

College enrollment patterns differ for rural and nonrural Indiana high school graduates despite similar academic preparation

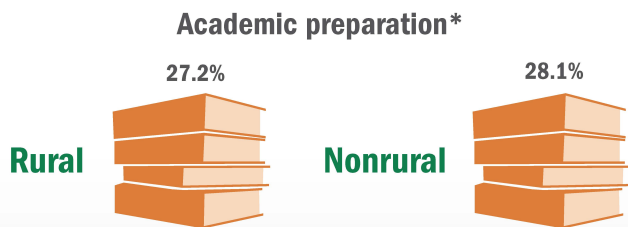


Using data from Indiana state longitudinal data systems, REL Midwest examined rural–nonrural differences in college enrollment patterns among the 2010 cohort of public high school graduates.¹

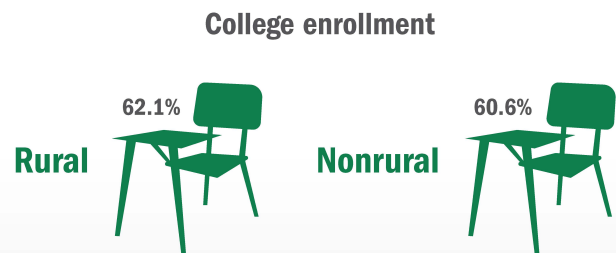
More than 20,000 students in Indiana graduated from a rural high school.



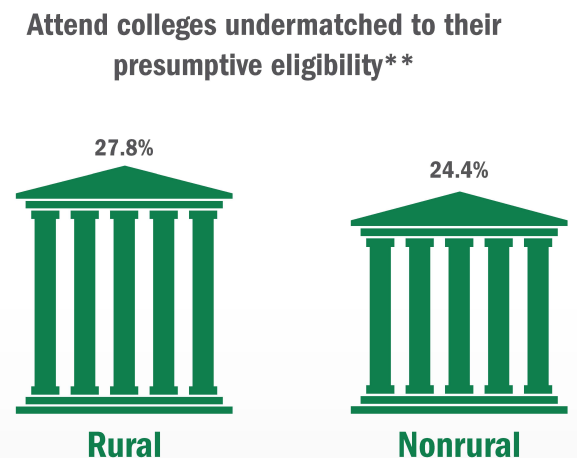
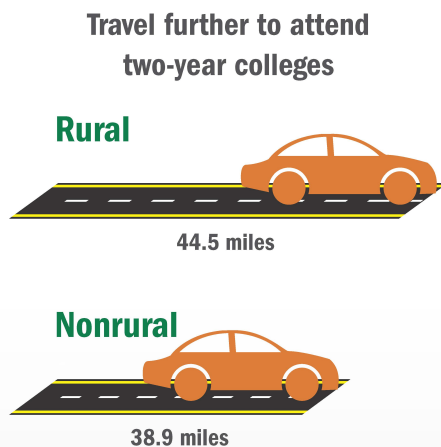
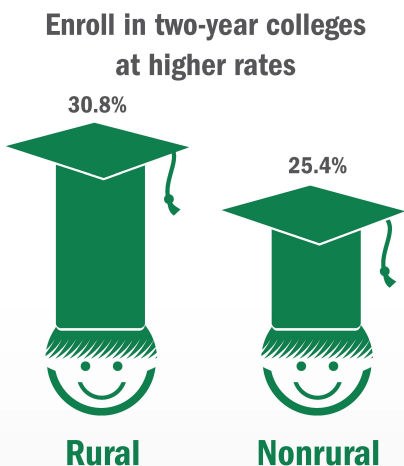
Both rural and nonrural high school graduates have similar...



*Took at least one Advanced Placement exam



However, compared with nonrural high school graduates, rural high school graduates are more likely to...²



**Presumptive eligibility is the highest level of college selectivity for which a student is likely to be accepted for admission, based on his or her academic qualifications. In the current study, grade point average and ACT/SAT scores were used to determine presumptive eligibility.

Data source

Burke, M. R., Davis, E., & Stephan, J. L. (2015). *College enrollment patterns for Rural Indiana high school graduates*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from <https://ies.ed.gov/ncee/edlabs>

Endnotes

¹ Study findings are limited to Indiana public high school students who graduated in 2010 and who enrolled in a two- or four-year public Indiana college in fall 2010.

² Percentages represent proportion of students within a given subgroup (rural, nonrural).

Additional information

For more information about this infographic, contact REL Midwest by e-mail (relmidwest@air.org) or by phone (866-730-6735).

This work was funded by the U.S. Department of Education's Institute of Education Sciences (IES) under contract ED-IES-12-C-0004, with REL Midwest, administered by American Institutes for Research. The content of the infographic does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations.