

MINNESOTA

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 MINNESOTA,

first-generation college student Moises Mendoza shares his story with Higher Learning Advocates.

// All actors within the college process should redesign forms that are required for enrollment and reevaluate how they are messaging information that gets delivered to high school students... financial aid applications such as the FAFSA and the CSS profile are not straightforward and require a high level of parental involvement. Redesigning these forms... can be beneficial to all applicants, and especially for historically marginalized students who are first-generation and have little to no support in the process. //

To learn more about Moises's story, visit todaysstudents.higherlearningadvocates.org.

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SNAPSHOT: How do Minnesota's numbers stack up?

To better understand how Minnesota 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

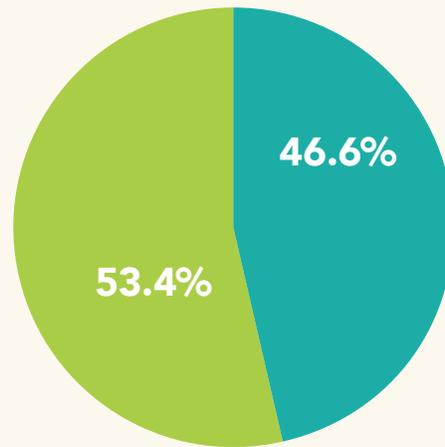
Minnesota's Fall Student Enrollment, 2017

Minnesota's total student enrollment is

414,617

53%

Minnesota students attend full-time.



- Full-time
- Part-time

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.

FEDERAL STUDENT AID

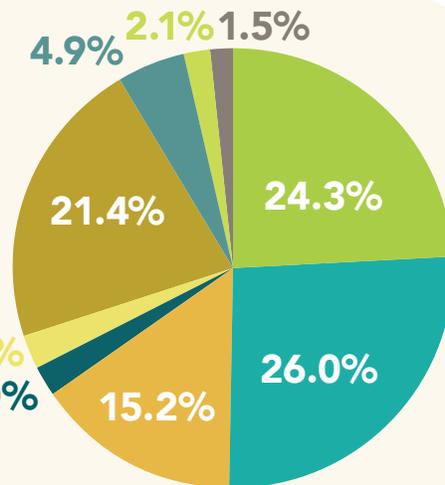
Minnesota Federal Student Aid Portfolio

About

72%

of Minnesota's college students and their families take out federal student loans,¹ compared to

70% nationwide.²



- Direct Loan Subsidized
- Direct Loan Unsubsidized Undergraduate
- Direct Loan Unsubsidized Graduate
- Parent PLUS
- Grad PLUS
- Pell Grant
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Federal Work Study
- Perkins Loan

Source: Federal Student Aid Data Center. Direct Loan Program. AY 2016-2017 Quarter 4, Award Year Summary. <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>

Source: Federal Student Aid Data Center. Grant Volume. AY 2016-2017 Quarter 4, Award Summary. <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>

Source: Federal Student Aid Data Center. Campus-Based Program. AY 2016-2017. <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>

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

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

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SNAPSHOT: How do Minnesota's numbers stack up?

TUITION & FEES

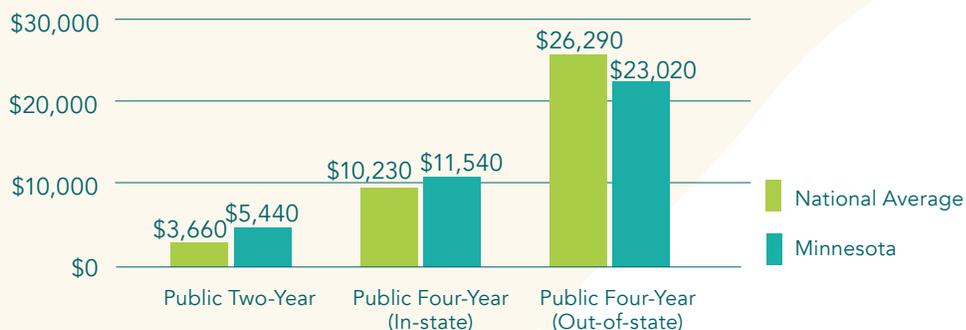
Minnesota's institutions of higher education tuition & fees are above the national average at public two-year institutions and for in-state students attending public four-year institutions.

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

Source: College Board. Average Tuition and Fees and Room and Board in Current Dollars, 2017-18 and 2018-19.

