligious institutions increased at the four-year level (from 20% to 21%) but decreased at the two-year level (from 3% to 0.1%).

Carnegie Classification.¹² Between 1994 and 2004, the share of Indiana out-migrants attending a Doctoral/Research institution increased from 30% to 33%. With the exception of Associates institutions, all other classifications had a smaller share of Indiana out-migrants in 2004 than in 1994. Of all institution types, Associates institutions had the greatest gain in the share of Indiana out-migrants, from 12% to 17%. This increase in the share of out-migrants who attend institutions that confer a large number of Associates degrees is unexpected given the recent growth of Indiana’s Ivy Tech Community College.

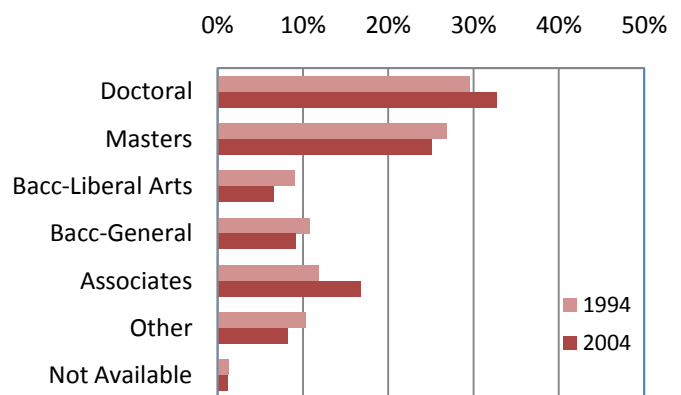
Location of institutions attended by IN out-migrants



Sector of institutions attended by IN out-migrants



Class of institutions attended by IN out-migrants



¹¹ Great Lakes (IL, IN, MI, OH, WI); Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); Plains (IA, KS, MN, MO, NE, ND, SD); Mid East (DE, DC, MD, NJ, NY, PA); Southwest (AZ, NM, OK, TX); Rocky Mountains (CO, ID, MT, UT, WY); New England (CT, ME, MA, NH, RI, VT); Far West (AK, CA, HI, NV, OR, WA)

¹² The Associates category is comprised of those institutions in which more than half of all degree conferrals are at the sub-baccalaureate level. Institutions in 1994 and in 2004 are classified according to the 2000 Carnegie classification scheme.

Conclusions

Indiana is historically one of the largest net importers of college-bound students. Over the next decade, the state will face relatively large increases in its own pool of high school graduates, and these cohorts of college-bound students will be different from previous cohorts with regard to their race/ethnicity and socioeconomic status, and with regard to where they start college (i.e., community college). Given these projected changes in the demand for higher education, the state of Indiana must examine and possibly adjust its higher education capacity while simultaneously finding ways to retain its college graduates in order to bolster its economy. How to address this unique set of challenges faced by the state is already on the minds of many at Indiana University.

As an example, in response to the Lilly Endowment's "Brain Drain" funding that was made available to all Indiana colleges and universities in 2003, Indiana University campuses identified and developed a range of initiatives to retain college graduates that were centered on four key areas:¹³

1. Internship, job development and placement in business
2. Service learning, internships, job development and placement in not-for-profit organizations
3. Community-university partnerships to support increased economic opportunities
4. Support of entrepreneurial development.

Although the grant funding for this project ended in 2006, many of the initiatives continue across the campuses.

As another example, in 2005 Indiana University completed its Mission Differentiation Project, which has implications both for the relationship between the campuses and Ivy Tech Community College and for the university's commitment to the higher education of resident and non-resident students.¹⁴ As a part of this project, the university responded to the Indiana Commission for Higher Education's decision to reduce the number of associate's degrees that IU offers by redefining the missions of the regional campuses as primarily baccalaureate and professional master's degree-granting institutions that serve the educational, social and economic needs of their respective regions. Also through the project, the university reinforced IUB and IUPUI's positions as having nationally and internationally recognized programs that serve a wide array of students from across the country and abroad. The university also encouraged the regional campuses to maintain and pursue additional tuition reciprocity agreements with counties in neighboring states, and to collaborate with institutions in Indiana and in neighboring states to provide graduate-level programs that are tied to the economic development of the region.

As these examples illustrate, the variety of initiatives for and approaches to retaining college graduates and recruiting non-resident students among the campuses of Indiana University reflects differences in campus missions and in the scope and location of their service regions. There are many promising signs in these programs and initiatives that Indiana University is addressing the challenges facing the state. We hope that the information provided in this issue of *FYIU* informs further constructive and collaborative efforts to understand and address the complex interplay among the expected changes in the number and characteristics of college-bound students, the state's postsecondary educational capacity and the role of differentiated campuses and institutions within the state, and the opportunities and challenges of balancing interstate migration and state interests in retaining and recruiting talent.

We would appreciate your questions and comments about the contents of this issue. Please contact us at upira@indiana.edu.

¹³ [Initiative to Promote Opportunity Through Education](#)

¹⁴ [Mission Differentiation at Indiana University](#)

Appendix: Top Institutions Selected

Top 10 Institutions among Fall 2004 First-time Degree/Certificate-Seeking Indiana Out-migrants

| 1994 (N=4,619) | | | | 2004 (N=4,782) | | | |
|----------------|-------------------------------------|-------|----------------------|----------------|-------------------------------------|-------|----------------------|
| Rank | Institution | Count | Percent ^a | Rank | Institution | Count | Percent ^a |
| 1 | University of Northwestern Ohio, OH | 124 | 3% | 1 | University of Louisville, KY | 163 | 3% |
| 2 | Western Kentucky University, KY | 116 | 3% | 2 | University of Northwestern Ohio, OH | 155 | 3% |
| 3 | Miami University-Oxford, OH | 112 | 2% | 3 | Western Kentucky University, KY | 133 | 3% |
| 4 | Xavier University, OH | 105 | 2% | 4 | Northern Kentucky University, KY | 118 | 2% |
| 5 | Olivet Nazarene University, IL | 101 | 2% | 5 | Olivet Nazarene University, IL | 107 | 2% |
| 6 | University of Dayton, OH | 76 | 2% | 6 | Miami University-Oxford, OH | 100 | 2% |
| 7 | University of Louisville, KY | 58 | 1% | 7 | University of Dayton, OH | 89 | 2% |
| 8 | Northwestern University, IL | 47 | 1% | 8 | University of Kentucky, KY | 70 | 1% |
| 9 | Louisville Technical Institute, KY | 47 | 1% | 9 | Sullivan University, KY | 65 | 1% |
| 10 | Bob Jones University, SC | 46 | 1% | 10 | Loyola University Chicago, IL | 63 | 1% |

Source: Integrated Postsecondary Educational Data System, 1994, 2004

^a Percent of all Indiana out-migrants

Top 10 Institutions among Fall 2004 First-time Degree/Certificate-Seeking Indiana In-migrants

| 1994 (N=9,188) | | | | 2004 (N=9,826) | | | |
|----------------|----------------------------------|-------|----------------------|----------------|----------------------------------|-------|----------------------|
| Rank | Institution | Count | Percent ^a | Rank | Institution | Count | Percent ^a |
| 1 | Indiana University-Bloomington | 1,614 | 18% | 1 | Purdue University-West Lafayette | 1,856 | 19% |
| 2 | University of Notre Dame | 1,611 | 18% | 2 | University of Notre Dame | 1,612 | 16% |
| 3 | Purdue University-West Lafayette | 1,339 | 15% | 3 | Indiana University-Bloomington | 1,560 | 16% |
| 4 | Depauw University | 357 | 4% | 4 | Valparaiso University | 504 | 5% |
| 5 | University of Evansville | 333 | 4% | 5 | Indiana Wesleyan University | 351 | 4% |
| 6 | Valparaiso University | 333 | 4% | 6 | Depauw University | 341 | 3% |
| 7 | Ball State University | 319 | 3% | 7 | Taylor University-Upland | 322 | 3% |
| 8 | Saint Mary's College | 302 | 3% | 8 | Ball State University | 300 | 3% |
| 9 | Taylor University-Upland | 289 | 3% | 9 | University of Evansville | 278 | 3% |
| 10 | Butler University | 270 | 3% | 10 | Saint Mary's College | 254 | 3% |

Source: Integrated Postsecondary Educational Data System, 1994, 2004

² Percent of all Indiana in-migrants