<https://trends.collegeboard.org/college-pricing/figures-tables/average-published-undergraduate-charges-sector-2018-19>

Average Tuition & Fees | 2018-2019



ATTAINMENT

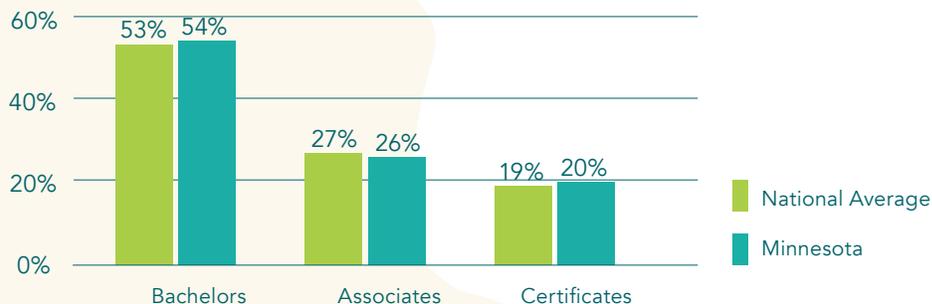
In 2016-2017, about-average rates of Minnesota students obtained postsecondary degrees and credentials compared to the rest of the nation.

Source: U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS), Completions Survey by Gender, 2016-2017 academic year.

Source: Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B. (2018). Postsecondary Institutions and Cost of Attendance in 2017-18; Degrees and Other Awards Conferred, 2016-17; and 12-Month Enrollment, 2016-17: First Look (Provisional Data) (NCES 2018-060rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved November 2018 from <https://nces.ed.gov/pubs2018/2018060REV.pdf>

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

Percentage of Degrees & Certificates Awarded | 2016-2017



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SNAPSHOT: How do Minnesota's numbers stack up?

ATTAINMENT *continued*

As of February 2019,

54.9%

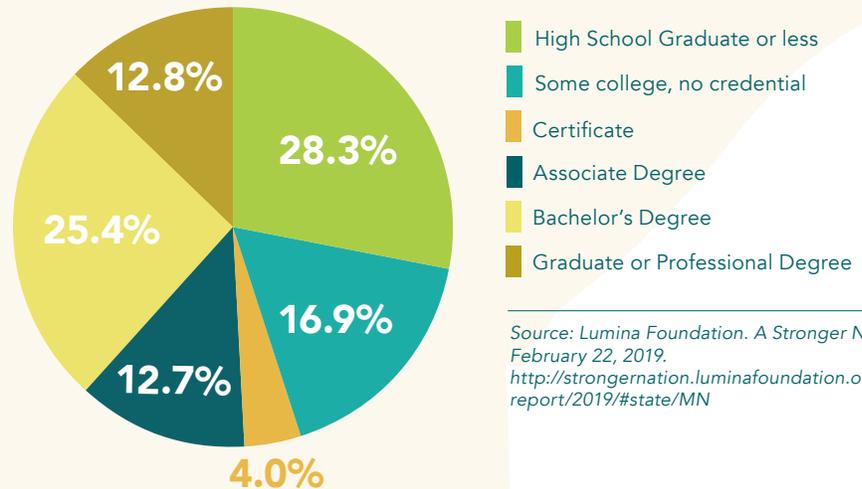
of Minnesota residents ages 25-64 have obtained a certificate or postsecondary degree.

NATIONALLY,

47.6%

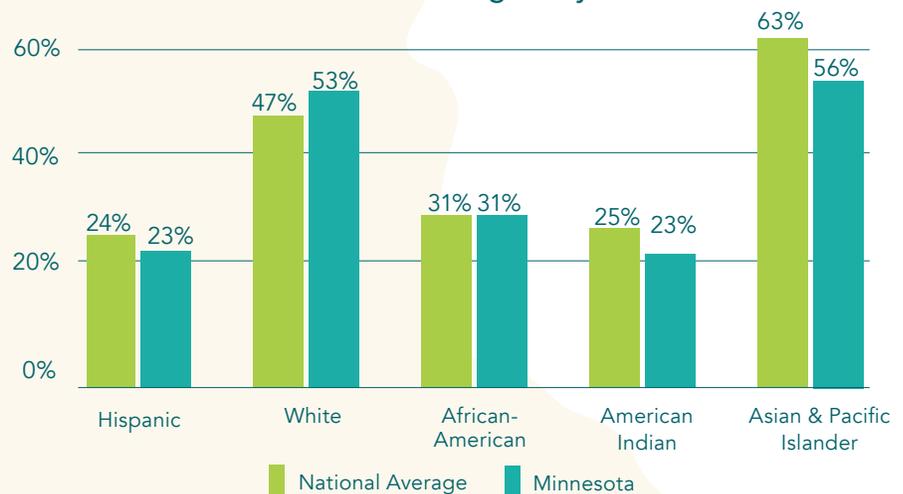
of Americans ages 25-64 have obtained a certificate or postsecondary degree.³

Minnesota Education Levels for Residents Ages 25-64



Source: Lumina Foundation. A Stronger Nation. February 22, 2019. <http://strongernation.luminafoundation.org/report/2019/#state/MN>

Percentage of Minnesota Residents Ages 25-64 with at least an Associate's Degree by Race



Source: Lumina Foundation. A Stronger Nation. February 22, 2019. <http://strongernation.luminafoundation.org/report/2019/#state/MN>

³<http://strongernation.luminafoundation.org/report/2019/#state/MN>

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SNAPSHOT: How do Minnesota'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/>

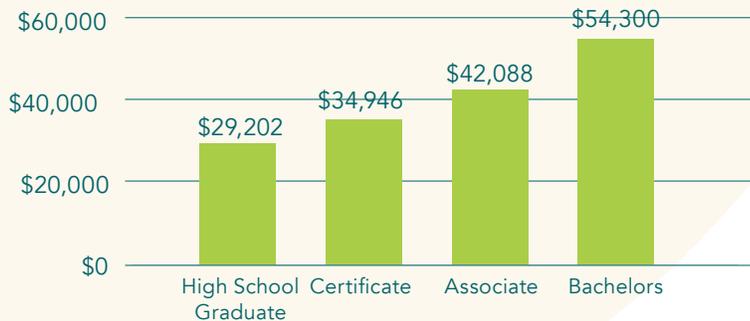
Minnesota workers with higher levels of postsecondary attainment have more earning power than their peers with less than a bachelor's degree. The median earnings of Minnesota residents is above the national average.

Source: U.S. Census Bureau, Earnings in the Past 12 Months, 2012-2016 American Community Survey 5-Year Estimates. https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_09_5YR_S1501&prodType=table

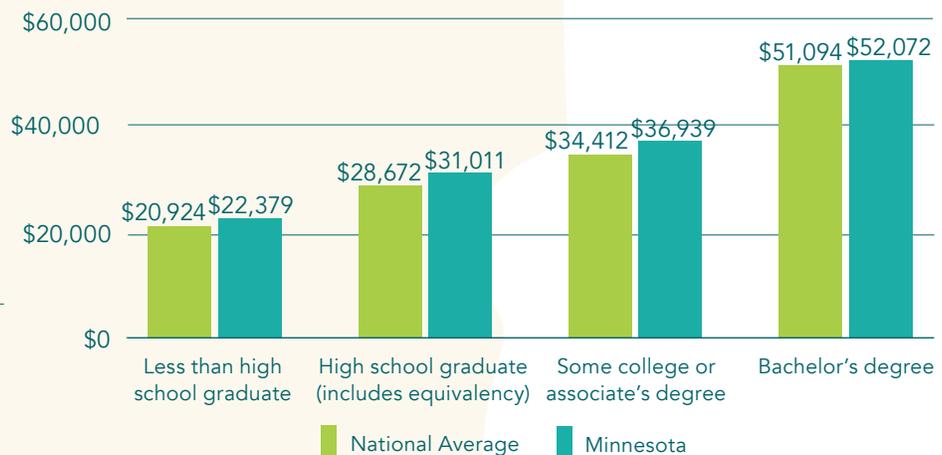
The majority of jobs nationwide in 2020 will require education beyond high school.

Source: Anthony P. Carnevale, Nicole Smith, and Jeff Strohl. Georgetown Center for Education and Workforce. Recovery: Job Growth and Education Requirements through 2020. June 26, 2013. <https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/>

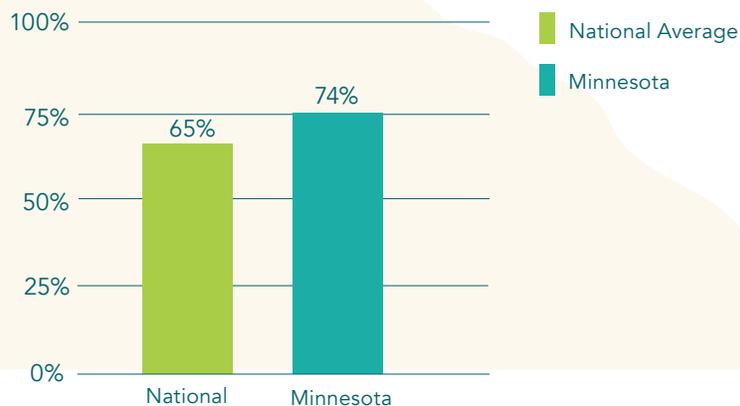
National Average Earnings of U.S. Workers By Educational Attainment



Median Earnings by Educational Attainment for Minnesota Residents Aged 25 and Over



Percentage of Jobs that will Require Postsecondary Education by 2020



WHAT CHALLENGES DO TODAY'S STUDENTS FACE?

AFFORDABILITY

49%

FINANCIALLY
INDEPENDENT



31%

AT OR BELOW

FEDERAL
POVERTY
LINE

PART-TIME VS.

40%

PART-TIME



COMPLETION

38%

OF STUDENTS



with additional
financial, work,
and family
obligations

leave school in their
first year⁵

WORK

64%

WORK WHILE
IN COLLEGE



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



but they face unique challenges, such as applying competencies learned in military service to civilian careers and academics.

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>